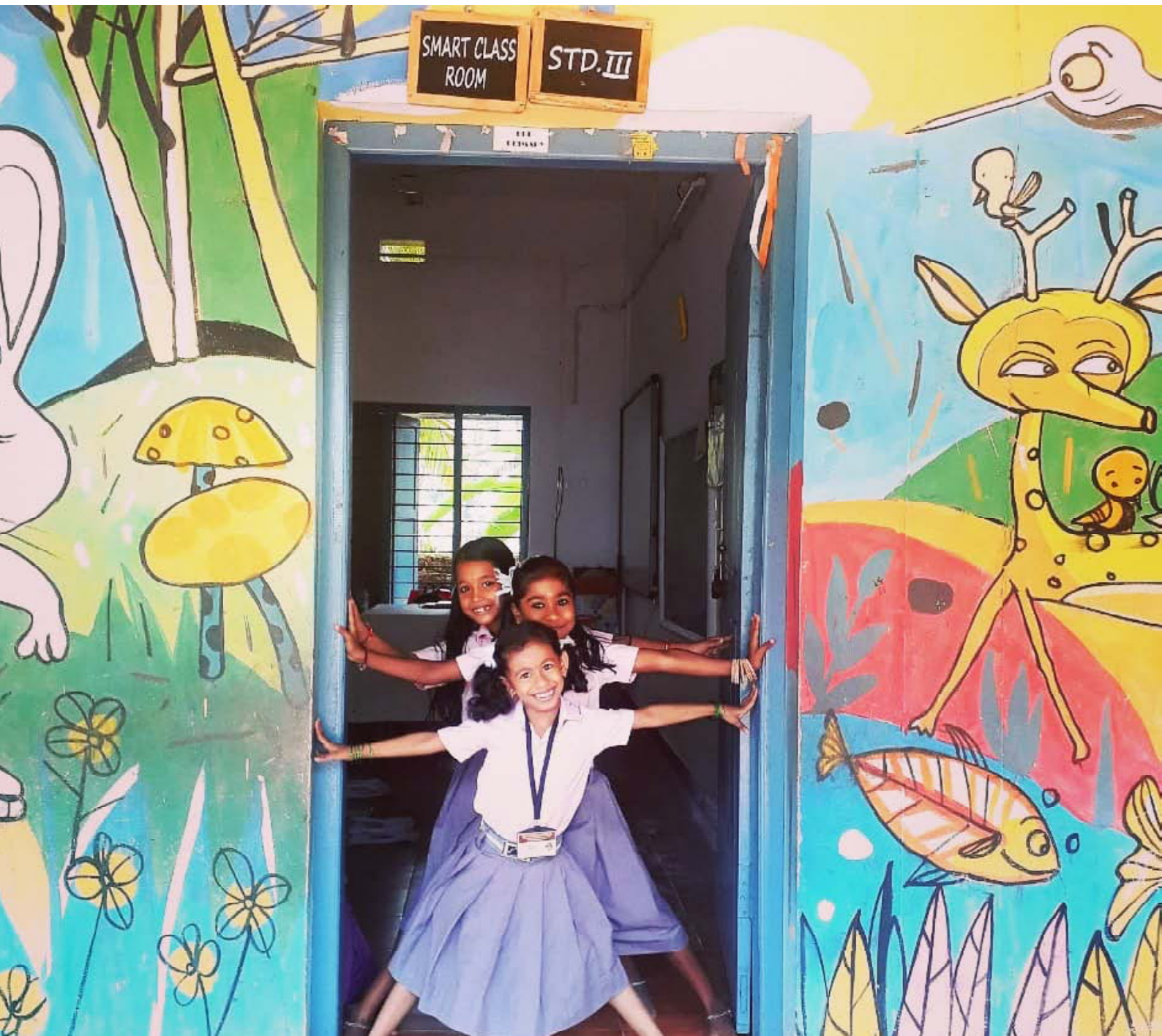


## ASER 2020 (Rural) findings



# India RURAL

Analysis based on data from households. 584 out of 619 districts

Data is not presented where sample size is insufficient.

## Children's school enrollment

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

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

The COVID-19 pandemic has had enormous health and economic consequences across the country. With schools closed for much of the year, ASER 2020 explored the impact of the pandemic on equitable access to schooling, looking first at patterns of enrollment in rural India.

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

Age group and sex	Govt	Pvt	Other	Not enrolled	Total
Age 6-14: All	65.8	28.8	0.8	4.6	100
Age 7-16: All	65.5	28.6	0.7	5.2	100
Age 7-10: All	64.3	30.5	0.8	4.4	100
Age 7-10: Boys	60.9	33.6	0.8	4.7	100
Age 7-10: Girls	68.1	27.0	0.8	4.1	100
Age 11-14: All	68.0	27.4	0.7	3.9	100
Age 11-14: Boys	64.5	30.9	0.7	3.9	100
Age 11-14: Girls	71.9	23.5	0.7	3.9	100
Age 15-16: All	62.1	27.3	0.6	9.9	100
Age 15-16: Boys	60.8	29.7	0.8	8.8	100
Age 15-16: Girls	63.6	24.8	0.5	11.1	100

'Other' includes children going to Madarsa and EGS.

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



Table 1 summarizes enrollment data for different age groups in the ASER 2020 sample. For children in the 6-14 age group, these data show that overall, more than 60% of all children are enrolled in government schools and close to 30% are enrolled in private schools.

This marks a change from two years ago, when the last comparable ASER survey was conducted (Table 2).

There has been a clear shift from private to government schools between 2018 and 2020, in all grades and among both boys and girls. Reasons may include financial distress in households and/or permanent school shutdowns among the private schools.

However, we also see that far more boys were enrolled in private schools as compared to girls in 2018. This trend continues in 2020.

**Table 2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020\***

Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	57.9	42.1	100	65.1	34.9	100	61.1	38.9	100	66.7	33.4	100
Std III-V	62.7	37.3	100	71.2	28.8	100	65.6	34.4	100	73.3	26.7	100
Std VI-VIII	65.8	34.3	100	73.3	26.7	100	68.3	31.7	100	77.0	23.0	100
Std IX & above	64.6	35.4	100	68.9	31.2	100	69.7	30.4	100	72.7	27.3	100
All	62.8	37.2	100	70.0	30.0	100	66.4	33.6	100	73.0	27.0	100

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



## State variations

**Table 3: % Children aged 6-14 enrolled in private school. By state and sex. 2018 and 2020\***

State	ASER 2018			ASER 2020		
	Boys	Girls	All	Boys	Girls	All
Andhra Pradesh	39.7	33.2	36.3	29.0	24.1	26.6
Arunachal Pradesh	43.2	37.5	40.3	44.4	52.3	48.1
Assam	30.9	25.3	28.1	36.9	29.5	33.4
Bihar	21.8	13.4	17.7	22.2	13.4	18.0
Chhattisgarh	23.4	19.5	21.4	32.9	27.5	30.1
Gujarat	15.2	11.1	13.2	14.8	12.6	13.8
Haryana	61.8	49.8	56.2	51.8	45.6	48.9
Himachal Pradesh	44.1	37.7	41.0	49.6	38.2	44.3
Jammu & Kashmir	45.0	37.1	41.1	49.5	39.7	45.1
Jharkhand	24.6	18.2	21.5	25.6	19.1	22.5
Karnataka	34.1	25.2	29.6	27.0	22.7	25.0
Kerala	49.7	44.5	47.0	42.0	31.4	36.7
Madhya Pradesh	33.1	24.3	28.8	34.1	26.0	30.2
Maharashtra	41.5	35.8	38.8	31.3	28.6	30.0
Manipur	73.1	70.5	71.8	82.4	84.3	83.4
Meghalaya	59.7	62.3	61.0	49.3	51.4	50.5
Nagaland	53.1	50.9	52.0	65.0	61.1	63.1
Odisha	13.9	10.5	12.3	20.0	13.0	16.5
Punjab	55.9	49.9	53.1	54.9	48.7	52.1
Rajasthan	43.0	30.5	37.2	41.4	30.7	36.6
Tamil Nadu	36.2	29.6	32.9	31.4	23.3	27.5
Telangana	46.7	39.0	42.9	43.5	36.1	40.1
Uttarakhand	47.0	40.4	43.9	50.1	36.1	43.9
Uttar Pradesh	55.0	47.0	51.2	41.9	36.4	39.4
West Bengal	8.8	8.1	8.4	11.5	8.8	10.2
<b>All India</b>	<b>36.3</b>	<b>28.7</b>	<b>32.6</b>	<b>32.0</b>	<b>25.3</b>	<b>28.8</b>

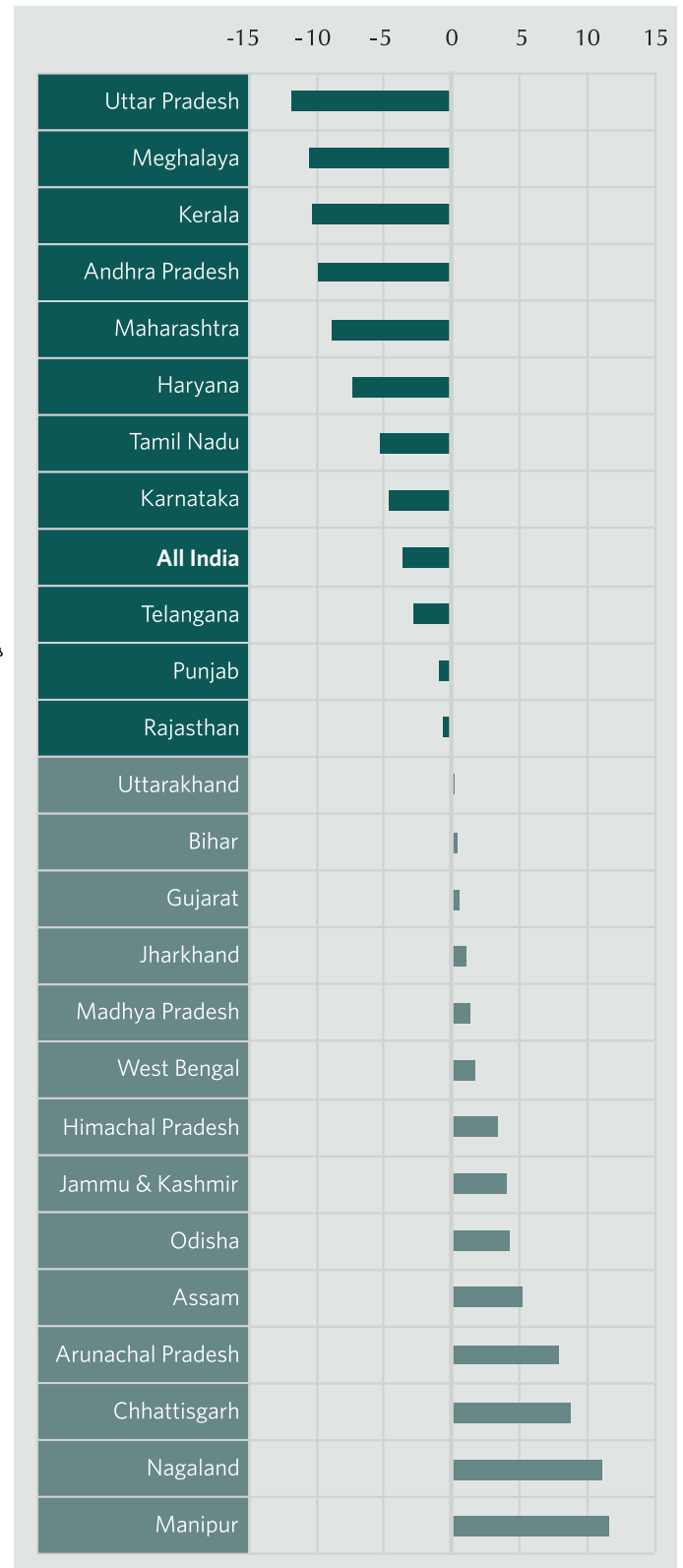
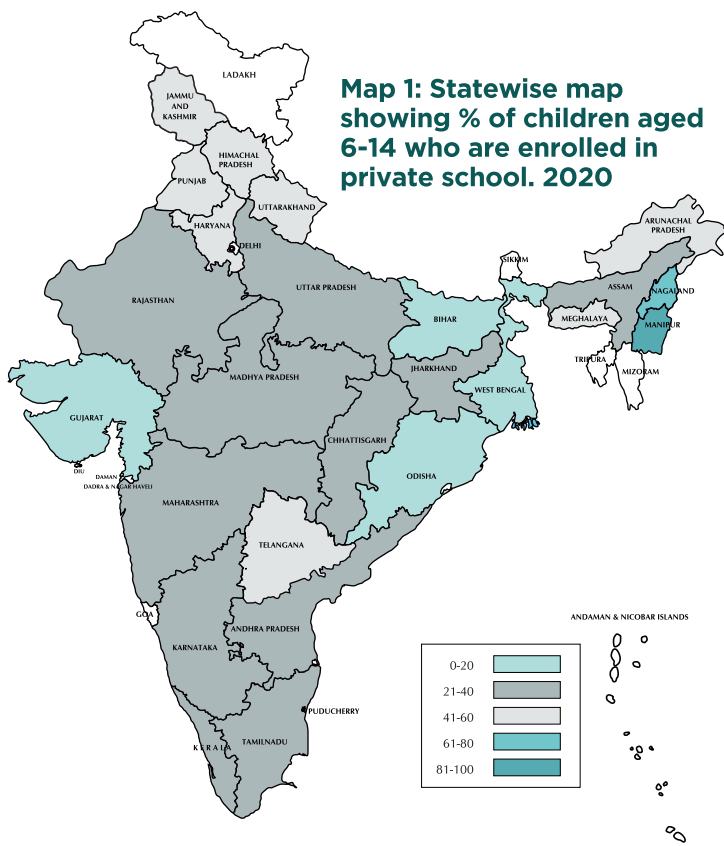
Changes in enrollment patterns since 2018 show considerable variation across states. On the one hand, enrollment in private schools has seen a decline of close to 10 percentage points among both boys and girls in states such as Uttar Pradesh, Andhra Pradesh, Kerala, Meghalaya and Maharashtra.

On the other hand, private school enrollment has increased substantially in Chhattisgarh, Manipur and Nagaland among both boys and girls.

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



**Chart 1: Statewise chart showing percentage point change in children aged 6-14 who are enrolled in private school. 2018 and 2020\***



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



## Children not enrolled in school

One widely anticipated consequence of the COVID-19 pandemic was that many more children, especially girls, would drop out of school. Although the true picture will only be known once schools reopen, ASER 2020 explored which children were not enrolled for the school year 2020-21 at the time of the survey.

### Are fewer children enrolled in 2020 than before?

**Table 4: % Children not enrolled in school. By age group and sex. 2018 and 2020\***

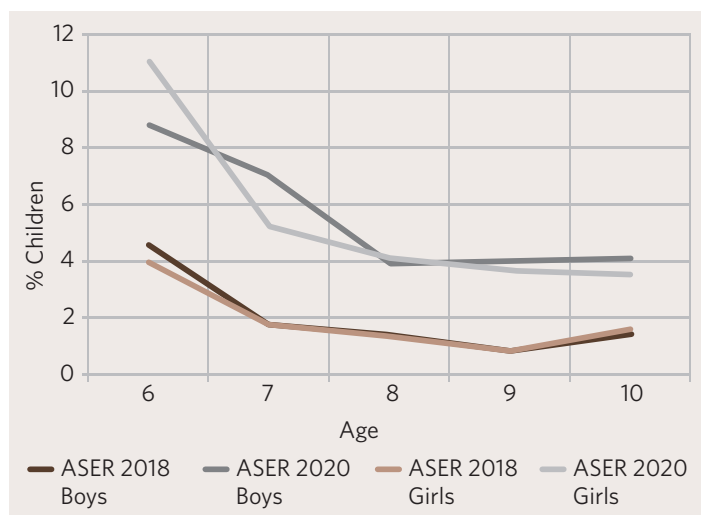
Age group	% Children					
	ASER 2018			ASER 2020		
	Boys	Girls	All	Boys	Girls	All
Age 6-10	1.8	1.8	1.8	5.3	5.2	5.3
Age 11-14	2.9	3.6	3.2	3.9	3.9	3.9
Age 15-16	11.4	12.6	12.0	8.8	11.1	9.9
All	3.7	4.2	4.0	5.3	5.7	5.5

Table 4 compares the proportion of girls and boys not enrolled in school in 2018 and 2020, separately for different age groups. These data show that while there have indeed been changes in children's enrollment status, these vary across age groups:

- Among both boys and girls in the 6-10 age group, for example, there has been a sharp increase in the proportion of children not currently enrolled, from 1.8% in 2018 to 5.3% in 2020.
- However, this increase is much smaller among boys and girls in the 11-14 age group.
- The proportion of children not currently enrolled has decreased over 2018 levels in the 15-16 year old age group.

### Why the spike in young children who are not enrolled in school?

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



With schools closed, in a sense all children are currently out of school, and the true proportion of out of school children is difficult to measure. However, the age-wise breakdown of children in the 6-10 age group who are not currently enrolled shows that while the increase in this proportion over 2018 is visible at each of these ages, the biggest spike is visible for the youngest children - those who are 6 years old, especially girls (Chart 2).

To understand these patterns better, parents of children who are not currently enrolled were asked which year the child had dropped out and why this was the case. Their responses show that across the entire 6-16 age group surveyed, more than half of the children not currently enrolled had 'dropped out' in 2020. However, the vast majority of these children are not 'dropouts' in the usual sense of the term: they are awaiting admission to school. This is particularly true for children in the 6-10 age group, and explains the spike visible among the 6 year olds in particular.

Because schools are closed, many young children have not yet secured admission to Std I. The increase in children in the 6-10 age group who are not enrolled is therefore likely to be more a reflection of children waiting to enroll in school rather than of children who have indeed dropped out.

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



## State variations

**Table 5: % Children aged 6-14 not enrolled in school. By state and sex. 2018 and 2020\***

State	ASER 2018			ASER 2020		
	Boys	Girls	All	Boys	Girls	All
Andhra Pradesh	1.0	1.4	1.2	6.6	6.3	6.5
Arunachal Pradesh	2.1	2.6	2.3	6.1	2.5	4.5
Assam	2.5	1.4	1.9	1.2	1.3	1.2
Bihar	3.7	3.6	3.6	3.5	4.3	3.9
Chhattisgarh	3.2	2.7	2.9	2.9	2.6	2.8
Gujarat	1.5	2.0	1.7	1.4	1.7	1.5
Haryana	1.5	1.8	1.6	3.5	3.8	3.6
Himachal Pradesh	0.4	0.4	0.4	0.9	1.0	1.0
Jammu & Kashmir	1.0	1.5	1.2	1.9	3.0	2.4
Jharkhand	2.3	1.9	2.1	3.2	2.6	2.9
Karnataka	0.7	0.7	0.7	6.4	5.9	6.2
Kerala	0.0	0.2	0.1	0.0	0.0	0.0
Madhya Pradesh	3.1	4.4	3.7	4.1	3.4	3.7
Maharashtra	0.5	0.7	0.6	1.4	1.3	1.4
Manipur	1.4	0.9	1.1	5.1	3.2	4.1
Meghalaya	6.3	2.6	4.5	9.9	13.0	11.6
Nagaland	2.1	1.6	1.8	4.4	7.3	5.9
Odisha	0.9	1.0	1.0	1.5	2.3	1.9
Punjab	1.0	0.8	0.9	1.5	1.5	1.5
Rajasthan	2.3	4.8	3.4	6.3	7.1	6.6
Tamil Nadu	0.4	0.1	0.3	7.9	4.4	6.2
Telangana	0.6	0.6	0.6	4.8	3.9	4.4
Uttarakhand	1.4	1.5	1.4	5.0	2.4	3.8
Uttar Pradesh	4.0	5.0	4.5	9.6	10.9	10.2
West Bengal	2.3	1.0	1.6	1.1	0.0	0.6
<b>All India</b>	<b>2.3</b>	<b>2.6</b>	<b>2.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.6</b>

The proportion of children aged 6-14 not enrolled in school shows an increase in most states since 2018 regardless of sex.

Table 5 shows an increase of more than 5 percentage points in the proportion of out of school children in the states of Andhra Pradesh, Meghalaya, Karnataka, Tamil Nadu and Uttar Pradesh.

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



**Table 6: % Children aged 6-10 not enrolled in school. By state and sex. 2018 and 2020\***

State	ASER 2018			ASER 2020		
	Boys	Girls	All	Boys	Girls	All
Andhra Pradesh	0.4	0.4	0.4	5.2	8.3	6.6
Arunachal Pradesh	2.4	3.1	2.7	10.7	4.1	7.5
Assam	0.9	0.7	0.8	0.6	1.3	0.9
Bihar	3.8	3.5	3.6	5.0	5.8	5.4
Chhattisgarh	1.9	1.2	1.5	2.5	3.7	3.1
Gujarat	0.8	0.6	0.7	1.5	0.9	1.2
Haryana	1.1	1.4	1.3	3.1	2.6	2.9
Himachal Pradesh	0.2	0.3	0.3	0.2	1.7	0.9
Jammu & Kashmir	0.8	0.9	0.9	3.0	2.4	2.8
Jharkhand	1.5	1.3	1.4	2.6	1.7	2.2
Karnataka	0.3	0.2	0.2	6.7	6.1	6.4
Kerala	0.0	0.0	0.0	0.0	0.0	0.0
Madhya Pradesh	1.6	2.2	1.9	3.0	3.8	3.4
Maharashtra	0.4	0.3	0.4	2.5	1.9	2.2
Manipur	1.2	0.4	0.8	4.5	2.7	3.6
Meghalaya	5.9	4.6	5.3	7.4	8.1	7.8
Nagaland	2.0	1.2	1.6	3.1	6.2	4.6
Odisha	0.6	0.5	0.6	2.0	2.7	2.4
Punjab	0.5	0.3	0.4	1.3	2.0	1.6
Rajasthan	1.5	2.9	2.2	7.6	7.4	7.5
Tamil Nadu	0.1	0.1	0.1	12.9	5.5	9.4
Telangana	0.3	0.2	0.3	6.8	4.1	5.5
Uttarakhand	0.9	0.9	0.9	5.6	0.1	3.2
Uttar Pradesh	3.4	3.4	3.4	10.6	11.8	11.1
West Bengal	1.7	1.0	1.3	0.3	0.0	0.2
<b>All India</b>	<b>1.8</b>	<b>1.8</b>	<b>1.8</b>	<b>5.3</b>	<b>5.2</b>	<b>5.3</b>

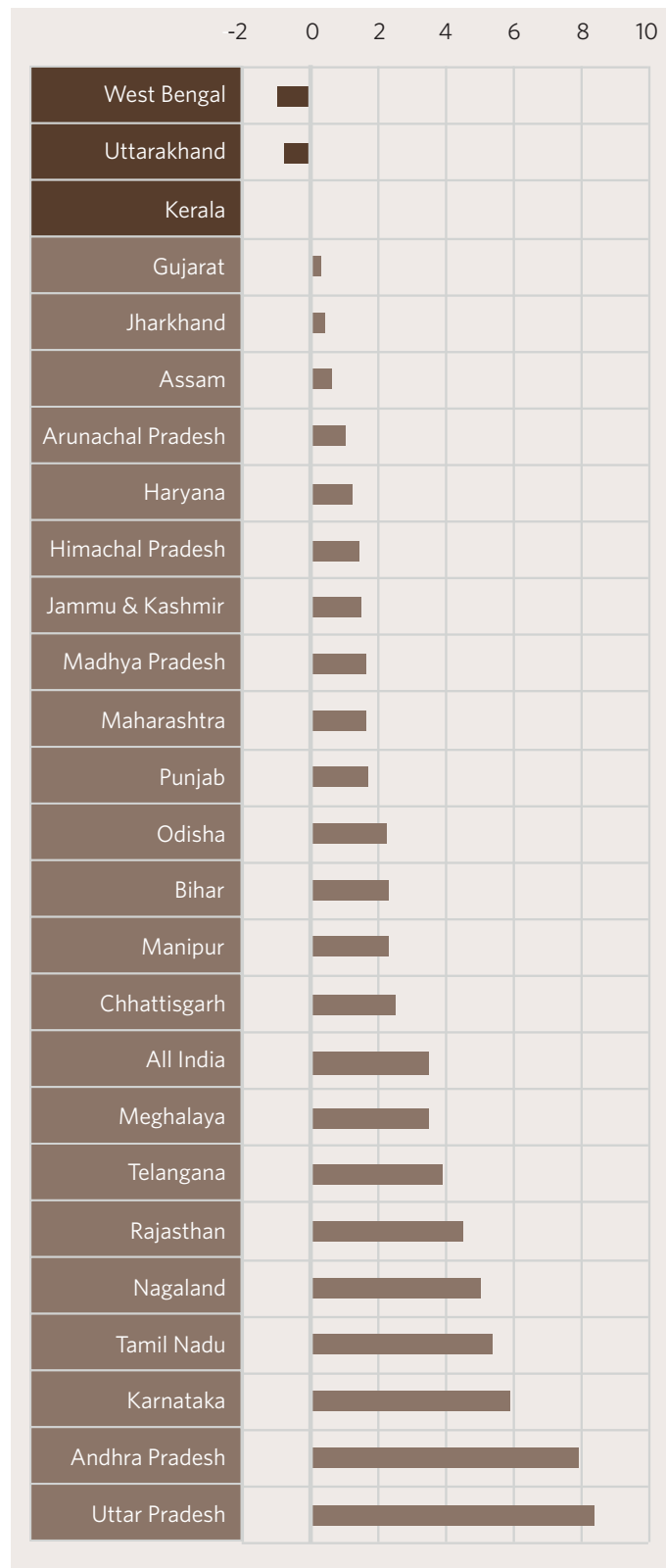
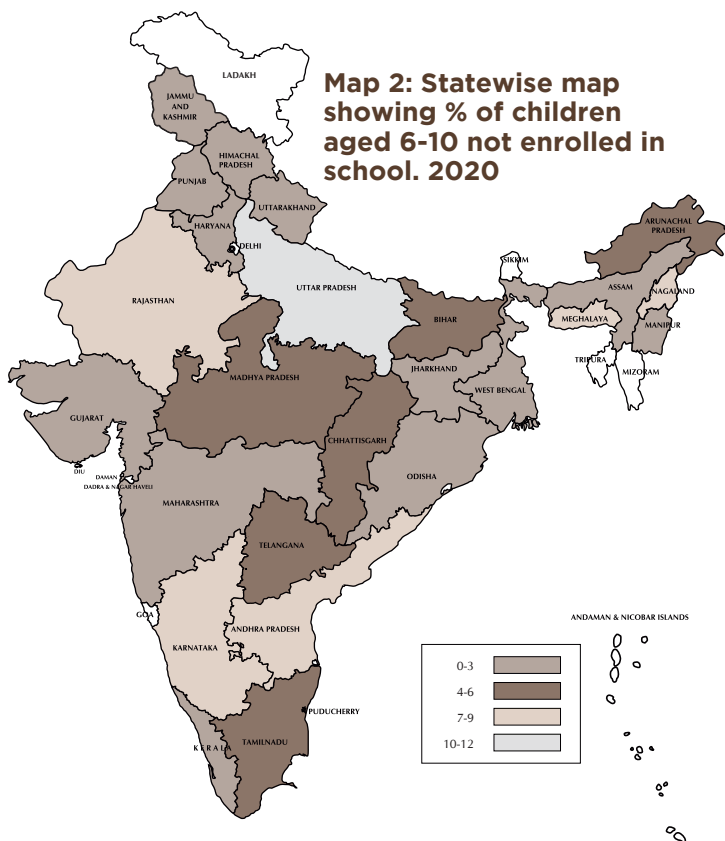
Across states as well, the rise in the proportion of children not enrolled in school as seen in the 6-14 age group is mostly reflected in the 6-10 age group.

Across all states, more young children are now out of school than in 2018. As discussed previously, this is most likely because these young children are yet to be enrolled in school. Here too, states that stand out are Tamil Nadu, Uttar Pradesh, Karnataka and Andhra Pradesh (Table 6).

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



**Chart 3: Statewise chart showing percentage point change in girls aged 6-10 who are not enrolled in school. 2018 and 2020\***



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



## Household resources

A family's resources influence the type and amount of support they can provide for children's learning, not only in terms of choosing a school to send their child to but in many other ways as well. ASER 2020 asked questions about selected household resources, such as parents' own education levels and children's access to technology such as TV and smartphones.

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

**Table 7: Distribution of enrolled children. By school type, mother's and father's education level. 2020**

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	35.0	22.7	31.3	18.9	9.5	16.1
Std I-V	17.7	11.1	15.7	15.6	7.3	13.1
Std VI-VIII	19.2	17.9	18.8	20.9	15.4	19.2
Std IX-X	18.8	23.6	20.3	26.3	29.9	27.4
Std XI & above	9.4	24.7	14.0	18.2	37.9	24.2
Total	100	100	100	100	100	100

Increasingly, parents of children currently enrolled in school have been to school themselves.

In ASER 2020, for example, Table 7 shows that under a third of children's mothers (31.3%) and even fewer children's fathers (16.1%) have no schooling.

More than half of all children's mothers (53.1%) and an even higher proportion of children's fathers (70.8%) have completed more than 5 years of school.

ASER does not collect information on household income, but parents' education levels can be used as a proxy for the household's socio-economic status. Overall, parents' education level has increased from 2018 to 2020. This is reflected in the fall in proportion of children who have parents in the 'low' education category from 30.8% to 22.5% (Table 8).

More educated parents usually have households with higher incomes. Table 8 shows, for example, that as parents' education level increases, the likelihood that the household has a smartphone also increases; and the probability that the sampled child is studying in a government school decreases:

- Among the children whose parents are in the 'low' education category, the vast majority study in government schools (84%); and less than half of their families have a smartphone (45.1%). This proportion was far lower in 2018, when only 22.5% of such families had a smartphone.
- A similar proportion of children have parents in the 'high' education category as in the 'low' education category. But a far smaller proportion of children with parents in the 'high' education category are in government schools (53.9%), and most have families with a smartphone (78.7%).
- Across all categories, the proportion of children enrolled in government schools has increased from 2018 to 2020.

**Table 8: Distribution of enrolled children. By parents' education and household resources. 2018 and 2020\***

Parents' education	ASER 2018			ASER 2020		
	% Children	Of these children,		% Children	Of these children,	
		% Who are enrolled in Govt school	% Whose households have smartphones		% Who are enrolled in Govt school	% Whose households have smartphones
Low	30.8	80.6	22.5	22.5	84.0	45.1
Medium	48.8	66.3	36.1	49.9	71.6	60.2
High	20.4	44.4	58.7	27.6	53.9	78.7
All	100	66.2	36.6	100	69.5	61.9

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

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



## Do children have a smartphone and other assets at home?

**Table 9: % Enrolled children with selected assets available at home. By school type and asset type. 2018 and 2020\***

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	29.6	49.9	36.5	56.4	74.2	61.8
TV	54.8	72.5	60.7	56.0	71.9	60.8
Motorized vehicle	39.1	62.5	46.9	43.5	64.7	49.9

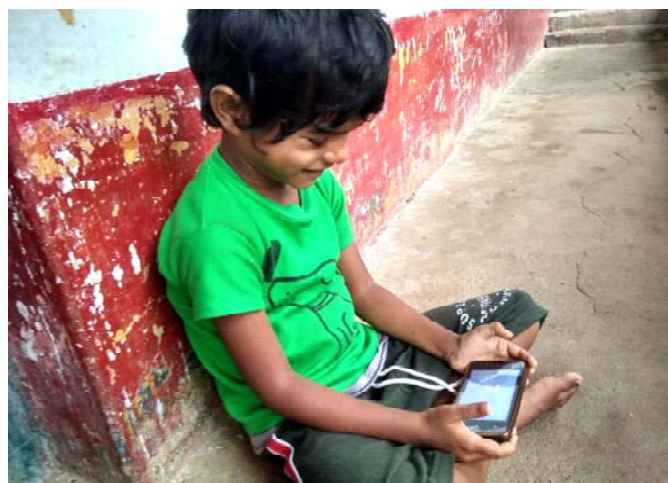
A comparison between ASER 2018 and 2020 shows that a much higher proportion of children now come from households with a smartphone as compared to two years ago (Table 9).

Although the proportion of children from households with assets like TV and motorized vehicles changed only slightly over the last two years, the proportion owning a smartphone increased enormously - from 36.5% to 61.8%.

Smartphone ownership increased by similar amounts for children enrolled in government and private schools, between 2018 and 2020 (Table 9). Regardless of school type, among enrolled children about 1 in every 10 households bought a new phone to support their children's education after schools closed in March 2020 (Table 10). Most often parents purchased a smartphone. Even among children who did not have a smartphone at home, about 1 in every 10 was able to access a smartphone elsewhere, for example from a neighbour.

**Table 10: % Enrolled children with access to smartphones. By school type. 2020**

School type	% Children								If no smartphone in the household, then % children who have access to any other smartphone
	Number of smartphones in the household					Bought a new phone for children's education since the lockdown began	If bought a new phone, then type of phone purchased		
	No smartphone	1	2	3 or more	Total		Regular phone	Smartphone	
Govt	43.6	43.6	9.7	3.1	100	7.2	20.1	80.6	12.6
Pvt	25.8	50.3	16.7	7.2	100	14.2	15.7	83.8	13.1
Govt & Pvt	38.2	45.6	11.8	4.3	100	11.1	18.5	81.7	12.7



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

## State variations

**Table 11: Distribution of enrolled children. By state and parents' education. 2020**

State	Low	Medium	High
Andhra Pradesh	26.8	50.1	23.2
Arunachal Pradesh	22.7	45.5	31.9
Assam	19.7	44.2	36.2
Bihar	27.9	48.7	23.5
Chhattisgarh	21.6	52.0	26.5
Gujarat	16.4	50.2	33.4
Haryana	15.1	49.4	35.6
Himachal Pradesh	6.5	29.0	64.5
Jammu & Kashmir	23.5	52.8	23.8
Jharkhand	29.6	47.1	23.3
Karnataka	22.2	49.3	28.6
Kerala	0.8	20.2	78.9
Madhya Pradesh	25.9	58.3	15.8
Maharashtra	6.9	46.4	46.7
Manipur	10.6	34.9	54.5
Meghalaya	40.6	47.4	12.0
Nagaland	20.8	51.8	27.4
Odisha	17.4	44.5	38.2
Punjab	18.1	45.6	36.3
Rajasthan	32.3	57.5	10.2
Tamil Nadu	14.6	48.5	36.9
Telangana	25.6	43.2	31.2
Uttarakhand	15.1	48.9	36.0
Uttar Pradesh	26.1	53.2	20.7
West Bengal	23.6	51.4	25.0
<b>All India</b>	<b>22.5</b>	<b>49.9</b>	<b>27.6</b>

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Nationally, the proportion of children with parents in the 'low' and 'high' education category is similar. However, Table 11 reveals that there is a substantial variation in the education level of parents across states.

While more than half of all enrolled children in Kerala, Himachal Pradesh, Manipur and Maharashtra have parents in the 'high' education category, more than a quarter of the children in Meghalaya, Rajasthan, Jharkhand and Bihar have parents in the 'low' education category.



**Table 12: % Enrolled children with specific household resources. By state and parents' education. 2020**

State	Low		Medium		High	
	% Children					
	% Who are enrolled in Govt school	% Whose households have smartphones	% Who are enrolled in Govt school	% Whose households have smartphones	% Who are enrolled in Govt school	% Whose households have smartphones
Andhra Pradesh	90.9	42.6	70.0	65.4	56.5	80.7
Arunachal Pradesh			47.9	82.9	50.4	98.6
Assam	83.9	47.4	75.1	58.3	50.9	71.6
Bihar	90.1	40.0	85.2	50.3	69.9	66.8
Chhattisgarh	95.6	64.0	76.4	71.1	35.7	93.4
Gujarat	93.2	69.6	87.6	81.9	75.1	94.5
Haryana	82.9	62.6	59.9	82.1	23.9	91.9
Himachal Pradesh			81.4	86.1	42.0	94.4
Jammu & Kashmir	79.4	57.5	58.9	80.5	32.5	90.1
Jharkhand	88.4	43.7	77.0	46.8	54.7	68.8
Karnataka	88.4	50.7	77.5	68.9	53.8	82.9
Kerala			68.9	90.9	64.5	96.4
Madhya Pradesh	83.3	51.0	70.1	64.1	45.5	78.3
Maharashtra	74.8	56.4	66.2	72.0	60.6	83.5
Manipur			16.7	83.1	10.6	88.4
Meghalaya	55.2	61.9	39.0	70.1		
Nagaland	55.1	61.8	31.0	80.1	23.9	98.1
Odisha	98.4	45.3	88.5	35.9	71.5	66.1
Punjab	79.5	75.8	59.1	86.4	24.7	97.3
Rajasthan	77.8	48.7	58.2	67.6	36.2	85.2
Tamil Nadu	92.9	39.6	78.1	60.6	50.0	79.4
Telangana	78.4	59.7	65.8	73.0	31.4	86.1
Uttarakhand	53.8	57.4	64.8	70.7	39.4	89.7
Uttar Pradesh	71.8	36.8	54.2	54.2	31.7	73.8
West Bengal	96.3	29.7	92.3	45.4	81.9	68.3
<b>All India</b>	<b>84.0</b>	<b>45.1</b>	<b>71.6</b>	<b>60.2</b>	<b>53.9</b>	<b>78.7</b>

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

In line with the national trend, across most states, children with parents in the 'low' education category are more likely to be enrolled in government schools and are less likely to have smartphones as compared to their counterparts with parents in the 'high' education category (Table 12):

- The difference among children enrolled in government schools based on parental education is particularly stark in the states of Chhattisgarh, Haryana and Punjab (50 percentage points).
- Although overall less than half of all children with parents in the 'low' education category have smartphones, the state of Gujarat stands out, where over two-thirds of all such children have smartphones.



**Table 13: % Enrolled children with selected assets available at home. By state and asset type. 2018 and 2020\***

State	Smartphone		TV	
	ASER 2018	ASER 2020	ASER 2018	ASER 2020
Andhra Pradesh	42.1	61.5	91.8	92.9
Arunachal Pradesh	57.3	81.1	74.8	65.0
Assam	36.1	60.7	44.6	46.2
Bihar	27.2	51.7	31.9	34.7
Chhattisgarh	72.7	75.7	73.5	75.8
Gujarat	44.7	84.0	80.3	82.9
Haryana	57.3	82.3	84.5	77.5
Himachal Pradesh	58.0	90.0	92.6	86.0
Jammu & Kashmir	50.9	77.1	52.8	48.4
Jharkhand	20.6	50.2	33.6	31.6
Karnataka	43.1	68.6	86.1	82.8
Kerala	80.9	94.3	89.3	86.6
Madhya Pradesh	23.3	62.7	57.0	62.7
Maharashtra	42.3	76.3	81.8	78.1
Manipur	53.4	84.3	69.5	61.4
Meghalaya	41.3	72.0	59.1	50.4
Nagaland	50.0	81.8	63.1	60.1
Odisha	26.1	49.3	62.0	67.7
Punjab	64.3	88.5	95.7	89.0
Rajasthan	39.7	62.9	54.3	54.5
Tamil Nadu	40.2	64.1	95.3	92.6
Telangana	45.8	74.0	90.3	90.5
Uttarakhand	47.9	74.7	80.3	81.3
Uttar Pradesh	30.4	53.7	45.2	48.5
West Bengal	26.8	47.4	57.3	50.5
<b>All India</b>	<b>36.5</b>	<b>61.8</b>	<b>60.7</b>	<b>60.8</b>

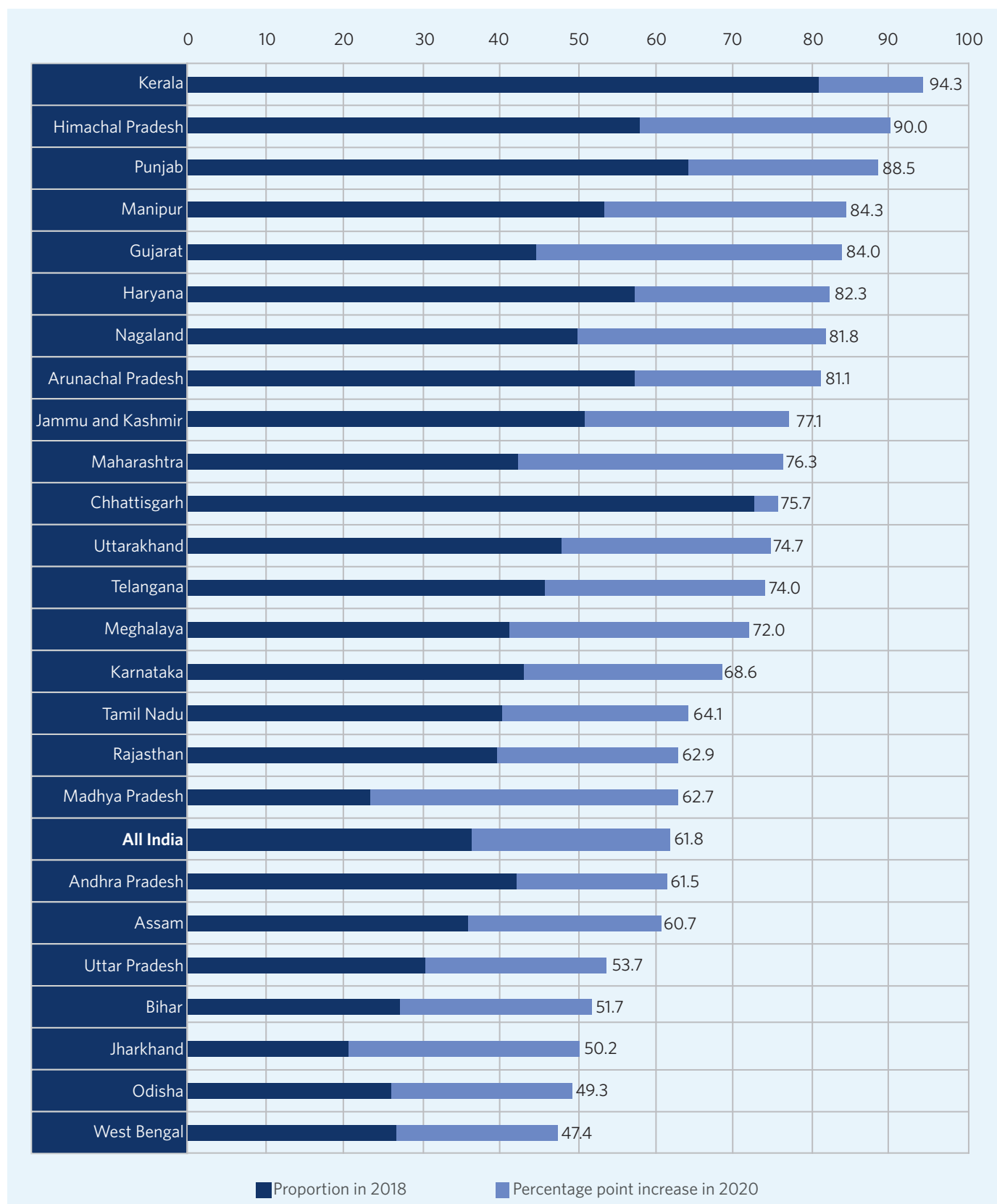
The striking jump in smartphone availability at home at the national level since 2018 is reflected in the rise in smartphone availability at the state level. For instance, a close to 40 percentage point jump is seen in the proportion of children who have a smartphone at home in Madhya Pradesh, Gujarat and Maharashtra (Table 13).

In contrast, the proportion of students who have a television at home has either remained stagnant or has shown a decline, for example in Arunachal Pradesh, Meghalaya, Manipur and Haryana.

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



**Chart 4: Statewise chart showing proportion of children who have a smartphone available at home. 2018 and 2020\***



## Learning support for children at home

The previous section summarized what households have, in terms of the availability of some key resources that they can use to support children's learning. This section examines how households provide learning support to children during the period of school closures. This includes availability of textbooks for the current grade, support from family members, as well as other support such as paid private tuition. Other than the availability of textbooks, ASER 2020 did not explore whether households had other learning materials like other books, instructional games, etc.

### Do children have textbooks at home?

**Table 14: % Enrolled children who have textbooks for their current grade. By grade and school type. 2020**

Std	Govt	Pvt	Govt & Pvt
Std I-II	79.8	69.7	76.2
Std III-V	85.5	72.0	81.4
Std VI-VIII	86.3	73.7	82.8
Std IX & above	82.7	73.5	80.0
All	84.1	72.2	80.5

Table 14 indicates that across all grades, a very high proportion of children have textbooks for their current grade.

For every grade, the percentage of children in government schools who have textbooks is higher than their counterparts in private schools.

Parents' socio-economic status, as reflected in their education level, also plays a role in whether children have textbooks. In each grade, more children with parents in the 'high' education category have textbooks than those with parents in the 'low' education category (Table 15).

There is almost no difference in textbook availability by sex. Almost 80% of both boys and girls have textbooks for their current grade (Table 16).

**Table 15: % Enrolled children who have textbooks for their current grade. By grade and parents' education. 2020**

Std	Low	Medium	High
Std I-II	73.6	76.3	78.4
Std III-V	80.3	80.6	84.1
Std VI-VIII	80.8	82.5	85.9
Std IX & above	79.2	79.0	83.5
All	79.1	80.0	83.1

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

**Table 16: % Enrolled children who have textbooks for their current grade. By grade and sex. 2020**

Std	Boys	Girls	All
Std I-II	75.9	76.4	76.1
Std III-V	80.5	82.4	81.4
Std VI-VIII	82.0	83.7	82.8
Std IX & above	79.1	81.0	80.0
All	79.7	81.4	80.5



## Do families help children to study at home?

**Table 17: % Enrolled children who receive help from family members while studying at home. By grade and school type. 2020**

Std	Govt	Pvt	Govt & Pvt
Std I-II	78.6	86.7	81.5
Std III-V	75.3	81.7	77.3
Std VI-VIII	70.8	79.1	73.1
Std IX & above	66.9	71.7	68.3
All	72.6	80.0	74.9

**Table 18: % Enrolled children who receive help from family members while studying at home. By grade and sex. 2020**

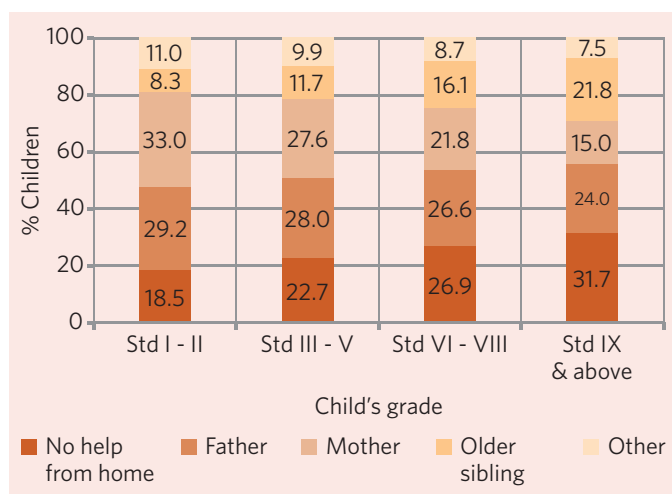
Std	Boys	Girls	All
Std I-II	81.7	81.4	81.5
Std III-V	76.8	77.8	77.3
Std VI-VIII	72.4	73.8	73.1
Std IX & above	67.2	69.4	68.3
All	74.4	75.3	74.8

Tables 17 and 18 show the proportion of children who receive help at home for learning activities:

- Close to three quarters of all enrolled children receive help from family members.
- For both types of schools and both sexes, more younger children receive help from families than older children. Overall, 81.5% children in Std I-II receive help from family members as compared to 68.3% children in Std IX and above.
- For each grade level, private school children get more help than government school children. For example, for children in Std III-V, 75.3% government school children receive help as compared to 81.7% of children enrolled in private schools (Table 18).
- There is no noticeable difference in the help that children receive based on their sex.

## Which family members help children to study at home?

**Chart 5: % Enrolled children who receive help at home. By grade and family member. 2020**



'Other' includes uncle, aunt, cousin or any other family member.

The surveyed household was asked about who helps children most often with studying at home. Options included mother, father, older siblings and others.

Data indicate that as children move into higher grades, fewer get help from family members, especially mothers. For example, 33% of Std I-II children receive help from their mothers but only 15% of Std IX & above children are helped by their mothers.

However, help from older siblings increases as children move to higher grades.



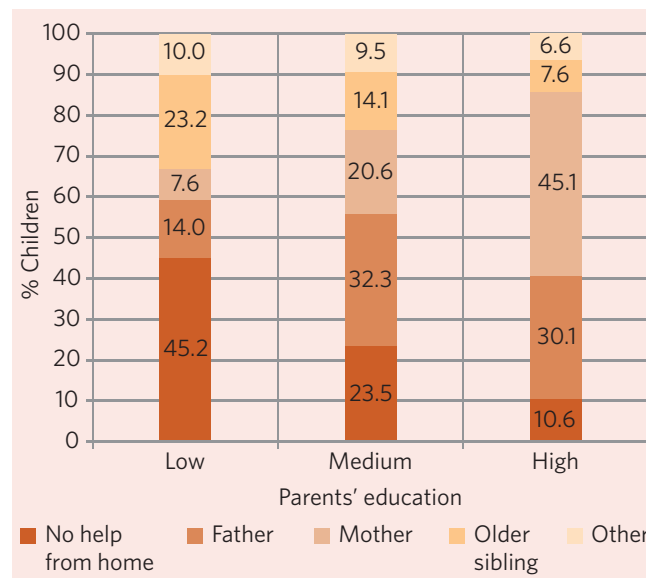


## Does parents' education level influence whether children get learning support at home?

**Table 19: % Enrolled children who receive help from family members while studying at home. By grade and parents' education. 2020**

Std	Low	Medium	High
Std I-II	57.9	82.7	93.6
Std III-V	56.4	79.0	91.6
Std VI-VIII	52.8	75.8	89.1
Std IX & above	53.5	69.4	81.4
All	54.8	76.5	89.4

**Chart 6: % Enrolled children who receive help at home. By parents' education and family member. 2020**



We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

The more educated the parents, the more help their children receive. Among families where both parents have completed Std IX or more (the 'high' category), for example, close to 90% children receive help at home - 45% children receive help from their mothers and over 30% from their fathers (Table 19 and Chart 6).

However, these data reveal significant family support for children's education even among children whose parents have only studied up to Std V or less (the 'low' category of education).

For example, among children whose parents have completed Std V or less:

- A little more than half of these children get help at home (Table 19).
- 14% receive help from their fathers and almost 8% from their mothers (Chart 6).
- Further, if parents have low levels of education, older siblings and others play a more significant role (Chart 6).

## Are children taking tuition classes while schools are closed?

**Table 20: % Enrolled children taking tuition. By school type and tuition category. 2020**

School type	% Children currently taking tuition		% Children currently not taking tuition	
	Started before the lockdown	Started after the lockdown	Not taking tuition even before the lockdown	Discontinued tuition after the lockdown
Govt	26.9	4.8	57.1	11.2
Pvt	21.8	8.1	58.7	11.4
Govt & Pvt	25.4	5.8	57.6	11.3

**Table 21: % Enrolled children taking tuition. By sex and tuition category. 2020**

Sex	% Children currently taking tuition		% Children currently not taking tuition	
	Started before the lockdown	Started after the lockdown	Not taking tuition even before the lockdown	Discontinued tuition after the lockdown
Boys	26.0	6.4	56.2	11.4
Girls	24.6	5.2	59.1	11.2
All	25.4	5.8	57.6	11.3

School closures had relatively little impact on children's tuitions, irrespective of children's school type or sex (Table 20 and Table 21).



## State variations

**Table 22 and 23: % Enrolled children who have textbooks for their current grade. By state, school type and sex. 2020**

State	By school type			By sex		
	Govt	Pvt	Govt & Pvt	Boys	Girls	All
Andhra Pradesh	38.5	24.7	34.6	32.1	37.2	34.6
Arunachal Pradesh	75.1	80.3	77.6	73.6	81.7	77.5
Assam	98.2	98.9	98.4	97.8	99.1	98.4
Bihar	74.2	83.8	75.8	74.7	77.1	75.8
Chhattisgarh	87.4	64.9	80.7	79.7	81.7	80.7
Gujarat	95.2	94.0	95.0	95.1	95.0	95.0
Haryana	85.9	89.6	87.7	87.4	88.2	87.7
Himachal Pradesh	96.4	96.2	96.3	96.7	95.9	96.3
Jammu & Kashmir	95.7	97.3	96.4	97.3	95.3	96.4
Jharkhand	78.9	71.6	77.1	78.3	75.7	77.1
Karnataka	93.9	76.0	89.1	89.1	89.1	89.1
Kerala	92.9	90.0	91.9	93.2	90.6	91.9
Madhya Pradesh	89.3	57.2	79.6	76.7	82.6	79.6
Maharashtra	86.0	71.4	80.8	79.4	82.3	80.8
Manipur	99.6	97.2	97.5	98.0	97.1	97.5
Meghalaya	97.5	97.9	97.8	98.4	97.3	97.8
Nagaland	98.0	99.8	99.2	98.9	99.5	99.2
Odisha	88.7	88.0	88.6	89.4	87.7	88.5
Punjab	96.1	95.9	96.0	95.2	96.9	96.0
Rajasthan	70.6	43.0	60.4	58.2	63.0	60.3
Tamil Nadu	93.7	68.1	86.4	84.9	87.9	86.4
Telangana	89.3	37.1	68.1	63.5	73.4	68.1
Uttarakhand	75.6	85.9	80.3	80.0	80.7	80.3
Uttar Pradesh	83.5	74.9	79.6	80.9	78.0	79.6
West Bengal	99.6	100.0	99.7	99.7	99.6	99.7
<b>All India</b>	<b>84.1</b>	<b>72.2</b>	<b>80.5</b>	<b>79.7</b>	<b>81.4</b>	<b>80.5</b>

Reflecting the national findings, in most states, students in government schools are more likely to have textbooks for their current grade as compared to their private school counterparts (Table 22).

States in the northeast fare particularly well in this regard. In West Bengal, Nagaland, Assam, Manipur and Meghalaya, almost all children have textbooks available.

In most states, children's sex makes no difference in whether they have their current grade textbooks (Table 23).



**Table 24 and 25: % Enrolled children who receive help from family members while studying at home. By state, school type and parents' education. 2020**

State	By school type			By parents' education		
	Govt	Pvt	Govt & Pvt	Low	Medium	High
Andhra Pradesh	60.2	73.6	63.9	44.3	67.0	83.2
Arunachal Pradesh	67.4	81.4	73.9		76.6	94.7
Assam	75.8	88.3	79.8	55.6	80.8	91.5
Bihar	73.4	84.8	75.3	58.7	78.9	89.0
Chhattisgarh	82.5	94.1	86.0	69.0	86.2	98.2
Gujarat	84.9	81.0	84.3	72.7	86.1	86.9
Haryana	72.2	79.6	75.8	58.4	74.9	85.4
Himachal Pradesh	78.4	91.8	84.1		75.1	91.1
Jammu & Kashmir	59.9	67.0	63.0	40.7	65.8	79.5
Jharkhand	68.1	78.4	70.6	48.9	75.0	91.1
Karnataka	71.0	80.2	73.5	48.6	74.5	90.7
Kerala	85.6	80.9	83.9		83.3	88.0
Madhya Pradesh	79.9	83.4	81.0	65.6	84.9	93.7
Maharashtra	86.7	81.2	84.7	59.7	82.7	90.8
Manipur	84.3	85.2	85.0		82.0	93.2
Meghalaya	59.1	58.0	58.4	35.7	73.8	
Nagaland	69.3	79.8	76.3	62.4	78.8	86.1
Odisha	69.7	85.3	72.3	56.7	65.8	87.4
Punjab	67.8	79.9	73.8	51.6	69.2	91.0
Rajasthan	59.0	68.1	62.4	45.0	67.9	87.2
Tamil Nadu	62.2	76.9	66.4	37.3	65.3	83.5
Telangana	65.7	79.2	71.2	40.3	74.4	93.8
Uttarakhand	67.7	79.5	73.1	73.3	63.2	87.5
Uttar Pradesh	71.8	79.6	75.3	58.6	78.4	88.6
West Bengal	70.4	81.6	71.5	49.1	73.9	91.6
<b>All India</b>	<b>72.6</b>	<b>80.0</b>	<b>74.9</b>	<b>54.8</b>	<b>76.5</b>	<b>89.4</b>

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Across states most children receive help in studying at home. States where the support from home is strong, and more than 85% children receive help at home are Chhattisgarh, Manipur, Maharashtra and Gujarat (Table 24).

Almost everywhere as in the national findings, private school children receive more help at home than government school children.

As is the trend in national findings, in most states a much higher proportion of children with parents in the 'high' education category receive help at home as compared to children with parents in the 'low' education category. This disparity is the highest, at over 40 percentage points, in Telangana, Tamil Nadu, Karnataka and Jharkhand (Table 25).

However, states like Gujarat and Uttarakhand fare well in this regard, with the highest proportion of children with parents in the 'low' education category who receive help at home.



**Table 26 and 27: % Enrolled children who receive help from family members while studying at home. By state, sex and smartphone availability. 2020**

State	By sex			By smartphone availability	
	Boys	Girls	All	Available	Not available
Andhra Pradesh	61.7	66.2	63.9	72.1	50.8
Arunachal Pradesh	63.6	85.0	73.9	80.1	
Assam	80.7	78.8	79.8	82.6	75.4
Bihar	75.1	75.5	75.3	79.7	70.9
Chhattisgarh	84.8	87.0	86.0	88.7	76.5
Gujarat	83.7	84.9	84.3	84.7	82.2
Haryana	75.8	75.8	75.8	81.1	51.6
Himachal Pradesh	83.9	84.3	84.1	85.3	72.8
Jammu & Kashmir	61.3	64.9	62.9	69.7	40.1
Jharkhand	70.6	70.6	70.6	78.3	62.8
Karnataka	72.2	74.9	73.5	79.6	60.0
Kerala	83.9	84.0	83.9	84.5	
Madhya Pradesh	80.7	81.2	80.9	85.1	74.0
Maharashtra	85.1	84.3	84.7	86.7	78.5
Manipur	86.9	83.2	85.0	86.5	77.4
Meghalaya	65.5	53.1	58.5	64.9	41.8
Nagaland	75.5	76.9	76.3	80.8	56.0
Odisha	71.9	72.5	72.2	79.0	66.2
Punjab	73.9	73.7	73.8	77.3	46.5
Rajasthan	61.0	64.1	62.4	68.3	52.1
Tamil Nadu	67.4	65.4	66.4	70.9	58.5
Telangana	69.8	72.7	71.2	75.5	58.4
Uttarakhand	75.7	69.9	73.1	74.4	69.0
Uttar Pradesh	74.3	76.6	75.3	82.3	67.5
West Bengal	71.9	71.0	71.5	78.7	65.0
<b>All India</b>	<b>74.4</b>	<b>75.3</b>	<b>74.8</b>	<b>80.1</b>	<b>66.4</b>

Table 26 compares the help that boys and girls receive at home and shows that the help at home is not dependent on children's sex.

Table 27 compares the help that children with smartphones and children without smartphones receive while studying at home. The percentage of enrolled children with smartphones who received help from family members while studying exceeded those who did not have smartphones in every state.

This difference was the starkest in Punjab, Haryana and Jammu & Kashmir.



## Access to and availability of learning materials and activities

The ASER 2020 survey asked households whether schools had sent learning materials or activities for children during the week prior to the survey (the reference week), which was carried out in September 2020 when schools across the country were closed. Learning materials and activities could take the form of traditional materials like worksheets in print or virtual form; online or recorded classes; and videos or other activities sent via phone or received in person.

### Did children receive any learning materials or activities during the reference week?

**Table 28: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020**

Std	Govt	Pvt	Govt & Pvt
Std I-II	27.9	35.8	30.8
Std III-V	33.7	40.4	35.8
Std VI-VIII	35.4	42.7	37.4
Std IX & above	34.8	43.4	37.3
All	33.5	40.6	35.6

**Table 29: % Enrolled children who received learning materials/activities in the reference week. By grade and parents' education. 2020**

Std	Low	Medium	High
Std I-II	16.2	27.3	43.7
Std III-V	22.0	33.8	49.7
Std VI-VIII	25.3	36.3	52.5
Std IX & above	27.8	35.7	49.3
All	23.5	33.8	48.9

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

**Table 30: % Enrolled children who received learning materials/activities in the reference week. By grade and sex. 2020.**

Std	Boys	Girls	All
Std I-II	30.3	31.3	30.7
Std III-V	36.7	34.6	35.7
Std VI-VIII	36.6	38.3	37.4
Std IX & above	36.9	37.6	37.3
All	35.5	35.8	35.6

Overall, approximately one third of all enrolled children received some kind of learning materials or activities, other than textbooks, from their teachers during the reference week (Table 28).

A slightly larger proportion of students in higher classes received materials as compared to lower classes. For example, close to 38% of high school students received materials as compared to 30.8% of children in Std I-II.

A higher percentage of private school children received learning materials/activities as compared to government school children in the same grades.

Disparities in receipt of learning materials/activities are also visible based on parents' education levels. More children with parents in the 'high' education category received learning materials/activities as compared to children in the same grades with parents in the 'low' education category (Table 29).

There is no difference by sex in receipt of learning materials (Table 30).



## How did children receive learning materials or activities?

**Table 31: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By school type and medium. 2020**

School type	WhatsApp	Phone call	Personal visit	Other
Govt	67.3	12.3	31.8	5.6
Pvt	87.2	9.9	11.5	5.8
Govt & Pvt	74.2	11.5	24.8	5.7

**Table 32: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By parents' education and medium. 2020**

Parents' education	WhatsApp	Phone call	Personal visit	Other
Low	55.9	11.7	39.9	6.7
Medium	70.8	12.0	27.7	5.7
High	85.3	10.6	15.7	5.2

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Among both children enrolled in government schools as well as children whose parents are in the 'low' education category, accessing materials/opportunities via personal visits was more common, suggesting that an effort was made to reach out to the children with the least access to resources.

Children's sex had no bearing on how they received learning materials (Table 33).

**Table 34: Of enrolled children who received learning materials/activities in the reference week, % children who got these through one or more mediums. By school type and number of mediums. 2020**

School type	Number of mediums				Total
	1	2	3	4	
Govt	85.8	11.5	2.6	0.1	100
Pvt	88.3	9.2	2.3	0.2	100
Govt & Pvt	86.7	10.7	2.5	0.2	100

Despite the variety of ways in which children could have accessed learning materials and activities, during the reference week most children who received these materials – more than 86% – did so in just one way (Table 34).

Among children who received learning materials, if a smartphone was available in the family, it is very likely that the child's access to available material was via WhatsApp (Table 35). Interestingly, even among children whose families had no smartphones, almost a fourth (23.4%) were able to access WhatsApp using someone else's smartphone. In families without smartphones, more than half of all children who accessed learning materials did so through physical visits (either going to the school or the teacher coming to the home).

As noted above, only a third of all children received materials or activities, other than textbooks, during the reference week. Tables 31 and 32 show that those who did receive materials, received it in a variety of ways.

Regardless of school type and parents' education level, WhatsApp was by far the most common medium used for sharing learning materials and activities, followed by personal visits and phone calls.

However, a higher proportion of students enrolled in private schools received materials through WhatsApp than their counterparts in government schools (Table 31). Similarly, children whose parents have completed Std IX or more were much more likely to receive materials via WhatsApp than children whose parents have 'low' education levels (Table 32).

**Table 33: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By sex and medium. 2020**

Sex	WhatsApp	Phone call	Personal visit	Other
Boys	74.5	11.2	24.8	5.6
Girls	73.7	11.8	24.8	5.8
All	74.2	11.5	24.8	5.7

**Table 35: % Enrolled children who received learning materials/activities from only one medium. By smartphone availability and medium. 2020**

Smartphone availability	WhatsApp	Phone call	Personal visit	Other	Total
Yes	83.9	2.8	11.8	1.5	100
No	23.4	11.8	57.1	7.8	100
All	72.2	4.6	20.5	2.7	100



## If children did not access learning materials or activities during the reference week, what did parents say was the reason?

**Table 36: Reasons given by parents of enrolled children who did not receive learning materials/activities during the reference week. By school type and reason. 2020**

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	68.5	10.7	25.8	5.1	4.3
Pvt	66.9	11.6	20.4	5.2	6.0
Govt & Pvt	68.1	11.0	24.3	5.1	4.8

**Table 37: Reasons given by parents of enrolled children who did not receive learning materials/activities during the reference week. By parents' education and reason. 2020**

Parents' education	School not sending	No internet	No smartphone	Connectivity issues	Other
Low	67.6	12.6	30.0	4.7	2.8
Medium	68.4	10.3	24.2	5.4	4.3
High	70.2	10.0	17.3	5.6	6.9

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

**Table 38: Reasons given by parents of enrolled children who did not receive learning materials/activities during the reference week. By sex and reason. 2020**

Sex	School not sending	No internet	No smartphone	Connectivity issues	Other
Boys	68.4	11.5	23.9	5.0	4.7
Girls	67.7	10.3	24.7	5.3	4.9
All	68.1	11.0	24.3	5.1	4.8

Families cited different reasons for why their children did not receive learning materials or activities during the reference week.

Regardless of school type or parental education category, most parents cited the school not sending anything as the main reason for not receiving materials (Tables 36 and 37).

Overall, almost a quarter of sampled children's parents mentioned not having a smartphone as a reason (24.3%), with more parents of children enrolled in government school highlighting this reason (25.8%) than those enrolled in private school (Table 36). No smartphone availability was also the reason given by a third of parents in the 'low' education category (Table 37).

Across the varied reasons offered by the parents, no differences can be observed on the basis of sex (Table 38).



## State variations

**Table 39: % Enrolled children who received learning materials/activities in the reference week. By state and school type. 2020**

State	Govt	Pvt	Govt & Pvt
Andhra Pradesh	23.9	27.4	24.9
Arunachal Pradesh	39.4	62.4	50.1
Assam	15.5	44.7	24.9
Bihar	4.6	22.7	7.7
Chhattisgarh	38.4	39.9	38.8
Gujarat	81.9	82.6	82.0
Haryana	67.7	72.2	69.9
Himachal Pradesh	85.4	89.5	87.2
Jammu & Kashmir	35.9	43.5	39.1
Jharkhand	28.6	24.6	27.6
Karnataka	73.4	67.1	71.7
Kerala	82.1	84.4	82.9
Madhya Pradesh	50.1	38.5	46.6
Maharashtra	63.6	64.3	63.8
Manipur	15.1	32.3	30.0
Meghalaya	23.4	32.0	28.3
Nagaland	56.0	79.1	71.3
Odisha	18.5	50.6	23.8
Punjab	87.1	88.1	87.6
Rajasthan	22.5	19.7	21.5
Tamil Nadu	38.5	50.3	41.9
Telangana	67.4	37.0	55.0
Uttarakhand	77.0	72.9	75.1
Uttar Pradesh	19.4	23.0	21.0
West Bengal	18.5	39.0	20.5
<b>All India</b>	<b>33.5</b>	<b>40.6</b>	<b>35.6</b>

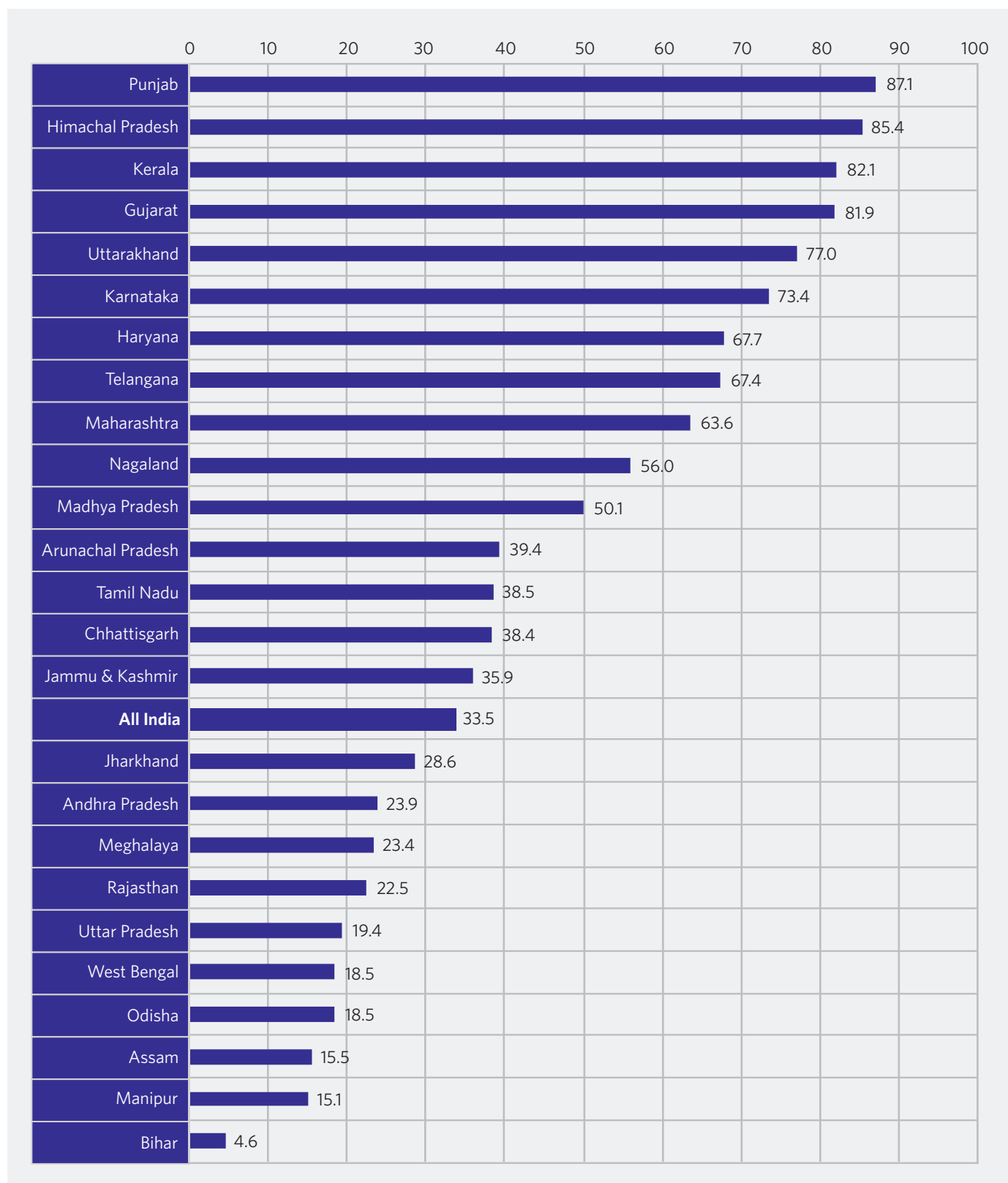
There is a lot variation across states in the proportion of children who received any learning materials, other than textbooks, during the reference week (Table 39). In states like Gujarat, Himachal Pradesh, Kerala and Punjab, more than 80% of all enrolled children received learning materials irrespective of school type. On the other hand, in the states of Bihar, Rajasthan and Uttar Pradesh, less than a quarter of all children in both types of schools received learning materials.

In most states, more children enrolled in private schools received materials than their government school counterparts. This difference between government and private school going children was especially stark in Odisha, Assam and Nagaland.





**Chart 7: Statewise chart showing % of Govt school children who received learning materials/activities in the reference week. 2020**



**Table 40: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By state, school type and medium. 2020**

State	Govt				Pvt			
	WhatsApp	Phone call	Personal visit	Other	WhatsApp	Phone call	Personal visit	Other
Andhra Pradesh	55.3	45.5	30.2	1.3				
Arunachal Pradesh					96.4	0.0	2.9	0.7
Assam	74.6	22.7	14.7	7.3	86.4	14.6	11.8	12.1
Bihar	57.3	17.7	33.5	7.6	88.9	16.7	3.3	2.9
Chhattisgarh	69.3	12.2	26.3	7.7	82.4	13.5	16.4	1.4
Gujarat	61.6	14.4	50.0	2.5	86.2	23.7	29.4	4.6
Haryana	92.2	3.3	4.5	2.8	96.3	1.2	1.8	2.7
Himachal Pradesh	93.2	8.0	2.6	5.8	98.9	9.2	0.9	3.0
Jammu & Kashmir	51.6	9.1	51.0	7.5	64.5	6.7	36.5	4.3
Jharkhand	78.4	4.0	17.6	4.1	93.6	3.1	3.7	0.9
Karnataka	40.3	12.9	70.0	9.1	76.2	16.1	36.5	8.4
Kerala	97.4	20.1	0.4	3.1	93.7	14.9	0.0	10.3
Madhya Pradesh	72.9	5.6	30.8	4.3	88.0	3.4	13.6	3.3
Maharashtra	89.1	10.5	14.0	6.6	95.5	6.6	6.5	9.6
Manipur					76.6	10.4	17.6	13.3
Meghalaya				Data Insufficient				
Nagaland	74.2	5.4	26.8	0.7	88.8	7.3	16.4	2.0
Odisha	69.7	8.8	22.6	2.3	88.5	7.4	6.0	0.8
Punjab	93.7	10.7	10.9	5.0	95.1	10.1	4.8	5.3
Rajasthan	75.9	4.2	20.1	5.4	87.4	2.1	10.8	6.5
Tamil Nadu	73.2	13.0	14.1	3.6	93.9	4.2	1.5	2.1
Telangana	42.7	32.7	38.7	5.7	59.4	33.6	17.9	5.9
Uttarakhand	88.3	5.9	7.0	3.5	97.9	9.5	4.3	1.8
Uttar Pradesh	61.0	14.0	28.4	10.3	83.6	6.4	10.8	4.8
West Bengal	24.1	4.6	68.6	3.8				
<b>All India</b>	<b>67.3</b>	<b>12.3</b>	<b>31.8</b>	<b>5.6</b>	<b>87.2</b>	<b>9.9</b>	<b>11.5</b>	<b>5.8</b>

With the exception of Karnataka, across all states, WhatsApp was the most common medium for sharing learning materials with children, regardless of school type. Also similar to the national picture is that more private school children received materials via WhatsApp than government school children. In Haryana, Himachal Pradesh, Punjab and Kerala, almost all children received materials via WhatsApp.

For children going to government schools, personal visits were an important means of receiving materials in several states. For instance, in Karnataka, Jharkhand and Gujarat, more than half of all enrolled children in government schools received materials via personal visits (Table 40).



**Table 41: % Enrolled children who received learning materials/activities in the reference week. By state and parents' education. 2020**

State	Low	Medium	High
Andhra Pradesh	23.3	22.6	34.1
Arunachal Pradesh		54.0	68.8
Assam	10.2	22.8	35.2
Bihar	3.1	6.1	17.2
Chhattisgarh	27.7	41.8	45.0
Gujarat	69.4	81.0	89.8
Haryana	49.7	71.8	77.1
Himachal Pradesh		88.9	88.7
Jammu & Kashmir	32.1	38.1	48.0
Jharkhand	21.3	24.7	45.0
Karnataka	65.8	73.3	73.9
Kerala		83.1	83.1
Madhya Pradesh	40.3	48.0	52.5
Maharashtra	39.8	61.3	69.4
Manipur		23.7	32.2
Meghalaya	18.6	23.1	
Nagaland	58.3	73.3	75.1
Odisha	16.4	14.8	37.0
Punjab	81.7	87.7	89.2
Rajasthan	16.4	22.5	33.3
Tamil Nadu	26.1	40.8	49.9
Telangana	52.8	59.7	50.4
Uttarakhand	44.0	73.3	89.7
Uttar Pradesh	14.4	20.5	30.2
West Bengal	15.1	17.2	32.9
<b>All India</b>	<b>23.5</b>	<b>33.8</b>	<b>48.9</b>

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Overall, national trends show major disparities in receipt of learning materials depending on parents' education levels. This disparity was found to be the highest in Uttarakhand and Maharashtra (Table 41).

However, there are notable exceptions. Among children with parents in the 'low' education category, a notable two-thirds received materials in the states of Gujarat, Karnataka and Punjab.



**Table 42: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By state, parents' education and medium. 2020**

State	Low				High			
	WhatsApp	Phone call	Personal visit	Other	WhatsApp	Phone call	Personal visit	Other
Andhra Pradesh								
Arunachal Pradesh								
Assam					84.9	11.8	14.1	12.6
Bihar					81.6	19.3	16.0	3.6
Chhattisgarh					82.2	10.0	18.8	2.7
Gujarat	44.6	17.0	55.5	2.4	75.5	21.5	43.0	3.8
Haryana	87.5	0.0	9.7	4.4	97.3	0.6	0.8	2.2
Himachal Pradesh					96.0	8.2	2.3	4.5
Jammu & Kashmir	50.5	11.6	48.8	0.3	66.9	3.1	34.1	12.2
Jharkhand	73.2	4.3	26.0	1.2	86.8	5.3	7.3	3.7
Karnataka	35.7	9.4	71.5	10.2	62.1	17.6	49.8	7.0
Kerala					97.8	17.1	0.4	3.9
Madhya Pradesh	70.3	3.8	34.7	2.4	89.8	3.4	10.5	6.0
Maharashtra					96.3	7.4	6.8	8.2
Manipur					83.2	7.4	11.0	8.1
Meghalaya								
Nagaland	74.1	5.8	32.0	0.0	89.7	4.9	14.2	1.8
Odisha					87.7	4.4	9.9	1.5
Punjab	91.1	15.8	12.5	10.2	97.5	8.9	5.7	4.8
Rajasthan	66.3	5.0	24.7	9.1	87.1	4.2	16.3	4.0
Tamil Nadu					90.2	4.2	5.9	2.9
Telangana	36.6	28.7	39.3	9.8	59.6	28.1	26.0	5.0
Uttarakhand					97.4	2.4	3.9	2.3
Uttar Pradesh	49.2	13.6	37.9	12.8	85.4	8.7	9.1	5.3
West Bengal								
<b>All India</b>	<b>55.9</b>	<b>11.8</b>	<b>39.6</b>	<b>6.9</b>	<b>85.2</b>	<b>10.6</b>	<b>15.7</b>	<b>5.2</b>

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Children with parents in the 'low' education category were the most likely to access learning materials via personal visits. In Karnataka and Gujarat, more than half such children received materials via personal visits (Table 42).



**Table 43: % Enrolled children who received learning materials/activities in the reference week. By state and smartphone availability. 2020**

State	Available	Not available
Andhra Pradesh	33.1	11.8
Arunachal Pradesh	60.2	
Assam	35.1	9.1
Bihar	11.4	3.7
Chhattisgarh	43.8	23.3
Gujarat	84.8	70.6
Haryana	78.2	31.5
Himachal Pradesh	90.9	53.6
Jammu & Kashmir	44.6	20.6
Jharkhand	44.9	10.3
Karnataka	73.8	66.9
Kerala	85.2	
Madhya Pradesh	60.7	23.0
Maharashtra	74.9	28.4
Manipur	33.2	12.7
Meghalaya	36.7	6.8
Nagaland	78.1	40.4
Odisha	38.1	9.6
Punjab	90.1	68.9
Rajasthan	29.6	8.1
Tamil Nadu	53.5	22.7
Telangana	56.8	51.4
Uttarakhand	82.7	52.5
Uttar Pradesh	29.7	11.0
West Bengal	23.3	17.9
<b>All India</b>	<b>47.2</b>	<b>17.1</b>

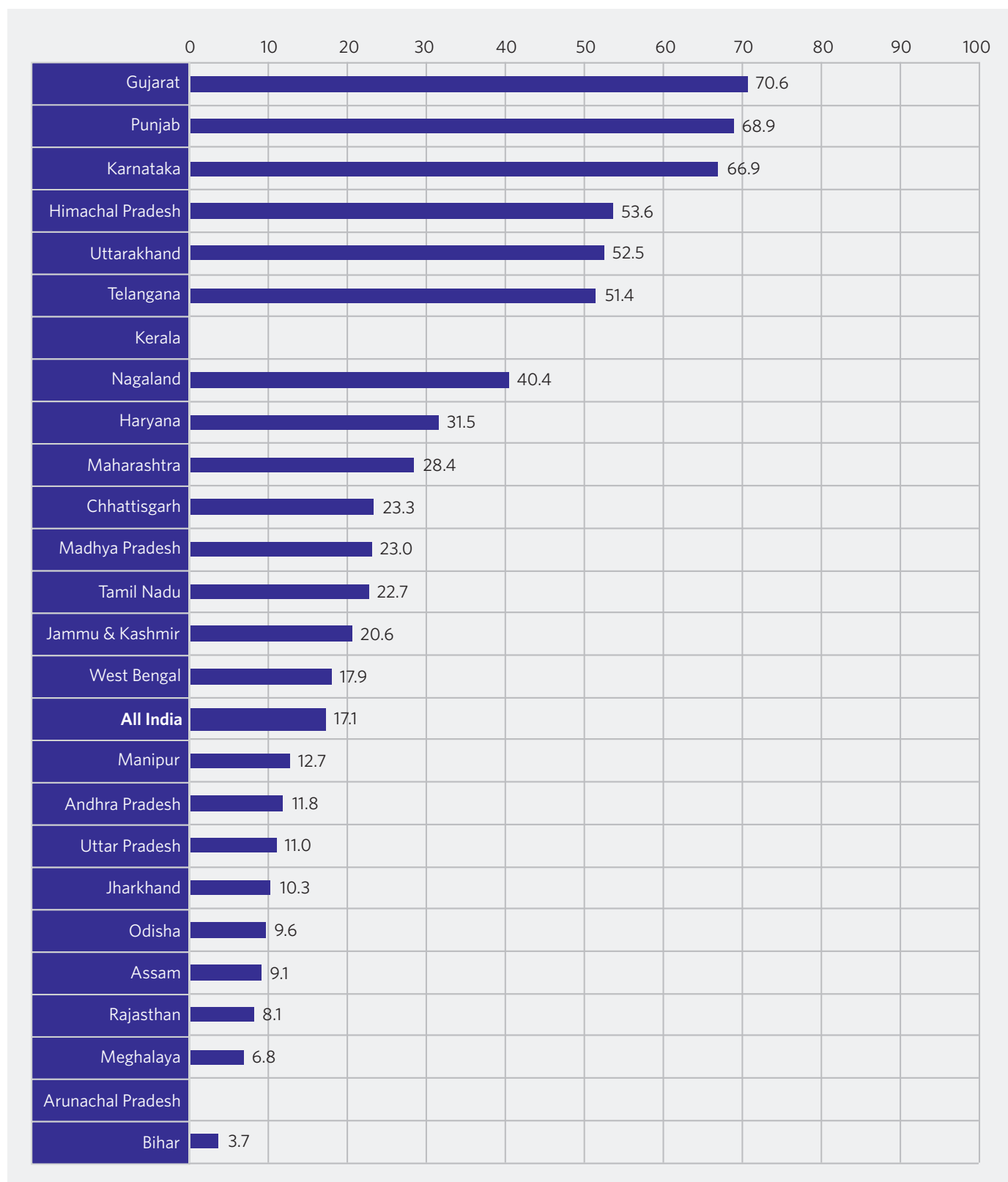
The availability of a smartphone in the household made a big difference in whether children received learning materials/activities in the reference week; while close to half the children who had a smartphone received materials, this proportion was only 17% for children who did not have smartphone (Table 43).

This difference is the highest at 35 percentage points in Haryana, Maharashtra, Nagaland and Madhya Pradesh.

However, some states like Gujarat, Karnataka and Punjab made a substantial effort to send learning materials to children without smartphones - close to 70% such children received learning materials in these states.



**Chart 8: Statewise chart showing % of enrolled children without a smartphone who received learning materials/activities in the reference week. 2020**



**Table 44: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By state, smartphone availability and medium. 2020**

State	Available				Not available			
	WhatsApp	Phone call	Personal visit	Other	WhatsApp	Phone call	Personal visit	Other
Andhra Pradesh	75.0	29.0	14.5	3.5				
Arunachal Pradesh	93.5	0.3	5.1	2.7				
Assam	89.4	18.1	7.2	10.1		Data Insufficient		
Bihar	83.5	16.7	12.7	3.8				
Chhatisgarh	80.3	13.8	19.2	3.5				
Gujarat	72.7	16.8	42.4	2.4	19.3	10.2	74.8	5.2
Haryana	97.2	1.6	1.6	1.7	61.1	11.9	18.5	17.2
Himachal Pradesh	98.6	8.8	1.7	2.1				
Jammu & Kashmir	64.2	7.5	38.7	6.8	10.0	10.9	84.0	0.8
Jharkhand	90.5	3.8	7.1	2.6	33.6	3.4	55.7	7.9
Karnataka	64.4	15.8	53.6	7.2	13.0	8.8	80.8	13.2
Kerala	97.0	16.0	0.3	5.6				
Madhya Pradesh	89.6	4.4	16.5	3.2	19.6	8.1	70.4	7.7
Maharashtra	96.5	8.3	7.9	7.3	48.6	15.4	40.1	10.8
Manipur	79.5	12.0	13.3	12.9				
Meghalaya	62.3	13.3	42.0	0.6		Data Insufficient		
Nagaland	91.3	6.3	12.7	1.4				
Odisha	88.3	6.2	8.0	1.3	35.1	10.6	51.3	3.7
Punjab	98.1	8.3	6.5	4.9	58.0	30.9	21.1	7.0
Rajasthan	89.7	2.0	10.5	3.9	18.4	14.1	56.7	19.1
Tamil Nadu	90.5	5.9	6.1	1.1	38.4	26.8	24.5	11.2
Telangana	57.9	29.2	30.2	4.6	12.0	45.0	42.1	9.8
Uttarakhand	98.5	4.5	3.8	1.6	64.6	18.5	15.3	8.4
Uttar Pradesh	86.8	7.3	8.0	6.4	24.3	19.9	56.4	13.0
West Bengal	54.8	5.4	41.2	3.3	2.9	10.2	79.5	7.3
All India	85.1	10.3	17.3	4.7	25.0	16.4	58.1	10.5

Table 44 shows that of those children who received materials and had a smartphone at home, the most common mode of receiving materials was WhatsApp for most states.

Among children who did not have a smartphone available at home, personal visits (either by the teacher to the household or by student to the school) played an important role in all the states - more than half of these children who received materials received them via personal visits.

Interestingly, even among children without smartphones, overall, close to a quarter received materials on WhatsApp by accessing someone else's smartphone.



**Table 45: Of enrolled children who did not receive learning materials/activities during the reference week, reasons given by parents. By state, school type and reason. 2020**

State	Govt					Pvt				
	School not sending	No internet	No smartphone	Connectivity issues	Other	School not sending	No internet	No smartphone	Connectivity issues	Other
Andhra Pradesh	85.4	10.5	14.2	3.7	2.9	73.9	15.9	21.0	10.1	2.0
Arunachal Pradesh	35.3	12.1	13.7	17.5	31.1					
Assam	79.1	10.8	22.5	3.7	1.2	82.5	9.1	13.9	7.6	1.0
Bihar	82.1	11.5	19.9	1.4	2.2	75.7	13.8	16.3	2.1	2.3
Chhattisgarh	46.3	9.8	22.3	4.9	22.1	53.2	6.8	17.0	6.1	21.3
Gujarat	34.9	29.7	27.1	7.6	8.8					
Haryana	40.1	10.0	46.8	2.6	8.6	45.7	13.6	31.9	1.9	8.8
Himachal Pradesh	14.2	2.1	36.9	0.6	51.2					
Jammu & Kashmir	62.7	9.9	31.6	15.9	1.0	74.6	11.5	10.2	17.4	0.9
Jharkhand	38.8	10.9	54.2	5.6	8.2	58.8	8.8	45.2	3.3	5.7
Karnataka	69.8	13.2	13.4	19.0	1.6	67.8	16.3	9.9	14.5	2.6
Kerala					Data Insufficient					
Madhya Pradesh	61.4	7.3	47.1	1.6	2.7	75.0	7.3	24.8	2.3	3.7
Maharashtra	56.9	8.3	33.8	4.1	6.9	60.2	9.7	30.7	2.7	6.3
Manipur					6.5	84.1	5.1	7.7	3.5	7.8
Meghalaya	93.1	1.5	6.9	0.0	6.6	92.9	1.5	9.7	0.2	2.3
Nagaland					Data Insufficient					
Odisha	65.8	5.9	24.7	20.5	2.6	59.4	8.4	24.1	21.3	7.1
Punjab					Data Insufficient					
Rajasthan	64.6	9.7	26.6	5.7	6.4	73.5	10.2	11.3	5.8	6.4
Tamil Nadu	59.4	8.6	31.3	3.0	3.4	61.4	14.0	19.1	3.3	12.8
Telangana	58.0	7.8	29.9	1.3	13.3	67.7	6.1	10.5	5.2	19.4
Uttarakhand					Data Insufficient					
Uttar Pradesh	57.3	14.8	32.1	3.0	4.2	60.7	13.8	23.8	5.1	4.9
West Bengal	83.4	9.8	10.8	5.8	2.9					
<b>All India</b>	<b>68.5</b>	<b>10.7</b>	<b>25.8</b>	<b>5.1</b>	<b>4.3</b>	<b>66.9</b>	<b>11.6</b>	<b>20.4</b>	<b>5.2</b>	<b>6.0</b>

Like in the national findings, irrespective of school type and state, the major reason that parents cited for not receiving learning materials was that the school did not send materials (Table 45).

The lack of a smartphone was cited as another important reason for not receiving materials across most states, more so among government school children than private school children.

In Odisha, Jammu & Kashmir connectivity issue was cited as a common reason.





## Children's engagement with learning materials

While the previous section explored whether households received learning materials and activities from schools in the week prior to the survey in September 2020, this section analyses whether children actually engaged with different kinds of materials and activities during that week. Households were asked about a variety of materials and activities received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio; and online activities such as pre-recorded videos or live classes.

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

**Table 46: % Enrolled children by the number of learning activities done during the reference week. By school type and number of activities. 2020**

School type	No activity	1 activity	2 activities	3 or more activities	Total
Govt	30.5	26.2	24.2	19.1	100
Pvt	28.1	21.0	24.2	26.7	100
Govt & Pvt	29.8	24.6	24.2	21.4	100

**Table 47: % Enrolled children who did learning activities during the reference week. By school type and type of material. 2020**

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-corded classes	Live online classes
Govt	59.5	34.1	20.2	2.8	18.3	8.1
Pvt	60.1	38.0	18.4	2.3	28.7	17.7
Govt & Pvt	59.7	35.3	19.6	2.7	21.5	11.0

Even though only a third of all children received materials, other than textbooks, from their schools during the reference week, households reported that most children did do some learning activity during that week.

These activities were shared by diverse sources such as schools, families, and private tutors, among others. Based on responses from households, 30.5% students in government schools and 28.1% children in private schools did not do any learning activities during the reference week (Table 46).

Close to a fifth of all children did three activities or more. In this category, there is a higher proportion of private school students (26.7%) as compared to government school students (19.1%).

While the proportion of children doing different types of activities is quite similar for government and private schools, there is one significant difference. Children enrolled in private schools were much more likely to be connected to online classes and recorded video lessons. For example,

- While close to 60% of all children in both types of schools reported using textbooks during the reference week, 28.7% of private school children reported using recorded video lessons opposed to 18.3% of government school children.
- Further, 17.7% children in private schools accessed live online classes during the reference week as compared to 8.1% of government school children (Table 47).



**Table 48: % Enrolled children by the number of learning activities done during the reference week. By parents' education and number of activities. 2020**

Parents' education	No activity	1 activity	2 activities	3 or more activities	Total
Low	40.8	26.2	21.3	11.7	100
Medium	30.1	26.1	24.7	19.2	100
High	19.6	20.9	25.9	33.6	100

**Table 49: % Enrolled children who did learning activities during the reference week. By parents' education and type of material. 2020**

Parents' education	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-recorded classes	Live online classes
Low	50.2	28.4	13.5	1.9	11.1	4.7
Medium	59.2	33.8	19.0	2.8	19.8	8.9
High	69.2	44.0	25.7	2.9	33.3	20.0

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Parents' education had a strong relationship with whether children did any activities at home, with major differences in the number of activities done by children whose parents have studied upto Std V or less ('low' category) and children whose parents have completed Std IX or more ('high' category):

- While close to 20% children whose parents are in the 'high' education category did not do any activity, this percentage is much higher for children whose parents are in the 'low' education category (40.8%).
- A much higher proportion of children who have parents in the 'high' education category did three or more learning activities as compared to children who have parents in the 'low' education category - a difference of 21 percentage points (Table 48).

Across all types of material, a higher percentage of children with parents in the 'high' education category did some learning activity as compared to their counterparts with parents in the 'low' education category. This difference is especially stark in online activities.

For example, around 5% children with 'low' parental education accessed live online classes as opposed to 20% children with 'high' parental education (Table 49).



**Table 50: % Enrolled children by the number of learning activities done during the reference week. By sex and number of activities. 2020**

Sex	No activity	1 activity	2 activities	3 or more activities	Total
Boys	30.3	24.0	24.2	21.5	100
Girls	29.2	25.3	24.2	21.3	100
All	29.8	24.6	24.2	21.4	100

**Table 51: % Enrolled children who did learning activities during the reference week. By sex and type of material. 2020**

Sex	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-recorded classes	Live online classes
Boys	58.8	35.4	19.2	2.7	21.8	11.5
Girls	60.6	35.1	20.1	2.6	21.1	10.5
All	59.7	35.3	19.7	2.7	21.5	11.0

Tables 50 and 51 compare the learning activities done by boys and girls in the reference week. No notable difference can be seen in the number of activities that boys and girls did; overall, 30% boys and girls did not do any activity in the reference week (Table 50). Boys and girls alike did learning activities using different materials (Table 51).

**Table 52: % Enrolled children who did learning activities during the reference week. By grade and type of material. 2020**

Std	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-recorded classes	Live online classes
Std I-II	55.6	33.5	15.7	2.3	16.6	7.3
Std III-V	60.2	35.5	19.7	2.7	19.7	8.9
Std VI-VIII	60.7	36.0	20.8	2.9	21.9	11.5
Std IX & above	61.2	35.5	21.5	2.6	27.5	16.3
All	59.7	35.3	19.6	2.7	21.5	11.0

The proportion of children in different grades doing learning activities is quite similar. The only substantial difference is that the students in higher grades were more likely to be connected to online classes or video recordings as compared to their younger counterparts (Table 51).



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

**Table 53: % Enrolled children in contact with schools. By school type and type of contact. 2020**

School type	Contact to discuss learning materials/activities or child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	32.3	29.2	19.3	40.4
Pvt	37.4	36.1	21.7	31.5
Govt & Pvt	33.9	31.3	20.0	37.7

**Table 54: % Enrolled children in contact with schools. By parents' education and type of contact. 2020**

Parents' education	Contact to discuss learning materials/activities or child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Low	25.2	23.0	15.0	32.0
Medium	32.8	30.4	20.3	37.3
High	43.3	40.0	24.5	43.0

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

**Table 55: % Enrolled children in contact with schools. By sex and type of contact. 2020**

Sex	Contact to discuss learning materials/activities or child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Boys	33.5	31.1	19.5	36.9
Girls	34.2	31.4	20.5	38.6
All	33.8	31.3	20.0	37.7

Even when schools are closed, contact between the home and school is important to discuss how the child is doing both academically and in terms of well-being. ASER 2020 explored this issue in two ways: whether parents and teachers had been in touch (phone or visit) during the reference week; and if not, whether there had been contact since the lockdown began in March 2020.

Overall, teachers of about a third of all children contacted parents/families during the reference week. This proportion is higher among children in private than in government schools (Table 53).

More educated parents had greater contact with school teachers during the reference week (Table 54). This suggests that children whose parents could offer support at home were also those who got more support from school.

Children's sex had no bearing on the contact that their teacher had with their parents (Table 55).



## State variations

**Table 56: % Enrolled children by the number of learning activities done during the reference week. By state, school type and number of activities. 2020**

State	Govt			Pvt			Govt & Pvt		
	No activity	1 activity	2 or more activities	No activity	1 activity	2 or more activities	No activity	1 activity	2 or more activities
Andhra Pradesh	50.9	23.1	26.0	49.0	21.1	29.9	50.4	22.5	27.1
Arunachal Pradesh	39.6	21.3	39.1	20.4	20.2	59.5	30.6	20.8	48.6
Assam	43.9	35.2	20.9	29.1	33.1	37.9	39.2	34.5	26.4
Bihar	33.5	31.4	35.1	18.1	24.2	57.7	30.9	30.2	39.0
Chhattisgarh	18.9	35.8	45.3	25.3	25.9	48.8	20.8	32.8	46.3
Gujarat	8.1	14.8	77.1	6.5	8.9	84.6	7.8	13.9	78.2
Haryana	29.8	18.8	51.4	19.7	19.1	61.2	24.8	19.0	56.2
Himachal Pradesh	12.3	17.3	70.4	10.7	12.2	77.1	11.6	15.1	73.3
Jammu & Kashmir	45.9	23.0	31.1	33.9	32.7	33.4	40.8	27.1	32.1
Jharkhand	40.0	29.3	30.7	33.6	23.0	43.4	38.4	27.8	33.8
Karnataka	18.8	20.1	61.2	18.4	19.5	62.1	18.6	20.0	61.4
Kerala	6.5	6.6	87.0	2.8	10.1	87.1	5.2	7.8	87.0
Madhya Pradesh	18.7	20.2	61.2	30.1	22.1	47.8	22.1	20.8	57.2
Maharashtra	16.8	24.5	58.7	18.9	23.5	57.6	17.5	24.2	58.3
Manipur	23.5	23.7	52.8	24.3	20.1	55.5	24.2	20.6	55.2
Meghalaya	59.3	17.0	23.8	60.2	17.4	22.4	59.8	17.2	23.0
Nagaland	40.1	19.7	40.2	13.8	32.0	54.3	22.7	27.8	49.5
Odisha	32.1	33.1	34.8	17.6	19.2	63.2	29.7	30.8	39.5
Punjab	5.4	16.3	78.3	5.1	10.2	84.8	5.3	13.2	81.5
Rajasthan	49.6	20.9	29.5	48.7	19.7	31.6	49.2	20.5	30.3
Tamil Nadu	26.5	29.5	44.0	30.0	22.2	47.8	27.5	27.4	45.1
Telangana	7.0	18.0	75.0	19.8	26.9	53.3	12.2	21.6	66.2
Uttarakhand	29.1	25.9	45.0	24.0	19.8	56.2	26.8	23.1	50.2
Uttar Pradesh	43.4	23.8	32.8	35.2	17.9	46.9	39.7	21.1	39.2
West Bengal	29.0	33.7	37.3	21.9	31.4	46.7	28.3	33.5	38.2
<b>All India</b>	<b>30.5</b>	<b>26.2</b>	<b>43.3</b>	<b>28.1</b>	<b>21.0</b>	<b>50.9</b>	<b>29.8</b>	<b>24.6</b>	<b>45.6</b>

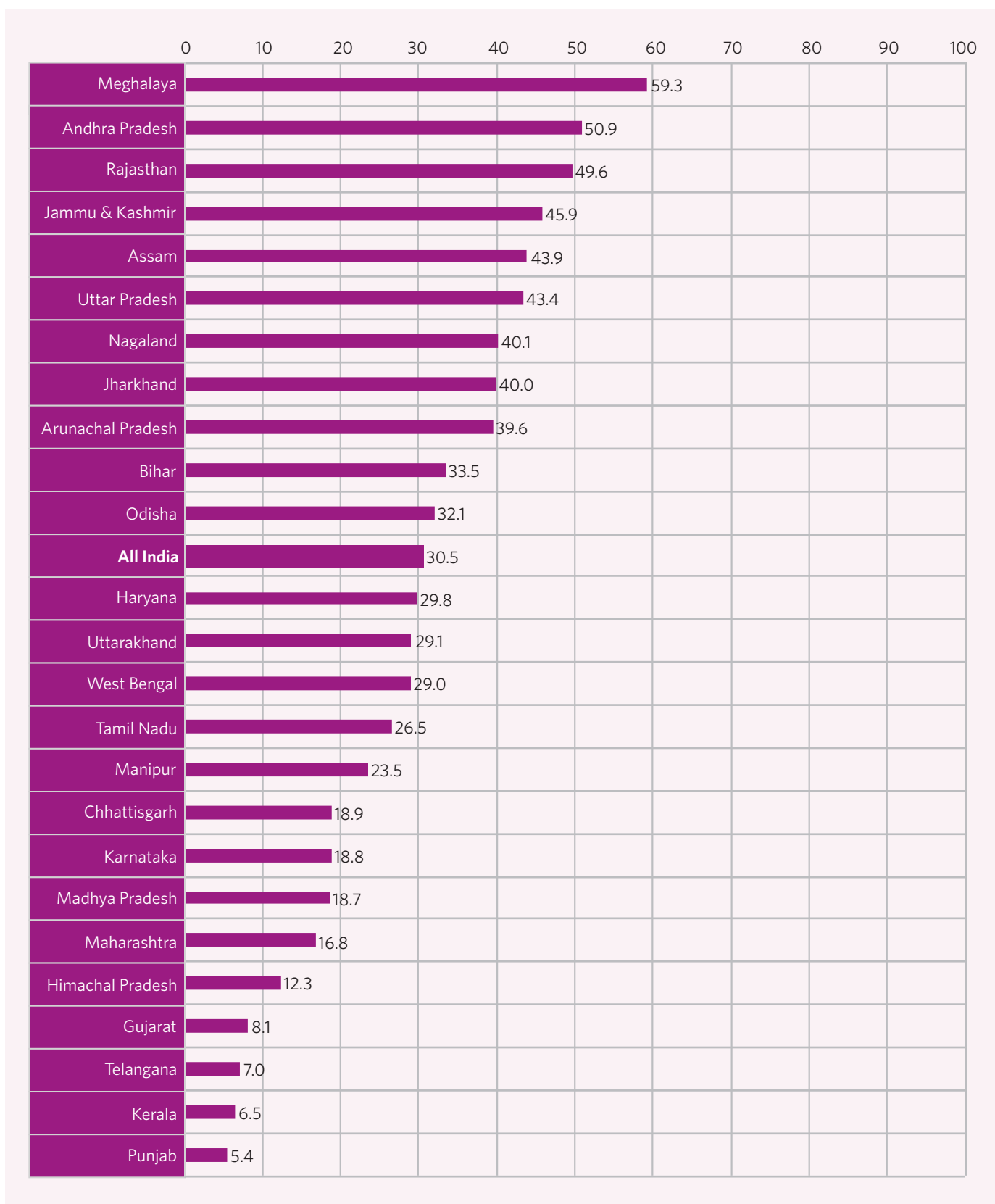
Overall, Table 56 shows that in most states, more than two thirds of all enrolled children engaged in some type of learning activity during the reference week. The only states where close to half the children did not do any activity are Andhra Pradesh, Meghalaya and Rajasthan.

As seen in the national trend, more private school going children engaged in learning activities than government school children across all states. For instance, in Bihar there is a difference of close to 20 percentage points in the proportion of children who did some learning activity in government and private schools.

Notably, in Kerala, Punjab, Gujarat and Telangana, more than three quarters of all children enrolled in government schools did 2 or more activities in the reference week.



**Chart 9: Statewise chart showing % of Govt school children who did not do any activity in the reference week, 2020**



**Table 57: % Enrolled children who did learning activities during the reference week. By state, school type and type of material. 2020**

State	Govt			Pvt			Govt & Pvt		
	Traditional	Broadcast	Online	Traditional	Broadcast	Online	Traditional	Broadcast	Online
Andhra Pradesh	28.0	33.3	12.7	30.7	24.1	28.1	28.8	30.7	17.1
Arunachal Pradesh	51.4	15.4	32.4	73.8	9.4	45.6	61.9	12.6	38.5
Assam	51.8	8.0	10.5	65.7	9.5	23.6	56.2	8.5	14.7
Bihar	63.1	9.7	7.9	78.9	13.5	26.9	65.8	10.3	11.2
Chhattisgarh	76.5	9.1	33.3	64.6	10.9	37.7	72.9	9.7	34.6
Gujarat	83.9	60.1	56.6	85.4	48.6	73.9	84.1	58.4	59.3
Haryana	63.3	18.2	39.7	72.4	15.6	44.3	67.8	16.9	41.9
Himachal Pradesh	82.3	7.6	63.7	81.4	4.6	76.6	81.9	6.3	69.2
Jammu & Kashmir	50.7	9.7	21.9	59.4	10.2	24.8	54.4	9.9	23.2
Jharkhand	55.6	8.7	18.7	60.1	14.2	31.5	56.7	10.0	21.8
Karnataka	76.2	28.7	27.0	71.6	24.2	44.3	75.0	27.5	31.6
Kerala	88.4	71.6	50.8	93.3	29.5	65.5	90.2	56.7	56.0
Madhya Pradesh	74.6	30.4	32.1	60.6	23.8	29.3	70.4	28.4	31.3
Maharashtra	73.7	39.6	39.4	69.1	32.3	47.6	72.1	37.0	42.3
Manipur	71.4	20.6	10.8	72.2	17.4	16.2	72.1	17.8	15.5
Meghalaya	39.7	2.6	11.6	39.2	3.2	7.1	39.5	2.9	9.0
Nagaland	57.6	12.6	20.8	83.4	9.8	32.2	74.7	10.8	28.4
Odisha	63.8	10.5	11.2	79.3	13.4	34.3	66.3	10.9	15.0
Punjab	88.9	32.9	52.9	91.2	10.7	74.2	90.1	21.9	63.5
Rajasthan	47.0	9.5	12.1	46.1	8.0	16.5	46.7	8.9	13.7
Tamil Nadu	57.2	47.9	15.9	58.1	29.9	36.9	57.5	42.8	21.9
Telangana	71.4	75.4	38.7	49.8	47.7	44.0	62.7	64.3	40.8
Uttarakhand	64.9	21.4	28.2	73.0	9.5	42.2	68.6	16.0	34.6
Uttar Pradesh	52.7	12.3	13.4	59.4	17.7	24.5	55.8	14.8	18.5
West Bengal	68.5	11.0	9.5	77.7	5.9	23.1	69.4	10.5	10.8
<b>All India</b>	<b>63.4</b>	<b>21.4</b>	<b>20.5</b>	<b>64.1</b>	<b>19.3</b>	<b>33.4</b>	<b>63.6</b>	<b>20.7</b>	<b>24.5</b>

In all states, irrespective of school type, the majority of children who did some learning activity used traditional materials such as textbooks and workbooks.

In many states, more government school going children used broadcast materials from TV and radio as compared to private school going children. Broadcast materials were used the most widely by children in Telangana, Gujarat and Kerala (about 60%).

Online materials such as recorded videos and live online classes were used more by children enrolled in private schools than those in government schools. This disparity exists across all states, but is the starkest in Odisha, Punjab and Tamil Nadu (Table 57).



**Table 58: % Enrolled children by the number of learning activities done during the reference week. By state, parents' education and number of activities. 2020**

State	Low			Medium			High		
	No activity	1 activity	2 or more activities	No activity	1 activity	2 or more activities	No activity	1 activity	2 or more activities
Andhra Pradesh	54.9	27.6	17.5	52.5	20.5	27.0	36.1	24.9	39.0
Arunachal Pradesh				24.5	23.1	52.4	17.5	14.2	68.4
Assam	55.6	31.4	13.0	38.4	39.3	22.3	32.0	30.6	37.4
Bihar	41.4	32.3	26.3	28.8	31.8	39.4	20.4	24.6	55.0
Chhattisgarh	25.3	39.9	34.9	21.5	32.2	46.3	17.5	26.0	56.5
Gujarat	14.3	23.0	62.8	7.9	13.5	78.6	4.8	9.6	85.6
Haryana	39.5	18.8	41.7	27.3	20.1	52.6	14.7	17.5	67.8
Himachal Pradesh				7.5	22.4	70.2	12.0	10.4	77.6
Jammu & Kashmir	52.2	23.7	24.1	36.8	29.6	33.6	37.7	25.0	37.4
Jharkhand	43.8	26.1	30.1	38.7	31.6	29.8	27.8	22.6	49.6
Karnataka	25.7	21.5	52.8	17.1	22.2	60.7	15.9	16.1	68.0
Kerala				5.5	4.0	90.5	5.4	7.2	87.5
Madhya Pradesh	23.7	21.5	54.8	22.5	19.9	57.6	17.2	22.7	60.1
Maharashtra	36.3	23.1	40.6	18.3	30.0	51.6	13.6	18.5	67.9
Manipur				25.4	15.6	59.0	19.3	25.8	54.9
Meghalaya	63.7	15.6	20.6	74.2	13.5	12.3			
Nagaland	41.1	22.4	36.5	19.3	33.6	47.1	17.5	22.4	60.1
Odisha	41.2	31.3	27.6	33.0	34.2	32.8	20.5	26.6	53.0
Punjab	9.7	17.6	72.7	4.9	15.3	79.8	3.5	8.5	88.0
Rajasthan	57.2	20.7	22.1	48.0	21.6	30.4	31.2	14.0	54.8
Tamil Nadu	36.7	28.2	35.1	30.0	25.2	44.8	21.5	29.2	49.4
Telangana	11.6	24.1	64.3	10.6	19.6	69.8	13.0	19.2	67.9
Uttarakhand	40.8	18.5	40.7	32.0	21.8	46.2	13.5	26.4	60.1
Uttar Pradesh	50.9	21.9	27.1	38.3	22.5	39.2	28.8	17.1	54.1
West Bengal	35.7	35.1	29.2	28.3	35.1	36.6	18.2	29.9	51.9
<b>All India</b>	<b>40.8</b>	<b>26.2</b>	<b>33.0</b>	<b>30.1</b>	<b>26.1</b>	<b>43.9</b>	<b>19.6</b>	<b>20.9</b>	<b>59.5</b>

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Parental education level has a distinct influence on children who did learning activities. With increasing parental education level, the proportion of children who did not do any activity decreases and that of children who performed 2 or more activities increases across all states.

Among children with parents in the 'low' education category, more than half the children did not do any activity in the reference week in Rajasthan, Assam, Andhra Pradesh and Jammu & Kashmir.

On the other end, almost all children who have parents in the 'high' education category did two or more activities in the reference week in Punjab, Gujarat and Kerala (Table 58).





**Table 59: % Enrolled children who did learning activities during the reference week. By state, parents' education and type of material. 2020**

State	Low			Medium			High		
	Traditional	Broadcast	Online	Traditional	Broadcast	Online	Traditional	Broadcast	Online
Andhra Pradesh	24.6	26.2	6.7	27.7	31.9	15.8	39.1	34.9	32.6
Arunachal Pradesh				69.4	12.0	35.6	77.3	17.4	54.7
Assam	40.5	3.5	7.6	56.9	8.3	10.9	63.5	10.8	22.2
Bihar	56.3	5.1	4.2	66.9	11.5	9.6	76.8	14.9	23.3
Chhattisgarh	70.6	10.2	22.0	72.1	9.6	34.8	73.7	9.9	45.0
Gujarat	77.6	48.2	35.1	83.5	59.9	56.6	87.9	61.2	76.1
Haryana	55.0	11.1	29.5	64.0	18.9	41.8	78.9	17.5	47.2
Himachal Pradesh				86.2	6.6	65.0	81.7	6.8	73.2
Jammu & Kashmir	45.9	5.0	13.6	57.5	10.3	25.7	56.6	14.5	28.7
Jharkhand	51.4	8.7	15.7	57.1	7.2	19.1	65.3	17.9	38.8
Karnataka	69.8	23.4	21.2	76.4	27.5	30.1	76.3	30.1	42.1
Kerala				86.8	51.0	54.0	90.6	58.0	59.4
Madhya Pradesh	69.9	27.9	22.5	69.5	28.1	33.1	74.3	33.6	38.6
Maharashtra	52.1	30.5	22.8	70.7	33.4	36.0	76.8	41.6	51.6
Manipur				72.2	19.4	17.5	75.3	17.5	14.0
Meghalaya	35.1	4.0	7.0	25.4	0.5	3.6			
Nagaland	57.2	4.0	15.7	77.6	8.7	31.0	79.6	20.3	32.1
Odisha	55.7	7.6	9.7	62.2	9.6	7.9	76.0	14.3	25.7
Punjab	87.2	26.4	45.1	89.1	24.8	58.6	93.2	16.5	77.3
Rajasthan	38.7	6.7	8.1	47.6	9.5	14.7	65.8	14.1	27.2
Tamil Nadu	56.0	34.8	10.8	56.4	43.3	17.9	60.2	42.6	33.3
Telangana	58.1	72.6	35.9	67.9	68.9	40.7	62.9	52.0	49.8
Uttarakhand	58.9	4.6	25.7	62.1	19.2	26.5	82.3	16.1	48.8
Uttar Pradesh	45.4	8.2	9.3	57.0	15.0	18.8	66.4	21.4	29.5
West Bengal	62.1	6.1	4.2	69.3	9.6	7.9	79.3	17.5	24.2
<b>All India</b>	<b>53.8</b>	<b>14.4</b>	<b>12.7</b>	<b>63.2</b>	<b>20.3</b>	<b>22.2</b>	<b>73.2</b>	<b>26.6</b>	<b>38.4</b>

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Irrespective of the type of material, more children whose parents are in the 'high' education category did learning activities in the reference week.

This difference is especially stark when it comes to using online recorded videos or live classes to do a learning activity. For example, in Punjab and Gujarat more than three-quarters of all children whose parents have completed Std IX or more did a learning activity using online materials. In case of children with parents in 'low' parental education category, this percentage is less than 50% for all states (Table 59).



**Table 60: % Enrolled children by the number of learning activities done during the reference week. By state, sex and number of activities. 2020**

State	Boys			Girls		
	No activity	1 activity	2 or more activities	No activity	1 activity	2 or more activities
Andhra Pradesh	52.2	22.9	24.9	48.5	22.1	29.4
Arunachal Pradesh	35.4	19.0	45.6	25.5	22.8	51.8
Assam	39.5	32.0	28.5	38.8	37.1	24.0
Bihar	31.1	29.3	39.6	30.6	31.2	38.2
Chhattisgarh	21.5	30.0	48.5	20.3	35.5	44.3
Gujarat	8.7	15.3	75.9	6.9	12.3	80.8
Haryana	25.2	19.4	55.4	24.3	18.4	57.2
Himachal Pradesh	10.1	14.9	75.0	13.2	15.4	71.4
Jammu & Kashmir	40.6	25.9	33.5	41.1	28.6	30.3
Jharkhand	37.8	26.5	35.7	39.1	29.0	31.9
Karnataka	20.3	20.1	59.7	16.9	19.8	63.3
Kerala	4.3	8.2	87.5	6.0	7.5	86.6
Madhya Pradesh	22.8	21.4	55.7	21.4	20.1	58.6
Maharashtra	18.9	23.9	57.3	16.2	24.2	59.6
Manipur	24.7	19.1	56.3	23.7	22.2	54.2
Meghalaya	65.1	13.5	21.5	55.8	20.0	24.2
Nagaland	21.2	28.0	50.8	24.2	27.7	48.1
Odisha	31.7	30.6	37.7	27.8	31.2	41.0
Punjab	5.5	13.0	81.5	5.0	13.5	81.5
Rajasthan	49.0	20.1	30.9	49.6	21.0	29.5
Tamil Nadu	28.7	26.8	44.6	26.4	28.0	45.7
Telangana	13.0	24.1	62.8	11.2	18.7	70.1
Uttarakhand	26.4	22.4	51.2	27.3	23.9	48.8
Uttar Pradesh	38.8	20.5	40.6	40.8	21.9	37.4
West Bengal	28.6	30.5	41.0	28.0	36.4	35.6
<b>All India</b>	<b>30.3</b>	<b>24.0</b>	<b>45.7</b>	<b>29.2</b>	<b>25.3</b>	<b>45.5</b>

Table 60 compares the proportion of boys and girls who did learning activities in the reference week, revealing that across most states, marginally more boys did not do any activity as compared to girls.



**Table 61: % Enrolled children who did learning activities during the reference week. By state, sex and type of material. 2020**

State	Boys			Girls		
	Traditional	Broadcast	Online	Traditional	Broadcast	Online
Andhra Pradesh	28.1	29.1	14.8	29.5	32.5	19.5
Arunachal Pradesh	59.2	14.3	33.3	64.7	10.8	44.1
Assam	55.7	8.7	15.5	56.8	8.3	13.7
Bihar	65.3	10.2	12.2	66.3	10.5	10.0
Chhattisgarh	71.0	11.6	35.9	74.8	7.8	33.4
Gujarat	81.0	56.7	60.3	87.5	60.2	58.1
Haryana	67.5	15.2	41.1	68.1	19.0	42.9
Himachal Pradesh	82.3	6.5	72.0	81.5	6.1	66.2
Jammu & Kashmir	53.9	7.8	23.3	55.1	12.3	23.1
Jharkhand	56.8	11.9	22.6	56.6	8.1	21.1
Karnataka	73.5	26.1	30.8	76.6	29.0	32.5
Kerala	89.7	55.4	54.9	90.6	57.9	57.0
Madhya Pradesh	69.0	26.9	31.4	71.8	30.0	31.2
Maharashtra	71.1	35.7	41.9	73.0	38.6	43.0
Manipur	71.5	18.8	16.7	72.7	16.9	14.4
Meghalaya	33.8	1.5	7.9	43.8	4.0	9.9
Nagaland	76.3	11.4	30.5	73.0	10.2	26.3
Odisha	64.8	10.1	16.2	67.7	11.8	13.8
Punjab	89.4	20.3	64.0	90.8	23.8	62.8
Rajasthan	46.4	9.9	14.6	47.0	7.7	12.7
Tamil Nadu	55.3	41.4	24.2	59.7	44.2	19.6
Telangana	59.9	63.1	39.5	65.7	65.5	42.4
Uttarakhand	69.6	16.2	36.5	67.4	15.7	32.3
Uttar Pradesh	56.1	15.7	19.3	55.3	13.6	17.5
West Bengal	69.3	10.2	12.2	69.6	10.7	9.4
<b>All India</b>	<b>62.7</b>	<b>20.4</b>	<b>24.9</b>	<b>64.5</b>	<b>21.1</b>	<b>23.9</b>

Although the difference is very minor, in most states, more girls engaged with traditional materials and more boys engaged with online materials (Table 61).



**Table 62: % Enrolled children by the number of learning activities done during the reference week. By state, smartphone availability and number of activities. 2020**

State	Available			Not available		
	No activity	1 Activity	2 or more activities	No activity	1 Activity	2 or more activities
Andhra Pradesh	41.7	24.0	34.3	64.1	20.2	15.7
Arunachal Pradesh	23.2	20.7	56.1			
Assam	33.7	32.8	33.5	47.6	37.0	15.4
Bihar	24.2	28.0	47.8	37.6	32.7	29.8
Chhattisgarh	18.3	29.6	52.1	29.4	43.5	27.1
Gujarat	7.0	12.2	80.8	11.6	22.7	65.7
Haryana	20.0	18.2	61.8	47.4	22.4	30.2
Himachal Pradesh	9.0	13.0	78.0	35.1	34.5	30.4
Jammu & Kashmir	34.0	28.9	37.1	63.6	21.2	15.2
Jharkhand	25.7	23.9	50.4	51.3	31.7	17.0
Karnataka	16.0	16.8	67.2	24.5	26.8	48.7
Kerala	4.6	7.4	88.0			
Madhya Pradesh	18.5	17.7	63.8	28.1	25.9	46.0
Maharashtra	13.3	21.6	65.1	30.9	32.7	36.4
Manipur	23.5	20.1	56.4	28.0	23.5	48.5
Meghalaya	55.2	16.8	28.1	71.7	18.3	10.0
Nagaland	16.3	30.2	53.5	51.8	16.9	31.3
Odisha	25.0	23.7	51.3	34.6	37.4	28.1
Punjab	4.7	11.9	83.5	9.8	23.6	66.6
Rajasthan	43.5	20.3	36.3	59.0	20.8	20.2
Tamil Nadu	21.7	26.9	51.4	35.9	29.1	35.0
Telangana	10.6	19.7	69.7	16.9	26.5	56.7
Uttarakhand	23.3	21.2	55.5	37.1	29.4	33.6
Uttar Pradesh	32.4	20.6	47.0	48.3	21.6	30.2
West Bengal	24.8	30.3	44.9	31.5	36.3	32.2
<b>All India</b>	<b>23.5</b>	<b>22.0</b>	<b>54.5</b>	<b>40.0</b>	<b>28.8</b>	<b>31.3</b>

The availability of a smartphone in the household makes a marked difference in children's engagement with learning activities in all states; overall, 40% children who do not have a smartphone did not engage in any learning activity as compared to 23.5% children who have a smartphone at home.

The proportion of children without smartphones who did not engage in any activity in the reference week is especially high for the states of Andhra Pradesh, Jammu & Kashmir and Meghalaya (60%).

In contrast, in Gujarat and Punjab, over two-thirds of all enrolled children without smartphones engaged in two or more activities (Table 62).



**Table 63: % Enrolled children who did learning activities during the reference week. By state, smartphone availability and type of material. 2020**

State	Available			Not available		
	Traditional	Broadcast	Online	Traditional	Broadcast	Online
Andhra Pradesh	32.8	34.7	26.7	22.3	24.4	1.8
Arunachal Pradesh	68.2	13.9	45.7			
Assam	61.2	8.8	21.9	48.5	8.0	3.5
Bihar	71.2	13.4	19.3	60.3	7.2	2.7
Chhattisgarh	74.1	9.3	43.0	67.9	11.0	7.0
Gujarat	83.9	60.1	67.4	85.9	49.7	17.4
Haryana	72.3	17.9	48.4	46.7	12.1	11.6
Himachal Pradesh	84.0	6.2	74.8	62.7	7.4	18.4
Jammu & Kashmir	60.0	11.7	28.6	35.7	3.8	4.9
Jharkhand	67.3	15.0	39.8	46.0	5.0	3.4
Karnataka	76.7	30.1	42.1	71.3	21.7	8.7
Kerala	92.1	55.9	57.5			
Madhya Pradesh	73.3	30.1	45.3	65.4	25.6	7.8
Maharashtra	76.0	37.9	53.1	59.7	34.2	7.7
Manipur	72.6	17.3	17.8	69.2	20.3	3.1
Meghalaya	44.1	3.3	11.5	27.5	2.0	2.5
Nagaland	81.6	12.3	32.1	43.4	3.9	11.3
Odisha	70.7	13.7	27.7	61.7	8.2	2.7
Punjab	90.9	20.8	69.0	83.4	29.7	21.2
Rajasthan	51.5	9.2	19.7	38.5	8.5	3.5
Tamil Nadu	63.5	42.6	29.5	48.2	44.2	8.8
Telangana	64.4	62.1	51.1	58.4	70.1	11.4
Uttarakhand	72.7	14.2	41.9	56.5	21.7	11.5
Uttar Pradesh	61.6	19.0	30.1	48.7	9.8	4.9
West Bengal	72.6	13.7	18.1	66.5	7.6	4.3
<b>All India</b>	<b>68.7</b>	<b>24.3</b>	<b>36.3</b>	<b>55.4</b>	<b>14.9</b>	<b>5.2</b>

As seen in the previous table, a much higher proportion of children who have a smartphone at home engaged with online materials/classes as compared to children who do not have a smartphone. In the case of the latter, engagement with traditional materials was the most common.

Across all types of materials, a higher proportion of children with a smartphone did some learning activity in the reference week as compared to children who do not have a smartphone.

In the states of Telangana, Gujarat and Tamil Nadu, close to half the children without a smartphone made use of broadcast material to do some learning activity (Table 63).



**Table 64 and 65: % Enrolled children who had contact with their school teacher in the reference week to discuss learning materials/activities or child's progress/well-being. By state, school type and parents' education. 2020**

State	By school type			By parents' education		
	Govt	Pvt	Govt & Pvt	Low	Medium	High
Andhra Pradesh	30.7	31.2	30.9	29.5	27.9	43.3
Arunachal Pradesh	32.9	42.2	37.2		35.7	39.8
Assam	18.5	40.2	25.5	16.5	20.9	35.9
Bihar	15.4	36.1	18.9	14.4	18.7	26.8
Chhattisgarh	42.4	47.3	43.8	37.9	41.1	54.8
Gujarat	79.2	77.0	78.9	71.3	77.3	85.0
Haryana	60.4	62.8	61.5	57.3	62.4	63.7
Himachal Pradesh	73.6	79.4	76.1		72.4	79.5
Jammu & Kashmir	36.6	44.5	40.0	33.4	41.3	42.3
Jharkhand	32.3	31.4	32.1	28.0	31.8	39.9
Karnataka	65.9	62.5	65.0	56.3	66.4	69.0
Kerala	76.2	74.1	75.4		75.0	77.3
Madhya Pradesh	56.8	44.0	53.0	51.1	53.1	56.5
Maharashtra	62.7	58.0	61.0	44.8	58.9	65.7
Manipur	24.2	20.2	20.7		17.4	22.1
Meghalaya	26.4	31.7	29.4	20.7	25.8	
Nagaland	41.4	70.8	60.8	54.4	63.6	62.3
Odisha	24.3	40.6	27.0	20.5	22.4	35.4
Punjab	78.5	71.6	75.0	78.4	75.3	73.4
Rajasthan	35.1	31.9	33.9	30.6	33.4	41.5
Tamil Nadu	43.0	51.3	45.4	32.5	47.7	50.3
Telangana	70.9	46.0	60.8	52.2	65.9	58.8
Uttarakhand	63.2	66.4	64.6	57.8	56.7	76.9
Uttar Pradesh	29.7	34.4	31.9	23.7	33.2	39.9
West Bengal	13.6	35.8	15.7	9.5	12.5	29.3
<b>All India</b>	<b>37.6</b>	<b>44.2</b>	<b>39.6</b>	<b>30.2</b>	<b>38.5</b>	<b>49.7</b>

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

The contact between teachers and parents shows substantial variation by state. For example, in Assam, Bihar and West Bengal, less than 20% parents of children going to government schools had contact with their school teacher in the reference week as opposed to Gujarat, Punjab and Kerala, where this proportion is more than 75%.

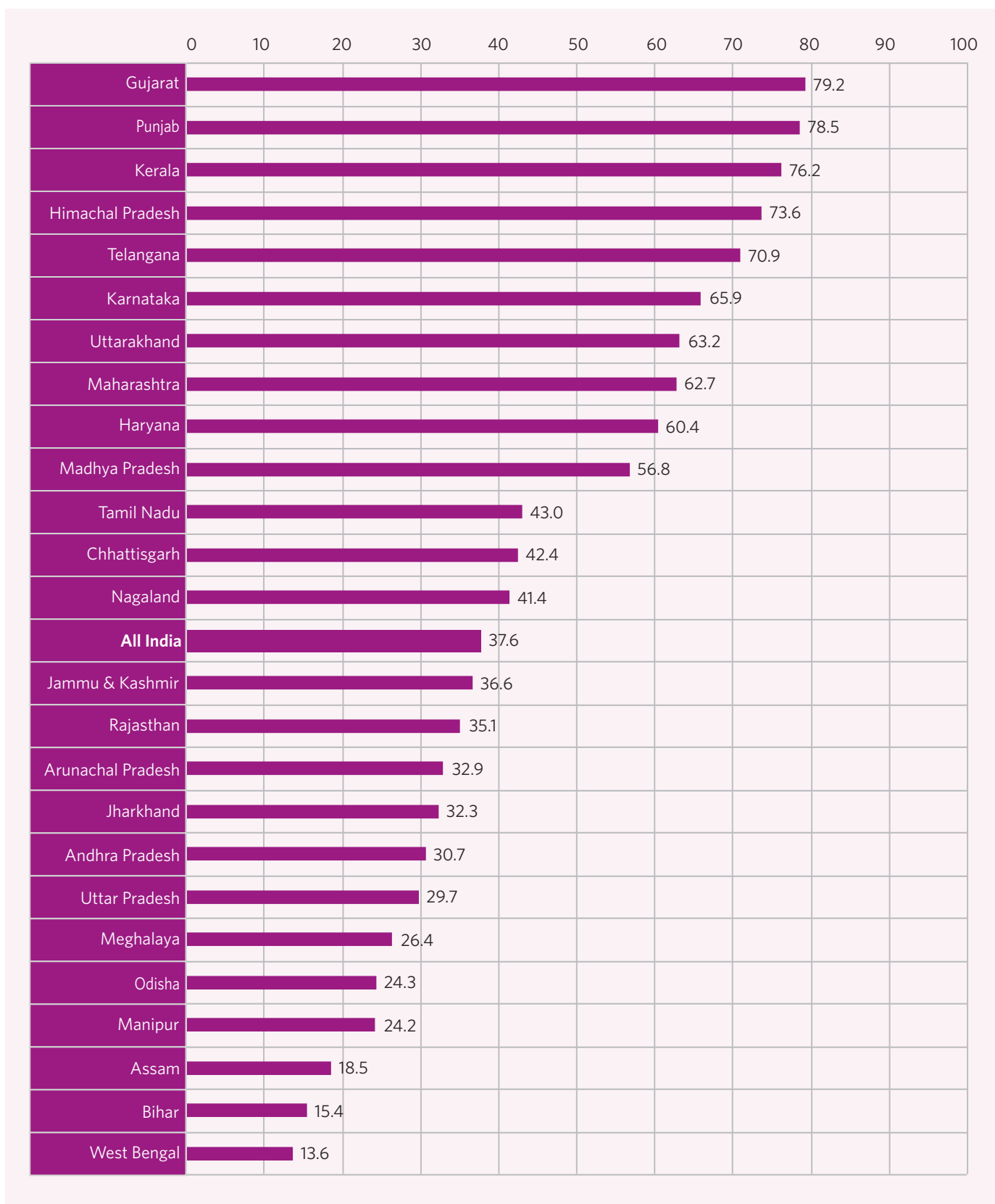
As was observed in the national findings, in most states, parents of children in private schools were more likely to be in contact with the school teacher as opposed to those of government school going children. The only significant exceptions are Telangana, Madhya Pradesh and Punjab (Table 64).

As reflected in the national trends, in all states, more children of parents with 'high' education levels had more contact with their school teacher as compared to children of parents with 'low' education levels. The most marked differences is seen in Maharashtra.

However, in Punjab, Gujarat, Haryana and Uttarakhand, more than half of all children with parents in the 'low' education category had contact with their school teachers (Table 65).



**Chart 10: Statewise chart showing % of Govt school children who had contact with their school teacher in the reference week to discuss learning materials/activities or child's progress/well-being. 2020**



**Table 66 and 67: % Enrolled children who had contact with their school teacher in the reference week to discuss learning materials/activities or child's progress/well-being. By state, sex and smartphone availability. 2020**

State	By sex		By smartphone availability	
	Boys	Girls	Available	Not available
Andhra Pradesh	29.8	32.0	36.0	22.7
Arunachal Pradesh	34.2	40.4	36.7	
Assam	25.1	25.9	32.6	14.5
Bihar	18.7	19.2	22.3	15.5
Chhattisgarh	44.6	43.2	47.3	35.0
Gujarat	76.4	81.6	79.3	77.0
Haryana	58.3	65.2	65.1	44.9
Himachal Pradesh	79.4	72.4	79.4	46.2
Jammu & Kashmir	38.9	41.2	41.6	34.1
Jharkhand	32.7	31.5	44.3	19.6
Karnataka	64.7	65.3	66.5	61.4
Kerala	75.3	75.6	77.0	
Madhya Pradesh	51.8	54.2	58.4	43.8
Maharashtra	60.6	61.2	64.8	48.8
Manipur	16.8	24.5	21.9	14.4
Meghalaya	25.8	32.1	35.6	13.5
Nagaland	61.6	60.0	63.5	48.9
Odisha	26.5	27.3	31.3	22.1
Punjab	73.0	77.6	73.9	83.6
Rajasthan	33.5	34.5	37.0	28.8
Tamil Nadu	46.2	44.5	49.0	39.7
Telangana	58.8	63.0	62.9	55.2
Uttarakhand	64.4	65.1	67.8	55.0
Uttar Pradesh	32.0	31.8	37.8	24.9
West Bengal	18.2	13.3	20.5	11.5
<b>All India</b>	<b>39.4</b>	<b>39.9</b>	<b>46.8</b>	<b>28.0</b>

Across most states, parents of girls had marginally more contact with teachers as opposed to those of boys (Table 66).

Without exception, in all states, more parents with a smartphone available were in contact with teachers as opposed to parents without smartphones. This difference is especially stark in Himachal Pradesh, Jharkhand and Meghalaya.

However, in the states of Gujarat, Karnataka and Punjab, even among families where no smartphones were available, most parents had contact with teachers (Table 67).

