

Education: A report card

What is the state of India's rural education after the enactment of the Right to Education (RTE) Act?

According to data collated by the non-governmental organisation Pratham, levels of reading and maths ability at every level are not only poor but are declining in many States. It finds that private school enrolment in rural India is increasing at about 10 per cent a year and at this rate the

private sector will soon become the major education provider in the country. Although the learning gap between government schools and private schools is widening, the study says there is a national crisis in learning that permeates all schools.

Enrolment (6-14 years)

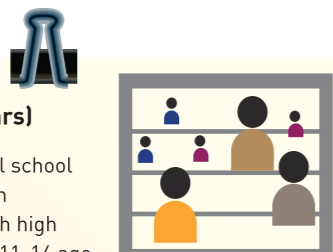
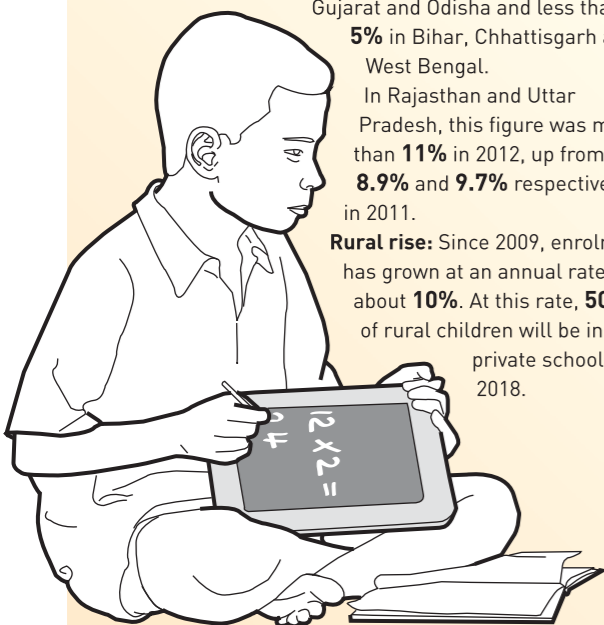
96% enrolled in all school types in 2012, the fourth consecutive year of such high enrolment. Girls in the 11-14 age group the hardest to bring to and retain in school.

11% or more 11-14-year-old girls were not enrolled in eight major States in 2006.

In 2012, this figure was lower than **6.5%** in Jharkhand, Gujarat and Odisha and less than **5%** in Bihar, Chhattisgarh and West Bengal.

In Rajasthan and Uttar Pradesh, this figure was more than **11%** in 2012, up from **8.9%** and **9.7%** respectively in 2011.

Rural rise: Since 2009, enrolment has grown at an annual rate of about **10%**. At this rate, **50%** of rural children will be in private schools by 2018.



Reading ability

53.2% of children (all India and all school types) in Class V could not read Class II level textbook (in respective language or English) in 2012. For government schools the figure was **58.3%**. **61.3%** of all children in Class III could not read a Class I level textbook in 2012. For government schools, the figure was **67.7%**

English

48.9% of all children in Class V could read English words or more. **22.5%** could read simple English sentences. **47%** of all children in Class VIII could read sentences. **60%** among these could convey the meaning in their own language.

Basic maths

Subtraction: **46.5%** of Class V pupils in 2012 could not solve simple two-digit problems with borrowing, up from **39%** in 2011 and **29.1%** in 2010. Almost all States, between 2011 and 2012, showed a 10 percentage point drop in enrolled students' ability to do basic subtraction.

Middling States: In Bihar, Assam and Tamil Nadu, the drop was less. **Performers:** In Andhra Pradesh, Karnataka and Kerala, there was either improvement or no change from 2011.

Division: **75.2%** of Class V pupils in 2012 could not do division problems, up from **72.4%** in 2011 and **63.8%** in 2010.

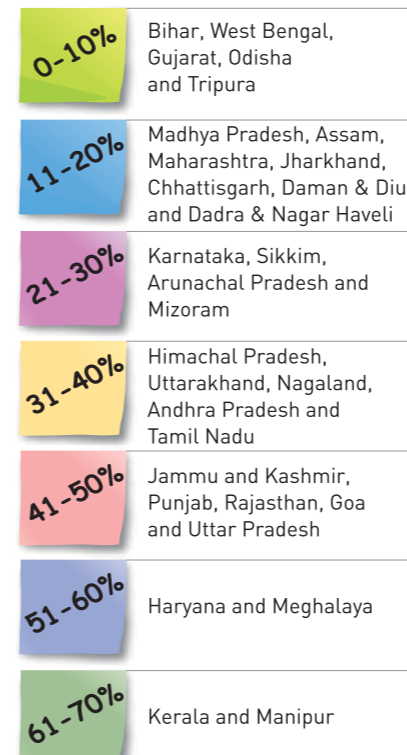
Weak links: Himachal Pradesh, Punjab, Haryana, Chhattisgarh, Madhya Pradesh, Gujarat and Maharashtra are States where the figures for 2012 were far worse than in 2011.

Performers: In the southern States, the situation was unchanged from 2011, except in Kerala where there was a significant improvement.

State of education

Enrolment in private schools

Percentage of children who were enrolled in private schools in Std I-IV/V (primary classes)



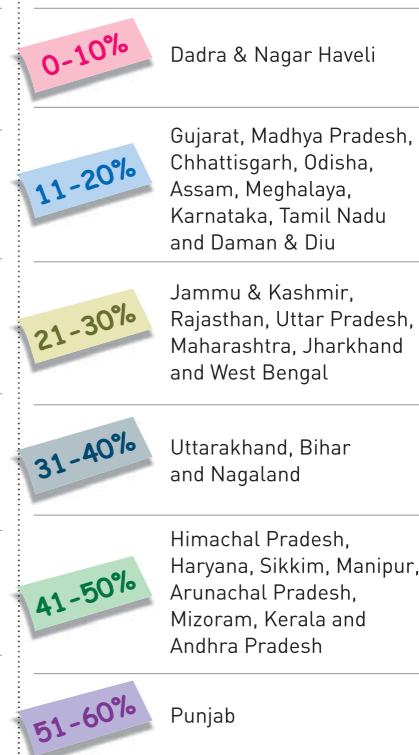
Reading ability

Percentage of children in Std V who could read a Std II text

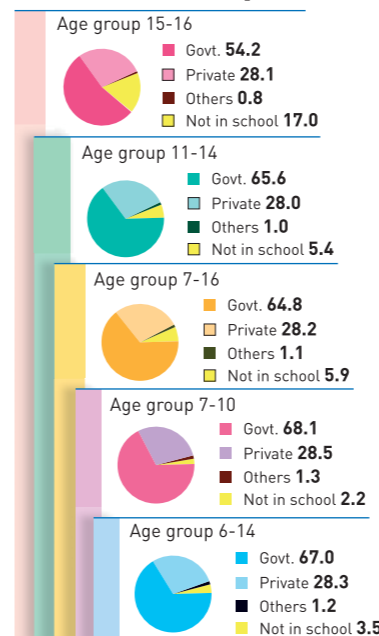


Math ability

Percentage of children in Std V who could do division



Age-wise distribution of children in schools (in per cent)



Tuitions

25% of all children of classes I-VIII received private tuitions.

For Class V children in 2012

54.5% in government schools did not go to private tutors.

18.8% in government schools went to private tutors.

20.7% in private schools did not go to private tutors.

6% in private schools went to private tutors.

Children receiving additional tuitions have better learning outcomes than those who do not.



Schools and facilities (in 2012)

32.1% was the proportion of government primary schools with enrolment of 60 or fewer students.

62.6% of Class II children sat in multi-grade classrooms.

56.6% of Class IV children sat in multi-grade classrooms.

42.8% was the pupil-teacher ratio.

73% of all schools ASER visited had drinking water available.

8.4% of schools had no toilets.

56.5% of schools had useable toilets.

80% of schools visited had separate provision for girls' toilets, of which half were usable.

87.1% of schools visited served midday meal.