

Appendix Table 1: Reading Level by Grade

Reading Level	Grade								
	1	2	3	4	5	6	7	8	9+
Could read nothing	0.37	0.23	0.14	0.08	0.04	0.02	0.01	0.01	0.00
Could read letters	0.63	0.77	0.86	0.92	0.96	0.98	0.99	0.99	1.00
Could read words or paragraphs	0.22	0.38	0.56	0.69	0.80	0.88	0.92	0.94	0.97
Could read stories	0.05	0.13	0.26	0.39	0.53	0.65	0.72	0.79	0.87
Total observations	2,710	3,995	4,557	4,505	4,128	3,295	2,932	2,456	1,969

Notes: This table gives baseline measures of reading ability for children ages 7 to 14, including all control and treatment groups. The fraction of children in each category is listed in the first four rows. Total number of observations is in the fifth row. Total number of observations is 30,547. This table excludes students whose grade level was undetermined.

Appendix Table 2: Descriptive statistics: VEC awarness and activities

	Baseline					
	N	Comparison	Treatment 1	Treatment 2	Treatment 3	Any Treatment
	(1)	(2)	(3)	(4)	(5)	(6)
Panel A. Dependent Variables - VEC members information about their role						
Mentioned that they are in the VEC unprompted	248	0.357 (0.042)	0.421 (0.051)	0.362 (0.048)	0.398 (0.054)	0.393 (0.029)
Mentioned that they are in the VEC when prompted	248	0.718 (0.039)	0.790 (0.038)	0.718 (0.046)	0.795 (0.038)	0.767 (0.024)
Had heard of SSA	248	0.255 (0.033)	0.290 (0.038)	0.250 (0.037)	0.239 (0.039)	0.260 (0.022)
Knew that their school can receive money from SSA	248	0.196 (0.030)	0.259 (0.038)	0.212 (0.035)	0.177 (0.031)	0.216 (0.020)
Had received VEC training	248	0.103 (0.028)	0.144 (0.035)	0.128 (0.031)	0.160 (0.039)	0.144 (0.020)
Panel B. Dependent Variables - VEC member activism						
Complained	254	0.188 (0.029)	0.182 (0.029)	0.152 (0.026)	0.158 (0.029)	0.165 (0.016)
Raised money	254	0.102 (0.024)	0.073 (0.019)	0.051 (0.016)	0.069 (0.018)	0.064 (0.010)
Number of school inspections reported	242	8.749 (1.067)	10.615 (1.760)	10.860 (1.707)	7.345 (0.931)	9.598 (0.877)
Distributed scholarships	254	0.099 (0.023)	0.127 (0.031)	0.034 (0.012)	0.061 (0.019)	0.075 (0.013)
Implemented midday meal	254	0.137 (0.028)	0.177 (0.035)	0.158 (0.027)	0.116 (0.027)	0.151 (0.018)
Panel C. Dependent Variables - VEC member knowledge about the education situation in the village						
Didn't know about the "paragraph" question	248	0.079 (0.019)	0.076 (0.026)	0.119 (0.029)	0.084 (0.027)	0.093 (0.016)
Didn't know about the "sentence" question	248	0.081 (0.019)	0.076 (0.024)	0.121 (0.027)	0.102 (0.032)	0.100 (0.016)
Perception minus reality of how r kids can read paragraphs	222	0.162 (0.024)	0.149 (0.026)	0.137 (0.027)	0.163 (0.023)	0.150 (0.015)
Perception minus reality of how r kids can write sentences	221	0.124 (0.020)	0.128 (0.024)	0.102 (0.027)	0.117 (0.024)	0.116 (0.014)
Panel D: VEC member knowledge about their responsibilities & whether they have acted upon them: Shiksha Mitra						
Mentioned that hiring a shiksha mitra is a VEC responsibility	254	0.038 (0.014)	0.031 (0.018)	0.017 (0.008)	0.056 (0.019)	0.035 (0.009)
Hired a shiksha mitra last year	254	0.031 (0.012)	0.033 (0.013)	0.011 (0.006)	0.032 (0.013)	0.025 (0.007)
Claimed that the VEC will hire a shiksha mitra next year	254	0.013 (0.007)	0.005 (0.005)	0.008 (0.006)	0.008 (0.006)	0.007 (0.003)
Panel E: VEC Turnover						
VEC Turnover	Baseline Data Not Available					

Definitions: Treatment 1 is an explanatory variable that refers to whether the individual resides in a village in which the mobilization only intervention occurred. Likewise, Treatment 2 refers to the mobilization and information intervention, and Treatment 3 referse to the mobilization, information and Read India camps intervention.

Notes: Standard errors are in parentheses.

Appendix Table 3: Descriptive statistics: Parents' awareness and activism

	Baseline					
	N	Comparison	Treatment 1	Treatment 2	Treatment 3	Any Treatment
	(1)	(2)	(3)	(4)	(5)	(6)
Panel A. Parental involvement with school						
Knew about the VEC	2,660	0.088 (0.012)	0.071 (0.012)	0.073 (0.012)	0.075 (0.012)	0.073 (0.007)
Could name specific VEC members	2,660	0.032 (0.007)	0.031 (0.007)	0.023 (0.006)	0.029 (0.007)	0.028 (0.004)
Thought parents are most responsible for quality of schools	2,660	0.299 (0.016)	0.281 (0.019)	0.285 (0.022)	0.275 (0.019)	0.281 (0.012)
Thought parents are in top 3 of those responsible for quality of schools	2,614	0.066 (0.010)	0.070 (0.011)	0.055 (0.009)	0.068 (0.011)	0.065 (0.006)
Thought teachers are in top 3 of those responsible for quality of schools	2,611	0.076 (0.010)	0.079 (0.011)	0.085 (0.011)	0.094 (0.011)	0.086 (0.006)
Thought panchayat is in top 3 of those responsible for quality of schools	2,660	0.161 (0.014)	0.125 (0.012)	0.128 (0.015)	0.148 (0.016)	0.133 (0.008)
Panel B. Dependent Variables - Parental involvement with school						
Visited school to monitor or complain	2,660	0.760 (0.017)	0.728 (0.024)	0.770 (0.020)	0.760 (0.018)	0.753 (0.012)
Donated to school	2,660	0.959 (0.007)	0.947 (0.011)	0.964 (0.007)	0.964 (0.007)	0.958 (0.005)
Volunteered at school	2,660	0.920 (0.009)	0.921 (0.012)	0.911 (0.014)	0.938 (0.010)	0.923 (0.007)
Complained about school	2,660	0.168 (0.016)	0.182 (0.019)	0.180 (0.018)	0.172 (0.018)	0.178 (0.010)
Panel C. Dependent Variables - Parental knowledge of education						
Said don't know when asked how many children can read paragraph	2,660	0.193 (0.013)	0.198 (0.020)	0.231 (0.021)	0.182 (0.018)	0.204 (0.012)
Said don't know when asked how many children can write sentence	2,660	0.199 (0.015)	0.204 (0.022)	0.248 (0.021)	0.200 (0.019)	0.217 (0.012)
Perception minus reality of how many kids can read paragraphs	2,146	0.139 (0.012)	0.123 (0.014)	0.121 (0.014)	0.105 (0.016)	0.116 (0.008)
Perception minus reality of how many kids can write sentences	2,113	0.131 (0.012)	0.105 (0.013)	0.102 (0.013)	0.092 (0.014)	0.100 (0.008)
Overestimated own child's ability to read	2,503	0.409 (0.015)	0.426 (0.017)	0.424 (0.022)	0.422 (0.017)	0.424 (0.011)
Overestimated own child's ability to write	2,466	0.259 (0.012)	0.238 (0.015)	0.266 (0.016)	0.250 (0.017)	0.251 (0.009)
Panel D. Dependent Variables - Prominence of education as a perceived problem in the village						
Did the respondent mention education as a problem	2,660	0.168 (0.015)	0.131 (0.016)	0.089 (0.013)	0.123 (0.014)	0.115 (0.008)
Was education mentioned at the panchayat	2,660	0.038 (0.007)	0.037 (0.007)	0.032 (0.007)	0.024 (0.006)	0.031 (0.004)
Was there any specific meeting on education	2,660	0.012 (0.004)	0.008 (0.003)	0.010 (0.004)	0.005 (0.003)	0.008 (0.002)

Definitions: Treatment 1 is an explanatory variable that refers to whether the individual resides in a village in which the mobilization only intervention occurred. Likewise, Treatment 2 refers to the mobilization and information intervention, and Treatment 3 refers to the mobilization, information and Read India camps intervention.

Notes: Standard errors are in parentheses.

Appendix Table 4: Descriptive Statistics: Schooling status and student attendance

	Baseline					
	N	Comparison	Treatment 1	Treatment 2	Treatment 3	Any Treatment
	(1)	(2)	(3)	(4)	(5)	(6)
Panel A. Type of School Students Attend						
Out of school	17,530	0.069 (0.006)	0.066 (0.005)	0.073 (0.006)	0.068 (0.006)	0.069 (0.003)
In private or NGO school	17,530	0.392 (0.016)	0.348 (0.017)	0.394 (0.020)	0.356 (0.016)	0.366 (0.010)
Any tutoring						
Read Class			Baseline Data Not Available			
Panel B. Students Enrollment and Presence in Gov't Schools						
Log(boys enrollment)	301	4.552 (0.060)	4.574 (0.077)	4.559 (0.064)	4.592 (0.065)	4.574 (0.039)
Log(girls enrollment)	301	4.636 (0.055)	4.620 (0.067)	4.599 (0.057)	4.643 (0.078)	4.620 (0.039)
Fraction boys present	300	0.558 (0.026)	0.521 (0.030)	0.524 (0.035)	0.507 (0.033)	0.518 (0.019)
Fraction girls present	301	0.525 (0.026)	0.471 (0.025)	0.510 (0.030)	0.469 (0.030)	0.484 (0.016)
Panel C. Students Attendance as Reported by Parents						
Days present in last 14: all children	5,984	7.456 (0.163)	7.431 (0.208)	7.256 (0.163)	7.163 (0.149)	7.283 (0.101)
Days present in last 14: only male children in school	2,947	8.028 (0.187)	7.916 (0.243)	7.922 (0.198)	7.673 (0.157)	7.836 (0.116)
Days present in last 14: only female children in school	2,518	8.128 (0.189)	8.366 (0.205)	8.118 (0.218)	7.939 (0.177)	8.141 (0.117)

Definitions: Treatment 1 is an explanatory variable that refers to whether the individual resides in a village in which the mobilization only intervention occurred. Likewise, Treatment 2 refers to the mobilization and information intervention, and Treatment 3 referse to the mobilization, information and Read India camps intervention.

Notes: Standard errors are in parentheses.

Appendix Table 5: Descriptive Statistics: Reading and math results

	Mean			
	Comparison	Treatment 1	Treatment 2	Treatment 3
	(1)	(2)	(3)	(4)
A. Baseline reading results (n=17,533)				
Could read nothing	0.15 (0.007)	0.15 (0.008)	0.14 (0.009)	0.15 (0.008)
Could read letters	0.85 (0.007)	0.85 (0.008)	0.86 (0.009)	0.85 (0.008)
Could read words or paragraphs	0.54 (0.010)	0.55 (0.013)	0.55 (0.011)	0.56 (0.011)
Could read stories	0.39 (0.010)	0.39 (0.013)	0.38 (0.012)	0.41 (0.012)
B. Midline reading results--All children (n=15,612)				
Could read nothing	0.11 (0.007)	0.11 (0.007)	0.10 (0.007)	0.09 (0.007)
Could read letters	0.89 (0.007)	0.89 (0.007)	0.90 (0.007)	0.91 (0.007)
Could read words or paragraphs	0.64 (0.009)	0.64 (0.012)	0.64 (0.011)	0.66 (0.011)
Could read stories	0.50 (0.011)	0.51 (0.013)	0.51 (0.011)	0.53 (0.012)
C. Midline reading results - Children who could read nothing at baseline (n=2,289)				
Could read nothing	0.57 (0.023)	0.53 (0.022)	0.53 (0.024)	0.49 (0.027)
Could read letters	0.43 (0.023)	0.47 (0.022)	0.47 (0.024)	0.51 (0.027)
Could read words or paragraphs	0.06 (0.010)	0.05 (0.012)	0.05 (0.009)	0.05 (0.010)
Could read stories	0.03 (0.007)	0.02 (0.007)	0.02 (0.006)	0.02 (0.006)
D. Midline reading results - Children who could only read letters at baseline (n=3,541)				
Could read nothing	0.08 (0.010)	0.10 (0.015)	0.10 (0.013)	0.06 (0.009)
Could read letters	0.92 (0.010)	0.90 (0.015)	0.90 (0.013)	0.94 (0.009)
Could read words or paragraphs	0.25 (0.014)	0.24 (0.017)	0.23 (0.016)	0.29 (0.017)
Could read stories	0.09 (0.011)	0.09 (0.010)	0.08 (0.010)	0.12 (0.014)

Appendix Table 5 (continued): Descriptive Statistics: Reading and math results

	Mean			
	Comparison	Treatment 1	Treatment 2	Treatment 3
	(1)	(2)	(3)	(4)
E. Midline reading results- Children who could read words or paragraph at baseline (n=3,673)				
Could read nothing	0.01 (0.004)	0.01 (0.005)	0.01 (0.003)	0.01 (0.003)
Could read letters	0.99 (0.004)	0.99 (0.005)	0.99 (0.003)	0.99 (0.003)
Could read words or paragraphs	0.81 (0.014)	0.84 (0.013)	0.83 (0.014)	0.86 (0.011)
Could read stories	0.52 (0.020)	0.53 (0.022)	0.54 (0.018)	0.56 (0.021)
F. Midline reading results- Children who could read a story at baseline (n=6,109)				
Could read nothing	0.01 (0.002)	0.00 (0.002)	0.00 (0.001)	0.01 (0.002)
Could read letters	0.99 (0.002)	1.00 (0.002)	1.00 (0.001)	0.99 (0.002)
Could read words or paragraphs	0.97 (0.004)	0.98 (0.005)	0.98 (0.004)	0.98 (0.004)
Could read stories	0.91 (0.008)	0.91 (0.009)	0.92 (0.009)	0.92 (0.008)
G. Baseline math results (n=17,533)				
Could not read numbers	0.38 (0.010)	0.39 (0.011)	0.37 (0.011)	0.38 (0.012)
Could read numbers	0.62 (0.010)	0.61 (0.011)	0.63 (0.011)	0.62 (0.012)
Could subtract or divide	0.33 (0.009)	0.31 (0.011)	0.34 (0.011)	0.34 (0.012)
Could divide	0.19 (0.008)	0.18 (0.009)	0.19 (0.009)	0.20 (0.009)
H. Midline math results --All children (n=15,595)				
Could not read numbers	0.31 (0.010)	0.31 (0.012)	0.30 (0.012)	0.31 (0.012)
Could read at least numbers	0.69 (0.010)	0.69 (0.012)	0.70 (0.012)	0.69 (0.012)
Could subtract or divide	0.40 (0.010)	0.38 (0.012)	0.41 (0.012)	0.40 (0.013)
Could divide	0.24 (0.008)	0.24 (0.009)	0.25 (0.011)	0.27 (0.013)

Definitions: Treatment 1 is an explanatory variable that refers to whether the individual resides in a village in which the mobilization only intervention occurred. Likewise, Treatment 2 refers to the mobilization and information intervention, and Treatment 3 refers to the mobilization, information and Read India camps intervention.

Notes: Standard errors are in parentheses.

Appendix Table 6: Descriptive statistics: School resources and parents' relationship with the school

	Baseline					
	N	Comparison	Treatment 1	Treatment 2	Treatment 3	Any Treatment
	(1)	(2)	(3)	(4)	(5)	(6)
Panel A. School resources						
Does the school have textbooks	315	0.945 (0.024)	0.973 (0.019)	0.962 (0.022)	0.958 (0.024)	0.964 (0.012)
Do all the concerned students get scholarships	304	0.759 (0.047)	0.770 (0.055)	0.753 (0.056)	0.771 (0.052)	0.765 (0.031)
Does the school have indoor classes	316	0.978 (0.015)	0.987 (0.013)	1.000 (0.000)	0.972 (0.020)	0.987 (0.008)
Does the school have seats	316	0.870 (0.035)	0.960 (0.022)	0.910 (0.031)	0.972 (0.020)	0.946 (0.015)
Does the school have maps and charts	316	0.913 (0.029)	0.947 (0.026)	0.936 (0.029)	0.972 (0.020)	0.951 (0.014)
Does the school have a boundary wall	309	0.136 (0.040)	0.107 (0.036)	0.237 (0.054)	0.071 (0.030)	0.140 (0.025)
Does the school have electricity	315	0.033 (0.019)	0.027 (0.019)	0.013 (0.013)	0.000 (0.000)	0.013 (0.008)
Does the school have water	314	0.924 (0.028)	0.947 (0.026)	0.921 (0.031)	0.930 (0.031)	0.932 (0.017)
Does the school have toilets	316	0.391 (0.051)	0.533 (0.060)	0.462 (0.060)	0.451 (0.066)	0.482 (0.035)
Does the school have a toilet for girls	315	0.231 (0.047)	0.360 (0.057)	0.295 (0.053)	0.211 (0.052)	0.290 (0.031)
Does the school serve midday meals	313	0.689 (0.055)	0.733 (0.053)	0.590 (0.073)	0.743 (0.051)	0.686 (0.036)
Does the school receive any government money	316	1.000 (0.000)	1.000 (0.000)	1.000 (0.000)	1.000 (0.000)	1.000 (0.000)
Panel B. Relationships with parents and parents involvement with school						
Did parents visit the school	316	0.913 (0.033)	0.907 (0.032)	0.859 (0.041)	0.873 (0.039)	0.879 (0.022)
Did the school organize a parents meeting	314	0.769 (0.041)	0.865 (0.043)	0.795 (0.045)	0.845 (0.048)	0.834 (0.026)
Did parents volunteer in the school	316	0.370 (0.047)	0.413 (0.062)	0.295 (0.050)	0.352 (0.062)	0.353 (0.034)
Did the school get an allocation from the panchayat	316	0.087 (0.029)	0.120 (0.038)	0.064 (0.027)	0.113 (0.037)	0.098 (0.020)
Did the school receive parents' donations	316	0.054 (0.024)	0.053 (0.026)	0.090 (0.033)	0.042 (0.024)	0.063 (0.016)

Definitions: Treatment 1 is an explanatory variable that refers to whether the individual resides in a village in which the mobilization only intervention occurred. Likewise, Treatment 2 refers to the mobilization and information intervention, and Treatment 3 referse to the mobilization, information and Read India camps intervention.

Notes: Standard errors are in parentheses.

Appendix Table 7: School resources and parents' relationship with the school

	Baseline		Endline	OLS : Impact of Treatment in Endline				
	Mean	N	Comparison Group Mean	Treatment 1	Treatment 2	Treatment 3	Any Treatment	N
				(4)	(5)	(6)	(7)	
	(1)	(2)	(3)					(8)
Panel A. Dependent Variables - School resources								
Does the school have textbooks	0.959 (0.011)	315	0.949 (0.022)	0.026 (0.028)	-0.013 (0.034)	-0.013 (0.036)	0.000 (0.026)	265
Do all the concerned students get scholarships	0.763 (0.026)	304	0.928 (0.026)	0.049 (0.048)	-0.031 (0.055)	0.054 (0.049)	0.022 (0.042)	263
Does the school have indoor classes	0.984 (0.007)	316	0.980 (0.014)	0.002 (0.008)	-0.004 (0.005)	-0.013 (0.011)	-0.005 (0.007)	266
Does the school have seats	0.924 (0.015)	316	0.940 (0.023)	-0.063 (0.052)	-0.057 (0.053)	-0.040 (0.044)	-0.054 (0.038)	265
Does the school have maps and charts	0.940 (0.013)	316	0.950 (0.026)	0.005 (0.039)	0.002 (0.039)	0.029 (0.033)	0.011 (0.031)	266
Does the school have a boundary wall	0.139 (0.021)	309	0.100 (0.030)	0.033 (0.034)	-0.005 (0.047)	0.004 (0.039)	0.011 (0.034)	266
Does the school have electricity	0.019 (0.008)	315	0.060 (0.023)	-0.031 (0.027)	-0.022 (0.030)	-0.014 (0.022)	-0.023 (0.021)	263
Does the school have water	0.930 (0.014)	314	0.980 (0.014)	-0.054 (0.033)	-0.071 (0.038)	0.003 (0.020)	-0.043 (0.021)	** 266
Does the school have toilets	0.456 (0.029)	316	0.450 (0.054)	-0.016 (0.061)	-0.052 (0.062)	-0.107 (0.055)	-0.056 (0.048)	266
Does the school have a toilet for girls	0.273 (0.026)	315	0.250 (0.047)	0.006 (0.065)	-0.073 (0.062)	-0.108 (0.063)	-0.056 (0.053)	266
Does the school serve midday meals	0.687 (0.030)	313	0.900 (0.035)	0.001 (0.051)	0.059 (0.048)	0.054 (0.047)	0.037 (0.043)	265
Does the school receive any government money	1.000 (0.000)	316	0.970 (0.017)	-0.020 (0.025)	-0.066 (0.037)	-0.056 (0.035)	-0.047 (0.021)	** 266
Average over family of outcomes (in standard deviations)				-0.038 (0.046)	-0.126 ** (0.054)	-0.051 (0.046)	-0.073 ** (0.037)	
Panel B. Dependent Variables - Relationships with parents and parents involvement with school								
Did parents visit the school	0.889 (0.018)	316	0.800 (0.040)	-0.037 (0.070)	-0.034 (0.067)	-0.105 (0.073)	-0.056 (0.053)	284
Did the school organize a parents meeting	0.815 (0.022)	314	0.720 (0.048)	0.029 (0.070)	0.118 (0.060)	0.097 (0.070)	0.082 (0.054)	280
Did parents volunteer in the school	0.358 (0.027)	316	0.180 (0.038)	0.069 (0.060)	0.045 (0.060)	0.072 (0.065)	0.061 (0.047)	284
Did the school get an allocation from the panchayat	0.095 (0.016)	316	0.030 (0.017)	-0.010 (0.029)	0.009 (0.029)	-0.006 (0.031)	-0.002 (0.023)	285
Did the school receive parents' donations	0.060 (0.013)	316	0.080 (0.027)	-0.042 (0.041)	-0.009 (0.047)	-0.051 (0.038)	-0.033 (0.036)	285
Average over family of outcomes (in standard deviations)				-0.012 (0.083)	0.063 (0.073)	-0.016 (0.072)	0.014 (0.057)	

Definitions: Column (1) reports the average for the entire sample during baseline, with number of observations in column (2). Column (3) reports the average in the comparison group in endline. Treatment 1 is an explanatory variable that refers to whether the individual resides in a village in which the mobilization only intervention occurred. Likewise, Treatment 2 refers to the mobilization and information intervention, and Treatment 3 refers to the mobilization, information and Read India camps intervention.

Notes: Columns (4), (5), and (6) report coefficients from one regression where Treatments 1, 2, and 3 enter as RHS variables, while column (7) reports a coefficient from a separate regression where a dummy for Any Treatment enters as a RHS variable. Standard errors are clustered at village level and are in parentheses. Baseline controls in each panel were panel outcome variables in the baseline, and are not shown. The number of observations for both the separate and combined treatment regressions is in column (8). *** and ** reflect significance at the 1% and 5% levels respectively.

Appendix Table 8: Descriptive Statistics: Teacher number and presence

	Baseline					
	N	Comparison	Treatment 1	Treatment 2	Treatment 3	Any Treatment
	(1)	(2)	(3)	(4)	(5)	(6)
Panel A. Teacher number and presence						
Number of teachers	301	3.167 (0.149)	3.118 (0.170)	3.276 (0.166)	3.149 (0.170)	3.185 (0.097)
Number of shiksha mitras	301	0.711 (0.076)	0.691 (0.068)	0.526 (0.071)	0.522 (0.062)	0.578 (0.039)
Teacher presence: headmaster's report	301	0.760 (0.025)	0.772 (0.026)	0.743 (0.025)	0.771 (0.025)	0.761 (0.015)
Teacher presence: random check	301	0.767 (0.037)	0.805 (0.083)	0.731 (0.040)	0.705 (0.036)	0.747 (0.032)
Teacher teaching: random check	301	0.432 (0.041)	0.466 (0.065)	0.478 (0.047)	0.387 (0.041)	0.445 (0.030)
Regular teacher presence: random check						
Regular teacher teaching: random check						
Shiksha mitra presence: random check						
Shiksha mitra teaching: random check						

Baseline Data Not Available

Definitions: Treatment 1 is an explanatory variable that refers to whether the individual resides in a village in which the mobilization only intervention occurred. Likewise, Treatment 2 refers to the mobilization and information intervention, and Treatment 3 refers to the mobilization, information and Read India camps intervention.

Notes: Standard errors are in parentheses.

Appendix Table 9: Teacher number and presence

	Baseline		Endline	OLS : Impact of Treatment in Endline				
	Mean	N	Comparison	Treatment 1	Treatment 2	Treatment 3	Any Treatment	N
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Panel A. Dependent Variables -Teacher number and presence								
Number of teachers	3.179	301	4.092	0.127	0.006	0.079	0.069	279
	(0.081)		(0.135)	(0.162)	(0.155)	(0.152)	(0.125)	
Number of shiksha mitras	0.618	301	1.195	0.127	0.230 **	0.058	0.142	279
	(0.036)		(0.083)	(0.117)	(0.112)	(0.117)	(0.092)	
Teacher presence: headmaster's report	0.761	301	0.775	0.023	0.034	0.031	0.030	279
	(0.013)		(0.021)	(0.037)	(0.032)	(0.034)	(0.027)	
Teacher presence: random check	0.753	301	0.729	0.016	-0.016	-0.004	-0.002	253
	(0.025)		(0.030)	(0.042)	(0.046)	(0.049)	(0.036)	
Teacher teaching: random check	0.441	301	0.514	0.013	-0.031	-0.077	-0.030	253
	(0.024)		(0.038)	(0.058)	(0.055)	(0.065)	(0.047)	
Regular teacher presence: random check			0.719	0.022	0.099	0.018	0.049	246
			(0.046)	(0.065)	(0.081)	(0.071)	(0.058)	
Regular teacher teaching: random check	Not Available		0.459	0.019	0.046	-0.054	0.006	246
			(0.045)	(0.069)	(0.073)	(0.080)	(0.058)	
Shiksha mitra presence: random check			0.863	0.012	-0.109	0.017	-0.032	218
			(0.052)	(0.079)	(0.078)	(0.079)	(0.063)	
Shiksha mitra teaching: random check			0.724	-0.017	-0.134	-0.044	-0.069	218
			(0.058)	(0.095)	(0.088)	(0.093)	(0.072)	
Average over family of outcomes (in standard deviations)				0.069	0.015	-0.012	0.024	
				(0.104)	(0.102)	(0.119)	(0.085)	

Definitions: Column (1) reports the average for the entire sample during baseline, with number of observations in column (2). Column (3) reports the average in the comparison group in endline. Treatment 1 is an explanatory variable that refers to whether the individual resides in a village in which the mobilization only intervention occurred. Likewise, Treatment 2 refers to the mobilization and information intervention, and Treatment 3 refers to the mobilization, information and Read India camps intervention.

Notes: Columns (4), (5), and (6) report coefficients from one regression where Treatments 1, 2, and 3 enter as RHS variables, while column (7) reports a coefficient from a separate regression where a dummy for Any Treatment enters as a RHS variable. Standard errors are clustered at village level and are in parentheses. Baseline controls were baseline log of boys' and girls' enrollment and attendance. The number of observations for both the combined and separate treatment regressions is in column (8). *** and ** reflect significance at the 1% and 5% levels respectively.