Rajasthan RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 32 OUT OF 32 DISTRICTS
Data has not been presented where sample size was insufficient.

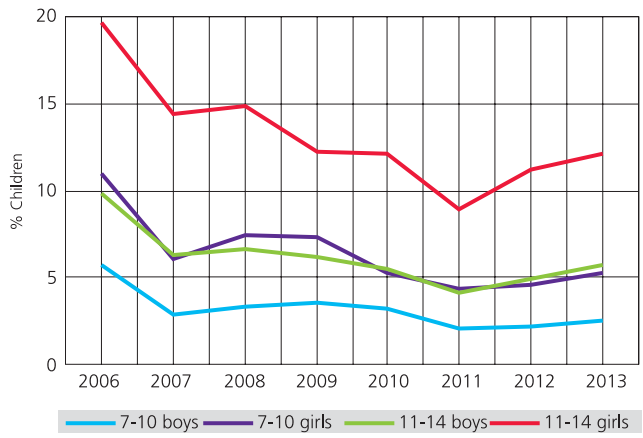
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	54.3	39.5	0.4	5.8	100
Age: 7-16 ALL	53.0	37.4	0.4	9.2	100
Age: 7-10 ALL	53.5	42.3	0.5	3.8	100
Age: 7-10 BOYS	49.1	48.0	0.4	2.5	100
Age: 7-10 GIRLS	58.7	35.5	0.5	5.3	100
Age: 11-14 ALL	55.1	35.9	0.3	8.7	100
Age: 11-14 BOYS	51.7	42.2	0.3	5.8	100
Age: 11-14 GIRLS	59.1	28.5	0.3	12.1	100
Age: 15-16 ALL	47.3	29.6	0.4	22.7	100
Age: 15-16 BOYS	47.9	34.5	0.2	17.4	100
Age: 15-16 GIRLS	46.7	24.1	0.6	28.7	100

Note: 'Other' includes children going to madarsa and EGS.
'Not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2013



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 19.6% in 2006, 12.1% in 2010, 11.2% in 2012 and is 12.1% in 2013.

Chart 2: Trends over time
% Children enrolled in private schools in Std I-V and Std VI-VIII 2009, 2011 and 2013

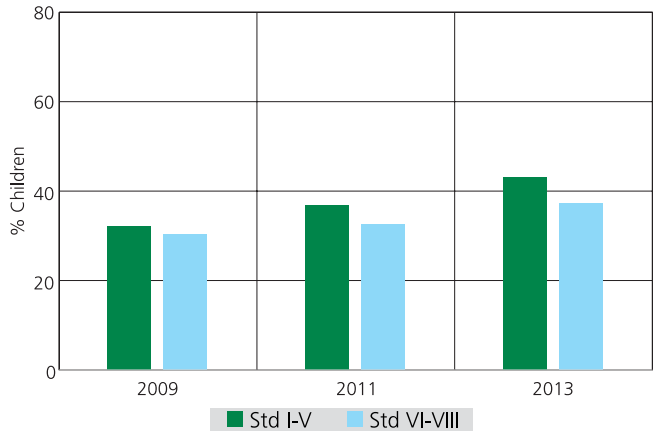


Table 2: Sample description
% Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	36.2	32.1	19.3	7.7	4.8								100
II	10.0	22.4	30.4	22.7	7.3	7.3							100
III	2.8	8.1	20.0	32.9	16.6	12.3	7.4						100
IV	2.7		8.1	23.4	24.5	25.6	7.2	5.6	3.0				100
V	3.5			11.0	14.3	33.2	17.6	12.3	5.2	2.9			100
VI	3.3				6.1	22.6	25.5	27.0	10.3	5.2			100
VII	2.6					10.8	14.9	34.4	22.7	9.0	5.6		100
VIII	4.6						6.4	22.8	31.5	20.9	10.3	3.5	100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 32.9% children are 8 years old but there are also 20.0% who are 7, 16.6% who are 9, 12.3% who are 10 and 7.4% who are older.

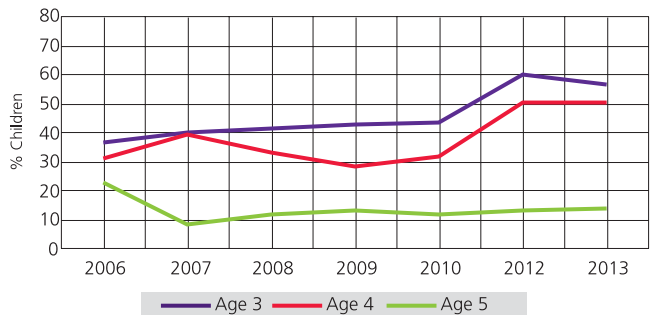
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/ UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	32.3	11.3				56.4	100
Age 4	26.5	23.2				50.4	100
Age 5	8.0	8.8	37.8	31.2	0.5	13.6	100
Age 6	2.6	5.7	47.2	37.2	0.4	6.9	100

Note: For 3 and 4 year old children, only pre-school status is recorded.

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013*



* Data for 2011 is not comparable to other years and therefore not included here.

Rajasthan RURAL

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Reading

Table 4: % Children by class and READING level
All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	60.4	27.7	6.2	3.2	2.5	100
II	30.2	39.0	13.8	8.4	8.6	100
III	13.4	30.0	19.5	15.2	21.9	100
IV	8.3	20.8	17.2	17.3	36.3	100
V	5.0	12.2	14.7	19.2	48.9	100
VI	2.6	9.0	8.7	18.2	61.6	100
VII	1.2	5.7	6.5	16.1	70.5	100
VIII	1.4	3.9	4.1	12.2	78.4	100
Total	17.0	19.6	11.6	13.4	38.4	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 13.4% children cannot even read letters, 30% can read letters but not more,19.5% can read words but not Std I level text or higher, 15.2% can read Std I level text but not Std II level text, and 21.9% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

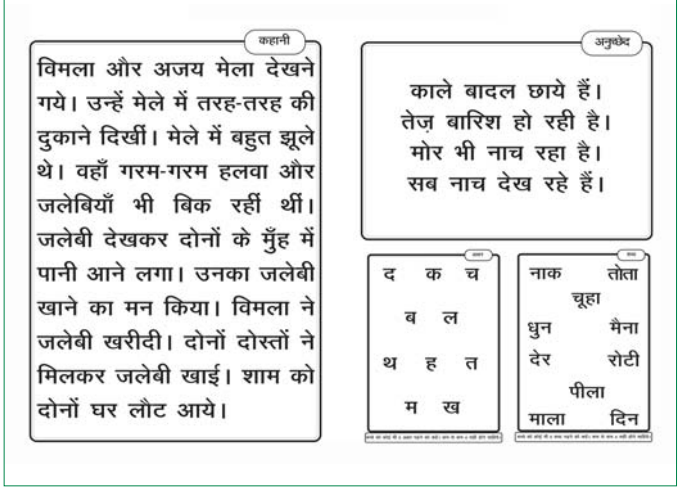
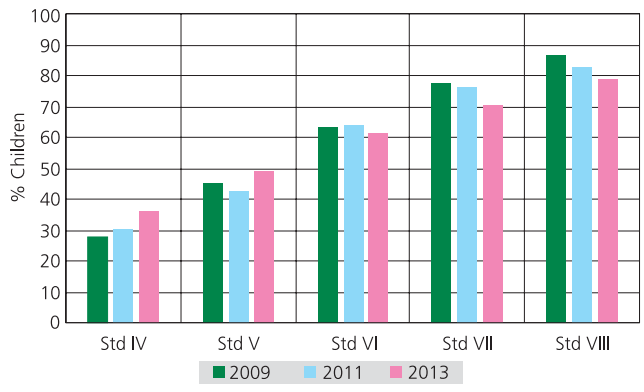


Table 5: Trends over time
% Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	25.8	52.1	34.5	40.1	56.6	44.9
2010	27.2	50.3	35.5	44.2	64.5	51.0
2011	21.9	49.0	31.7	33.9	59.1	42.8
2012	15.9	51.6	30.7	33.3	65.0	46.8
2013	22.6	56.2	37.2	35.8	68.3	49.2

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
% Children who can READ Std II level text by class
All schools 2009, 2011 and 2013



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level
All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	54.1	32.5	10.4	2.2	0.7	100
II	22.7	45.0	23.3	7.3	1.8	100
III	8.6	37.4	30.9	16.6	6.6	100
IV	5.1	28.5	28.8	20.5	17.1	100
V	3.4	18.4	26.3	24.5	27.4	100
VI	1.8	11.2	26.2	25.6	35.2	100
VII	1.0	7.6	25.1	24.8	41.5	100
VIII	0.8	5.3	21.9	20.6	51.4	100
Total	13.6	24.5	23.9	17.1	21.0	100

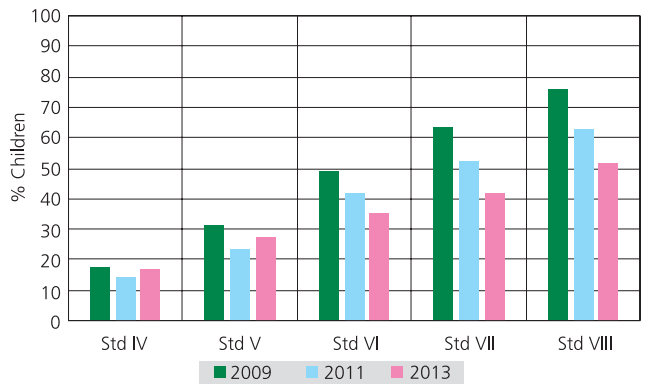
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 8.6% children cannot even recognize numbers 1-9, 37.4% can recognize numbers up to 9 but not more, 30.9% can recognize numbers up to 99 but cannot do subtraction, 16.6% can do subtraction but cannot do division, and 6.6% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time
% Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

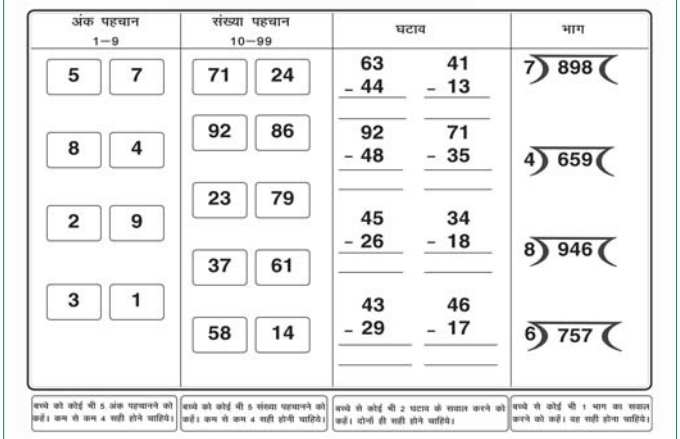
Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	18.8	43.7	27.0	25.7	45.6	31.5
2010	21.6	41.2	28.7	25.2	47.8	32.7
2011	12.5	37.3	21.5	15.0	39.6	23.8
2012	6.2	36.6	18.8	9.9	36.4	21.2
2013	9.9	40.9	23.3	15.2	45.1	27.5

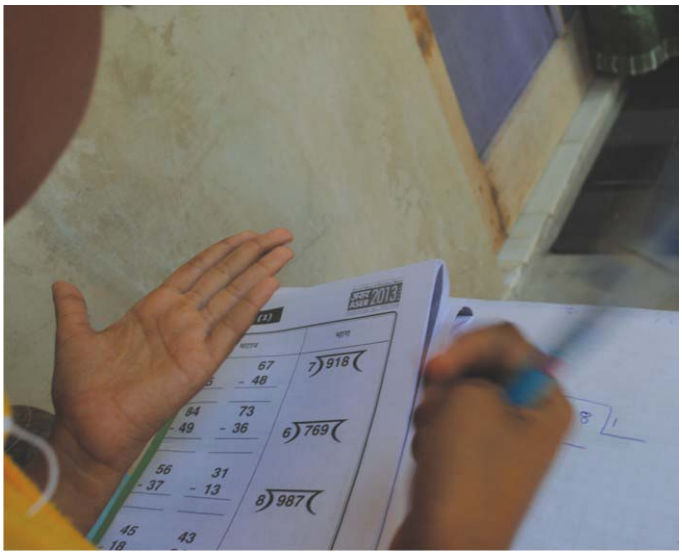
* This is the weighted average of govt. and pvt. schools only.

Chart 5: Trends over time
% Children who can do DIVISION by class
All schools 2009, 2011 and 2013



Math Tool





To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Rajasthan RURAL

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	3.3	1.3	2.4	3.3
Pvt. schools	10.5	8.1	7.4	8.0
All schools	5.8	3.9	4.6	5.4
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	6.1	2.8	3.2	3.7
Pvt. schools	16.8	9.4	8.5	8.4
All schools	9.4	5.0	5.3	5.5

Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	School	2010	2011	2012	2013
Std I-V	Govt. no tuition	62.2	61.3	54.4	54.1
	Govt. + Tuition	2.1	0.8	1.3	1.9
	Pvt. no tuition	31.9	34.8	41.1	40.5
	Pvt. + Tuition	3.8	3.1	3.3	3.5
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	65.0	64.3	58.4	59.9
	Govt. + Tuition	4.2	1.9	1.9	2.3
	Pvt. no tuition	25.7	30.7	36.3	34.6
	Pvt. + Tuition	5.2	3.2	3.4	3.2
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	Total
Std I-V	Govt.	41.0	42.2	12.2	4.7	100
Std I-V	Pvt.	22.5	42.7	14.6	20.2	100
Std VI-VIII	Govt.	34.7	48.1	8.6	8.5	100
Std VI-VIII	Pvt.	11.4	42.0	24.4	22.2	100

Chart 6: Trends over time
% Children in Std III-V who can READ at least Std I level text by school type and TUITION 2010-2013

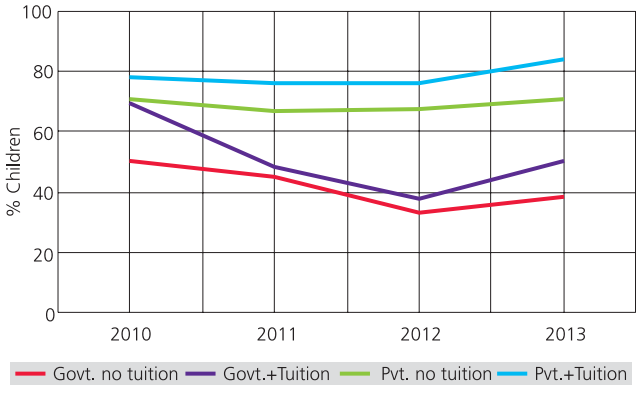
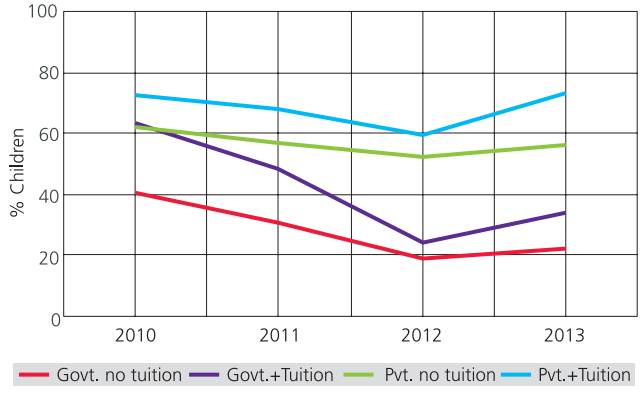


Chart 7: Trends over time
% Children in Std III-V who can do at least SUBTRACTION by school type and TUITION 2010-2013



Rajasthan RURAL

ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 32 OUT OF 32 DISTRICTS
Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	290	273	324	408
Std I-VII/VIII: Primary + Upper primary	606	599	553	505
Total schools visited	896	872	877	913

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	71.2	69.8	66.3	66.1	73.6	70.8	68.0	67.0
% Teachers present (Average)	90.1	90.9	90.5	85.9	88.0	86.4	88.4	81.3

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	35.9	36.6	41.3	40.1	2.0	2.5	3.5	7.9
% Schools where Std II children observed sitting with one or more other classes	65.6	77.2	83.5	81.6	66.0	67.0	78.7	82.4
% Schools where Std IV children observed sitting with one or more other classes	53.6	63.0	69.9	66.8	52.3	53.6	57.8	59.6

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	46.4	47.4	51.1	56.1
	Classroom-teacher ratio (CTR)	82.0	83.1	80.1	69.4
Building	Office/store/office cum store	91.2	89.4	89.0	90.5
	Playground	51.7	57.4	57.7	57.4
	Boundary wall/fencing	70.1	72.7	77.3	83.1
Drinking water	No facility for drinking water	20.9	21.9	21.0	18.9
	Facility but no drinking water available	11.1	8.5	11.9	14.0
	Drinking water available	68.0	69.5	67.1	67.1
	Total	100	100	100	100
Toilet	No toilet facility	3.5	3.3	2.6	3.1
	Facility but toilet not useable	31.1	26.9	25.3	24.0
	Toilet useable	65.4	69.9	72.0	72.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	19.6	9.3	10.9	10.5
	Separate provision but locked	13.3	5.5	6.6	10.0
	Separate provision, unlocked but not useable	16.8	19.0	17.5	14.4
	Separate provision, unlocked and useable	50.3	66.3	65.1	65.2
	Total	100	100	100	100
Library	No library	36.3	33.0	23.1	24.5
	Library but no books being used by children on day of visit	40.4	35.4	44.0	45.0
	Library books being used by children on day of visit	23.3	31.7	32.9	30.6
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	83.8	84.7	85.6	85.3
	Mid-day meal served in school on day of visit	94.8	97.1	93.9	85.0

In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013