

ANALYSIS BASED ON DATA FROM HOUSEHOLDS, 29 OUT OF 29 DISTRICTS  
 Data has not been presented where sample size was insufficient.

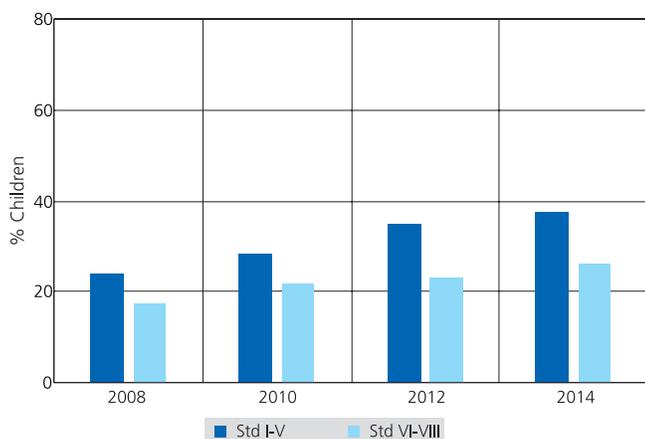
## School enrollment and out of school children

**Table 1: % Children in different types of schools 2014**

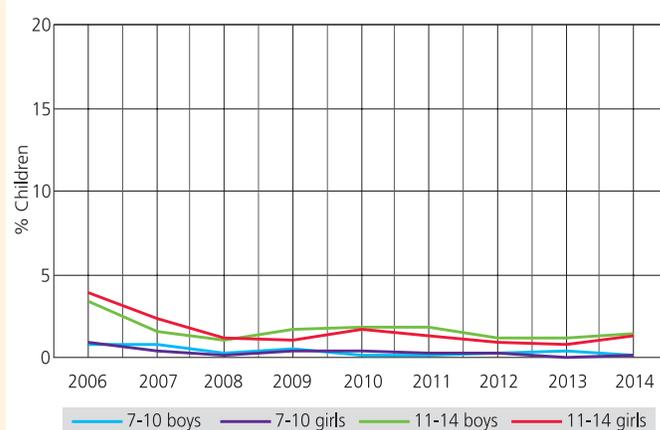
Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	67.2	31.9	0.1	0.7	100
Age: 7-16 ALL	68.3	29.6	0.1	2.0	100
Age: 7-10 ALL	62.9	36.9	0.1	0.2	100
Age: 7-10 BOYS	58.7	41.1	0.0	0.2	100
Age: 7-10 GIRLS	66.8	32.9	0.1	0.1	100
Age: 11-14 ALL	72.2	26.3	0.1	1.4	100
Age: 11-14 BOYS	68.6	29.8	0.2	1.5	100
Age: 11-14 GIRLS	75.6	23.0	0.0	1.4	100
Age: 15-16 ALL	70.7	21.4	0.2	7.7	100
Age: 15-16 BOYS	69.2	21.8	0.2	8.8	100
Age: 15-16 GIRLS	72.1	21.0	0.2	6.8	100

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

**Chart 2: Trends over time  
 % Children enrolled in private schools in Std I-V and Std VI-VIII  
 2008, 2010, 2012 and 2014**



**Chart 1: Trends over time  
 % Children out of school by age group and gender 2006-2014**



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 3.9% in 2006, 1.1% in 2009, 1.3% in 2011 and 1.4% in 2014.

**Table 2: Sample description  
 % Children in each class by age 2014**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total		
I	36.1	52.8	8.7										2.4	100	
II	1.2	21.4	64.0	11.8										1.6	100
III	0.6	20.2	67.2	10.2										1.8	100
IV	1.7			18.2	66.2	12.3							1.6	100	
V	1.6					10.3	74.3	11.1					2.7	100	
VI	1.2						11.9	66.4	17.8				2.7	100	
VII	2.1						12.0	66.3	16.7	3.0			100		
VIII	2.1								14.6	69.5	11.2	2.6	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, 67.2% children are 8 years old but there are also 20.2% who are 7, 10.2% who are 9 and 1.8% who are older.

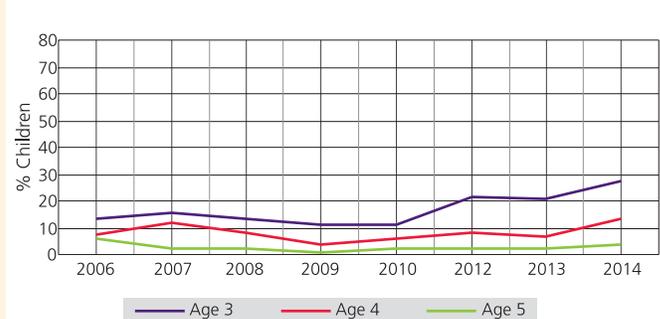
## Young children in pre-school and school

**Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2014**

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	49.4	23.0				27.6	100
Age 4	37.1	49.7				13.2	100
Age 5	11.2	34.6	31.9	18.5	0.0	3.7	100
Age 6	0.6	6.6	55.2	34.9	0.2	2.4	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  
 2006-2014\***



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

Data has not been presented where sample size was insufficient.

## Reading

**Table 4: % Children by class and READING level**  
All schools 2014

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	50.6	33.9	12.2	2.2	1.2	100
II	21.2	29.1	32.9	11.8	4.9	100
III	11.1	18.2	32.8	22.0	15.9	100
IV	5.3	9.8	26.9	28.7	29.4	100
V	3.8	5.7	19.8	24.0	46.9	100
VI	1.5	3.5	15.3	23.8	56.0	100
VII	1.7	2.5	10.1	21.3	64.4	100
VIII	1.1	2.1	8.4	19.0	69.3	100
Total	11.9	12.9	19.6	19.2	36.5	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 11.1% children cannot even read letters, 18.2% can read letters but not more, 32.8% can read words but not Std I level text or higher, 22% can read Std I level text but not Std II level text, and 15.9% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

## Reading Tool

**கதை**

தேவி ஒரு அழகான நாப் குட்டியை தெருவில் பார்த்தாள். அதற்கு ராமு என்று பெயர் வைத்தாள். அதை விட்டற்குக் கொண்டு வந்தாள். ராமுவை மறைத்து வைத்தாள். அம்மா அவளுக்குக் குடிக்க பால் கொடுத்தார். அதை தேவி ராமுவுக்குக் கொடுத்தாள். பாலைக் குடித்து விட்டு ராமு குரைக்க ஆரம்பித்தது. அதைக் கேட்ட அம்மா அறைக்குள் சென்றார். ராமுவைப் பார்த்தவுடன் அம்மாவிற்கு கோபம் வந்தது. ஆனால் ராமு அம்மாவின் காலை சுற்றி வந்தது. அம்மாவின் கோபம் தணிந்தது. அம்மாவிற்கும் ராமுவை பிடித்துப் போனது.

**புத்தி**

செடியில் அழகான பூ பூத்தது. தேவி ஒன்று அங்கே வந்தது. பூவில் உள்ள தேனைக் குடித்தது. பறந்து சென்றது.

**படிப்பு**

ஈ	ள	ம்
உ	த	
அ	ரு	ய
ல	ந	

**பாத்தல்**

தேன்	மாடு
கல்	
படி	மண்
கடை	தலை
பால்	
காது	நறி

**Table 5: Trends over time**  
% Children in Std II and III at different READING levels by school type 2010-2014

Year	% Children in Std II who can read at least letters			% Children in Std III who can read at least words		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2010	74.5	85.1	78.1	67.5	73.7	69.3
2011	78.2	83.1	80.0	67.7	70.3	68.6
2012	74.1	77.4	75.4	68.6	72.0	69.8
2013	76.2	81.4	78.0	71.3	65.9	69.7
2014	78.5	79.1	78.8	72.3	68.1	70.7

\* This is the weighted average for children in government and private schools only.

**Table 6: Trends over time**  
% Children in Std IV and V at different READING levels by school type 2010-2014

Year	% Children in Std IV 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.*
2010	53.3	62.2	55.3	30.9	29.3	30.5
2011	49.1	54.2	50.6	31.8	34.0	32.3
2012	47.6	51.8	49.0	30.2	30.6	30.3
2013	54.0	48.1	52.3	33.8	26.3	31.9
2014	59.3	55.6	58.0	49.9	40.2	46.9

\* This is the weighted average for children in government and private schools only.

**Chart 4: Trends over time**  
% Children who can READ Std II level text by class  
All schools 2010, 2012 and 2014



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

First, in ASER, all children are assessed using the same tool. The highest level on this tool is the ability to read a Std II level text. ASER is a "floor" level test. It does not assess children using grade level tools. At the highest level, what ASER can tell us is whether a child can read at least Std II level texts or not.

Based on this tool, we can see that proportion of children who can read Std II level text increases as they go to higher classes. By Std VIII children have completed eight years of schooling and by this stage a very high proportion of children are able to read text at least at Std II level. This is true for every year for which data is shown. It is possible that some children are reading at higher levels too but ASER reading tests do not assess higher than Std II level.

However, what is also worth noting is how children at a given grade are doing in successive years. For example, this chart allows us to compare the proportion of children able to read Std II level texts in Std V for cohorts that were in Std V in 2010, 2012 and 2014.

Data has not been presented where sample size was insufficient.

## Arithmetic

**Table 7: % Children by class and ARITHMETIC level**  
 All schools 2014

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	34.3	39.8	23.9	1.6	0.4	100
II	10.9	23.6	57.7	7.3	0.6	100
III	5.5	14.3	56.0	22.9	1.5	100
IV	2.7	7.3	42.1	39.8	8.1	100
V	2.1	4.0	30.8	37.4	25.8	100
VI	0.6	1.9	29.7	32.0	35.8	100
VII	0.5	1.4	30.1	30.0	38.0	100
VIII	0.2	1.7	26.4	29.7	42.0	100
Total	7.0	11.6	36.8	25.3	19.4	100

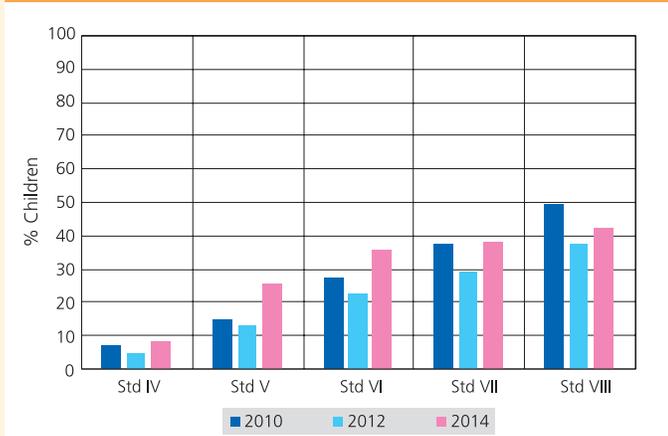
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 5.5% children cannot even recognize numbers 1-9, 14.3% can recognize numbers up to 9 but not more, 56% can recognize numbers up to 99 but cannot do subtraction, 22.9% can do subtraction but cannot do division, and 1.5% can do division. For each class, the total of all these exclusive categories is 100%.

**Table 8: Trends over time**  
 % Children in Std II and III at different ARITHMETIC levels by school type 2010-2014

Year	% Children in Std II who can recognize numbers 1-9 and more			% Children in Std III who can recognize numbers 10-99 and more		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2010	77.2	87.4	80.7	70.6	81.6	73.7
2011	82.1	88.4	84.5	70.7	79.4	73.8
2012	79.9	89.1	83.5	71.6	84.4	76.1
2013	83.3	88.3	85.1	78.3	82.7	79.6
2014	86.3	93.3	89.1	75.9	87.9	80.3

\* This is the weighted average for children in government and private schools only.

**Chart 5: Trends over time**  
 % Children who can do DIVISION by class  
 All schools 2010, 2012 and 2014



## Math Tool

எண்கள் அறிதல் 1 - 9	எண்கள் அறிதல் 10 - 99	வழித்தல்	வகுத்தல்
1 4	51 83	46 - 29    63 - 39	7) 879
7 3	37 65	47 - 28    45 - 17	6) 824
6 9	55 26	92 - 76    84 - 57	8) 985
5 2	91 43	52 - 14    66 - 48	4) 517
36 27			

**Table 9: Trends over time**  
 % Children in Std IV and V at different ARITHMETIC levels by school type 2010-2014

Year	% Children in Std IV who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2010	38.0	55.3	42.0	14.1	17.9	15.0
2011	35.3	53.5	40.6	12.2	21.0	14.3
2012	36.2	54.8	42.3	9.6	22.4	13.1
2013	38.1	53.4	42.5	14.6	12.1	14.0
2014	43.2	56.8	47.9	25.6	26.1	25.8

\* This is the weighted average for children in government and private schools only.

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

First, in ASER, all children are assessed using the same tool. The highest level on this 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 is a "floor" level test. It does not assess children using grade level tools. At the highest level, what ASER can tell us is whether a child can do at least this kind of division problem.

Based on this tool, we can see that proportion of children who can do this level of division increases as they go to higher classes. By Std VIII children have completed eight years of schooling and by this stage a substantial proportion of children are able to do division problems at this level. This is true for every year for which data is shown. 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.

However, what is also worth noting is how children at a given grade are doing in successive years. For example, this chart allows us to compare the proportion of children able to do division at this level in Std V for cohorts that were in Std V in 2010, 2012 and 2014.

Data has not been presented where sample size was insufficient.

## Reading and comprehension in English

**Table 10: % Children by class and READING level in ENGLISH All schools 2014**

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	43.8	19.0	23.9	11.2	2.1	100
II	19.6	16.7	34.1	22.4	7.2	100
III	10.5	14.8	32.4	25.8	16.6	100
IV	7.1	9.0	29.6	29.3	25.1	100
V	3.6	6.6	23.9	32.8	33.1	100
VI	1.5	6.1	21.4	26.7	44.4	100
VII	1.9	4.3	18.3	26.8	48.7	100
VIII	1.4	4.1	14.7	26.5	53.3	100
Total	11.0	10.0	24.7	25.3	29.1	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 10.5% children cannot even read capital letters, 14.8% can read capital letters but not more, 32.4% can read small letters but not words or higher, 25.8% can read words but not sentences, and 16.6% can read sentences. For each class, the total of all these exclusive categories is 100%.

**Table 11: % Children by class who CAN COMPREHEND ENGLISH All schools 2014**

Std	Of those who can read words, % children who can tell meanings of the words	Of those who can read sentences, % children who can tell meanings of the sentences
I	54.2	
II	51.8	
III	54.2	68.0
IV	60.3	68.9
V	60.3	72.3
VI	62.8	75.7
VII	65.1	77.5
VIII	63.6	78.3
Total	59.7	74.2

## 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 12: Trends over time % Children in Std I-V and Std VI-VIII by school type and TUITION 2011-2014**

Std	Category	2011	2012	2013	2014
Std I-V	Govt. no tuition	58.1	55.9	60.6	55.7
	Govt. + Tuition	10.2	8.7	8.0	6.6
	Pvt. no tuition	23.8	26.3	24.4	29.1
	Pvt. + Tuition	7.9	9.1	7.0	8.6
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	65.8	63.9	70.1	65.9
	Govt. + Tuition	12.0	12.8	8.4	7.8
	Pvt. no tuition	16.7	16.8	16.7	21.2
	Pvt. + Tuition	5.6	6.6	4.8	5.2
	Total	100	100	100	100

## English Tool



**Table 13: TUITION EXPENDITURES by school type in rupees per month 2014**

Std	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.	95.0	3.7	1.1	0.2	100
Std I-V	Pvt.	79.0	18.5	2.1	0.5	100
Std VI-VIII	Govt.	81.6	16.5	1.4	0.5	100
Std VI-VIII	Pvt.	54.3	35.5	6.7	3.5	100

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 29 OUT OF 29 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 14: Number of schools visited 2010-2014**

Type of school	2010	2011	2012	2013	2014
Primary schools (Std I-IV/V)	395	448	444	368	450
Upper primary schools (Std I-VII/VIII)	267	235	212	185	198
Total schools visited	662	683	656	553	648

**Table 15: Student and teacher attendance on the day of visit 2010-2014**

Primary schools (Std I-IV/V)	2010	2011	2012	2013	2014
% Enrolled children present (Average)	89.9	89.7	90.9	91.9	89.5
% Teachers present (Average)	86.5	91.6	93.9	90.2	91.7
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Enrolled children present (Average)	90.7	89.2	88.9	91.3	87.7
% Teachers present (Average)	79.9	89.0	88.3	88.4	87.8

**Table 16: Small schools and multigrade classes 2010-2014**

Primary schools (Std I-IV/V)	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	38.4	45.6	45.8	45.5	46.4
% Schools where Std II children were observed sitting with one or more other classes	81.8	71.2	69.0	75.1	71.3
% Schools where Std IV children were observed sitting with one or more other classes	78.3	68.2	62.1	67.7	65.8
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	3.8	4.7	6.2	8.1	10.8
% Schools where Std II children were observed sitting with one or more other classes	76.2	67.4	69.1	71.0	64.6
% Schools where Std IV children were observed sitting with one or more other classes	69.5	61.9	56.5	65.2	62.5

Note: The state has programmes which require grades to sit together in primary schools.

### 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 17: Schools meeting selected RTE norms 2010-2014**

% Schools meeting the following RTE norms:		2010	2011	2012	2013	2014
PTR & CTR	Pupil-teacher ratio (PTR)	47.0	52.3	49.2	53.5	58.6
	Classroom-teacher ratio (CTR)	75.2	75.0	81.7	81.8	74.0
Building	Office/store/office cum store	54.8	49.3	49.8	49.9	58.2
	Playground	68.7	67.7	69.7	70.7	66.2
	Boundary wall/fencing	60.7	58.9	66.7	64.3	71.0
Drinking water	No facility for drinking water	12.8	13.6	10.9	11.8	9.9
	Facility but no drinking water available	6.7	8.9	8.1	8.9	10.3
	Drinking water available	80.5	77.6	81.0	79.3	79.8
	Total	100	100	100	100	100
Toilet	No toilet facility	7.0	9.6	5.1	5.4	2.5
	Facility but toilet not useable	48.5	42.0	26.8	17.0	17.7
	Toilet useable	44.6	48.4	68.1	77.6	79.8
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	20.8	21.2	13.8	17.6	13.0
	Separate provision but locked	23.0	15.0	9.2	9.9	9.1
	Separate provision, unlocked but not useable	21.0	21.2	15.5	5.4	9.2
	Separate provision, unlocked and useable	35.1	42.7	61.4	67.0	68.7
	Total	100	100	100	100	100
Library	No library	20.9	23.2	16.2	10.9	13.5
	Library but no books being used by children on day of visit	21.3	21.6	19.5	23.1	34.2
	Library books being used by children on day of visit	57.8	55.2	64.3	66.0	52.3
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	96.7	96.7	98.6	99.6	97.5
	Mid-day meal served in school on day of visit	99.4	99.4	99.8	100.0	99.8



Data has not been presented where sample size was insufficient.

## School funds and activities

**Table 18: % Schools that report receiving SSA grants - Full financial year**

SSA school grants	April 2011 to March 2012				April 2013 to March 2014			
	Number of schools	% Schools			Number of schools	% Schools		
		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	635	95.0	2.7	2.4	631	91.8	6.5	1.7
Development grant	627	87.7	8.9	3.4	631	72.0	25.2	2.9
TLM grant	636	85.7	11.5	2.8	622	10.9	87.5	1.6

**Table 19: % Schools that report receiving SSA grants - Half financial year**

SSA school grants	April 2012 to date of survey (2012)				April 2014 to date of survey (2014)			
	Number of schools	% Schools			Number of schools	% Schools		
		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	614	87.3	9.0	3.8	623	76.2	20.7	3.1
Development grant	607	79.1	16.0	4.9	619	60.3	36.8	2.9
TLM grant	605	51.7	43.1	5.1	610	10.2	86.4	3.4

Note for Table 18 & 19: Grant information was not collected in ASER 2013.

**Table 20: % Schools carrying out different activities since April 2013**

Type of activity		% Schools			
		Yes	No	Don't know	
Construction	New classroom built	10.7	88.7	0.6	
	Repair	White wash/plastering	42.4	56.6	1.0
		Repair of drinking water facility	67.2	31.7	1.1
Repair of toilet		61.4	37.8	0.8	
Purchase	Mats, Tat patti etc.	82.2	17.0	0.8	
	Charts, globes or other teaching material	85.8	13.4	0.8	

**Table 22: School Management Committee (SMC) in schools 2014**

% Schools which said they have an SMC	95.4
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	0.5
Jan to June 2014	2.9
July to Sept 2014	62.1
After Sept 2014	34.5
% Schools that could give information about how many members were present in the last meeting	97.4
Average number of members present in last meeting	15

Every year schools in India receive three financial grants. This is the only money over which schools have any expenditure discretion. Since 2009, ASER has been tracking whether this money reaches schools.

Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*	For purchasing teaching aids

\* In 2013-14 and 2014-15 Government of India stopped sending money for this grant in most states.

**Table 21: Continuous and Comprehensive Evaluation (CCE) in schools 2013-2014**

CCE in schools	2013	2014
% Schools which said they have heard of CCE	99.1	98.3
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	98.9	97.0
For some teachers	0.4	2.4
For no teachers	0.0	0.2
Don't know	0.7	0.5
Of the schools which have received manual, % schools which could show it	97.8	91.7

**Chart 6: School Development Plan (SDP) in schools 2014**

