

Pratham Resource Center  
December 2004

## **DOCUMENTING PROGRESS OF SARVA SHIKSHA ABHIYAAN : CHILDREN'S SCHOOLING AND LEARNING STATUS**

### **Pratham's rapid assessment efforts in 2004**

#### **Introduction:**

The Sarva Shiksha Abhiyan document of the Government of India declares that by 2003, all 6-14 year olds must be in school. By 2007, every 10 year-old should have completed 4 years of schooling. Based on the experience of the last ten years in urban slums and rural communities, we are convinced that "every child in school and learning well" is the foundation on which children's further educational progress can be built. To complete the elementary stage of education, a child must be supported to attend school regularly and to make adequate academic progress.

For the last few decades, as a country, we have paid close attention to issues of access to schooling. Except for remote or tribal locations, there is a primary school in practically every habitation in the country. Enrollment rates have risen in all states. However, a large proportion of children who are enrolled in school do not continue successfully through even the primary stage. There are several reasons for children discontinuing their education. However we strongly believe that "learning" is an essential component of children's educational progress. A child who is learning well is less likely to leave school and is more likely to find support from his parents, teachers, friends and others to continue his or her school education. As part of the international efforts to achieve "Education for All" and as part of the national focus on Sarva Shiksha Abhiyan, it is time that children's learning comes to the centre of the stage in discussions of elementary education.

#### **Need for simple measures and measurement methods :**

In early 2004, Pratham Resource Center received funding support from CEF to initiate a series of rapid assessments to document the progress of Sarva Shiksha Abhiyan in India. These "dipstick style" rapid assessments have been designed to collect information on basic indicators of children's "schooling" and "learning" in rural and urban communities. In its simplest form, these assessments are the basis of a "Education Report Card" for the community.

When a child does not go to school it is very visible; parents, neighbours and other children all know that he or she does not go to school. Thus knowing or collecting information about the "schooling" status (whether a child is enrolled in school or not) of a child is straightforward. "Learning" however is more invisible. It is often assumed that if a child goes to school, the child must be learning. Uneducated parents or ordinary citizens perceive "education" or "learning" to be a complex process that can only be understood by experts or learned people therefore hesitate to ask questions. There are no easy indicators of basic learning available to parents and community people to understand the "learning" status of their children. In this context, it is essential that "learning" or "education" be demystified. Simple ways for people to understand what children know or are able to do, will widen the process of participation in the improvement of children's learning and raise accountability of the school system to the community. This is true not only for government schools but also for a vast majority of private schools that cater to rural children or to the children of the urban poor.

During the past year, we have learned a great deal about how to conduct these rapid assessments. Our aim was not only to generate useable data but also initiate a process by which ordinary citizens could get involved in understanding the status of schooling and learning in their community. Therefore, we have tried to keep the sampling procedures and the testing tasks as basic and simple as possible so that common people, parents, students and community members in cities and villages can participate in the process, discuss what they find and understand and interpret the data that is collected. These "schooling and learning" report cards can provide the basis on which communities (including schools and citizens) view their own performance in achieving education for all.

### **Taking stock: Assessing the status of schooling and learning in communities: <sup>1</sup>**

Since October 2003, the Pratham network has been experimenting with a variety of rapid assessment efforts. Our work so far has taken us in three main directions:

#### **1. Rapid assessment of schooling and learning in rural and urban communities:**

During 2004, we have developed, tested and used our tools in many Indian languages and conducted rapid assessments in at least one district (in at least two rural blocks) in 18 states.<sup>2</sup> In two states, Maharashtra and Bihar, statewide rapid assessments were carried out in June and October respectively. (See Table 1 for details). A national rapid assessment was carried out in August and findings were presented to the Planning Commission on August 31 2004.<sup>3</sup>

We are engaged in continuously improving our sampling processes and tools. Keeping measurement processes simple and easy to implement and keeping costs low are all critically important to this endeavour especially if it is to be done on scale. At the same time, maintaining quality and widespread acceptability of the measures and methods is also essential. We are working with collaborators and experts to ensure that our measures and methods are sound and reliable. In 2005, we hope to build partnerships with other institutions and agencies in different states who can periodically collaborate in rapid assessments and other activities in documenting the progress of Sarva Shiksha Abhiyan in their state. So far, the findings from the rapid assessment exercises have been shared with the local press, at policy meetings and with the bureaucracy in different states. In future, more systematic dissemination of findings will be planned including at the village, block, district and state levels with citizens, administrators and elected representatives.

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<sup>1</sup> A brief description of Pratham's rapid assessment efforts is given in Attachment A. Details of target population, sample size, processes of data collection and dissemination are outlined in the table. Table 1 describes the main elements in the rapid assessment and the next steps that are planned.

<sup>2</sup> Rapid assessment of schooling and learning efforts facilitated by Pratham have been carried out in Delhi, Rajasthan, Uttar Pradesh, Bihar, Maharashtra, Gujarat, Himachal Pradesh, Punjab, Haryana, West Bengal, Assam, Orissa, Madhya Pradesh, Jharkhand, Chattisgarh, Karnataka, Tamil Nadu, Andhra Pradesh and Kerala. In each state, children were surveyed and tested using the local regional language.

<sup>3</sup> In each state at least one district was selected. Within each district, two rural blocks were selected randomly. Within each block, 5 villages were randomly chosen. 50 children were surveyed and tested in each village.

## 2. "Village Report Cards" :

Since October 2004, we have been experimenting with the idea that villages can generate their own report cards of children's schooling and learning.<sup>4</sup> Initially, this experiment has been carried out with Pratham facilitation in rural Uttar Pradesh in eight rural blocks (five blocks in Sultanpur district, one block in Agra district, Allahabad district and Rampur). Encouraged by the positive response from villages in this pilot, this process was carried out in other networks as well (e.g. 16 blocks in Sultanpur and Rai Bareilly districts in December 2004).

The idea is a simple one. A volunteer (Pratham or any other) approaches the head of the Panchayat or members of the Village Education Committee. There is a conversation about the status of schooling and learning in the village. Some children are also called in to demonstrate how to test children with the simple reading tool. (The tools and the reporting formats are the same as those used in the rapid assessment exercises. To date only the reading test has been used.) During this conversation and demonstration, a group of people are persuaded to get this exercise started in the village. To generate the report card, all children in the village between the age of 7 and 14 have to be met and tested. The data is entered in a simple format. In addition, some basic observations on school infrastructure and teacher attendance are also included.

A week or so later the volunteer returns to the village to assess progress on the making of the report card. The volunteer offers to help and guide the effort if needed. Usually the village needs help on compiling the data into the report card format. Once the report card is made, several suggestions are discussed with the panchayat:

- Share the findings in the village community through one or more group meetings
- Understand the report card and discuss possible action to improve the situation<sup>5</sup>
- Take or send the report card to the block education officer and discuss findings and possible next steps to improve the situation. This can be done by the panchayat or the village education committee.

Our experience and understanding of the process of making village report cards and initiating action as a result of the village report card is still in a very preliminary stage. Still the initial responses have been extremely encouraging in terms of widening the base of participation and understanding and participation in improving schooling and learning in the village. We will continue these efforts and strive to learn from the experiences as well as learn from the experiences of others doing similar work.

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<sup>4</sup> There are excellent examples of work of this nature. For example, Maya in Karnataka. Although their focus is on schools, Azim Premji Foundation has been working on the issue of school report cards.

<sup>5</sup> Most of the pilots have been done in rural areas in eastern Uttar Pradesh. On average, here the picture that emerges is that most children in the age group 7 to 10 are enrolled in school. Of the older age group 11 to 14, up to 20% of children may not be enrolled. As far as learning levels are concerned: almost 40 to 50% cannot read a simple paragraph fluently. On the basis of the pilots, the immediate action that is suggested by the village community is that something needs to be done to improve the reading level of the school going children. It is quite common for the village to choose volunteers who will work intensively (with some training and materials) for 2 to 3 months to get children to read fluently.

### 3. Major research studies using Pratham's tools:

The measurement of "literacy" in India has not undergone any substantial change in the last several decades. Large scale tracking of children's learning outcomes in India have been done by government departments (such as the Learning outcome studies commissioned during the District Primary Education Program in the 1990s). These have tended to be cross-section studies with pen-paper tasks of language and maths and data has been collected from schools. Further, the DPEP learning outcome studies used a "relative" approach in which children in a particular grade were tested on competencies that they should have mastered in that grade. The DPEP studies used similar indicators are therefore comparisons across states could be made. Researchers interested in understanding children's literacy and numeracy levels and tracking their progress over time have had to develop their own indicators and measures of learning (see Kingdon paper). But since these are individual studies, comparisons across different context are not possible.

The Pratham tools of basic learning use an "absolute" approach: children of all ages (7 to 14) are assessed on whether they can do a set of specific basic tasks in reading, writing and arithmetic. In that sense, it is a "floor level" set of tests based on Std 2 level competencies. Seven year old children (who should be in Std 2) and older children are tested on these tasks to see if they can do them with ease. Pratham's rapid assessment of children's learning is done in the community not in school. This makes the measurement visible to parents, neighbours and community members and initiates discussion immediately on learning in the community. Community based sampling makes it possible to find out of school children as well as children attending different kinds of private, government and non-formal/alternative schools.

Two nationally and internationally known teams of researchers are using the Pratham learning assessment tools for studies currently in the field :

- **National Council of Applied Economic Research in collaboration with the University of Maryland (USA)** are conducting a national household survey (40,000 households) of to investigate the relationship of socio-economic variables with human development indicators in different generations within the household. This study will use the reading, arithmetic and writing tools developed by Pratham.
- **Poverty Action Lab of the Massachusetts Institute of Technology (USA) in collaboration with Pratham** is investigating the impact of information (about schooling and learning status in villages) on school functioning and learning. The study is located in Jaunpur district in eastern Uttar Pradesh and will use reading, arithmetic and writing tools developed by Pratham. In a selected set of villages, the learning outcomes will be shared with the panchayat, village education committees and in village meetings.

Analysis of data collected in each of these studies will provide important insights for understanding and tracking children's learning. The NCAER study will help to uncover household level correlates and determinants of children's schooling and learning across different contexts in the country. The MIT study, perhaps the first of its kind in India, will study the impact of information on decision-making at the village level.

**Next steps:**

**For January 2005 – March 2005 :**

**A. Rapid assessment of schooling and learning : Preparation for generating State report cards on Schooling and Learning.**

In preparation of a larger scale initiative for generating state report cards after March 2005, we propose to conduct two state level exercises: possible states are Rajasthan, Gujarat or Andhra. Apart from strengthening the sampling procedures and tools, in each case we propose to :

- Select a sample of districts across the state ensuring that there are at least 2 districts from each zone of the state
- Build a network of partnerships for conducting rapid assessments of schooling and learning. These partners could be teacher training colleges, universities or other agencies or NGOs.
- Develop a plan for widespread sharing of report cards in villages, blocks and districts.

We hope that the experiences in these two states will prepare us for a national effort between April and June 2005. Our aim is to facilitate the preparation of the first of these reports before or around the beginning of the new school year in June-July 2005. There will be another round of such reports tracking children's progress in the same villages and urban slums after a year.

**B. Village Report Cards: Conducting pilots in other states : Maharashtra and urban areas**

The positive response from villages of generating the village report cards on schooling and learning in the preliminary phase needs to be followed further. We propose to continue this process during January to March 2005 in the following way:

- Follow up on villages where the village report cards have been generated and track the action that has been initiated (most of these villages are in Uttar Pradesh)
- Initiate a similar process in selected villages in Maharashtra to assess how the process and action will proceed there with village volunteers.
- Initiate a process of generating community report cards in urban areas in North India and Maharashtra to assess if it is possible to do such activity in urban areas with volunteers.

We hope that we will gain more experience and expertise in facilitation of village report cards during this period and will be able to scale up the effort to more locations.

**Table 1. Taking stock : Pratham's rapid assessment efforts in 2004**

**Rapid assessment of schooling and learning  
in urban and rural communities**

<b>Sampling:</b>	<b>Tools:</b>	<b>Partnerships:</b>	<b>Dissemination:</b>
<p>So far:</p> <p>Random selection of urban communities and blocks and villages.</p> <p>Within communities, variety of efforts to randomly survey children of different ages and habitations.</p>	<p>So far:</p> <p>Schooling: whether child is enrolled in school (govt or private) or not</p> <p>Learning All testing is done one-on-one with each child</p> <p>Basic test of reading: Simple texts (long paragraph at Std 2 level, easy paragraph of 4 lines, words and letters).</p> <p>Basic test of maths: number recognition (1-100), 2 digit subtraction sums with borrowing, division of 2 digits by 1 digit.</p> <p>Simple writing task: Write a simple dictated sentence</p>	<p>So far:</p> <p>Initial efforts by Pratham teams.</p> <p>In Maharashtra and Bihar university students were involved.</p> <p>In national rapid assessment in August: Different partners in different states. Including NGOs, ICDS workers, college students, state government Education dept staff</p>	<p>So far:</p> <p>Local or regional press.</p> <p>State government reports (Delhi)</p> <p>Academic journals and reports (Maharashtra)</p> <p>Reports shared with senior bureaucrats in state and districts and village committees (Bihar)</p> <p>Presentation to Planning Commission (national )</p>

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<b>Sampling:</b>	<b>Tools:</b>	<b>Partnerships:</b>	<b>Dissemination:</b>
<p>Next steps:</p> <p>Work on developing statistically sound sampling process while keeping data collection simple and easy to implement on scale</p>	<p>Next steps:</p> <p>Develop higher levels of easy to administer tests in language, maths, writing and general knowledge.</p> <p>Validate the new tools</p>	<p>Next steps:</p> <p>Build network of partners in different states who can partner in the periodic generation of "schooling and learning reports". These can be NGOs, colleges, universities and other institutions</p>	<p>Next steps:</p> <p>Develop a dissemination plan that shares the report in an accessible way in villages/cities. And with village, block and district officials and elected representatives.</p>



## ANNEXURE I: DETAILS OF SURVEYS IN 2004

Date/ Month and Target population	Sampling	Content: Tools and activities	Outcome and dissemination
<p>October 2003</p> <p>Urban slum areas: Slum areas in cities in which Pratham had a presence</p> <p>Funding: Each city's Pratham program</p> <p>Total children surveyed ~ 40,000</p>	<p>Delhi: 50 (Pratham) slum communities chosen (approx.250 HH) lying within kshetra wise Delhi govt. demarcation</p>	<p>Children 7 to 14 were surveyed and tested in each slum community</p> <p>Children's schooling status:</p> <ul style="list-style-type: none"> <li>▪ In school or not</li> <li>▪ Private or Govt.</li> </ul> <p>Children's learning status:</p> <ul style="list-style-type: none"> <li>▪ Reading test</li> </ul>	<p>Each Pratham program disseminated the findings in the local press. Several regional papers carried articles on this issue.</p> <p>NDTV carried this as a feature on November 14, 2004</p> <p>Findings were presented in the international conference "Third High Level meeting on Education for All" in New Delhi in early November 2003</p>
<p>March 2004</p> <p>Delhi: urban</p> <p>Funding: Delhi Human Development Report</p> <p>Total children surveyed: ~ 3000</p>	<p>Random selection of areas based on Delhi Government (UEE mission's) "Kshetra" demarcation. Delhi has ~ 1850 "kshetras". Each kshetra is the catchment area of a municipal primary school. Out of the total number of kshetras in Delhi, 300 kshetras have Delhi government composite schools (i.e. Std.1 to 12) as well as municipal primary schools. 10% of these kshetras were randomly sampled. In each of the 30 kshetras, data collection started from the boundary wall of the municipal school. Children in the age group 7-14 were surveyed and tested from every 5<sup>th</sup> house in the community. Total of 100 children from every kshetra were sampled.</p>	<p>Children 7 to 14 were surveyed and tested in each slum community.</p> <p>Children's schooling status:</p> <ul style="list-style-type: none"> <li>▪ In school or not</li> <li>▪ Private or Govt.</li> </ul> <p>Children's learning status:</p> <ul style="list-style-type: none"> <li>▪ Reading test</li> <li>▪ Math test</li> </ul>	<p>The findings are a part of the Delhi Human Development Report (produced in collaboration between Delhi Government, UNDP and Planning Commission).</p> <p>This report was discussed with a panel of experts called by Delhi Government and UNDP before finalization.</p> <p>Report due to be released soon.</p>
<p>May 2004</p> <p>Uttar Pradesh: Rural village/ block pilot</p> <p>Funding: CEF</p>	<p>This pilot was designed to (a) figure out sampling process and data collection procedures in rural areas (b) test the tools with rural children (c) estimate costs with rural rapid assessment</p> <p>In the absence of computerized lists, block maps and lists with village names were obtained from the block office.</p>	<p>Children 7 to 14 were surveyed and tested in each village (cluster)</p> <p>Children's schooling status:</p> <ul style="list-style-type: none"> <li>▪ In school or not</li> <li>▪ Private or Govt.</li> </ul>	<p>This pilot was the basis of the subsequent rapid assessment in UP, Bihar, Rajasthan.</p>

<p>Total children surveyed ~ 800</p>	<p>Chits were made and a decision was taken to draw out 'x' number of chits with villages to survey in the block depending on days and manpower available. 50 children had to be tested in every village through the dipstick.</p> <p>Taking the main road of the village, a team of two walked into the village. They were to go to at least 3 of 5 hamlets/ clusters of houses in the village, ensuring at the same time that the interior / lower caste hamlets are covered. Once in the hamlets, 50 children were tested randomly, keeping track of boys/girls- older/younger kids.</p>	<p>Children's learning status:</p> <ul style="list-style-type: none"> <li>▪ Reading test</li> <li>▪ Math test</li> <li>▪ Writing test</li> </ul>	
<p>June 2004</p> <p>U.P., Bihar, Rajasthan: Urban and Rural</p> <p>Funding: CEF</p> <p>Total children surveyed ~10,000</p>	<p>Six districts in Uttar Pradesh, Bihar and Rajasthan- 20 urban slums were randomly picked from six cities Patna (Bihar), Lucknow and Allahabad (Uttar Pradesh), Jaipur, Jodhpur and Ajmer (Rajasthan).</p> <p>For the rural sample, for each of these districts, 2 blocks were randomly chosen. Within the block, 5 villages were randomly selected. [10 villages: 40-50 children from each village = 10*50 = 500 rural children.]</p> <p>Team of at least 2 people went to the selected community and started from a known spot (main road, train station) on the external boundary of the area, moving towards the interior of the slum area. The team went to each consecutive house and tested children between 7-14 yrs. A commonly accepted "rule" used was the "right hand rule".</p> <p>In each urban slum community and in each village, 50 children were randomly selected. [20 slum pockets: 50 children from each pocket = 20*50 = 1000 urban children.]</p> <p>Once in they village the split into 3 teams (each with 2 people) and went in different directions in the habitation ensuring one team goes to a lower caste habitation. Stopped and test children along the way or sat in a public place in the village to test children. [If this is done in at least 3 different spots in the entire village (small hamlets, big habitations) we get a cross section of children.]</p>	<p>Children 7 to 14 were surveyed and tested in each village and slum cluster</p> <p>Children's schooling status:</p> <ul style="list-style-type: none"> <li>▪ In school or not</li> <li>▪ Private or Govt.</li> </ul> <p>Children's learning status:</p> <ul style="list-style-type: none"> <li>▪ Reading test</li> <li>▪ Math test</li> <li>▪ Writing test</li> </ul>	<p>Detailed report is available and has been shared with CEF. Results of the rural blocks were part of the Planning Commission presentation.</p>

	After every set of 10 children tested, distribution of boys and girls and of children 7-10 and 11-14 yrs was checked and they had to look for category of children who are less.		
<p>August 2004</p> <p>Rural villages: Villages in rural blocks chosen across 12 states in India</p> <p>Funding: CEF</p> <p>Total children surveyed: 13,000</p>	<p>Since the dipsticks were done in August – monsoon months, districts were chosen keeping accessibility in mind. In all states, at least one district was selected. (In some states, depending on resources, weather and time, more than one district was included). In each district, two blocks were randomly selected. Within each block, five villages were randomly chosen. In each village, approximately 50 children between the ages of 7 and 14 were surveyed and tested.</p> <p>Once inside the village: draw a rough sketch of the village. Mark the upper and lower caste hamlets. Separate into teams in different directions and walk through the village and test 50 children in all as a team. Stop after every 10 children, and check for equal representation of age and gender. Make sure at least one lower caste hamlet has been covered in the survey.</p>	<p>Children 7 to 14 were surveyed and tested in each village (cluster)</p> <p>Children's schooling status:</p> <ul style="list-style-type: none"> <li>▪ In school or not</li> <li>▪ Private or Govt.</li> </ul> <p>Children's learning status:</p> <ul style="list-style-type: none"> <li>▪ Reading test</li> <li>▪ Math test</li> <li>▪ Writing test</li> </ul> <p>Other Information:</p> <ul style="list-style-type: none"> <li>▪ Status of primary schools in the village</li> <li>▪ Number of secondary schools in the village</li> <li>▪ Presence of Mid-day meal scheme and Anganwadis</li> <li>▪ Information of Panchayat and Village Education committee members</li> </ul>	<p>The findings were presented before the Planning Commission of India on 31<sup>st</sup> August 2004</p> <p>National newspapers (Delhi edition: Hindu, Indian Express) also carried articles on the findings</p> <p>Please refer to Annexure III (separate attachment) for the results.</p>
<p>October 2004</p> <p>Bihar: rural</p> <p>Total children surveyed ~30,000</p>	<p>Pratham teams located themselves in 23 blocks (in a total of 17 districts) across Bihar. The block was chosen based on the availability of a place to stay. Each team was given a list of 10 randomly chosen villages in that block of which at least 5 had to be surveyed. The village names were picked randomly from census lists.</p> <p>The teams conducted full village surveys making sure every house and child in the village was covered</p>	<p>Children's schooling status:</p> <ul style="list-style-type: none"> <li>▪ In school or not</li> <li>▪ Private or Govt.</li> </ul> <p>Children's learning status:</p> <ul style="list-style-type: none"> <li>▪ Reading test</li> <li>▪ Math test</li> <li>▪ Writing test</li> </ul> <p>Other Information:</p> <ul style="list-style-type: none"> <li>▪ Status of primary schools</li> <li>▪ Number of secondary schools in the village</li> </ul>	<p>The "Education Report Cards" of every village has been shared with the Education Department of Bihar Government, BEP officials, district level education officials and all DMs.</p>

## ANNEXURE II: FINDINGS OF THE SURVEYS IN 2004

October 2003: Urban slum areas: Slum areas in cities in which Pratham had a presence

LOCATIONS	CITY	SLUMS / LOW INCOME AREAS SURVEYED	TOTAL CHILDREN SURVEYED	% of all children	% of all children	% of school going children who are in:		% of children in :				
				IN SCHOOL	OUT OF SCHOOL			READING LEVELS				
				Govt.	Private	Story	Easy para	Word	Letter	Nothing		
NORTH INDIA CITIES	Delhi	50	5289	82	18	79	20	32	15	10	20	23
								47			43	
	Lucknow	10	1000	86	14	22	78	37	16	11	19	18
								53			37	
	Allahabad	10	1000	53	47	NA	NA	18	11	9	27	35
								29			62	
Patna	16	1673	64	36	60	40	34	9	9	14	34	
							43			48		
Jaipur	24	2400	83	17	29	71	30	16	13	17	24	
							46			41		
Jodhpur	12	894	83	17	38	62	16	18	13	20	34	
							34			54		
MAHARASHTRA CITIES	Mumbai	46	5317	92	8	56	44	43	22	13	12	10
								65			22	
	Thane	20	2000	97	3	42	58	47	24	14	11	5
								71			16	
	New Mumbai	10	1000	99	1	77	23	56	23	12	6	3
								79			9	
	Pimpri Chinchwad	20	2000	89	11	82	18	33	23	20	18	7
								56			25	
Nagpur	20	2000	95	5	38	62	37	24	14	14	11	
							61			25		
Aurangabad	20	2027	96	4	35	65	28	17	16	21	17	
							45			38		
Amaravati	10	1000	96	4	21	79	17	25	21	21	16	
							42			37		
Nasik	20	1980	96	4	68	32	24	23	18	18	17	
							47			35		

	<b>Kolhapur</b>	10	1000	96	<b>4</b>	54	46	29	24	15	19	13
								53			32	
	<b>Solapur</b>	10	1000	89	<b>11</b>	5	95	31	14	16	20	18
								45			38	
<b>SOUTH INDIAN CITY</b>	<b>Bangalore</b>	17	1748	97	<b>3</b>	53	47	25	13	30	21	10
								38			31	
<b>GUJARAT CITIES</b>	<b>Ahmedabad</b>	20	2000	82	<b>18</b>	77	23	35	10	11	16	27
								45			43	
	<b>Surat</b>	20	2000	88	<b>12</b>	87	13	30	12	16	23	19
								42			42	
	<b>Baroda</b>	20	2000	87	<b>13</b>	62	38	39	17	13	12	19
								56			31	
	<b>Rajkot</b>	20	2000	95	<b>5</b>	62	38	47	20	16	8	8
								67			16	

March 2004: Delhi urban

Characteristics of sampled children. Delhi. March 2004

District	Children tested	Percent	Sample	Children	Percent
East	387	12.8	Male	1674	55.4
Northeast	453	15.0	Female	1347	44.6
North	342	11.3	Total	3021	100
Northwest	597	19.7	Out of school	234	7.7
West	533	17.6	Govt. & MCD	1759	58.2
Southwest	347	11.5	Private	1028	34.0
South	277	9.2	Total	3021	100
Central	85	2.8			
Total	3021	100			
			Primary	1898	62.8
			Std 6 & higher	889	29.4
			Out of school	234	7.7
			Total	3021	100

The results show a number of broad patterns. As expected, a vast majority of out of school children (7 to 10) can neither read nor do even the simplest arithmetic tasks. Among older children (11 to 14) there are likely to be substantial number of school-dropouts. Here too close to half of all out of school children cannot recognize numbers or even read letters. For mainstreaming into regular schools or into the "education net" these children need intensive accelerated learning courses that will ensure durable basic literacy and numeracy skills.

	Age group: 7-10				Age group: 11-14			
Mathlevel	Out of school	Delhi govt Mcd	Private school	Total	Out of school	Delhi Govt_Mcd	Private School	Total
Total	167 %	1013 %	656 %	1836 %	67 %	737 %	366 %	1170 %
Nothing	71.3	25.1	5.0	22.1	52.2	4.2	2.7	6.5
Num_recog	21.6	27.9	25.0	26.3	14.9	10.6	2.2	8.2
Subtraction	5.4	29.3	31.0	27.7	17.9	25.8	15.9	22.2
Division	1.8	17.7	39.0	23.9	14.9	59.4	79.3	63.1
<b>Reading level</b>								
Total	167 %	1013 %	657 %	1837 %	67 %	738 %	366 %	1171 %
Story	1.8	28.5	49.3	33.5	13.4	71.5	85.8	72.7
Easy para	9	18.1	19.2	17.6	19.4	19.1	10.4	16.4
Word	7.2	16.5	15.8	15.4	10.5	4.7	2.2	4.3
Letter	18	21	12.8	17.8	7.5	3.8	1.1	3.2
Nothing	64.1	15.9	2.9	15.6	49.3	0.8	0.5	3.5

Reading and Maths level of sampled children. Delhi. March 2004

May 2004: Uttar Pradesh: Rural  
village/ block pilot

Table 1: Child description

	No. of Revenue villages	Total children	Male	Female	7-10 years	11-14 years	Govt sch	Pvt sch	Out of sch
May Dipstick	7	276	154	122	166	110	136	93	47

Table 2: All children- Reading levels

	Percentage reading: 7-14 years	Percentage reading: 7-10 years	Percentage reading: 11-14 years
Story	59.1	47.6	76.4
Para	12.7	15.7	8.2
Word	6.2	8.4	2.7
Letter	13.8	18.7	6.4
Nothing	8.3	9.6	6.4
<b>Total tested</b>	<b>276</b>	<b>166</b>	<b>110</b>

Table 3: Govt. school children- Reading Levels

	Percentage reading: 7-14 years	Percentage reading: 7-10 years	Percentage reading: 11-14 years
<b>Gauriganj Block:</b>			
Story	57.4	44.7	78.4
Para	15.4	18.8	9.8
Word	6.6	7.1	5.9
Letter	12.5	18.8	2.0
Nothing	8.1	10.6	3.9
<b>Total tested</b>	<b>136</b>	<b>85</b>	<b>51</b>

Table 4: Child description

		Total children	Male	Female	7-10 years	11-14 years	Govt sch	Private sch	Out of sch
MAY DIPSTICK	Gauriganj	276	154	122	166	110	136	93	47
	Adjacent Blocks	372	193	179	231	141	226	103	43

Table 5: Government School children: learning levels

MAY DIPSTICK				
	7-10 years		11-14 years	
	Gauriganj	Adjacent blocks	Gauriganj	Adjacent blocks
Para	18.8	13.7	9.8	13.7
Word	7.1	9.2	5.9	5.5
Letter	18.8	19.6	2.0	9.6
Nothing	10.6	36.6	3.9	11.0
<b>Total tested</b>	<b>85</b>	<b>153</b>	<b>51</b>	<b>73</b>

June 2004: U.P., Bihar, Rajasthan: Urban and Rural

**Table 1. Description of sampled children (Bihar-Uttar Pradesh-Rajasthan)**

State	Total	All children: 7 to 14			
		Male	Female	7 to 10	11 to 14
Uttar Pradesh urban	1970	992	978	1,044	926
Uttar Pradesh rural	1605	760	845	899	706
Bihar urban	1014	540	474	741	273
Bihar rural	524	261	263	265	259
Rajasthan urban	2903	1504	1399	1,583	1,320
Rajasthan rural	1448	765	683	768	680
Total	9464	4822	4642	5,300	4,164
State	Total	Age group: 7 to 10		Age group: 11 to 14	
		Male	Female	Male	Female
Uttar Pradesh urban	1970	538	506	454	472
Uttar Pradesh rural	1605	435	464	325	381
Bihar urban	1014	403	338	137	136
Bihar rural	524	132	133	129	130
Rajasthan urban	2903	830	753	674	646
Rajasthan rural	1448	409	359	356	324
Total	9464	2,747	2,553	2,075	2,089

**Table 2: Children's Schooling Status by age group**

States: rural and urban	Age group: 7 to 10 years				States: rural and urban	Age group: 11-14 years			
	Total	Percentage children in:				Total	Percentage children in:		
		Govt school	Private school	Out of school			Govt school	Private school	Out of school
Uttar Pradesh urban	1,044	28.0	43.49	28.5	Uttar Pradesh urban	926	28.8	43.74	27.4
Uttar Pradesh rural	899	69.1	20.69	10.2	Uttar Pradesh rural	706	49.0	28.75	22.2
Bihar urban	741	29.6	36.44	34.0	Bihar urban	273	30.0	36.26	33.7
Bihar rural	265	44.5	28.68	26.8	Bihar rural	259	52.9	18.15	29.0
Rajasthan urban	1,583	34.2	49.21	16.6	Rajasthan urban	1,320	36.7	44.55	18.8
Rajasthan rural	768	63.9	25.52	10.6	Rajasthan rural	680	65.7	20.44	13.8
Total	5,300	43.1	37	19.9	Total	4,164	42.3	35.57	22.1

  

<b>READING LEVELS:</b>		AGE GROUP: 7-10 YEARS					AGE GROUP: 11-14 YEARS						
State: rural and urban	Total	Government school					State: rural and urban	Total	Government school				
		Percentage children in:							Percentage children in:				
		Story	Para	Word	Letter	Nothing			Story	Para	Word	Letter	Nothing
Uttar Pradesh urban	292	17.5	6.5	14.7	33.9	27.4	Uttar Pradesh urban	267	55.8	15.0	7.9	13.1	8.2
Uttar Pradesh rural	620	7.4	6.6	6.6	30.5	48.9	Uttar Pradesh rural	345	40.6	15.4	11.9	16.5	15.7
Bihar urban	219	27.4	5.5	6.9	16.9	43.4	Bihar urban	81	60.5	11.1	6.2	13.6	8.6
Bihar rural	113	23.0	4.4	7.1	15.9	49.6	Bihar rural	133	58.7	5.3	6.0	7.5	22.6
Rajasthan urban	540	19.6	14.1	17.0	19.3	30.0	Rajasthan urban	481	52.4	19.5	10.6	9.8	7.7
Rajasthan rural	491	20.2	15.1	17.3	24.6	22.8	Rajasthan rural	447	60.9	20.4	9.6	6.3	2.9
Total	2,275	17.1	10.0	12.5	25.0	35.5	Total	1,754	53.6	16.8	9.6	10.7	9.3

  

State: rural and urban	Total	Private school					State: rural and urban	Total	Private school				
		Percentage children in:							Percentage children in:				
		Story	Para	Word	Letter	Nothing			Story	Para	Word	Letter	Nothing
Uttar Pradesh urban	454	34.6	15.6	11.9	23.4	14.5	Uttar Pradesh urban	405	69.1	11.4	6.4	8.6	4.4

Uttar Pradesh rural	186	31.7	12.9	11.3	24.7	19.4	Uttar Pradesh rural	203	64.5	15.3	4.4	6.4	9.4
Bihar urban	269	58.7	8.2	7.4	12.3	13.4	Bihar urban	99	79.8	5.1	5.1	3.0	7.1
Bihar rural	58	41.4	3.5	10.3	15.5	29.3	Bihar rural	40	67.5	0.0	5.0	15.0	12.5
Rajasthan urban	775	24.4	18.8	16.1	22.3	18.3	Rajasthan urban	586	63.5	17.2	9.6	5.8	3.9
Rajasthan rural	196	31.6	20.4	20.9	13.8	13.3	Rajasthan rural	139	75.5	10.8	7.9	2.9	2.9
Total	1,938	33.5	15.7	13.8	20.3	16.7	Total	1,472	67.5	13.5	7.4	6.5	5.2

MATH:		AGE GROUP: 7-10 YEARS					AGE GROUP: 11-14 YEARS				
		Government school					Government school				
		State: rural and urban	Percentage children in:				State: rural and urban	Total	Percentage children in:		
Total	Division		Subtraction with borrowing	Number recognition 1-100	Nothing	Division			Subtraction with borrowing	Number recognition 1-100	Nothing
Uttar Pradesh urban	291	7.6	12.0	22.0	58.4	Uttar Pradesh urban	267	27.0	30.0	23.2	19.9
Uttar Pradesh rural	614	1.5	3.8	16.8	78.0	Uttar Pradesh rural	345	11.9	22.6	21.2	44.4
Bihar urban	219	11.4	13.7	11.4	63.5	Bihar urban	82	30.5	24.4	14.6	30.5
Bihar rural	112	12.5	10.7	14.3	62.5	Bihar rural	132	35.6	15.9	12.1	36.4
Rajasthan urban	540	8.3	19.8	26.3	45.6	Rajasthan urban	479	38.4	21.9	23.8	15.9
Rajasthan rural	491	7.5	13.4	29.5	49.5	Rajasthan rural	447	41.2	26.4	21.5	11.0
Total	2,267	6.7	12.0	21.8	59.4	Total	1,752	31.6	24.1	21.3	23.1
MATH:		Private school					Private school				
		Percentage children in:					Percentage children in:				
		State: rural and urban	Percentage children in:				State: rural and urban	Total	Percentage children in:		
Total	Division		Subtraction with borrowing	Number recognition 1-100	Nothing	Division			Subtraction with borrowing	Number recognition 1-100	Nothing
Uttar Pradesh urban	453	10.4	24.3	32.5	32.9	Uttar Pradesh urban	405	36.3	33.3	18.0	12.4
Uttar Pradesh rural	184	10.9	17.9	26.6	44.6	Uttar Pradesh rural	202	29.2	25.7	23.3	21.8
Bihar urban	270	24.8	24.8	19.3	31.1	Bihar urban	99	49.5	21.2	11.1	18.2
Bihar rural	56	26.8	14.3	17.9	41.1	Bihar rural	37	56.8	8.1	21.6	13.5
Rajasthan urban	775	14.1	19.1	31.7	35.1	Rajasthan urban	586	47.3	22.9	18.6	11.3
Rajasthan rural	196	18.9	23.0	28.1	30.1	Rajasthan rural	138	63.0	23.2	8.7	5.1
Total	1,934	15.3	21.3	28.9	34.6	Total	1,467	43.6	25.7	17.7	13.0

October 2004: Bihar: rural

Table 1: Village Report Cards - Overall Results

In 17 districts, 23 blocks were covered. 89 villages, 18198 households and 31,842 children were surveyed.

Total household surveyed	Total children: 7-14	Children out of village to study or work: 7-14	Age group	Total children	% Out of school	% Cannot read	% Cannot write	% Cannot subtract	% Cannot divide
18198	31842	1007	7 to 10	21039	14.5	71.8	79.6	72.5	NA
			11 to 14	10803	17.5	31.8	49.4	36.2	59.2

Source: Village Report Cards: October 2004. Pratham.

Table 2: Status of schooling and learning by district

District	No. of Blocks	No. of villages	Total households	Total 7 to 14 years	7 to 10 years		11 to 14 years		No. of children 7 to 14 out of village (mainly study or work)	7 to 10 years					11 to 14 years					
					Total (no.)	% Out of school	Total (no.)	% Out of school		Total tested in Lang	% Can read	% Can write	Total tested in math	% Cant subtract	Total tested in Lang	% Can read	% Can write	Total tested in math	% Cant divide	% Cant subtract
Rohtas	2	6	1203	1858	1082	14.9	776	17.4	69	980	35	17	1035	66.1	620	79.6	38.3	683	64.9	33.3
Kaimur	1	6	1042	1184	819	5.2	365	12	4	794	25	11.3	768	78.7	347	73.9	46.3	357	46.3	32
Gaya	2	10	959	1565	1062	10.9	503	11.7	18	1049	25	13.1	1050	71.6	493	64.1	48.6	472	60.9	32.3
Vaishali	1	5	1520	3182	2237	11.3	945	13.3	69	1628	26	20.6	2143	79.7	882	72.3	64.1	862	53.8	32.9
Samastipur	1	4	1150	1443	1016	7.4	427	6.5	97	913	26	23.6	923	79.4	382	59.5	57.5	326	63.1	39.9
Purnia	1	3	1071	2068	1399	25.3	669	39.6	76	1195	13	10.8	1386	84.3	446	50.1	15.5	606	83	58.8
Arariya	1	3	646	911	644	38.5	267	40.2	0	644	25	11.2	644	71.5	267	45.6	22	267	81.2	62.6
Sitamarhi	2	3	1212	2443	1619	53.5	824	63.9	348	1455	13	10.7	1455	89.5	640	43.7	37.5	640	74.2	61.3
Gopalganj	1	4	1063	2757	1477	10.5	1280	8.8	33	1031	22	12.8	1468	71.8	584	64.3	55.7	1256	75.2	45.7
Siwan	2	10	1195	1987	1302	7.2	685	10.4	37	1276	20	14.6	1276	81.2	614	64	51.9	674	58.7	37.8
Bhagalpur	1	2	303	581	294	4.1	287	3.3	5	260	47	44.4	291	52	235	67.6	4	242	74	30.6
Bhojpur	2	8	1165	3220	2057	6.8	1163	6.9	61	1392	34	42	2018	64.1	495	82.2	77.1	1141	54	30.7
Darbhanga	2	10	1631	2292	1576	13.6	716	17.9	16	1467	34	29.7	1567	70	707	68.9	52	704	56.8	33.6
Muzaffarpur	1	3	837	409	253	8.4	156	18.4	0	253	42	20	244	59.9	156	72.5	55.9	147	43.6	27.2
Purvi Champaran	2	8	2343	4028	2750	13.7	1278	19.5	113	2689	37	23.4	2629	62.3	1200	80.6	58.1	1236	46.9	25.2
Saharsa	1	4	858	1914	1452	43.8	462	37.8	61	1420	21	12.6	1419	79.8	433	62.7	54.6	433	53.6	38.1
<b>17 districts</b>	<b>23 blocks</b>	<b>89</b>	<b>18198</b>	<b>31842</b>	<b>21039</b>	<b>14.5</b>	<b>10803</b>	<b>17.5</b>	<b>1007</b>	<b>18446</b>	<b>28</b>	<b>20.4</b>	<b>20316</b>	<b>72.5</b>	<b>8501</b>	<b>68.2</b>	<b>50.6</b>	<b>10046</b>	<b>59.2</b>	<b>36.2</b>

