

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 30 OUT OF 30 DISTRICTS  
 Data has not been presented where sample size was insufficient.

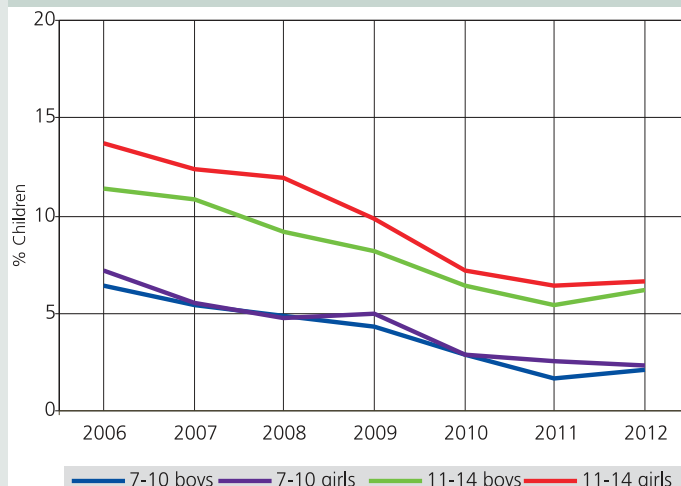
## School enrollment and out of school children

**Table 1: % Children in different types of schools 2012**

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	89.6	6.2	0.2	4.1	100
Age: 7-16 ALL	85.3	6.2	0.1	8.4	100
Age: 7-10 ALL	90.9	6.7	0.2	2.2	100
Age: 7-10 BOYS	90.2	7.7	0.1	2.1	100
Age: 7-10 GIRLS	91.7	5.7	0.3	2.4	100
Age: 11-14 ALL	88.5	5.0	0.1	6.4	100
Age: 11-14 BOYS	88.1	5.7	0.1	6.2	100
Age: 11-14 GIRLS	89.0	4.4	0.0	6.6	100
Age: 15-16 ALL	65.7	7.7	0.0	26.6	100
Age: 15-16 BOYS	67.7	7.3	0.0	24.9	100
Age: 15-16 GIRLS	63.8	8.1	0.0	28.2	100

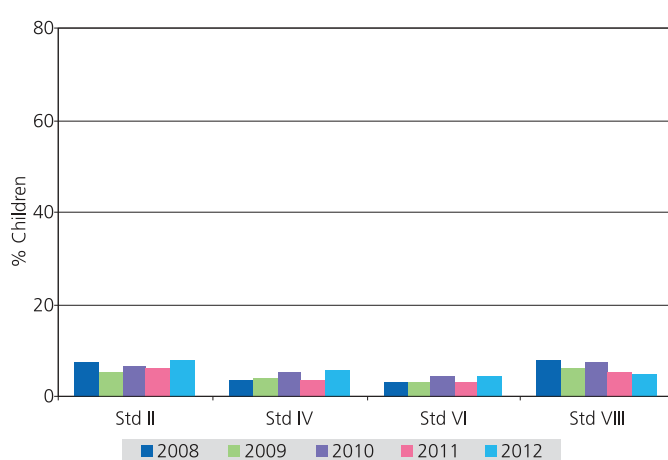
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time  
 % Children out of school by age group and gender 2006-2012**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school has changed from 13.7% in 2006 to 12.4% in 2007 to 12.0% in 2008, 9.9% in 2009 and to 7.2% in 2010 to 6.6% in 2012.

**Chart 2: Trends over time  
 % Children enrolled in private schools by class 2008-2012**



**Table 2: Sample description  
 % Children in each class by age 2012**

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total	
I	36.5	49.4	10.2					4.0				100		
II	2.6	14.3	59.8	14.0					9.3				100	
III	2.3		13.7	62.6	13.0	5.6					2.8	100		
IV	3.0			14.8	60.2	16.9					5.1	100		
V	4.3			8.3		63.4	13.2	6.7					4.2	100
VI	2.6				9.6		59.6	21.3				7.0	100	
VII	4.3				10.2		67.1	13.7			4.7	100		
VIII	3.5				18.0		59.0	15.0			4.5	100		

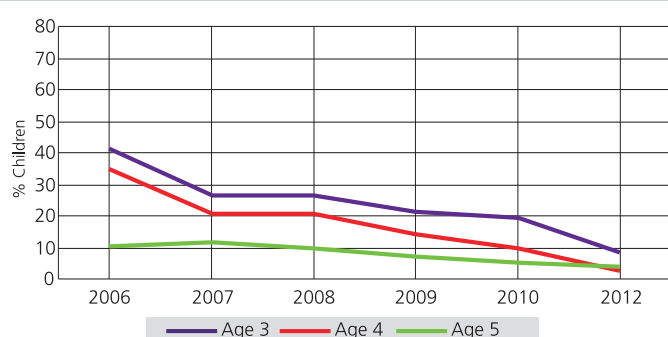
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 62.6% children are 8 years old but there also 13.7% who are 7, 13.0% who are 9, 5.6% who are 10 years old and 2.8% who are older.

## Young children in pre-school and school

**Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012**

	In balwadi or anganwadi	In LKG/UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	87.0	4.3				8.7	100
Age 4	88.3	8.8				2.9	100
Age 5	31.7	5.9	50.9	7.4	0.3	3.8	100
Age 6	4.9	3.0	80.8	8.5	0.6	2.3	100

**Chart 3: Trends over time  
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012\***



\* Data for 2011 is not comparable and therefore excluded here.

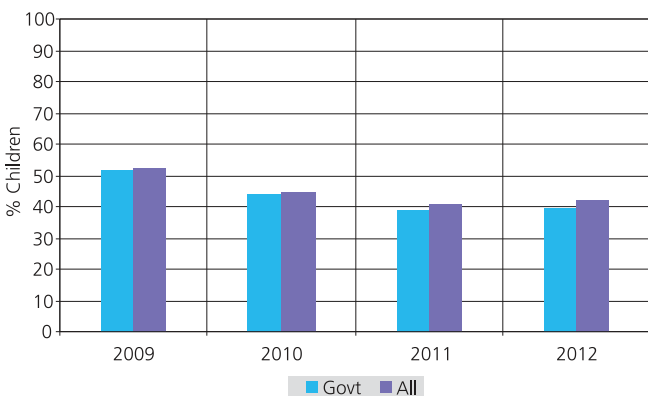
## Reading

**Table 4: % Children by class and READING level All schools 2012**

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	47.3	29.8	11.3	5.1	6.5	100
II	23.2	28.8	20.0	12.0	16.1	100
III	15.9	21.2	21.0	15.3	26.6	100
IV	9.1	14.5	16.2	19.8	40.5	100
V	5.9	12.6	13.9	20.7	47.0	100
VI	4.4	7.3	10.3	17.0	61.0	100
VII	2.8	6.3	7.7	15.7	67.6	100
VIII	2.9	4.4	7.2	12.2	73.2	100
Total	14.8	16.3	13.7	14.7	40.6	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 15.9% children cannot even read letters, 21.2% can read letters but not more, 21% can read words but not Std I text or higher, 15.3% can read Std I text but not Std II level text, and 26.6% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

**Chart 4: Trends over time % Children in Std III who CAN READ Std I level text By school type 2009-2012**



## Reading Tool

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ବରଷା ଦିନ । ଆକାଶରେ କଳା ବାଦଲ ଭାସୁଥିଲା । ଶୀତଳ ପବନ ବହୁଥିଲା । କୁନି ଦୋଳି ଖେଳିବା ପାଇଁ ମନ ବଳାଇଲା । ସେ ତାର ବଡ଼ ଭାଇକୁ ଦଉଡ଼ି ଆଣିବା ପାଇଁ କହିଲା । ତେଣୁ ତା ଭାଇ ଗୋଟିଏ ଦଉଡ଼ି ଆଣିଲା । କୁନି ତାକୁ ଗଛରେ ଝୁଲାଇ ଦୋଳି ତିଆରି କଲା । ଦୁଇ ଜଣ ମିଶି ଦୋଳି ଖେଳିଲେ । ଆଉ ବହୁତ ପିଲା ଦୋଳି ଖେଳିବାକୁ ଆସିଲେ । ଦୋଳି ଖେଳୁ ଖେଳୁ ରାତି ହୋଇଗଲା । କୁନିକୁ ବହୁତ ଭର ଲାଗିଲା । ସେ ତା ଭାଇ ସହିତ ମିଶି ଖୁସି ମନରେ ଘରକୁ ଫେରିଲା ।

**ସରଳ ଅନୁହେବ**

ଖାଇବା ଆଗରୁ ହାତ ଧୋଇବା ।  
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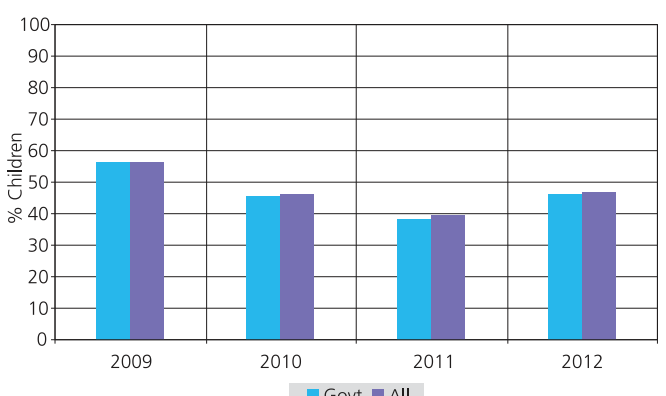
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**Chart 5: Trends over time % Children in Std V who CAN READ Std II level text By school type 2009-2012**



## Reading and comprehension in English

**Table 5: % Children by class and READING level in ENGLISH All schools 2012**

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	68.5	16.2	8.2	5.5	1.6	100
II	50.8	16.8	16.5	10.5	5.5	100
III	35.0	18.0	24.3	14.6	8.1	100
IV	21.8	17.3	23.5	23.6	13.8	100
V	15.8	15.5	25.9	22.4	20.4	100
VI	10.4	11.0	21.8	23.8	33.1	100
VII	7.5	9.8	19.2	21.1	42.4	100
VIII	6.3	7.5	17.3	20.5	48.4	100
Total	28.2	14.3	19.5	17.5	20.5	100

**Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012**

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II		
III	70.8	
IV	64.5	54.8
V	59.7	55.5
VI	61.0	62.6
VII	65.6	66.2
VIII	63.9	70.9
Total	65.0	64.4

## English Tool

Give this test to ALL children. Record the highest reading level. Note the ability of the child to tell the meaning of words OR sentences depending on the child's highest reading level.

C	K	S	n	p	g
Q	F		v	e	
W	O	Z	j	r	b

---

Ask the child to read any 5. At least 4 must be correct.

day	old	Where is your house?
run	rat	This is a tall tree.
bag		I like to sing.
		She has a red dress.

---

Ask the child to read any 5 words. At least 4 must be correct. Ask the child to say the meaning of those words in the local language. If one is at 'Word level' in reading.

Ask the child to read all sentences. At least 2 must be correct. Ask the child to say the meaning of those sentences in the local language. If able to do all 'Sentence level' in reading.

Note: In Odisha govt. schools, English as a subject is introduced in std. III

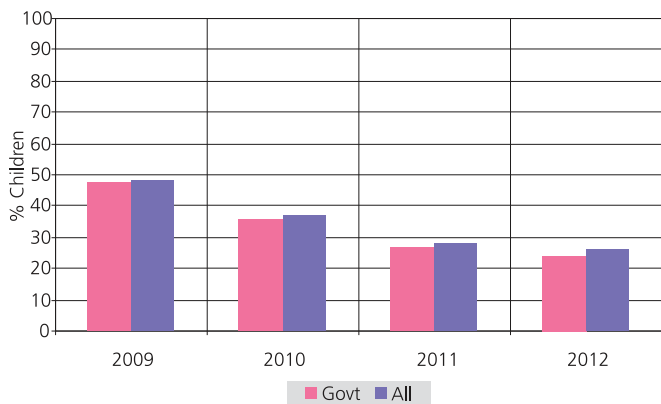
## Arithmetic

**Table 7: % Children by class and ARITHMETIC level All schools 2012**

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	49.5	32.5	13.7	3.1	1.2	100
II	23.7	34.4	25.6	12.2	4.2	100
III	15.4	29.6	28.7	19.4	6.9	100
IV	8.6	21.8	31.6	23.7	14.4	100
V	6.1	18.6	30.4	26.6	18.3	100
VI	4.0	12.3	26.2	26.9	30.7	100
VII	2.3	9.2	24.1	25.2	39.2	100
VIII	3.1	6.7	21.2	26.0	42.9	100
Total	15.0	21.4	25.2	20.0	18.6	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 15.4% children cannot even recognize numbers 1-9, 29.6% can recognize numbers up to 9 but not more, 28.7% can recognize numbers to 99 but cannot do subtraction, 19.4% can do subtraction but not division, and 6.9% can do division. For each class, the total of all these exclusive categories is 100%.

**Chart 6: Trends over time % Children in Std III who CAN DO SUBTRACTION or more By school type 2009-2012**

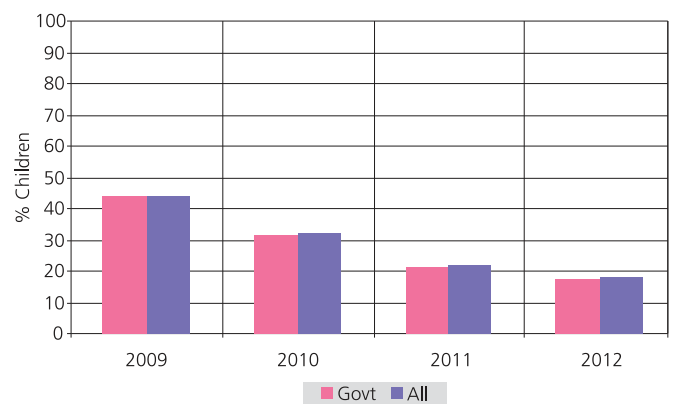


## Math Tool

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 ଖଚି ପଢ଼ାଉ । ଖଚିରୁ ଧଡ଼ି ଠିକ୍ ହେବା ଉଚିତ୍ ।  
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 ଘେ ଭୌଣସି ୧ଟି କରାଅ ଏହା ଠିକ୍ ହେବା ଉଚିତ୍ ।

**Chart 7: Trends over time % Children in Std V who CAN DO DIVISION By school type 2009-2012**



## Type of school and paid tuition classes

The ASER survey recorded information about tuition by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that children may have received.

**Table 8: Trends over time**  
**% Children attending paid tuition classes**  
**By school type 2009-2012**

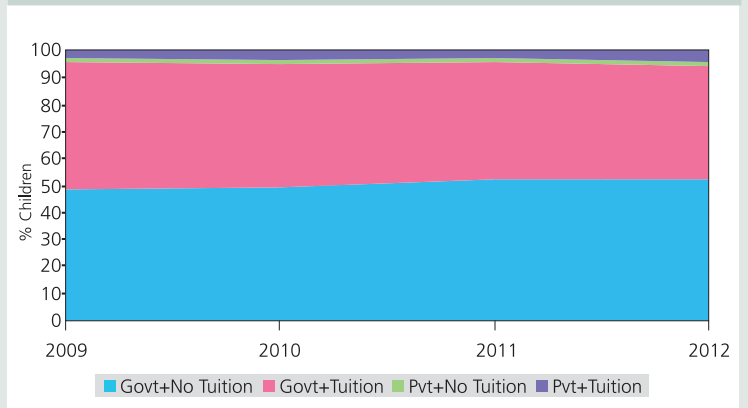
Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	49.7	48.1	44.8	44.4
Private schools: % Children attending paid tuition classes	69.1	64.9	63.2	65.8
All schools: % Children attending paid tuition classes	50.5	49.0	45.7	45.7

**Table 9: Trends over time**  
**% Children by school type and tuition 2009-2012**

Year	Category	Std II	Std V	Std VIII	Std I-VIII	
2009	Govt.	No tuition	52.4	46.4	41.3	48.2
		Tuition	42.0	50.7	52.5	47.7
	Pvt.	No tuition	1.7	0.5	2.5	1.3
		Tuition	3.8	2.3	3.8	2.9
	Total		100	100	100	100
2010	Govt.	No tuition	54.7	48.2	41.6	49.1
		Tuition	38.3	48.1	51.1	45.5
	Pvt.	No tuition	2.4	0.8	3.8	1.9
		Tuition	4.6	2.9	3.6	3.5
	Total		100	100	100	100
2011	Govt.	No tuition	56.4	52.5	46.6	52.6
		Tuition	37.4	44.5	48.1	42.6
	Pvt.	No tuition	2.8	0.7	2.4	1.8
		Tuition	3.5	2.3	3.0	3.0
	Total		100	100	100	100
2012	Govt.	No tuition	53.4	51.0	49.8	52.1
		Tuition	38.4	44.8	45.6	41.6
	Pvt.	No tuition	2.8	1.3	2.4	2.1
		Tuition	5.4	2.9	2.2	4.1
	Total		100	100	100	100

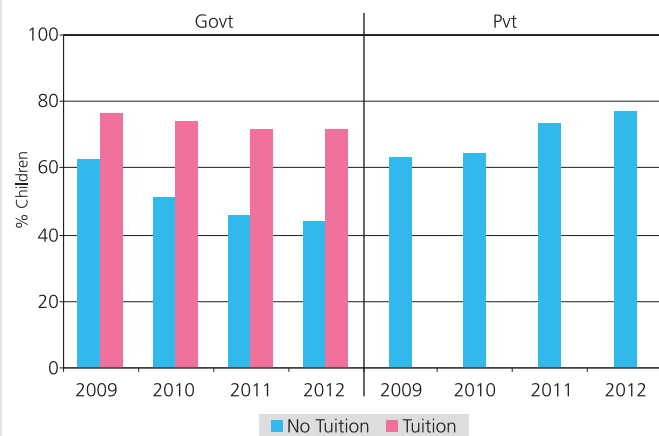


**Chart 8: Trends over time**  
**% Children in Std I-VIII by school type and tuition 2009-2012**

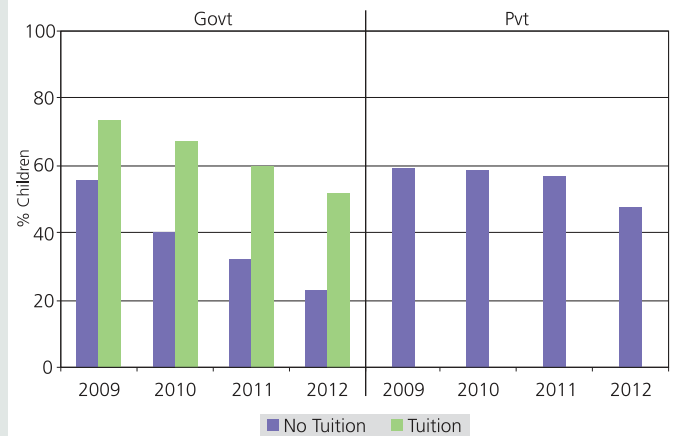


How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

**Chart 9: Trends over time**  
**% Children in Std III-V who CAN READ a Std I level text or more**  
**By school type and tuition 2009-2012**



**Chart 10: Trends over time**  
**% Children in Std III-V who CAN DO SUBTRACTION or more**  
**By school type and tuition 2009-2012**





## School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

**Table 10: Number of schools visited 2009-2012**

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	403	383	390	419
Std I-VII/VIII: Primary + Upper primary	344	358	379	390
Total schools visited	747	741	769	809

**Table 11: Student and teacher attendance on the day of the visit 2009-2012**

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	74.1	71.9	77.7	77.5	73.0	72.3	72.8	73.7
% Teachers present (Average)	92.3	89.1	91.5	91.4	90.4	83.8	87.9	86.4

**Table 12: Small schools and multigrade classes 2009-2012**

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	33.2	38.2	44.4	42.6	7.3	3.9	4.9	4.2
% Schools where Std II children observed sitting with one or more other classes	70.8	77.0	80.0	81.8	71.9	69.4	73.5	77.7
% Schools where Std IV children observed sitting with one or more other classes	64.9	66.8	69.9	78.2	62.4	58.1	61.7	64.7

## RTE indicators

**Table 13: Schools meeting selected RTE norms 2010-2012**

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	22.5	25.7	28.0
	Classroom-teacher ratio	74.0	79.1	78.2
Building	Office/store/office cum store	74.7	83.0	80.4
	Playground	44.4	36.5	31.4
	Boundary wall/fencing	40.8	46.1	44.9
Drinking water	No facility for drinking water	15.2	11.2	11.4
	Facility but no drinking water available	14.5	14.3	10.0
	Drinking water available	70.3	74.5	78.7
Toilet	No toilet facility	15.5	14.9	19.6
	Facility but toilet not useable	40.1	33.3	31.2
	Toilet useable	44.4	51.8	49.3
Girls toilet	% Schools with no separate provisions for girls toilets	30.3	25.2	37.4
	Of schools with separate girls toilets, % schools with			
	Toilet locked	19.5	10.2	8.2
	Toilet not useable	15.5	17.8	13.1
Library	Toilet useable	34.7	46.8	41.4
	No library	34.7	15.3	11.7
	Library but no books being used by children on day of visit	18.5	18.2	23.7
Mid-day meal	Library books being used by children on day of visit	46.8	66.5	64.5
	Kitchen shed for cooking mid-day meal	74.4	78.4	80.2
	Mid-day meal served in school on day of visit	88.8	93.6	96.1



**The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.**

**Norms for number of teachers** vary according to the level of the school (primary or upper primary) and total student enrollment.

**Norms for classrooms** require the school to have at least one classroom for every teacher.

**Norms for facilities** require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

## School funds and activities (PAISA)

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

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	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	572	85.7	4.6	9.8	730	82.5	5.8	11.8	779	85.8	6.3	8.0
Development grant	540	86.7	4.1	9.3	719	82.2	6.3	11.5	774	85.3	7.1	7.6
TLM grant	555	92.3	2.3	5.4	718	84.5	6.3	9.2	784	87.4	7.4	5.2

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

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	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	530	71.7	14.9	13.4	720	76.5	13.2	10.3	743	59.2	32.0	8.8
Development grant	495	72.9	15.0	12.1	710	76.2	13.4	10.4	732	57.7	33.7	8.6
TLM grant	505	76.6	13.1	10.3	693	60.6	30.3	9.1	739	58.2	34.4	7.4

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

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	34.5	62.9	2.7
Repairs	Repair of building (roof, floor, wall etc.)	66.8	30.3	2.9
	Repair of doors & windows	60.1	36.7	3.2
	Repair of boundary wall	31.1	65.9	3.0
	Repair of drinking water facility	46.6	50.5	3.0
	Repair of toilet	28.7	68.4	3.0
Painting & white-wash	White wash/plastering	91.4	7.1	1.4
	Painting blackboard/Display board/Painting on wall	92.0	6.6	1.4
	Painting of doors & walls	82.2	16.1	1.8
Purchase	Purchase of furniture (cupboard etc.)	77.2	18.7	4.2
	Purchase of electrical fittings	28.6	68.8	2.6
	Purchase of chalk, duster, register etc.	92.0	6.1	1.9
	Purchase of sitting mats/Tat patti	35.6	61.8	2.6
	Purchase of charts, globes & other teaching material	78.1	19.6	2.3
Other	Expenditure on school events	71.5	24.6	3.9
	Payment of bills (electricity, water, cleaning etc.)	11.6	84.6	3.8

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 2012 report which will be released in March 2013.<sup>1</sup>

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

How much goes to each school	For what purposes
<b>SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT</b>	
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.	
<b>SCHOOL MAINTENANCE GRANT</b>	
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)
<b>TLM GRANT</b>	
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.

<sup>1</sup>For more information see [www.accountabilityindia.in](http://www.accountabilityindia.in)