Annual Status of Education Report Chhattisgarh (Rural) 2021

January 12, 2022

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Contents

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Apollo College, Anjora Durg

Baloda Bazar
District Institute of Education and Training, Raipur

Balrampur
District Institute of Education and Training, Ambikapur
St. Xavier's College of Education, Ambikapur

Bastar
District Institute of Education and Training, Bastar

Bemetara
District Institute of Education and Training, Bemetara

Bijapur
District Institute of Education and Training, Bijapur

Bilaspur
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Gaurela-Pendra-Marwahi
District Institute of Education and Training, Pendra

Janjgir-Champa
District Institute of Education and Training, Janjgir

Jashpur
District Institute of Education and Training, Jashpur

Kabirdham
District Institute of Education and Training, Kabirdham

Kanker (North Bastar)
District Institute of Education and Training, Kanker

Kondagaon
District Institute of Education and Training, Bastar

Korba
District Institute of Education and Training, Korba

Korea
District Institute of Education and Training, Koriya

Mahasamund
District Institute of Education and Training, Mahasamund

Mungeli
Sonkar College, Mungeli

Narayanpur
District Institute of Education and Training, Narayanpur

Raigarh
District Institute of Education and Training, Dharamjaigarh

Raipur
District Institute of Education and Training, Raipur

Rajnandgaon
District Institute of Education and Training, Khairagarh

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About ASER Chhattisgarh 2021

Every year from 2005 to 2014, and then every alternate year till 2018, ASER has reported on children's schooling and learning status across rural India. In 2020, COVID-19 interrupted this trajectory. The COVID-19 pandemic resulted in school closures across the world, causing massive disruption to children's learning.

More than one academic year passed without any face-to-face learning, before schools reopened in Chhattisgarh in September 2021, and this pause has led to a growing concern over 'learning loss' in children. Global estimates suggest that children's foundational skills will suffer due to prolonged school closures and inequitable access to different forms of technology-based educational inputs.

Evidence on the status of children's schooling and foundational learning can help us understand how best to support them going forward, especially during these uncertain times. Thus, in October 2021, when the spread of COVID was under control in Chhattisgarh, ASER returned to villages and communities to meet children and gauge how their learning had been impacted during this period.

This ASER survey was conducted in October-November 2021 when children were in the 2021-22 "school year". It provides estimates at the state and district levels. In each district of Chhattisgarh, 60 villages were surveyed. In each of the sampled villages, 20 households were surveyed. In each of the surveyed households, schooling information was collected for all children aged 3-16, and all children aged 5-16 were assessed on foundational reading and arithmetic. In addition, ASER also visited the largest government primary school in the surveyed villages.

Other than children's schooling and learning status, ASER Chhattisgarh 2021 explored the following domains:

- **Tuition classes and community classes:** Explored whether children were taking paid tuition classes or attending school-organised community classes to aid their studies
- **Learning support at home:** Examined whether and how families support children at home as schools begin to reopen
- **Awareness about Padhai Tunhar Dwar portal:** Reported whether children were aware of Chhattisgarh government's 'Padhai Tunhar Dwar' portal, and whether they made use of it
- Additional areas such as contact with school teacher and engagement with learning materials were also explored
- **School Survey:** Examined COVID preparedness of the school, along with observing the incidence of basic infrastructural facilities such as toilets, drinking water, pucca rooms and libraries; information about the progression of teaching-learning activities after school reopening was also recorded.

About ASER

Sample Design of Rural ASER Chhattisgarh 2021

ASER Chhattisgarh 2021 has a two-stage sample design. In the first stage, for each rural district, 60 villages were sampled from the updated 2011 Census village directory, provided by the state. In the second stage, 20 households are randomly selected in each of the villages selected in the first stage. This sampling strategy gives a sample of 1,200 households per district and generates a representative picture of each district. All rural districts of Chhattisgarh are surveyed. The estimates obtained are then aggregated to obtain state level estimates.

Villages are selected using the Probability Proportional to Size (PPS) sampling method. This method allows villages with larger populations to have a higher chance of being selected in the sample. It is most useful when the first stage sampling units vary considerably in size, because it ensures that households in larger villages have the same probability of getting selected in the sample as those in smaller villages, and vice versa.[1]
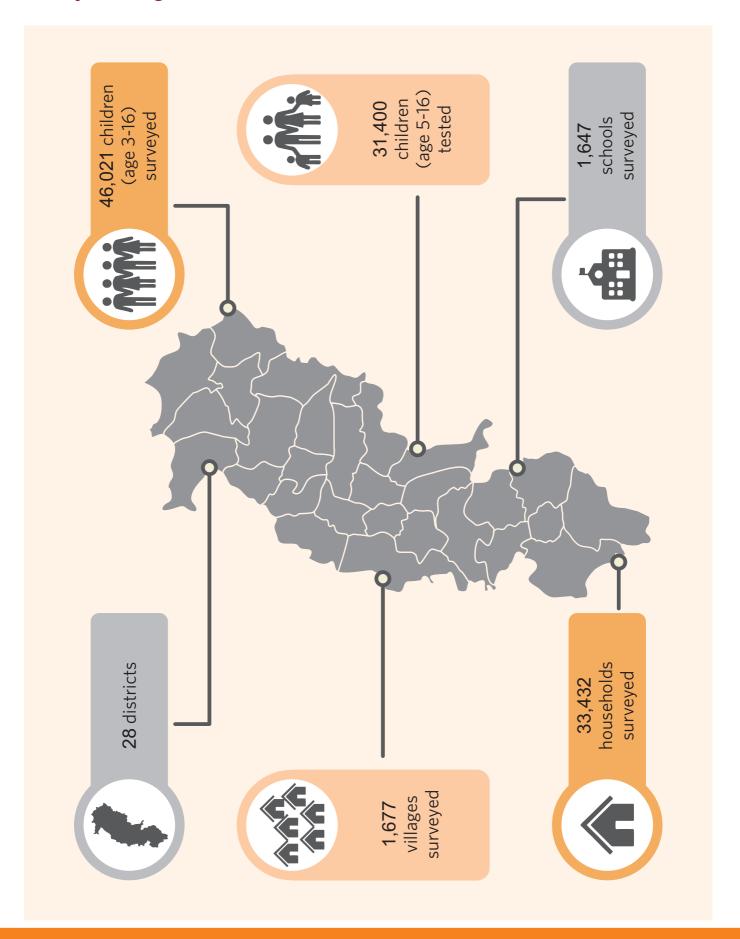
In the sampled villages, 20 households are surveyed. Ideally, a complete houselist of the selected village should be made and 20 households selected randomly from it. However, given time and resource constraints, a procedure for selecting households is adopted that preserves randomness as much as possible. The surveyors are asked to divide the village into four parts. This is done because villages often consist of hamlets and a procedure that randomly selects households from some central location may miss out households on the periphery of the village. In each of the four parts, surveyors are asked to start at a central location and pick every 5th household in a circular fashion till 5 households are selected. In each selected household, information on all resident children in the age group of 3-16 years is recorded and all children in the age group of 5-16 years are tested.

The survey provides estimates at the district and state levels. In order to aggregate estimates up from the district level, households are assigned weights — also called inflation factors. The inflation factor corresponding to a particular household denotes the number of households that the sampled household represents in the population. Given that 1,200 households are sampled in each district regardless of the size of the district, a household in a larger district will represent many more households and, therefore, have a larger weight associated with it than one in a sparsely populated district. To get estimates at the state level, weighted estimates are needed since districts vary by population.

In addition, ASER surveyors visit a government primary or upper primary school in each sampled village. The school information is recorded based either on direct observation (such as attendance or usability of facilities), or on information provided by the school (such as information about grants).

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[1]Most large household surveys in India, like the National Sample Survey and the National Family Health Survey also use this two-stage design and use PPS to select villages in the first stage.

Survey coverage

46,021 children (age 3-16) surveyed

31,400 children (age 5-16) tested

1,647 schools surveyed

28 districts

1,677 villages surveyed

33,432 households surveyed

Survey process summary

1 A team of two surveyors goes to the village assigned to them by their ASER Master Trainer. They take the Village Pack given to them in the training to the village.

2 Once in the village, the surveyors meet the Sarpanch/village representative. During the meeting, they:
- Clearly explain what ASER is and why it is important.
- Give him/her the 'Letter for Sarpanch' and request co-operation to conduct the survey in the village.

3 The surveyors then walk around the entire village and:
- Make a rough map of the village, marking the important landmarks in the village. Once the surveyors have walked around the entire village, they make a final map in the survey booklet.
- Fill up the Village Information Sheet based on what they observe in the village.

4 The surveyors visit the government school in the village only if the school has reopened for children to attend physically for any grade from Std 1 to 8. They:
- Meet the Head Teacher/senior most teacher and explain what ASER is and why it is important.
- Give him/her the 'Letter for the Head Teacher' and ask for permission to collect information from the school.
- Collect information about the school and record it in the School Observation Sheet.

5 Next, the surveyors begin the household survey. They:
- Divide the map into 4 sections or select 4 hamlets.
- Randomly select 5 households from each hamlet/section using the 'every 5th household rule'.
- Survey 20 households in total from the selected sections/hamlets.

6 In each sampled household, the surveyors:
- Record information about all children in the age group of 3-16 years.
- Record information about all children enrolled in Std I-XII in school.
- Assess the basic reading and arithmetic levels of children in the age group of 5-16 years and record the highest level that they can do comfortably.
- Record information about household assets.

7 After all 20 households are surveyed, the surveyors submit the completed survey booklet to their respective ASER Master Trainers.

ASER assessment tasks

The testing process addresses ASER's central question - are children acquiring foundational reading and arithmetic skills? Children are assessed on basic reading and simple arithmetic. That is, rather than testing grade-level competencies, ASER is a 'floor test' focusing on basic learning. The process is designed to record the highest level that each child can comfortably achieve.

Testing is conducted at home, rather than in schools, so as to include children who are not currently enrolled and children attending different types of schools. All children in the 5-16 age group in a sampled household are tested using the same tools, irrespective of age, grade, or schooling status.

ASER's testing process incorporates various measures to ensure that it captures the best that each child can do. Surveyors are trained to build rapport with children to create a relaxed and encouraging environment. Testing is conducted in the local language of the child. Children are given the time they need to do each task on the assessment. The testing process is adaptive to the child's ability so that she does not have to attempt all levels. Thus, at the core of this test design is the child's comfort and a commitment to accurately record the highest level the child can perform comfortably.

The following pages outline the ASER testing process used to assess each child on reading and arithmetic.

Reading tasks:

All children are assessed using a simple reading tool. The reading test has 4 tasks:

- **Letters:** Set of commonly used letters.
- **Words:** Common, familiar words with 2 letters and 1 or 2 *matras*.
- **Std I level text:** Set of 4 simple linked sentences, each having no more than 6 words. These words (or their equivalent) are in the Std I textbooks.
- **Std II level text:** Short story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words (or their equivalent) are in the Std II textbooks.

While developing the reading tool in each regional language, care is taken to ensure:

- Comparability with previous years' tools with respect to word count, sentence count, type of words and conjoint letters in words.
- Compatibility with the vocabulary and sentence construction used in Std I and Std II language textbooks of the states.
- Familiarity of words and context, established through extensive field piloting.

Sample: Reading test (Hindi)*

Std II level text
राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता था। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज़ साथ-साथ मौज-मस्ती करते थे।

Std I level text
हर रविवार नानी घर आती है। हमारे लिए मिठाई लाती है। मैं नानी के साथ सोता हूँ। वह मुझे कहानी सुनाती है।

Letters	Words
ह च ट	कुल बड़ा
ल न	रोटी
फ म र	पानी चूना
स त	चलो हीरा
	पैर
	देर कौन

*This is a sample. It has been shortened to a more concise layout for purposes of this report. However, the four components or 'levels' of the tool remain the same in the full version.

How to test reading?

Std I level text (Paragraph)

Ask the child to read either of the 2 paragraphs.
Let the child choose the paragraph herself. If she does not choose, give her any one paragraph to read. Ask her to read it. Listen carefully to how she reads.

Start here →

The child is not at **'Paragraph Level'** if the child:
- Reads the paragraph like a string of words, rather than sentences.
- Reads the paragraph haltingly and stops very often.
- Reads the paragraph fluently but with **more than 3 mistakes.**

If the child is not at **'Paragraph Level'** then ask her to read words.

The child is at **'Paragraph Level'** if the child:
- Reads the paragraph like she is reading sentences, rather than a string of words.
- Reads the paragraph fluently and with ease, even if she is reading slowly.
- Reads the full paragraph with **3 or less than 3 mistakes.**

If the child can read a paragraph, then ask her to read the story.

Words

Ask the child to read any 5 words from the list of words.

Let the child choose the words herself. If the child does not choose, then point out any 5 words one by one for her to read.

The child is at **'Word Level'** if she reads at least **4 out of the 5 words** correctly.

If the child is at **'Word Level'**, then ask her to try to read the same paragraph again and follow the instructions for paragraph level testing.
If she can correctly and comfortably read at least 4 out of 5 words but is still struggling with the paragraph, then mark the child at **'Word Level'**.
If the child is not at **'Word Level'** (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.

Std II level text (Story)

Ask the child to read the story.
The child is at **'Story Level'** if the child:
- Reads the story like she is reading sentences, rather than a string of words.
- Reads the story fluently and with ease, even if she is reading slowly.
- Reads the story with **3 or less than 3 mistakes**.

If the child can read the story, then mark the child at **'Story Level'**.
If the child is not at **'Story Level'**, then mark the child at **'Paragraph Level'**.

Letters

Ask the child to recognise any 5 letters from the list of letters.
Let the child choose the letters herself. If she does not choose, then point out any 5 letters one by one for her to read.
The child is at **'Letter Level'** if the child correctly recognises at least **4 out of 5** letters correctly.

If the child is at **'Letter Level'**, then ask her to try to read the same words again and follow the instructions for word level testing. If she can recognise at least 4 out of 5 letters but cannot read words, then mark the child at **'Letter Level'**. If the child is not at **'Letter Level'** (cannot recognise at least 4 out of 5 letters chosen), then mark the child at **'Beginner Level'**.

In the Household Survey Sheet, mark the child at the highest level she can read.

Arithmetic tasks:

All children are assessed using a simple arithmetic tool. The arithmetic test has 4 tasks:

- **Number recognition 1 to 9**

- **Number recognition 11 to 99**

- **Subtraction:** 2-digit numerical subtraction problems with borrowing.

- **Division:** 3-digit by 1-digit numerical division problems with remainder.

While developing the arithmetic tool for the ASER age group, care is taken to ensure compatibility with the learning outcomes defined for number recognition, subtraction (with borrowing), division (3-digits by 1-digit) in state textbooks for Std I, II and III/IV, respectively.

Sample: Arithmetic test

Number recognition 1—9		Number recognition 11—99		Subtraction		Division
1	4	28	81	36 − 18	74 − 59	4) 591 (
7	3	92	13	62 − 24	57 − 18	7) 872 (
6	9	49	63	73 − 54	85 − 67	6) 759 (
5	2	78	34	98 − 79	43 − 26	8) 986 (
		17	56			
Ask the child to recognize any 5 numbers. At least 4 must be correct.		Ask the child to recognize any 5 numbers. At least 4 must be correct.		Ask the child to do any 2 subtraction problems. Both must be correct.		Ask the child to do any 1 division problem. It must be correct.

How to test arithmetic?

Subtraction (2-digits with borrowing)

Start here →

The child is required to solve 2 subtraction problems. Show her the subtraction problems. First ask her to choose a problem. If she does not choose, then pick a problem.
Ask the child what the numbers are, then ask her to identify the subtraction sign.
If she is able to identify the numbers and the sign, then ask her to write and solve the problem in the rough booklet. Check if the answer is correct.
Even if the first subtraction problem is answered incorrectly, ask the child to solve the second problem following the process explained above. If the second problem is correct, ask her to try and do the first problem again.
If the child makes a careless mistake, then give her another chance with the same question.

If the child **cannot do both** subtraction problems correctly, then ask her to recognise numbers from 11-99. Even if she does just one subtraction problem incorrectly, give her the number recognition (11-99) task.
If the child **does both** the subtraction problems correctly, then ask her to do a division problem.

Number Recognition (11-99)

Ask the child to identify any 5 numbers from the list. Let her choose the numbers herself. If she does not choose, then point out any 5 numbers one by one for her to read.
If she can correctly recognise at least **4 out of 5** numbers, then mark her at **'Number Recognition (11-99) Level'**.

Division (3-digits by 1-digit)

The child is required to solve 1 division problem. Show her the division problems. She can choose any one problem. If not, then pick one for her.
Ask her to write and solve the problem.
Observe what she does. If she is able to correctly solve the problem, then mark the child at **'Division Level'**.
Note: The quotient and the remainder both have to be correct.
If the child makes a careless mistake, then give the child another chance with the same question.

If the child is not at **'Number Recognition (11-99) Level'** (cannot correctly recognise at least 4 out of 5 numbers chosen), then ask her to recognise numbers from 1-9.

If the child is unable to solve the division problem correctly, then mark her at **'Subtraction Level'**.

Number Recognition (1-9)

Ask the child to identify any 5 numbers from the list. Let her choose the numbers herself. If she does not choose, then point out any 5 numbers one by one for her to read.
If she can correctly recognise at least 4 out of 5 numbers, then mark her at **'Number Recognition (1-9) Level'**.
If the child is not at **'Number Recognition (1-9) Level'** (cannot recognise at least 4 out of 5 numbers chosen), then mark her at **'Beginner Level'**.

The child must solve the numerical arithmetic problems in the rough booklet.

In the Household Survey Sheet, mark the child at the highest level she can reach.

Sample description

District	Surveyed Villages	Surveyed Households	Surveyed children						Tested children	
			Age 3-16	Age 6-14	Age 3-5	Age 6-10	Age 11-14	Age 15-16	Reading (Age 5-16)	Arithmetic (Age 5-16)
Balod	60	1197	1703	1166	307	635	531	230	1260	1255
Baloda Bazar	60	1200	1856	1305	317	709	596	234	1362	1358
Balrampur	60	1193	1812	1222	340	710	512	250	1189	1189
Bastar	60	1200	1574	1053	305	632	421	216	906	905
Bemetara	60	1199	1798	1286	226	655	631	286	1261	1256
Bijapur	60	1192	1377	896	374	646	250	107	1020	1020
Bilaspur	60	1197	1853	1268	332	684	584	253	1076	1079
Dantewada (South Bastar)	60	1199	1300	867	311	560	307	122	811	811
Dhamtari	60	1199	1365	901	245	483	418	219	960	960
Durg	60	1195	1860	1294	303	680	614	263	1413	1410
Gariaband	60	1197	1689	1196	269	650	546	224	1019	1017
Gaurela-Pendra-Marwahi	60	1192	1483	1085	163	560	525	235	1054	1053
Janjgir-Champa	60	1200	1351	911	223	504	407	217	950	948
Jashpur	60	1199	1618	1142	282	655	487	194	1150	1150
Kabirdham	60	1193	1864	1273	309	657	616	282	1304	1299
Kanker (North Bastar)	60	1190	1260	858	224	460	398	178	761	761
Kondagaon	60	1195	1599	1133	282	640	493	184	1063	1059
Korba	60	1200	1458	990	263	531	459	205	959	959
Korea	60	1199	1652	1096	308	621	475	248	1125	1124
Mahasamund	60	1200	1637	1153	243	628	525	241	1218	1216
Mungeli	60	1197	2102	1436	309	740	696	357	1511	1507
Narayanpur	58	1152	1589	1036	358	614	422	195	803	803
Raigarh	60	1195	1762	1300	259	743	557	203	1299	1296
Raipur	60	1199	1730	1183	270	616	567	277	1253	1250
Rajnandgaon	60	1198	1713	1177	284	644	533	252	1343	1341
Sukma	58	1138	1511	947	382	598	349	182	1074	1072
Surajpur	60	1199	1733	1189	321	681	508	223	1075	1074
Surguja	61	1218	1743	1160	360	681	479	223	1217	1217
Chhattisgarh	**1677**	**33432**	**45992**	**31523**	**8169**	**17617**	**13906**	**6300**	**31436**	**31389**

State picture

ASER Chhattisgarh 2021: Summary of findings

Enrollment

- There is an increase in government school enrollment from 76.4% in 2018 to 82.9% in 2021 for children in the age group of 6-14 years. This rise in government school enrollment is seen across all age groups and sex.

- Despite eighteen months of pandemic, enrollment rates in 2021 are higher for all age groups as compared to 2018. In 2021 the proportion of children aged 6-14 not enrolled in school stands at 1.8%, half of the 2018 figure of 3.6%.

- The proportion of 15-16-year-olds not currently enrolled in school has decreased even more sharply between 2018 and 2021 as compared to the drop among younger children; it fell by 10 percentage points, from 21.7% in 2018 to 11.5% in 2021.

- In 2021, more girls in every age group are enrolled in school than boys. The gender gap in enrollment is very small among younger children but increases with age, from 0.1% among 7-10-year-olds to 4.6% among 15-16-year-olds.

- At the district level, the proportion of 6-14-year-olds not currently enrolled in school is below 5% for most districts. The exceptions are Dantewada (South Bastar) and Narayanpur, where the percentage of out of school 6-14-year-old children is above 10%; and Bijapur and Sukma where this number is around 7%.

Learning outcomes

Reading

- Sharp drops are visible in children's basic reading ability in all grades in 2021. For example, the proportion of children at 'beginner' level (unable to recognise even letters) in Std II, Std III and Std VI is roughly double the corresponding level in 2018: it increased from 19.5% to 37.6% for children in Std II, from 10.4% to 22.5% in Std III, and from 2.5% to 4.8% in Std VI.

- Similar drops are visible across grades in the proportion of children who can read Std II level text fluently. For example, this proportion fell from 29.8% in 2018 to 12.3% in 2021 among children in Std III, and from 76.1% to 67.7% among children in Std VII.

- Current foundational reading level in Std I-VII is lower than at any time in the last decade. The largest drops are visible in the lowest grades, especially among children in government schools.

- At the district level, the proportion of children in Std I-II in government schools who cannot read even letters is above 70% in Bastar and Bijapur. In Dantewada (South Bastar) and Bijapur, the proportion of children in Std III-V in government schools who could read a Std II level text is below 10%. The district that falls behind the most for children in Std VI-VIII in government schools is Bijapur, where only a fourth of all children can read a Std II level text, followed by Sukma, where this proportion is less than 40%.

Arithmetic

- Similar drops are visible in children's foundational arithmetic ability over 2018 levels. The proportion of children at 'beginner' level (unable to recognise even single-digit numbers) has increased in all grades, particularly in Std I-V. For example, the proportion of children at this level increased from 11.4% to 24.3% in Std II and from 1.7% to 4.5% in Std V.

- Declines are visible in the proportion of children who can do a 3-digit by 1-digit division sum. This proportion dropped from 11.3% to 4.3% in Std IV and from 29.8% to 18.2% in Std VI. However, children in the highest elementary grades (Std VII and VIII) are at about the same level as in 2018.

- Looked at over the previous decade, sharp drops in foundational arithmetic ability are visible among children in the primary grades (Std I-V), with children in government schools performing significantly worse than those in private schools.

- Across districts, the proportion of children in Std I-II in government schools who cannot recognise even single-digit numbers is above 60% in Dantewada (South Bastar), Surajpur and Bijapur. In Bilaspur, Narayanpur, Dantewada (South Bastar), Bijapur and Mungeli, only about 10% government school-going children in Std III-V could solve a subtraction problem.

Support in learning

- Children in private schools had more access to remote learning technology (smartphone, television, radio) as well as to learning support at home than those in government schools. Children in private schools are far more likely to take paid private tuition classes than those in government schools.

- The majority of children enrolled in school did some form of learning activity during the week prior to the survey. The majority did activities using traditional methods and materials like textbooks and worksheets (72.1%), while far lower proportions did activities using materials that were broadcast or provided online.

- The proportion of children who did learning activities during the reference week increases steadily with grade. The proportion of children who knew about the state government's online portal, Padhai Tunhar Dwar, also increases with grade, from 13.4% among children in Std I-II to 34.6% among children in Std IX and above. On average, about 60% of students who had heard of the portal had made use of it at least once.

- Few children reported to have attended school-facilitated community classes even once before school reopening, but this number was far higher among children in government schools (33.9%) than among those in private schools (12.5%). Overall, children in government schools in Std III-VIII were most likely to have attended community classes at least once, with about 40% reporting having done so.

- At the district level as well, awareness about the Padhai Tunhar Dwar portal was the highest among among children in Std IX-XII in government schools. The districts with the lowest awareness of the portal, with less than 13% government school children responding that they knew about the portal, were Bijapur, Surguja and Surajpur. However, among those who knew about the portal, participation was high. While overall about a third of government school children attended school facilitated community classes at least once before school reopened, attendance in Dhamtari, Kanker (North Bastar), Balod and Gaurela-Pendra-Marwahi was over 50%.

Schools

- Whereas teachers' attendance in 2021 was similar to previous years, a sharp drop is seen in children's attendance on the day of the visit, standing at 59.1% as compared to 75.2% in 2018. This may be due to COVID-19 attendance protocols and guidelines issued by the state.

- Declines are visible in the proportion of schools with useable drinking water, toilets, girls' toilets, and libraries over 2018 levels. However, the midday meal was served on the day of the visit in 95% of the schools.

- Most schools had some basic COVID prevention measures in place such as handwashing facility, soap, and sanitiser. Over 80% reported that the school premises had been sanitised at least once prior to reopening.

- Although the majority of school respondents reported having been trained on COVID prevention measures, at the classroom level, COVID prevention measures were seldom observed. Less than half of the Std II and IV classrooms observed followed social distancing measures; fewer than half of teachers were wearing a mask in the classroom; and less than a quarter of the classrooms had most children wearing masks.

Chhattisgarh

Analysis based on data from households. 28 out of 28 Districts
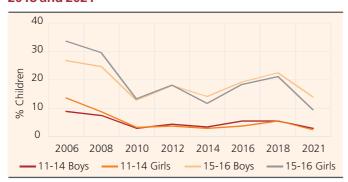Data is not presented where sample size is insufficient.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group and gender. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14: All	82.9	15.3	0.1	1.8	100
Age 7-16: All	81.8	14.5	0.1	3.6	100
Age 7-10: All	82.4	16.5	0.1	1.1	100
Age 7-10: Boys	80.4	18.4	0.1	1.1	100
Age 7-10: Girls	84.3	14.7	0.1	1.0	100
Age 11-14: All	83.4	13.9	0.0	2.7	100
Age 11-14: Boys	81.4	15.5	0.0	3.0	100
Age 11-14: Girls	85.1	12.5	0.0	2.4	100
Age 15-16: All	77.3	11.3	0.0	11.5	100
Age 15-16: Boys	72.7	13.3	0.0	14.0	100
Age 15-16: Girls	81.1	9.5	0.1	9.4	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children enrolled in different types of schools. By age group and gender. 2018

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14: All	76.4	20.0	0.0	3.6	100
Age 7-16: All	74.6	18.2	0.0	7.2	100
Age 7-10: All	75.7	22.6	0.0	1.7	100
Age 7-10: Boys	73.7	24.1	0.0	2.2	100
Age 7-10: Girls	77.7	21.1	0.0	1.2	100
Age 11-14: All	78.0	16.4	0.1	5.5	100
Age 11-14: Boys	75.4	19.1	0.1	5.5	100
Age 11-14: Girls	80.3	14.1	0.1	5.6	100
Age 15-16: All	65.1	13.1	0.0	21.7	100
Age 15-16: Boys	61.9	15.6	0.0	22.5	100
Age 15-16: Girls	67.7	11.1	0.1	21.2	100

Chart 1: % Children not enrolled in school. By age group and gender. 2006, 2008, 2010, 2012, 2014, 2016, 2018 and 2021

Each line shows trends in the proportion of children not enrolled in school for a particular subset of children. For example, the proportion of girls (age 15-16) not enrolled in school was 33.6% in 2006, 18.1% in 2012, 21.2% in 2018, and 9.4% in 2021.

Table 3: Age-grade distribution % Children in each grade by age. 2021

Std \ Age	≤5	6	7	8	9	10	11	12	13	14	15	16	Total
I	16.0	59.1	19.4			5.6							100
II	2.2	12.7	53.7	26.5			4.9						100
III		1.8	13.1	51.3	25.4	6.0			2.5				100
IV		2.1		13.4	44.8	31.0	6.0		2.7				100
V		2.6			10.3	48.4	29.9	6.7		2.2			100
VI		2.1				11.5	47.4	30.7	6.0		2.4		100
VII		3.5					12.8	46.2	29.7	5.7	2.2		100
VIII		3.1						13.8	45.1	29.4	6.6	2.0	100

This table shows the age distribution for each grade. For example, of all children in Std III, 51.3% children are 8 years old but there are also 1.8% who are 6 or below, 13.1% who are 7, 25.4% who are 9, 6% who are 10, and 2.5% who are 11 or older.

Table 4: % Children age 3-8 enrolled in different types of pre-schools and schools. 2021

Age	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3	85.5	0.1	3.6	1.0	0.5	0.0	9.3	100
Age 4	81.2	0.2	9.7	1.8	2.1	0.0	5.2	100
Age 5	52.2	0.1	13.0	22.9	6.8	0.0	5.1	100
Age 6	6.8	0.1	3.2	74.4	14.1	0.1	1.4	100
Age 7	1.1	0.0	1.0	79.4	17.4	0.1	0.9	100
Age 8	0.3	0.0	0.2	81.1	17.6	0.1	0.8	100
All	32.2	0.1	4.5	49.0	10.8	0.0	3.3	100

Table 5: % Children age 3-8 enrolled in different types of pre-schools and schools. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3	75.4	0.0	9.1	0.6	0.4	0.0	14.5	100
Age 4	69.9	0.3	19.8	1.4	1.1	0.0	7.6	100
Age 5	45.4	0.5	25.5	16.4	7.3	0.0	5.0	100
Age 6	7.8	0.0	7.4	60.4	21.8	0.0	2.6	100
Age 7	0.7	0.0	2.0	71.3	24.8	0.0	1.2	100
Age 8	0.6	0.0	0.2	73.2	24.4	0.0	1.6	100
All	31.2	0.1	10.1	39.4	14.0	0.0	5.2	100

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded. The reading assessment was conducted in Hindi.

Table 6: % Children by grade and reading level. All children. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I	58.2	34.7	4.3	1.2	1.7	100
Std II	37.6	45.0	9.6	3.9	3.9	100
Std III	22.5	39.5	16.8	8.9	12.3	100
Std IV	11.5	27.1	18.5	15.4	27.6	100
Std V	7.6	17.4	14.1	16.4	44.6	100
Std VI	4.8	13.1	11.2	14.8	56.1	100
Std VII	3.3	8.1	8.5	12.5	67.7	100
Std VIII	2.1	5.7	6.9	10.3	75.1	100

Table 7: % Children by grade and reading level. All children. 2018

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I	45.6	39.7	9.7	2.0	2.9	100
Std II	19.5	39.5	19.1	10.5	11.3	100
Std III	10.4	25.4	17.8	16.5	29.8	100
Std IV	5.8	13.8	15.2	18.7	46.6	100
Std V	3.4	12.1	9.3	15.8	59.5	100
Std VI	2.5	7.7	7.5	16.0	66.4	100
Std VII	1.3	5.8	6.7	10.1	76.1	100
Std VIII	1.7	5.0	5.8	8.8	78.7	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example in Table 6, among children in Std III, 22.5% cannot even read letters, 39.5% can read letters but not words or higher, 16.8% can read words but not Std I level text or higher, 8.9% can read Std I level text but not Std II level text, and 12.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Table 8: Trends over time
Reading in Std I, II, III, V and VIII. By school type. 2014, 2016, 2018 and 2021

Year	% Children who can read at least letters						% Children who can read Std II level text								
	Std I			Std II			Std III			Std V			Std VIII		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
2014	40.1	79.4	50.1	70.7	85.3	74.7	15.4	42.3	21.3	47.1	76.6	52.4	73.8	90.6	75.9
2016	45.3	84.9	54.6	77.1	94.8	81.9	22.2	47.3	28.1	51.0	75.9	56.0	70.9	89.9	73.5
2018	44.0	78.7	54.3	76.3	92.8	80.5	25.0	46.7	29.8	57.1	70.2	59.6	77.0	87.9	78.7
2021	35.7	67.5	41.9	57.0	86.2	62.3	9.4	25.6	12.4	41.0	63.9	44.6	73.5	83.6	75.1

Reading tool

Std II level text
नगमा समझदार लड़की थी। मगर उसका छोटा भाई अमन बहुत नटखट था। एक दिन दोनों बाज़ार में घूम रहे थे। अमन ने रास्ते में पकौड़े देखे। उसे पकौड़े बहुत पसंद थे। माँ उसके लिए पकौड़े बनाती थी। नगमा ने कहा यह पकौड़े तीखे होंगे। मगर अमन नहीं माना। अमन ने पकौड़े खाए और उसकी आँखों से आँसू निकलने लगे।

Std I level text
रात हो गई है। चाँद दिख रहा है। तारे भी चमक रहे हैं। सब लोग सो गए हैं।

Letters		
न	प	म
च	स	
थ	ग	द
र	ल	

Words	
आग	सोच
	ताला
गिर	पानी
मौका	धुन
	देश
पैसा	बूढ़ा

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 9: % Children by grade and arithmetic level. All children. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I	50.2	40.3	7.9	1.0	0.6	100
Std II	24.3	54.8	17.2	3.3	0.3	100
Std III	12.8	48.8	29.4	7.4	1.6	100
Std IV	6.5	35.8	35.7	17.7	4.3	100
Std V	4.5	24.4	31.5	26.7	13.0	100
Std VI	2.4	19.0	34.3	26.1	18.2	100
Std VII	1.8	11.7	32.7	27.8	26.0	100
Std VIII	1.5	8.1	32.1	26.1	32.3	100

Table 10: % Children by grade and arithmetic level. All children. 2018

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I	37.8	47.6	13.1	1.0	0.6	100
Std II	11.4	50.7	33.4	4.2	0.4	100
Std III	6.6	34.5	39.6	16.9	2.4	100
Std IV	2.7	23.5	38.6	23.9	11.3	100
Std V	1.7	17.4	32.6	21.6	26.8	100
Std VI	1.3	15.2	31.0	22.7	29.8	100
Std VII	0.8	12.3	36.4	24.1	26.4	100
Std VIII	1.3	6.7	39.8	21.2	31.0	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 9, among children in Std III, 12.8% cannot even recognise numbers 1-9, 48.8% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 29.4% can recognise numbers up to 99 but cannot do subtraction, 7.4% can do subtraction but cannot do division, and 1.6% can do division. For each grade, the total of these exclusive categories is 100%.

Table 11: Trends over time
Arithmetic in Std I, II, III, V, VIII. By school type. 2014, 2016, 2018 and 2021

Year	% Children who can recognise at least single digit numbers						% Children who can do at least subtraction			% Children who can do division					
	Std I			Std II			Std III			Std V			Std VIII		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
2014	47.3	84.1	56.8	78.2	88.2	81.0	9.6	31.1	14.2	14.1	35.7	18.0	25.4	58.7	29.6
2016	52.6	87.7	60.8	84.7	97.5	88.2	14.5	37.7	20.0	18.6	40.8	23.1	25.3	45.6	28.1
2018	53.0	83.7	62.1	86.3	95.6	88.6	16.0	30.7	19.3	26.1	30.2	26.9	28.0	47.3	31.0
2021	44.1	73.5	49.8	72.2	90.7	75.6	6.1	21.8	9.0	10.7	25.3	13.0	30.8	40.8	32.3

Arithmetic tool

Support in learning

Availability of learning resources

Table 12: % Children with learning resources available at home. By school type. 2021

School type	Smartphone	Radio	Television	Reading material (apart from textbooks)
Govt	79.1	5.2	63.4	4.7
Pvt	88.5	7.7	79.3	8.9
Govt & Pvt	80.7	5.6	65.8	5.4

Tuition

Chart 2: % Children who take tuition. By school type. 2016, 2018 and 2021

Padhai Tunhar Dwar

Table 15: Status of Padhai Tunhar Dwar portal. By grade. 2021

Std	% Children who know about the portal	Of children who know, % who did any activity using the portal
Std I-II	13.4	56.9
Std III-V	16.4	58.4
Std VI-VIII	22.6	60.8
Std IX & above	34.6	66.1
All	21.4	61.6

Support at home

Table 13: % Children who receive help from family members while studying at home. By grade and school type. 2021

Std	Govt	Pvt	Govt & Pvt
Std I-II	72.0	86.1	74.6
Std III-V	66.2	78.4	68.2
Std VI-VIII	59.2	68.6	60.6
Std IX & above	48.7	58.5	49.9
All	61.6	74.3	63.5

Learning activities at home

Table 14: % Children who did learning activities at home during reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	67.7	6.2	8.9
Std III-V	70.9	6.8	10.3
Std VI-VIII	73.3	8.1	13.8
Std IX & above	76.4	10.3	27.8
All	72.1	7.8	14.7

Community classes

Table 16: % Children who attended school facilitated community classes even once before schools reopened. By grade and school type. 2021

Std	Govt	Pvt	Govt & Pvt
Std I-II	25.0	10.4	22.2
Std III-V	39.5	14.6	35.5
Std VI-VIII	40.5	14.0	36.8
Std IX & above	25.4	9.1	23.4
All	33.9	12.5	30.6

Divisional estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state.

Table 17: Enrollment status of children by division. 2018 and 2021

Division	Age 6-14				Age 15-16	
	% Children not enrolled in school		% Children enrolled in Govt school		% Children not enrolled in school	
	2018	2021	2018	2021	2018	2021
Bastar	7.9	3.6	83.9	89.1	33.4	13.8
Bilaspur	2.9	1.9	72.6	80.2	22.0	12.3
Durg	2.9	0.7	80.5	87.8	18.3	7.3
Raipur	2.2	1.2	76.8	83.8	17.1	10.1
Surguja	5.0	2.7	72.3	76.3	24.6	15.8
Chhattisgarh	3.6	1.8	76.4	82.9	21.7	11.5

Table 18: Reading and arithmetic level of different grades by division. 2018 and 2021

Division	Std I-II				Std III-V				Std VI-VIII			
	% Children who read at least letters		% Children who can recognise at least single digit numbers		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2021	2018	2021	2018	2021	2018	2021	2018	2021	2018	2021
Bastar	54.5	39.6	58.4	44.9	37.0	18.2	23.5	16.0	67.8	54.6	20.0	21.5
Bilaspur	72.1	55.1	79.4	64.8	37.8	30.6	31.1	23.1	69.6	67.4	26.6	24.2
Durg	75.6	55.2	84.7	69.3	55.2	31.3	44.5	28.4	82.1	68.7	38.7	29.5
Raipur	77.1	54.8	84.7	66.1	54.6	31.7	41.1	26.8	77.2	70.2	33.4	28.6
Surguja	49.2	45.6	59.8	55.3	40.2	24.3	25.2	21.1	69.6	60.1	19.1	19.4
Chhattisgarh	67.4	51.4	75.4	61.8	45.5	28.5	34.4	23.8	73.9	66.1	29.1	25.3

Table 19: Phone and smartphone availability in households. 2018 and 2021

Division	2018		2021	
	% Households with at least one mobile phone	Of these, % households with a smartphone	% Households with at least one mobile phone	Of these, % households with a smartphone
Bastar	74.9	63.2	77.7	81.4
Bilaspur	90.4	75.6	90.5	80.2
Durg	92.1	75.7	93.9	80.7
Raipur	92.4	75.6	92.2	83.2
Surguja	84.9	64.3	84.7	75.1
Chhattisgarh	88.4	72.5	88.8	80.3

List of districts under each division

Bastar

Bastar

Bijapur

Dantewada (South Bastar)

Kanker (North Bastar)

Kondagaon

Narayanpur

Sukma

Bilaspur

Bilaspur

Gaurela-Pendra-Marwahi

Janjgir-Champa

Korba

Mungeli

Raigarh

Durg

Balod

Bemetara

Durg

Kabirdham

Rajnandgaon

Raipur

Baloda Bazar

Dhamtari

Gariaband

Mahasamund

Raipur

Surguja

Balrampur

Jashpur

Korea

Surajpur

Surguja

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 20: Trends over time
Number of schools visited. 2010, 2016, 2018 and 2021

	2010	2016	2018	2021
Primary schools (Std I-IV/V)	301	468	459	1539
Upper primary schools (Std I-VII/VIII)	124	5	9	93
Total schools visited	425	473	468	1632

Table 21: Trends over time
Multigrade classes. 2010, 2016, 2018 and 2021

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2016	2018	2021
% Schools where Std II children were observed sitting with one or more other classes	64.8	75.8	71.3	71.6
% Schools where Std IV children were observed sitting with one or more other classes	51.1	56.0	53.3	60.3

Table 22: Trends over time
Student and teacher attendance on the day of visit. 2010, 2016, 2018 and 2021

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2016	2018	2021
% Enrolled children present (Average)	70.5	68.3	75.2	59.1
% Teachers present (Average)	86.5	79.6	84.2	85.9

Table 23: % Schools reporting different types of activities being done by children in class in the reference week. 2021

Std	Regular curriculum	Extra-curricular activities	Revision of last year's curriculum	Other
Std II	69.6	45.3	36.9	17.4
Std IV	66.0	46.1	38.1	20.5

Table 24: Trends over time
% Schools meeting selected RTE norms. 2010, 2016, 2018 and 2021

All schools (Std I-IV/V and Std I-VII/VIII)		2010	2016	2018	2021
PTR & CTR	Pupil-teacher ratio	39.6	55.2	56.6	48.2
	Classroom-teacher ratio	64.2	67.9	71.8	72.6
Building	Office/store/office-cum-store	79.0	84.4	82.8	77.3
	Playground	45.0	67.2	68.8	71.6
	Boundary wall/fencing	48.8	62.4	71.8	72.5
Mid-day meal	Mid-day meal served in school on day of visit	94.6	80.1	91.7	95.0
Drinking water	No facility for drinking water	12.9	5.5	7.9	10.2
	Facility but no drinking water available	9.6	9.5	9.6	10.7
	Drinking water available	77.6	85.0	82.5	79.0
	Total	100	100	100	100
Toilet	No toilet facility	28.9	5.1	2.1	6.6
	Facility but toilet not useable	41.5	16.8	12.2	15.0
	Toilet useable	29.6	78.1	85.7	78.5
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	46.2	13.7	10.1	16.5
	Separate provision but locked	16.3	4.7	3.2	5.1
	Separate provision, unlocked but not useable	17.5	11.4	11.0	10.5
	Separate provision, unlocked and useable	20.0	70.2	75.7	67.8
	Total	100	100	100	100
Library	No library	27.1	14.0	10.3	15.4
	Library but no books being used by children on day of visit	36.5	61.5	66.0	43.9
	Library books being used by children on day of visit	36.5	24.5	23.8	40.6
	Total	100	100	100	100
Electricity	Electricity connection		86.6	91.6	90.8
	Of schools with electricity connection, % schools with electricity available on day of visit		73.1	82.0	82.4
Computer	No computer available for children to use	95.9	98.5	97.7	94.6
	Available but not being used by children on day of visit	2.4	1.3	1.9	4.4
	Computer being used by children on day of visit	1.7	0.2	0.4	1.0
	Total	100	100	100	100

Other school indicators

Table 25: % Schools carrying out different activities. 2021

SDP	Made School Development Plan	78.2
Maintenance	Construction/repair activities undertaken since lockdown in March 2020	50.3
COVID prevention measures	COVID prevention measures displayed in the school	37.0
	Soap	68.4
	Sanitiser	81.1
	Temperature gun	20.7
	Extra masks	40.9
	Handwashing facility	76.5
	School premises sanitised at least once before school reopened	82.8
	Inspection of COVID prevention measures conducted since schools reopened	59.2

Table 26: % Schools that are following COVID prevention measures in observed grades. 2021

Type of measure	Std II	Std IV
Social distancing	49.8	49.4
Most children wearing masks	22.7	23.1
Teacher wearing a mask	42.3	41.0
Temperature testing of all students present in class on day of visit	13.0	12.2
Training/orientation of respondent on COVID prevention measures	63.0	62.1
Reading material on COVID prevention measures received by respondent	30.9	28.8

Table 27: % Schools reporting receipt of SSA grants. By financial year. 2021

Time period	Maintenance grant	Development grant
Full Financial Year April 2020 to March 2021	88.8	82.4
Half Financial Year April 2021 to date of survey (2021)	36.7	35.4

Table 28: COVID related funds. 2021

% Schools who:	
Received new funds from Govt to implement COVID prevention measures	12.4
Used existing funds to implement COVID prevention measures	59.4

Table 29: School Management Committee (SMC) in schools. 2016, 2018 and 2021
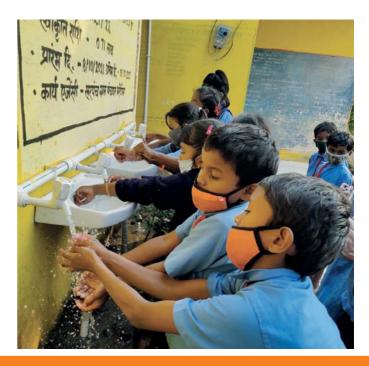
	2016	2018	2021
% Schools which reported having SMC	99.2	98.9	98.6
Of the schools that have SMC, % schools that had the last SMC meeting			
Before July	4.4	1.8	2.6
Between July and September	95.2	80.5	82.3
After September	0.4	17.7	15.2

District findings

Chhattisgarh

Analysis based on data from 33,432 households from 60 randomly selected villages in 28 districts each.
Data is not presented where sample size is insufficient.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	82.9	15.3	0.1	1.8	100
Age 7-16	81.8	14.5	0.1	3.6	100
Age 7-10	82.4	16.5	0.1	1.1	100
Age 11-14	83.4	13.9	0.0	2.7	100
Age 15-16	77.3	11.3	0.0	11.5	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/ UKG	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	83.3	0.2	6.6	1.4	1.3	0.0	7.2	100
Age 5-6	26.4	0.1	7.4	52.2	10.9	0.0	3.0	100
Age 7-8	0.7	0.0	0.6	80.3	17.5	0.1	0.9	100
All	32.2	0.1	4.5	49.0	10.8	0.0	3.3	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	54.3	37.1	5.4	1.5	1.8	100
Std III-V	15.1	29.5	17.1	12.9	25.4	100
Std VI-VIII	3.9	9.5	9.7	13.1	63.9	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 15.1% cannot even read letters, 29.5% can read letters but not words or higher, 17.1% can read words but not Std I level text or higher, 12.9% can read Std I level text but not Std II level text, and 25.4% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	42.8	47.1	8.6	1.2	0.4	100
Std III-V	8.7	38.9	31.3	16.0	5.1	100
Std VI-VIII	2.2	14.1	34.1	25.9	23.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 8.7% cannot even recognise numbers 1-9, 38.9% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 31.3% can recognise numbers up to 99 but cannot do subtraction, 16% can do subtraction but cannot do division, and 5.1% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
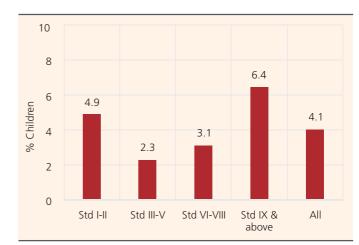
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	65.5	5.2	5.9
Std III-V	70.3	6.1	7.8
Std VI-VIII	72.6	7.3	11.8
Std IX & above	76.1	9.6	26.5
All	71.3	7.0	12.6

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

**Chart 1: % Children enrolled in Govt school who take tuition. By grade.
2021**

Padhai Tunhar Dwar

**Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade.
2021**

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Balod

Analysis based on data from 1,197 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Durg and Apollo College, Anjora Durg.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	85.9	13.6	0.0	0.5	100
Age 7-16	86.4	12.5	0.0	1.2	100
Age 7-10	85.9	13.6	0.0	0.6	100
Age 11-14	85.8	14.0	0.0	0.2	100
Age 15-16	88.7	6.6	0.0	4.8	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	90.6	0.9	2.8	0.0	1.9	0.0	3.8	100
Age 5-6	29.1	0.0	6.2	54.3	9.1	0.0	1.4	100
Age 7-8	0.0	0.0	0.0	83.3	16.3	0.0	0.4	100
All	38.2	0.3	2.9	47.4	9.4	0.0	1.8	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	42.9	39.8	6.3	3.7	7.3	100
Std III-V	6.8	24.1	18.7	10.9	39.6	100
Std VI-VIII	2.9	4.4	6.2	8.0	78.6	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 6.8% cannot even read letters, 24.1% can read letters but not words or higher, 18.7% can read words but not Std I level text or higher, 10.9% can read Std I level text but not Std II level text, and 39.6% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	25.4	61.4	7.9	3.7	1.6	100
Std III-V	4.2	31.1	34.0	19.4	11.3	100
Std VI-VIII	1.1	9.1	29.1	23.6	37.1	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 4.2% cannot even recognize numbers 1-9, 31.1% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 34% can recognize numbers up to 99 but cannot do subtraction, 19.4% can do subtraction but cannot do division, and 11.3% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool
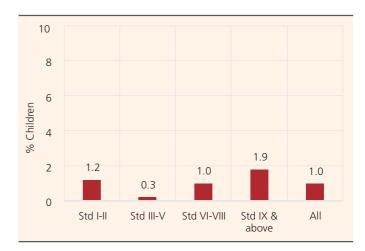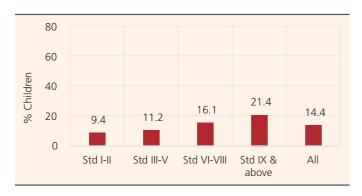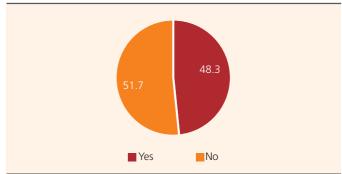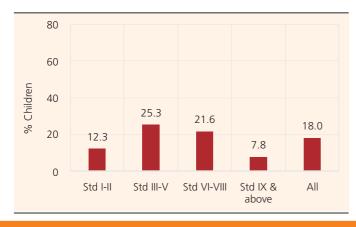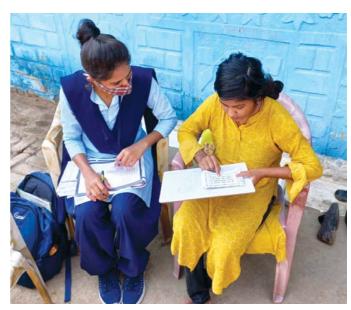

Arithmetic tool

Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	71.4	4.3	6.9
Std III-V	74.0	6.2	7.3
Std VI-VIII	78.1	4.2	6.0
Std IX & above	77.4	9.7	24.8
All	75.5	6.2	11.3

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Baloda Bazar

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Raipur.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	85.0	13.8	0.1	1.1	100
Age 7-16	84.6	13.6	0.1	1.7	100
Age 7-10	85.3	14.3	0.0	0.4	100
Age 11-14	84.7	13.6	0.2	1.5	100
Age 15-16	82.4	12.0	0.0	5.6	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/ UKG	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	72.4	0.0	8.0	1.5	1.5	0.0	16.6	100
Age 5-6	25.4	0.0	7.5	52.8	9.9	0.0	4.4	100
Age 7-8	0.4	0.0	0.4	82.3	17.0	0.0	0.0	100
All	28.5	0.0	4.9	50.2	10.4	0.0	6.0	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	54.1	38.5	5.5	0.5	1.4	100
Std III-V	14.1	29.3	13.5	13.8	29.3	100
Std VI-VIII	2.2	9.0	7.1	11.2	70.5	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 14.1% cannot even read letters, 29.3% can read letters but not words or higher, 13.5% can read words but not Std I level text or higher, 13.8% can read Std I level text but not Std II level text, and 29.3% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	36.4	55.3	6.9	0.9	0.5	100
Std III-V	5.7	42.8	30.1	17.2	4.2	100
Std VI-VIII	1.6	16.2	31.1	28.3	23.0	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 5.7% cannot even recognize numbers 1-9, 42.8% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 30.1% can recognize numbers up to 99 but cannot do subtraction, 17.2% can do subtraction but cannot do division, and 4.2% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
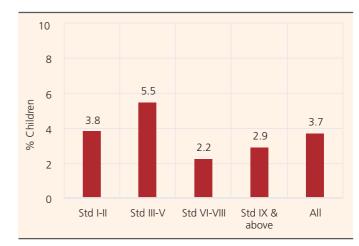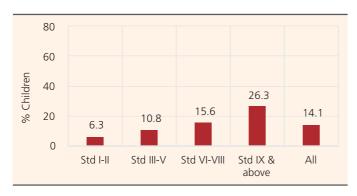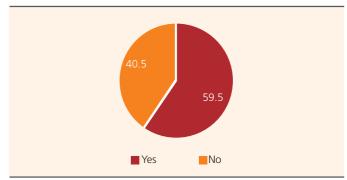
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	66.7	2.1	3.7
Std III-V	70.9	3.5	3.2
Std VI-VIII	74.3	5.4	8.7
Std IX & above	78.7	6.5	15.5
All	72.7	4.4	7.5

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

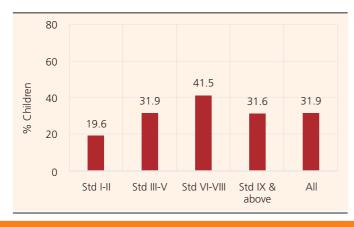**Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021**

Balrampur

Analysis based on data from 1,193 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Ambikapur and St. Xavier's College of Education, Ambikapur.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	76.3	21.2	0.0	2.5	100
Age 7-16	75.5	19.2	0.0	5.3	100
Age 7-10	74.0	24.6	0.0	1.4	100
Age 11-14	78.6	17.5	0.0	3.9	100
Age 15-16	72.5	10.5	0.0	17.0	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/ UKG	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	81.1	0.8	7.1	1.7	0.8	0.0	8.4	100
Age 5-6	25.6	0.0	7.9	49.2	12.8	0.0	4.6	100
Age 7-8	0.7	0.0	1.4	72.6	24.6	0.0	0.7	100
All	34.0	0.3	5.3	42.8	13.3	0.0	4.4	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	66.8	29.5	2.6	0.5	0.5	100
Std III-V	20.3	32.1	14.8	10.7	22.1	100
Std VI-VIII	4.7	15.4	12.0	11.5	56.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 20.3% cannot even read letters, 32.1% can read letters but not words or higher, 14.8% can read words but not Std I level text or higher, 10.7% can read Std I level text but not Std II level text, and 22.1% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	52.1	42.2	5.7	0.0	0.0	100
Std III-V	10.7	43.2	26.6	14.0	5.5	100
Std VI-VIII	0.9	23.5	37.6	25.2	12.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 10.7% cannot even recognize numbers 1-9, 43.2% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 26.6% can recognize numbers up to 99 but cannot do subtraction, 14% can do subtraction but cannot do division, and 5.5% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
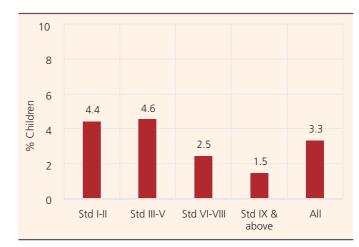
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	55.7	2.3	1.8
Std III-V	61.4	3.8	1.9
Std VI-VIII	69.1	5.0	4.9
Std IX & above	72.3	5.1	15.8
All	64.4	4.1	5.4

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

**Chart 1: % Children enrolled in Govt school who take tuition. By grade.
2021**

Padhai Tunhar Dwar

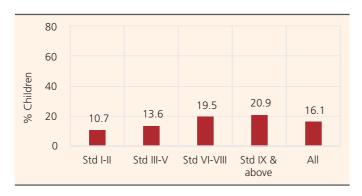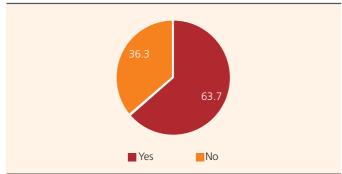**Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade.
2021**

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Bastar

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Bastar.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	88.5	8.5	0.0	3.0	100
Age 7-16	86.9	7.9	0.0	5.2	100
Age 7-10	90.2	8.8	0.0	1.0	100
Age 11-14	86.3	8.2	0.0	5.5	100
Age 15-16	80.4	5.3	0.0	14.4	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/ UKG	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	95.5	0.0	3.2	0.9	0.5	0.0	0.0	100
Age 5-6	29.4	0.0	3.9	58.8	5.9	0.0	2.0	100
Age 7-8	2.0	0.0	1.6	87.1	8.2	0.0	1.2	100
All	40.7	0.0	2.8	50.5	5.0	0.0	1.0	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	71.2	25.0	1.9	1.3	0.6	100
Std III-V	17.8	31.0	16.3	13.2	21.7	100
Std VI-VIII	5.8	6.8	13.6	15.1	58.7	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 17.8% cannot even read letters, 31% can read letters but not words or higher, 16.3% can read words but not Std I level text or higher, 13.2% can read Std I level text but not Std II level text, and 21.7% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	57.7	38.5	3.2	0.0	0.6	100
Std III-V	12.8	48.1	27.9	8.9	2.3	100
Std VI-VIII	4.9	24.4	26.8	21.0	22.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 12.8% cannot even recognize numbers 1-9, 48.1% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 27.9% can recognize numbers up to 99 but cannot do subtraction, 8.9% can do subtraction but cannot do division, and 2.3% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool
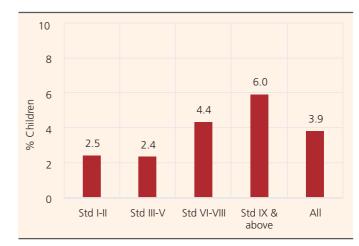

Arithmetic tool

Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	47.3	10.9	6.3
Std III-V	51.8	9.8	11.2
Std VI-VIII	52.4	8.9	11.4
Std IX & above	69.7	15.0	44.7
All	54.7	10.9	17.0

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Std I-II: 10.7
Std III-V: 13.6
Std VI-VIII: 19.5
Std IX & above: 20.9
All: 16.1

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Std I-II: 40.8
Std III-V: 53.4
Std VI-VIII: 54.9
Std IX & above: 35.4
All: 47.4

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021
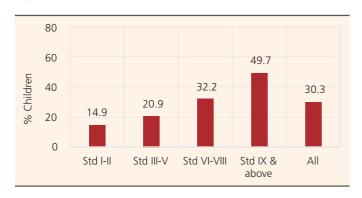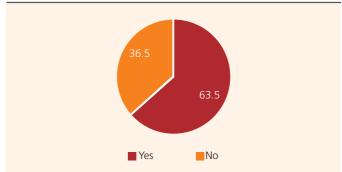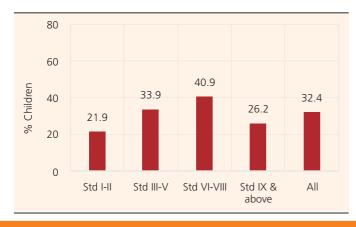
Std I-II: 4.4
Std III-V: 4.6
Std VI-VIII: 2.5
Std IX & above: 1.5
All: 3.3

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Yes: 63.7
No: 36.3

Bemetara

Analysis based on data from 1,199 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Bemetara.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	88.6	10.7	0.0	0.7	100
Age 7-16	88.9	9.1	0.0	2.1	100
Age 7-10	87.1	12.6	0.0	0.4	100
Age 11-14	90.5	8.6	0.0	1.0	100
Age 15-16	88.7	3.5	0.0	7.8	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/ UKG	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	88.8	0.0	2.2	1.5	1.5	0.0	6.0	100
Age 5-6	38.0	0.0	5.1	45.6	8.7	0.0	2.6	100
Age 7-8	1.2	0.0	0.8	83.0	14.3	0.0	0.8	100
All	33.3	0.0	2.6	52.0	9.5	0.0	2.6	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	60.4	32.0	5.3	0.6	1.8	100
Std III-V	10.6	31.6	20.3	11.0	26.6	100
Std VI-VIII	5.7	5.7	10.8	12.6	65.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 10.6% cannot even read letters, 31.6% can read letters but not words or higher, 20.3% can read words but not Std I level text or higher, 11% can read Std I level text but not Std II level text, and 26.6% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	45.2	43.4	9.0	0.6	1.8	100
Std III-V	9.0	34.0	29.0	23.3	4.7	100
Std VI-VIII	3.0	9.9	30.1	27.4	29.5	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 9% cannot even recognize numbers 1-9, 34% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 29% can recognize numbers up to 99 but cannot do subtraction, 23.3% can do subtraction but cannot do division, and 4.7% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool
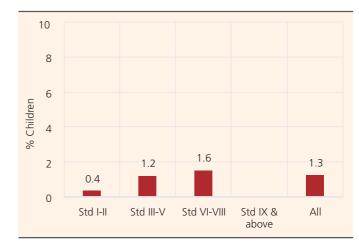

Arithmetic tool

Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	73.5	6.7	7.5
Std III-V	77.7	9.1	6.9
Std VI-VIII	76.5	9.0	12.0
Std IX & above	80.6	12.0	18.3
All	77.3	9.4	11.3

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

**Chart 1: % Children enrolled in Govt school who take tuition. By grade.
2021**

Padhai Tunhar Dwar

**Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade.
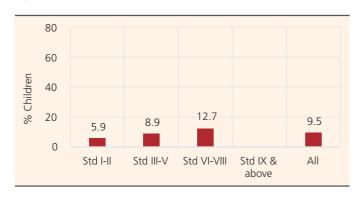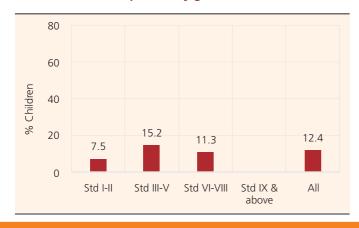2021**

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Bijapur

Analysis based on data from 1,192 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Bijapur.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	86.8	6.1	0.1	7.0	100
Age 7-16	85.7	6.2	0.1	8.0	100
Age 7-10	88.6	5.8	0.2	5.4	100
Age 11-14	82.3	7.3	0.0	10.5	100
Age 15-16	80.2	5.7	0.0	14.2	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/ UKG	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	93.4	0.0	2.2	1.8	1.8	0.0	0.9	100
Age 5-6	33.6	0.0	3.1	57.4	2.8	0.0	3.1	100
Age 7-8	3.9	0.0	1.1	87.6	5.0	0.0	2.5	100
All	40.0	0.0	2.1	52.4	3.3	0.0	2.3	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	80.2	17.0	1.9	0.6	0.3	100
Std III-V	36.9	37.2	12.1	7.8	6.0	100
Std VI-VIII	3.6	17.9	25.0	28.6	25.0	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 36.9% cannot even read letters, 37.2% can read letters but not words or higher, 12.1% can read words but not Std I level text or higher, 7.8% can read Std I level text but not Std II level text, and 6% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	77.7	19.5	2.5	0.0	0.3	100
Std III-V	29.4	41.8	18.1	9.6	1.1	100
Std VI-VIII	2.9	22.9	44.3	22.1	7.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 29.4% cannot even recognize numbers 1-9, 41.8% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 18.1% can recognize numbers up to 99 but cannot do subtraction, 9.6% can do subtraction but cannot do division, and 1.1% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
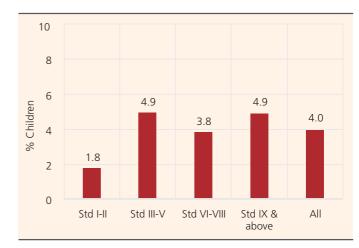
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	39.9	3.6	1.6
Std III-V	45.9	5.8	2.5
Std VI-VIII	45.7	4.2	5.0
Std IX & above			
All	44.8	5.2	4.2

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Padhai Tunhar Dwar

**Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade.
2021**

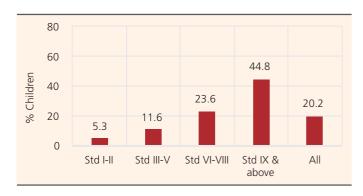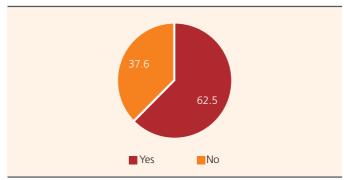| Std I-II	Std III-V	Std VI-VIII	Std IX & above	All
5.9	8.9	12.7		9.5

Community classes

Chart 3: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Std I-II	Std III-V	Std VI-VIII	Std IX & above	All
7.5	15.2	11.3		12.4

Tuition

**Chart 1: % Children enrolled in Govt school who take tuition. By grade.
2021**

Std I-II	Std III-V	Std VI-VIII	Std IX & above	All
0.4	1.2	1.6		1.3

Bilaspur

Analysis based on data from 1,197 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by Basic Training Institute, Bilaspur.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	83.3	13.6	0.2	2.9	100
Age 7-16	80.4	14.2	0.2	5.3	100
Age 7-10	83.3	14.0	0.2	2.6	100
Age 11-14	83.1	13.4	0.2	3.3	100
Age 15-16	67.6	16.4	0.0	16.0	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/ UKG	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	66.2	0.0	8.3	1.6	1.0	0.0	22.9	100
Age 5-6	26.3	0.0	8.5	47.8	8.9	0.0	8.5	100
Age 7-8	0.4	0.0	1.1	81.7	13.9	0.4	2.6	100
All	27.3	0.0	5.7	48.0	8.6	0.1	10.2	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	66.9	29.0	3.6	0.6	0.0	100
Std III-V	19.7	39.0	20.4	9.5	11.6	100
Std VI-VIII	5.0	19.8	12.2	12.2	50.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 19.7% cannot even read letters, 39% can read letters but not words or higher, 20.4% can read words but not Std I level text or higher, 9.5% can read Std I level text but not Std II level text, and 11.6% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	46.2	46.2	7.7	0.0	0.0	100
Std III-V	7.7	47.0	35.1	7.4	2.8	100
Std VI-VIII	1.7	24.7	42.3	20.5	10.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 7.7% cannot even recognize numbers 1-9, 47% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 35.1% can recognize numbers up to 99 but cannot do subtraction, 7.4% can do subtraction but cannot do division, and 2.8% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
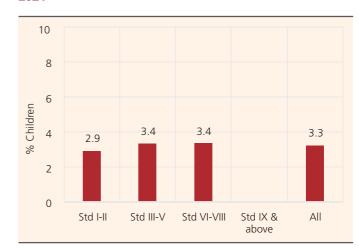
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	66.1	3.6	4.4
Std III-V	68.8	2.7	3.7
Std VI-VIII	71.1	4.0	6.2
Std IX & above	77.1	5.9	28.1
All	70.5	3.8	9.1

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

**Chart 1: % Children enrolled in Govt school who take tuition. By grade.
2021**

Padhai Tunhar Dwar

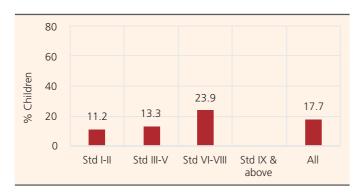**Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade.
2021**

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021
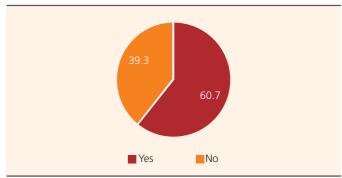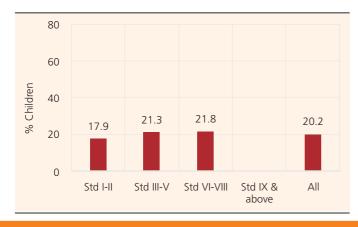

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Dantewada (South Bastar)

Analysis based on data from 1,199 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Dantewada.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	82.2	7.4	0.0	10.4	100
Age 7-16	79.9	6.4	0.0	13.8	100
Age 7-10	83.5	6.7	0.0	9.8	100
Age 11-14	80.3	6.3	0.0	13.5	100
Age 15-16	65.2	5.2	0.0	29.6	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	87.9	0.0	1.5	3.0	0.0	0.0	7.6	100
Age 5-6	27.8	0.0	5.8	55.6	7.6	0.0	3.1	100
Age 7-8	2.1	0.0	0.8	82.7	6.3	0.0	8.0	100
All	36.6	0.0	2.7	49.5	4.9	0.0	6.2	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	59.9	28.3	7.0	4.3	0.5	100
Std III-V	26.8	35.3	10.7	18.3	8.9	100
Std VI-VIII	4.4	8.8	15.1	26.4	45.3	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 26.8% cannot even read letters, 35.3% can read letters but not words or higher, 10.7% can read words but not Std I level text or higher, 18.3% can read Std I level text but not Std II level text, and 8.9% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	61.5	27.8	9.6	1.1	0.0	100
Std III-V	24.2	47.1	18.4	8.5	1.8	100
Std VI-VIII	4.4	10.1	35.9	34.6	15.1	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 24.2% cannot even recognize numbers 1-9, 47.1% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 18.4% can recognize numbers up to 99 but cannot do subtraction, 8.5% can do subtraction but cannot do division, and 1.8% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	38.6	4.0	7.8
Std III-V	53.0	13.6	14.2
Std VI-VIII	57.9	16.0	24.9
Std IX & above			
All	51.9	12.3	17.8

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Padhai Tunhar Dwar

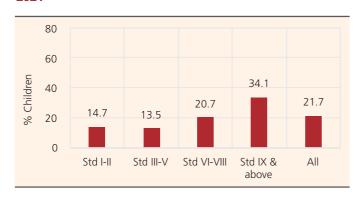**Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021**

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021
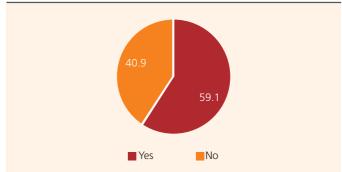
Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Dhamtari

Analysis based on data from 1,199 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Nagri.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	81.3	18.2	0.0	0.6	100
Age 7-16	81.9	16.3	0.1	1.7	100
Age 7-10	74.4	25.6	0.0	0.0	100
Age 11-14	86.3	12.5	0.0	1.2	100
Age 15-16	87.1	6.9	0.5	5.5	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	84.2	0.0	6.6	0.0	0.7	0.0	8.6	100
Age 5-6	21.0	0.6	14.8	53.4	8.0	0.0	2.3	100
Age 7-8	0.0	0.0	0.0	69.6	30.4	0.0	0.0	100
All	32.4	0.2	7.1	43.2	13.8	0.0	3.3	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	37.9	54.3	5.2	0.9	1.7	100
Std III-V	5.7	25.5	14.6	20.8	33.3	100
Std VI-VIII	2.7	3.6	5.0	5.9	82.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 5.7% cannot even read letters, 25.5% can read letters but not words or higher, 14.6% can read words but not Std I level text or higher, 20.8% can read Std I level text but not Std II level text, and 33.3% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	27.6	60.3	9.5	1.7	0.9	100
Std III-V	1.6	29.7	34.4	23.4	10.9	100
Std VI-VIII	1.4	10.0	21.3	24.4	43.0	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 1.6% cannot even recognize numbers 1-9, 29.7% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 34.4% can recognize numbers up to 99 but cannot do subtraction, 23.4% can do subtraction but cannot do division, and 10.9% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
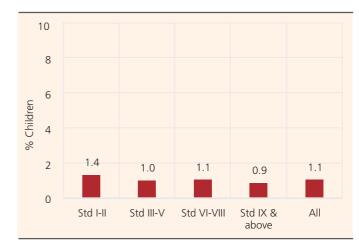
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	76.1	12.1	12.3
Std III-V	72.2	11.5	11.0
Std VI-VIII	76.5	11.7	15.6
Std IX & above	81.9	11.7	34.8
All	76.8	11.7	19.4

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade.
2021

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade.
2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

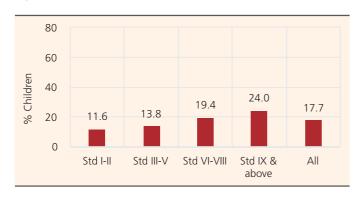**Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021**
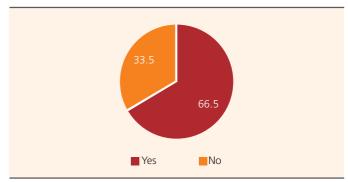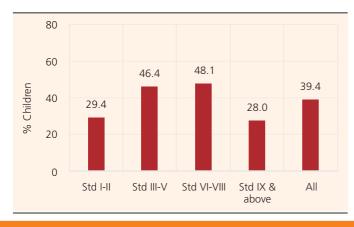
Durg

Analysis based on data from 1,195 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Durg and Bharti College BIIT, Durg.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	85.4	13.8	0.1	0.7	100
Age 7-16	85.7	12.1	0.1	2.1	100
Age 7-10	83.7	15.8	0.2	0.4	100
Age 11-14	88.0	11.0	0.0	1.0	100
Age 15-16	84.8	6.8	0.0	8.4	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	81.8	0.5	6.1	1.0	1.5	0.0	9.1	100
Age 5-6	32.0	0.5	9.9	42.4	12.3	0.0	3.0	100
Age 7-8	0.7	0.0	1.5	80.5	17.3	0.0	0.0	100
All	34.0	0.3	5.4	45.6	11.1	0.0	3.6	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	47.1	45.6	4.9	2.0	0.5	100
Std III-V	8.1	29.1	14.0	16.3	32.6	100
Std VI-VIII	2.5	9.3	6.8	8.7	72.7	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 8.1% cannot even read letters, 29.1% can read letters but not words or higher, 14% can read words but not Std I level text or higher, 16.3% can read Std I level text but not Std II level text, and 32.6% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	30.5	57.1	11.3	1.0	0.0	100
Std III-V	4.7	33.7	31.4	24.7	5.5	100
Std VI-VIII	1.6	10.3	29.2	27.0	32.0	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 4.7% cannot even recognize numbers 1-9, 33.7% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 31.4% can recognize numbers up to 99 but cannot do subtraction, 24.7% can do subtraction but cannot do division, and 5.5% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	65.2	3.5	11.1
Std III-V	70.0	6.8	11.7
Std VI-VIII	67.5	10.2	21.1
Std IX & above	77.1	9.8	35.5
All	70.4	8.0	20.5

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

**Chart 1: % Children enrolled in Govt school who take tuition. By grade.
2021**

Padhai Tunhar Dwar

**Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade.
2021**

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Gariaband

Analysis based on data from 1,197 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Raipur and Institute of Technology & Sciences, Gariyaband.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	87.2	11.1	0.0	1.7	100
Age 7-16	86.4	9.7	0.0	4.0	100
Age 7-10	86.6	12.6	0.0	0.8	100
Age 11-14	89.0	8.5	0.0	2.6	100
Age 15-16	79.5	5.8	0.0	14.7	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	88.5	0.0	6.0	0.6	0.6	0.0	4.4	100
Age 5-6	32.9	0.0	3.9	49.8	11.6	0.0	1.9	100
Age 7-8	0.8	0.0	0.4	85.8	12.6	0.0	0.4	100
All	36.4	0.0	3.1	49.6	8.8	0.0	2.0	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	55.5	37.7	4.8	1.4	0.7	100
Std III-V	20.5	24.6	20.5	14.8	19.7	100
Std VI-VIII	3.0	11.5	11.5	16.0	58.0	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 20.5% cannot even read letters, 24.6% can read letters but not words or higher, 20.5% can read words but not Std I level text or higher, 14.8% can read Std I level text but not Std II level text, and 19.7% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	43.2	48.0	8.2	0.7	0.0	100
Std III-V	15.2	31.8	29.9	18.6	4.6	100
Std VI-VIII	3.4	10.8	38.8	24.3	22.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 15.2% cannot even recognize numbers 1-9, 31.8% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 29.9% can recognize numbers up to 99 but cannot do subtraction, 18.6% can do subtraction but cannot do division, and 4.6% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

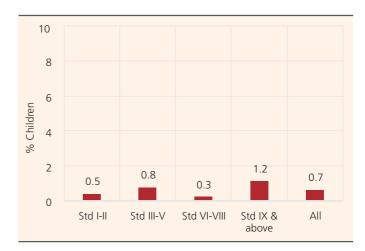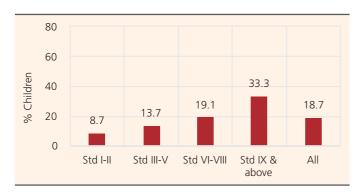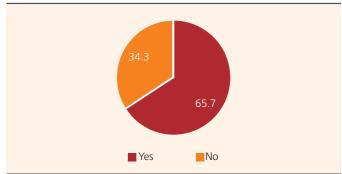# Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	74.5	2.4	2.4
Std III-V	77.6	4.7	6.9
Std VI-VIII	73.9	3.7	13.0
Std IX & above	76.4	8.7	26.8
All	75.7	4.9	12.3

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

**Chart 1: % Children enrolled in Govt school who take tuition. By grade.
2021**

Padhai Tunhar Dwar

**Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade.
2021**

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Gaurela-Pendra-Marwahi

Analysis based on data from 1,192 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Pendra.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	91.2	7.7	0.1	0.9	100
Age 7-16	89.7	7.3	0.1	3.0	100
Age 7-10	89.8	9.6	0.2	0.4	100
Age 11-14	91.8	6.7	0.0	1.5	100
Age 15-16	85.0	3.9	0.0	11.2	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4								
Age 5-6	20.1	0.6	3.7	71.3	4.3	0.0	0.0	100
Age 7-8	0.0	0.0	0.0	90.1	9.1	0.4	0.4	100
All	24.4	0.2	1.8	67.2	5.8	0.2	0.4	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	54.6	41.0	3.3	0.6	0.6	100
Std III-V	13.8	30.3	15.8	12.6	27.6	100
Std VI-VIII	2.4	8.2	11.2	11.6	66.7	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 13.8% cannot even read letters, 30.3% can read letters but not words or higher, 15.8% can read words but not Std I level text or higher, 12.6% can read Std I level text but not Std II level text, and 27.6% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	42.6	49.7	5.5	2.2	0.0	100
Std III-V	7.5	34.7	33.9	18.5	5.5	100
Std VI-VIII	1.7	9.9	33.8	29.0	25.6	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 7.5% cannot even recognize numbers 1-9, 34.7% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 33.9% can recognize numbers up to 99 but cannot do subtraction, 18.5% can do subtraction but cannot do division, and 5.5% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
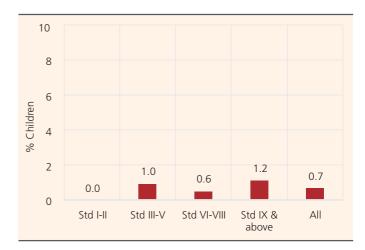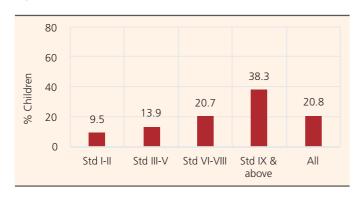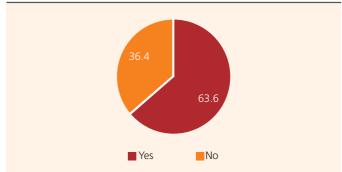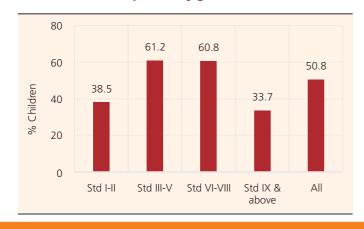
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	76.2	8.4	6.7
Std III-V	76.9	10.7	6.1
Std VI-VIII	81.1	12.0	13.1
Std IX & above	81.4	14.7	22.2
All	79.1	11.6	12.1

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Std I-II: 0.0
Std III-V: 1.0
Std VI-VIII: 0.6
Std IX & above: 1.2
All: 0.7

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Std I-II: 9.5
Std III-V: 13.9
Std VI-VIII: 20.7
Std IX & above: 38.3
All: 20.8

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Yes: 63.6
No: 36.4

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Std I-II: 38.5
Std III-V: 61.2
Std VI-VIII: 60.8
Std IX & above: 33.7
All: 50.8

Janjgir-Champa

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Janjgir.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	69.0	29.3	0.0	1.7	100
Age 7-16	69.4	27.2	0.0	3.4	100
Age 7-10	71.6	27.9	0.0	0.5	100
Age 11-14	68.3	29.2	0.0	2.5	100
Age 15-16	67.3	22.1	0.0	10.6	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/ UKG	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	64.5	0.0	12.1	2.1	2.1	0.0	19.2	100
Age 5-6	16.9	0.0	11.8	37.6	24.7	0.0	9.0	100
Age 7-8	0.5	0.0	1.0	68.0	29.4	0.0	1.0	100
All	23.6	0.0	7.8	39.5	20.4	0.0	8.7	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	43.1	48.8	4.1	3.3	0.8	100
Std III-V	11.1	37.2	16.7	12.2	22.8	100
Std VI-VIII	5.8	13.3	8.7	13.9	58.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 11.1% cannot even read letters, 37.2% can read letters but not words or higher, 16.7% can read words but not Std I level text or higher, 12.2% can read Std I level text but not Std II level text, and 22.8% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	37.7	47.5	12.3	2.5	0.0	100
Std III-V	7.2	43.3	33.9	11.7	3.9	100
Std VI-VIII	4.6	15.0	38.2	22.0	20.2	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 7.2% cannot even recognize numbers 1-9, 43.3% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 33.9% can recognize numbers up to 99 but cannot do subtraction, 11.7% can do subtraction but cannot do division, and 3.9% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

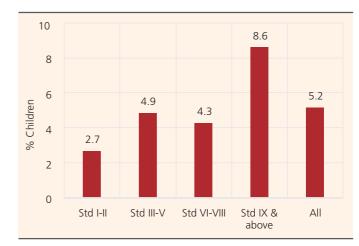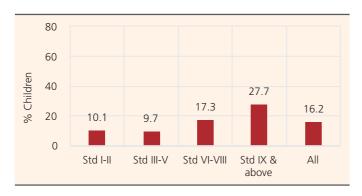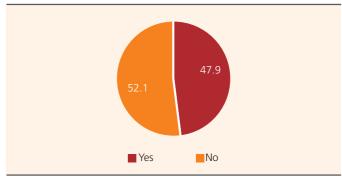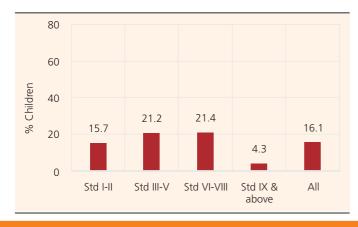## Arithmetic tool

Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	58.5	14.6	4.1
Std III-V	62.5	10.8	5.3
Std VI-VIII	65.6	14.0	9.6
Std IX & above	68.5	10.1	23.0
All	64.0	12.2	10.6

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

**Chart 1: % Children enrolled in Govt school who take tuition. By grade.
2021**

Padhai Tunhar Dwar

**Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade.
2021**

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Jashpur

Analysis based on data from 1,199 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Jashpur.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	72.8	24.7	0.1	2.5	100
Age 7-16	71.7	23.5	0.1	4.7	100
Age 7-10	73.0	24.3	0.2	2.5	100
Age 11-14	72.0	25.0	0.0	3.1	100
Age 15-16	67.5	18.0	0.0	14.4	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	83.8	0.6	9.8	1.7	0.6	0.0	3.5	100
Age 5-6	18.8	0.9	6.1	55.5	17.9	0.0	0.9	100
Age 7-8	0.8	0.0	0.8	69.2	26.2	0.0	3.0	100
All	28.6	0.5	5.0	46.9	16.7	0.0	2.4	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	63.3	29.4	5.7	0.6	1.1	100
Std III-V	15.7	33.1	16.1	14.5	20.7	100
Std VI-VIII	3.9	5.2	11.2	18.9	60.9	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 15.7% cannot even read letters, 33.1% can read letters but not words or higher, 16.1% can read words but not Std I level text or higher, 14.5% can read Std I level text but not Std II level text, and 20.7% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	51.1	43.8	3.9	1.1	0.0	100
Std III-V	9.5	41.3	29.3	17.8	2.1	100
Std VI-VIII	2.2	11.6	31.3	29.2	25.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 9.5% cannot even recognize numbers 1-9, 41.3% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 29.3% can recognize numbers up to 99 but cannot do subtraction, 17.8% can do subtraction but cannot do division, and 2.1% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
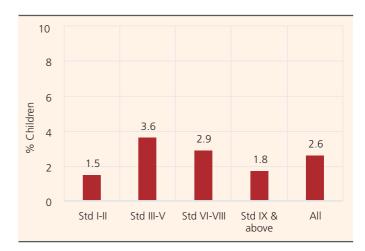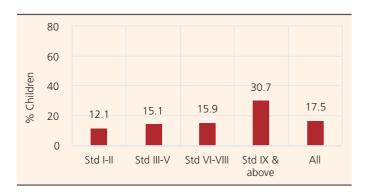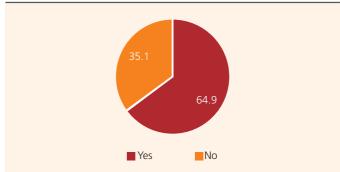
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	58.1	5.2	3.6
Std III-V	64.8	5.7	6.7
Std VI-VIII	62.0	8.4	5.6
Std IX & above	67.3	9.6	25.0
All	63.0	7.1	9.0

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

% Children

- Std I-II: 12.1
- Std III-V: 15.1
- Std VI-VIII: 15.9
- Std IX & above: 30.7
- All: 17.5

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

% Children

- Std I-II: 17.7
- Std III-V: 36.7
- Std VI-VIII: 41.9
- Std IX & above: 29.9
- All: 33.1

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

% Children

- Std I-II: 1.5
- Std III-V: 3.6
- Std VI-VIII: 2.9
- Std IX & above: 1.8
- All: 2.6

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

- Yes: 64.9
- No: 35.1

Kabirdham

Analysis based on data from 1,193 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Kabirdham.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	88.3	10.7	0.1	1.0	100
Age 7-16	86.6	10.3	0.0	3.1	100
Age 7-10	87.6	12.1	0.0	0.4	100
Age 11-14	88.9	9.5	0.0	1.6	100
Age 15-16	79.5	9.0	0.0	11.5	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	92.7	0.0	2.0	1.5	3.9	0.0	0.0	100
Age 5-6	34.6	0.0	2.9	52.2	9.8	0.5	0.0	100
Age 7-8	0.7	0.0	0.0	86.1	12.8	0.0	0.4	100
All	38.5	0.0	1.5	50.5	9.2	0.2	0.2	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	48.9	41.0	2.8	1.8	5.5	100
Std III-V	15.9	32.5	17.2	9.1	25.3	100
Std VI-VIII	3.0	10.2	8.4	15.3	63.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 15.9% cannot even read letters, 32.5% can read letters but not words or higher, 17.2% can read words but not Std I level text or higher, 9.1% can read Std I level text but not Std II level text, and 25.3% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	34.0	53.0	10.2	0.5	2.3	100
Std III-V	6.6	41.3	35.3	12.2	4.7	100
Std VI-VIII	0.9	13.5	41.1	27.6	16.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 6.6% cannot even recognize numbers 1-9, 41.3% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 35.3% can recognize numbers up to 99 but cannot do subtraction, 12.2% can do subtraction but cannot do division, and 4.7% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
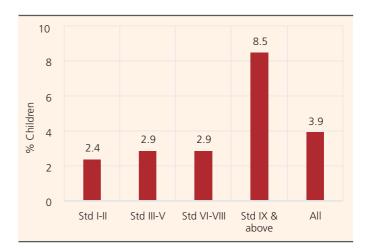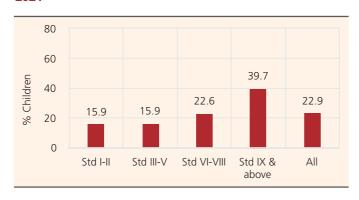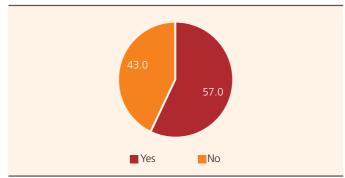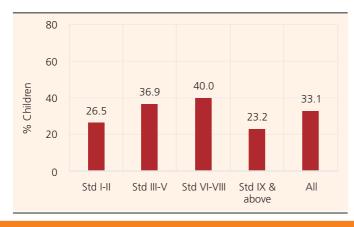
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	70.6	5.3	6.0
Std III-V	72.5	2.4	6.2
Std VI-VIII	73.0	5.3	10.2
Std IX & above	73.8	11.6	19.5
All	72.6	5.8	10.2

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

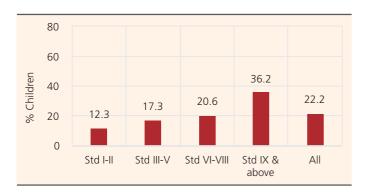**Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021**
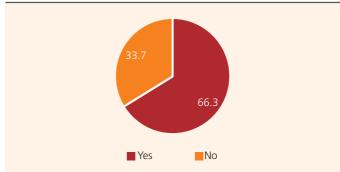
Kanker (North Bastar)

Analysis based on data from 1,190 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Kanker.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	91.6	7.4	0.0	1.1	100
Age 7-16	91.1	6.7	0.0	2.2	100
Age 7-10	90.1	9.9	0.0	0.0	100
Age 11-14	93.2	4.5	0.0	2.3	100
Age 15-16	88.6	4.6	0.0	6.8	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	94.5	0.0	4.1	0.7	0.7	0.0	0.0	100
Age 5-6	29.4	0.0	3.3	60.8	6.5	0.0	0.0	100
Age 7-8	0.0	0.5	0.0	87.9	11.6	0.0	0.0	100
All	37.4	0.2	2.3	53.4	6.8	0.0	0.0	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	52.3	34.4	10.2	0.0	3.1	100
Std III-V	19.1	24.6	23.6	10.5	22.3	100
Std VI-VIII	4.3	8.1	8.7	15.7	63.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 19.1% cannot even read letters, 24.6% can read letters but not words or higher, 23.6% can read words but not Std I level text or higher, 10.5% can read Std I level text but not Std II level text, and 22.3% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	47.7	39.8	10.9	1.6	0.0	100
Std III-V	18.2	32.7	25.9	16.4	6.8	100
Std VI-VIII	4.9	8.1	25.4	31.4	30.3	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 18.2% cannot even recognize numbers 1-9, 32.7% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 25.9% can recognize numbers up to 99 but cannot do subtraction, 16.4% can do subtraction but cannot do division, and 6.8% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	75.8	2.7	6.6
Std III-V	77.6	5.9	8.3
Std VI-VIII	76.1	6.0	11.9
Std IX & above	80.0	6.4	25.4
All	77.5	5.5	13.4

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Std I-II: 2.0
Std III-V: 1.8
Std VI-VIII: 1.9
Std IX & above: 0.9
All: 1.6

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Std I-II: 12.3
Std III-V: 17.3
Std VI-VIII: 20.6
Std IX & above: 36.2
All: 22.2

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

No: 33.7
Yes: 66.3

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Std I-II: 38.5
Std III-V: 60.4
Std VI-VIII: 55.0
Std IX & above: 59.4
All: 55.0

Kondagaon

Analysis based on data from 1,195 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Bastar.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	92.9	6.7	0.0	0.5	100
Age 7-16	93.2	5.6	0.0	1.3	100
Age 7-10	92.0	7.8	0.0	0.2	100
Age 11-14	94.1	5.0	0.0	0.8	100
Age 15-16	93.8	0.6	0.0	5.7	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	95.5	0.5	2.0	0.5	1.0	0.0	0.5	100
Age 5-6	24.0	0.0	3.4	65.2	7.4	0.0	0.0	100
Age 7-8	0.8	0.0	0.0	91.1	7.8	0.0	0.4	100
All	36.7	0.2	1.7	55.7	5.6	0.0	0.3	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	63.2	33.0	1.4	1.0	1.4	100
Std III-V	18.3	30.6	17.9	16.6	16.6	100
Std VI-VIII	4.4	9.5	13.5	17.5	55.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 18.3% cannot even read letters, 30.6% can read letters but not words or higher, 17.9% can read words but not Std I level text or higher, 16.6% can read Std I level text but not Std II level text, and 16.6% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	57.1	39.5	2.4	0.5	0.5	100
Std III-V	12.8	49.0	24.7	11.2	2.4	100
Std VI-VIII	4.0	19.1	32.1	27.4	17.5	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 12.8% cannot even recognize numbers 1-9, 49% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 24.7% can recognize numbers up to 99 but cannot do subtraction, 11.2% can do subtraction but cannot do division, and 2.4% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

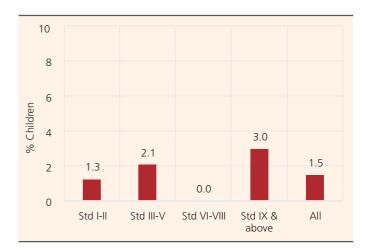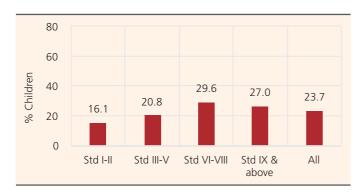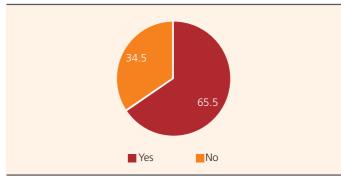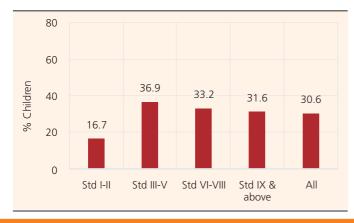# Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	54.0	2.5	4.8
Std III-V	64.9	3.6	5.6
Std VI-VIII	70.3	4.5	12.0
Std IX & above	68.8	8.7	31.5
All	65.2	4.7	12.7

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Korba

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Korba.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	84.0	13.5	0.1	2.4	100
Age 7-16	82.1	12.5	0.1	5.3	100
Age 7-10	84.8	14.4	0.0	0.8	100
Age 11-14	83.6	12.0	0.2	4.2	100
Age 15-16	73.8	9.9	0.0	16.3	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	74.1	0.0	3.7	7.4	11.1	0.0	3.7	100
Age 5-6	5.3	0.0	0.0	78.6	15.3	0.0	0.8	100
Age 7-8	0.0	0.0	0.5	84.0	15.5	0.0	0.0	100
All	7.4	0.0	0.6	76.4	15.1	0.0	0.6	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	52.2	42.3	2.5	0.6	2.5	100
Std III-V	15.2	33.8	17.6	11.9	21.4	100
Std VI-VIII	3.3	11.3	9.4	10.9	65.1	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 15.2% cannot even read letters, 33.8% can read letters but not words or higher, 17.6% can read words but not Std I level text or higher, 11.9% can read Std I level text but not Std II level text, and 21.4% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	41.7	49.7	8.0	0.0	0.6	100
Std III-V	8.1	41.2	31.8	14.2	4.7	100
Std VI-VIII	1.0	15.6	34.6	24.6	24.2	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 8.1% cannot even recognize numbers 1-9, 41.2% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 31.8% can recognize numbers up to 99 but cannot do subtraction, 14.2% can do subtraction but cannot do division, and 4.7% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

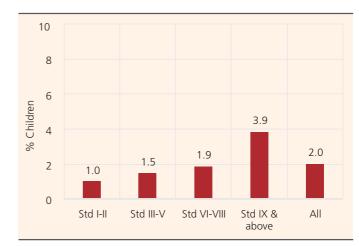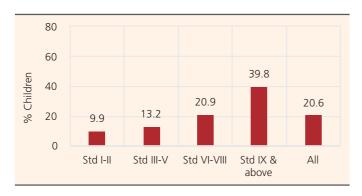# Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	79.2	3.7	5.8
Std III-V	79.0	6.7	8.5
Std VI-VIII	85.6	7.3	11.8
Std IX & above	87.9	11.2	19.9
All	82.8	7.2	11.4

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021
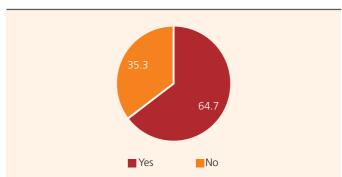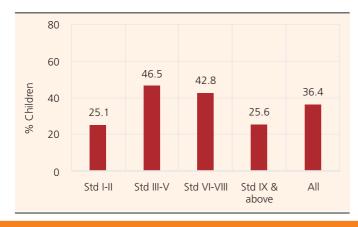

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Korea

Analysis based on data from 1,199 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Koriya.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	82.7	15.8	0.0	1.5	100
Age 7-16	80.9	14.7	0.0	4.4	100
Age 7-10	81.6	17.7	0.0	0.6	100
Age 11-14	84.0	13.7	0.0	2.3	100
Age 15-16	73.8	10.9	0.0	15.3	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	83.0	0.5	8.7	1.4	0.5	0.0	6.0	100
Age 5-6	23.7	0.0	5.9	55.9	12.3	0.0	2.1	100
Age 7-8	0.4	0.0	1.2	80.7	17.8	0.0	0.0	100
All	33.4	0.1	5.1	48.3	10.7	0.0	2.5	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	52.8	37.6	7.6	1.5	0.5	100
Std III-V	16.7	36.4	21.3	13.4	12.1	100
Std VI-VIII	1.7	18.6	11.9	15.7	52.1	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 16.7% cannot even read letters, 36.4% can read letters but not words or higher, 21.3% can read words but not Std I level text or higher, 13.4% can read Std I level text but not Std II level text, and 12.1% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	43.2	47.2	9.1	0.5	0.0	100
Std III-V	10.0	43.5	33.5	10.0	2.9	100
Std VI-VIII	0.9	17.8	39.4	21.2	20.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 10% cannot even recognize numbers 1-9, 43.5% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 33.5% can recognize numbers up to 99 but cannot do subtraction, 10% can do subtraction but cannot do division, and 2.9% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
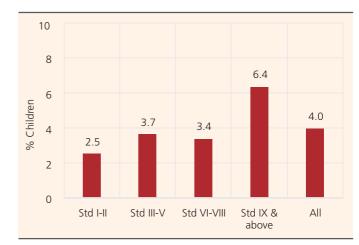
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	50.0	6.5	3.4
Std III-V	53.5	5.5	4.4
Std VI-VIII	57.4	6.3	6.8
Std IX & above	53.6	7.6	20.4
All	53.8	6.4	8.6

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Padhai Tunhar Dwar

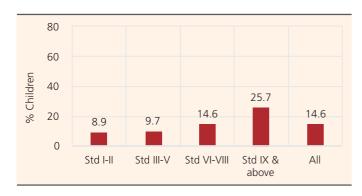**Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021**

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021
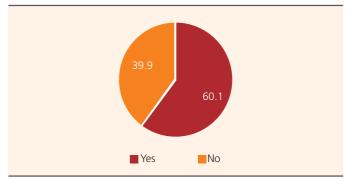
Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Mahasamund

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Mahasamund.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	84.9	13.6	0.0	1.4	100
Age 7-16	82.8	13.6	0.1	3.6	100
Age 7-10	83.0	16.8	0.0	0.2	100
Age 11-14	86.1	11.1	0.0	2.9	100
Age 15-16	74.9	12.3	0.4	12.3	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	92.9	0.0	5.9	0.0	1.2	0.0	0.0	100
Age 5-6	28.6	0.0	6.4	56.6	7.9	0.0	0.5	100
Age 7-8	2.7	0.0	0.4	78.5	18.4	0.0	0.0	100
All	35.2	0.0	3.7	50.4	10.5	0.0	0.2	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	56.2	38.8	3.4	0.6	1.1	100
Std III-V	22.0	33.9	11.2	8.7	24.2	100
Std VI-VIII	5.4	12.1	8.8	10.1	63.6	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 22% cannot even read letters, 33.9% can read letters but not words or higher, 11.2% can read words but not Std I level text or higher, 8.7% can read Std I level text but not Std II level text, and 24.2% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	47.2	43.3	8.4	1.1	0.0	100
Std III-V	12.3	39.5	29.4	15.2	3.6	100
Std VI-VIII	3.4	16.9	30.7	26.0	23.0	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 12.3% cannot even recognize numbers 1-9, 39.5% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 29.4% can recognize numbers up to 99 but cannot do subtraction, 15.2% can do subtraction but cannot do division, and 3.6% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
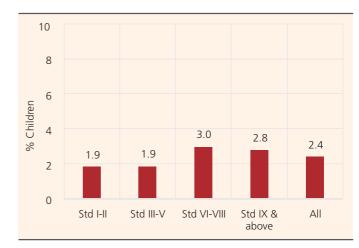
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	67.8	4.7	4.2
Std III-V	67.6	8.0	6.0
Std VI-VIII	70.1	6.7	15.2
Std IX & above	75.9	13.2	23.1
All	70.2	8.1	12.2

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

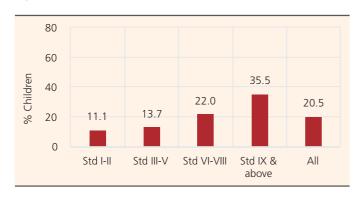**Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021**
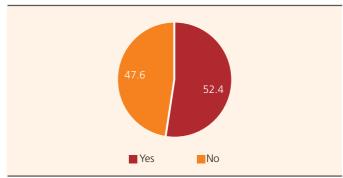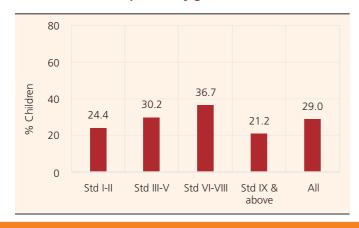
Mungeli

Analysis based on data from 1,197 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by Sonkar College, Mungeli.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	77.2	20.0	0.0	2.7	100
Age 7-16	74.1	21.1	0.0	4.9	100
Age 7-10	81.9	16.9	0.0	1.2	100
Age 11-14	73.6	22.6	0.0	3.8	100
Age 15-16	61.6	25.2	0.0	13.2	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	68.3	0.0	5.0	3.5	4.0	0.0	19.3	100
Age 5-6	27.4	0.0	3.9	45.2	13.9	0.0	9.6	100
Age 7-8	1.4	0.0	1.0	80.8	16.2	0.0	0.7	100
All	28.1	0.0	3.0	48.2	12.1	0.0	8.6	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	51.1	41.2	5.5	1.1	1.1	100
Std III-V	16.5	30.8	16.8	14.6	21.4	100
Std VI-VIII	3.7	10.4	12.8	15.8	57.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 16.5% cannot even read letters, 30.8% can read letters but not words or higher, 16.8% can read words but not Std I level text or higher, 14.6% can read Std I level text but not Std II level text, and 21.4% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	43.4	47.3	8.8	0.6	0.0	100
Std III-V	8.8	42.2	38.9	6.3	3.8	100
Std VI-VIII	1.7	14.9	54.2	18.0	11.2	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 8.8% cannot even recognize numbers 1-9, 42.2% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 38.9% can recognize numbers up to 99 but cannot do subtraction, 6.3% can do subtraction but cannot do division, and 3.8% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
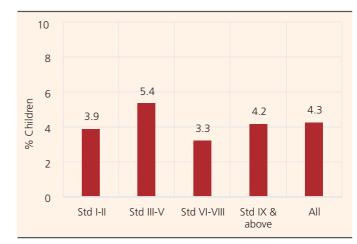
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	63.5	3.7	3.2
Std III-V	70.6	1.7	4.0
Std VI-VIII	68.1	2.8	6.4
Std IX & above	76.2	4.4	21.3
All	69.7	2.9	8.1

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021
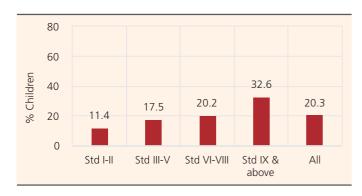

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021
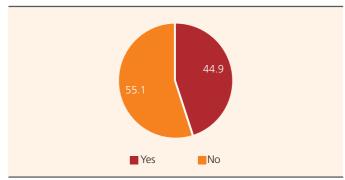

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Narayanpur

Analysis based on data from 1,152 households from 58 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training,Narayanpur.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	82.3	6.1	0.1	11.6	100
Age 7-16	80.0	5.7	0.1	14.2	100
Age 7-10	85.4	5.8	0.2	8.6	100
Age 11-14	77.9	6.7	0.0	15.5	100
Age 15-16	71.1	3.6	0.0	25.3	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	92.8	0.0	1.2	0.0	0.4	0.0	5.6	100
Age 5-6	36.3	0.0	0.9	52.2	4.0	0.0	6.6	100
Age 7-8	0.8	0.0	0.0	88.0	4.6	0.0	6.6	100
All	43.9	0.0	0.7	46.2	2.9	0.0	6.3	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	65.1	29.6	3.6	1.2	0.6	100
Std III-V	18.8	43.1	17.5	10.3	10.3	100
Std VI-VIII	1.3	11.9	15.2	24.5	47.0	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 18.8% cannot even read letters, 43.1% can read letters but not words or higher, 17.5% can read words but not Std I level text or higher, 10.3% can read Std I level text but not Std II level text, and 10.3% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	56.2	38.5	4.7	0.6	0.0	100
Std III-V	16.1	53.8	19.3	9.0	1.8	100
Std VI-VIII	1.3	15.9	35.8	22.5	24.5	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 16.1% cannot even recognize numbers 1-9, 53.8% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 19.3% can recognize numbers up to 99 but cannot do subtraction, 9% can do subtraction but cannot do division, and 1.8% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
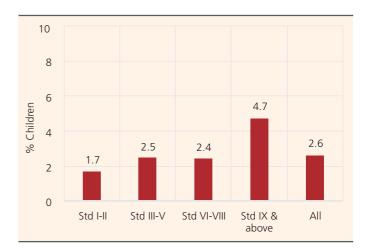
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	43.7	3.3	3.3
Std III-V	50.8	3.3	3.0
Std VI-VIII	53.9	6.1	4.3
Std IX & above	61.8	7.4	14.8
All	51.6	4.7	5.2

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

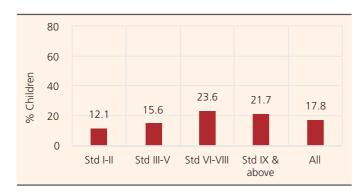**Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021**
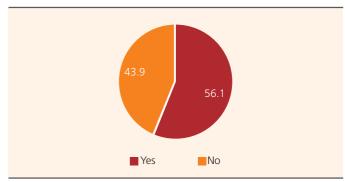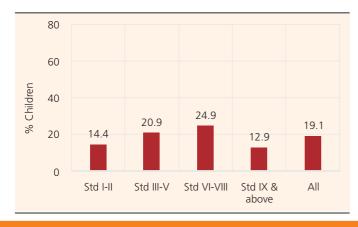
Raigarh

Analysis based on data from 1,195 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Dharamjaigarh.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	83.3	15.8	0.0	0.9	100
Age 7-16	81.6	16.4	0.0	2.0	100
Age 7-10	82.4	17.1	0.0	0.5	100
Age 11-14	83.9	14.6	0.0	1.4	100
Age 15-16	72.9	19.2	0.0	7.9	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/ UKG	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	92.2	0.0	5.6	1.7	0.6	0.0	0.0	100
Age 5-6	24.5	0.0	10.8	54.9	9.8	0.0	0.0	100
Age 7-8	0.0	0.0	0.0	80.4	19.3	0.0	0.4	100
All	32.3	0.0	4.8	51.4	11.4	0.0	0.2	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	43.0	38.2	11.6	3.4	3.9	100
Std III-V	12.8	21.0	11.8	11.5	42.9	100
Std VI-VIII	3.2	6.2	6.8	7.8	76.1	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 12.8% cannot even read letters, 21% can read letters but not words or higher, 11.8% can read words but not Std I level text or higher, 11.5% can read Std I level text but not Std II level text, and 42.9% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	33.8	48.3	13.5	3.9	0.5	100
Std III-V	7.1	29.8	31.7	23.0	8.5	100
Std VI-VIII	1.0	10.1	30.2	28.6	30.2	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 7.1% cannot even recognize numbers 1-9, 29.8% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 31.7% can recognize numbers up to 99 but cannot do subtraction, 23% can do subtraction but cannot do division, and 8.5% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
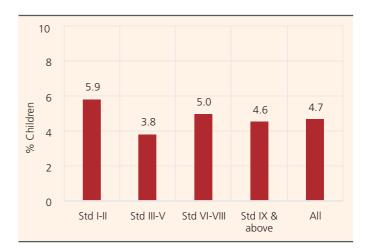
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	75.9	5.2	15.0
Std III-V	79.0	7.6	19.7
Std VI-VIII	84.3	9.7	24.0
Std IX & above	84.2	12.8	37.1
All	80.8	8.6	22.9

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Chart 1 shows % Children by grade:
- Std I-II: 5.9
- Std III-V: 3.8
- Std VI-VIII: 5.0
- Std IX & above: 4.6
- All: 4.7

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Chart 2 shows % Children by grade:
- Std I-II: 25.4
- Std III-V: 37.4
- Std VI-VIII: 47.7
- Std IX & above: 60.4
- All: 41.9

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Chart 3 (pie chart):
- Yes: 77.6
- No: 22.4

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Chart 4 shows % Children by grade:
- Std I-II: 33.8
- Std III-V: 49.8
- Std VI-VIII: 51.3
- Std IX & above: 22.3
- All: 42.6

Raipur

Analysis based on data from 1,199 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Raipur.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	79.4	19.2	0.4	1.0	100
Age 7-16	78.8	17.5	0.2	3.5	100
Age 7-10	74.8	24.1	0.4	0.8	100
Age 11-14	83.1	15.3	0.2	1.4	100
Age 15-16	77.2	10.1	0.0	12.7	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	74.7	0.0	11.1	1.9	0.0	0.0	12.4	100
Age 5-6	26.0	0.5	14.7	45.1	12.3	0.5	1.0	100
Age 7-8	0.0	0.0	0.4	72.1	26.8	0.0	0.8	100
All	28.1	0.2	7.9	44.8	15.0	0.2	3.9	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	50.7	41.8	4.1	2.1	1.4	100
Std III-V	10.3	23.1	17.3	13.2	36.2	100
Std VI-VIII	1.7	6.3	9.1	13.6	69.3	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 10.3% cannot even read letters, 23.1% can read letters but not words or higher, 17.3% can read words but not Std I level text or higher, 13.2% can read Std I level text but not Std II level text, and 36.2% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	37.2	53.8	8.3	0.7	0.0	100
Std III-V	7.0	28.9	36.4	23.1	4.6	100
Std VI-VIII	1.1	10.1	29.3	30.7	28.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 7% cannot even recognize numbers 1-9, 28.9% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 36.4% can recognize numbers up to 99 but cannot do subtraction, 23.1% can do subtraction but cannot do division, and 4.6% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
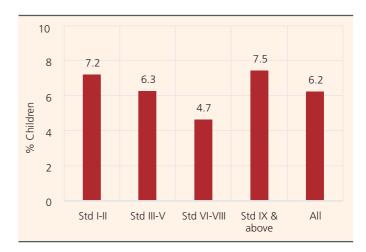
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	79.2	2.3	5.7
Std III-V	83.7	1.0	10.8
Std VI-VIII	80.6	4.2	14.3
Std IX & above	82.3	5.7	25.3
All	81.7	3.5	15.0

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021
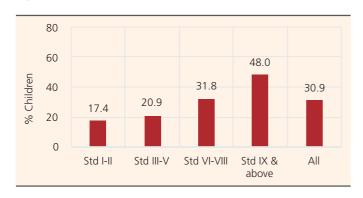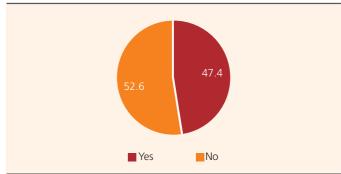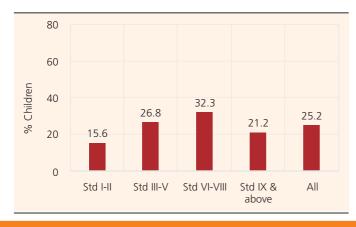

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Rajnandgaon

Analysis based on data from 1,198 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Khairagarh.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	89.3	10.2	0.0	0.4	100
Age 7-16	89.5	9.2	0.0	1.3	100
Age 7-10	89.9	10.1	0.0	0.0	100
Age 11-14	88.9	10.2	0.0	0.9	100
Age 15-16	90.0	5.2	0.0	4.8	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	92.2	0.0	3.6	1.0	1.6	0.0	1.6	100
Age 5-6	36.6	0.0	3.9	51.7	7.8	0.0	0.0	100
Age 7-8	0.4	0.0	0.4	87.4	11.8	0.0	0.0	100
All	39.0	0.0	2.5	50.6	7.5	0.0	0.5	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	48.0	41.9	7.0	3.1	0.0	100
Std III-V	6.8	22.5	27.8	16.9	26.0	100
Std VI-VIII	5.1	7.0	9.0	16.0	62.9	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 6.8% cannot even read letters, 22.5% can read letters but not words or higher, 27.8% can read words but not Std I level text or higher, 16.9% can read Std I level text but not Std II level text, and 26% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	32.2	55.5	11.0	1.3	0.0	100
Std III-V	1.8	35.2	34.0	21.0	8.0	100
Std VI-VIII	2.6	9.2	30.6	29.0	28.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 1.8% cannot even recognize numbers 1-9, 35.2% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 34% can recognize numbers up to 99 but cannot do subtraction, 21% can do subtraction but cannot do division, and 8% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	63.3	6.8	5.5
Std III-V	68.4	8.3	8.9
Std VI-VIII	71.6	13.0	15.5
Std IX & above	74.4	12.4	38.3
All	69.7	10.3	17.1

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Sukma

Analysis based on data from 1,138 households from 58 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Dantewada and Viswa Bharathi Institute, Konta, Sukma.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	87.1	5.7	0.0	7.2	100
Age 7-16	82.7	5.0	0.1	12.2	100
Age 7-10	89.6	5.9	0.0	4.5	100
Age 11-14	82.0	5.5	0.0	12.5	100
Age 15-16	66.1	1.7	0.6	31.7	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	94.5	0.0	2.0	2.4	0.0	0.0	1.2	100
Age 5-6	39.0	0.0	0.4	54.7	3.8	0.0	2.1	100
Age 7-8	3.0	0.0	0.0	90.5	4.3	0.0	2.2	100
All	47.0	0.0	0.8	47.7	2.6	0.0	1.8	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	39.0	44.0	14.9	0.4	1.7	100
Std III-V	11.3	26.1	30.1	19.7	12.8	100
Std VI-VIII	2.1	10.6	21.8	27.1	38.3	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 11.3% cannot even read letters, 26.1% can read letters but not words or higher, 30.1% can read words but not Std I level text or higher, 19.7% can read Std I level text but not Std II level text, and 12.8% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	40.2	50.2	8.0	1.3	0.4	100
Std III-V	7.2	42.5	32.1	16.8	1.5	100
Std VI-VIII	2.1	13.3	44.7	24.5	15.4	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 7.2% cannot even recognize numbers 1-9, 42.5% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 32.1% can recognize numbers up to 99 but cannot do subtraction, 16.8% can do subtraction but cannot do division, and 1.5% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

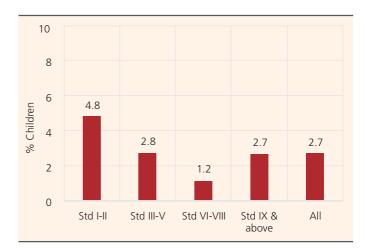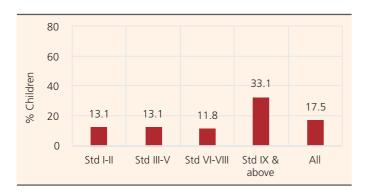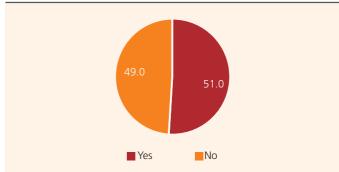### Arithmetic tool

Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	55.7	0.8	1.6
Std III-V	64.4	4.9	5.0
Std VI-VIII	70.9	4.5	10.3
Std IX & above	79.0	9.0	29.0
All	65.3	4.2	8.3

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Std I-II: 2.8
Std III-V: 1.6
Std VI-VIII: 2.4
Std IX & above: 0.0
All: 1.9

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Std I-II: 16.5
Std III-V: 16.4
Std VI-VIII: 27.5
Std IX & above: 39.5
All: 21.7

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Yes: 41.2
No: 58.8

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Std I-II: 18.1
Std III-V: 23.3
Std VI-VIII: 22.4
Std IX & above: 17.0
All: 20.9

Surajpur

Analysis based on data from 1,199 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Koriya, Govt. Ramanuj Pratap Singh Deo P.G. College Baikunthpur, Koriya and Pt. Jwala Prasad Upadhyay Govt. College Patna, Koriya .

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	77.2	20.5	0.0	2.3	100
Age 7-16	77.2	18.9	0.0	3.9	100
Age 7-10	75.4	24.0	0.0	0.6	100
Age 11-14	77.6	17.8	0.0	4.6	100
Age 15-16	80.3	9.4	0.0	10.3	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	79.5	0.0	13.3	1.0	0.5	0.0	5.6	100
Age 5-6	25.1	0.0	14.0	49.1	10.3	0.0	1.5	100
Age 7-8	0.0	0.0	0.7	76.6	21.9	0.0	0.7	100
All	30.3	0.0	9.0	46.4	12.0	0.0	2.3	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	67.5	21.9	7.1	1.2	2.4	100
Std III-V	16.0	31.9	16.8	17.2	18.1	100
Std VI-VIII	3.7	9.6	11.0	22.0	53.7	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 16% cannot even read letters, 31.9% can read letters but not words or higher, 16.8% can read words but not Std I level text or higher, 17.2% can read Std I level text but not Std II level text, and 18.1% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	60.1	28.6	10.7	0.6	0.0	100
Std III-V	11.6	46.6	28.5	9.5	3.9	100
Std VI-VIII	1.8	19.3	39.5	24.8	14.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 11.6% cannot even recognize numbers 1-9, 46.6% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 28.5% can recognize numbers up to 99 but cannot do subtraction, 9.5% can do subtraction but cannot do division, and 3.9% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool
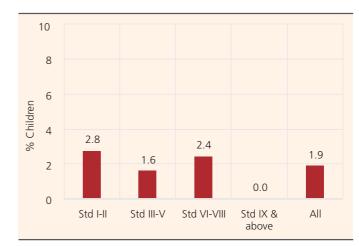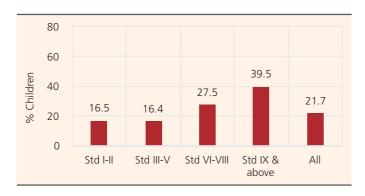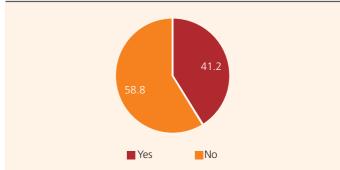
Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	61.5	5.6	2.6
Std III-V	72.0	8.3	7.3
Std VI-VIII	71.7	6.1	5.8
Std IX & above	71.2	7.9	25.0
All	69.5	7.1	10.0

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Chart 3: Of children in Govt school who are aware of the portal, % children who did an activity even once using the portal. 2021

Community classes

Chart 4: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Surguja

Analysis based on data from 1,218 households from 61 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
The survey in this district was conducted by District Institute of Education and Training, Ambikapur and St Xavier's College of Education, Ambikapur.

Data collection was done in households in October-November 2021.

Enrollment

Table 1: % Children enrolled in different types of schools. By age group. 2021

Age group	Govt	Pvt	Other	Not in School	Total
Age 6-14	75.2	20.0	0.4	4.5	100
Age 7-16	73.8	18.3	0.3	7.6	100
Age 7-10	73.5	22.6	0.6	3.4	100
Age 11-14	76.5	17.4	0.2	5.9	100
Age 15-16	68.6	9.6	0.0	21.8	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Table 2: % Children age 3-8 enrolled in different types of pre-schools and schools. By age group. 2021

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	72.4	0.4	14.2	2.2	1.3	0.0	9.5	100
Age 5-6	20.5	0.0	12.1	49.8	11.7	0.0	5.9	100
Age 7-8	1.1	0.0	0.7	73.3	22.3	0.7	1.8	100
All	29.6	0.1	8.6	43.6	12.4	0.3	5.5	100

Reading and Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 3: % Children in Govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	59.9	35.2	2.2	0.0	2.8	100
Std III-V	29.3	28.9	11.7	8.8	21.3	100
Std VI-VIII	7.0	8.7	9.1	7.8	67.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade group. For example, among children in Std III-V, 29.3% cannot even read letters, 28.9% can read letters but not words or higher, 11.7% can read words but not Std I level text or higher, 8.8% can read Std I level text but not Std II level text, and 21.3% can read Std II level text. For each grade group, the total of these exclusive categories is 100%.

Table 4: % Children in Govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
Std I-II	54.1	37.2	6.6	1.6	0.6	100
Std III-V	13.6	44.3	27.1	11.7	3.3	100
Std VI-VIII	3.5	15.7	40.0	23.0	17.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade group. For example, among children in Std III-V, 13.6% cannot even recognize numbers 1-9, 44.3% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 27.1% can recognize numbers up to 99 but cannot do subtraction, 11.7% can do subtraction but cannot do division, and 3.3% can do division. For each grade group, the total of these exclusive categories is 100%.

Reading tool
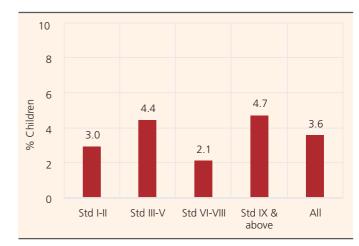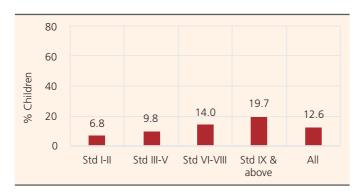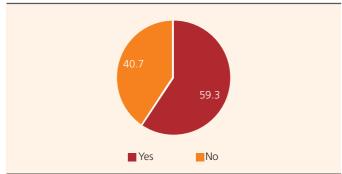

Arithmetic tool

Learning activities at home

Table 5: % Children in Govt school who did learning activities at home during the reference week. By grade and type of material. 2021

Std	Traditional	Broadcast	Online
Std I-II	66.0	2.5	7.4
Std III-V	73.3	3.7	5.3
Std VI-VIII	75.1	4.3	8.9
Std IX & above	81.2	5.2	27.1
All	73.9	3.9	11.0

Respondents were asked about a variety of activities done using materials received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio, and online activities such as pre-recorded videos or live classes.

Padhai Tunhar Dwar

Chart 2: % Children in Govt school who are aware of the Padhai Tunhar Dwar portal. By grade. 2021

Chart data (% Children):
- Std I-II: 3.0
- Std III-V: 6.1
- Std VI-VIII: 10.8
- Std IX & above: 23.7
- All: 10.3

Community classes

Chart 3: % Children in Govt school who attended school facilitated community classes even once before schools reopened. By grade. 2021

Chart data (% Children):
- Std I-II: 14.5
- Std III-V: 34.2
- Std VI-VIII: 34.8
- Std IX & above: 25.9
- All: 28.7

Tuition

Chart 1: % Children enrolled in Govt school who take tuition. By grade. 2021

Chart data (% Children):
- Std I-II: 2.4
- Std III-V: 2.8
- Std VI-VIII: 2.4
- Std IX & above: 1.5
- All: 2.3
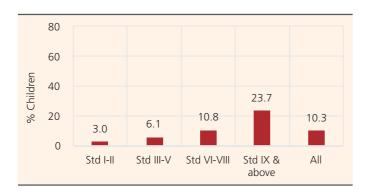
Survey process documents

Training

The ASER survey was conducted in every rural district in Chhattisgarh with the help of local organisations and institutions including District Institutes of Education and Training (DIETs), universities and colleges. ASER reached 28 districts in the state, surveying 46,021 children aged 3-16 in 1,677 villages. For ASER surveyors to succeed in this endeavour, they had to be trained rigorously. The ASER training process gives surveyors the skills needed to survey a village, assess children's learning levels reliably and record the information accurately.

A notable feature of this ASER was its partnership with the education department in the state and with DIETs, who surveyed all the districts in the state. ASER provides a unique opportunity to DIET and university/college students to understand and apply simple methods of assessment, survey and research, and an important exposure to the current realities of children's learning in the Indian education system.

ASER survey training followed a two-tier model that consisted of:

State level training:
ASER central and state team trained the Master Trainers who were responsible for training at the district level

District level training:
Surveyors were trained district-wise by Master Trainers

Standardisation in training and survey is extremely important in order to ensure that the data collected is reliable and valid across districts. For this purpose, ASER Centre ensures that the guidelines and instructions for the trainings delivered at all three tiers are kept clear and consistent so that each participant is able to conduct the survey accurately. The two-tiered structure is as follows:

Tier I: State level training

Master Trainers were trained by the ASER central and state team in a 5-day residential training workshop organised at the State Council of Educational Research and Training (SCERT), Raipur, Chhattisgarh, from September 29, 2021 to October 3, 2021. The objective of the training was to thoroughly train the Master Trainers on all survey tools and processes. Around 102 participants attended 3 days of classroom sessions and 2 days of field visits to villages to pilot the ASER survey instruments.

Key features of the training included:

- **Classroom sessions:** These were designed to provide a theoretical understanding of the survey process, quality control processes, sampling, financial planning for the survey, etc. Instruction manuals, role plays, group work, energisers, and presentations were used to make the classroom sessions effective and engaging.

- **Field visits:** One day of the state level training was devoted to practicing the actual survey. An additional field day was devoted to rechecking* the villages surveyed on the first field visit day. The two field visit days are extremely useful for the participants to get hands-on experience of doing the survey and recheck.

- **Quizzes:** Quizzes were administered in order to ensure that every participant understands the survey content and other processes thoroughly. Post training, additional sessions were organised to fill learning gaps identified through the quiz results.

- **Mock training:** An entire day in the state level training was devoted to mock trainings. Participants prepared on given topics after which each of them conducted a training session. Mock training sessions were organised to gauge participants'

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*Rechecks are conducted in the surveyed villages to ensure that the survey was conducted properly.

training ability and assist them in improving the same. Participants were assessed by experienced ASER trainers and personalised feedback was given to each participant.

- **Clarification and feedback:** Short feedback and clarification rounds were conducted to provide additional support, close any gaps and ensure participants' complete understanding of the survey processes.

- **District planning:** The state training is also a time to finalise the survey roll-out plans for each district. Manpower requirements are identified, timelines are finalised, and detailed budgeting is done.

Tier II: District level training

In the district level trainings, Master Trainers who were trained in the state level training, trained 1,674 surveyors who would carry out the survey in the villages. District level trainings spanned 3-4 days. Like the state level training, key elements of the district trainings included classroom sessions, field practice sessions and a quiz. In most districts, surveyors who scored low on the quiz were either replaced or were paired with stronger surveyors to carry out the survey. After the district level training, the survey was conducted by a team of two surveyors in each village.

Monitoring of trainings

Specific steps were taken to ensure that the key aspects of training were implemented across all district level trainings:

- District level trainings were attended and monitored by members of the central and state ASER teams.

- To support the district level activities of ASER including the district level training, a call centre was set up. The trained call centre persons interacted with the Master Trainers daily to ensure that they completed all basic processes during training, survey and recheck.

- In all district level trainings, records were maintained for each ASER surveyor. These records contained attendance for each day of training and quiz marks of all surveyors. The data in these sheets were used for surveyor selection and pairing of surveyors for the ASER survey.

ASER survey process

The following process explanations are excerpts from the ASER instruction manual, used by our volunteers during trainings. The sections covered are: how to collect village information, how to make a map and make sections, what to do in each hamlet/section, what to do in each household, what to do with children, and what to do in a school. In between these sections, sample English versions of the survey formats have been provided. These formats, along with the instruction manual, were translated into Hindi for the survey.

Talking to the Sarpanch

Purpose: Inform the Sarpanch about the ASER survey process and request cooperation for the survey.

Go to the village assigned to you. Two surveyors will survey one village. Once you are in the village, meet the Sarpanch and give him the 'Letter for Sarpanch'. Explain the purpose and importance of conducting the ASER survey and the activities you will be doing in the village. If the Sarpanch is not present, then meet a village representative, such as the Panchayat Secretary. People may come up to you and ask what you are doing. Use the same points to explain the purpose of your visit.

How to collect village information?

Purpose: To note the presence or absence of some basic facilities in the village.

Write the name of the state, district, block/taluk, village, surveyors, and date and day of the survey on the Village Information Sheet.

As you are walking around the village, look out for the basic facilities and schools listed on the Village Information Sheet and tick the 'Yes' box if they are available. If you are unable to locate these facilities and schools, ask the villagers and then observe yourself. While observing educational facilities in the village, go inside the facility to verify the information required before ticking the appropriate box. After you have walked around the entire village, if there are facilities on the Village Information Sheet that you could not observe, tick 'No' in the appropriate box. Every facility should be ticked either 'Yes' or 'No'.

Refer to page 86 for the Village Information Sheet.

How to make a map and divide it into hamlets/sections?

Purpose: To divide the village into hamlets/sections and randomly select households. The map is also used later for the recheck process.
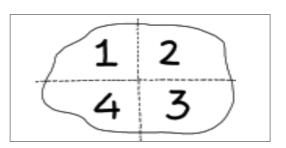
Get to know the village: Walk around the village and talk to the local people. Ask them how many hamlets/sections are there in the village and where are they located? Where are the starting and ending points of the village? You could ask the villagers/village children to take you around as well.

- **Make a rough map:** As you walk around, draw a rough map of how the village is laid out. The rough map will help you understand the pattern of habitations in the village. Use the help of local people to show you the main landmarks, such as places of worship, river, schools, bus stops, panchayat bhavans, anganwadis, ponds, clinics, ration shops, etc. Mark the main roads/streets/pathways through the village prominently on the map. Mark each government school for which you have recorded the information in the Village Information Sheet on the map.

- **Verify the rough map:** Get the Sarpanch or any other person who knows the village well to verify your rough map. Once everyone agrees that the map is a good representation of the village, finalise it.

- **Make the final map:** Copy the final version of your rough map onto the map sheet given in the survey booklet (see page 87 for an example).

Once the final map has been made, make and number the sections as explained below:

Case 1: Continuous village

- Divide the entire village into 4 sections geographically.

- Assign each section a number. Write the number on the map (see the given example).

- Select 5 households from each section (the procedure for household selection is explained in the next section).

Case 2: Village with hamlets/sections

If the village has discontinuous hamlets/sections, assign each hamlet/section a number. Write the number on the map.
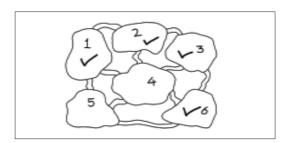
If the village has:

- **2 hamlets/sections:** Divide each hamlet/section in 2 parts and take 5 households from each part.

- **3 hamlets/sections:** Take 7, 7 and 6 households from the 3 hamlets respectively.

- **4 hamlets/sections:** Select 5 households from each hamlet/section.

- **More than 4 hamlets/sections:** Randomly pick 4 hamlets/sections and then select 5 households from each hamlet/section. On the map, tick the hamlets/sections chosen for the survey (see the given example).

What to do in each hamlet/section?

Purpose: To randomly select 20 households from the village.

You need to pick 5 households from each of the 4 hamlets/sections that you have selected, using the following procedure:

- Go to each selected hamlet/section. Try to find the central point in that hamlet/section and start household selection from the left.

- Begin from the first household on your left. You must select every 5th household. After you have surveyed this household, skip the next 4 households and select the 5th one. While selecting households, count only those dwellings that are residential. 'Household' refers to every 'door or entrance to a house from the street'.

- If you reach the end of the hamlet/section before 5 households are sampled, go around the same hamlet/section again using the 'every 5th household rule'.

  If a surveyed household gets selected again, then go to the next/adjacent household. Continue till you have 5 households from the hamlet/section.

- If the hamlet/section has less than 5 households, then survey all the households. Survey the remaining households from other hamlets/sections.

- If the village has less than 20 households, then survey all the households in the village.

Some special cases

- **Household with multiple kitchens:** In each house ask how many kitchens or chulhas are there. If there is more than one kitchen in a household, then select the kitchen from which the respondent's[1] family eats. You will survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house proceed to the next 5th household counting from the next household on the street, not from the next kitchen/chulha.

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*Respondent is an adult who is present in the household during the survey and is providing information.

- **Household with no children:** If there are no children in the age group 3-16 in the selected household but there are inhabitants, include that household. Take the information about the name of the head of the household, total number of members of the household, household assets, name of the respondent and mobile number of the household. Write the number of the hamlet/section from the map from which the house has been selected. In addition, ask if anyone in the household has passed Std 12 and if anyone knows how to use a computer (see the sample Household Survey Sheet on page 95). Such a household will be counted as one of the 5 surveyed households in each hamlet/section but no information about mothers or fathers will be collected.

- **Household locked:** If the selected house is closed or if there is nobody at home, make a tally mark on the cover page of the survey booklet under 'Locked households'. This household does not count as a surveyed household. Do not include this household in the Household Survey Sheet. Move to the next/adjacent house. After the survey is over, note down total number of such cases on the cover page of the survey booklet.

- **No response:** If a household refuses to participate, note that down. This household also does not count as a surveyed household. Do not include this household in the Household Survey Sheet. Move to the next/adjacent house. After the survey is over, note down the total number of such cases on the cover page of the survey booklet under 'No response households'.
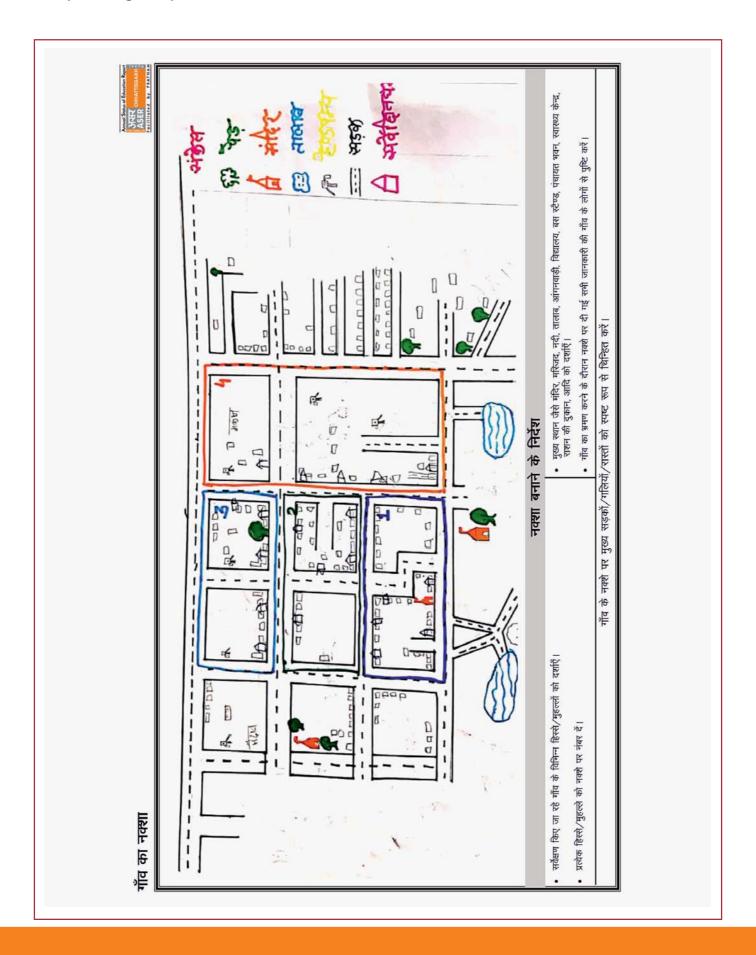
After you have surveyed 5 households in the first hamlet/section, move to the next hamlet/section. Follow the same process in all the hamlets/sections to be surveyed.

Ensure that you go to households only when children are likely to be at home. This means that you will go to households after school hours and/or on a holiday/Sunday.

Sample Village Information Sheet

Sample village map

How to sample households in a hamlet?

How to sample households in a hamlet?

What to do in each household?

Purpose: To collect all required information about the selected households.

Refer to the Household Survey Sheet given on page 68.

General information

- **HH No.:** Write the household number on every sheet. Write '1' for the first household surveyed, '2' for the second household surveyed and so on till the 20th household.

- **Total number of members in the household who regularly eat from the same kitchen:** Ask this question to the adults present in the household and write the total number. If there are multiple kitchens/chulhas in the household, remember to include only those members who eat regularly from the respondent's kitchen.

- **Note the following carefully:**

    - **Respondent name:** 'Respondent' is an adult who is present in the household during the survey and is providing you with information.

    - Hamlet/section number (from the map) from which the household is selected.

Information about children and adults living in the household

No information will be written in the Household Survey Sheet about any individual who does not regularly live in the household and does not eat from the respondent's kitchen.

Collect information from the sampled household about all children aged 3-16 years who regularly live in the household and eat from the same kitchen. Ask members of the household to help you identify these children. All such children should be included, even if their parents live in another village or if they are the children of the domestic help in the household.

Rules for selecting children

- **Older children:** Often older girls and boys (in the age group of 11 to 16 years) may not be considered as children. Avoid saying 'children' in such cases. Probe about who all live in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested. Be sensitive about this issue.

- **Children who are not at home during the time of the survey:** Often children are busy in the household or on the farm. If the child is somewhere nearby, but not at home, take the information about the child, like the name, age, and schooling status. Ask the family members to call the child so that you can speak to her directly. If she does not come immediately, make a note of the household and revisit it once you are done surveying the other households.

    If there are children who regularly live in the household but who are out of the village on the day of the survey (e.g. a child has gone to visit her relatives), write their information even if you cannot test them. Record the reason for not testing her at the bottom of the Household Survey Sheet for that household.

- **Children who are relatives but live in the sampled household on a regular basis:** Include these children because they live in the same household on a regular basis. But do not take information about their parents if they do not live in this household.

- **Children not living in the household on a regular basis:** Do not include children of this family who do not regularly live in the household (e.g. children who are studying in another village/city or children who got married and are living elsewhere). Even if such children are present in the household, do not record their information.

- **Visiting children:** Do not include children who have come to visit their relatives or friends as they do not regularly live in the sampled household.

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But data must be recorded ONLY for children living in the 20 households that have been randomly selected.

Now that we have identified which children to survey, let us review what information is to be collected about each child. Remember, one row of the Household Survey Sheet will be used for each child.

Collect the following information for all children aged 3-16:

- **Child's name, age, sex:** The child's name, completed age and sex should be filled for all children in the sampled household. For female children write 'F' and for male children write 'M' (F= Female, M= Male).

- **For children currently enrolled in school:**

Block 1: Ask which class the child was enrolled in and fill in the Household Survey Sheet:

- If the child is attending anganwadi, then put a tick under 'Anganwadi'. Tick under 'Government' in the 'Type of School' block.

- If the child is attending Lower Kindergarten (LKG), or Upper Kindergarten (UKG), or Nursery (NUR), or Balwadi, then tick under 'LKG/UKG/NUR/Balwadi'. Additionally, put a tick under 'Private' in case LKG/UKG/NUR/Balwadi is a private school, or under 'Government' in case of a pre-primary class of a government school.

- If the child is enrolled in Std 1 to Std 12, then write the grade under 'Std' and put a tick under the appropriate type of school in the next column.

- If a child is double enrolled (i.e. attending more than one school), then record the information only about the school she attends regularly.

Block 2: If child goes to the surveyed school: Ask the child if she attends the government school which you have or will be surveying. Do not ask this question to children who are not currently enrolled in school.

In case you have surveyed the households before the school on the first day, ensure that you record information for this question for the same government school that you are going to survey on the second day.

Block 3: Change in school in academic year 2021-2022: Ask whether the child changed her Anganwadi/preschool/ school since June 2021. Do not ask this question to children who are not currently enrolled in school.

- Put a tick under the type of Anganwadi/preschool/school she was enrolled in previously. Choose one option out of 'Anganwadi/Govt pre-primary', 'Pvt LKG/UKG/NUR/Balwadi', 'Govt school', 'Pvt school', 'Madarsa', or 'Other'.

- Ask the reason for the change in the Anganwadi/preschool/school and tick any one applicable reason – 'Could not afford fees', 'School closed down permanently', 'Completed highest class in school', 'No studies happing in private school', 'Other', or 'Don't know'. Do not read out these options.

- **For out of school children (currently not enrolled in school):** Fill the child's information under 'Out of school' as:

- **Never enrolled:** If the child has never been enrolled in school, then put a tick under 'Never enrolled'.

- **Drop out:** If the child has dropped out of school, then put a tick under 'Drop out'. Note the Std in which the child was studying when she dropped out, irrespective of whether she passed or failed in that Std. Probe carefully to find out these details. Also note the actual year when the child left school. For example, if the child dropped out in 2012 write '2012'. Similarly, if the child dropped out in the last few months of 2021, write '2021'.

- If the child has dropped out in the year 2020 or 2021, then tick under any one applicable reason – 'Awaiting admission to new grade or school', 'Other', 'Don't know'. Do not read out these options.

- **Tuition:** Ask the respondent if the child takes any tuition (paid classes outside school), and tick under the relevant option. Include online tuition classes.

- **Community classes:** Ask the respondent whether the child attended any other unpaid classes facilitated by the school and tick under the appropriate box out of 'Yes', 'No', 'Don't know'. This class could have been organised at open grounds or community centres in the village.

Collect the following information for all children enrolled in Std 1-12 in school:

■ **Serial number:** Note the serial number of the child enrolled in school in Std 1-12 from page 1 of the Household Survey Sheet.

■ **Name of child:** Copy the name of the child enrolled in Std 1-12 only.

■ **Padhai Tunhar Dwar:** Padhai Tunhar Dwar is a portal operated by the Chhattisgarh government where learning material and online recorded classes are available for children's studies. Ask the respondent if they know about this portal? It might be possible that the respondent does not, but the child might know the portal by name. If the child is around, ask this question to her. If the respondent/ child knows about the portal, then ask if they have ever done any learning activity (watching a video class, solving a worksheet, etc.) using it.

■ **Attending school:** All schools had reopened in Chhattisgarh during the time of the survey. Ask the respondent whether the child is attending school. It might be the case that the child attends school on alternate days - in such a case as well, mark 'Yes' under the question.

■ **Learning activities at home:**

   ■ **Support for child at home:** Ask the respondent if anyone in the household helps the child in studying at home. This includes helping the child to do her homework, doing learning activities with the child, etc.

      ❍ **If the child receives help:** If someone helps the child at home, then ask the respondent to identify the person who helps the child the most frequently. This could be the mother, father or elder sibling, or any other member of the household like the grandmother or aunt or cousin.

   ■ **Engagement with learning activities:** Ask the respondent whether the child did any learning activity at home in the last one week using each of the following:

      ❍ Textbooks or worksheets.

      ❍ Any online educational activities via videos or recorded classes on portals, or any educational games on mobile learning applications or websites, or by attending live online classes.

      ❍ Any learning activities or programs being broadcast on TV or radio.

■ **Contact with the school teacher:**

   ■ **Receiving homework:** If the child is attending school, ask the respondent whether the school teacher has given the child any kind of homework in the last one week.

   ■ **Receiving learning materials/activities:** Ask the respondent whether the child's school teacher sent any learning materials or activities other then homework for the child in the last one week. The material or activities could have been shared via WhatsApp, SMS, phone call or by visits at home, school or in community classes.

   ■ **Discussion between parents and school teacher:** Ask the respondent if the school teacher or parents contacted each other in the last one week via call or visit for the purpose of discussing the learning materials/activities or the child's learning levels/progress; or for discussing the COVID prevention measures to be followed after school reopens.

■ **Mid-day meal:** Ask the respondent if the child has eaten any cooked meal under the mid-day meal scheme in the school on the last working day. Also ask if any ration or fund has been received from the child's school at least once in the last one month. This section should be asked to only to children studying in Std 1-8 in government schools.

Mother's and father's information

■ **Mother's information:** While beginning to record the information for each child, ask for the name of the child's mother. Note her name only if she is alive and regularly living in the household. If the child's mother is dead or not living in the household, do not write her name. If the mother has died or is divorced and the child's stepmother (father's present wife) is living in the household, include the stepmother as the child's mother. Note the mother's age and schooling information in the box 'Mother's Background Information'. While recording the mother's education, record the last class she has completed. For graduates, write B.A., B.Com., etc.

- **Father's information:** Ahead of the mother's information block, we ask for the age and schooling information of the child's father. We will only write this information if the father is alive and regularly living in the household. If the father is dead or not living in the household, do not ask for this information. If the father has died or is divorced and the child's stepfather (mother's present husband) is living in the household, we will include the stepfather as the child's father. While recording the father's education, record the last class he has completed. For graduates, write B.A., B.Com. etc.

Household indicators

All information on household indicators is to be recorded, based as much as possible, on observation. However, if for some reason you cannot observe them, note what is reported by the respondent/household members only and not by others. In case of assets like TV and mobile phone, ask whether it is there in the household and whether it is owned by the household or not. Some households might be hesitant to give this information. Explain to them that this information is being collected in order to link the education status of the child with the household's economic conditions.

- **Type of house the child lives in:** Types of houses are categorised as follows:

    - **Pucca House:** A pucca house is one which has walls and roof made of the following material:

        ○ Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra, etc.

        ○ Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber, etc.

    - **Semi-kutcha house:** A house that has fixed walls made up of pucca material but roof is made up of materials other than those used for pucca houses.

    - **Kutcha House:** The walls and roof are made of material other than those mentioned above, like unburnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.

- **Motorised 4-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 4-wheeler like a car, jeep, etc., otherwise mark 'No'.

- **Motorised 2-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 2-wheeler like a motorcycle/scooter, otherwise mark 'No'.

- **Electricity in the household:**

    - Mark 'Yes' or 'No' by observing if the household has wires/electric meters and fittings, bulbs.

    - If there is an electricity connection, ask whether the household has had electricity at any time on the day of your visit, and not necessarily when you are doing the survey.

- **Toilet:** Mark 'Yes' or 'No' by observing if there is a constructed toilet in the house. If you are not able to observe, then ask whether there is a constructed toilet or not.

- **Television:** Mark 'Yes' or 'No' by observing if the household has a television or not. If you are not able to observe, then ask. The television should be in a working condition.

- **Radio:** Mark 'Yes' or 'No' by asking if the household has a radio or not. This includes radio available on the phone.

- **Mobile phone:** Mark 'Yes' if the household has a mobile phone, otherwise mark 'No'. In the next question, mark 'Yes' even if one mobile phone in the household is a smartphone. If there is no smartphone in the household, then mark 'No'. A smartphone is a phone with internet access. If the household has a smartphone, then write the number of smartphones that the household has.

- **Reading material:**

    - **Newspaper:** Mark 'Yes' if the household gets a newspaper every day. If not, mark 'No'.

    - **Other reading material:** This includes story books, magazines, comics, etc. but does not include calendars, religious books or textbooks. If any of the above reading material is available, mark 'Yes', otherwise mark 'No'.

- **Other questions for the household:**
  - Mark 'Yes' if anyone (apart from the mother(s) and father(s) whose information has already been recorded earlier) in the household has completed Std 12.
  - Mark 'Yes' if anyone in the household knows how to use a computer.
  - **Mobile number of the household:** Note the mobile number in the box at the bottom of the sheet. Explain to the household members that the mobile number will only be used for the recheck process and not for any other purpose, and will not be shared with anyone else.

Note the end time of the survey.

If you do not get an answer for a question in the Household Survey Sheet, leave the relevant box blank.

What to do with children?

Purpose: To find the highest level that a child aged 5-16 can do comfortably in reading and arithmetic.

After filling the household information in the Household Survey Sheet, you must test all children aged 5-16 in the household. Use the testing tool booklet to test each child and record the child's learning levels in the Household Survey Sheet.

Who and what to test: Every child you have listed on the Household Survey Sheet who is in the age group of 5-16 years will be tested in basic reading and arithmetic. The ASER testing tool booklet comprises 2 sets of tests: Reading and Arithmetic. The testing tool booklet has 4 samples, numbered 1 to 4.

How to test: It is very important to be in the right frame of mind while assessing children. We are not going to the village/ household as evaluators. We want to find out what children can do comfortably in terms of basic reading and arithmetic. Therefore, it is important that you follow the guidelines given below while testing children. Along with this, it is important to remember that we are still in the middle of the COVID-19 pandemic. It is essential to take all precautionary measures to ensure safety of children and people in the village along with your own. Keeping this in mind, it is important that you follow the guidelines given below while testing children:

- **Relaxed environment for the child:** Establish a relaxed environment by having a friendly conversation with the child before you start assessing her. For example, ask her about her favorite game/sport, food, friend, festival, story, song; whether she has been to a fair and what did she enjoy the most in it, etc. When you feel that the child is comfortable, show her the tool and tell her that the tool has simple activities you would like her to participate in and that it is not an exam or a test. Make sure that you and the child are seated at the same level, i.e. if you are sitting on a chair, then the child should also be seated on a chair. Try not to administer the testing process while standing.

- **No pressure on the child from others:** Often family members and neighbours gather around to watch how the child is performing. This can make the child nervous. The surveyors should make sure this does not happen. One of the surveyors can talk to the adults or do some activities with the other children while the other surveyor assesses the child.

- **Encouragement and patience with the child:** Encourage the child by appreciating the effort she is making. Be patient with her while she is reading or solving arithmetic problems. Give the child ample time to read, think and solve. Do not rush her.

- **Child's familiarity with the tool:** To establish the highest level at which the child can comfortably do different tasks, you may need to take the child through a series of tasks until you can decide the level at which she really is. Practice and familiarity with a task improves the child's performance. For example, the child may not be able to read a simple paragraph fluently, but after successfully attempting an easier task like reading words, she may be able to read the same paragraph better. This is because now, she is more comfortable with the tool and tasks. Hence, we give her another chance at reading the paragraph. In the case of solving subtraction/division problems in the arithmetic tool, ask the child to check her work once again if you think she has made a careless mistake.

- **Different samples for different children:** Each testing tool has 4 samples. In order to ensure that the children are not copying from each other, use a different sample of the tool for children in the same household. Make sure you use all 4 samples equally during the entire survey in the village. This means that if you have finished testing the last child in a household using sample 3, then start the testing in the next household with sample 4.

- **Ensure that you are following all COVID-19 precautionary measures:** It is important follow all guidelines related to COVID-19 when you are interacting with the people around you and testing the child. Maintain social distancing (a minimum of 6 feet distance) from others and wear a mask covering your nose and mouth at all times. Sanitise your hands every time you enter or leave a household. However, be sensitive while doing this – it should not offend the people around you. Explain to them that you are following these guidelines to ensure both your own and their safety.

For a step by step explanation of the testing process, refer to the 'ASER assessment tasks' section of this report on pages 7-10.

Sample Household Survey Sheet

HOUSEHOLD SURVEY SHEET

Annual Status of Education Report — RURAL — CHHATTISGARH — Facilitated by PRATHAM

State: Chhattisgarh　District: Raipur　Block: Tilda　Village: Kanki

Full name of family head: Shweta Sah

Total number of members in the household who eat from the same kitchen: 5

HH No.: 6

Respondent name: Avantika Sah

Hamlet/section no. and/or hamlet/section name (from the map): 2

Surveyors' names:
1. Lakshita Joshi
2. Mohit Mishra

Date of survey: 9/10/21
Day of survey: Saturday
Start time of survey: 1:20pm

Child's general information

Serial no.	Mother's Name	Name of child (Children aged 3-16 regularly living in the household)	Age	Sex (M/F)
1	Avantika Sah	Suraj Sah	13	M
2	Avantika Sah	Disha Sah	11	F
3				
4				
5				
6				

Grade enrolled (Fill only one column) — Anganwadi / LKG/UKG/NUR/Balwadi / Std.
- Row 1: Std. 8
- Total count: Anganwadi 0, LKG/UKG/NUR/Balwadi 0, Std. 11

Type of school (Tick only one column) — Government / Private / Madarsa / EGS/AIE, other
- Row 1: Government ✓
- Total count: Government 11, Private 00, Madarsa 00, EGS/AIE other 00

For all children age 3-16 — In school children (Currently enrolled in school)

Does the child go to the surveyed school? Yes ✓ / No
Has the child changed Anganwadi/preschool/school since June 2021? Yes ✓ / No

Change in school in academic year 2021-22 — If yes, then ask:
- Which type of school was the child previously enrolled in? (Include Anganwadi, preschool; tick only one column): Anganwadi/Govt pre-primary / Pvt LKG/UKG/NUR/Balwadi / Govt school / Pvt school ✓ / Madarsa / Other
- Why did the child change her school? (Include Anganwadi, preschool; tick only one column): Could not afford fees / School closed down permanently ✓ / Completed highest grade offered in school / No studies happening in pvt school / Pvt school / Other / Don't know

Out of school children

Never enrolled — Total count: 01
Drop out ✓

Drop out details:
- Which Std. was the child in when she left school? 5
- Which year did the child drop out? (eg. 2016): 2021
- If dropped out in 2020 or 2021, what was the reason for dropping out? (Tick only one column): Awaiting admission to new grade or school / Other ✓ / Don't know

Tuition — Does the child take any paid tuition class currently? (Include online tuition): Yes / No ✓✓

Community classes — Did the child attend school-run mohalla classes even once before school reopened? Yes ✓ / No ✓ / Don't know

Sample number (1/2/3/4): Row1 = 4, Row2 = 2

For all children age 5-16 — Basic learning level (Test ALL children aged 5-16)

Reading (Tick the HIGHEST level ONLY): Beginner / Letter / Word / Para / Story
- Row 1: Story ✓
- Row 2: Para ✓
- Total count: Beginner 0, Letter 0, Word 0, Para 11, Story 11

Math (Tick the HIGHEST level ONLY): Beginner / Num Recg 1-9 / Num Recg 11-99 / Subtraction / Division
- Row 1: Subtraction ✓
- Row 2: Num Recg 11-99 ✓
- Total count: Beginner 0, Num Recg 1-9 0, Num Recg 11-99 11, Subtraction 11, Division 0

HOUSEHOLD SURVEY SHEET

For all children enrolled in Std. 1-12

Serial no.	Name of child	Padhai Tunhar Dwar — Do you know about the Padhai Tunhar Dwar portal? Yes/No	If yes, has the child done any activity through this portal? Yes/No	Learning activities at home — Does the child go to school? Yes/No	Does anyone help the child in studying at home? Yes/No	Who helps the child most often? (Don't read options and tick only one column) Father / Mother / Elder brother/sister / Other
1	Suraj Sah	Yes ✓	No ✓	Yes ✓	Yes ✓	Mother ✓

In the last week, did the child do any activity using:

Textbooks/ Worksheets (Yes/No/Don't know)	Online material [Educational videos/ recorded classes/games on mobile learning apps or websites/live online classes] (Yes/No/Don't know)	Educational TV/radio programs (Yes/No/Don't know)	If the child goes to school did he recieve any home work from school? (Yes/No/Don't know)
Yes ✓	Don't know ✓	No ✓	Yes ✓

Contact with school teacher — In the last week:

Did the school teacher send any learning material/ activities apart from home work via WhatsApp/SMS/ phone calls or visit? (Yes/No/Don't know)	Did the parent or teacher call or visit each other to discuss learning materials/ activities or child's progress and well being? (Yes/No/Don't know)	Did the parent or teacher call or visit each other to discuss COVID prevention guidelines after school reopened? (Yes/No/Don't know)
No ✓	Yes ✓	Yes ✓

Mid-day meal (Govt Std. 1-8)

Did the child eat mid-day meal on the last working day of school? (Yes/No/Don't know)	Have you recieved ration/funds for mid-day meal atleast once in the last month? (Yes/No/Don't know)
No ✓	Don't know ✓

Mother's Information

S. no.	Mother's Name	Age	Has the mother ever attended school? Yes/No	If attended school, then which Std. completed?
1	Avantika	36	Yes ✓	12
2				
3				

Father's Information

Age	Has the father ever attended school? Yes/No	If attended school, then which Std. completed?
38	Yes ✓	10

Household Indicators (Tick the appropriate column)

Type of house (Pucca / Semi Kutcha / Kutcha)	Motorised 4-wheeler (Car, jeep etc.) Yes/No	Motorised 2-wheeler (Motorcycle/scooter) Yes/No	Electricity connection (Look for wires and fittings) Yes/No	If electricity in household, was there electricity today? Yes/No	Toilet in the household Yes/No	TV in the household Yes/No	Radio in the household Yes/No	Mobile in the household Yes/No	If yes, is any mobile a smartphone? Yes/No	If yes, then how many smartphones in the household? (Write no.)	Reading material (Other than school textbooks and religious books) — Gets newspaper everyday (Ask) Yes/No	Other (Books, magazines etc.) Yes/No	Has anyone in the household completed Std. 12?* Yes/No/Don't know	Does anyone in the household know how to use a computer? Yes/No
Semi Kutcha ✓	No ✓	Yes ✓	Yes ✓	Yes ✓	Yes ✓	Yes ✓	No ✓	Yes ✓	No ✓	1	No ✓	No ✓	No ✓	No ✓

*Do not include the above mentioned mother(s) and father(s).

Mobile number of the household: 9123456789

End time of survey: 1:42 pm

What to do in a school?

Purpose: To collect information on enrollment and attendance of children and basic facilities in school.

General information

Refer to pages 101-102 for School Observation Sheet.

■ Visit any government school (Std 1 to 7/8) in the village which has officially reopened for children to attend physically. If there is no school in the village which has classes from Std 1 to 7/8, then visit the government school in the village which has the highest enrolment in Std 1 to 4/5 and has reopened for children to attend physically.

■ Meet the Head Master (HM). If the HM is not present, meet the senior most teacher. The HM/senior most teacher is your respondent. Explain the purpose and importance of ASER and give him/her the 'Letter for Headmaster'. Be very polite. Assure the respondent and teachers that the name of the school will not be shared with anybody.

■ Ask the respondent for his/her phone number for the purpose of recheck. Explain that the number will not be used for any other purpose.

■ Note the time of entry, date and day of visit to the school.

Collect the following information about the school:

■ **Reopening of school:**

   ▪ Ask the respondent if the school has conducted any activity to increase children's enrollment for the current academic year. This includes enrollment drives in the village by way of door-to-door visits, enrollment drives in community, etc.

   ▪ Ask the respondent if the school has had any discussion with the School Management Committee members on reopening the school. This includes discussion on the government order to reopen school, taking parents' consent to send children to school, managing children's attendance on a rotating basis, etc.

   ▪ Ask the respondent if the school has shared/discussed COVID precautionary measures to be followed after reopening of school with parents of children. This includes sharing these measures in writing or having discussions in school or community. Do not include consent letters that have no information on COVID prevention measures.

■ **Children's enrollment and attendance:**

   ▪ Ask for the enrollment registers of all the classes to fill in the enrollment numbers. If a class has many sections, then add the enrollment numbers of all sections. If the enrollment register is not available or the HM refuses to show it, then write the enrollment numbers given by her.

   ▪ In some schools, children of different classes are being called to school on alternate days. With respect to this, ask the respondent, whether children of each class were supposed to attend school on the day of survey.

   ▪ As per the current regulations of the Chhattisgarh government, each class in the school is supposed to operate with 50% of the students present. Ask the respondent whether the 50% attendance rule is being implemented for each class.

   ▪ After filling in the enrollment, move around to the classrooms/areas where children are seated and note their attendance class-wise by counting them yourself. You may need to seek help from the teachers to distinguish children class-wise as they are often found seated in mixed groups. In such cases, ask children belonging to a particular class to raise their hands. Count the number of raised hands and accordingly fill the same in the School Observation Sheet, class-wise. Note that only children who are physically present in the class while you are counting should be included.

   ▪ Attendance of class with many sections: Take a headcount of the individual sections, add them up and write the total attendance.

- **Teachers:**

  - Ask the respondent and note the number of teachers appointed. Acting HM will be counted as a regular teacher. HM on deputation in the surveyed school will be counted under the regular HM category. The number of regular government teachers does not include the HM.

  - Observe how many HM/teachers are present and note the information.

  - If the school has para-teachers, mark them separately. Para-teacher is a contract teacher with a different pay scale than that of a regular teacher. In many states para-teachers are called by different names such as Shiksha Mitra, Panchayat Shikshak, Vidya Volunteer, etc.

  - Do not include NGO volunteers in the list of teachers.

- **Mid-day meal (MDM):**

  - Observe if you are in the school at the time of mid-day meal, otherwise ask the respondent whether the mid-day meal was served in the school on the day of the survey.

  - Ask the respondent if any ration or fund has been distributed at least once in the last one month to children/ parents.

- **School Development Plan (SDP):**

  - Ask the respondent whether the School Development Plan has been formulated for the school for the academic year 2021-22. Do not count the DISE format under SDP.

  - If the SDP has been formulated, ask the respondent to show the SDP and mark 'Yes' or 'No' accordingly.

- **Annual SSA grant:**

Ask this question politely. If the respondent is hesitant to answer, do not pressurise her and move on to the next section of the format. If the school has two or more SSA passbooks, record information only for primary grades (Std 1 to 4/5). We will collect information for two kinds of SSA grants - School Maintainance Grant (SMG) and School Development Grant (SDG). We require this information for two time preiods - Financial Year 2020-21 (1 April 2020 to 31 March 2021) and Financial Year 2021-22 (1 April 2021 to the day of the survey).

  - Ask for each grant whether the school has received it for 2020-21 (1 April 2020 to 31 March 2021) and for 2021-22 (1 April 2021 to the day of the survey), and mark accordingly (Yes/No/Don't know).

  - If yes (fund has been received), ask if the entire amount was spent and mark as follows: 'Yes' if the entire amount was spent, 'No' if no amount was spent or only part of the amount was spent, 'Don't know' if the respondent does not have information regarding the same.

- **COVID related funds/resources:**

  - If funds have been announced/allocated but not yet received by the school as yet, then tick 'No'.

  - Existing funds may include grants already available with the school like the School Maintenance Grant, etc.

- **Toilets:**

  - Observe whether the school has a common toilet, a separate toilet for girls, a separate toilet for boys and a separate toilet for teachers.

  - Ask the HM, any teacher or any child if you cannot tell who the toilets are for.

  - For each type of toilet facility that you find at the school, note whether it is locked or not. If it is unlocked, note whether it is useable or not. A useable toilet is a toilet with water available for use (running water/ stored water) and a basic level of cleanliness.

  - If more than one common toilet or other types of toilets are there in the school, then record information about the toilet that is in a better condition.

- **Facilities observation:**

  - Fill this section for the entire school.

  - Observe the facilities and fill accordingly in the sheet. For facilities that you need to ask about and fill, 'Ask' is mentioned in the question.

  - Observe and count the total number of pucca rooms (excluding toilets). Also observe and count the total number of pucca rooms used for teaching on the day of the survey.

  - Observe if there is an office/store/office-cum-store. Tick under 'Yes' if even one is present.

  - Observe if there are library books in the school (even if kept in a cupboard).

  - If there are library books, then observe if the library books are being used by children.

  - Observe if there is a hand pump/tap. If yes, check whether you can drink water from it. If there is no hand pump/tap or you cannot drink water from it, then check whether drinking water is available in any other way.

  - Observe if the school has a complete boundary wall or complete fencing. It can be with or without a gate.

  - Observe if the school has wires/electric meters and fittings/bulbs to check for an electricity connection. If there is an electricity connection, ask whether the school has had electricity at any time on the day of your visit to the school, not necessarily when you are doing the survey.

  - Observe if there are computers in the school for use by children. If yes, then observe if these computers are being used by children.

  - Ask the respondent if any construction or repair work has been undertaken in the school since the lockdown began in March 2020 and fill accordingly.

  - Observe if any COVID prevention measures/guidelines have been displayed in the school in the form of posters, notices, etc. and fill accordingly.

  - In the next set of questions, observe whether soap, sanitiser, extra masks, temperature gun, hand washing facility, etc. are available for children's use and mark accordingly. Include masks, sanitiser and temperature gun kept in the cupboard. Note that these should not be the personal belongings of a teacher.

  - Sanitisation of school premises includes proper disinfection and not just everyday cleaning.

- **School Management Committee (SMC):**

  - Ask the respondent whether an SMC has been formed for the school.

  - If yes, then ask when the last meeting of the SMC was.

- **Classroom observation and teacher interview:**

To fill this section, observe Std 2 and 4 and collect information on multiple aspects. Answer all the 5 sections for the first class that you have chosen to observe. Then repeat the entire process for the second class. If Std 2 or 4 is not present in school on the day of survey, then leave the section blank. If there is more than one section for the class that you have chosen to observe, then randomly choose any one section to record your answers.

  - **General information:** Observe the following and fill accordingly. You may need to seek help from the teachers to distinguish children class-wise as more than one class may be seated together.

    - Seating arrangement of children: Are two or more classes sitting together in the same class or is a single class seated separately?

    - Is there a blackboard where the children are sitting? If yes, could you write on it easily?

    - Where are children sitting? In the classroom, in the verandah or outside?

- **COVID related:**
  - Continue filling information for the classes you are observing only.
  - Tick 'Yes' if all children of the class you are observing sitting at a distance (about 6 feet) from each other following social distancing.
  - Tick 'Yes' if almost all children of the class you are observing are wearing a mask properly, with the nose and mouth covered. Include homemade cloth masks.
  - While you are doing the classroom observation, observe if the teacher is wearing a mask, with the nose and mouth covered. Include homemade cloth masks. Record information for these three questions based on the first glance upon entering the classroom.
  - Ask the teacher if a temperature check of all the children of the class you are observing was conducted on the day of visit.
  - Ask the teacher if she received any training or orientation (include discussions in meetings) to implement COVID prevention measures/guidelines post reopening of school for children.
  - Ask the teacher if she has received any reading material regarding COVID prevention measures. This includes pamphlets, videos, etc.

- **Teaching and learning in class:**
  - Continue filling information for the classes you are observing only.
  - Ask the teacher about the different kinds of learning activities children did in class in the last week. Write all codes that apply. Read out the options to this question.
  - Ask the teacher about the different kinds of materials she used to teach in the class you are observing in the last week. Write all codes that apply. Any videos used should have been shown to the children.

- **Remote teaching and learning:** Even though schools have reopened for children to attend physically, since it is not compulsory for all children to come to school, we are inquiring if the teacher is still continuing to teach remotely as well.
  - Continue filling information for the classes you are observing only.
  - Ask the teacher if she sent any learning materials/activities in the last week to children who are not attending class physically. If the teacher says she has sent learning materials/activities to all children, then tick 'Yes'. These learning materials/activities could have been sent via WhatsApp/SMS, phone calls, or in person visits.
  - Ask the teacher whether children in the class have registered on the 'Padhai Tunhar Dwar' portal. Registration can be done by the children or the teacher herself.

- **Contact between teacher and parents:**
  - Continue filling information for the classes you are observing only.
  - Ask the teacher if she or parents contacted each other via phone calls or visits to discuss learning materials/ activities or children's learning level/progress.
  - Do not include contact between the teacher and children in the classroom in this question.

Sample School Observation Sheet

SCHOOL OBSERVATION SHEET

State: Chhattisgarh   District: Bakhtawarpur

Name of the village: Bakhtawarpur   Name of the school: GPS Bhakhtawarpur

Visit any government school (Std. 1 to 7/8) in the village which has reopened for children. Meet the head teacher of the school. In the absence of the head teacher, meet the most senior teacher.

| Surveyors' names | 1. Disha Trivedi | Date of survey | 9/10/21 |
| | 2. Avantika Thoreja | Day of survey | Saturday |

Arrival time in school	School from which Std. to which Std.? (tick any one)		
11:00 am	Std. 1 to 4/5 ✓	Std. 1 to 6/7/8	Others

Respondent's Information

Name	Suraj Kumar
Designation (Tick)	Head teacher ✓ Teacher
Phone number	9988776655

1. REOPENING OF SCHOOL

	Yes	No	Don't know
Has the school conducted any activity to increase school enrollment in the current academic year?		✓	
Was school reopening discussed with the School Management Committee (SMC)?	✓		

	Yes for all parents	Yes for some parents
Were COVID precautionary measures to be followed after reopening of school for children shared/discussed with the children's parents? (Tick one option)		✓

2. CHILDREN'S ENROLLMENT AND ATTENDANCE

	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8
Children's enrollment (Take from register)	15	20	18	17	15			
Did the children in this grade have to attend school today? (Tick for each grade)	Yes✓ No	Yes✓ No	Yes✓ No	Yes✓ No	Yes✓ No	Yes No	Yes No	Yes No
Is the 50% attendance rule applicable for this grade	Yes No✓	Yes No✓	Yes No✓	Yes No✓	Yes No✓	Yes No	Yes No	Yes No
Children's attendance today (Observe and write number Std-wise)	9			6				

3. TEACHERS

	Number appointed (Ask)	Number present today (Observe)
Head teacher (Do not include acting head teacher)	1	1
Regular government teachers (Do not include head teacher)	4	3
Para-teachers	1	1

4. MID-DAY MEAL

	Yes	No	Don't know
Was the mid-day meal served in the school today? (Observe)	✓		
Has any ration/fund for Mid-day meal been distributed to parents/children atleast once in the last 1 month? (Ask)	Yes✓	No	Don't know

5. SCHOOL DEVELOPMENT PLAN (SDP)

	Yes	No	Don't know
Was the School Development Plan formulated for the school in 2021-2022? (Ask) (Do not include DISE report)			✓

6. ANNUAL SSA GRANT

From April 2020 till March 2021	Did you recieve this grant?			If yes, did you use the entire amount			From April 2021 till the day of the survey	Did you recieve this grant?			If yes, did you use the entire amount		
	Yes	No	Don't know	Yes	No	Don't know		Yes	No	Don't know	Yes	No	Don't know
School Management Grant (SMG)	✓			✓			School Management Grant (SMG)			✓			
School Development Grant (SDG)	✓			✓			School Development Grant (SDG)			✓			

7. COVID RELATED FUNDS

	Yes	No	Don't know
Has the school received any new funds from the govt. to implement COVID prevention measures for reopening of school?		✓	
Has the school made use of any existing funds to implement COVID prevention measures for reopening of school?	✓		

8. TOILETS

	Is there a toilet?		If there is a toilet, was it locked?		If unlocked, was it in a usable condition?	
	Yes	No	Locked	Unlocked	Yes	No
Girl	✓			✓	✓	
Boy	✓			✓	✓	
Common		✓	✓			
Teacher	✓			✓	✓	

9. FACILITIES OBSERVATION

Total number of pucca rooms in the school excluding toilets (count and write)		7
Total number of rooms being used for teaching today (count and write)		2

Observe and tick the relevant box:

	Yes	No
Did you see an office/store/office-cum store?		✓
Did you see library books in the school?	✓	
If yes, did you see library books being used/read by children?		✓
Did you see a playground in the school?	✓	
Did you see a complete boundary wall or fencing?	✓	
Is there electricity connection in the school? (Look for wires & fittings)	✓	
If yes, was there electricity in the school today? (Observe/Ask)	✓	
Did you see computers to be used by children in the school?		✓
If yes, did you see children using computers?		✓
Did you see a hand pump/tap?	✓	
If there is a hand pump/tap, could you use it to drink water?	✓	
If there is no hand pump/tap or it is not usable, did you see drinking water available?		✓
Have any construction/repair activities (e.g. whitewash, toilet repair) been undertaken since the lockdown in March 2020? (Ask)		✓
Are any COVID prevention measures/guidelines displayed in the school (e.g. as a poster, notice, etc.)?		✓
Did you see soap in the school?	✓	
Did you see sanitiser in the school?	✓	
Did you see a temperature gun in the school?		✓
Did you see extra masks in the school?		✓
Did you see a handwashing facility in the school?	✓	
Has the school premises been sanitised at least once before the school reopened for children? (Ask)	✓	
Has any inspection of implementation of COVID prevention measures been conducted since the school reopened for children? (Ask)		✓

10. School Managment Committee (SMC)

	Yes	No
Has a School Managment Committee (SMC) been consituted for the school at present? (Ask)	✓	

If yes, when was the last SMC meeting held? (Ask)	11 / 09 / 2021 (dd/mm/yyyy)

11. CLASSROOM OBSERVATION AND TEACHER INTERVIEW

11a. General Information (Observe)

	Std II	Std IV
Are the children of this Std. sitting with children from any other Std.?	Yes / No	Yes / No
Is there a blackboard for this class?	Yes / No	Yes / No
If yes, could you easily write on the blackboard?	Yes / No	Yes / No
Where is the class seated? — Classroom	Yes / No	Yes / No
Where is the class seated? — Verandah	Yes / No	Yes / No
Where is the class seated? — Outdoor	Yes / No	Yes / No

11b. COVID related (Observe/Ask)

	Std II	Std IV
Are all children seated following social distancing? (Observe)	Yes / No	Yes / No
Are nearly all children wearing a mask?	Yes / No	Yes / No
Is the teacher wearing a mask? (Observe)	Yes / No	Yes / No
Was the temperature check conducted for all children today? (Ask)	Yes / No	Yes / No
Has the teacher received any training/orientation to implement COVID prevention measures with children after reopening of school for children? (Ask)	Yes / No	Yes / No
If no, then has the teacher received any reading material/pamphlets regarding COVID prevention measures? (Ask)	Yes / No	Yes / No

11c. Teaching and learning in class (Ask)

	Std II	Std IV
What kind of learning activities did children do in class in the last week? (Ask and write all applicable codes) [1-Continue regular curriculum, 2-Other activities apart from the curriculum. 3- Revise previous lessons 4-Other]	2, 3	1, 3
What materials did you use to teach in class in the last week? (Ask and write all applicable codes) [1-Textbook, 2-Worksheets, 3-online recorded videos, 4-charts and samples, 5- others]	2, 3, 4	1, 2, 4

11d. Remote Teaching and Learning

	Std II	Std IV
In the last week, did you send learning materials/activities using WhatsApp/ SMS or by making home visits or phone calls to children who are not attending school physically?	Yes / No	Yes / No
Have all students in this class registered on the Padhai Tunhar Dwar portal? [1- Yes all 2- Yes some, 3- No]	2	1

11e. Contact between teacher and parents/children (Ask)

	Std II	Std IV
In the last week, did you or parents/children call or visit each other to discuss about learning materials/activities or children's learning levels/progress?	Yes / No	Yes / No

End time of survey	11 : 33 am

Quality control

Quality control processes form an integral part of the ASER architecture, and quality control processes are reviewed and improved each year in order to ensure the credibility of ASER data. For this survey as well, these processes were laid out for every stage of the survey and were executed by the Master Trainers and ASER central and state team members in every surveyed district.

The quality control processes can be broadly divided into internal field-based processes and data entry processes.

Field processes

These comprise 'monitoring' and 'recheck' activities. Each year these processes are reviewed and strengthened in order to improve the quality of the data collected.

Monitoring: During the survey, quality was controlled via oversight of field activities in selected villages while the survey was in progress. As in previous years, the ASER monitoring process comprised two kinds of activities:

- **Field monitoring:** The ASER survey in each district was led by four Master Trainers who underwent training at the state level. Their responsibilities included personally monitoring survey teams who were evaluated during the district level trainings as possibly requiring additional support during the actual field survey. Master Trainers monitored approximately 12 villages out of the 60 villages surveyed in each district. Thus, 30.4% of all the surveyed villages were monitored during the survey.

- **Phone monitoring:** Master Trainers made phone calls to all the surveyors as the survey rolled out in a district. Information regarding the progress of survey activities was collected during the calls and surveyors' doubts were clarified. This helped to provide immediate corrective action and to avoid repetition of mistakes in case of a two-weekend survey.

Recheck: Information collected during the survey was verified at various levels. The following recheck activities were conducted for this survey:

- **Desk and phone recheck:** On the completion of the survey in a district, Master Trainers conducted a desk recheck of the survey booklets received for all surveyed villages, as far as possible in presence of the surveyors. On the basis of this desk recheck, Master Trainers called at least 8 out of the 20 surveyed households in each village. These procedures enabled quick identification of villages which were not surveyed correctly.

- **Field recheck:** Based on the information collected from the desk and phone recheck, villages were identified for an in person field recheck by the Master Trainers. In each such village, 50% of all the surveyed households were rechecked. This process involved verification of the key parameters of the survey - sampling, selection of children and testing.

- **Desk and field recheck by ASER Teams:** After a preliminary desk recheck by the Master Trainers, the ASER state team rechecked the survey booklets of most districts. Based on this desk recheck and the performance of Master Trainers, they also carried out a field recheck of selected villages.

Overall, 49.4% villages surveyed were either field monitored, field rechecked, or both by Master Trainers and ASER teams.

Data entry processes

Data for the survey was recorded in hard copy survey booklets. To compile and then process this data for analysis, it was entered into a database (MS Access or MySQL). For each question in the survey, rules and validations were in place to control incorrect entries. Once the software was ready, a data entry centre was selected and its staff was trained in person on how to enter ASER data.

After data entry was completed, every 5th entry was crosschecked with hard copies to ensure that correct data had been entered. If more than 2 mistakes were found, data for the entire village was cross-checked. A final cross-check was done centrally between child-wise data and a sheet with compiled data. If there was more than a 2% difference between the two data sets, then the entire district's data was cross-checked.

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