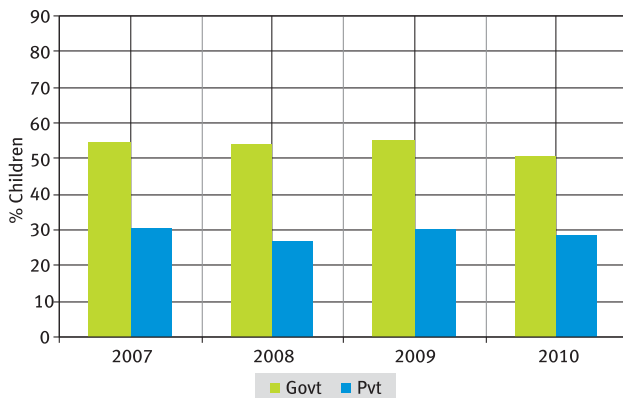## READING IN OWN LANGUAGE

TABLE 4: CLASS WISE % CHILDREN BY READING LEVEL
ALL SCHOOLS 2010

Std.	Nothing	Letter	Word	Level 1 (Std 1 Text)	Level 2 (Std 2 Text)	Total
I	18.6	42.4	21.9	8.5	8.5	100
II	5.9	25.6	33.2	16.1	19.2	100
III	3.3	12.8	25.7	26.6	31.5	100
IV	2.0	8.7	15.4	25.4	48.5	100
V	1.5	4.9	9.4	16.8	67.5	100
VI	0.8	3.3	4.9	12.0	79.1	100
VII	0.8	1.4	4.0	8.5	85.3	100
VIII	0.7	2.1	2.9	6.5	87.8	100
TOTAL	4.1	12.6	14.9	15.4	53.0	100

How to read this table: Each cell shows the highest level of reading achieved by a child. For example, in Std III, 3.3% children cannot even read letters, 12.8% can read letters but not more, 25.7% can read words but not Std 1 text or higher, 26.6% can read Std 1 text but not Std 2 level text, and 31.5% can read Std 2 level text. For each class, the total of all these exclusive categories is 100%.

READING TOOL

CHART 4: TRENDS OVER TIME
% CHILDREN IN Std III WHO CANNOT READ Std I LEVEL TEXT
BY SCHOOL TYPE 2007-2010

CHART 5: TRENDS OVER TIME
% CHILDREN IN Std V WHO CANNOT READ Std II LEVEL TEXT
BY SCHOOL TYPE 2007-2010
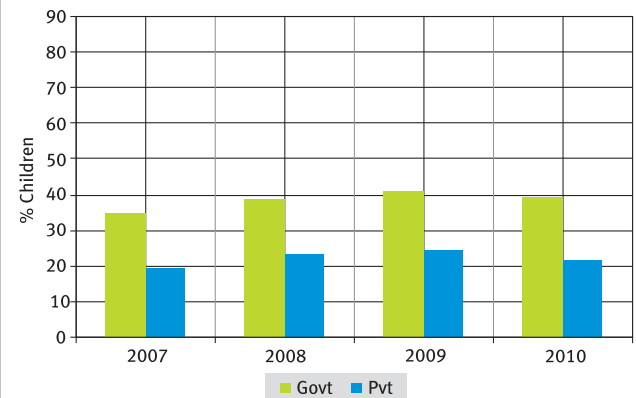
TUITION

TABLE 5: CLASS-WISE % CHILDREN ATTENDING PAID TUITION CLASSES
BY SCHOOL TYPE 2007, 2009 AND 2010

Year	School	I	II	III	IV	V	VI	VII	VIII
2007	**GOVT**	5.1	5.2	7.2	7.3	9.6	7.6	6.3	10.6
	PVT	11.0	11.2	14.5	14.0	17.1	16.8	16.3	19.7
2009	**GOVT**	9.6	11.1	13.7	12.5	15.1	12.4	15.3	19.1
	PVT	17.8	20.6	23.6	27.1	30.3	29.7	24.5	32.4
2010	**GOVT**	8.0	9.9	8.8	10.3	12.8	12.2	11.9	13.0
	PVT	17.9	17.6	23.3	22.1	25.0	21.7	21.9	25.1

NOTE: In 2007, 2009 and 2010 the ASER survey recorded information about tuition. In all 3 years, the question asked was the following: "Does the child take any paid additional class currently?" Therefore, these numbers do not include any supplemental help in learning that children may have received from parents, siblings or from anyone else who did not require payment.
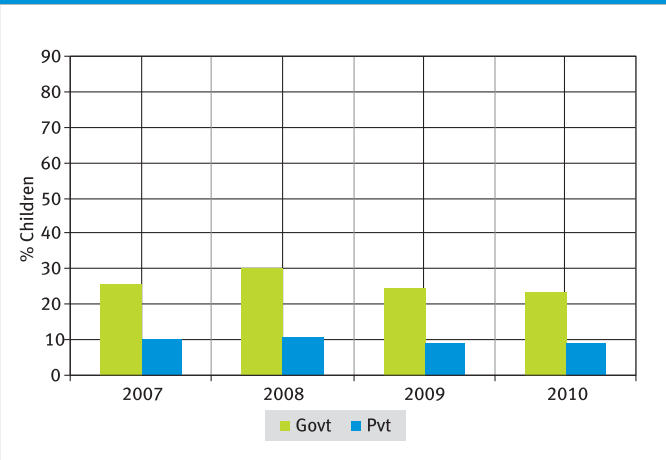
ARITHMETIC

TABLE 6: Class-wise % children by ARITHMETIC level All schools 2010

Std.	Nothing	Recognize Numbers 1-9	Recognize Numbers 11-99	Subtract	Divide	Total
I	17.4	42.2	25.3	9.3	5.8	100
II	5.5	26.5	36.0	18.9	13.1	100
III	2.5	15.3	29.7	29.8	22.8	100
IV	2.0	8.4	18.6	31.0	40.1	100
V	1.5	4.7	10.6	24.8	58.4	100
VI	0.8	3.7	6.4	17.3	71.8	100
VII	1.0	1.7	5.8	14.1	77.5	100
VIII	0.7	2.5	3.4	10.3	83.1	100
TOTAL	3.8	13.0	17.2	19.9	46.2	100

How to read this table: Each cell shows the highest level of arithmetic achieved by a child. For example, in Std 3, 2.5% children cannot even recognize numbers 1-9, 15.3% can recognize numbers up to 10 but not more, 29.7% can recognize numbers upto 100 but cannot do subtraction, 29.8% can do subtraction but not division, and 22.8% can do division. For each class, the total of all these exclusive categories is 100%.

MATH Tool

CHART 6: Trends over time
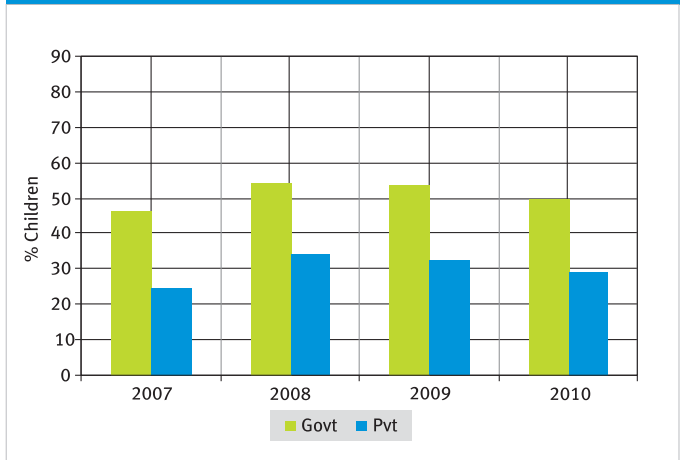### % Children in Std III who CANNOT RECOGNISE NUMBERS upto 100 By school type 2007-2010

CHART 7: Trends over time
% Children in Std V who CANNOT DO DIVISION By school type 2007-2010

CRITICAL THINKING AND EVERYDAY CALCULATIONS

TABLE 7: Classwise % children in Std V VIII able to answer questions in EVERYDAY MATH. All schools 2010

Std.	Menu Neither	Menu One	Menu Both	Calendar Neither	Calendar One	Calendar Both	Area Neither	Area One	Area Both	Estimation Neither	Estimation One	Estimation Both
V	22.2	16.9	60.9	35.3	18.5	46.2	52.0	16.0	31.9	48.8	13.6	37.6
VI	15.1	15.2	69.7	26.2	16.3	57.5	40.7	16.2	43.1	35.6	12.7	51.7
VII	11.1	13.2	75.7	19.0	17.1	63.9	31.3	17.9	50.8	29.1	13.3	57.6
VIII	8.9	10.5	80.6	15.1	13.0	71.9	22.8	16.8	60.5	23.9	11.4	64.7

NOTE: Children enrolled in school in Std V and above were given 4 tasks related to everyday calculations. For each task, children were asked two questions.

Everyday Math Tool