





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 584 OUT OF 619 DISTRICTS

## Children's school enrollment

The ASER 2020 Wave 1 phone survey was conducted during late September 2020. This section explores patterns of enrollment among 6-16 year olds in rural India.

### Have enrollment patterns changed as a result of the COVID-19 pandemic?

Beyond the health consequences of COVID-19, the pandemic has caused school closures as well as economic hardships due to migration and loss of livelihoods, among other reasons. ASER 2020 explored whether this unprecedented situation has caused shifts in children's enrollment patterns in rural India.

**Table 1: % Children enrolled in school. By age group, sex and school type. 2020**

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	65.8	28.8	0.8	4.6	100
Age 7-16: All	65.5	28.6	0.7	5.2	100
Age 7-10: All	64.3	30.5	0.8	4.4	100
Age 7-10: Boys	60.9	33.6	0.8	4.7	100
Age 7-10: Girls	68.1	27.0	0.8	4.1	100
Age 11-14: All	68.0	27.4	0.7	3.9	100
Age 11-14: Boys	64.5	30.9	0.7	3.9	100
Age 11-14: Girls	71.9	23.5	0.7	3.9	100
Age 15-16: All	62.1	27.3	0.6	9.9	100
Age 15-16: Boys	60.8	29.7	0.8	8.8	100
Age 15-16: Girls	63.6	24.8	0.5	11.1	100

'Other' includes children going to Madarsa and EGS.

'Not in school' includes children who never enrolled or are not currently enrolled.

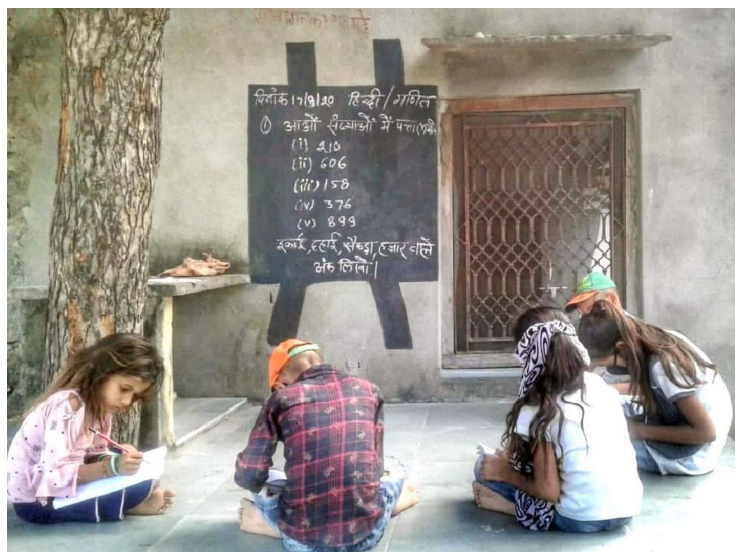


Table 1 summarizes enrollment data for different age groups in the ASER 2020 sample. For children in the 6-14 age group, these data show that overall, more than 60% of all children are enrolled in government schools and close to 30% are enrolled in private schools. This marks a change from two years ago, when the last comparable ASER survey was conducted (Table 2).

**There has been a clear shift from private to government schools between 2018 and 2020, in all grades and among both boys and girls (Table 2). Reasons may include financial distress in households and/or permanent school shutdowns among the private schools.**

**Table 2: % Children enrolled in school. By grade, sex and school type. 2018 and 2020\***

Std	ASER 2018						ASER 2020					
	Boys			Girls			Boys			Girls		
	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
Std I-II	57.9	42.1	100	65.1	34.9	100	61.1	38.9	100	66.7	33.4	100
Std III-V	62.7	37.3	100	71.2	28.8	100	65.6	34.4	100	73.3	26.7	100
Std VI-VIII	65.8	34.3	100	73.3	26.7	100	68.3	31.7	100	77.0	23.0	100
Std IX & above	64.6	35.4	100	68.9	31.2	100	69.7	30.4	100	72.7	27.3	100
All	62.8	37.2	100	70.0	30.0	100	66.4	33.6	100	73.0	27.0	100

\*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

## Children not enrolled in school

One widely anticipated consequence of the COVID-19 pandemic was that many more children would drop out of school. Although the true picture will only be known once schools reopen, ASER 2020 asked whether children were currently enrolled for the school year 2020-21.

### Are fewer children enrolled in 2020 than before?

**Table 3: % Children not enrolled in school. By age group and sex. 2018 and 2020\***

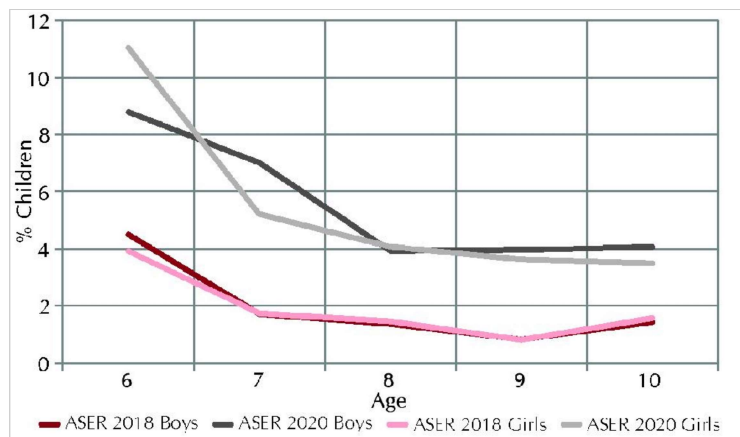
Age group	% Children					
	ASER 2018			ASER 2020		
	Boys	Girls	All	Boys	Girls	All
Age 6-10	1.8	1.8	1.8	5.3	5.2	5.3
Age 11-14	2.9	3.6	3.2	3.9	3.9	3.9
Age 15-16	11.4	12.6	12.0	8.8	11.1	9.9
All	3.7	4.2	4.0	5.3	5.7	5.5

Table 3 compares the proportion of children not enrolled in school in 2018 and 2020, separately for different age groups. These data show that while there have indeed been changes in children's enrollment status, these vary across age groups.

- Among boys in the 6-10 age group, for example, there has been a sharp increase in the proportion of children not currently enrolled, from 1.8% in 2018 to 5.3% in 2020; with a similar increase among girls in this age group.
- However, this proportion has increased much less among children in the 11-14 age group, among both boys and girls.
- The proportion of children not currently enrolled has actually decreased over 2018 levels among the 15-16 year old age group.

### Why the spike in children who are not enrolled in school, especially among young children?

**Chart 1: % Children not enrolled in school. By age and sex. 2018 and 2020\***



With schools closed, in a sense all children are currently out of school, and the 'true' proportion of out of school children is difficult to measure. However, the age-wise breakdown of children in the 6-10 age group who are not currently enrolled shows that while the increase in this proportion over 2018 is visible at each of these ages, the biggest spike is visible for the youngest children – those who are 6 years old, especially among girls (Chart 1).

To understand these patterns better, parents of children who are not currently enrolled were asked which year the child had dropped out and why this was the case. Their responses show that across the entire 6-16 age group surveyed, more than half of the children not currently enrolled had 'dropped out' in 2020. However, the vast majority of these children are not 'dropouts' in the usual sense of the term: they are awaiting admission to school. This is particularly true for children in the 6-10 age group, and explains the spike visible among the 6 year olds in particular.

**Because schools are closed, many young children have not yet secured admission to Std 1. The increase in not enrolled children in the 6-10 age group is therefore likely to be more a reflection of children waiting to enroll in school rather than of children who have indeed dropped out.**

\*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

## Household resources

A family's resources influence the type and amount of support they can provide for children's learning, not only in terms of choosing a school to send their child to but in many other ways as well. ASER 2020 asked questions about selected household resources, such as parents' own education levels; access to technology such as TV and smartphones; and availability of textbooks for the current grade. Other than the availability of textbooks, ASER 2020 Wave 1 did not explore if the household had other learning materials like other books, instructional games, etc.

### How much schooling do parents of children in the ASER 2020 sample have?

**Table 4: Distribution of enrolled children. By school type, mother's and father's education level. 2020**

Parents' education level	Mother			Father		
	% Children in			% Children in		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
No schooling	35.0	22.7	31.3	18.9	9.5	16.1
Std I-V	17.7	11.1	15.7	15.6	7.3	13.1
Std VI-VIII	19.2	17.9	18.8	20.9	15.4	19.2
Std IX-X	18.8	23.6	20.3	26.3	29.9	27.4
Std XI & above	9.4	24.7	14.0	18.2	37.9	24.2
Total	100	100	100	100	100	100

**Table 5: Distribution of enrolled children. By parents' education and household resources. 2020**

Parents' education	% Children	Of these children,	
		% Whose households have smartphones	% Enrolled in Govt school
Low	22.5	45.1	84.0
Medium	49.9	60.2	71.6
High	27.6	78.7	53.9
All	100	61.9	69.5

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

Increasingly, parents of children currently in school have been to school themselves.

In ASER 2020, for example, Table 4 shows that under a third of mothers (31.3%) and even fewer fathers (16.6%) have no schooling.

**More than half of all mothers (53.1%) and an even higher proportion of fathers (70.8%) have completed more than 5 years of school.**

ASER does not collect information on household income, but parents' education levels can be used as a proxy for the household's socio-economic status. On average, more educated parents have households with higher incomes. Table 5 shows, for example, that as parents' education level increases, the likelihood that the household has a smartphone also increases; and the probability that the sampled child is studying in a government school decreases:

- Almost a quarter of all children have parents in the 'low' education category (22.5%). The vast majority of these children study in government schools (84%) and less than half of their families have a smartphone (45.1%).
- Similar proportions of children have parents in the 'high' education category (27.6%). But a far lower proportion are in government schools (53.9%), while most have families with a smartphone (78.7%).





## Do children have textbooks at home?

**Table 6: % Enrolled children who have textbooks for their current grade. By grade and school type. 2020**

Std	Govt	Pvt	Govt & Pvt
Std I-III	79.8	69.7	76.2
Std III-V	85.5	72.0	81.4
Std VI-VIII	86.3	73.7	82.8
Std IX & above	82.7	73.5	80.0
All	84.1	72.2	80.5

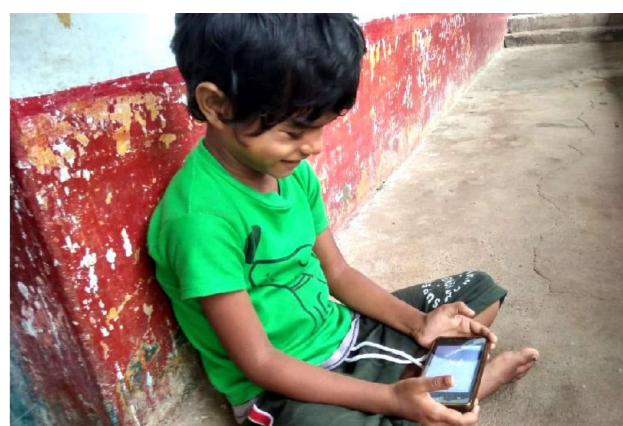
Table 6 indicates that in all grades, a very high proportion of children have textbooks for their current grade. For every grade, the percentage of children in government schools who have textbooks is higher than among children in private schools.



## Do children have a smartphone at home?

**Table 7: % Enrolled children with selected assets available at home. By school type and asset type. 2018 and 2020\***

Household resource	% Children					
	ASER 2018			ASER 2020		
	Govt	Pvt	Govt & Pvt	Govt	Pvt	Govt & Pvt
Smartphone	29.6	49.9	36.5	56.4	74.2	61.8
TV	54.8	72.5	60.7	56.0	71.9	60.8
Motorized vehicle	39.1	62.5	46.9	43.5	64.7	49.9



The comparison between ASER 2018 and 2020 shows that a much higher proportion of children now come from households with a smartphone as compared to two years ago (Table 7).

**Although the proportion of children from households with assets like TV and motorized vehicles changed only slightly over the last two years, the proportion owning a smartphone increased enormously – from 36.5% to 61.8%.**

The percentage point increase in smartphone ownership was similar in households of children enrolled in government and private schools. Among children enrolled in both government and private schools, about 1 in every 10 households bought a new phone to support their children's education after schools closed in March 2020 (Table 8). Most often parents purchased a smartphone. But even among children who did not have a smartphone at home, about 1 in every 10 was able to access a smartphone elsewhere, for example from a neighbour.

**Table 8: % Enrolled children with access to smartphones. By school type. 2020**

School type	% Children								
	Number of smartphones in the household					Bought a new phone for children's education since the lockdown began	If bought a new phone, then type of phone purchased		If no smartphone in the household, then % children who have access to any other smartphone
	No smartphone	1	2	3 or more	Total		Regular phone	Smartphone	
Govt	43.6	43.6	9.7	3.1	100	10.2	20.1	80.6	12.6
Pvt	25.8	50.3	16.7	7.2	100	13.2	15.7	83.8	13.1
Govt & Pvt	38.2	45.6	11.8	4.3	100	11.1	18.5	81.7	12.7

\*All estimates from ASER 2018 reported here were generated after excluding households without a mobile phone, in order to make these comparable with the ASER 2020 estimates.

## Learning support for children at home

The previous section summarized what households *have*, in terms of the availability of some key resources that they can use to support children's learning. This section examines some dimensions of what households *do*, in order to provide learning support to children during the period of school closures. This includes support from family members as well as other support such as paid private tuition.

### Do families help children while studying at home?

**Table 9: % Enrolled children who receive help from family members while studying at home. By grade and school type. 2020**

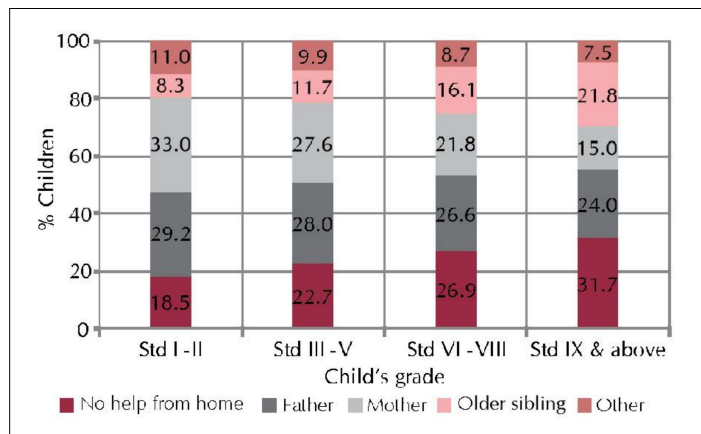
Std	Govt	Pvt	Govt & Pvt
Std I-II	78.6	86.7	81.5
Std III-V	75.3	81.7	77.3
Std VI-VIII	70.8	79.1	73.1
Std IX & above	66.9	71.7	68.3
All	72.6	80.0	74.9

Table 9 shows the proportion of children who receive help at home for learning activities.

- Taking all children across different grades together, close to three quarters of all children receive help from family members.
- For both types of schools, more younger children receive help from families than older children. Overall, 81.5% children in Std I-II receive help from family members as compared to 68.3% children in Std IX and above.
- For each grade level, private school children get more help than government school children. For example, for children in Std III-V, 75.3% government school children receive help as compared to 81.7% of children enrolled in private schools.

### Which family members help children to study at home?

**Chart 2: % Enrolled children who receive help at home. By grade and family member. 2020**



'Other' includes uncle, aunt, cousin or any other family member.

The surveyed household was asked about who helps children most often with studying at home. Options included mother, father, older siblings and others.

Data indicate that as children move into higher grades, fewer get help from family members, especially mothers. For example, 33% of Std I-II children receive help from their mothers but only 15% of Std IX & above children are helped by their mothers.

However, help from older siblings increases as children move to higher grades.

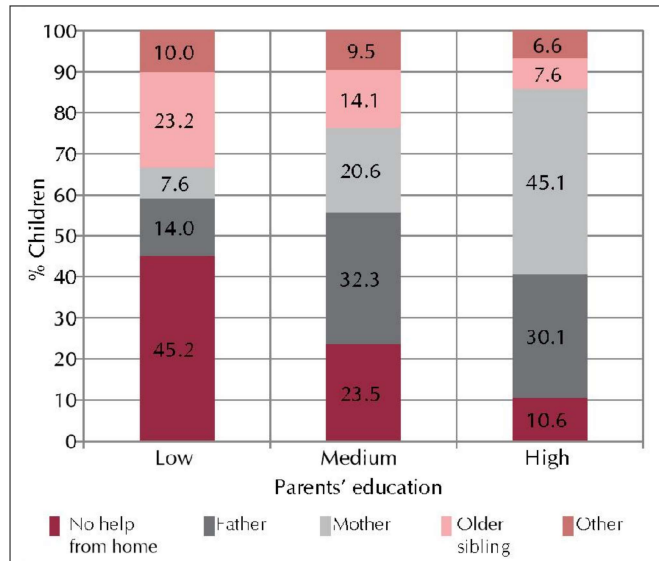




## Does parents' education level influence whether children get learning support at home?

Clearly, the more educated the parents, the more help their children receive. Among families where both parents have completed Std IX or more (the 'high' category), for example, close to 45% children receive help from their mothers (Chart 3). These trends do not vary much across government and private school children (Table 10).

**Chart 3: % Enrolled children who receive help at home. By parents' education and family member. 2020**



'Other' includes uncle, aunt, cousin or any other family member.

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

**Table 10: % Enrolled children who receive family support for learning. By parents' education and type of school. 2020.**

Parents' education	Govt	Pvt	Govt & Pvt
Low	55.0	54.0	54.8
Medium	75.5	78.9	76.5
High	89.4	89.4	89.4
All	72.9	80.3	75.2



**Although school closures had relatively little impact on children's tuition, these data reveal significant family support for children's education even among children whose parents have only studied up to Std V or less (the 'low' category of education).**

For example, among children whose parents have completed Std V or less,

- A little more than half of these children get help at home, whether they study in government or private school (Table 10).
- 14% receive help from their fathers and almost 8% from their mothers (Chart 3).
- Further, if parents have low levels of education, older siblings and others play a more significant role (Chart 3).

## Are children taking tuition classes while schools are closed?

**Table 11: % Enrolled children taking tuition. By school type and tuition category. 2020**

School type	% Children currently taking tuition		% Children currently not taking tuition		Total
	Started before the lockdown	Started after the lockdown	Not taking tuition even before the lockdown	Discontinued tuition after the lockdown	
Govt	26.9	4.8	57.1	11.2	100
Pvt	21.8	8.1	58.7	11.4	100
Govt & Pvt	25.4	5.8	57.6	11.3	100

## Access to and availability of learning materials and activities

The ASER 2020 survey asked households whether schools had sent learning materials or activities for children during the week prior to the survey (the reference week), which was carried out in September 2020 when schools across the country were closed. Learning materials included traditional materials like textbooks and worksheets in print or virtual form; online or recorded classes; and videos or other activities sent via phone or received in person.

### Did children receive any learning materials or activities during the reference week?\*

**Overall, approximately one third of all enrolled children received some kind of learning materials or activities from their teachers during the reference week (Table 12).**

A slightly larger proportion of students in higher classes received materials as compared to lower classes. For example, close to 38% of high school students received materials as compared to 30.8% of children in Std I-II.

A higher percentage of private school children received learning materials/activities as compared to government school children in the same grades.

**Table 12: % Enrolled children who received learning materials/activities in the reference week. By grade and school type. 2020**

Std	Govt	Pvt	Govt & Pvt
Std I-II	27.9	35.8	30.8
Std III-V	33.7	40.4	35.8
Std VI-VIII	35.4	42.7	37.4
Std IX & above	34.8	43.4	37.3
All	33.5	40.6	35.6

### Through what medium did children receive learning materials or activities?



**Table 13: Of enrolled children who received learning materials/activities in the reference week, % children who received these through different mediums. By school type and medium. 2020**

School type	WhatsApp	Phone call	Personal visit	Other
Govt	67.3	12.3	31.8	5.6
Pvt	87.2	9.9	11.5	5.8
Govt & Pvt	74.2	11.5	24.8	5.7

Answer options were read out; respondents could select more than one option.

As noted above, only a third of all children received materials or activities during the reference week.

But those who did receive material, received it in a variety of ways.

Regardless of school type, WhatsApp was by far the most common medium used for sharing learning materials and activities, followed by phone calls and visits.

A higher proportion of students enrolled in private schools received materials through WhatsApp than their counterparts in government schools. Accessing materials/opportunities via phone calls or visits was more common among children enrolled in government schools.

\*This section captures activities shared with children that required use of textbooks. Availability of textbooks in the household was discussed in the previous section.



**Table 14: Of enrolled children who received learning materials/ activities in the reference week, % children who got these through one or more mediums. By school type and number of mediums. 2020**

School type	Number of mediums				Total
	1	2	3	4	
Govt	85.8	11.5	2.6	0.1	100
Pvt	88.3	9.2	2.3	0.2	100
Govt & Pvt	86.7	10.7	2.5	0.2	100

**Table 15: % Enrolled children who received materials from only one medium. By smartphone availability and medium. 2020**

Smartphone availability	WhatsApp	Phone call	Personal visit	Other	Total
Yes	83.9	2.8	11.8	1.5	100
No	23.4	11.8	57.1	7.8	100
All	72.2	4.6	20.5	2.7	100

Answer options were read out; respondents could select more than one option.

Despite the variety of ways in which children could have accessed learning materials and activities, during the reference week most children – more than 86% – received these materials in just one way (Table 14).

If a smartphone was available in the family, it is very likely that the child's access to available material was via WhatsApp (Table 15). Interestingly, even among children whose families had no smartphones, almost a fourth (23.4%) were able to access WhatsApp using someone else's smartphone. However, in families that had no smartphones, more than half of all children availed of materials through physical visits (either going to the school or the teacher coming to the home).



## If households did not access learning materials or activities during the reference week, what did they say was the reason?

**Table 16: Of enrolled children who did not receive learning materials/activities during the reference week reasons given by parents. By school type and reason. 2020**

School type	School not sending	No internet	No smartphone	Connectivity issues	Other
Govt	68.5	10.7	25.8	5.1	4.3
Pvt	66.9	11.6	20.4	5.2	6.0
Govt & Pvt	68.1	11.0	24.3	5.1	4.8

Respondents could specify more than one reason.

Families cited different reasons for why their children did not receive learning materials or activities during the reference week. Across children enrolled in both government and private schools, most parents said that the school had not sent materials (68.1%). Overall, almost a quarter of sampled children's parents mentioned not having a smartphone as a reason (24.3%), with more parents of children enrolled in government school highlighting this reason (25.8%) than those enrolled in private school (20.4%).

## Children's engagement with learning materials and activities

While the previous section looked at whether households received learning materials and activities from schools in the week prior to the survey in September 2020, this section analyses whether children actually engaged with different kinds of materials and activities during that week. Households were asked about a variety of materials and activities received from any source, including traditional materials like textbooks and worksheets (in print or virtual format), lessons that were broadcast on television or radio; and online activities such as pre-recorded videos or live classes.

### Did children do learning activities during the reference week?

**Table 17: % Enrolled children who did learning activities during the reference week. By grade and type of material. 2020**

Std	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-recorded classes	Live online classes
Std I-II	55.6	33.5	15.7	2.3	16.6	7.3
Std III-V	60.2	35.5	19.7	2.7	19.7	8.9
Std VI-VIII	60.7	36.0	20.8	2.9	21.9	11.5
Std IX & above	61.2	35.5	21.5	2.6	27.5	16.3
All	59.7	35.3	19.6	2.7	21.5	11.0

**Table 18: % Enrolled children who did learning activities during the reference week. By school type and type of material. 2020**

School type	Traditional		Broadcast		Online	
	Text-book	Work-sheet	TV	Radio	Videos/re-recorded classes	Live online classes
Govt	59.5	34.1	20.2	2.8	18.3	8.1
Pvt	60.1	38.0	18.4	2.3	28.7	17.7
Govt & Pvt	59.7	35.3	19.6	2.7	21.5	11.0

**Even though only a third of all children received materials from their schools during the reference week, households reported that most children did do some learning activity during that week.**

These activities were shared by diverse sources such as schools, families, and private tutors, among others. Students in higher grades were more likely to be connected to online classes or video recordings as compared to their younger counterparts (Table 17).

While the proportion of children doing different types of activities is quite similar for government and private schools, there is one significant difference. Children enrolled in private schools were much more likely to be connected to online classes and recorded video lessons. For example,

- While close to 60% of all children in both types of schools reported using textbooks during the reference week, 28.7% of private school children reported using recorded video lessons as opposed to 18.3% of government school children.
- Further, 17.7% children in private schools accessed live online classes during the reference week as compared to 8.1% of government school children (Table 18).

### How much did children do during the reference week?

**Table 19: % Enrolled children by the number of learning activities done during the reference week. By school type and number of activities. 2020**

School type	No activity	1 activity	2	3 or more	Total
Govt	30.5	26.2	24.2	19.1	100
Pvt	28.1	21.0	24.2	26.7	100
Govt & Pvt	29.8	24.6	24.2	21.4	100

Based on responses from households, 30.5% students in government schools and 28.1% children in private schools did not do any of these activities during the reference week.

Close to a fifth of all children did three activities or more. In this category, there is higher proportion of private school students (26.7%) as compared to government school students (19.1%).



## How much contact was there between school and home during the reference week? And since schools closed?

Even when schools are closed, contact between the home and school is important. Teachers and parents/families need to discuss how the child is doing both academically and in terms of well-being. ASER 2020 explored this issue in two ways: whether parents and teachers had been in touch (phone or visit) during the reference week; and if not, whether there had been contact since the lockdown began in March 2020.

The data indicates that overall, about a third of all children's teachers contacted parents/families during the reference week. This proportion is higher among families of children in private than in government schools (Table 20).

**More educated parents had greater contact with school teachers, as well as a lower proportion of children who did not do any activity in the reference week (Table 21). This suggests that children whose parents could offer support at home were also those who got more support from school.**



**Table 20: % Enrolled children in contact with schools. By school type and type of contact. 2020**

School type	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Govt	32.3	29.2	19.3	40.4
Pvt	37.4	36.1	21.7	31.5
Govt & Pvt	33.9	31.3	20.0	37.7

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

**Table 21: % Enrolled children in contact with schools. By parents' education and type of contact. 2020**

Parents' education	% Children who did no activity	Contact to discuss learning materials/activities and child's progress/wellbeing		
		Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown
Low	40.8	25.2	23.0	15.0
Medium	30.1	32.8	30.4	20.3
High	19.6	43.3	40.0	24.5
All	29.6	34.0	31.4	19.9

We categorize parents' education as follows: 'low' parental education includes families where both parents have completed Std V or less (including those with no schooling). At the other end of the spectrum, the 'high' parental education category comprises families where both parents have completed at least Std IX. All other parents are in the 'medium' category where there are many possible combinations.

## School survey

The ASER 2020 Wave 1 phone survey attempted to reach the head teacher or another teacher of a government school with primary classes in each village where sampled households were located. These schools were surveyed two years ago as part of ASER 2018. This year, teachers were asked about their ability to maintain contact and conduct distance learning activities with their students during school closures. Teachers were asked questions about the school in general, as well as about the grade that they could offer the most information for. For many questions, responses were requested for the reference period of the week prior to the survey.

### What kinds of schools and teachers did ASER 2020 reach?

**Table 22: Number of schools reached by grades offered. 2020**

	Number of schools
Primary (Std I-IV/V)	4881
Upper primary (Std I-VII/VIII)	3411
Other	671
Total	8963

ASER 2020 reached teachers or head teachers in a total of 8,963 government schools across the country. More than half of these were primary schools, while most of the remainder were upper primary schools (Table 22). In more than half of these schools, the respondent was the head teacher (Table 23).

When asked to select one specific grade that they were able to provide the most information about, more than half of these respondents selected Std III, IV, or V; and over a quarter selected Std VI, VII, or VIII (Table 24).

**Table 23: % School respondents by designation. 2020**

Designation	% School respondents
Head teacher	55.9
Teacher	44.1
Total	100

**Table 24: % School respondents by the grade they opted to provide information about. 2020**

Std	% School respondents
Std I-II	18.9
Std III-V	54.3
Std VI-VIII	26.4
Could not give information	0.5
Total	100

### How prepared are teachers for remote teaching-learning?

**Table 25: % School respondents who have children's phone numbers available. By grade and proportion of children. 2020**

Std	All children	> = Half	< Half	None/ Don't know	Total
Std I-II	35.8	37.8	17.2	9.1	100
Std III-V	41.3	36.2	16.8	5.6	100
Std VI-VIII	43.1	40.5	13.6	2.7	100
All	40.8	37.7	16.1	5.5	100

**Overall, school respondents seemed to be well placed to conduct remote teaching-learning activities.**

**Table 26: % School respondents who received training to conduct remote teaching-learning activities. By grade and type of training received. 2020**

Std	% School respondents who received training	Of those who received training, type of training received			
		Brief instructions (in person or online)	Series of in person/online training sessions	Enrolled in/ completed online course	Other kinds of training received
Std I-II	49.8	62.3	38.7	6.3	3.9
Std III-V	50.6	68.4	32.4	7.3	4.4
Std VI-VIII	48.7	74.4	27.0	8.7	4.8
All	50.0	68.8	32.2	7.5	4.4

Respondents could specify more than one type of training.

Most teachers reported having phone numbers for at least half of their students (Table 25). However, the necessary training was perhaps inadequate, with half the respondents having received any training. Of those who did, the majority reported only receiving brief instructions, either online or in person, on what they should do and how they should do it (Table 26).



## Learning materials and engagement

### How often did teachers share learning materials or activities with their students, and how did they share it?

**Table 27: % School respondents who shared learning materials/activities with students. By grade and frequency of sharing. 2020**

Std	In the reference week	At least once since lockdown	Not even once	Total
Std I-II	65.8	23.5	10.7	100
Std III-V	67.1	22.4	10.5	100
Std VI-VIII	66.8	18.9	14.3	100
All	66.8	21.7	11.5	100

**Table 28: % School respondents who reported having distributed textbooks to children. By grade and reach of textbook distribution. 2020**

Std	All parents/children	Some parents/children	Not distributed/Don't know	Total
Std I-II	87.1	6.2	6.8	100
Std III-V	88.3	6.1	5.7	100
Std VI-VIII	83.5	7.3	9.2	100
All	86.8	6.4	6.8	100

School respondents were asked whether they had shared any learning materials or activities with their students during the reference week; and if they had not, then whether they had done so at least once since the school closures in March 2020. The responses received were similar across all grades: two thirds of all respondents reported having shared materials in the preceding week; and most of the remaining reported having done so at least once since March 2020 (Table 27). Only one respondent in every ten reported not having shared any materials with their students. Similarly, the vast majority of teachers reported having distributed textbooks to all children in the selected grade (Table 28).

**Table 29: Of school respondents who shared learning materials/activities with students during the reference week, % respondents using different mediums. By grade and medium. 2020**

Std	WhatsApp	Phone call	Personal visit	Other
Std I-II	80.8	25.5	64.8	7.6
Std III-V	79.8	26.9	59.8	10.6
Std VI-VIII	84.4	34.0	56.5	19.4
All	81.2	28.5	59.9	12.3

'Other' includes Telegram, SMS or other mediums. Answer options were read out; respondents could select more than one option.

Regardless of grade, WhatsApp was by far the most common method used by school respondents who reported having sent materials or activities to their students during the reference week (81.2%) (Table 29). A majority also reported distributing materials through personal contact with parents or children (59.9%). Contact between teachers and parents (or children) during the reference week was usually initiated by the teacher (Table 30).

**Table 30: % School respondents in contact with parents/children. By grade and type of contact. 2020**

Std	Contact to discuss learning materials/activities and child's progress/wellbeing			Contact for administrative purposes
	Teacher visited or called parent/child in the reference week	Parent/child visited or called teacher in the reference week	Of those who had no contact in the reference week, teacher or parent/child called or visited each other at least once since the lockdown	Teacher or parent/child contacted each other at least once since the lockdown
Std I-II	46.6	23.0	22.8	54.9
Std III-V	46.9	25.7	23.7	55.3
Std VI-VIII	47.2	29.9	16.7	56.3
All	46.9	26.3	21.7	55.5

'Contact for administrative purposes' includes contact by phone calls, personal visits or SMS/WhatsApp.

## Community involvement

### Do teachers get help from others in the community to support children's learning?

**Table 31: % School respondents who reported taking help from community members. By state and stakeholder whose help was taken. 2020**

State	% School respondents who take help from village/community members	Of those who reported taking help, % school respondents who took help from:						
		Village head or ward member	NGO or local volunteers	Older children	Parents or caregivers	Anganwadi workers	SMC members	Others
Andhra Pradesh	33.3							
Arunachal Pradesh	0.0	Data Insufficient						
Assam	62.3							
Bihar	88.3	39.6	3.8	30.2	52.8	5.7	39.6	11.3
Chhattisgarh	70.2	20.7	1.2	54.0	47.1	6.9	50.6	8.1
Gujarat	69.7	23.6	0.9	20.4	48.0	11.1	48.4	0.0
Haryana	60.9	13.1	4.6	51.5	62.1	5.6	36.4	3.0
Himachal Pradesh	73.4	8.0	0.9	38.1	52.2	5.3	33.6	0.0
Jammu and Kashmir	59.3	56.3	2.5	8.8	50.0	6.3	3.8	13.8
Jharkhand	83.7	37.0	3.0	25.0	53.0	8.0	43.5	4.0
Karnataka	62.5	38.3	13.3	42.1	31.3	10.0	40.0	1.7
Kerala	42.3	61.5	69.2	9.6	32.7	9.6	34.6	19.2
Madhya Pradesh	77.4	9.9	5.2	51.8	79.7	13.7	21.6	2.7
Maharashtra	76.0	20.6	22.6	46.3	55.4	5.7	44.1	3.7
Manipur	14.3	Data Insufficient						
Meghalaya	50.0	Data Insufficient						
Nagaland	55.0	Data Insufficient						
Odisha	59.3	16.9	3.2	6.5	46.8	4.0	53.2	2.4
Punjab	85.1	19.1	5.4	32.7	19.7	26.0	41.6	32.7
Rajasthan	65.2	35.8	2.8	51.4	35.3	29.8	15.6	6.9
Tamil Nadu	46.5	45.0	5.0	55.0	43.3	0.0	15.0	0.0
Telangana	72.7	34.7	5.6	72.2	66.7	2.8	20.8	2.8
Tripura	96.6	29.8	0.0	3.5	3.5	0.0	100	0.0
Uttar Pradesh	60.7	28.9	2.5	16.1	43.4	22.1	58.0	8.0
Uttarakhand	78.9	26.7	17.4	41.9	54.7	12.8	44.2	3.5
West Bengal	80.9							
<b>All India</b>	<b>68.8</b>	<b>24.6</b>	<b>7.6</b>	<b>36.7</b>	<b>49.4</b>	<b>12.9</b>	<b>38.1</b>	<b>7.1</b>

Answer options were read out; respondents could select more than one option.

Across the country, school respondents reported getting help from a wide variety of community actors in order to reach and support children. Overall, 7 out of every 10 respondents reported receiving help from somebody in the community (Table 31). Of these, half reported support being provided by parents; while many also reported being helped by SMC members, older children, or village heads/ward members.

Clear differences in these patterns are visible across states. For example, large proportions of school respondents in Kerala report receiving help from NGOs or local volunteers; while many teachers in Punjab and Rajasthan report receiving help from Anganwadi workers.