

Annual Status of Education Report (Rural) 2011

North East India Report - Provisional



ASER 2011 - RURAL

Annual Status of Education Report - North East India

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THIS IS THE PROVISIONAL ASER 2011 REPORT BASED ON DATA RECEIVED FROM STATES AND DISTRICTS BY DECEMBER 30 2011.



Annual Status of Education Report (Rural) 2011

North East India Report - Provisional



They reached the remotest villages of NE India

ARUNACHAL PRADESH

NSS Unit of Government Higher Secondary School, Tawang
Rupa Town Club, West Kameng
Students of Lohit College
Students of Tirap College
Tarhuk Samaj
Local Volunteers of Changlang, Dibang Valley, East Kameng, East Siang, West Siang, Upper Siang and Upper Subansiri

ASSAM

All India Student's Federation (AISF), Golaghat
All India Student's Federation (AISF), Jorhat
Assam Mahila Samata Society (AMSS), Nagaon
Assam Valley Academy (AVA)
Bhawanipur Cultural Society
Bordaulguri Socio-Economic and Health Development Organisation (SEHDO)
Daogaphu Youth Club
Goalpara Cultural Society
Integrated Community Development Society
Kalang Kapili Integrated Development Society
Klirdap Welfare Society
Nabarun Shangha Community Centre
North East Educational Social Forum
North East Society for the Promotion of Youth and Masses
Parijat Self Help Group
Sankalpa
Sishu Adhikar Suraksha Samiti
Social Unity Keeper's Association for All
Society for Progressive Implementation and Development
Udayan
Uttaran
Wodiwichee

MANIPUR

Action for Women and Child Development
Chingri Society
Community Development Society
Kamlathabi Development Club
Kumbi Kangjeibung Mapal Fishermen Association
Our Carrom Club
People's Endeavour for Social Change
The Youth Goodwill Association

MEGHALAYA

Khasi Student's Union
Local Volunteers of Jaintia Hills
Martin Luther Christian University
Ri-Bhoi Youth Federation
Williamnagar College Student's Union

MIZORAM

Hmarveng Football Club
HS Adventure Club
JF Sporting Club
Kristian Thalai Pawl, Aizwal Branch

Kristian Thalai Pawl, Dinthar Branch, Mamit
Thalai Kristian Pawl, Kolasib Unit
Thalai Kristian Pawl, Moria Unit, Lunglei
Young Mizo Association, Kahrawt Branch, Champhai

NAGALAND

Confederation of Chang Student's Union
Govt Primary School Teachers of Mokukchung District Hills Club
Lesiema Student's Union
Lotha Student's Union
Nagaland Society
People's Agency for Development
Walo Organisation
Working Brigade
Zunheboto Range Student's Union
Pratham Volunteers of Dimapur

SIKKIM

Govt College, Namchi
Govt College, Rhenock
Govt College Tadong

TRIPURA

Aragati Social Organisation
Chetna Social Organisation
Kasturba Gandhi National Memorial Trust, Tripura
Pushparaj Club

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Notes on ASER 2011



I

The first news of 2012 based on ASER 2011 is that private school enrollment in most states is increasing although the Right to Education Act for free and compulsory education is in place. Over 25% of rural India's children go to private schools and the numbers will rise in coming years as education and wealth increase. ASER covers rural districts. The urban numbers are probably changing more rapidly towards private education.

The second piece of news is that not only are India's learning levels very poor on an international absolute scale, the levels in government schools in the North have steadily declined with the exception of Punjab and Himachal Pradesh. The decline is quite alarming and we expect that the results will be discussed, debated and perhaps even contested in some states. At first glance the decline of reading levels by 10-20 percentage points can seem shockingly impossible but I think there is enough in the data gathered over the years that indicates that this has been gradually building up possibly due to multiple factors, and something like Census 2011 has caused a major dip in the less functional state systems. It is noteworthy that private schools by and large everywhere, and the states of the South plus Gujarat and Maharashtra do not show a decline of reading levels as measured by ASER. In fact, some states show steady improvement over the years. On another note, a recent study by Education Initiatives concludes that scores on common questions in tests given five years apart have declined about 7-10% among Std 4 children of elite schools of India.² There is an urgent need to find out why learning levels are declining and to at least arrest the decline and improve the learning levels.

II

When we started seven years ago, many doubted that we could do the first survey successfully and yet we called it the ANNUAL Status of Education Report from the very first year. Later there were questions raised if there was a need to do this massive survey every year. Those who do this year after year also wondered when not much change was observed year after year, whether all this annual business was worthwhile. But in 2011, the efforts in doing the annual survey seem to be even more justifiable at least for some time to come.

This article attempts to explore the trends as seen from ASER measurements and observations over the last half a dozen years, or over a whole Plan period of India. I am sure the issue is more complex and many factors can be studied. We will be more than happy if researchers feel inspired to use our data to explore this fascinating phase of gradual but big, measurable but unseen changes in elementary education.

Ever since we launched ASER, our focus has been on two simple key points. First; are all children enrolled in school? What kind of school? Second; are the children learning at least the very basics of reading and numeracy? While ASER has won many friends and admirers, we have had our share of critics. We have chosen to focus on some very basic outcomes of education. If these outcomes improve, there is reason to believe that inputs are working. When they decline, it is a sure sign that inputs are not working.

Before we did the first survey, it was difficult for us to believe that over 90% rural children of this vast country were enrolled in schools. But once we had done the survey, we believed it. Many others including some eminent people did not, and said it was not consistent with their experience. A government sponsored independent survey around the same time came up with practically the same proportion of enrolled children. Every subsequent ASER threw up self-consistent numbers and trends at state and national level to further emphasize the validity and utility of the survey. Subsequently we also measured attendance, which showed that while enrollment was increasing in the Northern states, attendance of children in schools, which should be the real measure of enrollment, remained poor.

The increase in enrollment was an intended clear goal of the system and the system responded to the signals coming from Delhi and state capitals. Large centralized systems respond to simple and clear instructions or goals and not fine print. In a centralized but ill-functioning system with huge gaps of knowledge and skill-sets, a complex message is lost in the game of Chinese whispers. Worse, it may lead to a dysfunctional system becoming worse. A few months ago a senior government official was heard explaining to a gathering of head teachers the essence of the Right to Education Act. "Enroll all children. Do not beat them. Promote them to the next class. Make sure they do not drop out. Once you have done all this, you will have achieved RTE". But will learning happen simply if children stay in school?

¹ Madhav Chavan is CEO and President, Pratham Education Foundation.

² See http://www.ei-india.com/wp-content/uploads/Executive_Summary.pdf

The Government of India has not emphasized improvement in learning goals. The results framework of the ministry that goes with the annual plan guidelines gives learning outcomes a late and vague mention - all this in spite of all the evidence pointing towards dismal learning by every measure.

The ASER survey of children's reading and arithmetic levels has its critics and admirers. Our admirers like its simplicity and the fact that it has been tested and proven to be robust. The tools and techniques have been replicated and found to work in other parts of the world. But, the detractors have other views ranging from doubting the very integrity of the exercise to whether it is correct to measure outcomes at all and everything in between. Unfortunately, surveys, their potential, their meaning, and their limitations are not well-understood. Subsequent to ASER, other higher level and more sophisticated studies have been undertaken by Education Initiatives. NCERT studies have been published, and many state governments have been measuring learning levels using different methods, some of which are close to the ASER approach. Often these results do not match thanks to different approaches, methods, and tools. However, broadly all indicate that learning is poor in Indian schools.

ASER has followed the same basic procedures and has made sure that basic testing tools and methods of sampling and testing are the same every year for the core tests. As a result, although some of our findings may be inconsistent with other studies, they are self consistent year after year indicating good precision of the method and the techniques used.

The massive data gathered over the last years are showing some interesting trends that deserve the attention of policy-makers and researchers alike. The right to free and compulsory education is now on the ground. How are people reacting to it? How is it impacting schools? We cannot merely look at its impact every five years. In five years a Std 1 child will complete primary education and a Std 6 child will either drop out or go on to complete secondary schooling. But, if we let things go on the way they are, demographic disaster awaits us at the end of the decade if not sooner.

III

Private school enrollment is increasing. So, what's new?

There is plenty new. The RTE act, if seriously implemented, will make it impossible for 'low cost' or 'affordable' schools to operate. But over the last six years private school enrollment in rural India has gone up by 5.5 percentage points, which translates into an increase of just over 25%. It is quite likely that many, if not most, of the rural private schools do not meet RTE norms. So unless these children are all enrolled in RTE-compliant private schools, nearly 40 million rural children will have to be provided place in government schools. But, will the parents want to put their children in government schools even if they are 'good'? Can they be compelled to do so? What information do we have relevant to this question?

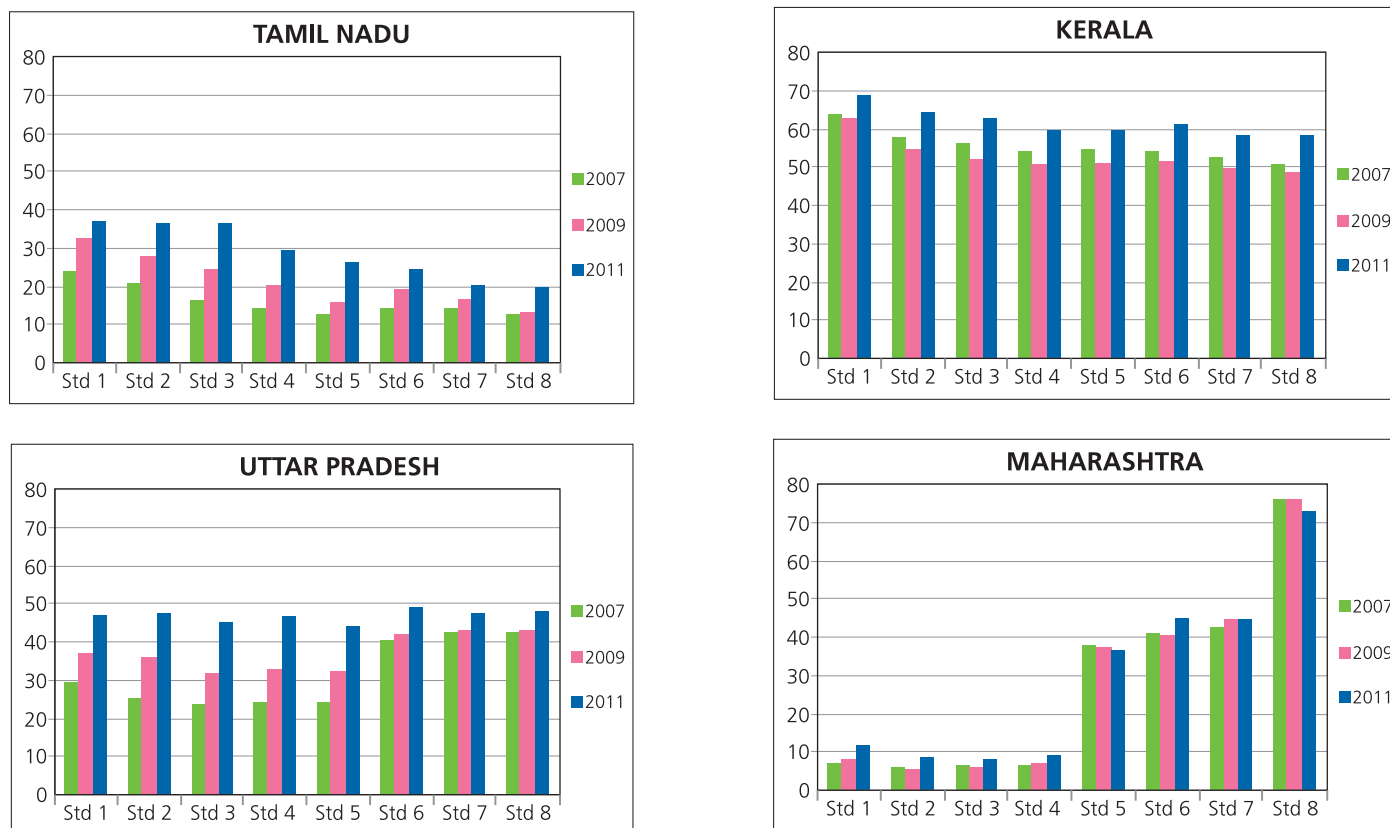
As far as private school enrollment is concerned, India can be divided into some broad regions. In the North-West, states like Punjab, Rajasthan, Haryana have had high enrollment in private schools. Since 2006, these enrollment numbers have gone up by 5-7 percentage points- that is a 15-20% increase. The North-East shows mixed ratios with Assam and Arunachal being moderate, Tripura low, and Meghalaya, Mizoram, Nagaland and Manipur on the high side of private enrollment. In the East, states have traditionally had low enrollment in private schools, and these have gone up by about 1-3 percentage points- also a 20% increase. In this region Bihar has the unique distinction of actually decreasing the proportion enrolled in private school which is a likely reflection of the massive efforts to open schools, bring out of school children into school and appointing large numbers of teachers. But we also know that children's attendance in Bihar is the lowest in the country and nearly 60% elementary school children in this state go to private tutors. Bihar's immediate neighbors are also high tutor states. Maharashtra and AP show under 10% increase over their previous level of about 29% private school enrollment. But, the rest of the South is increasingly sending children to private schools.

The major enrollment story is in Tamil Nadu, Kerala, Maharashtra, and Uttar Pradesh. Each story is different in these extremely diverse states.

In Tamil Nadu, there are several strong reasons for attracting children to government schools - mid-day meal is said to be a major success over many years in bringing children to government schools. A few years ago a new child-centric, joyful, print-rich ABL methodology was introduced across the state. Yet, there is an overall increase of about 8 to 12 percentage points in private enrollment between Std 1 and 8 over five years. But a look at the charts below makes it obvious that the major increase is in Std 1-5 amounting to about 16 percentage points or

almost a doubling of private school enrollment. In Std 6-7-8 the increase is about 7 percentage points. It appears that the government schools in Tamil Nadu are not able to convince the parents that government schools are better. Is this only because parents associate some kind of a status with private schools and are not concerned with what goes on in the classroom? If so, is there not a need to reach out to parents and convince them?

Chart 1. Tamil Nadu, Kerala, Uttar Pradesh and Maharashtra: Trends in percentage of children enrolled in private schools, Std 1-8



In Uttar Pradesh, which could be seen as the exact opposite of Tamil Nadu as far as government school functioning is concerned, private school enrollment in Std 1-5 has jumped up almost 20 percentage points to double the original number; while in upper primary segments, which had a high private enrollment, the increase is small but still substantial at 5 percentage points. The data suggest that in earlier cohorts private school enrollment in the early grades was relatively low and it rose as we moved to higher grades. Now it looks like private school enrollment starts high from as early as Std 1. Perhaps, upper primary private schools are expanding to include primary segments and those who can afford it are sending their children to private schools.

What is common between UP and Tamil Nadu apart from this big move towards private education? Serious research is needed to understand why parents in these two very different states are behaving similarly in massive numbers.

In Kerala, where there was already more than 50% enrollment in private schools, there is still an eight percentage point increase in private enrollment. In the North-Western states, private school enrollment seems to have remained steady around 35-40% or inched up slowly, indicating a saturation effect. But Kerala seems to be breaking through any such saturation. It must be remembered that a very large proportion of private schools in Kerala are government aided, which are largely absent in the North-Western states. It is not clear if the existing private schools in Kerala are expanding, or more unaided private schools are opening.

The RTE Act offers 'per child cost' to unaided schools to accept 25% children of weaker sections. In Kerala, where only 40% are now in government schools and the number is going down, would it not make more sense to convert all government schools into 'aided schools' rather than keeping them under a centralized government control? Why not opt for a 'government funded locally managed school' model with either private groups or

Panchayats running the schools? Or, Kerala, with a very high proportion of private schools, may be ready for vouchers even though there will be political question marks.

Maharashtra presents a different case in contrast. Its private enrollment in primary segments has hardly gone up and the enrollments in upper primary segment, which are largely government aided schools, show no major increase either. The secondary segment in Maharashtra is largely private and aided, which is reflected in the chart. Why is the Maharashtra response to private schools like that of the Eastern states, which are poorer economically and educationally and not like Kerala?

These four states in some ways represent the variation among education systems in different states of India. Is there one “Indian education system”?

These questions present good research opportunities. However, it is almost predictable that unless regulation prevents it or unless suddenly a large population starts believing in neighborhood/common schools run by the government, the proportion of children going to private schools will go on increasing. The question is, how far? Based on previous ASERs and other studies, it is quite obvious that with increasing income and education of parents, people want to send their children to a private school if one is available nearby. Can government schools alone convince parents to do otherwise? Is there a need for greater social and political mobilization? Can it succeed?

IV

How effective are Bihar schools? What helps learning?

When we published ASER2005 (the first one) many people were shocked (as were we), and some actually angry that the proportion of government school children in Bihar who could read was higher than in many other economically better off states. “Bihar, of all the places!” was an exclamation full of contempt often heard. But no one seemed to object that the ability to read in Bihar government schools was much higher than in UP or Rajasthan government schools.

As gurus of surveys say, what surveys provide are measurements and observations. These give estimates upon processing, which are perceptions of reality through the lenses of the survey tools. There are statistical methods available to measure how good these are (and ASER passes these tests quite well³). ASER methods and tools have been replicated successfully by different groups in African countries and in Pakistan. What they mean or might mean is another thing. It is up to individuals to decide what comparisons to draw and what interpretations and inferences to make.

So, let us try to unravel the mystery of why Bihar children do better in reading. I will leave it to the economists to do detailed work and test a primary hypothesis that emerges from the table below.

Table 1. Percent children in different states and systems who can read at least a Std 1 text in Std 3, 2006-11; and % going to tutors in 2011

State and school type *	2006	2007	2008	2009	2010	2011	% going to tutors in 2011
Bihar (Govt)	51.7	52.6	49.7	42.3	43.9	29.9	42.0
Bihar (Pvt)	69.6	71.4	73.4	72.5	65.9	72.7	67.2
W Bengal (Govt)	X	X	47.9	49.3	51.7	46.8	67.9
Rajasthan(Govt)	31.6	28.7	31.5	25.8	27.2	22.6	4.7
Rajasthan(Pvt)	53.9	53.8	60.2	52.1	50.3	53.2	9.4
UP (Govt)	23.5	25.8	24.5	23.3	26.5	18.0	1.2
UP (Pvt)	50.3	53.2	56.3	48.7	51.3	50.7	13.5

* W Bengal private school data not included due to small observation numbers. Bihar private school data points are also small.

Note that the estimated percentage of children who can at least read a Std 1 text in Std 3 in Bihar and West Bengal lies in between private schools and government schools of Rajasthan and UP. There is a dip in 2011 in all these government schools. We shall deal with the decline in 2011 a bit later. For the moment let us work only

³ See http://images2.asercentre.org/ASER_survey/ASER-Reliability-Validity-Evaluation.pdf

with numbers up to 2010. We know that there are many household factors that affect the learning levels of a child. Once these are controlled, as Dr. Wilima Wadhwa has shown in ASER 2009, the contribution of the private schools to the child's learning seems negligible in several states. In the present case, does tutoring represent all these factors to equalize?

Table 2. Percent government school children who can read depending upon whether they go to tutor or not

Based on ASER2011	W Bengal Government school		Odisha Government school		Bihar Government school		Jharkhand Government school	
	with tutor	without tutor	with tutor	without tutor	with tutor	without tutor	with tutor	without tutor
% Std 3 who can read at least a Std 1 text	53.9	32.9	55.9	27.6	35.5	27.9	38.1	24.0
% Std 5 who can read at least a Std 2 text	44.1	35.0	52.8	31.3	53.8	44.1	52.9	33.1

In all of the above states large but varied proportions of children go to private tutors. In other states the corresponding data points are low. The percentage of readers among government school children who go to tutors is unmistakably high in these high tutor and low private school states.

If the effectiveness of a school system was measured by the proportion of children without tutors who can read texts of Std 1 and 2 respectively at Std 3 or Std 5, we see an even worse picture. In fact, for those who wish to compare states, once the tutor effect is removed, most states excepting Kerala, Maharashtra, Punjab, and Himachal Pradesh start looking very similar.

It is observed in states where learning levels are declining that while the same proportion of children go to tutors year after year, their contribution to the child's learning level diminishes. This may mean that the tutor is a complementary factor and if the school functioning declines, the effectiveness of tutoring is lower too. This should make sense. It is noticeable that the impact of tutors is not the same in every state and in every class. It is as though tutoring is also a 'system', that functions well in some states and not in others.

In other words, the learning level of a child in a government school results from many factors. School is an important factor but it is only one of the factors.

Let us come to the observation that in 2011 the learning levels of government schools drop substantially. In fact, in government schools in Rajasthan, UP, and Bihar there is a continuous decline in learning levels over time until it drops sharply in 2011. It is noteworthy at the same time that the private school learning levels remain more or less unchanged.

What is going on? One likely contributing factor for big a drop in 2011 is that there was Census in early 2011 and teachers were pulled out of classrooms right in the most productive part of the school year after the October-November festive season. But there are other factors changing as well.

The school observation data from ASER can be used to track trends.⁴ The school attendance observed in UP and Bihar over the last five years is down from 67% in 2007 to 57% in UP and from 59% to 50% in Bihar. The drop between 2010 and 2011 is sharp. Rajasthan shows no such drop but W Bengal does so in 2011. Teacher attendance in Bihar and Rajasthan remains at around 85-90% but has declined in UP from 92% to 82%.

Another important observation is that in Rajasthan, which remained unchanged in terms of children's or teachers' attendance, the proportion of multigrade classrooms has gone up from 52% to 62%. In UP it has gone up from 43% to 52%. In Kerala it has gone up from 2% to 9%. Note that all these are states with high proportions of children moving to private schools. With the exception of Maharashtra, Karnataka, and Tamil Nadu, the proportion of multigrade classes has increased in most states. Whether this is a consequence of a consciously adopted pedagogy or whether this reflects rationalization of teachers is not clear.

⁴ ASER is a household survey with sampling done to ensure a representative sample of children at the district level. However for every village that is sampled for the survey, one government school with primary sections is also visited. The ASER school data is based on these school observations.

Just to be clear, I am not at all opposed to multigrade classrooms. In fact, I would prefer grouping children according to their current level rather than age alone. But the classroom management techniques and teacher preparation required in such situations is very high. If these are weak, as they today are, a multigrade classroom can prove to be a disaster. If ASER school observations over the years are correct, we are witnessing a quiet disaster.

V

Learning levels declining? Where? Why?

The declining levels of learning and other factors are not unique to Rajasthan, UP, and Bihar. But there are exceptions as well.

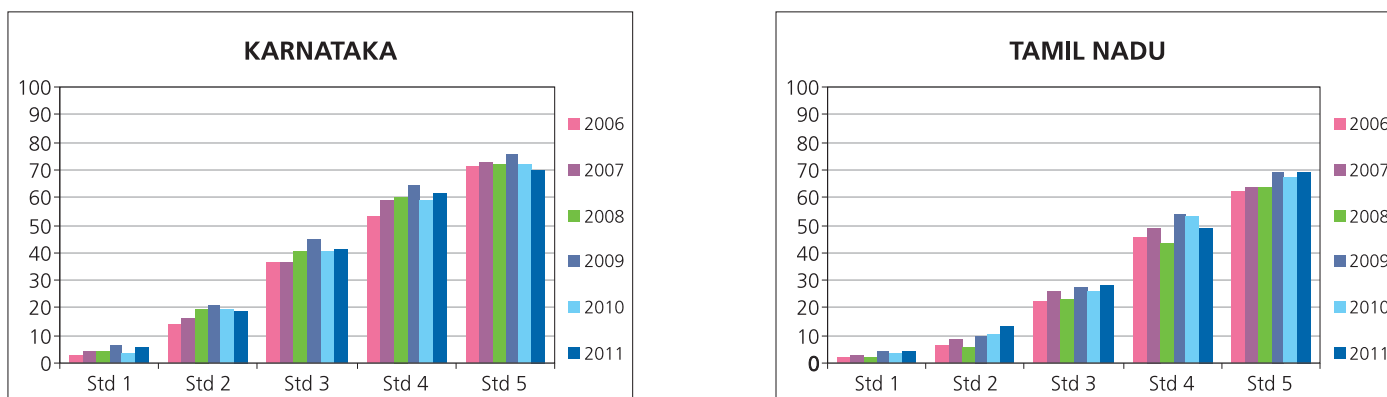
The effectiveness of a system can be increased or decreased by changing a variety of factors. But to clearly identify these, we first need to have a measure of effectiveness of the system. This is only possible if the system defines the outcomes it wants and works towards achieving them. If construction of toilets and ensuring that they function is the desired outcome that the system is aiming for, then the system will respond accordingly as long as there are no other conflicting factors such as lack of water. If the idea is to ensure that children learn reading, writing, arithmetic, a focused system can achieve this. If we further want the child to be free of fear, able to think and express, that can be done. But for all this, the system must function and it should be capable of receiving messages and translating them effectively into appropriate action.

The exact opposite is also possible. In other words, the estimates of declining percentage of readers in every class may lead us to infer that the message being interpreted is that learning is not important.

Below are some charts of learning levels of government school systems as measured by ASER in different states over the years. A quick look at these charts makes it evident that as they move from one class to the next, a higher proportion of children can read Std 1 level text or more. This is what one would expect, given that some children do acquire the very basic skills measured by ASER with every additional year in school – although many do not. In Karnataka in 2011, for example, about 5.3% of children can read Std 1 level text in Std 1. This number grows to 41.5% by Std 3, and 70% in Std 5. In Tamil Nadu in 2011, 3.9% in Std 1, 26.1 in Std 3, and 67.5% in Std 5 can read a Std 1 level text.

But to assess whether the system is becoming more effective at teaching children to read, we need to compare the proportion of children who could read Std 1 level text in 2006 with the same proportion in successive years at the same Std. If the ability of the system to teach basic reading is improving, this should be reflected in an increase in the proportion of children in (say) Std 3 who could read from 2006 to 2011.

Chart 2. Tamil Nadu and Karnataka: Percent government schools children able to read at least Std 1 text in respective Std and year



A look at Std 4 in Karnataka and Std 5 in Tamil Nadu suggests that the effectiveness of the classroom as per the measure of “% children who can read at least a Std 1 text” is improving year after year. Although the proportion of children able to read a Std 1 text remains low in absolute terms at every Std in Tamil Nadu, the levels appear to be rising slowly year after year. At least they are not deteriorating for certain. In both states about 60-65% children can read at this level by the time they are in Std 5. However, in getting there, more Karnataka children

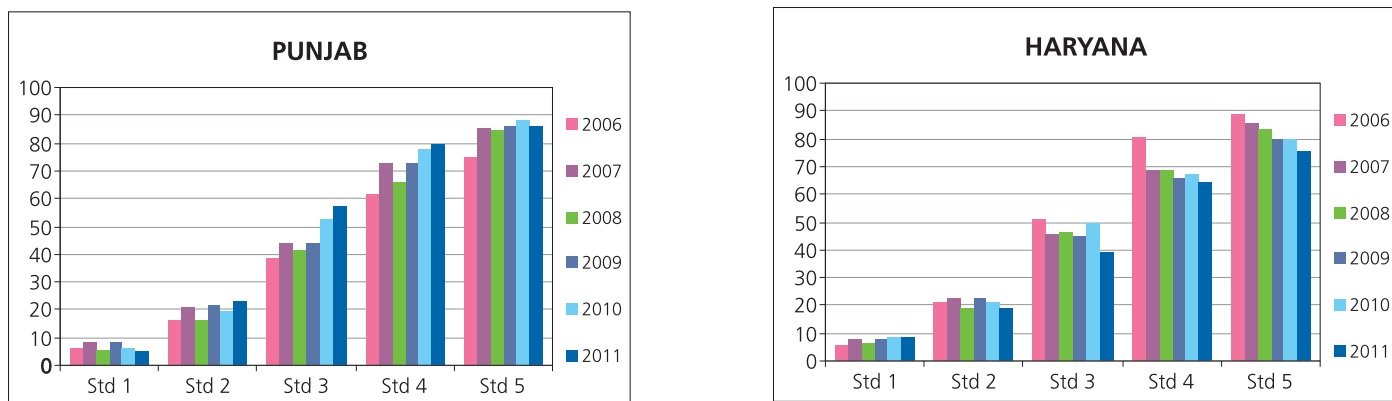
learn to read in Std 2 and 3, while more Tamil Nadu children become readers with a jump as they move from Std 3 and 4.

In Kerala, Andhra, and Maharashtra there is no observed improvement nor loss of effectiveness of schools by the same measure.⁵

Gujarat should be mentioned as a state that has also started showing a steady although slow improvement in reading levels over the last three years. One major initiative in the state for the last three years is that government officers visit randomly chosen schools to assess performance of children around November and cross check teachers' evaluations.

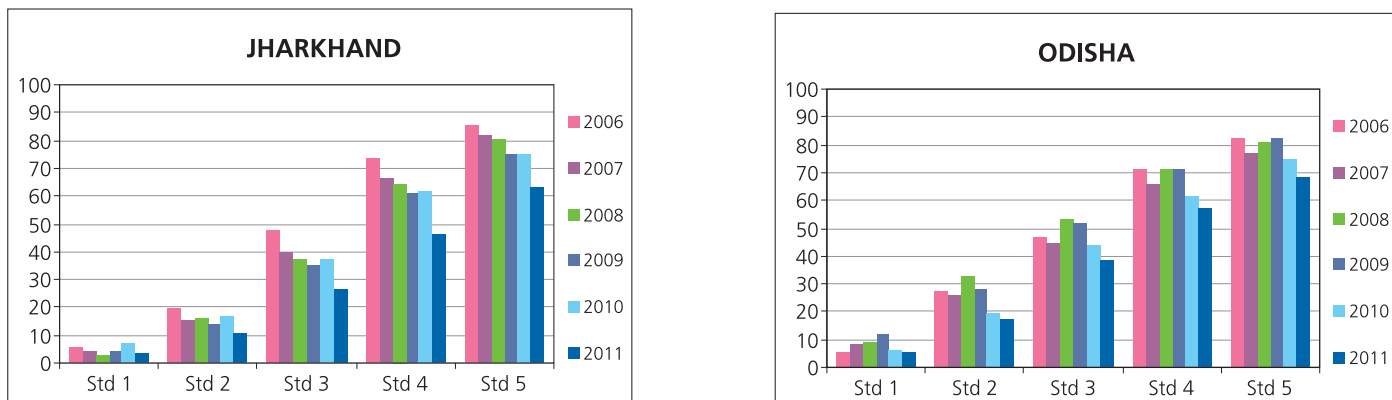
Children's attendance, teacher attendance, and the proportion of multigrade classrooms in these states are largely unchanged or have improved and remain at high levels.

Chart 3. Punjab and Haryana: Percent children in government schools able to read at least a Std 1 text in respective Std and year



Here is an interesting case: Haryana and Punjab - neighbours who share a common capital - show opposing trends. The two states are almost identical with respect to private school enrollment, student and teacher attendance, and multigrade classrooms. Outwardly, they should function with the same effectiveness. Yet, one is getting better while the other is in decline. While Punjab shows year after year improvement especially after Std 2, Haryana seems to show deterioration especially when children reach Std 5. In other words, the Punjab system has been converting non-readers into readers at Std 3 and 4 with increasing effectiveness year after year so far. In contrast, in Haryana, although more children learn to read at each step and this shows up as a cumulative decline in the percentage of children reading at the same Std when compared across years. In Haryana, the proportion of children who can read in Std 5 was around 85% in 2006 while it has steadily declined to 75% in 2011. The increase in Punjab and the decline in Haryana are both obvious and statistically significant.

Chart 4. Odisha and Jharkhand: Percent children in government schools able to read at least a Std 1 text in respective Std and year.



⁵ I have used only reading at Std 1 text level as a measure. It could look different if we used another measure, say ability to solve division sums.

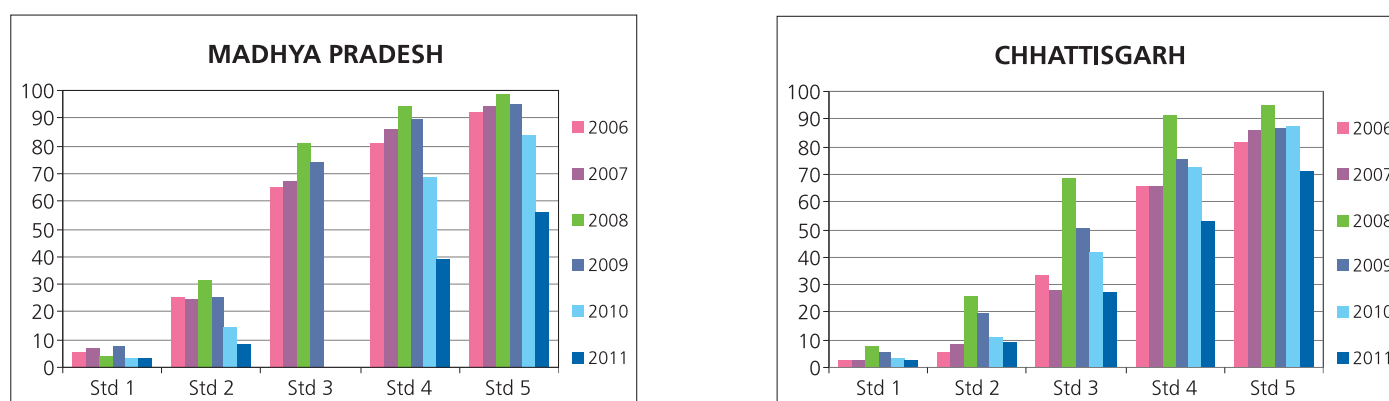
The estimated decline in learning levels at Std 3 in UP, W. Bengal, Rajasthan, and Bihar was already shown in a table above. The decline in Odisha and Jharkhand is sharper at all grade levels especially after 2008. Particularly noteworthy is the sharp decline at every Std in 2011. It may be noted that average attendance of children in these states is observed to be around 90%, and teacher attendance is also higher than the average among Northern and Eastern states. However, the main common factor is that multigrade classrooms have gone up by 7 to 10 percentage points. We are not aware of what else may have changed in the system. The sharp decline in 2011 is common with other Northern states and might be due to the additional Census factor laid over already poorly functioning systems.

It should be reiterated that private schools systems in the North do not show a similar decline in these basic learning levels.

These examples provide sufficient evidence that ASER can capture positive changes, negative changes, and note status quo in school systems over years.

This brings us to a major negative change in two states of Madhya Pradesh and Chhattisgarh. In Madhya Pradesh, according to ASER 2005 36% government school children in Std 3 could read at least a Std 1 text. By 2006 this had jumped to 65%. There was a further jump in 2008 to 81% after stability for one year. However, in subsequent years the Std 3 classes had lesser and lesser proportion of children who could read. The conversion to readers after Std 3 also slowed down. As a result we see that by 2011 the proportion of basic readers has fallen way below what it was in Std 3 and Std 5 in 2005-2006.

Chart 5. MP and Chhattisgarh: Percent children in government school able to read at least a Std 1 text in respective Std and year.



In neighbouring Chhattisgarh, the decline is observed after academic year 2008. The Chhattisgarh decline looks relatively smaller than in MP today. However, it is comparable to what MP had seen in 2010. In other words, it is more than likely that unless corrective action is taken, the Chhattisgarh chart of the next ASER in 2012 will look like the MP chart of 2011.

How are the two states doing on other parameters observed by ASER?

Table 3. MP and Chhattisgarh: School indicators, 2007 and 2011

Data for primary schools (1-5) %	Madhya Pradesh		Chhattisgarh	
	2007	2011	2007	2011
Children's attendance	67.0	54.5	72.0	73.1
Teachers' attendance	91.3	87.7	92.7	84.6
Multigrade classrooms	61.8	70.8	48.1	62.5
Water provision and functioning	78.5	69.1	77.6	73.4
Private school enrollment	13.0	19.0	9.0	12.5

It appears that there is a general decline. The increase in multigrade classrooms combined with increased teacher absenteeism and lower attendance of children (not in Chhattisgarh) from already low levels could cause a decline in reading levels like in other states. There is no documentation available for any other negative factors creeping into the MP and Chhattisgarh systems that could lead to additional negative effects.

The drops in learning levels are very high compared to other states because the baseline of learning levels in 2007-2008 for these two states was very high. How can such huge drops in the learning levels be explained? The answer may lie in why the learning levels might have gone up in the first place.

We have seen above that in Punjab and Tamil Nadu, although to varying extents, the proportion of children able to read has gone up steadily. In Punjab, the government took up a specific program to improve basic reading and numeracy for three years. The whole system was oriented towards achievement of goals that would be measured. The campaign had intended consequences as the State Project Director of SSA provided from-the-front leadership. The learning levels were quite high to begin with and they went up in small jumps over the years. In Tamil Nadu, the SSA provided similar leadership for about 4 years to establish the ABL methodology. The explicit and primary goal of ABL is not improvement of reading, which may be an outcome of an overall change in pedagogy that allows children to learn at their own pace rather than being encouraged to achieve reading skills as a priority. Hence, a slower pace of change may be expected. It is important to note that gains in reading levels due to both are captured by ASER over the years.

In Madhya Pradesh in 2005-06, and then again in 2007-08, the SSA took up very strong focused campaigns to improve reading and basic literacy with the involvement of teachers and village volunteers. In both years the respective State Project Directors provided leadership. Goals were set, officers and teachers were involved to achieve specific learning goals. In Chhattisgarh, there was a similar campaign for just one year, 2007-08. Once again, an energetic State Project Director of SSA led from the front, the school system was geared towards achieving set goals of basic reading and numeracy and there was a massive mobilization of volunteers in practically each village. In MP too, there was a massive volunteer campaign with volunteers working with children in each village.

The impact that a systemic momentum can have is easy to believe. What is missed is the impact that volunteers can have on such a large scale when working with the system.

Some individuals question our integrity and say that ASER cooks up figures to show Pratham's work in good light. There are others more kind in questioning our integrity. In our defence we can point out that similar campaigns taken up in UP or in Assam failed to show improvement although the government was involved and there were volunteers mobilized. In Uttarakhand, learning levels hardly moved. In Maharashtra and Gujarat the respective governments took certain steps without Pratham involvement and reading levels went up. It is our experience that when the government leadership took up something energetically and when volunteers also participated, learning levels showed improvements. With the momentum of the school system missing or weak, learning levels did not show improvement. In other words in the period 2007-2009, any large scale volunteer-based campaign without the government's involvement yielded no noticeable improvement. This is noted in various Pratham reports.

Fortunately, the world renowned MIT-based research group J-PAL has conducted rigorous randomized evaluations of Pratham's work with volunteers.⁶ These large scale studies conducted in varied places such as Mumbai, Baroda, Jaunpur (UP) and West Champaran (Bihar) all point to the impact volunteers have on learning levels of children at the very basic level that ASER measures. There is also a large scale study involving school teachers in Bettiah in West Champaran in summer camps, where children were grouped according to their learning levels rather than by grade or age and taught basic reading and literacy with focus. This study showed that not only did children who attended camps make progress, but they retained their advantage over other children for at least two years.⁷

We have already seen the impact tutors have on learning levels of children in government schools although the school attendance in Bihar is recorded at about 60%. If the school system was more effective, learning levels would probably be higher (unless parents stop sending their children to tutors because schools are more effective, but this does not seem to happen in private schools and in advanced states such as Kerala).

⁶ http://www.povertyactionlab.org/search/apachesolr_search/pratham?filters=type:evaluation

⁷ See Abhijit Banerjee and Esther Duflo's recent book *Poor Economics*, published in 2011.

The volunteers who helped children in massive numbers can be thought of as tutors focusing on certain tasks of reading. With this it is entirely possible to see the kind of jumps at the basic level of learning that are noted by ASER.

The effect of the campaigns in MP and Chhattisgarh is reflected in the measurement of their intended outcomes. The effect of campaigns of the previous year(s) is seen in ASER measurements which happen in October-November of the following academic year. The 2006 measurement in MP is a reflection of the campaign in 2005-2006 academic year and the 2008 measurement in Chhattisgarh is a reflection of the campaign of 2007-2008. The low learning levels jumped tremendously with the boost that came from the energetic campaigns. After 2008/2009, the campaigns were simply switched off by the new State Project Directors in the two states. The momentum was completely lost. Now, we see that not only are the focused learning improvement efforts off but other parameters are also going downhill.

The impact of school summer vacations on children's loss of learning has been studied in the United States and is said to impact socioeconomically disadvantaged children much more. Similar studies related to regular disruptions and vacations are badly needed in India. What happens if school and classroom functioning deteriorates? Is it possible that the fragile reading and numeracy skills acquired by a disadvantaged child in Std 2-3 will be forgotten or become rusty enough to once again classify the child as a non-reader? Our data suggests that this is what is happening in several states and needs to be studied further in depth.

In short, the rise in learning levels is a combination of an energised school system which would enhance its effectiveness as compared to other neighbouring states and the volunteer/tutor effect would be added on to this. Once these effects are switched off, and other parameters also deteriorate, the consequences can be dramatically observed in falling of learning levels as seen above.

VI

In summary

The ASER data over the years are self consistent and have thrown up trends in enrollment and changes in learning levels that require more research to be done but even as they are, they deserve close attention.

There are two clear trends observable around the country.

One is that private school enrollment is increasing in most states and where there are few private schools, private tutoring is a surrogate for private schooling that seems to have an equalizing impact to some extent in several backward states in the East. Should tutoring be seen as a harmful nuisance or a necessary support system in a society that is semi-literate with low skills and knowledge all around? At a time when the government has put in place an act for free and compulsory education with planned increase in spending on government schools and curbs on private schools, there is a need to understand why and how the private sector is expanding now that it caters to nearly half the rural children in several states, and a possibly larger share of urban children in many large states.

The second is that while there are differences in the effectiveness of systems in different states in teaching children at different stages of schooling, the general level of effectiveness is scattered in a narrow band around a poor mean. Fortunately, everyone agrees with this! Trends over the last five-six years indicate that learning levels are gradually dropping in most large Northern and Eastern states while they are steady or improving slowly in the Southern and Western states. Private school effectiveness varies from state to state but ASER cannot detect a decline in private school effectiveness at the level of its measurement. These observations of learning level changes in government schools are correlated to other school observations that might affect the teaching-learning process. In addition, the special efforts undertaken by different state systems or the absence or reversal of these have to be taken into account to understand why the outcome measurements show changes. If this is done, a more practical strategy to improve learning levels in the more backward states can be evolved.

Not far from the village primary school, there was a group of women. I started chatting with them. "How is the education in this school?" I asked. "I send my children to school" said one lady. "I even send my son and daughter to tuition and buy them books." Several women joined the conversation. "How do you know if your child is learning well?" I wanted to know. "How can we tell?" they said. "We are not literate. But we send our children to school and we send them to tuition also. So they must be learning."

It was a mild November day in Rohtas district in south-western Bihar. Rohtas is known as the rice bowl of the state. Canals criss-cross the district. The rice fields were green and stretched in all directions. Our village was in the Dehri block. It was afternoon. School was over. Children had come home, left their books and bags and were playing outside. Women sat in the sun cleaning rice and talking to each other. It felt good to sit in the afternoon sunshine. It was a good time for conversations.

I had been asking children to come and read. What I had were several sets of reading tasks - letters, words, simple paragraphs and a short 8-10 line story - all in big black font, printed on white paper. Children were curious. I had been sitting on the edge of the women's group. Children crowded around me, some looking over my shoulder, some from the side. All of the texts contained basic, simple and familiar words that are easy to spell, everyday words, sentences and contexts that children could relate to. Nothing more than what is in the Std II textbook. Everyone tried to read. Many could read the letters and some could read the words, only a few managed to read the paragraph and the story.

The women watched their children's attempts. There was a woman in a blue sari. Her daughter was in Std 4 and could not read. "Do you know if your child can read this?" I asked the blue sari mother. "How am I supposed to know?" she argued back. "I myself cannot read." "Which of these are the hardest to read, do you think?" I continued, pointing to the letters, words and sentences. "I don't know. I am illiterate," she answered, somewhat irritated. "Look at the paper, look at these things, what seems easy and what seems difficult?" Now my blue sari mother became adamant. "Why are you forcing me? I told you I cannot read." On the sidelines, her eight year old daughter was enjoying the interaction. Perhaps she was enjoying it because the tables were turned. She began to persuade her mother to focus on the paper. With some hesitation on her side and much encouragement from her daughter, the lady adjusted her pallu on her head and leaned over. "This one must be easy", she said, pointing to the letters, "because many children could do it. That one (pointing to the story) is not easy because even bigger children could not do it."

"Okay", I persisted. "Do you know when your child has a fever?" "Of course!!!" She looked at me in surprise; all mothers know when their child is sick. "What do you do when your child has a fever?" I asked her. The blue sari mother replied instantly. "That's simple. I feel her forehead. If it is hot then I know she has a fever. I do some simple things at home. If in two or three days the fever does not go down, I take her to the doctor. I can even take her to a private doctor. I ask the doctor for some medicine. After another few days if the fever does not go down then I will take her back to the same doctor and fight with him....." "So you have an MBBS degree" I said. "What is that?" she asked suspiciously. "That is a medical degree" I replied. "Oh no no" she laughed. "Remember I told you that I am illiterate!"

"I am very puzzled," I continued. "Why is that even though you are illiterate you know exactly what you need to do when a child has fever but when it comes to her schooling you don't do anything when she cannot read?" Now the blue sari mother was ready with her answer. "That is very simple" she explained. "We go to the doctor only sometimes when there is problem. He cannot come to my house to cook and feed and take care of my children. I have to do it. But the teacher is with my child every day. My job is to send my child to school and teacher-ji's job is to teach my child. I am doing my job and so she should do her job".

India's Parliament passed the Right to Education Act in 2009, thereby guaranteeing quality free and compulsory education to all children in the age group six to fourteen across the country. While most of the provisions of the Act are concerned with ensuring adequate inputs to schools, there are four key elements that have the potential to fundamentally transform the landscape of elementary education in India.

¹ Rukmini Banerji is Director, ASER Centre

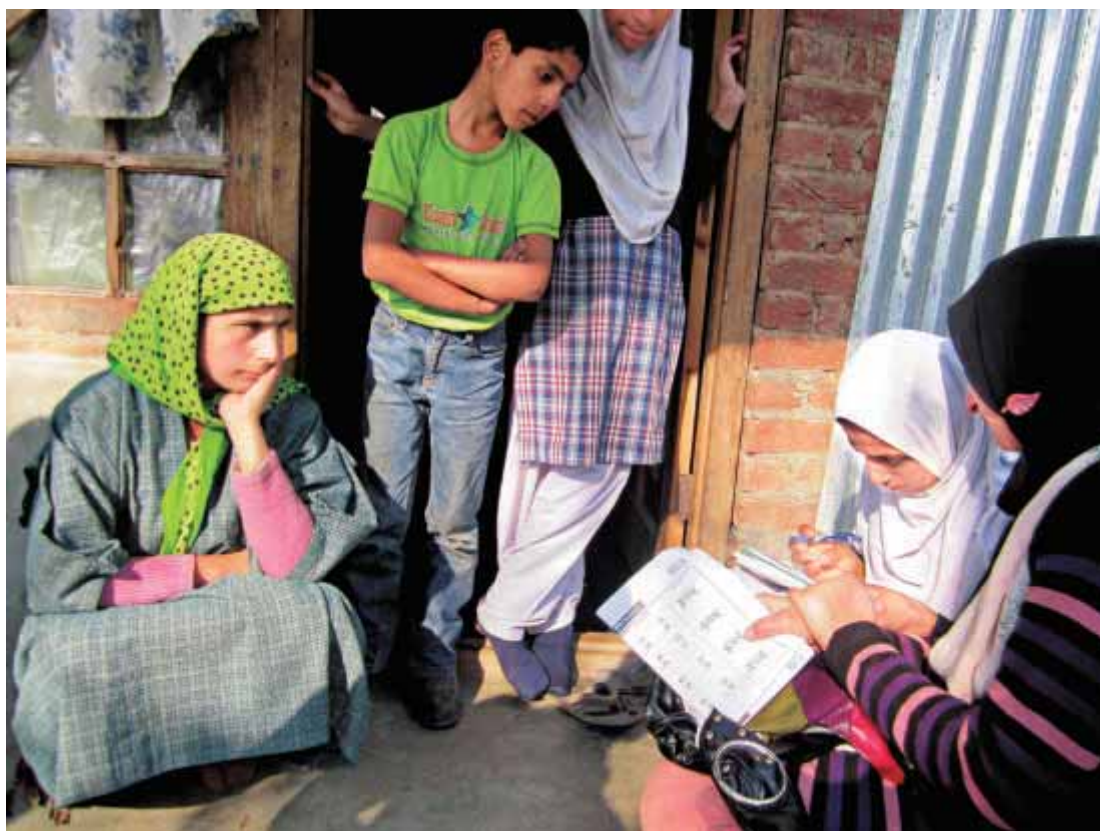
First, in spirit the goal of the RTE Act is to ensure that every child (whether currently out of school or presently enrolled in school) has the opportunity to reach grade level competencies/educational levels appropriate to his or her age all the way up to age fourteen.

Second, continuous, comprehensive evaluation of children's progress through the elementary years means that teachers need to understand where the children are today, and plan for where to take them next based on that understanding.

Third, efforts have to be made to explain children's progress to parents.

Fourth, every school has to develop a School Development Plan with the help of the local School Management Committee. By design, many members of these committees will be parents.

Today, almost all of India's children are enrolled in school. The journey to ensure schooling for all has needed efforts from both sides - governments and communities. The credit goes to governments who provided schooling and to parents who send their children to school. The next journey must be that of ensuring learning for all. Taking parents along on this journey is critical, urgent and long overdue. ASER 2011 shows that 46% of mothers of children who are in school today have not been to school themselves. At a rough estimate, there are probably 100 million mothers who are like our blue sari mother in Rohtas. New methods and mechanisms need to be innovated on scale to allow mothers to meaningfully participate in discussions and actions related to how children's learning can be improved. Simple tools like those used in ASER are a good starting point. Without real participation of parents, especially mothers, the key objectives of RTE cannot be effectively translated from policy into practice.





About the survey

From 2005 to 2011: Evolution of ASER

ASER 2005

Age group 6 – 14

Children were asked

- Enrollment status
- Type of school

Children also did:

- Reading tasks
- Arithmetic tasks

School visits

Sampling :

Randomly selected
20 ASER 2005 villages

ASER 2006

Age group 3 – 16

Children were asked

- Enrollment status
- Type of school

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks
- Comprehension tasks
- Writing tasks

Mother's education
Mothers were also asked to read a simple text

Sampling :

Randomly selected
20 ASER 2005 villages
10 new ASER 2006 villages

ASER 2007

Age group 3 – 16

Children were asked

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks
- Comprehension tasks
- Problem solving tasks
- English tasks

Mother's education
School visits

Sampling :

Randomly selected
10 ASER 2005 villages
10 ASER 2006 villages
10 new ASER 2007 villages

ASER 2008

Age group 3-16

Children were asked

- Enrollment status
- Type of school

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks
- Telling time
- Currency tasks

Mother's education

Household characteristics
Village information

Sampling :

Randomly selected
10 ASER 2006 villages
10 ASER 2007 villages
10 new ASER 2008 villages

ASER 2009

Age group 3-16

Children were asked

- Enrollment status
- Type of school
- Tuition status
- Pre-school status (Age 5-16)

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks
- English tasks

Mother's education
Father's education
Mothers were also asked to read a simple text

Household characteristics
Village information
School visits

Sampling :

Randomly selected
10 ASER 2007 villages
10 ASER 2008 villages
10 new ASER 2009 villages

ASER 2010

Age group 3-16

Children were asked

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks
- Everyday math tasks

Mother's education
Father's education
Mothers were also asked to dial a mobile number

Household characteristics
Village information
School visits

Sampling :

Randomly selected
10 ASER 2008 villages
10 ASER 2009 villages
10 new ASER 2010 villages

ASER 2011

Age group 3-16

Children were asked

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

Mother's education
Father's education

Household characteristics
Village information
School visits

Sampling :

Randomly selected
10 ASER 2009 villages
10 ASER 2010 villages
10 new ASER 2011 villages

ASER 2011 : Reading tasks



All children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters : Set of commonly used letters.
- Words: Common familiar words with 2 letters and 1 or 2 matras.
- Level 1 (Std 1) text: Set of 4 simple linked sentences, each having no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the state.
- Level 2 (Std 2) 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 2 textbook of the state.

ASER 2011

Reading Test (1)

Story

A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there were many more trees. The big tree was happy.

Para

This is a big monkey. He lives on a tree. He likes to jump. He also likes bananas.

Letter

m	t	z
f	k	
o	a	r
v	p	

Word

both	step
cup	
out	rope
dog	hat
key	
wish	doll

Sample 1

Sample: English basic reading test

Similar tests developed in all languages

Child can choose the language in which she wants to read.

In developing these tools in each state language, care is taken to ENSURE

- Comparability with the previous years' tools with respect to word count, sentence count, type of word and conjoint letters in words
- Compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the state
- Familiarity with words and context through extensive field piloting

How to test reading?

PARAGRAPH

**START
HERE:**

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

The child is **not at 'Paragraph Level'** if she:

- Reads the text like a string of words, rather than a sentence.
 - Reads the text haltingly and stops very often.
- OR
- Reads the text fluently but with **more than 3 mistakes**.

The child can read a paragraph, if she:

- Reads the text like she is reading a sentence, rather than a string of words.
- Reads the text fluently and with ease, even if she is reading slowly.
- Reads the text with **not more than 3 mistakes**.

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

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

WORDS

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

Let the child choose the words herself. If she does not choose, then point out words to her.

The child can read words, if she:

- Reads at least **4 out of the 5** words with ease.

If the child is at 'Word Level', then ask her to try to read the paragraph again and then follow the instructions for paragraph level testing.

If she can correctly and comfortably read 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.

STORY

Ask the child to read the story.

The child is at 'Story Level' if she:

- Reads the text like she is reading a sentence, rather than a string of words.
- Reads the text fluently and with ease. The child may read slowly.
- Reads the text with **not more than 3 mistakes**.

If the child is at 'Story Level' 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 read any 5 letters from the letters list.

Let the child choose the letters herself. If she does not choose, then point out letters to her.

The child can read letters, if she:

- Correctly recognizes at least **4 out of 5** letters with ease.

If the child can read letters, then ask her to try reading the words again and then follow the instructions for word level testing.

*If she can read **4 out of 5** letters but cannot comfortably read words, then mark the child at 'Letter Level'.*

If the child is not at letter level (cannot recognize 4 out of 5 letters chosen), then mark the child at 'Nothing Level'.

IN THE SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

ASER 2011 : Arithmetic tasks



All children were assessed using a simple arithmetic tool. The arithmetic test has 4 categories:

- Number recognition 1 to 9: randomly chosen numbers between 1 to 9
- Number recognition 11 to 99: randomly chosen numbers between 11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.

MATH TEST / गणित SAMPLE (2)				ASER 2011			
Number recognition 1-9		Number recognition 11-99		Subtraction		Division	
2	7	76	58	$\begin{array}{r} 73 \\ - 56 \\ \hline \end{array}$	$\begin{array}{r} 83 \\ - 34 \\ \hline \end{array}$	$4 \overline{) 653}$	
3	5	69	99	$\begin{array}{r} 46 \\ - 29 \\ \hline \end{array}$	$\begin{array}{r} 54 \\ - 35 \\ \hline \end{array}$	$8 \overline{) 859}$	
9	8	34	61	$\begin{array}{r} 33 \\ - 15 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ - 17 \\ \hline \end{array}$	$6 \overline{) 862}$	
4	1	46	84	$\begin{array}{r} 56 \\ - 18 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ - 29 \\ \hline \end{array}$	$7 \overline{) 498}$	
Ask 5, of which 4 must be correct.		Ask 5, of which 4 must be correct.		Ask any 2. Both must be correct.		Ask any 1, which must be correct.	

Sample:
Arithmetic
test

Similar
tests
developed
in all
languages

How to test arithmetic?

SUBTRACTION: 2 DIGIT WITH BORROWING

START HERE:

Show the child the subtraction problems. She can choose a problem, if not you can point.
Ask the child what the numbers are and then ask her to identify the subtraction sign.
If the child is able to identify the numbers and the sign, ask her to write and solve the problem. Observe to see if the answer is correct.
Even if the first subtraction problem is answered wrong, still ask the child to solve the second question with the same method.
If the child makes a careless mistake, then give her another chance with the same question.

*If she cannot do **both** subtraction problems correctly, then give her the number recognition (11-99) task. Even if the child can do one subtraction problem correctly, give her the number recognition (11-99) task.*

*If she does **both** the subtraction problems correctly, ask her to do a division problem.*

NUMBER RECOGNITION (11-99)

Point one by one to 5 numbers. Child can also choose.
Ask her to identify the numbers.
If she can correctly identify at least **4 out of 5** numbers then mark her as a child who can "recognize numbers from 11-99."

If she cannot recognize numbers from 11-99, then give her the number recognition (1-9) task.

DIVISION 3 digit by 1 digit

Show the child the division problems. She can choose one to try. If not, then you pick one.
Ask her to write and solve the problem.
Observe what she does. If she is able to correctly solve the problem, then mark her as a child who can do "division". Note: The quotient and the remainder both have to be correct.
If the child makes a careless mistake, then give her another chance with the same question.

If the child is unable to solve a division problem correctly, mark her as a child who can do "subtraction".

NUMBER RECOGNITION (1-9)

Point one by one to 5 numbers. Child can also choose.
Ask her to identify numbers.
If she can correctly identify at least **4 out of 5** numbers then mark her as a child who can "recognize numbers from 1-9."
If not, mark her as a child who "cannot recognize numbers" or "nothing".

IN THE SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

What to do in a school?

GENERAL INSTRUCTIONS

- Visit any **government school** in the village with classes from Std 1 to 7/8. If there is no school in the village which has classes from 1 to 7/8, then visit the government school with the highest enrollment in Std 1 to 4/5. If the village does not have a government school with primary classes, do not visit any school.
- In the top box of the School Observation Sheet, put a tick according to the school type.
- Note the **time of entry, date and day of visit to** the school.
- Meet the Head Master(HM). If the HM is absent, then meet the senior most teacher of the school. Explain the purpose and history of ASER and give the 'Letter to the HM'. Be very polite. Assure the HM and teachers that the **name of the school will not be shared with anybody**.
- **Ask** the HM for the enrollment registers or any official document on the enrollment in that school.

Section 1: Children's Enrollment & Attendance

- **Ask** to see the registers of all the standards and fill in the **enrollment**. If a standard/class has many sections, then take total enrollment.
- Then **move around** to the classes/areas where children are seated and take down 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 normally found seated in mixed groups**. In such a case, ask children from each standard to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class – wise. Please 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 headcount of the individual sections, add them up and then write down the total attendance.

Section 2: Note the official language used as the medium of instruction

Section 3: Teachers

- **Ask** the HM and note down the **number of teachers appointed**. The number of regular government teachers does not include the Head Master. Acting HM will be counted as a regular teacher. HM on deputation will be counted under the regular HM category.
- If the school has para-teachers, mark them separately. In many states para-teachers are called by different names such as Shiksha Mitra, education volunteer etc.
- **Observe** and count how many HMs/teachers are present and note the information.

Section 4: Classroom Observations- ONLY FOR STD 2 and STD 4

- This section is for **Std. 2** and **Std. 4** only. If there is more than one section for a class, then randomly choose any one to observe. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups.
- **Observe** the **seating arrangement** of children. See whether children of each class are sitting alone or with children of other classes.
- **Observe** where children are **sitting** (in classroom, in the verandah or outside) and fill accordingly.
- **Observe** whether there is a **blackboard** where they are sitting and what is the condition of the blackboard (write on the blackboard) and fill accordingly.
- **Observe** if there was any other **teaching material** available like charts on the wall, board games etc. where they are sitting. (Material painted on the walls of the classroom **does not** count as teaching material.)

Section 5: Mid Day Meal (MDM)

- **Ask** the HM/any other teacher whether the **MDM** was served in the school on the day of the visit today.

- **Observe** if there is a **kitchen/shed** for cooking the MDM.
- **Observe** whether the **MDM** was **served** in the school on the day of the visit. (Look for the evidence of the MDM in the school like dirty utensils or meal bought from outside). Mark accordingly.

Section 6: Facilities in the school

- **Count** the total number of **pucca rooms** in the school excluding toilets and kitchen shed. Then **count** the number of rooms being used for **teaching purposes**.
- **Observe** if there is an **office/store/office cum store**. Mark yes if you observe **any one of these**.
- **Observe** if there is a **play ground** (Definition of Playground: it should be within the school premises with a level playing field and/or school playing equipment eg: slide, swings etc).
- **Observe** if there are **library books** in the school (Even if kept in a cupboard).
- **Observe** if **library books** are being **used by children**.
Observe if there is a **hand pump/tap** which can be used for drinking water and if so, whether you could drink the water. If not, check whether any other drinking water facility is available.
- **Observe** if the school has a complete **boundary wall** or complete fencing.
- **Observe** if there are **computers** in the school to be used by children and if yes, then did you see children using computers.

Section 7: School Grant Information (SSA)

Assure the HM and others that the name of the school will not be shared with anybody. Ask the person answering this section about the grants very politely. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section.

- For this section, note down information separately for **financial year 2010-11 (1st Apr 2010 – 31st March 2011) and financial year 2011-12 (1st Apr 2011 – until the date of the survey)**.
- The **HM** should be asked this section (In the absence of the Head Master, ask the senior most teacher present). Tick the type of school/standard and the designation of the person being asked (Head Master/ Regular teacher/ Para teacher).
- In case of school with Std. 1-7/8 with 2 separate HMs, and **with separate SSA bank accounts**, please take the grants information for the primary section (Std. 1-4/5) only.

Section 8: SSA Annual Grants

This section is divided into two parts – **one for financial year 2010-11 (1st Apr 2010 – 31st Mar 2011) and one for financial year 2011-12 (1st Apr 2011 – until the date of the survey)**.

For each time period, ask if the school got four grants viz. **School Maintenance Grant (SMG), School grant or School Development Grant (SDG), Teachers Grant/ Teacher Learning Material (TLM) and new classroom grant**.

If yes, then put a tick under **'Yes'** column

Otherwise:

- If the HM/ the respondent says that he/she has not received the grant or says that he/she is going to receive the grant in the future, then mark under **'No'** column.
- If the HM/ respondent has no knowledge of whether or not the school has received the grant, then mark under **'Don't know'** column.

If school has received the grant, then ask whether the entire amount was spent or not. Keep the following points in mind while marking this question:

- **Did you spend the full amount:** Mark 'Yes' only if the **full** amount was spent. Mark 'No' if nothing has been spent or any amount less than full has been spent. Mark 'Don't know', if the HM is not aware of whether the money has been spent or not.

Please Note: If there is a school with standards 1-7/8, and there are 2 HM's and 2 SSA bank accounts for section 1-4/5 and 5/6 -7/8, then note the grant information only for the primary section (Standard 1-4/5).

Section 9: Activities carried out in the school (Since April 2010)

This section has two parts. **First we want to know whether the listed activities have taken place. Second we want to know which grant was used to undertake the activity.**

Ask if the school has done white wash /plastering, painting blackboard/ display board, building repairs (roof, floor, wall) etc, since April 2010. Then tick the appropriate box and then mark the grant under which this activity was undertaken.

Note: There can be 3 different answers to this question. First option is SDG and/or SMG. If either SDG or SMG was used, then please tick 'SDG/SMG or both'. If TLM was used, then please tick 'TLM'. If its neither of these 3 grants but some other grant/source, then please tick on 'Any other grant' and if the respondent says that the activity has happened but he doesn't remember the grant, then please tick on 'Don't know'.

Section 10: Meeting with officials

Take information for this section **only from the HM**. If the HM is not available, then skip this section.

How often does the HM meet the officials at the Block, Cluster and District level: Mark accordingly.

- If the HM says once in 14-15 days or twice a month or fortnightly, please mark '2 times a month'.
- If the HM says once in 29-30 days or once in a month, please mark under 'monthly'.
- If the HM says once in 2-3 months or 4 times a year or quarterly, please mark 'Once in 2-3 months'.
- If the HM says twice a year, or once in 6 months, please mark 'Once in 6 months'.
- If the HM does not meet the particular official at all, please mark 'Never'.

Section 11: Toilet facility in the school

- **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/ any child if you cannot tell who the toilets are for.
- For each type of toilet facility that you find in the school, note whether it is **locked or not**. If it was not locked, note whether it was usable or not.
- If 2 common toilets or other type of toilets are there in the school then take information about the toilet which is in a **better condition**.

IMPORTANT:

After filling out the School Observation sheet, get the HM's name and contact number. Write this information in the relevant box given on the top right of pg 2 in the format. This is essential for recheck purposes.

School and home language information in ASER 2011

The Right to Education Act recommends that the child's "medium of instruction shall, as far as practicable, be in the child's mother tongue" (Chapter V, Section 29, Clause 2 (f)). Several studies have indicated that children whose home language is different from the school language have lower attendance and learning levels.¹

Given this background, for the first time in ASER, in 2011 we recorded the child's home language. This enables us to see how many children have a home language background that is different from the medium of instruction in school.

Given the multiplicity of Indian languages and dialects, finalising a list of languages that could be used for the survey was a mammoth task in itself. As a starting point, we took into consideration the list of 22 scheduled languages mentioned in Census 2001.² We also consulted experts at the Central Institute of Indian Languages, Mysore. Their suggestion was that in addition to the list of scheduled languages list, we could also include a list of 100 non-scheduled languages. A further list of 234 mother-tongue languages was also suggested.³ (In the Mother tongue list, Hindi is listed in 49 different ways!)

Including all three lists would have given us a list with over 350 languages. While this would have made the survey much more comprehensive, it posed quite a few problems for our volunteers and for data analysis. All these languages would have to be coded and extreme care would have to be taken in the field to fill in the codes correctly, which would have proved to be a cumbersome and complicated process in the field. Hence, given that this was our first attempt to engage with the question of language, we decided to use the list of 22 scheduled and 100 non-scheduled languages from Census 2001.

For data collection, ASER volunteers were given the following instructions:

- Ask the child or any adult in the household which language is spoken at home, by the family members. Refer to the list of languages and put in the appropriate code in the given box.
- If the family says they speak more than one language in the household, then find out which is the main language spoken at home. Accordingly, write ONLY ONE LANGUAGE CODE in the household format.
- Write down the code of the language mentioned by the respondent, regardless of what you may think the household speaks at home. If this language is not in the 'Language Code List', then write 999. For eg., if the respondent says 'Avadhi' is the language spoken at home, and 'Avadhi' is not coded in the 'Language Code List', then write 999.



¹See for example: Mohanty et al (eds) 2009), *Just Multilingual Education*, New Delhi: Orient Longman; Heugh, Kathleen et al (2007), *Study on Medium of Instruction in Primary Schools in Ethiopia*; Bhattacharjee, Wadhwa and Banerji (2011), *Inside Primary schools*, New Delhi: ASER Centre.

²http://censusindia.gov.in/Census_Data_2001/Census_Data_Online/Language/parta.htm

³http://censusindia.gov.in/Census_Data_2001/Census_Data_Online/Language/Statement1.htm?q=mother+tongue&drpQuick=&drpQuickSelect=

Sample household survey sheet - English

ASER 2011 SURVEY - HOUSEHOLD SURVEY SHEET

Full Name of family head: RAJA RAM 07

Total Number of members in the HH who eat from the same kitchen: 05

Name of Surveyors: BHARTI SAVINDRA

Date of Survey: 19/10/2011 Day of Survey: Study

Start Time: 10:45 End Time: 11:10

State: RAJASTHAN District: JAIPUR Block: CHAKSU Village: KOT KHALUDA

Serial No.	Child Information (for 3-16)			For age 3-16			For age 5-16			Father's background information			
	Mother's name	Name of Child (Children of 3-16 age group regularly living in the household)	Sex	Anganwadi/Pre-School status	Schooling Status	Out of School children (Currently not enrolled)	Tuition	Basic Learning Levels (Test all children between the ages of 5-16 only)	Bonus Tool (If out of school then for children from 10 years to 16 years)	Language in which the child was tested	Age	If never attended school (✓)	If attended school (✓)
1	PUSHPA	VARSHA	4F	✓		Drop Out	Yes	Reading	Q.1A	H	47	✓	
2	PUSHPA	LADO	7F			Drop Out	No	Math	Q.2A	H	47	✓	
3	PUSHPA	JEEVAN	11M			Drop Out	No	Reading	Q.3A	H	47	✓	
4						Drop Out	Yes	Reading	Q.4A				
5						Drop Out	No	Math	Q.5A				
6						Drop Out	Yes	Reading	Q.6A				
7						Drop Out	No	Math	Q.7A				
8						Drop Out	Yes	Reading	Q.8A				
Total													

MOTHER'S BACKGROUND INFORMATION		HOUSEHOLD INDICATORS (Tick the appropriate column)			
Sl. No.	Mother's Name	Electricity connection (use for lighting)	Household has electricity today?	TV in the house	ITV in household (paid facility)
1	PUSHPA	✓	Yes	Yes	Yes
2			No	No	No
3			No	No	No
4			No	No	No

CHILDREN LIVING OUTSIDE VILLAGE (For age 10-16)		Does anyone in the household know how to use a computer?	
Sl. No.	Child's name	Yes	No
1			✓
2			
3			
4			

Type of House		Does anyone in the household know how to use a computer?	
Sl. No.	Mother's Name	Yes	No
1	PUSHPA	✓	
2			
3			
4			

For the completion of Q1-Q4 in the bonus tool, please only total the number of 'Y' responses.

Sample village information sheet - English

VILLAGE INFORMATION SHEET			
State Name	RAJASTHAN	Block name	JALORE
District Name	JAI PUR	Village Name	BARGADN
Names of ASER Surveyors		ARJUN	
		SANGEETA	
Date of Survey	9/10/2011	Day of Survey	SUNDAY
Please tick the relevant box		Did You See/Observe yourself?(Mark these answers based on your own observation)	
BASIC SERVICES	Pucca road leading to the village?	YES <input checked="" type="checkbox"/>	NO
	Electricity connection in the village?	YES	NO <input checked="" type="checkbox"/>
	Post office in the village?	YES	NO <input checked="" type="checkbox"/>
	Phone/STD Booth?	YES <input checked="" type="checkbox"/>	NO
	Bank? (Any type)	YES	NO <input checked="" type="checkbox"/>
	Govt Ration/PDS Shop in the village?	YES <input checked="" type="checkbox"/>	NO
	Primary/Sub Health Centre?(Govt.)	YES	NO <input checked="" type="checkbox"/>
	Private Health Clinic?	YES	NO <input checked="" type="checkbox"/>
	Computer Centre (Internet Café)	YES	NO <input checked="" type="checkbox"/>
	Equipment Facility using Solar Energy	YES	NO <input checked="" type="checkbox"/>
SCHOOLS	Govt Primary School (Std. 1 to 4/5)	YES <input checked="" type="checkbox"/>	NO
	Govt Middle School(Std. 1 to 7/8)	YES	NO <input checked="" type="checkbox"/>
	Govt Secondary School(Std. 1 to 10)	YES	NO <input checked="" type="checkbox"/>
	Private School	YES	NO <input checked="" type="checkbox"/>
	Anganwadi/Pre-School	YES <input checked="" type="checkbox"/>	NO

Sample school observation sheet - English

SCHOOL OBSERVATION SHEET - ASER 2011



PAGE 1 of 2

INSTRUCTIONS: Visit any government school (Std 1 to 7/8). If there is no school in the village which has classes from 1 to 7/8, then visit the government school in the village which has the highest enrollment in Std 1 to 4/5. Do not visit a government school if it has no classes from Std 1 to 5. Meet Head Master (In absence of the HM, meet the senior most teacher of the school). Documents required: Register with enrollment details of children.

Name of school	UPK MIRZAPUR	Name of Village	MIRZAPUR	Block	HILSA	District	NALANDA	State	BIHAR
From which Std. to which Std. (Tick any one)	Std: 1 to 4/5	Date of visit	8/10/2011	Day of visit	Saturday	Arrival time	10:00	Departure time	12:30
Others		Name of Surveyors	1. SUMAN		2. ANAND				

1. CHILDREN'S ENROLLMENT & ATTENDANCE	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8
Children's enrollment (Take from register yourself) if more than 1 section write the total	35	40	38	20	22	18	15	
Children's attendance today*	28	25	30	16	12	09	07	

*Note: Take a headcount of children in the room. If more than one class is seated together, ask the children of each class to raise their hands separately and then count accordingly. If more than 1 section, do headcount in all sections and write the total.

3. TEACHERS	No. Appointed (Ask HM)	Number Present (Observe yourself)
Head Teacher	01	01
Regular Govt. Teachers (Doesn't include Head Teacher)	02	02
Para-teachers	05	04

6. FACILITIES OBSERVATION

Total number of pucca rooms in the school excluding toilets (count yourself)	05
Total number of rooms being used for teaching today (count yourself)	04
Tick relevant box	Yes No
Did you see an office/store/office-cum store?	<input checked="" type="checkbox"/> <input type="checkbox"/>
Did you see a play ground?	<input type="checkbox"/> <input checked="" type="checkbox"/>
Did you see library books in the school?	<input type="checkbox"/> <input checked="" type="checkbox"/>
If yes, did you see library books being used by children?	<input type="checkbox"/> <input checked="" type="checkbox"/>
Did you see a handpump or a tap?	<input type="checkbox"/> <input checked="" type="checkbox"/>
If there is a handpump/tap, could you use it to drink water?	<input type="checkbox"/> <input checked="" type="checkbox"/>
If there is no handpump/tap or it is not useable, did you see drinking water available?	<input type="checkbox"/> <input checked="" type="checkbox"/>
Did you see a complete boundary wall or fencing?	<input type="checkbox"/> <input checked="" type="checkbox"/>
Did you see computers in the school to be used by children?	<input type="checkbox"/> <input checked="" type="checkbox"/>
If yes, did you see children using computers?	<input type="checkbox"/> <input checked="" type="checkbox"/>

5. MID-DAY MEAL	Yes	No
Tick relevant box		
Was mid-day meal served in the school today? (Ask HM/Teacher)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is food cooked in the schools? (observe)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a kitchen/thead for cooking mid-day meal? (observe)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Did you see any evidence of the meal being served to the children today? (Look for the evidence like dirty utensils or meal brought from outside)? (observe)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4. CLASSROOM OBSERVATIONS	Std. 2		Std. 4	
	Yes	No	Yes	No
Observe (if more than 1 section, choose any 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the children of this Std. sitting with children from any other Std.?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Where were they seated (tick one)	Classroom <input checked="" type="checkbox"/> Verandah <input type="checkbox"/> Outdoors <input type="checkbox"/>			
Is there a blackboard for this class?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Could you easily write on the blackboard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SCHOOL OBSERVATION SHEET - ASER 2011

Parent Information (SSA) (Ask the Head Master, if the HM is absent then ask the next senior most teacher)

Head Master Regular Teacher Para-teacher

Does the school have 2 or more SSA passbooks?
 Yes No Don't know

Head Master Information

Name: **SHAMBHUNATH**

Phone no.: **9431742809**

8. SSA Annual School Grant <small>Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for 1-4/5 section</small>	Apr 2010 - Mar 2011			Apr 2011 to Date of Survey		
	Did you get the grant?		If yes, did you spend the full amount?	Did you get the grant?		If yes, did you spend the full amount?
	Yes	No		Yes	No	
School Maintenance Grant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	No	Don't know
School Development Grant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Grant (TLM) (for all teachers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Classroom Grant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. OFFICIALS' VISIT TO SCHOOL <small>(Ask the HM, if the HM is absent then ask the next senior most teacher)</small> In the last three months, did any			
	Cluster level official visit the school?	Block level official visit the school?	District level official visit the school?
Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. ACTIVITIES CARRIED OUT IN SCHOOL <small>Which of the following activities were undertaken since April 2010? (Tick wherever applicable)</small>	IF YES, THEN FROM WHICH GRANT?			Which of the following activities were undertaken since April 2010? (Tick wherever applicable)	IF YES, THEN FROM WHICH GRANT?		
	Yes	No	Don't know		SDG/SMG/both	TLM	Any other grant/source
	Yes	No	Don't know		SDG/SMG/both	TLM	Any other grant/source
New classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchase of furniture (cupboard etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchase of electrical fittings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair of building (roof, floor, wall etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair of doors & windows	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair of boundary wall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair of drinking water facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repair of toilet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. TOILETS (by observation only)			
Toilets	Is there a toilet?		If unlocked, was it in a usable condition?
	Yes	No	
Girl	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes
Boy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No
Common teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes

Village map





The National Picture



ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 558 OUT OF 583 DISTRICTS

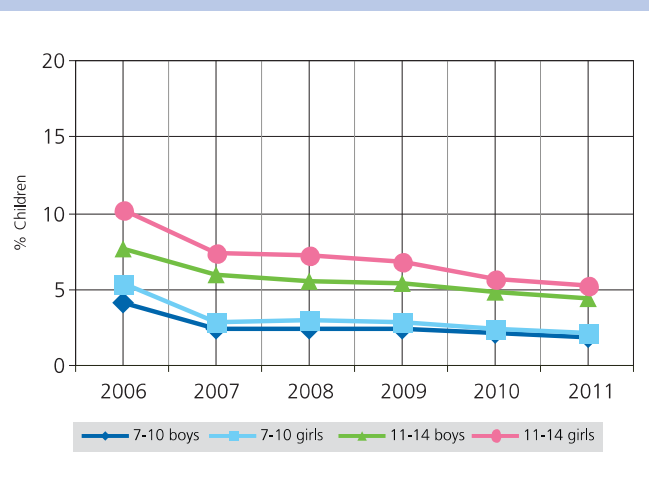
School enrollment and out of school children

Table 1: % Children in different types of schools 2011

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6-14 ALL	69.9	25.6	1.1	3.3	100
Age: 7-16 ALL	68.0	25.7	1.0	5.3	100
Age: 7-10 ALL	71.5	25.3	1.3	1.9	100
Age: 7-10 BOYS	69.3	27.8	1.2	1.8	100
Age: 7-10 GIRLS	74.1	22.5	1.4	2.1	100
Age: 11-14 ALL	68.7	25.6	0.9	4.8	100
Age: 11-14 BOYS	66.8	28.0	0.9	4.4	100
Age: 11-14 GIRLS	70.8	23.1	0.9	5.2	100
Age: 15-16 ALL	57.0	27.0	0.8	15.3	100
Age: 15-16 BOYS	56.8	27.9	0.7	14.6	100
Age: 15-16 GIRLS	57.2	25.9	0.8	16.1	100

Note: 'OTHER' includes children going to madarssa and EGS.
 'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2011



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 10.3% in 2006 to 7.3% in 2007 to 7.2% in 2008 to 6.8% in 2009 to 5.7% in 2010 to 5.2% in 2011

Chart 2: Trends over time
 % Children enrolled in private school by class 2007, 2009 & 2011

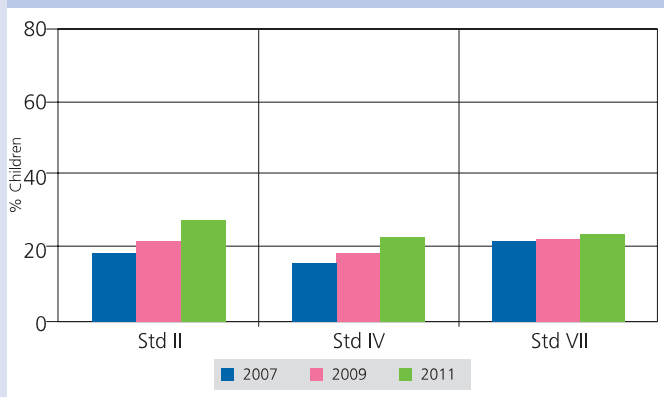


Table 2: Sample description
 % Children in each class by age 2011

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	26.5	43.0	17.5	7.5	5.5								100
II	4.1	14.6	38.8	28.0	6.3	5.0	3.3						100
III	4.1	12.0	41.8	23.6	11.3	2.7	4.5						100
IV	4.3	13.8	34.7	30.9	7.1	5.8	3.4						100
V	5.5	8.3	42.9	24.0	12.1	3.5	3.8						100
VI	3.7	12.5	35.0	33.3	8.8	6.8						100	
VII	4.9	9.5	42.5	27.2	10.3	5.6						100	
VIII	4.5	13.8	39.1	28.7	9.9	4.1						100	

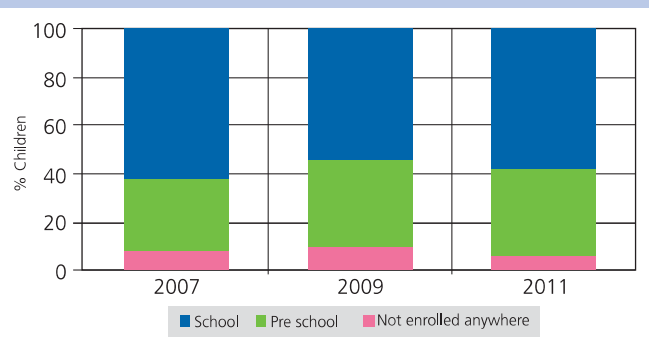
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 41.8% children are 8 years old but there are also 12.0% who are 7, 23.6% who are 9, 11.3% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 5-6 who are enrolled in different types of pre-school & school 2011

	In balwadi or anganwadi	In LKG/UKG	In School			Not enrolled anywhere	Total
			Govt	Pvt	Other		
Age 5	25.9	10.3	36.8	19.8	1.3	6.0	100
Age 6	5.9	5.0	60.3	24.3	1.5	3.0	100

Chart 3: Trends over time
 Five year olds in pre-school & school 2007, 2009 & 2011



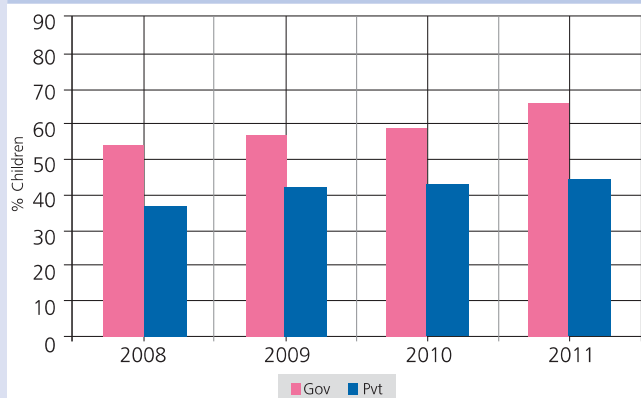
Reading

Table 4: % Children by class and READING level All schools 2011

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	38.4	39.4	15.3	3.9	3.0	100
II	16.6	34.6	28.3	11.8	8.7	100
III	8.5	22.9	28.4	21.5	18.8	100
IV	4.7	14.4	21.2	25.7	34.2	100
V	3.5	9.7	14.6	24.1	48.2	100
VI	1.7	5.8	9.3	20.5	62.8	100
VII	1.2	4.0	6.3	16.2	72.4	100
VIII	1.0	2.6	4.3	12.7	79.4	100
Total	10.4	17.8	16.6	16.9	38.3	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 8.5% children cannot even read letters, 22.9% can read letters but not more, 28.4% can read words but not Std 1 text or higher, 21.5% can read Std 1 text but not Std 2 level text, and 18.8% can read Std 2 level text. In sum, for each class, the total of all these exclusive categories is 100%.

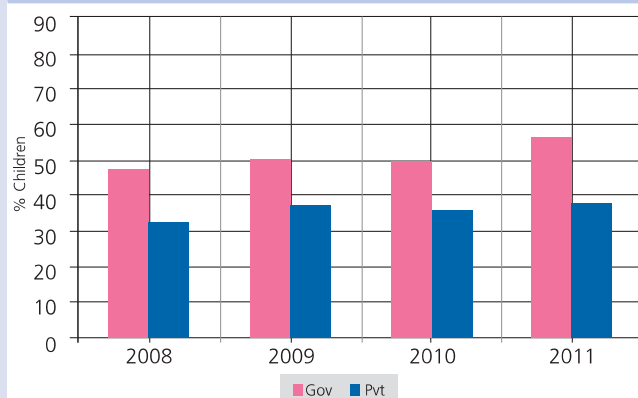
Chart 4: Trends over time % Children in Std III who CANNOT READ Std I LEVEL TEXT By school type 2008-2011



Reading Tool



Chart 5: Trends over time % Children in Std V who CANNOT READ Std II LEVEL TEXT By school type 2008-2011



Home language and school language

Table 5: School language and home language*

% Children whose :	%
Home language is the same as school language	74.7
Home language is different from school language	25.4
Total	100.0

Note : In ASER 2011 for every state, reading tools were provided in the main medium of instruction in government schools. Children and their families were also asked about the language they speak at home. For home languages, a list of 122 languages was provided to all survey teams. This list includes 22 Scheduled languages and 100 Non-Scheduled languages. The data in this table is for children for whom we have information for both school language and home language.

* This table does not include data for Jammu and Kashmir, Manipur, Assam, Nagaland, Tripura, Meghalaya, Mizoram & Arunachal Pradesh. Please consult the respective state pages for the language tables.



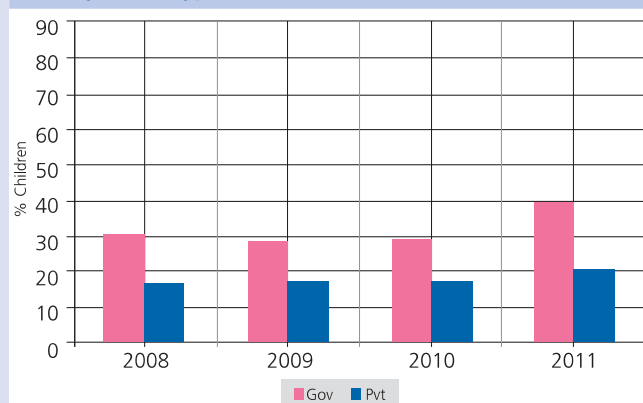
Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2011

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	36.5	42.2	16.9	3.2	1.2	100
II	15.0	38.5	32.8	11.0	2.7	100
III	7.5	26.9	35.7	23.2	6.7	100
IV	3.8	17.2	30.6	32.3	16.1	100
V	2.9	12.0	24.1	33.5	27.6	100
VI	1.6	7.4	18.8	32.8	39.4	100
VII	1.3	5.0	15.4	30.0	48.3	100
VIII	1.1	3.4	12.5	26.3	56.8	100
Total	9.5	20.3	23.8	23.4	22.9	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std III, 7.5% children cannot even recognize numbers 1-9, 26.9% can recognize numbers up to 9 but not more, 35.7% can recognize numbers to 99 but cannot do subtraction, 23.2% can do subtraction but not division, and 6.7% can do division. In sum, for each class, the total of all these exclusive categories is 100%.

Chart 6: Trends over time
% Children in Std III who CANNOT RECOGNISE NUMBERS upto 100. By school type 2008-2011

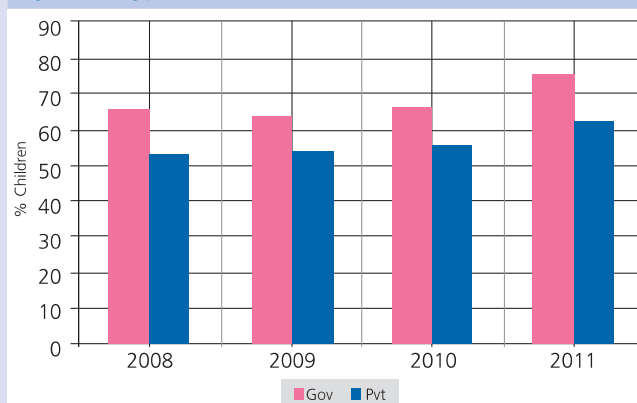


Math Tool

MATH TEST / गणित नमूना (2)

1-9	11-99	1000	भागा
2 7	76 58	73 83 = 56 = 34	4) 653
3 5	69 99	46 54 = 29 = 35	8) 859
9 8	34 61	33 24 = 15 = 17	6) 862
4 1	46 84	56 48 = 18 = 29	7) 498
	25 68		

Chart 7: Trends over time
% Children in Std V who CANNOT DO DIVISION By school type 2008-2011



Tuition

Table 7: Class-wise % children attending PAID TUITION CLASSES By school type 2007, 2009, 2010 and 2011

Year	School	I	II	III	IV	V	VI	VII	VIII	Total
2007	Govt	12.0	15.7	19.1	21.3	23.3	23.5	24.3	26.1	20.0
	Pvt	19.5	23.0	25.0	25.9	26.2	24.1	25.0	24.8	23.9
2009	Govt	17.1	20.3	22.3	23.4	25.4	27.6	28.1	30.7	23.9
	Pvt	23.3	26.5	28.6	29.8	28.2	26.1	26.4	27.4	26.9
2010	Govt	15.0	18.2	20.7	22.2	25.2	26.0	26.6	29.0	22.5
	Pvt	18.1	20.9	23.4	25.3	23.7	24.0	23.9	22.4	22.5
2011	Govt	15.8	19.5	21.2	24.0	25.4	25.8	27.7	28.4	23.3
	Pvt	18.9	21.1	23.2	23.3	23.1	21.6	22.2	22.4	21.8

Note: In 2007, 2009, 2010 and 2011 the ASER survey recorded information about tuition. In all 4 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



Performance of states

Table 8: School enrollment and learning levels 2011

State	Out of school	Private school	Std I-II : Learning levels		Std III-V : Learning levels	
	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE numbers (1-9) or more	% Children (Std III-V) who CAN READ Level 1 (Std 1) text or more	% Children (Std III-V) who CAN DO SUBTRACTION or more
Andhra Pradesh	2.8	34.7	87.3	89.7	70.9	64.5
Arunachal Pradesh	3.8	17.0	87.9	89.8	65.4	65.2
Assam	4.2	14.5	73.0	75.5	50.3	35.7
Bihar	3.0	5.5	59.7	62.5	52.1	48.4
Chhattisgarh	2.4	11.0	75.8	75.0	52.5	39.9
Daman & Diu	0.0	22.3	88.4	86.2	59.4	41.9
Gujarat	2.7	10.8	79.7	79.0	63.4	43.4
Haryana	1.4	43.4	81.3	83.8	69.8	64.5
Himachal Pradesh	0.6	26.6	92.3	95.4	82.1	75.5
Jammu & Kashmir	2.5	37.7	89.9	91.5	56.7	50.9
Jharkhand	4.7	12.8	63.5	64.0	48.4	41.0
Karnataka	2.8	20.0	85.3	85.8	59.7	47.5
Kerala	0.1	60.8	97.1	96.9	82.2	67.5
Madhya Pradesh	2.2	17.2	65.7	63.9	44.2	30.1
Maharashtra	1.1	30.3	91.2	91.6	77.9	56.0
Manipur	1.1	71.1	97.0	96.4	77.1	73.1
Meghalaya	5.8	54.3	86.2	89.6	61.6	43.5
Mizoram	0.6	13.7	96.2	97.1	85.6	85.1
Nagaland	2.0	40.9	96.6	97.7	70.7	70.8
Odisha	3.7	5.0	67.7	66.0	56.6	43.5
Puduchery	0.0	45.0	72.5	82.8	51.7	49.0
Punjab	1.6	39.6	87.2	90.5	74.9	73.6
Rajasthan	4.5	35.1	65.5	66.5	52.7	40.4
Tamil Nadu	0.9	27.0	62.8	69.3	50.0	41.9
Tripura	1.3	5.0	89.0	92.9	71.8	67.9
Uttar Pradesh	6.1	45.4	63.6	66.0	47.8	34.5
Uttarakhand	1.1	31.3	78.1	76.6	64.2	50.9
West Bengal	4.3	6.3	84.8	88.3	61.1	53.8
All India	3.3	25.6	72.1	73.8	57.5	46.5

As part of ASER 2007, 2009, 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

School observations

Table 9: Total schools visited 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011
Std I-IV/V: Primary	9230	9389	8419	8473
Std I-VII/VIII: Primary + Upper primary	4836	5359	5821	5810
Total schools visited	14066	14748	14240	14283



Student and teacher attendance

Table 10: Student attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Enrolled children present (average)	73.4	74.3	72.9	70.9	75.6	77.0	73.4	71.9
% Schools with less than 50% enrolled children present (average)	12.3	11.4	13.2	17.1	11.8	8.9	12.6	16.1
% Schools with 75% or more enrolled children present (average)	53.5	55.3	52.8	49.6	60.6	61.8	53.5	52.3

Table 11: Teacher attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Teachers present (average)	90.9	89.1	87.1	87.2	87.3	88.6	86.4	86.7
% Schools with no teachers present (average)	0.2	0.4	0.3	0.2	0.2	0.2	0.1	0.2
% Schools with all teachers present (average)	73.7	69.2	63.9	65.2	53.7	57.1	52.0	51.5

Other school information

Table 12: Headteachers 2010 & 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No Headteacher appointed	2.9	3.6	2.2	2.0
Headteacher appointed but not present at time of visit	12.2	9.7	9.6	9.0
Headteacher appointed & present at time of visit	84.9	86.7	88.3	89.0
Total	100	100	100	100

Table 13: Computers 2010 and 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No computer	92.4	92.1	72.1	69.2
Computers but no children using them on day of visit	3.2	4.3	13.0	15.1
Computers & children using them on day of visit	4.3	3.6	14.9	15.7
Total	100	100	100	100

Table 14: Multigrade classes 2007, 2009, 2010 and 2011

% Schools with	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
Std II children sitting with one or more other classes	54.0	55.8	55.2	58.3	50.4	53.1	54.0	57.6
Std IV children sitting with one or more other classes	47.6	51.0	49.0	53.1	42.0	43.9	41.6	45.6

School funds and activities (PAISA)

Table 15: % Schools who report receiving SSA grants - Full financial year

SSA school grants	2008-2009			2009-2010			2010-2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know			
Maintenance grant	13169	77.0	13.7	9.3	12277	84.9	5.3	9.9	13764	83.7	9.3	7.0
Development grant	12601	69.7	20.3	10.0	11763	80.5	8.7	10.8	13496	76.7	15.3	8.0
TLM grant	13172	83.4	10.2	6.5	11658	87.3	5.9	6.8	13649	85.2	9.7	5.2

Table 16: % Schools who report receiving SSA grants - Half financial year

SSA school grants	April 2009 to October 2009			April 2010 to October 2010			April 2011 to October 2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know			
Maintenance grant	11381	57.9	30.4	11.7	11563	59.3	26.5	14.2	13125	55.0	35.2	9.8
Development grant	10941	53.5	34.2	12.3	11082	57.3	28.2	14.5	12856	50.8	38.7	10.5
TLM grant	11330	64.4	26.7	8.9	10879	60.5	27.6	12.0	12966	53.1	38.4	8.5

Table 17: % Schools carrying out different activities since April 2011

Type of Activity		% schools		
		Yes	No	Don't know
Const.	New Classroom	26.2	70.0	3.9
Repairs	Repair of building (roof, floor, wall etc.)	50.4	46.4	3.3
	Repair of doors & windows	47.7	49.0	3.3
	Repair of boundary wall	26.4	70.1	3.5
	Repair of drinking water facility	47.8	49.2	3.0
	Repair of toilet	38.6	58.2	3.2
Painting & White Wash	White wash/plastering	68.4	28.9	2.7
	Painting Blackboard/Display Board/Painting on wall	71.5	26.0	2.5
	Painting of doors & walls	59.8	37.4	2.8
Purchase	Purchase of furniture (cupboard etc.)	46.1	50.2	3.8
	Purchase of electrical fittings	36.2	60.4	3.4
	Purchase of chalk, duster, register etc.	89.1	8.5	2.4
	Purchase of sitting Mats/Tat Patti	55.5	41.3	3.2
	Purchase of charts, globes & other teaching material	76.5	20.7	2.7
Other	Expenditure on school events	68.7	27.4	3.9
	Payment of bills (electricity, water, cleaning etc.)	38.8	56.3	4.9

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2011 report which will be released in March 2012.¹

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs. 5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

¹ For more information see www.accountabilityinitiative.in

Right to Education indicators

Table 18: Schools by total enrollment 2010 and 2011

School enrollment	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1-60	2412	17.3	2790	19.8
61-90	1759	12.6	1844	13.1
91-120	1689	12.1	1841	13.1
121-150	1511	10.8	1533	10.9
151-200	2045	14.6	1853	13.2
> 200	4557	32.6	4209	29.9
TOTAL	13973	100.0	14070	100.0

Table 19: RTE norms: Pupil-teacher ratio 2010 and 2011

School enrollment	RTE Teacher Norms	2010	2011
		% Schools that do not meet PTR norms	
1-60	2	43.4	39.8
61-90	3	49.9	47.5
91-120	4	60.6	58.2
121-150	5	68.7	66.7
151-200	5 + HM	61.2	58.9
> 200	see note	71.0	73.7
TOTAL		61.1	59.4

Note : For schools with enrollment above 200 children the PTR shall not exceed 40 excluding the Head Teacher

Table 20: Schools by number of teachers 2010 and 2011

Number of teachers	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1	1478	11.9	1561	12.4
2	2198	17.6	2394	19.0
3	2008	16.1	2111	16.7
4	1678	13.5	1652	13.1
5	1295	10.4	1269	10.1
6	1005	8.1	937	7.4
>=7	2796	22.4	2704	21.4
TOTAL	12458	100.0	12628	100.0

Table 21: RTE norms: Teacher - classroom ratio 2010 and 2011

RTE norm: At least one classroom per teacher	2010	2011
	% Schools that do not meet classroom to teacher norms	
Number of teachers		
1	1.3	2.2
2	7.4	11.8
3	19.7	22.8
4	30.7	32.2
5	37.2	35.8
6	43.6	48.0
>=7	34.8	38.8
TOTAL	23.8	25.8

Table 22: % Schools meeting selected RTE norms on facilities 2010 & 2011

% of schools with		2010	2011
Building	Office/Store/Office cum store	74.0	74.1
	Playground	62.0	62.6
	Boundary Wall	50.9	54.1
Drinking Water	No facility for drinking water	17.0	16.6
	Facility but no drinking water available	10.3	9.9
	Drinking water available	72.7	73.5
Toilet	No toilet facility	10.9	12.2
	Facility but toilet not useable	41.8	38.8
	Toilet useable	47.2	49.1
Girls Toilet	% Schools with no separate provisions for girls toilets	31.2	22.6
	Of schools with separate girls toilets, % schools where		
	Toilet locked	18.7	15.0
	Toilet not useable	17.2	18.7
TLM	Teaching learning material in Std 2	80.7	82.1
	Teaching learning material in Std 4	76.4	78.2
Library	No library	37.5	28.6
	Library but no books being used by children on day of visit	24.6	29.1
	Library being used by children on day of visit	37.9	42.3
MDM	Kitchen shed for cooking midday meal	82.1	83.7
	Midday meal served in school on the day of visit	84.4	87.4

Note: School observations for ASER 2011 looked at TLM for Std II and Std IV only.

As part of ASER 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
> 150	5 + 1 Headteacher
> 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



Table 23: Performance of states on Right to Education indicators 2010 and 2011

State	Number of schools visited		PTR & Classrooms		School Facilities												Library & Teaching-Learning Materials											
	2010	2011	% Schools complying with:		% Schools that have:												% Schools that have:											
			Norms for pupil teacher ratio	Norms for teacher classroom ratio	Office/Store/Office Cum Store	Playground	Boundary wall	Drinking water provision & available	Toilet available and useable	Girls toilet available and useable	Kitchen shed for cooking midday meal	Library books available	Library books in use by children	TLM observed in Std 2	TLM observed in Std 4													
Andhra Pradesh	632	642	61.7	56.4	53.4	66.5	64.7	69.9	70.3	68.6	52.7	49.2	64.8	60.8	38.6	33.4	25.4	28.1	66.9	62.8	92.0	94.7	77.6	73.9	90.2	88.3	87.6	87.2
Andhra Pradesh	259	207	78.0	70.4	79.8	70.7	77.0	78.3	59.2	67.3	25.1	36.7	53.2	60.7	25.3	30.3	12.2	22.0	64.0	63.7	13.0	19.7	6.3	9.1	39.4	52.1	34.4	48.8
Assam	519	510	33.6	29.0	67.7	64.9	57.3	54.1	61.5	56.5	19.3	23.3	60.9	64.6	33.1	37.8	13.7	27.4	80.0	81.5	20.8	28.1	10.5	13.6	71.4	71.1	67.1	72.2
Bihar	967	1022	8.8	5.3	48.2	54.2	68.6	66.1	48.0	48.9	47.5	47.0	78.7	83.8	33.6	45.7	18.1	35.4	63.6	71.4	52.9	61.2	28.2	31.8	70.8	72.1	64.1	66.3
Chhattisgarh	425	392	39.6	51.3	64.2	59.6	78.6	76.3	44.7	46.0	48.5	49.1	77.6	73.3	29.6	26.8	20.0	20.7	86.2	87.0	72.9	78.7	36.5	38.4	88.5	86.1	83.2	78.9
Gujarat	623	650	62.7	62.0	84.2	87.6	80.2	82.8	75.4	83.2	84.5	91.1	79.4	83.9	64.8	69.5	49.9	67.7	88.4	92.0	83.8	83.0	48.5	44.2	95.6	97.0	94.8	96.2
Haryana	528	389	40.3	41.2	75.1	70.9	85.9	80.3	79.9	79.1	82.4	84.0	74.6	78.3	67.9	70.1	52.8	68.0	51.0	61.0	64.6	78.2	31.6	42.6	72.2	73.7	67.6	67.1
Himachal Pradesh	261	274	60.6	65.3	76.7	77.4	75.5	76.9	76.0	70.0	37.3	42.4	83.2	81.8	56.0	68.5	38.7	64.9	82.0	89.3	80.3	88.6	41.3	42.4	91.5	89.8	87.5	89.0
Jammu & Kashmir		357		87.5		49.8		82.0	52.7			28.7	46.6		36.3		22.4		70.9		50.7		26.8			71.7		68.8
Jharkhand	547	537	11.2	15.3	81.2	77.3	84.1	84.2	38.5	33.8	26.8	24.7	73.8	80.6	26.8	37.5	20.9	36.6	73.4	75.7	61.6	73.5	28.4	38.2	82.9	78.6	76.1	74.3
Karnataka	769	781	69.4	71.2	82.8	85.0	71.8	74.3	66.2	71.1	59.0	69.1	75.8	81.9	38.4	44.2	31.8	41.1	92.8	94.0	92.4	92.6	64.8	57.8	97.3	95.8	92.6	90.4
Kerala	275	328	89.2	94.1	80.3	77.6	88.3	90.4	76.7	78.8	82.1	86.0	85.7	93.8	58.2	71.6	43.9	68.6	98.1	97.8	83.1	98.1	62.4	70.8	98.5	98.8	96.6	94.1
Madhya Pradesh	1219	1195	19.4	21.5	81.4	75.0	69.4	64.3	61.0	55.6	37.4	37.1	78.5	68.6	50.3	31.9	28.9	23.4	89.8	86.7	56.3	58.7	29.1	31.5	83.9	82.3	81.0	77.2
Maharashtra	902	829	58.9	62.9	87.6	81.9	34.2	33.4	85.0	82.5	57.6	58.2	69.0	73.1	53.0	44.9	43.2	42.6	78.3	74.9	86.1	83.8	66.5	54.3	97.2	96.4	94.7	95.9
Manipur	125	133	74.3	88.1	62.5	41.4	68.1	66.4	72.3	41.7	11.1	6.4	5.1	6.4	40.2	35.2	8.4	15.3	59.2	43.9	9.2	7.1	5.9	1.6	48.7	23.0	38.4	20.6
Meghalaya	110	85	54.3	51.4	84.2	62.9	33.6	41.6	45.5	39.5	13.8	13.9	23.9	9.9	24.5	24.4	14.8	18.6	59.4	69.6	22.0	36.3	15.6	31.3	40.0	51.3	26.8	46.5
Mizoram	174	148	89.1	75.2	57.6	94.8	80.1	92.1	40.7	70.7	35.5	47.8	48.5	71.0	55.6	52.1	30.8	33.1	96.5	98.6	6.4	27.1	1.7	12.1	40.2	53.3	36.0	51.0
Nagaland	223	217	91.9	85.5	78.6	61.1	83.6	92.6	63.8	65.6	43.3	35.9	37.0	23.4	53.9	60.0	30.6	49.7	81.9	92.1	13.3	9.0	9.2	3.3	48.3	51.7	43.5	48.9
Odisha	741	769	22.5	25.7	74.0	79.1	74.6	83.0	44.5	36.8	40.7	46.4	70.3	74.5	44.4	51.8	34.7	46.8	74.3	78.5	65.3	84.7	46.8	66.5	81.3	84.2	76.9	81.8
Punjab	449	489	34.9	30.4	76.9	82.2	78.9	79.5	69.1	71.4	82.8	84.0	83.1	82.9	61.2	58.7	49.4	56.2	94.6	93.9	96.0	94.4	66.0	70.4	91.8	95.0	89.2	90.6
Rajasthan	896	872	46.4	47.4	82.0	83.1	91.2	89.2	51.9	57.2	70.1	72.6	68.0	69.5	65.4	69.9	50.3	66.3	83.8	84.5	63.7	67.1	23.3	31.7	76.1	80.0	72.1	74.7
Tamil Nadu	662	683	47.0	52.3	75.2	75.0	55.0	49.4	68.7	67.6	60.9	58.7	80.5	77.6	44.6	48.4	35.1	42.7	96.7	96.5	79.1	76.8	57.8	55.2	95.4	92.8	93.3	92.5
Tripura	98	94	68.5	75.0	60.0	46.2	88.8	76.6	89.7	78.7	19.0	25.3	40.0	40.2	43.0	30.8	30.3	21.9	88.4	90.4	35.4	28.3	19.8	23.9	52.7	35.6	32.3	35.9
Uttar Pradesh	1896	1900	16.1	16.5	81.6	80.3	88.6	88.1	60.8	71.1	44.4	57.9	82.2	84.4	47.4	53.9	33.9	47.4	89.3	94.7	48.7	77.1	22.9	37.2	73.5	79.0	69.6	74.2
Uttarakhand	337	297	13.7	16.3	87.4	84.7	87.9	83.0	67.4	67.8	67.0	61.1	68.3	68.2	53.4	59.7	24.0	53.3	96.3	94.2	47.7	82.3	20.4	40.5	82.4	87.3	79.1	82.1
West Bengal	408	401	26.2	34.4	64.8	64.5	79.3	81.3	42.0	50.6	34.1	42.3	67.2	63.4	52.1	49.5	23.7	41.2	86.0	87.0	49.5	60.8	31.8	42.0	71.7	78.0	65.3	71.6
All India	14240	14283	38.9	40.7	76.2	74.3	74.0	74.1	62.0	62.6	50.9	54.1	72.7	73.5	47.2	49.1	32.9	43.8	82.1	83.7	62.5	71.4	37.9	42.3	80.7	82.1	76.4	78.2



ARUNACHAL PRADESH
ASSAM
MANIPUR
MEGHALAYA
MIZORAM
NAGALAND
SIKKIM
TRIPURA



ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 11 OUT OF 13 DISTRICTS

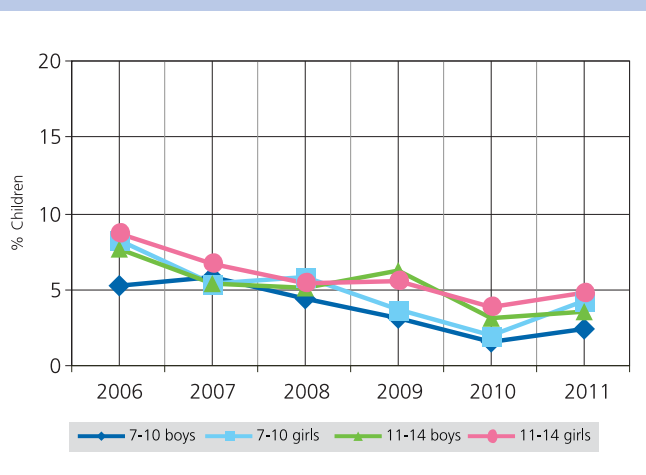
School enrollment and out of school children

Table 1: % Children in different types of schools 2011

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6-14 ALL	79.9	16.3	0.3	3.5	100
Age: 7-16 ALL	80.2	14.9	0.4	4.5	100
Age: 7-10 ALL	79.4	17.3	0.3	2.9	100
Age: 7-10 BOYS	79.0	18.4	0.4	2.2	100
Age: 7-10 GIRLS	79.9	16.0	0.2	3.9	100
Age: 11-14 ALL	82.4	13.4	0.3	3.9	100
Age: 11-14 BOYS	81.6	14.7	0.5	3.2	100
Age: 11-14 GIRLS	83.3	11.8	0.1	4.8	100
Age: 15-16 ALL	78.1	10.6	0.7	10.7	100
Age: 15-16 BOYS	77.3	11.2	0.8	10.7	100
Age: 15-16 GIRLS	79.1	9.5	0.5	10.9	100

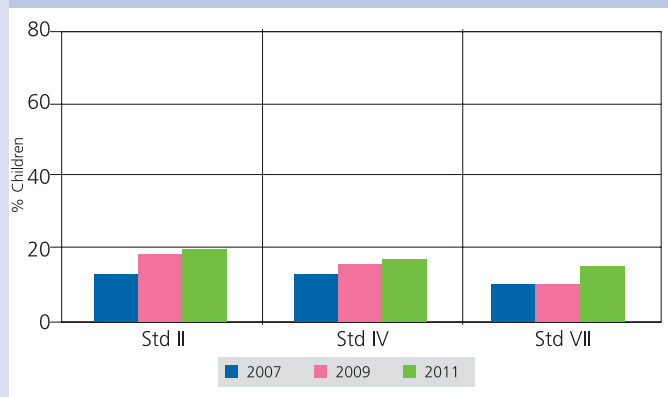
Note: 'OTHER' includes children going to madarssa and EGS.
 'NOT IN SCHOOL' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2011**



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 8.7% in 2006 to 6.9% in 2007 to 5.6% in 2008 to 5.7% in 2009 to 4% in 2010 to 4.8% in 2011

**Chart 2: Trends over time
 % Children enrolled in private school by class 2007, 2009 & 2011**



**Table 2: Sample description
 % Children in each class by age 2011**

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	30.8	32.9	15.5	8.7	12.1								100
II	9.2	17.0	34.7	18.8	8.6	6.4	5.3						100
III	2.3	8.9	15.3	26.6	20.8	16.7	9.4						100
IV	2.7	6.3	14.3	24.1	23.2	9.8	10.8	8.7					100
V	8.6			10.1	33.3	12.9	16.2	8.1	5.6	5.3			100
VI	6.4				13.7	16.6	27.3	18.0	8.6	4.7	4.7		100
VII	7.4					6.4	23.5	24.1	17.4	12.4	8.8		100
VIII	3.9							12.1	19.6	26.2	21.2	17.1	100

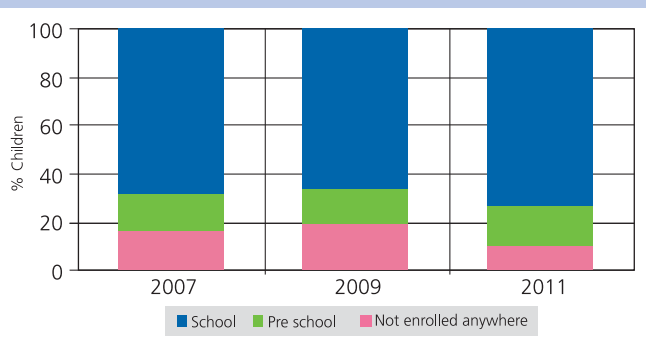
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 26.6% children are 8 years old but there are also 15.3% who are 7, 20.8% who are 9, 16.7% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 5-6 who are enrolled in different types of pre-school & school 2011

	In balwadi or anganwadi	In LKG/UKG	In School			Not enrolled anywhere	Total
			Govt	Pvt	Other		
Age 5	7.1	8.9	52.2	21.0	0.4	10.3	100
Age 6	3.6	3.1	69.6	19.2	0.3	4.2	100

**Chart 3: Trends over time
 Five year olds in pre-school & school 2007, 2009 & 2011**



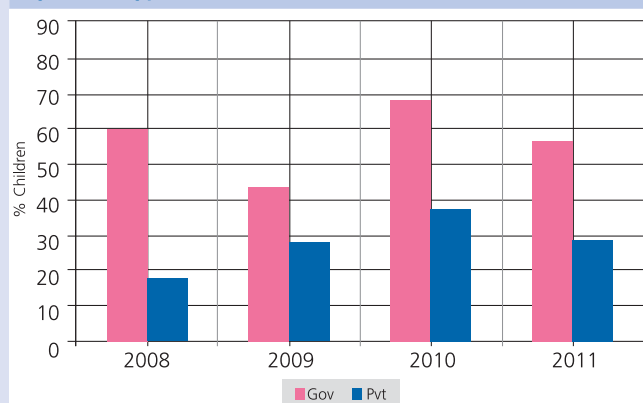
Reading

Table 4: % Children by class and READING level All schools 2011

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	16.8	39.0	28.9	6.2	9.1	100
II	6.6	25.1	44.1	15.4	8.7	100
III	3.6	12.3	36.3	28.1	19.8	100
IV	1.3	7.8	19.8	33.4	37.7	100
V	1.4	5.2	11.3	27.2	54.8	100
VI	1.4	2.8	6.7	19.2	69.9	100
VII	0.4	3.5	4.8	14.7	76.6	100
VIII	0.9	2.1	3.7	12.1	81.3	100
Total	4.9	14.6	22.5	20.0	38.0	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 3.6% children cannot even read letters, 12.3% can read letters but not more, 36.3% can read words but not Std 1 text or higher, 28.1% can read Std 1 text but not Std 2 level text, and 19.8% can read Std 2 level text. In sum, for each class, the total of all these exclusive categories is 100%.

Chart 4: Trends over time % Children in Std III who CANNOT READ Std I LEVEL TEXT By school type 2008-2011



Reading Tool

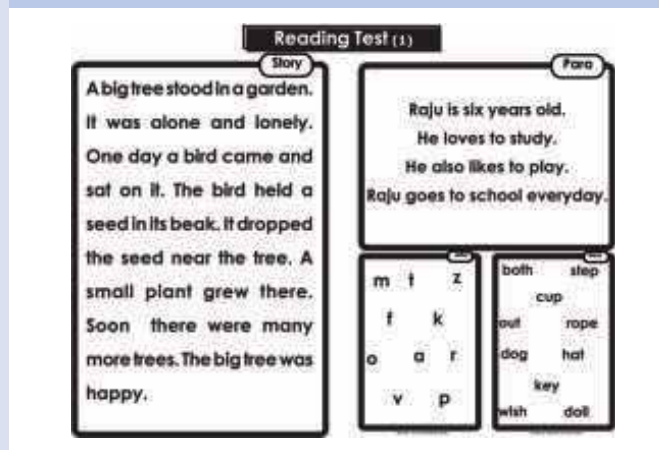
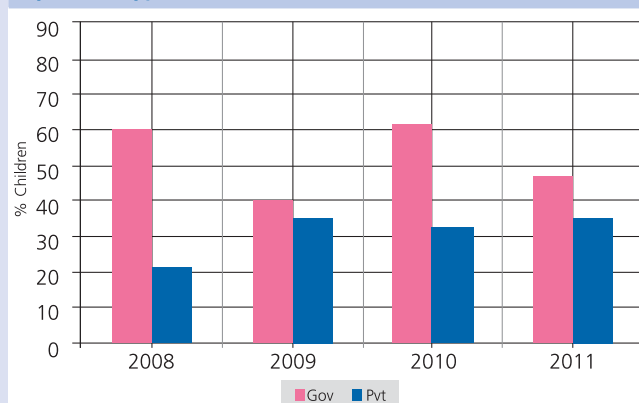


Chart 5: Trends over time % Children in Std V who CANNOT READ Std II LEVEL TEXT By school type 2008-2011



Home language and school language

Table 5: School language and home language

%Children who took the reading test in:	%	Of the % Children who tested in:	% Children whose home language was:					
			Adi	Mishmi	Monpa	Miri/Mishing	Other *	Total
English	95.6	English	25.0	13.7	6.0	4.4	50.8	100
Hindi	4.4							
Total	100.0							

* 'Other' includes all languages from the list of scheduled and non-scheduled languages except those specified above. Data for home language of children tested in Hindi has not been reported here due to small cell sizes.

Note: In ASER 2011 for every state, reading tools were provided in the main medium of instruction in government schools. Even though English is the primary language of instruction in government schools, children were given the choice of reading either in English or Hindi. For home languages, a list of 122 languages was provided to all survey teams. This included 22 Scheduled languages and 100 Non-Scheduled languages. The data in this table is for children for whom we have information for both school language and home language.

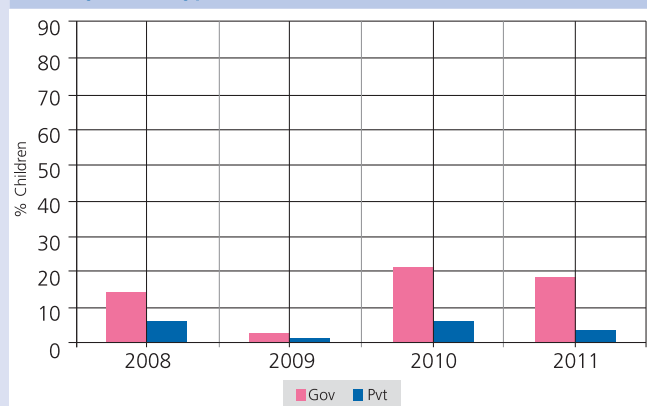
Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2011

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	14.4	32.8	39.7	4.6	8.5	100
II	5.5	20.0	52.9	16.5	5.1	100
III	4.0	12.5	36.7	36.6	10.2	100
IV	1.8	6.7	17.2	48.7	25.7	100
V	1.0	6.1	13.3	38.1	41.4	100
VI	1.2	2.6	8.4	29.1	58.6	100
VII	1.3	2.1	6.5	22.9	67.3	100
VIII	0.9	1.2	3.3	18.5	76.2	100
Total	4.5	12.5	25.8	27.0	30.3	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std III, 4 % children cannot even recognize numbers 1-9, 12.5% children can recognize numbers up to 9 but not more, 36.7% can recognize numbers to 99 but cannot do subtraction, 36.6% can do subtraction but not division, and 10.2% can do division. In sum, for each class, the total of all these exclusive categories is 100%.

Chart 6: Trends over time
% Children in Std III who CANNOT RECOGNISE NUMBERS upto 100. By school type 2008-2011

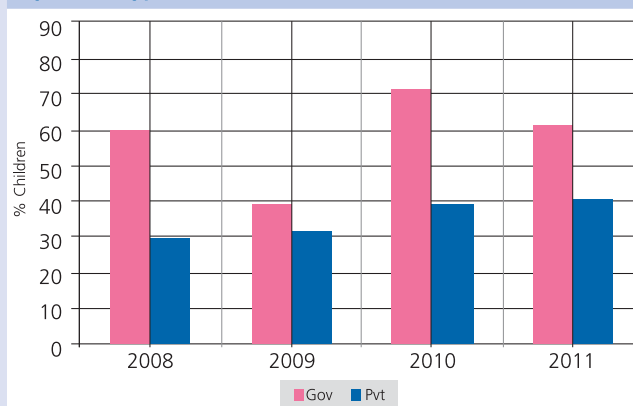


Math Tool

MATH TEST / SAMPLE (2)

Number recognition 1-9	Number recognition 11-99	Subtraction	Division
2 7	76 58	73 - 56 = 17 83 - 34 = 49	4) 653
3 5	69 99	46 - 29 = 17 54 - 35 = 19	8) 859
9 8	34 61	33 - 15 = 18 24 - 17 = 7	6) 862
4 1	46 84	56 - 18 = 38 48 - 29 = 19	7) 496
25 68			

Chart 7: Trends over time
% Children in Std V who CANNOT DO DIVISION By school type 2008-2011



Tuition

Table 7: Class-wise % children attending PAID TUITION CLASSES By school type 2007, 2009, 2010 and 2011

Year	School	I	II	III	IV	V	VI	VII	VIII	Total
2007	Govt	7.8	8.2	8.9	11.1	11.9	13.1	10.8	17.9	10.5
	Pvt	37.1	40.5	48.6	54.6	50.1	55.4	34.3	43.3	45.5
2009	Govt	9.4	9.5	11.5	12.1	10.9	12.8	15.4	16.5	11.9
	Pvt	50.3	48.5	50.7	51.7	45.4	49.1	37.1	43.3	48.3
2010	Govt	8.6	8.6	8.4	10.6	10.0	10.0	10.4	8.6	9.3
	Pvt	51.0	26.9	28.5	36.3	34.4	42.1	38.9	25.8	35.0
2011	Govt	6.8	7.5	7.3	10.0	8.4	9.7	9.1	11.4	8.5
	Pvt	29.1	25.2	28.3	22.2	26.6	26.6	27.4	26.0	26.5

Note: In 2007, 2009, 2010 and 2011 the ASER survey recorded information about tuition. In all 4 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



As part of ASER 2007, 2009, 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

School observations

Table 8: Total schools visited 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011
Std I-IV/V: Primary	135	138	152	169
Std I-VII/VIII: Primary + Upper primary	105	138	107	81
Total schools visited	240	276	259	250



Student and teacher attendance

Table 9: Student attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Enrolled children present (average)	80.9	86.6	82.8	78.7	79.7	88.1	82.0	82.4
% Schools with less than 50% enrolled children present (average)	7.0	0.7	5.5	5.5	9.2	1.5	5.1	1.3
% Schools with 75% or more enrolled children present (average)	71.1	89.6	86.3	69.7	73.5	94.0	78.8	73.8

Table 10: Teacher attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Teachers present (average)	91.3	82.7	86.1	76.9	82.3	80.9	84.2	79.6
% Schools with no teachers present (average)	1.0	2.5	0.0	0.0	0.0	0.0	0.0	1.4
% Schools with all teachers present (average)	77.0	54.1	57.0	45.5	39.0	30.3	36.7	32.4

Other school information

Table 11: Headteachers 2010 & 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No Headteacher appointed	2.5	0.0	1.5	0.0
Headteacher appointed but not present at time of visit	6.3	17.1	1.5	12.5
Headteacher appointed & present at time of visit	91.3	82.9	97.1	87.5
Total	100	100	100	100

Table 12: Computers 2010 and 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No computer	99.3	95.2	66.4	69.0
Computers but no children using them on day of visit	0.0	3.6	15.4	18.3
Computers & children using them on day of visit	0.7	1.2	18.3	12.7
Total	100	100	100	100

Table 13: Multigrade classes 2007, 2009, 2010 and 2011

% Schools with	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
Std II children sitting with one or more other classes	40.0	54.1	35.4	28.6	32.0	44.7	23.7	19.7
Std IV children sitting with one or more other classes	41.5	46.1	28.6	23.1	23.7	38.5	23.9	21.4

School funds and activities (PAISA)

Table 14: % Schools who report receiving SSA grants - Full financial year

SSA school grants	2008-2009			2009-2010			2010-2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	256	55.1	32.4	12.5	225	80.4	8.0	11.6	242	67.8	16.1	16.1
Development grant	253	49.8	36.0	14.2	215	67.0	12.6	20.5	237	63.7	18.6	17.7
TLM grant	255	69.0	20.0	11.0	223	82.5	11.2	6.3	237	70.0	16.0	13.9

Table 15: % Schools who report receiving SSA grants - Half financial year

SSA school grants	April 2009 to October 2009			April 2010 to October 2010			April 2011 to October 2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	226	34.5	41.2	24.3	185	30.8	49.7	19.5	230	39.6	40.0	20.4
Development grant	222	30.2	42.8	27.0	184	29.9	50.0	20.1	227	37.0	41.4	21.6
TLM grant	218	46.8	31.7	21.6	184	31.0	50.0	19.0	225	36.4	43.6	20.0



The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2011 report which will be released in March 2012.¹

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing;
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

¹ For more information see www.accountabilityinitiative.in

Right to Education indicators

Table 17: Schools by total enrollment 2010 and 2011

School enrollment	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1-60	83	33.9	87	35.5
61-90	48	19.6	51	20.8
91-120	27	11.0	37	15.1
121-150	20	8.2	23	9.4
151-200	32	13.1	23	9.4
> 200	35	14.3	24	9.8
TOTAL	245	100	245	100

Table 18: RTE norms: Pupil-teacher ratio 2010 and 2011

School enrollment	RTE Teacher Norms	2010	2011
		% Schools that do not meet PTR norms	
1-60	2	18.5	18.8
61-90	3	23.8	29.7
91-120	4	23.1	22.9
121-150	5	20.0	50.0
151-200	5 + HM	11.5	38.9
> 200	see note	42.9	52.6
TOTAL		22.0	29.8

Note : For schools with enrollment above 200 children the PTR shall not exceed 40 excluding the Head Teacher

Table 19: Schools by number of teachers 2010 and 2011

Number of teachers	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1	15	6.9	15	7.8
2	29	13.4	38	19.7
3	24	11.1	30	15.5
4	29	13.4	23	11.9
5	24	11.1	14	7.3
6	18	8.3	8	4.2
>=7	78	35.9	65	33.7
TOTAL	217	100	193	100

Table 20: RTE norms: Teacher - classroom ratio 2010 and 2011

RTE norm: At least one classroom per teacher	2010	2011
	% Schools that do not meet classroom to teacher norms	
Number of teachers		
1	0.0	0.0
2	0.0	8.3
3	0.0	25.0
4	0.0	0.0
5	50.0	0.0
6	71.4	0.0
>=7	33.3	56.3
TOTAL	20.3	26.7

Table 21: % Schools meeting selected RTE norms on facilities 2010 & 2011

% of schools with		2010	2011
Building	Office/Store/Office cum store	77.0	73.4
	Playground	59.2	65.8
	Boundary Wall	25.1	34.2
Drinking Water	No facility for drinking water	36.9	33.6
	Facility but no drinking water available	9.9	8.3
	Drinking water available	53.2	58.1
Toilet	No toilet facility	20.8	31.1
	Facility but toilet not useable	53.9	41.7
	Toilet useable	25.3	27.2
Girls Toilet	% Schools with no separate provisions for girls toilets	60.4	55.7
	Of schools with separate girls toilets, % schools where		
	Toilet locked	11.3	15.8
	Toilet not useable	16.2	9.4
TLM	Teaching learning material in Std 2	39.4	50.2
	Teaching learning material in Std 4	34.4	48.6
Library	No library	87.0	82.1
	Library but no books being used by children on day of visit	6.7	9.2
	Library being used by children on day of visit	6.3	8.8
MDM	Kitchen shed for cooking midday meal	64.0	63.5
	Midday meal served in school on the day of visit	47.2	50.0

Note: School observations for ASER 2011 looked at TLM for Std II and Std IV only.

As part of ASER 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
> 150	5 + 1 Headteacher
> 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 22 OUT OF 23 DISTRICTS

School enrollment and out of school children

Table 1: % Children in different types of schools 2011

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6-14 ALL	77.8	14.5	3.5	4.2	100
Age: 7-16 ALL	75.4	14.4	3.5	6.7	100
Age: 7-10 ALL	80.1	14.8	3.0	2.2	100
Age: 7-10 BOYS	78.7	15.7	2.9	2.6	100
Age: 7-10 GIRLS	81.6	13.7	3.1	1.6	100
Age: 11-14 ALL	75.0	13.8	4.1	7.1	100
Age: 11-14 BOYS	73.2	14.3	3.9	8.6	100
Age: 11-14 GIRLS	76.9	13.4	4.3	5.5	100
Age: 15-16 ALL	62.0	14.9	3.4	19.6	100
Age: 15-16 BOYS	60.3	13.5	3.1	23.1	100
Age: 15-16 GIRLS	63.9	16.5	3.9	15.7	100

Note: 'OTHER' includes children going to madarssa and EGS.
 'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 2: Trends over time
 % Children enrolled in private school by class 2007, 2009 & 2011

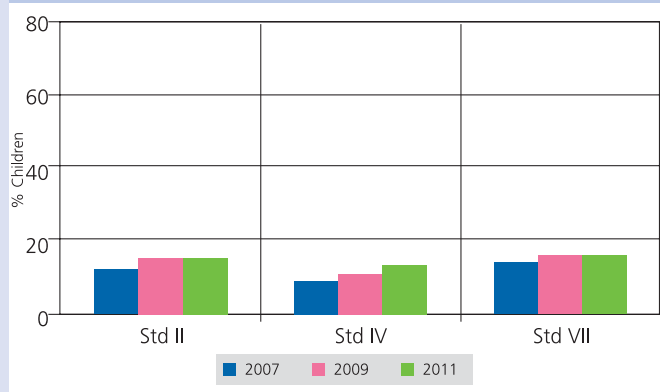
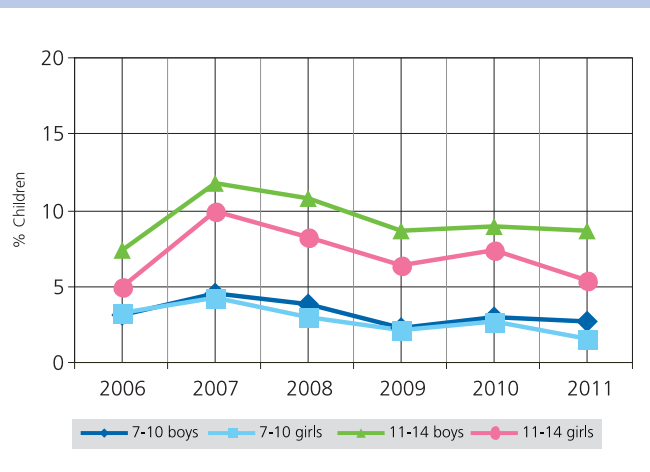


Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2011



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 5% in 2006 to 9.9% in 2007 to 8.3% in 2008 to 6.4% in 2009 to 7.4% in 2010 to 5.5% in 2011

Table 2: Sample description
 % Children in each class by age 2011

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total				
I	26.1	40.6	21.2	7.6					4.4				100				
II	3.8	14.0	39.2	29.7	7.4					5.9			100				
III	3.2		14.1	39.2	28.2	9.9					5.4			100			
IV	3.3			14.8	30.1	36.5	7.5					7.8			100		
V	5.6				7.8	39.7	28.1	12.0					6.7			100	
VI	3.9					11.6	27.7	39.3	11.4					6.1			100
VII	4.1						7.2	36.5	32.3	13.2				6.6			100
VIII	3.6							13.4	31.8	37.4	9.8	4.0			100		

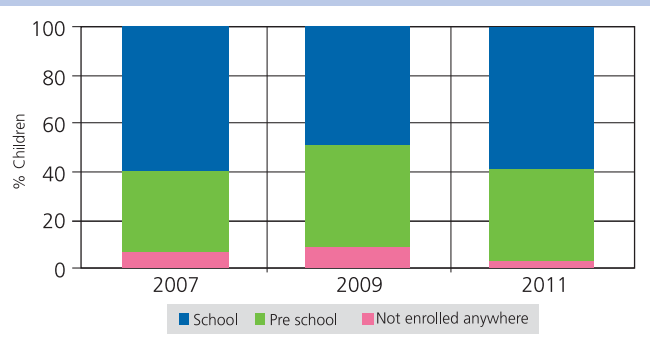
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 39.2% children are 8 years old but there are also 14.1% who are 7, 28.2% who are 9, 9.9% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 5-6 who are enrolled in different types of pre-school & school 2011

	In balwadi or anganwadi	In LKG/UKG	In School			Not enrolled anywhere	Total
			Govt	Pvt	Other		
Age 5	35.6	2.9	45.1	12.5	1.4	2.6	100
Age 6	6.5	2.5	70.9	14.8	3.4	2.0	100

Chart 3: Trends over time
 Five year olds in pre-school & school 2007, 2009 & 2011



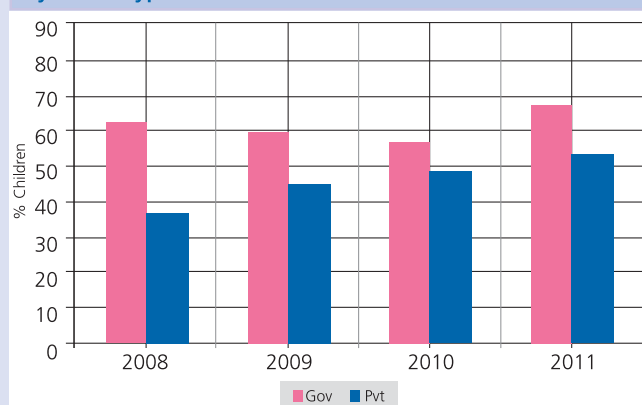
Reading

Table 4: % Children by class and READING level All schools 2011

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	36.2	40.0	17.3	4.2	2.3	100
II	16.0	34.8	30.3	13.2	5.8	100
III	8.5	22.2	33.7	20.6	14.9	100
IV	4.3	15.0	28.6	26.7	25.4	100
V	3.7	12.6	20.8	26.7	36.2	100
VI	2.6	7.0	15.9	25.4	49.2	100
VII	1.9	4.2	12.7	23.0	58.1	100
VIII	2.0	2.8	8.0	18.2	69.0	100
Total	11.0	19.4	21.7	19.1	28.9	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 8.5% children cannot even read letters, 22.2% can read letters but not more, 33.7% can read words but not Std 1 text or higher, 20.6% can read Std 1 text but not Std 2 level text, and 14.9% can read Std 2 level text. In sum, for each class, the total of all these exclusive categories is 100%.

Chart 4: Trends over time % Children in Std III who CANNOT READ Std I LEVEL TEXT By school type 2008-2011



Reading Tool

পঠনৰ মূল্যায়ন - ১

গল্প

কিৰণ এজন সৰু ল'ৰা। সি সদায় বাতৰিপুৰা গৰু চৰাবলৈ পাহাৰৰ দাঁতিলৈ যায়। এদিনাখন সি গৰু চৰাবলৈ যাওঁতে পাহাৰৰ হাবিৰ মাজত এটা বাঘ দেখিবলৈ পালে। বাঘটো দেখি গৰুকেইটাই হেনি-তেনি দৌৰ দিলে। সি ভয়তে গছ এজোপাৰ কাষত লুকাল। বাঘটোৱে চিকাৰ বিচাৰি কিৰণৰ কাষেদি পাৰ হৈ গ'ল। সেই সুযোগতে কিৰণে গৰুকেইটাক বিচাৰি গ'ল। গধূলি হোৱাৰ আগতে সি গৰুকেইটাক লৈ ঘৰলৈ উভতিল।

দফা

আহিতা চোতালত বহি আছে।
 বামুৰে তাত চাৰি পাৰিছে।
 বিমলহঁতেও চাৰিত বহিছে।
 আহিতাই এতিয়া সাধু ক'ৰ।

শব্দ

চ	খ	ৰ
ঘ	ঙ	ম
প	ত	থ
দ	ধ	ন

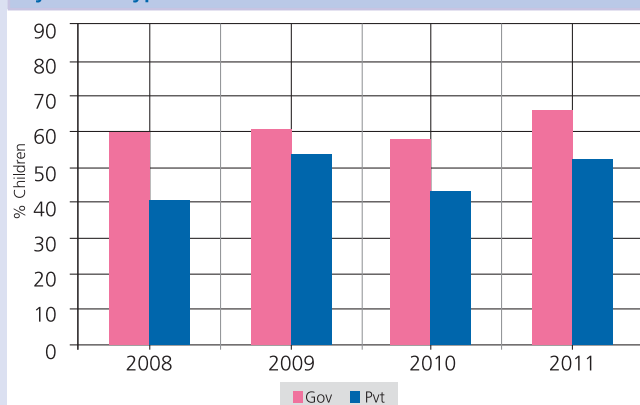
যাচি

দুপ	নক
বেল	তুলা
হীৰা	হলৌ
মুখ	খালে
মেল	খালে

গল্পটো সন্দেহীভাৱে পঠি পঠি দাখিল।

Note: This tool was also available in Bodo, Bangla, English and Hindi.

Chart 5: Trends over time % Children in Std V who CANNOT READ Std II LEVEL TEXT By school type 2008-2011



Home language and school language

Table 5: School language and home language

%Children who took the reading test in:**	%	Of the % Children who tested in:**	% Children whose home language was:					
			Assamese	Bengali	Bodo	Karbi/Mikir	Other *	Total
Assamese	82.9	Assamese	44.5	17.2	2.5	3.1	32.8	100
Bengali	14.2	Bengali	1.1	89.7	5.7	0.2	3.2	100
Hindi	1.6							
English	1.3							
Total	100.0							

Note: In ASER 2011 for every state, reading tools were provided in the main medium of instruction of government schools. In Assam, children were given the choice of reading in Assamese, Bengali, Hindi, English or Bodo. Figures for Bodo have not been included as they are currently being processed. For home languages, a list of 122 languages was provided to all survey teams. This included 22 Scheduled languages and 100 Non-Scheduled languages. The data in this table is for children for whom we have information for both school language and home language.

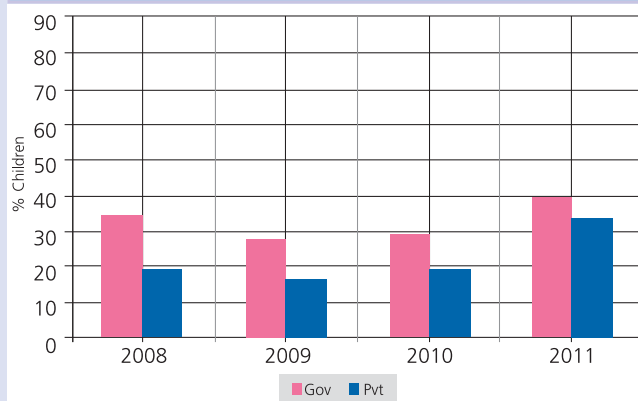
Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2011

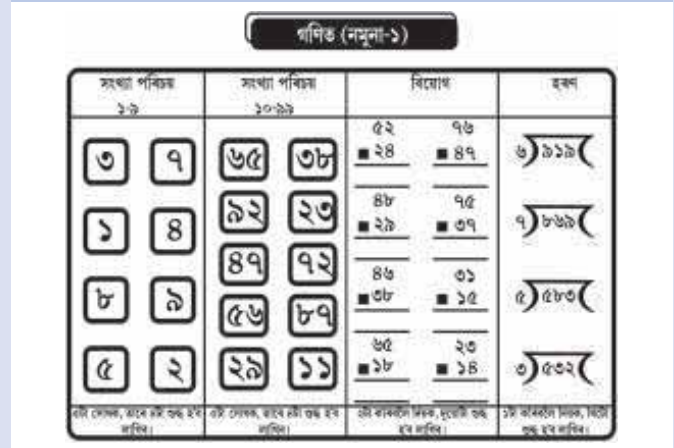
Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	32.9	48.9	14.7	2.9	0.7	100
II	14.5	42.9	33.6	8.0	1.0	100
III	6.6	32.3	37.6	20.4	3.1	100
IV	4.3	21.6	37.1	28.3	8.7	100
V	3.3	17.4	33.0	32.4	14.0	100
VI	2.7	8.6	28.6	36.5	23.7	100
VII	2.2	7.0	22.3	37.6	31.0	100
VIII	1.9	4.4	18.7	36.2	38.8	100
Total	9.9	25.4	28.4	23.4	12.9	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std III, 6.6% children cannot even recognize numbers 1-9, 32.3% children can recognize numbers up to 9 but not more, 37.6% can recognize numbers to 99 but cannot do subtraction, 20.4% can do subtraction but not division, and 3.1% can do division. In sum, for each class, the total of all these exclusive categories is 100%.

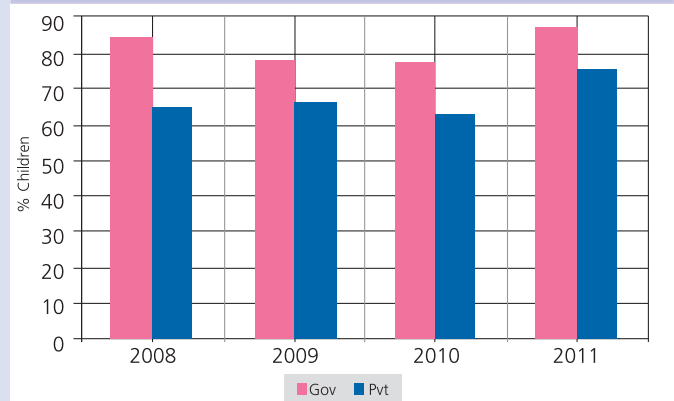
**Chart 6: Trends over time
 % Children in Std III who CANNOT RECOGNISE NUMBERS upto 100. By school type 2008-2011**



Math Tool



**Chart 7: Trends over time
 % Children in Std V who CANNOT DO DIVISION By school type 2008-2011**



Tuition

Table 7: Class-wise % children attending PAID TUITION CLASSES By school type 2007, 2009, 2010 and 2011

Year	School	I	II	III	IV	V	VI	VII	VIII	Total
2007	Govt	7.8	11.4	15.5	17.2	20.6	26.0	28.2	33.7	18.2
	Pvt	16.3	30.0	32.2	31.0	24.0	24.4	29.3	38.7	27.3
2009	Govt	11.0	12.9	13.8	19.0	20.7	23.0	21.6	29.4	18.0
	Pvt	24.2	29.0	31.2	40.5	30.7	27.8	30.3	27.9	29.6
2010	Govt	8.0	9.2	12.6	14.8	17.8	18.5	22.2	26.5	15.2
	Pvt	22.6	30.7	24.8	35.1	28.7	28.2	27.7	30.4	28.2
2011	Govt	6.8	12.5	12.6	15.2	14.7	18.7	21.8	24.3	15.0
	Pvt	24.4	29.5	30.2	31.5	34.3	27.9	33.3	36.9	30.6

Note: In 2007, 2009, 2010 and 2011 the ASER survey recorded information about tuition. In all 4 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



As part of ASER 2007, 2009, 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

School observations

Table 8: Total schools visited 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011
Std I-IV/V: Primary	513	527	503	483
Std I-VII/VIII: Primary + Upper primary	35	26	16	27
Total schools visited	548	553	519	510



Student and teacher attendance

Table 9: Student attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Enrolled children present (average)	71.2	70.8	69.0	71.1	72.6	65.3	69.6	69.4
% Schools with less than 50% enrolled children present (average)	13.8	12.4	15.3	11.8	8.8	16.0	12.5	7.4
% Schools with 75% or more enrolled children present (average)	48.1	49.3	45.6	48.1	47.1	36.0	31.3	33.3

Table 10: Teacher attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Teachers present (average)	88.3	88.1	90.8	92.8	85.4	81.6	67.7	84.6
% Schools with no teachers present (average)	0.6	1.1	0.2	0.5	0.0	0.0	0.0	4.2
% Schools with all teachers present (average)	70.5	70.6	74.4	79.0	53.9	36.4	20.0	58.3

Other school information

Table 11: Headteachers 2010 & 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No Headteacher appointed	0.0	0.0	0.0	0.0
Headteacher appointed but not present at time of visit	5.9	3.7	12.5	14.3
Headteacher appointed & present at time of visit	94.1	96.3	87.5	85.7
Total	100	100	100	100

Table 12: Computers 2010 and 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No computer	99.0	98.5	75.0	80.8
Computers but no children using them on day of visit	1.0	0.4	18.8	7.7
Computers & children using them on day of visit	0.0	1.1	6.3	11.5
Total	100	100	100	100

Table 13: Multigrade classes 2007, 2009, 2010 and 2011

% Schools with:	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
Std II children sitting with one or more other classes	39.0	55.9	44.1	53.4	36.7	52.0	33.3	41.7
Std IV children sitting with one or more other classes	33.3	49.0	41.5	50.6	37.5	43.5	26.7	38.1

School funds and activities (PAISA)

Table 14: % Schools who report receiving SSA grants - Full financial year

SSA school grants	2008-2009			2009-2010			2010-2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	489	82.0	14.1	3.9	487	87.7	5.8	6.6	484	78.7	14.1	7.2
Development grant	469	68.4	27.1	4.5	442	81.9	10.6	7.5	474	70.9	21.3	7.8
TLM grant	504	89.3	8.1	2.6	466	90.3	4.5	5.2	484	87.0	8.5	4.6

Table 15: % Schools who report receiving SSA grants - Half financial year

SSA school grants	April 2009 to October 2009			April 2010 to October 2010			April 2011 to October 2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	429	74.4	21.5	4.2	413	46.0	40.0	14.0	452	42.0	46.5	11.5
Development grant	404	63.1	31.9	5.0	367	43.9	42.8	13.4	440	40.0	47.3	12.7
TLM grant	438	82.2	15.3	2.5	379	50.1	39.3	10.6	449	55.0	36.3	8.7

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% schools		
		Yes	No	Don't know
Const.	New Classroom	19.0	74.9	6.1
Repairs	Repair of building (roof, floor, wall etc.)	38.4	58.1	3.6
	Repair of doors & windows	39.0	56.4	4.6
	Repair of boundary wall	18.5	77.4	4.1
	Repair of drinking water facility	32.8	63.7	3.5
	Repair of toilet	27.5	68.6	4.0
Painting & White Wash	White wash/plastering	36.2	59.1	4.7
	Painting Blackboard/Display Board/Painting on wall	41.6	54.3	4.1
Purchase	Painting of doors & walls	32.1	64.2	3.7
	Purchase of furniture (cupboard etc.)	45.1	50.2	4.6
	Purchase of electrical fittings	15.0	80.1	4.9
	Purchase of chalk, duster, register etc.	82.6	14.4	3.0
	Purchase of sitting Mats/Tat Patti	30.3	65.6	4.1
Other	Purchase of charts, globes & other teaching material	61.7	35.1	3.2
	Expenditure on school events	39.2	55.9	5.0
	Payment of bills (electricity, water, cleaning etc.)	16.2	79.3	4.5

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2011 report which will be released in March 2012.¹

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

¹ For more information see www.accountabilityinitiative.in

Right to Education indicators

Table 17: Schools by total enrollment 2010 and 2011

School enrollment	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1-60	210	40.9	160	31.9
61-90	91	17.7	94	18.7
91-120	66	12.8	79	15.7
121-150	50	9.7	45	9.0
151-200	52	10.1	49	9.8
> 200	45	8.8	75	14.9
TOTAL	514	100.0	502	100.0

Table 18: RTE norms: Pupil-teacher ratio 2010 and 2011

School enrollment	RTE Teacher Norms	2010	2011
		% Schools that do not meet PTR norms	
1-60	2	44.4	38.2
61-90	3	68.1	70.2
91-120	4	84.0	90.9
121-150	5	82.5	90.6
151-200	5 + HM	90.9	85.3
> 200	see note	90.9	90.5
TOTAL		66.4	71.0

Note : For schools with enrollment above 200 children the PTR shall not exceed 40 excluding the Head Teacher

Table 19: Schools by number of teachers 2010 and 2011

Number of teachers	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1	137	35.9	119	33.9
2	98	25.7	99	28.2
3	64	16.8	63	18.0
4	33	8.6	30	8.6
5	15	3.9	10	2.9
6	3	0.8	7	2.0
>=7	32	8.4	23	6.6
TOTAL	382	100.0	351	100.0

Table 20: RTE norms: Teacher - classroom ratio 2010 and 2011

RTE norm: At least one classroom per teacher	2010	2011
	% Schools that do not meet classroom to teacher norms	
Number of teachers		
1	0.0	0.0
2	19.1	25.9
3	42.9	53.7
4	75.0	83.3
5	91.7	60.0
6	100.0	66.7
>=7	83.3	88.2
TOTAL	32.3	35.2

Table 21: % Schools meeting selected RTE norms on facilities 2010 & 2011

% of schools with		2010	2011
Building	Office/Store/Office cum store	57.3	54.1
	Playground	61.5	56.5
	Boundary Wall	19.3	23.3
Drinking Water	No facility for drinking water	23.2	23.8
	Facility but no drinking water available	16.0	11.7
	Drinking water available	60.9	64.6
Toilet	No toilet facility	19.1	13.1
	Facility but toilet not useable	47.8	49.2
	Toilet useable	33.1	37.8
Girls Toilet	% Schools with no separate provisions for girls toilets	52.2	34.3
	Of schools with separate girls toilets, % schools where		
	Toilet locked	18.5	19.3
	Toilet not useable	15.6	19.0
TLM	Toilet useable	13.7	27.4
	Teaching learning material in Std 2	71.4	71.1
	Teaching learning material in Std 4	67.1	72.2
Library	No library	79.2	71.9
	Library but no books being used by children on day of visit	10.3	14.5
	Library being used by children on day of visit	10.5	13.6
MDM	Kitchen shed for cooking midday meal	80.0	81.5
	Midday meal served in school on the day of visit	66.6	59.6

Note: School observations for ASER 2011 looked at TLM for Std II and Std IV only.

As part of ASER 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

♦ Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
> 150	5 + 1 Headteacher
> 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- ♦ At least one classroom for every teacher
- ♦ Office cum store cum headteacher's room
- ♦ Separate toilets for boys and girls
- ♦ Safe and adequate drinking water facility to all children
- ♦ A kitchen where mid-day meal is cooked in the school
- ♦ Playground
- ♦ Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 8 OUT OF 9 DISTRICTS

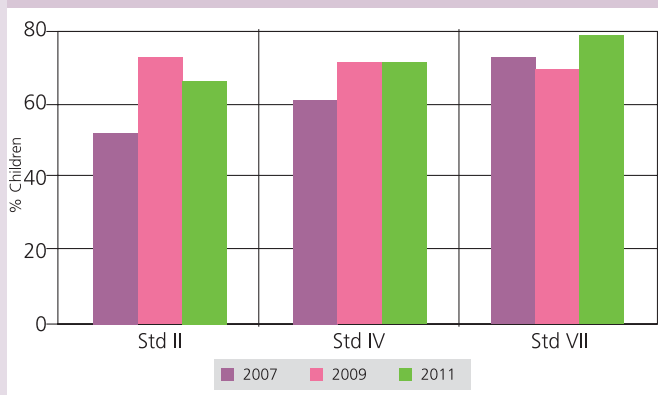
School enrollment and out of school children

Table 1: % Children in different types of schools 2011

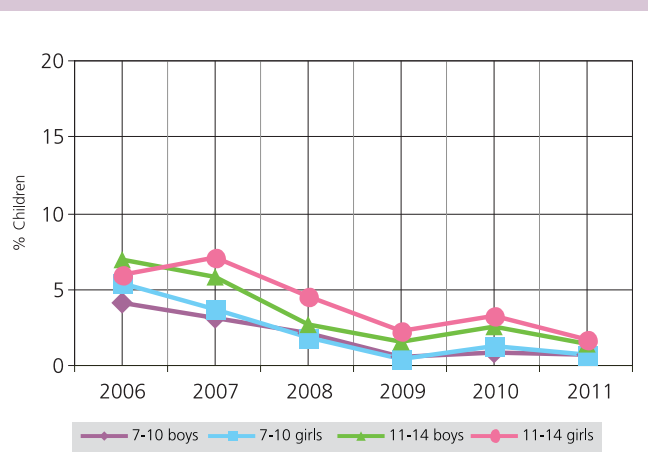
Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6-14 ALL	27.7	71.1	0.1	1.1	100
Age: 7-16 ALL	26.9	71.0	0.1	2.0	100
Age: 7-10 ALL	29.5	69.7	0.1	0.7	100
Age: 7-10 BOYS	29.4	69.8	0.0	0.8	100
Age: 7-10 GIRLS	29.6	69.7	0.1	0.7	100
Age: 11-14 ALL	24.8	73.5	0.1	1.6	100
Age: 11-14 BOYS	25.3	73.1	0.2	1.4	100
Age: 11-14 GIRLS	24.2	74.0	0.1	1.7	100
Age: 15-16 ALL	23.3	67.6	0.4	8.7	100
Age: 15-16 BOYS	21.0	67.1	0.6	11.3	100
Age: 15-16 GIRLS	25.6	68.0	0.2	6.2	100

Note: 'OTHER' includes children going to madarssa and EGS.
 'NOT IN SCHOOL' = dropped out + never enrolled.

**Chart 2: Trends over time
 % Children enrolled in private school by class 2007, 2009 & 2011**



**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2011**



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 5.9% in 2006 to 7.1% in 2007 to 4.6% in 2008 to 2.3% in 2009 to 3.3% in 2010 to 1.7% in 2011

**Table 2: Sample description
 % Children in each class by age 2011**

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	17.0	38.5	21.8	14.4	8.3								100
II	3.3	11.3	25.9	31.3	13.9	8.9	5.4						100
III	4.2	11.0	31.1	19.0	19.3	5.8	6.3	3.4				100	
IV	5.4	8.6	25.5	30.1	11.9	11.4	7.1					100	
V	5.6	6.7	34.3	19.2	14.4	10.3	7.4	2.2	100				
VI	4.1	11.8	20.4	31.2	18.3	8.1	6.2	100					
VII	8.7	37.5	29.8	16.0	8.0	100							
VIII	3.4	11.4	31.4	31.1	16.3	6.4	100						

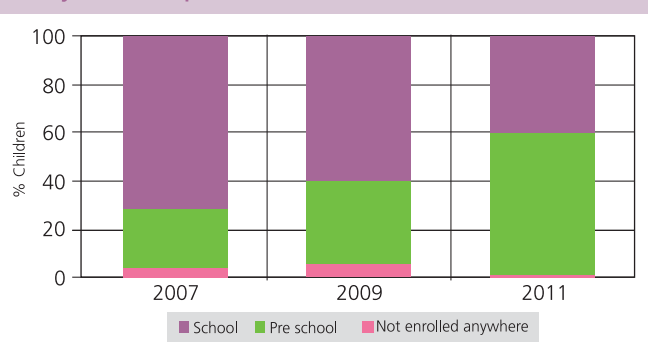
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 31.1% children are 8 years old but there are also 11.0% who are 7, 19.0% who are 9, 19.3% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 5-6 who are enrolled in different types of pre-school & school 2011

	In balwadi or anganwadi	In LKG/UKG	In School			Not enrolled anywhere	Total
			Govt	Pvt	Other		
Age 5	7.0	52.0	12.3	27.8	0.0	0.9	100
Age 6	1.6	26.5	22.8	48.4	0.0	0.9	100

**Chart 3: Trends over time
 Five year olds in pre-school & school 2007, 2009 & 2011**



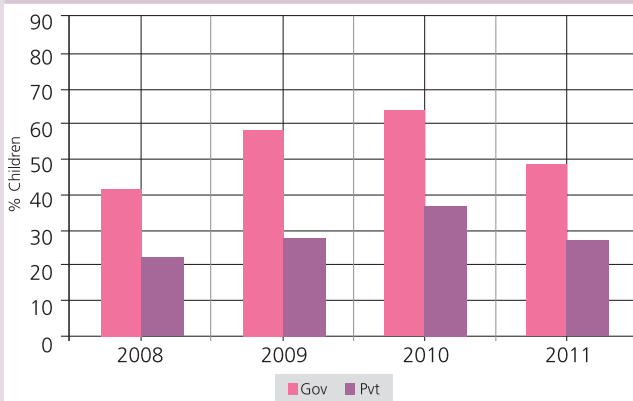
Reading

Table 4: % Children by class and READING level All schools 2011

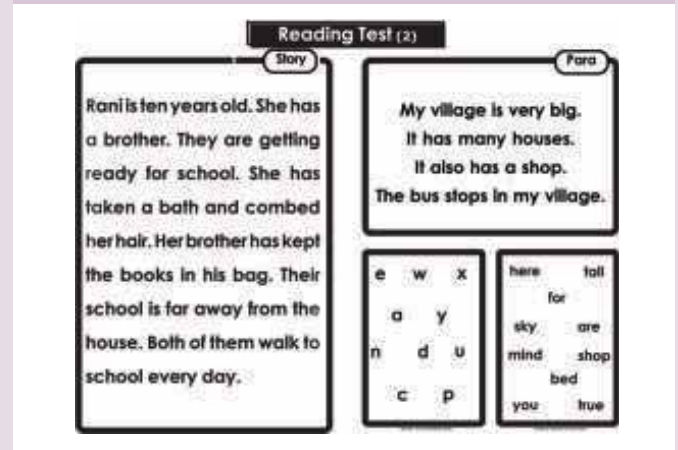
Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	4.0	46.7	33.2	8.6	7.4	100
II	1.8	16.8	43.3	21.3	16.8	100
III	0.8	8.1	24.1	31.4	35.6	100
IV	0.9	7.8	14.1	26.2	51.1	100
V	0.2	4.9	8.4	15.2	71.3	100
VI	0.6	3.1	4.8	13.4	78.1	100
VII	0.8	2.0	3.6	7.8	85.9	100
VIII	0.2	0.4	1.1	8.1	90.1	100
Total	1.3	13.1	18.7	17.3	49.6	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 0.8% children cannot even read letters, 8.1% can read letters but not more, 24.1% can read words but not Std 1 text or higher, 31.4% can read Std 1 text but not Std 2 level text, and 35.6% can read Std 2 level text. In sum, for each class, the total of all these exclusive categories is 100%.

Chart 4: Trends over time % Children in Std III who CANNOT READ Std I LEVEL TEXT By school type 2008-2011

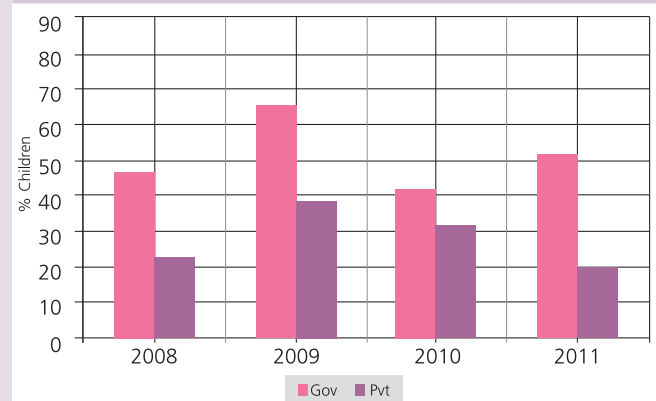


Reading Tool



Note: This tool was also available in Meitei Mayek and Manipuri.

Chart 5: Trends over time % Children in Std V who CANNOT READ Std II LEVEL TEXT By school type 2008-2011



Home language and school language

Table 5: School language and home language

%Children who took the reading test in:	%	Of the % Children who tested in:	% Children whose home language was:								
			Manipuri	Tangkhul	Kuki	Hmar	Kabui	Paite	Anal	Other *	Total
English	98.0	English	53.8	15.0	7.0	4.3	2.9	2.9	1.9	12.2	100
Manipuri	2.0										
Total	100.0										

* 'Other' includes all languages from the list of scheduled and non-scheduled languages except those specified above. Data for home language of children tested in Manipuri has not been reported here due to small cell sizes.

Note: In ASER 2011 for every state, reading tools were provided in the main medium of instruction in government schools. In Manipur, where the medium of instruction in government schools is English or Manipuri, children were given the choice of reading in English, Manipuri or Meitei Mayek. Figures of Meitei Mayek have not been included due to insufficient data. For home languages, a list of 122 languages was provided to all survey teams. This includes 22 Scheduled languages and 100 Non-Scheduled languages. The data in this table is for children for whom we have information for both school language and home language.

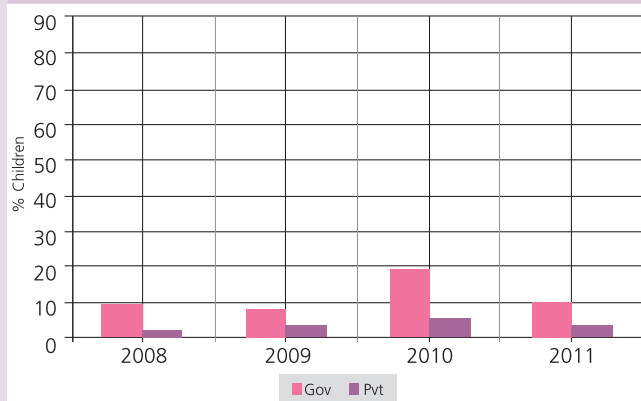
Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2011

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	5.2	33.1	53.3	7.1	1.4	100
II	2.0	10.3	57.8	24.7	5.2	100
III	0.8	4.6	38.8	39.5	16.4	100
IV	1.0	3.4	20.8	45.5	29.3	100
V	0.2	2.3	9.7	38.2	49.6	100
VI	0.5	1.2	6.9	28.5	62.9	100
VII	0.8	0.5	6.1	17.0	75.7	100
VIII	0.2	0.6	3.2	14.1	81.9	100
Total	1.5	8.3	27.7	27.5	35.0	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std III, 0.8% children cannot even recognize numbers 1-9, 4.6% children can recognize numbers up to 9 but not more, 38.8% can recognize numbers to 99 but cannot do subtraction, 39.5% can do subtraction but not division, and 16.4% can do division. In sum, for each class, the total of all these exclusive categories is 100%.

Chart 6: Trends over time
 % Children in Std III who CANNOT RECOGNISE NUMBERS upto 100. By school type 2008-2011



Math Tool



Chart 7: Trends over time
 % Children in Std V who CANNOT DO DIVISION By school type 2008-2011



Tuition

Table 7: Class-wise % children attending PAID TUITION CLASSES By school type 2007, 2009, 2010 and 2011

Year	School	I	II	III	IV	V	VI	VII	VIII	Total
2007	Govt	17.2	18.0	19.5	26.0	24.1	26.6	28.9	35.3	22.3
	Pvt	43.6	52.4	53.1	53.7	58.6	53.5	59.2	59.9	54.0
2009	Govt	12.0	18.8	16.0	17.1	17.6	21.6	15.2	29.7	18.2
	Pvt	42.4	46.0	49.5	50.7	45.7	49.9	51.8	55.2	48.5
2010	Govt	9.9	13.2	11.3	14.7	16.9	16.4	15.4	27.6	15.0
	Pvt	38.9	41.3	49.2	51.9	48.6	52.9	59.3	61.7	49.9
2011	Govt	11.0	15.3	13.2	12.5	13.6	23.2	20.8	19.8	15.1
	Pvt	43.0	43.3	43.7	51.3	52.4	50.4	52.6	57.2	48.8

Note: In 2007, 2009, 2010 and 2011 the ASER survey recorded information about tuition. In all 4 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



As part of ASER 2007, 2009, 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

School observations

Table 8: Total schools visited 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011
Std I-IV/V: Primary	111	107	97	99
Std I-VII/VIII: Primary + Upper primary	36	35	28	34
Total schools visited	147	142	125	133



Student and teacher attendance

Table 9: Student attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Enrolled children present (average)	76.7	74.0	66.1	52.3	80.0	79.7	71.3	56.8
% Schools with less than 50% enrolled children present (average)	13.0	14.1	17.2	42.6	11.8	7.7	11.1	27.3
% Schools with 75% or more enrolled children present (average)	62.0	64.1	38.7	13.8	73.5	76.9	44.4	15.2

Table 10: Teacher attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Teachers present (average)	90.2	82.9	70.8	78.5	80.4	71.8	75.1	72.0
% Schools with no teachers present (average)	0.0	1.0	0.0	0.0	3.1	3.5	0.0	0.0
% Schools with all teachers present (average)	63.7	50.0	27.3	42.6	28.1	17.2	30.8	20.6

Other school information

Table 11: Headteachers 2010 & 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No Headteacher appointed	2.7	0.0	0.0	0.0
Headteacher appointed but not present at time of visit	28.0	15.0	31.6	16.0
Headteacher appointed & present at time of visit	69.3	85.0	68.4	84.0
Total	100	100	100	100

Table 12: Computers 2010 and 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No computer	97.8	97.9	70.4	81.8
Computers but no children using them on day of visit	0.0	2.1	25.9	12.1
Computers & children using them on day of visit	2.2	0.0	3.7	6.1
Total	100	100	100	100

Table 13: Multigrade classes 2007, 2009, 2010 and 2011

% Schools with:	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
Std II children sitting with one or more other classes	22.9	28.2	40.7	47.6	5.7	22.6	28.0	36.7
Std IV children sitting with one or more other classes	14.7	26.5	35.2	37.0	8.8	21.9	20.0	26.7

School funds and activities (PAISA)

Table 14: % Schools who report receiving SSA grants - Full financial year

SSA school grants	2008-2009			2009-2010			2010-2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	123	65.0	34.2	0.8	107	66.4	10.3	23.4	120	66.7	10.8	22.5
Development grant	112	49.1	50.0	0.9	107	56.1	15.9	28.0	117	55.6	19.7	24.8
TLM grant	125	74.4	25.6	0.0	106	73.6	7.6	18.9	123	68.3	9.8	22.0

Table 15: % Schools who report receiving SSA grants - Half financial year

SSA school grants	April 2009 to October 2009			April 2010 to October 2010			April 2011 to October 2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	106	34.0	49.1	17.0	98	24.5	50.0	25.5	97	11.3	54.6	34.0
Development grant	99	23.2	55.6	21.2	97	21.7	51.6	26.8	94	9.6	55.3	35.1
TLM grant	105	37.1	48.6	14.3	95	24.2	53.7	22.1	96	9.4	57.3	33.3

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% schools		
		Yes	No	Don't know
Const.	New Classroom	96.8	1.6	1.6
Repairs	Repair of building (roof, floor, wall etc.)	96.9	1.6	1.6
	Repair of doors & windows	98.4	0.0	1.6
	Repair of boundary wall	98.0	0.0	2.0
	Repair of drinking water facility	98.2	0.0	1.9
	Repair of toilet	96.8	1.6	1.6
Painting & White Wash	White wash/plastering	97.9	2.1	0.0
	Painting Blackboard/Display Board/Painting on wall	98.3	1.7	0.0
	Painting of doors & walls	97.7	2.3	0.0
Purchase	Purchase of furniture (cupboard etc.)	94.5	4.1	1.4
	Purchase of electrical fittings	98.0	0.0	2.0
	Purchase of chalk, duster, register etc.	100.0	0.0	0.0
	Purchase of sitting Mats/Tat Patti	100.0	0.0	0.0
	Purchase of charts, globes & other teaching material	100.0	0.0	0.0
Other	Expenditure on school events	100.0	0.0	0.0
	Payment of bills (electricity, water, cleaning etc.)	100.0	0.0	0.0

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2011 report which will be released in March 2012.¹

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

¹ For more information see www.accountabilityinitiative.in

Right to Education indicators

Table 17: Schools by total enrollment 2010 and 2011

School enrollment	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1-60	43	35.3	56	43.8
61-90	22	18.0	21	16.4
91-120	22	18.0	23	18.0
121-150	15	12.3	13	10.2
151-200	11	9.0	6	4.7
> 200	9	7.4	9	7.0
TOTAL	122	100.0	128	100.0

Table 18: RTE norms: Pupil-teacher ratio 2010 and 2011

School enrollment	RTE Teacher Norms	2010	2011
		% Schools that do not meet PTR norms	
1-60	2	0.0	9.1
61-90	3	20.0	5.9
91-120	4	42.1	21.7
121-150	5	64.3	9.1
151-200	5 + HM	37.5	0.0
> 200	see note	44.4	25.0
TOTAL		25.7	11.9

Note : For schools with enrollment above 200 children the PTR shall not exceed 40 excluding the Head Teacher

Table 19: Schools by number of teachers 2010 and 2011

Number of teachers	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1	3	2.7	6	5.0
2	12	10.9	7	5.8
3	12	10.9	13	10.8
4	15	13.6	9	7.5
5	23	20.9	25	20.8
6	12	10.9	12	10.0
>=7	33	30.0	48	40.0
TOTAL	110	100.0	120	100.0

Table 20: RTE norms: Teacher - classroom ratio 2010 and 2011

RTE norm: At least one classroom per teacher	2010	2011
	% Schools that do not meet classroom to teacher norms	
1	0.0	0.0
2	22.2	20.0
3	33.3	50.0
4	16.7	83.3
5	33.3	81.3
6	75.0	16.7
>=7	75.0	68.0
TOTAL	37.5	58.6

Table 21: % Schools meeting selected RTE norms on facilities 2010 & 2011

% of schools with		2010	2011
Building	Office/Store/Office cum store	68.1	66.4
	Playground	72.3	41.7
	Boundary Wall	11.1	6.4
Drinking Water	No facility for drinking water	84.6	87.3
	Facility but no drinking water available	10.3	6.4
	Drinking water available	5.1	6.4
Toilet	No toilet facility	21.4	31.3
	Facility but toilet not useable	38.5	33.6
	Toilet useable	40.2	35.2
Girls Toilet	% Schools with no separate provisions for girls toilets	78.5	64.7
	Of schools with separate girls toilets, % schools where		
	Toilet locked	4.7	5.9
	Toilet not useable	8.4	14.1
TLM	Teaching learning material in Std 2	48.7	23.0
	Teaching learning material in Std 4	38.4	20.6
	Library		
Library	No library	90.8	92.9
	Library but no books being used by children on day of visit	3.4	5.5
	Library being used by children on day of visit	5.9	1.6
MDM	Kitchen shed for cooking midday meal	59.2	43.9
	Midday meal served in school on the day of visit	47.8	29.8

Note: School observations for ASER 2011 looked at TLM for Std II and Std IV only.

As part of ASER 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

♦ Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
> 150	5 + 1 Headteacher
> 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- ♦ At least one classroom for every teacher
- ♦ Office cum store cum headteacher's room
- ♦ Separate toilets for boys and girls
- ♦ Safe and adequate drinking water facility to all children
- ♦ A kitchen where mid-day meal is cooked in the school
- ♦ Playground
- ♦ Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 6 OUT OF 7 DISTRICTS

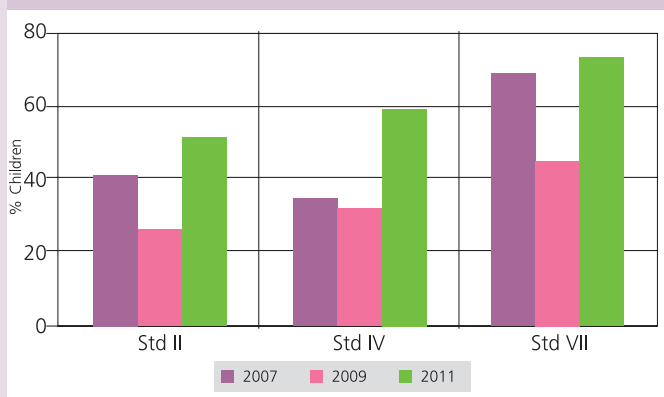
School enrollment and out of school children

Table 1: % Children in different types of schools 2011

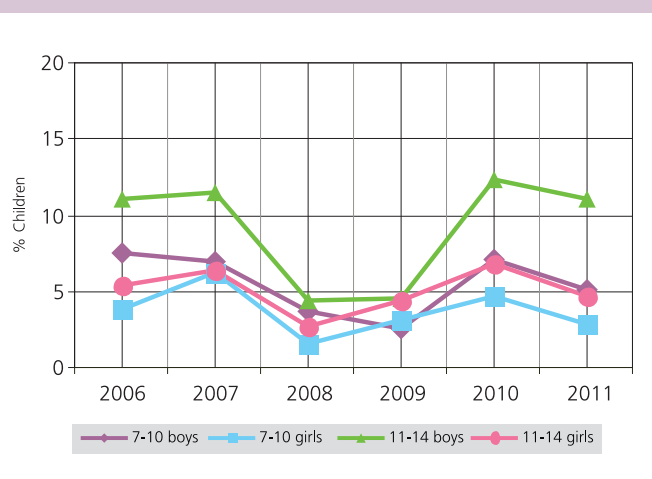
Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6-14 ALL	38.6	54.3	1.3	5.8	100
Age: 7-16 ALL	38.1	52.4	1.2	8.2	100
Age: 7-10 ALL	39.8	55.0	1.3	4.0	100
Age: 7-10 BOYS	42.8	51.0	1.1	5.1	100
Age: 7-10 GIRLS	36.6	59.2	1.4	2.9	100
Age: 11-14 ALL	37.7	53.1	1.4	7.8	100
Age: 11-14 BOYS	39.7	48.0	1.3	11.0	100
Age: 11-14 GIRLS	35.7	58.1	1.5	4.7	100
Age: 15-16 ALL	35.3	45.0	0.7	19.0	100
Age: 15-16 BOYS	38.9	38.5	0.3	22.2	100
Age: 15-16 GIRLS	31.7	51.6	1.0	15.7	100

Note: 'OTHER' includes children going to madarssa and EGS.
 'NOT IN SCHOOL' = dropped out + never enrolled.

**Chart 2: Trends over time
 % Children enrolled in private school by class 2007, 2009 & 2011**



**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2011**



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 5.4% in 2006 to 6.4% in 2007 to 2.7% in 2008 to 4.4% in 2009 to 6.8% in 2010 to 4.7% in 2011

**Table 2: Sample description
 % Children in each class by age 2011**

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total	
I	8.0	17.7	19.8	20.9	10.7	11.1	3.4	8.5					100	
II	6.5		13.2	21.8	17.1	17.1	7.9	8.9	7.6				100	
III	5.9			13.6	19.1	18.0	14.8	12.3	7.8	8.5			100	
IV	4.8				12.7	24.4	13.7	17.4	9.6	7.6	5.7	4.2	100	
V	4.3					11.9	16.9	21.8	16.3	11.1	10.7	7.0	100	
VI	4.4						10.5	20.4	21.1	20.5	15.9	7.3	100	
VII	4.4								17.5	21.5	27.7	16.9	12.1	100
VIII	7.0									19.1	30.4	25.3	18.2	100

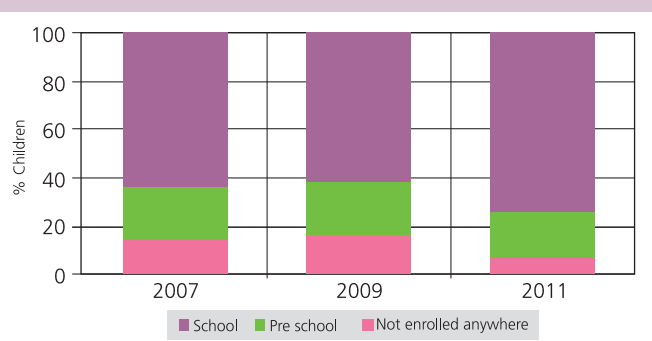
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 13.6% children are 8 years old but there are also 5.9% who are 7 years old or younger, 19.1% who are 9, 18.0% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 5-6 who are enrolled in different types of pre-school & school 2011

	In balwadi or anganwadi	In LKG/UKG	In School			Not enrolled anywhere	Total
			Govt	Pvt	Other		
Age 5	9.1	9.1	29.0	44.6	0.7	7.4	100
Age 6	4.0	10.1	31.7	48.4	1.1	4.7	100

**Chart 3: Trends over time
 Five year olds in pre-school & school 2007, 2009 & 2011**



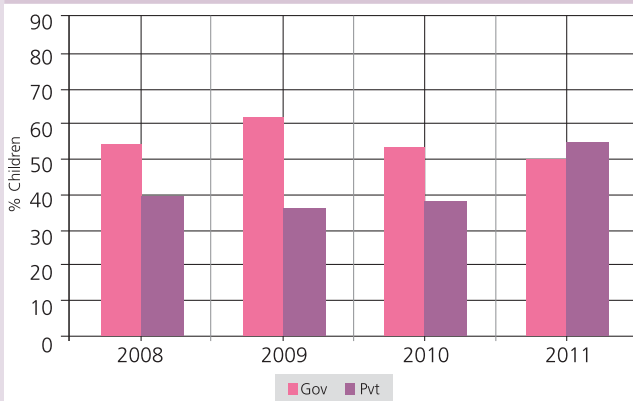
Reading

Table 4: % Children by class and READING level
All schools 2011

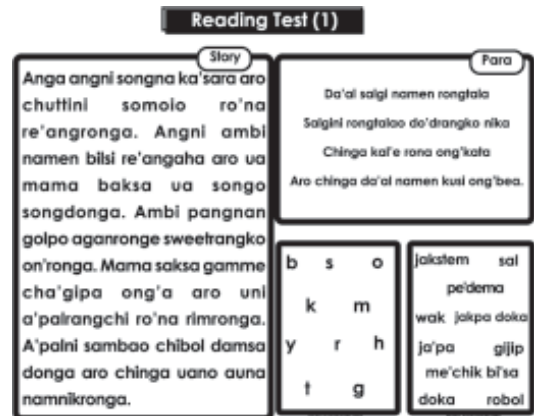
Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	17.5	33.5	36.8	8.0	4.2	100
II	9.4	18.7	39.2	19.6	13.1	100
III	6.2	7.2	38.3	20.7	27.5	100
IV	4.1	5.4	24.9	29.2	36.4	100
V	4.8	3.4	14.9	23.5	53.5	100
VI	4.2	5.4	10.2	24.2	56.0	100
VII	4.2	2.2	4.5	17.2	71.9	100
VIII	2.2	6.2	2.5	6.0	83.2	100
Total	8.1	13.3	26.7	18.7	33.3	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 6.2% children cannot even read letters, 7.2% can read letters but not more, 38.3% can read words but not Std 1 text or higher, 20.7% can read Std 1 text but not Std 2 level text, and 27.5% can read Std 2 level text. In sum, for each class, the total of all these exclusive categories is 100%.

Chart 4: Trends over time
% Children in Std III who CANNOT READ Std I LEVEL TEXT
By school type 2008-2011

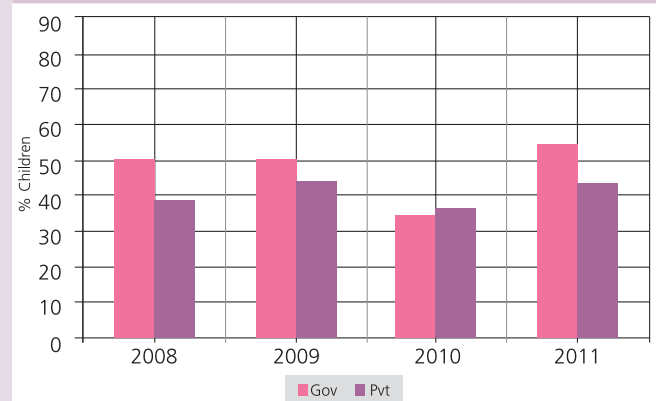


Reading Tool



Note: This tool was also available in Garo and Pvt.

Chart 5: Trends over time
% Children in Std V who CANNOT READ Std II LEVEL TEXT
By school type 2008-2011



Home language and school language

Table 5: School language and home language

Of Children whose school language was Garo or Khasi:	% Children whose :	% Children who took the reading test in:	%	Of the % Children who tested in:	% Children whose home language was:				
					Garo	Khasi	Maram	Other *	Total
Home language is the same as school language	51.7	Garo / Khasi	52.7	Garo / Khasi	31.5	21.6	9.8	37.2	100
Home language is different from school language	48.3	English	47.3	English	16.3	51.4	4.9	27.4	100
Total	100	Total	100						

* 'Other' includes all languages from the list of scheduled and non-scheduled languages except those specified above.

Note: In ASER 2011 for every state, reading tools were provided in the main medium of instruction in government schools. In Meghalaya, where the medium of instruction in government schools is Garo, Khasi or English, children were given the choice of reading in any one of these languages. Figures for Garo and Khasi have been combined. For home languages, a list of 122 languages was provided to all survey teams. This included 22 Scheduled languages and 100 Non-Scheduled languages. The data in this table is for children for whom we have information for both school language and home language.

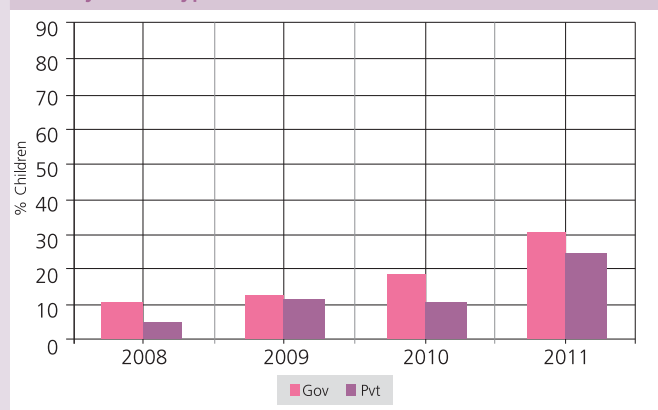
Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2011

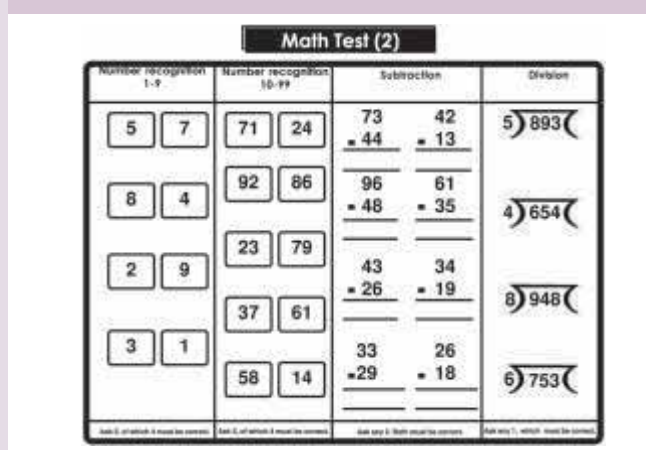
Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	13.5	43.4	39.0	3.8	0.4	100
II	6.7	32.9	47.7	11.1	1.6	100
III	6.5	20.6	41.5	28.4	3.1	100
IV	5.1	14.3	38.3	32.7	9.6	100
V	4.8	10.9	20.5	42.5	21.3	100
VI	4.7	12.1	18.0	36.6	28.7	100
VII	4.4	4.7	16.4	27.5	47.1	100
VIII	2.2	8.4	6.4	19.1	64.0	100
Total	7.0	22.8	33.4	22.8	14.1	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std III, 6.5% children cannot even recognize numbers 1-9, 20.6% children can recognize numbers up to 9 but not more, 41.5% can recognize numbers to 99 but cannot do subtraction, 28.4% can do subtraction but not division, and 3.1% can do division. In sum, for each class, the total of all these exclusive categories is 100%.

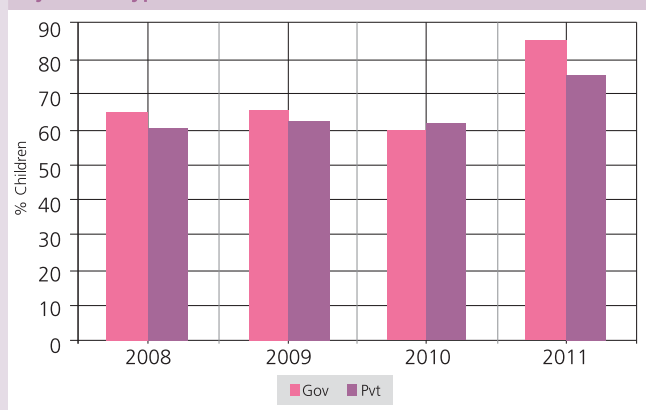
**Chart 6: Trends over time
 % Children in Std III who CANNOT RECOGNISE NUMBERS upto 100. By school type 2008-2011**



Math Tool



**Chart 7: Trends over time
 % Children in Std V who CANNOT DO DIVISION By school type 2008-2011**



Tuition

Table 7: Class-wise % children attending PAID TUITION CLASSES By school type 2007, 2009, 2010 and 2011

Year	School	I	II	III	IV	V	VI	VII	VIII	Total
2007	Govt	2.7	5.7	4.3	3.9	8.4	14.9	15.7	11.0	5.8
	Pvt	23.7	28.0	25.8	29.9	24.7	29.9	37.3	34.6	28.3
2009	Govt	4.8	7.5	10.9	7.6	9.2	13.8	22.6	27.4	9.8
	Pvt	22.8	17.2	16.0	23.4	20.4	20.7	19.3	35.5	21.2
2010	Govt	4.7	5.7	7.9	10.4	13.9	13.1	21.8	14.7	9.8
	Pvt	21.1	20.6	20.6	19.2	14.8	14.7	18.8	22.3	18.9
2011	Govt	7.0	7.3	8.6	10.9	10.9	31.4	22.2	26.7	11.8
	Pvt	19.0	21.0	25.0	23.3	20.2	22.8	23.7	26.6	22.3

Note: In 2007, 2009, 2010 and 2011 the ASER survey recorded information about tuition. In all 4 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



As part of ASER 2007, 2009, 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

School observations

Table 8: Total schools visited 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011
Std I-IV/V: Primary	107	135	101	76
Std I-VII/VIII: Primary + Upper primary	9	9	9	9
Total schools visited	116	144	110	85



Student and teacher attendance

Table 9: Student attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011
	Std I-IV/V			
% Enrolled children present (average)	85.0	76.9	74.7	75.5
% Schools with less than 50% enrolled children present (average)	1.2	7.1	6.1	12.2
% Schools with 75% or more enrolled children present (average)	84.9	62.7	60.2	59.5

Table 10: Teacher attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011
	Std I-IV/V			
% Teachers present (average)	92.5	88.9	94.4	94.7
% Schools with no teachers present (average)	1.3	0.8	0.0	1.5
% Schools with all teachers present (average)	83.5	71.7	81.7	87.0

Other school information

Table 11: Headteachers 2010 & 2011

% Schools with:	2010	2011
	Std I-IV/V	
No Headteacher appointed	0.0	0.0
Headteacher appointed but not present at time of visit	3.9	3.5
Headteacher appointed & present at time of visit	96.2	96.6
Total	100	100

Table 12: Computers 2010 and 2011

% Schools with:	2010	2011
	Std I-IV/V	
No computer	100.0	98.6
Computers but no children using them on day of visit	0.0	1.4
Computers & children using them on day of visit	0.0	0.0
Total	100	100

Table 13: Multigrade classes 2007, 2009, 2010 and 2011

% Schools with:	2007	2009	2010	2011
	Std I-IV/V			
Std II children sitting with one or more other classes	56.2	67.4	68.8	82.9
Std IV children sitting with one or more other classes	47.2	63.4	66.7	81.2

School funds and activities (PAISA)

Table 14: % Schools who report receiving SSA grants - Full financial year

SSA school grants	2008-2009			2009-2010			2010-2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	123	65.9	26.0	8.1	95	69.5	21.1	9.5	77	62.3	32.5	5.2
Development grant	116	38.8	52.6	8.6	92	37.0	47.8	15.2	76	46.1	46.1	7.9
TLM grant	122	83.6	8.2	8.2	96	78.1	17.7	4.2	78	83.3	10.3	6.4

Table 15: % Schools who report receiving SSA grants - Half financial year

SSA school grants	April 2009 to October 2009			April 2010 to October 2010			April 2011 to October 2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	98	45.9	39.8	14.3	94	37.2	53.2	9.6	73	38.4	50.7	11.0
Development grant	95	20.0	65.3	14.7	87	21.8	69.0	9.2	69	24.6	62.3	13.0
TLM grant	98	65.3	19.4	15.3	93	37.6	58.1	4.3	72	47.2	43.1	9.7



The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2011 report which will be released in March 2012.¹

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

¹ For more information see www.accountabilityinitiative.in

Right to Education indicators

Table 17: Schools by total enrollment 2010 and 2011

School enrollment	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1-60	76	71.0	55	66.3
61-90	18	16.8	19	22.9
91-120	6	5.6	2	2.4
121-150	2	1.9	2	2.4
151-200	3	2.8	2	2.4
> 200	2	1.9	3	3.6
TOTAL	107	100.0	83	100.0

Table 18: RTE norms: Pupil-teacher ratio 2010 and 2011

School enrollment	RTE Teacher Norms	2010	2011
		% Schools that do not meet PTR norms	% Schools that do not meet PTR norms
1-60	2	52.9	52.1
61-90	3	33.3	35.3
91-120	4	33.3	50.0
121-150	5	0.0	50.0
151-200	5 + HM	0.0	0.0
> 200	see note	0.0	100.0
TOTAL		45.7	48.6

Note : For schools with enrollment above 200 children the PTR shall not exceed 40 excluding the Head Teacher

Table 19: Schools by number of teachers 2010 and 2011

Number of teachers	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1	39	41.1	29	39.7
2	18	19.0	14	19.2
3	12	12.6	12	16.4
4	9	9.5	7	9.6
5	7	7.4	5	6.9
6	3	3.2	1	1.4
>=7	7	7.4	5	6.9
TOTAL	95	100.0	73	100.0

Table 20: RTE norms: Teacher - classroom ratio 2010 and 2011

RTE norm: At least one classroom per teacher	2010	2011
	% Schools that do not meet classroom to teacher norms	
1	0.0	36.4
2	25.0	42.9
3	14.3	20.0
4	0.0	50.0
5	0.0	25.0
6	100.0	100.0
>=7	50.0	33.3
TOTAL	15.8	37.1

Table 21: % Schools meeting selected RTE norms on facilities 2010 & 2011

% of schools with		2010	2011
Building	Office/Store/Office cum store	33.6	41.6
	Playground	45.5	39.5
	Boundary Wall	13.8	13.9
Drinking Water	No facility for drinking water	70.6	77.8
	Facility but no drinking water available	5.5	12.4
	Drinking water available	23.9	9.9
Toilet	No toilet facility	34.9	23.1
	Facility but toilet not useable	40.6	52.6
	Toilet useable	24.5	24.4
Girls Toilet	% Schools with no separate provisions for girls toilets	64.8	44.1
	Of schools with separate girls toilets, % schools where		
	Toilet locked	9.1	33.9
TLM	Toilet not useable	11.4	3.4
	Toilet useable	14.8	18.6
	Teaching learning material in Std 2	40.0	51.3
Library	Teaching learning material in Std 4	26.8	46.5
	No library	78.0	63.8
	Library but no books being used by children on day of visit	6.4	5.0
MDM	Library being used by children on day of visit	15.6	31.3
	Kitchen shed for cooking midday meal	59.4	69.6
	Midday meal served in school on the day of visit	50.9	35.4

Note: School observations for ASER 2011 looked at TLM for Std II and Std IV only.

As part of ASER 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
> 150	5 + 1 Headteacher
> 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 8 OUT OF 8 DISTRICTS

School enrollment and out of school children

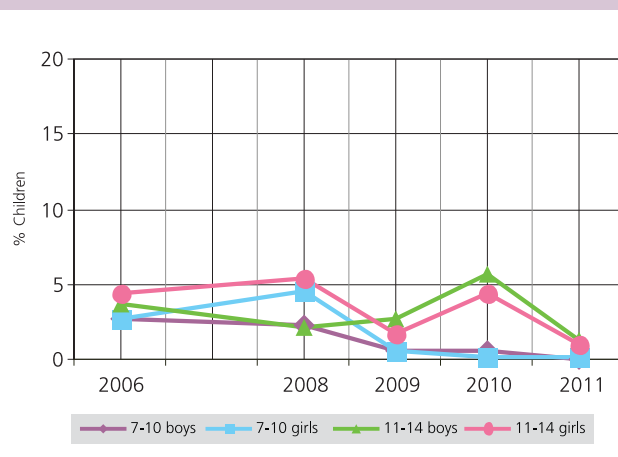
Table 1: % Children in different types of schools 2011

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6-14 ALL	85.6	13.7	0.1	0.6	100
Age: 7-16 ALL	85.2	12.6	0.1	2.2	100
Age: 7-10 ALL	85.3	14.5	0.1	0.1	100
Age: 7-10 BOYS	86.2	13.7	0.0	0.1	100
Age: 7-10 GIRLS	84.2	15.5	0.1	0.2	100
Age: 11-14 ALL	87.2	11.5	0.1	1.2	100
Age: 11-14 BOYS	87.4	11.1	0.2	1.3	100
Age: 11-14 GIRLS	87.0	12.0	0.0	1.1	100
Age: 15-16 ALL	79.8	8.6	0.1	11.5	100
Age: 15-16 BOYS	78.9	8.0	0.2	12.9	100
Age: 15-16 GIRLS	80.9	9.3	0.0	9.8	100

Note: 'OTHER' includes children going to madarssa and EGS.
 'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time

% Children out of school by age group and gender 2006-2011



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 4.4% in 2006 to 5.4% in 2008 to 1.8% in 2009 to 4.4% in 2010 to 1.1% in 2011

Chart 2: Trends over time

% Children enrolled in private school by class 2009 & 2011

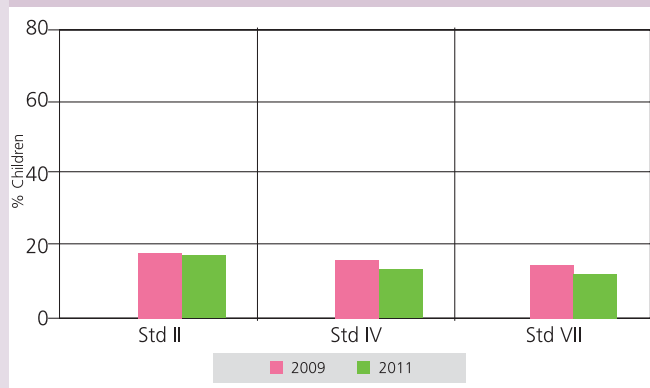


Table 2: Sample description

% Children in each class by age 2011

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	22.9	45.5	26.0	5.5									100
II	2.4	10.7	43.3	29.6	11.0	3.0							100
III	1.8	10.2	28.2	39.9	13.1	6.7							100
IV	2.3	9.7	25.5	34.2	10.9	9.6	6.3	1.4					100
V	6.9	26.7				34.3	13.4	9.0	6.2	3.5			100
VI	7.6	22.0				34.4	18.0	7.4	6.7	4.0			100
VII	8.0	23.6				31.5	20.9	10.2	5.8			100	
VIII	2.3	6.4	23.0	38.4	17.4	12.6			100				

How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 28.2% children are 8 years old but there are also 10.2% who are 7, 39.9% who are 9, 13.1% who are 10 years old, etc.

Young children in pre-school and school

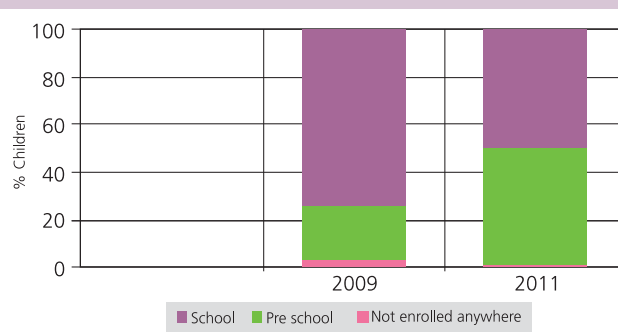
Table 3: % Children age 5-6 who are enrolled in different types of pre-school & school 2011

	In balwadi or anganwadi	In LKG/UKG	In School			Not enrolled anywhere	Total
			Govt	Pvt	Other		
Age 5	36.7	13.4	37.9	11.9	0.0	0.2	100
Age 6	6.6	5.3	71.5	16.2	0.0	0.3	100

Note: Mizoram data for 2007 not available.

Chart 3: Trends over time

Five year olds in pre-school & school 2009 & 2011



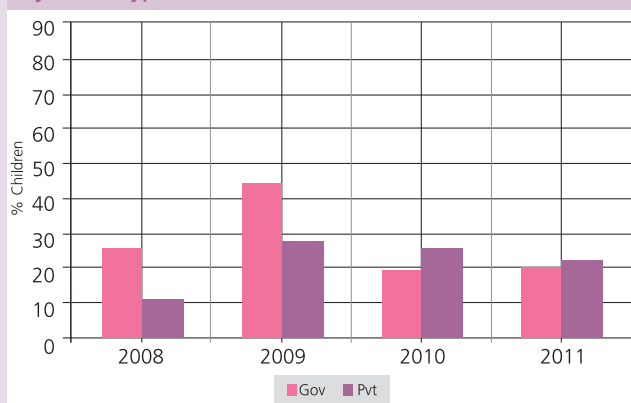
Reading

Table 4: % Children by class and READING level
All schools 2011

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	5.3	46.4	39.6	5.9	2.8	100
II	2.3	11.3	38.6	35.0	12.8	100
III	1.4	3.9	14.7	40.4	39.6	100
IV	1.0	2.7	11.0	18.9	66.4	100
V	0.0	2.8	4.8	14.1	78.4	100
VI	0.2	1.9	2.8	7.2	87.9	100
VII	0.0	1.7	1.7	3.3	93.3	100
VIII	0.4	2.4	1.1	6.2	89.9	100
Total	1.6	10.8	17.1	18.6	52.0	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 1.4% children cannot even read letters, 3.9% can read letters but not more, 14.7% can read words but not Std 1 text or higher, 40.4% can read Std 1 text but not Std 2 level text, and 39.6% can read Std 2 level text. In sum, for each class, the total of all these exclusive categories is 100%.

Chart 4: Trends over time
% Children in Std III who CANNOT READ Std I LEVEL TEXT
By school type 2008-2011



Reading Tool

Reading Test (1)

Story

Am-i chu hmeichhe naupang fel tak ani. Unau pathum anni a. hmeichhia pakhat leh mipa pahnih anni. Nau phat leh U pakhat a nei. Inliam nuam an ti hle. Niinin sikul an kal thin. In lian tak an nei a. U leh zawhte an nei. Am-i chuan a chunglte chu a ngal hle a, a hmangalh hle bawk. An vai chuan an in khawm zlah thin. A nu chu a fel hle a, a pa chu faima tak ani. Niinin loah a feh thin. Fanghma leh valim an ngah hle. Mai te leh maian pawh. Bazarah an zuar thin a, min an lei duh hle.

Para

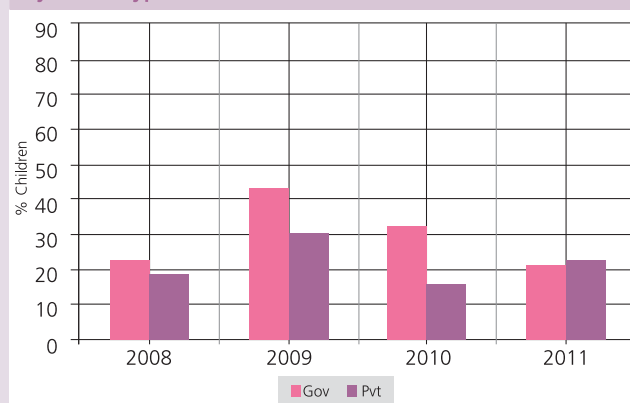
Zala ka ni a.
 Sikul ka kal thin.
 Nau ka nei.
 Fel tak anni.

a	e	j
aw	ch	
d	g	o
b	t	

nu	pa
unau	
hmai	nau
ui	mil
	beng
pu	kel

Note: This tool was also available in English and Mara.

Chart 5: Trends over time
% Children in Std V who CANNOT READ Std II LEVEL TEXT
By school type 2008-2011



Home language and school language

Table 5: School language and home language

%Children who took the reading test in:	%	Of the % Children who tested in:	% Children whose home language was:					
			Lushai/Mizo	Bengali	Lakher	Pawi	Other *	Total
Mizo or Mara	69.6	Mizo or Mara	87.0	1.2	6.1	2.8	3.0	100
English	30.4	English	45.7	53.0	0.1	0.1	1.1	100
Total	100.0							

* 'Other' includes all languages from the list of scheduled and non-scheduled languages except those specified above.

Note: In ASER 2011 for every state, reading tools were provided in the main medium in instruction in government schools. In Mizoram, where the medium of instruction in government schools is Mizo, Mara (only in Saiha district) or English, children were given the choice of reading in any one of these languages. Figures for Mizo and Mara have been combined. For home languages, a list of 122 languages was provided to all survey teams. This includes 22 Scheduled languages and 100 Non-Scheduled languages. The data in this table is for children for whom we have information for both school language and home language.

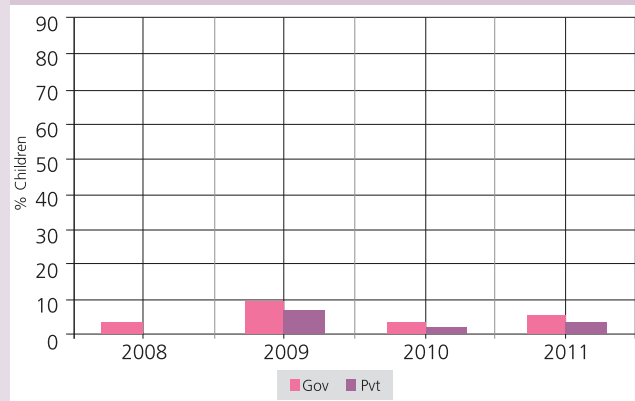
Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2011

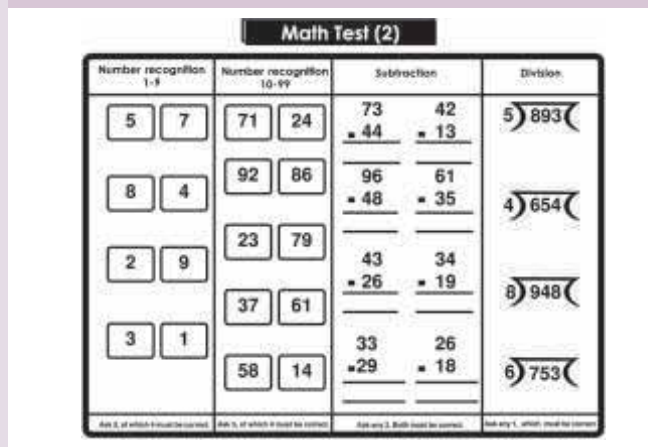
Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	4.7	44.2	45.8	3.4	2.0	100
II	1.2	12.0	50.8	28.0	8.0	100
III	0.3	4.8	18.3	50.0	26.7	100
IV	0.7	2.6	10.2	30.3	56.3	100
V	0.2	1.9	4.7	25.6	67.7	100
VI	0.1	1.5	2.7	15.3	80.4	100
VII	0.0	2.2	1.5	7.8	88.5	100
VIII	0.7	2.1	2.0	6.0	89.3	100
Total	1.1	10.5	20.4	22.8	45.1	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std III, 0.3% children cannot even recognize numbers 1-9, 4.8% children can recognize numbers up to 9 but not more, 18.3% can recognize numbers to 99 but cannot do subtraction, 50% can do subtraction but not division, and 26.7% can do division. In sum, for each class, the total of all these exclusive categories is 100%.

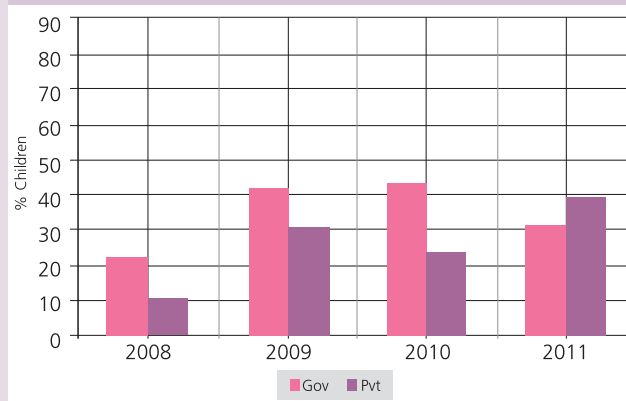
**Chart 6: Trends over time
 % Children in Std III who CANNOT RECOGNISE NUMBERS upto 100. By school type 2008-2011**



Math Tool



**Chart 7: Trends over time
 % Children in Std V who CANNOT DO DIVISION By school type 2008-2011**



Tuition

Table 7: Class-wise % children attending PAID TUITION CLASSES By school type 2009, 2010 and 2011

Year	School	I	II	III	IV	V	VI	VII	VIII	Total
2007	Govt									
	Pvt									
2009	Govt	5.3	5.3	5.8	8.9	6.4	7.6	9.7	6.3	6.8
	Pvt	17.5	23.6	35.9	29.3	33.7	38.0	37.0	24.2	28.5
2010	Govt	1.7	2.1	2.1	3.4	4.3	4.3	5.6	7.4	3.3
	Pvt	17.1	18.1	13.0	21.9	9.7	4.6	12.7	3.2	11.5
2011	Govt	0.5	0.3	0.6	0.9	0.9	1.4	1.6	2.3	0.9
	Pvt	6.5	6.7	14.9	17.2	17.3	21.8	14.5	10.4	12.7

Note: In 2007, 2009, 2010 and 2011 the ASER survey recorded information about tuition. In all 4 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



As part of ASER 2007, 2009, 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

School observations

Table 8: Total schools visited 2009, 2010 and 2011

Type of school	2009	2010	2011
Std I-IV/V: Primary	135	166	135
Std I-VII/VIII: Primary + Upper primary	17	8	13
Total schools visited	152	174	148



Student and teacher attendance

Table 9: Student attendance 2009, 2010 and 2011

Type of school	2009	2010	2011
	Std I-IV/V		
% Enrolled children present (average)	86.0	86.5	85.6
% Schools with less than 50% enrolled children present (average)	0.8	2.0	3.0
% Schools with 75% or more enrolled children present (average)	82.3	88.2	83.7

Table 10: Teacher attendance 2009, 2010 and 2011

Type of school	2009	2010	2011
	Std I-IV/V		
% Teachers present (average)	93.8	94.5	91.0
% Schools with no teachers present (average)	0.8	0.0	0.0
% Schools with all teachers present (average)	78.7	78.2	67.8

Other school information

Table 11: Headteachers 2010 & 2011

% Schools with:	2010	2011
	Std I-IV/V	
No Headteacher appointed	0.0	2.2
Headteacher appointed but not present at time of visit	3.5	5.4
Headteacher appointed & present at time of visit	96.5	92.4
Total	100	100

Table 12: Computers 2010 and 2011

% Schools with:	2010	2011
	Std I-IV/V	
No computer	92.6	94.5
Computers but no children using them on day of visit	1.8	3.2
Computers & children using them on day of visit	5.5	2.4
Total	100	100

Table 13: Multigrade classes 2009, 2010 and 2011

% Schools with:	2009	2010	2011
	Std I-IV/V		
Std II children sitting with one or more other classes	20.9	32.1	15.2
Std IV children sitting with one or more other classes	19.1	30.1	14.3

School funds and activities (PAISA)

Table 14: % Schools who report receiving SSA grants - Full financial year

SSA school grants	2008-2009			2009-2010			2010-2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	143	85.3	11.2	3.5	159	93.1	4.4	2.5	142	95.1	4.2	0.7
Development grant	122	63.1	32.8	4.1	145	79.3	17.9	2.8	133	78.2	18.8	3.0
TLM grant	142	78.2	20.4	1.4	158	93.0	5.1	1.9	141	96.5	2.8	0.7

Table 15: % Schools who report receiving SSA grants - Half financial year

SSA school grants	April 2009 to October 2009			April 2010 to October 2010			April 2011 to October 2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	126	61.9	29.4	8.7	156	79.5	18.0	2.6	126	78.6	19.1	2.4
Development grant	114	43.0	47.4	9.7	152	62.5	34.9	2.6	117	63.3	32.5	4.3
TLM grant	125	62.4	30.4	7.2	156	79.5	18.0	2.6	125	76.8	20.8	2.4

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% schools		
		Yes	No	Don't know
Const.	New Classroom	24.4	75.6	0.0
Repairs	Repair of building (roof, floor, wall etc.)	75.2	23.9	0.9
	Repair of doors & windows	78.0	21.2	0.9
	Repair of boundary wall	47.6	51.5	1.0
	Repair of drinking water facility	56.4	42.6	1.0
	Repair of toilet	68.2	31.8	0.0
Painting & White Wash	White wash/plastering	52.6	47.4	0.0
	Painting Blackboard/Display Board/Painting on wall	58.8	41.2	0.0
	Painting of doors & walls	67.2	31.9	0.9
Purchase	Purchase of furniture (cupboard etc.)	61.6	37.4	1.0
	Purchase of electrical fittings	71.2	26.9	1.9
	Purchase of chalk, duster, register etc.	80.7	17.5	1.8
	Purchase of sitting Mats/Tat Patti	48.1	51.9	0.0
	Purchase of charts, globes & other teaching material	80.7	19.3	0.0
Other	Expenditure on school events	76.0	21.0	3.0
	Payment of bills (electricity, water, cleaning etc.)	73.5	26.5	0.0

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2011 report which will be released in March 2012.¹

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

¹ For more information see www.accountabilityinitiative.in

Right to Education indicators

Table 17: Schools by total enrollment 2010 and 2011

School enrollment	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1-60	64	39.8	83	56.1
61-90	70	43.5	34	23.0
91-120	17	10.6	18	12.2
121-150	6	3.7	10	6.8
151-200	2	1.2	3	2.0
> 200	2	1.2	0	0.0
TOTAL	161	100.0	148	100.0

Table 18: RTE norms: Pupil-teacher ratio 2010 and 2011

School enrollment	RTE Teacher Norms	2010	2011
		% Schools that do not meet PTR norms	% Schools that do not meet PTR norms
1-60	2	5.1	16.4
61-90	3	4.6	16.7
91-120	4	50.0	60.0
121-150	5	0.0	55.6
151-200	5 + HM	0.0	0.0
> 200	see note	100.0	0.0
TOTAL		10.9	24.8

Note : For schools with enrollment above 200 children the PTR shall not exceed 40 excluding the Head Teacher

Table 19: Schools by number of teachers 2010 and 2011

Number of teachers	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1	4	2.7	13	10.7
2	13	8.8	29	23.8
3	40	27.0	38	31.2
4	37	25.0	19	15.6
5	20	13.5	7	5.7
6	7	4.7	7	5.7
>=7	27	18.2	9	7.4
TOTAL	148	100.0	122	100.0

Table 20: RTE norms: Teacher - classroom ratio 2010 and 2011

RTE norm: At least one classroom per teacher	2010	2011
	% Schools that do not meet classroom to teacher norms	
Number of teachers		
1	0.0	0.0
2	0.0	0.0
3	7.7	0.0
4	5.9	12.5
5	100.0	50.0
6	100.0	0.0
>=7	88.2	33.3
TOTAL	42.4	5.2

Table 21: % Schools meeting selected RTE norms on facilities 2010 & 2011

% of schools with		2010	2011
Building	Office/Store/Office cum store	80.1	92.1
	Playground	40.7	70.7
	Boundary Wall	35.5	47.8
Drinking Water	No facility for drinking water	47.3	25.4
	Facility but no drinking water available	4.1	3.6
	Drinking water available	48.5	71.0
Toilet	No toilet facility	7.1	2.1
	Facility but toilet not useable	37.3	45.8
	Toilet useable	55.6	52.1
Girls Toilet	% Schools with no separate provisions for girls toilets	43.4	12.4
	Of schools with separate girls toilets, % schools where		
	Toilet locked	14.5	44.6
	Toilet not useable	11.3	9.9
TLM	Teaching learning material in Std 2	40.2	53.3
	Teaching learning material in Std 4	36.0	51.0
	Library		
Library	No library	93.6	72.9
	Library but no books being used by children on day of visit	4.7	15.0
	Library being used by children on day of visit	1.7	12.1
MDM	Kitchen shed for cooking midday meal	96.5	98.6
	Midday meal served in school on the day of visit	94.4	99.3

Note: School observations for ASER 2011 looked at TLM for Std II and Std IV only.

As part of ASER 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
> 150	5 + 1 Headteacher
> 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- At least one classroom for every teacher
- Office cum store cum headteacher's room
- Separate toilets for boys and girls
- Safe and adequate drinking water facility to all children
- A kitchen where mid-day meal is cooked in the school
- Playground
- Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 11 OUT OF 11 DISTRICTS

School enrollment and out of school children

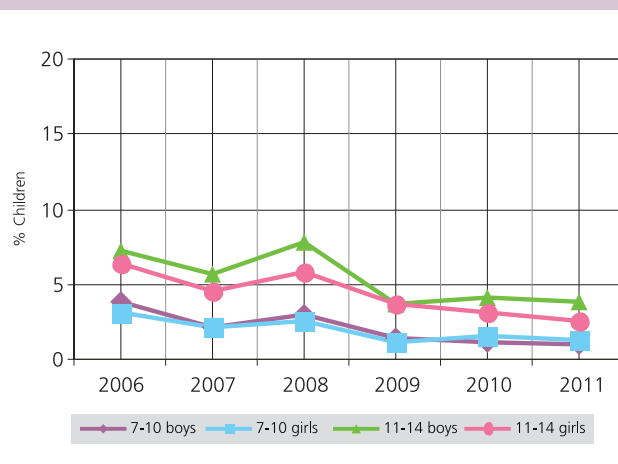
Table 1: % Children in different types of schools 2011

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6-14 ALL	57.1	40.9	0.0	2.0	100
Age: 7-16 ALL	56.6	40.1	0.0	3.2	100
Age: 7-10 ALL	58.6	40.2	0.1	1.1	100
Age: 7-10 BOYS	58.1	40.8	0.1	1.0	100
Age: 7-10 GIRLS	59.1	39.6	0.1	1.3	100
Age: 11-14 ALL	56.5	40.3	0.0	3.2	100
Age: 11-14 BOYS	55.8	40.4	0.0	3.9	100
Age: 11-14 GIRLS	57.3	40.2	0.1	2.5	100
Age: 15-16 ALL	49.1	39.4	0.0	11.5	100
Age: 15-16 BOYS	48.4	39.2	0.1	12.3	100
Age: 15-16 GIRLS	49.9	39.5	0.0	10.6	100

Note: 'OTHER' includes children going to madarssa and EGS.
 'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time

% Children out of school by age group and gender 2006-2011



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 6.4% in 2006 to 4.5% in 2007 to 5.8% in 2008 to 3.7% in 2009 to 3.2% in 2010 to 2.5% in 2011

Chart 2: Trends over time

% Children enrolled in private school by class 2007, 2009 & 2011

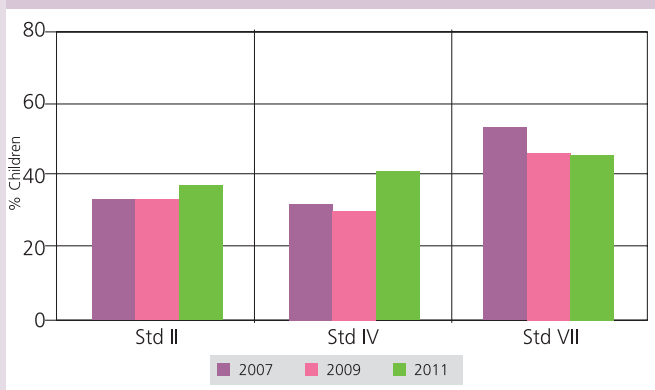


Table 2: Sample description

% Children in each class by age 2011

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total		
I	8.6	36.3	34.4	10.5	5.2	5.0							100		
II	7.5		23.6	36.3	17.8	7.6	7.2							100	
III	9.3			26.0	29.5	16.9	8.9	5.2	4.2					100	
IV	2.5		6.5	21.3	30.1	15.9	13.1	7.0	3.7					100	
V	8.3				25.2		24.1	22.6	12.0	7.9					100
VI	1.9			7.8	16.5	32.4	21.8	11.3	8.4					100	
VII	7.2				21.9			29.6	24.2	11.2	5.9				100
VIII	6.3					20.8			40.1	21.9	10.8				100

How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 26.0% children are 8 years old but there are also 9.3% who are 7 years old or younger, 29.5% who are 9, 16.9% who are 10 years old, etc.

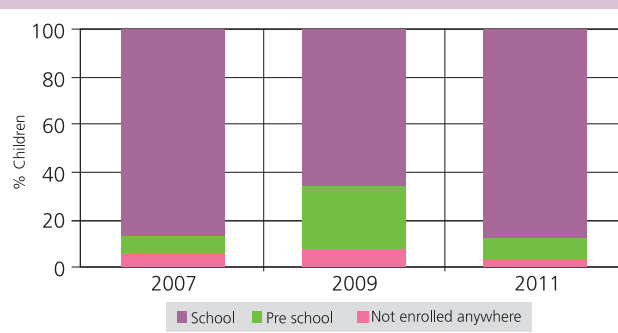
Young children in pre-school and school

Table 3: % Children age 5-6 who are enrolled in different types of pre-school & school 2011

	In balwadi or anganwadi	In LKG/UKG	In School			Not enrolled anywhere	Total
			Govt	Pvt	Other		
Age 5	2.3	7.4	46.7	40.4	0.0	3.2	100
Age 6	0.3	3.0	50.9	44.1	0.0	1.7	100

Chart 3: Trends over time

Five year olds in pre-school & school 2007, 2009 & 2011



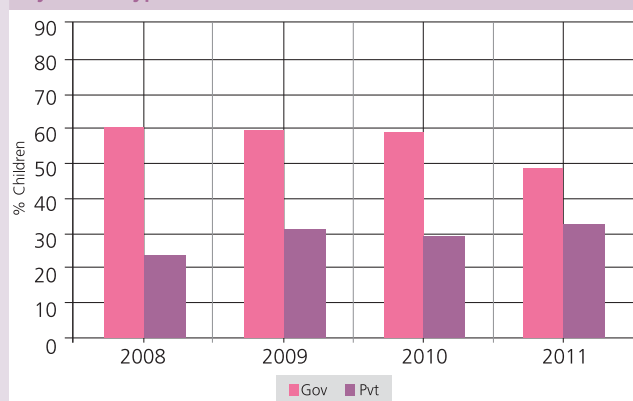
Reading

**Table 4: % Children by class and READING level
All schools 2011**

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	5.1	42.9	42.4	6.8	2.8	100
II	1.7	20.3	49.8	22.5	5.7	100
III	0.9	11.7	29.8	38.1	19.6	100
IV	0.3	7.7	17.9	36.4	37.7	100
V	0.4	3.0	10.7	27.0	59.0	100
VI	0.2	2.5	5.1	20.6	71.6	100
VII	0.0	2.9	2.5	11.3	83.3	100
VIII	0.5	1.4	2.5	5.6	90.0	100
Total	1.5	14.9	25.3	22.4	35.9	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 0.9% children cannot even read letters, 11.7% can read letters but not more, 29.8% can read words but not Std 1 text or higher, 38.1% can read Std 1 text but not Std 2 level text, and 19.6% can read Std 2 level text. In sum, for each class, the total of all these exclusive categories is 100%.

**Chart 4: Trends over time
% Children in Std III who CANNOT READ Std I LEVEL TEXT
By school type 2008-2011**



Reading Tool

Reading Test (3)

Story

I love my village. We go there during holidays. My uncle and grandmother live there. My grandmother is very old. She tells me stories and gives me sweets. My uncle is a farmer. He takes me to his farm. There is a pond near the farm. I love to swim in the pond.

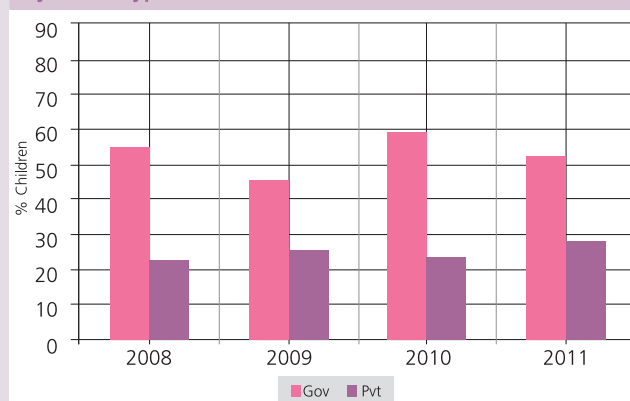
Para

Today is a cloudy day. There are birds in the sky. We all are out to play. We are very happy.

b s o
k m
y r h
t x

ring sun
ball
fold pig
clap foot
fan
girl crow

**Chart 5: Trends over time
% Children in Std V who CANNOT READ Std II LEVEL TEXT
By school type 2008-2011**



Home language and school language

Table 5: School language and home language

% children who tested in English:			
% children whose home language was:		% children whose home language was:	
	%		%
Konyak	16.9	Regma	3.4
Lotha	11.4	Chang	3.3
AO	10.1	Zeliang	2.8
Angami	8.1	Khezha	2.5
Chakru/Chokri	6.3	Yimchungrey	1.9
Phom	5.6	Kuki	1.5
Sangatam	5.4	Other *	16.8
Khiemungan	4.1	Total	100.0

* 'Other' includes all languages from the list of scheduled and non-scheduled languages except those specified above.

Note: In ASER 2011 for every state, reading tools were provided in the main medium of instruction in government schools. In Nagaland, where the medium of instruction is English, children were given the reading tool only in English. For home languages, a list of 122 languages was provided to all survey teams. This included 22 Scheduled languages and 100 Non-Scheduled languages. The data in this table is for children for whom we have information for both school language and home language.



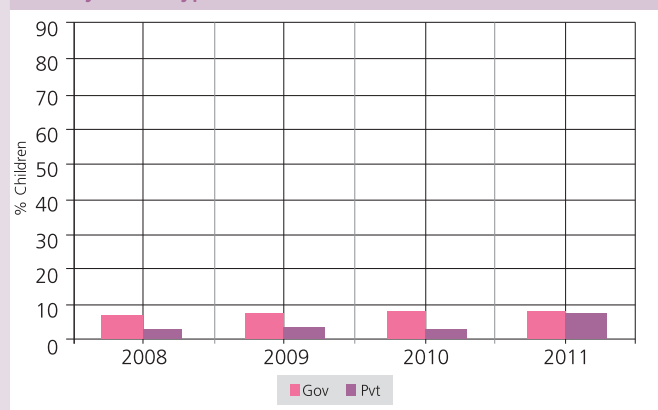
Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2011

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	3.4	32.4	54.7	8.6	1.0	100
II	1.1	13.4	54.4	28.3	2.9	100
III	0.7	6.9	34.9	49.9	7.6	100
IV	0.0	4.7	20.7	53.8	20.8	100
V	0.3	2.8	11.3	45.1	40.5	100
VI	0.4	1.5	5.9	36.8	55.5	100
VII	0.0	1.4	4.2	24.5	69.9	100
VIII	0.4	0.7	2.3	13.4	83.3	100
Total	1.0	10.3	29.7	33.1	25.9	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std III, 0.7% children cannot even recognize numbers 1-9, 6.9% children can recognize numbers up to 9 but not more, 34.9% can recognize numbers to 99 but cannot do subtraction, 49.9% can do subtraction but not division, and 7.6% can do division. In sum, for each class, the total of all these exclusive categories is 100%.

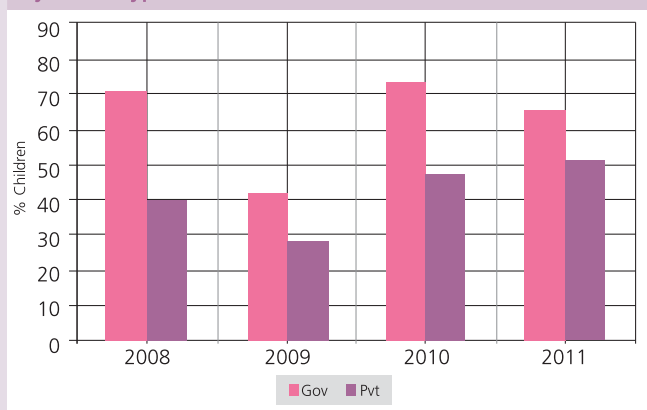
**Chart 6: Trends over time
 % Children in Std III who CANNOT RECOGNISE NUMBERS upto 100. By school type 2008-2011**



Math Tool

MATH TEST / गणित नमूना (1)			
Number recognition 1-9	Number recognition 11-99	Subtraction	Division
3 7	65 38	52 - 24 = 28 76 - 47 = 29	6 919)
1 4	92 23	48 - 29 = 19 75 - 37 = 38	7 869)
8 9	47 72	46 - 38 = 8 31 - 15 = 16	5 583)
5 2	56 87	65 - 18 = 47 23 - 14 = 9	3 532)
	29 11		

**Chart 7: Trends over time
 % Children in Std V who CANNOT DO DIVISION By school type 2008-2011**



Tuition

Table 7: Class-wise % children attending PAID TUITION CLASSES By school type 2007, 2009, 2010 and 2011

Year	School	I	II	III	IV	V	VI	VII	VIII	Total
2007	Govt	15.4	14.6	19.1	19.6	27.1	12.7	16.3	23.7	18.5
	Pvt	28.5	34.3	40.2	40.1	38.5	49.9	48.5	57.7	42.0
2009	Govt	12.9	10.8	9.3	8.4	14.6	13.2	14.8	21.7	12.3
	Pvt	36.4	36.8	41.1	40.0	40.8	45.9	52.1	54.5	43.1
2010	Govt	7.6	7.2	7.1	8.7	7.8	5.8	6.8	10.3	7.7
	Pvt	26.5	31.9	34.7	32.2	32.2	30.0	40.0	39.8	33.3
2011	Govt	11.7	11.4	12.0	13.0	11.1	15.0	15.6	14.5	12.6
	Pvt	32.2	36.3	40.4	39.0	42.2	43.1	45.0	52.8	40.4

Note: In 2007, 2009, 2010 and 2011 the ASER survey recorded information about tuition. In all 4 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



As part of ASER 2007, 2009, 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

School observations

Table 8: Total schools visited 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011
Std I-IV/V: Primary	213	215	202	173
Std I-VII/VIII: Primary + Upper primary	23	27	21	44
Total schools visited	236	242	223	217



Student and teacher attendance

Table 9: Student attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Enrolled children present (average)	85.0	84.4	81.9	82.3	79.9	87.3	83.0	81.6
% Schools with less than 50% enrolled children present (average)	3.0	1.9	3.1	3.0	13.6	0.0	0.0	4.8
% Schools with 75% or more enrolled children present (average)	83.5	80.2	74.4	72.8	81.8	85.2	68.4	78.6

Table 10: Teacher attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Teachers present (average)	91.6	89.2	87.2	90.8	93.0	80.0	86.3	85.8
% Schools with no teachers present (average)	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0
% Schools with all teachers present (average)	64.7	56.1	49.7	63.2	45.5	51.9	27.8	47.5

Other school information

Table 11: Headteachers 2010 & 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No Headteacher appointed	0.0	0.0	0.0	0.0
Headteacher appointed but not present at time of visit	10.3	2.5	0.0	0.0
Headteacher appointed & present at time of visit	89.7	97.5	100.0	100.0
Total	100	100	100	100

Table 12: Computers 2010 and 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No computer	90.4	92.3	35.0	43.2
Computers but no children using them on day of visit	8.6	4.2	35.0	27.3
Computers & children using them on day of visit	1.0	3.6	30.0	29.6
Total	100	100	100	100

Table 13: Multigrade classes 2007, 2009, 2010 and 2011

% Schools with:	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
Std II children sitting with one or more other classes	3.4	16.0	18.7	13.0	4.8	11.1	28.6	15.0
Std IV children sitting with one or more other classes	2.9	13.6	17.5	13.3	4.6	12.0	28.6	16.7

School funds and activities (PAISA)

Table 14: % Schools who report receiving SSA grants - Full financial year

SSA school grants	2008-2009				2009-2010				2010-2011			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	217	98.2	1.8	0.0	204	94.6	0.5	4.9	214	95.8	1.9	2.3
Development grant	207	89.4	10.6	0.0	200	92.5	2.0	5.5	213	89.2	5.6	5.2
TLM grant	217	98.6	1.4	0.0	201	93.0	2.5	4.5	214	94.9	3.3	1.9

Table 15: % Schools who report receiving SSA grants - Half financial year

SSA school grants	April 2009 to October 2009				April 2010 to October 2010				April 2011 to October 2011			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	221	78.7	18.6	2.7	197	83.3	8.1	8.6	181	76.2	18.8	5.0
Development grant	208	75.5	21.6	2.9	193	82.9	7.8	9.3	181	70.7	21.6	7.7
TLM grant	214	84.1	15.4	0.5	194	85.1	6.2	8.8	178	78.1	18.0	3.9



The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2011 report which will be released in March 2012.¹

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

¹ For more information see www.accountabilityinitiative.in

Right to Education indicators

Table 17: Schools by total enrollment 2010 and 2011

School enrollment	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1-60	98	45.8	87	41.2
61-90	51	23.8	51	24.2
91-120	25	11.7	34	16.1
121-150	9	4.2	10	4.7
151-200	15	7.0	11	5.2
> 200	16	7.5	18	8.5
TOTAL	214	100.0	211	100.0

Table 18: RTE norms: Pupil-teacher ratio 2010 and 2011

School enrollment	RTE Teacher Norms	2010	2011
		% Schools that do not meet PTR norms	% Schools that do not meet PTR norms
1-60	2	1.1	5.2
61-90	3	6.3	18.6
91-120	4	9.1	12.9
121-150	5	22.2	20.0
151-200	5 + HM	30.8	18.2
> 200	see note	28.6	50.0
TOTAL		8.1	14.5

Note : For schools with enrollment above 200 children the PTR shall not exceed 40 excluding the Head Teacher

Table 19: Schools by number of teachers 2010 and 2011

Number of teachers	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1	2	1.0	8	4.2
2	13	6.6	11	5.8
3	11	5.6	19	10.1
4	42	21.2	22	11.6
5	54	27.3	30	15.9
6	30	15.2	26	13.8
>=7	46	23.2	73	38.6
TOTAL	198	100.0	189	100.0

Table 20: RTE norms: Teacher - classroom ratio 2010 and 2011

RTE norm: At least one classroom per teacher	Number of teachers	2010	2011
		% Schools that do not meet classroom to teacher norms	% Schools that do not meet classroom to teacher norms
1		0.0	0.0
2		0.0	0.0
3		14.3	0.0
4		0.0	7.7
5		19.1	15.4
6		37.5	42.9
>=7		42.3	65.0
TOTAL		21.4	38.9

Table 21: % Schools meeting selected RTE norms on facilities 2010 & 2011

% of schools with		2010	2011
Building	Office/Store/Office cum store	83.6	92.6
	Playground	63.8	65.6
	Boundary Wall	43.3	35.9
Drinking Water	No facility for drinking water	56.9	70.3
	Facility but no drinking water available	6.0	6.2
	Drinking water available	37.0	23.4
Toilet	No toilet facility	13.8	6.2
	Facility but toilet not useable	32.3	33.8
	Toilet useable	53.9	60.0
Girls Toilet	% Schools with no separate provisions for girls toilets	47.8	22.0
	Of schools with separate girls toilets, % schools where		
	Toilet locked	9.4	18.4
	Toilet not useable	12.2	9.9
TLM	Teaching learning material in Std 2	48.3	51.7
	Teaching learning material in Std 4	43.5	48.9
	Library		
Library	No library	86.7	91.0
	Library but no books being used by children on day of visit	4.1	5.7
	Library being used by children on day of visit	9.2	3.3
MDM	Kitchen shed for cooking midday meal	81.9	92.1
	Midday meal served in school on the day of visit	30.7	43.8

Note: School observations for ASER 2011 looked at TLM for Std II and Std IV only.

As part of ASER 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

◆ Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
> 150	5 + 1 Headteacher
> 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- ◆ At least one classroom for every teacher
- ◆ Office cum store cum headteacher's room
- ◆ Separate toilets for boys and girls
- ◆ Safe and adequate drinking water facility to all children
- ◆ A kitchen where mid-day meal is cooked in the school
- ◆ Playground
- ◆ Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS

School enrollment and out of school children

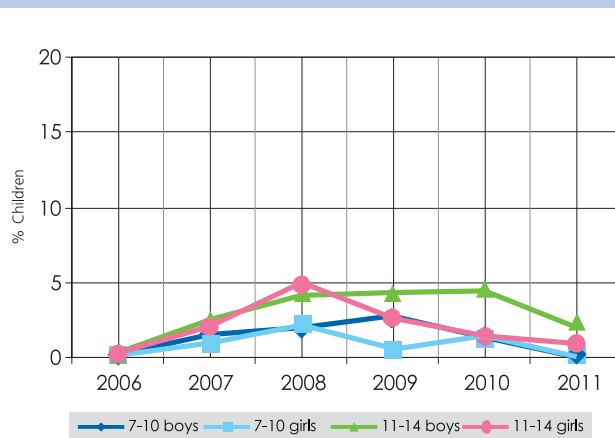
Table 1: % Children in different types of schools 2011

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6-14 ALL	70.4	28.2	0.7	0.7	100
Age: 7-16 ALL	72.7	24.5	0.9	1.8	100
Age: 7-10 ALL	64.8	34.6	0.6	0.0	100
Age: 7-10 BOYS	62.8	37.0	0.2	0.0	100
Age: 7-10 GIRLS	67.0	31.9	1.2	0.0	100
Age: 11-14 ALL	77.8	20.0	0.6	1.6	100
Age: 11-14 BOYS	75.1	22.0	0.7	2.2	100
Age: 11-14 GIRLS	80.5	18.1	0.6	0.9	100
Age: 15-16 ALL	78.4	13.1	2.2	6.4	100
Age: 15-16 BOYS	77.7	13.6	1.1	7.7	100
Age: 15-16 GIRLS	78.3	13.1	3.2	5.5	100

Note: 'OTHER' includes children going to madarssa and EGS.
 'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time

% Children out of school by age group and gender 2006-2011



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 1.8% in 2007 to 4.8% in 2008 to 2.4% in 2009 to 1.3% in 2010 to 0.9% in 2011. 2006 data for Sikkim is not available.

Chart 2: Trends over time

% Children enrolled in private school by class 2007, 2009 & 2011

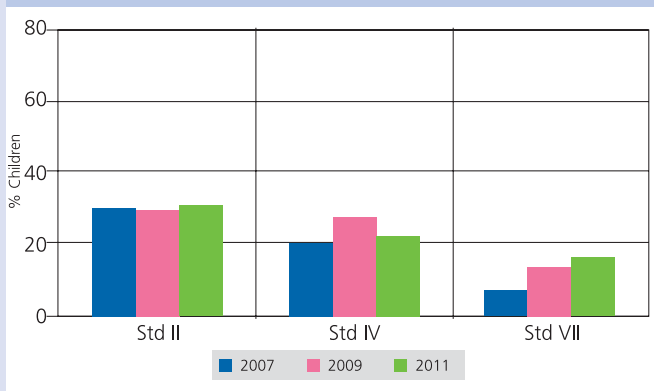


Table 2: Sample description

% Children in each class by age 2011

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	18.2	28.6	20.5	10.3	6.8	15.7							100
II	4.9	11.9	27.4	29.0	11.5	8.0	7.4						100
III	0.4	2.6	6.9	25.9	21.8	25.8	8.9	7.7					100
IV	1.1		11.0	20.9	24.3	19.5	10.1	5.6	6.1	1.6	100		
V	4.9			11.0	27.2	26.1	15.6	5.0	10.1				100
VI	5.5				9.3	13.0	27.4	21.5	13.5	5.4	4.4	100	
VII	2.4					10.5	23.6	19.3	28.5	8.2	7.5	100	
VIII	1.4						5.8	20.3	31.2	26.5	14.8	100	

How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 25.9% children are 8 years old but there are also 6.9% who are 7, 21.8% who are 9, 25.8% who are 10 years old, etc.

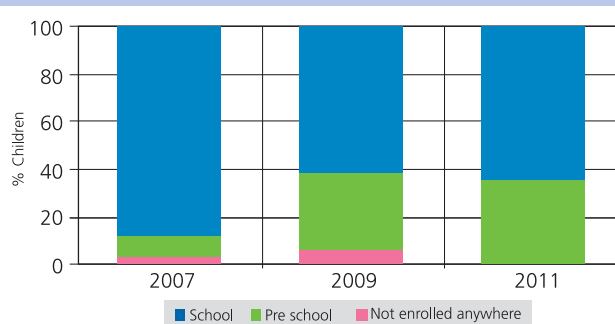
Young children in pre-school and school

Table 3: % Children age 5-6 who are enrolled in different types of pre-school & school 2011

	In balwadi or anganwadi	In LKG/UKG	In School			Not enrolled anywhere	Total
			Govt	Pvt	Other		
Age 5	31.8	3.7	17.6	45.8	1.1	0.0	100
Age 6	8.0	4.6	51.1	34.9	1.5	0.0	100

Chart 3: Trends over time

Five year olds in pre-school & school 2007, 2009 & 2011



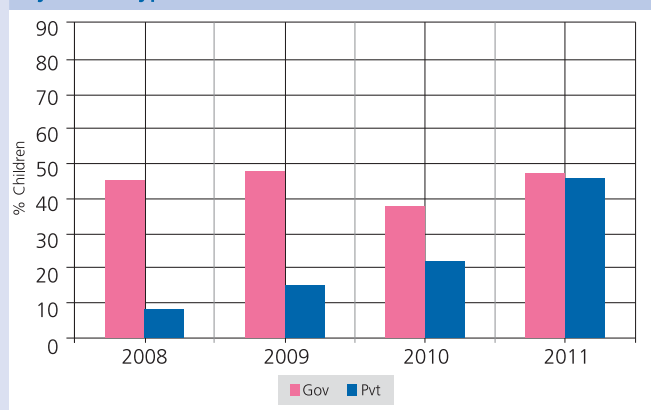
Reading

**Table 4: % Children by class and READING level
All schools 2011**

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	3.4	38.8	35.1	7.2	15.4	100
II	0.9	28.3	39.5	22.1	9.1	100
III	0.6	18.6	27.6	41.8	11.4	100
IV	0.0	10.9	27.1	35.4	26.6	100
V	0.0	12.1	12.6	21.9	53.5	100
VI	0.0	3.6	6.3	22.0	68.1	100
VII	0.0	7.9	3.5	20.7	67.9	100
VIII	0.0	9.3	2.0	4.6	84.1	100
Total	0.7	17.1	20.7	22.1	39.4	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 0.6% children cannot even read letters, 18.6% can read letters but not more, 27.6% can read words but not Std 1 text or higher, 41.8% can read Std 1 text but not Std 2 level text, and 11.4% can read Std 2 level text. In sum, for each class, the total of all these exclusive categories is 100%.

**Chart 4: Trends over time
% Children in Std III who CANNOT READ Std I LEVEL TEXT
By school type 2008-2011**



Reading Tool

Reading Test (1)

Story

A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there were many more trees. The big tree was happy.

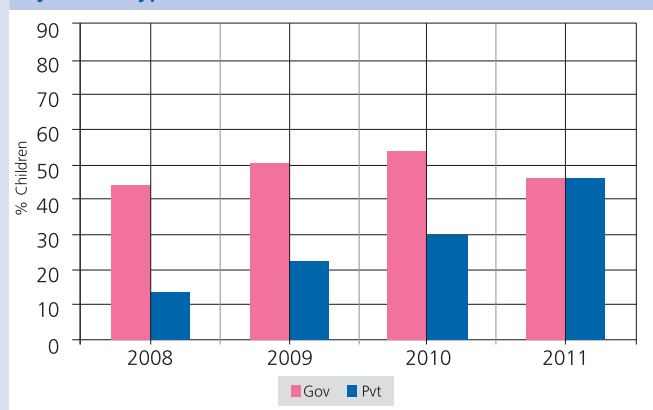
Para

Raju is six years old. He loves to study. He also likes to play. Raju goes to school everyday.

m t z
f k
o a r
v p

both step
cup
out rope
dog hat
key
wish doll

**Chart 5: Trends over time
% Children in Std V who CANNOT READ Std II LEVEL TEXT
By school type 2008-2011**



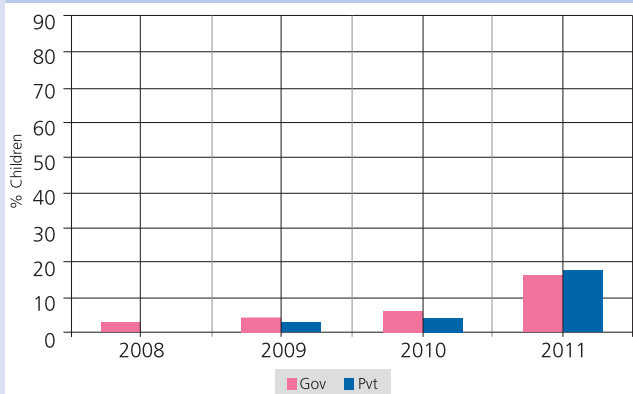
Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2011

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	8.7	31.5	38.1	10.9	10.8	100
II	0.9	28.0	40.2	23.3	7.7	100
III	1.2	15.8	31.1	44.5	7.4	100
IV	0.0	8.8	28.7	45.2	17.3	100
V	0.0	13.0	9.7	35.9	41.4	100
VI	1.1	3.5	11.4	26.8	57.2	100
VII	0.0	7.7	5.8	19.0	67.6	100
VIII	0.0	10.7	0.5	11.2	77.7	100
Total	1.6	15.6	22.2	27.5	33.1	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std III, 1.2% children cannot even recognize numbers 1-9, 15.8% children can recognize numbers up to 9 but not more, 31.1% can recognize numbers to 99 but cannot do subtraction, 44.5% can do subtraction but not division, and 7.4% can do division. In sum, for each class, the total of all these exclusive categories is 100%.

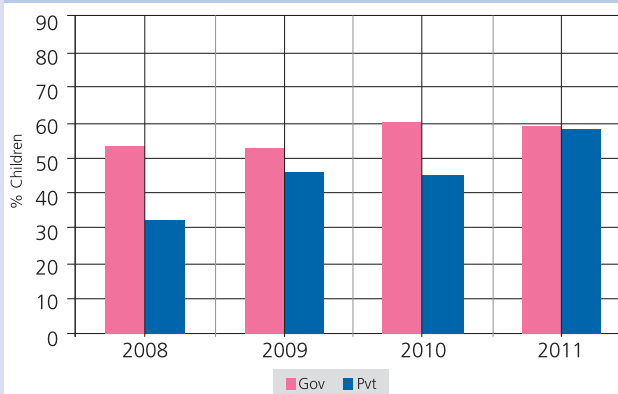
Chart 6: Trends over time % Children in Std III who CANNOT RECOGNISE NUMBERS upto 100. By school type 2008-2011



Math Tool

MATH TEST / SAMPLE 2			
Number recognition 1-9	Number recognition 11-99	Subtraction	Division
2 7	76 58	73 - 56 = 17 83 - 34 = 49	4) 653
3 5	69 99	46 - 29 = 17 54 - 35 = 19	8) 859
9 8	34 61	33 - 15 = 18 24 - 17 = 7	6) 862
4 1	46 84	56 - 18 = 38 48 - 29 = 19	7) 498
	25 68		

Chart 7: Trends over time % Children in Std V who CANNOT DO DIVISION By school type 2008-2011



Tuition

Table 7: Class-wise % children attending PAID TUITION CLASSES By school type 2007, 2009, 2010 and 2011

Year	School	I	II	III	IV	V	VI	VII	VIII	Total
2007	Govt	29.0	33.3	33.3	23.8	27.7	19.2	16.0	38.7	27.0
	Pvt	45.5	44.4	45.5	41.7	61.5	45.5	0.0	20.0	43.9
2009	Govt	20.9	27.2	21.8	31.3	24.5	28.5	31.0	42.6	28.0
	Pvt	54.8	67.6	63.5	65.3	59.3	57.6	68.9	64.6	62.0
2010	Govt	15.7	21.2	22.8	19.2	22.5	18.2	20.7	31.0	21.2
	Pvt	32.8	52.2	46.6	60.1	53.8	63.4	50.3	37.9	48.9
2011	Govt	23.5	17.2	18.1	14.5	20.1	23.3	18.0	17.8	19.1
	Pvt	42.5	51.6	59.0	55.6	68.9	65.9	73.2	69.5	58.2

Note: In 2007, 2009, 2010 and 2011 the ASER survey recorded information about tuition. In all 4 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



As part of ASER 2007, 2009, 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

School observations

Table 8: Total schools visited 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011
Std I-IV/V: Primary	7	21	28	9
Std I-VII/VIII: Primary + Upper primary	5	56	41	29
Total schools visited	12	77	69	38



Student and teacher attendance

Table 9: Student attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Enrolled children present (average)	88.7	85.5	84.4	76.0	92.7	88.4	83.2	84.2
% Schools with less than 50% enrolled children present (average)	0.0	0.0	3.6	11.1	0.0	0.0	4.9	3.6
% Schools with 75% or more enrolled children present (average)	100	85.7	85.7	77.8	100	94.6	87.8	82.1

Table 10: Teacher attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Teachers present (average)	93.9	87.1	78.7	94.6	100.0	87.3	81.6	84.3
% Schools with no teachers present (average)	0.0	0.0	7.4	0.0	0.0	0.0	0.0	0.0
% Schools with all teachers present (average)	66.7	36.8	40.7	71.4	100.0	27.5	18.4	16.7

Other school information

Table 11: Headteachers 2010 & 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No Headteacher appointed	0.0	0.0	0.0	0.0
Headteacher appointed but not present at time of visit	33.3	0.0	19.4	21.4
Headteacher appointed & present at time of visit	66.7	100.0	80.7	78.6
Total	100	100	100	100

Table 12: Computers 2010 and 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No computer	100	77.8	34.2	35.7
Computers but no children using them on day of visit	0.0	11.1	24.4	28.6
Computers & children using them on day of visit	0.0	11.1	41.5	35.7
Total	100	100	100	100

Table 13: Multigrade classes 2007, 2009, 2010 and 2011

% Schools with	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
Std II children sitting with one or more other classes	0.0	33.3	14.3	22.2	25.0	9.1	5.1	17.9
Std IV children sitting with one or more other classes	0.0	18.8	7.7	33.3	25.0	9.4	10.3	15.4

School funds and activities (PAISA)

Table 14: % Schools who report receiving SSA grants - Full financial year

SSA school grants	2008-2009			2009-2010			2010-2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	67	83.6	6.0	10.5	48	81.3	4.2	14.6	38	84.2	2.6	13.2
Development grant	59	61.0	25.4	13.6	46	69.6	8.7	21.7	38	79.0	13.2	7.9
TLM grant	64	79.7	9.4	10.9	42	83.3	4.8	11.9	37	83.8	5.4	10.8

Table 15: % Schools who report receiving SSA grants - Half financial year

SSA school grants	April 2009 to October 2009			April 2010 to October 2010			April 2011 to October 2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	55	78.2	12.7	9.1	47	70.2	19.2	10.6	31.0	80.7	9.7	9.7
Development grant	52	55.8	28.9	15.4	48	66.7	22.9	10.4	31	71.0	22.6	6.5
TLM grant	54	74.1	13.0	13.0	46	76.1	17.4	6.5	30	73.3	20.0	6.7

Table 16: % Schools carrying out different activities since April 2010

Type of Activity		% schools		
		Yes	No	Don't know
Const.	New Classroom	36.7	60.0	3.3
Repairs	Repair of building (roof, floor, wall etc.)	64.5	29.0	6.5
	Repair of doors & windows	70.0	30.0	0.0
	Repair of boundary wall	27.6	69.0	3.5
	Repair of drinking water facility	38.7	58.1	3.2
	Repair of toilet	54.8	45.2	0.0
Painting & White Wash	White wash/plastering	58.6	41.4	0.0
	Painting Blackboard/Display Board/Painting on wall	86.2	13.8	0.0
	Painting of doors & walls	48.2	48.2	3.7
Purchase	Purchase of furniture (cupboard etc.)	60.7	39.3	0.0
	Purchase of electrical fittings	58.6	37.9	3.5
	Purchase of chalk, duster, register etc.	100.0	0.0	0.0
	Purchase of sitting Mats/Tat Patti	44.0	52.0	4.0
	Purchase of charts, globes & other teaching material	93.3	3.3	3.3
Other	Expenditure on school events	83.3	13.3	3.3
	Payment of bills (electricity, water, cleaning etc.)	57.1	39.3	3.6

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2011 report which will be released in March 2012.¹

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SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

¹ For more information see www.accountabilityinitiative.in

Right to Education indicators

Table 17: Schools by total enrollment 2010 and 2011

School enrollment	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1-60	16	23.2	4	10.8
61-90	11	15.9	3	8.1
91-120	6	8.7	4	10.8
121-150	7	10.1	3	8.1
151-200	7	10.1	6	16.2
> 200	22	31.9	17	46.0
TOTAL	69	100	37	100

Table 18: RTE norms: Pupil-teacher ratio 2010 and 2011

School enrollment	RTE Teacher Norms	2010	2011
		% Schools that do not meet PTR norms	% Schools that do not meet PTR norms
1-60	2	0.0	0.0
61-90	3	0.0	0.0
91-120	4	0.0	0.0
121-150	5	16.7	0.0
151-200	5 + HM	0.0	0.0
> 200	see note	17.7	30.8
TOTAL		6.6	14.3

Note : For schools with enrollment above 200 children the PTR shall not exceed 40 excluding the Head Teacher

Table 19: Schools by number of teachers 2010 and 2011

Number of teachers	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1	0	0.0	0	0.0
2	2	3.1	1	3.3
3	3	4.7	0	0.0
4	3	4.7	2	6.7
5	4	6.3	0	0.0
6	7	10.9	1	3.3
>=7	45	70.3	26	86.7
TOTAL	64	100	30	100

Table 20: RTE norms: Teacher - classroom ratio 2010 and 2011

RTE norm: At least one classroom per teacher	2010	2011
	% Schools that do not meet classroom to teacher norms	
Number of teachers		
1	0.0	0.0
2	0.0	0.0
3	0.0	0.0
4	0.0	0.0
5	0.0	0.0
6	100.0	0.0
>=7	33.3	35.7
TOTAL	38.7	31.3

Table 21: % Schools meeting selected RTE norms on facilities 2010 & 2011

% of schools with		2010	2011
Building	Office/Store/Office cum store	92.7	88.9
	Playground	79.7	86.5
	Boundary Wall	14.5	27.8
Drinking Water	No facility for drinking water	11.6	24.3
	Facility but no drinking water available	11.6	8.1
	Drinking water available	76.8	67.6
Toilet	No toilet facility	1.5	5.3
	Facility but toilet not useable	39.1	63.2
	Toilet useable	59.4	31.6
Girls Toilet	% Schools with no separate provisions for girls toilets	17.2	16.7
	Of schools with separate girls toilets, % schools where		
	Toilet locked	26.6	27.8
	Toilet not useable	18.8	27.8
TLM	Teaching learning material in Std 2	64.7	89.5
	Teaching learning material in Std 4	70.7	90.0
	Library		
Library	No library	55.9	36.1
	Library but no books being used by children on day of visit	17.7	36.1
	Library being used by children on day of visit	26.5	27.8
MDM	Kitchen shed for cooking midday meal	95.7	94.6
	Midday meal served in school on the day of visit	98.6	94.7

Note: School observations for ASER 2011 looked at TLM for Std II and Std IV only.

As part of ASER 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

♦ Admitted children	No. of teachers
<= 60	2
61-90	3
91-120	4
121-200	5
> 150	5 + 1 Headteacher
> 200	Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- ♦ At least one classroom for every teacher
- ♦ Office cum store cum headteacher's room
- ♦ Separate toilets for boys and girls
- ♦ Safe and adequate drinking water facility to all children
- ♦ A kitchen where mid-day meal is cooked in the school
- ♦ Playground
- ♦ Arrangements for securing the school building by boundary wall or fencing.

Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.



ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS

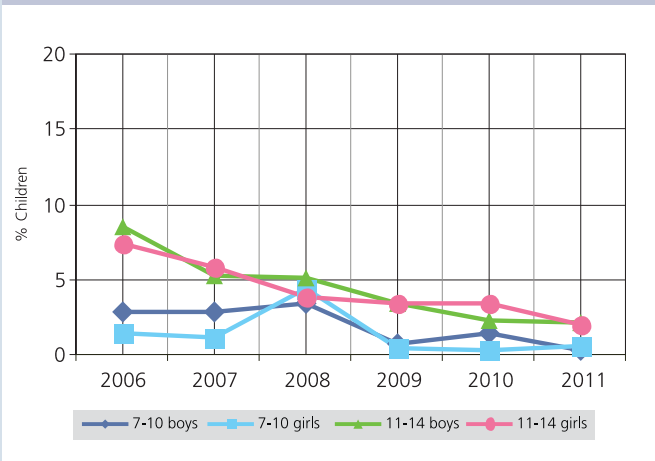
School enrollment and out of school children

Table 1: % Children in different types of schools 2011

Age group	Govt.	Pvt.	Other	Not in School	Total
Age: 6-14 ALL	92.9	5.0	0.9	1.3	100
Age: 7-16 ALL	93.1	4.1	0.9	1.9	100
Age: 7-10 ALL	92.7	6.0	0.9	0.4	100
Age: 7-10 BOYS	92.6	6.0	1.1	0.3	100
Age: 7-10 GIRLS	92.7	6.0	0.7	0.6	100
Age: 11-14 ALL	94.0	3.1	0.9	2.0	100
Age: 11-14 BOYS	93.9	3.2	0.8	2.1	100
Age: 11-14 GIRLS	94.0	3.0	1.0	2.0	100
Age: 15-16 ALL	92.1	2.6	0.6	4.7	100
Age: 15-16 BOYS	91.5	3.3	0.5	4.7	100
Age: 15-16 GIRLS	93.0	1.7	0.7	4.7	100

Note: 'OTHER' includes children going to madarssa and EGS.
 'NOT IN SCHOOL' = dropped out + never enrolled.

Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2011



How to read this chart: For example, the proportion of girls (age 11-14) not in school has changed from 7.3% in 2006 to 5.8% in 2007 to 3.8% in 2008 to 3.4% in 2009 to 3.4% in 2010 to 2.0% in 2011

Chart 2: Trends over time
 % Children enrolled in private school by class 2007, 2009 & 2011

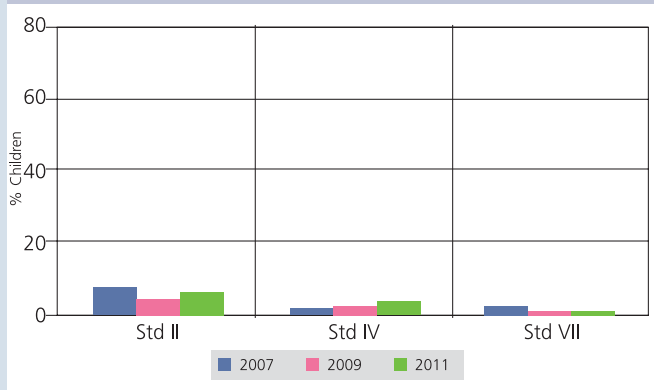


Table 2: Sample description
 % Children in each class by age 2011

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	8.3	34.1	43.8	7.9				5.9				100	
II	5.3		22.3	55.9	8.4				8.1			100	
III	1.3	7.3		15.4	54.2	14.1				7.8			100
IV	3.4			12.0		58.9	14.2	8.2	3.4			100	
V	4.9				21.0		45.8	21.5	6.8			100	
VI	6.4				12.0		64.8	9.0	7.8			100	
VII	4.8				17.5			47.0	21.4	9.3		100	
VIII	6.4				15.9			48.2	22.7	6.7		100	

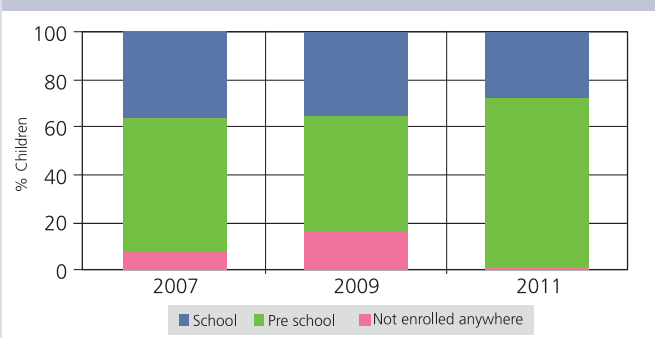
How to read this table: If a child started school in Std I at age 6, she should be age 8 in Std 3. This table shows the age distribution for each class. For example, in Std III, 15.4% children are 8 years old but there are also 7.3% who are 7, 54.2% who are 9, 14.1% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 5-6 who are enrolled in different types of pre-school & school 2011

	In balwadi or anganwadi	In LKG/UKG	In School			Not enrolled anywhere	Total
			Govt	Pvt	Other		
Age 5	56.6	14.8	21.9	5.1	0.3	1.3	100
Age 6	26.5	7.3	55.8	8.7	0.4	1.3	100

Chart 3: Trends over time
 Five year olds in pre-school & school 2007, 2009 & 2011



Reading

Table 4: % Children by class and READING level
 All schools 2011

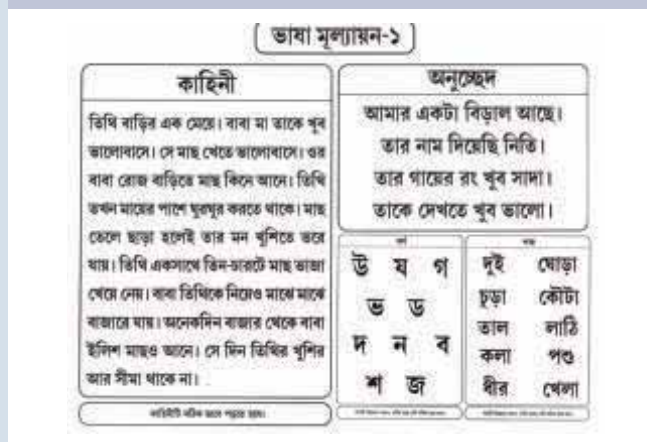
Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	16.0	39.3	25.5	11.3	7.9	100
II	7.0	27.8	36.2	18.2	10.8	100
III	3.5	12.3	27.0	35.6	21.6	100
IV	1.8	4.3	18.0	38.4	37.5	100
V	2.4	5.3	10.9	26.2	55.3	100
VI	1.9	4.2	8.2	13.1	72.7	100
VII	0.6	2.2	5.9	6.6	84.8	100
VIII	0.0	1.4	4.9	9.9	83.8	100
Total	4.0	11.9	17.5	20.8	45.9	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 3.5% children cannot even read letters, 12.3% can read letters but not more, 27% can read words but not Std 1 text or higher, 35.6% can read Std 1 text but not Std 2 level text, and 21.6% can read Std 2 level text. In sum, for each class, the total of all these exclusive categories is 100%.

Chart 4: Trends over time
 % Children in Std III who CANNOT READ Std I LEVEL TEXT
 By school type 2008-2011

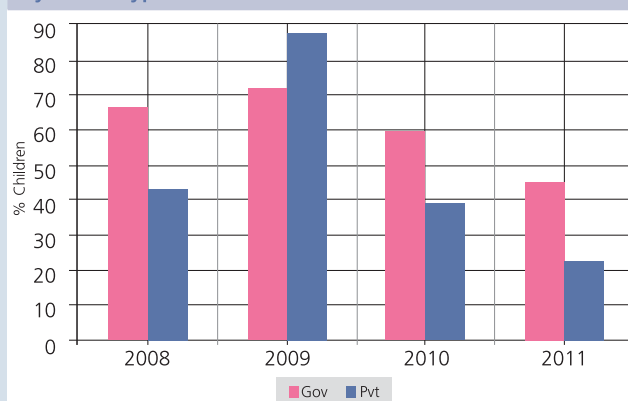


Reading Tool



Note: This tool was also available in Kok Borok and English.

Chart 5: Trends over time
 % Children in Std V who CANNOT READ Std II LEVEL TEXT
 By school type 2008-2011



Home language and school language

Table 5: School language and home language

Of children who tested in Bengali	
% Children whose home language was:	%
Bengali	66.1
Other *	33.9
Total	100.0

* 'Other' includes all languages from the list of scheduled and non-scheduled languages except those specified above.

Note: In ASER 2011 for every state, reading tools were provided in the main medium of instruction in government schools. In Tripura, where the medium of instruction in government schools is Bengali or Kok Borok, children were given the choice of reading in Bengali, Kok Borok or English. Figures for Kok Borok and English have not been included due to insufficient data. For home languages, a list of 122 languages was provided to all survey teams. This included 22 Scheduled languages and 100 Non-Scheduled languages. The data in this table is for children for whom we have information for both school language and home language.



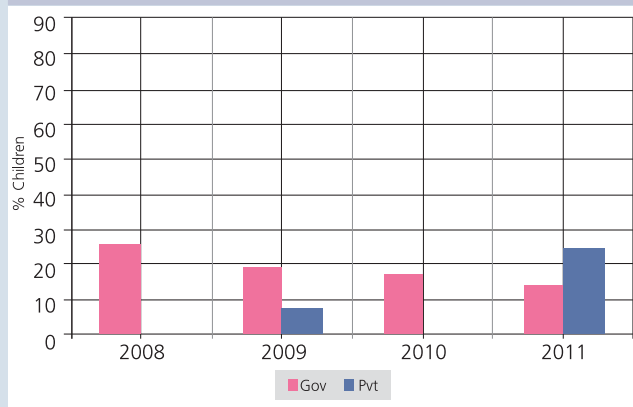
Arithmetic

Table 6: % Children by class and ARITHMETIC level
 All schools 2011

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	9.0	39.5	33.5	16.1	2.0	100
II	5.7	25.7	39.0	25.7	4.0	100
III	3.2	10.9	31.2	40.9	13.8	100
IV	0.4	6.9	19.3	47.1	26.3	100
V	2.5	5.2	17.3	37.2	37.7	100
VI	2.3	4.2	13.0	33.9	46.6	100
VII	1.0	3.1	8.2	33.4	54.4	100
VIII	0.8	0.8	7.2	24.8	66.5	100
Total	3.0	11.7	21.3	33.1	30.8	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std III, 3.2% children cannot even recognize numbers 1-9, 10.9% children can recognize numbers up to 9 but not more, 31.2% can recognize numbers to 99 but cannot do subtraction, 40.9% can do subtraction but not division, and 13.8% can do division. In sum, for each class, the total of all these exclusive categories is 100%.

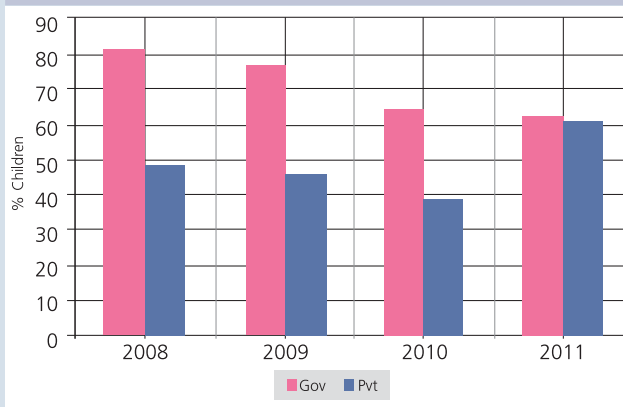
Chart 6: Trends over time
 % Children in Std III who CANNOT RECOGNISE NUMBERS upto 100. By school type 2008-2011



Math Tool



Chart 7: Trends over time
 % Children in Std V who CANNOT DO DIVISION. By school type 2008-2011



Tuition

Table 7: Class-wise % children attending PAID TUITION CLASSES
 By school type 2007, 2009, 2010 and 2011

Year	School	I	II	III	IV	V	VI	VII	VIII	Total
2007	Govt	57.4	62.8	64.8	67.2	73.7	75.0	73.2	80.0	69.3
	Pvt	45.8	31.4	48.9	13.7	33.3	100.0	100.0	0.0	45.6
2009	Govt	65.3	64.2	71.2	74.1	65.0	72.7	83.2	85.6	72.5
	Pvt	96.0	42.6	65.3	100.0	74.1	100.0	100.0	100.0	77.5
2010	Govt	56.9	67.7	70.2	69.8	73.4	77.9	80.2	84.2	72.7
	Pvt	75.2	100.0	100.0	100.0	88.7	100.0	100.0	100.0	93.6
2011	Govt	61.0	62.7	69.2	73.9	72.0	75.0	79.7	82.5	72.1
	Pvt	79.5	89.4	66.3	45.5	100.0	100.0	73.8	58.5	78.6

Note: In 2007, 2009, 2010 and 2011 the ASER survey recorded information about tuition. In all 4 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.



As part of ASER 2007, 2009, 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

School observations

Table 8: Total schools visited 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011
Std I-IV/V: Primary	36	58	44	46
Std I-VII/VIII: Primary + Upper primary	26	44	54	48
Total schools visited	62	102	98	94



Student and teacher attendance

Table 9: Student attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Enrolled children present (average)	75.9	75.3	67.8	67.2	84.5	73.8	62.4	63.3
% Schools with less than 50% enrolled children present (average)	4.8	7.1	17.1	17.4	0.0	7.5	25.9	27.1
% Schools with 75% or more enrolled children present (average)	52.4	51.8	36.6	41.3	86.7	47.5	24.1	27.1

Table 10: Teacher attendance 2007, 2009, 2010 and 2011

Type of school	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
% Teachers present (average)	85.1	88.8	88.3	86.9	79.5	84.3	81.5	79.0
% Schools with no teachers present (average)	0.0	0.0	0.0	0.0	4.4	0.0	0.0	0.0
% Schools with all teachers present (average)	53.6	48.2	52.4	57.8	47.8	41.9	25.5	29.8

Other school information

Table 11: Headteachers 2010 & 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No Headteacher appointed	3.7	14.3	2.4	2.8
Headteacher appointed but not present at time of visit	3.7	8.6	12.2	16.7
Headteacher appointed & present at time of visit	92.6	77.1	85.4	80.6
Total	100	100	100	100

Table 12: Computers 2010 and 2011

% Schools with:	2010	2011	2010	2011
	Std I-IV/V		Std I-VII/VIII	
No computer	95.2	93.3	88.5	89.6
Computers but no children using them on day of visit	2.4	6.7	3.9	6.3
Computers & children using them on day of visit	2.4	0.0	7.7	4.2
Total	100	100	100	100

Table 13: Multigrade classes 2007, 2009, 2010 and 2011

% Schools with:	2007	2009	2010	2011	2007	2009	2010	2011
	Std I-IV/V				Std I-VII/VIII			
Std II children sitting with one or more other classes	33.3	30.2	34.2	35.7	30.8	62.5	44.0	54.6
Std IV children sitting with one or more other classes	32.1	28.6	23.5	33.3	28.6	35.1	21.3	50.0

School funds and activities (PAISA)

Table 14: % Schools who report receiving SSA grants - Full financial year

SSA school grants	2008-2009			2009-2010			2010-2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	79	55.7	34.2	10.1	72	76.4	16.7	6.9	91	61.5	28.6	9.9
Development grant	78	66.7	24.4	9.0	68	63.2	25.0	11.8	88	56.8	31.8	11.4
TLM grant	79	69.6	21.5	8.9	74	82.4	8.1	9.5	91	79.1	11.0	9.9

Table 15: % Schools who report receiving SSA grants - Half financial year

SSA school grants	April 2009 to October 2009			April 2010 to October 2010			April 2011 to October 2011					
	No. of Sch.	% Schools		No. of Sch.	% Schools		No. of Sch.	% Schools				
		Yes	No		Don't know	Yes		No	Don't know	Yes	No	Don't know
Maintenance grant	57	35.1	45.6	19.3	74	37.8	50.0	12.2	80	18.8	67.5	13.8
Development grant	52	38.5	38.5	23.1	68	36.8	51.5	11.8	78	23.1	61.5	15.4
TLM grant	54	42.6	37.0	20.4	74	48.7	41.9	9.5	79	29.1	57.0	13.9



The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2011 report which will be released in March 2012.¹

EVERY RURAL GOVERNMENT PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

¹For more information see www.accountabilityinitiative.in

Right to Education indicators

Table 17: Schools by total enrollment 2010 and 2011

School enrollment	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1-60	9	9.4	17	18.1
61-90	11	11.5	17	18.1
91-120	8	8.3	12	12.8
121-150	20	20.8	10	10.6
151-200	16	16.7	15	16.0
> 200	32	33.3	23	24.5
TOTAL	96	100.0	94	100.0

Table 18: RTE norms: Pupil-teacher ratio 2010 and 2011

School enrollment	RTE Teacher Norms	2010	2011
		% Schools that do not meet PTR norms	% Schools that do not meet PTR norms
1-60	2	14.3	0.0
61-90	3	36.4	25.0
91-120	4	42.9	25.0
121-150	5	15.0	40.0
151-200	5 + HM	21.4	30.8
> 200	see note	46.7	31.8
TOTAL		31.5	25.0

Note : For schools with enrollment above 200 children the PTR shall not exceed 40 excluding the Head Teacher

Table 19: Schools by number of teachers 2010 and 2011

Number of teachers	2010		2011	
	No. of schools	% of schools	No. of schools	% of schools
1	4	4.5	1	1.1
2	7	7.9	9	10.0
3	7	7.9	13	14.4
4	3	3.4	7	7.8
5	15	16.9	10	11.1
6	15	16.9	9	10.0
>=7	38	42.7	41	45.6
TOTAL	89	100.0	90	100.0

Table 20: RTE norms: Teacher - classroom ratio 2010 and 2011

RTE norm: At least one classroom per teacher	2010	2011
	% Schools that do not meet classroom to teacher norms	
Number of teachers		
1	0.0	0.0
2	0.0	0.0
3	25.0	33.3
4	50.0	66.7
5	20.0	37.5
6	50.0	83.3
>=7	56.5	64.5
TOTAL	40.0	53.9

Table 21: % Schools meeting selected RTE norms on facilities 2010 & 2011

% of schools with		2010	2011
Building	Office/Store/Office cum store	88.8	76.6
	Playground	89.7	78.7
	Boundary Wall	19.0	25.3
Drinking Water	No facility for drinking water	32.6	41.3
	Facility but no drinking water available	27.4	18.5
	Drinking water available	40.0	40.2
Toilet	No toilet facility	8.6	15.4
	Facility but toilet not useable	48.4	53.9
	Toilet useable	43.0	30.8
Girls Toilet	% Schools with no separate provisions for girls toilets	48.5	35.9
	Of schools with separate girls toilets, % schools where		
	Toilet locked	15.2	28.1
	Toilet not useable	6.1	14.1
TLM	Teaching learning material in Std 2	52.7	35.6
	Teaching learning material in Std 4	32.3	35.9
	Library		
Library	No library	64.6	71.7
	Library but no books being used by children on day of visit	15.6	4.4
	Library being used by children on day of visit	19.8	23.9
MDM	Kitchen shed for cooking midday meal	88.4	90.4
	Midday meal served in school on the day of visit	75.3	96.8

Note: School observations for ASER 2011 looked at TLM for Std II and Std IV only.

As part of ASER 2010 and 2011, in each sampled village, one government school with primary sections was visited on the day of the survey. During this school visit, RTE indicators were observed and are reported here.

Extracts from the Schedule of The Right of Children to Free and Compulsory Education Act 2009 Norms and standards for a School (Sections 19 and 25)

Number of teachers in Std 1-5:

- ◆ Admitted children No. of teachers
- <= 60 2
- 61-90 3
- 91-120 4
- 121-200 5
- > 150 5 + 1 Headteacher
- > 200 Pupil-Teacher Ratio (excluding Headteacher) shall not exceed 40

School facilities:

All weather building with:

- ◆ At least one classroom for every teacher
- ◆ Office cum store cum headteacher's room
- ◆ Separate toilets for boys and girls
- ◆ Safe and adequate drinking water facility to all children
- ◆ A kitchen where mid-day meal is cooked in the school
- ◆ Playground
- ◆ Arrangements for securing the school building by boundary wall or fencing.

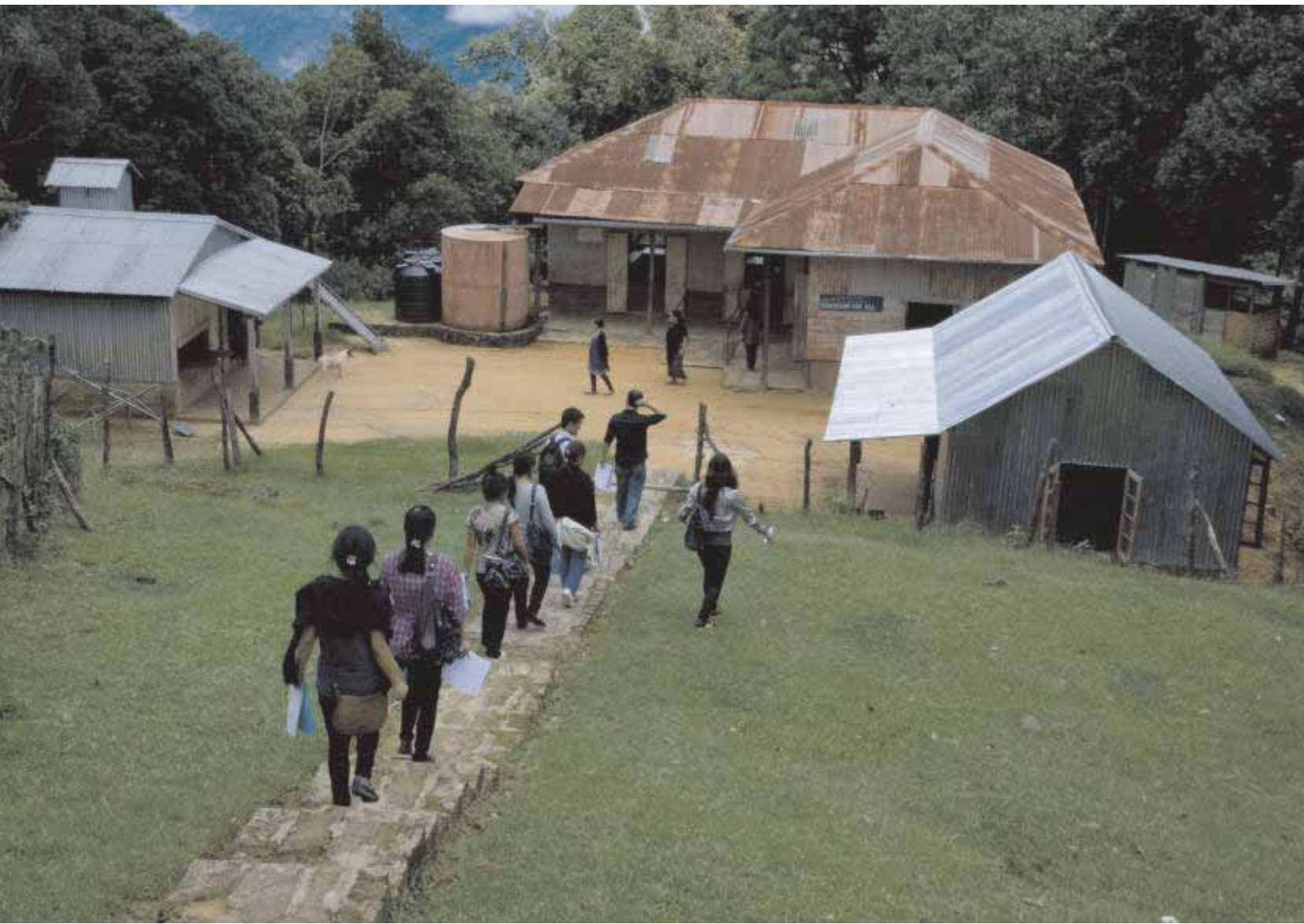
Teaching learning equipment

shall be provided to each class as required.

Library

There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.





Annual Status of Education Report

असर 2011 **RURAL**
ASER

Facilitated by PRATHAM

