Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

Annual Status of Education Report

Final Report

ASER2005- Rural
Annual Status of Education Report (Rural)

Cover: Rahul De, member of the ASER team took this picture in Meghalaya.
Other photos: All photos taken by volunteers as they visited villages.

Also available on CD.

For more information: aser@pratham.org

Maps in this report may not be accurate or to-scale. These are mere representations.

Price:

Students: Rs. 100
Other individuals: Rs. 200
Institutions: Rs. 500
Outside India: USD 50.00/ GBP 25.00

Layout by: Trimiti Services, Mumbai

Printed by: Jolly offset, Mumbai

Published by:
Pratham Resource Center
Mumbai office:
Ground Floor, YB Chavan Center,
Gen. J. Bhosale Marg, Nariman Point,
Mumbai, India, 400 021.
Phone: 91-22-22886975, 91-22-23851405

New Delhi office:
A1/7, Safdarjung Enclave,
New Delhi, 110 029.
Phone: 91-11-26716083/84

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We
People of India
From different states and regions
Speaking different languages
Sat with our children
And looked
Within
Inside our homes
At our villages
Into our schools
And prepared this report
For ourselves
To build a better India

Annual Status of Education Report

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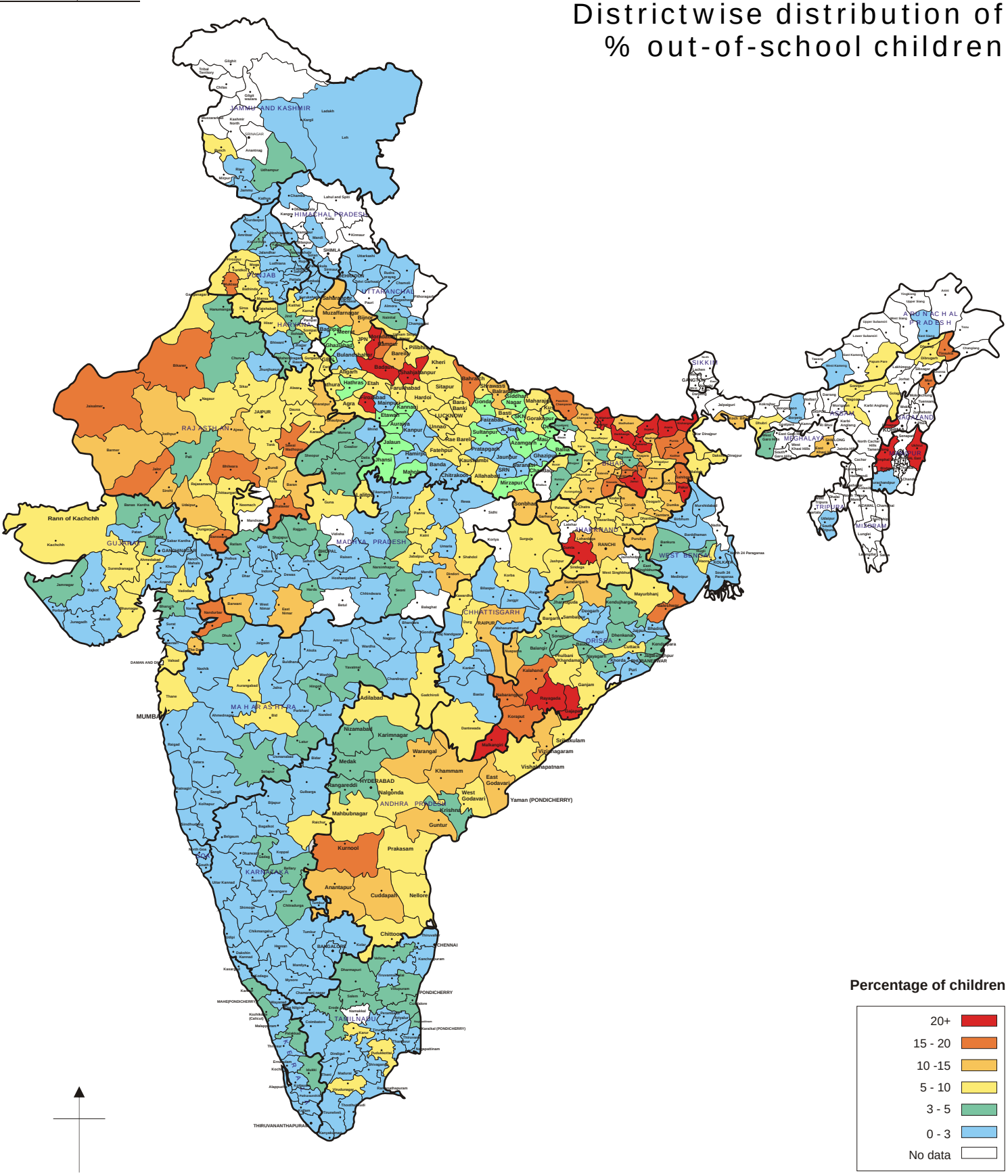
INDIA Rural

Districtwise distribution of % out-of-school children



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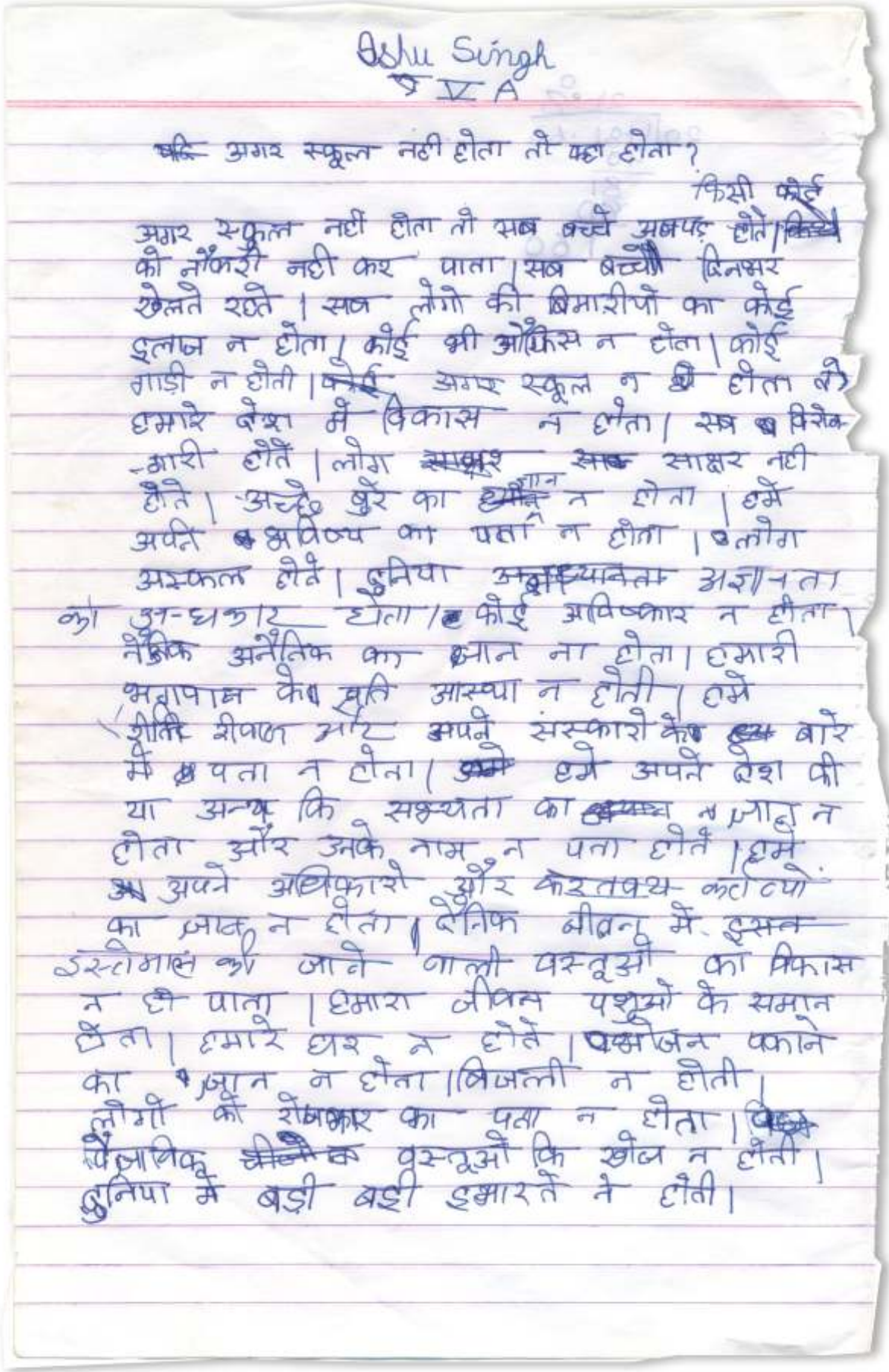

Ishu Singh
V A

अगर स्कूल नहीं होता तो क्या होता?

अगर स्कूल नहीं होता तो सब बच्चे अनपढ़ होते। किसी को नौकरी नहीं कर पाता। सब बच्चे दिनभर खेलते रहते। सब लोगों की बिमारीयों का कोई इलाज न होता। कोई भी ऑफिस न होता। कोई गाड़ी न होती। अगर स्कूल न भी होता तो हमारे देश में विकास न होता। सब बिमारी होते। लोग साक्षर नहीं होते। अच्छे बुरे का ज्ञान न होता। हमें अपने भविष्य का पता न होता। लोग अशक्त होते। दुनिया अज्ञानता का अन्धकार होता। कोई अधिकार न होता। नैतिक अनैतिक का ज्ञान ना होता। हमारी संस्कृति आस्था न होती। हमें रीति रीवाज और अपने संस्कारों के बारे में पता न होता। हमें अपने देश की या अन्य कि सभ्यता का ज्ञान न होता और उनके नाम न पता होते। हमें अपने अधिकारों और कर्तव्यों का ज्ञान न होता। दैनिक जीवन में इस्तेमाल की जाने वाली वस्तुओं का विकास न हो पाता। हमारा जीवन पशुओं के समान होता। हमारे घर न होते। खाना पकाने का ज्ञान न होता। बिजली न होती। लोगों को रोजगार का पता न होता। वैज्ञानिक वस्तुओं कि खोज न होती। दुनिया में बड़ी बड़ी इमारतें न होती।

An essay: "What would happen if there was no school?"
- Ishu Singh, Std. V, Lucknow, Uttar Pradesh

They reached the remotest villages of India

No

Andhra Pradesh

1 Lok Satta and hundreds of volunteers

Arunachal Pradesh

2 Lobsang Genchen and local volunteers
3 SARRA
4 Tobom Dai and college students

Assam

5 Dr. Sarbeshwar Chutiya &
Dept of Sociology students,
6 Dhemaji College
7 Tezpur Mahila Samiti,affiliates, volunteers
8 Socio-Educational Welfare Association
9 Dhubri Science club
10 NGO Forum, Tinsukia

Bihar

11 Abhiyan
12 Action for development of demos
13 Adarsh Mahila Kalyan Kendra
14 Baba Singheshar Mahila Vikas Sansthan
15 Bal Mahila Kalyan
16 Bihar Seva Samiti
17 CORD
18 Deepalaya Mansik Swasthya Evam
Viklang Parishad
19 Disha Vihar
20 Globe Organisation
21 Gram Vikash Manch
22 Gramin Bal Evam Manav Vikas Samiti
23 Gramin Manav Seva Mandir
24 Gramin Sansadhan Vikas Parishad
25 Gramysheel
26 HELPERS
27 Idea
28 Jan Kalyan Sangh Nimdih
29 Jan Shikshan Kendra
30 Jawahar Zyoti Bal Vikas Kendra
31 Jeewan Jyoti Kendra
32 Koshi Anchal Samagra Evam
Manav Kalyan Parishad
33 Mahila Chetna Vikas Mandal
34 Mahila Vikas Samiti Datapur
35 Manav Sarvangin Vikash Sanstha
36 Pragti Shilp Kala Kendra
37 Preeti Jagriti
38 Prerna Seva Sansthan
39 Rashtriya Vikash & Samaj Kalyan Parishad
40 Rights Collective
41 SAARTHI
42 Saran Zila Samagra Vikas Sansthan
43 Sardar Ballav Bhai Patel Seva Sansthan
44 Voluntary Forum for Education

Chhattisgarh

45 Abhivyakti Jan Shiksha Evam Sanskriti Samiti
46 Chinahari Jan Shiksha Evam Sanskriti Samiti
47 Sankalp Sanskritik Samiti
48 Balrang
49 Nav Sankalp
50 Chhatisgarh Bharat Gyan Vigyan Samti
51 Rupak Sanstha
52 Hathkargha Samiti
53 Nav Ambika Shikshn Samiti
54 Zilla Shodh Sansthan,
55 Samta Samiti
56 Sangata Samiti
57 Koya Samiti

Dadra & Nagar Haveli

58 Deep Mahila Mandal
59 Rural Development Foundation

Daman& Diu

60 Youth Action Force
61 Swami Vivekanand Yuva Mandal
62 Sahyog
63 Sargam
64 Bhilwada Jilla Panchayat

Goa

65 DMC College
66 Jogalekar Maha Vidhalaya

Gujarat

67 Aayush Foundation
68 Adag Shikshan Abhiyan
69 Adarsh Mahila Mandal
70 Akhand Jyot Foundation
71 Anand Institute of Social Work
72 ANANDI
73 ANARDE
74 ANARDE/Navjyot Foundation
75 Anmol Rural Development Foundation
76 Aroa Networking and Development Initiative
77 BAIF
78 Bajrang Gram Vikas Trust
79 BSC
80 BSC / St Xaviers Non formal Education Society
81 BSC-AVSC
82 CARITAS
83 CHAITANYA Charitable Trust
84 Dangi Mazdoor Union
85 Deep Jyot
86 Foundation for Ecological Security
87 Gharda Foundation
88 Gram Sewa Trust
89 Gram Swaraj Sangh
90 Gram Udyog Sewa Trust
91 Gram Vikas Seva Sangh
92 Gram Vikas Trust
93 Gujarat Adivasi Sabha
94 Gujarat Vidyapith
95 INFONIX Computers/ CMC
96 IRMA
97 Ishwar Khadi Gram Udyog Sangh
98 Jagrut Mahila Sangathan
99 Jalaram Trust
100 Jay Chamunda Trust
101 Junagadh Mahila Mandal
102 Jyoti Trust
103 Kantha Vistar Satatyapurna vikas Samita
104 Kodinar Mahila Mandal
105 Kutch Mahila Vikas Sangathan
106 Lok Bharati
107 Lok Niketan Sanstha, MSW Dept
108 Lok Seva Yuva Trust
109 M L Gandhi Higher Secondary Trust
110 M N College
111 M S University
112 Mahila Samakhya
113 Mahila Sangh
114 Mangal Bharati
115 Marag
116 Matru Krupa Khadi Gram Udyog Sangh
117 Navsarjan LAHRC -Adivasi Sarvangi Vikas
118 Nehru Yuva Kendra
119 Odakh
120 Panth Abhiyan/ Maitree Abhiyan
121 Parishram Mahila Mandal
122 Parivartan Trust
123 Pragati Education Trust
124 Prarambh Abhiyan/ Pehel Abhiyan
125 Prerna Abhiyan
126 Rural Development Foundation
127 Rural Development Society
128 Sakhi
129 Sarvangi Gram Vikas Sanstha
130 SEWA
131 SETU
132 Sevabharti Vikas Sanstha
133 Shanti Gram Nirman Mandal
134 Shramik Vikas Sanstha
135 Shree Sharda Sarvajanik Seva Mandal
136 Shri Ambedkar Education Trust
137 Shri Jaya Ashapura Charitable Trust
138 Shri Ravi Dayal Seva Turst
139 Siddhi Mahila Sangh Federation
140 Swami Sahajanand College of Comm & Mgt
141 Tasra Agro Consumer Sanstha
142 Una Mahila Mandal
143 Unnati
144 Vikalp
145 Vishudhanand Vidya Mandir
146 Vivekanand Research Training Institute
147 VRT
148 WASMO
149 Yuva Chetna

Haryana

150 Arya PG College
151 Chotu Ram Arya College
152 Gaur Brahmin College
153 ITI College, Narwana
154 JNC Devi Lal College
155 Khalsa College
156 Kurukshetra University
157 MM College
158 Mukand Lal National College
159 Nehru College
160 Nehru Yuvak Kendra
161 Panjab University
162 RK SP College
163 SD College, Ambala Cantt

Himachal Pradesh

164 SARDHA
165 SRDA
166 Ankur Welfare Association
167 SUTAR DHARA
168 SEWA Himalyas
169 SUTRA

Jammu & Kashmir

170 SECMOL
171 Kargil Development Project
172 Jammu University, students & faculty

Jharkhand

173 Abhiyan
174 ASRA
175 Bihar Pradesh Yuva Parishad
176 Community Development Centre
177 Gram Jyoti Kendra
178 Gramin Navodaya Kendra
179 Gramin Samaj Vikas Manch
180 Jansahbhagi Kendra
181 Jharkhand Gramin Vikas Trust
182 Krishi Gram Vikas Kendra
183 Lohardagga Gram Swaraya Sansthan
184 Lohiya Viklang Seva Samiti
185 Lok Chirag Seva Sansthan
186 Lokprerna Kendra
187 Nav Bharat Jagriti Kendra
188 SAHYOGINI
189 Samajik Parivartan Sansthan
190 Vikas Bharti Foundation
191 Vision Foundation
192 Youth Unity for Voluntary Action

Karnataka

193 Akshara Foundation
194 Azim Premji Foundation
195 Belgaum Integrated Rural Development
196 EMBARK YOUTH ORGANIZATION
197 Geleyara Balaga
198 "HELP" organization
199 Initiatives for Development Foundation
200 Mahatma Gandhi Rural Dev & Soc Change
201 Malendu Edu & Rural Dev Society.
202 POWER
203 Rural Literacy & Health Programme
204 Rural Development Foundation
205 Sadhana
206 Sarvodaya Integrated Rural Dev & Tech Ed
207 Shambulingeshwara Youth Group
208 Spoorthidhama, Kedur Post,
209 Sri. Kuvempu Yuva Vikasa Vedike
210 VALORED

Kerala

211 KUDUMBASHREE and affiliated 280
Community Development Societies

Madhya Pradesh

212 Abhinavgram Udhyan Samiti
213 ABHIVYAKTI
214 Asha Gramodhyan Shiksha Manav Kalyan
215 Bhagwanti Bai Shiksha Prashar Samiti
216 Bharti Kala Evam Vigyan Samiti
217 Bhartiya Swashakti Sangh
218 Gopal Krishna Shiksha Avm Samajik Samiti
219 Green Valley Foundation
220 Hastkshap
221 Indra Jain Balvikas Vidya Samiti
222 Jati Yuva Mandal
223 Jawahar Nehru Yuva Mandal
224 Kalpatru Vikas Samiti
225 Khajuraho Foundation
226 LRM Educational and Social Welfare Society
227 Maharshi Vivekanand Shiksha Samiti
228 MP Jan Adhikar Manch
229 Nav Adarsh Mahila Mandal
230 Nav Chetna Vidya Mandir
231 New Model High Sch & Consultant Rights
232 Parhit Samaj Sewi Sansthan
233 Parivartan Kalyan Sangh, Indore
234 Pichore Yuva Mandal
235 Prayas Samaj Sevi Sansthan
236 Prayas Samajik Samiti
237 Public Development Centre
238 Rakshtriya Ekta Natya Samiti
239 Sadbhawna Samiti
240 Sangwari, Society
241 Sankalp Samajsevi Sansthan
242 Shakuntla Parmar Samiti
243 Shivangi Education Society
244 Shram Bhakti Mahila Sangatan
245 Shreegurukrupa Shiksha Prasaran Manch
246 Soc of Action Alt Research &
247 Sujagruti Samajsevi Sansthan
248 Support in Development
249 Sushil Gyan Shiksha Prasar Samiti
250 U.S.Development Club
251 Uday the rising Society
252 Unnati Sansthan
253 Vimal Shiksha Samiti
254 Yugbodh Shiksha Samiti

Maharashtra

255 Adarsh Sevabhavi Mahila mandal
256 Adarsh Vidyalaya
257 Adasha Gramvikas Mandal
258 Adiwasi Dyanpith, Navapur
259 Adiwasi Satpuda Shikshan Prasarak Mandal
260 Anand Gramin Vikas Pratishthan.
261 Anarya Swayamsevak Sangh
262 Ankur Adivasi Vikas Sanstha
263 Ankur Yuva Mandal
264 Anushree Shikshan Sanstha
265 Bhagyodya Pratishtan
266 Bhakar Sansta
267 Buddhishth Society
268 Chaitanya Sanstha
269 Chintamani Trust
270 Devidas Rathod

271 Dhartidhan Gram vikas sanstha
272 Dhnyanajyoty Gram Vikas Mandal
273 DILASA
274 Dilasa Mahila Mandal
275 Disha Samajik Sanstha
276 Dnyandeep Trust
277 Dnyanwarsha
278 Dr. Ambedkar sanskruti krida mandal
279 Dr. Ambedkar Sansodhan Vikas Munch
280 Dr. Arodkar Gramvikas Sanstha
281 Dr.G.W. Karwar Bahudeshiya Trust, Beed
282 Dreamland
283 Ekata Yuva mandal
284 Ekta Tarun Mandal
285 Gram Vikas Sansta
286 Grami Adivashi Vikas Sanstha, Pali
287 Har Har Mahadev Bhaudeshiya Trust, Bhilali
288 Janhit Pratishtan
289 Janjagruti Trust
290 Jankalyan Sevabhavi Sanstha
291 Janrtha Adiwasi Vikas Sanstha
292 Janseva Pratikshtan
293 Janwadi Prathisthan
294 K.G. N. Sewabhavi
295 Kankavli's Sarpanch
296 Karmvir Mahavidyalay
297 Kastraib Sanghatana
298 Kelkar College, Mulund
299 Krantijyoti Mahila Mandal
300 Lokhitarthi
301 Lokhitwadi Bahuuddeshiy Sevabhavi Sanstha
302 Loksamanway Pratisthan Taloda
303 Lokvikas Trust
304 M.N.Rai Institute, Karad
305 M.S.W. College, Katol
306 M.T. Rural Deva Society, Amgaon
307 Maharashtra Rajya Apang Karmachari
308 Mahila Adhyapak Vidyalay, Bhandara
309 Manasi Mahila Mandal
310 Maturchhaya Gramin Vikas Sanshodhan Sanstha
311 Matrumandir Trust
312 MAVIM
313 May Mauli
314 Nalanda Bal Vikas And Magasvargia Mahila Vikas
315 Navanirmiti Samajik Sanstha
316 Navudhaya
317 Neharu yuva kendra
318 Parulekar College, Talasari
319 Pen Kaps Vikas Sanstha
320 Pragati Shikshan Sanstha
321 Prakash Prasaran Sanshta
322 Prashant
323 Pratham Shikshan Mandal
324 Prerana Sanstha
325 Prerna Sayamrojgar Udyog Kendra
326 Pride India, Mahad
327 R.R.T.K. Club Mohgaon
328 Rajabhau Jadhav
329 Rajaram bapu Dnyan Prabhodini
330 Raje Dharmrao Juniar College
331 Rajrshi Shahu Gramin Vikas Prakalp
332 Rajshatnan College Washim
333 Ramdev Patil College, Kuhi
334 S. T. Karmachari Mahamandal Unit
335 Saath
336 SACRED
337 Sahara Yuva Sanskrutik Mandal
338 Saibaba
339 Samarth shikshan & Sanskruti Sanstha
340 Samata Bahuddeshiy Shikshan Sanstha
341 Sane Guruji Sanstha
342 Sangharsh Sevabhavi Sanstha
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344 Sankalp Gram Vikas Prakalp
345 Sarpanch, Dahanu
346 Sarpanch, Jawahar
347 Sarpanch, Mokhada
348 Sarpanch, Vikramgad
349 Sarpanch, Wada
350 Savadha Trust
351 Savitribai Phule Samajik Sanghatana
352 Savli Prathithan, Killedharur
353 Seva Maitriya
354 Sham Shikshan Prasarak Mandal
355 Shikshanagrahi
356 Shiv Prakalp
357 Shramik Sahayatta Mandal
358 Shramik Sanghatana
359 Shree. Sant Dhyaneshwar Mahila Sevabhavi
360 Shri Shani Mandir Trust, Shirpur
361 Shyam Swayamsevi Sanstha
362 SPPD
363 Student Welfare Foundation
364 Suprabhat Mahila Mandal
365 Swami Vivekananad Vichar manch
366 Swami Vivekanand Library
367 Swash
368 Tarun Bharat news paper
369 Tarun Mandal
370 Tarun Patrakar Sangh Dodamark
371 Tarun Patrakar Sangh Kudal
372 Tata Institute Of Social Science
373 Tejash Mahila Mandal
374 The Bridge Trust
375 Ujam
376 Ujjawal
377 Vanchit Vikas Sanstha
378 Vanketash Seva Samiti
379 Vengurla's Sarpanch
380 Vidya Vikas Mahavidyalay, Samudrapur
381 Vidya Vikas Shikshn Sanstha
382 Vikalp India
383 VOICE, Satara
384 Vyankateshwar Shikshan Sansta, Ankisa
385 Women Tribal Development
386 Youth Group
387 Yusuf Meharali Centre, Tarapur Panvel
388 YUVA Sushikshit Berojgar Sanstha
389 Yuvak Mandal, Ambarnath
390 Yuvak Mandal, Bhiwandi
391 Yuvak Mandal, Kalyan
392 Yuvak Mandal, Talasari
393 Yuvak Mandal, Vasai
394 Z.P Kanishta Mahavidyalay, Yetapalli

Manipur

395 PRDA
396 NABARD with local volunteers (teachers, ngo, students)

Meghalaya

397 NEHU Tura and volunteers
398 Ecotour and other local NGOs

Nagaland

399 WALO & Konyak students committee
400 Ms. Amen la Jamir
401 Ms. Heckali
402 Ms. Vinni
403 Ms. Sara
404 Ms. Rosila
405 Mr. Longsebemu
406 Mr. M. Kikon

Orissa

407 Gramvikas
408 Ankur
409 Akssus, Ankuran
410 Anugul Govt. College
411 Khaira College
412 Bant College
413 Maharshi Dayananda College
414 Jiral College, Jiral
415 N.C. College
416 S.G. College, Kanikapada (Baulanga)
417 Mahima College, Lakhanpur
418 Phulbani Govt. College
419 Marsaghai College
420 Prananath College
421 Gangadharmeher College
422 Malkanagiri College
423 Nabarangapur College
424 Bikrakmdev College

Punjab

425 Kheti Virasat Mission
426 Lok Bhalai Sanstha Regd
427 Panjab University, students and faculty

Rajasthan

428 AASARO
429 ASSEFA
430 CECOEDECON
431 CUTS
432 ECAT-Bodhgram
433 Educational & Rural Development Society
434 GMVS,GESVS, VKESS
435 GRAVIS
436 Human Employment Ability Development
437 Institute of Rural Management, Jodhpur
438 JGVS
439 Lok Kalyan Sansthan
440 Lok Vikas Sansthan
441 Modi College, NSS
442 Moon Light Society
443 MVPSS,
444 Patel Sansthan
445 PAVS
446 Prayas Seva Sansthan
447 Sahayogi Sewa Sansthan
448 Saraswati Vidhalaya Shikshan Sansthan
449 SSD

Tamil Nadu

450 AID-Indida
451 Grassroots
452 Rseeds
453 Aram
454 AREDS
455 GandhiGram University
456 Manonmanian Sundaranar University
457 Peoples Watch
458 Sense
459 TamilNadu Science Forum
460 Thai Thamizh Palli
461 Vidyarambam
462 VOCRDC

Tripura

463 Janasanskriti

Uttar Pradesh

464 Action Aid and partners
465 Akhand Prabandh Avm Sodh Sansthan
466 Arunodaya Sansthan Mahoba
467 Asha Gramodhyan Sansthan, Jalone
468 Azad Sewa Ashram
469 Bhagwati Devi Inter College, Manpur.Tahsil-Khair
470 Bharatiya Jan Kalyan Sansthan
471 Bharatiya Manav Samaj Kalyan Samiti (BMSKSS)
472 Bhawani NGO, Ghaziabad
473 BK Lokvikas Sansthan
474 Bundelkhand Seva Sansthan
475 Bundelkhand Sevagram Sansthan
476 Deonagri Intercollege, Meerut
477 Devlopment Initiatives by Social Animation (D I S A)
478 Drumned Rajkiya Inter College, NSS
479 Gandhi Faiz-e-am Degree College, NSS
480 Government Inter College, NSS
481 Gram Unmesh Sansthan
482 Gramin Punar Nirman Sansthan
483 Gramin Vikas Avm Punar Nirman
484 HINDUSTAN SCOUTS AND GUIDES
485 Jan Kalyan Avm Shiksha Sansthan
486 Jan Shikshan Kendra
487 Janpad Vikas Awam Samaj Kalyan Samiti +Sarvangid Gramid Vikas and Prashikchhan Samiti
488 Janta Seva Samiti
489 K.K. Degree College
490 Kalpi Jalone Yuva Samiti
491 LMST
492 Lok Bandhu Seva Sansthan
493 Lokmitra
494 Maharishi Dayanand Inter College, Brahmanpur.Tahsil- Atrauli
495 Mahila Samakhya, Aurariya & Muzaffarnagar
496 Manav Vikas Parishad
497 Margshree Charitable Trust
498 Mobilization coordinator,Jalalabad
499 PACE
500 Panna Lal Nagar Palika Inter College
501 PGSS
502 G.B.Pant Institute of Social Sciences
503 Manav Vikas Parishad
504 Rural Youth & Cultural Development
505 S.D. Inter College, Kantinagar
506 Sahyog Samajik Sansthan
507 Samaj Kalyan Shiksha Sansthan
508 Samrat Prithaviraj Chauhan Degree College, Baghpat
509 Sanchit Vikas Sansthan
510 Santlal Arunodaya Sansthan
511 Sarpanch,Powayan Tahsil
512 SHAH Bal &Mahila Kalyan
513 Sumigar Samajik Kalyan Samiti
514 Sumitra Samaj Kalyan Sanstha
515 Supported by Pratham Rampur
516 Swabhiman Samiti
517 Tarun Chetna Sansthan

Uttaranchal

518 Action Aid
519 Bageshwar P.G. College
520 Daliyon Ka Dagriya
521 Himalyan Jan Kalyan Avam Bal Vikas Samiti
522 Jandesh
523 KAGAAS
524 Kumaon University
525 Mahila Kalyan Samiti
526 Parvatiya Lok Shakshan Samiti Amit Gram
527 Parvtiya Vikash Sanshthan,
528 Sanyojak Van Gram Bhumi Adhi manch
529 Sudha
530 U.J.J.S.Khari

West Bengal

531 Calcutta Foundation
532 CSRA
533 Dinajpur Centre For Social Change
534 IRSA
535 Janasanskriti
536 Mandra Lion's Club
537 Rotary Club (East Midnapur & West Midnapur)
538 SAHAY
539 Sister Nivedita Kalyan Samiti
540 Mr. Kishore Mansata, Myriad Technology

Acknowledgements

Helping the teams on the ground have been innumerable helpful and hospitable people: families of the volunteers, bus drivers, STD booth operators, college principals, printers, neighbors and friends.

The entire ASER 2005 effort has taken less than 100 days. After village surveys and school visits were completed, the support team went to work. In particular, we want to thank the data teams in each state for making data available almost as soon as it came in. The data analysis team in Delhi, the production and printing teams in Mumbai, and AV team in Bangalore - all need a special thanks for endless hours, long nights of work to turn the effort of thousands into something that can be shared quickly across the country.

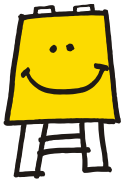
We thank Dr. Montek Singh Ahluwalia, Dy. Chairman of Planning Commission, and members of the Planning Commission- Dr. Kirit Parikh and Prof. Abhijit Sen, and several experts who helped in discussions on sampling.

We also thank Shri Amit Kaushik, Director, Elementary Education and Literacy, Ministry of Human Resource Development, for his inputs in analyzing the data.

Pratham gratefully acknowledges the support of the Commonwealth Education Fund (CEF) for piloting tools and methodology.

Pratham gratefully acknowledges the on-going support of Oxfam Novib for the Pratham Resource Cente which led the design and preparatory work for ASER 2005.

Also:
Action Aid was the state partner for Uttaranchal. They organized surveys in 10 of 12 districts covered. Many Action Aid partners participated in Uttar Pradesh. Many district partners in Bihar are also members of Voluntary Forum for Education. In Rajasthan, Institute of Rural Management - Jodhpur participated in the ASER survey.



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Appeal to participate, in order to IMPACT education in India

As citizens of India, each one of us has the right to monitor the work of the government and we also have the responsibility help to make our society equitable, efficient, and effective. Every Indian man, woman and child deserves a vibrant democratic society based on Izzat, Imandari, and Insaaf.

Every Indian wants India to be not only a literate but also an educated country. Every Indian child deserves an equal opportunity to build a good life. Every Indian pays regular taxes to provide elementary education to the children of India. Every Indian also pays 2% cess levied by the Government of India on all central taxes.

Pratham appeals to individuals, organizations, institutions, and businesses to join an effort to create a citizens' Annual Status of Education Report for India. In August 2004, with the help of citizens and NGOs, we led a survey of 19 districts in 17 states of India. We found that percentage of children enrolled in schools is very high (85-90%+) in most states especially in the 6-10 age group. But, in many states, 50% children in Std 2 and above, going to government schools, cannot read even simple sentences. 60% children cannot do simple subtraction, leave alone multiplication and division. For the first time, a number was put to status of basic learning in the country. Pratham did not stop at this analysis, but has been actively working with various state governments to change this reality. We are willing to do more.

ASER is not a negative idea, it is linked with a constructive satyagraha to insist on the right of the citizens to participate in the functioning of the government. We believe that good work done by governments, and there is a lot of it, deserves to be applauded. But governments must also take outcome oriented steps to improve performance of schools.

ASER is an annual effort. It will go on until December 2010 the deadline for achieving quality universal elementary education declared by Government of India.

ASER ❑ October, 2005

The appeal that went out in October, 2005

A new girl in the class. Tamil Nadu Nov 2005

ASER 2005: CLARIFICATIONS

CLARIFICATIONS:

Only states where all districts were surveyed or almost all districts were surveyed have been ranked in the national pages (p.16). States that were not surveyed fully have not been ranked and are not included in this table.

All school observation information pertains to ONLY GOVERNMENT SCHOOLS in the surveyed villages. Private schools were not visited and therefore no observation data on private schools was collected.

Arunachal Pradesh, Assam, Jammu & Kashmir, Manipur, Meghalaya, Nagaland, and Tripura have been allocated two instead of four pages in the report due to partial coverage of districts. Dadra & Nagar Haveli, Daman & Diu and Goa too had few districts.

The following districts have very little data available on standard of the child. Therefore, results from these districts should be regarded as anomalous:

- Andhra Pradesh — Khammam;
- Assam — Sonitpur;
- Chhatisgarh — Durg;
- Madhya Pradesh — Ujjain, Indore, Shahdol and Barwani;
- Tamil Nadu — Erode.

Pupil-teacher ratio (PTR) based on enrollment is the ratio of enrolled children to appointed teachers. PTR based on attendance is the ratio of children to teachers attending on the day of the survey.

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Annexures

ASER: The idea

Madhav Chavan

The picture on the opposite page is a snapshot of a scene on a particular day in November '05.

ASER2005 is a collective snapshot taken by about twenty thousand volunteers between November 14 and December 20, 2005. It represents reality at that point but we sense that the reality is changing. We intend to participate in that change, accelerate it, and shape it, because we believe that as citizens, it is our self-evident right and responsibility to do so. ASER is a declaration of this right and the responsibility that goes with it.

The picture on the facing page could raise many questions. Why is the boy carrying the burden? Why is the volunteer testing him with his burden on his head? Why on the road? What are the school-boy's thoughts? Why did the photographer take a picture of a boy?

ASER2005 looks at some simple basic indicators. Our report will lead to many questions too. But some facts will stand clear like the burden on the boy's head, and the schoolbag on the other boy's back.

This Report consists mainly of tables, charts, and graphs in addition to a few notes on the methodology. There is very little textual analysis and commentary. This is because first of all, the facts speak for themselves. Secondly, we had set ourselves a deadline of publication before the Republic Day of 2006, which did not leave much time for detailed analysis. Following this Report, we intend to launch a periodical called “ASER Discussions” to further analyze the data and to improve the subsequent ASERs.

The young people of ASER experienced a oneness of India in its villages that we could not capture in this report. Young women from Delhi went to remote areas of the Hilly North and the Northeast, the plains of Haryana, Punjab, and UP. Everywhere they were greeted with great warmth in every home. Other men and women from the East, West and South ventured into 'dangerous' territories where there is no evidence of government. Social networks came alive in many places where neither NGOs nor college contacts were readily available. Volunteers were greeted in every village, every school, and every home warmly. The act of testing brought many people together. Children wanted to be tested. Mothers wanted children tested. “Can my child read?”

The idea behind ASER is not just to take a snapshot for display or to merely make a statement. It is more than that. This is our country, these are our children, and the snapshot is to inform ourselves, the people of India, so that we understand the situation first hand and act to change the picture. The ASER results will be taken back to the districts and villages so that people can think about what to do next. We will extend a helping hand to the various levels of government to change the situation.

The issues of development of a modern democracy are linked with every problem of India one can think of. Education is no exception. Evidence-based discussions should be an important component in the development of democracy. In the absence of clear, consistent, and credible data such discussions are impossible. Recently governments have started commissioning independent third party evaluations and assessments. In that case, is ASER needed? If ASER was a small research agency, it would be redundant. But as a movement that takes scientific methods of assessment and analysis to large numbers of ordinary people and demystifies them, ASER has its own place.

On October 2, 2005, when the first email about ASER went out to five people in Pratham, we sort of knew we could do it. But, having reached and touched 84% of rural India at a breakneck speed, I can say on behalf of every person who became a part of ASER that we are proud of the effort and the result.

Set the ball rolling...

Vimala Ramchandran[1]

Over the years people engaged with elementary education have been wrestling with tools to make a realistic assessment of both provisions (teachers, schools, facilities) and outcomes (learning). Given the size and enormous diversity of India, this has remained a huge challenge. At periodic intervals sample surveys like NSS and NFHS have generated information on children attending school and mean years of schooling, which have been used by different constituencies to illustrate the progress or lack of it in the education sector. Equally national research studies like PROBE (1999) or state specific studies like Pratichi Education report (2002) have drawn the attention of the government to school participation, teacher availability, attendance and learning[1]. Similarly donor sponsored studies – for example on teacher absence – have also turned the spotlight on some important issues. Commissioned studies done under the aegis of District Primary Education Programme (DPEP) and, now Sarva Shiksha Abhiyan (SSA) have also been valuable additions to our knowledge base.

While some of these studies have drawn flack from official quarters they have nevertheless forced attention on both the dismal situation in large parts of the country and the success stories notably the near universal school participation in Himachal Pradesh. The government has also made commendable efforts to fine-tune official DISE statistics and the ten-yearly educational survey (NCERT) to capture progress towards educational objectives. At the same time the government has also admitted the limitations of data generated by the system. Most recently Government of India commissioned a sample survey to estimate the number of out-of-school children[2] . This is indeed a welcome step because comparing system generated statistics with information generated through sample survey would indeed give us valuable insights into the situation on the ground.

Notwithstanding the range and wealth of information generated on different aspects of elementary education, there has been a growing realisation that periodic independent assessment of where we are with respect to both provision as well as outcomes is necessary. It is in this context that ASER 2005 initiated by Pratham is valuable. The survey is commendable not only because it has been done in 485 districts across the country but because it involved a wide range of people – from local voluntary organisations to ordinary citizens who volunteered to participate in the survey. Among the little known facts of ASER is that 373 districts were paid for by individual donors or institutions who contributed Rs 500 to Rs 10,000 each to cover the cost of the survey. Voluntary and social action groups joined in as partners with close to 776 small and big groups joining the effort in different ways.

The survey consisted of three parts – household level interviews, testing of children (using tests to assess ability to read and to do simple arithmetic at the class 2 level) and status of government schools. This may seem very simplistic to many people in the academia. Equally educationists used to debating the fine points of learning and testing may express their outrage at such an endeavour. Yet discussions with people involved in the survey revealed that they felt that even such basic testing (of reading paragraph and story and subtraction and division in arithmetic) drew the attention of the parents and community leaders to whether children were learning.

The findings of ASER are quite interesting. While there have really not been any big surprises with respect to enrolment, the most disturbing finding is that close to 1.2 crore children are still out of school! The situation in Bihar (13.5%), Rajasthan (10.4%), Jharkhand (9.8%) and even Andhra Pradesh (7.4%) is quite worrisome. Almost 8 years of DPEP and 3 years of Sarva Shiksha Abhiyan –

[1] Educational Resource Unit, Delhi

[2] (1) Pratichi (India) Trust: The Pratichi Education Report, New Delhi 2002 and PROBE Report. 1999. (2) Public Report on Basic Education in India. Delhi: Oxford University Press. (3) Jha, Jyotsna and Dhir Jhingran, Elementary Education for the Poorest and other Deprived Groups, Centre for Policy Research, New Delhi 2002, (4) Vasavi, A. R. and K. Chamraj. 2000. Community-School Interlinks: Preliminary Report of a Socio-anthropological Study of Primary Education in Five Districts of Karnataka. Bangalore. National Institute of Advances Studies. (5) Ramachandran, Vimala (ed): Hierarchies of Access: Gender and Social Equity in Primary Education in India, Sage Publications, 2004.

[1] Apparently the report has just been submitted by IMRB.

apart from state specific projects like Andhra Pradesh Primary Education Project (1987-1994), Bihar Education Project (1991 till it merged with DPEP in 1994), Rajasthan Shiksha Karmi Project (1987 to 2003) and Rajasthan Lok Jumbish (1992 to 2004) – seem to have had limited impact.

The good news is that the gender gap in the percentage of out of school children has come down. Till 2001 it was estimated that over 65% of out of school children were girls. Now it is 52% (6-10 age) and 55% (11-14 age). Another good news is that 77.2% teachers were found to be present in the school and that only 8.3% of primary schools and 7.5% of upper primary schools did not have teachers. In several states 100% of teachers appointed to the surveyed school were present on the day of visit. The flip side is also interesting – 37.2% of primary schools and 25% of upper primary schools (government schools) visited in Kerala did not have any teacher present on the day of visit!

ASER has confirmed that the percentage of boys to girls in private school is skewed in favour of the former. While the all-India proportion is 60:40, state-wise differences are significant. The ratio worsens as we move north of the Narmada towards Madhya Pradesh, Rajasthan, Uttar Pradesh, Bihar and so on. Some preference is demonstrated in more ways than sex-selective abortions.

The alarming findings relate to reading and arithmetic. ASER did not test children for age or grade specific competency. It tested the ability of children to read (a simple paragraph or story pitched at grade 2 level). Close to 35% of children in the 7-14 age group could not read a simple paragraph (grade 1 level difficulty) and almost 60% of children could not read a simple story (grade 2 level difficulty). The huge surprise is that the situation in Tamil Nadu, Karnataka and Gujarat (where the schools function and where all provision related indicators are good) are far worse than Bihar, and Chhattisgarh (where indicators like teacher-pupil ratio, drop out rates and schooling facilities are abysmal). The percentage point difference between government and private schools is approximately 10. Which means that almost 30% of children in private schools cannot read grade one level paragraphs.

The situation with respect to mathematics is also quite alarming. Our IT hubs like Karnataka and Tamil Nadu need to seriously think about the way mathematics is taught in schools – government as well as private. Similarly, despite so many years of back-to-school programmes and bridge courses in Andhra Pradesh, the percentage of out of school children is indeed worrying. This is particularly alarming in the light of girl child labour in cottonseed farms and in cotton plucking. Here is a state that traverses a pre-industrial agrarian situation with a highly modern information technology industry.

We need to interpret these findings with caution. It has to be noted that while a significant proportion children entering class 1 reach class 5 in Tamil Nadu and Karnataka, the drop out rate in Bihar is high. Furthermore only around 51.8% of enrolled children attend school regularly. Therefore (unlike TN and Karnataka) the ones who have reached class 5 are not only a self-selected group but they are the ones who are highly motivated. These findings may just be revealing a small tip of the iceberg. There is an urgent need to study when and how good provisions (classrooms, teachers, textbooks, mid day meal and so on) translate into outcomes in learning and in ability of children to complete schooling.

The data generated by ASER needs far more rigorous analysis and that would be done in the coming months. The single most important contribution of ASER is that an independent group got together an interesting range of individuals and organisations to find out what is really happening to our children. Creating a space for independent (neither government sponsored or donor driven) assessment of India's progress towards universal elementary education is invaluable. This effort could perhaps encourage groups across the country to initiate similar audit of education, child development, health and indeed many other dimensions of development.

From : Mysore
Date: November 11, 2005

The local people surrounding the following 2 villages in Chikamagalur district of Karnataka are of the opinion that it may be difficult for the volunteers to approach them for survey. Recently a police van was blown up. The situation at present is a bit tensed. We hope the situation will ease out in the next few days in which case the same villages will be surveyed with police assistance. If the situation continues to be tense, we may please be suggested alternative villages for replacement, which may be considered only in case it is absolutely necessary.

From: Madhya Pradesh
Conversations with team

Sometimes it is hard work to find the villages that have been selected for the survey. Frequently, the names of villages as they are known locally are different from the names given in the census. The village list from the census is in English but in Hindi the name sounds different. This makes many villages difficult to find. Volunteers ask directions from locals in nearby villages, from hospitals, police stations and government offices, from petrol bunks and even from passing truck drivers. In Bhopal district of Madhya Pradesh, one survey team spent an entire day looking for a village whose name was slightly misspelled in the census. After travelling 80 km in the wrong direction, a policeman from the police headquarters of a particular block who happened to come from that village finally escorted them there.

From Uttar Pradesh:

One volunteer: “People say nobody can enter these villages. These are villages of *dacoits*. I am afraid... but I want to survey the villages... shall I go??... I want to go...” The village was surveyed.

Another on mobile phone: “Please talk to this Inspector. We have been brought to the police station and they won't let us go. It is getting late. We will not be able to survey if it gets dark.... They think we boys and girls are up to no good. I have told them everything about what we are doing..”. The Inspector promised to cooperate. But the volunteers could leave only by 3:30 pm. Survey went on well after sunset... the villagers gave food.

From: Tamil Nadu
Date: 3/12/2005 2:40 pm

We have problem in Cuddalore district. Survey for all 20 villages were completed on 20 and 21 of Nov. But because of heavy rains and floods, the houses of many of our volunteers (Tutors of Vidyarambam) have got heavily damaged and they all have shifted to relief camps. We could not establish contact with most of them and as such we are not sure of the fate of ASER survey report. Hopefully the papers are intact. Similarly there are damages in Thanjavur, Nagapattinam, Trichy andPerambalur districts. Today I am personally leading a team to Cuddalore to assess the damage.

Choosing villages

Rukmini Banerji

Sitting with a map of India, looking at the length and breadth of the country, mountains in the north, forests and ravines in the centre, densely populated plains, arid and thinly populated desert lands in the west, fertile belts in along the southern coasts …. ASER 2005 was to be a snapshot of the status of schooling and learning in the country; the effort reliably capturing the rich diversity of rural India.

How many villages should we go to in each district? How should these villages be chosen? Should the same strategy for choosing villages be used for remote sparsely peopled areas as they are for crowded and accessible regions? To reach deep into each district and spread wide across rural India, a large sample size was needed. If all districts in a state could not be done, would the districts that were done still count for something? But how large did the sample size need to be to generate reliable district level estimates so that the ASER report of each district level could represent the current schooling and learning experiences of children.

The search and the research began. Consulting sampling experts, meeting professors in universities, statisticians in research institutions, survey organizations, looking up Census of India, National Sample Survey, absorbing technical reports, statistics textbooks, weighing options and alternatives… finally decisions were taken.

Using villages lists from the 2001 census, villages were selected randomly within each district using probability proportional to size method of sampling (PPS)[1]. Some villages were easily accessible by public transport, in other cases teams had to walk long distances to remote villages. Volunteers traveled for a day or more into the Thar desert in Rajasthan, in the mountains of Uttaranchal, and across jungles near the Myanmar border to survey villages. In a few cases, ASER teams needed security escort to venture into dangerous or disturbed areas. Only in rare or specific instances were villages or districts omitted from the survey; this typically happened because of security concerns, inaccessibility, or harsh weather.

The names on the map of India begin to assume great significance. These are places that we have to go to. There are so many names that do not show up on the map but we know they are there because they are on our village lists. Villages are being found. Small settlements and big villages; villages with scattered hamlet…..from Thiruvananthapuram and Kannyakumari in the southern tip of the country to Leh and Kargil in Ladakh, Rajouri and Poonch in Jammu, to Tinsukia in Assam, East Siang in Arunachal and Kutch near the Arabian Sea.

509 rural districts participated in ASER 2005; data from 485 districts has been used in this report. More than 9521 villages across the country were visited.

[1]MODE provided technical advice on sampling for ASER 2005. See annexure for technical details of sampling design.

What to do in the village

These were the instructions given to all participants in ASER 2005. The instructions have been translated into over 15 languages and executed in 28 states and union territories

TASK 1: HOW TO MAKE A MAP

- Contact Sarpanch: Introduce yourself to the Sarpanch or to other senior members of the panchayat. Tell them about ASER. Ask them for information about schools in the village and around the village. Get the approximate number of households in the village from the Sarpanch.

- Start mapping: To get to know the village, walk around and start mapping.

    - Talk to people: How many different hamlets/sections are there in the village? Where they are located? What is the estimate of households in each hamlet/section? Tell them about ASER.

    - Map: On the map, show the main landmarks – temples, mosques, river, school, bus-stop, panchayat bhavan, shop etc. Mark the main roads/streets/paths through the village prominently on the map.

- Marking and numbering sections: If the village has hamlets, then mark the hamlets on the map and number them. If the village is one continuous habitation then divide the entire village in 4 sections. For each hamlet/section, note the estimated number of households. Verify all the information on the map with people in the village as you walk around.

TASK 2: HOW TO SAMPLE HOUSEHOLDS AND CHILDREN TO BE SURVEYED

- If the village consists of more than 4 different hamlets, then make chits with numbers for each hamlet. Randomly pick 4 chits. If there are 4 or less hamlets, then we will go to all hamlets. If the village is one continuous habitation, then divide the entire village into four quadrants/sections. We will visit each quadrant/section. Outline these sections on the village map.

- In each hamlet/section of the village, we need to survey all children from 5 households. Thus for the entire village, there will be information for about 20 randomly selected households.

- In each hamlet/section. Try to find the central point in that habitation. Visit every 5th dwelling in the habitation (e.g. 1st house, 6th house, 11th house ..). Get information about the household. Survey & test every child between the ages of 6 and 14 in that household. Stop after you have completed 5 households in that section. If you have you have reached the end of the section, go around again using the same every 5th household rule.

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

- If the selected dwelling is closed or if there is no body at home, note that down on your survey sheet as “house closed” move to the next house. Continue until you have 5 households in which there were inhabitants, Note down information about the household. Test children from 6 up to the age of 14.

- Make sure that you go to households on a Sunday or holiday when children are likely to be home.

In each sampled dwelling:

- Joint families: There may be a joint family, with several brothers, their wives and children. Make sure that you get all children in the age group 6 to 14 in the selected households.

- Older children: Ask members of the household and neighbours about who all live in the household on a regular basis. (Do not survey children who are visiting). Often older girls and boys (in the age group 11 to 14) may not be thought of as children. Often such children are busy working in the household or in the fields. Ask family members to call them so that you can speak to them directly. If they do not come immediately, mark that household and revisit it once you are done surveying the other households. If there are children in the family but not in the village at present, note down the details in the survey sheet.

Children and adults are usually curious about the testing process and want to participate. Many children may come up to you and want to be included. 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.

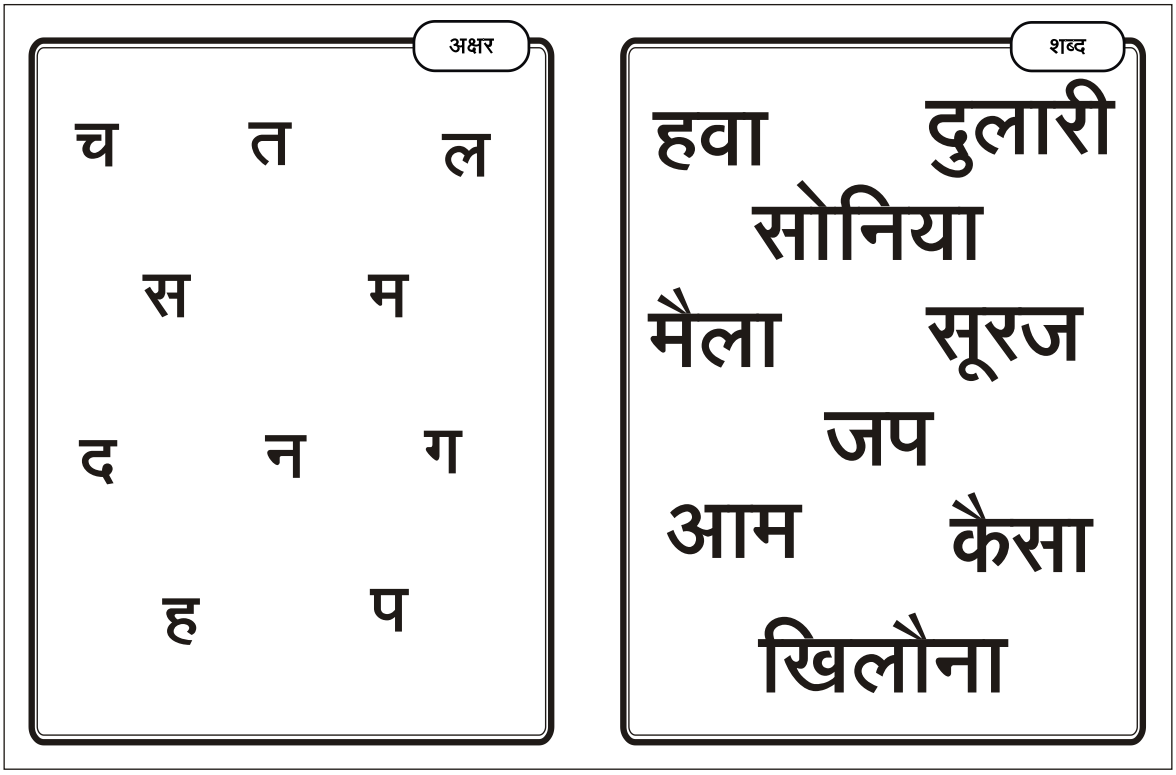
TASK 3: WHAT TO DO IN THE SCHOOL ?

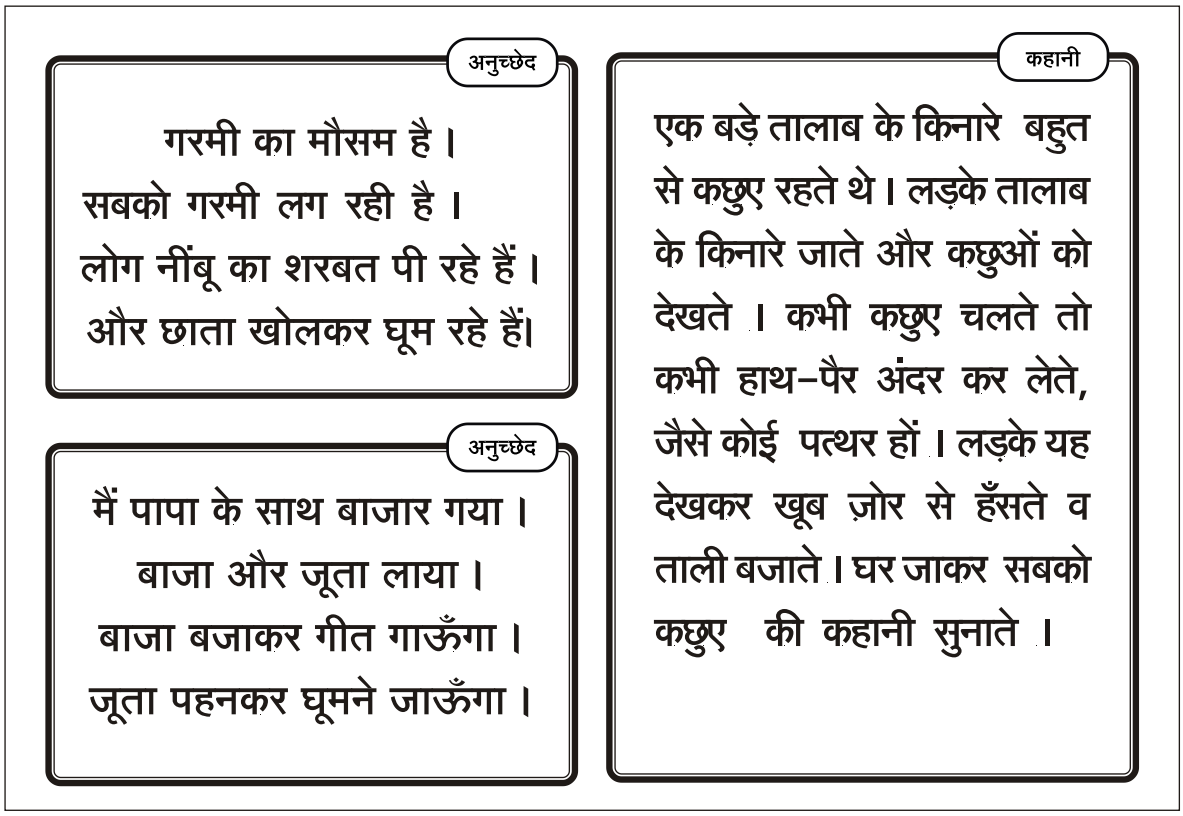
Introduce yourselves to the Headmaster/mistress and teachers. Tell them about ASER.

Spend at least one hour in the school. Observe keenly what you see in the school. Both team members must agree on the observations of basic conditions of school infrastructure and functioning.

Make sure that children in the school are not nervous. Talk to them, chat with them and put them at ease……..

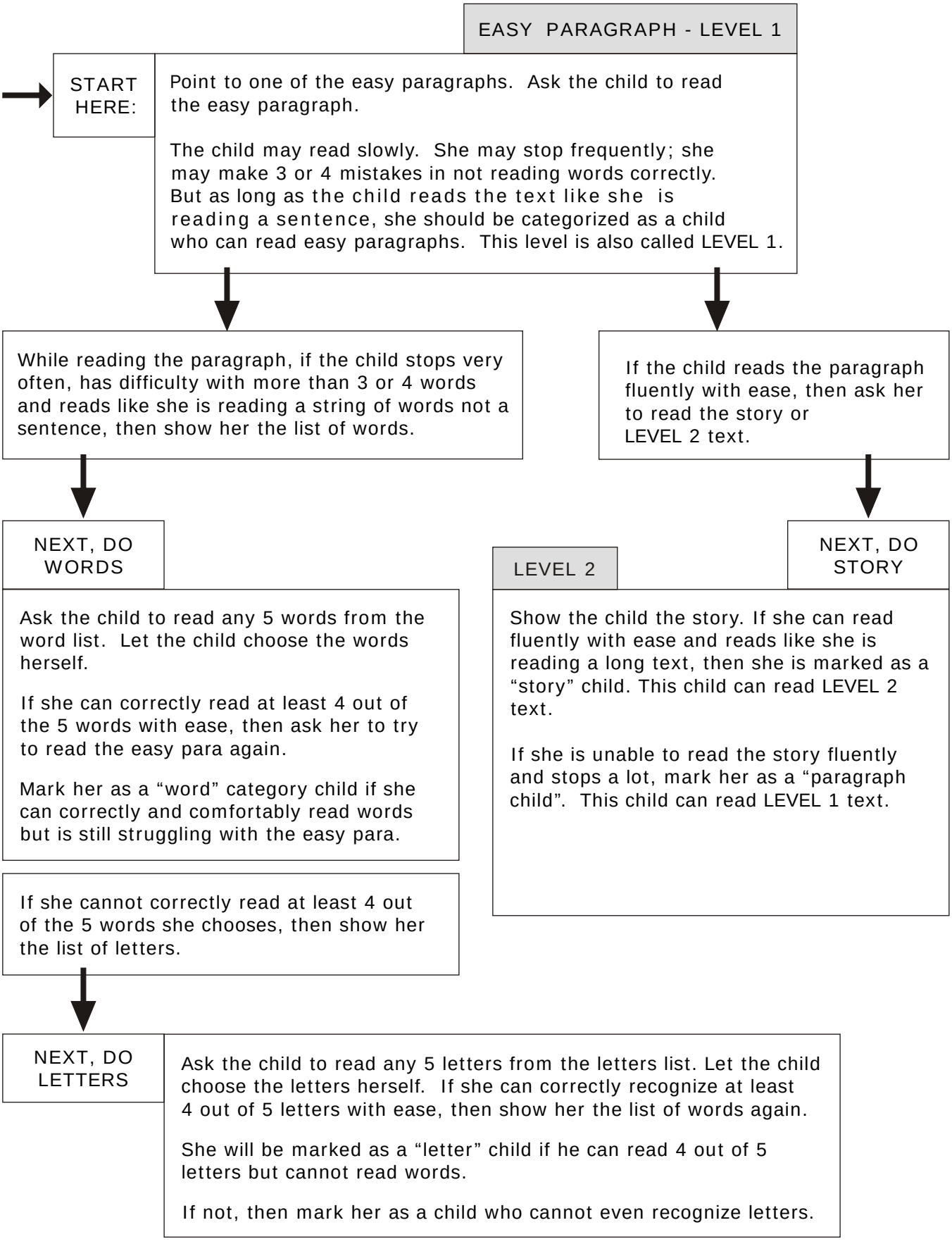
MAKE SURE THAT EACH VOLUNTEER IS NEATLY DRESSED, TALKS POLITELY AND IS ABLE TO TALK ABOUT ASER 2005. MOST OF ALL ENJOY YOURSELF AND MAKE SURE THAT CHILDREN ENJOY TOO……..





Children are assessed as being in one of the following five categories: Level 2 (story), Level 1 (easy paragraph), Word, Letter, Not able to recognize letters.

How to test reading. Can Rani read?



Arithmetic tasks for Rani

Make sure children are relaxed. Chat with them : ask them ~ who is their best friend, what is their favourite game ... Playing simple games may also help. When the child seems relaxed then you can introduce the testing tasks. Give children time to become familiar with the tool and the task. Each tester has several sample tests. Let the child practice for a few minutes with one sample paper. For actual testing use a different one. If the child makes a mistake, let her have another chance. Show her a different problem. If she is struggling with subtraction, take her to number recognition and then come back to subtraction. Work with the child, until you are sure of what the child is able to do comfortably and confidently.

Math Test : Sample 1

Aser

Number		Subtraction		Division
36	72	56 − 38 =	73 − 56 =	2) 441 (
64	48	45 − 18 =	75 − 37 =	5) 274 (
33	76	63 − 47 =	94 − 65 =	8) 495 (
45	81	84 − 68 =	84 − 46 =	3) 175 (
56	99			
Ask any 5. Of 5, 4 must be correct		Ask any 2. Both must be correct		Ask any 1, it must be correct

How to test arithmetic. Can Rani do arithmetic?

SUBTRACTION: 2 DIGIT WITH BORROWING

START HERE WITH SUBTRACTION

56
- 38

Point to any one of the subtraction sums. Ask the child what the numbers are. For example: 56. If the child says 5 and 6, ask her again to say what the number is when the numbers are together. Point to the minus sign and ask "what do you have to do?"

Once you have established that the child correctly recognizes the numbers you are showing her, ask her to write and solve the problem. Give her or let her choose another similar problem from the sums on the page. Observe the child as she solves the sum.

If she cannot correctly do the subtraction problems, then give her the number recognition task.

If she does both the subtraction problems correctly, give her a division problem.

NEXT, DO NUMBER RECOGNITION

Number Recognition (20-100)

36

48

Point one by one to at least 5 numbers.

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."

If not, mark her as a child who "cannot even

NEXT, DO DIVISION

Division 3 digit by 1 digit

$7\overline{)468}$

Show the child the division problems. She can choose one to try. 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 "division child."

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

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

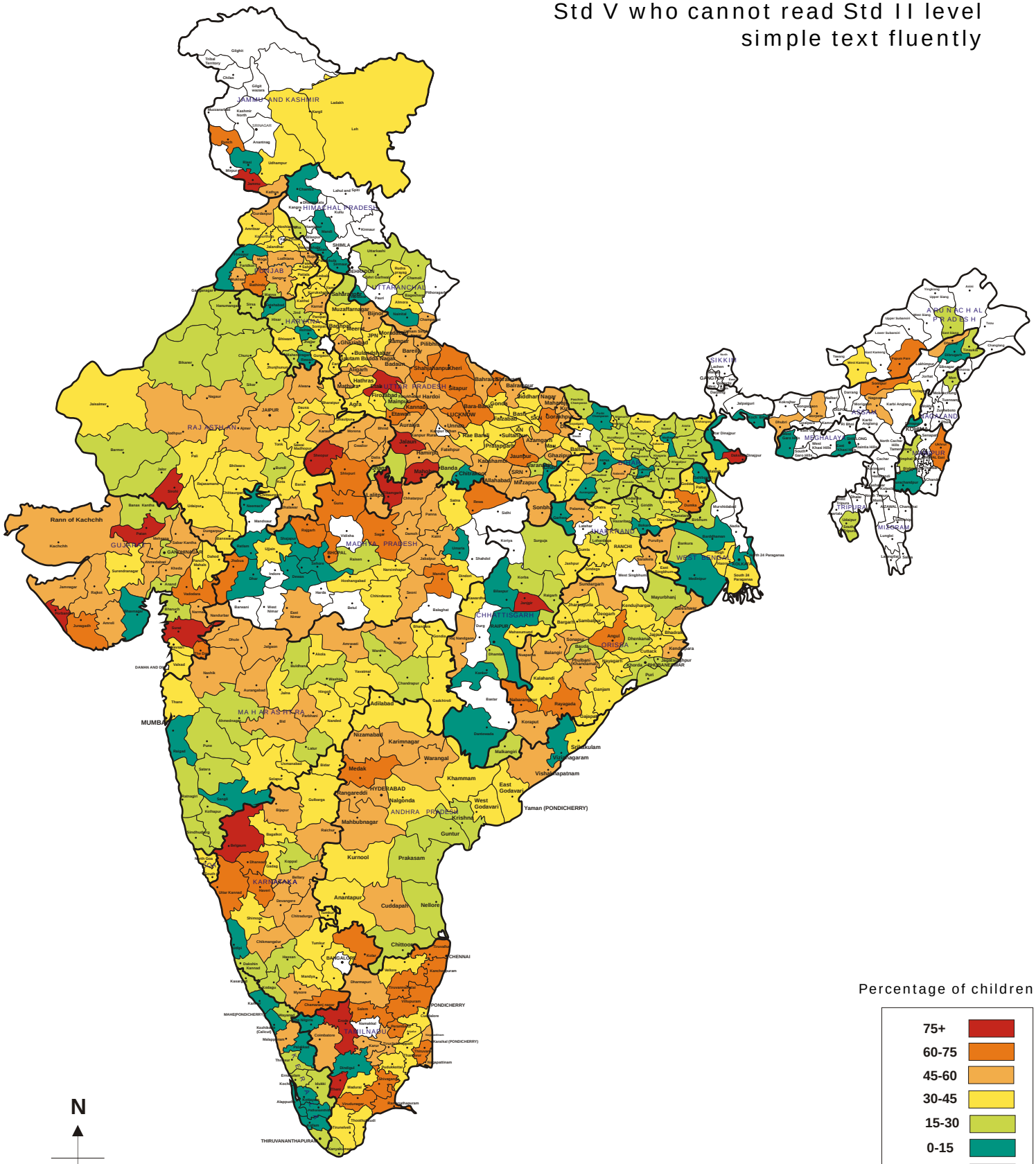
Annual Status of Education Report

असर ASER 2005 RURAL

Facilitated by PRATHAM

INDIA Rural

Districtwise percentage of children in Std V who cannot read Std II level simple text fluently



Maps may not be accurate or to-scale. These are mere representations.

HOW TO READ THE TABLES: READING

In the learning section of the report, some of the tables have been presented in terms of children who can do certain reading tasks and some others in terms of children who cannot do these tasks. Since the numbers may not be obvious to the reader an explanation of how to read them is given below.

Reading: Children were tested on 5 levels of reading:

- The highest level (referred to as Level-2 in the ASER report) was whether they could read a simple "story" with long sentences of standard II difficulty.
- The next level (referred to as Level-1 in the ASER report) was a small "paragraph" with short sentences of standard I difficulty.
- The subsequent level was word recognition.
- The most basic level of reading was letter recognition.
- Finally, if the child could not even recognize letters of the alphabet, he/she was designated as a non-reader.

Note that children, who can read a simple story of standard II level may be capable of higher levels of reading. Therefore, the estimates in the learning tables were presented in terms of children who cannot do certain levels in reading.

EXAMPLE: Look at the table below that refers to reading levels of children in different standards. These tables were used to generate the learning curve graphs.

Std	Percentage of children who can read....					
	Nothing	Alpha-bets	Word	Para LEVEL-1	Story LEVEL-2	Total
	These are children who cannot read level-2					
I	42.36	32.16	15.53	4.77	5.19	100
II	18.04	28.25	26.71	14.38	12.61	100
III	9.2	16.61	22.76	24.19	27.24	100
IV	5.09	9.33	14.63	24.57	46.39	100
V	3.92	5.69	9.78	20.82	59.79	100
VI	2.78	3.42	6.41	15.66	71.73	100
VII	2.25	2.10	4.11	11.46	80.07	100
VIII	1.74	1.39	2.51	8.72	85.64	100
	11.77	14.05	14.53	16.59	43.06	100
	These are children who cannot read EVEN level-1					

In this table, of all children in standard VIII:

- 8.72% can read a level 1 paragraph, and
- 85.64% can read a level 2 story

Therefore, in standard VIII, the percentage of children who :

- cannot read a level 2 story is the sum of those who can read nothing, those who recognize alphabets, those who recognize words and finally those who can read a paragraph of level 1 difficulty (14.36% = 1.74 + 1.39 + 2.51 + 8.72).
- Similarly the percentage of children who cannot read a level 1 paragraph is the sum of those who can read nothing, those who recognize alphabets, and those who recognize words (5.64% = 1.74 + 1.39 + 2.51).

HOW TO READ THE TABLES: ARITHMETIC

In the learning section of the report, some of the tables have been presented in terms of children who can do certain arithmetic tasks and some others in terms of children who cannot do these tasks. Since the numbers may not be obvious to the reader an explanation of how to read them is given below.

Arithmetic: Children were tested on 4 levels of arithmetic:

- The highest level was whether they could divide a 3 digit number by a 1 single digit number.
- The next level was 2 digit subtraction with borrowing.
- The subsequent level was number recognition between 1 - 100.
- If the child could not even recognize numbers, he/she was classified as a child who could not recognize numbers.

Note that children, who can divide a 3 digit number by a single digit number, might be capable of higher levels of arithmetic.

EXAMPLE: Look at the table below that refers to arithmetic levels of children in different standards. These tables were used to generate the learning curve graphs

Std	Children who can solve					
	Nothing	Number-recognition	Subtraction	Division	Total	Of all children in standard VIII: ❑ 17.78% can do subtraction, and ❑ 69.02% can divide. Therefore, in class VIII, the percentage of children who cannot divide is the sum of those who cannot even recognize numbers, those who can recognize numbers, and those who can do subtraction (30.98% = 3.59 + 9.61 + 17.78). Similarly the percentage of children who cannot subtract or divide is the sum of those who cannot even recognize numbers and those who can recognize numbers but cannot do subtraction (13.2% = 3.59 + 9.61).
	These children cannot do division					
I	57.87	33.69	5.53	2.90	100	
II	32.08	44.77	16.97	6.18	100	
III	18.14	35.59	31.66	14.61	100	
IV	11.53	24.17	33.43	30.86	100	
V	8.60	18.50	29.52	43.38	100	
VI	6.00	14.24	26.02	53.74	100	
VII	4.73	11.81	21.31	62.16	100	
VIII	3.59	9.61	17.78	69.02	100	
	19.60	26.36	23.49	30.56	100	
These children cannot do subtraction (n)or division.			Can do up to subtraction but not division	Can do division AND subtraction		

The National picture

Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

INDIA RURAL

All analyses based on data from 28 out of 35 states and union territories

Enrollment

	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	75.1	16.3	0.9	1.0	3.7	2.9	100
Age : 6-10 ALL	77.8	15.5	1.0	1.2	3.4	1.2	100
Age : 11-14 ALL	71.6	17.7	0.8	0.6	3.8	5.4	100
Age : 6-10 BOYS	76.9	17.0	1.0	1.1	2.9	1.1	100
Age : 6-10 GIRLS	78.8	13.7	1.1	1.2	3.9	1.3	100
Age : 11-14 BOYS	72.0	19.1	0.8	0.6	3.0	4.7	100
Age : 11-14 GIRLS	71.2	16.1	0.9	0.6	4.8	6.4	100

Out-of-school children

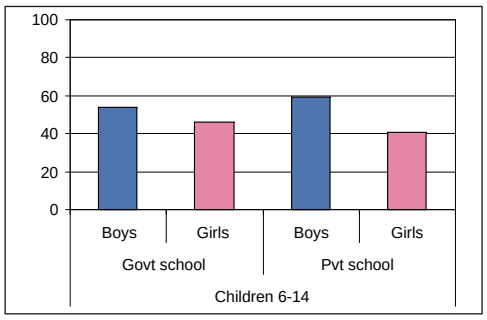
Rank	State	% Out-of-school children
1	Goa	0.3
2	Kerala	1.6
3	Karnataka	1.9
4	Uttaranchal	2.0
5	Tamil Nadu	2.7
6	Maharashtra	2.8
7	Gujarat	3.6
8	Madhya Pradesh	4.0
9	Punjab	4.3

Rank	State	% Out-of-school children
10	West Bengal	4.4
11	Chhattisgarh	4.7
12	Haryana	5.3
13	Uttar Pradesh	7.3
14	Andhra Pradesh	7.4
15	Orissa	8.9
16	Jharkhand	9.8
17	Rajasthan	10.4
18	Bihar	13.5
	All India	6.6

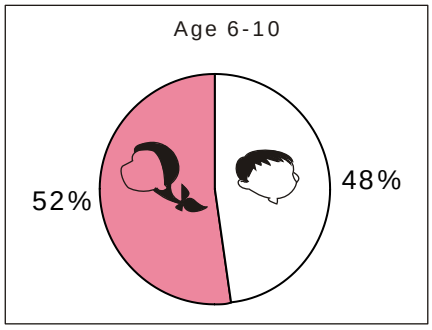
Other states were not surveyed fully and are therefore not included in this table.

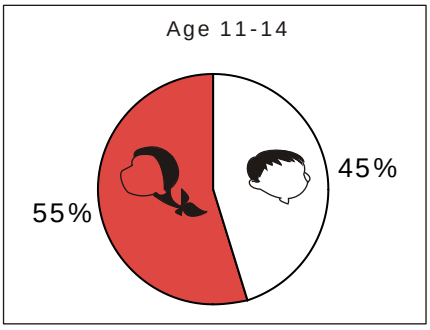
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





ASER 2005: ALL INDIA FINDINGS (rural)

To guarantee that all children (6 to 14) enroll in school, stay in school through the elementary stage and receive education of satisfactory quality, the Government of India has launched a massive nation-wide program of universalising elementary education. The objectives of Sarva Shiksha Abhiyan (SSA) are[1]:

All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;
All children complete five years of primary schooling by 2007
All children complete eight years of elementary schooling by 2010
Focus on elementary education of satisfactory quality with emphasis on education for life
Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
Universal retention by 2010

What does ASER 2005 say about India's progress towards these goals?

ENROLLMENT:

93.4% children in 6 to 14 age group are enrolled in school.

75.1% of children in the 6-14 age group are enrolled in government schools and 16.3% in private schools (aided + unaided). A very small proportion (around 1% each) are enrolled in madarssa, EGS and alternate schools.

In some states, a substantial portion of children in this age group goes to private schools. In some states one third to one fifth of all children (6-14) go to private schools. For example: Haryana (34.5%), Uttar Pradesh (28%), Punjab (25.5%), Kerala (22.4%) and Rajasthan (21.9%).

OUT OF SCHOOL CHILDREN:

6.6% children in the 6-14 age group are not in school. This fact cannot be ignored. More than half of these out of school children were never enrolled in school.

ASER 2005 estimates of out of school children are based on population figures from the 2001 census.

These estimates indicate that about 12.5 million children are not in school based on latest population projection by the census. These include never-enrolled and dropped out children.

Bihar, Uttar Pradesh, Rajasthan, Andhra Pradesh and Orissa account for 71.2% of all out of school children.

There are considerable state wise variations in the proportion of children out of school: several states such as Kerala, Karnataka, Uttaranchal, Tamil Nadu, Maharashtra, Goa and Gujarat have less than 4% children in the 6 to 14 age group out of school. Only Rajasthan and Bihar have more than 10% children out of school.

[1] http://ssa.nic.in/ssafram.asp#1.0

Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	34.9	51.9	41.0	65.5
Age : 7-10 ALL	48.2	67.6	53.6	79.4
Age : 11-14 ALL	17.3	31.0	24.3	47.0
Govt : Std II-V	43.9	65.2	49.6	77.8
Pvt : Std II-V	31.9	52.2	37.9	66.7
Govt : Std VI-VIII	9.4	22.2	17.0	40.0
Pvt : Std VI-VIII	6.7	16.7	14.6	33.4

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	42.1	32.5	15.6	4.8	5.0	100
II	17.3	28.4	27.0	14.6	12.8	100
III	8.5	16.4	22.8	24.5	27.8	100
IV	4.6	9.2	14.6	24.7	47.0	100
V	3.1	5.3	9.5	20.7	61.3	100
VI	2.4	3.3	6.3	15.5	72.6	100
VII	1.8	2.0	3.9	11.3	81.0	100
VIII	1.5	1.3	2.4	8.4	86.4	100
Total	11.3	14.1	14.5	16.6	43.6	100

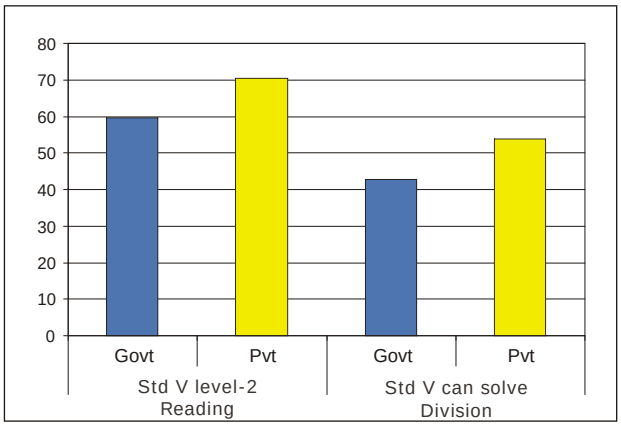
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	57.6	34.0	5.6	2.8	100
II	31.3	45.2	17.2	6.3	100
III	17.4	35.6	32.1	15.0	100
IV	10.9	24.1	33.8	31.2	100
V	7.5	18.1	29.9	44.6	100
VI	5.5	14.1	26.0	54.5	100
VII	4.3	11.5	21.2	63.1	100
VIII	3.3	9.3	17.5	69.8	100
Total	19.0	26.4	23.7	30.9	100

Performance of top five and bottom five states in India based on % all children Std V

Reading	% std V CANNOT read level-2	Arithmetic	% std V CANNOT solve division
Top - 5		Top - 5	
Kerala	18.5	West Bengal	26.3
Uttaranchal	20.5	Haryana	35.8
Chhatisgarh	24.4	Bihar	36.8
WestBengal	24.5	Uttaranchal	39.8
Bihar	26.9	Chhatisgarh	41.3
Bottom - 5		Bottom - 5	
Tamil Nadu	49.3	Karnataka	75.7
UP	48.7	Tamil Nadu	68.2
Karnataka	48.7	Orissa	68.1
Gujarat	48.3	UP	66.8
Madhya Pradesh	48.0	Madhya Pradesh	62.0

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



GENDER DIFFERENCES:

60% of students in private schools are boys.

There are noteworthy state differences. At one end we have Rajasthan and Uttaranchal where the proportion of boys in private schools is over 65% and at the other end in Kerala where proportion of girls is 51%. Boys and girls are almost even in Tamil Nadu, Karnataka and Maharashtra.

Girls as a percentage of all out-of-school children 6-14 are 52.8% (52.3% 6-10 and 55% 11-14).

LEARNING: READING

ASER records basic reading levels as:

> Level 1 is the ability to read a small paragraph with short sentences at standard I level of difficulty.
> Level 2 is the ability to read a 'story' text with some long sentences with standard II level of difficulty.

35% of all children in the age group 7-14 could not read simple paragraphs (Level 1 text) and close to 52% could not read a short story (Level 2 text).

In the 7-10 age group, this number is higher with 48.2% children unable to read Level 1 paragraphs and almost 68% unable to read Level 2 stories. For older children in the age group 11-14, 17.2% could not read easy paragraphs (Level 1) and 31% could not read stories (at Level 2).

44% children studying in standard II to V in government schools cannot read easy paragraphs (Level 1). In private schools in standard II to V, this number is somewhat lower at 32%. A much higher proportion in both types of schools (65.3 in government and 52.4 in private) cannot read Level 2 stories.

Although many more children in higher classes (standard 6 to 8) can read, there are still 22% children in government schools and 17% in private schools who cannot read standard II level text.

There are wide state-wise variations in reading ability. For example, among children currently studying in standard V, only 25% or fewer children are unable to read Level 2 text in Kerala, Uttaranchal, Chattisgarh and West Bengal. But the proportion of children unable to read (Level 2) is substantially higher: close to 50% children in Uttar Pradesh, Tamil Nadu, Gujarat, Karnataka and Madhya Pradesh cannot read simple 'story' text. Bihar features in the top five states when ranked by standard V children's ability to read.

Note : Only states where all or almost all districts that have been surveyed are ranked here. States that were not fully surveyed are not ranked here.

LEARNING: ARITHMETIC

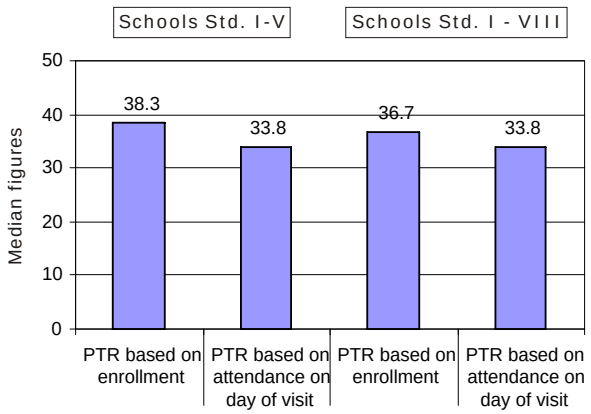
41% of children in the 7 to 14 age group are unable do either the two digit subtraction problem

Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	4895	3552
% teachers attending (average)	74.9	74.6
% of schools with NO teachers present	9.5	8.4
% of schools with ALL teachers present	50.9	36.5

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	4935	3546
% enrolled children attending (average)	70.8	72.5
% of schools with less than 50% of enrolled children attending	15.8	14.0

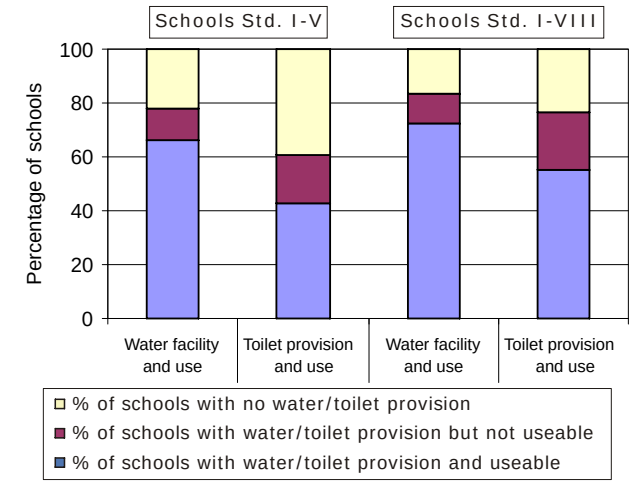
Pupil-teacher ratio (PTR)



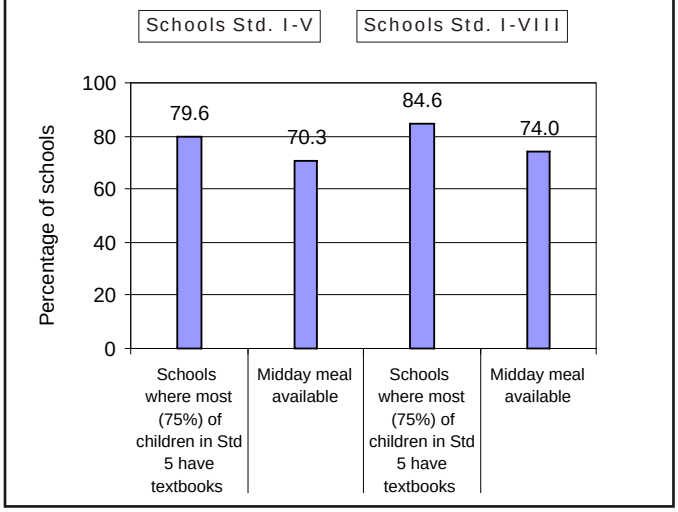
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	13.5	2.7	<=150	18.8	4.8
51-75	12.4	3.1	151-250	30.2	6.7
76-150	32.6	3.7	251-350	22.9	8.1
151-225	21.7	4.3	351-450	11.6	8.8
>225	19.9	5.1	>450	16.5	12.1

Provision and use

Water & toilet provision and use (%)



Textbooks and midday meals (%)



24.4% of the same age group could do the subtraction problems (2 digit problem with borrowing) but could not correctly do the division problems that were given to them.

For the younger age group, the numbers are higher: close to 54% cannot do the two-digit subtraction problem. For the older age group (11 to 14), about a quarter of the children could not do either subtraction or division and about half of all children could not do the division problem.

The gap between government and private school is also interesting. Private schools lead by about 12% in the younger age group and by 2.4% in the older age group. Even in private schools in the higher classes (standards VI to VIII) 33.4% children could not do division problems that children are expected to do in primary grades. The picture in government schools is worse with 40% children in standards VI to VIII unable to handle the simple division problem.

The All-India findings indicate that across the board, whether we look at the situation by age or standard or type of school, the level of arithmetic is weak and needs serious improvement.

As with reading, there are significant state-wise variations in arithmetic. For example, the arithmetic ability of standard V children in states like West Bengal, Haryana, Bihar, Uttaranchal and Chhattisgarh have over 50% children who can do the simple division problems. Again, the big surprises are the southern states: Tamil Nadu and Karnataka recording high percentages of children who cannot do the division problem that was given to them.

SCHOOL FUNCTIONING[3]:

All school observation in formation pertains only to government schools in the surveyed villages.

Teachers and children:

On average, over 75% teachers were found to be attending on the day of the visit in sampled schools. Less than 10% schools had no teachers and 51 % schools at the primary level and 36% of schools at the upper primary level had all teachers present on the day of the visit.

Children's attendance patterns indicate that approximately 71% of enrolled children in primary schools and close to 73% of children in schools up to standard VIII were in school on the day of the visit.

Bihar recorded the lowest attendance numbers with 51.8 % of enrolled children attending. In several states, the attendance level was between 60% to 70%. These are Rajasthan, Uttar Pradesh, West Bengal, Jharkhand, Orissa and Madhya Pradesh. Other states have higher levels. Similar patterns were observed in upper primary schools. Regular and sustained attendance of children in school is clearly an issue in many states.

3 ASER teams visited 9252 government schools. Along with the village visit, the team was asked to pay a visit to the local government primary school. During the school visit, the team got information on enrolled children as well as appointed teachers and para-teachers from the school records register. The team observed the number of children and teachers present. The team also recorded whether there was tap or hand pump in the school premises and whether it was functioning. Similar information about availability and use of toilets, rooms and textbooks was noted. Finally, whether the midday meal was being prepared and served on the day of the visit was also observed. In 460 villages, ASER teams did not find a school that was open on that day.

Performance of all states

State	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Andhra Pradesh	8.0	61.7	48.4
Arunachal Pradesh*	5.0	68.9	58.9
Assam*	7.5	54.8	40.9
Bihar	13.1	73.1	63.2
Chhattisgarh	4.7	75.6	58.7
Dadra & Nagar Haveli	0.6	35.0	19.5
Daman & Diu	1.7	37.6	35.4
Goa	0.3	68.1	45.3
Gujarat	3.6	51.7	42.6
Haryana	5.3	71.1	64.2
Himachal Pradesh*	1.0	89.6	75.2
Jammu & Kashmir*	2.7	48.7	48.6
Jharkhand	9.8	67.1	47.6
Karnataka	1.9	51.3	24.3
Kerala	1.6	81.5	56.0
Madhya Pradesh	4.0	52.0	38.0
Maharashtra	2.8	67.3	39.5
Manipur*	13.7	74.3	56.3
Meghalaya*	8.1	90.4	71.1
Nagaland*	18.9	81.5	49.7
Orissa	8.9	58.4	31.9
Punjab	4.3	60.4	46.8
Rajasthan	10.4	62.0	47.8
Tamil Nadu	2.7	50.7	31.8
Tripura*	1.8	83.6	57.1
Uttar Pradesh	7.3	51.3	33.2
Uttaranchal	2.0	79.5	60.2
West Bengal	4.4	75.5	73.7
India	6.6	61.3	44.6

*Partial coverage

Pupil-teacher ratio based on attendance (i.e. number of children actually present and number of teachers attending on the day of the visit.) shows that the all India pupil-teacher ratio is well below 40 – with the exception of Uttar Pradesh (49). The picture in schools that are up to the upper primary level (standard I to VII/VIII) reveal a similar pattern – all India is 33.3. Most States have a PTR on the day of the visit of below 50.[4]

At the national level, on average, there is one teacher in a school with enrollment of 50 or less and 2 teachers in schools of 51 to 75 children. However there are many states (like Bihar, Uttar Pradesh, Orissa, Jharkhand, Chattisgarh) which have median attendance of only 3 teachers or less in schools where children's enrollment is between 150 and 225.

School facilities – provision and use:

78% of primary schools visited had either a hand pump or a tap. Of these schools 85% had water supply. 60% of schools visited had toilet facilities out of which 70% were usable. (4891 primary schools visited.)

83% of schools up to standard VIII had hand pump or a tap and 87% of those had water supply. 77% had toilets of which 72% were working. While upper primary school had better provisioning, there was not much difference in the proportion of those which are usable / functional. (3541 primary+upper primary schools visited.)

Out of the 8886 schools observed (primary schools and combined primary and upper primary) in more than 80% schools, children in standard V had textbooks.

The picture was very encouraging in several states where most children had textbooks in 90% of schools. This was the case in Rajasthan, W Bengal, Chhattisgarh, Madhya Pradesh, Gujarat, Maharashtra, Goa, Andhra Pradesh, Karnataka, Kerala and Tamil Nadu. Availability of textbooks was relatively low in primary schools of Bihar (52.4%), Jharkhand (35.1%) and Orissa (32.3%). The overall snapshot of textbook provision is a positive one suggesting that the supply and distribution of textbooks have improved greatly in large areas of the country.

70% of schools visited were preparing or serving mid day meal.

However there are some noteworthy state-wise variations – in Punjab 17.3% (where midday meal program is not yet being implemented on scale), Bihar 38.2%, Goa 46%, Uttar Pradesh 53.6%, Jharkhand 65.5% and Orissa 63.3%. The percentage was highest in Chhattisgarh (95.1%) and Kerala (94.9%).

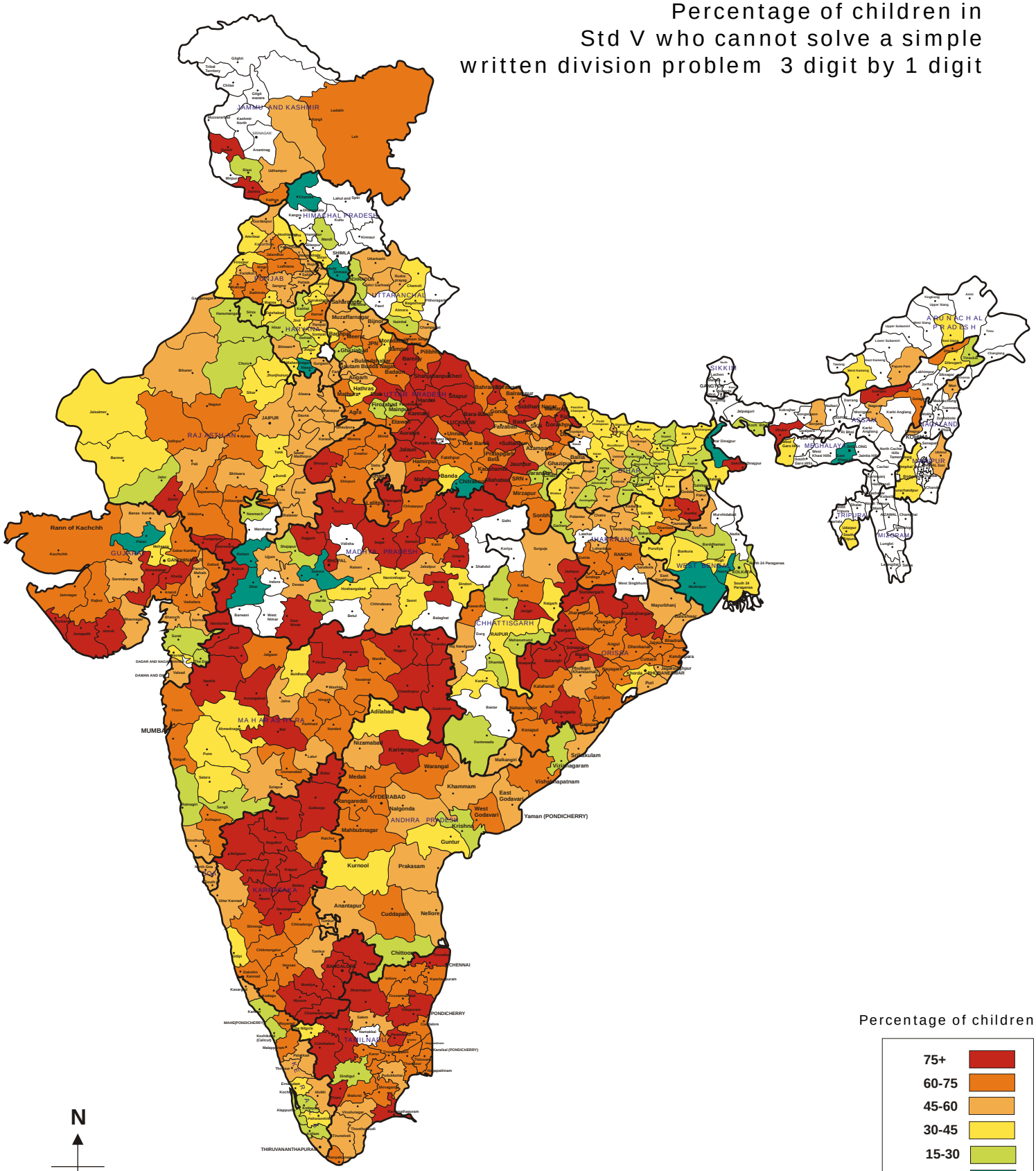
ASER will be conducted on an annual basis until 2010. ASER 2005 shows that enrollment levels are very high in almost all states however the foundations of basic reading and arithmetic needs to be urgently strengthened in the early grades in school. A strong beginning is essential for building a solid foundation for elementary education.

Note : In some districts, very little data was available on "standard of child". Results from these districts should be regarded as anomalous. These are : Khammam (AP), Sonitpur (Assam), Durg (Chhatisgarh), Ujjan, Indore, Shadol and Barwani (MP) and Erode (TN).

4 The information on number of teachers and para-teachers appointed to the school was given to the ASER team by the teachers. If this number is reported as lower than actual, it will influence the ratio of teachers attending to teachers appointed. PTR based on enrollment is the ratio of enrolled children to appointed teachers (teachers + para teachers). PTR based on attendance i.e. it is the ratio of children attending to teachers attending on the day of the visit.

INDIA Rural

Percentage of children in Std V who cannot solve a simple written division problem 3 digit by 1 digit



Percentage of children

75+	
60-75	
45-60	
30-45	
15-30	
0-15	
No Data	

Maps may not be accurate or to-scale. These are mere representations.

Jammu and Kashmir

Himachal Pradesh

Uttaranchal

Punjab

Haryana

Note : J & K has only two pages instead of four due to partial coverage of districts

Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

JAMMU AND KASHMIR RURAL

All analyses based on data from 7 out of 14 districts

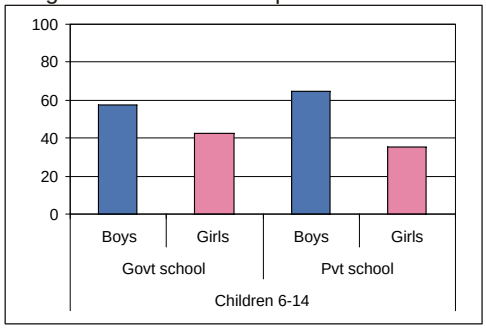
Enrollment

	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never	Drop Out	
Age : 6-14 ALL	77.6	17.7	0.3	1.8	1.4	1.3	100
Age : 6-10 ALL	76.7	19.1	0.2	3.0	0.7	0.3	100
Age : 11-14 ALL	78.9	16.0	0.3	0.4	2.1	2.4	100
Age : 6-10 BOYS	76.3	20.7	0.3	1.9	0.5	0.3	100
Age : 6-10 GIRLS	77.3	16.9	0.1	4.4	1.0	0.4	100
Age : 11-14 BOYS	77.6	18.5	0.5	0.2	0.9	2.3	100
Age : 11-14 GIRLS	80.8	12.4	0.0	0.6	3.7	2.6	100

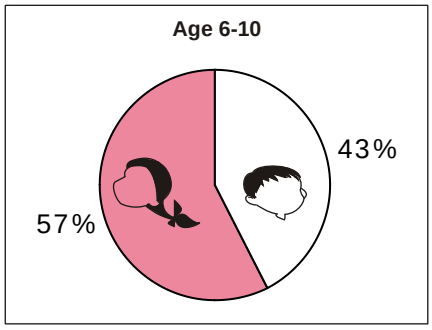
Out-of-school children

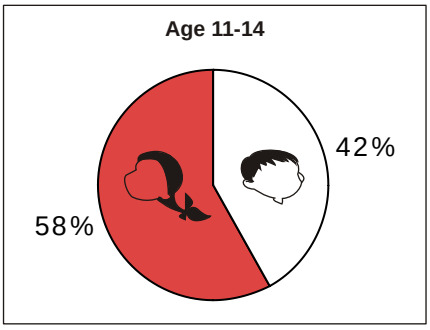
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**		Division
Age : 7-14 ALL	36.6	59.0	32.6	59.2
Age : 7-10 ALL	52.8	77.3	46.4	76.5
Age : 11-14 ALL	20.7	41.1	19.4	42.6
Govt : Std II-V	49.8	72.4	43.4	71.0
Pvt : Std II-V	31.4	58.9	19.8	62.6
Govt : Std VI-VIII	10.4	30.2	10.5	31.3
Pvt : Std VI-VIII	10.5	34.9	1.7	19.9

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	13.9	33.0	37.5	8.8	6.8	100
II	7.6	19.5	46.1	17.8	9.0	100
III	1.8	10.1	38.5	28.1	21.5	100
IV	2.3	10.9	33.2	22.9	30.9	100
V	1.2	4.4	22.2	23.5	48.7	100
VI	0.8	1.5	14.5	22.7	60.5	100
VII	0.3	1.3	6.7	17.0	74.7	100
VIII	0.0	0.1	2.1	21.8	76.1	100
Total	3.4	10.2	26.5	20.8	39.1	100

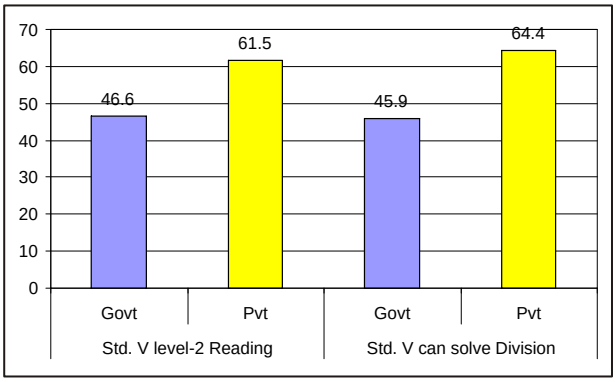
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	21.3	59.9	12.3	6.6	100
II	10.0	53.8	26.7	9.7	100
III	2.8	40.3	37.7	19.2	100
IV	3.2	36.9	25.6	34.4	100
V	2.6	18.7	30.1	48.6	100
VI	0.8	10.0	27.5	61.8	100
VII	0.3	7.5	16.9	75.3	100
VIII	0.7	5.9	12.3	81.1	100
Total	5.0	29.6	25.1	40.3	100

Performance of surveyed districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Punch	6.2	23.3	50.0
Jammu	3.0	15.7	55.2
Udhampur	3.0	39.5	56.0
Leh(Ladakh)	2.4	30.9	52.7
Riasi	1.9	62.2	80.8
Kargil	1.7	42.2	78.9
Kathua	1.4	34.7	73.8
Doda	0.9	37.3	87.2
Jammu & Kashmir State	2.7	35.2	66.5

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

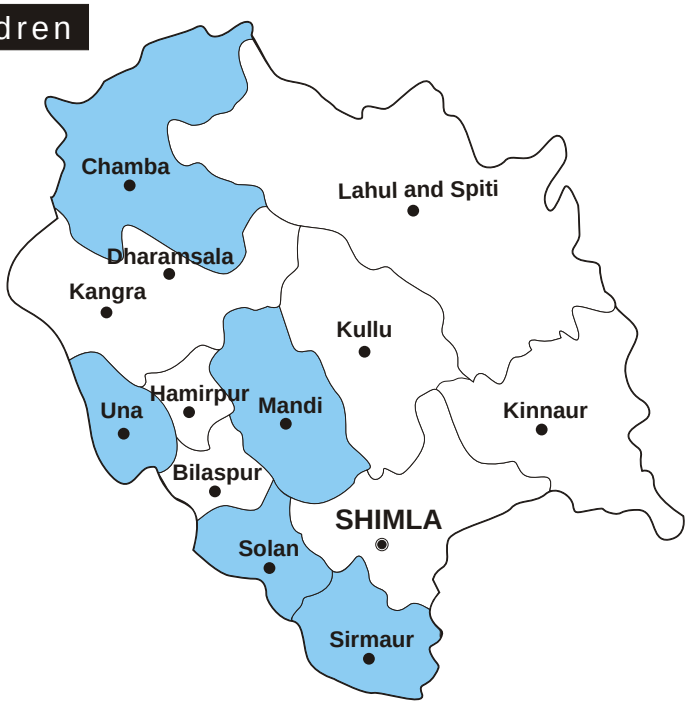
HIMACHAL PRADESH RURAL

All analyses based on data from 5 out of 12 districts

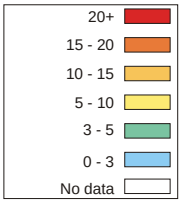
Enrollment

	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	91.2	7.1	0.0	0.7	0.7	0.4	100
Age : 6-10 ALL	89.1	9.3	0.0	1.1	0.5	0.1	100
Age : 11-14 ALL	94.7	3.5	0.0	0.0	0.9	0.9	100
Age : 6-10 BOYS	88.5	10.2	0.0	0.9	0.3	0.1	100
Age : 6-10 GIRLS	89.8	8.3	0.0	1.2	0.7	0.0	100
Age : 11-14 BOYS	94.0	4.2	0.0	0.0	0.8	1.1	100
Age : 11-14 GIRLS	95.4	2.8	0.0	0.0	1.1	0.7	100

Out-of-school children

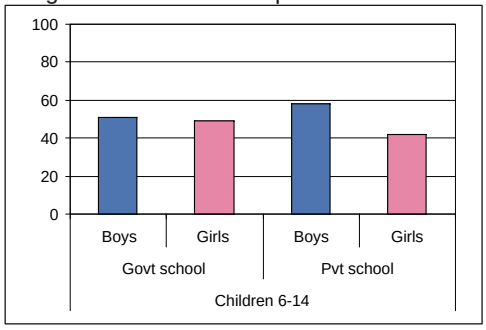


Percentage of children

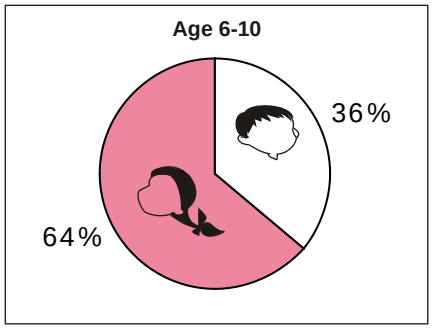


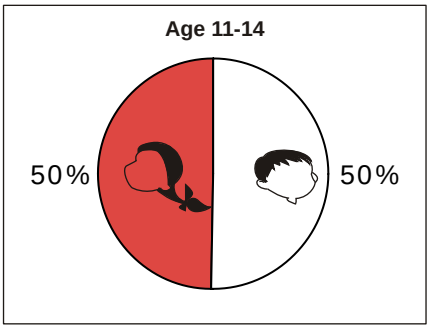
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	19.8	35.6	22.0	44.9
Age : 7-10 ALL	33.8	58.7	36.8	70.0
Age : 11-14 ALL	1.4	5.4	2.6	12.1
Govt : Std II-V	28.4	52.4	30.4	63.2
Pvt : Std II-V	19.6	42.6	30.0	66.6
Govt : Std VI-VIII	0.0	1.4	1.3	7.0
Pvt : Std VI-VIII	0.0	0.0	0.0	5.7

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	20.8	57.7	17.1	2.7	1.6	100
II	1.4	36.5	36.1	17.0	8.9	100
III	1.5	8.4	23.6	39.4	27.2	100
IV	0.0	1.7	6.5	32.9	58.9	100
V	0.4	0.6	1.7	7.7	89.5	100
VI	0.0	0.0	0.0	1.5	98.5	100
VII	0.0	0.0	0.0	0.8	99.2	100
VIII	0.0	0.0	0.0	1.6	98.4	100
Total	3.5	14.9	11.8	14.5	55.3	100

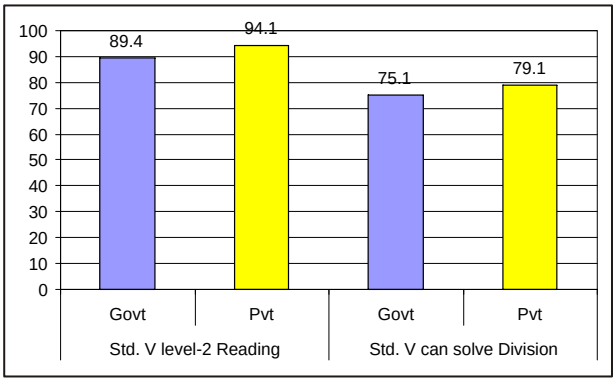
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	29.5	67.0	3.1	0.4	100
II	7.5	71.2	18.6	2.7	100
III	1.8	32.0	51.2	15.0	100
IV	0.6	12.1	41.4	46.0	100
V	1.3	2.1	21.4	75.2	100
VI	0.0	1.3	10.5	88.3	100
VII	0.0	2.0	4.3	93.7	100
VIII	0.0	0.4	1.2	98.4	100
Total	5.8	26.2	21.0	47.0	100

Performance of surveyed districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Solan	2.0	65.3	68.7
Chamba	2.0	70.4	88.4
Sirmaur	1.4	50.7	91.8
Mandi	0.6	66.2	84.4
Una	0.0	43.0	86.3
Himachal Pradesh state	1.0	60.1	84.3

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

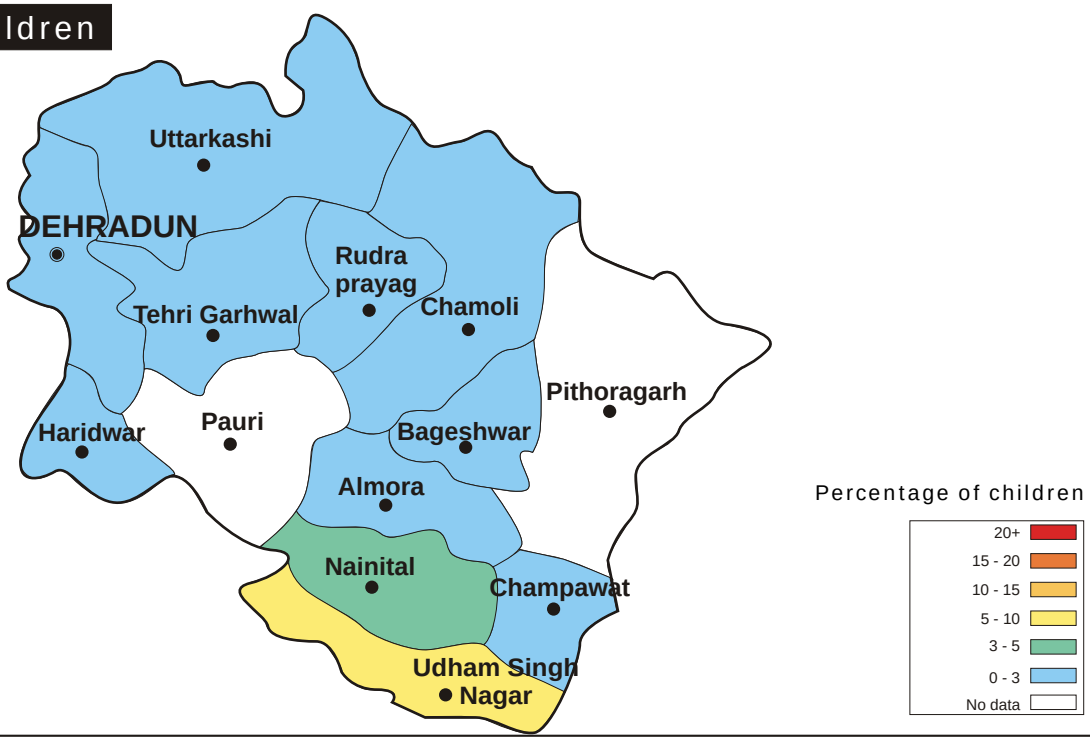
UTTARANCHAL RURAL

All analyses based on data from 12 out of 13 districts

Enrollment

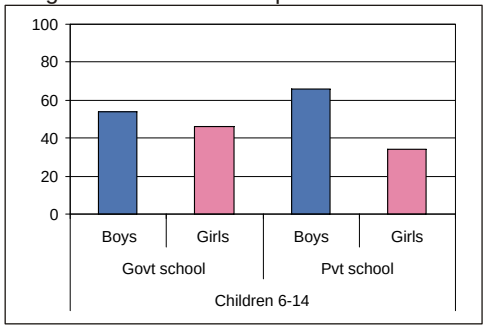
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	78.0	19.4	0.3	0.2	0.7	1.3	100
Age : 6-10 ALL	77.1	21.4	0.3	0.2	0.5	0.4	100
Age : 11-14 ALL	80.2	15.8	0.4	0.1	0.7	2.7	100
Age : 6-10 BOYS	73.6	24.9	0.4	0.3	0.5	0.4	100
Age : 6-10 GIRLS	81.6	16.9	0.2	0.2	0.6	0.5	100
Age : 11-14 BOYS	77.9	18.9	0.4	0.1	0.7	2.0	100
Age : 11-14 GIRLS	83.1	11.9	0.4	0.2	0.8	3.7	100

Out-of-school children

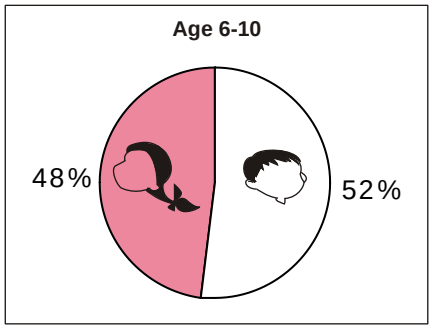


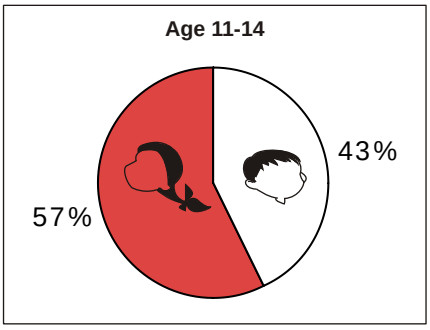
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	23.2	37.0	30.3	56.7
Age : 7-10 ALL	34.7	52.4	43.7	74.3
Age : 11-14 ALL	7.5	16.0	11.4	32.0
Govt : Std II-V	32.2	51.3	40.9	72.6
Pvt : Std II-V	19.2	32.2	31.1	65.0
Govt : Std VI-VIII	4.4	11.4	7.6	26.2
Pvt : Std VI-VIII	2.4	7.8	2.9	18.1

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	30.7	42.7	17.3	4.2	5.1	100
II	9.0	29.4	29.8	14.5	17.3	100
III	4.9	9.8	16.5	26.1	42.6	100
IV	2.3	5.6	6.7	20.9	64.5	100
V	2.3	2.6	4.4	11.3	79.5	100
VI	0.4	2.2	2.7	8.6	86.3	100
VII	0.7	1.8	1.0	6.1	90.5	100
VIII	0.3	1.7	1.1	4.5	92.5	100
Total	6.8	13.0	11.2	13.3	55.7	100

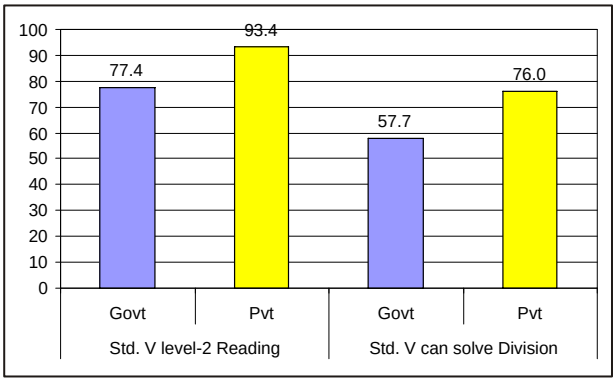
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	36.3	54.8	5.1	3.8	100
II	14.5	67.0	13.8	4.7	100
III	8.9	33.5	45.6	12.1	100
IV	5.2	17.1	43.8	33.8	100
V	3.8	9.1	26.9	60.2	100
VI	1.3	5.8	22.0	70.9	100
VII	1.8	4.9	14.3	79.1	100
VIII	1.1	5.5	16.3	77.2	100
Total	10.0	27.8	25.1	37.1	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Dehradun	2.1	Nainital	9.4
Hardwar	20.8	Dehradun	16.1
Nainital	27.9	Hardwar	19.9
Chamoli	38.6	Rudraprayag	21.3
Tehri Garhwal	43.3	Chamoli	23.2
Bottom - 5		Bottom - 5	
Udham Singh Nagar	60.6	Udham Singh Nagar	46.2
Champawat	55.0	Uttarkashi	31.8
Rudraprayag	53.7	Almora	28.0
Almora	51.4	Champawat	26.9
Uttarkashi	51.0	Bageshwar	26.0

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

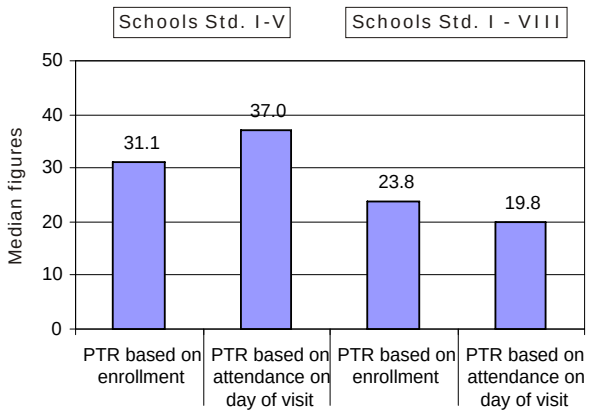


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	186	15
% teachers attending (average)	71.8	89.6
% of schools with NO teachers present	11.3	0.0
% of schools with ALL teachers present	49.5	73.3

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	188	15
% enrolled children attending (average)	82.9	80.5
% of schools with less than 50% of enrolled children attending	5.9	6.7

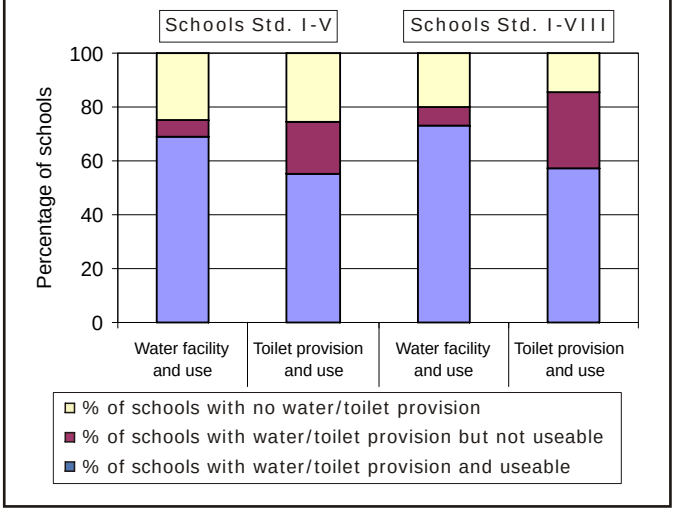
Pupil-teacher ratio (PTR)



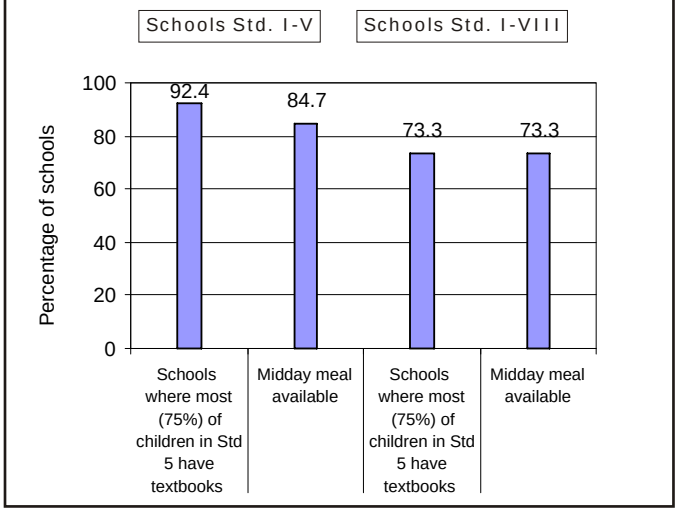
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	23	3.2	<=150	60	4.2
51-75	25	3.4	151-250	33	8.0
76-150	32	3.2	251-350	7	6.0
151-225	10	3.3	351-450	0	0.0
>225	10	5.4	>450	0	0.0

Provision and use

Water & toilet provision and use (%)



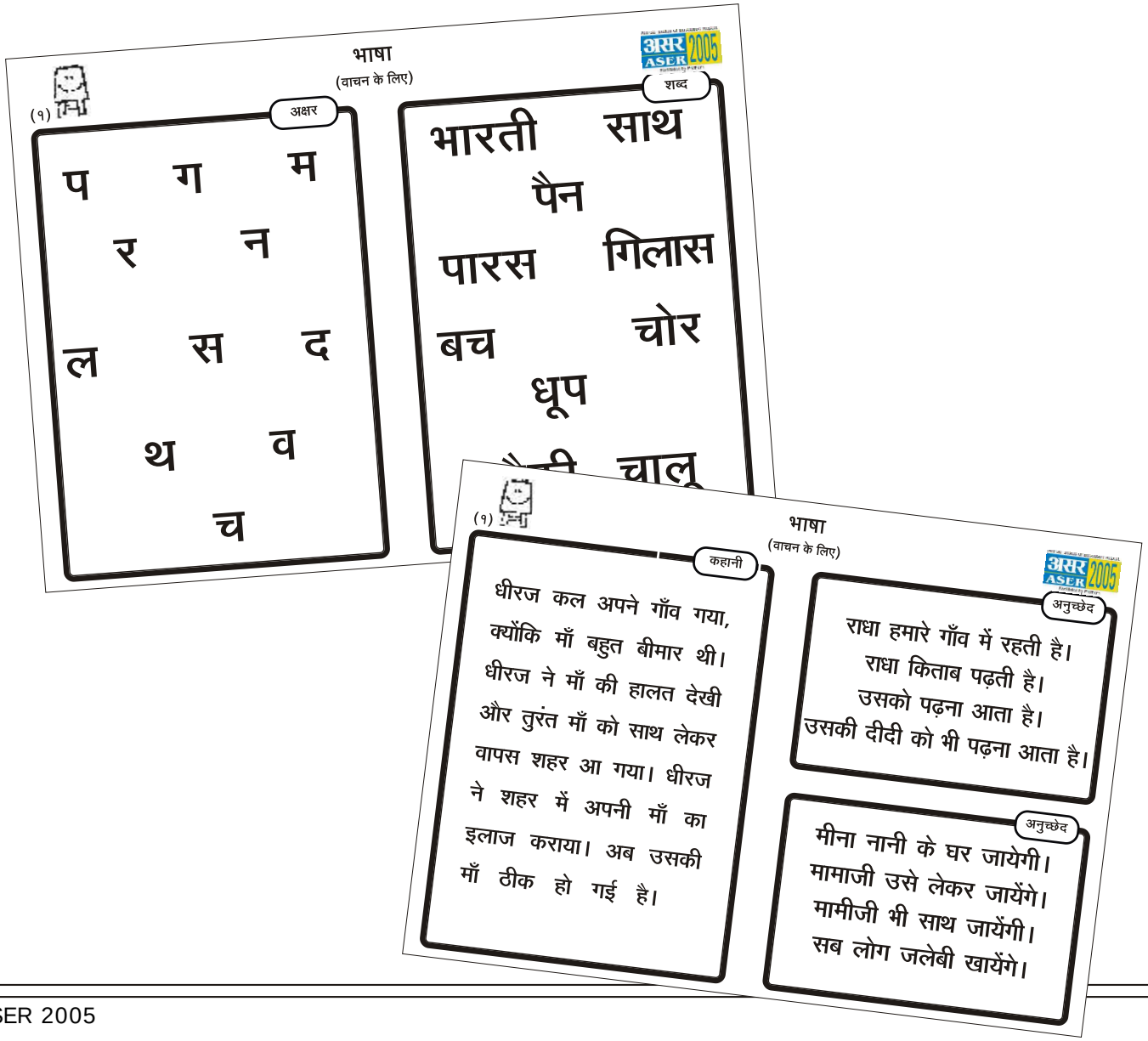
Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Almora	2.2	48.6	72.0
Bageshwar	1.7	51.7	74.0
Chamoli	0.5	61.4	76.8
Champawat	2.8	45.0	73.1
Dehradun	0.3	97.9	83.9
Haridwar	0.6	79.2	80.1

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Nainital	4.6	72.1	90.6
Rudraprayag	0.6	46.3	78.7
Tehri Garhwal	0.0	56.7	74.4
Udham Singh Nagar	5.6	39.4	53.8
Uttarkashi	1.4	49.0	68.2
Uttaranchal State	2.0	63.1	74.8



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

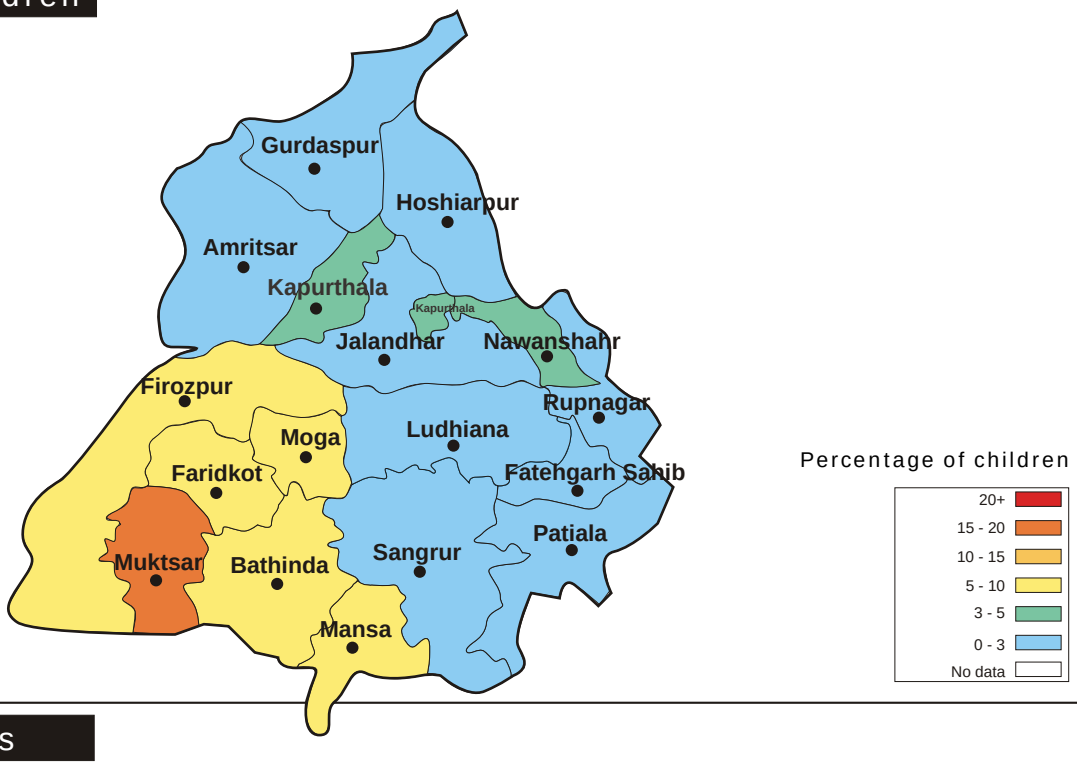
PUNJAB RURAL

All analyses based on data from 17 out of 17 districts

Enrollment

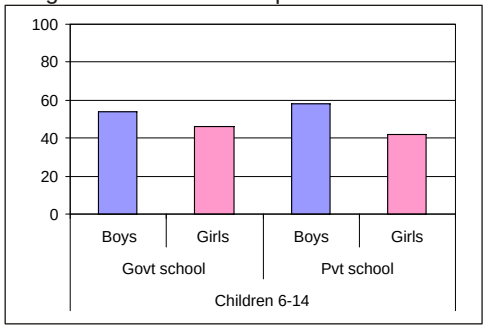
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	70.0	25.5	0.0	0.2	2.0	2.4	100
Age : 6-10 ALL	68.9	28.8	0.0	0.2	1.3	0.8	100
Age : 11-14 ALL	73.4	20.7	0.0	0.1	1.7	4.0	100
Age : 6-10 BOYS	67.5	30.0	0.0	0.3	1.4	0.8	100
Age : 6-10 GIRLS	70.6	27.3	0.0	0.2	1.1	0.8	100
Age : 11-14 BOYS	71.8	22.1	0.0	0.1	1.7	4.2	100
Age : 11-14 GIRLS	75.4	19.1	0.0	0.0	1.7	3.8	100

Out-of-school children

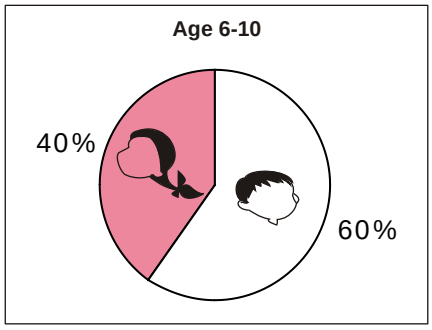


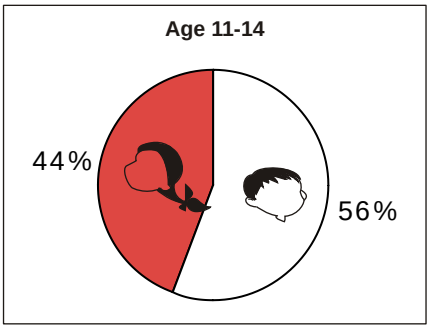
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	34.3	52.8	35.4	64.1
Age : 7-10 ALL	52.6	74.5	54.0	83.9
Age : 11-14 ALL	13.3	28.0	14.4	41.7
Govt : Std II-V	46.2	69.6	47.7	79.3
Pvt : Std II-V	37.7	59.7	39.9	73.0
Govt : Std VI-VIII	9.5	23.0	11.0	36.9
Pvt : Std VI-VIII	8.8	15.8	7.5	27.6

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	39.7	35.2	16.8	5.2	3.1	100
II	17.2	33.8	26.0	15.5	7.5	100
III	5.5	21.5	26.9	26.1	20.0	100
IV	4.1	11.9	16.1	28.5	39.4	100
V	2.3	5.4	10.6	21.3	60.4	100
VI	1.5	4.8	6.1	17.4	70.2	100
VII	1.4	2.0	5.9	8.7	82.0	100
VIII	0.5	1.5	3.5	8.5	86.0	100
Total	8.9	15.3	15.1	17.8	42.8	100

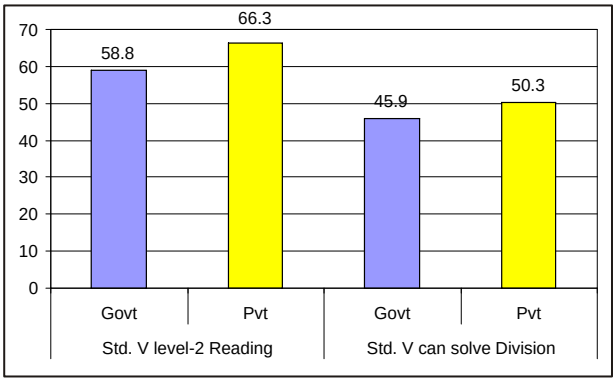
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	51.8	39.4	6.5	2.4	100
II	27.7	50.1	17.9	4.4	100
III	13.8	42.4	31.0	12.7	100
IV	9.3	25.4	43.5	21.8	100
V	5.5	13.9	33.8	46.8	100
VI	3.8	10.4	31.1	54.8	100
VII	2.5	6.0	22.4	69.1	100
VIII	1.6	5.3	18.8	74.3	100
Total	14.7	25.8	27.0	32.5	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Faridkot	49.0	Mansa*	21.1
Nawanshahr*	50.3	Kapurthala	22.0
Firozpur	53.2	Hoshiarpur	25.1
Hoshiarpur	54.7	Nawanshahr*	29.1
Fatehgarh Sahib	55.1	Firozpur	30.6
Bottom - 5		Bottom - 5	
Bathinda	80.8	Muktsar*	52.4
Gurdaspur	64.6	Bathinda	51.9
Ludhiana	64.6	Jalandhar	45.4
Moga*	63.5	Ludhiana	45.2
Muktsar*	63.4	Amritsar	43.3

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

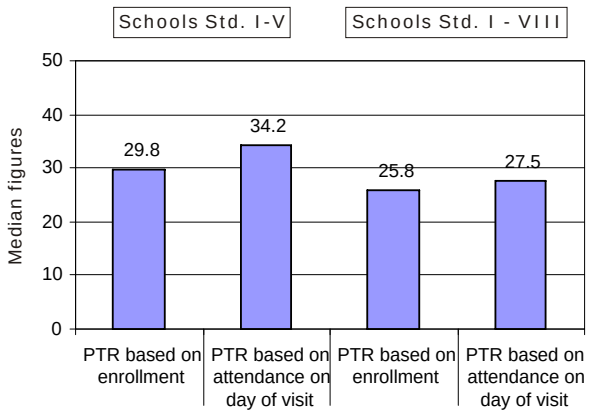


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	185	82
% teachers attending (average)	66.4	71.1
% of schools with NO teachers present	13.0	13.4
% of schools with ALL teachers present	36.2	23.2

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	186	84
% enrolled children attending (average)	78.9	83.2
% of schools with less than 50% of enrolled children attending	6.5	2.4

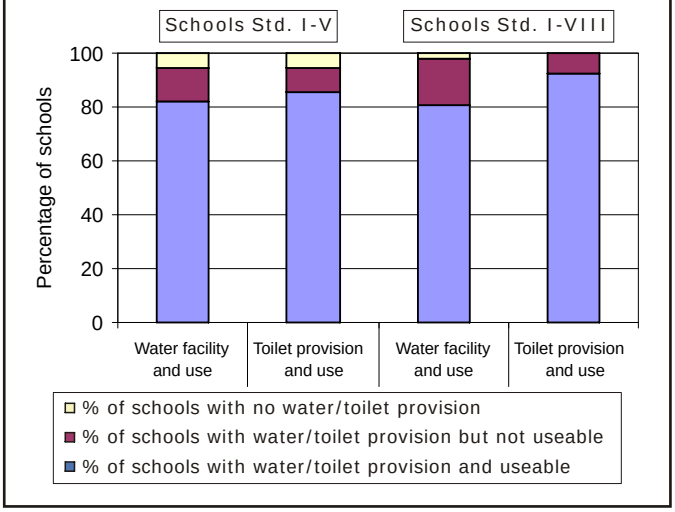
Pupil-teacher ratio (PTR)



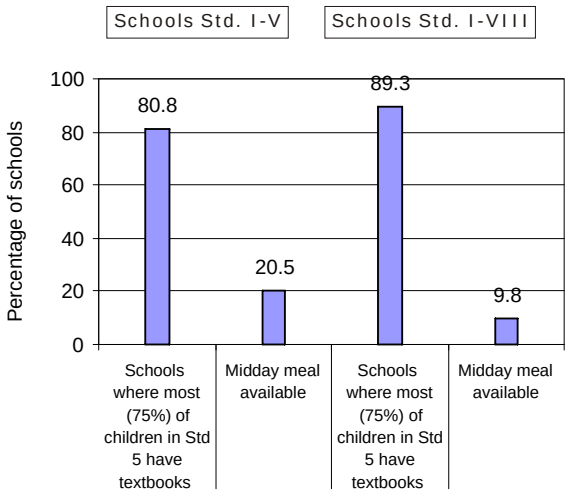
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	16	3.1	<=150	13	5.9
51-75	13	3.7	151-250	31	9.9
76-150	37	4.7	251-350	30	11.1
151-225	24	5.7	351-450	14	10.8
>225	10	7.2	>450	12	16.9

Provision and use

Water & toilet provision and use (%)

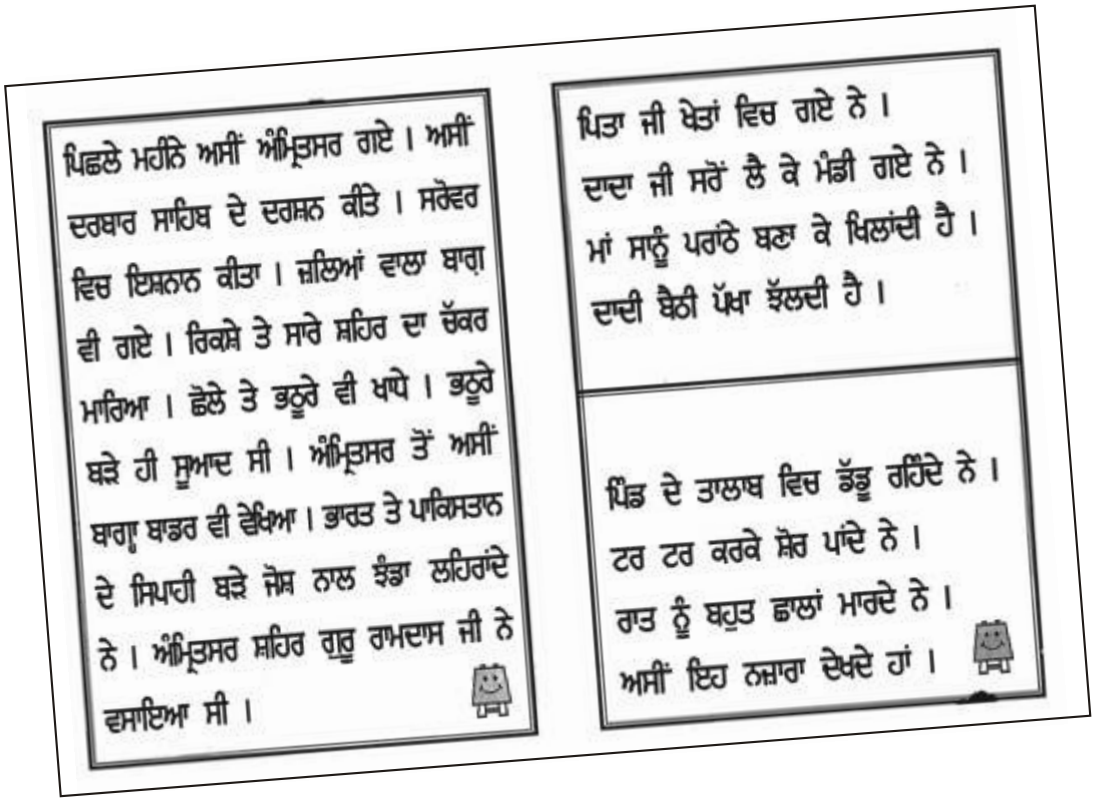


Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Amritsar	3.0	37.8	56.7
Bathinda	9.0	19.2	48.1
Faridkot	6.2	51.0	64.2
Fatehgarh Sahib	0.8	44.9	65.4
Firozpur	9.1	46.8	69.4
Gurdaspur	2.7	35.4	58.5
Hoshiarpur	1.6	45.3	74.9
Jalandhar	2.7	39.5	54.6
Kapurthala	3.1	37.6	78.0
Ludhiana	1.7	35.4	54.8
Mansa*	7.4	43.3	78.9
Moga*	9.7	36.5	61.4
Muktsar*	17.6	36.6	47.6
Nawanshahr*	3.3	49.7	70.9
Patiala	2.2	40.6	68.8
Rupnagar	0.9	39.2	64.6
Sangrur	2.2	44.1	66.5
PANJAB STATE	4.3	40.1	63.4



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

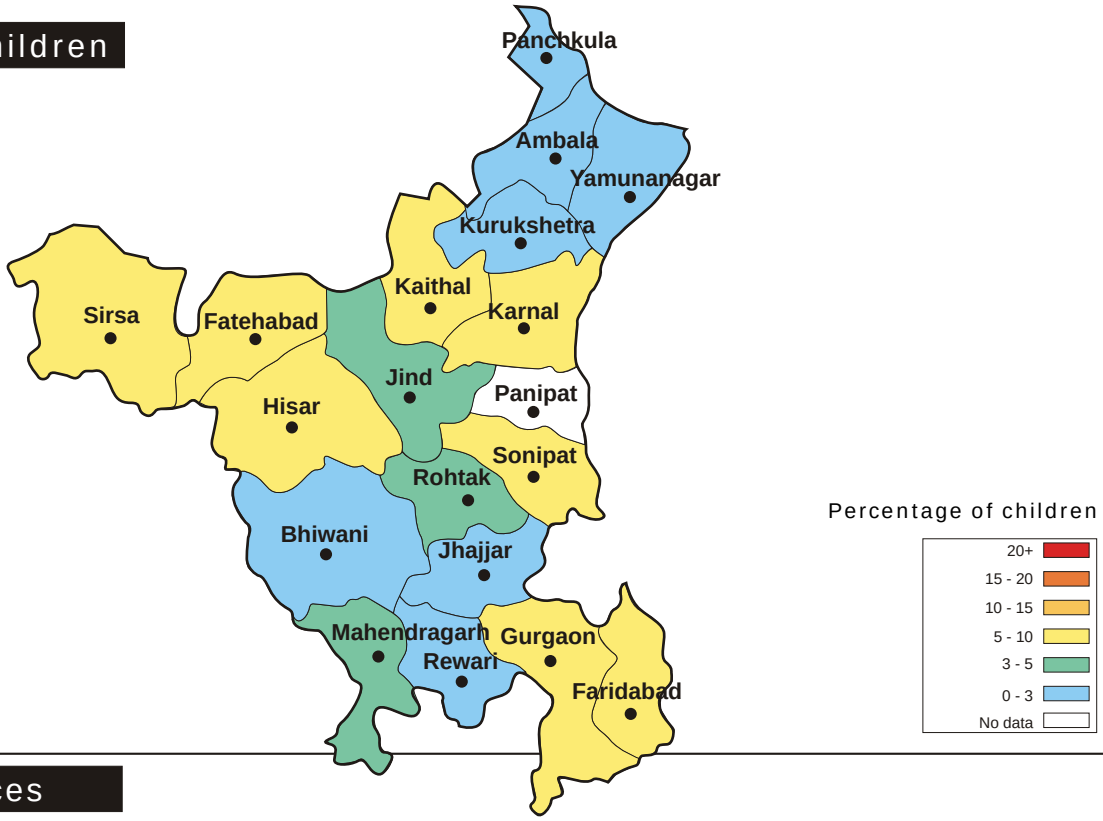
HARYANA RURAL

All analyses based on data from 19 out of 20 districts

Enrollment

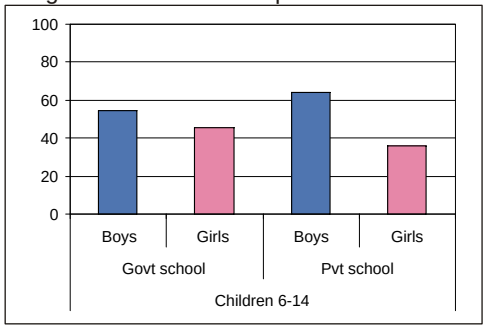
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	59.2	34.4	1.1	0.1	2.5	2.8	100
Age : 6-10 ALL	59.4	35.4	1.3	0.1	2.9	0.9	100
Age : 11-14 ALL	59.3	32.8	0.8	0.1	1.7	5.3	100
Age : 6-10 BOYS	56.8	38.7	0.8	0.1	2.6	1.0	100
Age : 6-10 GIRLS	62.7	31.2	2.0	0.1	3.2	0.9	100
Age : 11-14 BOYS	56.0	38.5	0.2	0.0	1.3	4.1	100
Age : 11-14 GIRLS	63.9	25.0	1.6	0.1	2.3	7.1	100

Out-of-school children

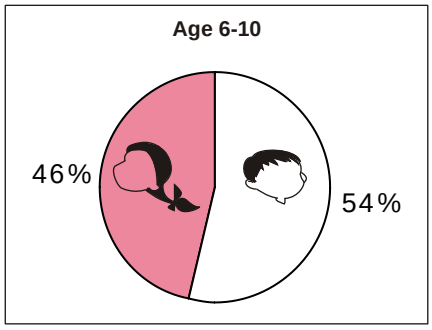


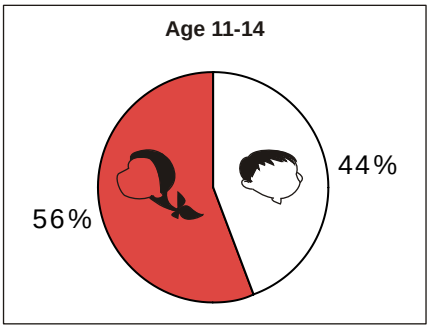
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	27.1	43.4	27.4	48.5
Age : 7-10 ALL	42.3	62.3	40.7	66.4
Age : 11-14 ALL	9.6	21.7	12.0	27.8
Govt : Std II-V	42.4	64.9	42.8	70.1
Pvt : Std II-V	26.2	46.4	23.6	50.6
Govt : Std VI-VIII	5.9	17.0	8.5	23.6
Pvt : Std VI-VIII	2.3	8.3	3.3	13.0

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	37.6	36.9	12.9	5.7	7.0	100
II	15.2	27.1	27.3	16.8	13.7	100
III	7.2	13.5	22.6	27.4	29.3	100
IV	3.4	7.3	15.6	24.0	49.7	100
V	0.9	3.8	6.1	18.2	71.1	100
VI	1.1	1.8	4.4	12.6	80.1	100
VII	0.7	1.4	1.8	8.6	87.6	100
VIII	0.5	0.3	1.3	5.9	92.0	100
Total	8.5	12.1	12.7	16.1	50.7	100

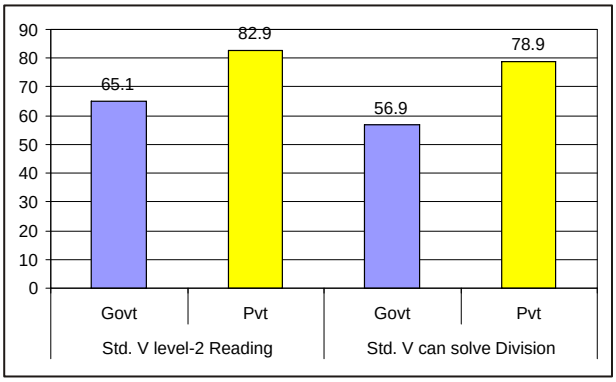
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	51.8	35.1	7.4	5.7	100
II	26.4	41.2	21.5	11.0	100
III	13.9	27.0	34.4	24.7	100
IV	7.7	17.7	30.5	44.1	100
V	2.8	10.8	22.2	64.2	100
VI	2.1	6.6	17.4	73.9	100
VII	1.6	6.0	12.5	80.0	100
VIII	0.6	2.6	8.8	88.0	100
Total	13.8	19.6	20.7	45.9	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Fatehabad*	26.0	Rewari	3.7
Rewari	31.6	Rohtak	15.4
Rohtak	35.8	Fatehabad*	15.6
Mahendragarh	37.8	Sirsa	18.8
Jind	40.7	Hisar	19.3
Bottom - 5		Bottom - 5	
Karnal	62.9	Karnal	43.1
Yamunanagar	62.7	Yamunanagar	40.9
Gurgaon	62.3	Gurgaon	38.1
Kaithal	58.9	Bhiwani	37.5
Panchkula*	57.7	Kurukshetra	36.8

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

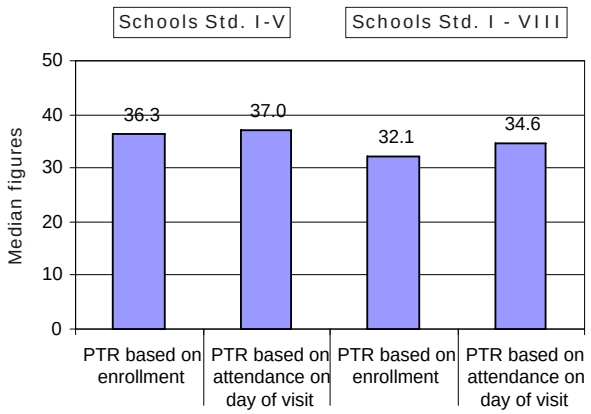


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	269	106
% teachers attending (average)	74.4	71.9
% of schools with NO teachers present	3.3	4.7
% of schools with ALL teachers present	34.6	18.9

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	270	107
% enrolled children attending (average)	79.5	82.1
% of schools with less than 50% of enrolled children attending	3.3	0.9

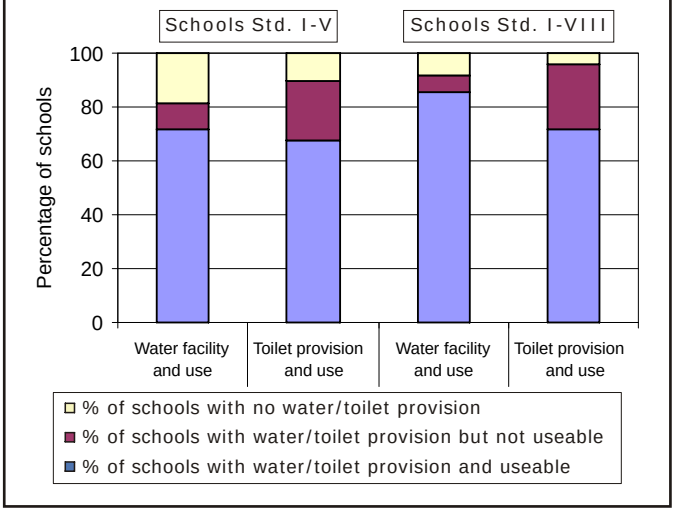
Pupil-teacher ratio (PTR)



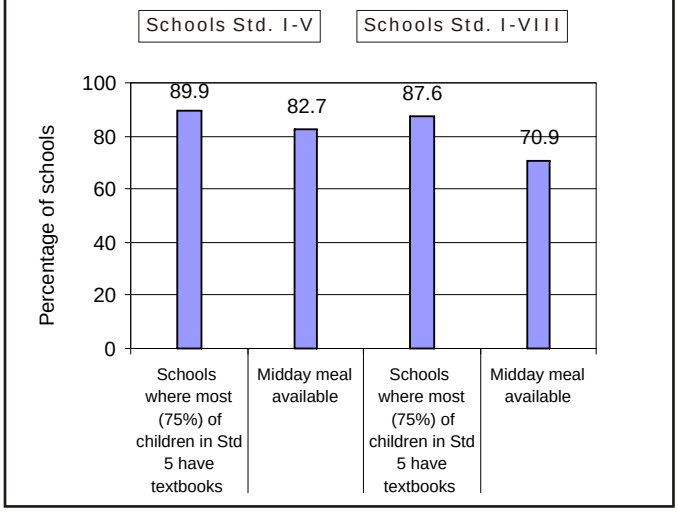
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	6	4.3	<=150	6	5.7
51-75	9	4.1	151-250	25	10.5
76-150	29	5.4	251-350	26	11.1
151-225	25	6.4	351-450	21	13.3
>225	31	8.2	>450	22	14.1

Provision and use

Water & toilet provision and use (%)

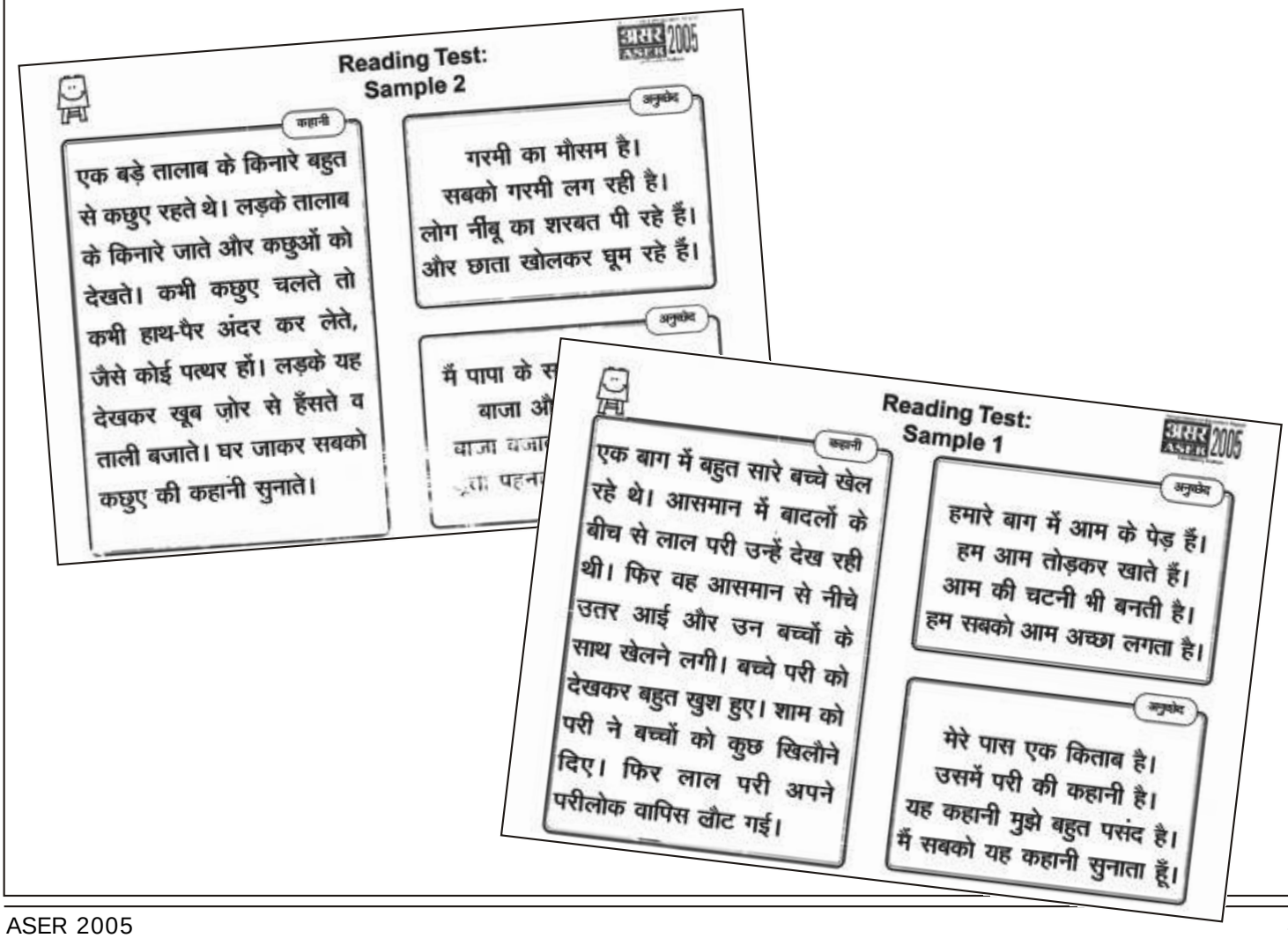


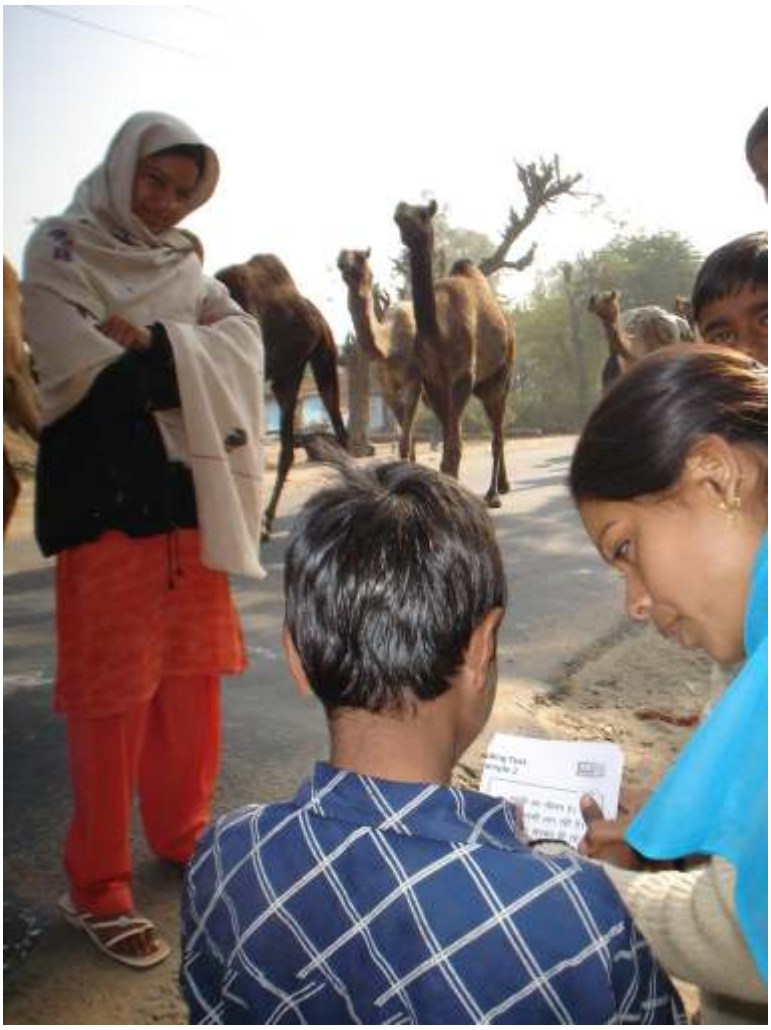
Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Ambala	1.9	43.0	63.3
Bhiwani	2.9	42.6	62.5
Faridabad	8.7	50.4	75.3
Fatehabad*	8.4	74.0	84.4
Gurgaon	9.5	37.7	61.9
Hisar	9.7	48.1	80.7
Jhajjar*	2.6	51.6	74.6
Jind	3.7	59.3	74.7
Kaithal	6.8	41.1	70.1
Karnal	5.5	37.1	56.9
Kurukshetra	2.7	53.2	63.2
Mahendragarh	3.6	62.2	74.2
Panchkula*	2.7	42.3	63.4
Panipat	3.8	44.2	77.8
Rewari	0.8	68.4	96.3
Rohtak	3.5	64.2	84.6
Sirsa	6.8	47.8	81.2
Sonipat	5.0	49.3	80.7
Yamunanagar	2.1	37.3	59.1
Haryana state	5.3	49.9	73.3





Rajasthan

Uttar Pradesh

Bihar

West Bengal

Jharkhand

Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

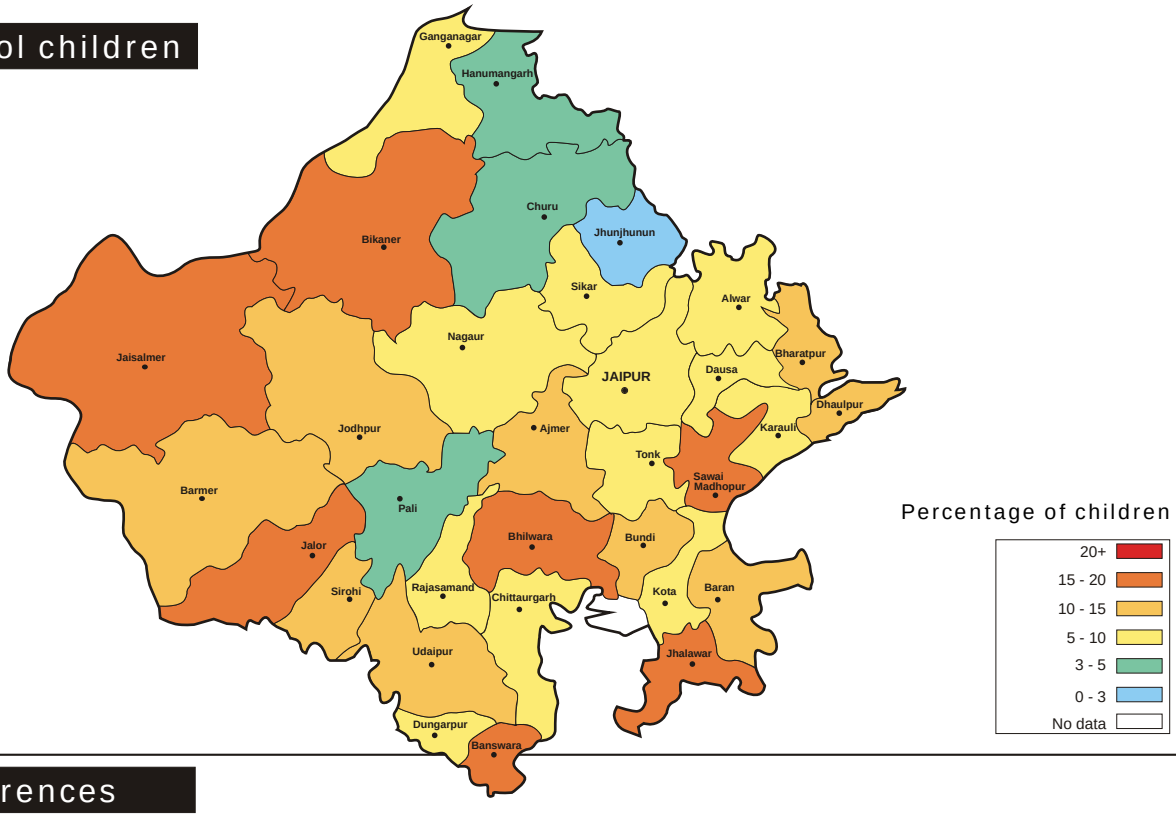
RAJASTHAN RURAL

All analyses based on data from 32 out of 32 districts

Enrollment

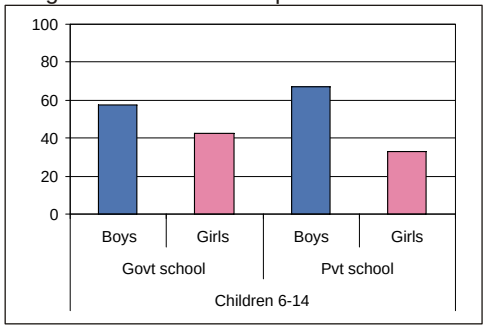
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	67.0	21.9	0.5	0.2	5.9	4.5	100
Age : 6-10 ALL	68.5	23.5	0.5	0.3	5.2	2.1	100
Age : 11-14 ALL	65.1	19.3	0.4	0.1	6.8	8.4	100
Age : 6-10 BOYS	67.6	27.1	0.3	0.2	3.5	1.2	100
Age : 6-10 GIRLS	69.7	18.7	0.6	0.3	7.4	3.2	100
Age : 11-14 BOYS	67.4	23.1	0.3	0.1	3.6	5.5	100
Age : 11-14 GIRLS	61.8	13.7	0.5	0.2	11.4	12.5	100

Out-of-school children

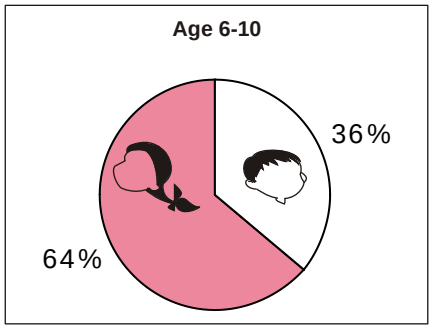


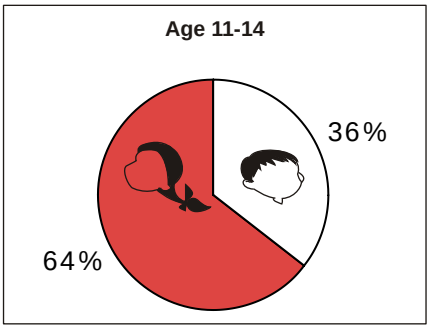
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	36.5	51.4	42.2	61.1
Age : 7-10 ALL	49.9	66.9	55.6	75.7
Age : 11-14 ALL	19.3	31.5	25.1	42.3
Govt : Std II-V	49.5	68.3	55.3	78.4
Pvt : Std II-V	31.7	53.0	38.2	62.2
Govt : Std VI-VIII	7.0	19.5	14.0	33.5
Pvt : Std VI-VIII	4.2	13.0	8.4	20.4

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	58.3	26.8	9.7	2.7	2.6	100
II	25.6	30.5	25.7	10.7	7.6	100
III	10.9	17.1	25.3	21.9	24.8	100
IV	5.9	9.1	14.3	24.6	46.1	100
V	3.3	5.4	8.3	21.0	62.0	100
VI	3.1	2.1	4.1	16.5	74.4	100
VII	2.0	0.9	2.3	10.1	84.7	100
VIII	2.5	0.4	0.4	6.2	90.5	100
Total	15.8	13.2	12.7	14.9	43.6	100

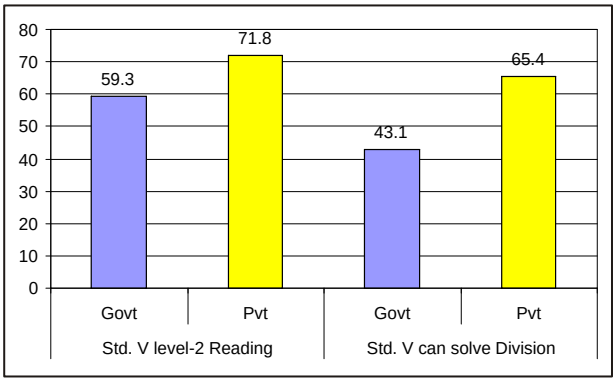
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	71.4	24.9	2.4	1.3	100
II	39.6	44.3	10.7	5.3	100
III	22.3	36.7	25.5	15.5	100
IV	13.4	24.2	30.3	32.1	100
V	9.1	16.1	27.1	47.8	100
VI	6.4	10.5	23.3	59.8	100
VII	4.5	6.8	16.0	72.8	100
VIII	4.1	4.0	11.3	80.6	100
Total	23.9	23.2	18.7	34.2	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Sikar	33.3	Hanumangarh	17.1
Jalor	42.9	Jalor	18.8
Churu	43.1	Barmer	22.6
Barmer	43.4	Pali	27.4
Ganganagar	43.9	Sikar	29.3
Bottom - 5		Bottom - 5	
Sirohi	88.1	Sirohi	53.6
Jhalawar	70.0	Dungarpur	55.1
Ajmer	69.8	Chittaurgar	51.9
Dungarpur	69.5	Banswara	71.8
Jaipur	67.7	Ajmer	61.2

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

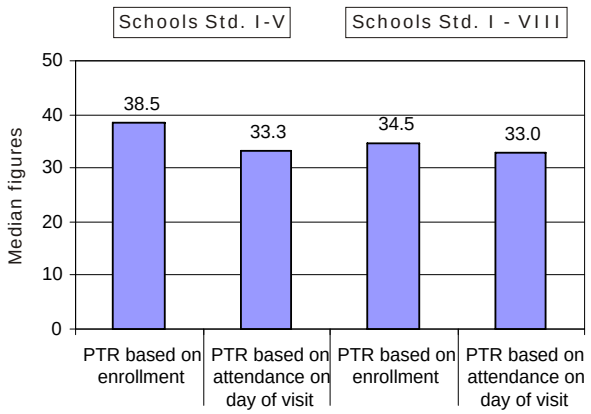


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	321	281
% teachers attending (average)	76.2	76.2
% of schools with NO teachers present	6.5	4.3
% of schools with ALL teachers present	48.3	33.1

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	320	280
% enrolled children attending (average)	69.7	73.2
% of schools with less than 50% of enrolled children attending	13.8	6.4

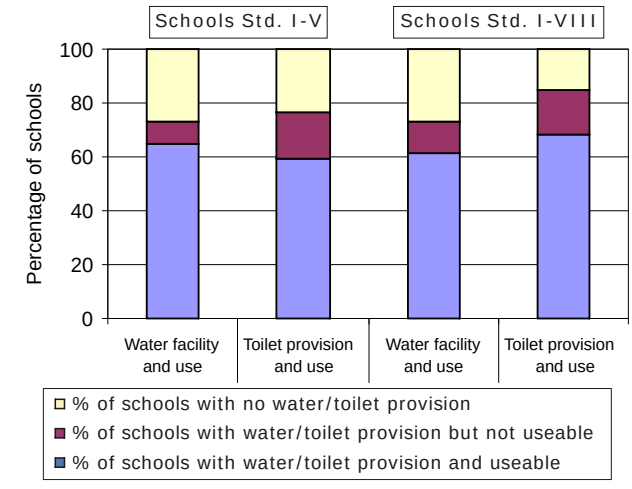
Pupil-teacher ratio (PTR)



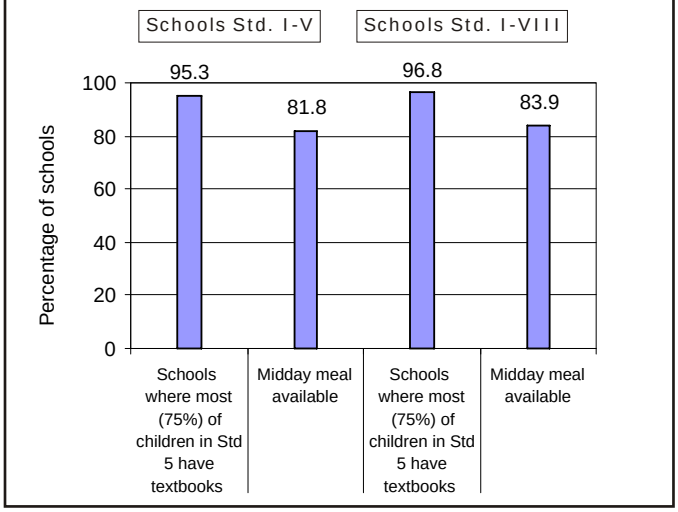
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	12	3.9	<=150	16	6.1
51-75	16	4.1	151-250	42	8.2
76-150	36	4.9	251-350	29	9.2
151-225	22	6.0	351-450	8	10.5
>225	14	7.5	>450	5	9.8

Provision and use

Water & toilet provision and use (%)

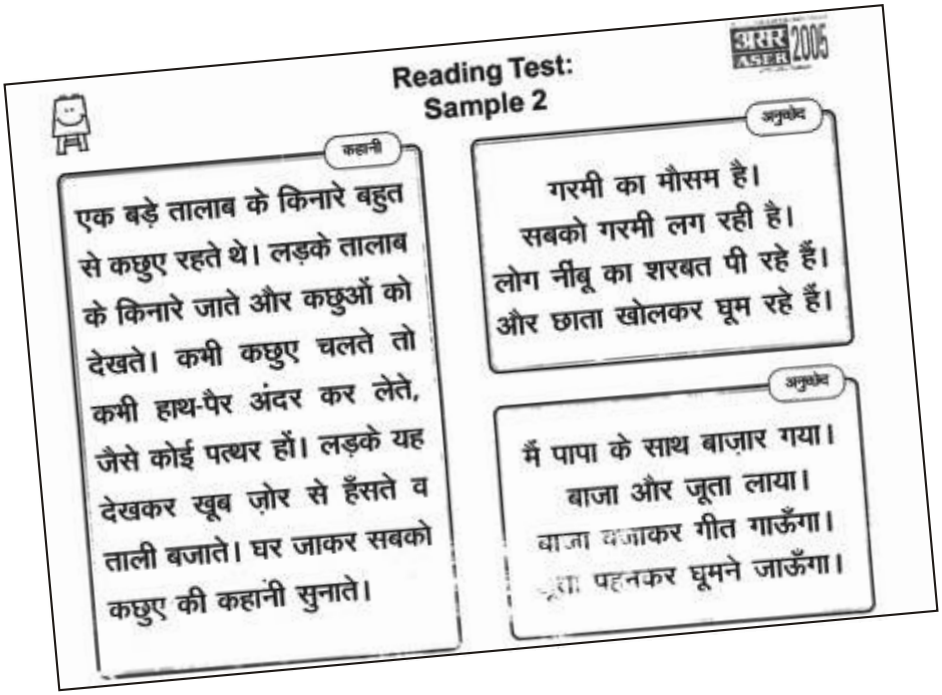


Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Ajmer	14.7	30.2	38.8
Alwar	9.2	36.4	56.5
Banswara	18.0	32.6	28.2
Baran*	11.4	51.9	61.1
Barmer	13.6	56.6	77.4
Bharatpur	12.3	42.1	52.4
Bhilwara	15.3	42.6	63.4
Bikaner	18.9	47.8	68.0
Bundi	12.7	42.7	62.4
Chittaurgar	7.8	44.4	48.1
Churu	4.6	56.9	70.5
Dausa*	9.7	54.3	56.3
Dhaulpur	14.0	37.7	58.1
Dungarpur	8.2	30.5	44.9
Ganganagar	7.6	56.1	66.3
Hanumangarh	3.5	49.0	82.9
Jaipur	6.6	32.3	48.6
Jaisalmer	15.5	36.3	61.2
Jalor	15.1	57.1	81.2
Jhalawar	18.6	30.0	56.2
Jhunjhunun	1.6	49.6	63.4
Jodhpur	10.8	40.8	53.7
Karauli*	6.4	42.5	67.9
Kota	6.9	46.1	50.0
Nagaur	8.5	38.0	53.8
Pali	4.5	41.4	72.6
Rajasamand*	7.4	42.6	56.1
Sawai Madhopur	15.2	47.3	51.6
Sikar	6.7	66.7	70.7
Sirohi	14.5	11.9	46.4
Tonk	9.6	50.0	60.5
Udaipur	13.6	52.6	49.8
Rajasthan state	10.4	44.7	59.7



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

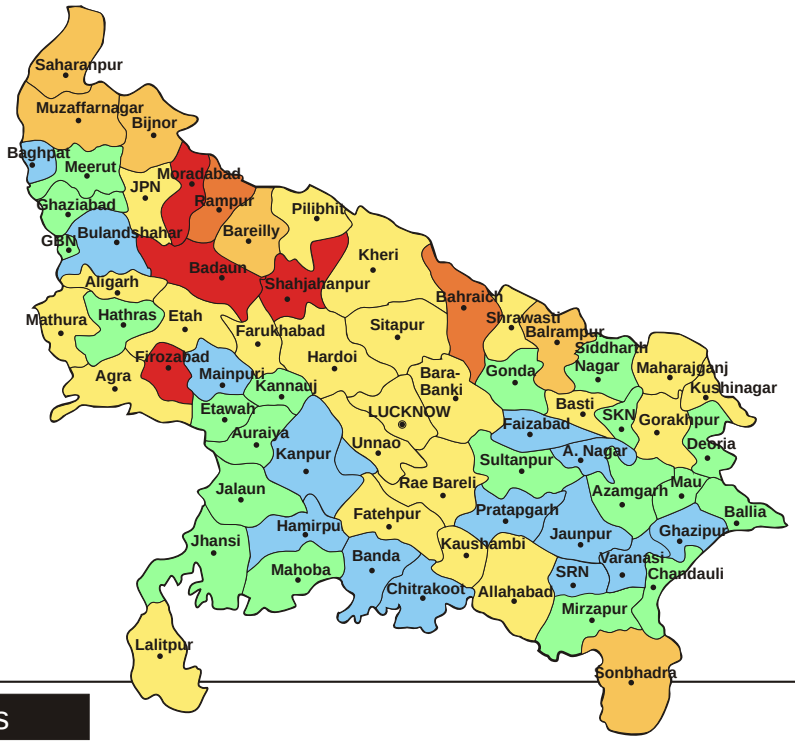
UTTAR PRADESH RURAL

All analyses based on data from 69 out of 69 districts

Enrollment

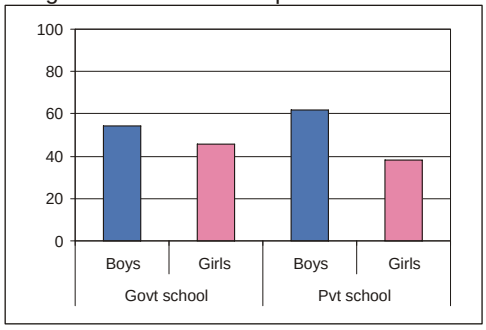
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	63.1	27.9	1.6	0.2	4.4	2.9	100
Age : 6-10 ALL	67.2	25.7	1.7	0.1	4.1	1.3	100
Age : 11-14 ALL	56.0	31.9	1.3	0.2	4.9	5.8	100
Age : 6-10 BOYS	64.9	28.6	1.6	0.1	3.8	1.0	100
Age : 6-10 GIRLS	70.1	22.0	1.8	0.2	4.5	1.5	100
Age : 11-14 BOYS	55.8	34.6	1.3	0.2	3.7	4.5	100
Age : 11-14 GIRLS	56.2	28.5	1.3	0.2	6.5	7.4	100

Out-of-school children

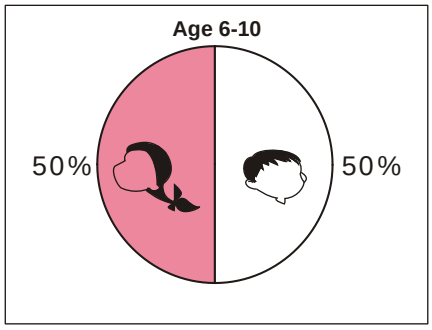


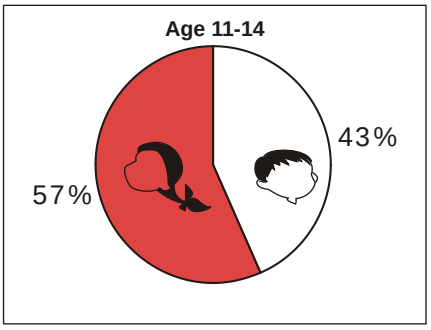
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	46.4	61.3	53.6	74.0
Age : 7-10 ALL	62.0	77.4	67.7	86.2
Age : 11-14 ALL	25.2	39.4	34.4	57.5
Govt : Std II-V	61.3	78.9	67.6	87.7
Pvt : Std II-V	35.7	56.2	43.4	71.8
Govt : Std VI-VIII	16.8	31.3	29.1	54.5
Pvt : Std VI-VIII	7.0	16.4	14.2	34.6

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	52.0	29.3	12.3	3.5	2.8	100
II	24.6	34.9	21.0	11.7	7.8	100
III	14.8	23.8	22.1	19.9	19.5	100
IV	7.9	16.8	18.1	21.7	35.6	100
V	5.0	10.8	12.0	20.9	51.3	100
VI	3.5	6.1	7.6	15.7	67.2	100
VII	2.8	4.3	5.2	11.4	76.4	100
VIII	1.9	2.7	2.8	9.0	83.7	100
Total	16.8	19.2	14.6	14.8	34.6	100

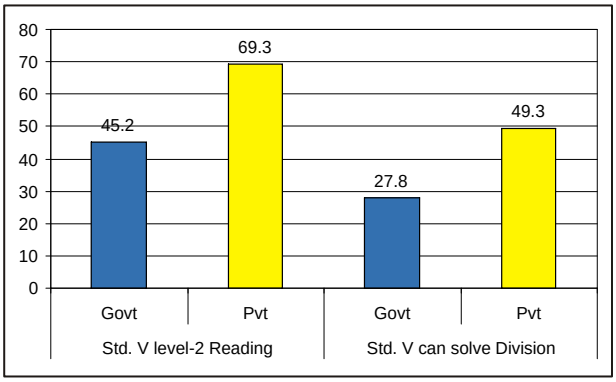
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	70.6	24.8	3.2	1.4	100
II	45.3	38.4	12.1	4.2	100
III	30.5	36.3	22.8	10.4	100
IV	21.6	29.2	27.3	21.9	100
V	14.4	23.2	29.2	33.2	100
VI	9.6	18.1	25.7	46.7	100
VII	8.4	13.2	23.0	55.4	100
VIII	5.9	12.5	20.7	60.9	100
Total	30.3	27.2	19.8	22.8	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Saharanpur	31.2	Chitrakoot*	6.5
Ghaziabad	38.1	Firozabad	12.2
Jhansi	42.3	Chandauli*	12.6
Baghpat*	45.4	Ghaziabad	13.9
Gautam Buddha Nagar*	48.2	Varanasi	16.0
Bottom - 5		Bottom - 5	
Shrawasti*	86.7	Kheri	83.1
Mahoba*	87.3	Etah	79.2
Farrukhabad	87.4	Jaunpur	78.0
Etah	89.9	Jalaun	75.4
Jalaun	91.7	Shrawasti*	74.2

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

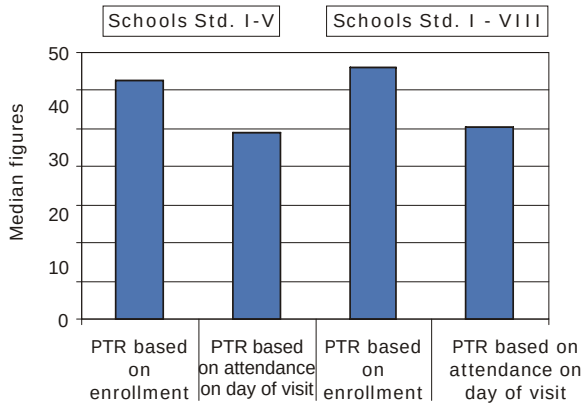


Teachers, children, and classrooms

Teachers' attendance	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	783	359
% teachers attending (average)	76.0	66.6
% of schools with NO teachers present	7.8	24.8
% of schools with ALL teachers present	52.0	51.5

Children's attendance	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	791	337
% enrolled children attending (average)	63.6	58.7
% of schools with less than 50% of enrolled children attending	23.1	28.5

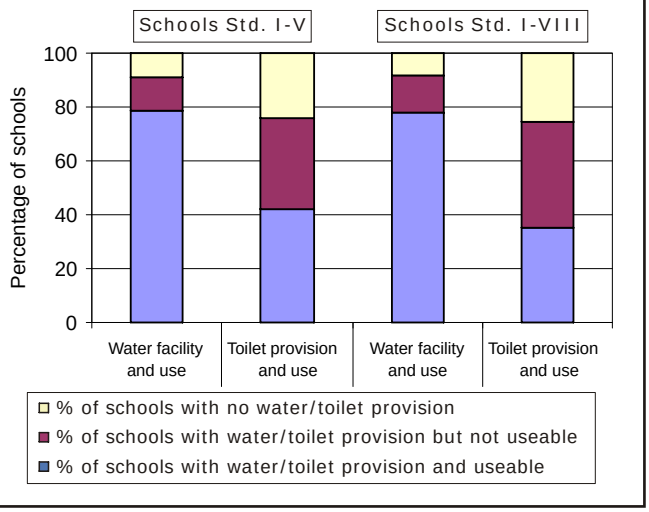
Pupil-teacher ratio (PTR)



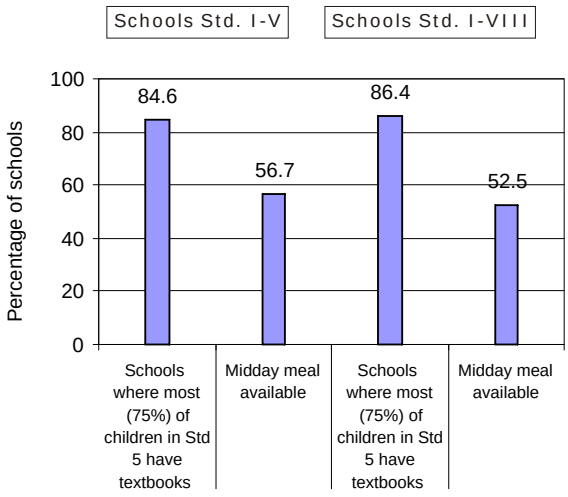
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	1	2.9	<=150	31	2.7
51-75	3	2.7	151-250	32	4.1
76-150	25	3.0	251-350	21	4.4
151-225	30	3.6	351-450	9	4.7
>225	41	3.8	>450	7	5.7

Provision and use

Water & toilet provision and use (%)



Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Agra	8.8	34.2	43.3
Aligarh	8.0	31.5	42.9
Allahabad	8.0	40.1	45.7
Ambedkar Nagar(AN)*	2.5	43.4	44.1
Auraiya*	3.0	28.2	32.0
Azamgarh	4.9	39.5	52.9
Baghpat*	1.0	54.6	66.1
Bahraich	15.5	33.5	39.6
Ballia	3.4	43.1	64.8
Balrampur*	10.5	23.8	37.5
Banda	1.4	36.2	82.8
Barabanki	8.3	19.9	27.6
Bareilly	11.5	38.0	56.2
Basti	7.4	48.9	48.3
Bijnor	12.6	34.1	56.7
Budaun	20.9	27.1	47.6
Bulandshahar	0.5	48.4	70.0
Chandauli*	3.7	50.6	87.4
Chitrakoot*	1.1	51.1	93.5
Deoria	4.3	39.7	37.8
Etah	7.1	10.1	20.8
Etawah	4.4	26.6	48.3
Faizabad	2.3	34.8	62.8
Farukhabad	6.4	12.6	45.0
Fatehpur	8.3	32.9	46.5
Firozabad	21.7	33.6	87.8
Gautam Buddha Nagar*	3.8	51.8	50.8
Ghaziabad	3.4	61.9	86.1
Ghazipur	1.7	37.9	45.9
Gonda	3.5	31.8	50.7
Gorakhpur	7.2	32.2	28.8
Hamirpur	1.7	22.3	49.3
Hardoi	5.5	22.2	26.4
Hathras*	4.3	46.3	74.3
Jalaun	3.6	8.3	24.6

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Jaunpur	1.7	23.3	22.0
Jhansi	4.7	57.7	69.2
Jyotiba Phule Nagar	9.0	37.1	49.8
Kannauj*	3.4	25.9	39.1
Kanpur	1.6	29.0	40.7
Kaushambi*	9.2	32.8	45.5
Kheri	9.5	17.8	16.9
Kushinagar*	5.6	30.8	32.7
Lalitpur	6.9	20.2	39.4
Lucknow	8.4	29.6	32.1
Mahoba*	3.5	12.7	36.8
Maharajganj	9.4	40.6	43.4
Mainpuri	0.8	45.3	66.2
Mathura	9.6	35.1	45.4
Mau	3.8	39.0	55.2
Meerut	3.6	44.7	69.6
Mirzapur	4.6	25.5	43.8
Moradabad	24.3	43.0	60.3
Muzaffarnagar	10.5	44.7	51.9
Pilibhit	9.9	28.2	44.4
Pratapgarh	1.6	40.2	60.1
Rae Bareilly	7.4	41.9	34.6
Rampur	18.7	25.8	30.7
Saharanpur	11.2	68.8	62.7
Sant Kabir Nagar*	3.3	35.9	51.5
Sant Ravidas Nagar	1.6	34.3	50.2
Shahjahanpur	21.6	16.2	32.6
Shrawasti*	6.3	13.3	25.8
Siddharth Nagar	3.4	32.0	38.3
Sitapur	9.6	25.4	28.5
Sonbhadra	11.5	29.4	55.2
Sultanpur	4.8	34.3	31.6
Unnao	7.9	27.5	44.7
Varanasi	1.8	50.0	84.0
Uttar Pradesh State	7.3	34.4	47.2

Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

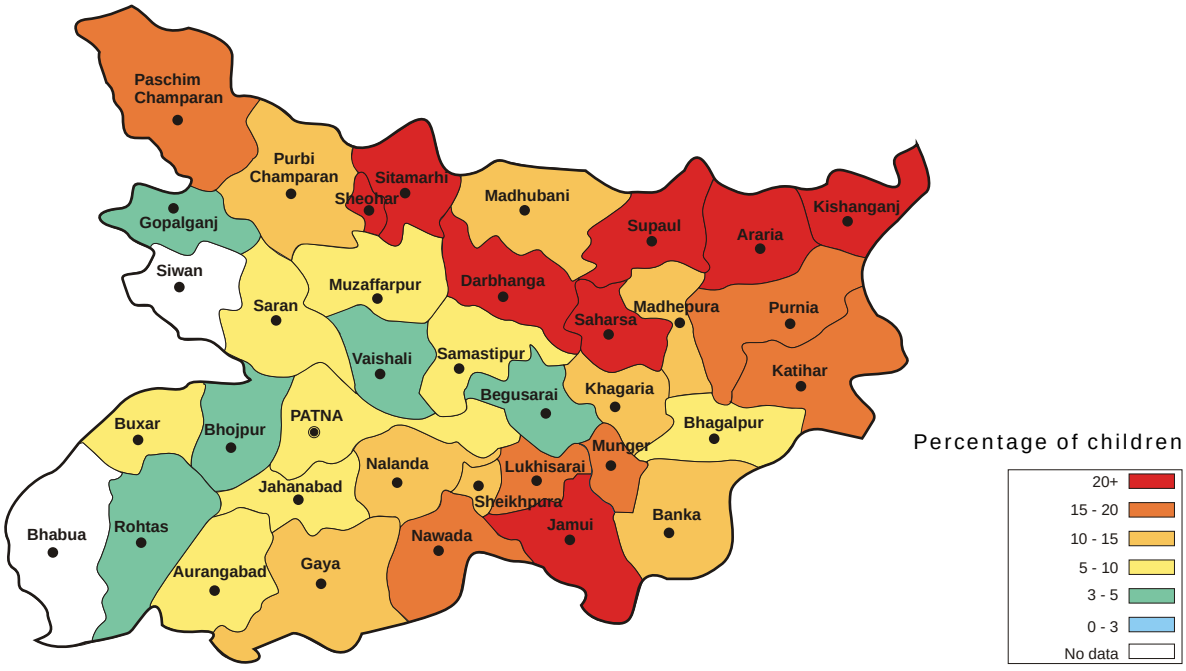
BIHAR RURAL

All analyses based on data from 34 out of 37 districts

Enrollment

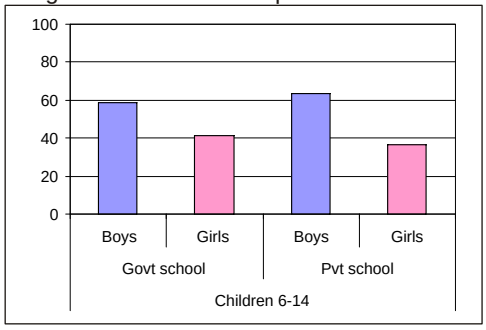
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	72.1	9.6	3.5	1.6	10.0	3.1	100
Age : 6-10 ALL	72.2	10.5	3.7	2.0	10.2	1.5	100
Age : 11-14 ALL	72.1	7.8	3.3	0.7	9.6	6.6	100
Age : 6-10 BOYS	73.4	11.6	3.4	1.9	8.3	1.4	100
Age : 6-10 GIRLS	70.7	9.0	4.0	2.1	12.6	1.5	100
Age : 11-14 BOYS	74.4	8.7	2.9	0.7	7.1	6.2	100
Age : 11-14 GIRLS	68.9	6.5	3.8	0.8	13.0	7.1	100

Out-of-school children

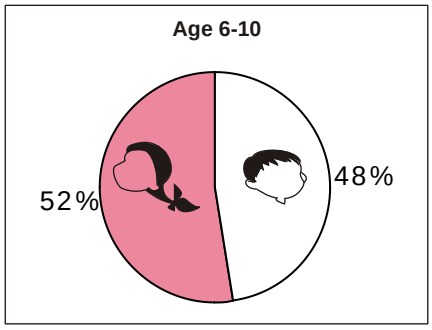


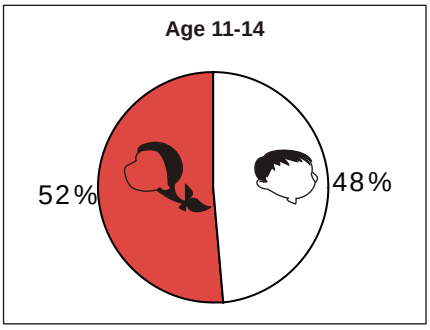
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Division	Division
Age : 7-14 ALL	40.9	55.4	42.0	63.2
Age : 7-10 ALL	52.7	68.9	53.3	76.4
Age : 11-14 ALL	22.0	33.7	23.9	42.2
Govt : Std II-V	39.9	60.3	40.8	69.4
Pvt : Std II-V	18.8	37.1	19.8	48.8
Govt : Std VI-VIII	4.1	13.1	5.6	20.7
Pvt : Std VI-VIII	1.1	8.4	2.3	12.0

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	47.7	31.5	12.2	4.3	4.4	100
II	16.2	27.4	26.9	14.6	15.0	100
III	6.2	12.8	17.8	27.2	35.9	100
IV	3.4	6.1	9.2	22.7	58.5	100
V	2.0	2.6	5.9	16.5	73.1	100
VI	1.3	1.8	2.9	11.6	82.5	100
VII	0.3	0.8	1.8	7.0	90.1	100
VIII	0.5	0.2	0.6	6.4	92.3	100
Total	14.9	15.2	12.8	14.8	42.3	100

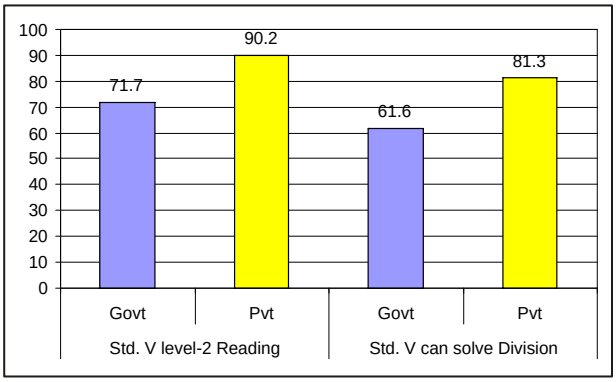
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	63.4	28.4	5.9	2.4	100
II	29.3	40.3	20.7	9.7	100
III	13.0	24.8	37.8	24.5	100
IV	7.6	14.2	31.8	46.4	100
V	3.6	8.1	25.1	63.2	100
VI	2.8	4.6	19.5	73.1	100
VII	1.0	3.2	13.1	82.7	100
VIII	0.8	1.8	7.8	89.5	100
Total	22.6	21.1	21.4	35.0	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Madhepura	13.2	Madhepura	6.0
Patna	29.0	Sheikhpura*	12.5
Aurangabad	29.5	Jehanabad	14.1
Nawada	31.7	Khagaria	14.8
Supaul*	33.3	Aurangabad	15.2
Bottom - 5		Bottom - 5	
Sheohar*	63.0	Sheohar*	40.0
Bhojpur	62.2	Kaimur(Bhabua)*	35.3
Rohtas	60.3	Darbhanga	35.0
Gopalganj	59.9	Sitamarhi	34.7
Vaishali	58.9	Nalanda	34.2

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

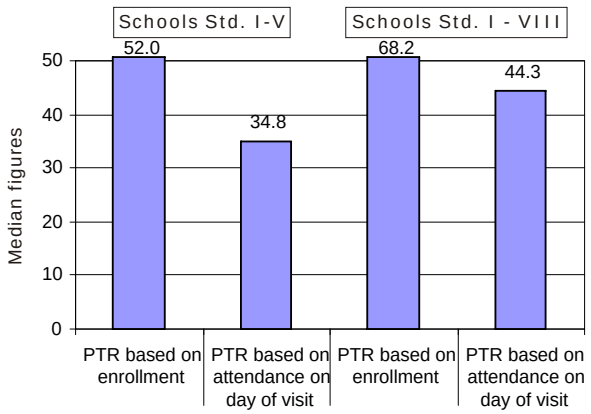


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	322	293
% teachers attending (average)	74.0	69.8
% of schools with NO teachers present	8.1	6.1
% of schools with ALL teachers present	42.9	28.0

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	321	293
% enrolled children attending (average)	51.2	49.0
% of schools with less than 50% of enrolled children attending	41.1	47.4

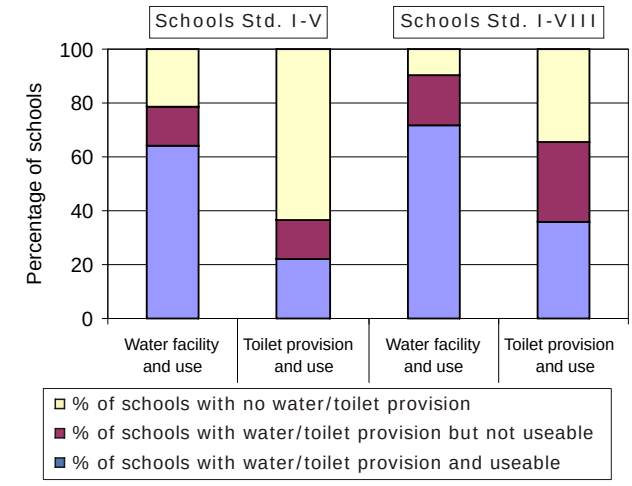
Pupil-teacher ratio (PTR)



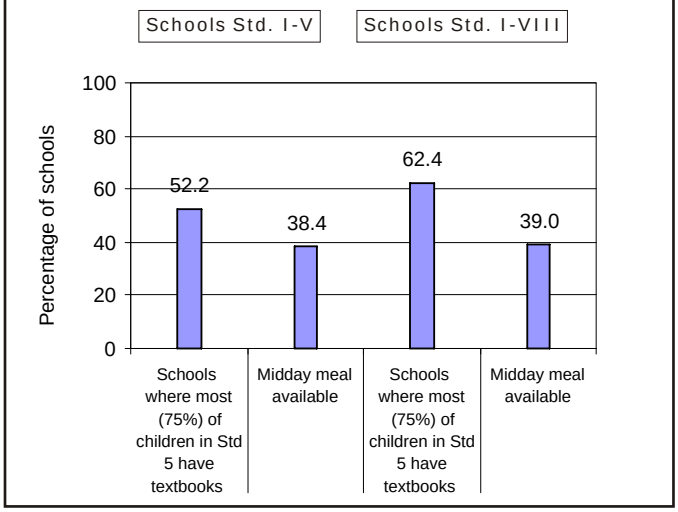
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	1	2.5	<=150	1	3.0
51-75	1	1.5	151-250	18	4.8
76-150	21	2.3	251-350	17	4.9
151-225	31	2.7	351-450	18	5.5
>225	46	3.2	>450	46	6.9

Provision and use

Water & toilet provision and use (%)

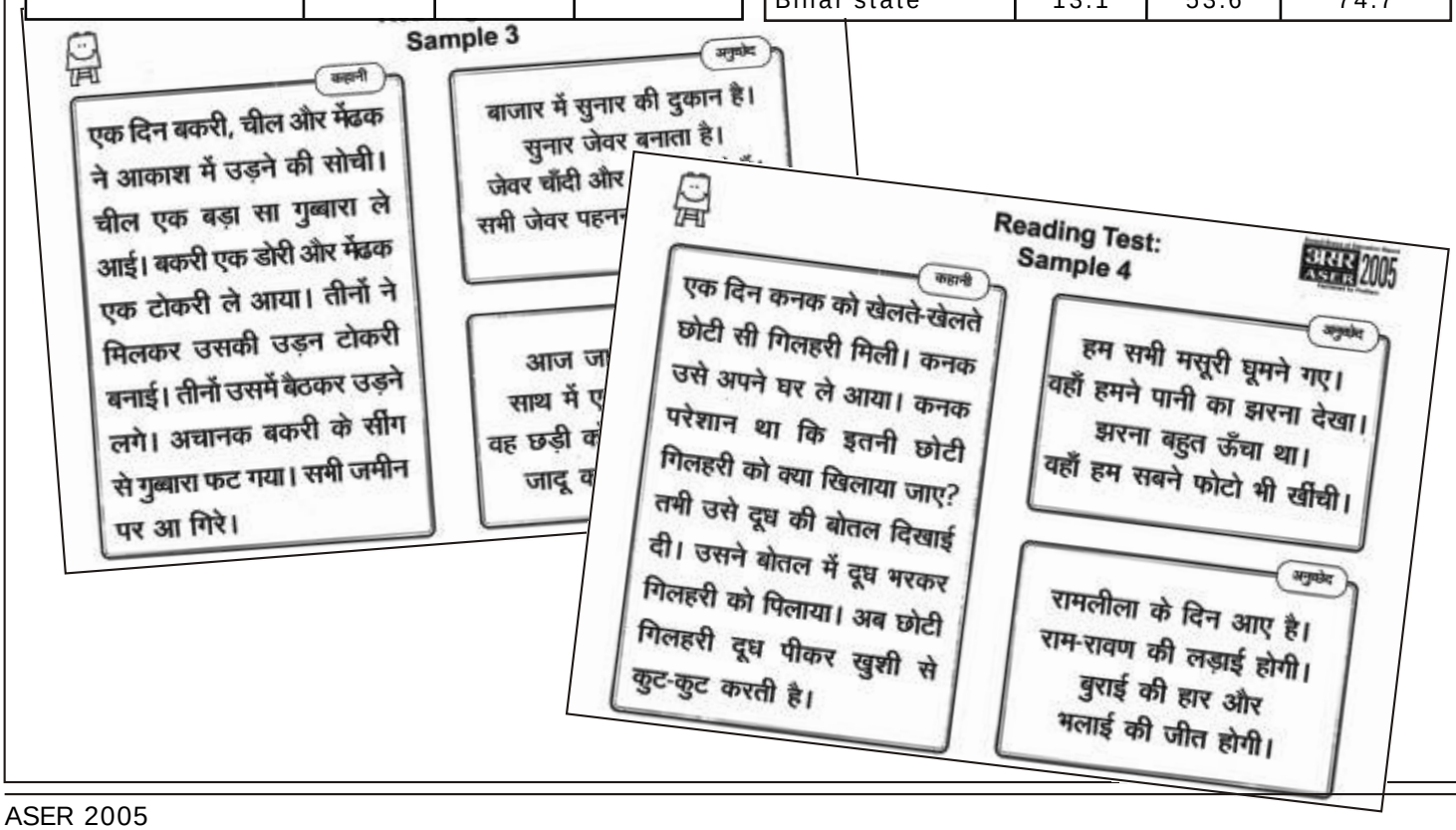


Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read	% CAN solve
Araria	23.0	56.5	76.1
Aurangabad	9.3	70.5	84.8
Banka*	10.4	49.1	77.7
Begusarai	4.3	56.6	82.7
Bhagalpur	5.4	60.0	81.0
Bhojpur	3.3	37.8	78.4
Buxar*	5.1	45.8	76.5
Darbhanga	22.8	49.8	65.0
Gaya	11.7	45.5	73.5
Gopalganj	4.5	40.1	65.9
Jamui*	22.4	63.9	77.9
Jahanabad	9.1	63.7	85.9
Kaimur(Bhabua)*	4.0	42.8	64.7
Katihar	18.9	60.8	74.4
Khagaria	12.0	57.4	85.2
Kishanganj	23.3	55.6	82.1
Lukhisarai*	16.7	58.1	82.3
Madhepura	11.5	86.8	94.0
Madhubani	12.8	41.9	67.1
Munger	18.6	59.2	78.9
Muzaffarpur	5.8	58.4	79.4
Nalanda	11.9	45.8	65.8
Nawada	18.5	68.3	83.6
Pashchim Champaran	17.3	54.4	66.8
Patna	6.4	71.0	71.6
Purbi Champaran	12.3	71.0	71.6
Purnia	15.9	58.9	75.1
Rohtas	4.2	39.7	66.0
Saharsa	26.1	59.1	80.1
Samastipur	9.6	54.4	74.4
Saran	9.4	48.3	75.6
Sheikhpura*	12.0	52.6	87.5
Sheohar*	25.1	37.0	60.0
Sitamarhi	25.2	55.6	65.3
Supaul*	28.6	66.7	79.8
Vaishali	4.6	41.1	70.9
Bihar state	13.1	53.6	74.7



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

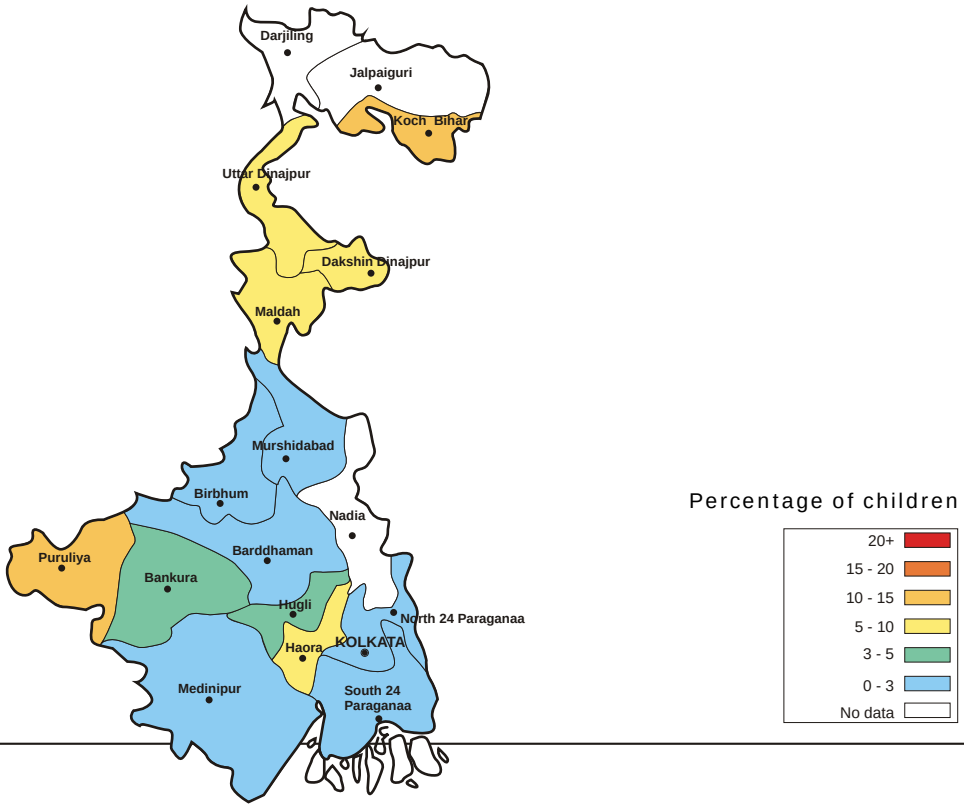
WEST BENGAL RURAL

All analyses based on data from 14 out of 17 districts

Enrollment

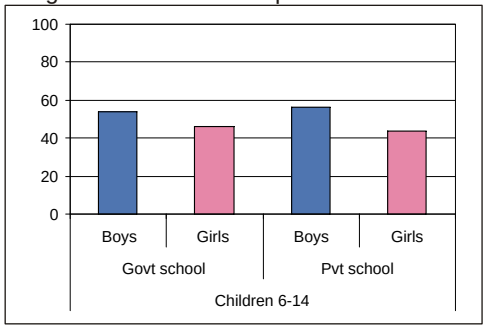
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	92.2	2.8	0.2	0.4	1.5	2.9	100
Age : 6-10 ALL	94.8	3.3	0.1	0.2	1.0	0.7	100
Age : 11-14 ALL	87.8	2.1	0.3	0.3	2.5	7.0	100
Age : 6-10 BOYS	94.4	3.5	0.1	0.3	1.0	0.7	100
Age : 6-10 GIRLS	95.2	2.9	0.1	0.1	0.9	0.7	100
Age : 11-14 BOYS	88.1	2.0	0.4	0.3	2.3	6.9	100
Age : 11-14 GIRLS	87.4	2.3	0.3	0.2	2.8	7.1	100

Out-of-school children

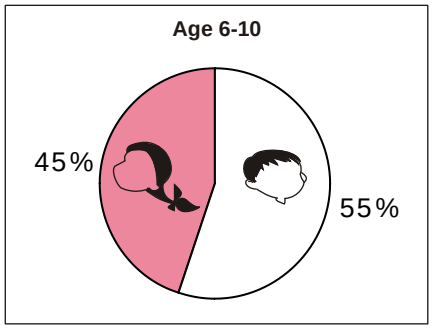


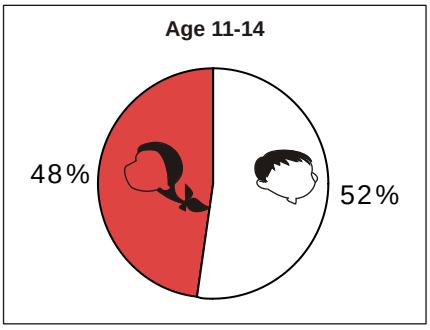
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	22.1	48.5	21.8	51.3
Age : 7-10 ALL	29.5	62.9	29.0	67.5
Age : 11-14 ALL	8.7	22.4	9.0	22.1
Govt : Std II-V	24.8	57.3	24.4	61.6
Pvt : Std II-V	28.2	47.9	35.1	60.5
Govt : Std VI-VIII	1.9	12.8	2.9	12.2
Pvt : Std VI-VIII	2.4	27.6	8.0	41.7

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	17.2	40.8	24.9	10.3	6.8	100
II	4.5	18.9	28.4	34.5	13.7	100
III	1.6	8.1	16.5	38.8	35.0	100
IV	1.2	3.0	6.6	32.0	57.2	100
V	0.7	1.6	4.9	17.3	75.5	100
VI	0.3	0.7	1.8	14.1	83.1	100
VII	0.6	0.2	0.9	9.5	88.8	100
VIII	0.0	0.2	0.4	8.4	91.0	100
Total	4.3	12.3	13.8	24.6	44.9	100

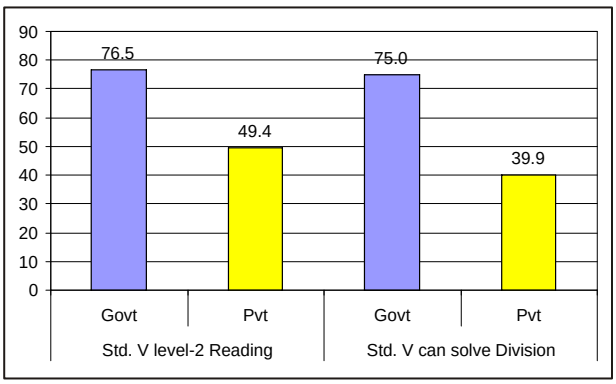
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	27.2	53.3	12.7	6.9	100
II	11.1	38.4	39.9	10.6	100
III	4.8	21.8	45.9	27.6	100
IV	2.4	8.4	36.6	52.7	100
V	2.2	7.1	17.0	73.7	100
VI	0.6	4.1	13.2	82.2	100
VII	0.4	1.2	6.5	91.8	100
VIII	0.0	1.6	8.3	90.1	100
Total	7.8	21.7	28.0	42.5	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve Subtraction
Top - 5		Top - 5	
Medinipur	18.8	Murshidabad	1.2
Koch Bihar	25.4	Medinipur	8.6
Barddhaman	36.0	Barddhaman	10.7
Uttar Dinajpur	36.4	North 24 Paraganaa	11.3
Bankura	41.0	South 24 Paraganaa	11.9
Bottom - 5		Bottom - 5	
Murshidabad	97.6	Dakshin Dinajpur*	44.6
Dakshin Dinajpur*	65.1	Bankura	32.4
Maldah	58.7	Uttar Dinajpur	31.4
Hugli	57.1	Hugli	30.4
South 24 Paraganaa	54.9	Maldah	26.1

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

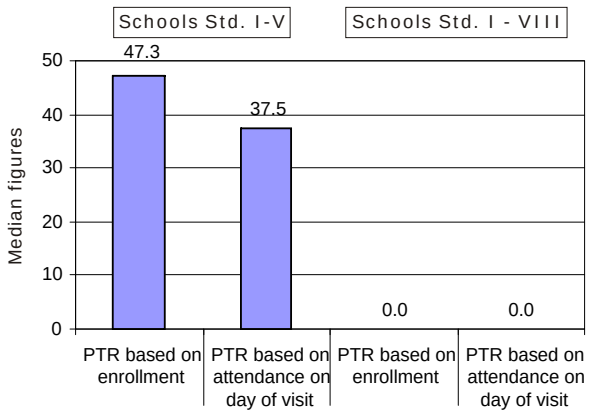


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	229	0
% teachers attending (average)	72.5	0.0
% of schools with NO teachers present	17.0	
% of schools with ALL teachers present	53.7	

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	231	0
% enrolled children attending (average)	69.2	0.0
% of schools with less than 50% of enrolled children attending	13.9	

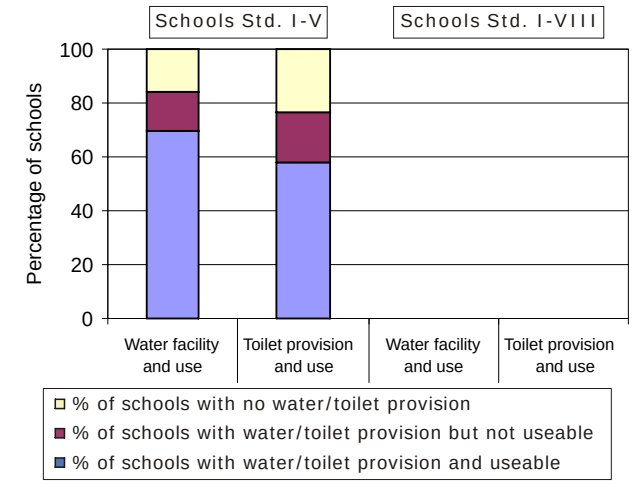
Pupil-teacher ratio (PTR)



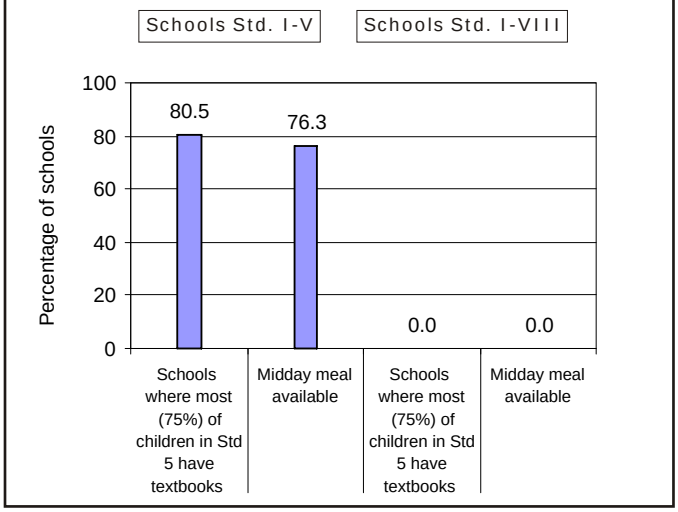
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	3	1.6	<=150	0.0	0.0
51-75	6	2.6	151-250	0.0	0.0
76-150	34	2.9	251-350	0.0	0.0
151-225	35	3.5	351-450	0.0	0.0
>225	22	4.0	>450	0.0	0.0

Provision and use

Water & toilet provision and use (%)



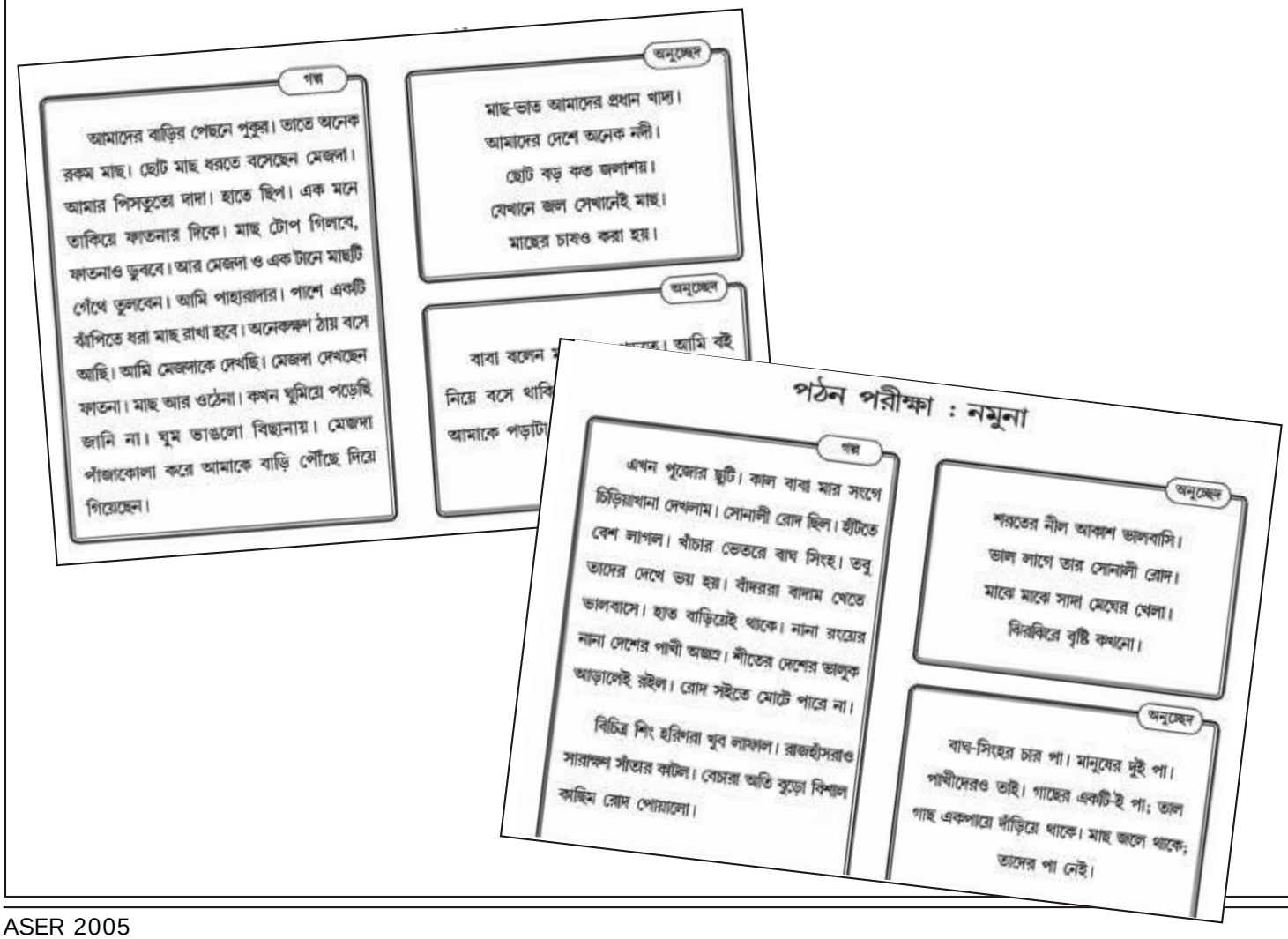
Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Puruliya	14.3	46.8	81.6
Koch Bihar	11.0	74.6	85.7
Uttar Dinajpur	9.5	63.6	68.6
Maldah	7.7	41.3	73.9
Haora	7.4	54.0	83.4
Dakshin Dinajpur*	5.0	34.9	55.4
Hugli	4.2	42.9	69.6

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Bankura	3.8	59.0	67.6
North 24 Paraganaa	2.9	49.7	88.7
South 24 Paraganaa	2.7	45.1	88.1
Medinipur	2.6	81.2	91.4
Barddhaman	1.5	64.0	89.3
Murshidabad	0.8	2.4	98.8
Birbhum	0.0	47.6	80.6
West Bengal State	4.4	74.6	85.7



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

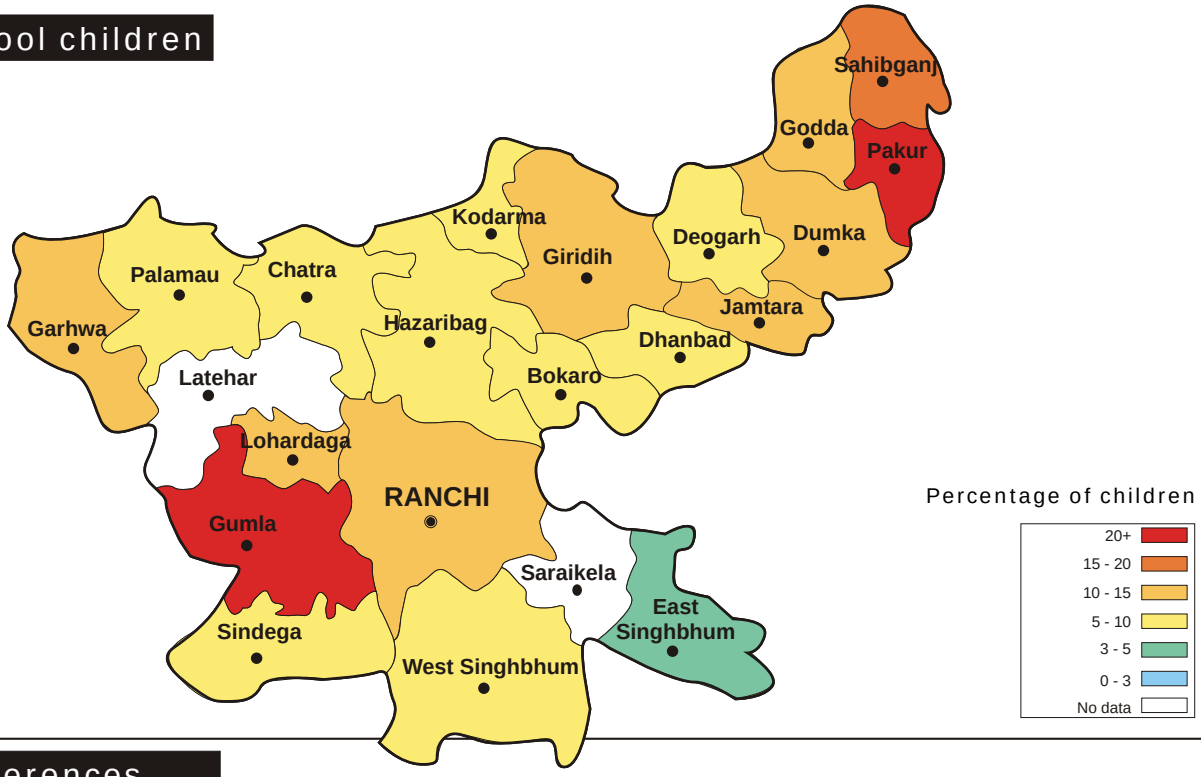
JHARKHAND RURAL

All analyses based on data from 20 out of 22 districts

Enrollment

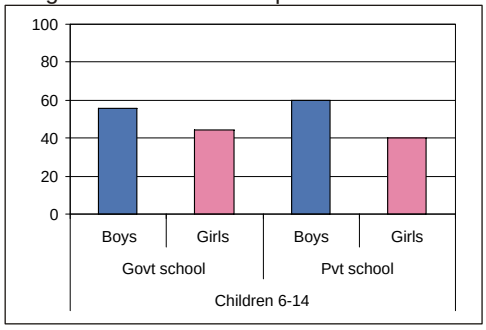
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	71.9	10.8	1.4	6.1	6.4	3.4	100
Age : 6-10 ALL	73.6	10.1	1.2	7.3	6.1	1.7	100
Age : 11-14 ALL	69.2	12.1	1.5	3.5	6.9	6.8	100
Age : 6-10 BOYS	74.1	11.1	1.0	7.0	5.2	1.6	100
Age : 6-10 GIRLS	73.0	8.8	1.6	7.8	7.1	1.7	100
Age : 11-14 BOYS	71.3	12.6	0.8	3.3	4.8	7.1	100
Age : 11-14 GIRLS	66.6	11.4	2.5	3.7	9.5	6.5	100

Out-of-school children

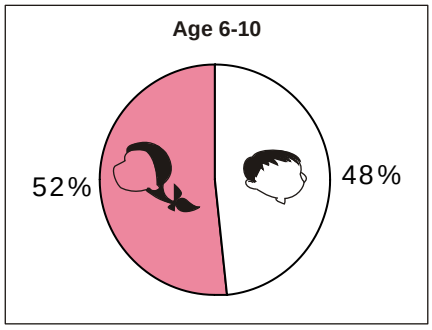


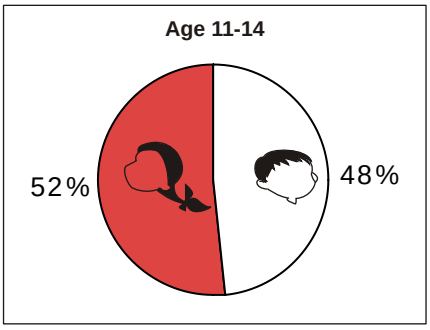
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	42.5	57.9	45.6	70.7
Age : 7-10 ALL	54.1	71.8	57.5	83.8
Age : 11-14 ALL	24.7	36.9	27.6	50.8
Govt : Std II-V	45.4	66.0	49.3	79.3
Pvt : Std II-V	23.1	40.2	29.7	60.0
Govt : Std VI-VIII	8.0	19.0	10.5	34.2
Pvt : Std VI-VIII	2.9	6.1	8.0	21.6

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	42.8	33.3	15.9	3.6	4.4	100
II	17.1	28.6	27.9	14.6	11.8	100
III	7.4	15.8	21.8	27.0	28.0	100
IV	4.1	8.1	12.8	21.2	53.8	100
V	2.7	4.8	6.8	18.6	67.1	100
VI	1.6	4.0	4.6	12.9	76.8	100
VII	1.6	2.0	1.5	9.4	85.6	100
VIII	0.5	2.2	2.0	5.2	90.1	100
Total	13.8	16.9	15.5	15.4	38.5	100

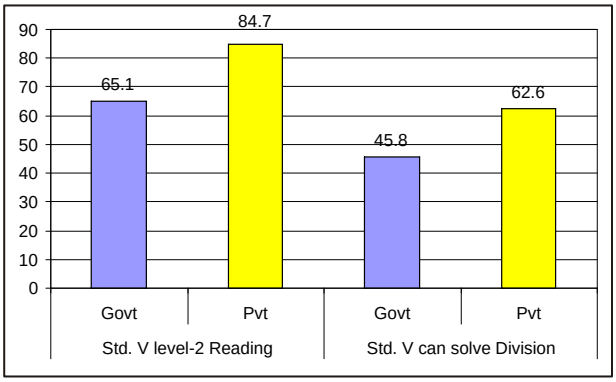
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	60.7	30.7	6.6	2.0	100
II	32.9	44.4	17.2	5.5	100
III	17.3	32.0	36.4	14.4	100
IV	11.4	18.2	37.0	33.5	100
V	7.9	12.2	32.4	47.6	100
VI	5.0	8.6	26.3	60.1	100
VII	3.7	4.8	22.8	68.7	100
VIII	1.1	4.6	14.2	80.2	100
Total	24.0	25.3	24.2	26.5	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Garhwa	37.8	Ranchi	25.2
Bokaro*	38.4	Lohardaga	25.3
Ranchi	42.5	JAMTARA	25.5
Kodarma*	43.2	Sahibganj	27.0
Giridih	44.2	Garhwa	27.5
Bottom - 5		Bottom - 5	
DUMKA	77.5	DUMKA	52.5
Pakaur*	71.0	SINDEGA	49.5
PALAMU	69.0	Deoghar	47.1
Godda	63.0	PALAMU	41.5
Deoghar	61.8	Purbi Singhb	40.7

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

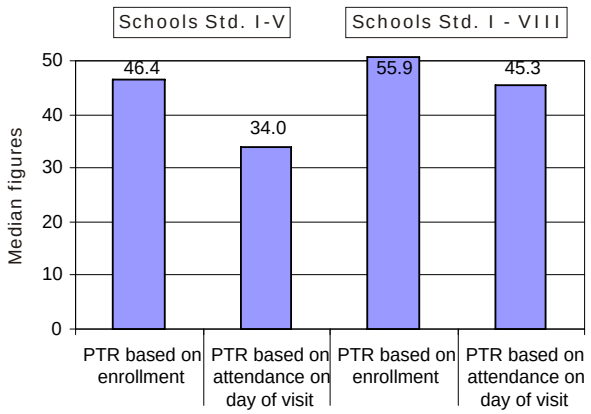


Teachers, children, and classrooms

Teachers' attendance	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	196	151
% teachers attending (average)	74.3	71.0
% of schools with NO teachers present	8.7	5.3
% of schools with ALL teachers present	49.5	28.5

Children's attendance	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	200	149
% enrolled children attending (average)	58.4	58.5
% of schools with less than 50% of enrolled children attending	29.5	31.5

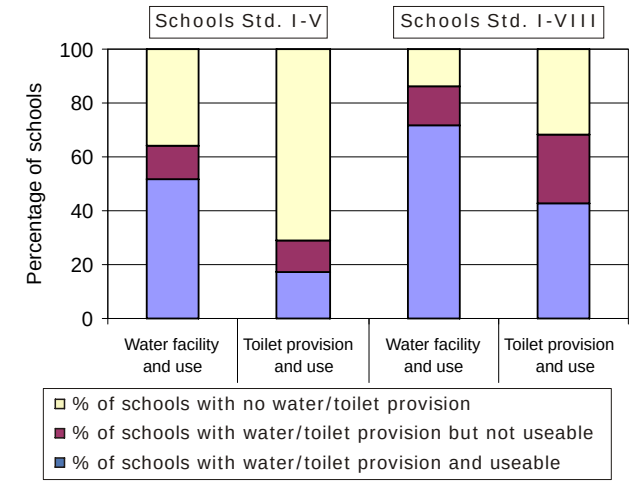
Pupil-teacher ratio (PTR)



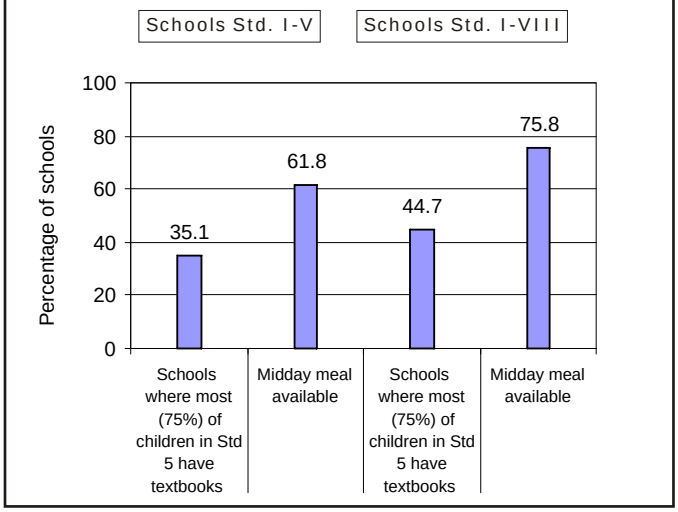
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	8	1.3	<=150	8	3.8
51-75	15	2.3	151-250	21	6.1
76-150	40	2.6	251-350	21	6.4
151-225	24	3.3	351-450	15	6.6
>225	13	3.6	>450	35	8.7

Provision and use

Water & toilet provision and use (%)



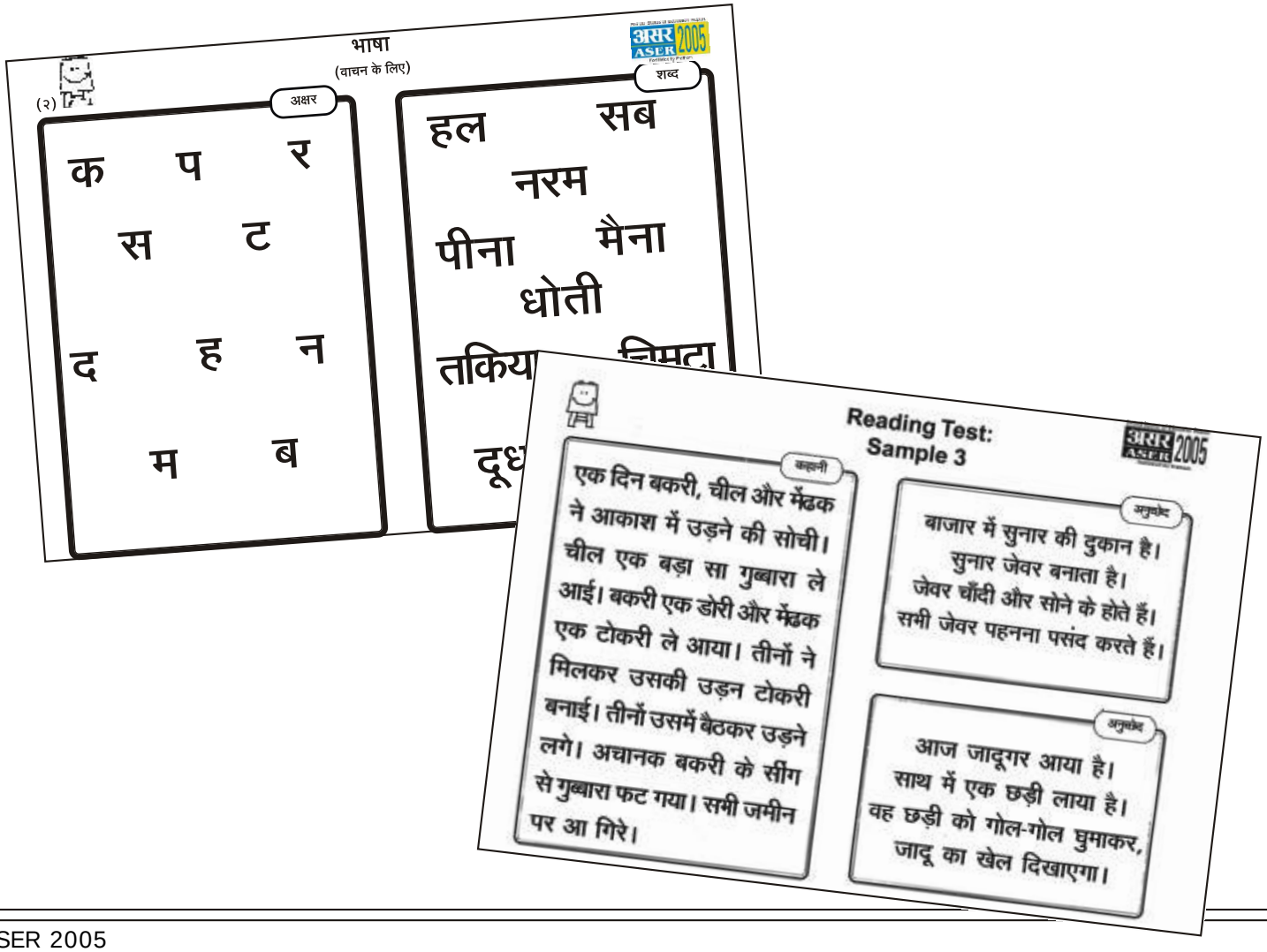
Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Bokaro*	6.2	61.6	71.3
Chatra*	6.6	42.2	61.9
Deogarh	7.5	38.2	52.9
Dhanbad	7.7	50.4	66.9
DUMKA	10.9	22.5	47.5
Garhwa	11.0	62.2	72.5
Giridih	10.1	55.8	64.6
Godda	11.0	37.0	66.1
GUMLA	20.1	40.0	60.4
Hazaribag	5.0	53.4	64.7

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
JAMTARA	13.0	51.1	74.5
Kodarma*	5.5	56.8	71.5
Lohardaga	10.9	52.7	74.7
Pakur*	22.0	29.0	70.1
PALAMAU	5.3	31.0	58.5
East Singhbhum	4.2	51.3	59.3
Ranchi	11.7	57.5	74.8
Sahibganj	17.7	47.0	73.0
West Singhbhum	8.7	42.5	72.4
SINDEGA	9.6	45.0	50.5
Jharkhand state	9.8	47.0	65.1



Gujarat

Daman and Diu

Dadra Nagar Haveli

Madhya Pradesh

Chhattisgarh

Orissa

Note : Daman and Diu, Dadra Nagar Haveli do not have school tables as the numbers of observations was too small.

Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

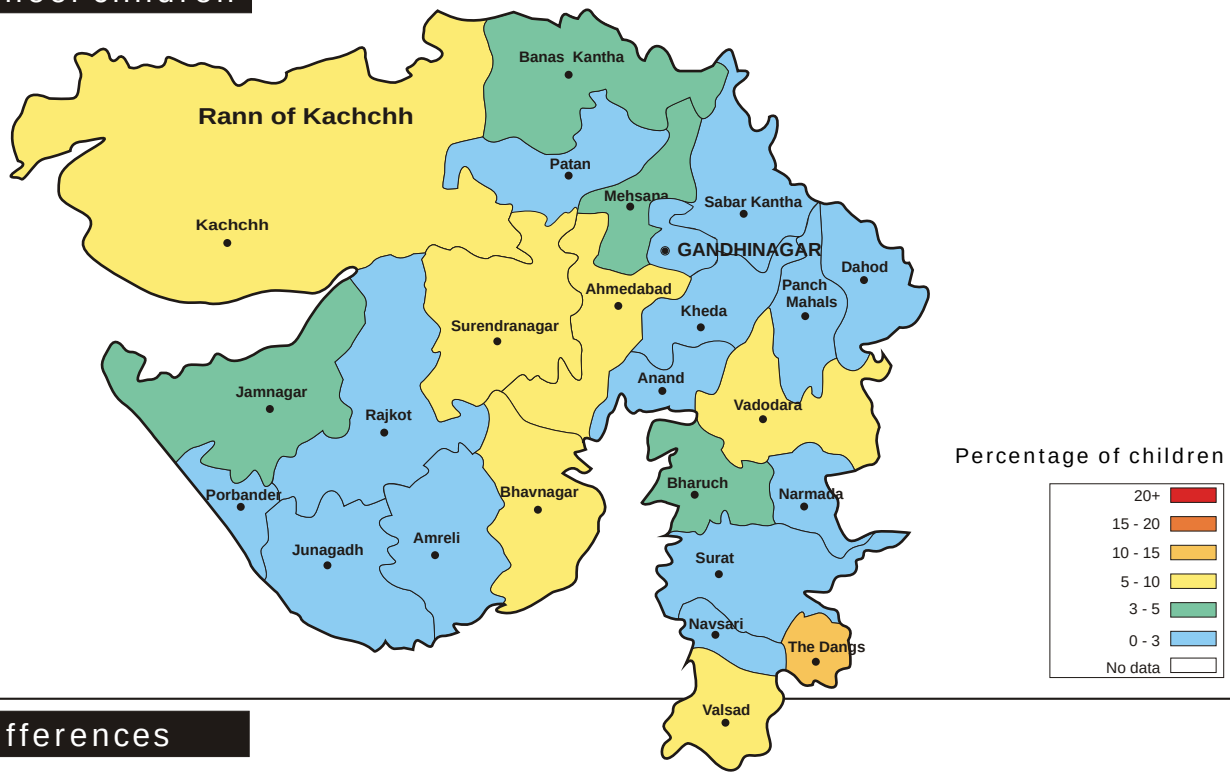
GUJARAT RURAL

All analyses based on data from 25 out of 26 districts

Enrollment

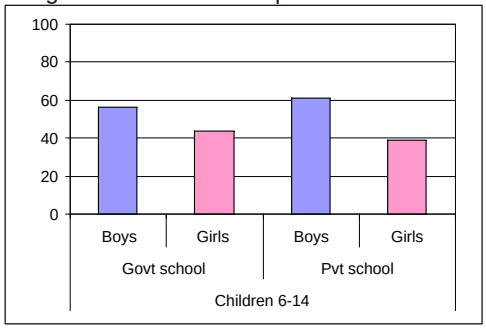
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	87.8	7.4	0.6	0.6	1.3	2.3	100
Age : 6-10 ALL	90.1	6.7	0.6	0.5	1.2	0.9	100
Age : 11-14 ALL	84.8	8.6	0.5	0.7	1.2	4.3	100
Age : 6-10 BOYS	89.6	7.6	0.6	0.5	0.9	0.8	100
Age : 6-10 GIRLS	90.6	5.7	0.6	0.4	1.6	1.2	100
Age : 11-14 BOYS	85.9	9.1	0.5	0.6	0.7	3.2	100
Age : 11-14 GIRLS	83.3	7.9	0.5	0.7	1.8	5.7	100

Out-of-school children

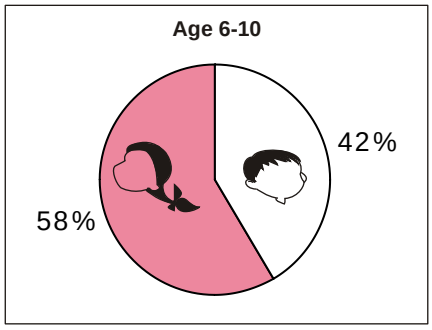


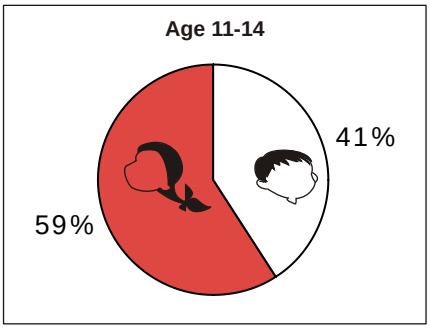
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	34.2	53.7	39.9	62.7
Age : 7-10 ALL	47.5	68.9	52.8	73.7
Age : 11-14 ALL	15.8	32.8	22.8	48.1
Govt : Std II-V	46.7	67.7	53.8	75.6
Pvt : Std II-V	32.8	60.1	21.2	47.9
Govt : Std VI-VIII	11.3	27.9	19.4	46.2
Pvt : Std VI-VIII	17.7	33.8	12.8	30.0

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	35.3	37.4	14.0	5.4	7.9	100
II	12.6	29.9	34.1	10.8	12.6	100
III	6.9	17.1	32.6	19.3	24.2	100
IV	4.3	8.1	22.3	26.5	38.8	100
V	2.8	4.0	14.8	26.8	51.7	100
VI	2.0	4.2	9.1	19.2	65.5	100
VII	1.1	1.6	6.2	15.0	76.2	100
VIII	1.0	1.7	4.6	10.3	82.4	100
Total	7.2	12.4	18.9	18.6	42.9	100

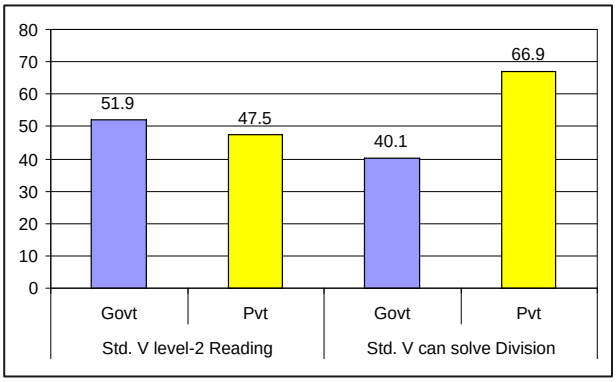
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	56.0	31.1	6.7	6.2	100
II	34.3	45.6	11.1	9.0	100
III	20.1	42.8	19.5	17.6	100
IV	12.5	28.4	26.5	32.6	100
V	6.5	21.9	29.0	42.6	100
VI	5.8	16.3	28.6	49.3	100
VII	4.1	11.6	24.9	59.5	100
VIII	2.7	12.1	17.0	68.2	100
Total	16.2	27.3	22.2	34.3	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Banas Kantha	37.9	Patan*	1.1
Bhavnagar	41.8	Surat	4.4
Valsad	42.1	The Dangs	13.4
Gandhinagar	44.9	Mahesana	20.7
Surendranagar	50.6	Valsad	24.8
Bottom - 5		Bottom - 5	
Porbandar*	92.3	Ahmedabad	70.1
Patan*	78.5	Mahesana	64.5
Surat	77.7	Amreli	63.8
Junagadh	77.0	Porbandar*	61.5
Sabar Kantha	76.1	Sabar Kantha	57.4

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

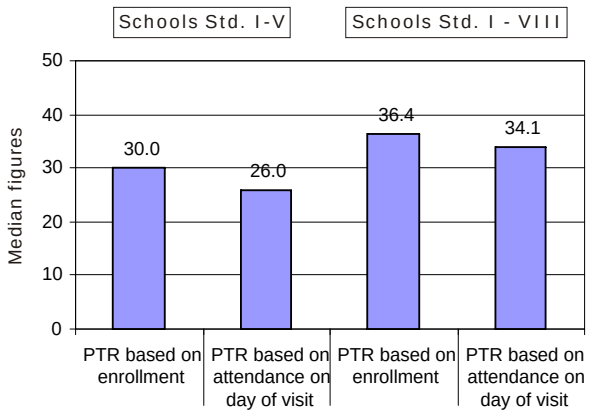


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	41	399
% teachers attending (average)	75.0	83.5
% of schools with NO teachers present	14.6	5.5
% of schools with ALL teachers present	61.0	53.4

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	42	400
% enrolled children attending (average)	76.5	80.5
% of schools with less than 50% of enrolled children attending	11.9	3.0

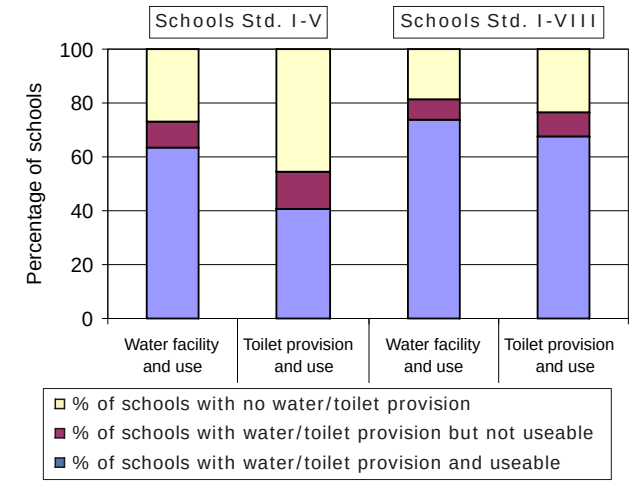
Pupil-teacher ratio (PTR)



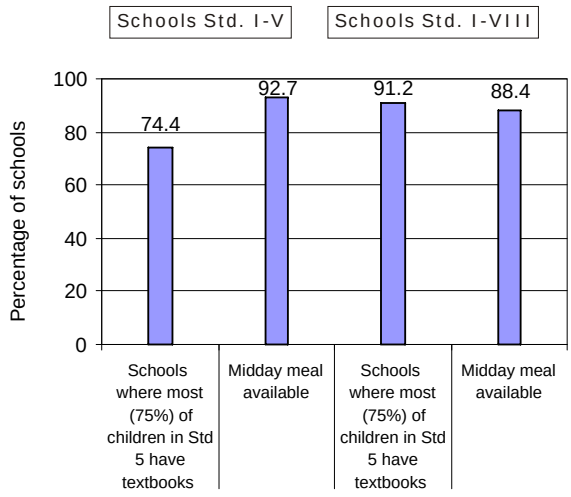
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	24	2.7	<=150	12	4.9
51-75	24	2.6	151-250	27	7.3
76-150	32	4.2	251-350	26	9.1
151-225	20	3.6	351-450	12	10.4
>225	0	0.0	>450	23	13.9

Provision and use

Water & toilet provision and use (%)



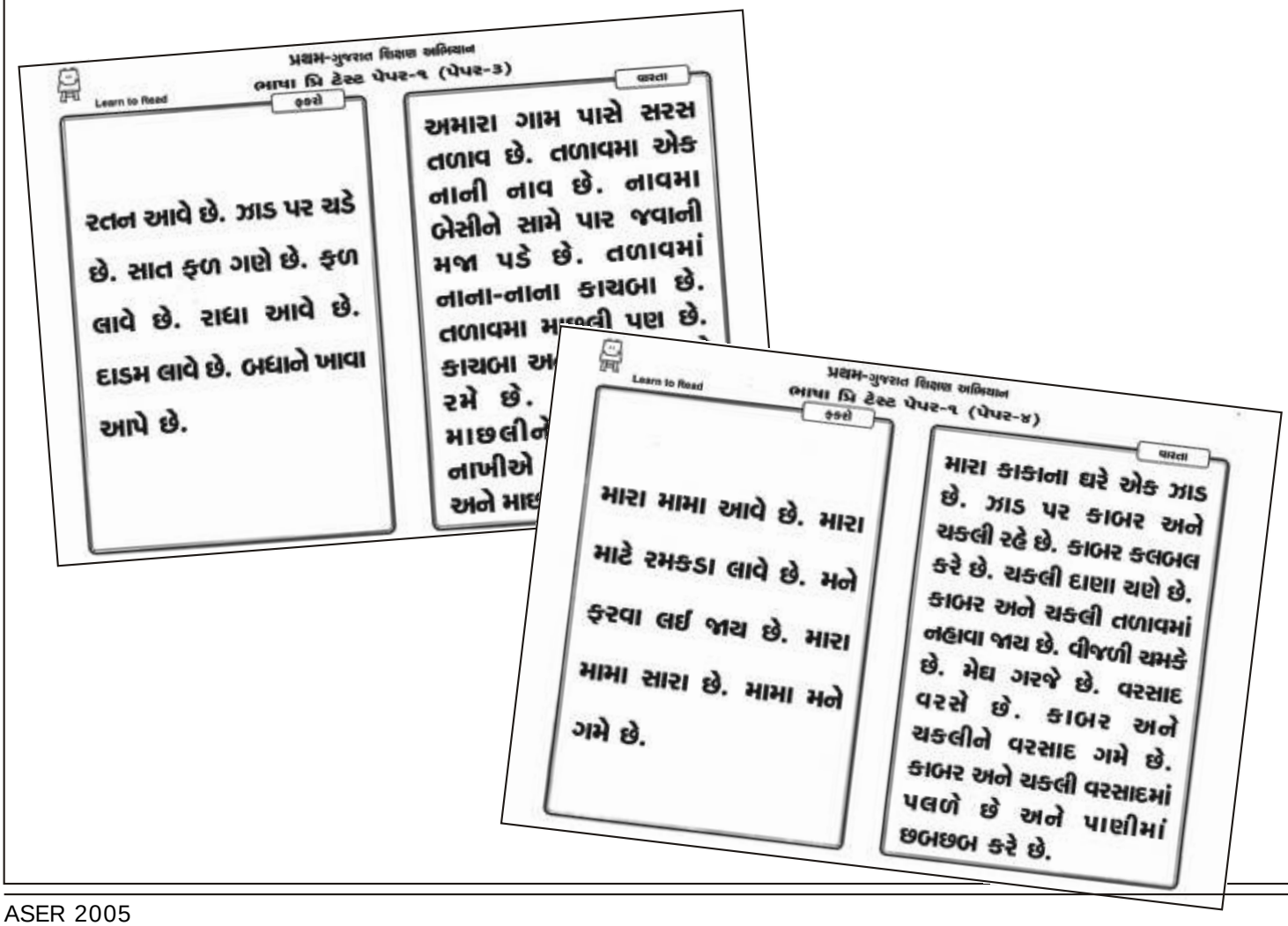
Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Ahmedabad	7.1	37.4	29.9
Amreli	2.2	36.7	36.2
Anand*	1.4	49.1	49.4
Banas Kantha	3.2	62.1	53.1
Bharuch	4.3	48.1	59.9
Bhavnagar	5.1	58.2	61.4
Dohad*	0.2	38.9	55.2
Gandhinagar	2.5	55.1	65.3
The Dangs	11.0	31.5	86.6
Jamnagar	4.9	31.7	43.5
Junagadh	0.0	23.0	50.0
Kachchh	9.8	37.1	43.6
Kheda	2.2	34.4	35.5

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Mahesana	3.5	42.4	79.3
Narmada*	1.1	28.2	61.3
Navsari*	0.9	39.6	58.6
Panch Mahals	2.9	45.2	61.8
Patan*	1.2	21.5	98.9
Porbander*	2.0	7.7	38.5
Rajkot	2.2	34.7	45.0
Sabar Kantha	2.6	23.9	42.6
Surat	1.9	22.3	95.6
Surendranagar	5.1	49.4	73.1
Vadodara	5.6	27.4	48.5
Valsad	8.4	57.9	75.2
Gujrath state	3.6	38.5	56.4



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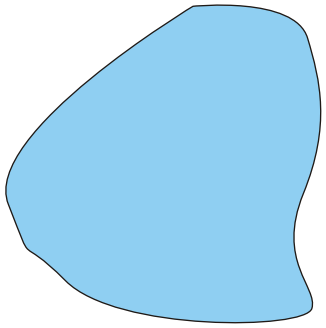
DAMAN & DIU RURAL

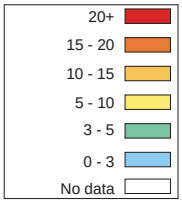
Enrollment

	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	81.4	16.9	0.0	0.0	1.0	0.7	100
Age : 6-10 ALL	80.2	19.5	0.0	0.1	0.2	0.0	100
Age : 11-14 ALL	84.1	13.2	0.0	0.0	0.9	1.7	100
Age : 6-10 BOYS	79.9	19.9	0.0	0.0	0.2	0.0	100
Age : 6-10 GIRLS	80.6	19.0	0.0	0.1	0.2	0.0	100
Age : 11-14 BOYS	82.5	15.6	0.0	0.0	0.7	1.1	100
Age : 11-14 GIRLS	87.0	8.9	0.0	0.0	1.3	2.8	100

Out-of-school children

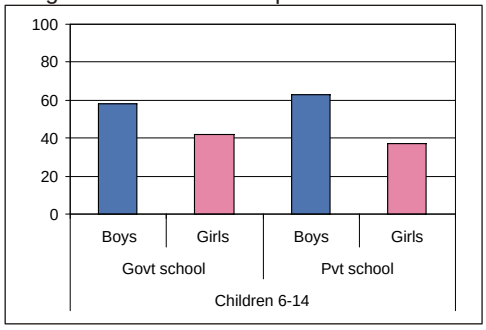


Percentage of children

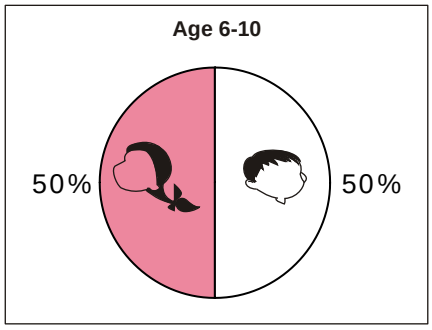


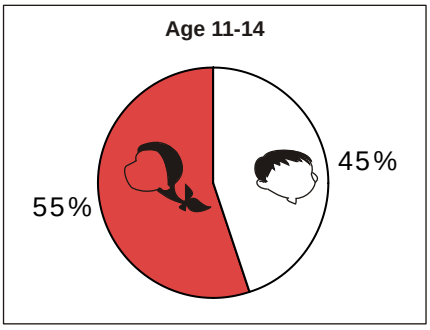
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or	Division
Age : 7-14 ALL	36.3	63.7	34.9	66.3
Age : 7-10 ALL	51.9	82.0	47.0	84.6
Age : 11-14 ALL	14.1	37.4	17.8	40.4
Govt : Std II-V	49.3	80.3	47.0	84.4
Pvt : Std II-V	55.2	87.2	41.1	79.4
Govt : Std VI-VIII	9.8	33.2	17.6	38.8
Pvt : Std VI-VIII	16.7	53.4	15.8	45.8

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	26.4	49.1	15.8	5.3	3.3	100
II	11.7	36.7	26.6	16.8	8.3	100
III	3.4	25.3	44.2	18.7	8.4	100
IV	1.6	5.7	34.2	44.9	13.6	100
V	1.4	6.0	14.7	40.4	37.6	100
VI	1.0	3.0	10.7	29.5	55.8	100
VII	2.3	2.9	4.1	25.9	64.8	100
VIII	0.8	2.1	5.1	19.1	72.9	100
Total	6.1	16.6	20.4	25.8	31.1	100

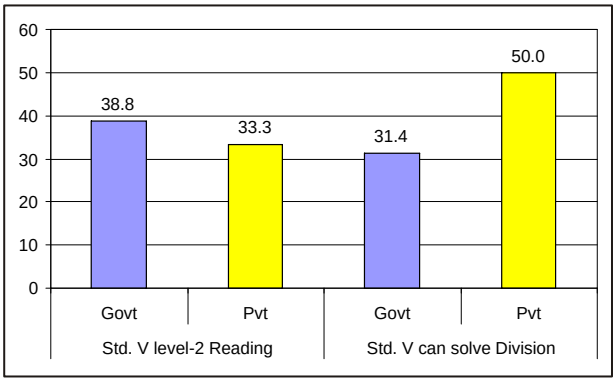
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	42.8	38.2	10.0	9.0	100
II	33.0	40.1	15.0	12.0	100
III	19.9	43.7	30.9	5.6	100
IV	10.2	22.0	59.2	8.6	100
V	5.7	18.4	40.5	35.4	100
VI	2.4	16.9	36.6	44.2	100
VII	4.8	10.1	15.1	69.9	100
VIII	3.7	14.8	15.6	65.9	100
Total	15.5	25.9	29.1	29.6	100

Performance

	All Children	Std V children	
	% Out-of-school	% CAN read level - 2	% CAN solve division and subtraction
Diu	4.38	49.0	12.6
Daman	0.72	34.1	41.9

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



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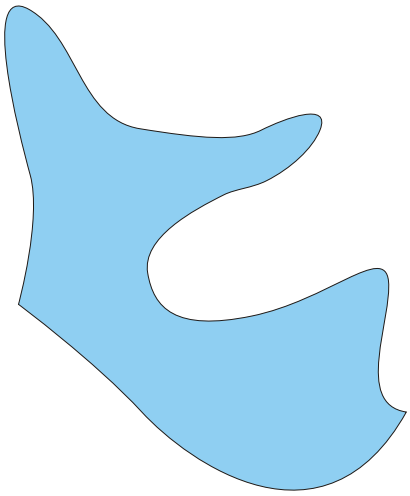
DADRA NAGAR HAVELI RURAL

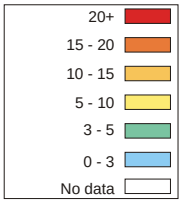
Enrollment

	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	97.2	2.1	0.0	0.1	0.4	0.2	100
Age : 6-10 ALL	96.6	2.9	0.0	0.0	0.4	0.2	100
Age : 11-14 ALL	98.5	0.9	0.0	0.3	0.0	0.3	100
Age : 6-10 BOYS	95.6	4.4	0.0	0.0	0.0	0.0	100
Age : 6-10 GIRLS	97.7	1.2	0.0	0.0	0.8	0.4	100
Age : 11-14 BOYS	99.0	1.0	0.0	0.0	0.0	0.0	100
Age : 11-14 GIRLS	97.8	0.7	0.0	0.7	0.0	0.7	100

Out-of-school children

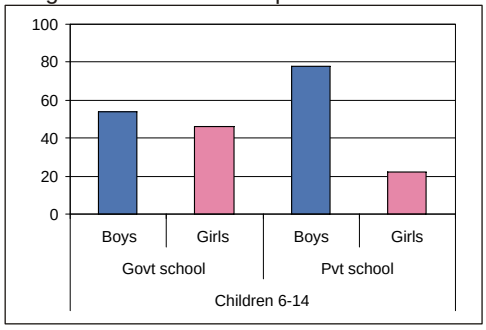


Percentage of children

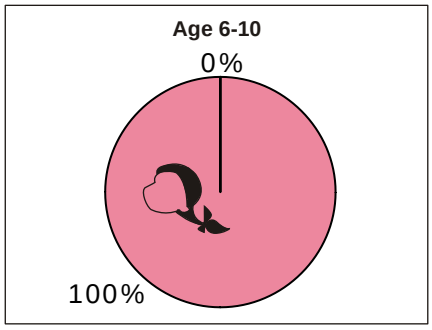


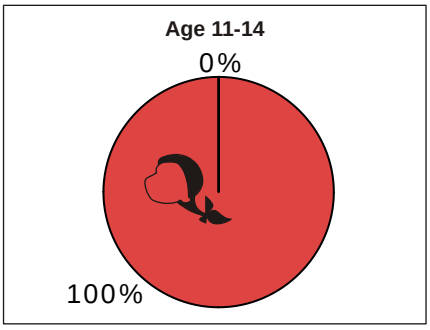
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	41.2	64.5	50.3	75.4
Age : 7-10 ALL	67.5	88.1	76.0	95.2
Age : 11-14 ALL	6.4	33.3	16.4	49.1
Govt : Std II-V	60.6	86.7	71.8	94.3
Pvt : Std II-V	50.0	50.0	30.0	60.0
Govt : Std VI-VIII	1.6	23.4	10.1	43.2
Pvt : Std VI-VIII	66.7	66.7	0.0	33.3

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	64.0	32.0	4.0	0.0	0.0	100
II	23.0	56.0	19.0	1.0	1.0	100
III	2.4	28.6	50.8	14.3	4.0	100
IV	0.0	10.2	38.7	37.2	13.9	100
V	0.0	4.1	16.3	44.7	35.0	100
VI	0.0	0.9	3.7	21.5	73.8	100
VII	0.0	0.0	0.9	25.6	73.5	100
VIII	0.0	0.0	0.0	3.7	96.3	100
Total	10.8	17.2	19.7	21.4	31.0	100

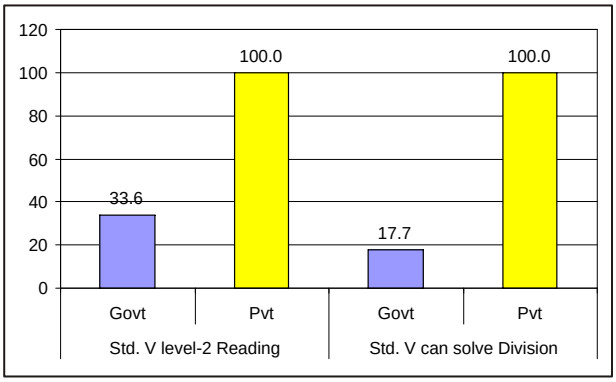
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	75.8	23.2	1.0	0.0	100
II	48.0	51.0	1.0	0.0	100
III	18.3	68.3	12.7	0.8	100
IV	6.6	59.9	29.2	4.4	100
V	3.3	33.3	43.9	19.5	100
VI	0.0	11.2	37.4	51.4	100
VII	1.7	9.4	34.2	54.7	100
VIII	0.0	0.0	11.1	88.9	100
Total	19.3	36.6	23.3	20.8	100

Performance

	All Children	Std V children	
	% Out-of-school	% CAN read level - 2	% CAN solve division and subtraction
Dadra & Nagar state	0.6	35.0	19.5

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



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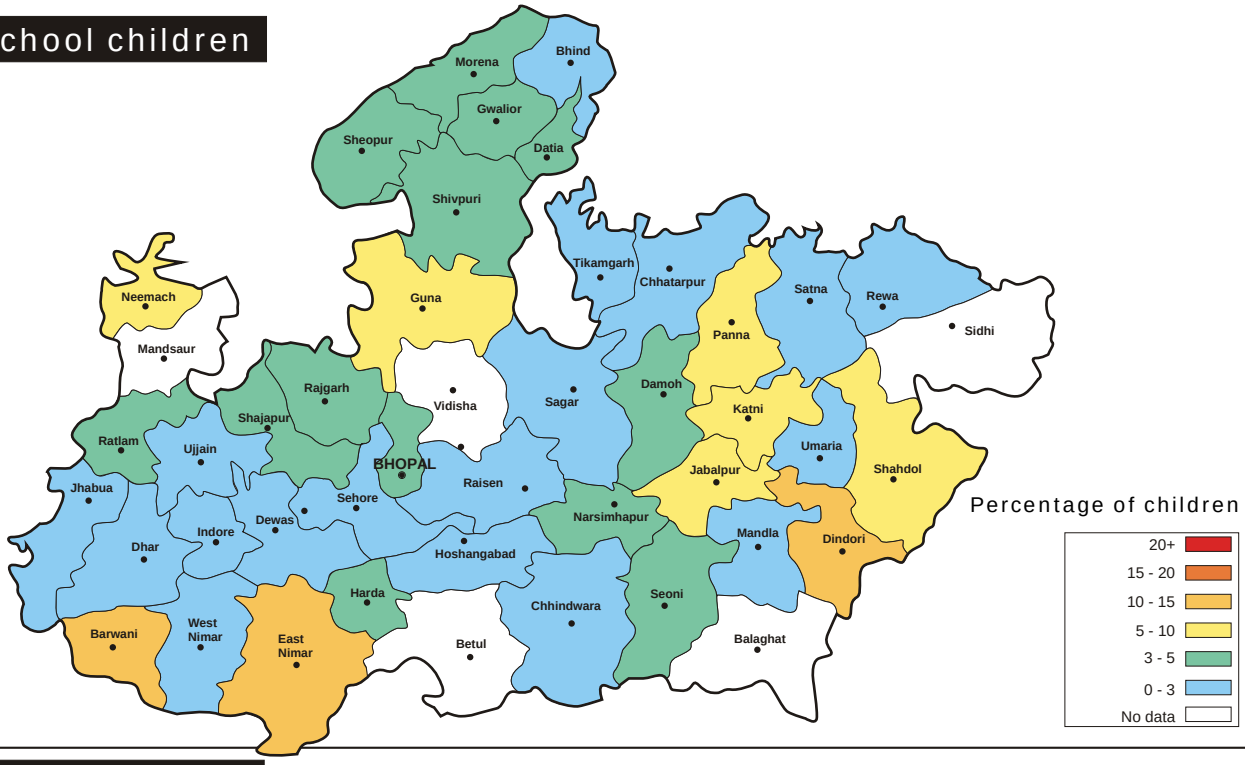
MADHYA PRADESH RURAL

All analyses based on data from 40 out of 45 districts

Enrollment

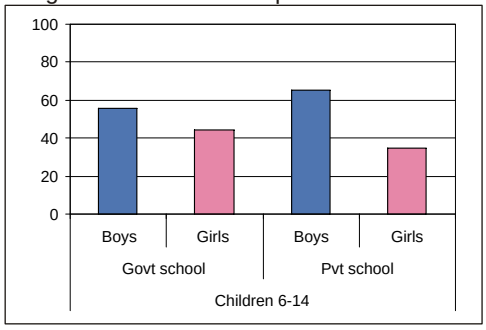
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	83.5	8.5	0.2	3.8	1.2	2.8	100
Age : 6-10 ALL	83.4	9.2	0.3	5.0	1.2	0.9	100
Age : 11-14 ALL	83.9	7.4	0.2	1.7	1.2	5.6	100
Age : 6-10 BOYS	82.2	10.6	0.2	5.1	1.0	0.9	100
Age : 6-10 GIRLS	84.9	7.4	0.4	4.7	1.5	1.0	100
Age : 11-14 BOYS	83.9	8.8	0.2	1.5	1.0	4.6	100
Age : 11-14 GIRLS	83.9	5.6	0.1	2.0	1.5	7.0	100

Out-of-school children

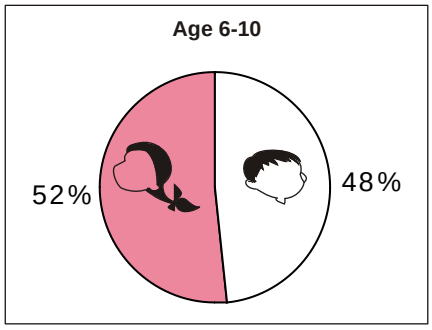


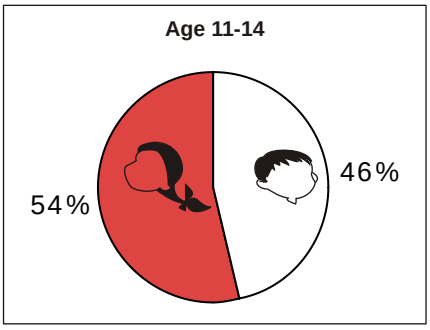
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	37.6	55.3	41.8	66.4
Age : 7-10 ALL	54.4	73.8	58.8	83.1
Age : 11-14 ALL	16.5	32.2	20.4	45.5
Govt : Std II-V	52.9	74.0	55.0	82.4
Pvt : Std II-V	36.5	59.1	41.0	71.3
Govt : Std VI-VIII	10.6	24.2	14.5	38.0
Pvt : Std VI-VIII	3.6	10.9	9.2	24.0

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	57.1	20.9	9.4	4.8	7.8	100
II	27.2	30.7	23.1	7.4	11.7	100
III	11.4	25.1	25.4	23.1	15.1	100
IV	4.6	14.3	21.4	30.8	28.9	100
V	2.4	5.9	13.4	26.3	52.0	100
VI	1.8	4.0	9.1	19.4	65.7	100
VII	1.5	2.2	5.4	12.0	78.9	100
VIII	0.8	1.2	3.0	6.8	88.2	100
Total	15.7	15.3	15.5	17.1	36.5	100

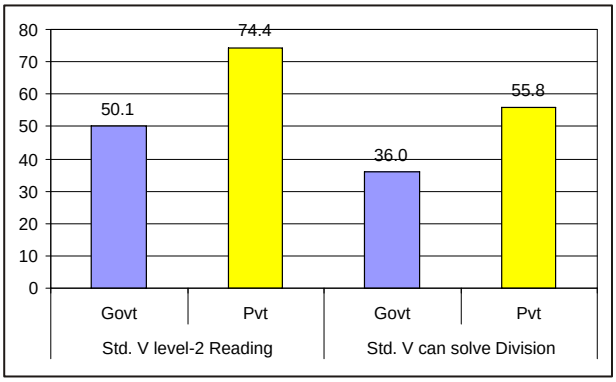
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	64.3	26.5	4.7	4.5	100
II	36.4	47.5	9.5	6.7	100
III	15.7	45.7	30.1	8.5	100
IV	9.3	32.4	37.2	21.2	100
V	5.4	20.7	35.9	38.0	100
VI	4.6	14.4	28.9	52.1	100
VII	3.3	10.4	21.3	65.0	100
VIII	1.9	6.7	17.1	74.3	100
Total	20.5	28.8	23.2	27.5	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
West Nimar	0.0	Indore	0.0
Indore	0.0	Ratlam	6.2
Harda*	3.6	Dhar	8.4
Neemuch*	15.3	Ujjain	12.1
Shajapur	18.7	Sehore	14.2
Bottom - 5		Bottom - 5	
Sheopur*	98.4	Rajgarh	78.7
Tikamgarh	91.4	Umaria*	77.3
Mandla	90.8	Guna	77.2
Guna	85.7	Jhabua	72.5
Rajgarh	82.7	Bhopal	72.2

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

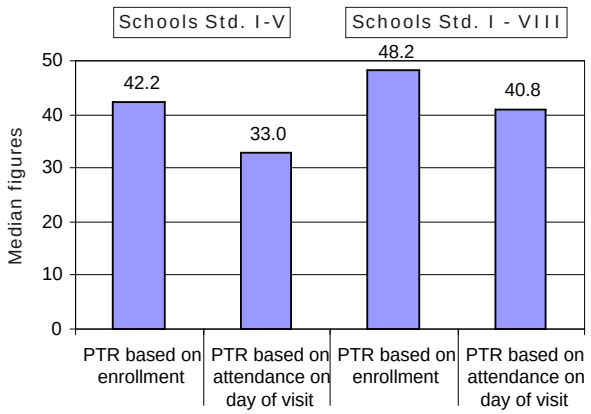


Teachers, children, and classrooms

Teachers' attendance	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	474	194
% teachers attending (average)	75.9	69.3
% of schools with NO teachers present	10.8	11.3
% of schools with ALL teachers present	58.2	38.1

Children's attendance	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	477	194
% enrolled children attending (average)	66.2	67.8
% of schools with less than 50% of enrolled children attending	16.4	12.9

Pupil-teacher ratio (PTR)

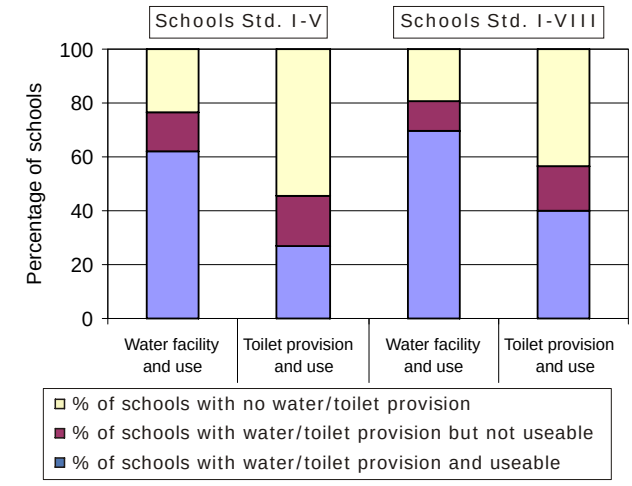


Average number of rooms available

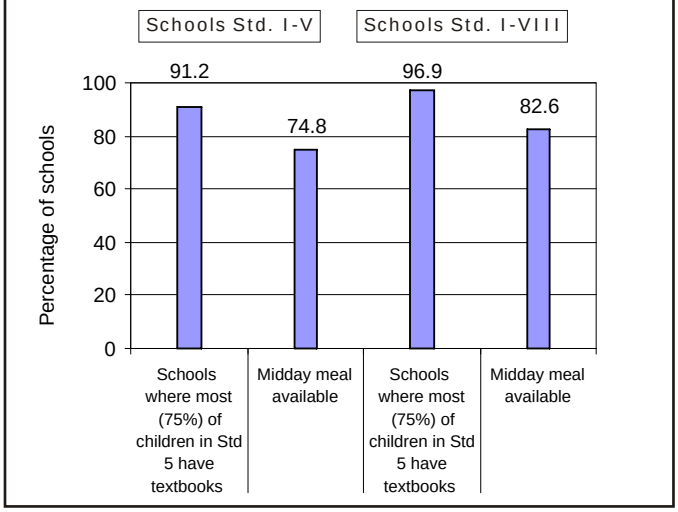
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	9	2.7	<=150	14	4.1
51-75	14	2.6	151-250	31	5.2
76-150	46	3.4	251-350	31	5.3
151-225	23	3.9	351-450	16	5.8
>225	8	4.0	>450	8	7.0

Provision and use

Water & toilet provision and use (%)

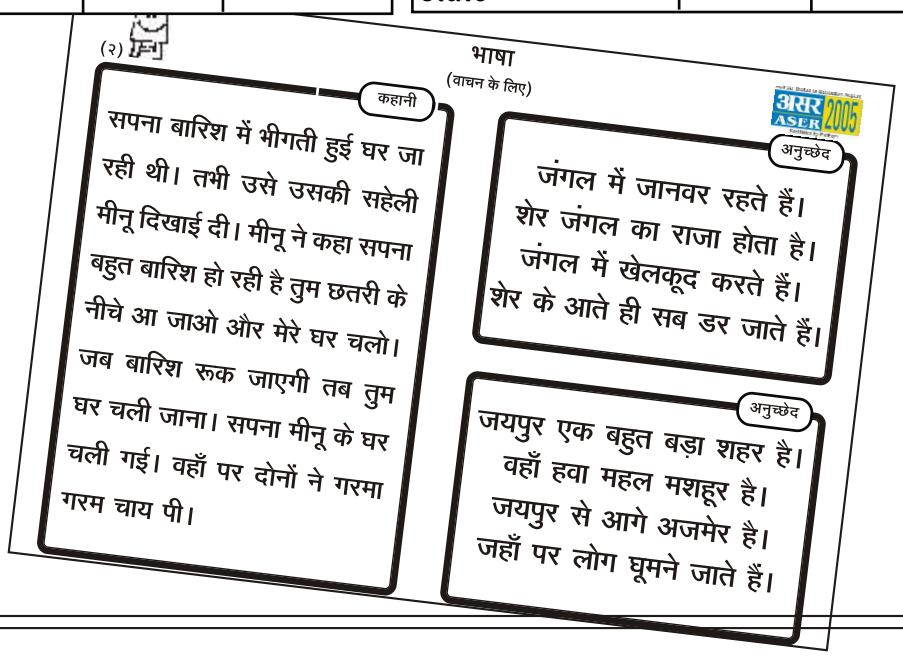


Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Barwani*	13.2	50.0	50.0
Bhind	1.4	31.2	48.4
Bhopal	4.9	20.8	27.8
Chhatarpur	2.0	24.4	33.7
Chhindwara	2.0	33.5	71.8
Damoh	4.2	30.1	28.4
Datia	3.2	21.7	55.9
Dewas	1.5	75.9	64.0
Dhar	1.8	42.9	91.6
Dindori*	11.9	24.3	50.0
East Nimar	11.7	29.4	78.9
Guna	7.8	14.3	22.8
Gwalior	4.8	25.9	46.0
Harda*	3.8	96.4	80.2
Hoshangabad	2.1	37.7	63.3
Indore	2.0	100.0	100.0
Jabalpur	5.6	32.9	52.6
Jhabua	0.0	25.8	27.5
Katni*	6.2	49.7	53.0
Mandla	1.2	9.2	40.9
Morena	4.2	37.0	30.8
Narsimhapur	4.8	22.0	60.5
Neemach*	7.0	84.7	84.8
Panna	9.0	22.1	48.8
Raisen	1.6	45.7	62.8
Rajgarh	3.6	17.3	21.3
Ratlam	4.0	56.3	93.8
Rewa	1.6	20.3	31.6
Sagar	2.6	19.5	61.2
Satna	1.5	31.4	62.1
Sehore	2.7	48.4	85.8
Seoni	3.3	20.4	63.6
Shahdol	6.5		
Shajapur	3.1	81.3	79.9
Sheopur*	4.5	1.6	42.9
Shivpuri	4.9	19.0	36.5
Tikamgarh	0.6	8.6	41.3
Ujjain	2.1	77.3	87.9
Umaria*	0.0	74.1	22.7
West Nimar	2.5	100.0	67.6
Madhya Pradesh state	4.0	32.4	57.1



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

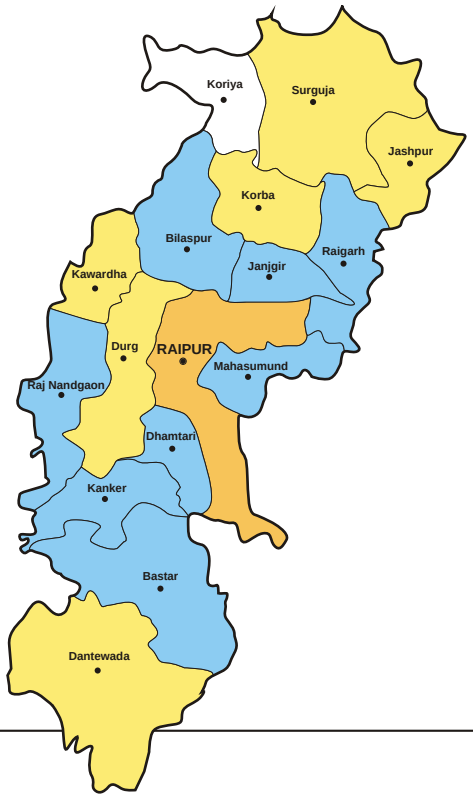
CHHATTISGARH RURAL

All analyses based on data from 15 out of 16 districts

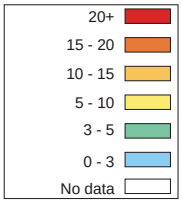
Enrollment

	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	90.9	4.4	0.0	0.1	1.2	3.5	100
Age : 6-10 ALL	93.2	4.1	0.0	0.1	1.1	1.5	100
Age : 11-14 ALL	87.3	4.8	0.0	0.0	1.4	6.5	100
Age : 6-10 BOYS	92.9	4.3	0.0	0.2	1.1	1.5	100
Age : 6-10 GIRLS	93.4	4.0	0.0	0.1	1.1	1.6	100
Age : 11-14 BOYS	88.6	5.0	0.0	0.0	1.1	5.4	100
Age : 11-14 GIRLS	85.7	4.6	0.0	0.0	1.9	7.8	100

Out-of-school children

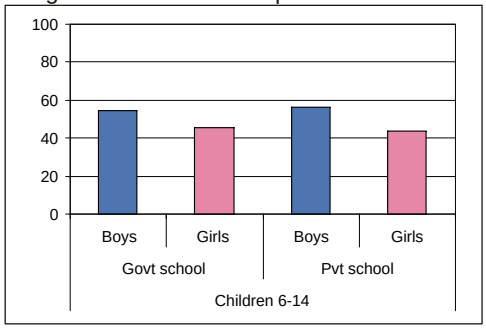


Percentage of children

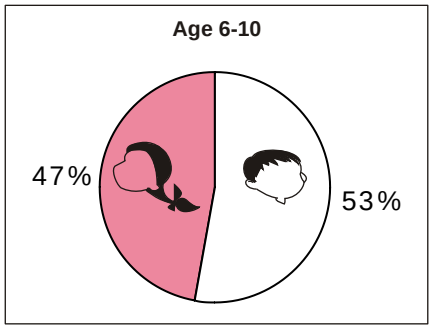


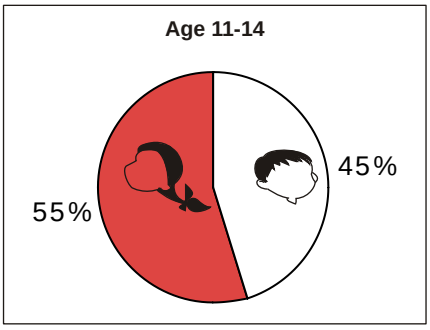
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	30.8	45.9	35.0	60.8
Age : 7-10 ALL	47.0	64.9	51.4	79.5
Age : 11-14 ALL	9.9	21.4	13.9	36.8
Govt : Std II-V	36.6	56.7	41.2	70.8
Pvt : Std II-V	29.3	50.4	38.0	65.3
Govt : Std VI-VIII	4.8	14.1	8.1	28.5
Pvt : Std VI-VIII	1.4	3.7	6.5	28.1

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	33.3	46.3	11.6	4.3	4.4	100
II	9.2	35.4	36.3	8.0	11.0	100
III	2.7	16.0	28.7	25.9	26.7	100
IV	1.1	5.3	11.8	30.8	51.1	100
V	0.8	2.2	6.6	14.8	75.6	100
VI	1.0	1.4	3.3	10.9	83.4	100
VII	0.7	1.4	2.8	11.3	83.8	100
VIII	0.6	0.3	1.4	2.9	94.9	100
Total	7.3	16.0	15.0	15.5	46.4	100

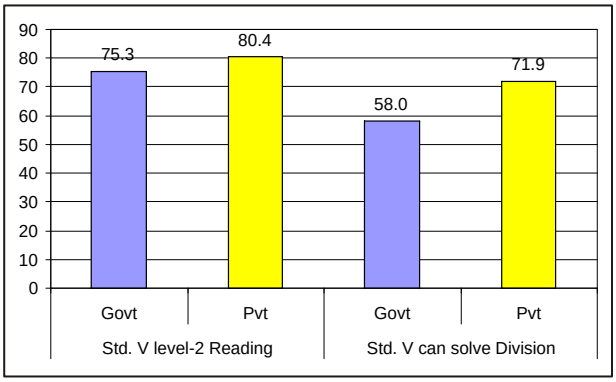
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	51.6	43.9	2.6	2.0	100
II	25.2	59.0	11.1	4.7	100
III	11.8	37.7	39.5	11.0	100
IV	4.0	20.6	39.1	36.4	100
V	2.5	12.6	26.2	58.7	100
VI	1.4	8.7	19.6	70.3	100
VII	1.9	6.6	25.0	66.5	100
VIII	1.6	2.4	15.9	80.1	100
Total	14.8	28.0	23.5	33.8	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Bastar	0.4	Bastar	0.8
Durg	6.7	Dhamtari*	2.8
Bilaspur	21.5	Mahasamund	9.2
Raigarh	33.3	Dantewada	10.6
Dantewada	42.2	Kanker*	10.9
Bottom - 5		Bottom - 5	
Janjgir	87.0	Janjgir	75.1
Rajnandgaon	74.6	Jashpur*	54.2
Mahasamund	71.5	Korba*	52.8
Kawardha*	57.3	Kawardha*	48.4
Raipur	53.8	Raipur	36.7

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

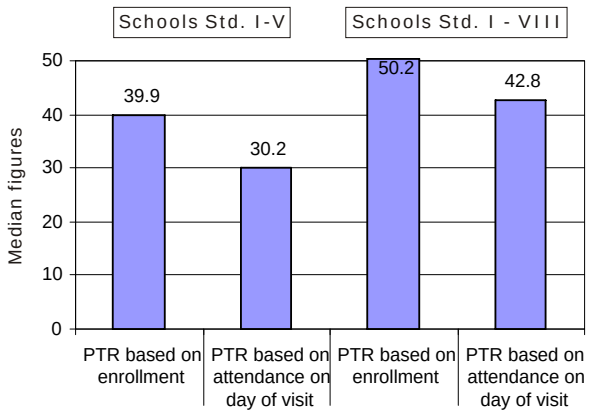


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	228	45
% teachers attending (average)	80.3	84.9
% of schools with NO teachers present	8.3	4.4
% of schools with ALL teachers present	64.9	64.4

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	229	45
% enrolled children attending (average)	71.4	74.5
% of schools with less than 50% of enrolled children attending	11.4	6.7

Pupil-teacher ratio (PTR)

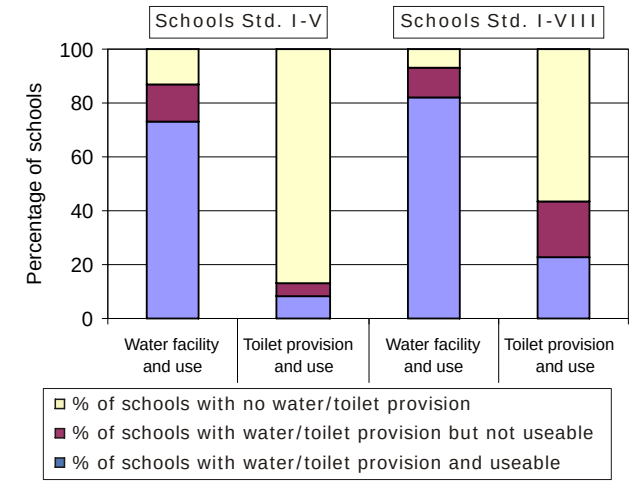


Average number of rooms available

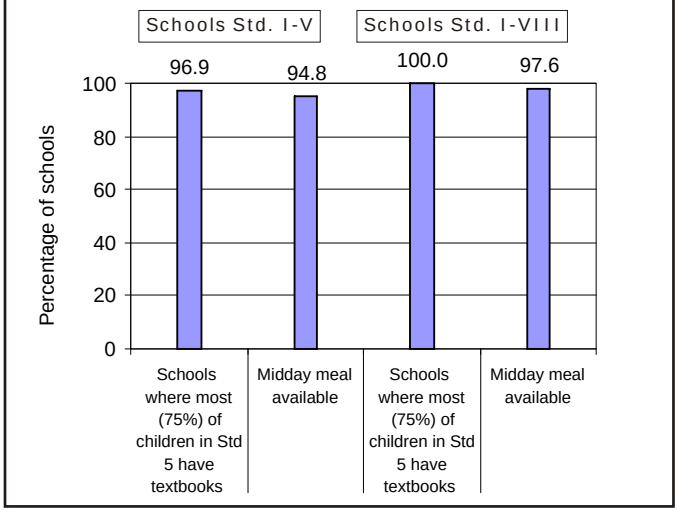
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	12	3.4	<=150	21	3.0
51-75	19	3.0	151-250	36	3.2
76-150	43	3.7	251-350	26	4.4
151-225	16	3.4	351-450	12	3.2
>225	10	4.3	>450	5	8.0

Provision and use

Water & toilet provision and use (%)



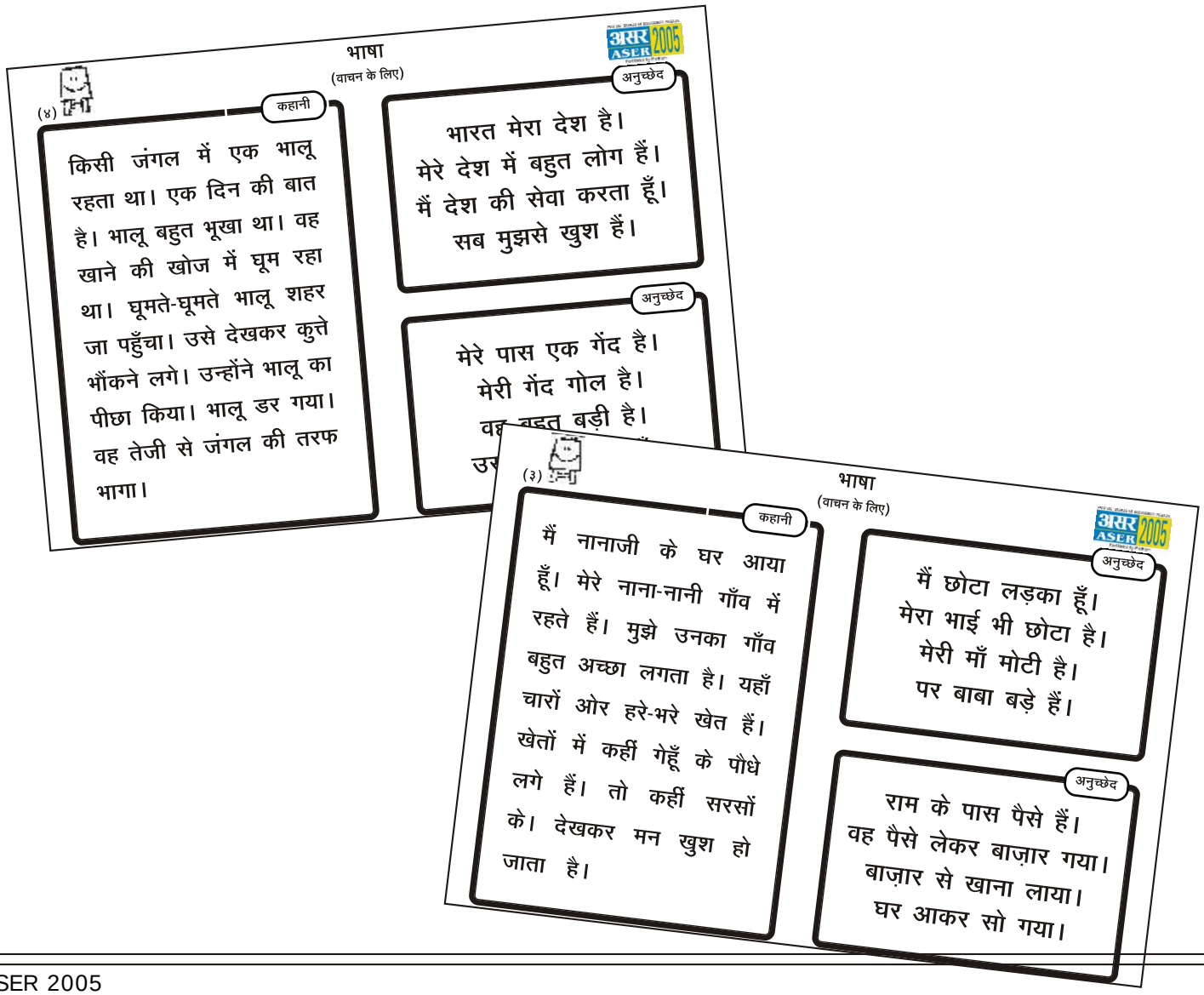
Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Bastar	0.3	99.6	99.2
Bilaspur	2.3	78.5	84.1
Dantewada	5.7	57.8	89.4
Dhamtari*	1.8	50.9	97.2
Durg	5.0	93.3	88.6
Janjgir	1.1	13.0	24.9
Jashpur*	6.7	46.8	45.8
Kanker*	1.3	51.7	89.1

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Kawardha*	9.1	42.7	51.6
Korba*	5.7	48.8	47.2
Mahasumund	0.6	28.5	90.8
Raigarh	2.3	66.7	68.3
Raipur	12.0	46.2	63.3
Rajnandgaon	1.9	25.4	77.4
Surguja	5.4	47.0	64.8
Chhatisgarh state	4.7	52.4	70.9



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

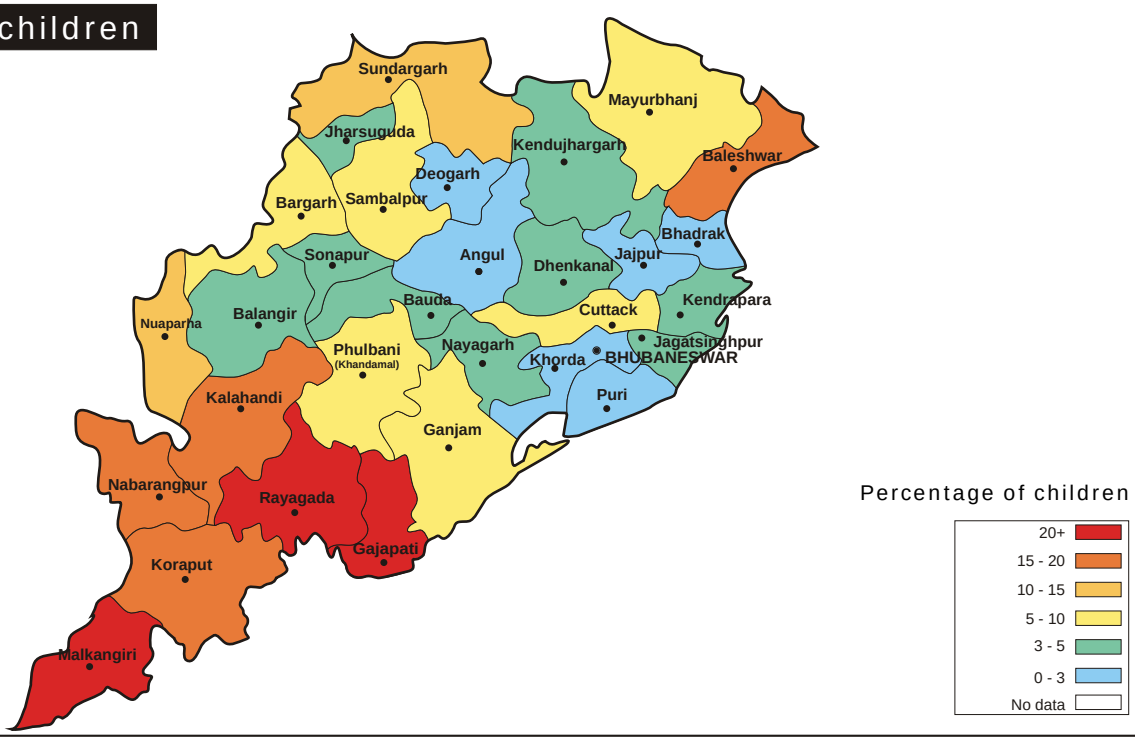
ORISSA RURAL

All analyses based on data from 30 out of 30 districts

Enrollment

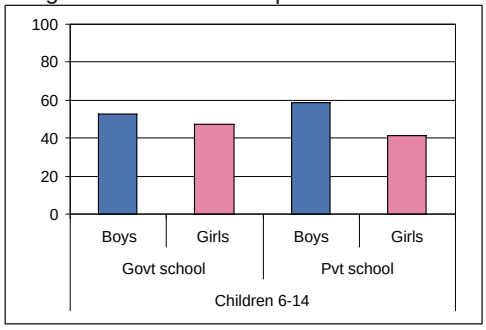
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	85.0	3.5	0.1	2.5	4.6	4.2	100
Age : 6-10 ALL	88.9	2.5	0.1	3.4	3.7	1.4	100
Age : 11-14 ALL	78.9	5.1	0.1	1.2	6.1	8.7	100
Age : 6-10 BOYS	89.2	3.1	0.1	3.2	3.4	1.1	100
Age : 6-10 GIRLS	88.7	2.0	0.1	3.6	3.9	1.8	100
Age : 11-14 BOYS	80.2	5.3	0.1	1.1	5.2	8.0	100
Age : 11-14 GIRLS	77.5	4.8	0.0	1.3	7.1	9.4	100

Out-of-school children

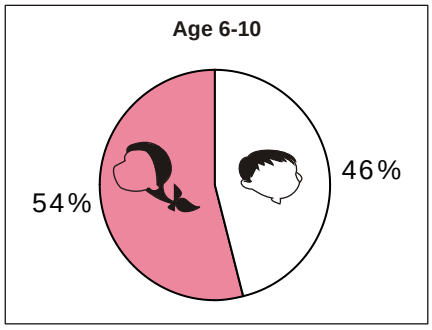


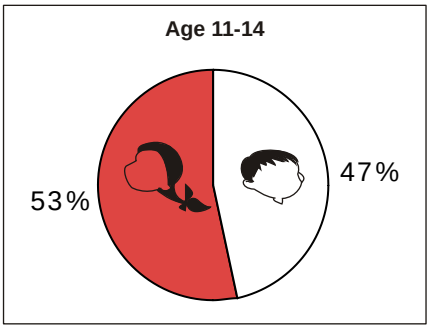
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Division	Division
Age : 7-14 ALL	36.8	51.8	47.2	72.6
Age : 7-10 ALL	50.6	67.9	60.7	86.6
Age : 11-14 ALL	18.0	29.8	28.8	53.4
Govt : Std II-V	46.6	65.3	57.2	85.1
Pvt : Std II-V	28.9	49.2	30.6	69.8
Govt : Std VI-VIII	8.5	19.3	20.2	47.9
Pvt : Std VI-VIII	7.8	19.8	21.2	42.9

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	50.7	30.0	11.9	3.7	3.6	100
II	22.3	32.1	21.8	11.6	12.3	100
III	11.0	19.1	24.4	17.6	27.8	100
IV	6.1	11.8	15.3	23.6	43.1	100
V	3.5	6.9	9.0	22.3	58.4	100
VI	2.0	4.0	5.7	14.2	74.1	100
VII	1.4	2.8	3.7	9.0	83.1	100
VIII	1.2	1.3	1.6	7.5	88.4	100
Total	12.4	15.0	13.5	15.0	44.2	100

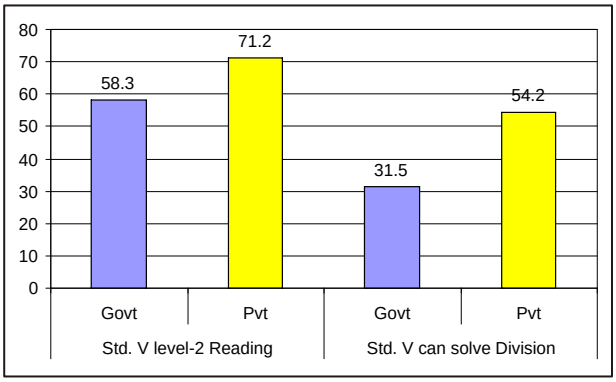
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	67.7	27.2	4.0	1.1	100
II	42.6	40.2	14.3	2.9	100
III	25.2	38.0	28.9	8.0	100
IV	17.2	28.7	35.3	18.8	100
V	11.8	22.3	34.0	31.9	100
VI	8.4	16.2	31.3	44.1	100
VII	6.6	12.6	27.5	53.3	100
VIII	3.8	10.9	20.1	65.1	100
Total	24.0	26.8	25.3	23.8	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Jagatsinghpur	39.8	Anugul*	17.5
Khordha*	40.4	Khordha*	18.3
Puri	42.7	Puri	23.9
Ganjam	43.4	Baleshwar	35.4
Dhenkanal	45.6	Bhadrak*	36.7
Bottom - 5		Bottom - 5	
Nabarangapur*	81.9	Nuapada*	74.1
Anugul*	81.3	Baudh*	70.2
Baleshwar	78.0	Sonapur*	68.7
Rayagada*	70.3	Rayagada*	68.3
Koraput	69.0	Balangir	67.9

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

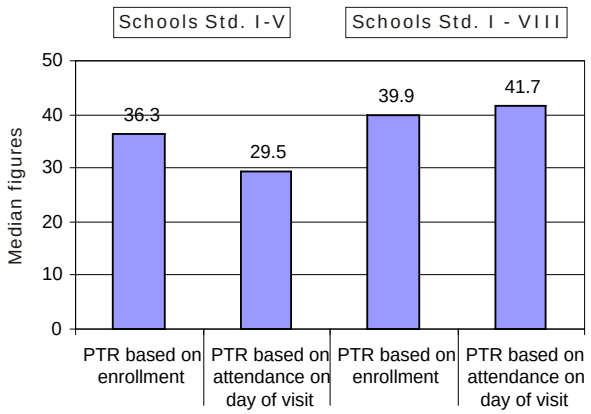


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	308	230
% teachers attending (average)	73.5	65.2
% of schools with NO teachers present	4.9	3.5
% of schools with ALL teachers present	45.1	26.1

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	309	231
% enrolled children attending (average)	66.0	64.3
% of schools with less than 50% of enrolled children attending	18.1	21.2

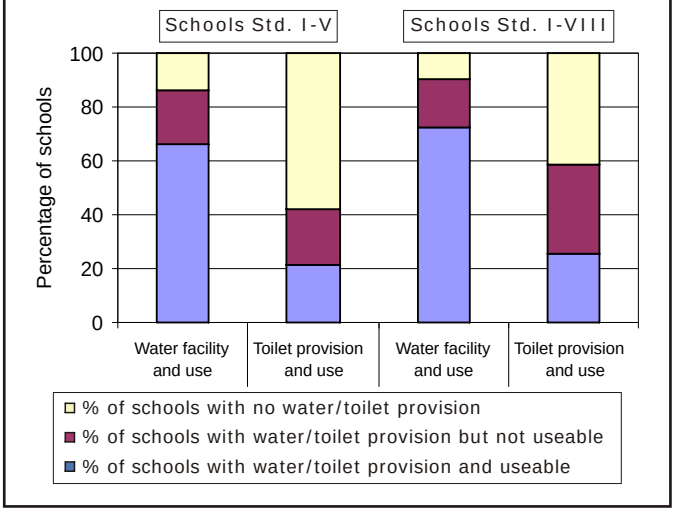
Pupil-teacher ratio (PTR)



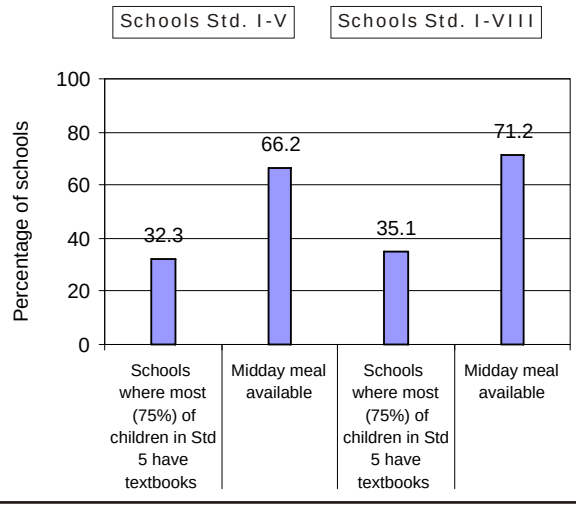
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	14	2.4	<=150	22	5.1
51-75	17	3.4	151-250	44	5.9
76-150	40	4.0	251-350	23	8.8
151-225	20	5.3	351-450	5	7.0
>225	9	4.8	>450	6	10.6

Provision and use

Water & toilet provision and use (%)

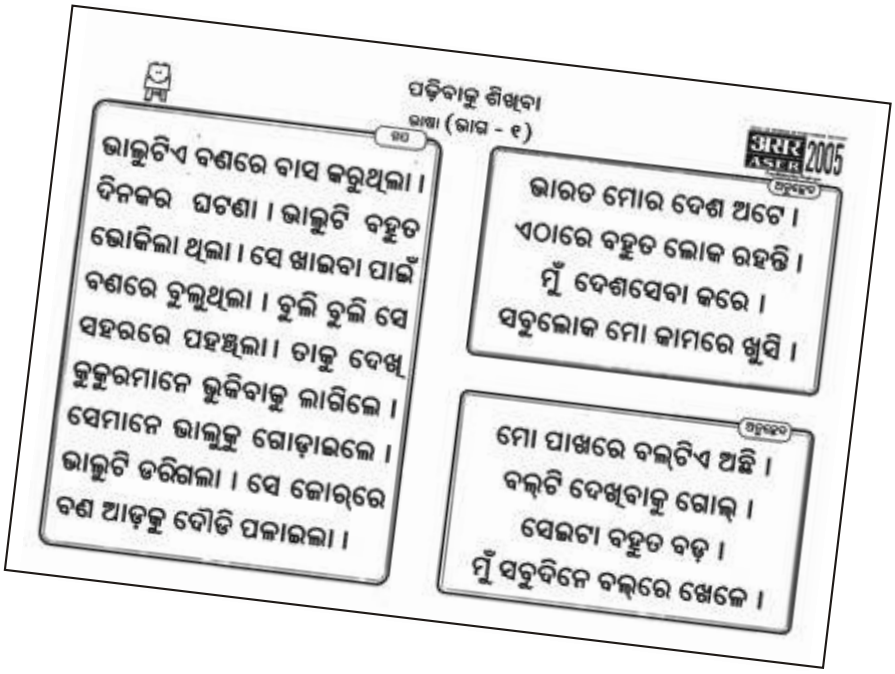


Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Anugul*	2.0	18.7	82.5
Balangir	4.7	39.3	32.1
Baleshwar	17.3	22.0	64.6
Bargarh*	5.5	40.0	35.3
Bauda*	4.8	50.3	29.8
Bhadrak*	1.0	45.7	63.3
Cuttack	6.8	46.5	50.4
Deogarh*	2.8	45.9	38.3
Dhenkanal	4.2	54.4	47.2
Gajapati*	20.6	49.1	47.3
Ganjam	8.3	56.6	42.2
Jagatsinghpur	3.8	60.2	62.6
Jajapur*	1.4	48.3	62.8
Jharsuguda*	4.3	37.8	50.4
Kalahandi	15.0	43.5	36.9
Pulbhani (Khandamal)	8.0	31.7	62.8
Kendrapara*	4.7	40.8	62.2
Kendujhargarh	4.3	44.5	35.1
Khorda*	1.7	59.6	81.7
Koraput	17.8	31.0	50.3
Malkangiri*	32.6	52.0	57.5
Mayurbhanj	8.2	52.7	58.9
Nabarangapur*	18.7	18.1	42.4
Nayagarh*	3.7	52.8	57.2
Nuaparha*	11.4	35.9	25.9
Puri	1.3	57.3	76.1
Rayagada*	30.8	29.7	31.7
Sambalpur	9.0	41.3	52.4
Sonapur*	3.9	32.3	31.3
Sundargarh	10.6	39.1	51.6
ORISSA STATE	8.9	42.8	52.0



Maharshtra

Andhra Pradesh

Goa

Karnataka

Kerala

Tamil Nadu

Note : Goa does not have school tables as the numbers of observations are too small.

Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

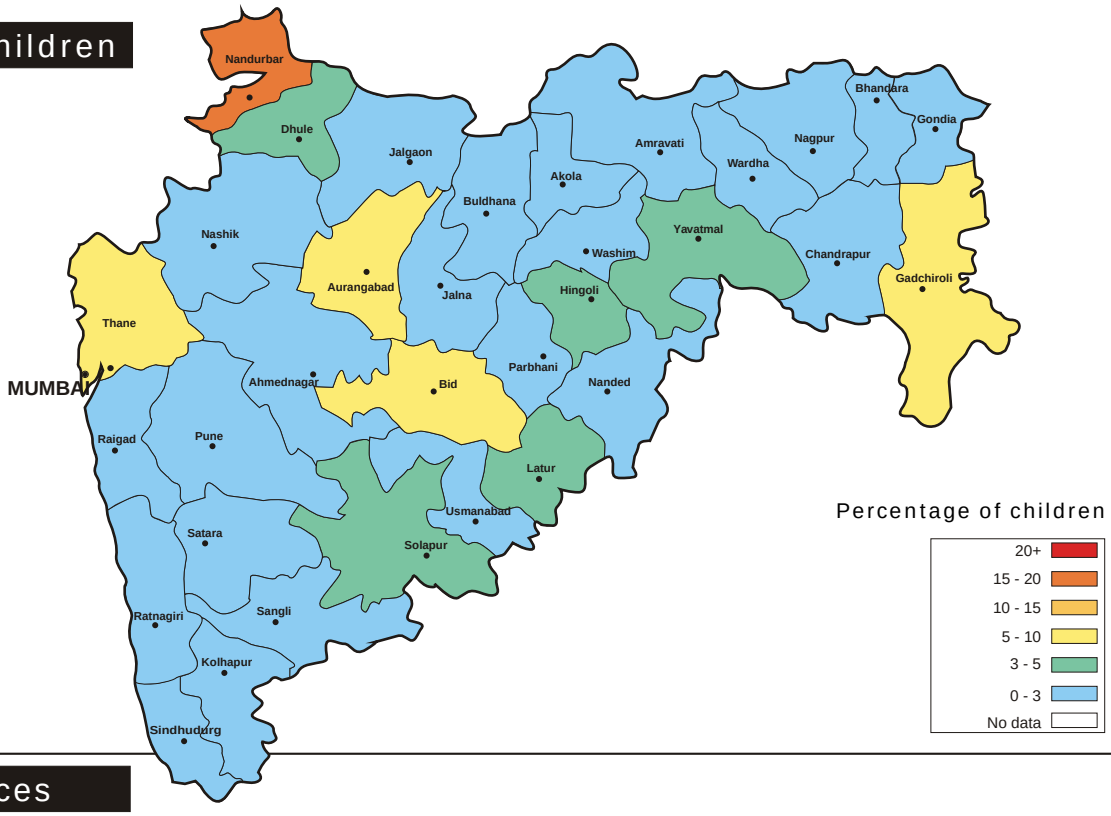
MAHARASHTRA RURAL

All analyses based on data from 33 out of 33 districts

Enrollment

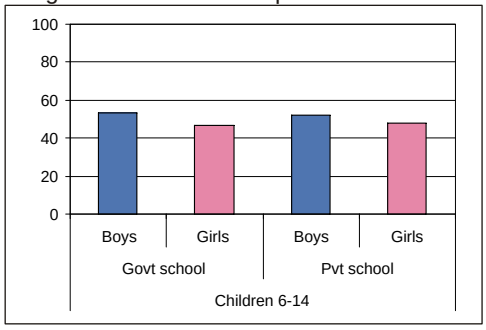
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	78.1	18.2	0.3	0.6	0.8	2.0	100
Age : 6-10 ALL	90.5	7.3	0.3	0.4	0.8	0.7	100
Age : 11-14 ALL	59.1	34.9	0.4	0.9	0.9	3.9	100
Age : 6-10 BOYS	90.5	7.4	0.3	0.4	0.8	0.7	100
Age : 6-10 GIRLS	90.6	7.2	0.3	0.4	0.9	0.7	100
Age : 11-14 BOYS	59.9	34.4	0.4	0.9	0.7	3.7	100
Age : 11-14 GIRLS	58.2	35.5	0.4	0.9	1.0	4.1	100

Out-of-school children

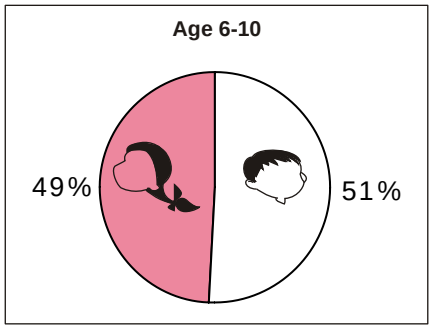


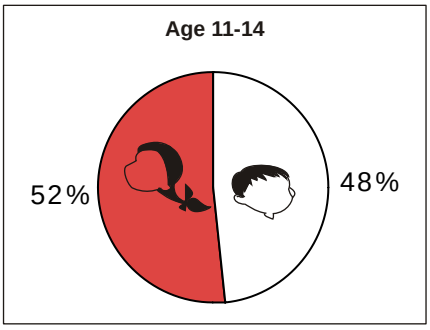
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or	Division
Age : 7-14 ALL	27.6	45.8	46.1	71.2
Age : 7-10 ALL	39.2	61.0	57.9	84.6
Age : 11-14 ALL	12.6	26.3	30.8	54.1
Govt : Std II-V	32.6	55.8	52.2	81.3
Pvt : Std II-V	23.9	44.1	44.0	72.4
Govt : Std VI-VIII	7.6	20.1	25.1	47.5
Pvt : Std VI-VIII	7.1	17.6	25.3	47.4

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	29.1	38.6	21.9	5.3	5.1	100
II	9.4	21.5	28.4	21.3	19.3	100
III	4.5	12.5	17.3	28.4	37.3	100
IV	3.1	6.2	10.2	22.0	58.6	100
V	2.5	4.7	6.4	19.0	67.3	100
VI	1.9	2.5	4.8	14.2	76.7	100
VII	1.5	1.9	2.6	10.5	83.6	100
VIII	1.4	2.0	3.2	8.6	84.8	100
Total	7.0	12.1	13.0	17.4	50.4	100

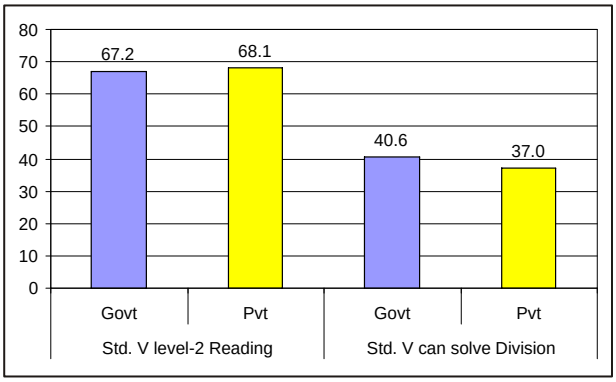
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	53.2	41.2	4.5	1.1	100
II	27.8	52.8	16.9	2.5	100
III	15.1	39.0	36.1	9.8	100
IV	10.9	27.3	33.6	28.2	100
V	8.4	24.2	28.0	39.5	100
VI	6.7	19.4	24.8	49.1	100
VII	4.9	19.0	20.8	55.3	100
VIII	6.0	20.3	19.5	54.1	100
Total	17.5	31.8	23.9	26.7	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Satara	27.3	Ratnagiri	19.3
Kolhapur	28.8	Sindhudurg	21.1
Wardha	33.1	Ahmednagar	23.5
Chandrapur	35.1	Jalna	25.5
Raigarh	35.5	Buldana	26.0
Bottom - 5		Bottom - 5	
Nandurbar*	78.2	Nandurbar*	69.5
Aurangabad	68.0	Amravati	66.4
Amravati	61.3	Gadchiroli	62.0
Jalna	59.4	Gondiya*	62.0
Jalgaon	57.9	Bhandara	61.7

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

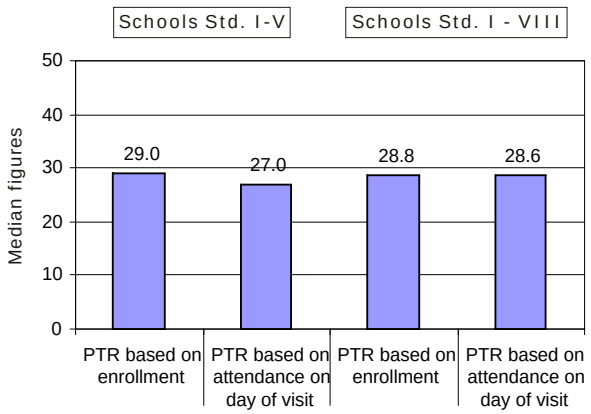


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	299	333
% teachers attending (average)	82.3	80.0
% of schools with NO teachers present	8.4	9.3
% of schools with ALL teachers present	62.2	45.0

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	307	344
% enrolled children attending (average)	82.2	82.5
% of schools with less than 50% of enrolled children attending	5.5	3.8

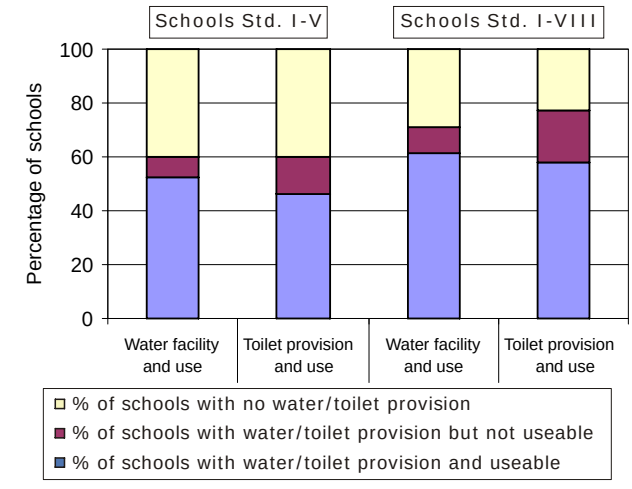
Pupil-teacher ratio (PTR)



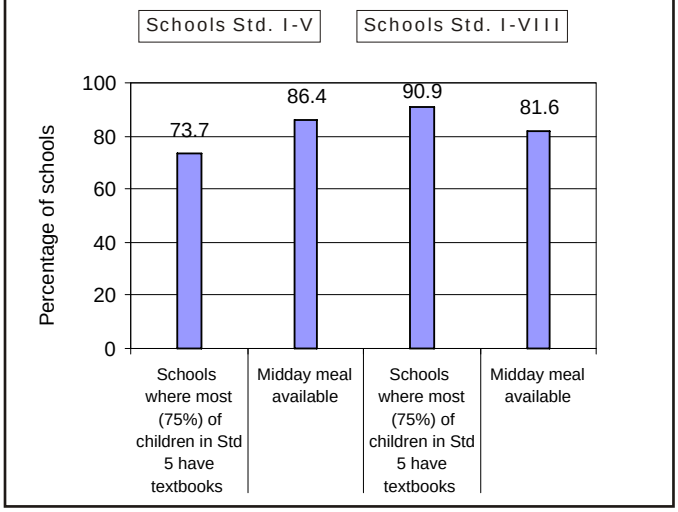
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	23	2.6	<=150	21	5.0
51-75	15	2.9	151-250	42	7.0
76-150	32	4.8	251-350	20	8.8
151-225	17	5.8	351-450	10	11.0
>225	13	9.6	>450	7	14.0

Provision and use

Water & toilet provision and use (%)



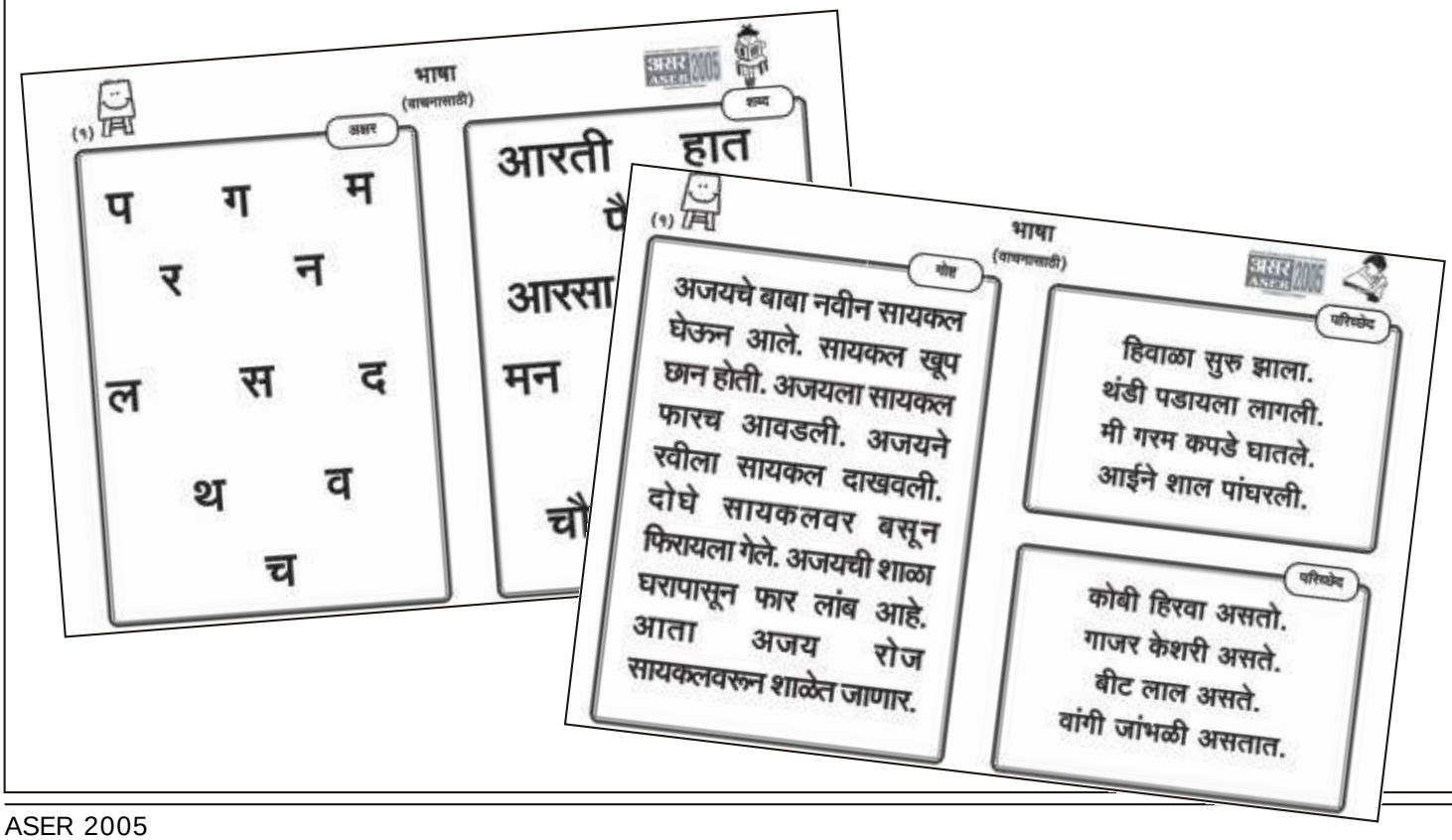
Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Ahmednagar	1.6	61.0	76.5
Akola	0.3	43.8	53.7
Amravati	1.4	38.7	33.6
Aurangabad	5.7	32.0	40.2
Bhandara	0.8	54.4	38.3
Bid	6.5	43.6	55.8
Buldhana	0.4	56.8	74.0
Chandrapur	1.0	64.9	50.9
Dhule	3.0	43.1	59.7
Gadchiroli	6.2	43.3	38.0
Gondia*	0.2	51.2	38.0
Hingoli*	4.7	59.4	45.0
Jalgaon	2.6	42.1	49.0
Jalna	2.2	40.6	74.5
Kolhapur	2.2	71.2	44.9
Latur	3.5	58.8	62.6
Nagpur	2.0	46.2	42.5

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Nanded	2.8	43.7	52.7
Nandurbar*	16.4	21.8	30.5
Nashik	2.4	46.6	47.4
Usmanabad	0.2	55.0	65.7
Parbhani	1.2	42.3	57.4
Pune	1.9	61.6	70.9
Raigad	1.8	64.5	58.6
Ratnagiri	1.3	61.8	80.7
Sangli	0.7	57.2	71.4
Satara	1.7	72.7	72.9
Sindhudurg	0.3	56.4	78.9
Solapur	4.2	62.8	60.2
Thane	7.2	50.6	42.5
Wardha	0.7	66.9	58.6
Washim*	2.8	64.4	63.5
Yavatmal	4.1	48.9	46.5
Maharashtra state	2.8	53.7	57.9



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

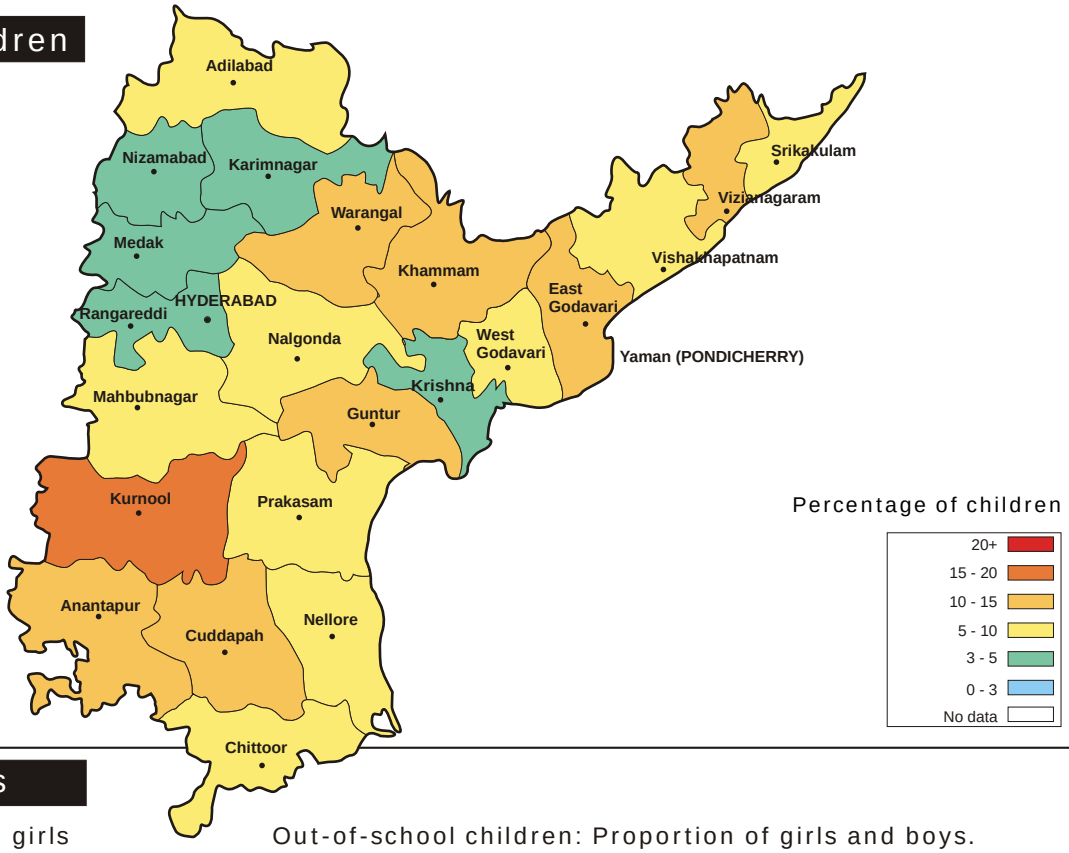
ANDHRA PRADESH RURAL

All analyses based on data from 21 out of 22 districts

Enrollment

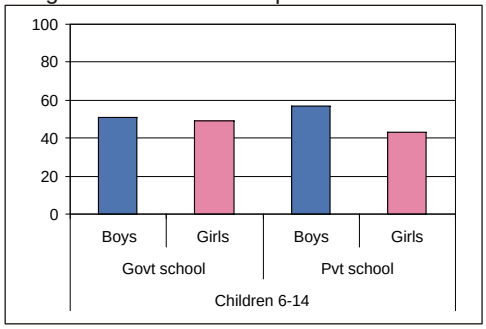
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	71.7	19.2	0.1	1.1	3.9	4.2	100
Age : 6-10 ALL	73.8	21.8	0.1	1.0	1.4	2.1	100
Age : 11-14 ALL	73.5	15.7	0.0	1.1	4.5	5.1	100
Age : 6-10 BOYS	72.2	23.4	0.1	0.9	1.3	2.1	100
Age : 6-10 GIRLS	75.5	20.1	0.0	1.0	1.4	2.0	100
Age : 11-14 BOYS	72.5	18.5	0.0	1.0	3.9	4.1	100
Age : 11-14 GIRLS	74.5	12.8	0.1	1.2	5.2	6.2	100

Out-of-school children

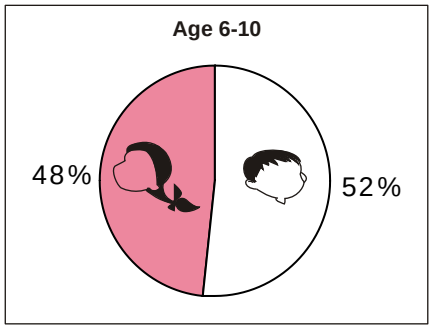


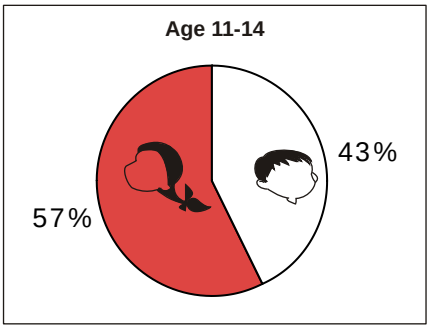
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT READ &		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	29.4	47.5	32.7	59.9
Age : 7-10 ALL	40.1	62.0	41.6	71.4
Age : 11-14 ALL	15.9	29.1	21.5	45.5
Govt : Std II-V	39.8	62.6	40.0	71.5
Pvt : Std II-V	33.8	55.6	37.8	68.0
Govt : Std VI-VIII	10.6	24.7	18.2	43.5
Pvt : Std VI-VIII	9.0	18.4	15.2	34.6

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	30.8	36.7	20.5	5.8	6.2	100
II	14.0	22.2	35.3	14.7	13.9	100
III	7.6	13.0	26.3	27.0	26.1	100
IV	4.3	6.9	16.6	24.5	47.8	100
V	4.1	2.8	8.7	22.8	61.7	100
VI	4.7	1.9	7.2	17.3	68.9	100
VII	4.1	1.5	3.4	12.3	78.7	100
VIII	3.4	1.1	2.5	9.2	83.8	100
Total	8.8	10.5	15.6	17.7	47.3	100

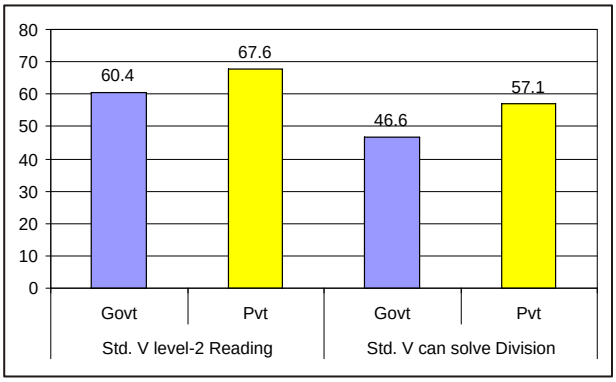
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	42.1	46.2	7.5	4.2	100
II	18.2	51.7	21.9	8.2	100
III	10.1	36.4	35.1	18.4	100
IV	6.9	23.8	33.3	36.0	100
V	5.8	13.2	32.6	48.4	100
VI	6.9	13.2	27.9	52.0	100
VII	6.0	11.5	23.4	59.1	100
VIII	4.8	9.8	20.4	65.0	100
Total	11.9	25.7	26.5	35.9	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Vizianagaram	32.9	Nellore	11.0
Nellore	33.2	Chittoor	14.5
Prakasam	34.6	Vizianagaram	15.3
Guntur	43.5	Krishna	16.2
Chittoor	44.1	Prakasam	16.7
Bottom - 5		Bottom - 5	
Medak	79.4	East Godavari	52.4
Nizamabad	74.3	Rangareddi	52.0
Vishakhapatnam	67.3	Mahbubnagar	51.8
East Godavari	66.1	Vishakhapatnam	46.3
Mahbubnagar	64.9	Warangal	44.0

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

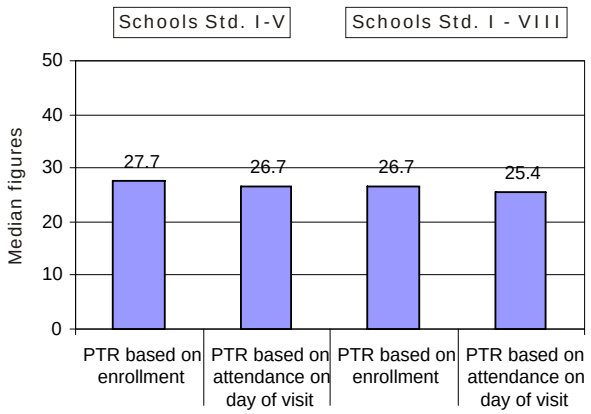


Teachers, children, and classrooms

Teachers' attendance	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	195	174
% teachers attending (average)	76.9	78.6
% of schools with NO teachers present	4.1	1.1
% of schools with ALL teachers present	45.6	28.2

Children's attendance	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	196	175
% enrolled children attending (average)	76.2	74.6
% of schools with less than 50% of enrolled children attending	8.2	4.6

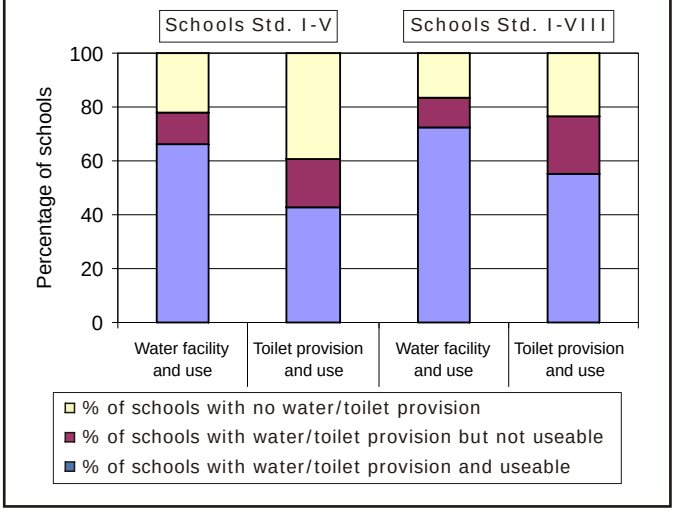
Pupil-teacher ratio (PTR)



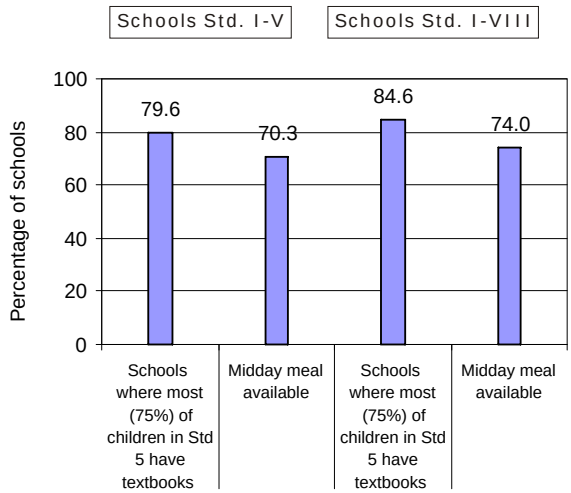
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	26	1.7	<=150	27	5.1
51-75	15	2.9	151-250	33	7.1
76-150	35	3.3	251-350	25	7.6
151-225	11	4.6	351-450	8	9.4
>225	13	6.2	>450	7	8.7

Provision and use

Water & toilet provision and use (%)

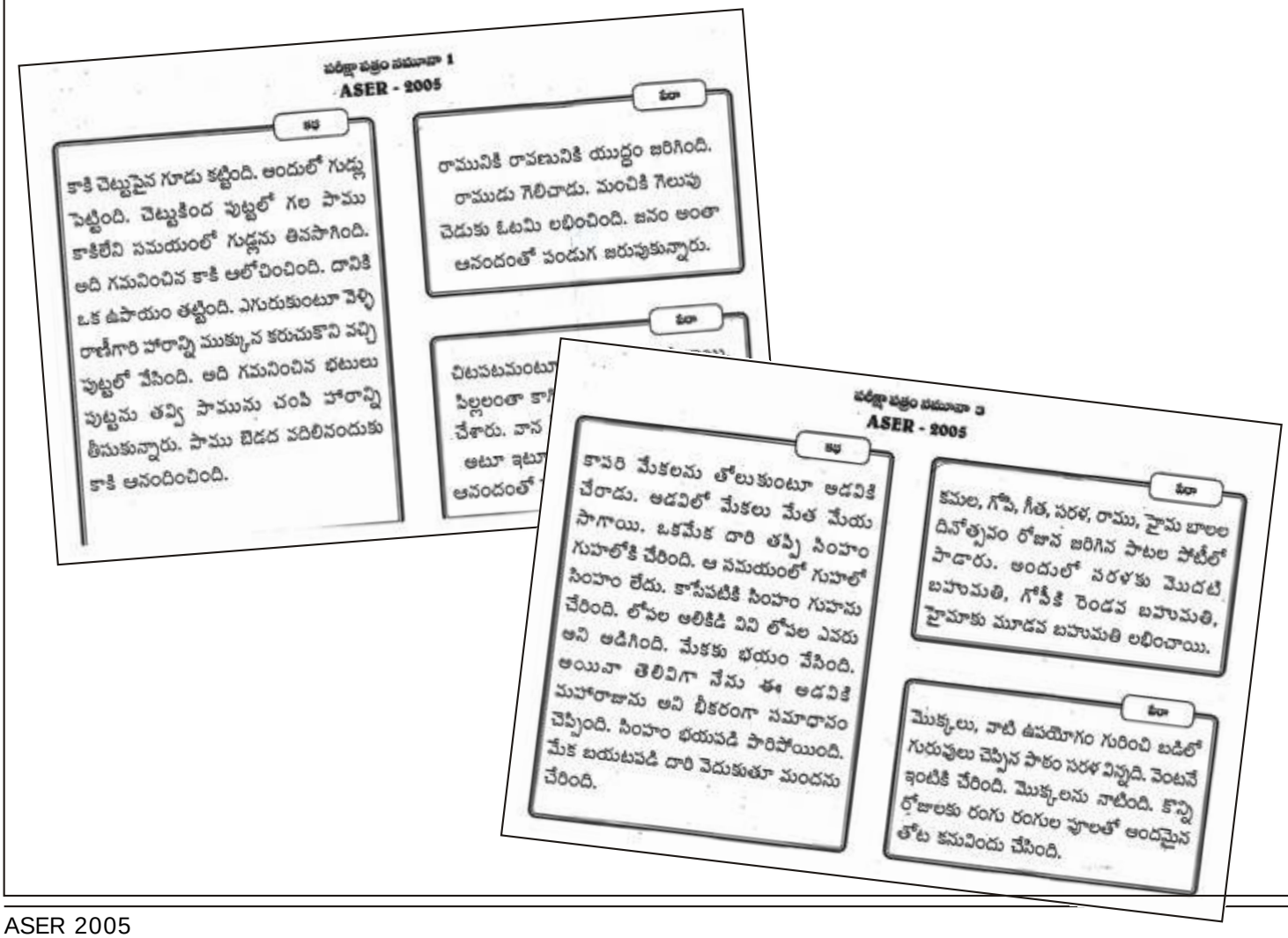


Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Adilabad	7.5	44.4	67.0
Anantapur	10.4	48.5	72.4
Chittoor	6.1	55.9	85.5
Cuddapah	11.4	40.1	66.2
East Godavari	12.3	33.9	47.6
Guntur	10.6	56.5	80.1
Karimnagar	3.2	38.7	65.5
Khammam	13.2	46.4	64.4
Krishna	3.7	54.7	83.8
Kurnool	17.1	53.4	73.9
Mahbubnagar	9.9	35.1	48.2
Medak	3.7	20.6	62.4
Nalgonda	6.6	38.0	62.8
Nellore	5.8	66.8	89.0
Nizamabad	3.6	25.7	60.5
Prakasam	7.9	65.4	83.3
Rangareddi	4.2	38.1	48.0
Srikakulam	5.3	50.4	69.6
Vishakhapatnam	5.3	32.7	53.7
Vizianagaram	12.1	67.1	84.7
Warangal	10.8	39.1	56.0
West Godavari	5.0	47.4	69.5
Andhra Pradesh state	8.0	46.0	68.6



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

GOA RURAL

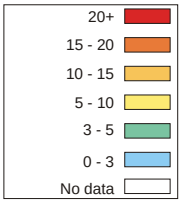
All analyses based on data from 2 out of 2 districts

Enrollment

	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	72.0	27.7	0.0	0.0	0.1	0.2	100
Age : 6-10 ALL	74.3	25.6	0.0	0.0	0.2	0.0	100
Age : 11-14 ALL	69.2	30.3	0.0	0.0	0.0	0.6	100
Age : 6-10 BOYS	72.3	27.5	0.0	0.0	0.3	0.0	100
Age : 6-10 GIRLS	76.7	23.3	0.0	0.0	0.0	0.0	100
Age : 11-14 BOYS	71.9	27.4	0.0	0.0	0.0	0.8	100
Age : 11-14 GIRLS	66.7	33.0	0.0	0.0	0.0	0.4	100

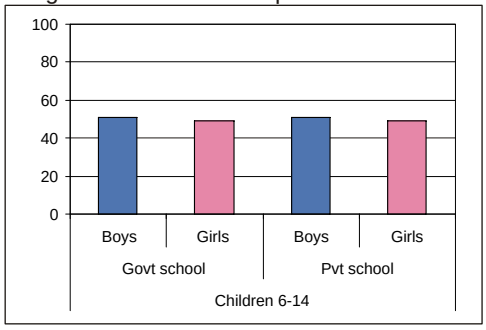
Out-of-school children

Percentage of children

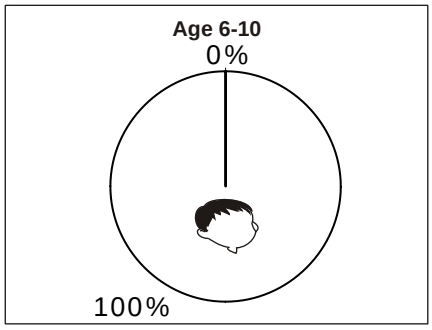


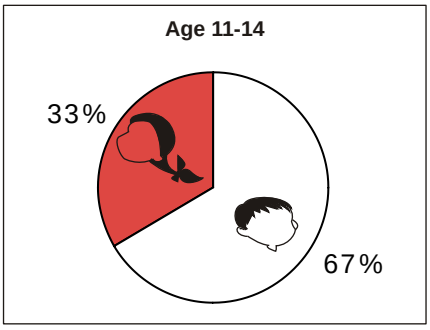
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	14.9	40.4	26.3	60.3
Age : 7-10 ALL	24.4	58.6	45.4	84.7
Age : 11-14 ALL	4.3	20.3	5.0	33.1
Govt : Std II-V	23.0	56.5	39.3	81.9
Pvt : Std II-V	16.7	52.4	40.5	76.8
Govt : Std VI-VIII	3.2	20.0	4.6	32.6
Pvt : Std VI-VIII	1.1	8.1	4.0	23.8

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	3.2	45.1	37.3	6.1	8.3	100
II	1.6	10.4	53.2	19.8	15.1	100
III	0.9	6.7	13.5	45.4	33.6	100
IV	0.7	1.7	6.0	41.6	50.1	100
V	0.0	0.5	4.0	27.4	68.1	100
VI	0.0	0.4	2.6	14.4	82.6	100
VII	0.0	0.0	1.7	12.2	86.1	100
VIII	0.0	0.0	3.2	18.0	78.8	100
Total	0.6	6.1	12.9	24.2	56.2	100

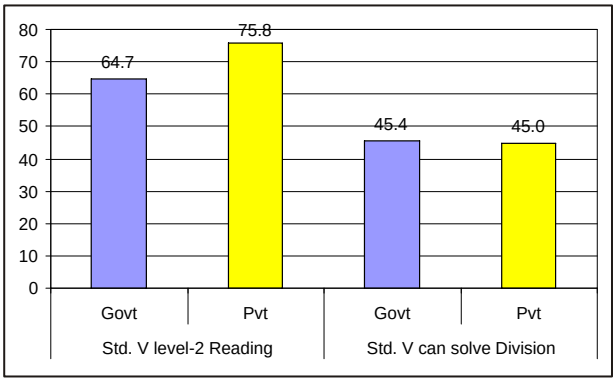
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	40.6	52.4	7.0	0.0	100
II	16.3	73.1	10.6	0.0	100
III	5.3	50.6	40.1	4.1	100
IV	1.0	22.0	58.6	18.4	100
V	0.0	7.9	46.9	45.3	100
VI	0.0	4.7	29.1	66.2	100
VII	0.9	4.0	21.6	73.6	100
VIII	0.0	0.0	19.8	80.2	100
Total	5.9	24.8	32.5	36.8	100

Performance of surveyed districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
South Goa	0.9	52.0	83.4
North Goa	0.0	51.3	66.2
Goa state	0.3	51.5	71.9

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

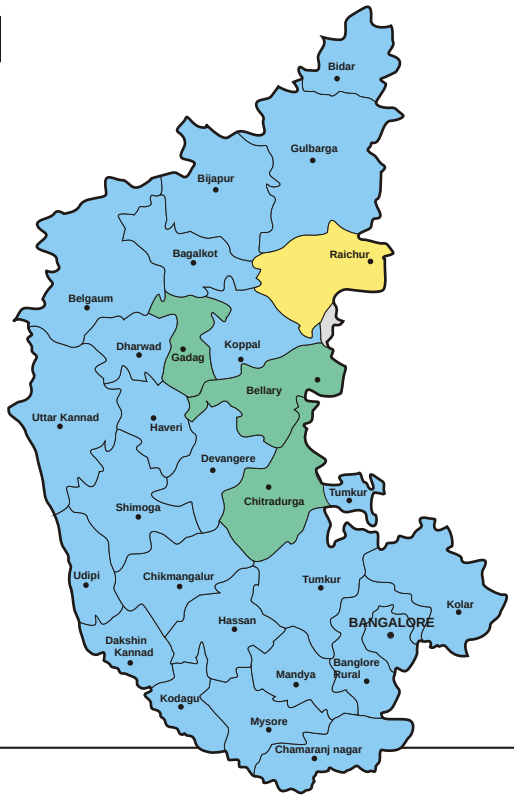
KARNATAKA RURAL

All analyses based on data from 27 out of 27 districts

Enrollment

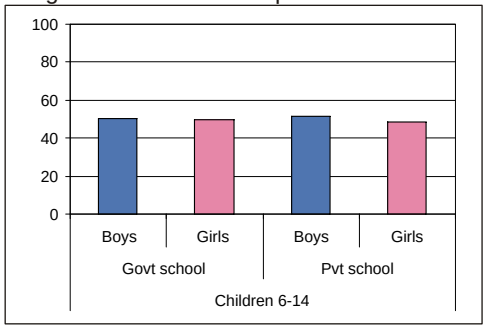
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	88.5	9.5	0.1	0.0	0.3	1.6	100
Age : 6-10 ALL	89.9	9.5	0.0	0.0	0.1	0.4	100
Age : 11-14 ALL	87.0	9.5	0.1	0.0	0.5	2.9	100
Age : 6-10 BOYS	89.5	9.9	0.1	0.0	0.2	0.4	100
Age : 6-10 GIRLS	90.4	9.1	0.0	0.0	0.1	0.4	100
Age : 11-14 BOYS	87.3	9.3	0.1	0.0	0.4	2.8	100
Age : 11-14 GIRLS	86.8	9.6	0.1	0.0	0.5	3.0	100

Out-of-school children

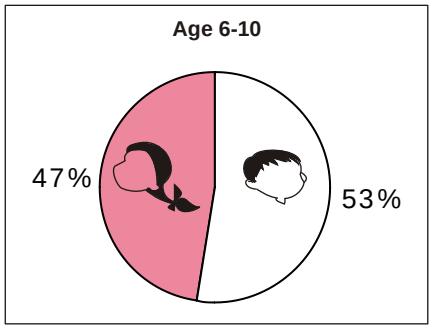


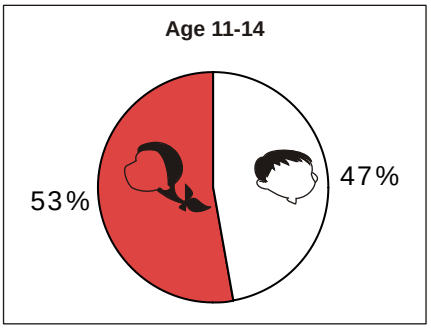
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	34.9	53.9	44.3	75.8
Age : 7-10 ALL	52.9	72.5	59.7	90.6
Age : 11-14 ALL	17.1	35.6	29.3	61.2
Govt : Std II-V	50.3	70.5	58.5	90.1
Pvt : Std II-V	40.6	62.4	45.3	82.5
Govt : Std VI-VIII	12.4	29.1	24.2	55.6
Pvt : Std VI-VIII	8.6	26.8	22.9	47.2

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	46.1	16.6	25.3	4.6	7.4	100
II	13.4	37.1	30.5	10.6	8.5	100
III	8.5	19.5	32.7	19.5	19.8	100
IV	5.4	10.4	22.2	25.6	36.4	100
V	3.5	6.6	14.4	24.2	51.3	100
VI	2.7	4.6	9.4	18.1	65.1	100
VII	1.3	2.3	6.1	17.2	73.1	100
VIII	0.9	1.9	4.2	13.4	79.7	100
Total	5.4	12.1	17.7	19.0	45.9	100

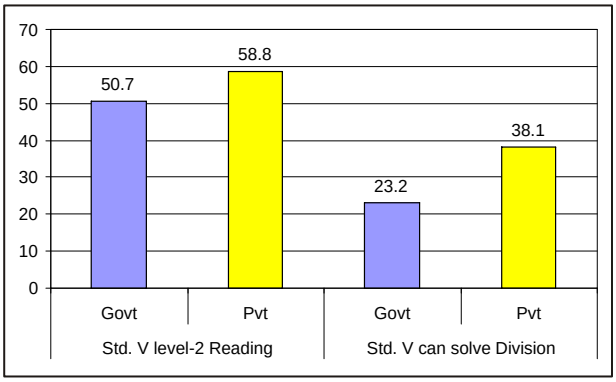
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	61.1	33.5	0.0	5.5	100
II	23.2	63.8	11.5	1.5	100
III	13.1	54.4	29.8	2.8	100
IV	7.8	37.4	43.8	11.0	100
V	5.9	29.5	40.3	24.3	100
VI	3.7	22.9	34.8	38.6	100
VII	2.4	19.8	29.2	48.6	100
VIII	2.1	20.3	24.8	52.8	100
Total	8.6	36.0	31.4	24.0	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Udipi*	18.4	Udipi*	9.0
Gadag*	41.2	Chitradurga	17.7
Hassan	44.7	Hassan	23.2
Shimoga	44.8	Uttara Kannad	30.4
Kodagu	45.6	Kolar	30.9
Bottom - 5		Bottom - 5	
Kolar	84.6	Dharwad	79.5
Haveri*	84.5	Belgaum	70.6
Belgaum	83.6	Chamarajanagar	69.5
Dharwad	81.9	Koppal	60.4
Uttara Kannad	77.9	Haveri*	60.4

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

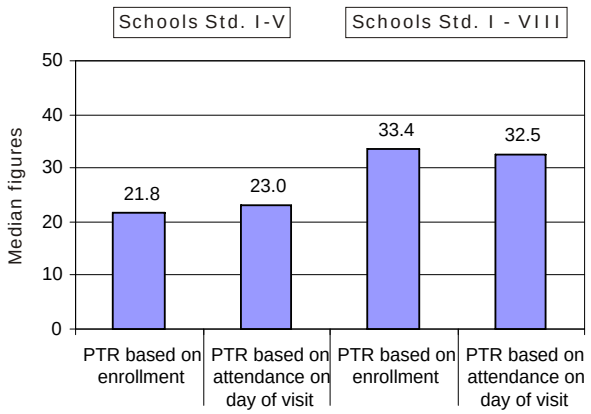


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	94	439
% teachers attending (average)	76.9	77.5
% of schools with NO teachers present	3.2	1.4
% of schools with ALL teachers present	54.3	23.5

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	94	439
% enrolled children attending (average)	82.5	76.6
% of schools with less than 50% of enrolled children attending	5.3	10.7

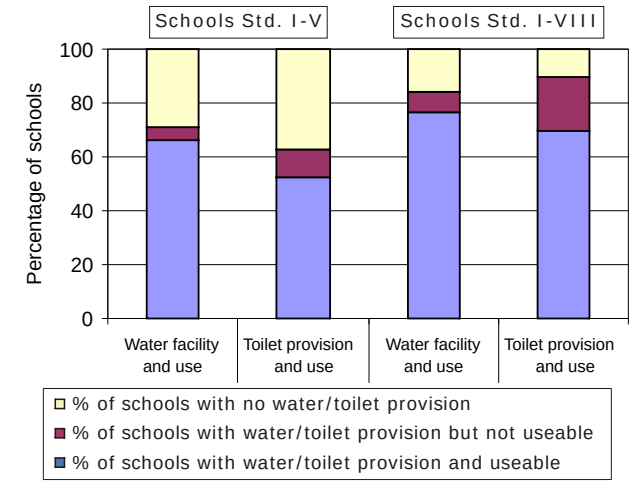
Pupil-teacher ratio (PTR)



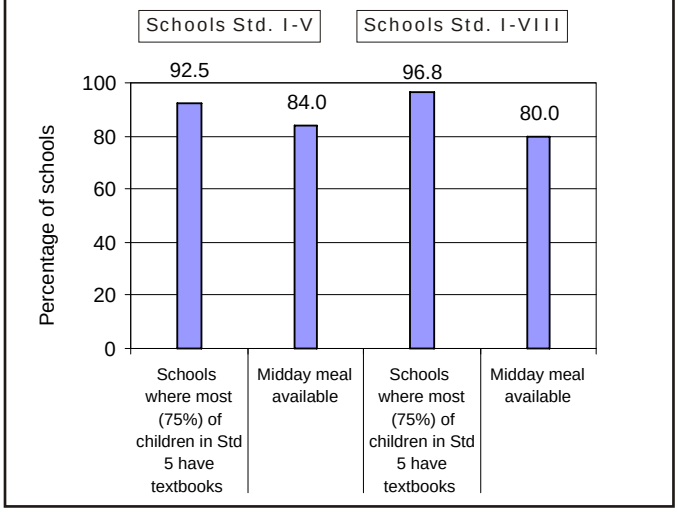
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	62	2.4	<=150	23	5.6
51-75	19	2.8	151-250	26	7.3
76-150	19	3.6	251-350	22	9.3
151-225	0	0.0	351-450	13	9.8
>225	0	0.0	>450	16	12.5

Provision and use

Water & toilet provision and use (%)

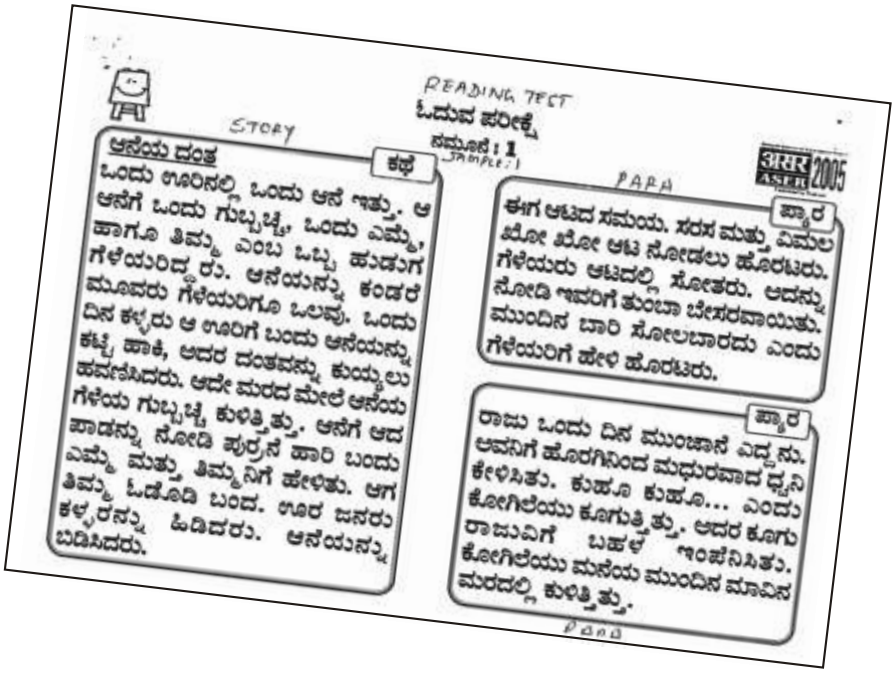


Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Bagalkot*	0.5	39.0	40.1
Bangalore	0.8	35.6	63.0
Bangalore Rural	1.1	44.1	58.2
Belgaum	1.6	16.4	29.4
Bellary	3.8	37.3	40.2
Bidar	2.2	53.6	48.2
Bijapur	2.4	36.7	44.0
Chamaranjnagar	2.5	27.9	30.5
Chikmangalur	0.6	39.6	54.4
Chitradurga	3.2	27.5	82.3
Dakshin Kannad	0.8	50.9	65.7
Devangere	1.2	42.8	46.8
Dharwad	2.8	18.1	20.5
Gadag*	3.2	58.8	43.1
Gulbarga	1.9	47.0	43.7
Hassan	1.4	55.3	76.8
Haveri*	1.0	15.5	39.6
Kodagu	2.0	54.4	62.1
Kolar	2.3	15.4	69.1
Koppal	2.1	54.3	39.6
Mandya	1.7	31.7	50.0
Mysore	1.3	29.1	43.4
Raichur	7.6	33.0	58.1
Shimoga	1.3	55.2	54.8
Tumkur	0.6	42.6	54.3
Udipi*	0.2	81.6	91.0
Uttar Kannad	0.5	22.1	69.6
Karnataka state	1.9	36.8	51.7



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

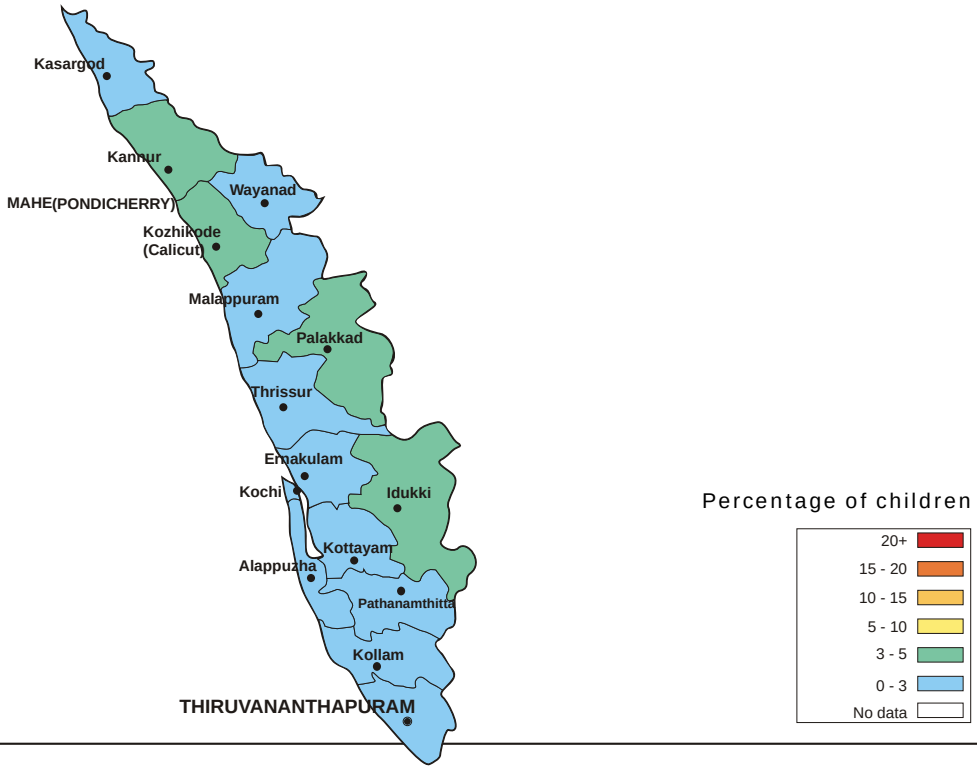
KERALA RURAL

All analyses based on data from 14 out of 14 districts

Enrollment

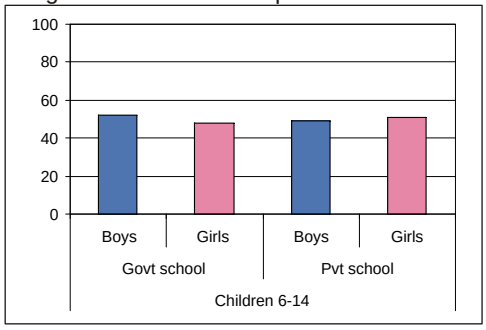
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	75.5	22.2	0.3	0.5	1.6	0.1	100
Age : 6-10 ALL	77.2	21.8	0.2	0.4	0.5	0.0	100
Age : 11-14 ALL	75.4	23.2	0.3	0.2	0.7	0.1	100
Age : 6-10 BOYS	77.1	21.9	0.3	0.3	0.5	0.0	100
Age : 6-10 GIRLS	77.3	21.7	0.2	0.4	0.4	0.1	100
Age : 11-14 BOYS	77.4	21.5	0.1	0.2	0.7	0.1	100
Age : 11-14 GIRLS	73.3	25.1	0.5	0.2	0.7	0.2	100

Out-of-school children

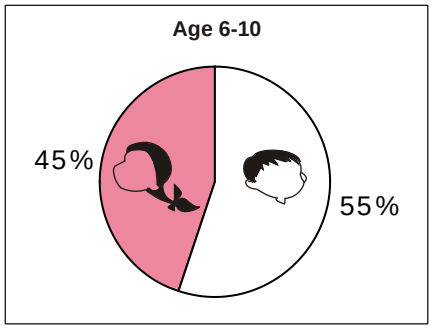


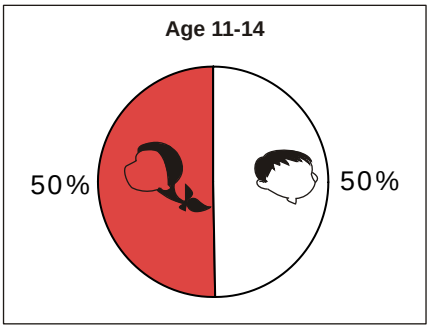
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	12.1	23.5	22.5	48.4
Age : 7-10 ALL	17.9	32.3	30.8	63.8
Age : 11-14 ALL	5.2	12.8	12.5	29.7
Govt : Std II-V	18.0	33.3	30.5	65.7
Pvt : Std II-V	18.6	31.5	31.0	53.3
Govt : Std VI-VIII	4.1	11.0	10.6	29.5
Pvt : Std VI-VIII	6.4	11.4	14.7	24.9

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	9.9	18.9	40.2	8.0	23.0	100
II	4.7	8.4	26.6	12.3	48.0	100
III	3.7	3.3	13.9	18.1	60.9	100
IV	2.4	1.6	6.4	15.9	73.8	100
V	1.9	1.1	2.6	12.9	81.5	100
VI	1.6	1.0	3.0	7.7	86.8	100
VII	2.0	0.5	2.3	6.3	88.9	100
VIII	1.6	0.0	1.0	5.8	91.7	100
Total	3.2	3.7	10.7	11.3	71.1	100

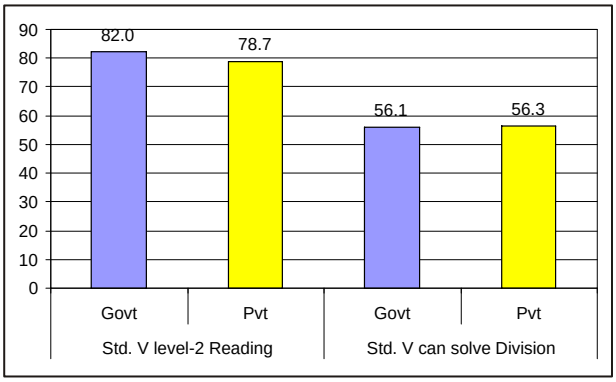
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	16.9	64.5	10.3	8.3	100
II	8.3	46.0	26.8	19.0	100
III	6.2	30.8	37.4	25.7	100
IV	3.1	17.2	39.5	40.3	100
V	3.1	12.7	28.2	56.0	100
VI	2.3	10.1	23.2	64.4	100
VII	2.5	9.5	15.4	72.7	100
VIII	1.6	6.5	12.8	79.2	100
Total	4.9	22.8	25.7	46.6	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
Kollam	4.8	Kottayam	13.5
Alappuzha	11.1	Alappuzha	13.5
Kannur	13.2	Ernakulam	15.5
Kozhikode	15.7	Pathanamthitta	18.8
Pathanamthitta	17.1	Kannur	22.6
Bottom - 5		Bottom - 5	
Malappuram	51.4	Wayanad	33.7
Ernakulam	39.0	Kozhikode	31.8
Thrissur	37.2	Malappuram	31.2
Idukki	35.2	Thiruvananthapuram	30.2
Kasargod	32.0	Kasargod	28.1

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

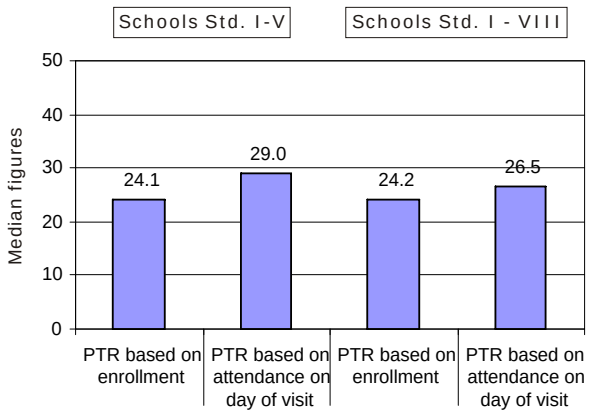


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	94	128
% teachers attending (average)	53.1	65.6
% of schools with NO teachers present	37.2	25.8
% of schools with ALL teachers present	34.0	28.1

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	97	132
% enrolled children attending (average)	92.9	92.2
% of schools with less than 50% of enrolled children attending	3.1	3.0

Pupil-teacher ratio (PTR)

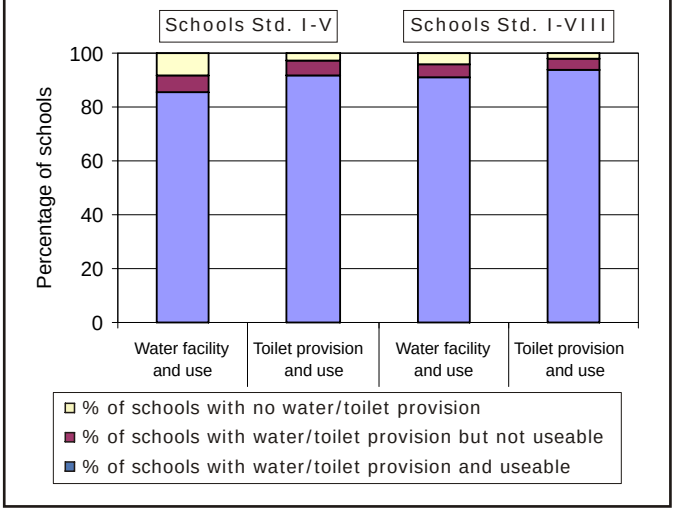


Average number of rooms available

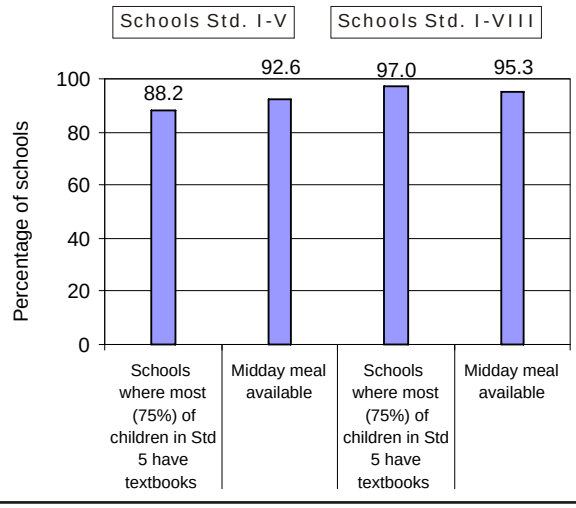
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	9	4.1	<=150	8	11.1
51-75	5	4.3	151-250	16	11.3
76-150	41	5.3	251-350	16	14.7
151-225	18	8.1	351-450	13	17.5
>225	27	12.1	>450	47	27.2

Provision and use

Water & toilet provision and use (%)



Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Alappuzha	1.8	88.9	86.5
Ernakulam	0.0	61.0	84.5
Idukki	3.6	64.8	73.2
Kannur	3.1	86.8	77.4
Kasargod	0.6	68.0	71.9
Kollam	0.0	95.2	76.9
Kottayam	0.4	78.1	86.5

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Kozhikode	3.5	84.3	68.2
Malappuram	0.8	48.6	68.8
Palakkad	4.6	81.9	77.0
Pathanamthitta	1.6	82.9	81.3
Thiruvananthapuram	1.6	70.6	69.8
Thrissur	0.5	62.8	74.9
Wayanad	1.8	70.3	66.3
Kerla state	1.6	72.0	75.7

Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

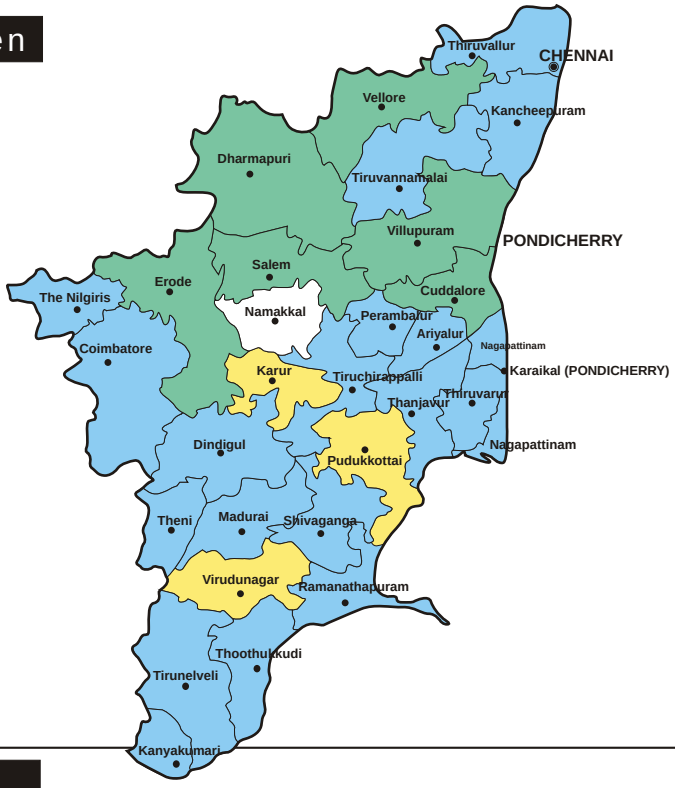
TAMIL NADU RURAL

All analyses based on data from 28 out of 29 districts

Enrollment

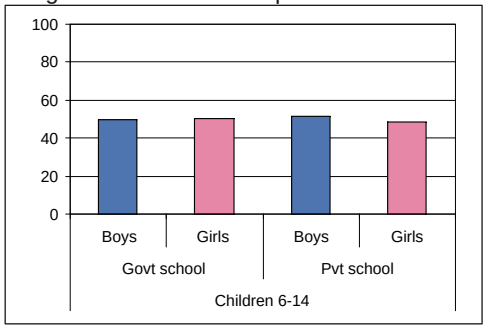
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	78.3	18.4	0.7	0.0	0.3	2.3	100
Age : 6-10 ALL	79.2	19.5	0.7	0.0	0.3	0.4	100
Age : 11-14 ALL	77.6	16.9	0.7	0.0	0.4	4.4	100
Age : 6-10 BOYS	78.9	19.8	0.7	0.0	0.3	0.4	100
Age : 6-10 GIRLS	79.5	19.1	0.6	0.0	0.3	0.4	100
Age : 11-14 BOYS	77.4	17.9	0.5	0.0	0.3	3.9	100
Age : 11-14 GIRLS	77.8	16.0	0.9	0.0	0.4	4.9	100

Out-of-school children

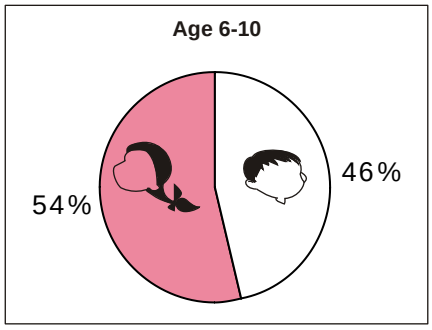


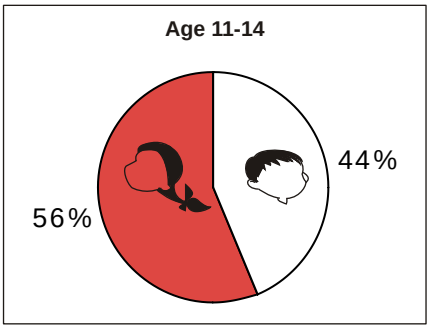
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	30.9	49.3	36.9	66.8
Age : 7-10 ALL	45.8	66.5	51.6	82.3
Age : 11-14 ALL	14.3	30.2	20.7	49.6
Govt : Std II-V	49.5	70.1	55.4	84.6
Pvt : Std II-V	43.0	60.4	47.4	77.6
Govt : Std VI-VIII	15.4	32.1	21.9	53.7
Pvt : Std VI-VIII	9.4	26.1	14.4	39.0

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	45.8	31.1	17.3	2.0	3.9	100
II	22.5	27.1	31.0	9.6	9.9	100
III	11.5	17.8	31.2	18.2	21.2	100
IV	6.4	10.3	20.9	24.5	37.8	100
V	4.4	5.3	15.4	24.3	50.7	100
VI	3.5	4.8	12.2	20.1	59.4	100
VII	2.3	2.8	6.9	16.7	71.3	100
VIII	1.8	1.9	5.3	12.6	78.4	100
Total	10.3	11.4	17.5	17.3	43.6	100

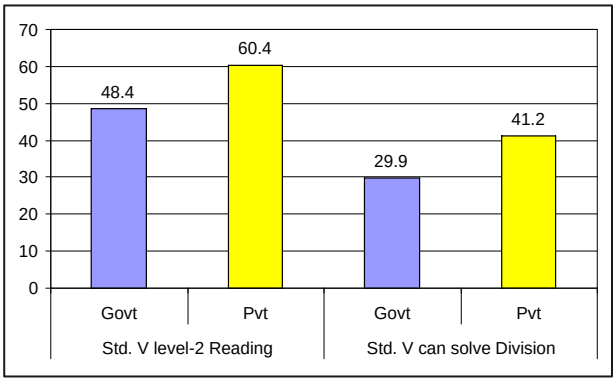
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	55.2	37.4	6.0	1.5	100
II	31.8	51.4	14.1	2.7	100
III	16.5	47.4	28.6	7.6	100
IV	9.8	34.6	36.6	19.0	100
V	6.9	26.4	34.9	31.8	100
VI	4.9	20.8	34.9	39.4	100
VII	3.7	16.1	28.4	51.9	100
VIII	3.0	11.7	28.3	57.1	100
Total	14.0	30.2	28.1	27.7	100

Performance of top five and bottom five districts in state based on % all children Std V

Reading	% std III to V CANNOT read level-2	Arithmetic	% std III to V CANNOT solve subtraction
Top - 5		Top - 5	
The Nilgiris	33.0	The Nilgiris	11.6
Dindigul	38.4	Dindigul	19.0
Kanyakumari	39.6	Theni*	20.4
Ariyalur*	41.2	Pudukkottai	28.2
Tirunelveli	46.0	Tirunelveli	32.7
Bottom - 5		Bottom - 5	
Theni*	86.6	Erode	66.7
Tiruvannamalai	80.3	Cuddalore	66.2
Thiruvallur	79.5	Viluppuram	64.1
Salem	78.5	Perambalur*	62.6
Shivaganga	78.3	Ramanathapuram	61.9

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums

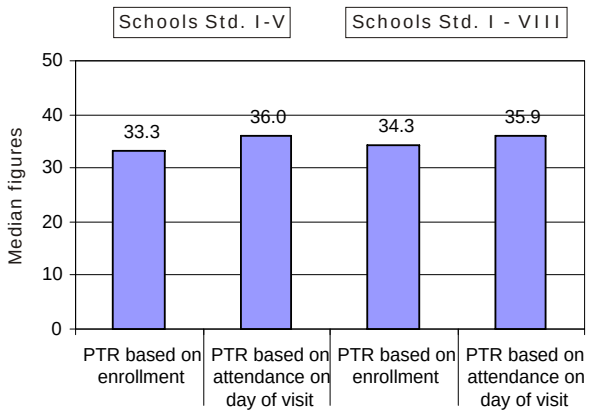


Teachers, children, and classrooms

Teachers' attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	283	192
% teachers attending (average)	78.2	79.4
% of schools with NO teachers present	5.7	5.2
% of schools with ALL teachers present	52.7	33.9

Children's attendance		
	Schools with:	
	Std. I-IV/V	Std. I - VIII
Total number of schools visited	283	190
% enrolled children attending (average)	86.6	85.9
% of schools with less than 50% of enrolled children attending	6.0	4.7

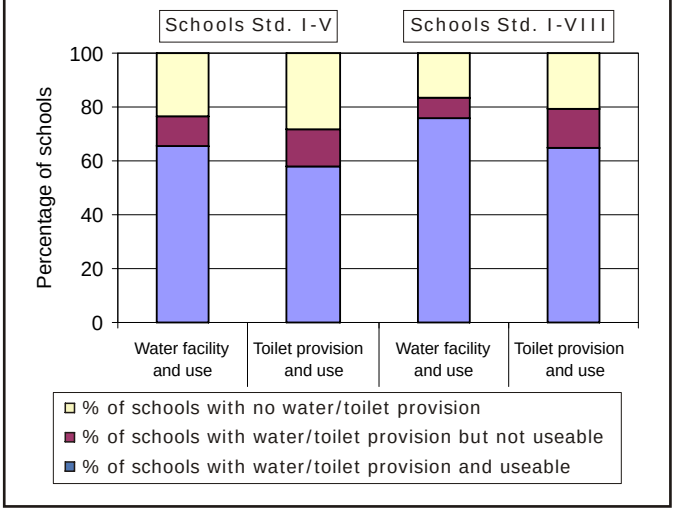
Pupil-teacher ratio (PTR)



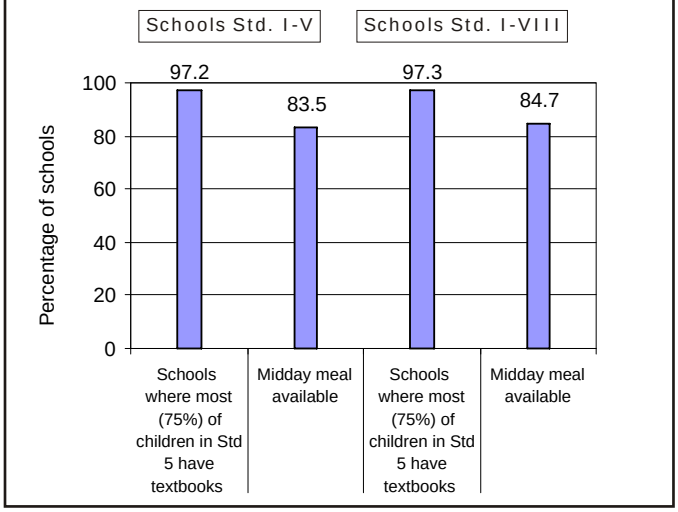
Average number of rooms available					
Type of school by enrollment	% Schools visited	Std I-V rooms	Type of school by enrollment	% Schools visited	Std I-VIII rooms
<=50	19	2.0	<=150	17	4.5
51-75	16	2.3	151-250	28	6.0
76-150	33	3.0	251-350	26	8.7
151-225	17	5.1	351-450	13	8.9
>225	15	7.2	>450	16	14.0

Provision and use

Water & toilet provision and use (%)

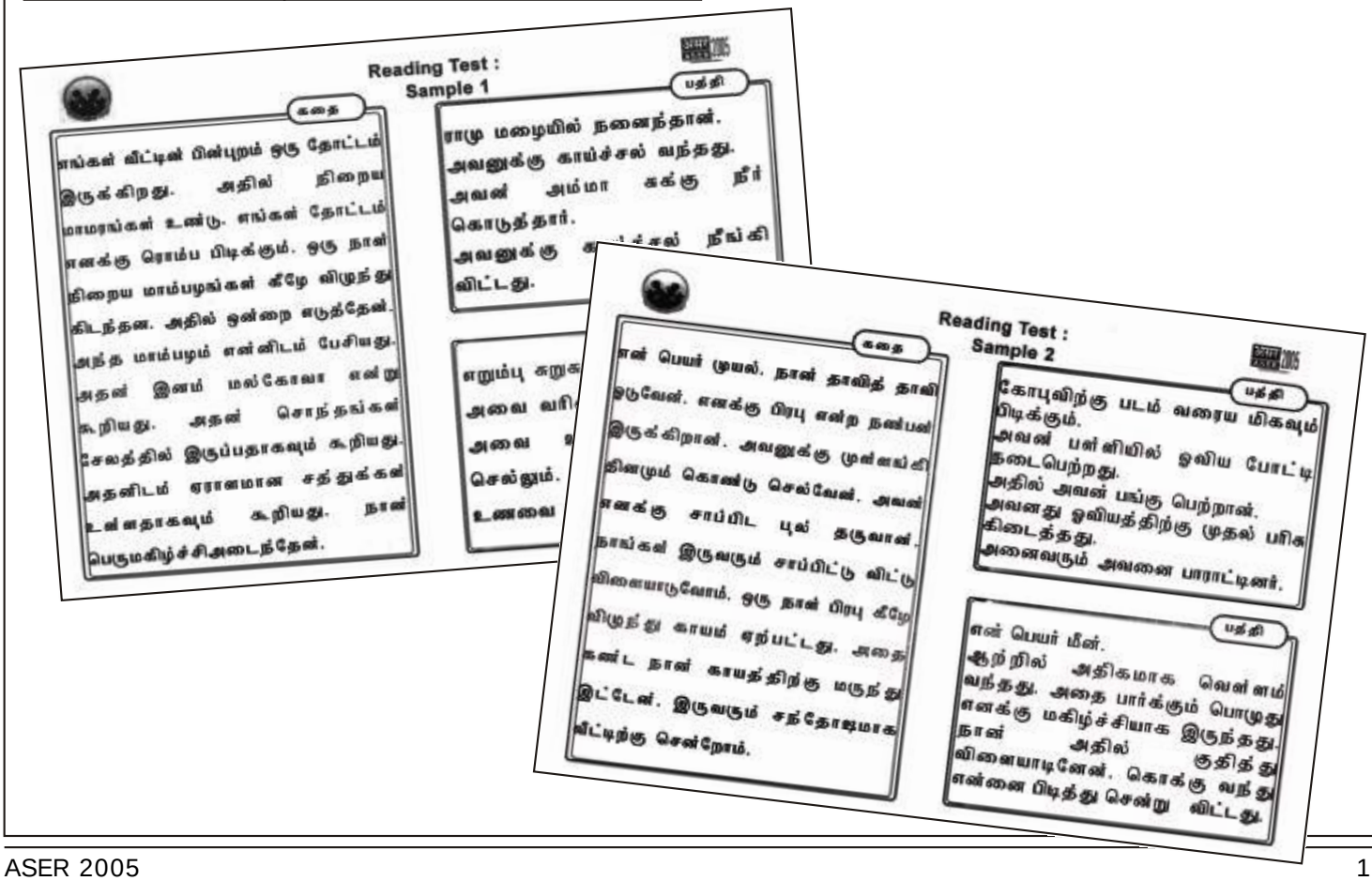


Textbooks and midday meals (%)



Performance of all districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Ariyalur*	2.7	58.8	64.7
Coimbatore	1.0	37.6	51.9
Cuddalore	4.6	43.9	33.8
Dharmapuri	3.0	42.4	53.5
Dindigul	0.8	61.6	81.0
Erode	3.3	22.2	33.3
Kancheepuram	1.0	25.1	57.9
Kanyakumari	1.1	60.4	59.2
Karur*	8.5	40.5	62.7
Madurai	2.2	48.7	54.8
Nagapattinam*	2.7	29.6	54.1
Perambalur*	1.5	24.7	37.4
Pudukkottai	7.1	50.0	71.8
Ramanathapuram	2.2	36.6	38.1
Salem	3.2	21.5	58.8
Shivaganga	0.3	21.7	55.0
Thanjavur	1.7	40.2	43.5
Theni*	1.5	13.4	79.6
The Nilgiris	1.7	67.0	88.4
Thiruvallur	1.9	20.5	38.4
Thiruvarur	1.1	24.8	54.8
Thoothukkudi	2.8	41.6	63.4
Tiruchirappalli	2.1	36.9	58.5
Tirunelveli	0.6	54.0	67.3
Tiruvannamalai	1.6	19.7	46.1
Vellore	4.0	45.6	48.2
Villupuram	4.0	23.3	35.9
Virudunagar	7.5	23.0	51.2
Tamil Nadu State	13.1	53.6	74.7



Tripura

Assam

Meghalay

Manipur

Nagaland

Arunachal Pradesh

Note : Arunachal Pradesh, Assam, Manipur, Meghalaya, Nagaland and Tripura have been allocated two instead of four pages due to partial coverage of districts Mizoram was not covered.

TRIPURA RURAL

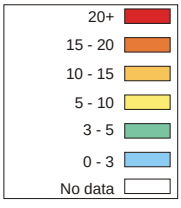
All analyses based on data from 1 out of 4 districts

Enrollment

	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	96.0	1.6	0.0	0.7	0.5	1.3	100
Age : 6-10 ALL	96.9	2.2	0.0	0.4	0.0	0.4	100
Age : 11-14 ALL	97.2	0.9	0.0	0.0	0.0	1.9	100
Age : 6-10 BOYS	96.2	2.9	0.0	1.0	0.0	0.0	100
Age : 6-10 GIRLS	97.5	1.6	0.0	0.0	0.0	0.8	100
Age : 11-14 BOYS	97.6	1.6	0.0	0.0	0.0	0.8	100
Age : 11-14 GIRLS	96.6	0.0	0.0	0.0	0.0	3.5	100

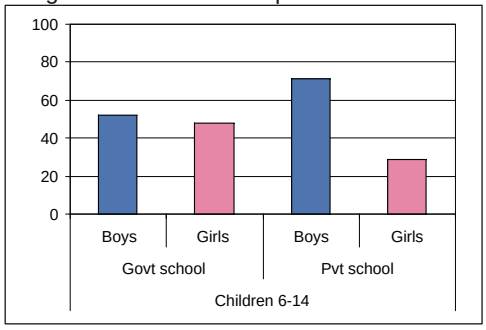
Out-of-school children

Percentage of children

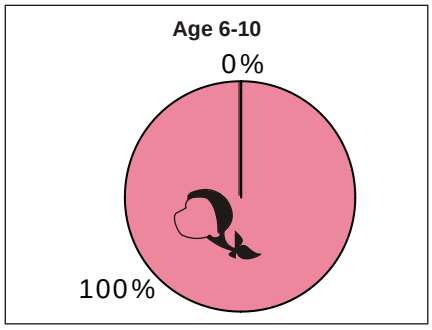


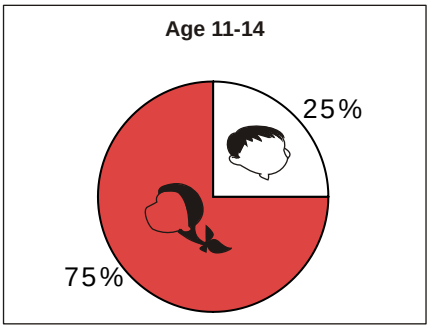
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	18.4	34.4	22.1	59.1
Age : 7-10 ALL	29.2	47.4	31.8	78.3
Age : 11-14 ALL	8.0	22.0	13.0	41.0
Govt : Std II-V	18.9	38.6	22.3	66.2
Pvt : Std II-V	0.0	0.0	0.0	0.0
Govt : Std VI-VIII	1.0	10.3	4.2	27.4
Pvt : Std VI-VIII	0.0	0.0	0.0	0.0

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	0.0	25.0	36.5	17.3	21.2	100
II	3.5	15.8	15.8	22.8	42.1	100
III	2.5	7.6	19.0	15.2	55.7	100
IV	0.0	3.0	4.6	25.8	66.7	100
V	0.0	0.0	1.6	14.8	83.6	100
VI	0.0	0.0	0.0	13.2	86.8	100
VII	0.0	0.0	4.6	4.6	90.9	100
VIII	0.0	0.0	0.0	4.6	95.5	100
Total	1.0	7.3	11.7	16.8	63.4	100

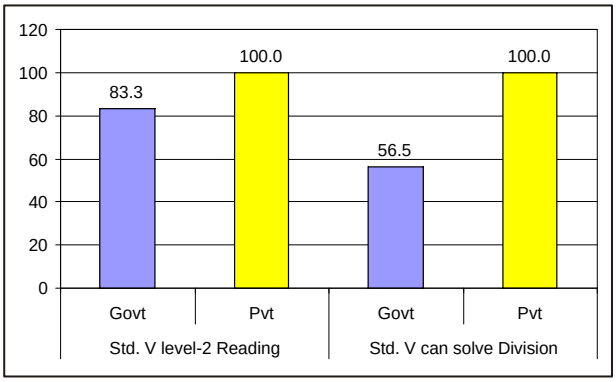
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	10.0	54.0	34.0	2.0	100
II	14.0	29.8	43.9	12.3	100
III	6.4	18.0	50.0	25.6	100
IV	0.0	10.6	45.5	43.9	100
V	7.9	3.2	31.8	57.1	100
VI	1.9	3.8	22.6	71.7	100
VII	0.0	0.0	38.1	61.9	100
VIII	0.0	4.8	9.5	85.7	100
Total	5.9	17.1	37.4	39.6	100

Performance of surveyed districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
SouthTripura	1.8	67.5	84.1
Tripura state	1.8	67.5	84.1

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



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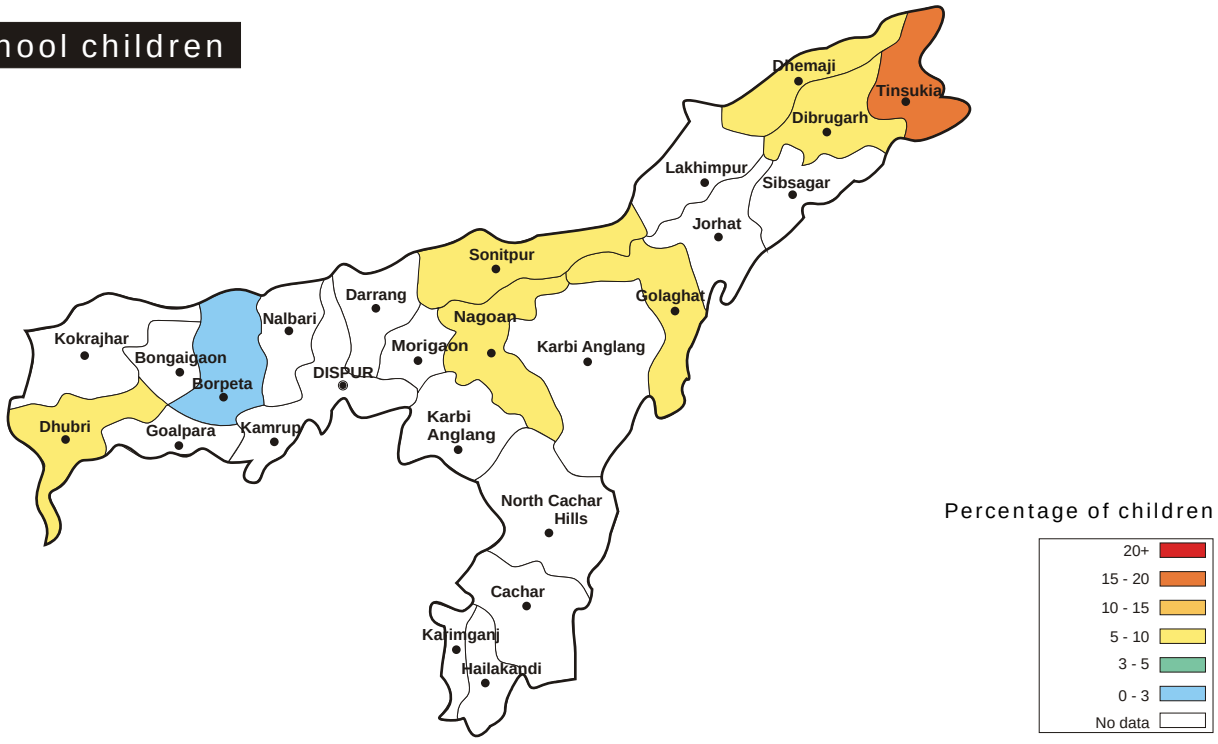
ASSAM RURAL

All analyses based on data from 8 out of 23 districts

Enrollment

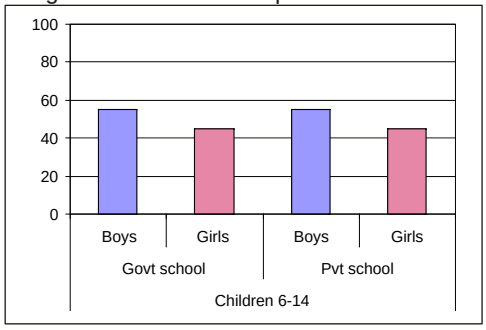
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	77.5	13.7	0.7	0.6	4.4	3.1	100
Age : 6-10 ALL	82.1	12.5	0.6	0.7	2.8	1.3	100
Age : 11-14 ALL	69.4	15.6	1.1	0.3	7.1	6.6	100
Age : 6-10 BOYS	82.3	12.3	1.0	0.7	2.4	1.3	100
Age : 6-10 GIRLS	82.0	12.7	0.1	0.6	3.3	1.3	100
Age : 11-14 BOYS	68.2	15.8	1.4	0.2	7.4	7.0	100
Age : 11-14 GIRLS	70.9	15.3	0.7	0.4	6.7	6.0	100

Out-of-school children

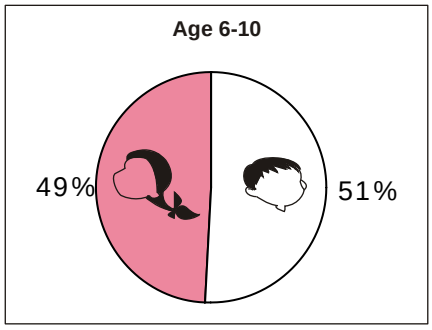


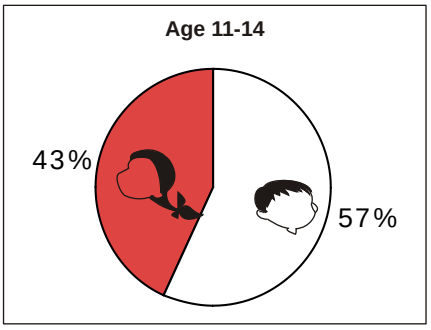
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT READ ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	38.0	61.8	44.0	74.0
Age : 7-10 ALL	49.0	75.6	54.6	83.9
Age : 11-14 ALL	17.0	35.6	23.9	55.3
Govt : Std II-V	44.5	73.7	49.8	82.3
Pvt : Std II-V	37.3	59.9	38.9	68.8
Govt : Std VI-VIII	6.6	23.1	13.8	39.3
Pvt : Std VI-VIII	11.8	20.3	8.2	31.6

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	37.2	43.6	15.3	1.7	2.3	100
II	11.0	25.9	43.9	12.8	6.3	100
III	6.5	8.7	29.6	35.0	20.3	100
IV	3.1	5.3	12.8	37.1	41.7	100
V	1.4	2.5	12.8	28.5	54.8	100
VI	1.0	2.2	7.4	20.8	68.7	100
VII	0.8	0.6	4.6	12.1	81.8	100
VIII	1.0	0.0	0.0	6.8	92.2	100
Total	10.8	15.5	20.2	21.2	32.3	100

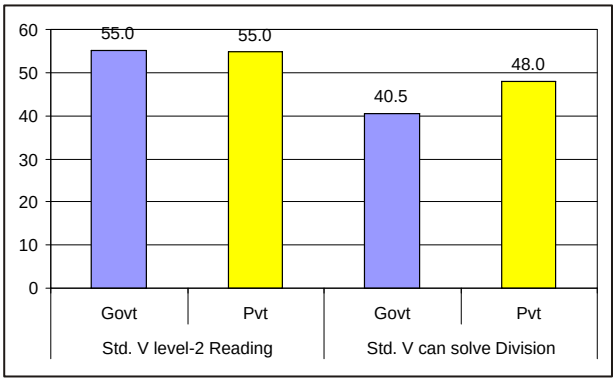
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	59.6	35.3	3.1	2.1	100
II	33.5	50.3	13.8	2.4	100
III	16.5	29.3	41.0	13.2	100
IV	8.8	23.9	37.7	29.7	100
V	5.1	15.0	39.0	40.9	100
VI	3.5	13.4	31.1	52.0	100
VII	2.9	6.7	23.7	66.7	100
VIII	1.0	8.2	12.0	78.8	100
Total	22.1	28.1	25.7	24.0	100

Performance of surveyed districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Tinsukia	16.3	56.3	71.2
Sonitpur	8.9	22.6	26.9
Dhubri	8.8	23.7	47.0
Nagoan	8.1	39.8	58.8
Golaghat	5.7	36.1	72.8
Dibrugarh	5.2	54.5	85.2
Dhemaji	5.0	52.3	67.8
Borpeta	1.8	26.0	76.4
Assam state	7.5	35.9	64.6

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



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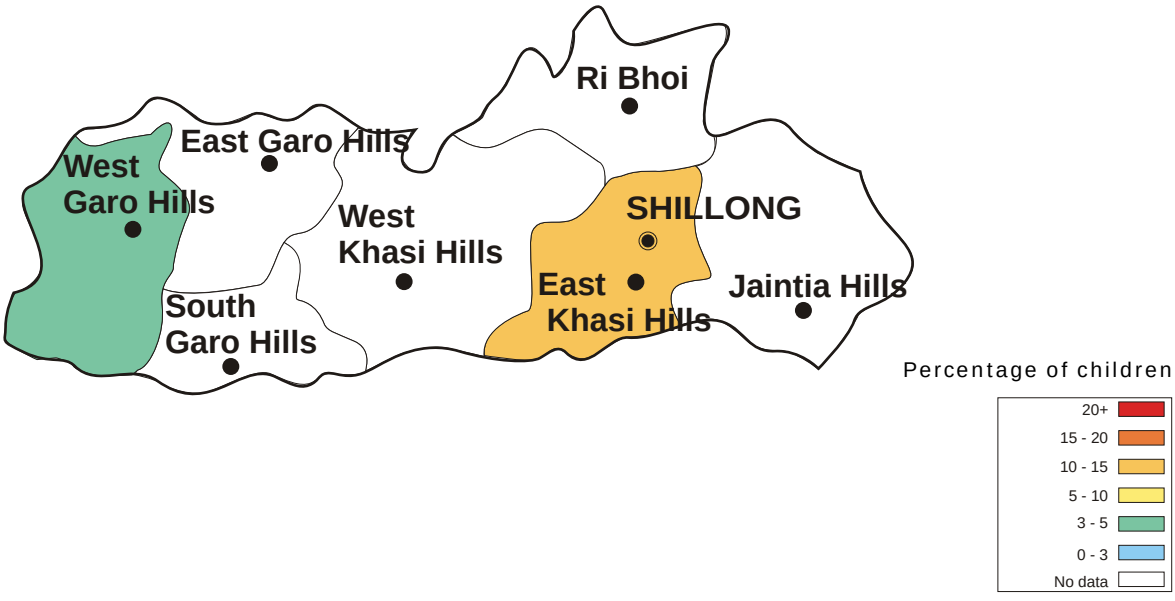
MEGHALAYA RURAL

All analyses based on data from 2 out of 7 districts

Enrollment

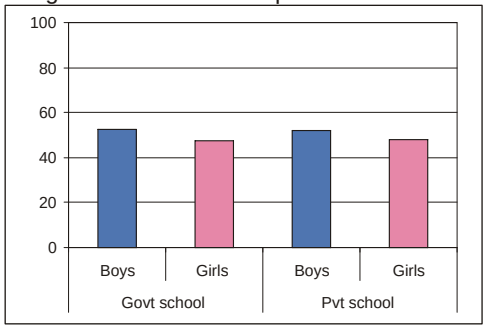
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never	Drop Out	
Age : 6-14 ALL	48.4	41.9	0.0	1.5	5.2	3.0	100
Age : 6-10 ALL	47.3	44.5	0.0	1.7	5.5	1.1	100
Age : 11-14 ALL	50.3	38.2	0.0	1.1	4.9	5.5	100
Age : 6-10 BOYS	46.3	43.7	0.0	2.4	6.5	1.1	100
Age : 6-10 GIRLS	48.3	45.4	0.0	0.9	4.3	1.1	100
Age : 11-14 BOYS	50.5	36.6	0.0	0.7	4.8	7.4	100
Age : 11-14 GIRLS	50.1	40.0	0.0	1.5	5.0	3.4	100

Out-of-school children

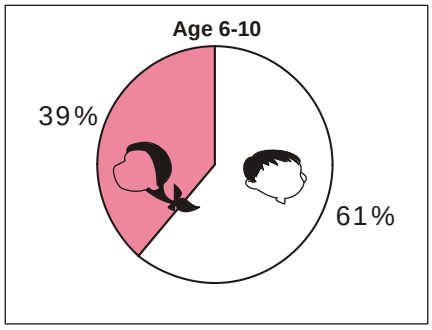


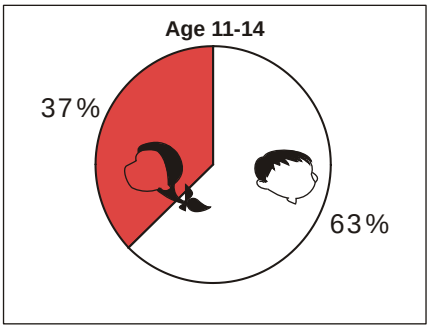
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	32.5	40.3	34.6	61.3
Age : 7-10 ALL	46.1	55.7	51.6	81.8
Age : 11-14 ALL	18.3	24.2	17.7	40.9
Govt : Std II-V	25.1	33.5	31.0	64.7
Pvt : Std II-V	17.3	27.0	22.5	58.3
Govt : Std VI-VIII	6.2	15.5	3.1	33.5
Pvt : Std VI-VIII	0.0	0.0	0.0	5.9

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	2.2	31.2	43.6	10.5	12.6	100
II	1.8	5.3	37.5	15.7	39.7	100
III	0.0	2.0	16.6	10.9	70.5	100
IV	0.5	1.6	10.6	3.4	84.0	100
V	0.0	0.0	4.8	4.8	90.4	100
VI	0.0	0.0	1.5	7.3	91.2	100
VII	0.0	0.0	3.9	3.9	92.2	100
VIII	0.0	0.0	4.8	0.0	95.2	100
Total	0.9	8.9	22.0	8.6	59.5	100

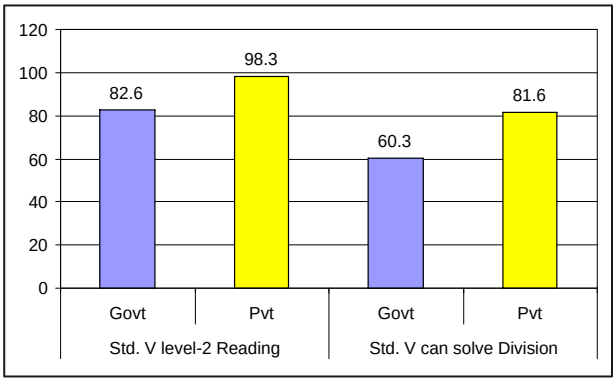
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	18.5	63.1	17.9	0.4	100
II	18.2	39.6	34.0	8.2	100
III	10.0	10.3	46.3	33.3	100
IV	6.3	11.5	30.4	51.8	100
V	1.8	3.6	23.6	71.1	100
VI	0.0	2.9	24.5	72.6	100
VII	0.0	0.0	16.2	83.8	100
VIII	0.0	0.0	7.2	92.8	100
Total	10.1	25.2	27.6	37.2	100

Performance of surveyed districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
East Khasi Hills	12.6	86.6	81.7
West Garo Hills	3.5	73.6	87.2
Meghalaya state	8.1	80.6	84.3

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

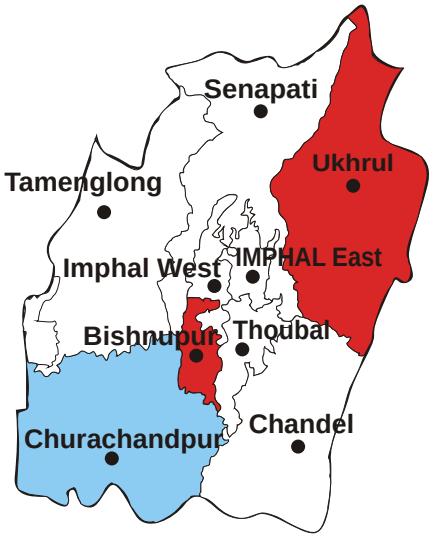
MANIPUR RURAL

All analyses based on data from 3 out of 9 districts

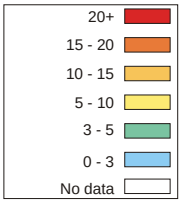
Enrollment

	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never	Drop Out	
Age : 6-14 ALL	33.7	52.3	0.0	0.3	10.5	3.3	100
Age : 6-10 ALL	36.6	58.3	0.0	0.4	3.5	1.1	100
Age : 11-14 ALL	35.3	53.6	0.0	0.0	4.3	6.8	100
Age : 6-10 BOYS	34.6	60.4	0.0	0.6	3.0	1.4	100
Age : 6-10 GIRLS	38.7	56.1	0.0	0.3	4.1	0.9	100
Age : 11-14 BOYS	30.9	59.1	0.0	0.0	4.2	5.8	100
Age : 11-14 GIRLS	39.6	48.3	0.0	0.0	4.3	7.9	100

Out-of-school children

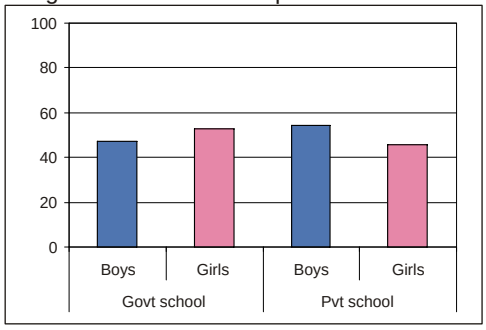


Percentage of children

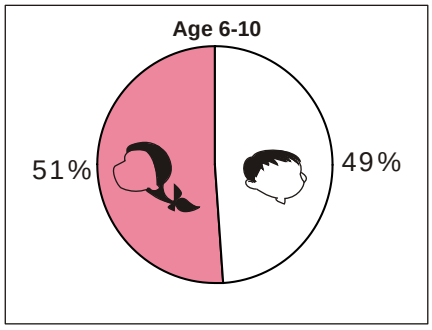


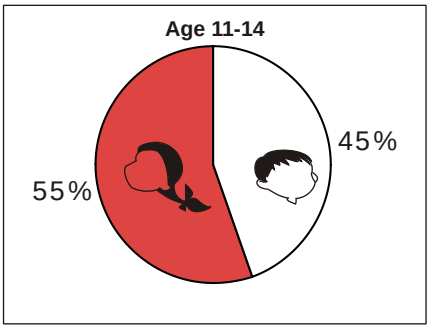
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	42.3	57.1	39.9	65.9
Age : 7-10 ALL	53.4	69.4	52.2	80.6
Age : 11-14 ALL	29.3	42.8	25.7	48.9
Govt : Std II-V	48.2	62.5	40.3	71.4
Pvt : Std II-V	28.1	48.5	27.8	65.7
Govt : Std VI-VIII	13.9	23.4	15.6	37.3
Pvt : Std VI-VIII	4.7	10.9	6.0	18.1

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	21.3	20.2	28.2	15.0	15.3	100
II	12.3	18.4	29.2	18.6	21.5	100
III	7.5	8.9	21.4	16.8	45.5	100
IV	5.3	3.2	13.4	20.8	57.4	100
V	2.2	2.2	5.6	15.7	74.3	100
VI	4.9	0.0	1.6	11.6	81.9	100
VII	6.1	0.0	0.0	3.2	90.7	100
VIII	9.9	0.0	0.0	0.0	90.1	100
Total	10.6	10.7	18.7	15.7	44.4	100

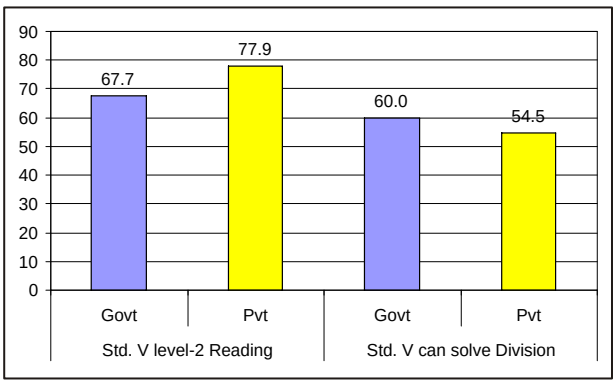
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	31.5	43.9	12.7	11.9	100
II	16.9	35.4	36.6	11.1	100
III	9.9	25.2	35.4	29.4	100
IV	6.9	11.9	35.9	45.3	100
V	3.1	10.1	30.5	56.3	100
VI	4.0	2.4	18.6	74.9	100
VII	6.1	3.4	9.3	81.1	100
VIII	9.9	2.3	11.1	76.7	100
Total	14.4	24.7	26.9	34.0	100

Performance of surveyed districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Churachandpur	1.3	82.3	88.7
Bishnupur	20.3	57.0	66.7
Ukhrul	24.0	21.5	63.4
Manipur state	13.7	57.1	75.9

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



Annual Status of Education Report
असर ASER 2005 RURAL
Facilitated by PRATHAM

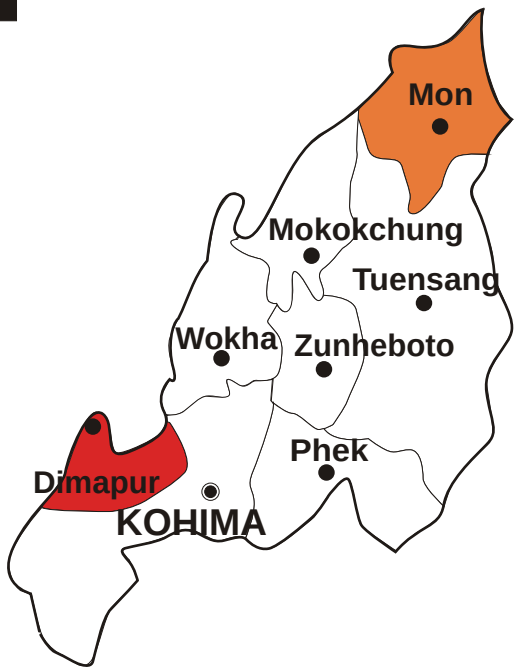
NAGALAND RURAL

All analyses based on data from 2 out of 8 districts

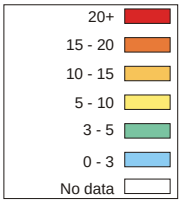
Enrollment

	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	70.9	10.2	0.0	0.0	7.3	11.5	100
Age : 6-10 ALL	79.5	10.8	0.0	0.0	7.2	2.5	100
Age : 11-14 ALL	60.0	9.9	0.0	0.0	8.6	21.5	100
Age : 6-10 BOYS	78.9	11.4	0.0	0.0	7.4	2.4	100
Age : 6-10 GIRLS	80.3	10.1	0.0	0.0	7.0	2.6	100
Age : 11-14 BOYS	62.9	9.6	0.0	0.0	6.4	21.1	100
Age : 11-14 GIRLS	55.9	10.4	0.0	0.0	11.7	22.1	100

Out-of-school children

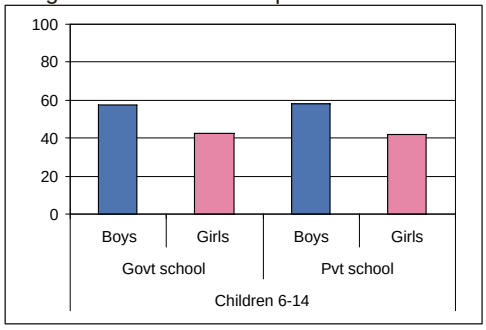


Percentage of children

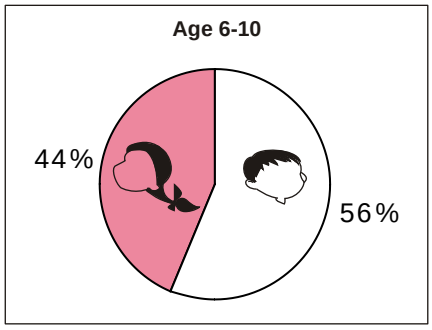


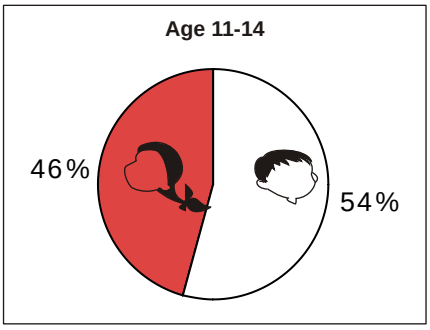
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT read ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	37.9	64.8	37.6	77.4
Age : 7-10 ALL	53.0	79.1	50.7	87.0
Age : 11-14 ALL	19.0	46.8	21.1	65.3
Govt : Std II-V	31.6	62.4	32.4	75.8
Pvt : Std II-V	12.0	48.5	21.6	61.8
Govt : Std VI-VIII	17.4	42.8	9.5	48.0
Pvt : Std VI-VIII				

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	8.4	35.8	34.7	11.5	9.6	100
II	2.0	14.7	27.7	41.2	14.5	100
III	1.5	10.5	15.0	31.7	41.4	100
IV	0.7	7.2	10.7	20.1	61.3	100
V	0.0	0.0	3.0	15.6	81.4	100
VI	0.0	6.0	9.9	5.0	79.2	100
VII	0.0	0.0	26.3	10.5	63.2	100
VIII	0.0	0.0	0.0	42.9	57.1	100
Total	3.1	16.5	21.7	25.6	33.2	100

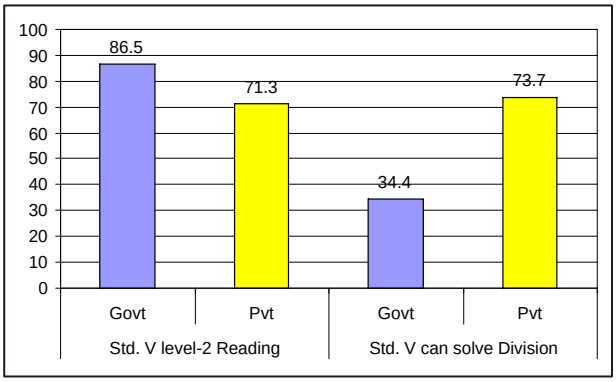
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	20.1	55.0	20.0	4.9	100
II	7.2	41.0	42.8	9.0	100
III	3.4	23.8	47.3	25.5	100
IV	0.0	18.8	37.7	43.5	100
V	0.0	6.4	44.0	49.7	100
VI	0.0	11.5	36.4	52.0	100
VII	0.0	11.1	22.2	66.7	100
VIII	0.0	0.0	30.0	70.0	100
Total	7.6	33.4	36.4	22.5	100

Performance of surveyed districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Dimapur*	21.8	48.7	79.9
Mon	15.5	56.5	74.7
Nagaland state	18.9	52.2	77.7

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



Annual Status of Education Report
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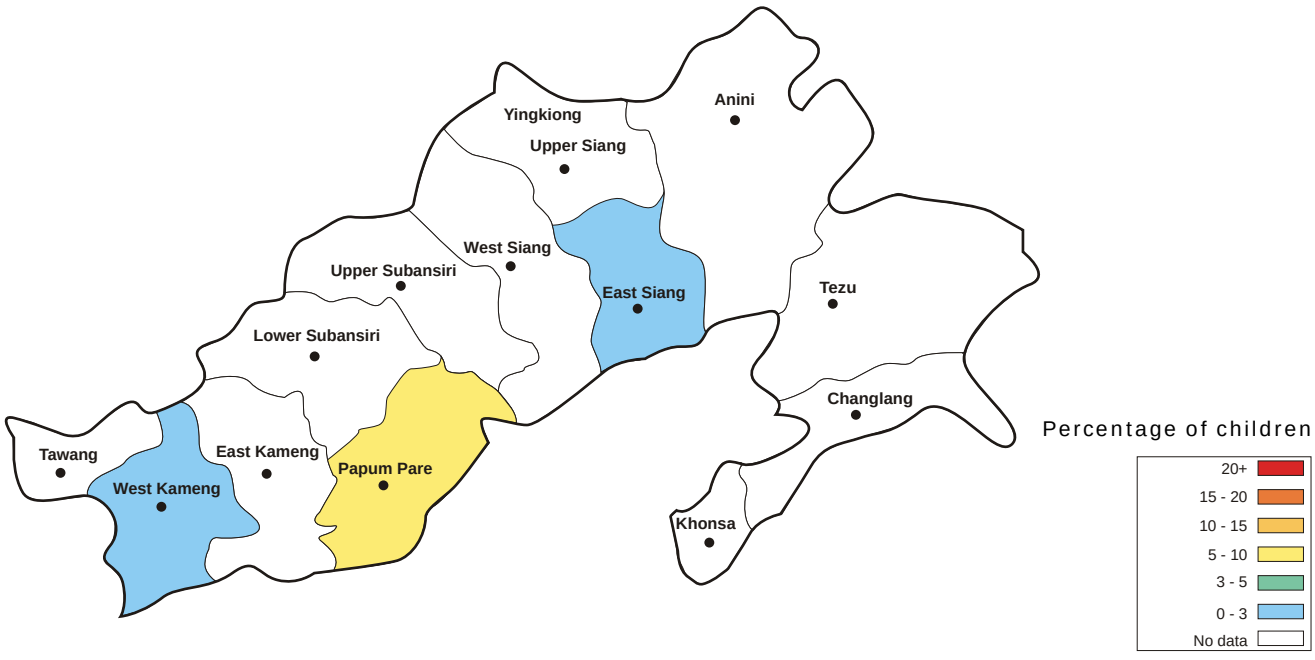
ARUNACHAL PRADESH RURAL

All analyses based on data from 3 out of 11 districts

Enrollment

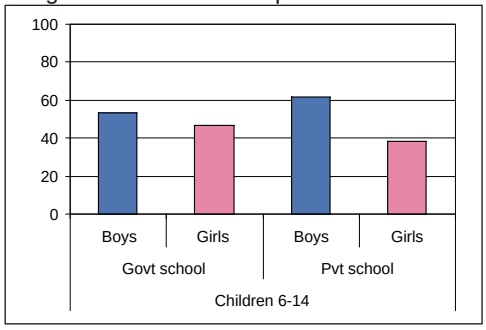
	% Children in each age group in different types of schools				% Children in each age group not in school		Total
	Government	Private	Madarsa	EGS	Never Enrolled	Drop Out	
Age : 6-14 ALL	81.4	13.4	0.0	0.2	3.1	1.8	100
Age : 6-10 ALL	82.1	14.9	0.0	0.1	2.1	0.8	100
Age : 11-14 ALL	85.9	9.1	0.0	0.6	1.9	2.5	100
Age : 6-10 BOYS	81.2	16.6	0.0	0.2	1.1	1.0	100
Age : 6-10 GIRLS	83.3	12.9	0.0	0.0	3.3	0.5	100
Age : 11-14 BOYS	84.5	10.6	0.0	0.0	2.1	2.8	100
Age : 11-14 GIRLS	87.4	7.6	0.0	1.1	1.7	2.2	100

Out-of-school children

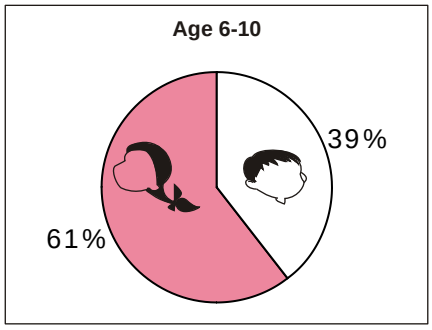


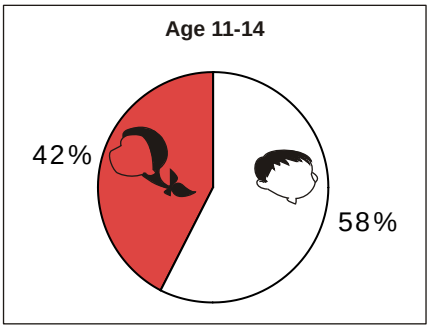
Gender differences

Percentage of boys and girls in government and private schools



Out-of-school children: Proportion of girls and boys.





Learning

	% Children who CANNOT READ ...		% Children who CANNOT solve numerical written sums of ...	
	Level 1*	Level 2**	Subtraction or Division	Division
Age : 7-14 ALL	35.9	51.7	21.9	53.0
Age : 7-10 ALL	50.9	65.9	31.0	66.2
Age : 11-14 ALL	14.6	31.3	9.1	34.3
Govt : Std II-V	39.5	56.2	23.7	63.4
Pvt : Std II-V	28.2	37.9	8.9	44.3
Govt : Std VI-VIII	0.6	15.5	0.6	18.2
Pvt : Std VI-VIII	0.0	7.4	0.0	7.0

* Level - 1: Ability to read a small paragraph with short sentences of std 1 level difficulty.

**Level - 2: Ability to read a 'story' text with some long sentences of std 2 level difficulty.

Subtraction:
2 digit subtraction with borrowing.
Division:
3 digit divided by 1 digit.

Learning curves

Children who CAN read and solve numerical written sums

Reading

% All school children who can read-standardwise						
Std	Nothing	Letter	Word	Para-Level I	Story-Level II	Total
I	19.7	37.4	31.8	3.5	7.6	100
II	7.5	22.4	36.4	13.4	20.3	100
III	3.3	7.7	36.8	16.1	36.2	100
IV	3.7	1.5	10.2	15.8	68.9	100
V	5.6	1.7	3.0	20.8	68.9	100
VI	0.0	0.0	0.0	24.5	75.5	100
VII	0.0	1.3	0.0	7.7	91.1	100
VIII	0.0	0.0	0.0	6.9	93.1	100
Total	7.2	13.5	21.6	13.3	44.4	100

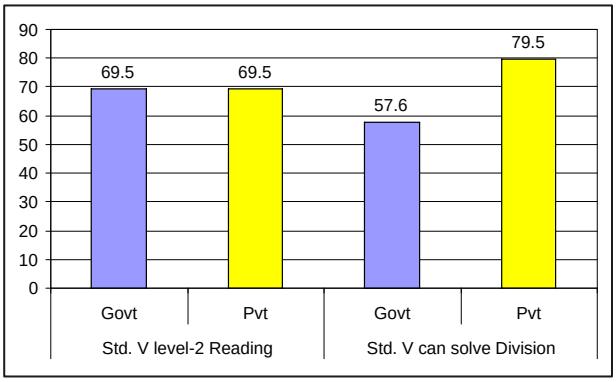
Arithmetic

% All school children who can solve written numerical sums - standardwise					
Std	Nothing	Number recogn	Subtraction	Division	Total
I	21.7	47.6	17.7	13.1	100
II	7.7	32.2	38.9	21.2	100
III	3.0	19.8	47.6	29.6	100
IV	3.7	8.3	33.5	54.5	100
V	4.5	2.4	34.2	58.9	100
VI	0.0	0.0	21.9	78.1	100
VII	0.0	1.3	17.8	80.9	100
VIII	0.0	0.0	2.8	97.2	100
Total	7.6	21.1	31.3	40.1	100

Performance of surveyed districts

District	All Children	Std III to V children	
	% Out-of-school	% CAN read level - 2	% CAN solve subtraction
Papum Pare*	9.1	36.1	75.5
East Siang	2.3	63.3	89.3
West Kameng	2.3	57.8	85.6
Arunachal Pradesh State	5.0	55.0	84.8

Comparison of government and private schools based on % Std. V children who CAN read level-2 and solve written numerical sums



Support in cash and in kind

More than one district supported

1 Aditi Aanchal
2 Arjun Saxena
3 Ashok Kamat
4 Abhijit Banerjee
5 Calcutta Foundation
6 Coca-Cola (Thailand)
7 ECAT-Bodhgram
8 Lalita Gopikrishna Piramal, Anand Piramal
9 Gujarat State Petroleum Corporation
10 Kabir Mukaddam
11 Khan Bahadur Babukhan Foundation
12 Mehmood Khan
13 MicroInk
14 Nandvimal Memorial Trust
15 Naren Rau
16 Pawan Mehra
17 Pratham USA
18 Ramachandra Guha
19 Rukmini Banerji
20 PDCORP Limited, Jaipur
21 Ramachandra Guha
22 Reliance Industries
23 SRF Limited
24 T. V. Mohandas Pai
25 Torrent
26 Consul General of France

One district supported

27 A. Karati
28 Amul
29 Anand Padi
30 Anupam Patel
31 Anuradha B Hegde
32 Anuradha De
33 Aravali Institute of Management
34 Arun Chadavarkar
35 Arvind Amin
36 Ashish Karamchandani
37 Ashok Kotwal
38 Balakrishnan V
39 Bharat Patni
40 Chaitanya Divgi
41 C.V. Madhukar
42 Dipankar Purkayastha
43 Gautam Thakar
44 Harish Manwani
45 K. S. Varadhachary
46 K.B. Kothari
47 Kavita Ramdas and Zulfigar Ahmad
48 Kirits Parikh
49 Kush Wadhwa
50 Lalit Nirula
51 Lalit Wangikar
52 M. K. Bannerjee
53 M. Rajalakshmi
54 M. Rajan
55 Maitreyee Das
56 M. R. Madhavan
57 Madhav Chavan
58 Manoj Seshan
59 Meenakshi Mukherji
60 Mohan Jain
61 Mohan Ramachandran
62 Mukesh Eswaran
63 Mukul Chadda
64 Murthy Rajan
65 Muzaffar A. Chishti
66 Nandan Nilekani
67 Naveen Tahilyani
68 Nihar Kothari
69 Nikhil Prasad Ojha
70 Nilanjan Adhya
71 Niren Shah
72 P. J. Rajan
73 Parul Banerjee
74 Pradeep Parmeswaran
75 Prem Anand Bhatia
76 Prerana
77 R. Venkatesh Babu
78 Rahul Bedi
79 Rajesh Begur
80 Rakesh Varma
81 Rakshat Hooja
82 Raman Patel
83 Ramesh Mangaleshwaran
84 Ravindranath Madhavan
85 Rima Hooja
86 Rohini Mukherjee
87 Rohini Nilekani
88 Sanchar Infotech Pvt. Ltd
89 Sankalp Bhauuddeshiy Prakalp
90 Sarang Deo
91 Satprit Duggal
92 S Pradhan
93 Srinivas Rao
94 Siddharth kothari
95 Siddharth Thacker
96 Sidmark Sales Pvt. Ltd
97 Snehal Kulkarni
98 Sridhar Komandur
99 Sukeshi Dillon Sondhi
100 Sunil Chandra
101 Sunit Tilva
102 Suprabaht Mahila Mandal
103 Suvir Kaul
104 Suzanne Berger & Daniel Keniston
105 Suzanne Singh
106 Tanvi and Atul Varadhachary
107 Trans Corp.International Ltd.
108 Usha Mohan
109 Usha Rane
110 V. Mangaleshwaran
111 V. Ravichandar
112 Venkatesh Chittari
113 Vibha Rishi
114 Vidur Renjen
115 Vikram and Geetanjali Kirloskar
116 Vikrant Vora
117 Vimala Ramachandran
118 Vineet Mittal (Stream International)
119 Vivek Sharma
120 Yogesh Atal
121 Zarir Batliwala
122 Sandhya Gokhale

Partial district support

123 A. Jeevnath
124 A. Jhunjhunwala
125 Abhishek Typesetters & Publishers
126 Akshay Kumar Das
127 Allied Auto Agencies
128 Amit Gupta
129 Amrut Samudre
130 Anahita Bhatia
131 Anand Gaikwad
132 Anish Berry
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135 Anita Nair
136 Anuj Sharma
137 Anuradha V Wahi
138 Archana Mohite
139 Anuradha Lagad
140 Ashish Patnaik
141 Ashish Singla
142 Ashwin Hedge
143 Ashwin Venkatraman
144 Athar Qurashi
145 Atharva Desai
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147 Avishek Sen
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156 Bijji
157 Borunda School
158 Borunda Village Panchyat
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160 Chaitanya Divgi
161 Chakrapani M
162 Chetan Kapoor
163 Chinmay Darne
164 Chirag Trading Co.
165 Community from FN ward, Mumbai
166 Community from LNST ward, Mumbai
167 D. S. Kumar
168 Daljeet Singh
169 Dastana Ramchandra & Co.
170 Datta Bhujbal
171 Datta Salunke
172 Devendra Joshi
173 Deepakdada Asram
174 Depa Chahande
175 Devaki Jain
176 Dattatray Ingavale
177 Deepakrav P.Jadhav
178 Dhananjay Jadhav
179 Dr. (Mrs.) Vidya Naik
180 Dr. Prabodh Gaikwad
181 Dr. Pravin Patil
182 Digambar Toole
183 Dnyanada Publications Pvt. Ltd.
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197 Himanshu
198 Huma Poly Plast Ltd.
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200 Indian Network for Rajasthan Studies
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202 Indraneil Barkakoty
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204 Ishwar Dayal
205 J. Dutta & Co.
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207 Jamuna Rajan
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209 Jagdish Lade
210 Janaki Desai
211 Jayant Joshi
212 Jayashree Gohil
213 Jayashree Jadhav
214 Jayashree Mane
215 Jayshriben Dineshbhai Patel
216 Jaywant Metha
217 Jitesh Aggarwal
218 Jugai Bag works
219 Jyoti Salve
220 Jyotsna Prakashan
221 K Kiran Kumar
222 K. Sriharsha Shashank
223 Kairavi Sadanand Shetty
224 Kamal Mane
225 Kamble
226 Kamlkar W. Mhadgut
227 Karobi Acharjee
228 Kashila Shedmek
229 Kaushiki Rao
230 Kavita Asram
231 Keshav Dajiba Sahastrabuddhe
232 Khyati Enterparises
233 Kishor Bhamre
234 Kishor Shahu Jadhav
235 Kolhapur Pragati Sikshan Mandal
236 Kshipra Narain
237 Kuldeep Kothari
238 Kuldeep Anil Apradh
239 Kuldeep Kothari
240 Kulin Ashar
241 Kusham Dewara
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243 L. D. Golade
244 L. Sriram
245 Lakshminarayan Hariharan
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248 Laxmi Pawar
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251 M. C. Sevayiwar
252 M/s Zalani Paper Co.
253 Madhukar Kapoor
254 Madhura Mohan Jadhav
255 Madhuri Kodape
256 Mahesh Jayender
257 Malashree
258 Malvika Balsekar
259 Manika Chavan
260 Manip
261 Manju Ashar
262 Manshi Fansalkar
263 Maya Sharma
264 M Rajan
265 Manav Kothari
266 Mathur
267 Mehboob
268 Mukesh
269 Meenakshi Ramesh
270 Meera Tendolkar
271 Megha Bhoyar
272 Mukesh Aggarwal
273 M M Raut
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275 Mangesh Satamkar
276 Mukesh Sharma
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279 N.K.Kothari
280 Nava Bharat Prakashan Sanstha
281 Narayan Tale
282 N D Sararaf
283 Nakul Sharma
284 Neeraj
285 Nitesh Kaushik
286 Nidhi Kothari
287 Neha Kiran Agrawal
288 Neha Thakur
289 Nepalia Traders

290 Nilima
291 Nirmal Prakashan
292 Nisha Marble
293 Nital Chide
294 Nitin Thakur
295 P. C. Mathur
296 P. L. Agrawal
297 P. Unni Krishnan & T. Vasanthi
298 P. Vikas Rao
299 Paramount Book Mfg. Co.
300 Parismita Singh
301 Pace Marketing
302 Parimal Bardhan
303 Placements.Com Pvt. Ltd
304 Poonam
305 Prabhutva MahilaMandal
306 Prachi Samant
307 Pradeep Chapot
308 Pradeep Korde
309 Pradeep More
310 Pradnya Samant
311 Pranali Gaikwad
312 Pranav Kothari
313 Pranav Chaudhry
314 Prasad Samant
315 Prashant Ganvir
316 Prayag
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344 Reena Ravindra More
345 Renuka Rane
346 Rekha Menon
347 Rinku Dewara
348 Ritu Kothari
349 Rohan Prakashan
350 Rohit Gulati
351 Rohit Shukla
352 Rupa Shah
353 Rupali Jadhav
354 Rustamji Yede
355 S. Ramakrishnan
356 S. S. Acharaya
357 S. S. Devra
358 S. Sabnis
359 S. Venkatakrishnan
360 S.S.Dewara
361 Sabyasachi Das
362 Sachin Chandorkar
363 Sachin Goel
364 Sachin Kambale
365 Sadhana Choudhari
366 Sahanimandal trust
367 Sai Chetan Chalks
368 Saifee Book Agency
369 Samir Kumar
370 Sampark
371 Sampurna Murti
372 Sandeep Gawde
373 Sandeep Malhotra
374 Sangram M Dhote
375 Sanjay Deshmukh
376 Sanjay Tendolkar
377 Santosh
378 Sarathi Krishna Berojgar Seva Sahakari Sanstha Ltd.
379 Sarika Cheulkar
380 Satish Kasbe
381 Safiya Shaikh
382 Sandhya Rawale
383 Savita Parab
384 Savita Zoating
385 Samar
386 Sanjeev Sarraf
387 Senapathy Whiteley Private Limited
388 Seva Mandir
389 Shabnam Zamal
390 Shakuntla Mehta
391 Shakuntla Mehta
392 Shalini Sachdev
393 Shankar Abhyankar
394 Shapoorji Pallonji & Co.Ltd
395 Sharda Magar
396 Sharmishta Arsud
397 Shefali Pandit
398 Sheloden Enterprise
399 Shiela
400 Shivraj Singh
401 Shireen Rehman
402 Shree.P.G.Sathe
403 Sudhakar V.Bhadarge
404 Sumitra S.Patil
405 Shobhini Mukerji
406 Shree Printers
407 Shreeram Pednekar
408 Shushila Sharma
409 Shushma Sharma
410 Shymla Dupte
411 Simon Young
412 Sirish Auto Corporation
413 Nidhi Kothari
414 Sonal Chinchadkar
415 Sonali Angre
416 Sonali Kattigue
417 Sonia Soni
418 Sridhar Seshadri
419 Srikanth Nadhamuni
420 Sriram Munagala
421 Suchita Rane
422 Sudeep Sengupta
423 Sudhakar Sinh
424 Sugat Rahate
425 Suhas M. Thakur
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427 Sunil Dutt Rane
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431 Suvarna Chandrakant Phadtare
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434 T. V. B. Subrahmanyam
435 Tejas and Tanvi Desai
436 Tejas Bhauuddeshiya Mahilamandal
437 Tejas Shelar
438 Tushar Kothari
439 Uday Singh Jadon
440 Ujjwala Jadhav
441 Usha Mehra
442 Ushma Sheth
443 Udai Pareek
444 V. M. Kati
445 V. S. Vyas
446 V. Srinivas Kumar
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448 Vaijyanath Transport
449 Vaishali Thosar
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451 Vujay K Bhala
452 Vyas
453 Veena Subhash Kolamkar
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455 Vibha
456 Vibhor Sharma
457 Vidya Tiware
458 VidyaVikas Bahuddeshiya Shikshan Sanstha, Solapur
459 Vijay Dan Detha
460 Vijay Vaidya
461 Vijaya Sawant
462 Vikas Kumar Chaudhri
463 Vikas Sawant
464 Vikram Mane
465 Vishaka Jagade
466 Vishal Narendra Raut
467 Vishwajit Lad
468 Vimal Jadhav
469 Vrushabh N
470 Vitthal Gurav
471 Vitthal Prakashan
472 Vridhali Kadam
473 Vrishali Shashank Shinde
474 Yogendra

Donations in kind

Karnataka

475 Andal Siddartha Chari Pushkarni Sch
476 Azim Premji Foundation
477 Basavaraju, Hegguru, Koppa Taluk
478 Basaveshwar Vidyavardhak Sangh
479 Belgaum Int Rural Devment
480 Chaluvaiah, Hampapur
481 Embark
482 Geleyar Balaga
483 Help
484 Initiatives for Devpmnt Foundation
485 Kuvempu Vedike
486 Mahatma Gandhi Trust
487 Malenadu Education Society
488 Nagesh, Saslu
489 Padmavathi, Sakharayapatna
490 Power
491 Rural Literacy and Health Project
492 Sadhana
493 Sarvodaya Sangh
494 Spoorthy
495 Subhulingeshwar Youth Organisation
496 Velored

Maharashtra

497 Jolly Offset-Printg material, Mumbai
498 Shree Printers-Printg material, Mum.
499 DEO hall for training, Akola
500 Amravati Mandal, Amravati
501 3 villages Amravati Mandal, Amravati
502 Travel 40 voltrs- Local mandal, Beed
503 Mahila Adhyapak Vidyalay -Bhandara
504 Karmaveer Vidyalay (Mul) , Chandrapur
505 Snacks & Stay-Shani Mandir Trust, Dhule
506 Sankalp Bahudeshi Prakalp- Gadchiroli
507 MagasWargiya Mahila Vikas Mndl, Gondiya
508 Stay (45 volunteers) by Kalamnoori, Hingoli
509 Har Har Mahadev Mandal, Jalgaon
510 Hall -Jan Shikshan, Solapur
511 Sanmitra Ded College, Kolhapur
512 Shaksahm Upakram, Latur
513 Nusaid 6 village travelling, Nagpur
514 Nusaid, Nagpur
515 Vanchit, Nanded
516 Traveling -Local Mandal, Nadurbar
517 Shaksahm Upakram, Osmanabad
518 Swapna Bhumi, Parbhani
519 Hall by YOUTH CLUB, Raigad
520 Tilak Smrkk Bhavan, Rantnagiri
521 Travelling, Ratnagiri
522 Shiv Prathistan, Sangli
523 Rajaram Prabhudhini, Sangli
524 MAHAVIM, Satara
525 Savitri Bai Snuti Prathistan, Satara
526 Stay and Hall by VOICE, Satara
527 8 villages by VOICE, Satara
528 Suresh Dalvi , Sindhudurg
529 Hall -Rayat Shik Sanstha, Solapur
530 College:Talasari, Thane
531 College:Kelkar, Thane
532 NSS, Wardha
533 Nusaid, Yawatmal
534 Sankalp , Yawatmal

Rajasthan

536 CECOEDECON
537 CUTS
538 MVPSS
539 Institute of Rural Management
540 Educational & Rural Devpmnt Society GRAVIS

Tamil Nadu

541 Grassroots
542 People's Watch
543 GandhiGram University
544 VOCRDC
545 Dr. Rosari Williams Navjeevan Trust
546 SODEWS
547 AREDS
548 AID- India
549 Tamil Nadu Science Forum

Donors of Pratham UK supported all the remaining districts and additional costs at district, state, and national level.

Sample

State	No. of districts in Census 2001	Sample Description						
		No. of districts	No. of villages	No. of households	Total no. of children	Boys	Girls	No. of schools
Jammu&Kashmir	14	8	147	2878	4518	2590	1927	114
HimachalPradesh	12	5	98	1769	2540	1312	1228	87
Punjab	17	17	335	6668	10568	5849	4718	332
Uttaranchal	13	11	217	4278	6997	3919	3077	216
Haryana	19	19	380	7653	13787	7887	5900	392
Rajasthan	32	32	639	12766	27163	15635	11527	621
UP	70	69	1371	27316	54416	30619	23792	1328
Bihar	37	36	717	14644	31757	18164	13593	700
ArunachalPradesh	13	3	52	1017	1523	813	709	49
Nagaland	8	2	36	720	1324	760	564	39
Manipur	8	3	53	1107	1955	923	1032	49
Tripura	4	1	18	355	453	235	218	18
Meghalaya	7	2	36	651	1370	733	637	36
Assam	23	8	153	3018	5036	2774	2260	142
WestBengal	17	14	272	5483	7734	4245	3488	261
Jharkhand	22	20	396	8071	14736	8117	6618	376
Orissa	30	30	599	12069	19505	10206	9299	571
Chhatisgarh	16	15	291	5785	9288	4990	4298	287
MadhyaPradesh	45	40	768	15166	28434	16067	12367	758
Gujarat	25	25	500	9786	14239	8003	6235	472
Daman&Diu	2	2	15	796	1364	735	629	15
Dadra&NagarHaveli	1	1	20	400	862	466	396	24
Maharashtra	33	33	655	13025	20050	10600	9450	668
AndhraPradesh	22	22	423	8904	14810	7756	7049	414
Karnataka	27	27	540	10784	15628	7901	7726	534
Goa	2	2	40	799	959	486	473	40
Kerala	14	14	270	5807	8985	4599	4386	265
TamilNadu	30	28	552	10802	15807	7857	7937	520
Total	563	489	9593	192517	335808	184241	151533	9328

Sample design

Dr. Wilima Wadhwa[1]

The purpose of the survey was to get reliable estimates at the district level of schooling (whether a child is in school or not, what type of school) and learning (whether a child could read simple text, do basic arithmetic operations and write a short dictated sentence) All rural districts were to be surveyed.[2] At the lowest level, the survey was to provide estimates at the district level which then could be 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 was determined by the following considerations:

- Incidence of what is being measured in the population. Since a survey of learning of this kind has not been done in India, the incidence of what we are trying to measure is unknown in the population. In such cases, the standard methodology is to assume an incidence of 50% since that implies the largest sample size.
- 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. A 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.

With a 50 % incidence, 95% confidence level and 5% precision, the minimum sample size required in each district is 384.[3] On the other hand, if we were to require a precision of 6%, the sample size would drop to 267. Given these considerations, the sample size was decided to be 400 households in each district.[4] 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 complete house lists of all households at the district level, the 400 households could be randomly selected. In the absence of these, a two-stage sample design was adopted.

In the first stage, 20 villages were randomly selected using the village directory of the 2001 census as the sample frame.

- In the second stage 20 households were randomly selected in each of the 20 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.[5] [6],

[1] Dr.Wilima Wadhwa in consultation with MODE provided technical advice on the sampling exercise.

[2] Eventually 509 rural districts participated.

[3] The sample size is given by $\frac{z^2 pq}{d^2}$ 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] 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 two.

[5] 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, in each district villages are arranged in ascending or descending order of their household population. Second, the cumulative population by village calculated. Third, the total household population of the district is divided by the number of sampling units (2) to get the sampling interval (SI). Fourth, 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. Fifth, the following series of numbers is formed: RS; RS+SI; RS+2SI; RS+3SI; ...RS+19SI. The villages selected are those for which the cumulative population, contains the numbers in the series.

[6] 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.

In the selected villages, 20 randomly selected households were surveyed. Ideally, a complete house list 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 sections. 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 sections, 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 6-14 were tested.[7]

The survey provides estimates at the district, state and national levels. In order to aggregate estimates up from the district level households had to 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 400 households are 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. For instance, the NSS uses a two stage stratified sample for their consumption surveys. In the first stage the sample is stratified by population and in the second stage households are stratified on the basis of their affluence. The reason for doing this is that the purpose of the survey is to generate poverty estimates for which a representative sample must include enough non-affluent households. The ASER survey stratifies the sample by population in the first stage. No stratification was done at the second stage. Since the proportion of population in the 6-14 age group is about 22% and the average household size is about 5,[8] a simple random sample at the second stage would yield enough children in the sample. Finally, if we were to stratify on households with children in the 6-14 age group, we would need the population of such households in the village, which is not possible without a complete house list of the village.

[7] 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

[8] NSS 55th Round.

ASER Results—Some Comparisons With Other Data

"It is a capital mistake to theorise in advance of the facts," Sherlock Holmes once told Dr Watson.[9] So in the paragraphs that follow, we present some facts from ASER 2005 and alternate sources—and leave you to draw the conclusions you will...

Out of school children

Estimates of out of school children have long varied in India. They range from 5% of the population between the ages of six to fourteen years, to as much as 15-25%, depending upon the assessment you choose to believe. The ASER data indicates that the actual number of children 6-14 who are not in school is approximately 14 million (1.4 crores), which compares quite closely with the figure of 13.4 million (1.34 crores) for 6-13 years reported by an independent IMRB survey commissioned by the Government of India. The IMRB survey, which was carried out between July-December 2005, covered 55442 rural and 32432 urban households. ASER estimates indicate that the number of out of school children represents approximately 6.6% of the population between six to fourteen years. On the other hand, IMRB calculates that around 6.94% of the estimated population of 19.40 crore children between the ages of six to thirteen are out of school (7.8% and 4.34% in rural and urban areas respectively). State Governments themselves have estimated these numbers to be approximately 0.95 crores, as in November 2005.

[1]

State	ASER Dec.-05	IMRB Sep-05
Punjab	4.4	2.87
Haryana	5.3	4.51
Rajasthan	10.4	6.9
UP	7.3	8.15
Bihar	13.5	8.91
WB	4.4	8.67
Jharkhand	9.8	10.88
Orissa	8.8	5.37
Chattisgarh	4.7	6.05
MP	4	8.63
Gujarat	3.6	3.96
Maharashtra	2.8	3.17
AP	7.3	4.29
Karnataka	1.9	1.42
Kerala	1.7	0.55
TN	2.6	2.14

Table 1: State-wise percentage of out of school children
(in relation to total child population of the State)

[9] "*The Adventure of the Second Stain*", The Return of Sherlock Holmes, Sir Arthur Conan Doyle.

Of particular interest is the following table (Table 2), which ranks the top seven States that account for the highest number of out of school children across the country.. With a few exceptions, the same States appear in both columns of these tables, indicating that the highest numbers of out of school children are to be found in these areas. While ASER data indicate that 72% of all out of school children are accounted for by the five States of Bihar, UP, Rajasthan, Andhra Pradesh and Orissa, IMRB data suggests that it is the five States of Bihar, UP, West Bengal, Madhya Pradesh and Rajasthan that account for 68.8% of this number.

ASER	IMRB
Bihar	Jharkhand
Rajasthan	Bihar
Jharkhand	WB
Orissa	MP
UP	UP
AP	Rajasthan
Haryana	Chattisgarh

Table 2: Top 7 States Ranked In Terms of Percentage of Out of School Children (in relation to total child population of the State)

Learning Levels

According to ASER 2005, based on tests conducted in the household on one-on-one basis, the five best States in reading were Kerala, Uttaranchal, Chattisgarh, West Bengal and Bihar, while the top five in arithmetic were West Bengal, Haryana, Bihar, Uttaranchal and Chattisgarh. This may be contrasted with the results of an achievement survey carried out by NCERT in 2002. The NCERT-administered written achievement tests in schools, covering 88271 Grade V students in 4787 schools and 105 districts of 27 States and 3 UTs, (excluding Jharkhand and Meghalaya), indicated that the top five States in language were Tamil Nadu, West Bengal, Bihar, Maharashtra and Orissa, while Bihar, West Bengal, Tamil Nadu, Kerala and Haryana were the best in arithmetic. The relative NCERT ranks of the top five States in reading/language and arithmetic (according to ASER 2005) are indicated in Table 3.

Reading/language		Arithmetic	
ASER	NCERT rank	ASER	NCERT rank
Kerala	13	West Bengal	2
Uttaranchal	11	Haryana	5
Chattisgarh	16	Bihar	1
West Bengal	2	Uttaranchal	15
Bihar	3	Chattisgarh	16
Haryana	7	Kerala	4
Goa	17	Andhra Pradesh	13

Table 3: Learning Results from ASER and NCERT
In both surveys, results for Bihar, West Bengal and Haryana appear to be consistent, with children from these States returning high test scores.

Provisioning

Based on school visits, the ASER data also reports some information about the availability of school facilities such as toilets and drinking water. A comparison of the States reported to have the largest gaps in these facilities with the gaps calculated on the basis of data reported by the government District Information System for Education (DISE) data for 2003-04 is shown in Tables 4. It should be noted however, that ASER data for West Bengal was not available.

Higherst gap in toilet provision	DISE 2003-04	ASER 2005	Higherst gap in toilet provision	DISE 2003-04	ASER 2005
1	MP	Chattisgarh	1	AP	Maharashtra
2	AP	MP	2	Maharashtra	Rajasthan
3	UP	Orissa	3	Rajasthan	AP
4	Bihar	Bihar	4	WB	MP
5	Rajasthan	Jharkhand	5	Orissa	Gujarat
6	Maharashtra	UP	6	Karnataka	TN
7	Orissa	Gujarat	7	MP	Karnataka

Table 6: Top 7 States with most gaps in provision of toilet and water facility

State. :
District :
Block / Tehsil :
Village :
Surveyer :

- MAKE MAP. DIVIDE VILLAGE INTO 4 SECTIONS.
- VISIT EVERY 5TH HOUSE IN EACH SECTION.
- TEST EVERY CHILD AGE : 6-14 IN EACH HOUSE.
- TOTAL HOUSES SURVEYED IN VILLAGE = 20.

VILLAGE : CHILDREN & HOUSEHOLD SURVEY SHEET

Date			
Start Time		Finish Time	

ASER 2005

House no.	Name of Father/ Mother	Details of family			Details of child			Children Attending School				Children out of School		Reading level					Writing	Maths level				If child does not live in village, then is he / she		
		Total number of people in family	No. of children: age group 3 to 5	No. of children (3-5) attending balwadi or anganwadi	Name of child (age 6 to 14)	Age	Sex M or F	Write Std.		Other/ EGS/ AIE/	Madarsa	Out of school? Drop out after which Std.	Never been to school	Reader		Non Reader			Can write	Division	Subtraction	Number Recog.	Nothing	Studying elsewhere	Working elsewhere	Gone on visit
								If Govt. School write Std.	If Pvt. School write Std.					Story	Para	Word	Letter	Nothing								

Note : Write NEATLY in pen. Fill all columns

Please put tick (✓) in correct columns as needed.

राज्य का नाम :
ज़िला :
ब्लॉक/तहसील/ताल्लुक :
गाँव का नाम :
सर्वे करने वाले का नाम :

VILLAGE : CHILDREN & HOUSEHOLD SURVEY SHEET

- **नक्शा बनायें, गाँव को 4 भागों में बाँटें।**
- **हर भाग में पांचवे घर का सर्वे करना है। और उन घरों में हर बच्चे का टेस्ट करें।**
- **हर भाग में कुल पाँच घरों का सर्वे करना है।**
- **गाँव में कुल घरों का सर्वे = 20**

दिनांक			
शुरू समय		खत्म समय	

असर ASER 2005

घर का नं.		परिवार की जानकारी			बच्चे की जानकारी			स्कूल जाने वाले बच्चों की जानकारी				स्कूल न जाने वाले बच्चे		पढ़ने का स्तर					लिखना	गणित स्तर				अगर बच्चा गाँव में अभी नहीं रहता है तो कहाँ है?		
	पिता/माता का नाम	परिवार में कुल लोगों की संख्या	परिवार में 1&5 साल के बच्चों की संख्या	(3&5) साल के बालवाड़ी/आंगनवाड़ी में जाने वाले बच्चों की संख्या	बच्चे का नाम (6&14) साल	आयु	लिंग	कक्षा: अगर सरकारी स्कूल है तो कक्षा लिखें	कक्षा: अगर प्राइवेट स्कूल है तो कक्षा लिखें	अन्य/ EGS/ AIE/	मदरसा	अभी स्कूल नहीं जाता है तो किस कक्षा में छोड़ा?	कभी स्कूल नहीं गया	पढ़ने वाले: कहानी	पढ़ने वाले: अनुच्छेद	न पढ़ने वाले: शब्द	न पढ़ने वाले: अक्षर	न पढ़ने वाले: कुछ नहीं	लिख सकता है	भाग	घटा	अंक पहचान	कुछ नहीं	कहीं और पढ़ता है?	कहीं काम करता है?	घूमने गया है

नोट : सभी कॉलम सफाई से भरें, केवल पेन का इस्तेमाल करें।

कृप्या सही का निशान लगायें। (✓)

SCHOOL INFORMATION SHEET

Village:	
Block:	
District:	
State:	
Name of Surveyor:	
Date of visit	
Day	
Time	
Name of Sarpanch	
Address of Sarpanch	
Name of Headmaster	
Address of Headmaster	

I SCHOOLS AND CLASSES/CENTERS IN VILLAGE

Ask Sarpanch/Pradhan or Headmaster of govt. school/VEC or PTA Chairman

Sno.	NAME OF SCHOOL	Govt (Tick if yes)	Private (Tick if yes)	From which Std to which Std
1				
2				
3				
4				
5				
6				
	TOTAL			

Sno.	Type of other educational program e.g. madrassa, EGS, AIE (give state specific name)	Number of such centers
1	EGS/ AIE	
2	Madrassas	
3	Anganwadi	
4	Other (Specify)	
	TOTAL	

II SCHOOLS IN AND AROUND VILLAGE

Ask Sarpanch/Pradhan or Headmaster of govt. school

	IS THERE **AT LEAST ONE** :		
1	**Govt** primary school upto Std4/5 in village	Yes	No
	If no, then how far is the nearest govt primary school		km
2	**Govt** school in which a child can study from Std4/5 to Std 8 in village	Yes	No
	If no, then how far is nearest govt upper primary school		km
3	School (govt/pvt) in which child can study up to Std 10	Yes	No
	If no, then how far is nearest high school		km
4	Is there an anganwadi (ICDS) operating in village	Yes	No

COMMENTS/OBSERVATIONS

III. INFORMATION ABOUT VEC/PTA

Ask Sarpanch/ Chairman of PTA (Give state specific name of relevant persons)

When was last meeting of VEC in village?	Date of last mtg.?	No. attended?

Can you name all the members of the VEC?	Yes	No	

IV. REGULARITY OF MIDDAY MEAL

In last three months

Daily	Most days	Sometimes	Never
Don't know/not sure			

SCHOOL OBSERVATION SHEET

Village:	Block:
District:	State:
Name of Surveyor:	

Visit government primary school in village. If more than one government primary school visit at least one govt. primary school. Fill out this report for all schools visited. Ask about official enrollment according to school register. Count presence of children by std.

NAME OF SCHOOL

Which std to

std?

STD. WISE INFORMATION	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8	Any Other	Mixed	Total
Show which stds. sit together											
How many children enrolled?											
How many children are present on day of visit?											

Date of visit		Time started visit	
Day of visit		Time ended visit	

OTHER SCHOOLING FACILITIES (BASED ON OBSERVATION)

Total no. of rooms in school:

teaching:

TEACHERS	Number appointed	Number present	If absent, then state reason: eg. meeting, training, leave etc	Comments:
Headteacher				
Teachers				
Para-teachers				
TOTAL				

Is there at least one tap or handpump in school premises?	Yes	No	Is there drinkable water in tap or handpump	Yes	No
Is there at least one toilet in school premises?	Yes	No	Could you use the toilet?	Yes	No
Are there any library books in the school?	Yes	No	Have the books been given to children in the last month?	Yes	No
Did most (75%) Std 3 children use textbooks?	Yes	No	Did most (75%) Std 5 children have textbooks ?	Yes	No
Did you see midday meal being served or prepared in the school?				Yes	No
Adequate boundary wall?	Yes	No