

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 7 OUT OF 7 DISTRICTS

Data is not presented where sample size is insufficient.

## Children's school enrollment

The ASER 2020 Wave 1 phone survey was conducted during late September 2020. This section explores patterns of enrollment among 6-16 year olds in rural India.

### Have enrollment patterns changed as a result of the COVID-19 pandemic?

Beyond the health consequences of COVID-19, the pandemic has caused school closures as well as economic hardships due to migration and loss of livelihoods, among other reasons. ASER 2020 explored whether this unprecedented situation is associated with shifts in children's enrollment patterns in rural India.

**Table 1: % Children enrolled in school. By age group, sex and school type. 2020**

Age group and sex	Govt	Pvt	Other	Not enrolled	Total
Age 6-14: All	37.9	50.5	0.0	11.6	100
Age 7-16: All	39.0	50.2	0.0	10.9	100
Age 7-10: All	33.5	60.4	0.0	6.0	100
Age 7-10: Boys	45.4	51.8	0.0	2.8	100
Age 7-10: Girls	23.5	67.7	0.0	8.8	100
Age 11-16: All	42.3	43.9	0.0	13.8	100
Age 11-16: Boys	40.3	46.7	0.0	13.0	100
Age 11-16: Girls	43.7	42.0	0.0	14.3	100

'Other' includes children going to Madarsa and EGS.

'Not enrolled' includes children who never enrolled or are not currently enrolled.

Table 1 summarizes enrollment data for different age groups in the ASER 2020 sample. For children in the 6-14 age group, this data shows that overall, 37.9% of all children are enrolled in government schools and 50.5% are enrolled in private schools.

This marks a change from two years ago, when the last comparable ASER survey was conducted (Chart 1). There has been a decrease in private school enrollment between 2018 and 2020 across grades for boys enrolled in Std I-XII and for girls enrolled in Std VI-XII.

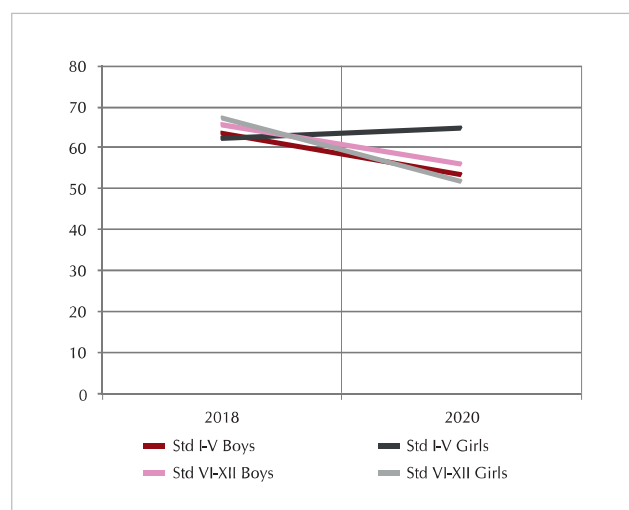
**Table 2: % Children currently not enrolled in school. By age. 2018 and 2020\***

Age	2018	2020
Age 6-10	5.2	7.8
Age 11-14	3.7	15.3
Age 15-16	10.1	10.3
All	5.5	11.4

A higher proportion of children in the age group 6-10 are not enrolled in school in 2020 as compared to 2018 (Table 2). Given the disruptions caused by the COVID-19 crisis, at least for these young children, the main cause of not being enrolled in school may be that families are waiting for schools to open to seek admission. Further, there has been an enormous increase in the proportion of children (age group of 11-14 years) not enrolled in schools - from 3.7% in 2018 to 15.3% in 2020.

\*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

**Chart 1: % Children enrolled in private schools. By grade and sex. 2018 and 2020\***



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## Household resources

A family's resources influence the type and amount of support they can provide for children's learning, not only in terms of choosing a school for their child, but in many other ways as well. ASER 2020 asked questions about selected household resources, such as parents' own education levels; access to technology such as TV and smartphones; and availability of textbooks for the current grade. Other than the availability of textbooks, ASER 2020 Wave 1 did not explore if the household had other learning materials like other books, instructional games, etc.

### How much schooling do parents of children in the ASER 2020 sample have?

**Table 3: Distribution of enrolled children. By school type, mother's and father's education level. 2020**

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	34.4	21.8	27.0	45.1	31.5	37.5
Std I-V	37.8	24.9	30.3	19.7	19.5	19.6
Std VI-VIII	13.7	25.0	20.3	8.7	11.6	10.3
Std IX-X	8.0	17.9	13.8	16.6	23.2	20.3
Std XI & above	6.1	10.5	8.7	9.9	14.2	12.3
Total	100	100	100	100	100	100



In ASER 2020, over 27% of all children's mothers and 37.5% of all children's fathers had no formal schooling. Less than half of all children's mothers (42.8%) and fathers (42.9%) have completed more than 5 years of school (Table 3).

### Do children have textbooks at home?

**Table 4: % Enrolled children who have textbooks for their current grade. By grade and school type. 2020**

Std	Govt	Pvt	Govt & Pvt
Std I-V	96.9	98.7	97.9
Std VI-XII		96.7	97.5
All	97.5	97.9	97.8

### Do children have a smartphone at home?

**Table 5: % Enrolled children with selected assets available at home. By school type and asset type. 2018 and 2020\***

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	34.7	45.0	41.3	74.5	70.2	72.0
TV	52.6	62.7	59.1	43.9	55.2	50.4
Motorized vehicle	25.8	29.1	27.9	12.9	23.2	18.8

Table 4 indicates that in all grades, a very high proportion of children have textbooks for their current grade. For every grade, a similar percentage of children in government schools have textbooks for their current grade as compared to children in private schools.

The comparison between ASER 2018 and 2020 shows that a much higher proportion of children come from households with a smartphone as compared to two years ago (Table 5). Although the proportion of children from households with assets like TV and motorized vehicles decreased over the last two years, the proportion owning a smartphone increased enormously - from 41.3% to 72%.

\*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

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## Access to and availability of learning materials and activities

This section examines learning support available to children, as well as access to and availability of learning materials/activities during the period of school closures. The ASER 2020 survey asked households whether schools had sent learning materials or activities for children during the week prior to the survey (the reference week), which was carried out in September 2020. Learning materials included traditional materials like textbooks and worksheets in print or virtual form; online or recorded classes; and videos or other activities sent via phone or received in person.

### Do families help children while studying at home?

**Table 6: % Enrolled children who receive help from family members while studying at home. By grade and school type. 2020**

Std	Govt	Pvt	Govt & Pvt
Std I-V	57.8	56.4	56.9
Std VI-XII		60.6	60.6
All	59.1	58.0	58.4

Table 6 shows the proportion of children who receive help at home for learning activities.

- Taking all children across different grades together, 58.4% of all children receive help from family members. The proportion of children who get help is similar for government and private school children.
- More older children receive help from families than younger children. Among enrolled children, 56.9% children in Std I-V receive help from family members as compared to 60.6% children in Std VI and above.

### Did children receive any learning materials or activities during the reference week and if they did, through what medium?\*

**Table 7: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020**

Std	Govt	Pvt	Govt & Pvt
Std I-V	22.0	29.7	26.6
Std VI-XII		35.8	30.8
All	23.4	32.0	28.3

**Table 8: Of enrolled children who received learning materials/activities, % children who received these through different mediums. By school type and medium. 2020**

School type	WhatsApp	Phone call	Personal visit	Other
Govt	61.0	19.2	26.2	0.0
Pvt	58.8	8.7	53.5	1.7
Govt & Pvt	59.5	12.4	43.9	1.1

Overall, 28.3% of all enrolled children received some kind of learning materials/activities from their teachers during the reference week (Table 7). A higher percentage of private school children received learning materials/activities as compared to government school children.

Regardless of school type, WhatsApp was the most common medium used for sharing learning materials/activities. A slightly higher proportion of children enrolled in government schools received materials through WhatsApp, and accessing materials via visits was more common among private school children.

### Why didn't households access learning material and activities during the reference week?

**Table 9: Of enrolled children who did not receive learning materials/activities during the reference week reasons given by parents. By school type and reason. 2020**

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	93.1	1.5	6.9	0.0	6.6
Pvt	92.9	1.5	9.7	0.2	2.3
Govt & Pvt	93.0	1.5	8.5	0.1	4.3

Respondents could specify more than one reason.

Among enrolled children who did not access learning materials or activities during the reference week, the most common reason cited by parents was that the school had not sent materials (93%).

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## Children's engagement with learning materials and activities

While the previous section looked at whether households received learning materials and activities from schools in the week prior to the survey in September 2020, this section analyses whether children actually engaged with different kinds of materials and activities during that week. Households were asked about a variety of materials and activities 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.

### Did children do learning activities during the reference week?

**Table 10: % Enrolled children who did learning activities during the reference week. By school type and type of material. 2020**

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/recorded classes	Live online classes
Govt	38.7	22.7	2.6	0.0	10.7	9.8
Pvt	34.2	25.6	2.5	0.7	6.5	3.2
Govt & Pvt	36.1	24.3	2.5	0.4	8.3	6.0

Even though a small proportion of children (28.3%) received materials from their schools during the reference week, about two-fifth of households reported that most children did do some learning activity during that week. These activities were shared by diverse sources such as schools, families, and private tutors, among others. For both types of schools, the proportion of children doing activities using traditional material like textbooks is higher as compared to online resources. The proportion of children doing different types of activities is higher for those in government schools as compared to those in private schools. Children enrolled in government schools were more connected to online videos/recorded lessons and live classes.

For example,

- 38.7% of government school children reported using textbooks during the reference week as compared to 34.2% private school children.
- 6.5% of private school children reported using recorded video lessons as opposed to 10.7% of government school children.
- 3.2% children in private schools accessed live online classes during the reference week as compared to 9.8% of government school children (Table 10).

Based on responses from households, 59.3% children in government schools and 60.2% children in private schools did not do any of these activities during the reference week. 8.6% of all children did three activities or more. In this category, there is higher proportion of government school children (11%) as compared to private school children (6.8%).

### How much did children do during the reference week?

**Table 11: % Enrolled children by the number of learning activities done during the reference week. By school type and number of activities. 2020**

School type	No activity	1 activity	2	3 or more	Total
Govt	59.3	17.0	12.8	11.0	100
Pvt	60.2	17.4	15.6	6.8	100
Govt & Pvt	59.8	17.2	14.4	8.6	100

### How much contact was there between school and home during the reference week? And since schools closed?

**Table 12: % Enrolled children in contact with schools. By school type and type of contact. 2020**

School type	Contact to discuss learning materials/activities or child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	24.9	12.1	21.9	24.3
Pvt	23.1	26.3	19.5	26.4
Govt & Pvt	23.9	20.2	20.6	25.5

Even when schools are closed, contact between the home and school is important. ASER 2020 explored this issue in two ways: whether parents and teachers had been in touch (phone or visit) during the reference week; and if not, whether there had been contact since the lockdown began in March 2020. The data indicates that overall, close to a quarter of all children's teachers contacted parents/families during the reference week. There is not much difference in this proportion among families of children in government and private schools (Table 12).

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.