

SECTION-IV EDUCATION AND LITERACY



4 Education and Literacy



The UN Millennium Development Goals (MDGs) 2 and 3 call for universal access to primary education and the elimination of gender disparities at all educational levels by 2015. The target for MDG 2 is to ensure that all children should be able to complete full primary schooling by 2015, which is discussed in this study in terms of enrollment figures for children aged 6 to 14. The target for MDG 3 is to eliminate gender disparity at all levels of education no later than 2015, which is analysed in the present study through a comparison of enrollment rates by gender and an examination of women's literacy levels.

Millennium Development Goals

MDG 2: Achieve universal primary education

Target: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

MDG 3: Promote gender equality and empower women

Target: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

In India, several policy initiatives are relevant to the accomplishment of MDGs 2 and 3. The Right of Children to Free and Compulsory Education Act (RTE), effective since 2010, mandates state-funded education for all children aged 6 to 14. Further, the RTE outlines norms for school enrollment, access and infrastructure, teacher appointments, teacher learning materials and pupil-to-teacher ratio. The delivery of these provisions is facilitated by the Government of India in partnership with state governments through the Sarva Shiksha Abhiyan (SSA), the nation's flagship programme for achieving universal primary education. The SSA provides funding for the establishment of new schools in areas that lack educational facilities and provides basic infrastructure resources—such as toilets, drinking water and additional classrooms—to existing schools. In addition, the SSA attempts to improve the quality of education through programmes that train new teachers, build the capacity of existing teachers and develop teacher-learning materials. A third policy relevant to children's education is the Mid-Day Meal scheme (MDM), which provides free lunch in government schools with the intention of improving child nutrition as well as school enrollment, attendance and learning levels. Finally, the National Literacy Mission (NLM) is an initiative that aims to increase adult literacy through the implementation of volunteer-led literacy instruction campaigns.

Prior studies have provided the context for the PAHELI 2011 data on rural India's progress towards accomplishment of the mandates of RTE and education-related MDGs. The Annual Status of Education Report (ASER) has been carried out in all rural districts in India since 2005. It provides district level data on MDG goals like enrollment and basic learning levels.

ASER 2011 found that the net enrollment rate of children between the ages of 6 and 14 was 96.7%, while the Government of India's data suggested an enrollment rate of 98.3%. The figure hovers close to 90% in all the developing countries of the world. Despite the fact that enrollment of school-age children in India is relatively high and continues to increase, studies on children's learning outcomes are not as heartening. ASER 2011 reported that only 48.2% of the children in Standard V were capable of reading a Standard II-level text. This implies that children's reading levels not only lag behind expectations for the class they are currently in, but also that nearly half of all children are at least three years behind schedule in learning to read. Learning levels in mathematics were similarly low, with only 59.1% of the children in Standard I able to recognise numbers and only 27.6% of the children in Standard V able to solve basic division problems. This study attempts to assess progress using similar measures in eight districts known to lag behind on many indicators of development.

Methods and tools

In order to assess progress on MDG 2, the sample households were surveyed for the school enrollment status of children between the ages of 3 and 16. Women in each household were surveyed on whether they had attended school and how much schooling they had received, in order to assess progress on MDG 3. PAHELI 2011 moved beyond assessing progress towards benchmarks for MDGs 2 and 3 by collecting data on correlates of educational outcomes, especially learning outcomes, which do not have clear benchmarks in either the MDGs or the RTE. Preschool enrollment data was collected with the intention of assessing the school readiness of young children. Learning levels of women and children were obtained through activity-based assessments, which served the dual purpose of obtaining data on children's and women's learning levels and creating community engagement at the point of data collection. These assessments, which were abbreviated versions of the ASER assessment tool, included a test of ability to read a Standard I-level paragraph in the native language (for women and children) and to perform two-digit subtraction with borrowing (for children only). A Standard I-level paragraph consists of four sentences with four to five words per sentence. Images of the household survey tool and the reading and mathematics assessment tools are shown below.

अनुच्छेद

रानी नदी किनारे रहती है।
नदी में बहुत मछलियाँ हैं।
रानी उनको दाना देती है।
वे सब मजे से दाना खाती हैं।

अनुच्छेद

काले बादल छाए हैं।
तेज बारिश हो रही है।
मोर भी नाच रहा है।
सब नाच देख रहे हैं।

घटाव	
52	76
- 24	- 47
48	75
- 29	- 37
46	31
- 38	- 15
65	23
- 18	- 14

Besides the household survey, PAHELI 2011 collected data on village educational facilities through observations of government primary schools. School data provided information on observable indicators of compliance with RTE norms such as the availability of infrastructure and delivery of services (for example, drinking water and mid-day meals). Data on student enrollment and teacher appointment was collected to observe compliance with the mandated pupil-to-teacher ratio norms. Further, classroom observations were conducted in Standards II and IV to check the availability of basic teaching supplies, such as blackboards.

Findings

This section describes the PAHELI 2011 findings on the indicators outlined below:

A. School enrollment of children	B. Learning levels of children in standards III and V	C. Women's education and literacy	D. Pre-school enrollment and school readiness
<ul style="list-style-type: none"> • School enrollment of children aged 6 to 14. • Out-of-school children in groups that are often denied educational access (girls, scheduled castes/scheduled tribes, very poor). 	<ul style="list-style-type: none"> • Reading learning levels. • Mathematics learning levels. 	<ul style="list-style-type: none"> • School completion/attendance rates of adult women. • Literacy levels of adult women. 	<ul style="list-style-type: none"> • Pre-school and school enrollment of children aged three to six.

Household survey sample description

The findings below are based on a survey of 8,065 adult women and 15,964 children between the ages of 3 and 16, described in more detail in Table 1 below.

District	Number of adult women surveyed	Number of children surveyed
Gumla	1,008	2,153
Hardoi	1,198	2,461
Korba	910	1,744
Nalanda	902	2,170
Rajgarh	943	1,932
Sundargarh	1,031	1,442
Udaipur	881	1,979
Total **	6,873	13,881
Bhilwara	1,192	2,083

**Total does not include Bhilwara.

School enrollment and out-of-school children

School enrollment is the primary indicator of progress towards MDG 2's ambition of universal access to a full course of primary schooling. ASER 2011 measured enrollment in rural India at 96.7%, indicating that

3.3% of the population of children aged 6 to 14 have either dropped out of school or never been enrolled. Inequities in school enrollment remain, with girls less likely than boys to receive a full course of education and children belonging to the scheduled castes and scheduled tribes less likely than others to receive an education. Despite the continuing lack of access to schooling for some children, significant progress has been made towards achieving universal enrollment in recent years. Between 2005 and 2011, the out-of-school rate for children aged 6-14 in rural India fell from 6.6% to 3.3% and the out-of-school rate for girls of ages 11-14—a particularly vulnerable group due to unequal dropout rates by gender—fell from 11.2% to 5.2%. Private school enrollment has also steadily increased in rural areas since 2005. However, some states, including Rajasthan and Uttar Pradesh in the current study, have not achieved enrollment levels commensurate with that of the rest of the country (ASER 2011).

Table 2 shows the school enrollment rates of children determined through the PAHELI 2011 household survey. Children aged six to fourteen are included, given the RTE focus on children of that age group.



TABLE 2: SCHOOL ENROLLMENT OF CHILDREN AGE 6-14

District	Gender	Number of children	Percentage of Children by Enrollment Status					Total
			Enrolled in government school	Enrolled in private school	Enrolled in other (e.g. Madrasa, EGS)	Not enrolled	No data	
Gumla	All	1,410	67.2	21.7	0.8	3.2	7.1	100.0
	Boys	719	63.6	23.4	1.1	4.2	7.8	100.0
	Girls	651	71.0	20.1	0.6	2.3	6.1	100.0
Hardoi	All	1,636	54.5	27.3	1.0	9.9	7.3	100.0
	Boys	891	51.7	31.6	0.3	9.1	7.2	100.0
	Girls	721	57.6	22.2	1.8	11.1	7.4	100.0
Korba	All	1,173	86.2	6.1	0.0	3.5	4.3	100.0
	Boys	555	87.0	6.7	0.0	3.1	3.2	100.0
	Girls	594	85.5	5.7	0.0	3.8	4.9	100.0
Nalanda	All	1,447	73.5	8.8	0.4	6.5	10.8	100.0
	Boys	741	71.5	11.5	0.5	6.1	10.4	100.0
	Girls	647	74.8	6.3	0.2	7.2	11.6	100.0
Rajgarh	All	1,270	67.5	18.0	1.7	4.9	8.0	100.0
	Boys	610	62.1	23.1	2.6	3.9	8.2	100.0
	Girls	565	74.3	11.2	1.1	5.7	7.8	100.0
Sundargarh	All	979	77.6	9.7	0.0	4.6	8.0	100.0
	Boys	478	76.4	11.3	0.0	4.2	8.2	100.0
	Girls	473	79.1	8.0	0.0	5.5	7.4	100.0
Udaipur	All	1,297	63.8	14.7	0.2	13.6	7.6	100.0
	Boys	649	65.3	15.9	0.5	12.0	6.3	100.0
	Girls	618	62.8	13.1	0.0	15.6	8.6	100.0
Total**	All	9,212	69.0	15.9	0.6	6.8	7.6	100.0
	Boys	4,643	66.7	18.7	0.7	6.3	7.4	100.0
	Girls	4,269	71.5	12.8	0.6	7.5	7.7	100.0
Bhilwara	All	1,443	73.5	7.0	0.4	10.6	8.5	100.0
	Boys	742	79.1	8.9	0.1	6.9	5.0	100.0
	Girls	648	67.9	5.3	0.5	15.4	11.0	100.0

**Total does not include Bhilwara.

The percentage of out-of-school children (aged 6 to 14) in the PAHELI 2011 districts was 6.8%, more than 3% higher than the all-India figure in ASER 2011 (3.3%). Two districts had notably lower percentages of out-of-school children—Gumla (3.2%) and Korba (3.5%). Both districts in Rajasthan had high percentages of out-of-school children, 13.6% in Udaipur and 10.6% in Bhilwara.

The majority of enrolled children studied in government schools (69.0%), but a fairly high number also attended private schools (15.9%). Private school enrollment was lower in Korba (6.1%), Nalanda (8.8%) and Sundargarh (9.7%). Rajasthan was less uniform on this indicator, with a relatively low private school enrollment rate in Bhilwara (7.0%) and a near-average private school enrollment rate in Udaipur (14.7%). A small percentage of children also attended other types of schools, such as *madrasas* or institutions under the education guarantee scheme (EGS).

Gender disparities in access to schooling were relatively low but existed, with 6.3% of boys and 7.5% of girls not attending school. The two districts with the highest percentages of out-of-school children, Bhilwara (10.6%) and Udaipur (13.6%), both in Rajasthan, also had the highest differences in out-of-school rates for girls and boys. A difference existed between the private school enrollment rates of girls (12.8%) and boys (18.7%), suggesting a continuing gender disparity in the willingness of rural families to invest resources in education. This disparity existed at some level in every district, ranging from fairly low (for example, 5.7% of girls versus 6.7% of boys in Korba) to more than double (11.2% of girls versus 23.1% of boys in Rajgarh).

Table 3 breaks down the percentages of out-of-school children by age, gender and district for a more detailed understanding of the children who are least likely to receive an education.

TABLE 3: OUT-OF-SCHOOL CHILDREN AGED 6-10 AND 11-14 BY GENDER								
District	Ages 6-10				Ages 11-14			
	Number surveyed	% Out-of-school all	% Out-of-school boys	% Out-of-school girls	Number surveyed	% Out-of-school all	% Out-of-school boys	% Out-of-school girls
Gumla	841	1.9	3.5	0.3	569	5.1	5.0	5.1
Hardoi	953	5.5	5.5	5.2	683	16.2	14.3	18.9
Korba	653	1.9	1.9	1.8	520	5.6	4.5	6.3
Nalanda	945	5.9	5.2	6.9	502	7.8	7.7	7.5
Rajgarh	767	3.7	3.0	4.3	503	6.8	5.2	7.8
Sundargarh	541	8.5	8.4	8.3	438	5.7	5.9	5.9
Udaipur	817	9.2	7.4	10.7	480	18.4	16.8	19.9
Total **	5,517	4.9	4.8	5.3	3,695	9.6	8.7	10.6
Bhilwara	895	6.9	3.8	10.9	548	16.6	11.4	23.3

**Total does not include Bhilwara.

Among children aged six to ten, 4.9% were not enrolled in school. This number included both those who had dropped out and those who had never attended school. Some districts had higher percentages (9.2% in Udaipur, 8.5% in Sundargarh and 6.9% in Bhilwara), while both Gumla and Korba had low percentages (1.9%). Gender disparities were marked in Udaipur and Bhilwara, but not particularly apparent in any of the other districts studied. Non-enrollment of young children has serious implications because they are likely to lag behind their peers in basic skills if and when they enter school.

As might be expected on account of early dropouts and the higher opportunity cost of time, overall enrollment levels were low and gender disparities high among children aged 11 to 14. Among them,

9.6% were not in school. The gender disparity increased with age, with 8.7% of boys and 10.6% of girls not enrolled. Several districts had high percentages of out-of-school children, including Bhilwara (16.6%), Udaipur (18.4%) and Hardoi (16.2%). In a few districts, notably Hardoi, Udaipur and Bhilwara, there were large differences between the out-of-school rates for younger and older children, which suggested high dropout rates at the primary and upper primary levels. This indicates that much of the remaining work towards universal enrollment will have to focus on girls and children in the age group of 11 to 14 years and in designing and implementing strategies to retain students who are now enrolled in schools. RTE norms on school infrastructure and educational quality partly aim to promote retention and are examined in detail in the section on education facilities.

Table 4 examines out-of-school rates for other groups who are known to lack educational access, including scheduled castes and tribes and children living in extreme poverty.

TABLE 4: OUT-OF-SCHOOL CHILDREN BY CASTE AND LEVEL OF POVERTY				
	SC/ST, OBC		Type of house (Used as a correlate of poverty)	
	SC/ST, OBC	Not SC/ST, OBC	Kutcha and semi-pucca	Pucca
Number of children in sample	6,149	970	7,444	1,725
Out-of-school children aged 6-14 (%)	7.4	3.4	7.3	4.5

Not enough data was available to draw conclusions at the district level.

From the figures, it is clear that caste and poverty play a role in limiting school access for children of primary and upper primary age. The percentage of children from scheduled castes, scheduled tribes and other backwards classes who were not attending school (7.4%) was more than double that of children in other categories. These disparities have been confirmed in other studies such as the National Family Health Survey (NFHS). Distance to school is frequently cited as a barrier to attendance for scheduled caste children because they often live in hamlets on the outer edges of villages. The RTE attempts to address this by requiring that schools be established within reasonable distances of students' homes. The data received from this study points to the importance of improved access.

Further, children who lived in kutcha and semi-pucca houses—suggesting that they are likely to be living in extreme poverty—were more likely to be out of school than their counterparts living in pucca houses. Many in this group also belonged to the SC/ST, OBC categories, indicating that policy solutions towards addressing educational access will need to place special emphasis on these groups and address multiple forms of inequity.

Overall, several conclusions can be drawn from the above analysis of enrollment rates and out-of-school children. *Firstly*, the districts included in this study had lower enrollment rates than rural India as a whole—suggesting that much of the remaining work to be done to meet MDG 2 will be in the PAHELI 2011 districts and other districts with similar characteristics. *Secondly*, high private school enrollment rates in several districts showed that both government and private schools will play an important role in enabling the universal enrollment of primary-school aged children. *Finally*, particular attention will have to be focused on both enrollment and retention of students from vulnerable groups, including girls, SC/ST children and those from very poor families.

Learning levels in basic reading and mathematics

PAHELI 2011 moved beyond tracking progress towards MDG 2 by assessing the learning levels in basic reading and mathematics. RTE does not specify expected learning outcomes for each standard and there is no national policy that holds schools accountable for particular educational outcomes. However, an understanding of learning outcomes is essential to comprehend why children go to school and why they continue to do so or do not. PAHELI 2011 measured children's abilities to read a simple Standard I-level paragraph and to perform two-digit subtraction with borrowing in order to gauge children's achievement of basic skills. These skills provide a picture of students' acquisition of basic competencies that can be considered prerequisites for higher learning.

The reading ability attained by children is shown in Table 5. The reading tool is pictured and described in more detail in the section on methods.

TABLE 5: READING LEVELS OF CHILDREN IN STANDARDS III AND V (%)								
District	Standard III				Standard V			
	Number of students	Can read std I-level paragraph	Cannot read	No data*	Number of students	Can read std I-level paragraph	Cannot read	No data*
Gumla	179	36.3	36.3	27.4	151	56.3	18.5	25.2
Hardoi	182	18.1	71.4	10.4	187	39.6	51.9	8.6
Korba	165	43.0	50.9	6.1	121	71.9	20.7	7.4
Nalanda	166	47.0	45.8	7.2	148	81.1	17.6	1.4
Rajgarh	139	17.3	66.9	15.0	167	40.7	48.5	10.8
Sundargarh	111	15.3	7.2	77.5	110	22.7	1.8	75.5
Udaipur	149	40.3	46.3	13.4	110	66.4	26.4	7.3
Total **	1,091	31.9	48.1	20.0	994	53.5	29.0	17.5
Bhilwara	166	24.1	67.5	8.4	155	65.2	23.9	11.0

*Children were not tested either because they were not at home at the time of data collection or because they could not be tested for some other reason. **There was a large amount of missing data, making it difficult to draw conclusions. ***Total does not include Bhilwara.

Fewer than one-third of the children in Standard III were able to read a Standard I-level paragraph. This implied that most Standard III children were performing more than two years below the reading level expected. In Standard V, approximately half the children were able to read a Standard I-level paragraph, indicating that the rest had not gained the skills expected of them four years ago. There existed considerable variation in reading levels within the districts, though sample sizes within each were too small to make definitive statements.

Findings of the mathematics assessments are shown in Table 6.

TABLE 6: MATHEMATICS LEVELS OF CHILDREN IN STANDARDS III AND V (%)								
District	Standard III				Standard V			
	Students tested	Can subtract	Cannot subtract	No data*	Students tested	Can subtract	Cannot subtract	No data*
Gumla	179	24.0	49.2	26.8	151	39.7	35.1	25.2
Hardoi	182	12.1	77.5	10.4	187	27.3	64.2	8.6
Korba	165	17.0	76.4	6.7	121	41.3	51.2	7.4
Nalanda	166	38.0	53.6	8.4	148	69.6	27.7	2.7
Rajgarh	139	10.1	76.3	13.7	167	23.4	64.7	12.0
Sundargarh	111	6.3	12.6	81.1	110	13.6	6.4	80.0
Udaipur	149	19.5	66.4	14.1	110	47.3	44.6	8.2
Total **	1,091	18.9	60.8	20.4	994	37.2	44.3	18.5
Bhilwara	166	13.9	77.7	8.4	138	45.2	43.9	11.0

*Children were not tested either because they were not at home at the time of data collection or because they refused to be tested. **Data for Sundargarh lacked a large enough sample to draw conclusions due to lack of responses. ***Total does not include Bhilwara.

Less than one in five children (18.9%) in Standard III were able to demonstrate their ability to perform two-digit subtraction with borrowing. In Standard V, the figure rose to 37.2% of the children. This implied that most of the children in Standard V lacked the ability to perform basic numerical operations and were therefore not ready to move on to more advanced topics.

Given that the PAHELI 2011 assessment tool is adapted from the ASER tool, it is enlightening to compare district-wide achievement in reading and mathematics with the state-level results from ASER 2011.

Table 7 shows this comparison.

TABLE 7: COMPARISON OF DISTRICT AND STATE LEARNING LEVELS									
State	District	Standard III				Standard V			
		Can read std I paragraph		Can perform two-digit subtraction		Can read std I paragraph		Can perform two-digit subtraction	
		PAHELI 2011 (district)	ASER 2011 (state)	PAHELI 2011 (district)	ASER 2011 (state)	PAHELI 2011 (district)	ASER 2011 (state)	PAHELI 2011 (district)	ASER 2011 (state)
Jharkhand	Gumla	36.3	30.5	24	23.3	56.3	65.9	39.7	58.1
UP	Hardoi	18.1	33.4	12.1	21.9	39.6	62.5	27.3	47.7
Chhattisgarh	Korba	43	30	17	19.4	71.9	72.2	41.3	57
Bihar	Nalanda	47	31.9	38	29.6	81.1	71.1	69.6	67.1
MP	Rajgarh	17.3	27.1	10.1	15.1	40.7	59.8	23.4	44.6
Odisha	Sundargarh	15.3	40.3	6.3	28	22.7	69.4	13.6	55.9
Rajasthan	Udaipur	40.3	31.8	19.5	21.6	66.4	69.7	47.3	56.9
	Bhilwara	24.1		13.9		65.2		45.2	

In most cases, individual districts showed lower learning levels than their state-wide averages, using ASER 2011 as a basis for comparison. This implied that the districts studied in PAHELI 2011 had schools that provided basic competencies at an even lower level than their state averages. While both PAHELI 2011 and ASER provide a snapshot of low learning levels in rural schools, ASER compared data over several years and found reading and mathematics levels to be largely stagnant. In fact, between 2009 and 2010, mathematics levels declined slightly. Although school enrollment is now high in most of the country, high enrollment alone cannot guarantee educational success unless it is accompanied by the attainment of skills in basic mathematics and literacy. PAHELI 2011 districts will require effective policies and strategies to bring the learning outcomes of students up to acceptable levels.

Adult female education and literacy

Apart from educating children, promoting adult literacy, particularly among women, is an ongoing challenge in India. Adult female literacy is essential in accomplishing the MDG 3 of gender equality. Female literacy rates have been found to correlate to measures of women's political participation, health, reproductive choice and economic growth. India's 2011 census⁶² reports an adult female literacy rate of 65.46% and a male literacy rate of 82.14%. In 2002, UNESCO reported an adult female literacy rate of 48% in India and a male literacy rate of 73%. Worldwide, UNESCO has reported an average female literacy rate of 77%. It is notable that female literacy across the country has been increasing more rapidly than male literacy. All the states included in PAHELI 2011 were reported by Census 2011 to have female literacy rates below the national average of 65.46% (Rajasthan 52.66%, Bihar 53.33%, Jharkhand 56.21%, UP 59.26%, MP 60.02%, Chhattisgarh 60.59% and Odisha 64.36%). Moreover, while the NLM's total literacy campaigns (TLMs) have succeeded in decreasing illiteracy in many states, they have encountered special challenges in several of the states studied in PAHELI 2011—Bihar, Jharkhand and UP.

PAHELI 2011 collected data on adult female education through questions on enrollment and an assessment of the ability to read a short Standard I-level paragraph. School attendance, broken down by district and age, is tabulated in Table 8.

TABLE 8: SCHOOL ATTENDANCE OF ADULT FEMALES								
District	Age 25 and Under		Age 26-40		Age 41 and Over		All Women	
	Number of women	Attended School (%)	Number of women	Attended School (%)	Number of women	Attended School (%)	Number of women	Attended School (%)
Gumla	183	52.5	494	42.5	199	23.6	1,008	40.3
Hardoi	165	52.1	621	35.9	346	22.3	1,198	33.7
Korba	154	67.5	549	43.2	149	18.1	910	43.4
Nalanda	175	43.4	502	42.0	128	18.8	902	38.1
Rajgarh	166	39.8	488	25.4	147	8.8	943	24.0
Sundargarh							1,031	57.3
Udaipur	179	35.8	508	21.3	130	6.9	884	22.9
Total **	1,023	48.2	3,185	35.5	1,110	18.4	6,876	37.3
Bhilwara	216	28.7	670	15.7	273	8.1	1,192	16.7

**Age data was incomplete for Sundargarh, so data is not displayed by women's age range. **Total does not include Bhilwara.*

⁶²[http://censusindia.gov.in/2011-prov-results/data_files/india/Table-2\(3\)_literacy.pdf](http://censusindia.gov.in/2011-prov-results/data_files/india/Table-2(3)_literacy.pdf)

Overall, 37% of the women in the seven districts under survey had attended school. In all the districts, younger women were more likely to have attended school, indicating that educational opportunities for women have been improving over time. Between the youngest age category (25 and under) and the oldest (above 40), the disparity was so high that younger women were more than two-and-a-half times as likely to have attended school. Yet, the fact remained that less than half the women in even the younger group (48%) had attended school. Sundargarh was the only district in which a majority of the women had attended school, and in three out of the eight districts studied, less than one in four had attended school.

Table 10 displays the literacy levels of the same sample of adult women. The test for reading ability was the same as that used for children.

TABLE 10: READING ABILITY OF ADULT FEMALES				
District	Number of women	Percentage of women		
		Can read std I-level paragraph	Cannot read	No data
Gumla	1,008	29.3	60.0	10.7
Hardoi	1,198	21.4	72.2	6.4
Korba	910	34.1	47.7	18.2
Nalanda	902	28.8	54.5	16.6
Rajgarh	943	14.2	68.7	17.1
Sundargarh	1,031	39.4	25.9	34.7
Udaipur	884	16.1	69.8	14.1
Total **	6,876	26.2	57.1	16.7
Bhilwara	1,192	13.9	74.5	11.6

**Total does not include Bhilwara.



The literacy level among women in the seven districts was low, with only 26.2% of them able to read a Standard I-level paragraph in their local language. This was lower than the adult female literacy rate of 65.5% reported by Census 2011, indicating that women in poor rural areas were less likely to be literate than their better-off urban counterparts⁶³. When the percentages were adjusted to include only the women for whom data was available, Sundargarh was the only district in which more than half (60%) were literate. Other studies have shown that rates of literacy are higher than school attendance rates in some districts, pointing to the success of out-of-school literacy initiatives. Sundargarh was the only district surveyed that showed this pattern. Bhilwara was the worst in terms of adult female literacy with only 13.9% of women able to read a paragraph.

⁶³ Any comparison between literacy rates should also take into account the definition of literacy used by the survey and census.

Table 11 shows the percentage of women who were able to read in relation to whether or not they had attended school.

TABLE 11: READING ABILITY OF ADULT FEMALES AND SCHOOL ATTENDANCE (%)								
District	Attended school				Did not attend school			
	Number of women	Can Read std I-level paragraph	Cannot read	No data	Number of women	Can Read std I-level paragraph	Cannot read	No data
Gumla	406	68.7	21.9	9.4	592	2.7	86.7	10.6
Hardoi	404	59.7	34.2	6.2	772	1.8	93.7	4.5
Korba	395	71.4	16.2	12.4	510	5.3	72.4	22.4
Nalanda	344	70.6	20.1	9.3	541	2.2	78.0	19.8
Rajgarh	226	50.4	43.4	6.2	705	2.6	77.4	20.0
Sundargarh	591	66.2	14.9	19.0	414	2.7	42.0	55.3
Udaipur	202	63.9	22.3	13.9	678	1.8	84.1	14.2
Total **	2,568	65.4	23.0	11.6	4,212	2.6	78.8	18.6
Bhilwara	199	72.4	20.1	7.5	987	2.2	85.8	12.0

**Total does not include Bhilwara.

As one might expect, the ability to read was correlated with school attendance among adult women. Among those who had attended school, approximately two-thirds were able to read a Standard I-level paragraph. This was higher than the percentage of Standard V students who were able to demonstrate the same reading level. Among those who had not attended school, almost none could read a Standard I-level paragraph. Korba was an outlier in terms of the number of women who had not attended school but were able to read. However, even in Korba only 5.3% of the women who had not attended school were literate.

When compared with the rate for current school enrollment of girls, the findings of this study on adult female schooling and literacy show that progress has been made towards gender equity in education over the last several decades. However, they also point to the need to improve adult female literacy. MDG 3's objective is to "promote gender equality and empower women" and numerous studies point to the importance of literacy in women's equality and empowerment. These findings highlight the need for effective implementation of literacy initiatives in the states and districts that have not received adequate attention.

Pre-school education

PAHELI 2011 went beyond studying the enrollment of children in the target age group of MDG 2 and RTE by collecting data on the enrollment of pre-school-age children (aged three to four) in anganwadis, balwadis and kindergartens as an indicator of school readiness. Several studies point to low levels of school readiness among young children in India. Low levels of learning in the primary grades were recorded by this study, as has been done by other studies such as ASER⁶⁴ and NCERT⁶⁵. A greater

⁶⁴<http://www.asercentre.org/>

⁶⁵ http://www.educationforallindia.com/Achievement_survey.pdf

progress towards school readiness can be gained by looking at the age at which children start school and the preparation they receive before this.

Table 12 shows the enrollment status of children aged three to four in the households sampled.

TABLE 12: PRE-SCHOOL ENROLLMENT OF CHILDREN AGED 3-4						
District	No. of children	Percentage of children aged 3-4 by preschool enrollment				
		Anganwadi/Balwadi	LKG/UKG/Nursery	Not enrolled	No data	Total
Gumla	360	53.9	7.8	18.9	19.4	100.0
Hardoi	300	27.0	5.0	62.0	6.0	100.0
Korba	249	71.5	7.6	12.9	8.0	100.0
Nalanda	343	45.2	2.9	37.6	14.3	100.0
Rajgarh	272	48.2	5.1	26.5	20.2	100.0
Sundargarh	175	67.4	6.3	7.4	18.9	100.0
Udaipur	301	28.2	11.3	32.9	27.6	100.0
Total **	2,000	47.1	6.6	29.9	16.4	100.0
Bhilwara	262	47.7	5.7	32.1	14.5	100.0

**Total does not include Bhilwara.

Overall, 53.7 % of the children aged three to four were enrolled in some pre-school programme, while 29.9% were not enrolled in any. The ASER 2010 national average showed a lower percentage of children who were not enrolled in pre-school (29.7% for three-year olds and 19.0% for four-year olds) than the districts in this study. Most enrolled children attended anganwadi/balwadi programmes. More information can be found on the districts' anganwadi programmes in the water and sanitation and health sections. There was large variation in enrollment among districts—with as many as 62% of the children not enrolled in any programme in Hardoi and as few as 7% in Sundargarh. Significant gender disparities were not noted in pre-school enrollment of children aged three to four and gender-specific data is not therefore displayed in Table 12.

Table 13 shows the enrollment in both pre-school and school of children aged five to six, broken down by district and gender.



TABLE 13: PRE-SCHOOL AND SCHOOL ENROLLMENT OF CHILDREN AGED 5-6

District	Gender	Number of children	Percentage of children aged 5-6							
			Preschool		School			Not enrolled anywhere	No data	Total
			Balwadi/Anganwadi	LKG/UKG	Government	Private	Other			
Gumla	All	356	23.0	3.4	50.6	12.9	0.0	6.7	3.4	100
	Boys	190	22.1	3.7	50.5	13.7	0.0	6.3	3.7	100
	Girls	149	24.8	2.7	50.3	12.1	0.0	7.4	2.7	100
Hardoi	All	397	15.4	2.8	36.0	14.1	0.5	28.7	2.5	100
	Boys	223	15.7	3.1	33.2	14.8	0.4	30.9	1.8	100
	Girls	165	15.8	2.4	39.4	13.3	0.6	25.5	3.0	100
Korba	All	259	28.6	4.6	50.2	8.1	0.0	4.2	4.2	100
	Boys	122	27.0	3.3	52.5	7.4	0.0	4.9	4.9	100
	Girls	124	29.0	5.6	49.2	9.7	0.0	4.0	2.4	100
Nalanda	All	414	29.0	2.4	41.8	8.0	1.2	14.5	3.1	100
	Boys	213	25.8	2.8	39.0	10.8	2.3	15.0	4.2	100
	Girls	184	34.2	2.2	42.4	5.4	0.0	13.6	2.2	100
Rajgarh	All	305	12.8	4.6	46.6	18.4	1.3	11.8	4.6	100
	Boys	152	17.8	6.6	35.5	21.1	2.0	12.5	4.6	100
	Girls	132	8.3	2.3	59.8	12.1	0.8	12.1	4.5	100
Sundargarh	All	205	22.4	2.4	52.7	9.3	0.0	4.9	8.3	100
	Boys	110	24.5	1.8	51.8	11.8	0.0	1.8	8.2	100
	Girls	91	18.7	3.3	54.9	6.6	0.0	8.8	7.7	100
Udaipur	All	358	8.4	3.1	50.0	19.3	0.0	18.7	0.6	100
	Boys	198	8.6	4.0	47.0	20.7	0.0	18.7	1.0	100
	Girls	152	7.9	2.0	53.3	17.8	0.0	19.1	0.0	100
Total**	All	2,294	19.7	3.3	46.0	13.1	0.5	14.0	3.4	100
	Boys	1,208	19.5	3.6	43.1	14.7	0.7	14.7	3.6	100
	Girls	997	20.3	2.8	49.0	11.1	0.2	13.6	2.9	100
Bhilwara	All	323	21.4	0.6	52.6	13.0	0.3	11.8	0.3	100
	Boys	164	16.5	0.6	53.7	17.7	0.6	11.0	0.0	100
	Girls	145	28.3	0.0	49.0	9.0	0.0	13.1	0.7	100

**Total does not include Bhilwara.

In the five to six age group, 14.0% of the children were not enrolled in school or pre-school. Of those who were enrolled in an educational programme, most had begun their formal schooling in government schools. Gender disparities existed in the percentage of children who were enrolled in private versus public schools, with young boys more likely to attend private schools. The same was the case among older children. However, gender disparities did not appear to exist in pre-school (anganwadi, LKG, etc.) enrollment and the percentage of children who were not enrolled in any programme was nearly the same in both genders.

PAHELI 2011 findings on pre-school enrollment show that many children entered school directly at the age of five without attending pre-school, which may affect school readiness and later learning levels. However, many families had taken advantage of the pre-school programmes offered at anganwadis and a smaller number had sent children to kindergartens.

Facilities

RTE norms include those on school access and infrastructure and the SSA grant funds to schools to improve their existing infrastructure. This section describes the results of observations in which data was collected on the observable indicators of compliance with RTE norms. ASER 2011 reported that only 3.7% of schools met all the seven RTE infrastructure norms that were observed in the study.

Sample description of facilities

Table 14 provides a description of the schools that were visited. It gives the total number of schools visited in each of the seven districts, with their break-up into primary, upper primary and other schools.

TABLE 14: SAMPLE DESCRIPTION OF SCHOOLS OBSERVED					
District	Number of schools visited	Percentage of schools by standards offered			
		Std I-VII/VIII	Std I-IV/V	Others	Total
Gumla	57	51.6	36.8	10.5	100.0
Hardoi	56	3.6	94.6	1.8	100.0
Korba	59	13.6	81.4	5.1	100.0
Nalanda	54	66.7	22.2	11.1	100.0
Rajgarh	58	36.2	56.9	6.9	100.0
Sundargarh	52	46.2	28.9	25.0	100.0
Udaipur	56	55.4	30.4	14.3	100.0
Total **	392	38.8	50.8	10.5	100.0
Bhilwara	65	46.2	47.7	6.2	100.0

**Total does not include Bhilwara.

A total of 392 schools were visited in the seven districts and 65 in Bhilwara district. Most of them served students up to Standard IV/V and about 40% served students up to Standard VII/VIII. Table 15 gives the size of schools that were visited.

TABLE 15: SIZE OF SCHOOLS							
District	Number of schools visited	Breakdown by student enrollment (%)					Total
		1-60 Students	61-90 Students	91-120 Students	121+ Students	Unknown	
Gumla	57	19.3	17.5	10.5	49.1	3.5	100.0
Hardoi	56	0.0	8.9	16.1	75.0	0.0	100.0
Korba	59	30.5	25.4	27.1	15.3	1.7	100.0
Nalanda	54	0.0	0.0	1.9	96.3	1.9	100.0
Rajgarh	58	15.5	10.3	19.0	48.3	6.9	100.0
Sundargarh	52	26.9	13.5	11.5	48.1	0.0	100.0
Udaipur	56	10.7	8.9	16.1	60.7	3.6	100.0
Total **	392	14.8	12.2	14.8	55.6	2.6	100.0
Bhilwara	65	30.8	15.4	24.6	26.2	3.1	100.0

**Total does not include Bhilwara.

Most of the schools visited were relatively large (more than 120 students). However, districts such as Korba, Sundargarh and Bhilwara had a notable number of small schools.

RTE infrastructure norms

Table 16 shows the percentage of schools that met specified RTE infrastructure norms, including an office, store, playground, boundary wall, kitchen and library.

TABLE 16: AVAILABILITY OF INFRASTRUCTURE MANDATED BY RTE									
District	No. of schools	Percentage of schools meeting RTE norms				Library access and usage			
		Office/Store/Office-cum-store	Play-ground	Boundary wall	Kitchen for cooking mid-day meals	No library	No books used on day of visit	Books used on day of visit	No data
Gumla	57	82.5	45.6	7.0	66.7	28.1	22.8	45.6	3.5
Hardoi	56	78.6	83.9	51.8	91.1	39.3	44.6	10.7	5.4
Korba	59	69.5	59.3	40.7	66.1	42.4	27.1	27.1	3.4
Nalanda	54	66.7	40.7	46.3	85.2	33.3	31.5	25.9	9.3
Rajgarh	58	65.5	65.5	24.1	69.0	39.7	20.7	34.5	5.2
Sundargarh	52	65.4	28.9	38.5	86.5	13.5	44.2	34.6	7.7
Udaipur	56	76.8	57.1	71.4	53.6	53.6	32.1	14.3	0.0
Total **	392	72.2	54.9	39.8	73.7	36.0	31.6	27.6	4.9
Bhilwara	65	83.1	58.5	58.5	87.7	38.5	27.7	27.7	6.2

**Total does not include Bhilwara.

An office, store or office-cum-store and kitchen for cooking mid-day meals were the RTE-required infrastructure most commonly seen in the village schools. More than half of them also had playgrounds and slightly less than 40% had boundary walls. Almost two out of three schools had libraries, with a nearly even split between those that were used on the day of the visit and those that were not.

Table 17 shows the availability and usability of toilets in schools, including the availability of separate toilets for girls. The lack of hygienic toilet facilities is often a barrier to girls attending schools.

TABLE 17: AVAILABILITY AND USABILITY OF SCHOOL TOILETS											
District	No. of schools	General toilet					Separate girls' toilet				
		No facility	Not useable	Useable	No data	Total	No facility	Not usable	Usable	No data	Total
Gumla	57	14.0	28.1	43.9	14.0	100	22.8	22.8	42.1	12.3	100
Hardoi	56	26.8	57.1	12.5	3.6	100	44.6	46.4	7.1	1.2	100
Korba	59	39.0	37.3	15.3	8.5	100	64.4	17.0	8.5	10.2	100
Nalanda	54	9.3	20.4	63.0	7.4	100	40.7	14.8	33.3	11.1	100
Rajgarh	58	25.9	39.7	22.4	12.1	100	50.0	15.5	22.4	12.1	100
Sundargarh	52	5.8	15.4	67.3	11.5	100	26.9	17.3	38.5	17.3	100
Udaipur	56	5.4	28.6	51.8	14.3	100	16.1	12.5	62.5	8.9	100
Total **	392	18.4	32.7	38.8	10.2	100	28.3	20.9	30.4	10.5	100
Bhilwara	65	4.6	20.0	66.2	9.2	100	26.2	12.3	43.1	18.5	100

**Total does not include Bhilwara.

Nearly one in five schools had no toilet facilities and among those that had toilets, about half were useable. Separate toilets for girls were less widely available than general purpose ones. Only 30.4% of schools had useable girls' toilets, compared to 38.8% that had useable general purpose toilets. Some districts lagged well behind the average. 64% schools in Korba and 50% schools in Rajgarh had no toilets for girls. More extensive comparisons of access to toilet facilities in schools are available in the water and sanitation section.

Table 18 describes the availability of drinking water in schools, which is also an RTE requirement.

TABLE 18: AVAILABILITY OF DRINKING WATER IN SCHOOLS						
District	Number of schools	Percentage of schools				
		No facility	Facility exists but no water available	Drinking water available	No data	Total
Gumla	57	3.5	0.0	82.5	14.0	100
Hardoi	56	0.0	12.5	85.7	1.8	100
Korba	59	1.7	10.2	79.7	8.5	100
Nalanda	54	3.7	7.4	77.8	11.1	100
Rajgarh	58	13.8	12.1	65.5	8.6	100
Sundargarh	52	0.0	1.9	82.7	15.4	100
Udaipur	56	8.9	3.6	85.7	1.8	100
Total **	392	4.6	6.9	79.7	8.7	100
Bhilwara	65	4.6	3.1	80.8	12.3	100

**Total does not include Bhilwara.

Drinking water was available in 80% of the schools. A few schools (4.6%) had no facilities for drinking water and a slightly higher percentage (6.9%) had a hand pump or some other facility but no water was available on the day of observation. Water quality is a cause for concern and an issue that warrants immediate attention. It has been discussed in further detail in the water section of the report.

Besides assessing the availability of RTE-mandated school infrastructure, observations of basic classroom amenities were carried out in Standard II and Standard IV classrooms. The findings are shown in Table 19.



TABLE 19: AVAILABILITY OF AMENITIES IN CLASSROOMS

District	No. of children	Percentage of standard II classrooms			Percentage of standard IV classrooms		
		Children seated with those of other standards	Blackboard available	Supplementary materials available	Children seated with those of other standards	Blackboard available	Supplementary materials available
Gumla	57	80.7	93.0	73.3	71.9	77.2	56.1
Hardoi	56	76.8	91.1	60.7	67.9	80.4	57.1
Korba	59	86.4	98.3	76.3	69.5	81.4	64.4
Nalanda	54	75.9	88.9	63.0	70.4	66.7	44.4
Rajgarh	58	91.4	91.4	58.6	84.5	79.3	48.3
Sundargarh	52	65.4	76.9	73.1	59.6	55.8	44.2
Udaipur	56	67.9	89.3	53.6	60.7	87.5	53.6
Total **	392	78.1	90.1	65.6	69.4	75.8	52.8
Bhilwara	65	87.7	89.2	60.0	81.5	80.0	47.7

**Total does not include Bhilwara.

Across districts, most children in Standard II (78%) and Standard IV (69%) sat with students from other classes. Most classrooms (90%) were equipped with blackboards and supplementary materials beyond textbooks were available in approximately half of the classrooms.

Pupil-to-teacher ratio

RTE specifies the pupil-to-teacher ratio, with no more than 30 children per teacher in schools with less than 200 students and no more than 40 pupils per teacher in schools with more than 200 students. Table 20 shows the compliance with pupil-teacher ratio norms, calculated as a ratio of the number of children enrolled to the number of teachers listed on the register.

TABLE 20: COMPLIANCE WITH PUPIL TO TEACHER RATIO NORMS

District	Schools with less than 200 students				Schools with more than 200 students				All schools			
	No. of schools	Meet norm	Do not meet norm	No data	No. of schools	Meet norm	Do Not meet norm	No Data	Number of schools	Meet norm	Do Not meet norm	No data
Gumla	35	34.3	57.1	8.6	20	4.6	77.3	18.18	57	22.8	64.9	12.3
Hardoi	35	8.6	88.6	2.9	21	0.0	100.0	0.0	56	5.4	92.9	1.8
Korba	56	32.1	64.3	3.6	2	0.0	66.7	33.3	59	30.5	64.4	5.1
Nalanda	4	25.0	75.0	0.0	49	6.0	92.0	2.0	54	7.4	90.7	1.9
Rajgarh	41	36.6	63.4	0.0	13	23.5	52.9	23.5	58	32.8	60.3	6.9
Sundargarh	42	50.0	47.6	2.4	10	50.0	50.0	0.0	52	50.0	48.1	1.9
Udaipur	43	46.5	46.5	7.0	11	46.2	38.5	15.4	56	46.4	44.6	8.9
Total **	256	35.2	60.9	3.9	126	14.0	77.2	8.8	392	27.8	66.6	5.6
Bhilwara	58	29.3	50.0	20.4	5	28.6	42.9	28.6	65	29.2	49.2	21.5

**Total does not include Bhilwara.

Few schools (28%) met the pupil-teacher norms specified in RTE, which would appear to be an outcome of the lack of trained teachers available for employment. Generally, larger schools struggled to meet the norms with only 14% of those with more than 200 students meeting the requirement. Some districts, notably Hardoi and Nalanda, had very few schools meeting the requirements, while the best-performing district on this indicator, Sundargarh, had half its schools meeting pupil-teacher ratio norms. It follows that many more teachers need to be trained and hired in all the districts to ensure compliance with the RTE norms on pupil-to-teacher ratio.

Attendance rates

Table 21 shows the attendance rates of students and teachers, calculated as a ratio of the observed number of students (or teachers) in attendance to the number of students (or teachers) listed on enrollment (or employment) registers.

TABLE 21: STUDENT AND TEACHER ATTENDANCE (%)			
District	Number of schools	Average observed student attendance Rate	Average observed teacher attendance rate
Gumla	57	54.2	80.1
Hardoi	56	36.1	76.8
Korba	59	78.0	70.8
Nalanda	54	49.7	82.3
Rajgarh	58	62.9	76.1
Sundargarh	52	69.6	96.7
Udaipur	56	76.6	88.6
Total **	392	61.0	81.4
Bhilwara	65	74.7	90.4

**Total does not include Bhilwara.

The student attendance rate across 7 districts was 61%. This could be an underestimate given that some children might be enrolled in both government and private schools. ASER 2011 estimated the student attendance rate at 71.9%, suggesting that all the districts surveyed in PAHELI 2011 lag behind the national average for school attendance.

Teacher attendance averaged 81%, with a high of 97% in Sundargarh and a low of 71% in Korba. ASER 2011 found the average teacher attendance rate to be 86.7%, indicating that the villages sampled in PAHELI 2011 had slightly lower teacher attendance rates than the average for rural India.

Mid-day meal scheme

The Mid-Day Meal scheme is the Government of India's child nutrition programme, which provides meals to about 120 million children on all working days. Providing mid-day meals has the purpose of improving child nutrition as well as children's school attendance, retention and ability to learn. Table 22 shows the number of children served mid-day meals and the availability of facilities to support the programme.

TABLE 22: MID-DAY MEAL COMPLIANCE

District	Number of schools	Average number of students served	Percentage of Schools where Norms are Met					Gap between MDM register and students in attendance
			Have kitchen	Serve food as per menu	Have a cook	Have utensils for cooking and serving	Have containers for storage	
Gumla	57	97.0	66.7	66.7	93.0	89.5	61.4	35.1
Hardoi	56	68.7	91.1	82.1	94.6	87.5	55.4	44.6
Korba	59	61.5	66.1	54.2	64.4	69.5	47.5	32.2
Nalanda	54	193.6	85.2	68.5	81.5	85.2	51.9	50.0
Rajgarh	58	95.4	69.0	36.2	72.4	77.6	63.8	43.1
Sundargarh	52	88.4	86.5	76.9	96.2	82.7	75.0	38.5
Udaipur	56	98.0	53.6	75.0	58.9	87.5	69.6	30.4
Total **	392	99.4	73.7	65.3	79.9	82.7	60.5	39.0
Bhilwara	65	72.6	87.7	81.5	95.4	95.4	86.2	27.7

**Total does not include Bhilwara.

Most schools had the basic facilities of kitchens, cooks, utensils and containers for serving mid-day meals. Udaipur lacked facilities relative to the other districts. Only 54% schools there had a kitchen and 59% had a cook. Schools served an average of 100 students a day though there were variations depending on school size. Nearly half the schools had discrepancies between the number of students served and the number listed on the MDM register.

Tables 23 and 24 have information on the MDM grants received by schools.

TABLE 23: SCHOOLS RECEIVING MDM GRANTS*

Type of grant	Receiving grants (%)	Receiving grants in FY 2010-2011 (%)	Receiving grants from april 2010 to date of survey (%)
Number of schools	271	149	203
Kitchen	27.3	17.4	18.7
Kitchen utensils	21.0	13.4	12.8
Money to cook meal	50.6	56.4	55.2
Cook and helper salary	38.0	33.6	37.9

TABLE 24: NUMBER OF MDM GRANTS RECEIVED*

	No MDM grants	1 MDM grants	2 MDM grants	3 MDM grants	4 MDM grants	Total
No. of schools	52	116	59	39	5	271
Percentage of schools	19.2	42.8	21.8	14.4	1.9	100

* Includes Bhilwara.

Most schools received at least one MDM grant in the past year. Grants provided money for kitchen sheds, utensils, salaries and meals.

Concluding thoughts : Education and Literacy

The PAHELI 2011 findings on education can be summarised as follows:

School enrollment was fairly high in all the districts, with only 6.8% of children between the ages of 6 and 14 out of school. However, the number of out-of-school children was higher than the national rural average. Disparities existed in the enrollment of girls, children from poor families and those from scheduled castes, scheduled tribes and other backwards classes. Gender disparities also existed in private school enrollment.

The learning levels of children were low, with more than half of them performing several years behind grade levels in reading and mathematics. Adult female literacy was also low with only 26% of adult women able to read a paragraph. Less than 3% who did not attend school were able to read a paragraph.

Fifty-four percent of three to four-year olds attended pre-school and most children began formal schooling by the age of five, indicating a possible lack of school readiness among young children.

Compliance with RTE-required infrastructure indicators was high in mid-day meal facilities, drinking water and basic amenities such as offices. But it was low with regard to the availability of hygienic toilets and most other facilities. The pupil-to-teacher ratio did not meet the specified norm in two-thirds of the schools. Many more teachers need to be trained and hired in all the districts to ensure compliance with the RTE norms on pupil-to-teacher ratio.

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