Annual Status of Education Report

असर ASER 2009 RURAL

Facilitated by PRATHAM

Annual Status of Education Report (Rural) 2009

Provisional

January 15, 2010

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They reached the remotest villages of India

ANDHRA PRADESH

DIET, Karimnagar
DIET, Srikakulam
DIET, Vizianagaram
DIET, Visakhatnam
DIET, East Godavari
DIET, West Godavari
DIET, Krishna
DIET, Prakasam
DIET, Nellore
DIET, Kadapa
DIET, Chittoor
DIET, Anantapur
DIET and Google volunteers, Kurnool
DIET and Google volunteers, Rangareddy
DIET, Medak
DIET, Nizamabad DIET, Adilabad
DIET, Khammam DIET, Nalgonda
DIET, Guntur
DIET, Warangal
Naandi, Mahbubnagar

ARUNACHAL PRADESH

NSS, Changlang
Idu Culture and Literator society/Ebo Fourmus club, Dibang Valley
Centre for Rural Community Children, East Kameng
Tayeng Women's Group, East Siang NSS Tezu College, Lohit
NSS Hailung, Lohit
Action Aid Society, Lower Subansiri Action Aid Society, Papum Pare NSS, Tawang
Tirap Youth Club, Tirap
Action Aid Society, Upper Subansiri Tayeng Women's Group, Upper Siang Rupa Town Club, West Kameng
West Siang Youth Foundation, West Siang

ASSAM

Socio-Economic Development Organization (SEDO), Dhemaji
Pragati Foundation, Jorhat
Pragati Foundation, Tinsukia
Pragati Foundation, Sonitpur
Pragati Foundation, Goalpara
Uttaran, Sivasagar
Bongaigaon Gana Sewa Society, Bongaigaon
Pragati Foundation, Lakhimpur
Pragati Foundation, Barpeta
Pragati Foundation, Dhubri
Pragati Foundation, Nalbari
Nabarun Sangha Community Centre, Karimganj
Wodichee, Hailakandi
Assam Mahila Samata Society (AMSS), Marigaon
Socio Educational Welfare Association (SEWA), Dibrugarh
All India Student's Federation (AISF), Golaghat
Society for Progressive Implementation & Development, Cachar
Assam Mahila Samata Society(AMSS), Nagaon
Pragati Foundation, Kokrajhar
Jirsong Asong, Karbi Anglong
Social Unity Keepers Association For All (SUKAFA), Darrang
Social Unity Keepers Association For All (SUKAFA), Kamrup

BIHAR

Bhardwaj Seva Kendra, Araria
Kartavya Welfare Organization, Katihar
Crescent Education & Welfare Trust, Kishanganj
National Rural Development Trust, Purnia
Koshi Kshetriya Viklang Vidhwa Vridh Kalyan Samiti, Saharsa
St. Paul Foundation, Khagaria
Jan Mahila Utthan Sansthan, Begusarai
Rachna, Bhagalpur
Disha Vihar, Munger
Aakriti Serva Seva, Jamui
AID India, Madhepura
Koshi Ksetriye Viklang Vidhwa Birddh Kalyan Samiti, Supaul
Akriti Samajik Sansthan, Vaishali
Jawahar Jyoti Bal Vikash Kendra, Samastipur
Vikash sarthi, Siwan
Sadbhawna Vikash Mandal, Saran
Shanti Seva Ashram, Muzaffarpur
Prajapati Missr Sikhchhan evam Vikash Sansthan, West Champaran
Prerna Development Foundation, East Champaran
Sanjeevani Darpan, Darbhanga
Bihar Sewa Samiti, Madhubani
Nav Jeevan Manav Uthan Kendra, Gopalganj
Islami Ummat, Sitamarhi
Khadi Gram Udyog Sansthan, Sheohar
Nav Manas Kalyan Samiti, Patna
An Unit Of Research, Gaya
AID India, Jehanabad
Samagra Manav Sewa Samiti, Bhojpur
Gramin Sansadhan Vikash Parishad, Buxar
Akhil Bhartiya Shikshit Berojgar Yuva Kalyan Sansthan, Rohtas
Shanti Shilp Kala Kendra, Bhabua
Jeevan Jyoti Kendra, Aurangabad
Chhatrachhaya, Lukhisarai
Ragho Seva Sansthan, Shiekhpura
Akriti Sarva Seva, Banka
Gramin Manav Seva Mandir, Nalanda
R-Teach Communication, Nawada

CHHATTISGARH

Adhar Seva Sansthan, Bastar
Naya Nari Kalyan evam Jan Seva Samiti, Bilaspur
Pehla Kadam Seva Sansthan, Dhamtari Sanjivani Seva Sansthan, Durg
Kulipota Gram Seva Samiti, Janjgir Champa
Ashray Seva Samiti, Jashpur
Grameen Vikas Seva Sansthan, Kanker Naandi Foundation, Kanker
Shri Bhoramdev Janjagran Shiksha & Lok Kala Samiti, Kawardha
Strot , Korba
Sanskar Vikas , Koriya
Pragati Manthan Shikshan Sansthan, Mahasamund
Pragati Manthan Sikshan Sansthan, Raigarh DIET, Raipur
Lalit Kala Manch, Rajnandgaon
Chhattisgarh Janjati Vikas Parishad, Surguja

DADRA AND NAGAR HAVELI

Senior Khanvel College, Dadara and Nagar Haveli
Dadara Nagar Haveli Education Department, Dadara and Nagar Haveli

DAMAN AND DIU

Dalit Sangathan, Diu
Lakshmi Mahila Mandal, Daman

GOA

Smt. Parvatibai Chowgule College of Arts & Science, South Goa
Khemraj Memorial School, South Goa D M C College , North Goa
Shikshanagrahi (Maharashtra), North Goa

GUJARAT

Matrubhumi Khadi Gramudhyog Seva Trust, Ahmedabad
Shikshan & Samaj Kalyan Kendra, Amreli Shree N.S.Patel Institute of Social Work, Anand Shree J.M.Patel Institute of Social work, Anand
Adivasi Sarvangi Vikas Sangh, Banas Kantha
Development Support Unit, Bharuch
Mahila Samakhya, Bhavnagar
Prakriti Foundation, Dahod
Shri P.H.G Municipal Arts & Science College, Kalok, Gandhinagar
Ashapura Charitable Trust, Jamnagar Sahyog Development Foundation, Junagadh Healing Touch , Kheda
Marag, Kutchh
College Students, Mahesana
Samarpan Foundation, Narmada
Gram Seva Trust, Navsari
Anandi, Panch Mahal
Navjagriti Yuvak Mandal, Patan
Janda Gram Vikas Trust, Porbandar
Sargam Yuva Mandal, Rajkot
Navjivan Charitable Trust, SabarKantha Manav Ekta Charitable Trust,Surat
Bajrang Gram Vikas Trust, Surendranagar Mahila Samakhya, Thedangs
Samarpan Foundation, Baroda
Anarde Foundation, Valsad
Manav Ekta Charitable Trust, Tapi

HARYANA

Dayanand Vedic College, Hissar
Bhagwan Parshuram College, Kurukshetra Govt. College, Karnal
Chaudhary Devi Lal College, Sonipat Arya College, Panipat
Govt. PG College, Jind

Manohar Memorial (MM) College, Fatehabad
Chandan Mal Karnani College, Sirsa
Mukand Lal National (MLN) College, Yamunanagar
Radha Krishnan College, Kaithal Pratham Volunteers, Rohtak
Govt. PG College, Jhajjar
Janta College, Bhiwani
RDS College, Rewari
Govt. College, Mahendragarh
Pratham, Google, PWC Volunteers, Gurgaon Yasin Mave College, Mewat
Sanatan Dharam College, Amba Govt. College, Panchkula Aggarwal College, Faridabad

HIMACHAL PRADESH

DIET, Bilaspur
Govt. PG College, Chamba
General Jorawar Singh College, Nadoun,Hamirpur
Govt. PG College, Dharamshala, Kangra
Govt. Degree College, Recongpeo, Kinnaur
Govt. PG College, Kullu
Pratham, Lahul & Spiti
Amass Institute, Mandi
Govt. PG College Seema, Shimla
Govt. PG College Nahan, Sirmaur Vaidh Shankar Lal Memorial College of Education, Chandi, Solan
Govt. PG College, Una

JAMMU AND KASHMIR

Maulana Azad Memorial (MM) College, Jammu
Maulana Azad Memorial (MM) College, Kathua
Maulana Azad Memorial (MM) College, Udhampur Maulana Azad Memorial (MM) College, Poonch Maulana Azad Memorial (MM) College, Rajauri Maulana Azad Memorial (MM) College, Doda Kashmir University, Srinagar Kashmir University, Budgam Kashmir University, Anantnag Kashmir University, Kupwara Kashmir University, Baramulla Kashmir University, Pulwama Pratham team, Kargil
Pratham team, Leh

JHARKHAND

Sahyogini, Bokaro
Society for Reformation and Advancement of Adivasis, West Singhbhum
Lok Prerna Kendra, Chatra
NEEDS, Deoghar
Jharkhand Gramin Vikas Trust, Dhanbad Nehru Yuva Kendra, Dumka
Rural Outright Development Society, Purbi Singhbum
Samajik Parivartan Sansthan, Giridih Santhal Pargana Gram Rachana Sansthan, Godda
Vikas Bharti , Gumla
Nav Bharat Jagriti Kendra, Hazaribagh Lok Chirag Sewa Sansthan, Jamtara
Veer Jharkhand Vikas Sewa Manch, Kodarma
Gramin Samaj Kalyan Vikas Manch , Latehar
Lohardagga Gram Swarajya Sansthan, Lohardaga
Nav Bharat Jagriti Kendra, Pakaur
Bihar Pradesh Yuva Parishad, Palamu Maharishi Menhi Kalyan Kendra, Ranchi Abhiyan, Sahibganj
Gram Jyoti Kendra, Simdega
Lok Hit Sansthan, Sarikela
Jan Chetana Kendra, Garwha

KARNATAKA

Sadhana; Department of Social Work, Jagadguru Sri Shivarathreshwara College (JSS); Adivasi Mattu Graminabivruddi Samsthe (Tribal and Rural Development Institution), Chamarajanagar Samvardhana Samsthe; Sri Bhuvaneshwari Central Foundation; Students of Bachloer of Business Management (BBM), Government College, Maleyuru,
Mandya
PRATHAM Samsthe; Department of Social Work and Department of Studies in Education,University of Mysore; Department of Social Work, Jagadguru
Sri Shivarathreshwara College (JSS) College; Department of Social Work, Mahajana College; Department of Social Work, Vidya Vikas College, Mysore
Asare Samsthe; Spandana Samsthe; Harshitha Alur Yojane; Srikantha Vidya Samsthe; Bhoomi Samsthe; Prachodana Samsthe, Hassan; EMBARK Youth Association; Botlappa Yuva Sangha; Govt. First Grade College Students, Virajpet
Sri Basaweshwara Yuvaka Sangha, Suntimangalore, Kodagu
Siddeshwar Rural Development Society,Chitradurga
Samanvya Samsthe, Department of Social Work and Department of Education, Kuvempu University, Shimoga
PADI – VALORED (Value Oriented Education), Mangalore; Department of Social Work, Mangolore University; Students of Shreenivas Institute of Management Studies; Department of Social Work, Karavali Group of Colleges; Jilla Mahila Vedike; Jilla Shikshana Sampanmula Kendragala Okkuta, Mangalore , Dakshina Kannada
Centre for Rural Studies, Manipal University; District Institute for Education and Training (DIET), Udupi; Students of Mulki Sundar Ram Shetty College, Shirva; Students of Govt. Women's First Grade College, Ajjarkad, Udupi; Students of Sri Sharada College, Basrur, Kundapur
Dept. of Public Health (Master of Social Work), Manipal University; Community Radio Department, Manipal Institute of Communication, Manipal University, Udupi Prabhodini Trust, Hariharapura, Koppa, Chikkamagalur
Malenadu Education and Rural Development Society, Sirsi; Mukta Trust Honnavar ; Think Centre, Sirsi; Vidya Poshak; Navya Navodaya Sangha Kanchikai, Siddapur
Arpana Samsthe, Binaga, Karawar, Uttar Kannada
SLEEGS, Gadag
Navachetana Rural Development Society, Gadag; Students of Dr. B. R. Hiremath BSW College, Bagalkot
Basaweshwar D.Ed. College, Bagalkot
Kalidas BSW college, Badami, Bagalkot
Bsaveshwara Vidya Vardhaka Sangha (BVVS) Rural Development Foundation, Bagalkot;
Akshara Foundation, Raichur; Janahita, Raichur; Prerana, Raichur; Kisan Bharati Trust, Sindhanur; Shri Kotturu Basaveshwar Yuvaka Mandali, Kudloor; Vivekanad Rural Education Trust, Raichur; Shri Gururaj Samskritika Kala Sanga, Lingasur; Samskruti, Raichur; Asare, Devadurga, Raichur
Development Association Reconstruction for Institute (DARI); Shade Society, Bidar; Nirantara Foundation, Bidar; Post Graduation Centre, Gulburga University, Halahalli; Vidya Vikas Trust (Department of Social Work), Bidar; Green Field NGO Bidar; Shaheen Education Society, Bidar; Adishakthi Education Society, Bidar
Nirantara Social Welfare Society; Grama Seva Samaja, Thruvekere; Organisation for Resource Development and Environment Rejuvenation (ORDER), Tipaturu; Centre for Urban and Rural Development Society (CURDS), Kunigal & Chikaanayakanahalli; Village Education and Development Society (VEDS), Sira &Koratagere; Department of Social Work, Tumkuru University; Students of Hemadhri Institute of Management Studies, Tumkuru; Madugiri Department of Social Welfare (Dept, BSW), Tumukur ; Yashaswini Vividhodhesha Samaja Seva Samsthe; Team for Reformation Education And Environment Service (TREES), Bangarapet; Parivarathana Maluru; Rakshana Gramina Abivruddhi Samsthe, Mulubagilu; Sri Shridi Saibaba Samsthe, Kolar; Ysahaswini Mhila Mandali, Kolar; Leehardes Samsthe,
Kolar; Jagruthi Foundation, Chikkaballapura; Govt. Post Graduation College, Kolar
Navodaya Educational and Environment Development Service (NEEDS); Vidya Poshak; Chaitanya Rural Development Society; Gandhi Rural Development Society; Spoorthi Rural Development Society; Arunodaya Education and Health Development Society, Haveri Belgaum Integrated Development Society (BIRDS); Vidya Posha, Belgaum
Center for Rural Development (CORDS), Ballary; Human Resource Development Society, Vahini Rural Development Society, The Rural Economic Agriculture Development Society (READS), Nisarga Mahila
Mandala, Bellary
Department of Social Study ,Gulbarga University, Gulbarga; Shri Sai Pasad College of MSW (Sujay Education & Welfare Society); Paryaya College of BSW (IARRD-Institute for Alternative Research and Rural Development); Sire Yadagir; Future World Association (FWA), Shahapur; Akshara Foundation, Gulbarga
Spoorthi Sasmsthe; Swaradha; Meera Mahila Foundation; Neasara Samsthe; Marks-K Samsthe, Davangere

Sarvodaya Integrated Rural Development Society; Institute of Social Studies and Research (ISSAR), Koppal
Akshara Foundation, Bangalore Deutsche Bank, Bangalore (South)
Mahila Grammena Vidya Abhivardhi Samsthe, Devanahalli; The Rural Economic Agriculture Development Society (READS); Pragathi Austin(Kanakapura); Akshara Foundation; Jagruthi Samaja Seva Samsthe,Hosakote; Spsward Samsthe, Chikkaballapura, Bangalore(Rural)
Akshara Foundation, Dharwad, Vidya Poshak, Dharwad
Akshara Foundation; People Organisation for Waste Land and Environment Regeneration (POWER); Vidya Poshak; Jai Gurudev BSW College, Bijapur

KERALA

Kudumbashree, All districts

MADHYA PRADESH

Pragati Krushi Seva Samiti, Sagar
Masum Samiti, Panna
Bal Adhikar Suraksha Samiti, Tikamgarh
Chhatarpur Mahila Jagruti Manch, Chhatarpur
Nohaleshwar Grameen Vikas Trikuti Sansthan, Damoh
Nehru Yuva Kendra, Bhind
Sab Jan Vikas Foundation , Bhopal
Nehru Yuva Kendra, Datia
Government Chandra Vijay Mahavidyalaya, Dindori
Padam Ganesh Sewa Kalyan Samiti, Guna
Takshshila Samaj Sevi Sansthan, Gwalior Jan Kalyan Shiksha Samiti, Mandla Takshshila Samaj Sevi Sansthan, Morena Bandhan Sansthan, Narsinghpur
Nehru Yuva Kendra, Raisen
Sab Jan Vikas Foundation , Rajgarh Kesari Sansthan, Sehore
Padam Ganesh Sewa Kalyan Samiti, Sheopur
Raval Mahila Samiti, Vidisha
Padam Ganesh Sewa Kalyan Samiti, Shivpuri
Jagruti Nehru Yuva Mandal, Balaghat
Nav Jyoti Shiksha Samiti, Chhindwara
Late Shri Ramnarayan Samaj Uthan Samiti, Jabalpur
Anupama Education Society, Katni Sadhana Shiksha,Arogya evam Krushi Kanlyan Samiti, Rewa
Sadhana Shiksha,Arogya evam Krushi Kanlyan Samiti, Satna
Mahila Vikas Parishad, Seoni
Vishwas Samaj Sevi Sangathan, Shahdol Swaraj Gramothan Jan Kalyan Yuva Vikas Samiti, Sidhi
Dipika Sangeet Samiti, Umaria
Pratham Shiksha Welfare Society, Barwani Usha Nari Samajik Kalyan Sansthan, Dewas Pratham, Dhar
Shri Janmangal Sansthan, East Nimar/ Khandwa
Jai Bharat Bharti Seva Samiti, Harda Kesri Yuva Vikas Samiti, Hoshangabad Pratham Shiksha Welfare Society, Indore Janshikshan Sansthan , Jhabua
Agrim Technical Education Social Welfare Society, Mandsaur
Dev Sanskrutik Zhan Prachar Samiti, Neemuch
Sab Jan Vikas Foundation, Ratlam
Lok Kalyan Jansabha, Shajapur
Chatrasal Samajik Jankalyan Samiti, Ujjain Gaddi Yuva Mandal , West Nimar/Khargaon Volunteer Organisation Information Center for Empowerment, Betul

MAHARASHTRA

Balvikas Bahu-uddeshiya Shikshan Sanstha, Shrirampur, Ahmednagar
Dyanganga Samajik Shaikshanik Sanstha, Osmanabad , Ahmednagar
Santh Gadge Baba Kanishtha Vidyalaya, Akola
Nursing Mahavidyalaya, Akot, Akola
Ankur Bahu-uddeshiya Sanstha Jawala , Amravati
Pratham Bahu-uddeshiya Shikshan Sanstha, Amravati
Janjagruti Grameen Vikas Sanstha Bhandaraj, Amravati
Sanket Multipurpose Society , Aurangabad
Sangharsha Yuva Krida Mandal , Aurangabad
Rajmata Jijau Bachatgat , Aurangabad
Jay Gavlibaba Mitra Mandal, Aurangabad
Janshikshan Sevabhavi Sanstha, Beed
Jansagar Bahu- udeshiya Sevabhavi Sanstha, Beed
Mauli Bahu-udeshiya Sevabhavi Sanstha,Beed
Tuljabhawani Sevabhavi Sanstha, Beed Jay Shreeram Sewabhavi Sanstha , Beed Anurag Adhyapak Vidyalaya, Bhandara
Nirmik Samajik Sanshodhan & Vikas Kendra, Buldhana
Samajik Arthrik Vikas Sanstha Kerwadi Branch, Buldhana
Sankalp Bahu-uddeshiya Prakalp , Chandrapur
Sanket Multipurpose Society , Dhule
Dr.Babasaheb Ambedkar M.S.W College, Dhule
Prayas Bahu-udeshiya Sanstha, Gadchiroli
Prahar Samajik Sanstha , Gondia
Sankalp Pre School Teacher Center, Gondia
Economical Stable and Commercial Education Project(ESCEP), Rojgar Seva Sahakari Sanstha, Gondia
Satha Samajik Sanstha, Hingoli
Toshniwal College, Hingoli
Shivaji College, Hingoli
Narayanrao Vaghmare Mahavidyalaya, Hingoli
Dhyanjyoti Bahu-udeshiya Sanstha, Jalna
Shankarao Chavan Samajkarya Mahavidyalaya, Jalna
Chhatrapati Bahu-uddeshiya Grameen Seva Bhavi Sanstha, Jalna
Sanket Multipurpose Society , Jalgaon
Chintamani Trust, Kolhapur
Pace Prashikshan Center , Kolhapur
Pragati Shikshan Mandal, Kolhapur Chhatrapati Shivaji Shikshan Shastra Mahavidyalaya, Kolhapur
Jijamata Sevabhavi Sanstha, Latur
Navjeevan Grameen Bahu-uddeshiya Sanstha, Latur
Tejas Mahila Mandal, Nagpur
Pratham Sakham Center , Nagpur
Mother Teresa Samajkarya Mahavidyalya, Nagpur
Annapurna Sanstha , Nagpur
Vanchit Vikas Lok Sanstha , Nanded
Manav Vikas Sanstha , Nanded
Nisarg Sevabhavi Sanstha, Nanded
Yaha Pandhar Adivasi Vikas Sanstha, Nandurbar
Samata Bahu-udeshiya Sanstha, Nandurbar
Pratham DRC- Centre, Nashik
Dyanganga Samajik Shaikshanik Sanstha , Osmanabad
Manvi Hakka Abhiyan, Osmanabad
Krantijoyti Samajik Sanstha, Osmanabad
Shamnath Sevabhavi Sanstha Patha, Osmanabad
Samata Shikshan Prasarak Adhyapak Mahavidyalaya, Osmanabad
Shankarrao Patil Junior Mahavidyalaya, Osmanabad
Beleshwar Sevabhavi Sanstha , Parbhani Dyan Sarswati Grameen Sevabhavi Sanstha , ParbhaniNirmik Samajik Sanshdhon Vikas Kendra, Parbhani
Swapan Bhoomi , Parbani
Pratham Pune Shikshan Mandal, Pune Kranti Joyti Mahila Mandal, Pune Suvidha Swayam Rojgar Seva Sahakari Sanstha, Pune
Suprabhat Mahila Mandal , Pune
Arts & Science College, Raigad Pragat Konkan Sanstha, Raigad
Senior College Path Panhale , Ratnagiri
P.K.Darekar College, Ratnagiri
Datar Bahere Joshi College, Ratnagiri R.P. Gogte Jogalekar College, Ratnagiri Pragat Konkan Sanstha , Ratnagiri Pratham Agri Learning Centre, Sangli
Chandramani Ranjane Rajmata Mahila Vikas Sanstha, Sangli
Duva Samajik Sanstha, Sangli
Parivartan Samajik Sanstha, Jat, Sangli Anarth Swayamsevi Sanstha , Sangli Sadhar Centre, Sangli
Voluntary Organisation for Integrated Community Empowerment , Satara
Kranti Joyti Mahila Udyogik Sahakari Sanstha, Satara
Shivparvati Mahila Bachat Gat , Satara Arts & Commerce Junior College , Satara
Sahakar Maharishi Shankarrao Mohite Patil Mahavidyalaya, Satara
Sudhir Sawant & Sandip Sawant, Sindhudurga Rajendra Nimbalkar, Sindhudurg
Banda Junior College, Sindhudurg Pratham, Sindhudurg
Vidya Vikas Bahu- uddeshiya Shikshan Sanstha, Solapur
Dr. Ambedkar Shetti Vikas Savshodan Sanstha, Solapur
Navyug Bahu- uddeshiya Samajsivi Sanstha, Solapur

Satyashodhak Shaikshanik Samajik Bahu-uddeshiya Sanstha, Solapur
Bhagodya Bahu- uddeshiya Sanstha, Solapur
Dayanand Mahavidyalaya , Solapur
D.Ed College, Thane
Vartak College, Thane
Yuva College, Thane
Deutsche Bank Mumbai, Thane
Sankalp Bahu-uddeshiya Prakalp Ralegaon, Wardha
Udor Multipurpose Society, Wardha Nishant Sarwjanik Wachanalya, Wardha Yash Sanstha, Hinganghat, Wardha
Chaatraveer Sambhaji Raje Bahu-uddeshiya Shikshan Krida Prasarak Mandal, Washim
Bhavanatai Gavali Janshikshan Prashikshan Sanstha, Washim
Sankalp Bahu-uddeshiya Prakalp, Yavatmal

MANIPUR

Community Development Society (CDS) Irengbam, Bishnupur
Kapaam Development Club (KDC) and Mrs. Dungkham Moyon, Kapaam, Chandel
Mr.T Vunglallian, Churachandpur
Community Development Soceity (CDS). Shikhong Sekmai, Imphal-East
Dedicated Peoples' of Kangleipak (DPK) Terat, Imphal-West
Expedited Rural Agency (ERA), Senapati Bazar, Senapati
Mr. Khugai Kamei, Tamenglong
Youth Sporting Club, Khundongbam Leikai, Thoubal
Institute of Tribal Development, Phungreitang, Ukhrul

MEGHLAYA

NEHU Tura, South Garo Hills
Martin Luther University,Shillong, East Khasi Hills Individuals, West Khasi Hills
Martin Luther University,Shillong, Jaintia Hills
Martin Luther University,Shillong, Ri Bhoi NEHU Tura, West Garo Hills
NEHU Tura, East Garo Hills

MIZORAM

Kristian Thalai Pawl, Mamit Adventure Club, Kolasib
Youth Adventure Club, Khatla South, Aizawl
Karawt YMA (Friends Club), Champhai Kristian Thalai Pawl, Serchhip
Kristian Thalai Pawl, Lunglei Thalai Kristian Pawl, Lawngtlai Kristian Thalai Pawl, Saiha

NAGALAND

Konyak students Union, Mon
Eastern Naga Students Federation, Tuensang
Nanglang Society, Longleng
Hill's Club, Kiphire
Jakhama Students' Union, Kohima Purana Bazaar Students Union, Dimapur People's Agency for Development, Peren Eureka Life Foundation, Phek Ejan & Associate, Wokha
Mr. Yapang and his research team, Mokokchung PBSSU, Zunheboto

ORISSA

Samanta Chandra Shekhar College, Anugul
Agalpur Panchayat Samiti College, Balangir
Khaira College, Baleshwar
Panchayat College, Bargarh
Palsaguda Panchayat College, Boudh Utkalmani Gopabandhu Sanskrit College, Bhadrak
Grameen Sevak Samaj, Cuttack
Panchayat College, Deogarh
Jiral College, Dhenkanal
Parshuram Gurukul Mahavidyalaya, Gajapati
Kukudakhandi Science College, Ganjam
Addikabi Sarala Das Mahavidyalaya, Jagatsinghapur
Dharmashala Mahavidyalaya, Jajapur Mahima College, Jharsuguda
Goverment (Autonomus) College, Kalahandi DIET, Tikabali, Kandhamal
Lokanath Mahavidyalaya, Kendrapara Woman Organisation for Socio-cultural Awareness (WOSCA), Kendujhar
Bhaskar Multi Action Seva Samiti, Khorda
Similiguda College, Koraput
Malkangiri Govt. Arts College, Boys Hostel Student Union, Malkangiri
Mahavir Yuvak Sangha, Mayurbhanj Maydhalpur College, Nabarangapur Niswartha Social Organization, Nayagarh
Upendra Pravakar College, Nuapada Young India, Puri
Gunupur College, Rayagada
DIET, Sambalpur
Research Academy for Rural Enrichment (RARE), Sonapur
Rourkela Municipal College, Sundargarh

PUDUCHERRY

International People Resource Centre (IPRS), Puducherry
International People Resource Centre(IPRS), Karaikal

PUNJAB

DAV Public School, Amritsar
DAV Public School, Gurdaspur
Trare Haat Institute, Patiala
Pahal, Jalandhar
Pahal, Kapurthala
J.D College of Education, Muktsar Govt. Senior Secondary School, Mansa Lok Seva Center, Bhatinda
Red Cross, Faridkot
Govt. Senior Secondary School Suman, Sangrur
Multi-partner organization & ex Pratham people, Ludhiana
Right Choice Open School, Fatehgarh Sahib D.M . College, Moga
Local volunteers gathered by Parro Punjab District Cordinator, Hoshiarpur
Friends Club, Firozpur
Govt. College, Mohali
Rupnagar Govt. Senior Secondary School, Nawashehar
DAV Public School, Tarn Taran

RAJASTHAN

Doosra Dashak, Ajmer
Mata Shri Gomti Devi Jan Seva Nidhi, Alwar
Centre for Community Economics and Development Consultants Society (Cecoedecon), Banswara
Centre for Community Economics and Development Consultants Society (Cecoedecon), Baran
Centre for Community Economics and Development Consultants Society (Cecoedecon), Barmer
Lupin Human Welfare Research Foundation, Bharatpur
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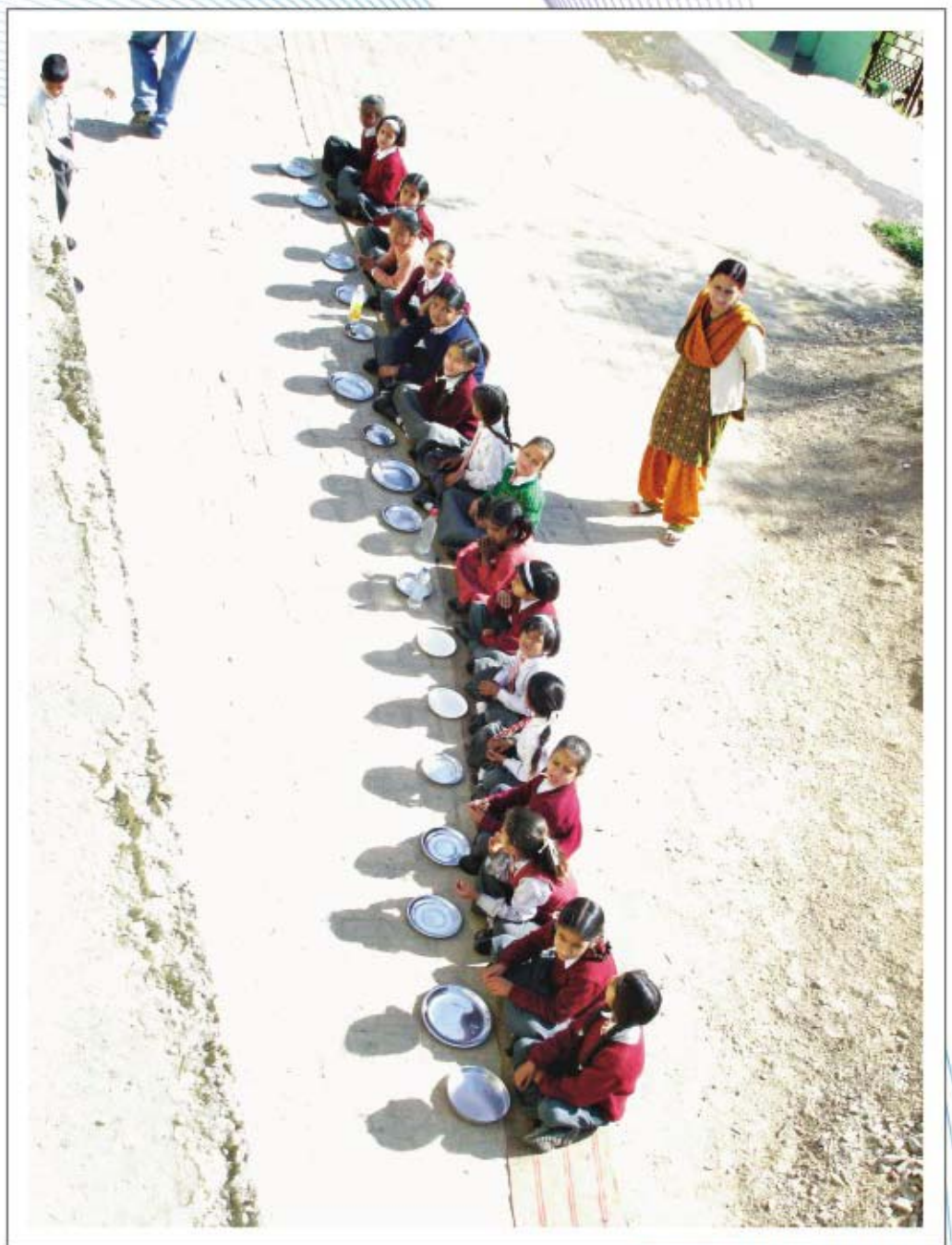

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Notes on ASER 2009

The Citizen's Role

Dr. Madhav Chavan

ASER started in October 2005 as a result of the UPA government's 2% education cess on all central taxes. The logic was that citizens should monitor the impact of their extra tax and, if possible, hold the government responsible.

Actually, this is the role of the people's representatives. But, given the way our legislature functions, people's representatives do not hold the government accountable except when it presents a political opportunity. It is another matter that they do not want to be held accountable either. The UPA 1 government did declare that it would like to see outcomes over outlays and attempted to get all departments to generate outcome budgets. It is not clear if the idea of outcome budgets has worked at all.

The President of India, in her speech in May 2009, soon after UPA 2 took charge, declared that her government would bring out five annual reports on the subjects of education, health, employment, environment, and infrastructure. We have not heard about it since then. Perhaps we should wait and find out if it was a genuine declaration or whether the speech writer goofed up.

What has India achieved in the last five years in elementary education? The numbers of schools and classrooms built is staggering. No mean achievement. The number of teachers hired is quite large in many of the states. Not an easy task. Mainly as a result of the above two, the enrollment rate in schools has gone up substantially.

But, it is necessary to look at these achievements closely.

While enrollment- the registration of children in school rosters- has improved, the attendance rate of children has not improved. Although enrollment is nearing 96% in Bihar, the attendance in Bihar schools averages still under 60%. Is that true enrollment? Bihar is not alone in this. Excepting Himachal, Kerala, Tamil Nadu, Karnataka, Goa, Nagaland, and Maharashtra, in all other states, attendance is about 15% to 30% lower than the enrollment rate. The average attendance rate is the true enrollment rate of a state. In India, the average attendance rate seems to be around 75% on any given day.

So, for elementary education to be truly universal, most children need to be in school most of the time. Hence, attendance has to be improved and monitored. Who will do this? The Right to Education Act talks of compulsory attendance. Who will compel the children to come to school? How?

Now, what about learning? ASER has been monitoring if basic learning levels of children are improving. What do we mean by improvement in learning outcomes? How do we measure it?

% Children in ASSAM who can at least read a Std I level text			
	2007	2008	2009
Std I	6.6	7.3	6.7
Std II	23.8	21.3	20.2
Std III	49.0	42.2	41.1
Std IV	69.1	64.5	60.7
Std V	80.5	73.2	71.0

Various states have now started measuring learning levels of children. Usually a baseline of students is done at the beginning of the year and an endline at the end of the year. The difference between endline and baseline is taken to be the improvement in learning. It cannot be denied that this constitutes progress, but does it indicate that the learning process has become more effective? Is the learning process in 2009 more productive that it was in, say, 2007? Take the example of Assam and look at the proportion of children who could read at Std 1 level in different years. In 2007, the percentage of children in Std 2 who could read at that level was 23.8%. This cohort moved to Std 3 in 2008 and the proportion of children who could read (Std 1 level text) went to 42.2% - an increase of 18.4%. In the Std 2 cohort of 2008, on the other hand, 19.8% more children learnt to read in going to Std 3 in 2009.

So, while the absolute number of Std 3 readers in 2009 appears to have reduced over 2008 and 2007, the actual process of improvement is more or less the same in 2008-09 than in 2007-08. But, if the ASSAM government were to measure the reading ability of Std 2 children early in the academic year, and then again at the end of the academic year, they would find that about 18-19% more children have learnt to read. This could be misunderstood as a major success but in fact it would be nothing more than what was being achieved all the previous years. And the fact is that regardless of the year, the proportion of children in Std 3 who can read at Std 1 level is still less than 50%. Year after year, children remain at least two grade levels behind where they need to be if they are going to make satisfactory progress through the primary stage.

The process of learning can be said to have improved when results in the next cohort show more children improving within a period than the previous cohort. The ASER results over last five years indicate that whenever states focused on learning outcomes, the effectiveness of the process improved over the previous year. When this focus is lost, the effectiveness decreases. The case of Chhattisgarh, which lost its focus in early 2009, clearly indicates that while the state did not quite go back to the learning levels of 2007, the 2009 results are well below those of 2008. In many states, the process of learning has remained either as ineffective as before or in some cases, it has become worse.

It is almost predictable that the Right to Education Act, the way it is framed, will lead to distraction from learning outcomes. In a centralized scheme of things, the priority focus of the state-governments will determine what the ground level will do or not do.

In the latest circulars that guide the formulation of Sarva Shiksha Abhiyan's Annual Work Plans at district and state levels, the Government of India has sent a Results Framework for SSA Goals. The outcome indicators refer to enrollment not attendance, to provision of toilets rather than to whether toilets function, to water provision rather than on whether water is available. After 17 such "outcome" indicators, the 18th item is "State level sample Learning Achievement Surveys (designed in the spirit of RTE for the purpose of checking health of system)". It is not clear what warranted the content in the brackets. No other indicator is honored with such a bracket. Aren't all outcome indicators supposed to "check the health of the system"? It appears that SSA is being apologetic about this; it is also an effort to dilute learning achievement as not so important. Learning outcomes are not mentioned in RTE document. It certainly is not important to the letter of the law and whether the spirit will survive will depend entirely upon the pressure on the government.

So, whether in letter or in spirit, given the record of Indian government in implementing any law, the real responsibility of giving the child her right to education will ultimately rest with the citizen.

ASER 2009	**Based on household survey data**	**Observed on a random day in the school year (Age 6-14) in all school (govt+pvt)**	
States	Total school enrollment (Age 6-14) in all school (govt+pvt)	Primary schools Std 1-4/5 : % enrolled children attending (average)	Upper primary schools Std 1-7/8 : % enrolled children attending (average)
Goa	99.8	96.4	92.2
Kerala	99.9	91.9	91.7
Tamil Nadu	99.1	91.7	90.1
Maharashtra	99.0	90.6	90.6
Himachal Pradesh	99.3	90.4	90.2
Karnataka	96.8	88.0	79.6
Jammu and Kashmir	98.2	86.7	90.0
Arunachal Pradesh	96.6	86.0	88.0
Mizoram	98.7	85.8	85.9
Sikkim	97.7	84.8	88.5
Punjab	94.6	84.4	86.1
Uttarakhand	98.7	84.2	76.3
Nagaland	97.6	84.1	87.1
Haryana	96.9	83.7	84.9
Gujarat	95.7	83.5	83.1
Chhattisgarh	96.7	76.7	73.3
Tripura	98.1	76.2	71.1
Andhra Pradesh	93.9	76.0	77.3
Meghalaya	96.2	75.6	80.5
Orissa	93.7	74.4	72.9
Manipur	98.9	74.0	77.1
Rajasthan	93.4	72.0	74.0
Assam	95.7	70.6	66.1
Madhya Pradesh	97.7	67.9	67.1
Jharkhand	94.6	62.8	63.6
West Bengal	94.3	65.9	66.4
Uttar Pradesh	95.1	59.8	60.9
Bihar	96.0	57.4	57.6
Total	**96.0**	**74.2**	**76.6**

The human face of ASER

Rukmini Banerji

The training of ASER volunteers was over. It was evening in Gauriganj - a block town in Sultanpur district in Uttar Pradesh. More than seventy young people had attended the two day training. On the first day there were many questions about what exactly needed to be done. But with enough practice in the field, and enough discussions, by the end of the second day, most people were clear.

Two people are needed in each ASER team. Each team is assigned a village. Each team gets a "village pack" of survey sheets, testing tools and instructions. The training focuses on what to do in a village and then in a household. In each district, a local group gets together to "do" ASER. The local group also disseminates findings. Local engagement and ownership are important if this assessment is to lead to action.

The training hall began to empty out. There was a buzz in the air, as if an important homework assignment had been handed out. A young woman came up to me as everyone was leaving. She could not have been more than twenty. Shyly, she requested a word in private. Softly she said, "I have never been anywhere other than my home and college without someone from the family with me. I am very nervous. I really want to go to the village for the survey. But I am very worried about how I will talk to the people there. Do you think they will listen to someone like me? Will I will be able to do what you want me to do?" Her shining eyes and quivering voice communicated her mixed feelings: the desire to try something new as well as her anxiety at the prospect.

I had observed this girl for two days, both in the training hall and in the practice session in a nearby village. She was an attentive and intelligent participant in the training process. Softly, I made a suggestion. "Go home and get your entire family to sit down. Tell them what you have learned about ASER and what you are going to do. If you can convince your family about ASER, then you can convince anyone anywhere."

A vast range of people participate in ASER, both as individuals and as institutions. We estimate that 25,000 to 30,000 volunteers and maybe 500 organizations and institutions participate in each year's survey. For example, Bihar has 37 districts. In five years, 105 organizations have participated. In all likelihood, since 2005, over 10,000 people have been involved with carrying out ASER in Bihar alone. We think that over five years at least 100,000 people across India have been part of ASER in one form or another.

All that an ASER volunteer gets is a certificate of appreciation and a nominal sum of money to cover the costs of going to a village in their district and back home. Neither the organization nor the individual has any monetary incentive to participate in ASER. Although the actual involvement is for four days – two days in training and two days in a village, it is hard work and needs commitment and a sense of adventure.

Feedback sessions at district level are full of stories of challenges and discoveries. One year we got a phone call from Leh district in Ladakh from two young surveyors who said that although their village was listed in the Indian census, local people were telling them that it was in China. Last year, in the random sample of villages in Chandel district in Manipur, there were some villages that were easier to access via Myanmar. A young girl and her companion set off on a motorcycle across international borders to complete their ASER task. In remote villages, people are surprised that someone has made the effort to come all the way to find out how their children are doing. Far from the border areas, even in the Hindi heartland, volunteers are often very shocked to find that there are villages in their own district that take more than a day from the district headquarters to reach.

In many ways ASER reflects realities on the ground. The growing Naxalite presence was felt in this year's ASER. As the ASER surveyors were returning from Joratarai village of Nagri block in Dhamtari district, Chhattisgarh, some Naxalites stopped and questioned them and eventually destroyed the survey reports. Apart from the danger, the two surveyors were distraught that their two days of hard work had gone waste. From the beginning of ASER, Dantewada district in Chhattisgarh has never been done. This year there were problems in Malkangiri, Raygada and Sundargarh districts in Orissa. Political disturbances affected ASER work in large parts of Hooghly district in West Bengal where it was hard to find people who were willing to go to villages in specific parts of the district. Similarly in Garwah in Jharkhand and N.C. Hills in Assam.

In the first year of ASER, existing organizations and networks were approached in many states. Many of these organizations such as Gram Vikas in Orissa, Kudumbashree in Kerala, Kheti Virasat in Punjab were not involved in education but considered primary education to be an essential service that needed citizen participation and support. Other networks such as Abhivyakti in Madhya Pradesh, Sankalp in Chhattisgarh, Navbharat Jagriti Kendra in Jharkhand, Voluntary Forum for Education in Bihar, and the Kalvi network in Tamil Nadu were involved in education. Some of these early partners have continued with ASER for the last five years.

In many states there has been a steady and lasting involvement of district degree colleges over this five year period. Many students in these colleges are from villages in the district. Across the North East, in Jammu-Kashmir, Himachal Pradesh, Haryana, Orissa and West Bengal, participation from colleges and students has been high. In Arunachal Pradesh there are very few colleges; here high school students are involved in ASER. The "doing" of ASER inevitably raises many questions: in district after district, students raise basic questions about sampling, about tools and about analysis. Much of the college participation in ASER is done as part of social service requirements in NSS. And yet analyzing the last five years of experiences with district colleges, it is obvious that "learning by doing" could be included in the curriculum of such colleges. Such "project based" short duration exercises can be useful on two counts. For students, this is a chance to build capacity and integrate theory and practice as well life skills like self confidence, communication and time management. For the institution, it is an opportunity to provide vital information and analysis and get engaged in the process of development in their district. Why only education, all social sector programs in India need systematic and active analysis and engagement for improvement. To make institutions of higher education more relevant and vibrant, links to the ground and connections to the field can only be productive.

The participation of universities in ASER has also been interesting. While it has been difficult to interest high profile universities in metros to participate, individual professors in regional universities have been quick to take the opportunity to build stronger links with research or with teaching. Manipal University's rural development department has used the ASER platform to conduct further research studies. NEHU-Tura is another example where ASER has been the starting point for deeper investigations. Jammu University's communication department used ASER to provide opportunities for exposure to more remote areas. Martin Luther University in Meghalaya gives academic credit to students who participate in ASER.

Andhra Pradesh has provided one of the most remarkable cases in the short history of ASER. In the first two years of ASER, 2005 and 2006, Loksatta organization coordinated and led ASER across the state. Although their primary focus as an organization has been on electoral reform, their participation in ASER was based on the idea that this kind of peoples' initiative is important and that education is an important field of activity. Loksatta organization continues to be a strong supporter of ASER and is very helpful in disseminating ASER findings in the state.

Since 2007, DIETs in Andhra have done ASER in their own districts.[1] This is a model that can be adopted in other states too. Each DIET has more than 200 students enrolled in a two year course. ASER provides an excellent learning opportunity for these future primary school teachers of the district. Students experience "learning" problems first hand and hopefully this also gives them a chance to analyze what can be done and perhaps to build a foundation for effective teaching and learning. Several DIET principals have told me that while the usual teacher training curriculum makes trainees do practice teaching in the district's schools, only ASER makes them spend time in the village and in children's homes. It should be possible to build in ASER like rapid assessments into the normal curriculum and activities of the DIET that could feed into the annual work plan and review process of a district under SSA.

The other major actors in ASER are a wide range of non-government organizations. Here too there are significant variations across regions. In states like Maharashtra and Gujarat where local governance is strong and active, local level organizations seem to be more rooted and confident. Still, even here there are needs and demands for continued learning. Often in small or local NGOs, the field level staff does not get opportunities for professional development. ASER gives them the chance to learn something new and to do something outside of their usual work.

So, one major learning from ASER is that India has many people who are willing to participate both to learn and to help to change what is around them, provided what needs to be done is simple to do and easy to understand. For individuals, it is a chance to travel, to learn, to discover themselves and to explore their surroundings. For institutions, ASER provides a learning platform whose potential is visible but needs to be further explored and institutionalized.

[1] DIET stands for District Institute for Education Training.
These are district level government institutions for pre-service and in-service teacher training.

The challenge that lies before us all is how to channel this vast citizen energy and interest into effective action for outcomes. On the one hand, the question is how to build substantive "learning-by-doing" into such exercises so that individuals benefit. On the other hand, the task is also to translate the raw energy of people into structured pressure for responsibility and outcomes.

ASER has taught us some very basic lessons. People in India care. People are generous with their time. People of India are ready. The need of the hour is to create mechanisms to learn and to act, to build capacities of citizens - individuals and institutions, and to strengthen the forces demanding accountability.

It gets dark early in rural areas; or so it feels in Gauriganj. I was about to turn in for the night when there was a loud knock on my door. Two excited people burst into the room. One was familiar – the shy hesitant girl from the training. The quiver in her voice was gone and her eyes were shining even more brightly. She had brought her sister-in-law along to report back to me. "it was exactly as you said", the young girl gushed. " I had a hard time getting my family to all sit down. But once I told them about ASER properly, they listened to me. And now they all want to do ASER".

Are private schools really performing better than goverment schools?

Dr. Wilima Wadhwa

The debate on whether private schools provide better quality primary education as compared to government schools is heating up in India. This is completely understandable in the current scenario. On the one hand, for almost ten years, through Sarva Shiksha Abhiyan, the government has intensified the move towards universalizing elementary education and more recently the Right to Education Bill has been passed in the Parliament. This push has led to impressive increases in provision and enrolment. On the other hand, ASER as well as other data show a clear rising trend in private school enrolment in rural India.

At the all India level, private school enrollment increased from 16.3% in 2005 to about 22.6% in 2008 – an increase of about 40%. In the last year, between 2008 and 2009, private school enrollment has marginally dropped to 21.8% in rural India. There is considerable variation across states. On the one end of the spectrum are states like UP, Haryana, Punjab and Kerala where private school enrollment is as high as 40% and on the other end of the spectrum are states like Bihar and West Bengal with enrollment in private school closer to 5%. However, what is clear is that whether enrollment in private schools is high or low, it has been increasing over time.[1]

What has led to this shift towards private schools in rural areas? The standard answer and the common perception is that private schools provide a better quality education. This trend was started by parents living in urban areas – the elite having opted out of the government school system and the middle and lower income classes trying their level best to send their children to private schools – and now their rural counterparts are coming to the same conclusion. After all teacher attendance is much better in private schools and these schools often give instruction in English, mastery of which leads to better job prospects in the future.[2]

Indeed, the ASER results indicate that this might be the case. In the ASER 2008 report, I wrote a preliminary piece on the differences between learning outcomes in government and private schools and how these differences narrow when household and other characteristics are controlled for.[3] ASER 2009 has additional controls available, mainly tuition and father's education, and this note takes advantage of that. In addition, ASER 2009 tests children for English as well.[4] This gives us another learning outcome to check for differences between government and private schools. More importantly, it gives us a learning outcome – ability to read and comprehend basic English – which is often cited as the reason for sending children to private schools.

In 2009, in classes 1-5, the percentage of children who could read at least a class 1 level text was 43.6 in government schools. The corresponding figure in private schools was 52.2 – a whopping 8.6 percentage point advantage. However, this is an uncontrolled difference in learning outcomes – one that is obtained in a simple cross-tabulation of learning outcomes against type of school. It does not take into account that many different things affect a child's learning level. For instance, it is well established that the mother's education has a positive impact on the probability that a child goes to school as well as her learning ability. Supplemental help offered at home, in the form of paid tuition or by family members will also improve learning outcomes of children, regardless of whether they go to government or private school. If any of these factors is positively correlated with the probability of going to a private school, their impact will show up as enhanced learning outcomes in private schools.

[1] In 2009, there has been a slight drop in private school enrolments across the country. However, Punjab, a traditionally high private school state, shows a fall of about 11 percentage points.

[2] Every alternate year, ASER surveyors visit a government primary or upper primary school in each sampled village. The school information is recorded either based on observations (such as attendance or usability of the facilities) or with information provided by the school (such as grants information). School observations have been reported in 2005, 2007 and 2009. In all 3 years, teacher attendance in government schools has been in excess of 80% in most states.

[3] Since 2005, every year the ASER report presents estimates of enrolment and basic reading and arithmetic learning outcomes for every district in rural India. Every year the core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions is added for exploring different dimensions of schooling and learning in the elementary stage. ASER 2009 brings together elements from various previous ASERs. English testing and questions on tuition have been brought back from 2007. As in 2006, mothers have been tested for basic reading. As in 2008, ASER 2009 records household and village characteristics. In addition, this year ASER records education of fathers. The rapid assessment nature of the survey, along with the community involvement and the use of volunteers in the survey, has necessitated a fairly concise questionnaire. As a result, till 2008, the survey did not have information on many demographic characteristics which are often used as controls in a more detailed analysis.

[4] The basic reading test in ASER is done in the local regional language. In all, the test is done in about 16 regional languages.

For instance, richer households can afford to pay for additional tuition for their children. It is also well established that a larger proportion of children from more affluent homes attend private schools.[5] In this case, part of the observed learning differential between government and private schools would be due to the extra help that private school children were getting at home and not because of the better quality of education being imparted in private schools. Therefore, it becomes important to try and estimate the learning differential once other things that impact learning are taken into account.

Apart from type of school, ASER 2009 has information on many other factors that can impact learning. A simple model is built to try to disentangle the effect of other factors from that of private schools on learning outcomes of children. Two learning outcomes for children in primary school (class 1 – 5) are considered:[6] [7]

- Ability to read a class 1 level text or more in their local language
- Ability to read simple words or more in English

The model controls for child characteristics like age, gender, number of siblings, education of both parents; household characteristics like type of house ("katcha", "semi-pucca", and "pucca"), whether the house had a television, phone, electricity, some kind of vehicle; and characteristics of the village the child lives in like whether the village had a bank, post office, government primary, middle or secondary school, private school, STD booth, etc.

All the variables are significant in the model and have the expected impact. Learning increases with age, but then levels off. (This is to be expected as the learning measure is a very basic and "floor" level indicator for reading.) A larger number of siblings, presumably, reduces time spent on learning and reduces learning outcomes. Education of both parents is positively correlated with their children's learning level. Further, the impact of parents' education rises monotonically with their education level. Tuition has a large impact on learning – almost as large as the impact of mother's education. Finally, all household characteristics signifying greater affluence are positively correlated with learning outcomes.

Once we control for characteristics other than the type of school the child goes to, the learning differential between government and private schools falls drastically from 8.6 percentage points to 2.9 percentage points – from 20% to a measly 5%. This means that 2/3rd of the learning differential between government and private schools can be attributed to factors other than the type of school. So at least in the case of reading in the local language private schools perform no better (or worse) than government schools.

Table 1: Learning Differentials between Government and Private Schools

States	Reading in own language		Reading in English	
	Uncontrolled Difference	Controlled Difference	Uncontrolled Difference	Controlled Difference
Jammu and Kashmir	15.84	11.08	11.61	6.49
Himachal Pradesh	-1.39	0.75	5.66	4.45
Punjab	27.78	15.06	44.89	31.65
Uttarakhand	7.90	2.15	20.74	13.32
Haryana	17.09	12.24	21.92	16.07
Rajasthan	13.07	9.55	15.11	11.15
Uttar Pradesh	16.66	9.15	16.96	9.92
Bihar	17.87	9.12	23.50	14.41
Assam	14.59	8.52	20.64	14.27
West Bengal	5.99	8.05	23.45	22.26
Jharkhand	19.76	13.29	20.99	14.35
Orissa	10.10	4.43	14.38	7.44
Chhattisgarh	2.35	0.86	5.86	1.89
Madhya Pradesh	2.10	-3.39	9.72	3.26
Gujarat	22.50	10.81	27.27	14.85
Maharashtra	18.11	1.94	27.56	14.88
Andhra Pradesh	-3.06	-7.00	21.03	15.77
Karnataka	5.45	2.44	28.02	22.86
Kerala	3.99	2.16	13.76	10.81
Tamil Nadu	-3.62	-4.91	20.39	16.99

NOTE:
In UP, for instance, the difference between government and private schools, in a simple cross-tab of reading in local language and type of school is 16.66 percentage points – the uncontrolled difference. Once other factors are controlled for, this difference narrows to 9.15 percentage points. This means that 7.51 of the observed difference is due to other factors.

[5] Both ASER 2007 and 2009 show that a greater proportion of children in private schools avail of paid tuition, though more and more government school children are resorting to paid tuition in 2009.
[6] For more details on the exact testing instrument see the section on tools in this Report.
[7] The analysis is done for 20 major states that constitute about 91% of the ASER 2009 sample.

In the case of English, the starting differential is greater and the narrowing a little less. The percentage of children in class 1-5 who can read simple words (or more) in English is 26.5% compared to 44.2% in private schools – an advantage of 17.7 percentage points or 67%. Once we control for other factors, this differential falls to 10.8% or 41%. In other words, about 40% of the observed differential in English learning levels between government and private schools can be attributed to other factors.

A similar analysis was done for states and there is considerable variation here. Table 1 gives the learning differentials between government and private schools for the two learning outcomes. The "Uncontrolled" difference refers to the observed learning difference in a simple cross-tabulation, while the "Controlled" difference refers to the difference once other factors that affect learning are taken into account.

In the case of reading in the local language, in many cases most of the learning differential disappears once other factors are controlled for – Uttarakhand, Chhattisgarh, Madhya Pradesh, Maharashtra, Andhra Pradesh, and Tamil Nadu. In the case of Madhya Pradesh, the difference is actually reversed – once other factors are controlled for government schools perform better than private schools. In the case of Andhra Pradesh and Tamil Nadu, where government schools had higher learning levels to start with, the gap widens once other factors are taken into account.

On the other hand, in the case of Himachal Pradesh and West Bengal controlling for other factors widens the gap between government and private schools. Both these states have very different private school enrolment rates – since 2006 Himachal has had private school enrolment of about 22%, while the number is closer to 5% in West Bengal.

In the case of English, in most states, the starting differentials are greater and the narrowing of the differential smaller as was the case for All India. However, there are still states like Chhattisgarh and Madhya Pradesh where 2/3rd of the learning difference is attributable to factors other than private schooling.

This analysis is based on the provisional ASER 2009 data for rural India. The wide variations across states indicate that there is more beyond the type of village, type of school or type of family that determines the educational destiny of the child. While the debate over private and government schools heats up and opinions and perceptions accumulate, India is also seeing more empirical evidence being gathered. Not only is more and better data needed for "controls" for explanatory variables on the right hand side of the equation but the left hand side – "children's learning" also needs to be measured much more comprehensively. Currently ASER is one of the few nationally representative data sets that are available to explore the question on hand. So, as we look more closely at families and schools, the more we understand what else is important in children's lives, the closer we will get to the "real" determinants of children's learning. Until then, the real verdict has to wait.

Still, while we wait, we have much to think about. Questions that are important for the family and for the country: Does the evidence that is available support parental decisions to move children to private schools? How much should be the "bang" for the "buck" for the expenditure that poor families incur to send their children to the private schools that are currently available? Does the evidence justify the RTE provision of government funding children to move from government schools to private schools? As policy makers sit down translate the law into action, they need to think hard about the basis on which they are making these key decisions for the next many generations and millions of Indian children.

Private Sector and Quality Concerns

Amit Kaushik

The last two or three years have witnessed a fairly vigorous debate in the education space over the role of the private sector in education, particularly at the elementary level, and its merits and/or otherwise. The somewhat contentious provisions of the then Draft Right to Education Bill, 2005, recently passed as The Right of Children to Free and Compulsory Education Act, 2009, also contributed to this debate. Among other things, the Act stipulates that even unaided schools under private management would be responsible for providing free education to disadvantaged children between the ages of six and fourteen years from their immediate neighbourhood, at least to the extent of 25 percent of their strength in the entry class.

Although the Act has yet to be notified, not surprisingly, this provision has managements of recognised private schools up in arms. Joining them, albeit for very different reasons, are the proprietors of the unrecognised private schools, who risk monetary fines and jail terms if they continue to operate their schools without seeking recognition as prescribed under the Act. Ironically therefore, an Act that seeks to universalise elementary education for children in India has succeeded in alienating a significant proportion of those who are engaged in contributing to that very objective.

While the numbers offered by different sources vary slightly, it does appear to be more or less agreed that private (recognised) schools in India account for anything between 15-25 percent of available schools. The District Information System for Education (DISE) data for 2007-08, released in November 2009, places the number of schools under private, unaided management at 173,282 out of a total of 1,250,775 schools in India[1], or about 14 percent. If one adds the number of aided schools under private management, we arrive at a figure of nearly 20 percent. According to NCERT's 7th All-India Educational Survey based on figures for 2002, enrolment in such private schools was 15 percent and 19 percent at the primary and upper primary stages respectively. While NUEPA and NCERT data capture the picture as related to recognised schools, ASER only notes the fact of private school enrolment without distinguishing between recognised or otherwise, thus providing the slightly higher figure of 21.8 percent children enrolled in private schools in 2009.

While there are minor variations in the private school enrolment indicated by ASER between 2007-2009, it would seem to be fairly clear that roughly one-fifth of elementary schools in India are under private management. If one adds the number of unrecognised private schools, about which little data is available, the percentage of children enrolled in what may be called non-government schools may be conservatively assumed to be between 25-30 percent, if not more. A study in 2006 showed that even in rural areas, almost 28 percent of the population had access to fee-charging private schools[2]. In 2009, ASER data indicates that nearly 44 percent villages have access to private schools, and it would seem safe therefore to assume that this is a sector that is now well established.

At the same time, it may not be correct to presume that private schools are coming up in the absence of government schools; in many cases, they come up in areas with poor government school performance[3]. Various studies have shown that while the private school sector has grown in recent years, leading to a decline in the relative enrolment in government schools, the former do not necessarily compete with the latter in terms of addressing unmet demand. Rather, in establishing themselves in areas where government schools already exist, these private schools meet differentiated or quality demand, attracting children from higher-income groups or from advantaged social groups[4].

Many years ago, when Milton Friedman first postulated his concept of vouchers in schools, he was convinced that liberalising the school sector would result in the emergence of a market where none existed, with educational "entrepreneurs" entering the market to take advantage of opportunities offered and in turn, to offer quality school services[5]. While the effectiveness of voucher programmes remains a matter of some debate, it does seem true that the desire of parents to find an alternative to poorly performing government schools may have led in recent years to a growth in the number of available private schools, under both recognised and unrecognised management. In his book, *The Beautiful Tree*[6], James Tooley argues quite convincingly that notwithstanding the costs involved, poor parents in urban areas are choosing to vote with their feet and move their children from free government schools into private (and in many cases, unrecognised) schools, thus setting off an increase in the number of such schools.

[1] Mehta, Arun C (2009), *Elementary Education in India, Where Do We Stand? State Report Cards 2007-08*, New Delhi: National University for Educational Planning and Administration.
[2] Muralidharan, Karthik and Kremer, Michael (2006), "*Public and Private Schools in India*", Harvard University, Boston.
[3] *bid.*
[4] Tilak, Jandhyala B.G. and Ratna M. Sudarshan (2001), *Private Schooling in Rural India*, NCAER Working Paper No. 76, New Delhi: National Council for Applied Economic Research.
[5] Friedman, Milton (1955), "The Role of Government in Education", in *Economics and the Public Interest*, Robert A Solo (Ed), New Brunswick, NJ: Rutgers University Press.
[6] Tooley, James (2009), *The Beautiful Tree*, New Delhi: Penguin Books India

It is certainly true that there is greater interest in establishing private schools today than there was earlier; no longer viewed as a purely philanthropic activity, the setting up of private schools is now attracting more and more corporate firms who see this as a potential business. In the case of some real estate developers, it is even being seen as another form of forward integration, making the purchase of apartments in their developments more attractive by virtue of guaranteeing a "good" school in the neighbourhood; a case in point is the recent announcement by a well-known real estate group, of a chain of 150 CBSE schools to be set up all over India. Similarly, the provisions of The Right of Children to Free and Compulsory Education Act, 2009, requiring the earmarking of 25 percent seats for children from disadvantaged families, are being viewed by many in the private sector as an opportunity to invest in setting up schools, in order to take advantage of the "guaranteed" reimbursement of costs by government.

The government's proposal to establish 2500 "model" schools in various districts through the Public Private Partnership (PPP) mode has also generated significant interest in the private sector, with several corporate houses exploring options of investing in the sector. Thus, the creation of educational "entrepreneurs" does appear to be taking place to some degree, even though the numbers remain comparatively small.

But what of quality in these private schools? As ASER 2008 showed, when various variables such as family background, income and others are controlled for, the difference in learning levels between government and private schools becomes marginal[7]. Similarly, Education Initiatives (EI), India's largest private sector testing organisation, found that "any lead that private schools show in their learning outcomes over government schools can be completely explained away by... (1) students' socio-economic background, (2) students' initial levels, (3) rote/procedural nature of learning tested. In other words, if you control for factor 1, look for improvements between say, Grade 3 and Grade 7 (to nullify any initial advantage), and the test is not rote/testing procedural knowledge only, private schools (do not) show any advantage over government schools"[8]. In part of course, the trouble arises on account of the usual assumption in reference to private schools—they are generally seen to be high-end private schools of the likes of say, a Delhi Public School in New Delhi or a Cathedral in Mumbai. The reality however, is that a majority of private schools are only marginally different from their counterparts in government; the major difference lies in their ability to ensure accountability amongst the teaching staff.

In fairness, it must be said that this is an area that remains open to debate and further research. Tooley for instance, records a difference of 16-17 percentage points in the learning levels of children in private schools in urban areas, as compared to their counterparts in government schools[9], but it is not clear whether this is after controlling for factors of the nature mentioned in the preceding paragraph. His findings are clearly in contradiction to findings elsewhere, so there is certainly a case for deeper examination of the underlying causes.

Given that ASER 2009 data reconfirms what has been observed in earlier years in respect of enrolment, finding only about 4 percent children in the 6-14 year age group still out of school, the question of what happens to the 96 percent children in school acquires great significance. Since this year's data has been discussed in some detail elsewhere in this report, let us take just one example, that of reading ability; on an overall basis, ASER 2009 finds that nearly 47 percent children in Class 5 are unable to read a Class 2 text. More worryingly, at the national level, the percentage of children in Class 5 unable to read a Class 2 text actually shows an increase between 2008 and 2009, from 44 percent to 47 percent. Regardless of how the difference between government and private schools is explained, the fact remains that these are unacceptably high numbers.

Going forward, two conclusions would appear to be inescapable; first, private management participation in the school sector is only likely to increase over time, and it may be wise to develop policies that address this situation. It may even be time to move away from our traditionally hypocritical approach to private investment, which insists that such investment should be on a not-for-profit basis, thus compelling school operators to find alternatives by which they can make a return on their capital, to a regime that actively encourages private investment within a regulated environment. Second, action is urgently required to improve quality in our classrooms, whether these are in government or private schools. A failure to address this need will lead to increasing numbers of children going through the school system without learning very much, something that no nation can afford.

The most significant thing that ASER has done over the last five years has been to focus attention on the need to improve learning outcomes. Greater public awareness and parental demand, improved infrastructure and more resources have brought us to a point where enrolment is reasonably satisfactory. But we would be failing future generations if we do not take this to the next logical step, improving what children do once they're in the classroom. It is to that—regardless of whether the child is in a government or private school—that we must now turn our attention.

[7] Wadhwa, Wilima (2009), "Private Schools: Do They Provide Higher Quality Education?", in *Annual Status of Education Report (Rural) 2008*, Mumbai: Pratham Resource Centre.
[8] Sarangpani, Padma (2009), "Quality, Feasibility and Desirability of Low Cost Private Schooling", in *Economic & Political Weekly*, Vol. 44 No. 43, October 24 - October 30, 2009, New Delhi.
[9] Tooley, James (2009), *op cit*.

Transparent and Accountable Financing for Universal Elementary Education in India: Lessons from Financing Sarva Shiksha Abhiyaan

Yamini Aiyar[1], Anit Mukherjee[2] and Avani Kapur[3]

Who and how should we finance the provision of elementary education in India? The Right to Education Act (RTE) passed in August 2009 has committed the Government of India to the provision of free and compulsory universal education to all of India's children. Now, the issue of financing is one of the central challenges faced by India's policy makers. The focus of the debate is currently on the question of who ought to be the primary financial provider - the state government or the central government? Crucial as this question is, there is a second, and more critical issue that ought to be at the forefront of the financing debates – that of ensuring that the mechanisms and process for effective and efficient expenditure are in place so that these funds are spent in a manner that is transparent and accountable. After all, regardless of the amount of money and where it comes from, the ultimate objective is to ensure that money reaches its ultimate destination and fulfils it explicit purpose.

The RTE has many provisions for ensuring accountability in its delivery including the creation of school management committees (SMC) empowered to make plans and monitor school level expenditures. But as is well known in India, the devil lies in the implementation. How effectively these provisions will work on the ground depends on getting the 'right' design that will ensure accountability and transparency in implementation process. And to get the design right, we need to learn from current experience. What do schools, officials and citizens know about money that flows in and out of the system? Is there sufficient autonomy at the local level for citizen committees to influence decision making? What capacities exist at the local level?

Understanding the nature and shape of the pipe is the first step to getting the water to flow through it. To do this, the Accountability Initiative, National Institute of Public Finance and Policy the ASER Centre came together to implement a project called PAISA to monitor fund flows and build decision making capacities at the local level. The project started with a pilot in Nalanda district in Bihar before it became a part of ASER 2009. This article highlights some of the findings from the PAISA experience.

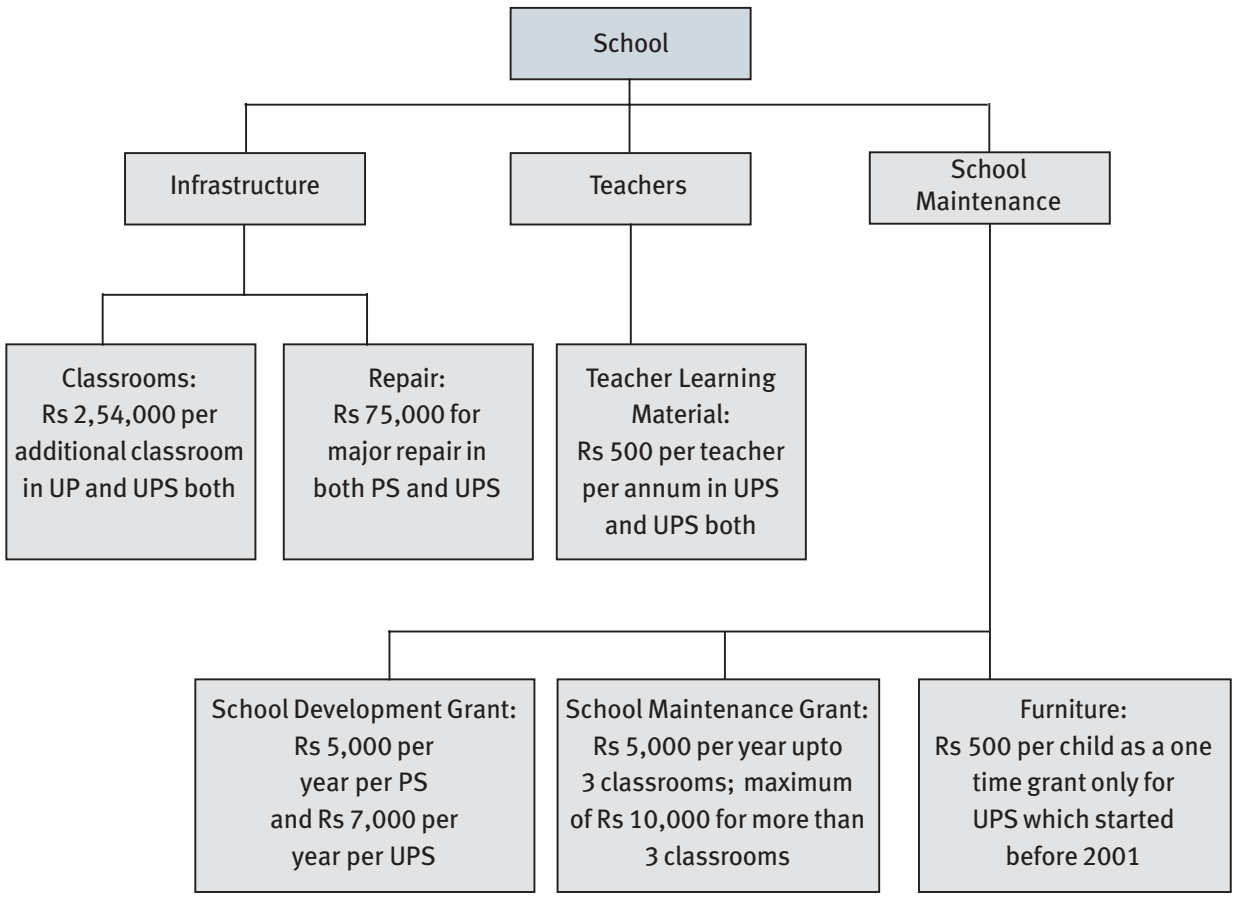
First principles of public accountability require that expenditures must adequately reflect citizen's interests and priorities. When it comes to basic services, citizen's interests are best captured locally at the point where services are delivered. This means greater local autonomy and discretion particularly in resource allocation.

PAISA found that SSA allows no room for local autonomy. This is ironic given that SSA through its guidelines envisions a bottom up planning process where plans are made at the habitation level through village education committees (or equivalent bodies) and aggregated at the district level, thereby allowing for local autonomy and discretion in resource allocation. In practice however, funds arrive based on norms and guidelines developed nationally with limited flexibility. Consequently, plans have to be made on the basis of norms that do not reflect local priorities and local autonomy is severely constrained.

To illustrate the point, SSA guidelines stipulate the type and quantum of grants that ought to be devolved to the school (see Fig 1 for a pictorial representation of the grants). As the figure highlights, every school receives three grants - School Development Grant (SDG), School Maintenance Grant (SMG) and Teaching Learning Material Grant (TLM). Three other grants – classroom, repair and furniture – are based on demands made through the planning process. However, the quantum of funds received is determined by national norms.

As this description highlights, funds reach schools 'tied' to norms and have to be put to specific uses. For instance, TLM grants have to be used for teaching aids in class and SDG is provided specifically to procure items such as chalk, duster, blackboards and other articles used in the classrooms. And if a school wants to spend more on learning materials rather than painting or buy furniture instead, the norms simply won't allow it.

[1] Accountability Initiative, Centre for Policy Research
[2] National Institute of Public Finance and Policy
[3] Accountability Initiative, Centre for Policy Research



Source: SSA Guidelines, Ministry of Human Resource Development, New Delhi

A second problem with this 'tied' approach to funding is that norms determine the quantum of funds that the schools receive, resulting in a mismatch between school needs and funds received. To illustrate the point, a school with 1,000 students receives just about two and a half times more money than a school that has 100 students.[4] The assumption behind this approach – that all schools need the same inputs for better infrastructure and quality - curbs any space for local discretion and autonomy and therefore local needs are rarely reflected in local expenditures.

Autonomy apart, accountability requires transparency and predictability in fund flows. After all, you need to know how much money is due and when it ought to arrive in order to make plans and hold the system to account. This is one of SSA's greatest weaknesses. In March 2009, PAISA undertook a survey of a 100 schools in Nalanda, Bihar to understand fund flows in the district. The survey found that majority schools received funds somewhere between the months of December and February (officially, fund receipts ought to be scattered through the financial year so that expenditures match local and time specific needs). Consequently, expenditures are only incurred in the last quarter of the financial year. This last minute rush often results in inefficient and insufficient expenditures – just over 50 percent of the grant funds are spent within the financial year[5].

The findings at this micro level are reflected in the financial data collected from schools countrywide as part of the 2009 ASER survey. ASER findings report that in October 2009, less than 50 percent of the schools reported receiving SSA funds – and October is half way through the school year.

The problem of delayed fund flows is exacerbated by the lack of transparency. Schools and village education committees (or equivalent bodies), and often even block and district officials remain unaware of the processes through which funds arrive at their final destinations and thus are unable to plan effectively or hold the system accountable for delayed and unpredictable

[4] For more details see A. Mukherjee and E. Satwalekar "A tale of two schools", PAISA briefs, Accountability Initiative, August 2009, www.accountabilityindia.org
[5] For details see A. Mukherjee, " Central Norms and Decentralized Implementation of Universal Elementary Education Program in India," PAISA Working Paper, November 2009, www.accountabilityindia.org

fund flows. Worse still, in most cases, apart from the headmaster no other stakeholder has any information on the quantum of funds available or the norms and guidelines that govern their expenditures. In 2008, the Accountability Initiative in partnership with the ASER Centre undertook a rapid assessment of 34 VECs across the country to find that with the exception of the headmaster, none of the members of the VEC had any information on allocations and grants received in schools.

This lack of information is a consequence of two factors. First, very little has been done by the higher tiers of government to train local officials and stakeholders particularly village education committees. Consequently, their access to information on key elements of education delivery and particularly resource allocation is extremely limited. Second, and perhaps more importantly, there are very few incentives within the system to collect and disseminate 'real time' information on fund flows and expenditures in the course of the financial year. As a result there simply is no regular available information on fund flows as funds travel from the centre to the schools and delays and leakages proliferate, unchecked.

Information is widely recognized as a necessary condition for accountability. Information ensures that plans are made effectively to reflect local needs, that fund flows and expenditures are monitored and inefficiencies addressed. Information enables citizens to monitor government performance and hold the system to account. The information failures in SSA have seriously compromised accountability.

As the experience with SSA amply demonstrates, accountability and transparency require an implementation design that ensures a high degree of local autonomy so that resource allocations match local needs and priorities. This must be accompanied by a system where information on fund flows and expenditures is collected regularly and reliably and disseminated widely so that implementation can be monitored and citizens have the tools necessary to demand accountability. To create such a system, processes need to be designed such that incentives are built in for regular information collection.

Education policy in India today is at a crossroads. There is a clear consensus that improved education outcomes hold the key to India's future and the passage of the RTE stands testimony to this. Now as bureaucrats take to their drawing boards to develop rules and guidelines for the implementation of the RTE and as the issue of financial provisioning gets debated, the focus must shift to getting the design right. Only then will the RTE achieve its potential.

Where does the buck stop?

Suman Bhattacharjea

In a recent visit to rural schools in Ajmer district, the children sitting in the last couple of rows were in a world of their own, as back-benchers often are. They paid little attention to the teacher, rarely participated in group recitations or volunteered an answer to a question, and were never once called upon by the teacher. In general they were wholly out of sync with the teacher-led, recitation-dominated activity taking place in the class – which was largely with the participation of the first two or three rows of students.

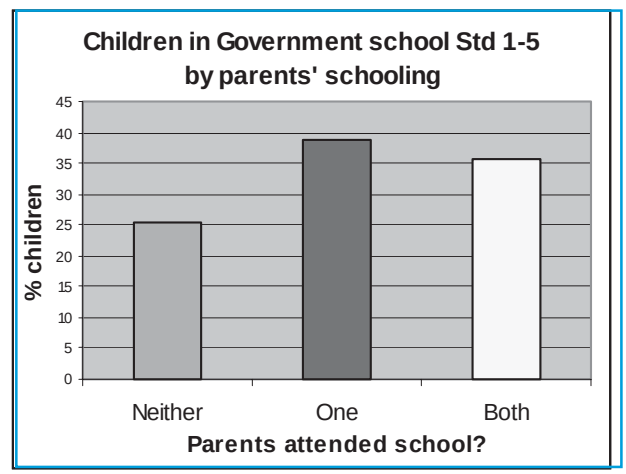
What was heart breaking was the fact that almost every one of these students in the back was *working*. They were quiet and serious. Some copied English words while the rest of the class was copying from the Hindi textbook. Others copied from the maths textbook while the rest of the class was copying word meanings from the blackboard. Almost without exception, they engaged with one or other academic task throughout the class – but not the ones everyone else was engaged in. There was no doubt that they were trying to learn. And without exception, they were ignored by the teacher from beginning to end.

Who were these students? In conversation with their teachers, we learnt that they were the children who weren't keeping up academically, though it wasn't always clear whether sitting at the back was a cause or a consequence of poor academic performance.

The teachers laid the blame for poor learning outcomes unequivocally at the door of the children's homes. Practically every teacher we spoke to told us without the least awkwardness, let alone embarrassment, *Ye bachhe to ghar mein padhai bilkul karte hi nahin hain... to phir kaise seekhenge?* Despite the huge investments in the elementary education sector over the last decade and the considerable expansion in infrastructure and enrollment, schools often behave as though ensuring that children *learn* is the responsibility of parents rather than teachers. And indeed, in many households, we observed families putting great effort into providing academic support, such as sending children to paid tuition classes and getting older siblings to help younger ones.

But there are many households which are not in a position to provide support for children's learning.

This year for the first time ASER recorded the schooling level of both parents of children in the sampled households. These data reveal that a quarter of all children studying in Stds 1-5 in government schools are first generation students. In these households parents are ill equipped to support or even monitor their children's educational progress, and usually assume that if their children are going to school, then they must be learning.



In many such homes the adults have no idea that their school-going children are unable to read, write, or do simple arithmetic. Five years of ASER have produced countless stories of adults in rural households reacting with shock and disbelief at the evidence – generated before their very eyes - of how little their children have learnt despite two, three, four or five years of schooling. Even when they know differently, parents often feel that their responsibility ends with sending their children to school. A mother we met in Ajmer labeled "Deepak sir", her son's teacher, as corrupt and *badmaash*. But she felt that since she herself is illiterate, there isn't much she can do about it: *hum keval school bhej sakte hain*. After that he is the teacher's responsibility.

* * *

Obviously when neither parents nor, very often, teachers are even aware of what individual children have or haven't learnt, let alone able or willing to do something about it, then it is those students most in need of support who fail to get it. A breakdown of ASER 2009 data on learning outcomes by parents' schooling demonstrates that first generation students are indeed at a disadvantage in terms of learning: among a population of children who are learning far below grade level on average, first generation students do even worse than others. The teachers in Ajmer, and in many other schools around the country, were quite correct.

How is this situation to be changed?

As has often been pointed out, the Right to Education bill is alarmingly vague on the subject of learning outcomes and how they are to be assessed, specifying only that teachers must *regularly assess the learning level of each child, … provide supplementary instruction needed by the child, …* (and) *regularly apprise every parent/guardian about the progress of learning and development of his child/ward studying in the school.* In addition, it is the responsibility of the "competent academic authority" to *conduct learner evaluation in a continuous and comprehensive manner such that it tests the child's understanding and ability to apply knowledge rather than rote learning*.

While the RTE bill places both generation and control of information on learning outcomes squarely in the hands of teachers and "competent authorities", real accountability requires that parents and other stakeholders be able to evaluate learning outcomes independently. It is here that ASER-like tools can potentially play a huge role, by providing even illiterate parents with an immediate, simple means of understanding whether their children have mastered some basic competencies. It is possible to imagine that a copy of an ASER or ASER like tool in the hands of every parent and SMC member in a village might begin to alter the power dynamic between teachers and less educated parents, and catalyze actions that lead to learning outcomes quite different from those reported in ASER 2009.

A far more difficult but increasingly urgent task is the development of similar tools for higher level competencies. More urgent because with external examinations soon to be abolished throughout the elementary cycle, methods and metrics for conducting the continuous and comprehensive evaluation required under RTE on scale need to be generated. More difficult because designing tools that measure higher level competencies in ways that, ASER like, are quick to use and simple to understand presents a much greater challenge.[1]

But as the example of the Ajmer mother illustrates, and the experience of five years of ASER proves, providing information is only a first step. Across India, children are learning no better in 2009 than they did in 2005. Structuring actions that ensure that the buck stops passing is the challenge before us.

[1] With support from Unicef and UNESCO, ASER Centre is currently administering a first set of higher level tools aiming to capture grade level competencies in reading, comprehension, and arithmetic for Std II and Std IV to about 20,000 students in five states of the country.

Asante ASER[1]

Sakshi Kapoor

The story of ASER in the last five years has been a mixed bag for most Indian states. But whatever the tenor, every year since 2005, the story of "what is the status of education" in rural India has been heard, read and discussed by many.

What was different about ASER in 2009 was its adoption and adaptation in three East African countries – Kenya, Uganda and Tanzania. This ASER like initiative in East Africa is called 'UWEZO' which means 'capability' in Kswahili. It is led by government, civil society organizations, and citizen groups to "promote learning in East Africa". UWEZO seeks to adapt ASER methods to measure the learning competencies of children in literacy and numeracy. Like ASER, the UWEZO effort will generate information on children's learning in a manner that informs the public, stimulates national debate and creates pressure for policy changes. The acceptance of ASER in other countries as an innovative example of how to engage citizens to measure progress towards goals of elementary education has been an impact in itself.

I was part of the ASER team from India that visited Tanzania to help start the process. Our task was to train a pool of master trainers who would train volunteers for the national assessment. The first such training was for the master trainers from the northern region of Tanzania. Besides giving an overview of ASER in India, we were not sure what else we could contribute. But our Tanzanian counterparts told us that our mere presence in the training workshop was crucial for the trainers to realize "it is doable; they have done it for many years".

In the frenzy and intensity of doing ASER in India, we sometimes forget the core essence of the activity itself. But in a country thousands of miles away from India, ASER came across as an inspiring example for fueling another national citizen led endeavour. In many instances, during our visit, the scale of ASER in India was quoted to motivate Tanzanians and to convince them that they were embarking upon a mission that would prompt action based on real time evidence and informed discussion. Listening to these discussions we regained our confidence and realized that ASER was not just about training a pool of volunteers to collect data from the villages but an accomplishment that is seen as a means to push a collective force towards a national cause.

The approach for undertaking a large scale assessment such as UWEZO in Tanzania is very different than it is in India. In our country, any organized group can carry out surveys in the field. Also after several years of doing ASER in India, we do not find it daunting to mobilize substantial number of participants in every district. However, in Tanzania, a sequence of administrative processes needs to be followed. From seeking permission from the ward offices for conducting the survey, to ensuring that participants are compensated appropriately, the implementation of any 'non–government' activity in Tanzania is marked by a lot of clerical groundwork.

Given this backdrop, ASER as an uncomplicated, feasible platform for mass participation came across powerfully during the field visits. In our visits to semi urban areas and government schools, we found that school teachers, parents, government officials and youth were getting interested and engaged. This was reassuring for the UWEZO team members who were initially not sure how Tanzanian people would react to the ASER approach. As foreign observers we could not comprehend the actual conversations in the village about children, education, reading or math. However, we could see that the process of testing children in the household was sparking off discussions quite similar to those that happen in India. The simple act of testing reading in an easy-to-do and easy-to-understand way gave concrete shape to the problem and a definite direction to the solution. It helped people see that learning outcomes are measureable, simple tools are available and results can be generated instantly for immediate action. All of this helped UWEZO gain ready acceptance in the land whose first president was a teacher. The initial work with seeding UWEZO also led participants to see that community led, volunteer driven, large scale evaluations were possible. This was a revelation among civil society organizations in Tanzania since the 'spirit of volunteerism' is thought not to be inherent in the Tanzanian community. However, through our field visits in Tanzania we recognized a strong underlying current - it sets the stage for a united national campaign that can drive the wheels of change. In a country largely driven by foreign aid, this nuance of ASER and now a driving force of UWEZO was remarkable.

[1]Asante in Kswahili means "Thank you"

As “doers” of ASER in India we have had many opportunities to discuss the data, list out its implications, drive community action, fight the opponents, disseminate the findings to a vast and varied audience and stimulate debate. After several years of experiences with ASER across the country, we had begun to take these key elements for granted. Getting caught up in this whirl was easy and therefore the characteristics of ASER became as a matter of fact for us. But as representatives of ASER in a country in East Africa we became mindful of the strength of ASER - speed, scalability and regularity; strengths which are now guiding UWEZO and becoming internalized by its “doers”. We realized that the UWEZO coordinators were conscious and sensitive of these unique traits of ASER and wanted to instill these in the UWEZO initiative. They made all efforts to ensure that their master trainees and core team members engaged in conversations with us to take full advantage of our visit. It became evident to us that the purpose of our visit was not just to impart technical knowledge about the survey to the UWEZO team members but also to inculcate in them the fundamentals of ASER.

Whether it is through UWEZO or through a similar activity in Pakistan in 2008, numbers from such national assessments tell us the status of how much or how little are children learning in school. But whatever the numbers; whatever the saga of elementary education in India or in Kenya or in Tanzania - what is extraordinary is the fact that ASER as a method, as a design, as a mass movement has no boundaries. Asante ASER!

ASER

2009

About the survey

Sampling Strategy : ASER 2009 Rural

Dr. Wilima Wadhwa

What's new in ASER 2009

The purpose of the ASER 2009's rapid assessment survey in rural areas is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level) at the district level; and (ii) to measure the change in these basic learning and school statistics from last year. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions is added for exploring different dimensions of schooling and learning at the elementary stage. The latter set of questions is different each year.

ASER 2009 brings together elements from various previous ASERs. English testing and questions on tuition have been brought back from 2007. As in 2006, mothers have been tested for basic reading. As in 2008, ASER 2009 records household and village characteristics. In addition, this year ASER records education of fathers.

Every alternate year, ASER surveyors visit a government primary or upper primary school in each sampled village. The school information is recorded either based on observations (such as attendance or usability of the facilities) or with information provided by the school (such as grants information). School observations were done reported in 2005 and 2007 and also in ASER 2009.

Finally, ASER 2009 continues the process of strengthening and streamlining started in 2008. In each district 2 – 4 villages were re-visited after the survey in order to check how the survey was conducted.

Sampling Strategy (Household sample - children's learning and enrolment data)

The sampling strategy used helps to generate a representative picture of each district. All rural districts are surveyed. The estimates obtained are then aggregated (using appropriate weights) to the state and all-India levels. Like previous years, since 2006, the sample size is 600 households per district. The sample design is a two-stage sample, stratified in the first stage. The sample is obtained by selecting 30 villages per district and 20 households per village.

The villages are randomly selected using the village directory of the 2001 Census. The sampling is done using the PPS (Probability Proportional to Size Sampling) technique. PPS is a widely used standard sampling technique and is the appropriate technique to use when the sampling units are of different sizes. In our case, the sampling units are the villages. This method allows villages with larger populations to have a higher chance of being selected in the sample.

In ASER 2008, we retained 10 villages from 2006 and 2007 and added 10 new villages. In ASER 2009 we drop the 10 villages from ASER 2006, keep the 10 villages from 2007 and 2008 and add 10 more villages from the Census village directory. The 10 new villages are also chosen using PPS. The 20 old villages and the 10 new villages give us a "rotating panel" of villages, which generates more precise estimates of changes. Since one of the objectives of ASER is to measure the change in learning, creating a panel is an appropriate sampling strategy.

ASER

2009

How to make a map and make sections

To start MAKING A MAP — walk & talk:

- To get to know the village, walk around the whole village first before you start mapping. **Talk to people**: How many different hamlets/sections are there in the village? Where they are located? What is the social composition of the households in each hamlet/section? What is the estimate of households in each hamlet/section? Tell them about ASER. This initial walking and talking may take more than an hour.

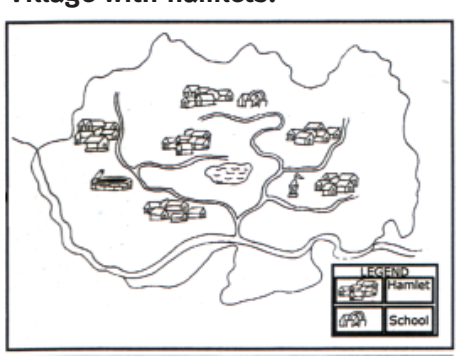
Map:

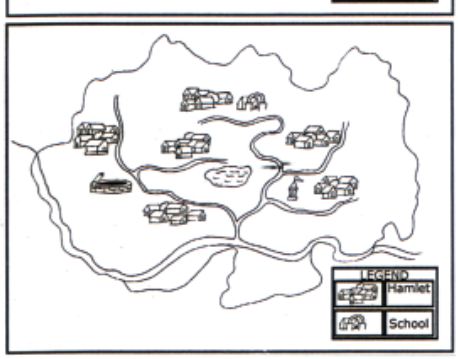
- **Rough map :** It is often helpful to first draw all the roads or paths coming into the village and going out of the village. It helps to begin by drawing a map on the ground so that people around you can see what is being done. Use the help of local people to show the main **landmarks** – temples, mosques, river, road, school, bus-stop, panchayat bhavan, shop etc. Mark the main roads/streets/paths through the village prominently on the map. If you can, mark the directions – north, south, east, west.
- **Final map** : Once everyone agrees that this map is a good representation of the village, and it matches with your experience of having walked around the whole village, copy it on to the map sheet that has been given to you.

ONCE THE MAP IS MADE, HOW TO MAKE SECTIONS IN THE MAP:

- **How to mark and number sections on the map you have made?**

Village with hamlets:





- If it is a village with hamlets:
  - Mark the hamlets on the map and indicate approximate number of households in each hamlet.
  - If the village consists of **more than 4 different hamlets, then make chits with numbers for each hamlet. Randomly pick 4 chits.** On the map, indicate which hamlets were randomly picked for surveying.
  - If there are 4 or less hamlets, then go to all of these hamlets.
  - Do not worry if there are more people in one hamlet than in other.
  - We will survey that hamlet as long as there are households in it.
- If it is a village with continuous habitations:
  - **Divide the entire village into 4 sections equally.**
  - For each section, **note the estimated number of households.**

What to do in each section/hamlet

- **In the entire village,** information will be collected for **20 randomly selected households**: 5 households from each of the 4 hamlets/sections.

- Go to each selected hamlet/section. **Try to find the central point** in that hamlet/section. Stand facing dwellings in the center of the habitation.

- Conduct the survey with **every 5th household rule**. While selecting households count only those dwellings that someone lives in. In every 5th dwelling (ghar/house):

    - **Multiple kitchens** : Ask how many kitchens or 'chulhas' there are? If there is more than one kitchen, then **randomly select any one of the kitchens** in that household. After completing survey in this house proceed to next 5th house. (House in this case refers to the every 'door or entrance to the house'). In each selected household, ask about all children in the age group 3 to 16 who eat from the same kitchen.

    - **No children** : If there are no children or no children in the age group 3 – 16 in the selected household but there are inhabitants, INCLUDE THAT HOUSEHOLD. Take the following information like name of head of the household, total number of members of the household, information about adult woman in the household and household assets. **Such a household WILL COUNT as one of the 5 surveyed households in each hamlet/section.**

    - **House closed:** If the selected house is closed or if there is nobody at home, note that down on your compilation sheet as "house closed". **THIS HOUSEHOLD DOES NOT COUNT AS A SURVEYED HOUSEHOLD.** DO NOT INCLUDE THIS HOUSEHOLD IN THE SURVEY SHEET. Move to the next/adjacent open house. Continue until you have 5 households in each hamlet/section in which there were inhabitants.

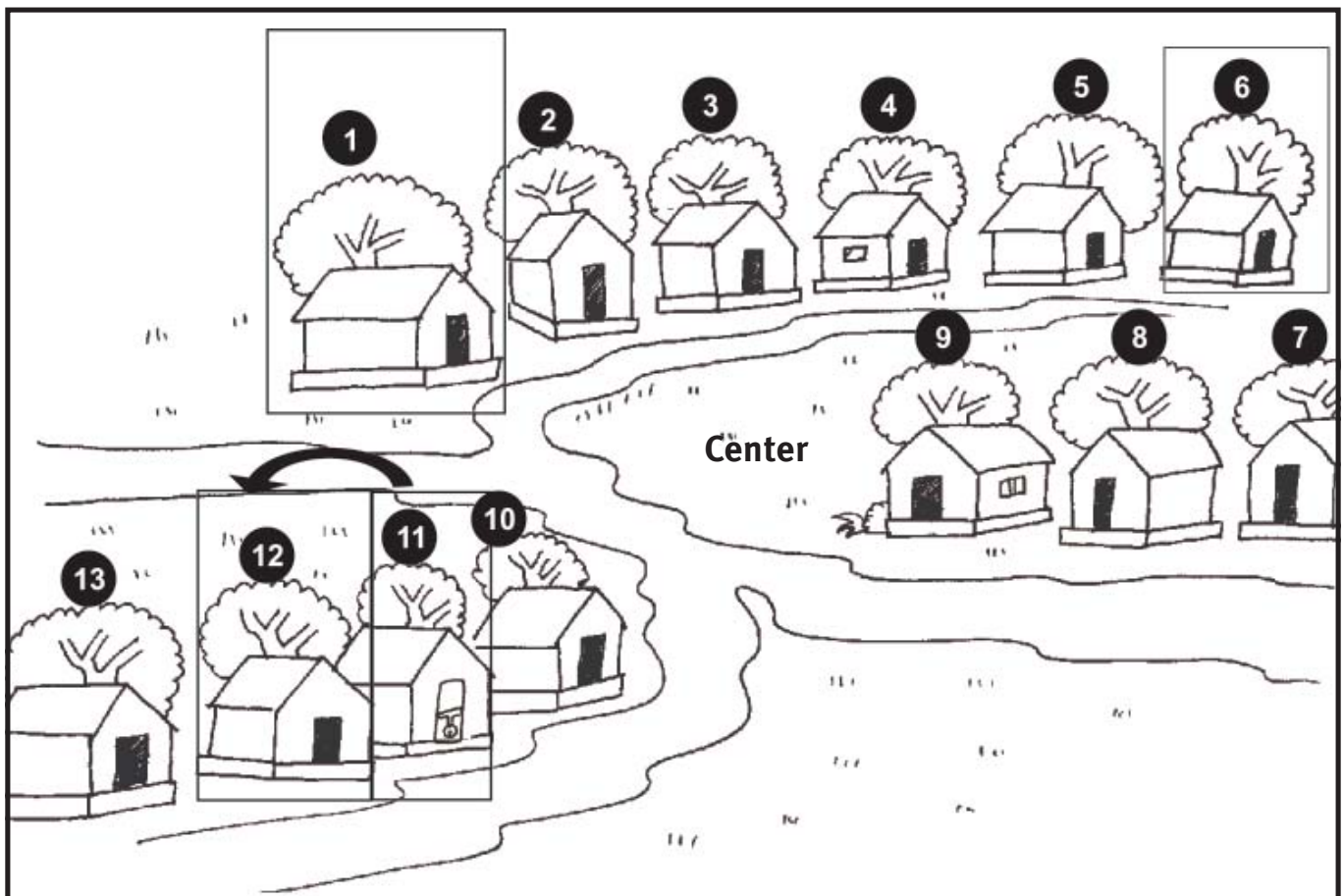
    - **No response**: If a household refuses to participate, note that down on your compilation sheet as "No response". However, as above, **THIS HOUSEHOLD DOES NOT COUNT AS A SURVEYED HOUSEHOLD.** DO NOT INCLUDE THIS HOUSEHOLD IN THE SURVEY SHEET. Move on to the next house. Continue until you have 5 households in each hamlet/section in which not only were the inhabitants present, but they also participated in the survey.

- **Stop after** you have completed **5 households in each hamlet/section**. If you have reached the end of the section before 5 households are sampled, **go around again** using the same every 5th household rule. If a surveyed household gets selected again then go to the next household. Continue the survey till you have 5 households in the section.

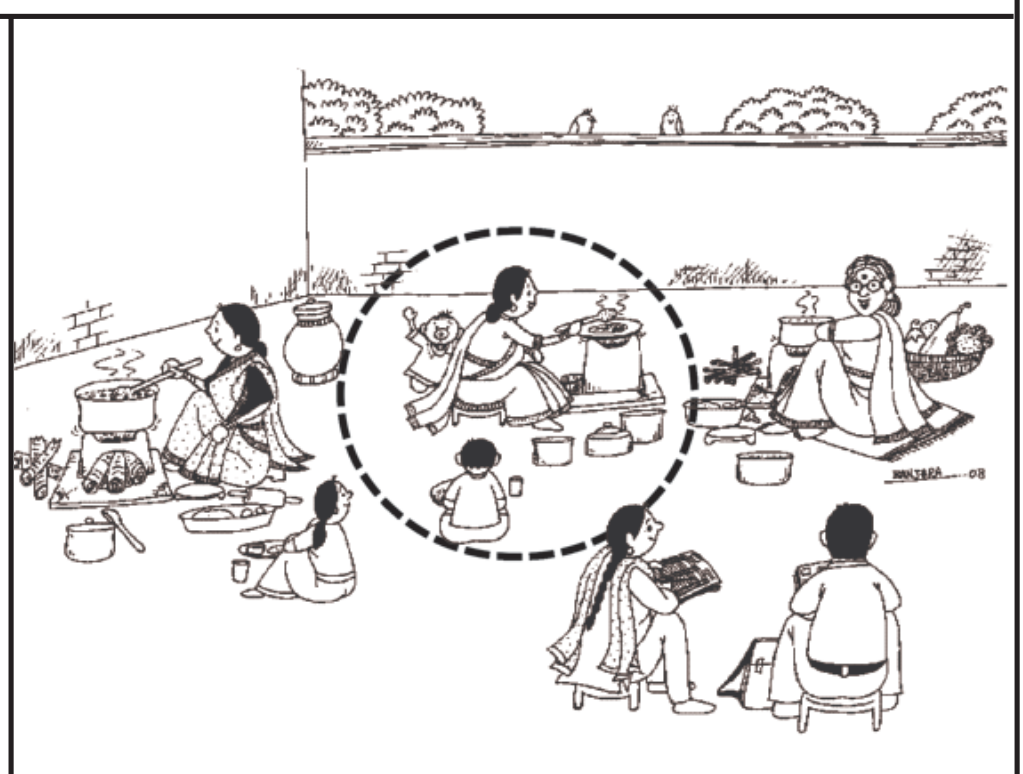
- Now move to the next selected hamlet/section. Follow the same process.

- Make sure that you go to households **ONLY** when children are likely to be at home. This means that it should be on a **Sunday.**

How to sample households in a hamlet in a village?



What to do in a house with mutiple kitchens?



What to do in each household

IN EACH SAMPLED HOUSEHOLD: We will note information about the household and about the children, their mother, father and all other adult female members of that household who live there on a regular basis.

Household with multiple kitchens: In case of a household with multiple kitchens, randomly pick one and record the total number of members who eat from that chosen kitchen.

Children 3 to 6: On the household sheet, note down the child's name, age, whether they are attending anganwadi (ICDS) or balwadi or nursery/LKG/UKG, etc. If the child is not going to any anganwadi/preschool, etc., note it down under the "Not going". **We will not test these children if they are under 5.**

A 6 year old child in LKG will be recorded under 'Anganwadi or Pre School status'.

A 7 year old child in LKG will be recorded under 'schooling status'. Write LKG under 'Std'.

Children 5 to 16: On the household survey sheet, note down child's name, age and all other details.

- Ask all children between **the age of 5-16**, if they ever went to an anganwadi/balwadi.
- Ask all children if they take any tuition, meaning paid classes in addition to regular school.
- Also ask children if they go to the specific school which you have/will be surveying.
- **All children in this age group will be tested** in basic reading, basic math and English. (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform). Ensure that the child is comfortable before and during the test and that sufficient time is given to each child.

Fathers: Note down information about the father for each child in the age group of 3 to 16. This will include age, whether he has attended school or not and up to what class he has studied. Fathers will not be tested.

- **If father is not present in the house at the time of your visit, note down all information available.**
- **Do not take information if the father is dead.**

Mothers and all other adult women in the household: Note down the name of the mother for each child in the age group 3 to 16. In the adult female education box, note down the following information for mothers and all other women in the household who are above the age of 16: name, age, whether she has attended school or not and up to what class she has studied. Then ask the woman to read the simple paragraph from the testing tool and note whether she was able to read the paragraph or not in the adult women test box. Ask each woman to read even if she has never been to school.

Please note that it would be best to have at least one female member in the survey team or be accompanied by a (local) woman to gather this information.

Dropped out children who are not currently in school:

- Probe carefully to find out the class in which the child was in when she left/dropped out of school. Note the drop out class irrespective of the fact whether the child passed or failed in that class.
- Record the actual year when the child left school. E.g. if the child dropped out in 2002 write '2002'. Similarly if the child dropped out in the last few months write '2009'.

Other things to remember: Ask members of the household as well as neighbours about who all live in the sampled household on a **regular basis**. We will take information only about those children.

- **Older children**: Often older girls and boys **(in the age group 11 to 16) may not be thought of as children. Be sensitive** to this issue. Avoid saying "children". Probe about who all live in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested.

- **Children who are not at home but somewhere in the village**: Often children are busy in the household or in the fields. If the child is in the village, but not at home, take down information about the child, like name, age, schooling status. Ask family members to call the child so that you can speak to her directly. If she does not come immediately, **mark that household and revisit** it once you are done surveying the other households.

- **Children out of the village**: If there are children in the family but who are not present in the village during the visit, do not take their details.

- **Visiting children : Do not survey or test** children who are visiting their relatives or friends in the sampled village or household.

*Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But concentrate on the fact that data must be noted down **ONLY** for children from households that have been randomly selected.*

Household indicators: All information on household indicators is to be recorded based, as much as possible, on observation and evidence. However, if for some reason you cannot observe it note down what is reported by the household. Ensure that information is about assets owned by the household. This information is being collected in order to link education status of the child with household economic conditions.

- **Type of house the child lives in:** Types of houses are defined as follows:
  - Pucca House: A pucca house is one which has walls and roof made of the following material:
    - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc
    - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC,(Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber etc.
  - Kutcha House: The walls and/or roof are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
  - Semi -Pucca house: A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca house.

- **Electricity in the household:**
  - Mark yes or no by observing if the household has wires/electric meters and fittings or not.
  - Mark yes or no if the household had electricity on the **day** of your visit.

- **Toilets:**
  - Mark yes or no by observing if there is a constructed toilet in the house.

- **Television and phone:**
  - Phone means only mobile phones.

- **Vehicles:**
  - For each of the given types of vehicles write the number in the appropriate box. Apart from cycle other vehicles recorded should only include motorized vehicles. Three wheeler may include auto, tempo. Four wheeler may include bus, car, truck, etc.

Be polite. Often a lot of people gather around and want to know what is going on. Explain what you are doing and why. Tell them about ASER. Remember to thank people after you have finished surveying the household.

From 2005 to 2009: Evolution of ASER

ASER 2005

Age group 6 – 14

Children were asked
- Enrollment status
- Type of school

Children also did:
- Reading tasks
- Arithmetic tasks

School visits

Sampling :
20 randomly selected villages

ASER 2006

Age group 3 – 16

Children were asked
- Enrollment status
- Type of school

Children 5-16 also did:
- Reading tasks
- Arithmetic tasks
- Comprehension tasks
- Writing tasks

Mothers education
Mothers were also asked to read a simple text

Sampling :
20 ASER 2005 villages
Randomly selected 10 new villages

ASER 2007

Age group 3 – 16

Children were asked
- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:
- Reading tasks
- Arithmetic tasks and
- Comprehension tasks
- Problem solving tasks
- English tasks

Mothers education
School visits

Sampling :
Randomly selected
10 ASER 2005 villages
10 ASER 2006 villages
10 New ASER 2007 villages

ASER 2008

Age group 3-16

Children were asked
- Enrollment status
- Type of school

Children 5-16 also did:
- Reading tasks
- Arithmetic tasks
- Telling time
- Currency tasks

Mothers education
Household characteristics
Village information

Sampling :
Randomly selected
10 ASER 2006 villages
10 ASER 2007 villages
10 New ASER 2008 villages

ASER 2009

Age group 3-16

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

Children 5-16 also did:
- Reading tasks
- Arithmetic tasks
- English tasks

Mothers education
Fathers education
Mothers were also asked to read a simple text
Household characteristics
Village information
School visits

Sampling :
Randomly selected
10 ASER 2007 villages
10 ASER 2008 villages
10 New ASER 2009 villages

ASER 2009 : Reading Tasks

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

- Letters : Set of common letters.
- Words: Common familiar words with 2 letters and 1 or 2 matras.
- Level 1 (Std 1) text: Set of 4 simple linked sentences. Each no more than 4-5 words. These words or their equivalent are in the Std 1 text book of the state.
- Level 2 (Std 2) text: "Short" story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar. These words (or their equivalent) are in the Std 2 textbook of the state.

पढ़ने की जाँच (3)

Std II Level

कहानी

विमला और अजय मेला देखने गये। उन्हें मेले में तरह-तरह की दुकाने दिखीं। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी बिक रहीं थीं। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उन्हें जलेबी खाने का मन करने लगा। विमला ने जलेबी खरीदी। दोनों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आये।

Std I Level

अनुच्छेद

नीतू के घर में गाय है।
उसका रंग सफ़ेद है।
गाय हरी घास खाती है।
वह बहुत दूध देती है।

द क च
ब ल
थ ह त
म ख

हीरा कैसा
शेर
नानी भालू
काम पीला
फूल
दिन मोर

Sample: Hindi basic reading test

Similar tests developed in all languages

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

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

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

How to test reading?

START HERE:

LEVEL 1 (Std. 1 Text)

Present the easy paragraph to the child. Ask her to read it. Listen carefully to how she reads.

The child may read slowly. She may read haltingly; she may make 3 or 4 mistakes in not reading words correctly.

However, as long as the child reads the text like she is reading a sentence, rather than a string of words, mark her as a child who "can read LEVEL 1 text".

While reading the paragraph, if the child stops very often, has difficulty with more than 3 or 4 words and reads like she is reading a string of words not a sentence, then show her the list of words.

If the child reads the paragraph fluently and with ease, then ask her to read the long text. This is also called LEVEL 2 text.

WORDS

Ask the child to read any 5 words from the word list. Let the child choose the words herself. If she does not choose, then point out words to her.

If she can correctly read at least 4 out of the 5 words with ease, then ask her to try to read the Level 1 text again.

If she can correctly and comfortably read words but is still struggling with the Level 1 text, then mark her as a "word" level child.

LEVEL 2 (Std. 2 Text)

Show the child the story. If she can read fluently with ease , then mark her as a child who "can read LEVEL 2 text".

If she is unable to read the long text fluently and stops a lot, mark her as a child who "can read LEVEL 1 text".

If she cannot correctly read at least 4 out of the 5 words she chooses, then show her the list of letters.

LETTERS

Ask the child to read any 5 letters from the letters list. Let the child choose the letters herself. If she does not choose, then point out letters to her.

If she can correctly recognize at least 4 out of 5 letters with ease, then show her the list of words again.

If she can read 4 out of 5 letters but cannot read words, then mark her as a child who "can read letters".

If she cannot read 4 out of 5 letters correctly, then mark her as a child who "cannot even recognize letters" or as "nothing".

ASER 2009 : Arithmetic Tasks

All children were assessed using a simple arithmetic tool. The arithmetic test has 3 categories:

- Number recognition 1 to 9 : randomly chosen numbers from

  1 to 9
- Number recognition 11 to 99 : randomly chosen numbers from

  11 to 99
- Subtraction: 2 digit numerical problems with borrowing
- Division: 3 digit by 1 digit numerical problems.

MATH TEST/गणित SAMPLE(3)

अंक पहचान 1–9	संख्या पहचान 11–99	घटाव	भाग
1 4	52 83	37 − 29 = ____ ; 63 − 39 = ____	7) 879 (
7 3	37 27	47 − 28 = ____ ; 35 − 17 = ____	6) 824 (
6 9	55 28	92 − 76 = ____ ; 74 − 57 = ____	8) 985 (
5 2	91 65	52 − 14 = ____ ; 66 − 48 = ____	4) 517 (
पाँच पूछें, जिनमें 4 सही होनी चाहिए।	पाँच पूछें, जिनमें 4 सही होनी चाहिए।	दो करो। दोनों ही सही होने चाहिये।	एक करवाओ जो सही होना चाहिए।

Sample: Arithmetic test

Similar tests developed in all languages

How to test arithmetic?

START HERE

SUBTRACTION: 2 DIGIT WITH BORROWING

Show the child the subtraction problems. She can choose, if not you can point.

Ask the child what the numbers are.

Now ask her to write and solve the problem. Observe to see if she does it in the correct written numerical form.

Ask her to do a second one.

If she cannot do both subtraction problems, then give her the number recognition (11-100) task.

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

NUMBER RECOGNITION (11-100)

Point one by one to at least 5 numbers. Child can also choose.

Ask her to identify the numbers.

If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can "recognize numbers from 11-100."

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

NUMBER RECOGNITION (1-9)

Point one by one to at least 5 numbers. Child can also choose.

Ask her to identify numbers.

If she can correctly identify at least 4 out of 5 numbers then mark her as a child who can "recognize numbers from 1-9."

If not, mark her as a child who "cannot recognize numbers" or "nothing".

DIVISION
3 DIGIT BY 1 DIGIT

Show the child the division problems. She can choose one to try. If not, then you pick one. Ask her to tell you what the problem is and what she has to do.

Ask her to write and solve the problem.

Observe what she does. If she is able to correctly solve the problem, then mark her as a child who can do "division"

If she is unable to do one problem, give her another problem from the sheet.

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

ASER 2009 : English Task

All children are given reading tasks in their own language (or the language of their choice). All children are also given a set of simple tasks to do in English.

The English test includes reading and simple comprehension activities.

Children were asked to read :

Capital letters

Small letters

Words: These are common 3 letter words, familiar to children from their daily life. After reading the word, the child is asked what the word means. The child can reply in her own language. Words are chosen with care. Not only is the word easy to read in English, it is also a simple and familiar word in the child's own language.

Sentences: These are sentences with common words and simple syntax. Each sentence has no more than 5 words. After reading the sentence, the child is asked the meaning of the sentence in her own language.

The child is marked at the highest level that she can read comfortably. If the child can read a word, then she is asked the meaning of the word. If the child can read sentences, then she is asked the meaning of the sentence.

ENGLISH TEST Sample (1)

Give this test to ALL children.
Record the highest reading level.
For word & sentence meanings, note child's ability to do each.

①	②
A J Q R E Y N O	h p x u m d g t
Ask the child to read any 5. 4 out of 5 must be correct.	Ask the child to read any 5. 4 out of 5 must be correct.
③	④
cat red cup lip pig bus	What is your name? This is a small bag. I like to read. I have a mother.
Ask the child to read any 5 words. At least 4 must be correct. Ask the child to say the meaning of the words in the local language.	Ask the child to read all sentences. At least 2 must be correct. Ask the child to say the meaning of the sentences in the local laguage.

How to test English?

START HERE

CAPITAL LETTERS

Point one by one to at least 5 letters.

Ask her to identify the letters.

If she correctly recognizes 4 out of 5 letters then show her the list of small letters. If she reads capital letterss but is struggling with identifying small letterss, then mark her as a child who can read "capital letters."

If she is unable to recognize 4 out of 5 capital letters from the list, then mark her as a child who "cannot even recognize capital letters" or as "nothing".

SMALL LETTERS

Point one by one to at least 5 letters.

Ask her to identify the letters.

If she correctly recognizes 4 out of 5 small letters with ease, then show her the list of words.

If she reads small letters but is struggling with reading words, then mark her as a child who can read "small letters."

SIMPLE WORDS

Point one by one to at least 5 words.

Ask her to read the words.

If she correctly reads 4 out of 5 words, then show her the list of sentences.

If she reads words but is struggling with reading sentences, then mark her as "word" level child.

EASY SENTENCES

Ask her to read the 4 sentences. If she reads at least 2 out of the 4 sentences fluently (does not stop frequently or read like she is reading a string of words), then mark her as "sentence level" child.

Meaning of words and sentences in local language.

Word meanings : If a child is able to read words, ask her the meaning of the words in her own language. Meaning of words can be the literal meaning or it can be a close associated word. If she correctly says the meaning of at least 4 words, mark her as a child who "can say meanings"; else mark her as a child who "cannot say meanings".

Sentence meanings : If a child is able to read sentences, ask her the meaning of the sentences in her own language. She should, at least, be able to say the meaning of the underlined words in the sentence. If she can correctly tell the meaning of at least 2 sentences, mark her as a child who "can say meanings"; else mark her as a child who "cannot say meanings".

What to do in a school?

GENERAL INSTRUCTIONS

- Visit any **government school** in the village with classes from Std 1 to 7/8. If there is no school in the village which has classes from 1 to 7/8, then from the remaining government schools visit the school with the highest enrollment in Std 1 to 4/5. In the top box of the Observation Sheet, tick according to the school type. Do not visit if it does not have classes from Std 1 to 4/5.
- If the village does not have a government school with primary classes, do not visit any school.
- Note the **time of entry, date and day of visit to** the school.
- Meet the Head Teacher (if the Head Teacher (HM) is absent, then meet the senior most teacher of the school). Explain the purpose and history of ASER and give the letter.
- Ask the year in which the school was established.
- Also ask for the school's DISE (District Information System for Education) code.
- When at the school, ask the Head Teacher for the **Enrolment register** or any official document on the enrolment in that school.

WHAT TO DO

Section 1—Children's Enrollment & Attendance

- ASK for the registers of all the standards and fill in the **enrollment.** If a standard/class has many sections, then randomly choose **any one** section.
- Then MOVE AROUND to the classes/areas where children are seated and take down their attendance **class-wise** by counting them YOURSELF. **You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups.** In such a case, ask children from each standard to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class – wise. Please note that only children who are physically present in the class while you are counting should be included.

Section 2—Teachers

- Ask the HM and note down the number of teachers appointed.
- Observe how many are present. Please note that the number of regular government teachers does not include the Head Master.
- If the school has para-teachers or teachers, mark them separately. In many states para-teachers are called by different names such as Shiksha Mitra, education volunteer etc.
- Thereafter note how many teachers are absent.

Section 3—Class Room Observations

- This section is for **Std. 2** and Std. 4 only. If there is more than one section for a class, then randomly choose any one. You may need to seek help from the teachers to distinguish children class-wise as they are normally found seated in mixed groups.
- OBSERVE the seating arrangement of children (are they in mixed groups or sitting class-wise) and condition of the blackboards and fill accordingly.
- OBSERVE where children are sitting (in classroom, in the verandah or outside) and fill accordingly.
- OBSERVE if there is any other (except text books) teaching material available in the classroom like charts etc.

Section 4- Mid-day meal (MDM)

- Ask head teacher/ any other teacher if the MDM happened in the school on the day of the survey.
- Observe if it was served to the children, if there was any other evidence of MDM such as dirty utensils or food being brought from outside the school. Mark yes or No accordingly.

Section 5- Facilities in the school

- Count the total number of pucca rooms in the school and the number of rooms being used for teaching purposes.
- OBSERVE if there is a hand pump/tap which can be used for drinking water and if not, whether drinking water is available.
- OBSERVE if the school has a boundary wall/fence or not.

Section 6—School Grant Information

- For this section, note down information for financial year 2008 **and** financial year 2009.
- The Head Teacher should be asked this section. In the absence of the Head Teacher, ask a teacher present and tick the designation of the person being asked (Head Teacher/ Regular teacher/ Para teacher).
- Ask the person answering this section about the grant very politely. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to the next section.
- Ask if the school got four grants viz. new classrooms, school maintenance, school development and TLM grant. If yes, note down the amount. If the HM says that he/she is going to receive the grant in the future, then mark "no".
- Thereafter ask whether the entire amount was spent or not.
- If the respondent does not know under what head the grant was received or spent include such information under 'other grants'
- Then ask if the school has had the school whitewashed, constructed new classrooms and a boundary wall since April 2008. Tick the appropriate boxes.

Section 7 – Toilet Facility in the School

- OBSERVE whether the school has a common toilet, a separate toilet for girls, a separate toilet for boys and a teacher's toilet.
- For each type of toilet facility that you find at the school, note whether it was unlocked and usable or not.

ASER 2009 SURVEY - HOUSEHOLD SURVEY SHEET

HH No.	Full Name of family head	Total Number of members in the HH who eat from the same kitchen
8	Ramlal	5

Name of Surveyors	Date of Survey	Day of Survey	Start Time	End Time
Manoharlal, Ganga	1/11/09	Sunday	10:00am	10:35am

State	District	Block	Village
HP	Solan	Dharampur	Holaghat

Serial No.	Mother's name	Child Information: Name of Child (Children of 3-16 age group regularly living in the household)	Age	Sex	Anganwadi or Pre-School status (Age 3-6): Anganwadi/Balwadi	LKG/UKG/Nursery	Not going	Schooling Status (Age 5-16): Std	Govt	Pvt	Madarsa	EGS/AIE, other	Did you ever go to Angwadi /Balwadi (Age 5-16): Yes	No	Out of School children (Currently not enrolled in school): Never Enrolled	Drop Out: Drop Out	which class were you in when you left school?	Which year did you drop out (eg:2006)?	Tuition: Does child take any paid addition al class currently (Age 5-16): Yes	No	Does child go to the surveyed school?: Yes	No	Basic Learning Levels (Ask all children between the ages of 5-16 only) — Reading (✓ the highest level ONLY): Nothing	Letter	Word	Para	Story	Math (✓ the highest level ONLY): Nothing	Num Recg 1-9	Num Recg 11-99	Subtraction	Division	Language in which the child was tested	English (5-16 age group) (✓ the highest level ONLY) — English reading: Nothing	Capital Letters	Small Letters	Word	Sentence	Meanings: Words: Can say	Cannot say	Sentences: Can say	Cannot say	Father's Information (Fill in for each child): Father's Age	Gone to school?: Yes	No	Studied upto which class
1	Pushpa	Pooja	10	F				5	✓				✓						✓			✓					✓			Hindi			✓							40	✓		8
2	Pushpa	Raja	9	M				4		✓			✓							✓	✓				✓			✓		Hindi		✓								40	✓		8
3																																																
4																																																
5																																																
6																																																
7																																																
8																																																
Total																																																

Sl. no.	ADULT FEMALE EDUCATION LEVEL (above 16 years): Name	Age	(✓) If attended school	(✓) If never attended school	If studied in school, then upto which std?	ADULT FEMALE TEST (above 16 years): Can read easy para (✓)	Cannot read easy para (✓)	Not available for test (✓)	Available but not tested (✓)
1.	Pushpa	35	✓		5		✓		
2.	Sita Devi	32		✓				✓	
3.									
4.									

Sl. no.	ADULT FEMALE EDUCATION LEVEL (above 16 years): Name	Age	(✓) If attended school	(✓) If never attended school	If studied in school, then upto which std?	ADULT FEMALE TEST (above 16 years): Can read easy para (✓)	Cannot read easy para (✓)	Not available for test (✓)	Available but not tested (✓)
5.									
6.									
7.									
8.									

HOUSEHOLD INDICATORS (Tick the appropriate column)

Type of House: Kutcha	Semi Kutcha	Pucca (with walls, ceiling, floor of brick and cement)	Electricity connection (Look for wires and fittings): Yes	No	Was there electricity today: Yes	No	Toilet in the household: Yes	No	TV in household: Yes	No	Mobile Phone: Yes	No	How many of the following vehicles does your hh have (Write number): None	Cycle	Motor Cycle/ Scooter	Three wheeler	Four wheeler	Tractor	Others
	✓		✓			✓		✓		✓	✓			1					

ASER 2009 SURVEY - HOUSEHOLD SURVEY SHEET

घर का नंबर	घर के मुखिया का नाम	परिवार के उन लोगों की संख्या जो एक ही चूल्हे से खाते हैं
6	Hosiyar Singh	11

सर्वेक्षक का नाम: Amit & Krishan

सर्वे की दिनांक	26/11/09
सर्वे करने का दिन	Thursday
शुरू करने का समय	4:20
खत्म करने का समय	4:40

राज्य	HARYANA
ज़िला	ROHTAK
ब्लॉक	SAMPLA
गाँव	ISMAILA-11B

क्र. संख्या	माता का नाम	बच्चे की जानकारी: बच्चे का नाम (3–16 वर्ष के वे बच्चे जो इस घर में नियमित रूप से रहते हैं)	आयु	लिंग	आंगनवाड़ी व पूर्व प्राथमिक स्कूल (आयु 3–6): आंगनवाड़ी/बालवाड़ी	LKG/UKG/Nursery	न जाने वाले	स्कूल जाने वाले बच्चे (आयु 5–16): कक्षा	सरकारी	निजी	मदरसा	EGS/AIE, अन्य	क्या कभी आंगनवाड़ी/बालवाड़ी स्कूल में गए थे (आयु 5–16): हाँ	नहीं	स्कूल न जाने वाले बच्चे (जिनका अभी स्कूल में नामांकन नहीं हुआ है): स्कूल न जाने वाले बच्चे का नाम लिखें	क्या बच्चा पैसे देकर ट्यूशन पढ़ने जाता है? (आयु 5–16): हाँ	नहीं	क्या बच्चा स्कूल किसी भी विद्यालय में नामांकित है?: हाँ	नहीं	बेसिक टेस्ट (5–16 वर्ष के बच्चों के लिए): पढ़ना (उच्चतम स्तर पर ✓ का निशान लगायें): कुछ नहीं	अक्षर	शब्द	अनुच्छेद	कहानी	गणित (उच्चतम स्तर पर ✓ का निशान लगायें): कुछ नहीं	1–9 तक अंक पहचान	10–99 तक अंक पहचान	घटाव	भाग	बच्चे का लिंग पता चला	अंग्रेज़ी टेस्ट (5–16 वर्ष के बच्चों के लिए): अंग्रेज़ी टेस्ट (उच्चतम स्तर पर✓ निशान लगायें): कुछ नहीं	बड़े अक्षर	छोटे अक्षर	शब्द	वाक्य	अर्थ (उच्चतम स्तर पर✓निशान लगायें): स्कूल: सही	गलत	बाहर: सही	गलत	पिता की जानकारी (हर बच्चे के लिए): पिता की आयु	जहां अभी स्कूल पढ़ते थे: हाँ	नहीं	कौन सी कक्षा तक पढ़े हैं
1	Santosh	Hritik	8	M				3	✓				✓						✓				✓						✓							40	✓		10th
2	Santosh	Pritam	10	M				5	✓					✓					✓				✓								✓		✓		✓		40	✓		10th
3	Santosh	Priti	13	F				7	✓				✓						✓				✓									✓			✓		40	✓		10th
4																																															
5																																															
6																																															
7																																															
8																																															
Total																																															

महिलाओं का शिक्षा स्तर (15 आयु वर्ग से ऊपर)

क्र. संख्या	नाम	उम्र	(✓) कभी स्कूल गई है तो	(✓) अगर कभी स्कूल नहीं गई है तो	अगर स्कूल गई है तो कौन सी कक्षा तक पढ़ी है
1.	Santosh	28	✓		10th
2.					
3.					
4.					

महिलाओं की जांच (15 आयु वर्ग से ऊपर)

अनुवेदन को आसानी से पढ़ सकती है (✓)	अनुवेदन को आसानी से नहीं पढ़ सकती (✓)	जांच के लिए डेटा उपलब्ध नहीं थी (✓)	उपस्थित थी लेकिन जांच नहीं हो सकी (✓)
✓		✓	

महिलाओं का शिक्षा स्तर (15 आयु वर्ग से ऊपर)

क्र. संख्या	नाम	उम्र	(✓) कभी स्कूल गई है तो	(✓) अगर कभी स्कूल नहीं गई है तो	अगर स्कूल गई है तो कौन सी कक्षा तक पढ़ी है
5.					
6.					
7.					
8.					

महिलाओं की जांच (15 आयु वर्ग से ऊपर)

अनुवेदन को आसानी से पढ़ सकती है (✓)	अनुवेदन को आसानी से नहीं पढ़ सकती (✓)	जांच के लिए डेटा उपलब्ध नहीं थी (✓)	उपस्थित थी लेकिन जांच नहीं हो सकी (✓)

घरेलू सर्वेक्षक (सही स्थान पर निशान लगायें)

घर किस प्रकार का है: कच्चा	आधा कच्चा	पक्का (दीवार, छत, फर्श, सीमेंट और प्लास्टर से बनी हुई)	बिजली का कनेक्शन है?: हाँ	नहीं	आज बिजली थी: हाँ	नहीं	घर में शौचालय: हाँ	नहीं	क्या घर में टी.वी. है?: हाँ	नहीं	मोबाइल फोन: हाँ	नहीं	इनमें से आपके घर में कौन-कौन से मवेशियां हैं? (संख्या लिखें): कुछ नहीं	बकरियां	भैंस/भैंसा/बछड़ा	बैल जोड़ियां	गाय जोड़ियां	ट्रैक्टर	अन्य
		✓	✓			✓	✓		✓		✓				1		1		

VILLAGE INFORMATION SHEET

ASER 2009

State Name	HARYANA	Block name	ROHTAK
District Name	ROHTAK	Village Name	PAHARAWAR
Names of ASER Surveyors			
Date of Survey	28/11/09	Day of Survey	SATURDAY

	Please tick the relevant box	Did You See/Observe yourself?(Mark these answes based on your own observation)	
BASIC SERVICES	Pucca road leading to the village?	YES ✓	NO
	Electricity connection in the village?	YES ✓	NO ✓
	Post office in the village?	YES	NO ✓
	STD Booth?	YES	NO ✓
	Bank? (Any type)	YES ✓	NO
	Govt Ration Shop in the village?	YES ✓	NO
	Primary/Sub Health Centre?(Govt.)	YES ✓	NO
	Private Health Clinic?	YES ✓	NO
	ASHA Volunteer?	YES ✓	NO
SCHOOLS	Govt Primary School (Upto Std. 4/5)	YES ✓	NO
	Govt Middle School(Upto Std 7/8)	YES ✓	NO
	Govt Secondary School(Upto Std 10)	YES ✓	NO
	Private School	YES	NO ✓
	Anganwadi/Pre-School	YES ✓	NO

Sample Village Information Sheet - Hindi

गाँव की जानकारी

असर ASER 2009

राज्य का नाम	HARYANA	ब्लॉक/तालुका का नाम	KALANUR
जिले का नाम	ROHTAK	गाँव का नाम	BALAB
सर्वेक्षक का नाम	VIKRAM JASMER	सर्वे का दिनांक	27/11/2009
		सर्वे का दिन	FRIDAY

	उचित खाने में निशान लगाएं	क्या आपने गाँव में निम्नलिखित सुविधाओं को खुद देखा/अवलोकन किया (अपने अवलोकन के आधार पर निशान लगाए)	
बुनियादी सेवाएं	क्या गाँव में जाने के लिये पक्का रोड है?	हाँ ✓	नहीं
	क्या गाँव में बिजली है?	हाँ ✓	नहीं
	क्या गाँव में डाकघर है?	हाँ	नहीं ✓
	STD बूथ है?	हाँ	नहीं ✓
	बैंक है? (किसी भी प्रकार का)	हाँ ✓	नहीं
	क्या गाँव में सरकारी राशन की दुकान है?	हाँ ✓	नहीं
	सरकारी स्वास्थ्य केंद्र (PHC)	हाँ ✓	नहीं
	Pvt. डॉक्टर/ दवाखाना है?	हाँ	नहीं ✓
	क्या गाँव में 'आशा' कार्यकर्ता है	हाँ	नहीं ✓
स्कूल	सरकारी प्राथमिक विद्यालय (कक्षा 4/5 तक)	हाँ ✓	नही
	सरकारी उच्च प्राथमिक विद्यालय (कक्षा 7/8 तक)	हाँ ✓	नहीं
	सरकारी माध्यमिक विद्यालय (कक्षा 10 तक)	हाँ ✓	नहीं
	निजी विद्यालय (PVT)	हाँ ✓	नहीं
	आंगनवाड़ी/बालवाड़ी	हाँ ✓	नहीं

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VI. School Grant Information (SSA)

Ask Headmaster this section. If absent, ask a teacher who is present

I got information for this table from (tick all applicable) | Head Master | Teacher | Para-teacher |

Grant Type	Did you get the grant?						If yes, what was the amount received?		Did you spend the full amount?					
	Apr 2008 - Mar 2009			Apr 2009 - till date			Apr 2008 - Mar 2009	Apr 2009 - till date	Apr 2008 - Mar 2009			Apr 2009 - till date		
	Yes	No	Don't know	Yes	No	Don't know			Yes	No	Don't know	Yes	No	Don't know
New Classroom		✓			✓									
School Maintainance Grant	✓			✓			7500	7500		✓			✓	
School Development Grant	✓			✓			2000	2000	✓			✓		
Teacher Grant(TLM) (for all teachers)	✓			✓			3500	3500	✓			✓		
Other Grants (Total)														

Since Apr. 2008 has your school had any of the following:

✓ relevant box.	Yes	No
Whitewash	✓	
Construction of new classrooms		✓
Construction of boundary wall		✓

Comments

VII. Toilet Facility In School

Tick relevant box	Common Toilet		Separate Boys Toilet		Separate Girls Toilet		Teachers Toilet	
	Yes	No	Yes	No	Yes	No	Yes	No
Is there a toilet		✓	✓			✓	✓	
Was it useable and not locked			✓				✓	
Was it locked								

All government schools in India receive certain fixed grants under Sarva Shiksha Abhiyan(SSA). SSA norms for these grants are given below. They can vary by state.

New Classrooms	Rs. 2,00,000 per additional classroom
School maintanance grant	Rs. 5,000 (schools upto 3 classrooms) Upto Rs. 10,000 (schools with more than 3 classrooms)
School development grant	Rs. 5,000 per year(Primary School) & 7,000 per year (Upper primary)
Teacher grant (TLM)	Rs. 500 per teacher per year

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INSTRUCTIONS : Visit any goverment school (Std 1 to 7/8). If there is no school in the village which has classes from 1 to 7/8, then from the remaining government schools, visit the one which has the highest enrollment in Std 1 to 4/5. Do not visit a government school if it has no classes from Std 1 to 5. Meet Head Master (In absense of the HM, meet the senior most teacher of the school). Documents required: Enrollment/ Attendance register. If a standard has many sections, choose any one.

Name of school	Name of Village	Name of Panchayat	Block		District
GUPS Amajhir	Amajhir	Narsolagonj	Narsulagonj		Sehore

From which Std. to which Std. (Tick any one)	When was the school established (write year)	DISE Code	Date of visit	Day of visit	Name of Surveyors	Arrival time	Departure time
Std: 1 to 7/8 ✓ / Std: 1 to 4/5 / Others	1940	0419309	1-9-09	Monday	Manohar Lal	10:00am	12:30pm

I. Children's enrollment & Attendance	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8
Children's enrollment (Take from register yourself)	20	25	30	35	22	31	20	10
Children's attendance today*	15	20	25	14	13	10	11	10

*Note: Take a headcount of children in the room. If merged groups, ask the children of each class to raise their hands separately and then count accordingly.

II. Teachers (Ask HM/Head teacher)	No. Appointed	Number Present (At time of survey)	Number Not Present (At time of survey)
Head Teacher	1	1	0
Regular Govt. Teachers (Doesn't include Head Teacher)	4	3	1
Para-teachers	2	0	2
Any other person(s) teaching in the school	0	0	0

III. Class Room Observations

Observe		Std. 2 Yes	Std. 2 No	Std. 4 Yes	Std. 4 No
Are the children of this Std. sitting with children from any other Std.?		✓			✓
Where were they seated (tick one)	Classroom	✓			
	Verandah			✓	
	Outdoors				
Is there a blackboard for this class?		✓		✓	
Could you easily write on the black-board?		✓			✓
Apart from text books, did you see any other supplementary material (e.g. Books, Charts on the wall, Board Games etc.) available in the room?			✓	✓	

IV. Mid-Day Meal

Tick relevant box	Yes	No
Did mid-day meal happen in the school today? (Ask HM/Teacher)	✓	
Did you see mid-day meal being cooked in the school today?	✓	
Did you see the meal being served to the children today?	✓	
Did you see any other evidence of the mid-day meal in the school? (e.g. dirty utensils or meal brought from outside)	✓	

V. Facilities in the school (From Observation)

Total number of pucca rooms in the school (count yourself).	7
Total number of rooms being used for teaching today (count yourself).	5

Tick relevant box	Yes	No
Is there a handpump or a tap?	✓	
If there is a handpump/tap, could you use it to drink water?		✓
If there is no handpump/tap, is there drinking water available?		✓
Is there boundary wall/fence?		✓

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निर्देश : गाँव के किसी एक सरकारी विद्यालय (कक्षा 1–7/8) में जायें । यदि गाँव में कक्षा 1–7/8 तक कोई विद्यालय ना हो तो गाँव के बाकी सरकारी विद्यालयों में से उस सरकारी विद्यालय में जायें जहाँ कक्षा 1–4/5 के बच्चों का नामांकन सबसे अधिक हो। उन सरकारी विद्यालय में न जाएं जहां कक्षा 1 से 5 न हों। मुख्याध्यापक से मिलें (उनके न होने पर विद्यालय के वरिष्ठ शिक्षक से मिलें)। आवश्यक प्रलेख : नामांकन/उपस्थिति रजिस्टर। अगर किसी कक्षा को अलग-अलग भागों में बांटा गया हो तो किसी एक भाग को चुनें।

विद्यालय का नाम	गाँव का नाम	पंचायत का नाम	ब्लॉक	ज़िला
GGPS (ISMAILA IIB)	ISMAILA	ISMAILA	SAMPLA	ROHTAK

किस कक्षा से किस कक्षा तक? (किसी एक पर निशान लगायें)	विद्यालय की स्थापना कब हुई थी? (साल)	DISE कोड	सर्वे की तिथि	सर्वे का दिन	सर्वेक्षक का नाम	पहुंचने का समय	वहां से जाने का समय
कक्षा 1 से 7/8 ☐ कक्षा 1 से 4/5 ☑ Others ☐	1993		26-11-09		AMIT & KRISHAN	10:40	11:30

I. बच्चों का नामांकन एवं उपस्थिति

	कक्षा 1	कक्षा 2	कक्षा 3	कक्षा 4	कक्षा 5	कक्षा 6	कक्षा 7	कक्षा 8
बच्चों का नामांकन (खुद रजिस्टर से लें)	17	17	35	34	31			
सर्वे के दिन उपस्थित बच्चे *	14	15	20	25	25			

*नोट : बच्चों की हाजिरी : उपस्थित बच्चों की संख्या गिने। यदि एक से अधिक कक्षा के बच्चे एक साथ बैठे है तो प्रत्येक कक्षा के अनुसार बच्चों को हाथ उठाने को कहें। इसके आधार पर प्रत्येक कक्षा में उपस्थित बच्चों की संख्या लिखें।

II. शिक्षक (मुख्याध्यापक से पूछें)

	कुल नियुक्ति	कुल उपस्थित (सर्वे के समय)	कुल अनुपस्थित (सर्वे के समय)
मुख्य अध्यापक	1		1
नियमित सरकारी शिक्षक (मुख्याध्यापक को न गिनें)	4	2	2
पैरा टीचर			
कोई अन्य लोग जो विद्यालय में पढ़ा रहे है	2	2	

III. कक्षा की जानकारी

अवलोकन करें		कक्षा 2 हाँ	कक्षा 2 नहीं	कक्षा 4 हाँ	कक्षा 4 नहीं
क्या इस कक्षा के बच्चे किसी और कक्षा के बच्चों के साथ बैठे हुए हैं?		✓		✓	
यह कक्षा कहां बैठी हुई थीं?(एक पर निशान लगाएं)	कमरे में				
	बरामदे में	✓		✓	
	खुली जगह पर				
क्या कक्षा में ब्लैक बोर्ड है?		✓			
क्या ब्लैक बोर्ड पर आसानी से लिखा जा सकता है?		✓			
पुस्तकों के अलावा क्या कक्षा में आपने कोई भी शिक्षण सामग्री देखी? (जैसे किताबें, चार्ट, बोर्ड खेल आदि।)		✓			

IV. मध्यान भोजन

उचित स्थान पर निशान लगायें।	हाँ	नहीं
क्या आज विद्यालय में मध्यान भोजन दिया गया? (मुख्याध्यापक/अध्यापक से पूछें)	✓	
क्या आपने मध्यान भोजन विद्यालय में आज पकते हुए देखा?	✓	
क्या आपने सर्वे के दौरान बच्चों को मध्यान भोजन खाते हुए देखा?	✓	
क्या आपने मध्यान भोजन का कोई सबूत देखा? (जैसे: जूठे बर्तन या बाहर से मंगाया हुआ भोजन)	✓	

V. विद्यालय की सुविधाओं पर जानकारी (अवलोकन के अनुसार)

विद्यालय में कुल कितने पक्के कमरे हैं? (खुद गिनकर लिखें)	10
सर्वे के दिन कुल कितने कमरे पढ़ाने के लिए इस्तेमाल किये जा रहे थे? (खुद गिनकर लिखें)	0

उचित स्थान पर निशान लगायें।	हाँ	नहीं
क्या विद्यालय में नल/हैंडपंप है?		✓
यदि हाँ, तो क्या आप उस नल/हैंडपंप से पानी पी सके?		✓
यदि नल/हैंडपंप नहीं है तो क्या पीने के पानी की व्यवस्था है?		✓
क्या विद्यालय की सीमा दीवार/fence है?	✓	

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VI. विद्यालय अनुदान से संबंधित जानकारी

मुख्याध्यापक से इसके बारे में पूछें। अगर वह अनुपस्थित है तो किसी उपस्थित अध्यापक से पूछें।

इस टेबल में दी गई जानकारी आपको कहां से प्राप्त हुई? (उचित विकल्प पर निशान लगाएं) | मुख्य अध्यापक | शिक्षक | पैरा शिक्षक |

कौन से कार्यों के लिए अनुदान मिलता है	क्या आपको अनुदान प्राप्त हुआ?						अगर हाँ तो, कितनी धन राशि मिली?		क्या सारी धन राशि खर्च की?					
	अप्रेल 2008 - मार्च 2009			अप्रेल 2009 से अब तक			अप्रेल 2008 - मार्च 2009	अप्रेल 2009 से अब तक	अप्रेल 2008 - मार्च 2009			अप्रेल 2009 से अब तक		
	हाँ	नहीं	पता नहीं	हाँ	नहीं	पता नहीं			हाँ	नहीं	पता नहीं	हाँ	नहीं	पता नहीं
स्कूल में नए कक्षा कक्ष के लिए														
स्कूल रखरखाव के लिए अनुदान	✓			✓			7500	7500	✓			✓		
स्कूल विकास अनुदान	✓			✓			7000	7000	✓			✓		
शिक्षक अनुदान (TLM) (कुल)	✓			✓			8500	8500	✓			✓		
अन्य अनुदान (कुल)														

अप्रेल 2008 से आपके स्कूल में इनमें से कौन–कौन से कार्य हुए :	उचित स्थान पर निशान लगायें।	हाँ	नहीं
	सफेदी/Whitewash	✓	
	नया कक्षा कक्ष का निर्माण		✓
	स्कूल सीमा दीवार का निर्माण		✓

विशेष टिप्पणी

VII. स्कूल में शौचालय की व्यवस्था

उचित स्थान पर निशान लगायें।	आम शौचालय		लड़कों का शौचालय		लड़कियों का शौचालय		शिक्षकों का शौचालय	
	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं
क्या स्कूल में शौचालय है?	✓		✓		✓		✓	
क्या आप इसको इस्तेमाल कर सकें और ताला नहीं लगा था?		✓						
शौचालय पर ताला लगा था?		✓		✓		✓		

भारत में सभी सरकारी स्कूलों को सर्व शिक्षा अभियान (SSA) के अर्न्तगत एक निश्चित धन राशि प्राप्त होती है। *जिन कार्यों के लिए SSA के द्वारा स्कूलों को धन राशि दी जाती है, वह नीचे दी गई सारणी में दिखाई गई है। ये हर राज्य में अलग हो सकता है।*

स्कूल में नए कक्षा कक्ष के लिए	2,00,000 रूपये हर नई कक्ष के निमार्ण के लिए
स्कूल रखरखाव के लिए अनुदान	Rs. 5,000 रुपये (स्कूल में 3 कक्षा कक्ष की मरम्मत के लिए) 10,000 रुपये (स्कूल में 3 से ज्यादा कक्षा कक्ष की मरम्मत के लिए)
स्कूल विकास अनुदान	हर वर्ष 5,000 रुपये (प्राथमिक स्कूल के लिए) और 7,000 रुपये (उच्च प्राथमिक स्कूल के लिए)
शिक्षक अनुदान (TLM)	हर वर्ष 500 रुपये हर शिक्षक के लिए

Village Map

गाँव का नाम:
JANA
गाँव का नक्शा
जोगापांव एक नजर में
नक्शा बनाने के निर्देश
• प्रत्येक हिस्से/मोहल्ले को चिह्नित करें।
• प्रत्येक हिस्से/मोहल्ले को नक्शे में नंबर दें।
• प्रत्येक हिस्से/मोहल्ले में अनुमानित घरों की संख्या लिखें।
• ये हिस्से/मोहल्ले की ओर संकेत करें जहाँ सड़क है।
• मुख्य सड़क और गाँव से संपर्क मार्ग को अपने नक्शे पर दर्शायें।
• विशेष स्थान दर्शाये जैसे : मंदिर, मस्जिद, नदी, सड़क, स्कूल, बस स्टैण्ड, पंचायत भवन, दुकान आदि।
• नक्शे में दी हुई सभी जानकारियों की जाँच गाँव की सैर करने के दौरान करें। इसमें वहाँ के निवासियों की मदद लें।

The National Picture

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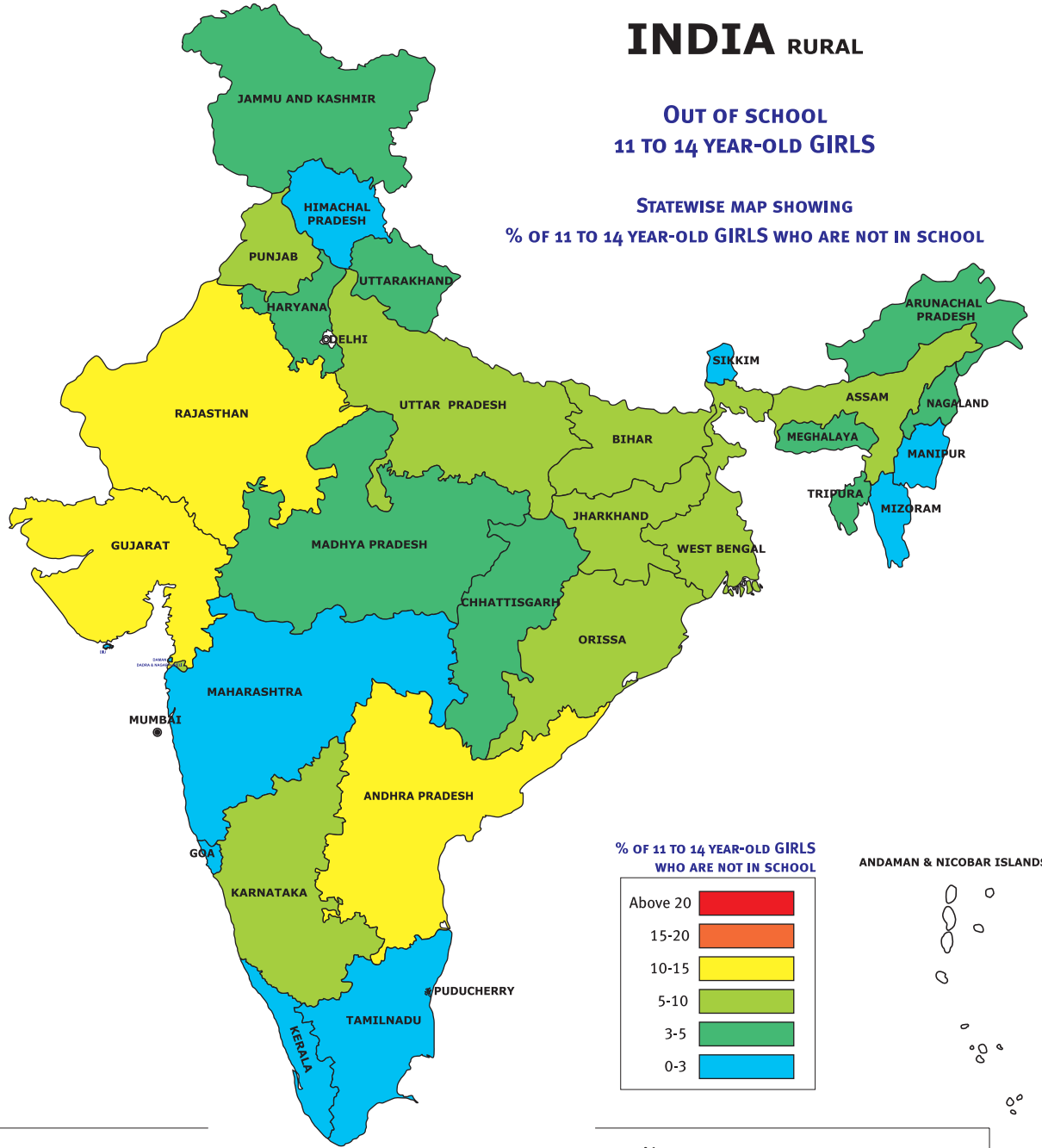
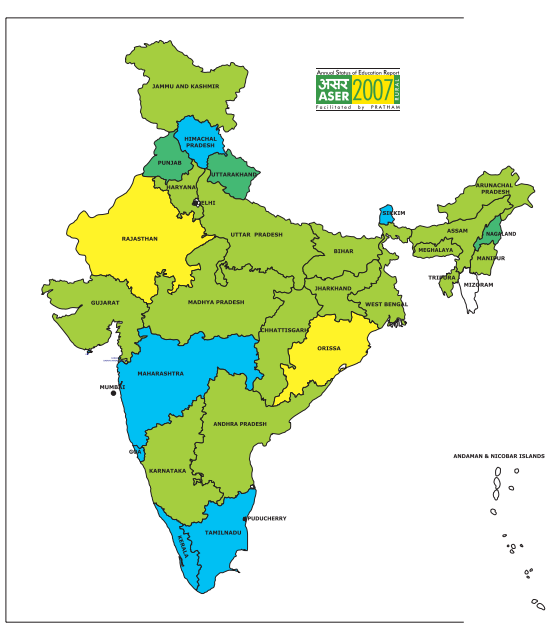
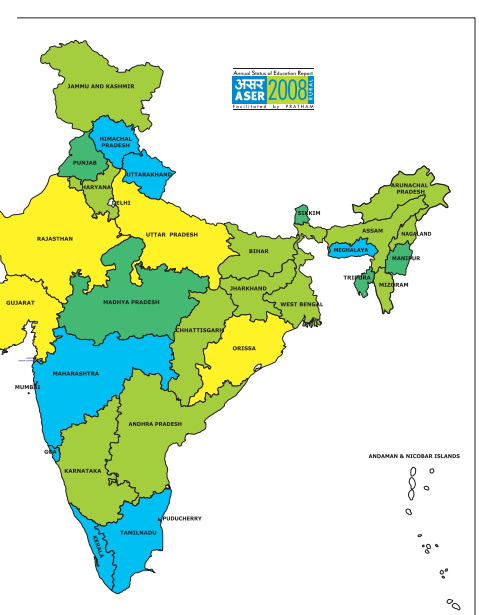
OUT OF SCHOOL 11 TO 14 YEAR-OLD GIRLS

STATEWISE MAP SHOWING % OF 11 TO 14 YEAR-OLD GIRLS WHO ARE NOT IN SCHOOL







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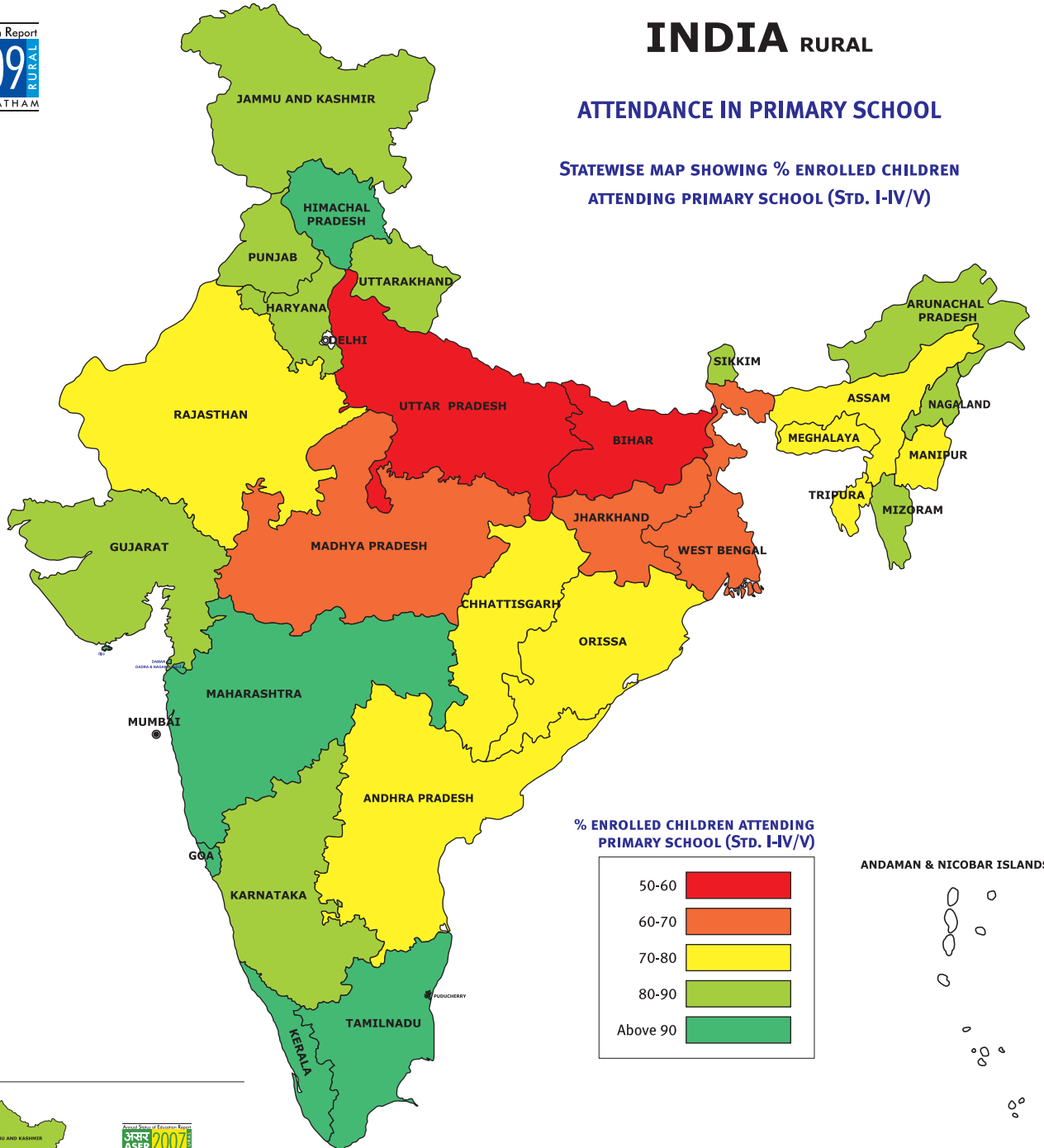
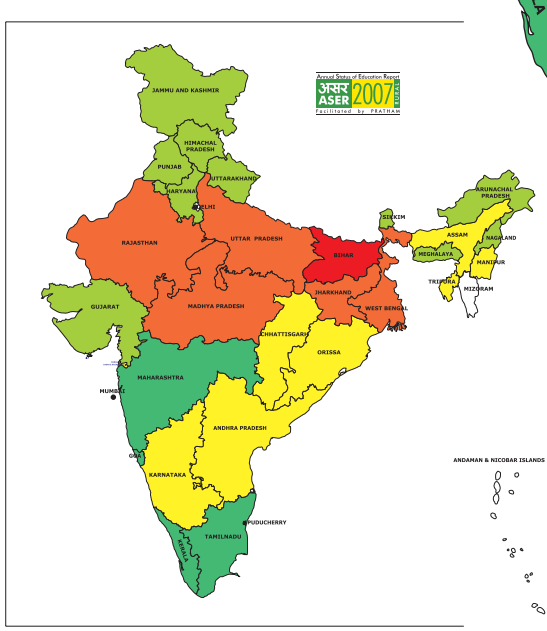
ATTENDANCE IN PRIMARY SCHOOL

STATEWISE MAP SHOWING % ENROLLED CHILDREN ATTENDING PRIMARY SCHOOL (STD. I-IV/V)





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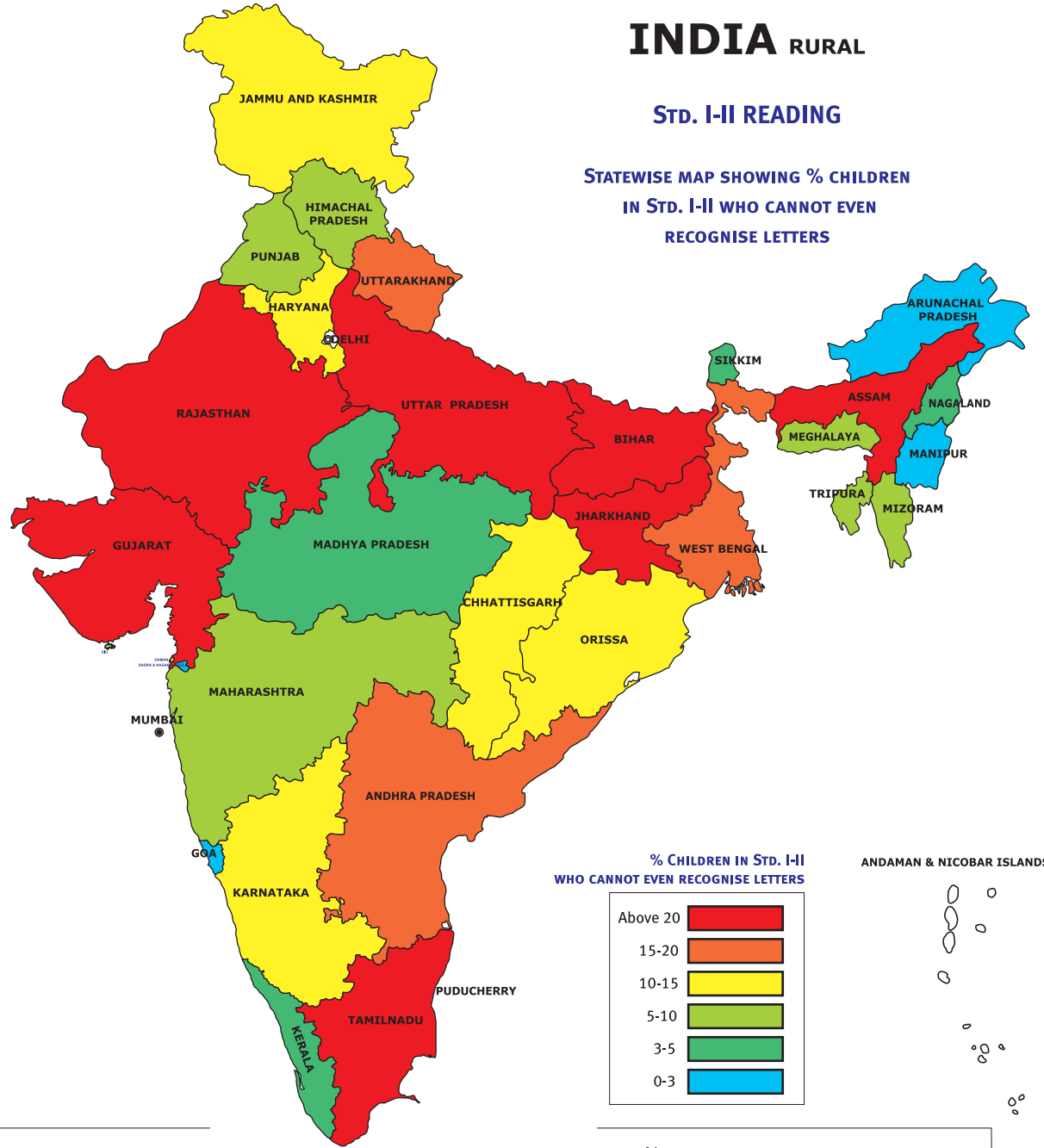
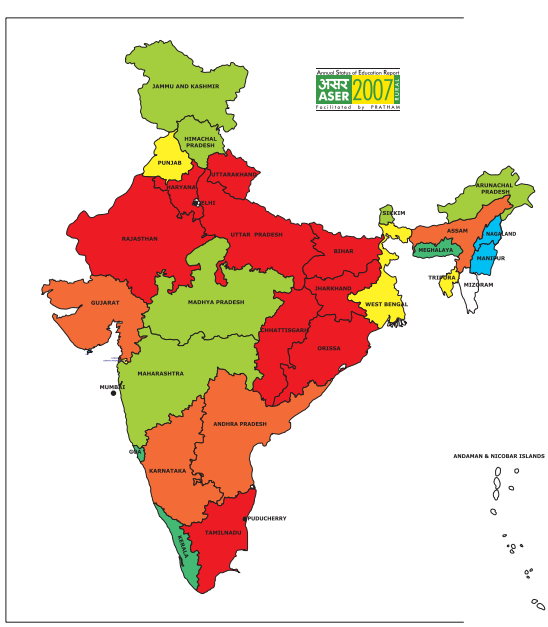
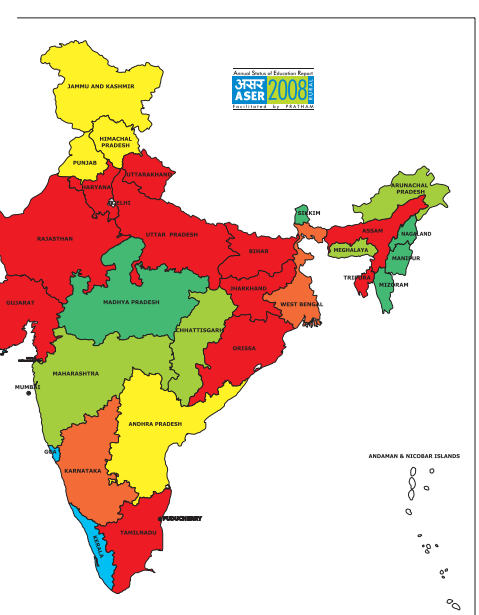
STD. I-II READING

STATEWISE MAP SHOWING % CHILDREN IN STD. I-II WHO CANNOT EVEN RECOGNISE LETTERS







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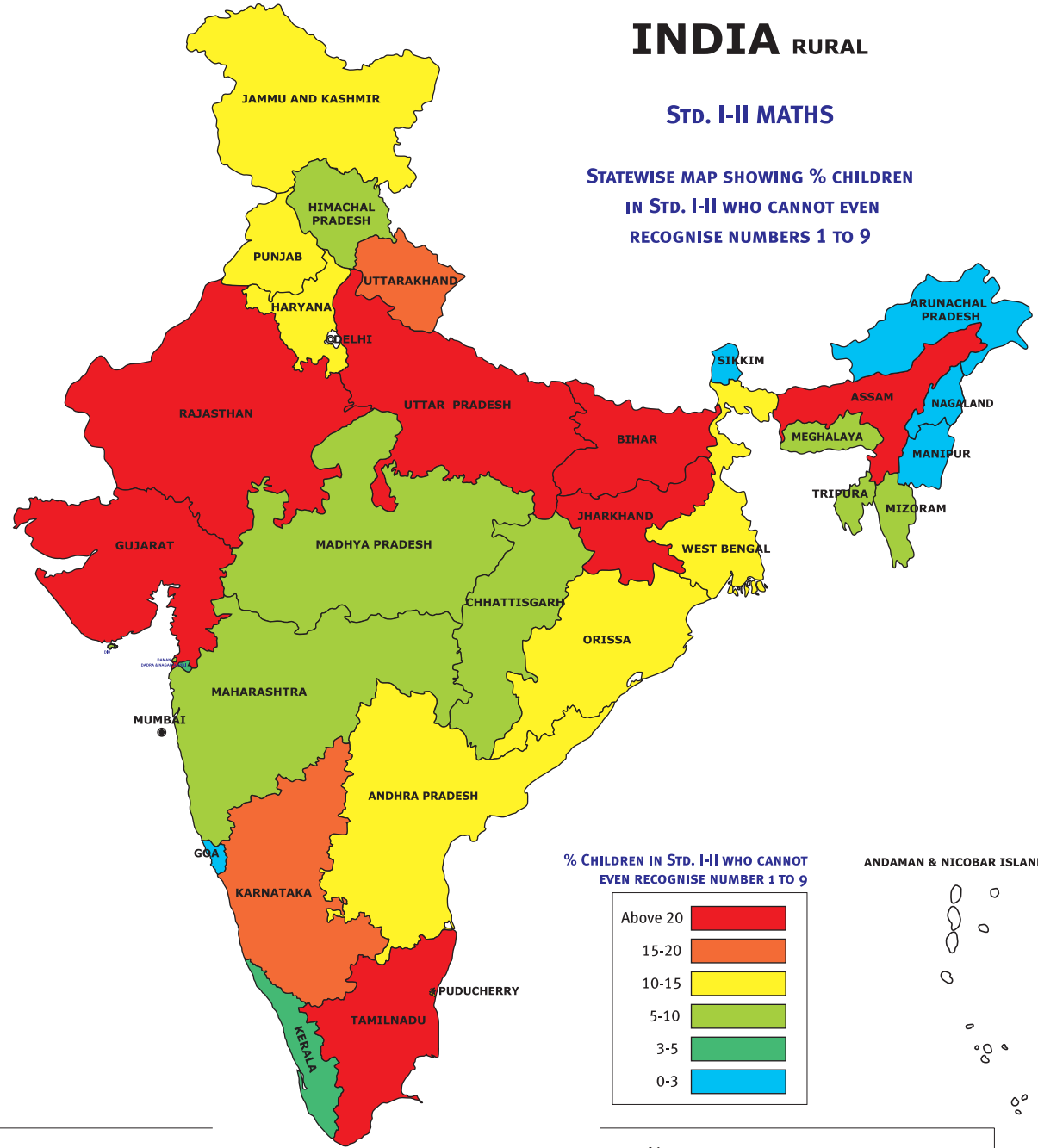
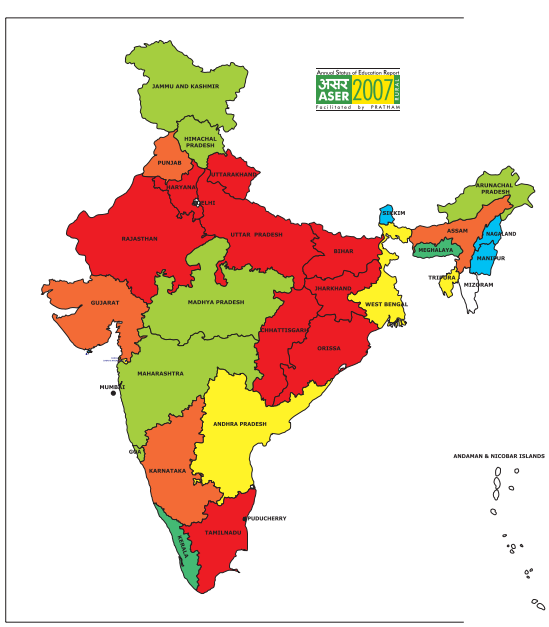
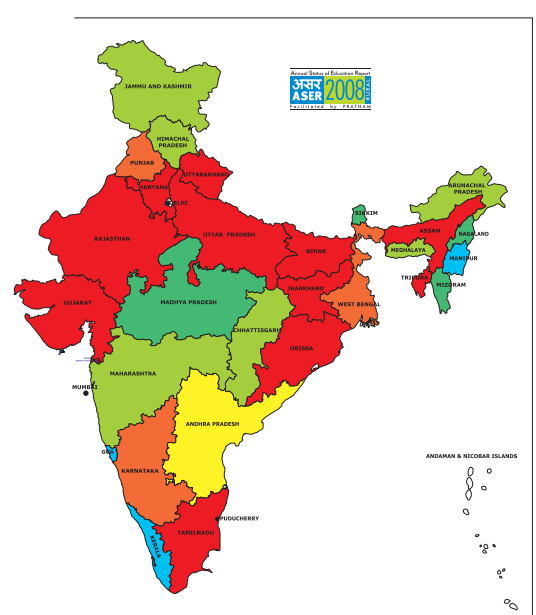
STD. I-II MATHS

STATEWISE MAP SHOWING % CHILDREN IN STD. I-II WHO CANNOT EVEN RECOGNISE NUMBERS 1 TO 9







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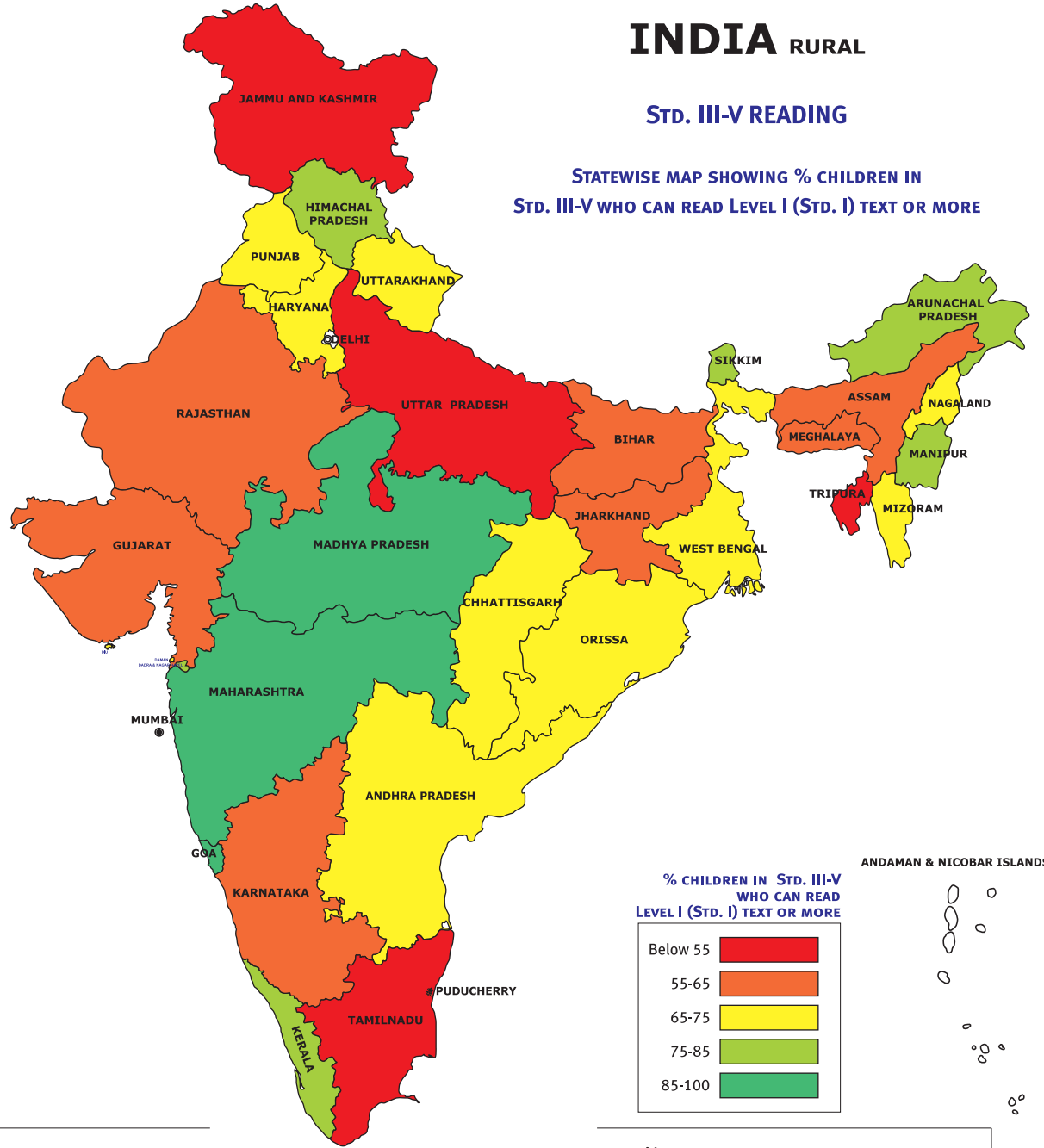
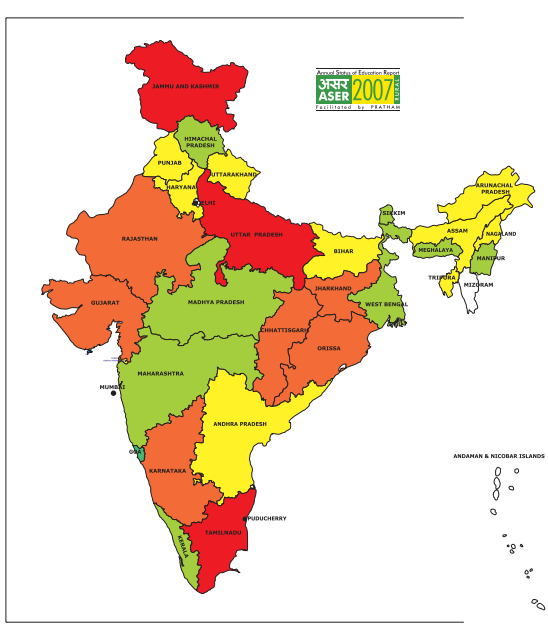
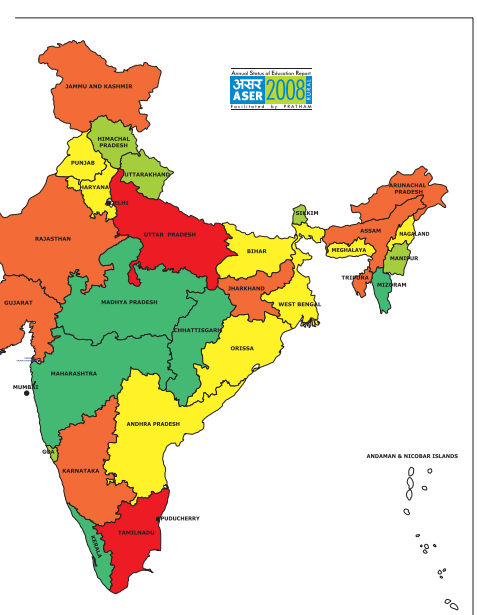
STD. III-V READING

STATEWISE MAP SHOWING % CHILDREN IN STD. III-V WHO CAN READ LEVEL I (STD. I) TEXT OR MORE







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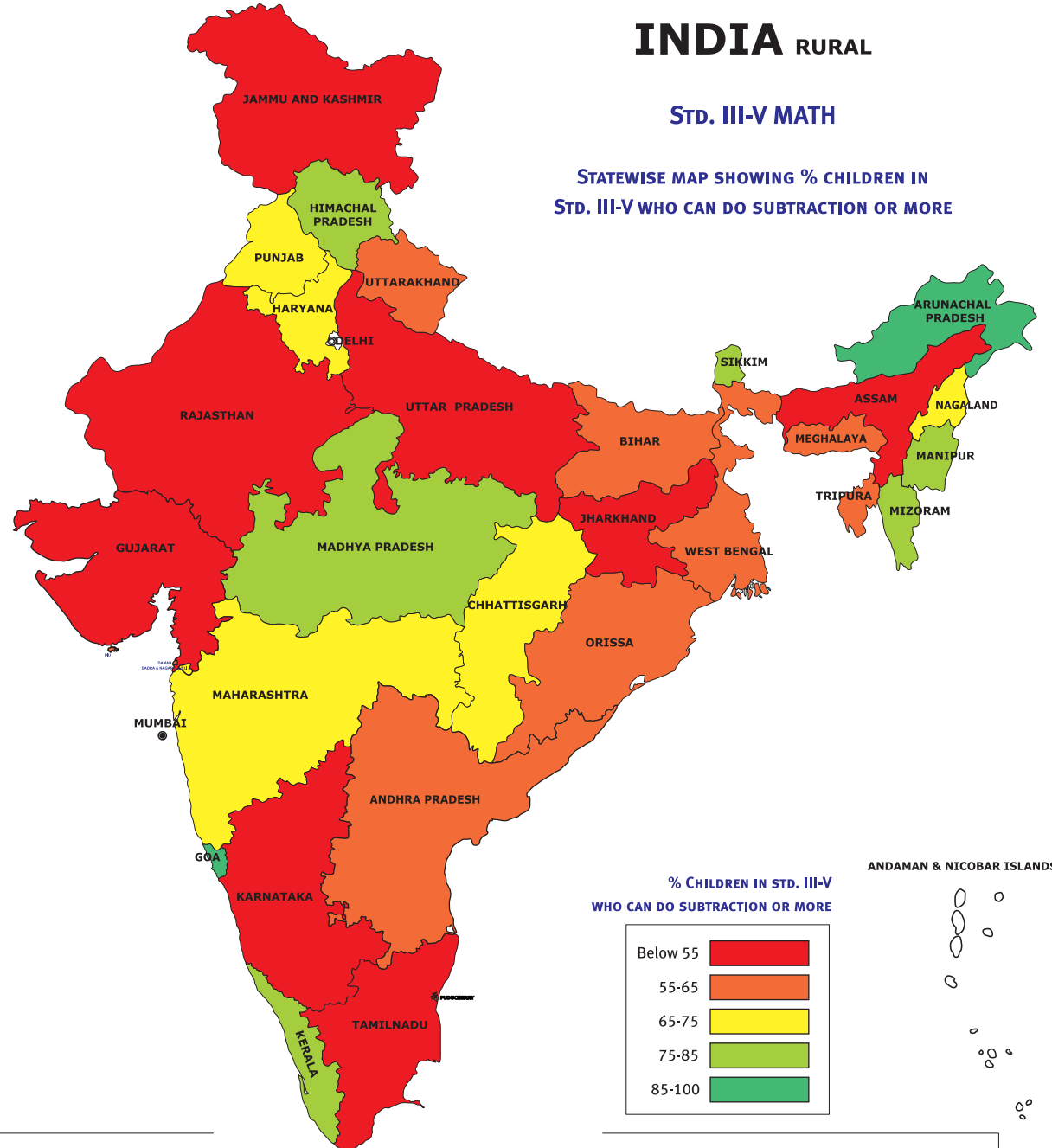
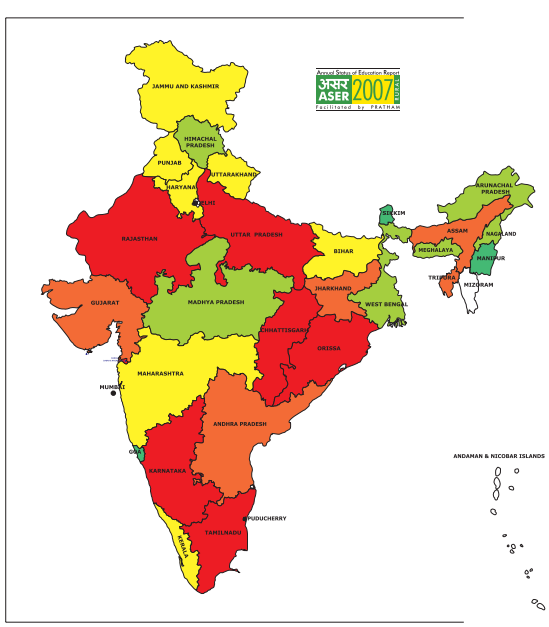
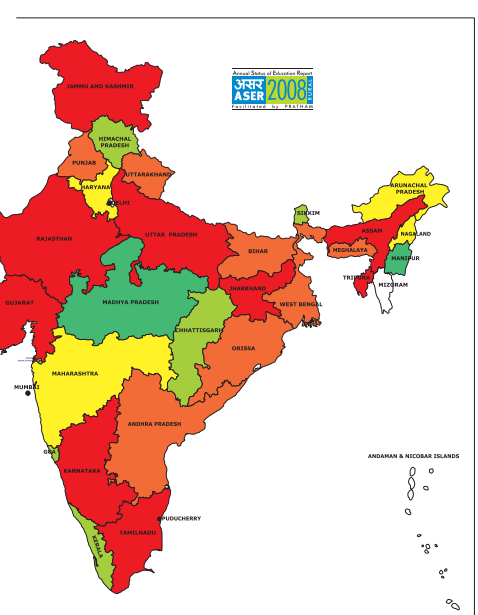
STD. III-V MATH

STATEWISE MAP SHOWING % CHILDREN IN STD. III-V WHO CAN DO SUBTRACTION OR MORE







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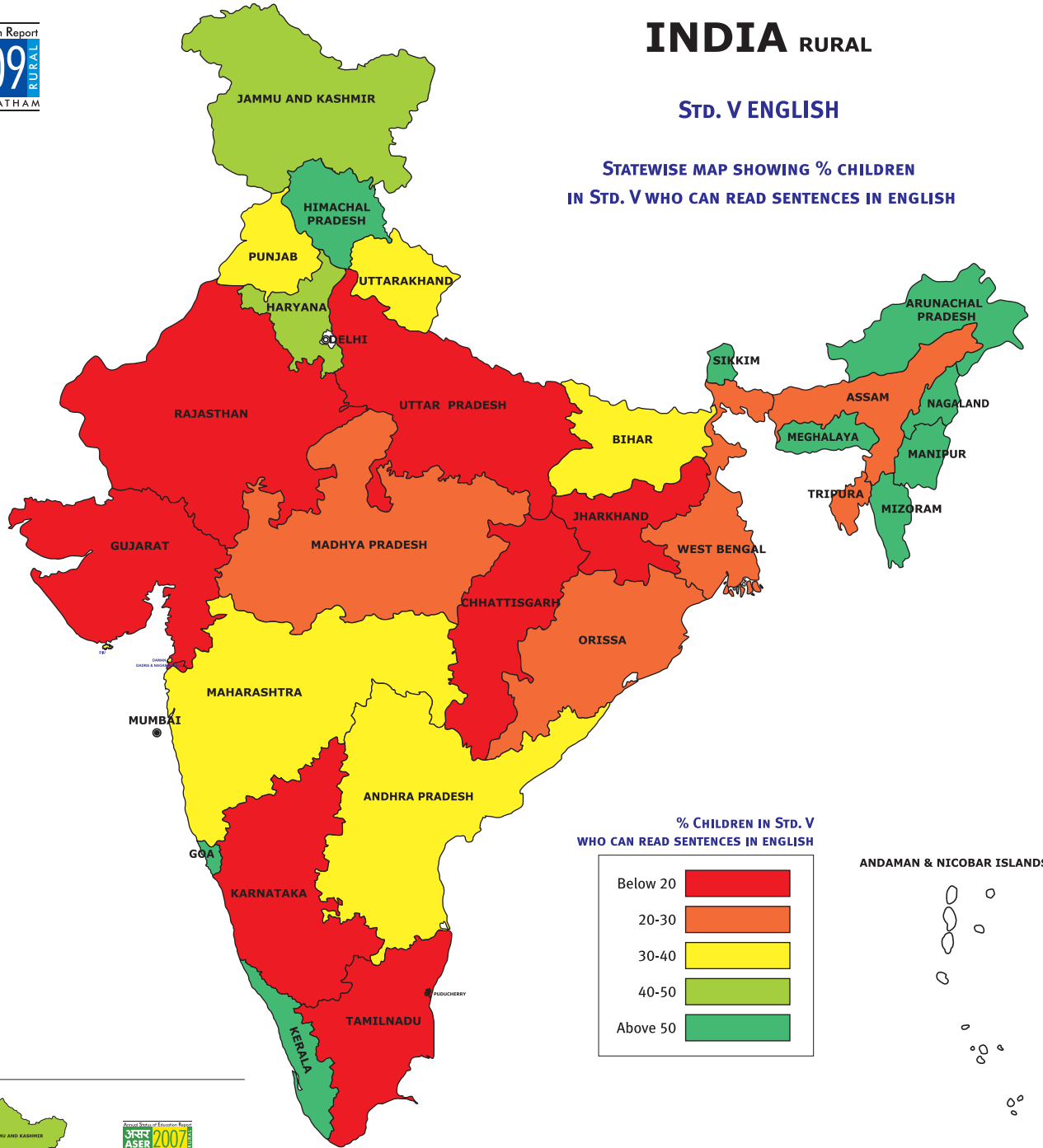
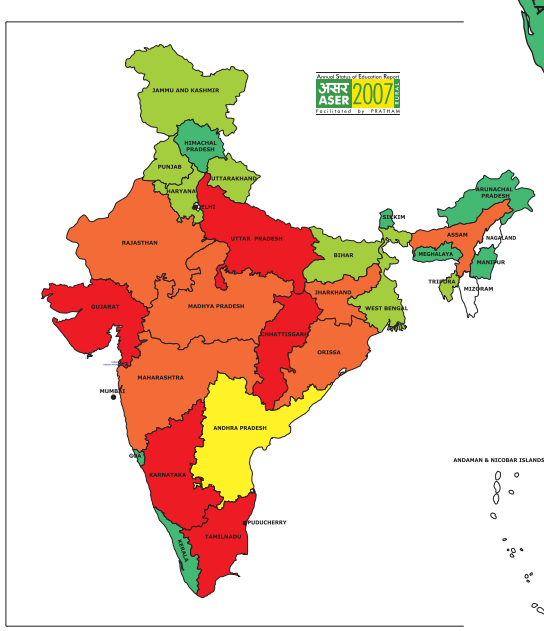
STD. V ENGLISH

STATEWISE MAP SHOWING % CHILDREN IN STD. V WHO CAN READ SENTENCES IN ENGLISH





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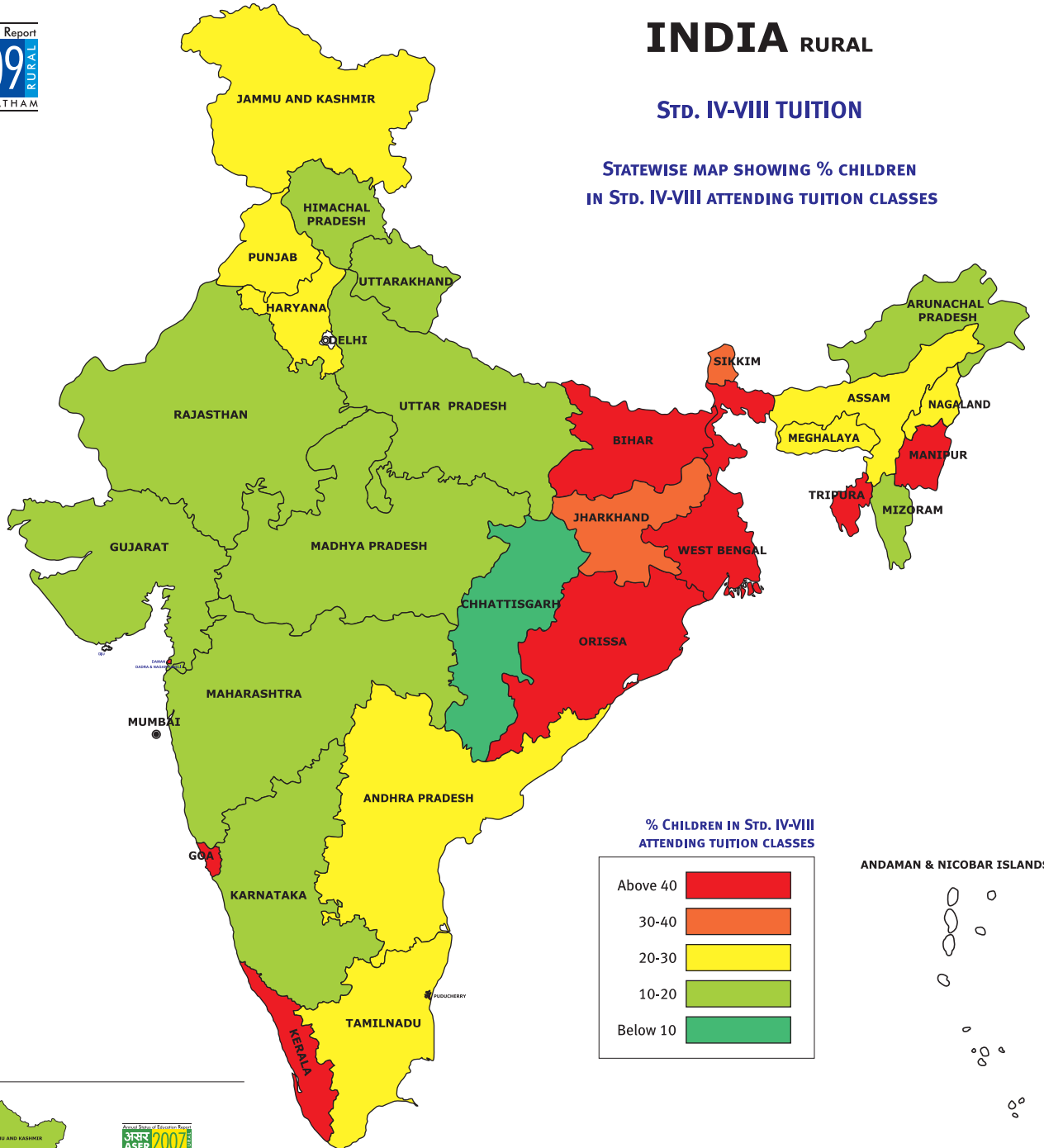
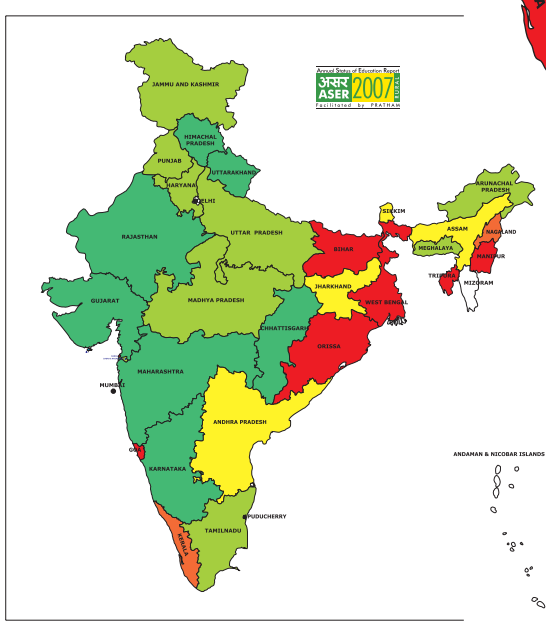
STD. IV-VIII TUITION

STATEWISE MAP SHOWING % CHILDREN IN STD. IV-VIII ATTENDING TUITION CLASSES



% CHILDREN IN STD. IV-VIII ATTENDING TUITION CLASSES

ANDAMAN & NICOBAR ISLANDS



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Fewer girls 11-14 out of school

- The overall percentage of children (6-14) who are out of school has dropped from 4.3% in 2008 to 4% in 2009.
- Out of school girls in the age group 11 to 14 has dropped from 7.2% in 2008 to 6.8% in 2009. In terms of a decline in percentage points, this decrease is clearly visible in Chhattisgarh (3.8), Bihar (2.8), Rajasthan (2.6), Orissa (2.1), Jammu and Kashmir (1.9). Other than Meghalaya all other states in the North East also show a drop.
- Andhra Pradesh records an increase in the percentage of 11-14 year old girls out of school from 6.6% in 2008 to 10.8% in 2009. So does Punjab from 4.9% in 2008 to 6.3% in 2009.

Private school enrolment hasn't changed much

- Overall, for 6-14 year olds, between 2008 and 2009 there has been a slight decline in the percentage of children enrolled in private school (0.8 percentage points). However, six states show a decline in private school enrolment of more than 5 percentage points. Of these, Punjab which has one of the highest private school enrollments in the country shows the greatest drop (11.3 percentage points).

Half of India's five year olds are enrolled in primary school

- In 2009 as in 2008, well over 50% of 5 year olds are enrolled in school.
- Although for the country as a whole, the status of 3 and 4 year olds going to preschool (anganwadi or balwadi) has not changed much since 2008, among the major states Bihar, Orissa, Chhattisgarh and Gujarat record a more than five percentage point increase in the proportion of children going to anganwadi.

Learning levels improving in Std 1

- The foundation of children's learning is built in early grades. Overall, the percentage of children in Std 1 who can recognize letters or more has increased from 65.1% in 2008 to 68.8% in 2009. Similarly there is an increase in number recognition, with percentage of children recognizing numbers or more increasing from 65.3% in 2008 to 69.3 in 2009.
- For Std 1 children in government schools in Punjab, Haryana, Rajasthan, Uttar Pradesh, Jharkhand and Orissa there is an increase of 10 percentage points or more as compared to last year in their ability to at least recognize letters and numbers up to 9. In Tamil Nadu and Goa, there is an improvement in both reading and maths of more than 5 percentage points. Similar increases are visible in Uttarakhand and Maharashtra in maths and in Karnataka in letter recognition.

No major improvements in learning levels for children in Std 5 except in Tamil Nadu for reading and in a few states in maths.

- The all India figure for percentage of all rural children in Std 5 reading text at Std 2 level shows a decline from 56.2% in 2008 to 52.8% in 2009. This means that well over 40% of all rural children in Std 5 in India are at least three grade levels behind.
- In reading, for government school children in Std 5 in Tamil Nadu there is an 8 percentage point increase over 2008 levels. Karnataka and Punjab also show improvements over last year. Hardly any change in other states in reading as compared to 2008.
- In maths, for children in Std 5, for the country as a whole, the ability to do division problems has hardly increased. However 7 states show increases of 5 to 8 percentage points. These states are Himachal Pradesh, Punjab, Assam, West Bengal, Orissa, Andhra Pradesh and Karnataka.

Wide variation in the ability to read and comprehend English across India.

- The all India numbers indicate that a quarter of all rural children in Std 5 children can read simple sentences. Of those who can read sentences, over 80% can understand the meaning of the sentence.

- By Std 8, 60.2% of all children can read simple sentences. In all the north-eastern states (except Tripura), Goa, Himachal Pradesh and Kerala more than 80% of children in Std 8 can not only read simple sentences fluently but also understand the meaning.

Increase in tuition classes for all children across all grades

- Nationally, between 2007 and 2009, the percentage of children taking paid tuition increased for every class, in both government and private schools. Only Kerala and Karnataka show a small but consistent decline in the incidence of tuition across government school children in most classes.
- Among government school children, the percentage going to tuition class increases steadily as children move into higher classes: from 17.1% in Std 1 to 30.8% in Std 8. Among children attending private schools, almost a quarter (23.3%) take private tuition from Std 1 onwards. The percentage peaks at 29.8% in Std 4.
- Children in West Bengal are by far the most intensive users of paid private tuition in the country; more than half of all Std 1 and almost 90% of all Std 8 government school children take some kind of paid tuition. The incidence of tuition in Bihar and Orissa is also high, with very large numbers of government school children taking tuition, ranging from about a third in Std 1 to well over half in Std 8.

Children's attendance needs improvement in some states[1]

- Children's attendance in school, as observed on a random day in the school year, varies considerably across states. There are states like Bihar where less than 60% of enrolled children are attending on the day of the visit in comparison to southern states where average attendance is well above 90%.
- States like Rajasthan, Uttar Pradesh, Jharkhand, Orissa and Madhya Pradesh need to pay more attention to raising attendance in schools. In most states, on the day of the visit, close to 90% of appointed teachers were present in the school.

Multigrade grouping is widespread

- In 2007 and 2009, surveyors were asked to observe if Std 2 and Std 4 were grouped and sitting together with any other grade. In both years, the incidence of multigrade groupings was high. At the all-India level close to 50% children in Std 2 and Std 4 were sitting with other classes.

Increase in usable toilets and improvements in availability of drinking water

- All India figures indicate that overall, the percentage of schools with no water or toilet provision is declining over time. Water is available in 75% of government primary schools and 81% of upper primary schools. Usable toilets can be found in over 50% of government schools. Four out of ten government primary schools do not have separate toilets for girls. This number is lower for upper primary schools at 26%. About 12 -15% girls' toilets are locked and only about 30 - 40% are usable.

Not all schools received the annual school grants for the last school year

- There is considerable variation across states for grants received in the last school year. In Nagaland close to 90% of schools visited had received all their annual grants, where as the percentage of visited schools receiving their grants in the 2008-2009 school year was 60% or below in Jharkhand, Orissa and Madhya Pradesh.

[1] Every alternate year, in each sampled village in each district, ASER surveyors visit a government primary or upper primary school. This visit is usually on either a Saturday or a Monday. (The rest of the survey is done on a Sunday at home). The school information is recorded either based on observations (such as attendance or usability of the facilities) or with information provided by the school (such as grants information).

Trends over time

Table 1: % Girls Out of School 2006 - 2009: Age 11 to 14					Decline in % points
Selected states	2006	2007	2008	2009	2006-2009
Rajasthan	19.6	14.4	14.8	12.2	7.4
Uttar Pradesh	11.1	8.4	10.2	9.5	1.6
Bihar	17.6	9.7	8.8	6.0	11.7
West Bengal	12.1	8.3	7.7	8.5	3.6
Jharkhand	13.0	8.0	9.4	7.5	5.5
Orissa	13.7	12.4	12.0	9.9	3.8
Chhattisgarh	13.6	8.5	8.7	4.9	8.7
Gujarat	11.7	7.6	10.9	10.2	1.5
Andhra Pradesh	8.6	8.1	6.6	10.8	-2.2
Karnataka	8.0	6.2	5.9	6.1	1.8
All India	**10.3**	**7.3**	**7.2**	**6.8**	**3.4**

Drop in percentage of girls (age 11-14) who are out of school.

- Table 1 lists the states which had the highest incidence of out of school children in 2006.
- Of these states, all except Andhra have recorded a decline in the period 2006-2009.
- Bihar has shown the biggest decrease in percentage points.
- In all these states except Rajasthan, Gujarat and Andhra Pradesh the percentage of out of school girls in the 11-14 age group is below 10%.

Table 2 : Enrollment in Private Schools 2006 - 2009						Change in % points
	Selected states	% 6 to 14 year olds enrolled in private schools				
		2006	2007	2008	2009	2006 -2009
HIGH	Kerala	46.8	55.2	50.5	51.5	4.6
	Haryana	43.1	36.1	40.3	40.9	-2.2
	Punjab	41.5	31.8	41.7	30.3	-11.2
	Jammu and Kashmir	32.0	29.7	37.5	32.0	0.0
	Uttar Pradesh	30.3	29.1	35.9	35.8	5.5
	Rajasthan	25.2	26.7	32.7	30.4	5.2
	Uttarakhand	21.0	25.0	27.9	24.7	3.7
MEDIUM1	Tamil Nadu	19.5	15.5	20.6	19.7	0.2
	Himachal Pradesh	19.0	22.6	24.3	22.0	2.9
	Maharashtra	18.3	25.8	25.9	28.2	9.9
	Andhra Pradesh	18.5	29.3	27.6	29.4	10.9
	Karnataka	16.0	11.6	18.1	16.8	0.8
MEDIUM2	Bihar	11.5	7.4	8.3	5.0	-6.6
	Madhya Pradesh	11.5	13.2	16.2	14.8	3.3
	Jharkhand	11.3	10.3	9.9	10.0	-1.3
	Chhattisgarh	8.5	8.5	10.3	9.4	0.9
LOW	Gujarat	5.1	5.8	8.3	10.2	5.2
	Orissa	4.3	3.3	4.5	4.4	0.1
	West Bengal	3.5	4.3	5.3	6.5	3.1
	All India	**18.7**	**19.3**	**22.6**	**21.8**	**3.1**

Highlights 2006 to 2009

- 14 out of 19 states listed in Table 2 show a rise in private school enrollment.
- Orissa and West Bengal remain states with a very low incidence of private school enrollment.
- Bihar has recorded a steady decline in private school enrollment in this period.
- Five states record an increase of more than 5 percentage points. These are Uttar Pradesh, Rajasthan, Maharashtra, Andhra Pradesh and Gujarat.

Table 3 : % Children in Std V in government schools who can read Std II level text 2006 to 2009					Change in % points
Selected states	2006	2007	2008	2009	2006-2009
Madhya Pradesh	73.1	77.3	86.8	76.0	2.8
Kerala	71.8	73.3	73.3	63.9	-7.9
Uttarakhand	69.3	67.9	64.6	65.5	-3.8
Haryana	68.8	65.2	61.1	59.3	-9.4
West Bengal	65.1	68.2	45.2	45.9	-19.1
Bihar	64.3	66.7	62.8	56.7	-7.6
Himachal Pradesh	61.9	81.2	73.6	72.2	10.3
Maharashtra	60.1	73.7	74.3	71.5	11.4
Assam	58.7	53.0	40.9	39.8	-18.9
Jharkhand	58.5	56.6	51.9	45.9	-12.6
Orissa	55.4	49.5	59.6	56.4	1.0
Chhattisgarh	52.6	56.8	74.1	64.1	11.5
Rajasthan	52.2	45.6	45.1	40.1	-12.0
Gujarat	47.4	47.9	43.8	42.8	-4.6
Punjab	44.3	65.9	61.3	63.8	19.5
Andhra Pradesh	41.0	70.6	57.6	55.2	14.2
Uttar Pradesh	30.9	41.8	33.4	30.3	-0.6
Jammu and Kashmir	30.0	30.4	23.2	20.2	-9.7
Karnataka	28.8	43.3	42.9	46.1	17.2
Tamil Nadu	27.8	33.9	26.7	34.6	6.8
All India	51.4	56.7	53.1	50.3	-1.1

NOTE : North East states are not included in this table as coverage of districts varies across states

Highlights 2006 to 2009

- All India figure does not show change over time.
- However, in Maharashtra, Himachal Pradesh, Chhattisgarh, Punjab, Andhra Pradesh and Karnataka there has been as increase of more than 10 percentage points.
- Tamil Nadu shows an increase of almost 7 percentage points.

Table 4 : % Children in Std V in government schools who can correctly solve a division problem 2007 to 2009				Change in % points
Selected states	2007	2008	2009	2007-2009
Madhya Pradesh	65.2	77.5	64.9	-0.3
Himachal Pradesh	64.6	57.4	62.9	-1.7
West Bengal	61.4	29.4	36.5	-24.9
Bihar	61.4	50.9	51.5	-9.9
Punjab	55.2	39.7	47.5	-7.7
Haryana	53.8	45.7	46.5	-7.3
Uttarakhand	50.9	38.4	42.3	-8.6
Maharashtra	45.7	46.9	49.8	4.1
Andhra Pradesh	45.2	33.5	41.5	-3.7
Jharkhand	40.4	30.5	29.8	-10.6
Kerala	39.9	38.3	36.4	-3.6
Gujarat	34.0	24.1	23.6	-10.4
Orissa	31.7	36.0	44.0	12.4
Rajasthan	31.5	25.9	25.7	-5.8
Chhattisgarh	31.1	59.5	50.7	19.7
Jammu and Kashmir	28.7	17.5	16.9	-11.7
Assam	28.1	15.5	22.02	-6.1
Uttar Pradesh	25.9	15.8	16.0	-10.0
Karnataka	18.9	14.9	21.0	2.2
Tamil Nadu	15.2	9.0	11.9	-3.3
India	**41.0**	**34.4**	**36.1**	**-4.9**

NOTE : North East states are not included in this table as coverage of districts varies across states

Highlights 2007 to 2009

- Overall, India figure over this period shows a decline from 41% to 36%.
- Other than Chhattisgarh, Maharashtra and Orissa, no other state shows substantial improvement.

ASER 2009

INDIA RURAL

ALL ANALYSIS BASED ON DATA FROM 575 OUT OF 583 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School enrollment and out of school children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	73.0	21.8	1.2	4.0	100
Age: 7-16 ALL	70.4	22.2	1.1	6.3	100
Age: 7-10 ALL	75.6	20.5	1.3	2.6	100
Age: 7-10 BOYS	74.3	22.1	1.2	2.4	100
Age: 7-10 GIRLS	77.2	18.5	1.4	2.9	100
Age: 11-14 ALL	70.0	23.0	1.0	6.0	100
Age: 11-14 BOYS	69.4	24.4	0.9	5.3	100
Age: 11-14 GIRLS	70.9	21.2	1.1	6.8	100
Age: 15-16 ALL	56.9	24.9	0.8	17.4	100
Age: 15-16 BOYS	57.1	25.3	0.8	16.8	100
Age: 15-16 GIRLS	57.0	24.4	0.8	17.8	100

NOTE : 'other' includes chidren going to madarssa and EGS.
'not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

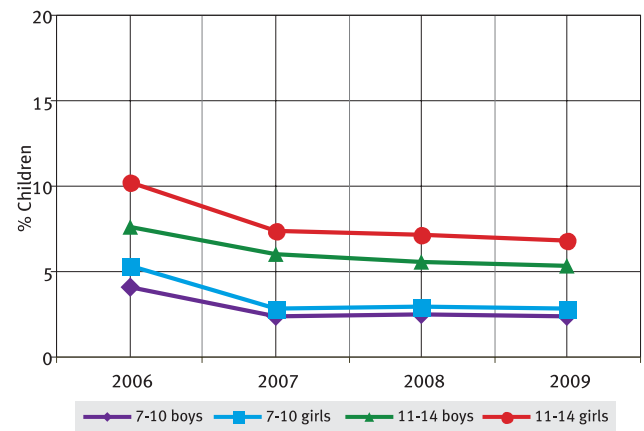


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

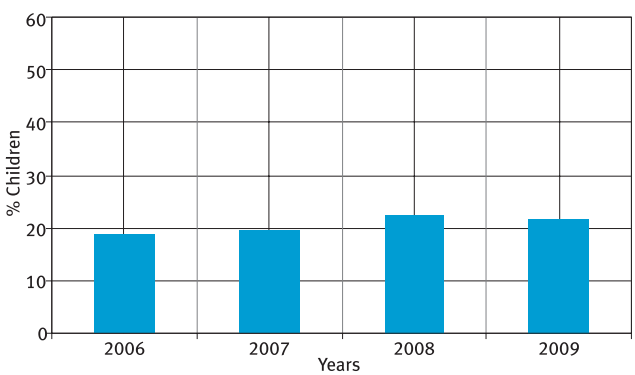


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	23.2	46.4	17.2	7.6	5.6								100
II	3.0	13.5	38.6	29.4	6.6	5.3	3.7						100
III	3.5		10.7	42.2	24.6	11.4	2.7	4.9					100
IV	3.8			12.6	34.0	33.1	6.5	6.2	3.9				100
V	5.1				7.6	43.7	22.8	12.3	4.1	4.4			100
VI	3.5					11.9	30.6	36.9	9.4	4.8	2.9		100
VII	5.0						7.2	41.5	28.2	11.6	4.7	1.8	100
VIII	4.1							12.6	36.5	30.7	10.7	5.5	100

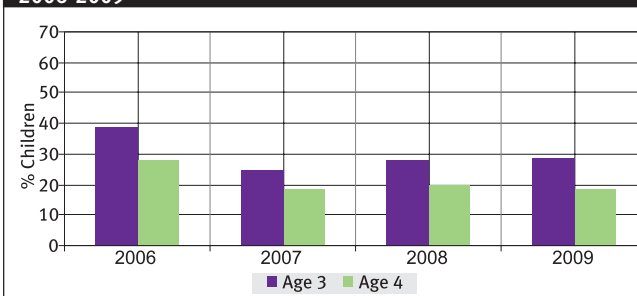
How to read the table: In Std III, 78.2% (42.2 + 24.6+11.4) children are in age group 8 to 10.

Young children in pre-school and school

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	63.6	7.4				29.0	100.0
Age 4	64.6	16.6				18.8	100.0
Age 5	27.8	8.1	36.5	16.8	1.3	9.5	100.0
Age 6	6.0	3.2	64.7	20.3	1.5	4.3	100.0

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 92.0 % villages.

Reading in own language

Table 4: Class-wise % children who can read (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	31.2	44.6	16.1	4.8	3.3	100
II	11.2	33.6	31.9	14.9	8.4	100
III	5.3	19.4	28.7	26.8	19.8	100
IV	2.6	10.5	19.5	29.8	37.6	100
V	1.8	6.7	13.2	25.5	52.8	100
VI	1.0	3.9	8.1	20.8	66.3	100
VII	0.9	2.8	5.3	15.6	75.4	100
VIII	0.6	1.9	3.4	11.8	82.5	100
Total	7.6	16.8	16.7	18.9	40.1	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

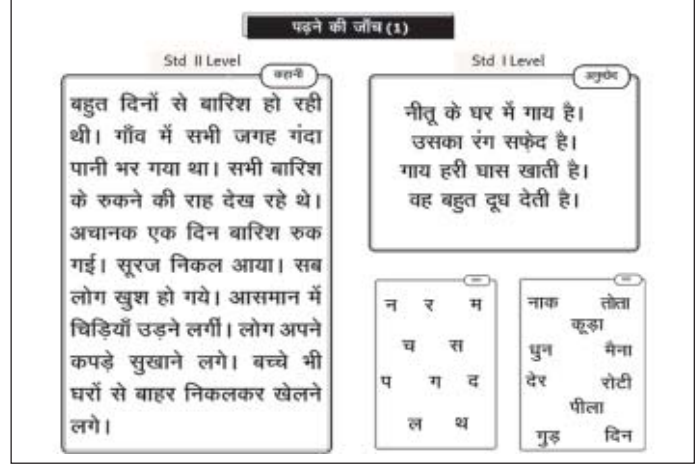


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

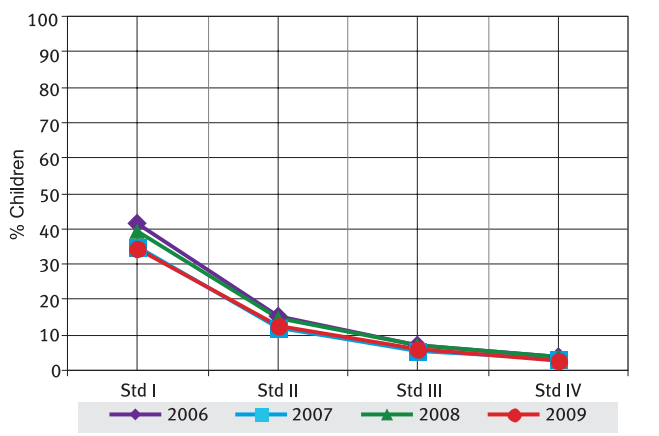
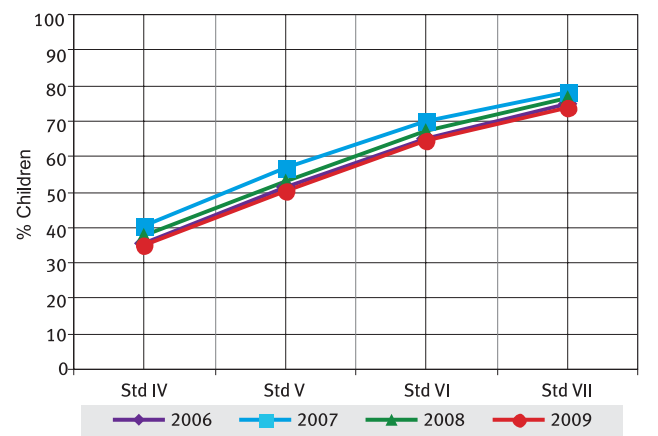


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who can read English (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	56.2	25.5	10.3	5.7	2.3	100
II	33.8	31.4	18.5	11.8	4.4	100
III	21.4	27.0	23.0	20.5	8.1	100
IV	12.8	21.0	22.0	28.2	15.9	100
V	8.5	15.7	19.2	31.0	25.7	100
VI	4.9	10.5	14.6	31.5	38.5	100
VII	3.7	7.6	11.3	28.3	49.1	100
VIII	2.7	5.5	8.1	23.4	60.2	100
Total	19.5	19.0	16.3	22.1	23.2	100

Table 6: Class-wise % children who comprehend English 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	65.0	73.2
II	66.2	74.0
III	66.7	74.7
IV	67.7	77.7
V	69.9	80.4
VI	70.0	81.1
VII	72.0	82.7
VIII	73.3	84.7
Total	69.4	81.4

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	30.7	44.6	18.7	4.0	2.0	100
II	11.3	34.2	36.9	13.6	4.1	100
III	5.4	20.5	35.1	28.4	10.6	100
IV	2.8	11.8	26.7	34.8	24.0	100
V	1.9	7.5	19.8	32.7	38.0	100
VI	1.2	4.6	14.3	29.7	50.2	100
VII	0.9	3.4	10.8	25.3	59.7	100
VIII	0.6	2.2	7.7	20.8	68.7	100
Total	7.6	17.4	22.1	23.4	29.4	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

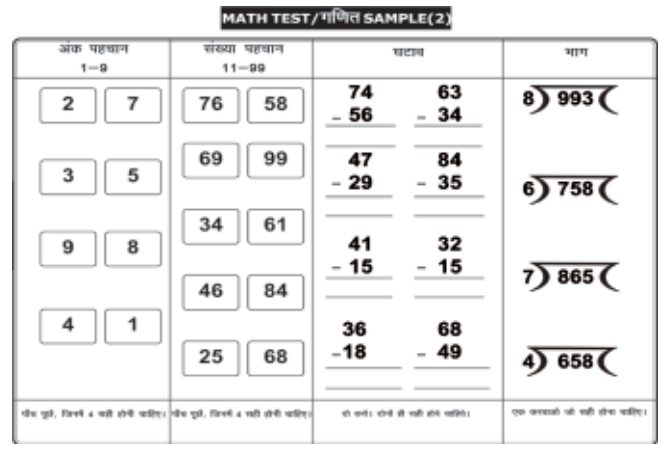


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

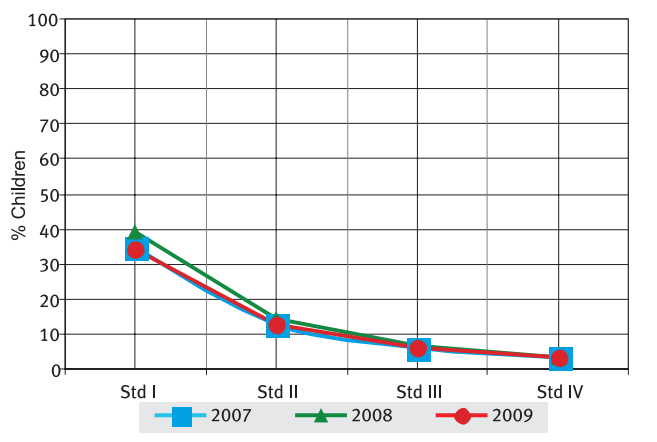
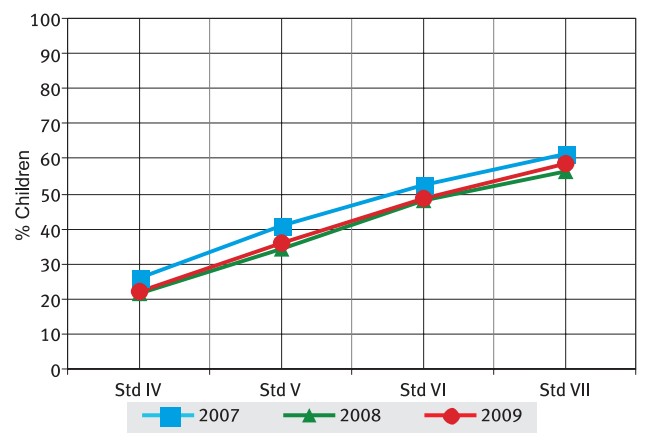


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	12.0	15.7	19.1	21.3	23.3	23.5	24.3	26.1
	Pvt.	19.5	23.0	25.0	25.9	26.2	24.1	25.0	24.8
2009	Govt	17.1	20.4	22.2	23.4	25.3	27.6	28.2	30.8
	Pvt.	23.3	26.5	28.6	29.8	28.2	26.1	26.4	27.4

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

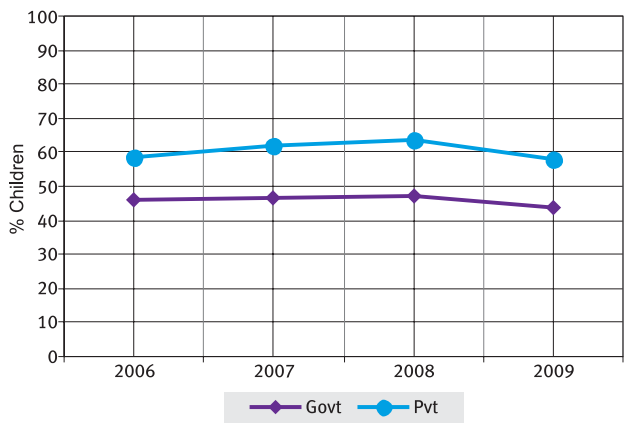
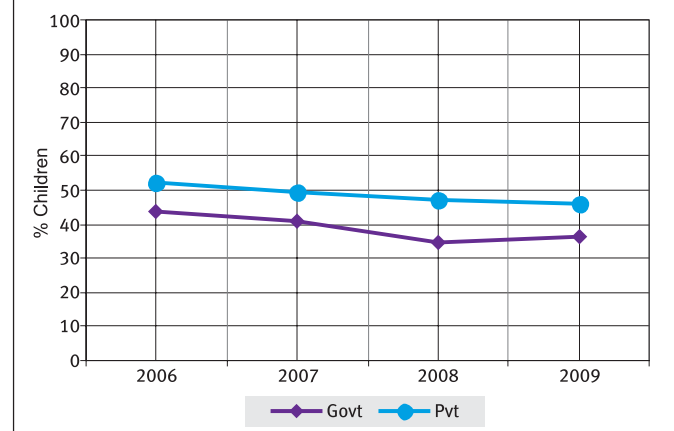


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

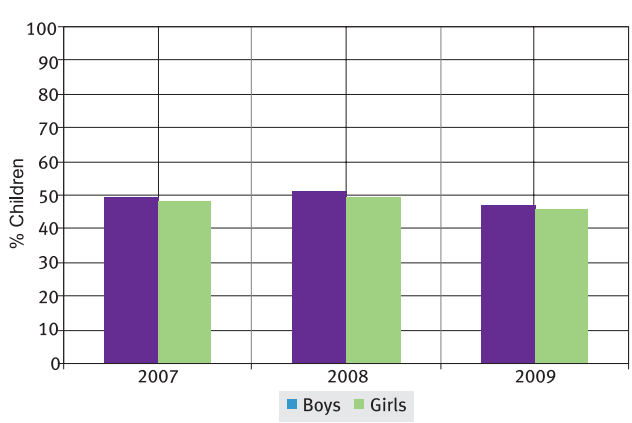
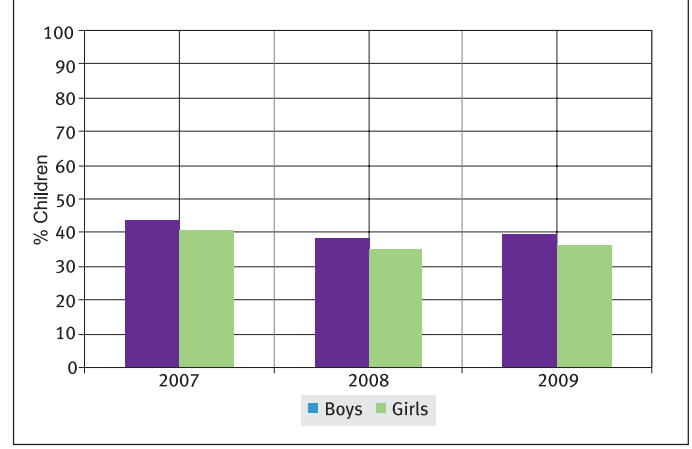


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	30.2	8.2	56.3	48.9	34.7	20.0
Std I-V	16.2	4.6	62.4	53.4	38.3	24.9
Std VI-VIII	16.7	2.9	65.6	57.0	44.1	27.5
Std IX-X	21.9	1.9	70.1	62.2	50.8	31.4
Above Std X	15.1	1.2	76.3	68.7	58.4	33.1

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	4874	9230	9302
Std I-VII/VIII : Primary + Upper Primary	3432	4836	5258
Total schools	8306	14066	14560

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	73.5	73.4	74.2	75.2	75.6	76.6
% Schools with less than 50% enrolled children attending	12.5	12.3	11.4	10.5	11.8	9.3
% Schools with 75% or more enrolled children attending	55.5	53.5	55.0	60.5	60.6	60.8

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	80.9	90.9	89.3	78.6	87.3	88.7
% Schools with no teacher present	4.7	0.2	0.3	3.5	0.2	0.2
% Schools with all teachers present	57.4	73.7	69.6	38.2	53.7	57.9

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		54.0	55.9		50.4	53.2
Std IV class sitting with another class		47.6	51.0		42.0	43.9

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	21.4	15.7	15.5	16.6	12.9	11.4
	Facility but water not available	11.9	8.8	9.7	11.1	7.2	7.6
	Available	66.7	75.4	74.8	72.3	79.9	81.0
Toilet	No facility	39.0	22.3	16.4	22.6	14.0	10.3
	Facility but toilet not usable	18.1	17.9	32.0	21.6	16.2	34.7
	Usable	42.9	59.8	51.6	55.8	69.8	55.1
Midday meal served on day of visit		70.5	92.5	82.4	74.6	91.6	87.4

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	8689	67.8	32.2	4901	71.3	28.8
Construction of new classroom	8547	24.8	75.2	4763	31.4	68.6
Construction of boundary wall	8543	21.1	78.9	4746	27.9	72.1

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	7816	4573
% Schools with no separate provision for girls toilets	39.0	25.9
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	12.0	15.1
Toilet not usable	17.2	19.3
Usable	31.8	39.8

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	7771	21.5	67.3	11.2	6678	12.9	72.6	14.6
Maintenance grant	8092	73.1	15.8	11.1	6753	49.0	36.6	14.5
Development grant	7671	64.5	23.5	12.0	6550	43.7	41.2	15.1
Teacher grant (TLM grant)	8022	80.1	12.0	7.9	6720	55.7	33.1	11.2
Other grants	3903	22.1	62.6	15.2	3437	15.3	67.3	17.4

Note : No grant information was available for 905 schools out of 9302 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	4397	26.0	66.0	8.0	3738	14.8	74.8	10.4
Maintenance grant	4486	78.9	13.4	7.8	3746	57.2	32.6	10.2
Development grant	4210	71.5	20.1	8.3	3564	54.3	35.0	10.7
Teacher grant (TLM grant)	4400	84.6	9.9	5.6	3641	62.5	29.6	8.0
Other grants	2248	27.7	61.7	10.6	1941	18.1	68.7	13.2

Note : No grant information was available for 497 schools out of 5258 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of States

Table 19:	Anganwadi or Balwadi	Out of School	Private School	Tuition	Mothers' Reading	Std I-II : Learning Levels			Std III-V : Learning Levels		
States	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Andhra Pradesh	84.8	6.2	29.4	26.7	53.2	82.9	85.1	70.6	66.2	63.8	26.3
Arunachal Pradesh*	40.6	3.4	10.1	17.7	56.1	97.8	98.2	95.4	75.5	89.8	53.2
Assam*	73.8	4.3	14.5	23.3	72.6	76.5	78.7	46.5	58.4	50.4	14.8
Bihar	67.9	4.0	5.0	54.0	39.5	71.0	72.2	47.8	62.1	63.7	18.2
Chhattisgarh*	88.5	3.3	9.4	4.0	43.9	90.0	90.0	61.3	73.4	66.8	10.5
Dadra and Nagar Haveli	94.0	2.1	3.5	14.7	71.7	98.5	96.4	38.4	81.2	69.7	11.8
Daman and Diu	93.1	0.7	34.9	41.2	89.2	90.1	90.5	53.2	67.8	59.2	24.4
Goa	91.2	0.2	55.8	52.2	92.0	97.4	98.7	88.7	95.8	91.6	65.8
Gujarat	95.3	4.3	10.2	12.0	65.2	75.8	75.4	31.8	57.3	41.1	5.0
Haryana	71.9	3.1	40.9	20.5	66.3	85.2	85.8	76.3	70.2	67.9	32.1
Himachal Pradesh	93.8	0.7	22.0	11.7	85.8	91.5	92.1	82.5	82.4	81.8	43.4
Jammu & Kashmir	45.5	1.8	32.0	21.3	63.4	85.4	85.8	80.2	48.6	45.7	30.6
Jharkhand*	72.5	5.4	10.0	31.1	50.7	77.1	77.2	55.9	57.5	51.3	10.6
Karnataka	92.1	3.2	16.8	10.1	56.9	85.7	83.3	45.7	64.0	46.0	10.3
Kerala	85.9	0.1	51.5	40.6	97.5	96.7	96.0	88.2	83.0	75.5	42.4
Madhya Pradesh	86.5	2.3	14.8	14.5	40.0	95.4	94.4	70.8	87.5	81.9	18.5
Maharashtra	95.7	1.0	28.2	12.6	76.1	93.0	93.3	52.1	86.8	73.7	18.5
Manipur	71.1	1.1	71.5	41.6	80.6	97.9	97.7	96.3	77.3	81.5	58.6
Meghalaya	57.1	3.8	30.7	20.8	62.1	90.3	91.2	86.3	59.6	61.5	37.2
Mizoram	88.8	1.3	17.9	11.8	87.4	91.3	91.7	87.8	73.5	79.3	42.2
Nagaland	57.5	2.4	35.3	25.2	75.6	96.5	98.2	95.9	69.0	73.1	44.3
Orissa	82.3	6.3	4.4	54.1	61.3	88.9	87.1	44.2	69.5	64.4	17.4
Puducherry	99.1	0.5	21.2	43.9	72.6	86.2	89.8	82.1	59.2	60.0	17.8
Punjab	80.3	5.4	30.3	26.5	70.6	90.8	87.8	75.7	71.9	70.0	24.4
Rajasthan	64.0	6.6	30.4	10.2	37.7	71.3	71.3	48.7	55.9	47.5	10.7
Sikkim	79.9	2.3	28.3	37.2	65.0	95.5	97.4	94.0	78.9	77.8	60.9
Tamil Nadu	92.6	0.9	19.7	24.0	66.6	62.4	70.0	57.5	53.0	39.7	14.9
Tripura	75.6	1.9	4.3	76.0	72.4	92.7	94.9	83.2	52.1	58.1	17.9
Uttarakhand	84.2	1.4	24.7	12.8	72.2	83.9	82.7	69.4	73.8	62.2	23.2
Uttar Pradesh	53.5	4.9	35.8	13.0	33.4	68.0	66.3	45.6	48.6	35.7	8.9
West Bengal	73.0	5.7	6.5	79.9	63.5	84.0	87.2	65.3	67.6	60.0	19.6
Total^	**76.3**	**4.0**	**21.8**	**26.9**	**55.2**	**78.5**	**78.7**	**54.6**	**64.2**	**56.3**	**16.7**

* Arunachal Pradesh data available for 8 out of 13 districts. Assam data available for 22 out of 23 districts. Chhattisgarh data available for 15 out of 16 districts. Jharkhand data available for 21 out of 22 districts.

^ India estimate based on survey done in 575 districts including 9 districts with incomplete data.

Andhra Pradesh
Arunachal Pradesh
Assam
Bihar
Chhattisgarh
Goa
Gujarat

ASER

2009

ANDHRA PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM 22 OUT OF 22 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	64.3	29.4	0.2	6.2	100
Age: 7-16 ALL	63.4	27.0	0.2	9.4	100
Age: 7-10 ALL	63.0	32.9	0.2	3.9	100
Age: 7-10 BOYS	58.7	37.6	0.1	3.6	100
Age: 7-10 GIRLS	67.1	28.5	0.3	4.2	100
Age: 11-14 ALL	67.9	22.8	0.1	9.2	100
Age: 11-14 BOYS	65.7	26.3	0.2	7.8	100
Age: 11-14 GIRLS	69.8	19.3	0.1	10.8	100
Age: 15-16 ALL	53.8	22.5	0.2	23.5	100
Age: 15-16 BOYS	53.9	22.8	0.2	23.2	100
Age: 15-16 GIRLS	54.0	21.8	0.1	24.0	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

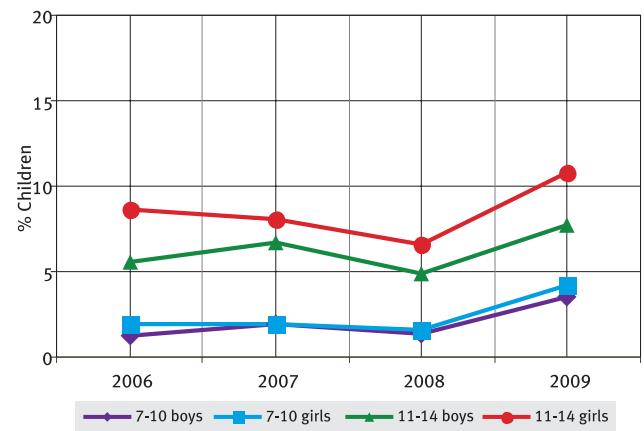


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

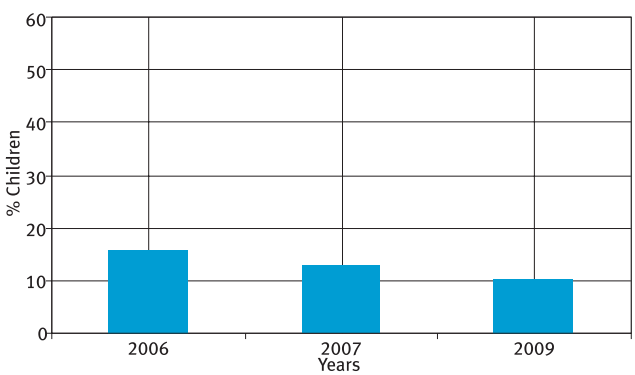


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	21.9	51.1	15.1	6.1				5.9					100
II	1.9	10.9	54.9	19.6	7.3			5.5					100
III	2.0		10.4	56.3	19.5	9.0		2.8					100
IV	3.0			10.5	55.8	20.0	6.8	4.0					100
V	3.4				9.2	59.9	16.7	7.2	3.7				100
VI	2.6					10.6	52.6	25.6	6.1	2.4			100
VII	3.3						10.3	57.6	19.5	6.1	3.2		100
VIII	3.1							14.9	58.8	17.4	4.8	1.0	100

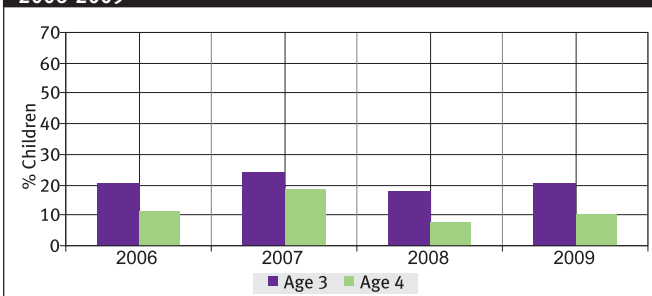
How to read the table: In Std III, 84.8% (56.3+19.5+9.0) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	71.7	7.7				20.6	100
Age 4	63.7	26.2				10.1	100
Age 5	19.5	7.3	33.5	34.9	0.4	4.5	100
Age 6	3.5	4.5	49.1	39.5	0.1	3.3	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 97.0 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	25.2	46.3	19.6	4.4	4.6	100
II	7.7	30.6	38.6	14.0	9.1	100
III	4.1	15.9	33.7	25.6	20.8	100
IV	2.1	9.8	19.3	28.2	40.7	100
V	1.2	5.2	13.2	23.8	56.6	100
VI	1.1	2.7	8.5	19.4	68.4	100
VII	1.2	3.0	5.9	14.4	75.4	100
VIII	0.9	1.5	3.7	10.8	83.1	100
Total	5.9	15.2	18.2	17.7	43.1	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

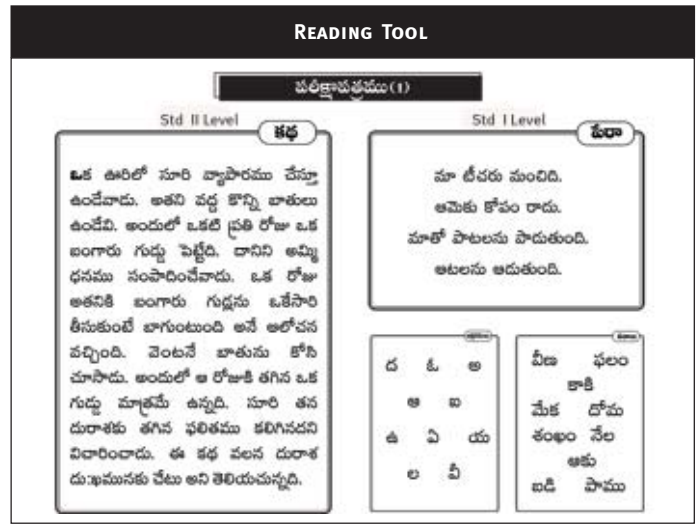


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

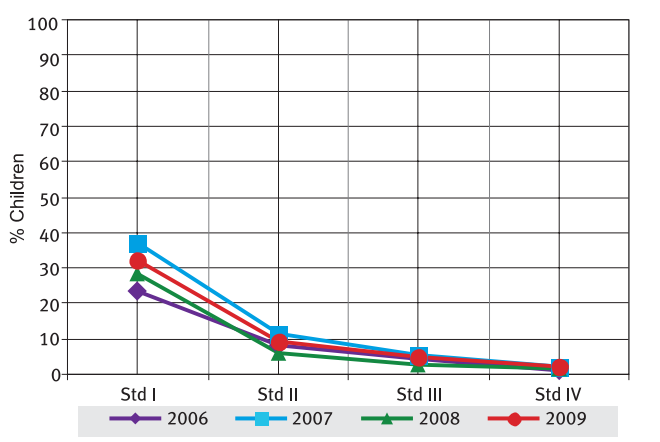
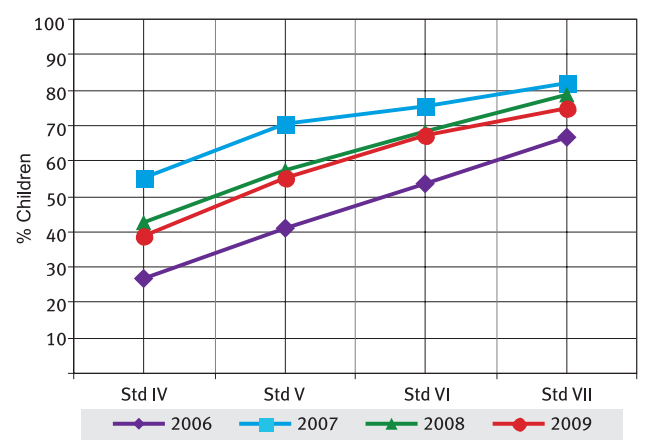


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	36.1	29.4	15.5	12.6	6.4	100
II	21.5	28.4	18.6	19.6	11.9	100
III	12.6	20.5	24.8	27.4	14.8	100
IV	8.3	13.6	18.9	34.5	24.7	100
V	4.1	9.2	15.3	34.1	37.3	100
VI	2.8	5.0	11.9	30.3	50.0	100
VII	2.2	4.1	8.2	26.0	59.5	100
VIII	2.2	3.7	5.4	19.2	69.6	100
Total	11.8	14.8	15.2	25.6	32.7	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	65.7	70.1
II	70.7	72.8
III	68.9	71.5
IV	70.5	72.6
V	73.2	77.6
VI	69.9	79.5
VII	73.3	82.3
VIII	78.5	85.5
Total	71.4	79.4

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	21.6	40.2	28.7	5.6	3.9	100
II	6.9	23.6	47.5	16.3	5.8	100
III	3.5	11.0	41.2	33.7	10.7	100
IV	2.2	6.9	25.0	39.0	26.8	100
V	1.0	4.1	16.9	33.8	44.2	100
VI	1.2	2.2	13.6	28.9	54.1	100
VII	0.8	1.5	11.2	24.8	61.6	100
VIII	0.7	1.2	7.7	20.2	70.3	100
Total	5.1	12.1	24.4	25.3	33.2	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

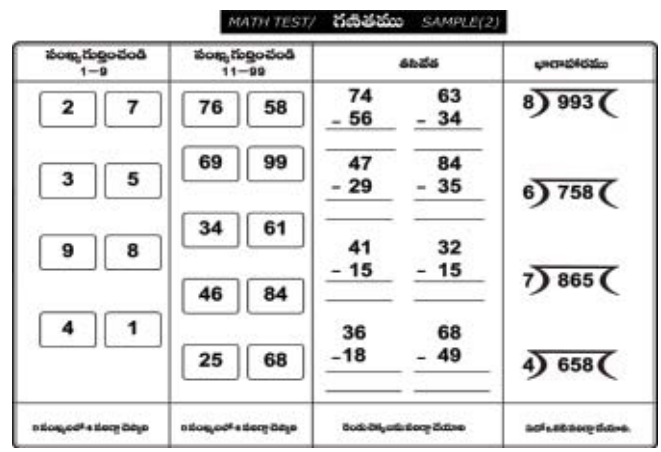


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

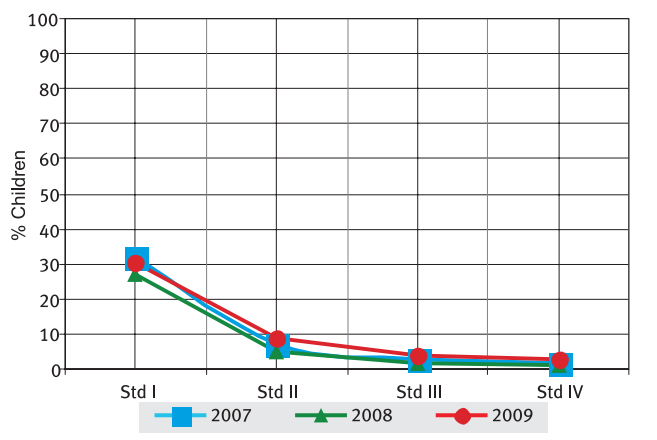
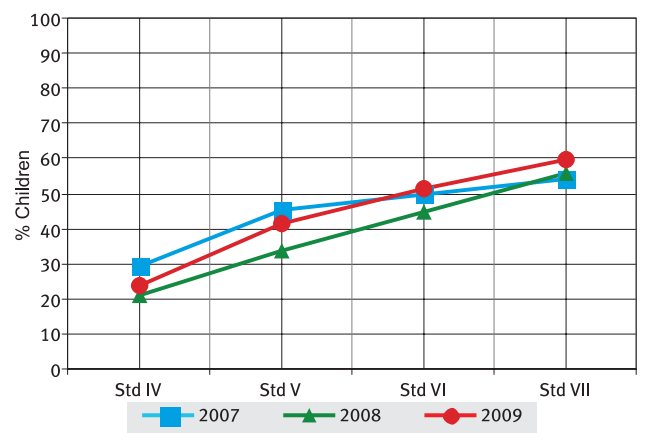


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	11.0	16.4	17.0	18.6	20.8	17.3	24.6	13.5
	Pvt.	24.8	29.0	33.1	31.5	37.6	31.7	36.7	28.5
2009	Govt	21.2	22.9	24.7	22.3	24.7	22.4	24.1	19.8
	Pvt.	31.6	40.6	36.7	37.4	37.1	40.4	35.3	39.2

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

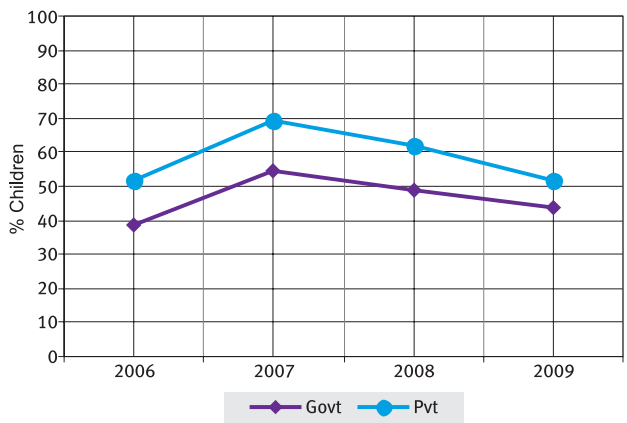
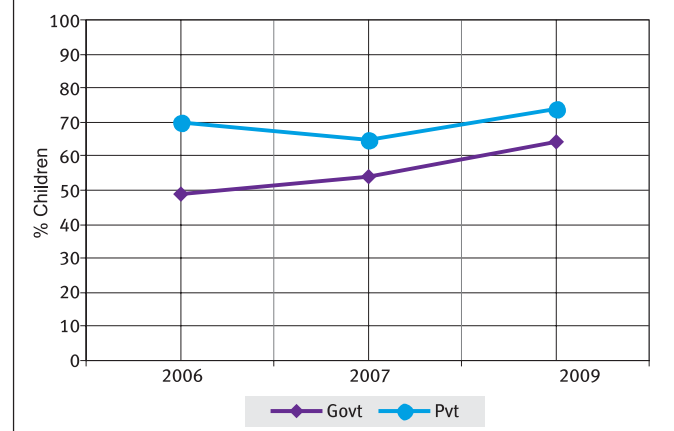


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

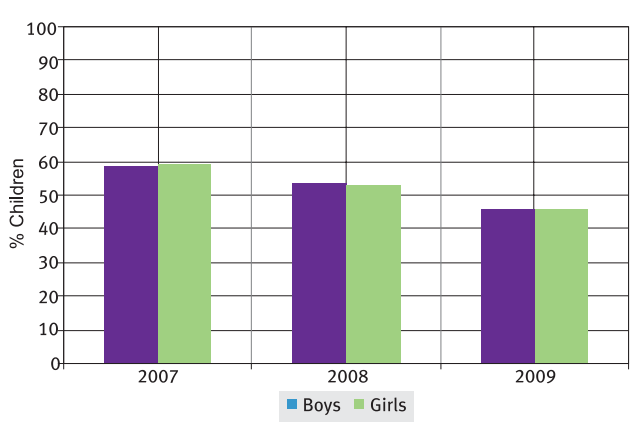
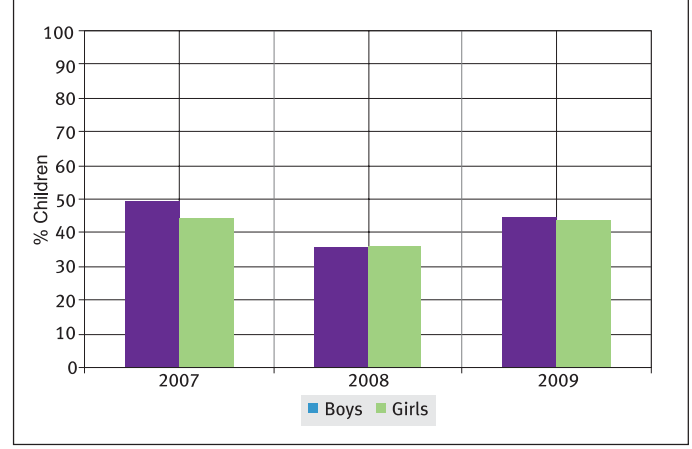


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	39.8	10.6	60.0	57.3	48.3	20.0
Std I-V	17.1	5.9	67.4	64.2	58.0	25.0
Std VI-VIII	12.8	5.0	66.1	64.9	64.2	28.5
Std IX-X	18.1	4.4	72.5	68.7	69.5	33.4
Above Std X	12.2	2.8	76.8	77.4	79.3	33.7

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

ANDHRA PRADESH RURAL

School Enrollment and Attendance : Trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	192	379	483
Std I-VII/VIII : Primary + Upper Primary	168	229	148
Total schools	360	608	631

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	78.5	75.8	76.0	76.7	77.4	77.3
% Schools with less than 50% enrolled children attending	5.3	4.5	5.4	1.2	2.6	2.7
% Schools with 75% or more enrolled children attending	63.3	58.0	58.5	62.8	62.7	64.6

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	80.7	86.4	80.4	79.5	84.0	80.3
% Schools with no teacher present	2.1	0.0	0.5	0.6	0.0	0.0
% Schools with all teachers present	50.3	59.9	44.3	29.3	33.5	28.0

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		54.4	66.3		50.5	58.3
Std IV class sitting with another class		46.9	58.8		37.1	50.4

School Facilities : Trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	32.1	14.5	18.1	22.8	16.1	18.9
	Facility but water not available	10.0	9.9	14.6	6.0	7.4	16.1
	Available	57.9	75.6	67.3	71.3	76.5	65.0
Toilet	No facility	32.8	20.4	26.4	20.4	12.8	23.4
	Facility but toilet not usable	21.2	23.0	31.8	26.3	20.2	35.9
	Usable	46.0	56.6	41.8	53.3	67.0	40.7
	Midday meal served on day of visit	99.5	98.1	97.3	98.8	98.7	96.6

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	473	59.0	41.0	141	59.6	40.4
Construction of new classroom	472	22.3	77.8	144	29.9	70.1
Construction of boundary wall	471	25.3	74.7	144	29.9	70.1

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	421	128
% Schools with no separate provision for girls toilets	57.0	49.2
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	8.3	10.2
Toilet not usable	11.2	13.3
Usable	23.5	27.3

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	429	16.6	74.6	8.9	367	5.5	86.4	8.2
Maintenance grant	446	84.1	7.9	8.1	357	13.2	79.8	7.0
Development grant	432	73.8	17.6	8.6	344	8.7	84.3	7.0
Teacher grant (TLM grant)	443	87.6	6.6	5.9	348	12.6	81.0	6.3
Other grants	282	9.9	79.1	11.0	250	4.0	87.2	8.8

Note : No grant information was available for 21 schools out of 483 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

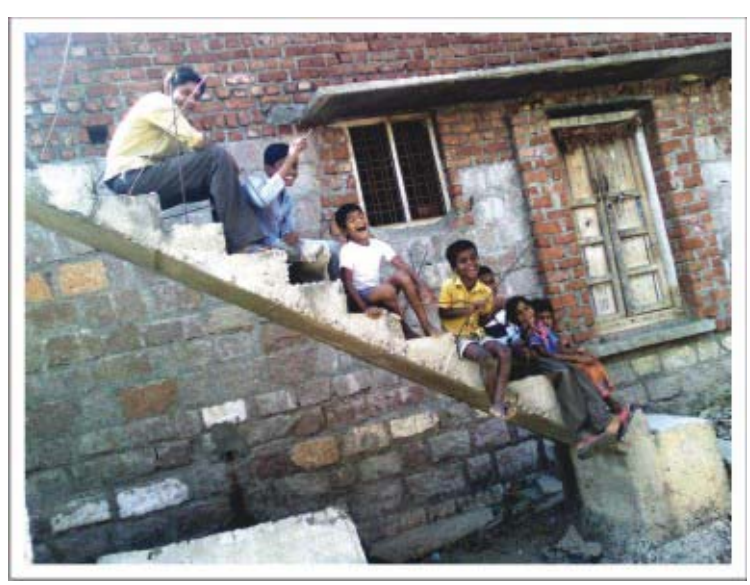
	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	126	21.4	69.1	9.5	103	11.7	77.7	10.7
Maintenance grant	133	84.2	10.5	5.3	98	18.4	71.4	10.2
Development grant	123	71.5	22.0	6.5	98	18.4	68.4	13.3
Teacher grant (TLM grant)	126	87.3	7.1	5.6	93	17.2	71.0	11.8
Other grants	86	14.0	74.4	11.6	70	8.6	78.6	12.9

Note : No grant information was available for 10 schools out of 148 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Adilabad	73.4	7.0	26.6	9.6	31.2	78.1	79.8	64.5	59.0	53.3	19.1
Anantapur*		9.8	19.2	24.5	47.5	80.9	85.1	66.0	66.4	69.3	22.6
Chittoor	94.1	2.5	21.5	37.4	68.1	83.3	84.8	74.0	67.5	73.1	31.1
Cuddapah	93.0	3.6	30.0	26.3	66.7	87.9	91.4	76.0	79.3	74.6	30.3
East Godavari	78.5	8.3	22.4	25.5	74.9	81.4	82.0	74.3	57.5	56.0	21.7
Guntur	79.3	5.1	28.6	39.4	59.9	86.4	86.3	72.1	62.6	66.2	23.9
Karimnagar	86.7	2.9	48.1	14.1	62.7	93.1	91.5	78.4	82.2	74.9	37.4
Khammam	78.8	8.7	24.2	14.0	71.4	75.4	78.1	58.8	66.2	49.5	19.5
Krishna*		2.4	38.5	37.2	71.6	92.8	92.8	80.6	81.3	74.6	46.3
Kurnool	75.6	8.9	25.2	30.3	43.5	78.5	81.9	67.6	59.7	51.0	24.5
Mahbubnagar	81.5	6.4	30.7	6.4	16.1	64.9	68.8	47.7	58.3	46.4	13.7
Medak	81.5	6.2	28.4	11.5	41.1	71.5	78.1	53.9	52.7	52.9	21.2
Nalgonda	93.8	2.2	33.2	12.6	34.4	81.5	85.8	78.4	59.7	59.4	17.5
Nellore	92.0	5.0	22.0	31.5	65.7	94.0	94.0	83.1	76.7	76.5	30.9
Nizamabad	97.3	10.4	34.6	14.6	80.0	88.4	91.2	78.8	63.0	61.7	25.5
Prakasam	85.6	5.7	33.5	90.9	49.9	88.4	86.5	79.5	65.4	61.1	29.6
Rangareddy	63.8	7.8	35.5	22.3	44.4	85.2	84.9	79.4	56.1	58.9	26.8
Srikakulam	80.8	6.1	25.5	42.4	61.6	86.8	92.8	76.1	76.2	77.2	34.0
Visakhapatnam	86.8	6.9	27.0	21.6	41.0	86.4	84.0	65.5	62.5	65.9	17.9
Vizianagaram	89.0	4.8	19.3	21.3	30.5	85.5	87.7	63.9	69.9	64.6	19.1
Warangal*		16.3	30.7	11.6	51.4	86.8	89.9	80.3	54.0	55.1	14.1
West Godavari	91.0	4.0	32.9	32.6	74.1	79.7	88.1	70.7	72.2	69.4	38.4
Total	**84.4**	**6.3**	**29.2**	**25.7**	**51.1**	**82.9**	**85.1**	**70.4**	**66.0**	**63.5**	**25.8**

* Blank cells indicate insufficient data.



ARUNACHAL PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM 8 OUT OF 13 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	86.2	10.1	0.2	3.4	100
Age: 7-16 ALL	86.0	8.9	0.2	4.9	100
Age: 7-10 ALL	86.8	10.6	0.1	2.6	100
Age: 7-10 BOYS	86.3	11.4	0.1	2.2	100
Age: 7-10 GIRLS	86.8	9.9	0.0	3.3	100
Age: 11-14 ALL	86.8	7.7	0.5	5.0	100
Age: 11-14 BOYS	86.4	7.3	0.4	5.9	100
Age: 11-14 GIRLS	88.2	7.0	0.7	4.2	100
Age: 15-16 ALL	80.8	5.8	0.1	13.4	100
Age: 15-16 BOYS	80.8	6.6	0.1	12.5	100
Age: 15-16 GIRLS	81.1	4.9	0.0	13.9	100

NOTE : 'other' includes chidren going to madarssa and EGS.
'not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

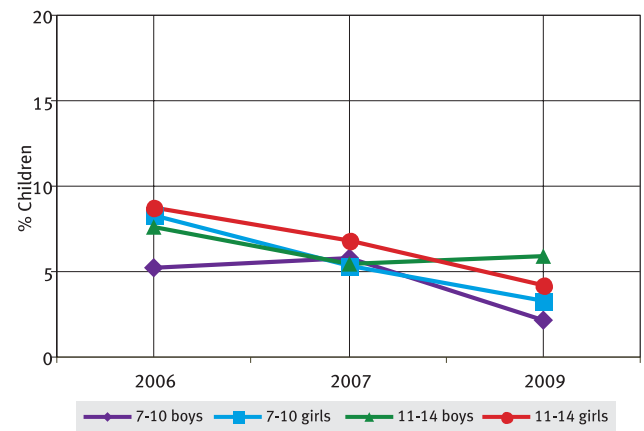


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

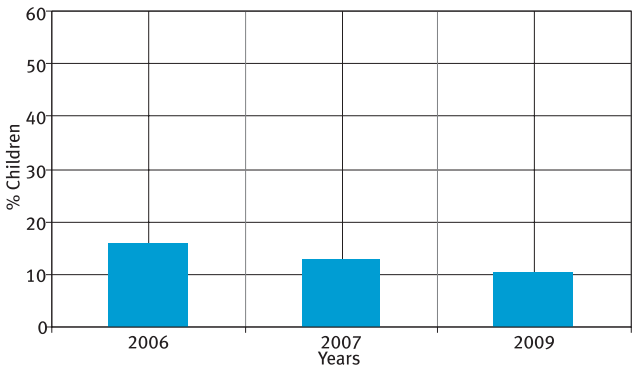


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	23.2	51.0	15.6	6.4				3.8					100
II	2.4	12.7	50.2	19.1	5.9	5.5		4.3					100
III		2.2		10.2	51.1	17.8	8.6	2.7	4.5		2.8		100
IV		4.0			13.7	37.2	27.0	4.9	5.4	3.4		4.4	100
V		0.7			5.7	9.3	44.9	15.3	11.1	3.7	5.3	4.0	100
VI		1.1				4.2	15.9	31.8	26.8	6.3	8.9	5.0	100
VII			6.2					8.2	40.6	18.8	10.0	9.3	7.0	100
VIII				5.5					13.7	36.7	22.5	11.3	10.3	100

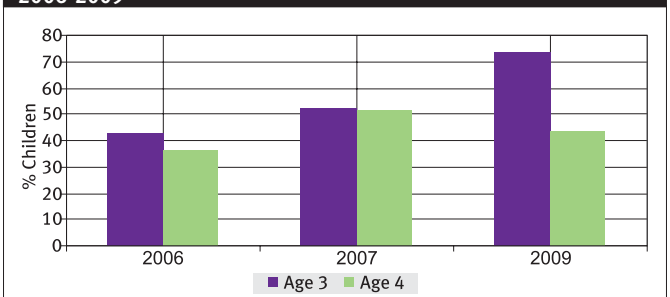
How to read the table: In Std III, 77.5% (51.1 +17.8+8.6) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	20.5	5.7				73.8	100
Age 4	33.9	22.6				43.6	100
Age 5	5.5	13.4	59.0	8.7	0.1	13.3	100
Age 6	3.3	3.2	75.5	14.2	0.0	3.8	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 63.2 % villages.

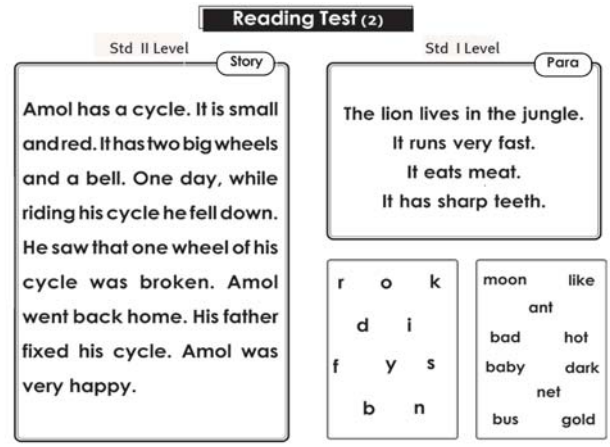
Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	3.7	64.3	22.2	6.4	3.4	100
II	0.5	18.9	60.7	13.4	6.5	100
III	0.3	4.7	39.6	41.0	14.5	100
IV	0.1	3.4	14.5	40.9	41.1	100
V	0.0	0.9	9.3	30.6	59.2	100
VI	0.0	1.3	4.1	15.9	78.8	100
VII	0.1	1.4	3.6	7.8	87.2	100
VIII	0.0	0.8	2.7	6.2	90.3	100
Total	0.8	15.3	23.0	21.1	39.8	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool



NOTE : The test was also available in Bodo, Bengali and English.

Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

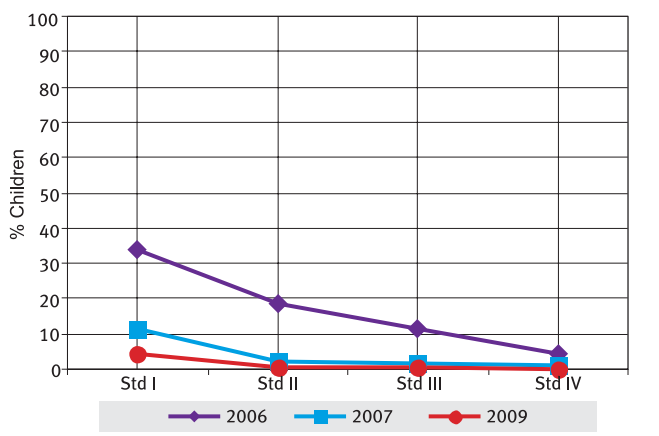
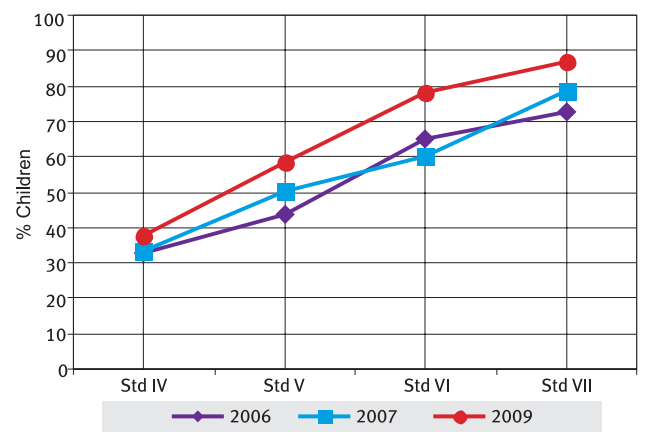


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	6.5	26.5	44.6	15.4	7.0	100
II	2.7	5.3	26.3	56.7	9.0	100
III	0.3	3.1	11.8	57.9	26.9	100
IV	0.3	1.7	3.9	34.4	59.8	100
V	0.3	0.7	1.9	23.3	73.8	100
VI	0.4	0.1	1.0	11.9	86.6	100
VII	0.3	0.9	0.6	6.2	92.0	100
VIII	0.8	0.3	0.3	4.2	94.5	100
Total	1.8	6.1	14.3	29.4	48.4	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	33.6	76.2
II	30.5	69.5
III	53.2	50.6
IV	75.9	57.6
V	81.8	67.1
VI	82.6	74.3
VII	83.3	88.3
VIII	78.4	90.4
Total	53.0	73.1

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	2.5	31.7	52.7	11.1	2.0	100
II	1.0	5.4	56.9	31.7	5.0	100
III	0.3	1.3	18.2	64.8	15.5	100
IV	0.4	1.1	5.1	46.8	46.6	100
V	0.3	0.6	3.2	30.9	65.1	100
VI	0.1	0.7	0.9	19.2	79.1	100
VII	0.0	0.3	1.4	8.9	89.5	100
VIII	0.0	0.9	1.0	7.8	90.3	100
Total	0.7	6.7	21.8	29.5	41.3	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

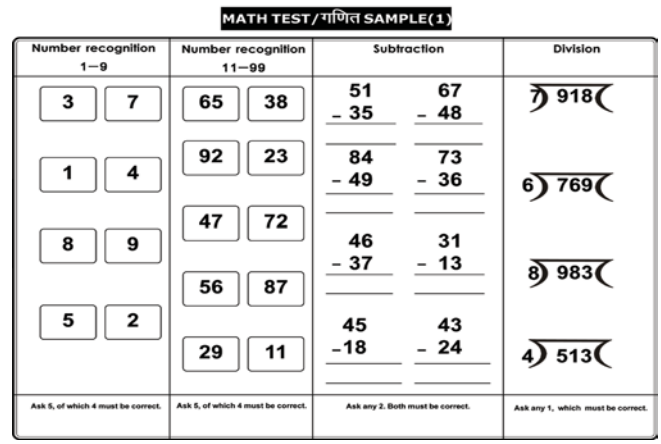


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007 and 2009

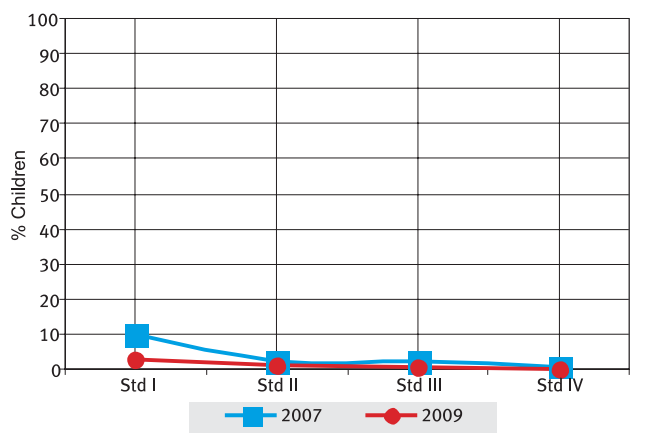
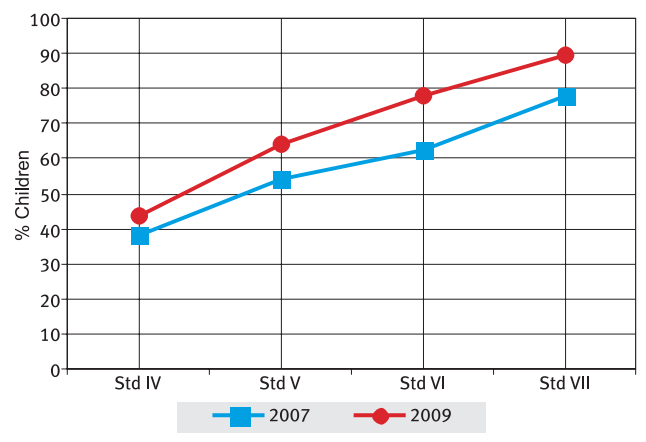


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007 and 2009



Tuition

Table 8: Class-wise % children ATTENDING TUITION classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	7.8	8.2	8.9	11.1	11.9	13.1	10.8	17.9
	Pvt.	37.1	40.5	48.6	54.6	50.1	55.4	34.3	43.3
2009	Govt	8.9	8.3	10.9	13.3	10.1	14.9	18.9	18.6
	Pvt.	57.6	64.3	64.6	63.0	62.7	42.3	43.1	58.6

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

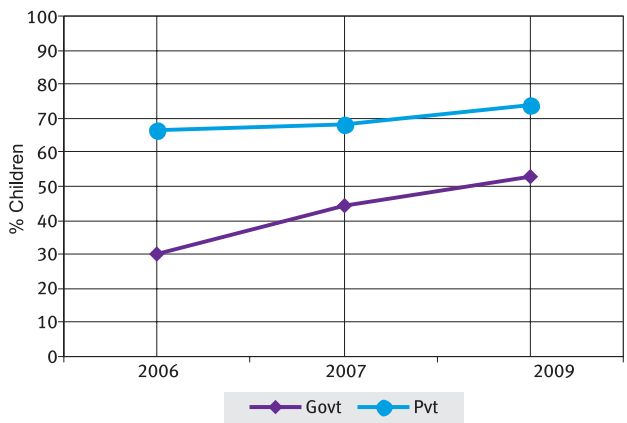
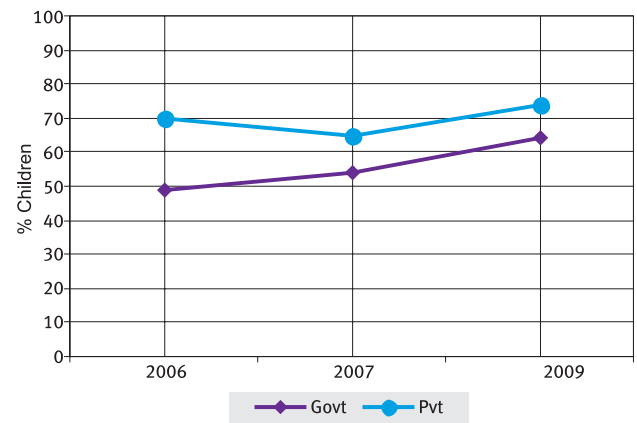


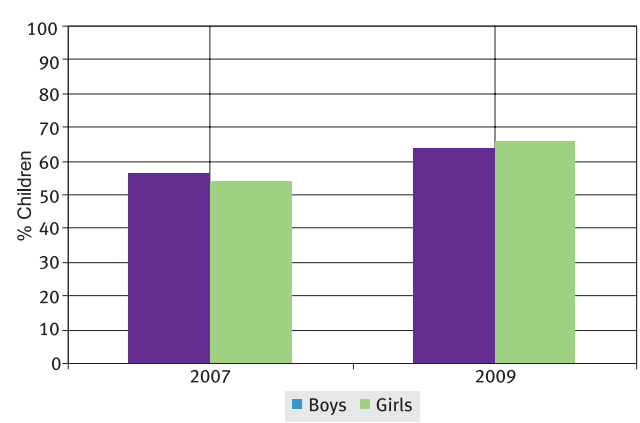
Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007 and 2009

Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007 and 2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	34.1	3.7	69.1	87.7	92.2	10.8
Std I-V	17.9	4.1	76.8	90.5	92.9	12.3
Std VI-VIII	14.7	3.1	79.5	90.0	88.8	23.7
Std IX-X	14.4	2.8	77.9	91.3	91.8	22.1
Above Std X	19.0	1.9	89.4	95.3	97.1	26.0

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

ARUNACHAL PRADESH RURAL

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	18	135	83
Std I-VII/VIII : Primary + Upper Primary	24	105	77
Total schools	42	240	160

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	90.4	80.9	86.0	88.0	79.7	88.0
% Schools with less than 50% enrolled children attending	0.0	7.0	0.0	0.0	9.2	1.3
% Schools with 75% or more enrolled children attending	100.0	71.1	88.9	87.5	73.5	94.7

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	79.4	91.2	89.0	89.3	82.3	83.6
% Schools with no teacher present	5.6	1.0	0.0	0.0	0.0	0.0
% Schools with all teachers present	50.0	77.0	63.2	54.2	39.0	36.2

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		40.0	60.5		32.0	47.2
Std IV class sitting with another class		41.5	50.6		23.7	40.9

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	61.1	36.2	24.4	45.8	20.2	8.0
	Facility but water not available	5.6	11.0	5.1	16.7	13.1	5.3
	Available	33.3	52.8	70.5	37.5	66.7	86.7
Toilet	No facility	61.1	55.1	30.8	52.2	39.8	11.8
	Facility but toilet not usable	22.2	14.4	20.5	0.0	17.3	30.3
	Usable	16.7	30.5	48.7	47.8	42.9	57.9
Midday meal served on day of visit		22.2	66.9	50.6	57.1	62.4	44.7

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	76	54.0	46.1	67	55.2	44.8
Construction of new classroom	73	27.4	72.6	67	43.3	56.7
Construction of boundary wall	74	14.9	85.1	67	19.4	80.6

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	69	57
% Schools with no separate provision for girls toilets	88.4	56.1
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	1.4	8.8
Toilet not usable	2.9	10.5
Usable	7.2	24.6

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	62	22.6	72.6	4.8	51	7.8	82.4	9.8
Maintenance grant	77	67.5	20.8	11.7	54	37.0	37.0	25.9
Development grant	76	63.2	22.4	14.5	55	30.9	38.2	30.9
Teacher grant (TLM grant)	76	72.4	13.2	14.5	51	41.2	31.4	27.5
Other grants	39	2.6	66.7	30.8	37	2.7	62.2	35.1

Note : No grant information was available for 7 schools out of 83 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	67	35.8	56.7	7.5	64	15.6	68.8	15.6
Maintenance grant	70	58.6	20.0	21.4	66	43.9	22.7	33.3
Development grant	70	58.6	18.6	22.9	63	41.3	20.6	38.1
Teacher grant (TLM grant)	69	71.0	15.9	13.0	61	52.5	23.0	24.6
Other grants	37	2.7	64.9	32.4	35	2.9	57.1	40.0

Note : No grant information was available for 4 schools out of 77 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

ARUNACHAL PRADESH RURAL

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Dibang Valley	5.1	0.9	8.9	13.3	95.0	100.0	100.0	100.0	95.6	98.9	79.2
East Kameng	37.6	1.6	3.7	4.3	19.3	90.2	94.2	94.9	40.3	66.8	13.9
East Siang	73.1	0.4	15.7	23.4	94.6	99.5	98.6	97.1	75.8	87.9	43.9
Lohit	57.4	11.1	14.3	25.4	61.9	97.0	97.0	82.0	80.5	89.7	57.3
Tawang*		3.2	12.0	48.6	36.1	95.5	93.5	96.7	40.6	87.6	46.9
Tirap	23.7	0.2	9.8	5.8	70.4	99.8	100.0	99.8	78.1	96.2	62.3
Upper Siang	79.5	0.5	4.9	21.5	82.7	99.4	100.0	99.4	78.9	87.7	47.6
Upper Subansiri*											
Total	**37.8**	**2.3**	**9.5**	**19.3**	**61.1**	**97.6**	**98.0**	**96.6**	**73.3**	**88.8**	**51.5**

* Blank cells indicate insufficient data.

ASSAM RURAL

ALL ANALYSIS BASED ON DATA FROM 22 OUT OF 23 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School enrollment and out of school children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	77.9	14.5	3.4	4.3	100
Age: 7-16 ALL	75.3	14.3	3.3	7.1	100
Age: 7-10 ALL	80.6	14.5	2.7	2.2	100
Age: 7-10 BOYS	78.8	16.0	3.0	2.3	100
Age: 7-10 GIRLS	82.8	12.5	2.6	2.1	100
Age: 11-14 ALL	73.6	14.6	4.2	7.6	100
Age: 11-14 BOYS	72.8	14.5	4.1	8.6	100
Age: 11-14 GIRLS	74.3	14.6	4.6	6.4	100
Age: 15-16 ALL	63.8	13.3	2.9	20.0	100
Age: 15-16 BOYS	62.5	11.4	2.4	23.7	100
Age: 15-16 GIRLS	65.6	15.4	3.2	15.8	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

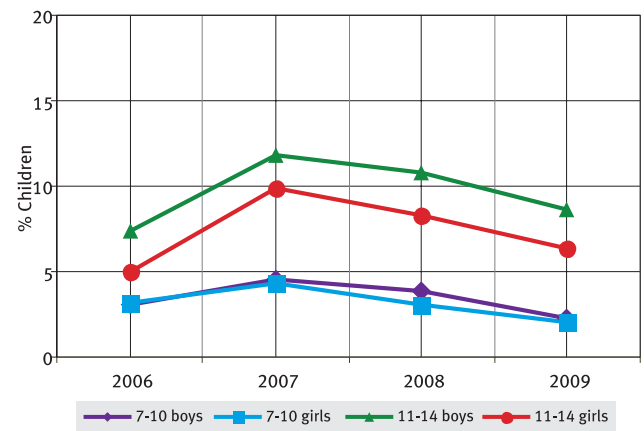


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

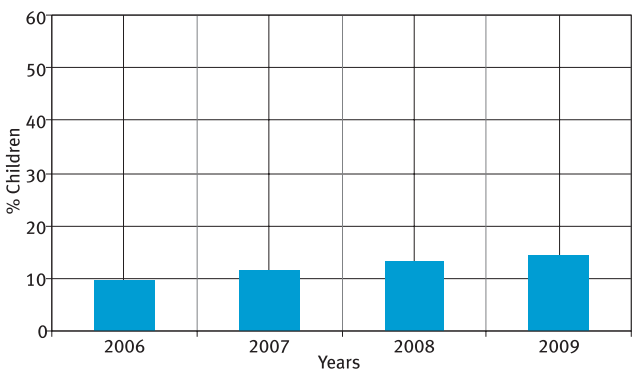


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	23.4	43.5	21.7	7.6				3.8					100
II	1.7	13.1	39.9	30.4	8.0	4.3		2.6					100
III		3.2		11.1	41.4	26.7	11.3	2.0		4.2			100
IV		4.1			11.1	28.1	40.2	6.4	5.8		4.3		100
V			2.1		3.4	8.0	35.1	28.4	14.0	5.1		3.9	100
VI			4.0				11.0	21.3	44.9	11.3	4.6	3.0	100
VII				4.6				6.3	32.6	36.1	14.2	4.8	1.4	100
VIII				3.8					9.4	29.4	41.9	11.1	4.4	100

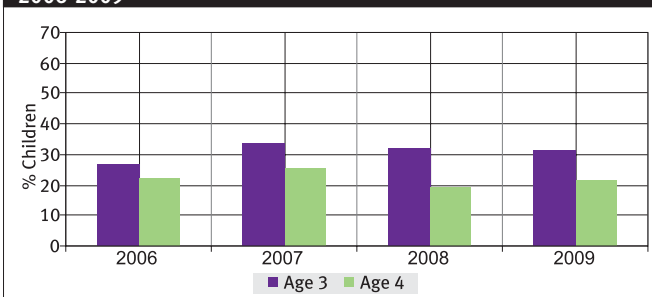
How to read the table: In Std III, 79.4% (41.4+26.7+11.3) children are in age group 8 to 10.

Young children in pre-school and school

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	64.9	4.1				31.1	100
Age 4	70.3	8.1				21.7	100
Age 5	35.3	7.6	38.3	9.3	1.5	8.0	100
Age 6	8.1	2.3	71.1	12.3	2.8	3.4	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 84.7 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	32.8	44.2	16.1	4.8	2.1	100
II	12.2	34.3	31.8	13.7	8.0	100
III	5.6	19.5	31.6	24.9	18.4	100
IV	2.9	11.8	23.8	29.7	31.7	100
V	2.9	7.0	18.1	31.2	40.8	100
VI	1.3	4.0	13.4	22.5	58.9	100
VII	1.1	3.6	9.2	19.3	66.7	100
VIII	0.6	2.9	4.7	14.0	77.8	100
Total	9.1	18.4	19.5	19.4	33.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

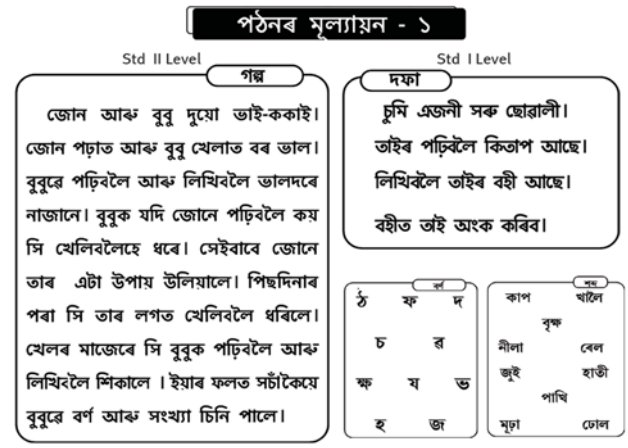


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

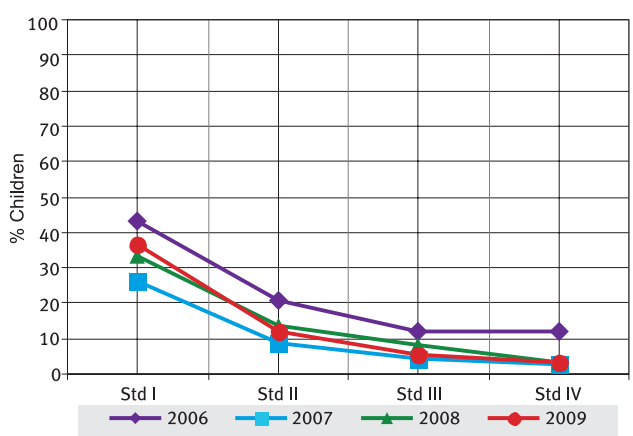
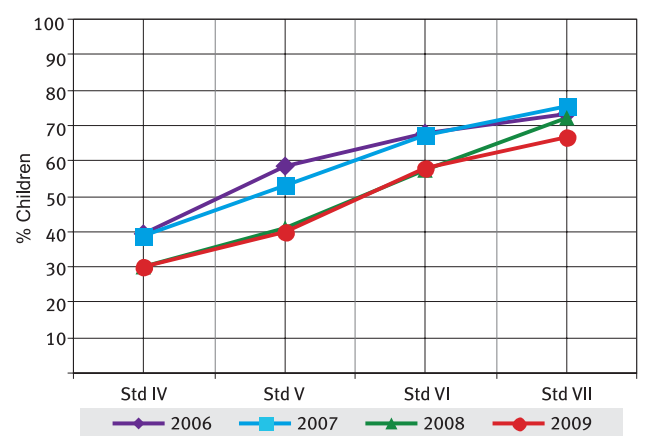


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	64.0	21.9	7.7	4.8	1.7	100
II	40.9	30.6	14.9	9.7	3.9	100
III	23.7	25.4	20.9	22.7	7.3	100
IV	14.2	19.9	20.9	32.3	12.7	100
V	7.3	13.5	17.0	36.6	25.6	100
VI	3.4	7.3	12.1	35.2	42.1	100
VII	2.7	6.5	7.9	29.6	53.3	100
VIII	1.6	4.4	4.8	21.9	67.4	100
Total	23.2	17.5	13.6	22.8	23.0	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	68.1	65.1
II	67.0	75.9
III	64.1	76.4
IV	61.4	80.4
V	64.6	73.5
VI	70.7	74.8
VII	68.5	74.0
VIII	72.9	78.6
Total	66.4	75.9

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	29.7	48.7	17.6	2.8	1.1	100
II	11.1	34.8	41.0	10.6	2.5	100
III	5.5	20.4	39.8	26.7	7.5	100
IV	2.3	12.8	29.8	40.0	15.0	100
V	2.5	7.7	26.6	39.6	23.7	100
VI	1.4	4.9	16.7	42.5	34.5	100
VII	1.4	4.1	12.1	37.9	44.5	100
VIII	0.9	3.4	7.9	31.7	56.1	100
Total	8.3	19.8	24.9	27.0	20.0	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

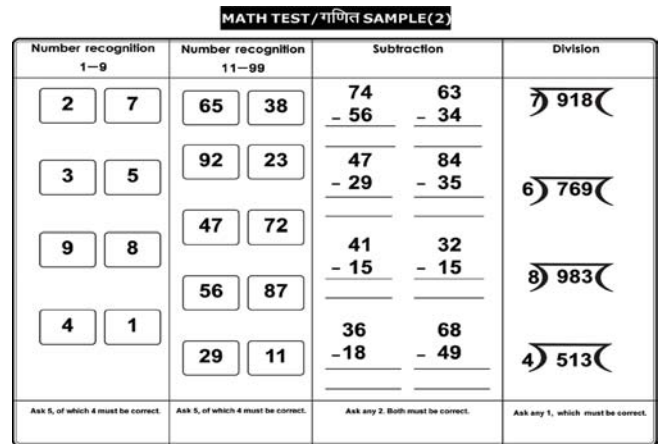


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

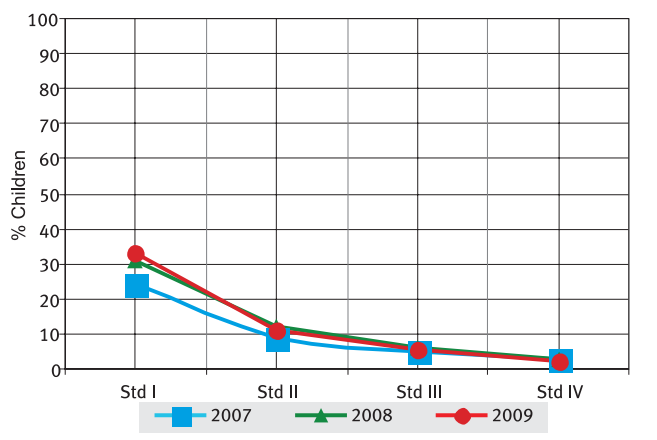
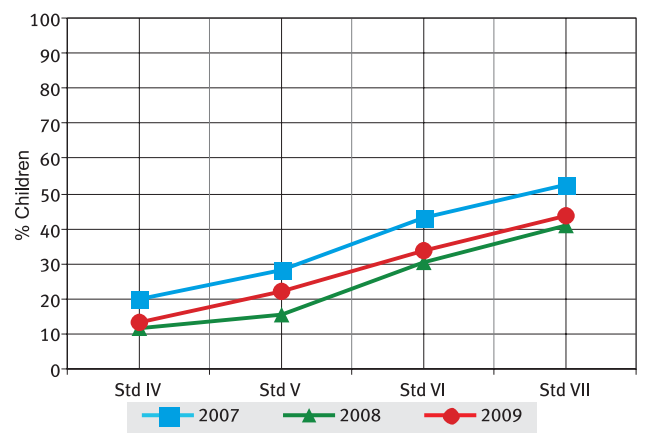


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	7.8	11.4	15.5	17.2	20.6	26.0	28.2	33.7
	Pvt.	16.3	30.0	32.2	31.0	24.0	24.4	29.3	38.7
2009	Govt	11.0	12.9	13.8	19.0	20.7	23.0	21.6	29.4
	Pvt.	24.2	29.0	31.2	40.5	30.7	27.8	30.3	27.9

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

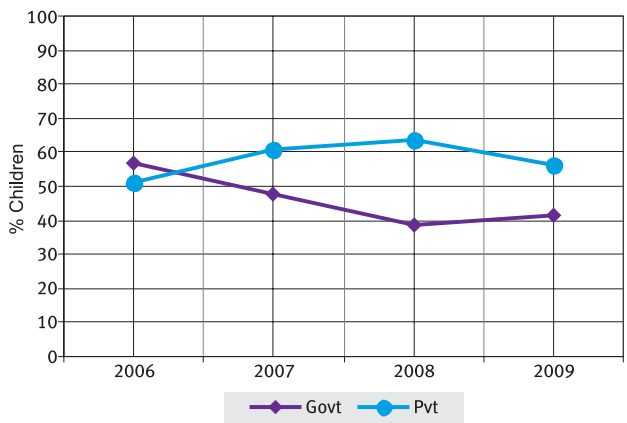
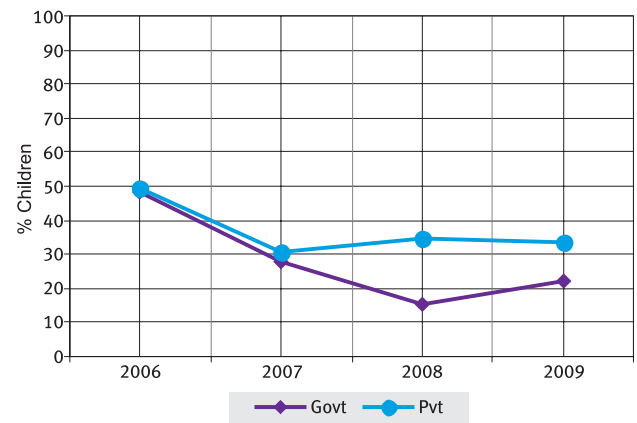


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

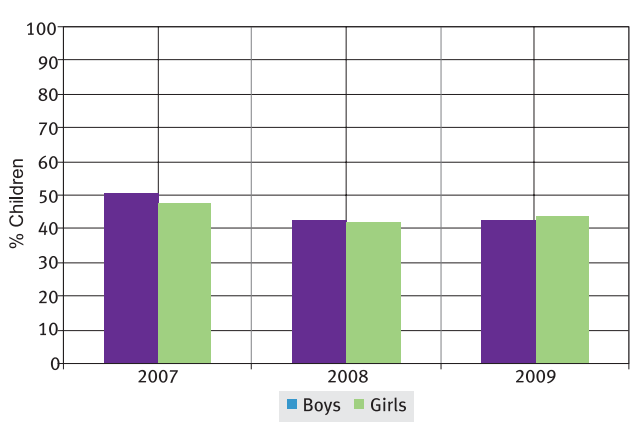
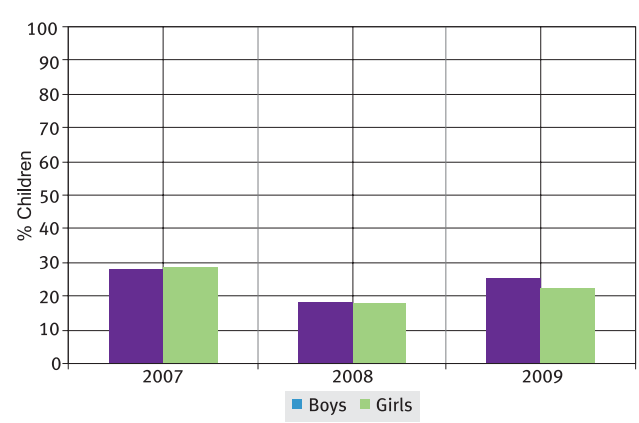


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	26.7	6.8	48.6	37.6	34.7	11.3
Std I-V	18.3	4.3	52.5	44.9	39.8	21.1
Std VI-VIII	15.7	1.4	58.9	50.4	47.8	23.7
Std IX-X	26.4	1.3	72.9	65.4	55.3	30.5
Above Std X	12.9	0.2	78.1	72.6	65.8	40.5

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	122	513	521
Std I-VII/VIII : Primary + Upper Primary	1	35	40
Total schools	123	548	561

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	71.0	71.2	70.6	87.6	72.6	66.1
% Schools with less than 50% enrolled children attending	14.8	13.8	12.5	0.0	8.8	17.9
% Schools with 75% or more enrolled children attending	51.3	48.1	48.9	100.0	47.1	41.0

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	90.5	88.3	87.9		85.4	84.2
% Schools with no teacher present	2.9	0.6	1.1		0.0	0.0
% Schools with all teachers present	80.0	70.5	70.3		53.8	48.6

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		39.0	55.8		36.7	54.1
Std IV class sitting with another class		33.3	49.0		37.5	48.5

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	28.9	17.6	20.3	100.0	6.1	12.8
	Facility but water not available	12.4	17.8	14.5	0.0	12.1	12.8
	Available	58.7	64.5	65.2	0.0	81.8	74.4
Toilet	No facility	66.7	40.6	27.8	0.0	24.1	25.6
	Facility but toilet not usable	5.8	17.1	28.0	0.0	24.1	30.8
	Usable	27.5	42.3	44.3	100.0	51.7	43.6
Midday meal served on day of visit		37.4	92.2	69.9	100.0	90.9	79.0

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	484	53.5	46.5	33	54.6	45.5
Construction of new classroom	484	30.6	69.4	35	20.0	80.0
Construction of boundary wall	481	5.6	94.4	35	8.6	91.4

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	447	36
% Schools with no separate provision for girls toilets	60.2	66.7
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	6.7	8.3
Toilet not usable	11.9	8.3
Usable	21.3	16.7

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	442	33.5	62.7	3.9	352	19.0	75.9	5.1
Maintenance grant	438	78.8	16.7	4.6	361	66.5	28.5	5.0
Development grant	409	61.9	33.0	5.1	344	53.8	40.4	5.8
Teacher grant (TLM grant)	437	86.7	10.1	3.2	349	75.4	21.2	3.4
Other grants	184	10.9	83.7	5.4	162	7.4	85.8	6.8

Note : No grant information was available for 30 schools out of 521 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	35	25.7	71.4	2.9	23	30.4	60.9	8.7
Maintenance grant	33	72.7	24.2	3.0	22	63.6	36.4	0.0
Development grant	28	60.7	35.7	3.6	21	52.4	47.6	0.0
Teacher grant (TLM grant)	34	94.1	5.9	0.0	26	76.9	23.1	0.0
Other grants	11	45.5	54.6	0.0	8	37.5	50.0	12.5

Note : No grant information was available for 1 schools out of 40 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Barpeta	54.5	3.7	17.0	21.0	66.4	82.4	85.3	50.7	57.6	51.1	8.0
Bongaigaon	64.3	4.5	12.8	29.0	77.4	81.1	90.0	45.8	65.7	84.4	13.6
Cachar	85.2	1.7	9.9	43.5	80.0	79.8	82.2	55.2	37.7	42.5	6.0
Darrang	60.3	4.3	21.8	19.9	77.9	60.5	61.5	48.6	54.1	42.3	24.4
Dhemaji	67.4	2.5	21.5	13.0	89.3	65.5	61.9	33.9	40.6	23.0	8.4
Dhubri	72.5	7.8	7.7	35.4	59.2	73.0	75.9	41.9	50.7	40.1	14.8
Dibrugarh	72.4	1.7	23.8	30.2	76.6	86.1	82.8	53.9	70.4	61.1	23.9
Goalpara	63.7	5.7	17.4	13.8	53.9	77.1	77.7	40.5	60.1	50.9	24.0
Golaghat	82.3	4.4	12.4	14.6	80.4	79.2	77.4	61.5	76.1	50.7	19.6
Hailakandi	14.7	2.7	6.2	21.7	57.9	67.1	64.8	20.0	48.9	46.7	9.0
Jorhat	80.4	1.9	9.8	27.0	88.9	82.6	81.5	52.8	78.5	61.7	28.2
Kamrup	81.9	3.0	15.1	22.3	73.0	75.7	82.7	51.0	68.9	62.1	17.8
Karbi Anglong	43.1	3.4	24.1	12.5	70.9	73.0	73.8	67.4	36.9	32.6	30.8
Karimganj	82.0	4.6	8.2	33.9	67.5	83.9	88.1	56.8	35.1	44.9	7.9
Kokrajhar	63.1	3.2	24.5	12.1	64.0	73.6	79.9	43.7	69.8	52.5	10.9
Lakhimpur	88.9	3.2	10.6	16.1	74.2	65.0	69.9	36.8	50.5	46.3	11.6
Marigaon	72.1	5.9	4.8	15.3	84.0	73.6	74.0	31.1	50.9	35.3	6.2
Nagaon	92.5	3.7	8.0	20.1	69.8	76.8	76.4	33.7	70.6	58.2	10.0
Nalbari	72.7	2.5	18.8	24.3	80.5	83.0	84.0	66.5	68.8	66.2	33.7
Sibsagar	77.0	6.4	18.4	28.5	77.8	90.5	94.0	56.4	82.6	64.9	23.9
Sonitpur	84.3	5.9	21.9	29.9	62.4	75.7	78.9	42.7	53.9	40.5	11.0
Tinsukia	64.7	9.3	21.9	5.5	86.8	79.6	82.5	51.8	59.5	52.9	15.1
Total	**71.8**	**4.2**	**14.6**	**22.1**	**72.9**	**76.0**	**78.0**	**46.0**	**57.1**	**49.4**	**15.0**

BIHAR *RURAL*

ALL ANALYSIS BASED ON DATA FROM 37 OUT OF 37 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	89.0	5.0	2.1	4.0	100
Age: 7-16 ALL	88.1	4.6	2.0	5.4	100
Age: 7-10 ALL	89.2	5.3	2.2	3.3	100
Age: 7-10 BOYS	89.0	5.9	2.1	3.0	100
Age: 7-10 GIRLS	89.6	4.5	2.3	3.7	100
Age: 11-14 ALL	89.0	4.0	1.7	5.3	100
Age: 11-14 BOYS	89.1	4.5	1.5	4.8	100
Age: 11-14 GIRLS	88.9	3.2	1.9	6.0	100
Age: 15-16 ALL	80.6	3.3	1.7	14.4	100
Age: 15-16 BOYS	81.8	2.8	1.4	14.0	100
Age: 15-16 GIRLS	78.8	4.3	2.2	14.7	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

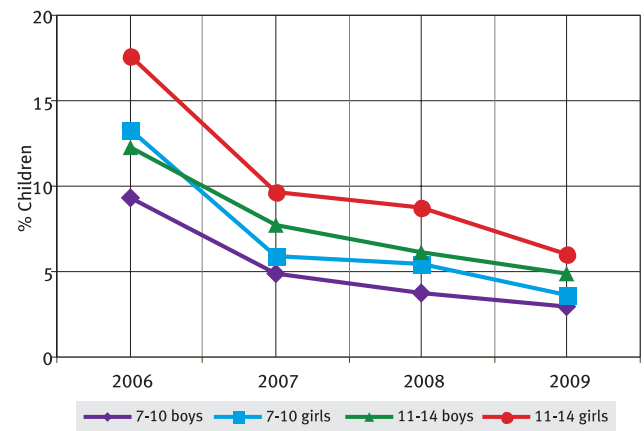


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

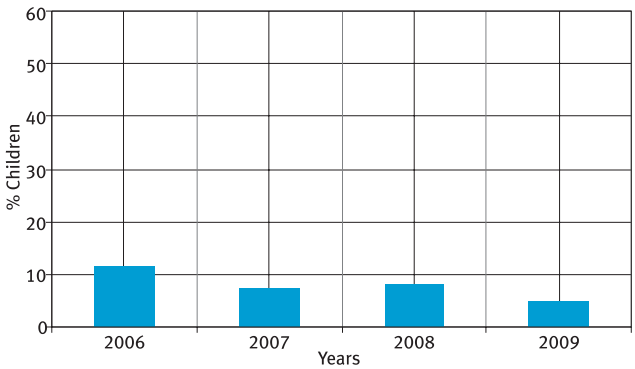


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	18.4	44.0	17.0	12.9			7.7						100
II	3.8	13.7	24.9	33.1	7.9	10.6	6.0						100
III	5.7		10.4	30.5	19.0	19.4	4.5	6.7	3.9				100
IV	1.8		3.4	15.4	16.2	33.7	8.0	13.7	7.9				100
V	1.8			6.4	7.3	31.5	15.8	21.5	7.0	4.5	4.4		100
VI	5.7					18.1	14.4	34.4	11.5	9.5	4.3	2.1	100
VII	8.9						7.3	33.0	20.5	18.0	8.4	4.0	100
VIII	6.3							18.2	21.0	27.6	16.4	10.4	100

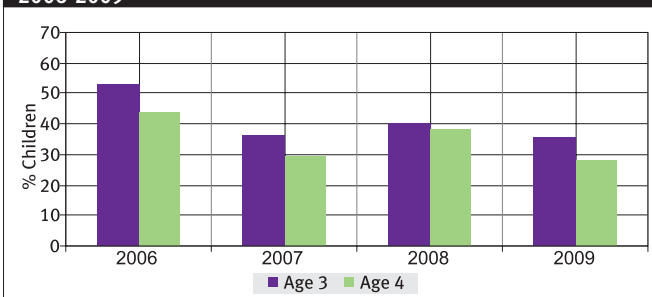
How to read the table: In Std III, 68.9% (30.5+19.0+19.4) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	60.2	4.0				35.8	100
Age 4	65.8	6.0				28.3	100
Age 5	33.1	2.4	44.4	4.6	2.4	13.1	100
Age 6	8.9	1.0	75.8	5.8	2.3	6.3	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 91.8 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	43.0	38.8	11.2	3.8	3.1	100
II	14.1	35.6	29.5	12.2	8.6	100
III	6.1	20.4	29.8	23.8	19.9	100
IV	3.0	10.4	19.9	26.9	39.8	100
V	2.2	6.4	11.2	23.1	57.2	100
VI	1.2	4.0	6.4	16.4	71.9	100
VII	1.5	2.5	4.1	9.2	82.7	100
VIII	0.6	1.5	2.5	7.5	87.9	100
Total	11.7	18.5	16.4	15.6	37.8	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

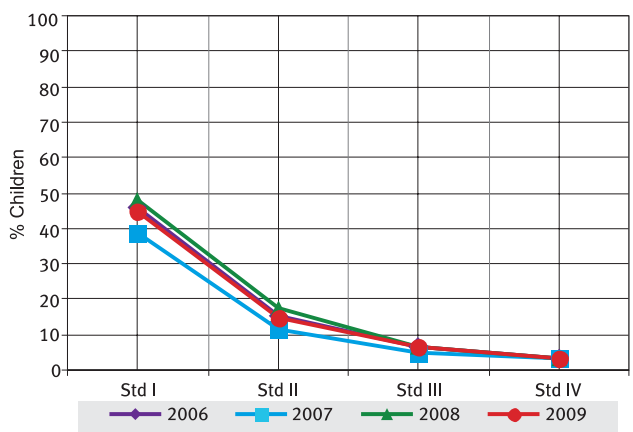
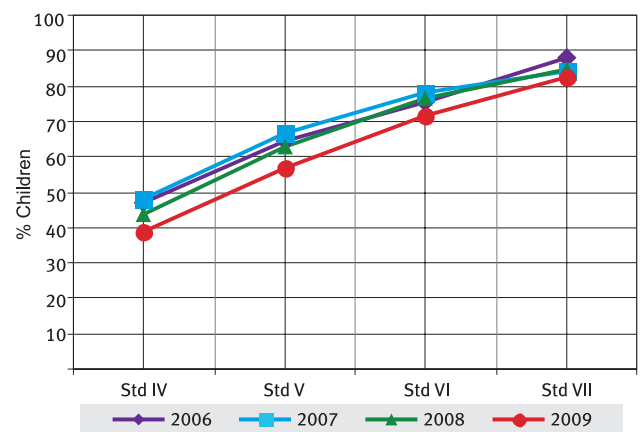


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	66.6	19.7	8.3	3.9	1.6	100
II	36.9	31.4	16.9	11.4	3.5	100
III	20.4	26.2	22.0	23.4	8.0	100
IV	10.5	18.6	21.3	31.8	17.8	100
V	7.6	11.5	16.9	32.7	31.3	100
VI	4.7	7.1	11.1	31.1	46.0	100
VII	3.5	4.7	7.3	23.8	60.7	100
VIII	2.0	3.1	5.2	19.1	70.6	100
Total	23.9	17.7	14.5	20.8	23.2	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	62.8	69.4
II	66.9	73.6
III	65.8	75.0
IV	67.6	79.9
V	71.2	79.9
VI	75.3	82.6
VII	80.0	86.0
VIII	80.3	87.8
Total	71.0	83.1

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	41.0	38.1	14.0	4.9	2.1	100
II	14.0	32.6	31.7	15.2	6.4	100
III	5.9	19.2	29.4	29.3	16.2	100
IV	3.2	9.5	18.5	35.0	33.9	100
V	2.1	5.8	10.8	29.1	52.1	100
VI	1.8	3.7	7.4	19.2	67.9	100
VII	1.3	2.3	4.8	13.1	78.5	100
VIII	0.7	1.7	2.9	9.1	85.5	100
Total	11.3	17.5	17.2	19.6	34.4	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

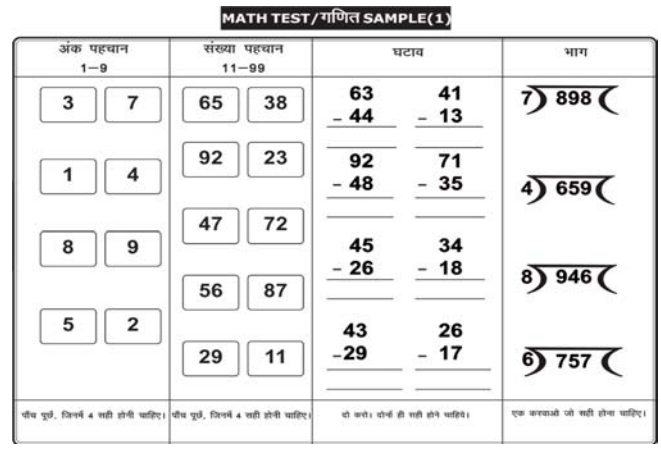


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

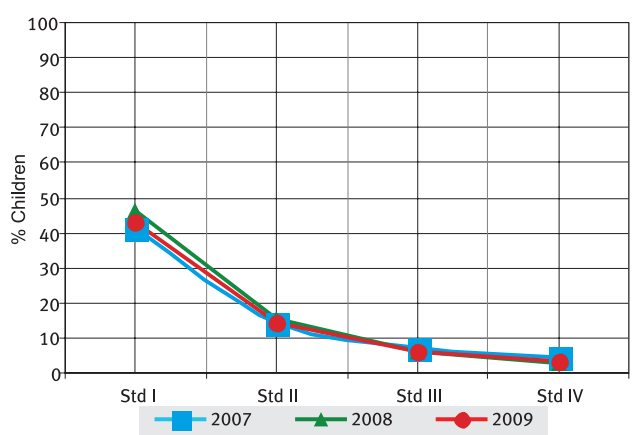
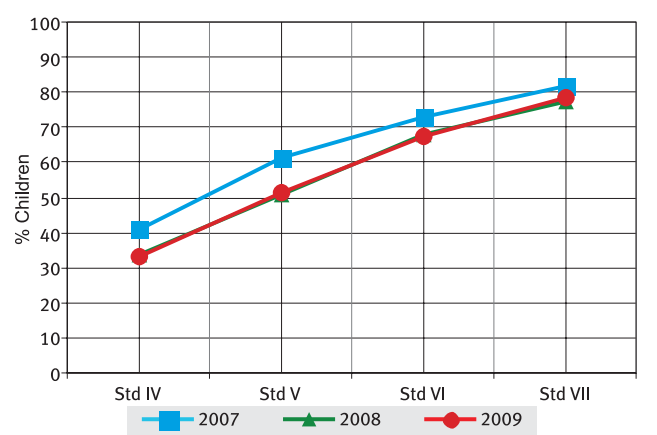


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children ATTENDING TUITION classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	23.9	31.5	37.9	39.9	42.3	44.2	51.6	54.8
	Pvt.	53.3	56.5	64.1	65.1	66.6	67.2	70.3	65.8
2009	Govt	32.9	38.5	43.4	47.4	51.2	56.5	55.9	61.0
	Pvt.	53.2	62.9	68.7	65.8	68.5	73.4	73.3	66.4

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

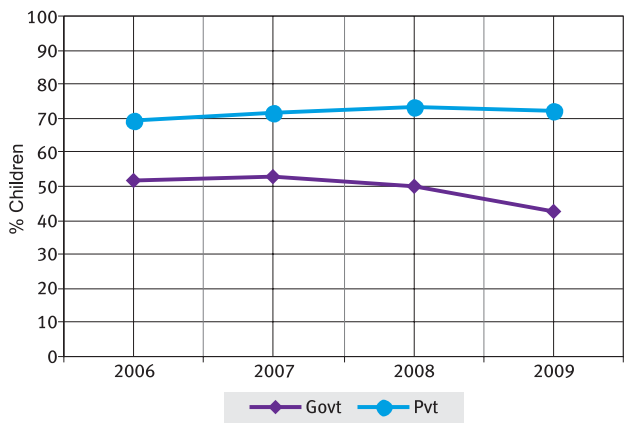
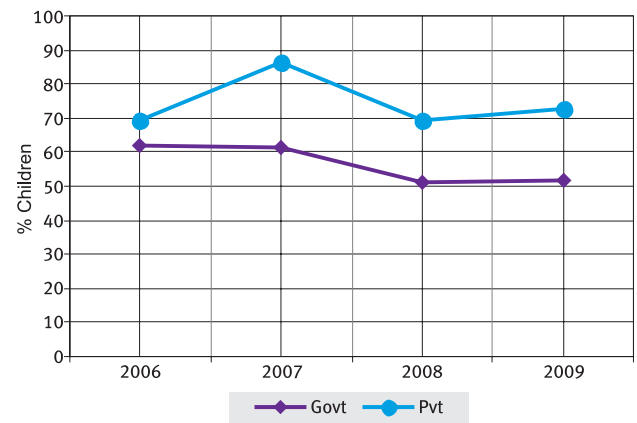


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

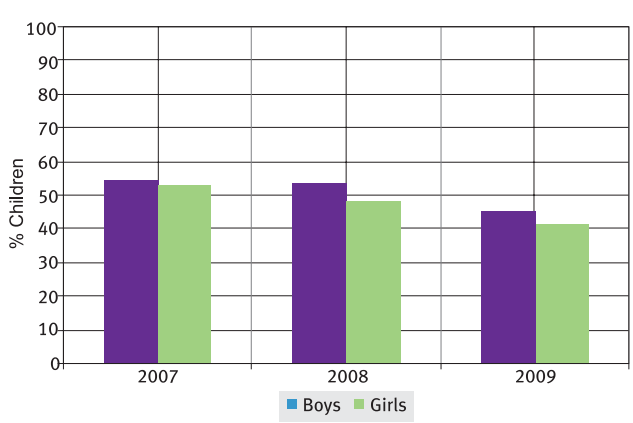
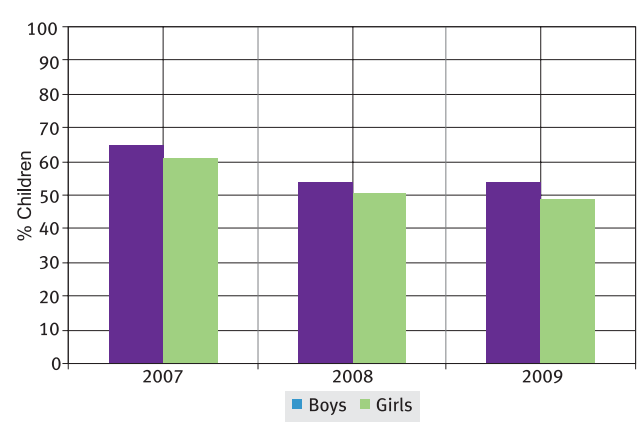


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	40.3	7.1	54.8	57.6	38.8	45.2
Std I-V	12.3	4.5	60.9	61.2	42.8	54.3
Std VI-VIII	13.5	2.3	63.8	66.9	50.1	58.1
Std IX-X	21.2	2.5	67.7	68.8	53.2	60.8
Above Std X	12.8	1.8	76.2	75.5	63.8	62.3

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	321	481	358
Std I-VII/VIII : Primary + Upper Primary	251	491	602
Total schools	572	972	960

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	52.9	59.0	57.4	52.5	56.6	57.6
% Schools with less than 50% enrolled children attending	39.3	31.1	33.7	42.6	34.7	30.0
% Schools with 75% or more enrolled children attending	11.7	21.5	17.1	16.5	18.4	15.7

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	79.8	85.7	81.7	75.3	85.8	82.7
% Schools with no teacher present	5.1	0.7	0.9	1.3	0.4	0.4
% Schools with all teachers present	51.1	57.5	50.2	29.2	47.1	40.7

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		70.0	65.0		55.9	56.1
Std IV class sitting with another class		65.8	65.4		52.2	52.0

School facilities : trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	21.0	17.1	16.2	10.0	7.5	5.0
	Facility but water not available	14.4	11.7	7.5	18.1	7.5	6.7
	Available	64.6	71.2	76.3	71.9	84.9	88.3
Toilet	No facility	64.0	35.8	33.1	32.3	17.1	14.1
	Facility but toilet not usable	14.6	17.0	41.1	31.9	21.2	43.9
	Usable	21.3	47.2	25.7	35.9	61.7	42.0
	Midday meal served on day of visit	38.4	64.8	54.0	40.2	66.0	60.3

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	320	63.4	36.6	545	78.0	22.0
Construction of new classroom	317	30.3	69.7	540	41.3	58.7
Construction of boundary wall	323	28.8	71.2	533	37.7	62.3

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	270	478
% Schools with no separate provision for girls toilets	62.2	41.4
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	9.3	12.8
Toilet not usable	16.7	23.2
Usable	11.9	22.6

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	311	21.9	60.1	18.0	259	11.2	66.0	22.8
Maintenance grant	309	63.8	19.4	16.8	258	33.7	43.0	23.3
Development grant	295	64.8	18.3	17.0	255	33.7	41.6	24.7
Teacher grant (TLM grant)	306	68.6	16.0	15.4	259	36.7	41.7	21.6
Other grants	153	17.0	56.2	26.8	123	11.4	54.5	34.2

Note : No grant information was available for 58 schools out of 358 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	527	34.0	52.4	13.7	434	21.2	59.7	19.1
Maintenance grant	522	72.6	13.4	14.0	415	38.8	41.9	19.3
Development grant	509	74.5	11.8	13.8	399	42.4	39.1	18.6
Teacher grant (TLM grant)	509	75.4	13.8	10.8	390	42.1	40.8	17.2
Other grants	259	30.1	52.5	17.4	220	20.5	59.1	20.5

Note : No grant information was available for 83 schools out of 602 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Araria	77.6	4.9	3.0	63.0	36.7	71.1	68.5	39.2	53.3	54.8	10.2
Aurangabad	53.4	3.0	8.0	22.8	52.9	71.9	71.5	53.4	76.0	73.8	25.4
Banka	78.5	4.5	4.9	13.7	57.9	68.1	58.4	33.1	41.5	46.7	10.7
Begusarai	54.8	3.9	6.2	58.0	39.0	70.5	77.4	48.4	63.5	69.6	25.8
Bhagalpur	65.9	5.0	2.4	59.5	41.3	67.1	68.8	53.9	64.6	67.3	21.3
Bhojpur	70.5	3.7	6.9	53.2	54.1	91.9	91.0	72.2	74.0	77.0	27.9
Buxar	69.8	2.6	4.3	50.0	41.4	79.3	76.1	56.0	66.9	60.7	14.9
Darbhanga	59.3	8.6	3.6	77.2	54.6	86.8	84.5	72.1	73.9	74.7	30.3
Gaya	53.2	4.5	4.0	26.1	68.4	76.3	77.3	56.3	68.7	67.8	30.6
Gopalganj	69.8	1.4	5.7	58.2	45.3	84.2	89.9	69.7	75.3	79.8	35.7
Jamui	37.6	1.3	1.8	41.4	14.5	62.0	59.7	31.7	63.0	63.0	22.3
Jehanabad	93.5	2.6	3.5	44.8	53.6	80.8	82.6	51.9	65.5	63.0	20.7
Kaimur(Bhabua)	98.0	0.6	1.4	29.6	55.2	89.1	90.7	62.7	79.3	74.5	17.7
Katihar	92.0	2.3	0.3	49.0	43.0	73.9	73.4	44.1	54.6	60.0	11.3
Khagaria	93.0	2.6	1.9	42.5	47.4	85.5	85.7	57.8	76.7	79.3	31.4
Kishanganj	22.1	11.2	7.2	42.5	20.9	72.5	77.8	46.7	56.6	53.0	7.3
Lakhisarai	60.5	4.3	7.2	52.4	46.1	66.1	73.0	38.7	58.2	71.1	11.3
Madhepura	53.8	7.1	2.4	64.7	47.4	54.5	59.3	30.7	51.3	57.2	17.6
Madhubani	71.3	3.5	1.4	72.2	32.9	69.5	69.3	40.0	69.4	70.2	16.4
Munger	79.7	2.6	7.8	48.8	44.8	63.7	64.8	40.1	61.4	65.0	22.3
Muzaffarpur	80.6	1.2	1.5	61.5	32.7	59.8	62.1	37.0	52.9	51.8	8.0
Nalanda	80.0	2.8	14.1	64.7	68.2	67.0	70.3	45.2	71.9	73.2	20.5
Nawada	55.9	10.5	7.2	56.2	35.2	63.9	70.1	41.3	61.5	62.2	21.6
Pashchim Champaran	68.2	3.7	8.7	24.1	16.1	67.0	74.8	45.9	58.2	69.5	16.3
Patna	58.5	4.5	11.4	54.6	43.3	73.0	76.2	55.2	62.0	61.1	27.4
Purba Champaran	62.9	3.2	4.2	56.4	44.5	60.3	59.8	37.3	42.2	40.8	9.3
Purnia	69.2	7.4	1.7	52.6	18.8	77.5	77.8	51.5	59.9	60.7	10.8
Rohtas	75.3	1.1	10.1	45.3	55.6	94.3	92.8	71.3	71.2	66.7	14.1
Saharsa	53.6	3.3	1.3	64.9	36.5	73.3	69.9	47.4	53.1	66.9	11.3
Samastipur	59.1	3.5	6.3	62.3	29.9	60.3	60.1	37.7	50.9	52.3	13.4
Saran	89.8	1.8	9.3	52.6	38.4	70.6	74.0	47.2	76.7	81.4	22.8
Sheikhpura	66.0	10.5	6.0	57.4	42.3	80.6	87.1	51.3	79.6	79.9	30.0
Sheohar	67.4	4.1	2.3	67.6	36.0	63.8	62.9	38.3	57.8	62.9	15.6
Sitamarhi	69.9	5.2	4.4	74.9	51.8	74.5	71.0	53.4	63.1	55.5	13.8
Siwan	76.9	1.9	9.8	36.7	38.0	53.4	56.2	32.2	51.2	48.6	9.2
Supaul	65.4	5.0	1.6	71.6	25.1	70.9	71.9	45.3	74.0	80.7	23.3
Vaishali	77.9	1.3	4.2	79.2	51.4	77.7	82.5	63.0	57.7	58.3	21.0
Total	**67.3**	**4.1**	**5.0**	**52.2**	**40.3**	**71.6**	**72.9**	**47.8**	**63.4**	**65.2**	**18.9**

CHHATTISGARH *RURAL*

ALL ANALYSIS BASED ON DATA FROM 15 OUT OF 16 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	87.0	9.4	0.2	3.3	100
Age: 7-16 ALL	85.3	8.5	0.2	6.0	100
Age: 7-10 ALL	87.6	9.7	0.3	2.5	100
Age: 7-10 BOYS	87.1	10.4	0.2	2.3	100
Age: 7-10 GIRLS	88.1	9.1	0.3	2.5	100
Age: 11-14 ALL	87.4	7.7	0.1	4.7	100
Age: 11-14 BOYS	87.1	8.4	0.2	4.3	100
Age: 11-14 GIRLS	88.2	6.9	0.1	4.9	100
Age: 15-16 ALL	75.0	7.5	0.2	17.3	100
Age: 15-16 BOYS	74.0	7.7	0.3	18.0	100
Age: 15-16 GIRLS	76.6	6.9	0.2	16.3	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

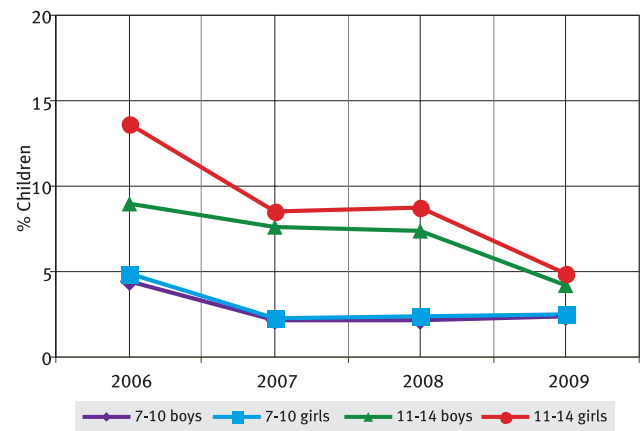


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

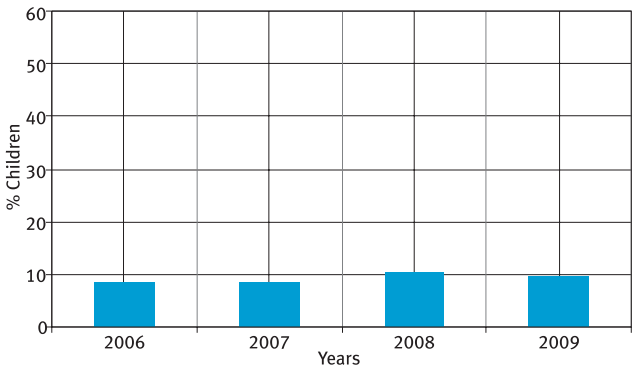


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	17.2	56.8	18.6					7.4					100
II	1.7	9.3	44.5	35.6	5.2			3.8					100
III		1.7		6.1	38.9	41.1	7.8			4.5			100
IV			1.8		7.7	33.8	43.2	6.5	3.9		3.0		100
V			1.9			3.9	37.3	38.0	10.6	4.1		4.2	100
VI				1.8			5.9	24.5	48.7	10.3	6.2	2.6	100
VII				2.7				4.7	26.1	42.2	14.7	6.6	3.1	100
VIII					2.9				6.1	23.7	45.2	12.9	9.1	100

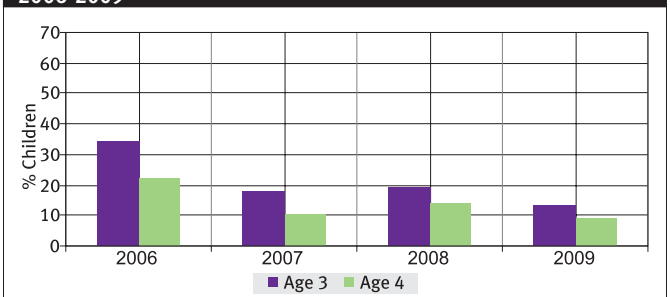
How to read the table: In Std III, 87.8% (38.9+41.1+7.8) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	83.4	3.1				13.5	100
Age 4	82.5	8.7				8.9	100
Age 5	47.6	5.2	30.9	9.3	0.5	6.6	100
Age 6	7.0	0.8	75.3	14.2	0.3	2.4	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 98.2 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	14.9	62.3	16.4	4.0	2.4	100
II	4.3	36.1	37.9	15.4	6.2	100
III	1.3	14.1	32.1	35.9	16.6	100
IV	0.8	6.4	16.0	37.0	39.8	100
V	0.3	3.0	9.4	22.5	64.9	100
VI	0.3	2.1	5.1	14.6	78.0	100
VII	0.2	1.7	3.0	10.2	85.0	100
VIII	0.2	1.3	2.4	7.0	89.1	100
Total	3.0	16.9	15.7	18.9	45.5	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

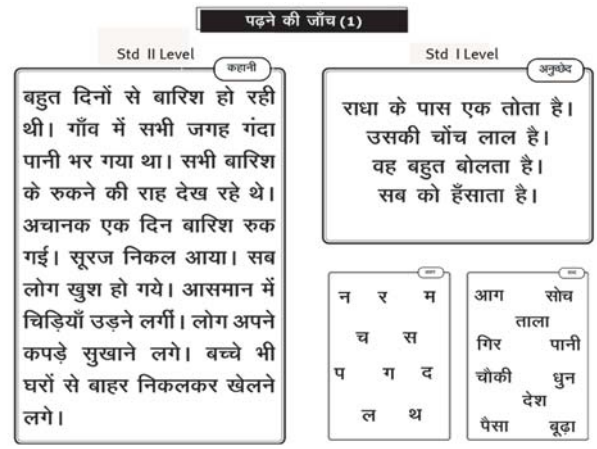


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

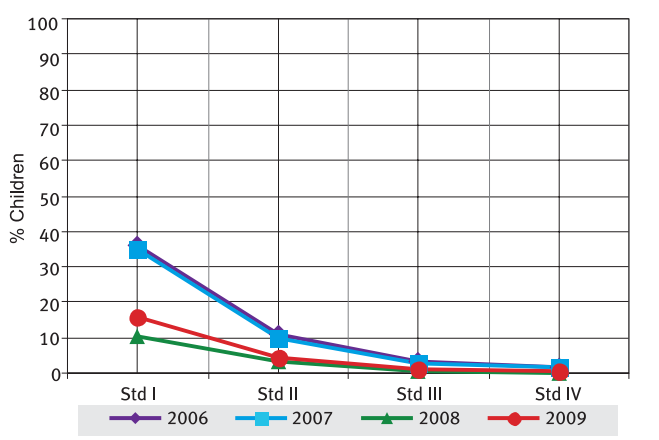
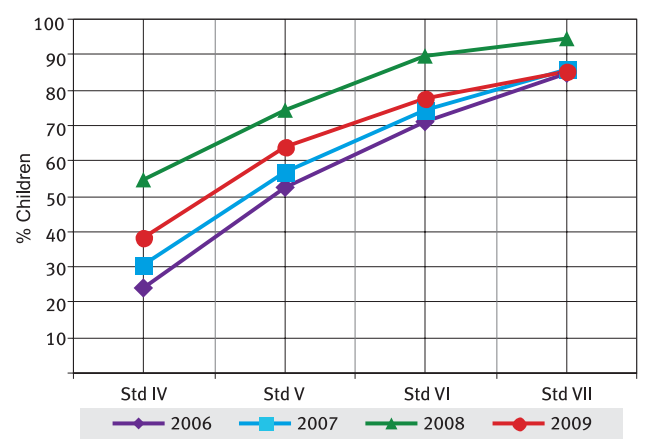


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	50.6	36.4	9.1	2.7	1.3	100
II	24.7	46.7	19.7	7.3	1.6	100
III	12.8	38.1	29.7	15.5	3.9	100
IV	5.3	27.3	30.7	29.9	6.9	100
V	3.3	22.5	22.0	33.2	19.0	100
VI	1.6	10.6	15.7	39.0	33.1	100
VII	1.0	7.8	12.9	31.0	47.2	100
VIII	1.4	5.3	8.1	23.1	62.2	100
Total	13.4	25.3	18.9	22.5	19.8	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	41.7	76.4
II	34.4	70.4
III	36.3	60.3
IV	48.6	64.0
V	59.2	73.7
VI	56.6	75.1
VII	67.5	83.7
VIII	64.6	83.5
Total	55.3	78.8

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	14.8	63.6	17.7	2.4	1.5	100
II	4.3	36.5	43.8	11.9	3.5	100
III	1.1	16.1	40.0	32.2	10.8	100
IV	0.6	7.5	21.8	45.1	25.0	100
V	0.5	3.7	12.3	31.5	52.0	100
VI	0.7	2.3	9.4	28.2	59.4	100
VII	0.1	1.7	6.3	22.9	69.1	100
VIII	0.3	2.1	5.3	16.5	75.8	100
Total	3.1	17.8	19.9	24.1	35.2	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

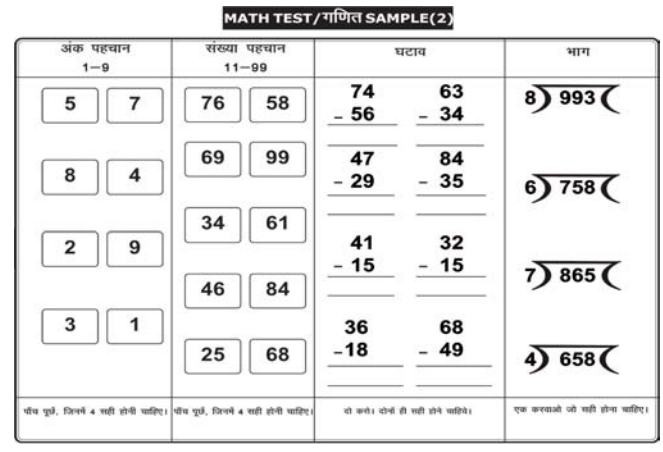


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

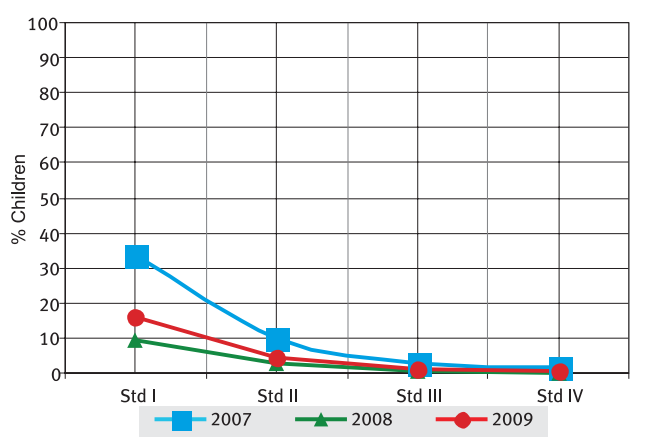
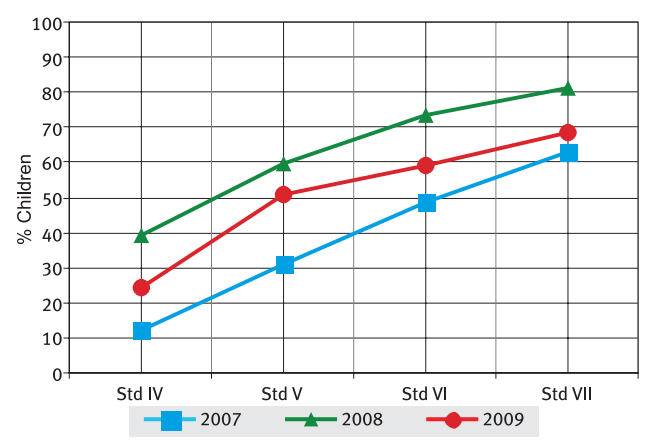


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	1.1	1.2	0.7	1.6	2.1	2.0	2.1	3.8
	Pvt.	7.4	4.8	8.6	5.4	17.1	4.1	9.5	9.0
2009	Govt	2.8	3.1	3.4	3.6	3.0	2.7	2.6	3.2
	Pvt.	8.3	9.1	12.4	18.9	15.0	10.5	17.4	19.2

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who can at least read Std I level text. By school type 2006-2009

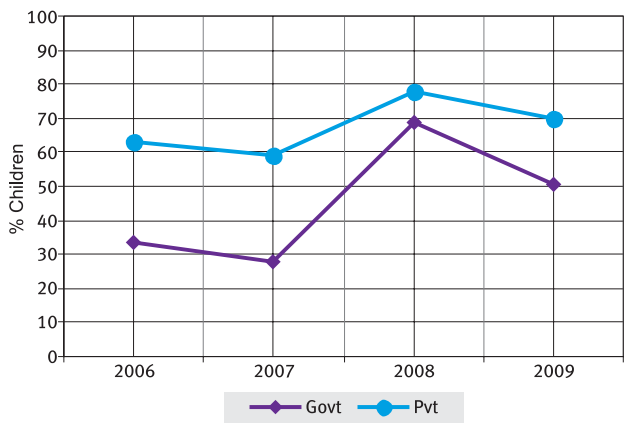
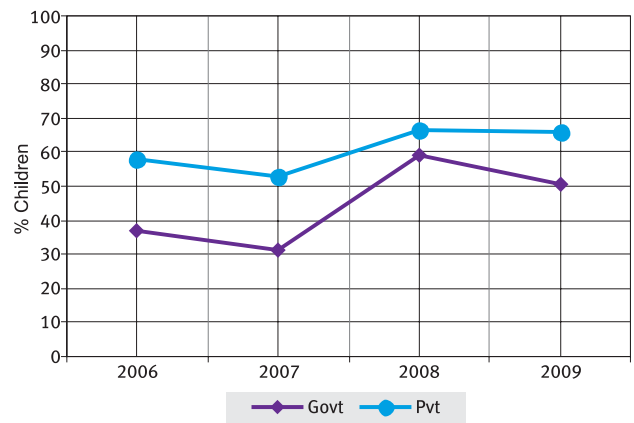


Chart 9: % Children in Std V who can do division. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who can read at least Std I level text 2007-2009

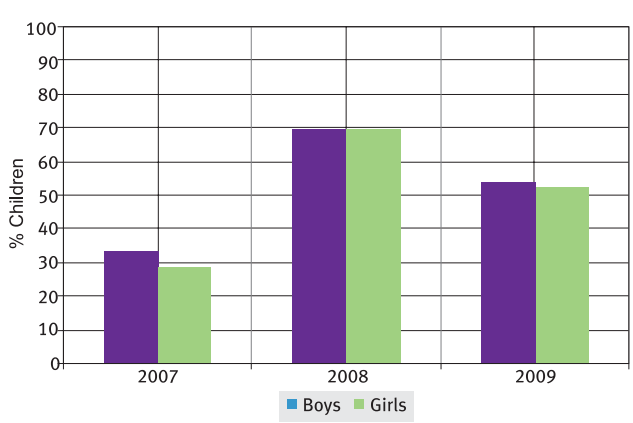
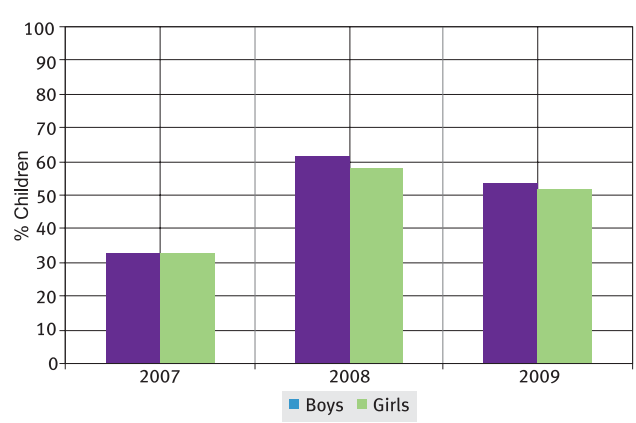


Chart 11: % Boys and girls in Std V who can do division 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	32.1	6.5	70.7	64.7	37.5	1.9
Std I-V	22.8	2.9	72.0	62.2	32.7	2.3
Std VI-VIII	18.4	2.6	75.7	69.7	37.2	3.7
Std IX-X	12.4	1.0	72.0	69.7	38.3	6.3
Above Std X	14.4	0.6	81.1	75.3	42.9	10.5

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

CHHATTISGARH RURAL

School Enrollment and Attendance : Trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	229	344	333
Std I-VII/VIII : Primary + Upper Primary	41	76	35
Total schools	270	420	368

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	72.3	72.0	76.7	77.6	72.5	73.3
% Schools with less than 50% enrolled children attending	10.1	9.1	4.6	2.4	8.0	14.7
% Schools with 75% or more enrolled children attending	51.5	49.3	60.9	61.0	45.3	58.8

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	89.2	92.7	81.6	88.2	83.3	81.0
% Schools with no teacher present	1.4	0.0	1.1	2.5	0.0	0.0
% Schools with all teachers present	76.5	80.8	63.5	70.0	54.5	62.1

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		65.6	62.6		65.8	63.3
Std IV class sitting with another class		48.1	47.7		56.6	57.7

School Facilities : Trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	13.2	17.1	11.2	7.3	11.8	9.4
	Facility but water not available	13.7	8.8	9.3	12.2	9.2	25.0
	Available	73.1	74.1	79.5	80.5	78.9	65.6
Toilet	No facility	86.9	61.9	35.7	52.5	69.7	25.7
	Facility but toilet not usable	4.8	17.3	31.1	22.5	11.8	22.9
	Usable	8.3	20.8	33.2	25.0	18.4	51.4
	Midday meal served on day of visit	94.8	97.4	95.6	100	98.7	100

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	285	86.0	14.0	32	81.3	18.8
Construction of new classroom	265	25.3	74.7	31	25.8	74.2
Construction of boundary wall	266	18.4	81.6	32	9.4	90.6

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	277	34
% Schools with no separate provision for girls toilets	58.8	55.9
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	6.1	0.0
Toilet not usable	17.0	20.6
Usable	18.1	23.5

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	265	18.5	64.9	16.6	237	14.4	64.1	21.5
Maintenance grant	279	74.9	9.7	15.4	246	57.3	24.0	18.7
Development grant	271	70.5	17.0	12.6	245	53.5	29.4	17.1
Teacher grant (TLM grant)	277	84.5	5.1	10.5	243	62.6	22.6	14.8
Other grants	134	25.4	54.5	20.2	122	13.9	62.3	23.8

Note : No grant information was available for 56 schools out of 333 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	28	14.3	57.1	28.6	26	15.4	53.9	30.8
Maintenance grant	33	66.7	12.1	21.2	27	44.4	29.6	25.9
Development grant	30	73.3	6.7	20.0	27	59.3	18.5	22.2
Teacher grant (TLM grant)	32	71.9	12.5	15.6	28	53.6	25.0	21.4
Other grants	23	30.4	47.8	21.7	21	33.3	38.1	28.6

Note : No grant information was available for 5 schools out of 35 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Bastar	90.5	7.0	0.8	0.6	31.0	95.3	95.3	68.9	82.7	74.4	6.5
Bilaspur	83.3	1.8	5.5	2.7	28.4	89.5	89.5	47.3	58.2	60.9	5.3
Dhamtari	78.1	2.1	16.5	4.9	71.8	88.0	87.9	48.3	63.7	56.8	5.8
Durg	86.5	3.1	4.5	4.4	52.2	88.9	87.5	48.0	82.6	73.6	6.1
Janjgir-Champa	68.2	3.3	21.3	6.3	36.6	91.5	86.9	65.5	83.2	83.9	5.2
Jashpur	89.6	5.3	14.5	12.4	66.9	86.2	88.9	60.7	64.3	52.1	9.8
Kanker	96.0	2.4	5.4	2.7	41.0	86.3	89.6	69.1	81.2	66.9	3.0
Kawardha	89.0	2.5	10.7	1.9	30.6	88.5	87.6	72.8	67.4	53.5	6.4
Korba	98.9	6.2	5.2	6.3	50.9	93.7	93.6	62.8	71.7	69.1	9.6
Koriya	99.4	1.1	4.5	2.5	59.2	89.0	88.5	77.2	58.5	46.4	16.3
Mahasamund	96.7	2.3	5.6	5.3	43.1	90.9	92.8	78.2	66.1	52.1	19.3
Raigarh	95.5	2.7	11.1	5.0	54.0	88.7	92.1	64.9	89.0	78.2	20.7
Raipur	78.7	3.6	11.7	4.8	50.0	86.8	86.7	54.4	58.4	55.7	8.9
Rajnandgaon	99.0	0.4	10.7	4.5	61.4	92.5	92.5	57.3	86.7	85.5	9.9
Surguja	91.6	4.5	13.7	0.6	30.4	90.9	91.3	68.0	87.3	74.2	26.3
Total	**89.9**	**3.2**	**9.2**	**4.2**	**46.0**	**89.9**	**90.1**	**63.6**	**72.3**	**64.6**	**10.2**

GOA RURAL

ALL ANALYSIS BASED ON DATA FROM 2 OUT OF 2 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	43.2	55.8	0.9	0.2	100
Age: 7-16 ALL	36.3	62.5	0.8	0.4	100
Age: 7-10 ALL	52.4	47.1	0.4	0.2	100
Age: 7-10 BOYS	46.2	53.3	0.2	0.4	100
Age: 7-10 GIRLS	58.8	40.7	0.5	0.0	100
Age: 11-14 ALL	31.2	67.0	1.5	0.3	100
Age: 11-14 BOYS	32.3	66.5	1.0	0.3	100
Age: 11-14 GIRLS	30.6	67.0	2.1	0.3	100
Age: 15-16 ALL	19.2	79.5	0.4	0.9	100
Age: 15-16 BOYS	17.7	81.5	0.3	0.5	100
Age: 15-16 GIRLS	21.2	76.9	0.4	1.5	100s

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

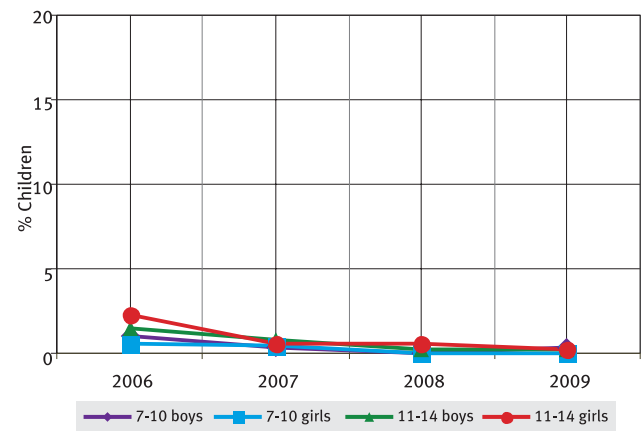


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

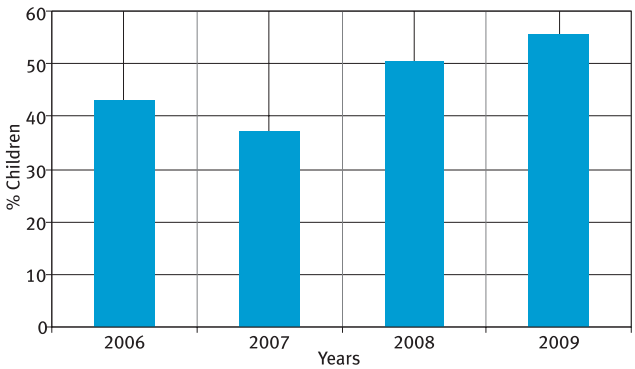


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	3.6	42.1	47.4	3.1				3.9					100
II	0.6	3.2	45.0	45.6				5.6					100
III		5.6		25.8	53.9	12.9			1.8				100
IV		3.8			21.4	64.6	8.0		2.1				100
V		3.9				27.3	59.1	7.1		2.6			100
VI		4.7				2.2	11.6	67.3	12.1		2.0		100
VII		4.1					2.5	29.9	49.0	12.9	1.7		100
VIII		5.2						8.9	22.3	56.6	5.2	1.8	100

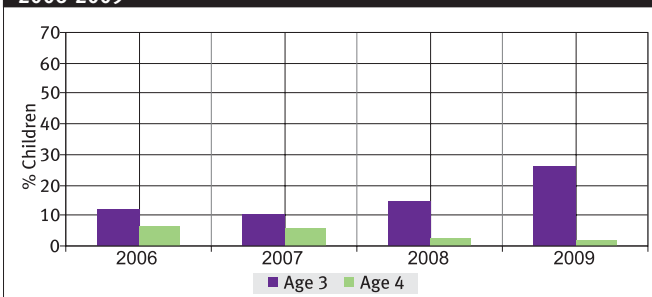
How to read the table: In Std III, 92.6% (25.8+53.9+12.9) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	66.7	7.4				25.9	100
Age 4	74.6	23.2				2.2	100
Age 5	16.0	22.7	39.2	21.1	1.0	0.0	100
Age 6	8.0	5.9	48.1	38.0	0.0	0.0	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 98.2% villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	4.0	23.6	39.8	16.2	16.5	100
II	1.2	4.5	26.4	33.5	34.4	100
III	0.0	1.2	5.0	27.4	66.4	100
IV	0.0	0.8	0.8	30.9	67.6	100
V	0.0	2.0	3.9	10.4	83.8	100
VI	0.0	1.5	0.5	5.7	92.3	100
VII	0.0	0.8	2.9	3.8	92.4	100
VIII	0.0	0.0	0.9	3.7	95.4	100
Total	0.6	4.1	9.4	18.2	67.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

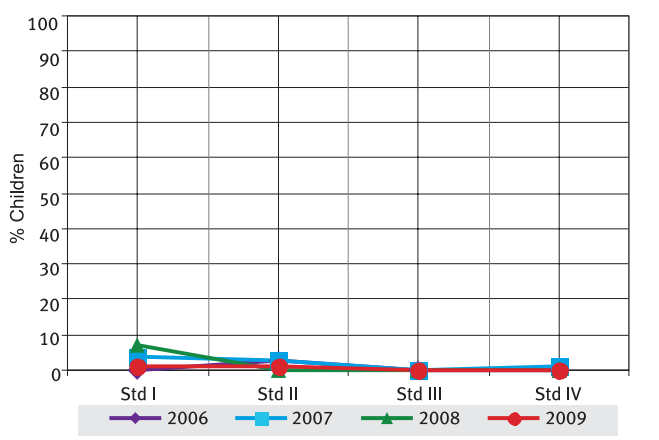
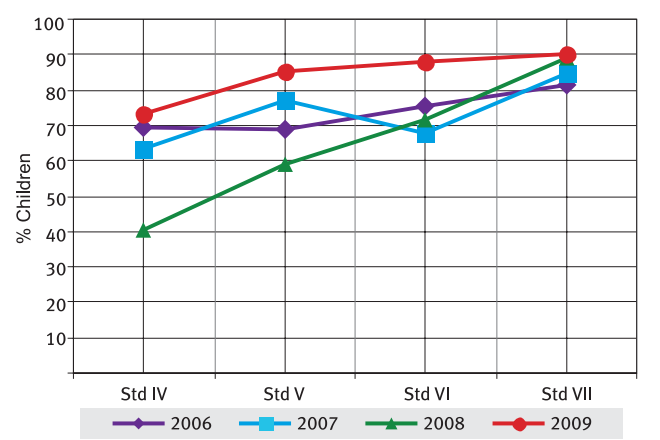


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	18.8	26.9	18.2	25.8	10.4	100
II	2.5	23.2	11.6	41.9	20.8	100
III	0.0	7.6	8.4	40.4	43.6	100
IV	0.0	1.2	2.7	21.5	74.7	100
V	0.0	0.0	3.3	9.7	87.0	100
VI	0.0	0.0	0.5	5.5	94.0	100
VII	2.9	1.2	1.2	5.4	89.2	100
VIII	0.0	0.0	0.0	5.2	94.8	100
Total	2.8	7.4	5.9	21.0	63.1	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	47.4	64.9
II	64.8	75.0
III	85.3	90.5
IV	81.0	88.0
V	52.4	99.2
VI	46.7	97.8
VII	100.0	93.9
VIII	71.4	96.7
Total	72.1	93.0

English Tool

Arithmetic

Table 7: Class-wise % children who CAN DO ARITHMETIC (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	2.5	40.4	41.8	6.8	8.5	100
II	0.0	6.9	55.5	31.3	6.3	100
III	0.0	2.4	11.7	50.4	35.5	100
IV	0.0	0.8	3.9	42.1	53.2	100
V	0.0	0.7	5.2	14.7	79.4	100
VI	0.0	0.0	2.0	9.8	88.2	100
VII	1.2	0.0	3.3	4.6	90.9	100
VIII	0.0	0.0	0.0	4.3	95.7	100
Total	0.4	6.2	15.0	23.7	54.7	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

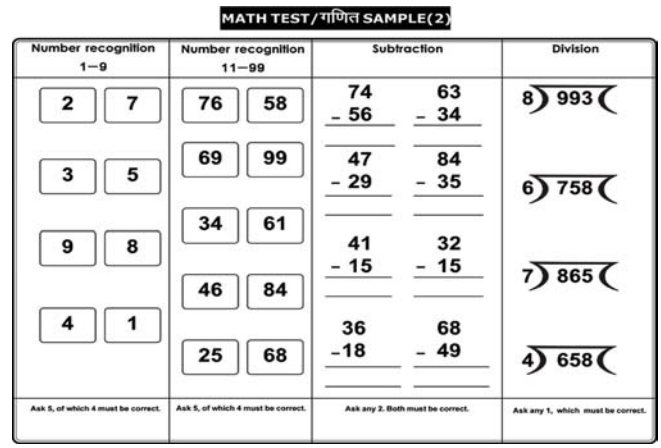


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

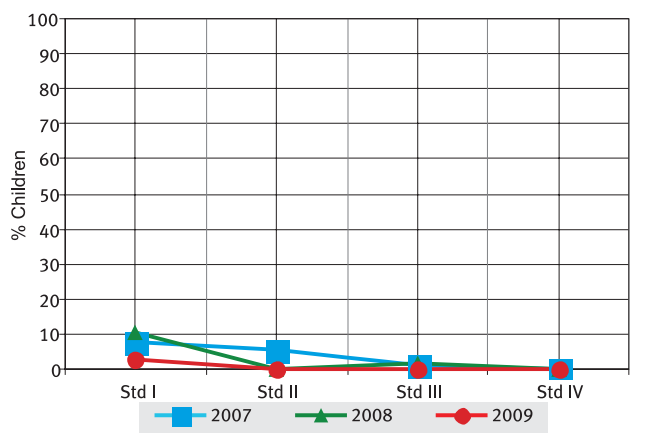
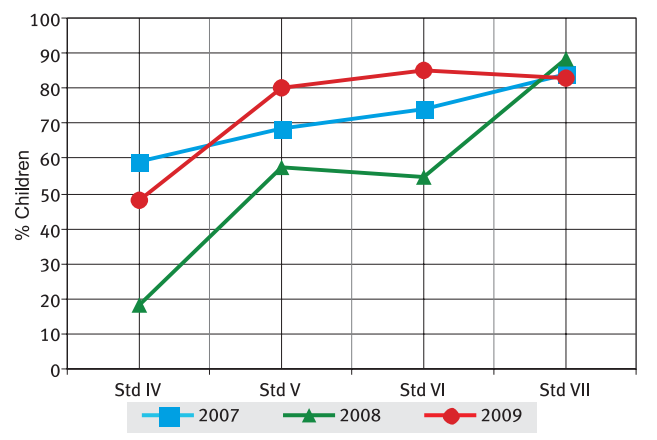


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children ATTENDING TUITION classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	23.3	40.1	37.1	44.9	31.8	37.1	42.1	54.5
	Pvt.	37.6	42.7	51.1	44.1	55.3	51.7	51.6	66.3
2009	Govt	22.7	14.3	25.5	26.5	30.2	33.8	48.2	65.3
	Pvt.	27.8	43.3	32.0	51.7	67.1	62.5	54.6	76.7

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who can at least read Std I level text. By school type 2006-2009

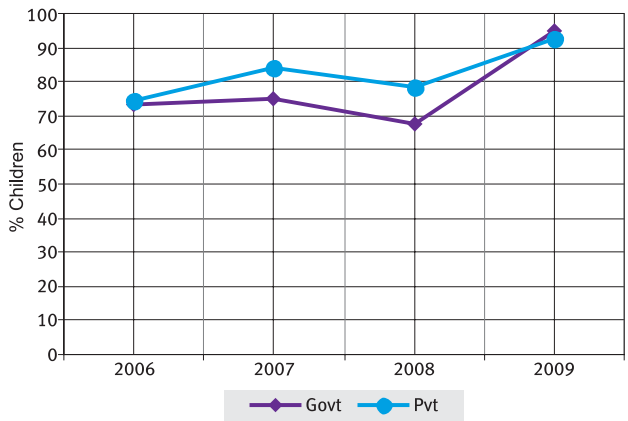
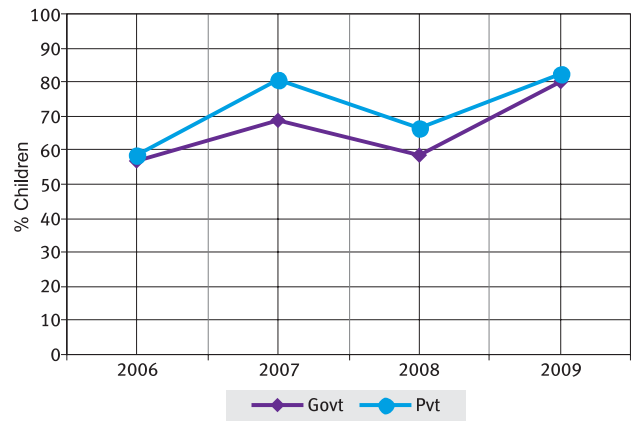


Chart 9: % Children in Std V who can do division. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who can read at least Std I level text 2007-2009

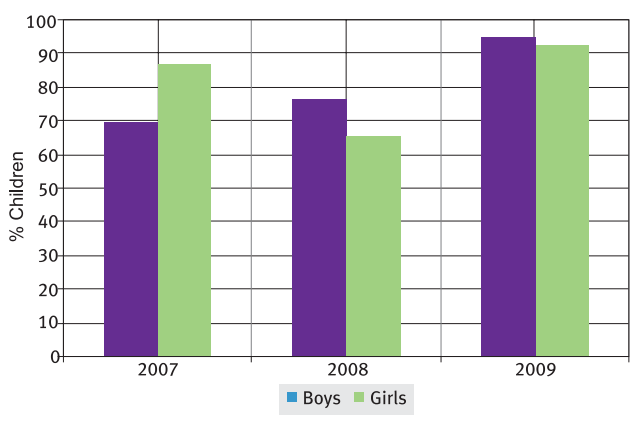
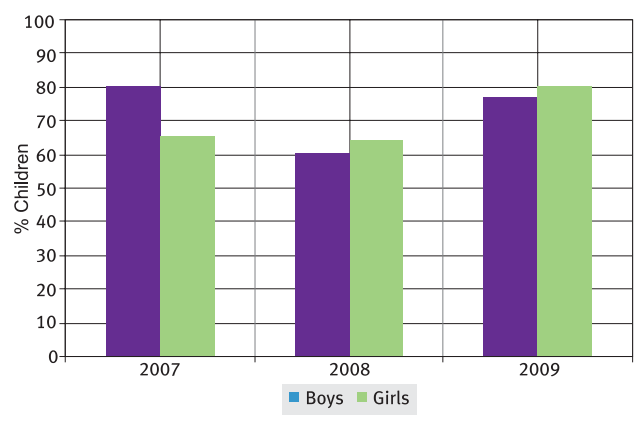


Chart 11: % Boys and girls in Std V who can do division 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	6.0	2.3	90.5	87.8	90.5	47.1
Std I-V	7.5	0.0	96.4	91.7	87.5	23.1
Std VI-VIII	12.1	0.0	94.8	90.7	88.1	43.3
Std IX-X	35.2	0.0	94.0	89.5	92.8	50.7
Above Std X	39.3	0.0	97.4	93.3	92.1	64.7

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School Enrollment and Attendance : Trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	22	13	49
Std I-VII/VIII : Primary + Upper Primary	15	33	3
Total schools	37	46	52

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	89.1	95.5	96.4	89.9	93.0	92.2
% Schools with less than 50% enrolled children attending	0.0	0.0	0.0	0.0	0.0	0.0
% Schools with 75% or more enrolled children attending	95.5	100	100	100	100	100

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	98.4	87.5	98.9	90.6	96.4	100
% Schools with no teacher present	0.0	0.0	0.0	0.0	0.0	0.0
% Schools with all teachers present	95.2	75.0	97.9	57.1	85.7	100

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		61.5	53.1		72.7	100
Std IV class sitting with another class		61.5	51.0		68.8	100

School Facilities : Trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	9.1	0.0	6.3	0.0	0.0	0.0
	Facility but water not available	0.0	0.0	0.0	6.7	0.0	0.0
	Available	90.9	100	93.8	93.3	100	100
Toilet	No facility	27.3	15.4	0.0	6.7	3.0	0.0
	Facility but toilet not usable	40.9	0.0	24.5	46.7	0.0	0.0
	Usable	31.8	84.6	75.5	46.7	97.0	100
	Midday meal served on day of visit	50.0	92.3	100	42.9	97.0	100

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	49	81.6	18.4	3	33.3	66.7
Construction of new classroom	48	25.0	75.0	3	0.0	100
Construction of boundary wall	49	49.0	51.0	3	33.3	66.7

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	46	3
% Schools with no separate provision for girls toilets	6.5	0.0
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	17.4	0.0
Toilet not usable	6.5	0.0
Usable	69.6	100

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	42	0.0	100	0.0	43	2.3	95.4	2.3
Maintenance grant	49	100	0.0	0.0	49	93.9	4.1	2.0
Development grant	42	76.2	23.8	0.0	42	66.7	31.0	2.4
Teacher grant (TLM grant)	49	95.9	4.1	0.0	48	93.8	4.2	2.1
Other grants	17	0.0	100	0.0	17	0.0	94.1	5.9

Note : No grant information was available for 0 schools out of 49 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	2	0.0	100	0.0	2	0.0	100	0.0
Maintenance grant	3	100	0.0	0.0	3	100	0.0	0.0
Development grant	3	100	0.0	0.0	3	100	0.0	0.0
Teacher grant (TLM grant)	3	100	0.0	0.0	3	100	0.0	0.0
Other grants	0	0	0	0	0	0	0	0

Note : No grant information was available for 0 schools out of 3 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
North Goa*		0.2	48.1	50.3	90.1	100.0	99.2	82.1	98.3	95.8	60.8
South Goa*		0.3	66.7	54.4	94.8	94.4	98.1	96.2	91.5	84.3	74.5
Total*		**0.2**	**57.6**	**52.6**	**92.5**	**96.8**	**98.6**	**90.1**	**95.1**	**90.5**	**67.2**

* Blank cells indicate insufficient data.

GUJARAT RURAL

ALL ANALYSIS BASED ON DATA FROM 26 OUT OF 26 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	85.4	10.2	0.1	4.3	100
Age: 7-16 ALL	79.7	12.7	0.2	7.4	100
Age: 7-10 ALL	91.0	7.2	0.2	1.7	100
Age: 7-10 BOYS	90.8	7.4	0.2	1.6	100
Age: 7-10 GIRLS	91.2	6.8	0.2	1.8	100
Age: 11-14 ALL	77.7	14.5	0.1	7.8	100
Age: 11-14 BOYS	79.3	14.8	0.1	5.8	100
Age: 11-14 GIRLS	75.7	14.0	0.1	10.2	100
Age: 15-16 ALL	48.9	25.5	0.4	25.3	100
Age: 15-16 BOYS	51.5	27.1	0.4	21.1	100
Age: 15-16 GIRLS	45.4	23.4	0.4	30.9	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

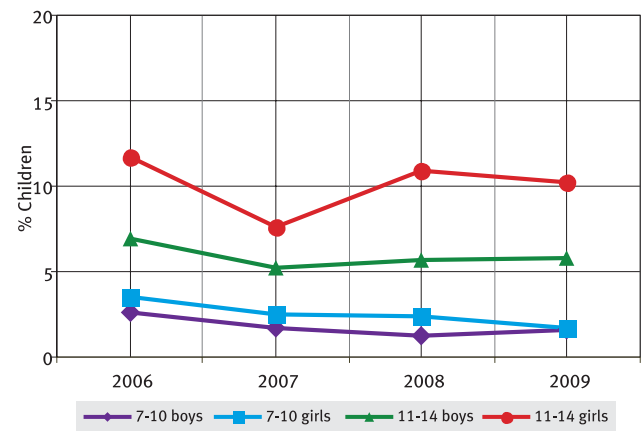


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

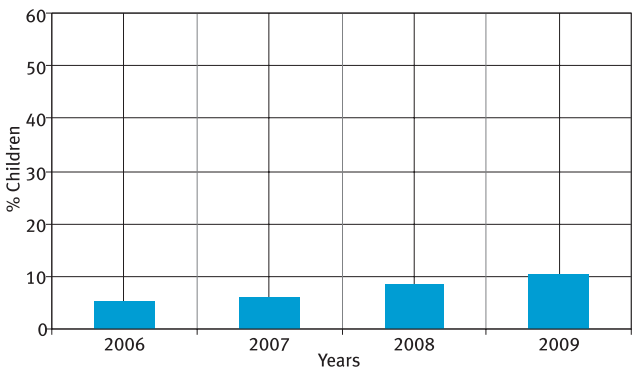


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	22.6	65.1	9.2				3.1						100
II	1.1	7.7	70.2	15.5			5.5						100
III		1.5		7.1	66.0	20.2		5.1					100
IV		1.9			8.0	61.7	22.5		5.9				100
V			6.4			67.0	19.7	4.3		2.7			100
VI			1.6				5.6	59.6	24.8		8.4		100
VII			2.1					4.4	61.2	22.1	6.6	3.7	100
VIII			2.7						6.9	59.9	21.5	6.0	3.0	100

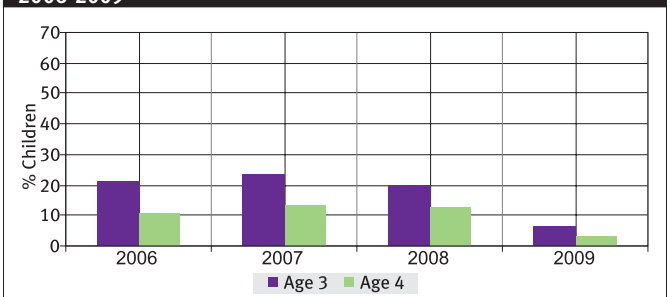
How to read the table: In Std III, 93.3% (7.1+66.0+20.2) children are in age group 7 to 9.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	90.9	2.9				6.3	100
Age 4	93.6	3.0				3.4	100
Age 5	43.2	3.5	46.6	4.6	0.0	2.1	100
Age 6	3.1	0.3	89.6	5.5	0.2	1.3	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 96.9% villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	36.9	46.3	9.3	5.3	2.3	100
II	11.7	40.6	29.1	11.2	7.5	100
III	5.9	26.0	30.2	22.0	15.9	100
IV	2.6	14.6	22.3	31.2	29.4	100
V	2.4	9.4	15.0	28.9	44.4	100
VI	1.5	6.8	9.3	25.7	56.8	100
VII	1.6	5.1	6.1	20.7	66.6	100
VIII	1.3	4.4	2.9	14.2	77.2	100
Total	8.0	19.5	16.1	20.4	36.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

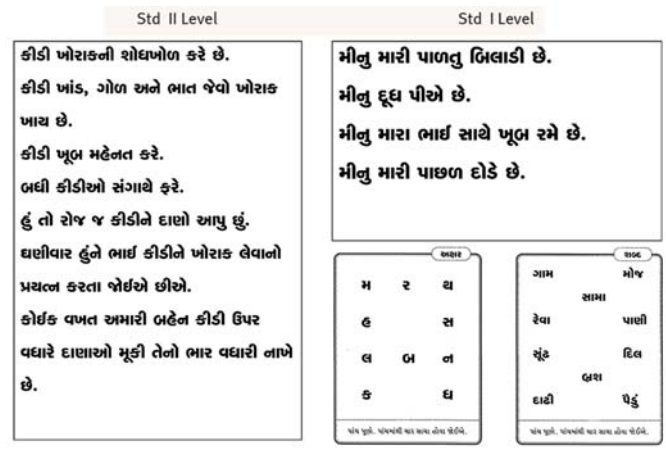


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

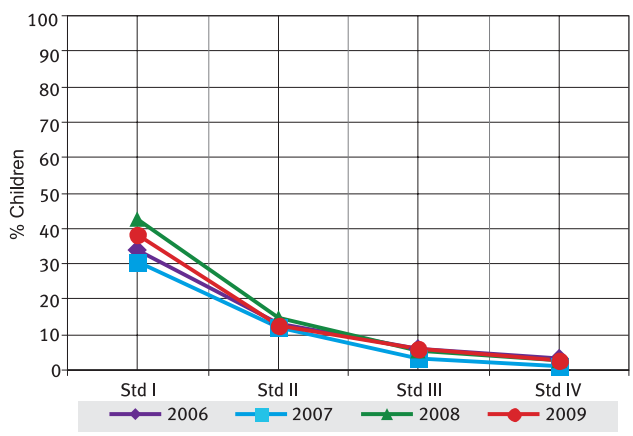
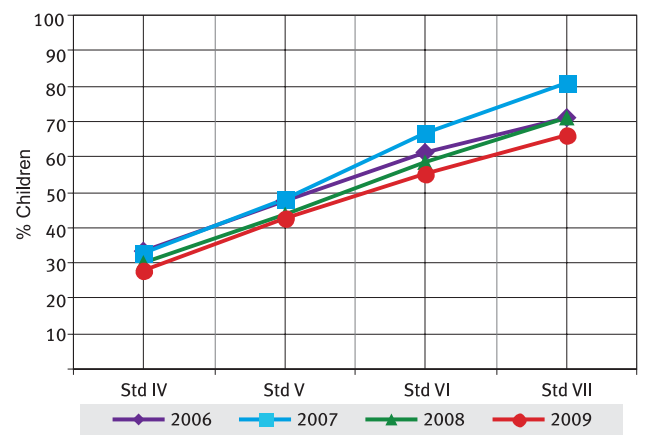


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	74.7	17.4	2.9	4.5	0.5	100
II	62.0	25.2	5.9	5.3	1.5	100
III	47.2	34.1	8.3	7.9	2.5	100
IV	33.3	36.9	13.4	12.1	4.4	100
V	18.9	35.4	18.6	19.2	7.9	100
VI	12.4	30.5	20.6	24.1	12.5	100
VII	9.0	24.2	20.7	28.1	18.0	100
VIII	5.1	17.4	15.7	25.9	35.9	100
Total	33.5	28.2	13.3	15.6	9.4	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	76.8	19.5
II	69.1	32.9
III	67.9	50.1
IV	67.8	43.1
V	62.8	59.9
VI	63.4	59.1
VII	65.2	61.4
VIII	70.7	61.4
Total	66.3	58.4

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	35.2	50.5	8.8	4.1	1.4	100
II	14.1	46.9	28.5	7.4	3.0	100
III	7.2	31.4	37.9	16.8	6.7	100
IV	4.3	20.9	32.8	26.5	15.5	100
V	3.8	13.1	25.6	32.9	24.6	100
VI	2.5	10.3	21.5	33.1	32.7	100
VII	2.2	8.2	14.6	30.2	44.9	100
VIII	1.1	6.5	11.3	24.9	56.3	100
Total	8.9	23.9	23.3	22.1	21.9	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

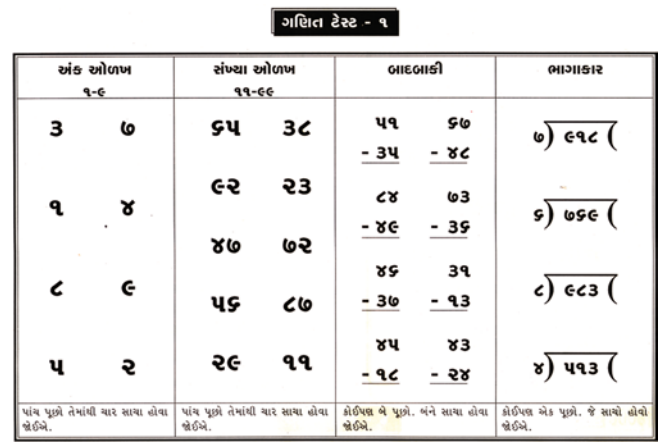


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

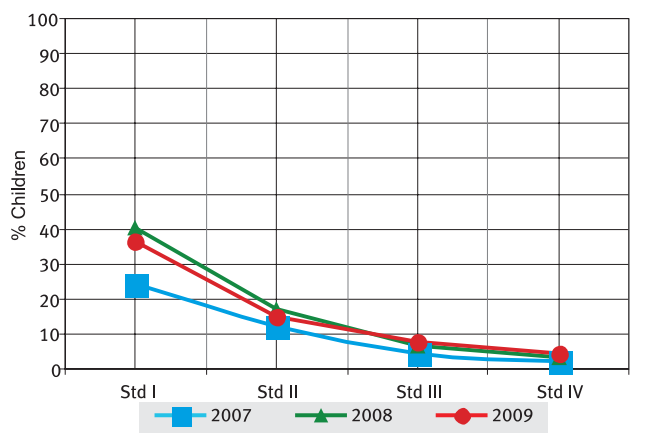
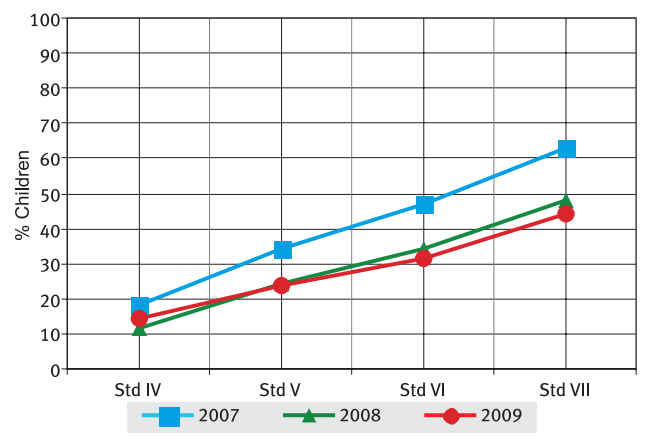


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	3.9	5.6	6.0	5.8	7.4	7.3	10.2	13.0
	Pvt.	19.8	23.5	26.6	26.1	40.3	31.1	35.2	26.0
2009	Govt	5.5	7.1	7.1	9.0	9.2	9.0	9.1	11.9
	Pvt.	29.4	33.8	39.9	40.4	44.0	38.8	31.0	23.8

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

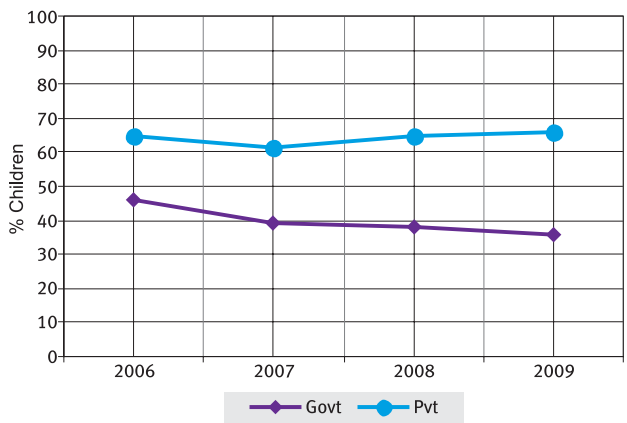
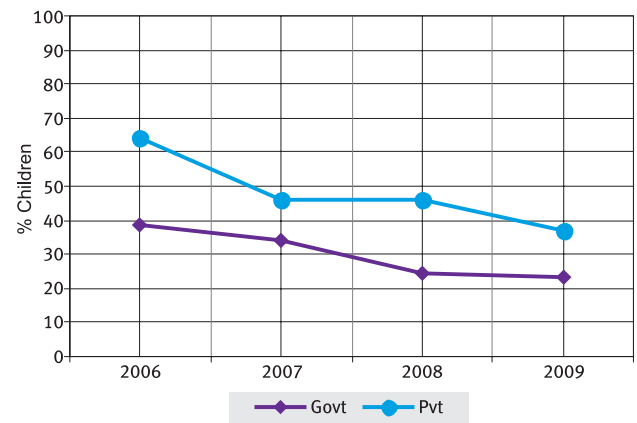


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

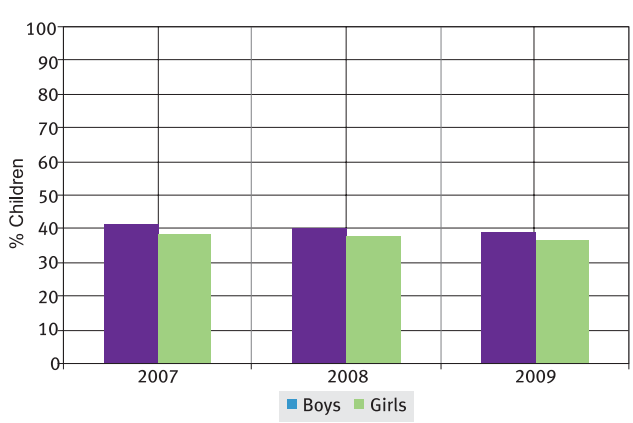
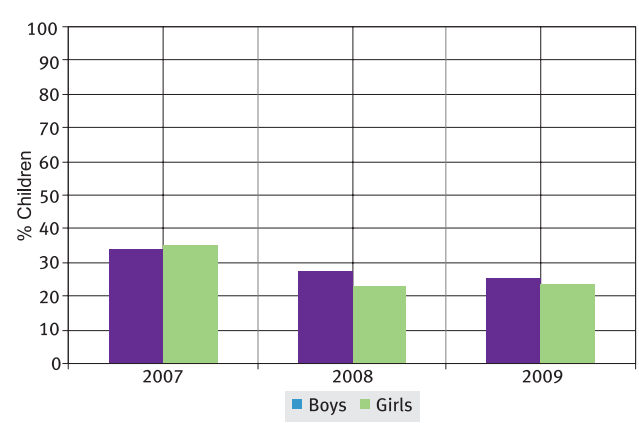


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	24.4	9.4	50.8	34.9	14.9	6.5
Std I-V	17.0	7.6	51.3	35.9	14.1	8.2
Std VI-VIII	18.1	4.2	59.4	40.6	16.8	10.6
Std IX-X	24.3	2.8	63.3	45.5	20.4	15.9
Above Std X	16.2	0.6	69.1	56.4	29.3	23.5

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	40	76	67
Std I-VII/VIII : Primary + Upper Primary	396	558	603
Total schools	436	634	670

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	79.7	81.0	83.5	81.5	85.5	83.1
% Schools with less than 50% enrolled children attending	7.9	5.6	0.0	1.5	2.4	4.0
% Schools with 75% or more enrolled children attending	68.4	68.1	74.2	77.6	85.9	77.6

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	83.4	94.7	96.2	87.9	93.0	94.8
% Schools with no teacher present	5.4	0.0	0.0	2.1	0.0	0.0
% Schools with all teachers present	64.9	85.7	89.2	54.4	69.9	76.1

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		59.2	79.4		28.4	38.3
Std IV class sitting with another class		58.6	72.3		27.6	36.3

School facilities : trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	23.1	17.6	13.8	19.1	12.8	10.8
	Facility but water not available	12.8	10.8	6.2	7.7	2.0	3.5
	Available	64.1	71.6	80.0	73.2	85.2	85.7
Toilet	No facility	42.5	13.6	17.2	23.5	6.6	5.4
	Facility but toilet not usable	15.0	4.5	25.0	9.2	3.0	30.4
	Usable	42.5	81.8	57.8	67.3	90.4	64.1
Midday meal served on day of visit		92.3	94.6	92.3	88.3	94.7	88.8

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	64	65.6	34.4	556	68.4	31.7
Construction of new classroom	63	15.9	84.1	530	24.0	76.0
Construction of boundary wall	62	41.9	58.1	537	49.4	50.7

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	60	529
% Schools with no separate provision for girls toilets	35.0	14.6
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	13.3	16.6
Toilet not usable	1.7	13.0
Usable	50.0	55.8

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	53	9.4	84.9	5.7	48	6.3	87.5	6.3
Maintenance grant	55	74.6	23.6	1.8	49	69.4	24.5	6.1
Development grant	54	85.2	13.0	1.9	49	85.7	8.2	6.1
Teacher grant (TLM grant)	60	93.3	5.0	1.7	54	85.2	11.1	3.7
Other grants	17	23.5	70.6	5.9	15	13.3	80.0	6.7

Note : No grant information was available for 5 schools out of 67 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	467	14.8	80.5	4.7	403	13.2	80.7	6.2
Maintenance grant	468	80.6	16.2	3.2	413	69.3	24.7	6.1
Development grant	463	86.6	9.9	3.5	405	77.0	17.8	5.2
Teacher grant (TLM grant)	471	95.5	2.6	1.9	416	84.1	12.5	3.4
Other grants	144	29.9	66.7	3.5	126	28.6	63.5	7.9

Note : No grant information was available for 65 schools out of 603 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Ahmedabad	100.0	6.0	4.4	5.3	66.8	88.1	85.3	49.1	63.3	59.0	6.0
Amreli	93.9	5.1	10.1	9.1	73.6	70.2	72.2	40.5	61.0	43.0	4.0
Anand	96.6	2.0	24.9	27.9	76.4	69.0	70.1	26.7	55.9	36.4	9.0
Banas Kantha	100.0	9.5	5.9	8.1	70.1	59.0	67.5	20.0	51.1	26.3	4.9
Bharuch	97.7	3.9	15.3	11.1	78.1	79.8	77.5	41.6	52.4	35.4	2.2
Bhavnagar	95.5	3.9	8.7	12.5	57.8	65.0	55.4	17.2	48.7	30.4	4.7
Dahod	98.3	4.9	3.3	4.1	35.3	73.3	71.5	21.9	50.7	33.6	1.1
Gandhinagar	93.4	4.8	22.9	23.2	54.6	73.2	69.7	23.2	59.1	34.5	6.4
Jamnagar	100.0	0.9	6.7	14.2	74.2	85.3	84.5	61.5	70.2	61.5	9.5
Junagadh	97.9	1.5	6.5	7.1	87.5	70.6	68.5	18.7	53.1	33.9	2.0
Kachchh	87.8	7.2	4.9	13.9	58.2	76.4	80.8	23.4	52.9	41.2	2.2
Kheda	83.7	3.0	10.1	6.9	64.6	75.8	73.3	27.7	60.9	43.0	13.7
Mehsana	100.0	3.7	7.0	6.1	83.0	80.4	81.1	30.2	79.6	70.8	3.9
Narmada	95.4	3.6	2.8	4.2	73.5	69.2	71.6	40.1	41.2	26.1	2.3
Navsari	97.4	2.5	4.6	20.3	83.3	85.5	82.3	21.1	65.6	47.0	2.9
Panch Mahal	92.5	3.3	4.8	7.8	52.7	79.1	76.7	26.7	55.3	28.6	3.8
Patan	99.4	4.0	5.5	6.0	67.1	84.4	82.4	51.7	59.0	48.9	1.5
Porbandar	97.8	4.3	11.2	14.2	61.4	86.3	84.7	43.4	57.3	43.8	3.9
Rajkot	91.9	3.2	12.4	18.5	60.7	91.4	86.5	42.4	65.3	46.8	7.2
Sabar Kantha	99.5	1.6	24.4	14.7	55.2	76.2	79.9	33.3	60.3	41.2	4.1
Surat	94.0	4.2	28.8	47.7	85.2	81.5	86.9	34.6	71.8	67.6	14.1
Surendranagar	87.6	4.5	8.5	9.8	66.1	86.3	87.8	52.3	66.7	59.3	4.0
Tapi	97.3	4.6	9.1	14.5	58.8	72.5	71.0	24.7	41.4	32.3	3.9
The Dangs	99.6	6.7	3.6	6.7	63.1	82.4	81.0	15.7	46.1	28.1	1.1
Vadodara	88.2	5.7	15.6	9.5	43.2	63.2	60.9	27.0	36.3	18.1	2.3
Valsad	90.7	4.7	8.7	10.2	88.9	82.8	77.8	47.2	55.1	43.8	7.8
Total	**95.6**	**4.3**	**9.5**	**11.8**	**66.0**	**77.2**	**76.5**	**32.6**	**56.8**	**41.3**	**4.6**

Haryana
Himachal Pradesh
Jammu and Kashmir
Jharkhand
Karnataka
Kerala

ASER

2009

HARYANA RURAL

ALL ANALYSIS BASED ON DATA FROM 20 OUT OF 20 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	55.6	40.9	0.4	3.1	100
Age: 7-16 ALL	55.8	39.3	0.4	4.5	100
Age: 7-10 ALL	53.4	43.7	0.5	2.5	100
Age: 7-10 BOYS	50.2	46.9	0.5	2.4	100
Age: 7-10 GIRLS	57.7	39.6	0.3	2.4	100
Age: 11-14 ALL	59.3	36.4	0.3	4.0	100
Age: 11-14 BOYS	55.4	40.8	0.3	3.6	100
Age: 11-14 GIRLS	65.1	30.2	0.4	4.3	100
Age: 15-16 ALL	54.4	34.4	0.3	10.9	100
Age: 15-16 BOYS	52.0	38.6	0.4	9.1	100
Age: 15-16 GIRLS	58.8	28.4	0.2	12.6	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

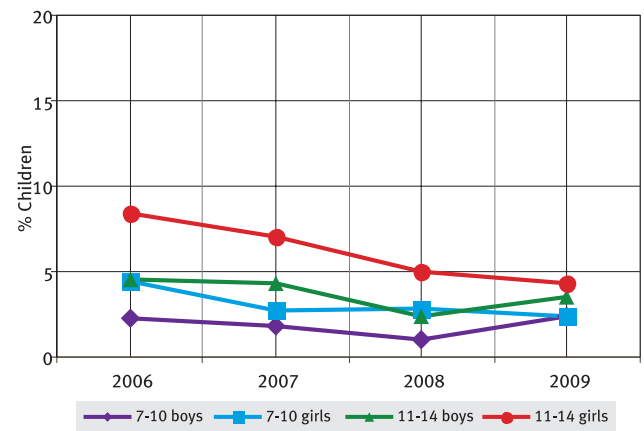


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

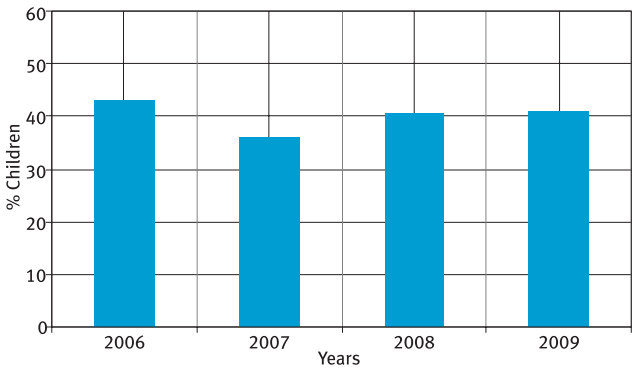


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	31.1	38.6	18.0	7.3				5.0					100
II	5.3	16.3	38.2	26.1	7.1			7.1					100
III		4.2		13.6	39.7	24.1	11.8	3.4		3.3			100
IV			4.3		15.4	30.0	29.5	9.5	7.0		4.3		100
V				5.3		10.9	42.1	18.7	13.6	5.7		3.8	100
VI				4.9			16.4	26.6	33.2	11.2	5.4	2.4	100
VII					6.7			11.4	37.7	25.9	11.2	5.0	2.1	100
VIII					5.5				17.2	31.2	28.8	12.4	4.9	100

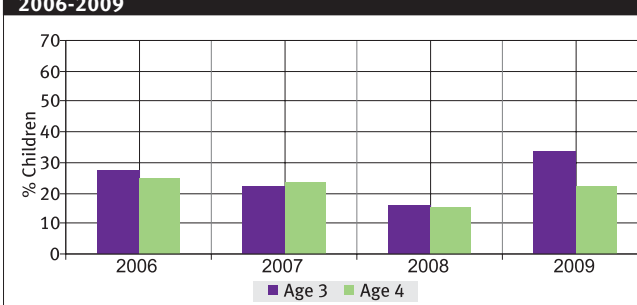
How to read the table: In Std III, 75.6% (39.7+24.1+11.8) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	53.5	12.9				33.6	100
Age 4	46.7	31.1				22.3	100
Age 5	16.1	11.8	26.8	35.3	0.8	9.3	100
Age 6	3.4	3.8	44.8	42.5	0.3	5.2	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 97.3% villages.

Reading in own language

Table 4: Class-wise % children who can read (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	23.2	42.5	19.9	5.7	8.8	100
II	6.8	28.7	31.3	16.8	16.4	100
III	3.2	16.5	25.0	23.0	32.3	100
IV	2.8	8.7	17.2	23.6	47.7	100
V	0.8	5.4	10.2	17.8	65.8	100
VI	0.6	4.4	6.6	17.0	71.5	100
VII	0.3	2.8	3.8	11.5	81.5	100
VIII	0.5	2.7	2.9	7.7	86.4	100
Total	4.9	14.5	15.3	15.8	49.4	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

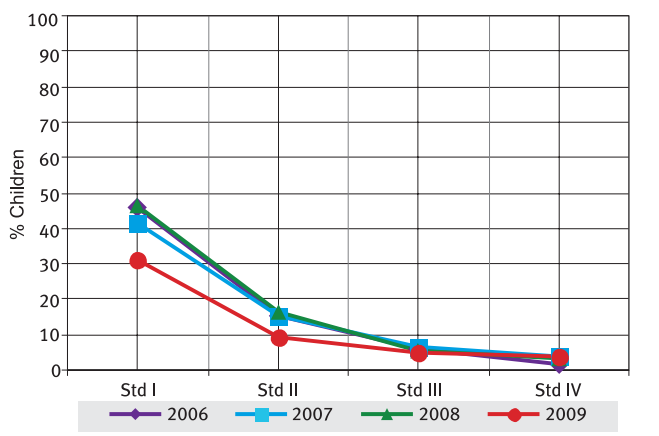
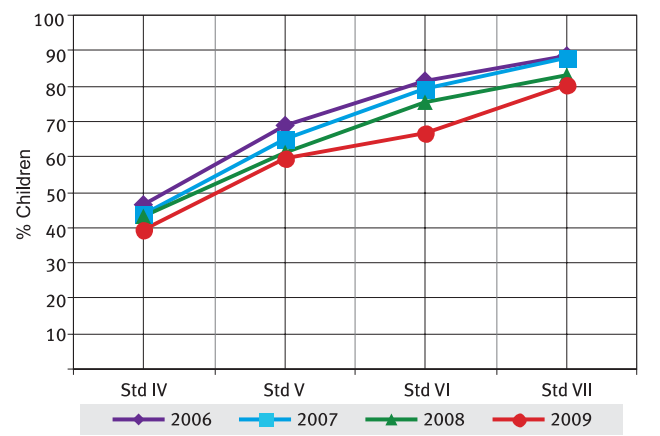


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who can read English (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	34.2	32.0	18.9	8.6	6.4	100
II	13.8	28.7	27.9	17.8	11.8	100
III	7.3	20.1	25.4	26.1	21.1	100
IV	6.8	14.4	18.3	29.6	31.0	100
V	4.0	8.7	14.2	29.3	43.8	100
VI	2.5	6.8	10.5	25.0	55.3	100
VII	1.7	5.2	6.4	19.9	66.8	100
VIII	1.9	4.4	3.9	15.1	74.7	100
Total	9.3	15.6	16.3	21.7	37.1	100

Table 6: Class-wise % children who comprehend English 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	69.4	88.7
II	74.6	84.6
III	70.3	84.3
IV	79.8	84.4
V	80.0	86.7
VI	77.3	86.3
VII	80.8	90.0
VIII	83.1	92.4
Total	77.2	88.0

English Tool

Arithmetic

Table 7: Class-wise % children who CAN DO ARITHMETIC (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	22.6	42.4	22.4	6.1	6.5	100
II	6.3	27.0	36.1	18.9	11.7	100
III	3.2	14.7	29.0	27.9	25.2	100
IV	2.8	9.6	19.5	27.5	40.7	100
V	1.3	5.0	11.9	27.1	54.7	100
VI	1.1	4.3	8.3	21.4	64.9	100
VII	0.6	2.5	7.0	13.1	76.8	100
VIII	0.7	2.4	3.9	10.9	82.1	100
Total	4.9	14.0	18.0	19.6	43.5	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

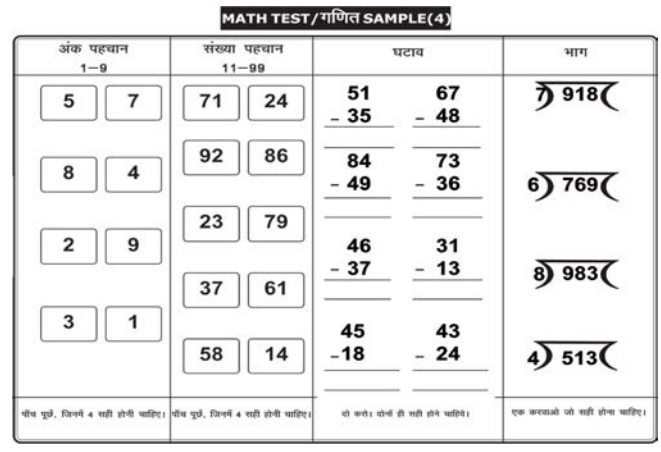


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

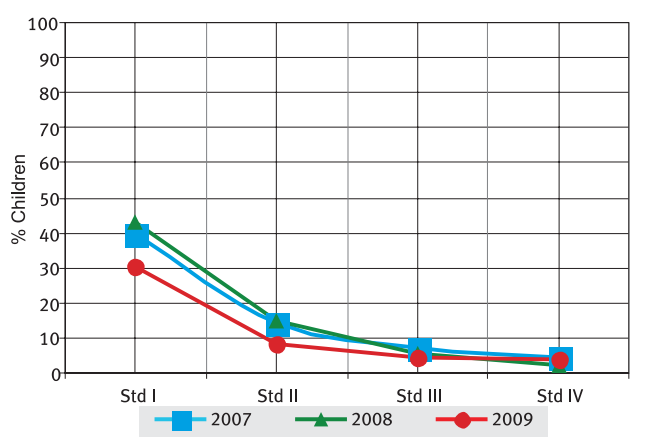
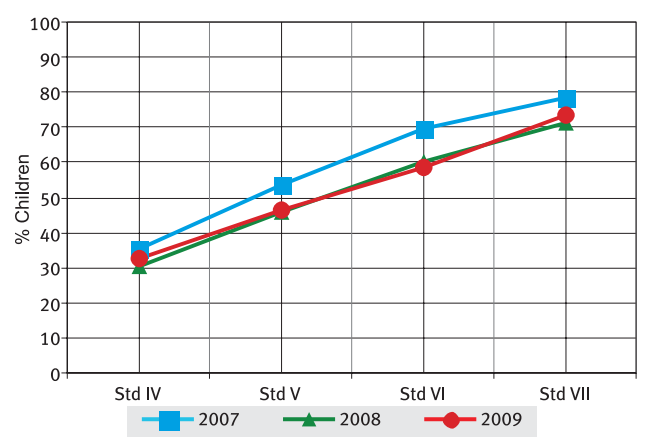


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children ATTENDING TUITION classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	5.1	5.2	7.2	7.3	9.6	7.6	6.3	10.6
	Pvt.	11.0	11.2	14.5	14.0	17.1	16.8	16.3	19.7
2009	Govt	9.6	11.1	13.8	12.5	15.2	12.4	15.3	19.0
	Pvt.	17.8	20.5	23.7	27.0	30.5	30.0	24.7	32.7

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who can at least read Std I level text. By school type 2006-2009

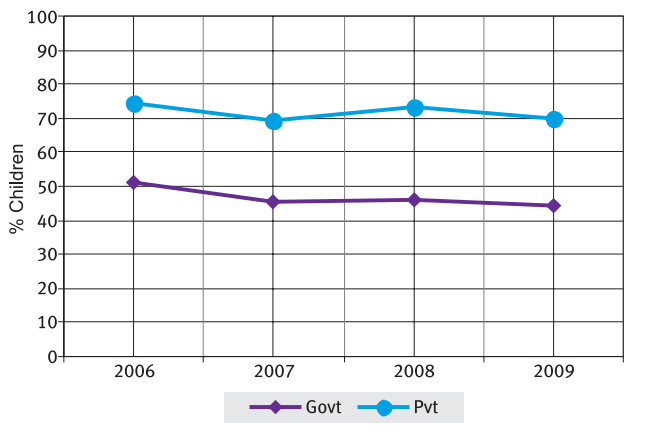
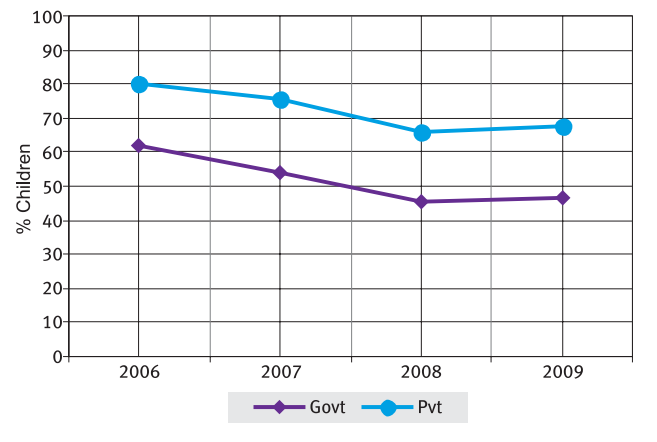


Chart 9: % Children in Std V who can do division. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who can read at least Std I level text 2007-2009

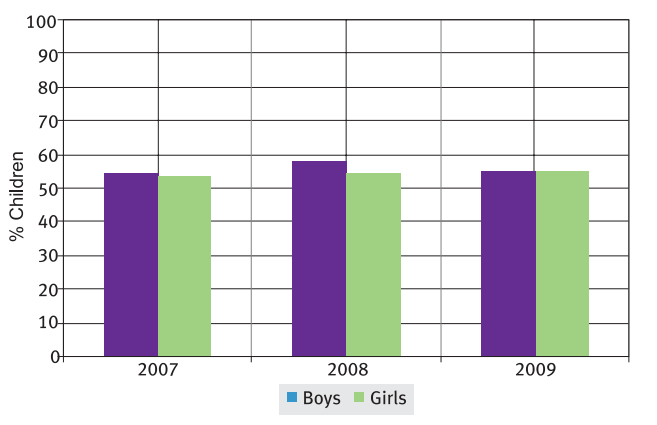
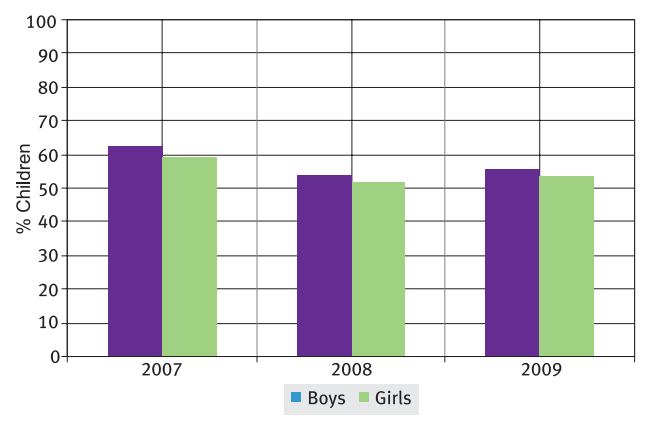


Chart 11: % Boys and girls in Std V who can do division 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	21.8	7.3	60.2	55.2	49.9	13.8
Std I-V	9.9	4.7	63.1	58.3	47.4	15.5
Std VI-VIII	18.7	2.3	69.0	64.2	57.9	19.6
Std IX-X	27.0	1.1	75.2	75.7	66.2	23.1
Above Std X	22.7	1.1	81.2	81.3	75.8	28.3

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School Enrollment and Attendance : Trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	270	335	353
Std I-VII/VIII : Primary + Upper Primary	100	95	149
Total schools	370	430	502

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	80.4	82.1	83.7	81.7	84.4	84.9
% Schools with less than 50% enrolled children attending	1.9	2.3	1.1	2.0	1.2	1.4
% Schools with 75% or more enrolled children attending	74.5	80.7	81.6	79.0	84.9	86.3

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	75.3	91.8	86.4	73.7	90.6	84.9
% Schools with no teacher present	2.2	0.0	1.2	2.0	0.0	0.7
% Schools with all teachers present	34.8	72.6	56.8	18.4	62.7	34.3

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		37.8	36.4		25.8	29.4
Std IV class sitting with another class		30.0	25.5		22.2	24.5

School Facilities : Trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	18.4	9.9	16.6	8.2	11.0	7.7
	Facility but water not available	10.2	6.4	8.0	6.1	6.6	5.6
	Available	71.4	83.7	75.4	85.7	82.4	86.7
Toilet	No facility	10.4	4.7	4.0	4.1	7.5	1.4
	Facility but toilet not usable	21.6	9.0	27.2	23.5	14.0	28.0
	Usable	67.9	86.3	68.8	72.4	78.5	70.6
	Midday meal served on day of visit	82.7	97.6	89.1	70.1	94.7	93.2

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	322	62.7	37.3	132	63.6	36.4
Construction of new classroom	322	35.4	64.6	129	42.6	57.4
Construction of boundary wall	316	38.3	61.7	127	31.5	68.5

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	306	136
% Schools with no separate provision for girls toilets	11.8	5.1
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	5.9	8.8
Toilet not usable	26.8	31.6
Usable	55.6	54.4

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	286	31.1	56.6	12.2	237	27.4	61.2	11.4
Maintenance grant	290	77.2	14.5	8.3	248	72.6	20.6	6.9
Development grant	271	71.2	19.6	9.2	226	62.0	30.5	7.5
Teacher grant (TLM grant)	282	85.1	9.9	5.0	240	75.8	19.6	4.6
Other grants	138	13.0	79.7	7.3	122	8.2	84.4	7.4

Note : No grant information was available for 54 schools out of 353 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	117	37.6	59.8	2.6	106	31.1	66.0	2.8
Maintenance grant	128	86.7	11.7	1.6	104	76.9	22.1	1.0
Development grant	111	70.3	27.0	2.7	95	57.9	39.0	3.2
Teacher grant (TLM grant)	122	86.1	13.1	0.8	99	71.7	27.3	1.0
Other grants	63	20.6	73.0	6.4	55	18.2	74.6	7.3

Note : No grant information was available for 18 schools out of 149 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Ambala	80.2	1.8	33.1	32.5	54.6	84.8	84.4	72.6	68.4	61.5	29.5
Bhiwani	80.9	0.8	45.6	23.4	86.3	91.9	90.2	82.0	72.6	70.9	37.7
Faridabad	64.7	0.4	60.2	29.8	73.9	91.8	93.3	81.5	76.1	70.8	29.5
Fatehabad	57.5	4.7	31.3	13.1	66.8	79.1	78.2	65.4	65.9	61.3	19.4
Gurgaon	66.7	0.7	35.4	29.6	73.9	82.6	84.4	63.4	75.8	81.5	30.1
Hisar	59.0	1.1	45.7	8.6	56.2	72.4	73.1	70.4	70.8	61.2	19.4
Jhajjar*											
Jind	83.5	1.7	27.6	6.1	75.4	83.7	85.9	79.2	68.5	69.1	29.1
Kaithal	75.4	1.5	37.2	14.9	35.3	92.9	93.6	81.9	72.9	63.8	23.1
Karnal	61.4	10.1	46.0	35.3	79.6	83.9	87.5	72.8	69.8	61.6	26.2
Kurukshetra	92.7	1.1	39.6	23.1	70.1	80.0	75.6	67.5	39.1	48.5	6.7
Mahendragarh	84.7	1.1	43.8	16.9	83.7	91.3	87.7	85.1	76.8	68.0	41.7
Mewat	31.9	17.0	14.1	10.8	13.8	75.9	76.5	57.9	56.3	53.7	20.5
Panchkula	98.9	1.3	32.1	47.9	85.8	94.8	94.7	86.8	78.6	79.8	36.6
Panipat	91.4	3.3	45.3	19.3	70.5	85.9	86.3	81.7	49.5	42.4	19.5
Rewari	81.2	0.5	32.0	19.4	73.5	87.4	88.5	78.6	74.4	75.0	52.4
Rohtak	80.0	0.5	53.7	21.9	80.1	96.4	97.4	93.7	83.6	84.5	50.6
Sirsa	76.3	3.4	40.0	25.3	75.3	92.4	91.9	89.3	82.8	81.8	41.2
Sonipat	77.9	1.4	59.2	25.9	82.7	84.6	85.0	82.7	75.8	82.6	45.3
Yamunanagar	86.8	1.4	44.3	21.1	79.0	79.4	83.4	70.5	60.8	56.5	25.4
Total	73.4	3.1	40.4	21.7	66.7	85.6	86.1	76.4	69.8	67.6	31.9

* Blank cells indicate insufficient data.

HIMACHAL PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM 12 OUT OF 12 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School enrollment and out of school children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	77.1	22.0	0.2	0.7	100
Age: 7-16 ALL	78.9	19.7	0.2	1.2	100
Age: 7-10 ALL	76.1	23.2	0.3	0.4	100
Age: 7-10 BOYS	73.5	25.8	0.2	0.5	100
Age: 7-10 GIRLS	79.7	19.5	0.5	0.3	100
Age: 11-14 ALL	80.4	18.5	0.1	1.0	100
Age: 11-14 BOYS	77.1	22.0	0.0	0.9	100
Age: 11-14 GIRLS	84.1	14.5	0.3	1.1	100
Age: 15-16 ALL	83.4	12.2	0.1	4.3	100
Age: 15-16 BOYS	84.2	11.2	0.2	4.5	100
Age: 15-16 GIRLS	81.7	14.0	0.0	4.3	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

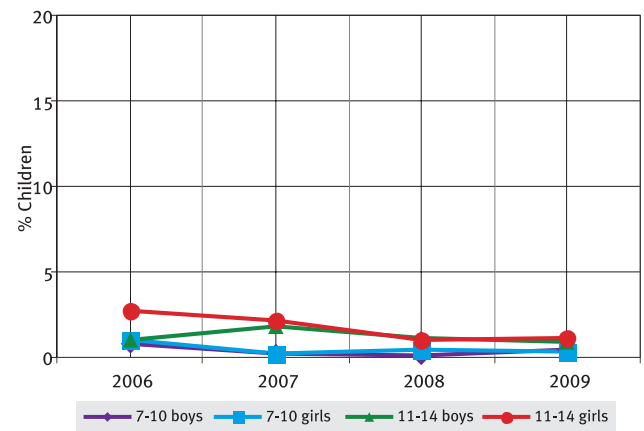


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

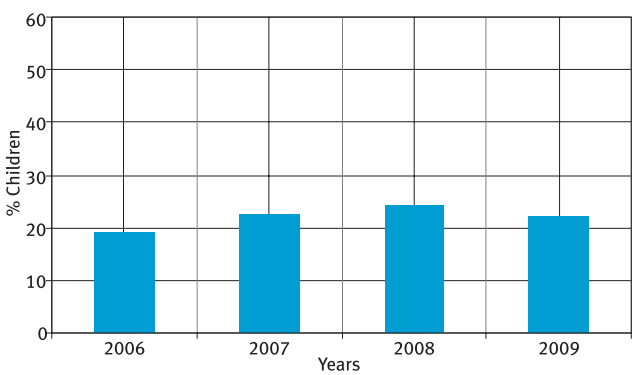


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	38.6	49.2	8.3					4.0					100
II	3.0	22.4	53.3	16.4				5.0					100
III		1.4		19.0	56.3	18.8			4.6				100
IV			2.1		24.6	51.6	17.3			4.5			100
V			2.2			15.7	58.5	17.4	3.7		2.7		100
VI			1.0				13.9	51.8	25.7	5.2		2.5	100
VII			1.9					10.7	47.1	32.1	5.7	2.5	100
VIII			2.4						13.6	40.9	29.6	10.4	3.2	100

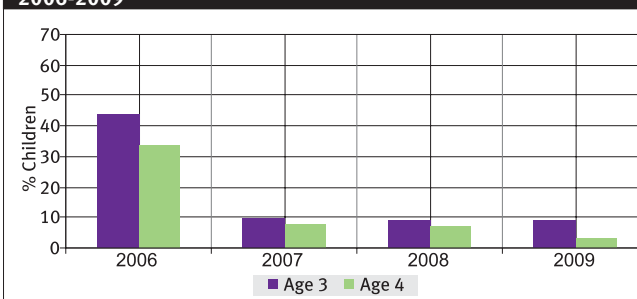
How to read the table: In Std III, 94.1% (19.0+56.3+18.8) children are in age group 7 to 9.

Young children in pre-school and school

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	80.0	11.1				8.9	100
Age 4	65.8	31.0				3.3	100
Age 5	21.3	10.1	37.1	30.0	0.0	1.5	100
Age 6	1.5	2.1	65.7	29.8	0.1	0.9	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 92.5 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	15.0	53.6	21.3	4.3	5.8	100
II	2.0	22.6	43.5	19.4	12.6	100
III	1.2	8.2	25.0	42.2	23.5	100
IV	0.4	3.9	9.7	38.2	47.8	100
V	0.4	1.6	4.9	19.9	73.2	100
VI	0.1	0.9	3.2	12.1	83.7	100
VII	0.1	0.7	3.2	6.7	89.3	100
VIII	0.4	0.4	0.7	5.6	93.0	100
Total	2.5	11.6	14.0	18.7	53.3	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

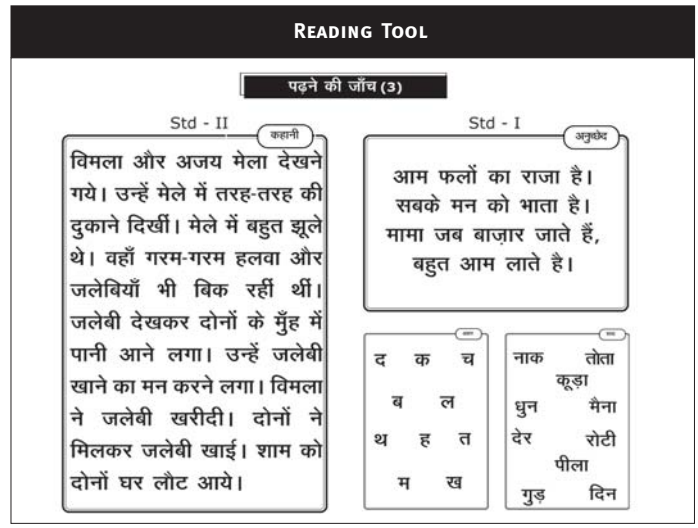


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

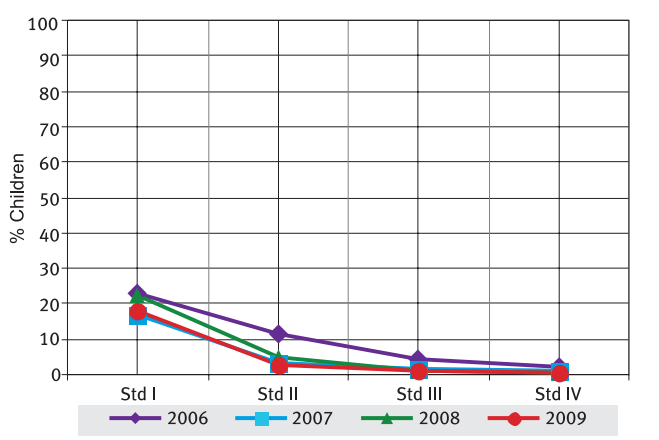
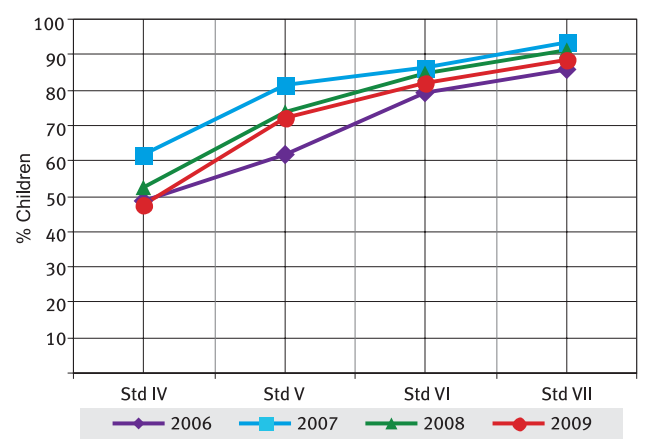


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	27.5	35.5	20.7	10.9	5.4	100
II	7.6	27.3	26.9	26.7	11.5	100
III	2.9	16.3	17.3	42.6	20.9	100
IV	1.0	5.8	8.7	42.6	42.0	100
V	1.8	4.2	6.2	24.6	63.3	100
VI	0.8	3.0	3.7	14.9	77.6	100
VII	0.6	1.9	3.2	10.4	83.9	100
VIII	0.8	1.3	1.0	9.3	87.6	100
Total	5.4	11.9	11.0	22.9	48.7	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	59.3	99.5
II	61.0	73.0
III	76.5	74.8
IV	69.7	79.8
V	73.1	85.2
VI	62.1	87.9
VII	64.2	89.1
VIII	69.9	90.1
Total	69.1	86.5

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	13.6	40.7	35.1	5.9	4.7	100
II	2.1	15.6	47.9	26.0	8.4	100
III	0.9	7.6	25.4	49.1	17.0	100
IV	0.3	3.1	12.4	44.9	39.3	100
V	0.5	1.9	4.9	28.7	64.1	100
VI	0.4	1.3	2.8	14.5	81.0	100
VII	0.1	0.4	2.4	13.0	84.1	100
VIII	0.5	0.1	1.7	7.9	89.8	100
Total	2.4	9.0	16.7	23.9	48.1	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

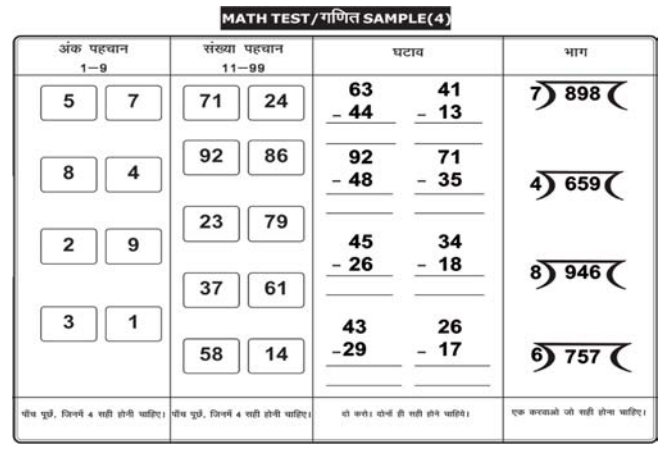


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

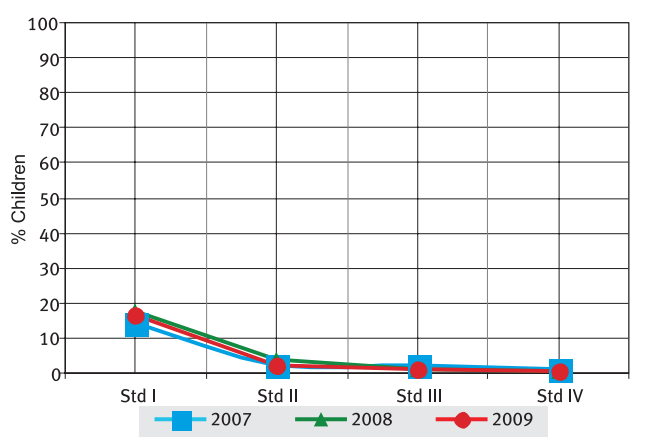
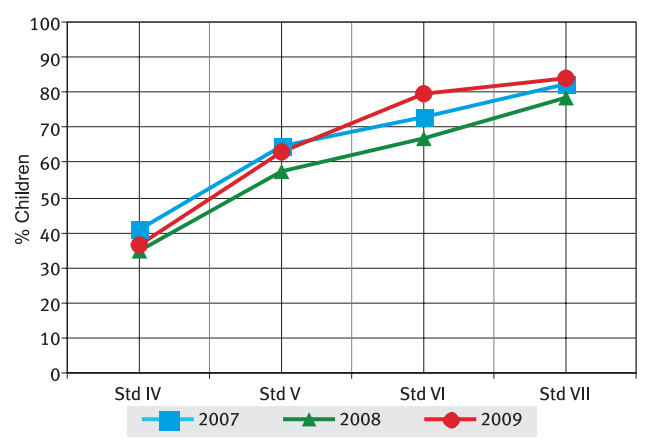


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	1.4	2.0	3.4	3.6	4.6	4.1	6.3	8.0
	Pvt.	10.9	12.5	14.4	20.7	12.8	30.1	22.6	23.1
2009	Govt	6.2	4.8	5.7	6.1	8.5	8.4	10.2	9.9
	Pvt.	16.3	19.5	17.2	19.8	22.2	35.8	23.9	22.7

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

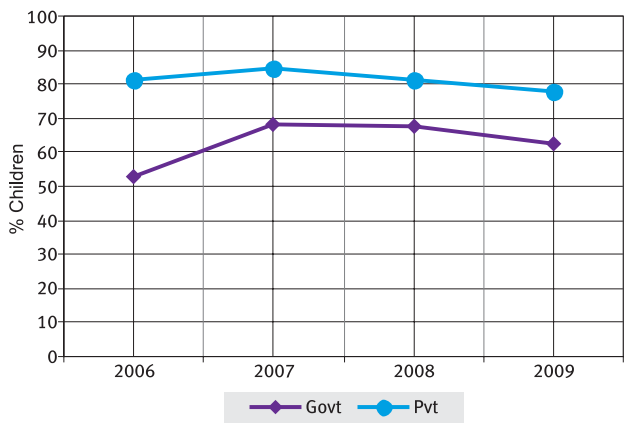
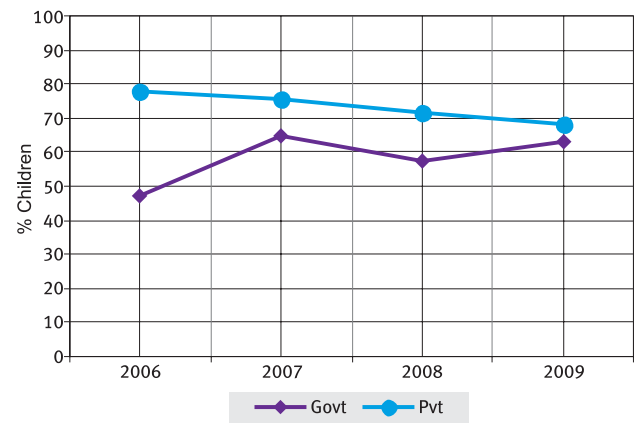


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

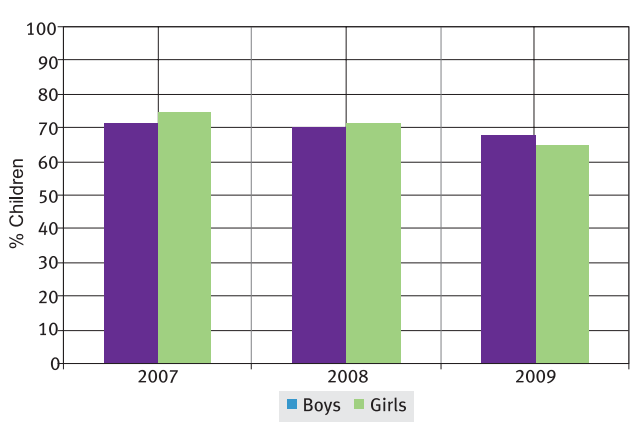
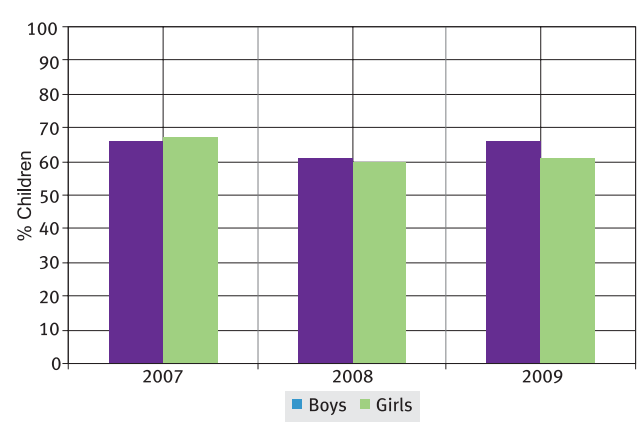


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009

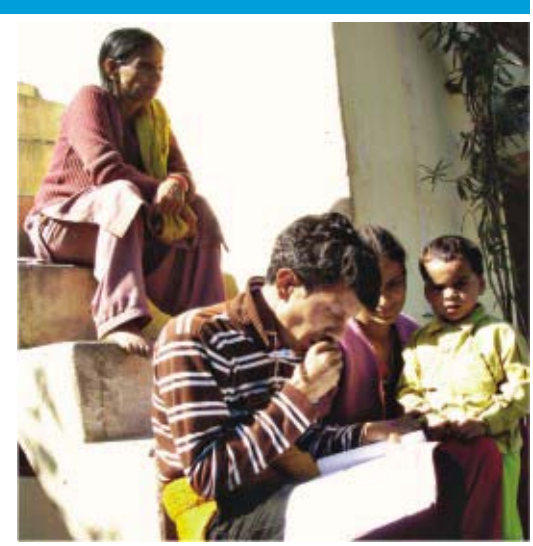


Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	5.2	1.7	74.4	83.2	77.7	4.6
Std I-V	11.0	1.3	75.2	76.7	72.8	7.5
Std VI-VIII	17.8	1.2	78.6	78.9	72.2	7.2
Std IX-X	36.7	0.2	85.6	84.3	82.9	14.9
Above Std X	29.3	0.1	88.4	86.6	86.8	17.4

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.



HIMACHAL PRADESH RURAL

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	66	224	313
Std I-VII/VIII : Primary + Upper Primary	6	26	17
Total schools	72	250	330

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	91.9	88.6	90.4	95.9	91.5	90.2
% Schools with less than 50% enrolled children attending	1.5	2.4	1.0	0.0	0.0	0.0
% Schools with 75% or more enrolled children attending	93.8	91.3	91.6	100	95.7	88.2

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	70.8	88.5	90.8	57.9	89.6	84.8
% Schools with no teacher present	0.0	0.5	0.0	0.0	0.0	0.0
% Schools with all teachers present	34.8	70.3	74.1	16.7	68.2	60.0

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		60.8	57.0		80.0	47.1
Std IV class sitting with another class		54.6	53.7		61.5	33.3

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	10.6	12.4	4.1	33.3	8.3	0.0
	Facility but water not available	9.1	2.9	3.1	16.7	0.0	14.3
	Available	80.3	84.7	92.8	50.0	91.7	85.7
Toilet	No facility	42.4	35.4	17.2	33.3	27.3	47.1
	Facility but toilet not usable	4.5	9.7	29.5	50.0	18.2	35.3
	Usable	53.0	54.9	53.2	16.7	54.5	17.6
Midday meal served on day of visit		93.9	97.7	98.7	83.3	100	93.8

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	291	80.1	19.9	16	62.5	37.5
Construction of new classroom	284	15.5	84.5	17	17.7	82.4
Construction of boundary wall	281	22.8	77.2	15	13.3	86.7

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	255	15
% Schools with no separate provision for girls toilets	31.4	66.7
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	9.8	0.0
Toilet not usable	27.1	20.0
Usable	31.8	13.3

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	264	14.0	82.2	3.8	227	15.0	78.9	6.2
Maintenance grant	286	88.5	8.0	3.5	240	81.3	14.2	4.6
Development grant	270	80.7	17.0	2.2	223	75.3	21.1	3.6
Teacher grant (TLM grant)	289	93.8	4.5	1.7	238	87.0	9.2	3.8
Other grants	133	50.4	44.4	5.3	118	47.5	45.8	6.8

Note : No grant information was available for 8 schools out of 313 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	13	30.8	69.2	0.0	12	16.7	83.3	0.0
Maintenance grant	15	100	0.0	0.0	11	81.8	18.2	0.0
Development grant	12	83.3	16.7	0.0	12	83.3	16.7	0.0
Teacher grant (TLM grant)	15	86.7	13.3	0.0	12	75.0	25.0	0.0
Other grants	7	71.4	28.6	0.0	4	25.0	75.0	0.0

Note : No grant information was available for 0 schools out of 17 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

HIMACHAL PRADESH RURAL

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Bilaspur	94.3	0.1	23.9	6.4	89.7	94.2	96.8	92.1	81.1	85.9	45.6
Chamba	89.1	2.5	7.3	8.0	66.3	89.3	91.4	80.6	79.4	79.5	31.1
Hamirpur	92.5	0.6	25.2	15.7	83.5	96.9	96.3	85.4	82.7	83.2	39.4
Kangra	98.9	0.3	30.2	18.9	80.9	86.9	87.1	73.9	79.8	79.1	35.1
Kinnaur	88.0	0.2	17.6	8.4	77.9	91.5	94.3	79.9	80.3	80.9	47.0
Kullu*	100.0	0.2	23.1		96.6	94.6	97.6	87.2	86.9	76.9	35.2
Lahul & Spiti*		0.8	24.4	9.8	74.3	89.2	88.4	82.1	89.0	90.3	49.0
Mandi	83.0	0.4	21.2	4.4	88.1	95.7	98.9	86.0	85.5	85.7	47.1
Shimla	96.8	0.2	23.1	3.9	98.8	97.3	95.6	93.6	92.0	88.2	64.3
Sirmaur	98.0	2.1	16.5	4.9	89.2	81.7	79.4	72.7	75.0	73.5	50.8
Solan	97.2	0.7	13.6	2.8	95.4	93.4	95.4	83.7	88.2	80.6	48.0
Una	98.1	0.7	20.8	25.1	83.7	86.3	83.7	79.1	72.6	81.2	33.3
Total	**93.2**	**0.8**	**20.2**	**10.8**	**85.7**	**91.4**	**92.0**	**83.1**	**82.2**	**81.9**	**44.1**

* Blank cells indicate insufficient data.

JAMMU AND KASHMIR *RURAL*

ALL ANALYSIS BASED ON DATA FROM 14 OUT OF 14 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	65.8	32.0	0.4	1.8	100
Age: 7-16 ALL	68.1	29.0	0.3	2.6	100
Age: 7-10 ALL	64.8	33.5	0.5	1.2	100
Age: 7-10 BOYS	64.4	33.9	0.6	1.1	100
Age: 7-10 GIRLS	64.9	33.2	0.5	1.4	100
Age: 11-14 ALL	67.5	29.9	0.2	2.5	100
Age: 11-14 BOYS	66.1	31.9	0.1	2.0	100
Age: 11-14 GIRLS	69.2	27.4	0.3	3.1	100
Age: 15-16 ALL	74.7	20.0	0.2	5.2	100
Age: 15-16 BOYS	75.5	20.2	0.2	4.2	100
Age: 15-16 GIRLS	74.2	19.7	0.1	6.1	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

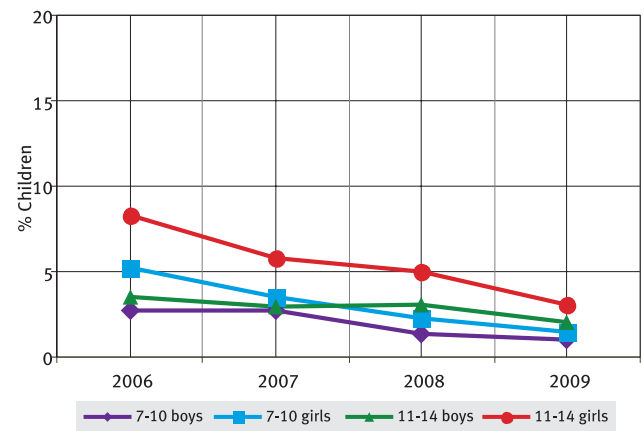


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

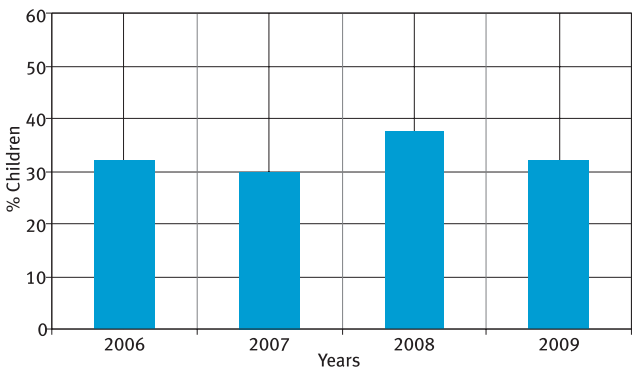


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	19.6	54.8	15.1	5.4				5.1					100
II	3.0	11.6	35.8	41.1	5.0			3.5					100
III		5.6		6.4	36.7	37.3	9.9		4.0				100
IV			4.1		10.1	26.6	48.8	4.6		5.9			100
V			3.2			9.1	39.4	32.7	9.6		6.0		100
VI			2.9				9.5	24.1	50.8	7.1		5.6	100
VII			5.7					7.8	25.7	42.4	12.1	5.5	1.0	100
VIII			4.3						9.0	19.3	54.4	8.9	4.1	100

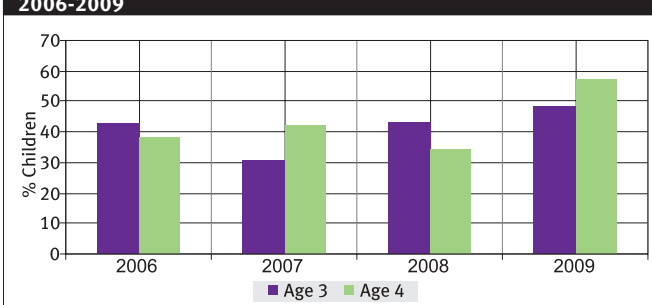
How to read the table: In Std III, 83.9% (36.7+37.3+9.9) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	36.8	14.6				48.6	100
Age 4	21.4	21.2				57.4	100
Age 5	12.0	12.4	35.9	24.8	0.5	14.4	100
Age 6	1.8	4.5	56.7	32.3	0.6	4.2	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 80.4 % villages.

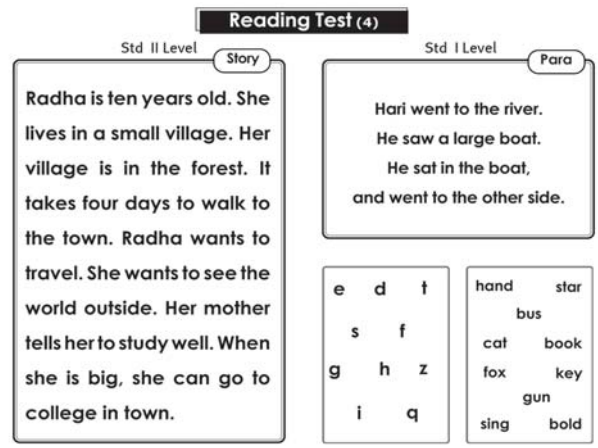
Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	25.0	58.5	12.7	1.8	2.0	100
II	6.1	46.2	39.1	6.4	2.2	100
III	2.4	20.8	46.3	24.9	5.6	100
IV	0.6	9.1	43.3	34.0	13.1	100
V	1.4	5.0	26.4	40.3	26.9	100
VI	0.4	2.6	22.7	39.6	34.7	100
VII	0.8	1.7	12.2	34.8	50.6	100
VIII	0.3	1.1	8.6	29.1	61.0	100
Total	4.2	17.3	26.9	26.9	24.7	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool



NOTE : The test was also available in Hindi and Urdu.

Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

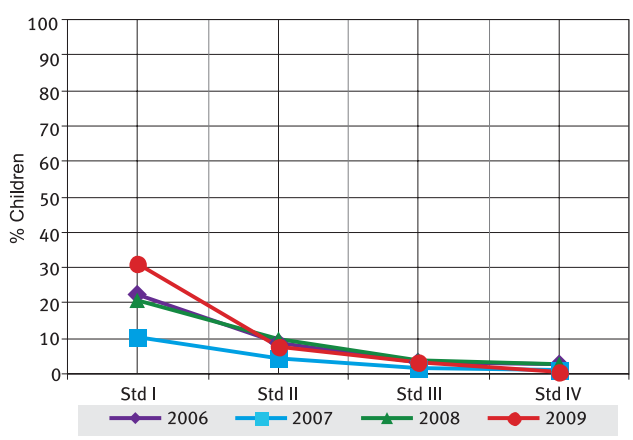
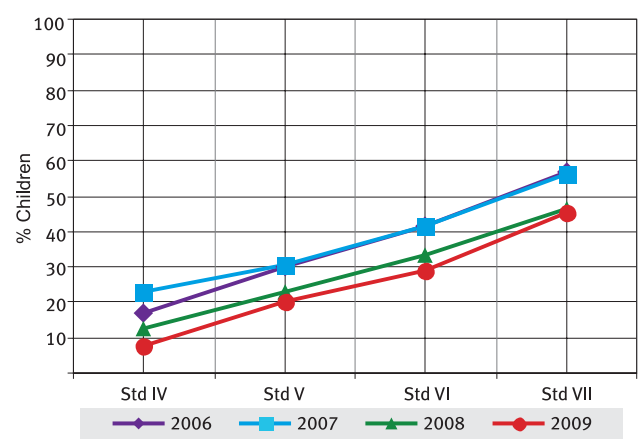


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	30.5	34.4	19.6	8.2	7.4	100
II	11.4	24.8	28.8	25.2	9.8	100
III	6.1	13.4	25.8	36.8	18.0	100
IV	2.7	9.4	20.0	36.6	31.3	100
V	1.9	7.7	13.8	35.0	41.8	100
VI	2.0	6.8	10.3	32.8	48.1	100
VII	1.8	3.9	6.7	29.3	58.4	100
VIII	0.6	2.3	4.3	23.2	69.7	100
Total	6.5	12.3	16.1	28.9	36.3	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	45.2	83.9
II	42.0	67.5
III	54.8	65.3
IV	43.1	68.3
V	43.6	70.7
VI	42.5	73.6
VII	40.6	78.8
VIII	50.5	78.9
Total	45.3	74.5

English Tool

JAMMU AND KASHMIR RURAL

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	23.4	50.5	22.1	2.2	1.9	100
II	6.8	40.8	42.5	7.8	2.2	100
III	2.4	20.4	45.2	28.0	3.9	100
IV	0.8	9.6	46.2	32.3	11.1	100
V	0.4	6.9	32.1	37.0	23.6	100
VI	0.6	3.2	28.5	38.3	29.5	100
VII	0.6	1.9	17.0	36.5	44.0	100
VIII	0.4	1.2	9.5	40.0	49.0	100
Total	4.0	16.1	30.7	28.3	20.9	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

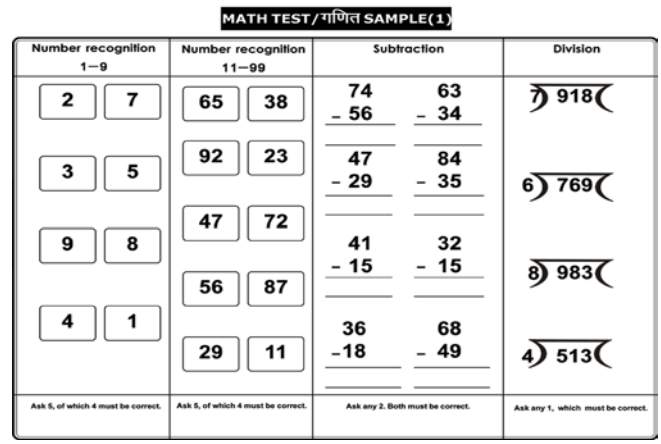


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

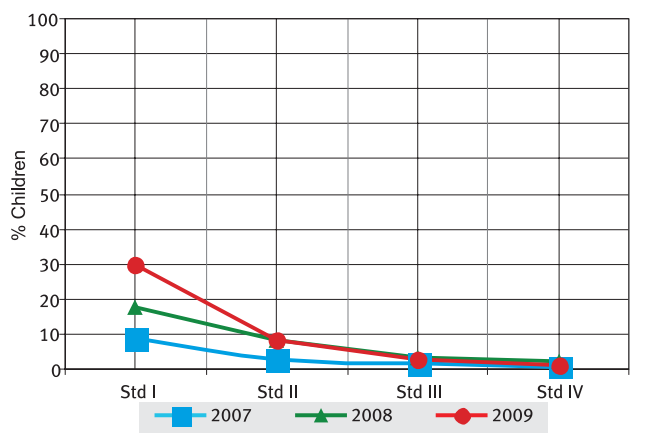
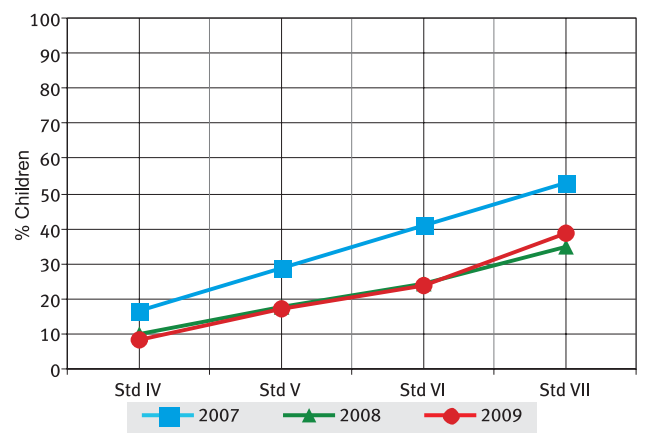


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	6.0	5.4	6.5	5.9	8.0	11.8	12.6	17.9
	Pvt.	13.0	22.4	21.0	19.2	32.5	30.3	28.1	33.9
2009	Govt	3.6	8.5	11.2	14.7	19.3	14.9	20.5	22.0
	Pvt.	12.5	13.7	18.4	25.7	33.8	25.0	32.8	27.9

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

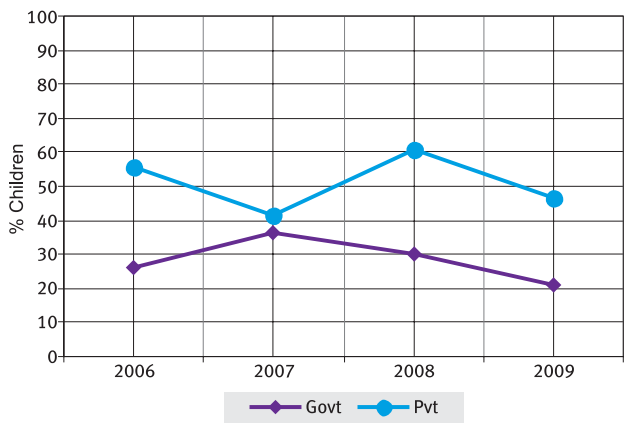
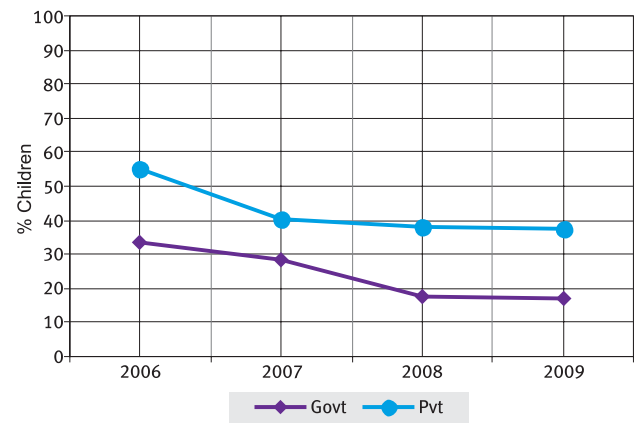


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

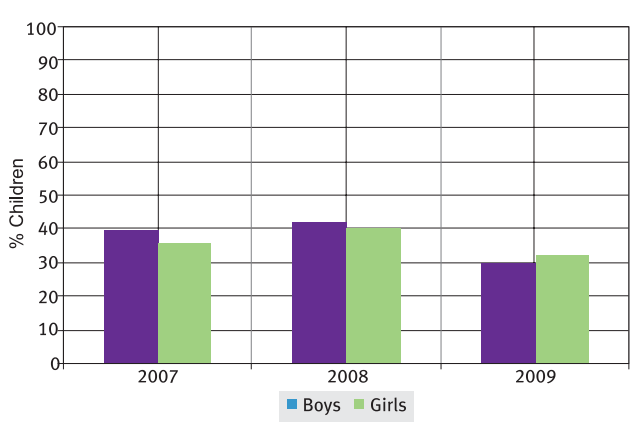
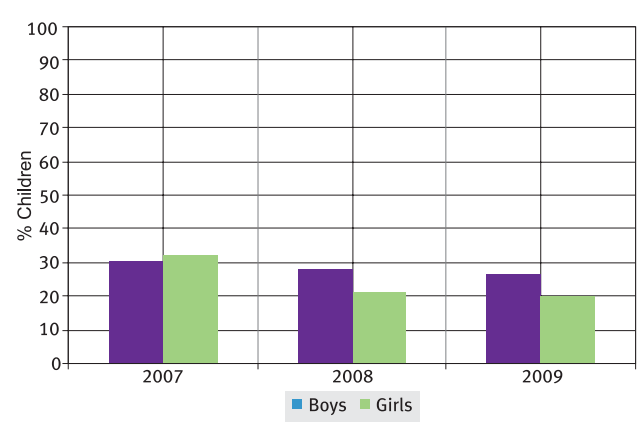


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009

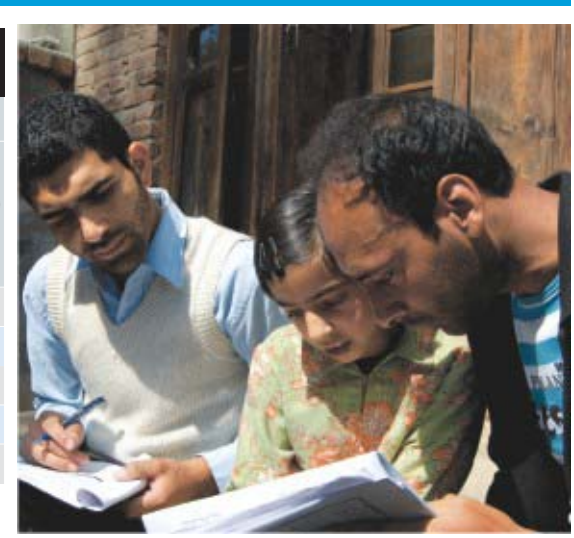


Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	54.1	2.3	41.4	33.2	60.0	19.9
Std I-V	3.7	1.2	45.0	50.3	72.8	14.9
Std VI-VIII	8.0	2.8	49.9	51.7	68.1	22.2
Std IX-X	17.8	1.2	49.9	46.9	71.1	18.9
Above Std X	16.5	1.5	61.1	60.3	77.4	37.6

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.



JAMMU AND KASHMIR RURAL

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	68	115	81
Std I-VII/VIII : Primary + Upper Primary	32	176	265
Total schools	100	291	346

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	86.6	81.4	86.7	81.6	83.5	90.0
% Schools with less than 50% enrolled children attending	0.0	3.4	0.0	3.4	2.8	0.4
% Schools with 75% or more enrolled children attending	83.6	68.2	83.5	75.9	72.5	86.2

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	85.1	92.6	92.1	78.0	87.0	91.6
% Schools with no teacher present	0.0	0.0	0.0	0.0	0.0	0.0
% Schools with all teachers present	61.5	80.4	74.4	27.6	51.3	62.7

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		60.2	73.8		49.4	47.3
Std IV class sitting with another class		53.0	72.2		37.0	41.9

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	51.5	43.9	45.0	43.3	43.5	21.1
	Facility but water not available	11.8	9.3	1.3	6.7	9.7	3.4
	Available	36.8	46.7	53.8	50.0	46.8	75.5
Toilet	No facility	67.6	42.7	40.0	40.6	34.6	11.8
	Facility but toilet not usable	13.2	8.7	16.3	15.6	13.1	18.3
	Usable	19.1	48.5	43.8	43.8	52.3	69.8
Midday meal served on day of visit		62.7	95.5	96.3	62.1	94.6	95.7

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	74	52.7	47.3	260	66.2	33.9
Construction of new classroom	73	15.1	84.9	255	8.2	91.8
Construction of boundary wall	74	12.2	87.8	255	11.4	88.6

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	70	249
% Schools with no separate provision for girls toilets	72.9	36.1
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	5.7	10.8
Toilet not usable	2.9	4.8
Usable	18.6	48.2

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	74	6.8	67.6	25.7	64	4.7	73.4	21.9
Maintenance grant	76	60.5	17.1	22.4	67	56.7	26.9	16.4
Development grant	77	61.0	20.8	18.2	66	60.6	21.2	18.2
Teacher grant (TLM grant)	76	69.7	14.5	15.8	68	63.2	23.5	13.2
Other grants	52	7.7	71.2	21.2	47	12.8	72.3	14.9

Note : No grant information was available for 11 schools out of 81 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	257	2.7	82.1	15.2	240	2.1	83.8	14.2
Maintenance grant	261	80.5	7.7	11.9	246	78.1	9.8	12.2
Development grant	252	77.8	9.5	12.7	245	75.9	11.0	13.1
Teacher grant (TLM grant)	255	86.3	5.9	7.8	242	83.5	7.9	8.7
Other grants	213	6.1	83.6	10.3	201	3.5	85.1	11.4

Note : No grant information was available for 20 schools out of 265 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

JAMMU AND KASHMIR RURAL

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Anantnag	19.4	2.0	35.4	38.1	65.6	93.1	88.6	77.8	53.4	48.4	34.2
Baramulla*		0.0	36.1	26.8	65.9	82.8	82.7	80.6	57.0	52.3	46.3
Budgam	47.2	1.7	32.2	21.7	57.9	88.5	85.0	83.9	50.0	42.2	36.1
Doda	71.1	5.9	21.8	15.6	56.9	84.8	84.0	75.9	31.9	41.0	22.9
Jammu	73.7	0.2	35.8	17.4	75.0	76.3	86.3	80.3	42.0	39.9	21.0
Kargil	17.4	1.3	29.2	25.3	55.0	83.2	87.5	79.8	53.9	55.4	38.1
Kathua	66.3	1.4	30.6	25.6	64.9	74.8	80.1	64.2	51.9	45.9	16.4
Kupwara*		3.4	33.6	28.5	49.6	90.1	90.4	77.7	57.4	52.8	36.9
Leh (Ladakh)	66.7	0.5	34.3	9.9	67.3	90.4	91.0	89.3	50.0	57.1	33.5
Poonch	19.5	1.1	25.9	29.0	78.0	81.2	74.4	79.1	40.3	26.9	14.6
Pulwama*		0.9	44.5		63.2	92.5	92.3	85.3	59.9	60.4	15.0
Rajauri	31.0	0.9	28.3	4.4	61.7	93.6	91.2	91.7	38.0	42.6	64.4
Srinagar	25.4	0.7	46.2	17.9	65.6	93.1	89.5	86.6	55.2	44.2	36.1
Udhampur	32.6	2.9	18.6	8.1	46.9	81.4	81.5	84.9	35.1	33.1	17.1
Total	42.1	1.8	32.1	20.2	62.8	86.4	86.2	81.0	49.1	46.3	30.9

* Blank cells indicate insufficient data.

JHARKHAND *RURAL*

ALL ANALYSIS BASED ON DATA FROM 21 OUT OF 22 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	83.3	10.0	1.4	5.4	100
Age: 7-16 ALL	80.5	10.4	1.3	7.8	100
Age: 7-10 ALL	84.9	9.3	1.5	4.4	100
Age: 7-10 BOYS	84.7	9.9	1.4	3.9	100
Age: 7-10 GIRLS	85.3	8.5	1.4	4.8	100
Age: 11-14 ALL	80.6	10.9	1.1	7.5	100
Age: 11-14 BOYS	80.3	11.4	0.9	7.4	100
Age: 11-14 GIRLS	80.8	10.5	1.2	7.5	100
Age: 15-16 ALL	64.0	13.2	1.3	21.6	100
Age: 15-16 BOYS	63.3	12.6	1.4	22.7	100
Age: 15-16 GIRLS	64.9	13.9	1.1	20.2	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

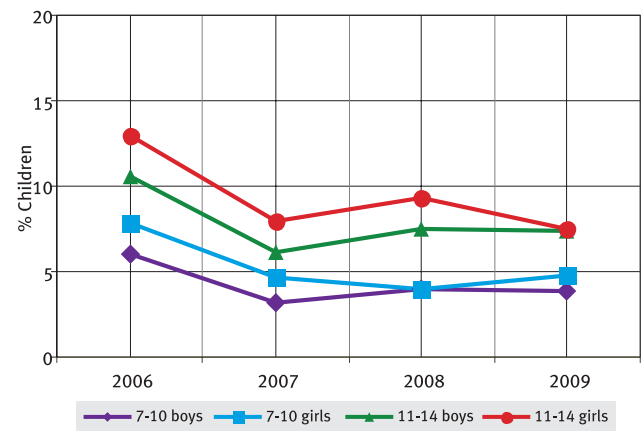


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

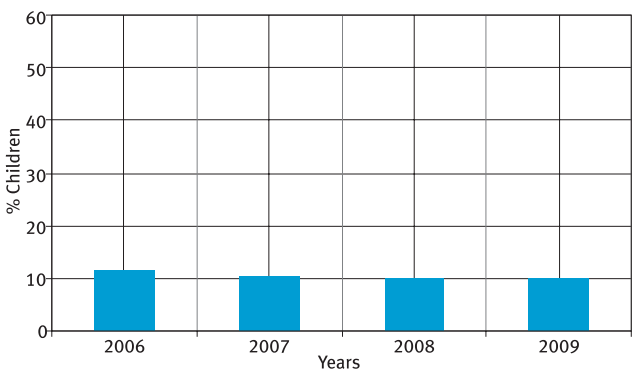


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	27.0	41.6	14.6	10.2				6.6					100
II	3.9	15.2	27.5	32.3	7.9	8.1			5.1				100
III		4.0		9.9	36.1	19.7	17.4	4.8	5.3		2.9		100
IV			5.4		11.6	20.0	31.3	10.4	13.3	3.7		4.4	100
V			1.3		4.8	7.2	34.1	18.0	19.8	7.6	4.4	2.7	100
VI				4.2			13.6	18.6	37.0	12.5	8.3	4.2	1.7	100
VII				6.5				7.4	33.8	25.5	15.4	8.0	3.4	100
VIII					4.4				14.6	27.3	31.9	14.0	7.8	100

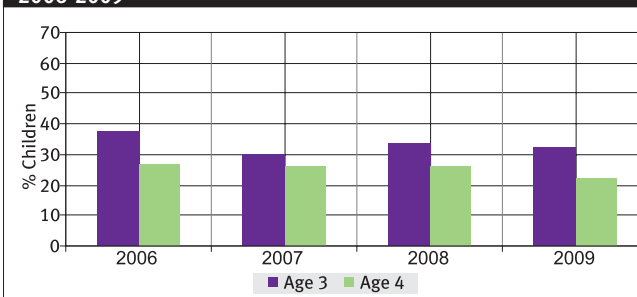
How to read the table: In Std III, 73.2% (36.1+19.7+17.4) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	64.7	2.7				32.6	100
Age 4	71.6	6.1				22.3	100
Age 5	31.1	2.6	47.0	6.6	1.6	11.1	100
Age 6	10.4	1.0	73.2	8.3	1.7	5.4	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 91.1% villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	33.5	49.0	12.1	3.2	2.2	100
II	12.3	40.8	30.5	11.2	5.2	100
III	4.5	22.6	35.2	24.3	13.3	100
IV	2.4	12.1	22.7	31.0	31.7	100
V	1.1	6.5	16.7	27.9	47.8	100
VI	0.7	4.4	10.2	20.3	64.4	100
VII	0.6	2.1	6.6	14.3	76.4	100
VIII	0.6	1.5	2.9	12.4	82.7	100
Total	8.8	21.2	19.2	17.9	33.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

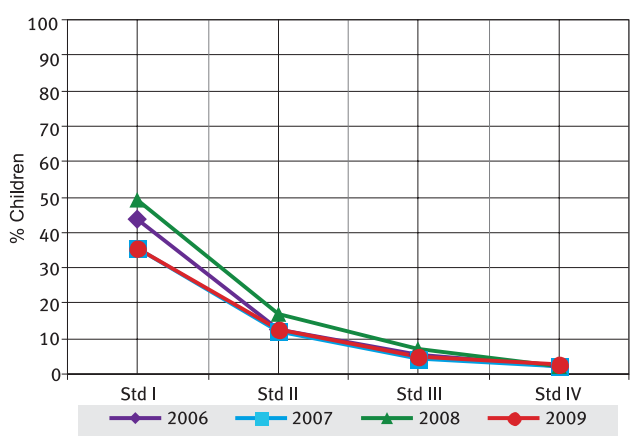
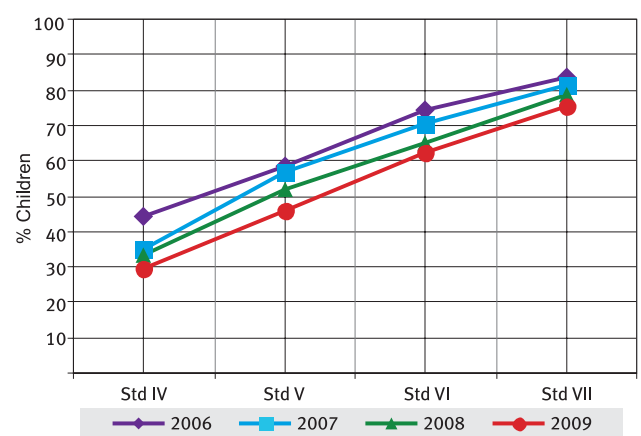


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	58.2	29.1	8.5	2.8	1.4	100
II	29.9	40.7	20.7	6.6	2.2	100
III	16.9	31.3	30.1	17.6	4.1	100
IV	9.0	20.4	30.0	29.7	10.9	100
V	5.1	14.6	27.5	34.7	18.1	100
VI	2.9	10.8	18.1	38.2	30.1	100
VII	2.2	6.2	12.7	32.1	46.7	100
VIII	1.1	3.8	10.4	28.3	56.5	100
Total	19.2	22.5	20.5	21.4	16.5	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	53.1	45.3
II	57.3	57.1
III	61.6	78.8
IV	59.5	75.7
V	59.8	71.2
VI	61.5	74.5
VII	67.3	78.3
VIII	64.0	78.2
Total	61.5	75.6

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	34.2	46.7	15.4	2.4	1.2	100
II	11.3	40.3	36.1	10.1	2.3	100
III	4.8	24.0	39.1	25.8	6.3	100
IV	1.7	11.7	30.6	38.3	17.7	100
V	1.0	7.6	21.9	37.7	31.8	100
VI	0.7	4.3	14.3	33.4	47.3	100
VII	0.4	3.3	8.9	26.0	61.5	100
VIII	0.2	1.6	5.8	20.8	71.5	100
Total	8.6	21.1	23.7	23.0	23.6	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

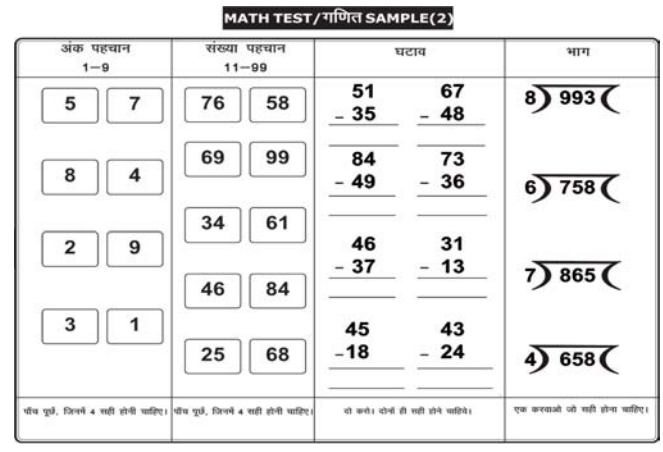


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

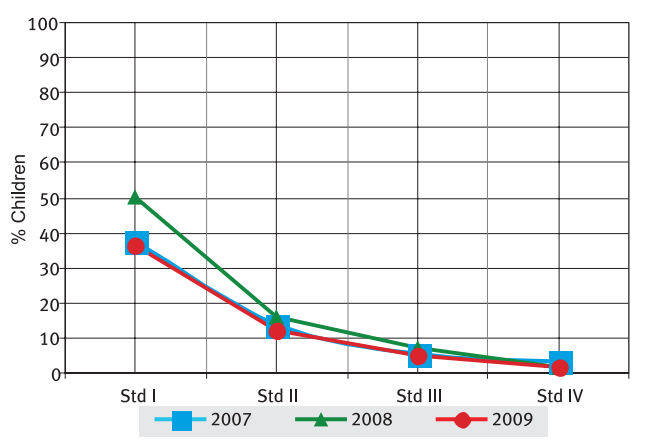
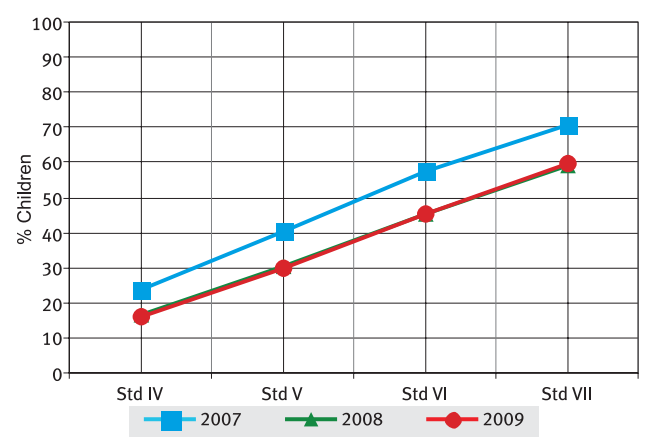


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children ATTENDING TUITION classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	13.4	14.5	17.3	19.6	19.8	24.6	23.3	29.7
	Pvt.	39.9	38.7	39.5	49.4	44.9	45.8	38.9	46.7
2009	Govt	15.5	20.6	22.2	25.6	26.9	32.7	33.6	38.7
	Pvt.	38.9	39.9	36.1	40.2	38.6	31.9	30.3	41.4

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

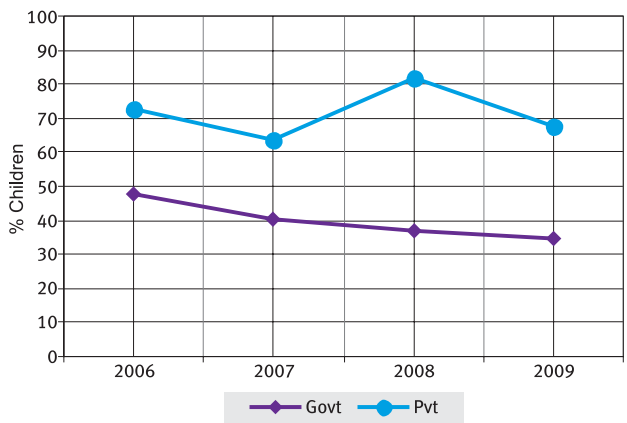
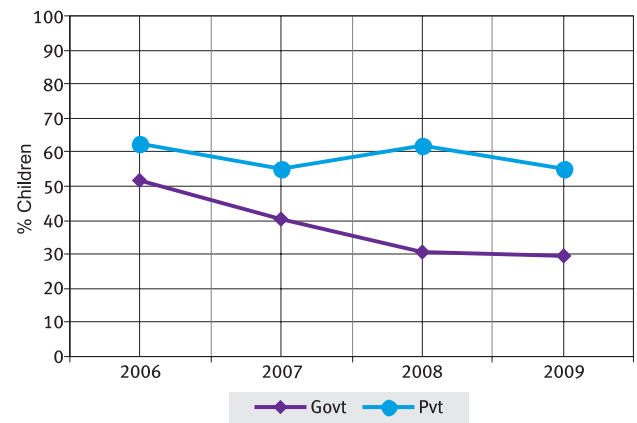


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

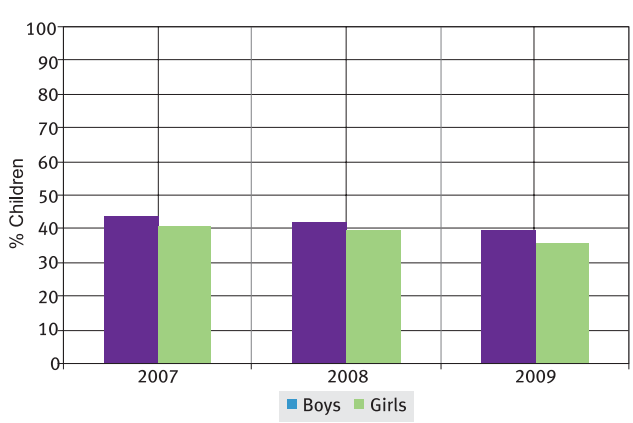
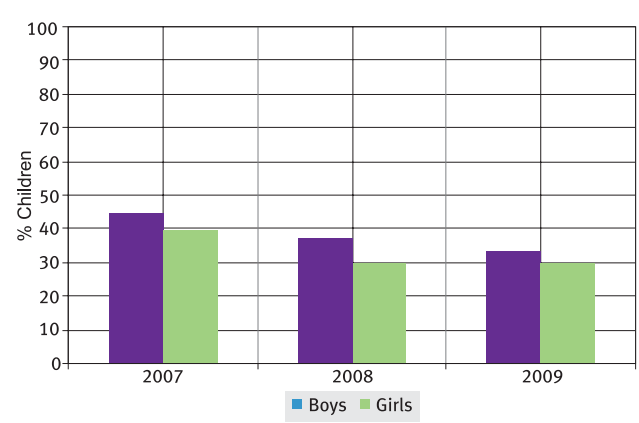


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009

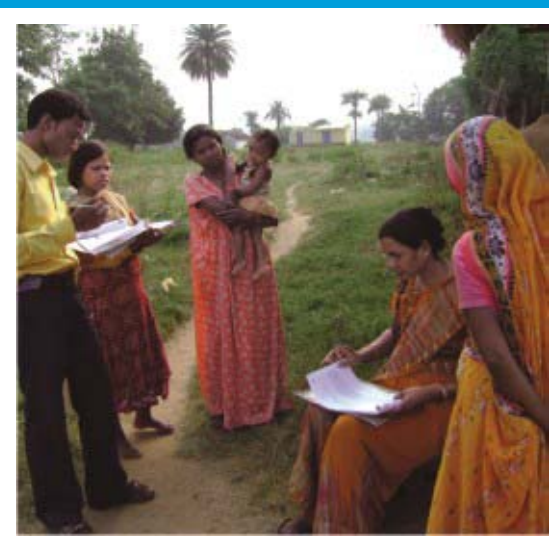


Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	42.3	8.6	49.1	43.5	27.5	23.8
Std I-V	15.3	5.7	56.7	50.1	37.6	29.3
Std VI-VIII	15.3	3.1	63.3	56.3	44.4	33.9
Std IX-X	19.0	1.9	65.1	60.6	48.4	40.2
Above Std X	8.1	1.4	78.4	67.9	61.4	44.9

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.



School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	187	246	194
Std I-VII/VIII : Primary + Upper Primary	122	300	327
Total schools	309	546	521

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	60.3	62.3	62.8	61.0	62.0	63.6
% Schools with less than 50% enrolled children attending	26.8	24.1	18.8	26.9	22.3	17.0
% Schools with 75% or more enrolled children attending	25.7	24.1	29.7	20.2	24.5	25.6

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	83.4	92.3	91.0	78.6	85.0	86.2
% Schools with no teacher present	1.1	0.0	0.0	1.7	0.4	0.0
% Schools with all teachers present	59.4	79.5	74.9	35.3	44.8	54.9

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		82.3	79.1		62.8	65.0
Std IV class sitting with another class		74.9	77.1		51.7	58.2

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	33.5	25.8	18.9	13.1	5.8	6.0
	Facility but water not available	13.5	6.0	15.4	13.1	7.2	12.0
	Available	53.0	68.2	65.7	73.8	87.0	82.0
Toilet	No facility	69.7	59.7	43.5	27.0	18.8	20.6
	Facility but toilet not usable	12.4	14.7	31.1	24.6	32.0	39.3
	Usable	17.8	25.7	25.4	48.4	49.2	40.2
Midday meal served on day of visit		64.3	86.3	82.4	80.0	93.3	84.7

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	169	64.5	35.5	291	81.8	18.2
Construction of new classroom	167	32.3	67.7	276	42.8	57.3
Construction of boundary wall	167	9.0	91.0	282	13.1	86.9

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	164	282
% Schools with no separate provision for girls toilets	54.9	32.6
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	12.2	14.5
Toilet not usable	16.5	33.3
Usable	16.5	19.5

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	136	30.9	53.7	15.4	103	24.3	60.2	15.5
Maintenance grant	141	60.3	29.1	10.6	107	39.3	47.7	13.1
Development grant	147	70.8	15.7	13.6	104	44.2	40.4	15.4
Teacher grant (TLM grant)	150	80.7	12.0	7.3	104	51.9	37.5	10.6
Other grants	42	2.4	83.3	14.3	31	3.2	83.9	12.9

Note : No grant information was available for 43 schools out of 194 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	250	44.0	44.4	11.6	176	16.5	65.9	17.6
Maintenance grant	264	73.5	13.6	12.9	182	45.6	39.6	14.8
Development grant	257	75.1	11.7	13.2	181	48.6	37.0	14.4
Teacher grant (TLM grant)	262	81.3	8.4	10.3	183	49.7	39.3	10.9
Other grants	92	13.0	68.5	18.5	75	8.0	74.7	17.3

Note : No grant information was available for 60 schools out of 327 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Bokaro	82.3	2.5	13.2	49.8	43.5	78.6	84.8	63.0	61.6	47.2	10.0
Chaibasa	76.9	11.5	8.4	19.5	54.7	62.6	73.1	44.7	48.5	47.6	12.8
Chatra	65.4	9.2	4.8	41.4	54.9	71.2	77.5	65.4	61.0	65.6	9.6
Deoghar	76.3	7.5	1.9	38.2	18.5	80.5	79.1	57.9	51.8	49.6	5.5
Dhanbad	73.8	5.3	20.1	54.1	69.9	81.7	81.2	64.8	68.4	61.8	15.7
Dumka	63.4	8.0	5.2	42.6	52.7	85.3	80.8	46.6	50.8	46.4	4.5
Giridih	81.0	2.2	9.5	38.3	39.9	72.5	71.5	56.9	67.0	56.8	13.5
Godda	88.2	2.7	3.2	31.2	56.4	90.7	90.7	72.9	50.2	57.1	17.7
Gumla	83.9	8.0	19.3	6.1	64.7	66.8	69.2	45.0	44.7	48.1	5.7
Hazaribagh	80.3	1.7	23.0	33.0	56.2	83.3	80.5	63.1	61.5	52.5	18.1
Jamtara	95.4	9.3	1.5	41.0	60.4	95.5	92.9	74.7	67.6	72.8	11.5
Koderma	94.9	0.3	3.8	47.2	78.5	86.6	86.8	67.0	83.8	84.0	33.0
Latehar	55.1	2.6	6.6	5.9	30.4	59.9	58.1	21.5	44.6	40.4	1.9
Lohardagga	93.1	2.4	8.2	16.2	45.3	80.6	78.5	61.5	64.7	52.7	10.5
Pakur	47.4	7.4	3.8	42.2	34.3	82.1	77.9	32.2	31.6	30.9	3.0
Palamu	65.8	3.0	1.7	15.5	36.5	73.8	68.8	56.9	64.6	48.5	5.0
Purbi Singhbhum	76.7	7.5	7.9	43.5	50.9	68.0	72.0	44.0	27.4	23.8	8.0
Ranchi	87.7	3.1	13.5	10.9	78.5	79.4	78.0	56.7	55.2	40.8	4.9
Sahibganj	43.0	21.3	8.4	37.8	46.0	58.8	69.1	42.5	32.3	25.3	4.2
Saraikela	25.2	2.1	2.0	42.1	92.5	94.9	94.8	75.5	88.3	86.0	19.4
Simdega	81.1	6.4	35.7	5.1	80.5	82.4	84.6	75.0	73.9	45.9	10.6
Total	**71.9**	**5.7**	**9.4**	**31.6**	**51.4**	**77.4**	**77.8**	**55.8**	**58.3**	**53.2**	**11.1**

KARNATAKA RURAL

ALL ANALYSIS BASED ON DATA FROM 27 OUT OF 27 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	79.4	16.8	0.7	3.2	100
Age: 7-16 ALL	77.2	16.8	0.7	5.3	100
Age: 7-10 ALL	80.9	16.8	0.9	1.4	100
Age: 7-10 BOYS	80.0	18.0	0.7	1.2	100
Age: 7-10 GIRLS	81.9	15.6	1.0	1.6	100
Age: 11-14 ALL	78.7	15.6	0.6	5.1	100
Age: 11-14 BOYS	78.8	16.5	0.6	4.1	100
Age: 11-14 GIRLS	78.6	14.7	0.6	6.1	100
Age: 15-16 ALL	63.6	20.3	0.6	15.5	100
Age: 15-16 BOYS	63.2	20.4	0.9	15.6	100
Age: 15-16 GIRLS	64.2	20.4	0.3	15.2	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

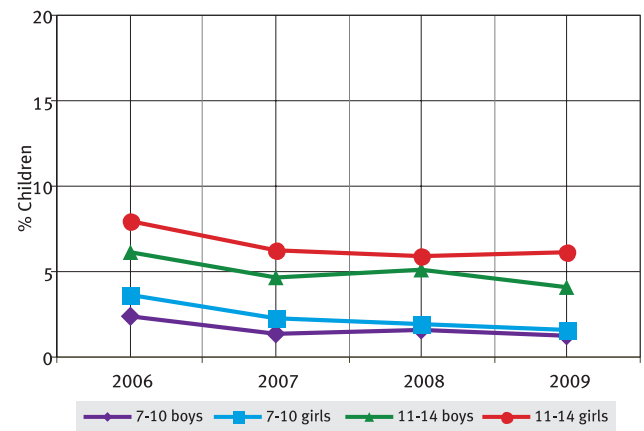


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

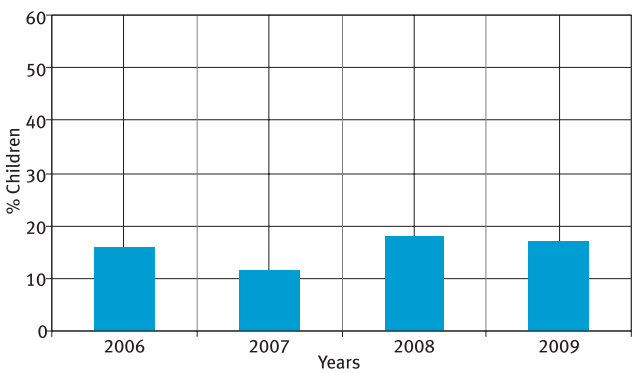


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	6.9	60.3	29.0					3.9					100
II	0.6	5.5	37.2	50.4				6.3					100
III		0.9		4.8	31.1	57.1			6.1				100
IV			1.2		6.4	33.0	53.7			5.7			100
V			1.2			4.9	37.0	49.8		7.2			100
VI			1.2				6.6	26.4	59.2		6.7		100
VII			2.6					6.5	34.3	48.8	6.8	1.0	100
VIII			1.6						7.6	33.6	51.1	6.0	100

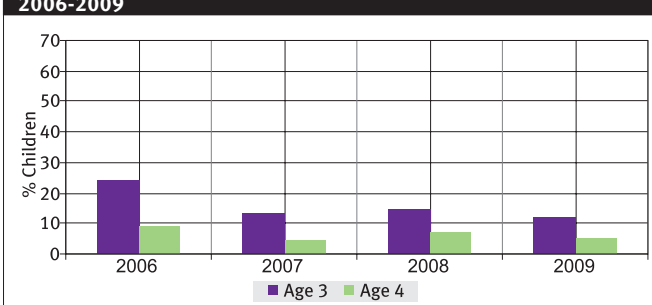
How to read the table: In Std III, 93.0% (4.8 + 31.1+57.1) children are in age group 7 to 9.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	83.0	5.1				12.0	100
Age 4	82.3	12.6				5.1	100
Age 5	61.4	18.5	8.7	8.4	0.1	3.0	100
Age 6	10.6	6.0	60.8	19.9	0.6	2.1	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 98.7 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	20.8	50.4	20.8	5.3	2.8	100
II	8.2	33.7	33.5	16.3	8.3	100
III	3.8	17.8	31.7	28.1	18.6	100
IV	2.1	9.7	21.8	34.4	32.0	100
V	2.0	6.0	15.2	29.5	47.2	100
VI	1.2	4.0	10.5	27.8	56.5	100
VII	1.1	2.6	6.5	22.3	67.5	100
VIII	0.6	1.6	5.4	18.5	73.9	100
Total	4.7	15.1	18.2	23.3	38.7	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

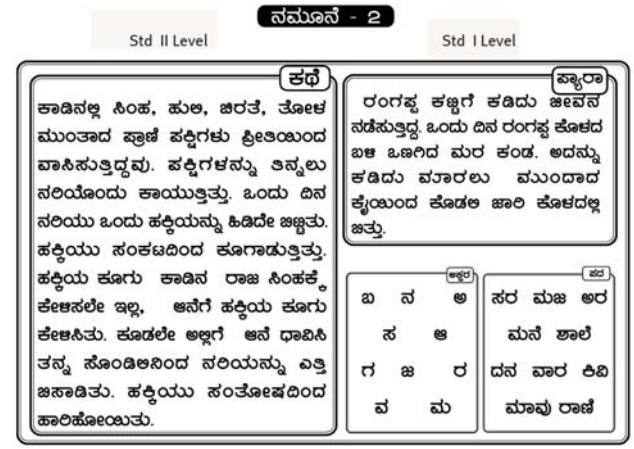


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

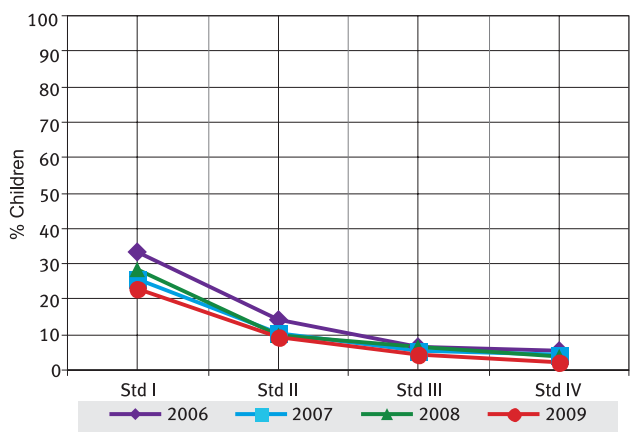
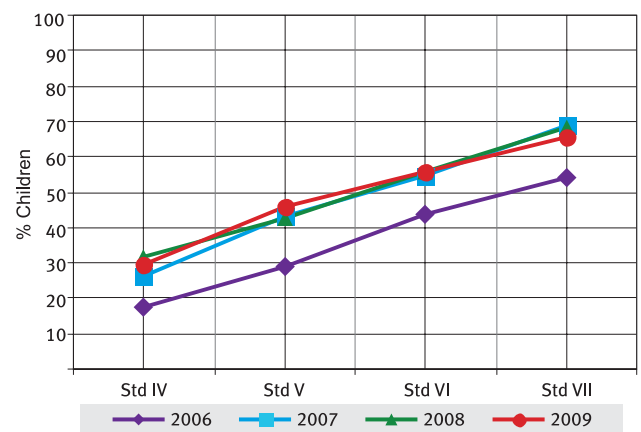


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	63.0	22.1	8.4	4.5	2.0	100
II	46.2	27.1	14.4	8.5	3.8	100
III	32.4	31.7	17.8	12.8	5.4	100
IV	18.1	28.9	26.0	17.9	9.2	100
V	9.1	20.0	27.0	28.2	15.6	100
VI	4.9	15.6	19.2	30.2	30.1	100
VII	3.6	10.2	14.9	30.1	41.2	100
VIII	3.2	7.5	11.6	25.0	52.7	100
Total	21.7	20.5	17.9	20.1	19.9	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	58.8	68.6
II	54.2	78.4
III	58.9	79.7
IV	62.0	82.4
V	68.8	81.3
VI	64.8	77.6
VII	64.6	81.0
VIII	65.0	82.8
Total	64.1	80.7

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	23.9	50.6	21.6	2.7	1.2	100
II	10.0	31.4	45.7	11.7	1.3	100
III	5.4	18.4	48.2	24.5	3.4	100
IV	2.8	10.6	40.5	35.0	11.1	100
V	2.6	6.6	29.2	39.8	21.7	100
VI	1.2	4.9	22.4	42.0	29.5	100
VII	0.9	3.5	19.6	37.3	38.7	100
VIII	0.7	2.2	17.1	31.3	48.8	100
Total	5.6	15.4	30.7	28.8	19.5	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

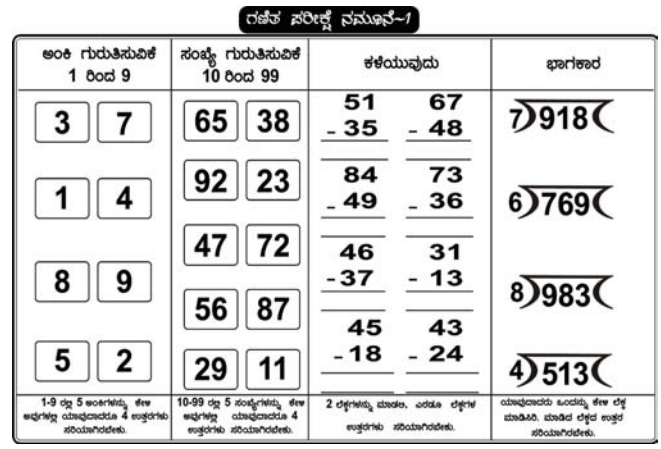


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

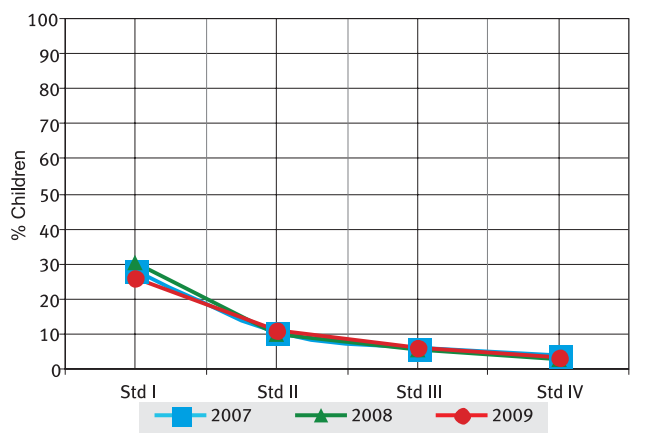
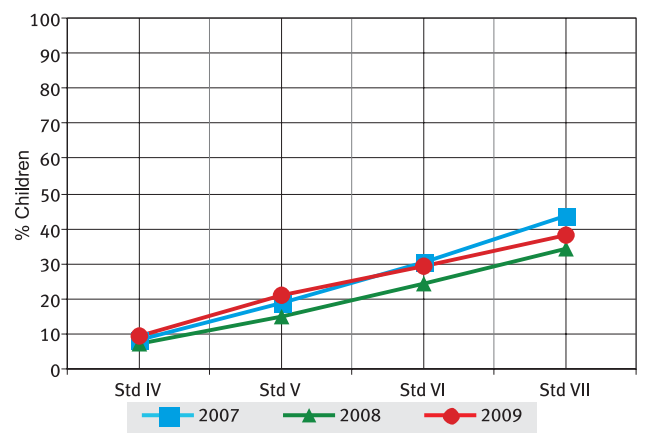


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	7.1	7.0	9.5	8.3	9.9	9.1	8.4	6.7
	Pvt.	15.6	16.7	18.7	13.4	24.2	16.5	13.7	8.8
2009	Govt	5.0	7.5	7.4	9.2	9.1	7.6	8.5	6.2
	Pvt.	20.4	21.6	26.5	20.3	20.7	26.4	21.9	14.2

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who can at least read Std I level text. By school type 2006-2009

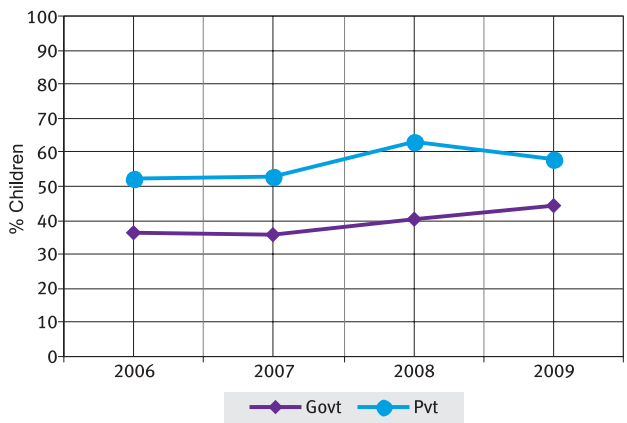
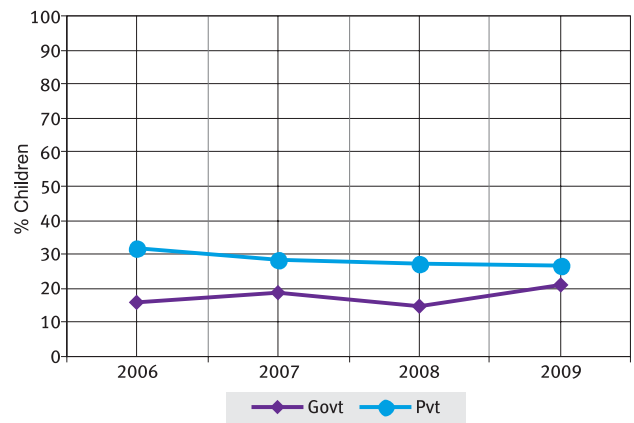


Chart 9: % Children in Std V who can do division. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who can read at least Std I level text 2007-2009

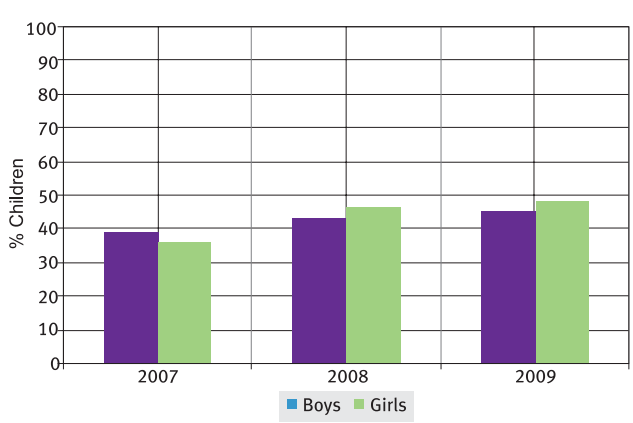
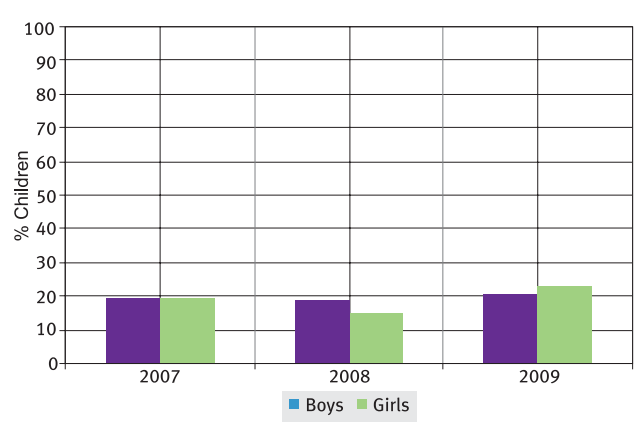


Chart 11: % Boys and girls in Std V who can do division 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	35.6	7.1	57.6	37.4	21.2	6.9
Std I-V	17.5	2.4	64.9	46.6	25.3	6.7
Std VI-VIII	14.4	1.5	67.6	50.8	34.5	12.4
Std IX-X	19.2	1.5	68.9	52.8	39.7	14.7
Above Std X	13.3	0.3	73.7	59.6	49.8	16.4

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	92	168	133
Std I-VII/VIII : Primary + Upper Primary	423	582	623
Total schools	515	750	756

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	83.3	78.3	88.0	77.3	75.0	79.6
% Schools with less than 50% enrolled children attending	4.4	10.1	1.5	10.2	16.7	8.3
% Schools with 75% or more enrolled children attending	75.8	66.1	84.1	63.2	64.3	70.0

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	78.3	91.6	94.6	78.3	85.0	91.7
% Schools with no teacher present	2.2	0.6	0.0	1.2	0.6	0.0
% Schools with all teachers present	56.0	76.1	84.1	24.9	43.3	62.1

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		84.8	85.3		49.7	69.8
Std IV class sitting with another class		81.1	80.3		43.1	42.8

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	28.3	28.8	19.2	15.8	16.4	12.0
	Facility but water not available	5.4	4.4	8.8	7.6	8.2	7.0
	Available	66.3	66.9	72.0	76.6	75.4	81.0
Toilet	No facility	37.0	12.0	11.5	10.2	5.1	5.5
	Facility but toilet not usable	9.8	10.1	51.9	20.1	20.2	48.7
	Usable	53.3	77.8	36.6	69.7	74.6	45.8
Midday meal served on day of visit		83.7	97.0	93.9	79.4	98.6	90.2

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	131	83.2	16.8	610	80.0	20.0
Construction of new classroom	128	18.8	81.3	588	28.9	71.1
Construction of boundary wall	125	17.6	82.4	582	25.4	74.6

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	119	585
% Schools with no separate provision for girls toilets	42.0	24.8
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	29.4	26.7
Toilet not usable	5.9	13.2
Usable	22.7	35.4

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	118	17.8	76.3	5.9	108	6.5	83.3	10.2
Maintenance grant	120	91.7	4.2	4.2	102	70.6	21.6	7.8
Development grant	114	73.7	21.1	5.3	100	59.0	33.0	8.0
Teacher grant (TLM grant)	112	94.6	3.6	1.8	100	57.0	35.0	8.0
Other grants	55	27.3	65.5	7.3	48	12.5	77.1	10.4

Note : No grant information was available for 7 schools out of 133 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	547	25.8	71.7	2.6	475	13.7	81.9	4.4
Maintenance grant	587	92.2	4.4	3.4	499	81.6	13.6	4.8
Development grant	558	82.8	13.4	3.8	477	73.0	21.4	5.7
Teacher grant (TLM grant)	572	93.5	3.7	2.8	484	79.6	16.1	4.3
Other grants	319	43.9	51.1	5.0	270	31.1	61.1	7.8

Note : No grant information was available for 17 schools out of 623 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Bagalkot*	98.7	2.3	13.0	8.3	37.4	83.4	81.0	38.8	63.7	29.0	7.4
Bangalore	93.2	1.4	47.9	37.8	70.1	87.5	92.7	79.0	66.1	57.7	34.9
Bangalore Rural	100.0	1.3	16.7	16.8	77.3	98.3	85.7	64.1	64.6	72.6	14.7
Belgaum	99.4	1.5	18.5	5.1	46.7	85.3	84.3	34.6	66.0	39.3	9.2
Bellary	88.3	12.3	11.9	6.9	30.4	82.8	79.1	41.9	44.7	29.8	6.8
Bidar	100.0	1.6	18.7	18.6	47.1	78.9	80.4	46.0	40.9	34.2	6.6
Bijapur	82.3	4.0	16.5	19.0	43.0	81.9	74.9	50.0	65.1	51.3	8.6
Chamaraj Nagar	95.0	2.0	12.2	2.7	67.8	91.7	86.7	18.8	78.5	48.8	2.5
Chikmagalur	89.0	2.0	20.4	8.5	62.5	95.5	90.9	61.9	72.2	46.2	14.9
Chitradurga	85.3	1.4	1.8	13.3	77.5	83.8	83.2	63.5	72.6	54.6	10.4
Dakshin Kannada	85.4	0.9	30.0	4.2	77.9	95.1	96.5	51.1	82.6	59.3	15.4
Davanagere	96.6	2.9	21.0	7.1	80.0	84.7	86.6	60.5	59.3	37.8	7.3
Dharwad	91.5	2.7	9.7	8.4	46.1	76.9	79.3	43.9	63.0	36.6	6.2
Gadag*	94.1	3.1	13.4	9.0	63.5	84.0	81.4	45.8	64.2	50.0	7.8
Gulbarga	77.7	8.0	14.7	9.6	29.0	69.5	70.1	23.9	48.4	22.9	5.0
Hassan	93.7	0.1	21.5	6.2	60.7	90.9	88.1	43.2	69.3	50.0	7.3
Haveri*	94.3	3.4	12.3	8.9	79.9	85.7	85.3	57.1	58.3	38.1	11.0
Kodagu	100.0	1.3	26.0	4.7	67.9	91.3	95.7	55.0	84.7	58.9	19.5
Kolar	100.0	1.4	21.9	12.6	77.6	92.8	88.2	45.5	59.2	53.9	7.3
Koppal	89.0	5.4	15.6	5.5	35.5	77.4	75.2	35.0	41.5	19.7	6.9
Mandya	92.1	2.0	24.7	15.0	58.0	94.3	89.3	75.4	71.7	65.0	16.6
Mysore	92.0	2.0	11.7	12.7	83.2	82.7	82.7	57.9	71.9	48.5	16.2
Raichur	72.7	15.8	6.4	7.1	15.3	76.7	69.4	23.2	37.0	29.3	3.1
Shimoga	87.6	1.2	17.1	5.8	64.1	90.5	92.0	52.3	81.7	45.7	11.5
Tumkur	97.5	1.1	13.0	13.9	65.6	96.7	85.8	53.3	67.9	53.5	13.5
Udupi*	88.8	0.0	30.1	4.6	82.5	93.0	92.9	62.8	86.4	68.2	23.7
Uttar Kannada	97.2	0.1	4.6	2.2	65.0	98.0	96.6	31.7	84.3	80.3	9.6
Total	91.8	3.2	17.0	10.0	57.7	85.8	83.7	46.7	64.6	46.5	10.6

KERALA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 14 OUT OF 14 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School enrollment and out of school children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	46.8	51.5	1.7	0.1	100
Age: 7-16 ALL	48.2	50.1	1.5	0.2	100
Age: 7-10 ALL	47.0	51.3	1.6	0.0	100
Age: 7-10 BOYS	48.1	50.4	1.4	0.0	100
Age: 7-10 GIRLS	46.0	52.1	1.9	0.0	100
Age: 11-14 ALL	48.2	50.1	1.6	0.2	100
Age: 11-14 BOYS	47.3	51.2	1.3	0.2	100
Age: 11-14 GIRLS	49.4	48.6	1.8	0.2	100
Age: 15-16 ALL	51.5	47.2	0.8	0.5	100
Age: 15-16 BOYS	49.8	48.9	0.7	0.6	100
Age: 15-16 GIRLS	52.8	45.9	0.8	0.5	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

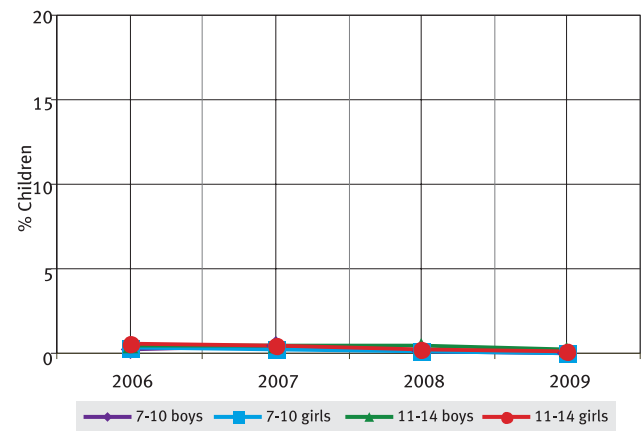


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

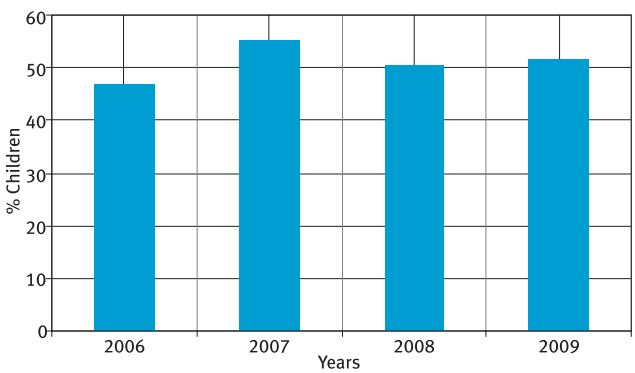


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	18.7	59.4	17.2					4.7					100
II	0.1	15.0	62.0	17.6				5.3					100
III		0.7		12.2	65.0	19.5			2.6				100
IV			0.4		11.0	63.6	22.1			3.0			100
V			1.3				12.8	65.2	17.7		3.1		100
VI				1.3				12.6	55.5	25.8		4.8	100
VII				1.6					11.1	63.8	21.2	2.3	100
VIII				0.7					0.6	15.1	67.1	14.4	2.0	100

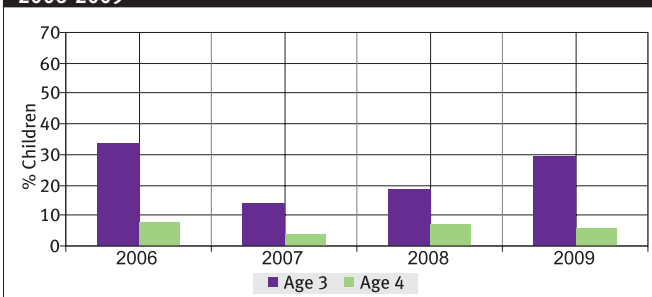
How to read the table: In Std III, 96.7% (12.2 +65.0+19.5) children are in age group 7 to 9.

Young children in pre-school and school

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	59.0	11.8				29.2	100
Age 4	47.7	46.8				5.5	100
Age 5	14.6	33.9	14.7	33.8	0.7	2.2	100
Age 6	1.7	8.3	33.6	54.0	2.0	0.5	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 99.7 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	3.9	28.7	42.7	15.1	9.6	100
II	2.7	11.8	33.2	26.6	25.7	100
III	0.5	7.3	18.6	30.7	42.9	100
IV	0.8	3.4	11.0	25.8	59.2	100
V	0.5	2.6	7.7	17.9	71.3	100
VI	0.4	1.3	4.8	16.4	77.0	100
VII	0.5	1.4	3.2	13.3	81.7	100
VIII	0.3	0.5	2.0	11.1	86.1	100
Total	1.1	6.5	14.4	19.6	58.5	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

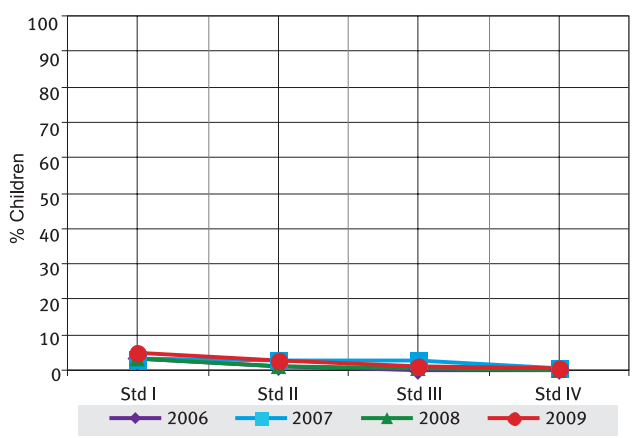
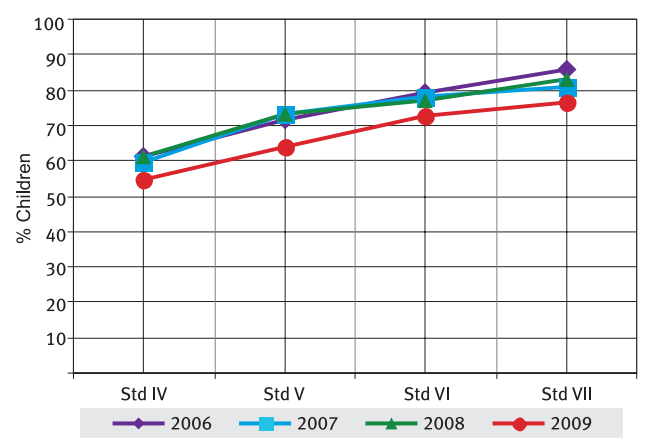


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	15.4	22.4	20.0	29.8	12.4	100
II	8.4	15.8	19.9	35.4	20.5	100
III	6.3	13.1	14.7	38.2	27.7	100
IV	3.3	7.2	11.0	36.1	42.5	100
V	2.0	5.4	6.0	32.2	54.5	100
VI	3.2	2.9	4.1	26.5	63.3	100
VII	1.6	2.3	3.3	18.8	74.0	100
VIII	1.7	1.2	1.9	14.0	81.2	100
Total	4.9	8.3	9.6	28.7	48.6	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	70.6	75.2
II	72.1	85.2
III	75.1	81.7
IV	83.6	88.4
V	77.7	92.9
VI	78.9	92.5
VII	71.6	92.7
VIII	81.7	93.7
Total	76.5	90.9

English Tool

Arithmetic

Table 7: Class-wise % children who CAN DO ARITHMETIC (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	5.6	26.0	53.6	10.2	4.6	100
II	2.5	9.7	51.2	31.8	4.9	100
III	1.2	4.1	32.1	55.3	7.4	100
IV	1.1	2.8	18.9	52.6	24.5	100
V	0.9	2.0	12.2	39.6	45.4	100
VI	0.8	1.3	9.7	30.2	58.1	100
VII	0.9	1.5	7.3	24.0	66.3	100
VIII	0.3	0.8	5.3	18.0	75.6	100
Total	1.5	5.4	22.4	33.3	37.3	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

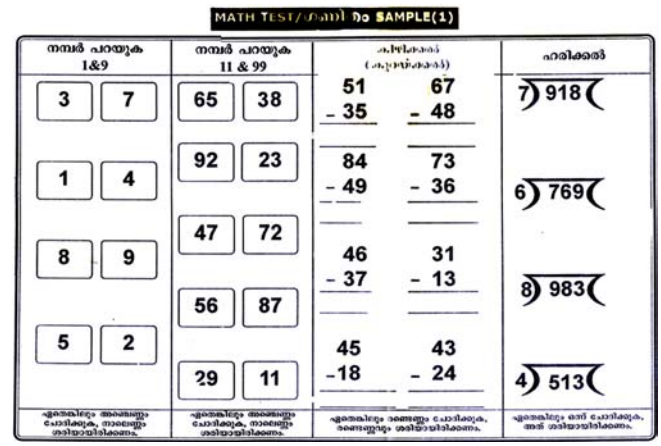


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

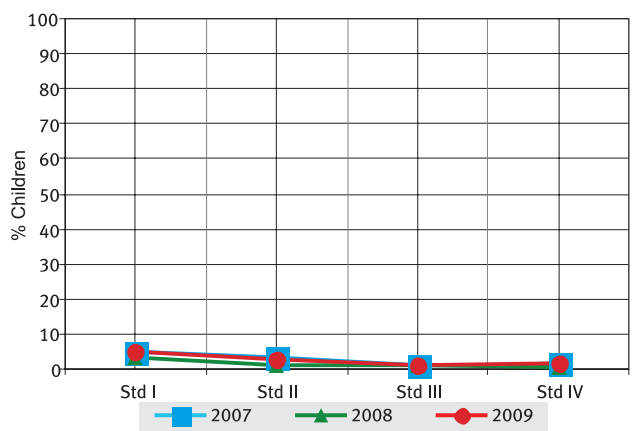
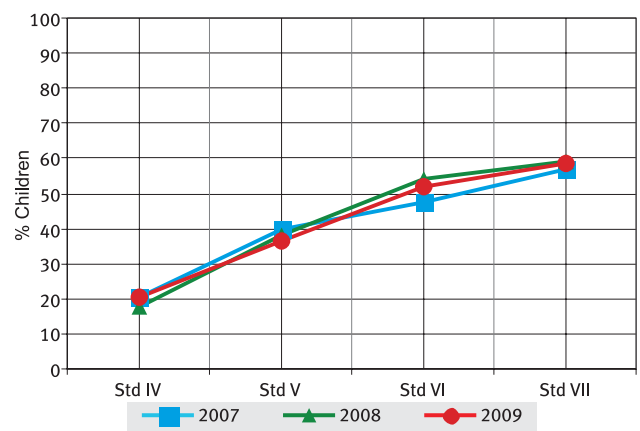


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009

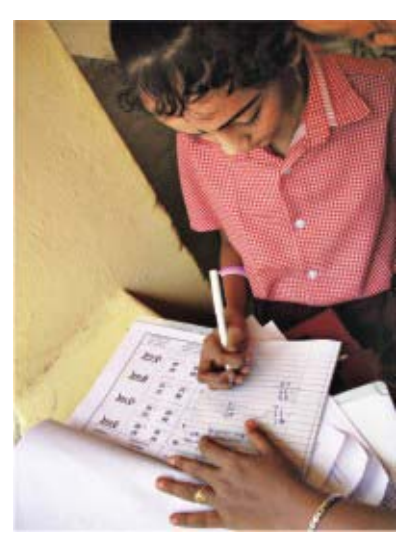


Tuition

Table 8: Class-wise % children ATTENDING TUITION classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	28.2	32.7	30.3	39.0	36.8	39.6	42.0	42.4
	Pvt.	20.1	28.3	29.6	35.6	39.2	38.8	35.8	41.9
2009	Govt	21.4	33.1	31.2	34.4	41.8	34.2	35.1	41.5
	Pvt.	28.7	32.4	37.6	43.3	43.0	43.1	42.6	47.8

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



Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

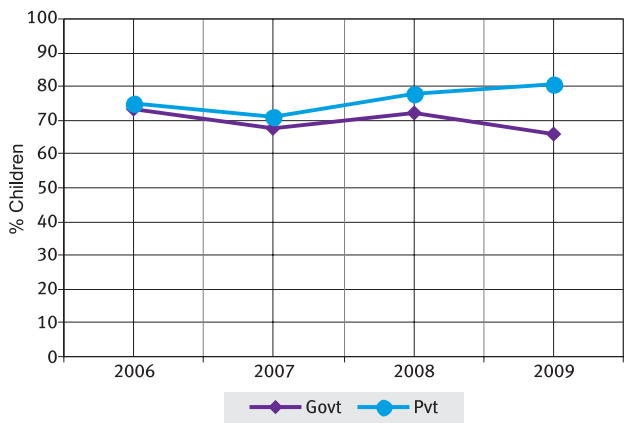
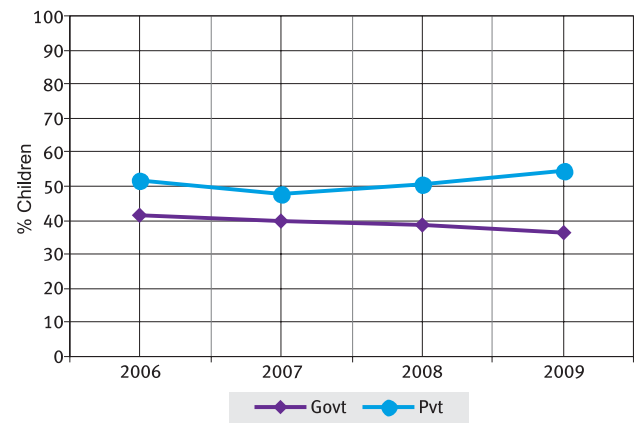


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

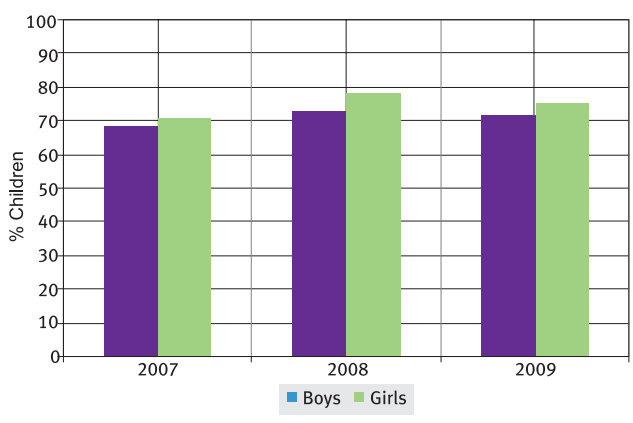
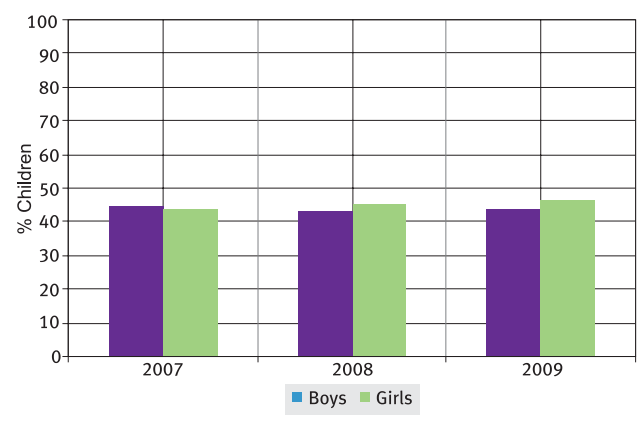


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	1.3	0.8	79.6	62.2	59.3	14.6
Std I-V	11.3	0.2	76.8	55.5	55.8	19.6
Std VI-VIII	19.2	0.2	80.4	71.2	70.1	33.0
Std IX-X	47.8	0.0	83.5	78.4	82.3	48.0
Above Std X	20.4	0.0	88.7	86.1	89.5	47.6

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	95	127	176
Std I-VII/VIII : Primary + Upper Primary	132	64	79
Total schools	227	191	255

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	94.9	90.0	91.9	95.2	91.5	91.7
% Schools with less than 50% enrolled children attending	0.0	3.6	0.6	0.0	3.6	1.3
% Schools with 75% or more enrolled children attending	97.8	93.7	96.4	99.2	92.9	96.1

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	85.9	90.2	87.0	84.1	87.7	90.9
% Schools with no teacher present	1.6	0.0	0.0	2.0	0.0	0.0
% Schools with all teachers present	58.1	58.4	56.6	35.6	39.0	46.3

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		4.5	4.7		3.9	4.0
Std IV class sitting with another class		2.9	3.6		2.1	1.3

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	7.5	5.0	2.4	3.8	0.0	2.7
	Facility but water not available	6.5	1.7	6.6	5.4	0.0	1.4
	Available	86.0	93.3	91.0	90.8	100	95.9
Toilet	No facility	3.2	0.8	0.0	2.3	1.7	0.0
	Facility but toilet not usable	5.3	0.0	23.6	3.8	0.0	22.8
	Usable	91.6	99.2	76.4	93.9	98.3	77.2
Midday meal served on day of visit		92.4	99.2	100	95.3	96.6	100

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	166	80.7	19.3	74	79.7	20.3
Construction of new classroom	157	24.8	75.2	66	31.8	68.2
Construction of boundary wall	153	30.7	69.3	65	38.5	61.5

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	165	77
% Schools with no separate provision for girls toilets	4.2	0.0
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	6.7	5.2
Toilet not usable	28.5	28.6
Useble	60.6	66.2

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	112	18.8	74.1	7.1	85	9.4	78.8	11.8
Maintenance grant	146	89.0	7.5	3.4	98	78.6	15.3	6.1
Development grant	134	83.6	9.7	6.7	97	68.0	23.7	8.3
Teacher grant (TLM grant)	150	97.3	0.0	2.7	99	90.9	4.0	5.1
Other grants	75	49.3	38.7	12.0	51	41.2	47.1	11.8

Note : No grant information was available for 17 schools out of 176 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	54	27.8	68.5	3.7	51	13.7	76.5	9.8
Maintenance grant	65	87.7	9.2	3.1	48	70.8	22.9	6.3
Development grant	62	91.9	6.5	1.6	42	76.2	14.3	9.5
Teacher grant (TLM grant)	71	95.8	2.8	1.4	51	78.4	17.7	3.9
Other grants	27	44.4	48.2	7.4	18	27.8	66.7	5.6

Note : No grant information was available for 3 schools out of 79 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Alappuzha	98.5	0.2	46.9	68.4	98.1	95.7	96.5	93.9	81.4	76.3	42.0
Ernakulam	97.1	0.0	68.0	46.1	99.0	98.9	87.2	89.0	83.7	78.9	53.2
Idukki	95.2	0.2	58.2	20.9	97.1	95.2	95.8	86.8	73.3	68.1	32.1
Kannur	70.0	0.0	60.3	12.5	96.9	99.3	99.3	92.5	89.6	82.9	35.6
Kasaragod	79.3	0.5	30.5	8.3	94.4	94.7	93.0	74.0	83.5	68.1	35.6
Kollam	91.0	0.0	72.0	74.1	99.5	100.0	99.0	95.1	92.7	88.0	63.0
Kottayam	90.4	0.3	76.1	38.5	99.1	100.0	99.2	94.4	84.9	79.1	56.8
Kozhikode	85.0	0.0	51.7	19.6	97.4	100.0	97.2	81.4	87.1	74.6	32.1
Malappuram	69.7	0.0	36.8	16.9	96.3	95.2	97.8	84.5	82.4	63.3	29.0
Palakkad	87.7	0.3	30.7	33.6	94.3	94.2	94.9	81.1	76.1	70.4	35.1
Pathanamthitta	98.3	0.1	60.3	56.1	97.5	96.2	93.8	88.5	80.2	81.0	38.3
Thiruvananthapuram	91.4	0.0	39.2	69.1	98.3	99.2	97.6	96.1	81.7	81.4	49.8
Thrissur	72.7	0.0	59.7	50.2	97.6	91.5	92.5	87.7	81.6	80.1	50.5
Wayanad	89.7	0.0	44.9	8.8	95.7	93.9	93.1	76.8	82.6	62.6	28.6
Total	**86.6**	**0.1**	**51.5**	**36.1**	**97.3**	**96.6**	**95.7**	**87.2**	**82.9**	**74.9**	**40.6**

Madhya Pradesh

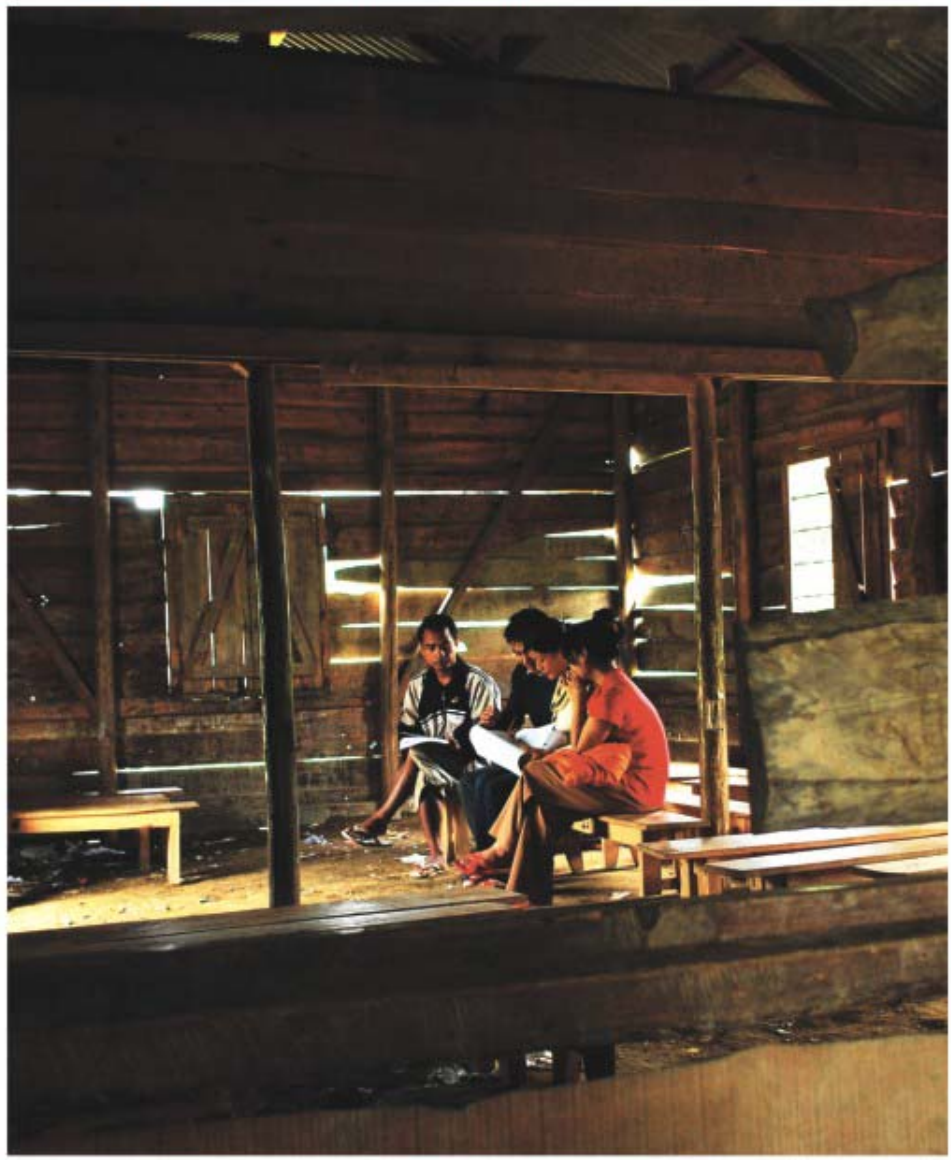
Maharashtra

Manipur

Meghalaya

Mizoram

Nagaland



ASER

2009

MADHYA PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM 45 OUT OF 45 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	81.9	14.8	1.0	2.3	100
Age: 7-16 ALL	80.2	14.8	0.8	4.2	100
Age: 7-10 ALL	82.3	14.8	1.4	1.5	100
Age: 7-10 BOYS	81.3	15.9	1.3	1.6	100
Age: 7-10 GIRLS	83.7	13.3	1.6	1.4	100
Age: 11-14 ALL	81.5	14.4	0.4	3.7	100
Age: 11-14 BOYS	80.0	16.1	0.4	3.5	100
Age: 11-14 GIRLS	83.5	12.2	0.4	3.9	100
Age: 15-16 ALL	70.3	15.8	0.1	13.9	100
Age: 15-16 BOYS	69.9	17.4	0.1	12.6	100
Age: 15-16 GIRLS	71.0	13.4	0.1	15.5	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

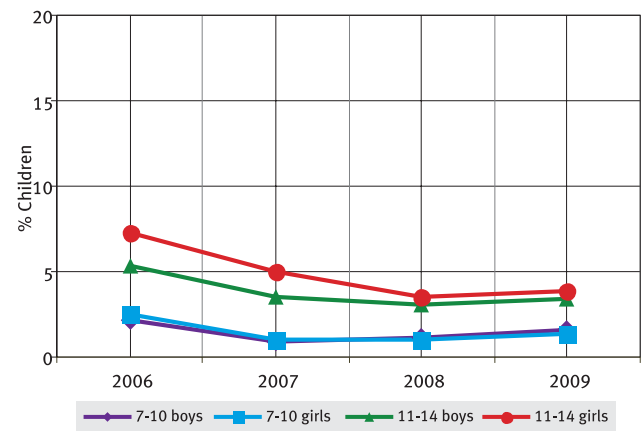


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

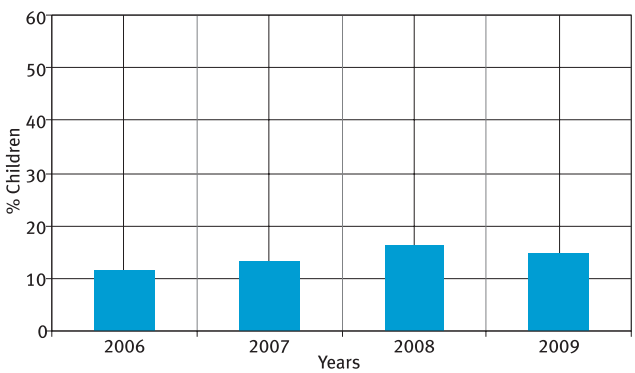


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	30.4	52.3	11.1				6.3						100
II	3.0	17.4	39.1	29.9	5.2			5.3					100
III		2.8		10.1	47.4	26.9	8.3		4.5				100
IV			2.9		14.9	31.3	37.4	6.1	4.5		2.8		100
V			4.5			7.3	45.4	24.1	12.1	3.3		3.4	100
VI				2.8			11.2	25.5	42.4	10.1	5.3	2.7	100
VII				4.3				5.7	38.7	30.0	13.8	5.4	2.1	100
VIII					3.5				10.1	26.1	37.2	14.0	9.1	100

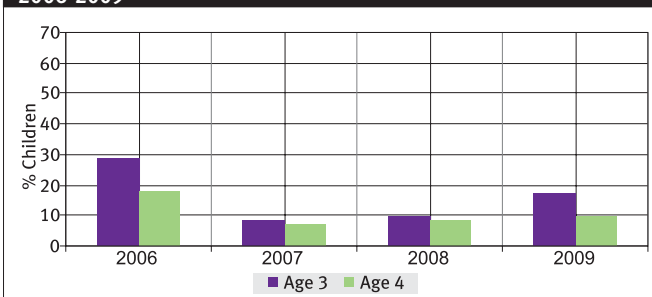
How to read the table: In Std III, 82.6% (47.4+26.9+8.3) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	77.7	5.2				17.1	100
Age 4	81.7	8.5				9.8	100
Age 5	28.8	6.1	45.0	14.6	1.3	4.2	100
Age 6	3.5	1.7	76.1	15.4	1.6	1.6	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 95.1 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	7.5	59.2	25.3	5.2	2.8	100
II	1.5	24.5	47.4	20.4	6.3	100
III	0.6	5.6	18.2	48.6	27.1	100
IV	0.4	2.2	7.0	34.3	56.1	100
V	0.1	1.0	3.3	18.2	77.3	100
VI	0.2	0.4	1.6	10.6	87.3	100
VII	0.1	0.6	0.8	6.5	91.9	100
VIII	0.1	0.2	0.4	4.3	94.9	100
Total	1.4	12.3	13.6	19.4	53.4	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

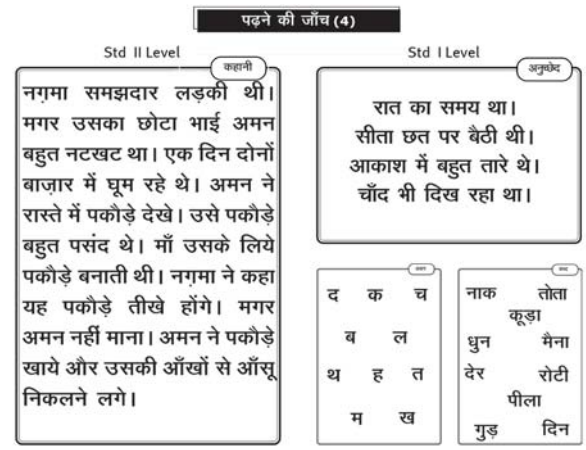


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

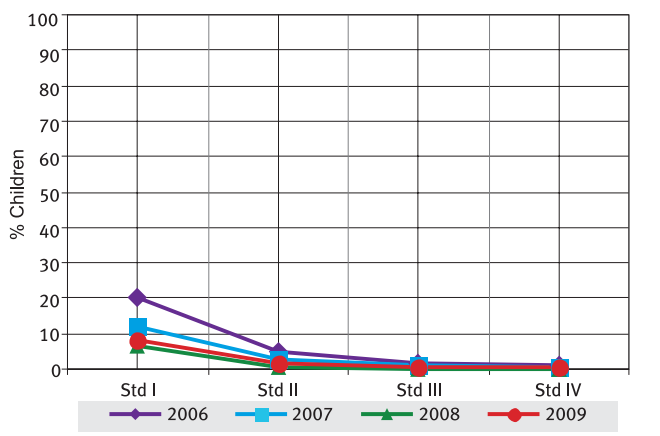
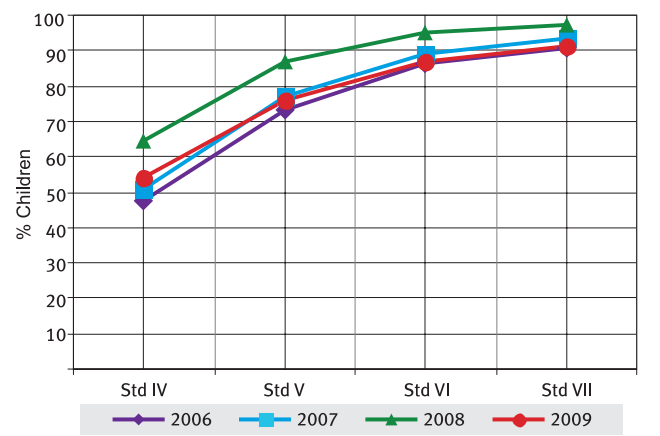


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	39.1	43.3	13.3	3.4	0.9	100
II	18.9	40.2	29.1	10.2	1.6	100
III	8.5	26.4	32.1	26.1	7.0	100
IV	4.5	16.4	27.4	34.3	17.5	100
V	2.5	10.5	18.5	39.0	29.6	100
VI	1.9	5.3	12.5	35.5	44.8	100
VII	1.2	3.7	6.6	32.7	55.8	100
VIII	1.0	3.0	4.2	24.7	67.1	100
Total	10.1	19.4	18.7	25.8	26.0	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	54.3	77.0
II	59.1	77.1
III	66.3	74.3
IV	61.8	82.3
V	68.9	82.3
VI	68.8	81.3
VII	69.2	85.6
VIII	70.6	85.7
Total	66.8	83.4

English Tool

Arithmetic

Table 7: Class-wise % children who CAN DO ARITHMETIC (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	9.2	60.8	24.9	3.3	1.7	100
II	1.9	27.4	51.2	16.2	3.3	100
III	0.6	7.2	24.3	49.6	18.3	100
IV	0.4	3.0	12.1	40.3	44.2	100
V	0.3	1.5	6.1	25.7	66.4	100
VI	0.3	0.6	3.2	19.0	76.9	100
VII	0.2	0.8	1.7	13.6	83.8	100
VIII	0.1	0.2	0.9	8.9	89.8	100
Total	1.7	13.3	16.2	22.8	45.9	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

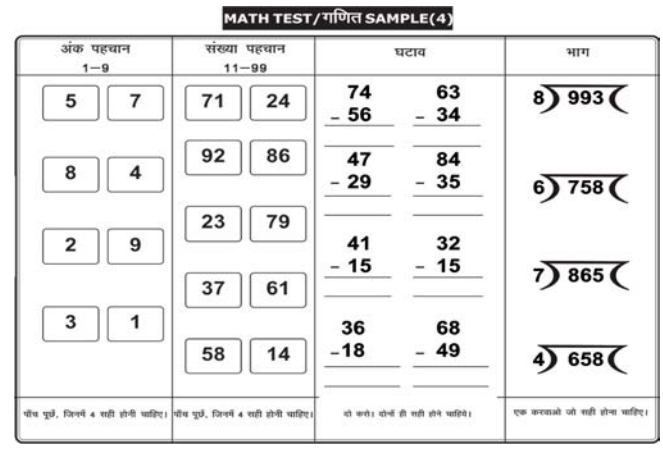


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

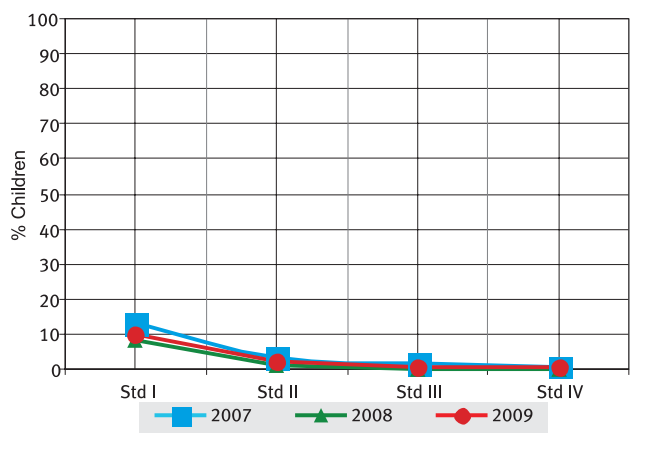
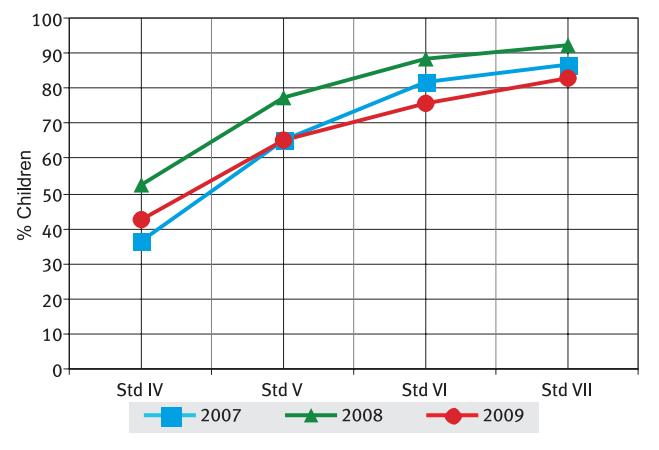


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children ATTENDING TUITION classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	3.0	4.7	5.2	5.6	8.0	7.6	9.3	11.4
	Pvt.	12.8	13.5	17.0	19.5	20.8	23.7	23.7	30.6
2009	Govt	4.6	6.4	8.8	9.2	10.8	11.8	13.4	16.5
	Pvt.	15.7	21.0	25.1	27.6	26.9	29.5	33.3	35.4

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

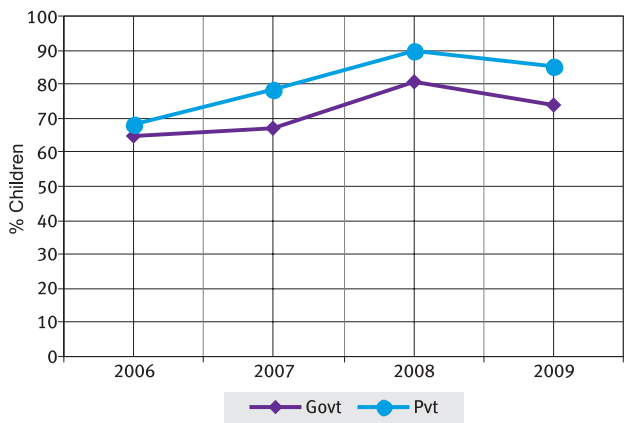
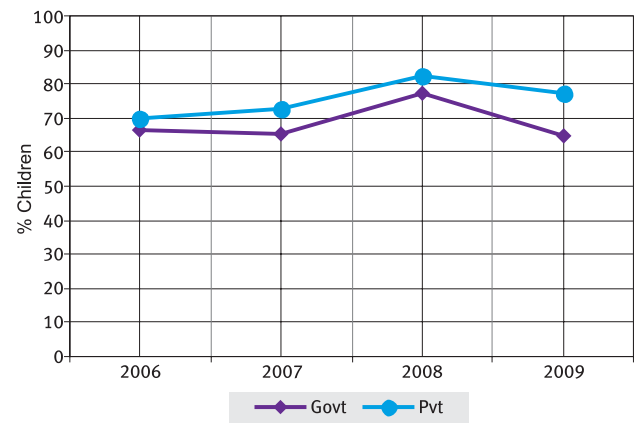


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

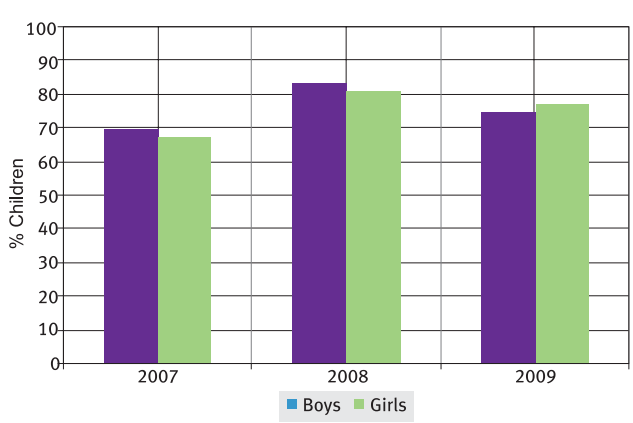
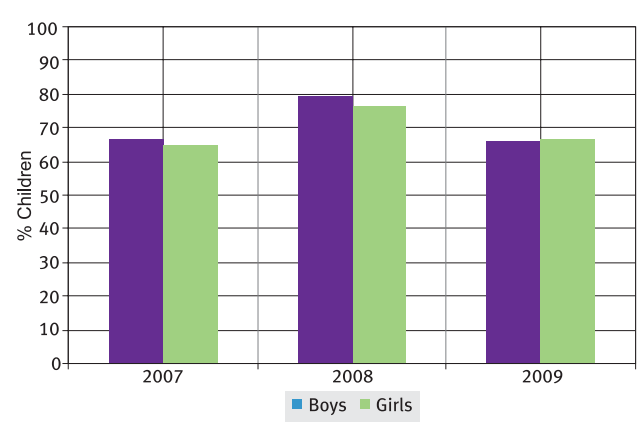


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	34.3	4.5	85.6	79.6	47.5	11.0
Std I-V	18.0	2.3	86.5	81.3	49.8	11.6
Std VI-VIII	19.5	1.6	88.1	82.6	52.3	13.8
Std IX-X	13.4	0.6	89.1	83.1	56.2	20.0
Above Std X	14.8	0.6	91.6	86.0	62.3	24.2

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

MADHYA PRADESH RURAL

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	468	921	928
Std I-VII/VIII : Primary + Upper Primary	194	334	343
Total schools	662	1255	1271

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	67.0	67.0	67.9	69.1	64.9	67.1
% Schools with less than 50% enrolled children attending	15.3	14.9	12.1	10.9	19.6	13.8
% Schools with 75% or more enrolled children attending	40.7	37.5	35.5	43.2	34.6	33.4

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	86.9	91.3	92.6	79.6	85.4	89.8
% Schools with no teacher present	3.9	0.0	0.0	2.3	0.0	0.0
% Schools with all teachers present	72.4	76.9	79.8	46.9	50.7	63.8

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		72.3	73.0		76.3	59.2
Std IV class sitting with another class		61.8	62.6		59.7	49.3

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	23.2	18.0	13.2	19.7	14.5	9.0
	Facility but water not available	14.3	9.1	8.6	10.9	7.0	9.0
	Available	62.6	72.9	78.2	69.4	78.5	82.0
Toilet	No facility	53.8	34.2	22.9	44.0	32.4	21.0
	Facility but toilet not usable	18.7	15.8	28.0	16.2	15.8	22.2
	Usable	27.5	50.0	49.1	39.8	51.8	56.8
Midday meal served on day of visit		75.5	96.3	91.3	82.5	93.4	91.9

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	849	78.2	21.8	304	78.0	22.0
Construction of new classroom	829	17.5	82.5	300	28.7	71.3
Construction of boundary wall	831	12.5	87.5	298	16.8	83.2

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	716	292
% Schools with no separate provision for girls toilets	52.7	41.4
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	7.0	3.8
Toilet not usable	14.7	20.9
Usable	25.7	33.9

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	794	10.6	76.5	13.0	657	6.1	78.8	15.1
Maintenance grant	833	64.2	24.1	11.6	668	32.9	52.0	15.1
Development grant	772	48.5	39.0	12.6	638	27.3	58.0	14.7
Teacher grant (TLM grant)	825	80.1	12.0	7.9	663	43.9	43.1	13.0
Other grants	438	16.7	68.0	15.3	390	10.3	74.1	15.6

Note : No grant information was available for 103 schools out of 928 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	279	11.8	75.6	12.5	243	6.6	79.0	14.4
Maintenance grant	291	67.7	21.7	10.7	244	36.1	51.6	12.3
Development grant	264	43.9	42.8	13.3	230	24.8	60.4	14.8
Teacher grant (TLM grant)	291	81.4	10.3	8.3	242	50.8	40.1	9.1
Other grants	173	21.4	64.2	14.5	149	8.7	72.5	18.8

Note : No grant information was available for 45 schools out of 343 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

MADHYA PRADESH RURAL

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Balaghat	86.5	2.6	15.0	8.1	74.0	96.1	92.3	82.2	72.7	57.2	11.8
Barwani	82.0	1.4	9.4	1.6	30.4	99.6	99.6	56.1	96.7	93.5	8.6
Betul	100.0	2.0	8.8	5.5	39.6	97.6	97.2	73.2	97.1	96.3	9.9
Bhind	94.8	1.5	19.0	9.1	82.9	97.3	98.6	85.6	83.8	81.4	2.0
Bhopal	96.4	0.8	17.1	10.6	33.1	99.4	98.5	75.5	98.0	96.8	27.1
Chhatarpur	95.2	0.3	13.3	24.7	37.6	95.7	96.4	69.7	87.4	78.0	9.9
Chhindwara	92.0	1.2	12.1	9.6	50.8	66.9	73.7	39.3	45.2	35.1	6.2
Damoh	80.3	5.1	5.3	7.9	52.9	72.6	79.2	56.6	62.6	51.3	9.9
Datia	99.0	0.4	9.3	75.4	58.9	99.5	99.5	90.7	82.1	80.6	28.7
Dewas	87.2	1.0	42.7	10.5	41.2	99.4	98.9	64.4	97.9	97.9	9.5
Dhar	82.8	1.5	25.7	10.6	32.1	98.6	98.6	66.7	96.2	93.7	22.6
Dindori	99.3	1.3	5.0	2.2	44.6	97.3	93.3	72.0	86.6	73.9	9.3
East Nimar	98.9	1.0	17.8	32.1	67.9	99.5	99.5	82.3	97.3	97.8	39.6
Guna*		0.6	3.5	29.3	15.1	98.2	97.1	91.2	91.5	82.7	5.7
Gwalior	75.5	0.2	17.0	36.3	40.6	99.1	97.7	50.9	63.8	51.3	8.5
Harda	69.6	2.4	22.5	14.9	39.9	98.4	95.1	49.2	90.2	86.9	15.2
Hoshangabad	90.7	2.4	21.3	14.5	46.9	97.7	94.9	52.2	96.3	92.8	10.9
Indore	87.6	1.8	36.3	9.5	49.7	100.0	98.2	72.5	98.9	96.9	17.6
Jabalpur	91.0	0.9	15.8	4.0	46.0	94.9	94.6	77.0	93.6	81.6	8.9
Jhabua	62.9	23.1	2.9	2.3	7.0	81.1	73.7	43.5	57.0	42.5	11.4
Katni	97.7	2.4	9.8	6.1	30.3	94.4	92.7	83.7	84.0	80.3	22.1
Mandla	79.4	2.7	8.3	4.2	34.6	95.8	91.7	38.0	86.5	71.7	2.4
Mandsaur	98.7	1.4	27.6	11.0	38.9	95.2	91.3	64.1	86.2	85.4	5.4
Morena	98.7	1.6	18.7	40.7	63.7	97.7	97.3	84.2	95.3	90.4	23.1
Narsinpur	82.8	1.8	27.4	8.5	45.8	90.0	86.6	55.1	77.8	69.7	8.1
Neemuch	69.1	2.8	24.4	10.1	43.0	99.6	98.2	50.9	98.9	95.5	24.0
Panna	85.8	2.1	11.2	1.5	24.0	97.0	95.2	92.9	91.1	89.1	17.0
Raisen	68.1	2.4	19.1	12.3	53.3	95.5	94.9	47.7	89.3	88.2	7.9
Rajgarh	86.4	3.4	11.9	22.8	16.2	98.8	98.4	66.4	92.8	90.2	12.7
Ratlam	86.2	1.5	18.2	3.1	31.1	99.2	99.2	85.8	95.5	94.7	44.4
Rewa	62.8	1.0	16.9	10.8	44.1	97.4	96.3	77.7	92.7	84.9	16.2
Sagar	94.4	0.6	6.5	9.5	35.1	98.7	98.7	71.1	78.4	73.4	7.7
Satna	69.2	0.3	8.9	17.7	38.6	97.5	94.2	75.4	92.1	86.6	39.9
Sehore	94.2	0.7	25.9	14.9	36.2	99.1	96.7	76.7	94.6	85.0	18.1
Seoni	94.4	0.8	3.3	2.1	44.9	98.1	97.7	87.1	81.6	80.7	11.2
Shahdol	99.3	1.1	2.3	1.3	20.2	95.1	96.4	91.1	79.2	75.9	4.7
Shajapur	81.1	2.1	41.8	8.6	34.2	96.5	96.5	63.1	94.9	91.2	23.1
Sheopur	100.0	0.3	11.7	15.9	20.5	98.8	97.6	86.5	80.8	72.5	19.1
Shivpuri	100.0	1.6	4.1	24.3	32.9	94.3	91.1	63.9	92.7	94.1	28.4
Sidhi	76.2	4.5	6.3	6.9	29.1	91.6	89.8	75.4	89.2	79.3	37.1
Tikamgarh	88.1	0.1	25.5	66.7	67.9	96.7	96.7	93.4	98.6	94.8	35.4
Ujjain	82.6	2.9	22.1	12.4	24.5	95.9	95.3	88.5	94.2	80.8	54.6
Umaria	100.0	1.1	4.3	9.4	70.6	96.8	96.8	77.7	79.6	66.5	2.6
Vidisha	82.8	1.7	14.8	10.8	57.9	95.4	94.6	46.2	93.8	88.3	5.3
West Nimar	90.6	2.2	14.4	5.4	40.3	100.0	99.2	77.6	97.3	96.5	28.3
Total	87.1	2.2	15.6	15.8	40.5	95.9	94.8	70.1	87.9	82.4	18.2

* Blank cells indicate insufficient data.

MAHARASHTRA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 33 OUT OF 33 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	70.6	28.2	0.3	1.0	100
Age: 7-16 ALL	61.3	36.8	0.2	1.7	100
Age: 7-10 ALL	89.5	9.7	0.2	0.6	100
Age: 7-10 BOYS	89.3	10.0	0.2	0.5	100
Age: 7-10 GIRLS	90.1	9.0	0.2	0.7	100
Age: 11-14 ALL	48.0	50.2	0.3	1.5	100
Age: 11-14 BOYS	48.6	50.1	0.3	1.0	100
Age: 11-14 GIRLS	4.6	50.1	0.3	2.0	100
Age: 15-16 ALL	20.7	73.7	0.3	5.3	100
Age: 15-16 BOYS	21.3	73.7	0.3	4.8	100
Age: 15-16 GIRLS	19.7	74.3	0.3	5.7	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

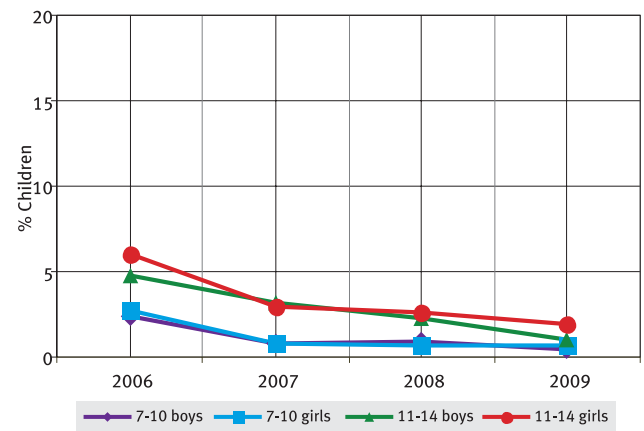


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

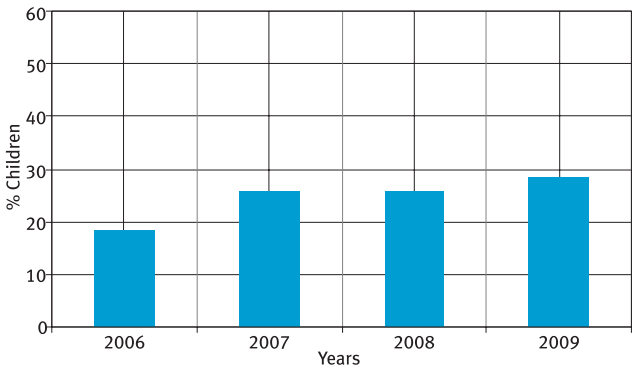


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	3.8	57.8	33.7					4.7					100
II		3.3		36.5	53.4	4.8			2.1				100
III			3.5		33.3	56.1	5.5			1.6			100
IV			2.9			26.6	62.5	5.9			2.2		100
V				3.2			33.0	53.9	7.4		2.6		100
VI				3.4				23.1	62.5	8.1		2.9	100
VII					3.3				28.4	54.2	11.0	3.1	100
VIII						5.8				30.3	56.1	5.8	2.0	100

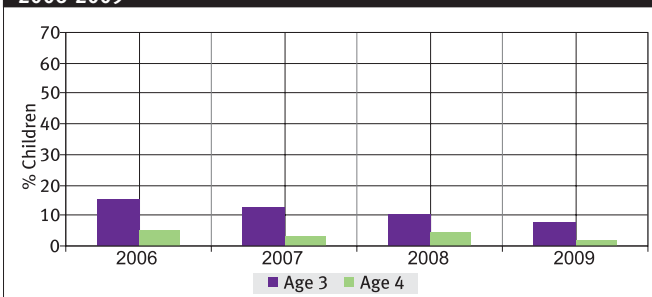
How to read the table: In Std III, 94.9% (33.3+56.1+5.5) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	89.6	2.7				7.7	100
Age 4	91.9	6.3				1.8	100
Age 5	70.8	5.2	16.9	5.1	0.2	1.9	100
Age 6	11.2	1.5	78.7	7.7	0.3	0.6	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 98.7 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	11.2	44.3	30.4	10.4	3.7	100
II	2.9	15.1	34.8	34.8	12.5	100
III	1.0	5.8	18.6	41.8	32.8	100
IV	0.3	2.0	7.5	29.9	60.4	100
V	0.2	0.8	4.5	20.7	73.8	100
VI	0.3	0.7	2.3	14.2	82.6	100
VII	0.1	0.4	1.4	9.9	88.3	100
VIII	0.1	0.4	0.9	7.1	91.5	100
Total	2.0	8.6	12.6	21.7	55.1	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

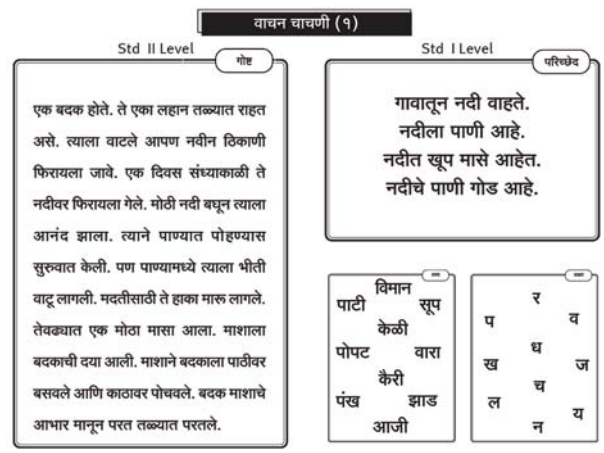


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

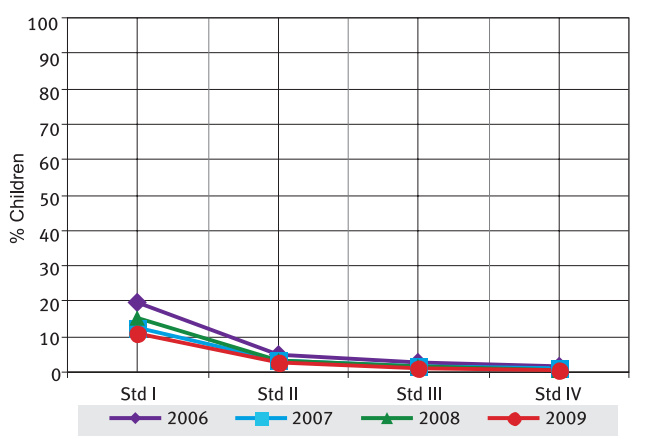
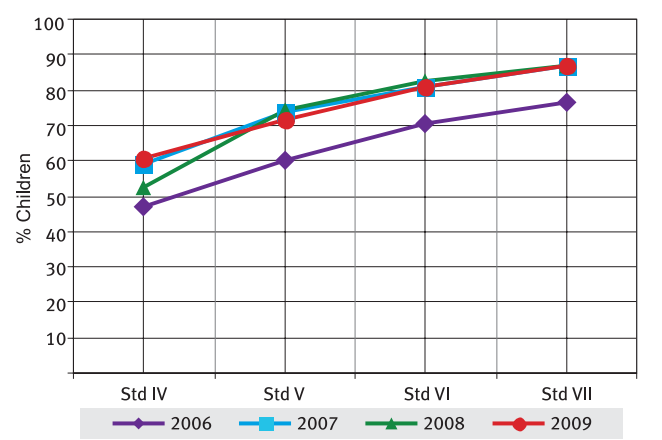


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	59.9	26.0	8.1	4.2	1.8	100
II	35.9	32.8	18.1	10.7	2.4	100
III	19.7	25.8	23.8	25.6	5.2	100
IV	10.0	20.4	19.2	35.2	15.3	100
V	4.3	11.9	12.4	36.8	34.6	100
VI	2.3	6.3	9.5	34.5	47.5	100
VII	1.5	4.2	7.4	26.4	60.4	100
VIII	1.1	4.3	4.6	18.8	71.3	100
Total	16.7	16.7	13.3	24.6	28.7	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	70.6	86.4
II	76.1	87.8
III	70.0	80.2
IV	69.1	84.0
V	75.9	86.0
VI	75.7	87.2
VII	78.3	87.2
VIII	78.7	90.4
Total	74.0	87.5

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	10.9	56.7	26.3	4.2	1.9	100
II	2.6	23.5	48.4	23.1	2.5	100
III	1.2	9.7	33.6	45.1	10.4	100
IV	0.3	3.5	18.3	46.5	31.4	100
V	0.3	2.8	10.6	35.3	51.0	100
VI	0.3	1.3	7.2	29.5	61.7	100
VII	0.1	0.9	4.5	22.5	72.0	100
VIII	0.2	0.4	4.8	14.8	79.8	100
Total	1.9	12.2	19.5	28.5	37.8	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

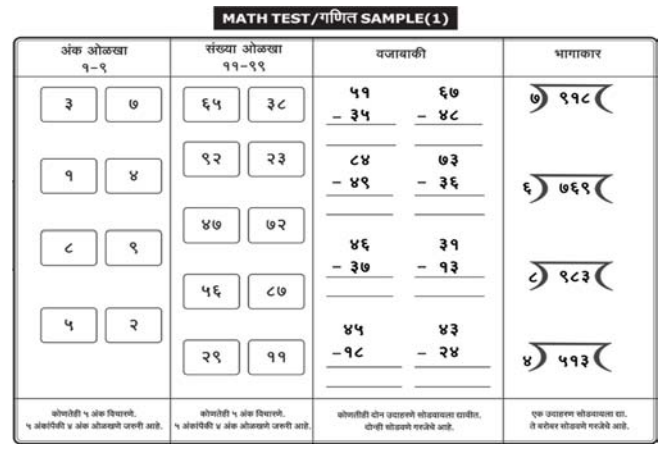


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

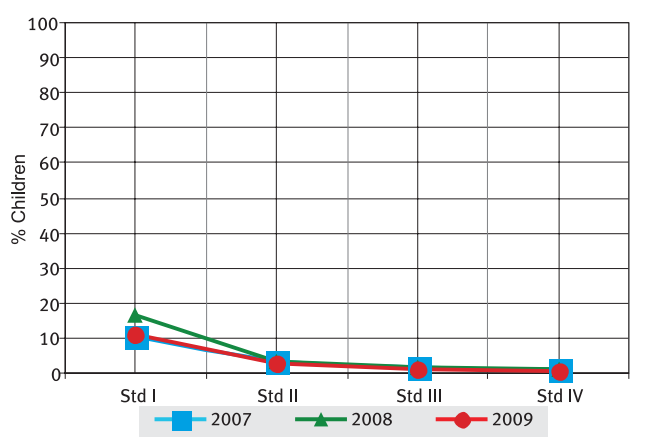
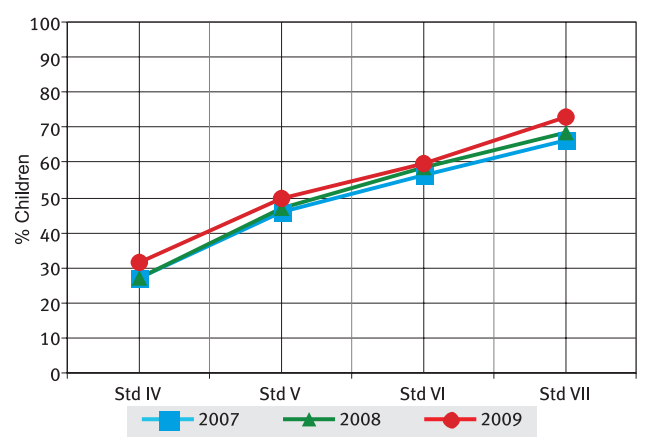


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	3.3	4.0	4.9	5.6	7.3	7.2	7.9	10.6
	Pvt.	23.1	22.4	21.4	19.8	13.2	12.2	11.8	12.0
2009	Govt	7.5	7.1	9.0	10.1	10.9	11.2	11.7	15.3
	Pvt.	24.8	30.6	27.4	28.7	17.2	12.7	15.3	13.5

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

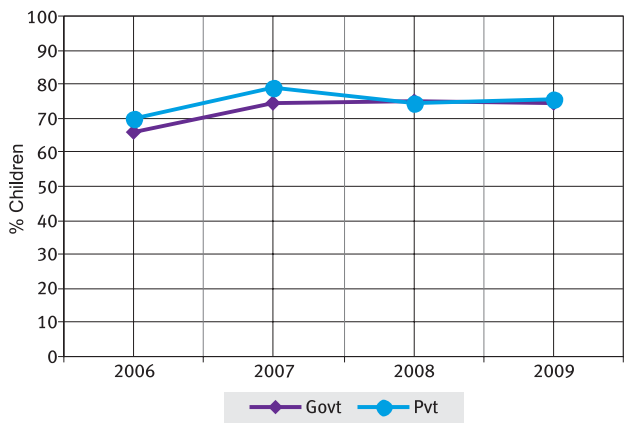
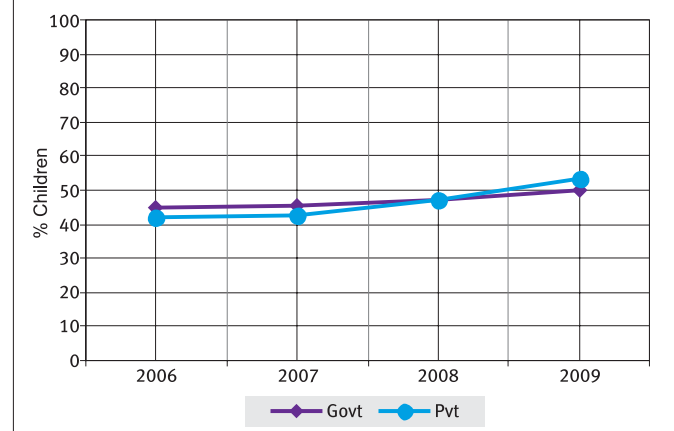


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

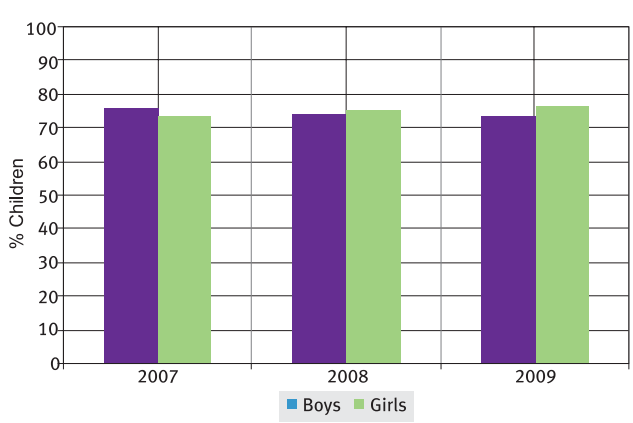
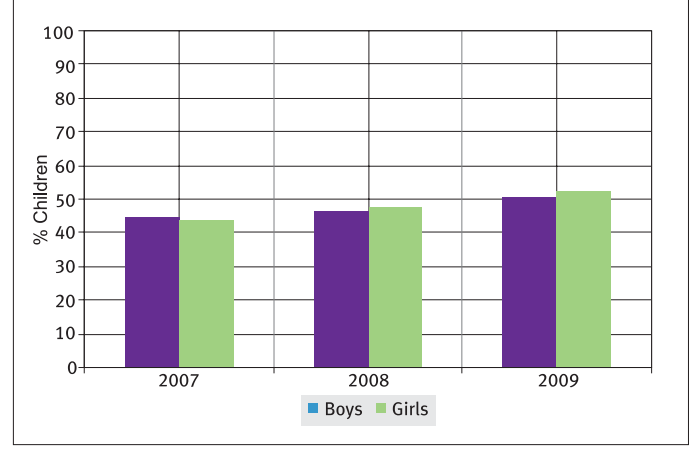


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	17.0	3.1	83.0	70.1	48.1	7.2
Std I-V	15.0	2.6	82.4	68.9	45.0	9.7
Std VI-VIII	14.8	0.7	86.7	73.7	47.9	12.6
Std IX-X	30.0	0.3	88.5	74.7	53.0	13.4
Above Std X	23.3	0.3	90.3	78.4	58.5	19.2

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

MAHARASHTRA RURAL

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	305	488	486
Std I-VII/VIII : Primary + Upper Primary	332	411	445
Total schools	637	899	931

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	82.7	91.7	90.6	83.2	92.8	90.6
% Schools with less than 50% enrolled children attending	5.0	0.8	0.2	3.0	0.0	1.2
% Schools with 75% or more enrolled children attending	80.1	93.7	94.0	82.1	97.7	94.2

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	85.9	94.1	95.0	83.2	89.8	92.7
% Schools with no teacher present	3.1	0.0	0.5	3.8	0.0	1.2
% Schools with all teachers present	65.1	83.0	84.7	45.7	63.6	71.5

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		49.5	46.7		27.7	26.6
Std IV class sitting with another class		46.2	43.1		22.8	22.6

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	40.1	25.3	18.4	28.2	12.0	11.6
	Facility but water not available	7.6	5.0	8.5	10.1	7.6	7.6
	Available	52.3	69.7	73.1	61.7	80.4	80.8
Toilet	No facility	39.5	12.5	3.9	22.5	5.9	1.8
	Facility but toilet not usable	14.3	6.3	46.6	19.8	7.9	43.7
	Usable	46.2	81.3	49.5	57.8	86.2	54.5
Midday meal served on day of visit		86.6	98.5	96.0	82.4	99.0	97.3

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	452	76.3	23.7	412	75.5	24.5
Construction of new classroom	434	16.8	83.2	399	20.8	79.2
Construction of boundary wall	446	26.7	73.3	406	26.6	73.4

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	432	417
% Schools with no separate provision for girls toilets	17.8	9.8
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	30.8	30.0
Toilet not usable	16.4	18.7
Usable	35.0	41.5

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	360	21.4	75.3	3.3	290	19.7	75.5	4.8
Maintenance grant	446	93.5	3.8	2.7	363	81.8	13.5	4.7
Development grant	385	80.3	17.4	2.3	333	71.8	24.0	4.2
Teacher grant (TLM grant)	460	97.6	0.9	1.5	381	89.0	7.9	3.2
Other grants	163	31.9	63.2	4.9	137	24.8	69.3	5.8

Note : No grant information was available for 18 schools out of 486 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	367	20.4	74.4	5.2	327	15.0	78.6	6.4
Maintenance grant	408	92.4	3.7	3.9	369	72.1	22.2	5.7
Development grant	363	74.7	20.7	4.7	322	62.7	31.4	5.9
Teacher grant (TLM grant)	413	96.9	1.5	1.7	357	79.6	17.4	3.1
Other grants	178	33.7	60.7	5.6	164	19.5	71.3	9.2

Note : No grant information was available for 30 schools out of 445 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Ahmednagar	94.7	0.1	40.3	5.3	82.4	99.0	98.0	27.2	94.7	92.5	10.9
Akola	98.2	0.4	37.2	7.6	80.2	99.5	98.9	90.3	97.0	90.9	24.6
Amravati	95.5	0.3	48.8	14.3	84.2	98.8	98.8	86.1	93.5	64.8	16.2
Aurangabad	100.0	0.6	11.6	3.2	76.3	100.0	100.0	55.6	100.0	85.1	15.0
Bhandara	99.1	0.2	31.2	3.0	84.6	98.1	98.7	59.2	86.4	66.9	5.5
Beed	99.3	0.4	29.3	9.9	81.1	100.0	100.0	83.6	92.2	92.9	25.3
Buldana	97.3	1.4	30.6	6.9	73.0	92.3	91.6	64.1	73.3	58.3	8.9
Chandrapur	99.1	1.1	29.8	3.5	79.5	93.0	92.2	65.3	82.1	70.9	8.9
Dhule	83.5	1.0	38.8	12.9	80.3	98.5	98.0	44.3	98.4	80.6	18.3
Gadchiroli	100.0	1.0	25.8	6.5	54.7	99.3	97.9	28.8	78.8	55.8	0.4
Gondiya	100.0	0.1	27.2	5.0	79.0	95.9	96.6	50.3	88.9	58.0	4.7
Hingoli	97.4	2.2	14.9	10.9	57.9	86.6	89.6	50.9	67.4	59.3	18.6
Jalgaon	96.0	3.4	30.9	24.7	69.6	94.1	92.3	35.0	69.4	53.8	4.9
Jalna	96.9	0.7	16.0	4.0	73.5	92.6	93.1	44.0	79.1	55.7	6.5
Kolhapur	80.8	0.3	26.5	11.9	80.2	93.9	92.7	62.2	81.9	70.3	16.7
Latur	100.0	0.0	21.1	19.7	68.1	83.2	81.7	44.1	77.8	73.7	19.5
Nagpur	98.0	0.2	43.2	9.7	82.6	99.1	100.0	64.3	96.7	91.7	32.8
Nanded	99.3	1.3	24.9	12.2	80.2	84.8	88.8	47.0	78.5	40.8	7.8
Nandurbar*	99.4	2.1	16.0	1.8	33.5	94.1	92.6	91.0	90.0	88.6	
Nashik	92.2	1.5	23.3	17.5	75.2	81.2	79.1	25.1	79.3	56.6	5.3
Osmanabad	100.0	0.9	19.9	14.0	75.9	95.4	97.4	63.9	98.3	96.4	35.9
Parbhani	99.1	0.9	26.3	4.4	38.8	81.3	82.4	22.8	72.9	63.1	6.4
Pune	81.9	0.5	24.5	21.8	78.5	91.1	93.8	32.8	85.2	74.2	15.6
Raigad	100.0	0.2	56.3	39.0	86.6	96.8	95.2	51.9	95.2	89.2	38.1
Ratnagiri	96.9	0.3	4.2	10.5	91.3	98.0	98.0	71.2	92.6	86.2	27.8
Sangli	92.9	0.6	34.9	7.9	82.7	94.5	94.6	53.5	89.9	76.1	10.1
Satara	85.5	0.4	34.2	15.0	87.8	93.8	95.7	56.4	95.8	86.0	28.0
Sindhudurg	93.2	0.1	14.8	10.7	84.8	99.5	98.9	54.0	96.5	89.8	32.3
Solapur	98.3	0.9	22.3	1.4	63.6	93.9	93.9	60.9	98.1	95.8	43.9
Thane	93.2	4.6	30.1	31.4	75.3	85.9	87.4	32.5	78.9	55.8	8.3
Wardha	99.0	0.3	27.9	14.0	85.5	95.1	92.8	66.7	83.0	66.7	8.7
Washim	98.1	0.4	26.9	9.7	78.9	100.0	100.0	98.8	99.6	99.6	60.4
Yavatmal	100.0	2.4	26.0	8.5	69.8	86.5	89.7	39.9	79.1	55.7	13.0
Total	96.4	0.9	27.2	11.6	74.6	93.4	93.7	55.3	86.9	74.2	20.0

* Blank cells indicate insufficient data.

MANIPUR *RURAL*

ALL ANALYSIS BASED ON DATA FROM 9 OUT OF 9 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	26.9	71.5	0.4	1.1	100
Age: 7-16 ALL	26.6	70.8	0.3	2.3	100
Age: 7-10 ALL	26.7	72.2	0.6	0.6	100
Age: 7-10 BOYS	28.7	70.1	0.7	0.5	100
Age: 7-10 GIRLS	25.4	73.6	0.5	0.5	100
Age: 11-14 ALL	27.5	70.5	0.2	1.9	100
Age: 11-14 BOYS	27.0	71.3	0.2	1.5	100
Age: 11-14 GIRLS	28.5	69.1	0.1	2.3	100
Age: 15-16 ALL	24.0	68.1	0.0	7.9	100
Age: 15-16 BOYS	23.5	69.4	0.0	7.2	100
Age: 15-16 GIRLS	24.6	67.0	0.0	8.5	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

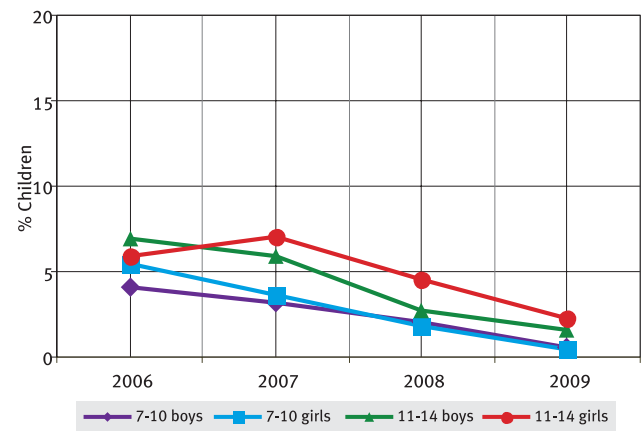


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

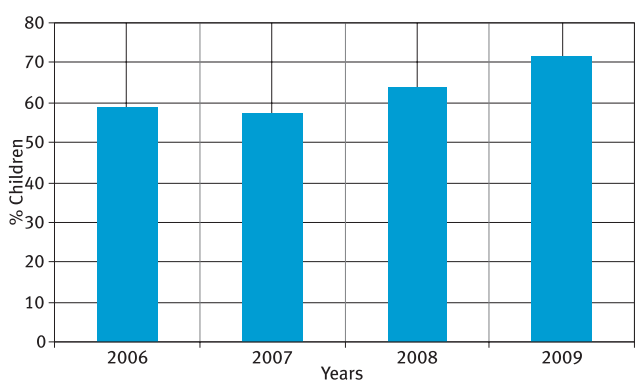


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	12.7	29.8	30.5	14.3	7.4				5.3				100
II	4.5	10.4	26.8	27.3	13.6	10.7			6.8				100
III	1.1	4.3	8.8	18.6	21.0	24.7	9.9	7.5		4.3			100
IV		5.2		8.4	18.6	29.5	16.7	12.1	5.7	3.3	0.6		100
V		0.6	7.6	5.2	5.4	20.9	18.8	21.3	11.3	6.0	2.9		100
VI			3.4		2.7	8.1	14.9	31.2	21.8	11.6	4.3	2.0	100
VII			1.2		7.2	4.7	3.4	20.5	28.3	21.2	10.0	3.7	100
VIII				7.2				10.4	24.7	25.1	21.7	10.9	100

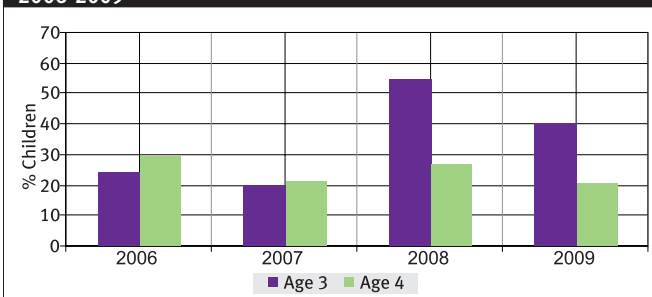
How to read the table: In Std III, 64.3% (18.6+21.0+24.7) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	37.2	22.9				39.9	100
Age 4	32.2	47.6				20.2	100
Age 5	10.7	24.3	18.0	40.7	0.6	5.7	100
Age 6	3.8	15.1	20.3	58.2	1.0	1.8	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 79.8 % villages.

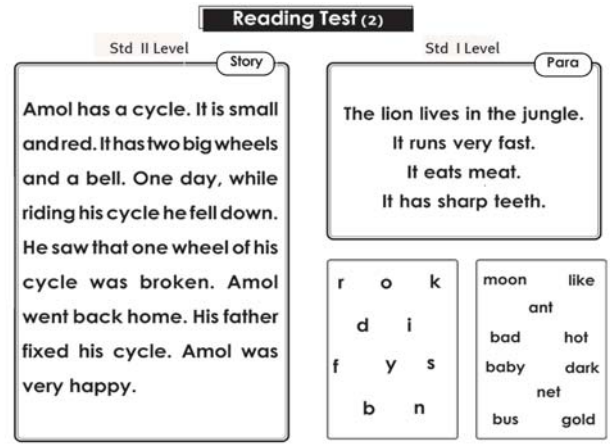
Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	3.6	40.7	40.4	11.3	4.0	100
II	0.8	14.8	42.1	27.5	14.8	100
III	0.6	9.1	26.2	28.5	35.6	100
IV	0.4	3.5	15.9	33.5	46.7	100
V	0.5	1.3	10.2	34.2	53.9	100
VI	0.3	0.4	3.6	19.9	75.9	100
VII	1.3	0.4	2.8	12.2	83.3	100
VIII	0.7	0.3	0.9	7.9	90.1	100
Total	1.1	10.0	19.8	22.7	46.5	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool



NOTE : The test was also available in Meitei Mayek and Manipuri.

Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

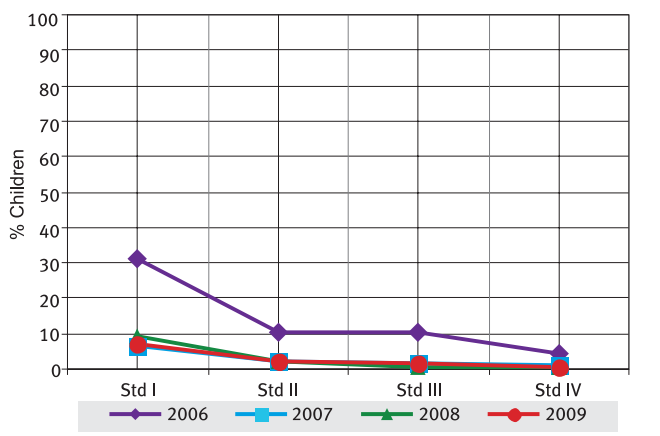
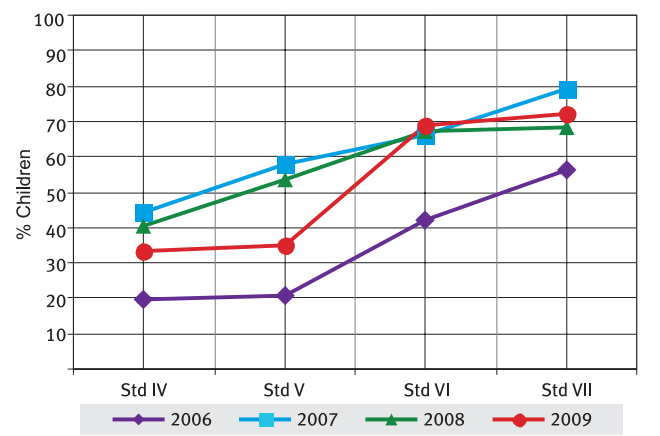


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	6.0	20.6	32.6	34.1	6.7	100
II	1.6	7.3	21.4	45.9	23.9	100
III	1.1	4.7	11.8	35.6	46.8	100
IV	0.4	2.2	7.2	27.4	62.8	100
V	0.5	1.0	4.4	27.5	66.6	100
VI	0.3	0.4	2.2	13.7	83.3	100
VII	1.7	0.4	1.9	7.9	88.1	100
VIII	1.2	0.0	0.6	4.8	93.4	100
Total	1.7	5.1	11.4	26.5	55.3	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	53.4	63.8
II	49.2	72.9
III	44.0	80.1
IV	48.4	73.2
V	41.2	77.5
VI	57.5	81.5
VII	59.8	88.9
VIII	62.4	89.3
Total	48.7	81.2

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	3.2	24.2	59.7	11.4	1.6	100
II	1.5	10.8	45.2	35.7	6.8	100
III	1.0	3.5	25.6	44.9	25.0	100
IV	0.4	2.0	13.0	43.0	41.5	100
V	0.5	0.8	8.0	39.6	51.1	100
VI	0.6	0.3	2.4	21.1	75.7	100
VII	1.3	0.1	1.6	12.7	84.3	100
VIII	0.5	0.1	1.3	8.4	89.7	100
Total	1.2	5.9	22.0	28.5	42.5	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

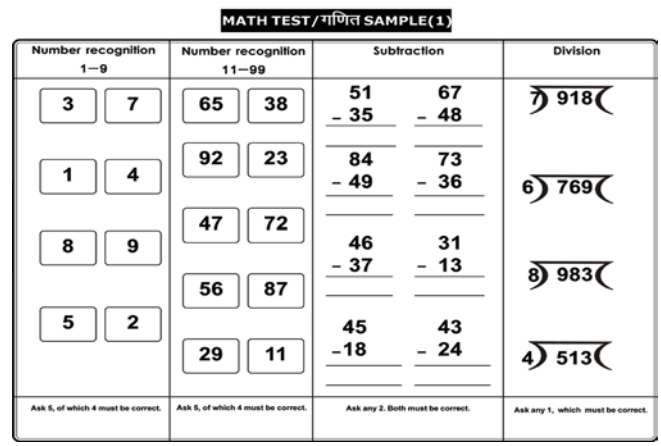


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

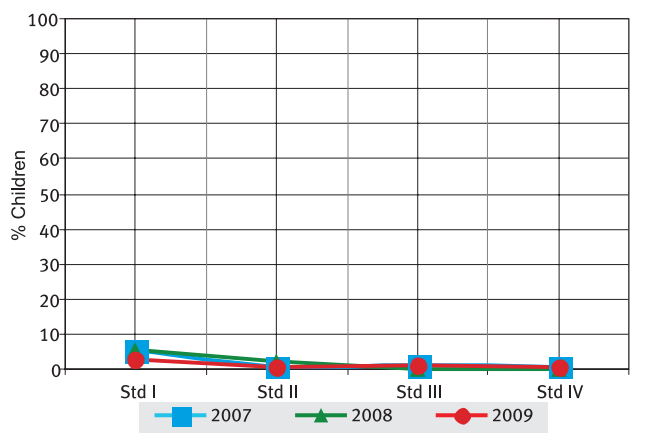
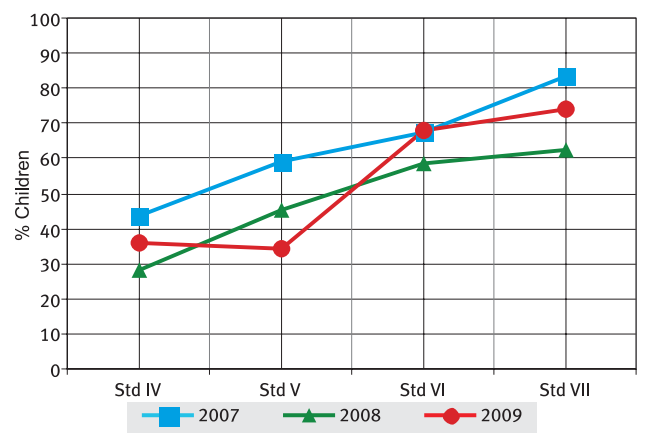


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	17.2	18.0	19.5	26.0	24.1	26.6	28.9	35.3
	Pvt.	43.6	52.4	53.1	53.7	58.6	53.5	59.2	59.9
2009	Govt	12.0	18.8	16.0	17.1	17.6	21.6	15.2	29.7
	Pvt.	42.4	46.0	49.5	50.7	45.7	49.9	51.8	55.2

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

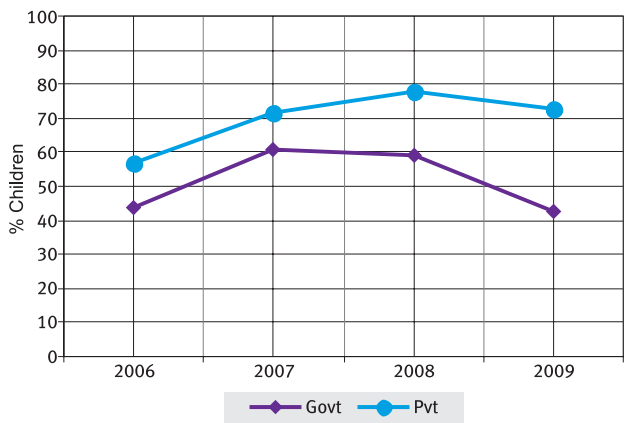
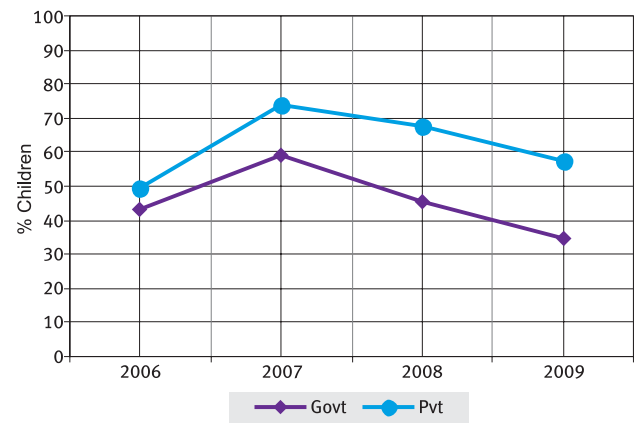


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

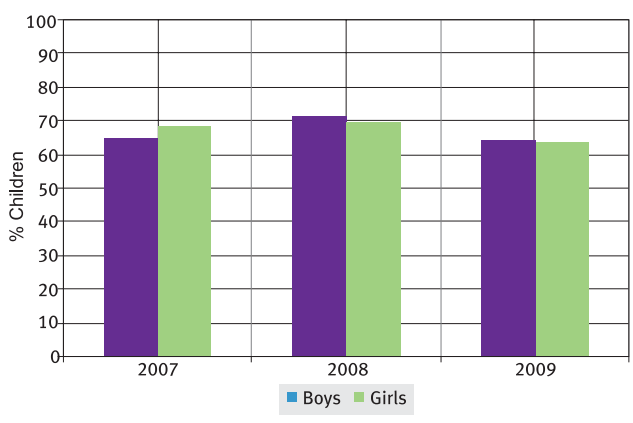
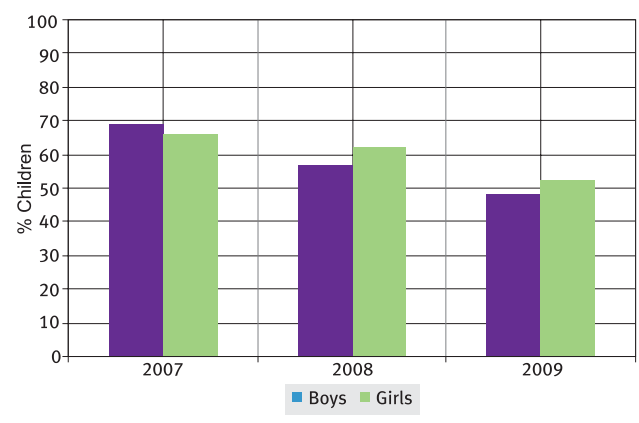


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	13.7	3.0	66.3	67.7	82.2	24.1
Std I-V	6.2	1.4	68.7	72.2	81.8	29.6
Std VI-VIII	17.7	1.5	72.3	78.7	87.7	28.7
Std IX-X	30.4	0.8	78.1	84.3	88.9	42.7
Above Std X	32.1	0.5	84.3	86.4	91.9	60.1

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	13	111	106
Std I-VII/VIII : Primary + Upper Primary	9	36	37
Total schools	22	147	143

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	82.0	76.7	74.0	97.5	80.0	77.1
% Schools with less than 50% enrolled children attending	0.0	13.0	13.2	0.0	11.8	13.0
% Schools with 75% or more enrolled children attending	75.0	62.0	64.5	100.0	73.5	69.6

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	73.1	90.2	82.5	78.4	80.4	72.5
% Schools with no teacher present	9.1	0.0	1.0	14.3	3.1	3.0
% Schools with all teachers present	63.6	63.7	49.5	57.1	28.1	15.2

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		22.9	28.7		5.7	19.4
Std IV class sitting with another class		14.7	27.0		8.8	17.1

School facilities : trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	90.0	83.3	80.9	55.6	72.4	83.9
	Facility but water not available	10.0	3.3	9.6	33.3	3.4	6.5
	Available	0.0	13.3	9.6	11.1	24.1	9.7
Toilet	No facility	36.4	43.9	38.5	44.4	20.0	18.9
	Facility but toilet not usable	9.1	13.4	28.8	11.1	16.7	48.6
	Usable	54.5	42.7	32.7	44.4	63.3	32.4
	Midday meal served on day of visit	45.5	77.1	59.2	33.3	74.3	54.3

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	96	22.9	77.1	35	25.7	74.3
Construction of new classroom	98	25.5	74.5	36	33.3	66.7
Construction of boundary wall	99	7.1	92.9	35	28.6	71.4

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	87	30
% Schools with no separate provision for girls toilets	93.1	70.0
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	1.1	13.3
Toilet not usable	1.1	6.7
Usable	4.6	10.0

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	86	22.1	76.7	1.2	75	6.7	70.7	22.7
Maintenance grant	89	53.9	44.9	1.1	74	23.0	52.7	24.3
Development grant	81	43.2	55.6	1.2	71	16.9	53.5	29.6
Teacher grant (TLM grant)	93	69.9	30.1	0.0	71	28.2	50.7	21.1
Other grants	40	7.5	87.5	5.0	40	2.5	62.5	35.0

Note : No grant information was available for 10 schools out of 106 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	33	30.3	69.7	0.0	27	14.8	81.5	3.7
Maintenance grant	32	84.4	15.6	0.0	25	20.0	72.0	8.0
Development grant	27	40.7	55.6	3.7	25	8.0	80.0	12.0
Teacher grant (TLM grant)	31	83.9	16.1	0.0	25	36.0	64.0	0.0
Other grants	15	20.0	80.0	0.0	12	0.0	100.0	0.0

Note : No grant information was available for 0 schools out of 37 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Bishnupur	69.7	1.8	79.0	56.7	76.1	96.9	96.9	95.5	72.9	75.9	55.1
Chandel	95.7	1.0	82.2	75.0	89.5	99.6	99.6	100.0	95.9	95.5	92.1
Churachandpur	42.2	1.6	86.0	8.9	85.7	98.8	100.0	93.3	93.6	92.7	87.9
Imphal East	83.6	0.4	70.8	40.3	72.9	95.5	97.4	95.5	62.7	68.8	31.5
Imphal West	88.1	0.3	79.9	78.2	92.6	99.0	100.0	98.1	81.7	81.8	64.1
Senapati	46.0	1.1	60.1	25.0	88.9	95.7	99.0	98.0	83.0	88.1	79.0
Tamenglong	52.0	4.6	53.9	29.7	75.4	99.0	99.0	98.4	73.1	73.5	35.5
Thoubal	80.2	0.6	80.6	61.2	69.1	98.1	91.6	95.7	73.8	82.8	46.9
Ukhrul	66.4	0.6	45.1	10.5	88.4	98.7	99.1	92.9	78.8	86.9	78.2
Total	69.2	1.4	69.0	40.2	81.7	98.1	98.1	96.7	78.4	82.1	60.6

MEGHALAYA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 7 OUT OF 7 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	65.1	30.7	0.4	3.8	100
Age: 7-16 ALL	62.9	31.8	0.3	5.0	100
Age: 7-10 ALL	69.7	27.1	0.4	2.8	100
Age: 7-10 BOYS	69.4	27.4	0.6	2.6	100
Age: 7-10 GIRLS	70.1	26.8	0.2	3.0	100
Age: 11-14 ALL	59.3	35.5	0.4	4.9	100
Age: 11-14 BOYS	60.6	34.1	0.5	4.7	100
Age: 11-14 GIRLS	59.2	36.1	0.2	4.6	100
Age: 15-16 ALL	53.6	35.4	0.0	11.0	100
Age: 15-16 BOYS	54.3	33.3	0.0	12.4	100
Age: 15-16 GIRLS	52.9	37.5	0.0	9.7	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

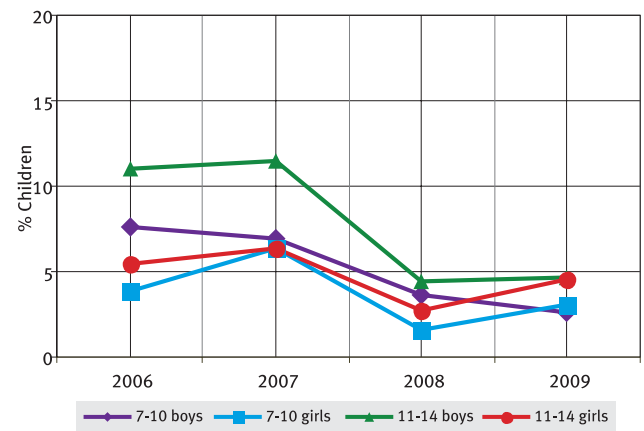


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

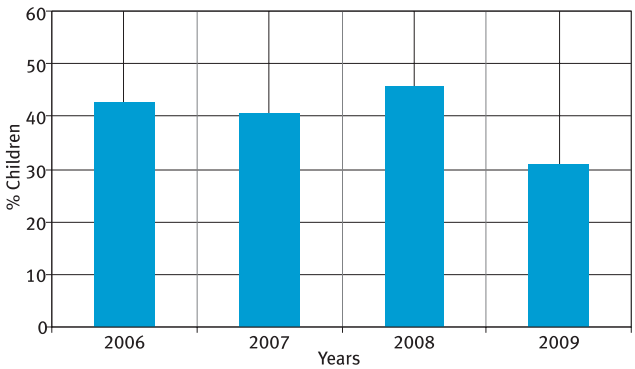


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	7.2	10.9	22.1	22.3	12.8	10.7	5.1	4.7	4.3				100
II	3.4		10.6	20.2	19.4	23.2	7.1	8.5	3.7	4.0			100
III	4.6			8.2	17.9	20.0	13.5	17.1	10.0	6.4	2.3		100
IV	4.5				9.3	20.7	10.1	18.9	12.7	14.4	6.2	3.2	100
V	5.3					14.2	17.7	15.7	19.6	12.0	10.5	5.2	100
VI	2.5						12.7	20.8	22.6	17.3	15.8	8.4	100
VII	8.3							13.9	31.9	22.7	12.0	11.2	100
VIII	2.1								15.2	43.5	19.0	20.3	100

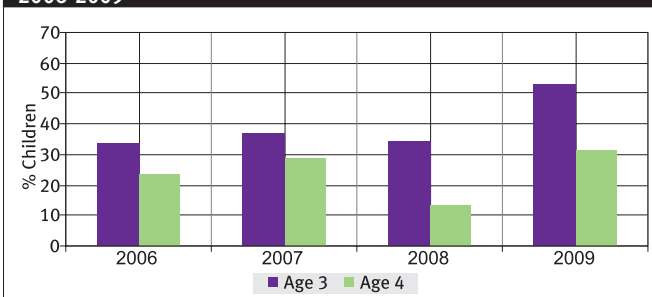
How to read the table: In Std III, 46.1% (8.2+17.9+20.0) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	37.8	9.3				53.0	100
Age 4	33.9	35.0				31.1	100
Age 5	14.4	7.6	41.2	20.7	0.8	15.3	100
Age 6	10.2	8.0	51.7	20.7	0.3	9.1	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 70.1 % villages.

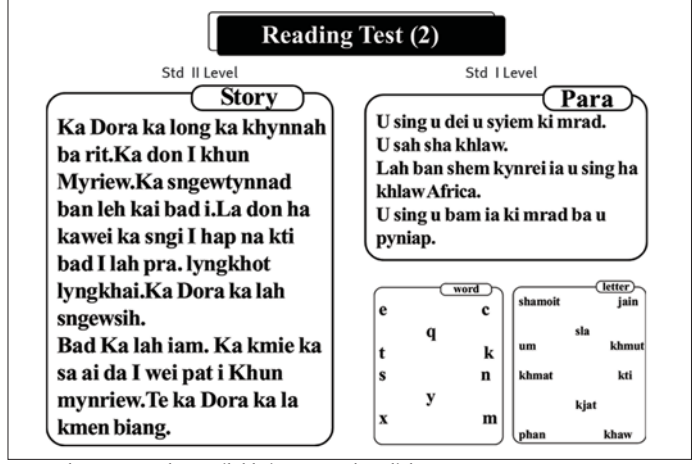
Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	14.7	55.6	22.5	4.7	2.5	100
II	4.1	36.8	26.7	25.8	6.6	100
III	2.4	24.0	25.3	28.2	20.0	100
IV	2.6	13.9	21.1	31.7	30.8	100
V	1.8	10.1	15.9	20.1	52.2	100
VI	3.7	4.9	10.5	17.4	63.5	100
VII	1.8	4.3	3.4	12.1	78.4	100
VIII	0.7	2.4	2.2	9.6	85.0	100
Total	5.3	26.3	19.4	19.3	29.6	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool



NOTE : The test was also available in Garo and English.

Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

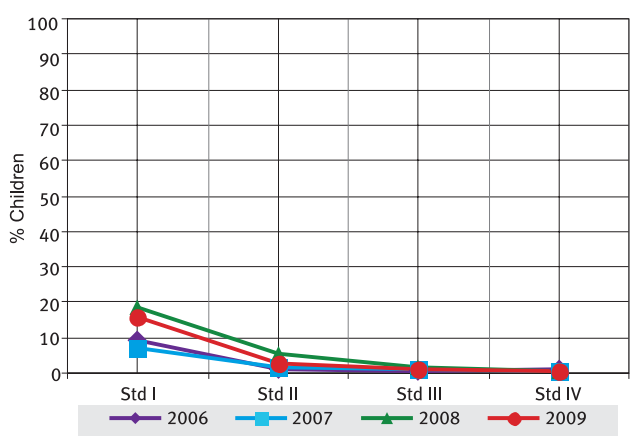
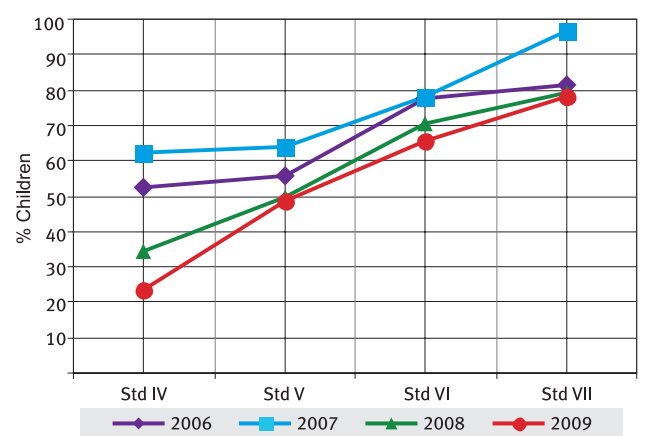


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	20.1	40.3	23.0	14.8	1.9	100
II	6.7	18.5	32.0	32.8	10.0	100
III	4.8	8.3	28.7	35.8	22.5	100
IV	3.4	5.6	12.4	40.4	38.3	100
V	3.6	5.7	8.1	25.5	57.0	100
VI	4.5	2.9	2.9	21.4	68.3	100
VII	3.3	3.5	2.1	7.8	83.3	100
VIII	0.8	2.4	0.0	6.0	90.8	100
Total	7.9	15.7	18.5	25.6	32.3	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	40.8	78.7
II	56.8	51.2
III	48.4	76.9
IV	61.7	64.7
V	36.6	88.4
VI	43.3	90.5
VII	53.8	84.0
VIII	8.1	86.2
Total	50.6	80.1

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	13.1	51.1	30.0	4.7	1.2	100
II	3.9	22.6	53.5	17.2	2.7	100
III	1.9	8.9	43.2	36.8	9.2	100
IV	1.6	5.8	23.1	47.1	22.4	100
V	2.0	4.2	20.5	40.6	32.7	100
VI	2.3	3.0	8.0	41.4	45.3	100
VII	1.9	4.5	2.1	38.8	52.9	100
VIII	0.7	2.4	0.0	41.8	55.0	100
Total	4.6	18.5	29.1	28.8	18.9	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

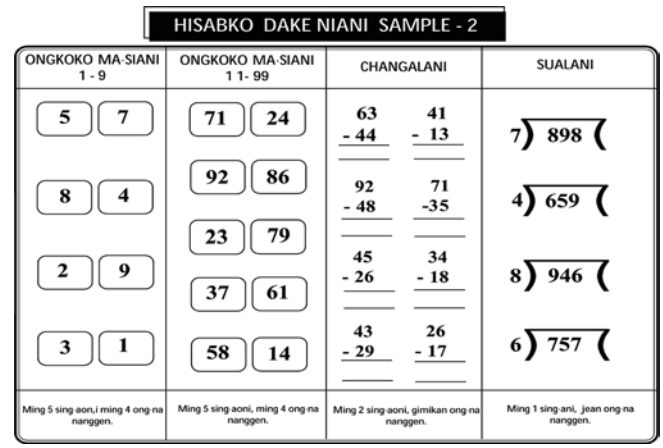


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

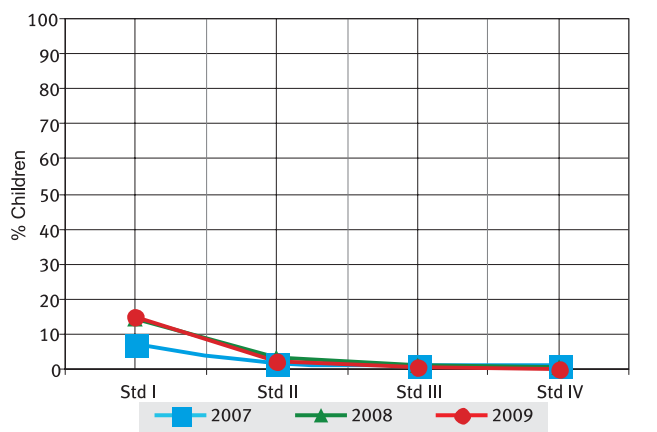
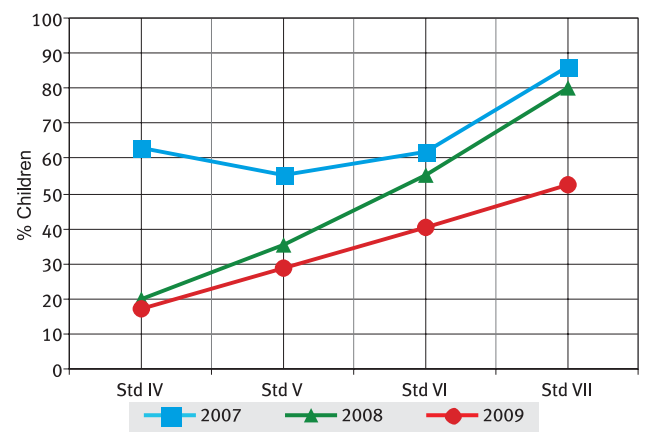


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	2.7	5.7	4.3	3.9	8.4	14.9	15.7	11.0
	Pvt.	23.7	28.0	25.8	29.9	24.7	29.9	37.3	34.6
2009	Govt	4.9	7.3	11.4	8.1	12.8	19.5	31.1	37.3
	Pvt.	24.4	18.4	18.4	27.2	22.7	21.6	20.1	39.2

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

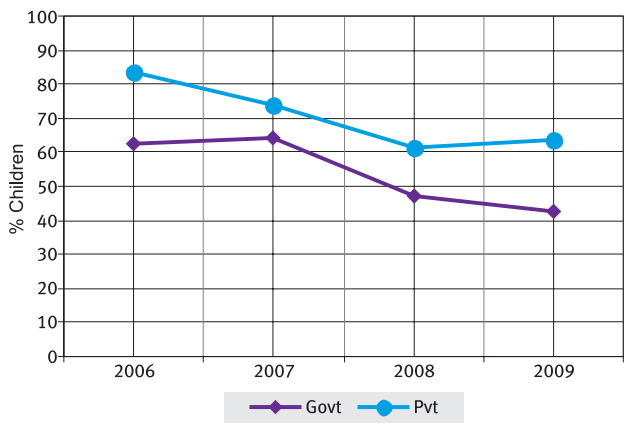
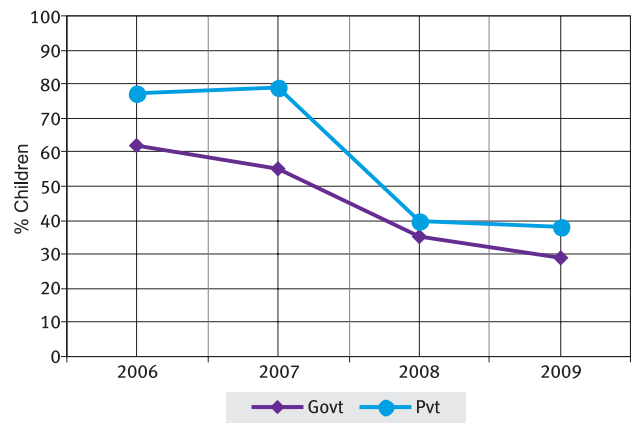


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

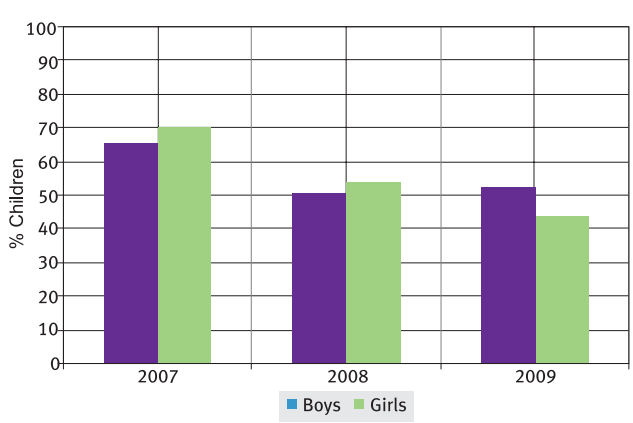
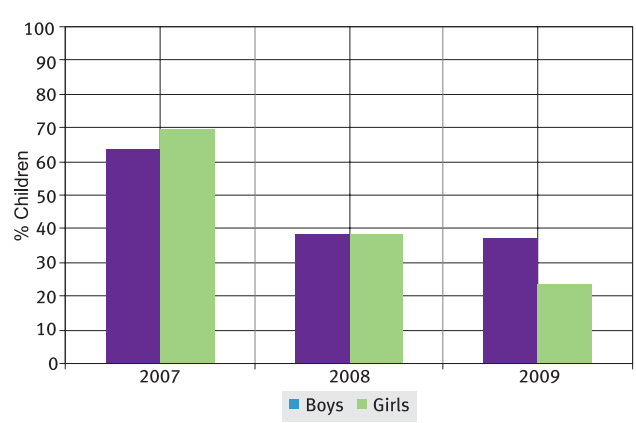


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	36.4	5.8	58.0	58.3	67.8	12.9
Std I-V	21.9	4.0	50.1	58.0	69.7	14.1
Std VI-VIII	15.5	2.9	52.1	55.3	69.8	16.2
Std IX-X	17.8	1.5	58.1	57.2	76.9	21.2
Above Std X	8.3	1.5	78.1	77.6	83.8	30.7

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	27	107	127
Std I-VII/VIII : Primary + Upper Primary	5	9	4
Total schools	32	116	131

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	91.0	85.0	75.6	94.9	85.6	80.5
% Schools with less than 50% enrolled children attending	0.0	1.2	7.6	0.0	0.0	0.0
% Schools with 75% or more enrolled children attending	100	84.9	59.3	100	100	75.0

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	81.3	92.5	91.8	100	91.1	77.1
% Schools with no teacher present	18.8	1.3	0.8	0.0	0.0	0.0
% Schools with all teachers present	81.3	83.5	77.3	100	60.0	50.0

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		56.2	67.7		50.0	75.0
Std IV class sitting with another class		47.2	62.7		25.0	50.0

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	77.8	61.7	62.1	20.0	50.0	75.0
	Facility but water not available	7.4	12.8	14.5	40.0	16.7	0.0
	Available	14.8	25.5	23.4	40.0	33.3	25.0
Toilet	No facility	88.9	43.9	39.2	40.0	12.5	25.0
	Facility but toilet not usable	0.0	9.8	19.2	0.0	25.0	50.0
	Usable	11.1	46.3	41.6	60.0	62.5	25.0
Midday meal served on day of visit		75.0	89.3	59.7	60.0	88.9	50.0

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	122	32.8	67.2	4	50.0	50.0
Construction of new classroom	122	15.6	84.4	4	0.0	100
Construction of boundary wall	121	2.5	97.5	4	25.0	75.0

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	109	2
% Schools with no separate provision for girls toilets	85.3	100.0
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	6.4	0.0
Toilet not usable	2.8	0.0
Usable	5.5	0.0

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	104	18.3	72.1	9.6	85	4.7	78.8	16.5
Maintenance grant	106	59.4	31.1	9.4	78	23.1	60.3	16.7
Development grant	100	30.0	60.0	10.0	82	6.1	78.1	15.9
Teacher grant (TLM grant)	103	80.6	9.7	9.7	79	53.2	27.9	19.0
Other grants	72	6.9	79.2	13.9	73	1.4	80.8	17.8

Note : No grant information was available for 20 schools out of 127 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	4	50.0	50.0	0.0	3	0.0	66.7	33.3
Maintenance grant	4	75.0	25.0	0.0	3	0.0	66.7	33.3
Development grant	3	33.3	66.7	0.0	2	0.0	50.0	50.0
Teacher grant (TLM grant)	4	75.0	25.0	0.0	3	0.0	66.7	33.3
Other grants	3	0.0	100	0.0	2	0.0	100	0.0

Note : No grant information was available for 0 schools out of 4 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
East Garo Hills	34.5	4.0	9.3	8.0	66.1	95.8	95.8	90.8	63.9	56.6	31.8
East Khasi Hills*											
Jaintia Hills	73.6	9.2	34.4	28.3	54.4	98.3	97.4	81.9	73.2	72.2	45.4
Ri Bhoi*											
South Garo Hills	32.2	2.4	10.8	2.7	53.9	87.6	88.3	89.6	55.9	52.3	28.2
West Garo Hills	70.8	3.6	17.1	3.3	50.1	82.5	85.3	81.4	31.9	48.5	17.9
West Khasi Hills*											
Total	**51.1**	**3.9**	**26.3**	**16.5**	**61.0**	**91.3**	**91.9**	**87.4**	**60.6**	**60.0**	**35.5**

* Blank cells indicate insufficient data.

MIZORAM *RURAL*

ALL ANALYSIS BASED ON DATA FROM 8 OUT OF 8 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	80.5	17.9	0.3	1.3	100
Age: 7-16 ALL	80.0	16.8	0.3	2.9	100
Age: 7-10 ALL	80.6	18.6	0.2	0.6	100
Age: 7-10 BOYS	81.9	17.2	0.4	0.6	100
Age: 7-10 GIRLS	79.7	19.6	0.1	0.6	100
Age: 11-14 ALL	81.0	16.3	0.4	2.4	100
Age: 11-14 BOYS	80.3	16.8	0.2	2.7	100
Age: 11-14 GIRLS	82.6	15.2	0.5	1.8	100
Age: 15-16 ALL	75.3	12.4	0.2	12.1	100
Age: 15-16 BOYS	76.8	12.8	0.0	10.5	100
Age: 15-16 GIRLS	75.0	11.1	0.5	13.5	100

NOTE : 'other' includes chidren going to madarssa and EGS.
'not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006 and 2009

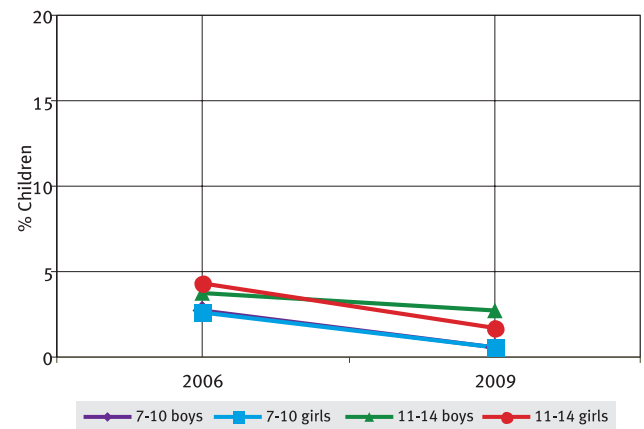


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006 and 2009

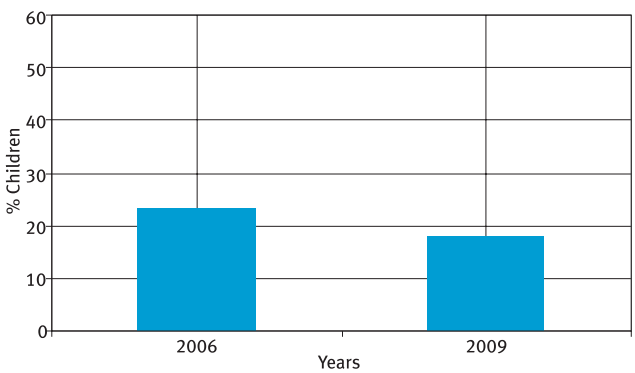


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	28.2	37.4	19.7	8.2				6.5					100
II	2.9	14.5	36.2	24.6	11.5	5.7			4.6				100
III		3.0		9.4	32.0	25.0	16.5	6.6	5.8		1.7		100
IV			2.8		8.7	22.5	29.8	11.5	12.0	7.4		5.4	100
V			4.5			7.2	29.9	15.8	17.1	12.3	8.0	4.4	1.0	100
VI			3.4				11.2	20.6	22.8	15.1	16.3	7.5	3.2	100
VII			5.1					5.9	23.1	23.8	18.3	13.3	10.5	100
VIII			2.4						7.5	27.4	30.8	18.9	13.0	100

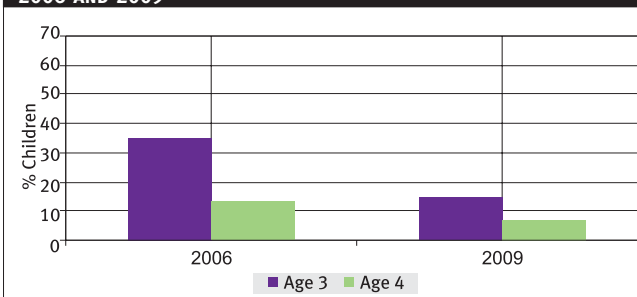
How to read the table: In Std III, 73.5% (32.0+25.0+16.5) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	80.4	5.2				14.5	100
Age 4	63.6	29.2				7.3	100
Age 5	17.8	5.0	56.5	17.7	0.2	2.8	100
Age 6	4.1	1.0	73.4	20.3	0.1	1.1	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006 and 2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 93.5 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	14.8	35.0	41.9	5.9	2.5	100
II	2.4	14.9	45.7	29.2	7.7	100
III	1.4	8.1	31.4	34.2	24.9	100
IV	0.8	3.8	19.0	28.5	47.9	100
V	0.4	0.9	10.4	29.5	58.8	100
VI	0.2	1.2	4.3	15.1	79.2	100
VII	0.3	1.3	2.9	8.7	86.8	100
VIII	0.3	0.3	1.2	5.3	92.9	100
Total	3.1	9.9	23.3	21.3	42.4	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

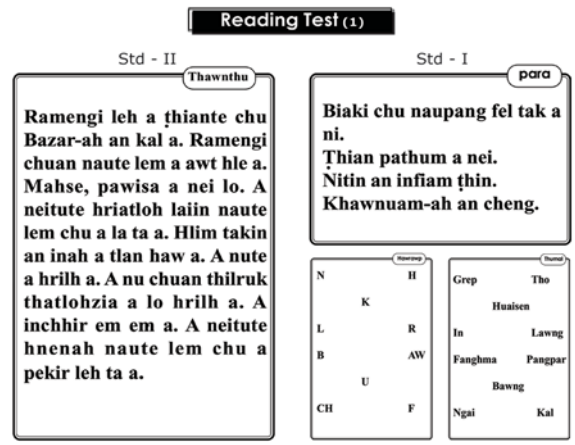


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006 and 2009

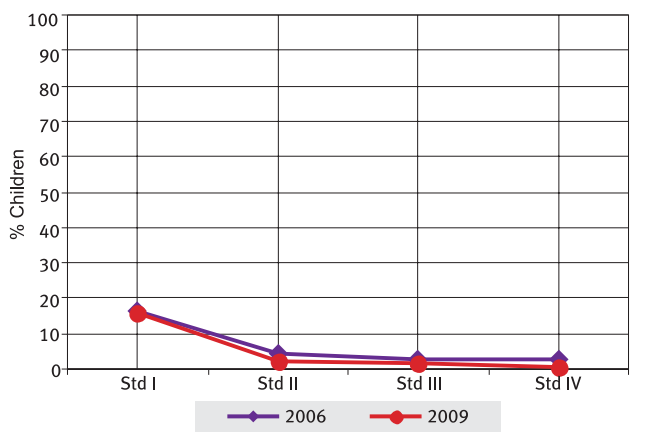
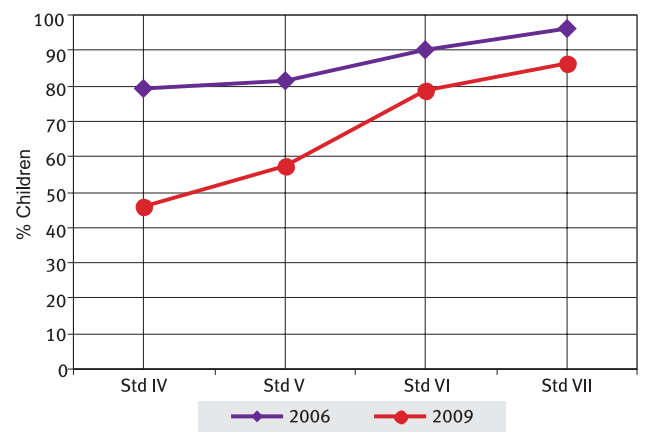


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	18.6	31.7	20.3	26.8	2.6	100
II	5.4	16.2	20.8	47.4	10.2	100
III	3.0	9.2	14.5	49.5	23.8	100
IV	2.1	4.0	6.7	38.3	48.9	100
V	1.1	1.3	3.5	36.3	57.8	100
VI	0.5	1.3	1.5	21.4	75.3	100
VII	0.9	0.5	2.3	13.6	82.7	100
VIII	0.1	0.3	0.4	6.5	92.7	100
Total	4.8	9.8	10.4	33.2	41.9	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	44.8	45.8
II	50.3	47.8
III	61.9	49.3
IV	69.6	52.2
V	82.4	65.0
VI	82.0	67.5
VII	80.2	78.0
VIII	93.8	84.5
Total	63.8	66.6

English Tool

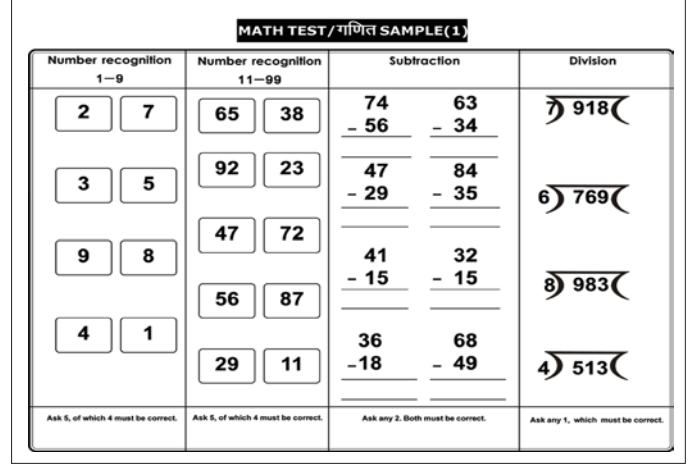
Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	13.6	30.4	44.8	8.9	2.3	100
II	2.6	14.7	38.7	38.1	5.9	100
III	1.3	7.5	23.9	46.7	20.6	100
IV	0.7	3.5	13.7	37.1	45.0	100
V	0.5	0.6	8.0	31.2	59.7	100
VI	0.2	0.7	4.5	19.3	75.2	100
VII	0.0	0.7	2.9	12.0	84.5	100
VIII	0.0	0.3	1.5	7.0	91.1	100
Total	2.9	8.9	20.5	27.4	40.3	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2009	Govt	5.3	5.3	5.8	8.9	6.4	7.6	9.7	6.3
	Pvt.	17.5	23.6	35.9	29.3	33.7	38.0	37.0	24.2

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006 and 2009

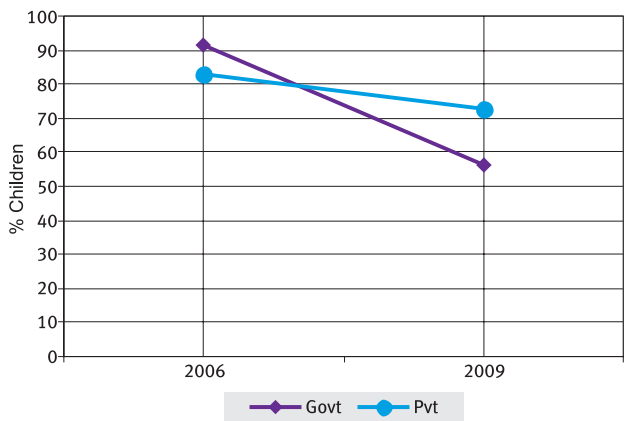
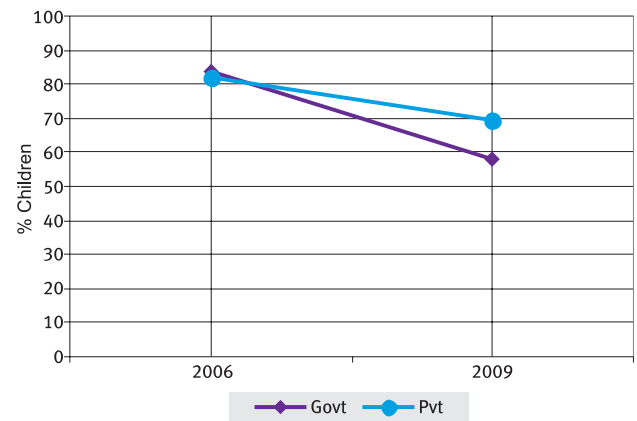


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006 and 2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	11.0	2.0	64.2	73.7	81.4	8.2
Std I-V	20.6	2.4	78.3	81.5	85.6	8.8
Std VI-VIII	27.8	0.7	75.9	80.4	83.4	11.3
Std IX-X	25.7	0.3	72.7	79.3	86.7	14.2
Above Std X	14.9	0.4	73.3	76.9	79.9	16.5

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	Survey not done		134
Std I-VII/VIII : Primary + Upper Primary			16
Total schools			150

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	Survey not done		85.8	Survey not done		85.9
% Schools with less than 50% enrolled children attending			0.8			0.0
% Schools with 75% or more enrolled children attending			82.2			93.8

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	Survey not done		93.8	Survey not done		88.8
% Schools with no teacher present			0.8			0.0
% Schools with all teachers present			78.7			50.0

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class			21.8			33.3
Std IV class sitting with another class			20.8			0.0

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	Survey not done		38.6	Survey not done		100
	Facility but water not available			13.4			0.0
	Available			48.0			0.0
Toilet	No facility			6.8			31.3
	Facility but toilet not usable			35.3			37.5
	Usable			57.9			31.3
Midday meal served on day of visit				93.9			93.8

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	129	27.1	72.9	16	0.0	100.0
Construction of new classroom	130	12.3	87.7	16	12.5	87.5
Construction of boundary wall	128	17.2	82.8	16	12.5	87.5

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	131	15
% Schools with no separate provision for girls toilets	56.5	100.0
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	9.2	0.0
Toilet not usable	3.8	0.0
Usable	30.5	0.0

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	117	11.1	85.5	3.4	102	6.9	81.4	11.8
Maintenance grant	119	82.4	13.5	4.2	98	59.2	30.6	10.2
Development grant	104	67.3	27.9	4.8	92	41.3	47.8	10.9
Teacher grant (TLM grant)	118	75.4	22.9	1.7	97	58.8	33.0	8.3
Other grants	74	25.7	71.6	2.7	63	19.1	74.6	6.4

Note : No grant information was available for 4 schools out of 134 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	14	7.1	92.9	0.0	16	0.0	87.5	12.5
Maintenance grant	15	93.3	6.7	0.0	15	13.3	80.0	6.7
Development grant	12	8.3	91.7	0.0	13	0.0	92.3	7.7
Teacher grant (TLM grant)	14	92.9	7.1	0.0	15	20.0	73.3	6.7
Other grants					1	0.0	0.0	100.0

Note : No grant information was available for 1 schools out of 16 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Aizawl*		0.5	24.1	16.0	93.1	96.1	96.6	91.9	65.9	75.7	23.7
Champhai	97.8	0.3	21.9	6.6	93.9	95.0	96.5	91.4	90.0	86.6	60.5
Kolasib	79.4	4.4	25.6	14.1	87.0	97.9	97.9	95.8	89.6	89.5	71.0
Lawngtlai	89.9	0.4	6.1	11.5	73.8	80.0	79.7	81.6	60.7	64.0	37.3
Lunglei	100.0	2.9	14.8	8.7	84.7	91.4	87.8	85.1	71.8	68.3	45.0
Mamit*		1.7	23.9	15.0	82.0	87.7	91.6	79.9	88.0	92.5	51.0
Saiha	58.0	0.6	8.9	9.1	96.2	99.0	99.3	93.7	63.4	96.6	23.9
Serchhip	100.0	1.6	35.3	17.7	95.1	98.0	99.5	94.9	95.4	98.8	64.7
Total	**86.6**	**1.4**	**19.5**	**12.3**	**88.5**	**92.7**	**93.3**	**89.1**	**76.2**	**83.3**	**44.9**

* Blank cells indicate insufficient data.

NAGALAND *RURAL*

ALL ANALYSIS BASED ON DATA FROM 11 OUT OF 11 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	62.3	35.3	0.1	2.4	100
Age: 7-16 ALL	61.1	35.0	0.1	3.9	100
Age: 7-10 ALL	66.9	31.7	0.1	1.3	100
Age: 7-10 BOYS	66.5	32.0	0.0	1.5	100
Age: 7-10 GIRLS	67.1	31.8	0.0	1.2	100
Age: 11-14 ALL	58.3	37.9	0.1	3.8	100
Age: 11-14 BOYS	56.0	40.2	0.1	3.7	100
Age: 11-14 GIRLS	60.4	35.9	0.1	3.6	100
Age: 15-16 ALL	49.9	37.2	0.0	13.0	100
Age: 15-16 BOYS	47.5	38.4	0.0	14.1	100
Age: 15-16 GIRLS	53.1	36.1	0.0	10.8	100

NOTE : 'other' includes chidren going to madarssa and EGS.
'not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

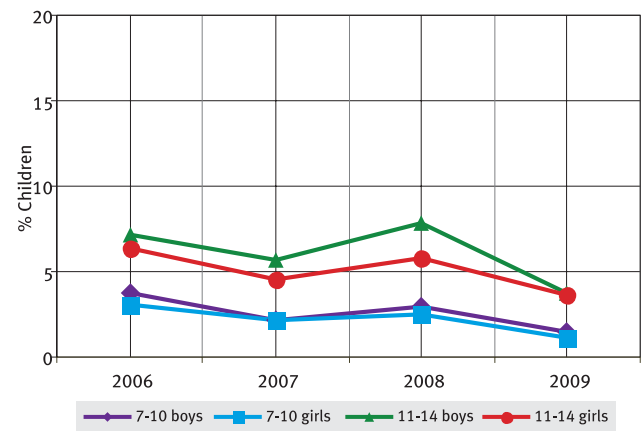


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

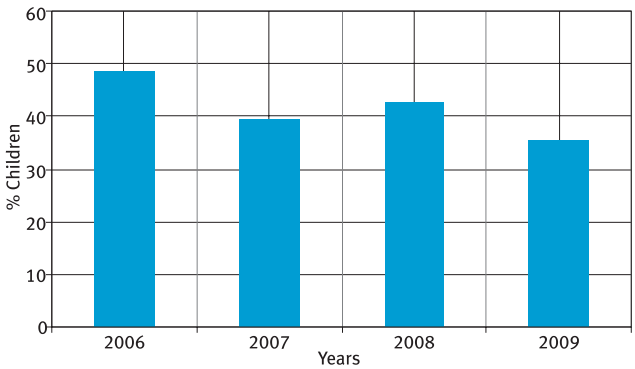


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	9.1	37.2	29.3	11.7	6.4				6.3				100
II	0.7	6.7	30.1	28.2	15.7	9.2	3.6			5.9			100
III		1.8		5.1	35.8	21.8	15.5	9.1	6.2		4.7		100
IV			1.5		8.4	31.1	23.9	10.2	13.0	7.0		4.9	100
V			2.1			3.7	36.7	16.9	20.1	10.1	6.6	4.0	100
VI			2.1				9.2	22.8	32.3	15.3	12.8	5.6	100
VII				6.8					29.4	24.1	25.7	9.4	4.7	100
VIII				4.7						25.7	35.5	21.9	12.2	100

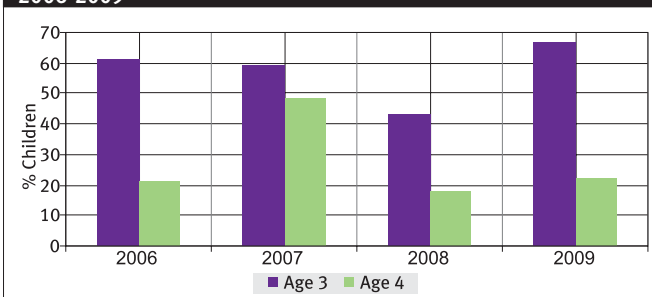
How to read the table: In Std III, 73.1% (35.8+21.8+15.5) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	15.8	17.5				66.7	100
Age 4	13.4	64.3				22.3	100
Age 5	5.3	21.3	39.9	25.4	0.0	8.1	100
Age 6	0.4	10.1	48.3	37.2	0.0	4.0	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 76.5% villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	6.1	54.5	30.9	6.6	1.9	100
II	1.1	27.4	47.0	20.0	4.5	100
III	0.1	11.3	38.6	35.6	14.5	100
IV	0.3	4.5	25.2	38.4	31.6	100
V	0.0	1.4	9.2	28.7	60.6	100
VI	0.0	1.4	4.0	18.7	75.9	100
VII	0.0	0.3	3.2	14.0	82.4	100
VIII	0.0	0.2	2.8	6.6	90.4	100
Total	1.0	13.7	22.7	22.9	39.7	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

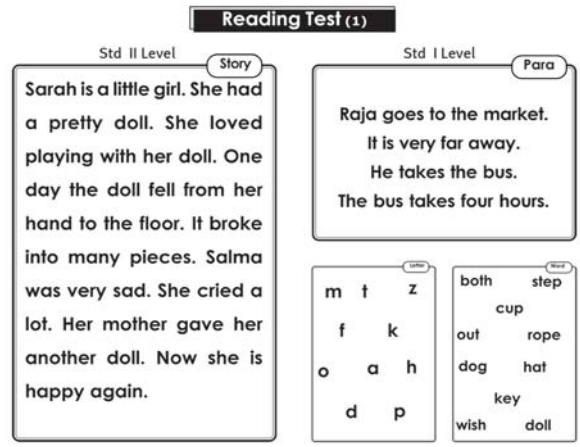


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

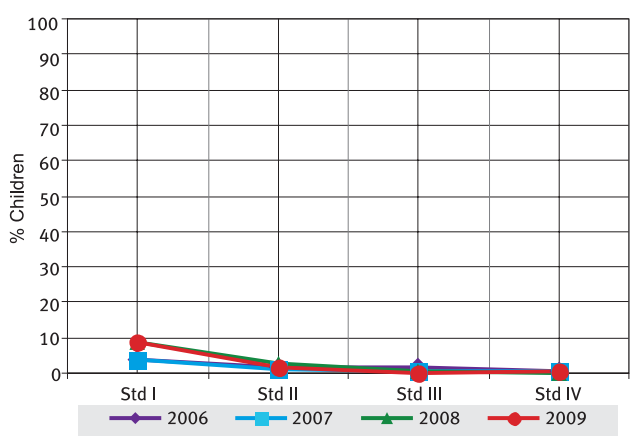
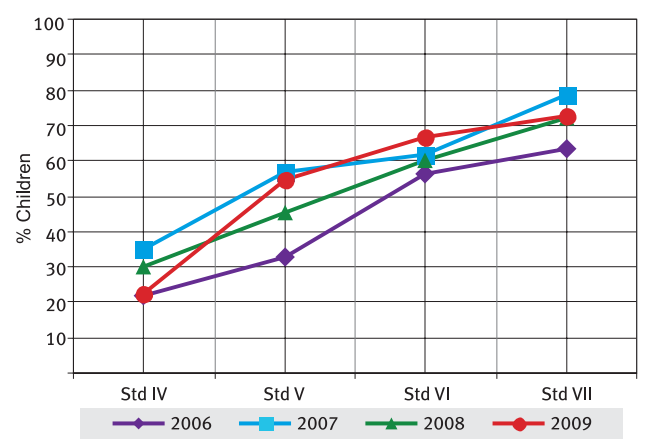


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	6.5	41.1	31.7	18.1	2.8	100
II	2.0	17.6	34.3	36.6	9.5	100
III	1.2	7.9	19.0	47.4	24.5	100
IV	0.9	3.1	11.1	41.1	43.8	100
V	0.5	1.1	4.6	25.7	68.0	100
VI	0.4	0.5	1.6	17.6	80.0	100
VII	0.7	0.4	1.5	12.4	85.0	100
VIII	0.4	0.2	0.4	7.2	91.9	100
Total	1.6	9.8	14.6	28.3	45.8	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	44.8	75.9
II	59.6	63.1
III	74.8	70.5
IV	75.2	81.3
V	79.4	91.0
VI	88.6	93.3
VII	90.4	97.2
VIII	93.4	98.1
Total	71.9	89.6

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	3.3	42.0	46.9	6.4	1.4	100
II	0.4	16.2	57.1	22.0	4.4	100
III	0.2	5.7	36.6	46.1	11.4	100
IV	0.4	4.0	21.8	44.4	29.4	100
V	0.0	0.5	8.8	28.7	62.0	100
VI	0.1	2.6	4.7	23.0	69.6	100
VII	0.0	0.3	2.9	17.0	79.8	100
VIII	0.0	0.2	0.3	9.3	90.2	100
Total	0.6	9.7	25.1	26.7	37.9	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

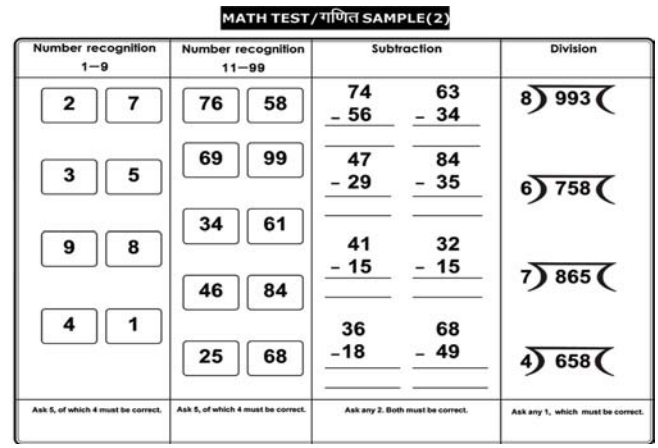


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

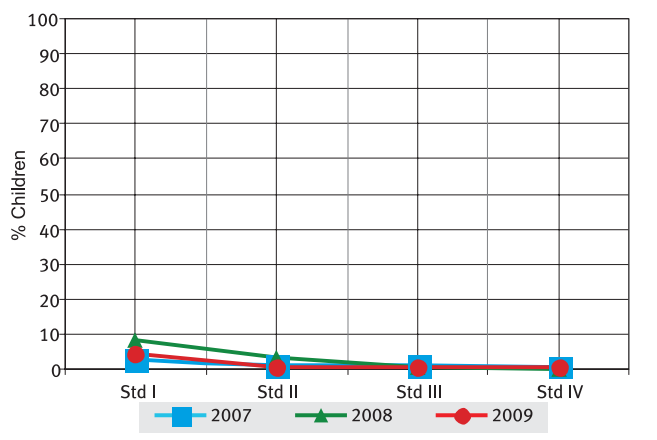
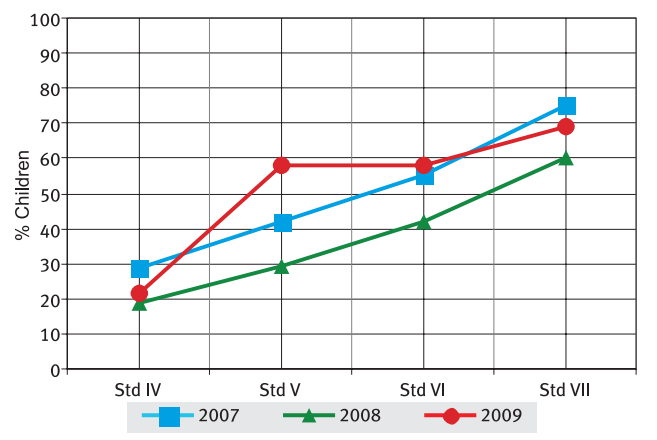


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	15.4	14.6	19.1	19.6	27.1	12.7	16.3	23.7
	Pvt.	28.5	34.3	40.2	40.1	38.5	49.9	48.5	57.7
2009	Govt	13.0	10.7	9.5	8.6	14.6	12.9	15.2	22.5
	Pvt.	35.9	36.8	41.3	39.5	40.3	45.5	51.5	54.3

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

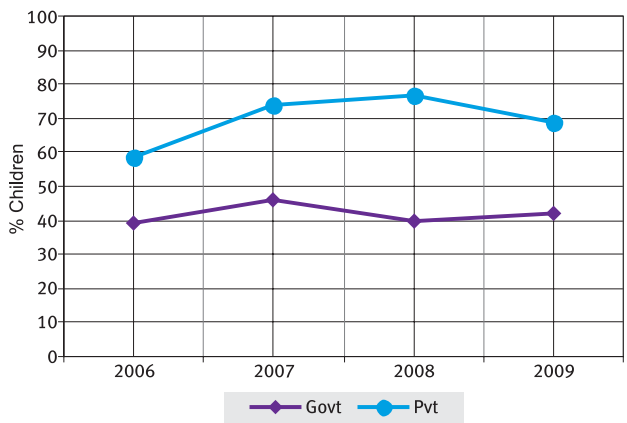
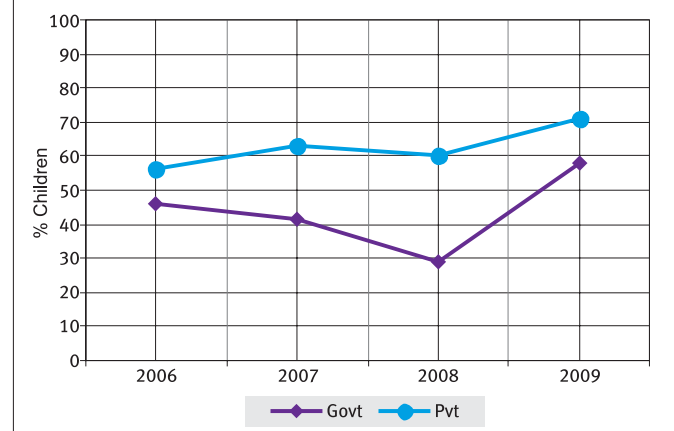


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

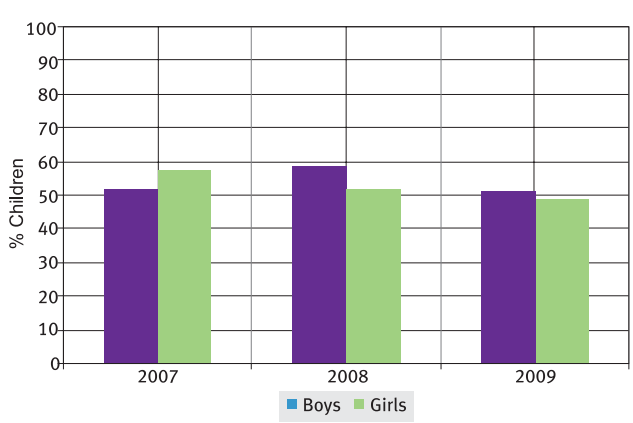
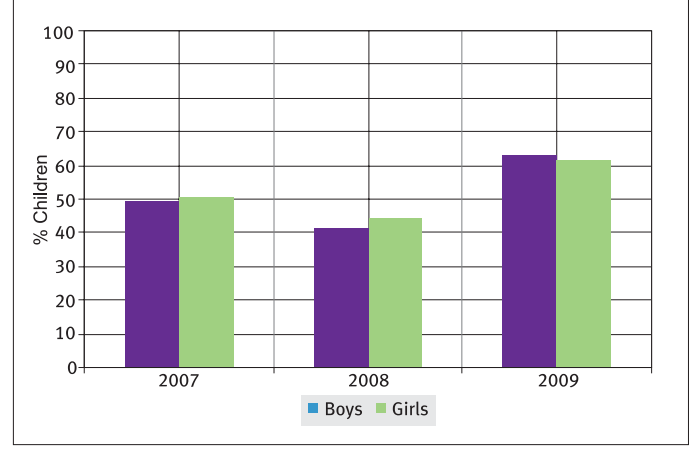


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	15.4	4.1	61.1	62.7	74.6	15.9
Std I-V	15.6	2.6	68.5	66.3	81.1	23.9
Std VI-VIII	28.0	2.0	69.8	75.6	83.8	22.1
Std IX-X	26.4	0.8	73.0	79.9	87.6	31.1
Above Std X	14.6	0.2	75.2	82.5	89.5	33.7

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	28	213	218
Std I-VII/VIII : Primary + Upper Primary	3	23	25
Total schools	31	236	243

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	91.5	85.0	84.1		79.9	87.1
% Schools with less than 50% enrolled children attending	5.6	3.0	1.9		13.6	0.0
% Schools with 75% or more enrolled children attending	88.9	83.5	78.6		81.8	88.0

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	21.5	91.6	89.4	0.0	93.0	79.6
% Schools with no teacher present	69.6	0.5	0.0	100	0.0	0.0
% Schools with all teachers present	8.7	64.7	56.8	0.0	45.5	52.0

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		3.4	16.9		4.8	12.0
Std IV class sitting with another class		2.9	13.9		4.6	12.5

School facilities : trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	85.7	65.0	64.4	66.7	47.4	32.0
	Facility but water not available	0.0	4.4	5.9	33.3	0.0	0.0
	Available	14.3	30.6	29.7	0.0	52.6	68.0
Toilet	No facility	67.9	15.9	8.7	66.7	13.6	0.0
	Facility but toilet not usable	3.6	3.7	19.7	33.3	0.0	20.8
	Usable	28.6	80.4	71.6	0.0	86.4	79.2
	Midday meal served on day of visit	48.2	93.8	34.1	0.0	100	33.3

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	208	42.8	57.2	23	78.3	21.7
Construction of new classroom	215	66.5	33.5	24	91.7	8.3
Construction of boundary wall	214	42.5	57.5	23	60.9	39.1

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	198	24
% Schools with no separate provision for girls toilets	54.5	20.8
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	10.6	16.7
Toilet not usable	5.1	4.2
Usable	29.8	58.3

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	177	70.1	29.9	0.0	190	40.0	55.8	4.2
Maintenance grant	187	97.3	2.7	0.0	191	76.4	20.9	2.6
Development grant	180	88.9	11.1	0.0	180	73.9	23.3	2.8
Teacher grant (TLM grant)	183	98.4	1.6	0.0	183	82.5	16.9	0.6
Other grants	47	48.9	51.1	0.0	35	22.9	65.7	11.4

Note : No grant information was available for 2 schools out of 218 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	24	79.2	20.8	0.0	20	65.0	30.0	5.0
Maintenance grant	23	100.0	0.0	0.0	21	71.4	23.8	4.8
Development grant	21	85.7	14.3	0.0	18	55.6	38.9	5.6
Teacher grant (TLM grant)	22	95.5	4.6	0.0	20	80.0	20.0	0.0
Other grants	7	42.9	57.1	0.0	4	0.0	100.0	0.0

Note : No grant information was available for 1 schools out of 25 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Dimapur*		0.2	26.8	27.7	96.3	100.0	100.0	99.1	80.8	89.2	45.5
Kiphire	28.4	2.6	48.5	0.8	94.8	99.4	99.7	99.1	66.9	76.8	43.1
Kohima	50.7	2.6	74.7	33.4	63.0	98.8	99.4	98.8	95.6	95.6	84.0
Longleng	65.9	6.1	53.1	33.4	65.7	94.6	95.5	95.1	49.1	59.4	22.1
Mokokchung	42.1	1.9	29.5	31.9	92.7	98.8	99.2	98.8	81.1	82.9	50.4
Mon	37.9	5.4	48.0	32.6	59.6	96.8	96.8	95.9	66.1	62.4	41.6
Peren*											
Phek	78.4	1.7	33.0	11.4	79.8	87.0	96.7	92.8	60.6	78.4	54.8
Tuensang	93.1	2.4	23.0	6.2	40.6	96.9	99.3	81.2	49.3	36.2	9.0
Wokha	26.4	0.3	11.1	11.8	77.9	95.5	97.3	96.4	45.0	54.3	24.1
Zunheboto	97.2	2.5	18.2	33.3	58.4	99.2	99.2	99.3	62.7	61.9	35.7
Total	**56.5**	**2.6**	**37.0**	**24.7**	**75.0**	**96.5**	**98.0**	**96.2**	**66.9**	**71.9**	**42.6**

* Blank cells indicate insufficient data.

Orissa
Punjab
Rajasthan
Sikkim
Tamil Nadu
Tripura

ASER

2009

ORISSA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 30 OUT OF 30 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School enrollment and out of school children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	89.1	4.4	0.3	6.3	100
Age: 7-16 ALL	85.6	4.3	0.3	9.9	100
Age: 7-10 ALL	90.9	4.0	0.5	4.6	100
Age: 7-10 BOYS	91.0	4.3	0.4	4.3	100
Age: 7-10 GIRLS	91.2	3.6	0.4	4.9	100
Age: 11-14 ALL	86.8	4.1	0.1	9.0	100
Age: 11-14 BOYS	88.0	3.8	0.1	8.2	100
Age: 11-14 GIRLS	85.4	4.6	0.1	9.9	100
Age: 15-16 ALL	68.5	5.2	0.1	26.2	100
Age: 15-16 BOYS	69.9	5.0	0.2	24.9	100
Age: 15-16 GIRLS	66.8	5.8	0.1	27.3	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

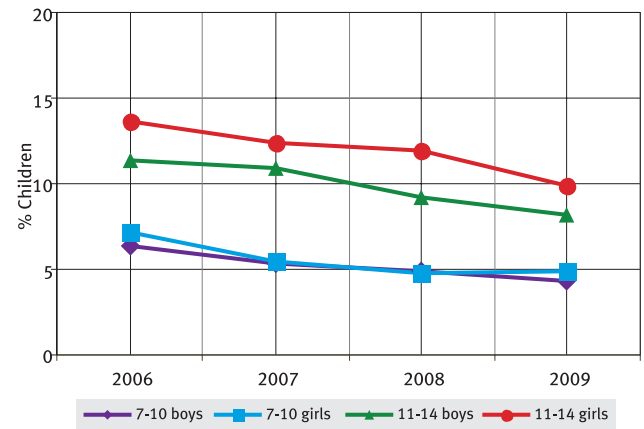


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

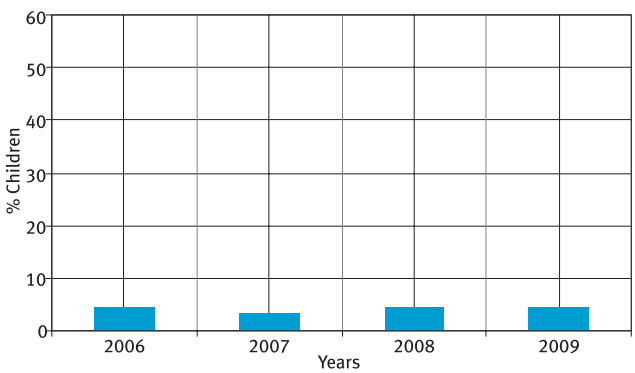


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	39.9	44.5	8.8				6.9						100
II	3.6	13.3	60.0	15.6			7.5						100
III		3.5		12.9	64.2	11.6	3.8		4.1				100
IV		3.9			14.5	57.6	16.2	3.0		4.9			100
V			1.7			3.1	7.3	64.3	12.8	5.6		5.2	100
VI			3.4				13.1	52.3	22.0	4.3		5.0	100
VII				4.2				7.1	62.6	16.8	5.3	3.9	100
VIII					4.0				13.6	54.8	18.5	7.1	2.0	100

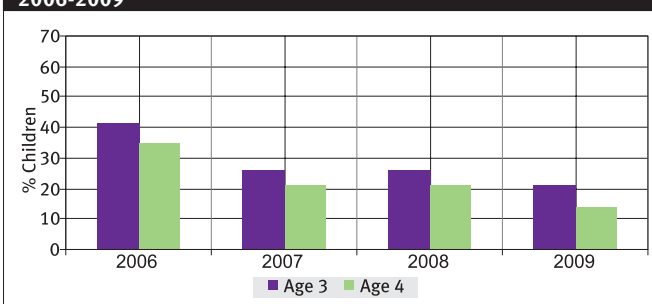
How to read the table: In Std III, 79.6% (64.2+11.6+3.8) children are in age group 8 to 10.

Young children in pre-school and school

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	75.9	2.9				21.1	100
Age 4	79.4	6.3				14.3	100
Age 5	27.4	2.9	57.6	4.6	0.4	7.2	100
Age 6	7.0	1.7	80.1	6.6	0.3	4.4	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 88.5% villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	15.7	52.6	18.2	5.0	8.5	100
II	5.7	30.2	34.4	14.2	15.5	100
III	2.9	15.9	28.6	24.0	28.5	100
IV	2.0	7.2	19.2	26.4	45.3	100
V	1.4	4.2	11.9	26.1	56.4	100
VI	1.4	3.5	6.6	19.7	68.7	100
VII	0.6	3.8	5.2	16.8	73.6	100
VIII	0.8	2.1	4.1	12.7	80.3	100
Total	4.2	16.3	16.6	18.1	44.9	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

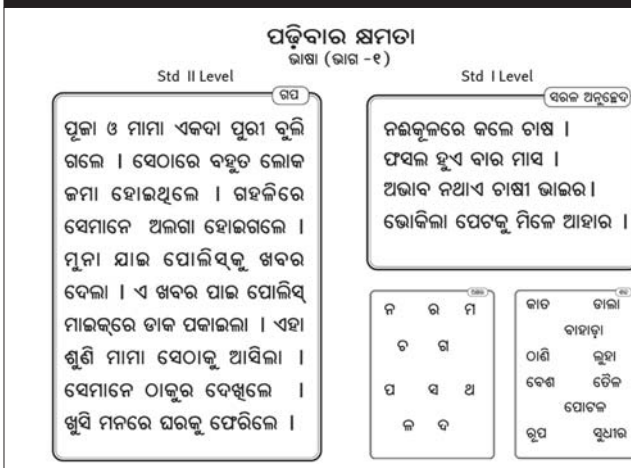


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

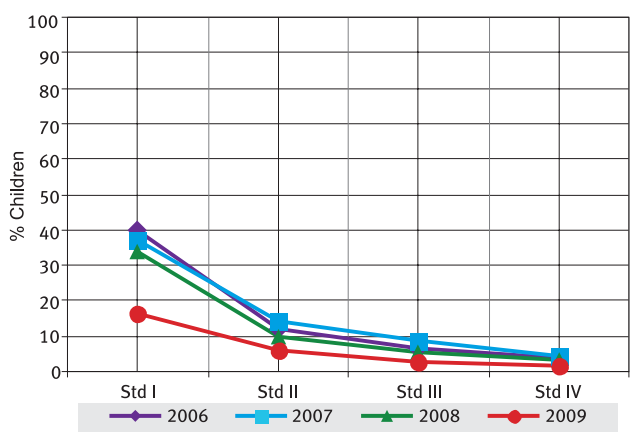
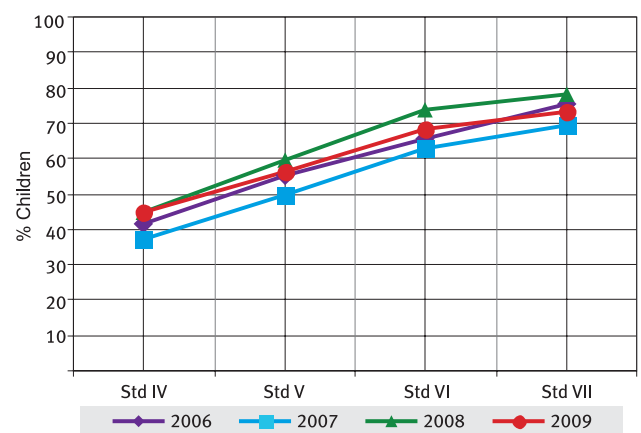


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	65.5	19.2	8.2	4.5	2.7	100
II	44.4	25.9	12.7	11.7	5.3	100
III	24.4	25.7	21.8	19.0	9.0	100
IV	16.5	20.5	16.5	30.1	16.3	100
V	16.0	14.3	14.2	30.2	25.3	100
VI	12.2	10.6	10.2	28.9	38.1	100
VII	11.7	8.7	9.1	26.0	44.6	100
VIII	12.0	7.0	6.4	20.2	54.5	100
Total	25.3	16.6	12.6	21.6	23.9	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	60.2	60.6
II	62.7	72.0
III	66.0	72.0
IV	62.0	74.5
V	72.2	70.2
VI	71.1	77.0
VII	77.4	77.2
VIII	69.6	81.5
Total	69.3	76.2

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	18.5	52.3	18.0	5.1	6.1	100
II	6.2	33.4	34.9	15.2	10.4	100
III	3.4	17.7	30.7	29.5	18.8	100
IV	2.3	9.8	22.1	32.3	33.6	100
V	1.1	5.6	16.4	32.8	44.1	100
VI	1.3	4.3	10.9	27.7	55.8	100
VII	0.9	3.8	10.8	22.0	62.5	100
VIII	0.7	2.3	5.5	19.2	72.3	100
Total	4.7	17.4	19.1	22.8	36.0	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

Chart 6: Trends over time
% Children who cannot even recognize numbers upto 9 (in govt schools in Std I - IV) 2007-2009

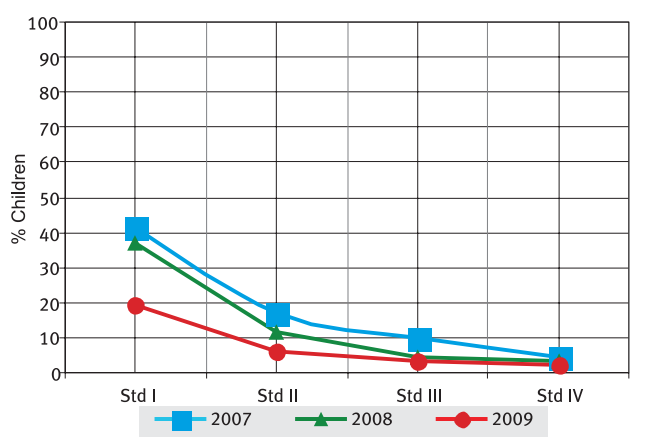
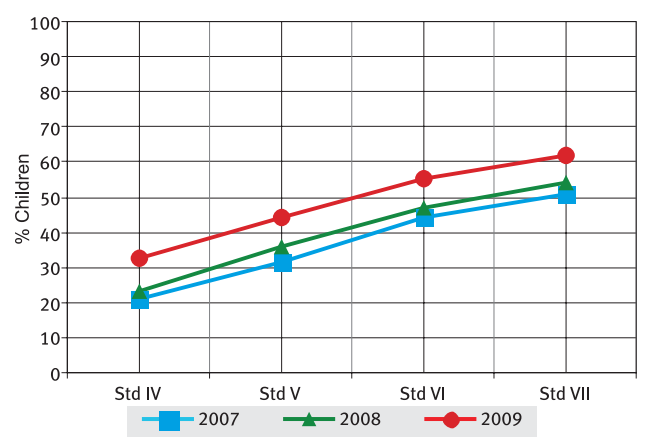


Chart 7: Trends over time
% Children who can do division (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	32.9	45.5	43.7	50.3	50.8	51.5	51.0	52.1
	Pvt.	57.0	60.8	40.1	52.6	62.3	42.3	55.3	36.8
2009	Govt	35.6	44.5	51.6	50.2	52.2	55.3	55.8	56.0
	Pvt.	64.9	68.7	81.9	67.9	81.2	66.1	68.1	60.9

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

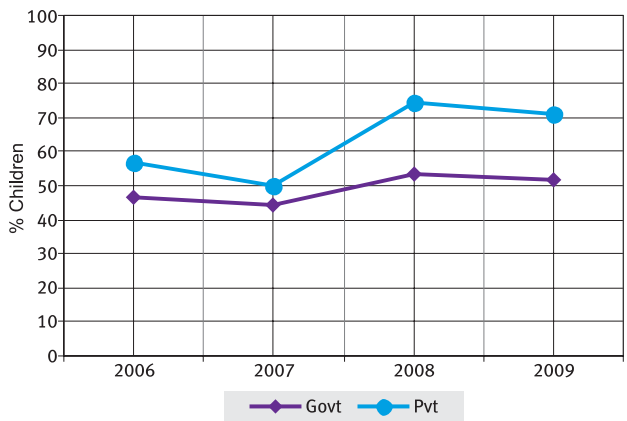
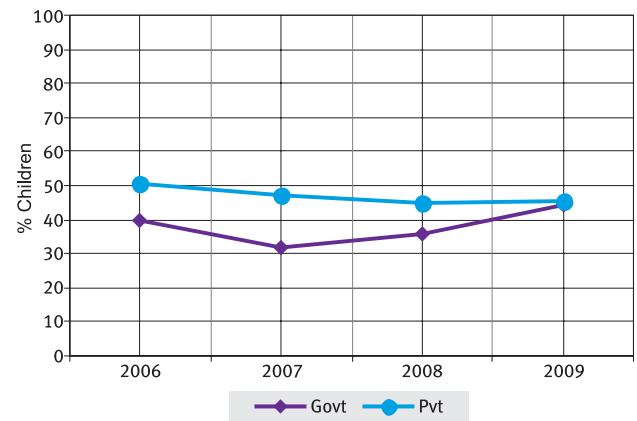


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

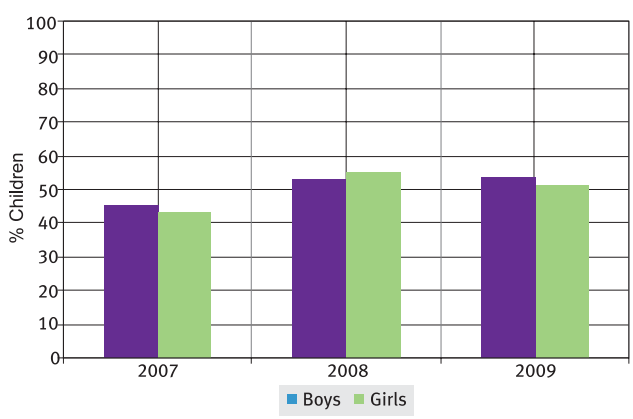
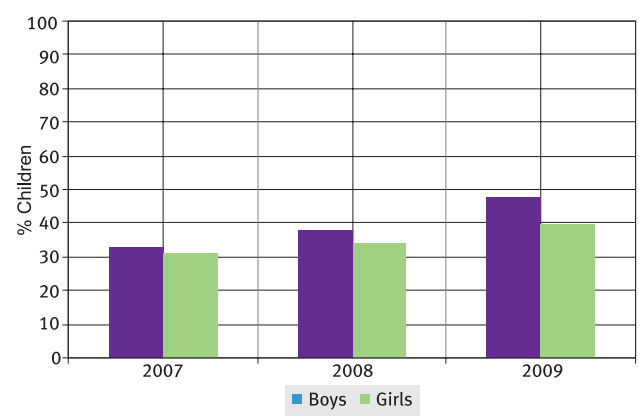


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	28.6	14.1	62.0	54.4	37.4	35.8
Std I-V	24.4	5.5	70.4	65.4	39.8	47.4
Std VI-VIII	14.6	3.4	75.7	72.4	44.8	58.1
Std IX-X	20.8	2.1	76.1	74.5	52.1	68.8
Above Std X	11.6	1.2	84.7	83.0	68.6	78.6

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School Enrollment and Attendance : Trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	299	406	414
Std I-VII/VIII : Primary + Upper Primary	214	306	329
Total schools	513	712	743

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	67.9	72.4	74.4	66.7	70.1	72.9
% Schools with less than 50% enrolled children attending	15.8	12.9	7.9	17.5	13.2	9.2
% Schools with 75% or more enrolled children attending	41.2	51.6	55.8	35.0	44.7	50.0

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	78.6	91.1	92.2	69.0	87.2	90.2
% Schools with no teacher present	3.1	0.4	0.0	2.4	0.0	0.4
% Schools with all teachers present	52.9	77.9	80.2	32.2	62.3	70.3

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		72.1	71.1		65.1	71.1
Std IV class sitting with another class		59.1	65.3		48.8	61.3

School Facilities : Trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	13.4	9.3	9.8	10.3	5.9	6.8
	Facility but water not available	19.4	9.3	11.1	19.6	11.4	7.5
	Available	67.2	81.4	79.0	70.1	82.7	85.7
Toilet	No facility	56.5	23.0	24.1	39.7	14.7	15.2
	Facility but toilet not usable	21.4	25.1	22.9	34.6	32.7	25.9
	Usable	22.1	51.9	53.0	25.7	52.6	58.9
Midday meal served on day of visit		66.1	97.0	91.4	70.8	97.3	92.8

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	357	74.8	25.2	305	77.4	22.6
Construction of new classroom	363	36.9	63.1	297	49.8	50.2
Construction of boundary wall	359	18.7	81.3	298	24.5	75.5

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	227	198
% Schools with no separate provision for girls toilets	37.0	24.7
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	12.8	10.1
Toilet not usable	14.5	17.2
Usable	35.7	48.0

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	349	35.8	52.4	11.8	310	19.7	63.2	17.1
Maintenance grant	304	55.3	27.0	17.8	272	39.3	39.3	21.3
Development grant	301	61.1	20.3	18.6	268	47.8	31.3	20.9
Teacher grant (TLM grant)	300	82.0	7.7	10.3	254	66.9	18.9	14.2
Other grants	144	36.1	38.9	25.0	126	32.5	39.7	27.8

NOTE : No grant information was available for 54 schools out of 414 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	279	50.2	38.7	11.1	245	25.7	62.0	12.2
Maintenance grant	239	65.3	20.9	13.8	214	46.7	38.3	15.0
Development grant	228	73.7	13.2	13.2	208	57.7	28.4	13.9
Teacher grant (TLM grant)	236	85.2	5.9	8.9	213	69.5	20.2	10.3
Other grants	119	48.7	37.0	14.3	102	26.5	53.9	19.6

NOTE : No grant information was available for 43 schools out of 329 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Anugul	89.0	6.9	3.7	55.2	70.7	93.0	93.0	49.6	70.9	67.0	16.2
Balangir	69.9	5.8	2.8	30.4	44.0	87.5	89.1	12.5	59.2	52.2	13.6
Baleshwar	78.2	2.3	3.1	84.6	84.8	97.2	92.3	75.9	71.5	70.8	29.3
Bargarh	98.1	3.9	5.6	37.4	70.9	98.9	97.8	40.5	88.5	82.3	16.0
Boudh*		1.8	0.7	31.5	57.0				76.5	74.5	8.
Bhadrak	90.9	2.0	2.9	73.7	76.7	95.7	95.7	66.4	76.1	78.0	20.5
Cuttack	91.9	1.7	6.7	74.3	80.8	95.8	96.3	71.0	75.7	73.5	37.7
Deogarh*		13.2	1.7	28.5	59.6	87.3	83.1	41.6	66.1	52.9	4.7
Dhenkanal	98.3	2.5	2.4	53.6	55.5	99.6	99.2	46.9	72.2	64.1	21.3
Gajapati	90.2	7.7	5.1	48.2	46.6	79.1	75.0	34.5	67.2	62.9	9.3
Ganjam	77.8	5.1	3.1	62.9	40.4	85.2	80.3	51.1	57.7	46.2	9.0
Jagatsinghapur	62.0	5.8	14.6	81.3	83.2	90.3	86.9	38.6	79.2	70.9	17.3
Jajapur	77.4	3.5	8.3	71.3	76.7	88.5	86.7	63.3	68.6	61.8	26.5
Jharsuguda	100.0	5.2	4.6	30.8	63.1	76.8	75.0	28.7	60.3	51.8	6.4
Kalahandi*		4.5	7.3	44.7	70.7	89.7	85.9	11.8	81.1	80.2	4.3
Kandhamal	96.4	10.2	3.0	28.2	25.9	93.4	95.2	3.5	59.9	55.3	2.9
Kendrapara	77.2	1.5	3.5	68.4	78.9	90.6	89.0	53.9	84.9	78.9	37.0
Kendujhar	85.1	6.3	5.1	50.0	62.0	73.2	77.9	24.4	55.3	51.4	14.2
Khordha	92.9	3.2	10.4	79.1	83.1	94.6	94.3	66.9	91.0	85.7	29.8
Koraput*	73.6	17.5	1.8	25.1	22.5	95.1	96.0		71.1	72.3	9.6
Malkangiri	61.7	23.4	1.1	16.9	18.5	70.2	67.2	15.6	51.5	41.7	7.1
Mayurbhanj	89.4	9.4	2.5	44.8	67.2	85.0	79.4	32.6	65.0	56.1	14.4
Nabarangapur*	61.0	21.6	1.5	11.4	24.7	83.0	74.9		42.7	30.9	7.4
Nayagarh*		5.0	5.8	56.1	71.6	97.5	98.8	42.9	88.8	86.8	4.6
Nuapada	93.4	4.8	2.7	20.5	33.9	86.0	84.3	30.9	48.2	32.4	7.3
Puri*		4.8	1.5	76.9	69.6	100.0	98.8	90.5	83.4	86.0	19.8
Rayagada	64.5	16.1	0.6	41.5	87.0	63.3	60.6	26.7	56.6	53.0	16.7
Sambalpur	94.4	6.3	6.7	37.5	65.9	91.1	90.2	25.3	54.4	40.8	8.4
Sonapur	92.9	4.3	4.0	53.6	49.2	89.2	92.1	92.0	74.8	80.4	75.6
Sundargarh*		4.9	4.2	23.4	78.6	93.6	92.5	7.1	71.0	71.0	0.7
Total	**82.6**	**7.1**	**4.2**	**50.0**	**58.7**	**87.8**	**86.2**	**41.9**	**68.8**	**63.4**	**16.8**

* Blank cells indicate insufficient data.

PUNJAB *RURAL*

ALL ANALYSIS BASED ON DATA FROM 19 OUT OF 19 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School enrollment and out of school children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	61.4	30.3	2.9	5.4	100
Age: 7-16 ALL	61.2	28.6	2.8	7.3	100
Age: 7-10 ALL	59.8	32.8	3.3	4.2	100
Age: 7-10 BOYS	56.1	35.9	3.2	4.7	100
Age: 7-10 GIRLS	61.2	31.8	3.0	4.1	100
Age: 11-14 ALL	63.7	26.9	2.5	6.8	100
Age: 11-14 BOYS	60.0	30.2	2.4	7.3	100
Age: 11-14 GIRLS	67.1	24.2	2.4	6.3	100
Age: 15-16 ALL	58.9	23.4	2.6	15.1	100
Age: 15-16 BOYS	58.9	25.0	2.8	13.2	100
Age: 15-16 GIRLS	60.5	22.7	1.4	15.5	100

NOTE : 'other' includes chidren going to madarssa and EGS.
'not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

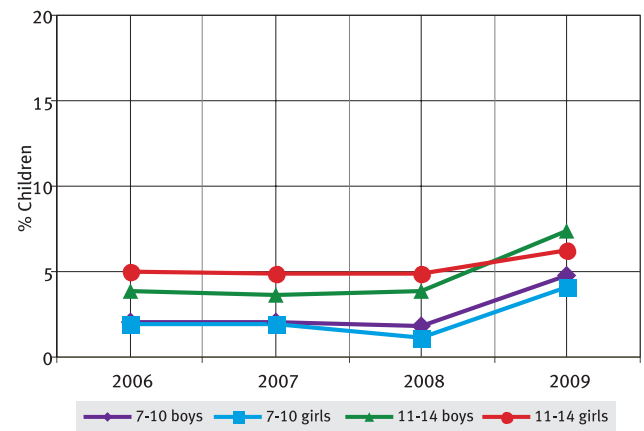


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

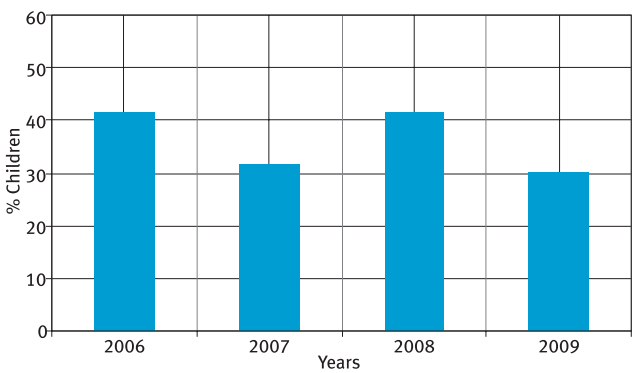


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	25.6	35.9	20.8	9.8	2.2				5.6				100
II	4.8	14.1	34.5	28.6	12.4	3.1			2.5				100
III		4.4		14.7	35.3	25.1	13.9	3.5		3.3			100
IV		2.4		4.0	14.8	26.7	33.8	10.4	5.4		2.6		100
V			6.0			9.6	36.3	25.6	16.0	4.3		2.3	100
VI			3.8				10.2	23.2	38.5	16.3	5.1	2.9	100
VII			4.0					8.6	31.4	31.8	16.1	7.4	0.7	100
VIII			2.6						11.6	26.4	34.5	17.5	7.4	100

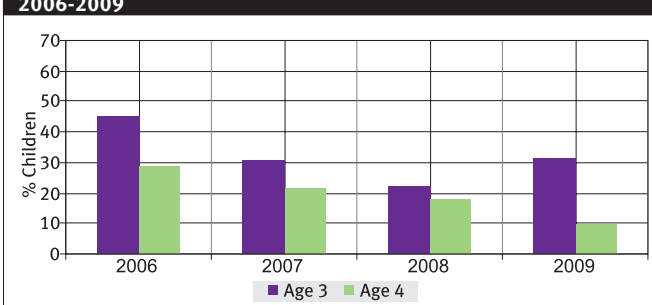
How to read the table: In Std III, 74.2% (35.3+25.1+13.9) children are in age group 8 to 10.

Young children in pre-school and school

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	48.8	20.0				31.2	100
Age 4	42.9	47.4				9.7	100
Age 5	12.3	10.0	29.7	35.6	3.6	8.9	100
Age 6	3.2	5.8	50.7	32.4	3.2	4.8	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 75.0% villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	14.4	56.8	14.8	5.7	8.3	100
II	4.2	34.9	32.0	16.4	12.5	100
III	2.1	13.2	33.7	26.5	24.5	100
IV	0.7	7.2	16.7	29.6	45.9	100
V	0.6	4.4	9.8	20.9	64.3	100
VI	1.5	2.9	7.4	14.5	73.7	100
VII	1.1	3.0	5.8	13.3	76.9	100
VIII	1.3	1.4	3.9	6.5	86.9	100
Total	3.1	14.8	15.3	17.0	50.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

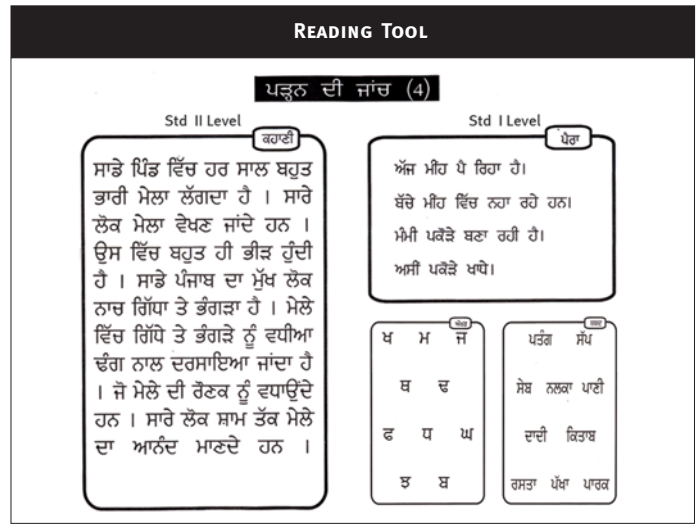


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

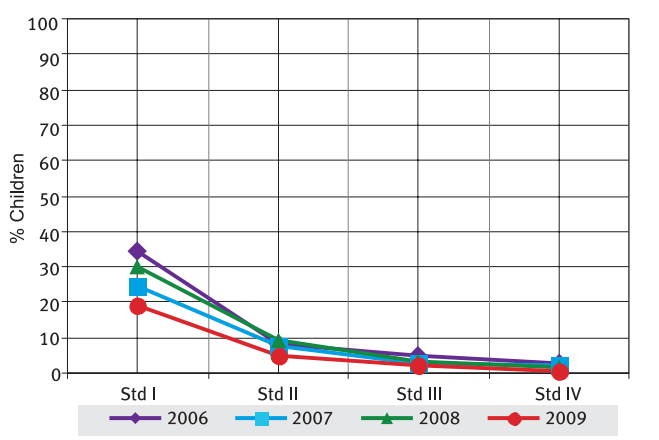
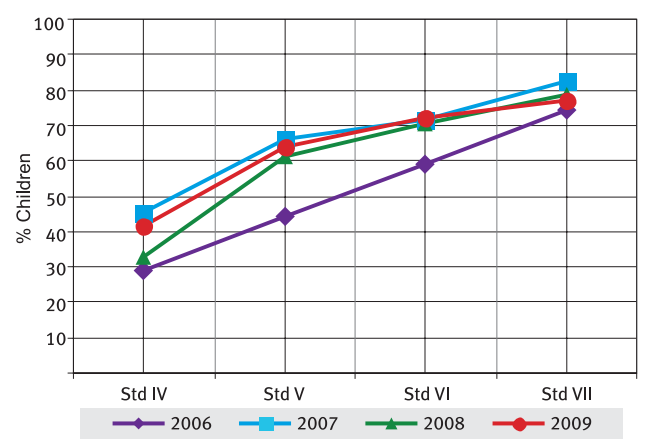


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	32.3	30.7	16.9	11.3	8.8	100
II	16.6	26.0	24.9	22.7	9.8	100
III	9.5	19.8	30.9	25.3	14.6	100
IV	4.2	15.7	22.1	36.1	21.9	100
V	2.9	9.7	18.5	34.5	34.5	100
VI	2.9	5.2	11.9	27.5	52.5	100
VII	2.3	4.7	9.7	26.3	57.0	100
VIII	2.1	3.8	5.4	21.2	67.4	100
Total	8.7	14.2	17.5	26.0	33.6	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	83.7	96.3
II	83.3	80.5
III	76.2	87.8
IV	82.4	87.9
V	82.2	89.5
VI	81.5	84.3
VII	85.7	86.3
VIII	87.3	88.8
Total	82.6	87.5

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	17.3	45.9	23.4	7.5	6.0	100
II	7.2	33.3	33.2	21.6	4.7	100
III	2.2	17.9	29.0	37.3	13.6	100
IV	1.9	7.8	17.2	42.5	30.6	100
V	0.9	6.3	10.8	33.2	48.9	100
VI	2.1	3.5	7.9	27.5	59.1	100
VII	1.5	4.0	7.7	23.6	63.2	100
VIII	1.5	2.0	3.3	19.5	73.7	100
Total	4.1	14.4	16.2	27.1	38.2	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

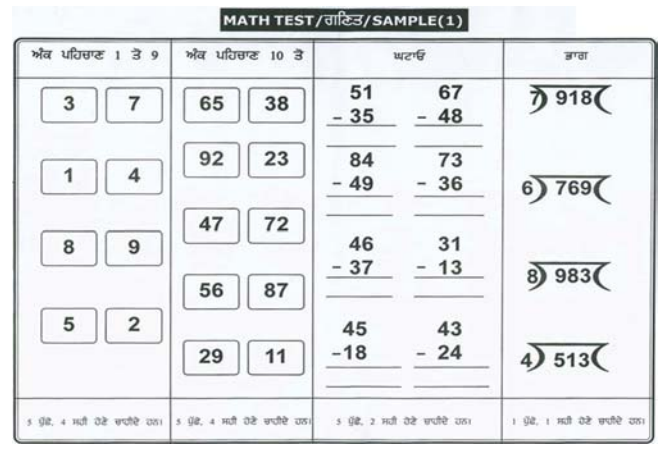


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

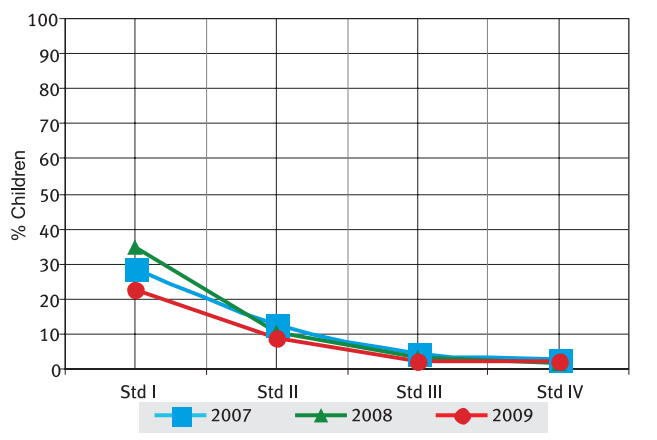
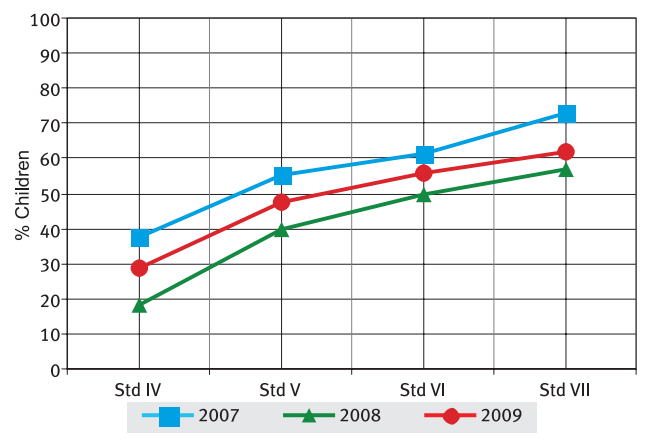


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009

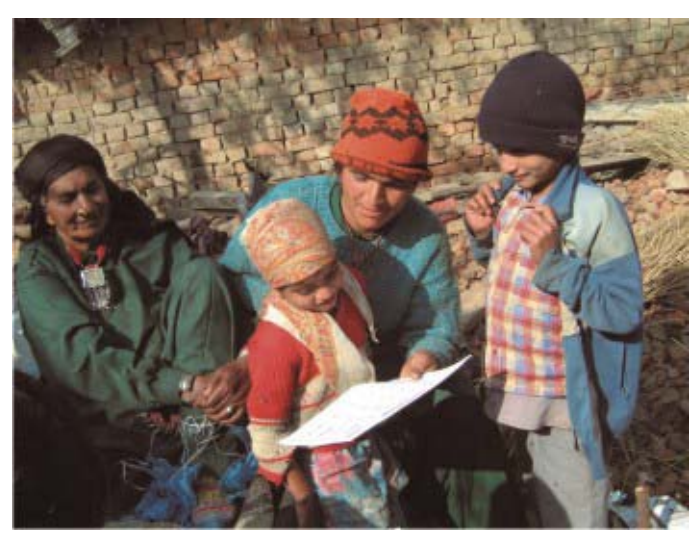


Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	9.1	11.7	13.8	13.6	16.2	14.6	12.6	20.4
	Pvt.	22.8	20.9	23.0	30.9	28.7	20.7	26.2	29.6
2009	Govt	13.8	15.6	20.3	19.1	21.5	18.0	21.1	28.6
	Pvt.	29.2	30.6	35.0	30.7	41.3	31.7	35.7	43.6

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



Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

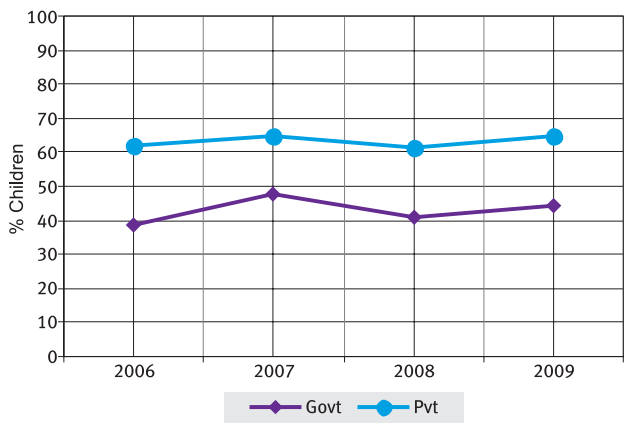
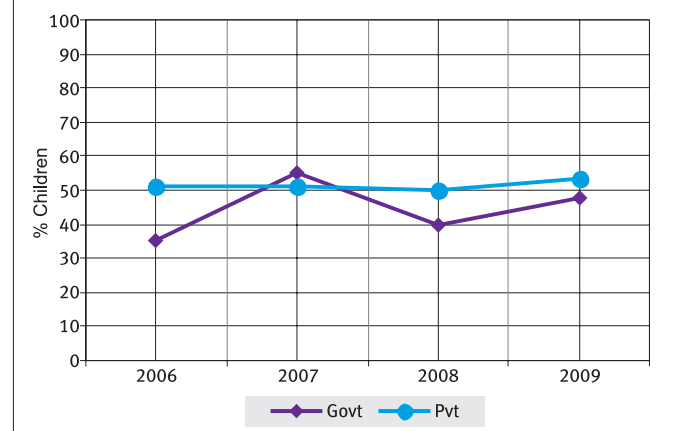


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

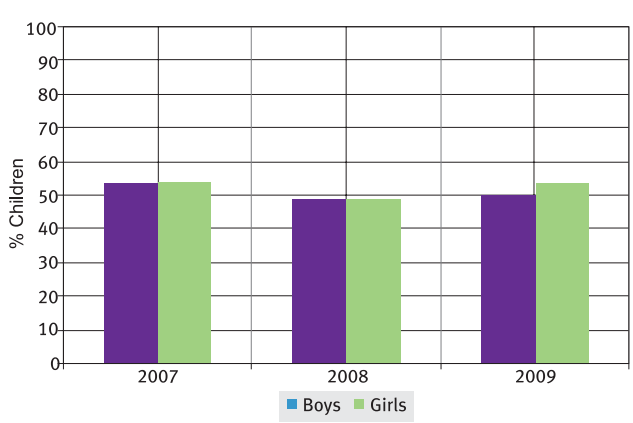
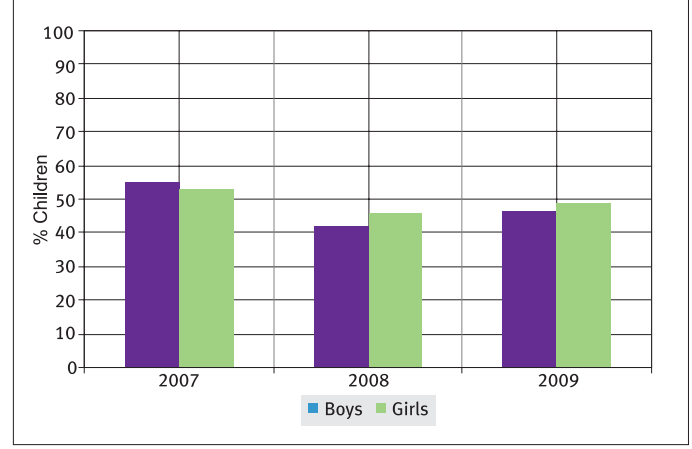


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009

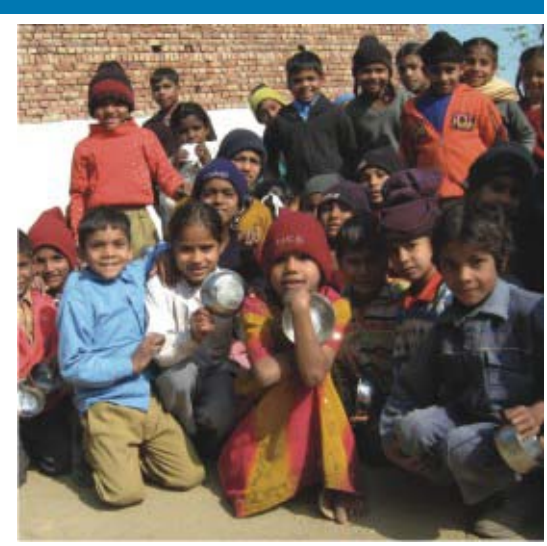


Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	27.2	7.0	66.5	62.9	45.3	16.3
Std I-V	11.9	5.3	70.4	65.3	48.9	24.5
Std VI-VIII	18.2	6.5	76.3	73.5	61.3	29.5
Std IX-X	29.2	3.8	75.7	74.7	67.2	31.2
Above Std X	13.6	3.4	77.3	75.9	75.9	38.1

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.



School Enrollment and Attendance : Trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	187	383	414
Std I-VII/VIII : Primary + Upper Primary	81	61	42
Total schools	268	444	456

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	82.7	80.6	84.4	85.4	82.6	86.1
% Schools with less than 50% enrolled children attending	1.7	3.8	1.7	0.0	1.8	0.0
% Schools with 75% or more enrolled children attending	80.1	72.3	82.6	90.0	82.1	87.5

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	77.1	85.6	85.1	74.2	87.3	79.8
% Schools with no teacher present	5.8	0.0	0.3	7.9	0.0	0.0
% Schools with all teachers present	48.6	57.9	54.9	22.4	46.2	40.5

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		47.4	46.1		35.0	47.5
Std IV class sitting with another class		37.4	46.2		33.9	40.6

School Facilities : Trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	5.4	2.7	11.1	2.5	3.3	2.6
	Facility but water not available	12.4	12.0	5.0	17.3	6.6	10.3
	Available	82.2	85.3	83.9	80.2	90.2	87.2
Toilet	No facility	5.5	2.4	1.9	0.0	1.6	0.0
	Facility but toilet not usable	8.3	6.2	21.5	7.6	3.3	35.7
	Usable	86.2	91.4	76.5	92.4	95.1	64.3
Midday meal served on day of visit		20.4	82.5	95.5	10.1	82.0	100

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	393	56.2	43.8	40	80.0	20.0
Construction of new classroom	379	36.2	63.9	39	48.7	51.3
Construction of boundary wall	371	35.0	65.0	36	47.2	52.8

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	393	41
% Schools with no separate provision for girls toilets	8.7	12.2
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	5.9	14.6
Toilet not usable	25.2	19.5
Usable	60.3	53.7

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	292	27.7	69.2	3.1	233	31.3	63.1	5.6
Maintenance grant	336	80.4	16.7	3.0	228	55.3	39.0	5.7
Development grant	328	84.8	12.5	2.7	250	73.2	21.6	5.2
Teacher grant (TLM grant)	365	95.3	2.5	2.2	295	91.2	5.8	3.1
Other grants	218	60.1	34.9	5.1	171	56.1	39.2	4.7

Note : No grant information was available for 13 schools out of 414 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	35	42.9	51.4	5.7	19	31.6	52.6	15.8
Maintenance grant	30	93.3	3.3	3.3	20	80.0	15.0	5.0
Development grant	30	83.3	10.0	6.7	22	68.2	22.7	9.1
Teacher grant (TLM grant)	33	97.0	0.0	3.0	26	92.3	3.9	3.9
Other grants	25	48.0	44.0	8.0	20	45.0	45.0	10.0

Note : No grant information was available for 1 schools out of 42 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Amritsar*		3.0	45.9	19.0	66.8	90.0	85.3	82.0	63.2	54.5	27.5
Bathinda	83.3	3.2	34.2	18.9	77.0	89.4	88.4	70.4	73.6	68.9	31.9
Faridkot*		2.8	28.0	25.0	79.2	91.7	90.2	61.3	70.9	74.5	17.8
Fatehgarh Sahib	82.8	1.7	31.3	32.2	89.0	88.0	86.5	68.5	79.2	79.9	35.8
Firozpur	60.8	10.7	14.8	20.3	52.4	95.1	86.0	74.0	66.3	65.3	14.0
Gurdaspur	66.3	4.8	36.4	25.8	69.2	97.2	95.7	90.7	81.4	76.2	25.0
Hoshiarpur	92.6	2.4	34.1	34.9	83.0	88.7	87.3	79.9	79.7	75.3	28.9
Jalandhar*											
Kapurthala	95.0	0.4	40.9	20.3	77.4	91.6	87.3	74.5	68.6	80.7	26.2
Ludhiana*											
Mansa	83.8	9.2	25.3	13.7	42.9	87.8	83.8	75.6	71.6	73.2	27.3
Moga	85.0	2.4	45.3	36.8	84.3	90.2	84.5	73.4	73.6	68.4	32.8
Muktsar	71.6	7.1	39.5	17.1	65.8	88.6	93.0	78.5	67.3	55.7	24.5
Nawanshehar	93.0	1.0	16.6	31.1	84.7	91.8	87.1	81.8	71.3	81.1	28.6
Patiala*		1.8	19.9	31.7	56.4	87.5	88.8	78.8	79.4	74.6	24.0
Rupnagar	91.1	4.6	29.5	15.0	64.7	86.0	81.6	72.9	54.9	68.2	15.9
Sangrur*		11.5	32.5	24.5	74.5	92.9	86.6	77.7	65.5	53.4	21.5
SAS Nagar*		7.3	33.6	37.0	83.9	85.7	85.2	84.9	76.3	71.5	45.4
Tarn Taran*		2.6	40.0	16.7	67.6	85.7	87.4	85.9	58.8	57.3	26.4
Total	**82.0**	**4.8**	**31.5**	**25.6**	**70.9**	**90.0**	**87.2**	**75.9**	**71.1**	**70.1**	**26.1**

* Blank cells indicate insufficient data.

RAJASTHAN *RURAL*

ALL ANALYSIS BASED ON DATA FROM 32 OUT OF 32 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	62.5	30.4	0.6	6.6	100
Age: 7-16 ALL	61.3	28.7	0.5	9.5	100
Age: 7-10 ALL	62.7	31.5	0.6	5.3	100
Age: 7-10 BOYS	60.7	35.3	0.5	3.5	100
Age: 7-10 GIRLS	65.3	26.8	0.5	7.4	100
Age: 11-14 ALL	62.5	28.3	0.6	8.7	100
Age: 11-14 BOYS	62.6	30.7	0.5	6.1	100
Age: 11-14 GIRLS	62.4	24.7	0.7	12.2	100
Age: 15-16 ALL	55.4	22.5	0.3	21.9	100
Age: 15-16 BOYS	56.7	25.6	0.4	17.3	100
Age: 15-16 GIRLS	53.7	17.5	0.1	28.6	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

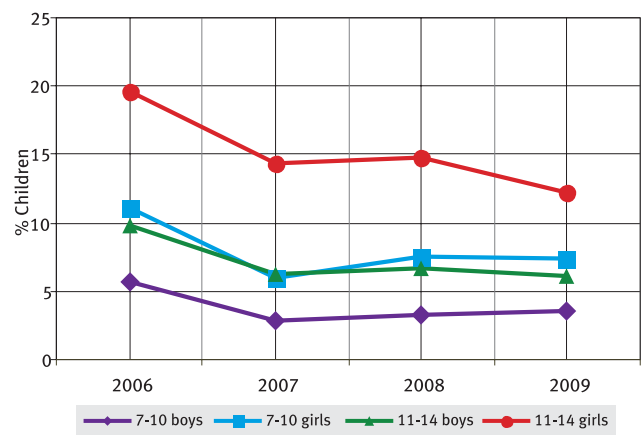


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

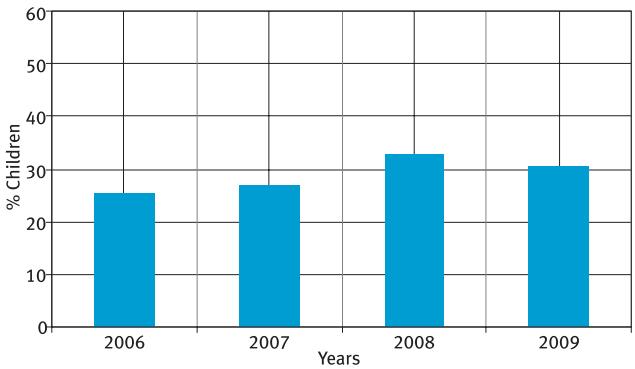


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	36.3	35.2	13.5	8.8				6.3					100
II	9.6	22.1	29.2	23.5	7.0			8.6					100
III	2.2	6.4	18.9	35.5	16.5	12.7		7.8					100
IV		2.5		5.8	22.8	22.8	28.2	6.7	7.1		4.1		100
V		2.8		8.7	12.5	36.1	14.8	14.5	4.6		5.9		100
VI		3.3			5.4	22.0	21.1	29.4	10.2	5.4	3.4		100
VII		2.8				8.0	11.0	35.5	23.1	12.4	7.2		100
VIII				7.2				18.5	25.5	25.2	15.2	8.4	100

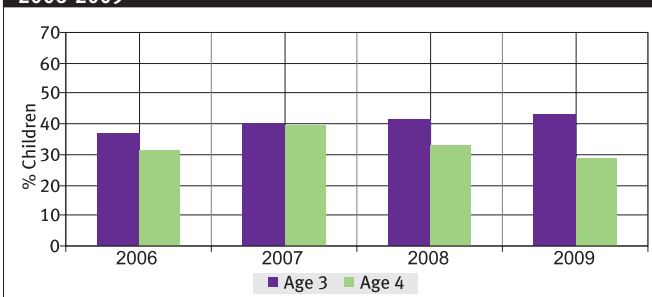
How to read the table: In Std III, 64.7% (35.5+16.5+12.7) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	44.2	12.7				43.1	100
Age 4	42.8	28.6				28.6	100
Age 5	11.8	5.2	40.4	28.7	0.8	13.1	100
Age 6	4.4	3.0	54.4	30.3	0.6	7.4	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 93.2 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	42.9	44.1	8.5	2.3	2.2	100
II	15.2	44.7	26.6	8.6	4.9	100
III	6.4	27.9	31.2	20.4	14.0	100
IV	2.6	14.0	26.2	29.7	27.5	100
V	1.1	8.4	16.1	29.5	45.0	100
VI	0.6	4.3	8.3	23.4	63.4	100
VII	0.5	2.2	4.6	15.6	77.2	100
VIII	0.4	1.2	2.2	9.8	86.5	100
Total	8.7	18.6	15.8	17.6	39.3	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

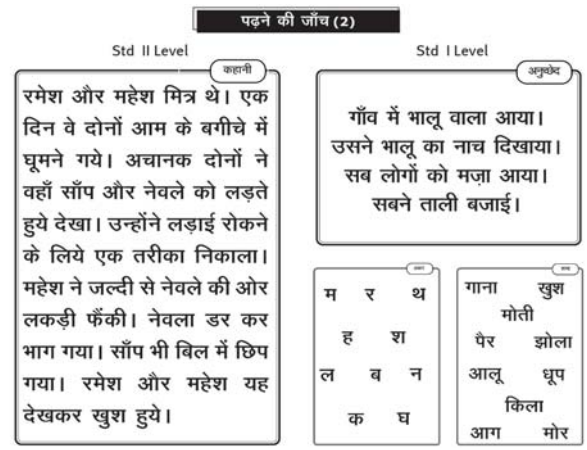


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

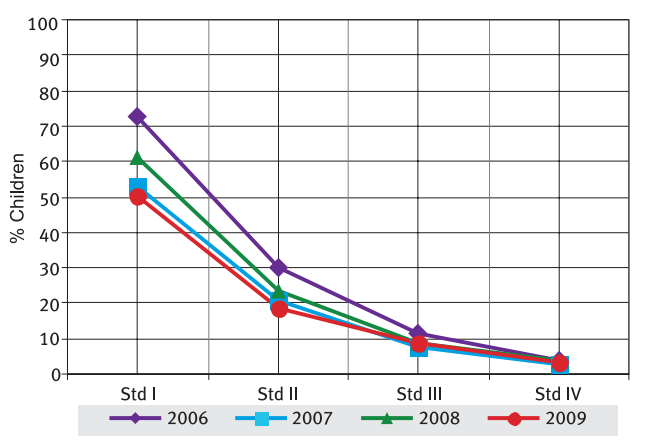
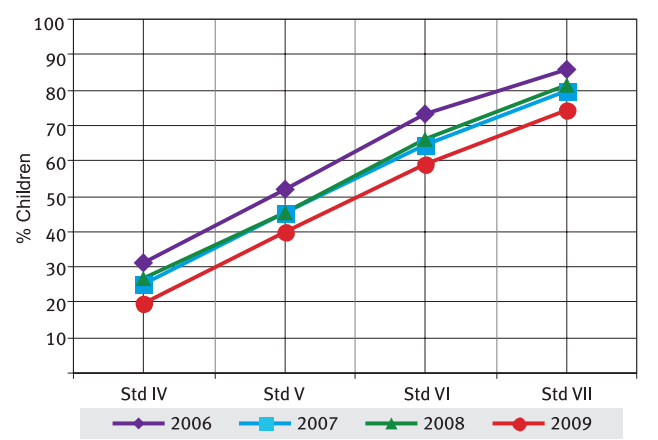


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	65.4	24.5	5.8	2.8	1.5	100
II	37.9	35.9	16.8	7.4	2.1	100
III	24.4	32.6	22.1	16.7	4.2	100
IV	13.4	26.4	24.0	26.8	9.3	100
V	8.7	19.7	21.5	32.4	17.8	100
VI	4.6	11.7	15.5	35.5	32.7	100
VII	2.9	7.3	10.4	32.7	46.6	100
VIII	1.7	4.6	6.6	25.8	61.4	100
Total	19.9	20.7	15.6	22.5	21.4	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	58.9	81.0
II	68.8	75.4
III	70.7	75.7
IV	72.8	74.9
V	69.1	78.0
VI	71.6	82.5
VII	73.2	81.5
VIII	79.6	83.8
Total	72.3	81.6

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	42.9	44.4	9.4	1.9	1.4	100
II	15.5	45.2	28.9	7.6	3.0	100
III	6.5	30.5	36.0	19.5	7.6	100
IV	2.7	17.7	31.6	30.7	17.4	100
V	1.5	9.8	23.0	34.1	31.6	100
VI	1.0	5.2	15.4	29.4	49.0	100
VII	0.6	3.0	8.4	24.8	63.3	100
VIII	0.4	1.5	5.2	16.7	76.2	100
Total	8.8	19.8	20.1	20.7	30.5	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

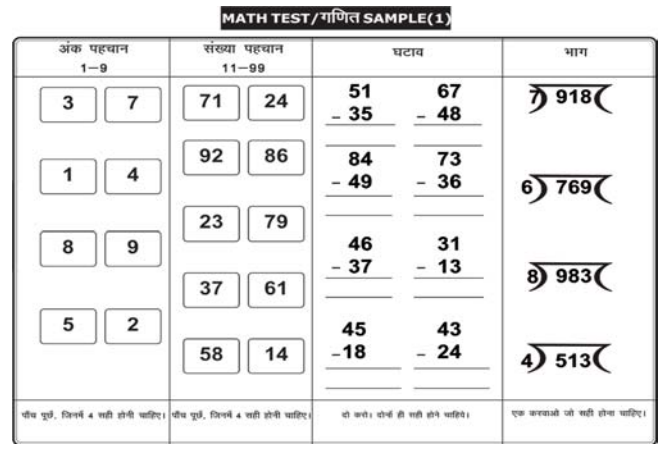


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

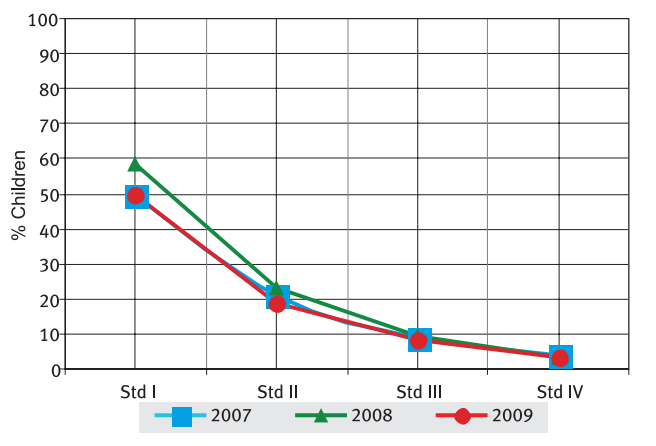
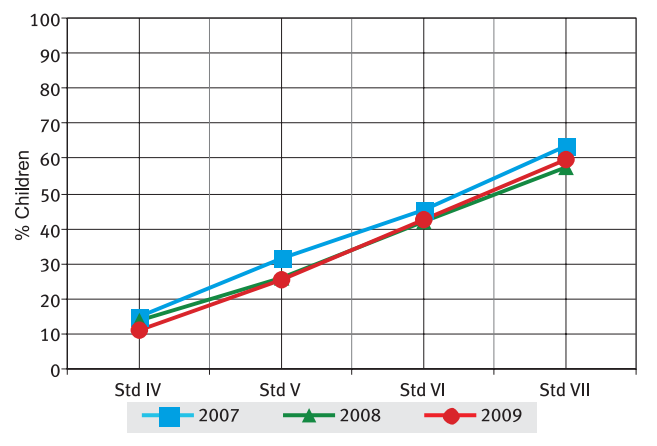


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	1.5	2.1	2.5	3.0	3.6	3.9	5.8	8.9
	Pvt.	6.8	8.8	9.2	11.2	11.1	13.6	13.1	19.6
2009	Govt	3.3	3.6	4.7	4.8	5.8	7.4	7.5	12.0
	Pvt.	12.0	11.4	13.1	11.5	16.1	14.0	13.8	26.5

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

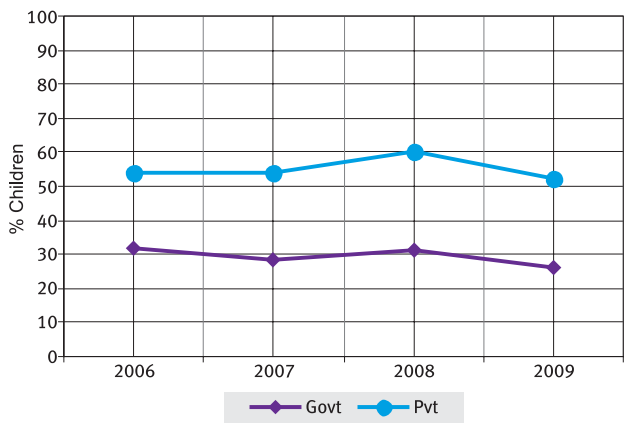
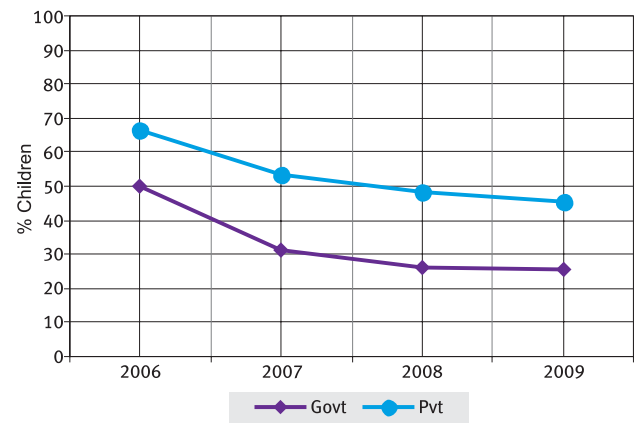


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

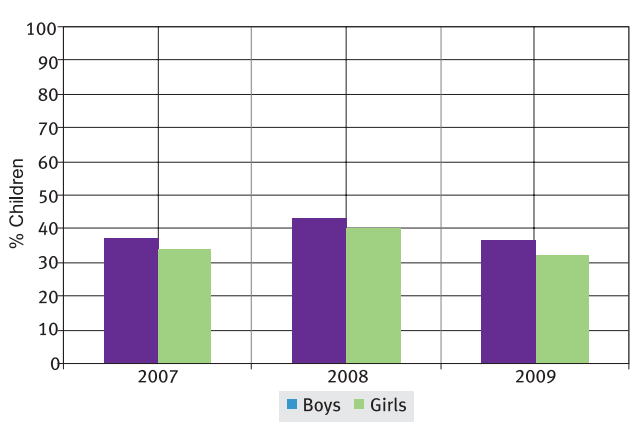
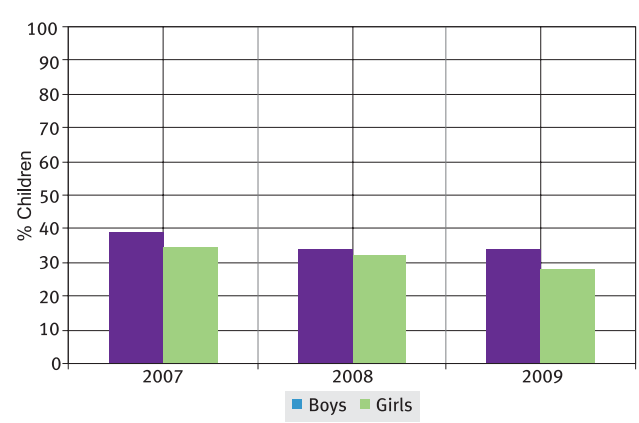


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	36.1	15.1	50.9	42.5	28.5	5.4
Std I-V	15.4	9.5	52.3	43.6	33.1	9.7
Std VI-VIII	18.5	6.2	57.9	48.7	37.3	12.2
Std IX-X	17.5	3.0	61.1	54.4	43.6	13.2
Above Std X	12.6	2.8	65.8	57.8	53.3	17.3

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	319	393	274
Std I-VII/VIII : Primary + Upper Primary	267	488	561
Total schools	586	881	835

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	71.3	67.8	72.0	74.9	72.6	74.0
% Schools with less than 50% enrolled children attending	11.9	14.4	9.9	4.2	8.8	6.8
% Schools with 75% or more enrolled children attending	49.4	41.0	48.4	55.6	53.4	56.2

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	81.1	91.3	92.9	78.9	85.3	88.8
% Schools with no teacher present	5.1	0.3	0.0	1.5	0.5	0.0
% Schools with all teachers present	56.2	74.9	79.8	36.2	50.7	58.3

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		67.9	60.6		63.9	65.0
Std IV class sitting with another class		52.6	52.1		46.3	51.8

School facilities : trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	26.7	14.3	16.4	26.1	10.6	13.8
	Facility but water not available	8.5	8.9	10.9	11.9	8.4	12.0
	Available	64.8	76.9	72.7	62.1	81.0	74.3
Toilet	No facility	23.5	9.6	7.7	14.4	2.8	3.8
	Facility but toilet not usable	16.9	14.0	26.8	17.0	13.2	29.1
	Usable	59.6	76.4	65.4	68.6	84.0	67.1
	Midday meal served on day of visit	82.0	99.0	92.1	83.3	98.5	96.1

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	257	59.9	40.1	530	60.4	39.6
Construction of new classroom	254	18.5	81.5	512	31.1	69.0
Construction of boundary wall	254	19.7	80.3	509	22.6	77.4

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	237	512
% Schools with no separate provision for girls toilets	30.4	13.1
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	9.7	7.6
Toilet not usable	26.2	32.0
Usable	33.8	47.3

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	232	16.8	78.9	4.3	208	5.3	89.4	5.3
Maintenance grant	240	70.4	24.6	5.0	197	33.0	61.4	5.6
Development grant	225	57.3	37.3	5.3	195	34.9	58.5	6.7
Teacher grant (TLM grant)	238	84.5	10.1	5.5	198	46.5	46.0	7.6
Other grants	104	22.1	68.3	9.6	98	11.2	80.6	8.2

Note : No grant information was available for 18 schools out of 274 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	471	22.5	72.6	4.9	400	8.8	84.3	7.0
Maintenance grant	489	68.9	25.4	5.7	392	32.9	58.7	8.4
Development grant	446	55.6	38.8	5.6	370	33.2	60.3	6.5
Teacher grant (TLM grant)	490	86.5	9.8	3.7	389	46.3	47.6	6.2
Other grants	253	25.3	66.4	8.3	219	15.5	74.9	9.6

Note : No grant information was available for 46 schools out of 561 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Ajmer	61.1	9.7	27.1	9.7	24.9	70.8	74.7	48.5	64.5	50.7	12.6
Alwar	78.5	2.6	49.0	12.2	54.3	70.7	68.4	49.8	57.6	48.1	13.7
Banswara	75.2	10.0	10.8	9.4	24.8	58.3	58.8	28.4	30.8	21.4	3.9
Baran	58.6	7.8	14.2	9.9	32.0	68.0	72.2	45.5	55.1	46.9	10.5
Barmer	27.7	9.7	14.5	8.1	38.6	74.5	74.3	48.6	62.7	58.1	10.6
Bharatpur	73.3	8.8	41.7	20.1	52.0	87.6	90.8	75.0	58.2	68.0	18.7
Bhilwara	72.3	9.3	18.5	14.7	54.0	71.6	72.4	54.4	55.6	49.1	15.7
Bikaner	49.4	7.7	20.4	5.6	43.8	57.6	61.8	36.9	58.2	52.8	6.5
Bundi	81.3	4.0	25.9	12.5	49.1	75.4	70.1	64.9	48.7	44.4	14.4
Chittaurgarh	75.4	9.0	20.2	12.2	34.1	66.3	64.8	50.0	46.6	37.4	12.9
Churu	69.6	6.7	36.0	5.8	42.1	67.9	65.3	36.7	61.7	56.1	12.5
Dausa	81.0	3.3	36.4	8.8	47.1	74.6	67.8	53.3	57.5	47.7	10.7
Dhaulpur	42.5	7.2	38.5	17.5	37.8	55.7	57.2	37.1	48.4	41.5	10.8
Dungarpur	62.1	7.2	11.9	8.7	16.6	60.8	61.2	29.7	47.2	32.5	5.7
Ganganagar	63.6	3.4	40.3	8.0	71.0	85.5	86.5	74.5	74.6	64.4	18.1
Hanumangarh	53.9	6.4	50.2	10.1	54.2	81.8	81.6	65.6	66.4	65.0	20.7
Jaipur	82.2	2.8	40.0	8.3	43.6	77.4	72.8	45.2	65.6	52.5	11.9
Jaisalmer	73.7	8.4	16.6	7.4	44.2	72.7	79.5	40.7	61.2	53.3	10.0
Jalor	39.4	10.4	21.7	13.5	30.1	69.8	69.2	49.8	54.1	50.6	9.0
Jhalawar	47.7	9.2	32.5	5.9	25.7	66.8	69.5	28.5	39.0	30.6	3.9
Jhunjhunu	74.8	2.1	39.5	6.9	57.8	89.5	87.1	72.5	69.5	63.5	9.6
Jodhpur	48.2	16.1	23.8	5.0	21.5	55.9	58.8	35.8	46.0	35.2	7.3
Karauli	42.4	5.4	46.5	26.2	32.8	71.4	71.9	55.4	66.2	57.8	17.6
Kota	48.4	4.3	49.2	12.3	62.3	78.4	82.8	65.6	65.9	52.4	17.5
Nagaur	67.1	2.6	41.0	6.5	62.1	74.8	72.7	49.8	54.9	44.8	9.4
Pali	77.3	8.2	24.1	20.7	44.5	79.4	79.5	62.8	62.9	47.6	11.2
Rajsamand	52.8	2.6	4.2	4.4	24.2	72.2	70.1	15.5	57.8	41.3	6.9
Sawai Madhopur	58.6	6.0	31.2	12.4	20.5	78.5	67.5	57.4	54.1	43.3	3.9
Sikar	62.8	1.9	56.2	5.7	35.1	79.2	78.8	60.7	64.2	55.0	16.7
Sirohi	44.4	13.8	14.8	15.9	30.8	58.2	61.2	33.0	45.1	34.0	6.0
Tonk	68.6	4.3	30.9	10.5	56.4	84.5	82.1	60.3	61.8	47.5	10.5
Udaipur*		5.0	12.4	7.8	15.8	63.8	67.6	42.0	35.4	30.2	0.6
Total	**62.2**	**6.7**	**29.9**	**10.6**	**37.7**	**71.1**	**71.3**	**48.1**	**56.3**	**47.8**	**10.8**

* Blank cells indicate insufficient data.

SIKKIM *RURAL*

ALL ANALYSIS BASED ON DATA FROM 4 OUT OF 4 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	69.3	28.3	0.2	2.3	100
Age: 7-16 ALL	72.9	22.7	0.2	4.1	100
Age: 7-10 ALL	64.0	34.3	0.2	1.5	100
Age: 7-10 BOYS	59.5	37.4	0.4	2.7	100
Age: 7-10 GIRLS	69.0	30.7	0.0	0.4	100
Age: 11-14 ALL	77.5	19.1	0.3	3.2	100
Age: 11-14 BOYS	73.9	21.5	0.5	4.1	100
Age: 11-14 GIRLS	81.0	16.6	0.0	2.4	100
Age: 15-16 ALL	78.9	10.8	0.2	10.2	100
Age: 15-16 BOYS	73.9	12.8	0.4	12.8	100
Age: 15-16 GIRLS	82.1	9.5	0.0	8.4	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2007-2009

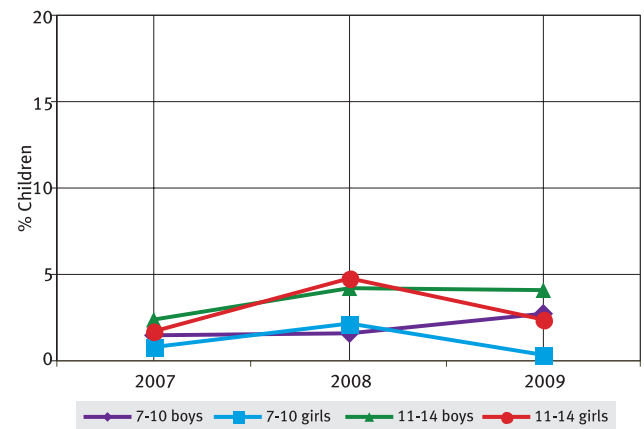


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2007-2009

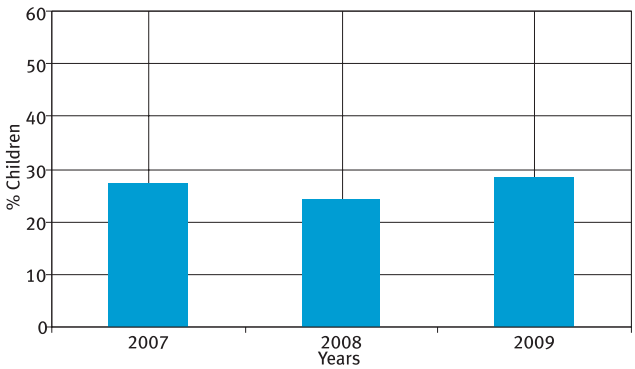


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	15.1	33.0	24.0	15.0	9.6				3.3				100
II	3.1	7.8	19.5	31.9	19.9	9.4			8.6				100
III		5.3		17.0	27.8	22.2	9.2	10.2	4.7		3.6		100
IV		2.7		5.6	16.1	21.5	19.7	14.9	9.7	6.4	3.6		100
V			3.9			18.2	19.1	26.0	14.3	9.4	6.6	2.6	100
VI			6.9				10.1	19.8	26.1	18.9	10.4	7.8	100
VII			4.7					11.5	23.0	23.9	22.7	14.2	100
VIII			7.1						13.9	25.5	30.8	22.8	100

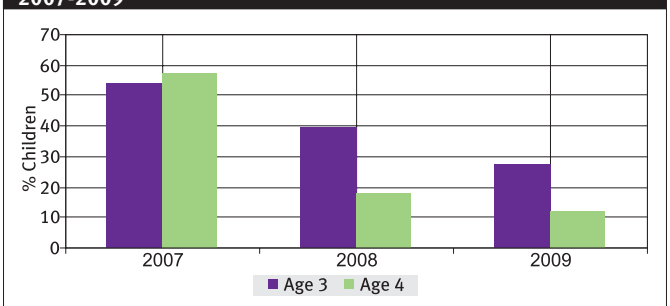
How to read the table: In Std III, 67.0% (17.0+27.8+22.2) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	32.7	40.0				27.2	100
Age 4	29.0	58.8				12.1	100
Age 5	9.0	23.2	23.7	37.8	0.0	6.3	100
Age 6	1.7	5.2	45.3	45.8	0.0	2.1	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2007-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 83.1 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	6.8	34.2	42.9	14.9	1.2	100
II	1.8	17.2	45.9	28.1	7.0	100
III	1.0	6.0	31.8	40.1	21.1	100
IV	0.7	2.1	15.2	44.6	37.4	100
V	0.7	1.1	4.4	38.9	54.9	100
VI	0.0	0.4	2.0	25.3	72.3	100
VII	0.0	1.4	0.0	14.5	84.1	100
VIII	0.6	0.0	1.1	11.6	86.8	100
Total	1.5	8.1	19.2	29.1	42.1	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

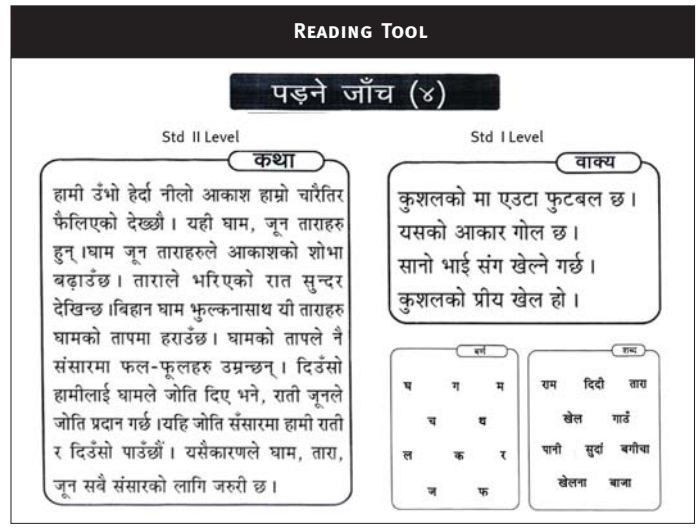


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2007-2009

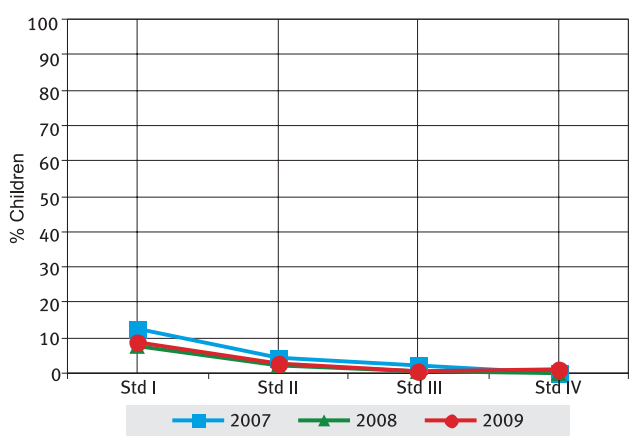
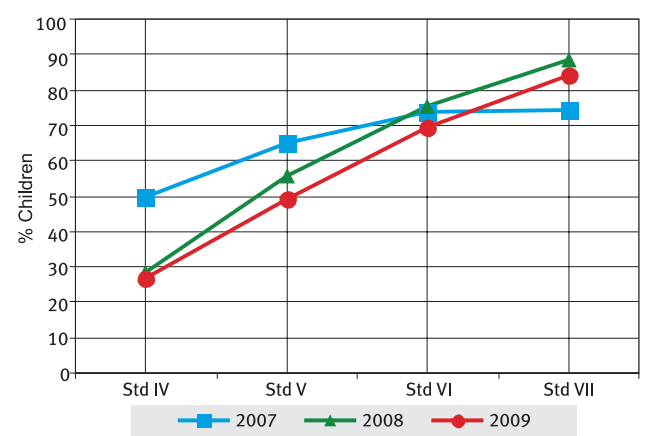


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	9.5	18.7	20.4	41.8	9.7	100
II	2.2	9.5	14.8	52.6	21.0	100
III	1.9	3.1	5.2	44.0	45.9	100
IV	2.8	2.4	3.6	34.1	57.2	100
V	1.0	1.6	1.1	15.5	80.8	100
VI	1.7	0.4	0.0	16.4	81.5	100
VII	0.2	0.0	0.0	3.6	96.2	100
VIII	1.6	1.0	0.0	9.4	87.9	100
Total	2.7	4.8	6.0	29.0	57.4	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	79.7	53.4
II	72.8	64.2
III	87.7	67.6
IV	90.2	77.5
V	90.9	85.0
VI	92.8	95.7
VII	100.0	95.6
VIII	88.3	96.0
Total	84.0	85.3

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	3.6	32.2	50.9	10.9	2.4	100
II	1.6	12.2	55.7	26.7	3.8	100
III	0.6	3.3	31.2	46.8	18.1	100
IV	1.0	1.9	18.1	46.0	32.9	100
V	0.3	0.0	10.2	40.6	49.0	100
VI	0.0	0.7	4.2	31.1	64.0	100
VII	0.0	0.0	1.0	19.3	79.7	100
VIII	0.6	1.0	2.9	12.5	83.0	100
Total	1.0	6.7	23.4	31.1	37.9	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

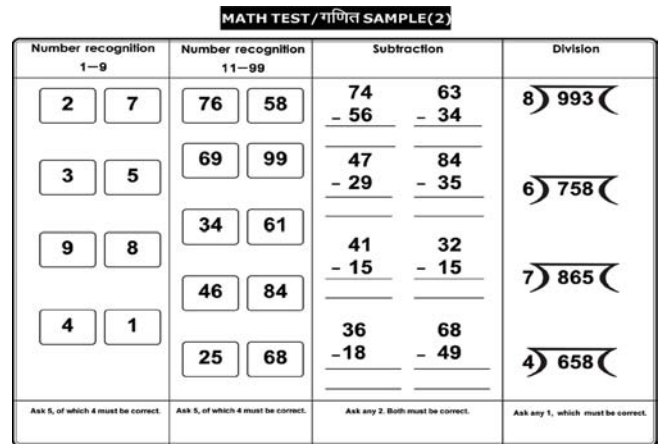


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

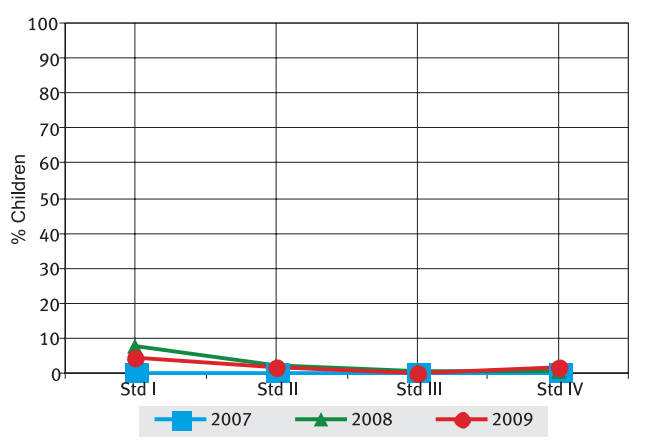
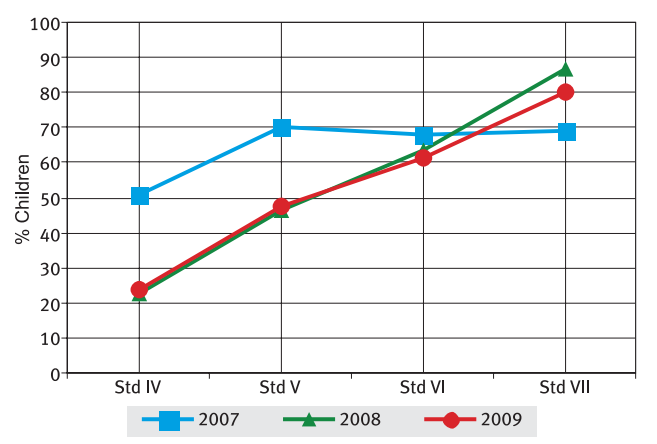


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	29.0	33.3	33.3	23.8	27.7	19.2	16.0	38.7
	Pvt.	45.5	44.4	45.5	41.7	61.5	45.5	0.0	20.0
2009	Govt	20.9	27.2	21.8	31.3	24.5	28.5	31.0	42.6
	Pvt.	54.8	67.6	63.5	65.3	59.3	57.6	68.9	64.6

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2007-2009

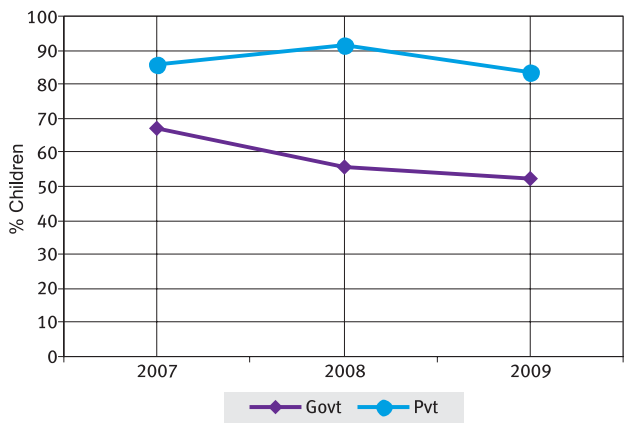
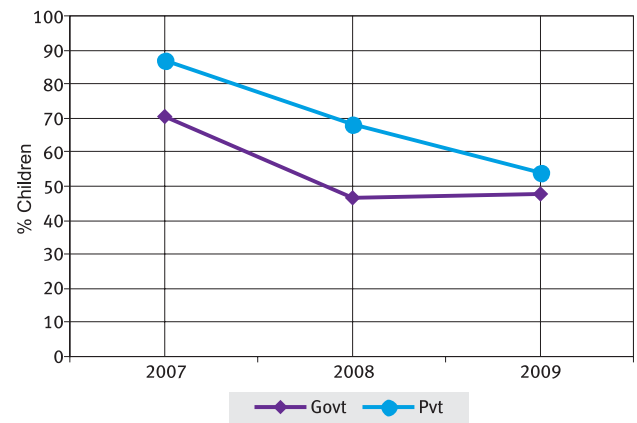


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2007-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

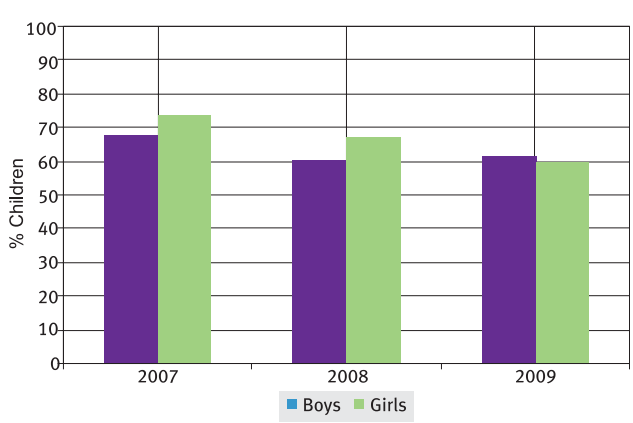
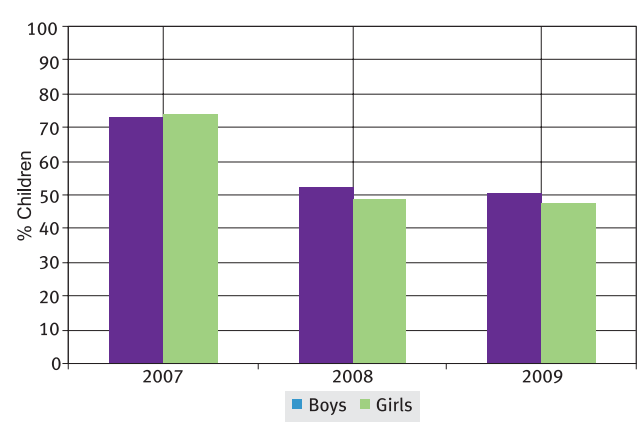


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	19.0	1.1	73.2	78.0	92.8	26.4
Std I-V	25.7	2.1	76.1	74.3	90.9	38.3
Std VI-VIII	21.8	1.3	78.6	70.1	92.1	39.9
Std IX-X	18.7	0.5	86.1	86.0	97.4	38.3
Above Std X	14.7	0.0	97.4	84.6	99.4	50.4

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary		7	20
Std I-VII/VIII : Primary + Upper Primary		5	39
Total schools	0	12	59

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)		88.7	84.8		92.7	88.5
% Schools with less than 50% enrolled children attending		0.0	0.0		0.0	0.0
% Schools with 75% or more enrolled children attending		100	85.0		100	94.9

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)		93.9	87.0		100	88.3
% Schools with no teacher present		0.0	0.0		0.0	0.0
% Schools with all teachers present		66.7	36.8		100	35.3

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		0.0	35.0		25.0	10.5
Std IV class sitting with another class		0.0	18.8		25.0	13.5

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility		83.3	42.1		25.0	13.2
	Facility but water not available		16.7	5.3		0.0	2.6
	Available		0.0	52.6		75.0	84.2
Toilet	No facility		0.0	5.6		0.0	7.7
	Facility but toilet not usable		60.0	22.2		0.0	25.6
	Usable		40.0	72.2		100	66.7
Midday meal served on day of visit			100	89.5		100	84.2

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	19	68.4	31.6	38	52.6	47.4
Construction of new classroom	19	42.1	57.9	38	44.7	55.3
Construction of boundary wall	19	0.0	100.0	38	31.6	68.4

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	17	38
% Schools with no separate provision for girls toilets	41.2	21.1
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	5.9	21.1
Toilet not usable	0.0	2.6
Usable	52.9	55.3

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	15	40.0	60.0	0.0	14	35.7	57.1	7.1
Maintenance grant	18	77.8	16.7	5.6	14	78.6	14.3	7.1
Development grant	16	50.0	43.8	6.3	11	45.5	45.5	9.1
Teacher grant (TLM grant)	17	64.7	29.4	5.9	13	76.9	15.4	7.7
Other grants	9	22.2	66.7	11.1	7	14.3	71.4	14.3

Note : No grant information was available for 2 schools out of 20 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	33	27.3	60.6	12.1	31	29.0	61.3	9.7
Maintenance grant	32	78.1	6.3	15.6	27	70.4	18.5	11.1
Development grant	26	57.7	23.1	19.2	28	46.4	35.7	17.9
Teacher grant (TLM grant)	30	76.7	6.7	16.7	29	69.0	13.8	17.2
Other grants	26	34.6	38.5	26.9	20	10.0	65.0	25.0

Note : No grant information was available for 4 schools out of 39 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
East*		1.5	32.1	44.8	68.1	96.6	100.0	95.0	87.6	81.9	62.8
North	54.6	1.7	25.6	33.3	52.4	98.7	99.3	97.4	75.6	79.8	69.2
South	80.5	3.7	27.7	32.5	64.7	94.8	94.7	92.7	71.2	65.4	53.7
West	84.0	2.6	23.7	27.2	65.2	92.7	94.8	91.9	73.8	81.4	60.4
Total	**76.6**	**2.3**	**27.1**	**34.9**	**62.3**	**95.8**	**97.3**	**94.4**	**76.9**	**77.8**	**62.1**

* Blank cells indicate insufficient data.

TAMIL NADU *RURAL*

ALL ANALYSIS BASED ON DATA FROM 29 OUT OF 29 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School enrollment and out of school children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	79.2	19.7	0.2	0.9	100
Age: 7-16 ALL	79.0	18.1	0.2	2.7	100
Age: 7-10 ALL	77.9	21.3	0.2	0.5	100
Age: 7-10 BOYS	75.4	23.9	0.2	0.6	100
Age: 7-10 GIRLS	80.5	18.7	0.3	0.5	100
Age: 11-14 ALL	82.2	16.1	0.2	1.4	100
Age: 11-14 BOYS	81.0	17.1	0.2	1.7	100
Age: 11-14 GIRLS	83.5	15.2	0.2	1.1	100
Age: 15-16 ALL	73.9	15.3	0.2	10.7	100
Age: 15-16 BOYS	72.6	16.1	0.2	11.0	100
Age: 15-16 GIRLS	75.1	14.5	0.1	10.3	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

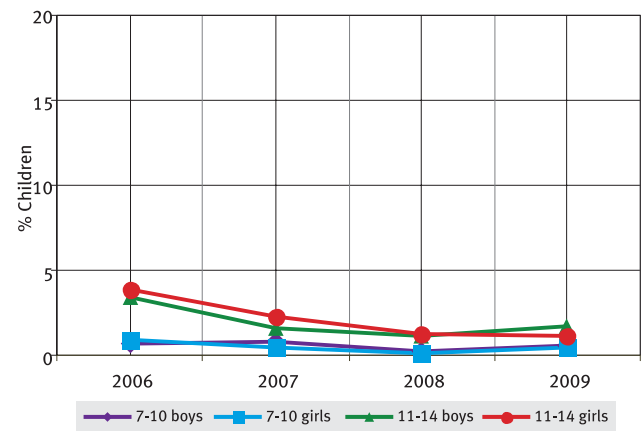


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

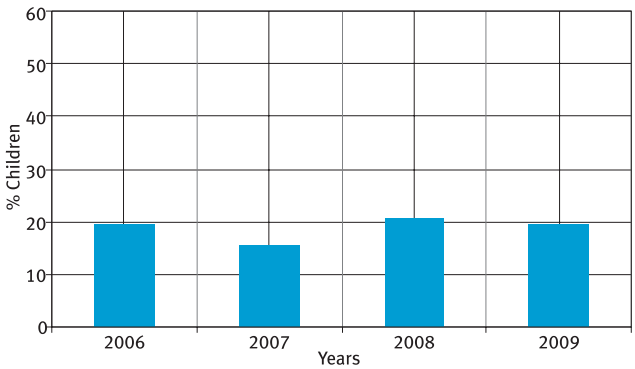


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	39.5	52.2	5.0				3.4						100
II	1.0	20.3	69.8	6.9			2.0						100
III		1.1	17.5	73.7	6.3			1.4					100
IV			1.6		16.4	73.1	8.0		1.0				100
V			1.9			9.0	80.1	7.0		2.0			100
VI			1.8				8.0	65.5	21.0		3.8		100
VII			1.8					9.1	70.7	14.9		3.5	100
VIII			1.6						11.3	72.9	10.6	3.6	100

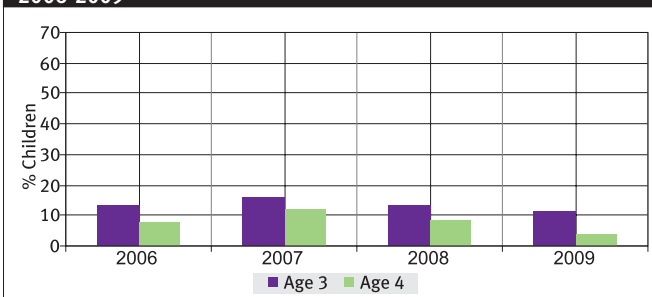
How to read the table: In Std III, 97.5% (17.5+73.7+6.3) children are in age group 7 to 9.

Young children in pre-school and school

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	68.6	20.0				11.4	100
Age 4	53.8	42.4				3.7	100
Age 5	17.4	18.6	39.2	23.4	0.6	0.7	100
Age 6	1.5	2.3	64.5	30.9	0.4	0.5	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 94.3 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	55.4	29.8	10.5	1.9	2.5	100
II	20.0	33.8	35.1	7.8	3.2	100
III	10.5	19.5	41.1	20.5	8.4	100
IV	4.3	9.9	30.7	33.5	21.6	100
V	3.7	7.2	19.4	34.4	35.3	100
VI	1.2	4.5	15.6	30.0	48.7	100
VII	0.7	3.4	10.9	25.4	59.6	100
VIII	0.6	1.6	7.2	21.6	69.1	100
Total	10.6	12.6	20.9	23.0	33.0	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

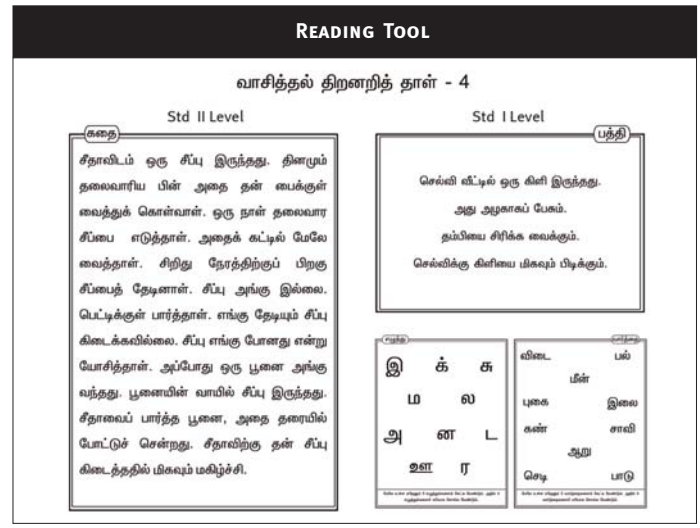


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

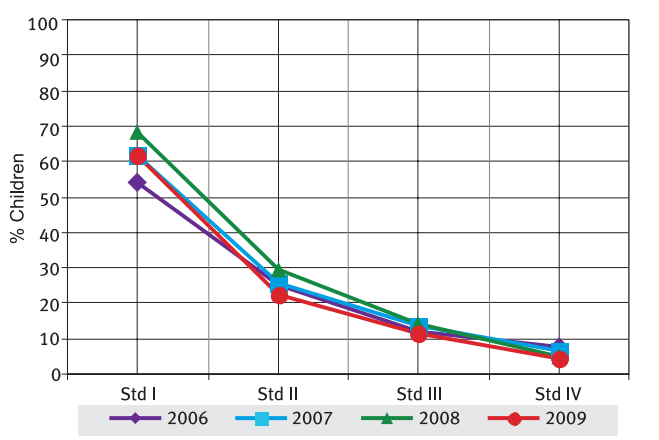
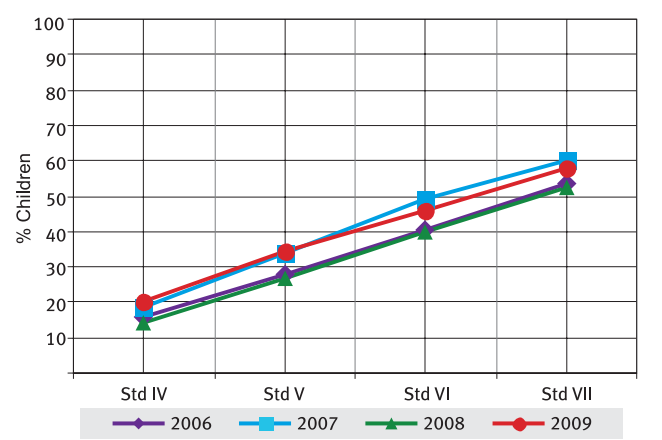


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	56.7	17.5	15.8	7.7	2.4	100
II	28.4	22.0	30.5	13.4	5.8	100
III	17.5	19.1	35.2	19.9	8.4	100
IV	8.9	11.9	34.3	29.2	15.8	100
V	6.5	10.0	29.7	34.9	19.0	100
VI	3.0	7.7	21.2	38.4	29.8	100
VII	1.8	4.6	18.1	36.5	39.0	100
VIII	1.5	2.8	14.2	34.3	47.3	100
Total	13.8	11.4	24.9	27.9	22.1	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	58.7	77.7
II	64.7	59.7
III	59.8	68.6
IV	61.8	69.5
V	60.5	74.1
VI	61.7	77.6
VII	66.9	74.8
VIII	69.2	78.9
Total	63.6	75.3

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	44.8	31.6	19.4	2.8	1.5	100
II	15.4	27.0	49.8	6.7	1.2	100
III	8.4	14.6	57.7	16.7	2.6	100
IV	3.5	6.2	51.1	32.3	6.9	100
V	2.8	3.5	38.2	41.5	13.9	100
VI	0.7	1.7	28.4	45.5	23.7	100
VII	0.7	1.8	20.9	44.3	32.3	100
VIII	0.5	0.7	14.3	42.5	42.0	100
Total	8.4	9.8	34.6	30.7	16.5	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

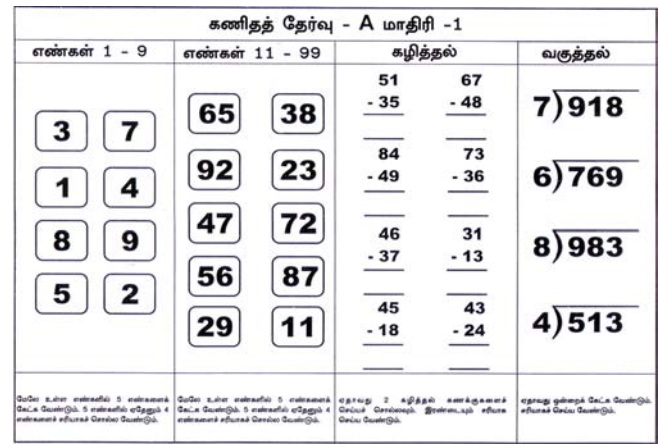


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

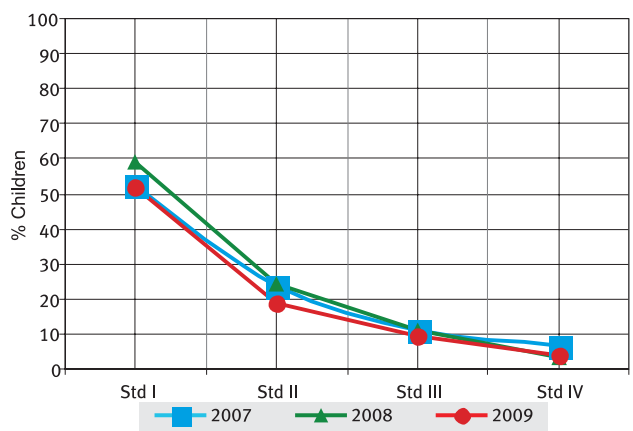
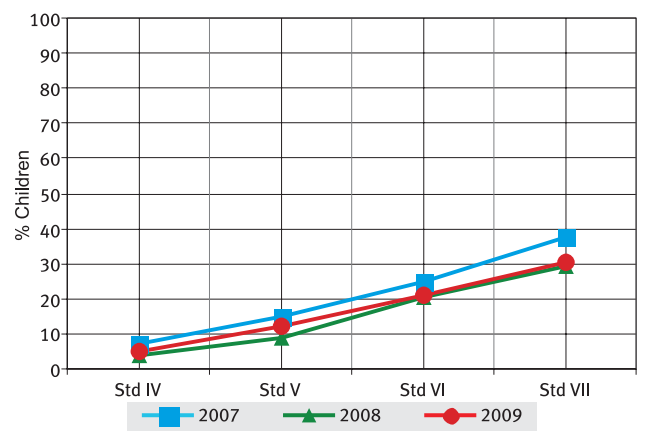


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	10.8	12.9	13.8	16.0	16.7	18.3	17.5	17.1
	Pvt.	26.5	29.5	33.5	37.5	39.9	30.9	29.5	30.8
2009	Govt	16.3	20.9	19.5	22.3	24.1	22.5	19.6	20.0
	Pvt.	28.6	31.9	37.2	41.4	36.1	29.4	33.1	35.2

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

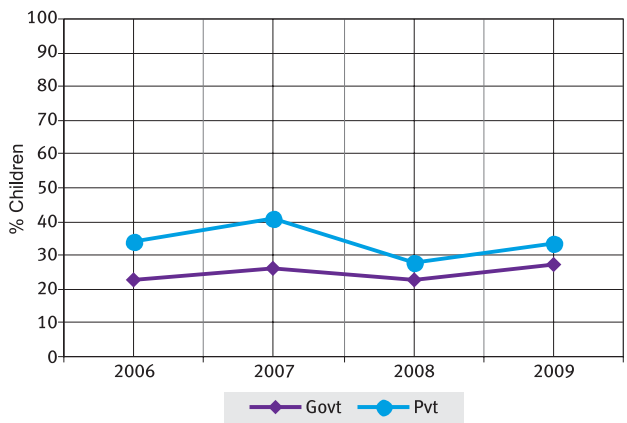
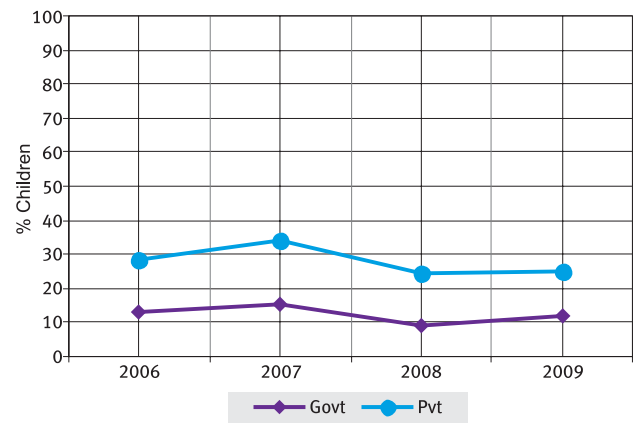


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

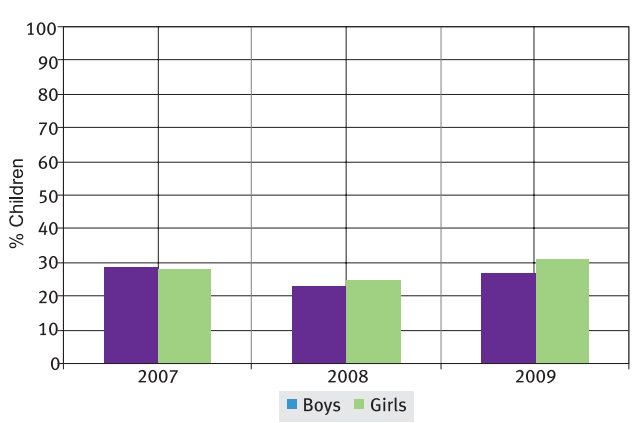
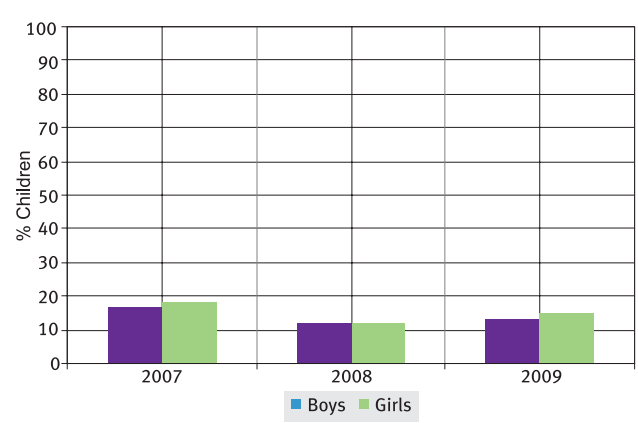


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009

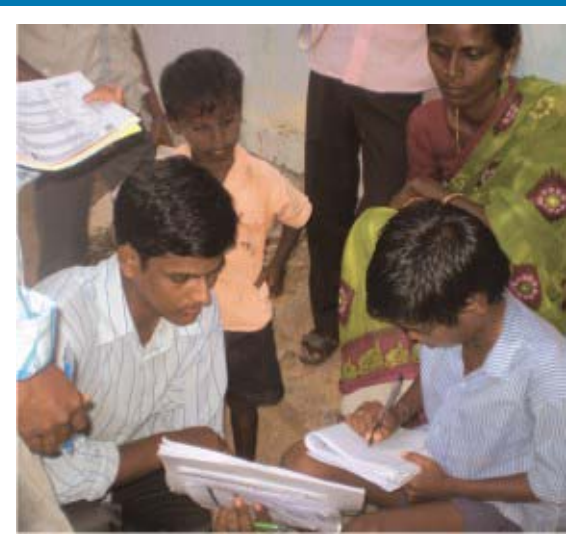


Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	26.0	1.1	47.6	32.7	33.2	17.4
Std I-V	18.6	0.7	53.0	36.3	37.6	24.9
Std VI-VIII	21.0	0.7	54.5	41.6	47.6	25.5
Std IX-X	22.2	0.4	55.1	43.4	50.2	27.3
Above Std X	12.2	0.5	60.4	49.8	57.3	30.2

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.



School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	281	388	385
Std I-VII/VIII : Primary + Upper Primary	177	213	261
Total schools	458	601	646

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	91.2	91.2	91.7	89.7	90.2	90.1
% Schools with less than 50% enrolled children attending	1.1	0.5	0.0	0.6	0.5	0.0
% Schools with 75% or more enrolled children attending	95.1	94.2	94.5	94.0	93.2	93.4

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	83.5	96.3	90.8	84.2	91.3	87.2
% Schools with no teacher present	1.1	0.0	0.3	0.6	0.0	0.0
% Schools with all teachers present	58.0	88.8	70.7	37.5	74.0	48.1

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		76.1	77.3		77.8	71.5
Std IV class sitting with another class		69.3	73.3		70.1	63.6

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	23.4	15.4	12.0	16.4	12.6	9.8
	Facility but water not available	10.8	5.3	6.4	8.5	5.0	6.4
	Available	65.8	79.2	81.6	75.1	82.4	83.8
Toilet	No facility	27.8	20.1	16.5	20.6	13.7	11.6
	Facility but toilet not usable	14.1	31.7	30.4	14.3	15.1	30.5
	Usable	58.1	48.2	53.1	65.1	71.2	57.9
Midday meal served on day of visit		83.7	79.8	97.2	85.7	79.1	99.6

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	375	56.8	43.2	257	63.4	36.6
Construction of new classroom	373	16.1	83.9	254	32.7	67.3
Construction of boundary wall	372	26.6	73.4	242	33.9	66.1

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	281	227
% Schools with no separate provision for girls toilets	29.5	21.6
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	13.2	11.0
Toilet not usable	14.2	15.4
Usable	43.1	52.0

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	305	12.8	83.0	4.3	248	8.9	83.5	7.7
Maintenance grant	320	77.8	15.6	6.6	282	75.9	14.9	9.2
Development grant	282	57.8	33.3	8.9	253	54.9	34.4	10.7
Teacher grant (TLM grant)	248	10.1	84.3	5.7	225	6.2	85.8	8.0
Other grants	194	10.3	79.9	9.8	181	9.4	76.8	13.8

Note : No grant information was available for 32 schools out of 385 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	220	32.7	62.7	4.6	163	14.1	79.8	6.1
Maintenance grant	189	83.6	11.6	4.8	163	76.7	16.6	6.8
Development grant	169	54.4	39.6	5.9	143	51.8	40.6	7.7
Teacher grant (TLM grant)	143	13.3	83.2	3.5	119	11.8	81.5	6.7
Other grants	98	16.3	74.5	9.2	90	17.8	71.1	11.1

Note : No grant information was available for 16 schools out of 261 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Ariyalur	96.5	0.9	14.8	23.8	57.6	43.2	45.2	37.6	49.7	41.2	7.4
Coimbatore	87.3	1.1	21.3	28.4	73.5	83.7	87.5	77.1	72.3	63.9	30.1
Cuddalore	96.3	0.1	20.8	27.2	59.3	60.1	75.0	61.7	64.7	44.4	16.6
Dharmapuri	96.9	0.5	17.2	13.3	62.6	59.8	65.7	60.0	58.0	33.5	10.6
Dindigul*		1.0	19.4	19.6	90.4	65.0	73.6	58.1	53.2	48.9	7.8
Erode*		2.2	10.1	8.3	55.0	51.1	55.4	51.7	36.7	39.8	10.1
Kancheepuram	85.7	0.2	20.9	17.3	70.3	61.8	78.9	56.9	65.0	38.3	26.5
Kanniyakumari	93.6	0.6	47.2	59.7	89.5	88.7	96.3	90.6	65.1	56.7	37.6
Karur	95.1	0.2	28.6	17.3	56.3	57.8	63.9	47.0	65.9	44.2	14.7
Madurai	92.4	1.8	20.6	29.7	81.1	59.0	57.3	49.2	47.3	54.1	13.4
Nagapattinam	80.6	0.9	19.9	21.7	75.4	36.7	41.2	36.5	31.0	28.7	12.0
Namakkal	93.0	0.3	18.6	21.7	70.5	62.6	69.6	57.0	49.0	32.5	23.8
Perambalur	87.9	2.2	24.3	19.8	72.0	57.3	73.3	60.0	60.5	42.3	16.7
Pudukkottai	98.4	0.9	13.5	10.7	82.5	60.2	58.8	46.6	45.3	16.3	7.5
Ramanathapuram	93.5	0.9	23.5	22.6	69.7	61.2	65.4	51.5	65.1	55.6	12.3
Salem	98.1	2.1	15.0	23.0	42.9	38.4	55.0	39.6	18.6	18.1	5.8
Sivagangai	91.1	0.4	25.5	33.3	67.8	62.8	68.2	58.8	60.5	53.6	7.2
Thanjavur	89.9	0.8	12.9	6.2	62.5	67.5	72.4	52.2	51.5	19.7	4.4
Theni	95.9	0.7	7.9	47.0	55.0	73.3	69.3	51.0	73.3	65.9	10.4
The Nilgiris	52.3	0.2	46.3	25.9	95.0	67.0	62.1	64.2	67.5	75.2	26.1
Thiruvallur	93.7	0.8	26.6	29.7	75.5	73.3	79.0	76.0	50.0	39.4	21.7
Thiruvarur	81.9	1.3	18.4	25.9	57.6	54.7	64.6	51.6	37.3	34.1	9.8
Thoothukkudi	91.7	1.1	31.7	38.1	58.2	67.2	76.0	63.1	66.1	44.4	23.0
Tiruchirappalli	87.8	0.6	22.8	40.4	75.1	79.9	79.7	53.6	83.3	63.3	25.8
Tirunelveli	96.0	0.6	29.4	34.8	80.2	67.4	83.3	67.6	58.7	45.7	13.8
Tiruvannamalai	89.5	1.2	21.5	20.1	76.6	63.5	70.4	61.4	48.3	28.8	10.1
Vellore	92.4	0.7	22.2	19.7	66.0	78.1	87.0	80.9	49.7	34.0	18.7
Viluppuram	99.1	0.7	6.9	18.6	66.5	58.2	68.7	53.5	28.5	19.5	14.2
Virudhunagar	88.5	1.8	20.7	32.4	47.4	64.9	72.2	54.1	64.8	42.9	6.7
Total	**91.3**	**0.9**	**21.1**	**25.7**	**67.3**	**62.2**	**69.0**	**56.6**	**55.2**	**42.4**	**15.0**

* Blank cells indicate insufficient data.

TRIPURA *RURAL*

ALL ANALYSIS BASED ON DATA FROM 4 OUT OF 4 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	93.5	4.3	0.3	1.9	100
Age: 7-16 ALL	93.1	3.4	0.3	3.2	100
Age: 7-10 ALL	93.3	5.8	0.3	0.6	100
Age: 7-10 BOYS	93.5	5.6	0.2	0.8	100
Age: 7-10 GIRLS	93.0	6.2	0.4	0.5	100
Age: 11-14 ALL	94.3	2.1	0.3	3.3	100
Age: 11-14 BOYS	94.5	1.7	0.4	3.4	100
Age: 11-14 GIRLS	94.2	2.4	0.1	3.4	100
Age: 15-16 ALL	90.3	1.6	0.3	7.8	100
Age: 15-16 BOYS	89.5	2.1	0.4	8.1	100
Age: 15-16 GIRLS	91.3	0.9	0.2	7.7	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

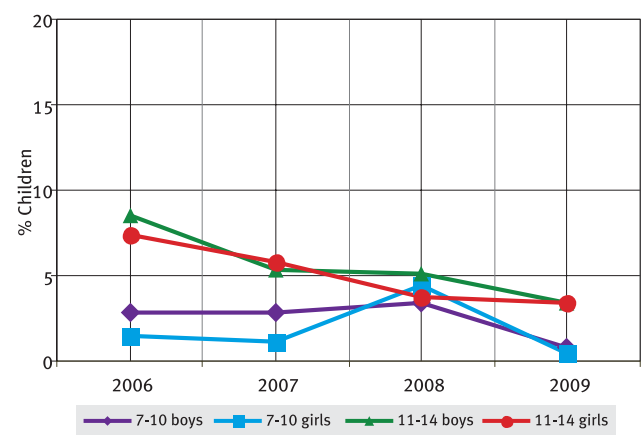


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

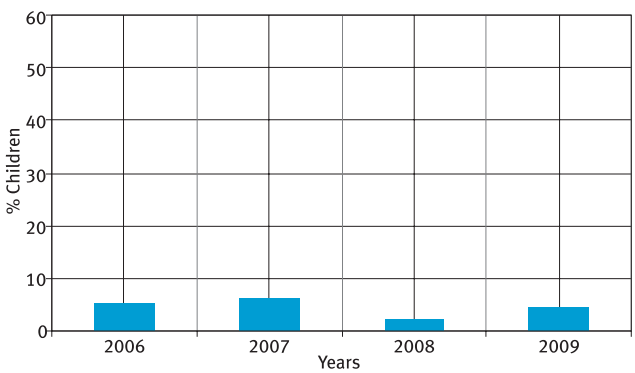


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	4.7	45.0	35.7	6.3	4.1				4.3				100
II	2.1	3.8	24.7	59.0	4.8	1.3			4.3				100
III		1.0		4.3	18.5	60.5	10.9		4.7				100
IV			4.2			10.0	64.1	9.0	7.4	0.8		4.5	100
V			1.5			3.8	19.2	44.0	19.6	4.8	4.5	2.6	100
VI				3.1				9.9	59.1	15.0	6.9	3.5	2.5	100
VII				1.6					14.4	45.9	23.6	10.7	3.8	100
VIII					7.0					12.1	50.8	21.3	8.8	100

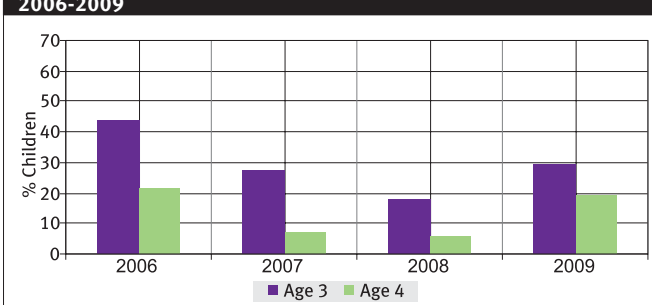
How to read the table: In Std III, 90.0% (18.5+60.5+10.9) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	23.9	46.7				29.4	100
Age 4	32.7	48.0				19.3	100
Age 5	17.3	31.3	24.5	9.5	0.9	16.5	100
Age 6	9.3	12.4	64.4	6.6	0.8	6.6	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 98.3 % villages.

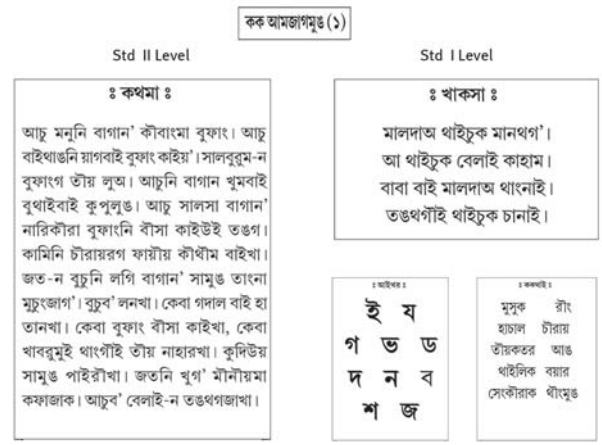
Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	7.0	62.3	20.2	8.8	1.7	100
II	7.9	40.2	30.4	12.5	9.0	100
III	2.5	28.4	33.4	25.1	10.7	100
IV	0.8	15.9	24.0	35.3	23.9	100
V	1.1	12.3	24.6	34.6	27.4	100
VI	0.6	7.4	20.7	39.9	31.4	100
VII	0.9	3.0	9.1	34.7	52.2	100
VIII	0.3	2.0	5.7	38.7	53.4	100
Total	2.7	22.0	21.4	28.6	25.4	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool



NOTE : The test was also available in Bengali and English.

Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

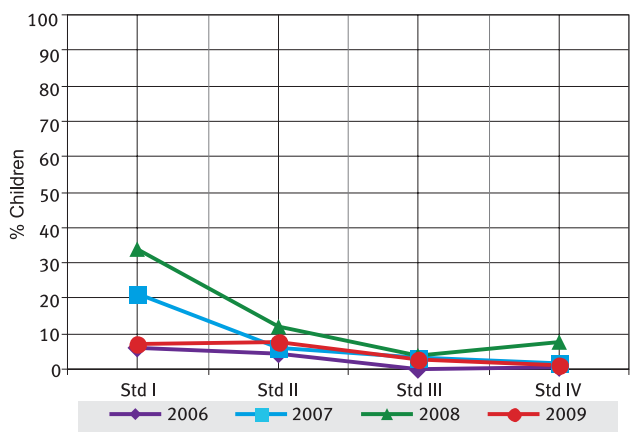
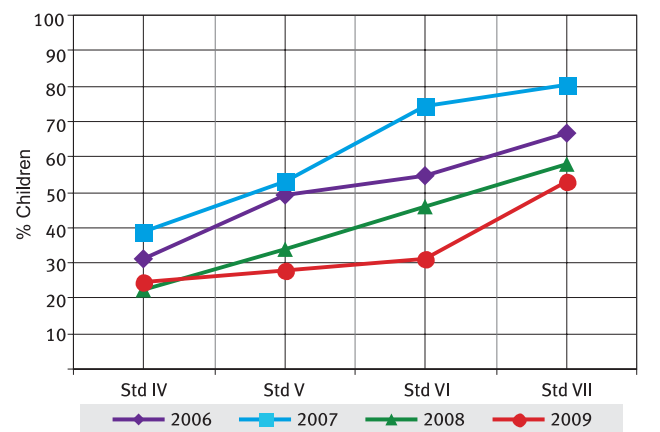


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	19.6	45.7	20.4	12.2	2.1	100
II	14.3	37.6	23.8	20.2	4.2	100
III	5.3	28.8	32.4	24.2	9.3	100
IV	3.3	20.9	19.2	34.5	22.2	100
V	1.9	18.4	21.8	35.2	22.7	100
VI	1.1	7.8	16.3	43.7	31.1	100
VII	2.1	8.5	10.0	38.0	41.3	100
VIII	1.4	4.3	6.2	37.2	51.0	100
Total	6.0	21.4	19.1	30.8	22.8	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	67.5	100.0
II	68.0	78.3
III	82.1	77.0
IV	84.3	56.5
V	77.5	69.9
VI	70.8	78.0
VII	69.6	85.5
VIII	73.7	80.9
Total	74.7	76.8

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	5.5	36.6	45.3	11.6	1.0	100
II	4.7	24.3	42.9	24.0	4.1	100
III	1.9	16.0	37.8	37.0	7.3	100
IV	0.8	11.2	28.9	40.7	18.4	100
V	0.5	6.9	22.0	46.5	24.1	100
VI	0.8	6.6	18.6	42.5	31.6	100
VII	0.4	3.0	8.5	39.2	48.9	100
VIII	0.3	0.5	8.7	30.7	59.8	100
Total	1.9	13.3	26.9	34.1	23.8	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

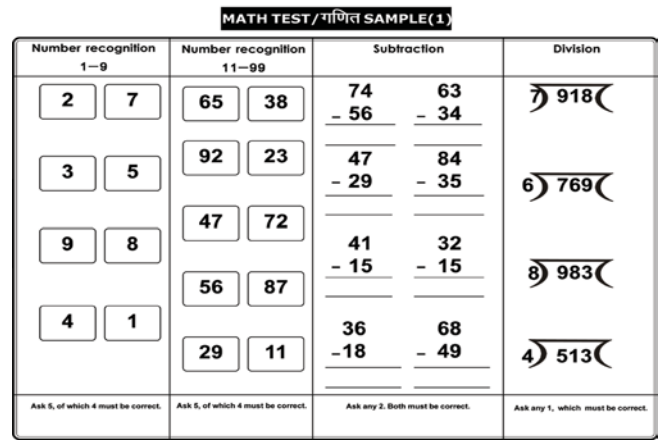


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

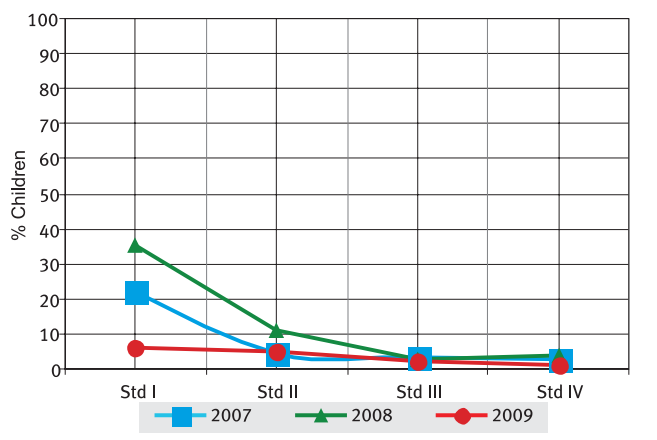
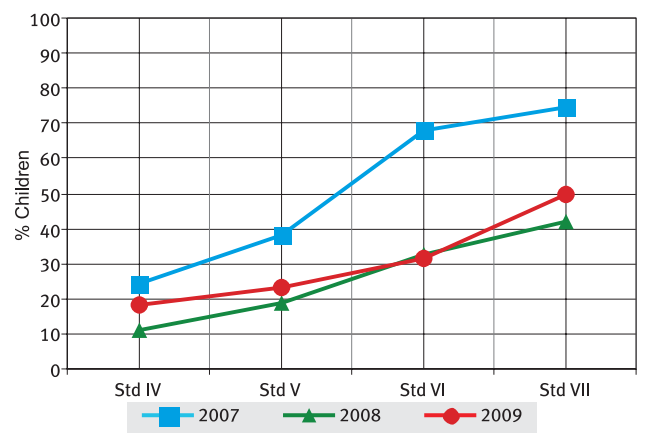


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children ATTENDING TUITION classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	57.4	62.8	64.8	67.2	73.7	75.0	73.2	80.0
	Pvt.	45.8	31.4	48.9	13.7	33.3	100.0	100.0	No Data
2009	Govt	65.3	64.2	71.2	74.1	65.0	72.7	83.2	85.6
	Pvt.	96.0	42.6	65.3	100.0	74.1	100.0	100.0	100.0

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

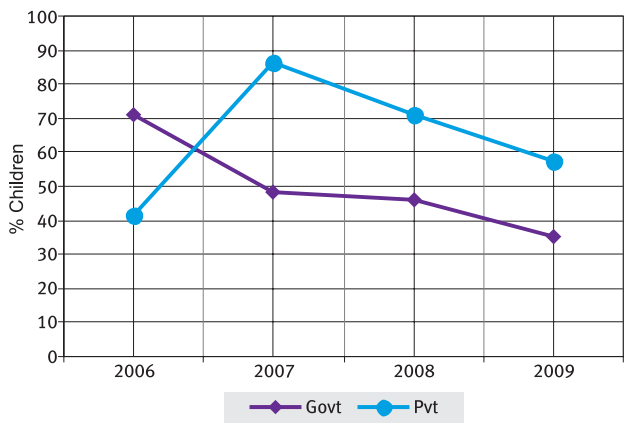
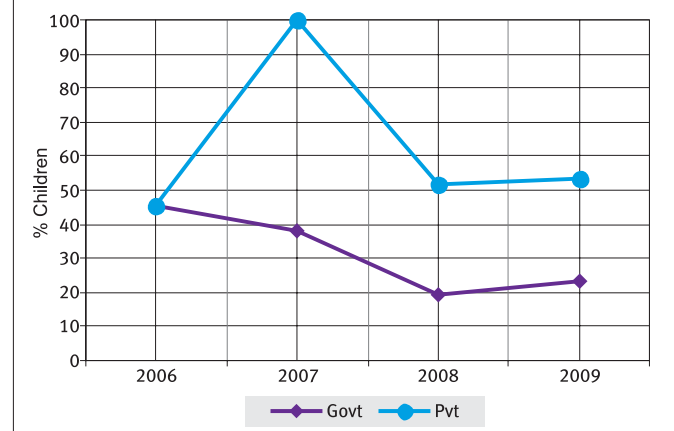


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

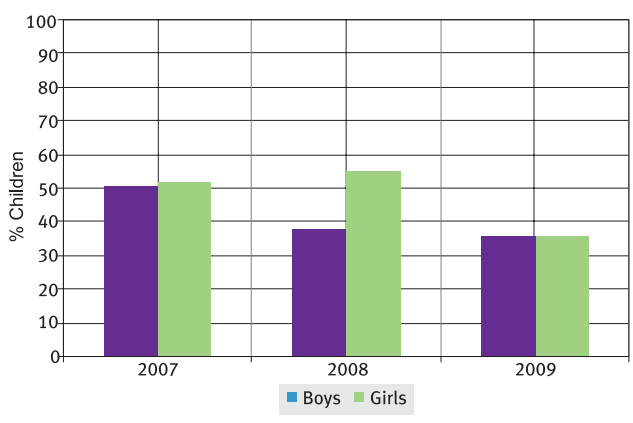
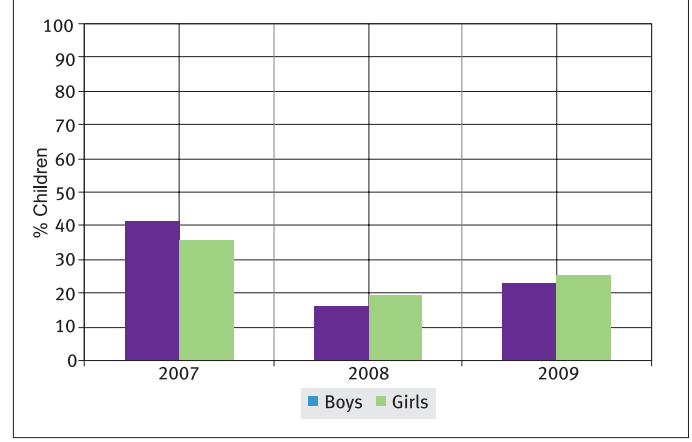


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	19.1	4.5	46.1	54.7	43.7	64.1
Std I-V	23.3	2.0	46.1	54.3	47.5	75.2
Std VI-VIII	17.2	1.0	59.6	63.7	53.0	79.4
Std IX-X	27.0	0.0	55.4	68.6	58.7	81.2
Above Std X	13.5	2.1	67.9	69.6	66.6	93.6

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	15	36	60
Std I-VII/VIII : Primary + Upper Primary	2	26	44
Total schools	17	62	104

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	68.3	75.9	76.2	87.4	84.5	71.1
% Schools with less than 50% enrolled children attending	26.7	4.8	6.9	0.0	0.0	12.5
% Schools with 75% or more enrolled children attending	53.3	52.4	53.4	100	86.7	42.5

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	87.7	85.1	89.2	65.0	79.5	83.3
% Schools with no teacher present	0.0	0.0	0.0	0.0	4.3	0.0
% Schools with all teachers present	71.4	53.6	50.0	0.0	47.8	41.9

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		33.3	30.4		30.8	64.9
Std IV class sitting with another class		32.1	27.5		28.6	37.1

School facilities : trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	0.0	32.3	30.9	50.0	22.7	37.5
	Facility but water not available	20.0	12.9	16.4	50.0	13.6	12.5
	Available	80.0	54.8	52.7	0.0	63.6	50.0
Toilet	No facility	0.0	15.6	3.3	0.0	27.3	9.1
	Facility but toilet not usable	0.0	6.3	20.0	100	18.2	6.8
	Usable	100	78.1	76.7	0.0	54.5	84.1
	Midday meal served on day of visit	78.6	90.0	92.5	100	100	92.5

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	57	36.8	63.2	43	41.9	58.1
Construction of new classroom	57	14.0	86.0	41	19.5	80.5
Construction of boundary wall	58	12.1	87.9	42	2.4	97.6

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	44	37
% Schools with no separate provision for girls toilets	52.3	37.8
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	4.5	5.4
Toilet not usable	11.4	13.5
Usable	31.8	43.2

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	54	20.4	61.1	18.5	39	10.3	61.5	28.2
Maintenance grant	45	40.0	42.2	17.8	32	18.8	53.1	28.1
Development grant	48	54.2	31.3	14.6	33	18.2	48.5	33.3
Teacher grant (TLM grant)	48	54.2	29.2	16.7	35	25.7	45.7	28.6
Other grants	23	26.1	47.8	26.1	21	19.1	52.4	28.6

Note : No grant information was available for 8 schools out of 60 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	31	25.8	67.7	6.5	24	20.8	62.5	16.7
Maintenance grant	31	61.3	32.3	6.5	24	45.8	41.7	12.5
Development grant	27	81.5	14.8	3.7	18	61.1	27.8	11.1
Teacher grant (TLM grant)	30	76.7	20.0	3.3	17	52.9	35.3	11.8
Other grants	12	58.3	33.3	8.3	8	37.5	50.0	12.5

Note : No grant information was available for 7 schools out of 44 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Dhalai	59.7	2.7	4.1	73.5	61.1	76.8	85.6	67.0	50.7	50.7	15.4
North Tripura	63.5	3.0	4.1	78.3	81.2	92.3	92.0	78.7	51.1	57.1	24.9
South Tripura	81.4	1.5	5.0	74.6	77.6	97.1	96.0	89.7	56.8	61.7	24.8
West Tripura	85.4	1.4	4.0	76.3	65.7	93.8	97.7	85.6	49.4	57.4	9.2
Total	**71.0**	**2.2**	**4.3**	**75.9**	**72.5**	**90.6**	**93.1**	**80.4**	**52.2**	**57.3**	**19.5**

Uttar Pradesh
Uttarakhand
West Bengal
Dadra and Nagar Haveli
Daman and Diu
Puducherry

ASER

2009

UTTARAKHAND *RURAL*

ALL ANALYSIS BASED ON DATA FROM 13 OUT OF 13 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	72.4	24.7	1.6	1.4	100
Age: 7-16 ALL	73.5	22.6	1.4	2.5	100
Age: 7-10 ALL	70.4	27.2	1.8	0.6	100
Age: 7-10 BOYS	67.9	30.0	1.6	0.6	100
Age: 7-10 GIRLS	73.2	24.1	2.2	0.6	100
Age: 11-14 ALL	76.3	20.1	1.3	2.3	100
Age: 11-14 BOYS	75.3	21.6	1.4	1.8	100
Age: 11-14 GIRLS	77.2	18.5	1.4	3.0	100
Age: 15-16 ALL	75.1	15.9	0.8	8.3	100
Age: 15-16 BOYS	75.9	16.8	0.9	6.3	100
Age: 15-16 GIRLS	72.6	15.8	0.5	11.2	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

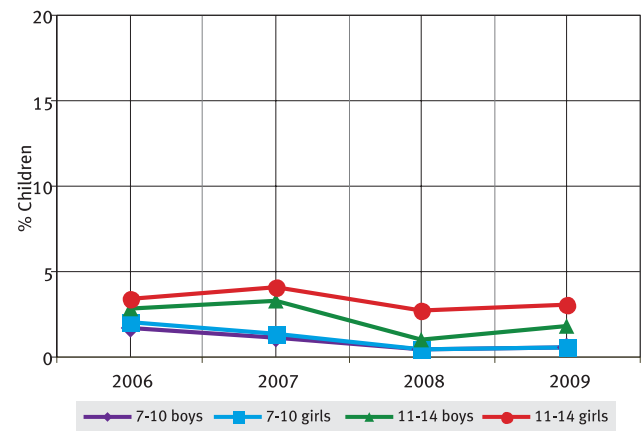


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

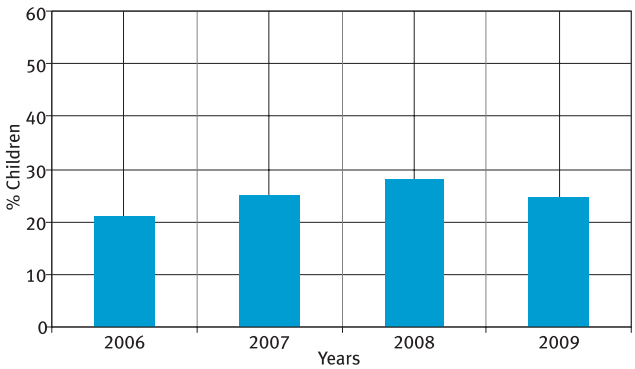


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	30.0	44.9	16.1	6.1	3.0								100
II	4.0	17.0	44.2	23.7	5.4	5.8							100
III	3.6		14.3	43.3	21.6	10.6	2.7	3.9					100
IV	4.3			15.8	37.4	26.6	9.0	4.9	2.1				100
V	5.3				11.3	40.9	22.9	11.5	3.5	4.5			100
VI	3.3					12.9	30.5	32.7	12.8	5.1	2.8		100
VII	3.5						11.5	36.5	28.3	13.1	4.8	2.4	100
VIII	3.9							10.8	33.4	31.8	14.2	5.8	100

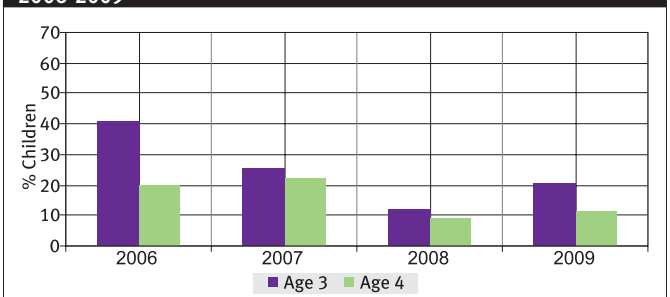
How to read the table: In Std III, 75.5% (43.3+21.6+10.6) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	68.1	11.5				20.4	100
Age 4	67.0	21.5				11.5	100
Age 5	18.4	5.9	39.1	29.2	2.4	5.0	100
Age 6	3.6	4.6	58.6	29.9	1.6	1.7	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 86.5 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	24.5	44.5	19.5	6.7	4.8	100
II	7.1	27.3	38.0	17.5	10.1	100
III	3.8	16.4	22.0	32.2	25.6	100
IV	2.0	8.7	14.5	28.0	46.8	100
V	0.9	3.7	7.9	19.5	68.1	100
VI	0.8	2.7	4.7	12.8	79.1	100
VII	0.6	1.7	2.5	8.9	86.5	100
VIII	0.3	0.8	1.6	6.3	91.0	100
Total	5.1	13.6	14.3	17.3	49.8	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

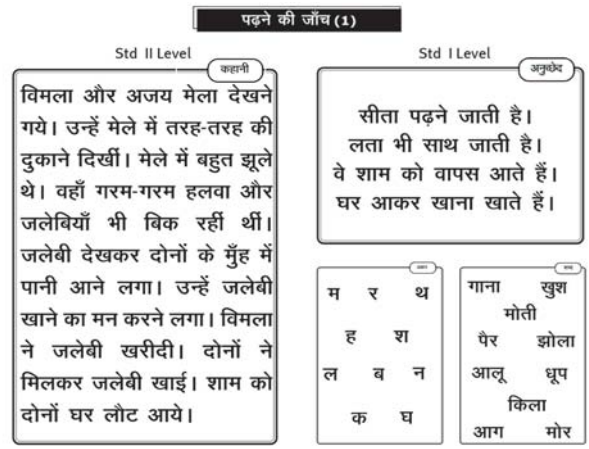


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

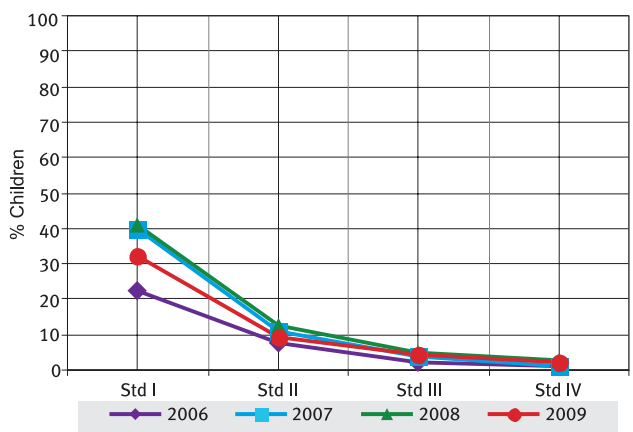
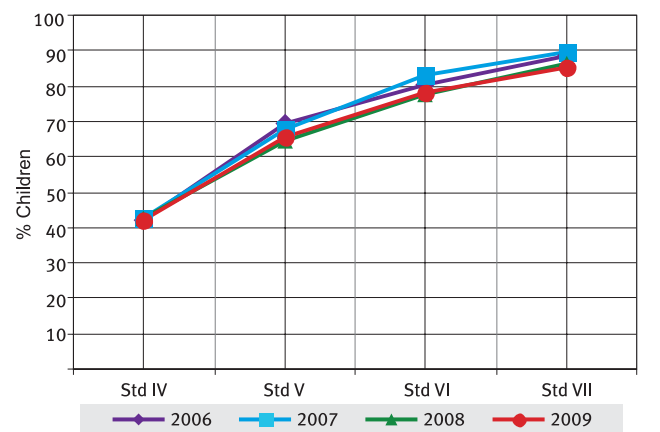


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	38.3	33.3	14.8	9.4	4.3	100
II	22.3	30.8	24.9	14.6	7.4	100
III	11.6	23.7	27.3	23.5	13.9	100
IV	8.3	16.9	19.8	34.8	20.3	100
V	5.8	9.2	16.3	34.2	34.5	100
VI	3.1	7.2	11.4	27.7	50.6	100
VII	2.5	3.7	6.8	26.3	60.7	100
VIII	1.5	1.9	4.6	22.1	69.8	100
Total	12.0	16.3	16.3	24.4	31.0	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	62.2	69.5
II	61.1	83.9
III	59.8	69.2
IV	70.0	75.0
V	69.0	80.0
VI	73.6	82.6
VII	72.5	82.7
VIII	75.6	83.1
Total	68.7	80.7

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	26.1	43.9	21.8	6.0	2.2	100
II	7.6	32.7	40.9	14.9	3.9	100
III	3.6	19.9	33.6	32.5	10.3	100
IV	2.3	11.9	19.9	41.0	24.8	100
V	0.9	6.2	15.9	31.3	45.7	100
VI	1.3	4.3	8.6	22.5	63.3	100
VII	0.9	2.0	6.9	21.8	68.4	100
VIII	0.5	1.5	5.0	16.1	76.8	100
Total	5.5	15.8	19.8	24.0	35.0	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

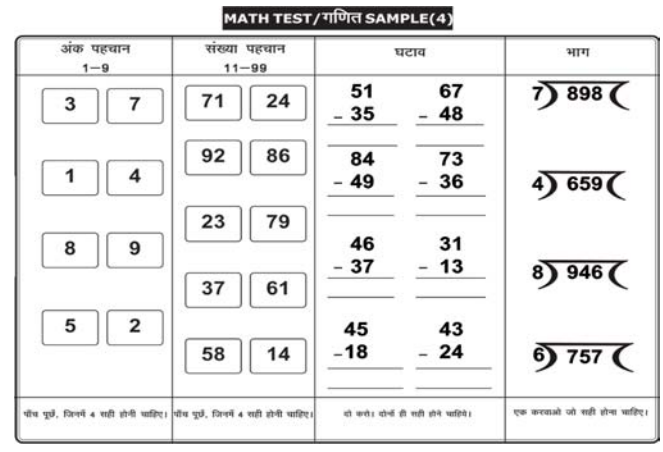


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

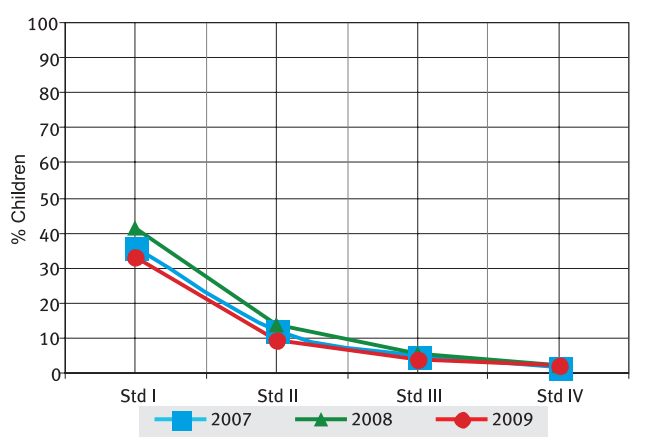
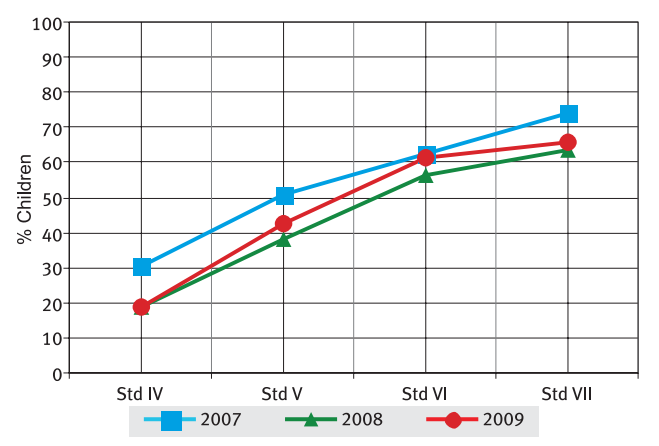


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children ATTENDING TUITION classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	3.6	4.8	3.7	4.8	4.2	5.1	3.5	8.8
	Pvt.	13.2	17.9	21.3	18.5	19.3	20.7	26.4	24.6
2009	Govt	4.8	2.8	5.5	5.2	6.5	7.3	7.5	8.4
	Pvt.	17.5	22.4	28.0	36.4	35.0	41.5	28.4	42.7

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

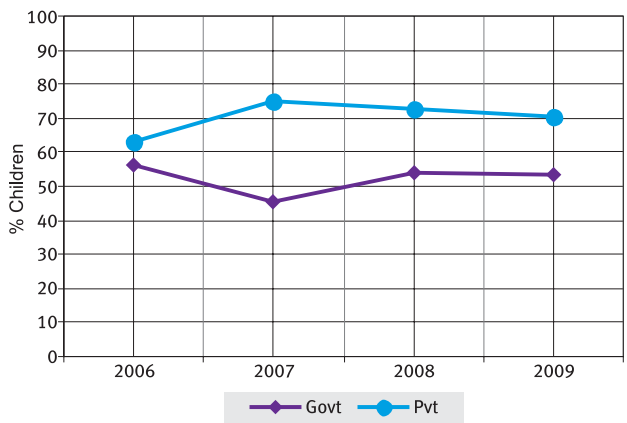
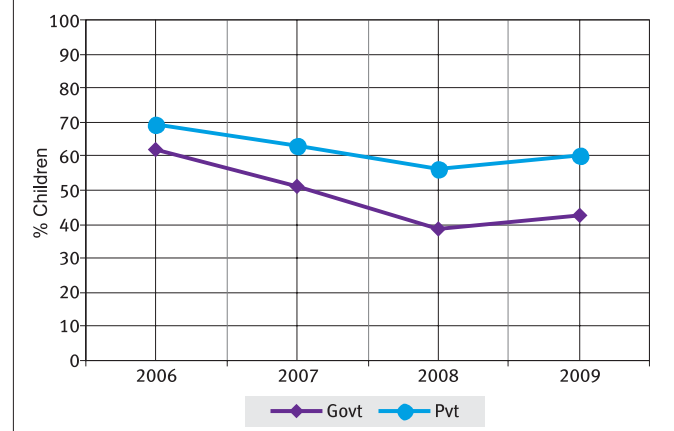


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

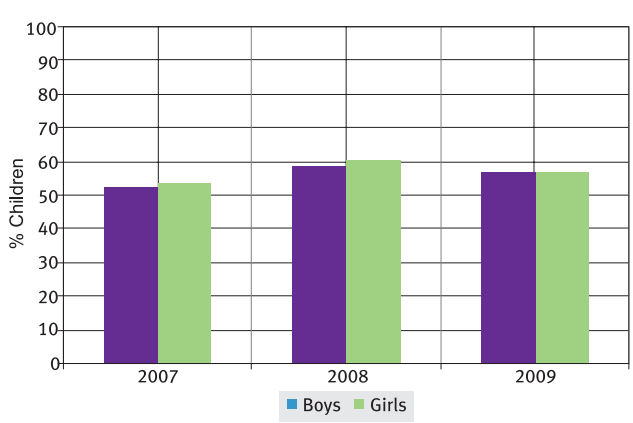
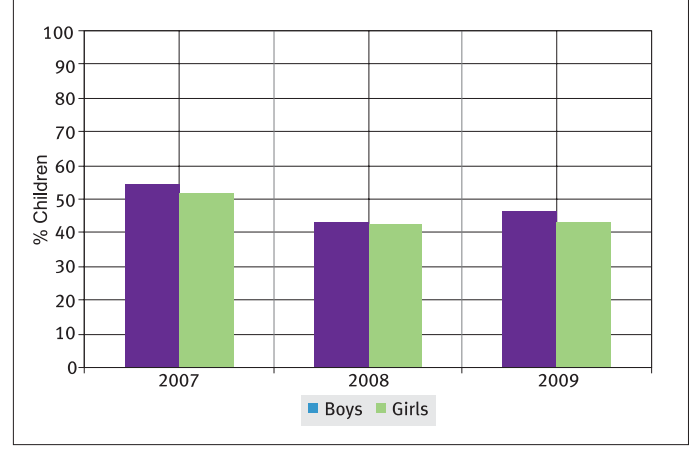


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	15.8	5.4	56.8	41.9	35.4	6.5
Std I-V	13.0	3.8	70.0	55.6	43.5	7.9
Std VI-VIII	17.7	0.3	75.0	61.3	51.4	7.3
Std IX-X	27.3	0.2	75.9	65.1	58.2	13.3
Above Std X	26.3	0.1	83.1	75.9	69.1	24.0

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	187	316	345
Std I-VII/VIII : Primary + Upper Primary	13	16	8
Total schools	200	332	353

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	85.7	85.6	84.2	86.2	86.6	76.3
% Schools with less than 50% enrolled children attending	2.7	4.8	0.9	0.0	6.3	12.5
% Schools with 75% or more enrolled children attending	83.0	78.8	79.3	92.3	75.0	62.5

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	75.6	91.6	94.5	91.8	93.7	77.1
% Schools with no teacher present	8.7	0.4	0.3	0.0	0.0	0.0
% Schools with all teachers present	54.1	81.3	84.7	76.9	78.6	50.0

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		67.7	61.0		60.0	50.0
Std IV class sitting with another class		60.9	55.9		64.3	50.0

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	24.5	15.4	14.6	23.1	0.0	42.9
	Facility but water not available	6.5	10.5	13.4	7.7	6.3	0.0
	Available	69.0	74.1	72.0	69.2	93.8	57.1
Toilet	No facility	25.3	6.6	6.8	16.7	0.0	33.3
	Facility but toilet not usable	19.4	15.9	31.2	25.0	18.8	33.3
	Usable	55.4	77.4	62.0	58.3	81.3	33.3
Midday meal served on day of visit		84.7	97.8	89.2	69.2	93.8	71.4

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	301	84.1	16.0	5	80.0	20.0
Construction of new classroom	289	21.5	78.6	5	0.0	100.0
Construction of boundary wall	291	29.2	70.8	5	40.0	60.0

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	245	4
% Schools with no separate provision for girls toilets	39.2	25.0
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	11.0	50.0
Toilet not usable	26.5	25.0
Usable	23.3	0.0

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	267	23.2	70.8	6.0	215	11.2	76.7	12.1
Maintenance grant	292	81.9	12.7	5.5	236	61.0	29.7	9.3
Development grant	282	80.5	15.3	4.3	237	64.6	27.4	8.0
Teacher grant (TLM grant)	301	93.0	3.7	3.3	250	80.4	13.2	6.4
Other grants	96	31.3	57.3	11.5	80	18.8	66.3	15.0

Note : No grant information was available for 21 schools out of 345 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	5	0.0	80.0	20.0	4	0.0	100.0	0.0
Maintenance grant	5	100.0	0.0	0.0	4	50.0	50.0	0.0
Development grant	6	83.3	0.0	16.7	6	83.3	16.7	0.0
Teacher grant (TLM grant)	7	85.7	14.3	0.0	7	71.4	28.6	0.0
Other grants	2	0.0	100.0	0.0	2	0.0	100.0	0.0

Note : No grant information was available for 1 schools out of 8 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Almora	96.7	1.2	23.8	14.4	82.3	93.2	90.3	76.7	82.6	79.8	20.9
Bageshwar	96.8	0.8	15.4	16.4	73.9	83.7	84.8	76.7	66.1	57.8	10.5
Chamoli	82.0	0.9	9.0	11.6	67.7	84.9	86.9	67.8	77.6	68.2	10.5
Champawat	98.7	0.5	15.2	6.6	64.7	98.1	98.6	95.8	84.6	67.4	36.7
Dehradun	78.7	3.5	46.2	26.6	85.5	73.2	72.1	68.2	64.1	50.8	28.6
Garhwal	79.4	0.1	12.5	12.4	84.4	81.8	79.4	49.6	77.4	66.8	19.9
Haridwar	69.1	1.8	41.1	19.5	54.1	75.0	77.5	71.0	64.0	53.4	33.8
Nainital	69.7	1.8	19.9	7.3	77.4	89.6	88.1	79.9	86.8	76.3	23.1
Pithoragarh	92.1	0.3	13.5	7.6	83.3	95.8	86.8	74.4	90.3	84.4	23.8
Rudraprayag	90.5	0.0	11.7	5.7	73.7	80.0	73.8	53.7	73.1	56.7	14.5
Tehri Garhwal	78.4	0.0	15.9	3.6	77.1	89.0	87.3	77.3	72.0	53.2	28.9
Udham Singh Nagar	87.1	3.3	36.8	13.3	54.1	77.9	79.9	61.3	58.3	41.6	20.6
Uttarkashi	92.5	1.0	29.1	14.2	78.5	81.9	80.2	69.1	69.2	46.9	19.2
Total	**87.2**	**1.2**	**22.2**	**11.9**	**72.8**	**84.9**	**83.5**	**70.9**	**74.7**	**62.3**	**22.2**

UTTAR PRADESH *RURAL*

ALL ANALYSIS BASED ON DATA FROM 69 OUT OF 69 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School enrollment and out of school children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	57.3	35.8	1.9	4.9	100
Age: 7-16 ALL	53.7	36.8	1.7	7.9	100
Age: 7-10 ALL	61.5	33.6	2.0	2.9	100
Age: 7-10 BOYS	58.3	37.2	1.8	2.7	100
Age: 7-10 GIRLS	65.0	29.4	2.4	3.3	100
Age: 11-14 ALL	50.9	39.6	1.5	8.1	100
Age: 11-14 BOYS	49.0	42.7	1.3	7.0	100
Age: 11-14 GIRLS	53.2	35.6	1.7	9.5	100
Age: 15-16 ALL	37.8	39.5	1.0	21.6	100
Age: 15-16 BOYS	38.2	40.6	1.1	20.1	100
Age: 15-16 GIRLS	37.7	37.8	1.1	23.5	100

NOTE : 'other' includes chidren going to madarssa and EGS.
'not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

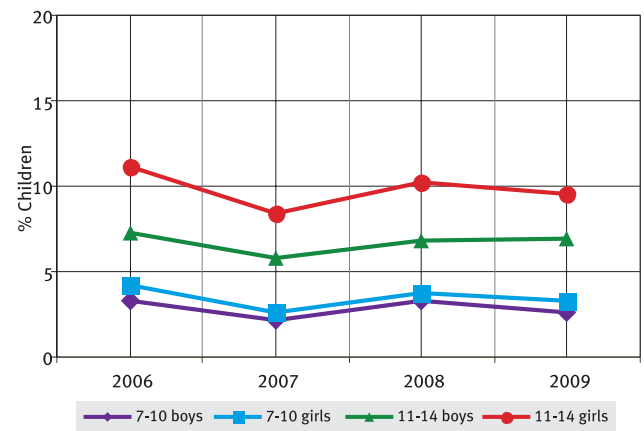


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

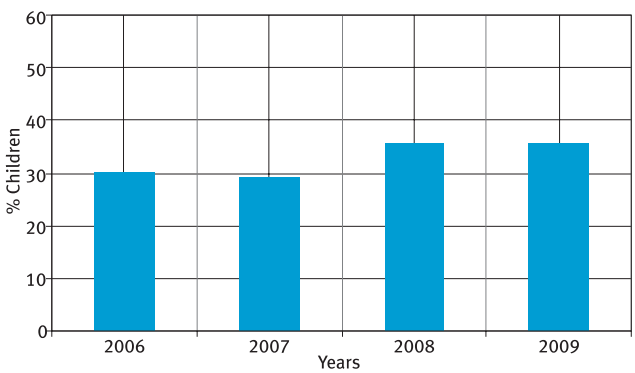


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	23.9	40.6	17.2	10.5				7.8					100
II	3.0	14.6	31.5	29.6	7.7	8.1			5.6				100
III		4.3		10.1	37.7	20.7	15.8	3.9	4.7		2.8		100
IV		1.6		3.7	14.6	25.5	31.6	7.8	9.3		6.0		100
V			1.8		5.8	7.5	36.3	18.6	17.0	5.8		7.3	100
VI				5.0			15.3	22.5	35.2	11.1	6.9	4.0	100
VII				8.2				7.3	36.1	24.9	14.4	7.1	2.0	100
VIII					6.4				15.1	28.6	28.8	13.6	7.5	100

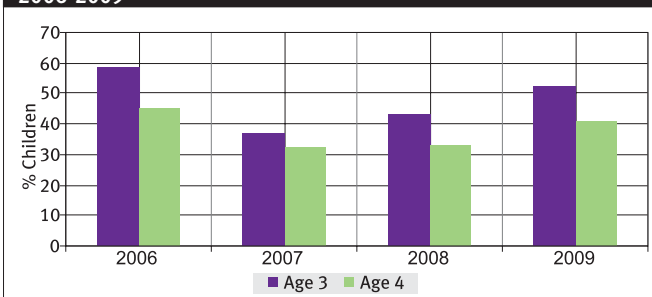
How to read the table: In Std III,74.2% (37.7+20.7+15.8) children are in age group 8 to 10.

Young children in pre-school and school

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	41.7	6.2				52.1	100
Age 4	44.4	14.9				40.7	100
Age 5	17.4	8.9	33.6	20.0	2.1	18.0	100
Age 6	4.3	4.6	54.2	28.1	2.5	6.3	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 89.5 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	43.5	41.5	10.2	2.8	2.0	100
II	18.7	40.1	25.7	9.9	5.8	100
III	9.9	29.6	29.1	19.3	12.1	100
IV	5.6	19.3	24.1	27.0	24.0	100
V	3.6	13.4	19.3	26.0	37.7	100
VI	2.1	7.7	11.7	24.9	53.6	100
VII	1.4	5.4	8.0	19.7	65.4	100
VIII	0.9	4.2	5.1	14.8	75.0	100
Total	13.2	23.1	17.7	17.2	28.8	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

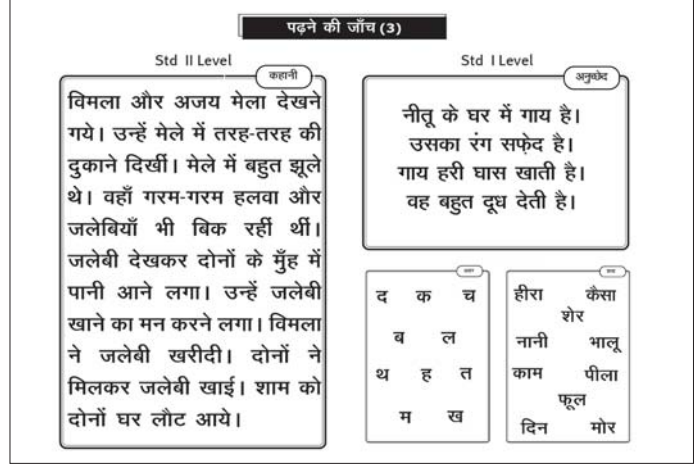


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

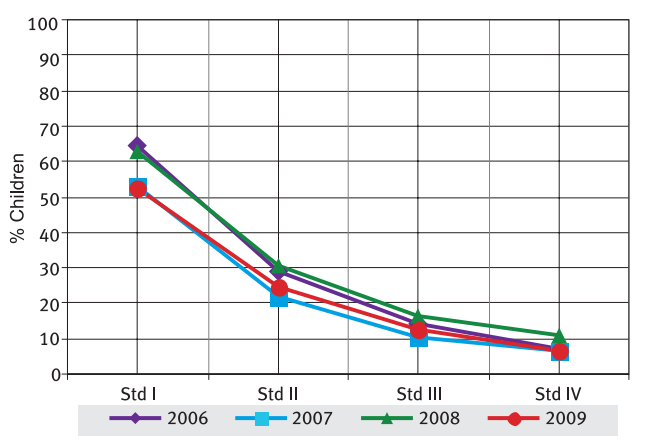
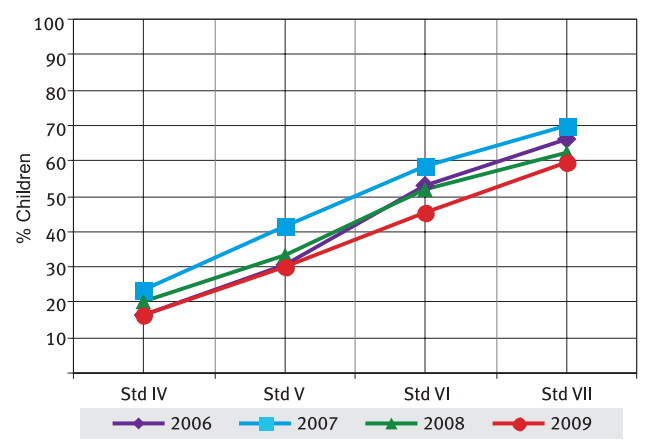


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	65.2	23.2	7.8	3.0	0.8	100
II	42.0	32.9	15.8	7.2	2.1	100
III	31.9	32.0	19.9	12.0	4.2	100
IV	21.3	28.6	23.0	18.6	8.4	100
V	15.5	24.3	23.3	22.9	14.0	100
VI	8.6	18.0	21.5	28.7	23.2	100
VII	6.4	13.0	18.5	29.7	32.4	100
VIII	5.3	10.5	14.8	27.6	41.9	100
Total	28.5	24.2	17.7	16.7	12.9	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	67.1	71.4
II	63.7	76.5
III	65.3	72.5
IV	68.8	74.5
V	68.2	78.6
VI	71.5	76.0
VII	70.5	80.1
VIII	72.0	82.1
Total	69.2	78.8

English Tool

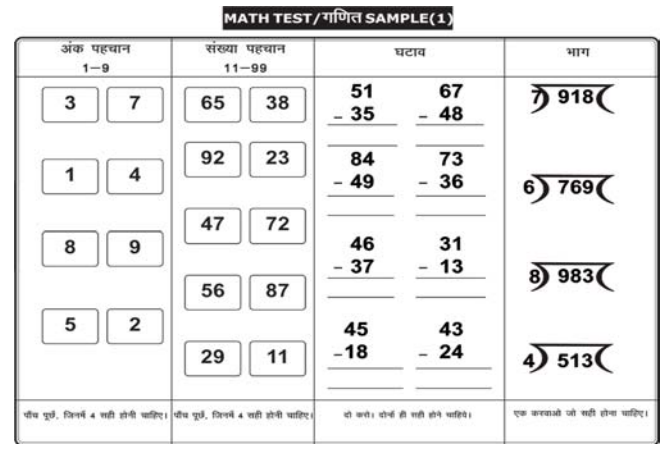
Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	45.3	39.9	11.8	2.1	0.9	100
II	20.4	43.6	26.4	6.9	2.7	100
III	11.1	34.0	34.5	15.2	5.4	100
IV	6.1	23.3	33.7	23.9	13.0	100
V	4.1	16.2	29.8	28.8	21.1	100
VI	2.3	10.5	22.5	31.9	32.8	100
VII	1.5	7.6	18.1	29.6	43.2	100
VIII	1.1	5.5	13.8	26.5	53.2	100
Total	14.1	25.4	24.3	18.7	17.6	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool



NOTE : The test was also available in Hindi.

Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

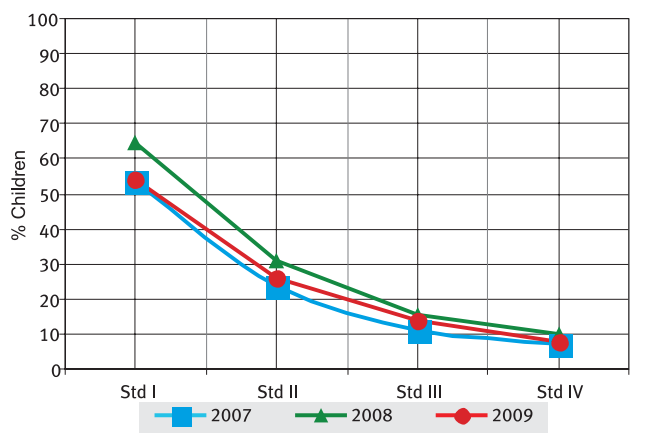
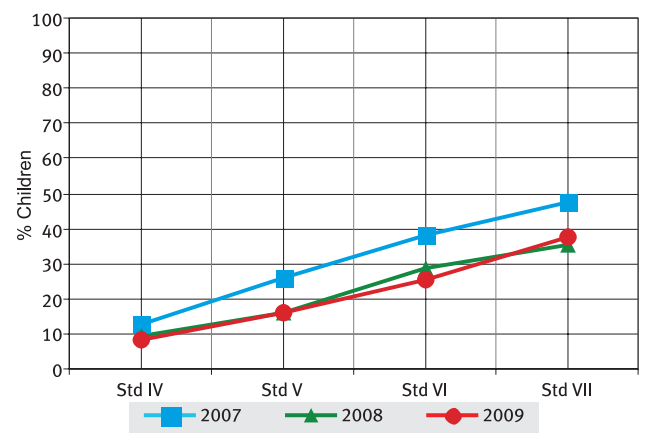


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	3.8	4.1	4.6	5.8	6.4	7.3	9.0	11.5
	Pvt.	11.6	15.1	17.0	17.3	19.5	20.1	21.9	24.5
2009	Govt	5.2	5.9	5.9	6.4	7.3	8.4	9.4	11.8
	Pvt.	12.8	15.4	18.6	19.6	21.0	19.2	20.7	24.8

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

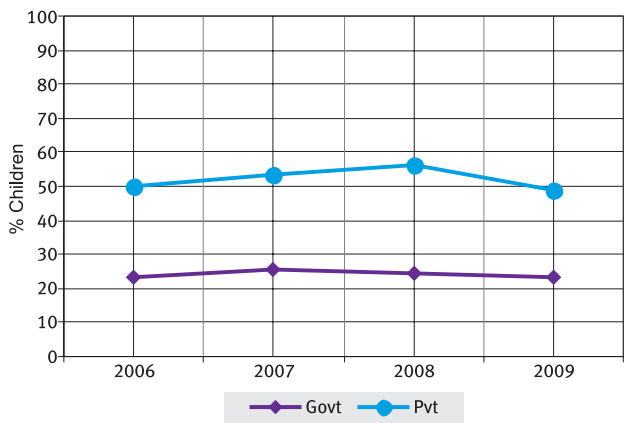
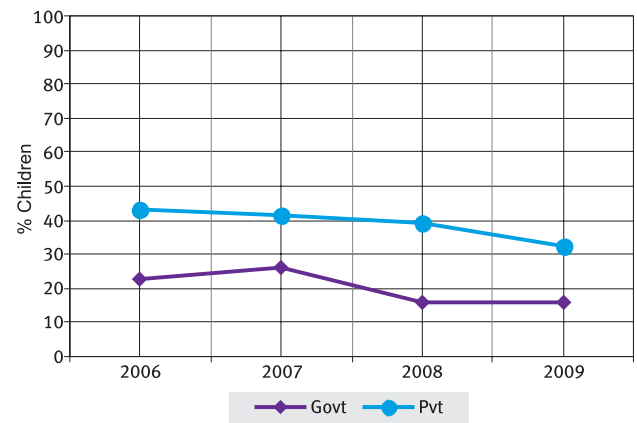


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

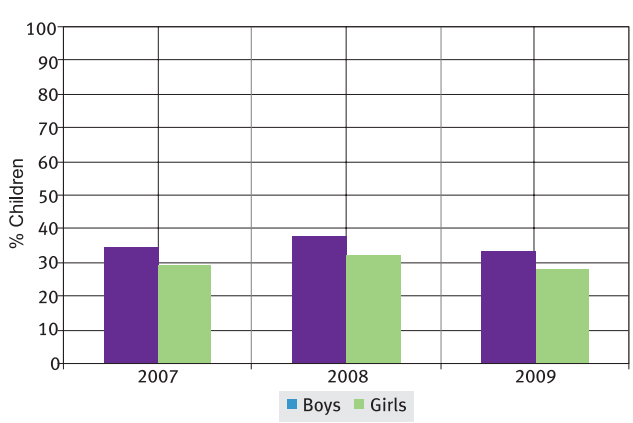
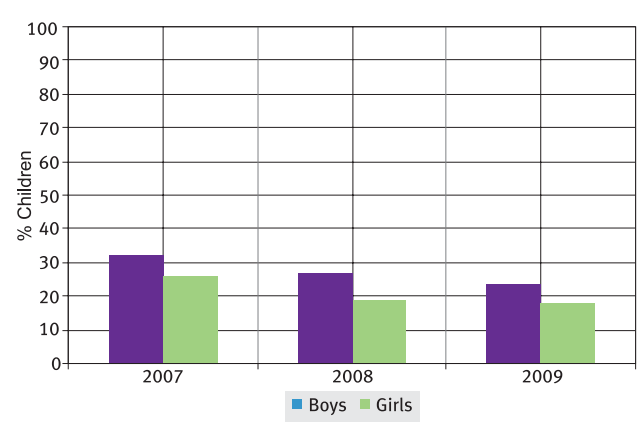


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	32.8	9.8	41.7	29.7	21.2	8.3
Std I-V	13.4	7.1	44.6	31.7	22.3	8.9
Std VI-VIII	16.3	3.9	46.7	32.9	24.9	11.3
Std IX-X	20.1	2.7	54.4	40.7	30.8	15.7
Above Std X	17.5	1.2	62.9	49.5	40.4	23.4

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

UTTAR PRADESH RURAL

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	786	1885	1796
Std I-VII/VIII : Primary + Upper Primary	395	99	101
Total schools	1181	1984	1897

Table 11: Children attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	66.2	64.4	59.8	62.2	64.5	60.9
% Schools with less than 50% enrolled children attending	19.9	19.8	26.8	24.1	22.7	22.2
% Schools with 75% or more enrolled children attending	38.2	31.0	20.5	33.5	35.1	18.2

Table 12: Teacher attendance

	2005	2007	2009	2005	2007	2009
Type of school	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	79.5	92.0	89.3	67.1	90.8	86.6
% Schools with no teacher present	5.3	0.1	0.1	15.2	0.0	0.0
% Schools with all teachers present	56.1	75.8	69.7	42.7	70.7	63.9

Table 13: Multigrade classes

	2005	2007	2009	2005	2007	2009
% Of schools in which:	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		42.7	50.3		44.4	40.6
Std IV class sitting with another class		43.1	50.0		42.6	39.4

School facilities : trends over time

Table 14: Facilities in school

		2005	2007	2009	2005	2007	2009
% Schools with:		Std I-IV/V			Std I-VII/VIII		
Water	No facility	8.8	5.1	4.4	7.9	4.1	4.0
	Facility but water not available	12.5	9.2	10.5	13.7	10.3	8.1
	Available	78.7	85.7	85.0	78.4	85.6	87.9
Toilet	No facility	24.3	13.3	10.4	25.9	12.9	6.0
	Facility but toilet not usable	33.7	29.9	42.8	40.2	32.3	47.0
	Usable	42.0	56.7	46.7	33.9	54.8	47.0
Midday meal served on day of visit		56.9	95.2	77.2	52.7	92.8	75.0

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	1729	81.0	19.0	96	76.0	24.0
Construction of new classroom	1701	21.4	78.6	95	25.3	74.7
Construction of boundary wall	1702	19.4	80.6	95	20.0	80.0

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	1674	94
% Schools with no separate provision for girls toilets	27.2	22.3
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	17.2	20.2
Toilet not usable	23.4	25.5
Usable	32.2	31.9

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per addl room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	1625	18.3	58.9	22.8	1487	9.4	64.6	26.1
Maintenance grant	1641	63.9	12.6	23.5	1464	37.4	34.2	28.4
Development grant	1595	56.4	17.6	26.0	1441	32.0	38.4	29.6
Teacher grant (TLM grant)	1629	72.5	11.5	16.0	1465	45.1	34.4	20.6
Other grants	699	16.5	52.1	31.5	649	10.0	55.6	34.4

Note : No grant information was available for 262 schools out of 1796 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	91	18.7	62.6	18.7	83	7.2	72.3	20.5
Maintenance grant	85	65.9	16.5	17.7	70	37.1	44.3	18.6
Development grant	87	59.8	23.0	17.2	77	31.2	42.9	26.0
Teacher grant (TLM grant)	90	72.2	15.6	12.2	74	44.6	35.1	20.3
Other grants	40	25.0	60.0	15.0	36	8.3	75.0	16.7

Note : No grant information was available for 14 schools out of 101 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

UTTAR PRADESH RURAL

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Agra	52.8	4.8	45.4	19.6	31.1	63.9	63.1	38.9	38.8	37.2	5.5
Aligarh	61.6	8.4	45.5	15.9	26.3	73.8	72.9	52.9	52.8	43.8	12.8
Allahabad	63.1	2.2	34.1	12.1	23.0	68.8	67.4	49.0	56.9	43.5	9.8
Ambedkar Nagar	35.6	2.5	49.5	5.5	33.5	68.8	67.4	41.5	43.2	33.3	8.1
Auraiya	75.0	1.9	38.3	16.2	50.7	68.7	64.4	50.2	46.7	39.1	9.6
Azamgarh	48.5	5.6	49.4	9.0	24.9	65.1	64.4	38.6	46.1	28.7	6.0
Baghpat	74.6	2.0	35.0	23.6	39.7	86.5	84.4	72.2	83.6	72.8	32.9
Bahraich	42.7	12.5	18.0	9.4	15.2	40.8	37.6	15.8	30.1	14.6	2.3
Ballia	49.4	2.5	34.9	19.8	38.3	67.7	64.0	44.7	45.2	33.6	10.0
Balrampur	18.6	8.6	17.1	15.3	18.2	78.1	77.3	54.3	57.2	47.1	17.7
Banda	46.8	3.2	25.3	3.8	66.5	71.3	69.6	42.4	42.9	28.1	2.8
Barabanki	51.7	9.1	30.2	3.8	24.5	52.1	54.4	36.9	41.9	22.4	7.5
Bareilly	50.0	6.5	36.7	10.1	31.8	66.2	65.1	55.6	47.0	27.8	7.6
Basti	23.6	5.0	38.4	10.1	24.8	64.7	62.6	38.1	46.6	34.9	5.4
Bijnor	63.3	2.4	50.0	21.4	37.6	81.1	82.3	66.1	63.1	46.7	14.1
Budaun	19.8	14.1	24.3	8.9	13.0	55.2	58.1	39.2	18.6	18.0	1.8
Bulandshahar	80.1	2.2	33.8	25.9	57.6	75.5	70.9	54.9	65.0	47.9	17.8
Chandauli	72.9	3.5	33.9	10.1	64.4	71.3	67.9	33.6	54.8	40.5	5.2
Chitrakoot	59.8	4.5	13.1	6.9	34.2	71.4	66.2	42.7	27.5	16.4	1.8
Deoria	63.1	2.1	46.8	17.8	36.7	80.8	79.7	59.1	68.7	51.9	12.5
Etah	54.6	6.0	40.6	11.6	30.0	59.0	60.9	35.8	41.9	31.8	3.9
Etawah	61.3	3.7	38.4	13.1	55.5	74.8	76.8	57.6	53.2	36.9	7.7
Faizabad	89.0	0.4	26.0	11.1	78.1	92.5	92.2	72.5	66.8	61.4	27.1
Farrukhabad	64.9	4.5	22.4	7.6	25.7	34.0	29.2	19.4	21.9	10.7	3.3
Fatehpur	78.3	3.2	29.8	13.7	27.5	66.2	61.2	40.0	39.6	28.2	7.4
Firozabad	36.8	5.5	44.3	11.0	27.6	53.1	55.7	35.5	29.5	22.9	3.8
Gautam Buddha Nagar	43.5	2.2	64.2	27.7	52.3	70.9	71.7	64.6	65.4	54.0	18.0
Ghaziabad	59.9	4.4	43.5	24.8	57.8	72.7	75.2	62.1	64.9	49.2	21.7
Ghazipur	74.6	0.7	44.6	29.5	47.9	78.4	75.4	40.5	64.4	47.4	14.1
Gonda	16.8	4.4	28.7	8.6	11.8	59.6	56.3	40.6	29.5	17.6	4.8
Gorakhpur	49.1	3.6	47.1	9.4	34.1	70.1	69.9	54.9	48.0	33.3	7.2
Hamirpur	56.0	4.6	29.3	21.8	78.2	75.4	71.2	54.2	51.4	46.5	7.6
Hardoi	60.7	6.4	30.4	14.8	25.8	47.3	47.9	30.4	36.0	19.2	4.6
Hathras	59.1	4.0	41.3	11.5	37.8	70.2	71.1	57.5	45.9	38.2	18.0
Jalaun	69.3	2.6	22.6	17.4	42.9	76.7	74.3	57.0	49.6	43.9	7.2
Jaunpur	56.0	1.7	37.3	12.5	43.8	79.8	74.8	46.2	59.4	38.6	8.3
Jhansi	65.4	2.3	11.4	30.1	41.6	78.1	77.2	46.1	58.7	55.6	9.0
Jyotiba Phule Nagar	81.6	3.0	53.6	6.1	28.8	80.1	79.3	57.1	63.8	53.2	14.0
Kannauj	58.3	5.4	49.3	4.8	88.6	73.0	67.0	41.0	42.5	21.4	4.2
Kanpur Dehat	52.6	3.1	27.9	17.8	47.6	69.0	69.9	54.9	47.6	39.6	5.4

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Kaushambi	79.0	5.9	33.1	12.1	24.5	82.3	80.3	57.7	48.5	46.9	10.5
Kheri	54.0	9.0	25.4	16.5	26.6	50.4	48.0	33.2	33.1	13.7	3.6
Kushinagar	54.6	2.9	49.9	15.8	29.2	83.4	76.7	57.0	68.4	57.6	10.3
Lalitpur	58.4	0.8	9.9	10.2	30.3	57.8	54.5	35.7	38.5	29.7	0.4
Lucknow	74.4	5.8	43.4	8.1	28.9	64.2	64.9	39.8	55.8	37.7	7.1
Mahoba	58.3	3.7	16.0	28.2	32.8	80.0	81.9	62.4	55.3	56.5	12.3
Mahrajganj	78.8	3.4	40.6	5.7	31.3	65.8	62.9	42.7	51.7	35.4	10.8
Mainpuri	63.3	4.0	38.8	4.8	44.8	71.3	71.3	46.9	42.1	30.9	5.9
Mathura	82.8	1.0	33.5	4.6	53.1	84.7	77.3	33.9	77.3	44.5	8.4
Mau	35.9	1.7	37.8	10.1	51.2	91.6	90.3	70.1	47.1	40.0	13.7
Meerut	48.4	5.4	39.0	21.2	44.4	76.9	79.0	65.2	69.2	64.6	13.2
Mirzapur	50.9	2.8	30.0	9.5	25.6	66.4	64.5	35.1	53.5	35.4	10.0
Moradabad	54.1	9.9	46.4	14.0	21.0	61.7	61.1	44.7	43.0	28.5	6.8
Muzaffarnagar	65.1	4.3	31.5	14.3	32.5	81.2	83.3	71.4	73.1	66.1	15.4
Pilibhit	69.5	7.3	29.0	14.5	29.3	60.4	60.5	46.6	30.8	19.7	5.5
Pratapgarh	34.1	3.4	47.8	13.0	29.4	71.1	65.5	41.9	41.9	33.3	6.3
RaeBareli	62.4	7.3	47.6	8.1	69.8	66.2	63.0	33.3	44.0	24.7	1.1
Rampur	33.1	12.5	34.9	6.8	15.1	57.7	66.2	37.5	36.3	28.0	4.4
Saharanpur	76.2	3.0	40.1	13.6	31.7	83.2	83.2	64.6	58.8	42.4	19.1
Sant Kabir Nagar	26.8	3.3	46.0	11.2	32.0	75.6	71.8	54.4	60.0	45.1	11.6
Sant Ravidas Nagar	60.3	1.1	39.7	20.6	43.2	74.6	65.3	52.6	44.2	31.9	7.4
Shahjahanpur	65.2	10.1	30.9	11.4	42.7	49.6	46.1	30.2	29.0	18.0	4.6
Shrawasti	24.5	6.8	13.5	8.0	31.6	63.5	66.4	44.8	42.4	30.3	8.5
Siddharthnagar	29.3	7.9	34.4	6.0	26.2	62.4	60.5	45.5	37.7	27.2	7.1
Sitapur	43.8	8.2	22.1	8.6	29.9	52.3	50.7	27.0	22.5	14.3	4.1
Sonbhadra	74.3	3.4	13.1	6.3	15.1	71.8	66.8	30.3	36.2	23.2	2.5
Sultanpur	20.6	4.2	39.1	10.3	26.1	54.4	44.1	28.9	45.0	18.5	5.5
Unnao	62.2	5.1	35.5	13.1	58.3	80.8	79.7	45.8	42.8	34.3	5.8
Varanasi	51.8	2.8	33.4	10.2	53.3	67.1	68.1	41.7	62.5	49.4	8.8
Total	**54.9**	**4.7**	**35.0**	**13.2**	**34.9**	**69.1**	**67.4**	**46.8**	**49.2**	**37.1**	**9.3**

ASER

2009

WEST BENGAL *RURAL*

ALL ANALYSIS BASED ON DATA FROM 17 OUT OF 17 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	85.4	6.5	2.4	5.7	100
Age: 7-16 ALL	83.5	4.8	2.3	9.4	100
Age: 7-10 ALL	85.8	8.9	2.3	3.0	100
Age: 7-10 BOYS	85.8	9.0	2.0	3.2	100
Age: 7-10 GIRLS	86.1	8.8	2.6	2.5	100
Age: 11-14 ALL	86.1	2.4	2.4	9.1	100
Age: 11-14 BOYS	85.9	2.4	2.3	9.5	100
Age: 11-14 GIRLS	86.5	2.5	2.5	8.5	100
Age: 15-16 ALL	72.5	1.1	2.2	24.1	100
Age: 15-16 BOYS	68.0	1.2	2.1	28.8	100
Age: 15-16 GIRLS	78.4	1.1	2.3	18.3	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

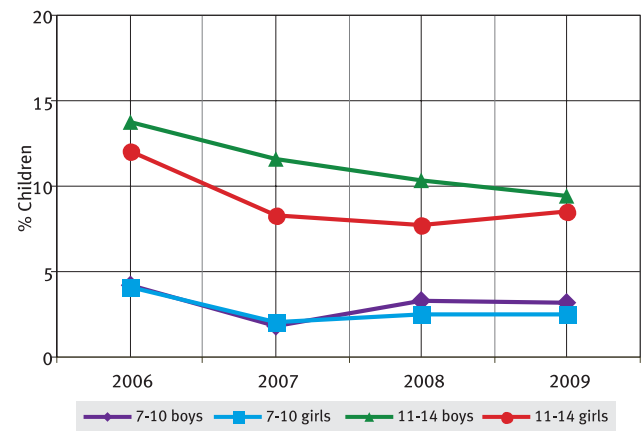


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

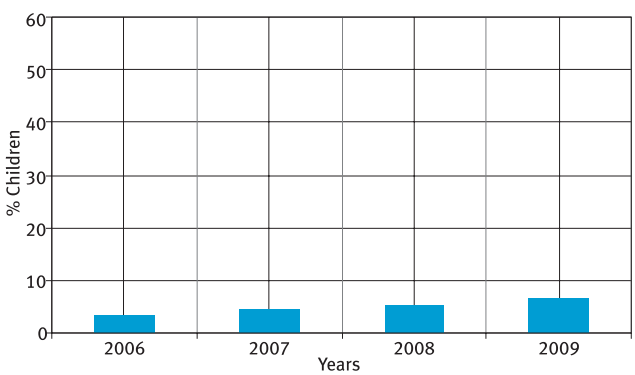


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	25.7	39.8	21.0	8.2	5.3								100
II	3.0	15.8	35.3	27.4	10.5	8.0							100
III	2.7		15.1	36.0	25.0	13.1	3.6	4.4					100
IV	4.2			12.4	31.1	32.6	8.0	7.2	4.5				100
V	3.6				8.2	34.0	26.3	16.0	5.8	6.0			100
VI	2.1					9.8	24.0	38.3	16.0	5.8	4.1		100
VII	4.0						5.8	28.9	31.2	19.9	6.6	3.6	100
VIII	3.7							10.4	29.3	34.2	15.1	7.3	100

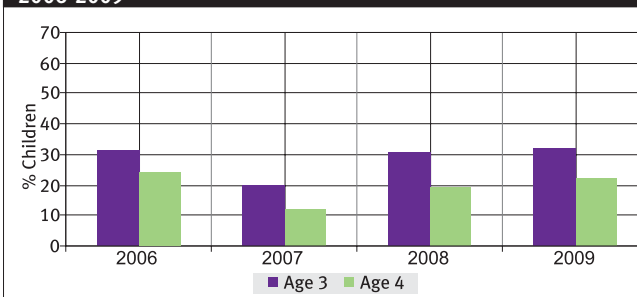
How to read the table: In Std III, 74.1% (36.0+25.0+13.1) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	52.1	15.9				32.0	100
Age 4	51.6	26.2				22.2	100
Age 5	24.9	8.8	41.3	13.1	2.0	9.9	100
Age 6	8.7	6.0	65.8	13.3	2.0	4.3	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 93.0 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	23.0	44.4	21.2	8.3	3.1	100
II	8.5	33.7	28.3	19.8	9.7	100
III	4.6	19.2	25.3	28.9	22.1	100
IV	1.7	8.7	18.7	34.4	36.5	100
V	1.7	6.2	12.6	33.4	46.0	100
VI	0.6	2.5	6.5	26.7	63.7	100
VII	0.2	1.4	4.2	18.9	75.3	100
VIII	0.3	0.9	1.9	12.9	84.1	100
Total	5.4	15.5	15.5	23.3	40.4	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

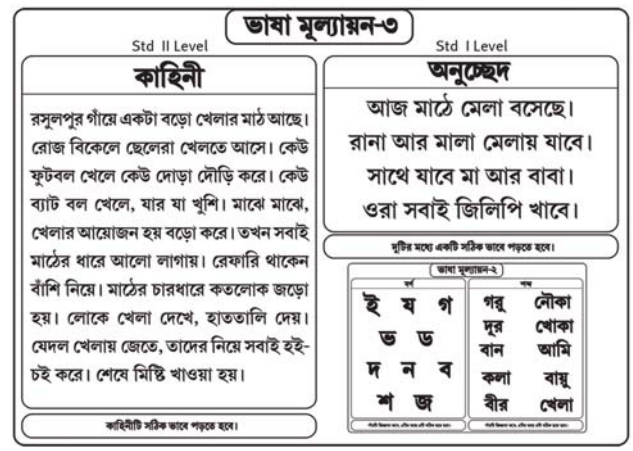


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

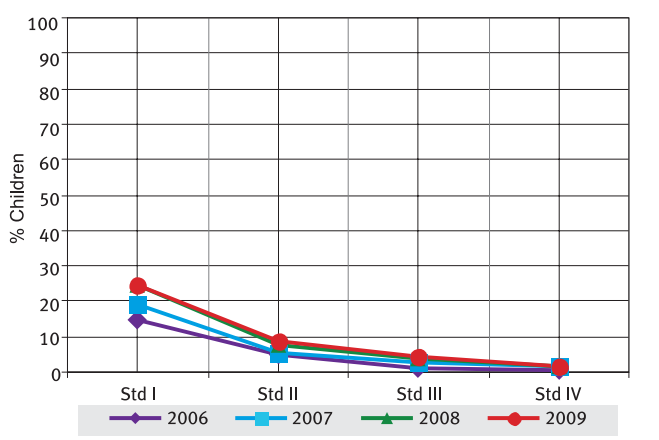
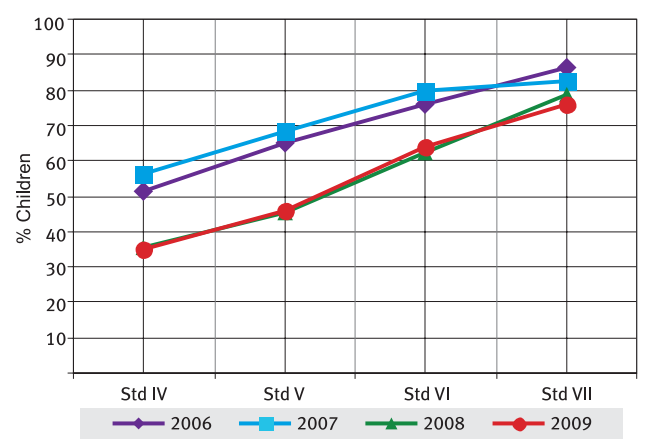


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	43.1	30.7	16.3	8.5	1.4	100
II	25.6	31.8	20.1	17.6	4.8	100
III	14.7	23.5	26.4	24.2	11.2	100
IV	9.2	16.6	22.1	32.2	19.9	100
V	8.1	12.7	19.2	33.0	27.1	100
VI	4.4	6.6	12.9	32.6	43.5	100
VII	2.3	3.6	9.3	31.5	53.3	100
VIII	1.2	3.0	5.2	24.9	65.8	100
Total	14.3	16.8	16.9	25.5	26.6	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	69.8	70.6
II	70.2	61.5
III	71.0	71.5
IV	73.4	75.5
V	78.1	81.2
VI	71.8	81.9
VII	80.5	78.9
VIII	72.6	84.3
Total	74.2	80.0

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	20.1	47.5	23.2	8.4	0.8	100
II	4.8	36.7	32.2	21.0	5.2	100
III	2.3	21.4	32.5	28.1	15.7	100
IV	0.9	10.7	25.1	34.0	29.4	100
V	1.0	7.4	19.9	35.2	36.5	100
VI	0.6	3.6	13.5	30.7	51.7	100
VII	0.1	2.3	10.3	23.4	63.9	100
VIII	0.2	1.2	5.3	20.1	73.3	100
Total	4.0	17.2	20.9	25.3	32.6	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

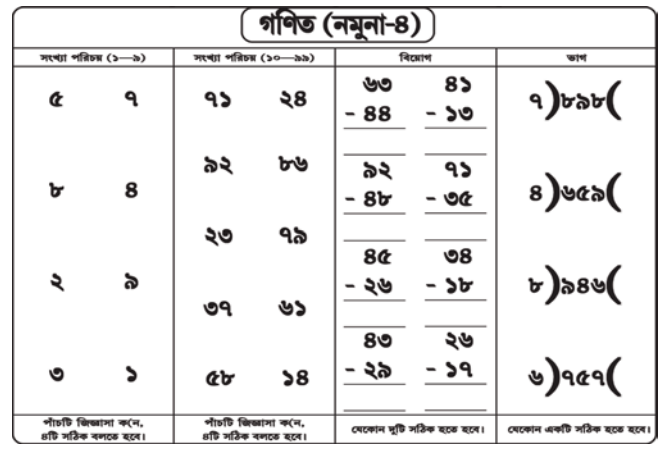


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

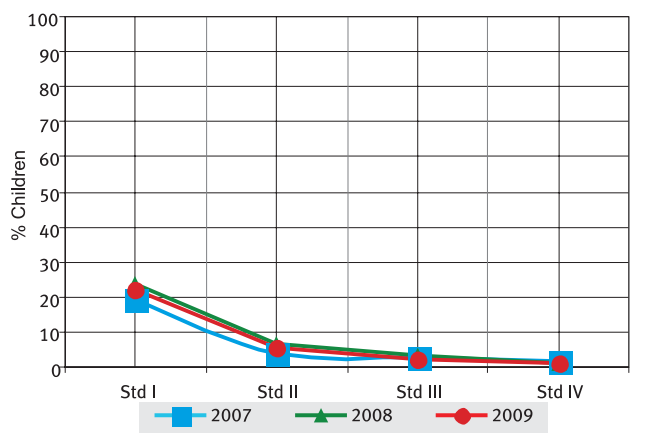
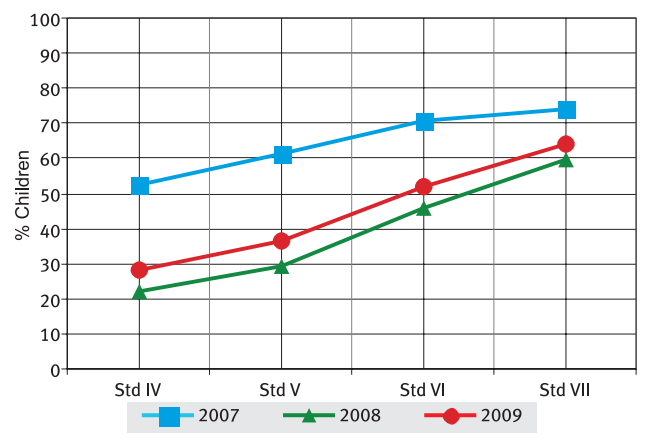


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	30.6	45.6	63.0	74.0	83.3	84.9	83.7	88.5
	Pvt.	40.5	54.9	59.5	67.0	62.7	68.6	75.6	89.7
2009	Govt	51.5	63.9	68.7	74.2	75.6	80.8	85.7	86.6
	Pvt.	63.9	71.4	74.4	83.6	87.7	79.2	78.9	71.2

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

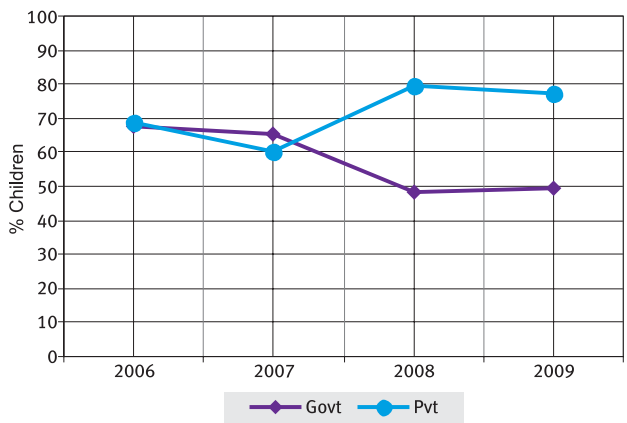
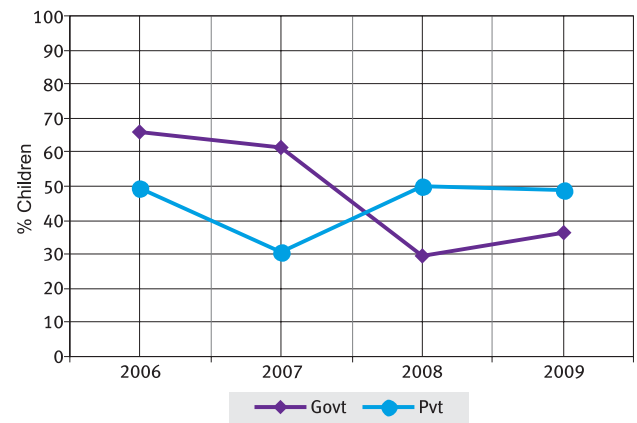


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

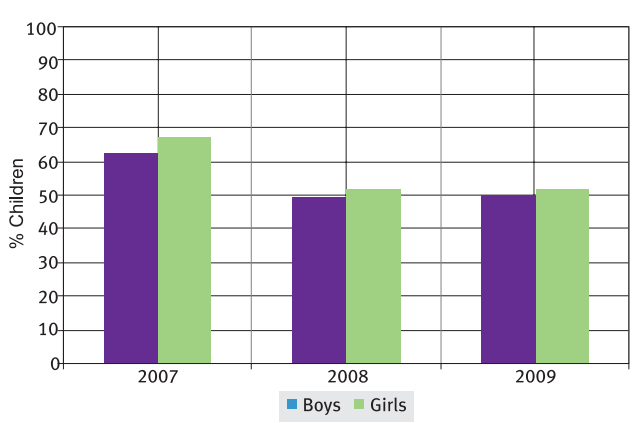
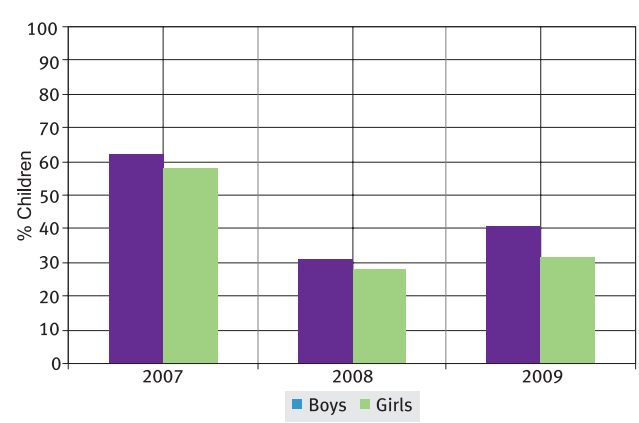


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	27.7	9.9	56.4	50.8	41.6	70.5
Std I-V	23.7	4.3	63.2	56.1	41.5	81.3
Std VI-VIII	22.0	3.5	76.0	65.5	56.1	88.1
Std IX-X	16.3	1.7	77.0	71.1	60.8	85.0
Above Std X	10.3	1.8	88.5	86.1	83.6	81.2

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

WEST BENGAL RURAL

School enrollment and attendance : trends over time

Table 10: Total schools visited

Type of school	2005	2007	2009
Std I-IV/V : Primary	228	395	418
Std I-VII/VIII : Primary + Upper Primary	0	9	6
Total schools	228	404	424

Table 11: Children attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Enrolled children attending (average)	73.3	69.7	65.9		73.0	66.4
% Schools with less than 50% enrolled children attending	8.3	14.7	20.6		12.5	16.7
% Schools with 75% or more enrolled children attending	50.7	50.7	40.0		62.5	16.7

Table 12: Teacher attendance

Type of school	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
% Teachers attending (average)	72.9	90.6	87.8		73.1	81.7
% Schools with no teacher present	15.9	0.0	0.3		0.0	0.0
% Schools with all teachers present	53.5	71.4	68.5		60.0	16.7

Table 13: Multigrade classes

% Of schools in which:	2005	2007	2009	2005	2007	2009
	Std I-IV/V			Std I-VII/VIII		
Std II class sitting with another class		36.7	46.6		22.2	0.0
Std IV class sitting with another class		24.6	38.6		11.1	0.0

School facilities : trends over time

Table 14: Facilities in school

	% Schools with:	2005	2007	2009	2005	2007	2009
		Std I-IV/V			Std I-VII/VIII		
Water	No facility	16.3	3.9	12.9		0.0	16.7
	Facility but water not available	14.5	5.3	10.1		0.0	0.0
	Available	69.2	90.7	77.0		100	83.3
Toilet	No facility	23.6	6.1	6.1		0.0	50.0
	Facility but toilet not usable	17.8	13.1	22.3		14.3	25.0
	Usable	58.7	80.8	71.7		85.7	25.0
Midday meal served on day of visit		76.1	98.7	36.6		87.5	40.0

Table 15: School improvement & construction since April 2008

School improvement & Construction	Std I-IV/V			Std I-VII/VIII		
	No. of schs	% schools		No. of schs	% schools	
		Yes	No		Yes	No
Whitewash	409	48.4	51.6	4	50.0	50.0
Construction of new classroom	406	31.5	68.5	4	75.0	25.0
Construction of boundary wall	410	10.0	90.0	4	25.0	75.0

Table 16: Girls Toilets 2009

	Std I-IV/V	Std I-VII/VIII
No of schools visited	324	4
% Schools with no separate provision for girls toilets	43.8	75.0
Of schools where there are separate girls toilets, % schools where:		
Toilet locked	11.1	0.0
Toilet not usable	5.9	0.0
Usable	39.2	25.0

ASER survey was carried out in Oct-Nov 2009. One govt school with primary grades was visited in each sampled village. If there was more than one govt school in a village, then the school with the highest enrollment was visited. Hence the schools visited in the ASER survey do not represent a random sample of schools of the district. The school visits were generally done either on a Saturday or a Monday.

School Grants	
New classrooms	Rs 2 lacs per additional room
Maintenance grant	Rs. 5000 pa upto 3 classrooms. Upto Rs 10000 pa for more than 3 classrooms
Development grant	Rs. 5000 pa for primary schs & Rs 7000 pa for upper primary schs
TLM grant	Rs. 500 pa per teacher

School Grants

Table 17: % Primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-IV/V				Std I-IV/V			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	373	26.8	70.0	3.2	337	9.5	83.1	7.4
Maintenance grant	375	68.8	24.8	6.4	313	34.5	58.2	7.4
Development grant	356	57.0	36.8	6.2	312	26.0	66.4	7.7
Teacher grant (TLM grant)	363	73.8	21.8	4.4	305	39.3	55.7	4.9
Other grants	242	22.7	71.5	5.8	221	10.9	81.5	7.7

Note : No grant information was available for 21 schools out of 418 primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Table 18: % Upper primary schools receiving different grants

	April 2008-March 2009				April 2009-October 2009			
	Std I-VII/VIII				Std I-VII/VIII			
	No. of schs	Yes	No	Don't know	No. of schs	Yes	No	Don't know
New classroom	4	75.0	25.0	0.0	3	0.0	100.0	0.0
Maintenance grant	4	50.0	50.0	0.0	4	0.0	100.0	0.0
Development grant	4	50.0	50.0	0.0	3	0.0	100.0	0.0
Teacher grant (TLM grant)	4	50.0	50.0	0.0	3	0.0	100.0	0.0
Other grants	3	33.3	66.7	0.0	3	33.3	66.7	0.0

Note : No grant information was available for 2 schools out of 6 upper primary schools that were visited. This could be because the head teacher was not present, register was not available or the surveyors could not obtain the information. Therefore, the above table is based on schools for which information was available for at least one indicator.

Performance of districts

Table 19:	Anganwadi or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
Districts	% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE NUMBERS 1 to 9 or more	% Children (Std I-II) who CAN READ LETTERS or more in ENGLISH	% Children (Std III-V) who CAN READ Level 1 (Std 1 Text) or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std III-V) who CAN READ sentences in ENGLISH
Bankura	78.7	6.5	3.8	72.8	65.4	77.7	83.5	64.8	61.3	57.7	17.9
Barddhaman	85.7	4.7	3.4	95.4	65.0	87.0	89.0	70.4	79.4	69.4	19.0
Birbhum	85.0	7.8	2.1	69.2	53.5	82.8	82.3	57.9	60.4	47.6	12.7
Dakshin Dinajpur	80.4	4.2	7.5	74.6	71.8	85.3	88.4	74.5	65.2	62.9	23.2
Darjiling	81.1	0.4	30.6	59.1	77.1	99.1	99.1	96.0	87.3	71.1	67.6
Haora	78.0	6.0	2.8	92.3	75.0	87.0	94.0	67.7	63.8	62.6	14.2
Hugli *											
Jalpaiguri	58.1	2.6	12.8	70.5	60.5	76.6	80.5	56.2	72.5	62.1	21.7
KochBihar	58.8	2.7	7.1	76.4	60.8	71.9	77.9	47.5	71.8	56.4	14.1
Maldah	61.6	10.5	12.0	75.6	64.6	70.4	82.4	55.7	63.1	53.8	20.2
Medinipur	77.1	5.0	5.5	92.5	74.2	91.8	90.6	71.9	71.2	74.1	23.5
Murshidabad	68.5	8.0	5.3	76.1	56.8	81.5	84.2	63.6	68.7	55.1	19.0
Nadia	78.6	5.8	3.0	78.3	56.8	81.3	82.2	58.6	59.1	46.0	16.1
North 24 Parganas	68.7	4.8	5.9	86.3	68.9	96.2	94.9	84.1	67.9	52.8	20.3
Puruliya	72.0	5.4	9.5	48.9	55.1	81.1	81.3	54.5	57.6	53.7	18.7
South 24 Parganas	78.3	5.1	6.5	83.4	50.7	91.3	94.7	66.9	64.6	57.5	11.4
Uttar Dinajpur	53.0	7.1	7.4	56.6	31.0	79.5	79.5	67.7	55.0	53.5	20.2
Total	**72.4**	**5.6**	**7.7**	**75.4**	**62.0**	**82.8**	**86.1**	**65.0**	**66.7**	**58.7**	**21.0**

* Blank cells indicate insufficient data.

DADRA AND NAGAR HAVELI *RURAL*

ALL ANALYSIS BASED ON DATA FROM 1 OUT OF 1 DISTRICTS

Annual Status of Education Report
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School enrollment and out of school children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	93.6	3.5	0.9	2.1	100
Age: 7-16 ALL	91.7	3.6	0.9	3.9	100
Age: 7-10 ALL	94.9	4.0	0.9	0.2	100
Age: 7-10 BOYS	93.5	4.4	1.8	0.4	100
Age: 7-10 GIRLS	96.5	3.5	0.0	0.0	100
Age: 11-14 ALL	91.6	3.4	0.7	4.3	100
Age: 11-14 BOYS	92.4	4.6	1.3	1.7	100
Age: 11-14 GIRLS	91.0	1.1	0.0	7.9	100
Age: 15-16 ALL	83.7	3.0	1.2	12.1	100
Age: 15-16 BOYS	88.0	1.1	1.1	9.8	100
Age: 15-16 GIRLS	78.4	5.4	1.4	14.9	100

NOTE : 'other' includes chidren going to madarssa and EGS.
'not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

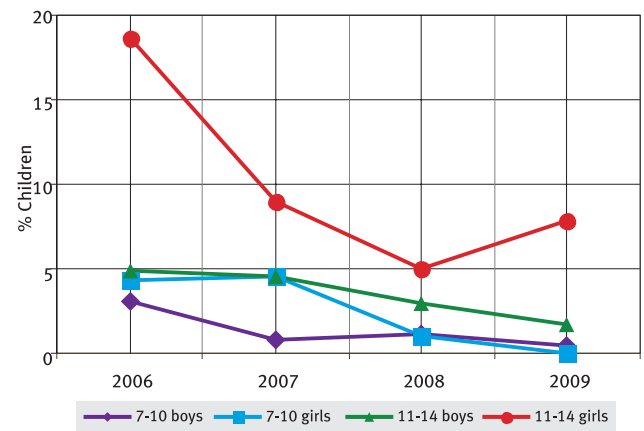


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

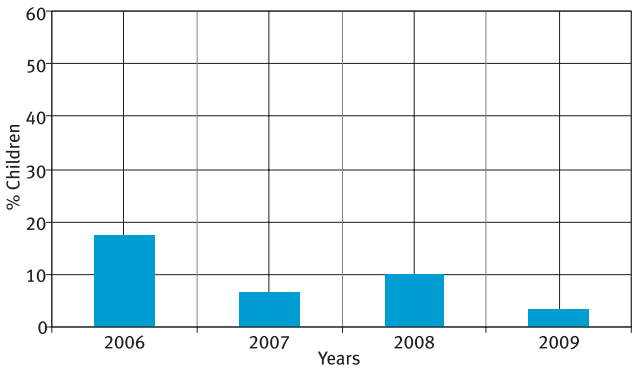


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	35.0	59.0	6.0					0.0					100
II	1.0	16.2	55.6	24.2				3.0					100
III		0.8		13.1	62.3	20.0			3.9				100
IV			2.0		13.4	56.7	17.5	5.2		5.2			100
V			0.7			7.4	66.9	14.2	6.8		4.1		100
VI				2.7			8.2	47.3	32.7	2.7	3.6	2.7	100
VII				3.5					54.8	23.5	12.2	6.1	100
VIII				4.8					12.6	55.3	22.3	4.9	100

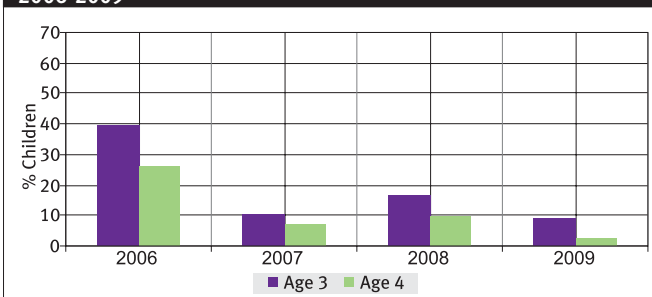
How to read the table: In Std III, 95.4% (13.1+62.3+20.0) children are in age group 7 to 9.

Young children in pre-school and school

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	89.5	1.3				9.2	100
Age 4	94.6	2.7				2.7	100
Age 5	29.0	4.8	54.8	8.1	1.6	1.6	100
Age 6	2.6	0.0	94.8	1.3	1.3	0.0	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 100 % villages.

DADRA AND NAGAR HAVELI *RURAL*

Annual Status of Education Report
ASER 2009 RURAL
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Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	2.1	84.5	9.3	4.1	0.0	100
II	1.0	23.2	54.6	19.2	2.0	100
III	1.6	5.4	32.6	50.4	10.1	100
IV	0.0	4.2	11.5	59.4	25.0	100
V	0.0	2.0	0.7	50.0	47.3	100
VI	0.0	0.0	1.8	43.6	54.6	100
VII	0.0	0.0	0.9	6.1	93.0	100
VIII	0.0	0.0	0.0	8.7	91.3	100
Total	0.6	13.3	13.4	31.6	41.3	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

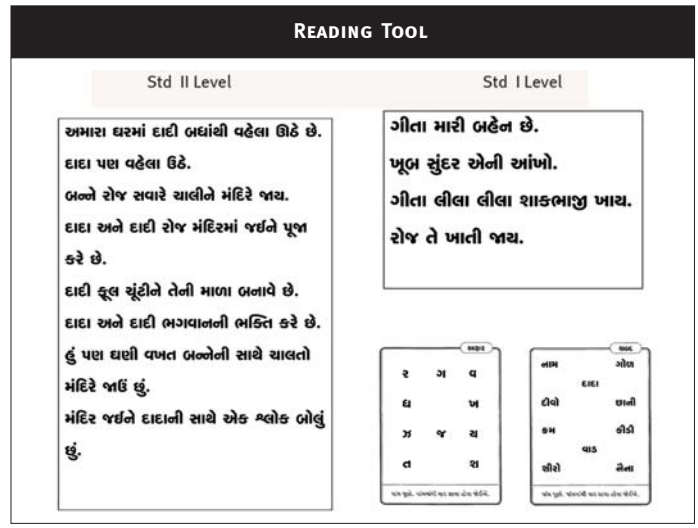


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

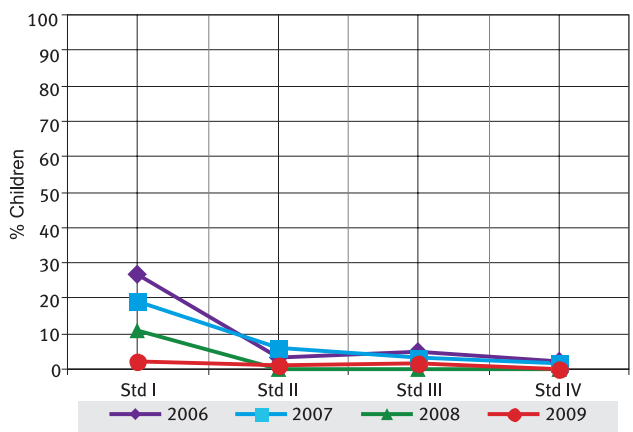
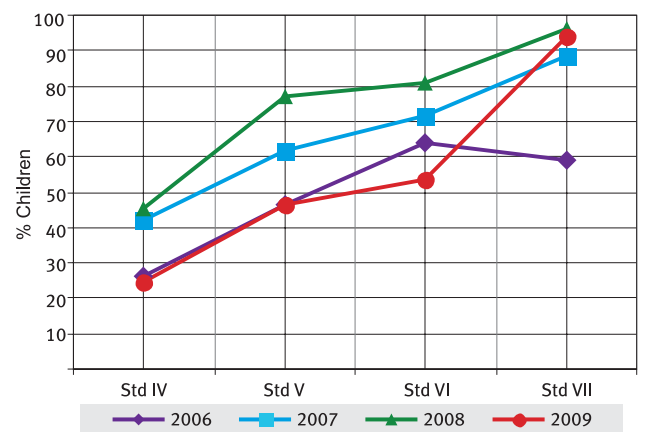


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	75.3	22.6	0.0	1.1	1.1	100
II	47.8	43.5	7.6	1.1	0.0	100
III	11.9	52.4	13.5	17.5	4.8	100
IV	4.2	27.4	20.0	39.0	9.5	100
V	0.0	30.6	11.8	38.2	19.4	100
VI	0.0	14.6	6.4	47.3	31.8	100
VII	0.0	5.2	1.7	33.9	59.1	100
VIII	0.0	4.0	1.0	29.7	65.4	100
Total	15.2	25.5	8.0	27.1	24.3	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	No data	100.0
II	No data	
III	66.7	100.0
IV	80.8	100.0
V	75.6	100.0
VI	83.3	97.0
VII	89.7	93.2
VIII	95.8	94.8
Total	82.0	95.6

English Tool

DADRA AND NAGAR HAVELI RURAL

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	7.2	82.5	7.2	2.1	1.0	100
II	0.0	42.9	50.0	7.1	0.0	100
III	0.0	10.9	51.6	31.3	6.3	100
IV	1.1	4.4	14.1	67.4	13.0	100
V	0.0	0.7	8.2	54.1	37.0	100
VI	0.0	0.0	5.5	49.1	45.5	100
VII	0.0	0.0	0.0	13.9	86.1	100
VIII	0.0	0.0	0.0	7.8	92.2	100
Total	0.9	15.9	17.2	30.2	35.9	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

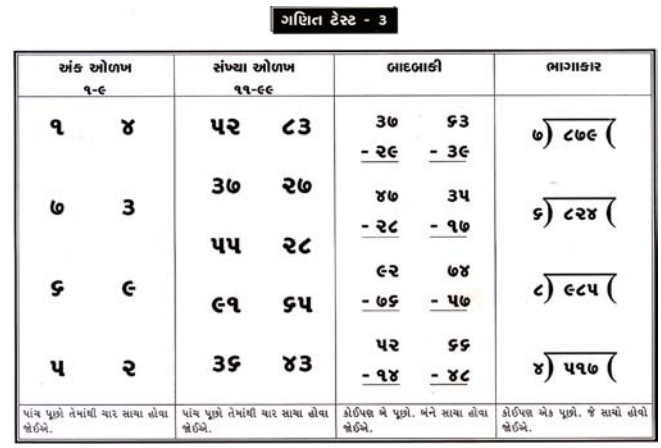


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

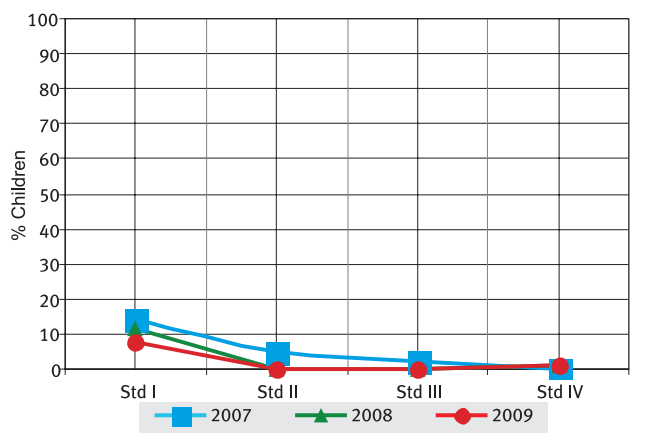
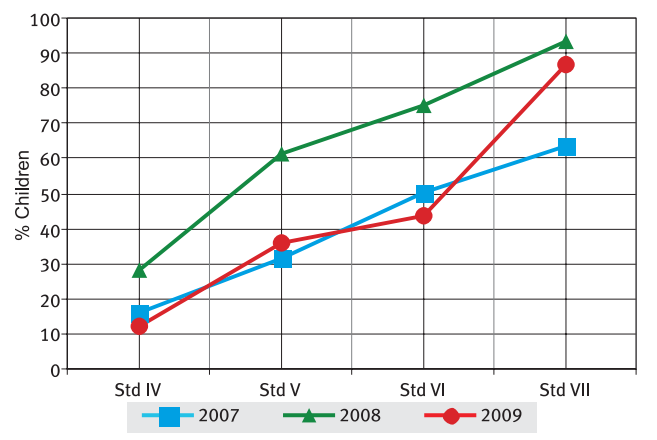


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	8.6	8.1	3.2	10.0	9.9	8.3	6.3	10.1
	Pvt.	76.5	66.7	80.0	57.1	36.4	0.0	83.3	50.0
2009	Govt	3.3	3.4	9.1	11.1	12.0	8.5	26.1	5.2
	Pvt.	75.0	40.0	100.0	33.3	100.0	75.0	100.0	66.7

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

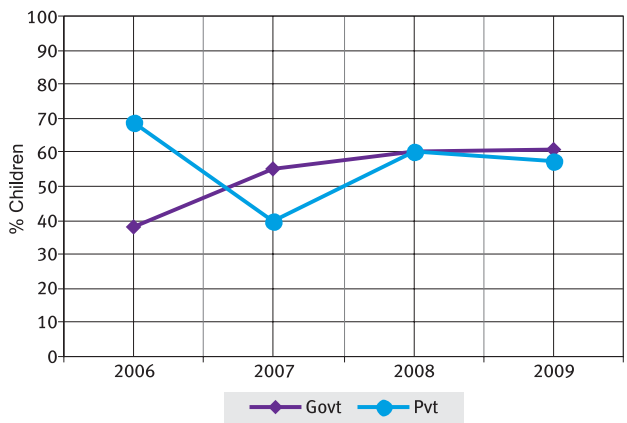
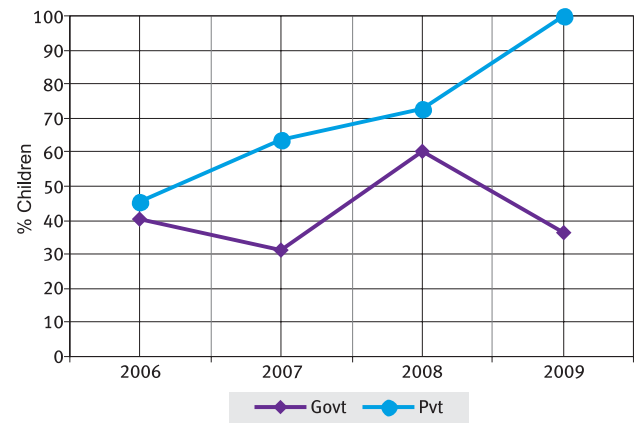


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

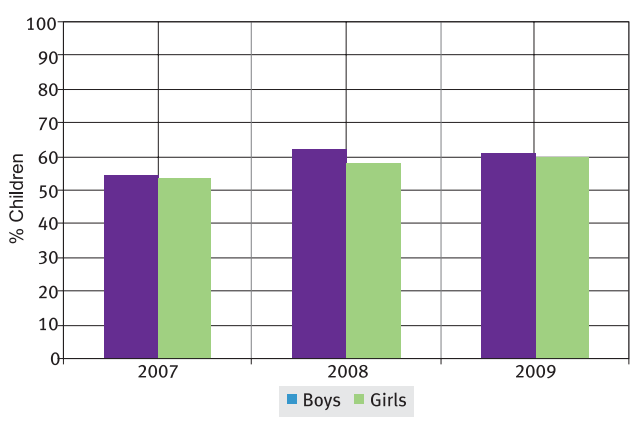
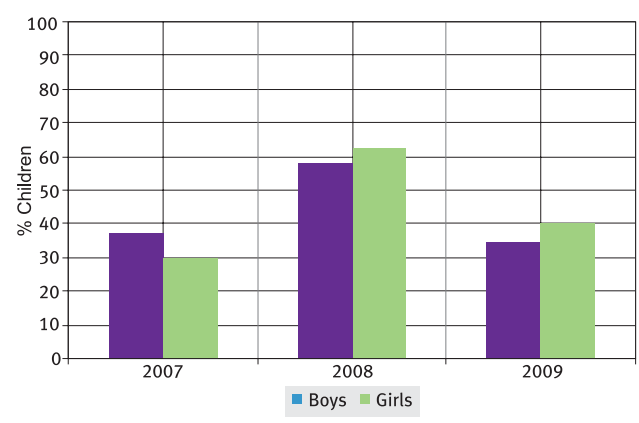


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	32.1	7.4	80.8	68.4	38.1	3.8
Std I-V	22.0	2.2	73.8	63.9	33.3	5.5
Std VI-VIII	15.1	3.1	80.7	68.3	35.6	12.8
Std IX-X	18.5	0.0	90.0	75.0	56.9	17.6
Above Std X	12.4	0.0	85.7	78.6	65.9	61.2

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

NOTE : 8 primary and 15 upper primary schools were visited in 2009. School data available on request.

DAMAN AND DIU *RURAL*

ALL ANALYSIS BASED ON DATA FROM 2 OUT OF 2 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	64.4	34.9	0.0	0.7	100
Age: 7-16 ALL	68.3	30.0	0.0	1.8	100
Age: 7-10 ALL	58.9	40.6	0.0	0.5	100
Age: 7-10 BOYS	53.1	46.2	0.0	0.7	100
Age: 7-10 GIRLS	66.3	33.4	0.0	0.3	100
Age: 11-14 ALL	71.0	27.9	0.0	1.1	100
Age: 11-14 BOYS	64.1	34.8	0.0	1.1	100
Age: 11-14 GIRLS	78.9	20.1	0.0	1.0	100
Age: 15-16 ALL	80.9	13.5	0.0	5.6	100
Age: 15-16 BOYS	76.7	18.6	0.0	4.6	100
Age: 15-16 GIRLS	85.5	7.7	0.0	6.7	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

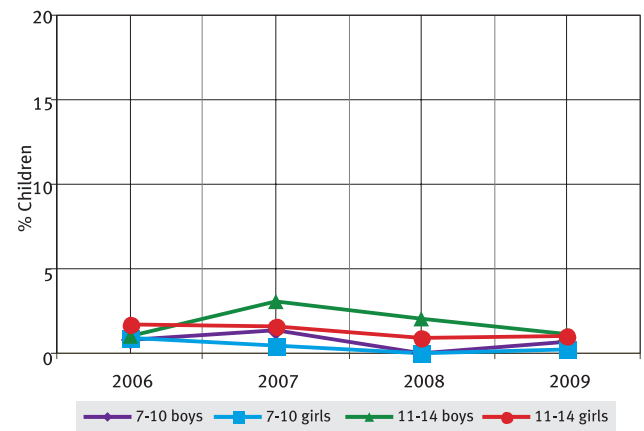


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

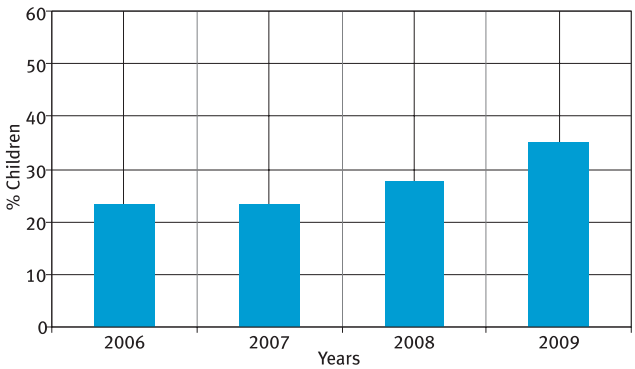


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	31.9	54.6	10.5					3.1					100
II	0.7	14.7	68.3	14.9				1.3					100
III		0.9		13.9	64.4	13.3	4.9		2.9				100
IV			4.0		8.9	64.0	18.5		4.5				100
V			0.9			7.0	65.1	16.7	7.0		3.4		100
VI				0.5			11.0	62.3	16.5	5.1		4.7	100
VII				3.7				7.7	59.4	18.7	6.4	4.0	100
VIII				1.3					12.9	63.9	15.7	6.3	100

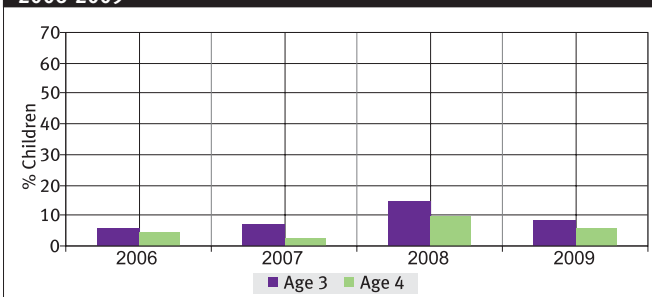
How to read the table: In Std III, 82.6% (64.4+13.3+4.9) children are in age group 8 to 10.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	56.5	35.3				8.3	100
Age 4	50.3	44.1				5.6	100
Age 5	18.6	17.5	35.4	24.0	0.0	4.5	100
Age 6	0.3	0.0	56.9	42.5	0.0	0.3	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 90.9 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	15.3	52.8	17.4	14.5	0.0	100
II	4.1	16.5	33.7	31.0	14.8	100
III	4.1	11.4	35.2	34.0	15.3	100
IV	3.8	5.5	15.9	38.2	36.6	100
V	1.4	10.1	6.9	25.3	56.3	100
VI	4.1	4.0	5.3	20.4	66.3	100
VII	0.0	3.2	6.3	17.3	73.3	100
VIII	1.9	3.5	3.9	20.0	70.6	100
Total	4.3	13.4	15.6	24.9	41.7	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

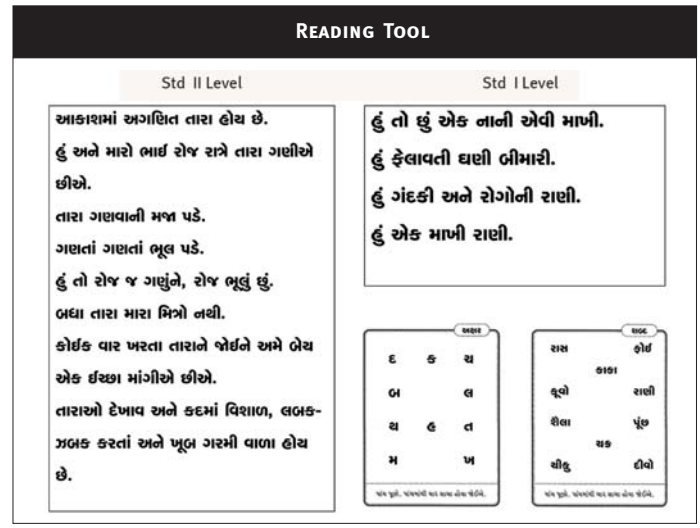


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

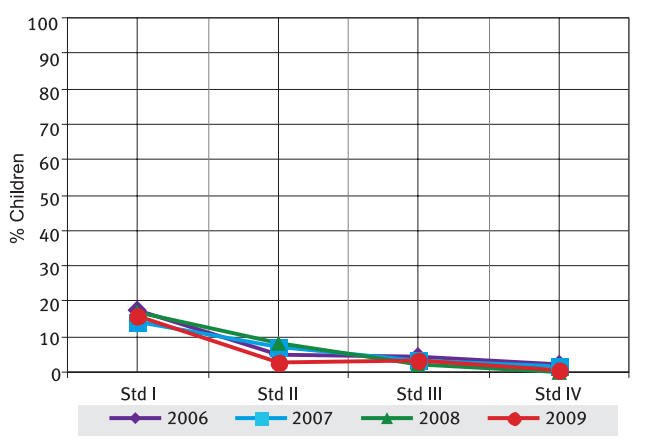
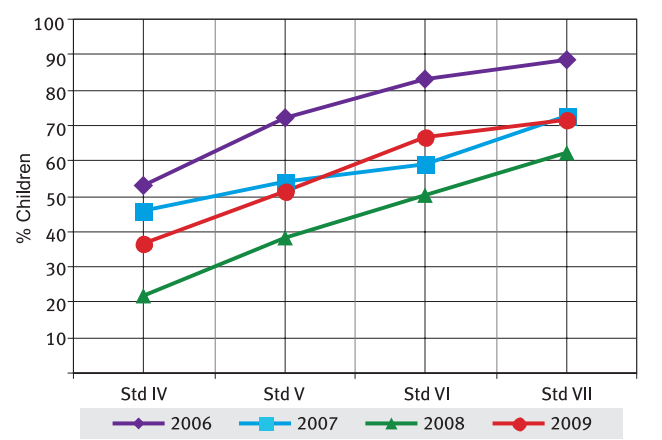


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	53.9	31.1	6.3	5.4	3.3	100
II	38.7	25.7	7.2	18.5	9.9	100
III	30.5	20.4	13.6	19.4	16.1	100
IV	20.1	21.6	9.0	27.9	21.4	100
V	6.0	18.7	15.0	23.7	36.6	100
VI	7.2	1.6	12.5	26.3	52.4	100
VII	1.6	8.0	10.2	23.0	57.2	100
VIII	2.9	7.8	5.7	16.2	67.5	100
Total	20.0	16.7	10.0	19.8	33.5	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	39.2	6.5
II	65.3	62.2
III	45.7	37.9
IV	68.1	46.5
V	41.6	64.5
VI	27.3	72.3
VII	65.8	72.0
VIII	71.0	65.0
Total	53.2	63.8

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	14.3	61.0	20.3	4.5	0.0	100
II	4.3	22.0	37.2	26.4	10.2	100
III	4.1	21.0	28.4	33.5	13.1	100
IV	3.8	8.0	23.1	38.0	27.0	100
V	2.8	10.0	19.0	24.4	43.9	100
VI	2.0	7.2	16.0	26.6	48.2	100
VII	1.0	7.6	10.3	20.8	60.2	100
VIII	1.1	7.1	19.3	17.0	55.6	100
Total	4.2	18.1	21.6	23.7	32.4	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

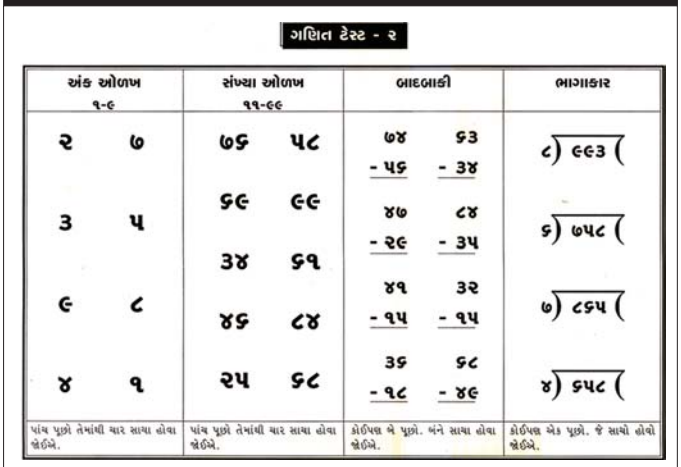


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

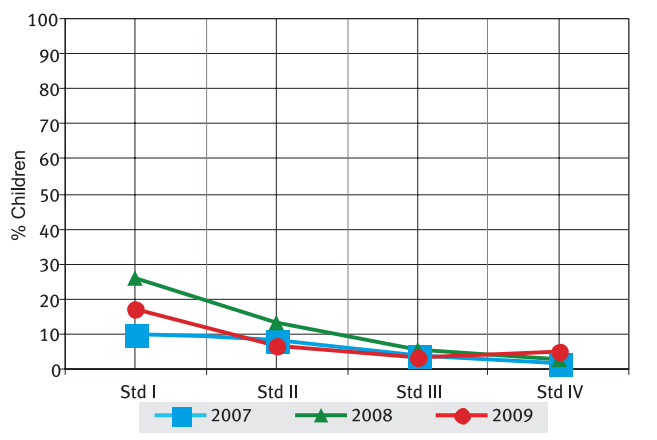
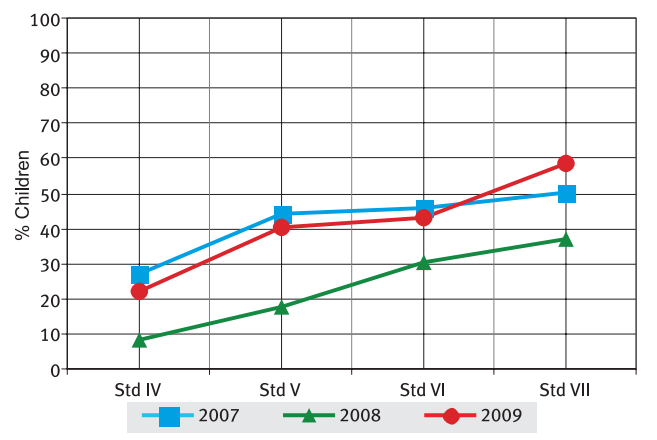


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	25.2	20.8	35.8	28.1	34.7	38.4	25.6	35.7
	Pvt.	75.9	82.0	79.0	77.2	87.2	81.6	59.7	80.6
2009	Govt	12.9	21.2	30.7	21.4	36.8	28.7	27.6	27.2
	Pvt.	61.0	76.9	71.5	70.6	65.3	79.7	61.4	57.7

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

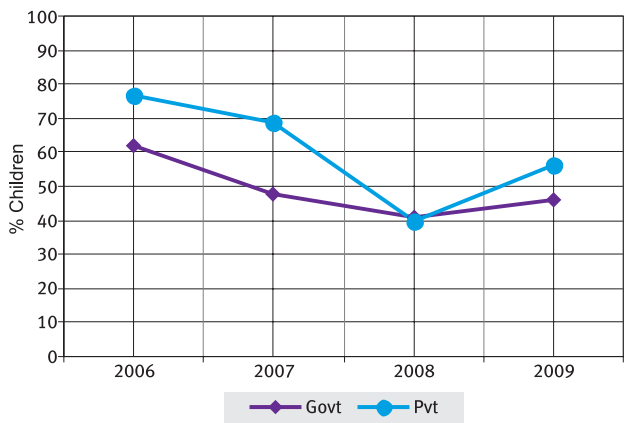
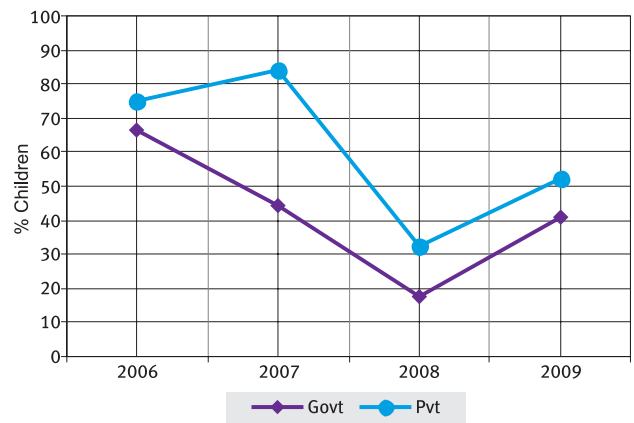


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

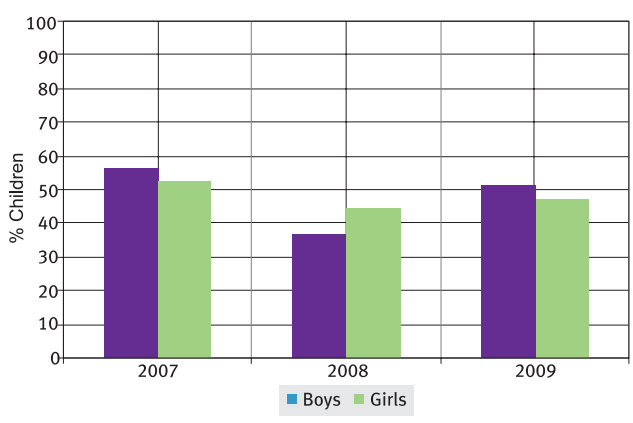
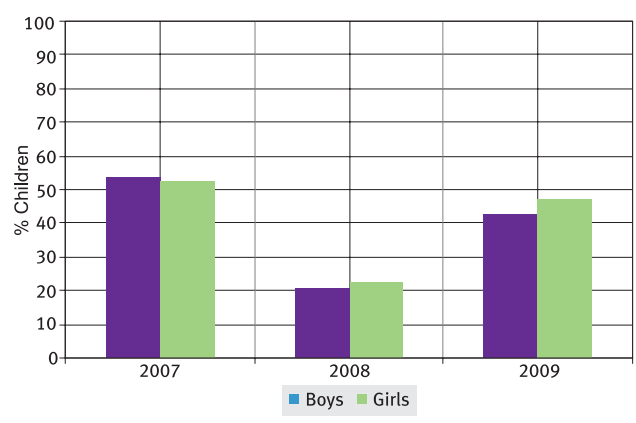


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	10.2	0.0	64.7	54.1	32.3	15.5
Std I-V	16.1	0.6	72.3	58.0	45.8	32.2
Std VI-VIII	21.2	0.5	67.6	53.7	43.6	40.6
Std IX-X	31.9	0.2	67.8	65.3	51.6	45.9
Above Std X	20.6	1.8	62.7	56.6	55.8	63.4

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

NOTE : 2 primary and 4 upper primary schools were visited in 2009. School data available on request.

PUDUCHERRY *RURAL*

ALL ANALYSIS BASED ON DATA FROM 2 OUT OF 2 DISTRICTS

Annual Status of Education Report
असर ASER 2009 RURAL
Facilitated by PRATHAM

School Enrollment and Out of School Children

Table 1: % Children in different types of schools 2009

Age group	Govt.	Pvt.	Other	% Out of school: Not in School	Total
Age: 6 -14 ALL	78.2	21.2	0.0	0.5	100
Age: 7-16 ALL	80.5	18.3	0.0	1.2	100
Age: 7-10 ALL	75.5	24.2	0.0	0.3	100
Age: 7-10 BOYS	78.9	20.6	0.0	0.5	100
Age: 7-10 GIRLS	72.1	27.9	0.0	0.0	100
Age: 11-14 ALL	83.0	16.4	0.0	0.6	100
Age: 11-14 BOYS	80.5	19.0	0.0	0.5	100
Age: 11-14 GIRLS	85.8	13.5	0.0	0.7	100
Age: 15-16 ALL	85.1	11.3	0.0	3.6	100
Age: 15-16 BOYS	85.0	15.0	0.0	0.0	100
Age: 15-16 GIRLS	85.3	7.4	0.0	7.4	100

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

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2009

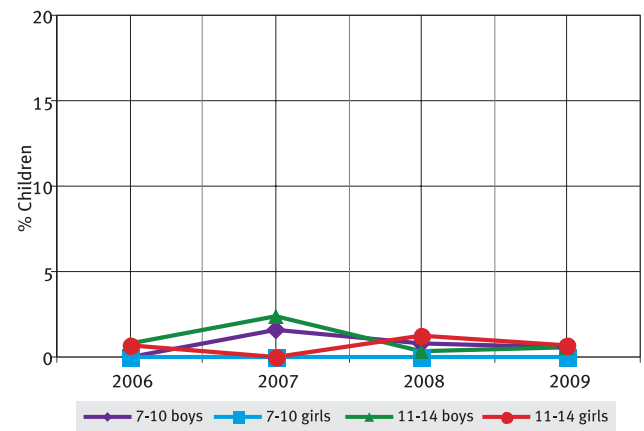


Chart 2: Trends over time
% Children age 6-14 enrolled in pvt. school 2006-2009

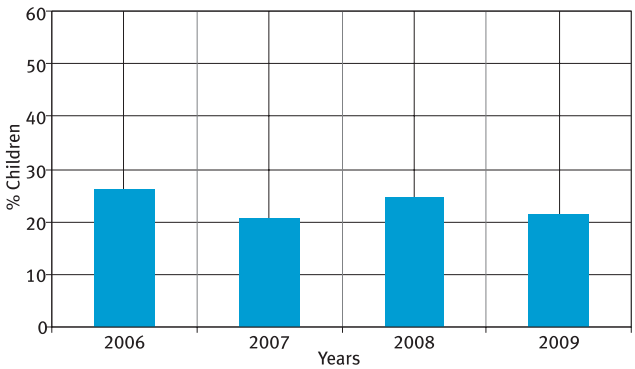


Table 2: Sample description
% Children in each class by age 2009

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	53.4	39.7					6.9						100
II	0.0	34.3	56.3	9.5			0.0						100
III		4.1		29.0	59.5	4.2			3.2				100
IV		2.0			35.3	48.6	14.1		0.0				100
V		2.7				12.7	74.7	7.2		2.4			100
VI			3.5				15.2	32.9	35.6	10.7		2.2	100
VII			5.1					8.5	60.2	20.0	3.6	2.6	100
VIII			1.2						14.4	55.5	21.4	7.5	100

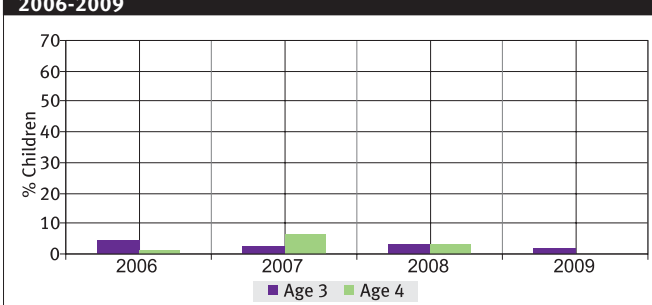
How to read the table: In Std III, 92.7% (29.0+59.5+4.2) children are in age group 7 to 9.

Young Children in Pre-School and School

Table 3: % Children who attend different types of pre-school & school 2009

	In balwadi or anganwadi	In LKG/ UKG	In School: Govt.	In School: Pvt.	In School: Other School	Not going anywhere	Total
Age 3	49.2	49.0				1.9	100
Age 4	17.8	82.3				0.0	100
Age 5	4.8	14.7	47.8	32.8	0.0	0.0	100
Age 6	0.0	3.4	66.6	28.2	0.0	1.7	100

Chart 3: Trends over time
% Children age 3-4 not attending pre-school (ICDS or other) 2006-2009



Of the villages visited, Anganwadi/Pre-School presence has been recorded in 100 % villages.

Reading in own language

Table 4: Class-wise % children who CAN READ (All Schools) 2009

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	20.6	45.1	27.0	3.5	3.8	100
II	6.7	36.3	43.5	11.5	2.1	100
III	1.6	18.6	40.2	31.2	8.5	100
IV	1.3	9.5	33.2	35.1	20.9	100
V	0.9	2.3	20.3	40.6	36.0	100
VI	0.0	0.0	14.7	32.0	53.2	100
VII	0.0	0.5	3.5	25.2	70.7	100
VIII	0.0	1.2	2.4	9.8	86.6	100
Total	3.3	12.5	22.4	25.0	36.8	100

NOTE : Each cell shows the highest level of reading achieved by a child. Thus a child who can read Std II level text can read letters, words, and Std 1 level text.

Reading Tool

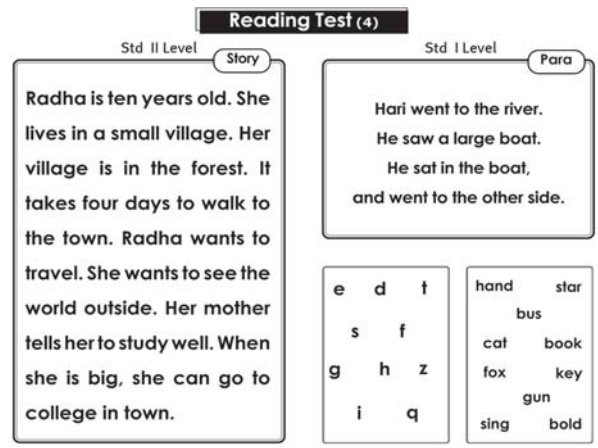


Chart 4: Trends over time
% Children who CANNOT EVEN IDENTIFY LETTERS (in govt schools in Std I - IV) 2006-2009

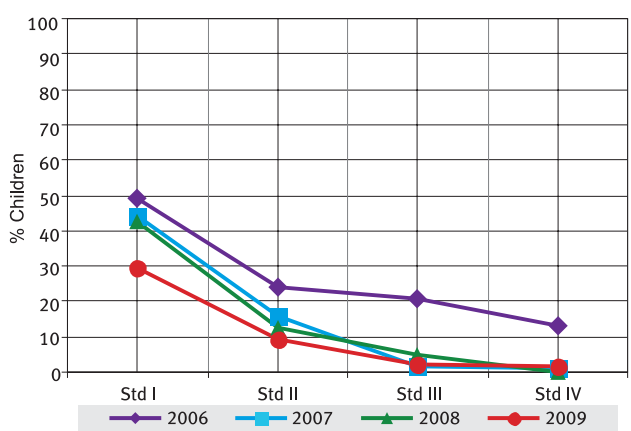
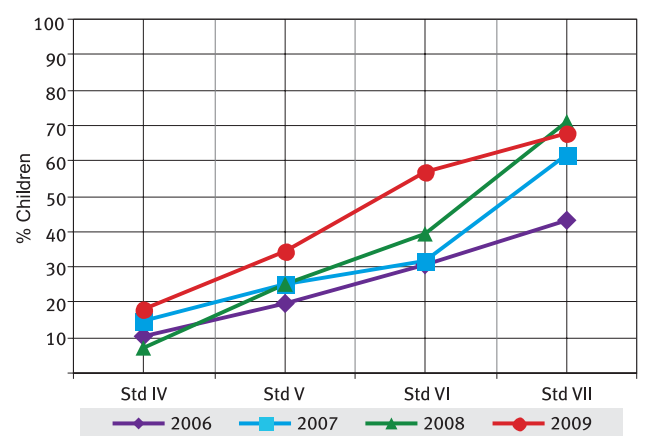


Chart 5: Trends over time
% Children who CAN READ Std II level text (in govt schools in Std IV - VII) 2006-2009



Reading and comprehension in English

Table 5: Class-wise % children who CAN READ ENGLISH (All Schools) 2009

Std.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	23.1	35.1	30.6	8.3	2.8	100
II	12.3	32.1	33.1	17.8	4.7	100
III	5.7	11.3	47.4	26.3	9.3	100
IV	1.3	7.8	38.7	37.8	14.3	100
V	0.8	4.0	26.3	42.3	26.7	100
VI	0.0	1.6	4.4	58.2	35.8	100
VII	0.5	2.8	6.8	45.7	44.2	100
VIII	0.0	1.3	10.0	18.7	70.0	100
Total	4.8	10.6	24.8	32.6	27.2	100

Table 6: Class-wise % children who COMPREHEND ENGLISH 2009

Std.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	100.0	100.0
II	94.2	100.0
III	81.0	100.0
IV	73.4	63.1
V	74.1	97.7
VI	74.4	89.3
VII	82.6	87.5
VIII	100.0	90.8
Total	79.8	90.5

English Tool

Arithmetic

Table 7: Class-wise % children who can do arithmetic (All Schools) 2009

Std.	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	14.9	34.3	38.9	7.2	4.8	100
II	5.1	23.5	56.8	11.8	2.9	100
III	0.5	15.6	42.6	32.5	8.8	100
IV	0.7	3.7	37.3	38.7	19.7	100
V	0.4	1.2	21.7	42.7	34.1	100
VI	0.0	0.0	6.6	47.6	45.8	100
VII	0.0	0.5	1.6	38.9	59.0	100
VIII	0.0	1.2	4.8	9.2	84.8	100
Total	2.3	9.0	25.1	29.6	34.1	100

NOTE : Each cell shows the highest level of arithmetic achieved by a child. Thus a child who can do division, can also recognize numbers 1-9, 11-99 and do subtraction.

Maths Tool

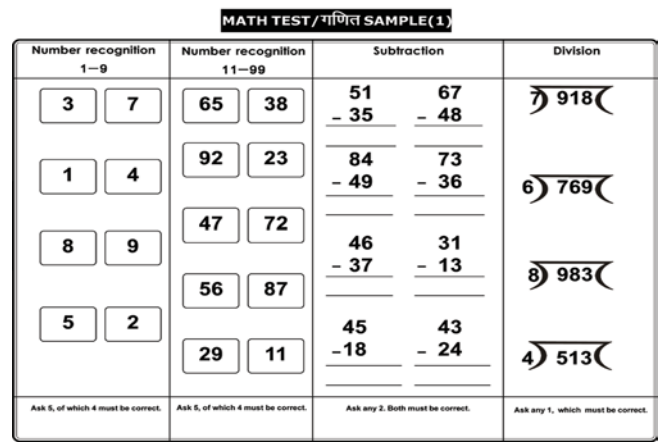


Chart 6: Trends over time
% Children who CANNOT EVEN RECOGNIZE NUMBERS upto 9 (in govt schools in Std I - IV) 2007-2009

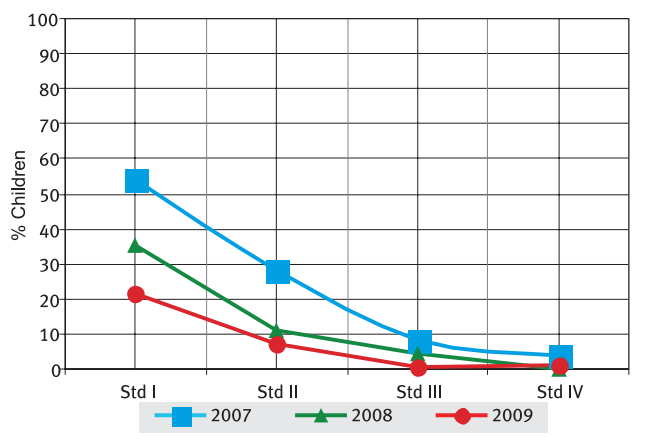
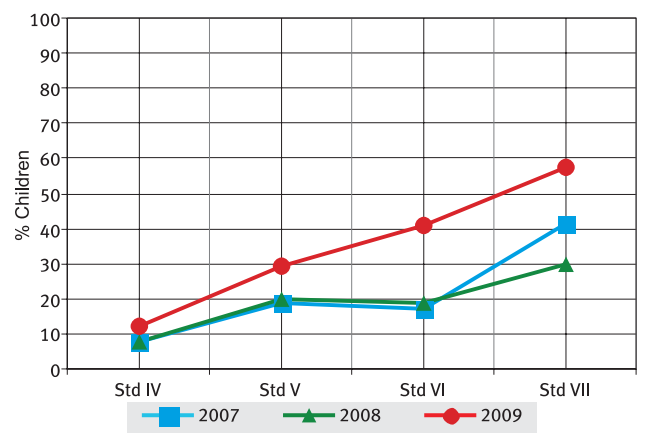


Chart 7: Trends over time
% Children who CAN DO DIVISION (in govt schools in Std IV - VII) 2007-2009



Tuition

Table 8: Class-wise % children attending tuition classes by school type 2007 and 2009

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	Govt	33.3	50.9	56.1	46.9	55.2	54.7	55.7	62.2
	Pvt.	40.0	48.8	71.3	69.9	58.7	42.4	75.5	55.0
2009	Govt	36.5	38.3	46.5	47.1	41.9	49.0	52.2	37.2
	Pvt.	28.1	42.6	45.4	43.2	32.7	58.4	49.2	18.1

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

Learning levels in government and private schools : Trends over time

Chart 8: % Children in Std III who CAN AT LEAST READ Std I level text. By school type 2006-2009

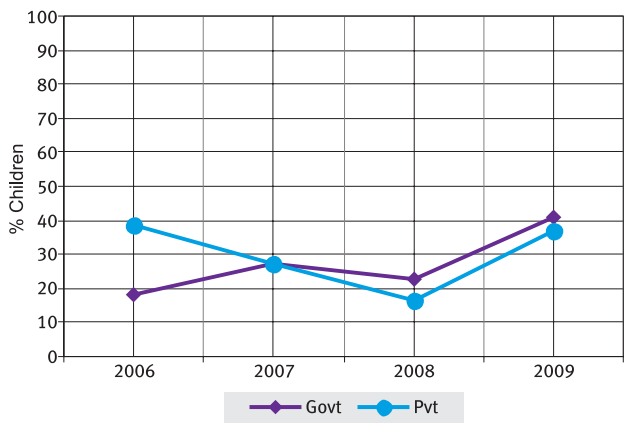
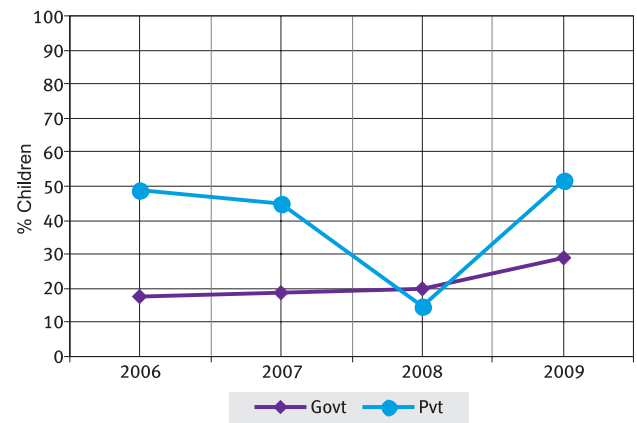


Chart 9: % Children in Std V who CAN DO DIVISION. By school type 2006-2009



Learning levels by gender : Trends over time

Chart 10: % Boys and girls in Std III who CAN READ AT LEAST Std I level text 2007-2009

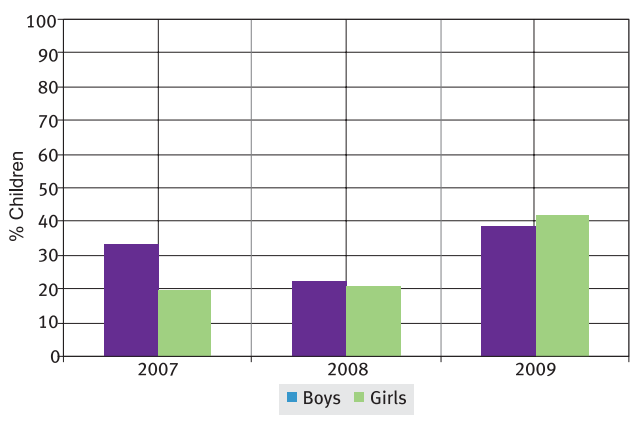
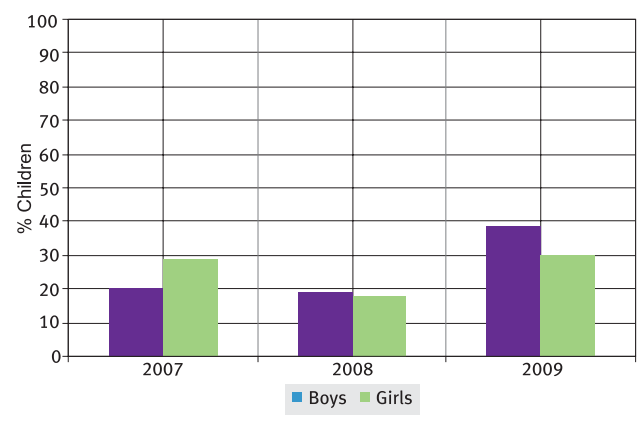


Chart 11: % Boys and girls in Std V who CAN DO DIVISION 2007-2009



Education : fathers and children

Table 9: Fathers and children 2009

Fathers' Education	% Fathers	Of these fathers :				
		% Girls 6 to 14 out of school	% Children (Std III-V) who can read level 1 (Std 1 Text) or more	% Children (Std III-V) who can do subtraction or more	% Children (Std III-V) who can read words or more in English	% Children (Std IV-VIII) attending tuition
No Schooling	18.8	0.0	68.7	66.5	49.8	17.2
Std I-V	14.2	0.0	60.4	52.6	53.9	31.1
Std VI-VIII	16.8	0.0	48.5	57.1	50.0	35.5
Std IX-X	31.2	0.0	57.7	58.2	48.8	61.9
Above Std X	19.0	0.0	68.9	68.2	71.3	54.2

NOTE : ASER 2009 recorded information about mothers' education. Similar analyses can be done with mothers and children.

NOTE : 23 primary and 10 upper primary schools were visited in 2009. School data available on request.

Annexures

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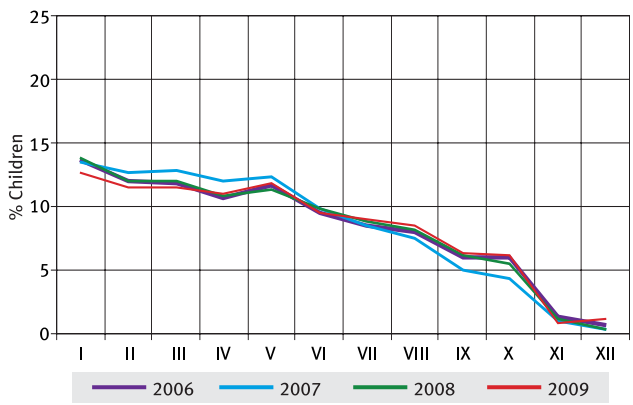
- Sample Description 269
- Village Infrastructure And household Indicators 270
- Sample Design of Rural Aser 2009 271

ASER

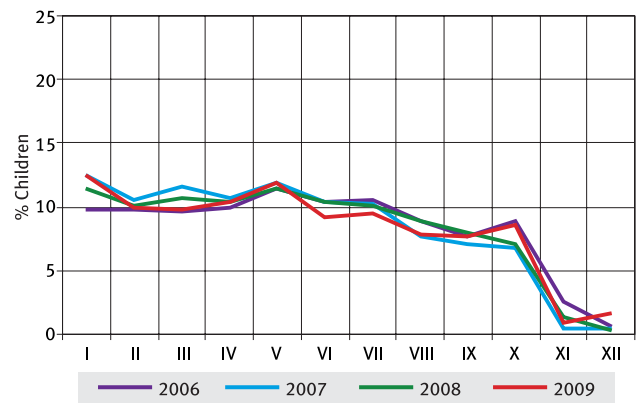
2009

Class-wise Distribution of Children In Sample 2006-2009

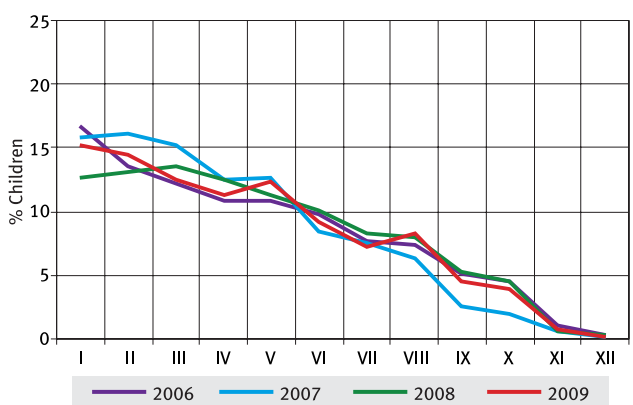
All India



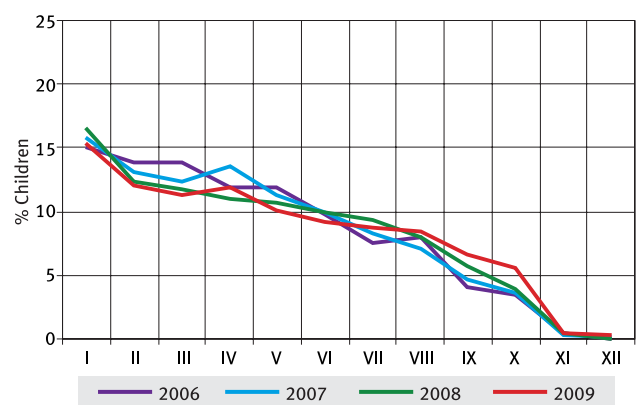
Andhra Pradesh



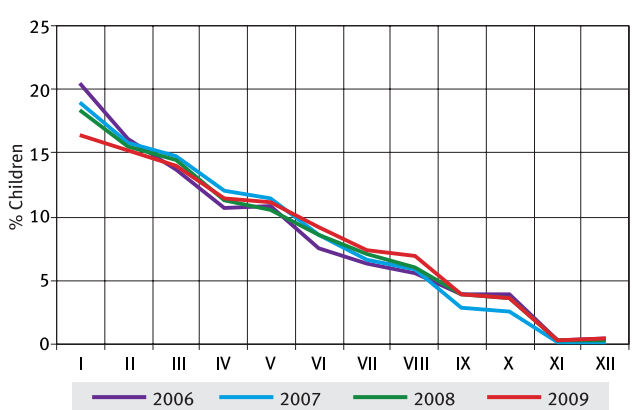
Arunachal Pradesh



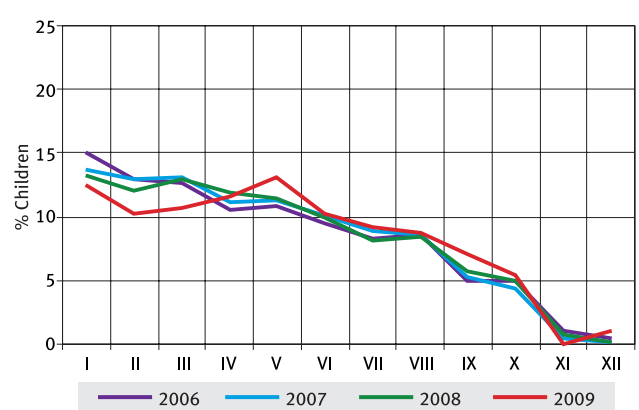
Assam



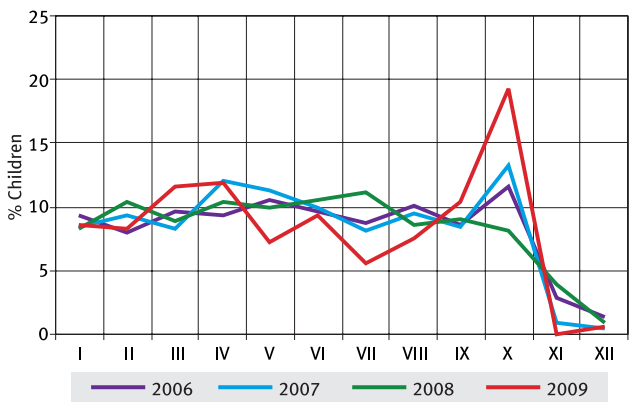
Bihar



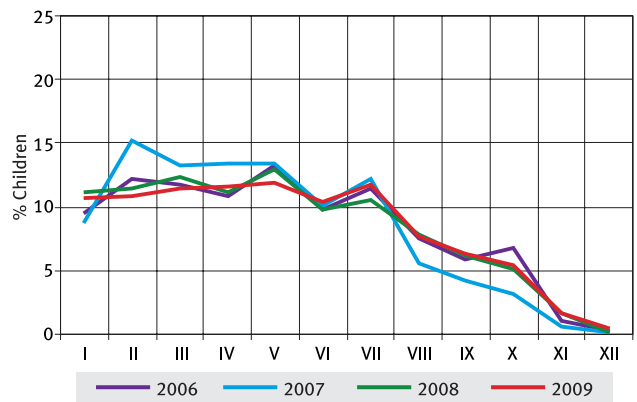
Chhattisgarh



Goa



Gujarat



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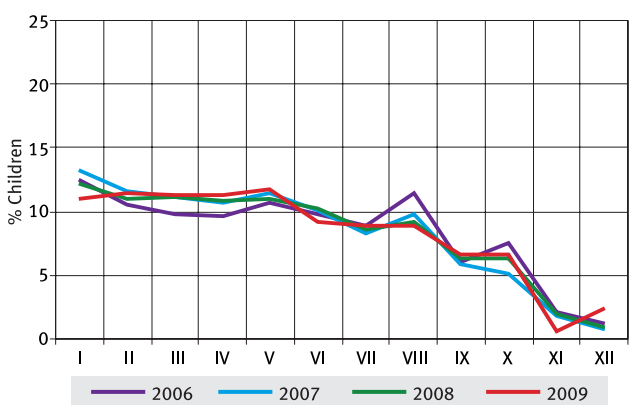

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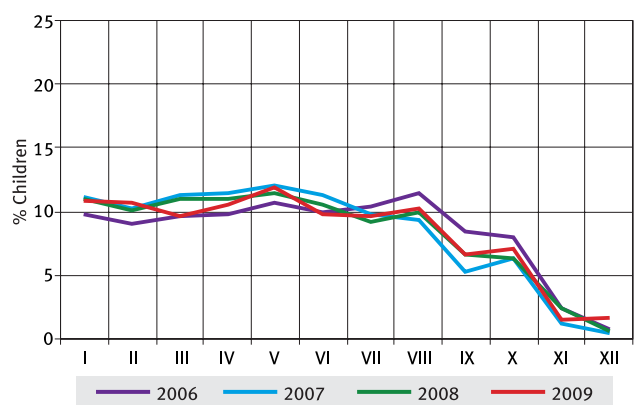

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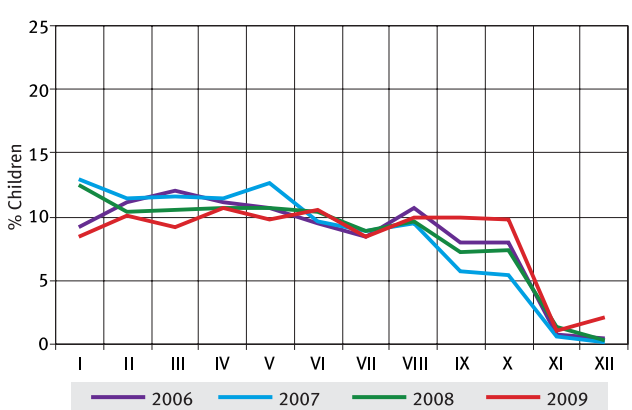
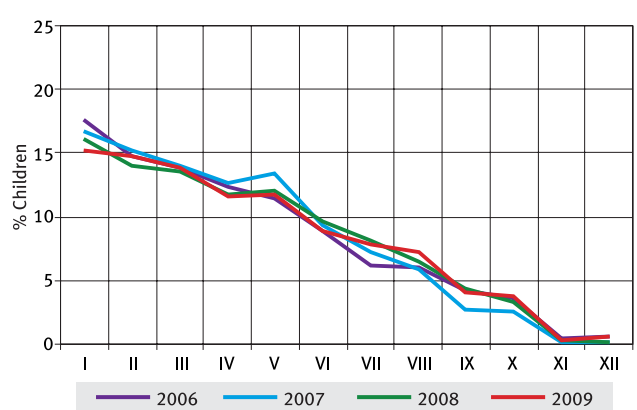


Jharkhand



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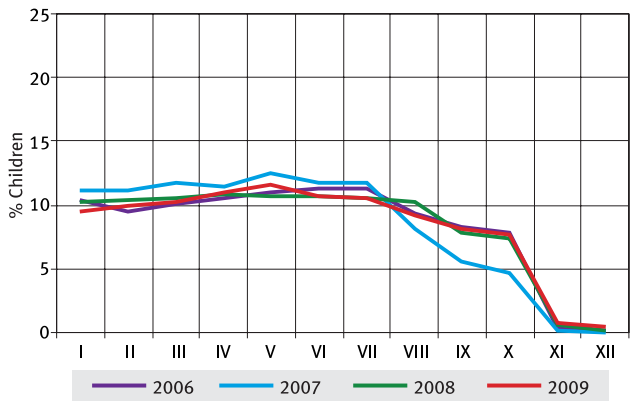

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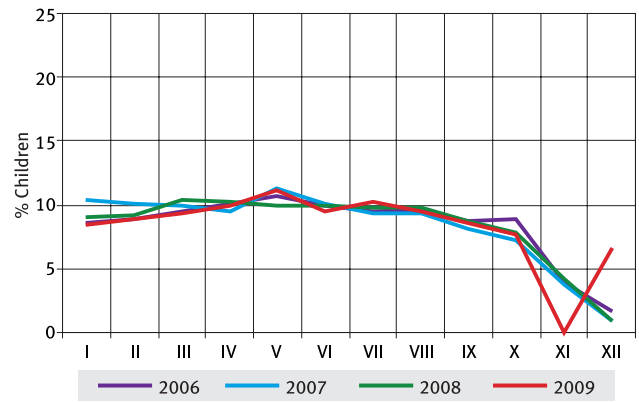
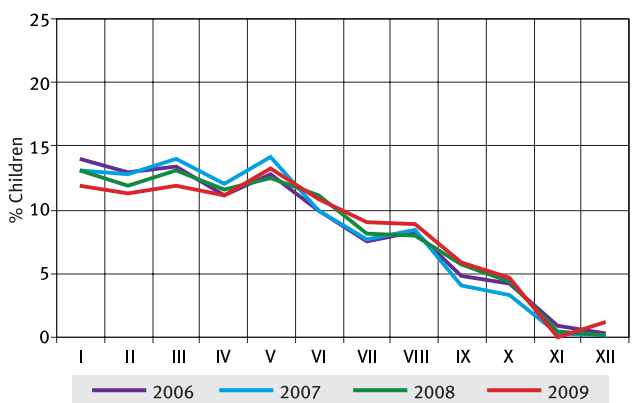


Madhya Pradesh



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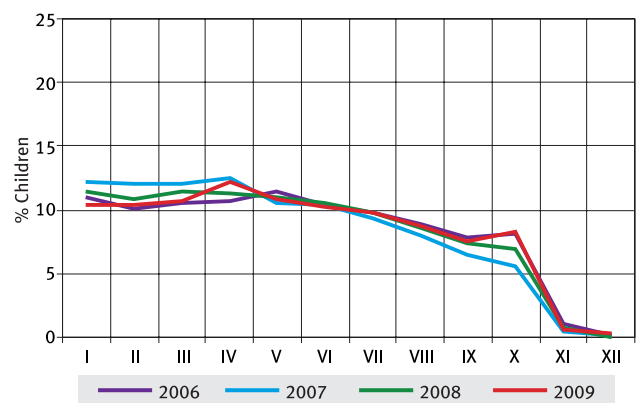

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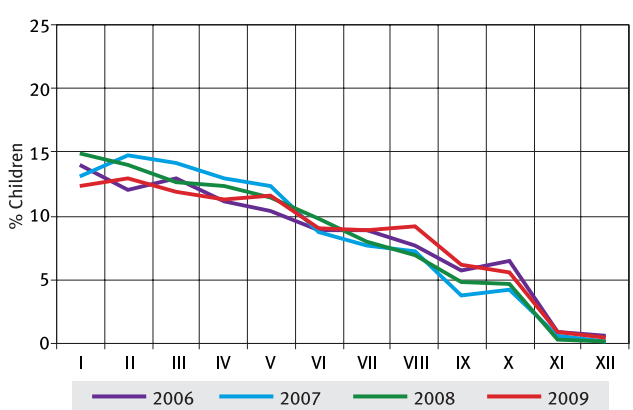

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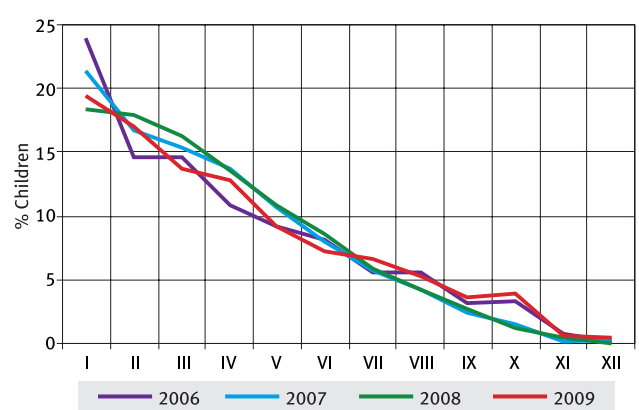

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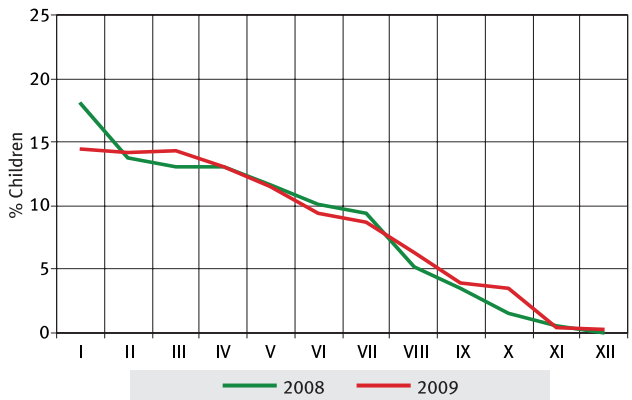

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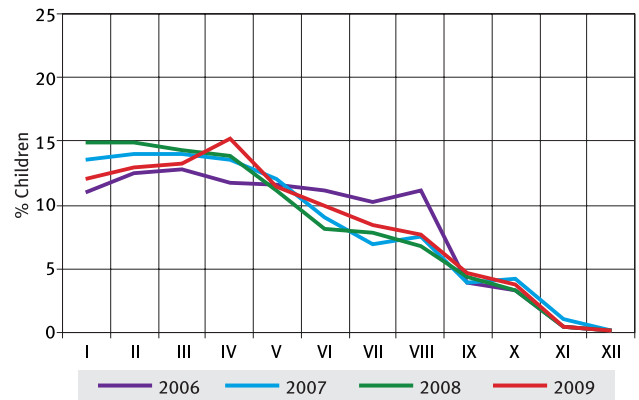

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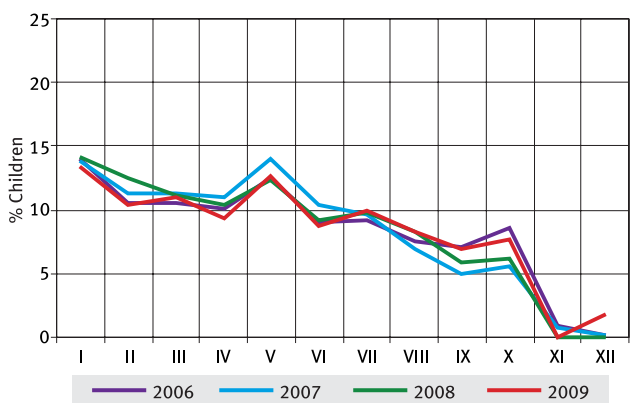

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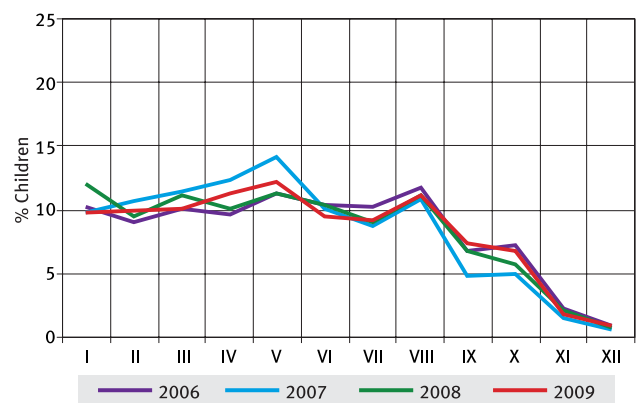

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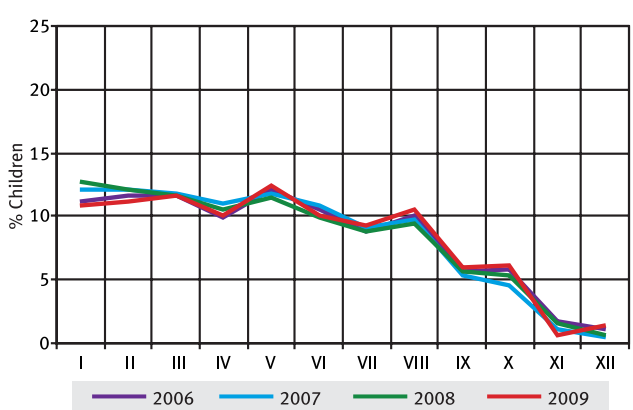

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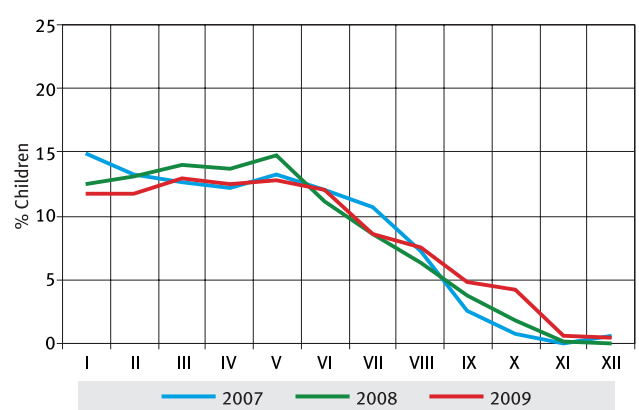
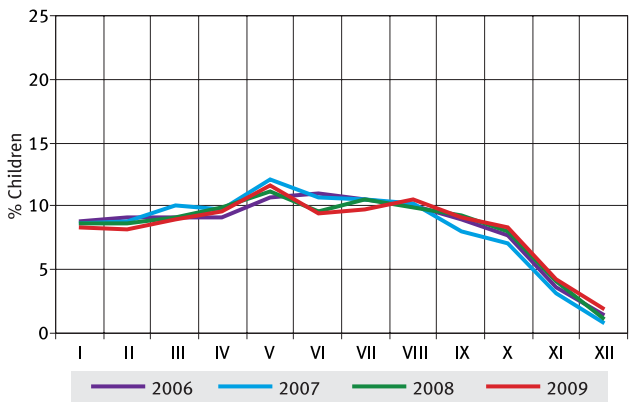


Tamil Nadu



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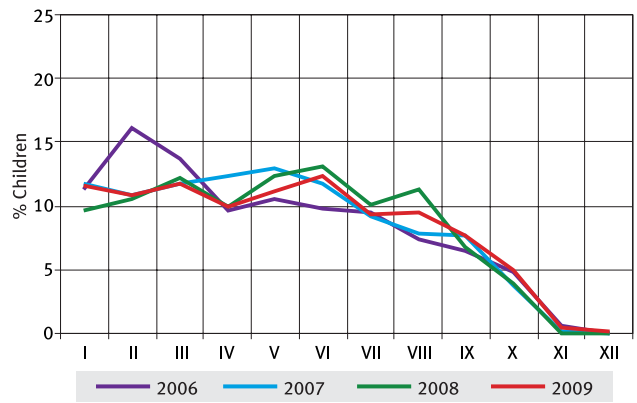

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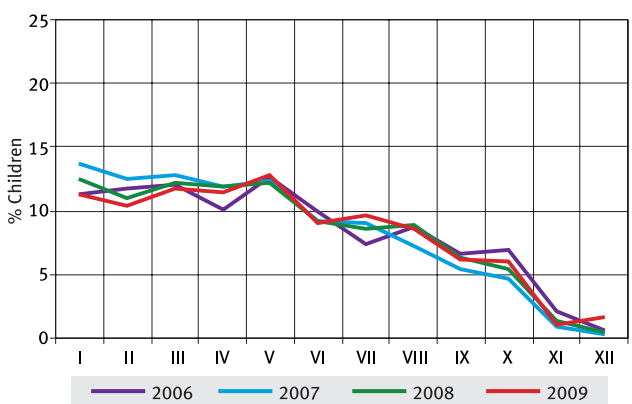
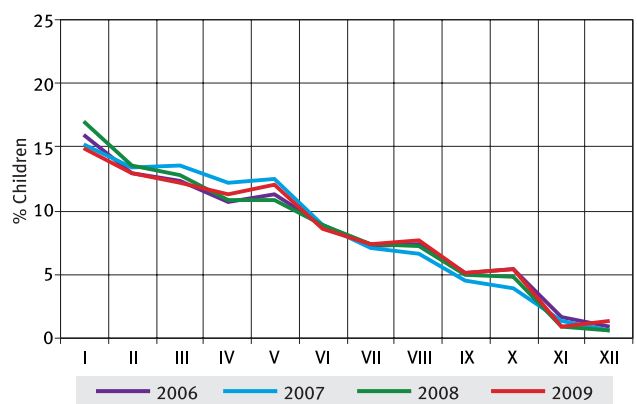
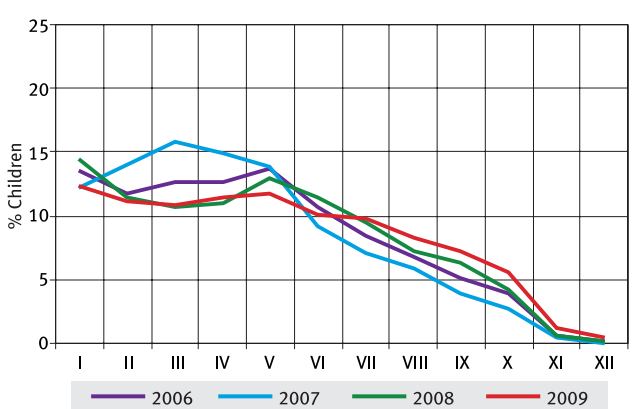


Uttar Pradesh



West Bengal



Age - Class Composition in sample 2009

All India

	5	6	7	8	9	10	11	12	13	14	Total
Std I	84.9	73.8	25.8	8.4	3.0	6.5	6.3	5.0	5.1	5.4	14.9
Std II	10.2	19.9	53.8	30.2	8.7						13.9
Std III	5.0	6.3	14.8	43.5	32.2	10.5					13.9
Std IV			5.6	12.5	42.8	29.3	9.4	6.2			13.3
Std V				5.4	10.3	41.4	35.3	13.3	6.6	6.0	14.1
Std VI					3.0	9.1	38.4	32.1	12.2	10.0	11.3
Std VII						3.3	8.5	33.8	34.3	22.5	10.2
Std VIII							2.1	9.7	41.9	56.1	8.6
Total	100	100	100	100	100	100	100	100	100	100	100

Andhra Pradesh

	5	6	7	8	9	10	11	12	13	14	Total
Std I	87.9	81.6	20.8	7.5	3.0	2.8	3.2	4.2	5.7	8.7	14.6
Std II	6.3	14.4	62.9	19.9	7.1						12.2
Std III	5.8	4.0	12.1	57.9	19.2	7.6					12.5
Std IV			4.2	11.4	57.8	17.7	7.9				13.1
Std V				3.4	11.0	61.1	22.4	8.4			15.0
Std VI					1.8	8.3	54.4	22.8	7.5	5.5	11.5
Std VII						2.5	11.0	53.1	24.7	25.4	11.7
Std VIII							1.1	11.5	62.1	60.3	9.5
Total	100	100	100	100	100	100	100	100	100	100	100

Arunachal Pradesh

	5	6	7	8	9	10	11	12	13	14	Total
Std I	89.8	76.8	21.1	7.8	3.0	1.7	5.0	8.8	4.2	2.6	17.6
Std II	8.7	18.1	64.0	21.9	9.3	6.2					16.6
Std III	1.5	5.1	11.4	51.3	24.4	8.6	4.9				14.5
Std IV			3.5	12.4	46.0	24.1	8.1	6.6	6.4	8.8	13.0
Std V				6.6	12.6	44.1	27.9	14.8	7.6	14.4	13.8
Std VI					4.7	11.5	42.5	26.2	9.5	17.8	10.0
Std VII						3.9	8.6	31.4	22.3	15.8	7.0
Std VIII							2.9	12.1	50.0	40.7	7.5
Total	100	100	100	100	100	100	100	100	100	100	100

Assam

	5	6	7	8	9	10	11	12	13	14	Total
Std I	91.8	75.8	32.9	10.0	3.4	5.6	6.2	3.7	4.9	8.4	17.7
Std II	5.3	18.3	48.5	32.1	11.0						14.2
Std III	3.0	5.9	12.8	41.5	34.8	11.1					13.4
Std IV			5.8	11.7	38.6	41.4	11.4	6.8			14.1
Std V				4.7	9.2	30.3	42.2	13.6	6.7		11.7
Std VI					2.9	8.8	29.3	40.4	13.8	7.4	10.7
Std VII						2.9	8.2	27.7	41.5	21.7	9.7
Std VIII							2.6	7.8	33.2	62.5	8.6
Total	100	100	100	100	100	100	100	100	100	100	100

Bihar

	5	6	7	8	9	10	11	12	13	14	Total
Std I	78.5	70.4	32.0	14.7	6.5	3.3	5.9	4.0	6.6	5.1	18.4
Std II	15.4	20.6	44.0	35.3	16.2	10.9					17.2
Std III	6.1	9.0	17.1	30.4	36.1	18.8	11.1	7.7			16.0
Std IV			7.0	12.5	25.1	26.6	16.3	12.8	6.6	6.3	12.9
Std V				7.2	11.1	24.4	31.3	19.8	14.2	9.7	12.4
Std VI					5.0	11.4	23.3	25.7	19.1	16.8	9.9
Std VII						4.6	9.5	19.8	27.4	25.5	7.4
Std VIII							2.7	10.3	26.3	36.8	5.8
Total	100	100	100	100	100	100	100	100	100	100	100

Chhattisgarh

	5	6	7	8	9	10	11	12	13	14	Total
Std I	88.2	84.3	29.3	5.3	1.3	2.4	2.7	7.1	3.5	4.1	14.8
Std II	7.1	11.6	58.8	39.0							12.5
Std III	4.8	4.1	8.4	44.2	46.0	7.1					13.0
Std IV			3.6	9.5	40.9	42.5	8.4				14.0
Std V					5.3	41.2	55.3				15.5
Std VI					1.0	5.1	5.9	27.7	49.7	13.5	12.0
Std VII								24.1	49.9	21.0	10.1
Std VIII								5.3	26.3	60.6	8.1
Total	100	100	100	100	100	100	100	100	100	100	100

Goa

	5	6	7	8	9	10	11	12	13	14	Total
Std I	86.7	91.5	47.6	3.4	2.4	1.5	3.1	7.0	0.8	5.7	11.9
Std II	13.3	6.7	42.9	48.1							11.5
Std III	0.0	1.8	7.0	40.4	64.8	12.6					16.9
Std IV			2.5	8.1	26.8	65.3	14.5				17.6
Std V					2.2	16.2	62.8				10.2
Std VI					3.8	4.4	16.2	67.8	20.3		13.6
Std VII							3.5	18.0	48.8	13.5	8.0
Std VIII								7.2	30.2	80.8	10.3
Total	100	100	100	100	100	100	100	100	100	100	100

Gujarat

	5	6	7	8	9	10	11	12	13	14	Total
Std I	90.7	86.1	10.2	1.3	4.1	4.1	5.9	7.1	3.5	5.5	12.5
Std II	4.5	10.4	79.1	15.9							12.7
Std III	4.8	3.6	8.5	72.1	22.0						13.6
Std IV			2.3	8.8	67.7	22.2					13.7
Std V				2.0	4.7	67.4	24.1				13.9
Std VI					1.5	4.9	63.7	23.4	7.0	7.1	12.1
Std VII						1.4	5.3	64.8	32.4	27.9	13.3
Std VIII							1.1	4.8	57.2	59.6	8.2
Total	100	100	100	100	100	100	100	100	100	100	100

Haryana

	5	6	7	8	9	10	11	12	13	14	Total
Std I	80.5	63.9	23.3	7.3	2.4	5.2	7.0	3.4	5.4	9.3	13.2
Std II	14.4	28.4	52.1	27.7	9.1						14.0
Std III	5.1	7.7	18.6	42.1	31.3	10.8					14.0
Std IV			6.0	16.2	38.5	26.8	14.2	7.3			13.8
Std V				6.7	14.7	40.1	29.3	14.9	9.3		14.4
Std VI					4.0	12.2	32.6	28.5	14.3	11.1	11.2
Std VII						4.9	13.6	31.5	32.2	22.4	10.3
Std VIII							3.3	14.4	38.8	57.3	9.2
Total	100	100	100	100	100	100	100	100	100	100	100

Himachal Pradesh

	5	6	7	8	9	10	11	12	13	14	Total
Std I	92.3	66.0	10.3	2.3	2.9	4.6	5.2	6.6	9.2	7.6	12.9
Std II	7.7	30.1	66.1	16.8							13.0
Std III		3.9	21.9	53.7	19.4						12.1
Std IV			1.7	25.2	57.1	16.8					13.0
Std V				2.1	19.6	64.0	23.6				14.6
Std VI					1.1	12.6	58.2	28.0			12.1
Std VII						2.0	11.8	50.1	38.6	14.1	11.6
Std VIII							1.3	15.4	52.1	78.2	10.9
Total	100	100	100	100	100	100	100	100	100	100	100

Jammu and Kashmir

	5	6	7	8	9	10	11	12	13	14	Total
Std I	77.1	72.9	21.3	4.9	2.4	2.2	3.4	5.8	7.0	4.7	11.0
Std II	14.0	18.7	61.1	44.4	6.2						13.4
Std III	8.9	8.5	10.0	36.0	41.7	7.8					12.2
Std IV			7.6	11.5	34.5	44.7	6.6				14.2
Std V				3.2	10.8	33.0	43.2	9.4			12.9
Std VI					4.5	8.7	34.9	54.1	11.2	5.9	14.0
Std VII						3.6	8.9	21.7	53.2	14.1	10.6
Std VIII							3.0	9.0	28.7	75.3	11.7
Total	100	100	100	100	100	100	100	100	100	100	100

Jharkhand

	5	6	7	8	9	10	11	12	13	14	Total
Std I	84.6	67.9	27.0	11.5	4.6	2.8	3.8	9.6	4.2	9.3	17.2
Std II	11.9	24.1	49.2	35.3	15.1	8.9					16.7
Std III	3.5	8.0	16.9	37.5	35.7	18.1	10.1				15.8
Std IV			6.9	10.0	30.3	27.2	18.1	12.8	6.3		13.1
Std V				5.7	11.1	30.2	32.0	19.4	13.4	9.8	13.1
Std VI					3.2	9.1	25.0	27.4	16.6	14.0	9.6
Std VII						3.7	8.8	22.2	30.1	23.2	8.0
Std VIII							2.2	8.7	29.3	43.7	6.5
Total	100	100	100	100	100	100	100	100	100	100	100

Karnataka

	5	6	7	8	9	10	11	12	13	14	Total
Std I	88.2	89.0	38.1	2.3	4.3	5.2	4.7	7.1	8.3	5.0	11.4
Std II	8.3	8.7	52.2	53.9							12.1
Std III	3.5	2.3	6.9	34.3	55.1						12.5
Std IV			2.8	7.6	34.2	50.4					13.5
Std V				2.0	5.4	36.8	59.1				14.2
Std VI					0.9	6.0	28.5	55.1			13.0
Std VII						1.6	7.0	31.6	57.2	12.5	12.8
Std VIII							0.8	6.2	34.5	82.6	10.6
Total	100	100	100	100	100	100	100	100	100	100	100

Kerala

	5	6	7	8	9	10	11	12	13	14	Total
Std I	98.0	77.0	17.4	0.8	3.1	2.4	3.1	3.3	5.0	3.6	10.4
Std II	2.0	20.9	67.1	17.1							11.3
Std III		2.1	14.3	68.2	18.5						12.4
Std IV			1.2	12.1	63.0	19.8					13.0
Std V				1.9	14.4	66.2	22.7				14.7
Std VI					1.0	10.9	60.5	22.8			12.5
Std VII						0.7	13.1	60.7	24.2	11.3	13.4
Std VIII							0.7	13.3	70.8	85.1	12.2
Total	100	100	100	100	100	100	100	100	100	100	100

Madhya Pradesh

	5	6	7	8	9	10	11	12	13	14	Total
Std I	87.9	72.3	18.1	4.1	0.9	3.5	3.9	2.3	3.5	6.6	13.8
Std II	8.2	23.0	60.8	28.6							13.3
Std III	3.9	4.7	16.6	47.8	37.3	7.5					14.0
Std IV			4.6	14.2	40.9	31.5	9.0				13.1
Std V					11.3	45.5	42.3				15.4
Std VI					2.7	9.2	6.7	40.5	16.1		12.5
Std VII								30.6	39.6	22.5	9.8
Std VIII								8.0	34.4	60.6	8.2
Total	100	100	100	100	100	100	100	100	100	100	100

Maharashtra

	5	6	7	8	9	10	11	12	13	14	Total
Std I	81.8	93.6	45.3	2.6	0.7	1.0	1.3	2.4	2.9	5.6	12.3
Std II	8.9	4.7	49.2	56.3							12.5
Std III	9.3	1.7	5.5	36.8	59.3	4.8					13.0
Std IV				4.2	32.1	62.0	7.6				14.9
Std V					3.1	29.5	63.0				13.3
Std VI						2.7	25.2	60.4	9.2		12.4
Std VII							2.9	26.1	58.4	16.8	11.6
Std VIII								3.4	29.5	77.6	10.0
Total	100	100	100	100	100	100	100	100	100	100	100

Manipur

	5	6	7	8	9	10	11	12	13	14	Total
Std I	67.4	63.2	39.5	18.6	10.3	3.5	1.6	2.8	4.4	7.9	15.0
Std II	24.6	22.9	36.2	37.0	19.6	11.4	6.5				15.6
Std III	8.0	8.8	11.0	23.7	28.3	24.6	15.2	8.4			14.5
Std IV		5.1	3.4	10.1	23.9	27.9	24.4	12.8	7.0		13.8
Std V			9.4	6.5	7.1	20.3	28.3	23.3	14.4	10.8	13.8
Std VI			0.6	4.1	2.7	6.1	17.6	26.6	21.7	16.4	10.4
Std VII					8.1	6.3	6.5	17.1	27.6	29.2	9.4
Std VIII								9.0	24.8	35.7	7.6
Total	100	100	100	100	100	100	100	100	100	100	100

Meghalaya

	5	6	7	8	9	10	11	12	13	14	Total
Std I	87.9	78.5	61.8	45.6	24.8	15.6	11.7	8.1	9.4	5.3	22.8
Std II	4.8	19.0	26.7	37.2	33.8	30.6	14.6	13.2			20.4
Std III	7.2	2.5	7.7	12.2	25.2	21.3	22.6	21.4	13.4	9.4	16.4
Std IV			3.8	5.0	12.1	20.5	15.6	21.8	15.8	19.7	14.1
Std V					4.0	10.1	19.8	13.1	17.5	11.8	9.5
Std VI						2.0	11.0	13.4	15.6	13.1	6.6
Std VII							4.7	9.1	20.5	16.0	6.2
Std VIII									7.9	24.8	4.0
Total	100	100	100	100	100	100	100	100	100	100	100

Mizoram

	5	6	7	8	9	10	11	12	13	14	Total
Std I	85.4	68.0	28.9	10.5	5.7	1.3	6.1	1.8	2.7	1.3	16.3
Std II	9.0	26.5	53.5	31.5	16.7	6.8					16.5
Std III	5.6	5.6	14.1	41.7	37.0	19.9	13.1	9.2			16.8
Std IV			3.6	10.3	30.2	32.5	20.7	17.2	12.4	8.1	15.1
Std V				5.9	8.5	28.8	25.1	21.5	18.2	14.1	12.8
Std VI					2.0	8.8	26.7	23.4	18.2	23.2	9.8
Std VII						2.0	7.1	21.8	26.4	24.0	7.7
Std VIII							1.3	5.2	22.1	29.4	5.0
Total	100	100	100	100	100	100	100	100	100	100	100

Nagaland

	5	6	7	8	9	10	11	12	13	14	Total
Std I	86.2	79.5	42.1	12.2	6.9	2.9	1.9	3.9	6.6	3.9	13.8
Std II	7.5	15.7	47.1	32.0	18.3	9.4	5.8				15.0
Std III	6.3	4.8	8.2	41.8	26.4	16.4	15.2	7.2			15.3
Std IV			2.6	11.3	43.2	29.0	19.5	17.1	12.8	6.2	17.5
Std V				2.8	5.2	33.6	24.4	20.0	13.9	9.8	12.9
Std VI						7.3	28.8	28.0	18.5	16.7	11.1
Std VII						1.4	4.4	21.3	24.3	27.8	8.4
Std VIII								2.6	24.0	35.7	6.0
Total	100	100	100	100	100	100	100	100	100	100	100

Orissa

	5	6	7	8	9	10	11	12	13	14	Total
Std I	88.2	76.5	12.3	3.2	5.3	2.4	5.7	6.0	2.9	8.0	15.6
Std II	6.3	18.3	67.2	14.7							12.5
Std III	5.5	5.2	15.5	64.8	15.4	3.5					13.5
Std IV			5.0	12.5	65.4	12.8					11.5
Std V					11.3	68.7	21.6				15.4
Std VI					2.7	9.7	61.3	18.1	5.3		10.6
Std VII							9.5	58.6	23.6	19.7	11.8
Std VIII							1.9	10.5	63.6	56.3	9.2
Total	100	100	100	100	100	100	100	100	100	100	100

Punjab

	5	6	7	8	9	10	11	12	13	14	Total
Std I	78.0	63.8	26.7	9.9	2.5	3.6	6.5	8.3	9.8	5.2	11.9
Std II	14.7	25.1	44.5	28.9	14.2						12.3
Std III	7.4	5.9	19.6	36.9	29.7	12.2					12.7
Std IV		5.2	9.2	17.6	35.8	33.7	14.8				14.4
Std V				6.7	13.9	39.2	39.5	18.4			15.5
Std VI					3.9	8.6	27.8	34.3	18.9	8.0	11.8
Std VII						2.7	9.9	26.9	35.4	24.0	10.7
Std VIII							1.5	12.1	36.0	62.9	10.7
Total	100	100	100	100	100	100	100	100	100	100	100

Rajasthan

	5	6	7	8	9	10	11	12	13	14	Total
Std I	73.1	51.9	18.5	8.3	2.6	6.4	7.0	4.8	6.6	4.2	13.0
Std II	20.1	33.8	41.5	22.9	10.4						13.5
Std III	6.9	10.3	28.1	36.3	25.8	11.5					14.2
Std IV		4.1	7.5	20.0	30.5	21.8	10.3	6.2			12.1
Std V			4.6	9.6	20.9	34.9	28.3	16.0	8.3	7.2	14.8
Std VI				3.1	7.4	17.4	32.9	26.5	15.0	11.1	12.1
Std VII					2.4	5.8	15.8	29.3	31.2	23.6	10.6
Std VIII						2.2	5.9	17.2	38.8	54.0	9.8
Total	100	100	100	100	100	100	100	100	100	100	100

Sikkim

	5	6	7	8	9	10	11	12	13	14	Total
Std I	80.7	77.0	46.6	20.1	11.7	2.6	7.4	3.1	6.5	4.4	14.8
Std II	16.6	18.0	37.6	42.6	24.1	11.1					14.8
Std III	2.7	5.0	8.7	25.2	37.5	29.3	14.7	12.4			16.1
Std IV			7.1	7.9	20.6	26.9	29.7	17.1	11.9	8.9	15.0
Std V				4.1	6.1	24.2	30.6	31.7	18.6	13.9	15.0
Std VI						6.0	15.3	22.9	32.2	26.7	12.8
Std VII							2.4	9.6	20.3	24.1	7.1
Std VIII								3.4	10.5	22.1	4.5
Total	100	100	100	100	100	100	100	100	100	100	100

Tamil Nadu

	5	6	7	8	9	10	11	12	13	14	Total
Std I	96.2	70.4	5.2	0.8	0.9	1.1	1.0	2.1	3.6	5.4	10.6
Std II	3.8	27.3	72.2	6.2							10.7
Std III		2.3	19.9	73.1	6.3						11.8
Std IV			2.8	17.6	79.1	7.0					12.7
Std V				2.3	11.8	84.0	10.1				15.4
Std VI					1.9	6.8	77.0	19.5			12.5
Std VII						1.2	10.9	66.7	15.0	18.8	12.7
Std VIII							1.1	11.8	81.3	75.9	13.6
Total	100	100	100	100	100	100	100	100	100	100	100

Tripura

	5	6	7	8	9	10	11	12	13	14	Total
Std I	71.9	91.0	56.2	7.7	4.8	3.0	4.9	3.6	2.2	2.8	14.1
Std II	28.1	6.9	34.6	64.4	5.1						12.7
Std III	0.0	2.1	6.9	23.1	73.0	11.9					14.4
Std IV			2.3	4.7	10.3	59.8	11.6	6.1			12.1
Std V					6.8	20.6	65.5	18.6	6.9	5.7	13.9
Std VI						1.9	15.4	58.3	22.3	9.2	14.0
Std VII						2.7	2.7	11.1	53.2	24.5	9.9
Std VIII								2.4	15.4	57.8	8.9
Total	100	100	100	100	100	100	100	100	100	100	100

Uttarakhand

	5	6	7	8	9	10	11	12	13	14	Total
Std I	84.1	69.0	20.9	6.4	7.5	4.0	5.0	9.5	9.3	8.2	13.6
Std II	10.3	24.0	52.8	22.9							12.5
Std III	5.6	7.1	19.7	48.3	27.7	10.9					14.4
Std IV			6.7	17.2	46.7	26.6	12.1				14.0
Std V				5.2	15.8	45.7	34.4	14.9			15.3
Std VI					2.3	10.3	32.8	30.4	15.7	9.7	10.9
Std VII						2.6	13.0	35.9	36.7	26.1	11.0
Std VIII							2.6	9.4	38.4	56.1	8.4
Total	100	100	100	100	100	100	100	100	100	100	100

Uttar Pradesh

	5	6	7	8	9	10	11	12	13	14	Total
Std I	85.6	70.5	30.2	12.5	5.5	3.1	5.1	8.5	9.9	7.5	17.7
Std II	9.4	21.8	47.7	30.2	12.2	7.8					15.2
Std III	5.1	7.7	14.6	36.8	31.3	14.6	7.2				14.5
Std IV			7.5	13.2	35.7	27.0	13.3	9.7			13.4
Std V				7.2	11.1	33.0	33.7	18.8	11.1	10.1	13.9
Std VI					4.3	9.9	29.2	27.7	15.1	12.5	9.9
Std VII						4.6	8.3	24.7	29.3	22.8	8.1
Std VIII							3.3	10.7	34.8	47.0	7.3
Total	100	100	100	100	100	100	100	100	100	100	100

West Bengal

	5	6	7	8	9	10	11	12	13	14	Total
Std I	86.8	69.7	29.1	10.2	4.2	6.0	7.0	3.8	4.7	3.9	14.6
Std II	9.2	25.5	45.2	31.4	13.0						13.5
Std III	4.0	4.8	18.8	40.0	29.9	12.7					13.0
Std IV			6.9	14.6	39.5	33.6	11.6	7.5			13.7
Std V				3.8	10.9	36.5	39.6	17.5	8.4	7.1	14.2
Std VI					2.6	9.2	31.6	36.7	20.1	9.9	12.2
Std VII						2.1	7.3	26.4	37.1	32.1	10.8
Std VIII							2.9	8.1	29.7	47.0	8.0
Total	100	100	100	100	100	100	100	100	100	100	100

STATES	Actual Districts	Surveyed districts			2009												
		2006	2007	2008	Surveyed Districts	Surveyed Villages	Surveyed House-holds	3-16 years	3-5 years			6-14 years			15-16 years		
									Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Andhra Pradesh	22	22	22	22	22	641	13193	23340	3534	1758	1704	16732	7955	8305	3074	1538	1432
Arunachal Pradesh	13	8	13	10	8	189	4168	9063	1834	943	805	6368	3370	2803	861	475	367
Assam	23	16	23	23	22	632	13048	24455	4420	2148	2079	17181	8490	8006	2854	1422	1325
Bihar	37	37	37	35	37	1065	22093	60053	10353	5383	4738	44313	24370	19186	5387	3352	1945
Chhattisgarh	16	16	15	15	15	441	8969	16925	3157	1516	1460	11459	5658	5278	2309	1180	1021
Dadra & Nagar Haveli	1	1	1	1	1	23	560	1337	228	113	115	939	510	426	170	95	75
Daman & Diu	2	2	2	2	2	13	1199	2393	407	206	200	1585	829	755	401	227	174
Goa	2	2	2	2	2	55	1180	2021	165	84	75	1406	720	668	450	251	195
Gujarat	26	25*	25*	25	26	756	15511	31699	5082	2877	2201	23267	13306	9942	3350	1942	1402
Haryana	20	20	20	20	20	554	11627	24212	4259	2474	1724	16934	9612	7090	3019	1742	1236
Himachal Pradesh	12	12	12	12	12	354	6828	12327	2460	1251	1058	8437	4067	3857	1430	650	685
Jammu & Kashmir	14	13	14	14	14	380	8375	16113	1897	974	831	11191	6034	4708	3025	1683	1230
Jharkhand	22	22	22	17	21	605	12404	29976	5644	2925	2598	21440	11284	9676	2892	1654	1181
Karnataka	27	27	27	27	27	779	16203	28507	4558	2342	2207	20523	10318	10148	3426	1669	1753
Kerala	14	14	14	12	14	349	8052	13178	1899	943	922	9663	4830	4754	1616	789	810
Madhya Pradesh	45	45	45	45	45	1336	26874	57894	10162	5187	4447	41098	21785	17419	6634	3828	2490
Maharashtra	33	33	33	33	33	974	19778	35806	5850	3190	2520	25533	13589	11535	4423	2413	1940
Manipur	9	8	9	9	9	245	5288	10543	1832	869	817	7438	3671	3370	1273	617	601
Meghalaya	7	5	6	7	7	165	3355	6961	1278	619	615	4783	2381	2251	900	439	427
Mizoram	8	7		8	8	174	4,450	7815	1323	689	598	5582	2791	2671	910	458	424
Nagaland	11	10	10	10	11	259	5974	12875	2004	1042	901	9491	5072	4183	1380	729	617
Orissa	30	30	30	30	30	870	17726	29731	5604	3113	2230	20382	11468	8179	3745	2164	1476
Puducherry	2	2	2	2	2	45	1200	1650	312	151	160	1046	537	507	292	154	138
Punjab	19	18*	19	19	19	510	10408	17741	2805	1352	1096	12320	6182	4835	2616	1277	1055
Rajasthan	32	31	32	32	32	931	18950	45563	7636	4085	3306	31845	17566	13305	6082	3636	2279
Sikkim	4		1	4	4	89	2342	3558	578	280	293	2375	1136	1222	605	254	345
Tamil Nadu	29	29	29	29	29	842	17250	27612	3971	1978	1883	19559	9756	9535	4082	2043	1977
Tripura	4	2	3	4	4	115	2342	3685	685	323	347	2483	1283	1153	517	266	243
Uttar Pradesh	69	69	69	69	69	2035	41339	103450	18122	9491	7919	72913	38819	31765	12415	6762	5311
Uttarakhand	13	13	13	9	13	375	7449	15054	2619	1328	1066	10662	5332	4569	1773	847	815
West Bengal	17	16	17	17	17	490	9892	16197	3001	1502	1461	11006	5556	5340	2190	1119	1048
All India	**583**	**555**	**567**	**564**	**575****	**16291**	**338027**	**691734**	**117679**	**61136**	**52376**	**489954**	**258277**	**217441**	**84101**	**45675**	**36017**

Note: Girls and boys may not add to total children since gender has not been recorded for 20,812 children
* These states are complete. Some districts were split in subsequent years
** Data for 9 districts is incomplete

STATES	% Of villages with the following facilities														% Of households with the following facilities							
	Pukka Road	Electricity	Post Office	STD Booth	Bank	P.D.S	Pri. Health Centre	Private Health Clinic	ASHA worker	Govt. Pri School	Govt. Middle School	Govt. Sec. School	Private school	Anganwadi /Pre School	Katcha	Semi Pukka	Pukka	Electricity	T.V.	Toilet	Mobile	Vehicles
Andhra Pradesh	83.5	99.4	75.8	77.2	32.9	92.0	48.8	59.9	71.1	89.4	47.1	53.4	45.0	97.0	18.9	27.5	53.6	95.8	67.8	49.6	64.3	59.1
Arunachal Pradesh	62.8	81.4	16.0	19.4	7.5	44.2	25.5	7.0	62.4	63.5	43.5	15.4	11.3	63.2	64.7	27.9	7.4	75.8	42.6	58.9	45.3	46.8
Assam	39.8	69.4	35.0	29.8	7.6	71.8	36.1	15.9	92.4	89.0	37.4	16.3	34.6	84.7	67.9	20.0	12.1	41.7	33.7	42.5	51.5	39.0
Bihar	50.4	57.4	43.5	53.0	17.4	68.5	29.4	65.4	87.1	82.3	66.9	15.0	37.3	91.8	45.2	32.3	22.6	29.3	16.9	21.0	52.5	72.3
Chhattisgarh	72.9	95.9	33.6	35.2	16.4	71.3	34.3	49.4	93.3	99.1	73.2	25.1	29.7	98.2	72.5	17.0	10.5	82.6	42.6	22.9	30.8	85.6
Dadra & Nagar Haveli	95.7	100.0	50.0	40.9	4.4	73.9	39.1	21.7	45.5	95.5	40.9	23.8	22.7	100.0	51.5	18.3	30.2	93.6	49.9	35.4	52.7	50.4
Daman & Diu	100.0	100.0	72.7	90.9	45.5	54.6	72.7	36.4	70.0	100.0	88.9	60.0	40.0	90.9	9.2	50.9	39.9	99.8	91.3	77.7	92.9	79.2
Goa	100.0	100.0	94.6	92.7	94.6	96.3	90.9	90.9	75.9	98.2	87.3	74.6	70.9	98.2	4.0	24.3	71.7	99.0	92.1	86.1	87.4	81.0
Gujarat	87.3	98.7	67.3	68.3	37.1	77.7	48.3	50.4	86.3	87.8	83.0	40.4	29.9	96.9	36.0	34.1	29.9	93.4	55.7	47.9	63.8	58.4
Haryana	94.7	97.9	65.3	78.6	45.4	80.9	58.3	81.3	74.8	92.6	74.6	65.3	72.6	97.3	10.1	25.0	65.0	87.9	73.8	70.8	78.2	76.2
Himachal Pradesh	59.2	98.8	54.2	47.2	28.4	58.4	51.6	40.7	33.7	87.9	57.1	38.1	37.4	92.5	26.5	21.6	52.0	99.3	90.7	81.4	88.2	27.0
Jammu & Kashmir	69.7	95.2	43.2	43.6	20.6	77.4	62.1	39.8	53.1	86.9	81.8	35.1	63.1	80.4	19.6	44.2	36.2	94.7	74.1	68.1	78.5	27.9
Jharkhand	52.3	59.0	25.8	36.8	11.1	56.8	26.2	37.4	84.3	74.2	56.4	11.1	23.1	91.1	68.1	17.5	14.4	48.5	23.7	10.0	40.7	82.6
Karnataka	80.1	98.7	59.6	59.0	33.2	77.1	37.1	25.4	68.5	84.3	81.0	34.1	36.0	98.7	18.8	37.4	43.9	93.5	60.6	33.9	62.5	56.5
Kerala	95.4	99.4	99.4	98.8	97.2	98.8	95.1	83.2	99.1	93.9	87.3	83.7	94.8	99.7	10.1	33.0	56.9	95.2	84.6	94.4	81.5	49.6
Madhya Pradesh	64.6	92.3	37.1	40.6	16.6	61.1	34.9	46.1	90.4	99.1	69.9	23.9	39.3	95.1	55.9	28.3	15.8	75.6	44.8	27.9	55.3	74.9
Maharashtra	84.8	98.6	55.4	66.7	35.2	88.2	48.8	61.1	70.1	95.5	54.6	26.1	45.9	98.7	20.8	37.0	42.2	85.8	61.8	46.2	61.4	59.9
Manipur	54.0	87.4	28.5	31.1	10.6	30.5	35.9	10.6	79.1	74.3	39.8	21.3	52.6	79.8	42.2	51.1	6.7	90.4	57.8	87.3	62.6	63.5
Meghalaya	53.6	82.8	26.1	23.4	9.6	55.7	42.0	16.9	63.5	91.7	36.9	12.8	65.2	70.1	40.1	43.2	16.7	76.6	47.7	57.3	50.3	29.3
Mizoram	66.1	91.8	56.6	19.5	13.6	84.0	69.4	4.7	50.6	98.2	86.9	33.1	47.0	93.5	45.7	49.6	4.7	88.7	53.7	75.9	61.7	19.7
Nagaland	47.8	96.9	27.2	12.9	11.4	21.3	57.7	17.0	53.3	93.9	49.4	18.1	51.8	76.5	36.3	52.1	11.6	92.9	50.9	80.9	62.4	36.1
Orissa	69.4	82.3	37.9	33.5	15.6	43.5	28.9	23.0	84.2	93.9	54.8	32.3	22.1	88.5	55.0	18.0	27.1	48.4	33.1	22.8	37.8	81.1
Puducherry	97.6	100.0	82.5	100.0	65.0	95.1	58.5	39.0	97.5	89.2	59.0	64.1	57.5	100.0	41.7	24.6	33.7	98.5	86.5	40.8	68.1	76.5
Punjab	95.9	95.8	63.2	77.1	46.2	74.1	59.1	35.7	71.4	98.0	73.6	49.4	61.4	75.0	9.6	35.4	55.0	93.6	88.2	84.3	85.1	88.5
Rajasthan	87.7	95.2	53.8	58.0	24.7	64.7	59.6	49.8	82.8	78.2	76.5	51.8	61.0	93.2	28.8	24.0	47.2	68.6	43.0	31.4	72.4	60.7
Sikkim	56.5	100.0	37.7	25.0	16.7	72.9	44.2	6.0	43.2	68.4	51.3	39.7	63.4	83.1	20.9	46.0	33.2	96.6	75.5	93.3	80.8	15.6
Tamil Nadu	88.5	98.3	68.4	79.2	41.1	91.2	47.3	21.9	28.7	73.9	49.9	28.0	30.1	94.3	19.1	52.4	28.4	95.6	87.4	30.3	70.9	69.3
Tripura	75.7	93.8	67.3	45.9	19.6	76.3	58.6	15.9	95.5	98.2	90.4	60.4	29.5	98.3	79.3	13.3	7.4	82.0	61.9	84.9	55.8	56.2
Uttar Pradesh	83.4	94.1	34.2	46.9	14.6	75.6	26.2	60.6	88.5	95.1	60.8	10.8	54.8	89.5	28.4	34.5	37.1	36.4	33.4	26.1	63.4	86.5
Uttarakhand	57.5	96.0	41.4	35.7	21.0	61.1	37.1	36.4	80.4	92.2	43.3	27.2	46.3	86.5	14.3	23.9	61.8	88.9	72.6	68.9	72.7	37.2
West Bengal	43.7	86.0	41.7	52.3	23.8	58.7	44.6	45.6	42.1	93.8	17.2	32.1	31.4	93.0	55.3	21.9	22.8	57.5	37.1	56.3	48.1	76.0
All India	**72.9**	**89.8**	**48.1**	**52.3**	**25.2**	**70.5**	**41.8**	**45.2**	**76.5**	**89.5**	**62.1**	**30.4**	**44.1**	**92.0**	**34.8**	**30.7**	**34.5**	**68.4**	**49.7**	**40.2**	**60.3**	**69.1**

Sample Design of Rural ASER 2009

Dr. Wilima Wadhwa

The purpose of rural ASER 2009 is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading, writing and math ability) at the district level; and (ii) to measure the change in these basic learning and school statistics from last year. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions is added for exploring different dimensions of schooling and learning at the elementary stage. The latter set of questions is different each year.

ASER 2006 and 2007 tested reading comprehension for different kinds of readers. ASER 2007 introduced testing in English and asked questions on paid tuition. ASER 2008 for the first time had questions on telling time and oral math problems using currency. In addition, ASER 2008 incorporated questions on village infrastructure and household assets. Investigators were asked to record whether the village visited had a pukka road leading to it, whether it had a bank, ration shop, etc. In the sampled households information on assets like type of house, phone, television, etc was recorded.

ASER 2009 brings together elements from various previous ASERs. English testing and questions on tuition have been brought back from 2007. As in 2006, mothers have been tested for basic reading. As in 2008, ASER 2009 records household and village characteristics. In addition, this year ASER records education of fathers.

Every alternate year, ASER surveyors visit a government primary or upper primary school in each sampled village. The school information is recorded either based on observations (such as attendance or usability of the facilities) or with information provided by the school (such as grants information). School observations were done in 2005 and 2007 and also in ASER 2009.

Finally, ASER 2009 continues the process of strengthening and streamlining started in 2008. In each district 2 – 4 villages were re-visited after the survey in order to check how the survey was conducted.

Since one of the goals of ASER is to generate estimates of change in learning, a panel survey design would provide more efficient estimates of the change. However, given the large sample size of the ASER surveys and cost considerations, we adopted a rotating panel of villages rather than children. In ASER 2008, we retained the 10 villages from 2007 and 2006 and added 10 new villages. In ASER 2009 we dropped the 10 villages from ASER 2006, kept the 10 villages from 2008 and 2007 and added 10 more villages from the Census village directory.

The sampling strategy used generates a representative picture of each district. All rural districts are surveyed. The estimates obtained are then aggregated to the state and all-India levels.

Since estimates were to be generated at the district level, the minimum sample size calculations had to start at the district level. The sample size is determined by the following considerations:

- Incidence of what is being measured in the population. Since a survey of learning has never been done in India, the incidence of what we are trying to measure is unknown in the population.[1]
- Confidence level of estimates. The standard used is 95%.
- Precision required on either side of the true value. The standard degree of accuracy most surveys employ is between 5 and 10 per cent. An absolute precision of 5 % along with a 95% confidence level implies that the estimates generated by the survey will be within 5 percentage points of the true values with a 95% probability. The precision can also be specified in relative terms — a relative precision of 5% means that the estimates will be within 5% of the true value. Relative precision requires higher sample sizes.

[1] For the rural sector we can use the estimates from ASER 2008 to get an idea of the incidence in the population.

Sample size calculations can be done in various ways, depending on what assumptions are made about the underlying population. With a 50% incidence, 95% confidence level and 5% absolute precision, the minimum sample size required in each strata[2] is 384.[3] This derivation assumes that the population proportion is normally distributed. On the other hand, a sample size of 384 would imply a relative precision of 10%. If we were to require a 5% relative precision, the sample size would increase to 1600.[4] Note that all the sample size calculations require estimating the incidence in the population. In our case, we can get an estimate of the incidence from previous ASER surveys. However, incidence varies across different indicators — so incidence of reading ability is different from incidence of dropouts. In addition, we often want to measure things that are not binary for which we need more observations. Given these considerations, the sample size was decided to be 600 households in each district.[5] In each district, we have 10 villages from ASER 2007 and ASER 2008 and an additional 10 villages have been added this year to the sample, giving us a total of 30 villages per district. In each village 20 households are surveyed as in previous ASERs since 2006, giving a household sample size of 600 per district. Note that at the state level and at the all-India level the survey has many more observations lending estimates at those levels much higher levels of precision.

If we had houselists at the district level, the 600 households could be randomly selected. In the absence of these, a two-stage sample design was adopted. In the first stage, 30 villages were randomly selected using the village directory of the 2001 Census as the sample frame.[6] In the second stage 20 households were randomly selected in each of the 30 selected villages in the first stage.

Villages were selected using the probability proportional to size (PPS) sampling method. This method allows villages with larger populations to have a higher chance of being selected in the sample. It is most useful when the sampling units vary considerably in size because it assures that those in larger sites have the same probability of getting into the sample as those in smaller sites, and vice verse.[7, 8]

In the selected villages, 20 households are surveyed. Ideally, a complete houselist of the selected village should have been made and 20 households selected randomly from it. However, given time and resource constraints a procedure for selecting households was adopted that preserved randomness as much as possible. The field investigators were asked to divide the village into four parts. This was done because villages often consist of hamlets and a procedure that randomly selects households from some central location may miss out households on the periphery of the village. In each of the four parts, investigators were asked to start at a central location and pick every 5th household in a circular fashion till 5 households were selected. In each selected household, all children in the age group of 5-16 were tested.[9]

The survey provides estimates at the district, state and national levels. In order to aggregate estimates up from the district level households had to be assigned weights — also called inflation factors. The inflation factor corresponding to particular household denotes the number of households that the sampled household represents in the population. Given that 600 households are

[2] Stratification is discussed below.

[3] The sample size with absolute precision is given by $\frac{z^2pq}{d^2}$ where z is the standard normal deviate corresponding to 95% probability (=1.96), p is the incidence in the population (0.5), $q = (1-p)$ and d is the degree of precision required (0.05).

[4] The sample size with relative precision is given by $\frac{z^2q}{r^2p}$ where z is the standard normal deviate corresponding to 95% probability (=1.96), p is the incidence in the population (0.5), $q = (1-p)$ and r is the degree of relative precision required (0.1).

[5] Sample size calculations assume simple random sampling. However, simple random sampling is unlikely to be the method of choice in an actual field survey. Therefore, often a "design effect" is added to the sample size. A design effect of 2 would double the sample size. At the district level a 7% precision along with a 95% confidence level would imply a sample size of 196, giving us a design effect of approximately three. However, note that a sample size of 600 households gives us approximately 1000 – 1200 children per district.

[6] Of these 30 villages, 10 are from ASER 2007, 10 from ASER 2008 and 10 are newly selected in 2009. They were selected randomly from the same sample frame. The 10 new villages are picked as an independent sample.

[7] Probability proportional to size (PPS) is a sampling technique in which the probability of selecting a sampling unit (village, in our case) is proportional to the size of its population. The method works as follows: First, the cumulative population by village calculated. Second, the total household population of the district is divided by the number of sampling units (villages) to get the sampling interval (SI). Third, a random number between 1 and the SI is chosen. This is referred to as the random start (RS). The RS denotes the site of the first village to be selected from the cumulated population. Fourth, the following series of numbers is formed: RS; RS+SI; RS+2SI; RS+3SI; …. The villages selected are those for which the cumulative population, contains the numbers in the series.

[8] Most large household surveys in India, like the National Sample Survey and the National Family Health Survey also use this two stage design and use PPS to select villages in the first stage.

[9] In larger villages, the investigators increased the interval according to a rough estimate of the number of households in each part. For instance, if a village had 2000 households, each part in the village would have roughly 500 households. Selecting every 5th household would leave out a large chunk of the village un-surveyed. In such situations, investigators were asked to increase the interval between selected households.

sampled in each district regardless of the size of the district, a household in a larger district will represent many more households and, therefore, have a larger weight associated with it than one in a sparsely populated district.

The advantage of using PPS sampling is that the sample is self weighting at the district level. In other words, in each district the weight assigned to each of the sampled household turns out to be the same. This is because, the inflation factor associated with a household is simply the inverse of the probability of it being selected into the sample times the number of households in the sample. Since PPS sampling ensures that all households have an equal chance of being selected at the district level, the weights associated with households in the same district are the same. Therefore, weighted estimates are exactly the same as the un-weighted estimates at the district level. However, to get estimates at the state and national levels, weighted estimates are needed since states have a different number of districts and districts vary by population.

Even though the purpose of the survey is to estimate learning levels among children, the household was chosen as the second stage sampling unit. This has a number of advantages. First, children are tested at home rather than in school, allowing all children to be tested rather than just those in school. Further, testing children in school might create a bias since teachers may encourage testing the brighter children in class. Second, a household sample will generate an age distribution of children which can be cross-checked with other data sources, like the census and the NSS. Third, a household sample makes calculation of the inflation factors easier since the population of children is no longer needed.

Often household surveys are stratified on various parameters of interest. The reason for stratification is to get enough observations on entities that have the characteristic that is being studied. The ASER survey stratifies the sample by population in the first stage. No stratification is done at the second stage. Finally, if we were to stratify on households with children in the 3-16 age group, we would need the population of such households in the village, which is not possible without a complete houselist of the village.