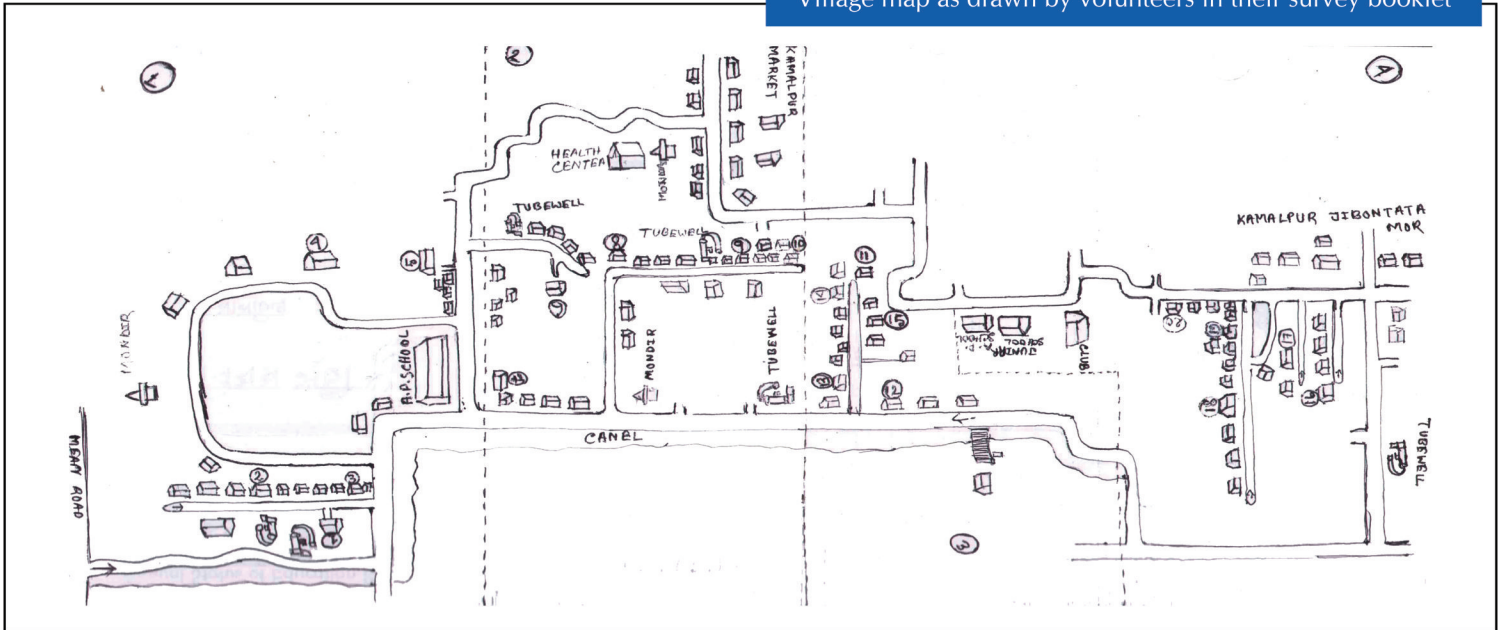




West Bengal

Village map as drawn by volunteers in their survey booklet



School enrollment

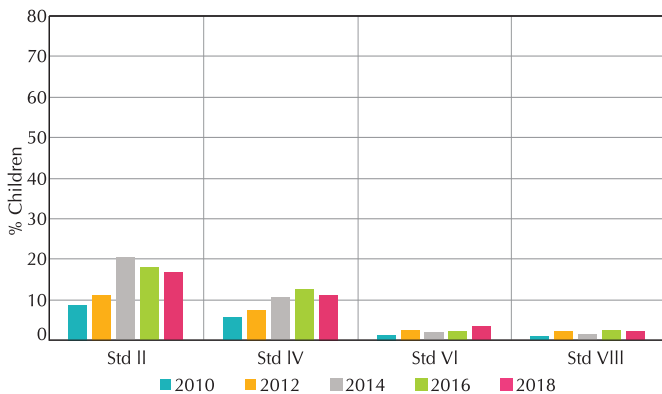
Table 1: % Children enrolled in different types of schools by age group and gender 2018

Age group	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	88.1	7.9	1.9	2.0	100
Age 7-16: All	87.8	6.5	2.1	3.6	100
Age 7-10: All	85.5	12.5	1.0	1.1	100
Age 7-10: Boys	84.5	12.9	1.2	1.5	100
Age 7-10: Girls	86.4	12.2	0.7	0.7	100
Age 11-14: All	91.8	2.8	3.1	2.4	100
Age 11-14: Boys	90.7	3.1	2.7	3.5	100
Age 11-14: Girls	92.8	2.5	3.4	1.3	100
Age 15-16: All	84.1	1.9	2.4	11.7	100
Age 15-16: Boys	76.8	2.8	1.3	19.2	100
Age 15-16: Girls	90.9	1.1	3.3	4.8	100

'Other' includes children going to Madarsa or EGS.

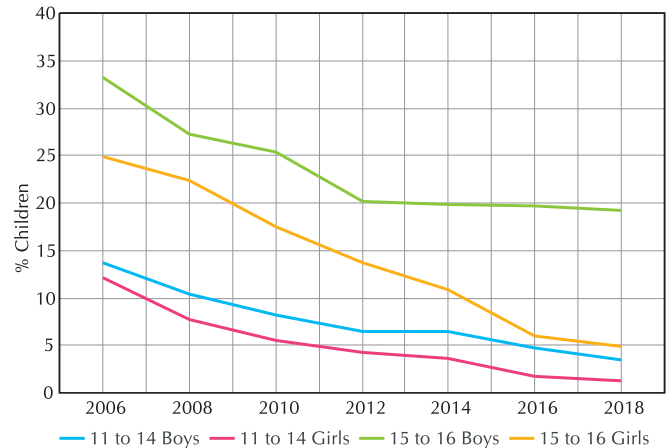
'Not in school' includes children who never enrolled or have dropped out.

Chart 2: Trends over time
% Children enrolled in private schools in Std II, IV, VI and VIII
2010, 2012, 2014, 2016 and 2018



The proportion of children going to private school often varies by grade. There are also changes over time. For example, in 2018 private school enrollment in Std II is 16.7% as compared to 2.2% in Std VIII.

Chart 1: Trends over time
% Children not enrolled in school by age group and gender
2006, 2008, 2010, 2012, 2014, 2016 and 2018



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 24.9% in 2006, 13.8% in 2012, and 4.8% in 2018.

Table 2: Age-grade distribution
% Children in each grade by age 2018

Std \ Age	≤5	6	7	8	9	10	11	12	13	14	15	16	Total	
I	16.2	31.9	37.7	11.2				3.0				100		
II	2.1	6.4	26.6	47.7	10.8				6.4				100	
III	1.8	7.0	25.9	45.8	17.0				2.5				100	
IV	6.6					22.3	54.9	11.9				4.3	100	
V	3.1						31.1	45.2	16.0				4.5	100
VI	6.2							24.3	47.5	14.8			7.3	100
VII	1.6						7.3	39.1	37.3	11.2	3.6		100	
VIII	1.4								9.3	38.2	36.1	10.7	4.2	100

This table shows the age distribution for each grade. For example, of all children in Std III, 25.9% children are 8 years old but there are also 7% who are 7, 45.8% who are 9, 17% who are 10, and 2.5% who are 11 or older.

Young children in pre-school and school

Table 3: % 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
	Anganwadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3	72.7	0.8	5.1	2.0	0.7	0.0	18.8	100
Age 4	69.6	1.5	14.1	3.7	1.0	0.3	9.9	100
Age 5	44.0	9.6	21.5	16.8	3.0	0.0	5.1	100
Age 6	14.2	14.0	16.5	44.8	7.0	0.5	3.1	100
Age 7	2.8	2.8	5.4	77.2	10.3	0.5	1.0	100
Age 8	0.8	1.2	4.0	78.8	13.8	0.4	1.0	100



Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level
 All children 2018

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	24.8	33.3	22.8	10.9	8.2	100
II	10.3	20.6	24.6	21.0	23.5	100
III	8.3	16.0	16.3	19.4	40.0	100
IV	7.4	13.0	16.1	21.5	42.0	100
V	5.1	9.8	13.2	21.2	50.7	100
VI	5.3	8.7	14.7	16.8	54.6	100
VII	2.3	8.8	10.6	19.6	58.7	100
VIII	3.0	6.1	10.9	18.3	61.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 8.3% cannot even read letters, 16% can read letters but not words or higher, 16.3% can read words but not Std I level text or higher, 19.4% can read Std I level text but not Std II level text, and 40% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

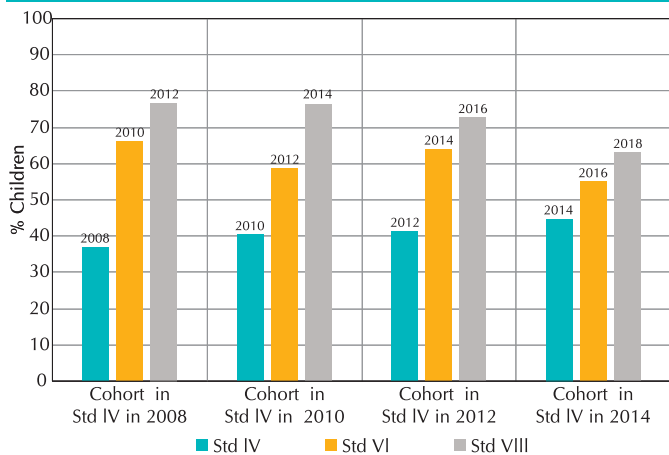
Table 5: Trends over time
 Reading in Std III by school type
 2012, 2014, 2016 and 2018

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	26.1		28.1
2014	32.9		36.3
2016	34.0		38.5
2018	36.6		40.0

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

The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Chart 3: Trends over time
 % Children who can read Std II level text
 Cohorts of children in Std IV in 2008, 2010, 2012 and 2014



This graph shows the progress of four cohorts from Std IV to Std VIII. For example, the first cohort was in Std IV in 2008, in Std VI in 2010, and in Std VIII in 2012. For this cohort, % children who could read Std II level text in Std IV (in 2008) was 37% and in Std VI (in 2010) was 66.3%. When the cohort reached Std VIII in 2012, this figure was 76.7%. The progress of each of these cohorts can be understood in the same way.

Reading Tool (Bengali)

Std II level text	Std I level text
<p>খড়িয়া গ্রামে একটা বড়ো খেলার মাঠ আছে। রোজ বিকেলে ছেলে মেয়েরা খেলতে আসে। কেউ ফুটবল খেলে, কেউ দৌড়াদৌড়ি করে। মাঝে মাঝে খেলার আয়োজন হয় বড়ো করে। তখন সবাই মাঠের ধারে আলো লাগায়। রেফারি থাকেন বাঁশি নিয়ে। মাঠের চারধারে কতলোক জড়ো হয়। লোকে খেলা দেখে, হাততালি দেয়। যে দল খেলার জেতে, তাদের নিয়ে সবাই হই-চই করে। শেষে মিষ্টি খাওয়া হয়।</p>	<p>রাজা দাদা খুব ভালো খেলে। ও রোজ খুব ভোরে ওঠে। ব্যাট বল নিয়ে মাঠে যায়। তারপর ফিরে দাদা পড়তে বসে।</p>
<p>Letters</p> <p>হ চ ট ল ন ফ ম র স ত</p>	<p>Words</p> <p>ভুল আতা ভোজ রাণী পূজা আলো মাসি লোভ বেল নৌকা</p>

Table 6: Trends over time
 Reading in Std V and Std VIII by school type
 2012, 2014, 2016 and 2018

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	48.7		48.9	76.9		76.7
2014	51.8		53.1	76.3		76.3
2016	50.2		51.1	72.3		72.7
2018	50.5		51.3	63.0		62.9

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



Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

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

Std	Not even 1-9	Recognize numbers		Subtract	Divide	Total
		1-9	10-99			
I	20.4	43.1	25.8	8.2	2.5	100
II	6.7	33.2	33.3	18.0	8.9	100
III	4.2	24.5	32.9	20.3	18.2	100
IV	4.1	19.6	33.6	21.7	21.1	100
V	2.8	13.6	34.5	19.4	29.7	100
VI	2.8	10.3	38.5	17.0	31.4	100
VII	1.0	10.0	40.2	16.9	31.8	100
VIII	1.7	7.4	46.8	15.5	28.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 4.2% cannot even recognize numbers 1-9, 24.5% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 32.9% can recognize numbers up to 99 but cannot do subtraction, 20.3% can do subtraction but cannot do division, and 18.2% can do division. For each grade, the total of these exclusive categories is 100%.

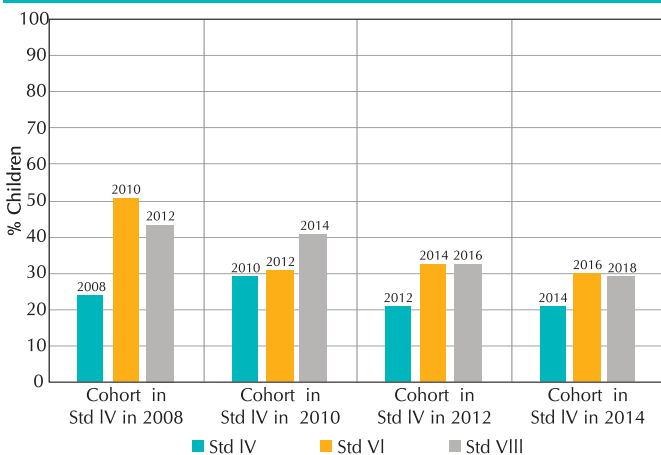
Table 8: Trends over time Arithmetic in Std III by school type 2012, 2014, 2016 and 2018

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	25.1		28.2
2014	33.0		36.2
2016	35.5		40.4
2018	35.4		38.6

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

In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Chart 4: Trends over time % Children who can do division Cohorts of children in Std IV in 2008, 2010, 2012 and 2014



This graph shows the progress of four cohorts from Std IV to Std VIII. For example, the first cohort was in Std IV in 2008, in Std VI in 2010, and in Std VIII in 2012. For this cohort, % children who were at division level in Std IV (in 2008) was 23.6% and in Std VI (in 2010) was 50.7%. When the cohort reached Std VIII in 2012, this figure was 43.5%. The progress of each of these cohorts can be understood in the same way.

Arithmetic Tool (Bengali)

সংখ্যা পরিচয় ১-৯	সংখ্যা পরিচয় ১০-৯৯	বিয়োগ	খাপ
২ ৭	৭৬ ৫৮	৭৪ - ৫৭ = ১৭	৮)৯৯০(
৫ ৩	৪৮ ৯৯	৪৭ - ২৯ = ১৮	৬)৭৫৮(
৯ ৮	৩৪ ৬১	৪১ - ১৫ = ২৬	৭)৮৬৫(
৪ ১	৪৬ ২৫	৩১ - ১৮ = ১৩	৪)৬৫৮(

শুষ্টি হিসাবের জন্য, প্রতি সঠিক করতে হবে।
 শুষ্টি হিসাবের জন্য, প্রতি সঠিক করতে হবে।
 যে কোন কৃতি করতে সক্ষম, কৃতি সঠিক হয়ে হবে।
 যে কোন একটি করতে সক্ষম, একটিই সঠিক হয়ে হবে।

Table 9: Trends over time Arithmetic in Std V and Std VIII by school type 2012, 2014, 2016 and 2018

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	28.7		29.2	43.0		43.5
2014	31.3		32.5	40.4		40.8
2016	28.6		29.7	32.5		32.7
2018	29.2		29.7	28.9		29.1

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



Basic reading and arithmetic

Table 10: Basic reading by age group and gender 2018

Age group	% Children who can read Std II level text		
	Male	Female	All
Age 8-10	35.2	39.3	37.4
Age 11-13	52.7	59.9	56.7
Age 14-16	60.3	69.1	65.3

Table 11: Basic arithmetic by age group and gender 2018

Age group	% Children who can do at least subtraction			% Children who can do division		
	Male	Female	All	Male	Female	All
Age 8-10	37.2	38.7	38.0	17.6	18.6	18.1
Age 11-13	48.8	48.3	48.5	31.5	29.9	30.6
Age 14-16	52.2	49.4	50.6	33.3	30.8	31.9

Beyond basics

These questions were asked only to children in the age group 14-16. For each task, the surveyor showed the visual and read out the question to the child. The exact answer given by the child was recorded. The results are reported only for those children who were able to do at least subtraction correctly.

Calculating time

যদি মেয়েটি রাতে এই সময়ে ঘুমোয় এবং সকালে এই সময়ে ঘুম থেকে ওঠে। তাহলে মেয়েটি মোট কত ঘণ্টা ঘুমোয়?

Applying unitary method

যদি 15 লিটার জল শুষ্ক করতে 3টি ট্যাবলেট লাগে, তাহলে 35 লিটার জল শুষ্ক করতে কয়টি ট্যাবলেট লাগবে?

Financial decision making

বাড়ারে দুটো বইয়ের দোকান আছে, সেখানে 5টি বইয়ের সেট পাওয়া যায়। যদি তোমাকে এই 5টি বইয়ের সেট কিনতে হয়, তাহলে তোমাকে কমপক্ষে কত টাকা খরচ করতে হবে?

1 নং দোকান-মূল্য তালিকা		2 নং দোকান-মূল্য তালিকা	
বইয়ের নাম	মূল্য	বইয়ের নাম	মূল্য
বিজ্ঞান	₹ 50	বিজ্ঞান	বিশেষ ছাড় !!
অঙ্ক	₹ 80	অঙ্ক	পাঁচটি বইয়ের সেট পাবেন
বাংলা	₹ 30	বাংলা	শুধুমাত্র ₹ 299
ইংরেজী	₹ 70	ইংরেজী	
ইতিহাস	₹ 40	ইতিহাস	

Calculating discount

এখানে একটি টি-শার্ট এর মূল্য দেওয়া আছে এবং সেটি 10 শতাংশে ছাড় এ পাওয়া যাচ্ছে। যদি তুমি টি-শার্টটি কিনতে চাও, তাহলে তোমাকে কত টাকা খরচ করতে হবে?

Table 12: Of all children who can do subtraction but not division, % children who can correctly answer by age and gender 2018

Age	Calculating time			Applying unitary method			Financial decision making			Calculating discount		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Age 14	38.1	36.2	37.1	43.2	39.8	41.5	41.5	31.9	36.7	18.7	14.0	16.3
Age 15	37.6	40.6	39.5	44.6	41.1	42.4	47.9	31.2	37.3	32.6	26.5	28.8
Age 16	56.0	19.4	35.5	64.8	37.2	49.4	37.4	24.5	30.2	47.1	6.8	24.5
Age 14-16	42.0	34.2	37.6	48.6	39.7	43.6	42.6	29.9	35.5	29.5	17.6	22.8

Table 13: Of all children who can do division, % children who can correctly answer by age and gender 2018

Age	Calculating time			Applying unitary method			Financial decision making			Calculating discount		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Age 14	45.4	46.7	46.0	56.0	55.2	55.6	45.9	45.5	45.7	41.2	31.1	36.0
Age 15	59.5	49.9	54.0	69.5	50.7	58.6	51.5	48.2	49.6	53.6	41.8	46.7
Age 16	43.7	41.5	42.4	55.4	54.1	54.6	48.3	42.4	44.8	48.2	41.6	44.3
Age 14-16	49.4	46.4	47.7	60.0	53.3	56.3	48.2	45.6	46.8	46.7	37.7	41.7



School observations

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

**Table 14: Trends over time
Number of schools visited
2010, 2014, 2016 and 2018**

	2010	2014	2016	2018
Primary schools (Std I-IV/V)	406	443	442	437
Upper primary schools (Std I-VII/VIII)	2	13	4	4
Total schools visited	408	456	446	441

**Table 15: Trends over time
Student and teacher attendance on the day of visit
2010, 2014, 2016 and 2018**

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2014	2016	2018
% Enrolled children present (Average)	68.5	55.8	60.1	54.9
% Teachers present (Average)	85.6	80.3	82.9	76.7

**Table 16: Trends over time
Multigrade classes
2010, 2014, 2016 and 2018**

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2014	2016	2018
% Schools where Std II children were observed sitting with one or more other classes	42.4	47.1	43.8	46.0
% Schools where Std IV children were observed sitting with one or more other classes	33.6	36.3	44.0	38.8

School facilities

**Table 17: Trends over time
% Schools with selected facilities
2010, 2014, 2016 and 2018**

% Schools with		2010	2014	2016	2018
Mid-day meal	Kitchen shed for cooking mid-day meal	86.3	95.4	93.2	94.0
	Mid-day meal served in school on day of visit	63.4	66.7	67.4	81.6
Drinking water	No facility for drinking water	19.3	13.9	11.9	8.0
	Facility but no drinking water available	13.5	7.7	9.7	10.7
	Drinking water available	67.2	78.4	78.4	81.3
Total		100	100	100	100
Toilet	No toilet facility	7.6	2.2	0.7	0.7
	Facility but toilet not useable	40.3	27.0	22.4	18.2
	Toilet useable	52.1	70.8	76.9	81.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	44.5	30.8	16.8	14.5
	Separate provision but locked	14.5	18.8	13.2	12.2
	Separate provision, unlocked but not useable	17.4	3.6	7.0	5.7
	Separate provision, unlocked and useable	23.7	46.9	63.0	67.7
	Total	100	100	100	100
Library	No library	50.5	33.7	41.7	33.9
	Library but no books being used by children on day of visit	17.8	22.7	12.2	27.7
	Library books being used by children on day of visit	31.8	43.6	46.2	38.4
	Total	100	100	100	100
Electricity	Electricity connection		94.3	97.7	
	Of schools with electricity connection, % schools with electricity available on day of visit		89.3	91.0	
Computer	No computer available for children to use	98.7	98.0	95.9	93.3
	Available but not being used by children on day of visit	0.8	0.4	2.9	5.5
	Computer being used by children on day of visit	0.5	1.5	1.1	1.2
	Total	100	100	100	100



Data is not presented where sample size is insufficient.

Other school indicators

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 18: Trends over time
 % Schools with total enrollment of 60 or less
 2010, 2014, 2016 and 2018**

	2010	2014	2016	2018
All schools (Std I-IV/V and Std I-VII/VIII)	10.1	23.3	23.3	20.2

Table 19: Physical education and sports in schools 2018

% Schools with		All schools (Std I-IV/V and Std I-VII/VIII)
Dedicated time for physical education	Physical education period in the timetable	62.7
	No physical education period but dedicated time allotted	22.4
	No physical education period and no dedicated time allotted	14.9
	Total	100
Physical education teacher	Separate physical education teacher	2.8
	Other physical education teacher	70.9
	No physical education teacher	26.3
	Total	100
Playground	Playground inside the school premises	52.9
	Playground outside the school premises	27.7
	No accessible playground	19.5
	Total	100
Availability of any sports equipment		54.3
Supervised physical education activity observed on day of visit		17.3

**Table 20: School Management Committee (SMC) in schools
 2014, 2016 and 2018**

	2014	2016	2018
% Schools which reported having an SMC	33.2	51.7	50.3
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	33.9	14.9	19.8
Between July and September	65.4	72.9	79.7
After September	0.8	12.2	0.5

