Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

Annual Status of Education Report (Rural) 2022

Provisional

January 18, 2023

ASER 2022 - Rural

Annual Status of Education Report (Rural)

Date of publication: January 18, 2023

Cover photo: Pritha Bhattacharya
Back cover: Vittil Nixon
Inside back cover: Biraj Majumder
Other photos: All photos taken by volunteers as they visited villages.

Also available on the ASER Centre website (www.asercentre.org)
THIS IS THE PROVISIONAL ASER 2022 REPORT BASED ON DATA RECEIVED FROM STATES AND DISTRICTS BY DECEMBER 30, 2022.

Printed by: Inkprint.in, New Delhi
Phone: +91-9289449945

Published by:
ASER Centre
B-4/58, Safdarjung Enclave,
New Delhi 110 029
Phone: +91-11-46023612

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About ASER

The Annual Status of Education Report (ASER) 2022 is a nationwide citizen-led household survey that provides a snapshot of children's schooling and learning in rural India. ASER 2022 reached almost all rural districts of India, and generated district, state and national level estimates of children's enrollment status and foundational skills. Information about enrollment in school or pre-school was collected for all children aged 3-16, and children aged 5-16 were tested one-on-one to understand their reading, arithmetic and English skills.

The first ASER was conducted in 2005 and repeated annually for ten years. In 2016, ASER shifted to an alternate-year cycle in which the 'basic' nationwide ASER alternated with a smaller survey (1-2 districts per state) focusing on other age groups and dimensions of learning. ASER 2017 reported on the activities and abilities of youth aged 14-18. ASER 2019 explored cognitive, early language, and early numeracy skills among young children aged 4-8. COVID-19 interrupted this alternate-year trajectory, and in 2020 and 2021 ASER pivoted to a phone-based format which tracked 5-16-year-old children's access to remote learning opportunities in rural India.

ASER 2022 is the first field-based 'basic' nationwide ASER after a gap of 4 years. It comes at a time when children are back in school after an extended period of school closure. Evidence on the status of children's schooling and foundational learning will help us understand how best to support them going forward, and ASER 2022 attempts to address this urgent need.

ASER 2022 Coverage

616
Districts

19,060
Villages

374,554
Households

699,597
Children

591
Partners

27,536
Volunteers

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They reached the remotest villages of India

Andhra Pradesh

District Institute of Education and Training, Anantapur
District Institute of Education and Training, Chittoor
District Institute of Education and Training, East Godavari
District Institute of Education and Training, Guntur
District Institute of Education and Training, Krishna
District Institute of Education and Training, Kurnool
District Institute of Education and Training, Prakasam
District Institute of Education and Training, Sri Potti Sriramulu Nellore
District Institute of Education and Training, Srikakulam
District Institute of Education and Training, Visakhapatnam
District Institute of Education and Training, Vizianagaram
District Institute of Education and Training, West Godavari
District Institute of Education and Training, Y.S.R, Kadapa

Arunachal Pradesh

Arunachal University of Studies (AUS), Namsai
District Institute of Education and Training, Changlang
District Institute of Education and Training, Daporijo, Upper Subansiri
District Institute of Education and Training, Dirang, West Kameng
District Institute of Education and Training, Kamki, West Siang
District Institute of Education and Training, Khonsa, Tirap
District Institute of Education and Training, Khupa, Anjaw
District Institute of Education and Training, Pasighat, East Siang
District Institute of Education and Training, Roing, Lower Dibang Valley
District Institute of Education and Training, Seppa, East Kameng
District Institute of Education and Training, Yachuli, Lower Subansiri
Local Volunteers of Dibang Valley
Local Volunteers of Papum Pare
Local Volunteers of Tirap

Assam

Barama college, Barama, Baksa
District Institute of Education and Training, Barpeta
District Institute of Education and Training, Bongaigaon
District Institute of Education and Training, Cachar
District Institute of Education and Training, Darrang
District Institute of Education and Training, Dhemaji
District Institute of Education and Training, Dhubri
District Institute of Education and Training, Dibrugarh
District Institute of Education and Training, Dima Hasao
District Institute of Education and Training, Goalpara
District Institute of Education and Training, Golaghat
District Institute of Education and Training, Hailakandi
District Institute of Education and Training, Jorhat
District Institute of Education and Training, Kamrup
District Institute of Education and Training, Karbi Anglong
District Institute of Education and Training, Karimganj
District Institute of Education and Training, Kokrajhar
District Institute of Education and Training, Lakhimpur
District Institute of Education and Training, Morigaon
District Institute of Education and Training, Nagaon
District Institute of Education and Training, Nalbari
District Institute of Education and Training, Sivasagar
District Institute of Education and Training, Sonitpur
District Institute of Education and Training, Tinsukia
Udalguri College, Udalguri

Bihar

Abhiyan, Jehanabad
College of Teacher Education, Saharsa
District Institute of Education and Training, Babutola, Banka
District Institute of Education and Training, Bikram, Patna
District Institute of Education and Training, Chhatauni, Motihari, Purba Champaran
District Institute of Education and Training, Dighi, Vaishali
District Institute of Education and Training, Dumra, Sitamarhi
District Institute of Education and Training, Dumraon, Buxar
District Institute of Education and Training, Farbisganj, Araria
District Institute of Education and Training, Fazalganj, Sasaram, Rohtas
District Institute of Education and Training, Khirnighat, Bhagalpur
District Institute of Education and Training, Kilaghat, Darbhanga
District Institute of Education and Training, Kishanganj
District Institute of Education and Training, Lakhisarai
District Institute of Education and Training, Madhepura
District Institute of Education and Training, Mohania, Kaimur
District Institute of Education and Training, Narar, Madhubani
District Institute of Education and Training, Nawada
District Institute of Education and Training, Noorsarai, Nalanda
District Institute of Education and Training, Panchayati Akhara, Gaya
District Institute of Education and Training, Pashchim Champaran
District Institute of Education and Training, Piraunta, Bhojpur
District Institute of Education and Training, Pusa, Samastipur
District Institute of Education and Training, Rambagh, Muzaffarpur
District Institute of Education and Training, Ramganj, Khagaria
District Institute of Education and Training, Shahpur, Begusarai
District Institute of Education and Training, Sheikhpura
District Institute of Education and Training, Sheohar
District Institute of Education and Training, Shrinagar, Purnia
District Institute of Education and Training, Siwan
District Institute of Education and Training, Sonpur, Saran
District Institute of Education and Training, Tarar, Daudnagar, Aurangabad
District Institute of Education and Training, Thawe, Gopalganj
District Institute of Education and Training, Tikapatti, Katihar

Primary Teachers Education College (PTEC), Barh
Radhe Shyam Teachers Training College, Supaul
Samagra Seva, Jamui

Chhattisgarh

Apollo College Anjora, Durg
Bharti College Durg, Durg
Basic Training Institute, Bilaspur
Chhattisgarh Kalyan Shiksha Mahavidyalaya Aheri, Durg
District Institute of Education and Training, Ambikapur
District Institute of Education and Training, Bastar
District Institute of Education and Training, Bemetara
District Institute of Education and Training, Bijapur
District Institute of Education and Training, Dantewada
District Institute of Education and Training, Dharamjaigarh
District Institute of Education and Training, Durg
District Institute of Education and Training, Janjgir-Champa
District Institute of Education and Training, Jashpur
District Institute of Education and Training, Kabeerdham
District Institute of Education and Training, Khairagarh, Rajnandgaon
District Institute of Education and Training, Korba
District Institute of Education and Training, Koriya
District Institute of Education and Training, Mahasamund
District Institute of Education and Training, Nagri Dhamtari
District Institute of Education and Training, Narayanpur
District Institute of Education and Training, Pendra
District Institute of Education and Training, Raipur
District Institute of Education and Training, Uttar Bastar Kanker
Industrial Training Institute, Bijapur
Institute of Technology and Science, Gariyaband
M. J. College, Durg
Parwati Institute of Training Research and Management, Ambikapur
Sandipani Academy, Achhoti, Durg
Sant Harkewal Shiksha Mahavidyalaya, Ambikapur, Surguja
Saraswati Shiksha Mahavidyalaya, Ambikapur, Surguja
Shaildevi Mahavidyalaya, Anda, Durg
Shri Rawatpura Sarkar Sansthan Kumhari, Durg
Sonkar College, Mungeli
St. Xaviers College of Education, Ambikapur, Surguja
Vidyapeeth Mahavidyalaya Malviya Nagar, Durg
Viswa Bharathi Institute, Konta, Sukma

Dadra and Nagar Haveli

Suprabhat Mahila Mandal, Pune

Daman and Diu

Local Volunteers of Daman

Gujarat

Babubhai M. Shah Mahavidyalaya
Department of Psychology Saurashtra University, Rajkot
Department of Social Work & Department of Food and Nutrition, Children University, Gandhinagar
Dost Foundation
Gram Seva Trust
Innovative Arts & B.S.W./M.S.W. College, Junagadh
Kartavya Women and Child Development Trust
Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj, Kachchh
Lokmanya Ekta Trust, Navsari
Lokniketan Samajkary Mahavidhyalay, Ratanpur
Manekchock Co-Op. Bank Arts and Mahemdabad Urban People's Co-Op. Bank Commerce College
Shikshan Ane Samaj Kalyan Kendra, Amreli
Shree Saraswati College of Social Work, Bharuch
Shree Surbhi M.S.W. College
Shri Nilkanth College - Kalol (PMS)
Shri Sarvajanik B.S.W.& M.S.W. College, Mehsana
Smt. Laxmiben & Shri Chimanlal Mehta Arts College

Haryana

Bhagat Phool Singh Mahila Vishwavidhyalay, Khanpur Kalan, Sonipat
Chaudhary Devilal University, Sirsa
DBG Govt. College, Panipat
District Institute of Education & Training, Gurgaon
Dr. B. R. Ambedkar Govt. College, Kaithal
GETTI, Ferozpur Namak, Mewat
Govt. PG. College, Hisar
Indira Gandhi University, Rewari
Kamla Memorial Govt. PG. College, Narwana, Jind
Maharshi Dayanand University, Rohtak
Peoples Action for People in Need (PAPN), Panchkula
Pt. J. N. Govt. PG. College, Faridabad
Sanatan Dharma College, Ambala

Himachal Pradesh

Adarsh College of Education, Amarpur, Ghumarwin, Bilaspur
Chamba Millennium B.Ed. College, Hardaspura, Chamba
District Institute of Education and Training, Bilaspur
District Institute of Education and Training, Mandi
District Institute of Education and Training, Sirmaur
District Institute of Education and Training, Una
Government College Daulatpur Chowk, Una
Government Degree College, Kukumseri (Udaipur), Lahul & Spiti
Government Industrial Training Institute Udaipur, Lahul & Spiti
Government P.G. College, Seema Rohru
Himachal College of Education, Nalagarh, Solan
Himachal Institute of Education, Solan
Pedagogy Educational & Welfare Society, Kinnaur
Raj Rajeshwari College of Education, Hamirpur
Rajkiya Kanya Mahavidyalaya, Shimla
Rajni Gramin Vikas Sanstha, Palampur, Kangra
Rameshwari Teachers Training Institute, Kullu
Trisha College of Education, Hamirpur

Jammu and Kashmir

Government College for Women, Parade Ground, Jammu
Government Degree College (Boys), Baramulla
Government Degree College, Bandipora
Government Degree College, Billawar, Kathua

Government Degree College, Doda
Government Degree College, Gool, Ramban
Government Degree College, Kishtwar
Government Degree College, Kupwara
Government Degree College, Poonch
Government Degree College, Pouni, Reasi
Government Degree College, Ramnagar, Udhampur
Government Degree College, Samba
Government Degree College, Ukharal, Ramban
Government Degree College, Vijaypur, Samba
Government G.L. Dogra Memorial Degree College, Hiranagar, Kathua
Government Maulana Azad Memorial Post Graduate College, Jammu
Government P.G. College, Bhaderwah, Doda
Government P.G. College, Rajouri
Government Polytechnic College, Habadpora, Shopian
Helping Hands Charitable Foundation, Kulgam
Humanity - The Ultimate Faith, Anantnag
Society for the Rehabilitation of Destitute Girls and Victims of Violence (SRDGVV), Ganderbal
Students Educational Movement of Kargil (SEMoK), Ladakh
Syed Ali Memorial Institute of Education, Beerwah, Budgam

Jharkhand

District Institute of Education and Training, Bagodar, Giridih
District Institute of Education and Training, Chainpur, West-Singhbhum
District Institute of Education and Training, Chakulia, East Singhbhum
District Institute of Education and Training, Gamaharia, Saraikela-Kharsawan
District Institute of Education and Training, Gobindpur
District Institute of Education and Training, Gumma, Godda
District Institute of Education and Training, Hazaribagh
District Institute of Education and Training, Latehar
District Institute of Education and Training, Pindrajora, Bokaro
District Institute of Education and Training, Ratu
District Institute of Education and Training, Rehla
District Institute of Education and Training, Simdega
Foundation for Awareness Counselling and Education (FACE), Pakur
Gram Jyoti, Dumka
Lohardaga Gram Swarajya Sansthan, Lohardaga
Lok Kalyan Seva Kendra, Sahebganj
Lok Prerna Kendra, Chatra
Parth Pratim Mondal, Jamtara
Primary Teacher Education College, Ghormara, Deoghar
Primary Teachers Education College, Chitarpur, Ramgarh
Primary Teachers' Education College, Bundu, Ranchi
Samarpan, Koderma
Vikas Bharti Bishunpur, Gumla

Karnataka

B.T. Chennamma Government First Grade College, Somavarapete
Bhavya Jyothi Trust, Mysore
Bhimaambhika Maha Sangha, Gadag
Center for Inclusive Social Development, Tumkur
Chaitanya Rural Development Society, Haveri
Chinthana Foundation, Chikkamagaluru
Dandin Trust, Dharwad
Department of Social Work, Sri HD Devegowda Government First Grade College, Holenarasipura
Department of Social Work, University of Mysore, Mysuru
Ebenezer, Bidar
Gangothri BSW Degree College, Kotturu
Government First Grade College, Yadgir
Jagruthi Seva Samsthe, Kolar
Kapila Mahila Maha Sangha, Nanjangudu
Little Champs School, Gundlupet
M/S SCODWES, Sirsi
Mahatma Gandhi Rural Development and Social Changes Trust, Shivamogga
Margadarshi Society, Kalaburagi
PADI - Value Oriented Education Program (VALORED), Dakshina Kannada
People Organisation for Waste Land and Environment Regeneration (POWER), Vijayapura
Rani Chennamma Maha Sangha, Dharwad
REACH, Bagalakot
Sankalpa Urban and Rural Development Society, Chitradurga
Sarvodaya College of Education, Virajpet
Spoorthi Samsthe, Davangere
Sri Krishna College Of Education, Devanahalli, Bengaluru
The Women's Welfare Society, Balagavi
Vikasana Institute for Rural and Urban Development, Mandya
Zilla Shikshana Sampanmula Kendra, Udupi

Kerala

Assumption College (Autonomous), Changanassery
Bishop Vayalil Memorial Holy Cross College, Cherpunkal
Blossom Arts & Science College Kondotty, Malappuram
Carmelgiri College, Adimali
Centre for PG Studies in Social Work, Calicut University
Christ College, Kattapana
Department of Sociology Kerala University, Karyavattom Campus
Don Bosco Arts & Science College, Angadikadav
Don Bosco College, Sulthan Bathery
Ideal Arts and Science College, Cherpulassery
Jai Bharath Arts and Science College (JBASC), Perumbavoor
Kerala Association of Professional Workers (KAPS)
Little Flower Institute of Social Sciences and Health, Calicut
Loyola College of Social Sciences, Thiruvananthapuram
Mar Augusthinose College, Ramapuram
Mar Elias College, Kottapady
Mar Sleeva College of Arts and Science, Murickassery
Marian College Kuttikkanam (Autonomous)
Mercy College, Palakkad
National College of Arts and Science, Thiruvananthapuram
NOBLE Women's College
Peoples Co-operative Arts & Science College
Pocker Sahib Memorial Orphanage College Tirurangadi, Malappuram
Safa College of Arts and Science, Pookkattiri, Malappuram
Sahyajyothi Arts and Science College, Kumily

Sanjo College of Management and Advance Studies, Rajakkad

Shree Vidhyadhiraja College, Karunagappalli

St. Joseph's College, Devagiri

St. Joseph College, Pilathara

St. Thomas College (Autonomous), Thrissur

St. Thomas College of Advanced Studies Parakkathanam, Mallapally

St. Gregorios College of Social Science, Parumalla

Vigyaan College of Applied Sciences

Madhya Pradesh

District Institute of Education and Training, Alirajpur

District Institute of Education and Training, Bajrang Garh, Guna

District Institute of Education and Training, Balaghat

District Institute of Education and Training, Barwani

District Institute of Education and Training, Bhind

District Institute of Education and Training, Bhopal

District Institute of Education and Training, Bijalpur, Indore

District Institute of Education and Training, Chhindwara

District Institute of Education and Training, Datia

District Institute of Education and Training, Dewas

District Institute of Education and Training, Dhar

District Institute of Education and Training, Dindori

District Institute of Education and Training, Gwalior

District Institute of Education and Training, Hatta, Damoh

District Institute of Education and Training, Jabalpur

District Institute of Education and Training, Katni

District Institute of Education and Training, Keolari, Seoni

District Institute of Education and Training, Khandwa

District Institute of Education and Training, Khargone

District Institute of Education and Training, Kundeshwar, Tikamgarh

District Institute of Education and Training, Mandla

District Institute of Education and Training, Mandsaur

District Institute of Education and Training, Morena

District Institute of Education and Training, Narsimhapur

District Institute of Education and Training, Neemach

District Institute of Education and Training, Nowgong, Chhatarpur

District Institute of Education and Training, Pachmarhi, Hoshangabad

District Institute of Education and Training, Panna

District Institute of Education and Training, Piploda, Ratlam

District Institute of Education and Training, Prabhat Pattan, Betul

District Institute of Education and Training, Raisen

District Institute of Education and Training, Rajgarh

District Institute of Education and Training, Rewa

District Institute of Education and Training, Sagar

District Institute of Education and Training, Satna

District Institute of Education and Training, Sehore

District Institute of Education and Training, Shahdol

District Institute of Education and Training, Shajapur

District Institute of Education and Training, Shivpuri

District Institute of Education and Training, Sidhi

District Institute of Education and Training, Ujjain

District Institute of Education and Training, Umaria

District Institute of Education and Training, Vidisha

Govt. Nehru P.G. College Budhar, Shahdol

Kanpura Kutumbkam Sansthan, Rewa

Muktibodh Yuvak Mandal, Sheopur

Spandan Samaj Seva Samiti, Khandwa

Synergy Sansthan, Harda

Maharashtra

Administrative Service Degree College, Nagpur

Centre for Studies in Rural Development, Institute of Social Work and Research, Ahmednagar

Department of Mass Communication, Solapur University, Solapur

Diganta Swaraj Foundation

Dr. Babasaheb Ambedkar College of Social Work, Morane

Fule Ambedkar College of Social Work, Gadchiroli

Gramvikas Foundation, Karanja

Institute for Rural Development and Social Services, Jalgaon

Mahatma Jyotiba Phule College of Social Work, Buldana

Mahatma Phule College of Social Work, Taloda

Maratha Vidya Prasarak Samaj's College of Social Work, Nashik

Masum Vikas Mahila Bahuuddishya Sanstha

Nirmik Samajik Sansodhan Vikas Kendra

Paris Social Foundation and Urban Rural Development Organization, Akot

Ramkrishna Paramhansa Mahavidyalay, Osmanabad

Sanjivani Self Help Group, Mohagaon Gondia

Sant Rawool Maharaj Mahavidyalaya, Kudal

Saraswati Sevabhavi Sanstha, Bhatwadgaon

Savitri Jyotirao College of Social Work, Yavatmal

Sharadchandraji Pawar College of Agriculture, Ratnagiri

Suprabhat Mahila Mandal, Pune

Sushilabai Ramchandrarao Mamidwar College of Social Work, Chandrapur

Tilak Maharashtra Vidyapeeth, Pune

Vanchit Vikas Lok Sanstha, Nanded

Yashwantrao Chavan School of Social Work, Jakatwadi, Satara

Yashwantrao Chawhan Arts, Com. & Science College, Lakhandur

Manipur

Chakpi Young Minds

Chanambam Ibomcha College, Bishnupur

Education Department, Manipur University

Kangchup Twikun Youth Organisation, Kangchup Twikun, Senapati

Mayai Lambi College, Yumnam Huidrom

People's Endeavour for Social Change, Tamenglong

Smart Life Development Mission, Churanchanpur

Society for Integrated Growth and Sustainable Development, Thoubal

Teach for North East, Kamjong

Meghalaya

Indian Institute of Professional Studies, Shillong

Thomas Jones Synod College, Jowai

Tura Government College Student Union, Tura

Williamnagar Government College Student Union, Williamnagar
Local Volunteers of Ri Bhoi
Local Volunteers of South Garo Hills

Mizoram

Department of Economics, Mizoram University, Aizawl
Department of Education, Government Lawngtlai College, Lawngtlai
Department of Education, Government Serchhip College, Serchhip
Department of Physics, Government Champhai College, Champhai
Department of Social Work, HATIM College, Lunglei
Government Saiha College, Saiha
Hmar Student Association, Kolasib
National Cadet Corps, Government Mamit College, Mamit

Nagaland

Youth Action for Rural Development (YARD), Nagaland

Odisha

AOMAA, Malkangiri
ARAMVA
District Institute of Education and Training, Agarpada, Bhadrak
District Institute of Education and Training, Anugul
District Institute of Education and Training, Balangir
District Institute of Education and Training, Bargarh
District Institute of Education and Training, Bissam Cuttack, Rayagada
District Institute of Education and Training, Debagarh
District Institute of Education and Training, Dhenkanal
District Institute of Education and Training, Ganjam
District Institute of Education and Training, Jagatsinghapur
District Institute of Education and Training, Jajapur
District Institute of Education and Training, Jharsuguda
District Institute of Education and Training, Kalahandi, Bhawanipatna
District Institute of Education and Training, Kandhamal
District Institute of Education and Training, Kendujhar
District Institute of Education and Training, Khordha
District Institute of Education and Training, Nabarangapur
District Institute of Education and Training, Nayagarh
District Institute of Education and Training, Sambalpur
Good Luck Computers
Lokadrusti
National Institute of Computer Education and Training (NICET), Jeypore, Koraput
Nature's Club, Kendrapara
Prayas NGO
Samaj Seva Sangathan
Shree Guru Foundation
Shri Parshuram Degree Mahavidyalaya, Sevakpur, Gajapati
Social Service of Ideal Youth Association (SSIYA)

Puducherry

AVVAI Village Welfare Society, Nagapattinam
Society For Development Research and Training (SFDRT), Puducherry

Punjab

District Institute of Education and Training, Bathinda
District Institute of Education and Training, Fatehgarh Sahib
District Institute of Education and Training, Firozpur
District Institute of Education and Training, Gurdaspur
District Institute of Education and Training, Hoshiarpur
District Institute of Education and Training, Kapurthala
District Institute of Education and Training, Ludhiana
District Institute of Education and Training, Mansa
District Institute of Education and Training, Moga
District Institute of Education and Training, Muktsar
District Institute of Education and Training, Patiala
District Institute of Education and Training, Ropar
District Institute of Education and Training, Sangrur
Govind National College, Ludhiana
Guru Gobind College of Education, Barnala
Kings Group of Institutions, Barnala
Lovely Professional University, Phagwara, Jalandhar
Pandit Chetan Dev Govt. College of Education, Faridkot
Panjab University, Chandigarh
Punjabi University, Patiala
Sai College of Education, SBS Nagar
Saraswati College of Education, Mohali
School of Social Sciences, Guru Nanak Dev University (G.N.D.U.), Amritsar
Shaheed Bhagat Singh College of Education, Patti, Tarn Taran

Rajasthan

Adrash Navyouvak Mandal, Jaipur
Bamu Systems and Training Centre
Bhagwati Teacher Training College, Gangapurcity, Sawai Madhopur
Digital Computer Centre, Pilani
District Institute of Education and Training, Chunawadh, Sri Ganganagar
Doosra Dashak, Bali, Pali
Doosra Dashak, Kishangunj, Baran
Doosra Dashak, Laxmangarh, Alwar
Ekal Jan Seva Sansthan, Ajmer & Jhalawar
Grameen evam Samajik Vikas Sanstha, Ajmer
Krishna Teacher Training College, Bharatpur
Marwar Muslim Educational & Welfare Society, Jodhpur
Modi Institute of Management and Technology, Kota
Shiv Charan Mathur Manav Seva Sansthan, Bhilwara
Shiv Shiksha Samiti, Ranoli, Tonk
Shivnarayan Choubisa College, Dungarpur
Shri Guru Nanak Khalsa Teacher Training College, Hanumangarh
Shri Shyam Computer Center, Churu
Society for Sustainable Development, Karauli
Urmul Setu Sansthan, Lunkaransar, Bikaner
Vidhya Foundation Trust, Pratapgarh & Banswara
Vision School of Managment, Chittorgarh
V.K. Tyagi Teacher Training College, Dhaulpur
Local Volunteers of Jalore

Sikkim

Sikkim Government College, Burtuk, Gangtok, East Sikkim
Sikkim Government College, Gyalshing, West Sikkim
Sikkim Government College, Mangshila, North Sikkim
Sikkim Government College, Namchi, South Sikkim

Tamil Nadu

Abirami Society India, Thoothukkudi
Anbu Trust, Sivgangai
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Coimbatore Multipurpose Social Service Society (CMSSS), Coimbatore
DAWN Trust
Foundation for Friendly Environment and Medical Awareness
HELPS, Kodaikannal
Jeeva Anbalayam Trust, Thiruvallur
Krupalaya Trust, Vizhupuram
Kuzhithurai Integral Development Social Service (KIDSS), Kanniyakumari
Madurai Multipurpose Social Service Society (MMSSS), Madurai
National Mother and Child welfare Organisation (NAMCO)
Nilgiris Adivasi Welfare Association (NAWA)
Provide Charitable Trust, Cuddalore
Rural Education and Action Development (READ)
Rural Women Development Trust (RWDT), Salem
Sakya Charitable Trust
Social Health and Education Development India (SHED INDIA)
Society for Development of Economically Weaker Section (SODEWS), Vellore
Tamil Nadu Astronomical Science Society (TASS)
Tamil Nadu Rural Reconstruction Movement (TRRM)
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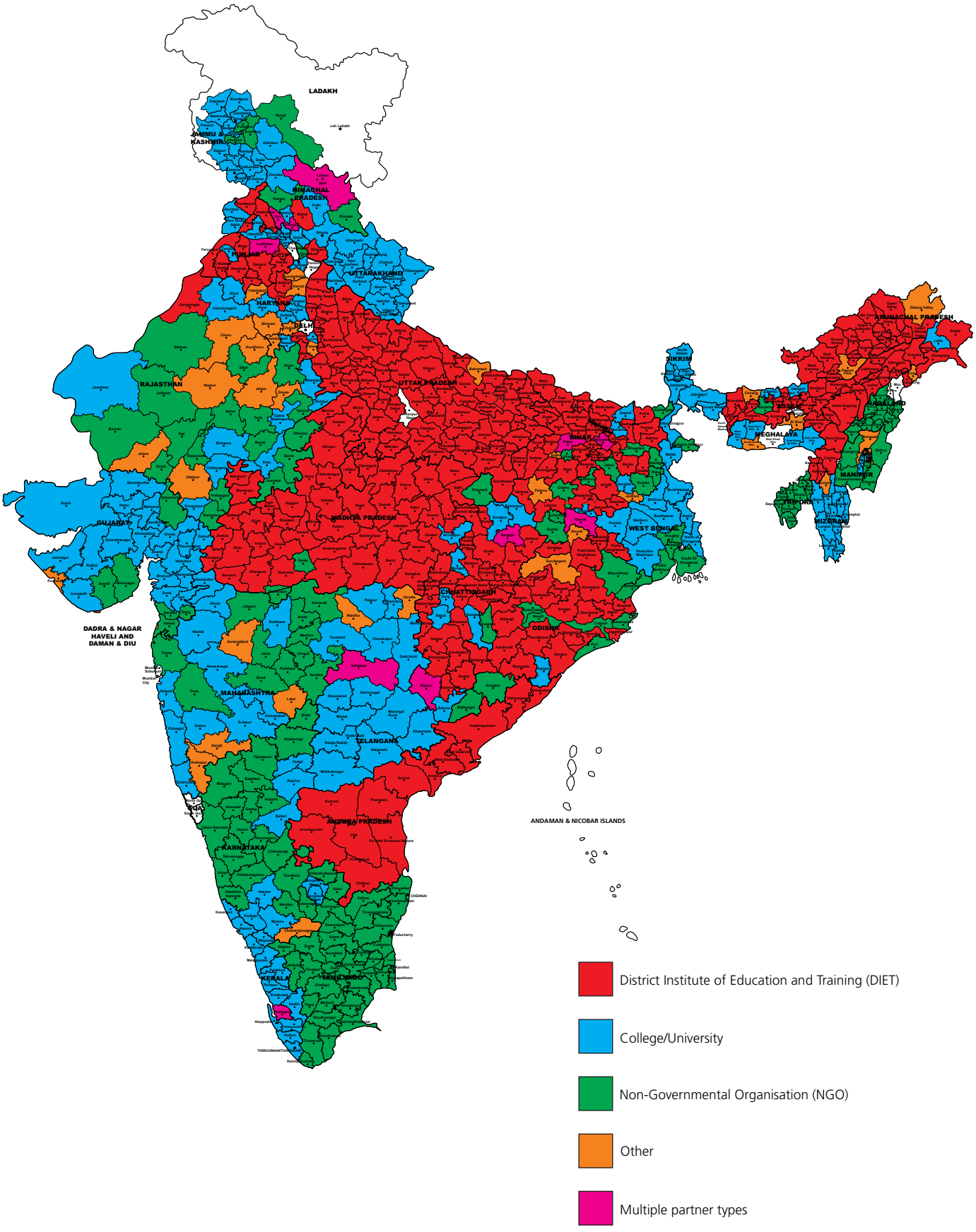

Partnering with DIETs

District Institutes of Education and Training (DIETs) are centres for education training, resource support, and research in more than 500 Indian districts. Their primary aim is to facilitate the effective delivery of central and state-level schemes at the grassroots level. They were established under the National Education Policy 1986 to decentralise education research and training.

While DIETs organise several capacity building initiatives and training sessions for teachers working in government schools, their Diploma in Elementary Education (D.El.Ed.) programme focuses on preparing future teachers for primary grades. Apart from core subjects like mathematics, science, language and social studies, D.El.Ed. course objectives emphasise an application-based way of learning through projects that involve designing pedagogy tools and teaching children.

Over the years, many DIETs have collaborated with Pratham and ASER Centre to conduct the ASER survey. As future teachers soon to embark on their teaching career, the ASER survey can be a significant landmark – before they transition from being students to teachers, they get a chance to observe the ground realities of education among children in their own district. Ankita Dutta, a 1st year D.El.Ed. student and an ASER 2022 volunteer from Tinsukia district in Assam, shared her survey experience: "Going to the village for the ASER survey made me realise that talented students are often held back by lack of opportunity. This was my first field experience, and everyone was very cooperative and curious. I noticed that most children were especially weak in mathematics, but parents tried their best to support their children's learning. When I become a teacher, I will play my part in solving these problems for my community." Ankita's experience, and that of many others, perfectly captures the rationale behind ASER-DIET partnerships.

DIET partnerships have proven to be a useful resource for ASER Centre as well. Since 2nd and 3rd year DIET students have school internships in their curriculum and many have worked with assessments like the National Achievement Survey (NAS) as field investigators, they have experience working with children in the field, and are able to break the ice easily. Each DIET has students from all over the district, which makes it easier for survey teams to reach sampled villages that are spread across the district. DIET students are often familiar with local dialects of their own region, which allows them to effectively communicate with people in the village. DIET partnerships also make it possible for us to complete the survey in a short span of time – 90% of the districts where ASER 2022 was conducted in partnership with DIETs completed the survey in two weekends.

Apart from manpower, DIETs also provide the physical infrastructure to train student volunteers and a point person who facilitates the training. All our DIET partners provided a training venue and logistical resources such as blackboards and classrooms. Almost half also provided a projector, an element that is important in improving training engagement. In 95% of our partner DIETs, the DIET point person was present to oversee at least some sessions of the training. These factors helped our trainers train the students on the survey process more effectively.

In the field, we often see the admiration and respect that people have for teachers, which encourages local cooperation with DIET student volunteers. The Sarpanch, Head Teacher, and others in the village are helpful every step of the way. This is especially true if students wear the DIET uniform on the survey days. The experience of Vaishnavi and Garima, two DIET student volunteers from Unnao district in Uttar Pradesh, is testament to this. They were prepared to walk several kilometres to the bus stop after completing the survey in a remote village that did not have any other means of transportation, but were offered a lift by a school teacher passing by as he had recognised them by their uniforms. Every small show of support in the field makes it possible for the volunteers to keep their spirits high, and complete the survey smoothly.

UNESCO recommends[1] that research and experimentation in education should be promoted through the provision of research facilities in teacher-preparation institutions and research work by their staff and students. ASER not only gives students exposure to the current realities of children's learning in India, but also provides a unique opportunity to these students to understand and apply simple methods of assessment, survey, and research, as well as get practical experience of the linkages between communities and education that are discussed in their curriculum.

After completion of the ASER 2022 survey, feedback was received from about 5,000 DIET students who participated. Close to 60% said that the survey helped them with practical knowledge of their course, and 78% said that they would want to do the survey again. Doing the ASER survey fostered students' interest in research and half the respondents said that it helped them get a better understanding of designing research tools and questionnaires. Importantly, almost all respondents – many of them young women – said that conducting the survey helped them improve their soft skills, such as confidence, communication, independent travel, and interaction with different stakeholders. The student volunteers also reported learning

[1] See https://en.unesco.org/about-us/legal-affairs/recommendation-concerning-status-teachers

new things about rural communities: 54% said that they became familiarised with socioeconomic realities of their own district, and 57% said that they now better understood the community's attitudes towards education.

ASER Centre has been partnering with DIETs through the years, not just for the ASER survey, but also for other capacity building collaborations. For example, from 2015 to 2018, the DIET Partnership Program aimed to build awareness and understanding among future teachers in the institutions responsible for training them. Students in close to 150 DIETs were trained to understand children's current learning levels, group children by learning level, and teach each group of children using methods and materials designed to help them acquire foundational skills in reading and arithmetic in a short period of time. By involving DIET students in assessment and capacity building activities, we can both generate evidence on the current status of children's schooling and learning, as well as influence future change by involving the teachers of tomorrow.

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Special thanks to

Ajay Kumar Singh, DIET Principal, Lucknow
Altaf Hussain Bhat, Chairman, Humanity - The Ultimate Faith
B. Pratap Reddy, Director, State Council of Educational Research and Training, Department of School Education, Government of Andhra Pradesh
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State Council of Educational Research and Training, Punjab

Commentary

அண்ணன்
அருவி
அரிசி
அல்லி
c -cat
d -dog
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5

Old Habits and New Norms

Madhav Chavan[1]

In spite of the reminders in our media of a possible recurrence, the pandemic has faded in our memories. Someone in my school friends' WhatsApp group had asked during the first weeks of the lockdown whether we believed things would go back to the old normal after the pandemic was over. Some of them felt it would be a new world. At that time there was talk of the 'new normal' everywhere. Online education was projected as the future and so was working from home. But, the lockdown began to end in bits and pieces and the fear of the pandemic began to recede. The horrors and pains of the pandemic period too may have faded from our individual and collective memories. There was a relief in going back to what we were used to but many new things have become a part of our lives and we seem to have let go of parts of some old habits. Depending upon people's socioeconomic backgrounds, what new things have become a part of their lives and what has disappeared may differ. When schools were closed, those who were connected with them – administrators, teachers and students – learned and absorbed some new skills, practices and even ideas. Which of these have survived? And which old habits have resurfaced?

ASER 2022 reports many big changes in rural areas. Some can be found in the main pages and others in the appendices. Almost every household (95.8%) has a cell phone in 2022, as against 90.2% in 2018. Over the same period, the proportion of households with smartphones has doubled from 36% to 74.8%, with many states going above 90%. ASER 2021 had already estimated that 67.6% households have smartphones. Within one year smartphones have spread wider and further. Mobile phones and smartphones are a recent new normal for rural families, although for most urban folk it is an old story. The question relevant to ASER is, how useful are smartphones for education? In 2021, ASER found that of the children who had smartphones at home, 26% could not access them for studies, 47% had some access, while the rest had access all the time. There is no doubt that cell phones and smartphones were used a lot by NGOs and school systems in different ways during the lockdown but this issue of access was present everywhere. Some people called it "online" education, which it was not. Ed-tech has become a popular term too but we are quite far from using the strengths of digital technology to improve our mass education.

Television had become the old normal in most households before the popularity of the smartphone surged ahead. As a result, the percentage of households with TV sets has barely changed from 62.5% to 62.8% over the last four years. It is no surprise that the availability of reading material other than textbooks has gone down from 6.6% to 5.2% households. Is 'not-reading' but listening and watching the new normal? Will it become a part of the education process?

Fears had been expressed that economic stress might lead to children dropping out of school but this has not happened. Instead, the already low proportion of not-enrolled children in the 6-14 age group has halved from 2.8% to 1.6% over four years. Now, going to school is every child's habit. Another change is that a very large proportion of children have moved from private schools to government schools. Private school enrollment had been rising for almost a decade. In 2018, 30.9% children were enrolled in private schools. This has come down to 25.1% in 2022. This 5.8 percentage point decrease amounts to a sudden 19 percent drop in private school enrollment, and an 11 percent increase in rural government school enrollment. The state school systems have absorbed these 8 million or more children without a fuss. If it was not for the widespread infrastructure of the state school systems, millions of children leaving private schools would have been left without schools.

While the shift from private schools to government schools is most likely due to economic stress, it has to be noted that percentage of children in both government and private schools who go to private tutors has gone up by about 4 percentage points above the already existing 26.4%. The increase is not uniform but it has happened in all states. This means that 30% of all rural children going to government and private schools are now also going to private tutors.

Tutoring seems to have been a tradition in several states such as West Bengal and Bihar, where the proportion of children going to private schools was low and near 70% children were going to tutors. Large numbers of young people in villages earned a living by tutoring children in these states. It appears that in the post-pandemic period the practice of private tutoring may spread and grow in other states as young educated people prepare for, and wait for jobs.

A couple of decades ago, the three A's of universal education were said to be Access, Attendance and Achievement. Given the enrollment figures, the issue of the first A is solved. The next A is attendance.

What proportion of children enrolled in government schools are to be found in their class on any given day? ASER has recorded broad regional patterns of attendance in India over the last decade and more. The Southern and Western states

[1] President and member of the Board of Directors, Pratham Education Foundation

show attendance figures of high 80% and above. In contrast, the Central and North Central states range from mid-fifties to seventy. The Eastern states range in the mid-sixties to mid-seventies. These patterns have not changed even though schools opened after two years of closure. The old normal continues.

The third A is Achievement. "Learning loss" that children may have suffered due to school closure was and is a big concern. But the data can be seen from different angles as a case of a glass half full or half empty.

Most children who 'entered' Std I in July 2020 had no regular classes for one full year, and a large proportion went to school in fits and starts, or not at all, in the second year. If learning is only assumed to happen in school classrooms, no child in Std III today should have knowledge of reading or numeracy. However, the fact is that whereas 37% children in Std III could read at least a Std I level text in government schools at an all-India level in 2018, the proportion has dropped 'only' 7 percentage points to 30% in 2022. In private schools 61% could read a Std I level text in 2018, which dropped to 52% in 2022. In government schools the drop amounts to nearly 20% over the 2018 level while in private schools it is 15% over the 2018 level. Of course, the drops differ from state to state and in a few cases there is improvement rather than decline in reading levels. These interesting cases have to be considered separately, but the more important point to me is that a large proportion of children learned to read in spite of school closure. In the case of arithmetic, there is only small changes at the all-India level in the proportion of children in Std III, or in any higher class up to Std VIII, who can do at least a 2-digit subtraction sum. It is as though school closure did not happen.

So, if nearly the same proportion of children learned reading and basic numeracy whether schools were open or closed for two years, how did the children learn? Who taught them?

It is reasonable to assume that some amount of learning will happen if there is someone willing to learn, someone willing to help, some material to learn from and some amount of engagement of the learner. ASER 2021 learned that nearly 70% children had someone to help at home. Mother, father or siblings were helpful. Teachers seem to have called or made home visits or used digital devices to deliver materials and instruction where possible. In addition, as discussed before, 30% children are helped by private tutors. ASER measures learning at the very foundational level for all children so we cannot comment on the loss of learning at the higher levels of an already overambitious curriculum. It is a reasonable guess that at higher levels the loss may be greater especially given the emphasis on memorisation of textbooks.

There is a need to research in some depth how children may have learned at home while schools were closed. Isolation of the home from the school is the old norm. Bringing them together is the new one in which the family and the teacher, the village and the school work together to help children learn skills and knowledge. Could this type of hybrid home-schooling with technology assistance represent the model for the educational system or the schools of tomorrow? We know very little about the effectiveness of technology assisted learning – a lot of which happened during the pandemic. The tech sector could invest much more in understanding what worked (or works) well, and what did not.

The lockdown may have given an impetus to ending the isolation of the home from school. In the old days community and parents' participation in children's education was much talked about, but in practice it usually meant occasionally attending committee meetings. In the post-pandemic era, the possibility of involving parents much more in the education of their children should be explored seriously. The National Education Policy of 2020 talks about involving communities and parents in the process of education. It will be good to build on the experiences during the period of school closures.

This period also broke down what could be called the digital barrier. The resistance to technology at all levels collapsed as the need to reach children became urgent. The pandemic accelerated teachers' capability to access online resources/ courses. Government mandates that teachers use online platforms such as NISHTHA, DIKSHA, etc., as well as a range of applications for monitoring, assessment, etc. involved massive "upskilling" in a short period of time. But the digital solutions relied on sending messages, links and attachments for children to learn from. Textbooks and lessons remained dominant. In the urgency to keep the education system going, there was no room for experimentation with content and pedagogy. It is now time to experiment and improve upon the school model.

A hundred years ago when implementation of free and compulsory education was being experimented with in Baroda and Kolhapur, India's literacy rate was barely around 11%. The model of schools where illiterate-unschooled parents brought their children to the teacher, the sole educated person in the area, was perhaps the only workable model. It was also the model existing in the Western countries that was being exported to us. Today more than 50% mothers and 80% fathers have more than five years of education, according to ASER 2022. The teachers are no longer the only educated persons in the village. Most parents have access to smartphones and it seems that they have actively participated in their children's learning efforts during the pandemic.

It is possible to envisage a model in which the school is a place that serves partly as a day-care center for the 3-8 or 3-10 age group in a village and partly as a place for learning foundational skills and knowledge. By the age of 8 all children can learn the basics along the lines of goals outlined by the Foundational Literacy and Numeracy Mission. In the older age groups of 8-10 and 11-14, it should be possible for children to learn in groups that are helped by the school as a resource for learning materials and instructors who can help. Learning the skills and methods of learning is the most important thing for this age group, as opposed to memorising. Use of technology and home assistance from parents is entirely possible. In fact, as we observe in middle class homes, parents often sit with their children to help them with studies. Preparing parents to help their children at home and in groups of children should become entirely possible. As they grow older, children should become more independent learners, spending less time with a 'teacher' and more time with resource persons in-person and online.

The curriculum and the examination system are two major factors that cause the system to become extremely rigid. Flexibility will come from a change of mindsets and the creative use of technology. Rigidity is a part of our old mindsets. The pandemic forced us to look at schooling differently. The school system coped with the challenge and became flexible to try different solutions. It is important to learn from what we did and how we did it when schools were closed. It was a period of extreme restrictions but it also offered freedom to try new ideas. Now that there are no restrictions, we need to persist with changing mindsets to try out new ideas and create new norms.

The National Education Policy of 2020 did well to emphasise importance of foundational literacy and numeracy. The Foundational Literacy and Numeracy Mission that follows from the policy is now leading the achievement of set goals. The policy also provides encouragement to change mindsets in the approach to school education. Going beyond policy, there are indications that governments are taking the Mission quite seriously.

India will soon be the most populous young country in the world. It is a new world of new ideas. It is important that we set an example and give the world a new model of education as we discard old habits and create new norms for education.

More Recovery than Loss

Wilima Wadhwa[1]

After a break of 4 years, ASER was back in the field across 616 rural districts of the country in 2022. In 2016, we had started a new cycle of ASER wherein we did the 'basic' survey across all districts every other year, instead of annually. The planning process for ASER 2020 had already started when India and the world shut down in March of 2020 due to the COVID pandemic. Schools shut down across the globe and the educational system had to pivot and switch to remote learning. India had one of the longest durations of school closures – primary schools were closed for almost two years. In addition, restricted economic activity and the migrant crisis resulted in loss of livelihoods across the country. The impact of the pandemic on the education sector, therefore, was feared to be twofold – learning loss associated with long school closures and the possibility of rising dropout rates, especially among older children, due to squeezed family budgets.

While ASER was not conducted in the field in 2020, a phone survey representative at the state and national levels was conducted in September-October 2020, focusing on children's access to learning materials while schools were closed, as well as their enrollment status. At the time, everyone thought that children would soon be back in school. However, the devastating second COVID wave delayed school opening for another year and ASER 2021 was again conducted over the phone, a year later, exploring the same themes as ASER 2020. While both these surveys could give some idea about what had happened to enrollment during the pandemic, they had no information on learning levels since children were not tested over the phone. However, ASER looked for opportunities to go back to the field and was able to conduct representative surveys in three states in 2021 – Karnataka in February 2021, Chhattisgarh in October 2021 and West Bengal in December 2021. These three state-level surveys gave estimates of learning levels that could be used to understand the extent of learning loss suffered during the pandemic. These state-level estimates are extremely useful as they are the only ASER estimates of learning we have between 2018 and 2022.

First, let's look at enrollment between 2018 and 2022 to see if the pandemic resulted in more children dropping out from school. According to ASER 2020, the proportion of children in the age group of 6-14 years not currently enrolled in school went up from 2.8% to 4.6% between 2018 and 2020. This almost doubling of out of school numbers, while alarming at first, was seen to be concentrated in the youngest age group of 6-10 years, and could be explained by the fact that many young children (6-7-year-olds) were waiting to seek admission when schools reopened. In 2021, the proportion of 6-14-year-olds not enrolled in school remained the same at 4.6% with little or no change for other age groups in the 6-14 range. However, with schools closed, it was difficult to say whether what we were seeing in 2020 and 2021 was a "new normal" or a temporary blip. Indeed, the ASER 2022 figures show that the increase in out of school numbers during 2020-21 was a temporary phenomenon caused by uncertainty and possibly a lag in recording enrollments. According to ASER 2022, the proportion of not currently enrolled 6-14-year-old children is down to 1.6% – almost half of what was observed in 2018 and the lowest we have seen in the decade since the Right to Education Act came into effect.

Even more heartening is that we see a secular decline in the proportion of children not currently enrolled in the 15-16 age group – the age group considered most at risk for dropping out. In 2010, the proportion of 15-16-year-olds who were out of school was 16.1%. Driven by the government's push to universalise secondary education, this number has been steadily declining and stood at 13.1% in 2018. The decline continued in 2020 to 9.9% and this proportion stands at 7.5% in 2022.

What about learning levels – has there been significant learning loss due to the pandemic? Learning levels had been rising slowly between 2014 and 2018, after being stagnant for several years, and the fear was that the pandemic would interrupt this trend. At the all-India level, the proportion of children in Std III who could read a Std II level text rose from 23.6% in 2014 to 27.2% in 2018. In 2022, however, there is a big drop in this proportion to 20.5%. Similarly, the proportion of children in Std V who could read at Std II level rose from 48% in 2014 to 50.4% in 2018, but fell to 42.8% in 2022. This fall – of 7 percentage points in both cases – is a huge drop, given how slowly the all-India numbers move, and confirms fears of large learning losses caused by the pandemic.

Apart from reading, ASER also tests children in foundational numeracy. In math also, learning levels had been rising between 2014 and 2018. Overall, the proportion of children in Std III who could do at least subtraction rose from 25.3% in 2014 to 28.1% in 2018. Similarly, the proportion of children in Std V who could solve a simple division problem rose from 26% in 2014 to 27.8% in 2018. If we look at the 2022 learning levels, there is not much drop in these foundational arithmetic competencies. The proportion of children in Std III at subtraction level is 25.9% in 2022 and the proportion of Std V children at division level is 25.6%. In both cases, while there has been a drop in learning levels, it is of a much smaller magnitude as compared to the drop in reading.

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Clearly, the pandemic has resulted in learning loss. However, what the ASER 2022 figures seem to suggest is that the loss is much greater in reading as compared to arithmetic. We know that during 2020 and 2021, schools pivoted fairly fast and shifted to a remote learning environment. Government schools were extremely successful in getting textbooks to children. According to ASER 2020, almost 85% children enrolled in government schools had textbooks for their current grade. While schools were less successful in getting other learning materials to children, about a third did get other learning resources remotely from their schools. Also, parents and other family members stepped up to help children with their studies – about 75% children in 2020 got some help from family members. And, finally, incidence of tuition that had been flat at about 25% for many years, rose sharply to almost 40% in 2021. So, even though schools were closed, children had access to other kinds of learning resources during the pandemic. Is it the case that these resources were more successful in preventing learning loss in math as compared to reading? Alternatively, is it possible that in the period since schools have reopened there has been a recovery in math but not so much in reading?

The last measurement we have for ASER learning levels at the national level is from 2018. In the four years since then, we have had the pandemic-induced school closures for almost two years in 2020 and 2021, followed by almost a year when children were back in school in 2021-22, before the current ASER was conducted in October 2022. However, as mentioned earlier, during the period of school closures ASER managed to assess learning levels in three states – Karnataka, Chhattisgarh and West Bengal – in 2021, when schools were still closed or had just re-opened. While these are not national estimates, they are useful insofar as they are more reflective of the pandemic-induced learning loss than the estimates for 2022. Tables 1 and 2 give learning levels in reading and arithmetic for these three states from 2014 to 2022.

Table 1: Reading level across selected states – 2014-2022

Year	Std III: % Children reading at Std II level			Std V: % Children reading at Std II level		
	Karnataka	Chhattisgarh	West Bengal	Karnataka	Chhattisgarh	West Bengal
2014	18.3	21.3	36.1	47.2	52.4	53.2
2016	19.8	28.1	38.4	42.1	55.9	50.4
2018	19.2	29.8	39.9	46.0	59.5	50.7
2021	9.8	12.3	29.5	33.6	44.6	48.5
2022	8.6	24.2	33.0	30.2	55.2	47.3

Table 2: Arithmetic level across selected states – 2014-2022

Year	Std III: % Children who can do at least subtraction			Std V: % Children who can do division		
	Karnataka	Chhattisgarh	West Bengal	Karnataka	Chhattisgarh	West Bengal
2014	26.3	14.2	35.9	20.1	18.0	32.5
2016	28.9	20.0	40.0	19.7	23.0	29.3
2018	26.3	19.3	38.6	20.5	26.8	29.7
2021	17.3	9.0	29.4	12.1	13.0	26.2
2022	22.2	19.6	34.2	13.3	24.9	27.5

The first thing to note is that across all three states, there were large learning losses in both reading and math in 2021 – in excess of 7 percentage points, except in the case of Std V in West Bengal. The loss in reading is a little higher, though not by much. In both reading and math, the 2021 learning levels in these three states fell below their 2014 levels. Second, across all these states there has been a recovery in both reading and math (with the exception of Karnataka in reading and West Bengal in reading in Std V) once schools reopened in 2021-22. Moreover, the magnitude of recovery, though different across states, is similar in both reading and math within each state. So, while the 2022 learning levels are still below or in some cases close to the 2018 levels, comparing 2018 with 2022 hides the dramatic fall in learning levels observed between these two points and the subsequent recovery that has happened in the last year.

The other big development during 2020-21 was that the new National Education Policy (NEP) was introduced in 2020. For the first time, there was a big focus on the early years and the importance of foundational competencies. To quote the NEP 2020, "the highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025." It further states that the "rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved." Once schools

reopened, states moved quickly to implement the NEP 2020. Almost all states have made a major push in the area of Foundational Literacy and Numeracy (FLN) under the NIPUN Bharat mission (National Initiative for Proficiency in Reading with Understanding and Numeracy). Measures undertaken include baseline FLN assessments once children came back to school, creation of new learning material geared towards FLN goals, and teacher training.

This push towards FLN is also reflected in the ASER 2022 data. As part of the survey, ASER field investigators also visit one government school in the sampled village to record enrollment, attendance, school facilities, etc. This year we also asked whether schools had received any directive from the government to implement FLN activates in the school and whether teachers had been trained on FLN. At the all-India level, 81% schools responded that they had received such a directive and 83% said that at least one teacher in the school had been trained on FLN.

Extrapolating from the experience of the three states for which we have 2021 data, we can assume that other states also experienced large learning losses during the pandemic. However, once schools reopened, states made a concerted effort to build or re-build foundational competencies, which has resulted in a partial and in some cases, a full recovery. The extent of the recovery, understandably, varies across states depending on how long their schools were closed as well as when they initiated learning recovery measures. For instance, Chhattisgarh was one of the earliest states to reopen their primary schools in July 2021, giving them a longer period to work with children, as compared to, for instance, Himachal Pradesh or Maharashtra, where schools reopened much later. Taking into account the 2021 figures, the 2022 estimates for Chhattisgarh point to a remarkable recovery, in both reading and math, that is hidden if we just compare 2022 with 2018.

Apart from the fact that we do not have estimates of learning for 2021 for most of the country, there is also a wide variation across states that the all-India figures hide. With schools reopening and often closing and then again reopening at different times across states, children have been back in school for varied durations. Further, there is no uniformity across states in terms of measures undertaken to address learning losses as well as the time when these measures were put in place. Not surprisingly, we see a lot of variation in the change in learning levels across the country. In Std III, for instance, while the proportion of children who could read at Std II level fell in all states, the extent of the fall varied from about 4 percentage points in Uttar Pradesh, Bihar and Jharkhand to 19 percentage points in Himachal Pradesh, 15 percentage points in Maharashtra and 13 percentage points in Kerala. In Std III math, we see a similar pattern: Bihar and Jharkhand show no change while Uttar Pradesh actually shows an improvement over 2018 levels; on the other hand, Himachal Pradesh and Maharashtra show drops of about 8 percentage points and Kerala, a drop of 10 percentage points. Since we don't have a 2021 measurement for these states it is difficult to say what the original pandemic induced learning loss was, from which these states are aiming to recover.

There are various other pieces that go into the story. A key piece is the incidence of tuition. At the all-India level incidence of tuition went up from about 25% in 2018 to 30% in 2022. But there is a lot of variation across states. Bihar and Jharkhand are high tuition states – 70% children in Bihar and 45% in Jharkhand are taking tuition in 2022 as compared to only 10% children in Himachal Pradesh and 15% in Maharashtra. It is entirely possible that this supplemental help in the form of tuition was successful in restricting the learning loss in these states. Tuition could also be behind the lower learning loss in math as compared to reading – anecdotally we know that tuition is used more for subjects like math and science rather than for reading.

India is an extremely diverse country with a lot of variation across states. Now that the NEP has set clear FLN goals for the entire country, states can find different pathways to achieve these goals. While there have been learning losses after almost two years of school closures, there has also been recovery once schools reopened. Accounting for all interim measurements, ASER 2022 estimates tell a story of recovery rather than one of loss.

Basics and Beyond: The case of Middle School Children in India

Rukmini Banerji[1]

The pandemic brought with it distress, disruptions and discontinuities that affected all aspects of life. All of education came to a sudden halt in March 2020. Elementary schools were closed for an indefinite period of time, ultimately opening only after almost two years. The long-run consequences of this prolonged period of school closure are still not fully understood. While there were many worries related to children's current health and wellbeing as well as their future prospects, two major concerns dominated discussions on education. First, given that many families faced serious economic difficulties, there was deep-seated fear that children, especially older girls, would drop out of school to assist adults in the family with work and/or with chores at home. Second, there was a great deal of anxiety about "learning loss" and missed opportunities. With schools shut for many months, there were attempts to deliver instruction remotely, but most students, at least at the elementary stage and in government schools did not have the luxury of attending online classes. Since there was hardly any classroom teaching, students did not have the opportunity to cover new curriculum content or material as they would have normally done. It also seemed likely that without ongoing practice and frequent interactions, children may have forgotten what they used to know earlier.

ASER 2022 enables us to empirically assess both these fears. Data from ASER 2022 can be compared with ASER 2018, which is when the last nationwide household survey was conducted. ASER covers rural districts. In 2022, across India, the ASER effort reached 616 rural districts and covered 699,597 children aged 3 to 16. Since one of the main concerns during the pandemic centred around older children, let us look at what the recent ASER data tells us about the current situation for children of upper primary/middle school age and explore any possible shifts since 2018. Changes between 2018 and 2022 can also be placed against the longer-run pattern of educational transformations in the last decade to understand the extent to which the COVID years were different.

There is another reason to focus specifically on this age group. The National Education Policy 2020 gives high priority to the acquisition of foundational literacy and numeracy skills by young children. "NIPUN Bharat" mission (National Initiative for Proficiency in Reading with Understanding and Numeracy) is the flagship program of the government that is designed to translate policy into practice. NIPUN Bharat implementation plans focus entirely on early grades in primary school.[2] Since policymakers, planners and practitioners are paying focused attention to early grades, it may be useful to gauge the current status of children who are already beyond ten years of age and understand the challenges that such children may be facing.

Schooling trends over time: Are children staying in school?

During the pandemic, there were several efforts by ASER teams in 2020 and 2021 to understand what was going on with children's education. Two nationally representative surveys were done in 2020 and 2021 but these were phone surveys. However, in three major Indian states, field surveys were carried out in 2021. These data provide an early glimpse of shifts in enrollment during the pandemic period. The first one was done in Karnataka in February 2021 just before the second wave of the pandemic. Karnataka data shows that government school enrollment for the age group 6 to 14 rose from 69.9% in 2018 to 72.6% in 2021. The second field survey was done in Chhattisgarh in Oct-Nov 2021. Here too, there were clear increases in government school enrollment, from 76.4% in 2018 to 82.9% in 2021. The third field survey from West Bengal (December 2021) also indicates similar patterns; government school enrollment went up from 88.1% in September-October 2020 to 91.5% in December 2021. Despite schools being closed, there was

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[2] https://nipunbharat.education.gov.in/

Table 1: % Children enrolled in school: All India (rural) - 2018 and 2022

Age group and sex	ASER 2018	ASER 2022
Age 11-14: Boys	96.7	98.4
Age 11-14: Girls	96.0	98.0
Age 15-16: Boys	87.4	93.0
Age 15-16: Girls	86.5	92.1

a decline in the proportion of non-enrolled children (age 6 to 14) from 2% in 2018 to 1% in 2021.[3,4]

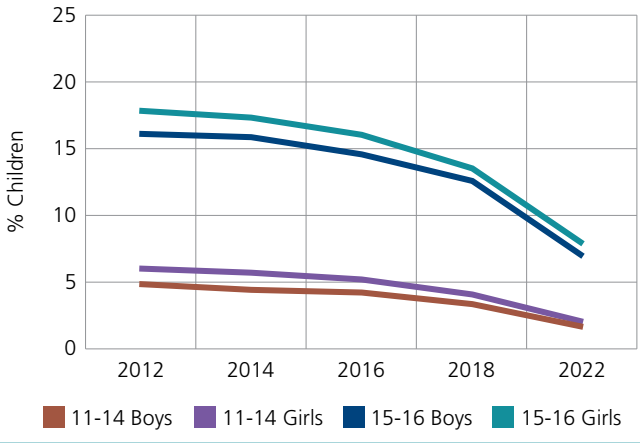
Pre-COVID, the last national ASER rural field survey was conducted in 2018. That year, the all-India enrollment figure for the age group 6 to 14 was 97.2%. The 2022 data shows that this number has increased to 98.4%. Table 1 shows the all-India numbers for students aged 11 to 14 and also 15 to 16 for the two years. This evidence indicates that at least as far as school enrollment is concerned, the pandemic-induced school closures did not lead to widespread dropout for either girls or boys older than ten, or even for those older than fourteen. Across all age groups, for boys and girls, school enrollment has actually gone up between 2018 and 2022.

Along with rising overall enrollment in the period 2018-2022, in practically all states and for all age groups, there has been a significant shift in enrollment away from private schools into government schools. For the country as a whole (all India rural), the percentage of all children aged 11 to 14 who are enrolled in government schools has risen from 65% in 2018 to 71.7% in 2022. For boys, the shift to government schools has been from 61.6% (2018) to 69.2% (2022) and for girls, the proportion enrolled in government school grew from 68.4% (2018) to 74.1% (2022).

The rise in government school enrollment can be attributed to several possible contributing factors. For example, if family income goes down or becomes more uncertain, it is likely that parents may not be able to afford private school fees. Hence, they are likely to pull their children out of private schools and put them in government schools, where at least until the end of the compulsory stage, education is free (till Grade VIII). A second reason may have to do with the fact that in rural areas, most private schools are of the low cost or "budget" variety. Many such schools had to shut down during COVID because it was not economically viable to retain the staff. Finally, it is also conceivable that thanks to the efforts of many state governments (ranging from availability of mid-day meal rations, teaching-learning materials being sent via phone, worksheet and textbook distribution), families saw the benefits of remaining connected to, or attaching their children to government schools, so as to be able to access entitlements.

Looking back over the last decade, the steadily improving upward trend for enrollment across all age groups is clearly visible. While it is well known that India is close to universal enrollment for the elementary school age group, what is less known is that across all age groups, including older age groups like 11 to 14 and 15 to 16, enrollment has steadily gone up over the last decade and also continued to rise even during the period of school closures in the COVID years (Chart 1).

Chart 1: % Children age 11-14 & 15-16 currently not enrolled in school: All India (rural) - 2012 to 2022



Underlying these developments is a major demographic shift in the educational profile of India's youth. The last Census in India was carried out in 2011. Census 2011 figures indicate that there are roughly 25 million children in each single-year age group in India (for example, 25 million 10-year-olds, 25 million 14-year-olds, etc). UDISE, the government's official school education data source, indicates that in 2007-2008, student enrollment in Grade VIII was about 13 million. A decade later in 2020, the same figure reached close to 22 million. This implies that any child who enters Grade I today is likely to stay in school till Grade VIII and most likely beyond.[5] Hence not only are almost all children in India enrolling in school but they are also staying enrolled for the full elementary school cycle.

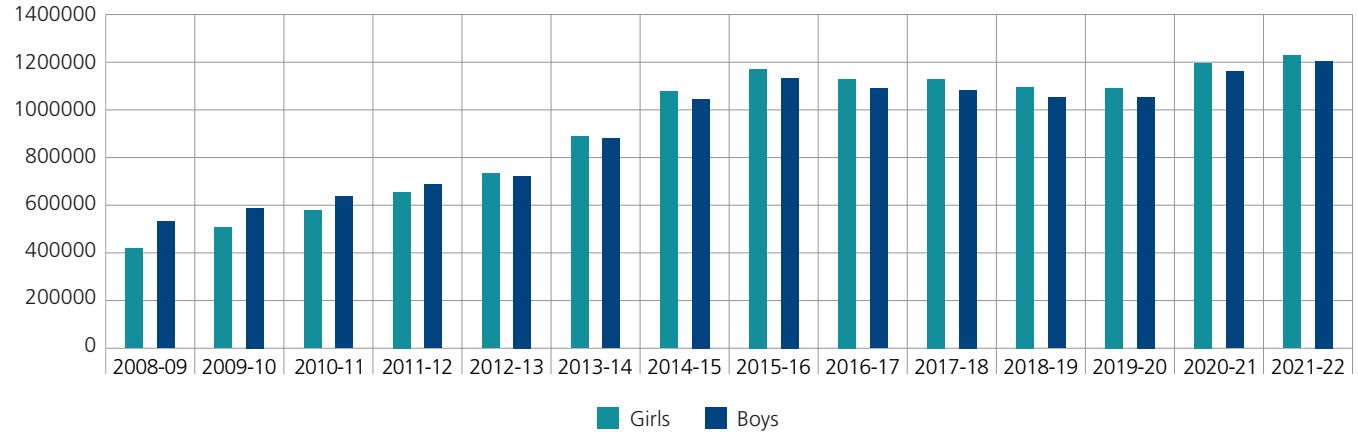
[3] The 2021 ASER reports for Karnataka, Chhattisgarh and West Bengal are available on www.asercentre.org.

[4] Further, an ASER type field survey was conducted in 5 districts in Odisha. These were districts with large tribal populations. In these districts, enrollment levels in March 2022 were very similar to those in September 2018 (ASER 2018). See Odisha Tribal Study 2022 on the ASER Centre website: asercentre.org

[5] ASER 2017 was an "alternate year" survey focusing on the age group 14 to 18. One or two districts were sampled from each state. It found that overall enrollment level for this age group was close to 86%, indicating that most students remain connected to some kind of educational institution well beyond the compulsory schooling stage. Even at age 18, 70% of the sample was enrolled in some kind of school or college. See the ASER 2017 report on the ASER Centre website: asercentre.org

As an example, Chart 2 shows trends from Bihar, where 15-20 years ago, the proportion of children not in school (especially among older girls) was very high. Grade VIII enrollment has increased substantially over time. In fact, there is not much difference in enrollment between boys and girls; if anything, there are now slightly more girls enrolled in Grade VIII than boys.

Chart 2: Grade VIII enrollment in Bihar - 2008-2021 (UDISE data)



What do these trends imply over time? Rising enrollment trends can be seen both as a "plus" and a "minus". High and steadily rising enrollment means that potentially more students can benefit for longer and sustained periods of time from schooling. Completion of the entire cycle of eight years of schooling for each cohort of 25 million students is no mean achievement in a country of India's size and diversity. On the other hand, with more and more students going through the middle school pipeline, attending secondary schools is also causing increased competition for post-secondary opportunities. These have not expanded to keep up with the massive tide of elementary school completers. Board examinations continue to be gatekeepers allowing or preventing students from moving to the next stage. Acute examination stress and anxiety (sometimes ending in suicide), grade inflation in high school leaving examinations, difficulties of gaining admission into college, lack of appropriate jobs for school leavers are all consequences of high enrollment and completion rates.

Student achievement: What about trends in children's learning over time?

What about the second concern during COVID: how much learning loss occurred due to prolonged school closures, and how much have children recovered?

Since its inception, ASER has measured foundational skills in reading and arithmetic. The highest reading task on the ASER tool is reading a text at Grade II level of difficulty. In math, children are asked to recognise numbers (1-9, 11-99), solve a simple numerical 2-digit subtraction problem with borrowing,[6] and do a numerical 3-digit by 1-digit division problem.[7] The assessment is done one on one with each sampled child in the household. The child is marked at the highest level that she/he can comfortably reach. The same tasks are used for all children aged 5 to 16.

Using available ASER data, for children who are in Grade V to Grade VIII we focus on two skills – the ability to at least read a Grade II level text fluently and do the three-digit by 1-digit division problem – and track changes, first over the last few years and then over the last decade.

Comparing data from ASER 2022 and ASER 2018, we can see that there indeed has been a decline in learning levels even for basic skills like reading and arithmetic. Interestingly, the drop in arithmetic levels is less than the loss in reading, with children in lower grades suffering more loss than older children.

Table 2 also shows that even in 2018, basic skills of children in upper primary grades left a lot to be desired. Less than a third of all children in Grade V and less than half of those in Grade VIII could do division in pre-COVID times. These

Table 2: % Children in Grade V to VIII who can do division and read basic text fluently - 2018 and 2022

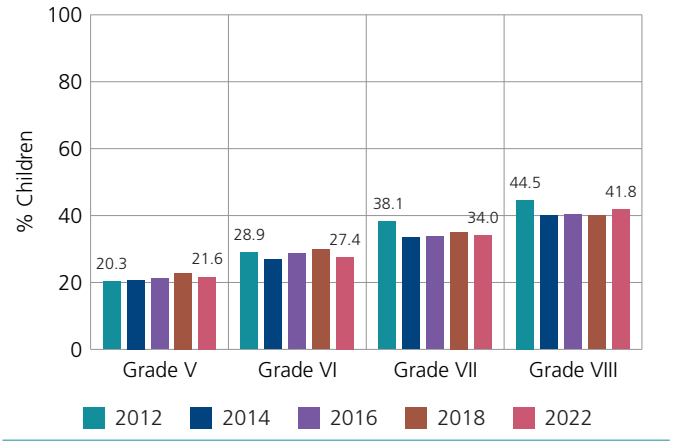
Grade	% Children who can do division		% Children who can read Grade II level text	
	2018	2022	2018	2022
V	27.8	25.6	50.4	42.8
VI	34.7	31.7	59.8	52.8
VII	39.0	37.8	67.7	62.1
VIII	43.9	44.6	72.8	69.5

[6] By the end of Grade II, children are expected to be able to do this kind of subtraction problem.

[7] In most states, children are expected to solve this kind of division problem by Grade IV.

worryingly low levels have declined further between 2018 and 2022.[8] In fact, as Chart 3 suggests, basic learning levels of middle school children have remained low and stagnant for over a decade.

Chart 3: % Children enrolled in govt schools in Grades V-VIII who can do division: All India (rural) - 2012 to 2022



Putting the schooling and learning pieces together: Thinking ahead

For children aged ten and above, the experience of the last few years is symptomatic of a longer-run problem plaguing the Indian school system. On the one hand, the story of schooling is an encouraging and continuously improving one at least as far as enrollment is concerned. On the other hand, the situation with learning is not at all rosy. Basic reading and math skills have remained persistently low over the years; with some decline seen in the COVID years. In the last decade, much has changed in the world in terms of opportunities opened up by technology, new knowledge domains, and new ways of operating. But within our structured school systems, in most states, the learning trajectories of successive cohorts have not been very different from those of previous ones. A majority of children are reaching Grade VIII without being sufficiently equipped with foundational literacy and numeracy skills, let alone higher level capabilities.

Much of the country's efforts in school education today are focused on ensuring strong foundations for children in early years through programs like NIPUN Bharat. But at the same time, it is critical that we remember that middle school children also urgently need support for learning recovery and "catch up". In fact, the National Education Policy 2020 states that "…to achieve universal participation in school by carefully tracking students, as well as their learning levels, in order to ensure that they (a) are enrolled in and attending school, and (b) have suitable opportunities to catch up and re-enter school in case they have fallen behind or dropped out" (NEP 2020 p.10).

NAS 2021 provided a glimpse of where children were before schools opened. The overall view from the NAS data of November 2021 also was that, based on specified academic criteria, majority of students were at "basic" or below "basic" level rather than at "proficient" or "advanced" levels. For ASER 2022, data was collected six or more months after schools reopened. For middle school age children, ASER is a "floor" test; children are asked to do very basic tasks. Even then, data can be helpful in pointing educational policymakers, planners and practitioners to what needs to be done urgently.

However, longer trends visible in ASER data over the last 10-15 years force us to think about deeper structural issues.[9] First, unless children have strong foundational skills, they cannot acquire higher level skills or develop content knowledge. ASER data over the years shows that an "overambitious" curriculum and the linear age-grade organisational structure of Indian schools leave in their wake, a vast majority of "left behind" children. This happens early in their school career. In the absence of structured, in-school mechanisms for "catch up", children fall further and further behind academically. In India's competitive school environment, where individual excellence is recognised and rewarded, not being able to cope with grade level expectations is often accompanied with low motivation to learn and lack of self-confidence. By the time children reach Grade VII, they have already spent half a dozen years in school but have skills that should have been acquired in 2-3 years. At the same time, the more years a child spends in school, the higher the parental and family aspirations become for the child's future. Misalignment between aspirations and reality can have serious and negative implications. Anger at and feelings of betrayal by the education system are not uncommon among youth.

"Catch up" interventions are urgently needed. Learning losses incurred during the school closure period highlighted the need for remedial programs in a way that was not as urgently felt before. Concerted action is seen in some states after schools reopened in early 2022 with learning recovery programs being designed and implemented across the board and also specially for upper primary grades. There are variations in how far states have been able to go in terms of articulating goals, putting aside time and ensuring intensity of effort in the classroom to help children recover their foundational skills. Usually this has involved a deliberate putting aside of the grade level curriculum and implementing a clear set of pedagogical

[8] Declining learning levels are also visible in the school based National Achievement Surveys conducted by the government. For example, National Achievement Survey (NAS) conducted in 2021 shows that scale scores for both language and math across all grades and subjects have declined since NAS 2017, especially in higher grades.

[9] See Banerji (2018), "Betrayal or benefit". Seminar No. 706, June 2018. This article has a longer discussion of other studies done by ASER Centre with middle school children.

activities focused on building or rebuilding basic skills. As far as the upper primary stage is concerned, noteworthy efforts include Delhi Government's "Mission Buniyaad", Government of Karnataka's "Kalika Chetarike" and Andhra Pradesh Government's "teaching-at-the-right-level" program.[10] Interestingly, older children are able to catch up faster. "Catch up" efforts are low hanging fruit – when children progress quickly, it unleashes positive energy for the entire system.

Chart 4A: Himachal Pradesh: % Children enrolled in govt schools who can do division - 2012-2022

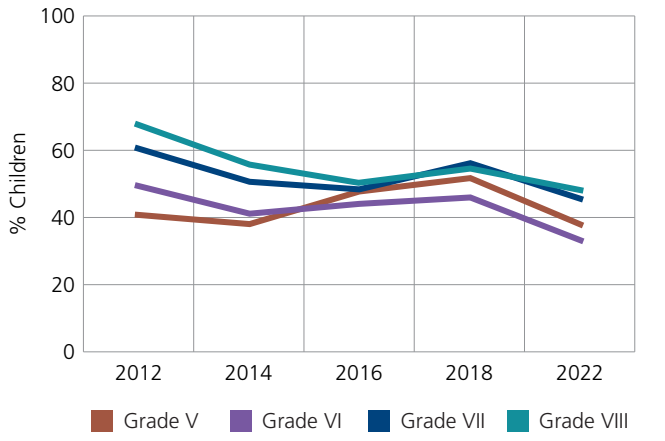


Chart 4B: Maharashtra: % Children enrolled in govt schools who can do division - 2012-2022

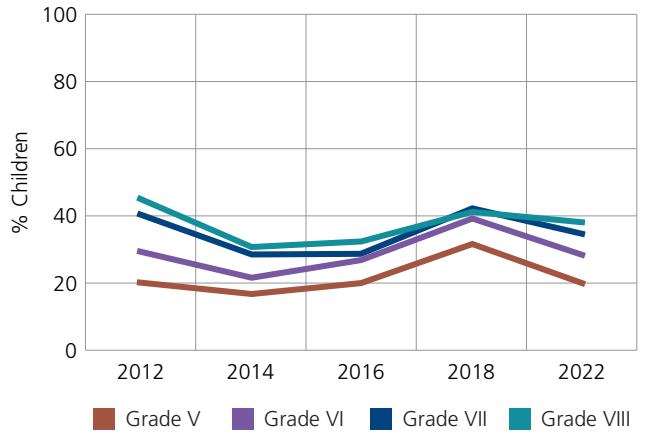


Chart 4C: Bihar: % Children in govt schools who can do division - 2012-2022

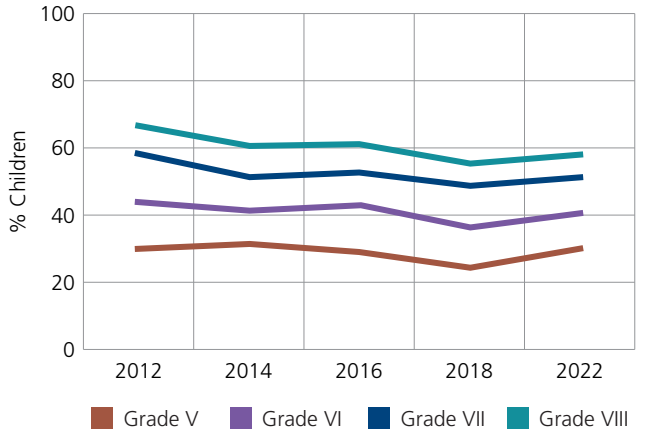
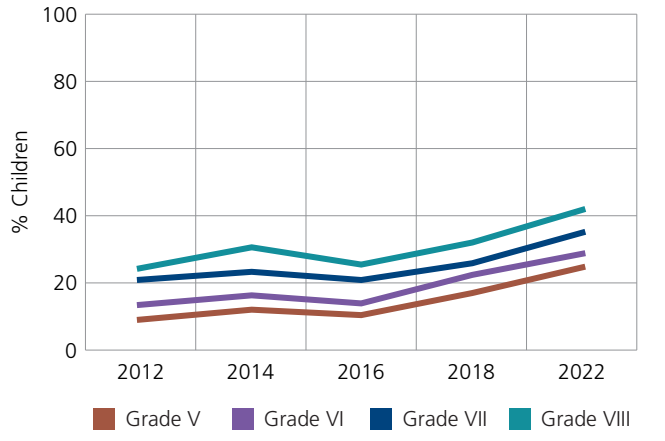


Chart 4D: Uttar Pradesh: % Children enrolled in govt schools who can do division - 2012-2022



The ten-year "looking back" exercise with ASER data from 2012 to 2022 vividly illustrates why the context of each state has to be understood in order to plan ahead. Chart 4 captures the experiences of middle school children in four selected states – Himachal Pradesh, Maharashtra, Bihar and Uttar Pradesh. The ability of children to do division calculations is taken as a proxy for basic math levels.

Himachal Pradesh had high math levels in previous years that declined during the pandemic (67.7% Grade VIII children in 2012 could do division, as compared to 48.2% in 2022). But the gradewise distinctions in Himachal Pradesh are blurry – Grade VIII level in 2022 is not very different from the 2016 Grade V level. Bihar had similarly high levels in the initial years which have fallen less steeply (66.4% in 2012 to 58% in 2022). Over this 10-year period, grades have remained distinctly different from each other. Maharashtra has seen ups and downs in this period. Uttar Pradesh has the most interesting trend over time. While in 2012 only a quarter of all children in government schools in Uttar Pradesh could do division, this number in 2022 is close to Himachal Pradesh. Overall, the evidence shows that "one size" cannot "fit all". Each state must look at its own current context, history, and data to decide the appropriate path forward. Progress needs to be tracked closely if a vigorous campaign is being waged. Course corrections in instructional practice may be needed if children are to make rapid progress.

[10] See documented accounts of learning recovery and analysis. For example, Sukrita Baruah's articles in Indian Express where she traces a Grade V class in a Delhi school. https://indianexpress.com/article/education/in-this-class-5-maths-class-how-numbers-start-to-add-up-to-hope-8342742/ (December 25 2022 in The Indian Express).

Also, see Anurag Behar's analysis of variations in the recovery effort across states (Dec 7 2022 in Mint). https://www.livemint.com/opinion/columns/schoolgoers-can-recover-covid-learning-losses-if-we-get-it-right-11670435078920.html

Beyond "catch up" efforts, it is also time to rethink what should be taught in middle school and how. Much of our school system is driven by requirements and preparations for Board examinations in Grade X and XII. High academic content, dominated by textbook knowledge that is often out of reach for most children leads to rote learning. The way that academic content is designed and transacted in schools implicitly assumes that students are being readied for college. However, the reality is that a college degree is neither relevant nor possible for most students who finish secondary school. It is also not clear that a college degree will lead to the prized white collar jobs that most students (and their families) are aspiring for. In the rush for academic learning that accelerates from the middle school stage onwards, students do not develop the ability to apply what they know to solving real world problems. ASER 2017, which was a special ASER focusing on the age group 14 to 18 showed that children's ability to solve everyday math problems (for example, calculating time, comparing discounts, computing percentages, etc.) was worryingly low.

Now that schools are open and have stayed open for most of this school year, now that most children are back in school, now that the urgency of dealing with "learning loss" is acknowledged, now that we have the National Education Policy that speaks of "critical thinking", "contextualized material", "experiential learning" and "flexible pathways through school", it is time to rethink and rework the "why", "what", "how", "when" and "who" of what happens with our children once they grow past the foundational and preparatory stages of schooling.

Big changes in the early years landscape

Suman Bhattacharjea[1]

In the four-year period since the last national field-based ASER survey was conducted in 2018, several factors have altered the education landscape for young children in the pre-school age group (roughly age 3 to 5). The unintended changes are those that are a consequence of the pandemic-induced closure of pre-schools and schools for about 2 years – a very long time in the lives of young children. But there were also other changes during this period that were intended to influence the organisation of pre-school education in India.

Well before the COVID-19 pandemic struck, 2018 saw an important change in how the government of India envisaged early childhood education – a process that had already begun several years earlier, with the release of the National Policy on Early Childhood Care and Education in 2013. Launched in 2018, Samagra Shiksha Abhiyan's Integrated Scheme on School Education aimed to address school education 'holistically without segmentation from pre-nursery to Class 12'. Prior to 2018, the formal school system had regarded Std I of primary school as its entry point,[2] entirely separate from the government's primary mechanism for offering pre-school education to young children via the ICDS Anganwadi Centres, or AWCs, that fall under the Ministry of Women and Child Development. This new scheme encouraged states to co-locate AWCs in government primary schools or else provide up to two years of pre-primary classes prior to Std I, thus taking a first step towards ensuring a seamless transition between these two key stages in children's educational journeys.

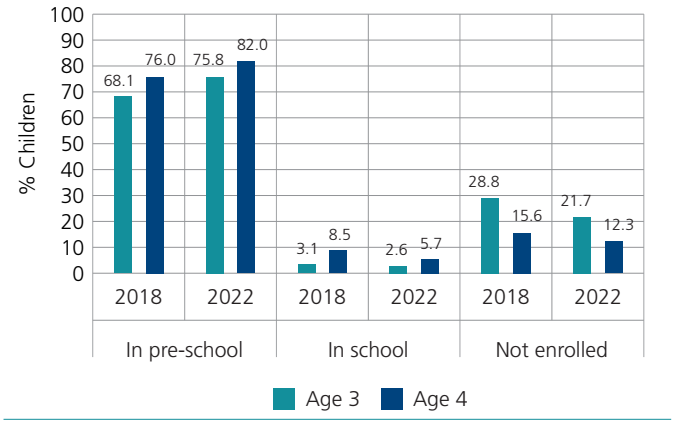
The impetus for integrating pre-school and school education took another giant step forward with the release of the National Education Policy, or NEP, in 2020. This new policy did three things simultaneously: it acknowledged the vital importance of early childhood education, elevated it to the status of school education, and integrated it into the continuum of educational opportunities offered to children. It did this by envisioning age 3-8 as a single integrated 'foundational' stage in a child's education, consisting of 3 years of pre-primary education and the first two years of primary school. This stage would offer a continuum of access, to be provided by expanding and strengthening the existing network of standalone AWCs, co-located AWCs, and pre-primary classes in schools; as well as a continuum of learning opportunities, to be achieved by developing a new curricular and pedagogical framework for the foundational stage.

How did these forces – major policy changes, as well as extended school closures caused by a global pandemic – alter young children's participation in pre-school and early primary grades? Unlike the formal school education system where far more information on schools, teachers, and students is available today than there was a decade ago, the information available on pre-primary institutions, facilities, staff, and enrollments is still fragmented and incomplete. It may be years before we have clear picture of how this 4-year period altered the landscape of educational provisioning, participation, and outcomes for young children. Comparing ASER data from 2018 with 2022, it is possible to identify some initial trends.

Enrollment of 3- and 4-year-olds increased

Many observers expected that after remaining closed for such a long period, children and their families would find it difficult to return to school, resulting in higher dropout rates and lower enrollments in educational institutions. An important finding that emerges for all age groups, including the youngest learners, is that this is far from the case. The ASER phone surveys of 2020 and 2021[3] found that parents' belief in the importance of education was strong even while schools were closed. Results from ASER 2022 show that this commitment to children's education is stronger than ever: in 2022 in rural India, 75.8% of 3-year-olds and 82% of 4-year-olds are enrolled in some form of pre-school, an increase of 7.7 and 6 percentage points respectively over 2018 levels (Chart 1). The fraction of children in this age group not enrolled anywhere has fallen sharply. Equally important, the

Chart 1: Enrollment status of 3- and 4-year-olds. All India. 2018 and 2022



[1] Director of Research, ASER Centre

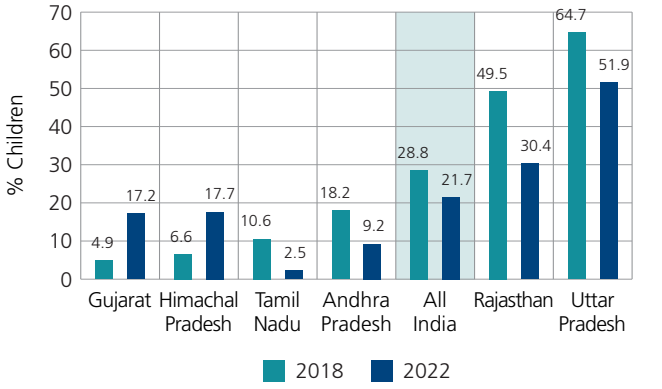
[2] With some exceptions. Punjab was an early adopter of pre-primary classes in school, even prior to 2018; and states like Assam offered pre-primary classes prior to Std I in some schools. But these were exceptions rather than the norm.

[3] The ASER reports for these and other years are available at: www.asercentre.org

proportion of these young children who were already enrolled in primary school grades – a not insignificant figure in 2018, especially among 4-year-olds – has also dropped. Not just evidence of a remarkable recovery from a devastating pandemic, these data reflect clear progress towards the NEP objective of universal early childhood development, care, and education by 2030.

As with all national estimates, these averages hide considerable and sometimes surprising variations across states. A close look at the state-wise trends in enrollment of 3-year-olds, for example, reveals that states that were doing the best in this regard – those with almost all 3-year-olds enrolled in 2018 – were not always able to regain these remarkable coverage levels post school reopening in 2022. Gujarat and Himachal Pradesh are two examples of states where the proportion of 3-year-olds not enrolled anywhere was low in 2018 and increased by more than 10 percentage points in 2022 (Chart 2). On the other hand, states with moderate or high proportions of young children unreached by pre-school programs in 2018, such as Uttar Pradesh and Rajasthan, did very much better at reaching and enrolling these children in 2022 – even though they still have a long way to go to achieve the universal coverage envisaged by the NEP. Several of the southern states, such as Tamil Nadu and Andhra Pradesh, have been among the most successful in enrolling 3-year-old children.

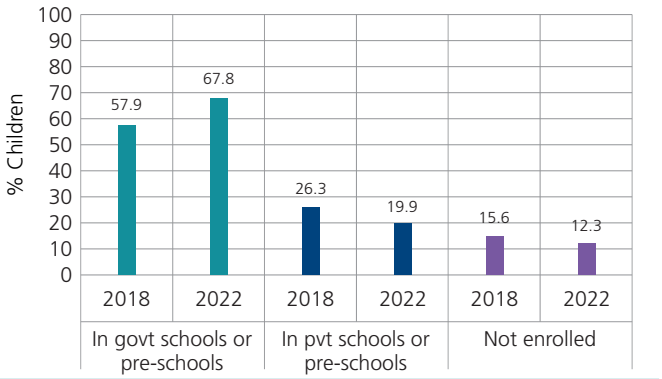
Chart 2: Proportion of 3-year-olds not enrolled anywhere. Selected states. 2018 and 2022



Young children moved from private to government institutions

ASER 2022 enrollment data shows a shift from private to government institutions at all levels of schooling, unsurprising given the loss of livelihoods and financial distress experienced by households during the pandemic as well as the reported closure of many low-cost private schools. This pattern is visible among young children as well. At the national level, the shift from private to government institutions is especially visible in the case of 4-year-olds, more than a quarter of whom were enrolled in private institutions (pre-schools or schools) in 2018 (Chart 3). Nationally, enrollment of 4-year-olds in government pre-schools or schools increased by 10 percentage points, such that in 2022 more than two thirds of all 4-year-olds (67.8%) are enrolled in government institutions, the vast majority in ICDS Anganwadis.

Chart 3: Enrollment of 4-year olds in different types of pre-schools and schools. All India. 2018 and 2022

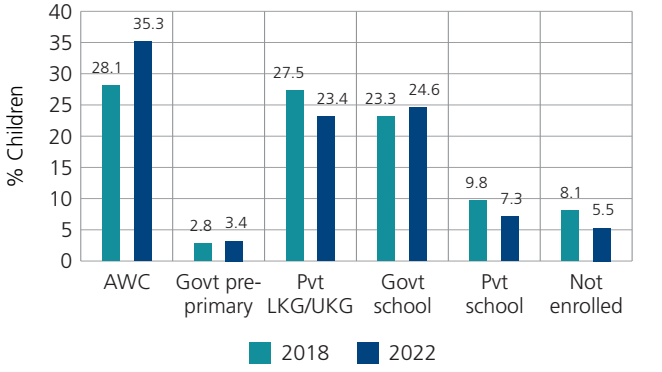


A third of 5-year-olds continue to be in primary school

Major national policy documents – the Right to Education Act (2009), the Early Childhood Care and Education policy (2013), and the National Education Policy (2020) all reiterate that children should enter Std I of primary school at age 6. However, on the ground, institutional guidelines for what 5-year-olds can do vary both by state as well as by type of institution. For example, ICDS Anganwadis offer pre-school education to children in the 3-6 age group, while many state governments allow children to enter Std I at age 5. These ambiguities have resulted in 5-year-old children being enrolled in many different forms and levels of educational provision.

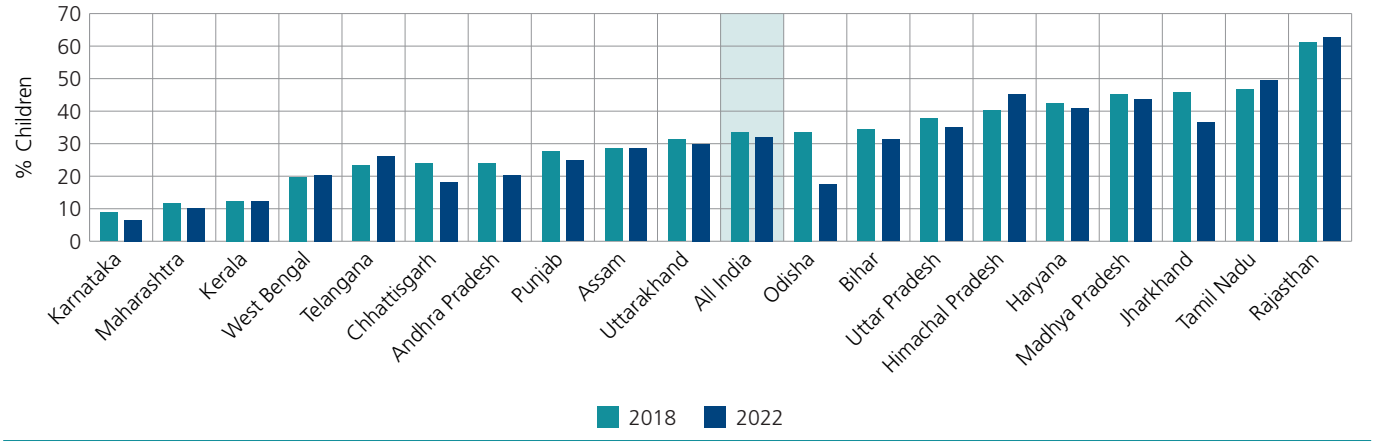
In 2018, at the all India level, about 8% of 5-year-olds were not enrolled anywhere. Of those who were enrolled, roughly equal proportions were enrolled in AWCs, in private LKG/UKG classes, and in (government or private) primary schools (Chart 4). In 2022, some trends among these 5-year-old children are similar to those observed among the 3- and 4-

Chart 4: Enrollment of 5-year-olds in different types of pre-schools and schools. All India. 2018 and 2022



year-olds. First, the proportion of children out of school decreased substantially over 2018 levels (from 8% to 5.5%). Second, among enrolled 5-year-olds, there is a clear shift from private to government pre-schools and schools. However, despite national policy prescriptions, the overall proportion of 5-year-olds enrolled in primary school (government or private) has hardly changed between 2018 and 2022. Both then and now, approximately 1 in every 3 children age 5 is enrolled in primary school. Further, unlike many other indicators, this national level finding does not fluctuate much across individual states. States such as Rajasthan and Tamil Nadu, which had very high proportions of 5-year-olds enrolled in school in 2018, have similar levels in 2022; whereas states with few 5-year-olds in school in 2018, such as Karnataka and Maharashtra, still show the same pattern four years later (Chart 5).

Chart 5: Proportion of 5-year-olds enrolled in primary school. Selected states. 2018 and 2022



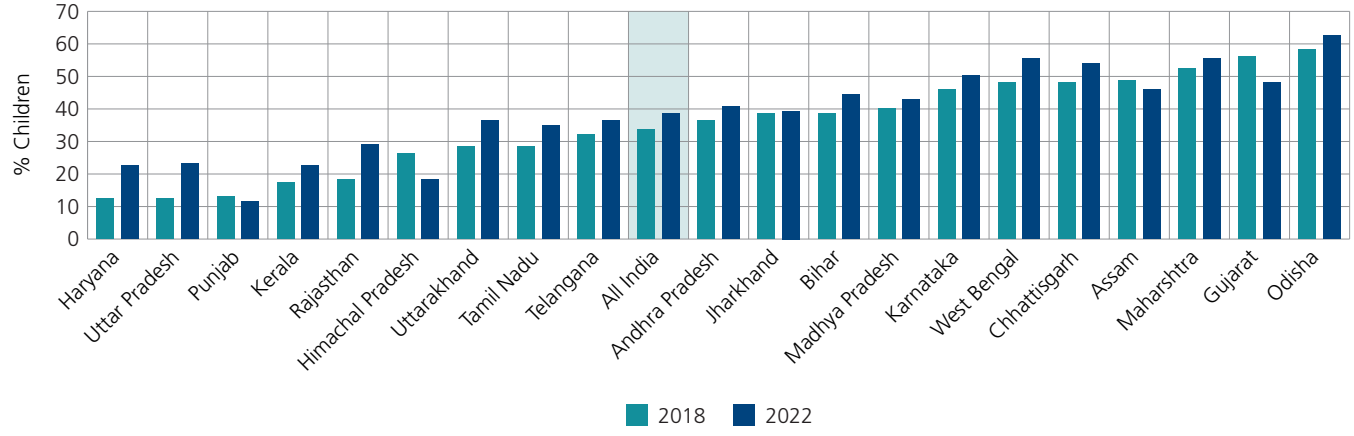
Implications

The shifts in enrollment patterns described above have major implications for the early years ecosystem going forward, especially if NEP goals of both coverage and quality are to be met.

A first, major challenge confronts the ICDS Anganwadi Centres. Data from the Ministry of Women and Child Development shows that the number of centres has grown year on year from 2016-17 to 2021-22, standing at close to 1.4 million centres across the country in June 2022.[3] According to these statistics, despite the increasing number of such institutions across the country, the number of 3-6-year-old children enrolled in pre-school education showed a steady decline across the same period. However, since these statistics are not disaggregated by urban/rural location, it is not possible to compare them with enrollment figures from ASER (which reflect only rural populations).

For the 3-6 age group, data from ASER 2018 and 2022 show that enrollments in AWCs across rural India increased by more than 5 percentage points over this 4-year period. This means that in 2022, on average, 4 in every 10 children in the 3-6 age group are enrolled in an AWC (Chart 6). This proportion varies across individual states, but has increased almost everywhere.

Chart 6: Proportion of children age 3-6 enrolled in Anganwadi Centres. Selected states. 2018 and 2022



[1]Ministry of Women and Child Development, Annual Report 2021-22, p.28. Annexure XV in the same document provides figures for the quarter ending June 2022.

This enormous increase in target population has serious implications for the already overburdened AWC network. With a single Anganwadi worker responsible for delivery of 6 different services to mothers and young children, the delivery of quality pre-school education was a difficult task even prior to 2022 – as has been well documented and discussed elsewhere. The need for facilities of appropriate quality and staff trained to teach young children is recognised in the NEP, but this recent expansion of coverage as well as the shift from private LKG and UKG classes to government AWCs imposes significant additional strain on the system. Ways to leverage additional human, material, and financial resources to support the work of these centres, such as building and supporting networks of local volunteers and mothers' groups, have been implemented in different states. Similar initiatives need to be designed, tested, and scaled up to enable these centres to successfully deliver quality pre-school education.

The other possible pathway to increasing institutional capacity to offer pre-school education is the establishment of pre-primary classes in schools. This year as part of the ASER 2022 school visits,[4] surveyors asked whether schools had either an Anganwadi Centre or a separate pre-school class. While these findings are not representative of all schools in the country, the data show that among the primary schools (Std I-IV/V) visited, close to half had an Anganwadi on campus (44.3%) but the proportion offering a separate pre-school class was much lower at 28.7%. Among the upper primary schools (Std I-VI/VII/VIII) visited, the proportion offering pre-primary classes was even lower at 22.7%.

Unfortunately since this question was asked for the first time in ASER 2022, there is no baseline for how the availability of these pre-school facilities within school campuses has changed since 2018. But the corresponding enrollment data suggests that the proportion of young children enrolled in government school-based pre-school classes is only a fraction of those going either to AWCs or to private LKG/UKG classes. Further, across all states in the country, this proportion has increased significantly only in Himachal Pradesh (from 3.1% of 3-6 year olds in 2018 to 11.6% in 2022).

The foregoing discussions suggest that while policy goals and parental objectives both strongly support quality education for young children, good intentions urgently need to be supported with adequate resource allocations. While reasonably large proportions of the schools visited in ASER 2022 were providing some form of pre-school class, as reported above, only a fraction of these schools reported having a separate teacher or separate funds for this class. Without the allocation of dedicated human and financial resources, NEP's ambitious goal of achieving universal quality early childhood development, care and education may be difficult to achieve.

[4]As part of the ASER survey, survey teams visit the largest government school with primary sections in each sampled village. ASER 2022 visited a total of more than 17,000 schools across the country.

What ASER Surveys have meant

Vimala Ramachandran[1]

I have been studying ASER survey methodology and results since its inception in 2005. In the early years, I was also an enthusiastic participant in the final week before the results were released – carried away by the energy and the excitement of the process. For me, this has been an enriching personal and professional engagement – a survey that taught me so much about the audacity and the courage to cover almost all the states of India within a tight time-frame. It taught me a lot about what it takes to dream big and carry so many young and not-so-young people along for almost 17 years. I have met (courtesy Pratham and ASER) people who have not only remained valuable volunteers, but learnt so much from the process that it altered their perception of what citizens could do and perhaps should do to make a difference in the lives of children in school. Yes, ASER has had more than its share of critics who are uncomfortable with the methodology, the testing process and also the way the data is compiled, analysed and presented. While many of them admit that ASER surveys have turned the spotlight on what and how much are our children learning, they still retain their distance. Notwithstanding the mixed response ASER has received over the last 16-17 years, it is clear that when its survey results are released, people stop to take note, governments (central and state) feel compelled to respond, the media gives it sufficient coverage and there is a lot of debate and discussion among the educational research community.

This short piece is not about the data but about the ASER process that started in India and then was adopted in so many different countries – creating a network of people across the world.

Why is ASER so special?

First and foremost the process brought together hard core 'education-wallahs', NGOs, young volunteers of all ages and families of children who were part of the sample. As it has always been a community-based survey – the entire process of engaging with families and children in an informal manner got many of them thinking about what their children learn or do not learn in school.

Second, while India has many data sources that inform us about the state of schools, enrollment ratios of all kinds, assessment surveys and such like, the ASER surveys added another important dimension by documenting the state of our schools (government and private), the shadow education system – i.e., tuition centres and the proportion of respondents who attend them, the prevalence of private and government schools in rural India, how school-based committees have used the funds allocated, and most importantly generating a debate on education and schools in rural India. These are no small achievements as they have enriched our understanding of the education landscape in rural India.

Third, the young people who worked with ASER conducting the surveys felt more engaged and invested in education and the importance of learning. As a result they have become more aware of the cumulative burden of non-learning as one of the key factors that influence dropout rates at higher levels (among other factors that surveys like NSSO and NFHS have documented). NGOs associated with ASER or those who have been observing it from the side-lines have gained a lot more understanding of the importance of foundational learning and its critical importance in the learning trajectory.

Since 2005, the survey has mostly focused on three dimensions – household level interviews, testing of children (using tests to assess ability to read and to do simple arithmetic at the Std II level), and status of government schools. This may seem very simplistic to many people in the academia. But the very fact that a group of volunteers initiated such a large-scale community-based survey challenged many of us doing educational research. It demonstrated the importance of scale in surveys. As a person who has been engaged in small-scale qualitative research, the ASER process challenged many of my own assumptions about educational research – as a result, our group ERU Consultants felt empowered to take on multi-state studies and work with young people who were trained to do the field work. For me, as an educationist, the single most important contribution of ASER is that an independent group got together an interesting range of individuals and organisations to find out what is really happening on the ground within our schools and to our children. Creating a space for independent (neither government sponsored nor donor driven) assessment of India's progress towards universal elementary education has remained invaluable.

Quick surveys are invariably frowned upon by the academia. In particular educationists who are used to debating the finer points of learning and testing may express their outrage at such an endeavour. It may be worthwhile to reflect whether simple testing methods could actually empower families and civil society organisations to start a dialogue with teachers on what and how much our children are learning. ASER has been open about its sampling frame, the testing tools and the survey process. Equally, the data is publicly available and the tools are accessible to all. Such openness is rare in academic circles.

[1] Education researcher

It is important to mention that in addition to the "learning surveys", ASER has done valuable in-depth studies. In 2009, ASER mounted a fascinating in-depth study (Inside Primary Schools 2011) that was done in Andhra Pradesh, Assam, Himachal Pradesh, Jharkhand and Rajasthan that tracked children over 15 months (2009-10) to understand the factors that influence learning outcomes. In 2017 (ASER Beyond Basics) the focus was on young people in the 14 to 18 age group; in 2019 the spotlight was on the early years (ASER Early Years) where the survey explored a number of developmental indicators of young children from 4 to 8 years. As COVID struck the world, the ASER Wave 1 survey (September 2020) done on phone (with the cohort surveyed previously by ASER) captured the impact of the pandemic on children by exploring how families were supporting learning at home, their engagement with schools and teachers and the challenges associated with remote learning. It is important to acknowledge that this was (at that time) the only large-scale feedback that we got during the pandemic. As schools were gradually reopening (albeit in fits and starts), the 2021 ASER survey compared the change from 2020 (especially in areas where schools had not reopened) and in areas where schools had reopened, the focus was on children's participation, COVID prevention measures and learning. This was also a phone-based survey.

Weaving large scale surveys of learning outcomes with small scale and in-depth studies has been the USP of ASER. As a result, over the last 17 years, the ASER team has enhanced our knowledge and understanding of the education system. It was among the first all-India (rural) studies to confirm that there is really no age-grade-learning correlation. Children may move up the grade ladder, but learning has been uneven. Even after reaching Std VIII, many children are not comfortable with grade 3 or 4 level competencies in language or mathematics.

The current ASER survey 2022 follows the 2018 survey. It will indeed be interesting to see how many children continue to be enrolled and attend school regularly, how the pandemic related lockdown has affected learning, how many children have not come back to school after lockdown, what could be the possible reasons for dropping out and finally what are the gender differences in rural India. We may also get a peek into the impact of school closures/school mergers and the impact of migration of people from urban to rural areas. The prevalence of tuitions may also tell us about ability of families to spend in a period of economic distress. That story may be particularly interesting.

This survey promises to be interesting and informative. Following the ASER story since 2005 has not only been fascinating, but a huge learning – for a person like me who has been engaged in in-depth qualitative work for a long time.

Looking back at ASER's journey I always wished they would not only disaggregate their data by gender, but also look at social, religious and occupational identities that are known to influence educational participation as well as outcomes. Maybe we will be in for some great surprises – especially with respect to girls' participation.

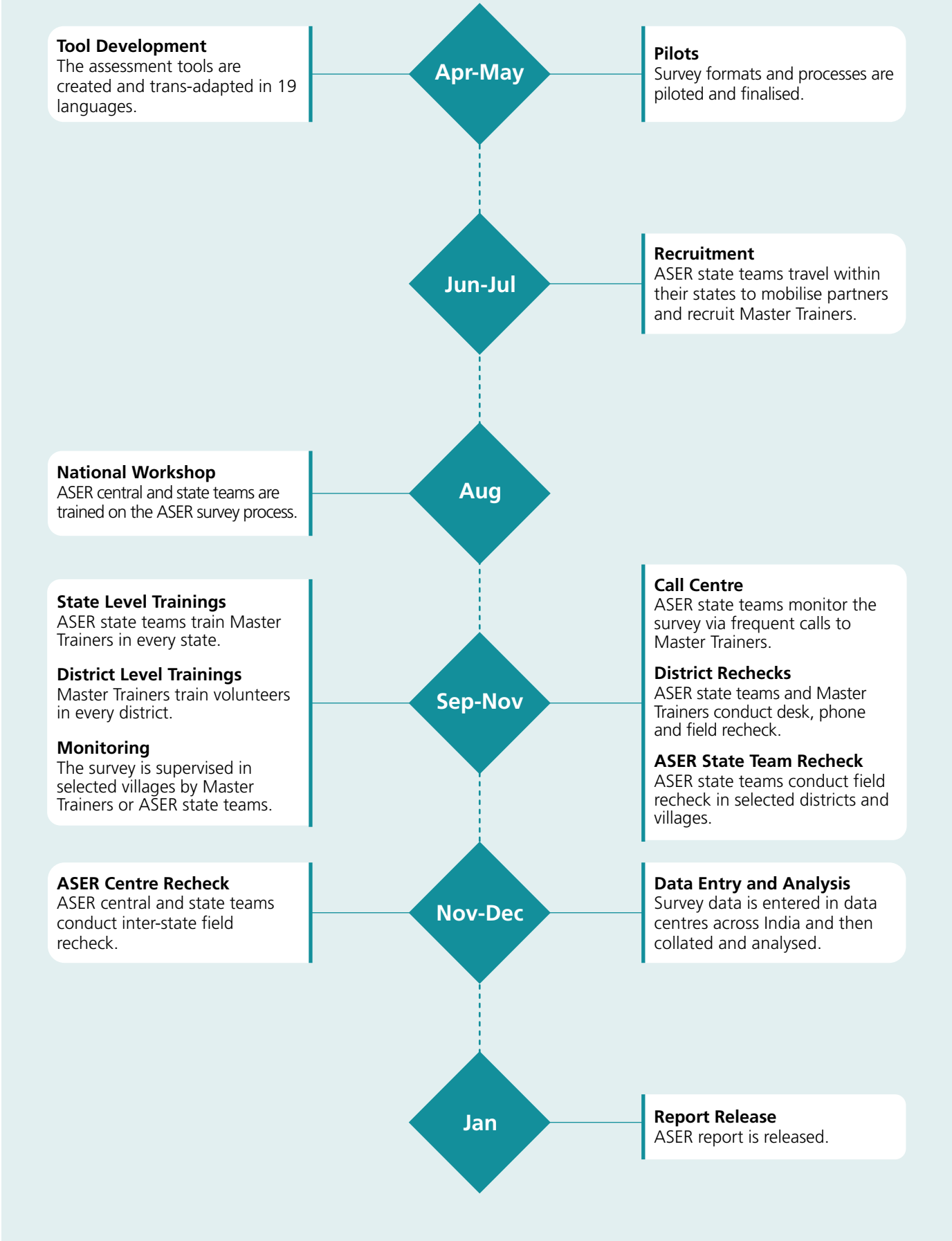
The selfish me sometimes wishes they would – some day – do a survey of school teachers to elicit their own understanding of why and how children learn or do not learn. Teacher beliefs inform their practices and getting an all-India (albeit rural only) sense of what teachers think about the 'learning crisis' (as it is popularly known) and what they could do and the barriers they face in ensuring every child learns at her/his own pace. Where, according to them are the bottlenecks?

Among the big challenges that ASER has faced since its inception in 2005 is acceptability across all stakeholders in government. Yes, ASER has, over the years, tried to maintain a dialogue with governments (central and state) and involve district level academic/teacher training institutions. However, it may be worthwhile to explore why some governments/officials were hostile while some other were positive and supportive.

Maybe I am asking too much of the ASER team – but they have shown remarkable courage to initiate audacious projects and surveys – maybe they will also take this on.

About ASER

ASER 2022 Survey Calendar



ASER 2022 Survey Process Summary

A team of two volunteers goes to the village assigned to them by their ASER Master Trainer.

Once in the village, volunteers meet the Sarpanch/village representative. During the meeting, they:

- Explain what ASER is and why it is important.
- Give the 'Letter for Sarpanch' and request cooperation to conduct the survey in the village.

The volunteers then walk around the entire village and:

- Make a rough map of the village, marking the important landmarks. Once the volunteers have walked around the entire village, they make a final map in the survey booklet.
- Fill up the Village Information Sheet based on what they observe in the village.

The volunteers visit the largest government school with primary sections in the village. They:

- Meet the Head Teacher/senior most teacher and explain what ASER is and why it is important.
- Give the 'Letter for the Head Teacher' and ask for permission to collect information.
- Collect information about the school and record it in the School Observation Sheet.

Next, the volunteers begin the household survey. They:

- Divide the map into 4 sections or select 4 hamlets.
- Randomly select 5 households with children from each hamlet/section using the 'every fifth household rule'.
- Survey a total of 20 households with children from the selected sections/hamlets.
- Record some basic information about all the households they visit during the survey in the Household Log Sheet.

In each sampled household, the volunteers:

- Record information about all children in the age group of 3-16 years.
- Assess the basic reading, arithmetic and English levels of children in the age group of 5-16 years and record the highest level that they can do comfortably.
- Record information about household assets.

After all 20 households are surveyed, volunteers submit the completed survey booklet to their ASER Master Trainer.

Domains covered in ASER, 2005-2022

Child information

	Indicator/Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2016	2018	2022
General information	Age and sex													
	Enrollment status													
	Tuition status													
	Tuition fees													
	School attendance last week (For enrolled children)													
Assessment	Foundational reading													
	Foundational arithmetic													
	English (Reading and meaning)													
	Bonus tool[1] (Application of math to everyday tasks)													
	Reading comprehension													
	Word problems (Arithmetic)													
	Writing													
Parents	Father's age and education													
	Mother's age and education													
	Mother's mobile test (Ability to dial a number)													

[1] Bonus tool tasks varied over the years.

Household information

	Indicator/Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2016	2018	2022
Household assets	Type of house													
	Electricity connection													
	Television													
	Toilet													
	Motorised 4-wheeler					2								
	Motorised 2-wheeler					2								
	Newspaper/reading material													
	Mobile phone													
	Smartphone													
	Internet access													
	Domestic animals													
	DVD/VCD player													
Other information	No. of HH[3] members who eat from the same kitchen													
	HH members who can use computer													
	HH members who have completed class 12th													
	Language spoken at home													
	Occupation of HH children living outside village													
	Age and education of adult females in the HH													
	Adult female reading task													

[2] Both motorised and non-motorised vehicles were recorded.
[3] HH is household.

School information[4]

Indicator/Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2016	2018	2022
School level													
Class-wise enrollment and attendance													
Teacher appointment and attendance													
Classroom observation (Std II and IV)													
School facilities[5]													
Mid-day meal													
Toilets													
Medium of instruction													
School grants information													
School maintenance activities													
School Management Committee													
Continuous and Comprehensive Evaluation													
School Development Plan													
Physical education													
Pre-primary class/anganwadi on campus													
Provision of textbooks/uniforms													
Foundational Literacy and Numeracy (FLN)													

[4]In each sampled village, the largest government school with primary sections is visited on the day of survey. Information about schools in this report is based on these visits.
[5]From 2010 onwards, school facilities observations included observable RTE indicators.

Village information

Indicator/Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2016	2018	2022
Private schools													
Government schools													
Pre-school/anganwadi													
Bank													
Post office													
Electricity connection													
Pucca road to the village													
Private health clinic													
Computer centre/internet café													
Government primary/sub-health centre													
PDS shop													
Solar energy equipment													
STD booth													
ASHA volunteer													

ASER 2022 Assessment Tasks

ASER is a 'floor test' focusing on basic reading and arithmetic, rather than grade-level competencies. The testing process is designed to record the highest level that each child can comfortably achieve.

Testing is conducted at home, rather than in schools, so as to include out of school children and children attending different types of schools. All children in the 5-16 age group in a sampled household are tested using the same tools, irrespective of age, grade, or schooling status. In ASER 2022, children were assessed on basic English reading and comprehension in addition to basic reading and simple arithmetic.

ASER's testing process incorporates various measures to ensure that it captures the best that each child can do. Volunteers are trained to build rapport with children to create a relaxed and encouraging environment. Children are given the time they need to do each task on the assessment. The testing process is adaptive to the child's ability so that she does not have to attempt all levels. Thus, at the core of this test design is the child's comfort and a commitment to accurately record the highest level the child can achieve.

This section outlines the ASER testing process used to assess each child on reading, arithmetic and English.

Reading tasks:

All children are assessed using a simple reading tool. The reading test has 4 tasks:

- **Letters:** Set of commonly used letters.
- **Words:** Common, familiar words with 2 letters and 1 or 2 matras.
- **Std I level text:** Set of 4 simple linked sentences, each having no more than 6 words. These words (or their equivalent) are in the Std I textbooks of the states.
- **Std II level text:** A short story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words (or their equivalent) are in the Std II textbooks used in all states.

While developing the reading tool in each regional language, care is taken to ensure:

- Comparability with previous years' tools with respect to word count, sentence count, type of words and conjoint letters in words.
- Compatibility with the vocabulary and sentence construction used in Std I and Std II language textbooks of the states.
- Familiarity of words and context, established through extensive field piloting.

Sample: Reading test (Hindi)*

Std II level text

सावन का महीना था। आसमान में बहुत काले-काले बादल छाए थे। ठंडी-ठंडी हवा चल रही थी। मुझे झूला झूलने का मन किया। बड़े भैया एक मोटी सी रस्सी लेकर बाहर आए। भैया ने रस्सी को पेड़ से लटकाकर झूला बनाया। सब ने मिलकर खूब झूला झूला। बाकी बच्चे भी आकर मज़े से झूलने लगे। झूलते-झूलते रात हो गई।

Std I level text

बग़ीचे में एक पेड़ है।
पेड़ पर एक तोता रहता है।
तोते का रंग हरा है।
वह लाल टमाटर खाता है।

Letters

ल	प	स
क		ग
ड	ब	म
ट		झ

Words

लाल	दूध
पैर	
तेल	किला
मोर	जूता
कुल	
पानी	मौका

*This is a sample. It has been shortened to a more concise layout for purposes of this report. However, the four components or 'levels' of the tool remain the same in the full version. Assessments in reading are conducted in 19 languages across the country.

How to test reading?

Start here

Std I level text (Paragraph)

Ask the child to read either of the 2 paragraphs.
Let the child choose the paragraph herself. If she does not choose, give her any one paragraph to read. Ask her to read it. Listen carefully to how she reads.

The child is not at **'Paragraph Level'** if the child:

- Reads the paragraph like a string of words, rather than sentences.
- Reads the paragraph haltingly and stops very often.
- Reads the paragraph fluently but with **more than 3 mistakes.**

If the child is not at **'Paragraph Level'** then ask her to read words.

Words

Ask the child to read any 5 words from the list of words.
Let the child choose the words herself. If the child does not choose, then point out any 5 words one by one for her to read.
The child is at **'Word Level'** if she reads at least **4 out of the 5 words** correctly.

If the child is at **'Word Level'**, then ask her to try to read the same paragraph again and follow the instructions for paragraph level testing.
If she can correctly and comfortably read at least 4 out of 5 words but is still struggling with the paragraph, then mark the child at **'Word Level'**.
If the child is not at **'Word Level'** (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.

Letters

Ask the child to recognise any 5 letters from the list of letters.
Let the child choose the letters herself. If she does not choose, then point out any 5 letters one by one for her to read.
The child is at **'Letter Level'** if the child correctly recognises at least **4 out of 5** letters correctly.

If the child is at **'Letter Level'**, then ask her to try to read the same words again and follow the instructions for word level testing. If she can recognise at least 4 out of 5 letters but cannot read words, then mark the child at **'Letter Level'**. If the child is not at **'Letter Level'** (cannot recognise at least 4 out of 5 letters chosen), then mark the child at **'Beginner Level'**.

The child is at **'Paragraph Level'** if the child:

- Reads the paragraph like she is reading sentences, rather than a string of words.
- Reads the paragraph fluently and with ease, even if she is reading slowly.
- Reads the full paragraph with **3 or less than 3 mistakes.**

If the child can read a paragraph, then ask her to read the story.

Std II level text (Story)

Ask the child to read the story.
The child is at **'Story Level'** if the child:

- Reads the story like she is reading sentences, rather than a string of words.
- Reads the story fluently and with ease, even if she is reading slowly.
- Reads the story with **3 or less than 3 mistakes**.

If the child can read the story, then mark the child at **'Story Level'**.
If the child is not at **'Story Level'**, then mark the child at **'Paragraph Level'**.

In the Household Survey Sheet, mark the child at the highest level she can read.

Arithmetic tasks:

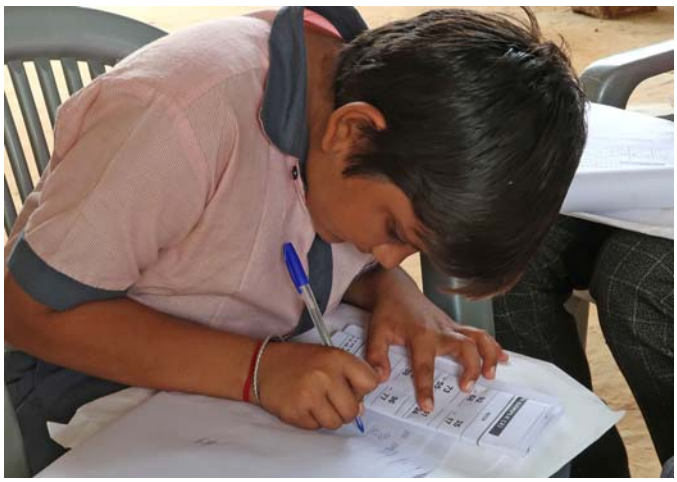
All children are assessed using a simple arithmetic tool. The arithmetic test has 4 tasks:

- **Number recognition 1 to 9**
- **Number recognition 11 to 99**
- **Subtraction:** 2-digit numerical subtraction problems with borrowing.
- **Division:** 3-digit by 1-digit numerical division problems with remainder.

While developing the arithmetic tool for the ASER age group, care is taken to ensure compatibility with the learning outcomes defined for number recognition, subtraction (with borrowing), division (3-digits by 1- digit) in state textbooks for Std I, II and III/IV, respectively.

Sample: Arithmetic test

Number recognition 1—9	Number recognition 11—99	Subtraction	Division
1 4	51 83	46 − 29 = ____ ; 63 − 39 = ____	7) 879
7 3	37 65	47 − 28 = ____ ; 45 − 17 = ____	6) 824
6 9	55 26	92 − 76 = ____ ; 84 − 57 = ____	8) 985
5 2	91 43	52 − 14 = ____ ; 66 − 48 = ____	4) 517
Ask the child to recognize any 5 numbers. At least 4 must be correct.	Ask the child to recognize any 5 numbers. At least 4 must be correct.	Ask the child to do any 2 subtraction problems. Both must be correct.	Ask the child to do any 1 division problem. It must be correct.



How to test arithmetic?

Start here

Subtraction (2-digits with borrowing)

The child is required to solve 2 subtraction problems. Show her the subtraction problems. First ask her to choose a problem. If she does not choose, then pick a problem.

Ask the child what the numbers are, then ask her to identify the subtraction sign.

If she is able to identify the numbers and the sign, then ask her to write and solve the problem at the back of the Household Survey Sheet. Check if the answer is correct.

Even if the first subtraction problem is answered incorrectly, ask the child to solve the second problem following the process explained above. If the second problem is correct, ask her to try solving the first problem again.

If the child makes a careless mistake, then give her another chance with the same question.

If the child **cannot do both** subtraction problems correctly, then ask her to recognise numbers from 11-99.

Even if she does just one subtraction problem incorrectly, give her the number recognition (11-99) task.

If the child **does both** the subtraction problems correctly, then ask her to do a division problem.

Number Recognition (11-99)

Ask the child to identify any 5 numbers from the list. Let her choose the numbers herself. If she does not choose, then point out any 5 numbers one by one for her to read.

If she can correctly recognise at least **4 out of 5** numbers, then mark her at **'Number Recognition (11-99) Level'**.

If the child is not at **'Number Recognition (11-99) Level'** (cannot correctly recognise at least 4 out of 5 numbers chosen), then ask her to recognise numbers from 1-9.

Number Recognition (1-9)

Ask the child to identify any 5 numbers from the list. Let her choose the numbers herself. If she does not choose, then point out any 5 numbers one by one for her to read.

If she can correctly recognise at least 4 out of 5 numbers, then mark her at **'Number Recognition (1-9) Level'**.

If the child is not at **'Number Recognition (1-9) Level'** (cannot recognise at least 4 out of 5 numbers chosen), then mark her at **'Beginner Level'**.

Division (3-digits by 1-digit)

The child is required to solve 1 division problem. Show the child the division problem and ask her to choose one. If she does not choose, then pick one for her. Ask her to write and solve the problem.

Observe what she does. If she is able to correctly solve the problem, then mark the child at **'Division Level'.**

Note: The quotient and the remainder both have to be correct.

If the child makes a careless mistake, then give the child another chance with the same question.

If the child is unable to solve the division problem correctly, then mark her at **'Subtraction Level'**.

The child must solve the numerical arithmetic problems at the back of Household Survey Sheet.

In the Household Survey Sheet, mark the child at the highest level she can reach.

English tasks:

All children are assessed in English reading and comprehension using a simple tool. The test has 4 tasks:

- **Capital letters:** Set of commonly used capital letters.
- **Small letters:** Set of commonly used small letters.
- **Words:** Common, familiar 3 letter words. After reading, the child is asked for meaning of the words in her local language.
- **Simple sentences:** Set of 4 simple sentences, each having no more than 4-5 words. These words (or their equivalent) are in the introductory English textbooks of the states. After reading, the child is asked to say the meaning of the sentences in her local language.

Sample: English test

Give this test to ALL children.
Record the highest reading level.
Note the ability of the child to tell the meaning of words OR sentences depending on the child's highest reading level.

Capital letter

A J Q

N E

Y R O

Ask the child to recognize any 5 letters. At least 4 must be correct.

Small letter

h p x

u m

d g t

Ask the child to recognize any 5 letters. At least 4 must be correct.

Word

cat red

sun

new fan

bus

Ask the child to read any 5 words. At least 4 must be correct.
If the highest level that the child has reached in reading English is the 'Word Level', then ask the child to say the meaning of those words she has just read. She can say the word meaning in the local language. The meaning of at least 4 out of 5 words must be correct.

Sentence

What is the time?

This is a large house.

I like to read.

She has many books.

Ask the child to read all sentences. At least 2 must be correct.
If the highest level that the child has reached in reading English is the 'Sentence Level', then ask the child to say the meaning of those sentences she has just read. She can say the meaning in the local language. The meaning of at least 2 out 4 sentences must be correct.

How to test English?

There are 2 parts to the English tool: Reading and Meaning.

- First, administer the reading section and mark the highest level that the child can read.
- Then administer the meaning section. **This part must be asked only to children who are at word or sentence level in the English reading section.**

Part 1 : Reading

Capital letters

Start here

Ask the child to recognise any 5 capital letters from the capital letter list. Let her choose the letters herself. If she does not choose, then point out any 5 letters one by one for her to read.

The child is not at **'Capital Letter Level'** if she cannot recognise at least **4 out of the 5** letters.

If the child is not at **'Capital Letter Level'** (cannot recognise at least **4 out of the 5** letters chosen), then mark her at **'Beginner Level'**.

The child is at **'Capital Letter Level'** if she can recognise at least **4 out of the 5** letters.

If the child is at **'Capital Letter Level'**, then ask her to recognise small letters.

Small letters

Ask the child to recognise any 5 small letters from the small letter list. Let her choose the letters herself. If she does not choose, then point out any 5 letters one by one for her to read.

The child is not at **'Small Letter Level'** if she cannot recognise at least **4 out of the 5** letters.

If the child is not at **'Small Letter Level'** (cannot recognise at least **4 out of 5** letters chosen), then mark her at **'Capital Letter Level'**.

The child is at **'Small Letter Level'** if she can recognise at least **4 out of the 5** letters.

If the child is at **'Small Letter Level'**, then ask her to read the words.

Simple words

Ask the child to read any 5 words from the word list. Let her choose the words herself. If she does not choose, then point out any 5 words one by one for her to read.

The child is not at **'Word Level'** if she cannot read at least **4 out of the 5** words.

If the child is not at **'Word Level'** (cannot read at least **4 out of the 5** words chosen), then mark her at **'Small Letter Level'**.

The child is at **'Word Level'** if she can read at least **4 out of the 5** words.

If the child is at **'Word Level'**, then ask her to read the sentences.

Continued on the next page...

Easy sentences

Ask the child to read all four of the given sentences.

The child is not at **'Sentence Level'** if the child:

- Cannot read at least **2 out of the 4** sentences fluently.
- Reads the sentences like a string of words, rather than a sentence.
- Reads the sentences haltingly or stops very often.

If the child is not at **'Sentence Level'**, then mark her at **'Word Level'**
AND
Ask the child to tell you the meaning of the words she has read correctly.

The child is at **'Sentence Level'** if the child:

- Reads at least **2 out of the 4** sentences fluently.
- Reads the sentence like a sentence and not a string of words.
- Reads the sentence fluently and with ease, even if she is reading slowly.

If the child is at **'Sentence Level'**, then mark her at **'Sentence Level'**
AND
Ask the child to tell you the meaning of the sentences she has read correctly.

On the Household Survey Sheet, mark the child at the highest level she can reach.

Part 2: Meaning

For 'Word Level' child

Word Meanings

Ask the child to tell you the meaning of the words she has read correctly, **in her local language**.

The child knows the meaning of the words, if she can correctly tell the meaning of at least 4 of the words she read. She can tell the meaning of the words by:

- Saying the correct meaning in her local language

OR

- Pointing to an object, which explains the meaning of the word. For e.g., pointing to her father while explaining the meaning of 'man'; pointing to something red to explain the meaning of 'red', etc.

If the child can correctly tell the meaning of **at least 4** of the words, then mark the child as **'Can say'** in the word meaning column.
If the child cannot correctly tell the meaning of **at least 4** of the words, then mark the child as **'Cannot say'** in the word meaning column.

For 'Sentence Level' child

Sentence Meanings

Ask the child to tell you the meaning of the sentences she has read correctly, **in her local language**.

The child knows the meaning of the sentences, if she can correctly tell the meaning of at least 2 of the sentences she read. She can tell the meaning of the sentences by:

- Saying the correct meaning in her local language

OR

- Explaining the meaning of at least the main underlined words in the sentence. For e.g., for a sentence like 'What is the time?' the child should at least be able to say 'kya/ kitna' and 'samay/ waqt'.

Note: Do not ask the meaning of the main underlined words by pointing at them one by one

If the child can correctly tell the meaning of **at least 2** of the sentences, then mark the child as **'Can say'** under the sentence meaning column.
If the child cannot tell the meaning of **at least 2** of the sentences, then mark the child as **'Cannot say'** under the sentence meaning column.

Note: If the child is marked at 'Word Level', then ask only word meaning. If the child is marked at 'Sentence Level', then ask only sentence meaning.

Note on sampling: ASER 2022 Rural

What's new in ASER 2022

The purpose of ASER is two-fold: (i) to obtain reliable estimates of the status of children's schooling and foundational learning (reading and math ability); and (ii) to measure the change in these basic learning and school statistics over time. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However new questions are added to explore different dimensions of schooling and learning at the elementary stage. The latter set of questions can vary each year.

The core questions on schooling status, basic reading and arithmetic used in ASER 2022 are identical to those in ASER 2018. These bring together elements from various previous ASERs. From 2009-11, we retain questions on parents' education, household and village characteristics. For the first time, ASER 2007 introduced testing of basic English. English testing was repeated in ASER 2009, 2012, 2014 and 2016. This year we tested children once again on English. We also recorded the language children speak at home (previously done in 2011) in addition to their medium of instruction and test language. ASER 2022 also visited one government primary school in every sampled village, as has been done every year since 2009.

Sampling Strategy (Household sample - children's learning and enrollment data)

The sampling strategy used in ASER is designed to generate a representative picture of each district. All rural districts are surveyed. The estimates obtained are then aggregated (using appropriate weights) to the division, state and all-India levels. As in previous years, the sample size is 600 households per district. The sample is obtained by selecting 30 villages per district and 20 households per village.

ASER 2022 employs a two-stage clustered design. In the first stage 30 villages are sampled from the Census 2011 village directory using PPS (Probability Proportional to Size) sampling technique. PPS is a widely used standard sampling technique for the first stage sample when the sampling units are of different sizes. In the case of ASER, the sampling units are the villages. In the second stage, 20 households with resident children in the age group of 3-16 years are surveyed in each of these 30 villages, giving a sample size of 600 households per district. Since one of the goals of ASER is to generate estimates of change in learning, a panel survey design would provide more efficient estimates of change. ASER 2022 employs a rotating panel of villages with 10 villages being retained from 2016 and 2018, and 10 new villages being added in 2022. This method ensures that each household in the district has an equal probability of being selected into the sample.

For further information

For more information, please see the Frequently Asked Questions and the Sample Design of Rural ASER 2022.

ASER 2022 Sample Description

State	Census 2011 Actual Districts	Surveyed Districts (ASER 2018)	ASER 2022									
			Surveyed Districts	Surveyed Villages	Surveyed Households	Surveyed Children				Tested Children		
						Age 3-16	Age 3-5	Age 6-14	Age 15-16	Reading (Age 5-16)	Arithmetic (Age 5-16)	English (Age 5-16)
Andhra Pradesh	13	13	13	390	7760	12950	1716	9988	1246	10348	10340	10286
Arunachal Pradesh	16	8	13	376	5320	9148	2100	6148	900	6293	6289	6261
Assam	27	26	26	780	15413	25502	4216	18403	2883	18812	18785	18712
Bihar	38	38	38	1140	22796	52959	9578	38497	4884	40124	40059	39953
Chhattisgarh	28	16	28	1636	32460	62359	12294	43064	7001	43281	43682	43518
Dadra and Nagar Haveli	1	1	1	26	539	992	175	728	89	810	810	803
Daman and Diu	2	2	2	18	1136	1228	231	859	138	1059	1059	1058
Gujarat	26	26	26	780	15273	20330	3430	14594	2306	16496	16455	16310
Haryana	21	21	20	580	11533	22628	4739	15747	2142	17227	17223	17120
Himachal Pradesh	12	12	12	357	6430	11371	1999	8086	1286	8774	8765	8733
Jammu and Kashmir	22	14	20	557	10924	21666	3932	15306	2428	16006	15998	15936
Jharkhand	24	24	24	720	14371	28895	4546	21481	2868	22465	22472	22407
Karnataka	30	30	30	900	17814	31854	4254	24257	3343	26928	26928	26928
Kerala	14	12	14	419	8392	13377	2643	9110	1624	9941	9937	9911
Madhya Pradesh	50	50	50	1499	29829	59939	11148	42244	6547	43591	43555	43445
Maharashtra	33	33	33	983	19396	34280	5318	25326	3636	26481	26444	26264
Manipur	9	9	9	262	4859	8864	1900	6378	586	6472	6471	6448
Meghalaya	7	7	6	180	3505	7465	1618	5115	732	5669	5661	5651
Mizoram	8	8	8	228	4790	8222	1532	5814	876	6891	6888	6879
Nagaland	11	11	9	239	4389	8016	1568	5688	760	6011	5987	5991
Odisha	30	30	30	900	17786	28780	4526	21579	2675	23468	23464	23393
Puducherry	2	2	2	55	1194	1996	340	1391	265	1576	1575	1562
Punjab	20	20	20	600	11941	20570	3586	14594	2390	16765	16763	16736
Rajasthan	33	33	33	990	19655	41294	7624	28641	5029	29830	29793	29568
Sikkim	4	4	4	117	2140	2923	615	1918	390	2206	2208	2194
Tamil Nadu	31	31	31	920	18312	30737	4531	22899	3307	25571	25550	25394
Telangana	9	9	9	269	5393	9244	1297	7166	781	7758	7725	7713
Tripura	4	4	4	120	2400	3175	535	2312	328	2710	2708	2701
Uttar Pradesh	71	70	70	2096	41910	91158	15698	66143	9317	73043	72983	72204
Uttarakhand	13	13	13	383	6124	11351	1923	8040	1388	8825	8823	8783
West Bengal	18	17	18	540	10770	16324	3253	11304	1767	11994	11976	11905
All India	**627**	**594**	**616**	**19060**	**374554**	**699597**	**122865**	**502820**	**73912**	**537425**	**537376**	**534767**

1. UT estimates for Dadra and Nagar Haveli, Daman and Diu and Puducherry have not been presented in this report due to insufficient sample size.
2. Andhra Pradesh was bifurcated into Telangana and Andhra Pradesh in 2014. As a result, the sample frames of Census 2011 do not have the new state divisions. Of the 22 districts in undivided Andhra Pradesh, 9 rural districts are located in Telangana and the remaining 13 districts are located in Andhra Pradesh. ASER estimates for the two states are based on this separation of districts.
3. Estimates for the UTs of Ladakh and Jammu and Kashmir have been presented in a combined form for comparability with ASER estimates of previous years.
4. ASER 2022 was not conducted in Goa.
5. In Chhattisgarh, an updated 2011 Census village directory provided by the state was used.

The national picture

ASER 2022 National Findings

Annual Status of Education Report (ASER) 2022 is a nationwide citizen-led rural household survey that reached almost 700,000 children in over 19,000 villages across 616 districts in India.

Enrollment and attendance

- **Overall enrollment (age group 6-14):** The enrollment rate for the 6 to 14 age group has been above 95% for the past 15 years. Despite school closures during the pandemic, overall enrollment figures have increased from 97.2% in 2018 to 98.4% in 2022.
- **Government school enrollment:** The period 2006 to 2014 saw a steady decrease in the proportion of children (age 6 to 14) enrolled in government school. In 2014, this figure stood at 64.9% and did not change much over the following four years. However, **the proportion of children (age 6 to 14) enrolled in government school increased sharply from 65.6% in 2018 to 72.9% in 2022.** Increase in government school enrollment is visible for almost every state in the country.
- **Proportion of girls who are not currently enrolled:** In 2006, the All India figure for the percentage of girls age 11-14 who were out of school stood at 10.3%, falling over the following decade to 4.1% in 2018. **This proportion has continued to drop. In 2022, the all India figure for 11-14-year-old girls not enrolled in school stands at 2%.** This figure is around 4% only in Uttar Pradesh and is lower in all other states.

  The decrease in the proportion of girls not enrolled in school is even sharper among older girls in the 15-16 age group. In 2008, nationally, more than 20% of girls in the 15-16 age group were not enrolled in school. Ten years later, in 2018, this figure had decreased to 13.5%. **The proportion of 15-16-year-old girls not enrolled has continued to drop, standing at 7.9% in 2022.** Only 3 states have more than 10% of girls in this age group out of school: Madhya Pradesh (17%), Uttar Pradesh (15%), and Chhattisgarh (11.2%).
- **Enrollment in the pre-primary age group:** Across rural India, the proportion of 3-year-olds enrolled in some form of early childhood education stands at 78.3% in 2022, an increase of 7.1 percentage points over 2018 levels. There is a substantial shift in enrollment patterns of young children in the age group 3-5 years who have moved into the ICDS (anganwadi) system from other forms of pre-school and school provision. **In 2022, 66.8% of 3-year-olds were enrolled in Anganwadi Centres as compared to 57.1% in 2018. Among 4 year olds, Anganwadi enrollment has increased from 50.5% (2018) to 61.2% (2022).**

Paid private tuition classes

- Over the past decade, rural India has seen small, steady increases in the proportion of children in Std I-VIII taking paid private tuition classes. Between 2018 and 2022 this proportion increased further, among students in both government and private schools. **Nationally, the proportion of children in Std I-VIII taking paid private tuition classes increased from 26.4% in 2018 to 30.5% in 2022.** In Uttar Pradesh, Bihar, and Jharkhand, the proportion of children taking paid private tuition increased by 8 percentage points or more over 2018 levels.

Learning levels: Foundational skills in reading and arithmetic

Reading: *The ASER reading test assesses whether a child can read letters, words, a simple paragraph at Std I level of difficulty, or a "story" at Std II level of difficulty. The test is administered one on one to all children in the age group 5 to 16 in sampled households. Each child is marked at the highest level that she or he can reach comfortably.*

- **Nationally, children's basic reading ability has dropped to pre-2012 levels, reversing the slow improvement achieved in the intervening years. Drops are visible in both government and private schools in most states, and for both boys and girls.**
  - **Std III:** The percentage of children in Std III in government or private schools who can read at Std II level dropped from 27.3% in 2018 to 20.5% in 2022. This decline is visible in every state and for children in

both government and private schools. States showing a decline of more than 10 percentage points from 2018 levels include those that had higher reading levels in 2018, such as Kerala (from 52.1% in 2018 to 38.7% in 2022), Himachal Pradesh (from 47.7% to 28.4%), and Haryana (from 46.4% to 31.5%). Large drops are also visible in Andhra Pradesh (from 22.6% to 10.3%) and Telangana (from 18.1% to 5.2%).

- **Std V:** Nationally, the proportion of children enrolled in Std V in government or private schools who can at least read a Std II level text fell from 50.5% in 2018 to 42.8% in 2022. States where this indicator held steady or improved marginally include Bihar, Odisha, Manipur, and Jharkhand. States showing a decrease of 15 percentage points or more include Andhra Pradesh (from 59.7% in 2018 to 36.3% in 2022), Gujarat (from 53.8% to 34.2%), and Himachal Pradesh (from 76.9% to 61.3%). Drops of more than 10 percentage points are visible in Uttarakhand, Rajasthan, Haryana, Karnataka, and Maharashtra.
- **Std VIII:** Although drops in basic reading ability are visible among Std VIII students as well, these are smaller as compared to observed trends in Std III and Std V. Nationally, 69.6% of children enrolled in Std VIII in government or private schools can read at least basic text in 2022, falling from 73% in 2018.

Arithmetic: *The ASER arithmetic test assesses whether a child can recognise numbers from 1 to 9, recognise numbers from 11 to 99, do a 2-digit numerical subtraction problem with borrowing, or correctly solve a numerical division problem (3 digit by 1 digit). The tasks are administered one on one to all children in the age group 5 to 16 in sampled households. Each child is marked at the highest level that she or he can reach.*

- **Nationally, children's basic arithmetic levels have declined over 2018 levels for most grades. But the declines are less steep and the picture is more varied than in the case of basic reading.**
  - **Std III:** The All India figure for children in Std III who are able to at least do subtraction dropped from 28.2% in 2018 to 25.9% in 2022. While Jammu and Kashmir, Uttar Pradesh, and Madhya Pradesh maintained or improved slightly over 2018 levels, steep drops of more than 10 percentage points are visible in Tamil Nadu (from 25.9% in 2018 to 11.2% in 2022), Mizoram (from 58.8% to 42%), and Haryana (from 53.9% to 41.8%).
  - **Std V:** The proportion of children in Std V across India who can do division has also fallen slightly, from 27.9% in 2018 to 25.6% in 2022. While Bihar, Jharkhand, Meghalaya and Sikkim show slight improvements over 2018 levels, steep drops of more than 10 percentage points are visible in Mizoram (from 40.2% in 2018 to 20.9% in 2022), Himachal Pradesh (from 56.6% to 42.6%), and Punjab (from 52.9% to 41.1%) among several others.
  - **Std VIII:** The performance of Std VIII in basic arithmetic is more varied. Nationally, the proportion of children who can do division has increased slightly, from 44.1% in 2018 to 44.7% in 2022. This increase is driven by improved outcomes among girls as well as among children enrolled in government schools, whereas boys and children enrolled in private schools show a decline over 2018 levels. Children in Std VIII in government schools did significantly better in 2022 than in 2018 in Uttar Pradesh (from 32% to 41.8%) and Chhattisgarh (from 28% to 38.6%), but significantly worse in Punjab (from 58.4% to 44.5%).

English: *The ASER English test assesses children's ability to read capital letters, small letters, simple 3-letter words, and short easy sentences in English. The test is administered one on one to all children in the age group 5 to 16 in sampled households. Each child is marked at the highest level that she or he can reach. Children who can read at word or sentence level are also assessed for comprehension of what they have read.*

- ASER last assessed children's English ability in 2016. Nationally, children's ability to read simple English sentences has stayed more or less at the 2016 level for children in Std V (from 24.7% in 2016 to 24.5% in 2022). Slight improvements are visible for children in Std VIII (from 45.3% in 2016 to 46.7% in 2022).
- Of children in Std III who can read words but not sentences, in 2022 about half could tell the meaning of the words they had read (55.3%). For children who are able to read sentences, comprehension increases in higher grades. For example, 55.3% of all Std III children who can read sentences in English were able to tell the meaning of the sentences, while 68.5% of all Std VIII children who can read sentences could do so.

School observations

As part of the ASER survey, one government school with primary sections is visited in each sampled village. Preference is given to a government upper primary school (Std I-VII/VIII) if one exists in the village.

In 2022, ASER surveyors visited 17,002 government schools with primary sections. 9,577 were primary schools and 7,425 were upper primary schools.

Small schools and multigrade classrooms

- The proportion of government schools with less than 60 students enrolled has increased every year over the last decade. Nationally, this figure was 17.3% in 2010, 24% in 2014, 29.4% in 2018, and stands at 29.9% in 2022. The states with the highest proportion of small schools in 2022 include Himachal Pradesh (81.4%) and Uttarakhand (74%). However, some states show a decrease in the fraction of small schools, such as Uttar Pradesh (from 10.4% in 2018 to 7.9% in 2022) and Kerala (from 24.1% in 2018 to 16.2% in 2022).
- The proportion of multigrade Std II and Std IV classrooms also shows a steady increase over the past decade. For example, the proportion of Std II classrooms observed to be sitting with children from other grade(s) was 54.8% in 2010, 61.6% in 2014, 62.4% in 2018, and stands at 65.5% in 2022. Increases over 2018 levels are visible in Gujarat (from 50.9% in 2018 to 69.3% in 2022) and Chhattisgarh (from 71.3% in 2018 to 79.5% in 2022), among others.

Teacher and student attendance

- At the All-India level, no major change is seen in students' and teachers' attendance. Average teacher attendance increased slightly, from 85.4% in 2018 to 87.1% in 2022. Average student attendance continues to hover at around 72% for the past several years.

School facilities

- Nationally, small improvements are visible in all Right to Education-related indicators over 2018 levels. For example, the fraction of schools with useable girls' toilets increased from 66.4% in 2018 to 68.4% in 2022. The proportion of schools with drinking water available increased from 74.8% to 76%, and the proportion of schools with books other than textbooks being used by students increased from 36.9% to 44% over the same period.
- However, the national averages hide major variations across states. For example, the proportion of schools with drinking water available increased from 58.1% in 2018 to 65.6% in Andhra Pradesh and 82.7% in 2018 to 92.7% in Punjab. Over the same period, drinking water availability declined from 88% to 71.8% in Gujarat, and 76.8% to 67.8% in Karnataka.
- Most sports-related indicators also remain at close to the levels observed in 2018. For example, in 2022, 68.9% schools have a playground, up slightly from 66.5% in 2018.

Other school indicators

- Most children had received their textbooks for the current academic year. Textbooks had been distributed to all grades in 90.1% of primary schools and in 84.4% of upper primary schools.
- About 80% of all primary schools had received a directive to implement Foundational Literacy and Numeracy (FLN) activities with their students, and about the same proportion had at least 1 teacher who had received training on FLN.

India RURAL

Age 6-14 Government School Enrollment

Annual Status of Education Report
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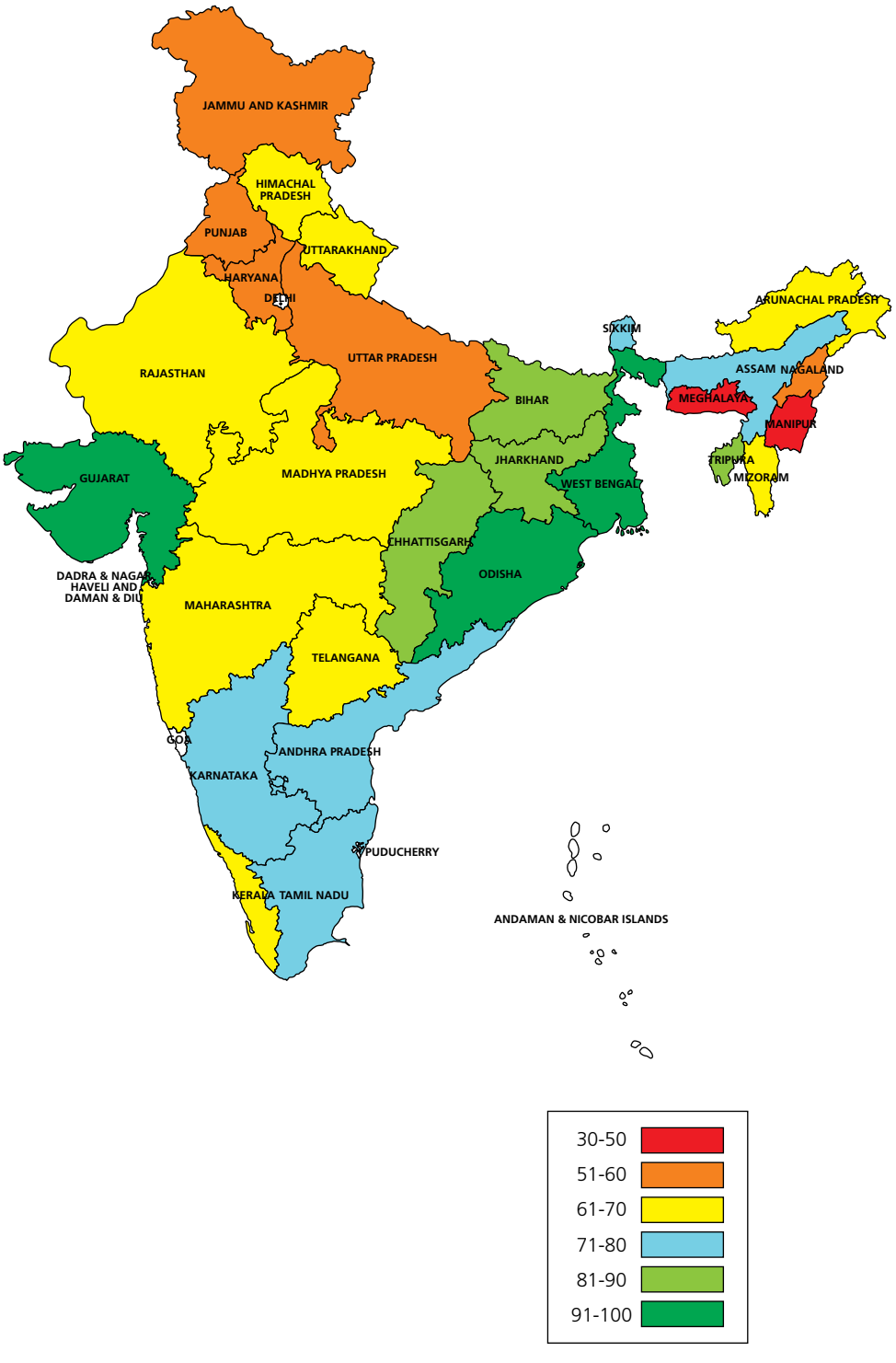
State-wise map showing % of children aged 6-14 enrolled in government schools



State-wise table showing proportion of children aged 6-14 enrolled in government schools (2018 and 2022)

State	2018	2022
Andhra Pradesh	63.2	70.8
Arunachal Pradesh	60.1	62.2
Assam	71.7	71.9
Bihar	78.1	82.2
Chhattisgarh	76.4	81.6
Gujarat	85.6	90.9
Haryana	42.6	51.9
Himachal Pradesh	58.9	66.3
Jammu and Kashmir	58.3	55.5
Jharkhand	78.0	83.3
Karnataka	69.9	76.3
Kerala	48.0	64.5
Madhya Pradesh	69.6	70.0
Maharashtra	61.6	67.4
Manipur	28.0	32.8
Meghalaya	35.7	43.7
Mizoram	72.4	64.7
Nagaland	49.3	50.8
Odisha	88.0	92.1
Punjab	46.7	58.8
Rajasthan	60.0	68.5
Sikkim	68.6	75.2
Tamil Nadu	67.4	75.7
Telangana	57.4	70.1
Tripura	85.2	86.1
Uttar Pradesh	44.3	59.6
Uttarakhand	55.0	61.5
West Bengal	88.1	92.2

India RURAL

Attendance in Government Schools

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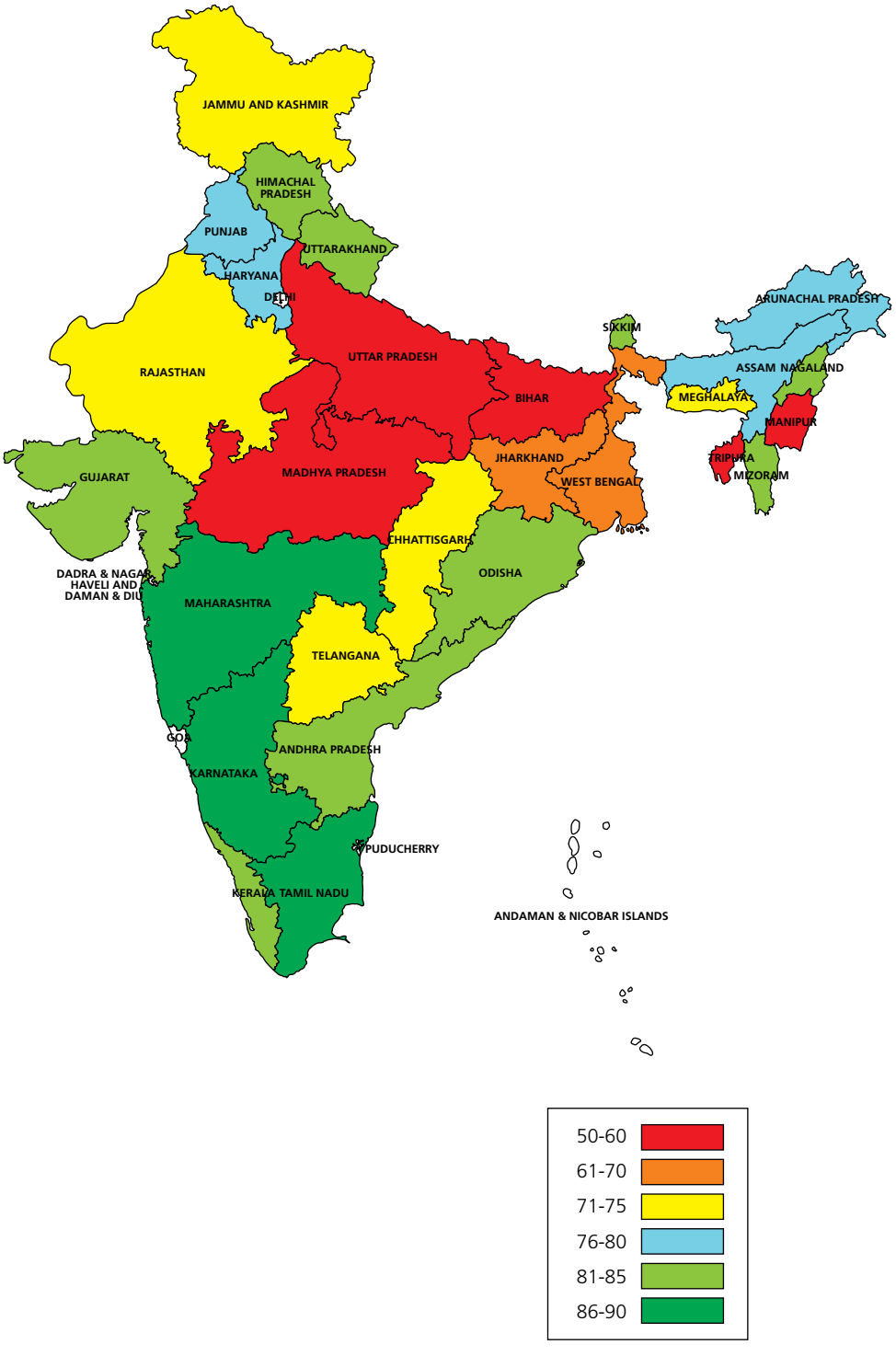
State-wise map showing % of enrolled children present in surveyed primary and upper primary schools on the day of survey



State-wise table showing % of enrolled children present in surveyed primary and upper primary schools on the day of survey (2018 and 2022)

State	2018	2022
Andhra Pradesh	82.0	83.3
Arunachal Pradesh	77.7	76.1
Assam	72.9	77.2
Bihar	53.7	54.6
Chhattisgarh	75.2	70.9
Gujarat	85.6	84.3
Haryana	77.6	78.6
Himachal Pradesh	83.4	83.3
Jammu and Kashmir	76.9	74.5
Jharkhand	61.9	64.9
Karnataka	84.1	87.5
Kerala	83.2	83.1
Madhya Pradesh	55.8	56.8
Maharashtra	86.3	85.6
Manipur	57.1	60.3
Meghalaya	74.9	74.4
Mizoram	83.4	84.4
Nagaland	78.2	84.6
Odisha	81.0	82.1
Punjab	83.0	79.7
Rajasthan	75.1	73.6
Sikkim	84.5	82.5
Tamil Nadu	91.1	88.6
Telangana	74.9	75.5
Tripura	63.1	60.1
Uttar Pradesh	59.9	56.2
Uttarakhand	82.9	82.2
West Bengal	54.9	68.2

India RURAL

Age 6-14 Private School Enrollment

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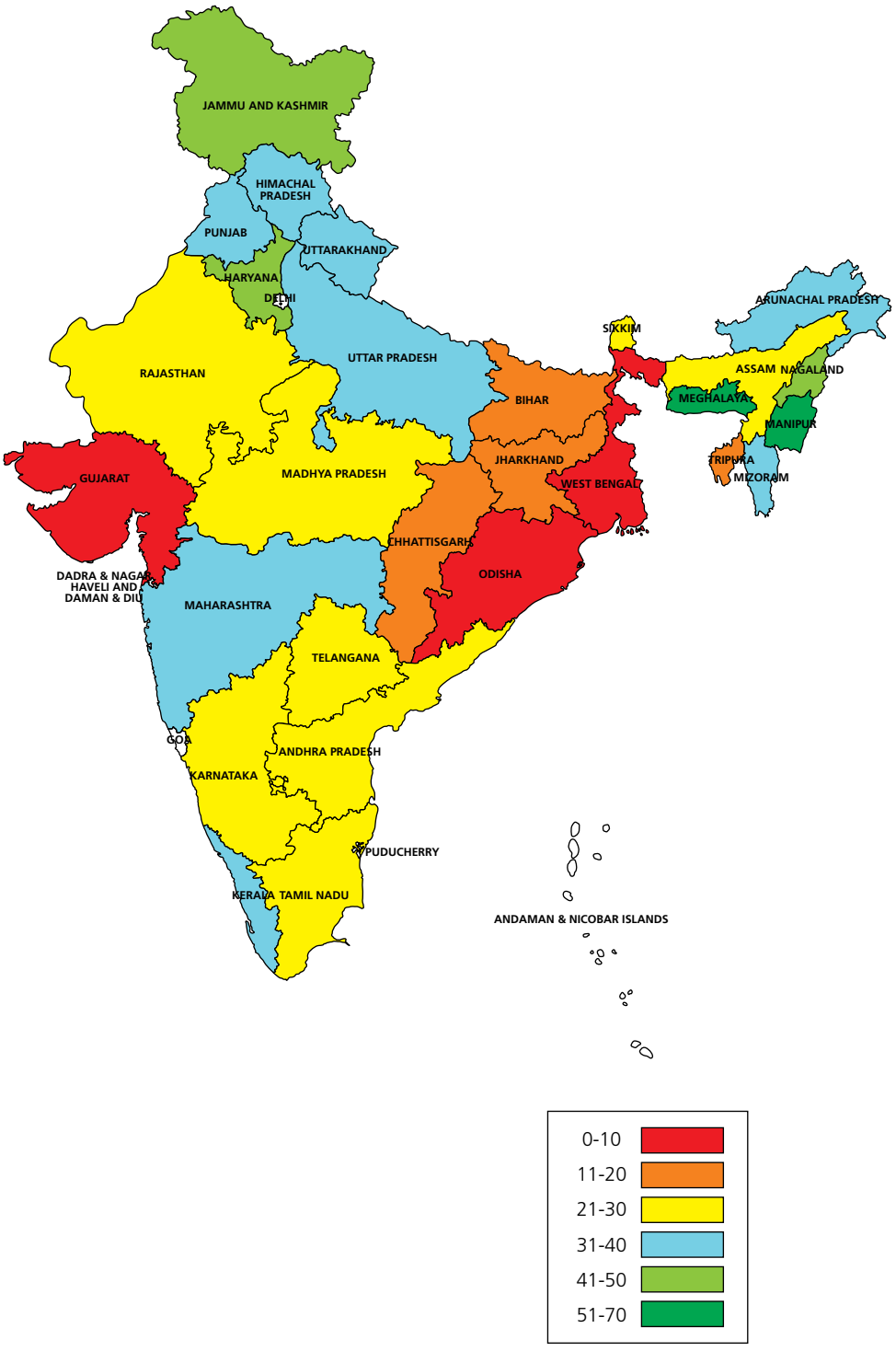
State-wise map showing % of children aged 6-14 enrolled in private schools



State-wise table showing proportion of children aged 6-14 enrolled in private schools (2018 and 2022)

State	2018	2022
Andhra Pradesh	35.2	28.4
Arunachal Pradesh	35.2	33.0
Assam	24.8	26.0
Bihar	16.9	15.0
Chhattisgarh	20.0	16.4
Gujarat	12.4	8.0
Haryana	55.3	47.0
Himachal Pradesh	40.7	33.4
Jammu and Kashmir	40.1	43.6
Jharkhand	19.0	14.6
Karnataka	29.1	23.3
Kerala	46.9	35.1
Madhya Pradesh	26.1	27.4
Maharashtra	37.6	32.1
Manipur	70.4	66.1
Meghalaya	58.6	53.2
Mizoram	27.2	33.5
Nagaland	48.6	48.5
Odisha	10.4	7.3
Punjab	52.2	40.4
Rajasthan	35.8	29.4
Sikkim	30.7	24.3
Tamil Nadu	32.1	24.0
Telangana	41.8	29.5
Tripura	13.9	12.9
Uttar Pradesh	49.7	36.4
Uttarakhand	42.7	36.0
West Bengal	7.9	5.8

India RURAL

Std I-VIII Tuition

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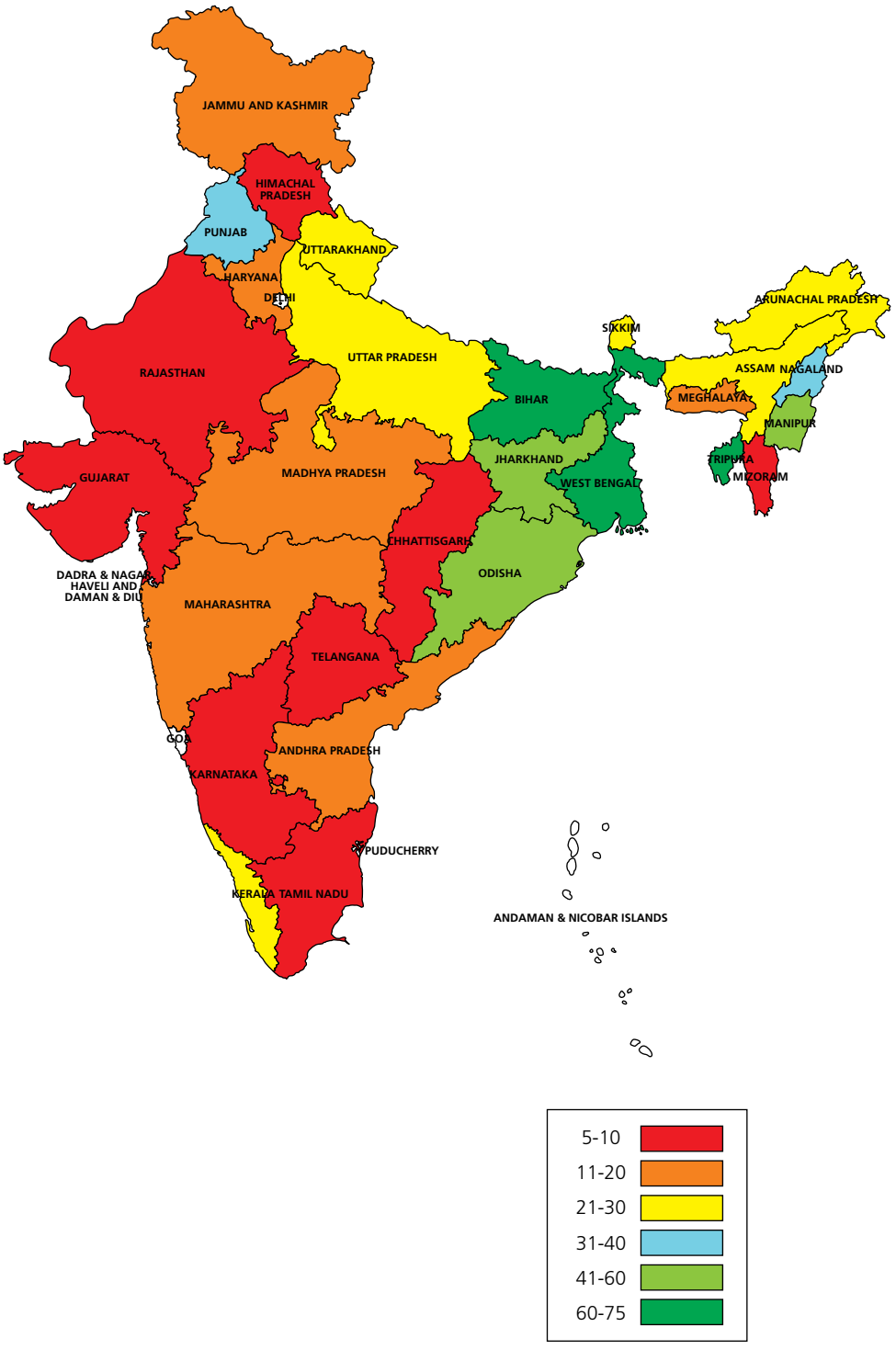
State-wise map showing % of children in Std I-VIII in all schools who take paid tuition classes



State-wise table showing proportion of children in Std I-VIII in all schools who take paid tuition classes (2018 and 2022)

State	2018	2022
Andhra Pradesh	14.9	17.9
Arunachal Pradesh	23.0	26.4
Assam	18.6	25.3
Bihar	61.6	71.5
Chhattisgarh	2.7	5.2
Gujarat	14.8	9.6
Haryana	17.3	19.5
Himachal Pradesh	7.3	9.7
Jammu and Kashmir	8.8	13.7
Jharkhand	36.9	45.2
Karnataka	11.2	9.2
Kerala	23.5	21.5
Madhya Pradesh	11.0	15.0
Maharashtra	11.6	15.1
Manipur	45.0	53.5
Meghalaya	16.9	20.0
Mizoram	2.9	9.1
Nagaland	25.4	34.8
Odisha	52.9	53.6
Punjab	30.6	30.6
Rajasthan	4.5	4.6
Sikkim	25.6	27.4
Tamil Nadu	14.3	9.5
Telangana	6.0	6.3
Tripura	69.2	68.8
Uttar Pradesh	15.7	23.6
Uttarakhand	20.0	21.0
West Bengal	71.8	73.9

India RURAL

Std III Reading

Annual Status of Education Report
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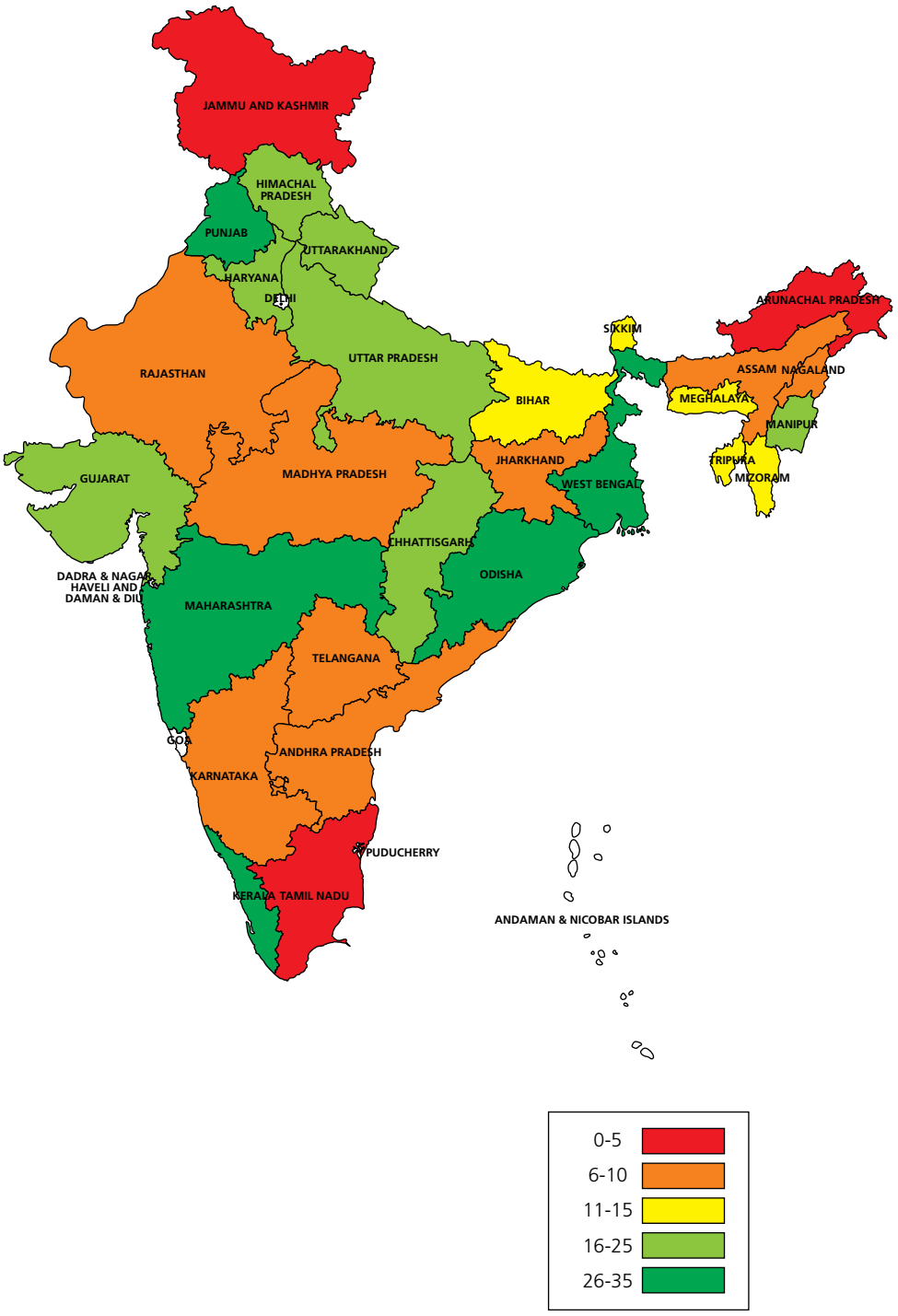
State-wise map showing % of government school children in Std III who can read Std II level text



State-wise table showing proportion of government school children in Std III who can read Std II level text (2018 and 2022)

State	2018	2022
Andhra Pradesh	22.6	10.5
Arunachal Pradesh	4.8	3.5
Assam	14.4	10.1
Bihar	12.3	12.9
Chhattisgarh	25.0	20.7
Gujarat	32.3	23.2
Haryana	33.5	21.2
Himachal Pradesh	47.4	23.0
Jammu and Kashmir	5.4	4.3
Jharkhand	11.0	9.5
Karnataka	19.4	7.7
Kerala	43.4	31.6
Madhya Pradesh	10.4	7.9
Maharashtra	44.2	26.1
Manipur	24.5	23.3
Meghalaya	19.6	10.7
Mizoram	25.2	13.2
Nagaland	7.4	9.1
Odisha	34.9	26.7
Punjab	36.4	26.3
Rajasthan	10.3	7.7
Sikkim	13.5	14.7
Tamil Nadu	11.6	4.7
Telangana	12.6	6.3
Tripura	25.3	15.3
Uttar Pradesh	12.3	16.4
Uttarakhand	24.7	22.1
West Bengal	36.6	32.6

India RURAL

Std III Arithmetic

Annual Status of Education Report
असर ASER 2022 RURAL
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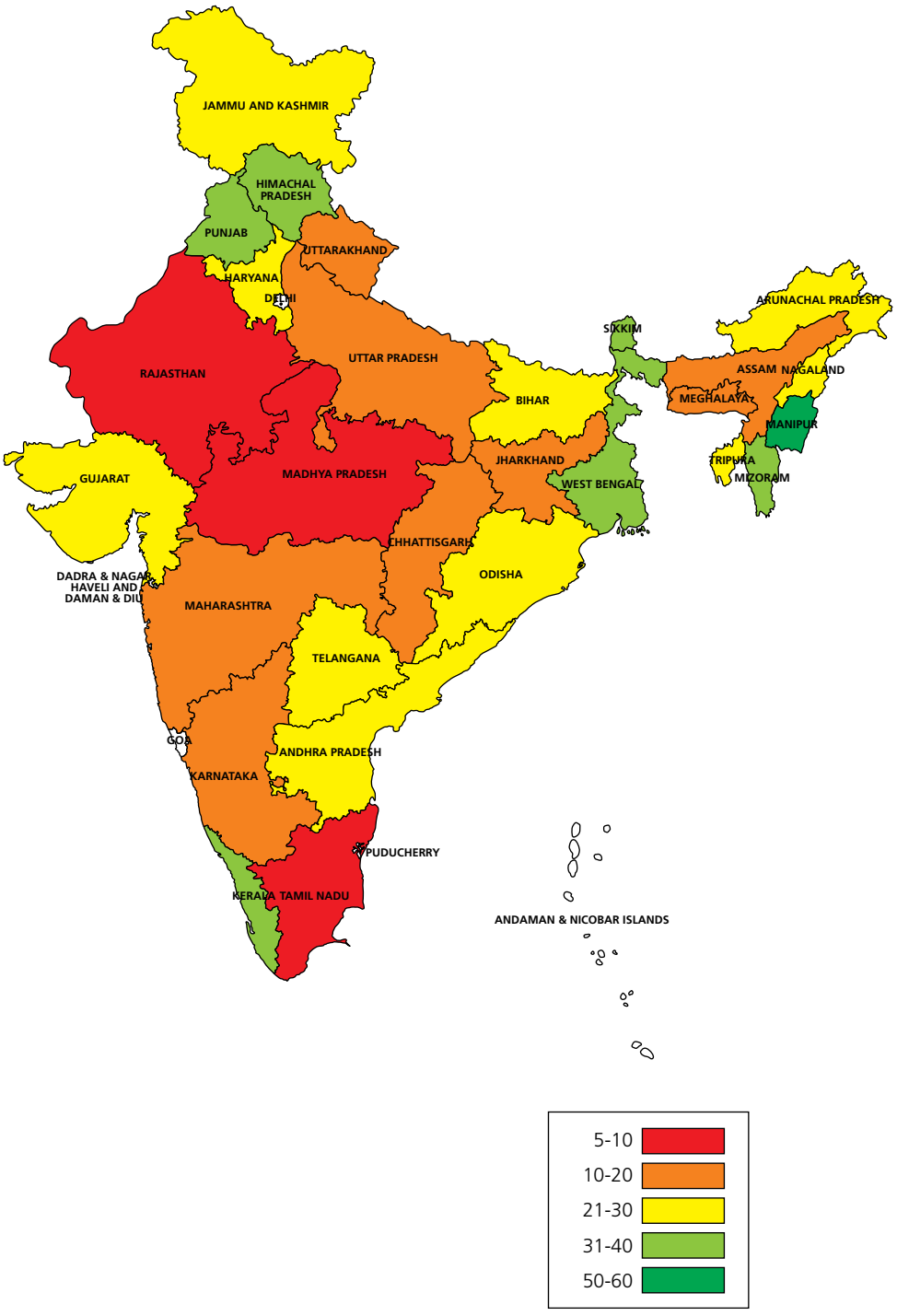
State-wise map showing % of government school children in Std III who can do at least subtraction



State-wise table showing proportion of government school children in Std III who can do at least subtraction (2018 and 2022)

State	2018	2022
Andhra Pradesh	34.1	29.2
Arunachal Pradesh	23.5	29.4
Assam	23.4	15.8
Bihar	18.0	21.2
Chhattisgarh	16.0	16.0
Gujarat	22.8	22.9
Haryana	31.6	26.1
Himachal Pradesh	42.4	31.3
Jammu and Kashmir	20.2	26.1
Jharkhand	14.8	16.3
Karnataka	23.5	19.6
Kerala	44.3	32.7
Madhya Pradesh	8.5	9.5
Maharashtra	28.1	18.5
Manipur	53.5	56.2
Meghalaya	14.2	15.3
Mizoram	57.4	35.3
Nagaland	26.3	27.7
Odisha	28.1	26.8
Punjab	40.5	31.1
Rajasthan	8.1	4.9
Sikkim	34.7	36.1
Tamil Nadu	23.6	9.3
Telangana	30.6	27.2
Tripura	33.1	29.0
Uttar Pradesh	11.2	19.7
Uttarakhand	18.5	14.4
West Bengal	35.5	32.4

India RURAL

Std V Reading

Annual Status of Education Report
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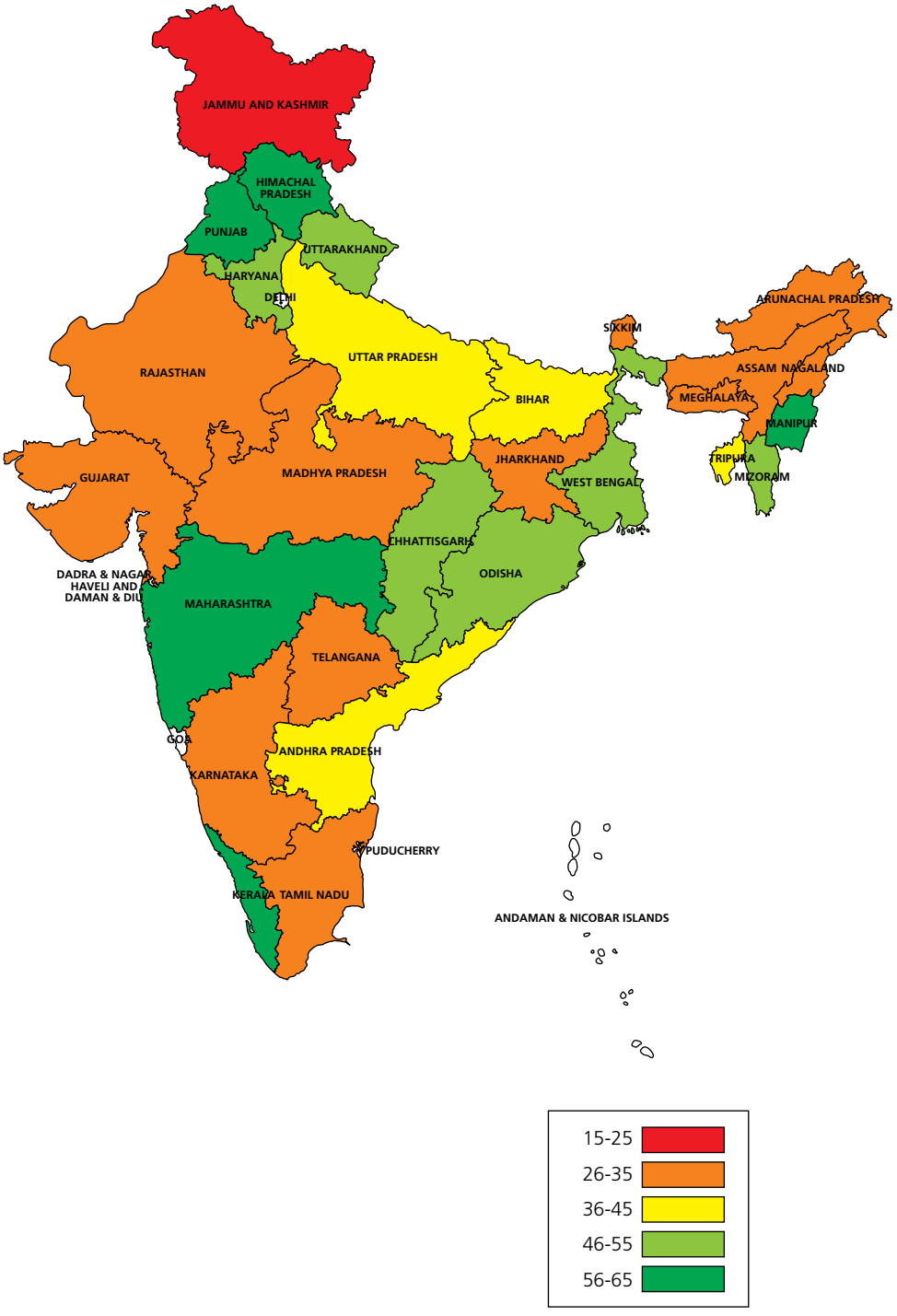
State-wise map showing % of government school children in Std V who can read Std II level text



State-wise table showing proportion of government school children in Std V who can read Std II level text (2018 and 2022)

State	2018	2022
Andhra Pradesh	57.1	37.9
Arunachal Pradesh	22.1	30.5
Assam	33.5	29.2
Bihar	35.1	37.1
Chhattisgarh	57.1	52.7
Gujarat	52.0	33.9
Haryana	58.1	46.8
Himachal Pradesh	74.5	60.2
Jammu and Kashmir	24.3	18.1
Jharkhand	29.4	31.6
Karnataka	47.6	29.2
Kerala	73.3	61.9
Madhya Pradesh	34.4	29.2
Maharashtra	66.0	55.7
Manipur	50.6	64.4
Meghalaya	38.9	29.1
Mizoram	58.6	46.4
Nagaland	31.7	28.9
Odisha	56.5	50.4
Punjab	68.7	59.4
Rajasthan	39.1	31.5
Sikkim	34.9	26.0
Tamil Nadu	46.3	26.0
Telangana	41.3	31.6
Tripura	45.9	42.7
Uttar Pradesh	36.2	38.3
Uttarakhand	58.0	47.7
West Bengal	50.5	47.1

India RURAL

Std V Arithmetic

Annual Status of Education Report
असर ASER 2022 RURAL
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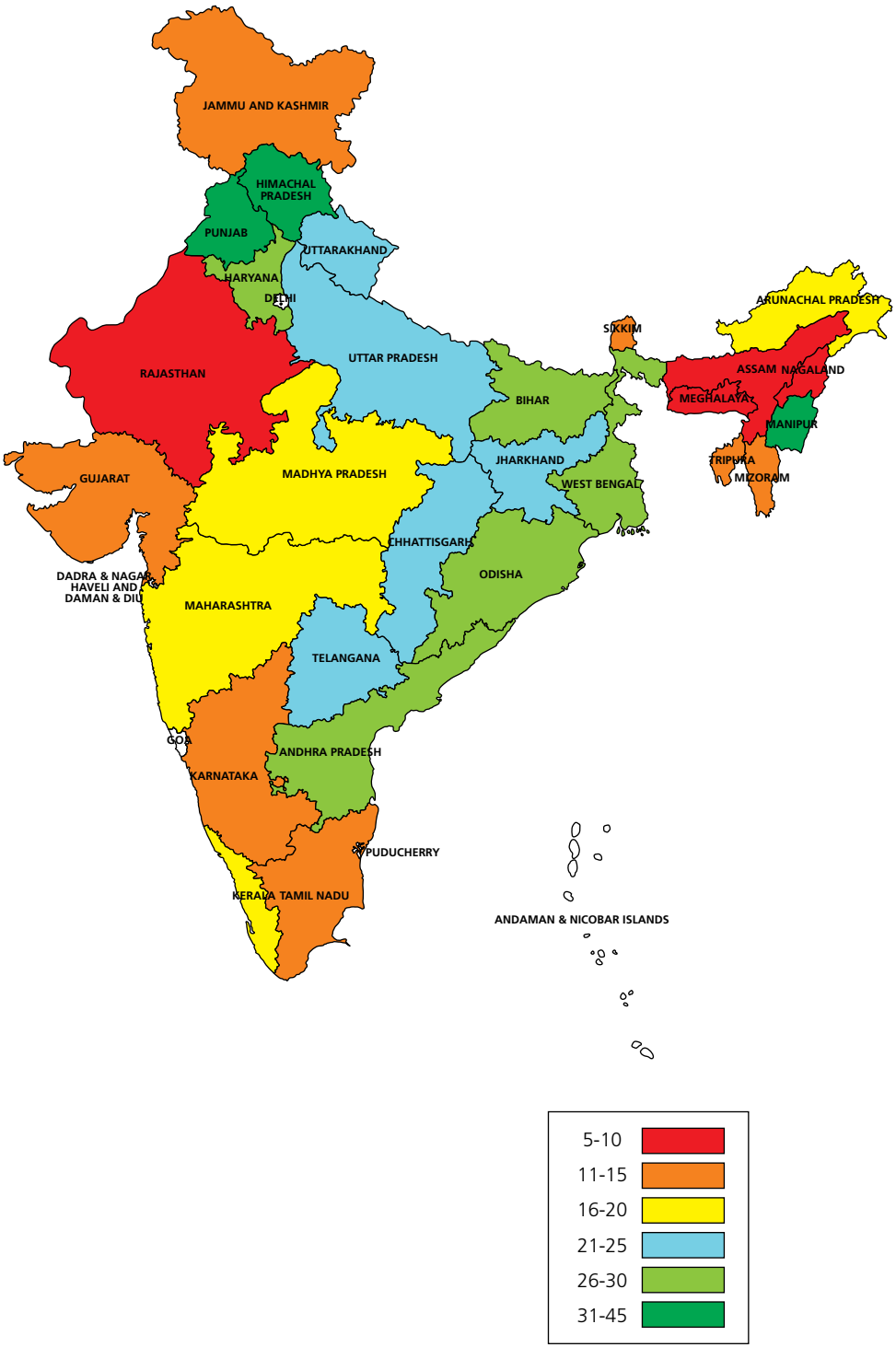
State-wise map showing % of government school children in Std V who can do division



State-wise table showing proportion of government school children in Std V who can do division (2018 and 2022)

State	2018	2022
Andhra Pradesh	36.7	27.3
Arunachal Pradesh	22.1	19.5
Assam	14.4	10.1
Bihar	24.1	30.0
Chhattisgarh	26.1	22.8
Gujarat	18.4	14.5
Haryana	34.4	27.6
Himachal Pradesh	51.5	38.1
Jammu and Kashmir	13.6	14.0
Jharkhand	15.6	20.8
Karnataka	19.6	12.0
Kerala	33.3	20.2
Madhya Pradesh	16.5	15.7
Maharashtra	31.7	20.1
Manipur	38.4	45.2
Meghalaya	4.7	10.1
Mizoram	35.8	14.8
Nagaland	19.3	8.9
Odisha	23.8	26.1
Punjab	50.1	33.3
Rajasthan	14.1	6.3
Sikkim	10.9	12.7
Tamil Nadu	27.1	14.7
Telangana	26.7	21.5
Tripura	16.6	13.4
Uttar Pradesh	17.0	24.5
Uttarakhand	26.7	23.3
West Bengal	29.2	26.9

India RURAL

Std VIII Reading

Annual Status of Education Report
असर ASER 2022 RURAL
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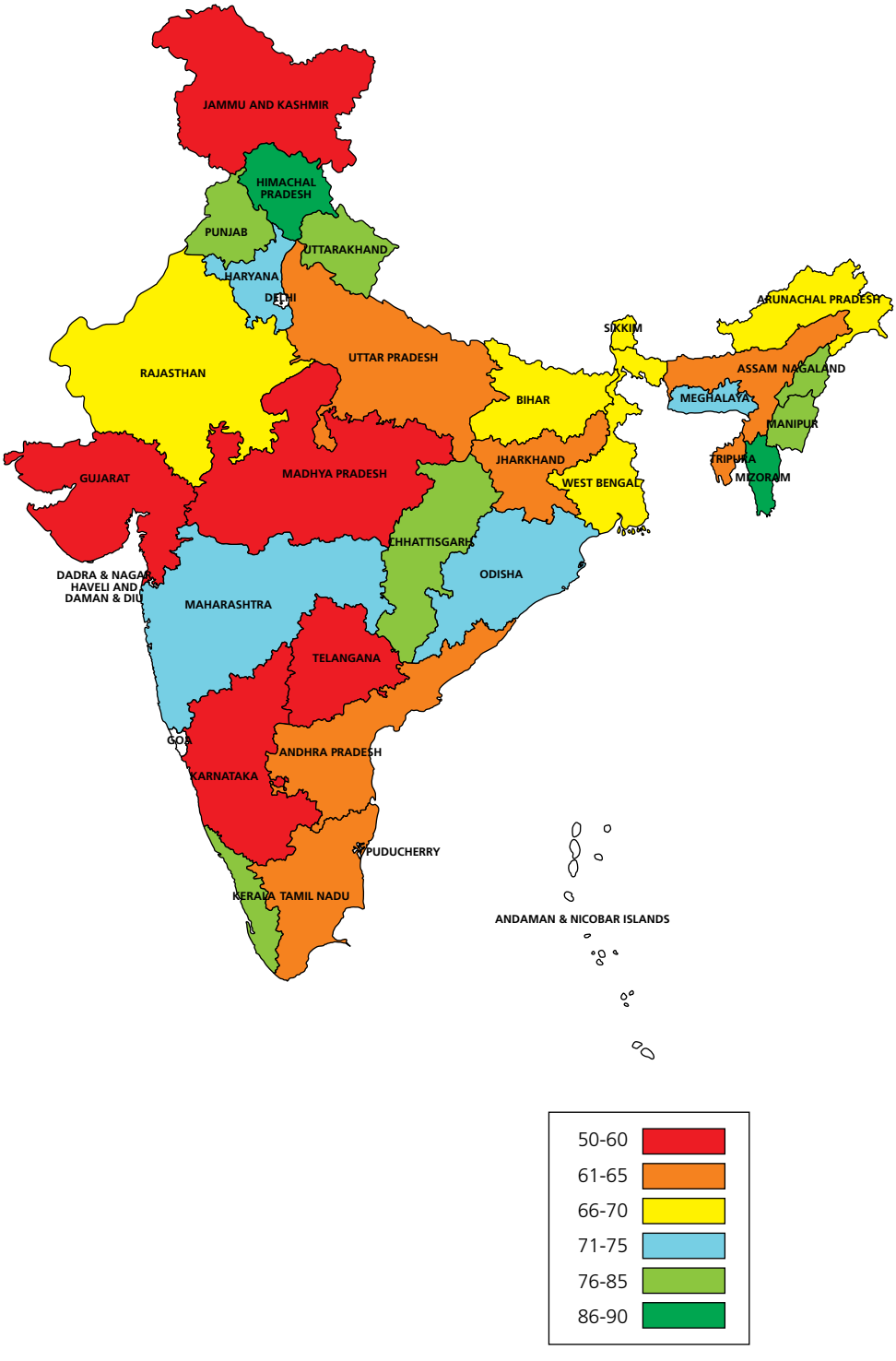
State-wise map showing % of government school children in Std VIII who can read Std II level text



State-wise table showing proportion of government school children in Std VIII who can read Std II level text (2018 and 2022)

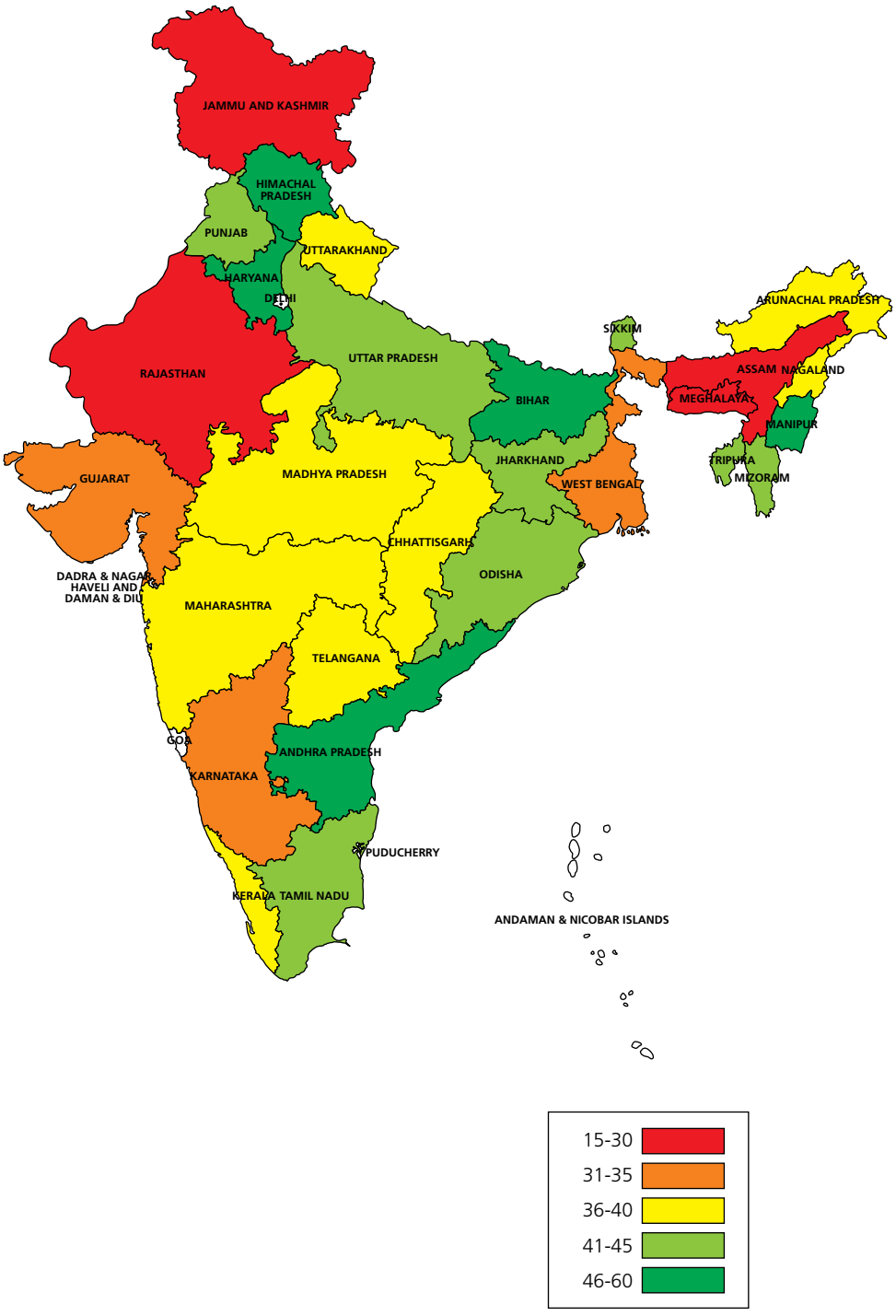
State	2018	2022
Andhra Pradesh	78.6	64.7
Arunachal Pradesh	64.1	69.6
Assam	58.1	63.6
Bihar	69.5	69.7
Chhattisgarh	77.0	81.1
Gujarat	72.5	52.1
Haryana	73.4	72.5
Himachal Pradesh	87.4	87.6
Jammu and Kashmir	55.5	50.2
Jharkhand	64.4	62.7
Karnataka	70.1	58.7
Kerala	87.0	81.8
Madhya Pradesh	57.9	60.2
Maharashtra	79.4	75.2
Manipur	72.5	77.5
Meghalaya	76.9	73.3
Mizoram	86.7	86.0
Nagaland	76.3	79.1
Odisha	72.1	73.2
Punjab	83.8	82.6
Rajasthan	74.6	67.1
Sikkim	76.3	65.9
Tamil Nadu	75.0	62.8
Telangana	63.1	58.1
Tripura	68.3	65.5
Uttar Pradesh	62.0	62.6
Uttarakhand	81.6	81.0
West Bengal	63.0	69.8

India RURAL

Std VIII Arithmetic

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

State-wise map showing % of government school children in Std VIII who can do division



State-wise table showing proportion of government school children in Std VIII who can do division (2018 and 2022)

State	2018	2022
Andhra Pradesh	44.0	51.8
Arunachal Pradesh	42.6	40.2
Assam	28.1	21.7
Bihar	55.1	58.0
Chhattisgarh	28.0	38.6
Gujarat	35.8	31.3
Haryana	49.1	49.5
Himachal Pradesh	54.7	48.2
Jammu and Kashmir	25.3	26.3
Jharkhand	42.2	43.2
Karnataka	36.1	33.4
Kerala	43.3	39.9
Madhya Pradesh	32.1	39.0
Maharashtra	41.4	38.1
Manipur	62.3	53.7
Meghalaya	23.3	18.7
Mizoram	67.5	41.3
Nagaland	40.7	37.3
Odisha	41.4	42.5
Punjab	58.4	44.5
Rajasthan	34.3	29.1
Sikkim	38.6	43.2
Tamil Nadu	49.6	43.5
Telangana	43.0	40.2
Tripura	30.6	43.2
Uttar Pradesh	32.0	41.8
Uttarakhand	41.6	40.0
West Bengal	28.9	32.0

India RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 616 OUT OF 627 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	72.9	25.1	0.5	1.6	100
Age 7-16: All	71.6	25.7	0.5	2.3	100
Age 7-10: All	73.6	24.9	0.5	1.0	100
Age 7-10: Boys	71.1	27.4	0.5	1.0	100
Age 7-10: Girls	76.3	22.2	0.5	1.0	100
Age 11-14: All	71.7	26.1	0.5	1.8	100
Age 11-14: Boys	69.2	28.7	0.5	1.6	100
Age 11-14: Girls	74.1	23.4	0.5	2.0	100
Age 15-16: All	64.9	27.2	0.5	7.5	100
Age 15-16: Boys	63.4	29.2	0.5	7.0	100
Age 15-16: Girls	66.3	25.3	0.5	7.9	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time % Children not enrolled in school. By age group and sex. 2006-2022

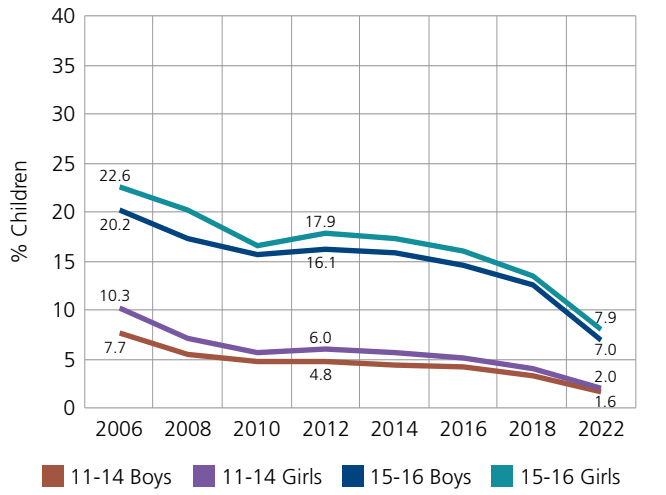
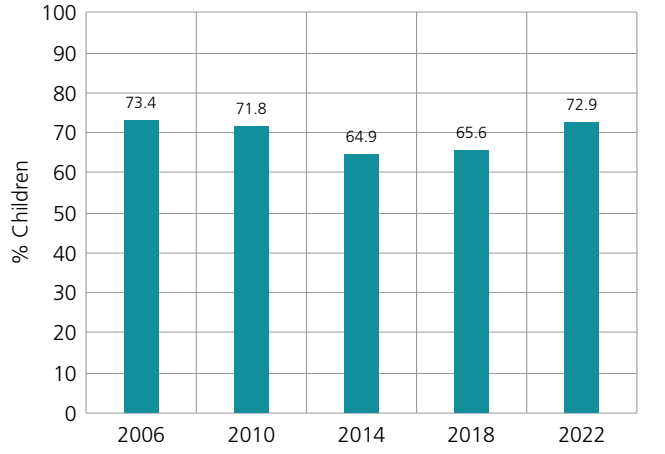


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	57.1	1.0	10.0	2.0	1.0	0.1	28.8	100
Age 4	50.5	2.1	23.4	5.3	3.0	0.2	15.6	100
Age 5	28.1	2.8	27.5	23.3	9.8	0.3	8.1	100
Age 6	7.6	1.9	16.4	49.5	20.7	0.5	3.3	100
Age 7	1.8	0.8	7.3	59.1	28.7	0.6	1.8	100
Age 8	0.7	0.4	3.3	62.6	30.8	0.7	1.5	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	66.8	1.3	7.7	1.9	0.6	0.1	21.7	100
Age 4	61.2	2.7	18.1	3.8	1.8	0.1	12.3	100
Age 5	35.3	3.4	23.4	24.6	7.3	0.4	5.5	100
Age 6	8.2	2.1	13.8	57.1	15.7	0.5	2.6	100
Age 7	1.4	0.6	6.2	68.3	21.7	0.5	1.3	100
Age 8	0.5	0.2	2.5	71.4	23.9	0.5	1.0	100

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	43.9	35.3	12.0	4.3	4.5	100
II	22.3	36.2	20.3	10.1	11.1	100
III	14.5	27.6	22.4	15.1	20.5	100
IV	8.9	20.6	20.1	18.9	31.5	100
V	6.1	14.9	16.4	19.9	42.8	100
VI	4.4	10.6	13.0	19.2	52.8	100
VII	3.1	8.0	9.7	17.1	62.1	100
VIII	2.5	5.8	7.5	14.7	69.5	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 14.5% cannot even read letters, 27.6% can read letters but not words or higher, 22.4% can read words but not Std I level text or higher, 15.1% can read Std I level text but not Std II level text, and 20.5% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

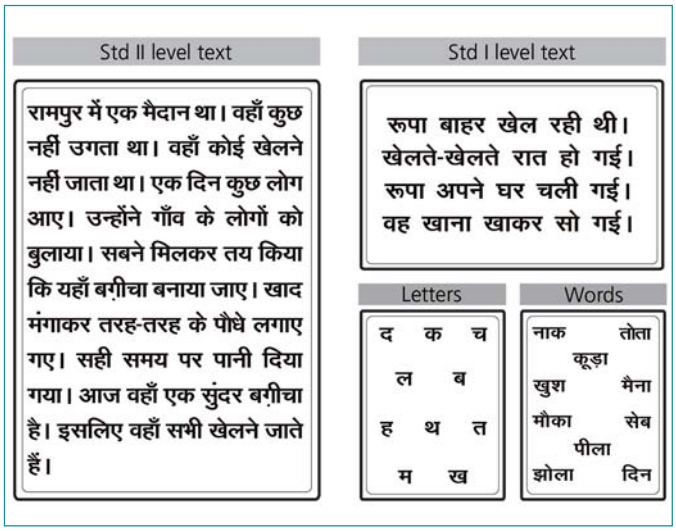


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	16.7	33.8	21.5
2014	17.2	37.8	23.6
2016	19.3	38.0	25.2
2018	20.9	40.6	27.3
2022	16.3	33.0	20.5

*This is the weighted average for children in government and private schools only.

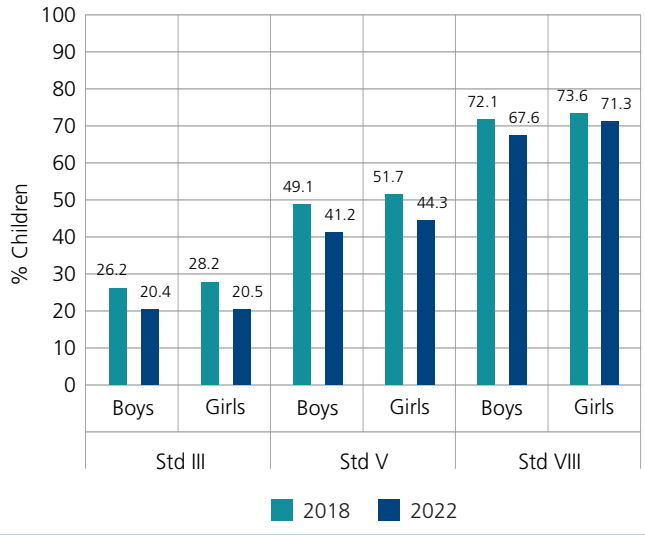
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	41.7	61.2	46.9	73.4	84.2	76.5
2014	42.2	62.6	48.0	71.5	82.4	74.7
2016	41.7	63.0	47.9	70.0	81.0	73.1
2018	44.2	65.1	50.5	69.0	82.9	73.0
2022	38.5	56.8	42.8	66.2	80.0	69.6

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	37.6	36.8	19.8	4.1	1.7	100
II	16.9	36.1	33.1	10.1	3.9	100
III	9.8	27.6	36.8	17.6	8.3	100
IV	5.8	20.2	35.3	22.9	15.9	100
V	3.7	14.6	31.8	24.3	25.6	100
VI	2.8	10.2	30.4	24.9	31.7	100
VII	1.9	7.3	28.3	24.7	37.8	100
VIII	1.6	5.2	25.5	23.1	44.6	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 9.8% cannot even recognise 1-9, 27.6% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 36.8% can recognise numbers up to 99 but cannot do subtraction, 17.6% can do subtraction but cannot do division, and 8.3% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

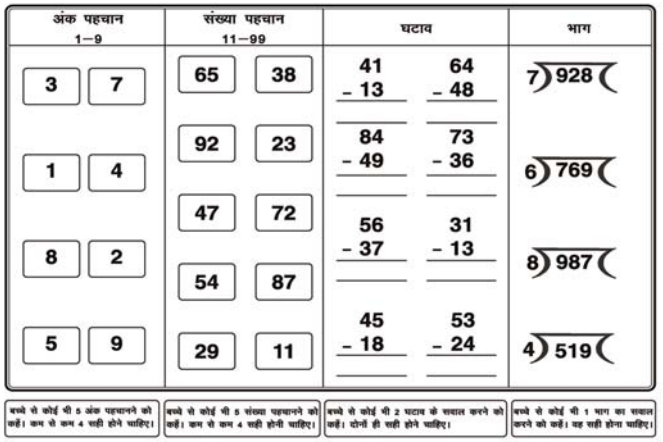


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	19.8	43.4	26.4
2014	17.2	43.4	25.4
2016	20.3	44.1	27.7
2018	20.9	43.5	28.2
2022	20.2	43.1	25.9

*This is the weighted average for children in government and private schools only.

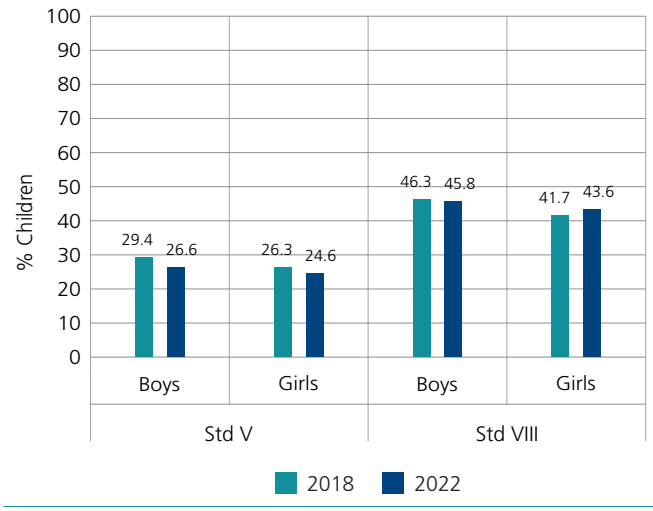
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	20.3	37.8	24.9	44.5	57.1	48.1
2014	20.7	39.3	26.1	40.0	54.2	44.2
2016	21.1	38.0	26.0	40.2	51.2	43.3
2018	22.7	39.8	27.9	40.0	54.2	44.1
2022	21.6	38.7	25.6	41.8	53.8	44.7

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	48.3	19.5	21.8	7.8	2.7	100
II	28.3	21.6	30.8	13.5	5.8	100
III	19.4	18.9	32.8	18.4	10.5	100
IV	13.0	15.3	32.7	21.9	17.0	100
V	9.4	12.5	30.0	23.6	24.5	100
VI	6.8	9.9	26.7	24.8	31.9	100
VII	5.0	7.9	23.3	24.1	39.7	100
VIII	4.0	6.4	19.7	23.3	46.6	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 19.4% cannot even read capital letters, 18.9% can read capital letters but not small letters or more, 32.8% can read small letters but not words or more, 18.4% can read words but not sentences, and 10.5% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

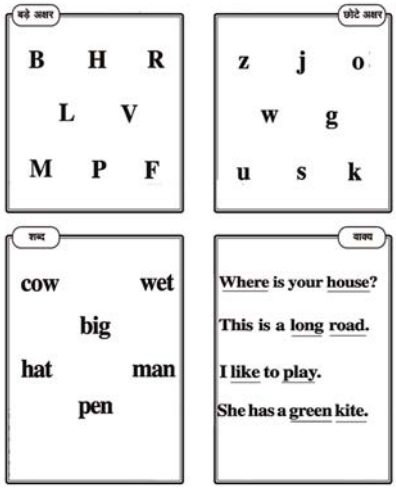


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	56.7	46.8
II	54.4	52.4
III	55.3	55.3
IV	56.0	59.0
V	55.6	62.3
VI	54.3	63.8
VII	54.4	66.2
VIII	56.5	68.5

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	15.4	42.4	22.6	41.4	61.3	47.1
2014	14.9	46.5	24.0	39.9	63.3	46.8
2016	15.4	47.3	24.7	39.0	61.5	45.3
2022	17.5	47.2	24.5	40.7	65.1	46.7

*This is the weighted average for children in government and private schools only.

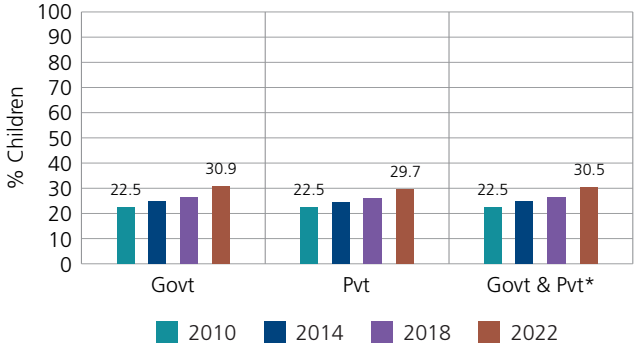
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	26.0	29.4	26.9
II	28.8	32.7	29.9
III	31.4	32.5	31.7
IV	32.1	31.3	31.9
V	31.6	30.4	31.3
VI	31.6	27.6	30.6
VII	31.9	26.2	30.5
VIII	33.8	25.8	31.8
All	30.9	29.7	30.5

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Data is not presented where sample size is insufficient.

Performance of states

Table 14: Government school enrollment, children not in school, and learning levels. By state. 2018 and 2022

State	Govt school		Not in school		Std III: Learning levels				Std V: Learning levels				Std VIII: Learning levels			
	% Children (age 6-14) enrolled in govt schools		% Children (age 15-16) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Andhra Pradesh	63.2	70.8	9.0	2.1	22.4	10.4	38.4	33.7	59.7	36.4	39.3	29.6	78.2	66.4	47.6	51.7
Arunachal Pradesh	60.1	62.2	10.1	7.2	18.8	10.7	33.9	35.8	37.1	37.8	27.3	22.9	70.5	73.4	50.1	46.7
Assam	71.7	71.9	13.7	7.0	19.9	17.9	29.7	24.4	40.1	36.5	17.8	15.2	60.8	68.8	31.2	27.8
Bihar	78.1	82.2	10.8	6.4	23.5	19.8	28.4	28.7	41.3	42.4	29.9	35.4	71.2	71.2	56.9	59.4
Chhattisgarh	76.4	81.6	21.7	13.6	29.8	24.2	19.3	19.6	59.5	55.2	26.9	24.9	78.7	82.4	31.1	41.1
Gujarat	85.6	90.9	19.8	6.2	33.1	23.9	25.6	23.2	53.7	34.2	20.1	14.7	73.2	52.4	35.6	31.8
Haryana	42.6	51.9	6.8	4.6	46.2	31.5	53.7	41.7	69.1	57.6	50.9	41.6	81.2	80.3	63.2	62.6
Himachal Pradesh	58.9	66.3	2.2	2.8	47.8	28.5	50.2	41.5	76.9	61.4	56.6	42.5	89.9	87.9	61.0	52.3
Jammu and Kashmir	58.3	55.5	9.9	4.8	22.3	19.1	36.2	38.7	41.9	35.1	25.0	22.3	64.8	60.9	32.9	35.7
Jharkhand	78.0	83.3	13.2	6.1	18.8	14.2	22.5	22.6	34.4	35.6	19.0	24.5	66.4	64.9	44.0	45.3
Karnataka	69.9	76.3	7.4	2.2	19.2	8.6	26.3	22.2	46.0	30.2	20.5	13.3	70.3	59.9	39.0	36.0
Kerala	48.0	64.5	0.9	0.4	52.3	38.8	47.7	38.9	77.3	64.7	43.5	26.8	89.6	83.7	51.8	44.3
Madhya Pradesh	69.6	70.0	23.4	14.9	17.6	12.1	13.9	15.1	41.6	35.6	19.8	19.1	64.4	64.4	36.6	41.9
Maharashtra	61.6	67.4	4.3	1.4	42.0	26.6	27.2	18.7	66.4	55.5	30.2	19.6	80.2	76.2	40.5	34.6
Manipur	28.0	32.8	6.1	7.6	35.8	30.3	58.5	56.7	67.5	69.1	50.5	51.3	86.5	90.9	72.5	71.1
Meghalaya	35.7	43.7	12.3	9.2	24.6	16.2	19.2	18.0	50.1	39.2	7.2	11.8	82.8	75.5	28.1	28.2
Mizoram	72.4	64.7	5.3	7.6	25.6	19.8	58.9	41.8	64.3	51.2	40.2	20.9	89.4	85.6	71.0	44.7
Nagaland	49.3	50.8	9.2	9.4	22.6	21.2	36.9	33.8	48.0	48.4	25.8	15.3	83.6	86.2	51.3	50.2
Odisha	88.0	92.1	12.8	7.4	38.7	29.7	30.7	29.3	58.7	52.5	25.4	28.2	72.5	73.4	42.3	43.0
Punjab	46.7	58.8	6.2	5.2	39.4	33.0	49.7	44.8	71.6	66.2	53.0	41.1	85.1	85.4	62.4	53.7
Rajasthan	60.0	68.5	15.7	8.8	20.4	14.2	17.3	11.8	49.1	38.2	23.3	13.3	78.3	71.6	41.6	35.6
Sikkim	68.6	75.2	4.9	3.6	29.4	16.7	41.0	43.3	41.7	31.5	12.5	19.2	79.0	66.8	44.6	45.1
Tamil Nadu	67.4	75.7	2.3	1.9	10.2	4.8	26.0	11.2	40.7	25.2	25.4	14.9	73.2	63.0	50.2	44.4
Telangana	57.4	70.1	5.1	2.5	18.0	5.1	34.3	28.5	43.7	31.7	27.1	22.7	69.0	61.8	48.3	44.6
Tripura	85.2	86.1	4.9	4.6	25.6	20.3	34.8	31.6	45.0	46.7	19.2	17.2	68.3	66.4	30.7	43.8
Uttar Pradesh	44.3	59.6	19.1	12.3	28.1	23.9	26.6	28.7	52.0	46.3	29.6	31.6	73.7	70.6	44.4	49.4
Uttarakhand	55.0	61.5	6.9	3.8	34.5	27.8	32.3	23.6	64.3	53.6	37.5	30.6	83.8	82.2	48.6	44.4
West Bengal	88.1	92.2	11.7	4.9	39.9	33.0	38.6	34.2	50.7	47.3	29.7	27.5	61.8	69.2	28.7	31.8
All India	**65.6**	**72.9**	**13.1**	**7.5**	**27.2**	**20.5**	**28.1**	**25.9**	**50.4**	**42.8**	**27.8**	**25.6**	**72.8**	**69.5**	**43.9**	**44.6**

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 15: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	8419	8858	9180	9577
Upper primary schools*	5821	6378	6818	7425
Total schools visited	14240	15236	15998	17002

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	72.9	71.3	72.4	72.9
% Teachers present (Average)	87.1	85.0	85.1	86.8
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Enrolled children present (Average)	73.4	71.1	72.3	71.3
% Teachers present (Average)	86.4	85.8	85.8	87.5

Table 17: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	55.2	62.8	63.4	67.9
% Schools where Std IV children were observed sitting with any other Std	49.0	56.8	58.1	61.7
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Schools where Std II children were observed sitting with any other Std	54.0	59.9	60.9	62.2
% Schools where Std IV children were observed sitting with any other Std	41.6	48.4	48.1	53.1

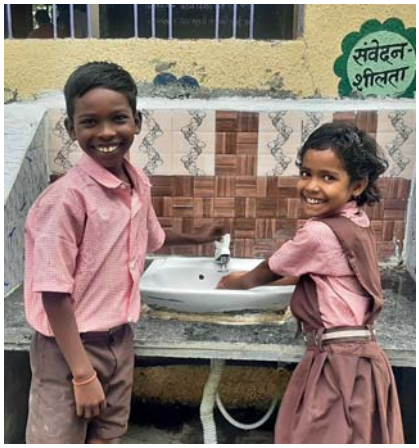
Table 18: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	27.3	36.0	43.3	44.1
Upper primary schools	2.7	7.2	10.7	11.5

School facilities

Table 19: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	84.6	85.1	87.1	89.5
	Kitchen/shed for cooking mid-day meal	82.1	88.1	91.0	89.4
Drinking water	No facility for drinking water	17.0	13.9	13.9	12.5
	Facility but no drinking water available	10.3	10.5	11.3	11.4
	Drinking water available	72.7	75.6	74.8	76.0
	Total	100	100	100	100
Toilet	No toilet facility	11.0	6.3	3.0	2.9
	Facility but toilet not useable	41.8	28.5	22.8	21.0
	Toilet useable	47.2	65.2	74.2	76.2
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	31.2	18.8	11.5	10.8
	Separate provision but locked	18.7	12.9	10.5	8.1
	Separate provision, unlocked but not useable	17.2	12.6	11.7	12.8
	Separate provision, unlocked and useable	32.9	55.7	66.4	68.4
	Total	100	100	100	100
Library	No library	37.4	21.9	25.8	21.7
	Library but no books being used by children on day of visit	24.7	37.4	37.3	34.3
	Library books being used by children on day of visit	37.9	40.7	36.9	44.0
	Total	100	100	100	100
Electricity	Electricity connection			75.0	93.0
	Of schools with electricity connection, % schools with electricity available on day of visit			78.5	85.3
Computer	No computer available for children to use	84.2	80.4	78.7	77.3
	Computer available but not being used by children on day of visit	7.2	12.6	14.8	14.8
	Computer being used by children on day of visit	8.6	7.0	6.5	7.9
	Total	100	100	100	100



*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 20: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			74.5		79.2
Physical education teacher	Separate teacher	5.8	4.3	30.8	31.3
	Any other teacher	63.0	62.2	46.6	45.5
	No teacher	31.2	33.5	22.6	23.2
	Total	100	100	100	100
Playground in the school		64.2	66.6	69.6	71.8
Sports equipment available		55.8	80.5	71.5	82.7

Table 21: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	79.7	80.8
Upper primary schools	82.8	86.7

Table 22: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	44.3	28.7	10.1	9.7
Upper primary schools	35.5	22.7	5.4	9.4

Table 23: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	90.1	6.8	3.1	100
Upper primary schools	84.4	8.7	6.9	100

Table 24: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	68.1	9.4	22.5	100	52.7
Upper primary schools	51.1	16.2	32.7	100	50.8

Table 25: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	79.1	89.9
	Half financial year: April 2022-date of survey	47.3	44.0
Upper primary schools	Full financial year: April 2021-March 2022	71.0	91.4
	Half financial year: April 2022-date of survey	42.2	50.6

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Data is not presented where sample size is insufficient.

Table 26A: Trends over time
Performance of schools with respect to selected Right to Education indicators. By state. All schools. 2010, 2014, 2018, 2022

State	Number of schools visited				PTR & CTR								School facilities							
					% Schools complying with:								% Schools that have:							
					Pupil-teacher ratio				Classroom-teacher ratio				Office/store/office cum store				Playground			
	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022
Andhra Pradesh	374	380	379	298	60.0	47.5	61.5	57.4	53.9	76.0	70.0	75.3	57.0	53.2	58.6	59.4	61.2	57.4	61.9	64.2
Arunachal Pradesh	259	189	159	238	78.0	69.4	74.2	78.0	79.8	68.7	65.3	67.5	77.7	75.6	86.6	82.2	58.9	61.7	55.4	76.0
Assam	519	597	714	740	33.6	34.0	47.4	49.1	67.7	70.1	68.5	66.0	57.5	52.1	63.1	57.0	61.5	56.3	61.1	61.9
Bihar	967	1088	1100	1101	8.8	12.7	19.7	19.1	48.2	60.5	59.6	61.7	69.0	77.7	83.7	80.3	48.3	50.9	51.1	54.9
Chhattisgarh	425	442	468	1602	39.6	53.8	56.6	43.3	64.2	68.1	71.8	70.2	79.0	82.3	82.8	81.9	45.0	64.2	68.8	71.5
Gujarat	623	720	644	711	62.7	69.0	83.5	77.6	84.2	89.7	86.3	89.2	80.2	86.2	78.0	89.8	75.5	88.1	82.6	75.7
Haryana	528	577	613	500	40.3	46.0	76.3	59.5	75.1	70.4	79.2	80.6	85.8	84.5	88.3	86.8	79.7	81.8	83.4	84.0
Himachal Pradesh	261	277	293	263	60.6	60.7	56.8	47.5	76.7	78.2	78.9	87.1	75.9	79.3	79.8	81.1	75.6	81.0	81.7	82.8
Jammu and Kashmir	0	343	376	529		89.0	92.6	92.4		53.0	43.8	56.3		77.2	84.5	88.1		48.6	54.7	59.7
Jharkhand	547	625	674	677	11.2	21.9	28.3	21.2	81.2	83.1	83.1	85.1	84.9	87.7	86.6	86.3	37.9	33.3	39.1	43.2
Karnataka	769	712	848	812	69.4	70.4	79.4	71.6	82.8	84.1	82.6	85.5	72.1	78.7	81.8	79.8	66.0	72.0	78.9	78.5
Kerala	275	265	279	412	89.2	96.6	94.6	94.9	80.3	89.4	84.7	90.6	88.4	96.5	93.2	74.6	76.3	74.7	67.7	75.1
Madhya Pradesh	1219	1257	1451	1454	19.4	48.6	49.0	54.1	81.4	63.0	71.3	64.6	69.5	67.1	70.7	73.6	61.1	66.3	69.2	74.2
Maharashtra	902	875	927	823	58.9	72.7	77.6	67.7	87.6	85.3	83.7	81.7	34.3	36.2	38.7	30.8	84.7	88.3	86.8	85.6
Manipur	125	179	158	166	74.3	92.6	92.9	81.6	62.5	36.1	23.6	47.3	67.5	79.2	72.9	70.1	71.8	51.4	59.7	72.6
Meghalaya	110	129	143	117	54.3	60.0	45.2	54.0	84.2	67.3	78.1	78.3	34.6	41.2	47.5	39.5	45.8	54.0	54.4	57.9
Mizoram	174	187	233	212	89.1	83.9	75.4	95.2	57.6	77.3	69.1	44.5	78.5	91.7	84.1	49.5	39.0	72.2	65.5	78.0
Nagaland	223	255	289	216	91.9	92.1	97.6	98.5	78.6	73.9	56.1	70.8	83.8	81.0	82.4	87.7	64.2	43.8	52.1	54.6
Odisha	741	824	812	807	22.5	38.4	56.0	52.2	74.0	68.8	73.2	75.2	74.7	80.4	84.7	77.4	44.4	32.4	31.8	32.0
Punjab	449	496	554	590	34.9	64.0	76.1	65.6	76.9	69.3	72.8	79.6	78.5	78.5	80.1	81.6	69.3	70.6	72.0	76.1
Rajasthan	896	903	837	749	46.4	66.6	67.2	68.5	82.0	72.2	79.3	77.3	91.2	93.2	94.3	92.7	51.7	62.6	70.3	77.8
Sikkim	69	77	108	94	93.4	91.9	99.0	98.9	61.3	78.6	81.2	54.7	92.7	87.7	73.7	87.1	79.7	91.9	87.9	87.2
Tamil Nadu	662	648	750	691	47.0	58.6	59.9	44.5	75.2	74.0	81.2	81.0	54.8	58.2	50.9	39.1	68.7	66.2	72.5	69.7
Telangana	258	264	259	259	64.2	58.5	66.4	57.3	52.6	66.7	68.5	72.2	75.1	87.0	80.7	79.1	83.9	76.7	77.0	78.1
Tripura	98	105	115	111	68.5	81.4	82.2	65.7	60.0	47.7	70.3	84.2	89.6	87.6	84.2	96.4	89.5	75.2	83.5	91.0
Uttar Pradesh	1896	1971	1998	2028	16.1	19.9	33.3	43.3	81.6	79.8	71.3	68.4	88.6	88.3	86.3	89.0	60.8	78.1	71.3	72.6
Uttarakhand	337	301	296	280	13.7	24.6	31.3	23.4	87.4	86.1	81.8	86.7	87.7	88.3	90.7	90.1	67.0	68.1	68.6	73.5
West Bengal	408	456	441	480	26.2	46.9	64.3	61.1	64.8	68.6	54.8	63.4	79.0	84.8	81.5	83.5	42.1	50.7	52.8	57.8
All India	**14240**	**15236**	**15998**	**17002**	**38.9**	**49.3**	**57.8**	**55.0**	**76.2**	**72.8**	**72.9**	**72.9**	**74.1**	**76.6**	**77.2**	**76.7**	**62.0**	**65.3**	**66.5**	**68.9**

Data is not presented where sample size is insufficient.

Table 26B: Trends over time
Performance of schools with respect to selected Right to Education indicators. By state. All schools. 2010, 2014, 2018, 2022

State	School facilities																			
	% Schools with:																			
	Boundary wall				Kitchen shed for cooking mid-day meal				Drinking water available				Toilet available and useable				Girls' toilet available and useable			
	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022
Andhra Pradesh	47.2	44.3	55.1	79.3	64.2	65.1	72.9	73.7	64.8	61.2	58.1	65.6	38.6	64.3	86.4	82.8	25.4	54.2	81.1	80.8
Arunachal Pradesh	24.5	44.9	51.4	63.1	64.0	57.4	57.4	57.1	53.2	53.5	44.7	62.0	25.3	35.1	50.0	60.1	12.2	24.5	28.2	43.6
Assam	19.1	24.3	59.5	55.6	80.2	82.7	92.2	91.2	60.9	65.3	68.0	78.3	33.1	58.7	21.4	82.6	13.7	47.0	16.0	70.2
Bihar	48.1	52.4	55.7	56.1	64.0	87.7	91.6	86.4	78.7	90.4	89.7	87.3	33.6	60.6	75.6	70.9	18.1	46.2	63.0	63.8
Chhattisgarh	48.8	60.8	71.8	77.4	86.1	92.9	97.0	93.4	77.6	80.3	82.5	82.3	29.6	68.9	85.7	71.5	20.0	53.4	75.7	60.0
Gujarat	84.4	90.9	96.3	94.3	88.3	90.0	90.4	69.0	79.4	87.0	88.0	71.8	64.8	84.8	91.3	95.8	49.9	81.4	87.4	94.2
Haryana	82.7	91.4	90.8	92.9	51.0	75.8	88.2	90.6	74.6	76.2	82.0	84.7	67.9	81.8	90.8	71.4	52.8	79.6	84.4	68.5
Himachal Pradesh	37.9	66.4	63.6	63.9	82.5	97.1	99.3	99.2	83.2	87.7	89.4	88.9	56.0	87.6	94.2	87.1	38.7	86.2	86.3	76.4
Jammu and Kashmir		28.7	38.7	55.6		75.5	86.3	87.4		51.6	54.6	69.3		58.1	73.0	72.8		46.7	48.2	53.1
Jharkhand	27.0	24.7	34.8	43.4	73.5	83.9	88.7	84.8	73.8	80.2	82.6	82.1	26.8	52.9	74.9	75.7	20.9	48.0	72.5	72.8
Karnataka	59.3	73.7	84.7	81.9	92.9	93.0	93.0	92.4	75.8	81.2	76.8	67.8	38.4	60.2	70.8	71.4	31.8	55.1	66.4	67.0
Kerala	81.8	77.7	80.2	88.4	98.1	98.8	99.2	99.3	85.7	83.0	52.9	52.7	58.2	84.8	89.4	72.3	43.9	80.2	83.4	69.8
Madhya Pradesh	37.3	40.2	44.7	61.3	89.9	89.8	85.7	82.6	78.5	75.3	71.0	69.3	50.3	55.1	68.3	67.2	28.9	40.3	56.5	55.1
Maharashtra	57.5	66.9	74.0	81.5	78.2	92.0	94.9	94.1	69.0	70.5	70.9	67.3	53.0	66.3	70.1	65.2	43.2	59.1	63.9	60.8
Manipur	11.3	9.6	14.4	16.3	58.4	52.8	61.6	74.4	5.1	15.7	6.5	9.7	40.2	53.1	44.9	58.5	8.4	19.8	15.4	27.0
Meghalaya	14.2	9.7	12.7	17.5	60.6	83.3	84.5	92.1	23.9	16.5	15.5	16.2	24.5	38.8	44.8	44.4	14.8	16.8	29.9	29.8
Mizoram	37.7	51.1	35.5	50.5	96.2	94.0	96.1	93.3	48.5	68.5	57.4	58.0	55.6	33.7	44.6	72.9	30.8	28.1	34.9	47.3
Nagaland	42.8	52.6	36.4	30.5	81.7	79.2	83.0	85.9	37.0	23.4	27.3	25.7	53.9	68.0	61.8	64.4	30.6	45.0	47.0	48.6
Odisha	40.8	48.2	50.4	65.4	74.4	82.8	89.7	90.6	70.3	81.4	82.8	85.4	44.4	63.2	75.7	82.1	34.7	53.3	69.1	76.5
Punjab	82.8	88.9	92.6	93.1	94.7	94.5	99.1	99.3	83.1	81.0	82.7	92.7	61.2	79.2	89.5	84.1	49.4	71.6	83.9	79.6
Rajasthan	70.1	84.5	84.6	87.6	83.8	89.8	92.8	90.5	68.0	73.4	72.8	74.7	65.4	81.5	84.9	86.8	50.3	73.7	80.9	84.4
Sikkim	14.5	42.7	35.9	34.4	95.7	97.3	95.3	96.8	76.8	74.0	74.5	74.2	59.4	73.0	82.4	81.9	37.5	65.2	75.7	77.7
Tamil Nadu	60.7	71.0	75.6	78.4	96.7	97.5	96.2	95.0	80.5	79.8	80.2	82.0	44.6	79.8	90.2	82.9	35.1	68.7	86.2	78.6
Telangana	61.2	58.9	71.4	76.5	71.0	76.1	86.4	84.5	64.8	61.2	57.2	56.9	38.6	64.3	77.0	73.4	25.4	54.2	71.9	63.8
Tripura	19.4	28.2	31.6	43.4	88.2	97.1	98.3	100.0	40.0	56.2	45.6	65.5	43.0	58.7	53.0	59.1	30.3	57.1	32.7	42.9
Uttar Pradesh	44.4	64.3	72.4	88.3	89.3	96.0	95.4	94.0	82.2	85.8	85.1	88.0	47.4	54.9	72.7	82.0	33.9	49.1	67.2	78.0
Uttarakhand	66.8	56.6	58.3	71.3	96.3	97.3	98.0	94.9	68.3	69.2	75.6	84.4	53.4	69.2	85.8	76.3	24.0	53.7	67.2	58.6
West Bengal	34.5	48.7	55.1	72.5	86.3	95.4	94.0	95.8	67.2	78.4	81.3	78.1	52.1	70.8	81.1	84.0	23.7	46.9	67.7	71.5
All India	**51.0**	**58.8**	**64.4**	**72.3**	**82.1**	**88.1**	**91.0**	**89.4**	**72.7**	**75.6**	**74.8**	**76.0**	**47.2**	**65.2**	**74.2**	**76.2**	**32.9**	**55.7**	**66.4**	**68.4**

Data is not presented where sample size is insufficient.

Table 27A: Trends over time
Performance of schools with respect to other selected indicators. By state. All schools. 2010, 2014, 2018, 2022

State	% Enrolled children present (Average)				% Teachers present (Average)				% Schools with:											
									Total enrollment of 60 or less				Std II children observed sitting with one or more classes				Std IV children observed sitting with one or more classes			
	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022
Andhra Pradesh	75.6	79.6	82.0	83.3	83.4	82.9	82.1	85.5	31.5	33.0	38.6	40.3	63.3	67.1	61.9	72.9	55.3	56.3	57.6	63.0
Arunachal Pradesh	82.5	84.4	77.7	76.1	85.3	83.5	71.1	76.7	33.9	38.0	49.0	55.8	31.7	39.3	37.3	32.7	26.9	31.3	27.2	31.4
Assam	69.0	70.8	72.9	77.2	90.0	87.5	87.4	91.0	40.9	36.1	41.0	40.5	43.4	58.9	52.2	59.0	40.8	55.4	46.5	58.4
Bihar	55.9	53.4	53.7	54.6	81.7	76.3	72.1	83.3	0.2	0.4	1.3	1.3	57.1	63.1	66.5	63.1	48.3	58.2	55.3	52.1
Chhattisgarh	70.5	74.6	75.2	70.9	86.5	82.2	84.2	86.8	16.1	33.6	40.2	44.3	64.9	76.4	71.3	79.5	51.1	54.0	53.3	65.4
Gujarat	84.7	82.7	85.6	84.3	95.8	93.6	92.3	96.9	4.6	6.6	12.8	12.2	36.5	48.4	50.9	69.3	33.0	40.5	45.4	64.4
Haryana	82.4	78.9	77.6	78.6	89.0	85.8	87.5	87.3	6.5	10.0	17.6	14.4	32.5	34.4	41.5	49.7	29.7	27.4	37.8	44.2
Himachal Pradesh	90.0	86.3	83.4	83.3	88.0	76.7	75.8	82.8	48.6	71.3	83.1	81.4	58.3	74.1	81.1	80.3	52.4	73.0	74.3	74.8
Jammu and Kashmir		73.9	76.9	74.5		83.2	82.4	84.1		55.9	52.4	53.8		66.4	61.3	72.0		60.9	52.1	66.4
Jharkhand	59.9	58.2	61.9	64.9	84.4	88.8	90.4	92.3	7.7	15.9	18.9	18.4	66.1	76.3	78.1	78.8	60.7	72.3	69.3	70.3
Karnataka	72.5	85.3	84.1	87.5	89.5	90.6	89.9	92.6	17.8	22.3	26.3	29.9	75.6	80.4	83.6	76.0	37.0	39.2	44.1	53.0
Kerala	92.4	90.3	83.2	83.1	92.5	89.9	85.0	88.9	19.9	30.5	24.1	16.2	7.1	11.5	17.0	13.4	5.4	9.8	21.0	11.3
Madhya Pradesh	66.6	61.0	55.8	56.8	87.9	84.5	85.7	85.1	10.4	26.2	33.8	29.7	66.9	77.8	82.6	86.1	57.4	69.3	75.0	79.4
Maharashtra	92.0	86.1	86.3	85.6	92.7	91.3	89.4	93.4	16.7	21.1	26.4	29.2	40.3	45.5	49.8	54.3	36.3	40.2	44.5	51.3
Manipur	67.3	55.0	57.1	60.3	71.8	66.7	68.3	74.1	35.3	52.5	63.6	59.5	37.7	33.3	43.9	40.0	32.1	31.3	38.4	37.1
Meghalaya	75.5	73.8	74.9	74.4	93.0	88.3	86.6	92.7	71.0	68.6	69.0	75.4	64.0	67.5	77.3	77.9	60.4	61.0	75.6	72.3
Mizoram	85.8	86.8	83.4	84.4	94.4	88.7	83.2	88.3	39.8	63.7	84.1	73.0	28.0	25.3	2.2	18.4	25.8	25.3	1.7	15.0
Nagaland	82.0	81.4	78.2	84.6	87.2	85.4	79.2	88.4	45.8	35.2	61.3	69.5	19.0	17.1	11.4	15.7	17.9	17.2	11.7	14.3
Odisha	72.1	77.3	81.0	82.1	86.6	84.7	93.4	93.3	21.4	23.7	31.6	30.8	72.8	77.6	79.1	81.6	62.1	67.1	69.9	74.3
Punjab	82.7	81.4	83.0	79.7	88.5	85.5	85.5	85.7	17.2	25.4	38.2	33.8	52.2	47.6	58.5	61.3	37.5	42.3	53.8	54.2
Rajasthan	72.8	68.5	75.1	73.6	88.7	87.5	85.9	84.5	13.0	17.9	17.7	22.3	66.2	78.3	72.9	74.9	52.9	65.9	60.3	68.7
Sikkim	83.7	83.6	84.5	82.5	80.4	87.5	81.1	81.2	23.2	26.7	53.3	70.2	9.0	18.1	23.8	21.8	9.2	18.8	20.4	17.8
Tamil Nadu	90.3	89.0	91.1	88.6	83.8	90.5	93.1	93.4	24.4	35.7	39.6	40.0	79.3	69.1	64.1	68.8	74.4	64.6	60.7	62.5
Telangana	67.9	70.4	74.9	75.5	82.3	77.2	84.7	85.5	17.2	19.7	34.8	25.9	57.1	57.3	60.5	60.0	48.3	46.3	49.0	51.1
Tripura	64.7	70.9	63.1	60.1	84.6	87.7	81.8	88.3	9.4	21.9	28.7	32.4	40.0	43.7	53.5	55.1	21.5	29.9	27.4	26.4
Uttar Pradesh	57.6	55.0	59.9	56.2	80.9	84.9	85.6	79.8	4.6	9.1	10.4	7.9	51.0	62.8	62.2	57.7	45.9	59.1	58.9	53.1
Uttarakhand	89.7	80.2	82.9	82.2	90.9	81.0	86.2	89.1	69.0	76.7	73.1	74.0	61.9	80.1	75.7	85.1	56.8	76.9	71.7	77.6
West Bengal	68.5	55.8	54.9	68.2	85.6	80.3	76.7	86.3	10.1	23.3	20.2	22.5	42.5	47.2	46.1	48.3	33.9	36.4	38.9	41.1
All India	**73.1**	**71.2**	**72.4**	**72.2**	**86.8**	**85.3**	**85.4**	**87.1**	**17.3**	**24.0**	**29.4**	**29.9**	**54.8**	**61.6**	**62.4**	**65.5**	**45.9**	**53.3**	**53.9**	**58.0**

Data is not presented where sample size is insufficient.

Table 27B: Trends over time
Performance of schools with respect to other selected indicators. By state. All schools. 2010, 2014, 2018, 2022

State	% Schools with:																			
	Library books available				Library books being used by children on the day of visit				Computer available for children				Computer available and children observed using them on day of visit				Mid-day meal served in school on day of visit			
	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022
Andhra Pradesh	14.4	31.6	36.2	24.7	77.6	65.6	54.8	55.7	3.0	7.9	15.9	16.0	6.2	5.6	6.6	8.2	99.7	99.5	96.0	98.6
Arunachal Pradesh	6.7	16.9	19.6	16.1	6.3	8.2	4.4	5.9	6.4	7.0	6.4	9.8	8.0	3.2	1.3	3.9	47.1	57.5	36.2	51.3
Assam	10.3	21.7	34.3	38.5	10.5	23.6	38.8	34.2	1.6	1.7	5.0	7.0	0.2	0.7	1.6	1.6	67.3	61.7	64.0	66.3
Bihar	24.7	45.8	31.6	30.6	28.2	30.5	27.5	35.4	2.9	5.0	2.8	6.1	4.0	0.7	0.6	1.5	57.2	69.2	84.5	86.8
Chhattisgarh	36.5	63.3	66.0	59.2	36.5	26.2	23.8	25.0	2.4	0.5	1.9	2.8	1.7	0.0	0.4	0.3	94.6	86.1	91.7	93.4
Gujarat	35.2	54.0	44.8	16.8	48.5	38.3	40.5	72.3	24.3	52.8	42.9	20.5	27.9	28.5	24.0	40.9	96.2	94.2	94.1	82.6
Haryana	33.0	48.2	44.8	33.2	31.6	36.0	39.1	49.5	10.5	7.9	13.3	14.1	6.9	3.7	5.1	11.1	93.7	91.7	85.3	87.5
Himachal Pradesh	39.0	55.1	73.0	58.6	41.3	40.6	24.3	36.5	3.5	2.2	4.5	9.0	3.2	3.3	2.1	2.3	98.0	93.8	93.1	91.1
Jammu and Kashmir		26.3	32.3	30.4		28.1	26.6	32.3		6.2	12.6	16.6		2.6	4.6	11.8		74.7	77.3	82.2
Jharkhand	33.2	29.0	36.6	27.1	28.4	60.7	50.5	59.1	2.9	2.7	5.5	6.6	4.1	1.3	1.1	2.0	92.6	78.6	79.0	89.4
Karnataka	27.6	37.5	46.8	30.8	64.8	54.3	36.1	51.9	16.0	23.6	31.9	21.5	13.4	15.9	9.9	10.9	96.0	98.9	97.5	99.6
Kerala	20.7	12.5	59.5	71.1	62.4	82.2	30.5	13.9	16.1	48.7	52.9	53.1	66.7	41.1	22.4	19.9	100.0	74.6	96.1	92.6
Madhya Pradesh	27.3	40.3	40.3	34.8	29.1	43.7	43.8	48.6	5.7	3.3	3.1	3.9	1.7	0.9	0.7	0.8	94.7	88.3	82.9	88.3
Maharashtra	19.6	46.2	51.5	44.7	66.5	36.4	36.9	40.5	13.5	31.6	45.5	34.0	19.8	14.7	19.0	19.0	90.7	94.8	94.7	93.2
Manipur	3.4	15.2	5.8	7.4	5.9	2.8	3.2	7.4	5.9	11.2	5.8	15.7	2.5	5.1	3.2	3.1	47.8	34.5	46.4	48.4
Meghalaya	6.4	1.6	7.8	5.1	15.6	22.1	2.8	11.1	1.8	0.8	1.4	1.7	0.9	0.8	0.7	0.0	51.9	40.7	47.9	49.1
Mizoram	4.7	10.9	15.0	26.4	1.7	6.0	2.6	12.3	1.8	1.1	9.5	4.4	5.9	0.5	0.4	0.0	94.0	72.0	89.2	92.4
Nagaland	4.1	9.1	5.9	30.1	9.2	5.5	6.9	25.0	11.1	5.9	10.8	23.9	3.7	5.5	2.4	6.6	31.9	24.1	27.4	27.2
Odisha	18.5	22.6	26.2	20.2	46.8	65.6	54.0	38.8	2.7	8.1	12.3	12.0	4.4	5.8	6.4	5.5	88.8	96.8	98.8	98.6
Punjab	30.0	49.0	43.3	56.2	66.0	39.7	44.9	40.6	5.5	6.5	17.7	63.4	5.2	2.2	3.8	22.2	97.9	92.7	93.4	99.1
Rajasthan	40.4	48.9	47.7	48.5	23.3	38.8	34.1	36.4	10.4	25.6	27.0	22.7	5.3	8.2	11.6	11.1	94.8	82.7	95.1	95.4
Sikkim	17.7	14.5	20.6	23.4	26.5	40.8	31.8	44.7	14.5	18.2	24.3	29.0	24.6	24.7	9.4	34.4	98.6	85.1	78.5	98.9
Tamil Nadu	21.3	34.2	31.4	25.5	57.8	52.3	52.4	54.5	17.6	35.4	28.6	23.8	29.4	27.1	29.3	19.4	99.4	99.8	98.7	99.6
Telangana	14.4	31.6	22.0	19.0	77.6	65.6	55.7	62.0	3.0	7.9	7.4	11.7	6.2	5.6	3.1	2.3	98.4	99.6	95.8	97.3
Tripura	15.6	16.2	11.4	5.5	19.8	43.8	29.8	75.5	3.2	3.9	3.5	9.9	5.3	3.9	0.9	9.0	74.7	97.1	96.5	98.2
Uttar Pradesh	25.8	38.4	27.5	25.9	22.9	36.2	35.7	67.5	1.1	1.9	2.6	4.9	0.3	0.3	0.7	1.2	71.3	93.9	93.3	94.3
Uttarakhand	27.2	49.0	58.6	33.7	20.4	36.9	26.1	55.9	5.2	6.8	9.1	32.1	1.5	2.0	0.7	7.3	95.0	92.3	88.1	97.1
West Bengal	17.8	22.7	27.7	12.9	31.8	43.6	38.4	34.0	0.8	0.4	5.5	4.4	0.5	1.5	1.2	0.8	63.4	66.7	81.6	92.5
All India	**24.7**	**37.4**	**37.3**	**34.3**	**37.9**	**40.7**	**36.9**	**44.0**	**7.2**	**12.6**	**14.8**	**14.8**	**8.6**	**7.0**	**6.5**	**7.9**	**84.6**	**85.1**	**87.1**	**89.5**

Andhra Pradesh, Arunachal Pradesh

Assam, Bihar

Chhattisgarh

Andhra Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 13 OUT OF 13 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	70.8	28.4	0.2	0.6	100
Age 7-16: All	70.8	28.1	0.3	0.8	100
Age 7-10: All	68.4	31.0	0.3	0.3	100
Age 7-10: Boys	64.1	35.2	0.3	0.4	100
Age 7-10: Girls	72.4	27.2	0.2	0.3	100
Age 11-14: All	73.7	25.1	0.3	0.9	100
Age 11-14: Boys	70.4	28.7	0.2	0.8	100
Age 11-14: Girls	77.0	21.7	0.3	1.0	100
Age 15-16: All	69.4	28.1	0.4	2.1	100
Age 15-16: Boys	68.1	29.5	0.3	2.1	100
Age 15-16: Girls	70.7	26.8	0.5	2.0	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

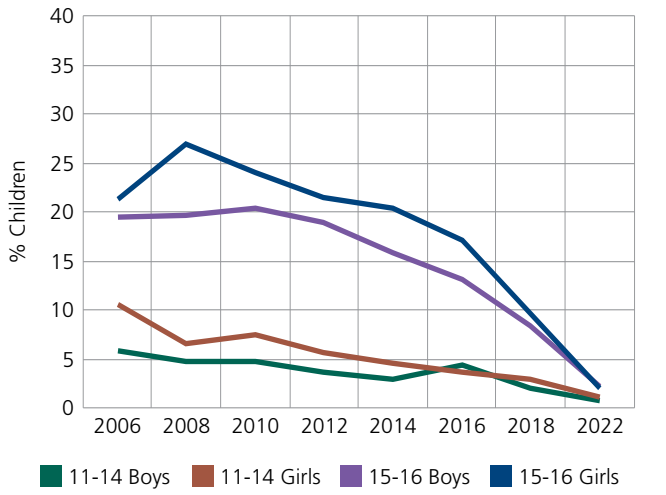
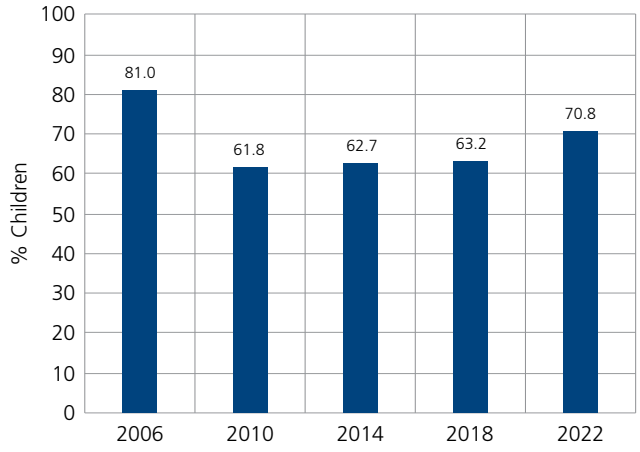


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	71.3	0.9	6.6	1.4	1.6	0.0	18.2	100
Age 4	53.4	1.5	36.6	2.2	2.1	0.0	4.2	100
Age 5	30.4	1.6	41.8	15.8	8.4	0.0	2.0	100
Age 6	2.3	0.3	25.7	46.6	24.4	0.0	0.7	100
Age 7	0.4	0.2	5.6	53.9	39.5	0.2	0.3	100
Age 8	0.2	0.0	1.1	58.3	40.2	0.0	0.2	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	80.7	2.1	5.4	1.7	1.0	0.0	9.2	100
Age 4	68.3	1.6	22.6	2.3	3.6	0.0	1.6	100
Age 5	40.4	2.1	36.5	13.0	7.5	0.0	0.5	100
Age 6	4.0	0.5	19.2	51.7	24.1	0.1	0.4	100
Age 7	0.4	0.1	2.8	63.9	31.8	0.5	0.5	100
Age 8	0.4	0.1	0.5	67.4	31.1	0.2	0.3	100

Andhra Pradesh RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	43.3	40.2	12.7	2.3	1.5	100
II	21.0	36.3	32.7	5.0	5.0	100
III	12.6	24.3	36.2	16.6	10.4	100
IV	6.9	14.2	28.6	27.1	23.2	100
V	3.8	10.1	21.8	28.0	36.4	100
VI	4.6	7.2	16.0	24.9	47.4	100
VII	1.8	4.5	12.9	24.6	56.3	100
VIII	2.7	4.1	9.2	17.7	66.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 12.6% cannot even read letters, 24.3% can read letters but not words or higher, 36.2% can read words but not Std I level text or higher, 16.6% can read Std I level text but not Std II level text, and 10.4% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

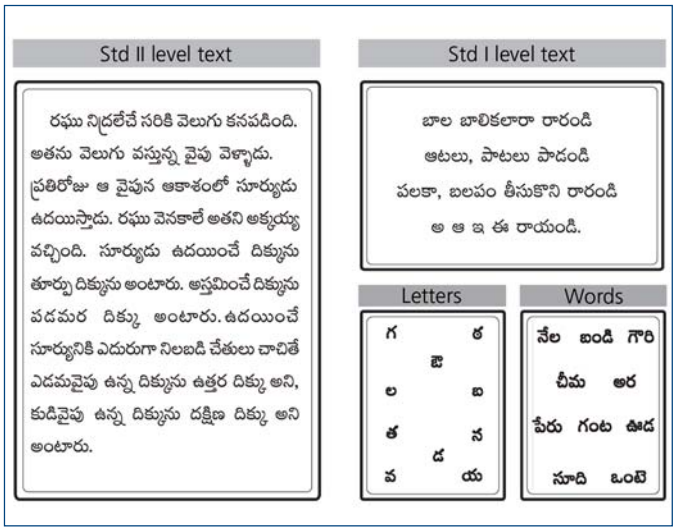


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	28.0	28.9	28.3
2014	21.3	32.0	24.7
2016	19.0	28.3	22.6
2018	22.6	22.5	22.6
2022	10.5	10.1	10.3

*This is the weighted average for children in government and private schools only.

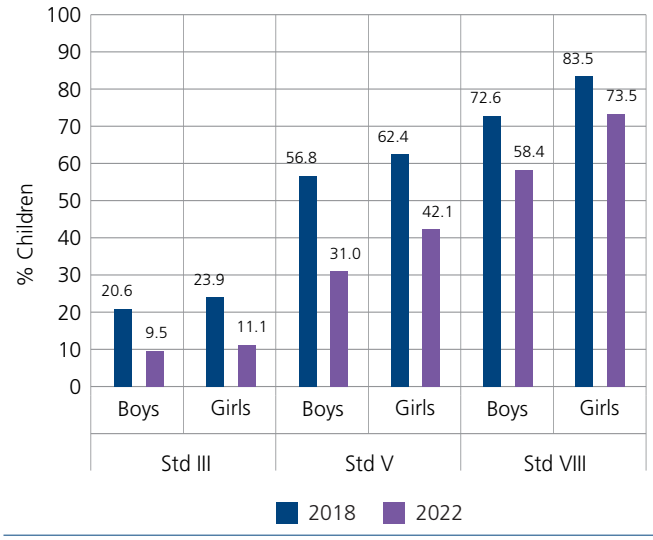
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	64.0	58.8	62.4	87.7	89.1	88.1
2014	57.0	58.2	57.4	79.5	87.4	81.6
2016	52.6	60.6	55.3	73.5		78.0
2018	57.1	64.8	59.7	78.6	77.5	78.2
2022	37.9	31.5	36.3	64.7	72.0	66.5

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Andhra Pradesh RURAL

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	32.3	35.1	28.0	3.0	1.6	100
II	12.9	25.6	44.5	14.7	2.3	100
III	7.2	12.4	46.7	29.5	4.2	100
IV	3.7	5.7	36.7	38.0	15.9	100
V	2.1	3.6	24.4	40.4	29.6	100
VI	2.4	2.6	24.5	33.7	37.0	100
VII	1.0	1.8	21.2	35.4	40.6	100
VIII	1.7	1.8	16.5	28.4	51.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 7.2% cannot even recognise 1-9, 12.4% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 46.7% can recognise numbers up to 99 but cannot do subtraction, 29.5% can do subtraction but cannot do division, and 4.2% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

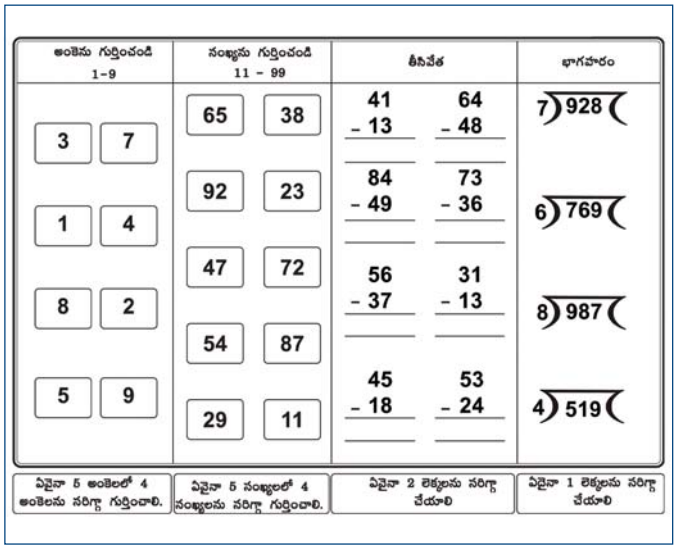


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	46.3	67.1	54.1
2014	31.4	57.8	39.8
2016	39.1	62.9	48.3
2018	34.1	45.6	38.5
2022	29.2	42.9	33.6

*This is the weighted average for children in government and private schools only.

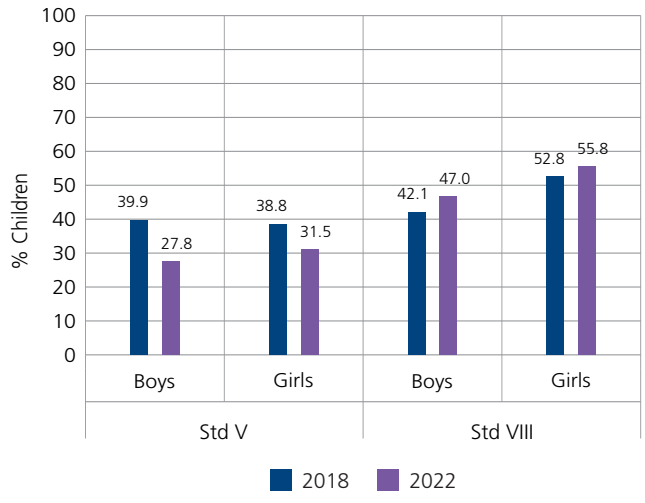
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	41.8	53.4	45.4	65.0	80.5	68.9
2014	37.8	37.3	37.6	53.0	65.7	56.4
2016	35.9	40.3	37.4	41.2		50.5
2018	36.7	45.3	39.7	44.0	56.1	47.6
2022	27.3	36.4	29.7	51.8	51.5	51.7

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Andhra Pradesh RURAL

Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	36.5	20.1	28.4	13.0	2.0	100
II	18.7	16.0	29.1	28.3	8.0	100
III	11.6	11.4	24.3	37.6	15.1	100
IV	5.3	6.5	20.3	38.3	29.8	100
V	3.8	4.8	14.1	35.0	42.5	100
VI	3.2	4.3	11.7	28.7	52.2	100
VII	1.6	2.3	9.9	24.4	61.8	100
VIII	1.8	1.9	7.6	18.9	69.8	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 11.6% cannot even read capital letters, 11.4% can read capital letters but not small letters or more, 24.3% can read small letters but not words or more, 37.6% can read words but not sentences, and 15.1% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

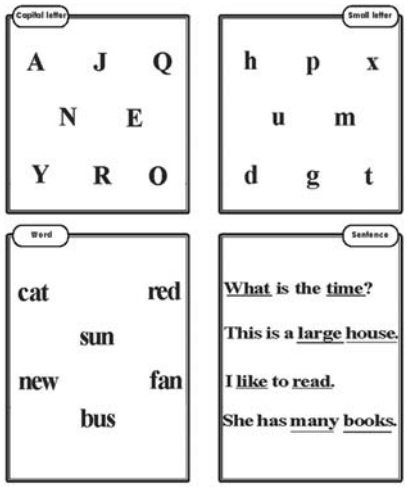


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I		
II	60.5	
III	61.0	54.1
IV	62.4	55.7
V	64.8	65.3
VI	61.0	68.1
VII	66.7	71.3
VIII	69.1	75.4

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	36.8	81.1	50.4	75.0	95.0	80.1
2014	35.4	70.5	45.9	65.7	88.5	71.7
2016	30.3	80.1	47.2	63.8		71.5
2022	35.8	61.0	42.3	65.5	82.8	69.8

*This is the weighted average for children in government and private schools only.

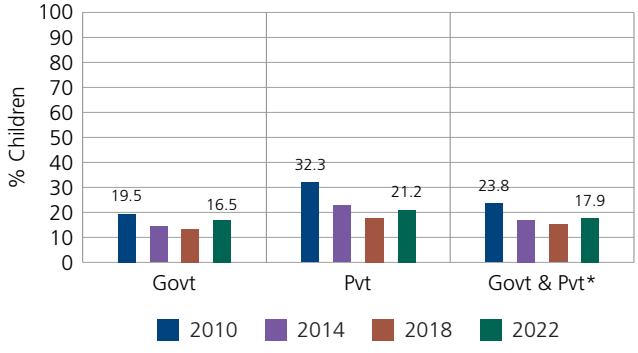
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	15.7	14.7	15.3
II	17.6	23.2	19.7
III	15.7	21.9	17.7
IV	17.3	22.1	18.8
V	18.2	25.6	20.2
VI	14.9	21.2	16.6
VII	16.9	17.2	17.0
VIII	15.1	21.9	16.8
All	16.5	21.2	17.9

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Andhra Pradesh RURAL

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	275	276	309	194
Upper primary schools*	99	104	70	104
Total schools visited	374	380	379	298

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	76.0	79.5	81.5	84.4
% Teachers present (Average)	83.7	84.5	82.5	85.5
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Enrolled children present (Average)	74.5	79.8	84.1	81.1
% Teachers present (Average)	82.3	78.8	80.1	85.6

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	66.4	67.3	63.0	78.9
% Schools where Std IV children were observed sitting with any other Std	58.0	58.2	59.0	73.1
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Schools where Std II children were observed sitting with any other Std	55.7	67.0	57.4	61.6
% Schools where Std IV children were observed sitting with any other Std	47.9	52.0	50.0	44.4

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	36.9	40.4	43.8	56.7
Upper primary schools	16.3	13.5	15.7	9.6

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	99.7	99.5	96.0	98.6
	Kitchen/shed for cooking mid-day meal	64.2	65.1	72.9	73.7
Drinking water	No facility for drinking water	22.8	16.2	12.7	14.1
	Facility but no drinking water available	12.4	22.6	29.2	20.3
	Drinking water available	64.8	61.2	58.1	65.6
	Total	100	100	100	100
Toilet	No toilet facility	23.4	13.0	2.9	2.7
	Facility but toilet not useable	38.1	22.7	10.6	14.5
	Toilet useable	38.6	64.3	86.4	82.8
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	53.1	28.4	8.9	4.8
	Separate provision but locked	9.2	8.7	4.2	3.8
	Separate provision, unlocked but not useable	12.3	8.7	5.9	10.6
	Separate provision, unlocked and useable	25.4	54.2	81.1	80.8
	Total	100	100	100	100
Library	No library	8.0	2.8	9.0	19.6
	Library but no books being used by children on day of visit	14.4	31.6	36.2	24.7
	Library books being used by children on day of visit	77.6	65.6	54.8	55.7
	Total	100	100	100	100
Electricity	Electricity connection			96.5	96.6
	Of schools with electricity connection, % schools with electricity available on day of visit			93.1	92.7
Computer	No computer available for children to use	90.7	86.5	77.5	75.9
	Computer available but not being used by children on day of visit	3.0	7.9	15.9	16.0
	Computer being used by children on day of visit	6.2	5.6	6.6	8.2
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Andhra Pradesh RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			75.5		86.5
Physical education teacher	Separate teacher	2.3	3.8	8.7	30.1
	Any other teacher	70.8	54.8	68.1	51.5
	No teacher	26.9	41.4	23.2	18.5
	Total	100	100	100	100
Playground in the school		61.0	58.0	65.2	75.7
Sports equipment available		79.0	73.8	88.4	85.2

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	73.8	77.8
Upper primary schools	72.1	81.7

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	46.0	22.8	7.8	11.8
Upper primary schools	21.7	24.0	8.1	17.8

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	90.7	9.3	0.0	100
Upper primary schools	85.6	13.5	1.0	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	94.3	5.2	0.5	100	
Upper primary schools	98.1	1.0	1.0	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools**	Full financial year: April 2021-March 2022	84.3	91.3
	Half financial year: April 2022-date of survey	21.5	75.4

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Arunachal Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 13 OUT OF 16 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	62.2	33.0	1.7	3.1	100
Age 7-16: All	63.8	31.1	1.8	3.4	100
Age 7-10: All	58.2	37.9	1.4	2.5	100
Age 7-10: Boys	57.0	39.1	1.5	2.5	100
Age 7-10: Girls	59.6	36.6	1.3	2.6	100
Age 11-14: All	66.8	27.9	2.2	3.0	100
Age 11-14: Boys	65.5	29.5	1.9	3.1	100
Age 11-14: Girls	68.1	26.3	2.6	3.0	100
Age 15-16: All	72.2	19.1	1.5	7.1	100
Age 15-16: Boys	70.8	20.2	1.3	7.8	100
Age 15-16: Girls	73.8	17.9	1.9	6.4	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

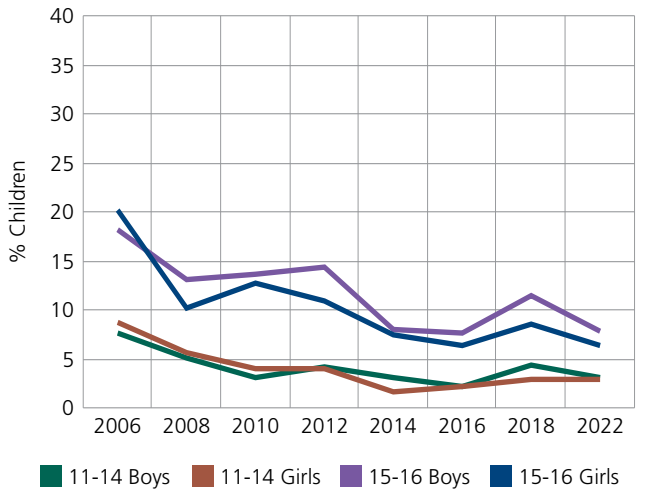
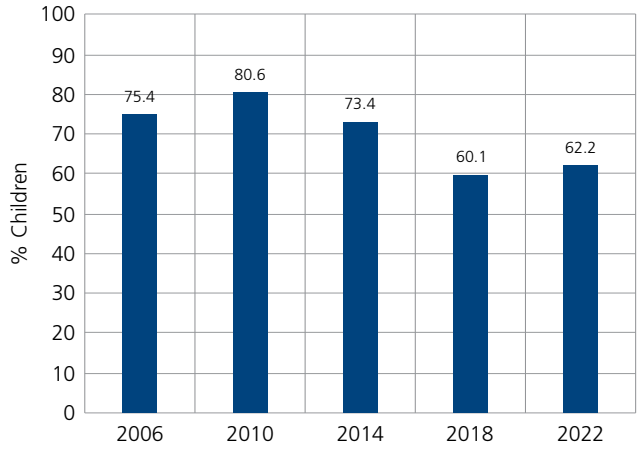


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	35.2	3.8	17.8	3.1	0.4	0.0	39.8	100
Age 4	25.7	8.0	39.3	6.9	1.9	0.0	18.3	100
Age 5	17.1	8.4	36.0	24.1	7.7	0.0	6.8	100
Age 6	12.0	4.1	20.1	32.8	24.6	0.0	6.4	100
Age 7	8.7	2.1	10.6	40.2	34.6	0.4	3.4	100
Age 8	3.5	3.0	3.3	51.6	36.2	0.4	1.9	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	42.7	6.5	11.7	3.5	0.1	0.0	35.6	100
Age 4	29.8	8.6	28.2	9.1	2.5	0.0	21.7	100
Age 5	13.5	10.8	32.8	23.7	8.2	0.2	10.8	100
Age 6	6.9	6.7	20.6	39.9	21.3	0.6	4.1	100
Age 7	1.8	3.7	8.5	49.0	32.5	1.4	3.2	100
Age 8	1.3	1.0	1.8	55.1	36.9	1.7	2.2	100

Arunachal Pradesh RURAL

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	25.8	51.8	19.6	2.2	0.7	100
II	11.0	44.9	26.6	8.9	8.6	100
III	2.9	31.8	38.5	16.0	10.9	100
IV	2.5	19.4	33.1	20.7	24.3	100
V	2.6	11.1	24.9	23.6	37.9	100
VI	2.1	7.6	18.8	23.3	48.2	100
VII	1.8	4.5	13.5	17.2	63.0	100
VIII	0.5	2.7	8.2	15.2	73.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 2.9% cannot even read letters, 31.8% can read letters but not words or higher, 38.5% can read words but not Std I level text or higher, 16% can read Std I level text but not Std II level text, and 10.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

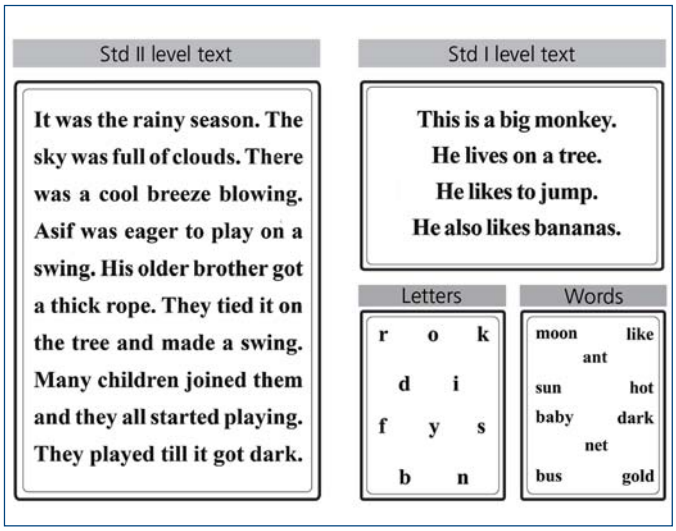


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	15.5	42.1	21.2
2014	5.8	24.9	10.3
2016	2.3	33.5	11.8
2018	4.8	44.0	18.7
2022	3.5	25.1	10.8

*This is the weighted average for children in government and private schools only.

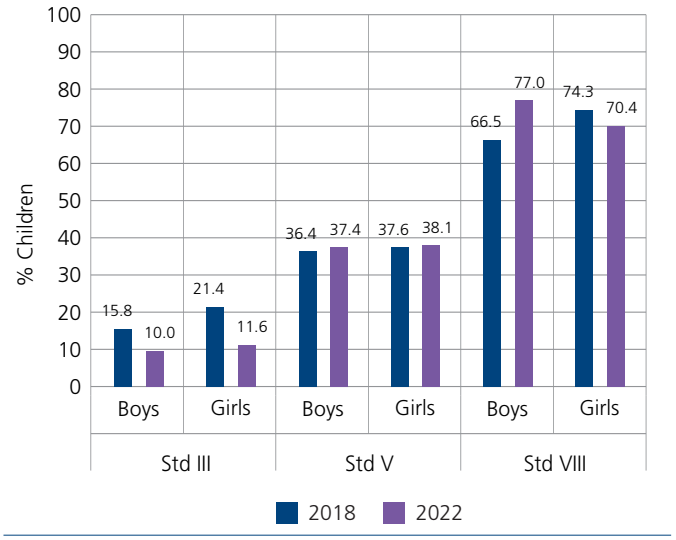
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	52.1	68.8	55.4	84.4	Data insufficient	85.9
2014	43.4	51.2	44.5	70.5		72.5
2016	16.7	52.6	25.3	63.1		68.1
2018	22.1	64.7	37.0	64.1		70.1
2022	30.5	55.6	37.8	69.6		73.3

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Arunachal Pradesh RURAL

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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	19.9	34.1	42.3	3.2	0.4	100
II	5.9	14.6	59.4	18.5	1.5	100
III	1.0	7.9	55.2	29.1	6.7	100
IV	0.7	3.4	43.1	40.1	12.6	100
V	1.4	1.7	34.3	39.7	22.9	100
VI	1.4	2.6	25.2	39.4	31.4	100
VII	2.2	0.9	19.6	34.5	42.8	100
VIII	0.5	0.7	19.4	32.5	46.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 1% cannot even recognise 1-9, 7.9% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 55.2% can recognise numbers up to 99 but cannot do subtraction, 29.1% can do subtraction but cannot do division, and 6.7% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

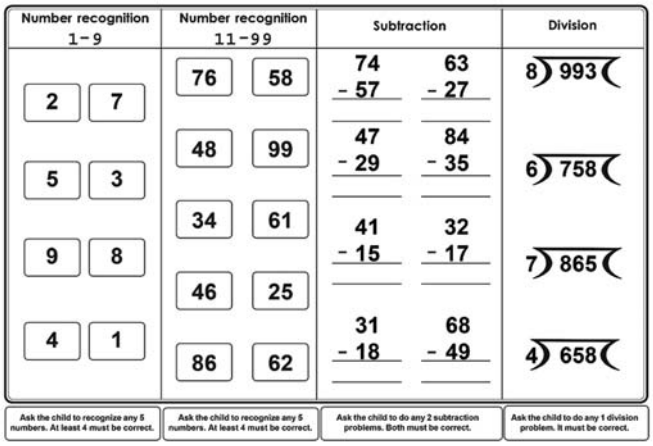


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	47.9	70.1	52.6
2014	34.0	47.3	37.1
2016	22.2	53.2	31.6
2018	23.5	51.7	33.5
2022	29.4	48.1	35.8

*This is the weighted average for children in government and private schools only.

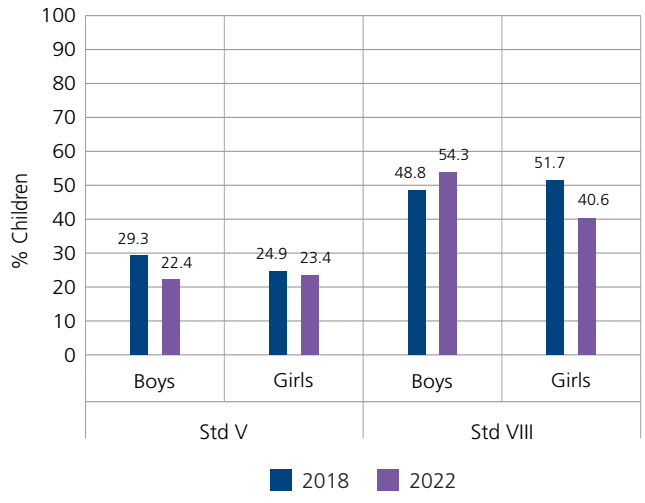
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	43.1	61.4	46.7	79.5	Data insufficient	81.1
2014	35.6	36.9	35.8	59.7		59.5
2016	11.7	41.2	18.7	52.5		55.5
2018	22.1	36.4	27.1	42.6		49.3
2022	19.5	31.0	22.9	40.2		45.9

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Arunachal Pradesh RURAL

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

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Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	23.9	19.8	37.8	16.6	1.9	100
II	9.8	13.1	36.4	28.9	11.8	100
III	3.3	11.4	26.6	40.0	18.7	100
IV	2.6	5.8	19.0	37.7	34.9	100
V	3.6	3.4	13.0	32.2	47.9	100
VI	3.2	1.6	7.9	27.2	60.1	100
VII	1.8	2.8	5.8	20.1	69.6	100
VIII	0.6	1.5	3.3	18.2	76.4	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 3.3% cannot even read capital letters, 11.4% can read capital letters but not small letters or more, 26.6% can read small letters but not words or more, 40% can read words but not sentences, and 18.7% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

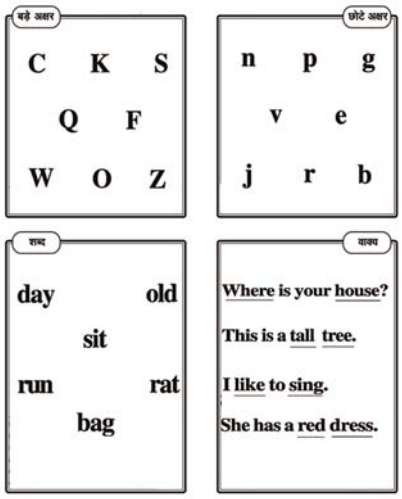


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	40.6	
II	45.1	
III	51.5	64.3
IV	60.5	75.9
V	62.9	77.8
VI	57.5	85.8
VII		89.8
VIII		87.8

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	58.0	75.2	61.3	88.3	Data insufficient	89.0
2014	51.2	59.3	52.3	77.9		78.8
2016	23.7	63.9	33.2	72.0		75.9
2022	40.7	65.0	47.8	70.2		76.0

*This is the weighted average for children in government and private schools only.

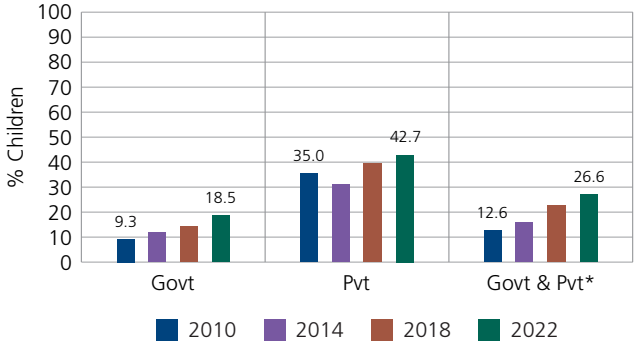
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	14.8	44.3	23.8
II	15.3	46.5	27.0
III	23.0	48.8	33.2
IV	17.7	45.3	26.9
V	24.9	42.8	30.9
VI	17.5	35.4	23.1
VII	17.1	35.3	23.1
VIII	18.5	31.7	21.8
All	18.5	42.7	26.6

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Arunachal Pradesh RURAL

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	152	91	58	90
Upper primary schools*	107	98	101	148
Total schools visited	259	189	159	238

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	82.8	83.7	76.8	76.5
% Teachers present (Average)	86.1	84.7	68.2	78.9
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Enrolled children present (Average)	82.0	85.0	78.3	75.9
% Teachers present (Average)	84.2	82.3	72.7	75.4

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	35.4	48.3	51.9	44.1
% Schools where Std IV children were observed sitting with any other Std	28.6	40.0	43.1	49.4
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Schools where Std II children were observed sitting with any other Std	23.7	30.5	29.6	24.5
% Schools where Std IV children were observed sitting with any other Std	23.9	22.2	18.7	20.5

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	52.1	62.1	71.4	81.0
Upper primary schools	7.1	15.2	35.5	40.9

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	47.1	57.5	36.2	51.3
	Kitchen/shed for cooking mid-day meal	64.0	57.4	57.4	57.1
Drinking water	No facility for drinking water	36.9	40.1	35.9	24.4
	Facility but no drinking water available	9.9	6.4	19.5	13.7
	Drinking water available	53.2	53.5	44.7	62.0
	Total	100	100	100	100
Toilet	No toilet facility	20.8	30.8	12.0	13.0
	Facility but toilet not useable	53.9	34.1	38.0	26.9
	Toilet useable	25.3	35.1	50.0	60.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	60.4	51.6	42.3	35.6
	Separate provision but locked	11.3	10.1	16.8	10.2
	Separate provision, unlocked but not useable	16.2	13.8	12.8	10.7
	Separate provision, unlocked and useable	12.2	24.5	28.2	43.6
	Total	100	100	100	100
Library	No library	87.0	75.0	76.0	78.0
	Library but no books being used by children on day of visit	6.7	16.9	19.6	16.1
	Library books being used by children on day of visit	6.3	8.2	4.4	5.9
	Total	100	100	100	100
Electricity	Electricity connection			62.8	79.3
	Of schools with electricity connection, % schools with electricity available on day of visit			46.2	68.6
Computer	No computer available for children to use	85.7	89.8	92.3	86.3
	Computer available but not being used by children on day of visit	6.4	7.0	6.4	9.8
	Computer being used by children on day of visit	8.0	3.2	1.3	3.9
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Arunachal Pradesh RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			23.3		34.0
Physical education teacher	Separate teacher	7.6	7.1	21.1	22.3
	Any other teacher	5.7	19.1	15.8	11.5
	No teacher	86.8	73.8	63.2	66.2
	Total	100	100	100	100
Playground in the school		52.6	73.3	55.5	78.2
Sports equipment available		15.5	50.6	36.6	60.3

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	38.9	61.4
Upper primary schools	34.5	62.8

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	18.1	31.8	9.1	13.8
Upper primary schools	14.5	44.5	18.4	25.4

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	87.6	10.1	2.3	100
Upper primary schools	89.9	6.1	4.1	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	80.7	6.8	12.5	100	
Upper primary schools	69.6	10.8	19.6	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools**	Full financial year: April 2021-March 2022	71.4	93.8
	Half financial year: April 2022-date of survey	38.5	73.6

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Assam RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 26 OUT OF 27 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	71.9	26.1	0.7	1.3	100
Age 7-16: All	71.4	25.7	0.8	2.2	100
Age 7-10: All	71.3	27.7	0.5	0.6	100
Age 7-10: Boys	70.1	28.7	0.5	0.7	100
Age 7-10: Girls	72.6	26.6	0.4	0.4	100
Age 11-14: All	72.3	24.6	1.0	2.1	100
Age 11-14: Boys	69.6	26.0	1.4	3.0	100
Age 11-14: Girls	74.8	23.2	0.7	1.3	100
Age 15-16: All	69.1	23.1	0.9	7.0	100
Age 15-16: Boys	63.5	25.4	1.2	9.9	100
Age 15-16: Girls	74.6	20.8	0.5	4.2	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

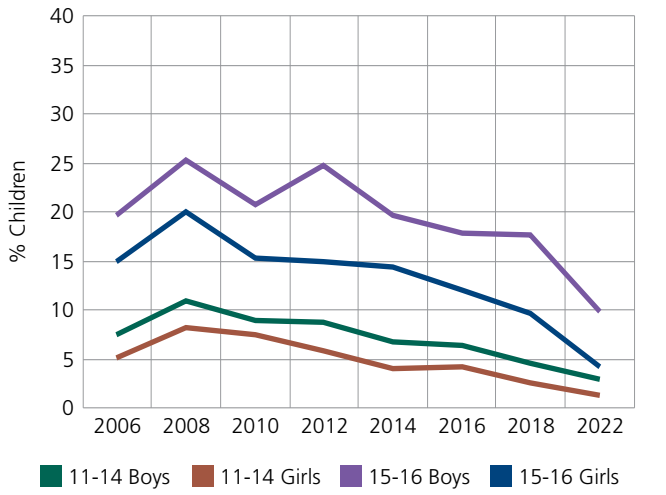
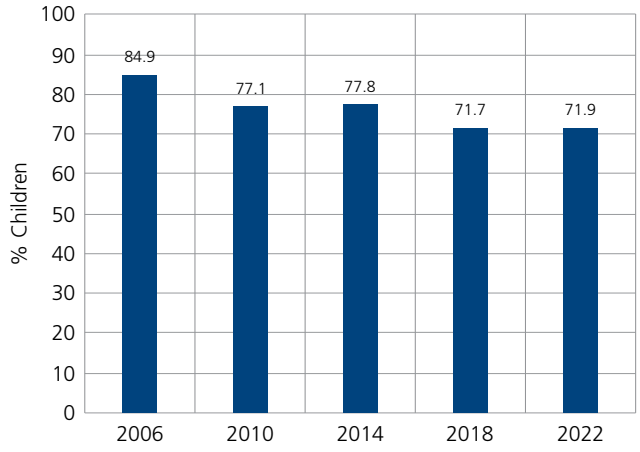


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	70.5	1.5	4.7	1.6	0.4	0.1	21.4	100
Age 4	68.1	2.6	13.7	3.5	1.4	0.0	10.7	100
Age 5	40.5	4.5	22.3	21.9	6.6	0.0	4.3	100
Age 6	24.6	4.3	14.9	42.0	12.8	0.0	1.5	100
Age 7	12.7	8.4	6.9	50.5	21.1	0.2	0.2	100
Age 8	3.4	6.1	4.7	61.5	23.3	0.1	0.9	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	80.1	1.3	3.3	1.2	0.8	0.0	13.3	100
Age 4	71.5	3.3	14.8	4.2	0.8	0.0	5.3	100
Age 5	40.6	4.7	24.0	22.9	5.2	0.2	2.5	100
Age 6	10.5	2.4	16.6	51.7	17.4	0.3	1.0	100
Age 7	1.0	1.0	4.6	68.7	23.7	0.2	0.9	100
Age 8	0.7	0.5	1.2	68.9	27.9	0.3	0.5	100

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	37.5	39.2	16.8	4.5	2.0	100
II	20.0	35.8	27.4	10.4	6.5	100
III	14.2	25.7	27.1	15.1	17.9	100
IV	7.5	19.4	25.8	20.7	26.6	100
V	6.0	13.4	22.1	22.0	36.5	100
VI	3.7	10.1	17.6	20.5	48.2	100
VII	2.5	6.1	13.8	18.0	59.5	100
VIII	2.1	4.4	10.0	14.6	68.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 14.2% cannot even read letters, 25.7% can read letters but not words or higher, 27.1% can read words but not Std I level text or higher, 15.1% can read Std I level text but not Std II level text, and 17.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

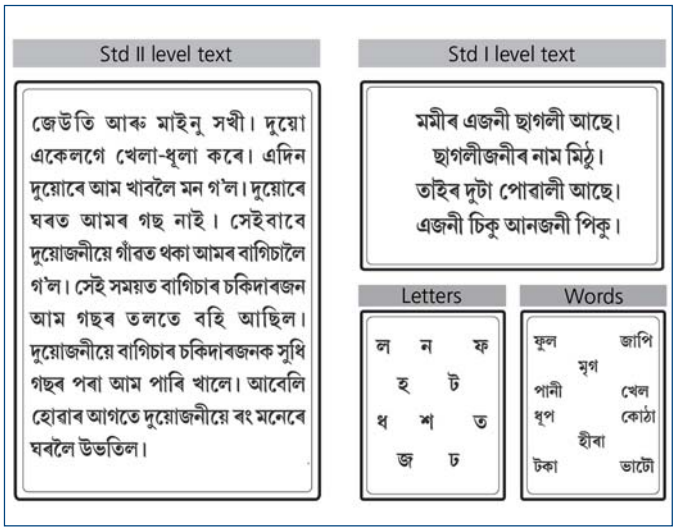


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	10.4	32.1	14.5
2014	10.7	35.2	14.8
2016	12.8	32.2	17.2
2018	14.4	35.4	20.0
2022	10.1	38.4	18.0

*This is the weighted average for children in government and private schools only.

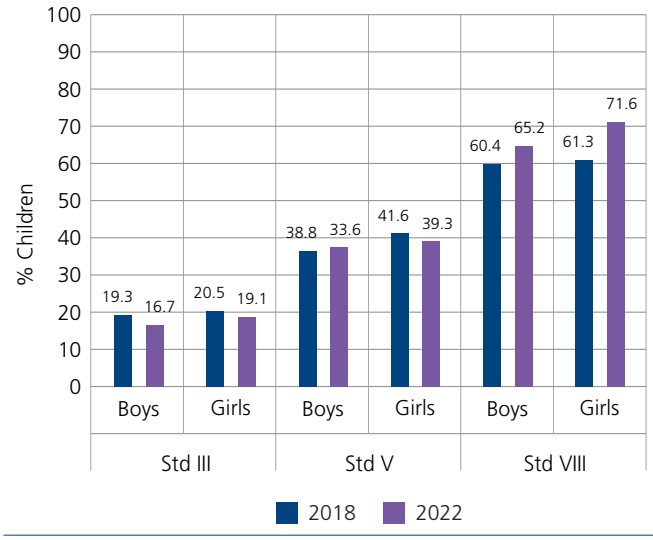
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	33.3	52.9	36.4	66.2	77.6	67.8
2014	30.6	52.2	33.4	62.2	73.3	63.9
2016	32.2	61.1	37.8	62.4	68.1	63.4
2018	33.5	60.9	40.3	58.1	70.8	61.1
2022	29.2	58.7	36.7	63.6	85.8	69.0

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	30.7	46.3	20.0	2.7	0.3	100
II	14.4	44.2	28.3	12.7	0.5	100
III	7.8	35.0	32.8	21.1	3.3	100
IV	4.7	23.8	35.4	28.3	7.8	100
V	3.3	18.7	32.7	30.2	15.2	100
VI	2.4	11.5	33.9	33.9	18.3	100
VII	2.2	8.8	33.1	34.7	21.2	100
VIII	1.3	6.0	29.7	35.3	27.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 7.8% cannot even recognise 1-9, 35% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 32.8% can recognise numbers up to 99 but cannot do subtraction, 21.1% can do subtraction but cannot do division, and 3.3% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

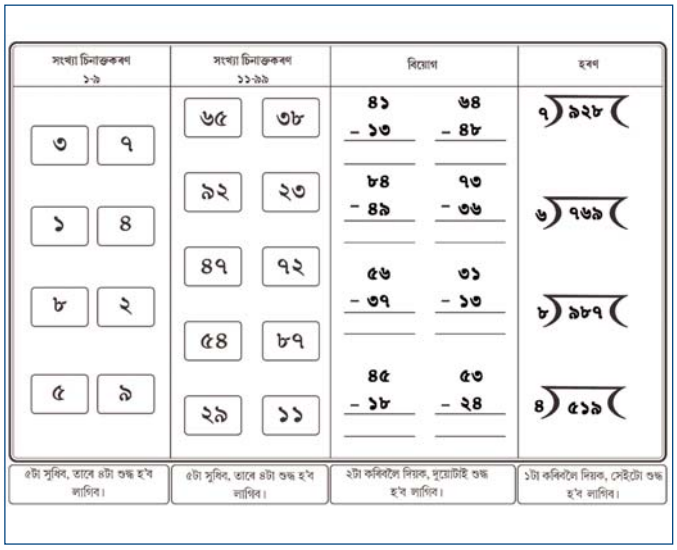


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	15.1	39.9	19.8
2014	15.6	43.3	20.3
2016	19.8	50.0	26.6
2018	23.4	47.1	29.8
2022	15.8	47.0	24.5

*This is the weighted average for children in government and private schools only.

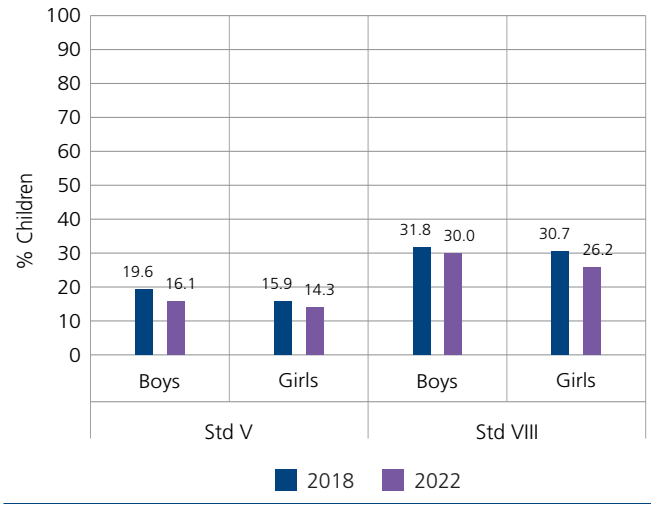
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	8.9	26.9	11.7	29.5	49.2	32.2
2014	9.0	30.3	11.8	21.7	43.8	25.0
2016	9.1	32.8	13.7	25.3	44.2	28.8
2018	14.4	28.2	17.8	28.1	42.9	31.5
2022	10.1	30.3	15.2	21.7	46.7	27.7

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	41.6	21.0	26.4	8.7	2.3	100
II	24.0	22.1	33.5	15.2	5.2	100
III	16.4	18.0	33.0	20.8	11.8	100
IV	10.0	12.3	37.6	23.4	16.8	100
V	8.0	11.3	31.6	24.9	24.3	100
VI	5.5	8.8	24.3	27.3	34.1	100
VII	3.5	5.8	23.1	25.5	42.1	100
VIII	2.8	4.4	17.9	24.3	50.6	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 16.4% cannot even read capital letters, 18% can read capital letters but not small letters or more, 33% can read small letters but not words or more, 20.8% can read words but not sentences, and 11.8% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

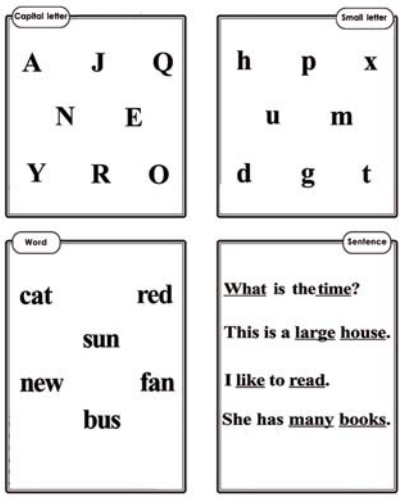


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	55.4	
II	54.0	58.8
III	58.1	62.5
IV	54.3	64.7
V	50.7	64.9
VI	56.9	65.2
VII	51.4	63.4
VIII	54.5	69.6

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	12.3	39.8	16.6	46.7	68.7	49.8
2014	12.8	50.2	17.7	41.6	60.8	44.4
2016	14.4	55.2	22.3	44.3	64.9	48.0
2022	15.2	51.3	24.3	42.5	75.8	50.6

*This is the weighted average for children in government and private schools only.

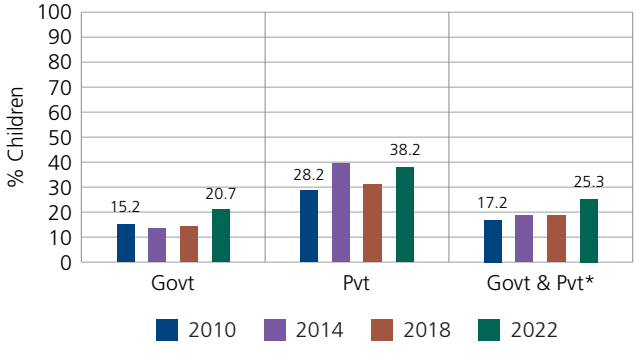
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	15.5	30.1	19.9
II	18.3	34.8	22.8
III	22.3	37.9	26.8
IV	24.0	38.5	27.7
V	21.0	44.2	26.9
VI	21.5	38.1	25.8
VII	20.0	41.9	25.5
VIII	23.3	45.8	28.6
All	20.7	38.2	25.3

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Assam RURAL

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	503	567	597	604
Upper primary schools*	16	30	117	136
Total schools visited	519	597	714	740

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	69.0	71.0	73.2	76.4
% Teachers present (Average)	90.8	87.7	86.9	90.7
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Enrolled children present (Average)	69.6	67.6	71.9	80.6
% Teachers present (Average)	67.7	84.4	89.9	92.2

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	44.1	59.7	53.2	62.6
% Schools where Std IV children were observed sitting with any other Std	41.5	56.3	48.2	61.7
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Schools where Std II children were observed sitting with any other Std	33.3	43.3	47.0	43.3
% Schools where Std IV children were observed sitting with any other Std	26.7	40.0	37.6	44.3

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	41.6	37.4	46.6	47.5
Upper primary schools	18.8	13.3	12.1	9.6

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	67.3	61.7	64.0	66.3
	Kitchen/shed for cooking mid-day meal	80.2	82.7	92.2	91.2
Drinking water	No facility for drinking water	23.2	19.4	17.5	8.5
	Facility but no drinking water available	16.0	15.4	14.5	13.2
	Drinking water available	60.9	65.3	68.0	78.3
	Total	100	100	100	100
Toilet	No toilet facility	19.1	8.0	3.1	1.2
	Facility but toilet not useable	47.8	33.3	75.6	16.2
	Toilet useable	33.1	58.7	21.4	82.6
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	52.2	22.8	13.3	12.8
	Separate provision but locked	18.5	19.0	62.2	7.9
	Separate provision, unlocked but not useable	15.6	11.3	8.5	9.0
	Separate provision, unlocked and useable	13.7	47.0	16.0	70.2
	Total	100	100	100	100
Library	No library	79.2	54.7	26.9	27.4
	Library but no books being used by children on day of visit	10.3	21.7	34.3	38.5
	Library books being used by children on day of visit	10.5	23.6	38.8	34.2
	Total	100	100	100	100
Electricity	Electricity connection			35.5	92.8
	Of schools with electricity connection, % schools with electricity available on day of visit			80.1	82.0
Computer	No computer available for children to use	98.3	97.7	93.5	91.4
	Computer available but not being used by children on day of visit	1.6	1.7	5.0	7.0
	Computer being used by children on day of visit	0.2	0.7	1.6	1.6
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			66.9		62.5
Physical education teacher	Separate teacher	3.4	1.7	6.4	4.6
	Any other teacher	62.3	51.6	61.5	50.8
	No teacher	34.3	46.7	32.1	44.6
	Total	100	100	100	100
Playground in the school		58.4	57.7	74.4	80.2
Sports equipment available		46.3	85.5	69.8	91.2

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	65.5	81.0
Upper primary schools	69.9	83.8

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	56.2	43.1	20.4	4.2
Upper primary schools	53.4	40.0	17.2	5.2

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	97.7	2.0	0.3	100
Upper primary schools	94.1	5.9	0.0	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools**	79.6	7.3	13.1	100	47.3

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	84.9	85.4
	Half financial year: April 2022-date of survey	59.0	36.4
Upper primary schools	Full financial year: April 2021-March 2022	81.6	85.5
	Half financial year: April 2022-date of survey	56.6	33.8

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Bihar RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 38 OUT OF 38 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	82.2	15.0	0.8	2.0	100
Age 7-16: All	82.7	14.3	0.7	2.3	100
Age 7-10: All	80.9	16.7	0.9	1.6	100
Age 7-10: Boys	78.1	19.4	0.8	1.7	100
Age 7-10: Girls	83.7	13.8	0.9	1.6	100
Age 11-14: All	83.7	14.0	0.7	1.7	100
Age 11-14: Boys	80.9	17.0	0.5	1.6	100
Age 11-14: Girls	86.6	10.8	0.8	1.8	100
Age 15-16: All	86.0	7.0	0.6	6.4	100
Age 15-16: Boys	85.1	8.2	0.5	6.2	100
Age 15-16: Girls	86.8	5.9	0.6	6.7	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

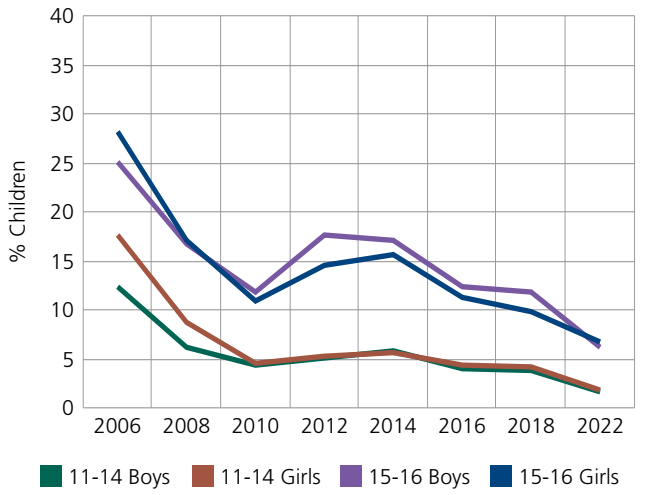
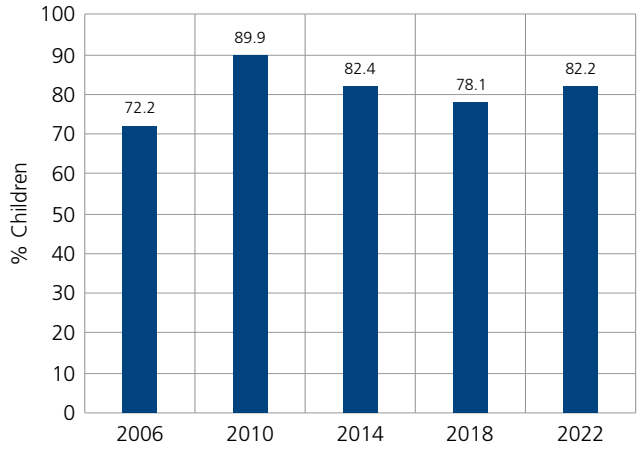


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	56.6	0.4	3.9	4.5	1.3	0.1	33.3	100
Age 4	55.8	0.8	11.3	10.3	3.5	0.5	17.8	100
Age 5	36.4	0.7	17.0	27.4	6.3	0.8	11.5	100
Age 6	13.3	0.5	16.5	52.9	10.1	1.0	5.7	100
Age 7	3.5	0.6	13.8	62.9	14.8	0.9	3.6	100
Age 8	1.7	0.2	8.3	68.9	16.9	1.2	2.9	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	66.9	0.2	5.1	4.1	0.6	0.2	23.0	100
Age 4	67.1	0.3	11.2	6.7	1.3	0.5	12.9	100
Age 5	45.8	0.6	15.5	25.5	4.9	0.7	7.0	100
Age 6	15.7	0.3	15.5	56.2	7.4	0.8	4.1	100
Age 7	4.0	0.3	13.1	67.0	12.8	0.8	1.9	100
Age 8	1.0	0.1	6.8	75.0	14.7	0.6	1.8	100

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	51.8	26.4	8.9	4.7	8.3	100
II	32.4	33.9	13.3	6.9	13.5	100
III	23.1	30.2	16.3	10.7	19.8	100
IV	14.9	24.3	16.2	14.7	30.0	100
V	9.0	19.0	13.6	16.0	42.4	100
VI	7.0	13.4	12.1	15.9	51.5	100
VII	4.8	9.9	8.7	15.2	61.4	100
VIII	3.5	6.9	6.5	11.9	71.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 23.1% cannot even read letters, 30.2% can read letters but not words or higher, 16.3% can read words but not Std I level text or higher, 10.7% can read Std I level text but not Std II level text, and 19.8% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

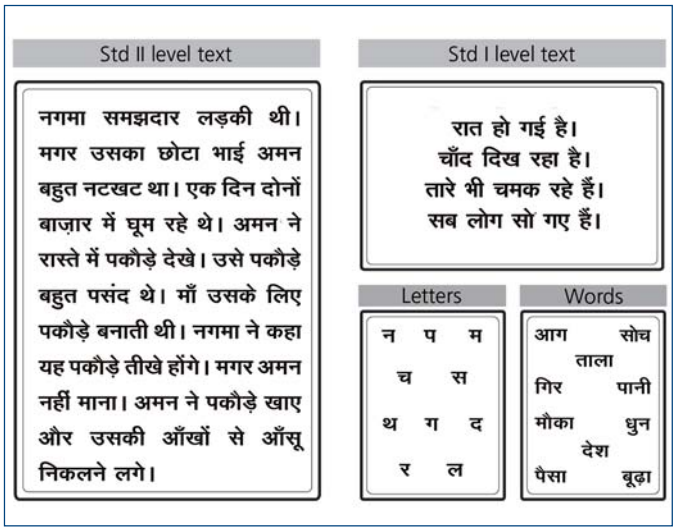


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	14.2	52.7	16.8
2014	15.6	66.1	21.9
2016	13.9	62.5	20.8
2018	12.3	62.0	23.7
2022	12.9	54.3	19.8

*This is the weighted average for children in government and private schools only.

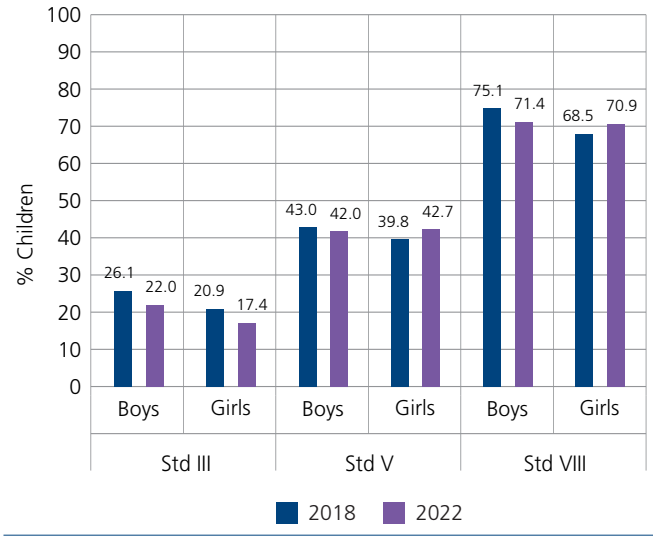
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	43.1	74.8	44.4	80.3		80.7
2014	44.6	87.8	48.2	76.9	86.8	77.3
2016	38.0	82.6	41.8	73.9	96.0	75.2
2018	35.1	78.1	41.3	69.5	93.0	71.4
2022	37.1	73.4	42.5	69.7	89.3	71.2

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	42.7	28.7	16.2	7.2	5.2	100
II	23.2	33.3	24.9	9.6	9.1	100
III	14.2	28.7	28.5	14.3	14.4	100
IV	9.1	20.9	28.7	18.6	22.7	100
V	4.4	15.4	25.3	19.5	35.4	100
VI	3.7	10.7	21.6	19.5	44.5	100
VII	2.6	6.1	18.6	19.1	53.6	100
VIII	1.6	5.0	16.8	17.2	59.4	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 14.2% cannot even recognise 1-9, 28.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 28.5% can recognise numbers up to 99 but cannot do subtraction, 14.3% can do subtraction but cannot do division, and 14.4% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

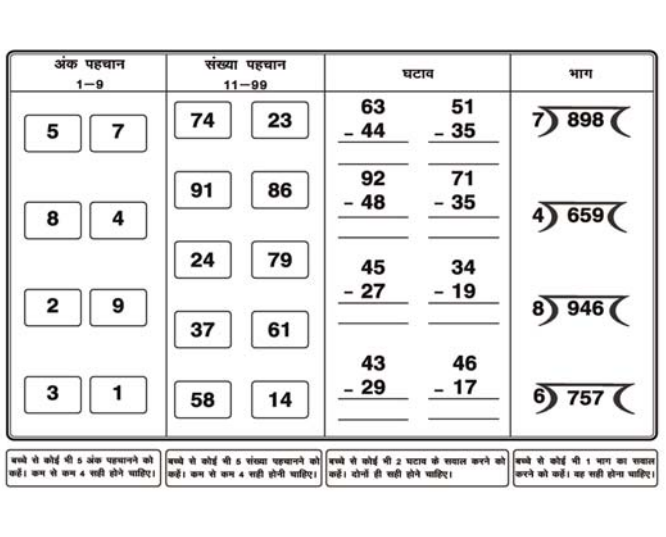


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	25.1	68.4	28.1
2014	18.0	68.0	24.2
2016	20.0	72.0	27.3
2018	18.0	65.6	28.9
2022	21.2	66.7	28.8

*This is the weighted average for children in government and private schools only.

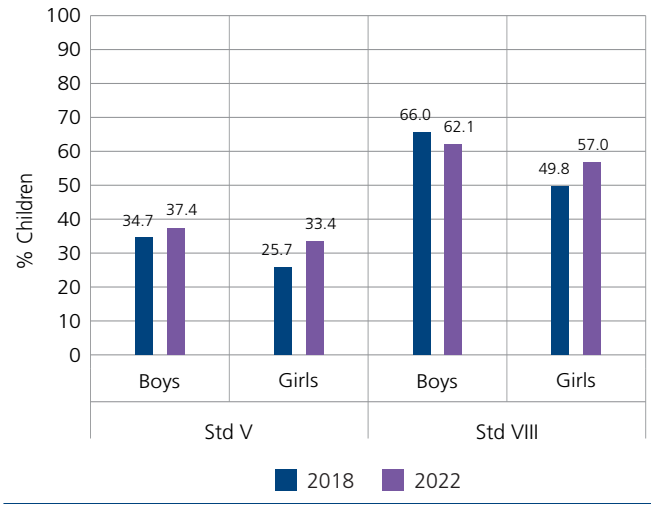
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

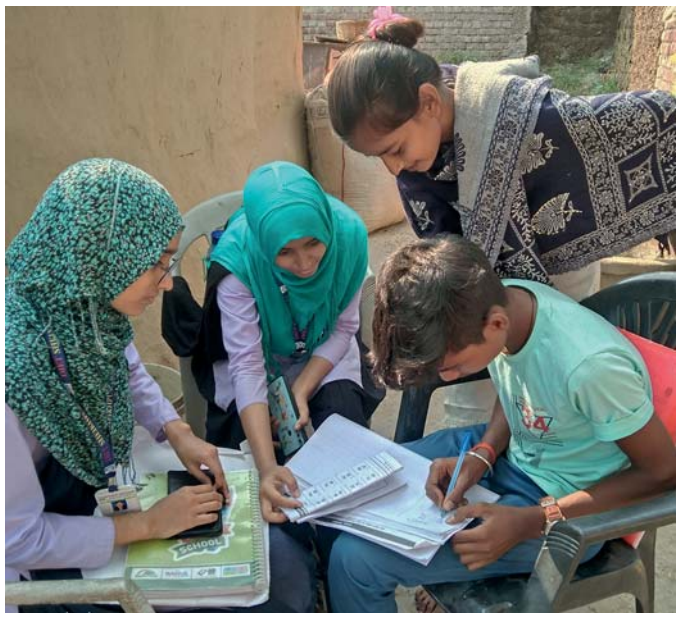
Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	30.0	60.6	31.3	66.4		67.0
2014	31.4	72.4	34.9	60.3	80.9	61.2
2016	28.9	72.5	32.6	61.0	85.4	62.4
2018	24.1	64.0	29.9	55.1	78.7	57.0
2022	30.0	67.1	35.6	58.0	77.9	59.5

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022





Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	53.7	14.9	16.7	9.5	5.3	100
II	37.4	18.0	23.4	13.0	8.3	100
III	26.4	18.5	28.3	15.5	11.4	100
IV	18.3	14.9	28.9	21.9	16.0	100
V	12.5	11.4	28.1	25.6	22.4	100
VI	9.1	9.4	24.5	27.6	29.4	100
VII	7.5	6.3	20.0	27.9	38.3	100
VIII	5.2	6.1	18.2	26.7	43.8	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 26.4% cannot even read capital letters, 18.5% can read capital letters but not small letters or more, 28.3% can read small letters but not words or more, 15.5% can read words but not sentences, and 11.4% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

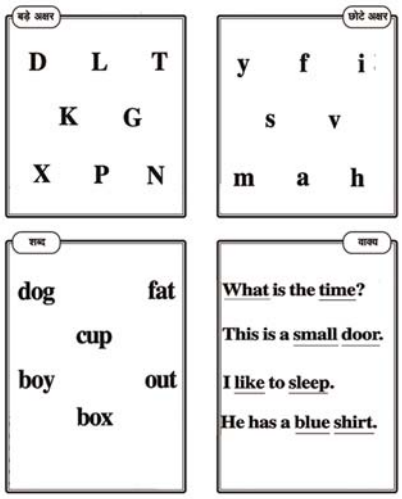


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	56.7	43.8
II	52.8	51.7
III	54.5	55.9
IV	54.6	57.5
V	54.0	59.6
VI	52.6	59.4
VII	52.9	60.2
VIII	57.1	62.3

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	14.6	54.6	16.3	47.8		48.8
2014	13.5	75.2	18.7	41.8	79.5	43.4
2016	13.4	69.6	18.2	41.2	85.5	43.8
2022	14.4	68.6	22.5	41.0	78.3	43.9

*This is the weighted average for children in government and private schools only.

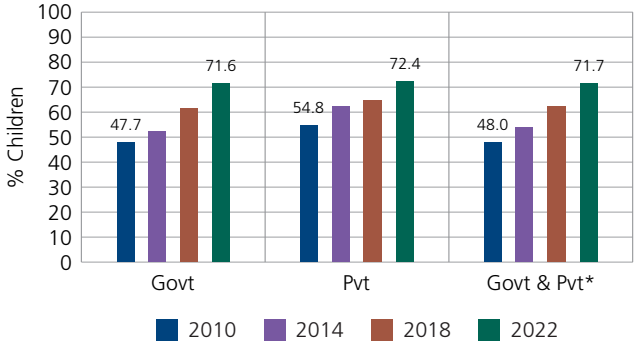
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	58.0	70.8	61.0
II	63.9	73.2	66.0
III	69.6	73.4	70.2
IV	72.0	73.1	72.2
V	73.5	70.7	73.1
VI	76.4	72.8	75.9
VII	79.9	72.3	79.0
VIII	80.1	74.5	79.7
All	71.6	72.4	71.7

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	265	224	237	243
Upper primary schools*	702	864	863	858
Total schools visited	967	1088	1100	1101

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	56.1	58.2	56.5	59.3
% Teachers present (Average)	84.6	77.5	68.5	80.9
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Enrolled children present (Average)	55.9	52.1	52.9	53.3
% Teachers present (Average)	80.6	76.0	73.0	84.0

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	67.6	79.3	83.3	74.8
% Schools where Std IV children were observed sitting with any other Std	63.7	79.0	74.0	71.3
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Schools where Std II children were observed sitting with any other Std	53.0	58.8	61.9	59.4
% Schools where Std IV children were observed sitting with any other Std	43.4	52.8	50.3	46.6

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	0.4	1.8	5.9	5.8
Upper primary schools	0.2	0.0	0.0	0.0

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	57.2	69.2	84.5	86.8
	Kitchen/shed for cooking mid-day meal	64.0	87.7	91.6	86.4
Drinking water	No facility for drinking water	9.6	2.3	3.5	4.8
	Facility but no drinking water available	11.7	7.3	6.8	7.9
	Drinking water available	78.7	90.4	89.7	87.3
	Total	100	100	100	100
Toilet	No toilet facility	19.3	6.4	3.4	2.6
	Facility but toilet not useable	47.2	33.0	21.1	26.5
	Toilet useable	33.6	60.6	75.6	70.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	49.9	25.4	16.7	11.3
	Separate provision but locked	15.1	14.3	9.1	6.5
	Separate provision, unlocked but not useable	16.9	14.1	11.2	18.5
	Separate provision, unlocked and useable	18.1	46.2	63.0	63.8
	Total	100	100	100	100
Library	No library	47.1	23.7	40.9	34.0
	Library but no books being used by children on day of visit	24.7	45.8	31.6	30.6
	Library books being used by children on day of visit	28.2	30.5	27.5	35.4
	Total	100	100	100	100
Electricity	Electricity connection			69.5	92.5
	Of schools with electricity connection, % schools with electricity available on day of visit			71.4	84.7
Computer	No computer available for children to use	93.1	94.3	96.6	92.4
	Computer available but not being used by children on day of visit	2.9	5.0	2.8	6.1
	Computer being used by children on day of visit	4.0	0.7	0.6	1.5
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			49.0		70.7
Physical education teacher	Separate teacher	4.4	5.0	46.7	45.5
	Any other teacher	44.3	52.7	32.9	34.2
	No teacher	51.3	42.3	20.4	20.3
	Total	100	100	100	100
Playground in the school		41.1	43.2	53.9	58.0
Sports equipment available		34.9	57.6	59.9	67.6

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	87.2	90.9
Upper primary schools	87.6	92.3

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	19.5	5.0	0.4	0.4
Upper primary schools	16.2	5.9	1.6	2.8

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	30.2	25.9	44.0	100	89.9
Upper primary schools	34.9	17.1	48.0	100	92.4

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	26.7	20.9	52.4	100	81.4
Upper primary schools	33.6	14.3	52.1	100	85.3

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools**	Full financial year: April 2021-March 2022	23.0	69.6
	Half financial year: April 2022-date of survey	29.8	16.1

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Chhattisgarh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 28 OUT OF 28 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	81.6	16.4	0.1	1.9	100
Age 7-16: All	80.7	15.5	0.1	3.7	100
Age 7-10: All	81.2	17.7	0.1	1.0	100
Age 7-10: Boys	80.0	18.9	0.1	1.0	100
Age 7-10: Girls	82.4	16.6	0.0	1.0	100
Age 11-14: All	82.6	14.6	0.0	2.8	100
Age 11-14: Boys	80.6	16.1	0.1	3.3	100
Age 11-14: Girls	84.3	13.3	0.0	2.4	100
Age 15-16: All	74.4	12.0	0.0	13.6	100
Age 15-16: Boys	70.3	13.2	0.0	16.5	100
Age 15-16: Girls	77.8	11.0	0.0	11.2	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time % Children not enrolled in school. By age group and sex. 2006-2022

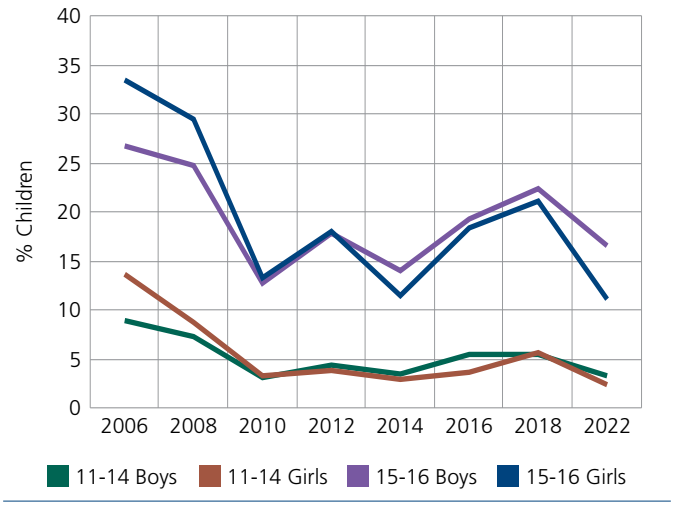
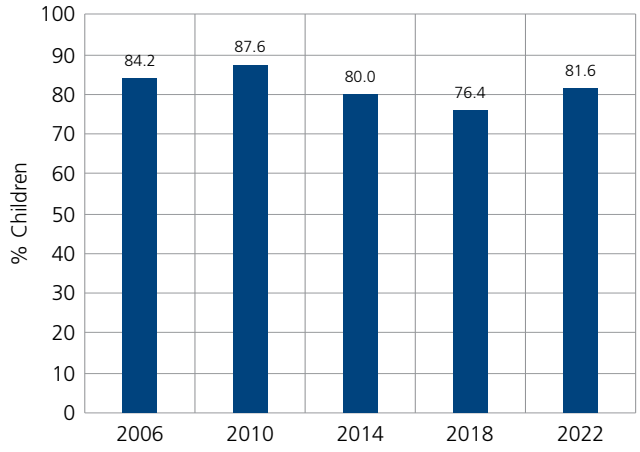


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	75.4	0.0	9.1	0.6	0.4	0.0	14.5	100
Age 4	69.9	0.3	19.8	1.4	1.1	0.0	7.6	100
Age 5	45.4	0.5	25.5	16.4	7.3	0.0	5.0	100
Age 6	7.8	0.0	7.4	60.4	21.8	0.0	2.6	100
Age 7	0.7	0.0	2.0	71.3	24.8	0.0	1.2	100
Age 8	0.6	0.0	0.2	73.2	24.4	0.0	1.6	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	81.1	0.3	6.5	0.5	0.2	0.0	11.5	100
Age 4	75.1	0.5	15.7	1.9	0.7	0.0	6.1	100
Age 5	54.3	0.8	22.3	13.2	4.7	0.0	4.7	100
Age 6	9.9	0.2	8.5	64.0	15.8	0.0	1.6	100
Age 7	1.2	0.2	2.2	77.5	17.8	0.1	1.1	100
Age 8	0.4	0.0	0.2	79.7	18.9	0.1	0.8	100

Chhattisgarh RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	42.8	46.6	6.1	2.4	2.0	100
II	19.3	45.9	13.5	10.6	10.7	100
III	13.0	32.8	14.6	15.4	24.2	100
IV	7.8	22.9	11.6	18.4	39.3	100
V	5.2	14.9	8.3	16.4	55.2	100
VI	3.6	11.9	6.8	14.8	62.9	100
VII	2.5	7.6	4.8	10.9	74.3	100
VIII	1.5	4.8	3.4	7.9	82.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 13% cannot even read letters, 32.8% can read letters but not words or higher, 14.6% can read words but not Std I level text or higher, 15.4% can read Std I level text but not Std II level text, and 24.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

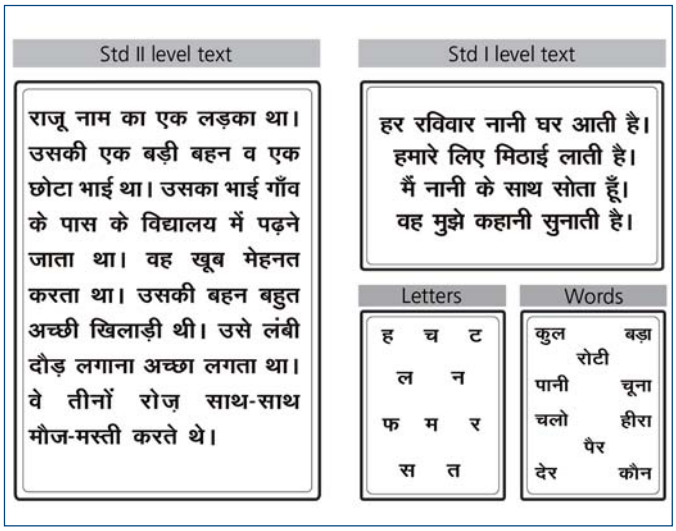


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	15.7	41.0	19.9
2014	15.4	42.3	21.3
2016	22.2	47.3	28.1
2018	25.0	46.7	29.8
2022	20.7	40.7	24.2

*This is the weighted average for children in government and private schools only.

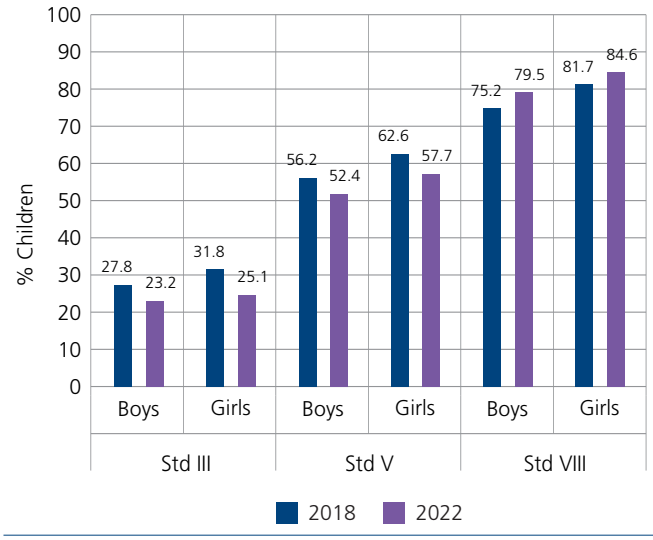
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	44.0	64.2	46.2	76.2		77.5
2014	47.1	76.6	52.4	73.8	90.6	75.9
2016	51.0	75.9	56.0	70.9	89.9	73.5
2018	57.1	70.2	59.6	77.0	87.8	78.7
2022	52.7	68.1	55.2	81.1	91.6	82.4

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Chhattisgarh RURAL

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	31.5	52.3	14.9	1.0	0.3	100
II	10.1	50.6	30.5	8.2	0.6	100
III	6.5	39.7	34.2	15.8	3.8	100
IV	3.7	29.6	33.2	21.1	12.4	100
V	2.0	19.7	29.4	24.0	24.9	100
VI	1.5	14.9	34.8	23.1	25.8	100
VII	0.9	9.8	35.2	23.9	30.2	100
VIII	0.8	6.6	31.4	20.1	41.1	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 6.5% cannot even recognise 1-9, 39.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 34.2% can recognise numbers up to 99 but cannot do subtraction, 15.8% can do subtraction but cannot do division, and 3.8% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

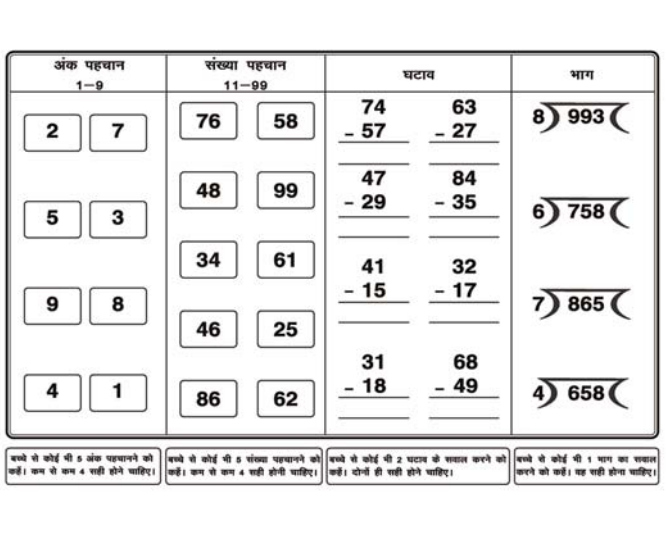


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	12.1	27.3	14.6
2014	9.6	31.1	14.2
2016	14.5	37.7	20.0
2018	16.0	30.7	19.3
2022	16.0	36.0	19.5

*This is the weighted average for children in government and private schools only.

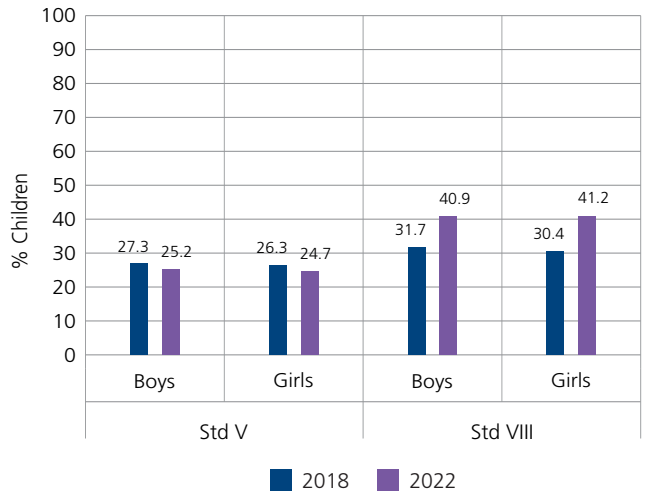
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	13.1	22.3	14.1	29.8		31.4
2014	14.1	35.7	18.0	25.4	58.7	29.6
2016	18.6	40.8	23.1	25.3	45.6	28.1
2018	26.1	30.2	26.9	28.0	47.3	31.0
2022	22.8	36.0	24.9	38.6	58.6	41.1

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Chhattisgarh RURAL

Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	46.0	23.0	28.1	1.8	1.2	100
II	25.5	23.0	45.8	3.9	1.9	100
III	21.4	20.8	48.2	5.3	4.4	100
IV	15.2	16.3	49.4	9.7	9.5	100
V	9.3	13.0	48.2	13.6	16.0	100
VI	7.5	10.5	43.8	16.1	22.1	100
VII	4.8	7.2	37.9	16.7	33.4	100
VIII	3.5	4.6	31.8	17.6	42.6	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 21.4% cannot even read capital letters, 20.8% can read capital letters but not small letters or more, 48.2% can read small letters but not words or more, 5.3% can read words but not sentences, and 4.4% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

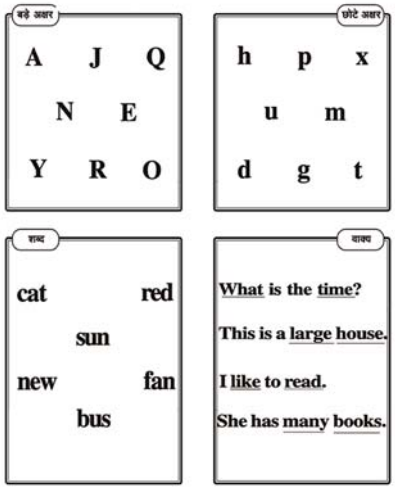


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I		
II	48.9	
III	51.5	55.4
IV	48.2	58.0
V	47.9	58.4
VI	41.8	56.3
VII	49.0	60.6
VIII	50.0	64.3

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	5.0	24.7	7.2	28.2		31.2
2014	6.2	31.0	10.7	28.4	60.9	32.4
2016	9.5	43.4	16.3	31.8	63.6	36.2
2022	11.3	40.7	16.0	38.9	68.6	42.6

*This is the weighted average for children in government and private schools only.

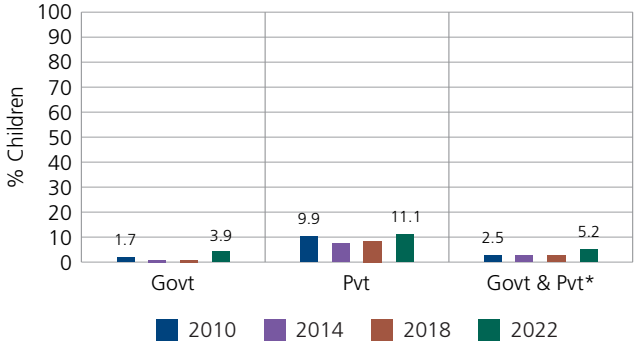
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	2.3	8.3	3.7
II	4.8	10.9	6.0
III	4.3	8.2	5.0
IV	5.3	14.0	6.7
V	5.2	14.2	6.6
VI	3.0	13.6	4.7
VII	2.9	9.3	3.9
VIII	3.3	12.0	4.4
All	3.9	11.1	5.2

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Chhattisgarh RURAL

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	301	431	459	1545
Upper primary schools*	124	11	9	57
Total schools visited	425	442	468	1602

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	70.5	74.6	75.2	70.9
% Teachers present (Average)	86.5	82.2	84.2	86.8

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	64.8	76.2	71.3	79.5
% Schools where Std IV children were observed sitting with any other Std	51.1	53.9	53.3	65.5

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	16.1	33.6	40.2	44.3

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	94.6	86.1	91.7	93.4
	Kitchen/shed for cooking mid-day meal	86.1	92.9	97.0	93.4
Drinking water	No facility for drinking water	12.9	10.2	7.9	7.3
	Facility but no drinking water available	9.6	9.5	9.6	10.4
	Drinking water available	77.6	80.3	82.5	82.3
	Total	100	100	100	100
Toilet	No toilet facility	28.9	8.2	2.1	6.1
	Facility but toilet not useable	41.5	22.9	12.2	22.4
	Toilet useable	29.6	68.9	85.7	71.5
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	46.2	29.8	10.1	16.6
	Separate provision but locked	16.3	7.6	3.2	7.4
	Separate provision, unlocked but not useable	17.5	9.2	11.0	16.0
	Separate provision, unlocked and useable	20.0	53.4	75.7	60.0
	Total	100	100	100	100
Library	No library	27.1	10.5	10.3	15.9
	Library but no books being used by children on day of visit	36.5	63.3	66.0	59.2
	Library books being used by children on day of visit	36.5	26.2	23.8	25.0
	Total	100	100	100	100
Electricity	Electricity connection			91.6	92.1
	Of schools with electricity connection, % schools with electricity available on day of visit			82.0	83.4
Computer	No computer available for children to use	95.9	99.5	97.7	96.9
	Computer available but not being used by children on day of visit	2.4	0.5	1.9	2.8
	Computer being used by children on day of visit	1.7	0.0	0.4	0.3
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Chhattisgarh RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			91.3
Physical education teacher	Separate teacher	8.5	2.3
	Any other teacher	73.4	76.2
	No teacher	18.1	21.5
	Total	100	100
Playground in the school		68.8	71.5
Sports equipment available		49.6	90.3

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	84.1	82.9

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	35.6	11.6	2.6	3.0

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	97.7	2.1	0.3	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	98.6	1.0	0.4	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	82.6	87.3
	Half financial year: April 2022-date of survey	67.4	16.2

*All schools include primary schools and upper primary schools.

Gujarat, Haryana

Himachal Pradesh, Jammu and Kashmir

Jharkhand

Gujarat RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 26 OUT OF 26 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	90.9	8.0	0.0	1.1	100
Age 7-16: All	88.4	9.7	0.0	1.9	100
Age 7-10: All	92.1	7.2	0.0	0.7	100
Age 7-10: Boys	92.6	6.7	0.0	0.7	100
Age 7-10: Girls	91.5	7.8	0.0	0.7	100
Age 11-14: All	89.6	8.9	0.0	1.5	100
Age 11-14: Boys	89.6	9.5	0.0	0.9	100
Age 11-14: Girls	89.6	8.3	0.0	2.0	100
Age 15-16: All	74.8	19.0	0.1	6.2	100
Age 15-16: Boys	77.4	18.3	0.1	4.2	100
Age 15-16: Girls	72.3	19.6	0.1	8.0	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

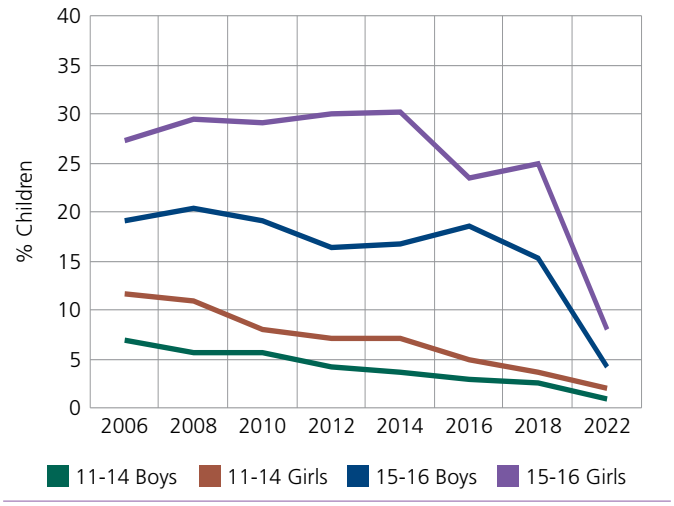
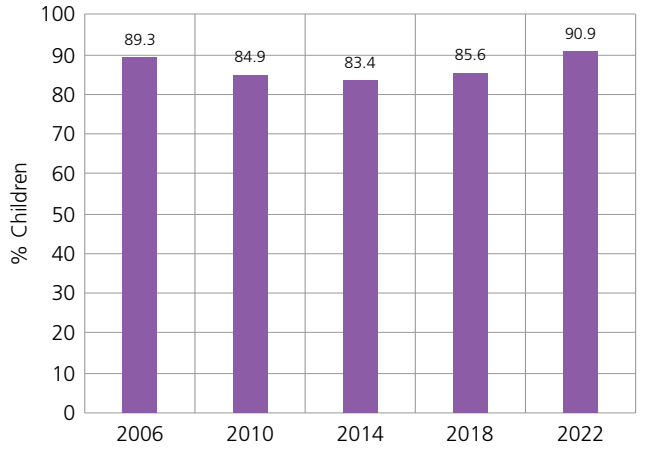


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	89.2	1.1	4.7	0.0	0.0	0.0	4.9	100
Age 4	88.0	0.9	7.8	0.7	0.2	0.0	2.5	100
Age 5	54.9	2.3	11.8	23.0	5.3	0.0	2.7	100
Age 6	6.1	0.2	2.4	81.2	9.0	0.0	1.1	100
Age 7	0.6	0.0	0.1	85.9	12.5	0.1	0.9	100
Age 8	0.0	0.0	0.0	86.6	12.8	0.0	0.6	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	80.8	0.4	1.5	0.2	0.0	0.0	17.2	100
Age 4	81.5	5.0	4.5	0.8	0.2	0.0	8.1	100
Age 5	40.2	1.6	4.2	50.4	1.2	0.0	2.5	100
Age 6	2.9	0.2	1.9	87.7	6.8	0.0	0.5	100
Age 7	0.1	0.0	0.0	92.6	6.7	0.0	0.6	100
Age 8	0.1	0.0	0.0	92.1	7.3	0.0	0.6	100

Gujarat RURAL

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	55.3	34.1	5.6	2.4	2.6	100
II	15.9	37.1	23.3	14.1	9.7	100
III	7.1	19.3	25.1	24.6	23.9	100
IV	4.3	13.0	24.7	29.2	29.0	100
V	3.4	10.0	18.8	33.7	34.2	100
VI	1.9	3.5	13.1	38.5	43.0	100
VII	2.2	3.6	10.6	37.2	46.5	100
VIII	1.1	2.9	6.0	37.6	52.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 7.1% cannot even read letters, 19.3% can read letters but not words or higher, 25.1% can read words but not Std I level text or higher, 24.6% can read Std I level text but not Std II level text, and 23.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

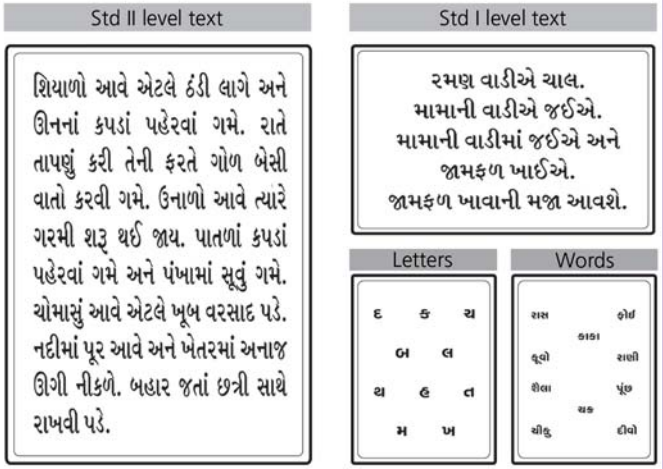


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	19.5	34.2	20.9
2014	17.6	41.8	20.3
2016	21.6	36.7	23.0
2018	32.3	39.3	33.3
2022	23.2	33.6	23.8

*This is the weighted average for children in government and private schools only.

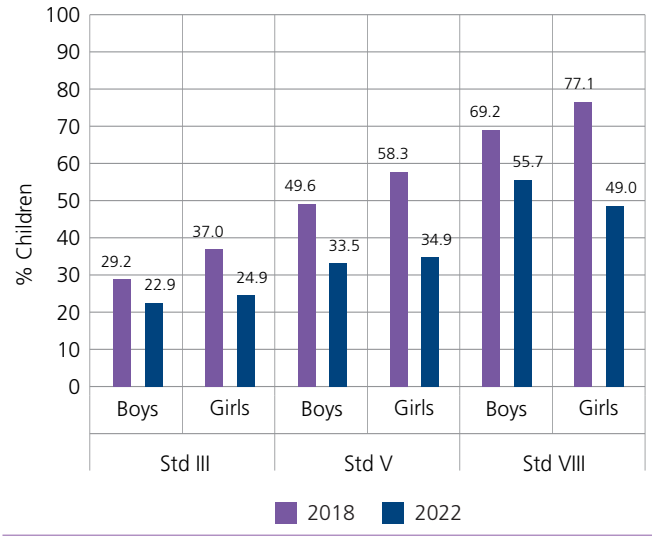
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	46.3	66.3	47.7	80.2	86.2	80.9
2014	44.6	64.1	46.6	76.4	84.2	77.6
2016	52.3	59.1	52.9	75.7	85.7	76.6
2018	52.0	68.1	53.8	72.5	84.4	73.3
2022	33.9	39.6	34.2	52.1	56.5	52.4

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Gujarat RURAL

Annual Status of Education Report
असर ASER 2022 RURAL
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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	60.3	33.4	3.9	1.5	0.9	100
II	20.4	44.2	29.0	5.2	1.2	100
III	9.8	29.6	37.5	18.5	4.6	100
IV	6.6	28.1	38.6	19.9	6.9	100
V	3.0	17.0	41.7	23.6	14.7	100
VI	2.3	9.7	34.2	33.9	20.0	100
VII	2.3	8.9	36.2	31.7	21.0	100
VIII	1.3	4.1	30.2	32.6	31.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 9.8% cannot even recognise 1-9, 29.6% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 37.5% can recognise numbers up to 99 but cannot do subtraction, 18.5% can do subtraction but cannot do division, and 4.6% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

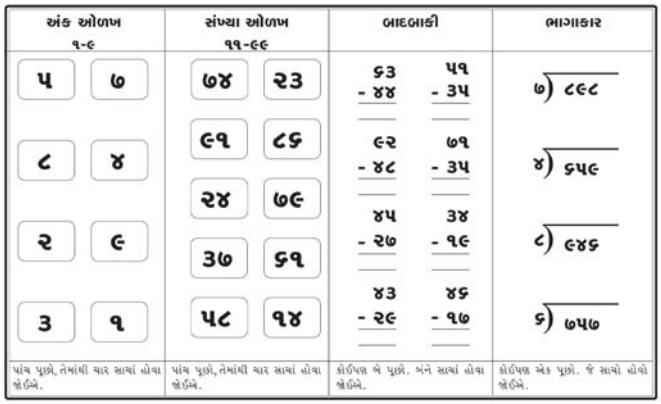


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	12.0	33.6	14.0
2014	12.4	35.2	14.9
2016	18.3	31.9	19.6
2018	22.8	43.1	25.7
2022	22.9	28.0	23.2

*This is the weighted average for children in government and private schools only.

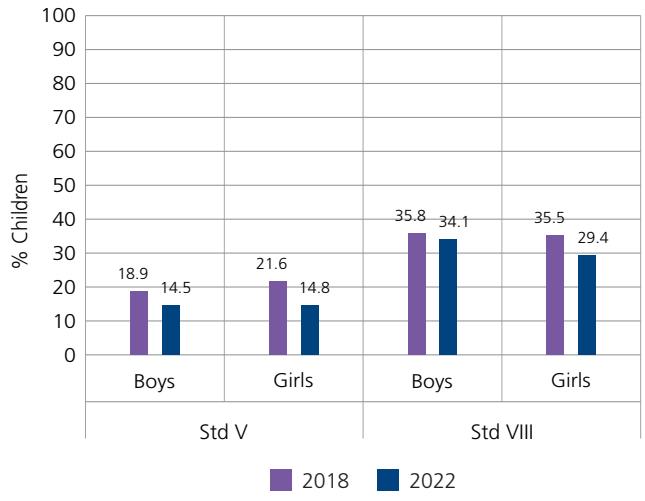
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	12.4	34.0	13.9	39.2	58.2	41.4
2014	13.9	34.8	16.1	29.3	50.4	32.6
2016	14.5	32.2	16.1	33.9	44.4	34.8
2018	18.4	34.2	20.2	35.8	32.4	35.6
2022	14.5	17.1	14.7	31.3	39.1	31.8

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Gujarat RURAL

Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	85.4	9.1	3.0	1.2	1.3	100
II	47.5	32.7	14.9	3.9	0.9	100
III	30.8	30.4	28.2	8.3	2.3	100
IV	24.2	30.9	28.9	11.8	4.3	100
V	12.5	30.0	33.0	16.4	8.2	100
VI	8.1	20.2	35.7	22.2	13.9	100
VII	7.3	18.8	34.7	23.1	16.2	100
VIII	4.6	15.8	28.7	25.7	25.2	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 30.8% cannot even read capital letters, 30.4% can read capital letters but not small letters or more, 28.2% can read small letters but not words or more, 8.3% can read words but not sentences, and 2.3% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

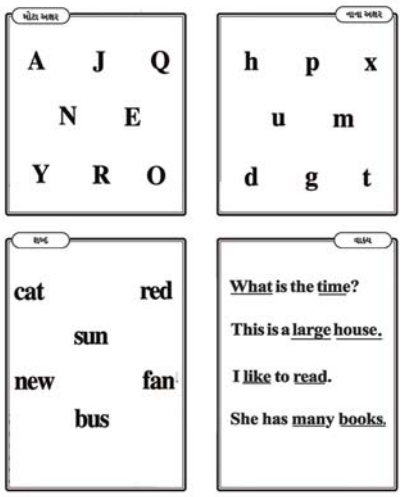


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I		
II		
III	47.7	
IV	52.0	
V	49.9	67.5
VI	47.7	50.4
VII	42.1	48.8
VIII	37.5	61.2

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	5.1	24.4	6.5	32.3	56.2	35.0
2014	6.4	38.4	9.7	32.1	62.1	36.7
2016	5.2	29.5	7.4	35.3	61.6	37.6
2022	7.5	18.0	8.2	24.0	42.4	25.2

*This is the weighted average for children in government and private schools only.

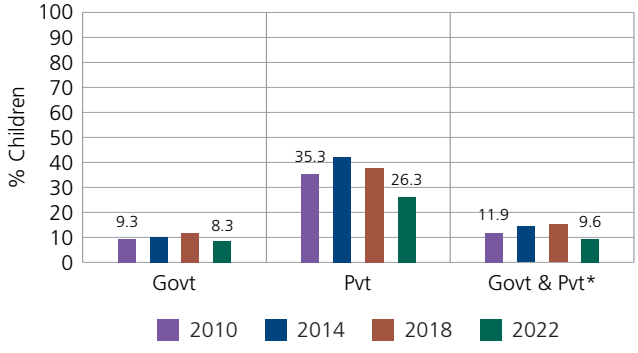
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	4.7	12.9	5.2
II	7.9	17.3	8.7
III	5.3	29.9	6.9
IV	11.0	25.6	12.2
V	7.9	33.7	9.6
VI	8.8	25.7	10.1
VII	9.0	32.1	10.6
VIII	12.0	32.3	13.5
All	8.3	26.3	9.6

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Gujarat RURAL

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	66	67	105	36
Upper primary schools*	557	653	539	675
Total schools visited	623	720	644	711

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	84.7	82.7	85.6	84.3
% Teachers present (Average)	95.8	93.6	92.3	96.9

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	36.0	48.2	50.9	69.4
% Schools where Std IV children were observed sitting with any other Std	32.8	40.4	45.3	64.3

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	4.6	6.6	12.8	12.2

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	96.2	94.2	94.1	82.6
	Kitchen/shed for cooking mid-day meal	88.3	90.0	90.4	69.0
Drinking water	No facility for drinking water	14.2	8.5	6.4	18.5
	Facility but no drinking water available	6.5	4.5	5.6	9.7
	Drinking water available	79.4	87.0	88.0	71.8
	Total	100	100	100	100
Toilet	No toilet facility	2.6	1.7	0.2	0.0
	Facility but toilet not useable	32.6	13.5	8.5	4.2
	Toilet useable	64.8	84.8	91.3	95.8
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	12.7	5.8	2.6	1.1
	Separate provision but locked	20.7	5.6	1.1	0.4
	Separate provision, unlocked but not useable	16.7	7.2	8.8	4.3
	Separate provision, unlocked and useable	49.9	81.4	87.4	94.2
	Total	100	100	100	100
Library	No library	16.2	7.7	14.7	10.9
	Library but no books being used by children on day of visit	35.2	54.0	44.8	16.8
	Library books being used by children on day of visit	48.5	38.3	40.5	72.3
	Total	100	100	100	100
Electricity	Electricity connection			99.4	96.2
	Of schools with electricity connection, % schools with electricity available on day of visit			96.5	93.7
Computer	No computer available for children to use	47.8	18.7	33.1	38.6
	Computer available but not being used by children on day of visit	24.3	52.8	42.9	20.5
	Computer being used by children on day of visit	27.9	28.5	24.0	40.9
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Gujarat RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			91.4
Physical education teacher	Separate teacher	29.7	45.7
	Any other teacher	56.0	43.1
	No teacher	14.3	11.2
	Total	100	100
Playground in the school		82.5	75.8
Sports equipment available		81.0	86.1

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	92.8	89.0

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	32.3	16.8	5.5	5.5

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	87.5	12.2	0.3	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	49.0	24.7	26.3	100	96.6

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	97.0	90.8
	Half financial year: April 2022-date of survey	92.1	54.6

*All schools include primary schools and upper primary schools.

Haryana RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 20 OUT OF 21 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	51.9	47.0	0.1	1.0	100
Age 7-16: All	52.2	46.3	0.1	1.4	100
Age 7-10: All	50.3	48.9	0.1	0.8	100
Age 7-10: Boys	46.9	52.1	0.1	0.9	100
Age 7-10: Girls	54.5	44.9	0.1	0.5	100
Age 11-14: All	54.2	44.7	0.2	1.0	100
Age 11-14: Boys	50.5	48.3	0.2	1.0	100
Age 11-14: Girls	58.3	40.5	0.2	1.0	100
Age 15-16: All	52.4	42.9	0.1	4.6	100
Age 15-16: Boys	47.6	47.9	0.1	4.5	100
Age 15-16: Girls	58.0	37.2	0.1	4.7	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

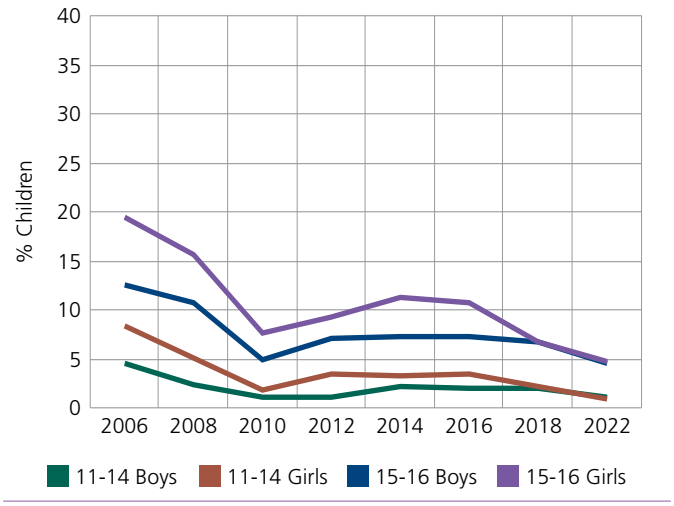
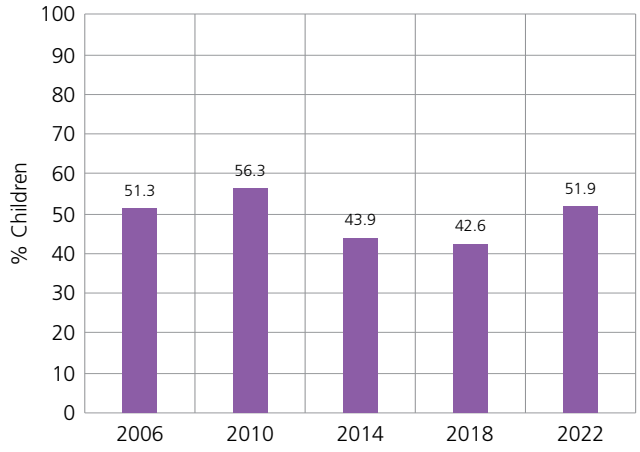


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	34.7	2.1	36.2	1.9	2.7	0.1	22.4	100
Age 4	15.0	3.8	54.2	8.3	7.7	0.3	10.7	100
Age 5	4.0	2.1	46.9	20.7	22.0	0.1	4.4	100
Age 6	1.2	0.8	21.3	31.3	43.4	0.3	1.7	100
Age 7	0.5	0.2	5.2	35.0	57.4	0.3	1.3	100
Age 8	0.2	0.1	1.4	39.3	57.4	0.4	1.3	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	58.1	1.6	25.7	1.4	0.9	0.0	12.3	100
Age 4	31.6	3.7	47.9	5.2	5.0	0.0	6.6	100
Age 5	8.5	3.6	43.7	24.1	16.9	0.0	3.3	100
Age 6	1.7	1.7	19.5	38.1	37.5	0.0	1.6	100
Age 7	0.4	0.5	3.3	46.0	48.4	0.1	1.4	100
Age 8	0.0	0.1	0.8	50.0	48.4	0.1	0.5	100

Haryana RURAL

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	26.5	34.8	21.6	10.0	7.1	100
II	12.1	25.1	25.9	19.3	17.5	100
III	8.9	16.2	19.8	23.6	31.5	100
IV	4.4	11.0	17.0	20.6	47.1	100
V	3.4	7.5	9.5	22.0	57.6	100
VI	3.2	4.6	8.6	17.1	66.6	100
VII	2.5	3.8	5.2	13.0	75.4	100
VIII	1.0	2.8	5.8	10.1	80.3	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 8.9% cannot even read letters, 16.2% can read letters but not words or higher, 19.8% can read words but not Std I level text or higher, 23.6% can read Std I level text but not Std II level text, and 31.5% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

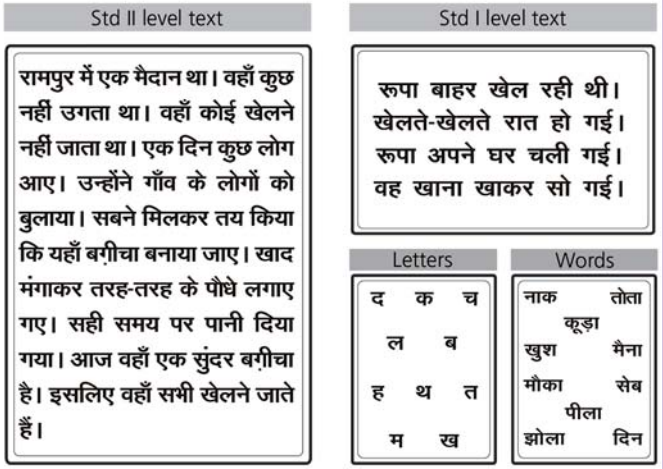


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	14.7	52.4	34.1
2014	21.7	61.5	45.4
2016	25.1	61.0	46.2
2018	33.5	56.1	46.4
2022	21.2	43.0	31.5

*This is the weighted average for children in government and private schools only.

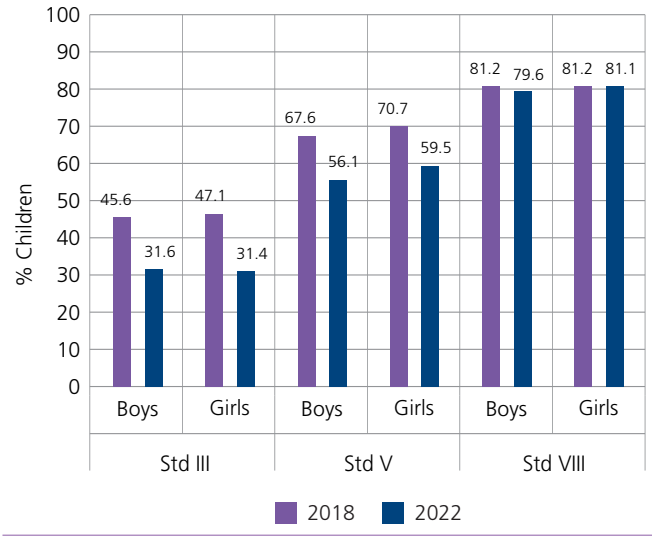
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	43.5	79.2	59.7	82.3	94.5	87.4
2014	53.9	81.3	68.2	78.4	93.5	85.2
2016	54.6	79.1	68.3	76.4	91.6	83.8
2018	58.1	78.3	69.3	73.4	88.7	81.3
2022	46.8	71.8	57.7	72.5	89.9	80.3

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Haryana RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	21.8	31.5	37.2	7.5	2.1	100
II	9.6	22.1	42.5	20.3	5.6	100
III	6.4	15.3	36.7	25.7	16.1	100
IV	3.1	11.7	30.0	26.2	29.0	100
V	2.4	6.9	22.8	26.3	41.6	100
VI	1.6	5.9	20.8	25.8	45.9	100
VII	2.2	4.4	17.0	20.9	55.5	100
VIII	1.2	2.9	13.8	19.6	62.6	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 6.4% cannot even recognise 1-9, 15.3% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 36.7% can recognise numbers up to 99 but cannot do subtraction, 25.7% can do subtraction but cannot do division, and 16.1% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

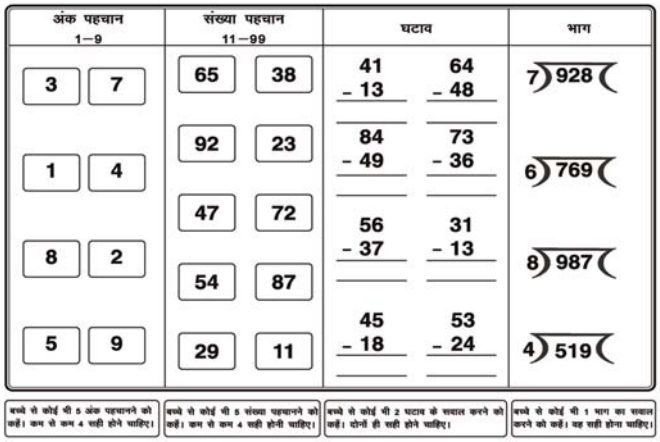


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	20.0	70.8	46.0
2014	24.0	74.7	54.1
2016	27.7	73.7	54.8
2018	31.6	70.7	53.9
2022	26.1	59.0	41.8

*This is the weighted average for children in government and private schools only.

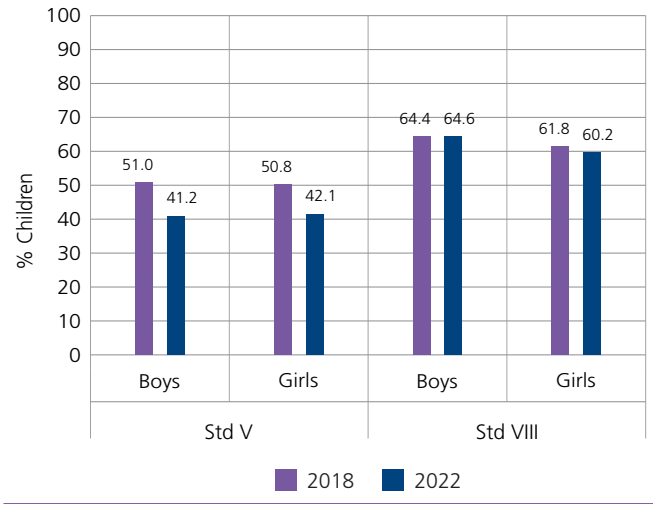
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

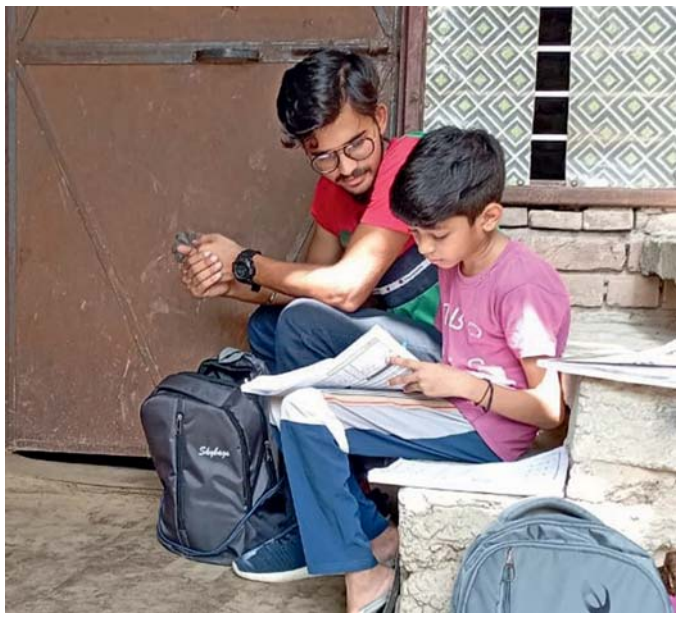
Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	25.4	63.7	42.9	56.0	82.6	67.2
2014	30.8	71.0	51.9	50.7	86.1	66.7
2016	30.1	63.8	48.9	53.4	78.0	65.3
2018	34.4	64.5	51.0	49.1	76.8	63.3
2022	27.6	60.0	41.8	49.5	78.6	62.6

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022





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Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	27.9	19.6	30.1	16.6	5.8	100
II	14.6	13.7	34.9	22.5	14.4	100
III	9.4	11.0	28.5	27.7	23.5	100
IV	6.0	9.4	22.5	25.5	36.6	100
V	4.9	6.5	18.1	24.9	45.7	100
VI	4.2	6.0	14.7	22.8	52.3	100
VII	3.0	6.8	11.3	18.0	60.9	100
VIII	2.3	4.2	9.4	17.8	66.4	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 9.4% cannot even read capital letters, 11% can read capital letters but not small letters or more, 28.5% can read small letters but not words or more, 27.7% can read words but not sentences, and 23.5% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

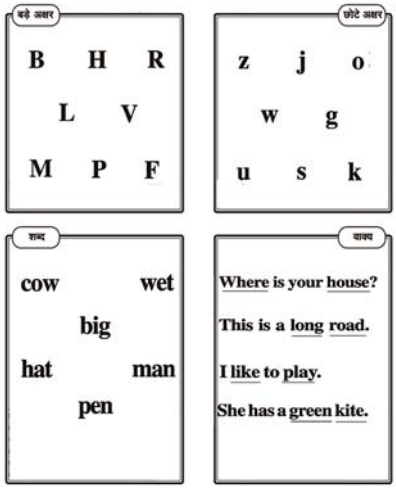


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	48.3	
II	48.3	56.2
III	50.2	59.0
IV	49.9	62.7
V	54.8	68.0
VI	50.5	70.7
VII	51.3	73.5
VIII	62.8	78.6

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	17.3	71.1	41.8	56.1	87.1	69.1
2014	23.6	74.8	50.5	51.2	89.8	68.5
2016	29.4	74.8	54.8	54.9	88.5	71.1
2022	28.8	67.8	45.8	52.6	83.5	66.5

*This is the weighted average for children in government and private schools only.

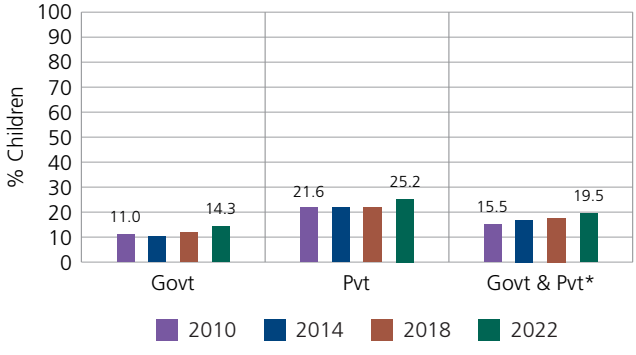
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	13.4	22.8	18.6
II	15.9	26.2	21.3
III	17.4	28.5	22.7
IV	17.0	27.2	21.8
V	14.7	25.3	19.5
VI	12.2	25.4	18.2
VII	11.8	20.7	15.8
VIII	11.8	24.6	17.4
All	14.3	25.2	19.5

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	302	445	392	325
Upper primary schools*	226	132	221	175
Total schools visited	528	577	613	500

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	82.9	78.7	77.7	78.3
% Teachers present (Average)	89.8	85.8	87.0	86.5
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	81.7	79.6	77.6	79.0
% Teachers present (Average)	87.8	86.1	88.5	88.8

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	33.0	34.0	40.9	51.3
% Schools where Std IV children were observed sitting with any other Std	30.1	27.4	36.2	46.3
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	31.3	35.2	42.9	46.8
% Schools where Std IV children were observed sitting with any other Std	28.9	27.3	40.6	39.5

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	10.3	12.4	25.3	21.6
Upper primary schools	1.4	1.5	4.1	1.2

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	93.7	91.7	85.3	87.5
	Kitchen/shed for cooking mid-day meal	51.0	75.8	88.2	90.6
Drinking water	No facility for drinking water	17.7	15.5	11.6	9.1
	Facility but no drinking water available	7.7	8.4	6.4	6.3
	Drinking water available	74.6	76.2	82.0	84.7
	Total	100	100	100	100
Toilet	No toilet facility	2.0	2.4	0.7	0.6
	Facility but toilet not useable	30.1	15.8	8.5	28.0
	Toilet useable	67.9	81.8	90.8	71.4
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	10.0	4.6	4.8	4.0
	Separate provision but locked	13.4	3.3	2.3	14.3
	Separate provision, unlocked but not useable	23.9	12.5	8.5	13.3
	Separate provision, unlocked and useable	52.8	79.6	84.4	68.5
	Total	100	100	100	100
Library	No library	35.4	15.8	16.0	17.3
	Library but no books being used by children on day of visit	33.0	48.2	44.8	33.2
	Library books being used by children on day of visit	31.6	36.0	39.1	49.5
	Total	100	100	100	100
Electricity	Electricity connection			95.7	98.8
	Of schools with electricity connection, % schools with electricity available on day of visit			70.8	86.3
Computer	No computer available for children to use	82.6	88.5	81.7	74.8
	Computer available but not being used by children on day of visit	10.5	7.9	13.3	14.1
	Computer being used by children on day of visit	6.9	3.7	5.1	11.1
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			62.7		73.7
Physical education teacher	Separate teacher	9.7	8.1	63.4	52.4
	Any other teacher	65.1	48.9	25.5	30.1
	No teacher	25.2	43.0	11.1	17.5
	Total	100	100	100	100
Playground in the school		81.2	82.6	87.7	86.8
Sports equipment available		59.3	81.5	64.7	84.8

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	93.9	91.1
Upper primary schools	90.9	85.7

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	49.5	17.0	6.4	5.8
Upper primary schools	44.1	28.9	11.1	13.6

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	92.6	5.6	1.9	100
Upper primary schools	89.1	6.9	4.0	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	34.3	12.0	53.8	100	64.5
Upper primary schools	46.1	19.2	34.7	100	67.4

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	87.3	93.5
	Half financial year: April 2022-date of survey	64.2	29.1
Upper primary schools	Full financial year: April 2021-March 2022	82.3	92.4
	Half financial year: April 2022-date of survey	63.6	38.6

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Himachal Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 12 OUT OF 12 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	66.3	33.3	0.1	0.3	100
Age 7-16: All	68.7	30.6	0.1	0.7	100
Age 7-10: All	62.6	37.2	0.1	0.1	100
Age 7-10: Boys	58.7	41.1	0.1	0.1	100
Age 7-10: Girls	67.1	32.6	0.1	0.2	100
Age 11-14: All	70.6	28.8	0.1	0.4	100
Age 11-14: Boys	68.9	30.7	0.0	0.4	100
Age 11-14: Girls	72.4	27.0	0.2	0.5	100
Age 15-16: All	80.2	17.0	0.0	2.8	100
Age 15-16: Boys	77.6	19.0	0.0	3.4	100
Age 15-16: Girls	82.4	15.3	0.0	2.3	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time % Children not enrolled in school. By age group and sex. 2006-2022

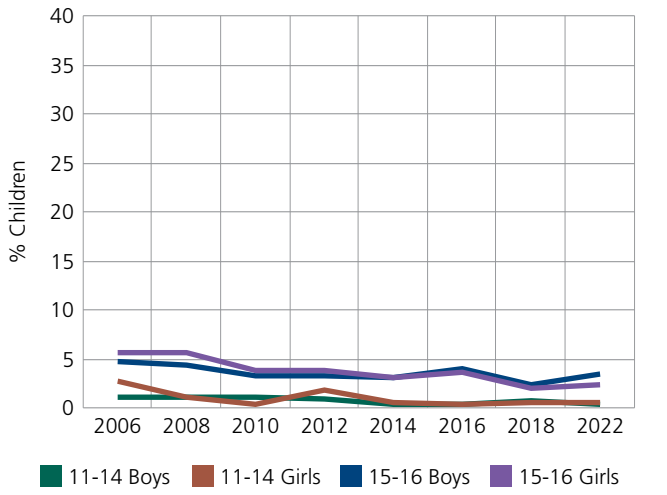
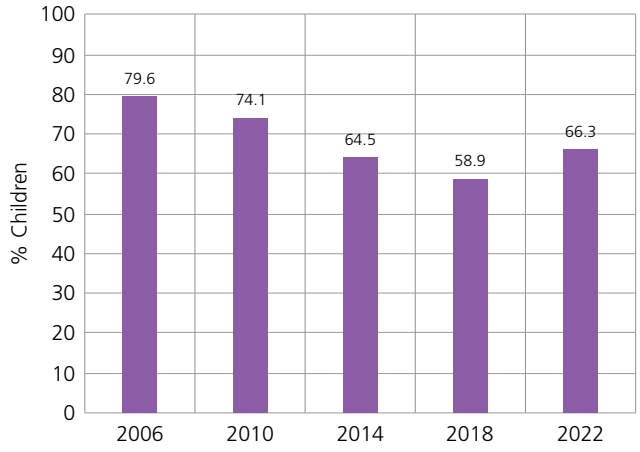


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	57.7	2.6	30.6	1.6	1.0	0.0	6.6	100
Age 4	37.4	3.4	51.4	3.3	1.4	0.0	3.1	100
Age 5	15.8	5.9	36.2	21.4	18.9	0.0	1.7	100
Age 6	1.2	0.5	6.0	41.6	50.4	0.0	0.3	100
Age 7	0.1	0.4	1.8	48.9	48.2	0.3	0.4	100
Age 8	0.3	0.0	0.3	56.3	42.7	0.1	0.3	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	44.2	12.3	23.2	1.9	0.9	0.0	17.7	100
Age 4	24.9	20.4	46.1	2.7	0.7	0.0	5.4	100
Age 5	7.5	12.3	32.6	31.0	14.4	0.0	2.1	100
Age 6	1.8	1.6	7.0	55.6	33.6	0.0	0.4	100
Age 7	0.0	0.0	0.7	60.7	38.2	0.1	0.2	100
Age 8	0.1	0.1	0.0	60.1	39.3	0.1	0.3	100

Himachal Pradesh RURAL

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	24.5	42.8	19.2	9.4	4.2	100
II	9.6	31.6	25.2	20.2	13.5	100
III	5.1	17.9	20.1	28.4	28.5	100
IV	3.0	13.8	11.3	26.3	45.7	100
V	1.4	6.2	7.7	23.4	61.4	100
VI	1.2	2.9	5.6	15.7	74.6	100
VII	0.3	2.6	3.1	11.5	82.6	100
VIII	0.9	2.4	1.7	7.1	87.9	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 5.1% cannot even read letters, 17.9% can read letters but not words or higher, 20.1% can read words but not Std I level text or higher, 28.4% can read Std I level text but not Std II level text, and 28.5% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

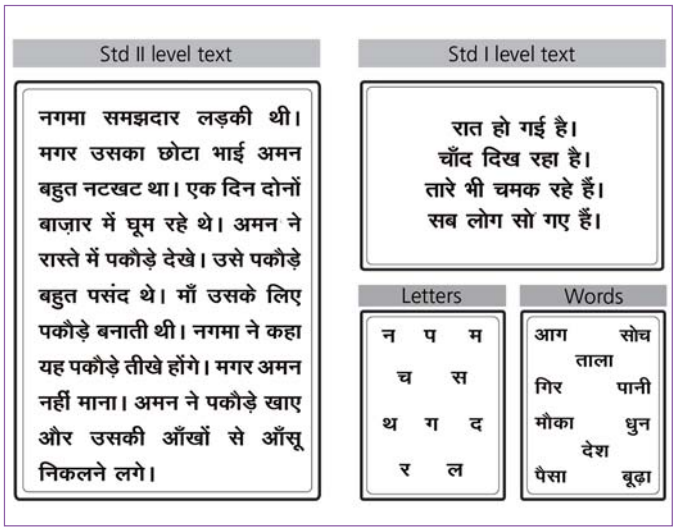


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	32.8	51.0	38.7
2014	43.6	51.3	46.6
2016	45.0	49.0	47.0
2018	47.4	48.0	47.7
2022	23.0	37.1	28.4

*This is the weighted average for children in government and private schools only.

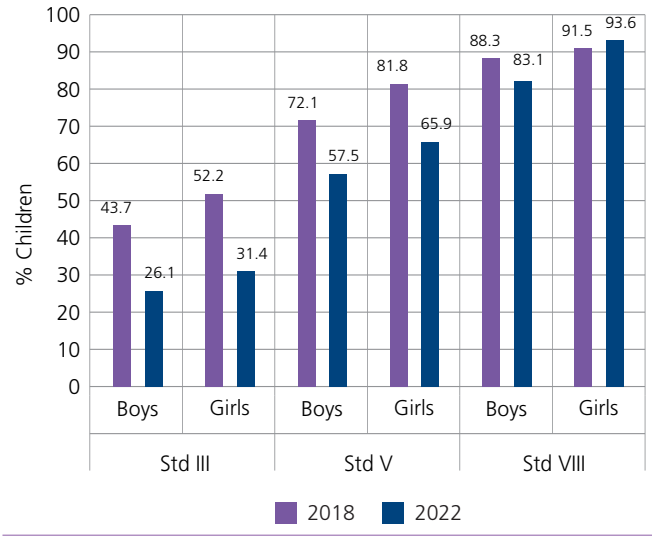
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	71.2	76.9	72.8	88.9	94.6	90.1
2014	71.5	82.5	75.3	90.5	94.8	91.9
2016	65.3	78.0	70.5	84.9	94.9	87.9
2018	74.5	80.4	76.9	87.4	95.4	89.9
2022	60.2	63.1	61.3	87.6	89.3	88.0

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Himachal Pradesh RURAL

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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	15.7	37.0	41.8	3.8	1.8	100
II	3.6	24.5	48.3	22.0	1.6	100
III	2.2	16.8	39.5	32.3	9.2	100
IV	0.8	10.0	30.5	32.1	26.6	100
V	0.8	5.7	26.0	25.0	42.5	100
VI	0.2	3.4	26.2	29.5	40.7	100
VII	0.2	2.2	23.8	24.2	49.7	100
VIII	0.5	2.0	20.8	24.4	52.3	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 2.2% cannot even recognise 1-9, 16.8% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 39.5% can recognise numbers up to 99 but cannot do subtraction, 32.3% can do subtraction but cannot do division, and 9.2% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

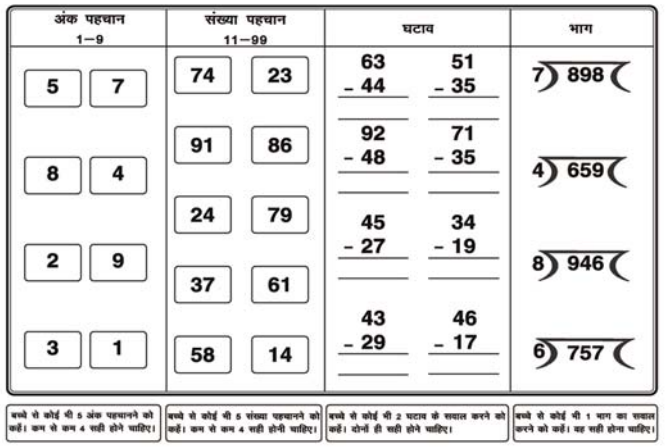


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	39.5	72.6	50.3
2014	40.6	70.6	52.4
2016	48.4	66.7	57.4
2018	42.4	58.7	50.1
2022	31.3	58.3	41.6

*This is the weighted average for children in government and private schools only.

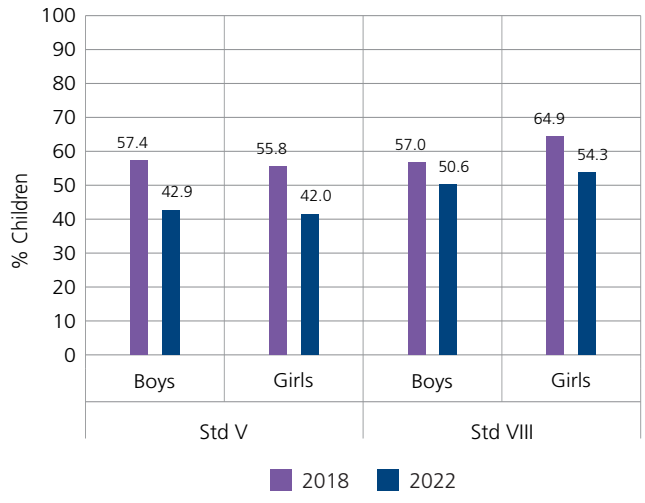
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	40.7	70.3	48.7	67.7	86.8	71.8
2014	37.9	63.9	46.9	55.9	74.2	61.8
2016	47.4	63.0	53.7	50.4	79.5	59.2
2018	51.5	64.0	56.6	54.7	74.4	61.0
2022	38.1	50.5	42.6	48.2	65.2	52.3

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Himachal Pradesh RURAL

Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	22.2	14.2	41.8	15.3	6.5	100
II	9.9	11.1	45.4	18.8	14.8	100
III	6.8	6.5	39.4	21.1	26.1	100
IV	3.5	3.5	32.1	21.9	39.0	100
V	2.5	2.1	21.7	17.6	56.2	100
VI	1.3	1.5	16.0	15.9	65.3	100
VII	1.2	2.0	13.9	11.6	71.3	100
VIII	0.9	1.2	8.3	12.6	77.0	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 6.8% cannot even read capital letters, 6.5% can read capital letters but not small letters or more, 39.4% can read small letters but not words or more, 21.1% can read words but not sentences, and 26.1% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

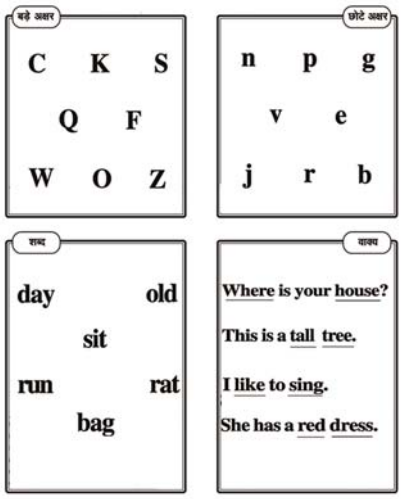


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	56.0	
II	76.3	62.5
III	65.6	55.2
IV	59.4	61.0
V	78.1	68.1
VI	58.4	71.1
VII	65.8	75.8
VIII		74.6

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	45.5	79.3	54.7	76.8	98.1	81.3
2014	38.8	81.5	53.5	69.2	93.7	77.1
2016	44.0	91.0	63.2	64.6	95.6	74.0
2022	41.8	81.8	56.3	72.9	90.5	77.1

*This is the weighted average for children in government and private schools only.

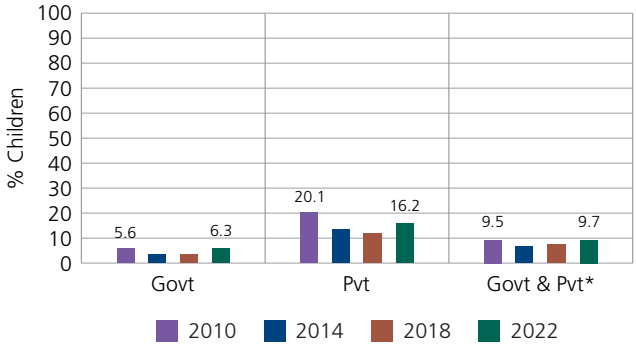
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	4.5	10.0	6.5
II	6.4	11.5	8.4
III	8.5	17.4	11.9
IV	5.3	19.7	10.6
V	7.4	20.1	12.0
VI	5.2	15.5	8.6
VII	6.0	12.5	8.0
VIII	6.3	23.1	10.5
All	6.3	16.2	9.7

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Himachal Pradesh RURAL

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	195	250	284	259
Upper primary schools*	66	27	9	4
Total schools visited	261	277	293	263

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	90.0	86.3	83.4	83.3
% Teachers present (Average)	88.0	76.7	75.8	82.8

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	58.6	74.1	80.8	80.3
% Schools where Std IV children were observed sitting with any other Std	52.8	73.0	74.3	74.8

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	48.6	71.3	83.1	81.4

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	98.0	93.8	93.1	91.1
	Kitchen/shed for cooking mid-day meal	82.5	97.1	99.3	99.2
Drinking water	No facility for drinking water	12.5	5.4	5.5	3.8
	Facility but no drinking water available	4.3	6.9	5.1	7.3
	Drinking water available	83.2	87.7	89.4	88.9
	Total	100	100	100	100
Toilet	No toilet facility	10.8	0.4	0.3	1.1
	Facility but toilet not useable	33.2	12.0	5.5	11.8
	Toilet useable	56.0	87.6	94.2	87.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	31.1	1.6	5.5	8.0
	Separate provision but locked	10.6	3.6	2.1	11.4
	Separate provision, unlocked but not useable	19.6	8.5	6.2	4.2
	Separate provision, unlocked and useable	38.7	86.2	86.3	76.4
	Total	100	100	100	100
Library	No library	19.7	4.4	2.7	4.9
	Library but no books being used by children on day of visit	39.0	55.1	73.0	58.6
	Library books being used by children on day of visit	41.3	40.6	24.3	36.5
	Total	100	100	100	100
Electricity	Electricity connection			94.5	98.5
	Of schools with electricity connection, % schools with electricity available on day of visit			86.0	92.6
Computer	No computer available for children to use	93.3	94.6	93.5	88.7
	Computer available but not being used by children on day of visit	3.5	2.2	4.5	9.0
	Computer being used by children on day of visit	3.2	3.3	2.1	2.3
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Himachal Pradesh RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			65.0
Physical education teacher	Separate teacher	2.8	1.2
	Any other teacher	74.2	65.6
	No teacher	23.0	33.2
	Total	100	100
Playground in the school		81.8	82.8
Sports equipment available		69.9	95.4

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	87.8	85.8

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	34.6	68.1	31.3	5.0

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	95.8	3.0	1.1	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	82.4	10.7	6.9	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	93.5	96.2
	Half financial year: April 2022-date of survey	51.0	38.6

*All schools include primary schools and upper primary schools.

Jammu and Kashmir RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 20 OUT OF 22 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	55.5	43.6	0.3	0.5	100
Age 7-16: All	56.8	41.6	0.4	1.2	100
Age 7-10: All	54.0	45.5	0.2	0.3	100
Age 7-10: Boys	52.0	47.3	0.3	0.4	100
Age 7-10: Girls	56.1	43.6	0.1	0.2	100
Age 11-14: All	56.3	42.6	0.5	0.7	100
Age 11-14: Boys	53.1	46.0	0.4	0.5	100
Age 11-14: Girls	59.9	38.6	0.5	1.0	100
Age 15-16: All	65.9	28.8	0.4	4.8	100
Age 15-16: Boys	64.8	31.4	0.5	3.4	100
Age 15-16: Girls	66.9	26.6	0.3	6.2	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

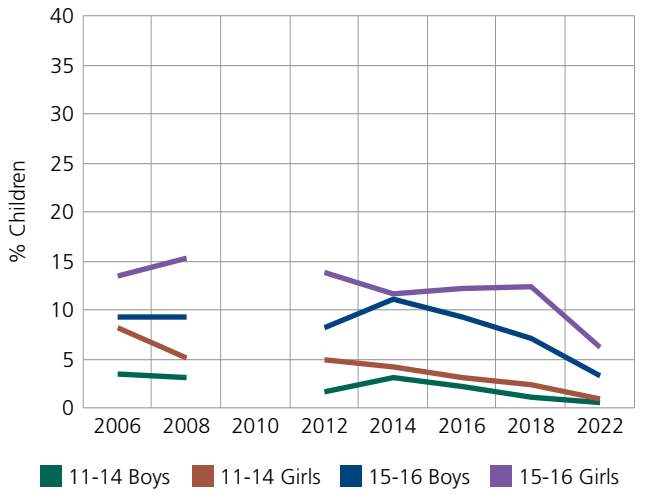
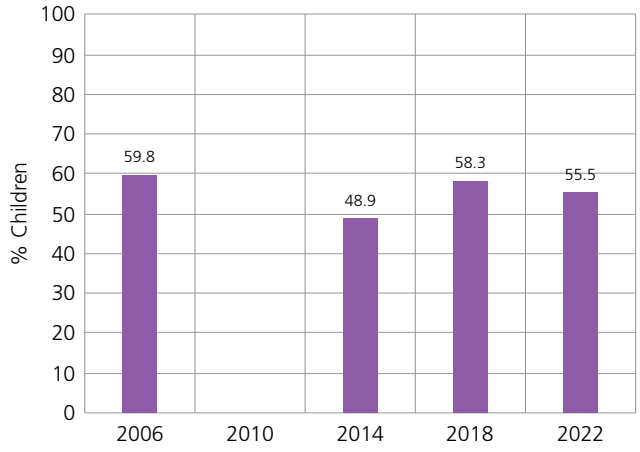


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	56.7	3.5	12.0	2.8	0.8	0.0	24.2	100
Age 4	31.8	10.1	31.6	7.9	2.9	0.1	15.5	100
Age 5	9.7	13.4	42.3	18.8	9.8	0.0	6.1	100
Age 6	2.9	10.8	30.2	34.9	19.2	0.3	1.8	100
Age 7	0.3	3.2	15.1	44.5	35.9	0.1	0.9	100
Age 8	0.4	0.5	5.3	53.3	39.9	0.4	0.3	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	63.6	4.6	13.7	2.1	1.1	0.5	14.4	100
Age 4	39.4	15.1	31.2	3.8	3.3	0.3	6.9	100
Age 5	11.4	22.4	41.7	14.8	8.0	0.0	1.6	100
Age 6	2.8	13.3	34.0	30.7	18.6	0.0	0.6	100
Age 7	0.8	5.4	17.6	45.0	31.0	0.0	0.3	100
Age 8	0.3	1.7	6.4	49.4	41.4	0.5	0.2	100

Jammu and Kashmir RURAL

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	15.3	44.8	29.2	7.5	3.2	100
II	7.1	31.6	36.2	15.7	9.3	100
III	4.1	18.7	33.0	25.1	19.1	100
IV	2.3	13.9	30.2	25.8	27.8	100
V	2.4	9.5	25.1	27.9	35.1	100
VI	1.2	7.0	19.3	26.5	46.0	100
VII	1.3	4.6	13.9	25.7	54.6	100
VIII	0.7	3.5	9.5	25.3	60.9	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 4.1% cannot even read letters, 18.7% can read letters but not words or higher, 33% can read words but not Std I level text or higher, 25.1% can read Std I level text but not Std II level text, and 19.1% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

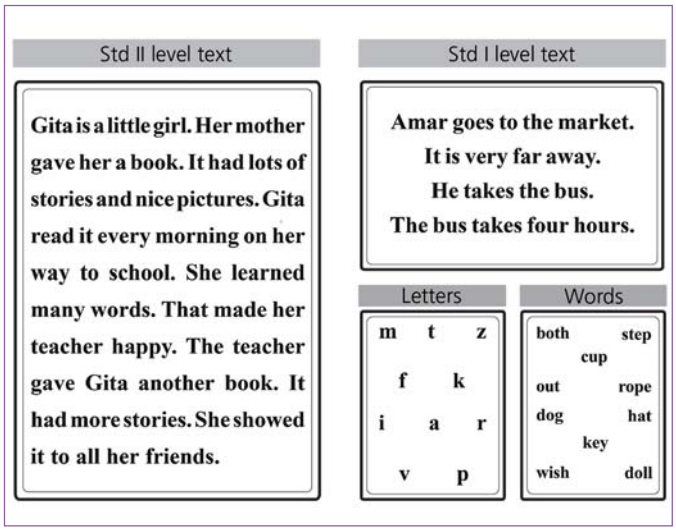


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	10.9	44.1	26.3
2014	10.0	29.9	20.0
2016	7.3	29.3	14.6
2018	5.4	42.0	22.1
2022	4.3	34.0	19.0

*This is the weighted average for children in government and private schools only.

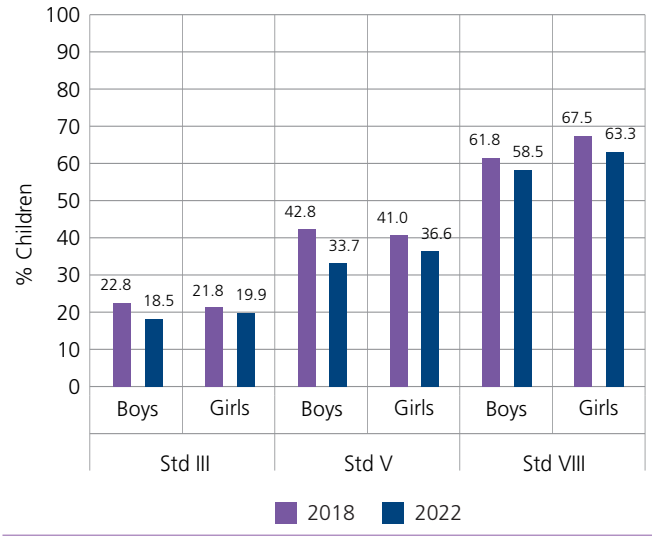
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	24.6	64.1	41.2	54.3	84.7	64.5
2014	21.0	58.8	38.7	54.4	76.5	63.9
2016	22.2	53.1	32.0	55.6	78.0	62.1
2018	24.3	69.1	42.0	55.5	83.0	65.0
2022	18.1	54.9	35.2	50.2	78.0	61.2

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Jammu and Kashmir RURAL

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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	13.4	29.9	47.3	9.0	0.5	100
II	7.0	17.9	50.3	22.5	2.3	100
III	3.4	10.7	47.2	31.4	7.3	100
IV	3.7	7.8	42.5	30.6	15.5	100
V	1.9	6.0	36.3	33.5	22.3	100
VI	1.9	3.5	33.2	36.7	24.6	100
VII	0.4	3.2	30.5	35.2	30.8	100
VIII	1.0	2.6	24.6	36.1	35.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 3.4% cannot even recognise 1-9, 10.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 47.2% can recognise numbers up to 99 but cannot do subtraction, 31.4% can do subtraction but cannot do division, and 7.3% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

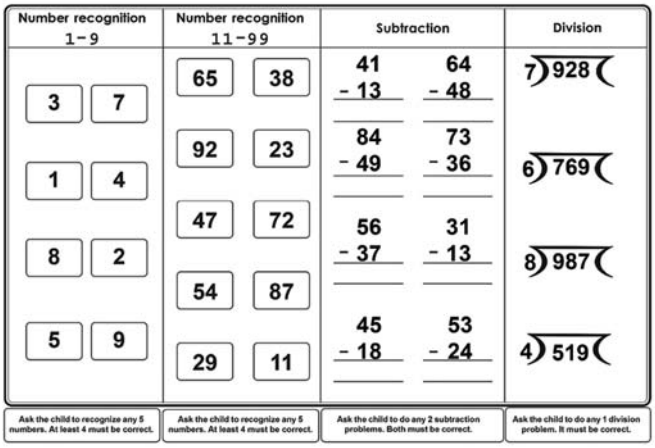


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	18.9	64.2	39.7
2014	22.8	59.2	41.1
2016	19.4	55.0	31.3
2018	20.2	55.0	36.1
2022	26.1	51.6	38.7

*This is the weighted average for children in government and private schools only.

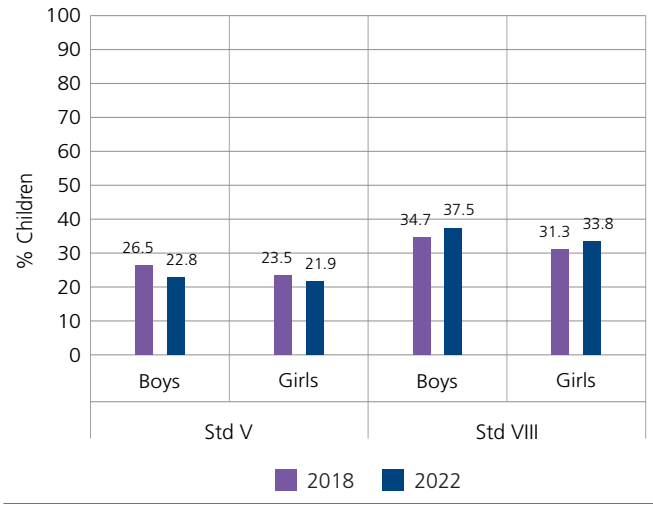
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	7.8	39.3	21.2	25.0	60.3	36.9
2014	13.7	38.0	25.0	27.6	55.1	39.3
2016	14.6	37.5	21.9	40.4	66.5	48.0
2018	13.6	42.6	25.1	25.3	47.3	32.9
2022	14.0	32.1	22.4	26.3	50.6	35.9

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Jammu and Kashmir RURAL

Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	15.8	20.8	30.5	25.9	7.0	100
II	7.8	13.5	24.2	38.1	16.4	100
III	4.8	8.2	15.9	41.5	29.6	100
IV	2.9	7.3	13.5	38.7	37.7	100
V	2.3	4.1	11.6	36.6	45.5	100
VI	2.1	3.3	6.8	34.2	53.6	100
VII	1.0	2.6	5.2	26.9	64.2	100
VIII	0.8	1.8	5.0	21.5	70.9	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 4.8% cannot even read capital letters, 8.2% can read capital letters but not small letters or more, 15.9% can read small letters but not words or more, 41.5% can read words but not sentences, and 29.6% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

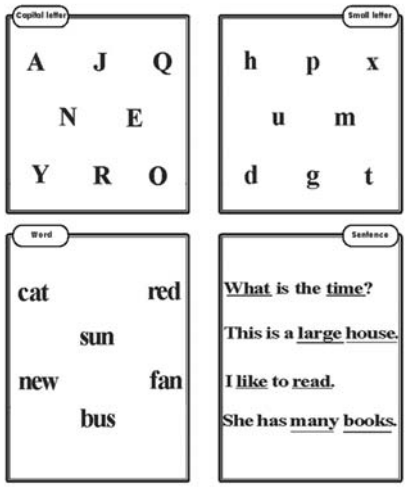


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	56.1	51.1
II	53.3	58.1
III	51.7	61.5
IV	53.8	62.3
V	54.8	71.0
VI	64.7	69.9
VII	60.1	70.0
VIII	66.7	78.5

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	35.6	75.9	52.7	60.4	88.0	69.7
2014	36.2	70.5	52.3	67.2	87.1	75.7
2016	37.8	71.9	48.6	70.7	85.0	74.9
2022	28.7	65.0	45.6	61.3	86.3	71.1

*This is the weighted average for children in government and private schools only.

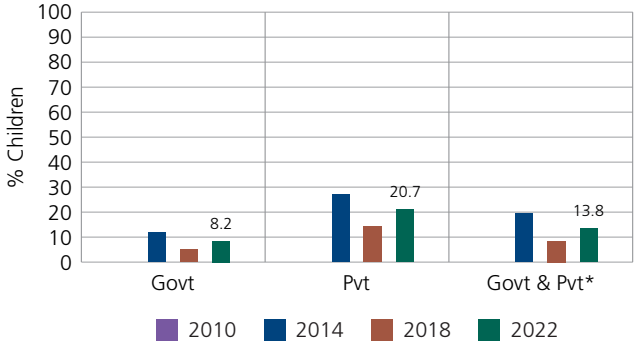
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	7.4	20.2	12.9
II	8.1	20.5	14.3
III	7.7	21.2	14.3
IV	10.2	21.0	15.1
V	7.0	18.3	12.3
VI	9.0	19.3	13.2
VII	8.3	22.0	14.1
VIII	8.1	23.9	14.3
All	8.2	20.7	13.8

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Jammu and Kashmir RURAL

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*		92	53	85
Upper primary schools*		251	323	444
Total schools visited		343	376	529

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)		71.0	78.3	77.3
% Teachers present (Average)		84.6	78.9	89.3
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Enrolled children present (Average)		75.0	76.7	74.0
% Teachers present (Average)		82.7	83.0	83.1

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std		83.5	78.9	78.3
% Schools where Std IV children were observed sitting with any other Std		81.7	72.0	78.8
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Schools where Std II children were observed sitting with any other Std		59.1	57.7	70.8
% Schools where Std IV children were observed sitting with any other Std		53.5	48.4	63.8

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools		92.4	88.7	86.9
Upper primary schools		41.9	46.1	47.5

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit		74.7	77.3	82.2
	Kitchen/shed for cooking mid-day meal		75.5	86.3	87.4
Drinking water	No facility for drinking water		41.4	36.6	23.6
	Facility but no drinking water available		7.0	8.9	7.1
	Drinking water available		51.6	54.6	69.3
	Total		100	100	100
Toilet	No toilet facility		17.0	4.6	1.9
	Facility but toilet not useable		24.9	22.5	25.3
	Toilet useable		58.1	73.0	72.8
	Total		100	100	100
Girls' toilet	No separate provision for girls' toilet		34.4	30.2	23.4
	Separate provision but locked		10.0	7.4	14.1
	Separate provision, unlocked but not useable		8.9	14.3	9.5
	Separate provision, unlocked and useable		46.7	48.2	53.1
	Total		100	100	100
Library	No library		45.6	41.1	37.3
	Library but no books being used by children on day of visit		26.3	32.3	30.4
	Library books being used by children on day of visit		28.1	26.6	32.3
	Total		100	100	100
Electricity	Electricity connection			31.2	88.9
	Of schools with electricity connection, % schools with electricity available on day of visit			58.7	83.5
Computer	No computer available for children to use		91.2	82.8	71.6
	Computer available but not being used by children on day of visit		6.2	12.6	16.6
	Computer being used by children on day of visit		2.6	4.6	11.8
	Total		100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Jammu and Kashmir RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			55.3		74.6
Physical education teacher	Separate teacher	0.0	2.4	27.2	55.0
	Any other teacher	44.0	63.9	27.9	23.5
	No teacher	56.0	33.7	44.9	21.5
	Total	100	100	100	100
Playground in the school		42.3	56.0	58.0	60.2
Sports equipment available		54.7	90.6	79.8	88.4

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	47.1	88.2
Upper primary schools	35.5	88.5

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	2.4	55.3	3.5	6.0
Upper primary schools	5.8	67.4	8.2	8.2

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	91.7	6.0	2.4	100
Upper primary schools	92.9	5.7	1.4	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools**	55.7	16.4	27.9	100	81.2

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	87.1	88.7
	Half financial year: April 2022-date of survey	22.4	73.3
Upper primary schools	Full financial year: April 2021-March 2022	85.3	92.6
	Half financial year: April 2022-date of survey	25.4	64.8

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Jharkhand RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 24 OUT OF 24 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	83.3	14.6	0.4	1.7	100
Age 7-16: All	82.3	15.2	0.5	2.0	100
Age 7-10: All	83.3	15.0	0.4	1.4	100
Age 7-10: Boys	80.8	17.7	0.4	1.2	100
Age 7-10: Girls	85.8	12.4	0.4	1.5	100
Age 11-14: All	83.2	15.0	0.5	1.4	100
Age 11-14: Boys	80.5	17.3	0.5	1.7	100
Age 11-14: Girls	85.7	12.7	0.4	1.2	100
Age 15-16: All	76.6	16.4	1.0	6.1	100
Age 15-16: Boys	75.0	16.8	1.2	7.1	100
Age 15-16: Girls	78.0	16.1	0.8	5.2	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

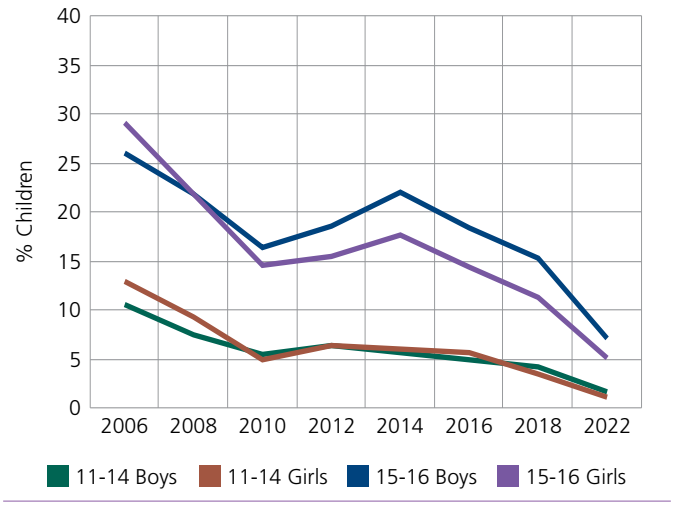
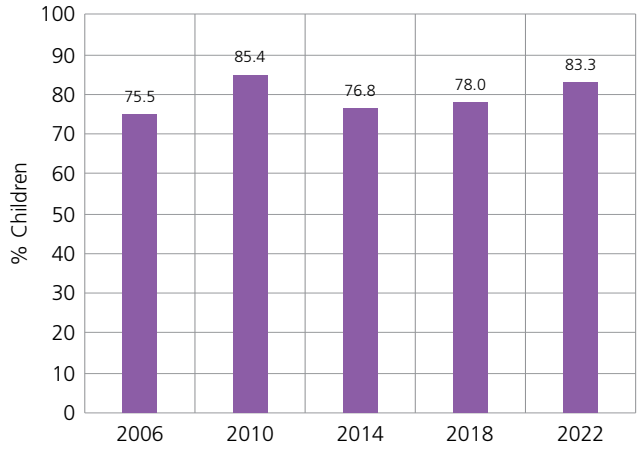


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	72.0	1.3	4.5	4.2	0.7	0.0	17.3	100
Age 4	59.1	3.0	13.0	11.7	2.7	0.1	10.4	100
Age 5	28.2	5.0	15.2	38.1	7.7	0.3	5.5	100
Age 6	6.7	2.6	12.4	63.9	11.8	0.3	2.3	100
Age 7	1.4	0.7	7.4	72.3	16.8	0.3	1.1	100
Age 8	0.5	0.4	3.4	76.8	17.3	0.4	1.3	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	68.2	2.4	4.1	2.2	0.2	0.0	23.0	100
Age 4	68.1	2.9	11.1	5.2	1.2	0.2	11.5	100
Age 5	35.9	5.0	16.5	32.8	3.2	0.5	6.2	100
Age 6	7.7	2.0	11.1	66.9	7.9	0.4	4.0	100
Age 7	1.5	0.8	6.8	77.5	11.4	0.4	1.7	100
Age 8	0.8	0.5	3.0	78.6	15.3	0.3	1.6	100

Jharkhand RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	48.2	34.8	9.0	4.4	3.6	100
II	27.1	42.0	15.8	7.4	7.8	100
III	16.4	36.7	20.2	12.5	14.2	100
IV	9.9	28.3	20.2	16.7	25.0	100
V	5.9	21.2	19.1	18.2	35.6	100
VI	3.8	14.5	17.7	18.9	45.1	100
VII	2.1	11.3	12.5	17.8	56.4	100
VIII	1.7	6.4	10.1	16.8	65.0	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 16.4% cannot even read letters, 36.7% can read letters but not words or higher, 20.2% can read words but not Std I level text or higher, 12.5% can read Std I level text but not Std II level text, and 14.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

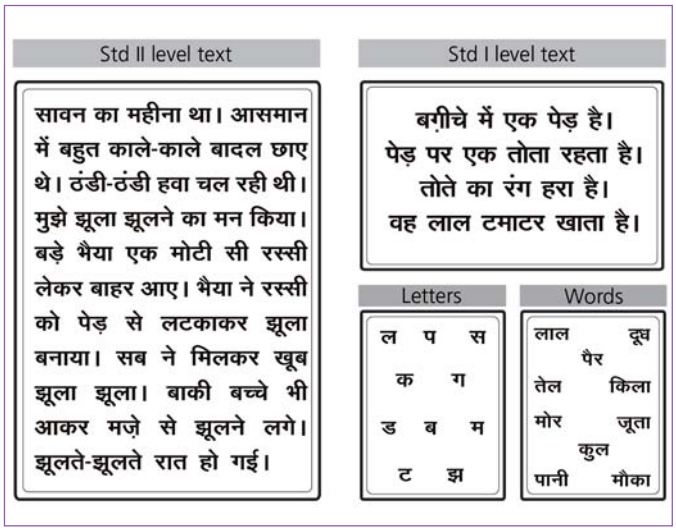


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	10.0	42.2	14.5
2014	8.7	38.5	14.2
2016	10.7	44.7	16.2
2018	11.0	47.0	18.7
2022	9.5	42.4	14.3

*This is the weighted average for children in government and private schools only.

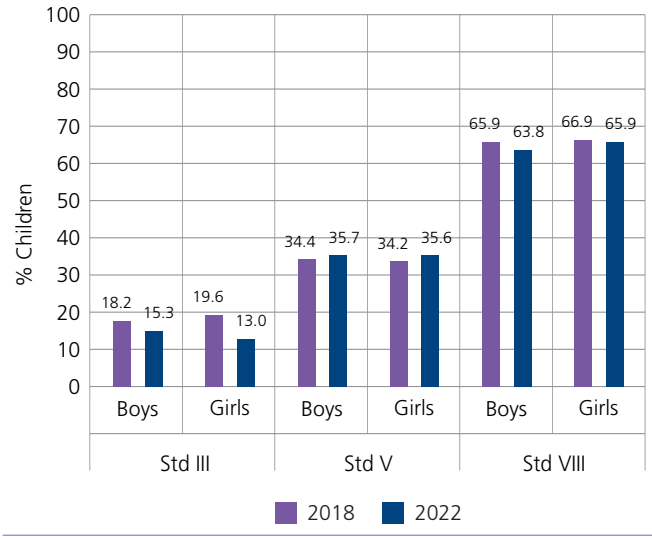
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	32.5	75.4	37.7	73.2	93.5	75.8
2014	29.1	64.0	34.4	68.2	84.9	70.4
2016	31.4	64.9	36.3	66.1	80.9	67.7
2018	29.4	63.5	34.3	64.4	79.2	66.6
2022	31.6	66.5	35.6	62.7	85.2	65.1

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



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Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	41.1	34.4	18.5	4.2	1.8	100
II	21.6	40.0	25.3	9.0	4.0	100
III	10.6	36.5	30.3	14.7	7.9	100
IV	6.4	23.7	32.5	21.0	16.4	100
V	3.1	19.0	30.7	22.8	24.5	100
VI	2.3	11.6	30.1	25.3	30.7	100
VII	1.5	8.1	23.9	25.4	41.1	100
VIII	0.9	5.1	22.9	25.8	45.3	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 10.6% cannot even recognise 1-9, 36.5% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 30.3% can recognise numbers up to 99 but cannot do subtraction, 14.7% can do subtraction but cannot do division, and 7.9% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

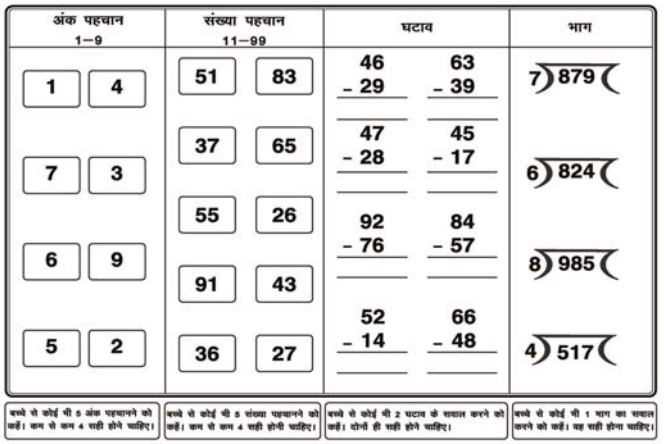


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	19.3	54.7	24.3
2014	12.1	51.9	19.5
2016	13.4	55.6	20.3
2018	14.8	50.9	22.6
2022	16.3	59.1	22.6

*This is the weighted average for children in government and private schools only.

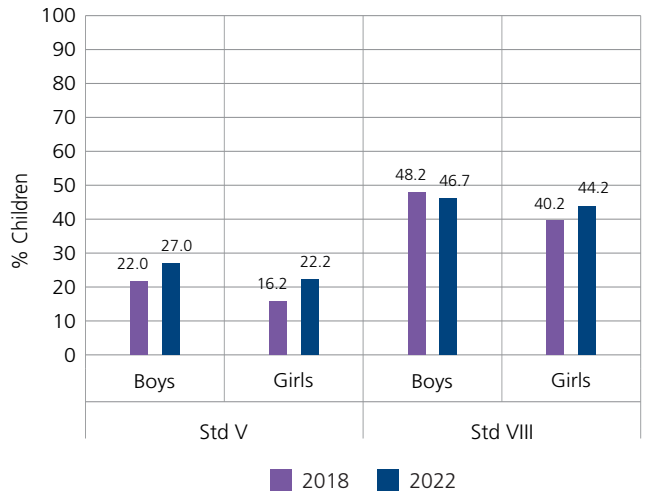
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	20.1	54.6	24.3	54.8	75.9	57.5
2014	17.6	42.7	21.4	48.0	71.0	51.0
2016	20.0	44.1	23.6	42.3	49.3	43.0
2018	15.6	39.6	19.0	42.2	57.0	44.4
2022	20.8	52.7	24.5	43.2	63.1	45.3

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	49.1	21.6	20.3	6.1	2.9	100
II	30.0	26.7	27.3	11.8	4.2	100
III	18.2	23.9	34.2	16.8	6.8	100
IV	12.2	18.0	35.7	21.9	12.2	100
V	7.8	16.4	34.7	25.7	15.3	100
VI	5.0	10.8	33.6	29.0	21.6	100
VII	3.4	10.0	26.2	32.7	27.9	100
VIII	2.3	7.1	21.5	35.6	33.5	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 18.2% cannot even read capital letters, 23.9% can read capital letters but not small letters or more, 34.2% can read small letters but not words or more, 16.8% can read words but not sentences, and 6.8% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

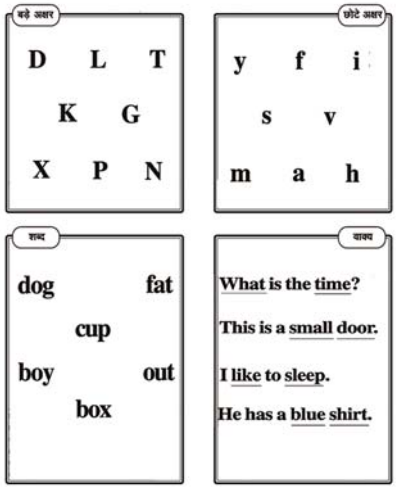


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	46.5	
II	48.9	
III	46.3	45.3
IV	50.3	47.3
V	46.7	58.8
VI	46.7	54.0
VII	48.7	56.6
VIII	50.1	56.8

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	13.5	56.2	18.7	41.1	73.4	45.2
2014	10.2	39.2	14.6	35.0	70.8	39.7
2016	9.1	47.9	14.8	30.8	57.7	33.7
2022	10.5	51.6	15.3	29.8	64.8	33.5

*This is the weighted average for children in government and private schools only.

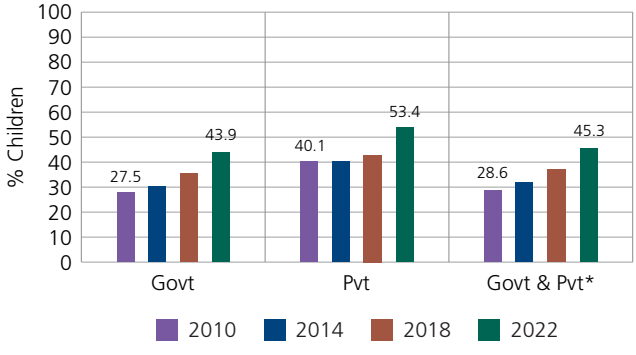
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	33.6	50.0	36.7
II	39.3	58.0	42.7
III	43.3	49.8	44.3
IV	43.2	56.4	45.3
V	47.5	54.3	48.3
VI	45.4	51.6	46.3
VII	47.4	50.6	47.8
VIII	50.0	56.8	50.7
All	43.9	53.4	45.3

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Jharkhand RURAL

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	188	209	228	223
Upper primary schools*	359	416	446	454
Total schools visited	547	625	674	677

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	62.3	61.7	65.5	70.7
% Teachers present (Average)	89.4	91.0	92.0	95.3
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Enrolled children present (Average)	58.7	56.5	60.1	62.0
% Teachers present (Average)	81.8	87.6	89.7	90.8

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	76.9	86.5	89.0	89.6
% Schools where Std IV children were observed sitting with any other Std	75.3	83.6	85.3	85.6
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Schools where Std II children were observed sitting with any other Std	59.7	71.4	72.6	73.6
% Schools where Std IV children were observed sitting with any other Std	52.4	66.8	61.4	63.0

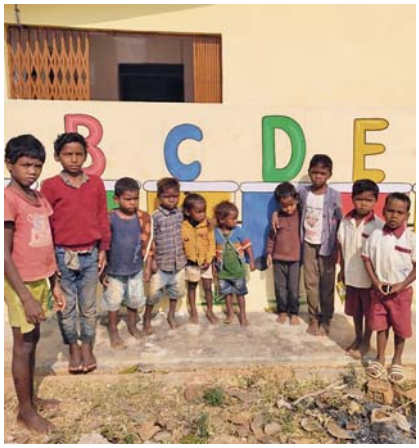
Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	20.0	42.5	50.9	50.7
Upper primary schools	1.2	2.7	2.5	2.7

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	92.6	78.6	79.0	89.4
	Kitchen/shed for cooking mid-day meal	73.5	83.9	88.7	84.8
Drinking water	No facility for drinking water	15.8	9.5	6.6	6.6
	Facility but no drinking water available	10.4	10.3	10.9	11.3
	Drinking water available	73.8	80.2	82.6	82.1
	Total	100	100	100	100
Toilet	No toilet facility	18.0	10.9	2.4	2.8
	Facility but toilet not useable	55.2	36.2	22.7	21.5
	Toilet useable	26.8	52.9	74.9	75.7
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	29.7	17.4	5.6	5.5
	Separate provision but locked	24.6	13.6	8.6	3.7
	Separate provision, unlocked but not useable	24.8	21.0	13.3	18.0
	Separate provision, unlocked and useable	20.9	48.0	72.5	72.8
	Total	100	100	100	100
Library	No library	38.4	10.3	12.9	13.8
	Library but no books being used by children on day of visit	33.2	29.0	36.6	27.1
	Library books being used by children on day of visit	28.4	60.7	50.5	59.1
	Total	100	100	100	100
Electricity	Electricity connection			78.4	92.4
	Of schools with electricity connection, % schools with electricity available on day of visit			56.3	73.1
Computer	No computer available for children to use	93.0	96.0	93.4	91.5
	Computer available but not being used by children on day of visit	2.9	2.7	5.5	6.6
	Computer being used by children on day of visit	4.1	1.3	1.1	2.0
	Total	100	100	100	100



*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			65.5		73.8
Physical education teacher	Separate teacher	2.7	1.9	5.3	5.9
	Any other teacher	56.5	49.5	66.4	63.4
	No teacher	40.8	48.6	28.3	30.6
	Total	100	100	100	100
Playground in the school		35.5	36.2	41.0	46.8
Sports equipment available		58.2	72.4	72.3	83.1

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	84.7	84.7
Upper primary schools	90.7	92.3

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	21.9	22.1	2.3	1.4
Upper primary schools	14.4	16.0	1.8	1.3

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	94.6	4.0	1.4	100
Upper primary schools	94.9	4.6	0.4	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	40.4	16.4	43.2	100	44.6
Upper primary schools	40.9	20.1	39.0	100	45.5

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	78.6	92.9
	Half financial year: April 2022-date of survey	35.5	35.1
Upper primary schools	Full financial year: April 2021-March 2022	87.4	93.6
	Half financial year: April 2022-date of survey	41.0	23.6

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Karnataka, Kerala

Madhya Pradesh, Maharashtra

Manipur, Meghalaya

का खा गा घा चा छा जा
झा टा ठा डा ढा णा ता था
दा धा ना पा फा बा भा मा या
रा ला वा शा षा सा हा ळा क्षा ज्ञा.
लाल वारा कासव आवळा
काम तारा गाजर मासा
दाम गारा घागर फासा
गार शाळा कावळा
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Karnataka RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 30 OUT OF 30 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	76.3	23.3	0.2	0.2	100
Age 7-16: All	76.0	23.3	0.2	0.5	100
Age 7-10: All	75.6	24.1	0.3	0.1	100
Age 7-10: Boys	72.8	26.9	0.2	0.1	100
Age 7-10: Girls	78.4	21.3	0.3	0.0	100
Age 11-14: All	77.5	22.0	0.2	0.4	100
Age 11-14: Boys	75.9	23.6	0.2	0.4	100
Age 11-14: Girls	78.9	20.6	0.1	0.4	100
Age 15-16: All	72.4	25.2	0.2	2.2	100
Age 15-16: Boys	72.1	25.3	0.0	2.6	100
Age 15-16: Girls	72.6	25.2	0.4	1.9	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

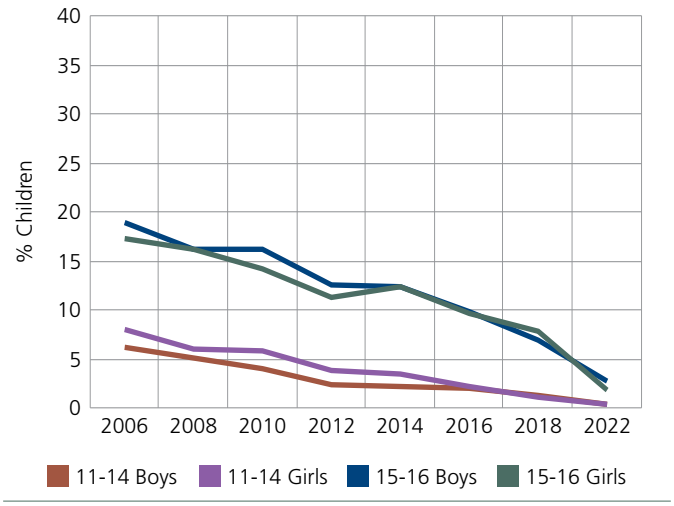
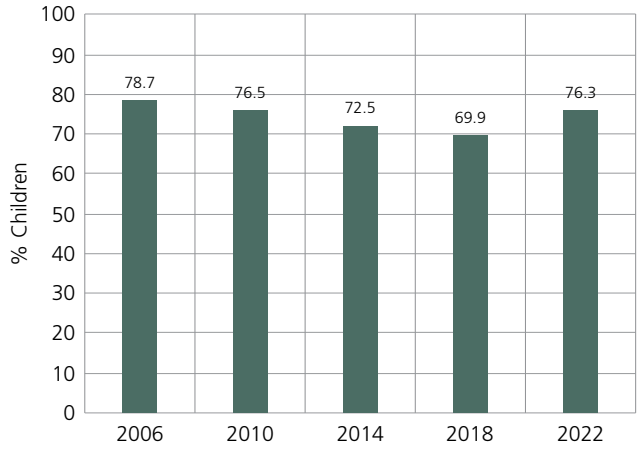


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	82.6	1.2	7.2	1.3	0.0	0.0	7.8	100
Age 4	65.7	1.4	29.9	0.8	0.5	0.0	1.8	100
Age 5	44.6	2.2	43.7	5.5	3.4	0.1	0.6	100
Age 6	10.0	0.9	16.2	48.0	24.3	0.3	0.3	100
Age 7	0.8	0.1	2.0	58.8	37.8	0.4	0.2	100
Age 8	0.2	0.0	0.2	65.9	33.1	0.4	0.1	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	88.3	0.5	5.5	0.0	0.0	0.0	5.7	100
Age 4	79.7	1.7	17.7	0.0	0.0	0.0	0.9	100
Age 5	55.5	3.4	34.7	4.5	1.8	0.0	0.1	100
Age 6	10.6	1.2	14.4	53.4	20.1	0.1	0.2	100
Age 7	0.2	0.4	1.2	71.8	26.1	0.2	0.1	100
Age 8	0.1	0.0	0.0	75.1	24.5	0.2	0.0	100

Karnataka RURAL

Annual Status of Education Report
ASER 2022 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	44.0	38.5	14.0	2.5	1.0	100
II	19.1	36.0	31.9	8.8	4.2	100
III	10.5	26.9	37.3	16.7	8.6	100
IV	7.6	17.7	35.3	22.5	17.0	100
V	4.1	10.7	28.2	26.8	30.2	100
VI	4.0	8.5	22.7	26.5	38.3	100
VII	2.1	6.1	17.7	24.8	49.4	100
VIII	1.7	4.1	12.0	22.5	59.9	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 10.5% cannot even read letters, 26.9% can read letters but not words or higher, 37.3% can read words but not Std I level text or higher, 16.7% can read Std I level text but not Std II level text, and 8.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

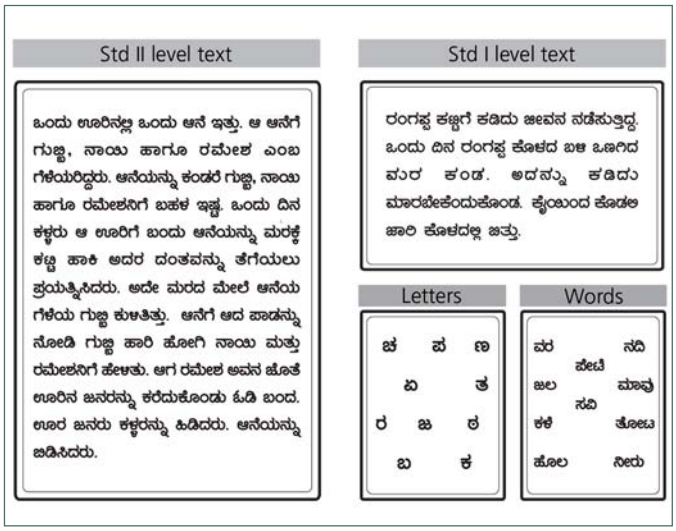


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	21.2	28.1	22.7
2014	16.4	23.3	18.4
2016	19.0	22.1	19.8
2018	19.4	19.0	19.3
2022	7.7	11.7	8.6

*This is the weighted average for children in government and private schools only.

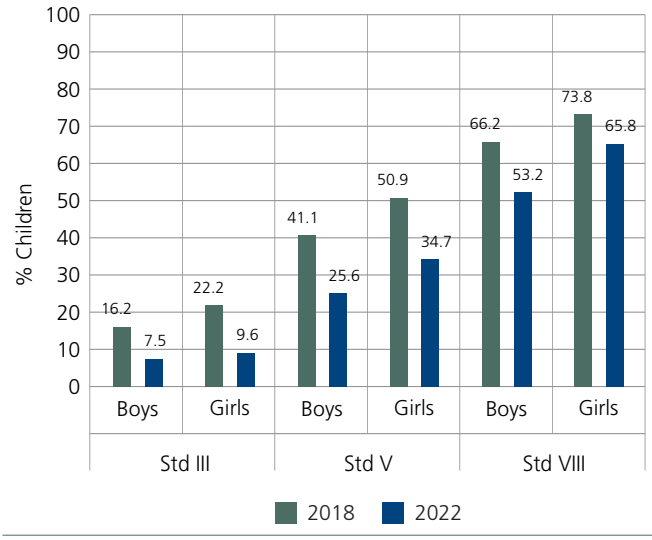
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	47.2	54.6	48.5	71.6	82.4	74.6
2014	45.7	53.5	47.3	70.1	72.2	70.6
2016	41.9	42.8	42.1	69.7	71.2	70.1
2018	47.6	41.8	46.1	70.1	71.5	70.5
2022	29.2	34.1	30.2	58.7	63.3	59.9

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Karnataka RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	37.0	35.3	25.8	1.7	0.2	100
II	15.8	27.1	46.8	9.7	0.6	100
III	8.2	16.8	52.7	20.7	1.6	100
IV	5.8	11.0	49.0	28.6	5.7	100
V	3.7	7.3	39.1	36.8	13.3	100
VI	3.4	4.9	37.4	32.3	22.0	100
VII	1.5	2.9	33.5	34.0	28.1	100
VIII	1.1	2.8	27.2	32.8	36.0	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 8.2% cannot even recognise 1-9, 16.8% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 52.7% can recognise numbers up to 99 but cannot do subtraction, 20.7% can do subtraction but cannot do division, and 1.6% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

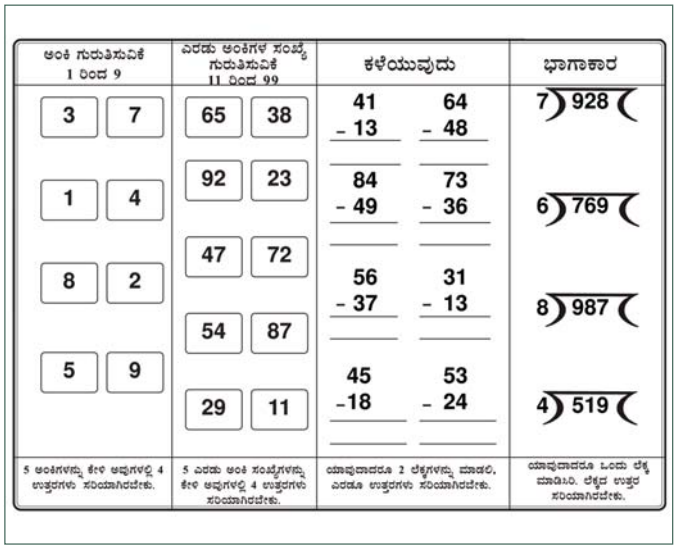


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	26.6	46.3	30.8
2014	21.9	38.2	26.4
2016	25.5	38.7	28.9
2018	23.5	32.8	26.4
2022	19.6	31.1	22.2

*This is the weighted average for children in government and private schools only.

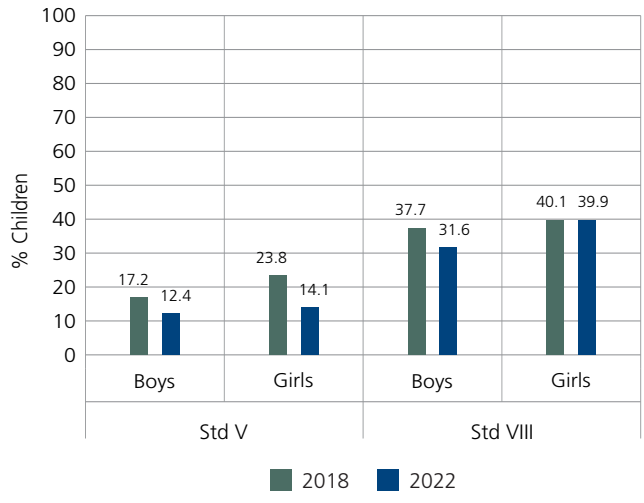
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

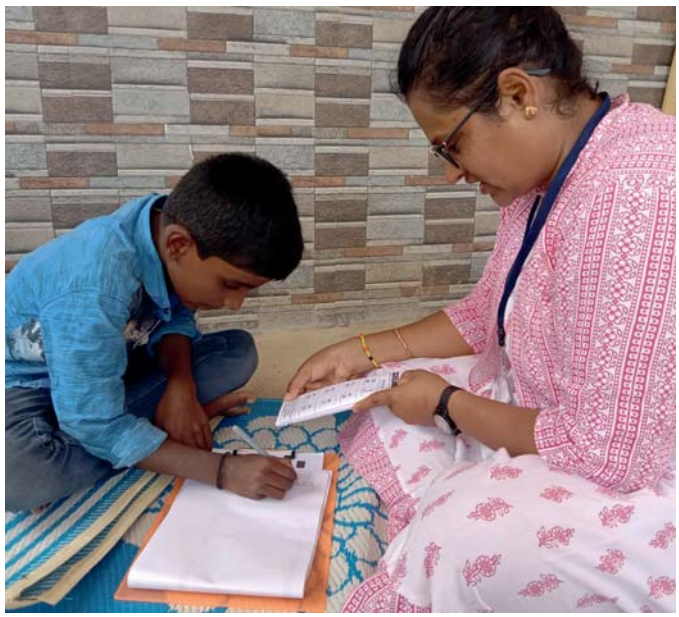
Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	17.4	31.3	19.9	42.0	56.6	46.1
2014	16.7	33.2	20.2	34.9	43.3	37.0
2016	17.2	28.1	19.7	39.9	49.2	42.2
2018	19.6	23.0	20.5	36.1	47.4	39.0
2022	12.0	17.9	13.3	33.4	43.4	36.0

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022





Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	47.1	24.5	22.0	5.6	0.8	100
II	25.4	25.0	32.4	14.1	3.0	100
III	14.8	23.1	36.7	19.8	5.5	100
IV	11.2	17.8	34.4	25.5	11.2	100
V	6.3	13.3	31.3	29.5	19.7	100
VI	5.6	12.3	25.3	28.2	28.7	100
VII	2.9	8.5	23.1	28.7	36.8	100
VIII	2.8	6.2	14.7	28.4	48.0	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 14.8% cannot even read capital letters, 23.1% can read capital letters but not small letters or more, 36.7% can read small letters but not words or more, 19.8% can read words but not sentences, and 5.5% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

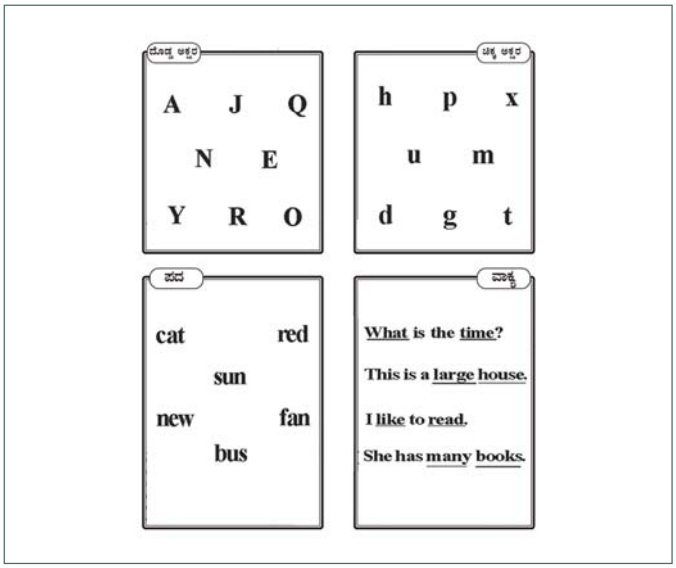


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	54.3	
II	58.2	
III	53.3	63.2
IV	62.2	69.5
V	60.5	66.7
VI	61.8	70.2
VII	62.3	74.6
VIII	62.4	79.3

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	10.8	47.6	17.5	43.1	63.7	48.9
2014	12.9	53.0	21.3	43.0	69.3	49.5
2016	15.8	54.4	24.8	44.2	66.0	49.7
2022	14.2	40.4	19.7	41.6	66.4	48.0

*This is the weighted average for children in government and private schools only.

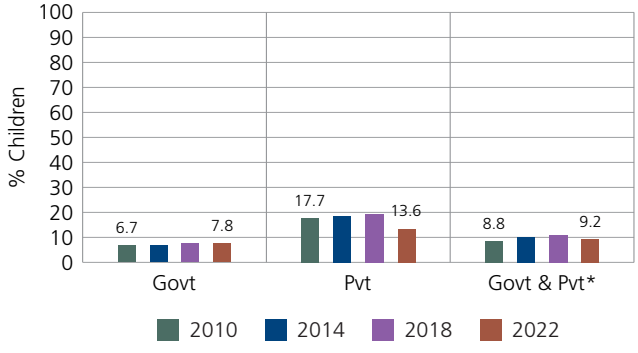
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	7.1	12.5	8.6
II	7.9	14.6	9.6
III	8.0	16.0	9.8
IV	9.2	15.8	10.7
V	8.8	15.7	10.3
VI	7.8	11.0	8.5
VII	6.9	12.6	8.0
VIII	6.1	10.5	7.2
All	7.8	13.6	9.2

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Karnataka RURAL

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	113	121	134	139
Upper primary schools*	656	591	714	673
Total schools visited	769	712	848	812

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	81.7	88.9	90.0	89.4
% Teachers present (Average)	92.9	89.5	89.6	93.7
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	70.9	84.6	83.1	87.1
% Teachers present (Average)	88.9	90.9	89.9	92.4

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	85.9	86.6	87.5	90.6
% Schools where Std IV children were observed sitting with any other Std	71.7	73.1	76.6	84.9
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	73.5	79.1	82.9	73.0
% Schools where Std IV children were observed sitting with any other Std	31.2	32.1	38.3	46.6

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	84.6	82.5	83.5	87.8
Upper primary schools	6.3	10.0	15.5	17.9

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	96.0	98.9	97.5	99.6
	Kitchen/shed for cooking mid-day meal	92.9	93.0	93.0	92.4
Drinking water	No facility for drinking water	17.3	12.7	13.4	22.9
	Facility but no drinking water available	7.0	6.1	9.9	9.3
	Drinking water available	75.8	81.2	76.8	67.8
	Total	100	100	100	100
Toilet	No toilet facility	5.6	1.6	3.3	4.5
	Facility but toilet not useable	56.0	38.2	25.9	24.2
	Toilet useable	38.4	60.2	70.8	71.4
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	18.2	6.2	7.6	8.5
	Separate provision but locked	31.1	30.3	18.8	10.5
	Separate provision, unlocked but not useable	18.9	8.4	7.1	14.1
	Separate provision, unlocked and useable	31.8	55.1	66.4	67.0
	Total	100	100	100	100
Library	No library	7.6	8.2	17.0	17.4
	Library but no books being used by children on day of visit	27.6	37.5	46.8	30.8
	Library books being used by children on day of visit	64.8	54.3	36.1	51.9
	Total	100	100	100	100
Electricity	Electricity connection			95.3	97.8
	Of schools with electricity connection, % schools with electricity available on day of visit			87.5	90.6
Computer	No computer available for children to use	70.6	60.5	58.2	67.6
	Computer available but not being used by children on day of visit	16.0	23.6	31.9	21.5
	Computer being used by children on day of visit	13.4	15.9	9.9	10.9
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Karnataka RURAL

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Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			59.7		80.3
Physical education teacher	Separate teacher	1.6	2.9	42.3	36.2
	Any other teacher	63.0	55.8	44.7	45.1
	No teacher	35.4	41.3	13.0	18.7
	Total	100	100	100	100
Playground in the school		52.2	62.6	83.9	81.8
Sports equipment available		51.9	56.5	76.4	76.4

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	84.7	81.8
Upper primary schools	92.1	89.4

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	43.1	12.2	3.7	1.5
Upper primary schools	36.1	14.9	3.7	8.7

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	97.8	1.4	0.7	100
Upper primary schools	96.4	3.6	0.0	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools**	75.2	16.0	8.8	100	4.7

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	70.8	91.6
	Half financial year: April 2022-date of survey	43.9	66.1

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Kerala RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 14 OUT OF 14 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	64.5	35.1	0.3	0.1	100
Age 7-16: All	66.1	33.5	0.3	0.1	100
Age 7-10: All	60.6	39.0	0.3	0.0	100
Age 7-10: Boys	60.6	39.1	0.3	0.0	100
Age 7-10: Girls	60.6	39.0	0.3	0.1	100
Age 11-14: All	69.1	30.5	0.3	0.1	100
Age 11-14: Boys	69.8	29.7	0.4	0.1	100
Age 11-14: Girls	68.5	31.2	0.3	0.0	100
Age 15-16: All	72.5	26.8	0.2	0.4	100
Age 15-16: Boys	73.2	25.9	0.3	0.6	100
Age 15-16: Girls	71.8	27.8	0.1	0.3	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

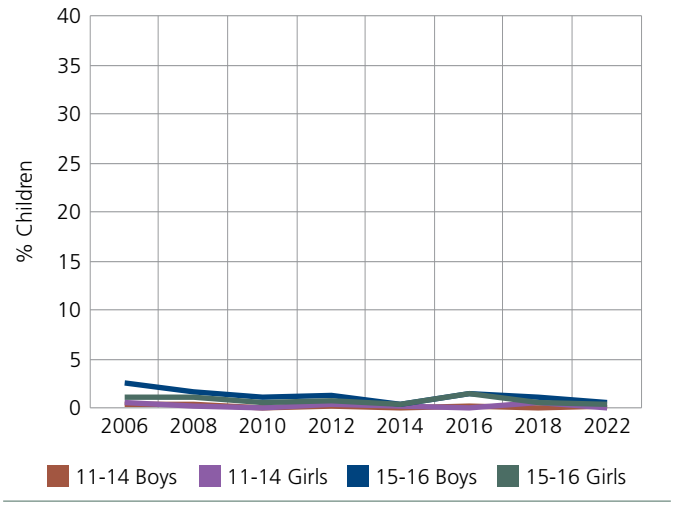
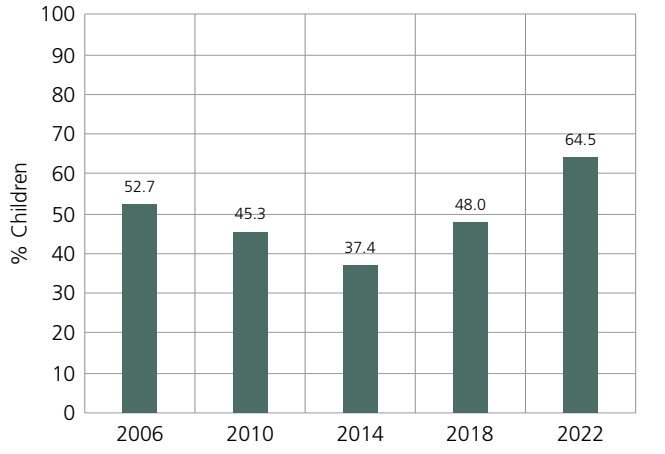


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	60.5	9.9	11.8	2.4	0.5	0.0	15.0	100
Age 4	20.9	20.1	53.0	0.6	1.2	0.2	3.9	100
Age 5	3.8	22.7	60.3	7.8	3.5	1.2	0.7	100
Age 6	0.3	5.8	11.3	37.0	41.3	4.3	0.0	100
Age 7	0.0	0.3	0.5	41.6	54.5	3.2	0.0	100
Age 8	0.2	0.2	0.0	43.1	52.9	3.6	0.0	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	60.4	3.2	5.8	0.8	0.3	0.0	29.7	100
Age 4	32.8	21.2	37.5	1.1	0.4	0.0	6.9	100
Age 5	4.3	28.7	54.2	8.0	4.1	0.1	0.7	100
Age 6	1.0	7.4	12.3	48.3	30.8	0.1	0.1	100
Age 7	0.1	0.2	1.1	57.9	40.2	0.5	0.0	100
Age 8	0.0	0.0	0.1	59.3	40.1	0.4	0.1	100

Kerala RURAL

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Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	19.7	41.3	28.7	5.0	5.2	100
II	8.8	22.8	31.1	16.5	20.8	100
III	5.4	12.9	20.8	22.0	38.8	100
IV	2.9	6.0	16.2	17.7	57.2	100
V	2.7	5.9	11.2	15.6	64.7	100
VI	1.4	2.9	6.6	14.0	75.2	100
VII	1.3	2.1	5.1	10.7	80.8	100
VIII	0.6	1.6	4.5	9.6	83.7	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 5.4% cannot even read letters, 12.9% can read letters but not words or higher, 20.8% can read words but not Std I level text or higher, 22% can read Std I level text but not Std II level text, and 38.8% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

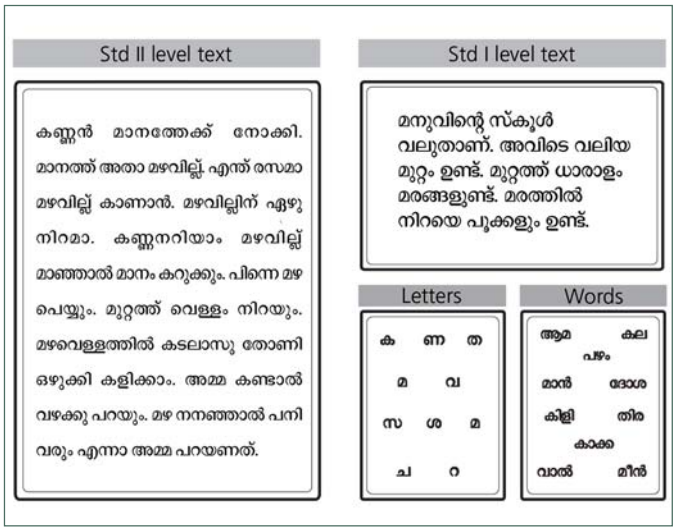


Table 5: Trends over time
Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	38.1	43.2	41.2
2014	36.6	40.3	39.0
2016	38.0	51.5	45.7
2018	43.4	60.2	52.1
2022	31.6	49.8	38.7

*This is the weighted average for children in government and private schools only.

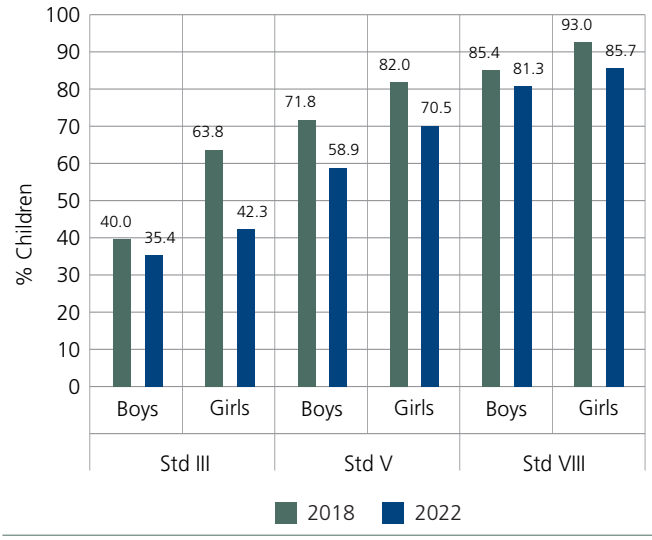
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time
Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	59.9	69.0	65.2	83.9	84.6	84.3
2014	61.3	70.7	66.6	89.2	88.1	88.5
2016	63.3	74.5	69.4	83.0	87.7	85.3
2018	73.3	81.8	77.6	87.0	91.9	89.1
2022	61.9	69.6	64.7	81.8	87.8	83.7

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time
% Children who can read Std II level text. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	10.8	37.1	49.9	1.6	0.7	100
II	3.9	14.8	66.9	13.7	0.7	100
III	1.4	6.2	53.6	36.6	2.3	100
IV	1.5	3.2	42.4	42.0	10.9	100
V	1.4	2.9	39.0	30.0	26.8	100
VI	0.2	1.7	37.1	30.7	30.3	100
VII	0.7	0.4	29.0	31.6	38.3	100
VIII	0.4	0.4	27.7	27.2	44.3	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 1.4% cannot even recognise 1-9, 6.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 53.6% can recognise numbers up to 99 but cannot do subtraction, 36.6% can do subtraction but cannot do division, and 2.3% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

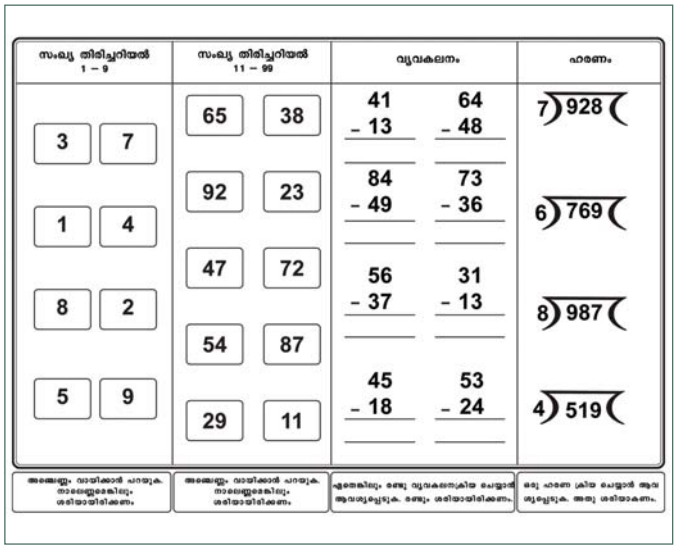


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	43.4	58.5	52.7
2014	36.0	51.7	46.1
2016	35.9	53.2	45.7
2018	44.3	52.4	48.5
2022	32.7	47.7	38.6

*This is the weighted average for children in government and private schools only.

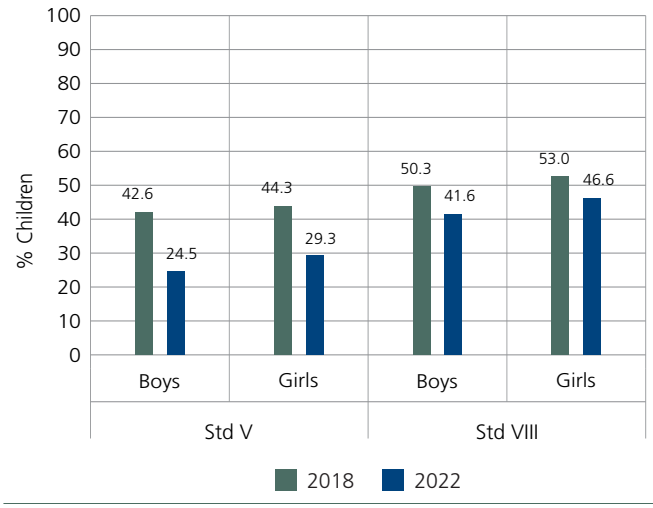
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	38.0	51.5	45.9	74.7	75.2	75.0
2014	25.6	49.7	39.3	52.2	64.3	59.4
2016	27.1	48.5	38.7	49.1	57.8	53.2
2018	33.3	52.5	43.0	43.3	63.5	51.8
2022	20.2	38.2	26.6	39.9	54.3	44.4

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	16.3	10.7	43.6	20.2	9.2	100
II	7.9	6.5	36.3	24.3	25.1	100
III	3.5	5.2	24.2	22.9	44.4	100
IV	2.7	2.6	14.5	18.7	61.5	100
V	2.8	3.0	12.1	13.4	68.7	100
VI	0.7	2.1	6.7	13.0	77.4	100
VII	1.5	1.0	5.7	8.6	83.2	100
VIII	0.7	1.0	5.1	7.6	85.8	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 3.5% cannot even read capital letters, 5.2% can read capital letters but not small letters or more, 24.2% can read small letters but not words or more, 22.9% can read words but not sentences, and 44.4% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

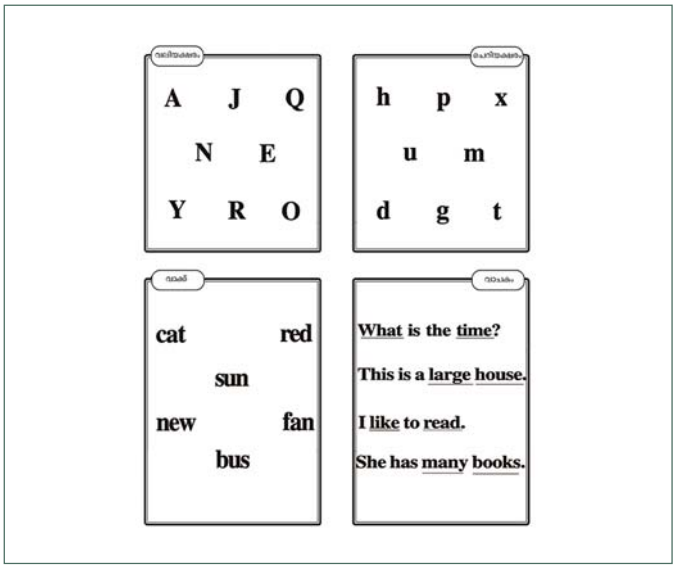


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	69.6	
II	71.1	74.7
III	76.8	79.2
IV	75.5	83.8
V	76.5	89.7
VI	80.2	86.9
VII		90.0
VIII		93.3

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	52.4	70.0	62.7	85.6	86.3	86.0
2014	51.4	81.5	68.5	84.9	90.1	88.0
2016	57.4	77.7	68.5	75.8	83.9	79.6
2022	60.3	83.6	68.6	82.7	92.9	85.9

*This is the weighted average for children in government and private schools only.

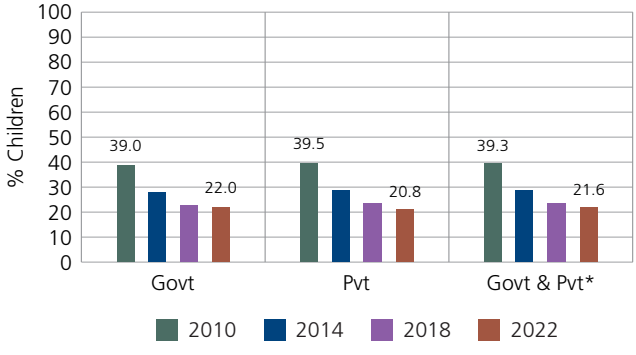
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	11.9	14.9	13.1
II	18.5	19.6	19.0
III	15.6	19.9	17.3
IV	20.6	21.8	21.1
V	25.1	19.0	22.9
VI	23.3	24.5	23.7
VII	28.0	22.3	26.2
VIII	29.8	26.4	28.8
All	22.0	20.8	21.6

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Kerala RURAL

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असर ASER 2022 RURAL
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Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	176	145	138	194
Upper primary schools*	99	120	141	218
Total schools visited	275	265	279	412

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	93.1	90.6	82.7	83.5
% Teachers present (Average)	94.0	89.9	85.8	88.2
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	91.2	89.9	83.8	82.7
% Teachers present (Average)	90.2	89.9	84.1	89.5

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	7.9	11.2	16.2	18.6
% Schools where Std IV children were observed sitting with any other Std	7.1	9.8	19.9	15.1
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	6.3	12.1	18.8	8.4
% Schools where Std IV children were observed sitting with any other Std	2.2	9.5	22.0	7.6

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	29.0	43.4	37.2	28.7
Upper primary schools	4.1	14.7	10.9	5.1

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	100.0	74.6	96.1	92.6
	Kitchen/shed for cooking mid-day meal	98.1	98.8	99.2	99.3
Drinking water	No facility for drinking water	2.6	4.2	2.2	3.2
	Facility but no drinking water available	11.7	12.8	44.9	44.2
	Drinking water available	85.7	83.0	52.9	52.7
	Total	100	100	100	100
Toilet	No toilet facility	0.4	0.0	0.0	0.2
	Facility but toilet not useable	41.4	15.2	10.6	27.4
	Toilet useable	58.2	84.8	89.4	72.3
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	5.1	1.9	3.3	1.2
	Separate provision but locked	8.7	4.6	8.5	25.6
	Separate provision, unlocked but not useable	42.3	13.3	4.8	3.4
	Separate provision, unlocked and useable	43.9	80.2	83.4	69.8
	Total	100	100	100	100
Library	No library	16.9	5.3	10.0	15.1
	Library but no books being used by children on day of visit	20.7	12.5	59.5	71.1
	Library books being used by children on day of visit	62.4	82.2	30.5	13.9
	Total	100	100	100	100
Electricity	Electricity connection			99.6	100.0
	Of schools with electricity connection, % schools with electricity available on day of visit			96.1	96.3
Computer	No computer available for children to use	17.2	10.2	24.6	27.0
	Computer available but not being used by children on day of visit	16.1	48.7	52.9	53.1
	Computer being used by children on day of visit	66.7	41.1	22.4	19.9
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			78.8		92.7
Physical education teacher	Separate teacher	14.8	5.3	62.0	38.9
	Any other teacher	54.1	49.5	27.0	32.9
	No teacher	31.1	45.3	11.0	28.2
	Total	100	100	100	100
Playground in the school		66.7	68.4	71.2	80.7
Sports equipment available		56.0	63.9	75.5	77.5

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	56.2	52.1
Upper primary schools	54.8	50.7

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	9.0	85.0	25.9	79.7
Upper primary schools	9.9	78.9	22.0	76.2

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	97.4	0.5	2.1	100
Upper primary schools	95.9	3.2	0.9	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	96.4	1.0	2.6	100	
Upper primary schools	86.2	3.7	10.1	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	82.9	84.9
	Half financial year: April 2022-date of survey	57.4	65.7
Upper primary schools	Full financial year: April 2021-March 2022	77.0	87.4
	Half financial year: April 2022-date of survey	50.0	64.2

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Madhya Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 50 OUT OF 50 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	70.0	27.4	0.0	2.6	100
Age 7-16: All	69.4	26.1	0.1	4.4	100
Age 7-10: All	68.2	29.9	0.1	1.9	100
Age 7-10: Boys	64.5	33.6	0.1	1.8	100
Age 7-10: Girls	71.8	26.2	0.0	1.9	100
Age 11-14: All	71.5	25.2	0.0	3.3	100
Age 11-14: Boys	68.1	29.0	0.1	2.8	100
Age 11-14: Girls	74.8	21.4	0.0	3.8	100
Age 15-16: All	67.3	17.8	0.1	14.9	100
Age 15-16: Boys	65.1	22.2	0.1	12.6	100
Age 15-16: Girls	69.2	13.7	0.1	17.0	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

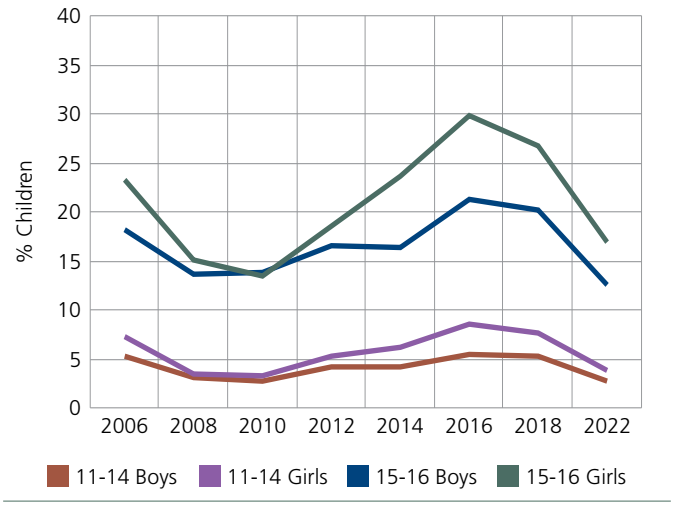
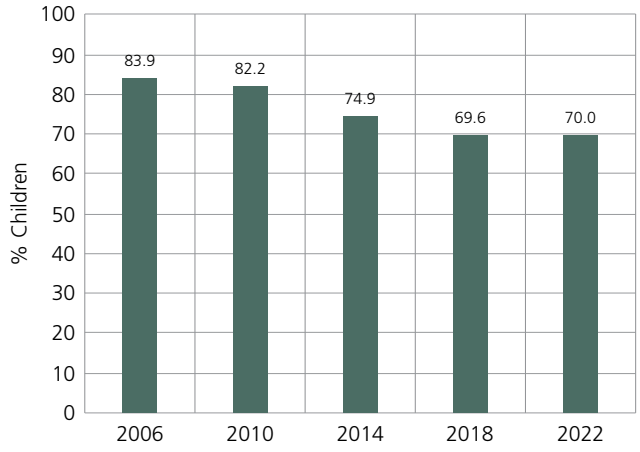


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	72.6	0.3	11.3	1.4	0.6	0.0	13.7	100
Age 4	61.4	0.4	21.5	5.3	3.0	0.0	8.4	100
Age 5	24.4	0.4	23.3	32.0	13.0	0.1	6.7	100
Age 6	5.0	0.3	13.4	56.3	22.1	0.1	2.9	100
Age 7	1.1	0.1	3.5	63.9	29.4	0.1	2.0	100
Age 8	0.5	0.1	1.1	66.6	29.8	0.1	1.9	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	81.0	0.6	7.4	0.7	0.7	0.0	9.6	100
Age 4	67.3	0.8	18.3	3.9	2.3	0.0	7.5	100
Age 5	30.8	0.5	20.7	31.5	12.4	0.0	4.1	100
Age 6	7.3	0.4	8.9	60.2	21.1	0.0	2.2	100
Age 7	1.5	0.2	2.8	64.8	28.3	0.1	2.4	100
Age 8	0.8	0.0	1.1	68.0	28.5	0.0	1.7	100

Madhya Pradesh RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	55.2	36.7	5.0	1.6	1.6	100
II	28.8	49.1	11.0	5.7	5.4	100
III	19.6	41.2	16.2	10.9	12.1	100
IV	11.4	32.8	17.0	15.2	23.7	100
V	8.8	24.3	14.2	17.1	35.6	100
VI	6.2	17.3	11.9	18.1	46.6	100
VII	4.0	12.7	9.7	14.9	58.8	100
VIII	3.7	10.6	7.2	14.2	64.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 19.6% cannot even read letters, 41.2% can read letters but not words or higher, 16.2% can read words but not Std I level text or higher, 10.9% can read Std I level text but not Std II level text, and 12.1% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	7.0	32.9	12.1
2014	8.1	33.4	14.1
2016	10.3	33.1	16.6
2018	10.4	33.6	17.6
2022	7.9	21.6	12.1

*This is the weighted average for children in government and private schools only.

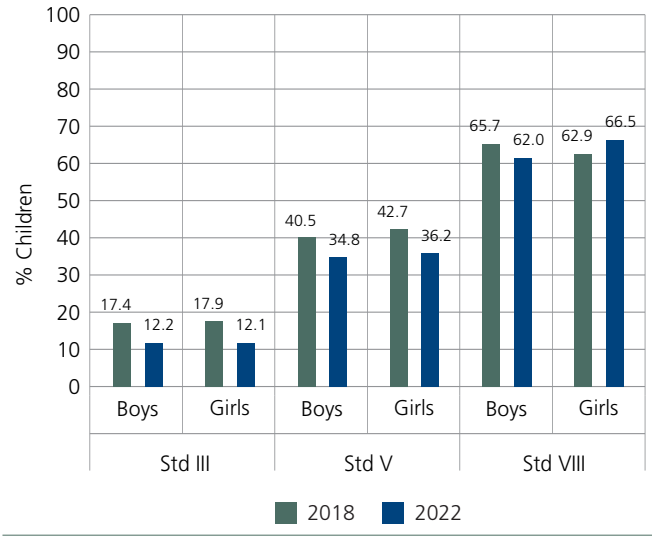
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	27.5	64.5	33.1	64.6	85.9	67.8
2014	27.5	58.9	34.1	61.5	87.1	65.8
2016	31.4	63.3	38.8	59.4	85.4	64.3
2018	34.4	63.1	41.6	57.9	86.3	64.4
2022	29.2	51.0	35.6	60.2	78.0	64.4

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Madhya Pradesh RURAL

Annual Status of Education Report
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Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	49.1	37.8	11.1	1.2	0.8	100
II	23.2	46.9	24.3	3.9	1.6	100
III	14.6	40.3	30.0	10.9	4.2	100
IV	7.9	31.7	34.4	15.8	10.3	100
V	5.6	24.0	32.4	19.0	19.1	100
VI	4.3	18.3	30.3	20.9	26.2	100
VII	2.5	12.0	29.4	21.2	34.8	100
VIII	2.6	9.3	25.9	20.3	41.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 14.6% cannot even recognise 1-9, 40.3% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 30% can recognise numbers up to 99 but cannot do subtraction, 10.9% can do subtraction but cannot do division, and 4.2% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

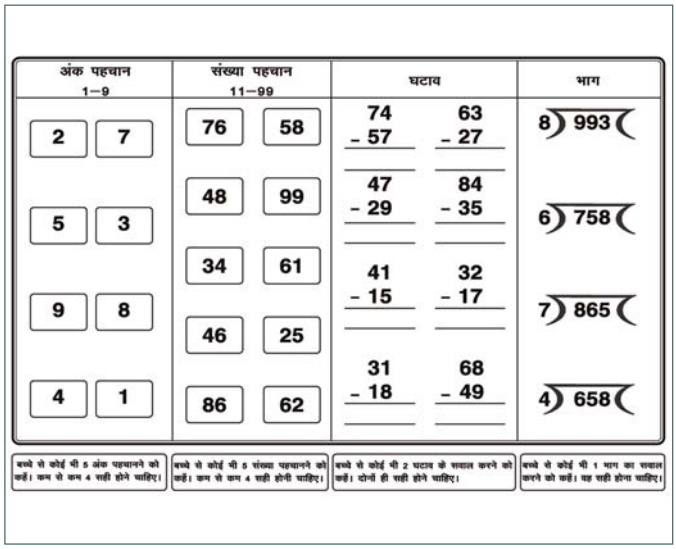


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	6.8	31.7	11.7
2014	5.5	27.1	10.6
2016	8.4	27.9	13.8
2018	8.5	25.6	13.9
2022	9.5	27.6	15.1

*This is the weighted average for children in government and private schools only.

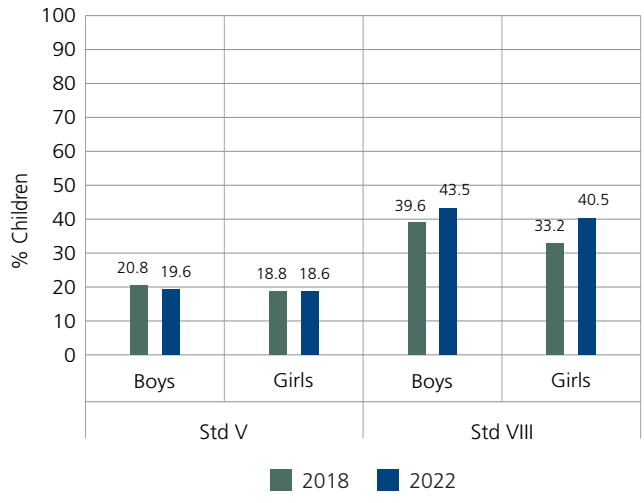
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	8.9	31.2	12.3	30.5	58.8	34.7
2014	10.0	28.9	13.9	24.8	58.0	30.4
2016	15.3	33.0	19.4	29.2	51.5	33.4
2018	16.5	29.5	19.8	32.1	52.0	36.6
2022	15.7	27.4	19.1	39.0	51.1	41.9

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Madhya Pradesh RURAL

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Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	58.7	19.8	18.4	2.4	0.7	100
II	35.9	25.7	31.3	5.2	1.9	100
III	26.7	23.8	35.7	10.3	3.5	100
IV	17.9	19.9	40.6	13.4	8.2	100
V	14.6	17.0	38.3	16.3	13.8	100
VI	11.0	14.5	36.2	18.6	19.6	100
VII	7.4	12.9	32.5	19.7	27.5	100
VIII	6.6	9.9	28.9	19.6	35.0	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 26.7% cannot even read capital letters, 23.8% can read capital letters but not small letters or more, 35.7% can read small letters but not words or more, 10.3% can read words but not sentences, and 3.5% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

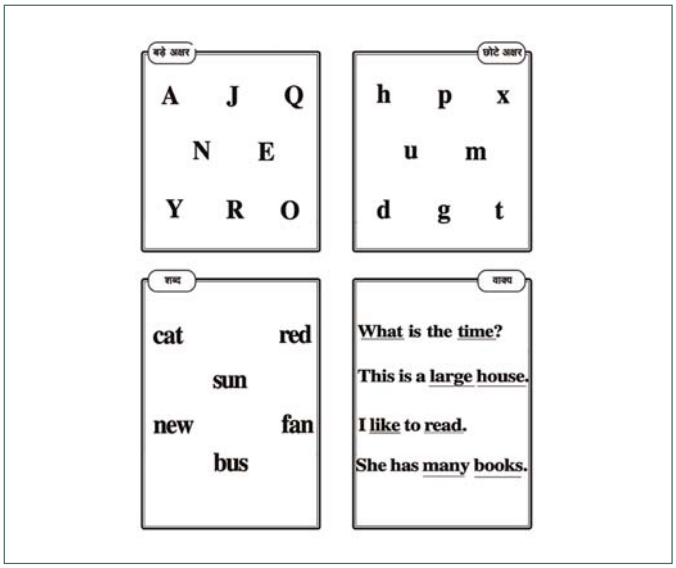


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	52.1	
II	37.6	
III	45.9	48.6
IV	40.1	48.1
V	46.8	50.6
VI	45.2	52.7
VII	43.8	57.9
VIII	44.4	57.7

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	4.8	27.3	8.2	19.3	49.5	23.8
2014	4.3	30.0	9.6	17.8	56.6	24.3
2016	5.6	35.9	12.6	19.7	57.0	26.7
2022	6.8	30.6	13.8	26.7	61.6	34.9

*This is the weighted average for children in government and private schools only.

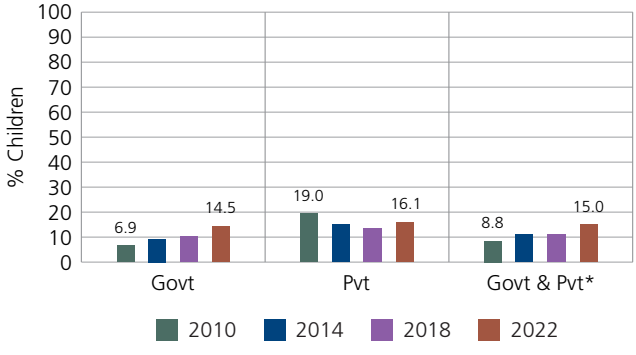
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	11.5	14.1	12.3
II	14.0	15.4	14.4
III	14.8	16.6	15.4
IV	16.0	15.8	15.9
V	14.3	18.8	15.6
VI	15.1	16.2	15.4
VII	15.0	14.9	14.9
VIII	15.9	17.2	16.2
All	14.5	16.1	15.0

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Madhya Pradesh RURAL

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	709	902	922	684
Upper primary schools*	510	355	529	770
Total schools visited	1219	1257	1451	1454

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	65.9	62.5	57.1	57.8
% Teachers present (Average)	88.5	84.4	85.6	85.9
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	67.6	57.5	53.4	55.9
% Teachers present (Average)	87.1	84.7	85.9	84.3

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	68.9	78.5	85.0	89.3
% Schools where Std IV children were observed sitting with any other Std	59.9	70.5	78.4	84.9
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	63.8	76.3	78.4	83.2
% Schools where Std IV children were observed sitting with any other Std	53.9	66.6	68.8	74.5

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	17.8	35.8	49.6	54.9
Upper primary schools	0.2	1.7	6.2	7.3

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	94.7	88.3	82.9	88.3
	Kitchen/shed for cooking mid-day meal	89.9	89.8	85.7	82.6
Drinking water	No facility for drinking water	13.4	12.7	16.8	15.6
	Facility but no drinking water available	8.1	12.0	12.2	15.2
	Drinking water available	78.5	75.3	71.0	69.3
	Total	100	100	100	100
Toilet	No toilet facility	20.0	8.7	5.2	3.9
	Facility but toilet not useable	29.8	36.3	26.5	28.9
	Toilet useable	50.3	55.1	68.3	67.2
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	50.8	33.5	18.6	17.9
	Separate provision but locked	8.5	10.5	7.9	11.8
	Separate provision, unlocked but not useable	11.8	15.8	17.0	15.2
	Separate provision, unlocked and useable	28.9	40.3	56.5	55.1
	Total	100	100	100	100
Library	No library	43.7	16.0	16.0	16.6
	Library but no books being used by children on day of visit	27.3	40.3	40.3	34.8
	Library books being used by children on day of visit	29.1	43.7	43.8	48.6
	Total	100	100	100	100
Electricity	Electricity connection			40.8	85.1
	Of schools with electricity connection, % schools with electricity available on day of visit			59.4	73.3
Computer	No computer available for children to use	92.6	95.9	96.2	95.2
	Computer available but not being used by children on day of visit	5.7	3.3	3.1	3.9
	Computer being used by children on day of visit	1.7	0.9	0.7	0.8
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Madhya Pradesh RURAL

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Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			68.5		73.9
Physical education teacher	Separate teacher	5.5	3.0	9.6	8.9
	Any other teacher	59.1	51.1	58.2	51.6
	No teacher	35.4	45.9	32.3	39.6
	Total	100	100	100	100
Playground in the school		64.7	66.3	77.0	81.2
Sports equipment available		53.5	77.1	64.2	85.9

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	87.9	86.4
Upper primary schools	89.6	87.4

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	44.4	10.0	0.9	1.8
Upper primary schools	46.7	14.6	2.9	4.2

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	91.5	7.8	0.7	100
Upper primary schools	93.1	5.2	1.7	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	8.9	12.4	78.7	100	4.0
Upper primary schools	11.1	12.4	76.5	100	5.2

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools**	Full financial year: April 2021-March 2022	27.0	80.6
	Half financial year: April 2022-date of survey	5.6	67.6

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Maharashtra RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 33 OUT OF 33 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
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School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	67.4	32.1	0.1	0.4	100
Age 7-16: All	61.6	37.7	0.2	0.5	100
Age 7-10: All	80.5	19.1	0.1	0.3	100
Age 7-10: Boys	79.3	20.4	0.1	0.2	100
Age 7-10: Girls	81.8	17.7	0.1	0.4	100
Age 11-14: All	52.9	46.6	0.1	0.4	100
Age 11-14: Boys	52.3	47.4	0.1	0.2	100
Age 11-14: Girls	53.6	45.7	0.2	0.6	100
Age 15-16: All	30.8	67.4	0.4	1.4	100
Age 15-16: Boys	29.8	67.9	0.7	1.6	100
Age 15-16: Girls	31.7	67.0	0.1	1.2	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

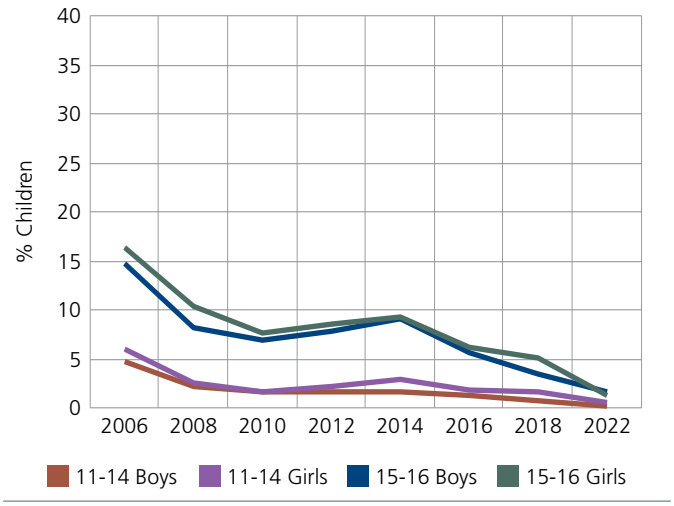
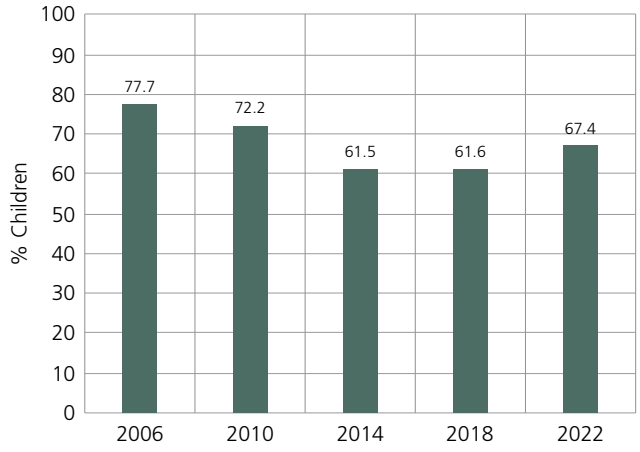


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	77.9	1.7	10.5	0.7	0.5	0.0	8.7	100
Age 4	72.4	2.9	20.8	0.7	0.5	0.0	2.7	100
Age 5	56.2	3.7	27.4	7.7	3.6	0.1	1.5	100
Age 6	13.0	0.9	9.0	59.0	17.3	0.1	0.8	100
Age 7	1.2	0.1	1.4	73.1	23.8	0.2	0.2	100
Age 8	0.2	0.2	0.7	77.1	21.6	0.1	0.2	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	82.6	3.9	7.4	1.2	1.0	0.0	4.0	100
Age 4	80.2	4.4	12.8	1.0	0.6	0.0	1.0	100
Age 5	61.2	6.4	21.1	7.4	2.7	0.0	1.2	100
Age 6	13.0	1.8	7.2	63.4	13.9	0.1	0.5	100
Age 7	0.8	0.1	0.7	82.5	15.2	0.1	0.6	100
Age 8	0.2	0.0	0.2	83.0	16.6	0.1	0.0	100

Maharashtra RURAL

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	36.1	38.6	17.5	4.9	2.9	100
II	15.5	27.3	24.7	17.4	15.2	100
III	11.5	18.4	22.2	21.3	26.6	100
IV	6.1	11.2	17.2	23.1	42.3	100
V	4.4	7.9	12.7	19.5	55.5	100
VI	3.5	6.3	9.6	16.8	63.8	100
VII	3.0	3.5	6.1	13.3	74.1	100
VIII	2.5	2.8	6.3	12.2	76.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 11.5% cannot even read letters, 18.4% can read letters but not words or higher, 22.2% can read words but not Std I level text or higher, 21.3% can read Std I level text but not Std II level text, and 26.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

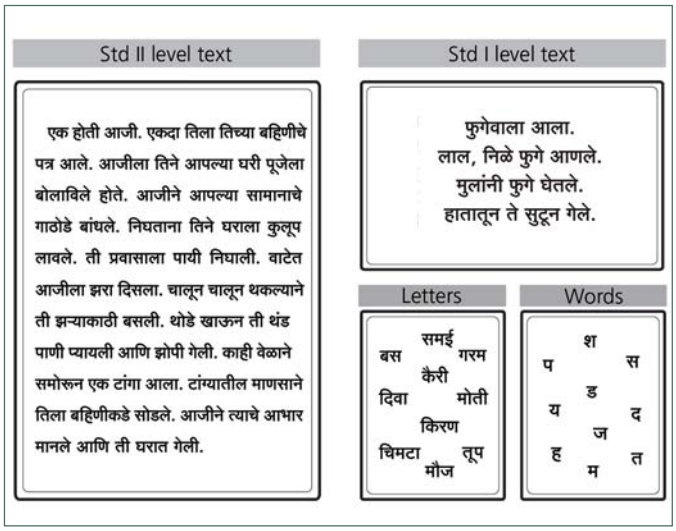


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	34.9	37.6	35.3
2014	33.1	37.0	33.8
2016	41.1	38.5	40.6
2018	44.2	33.6	42.1
2022	26.1	29.5	26.6

*This is the weighted average for children in government and private schools only.

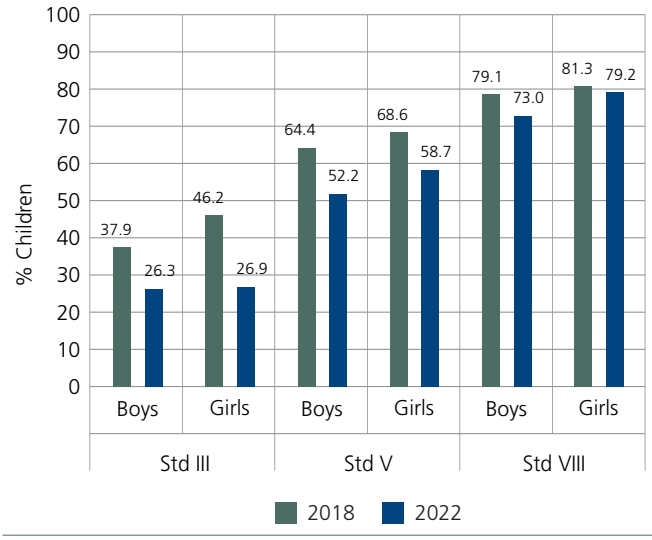
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

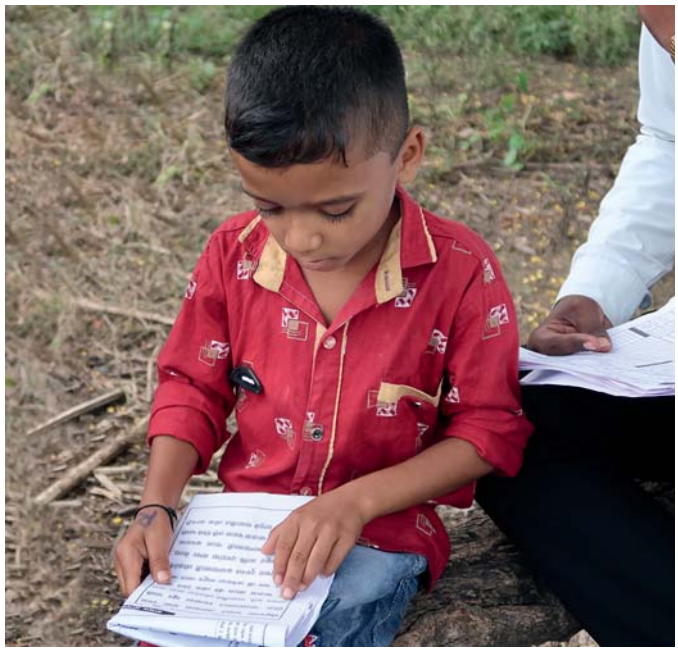
Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	55.3	62.2	58.3	81.4	83.7	83.3
2014	51.7	56.2	53.5	71.6	78.3	76.5
2016	63.1	62.6	62.9	75.2	76.1	75.9
2018	66.0	67.1	66.5	79.4	80.4	80.1
2022	55.7	55.0	55.5	75.2	76.7	76.1

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022





Maharashtra RURAL

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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	31.0	49.1	17.8	1.5	0.6	100
II	11.7	39.6	42.0	6.2	0.6	100
III	8.6	29.1	43.6	16.1	2.6	100
IV	4.4	17.8	39.5	27.0	11.4	100
V	3.4	13.2	35.7	28.1	19.6	100
VI	2.1	9.2	36.0	26.7	26.0	100
VII	2.2	6.4	33.6	27.0	30.9	100
VIII	1.9	4.5	35.2	23.9	34.6	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 8.6% cannot even recognise 1-9, 29.1% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 43.6% can recognise numbers up to 99 but cannot do subtraction, 16.1% can do subtraction but cannot do division, and 2.6% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

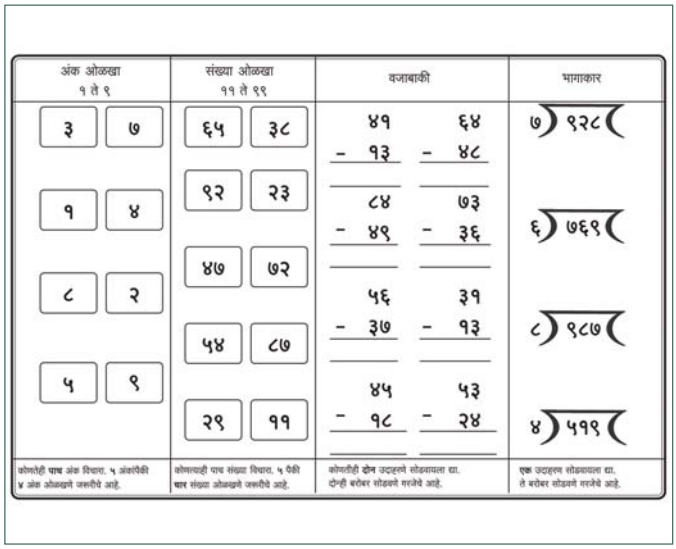


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	22.5	34.1	24.0
2014	17.9	22.6	18.7
2016	22.4	29.0	23.8
2018	28.1	23.3	27.1
2022	18.5	19.7	18.7

*This is the weighted average for children in government and private schools only.

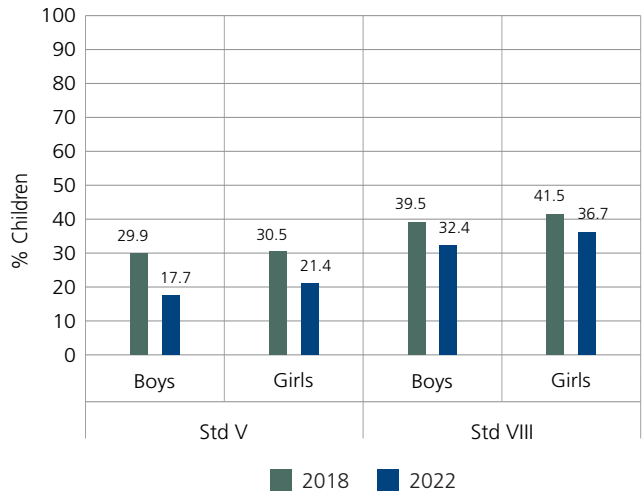
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	20.2	25.8	22.6	45.1	44.2	44.4
2014	16.6	22.2	18.9	30.8	33.6	32.9
2016	19.7	21.7	20.5	32.4	31.0	31.4
2018	31.7	28.0	30.2	41.4	40.4	40.7
2022	20.1	18.8	19.6	38.1	32.3	34.6

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



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Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	50.0	24.3	19.4	4.9	1.4	100
II	28.5	23.9	31.8	13.0	2.8	100
III	22.7	19.8	31.7	19.8	6.1	100
IV	14.0	16.5	30.6	24.6	14.3	100
V	10.0	12.9	30.0	23.6	23.5	100
VI	7.0	11.4	25.3	24.3	31.9	100
VII	5.6	7.4	21.3	24.7	41.0	100
VIII	4.9	7.2	16.9	21.7	49.3	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 22.7% cannot even read capital letters, 19.8% can read capital letters but not small letters or more, 31.7% can read small letters but not words or more, 19.8% can read words but not sentences, and 6.1% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

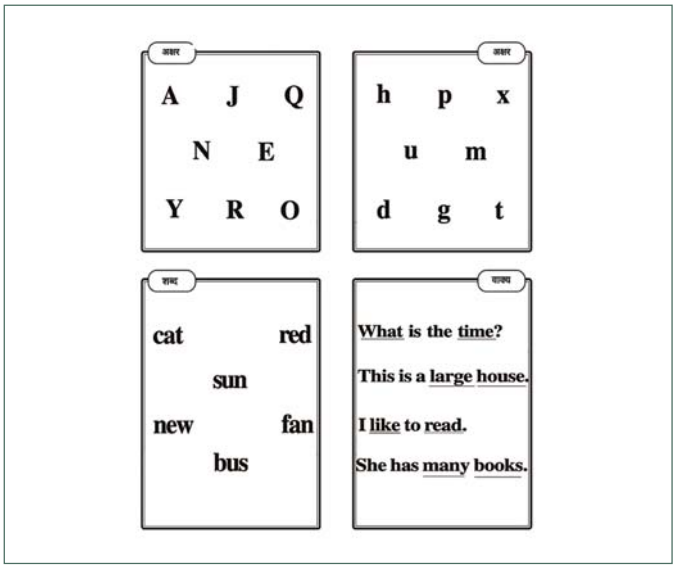


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	50.1	
II	50.7	
III	51.1	53.3
IV	57.2	56.0
V	54.8	60.4
VI	53.9	62.2
VII	54.1	69.5
VIII	55.8	72.7

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	16.7	26.9	21.2	46.4	50.9	49.9
2014	14.6	31.7	21.5	45.7	48.9	48.0
2016	22.8	34.9	28.0	40.5	48.2	46.0
2022	19.8	30.4	23.5	48.3	49.8	49.2

*This is the weighted average for children in government and private schools only.

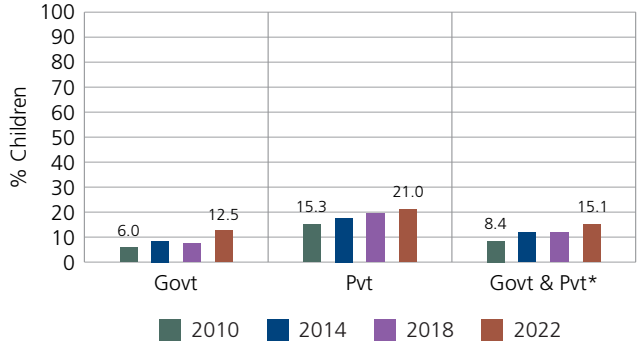
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	8.0	20.9	10.2
II	11.1	26.2	13.6
III	12.6	29.6	15.4
IV	13.4	29.2	16.3
V	14.6	20.9	16.9
VI	14.0	19.3	16.2
VII	13.2	19.8	15.9
VIII	15.4	16.5	16.1
All	12.5	21.0	15.1

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	435	409	419	402
Upper primary schools*	467	466	508	421
Total schools visited	902	875	927	823

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	91.5	85.1	86.5	84.9
% Teachers present (Average)	93.8	90.8	88.3	93.7
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	92.4	86.9	86.2	86.2
% Teachers present (Average)	91.7	91.8	90.3	93.1

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	47.5	53.2	56.9	57.7
% Schools where Std IV children were observed sitting with any other Std	46.8	49.4	52.7	53.9
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	34.3	38.9	44.0	50.9
% Schools where Std IV children were observed sitting with any other Std	26.9	32.1	37.9	48.5

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	33.0	39.5	45.4	46.4
Upper primary schools	1.3	5.0	10.7	12.5

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	90.7	94.8	94.7	93.2
	Kitchen/shed for cooking mid-day meal	78.2	92.0	94.9	94.1
Drinking water	No facility for drinking water	18.7	15.9	15.7	12.3
	Facility but no drinking water available	12.3	13.7	13.4	20.4
	Drinking water available	69.0	70.5	70.9	67.3
	Total	100	100	100	100
Toilet	No toilet facility	2.9	2.9	1.7	2.7
	Facility but toilet not useable	44.1	30.9	28.2	32.1
	Toilet useable	53.0	66.3	70.1	65.2
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	13.7	9.8	6.6	7.1
	Separate provision but locked	32.3	18.2	14.6	15.4
	Separate provision, unlocked but not useable	10.8	13.0	14.9	16.8
	Separate provision, unlocked and useable	43.2	59.1	63.9	60.8
	Total	100	100	100	100
Library	No library	14.0	17.4	11.6	14.8
	Library but no books being used by children on day of visit	19.6	46.2	51.5	44.7
	Library books being used by children on day of visit	66.5	36.4	36.9	40.5
	Total	100	100	100	100
Electricity	Electricity connection			91.8	95.6
	Of schools with electricity connection, % schools with electricity available on day of visit			78.9	89.4
Computer	No computer available for children to use	66.7	53.7	35.4	47.0
	Computer available but not being used by children on day of visit	13.5	31.6	45.5	34.0
	Computer being used by children on day of visit	19.8	14.7	19.0	19.0
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Maharashtra RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			95.3		96.6
Physical education teacher	Separate teacher	6.2	6.9	16.4	10.5
	Any other teacher	88.8	85.1	77.9	80.9
	No teacher	5.0	8.0	5.7	8.6
	Total	100	100	100	100
Playground in the school		83.2	82.3	89.5	88.7
Sports equipment available		68.8	77.2	78.7	79.9

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	81.6	78.5
Upper primary schools	84.3	80.9

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	61.4	14.9	6.2	7.0
Upper primary schools	58.3	17.1	6.1	7.7

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	98.0	1.5	0.5	100
Upper primary schools	95.7	4.3	0.0	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	94.6	4.6	0.8	100	
Upper primary schools	93.1	5.6	1.2	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	59.5	87.5
	Half financial year: April 2022-date of survey	64.5	68.4
Upper primary schools	Full financial year: April 2021-March 2022	61.6	89.2
	Half financial year: April 2022-date of survey	62.7	74.2

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Manipur RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 9 OUT OF 9 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	32.8	66.1	0.1	1.1	100
Age 7-16: All	32.2	66.1	0.1	1.7	100
Age 7-10: All	34.4	64.8	0.1	0.7	100
Age 7-10: Boys	34.5	64.7	0.2	0.7	100
Age 7-10: Girls	34.4	64.9	0.0	0.8	100
Age 11-14: All	30.2	68.7	0.0	1.2	100
Age 11-14: Boys	28.4	70.0	0.0	1.7	100
Age 11-14: Girls	32.0	67.4	0.0	0.7	100
Age 15-16: All	30.6	61.5	0.3	7.6	100
Age 15-16: Boys	28.1	64.1	0.6	7.3	100
Age 15-16: Girls	32.6	59.5	0.0	7.9	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

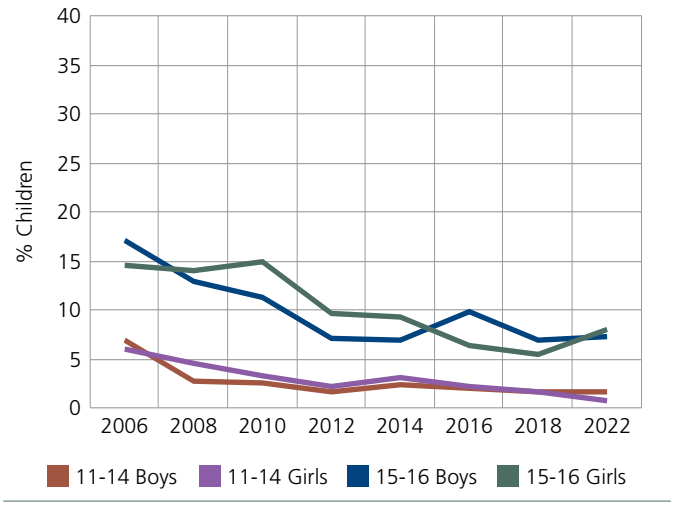
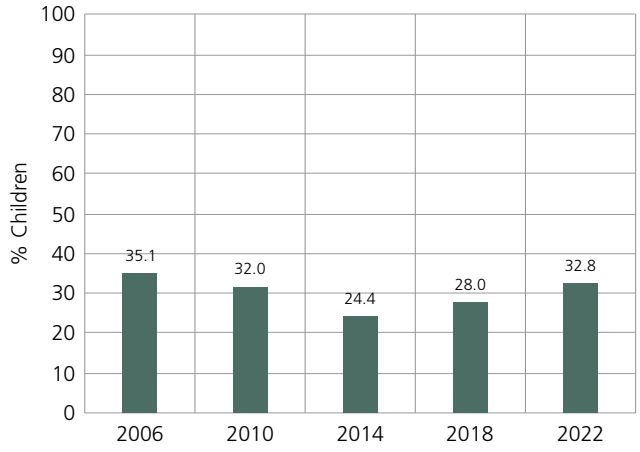


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	16.2	15.2	21.9	0.0	0.8	0.0	46.0	100
Age 4	11.5	22.6	41.7	2.3	2.0	0.0	19.9	100
Age 5	5.6	22.7	59.2	4.6	4.3	0.0	3.5	100
Age 6	9.4	10.7	41.6	14.0	23.4	0.2	0.7	100
Age 7	8.4	5.4	15.9	17.9	51.7	0.1	0.7	100
Age 8	4.0	2.8	7.9	22.9	61.1	0.5	0.7	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	29.8	20.2	15.2	0.6	0.4	0.0	33.8	100
Age 4	14.6	30.1	41.8	1.8	1.3	0.0	10.4	100
Age 5	5.1	29.2	54.6	5.3	3.7	0.0	2.0	100
Age 6	2.5	15.3	41.8	15.7	23.5	0.1	1.2	100
Age 7	0.7	6.1	16.7	29.5	46.5	0.0	0.5	100
Age 8	0.4	2.7	4.9	30.3	60.8	0.2	0.7	100

Manipur RURAL

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	4.8	44.2	40.3	7.8	3.0	100
II	0.4	17.7	45.5	21.6	14.8	100
III	0.2	10.1	31.4	28.0	30.3	100
IV	0.2	6.4	17.1	25.0	51.2	100
V	0.0	6.1	10.9	13.9	69.1	100
VI	0.3	2.4	7.8	11.6	78.0	100
VII	0.2	3.4	3.5	7.5	85.5	100
VIII	0.0	1.5	2.5	5.1	90.9	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 0.2% cannot even read letters, 10.1% can read letters but not words or higher, 31.4% can read words but not Std I level text or higher, 28% can read Std I level text but not Std II level text, and 30.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

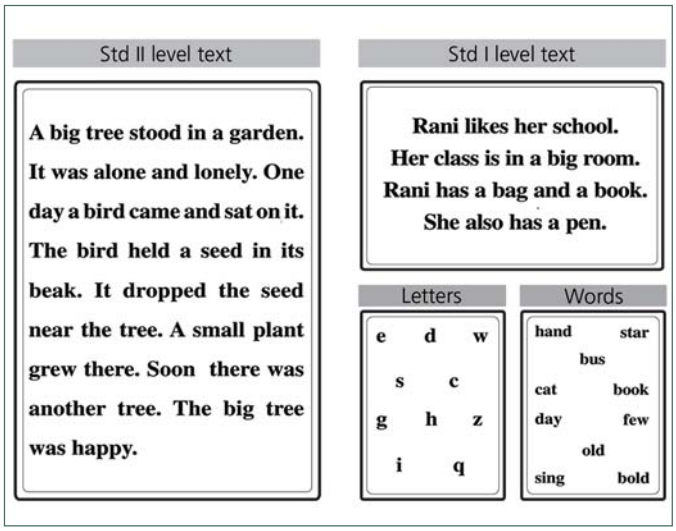


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	21.1	36.4	31.2
2014	17.3	40.2	34.5
2016	21.9	37.5	32.2
2018	24.5	42.2	35.8
2022	23.3	34.9	30.4

*This is the weighted average for children in government and private schools only.

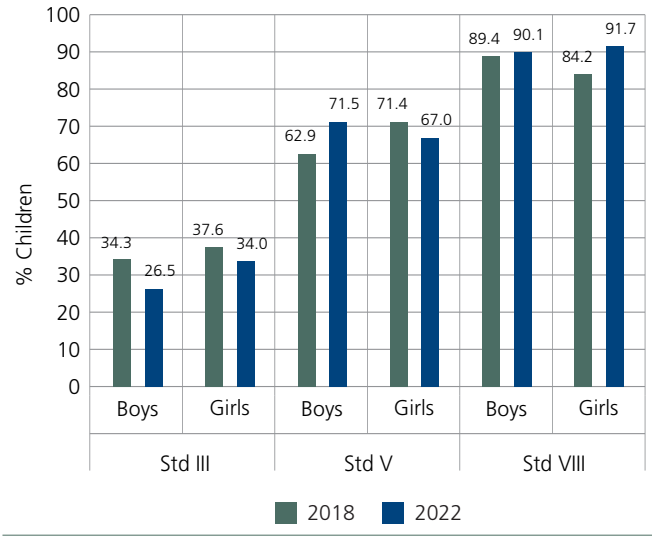
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	46.9	71.0	63.6	68.1	92.6	85.3
2014	43.1	74.7	66.6		92.9	88.3
2016	64.7	73.5	70.7		94.2	91.4
2018	50.6	74.0	67.6		90.9	86.5
2022	64.4	72.3	69.5	77.5	95.9	90.9

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Manipur RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	4.1	10.8	71.8	12.6	0.7	100
II	0.4	1.7	57.4	32.7	7.8	100
III	0.2	1.3	41.8	34.9	21.8	100
IV	0.2	1.0	24.4	32.3	42.1	100
V	0.2	1.0	19.2	28.3	51.3	100
VI	0.0	0.2	16.5	34.5	48.9	100
VII	0.2	1.6	9.9	19.0	69.3	100
VIII	0.0	0.0	10.5	18.3	71.1	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 0.2% cannot even recognise 1-9, 1.3% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 41.8% can recognise numbers up to 99 but cannot do subtraction, 34.9% can do subtraction but cannot do division, and 21.8% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

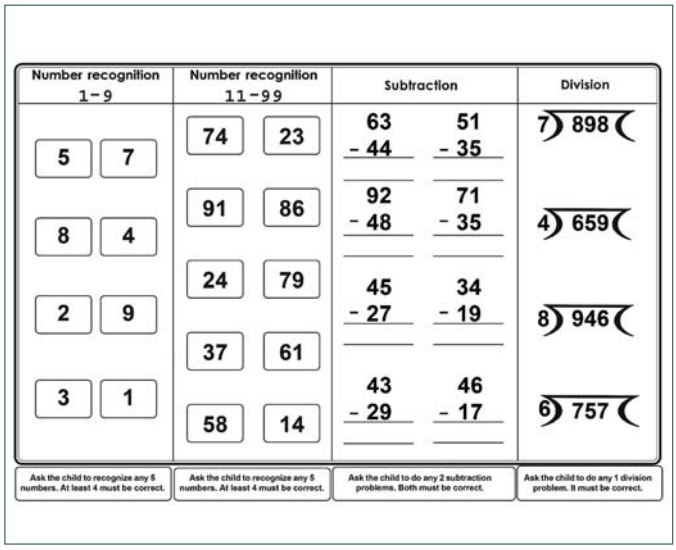


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	38.4	61.1	53.3
2014	52.0	61.9	59.4
2016	53.2	63.0	59.7
2018	53.5	61.5	58.6
2022	56.2	57.4	56.9

*This is the weighted average for children in government and private schools only.

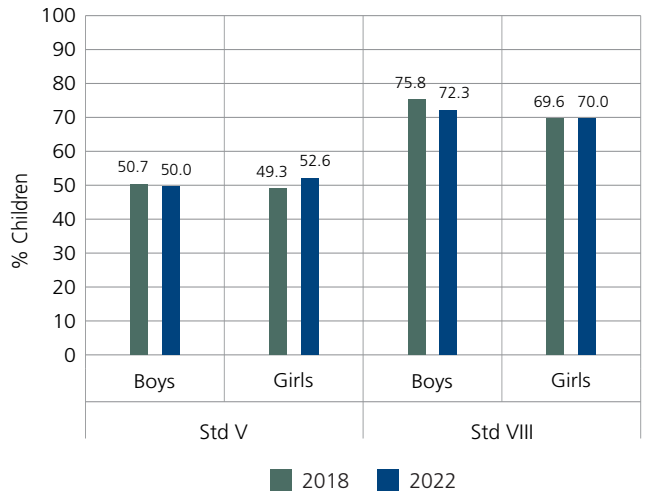
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	26.5	52.9	44.7	58.1	80.5	73.9
2014	43.1	58.7	54.7		79.2	72.5
2016	46.9	55.1	52.5		82.1	78.6
2018	38.4	55.2	50.6		75.7	72.5
2022	45.2	54.9	51.4	53.7	77.5	71.1

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	4.6	5.7	42.7	38.5	8.7	100
II	0.4	2.6	19.9	48.5	28.6	100
III	1.3	2.0	9.7	40.7	46.4	100
IV	0.5	1.3	6.9	24.7	66.7	100
V	0.3	0.6	5.6	18.2	75.3	100
VI	0.3	0.2	2.4	12.2	84.9	100
VII	0.2	0.7	2.7	7.6	88.8	100
VIII	0.1	0.2	1.0	6.0	92.7	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 1.3% cannot even read capital letters, 2% can read capital letters but not small letters or more, 9.7% can read small letters but not words or more, 40.7% can read words but not sentences, and 46.4% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

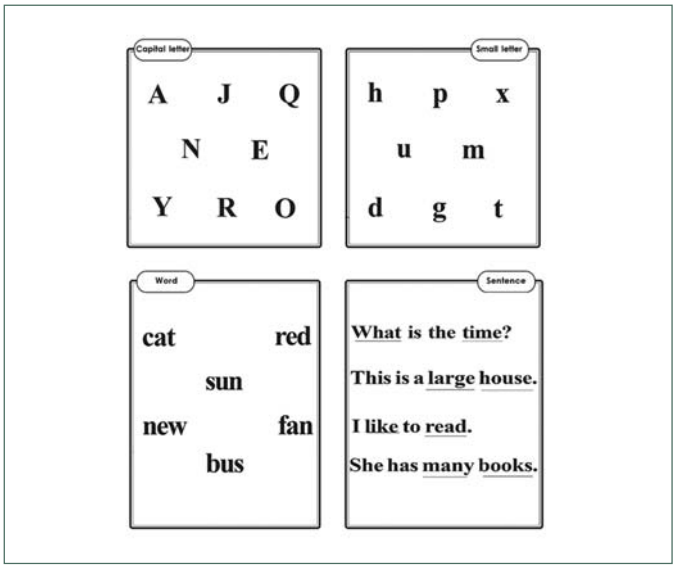


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	41.4	
II	49.9	56.8
III	62.0	70.6
IV	63.6	73.8
V	52.5	82.1
VI		85.9
VII		90.2
VIII		93.4

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	50.3	71.7	65.1	68.6	92.4	85.4
2014	59.0	86.4	79.4		97.4	94.9
2016	80.9	86.9	85.0		96.1	94.1
2022	67.3	80.2	75.5	85.7	95.3	92.7

*This is the weighted average for children in government and private schools only.

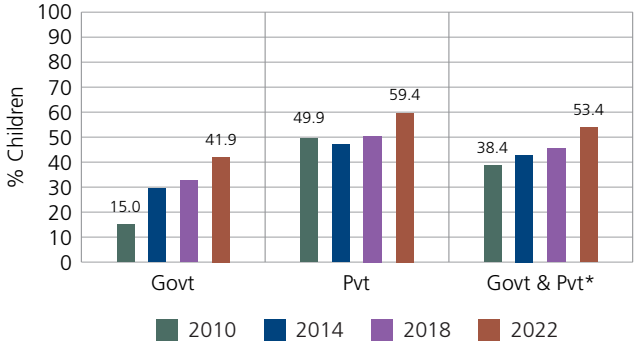
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	39.3	56.0	49.3
II	45.2	65.6	58.2
III	38.8	60.6	52.3
IV	49.6	65.8	60.7
V	43.8	60.6	54.8
VI	41.4	58.6	53.9
VII	44.0	51.2	49.2
VIII	29.5	53.7	47.2
All	41.9	59.4	53.4

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Manipur RURAL

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	97	100	89	86
Upper primary schools*	28	79	69	80
Total schools visited	125	179	158	166

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	66.1	57.0	57.8	61.4
% Teachers present (Average)	70.8	63.5	66.9	71.8
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	71.3	52.6	56.1	59.1
% Teachers present (Average)	75.1	70.6	70.0	76.4

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	40.7	39.3	50.0	48.7
% Schools where Std IV children were observed sitting with any other Std	35.2	38.5	42.9	42.4
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	28.0	25.7	36.5	30.4
% Schools where Std IV children were observed sitting with any other Std	20.0	23.2	32.8	32.4

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	40.4	74.5	78.2	85.0
Upper primary schools	17.9	25.3	44.8	33.3

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	47.8	34.5	46.4	48.4
	Kitchen/shed for cooking mid-day meal	58.4	52.8	61.6	74.4
Drinking water	No facility for drinking water	84.6	75.8	88.9	85.1
	Facility but no drinking water available	10.3	8.4	4.6	5.2
	Drinking water available	5.1	15.7	6.5	9.7
	Total	100	100	100	100
Toilet	No toilet facility	21.4	15.6	14.7	11.6
	Facility but toilet not useable	38.5	31.3	40.4	29.9
	Toilet useable	40.2	53.1	44.9	58.5
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	78.5	64.3	64.0	53.4
	Separate provision but locked	4.7	10.8	15.4	11.5
	Separate provision, unlocked but not useable	8.4	5.1	5.2	8.1
	Separate provision, unlocked and useable	8.4	19.8	15.4	27.0
	Total	100	100	100	100
Library	No library	90.8	82.0	91.0	85.3
	Library but no books being used by children on day of visit	3.4	15.2	5.8	7.4
	Library books being used by children on day of visit	5.9	2.8	3.2	7.4
	Total	100	100	100	100
Electricity	Electricity connection			55.6	69.5
	Of schools with electricity connection, % schools with electricity available on day of visit			74.7	77.6
Computer	No computer available for children to use	91.5	83.7	91.0	81.1
	Computer available but not being used by children on day of visit	5.9	11.2	5.8	15.7
	Computer being used by children on day of visit	2.5	5.1	3.2	3.1
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Manipur RURAL

Annual Status of Education Report
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Facilitated by PRATHAM

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Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			9.3		33.8
Physical education teacher	Separate teacher	2.5	2.7	6.2	12.7
	Any other teacher	17.5	16.2	13.9	19.7
	No teacher	80.0	81.1	80.0	67.6
	Total	100	100	100	100
Playground in the school		50.6	67.4	73.1	74.7
Sports equipment available		41.2	33.3	58.5	65.8

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	39.8	61.6
Upper primary schools	53.8	66.3

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	5.2	40.0	3.6	8.3
Upper primary schools	9.4	43.0	10.3	21.8

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	89.3	4.8	6.0	100
Upper primary schools	85.0	13.8	1.3	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	89.2	4.8	6.0	100	
Upper primary schools	91.3	7.5	1.3	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools**	Full financial year: April 2021-March 2022	70.8	89.8
	Half financial year: April 2022-date of survey	44.6	78.8

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Meghalaya RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 6 OUT OF 7 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2022 RURAL
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School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	43.7	53.2	0.3	2.8	100
Age 7-16: All	44.0	52.0	0.4	3.6	100
Age 7-10: All	42.4	55.4	0.3	1.9	100
Age 7-10: Boys	42.4	55.3	0.1	2.2	100
Age 7-10: Girls	42.4	55.5	0.4	1.7	100
Age 11-14: All	45.9	50.7	0.3	3.1	100
Age 11-14: Boys	45.7	49.3	0.3	4.7	100
Age 11-14: Girls	46.2	52.0	0.3	1.6	100
Age 15-16: All	42.9	46.7	1.1	9.3	100
Age 15-16: Boys	42.2	42.6	0.9	14.3	100
Age 15-16: Girls	43.5	50.0	1.3	5.1	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

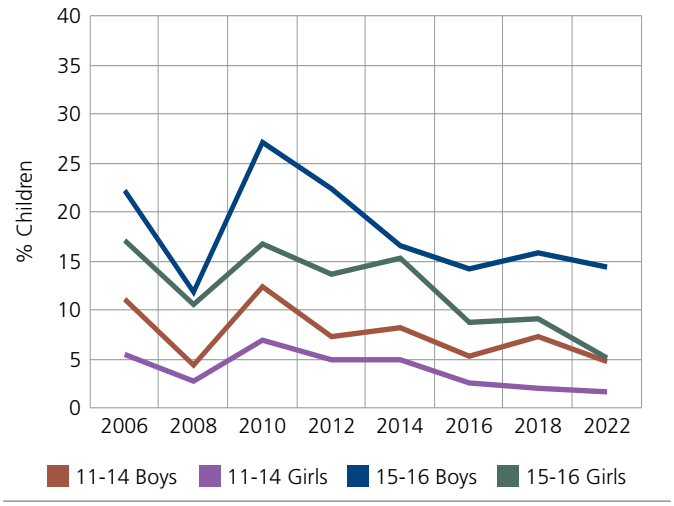
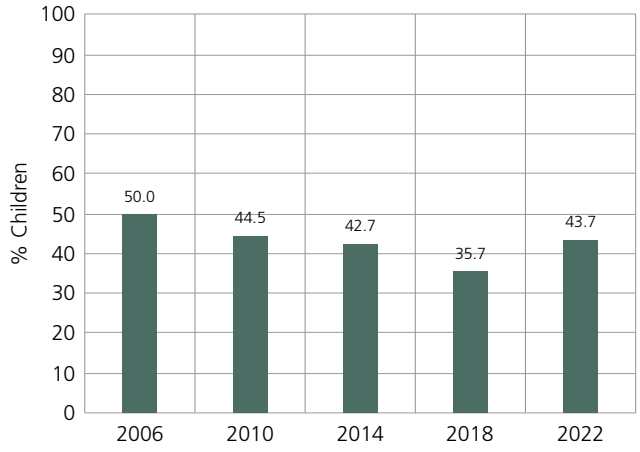


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	9.1	8.3	16.4	0.4	0.4	0.0	65.4	100
Age 4	9.5	19.6	41.1	0.3	3.1	0.0	26.4	100
Age 5	7.9	25.3	49.6	3.8	4.4	0.0	8.9	100
Age 6	13.6	22.1	34.7	6.8	16.9	0.0	6.0	100
Age 7	16.8	13.5	21.4	13.9	30.9	0.1	3.3	100
Age 8	11.9	13.7	11.6	16.9	41.7	0.0	4.1	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	10.1	24.4	20.9	0.5	0.7	0.0	43.4	100
Age 4	5.1	21.9	44.4	2.5	0.7	0.0	25.4	100
Age 5	3.7	30.5	48.6	5.2	6.7	0.0	5.3	100
Age 6	2.1	24.0	35.8	13.9	21.4	0.0	2.9	100
Age 7	0.1	13.6	17.5	24.6	42.8	0.2	1.4	100
Age 8	0.5	10.2	6.6	34.5	46.3	0.4	1.5	100

Meghalaya RURAL

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	22.1	45.1	27.3	4.5	1.1	100
II	8.3	33.8	40.9	11.1	6.0	100
III	5.6	23.0	38.6	16.6	16.2	100
IV	2.0	12.3	31.3	26.9	27.6	100
V	1.8	6.6	24.6	27.8	39.2	100
VI	2.2	3.8	21.5	26.0	46.4	100
VII	0.6	2.4	7.9	24.9	64.3	100
VIII	2.1	2.3	3.7	16.3	75.5	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 5.6% cannot even read letters, 23% can read letters but not words or higher, 38.6% can read words but not Std I level text or higher, 16.6% can read Std I level text but not Std II level text, and 16.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

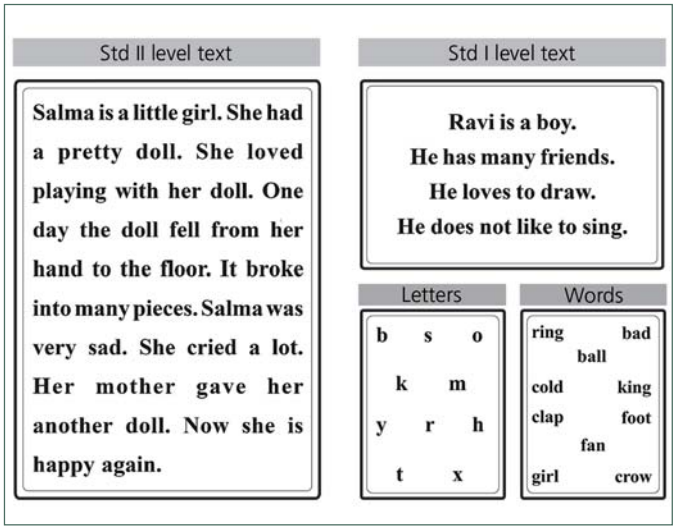


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	23.9	38.7	30.1
2014	23.2	25.2	24.3
2016	16.9	22.1	19.6
2018	19.6	28.0	24.7
2022	10.7	21.3	16.2

*This is the weighted average for children in government and private schools only.

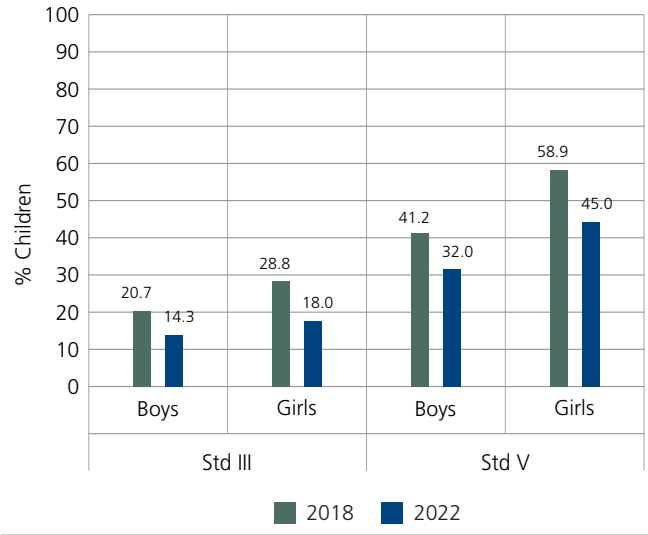
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	58.4	69.3	64.5	69.0	86.6	78.4
2014	46.1	69.1	58.3		88.6	88.0
2016	41.3	53.0	47.6		87.2	86.0
2018	38.9	58.1	50.2		85.5	82.5
2022	29.1	47.6	38.9	73.3	77.4	75.7

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Meghalaya RURAL

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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	20.5	28.5	46.8	4.2	0.0	100
II	8.2	15.3	69.6	6.7	0.2	100
III	5.1	9.9	67.0	15.8	2.2	100
IV	2.2	3.6	60.6	26.2	7.5	100
V	1.4	1.4	53.2	32.3	11.8	100
VI	1.9	2.8	51.2	34.9	9.3	100
VII	0.6	1.7	35.8	41.8	20.1	100
VIII	2.2	2.0	21.9	45.7	28.2	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 5.1% cannot even recognise 1-9, 9.9% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 67% can recognise numbers up to 99 but cannot do subtraction, 15.8% can do subtraction but cannot do division, and 2.2% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

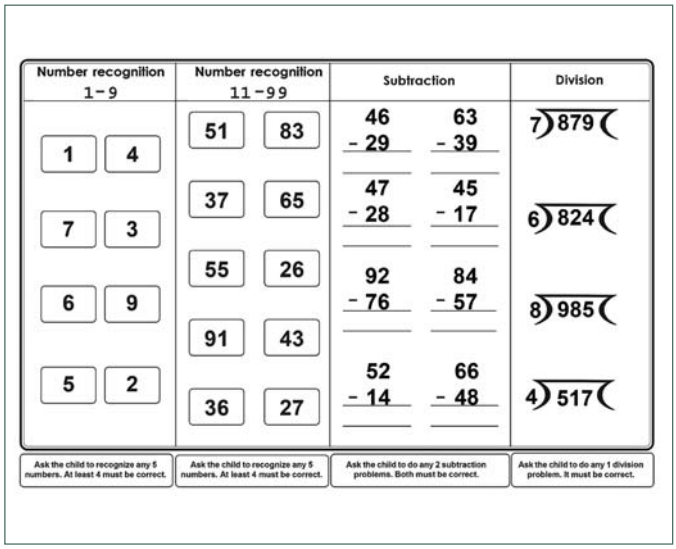


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	27.7	32.7	29.9
2014	23.1	33.8	28.8
2016	21.6	23.0	22.3
2018	14.2	22.6	19.3
2022	15.3	20.5	18.0

*This is the weighted average for children in government and private schools only.

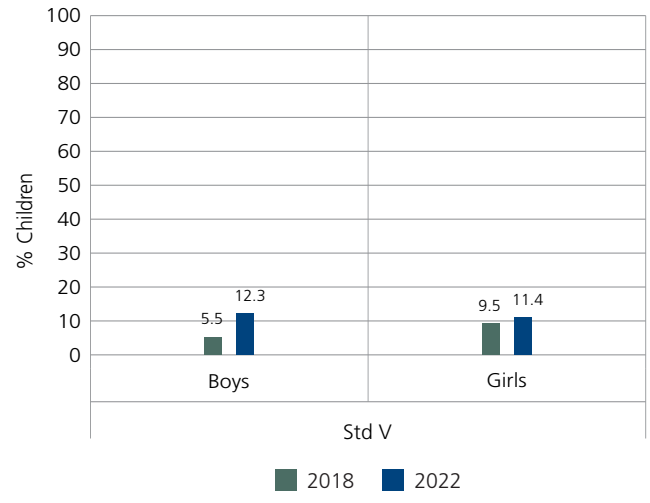
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	17.3	20.1	18.8	37.5	65.0	52.5
2014	5.9	15.4	10.9		49.6	48.3
2016	11.4	10.0	10.6		33.9	32.2
2018	4.7	8.8	7.1		30.3	27.9
2022	10.1	13.0	11.6	18.7	35.0	28.3

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	22.1	14.5	37.8	23.1	2.5	100
II	9.1	11.7	31.2	39.2	8.7	100
III	4.8	9.2	24.6	44.5	16.9	100
IV	2.5	7.2	17.3	41.6	31.4	100
V	2.0	3.9	8.8	38.8	46.5	100
VI	2.3	0.9	5.8	35.7	55.3	100
VII	0.8	1.1	3.2	19.9	74.9	100
VIII	2.4	2.2	0.9	10.8	83.8	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 4.8% cannot even read capital letters, 9.2% can read capital letters but not small letters or more, 24.6% can read small letters but not words or more, 44.5% can read words but not sentences, and 16.9% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

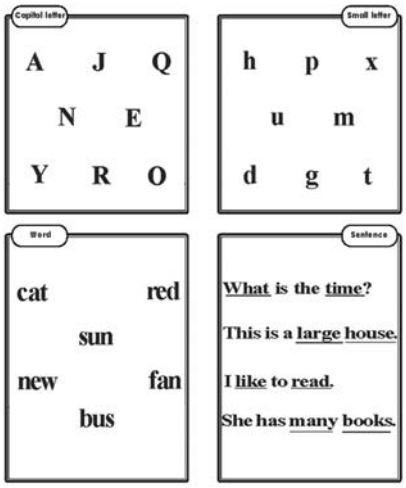


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	33.7	
II	24.0	
III	31.0	46.2
IV	39.9	40.9
V	43.2	42.9
VI	43.4	52.1
VII		66.0
VIII		68.9

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	58.7	71.5	66.0	75.3	88.4	82.5
2014	51.3	67.8	60.0		90.1	90.1
2016	50.1	52.3	51.3		85.9	87.5
2022	39.4	52.8	46.5	77.7	88.5	84.0

*This is the weighted average for children in government and private schools only.

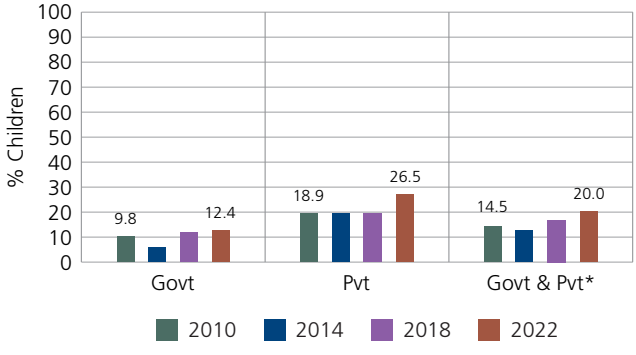
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	11.2	27.9	19.9
II	12.2	25.7	19.5
III	13.5	29.6	21.9
IV	13.2	25.7	19.8
V	12.0	36.2	25.0
VI	10.6	24.3	17.8
VII	16.9	22.1	20.0
VIII	10.2	16.2	13.7
All	12.4	26.5	20.0

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Meghalaya RURAL

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	101	114	127	110
Upper primary schools*	9	15	16	7
Total schools visited	110	129	143	117

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	75.5	73.8	74.9	74.4
% Teachers present (Average)	93.0	88.3	86.6	92.7

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	64.7	66.9	76.8	77.6
% Schools where Std IV children were observed sitting with any other Std	61.3	60.7	75.0	73.0

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	71.0	68.6	69.0	75.4

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	51.9	40.7	47.9	49.1
	Kitchen/shed for cooking mid-day meal	60.6	83.3	84.5	92.1
Drinking water	No facility for drinking water	70.6	71.7	76.1	74.4
	Facility but no drinking water available	5.5	11.8	8.5	9.4
	Drinking water available	23.9	16.5	15.5	16.2
	Total	100	100	100	100
Toilet	No toilet facility	34.9	20.2	7.0	21.4
	Facility but toilet not useable	40.6	41.1	48.3	34.2
	Toilet useable	24.5	38.8	44.8	44.4
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	64.8	52.5	37.3	44.7
	Separate provision but locked	9.1	19.8	20.9	17.5
	Separate provision, unlocked but not useable	11.4	10.9	11.9	7.9
	Separate provision, unlocked and useable	14.8	16.8	29.9	29.8
	Total	100	100	100	100
Library	No library	78.0	76.4	89.4	83.8
	Library but no books being used by children on day of visit	6.4	1.6	7.8	5.1
	Library books being used by children on day of visit	15.6	22.1	2.8	11.1
	Total	100	100	100	100
Electricity	Electricity connection			15.9	20.4
	Of schools with electricity connection, % schools with electricity available on day of visit			80.0	76.2
Computer	No computer available for children to use	97.3	98.5	97.9	98.3
	Computer available but not being used by children on day of visit	1.8	0.8	1.4	1.7
	Computer being used by children on day of visit	0.9	0.8	0.7	0.0
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			44.4
Physical education teacher	Separate teacher	6.8	10.8
	Any other teacher	15.8	25.2
	No teacher	77.4	64.0
	Total	100	100
Playground in the school		54.7	58.1
Sports equipment available		19.7	41.9

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	42.7	51.7

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	36.8	42.7	8.6	18.8

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	65.2	28.7	6.1	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	73.5	13.7	12.8	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	82.9	95.7
	Half financial year: April 2022-date of survey	52.2	83.9

*All schools include primary schools and upper primary schools.

Mizoram, Nagaland

Odisha, Punjab

Rajasthan, Sikkim

Mizoram RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 8 OUT OF 8 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	64.6	33.6	1.2	0.7	100
Age 7-16: All	64.2	32.8	1.4	1.7	100
Age 7-10: All	61.4	37.1	1.1	0.4	100
Age 7-10: Boys	62.2	36.9	0.6	0.3	100
Age 7-10: Girls	60.6	37.2	1.7	0.5	100
Age 11-14: All	66.1	31.8	1.1	1.0	100
Age 11-14: Boys	66.2	31.6	1.0	1.2	100
Age 11-14: Girls	66.1	32.0	1.2	0.7	100
Age 15-16: All	67.0	22.7	2.7	7.6	100
Age 15-16: Boys	65.0	22.9	2.4	9.7	100
Age 15-16: Girls	69.1	22.5	3.1	5.3	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time % Children not enrolled in school. By age group and sex. 2006-2022

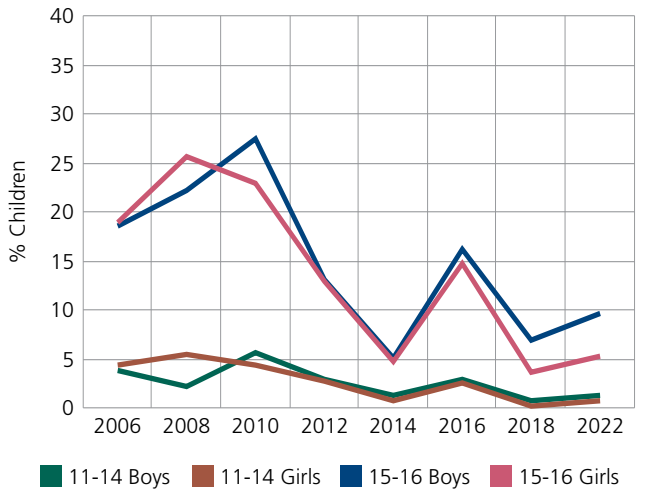
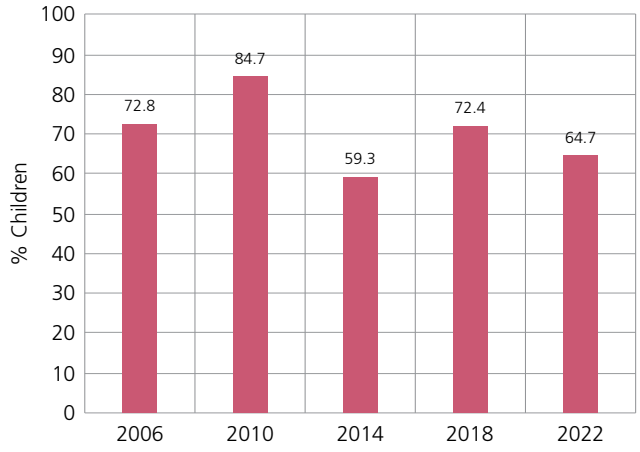


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	96.7	0.2	2.1	1.0	0.0	0.0	0.0	100
Age 4	74.5	1.9	14.4	7.1	1.7	0.0	0.4	100
Age 5	34.9	4.0	26.4	24.4	10.0	0.0	0.3	100
Age 6	13.3	6.3	17.7	42.0	20.7	0.0	0.0	100
Age 7	4.7	5.1	4.9	57.5	27.6	0.0	0.3	100
Age 8	1.9	3.2	2.4	65.3	26.9	0.0	0.2	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	93.3	1.1	1.3	1.8	0.2	0.0	2.3	100
Age 4	64.5	10.3	15.4	6.3	2.2	0.0	1.4	100
Age 5	24.3	16.6	29.4	22.6	5.4	0.4	1.4	100
Age 6	4.6	11.8	22.5	46.2	13.1	0.9	1.0	100
Age 7	0.7	4.7	12.0	51.1	29.8	1.2	0.5	100
Age 8	0.4	2.0	2.1	59.6	34.9	0.3	0.8	100

Mizoram RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	23.4	44.0	23.1	6.5	3.0	100
II	5.5	30.8	38.6	17.7	7.5	100
III	1.9	14.2	40.3	23.8	19.9	100
IV	1.2	8.5	24.5	28.1	37.6	100
V	0.5	4.3	19.5	24.4	51.4	100
VI	0.9	3.9	10.8	23.9	60.5	100
VII	0.3	3.2	7.2	16.8	72.5	100
VIII	0.3	0.5	2.9	10.8	85.6	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 1.9% cannot even read letters, 14.2% can read letters but not words or higher, 40.3% can read words but not Std I level text or higher, 23.8% can read Std I level text but not Std II level text, and 19.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

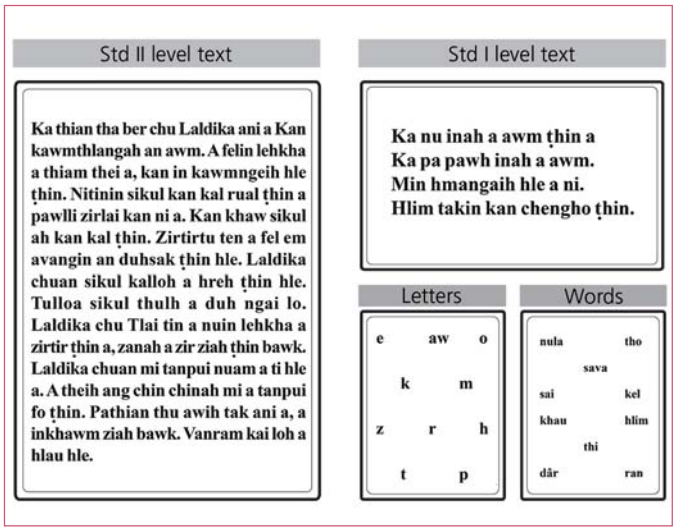


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	19.2	31.5	22.4
2014	14.8	25.8	19.0
2016	7.2	18.0	10.5
2018	25.2	26.8	25.6
2022	13.2	32.3	19.7

*This is the weighted average for children in government and private schools only.

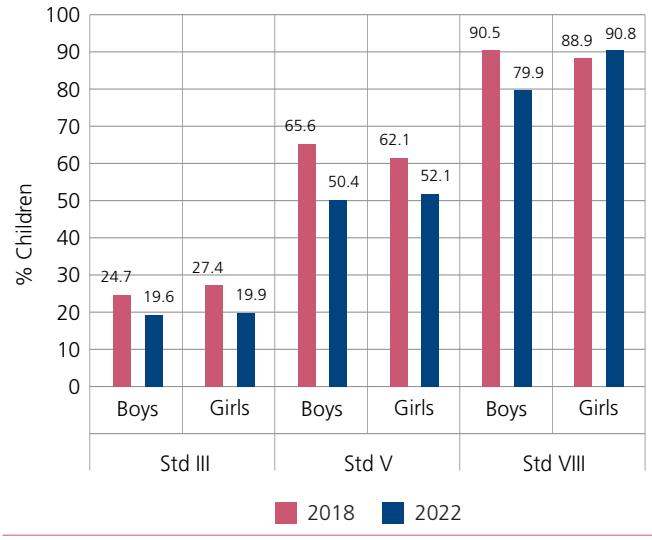
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	55.2	71.5	59.6	95.6		94.3
2014	47.1	60.9	52.1	83.6	81.0	82.8
2016	41.0	61.2	46.6	81.9	88.4	83.5
2018	58.6	74.2	64.3	86.7		89.3
2022	46.4	60.6	51.8	86.0	84.4	85.6

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Mizoram RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	14.9	30.3	48.3	6.2	0.2	100
II	3.6	13.9	61.9	18.6	1.9	100
III	0.9	7.1	50.3	35.4	6.3	100
IV	0.6	3.8	40.2	40.8	14.6	100
V	0.9	2.1	38.1	38.0	21.0	100
VI	0.5	1.9	28.5	43.7	25.4	100
VII	0.3	1.2	26.5	38.3	33.7	100
VIII	0.3	0.2	20.1	34.8	44.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 0.9% cannot even recognise 1-9, 7.1% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 50.3% can recognise numbers up to 99 but cannot do subtraction, 35.4% can do subtraction but cannot do division, and 6.3% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

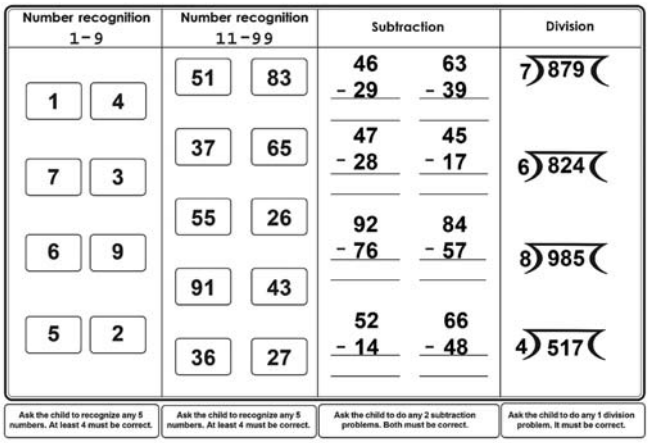


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	58.1	69.4	61.0
2014	63.9	67.7	65.3
2016	33.1	45.9	37.0
2018	57.4	62.7	58.8
2022	35.3	55.1	42.0

*This is the weighted average for children in government and private schools only.

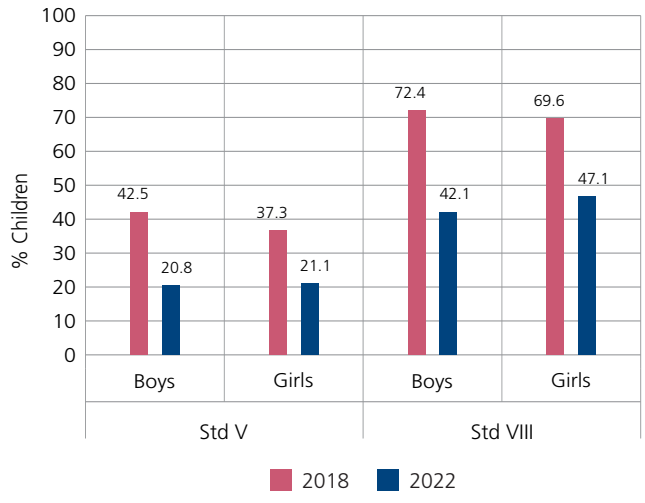
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	41.6	49.0	43.6	86.0		85.7
2014	37.1	45.1	40.0	84.2	88.5	85.5
2016	25.3	35.3	28.1	76.7	76.9	76.7
2018	35.8	48.0	40.2	67.5		71.0
2022	14.8	30.8	20.9	41.3	53.1	44.7

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



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Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	23.4	13.7	36.9	20.4	5.7	100
II	5.6	6.9	38.3	40.0	9.3	100
III	2.1	4.4	25.0	45.3	23.2	100
IV	1.0	3.3	17.0	40.8	37.9	100
V	1.6	1.3	14.0	33.6	49.5	100
VI	0.8	0.9	8.2	28.0	62.2	100
VII	0.0	1.3	6.3	23.2	69.2	100
VIII	0.6	0.2	2.1	13.8	83.4	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 2.1% cannot even read capital letters, 4.4% can read capital letters but not small letters or more, 25% can read small letters but not words or more, 45.3% can read words but not sentences, and 23.2% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

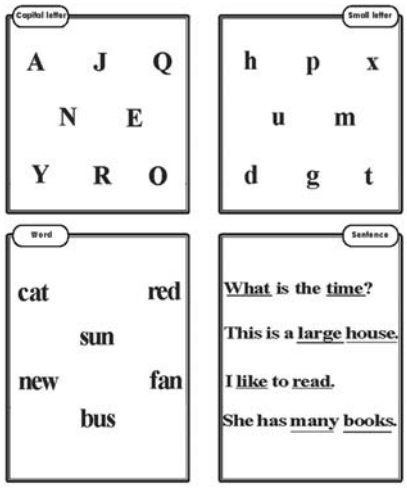


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	36.3	
II	31.9	
III	35.6	51.6
IV	37.1	50.2
V	37.8	57.1
VI	44.7	63.8
VII	51.9	60.9
VIII	55.1	68.4

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	46.5	74.0	54.4	90.3		90.9
2014	44.4	67.0	52.5	84.4	94.8	87.6
2016	29.4	63.0	38.7	80.9	88.6	82.9
2022	37.7	69.8	50.0	79.4	93.5	83.4

*This is the weighted average for children in government and private schools only.

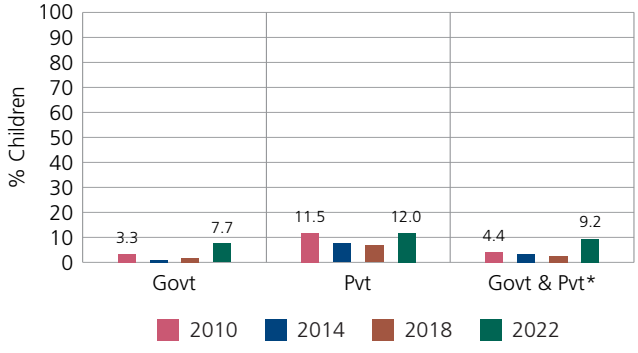
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	4.0	6.9	5.0
II	6.8	9.8	7.7
III	9.5	13.3	10.8
IV	8.9	11.3	9.7
V	8.7	17.0	11.9
VI	8.6	16.1	11.2
VII	9.2	9.8	9.4
VIII	7.3	12.7	8.8
All	7.7	12.0	9.2

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Mizoram RURAL

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	166	184	228	189
Upper primary schools*	8	3	5	23
Total schools visited	174	187	233	212

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	85.8	86.8	83.4	84.4
% Teachers present (Average)	94.4	88.7	83.2	88.3

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	31.8	25.3	2.2	18.3
% Schools where Std IV children were observed sitting with any other Std	29.9	25.1	1.7	14.9

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	39.8	63.7	84.1	73.0

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	94.0	72.0	89.2	92.4
	Kitchen/shed for cooking mid-day meal	96.2	94.0	96.1	93.3
Drinking water	No facility for drinking water	47.3	24.5	39.6	31.6
	Facility but no drinking water available	4.1	7.1	3.0	10.4
	Drinking water available	48.5	68.5	57.4	58.0
	Total	100	100	100	100
Toilet	No toilet facility	7.1	7.6	17.6	8.1
	Facility but toilet not useable	37.3	58.7	37.8	19.1
	Toilet useable	55.6	33.7	44.6	72.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	43.4	21.1	29.8	26.3
	Separate provision but locked	14.5	47.4	30.7	19.0
	Separate provision, unlocked but not useable	11.3	3.5	4.6	7.3
	Separate provision, unlocked and useable	30.8	28.1	34.9	47.3
	Total	100	100	100	100
Library	No library	93.6	83.2	82.4	61.3
	Library but no books being used by children on day of visit	4.7	10.9	15.0	26.4
	Library books being used by children on day of visit	1.7	6.0	2.6	12.3
	Total	100	100	100	100
Electricity	Electricity connection			77.6	80.1
	Of schools with electricity connection, % schools with electricity available on day of visit			82.2	81.2
Computer	No computer available for children to use	92.4	98.4	90.1	95.7
	Computer available but not being used by children on day of visit	1.8	1.1	9.5	4.4
	Computer being used by children on day of visit	5.9	0.5	0.4	0.0
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Mizoram RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			75.9
Physical education teacher	Separate teacher	15.1	32.7
	Any other teacher	47.3	35.1
	No teacher	37.6	32.2
	Total	100	100
Playground in the school		65.5	77.6
Sports equipment available		75.0	73.2

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	61.9	69.5

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	10.7	37.6	8.6	19.1

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	88.7	9.0	2.4	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	85.9	7.1	7.1	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	85.3	84.8
	Half financial year: April 2022-date of survey	55.2	67.8

*All schools include primary schools and upper primary schools.

Nagaland RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 9 OUT OF 11 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	50.8	48.5	0.0	0.7	100
Age 7-16: All	50.6	47.4	0.1	1.9	100
Age 7-10: All	49.5	50.2	0.0	0.3	100
Age 7-10: Boys	49.9	49.8	0.0	0.3	100
Age 7-10: Girls	49.7	50.0	0.0	0.3	100
Age 11-14: All	51.8	47.0	0.0	1.3	100
Age 11-14: Boys	50.0	48.6	0.0	1.4	100
Age 11-14: Girls	53.7	45.1	0.0	1.2	100
Age 15-16: All	50.8	39.5	0.3	9.4	100
Age 15-16: Boys	49.0	40.0	0.7	10.3	100
Age 15-16: Girls	52.5	38.8	0.0	8.7	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time % Children not enrolled in school. By age group and sex. 2006-2022

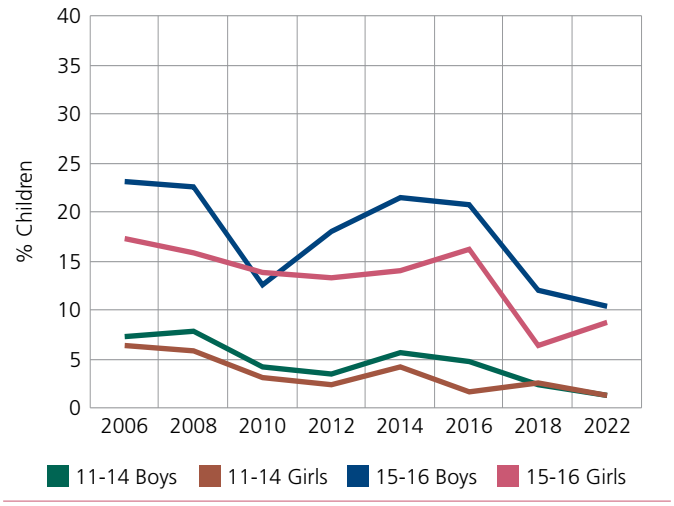
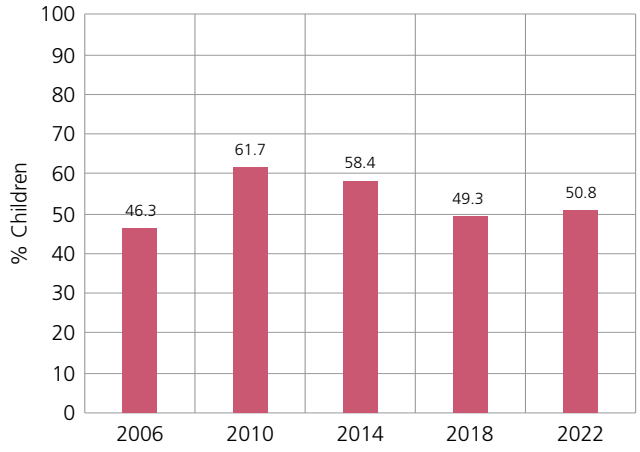


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	22.7	9.6	5.9	1.4	0.6	0.0	59.9	100
Age 4	8.8	35.4	33.6	1.7	1.7	0.2	18.7	100
Age 5	4.4	40.7	40.5	6.5	4.0	0.0	3.9	100
Age 6	11.7	20.0	24.2	22.6	19.6	0.0	1.9	100
Age 7	10.9	9.0	9.2	34.7	35.2	0.0	1.0	100
Age 8	3.2	6.7	6.0	41.3	41.2	0.0	1.6	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	23.1	19.4	10.6	0.4	0.0	0.0	46.5	100
Age 4	3.9	48.6	37.5	0.9	2.1	0.0	7.1	100
Age 5	0.9	47.9	41.8	4.3	3.9	0.0	1.2	100
Age 6	0.5	30.2	27.5	22.5	19.2	0.0	0.1	100
Age 7	0.0	10.7	6.2	38.1	44.8	0.0	0.1	100
Age 8	0.1	2.4	1.6	47.5	48.1	0.0	0.4	100

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	10.8	37.0	43.1	7.1	2.0	100
II	5.5	21.3	44.3	19.2	9.8	100
III	3.1	7.8	39.7	28.2	21.2	100
IV	3.2	5.3	21.3	33.8	36.4	100
V	1.1	3.6	17.5	29.4	48.4	100
VI	0.0	3.2	11.3	17.8	67.7	100
VII	0.0	0.7	9.6	10.6	79.1	100
VIII	0.0	0.2	6.1	7.3	86.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 3.1% cannot even read letters, 7.8% can read letters but not words or higher, 39.7% can read words but not Std I level text or higher, 28.2% can read Std I level text but not Std II level text, and 21.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

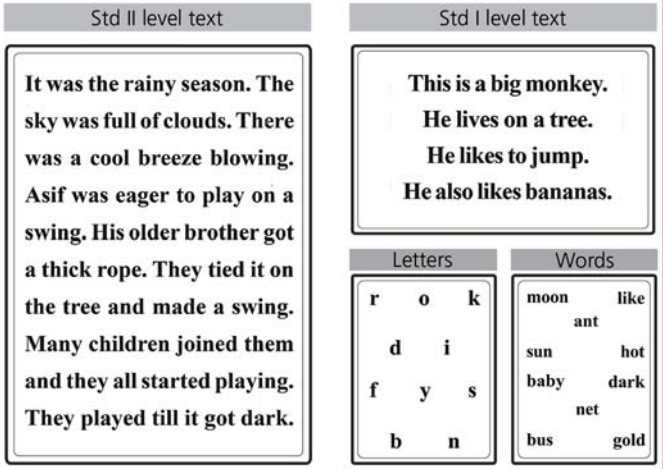


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	12.8	33.7	20.5
2014	4.6	17.6	9.1
2016	7.9	27.1	15.6
2018	7.4	39.0	22.6
2022	9.1	36.6	21.2

*This is the weighted average for children in government and private schools only.

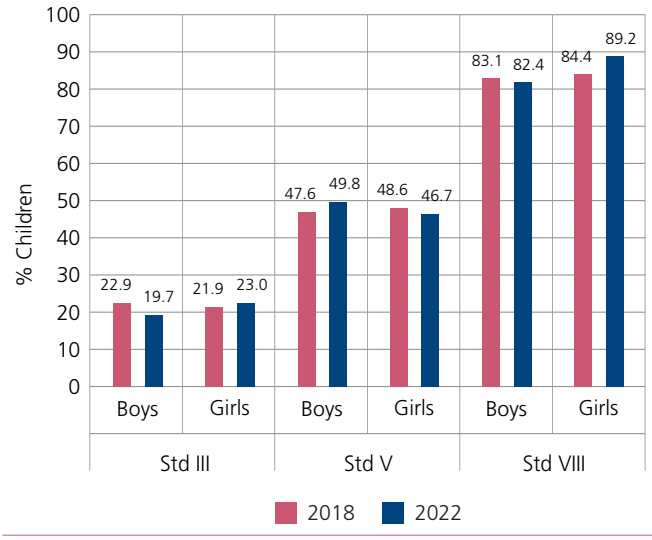
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	42.3	68.6	52.5	85.4	92.9	88.6
2014	27.4	60.7	41.6	86.3	95.1	90.3
2016	37.8	64.9	50.1	82.4	93.9	88.0
2018	31.7	67.3	48.1	76.3	90.8	83.8
2022	28.9	68.9	48.2	79.1	92.7	86.4

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



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Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	9.2	20.5	62.9	7.2	0.2	100
II	5.2	11.4	62.2	20.3	0.9	100
III	2.3	5.1	58.7	29.3	4.6	100
IV	3.1	2.9	44.8	38.3	10.9	100
V	1.1	1.0	36.4	46.1	15.3	100
VI	0.9	0.9	29.2	46.0	23.0	100
VII	0.0	0.0	20.4	45.0	34.7	100
VIII	0.0	0.2	13.9	35.7	50.2	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 2.3% cannot even recognise 1-9, 5.1% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 58.7% can recognise numbers up to 99 but cannot do subtraction, 29.3% can do subtraction but cannot do division, and 4.6% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

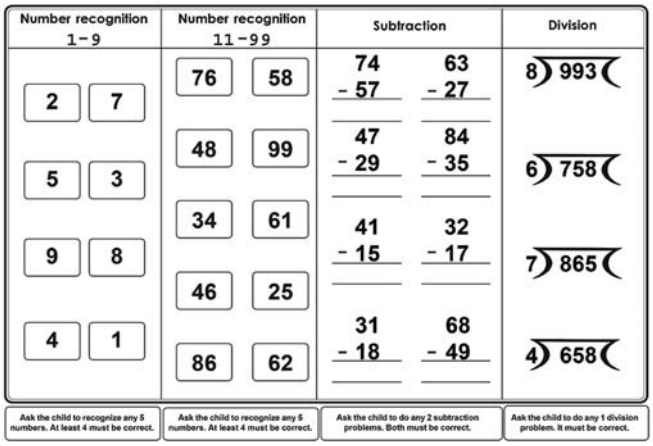


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	44.5	69.0	53.6
2014	35.4	49.3	40.2
2016	39.2	48.1	42.8
2018	26.3	48.5	37.0
2022	27.7	41.4	33.8

*This is the weighted average for children in government and private schools only.

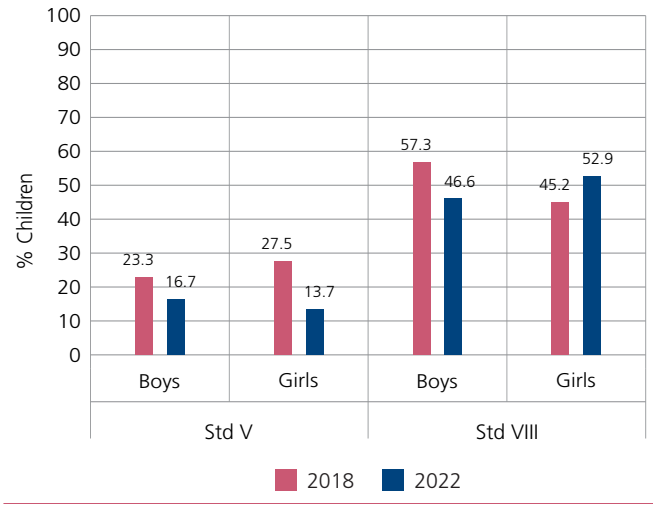
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

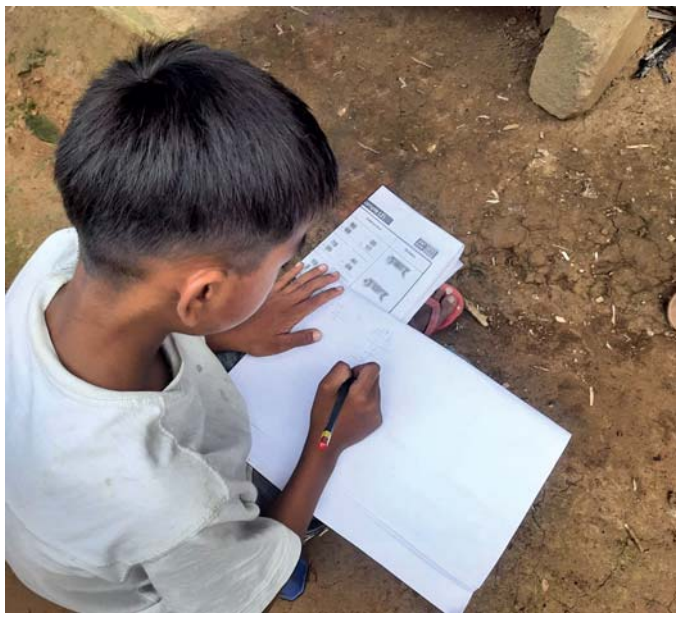
Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	27.3	46.0	34.6	78.0	86.6	81.6
2014	18.3	35.3	25.6	66.6	74.5	70.2
2016	13.0	31.1	21.2	60.2	71.5	65.7
2018	19.3	33.5	25.8	40.7	61.6	51.5
2022	8.9	22.3	15.3	37.3	61.7	50.3

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022





Nagaland RURAL

Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	9.7	11.5	33.0	39.0	6.8	100
II	5.3	8.6	17.7	52.4	16.0	100
III	2.9	3.3	9.9	55.6	28.4	100
IV	3.1	1.0	6.2	45.2	44.5	100
V	1.1	0.7	4.8	35.4	58.1	100
VI	0.0	1.1	3.4	24.1	71.5	100
VII	0.2	0.0	0.8	16.2	82.8	100
VIII	0.0	0.0	0.4	9.3	90.3	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 2.9% cannot even read capital letters, 3.3% can read capital letters but not small letters or more, 9.9% can read small letters but not words or more, 55.6% can read words but not sentences, and 28.4% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	41.0	
II	63.2	72.1
III	60.6	73.9
IV	60.4	77.2
V	73.1	81.4
VI	77.7	87.7
VII		93.4
VIII		94.8

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	58.8	73.9	64.6	88.6	92.6	90.3
2014	54.1	74.1	62.6	95.0	95.8	95.3
2016	53.5	78.9	65.0	88.1	97.0	92.4
2022	43.5	73.3	57.9	88.5	91.9	90.3

*This is the weighted average for children in government and private schools only.

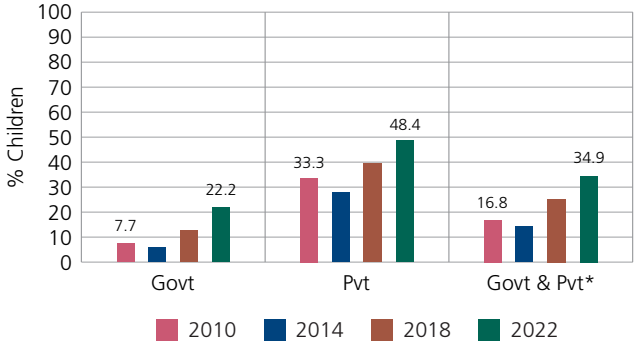
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	19.0	41.4	28.8
II	22.3	54.7	37.8
III	21.8	52.9	35.9
IV	24.1	49.6	36.6
V	24.0	46.0	35.0
VI	19.4	50.2	34.3
VII	22.9	48.0	35.9
VIII	25.7	42.0	34.2
All	22.2	48.4	34.9

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Nagaland RURAL

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	202	160	159	105
Upper primary schools*	21	95	130	111
Total schools visited	223	255	289	216

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	81.9	81.7	77.2	85.2
% Teachers present (Average)	87.2	86.1	82.9	89.8
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	83.0	81.0	79.4	84.1
% Teachers present (Average)	86.3	84.2	74.9	87.1

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	18.7	18.8	12.8	20.4
% Schools where Std IV children were observed sitting with any other Std	17.5	20.0	12.2	17.8
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	28.6	15.1	9.5	11.9
% Schools where Std IV children were observed sitting with any other Std	28.6	13.3	10.9	11.9

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	50.3	45.6	81.8	91.4
Upper primary schools	0.0	17.9	36.9	48.6

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	31.9	24.1	27.4	27.2
	Kitchen/shed for cooking mid-day meal	81.7	79.2	83.0	85.9
Drinking water	No facility for drinking water	56.9	73.4	63.8	61.4
	Facility but no drinking water available	6.0	3.2	8.9	12.9
	Drinking water available	37.0	23.4	27.3	25.7
	Total	100	100	100	100
Toilet	No toilet facility	13.8	4.4	5.9	3.7
	Facility but toilet not useable	32.3	27.7	32.3	31.9
	Toilet useable	53.9	68.0	61.8	64.4
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	47.8	31.1	26.9	27.1
	Separate provision but locked	9.4	16.7	18.1	16.7
	Separate provision, unlocked but not useable	12.2	7.2	8.0	7.6
	Separate provision, unlocked and useable	30.6	45.0	47.0	48.6
	Total	100	100	100	100
Library	No library	86.7	85.4	87.2	44.9
	Library but no books being used by children on day of visit	4.1	9.1	5.9	30.1
	Library books being used by children on day of visit	9.2	5.5	6.9	25.0
	Total	100	100	100	100
Electricity	Electricity connection			72.0	87.7
	Of schools with electricity connection, % schools with electricity available on day of visit			71.2	82.7
Computer	No computer available for children to use	85.3	88.6	86.8	69.5
	Computer available but not being used by children on day of visit	11.1	5.9	10.8	23.9
	Computer being used by children on day of visit	3.7	5.5	2.4	6.6
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Nagaland RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			13.3		34.2
Physical education teacher	Separate teacher	4.7	1.0	24.4	23.9
	Any other teacher	8.0	10.8	3.9	23.9
	No teacher	87.3	88.2	71.7	52.3
	Total	100	100	100	100
Playground in the school		42.0	52.0	64.6	55.5
Sports equipment available		27.5	48.5	61.2	69.4

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	62.9	80.0
Upper primary schools	78.2	94.6

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	7.8	83.8	8.7	16.2
Upper primary schools	17.1	86.5	11.0	22.0

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	95.2	1.9	2.9	100
Upper primary schools	91.8	7.3	0.9	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	86.5	10.6	2.9	100	
Upper primary schools	85.6	13.5	0.9	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	87.5	96.7
	Half financial year: April 2022-date of survey	61.2	89.8
Upper primary schools	Full financial year: April 2021-March 2022	91.8	94.1
	Half financial year: April 2022-date of survey	56.0	86.9

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Odisha RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 30 OUT OF 30 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	92.1	7.3	0.0	0.7	100
Age 7-16: All	91.7	6.8	0.0	1.4	100
Age 7-10: All	91.2	8.4	0.0	0.3	100
Age 7-10: Boys	90.1	9.7	0.0	0.2	100
Age 7-10: Girls	92.4	7.2	0.1	0.4	100
Age 11-14: All	93.3	5.7	0.0	1.0	100
Age 11-14: Boys	92.8	6.5	0.0	0.7	100
Age 11-14: Girls	93.9	4.9	0.0	1.2	100
Age 15-16: All	87.8	4.7	0.0	7.4	100
Age 15-16: Boys	88.1	4.4	0.0	7.6	100
Age 15-16: Girls	87.6	5.0	0.1	7.3	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

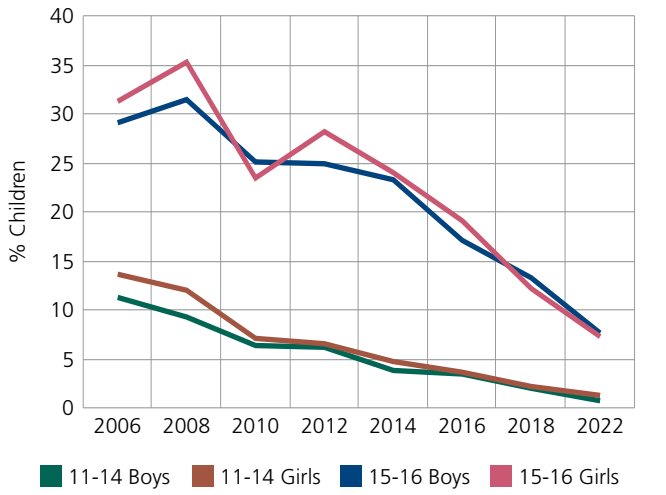
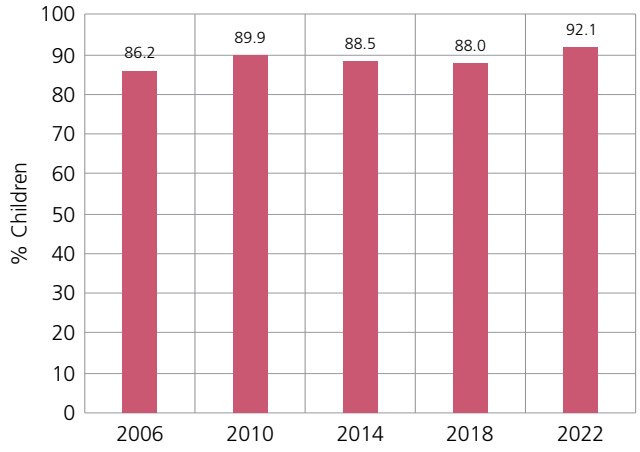


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	90.3	0.2	3.1	0.1	0.0	0.0	6.3	100
Age 4	87.3	1.2	10.3	0.1	0.0	0.0	1.1	100
Age 5	52.8	0.6	11.8	27.2	6.8	0.0	0.9	100
Age 6	7.9	0.3	4.4	71.5	14.6	0.0	1.3	100
Age 7	0.7	0.2	1.2	81.1	16.2	0.0	0.7	100
Age 8	0.2	0.0	0.4	84.7	14.0	0.1	0.6	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	94.4	0.2	1.9	1.3	0.2	0.0	2.1	100
Age 4	93.1	0.4	4.0	1.5	0.2	0.0	1.0	100
Age 5	72.3	0.5	9.0	16.0	1.7	0.0	0.5	100
Age 6	9.3	0.4	5.2	76.5	7.9	0.1	0.7	100
Age 7	0.4	0.0	0.8	89.4	9.4	0.1	0.1	100
Age 8	0.3	0.0	0.1	91.3	8.0	0.0	0.3	100

Odisha RURAL

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	35.5	33.4	17.0	5.9	8.2	100
II	19.1	27.6	20.6	12.3	20.3	100
III	11.5	21.6	21.8	15.4	29.7	100
IV	7.3	14.8	18.7	16.6	42.5	100
V	4.4	12.2	15.3	15.5	52.5	100
VI	3.7	7.9	10.9	17.4	60.1	100
VII	2.1	7.2	8.8	15.7	66.2	100
VIII	1.3	4.6	6.6	14.1	73.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 11.5% cannot even read letters, 21.6% can read letters but not words or higher, 21.8% can read words but not Std I level text or higher, 15.4% can read Std I level text but not Std II level text, and 29.7% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

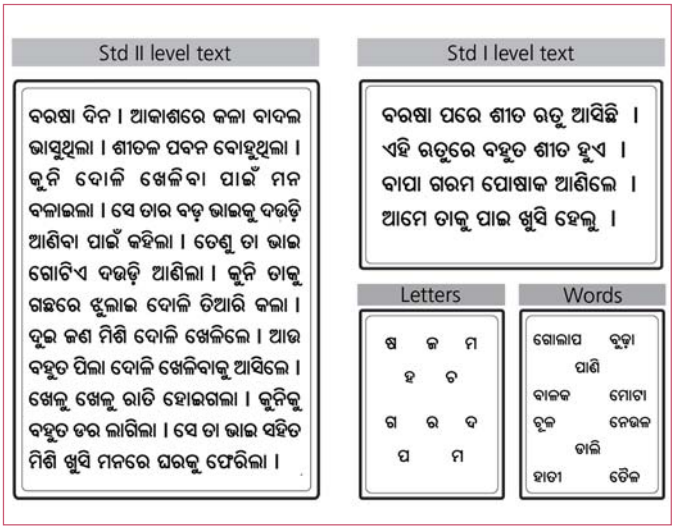


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	24.7		26.5
2014	28.9	70.8	33.0
2016	31.5	69.2	35.5
2018	34.9	65.2	38.6
2022	26.7	62.3	29.8

*This is the weighted average for children in government and private schools only.

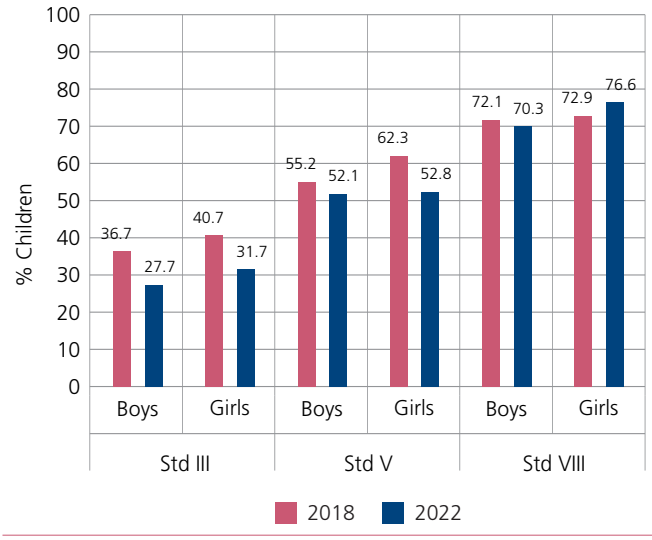
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	46.1		47.1	72.8	Data insufficient	73.2
2014	49.1	76.5	50.9	74.5		74.9
2016	48.8	81.7	51.6	72.0		72.6
2018	56.5	81.7	58.6	72.1		72.5
2022	50.4	79.2	52.5	73.2		73.4

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Odisha RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	35.2	36.6	21.4	5.1	1.8	100
II	18.1	32.8	30.9	13.7	4.5	100
III	10.0	27.7	33.0	20.8	8.6	100
IV	5.8	19.6	34.0	22.2	18.4	100
V	3.7	14.5	31.2	22.4	28.2	100
VI	2.2	9.8	29.9	24.0	34.1	100
VII	1.7	7.3	27.9	22.7	40.4	100
VIII	1.1	5.2	27.0	23.6	43.0	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 10% cannot even recognise 1-9, 27.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 33% can recognise numbers up to 99 but cannot do subtraction, 20.8% can do subtraction but cannot do division, and 8.6% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

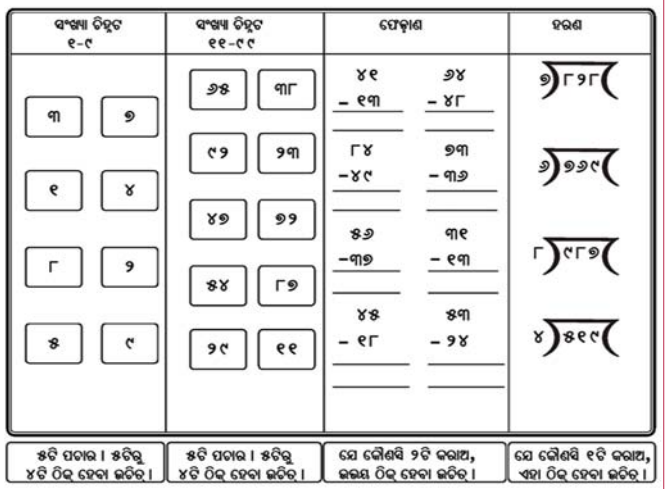


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	23.9		26.2
2014	23.7	62.9	27.6
2016	29.8	69.0	33.9
2018	28.1	49.7	30.8
2022	26.8	55.8	29.3

*This is the weighted average for children in government and private schools only.

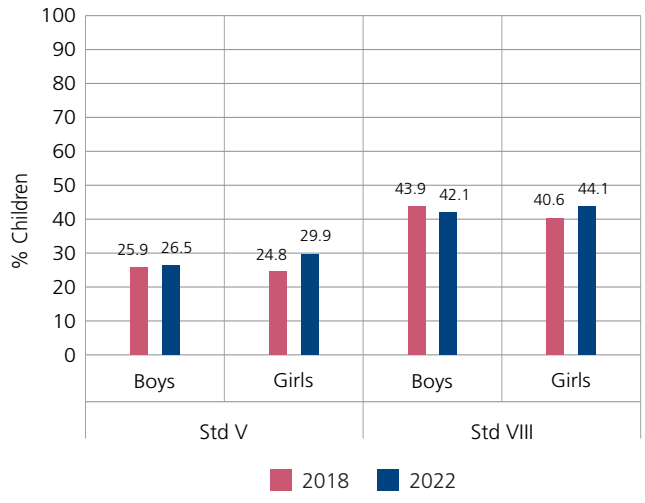
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	17.2		18.3	42.3	Data insufficient	42.9
2014	19.9	45.9	21.6	37.5		37.9
2016	23.8	57.7	26.6	38.7		39.6
2018	23.8	44.4	25.5	41.4		42.3
2022	26.1	56.2	28.3	42.5		43.1

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	50.3	19.4	22.3	6.4	1.7	100
II	33.0	18.3	32.5	12.2	4.1	100
III	22.6	19.5	30.6	18.4	9.0	100
IV	13.9	14.1	32.3	23.9	15.9	100
V	9.7	11.9	28.3	23.9	26.2	100
VI	5.9	8.9	23.1	29.1	33.0	100
VII	4.7	7.0	19.7	26.4	42.2	100
VIII	3.2	4.8	18.7	25.6	47.8	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 22.6% cannot even read capital letters, 19.5% can read capital letters but not small letters or more, 30.6% can read small letters but not words or more, 18.4% can read words but not sentences, and 9% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

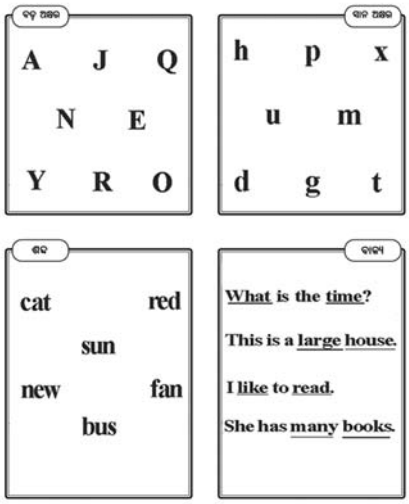


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	53.3	
II	67.7	
III	65.7	48.4
IV	61.5	56.3
V	66.4	60.8
VI	65.3	63.9
VII	64.1	68.3
VIII	67.9	67.1

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	19.2		20.5	47.7	Data insufficient	48.4
2014	19.1	69.4	22.3	44.6		45.1
2016	20.4	71.6	24.8	44.3		45.4
2022	22.9	68.0	26.2	46.9		47.8

*This is the weighted average for children in government and private schools only.

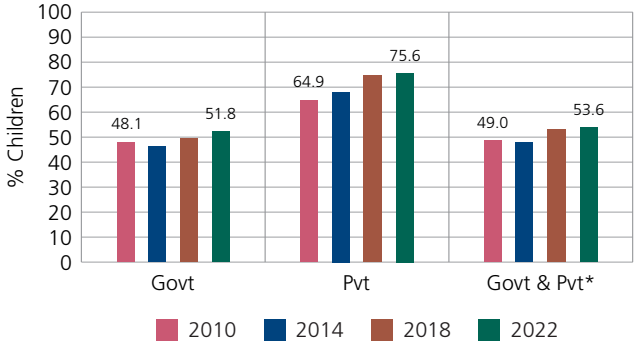
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	42.9	70.2	45.6
II	51.3	75.5	53.7
III	53.2	79.8	55.6
IV	53.2	79.5	55.3
V	53.8	76.5	55.7
VI	51.8	74.1	53.5
VII	53.7	78.1	55.0
VIII	53.0	65.4	53.4
All	51.8	75.6	53.6

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Odisha RURAL

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	383	378	363	362
Upper primary schools*	358	446	449	445
Total schools visited	741	824	812	807

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	71.9	78.5	82.0	83.1
% Teachers present (Average)	89.1	87.0	94.3	94.2
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	72.3	76.3	80.1	81.3
% Teachers present (Average)	83.8	82.7	92.7	92.7

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	77.0	81.1	79.4	85.9
% Schools where Std IV children were observed sitting with any other Std	66.8	72.8	74.2	80.5
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	69.4	74.8	78.4	77.7
% Schools where Std IV children were observed sitting with any other Std	58.1	62.0	66.3	68.7

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	38.2	46.5	61.0	61.2
Upper primary schools	3.9	4.5	8.1	6.1

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	88.8	96.8	98.8	98.6
	Kitchen/shed for cooking mid-day meal	74.4	82.8	89.7	90.6
Drinking water	No facility for drinking water	15.2	9.3	7.9	6.2
	Facility but no drinking water available	14.5	9.3	9.4	8.4
	Drinking water available	70.3	81.4	82.8	85.4
	Total	100	100	100	100
Toilet	No toilet facility	15.5	15.7	3.0	2.0
	Facility but toilet not useable	40.1	21.1	21.3	15.9
	Toilet useable	44.4	63.2	75.7	82.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	30.3	29.1	9.6	8.1
	Separate provision but locked	19.5	7.9	5.3	5.3
	Separate provision, unlocked but not useable	15.5	9.7	16.0	10.1
	Separate provision, unlocked and useable	34.7	53.3	69.1	76.5
	Total	100	100	100	100
Library	No library	34.7	11.8	19.8	41.0
	Library but no books being used by children on day of visit	18.5	22.6	26.2	20.2
	Library books being used by children on day of visit	46.8	65.6	54.0	38.8
	Total	100	100	100	100
Electricity	Electricity connection			56.5	93.7
	Of schools with electricity connection, % schools with electricity available on day of visit			80.4	93.0
Computer	No computer available for children to use	92.9	86.1	81.3	82.5
	Computer available but not being used by children on day of visit	2.7	8.1	12.3	12.0
	Computer being used by children on day of visit	4.4	5.8	6.4	5.5
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			73.5		86.7
Physical education teacher	Separate teacher	3.9	2.7	26.1	26.0
	Any other teacher	66.0	64.0	52.8	54.8
	No teacher	30.2	33.3	21.2	19.1
	Total	100	100	100	100
Playground in the school		29.0	25.9	33.7	37.6
Sports equipment available		61.4	81.5	77.8	89.8

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	88.6	83.3
Upper primary schools	92.4	87.9

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	47.4	3.1	0.3	0.3
Upper primary schools	41.5	3.5	0.7	1.2

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	97.0	2.8	0.3	100
Upper primary schools	94.4	4.9	0.7	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	95.8	0.8	3.4	100	
Upper primary schools	91.3	2.7	5.9	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	93.6	90.9
	Half financial year: April 2022-date of survey	81.5	37.2
Upper primary schools	Full financial year: April 2021-March 2022	95.2	91.7
	Half financial year: April 2022-date of survey	82.7	32.1

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Punjab RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 20 OUT OF 20 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	58.8	40.4	0.0	0.7	100
Age 7-16: All	59.5	39.1	0.0	1.5	100
Age 7-10: All	56.2	43.4	0.0	0.5	100
Age 7-10: Boys	53.8	45.8	0.0	0.4	100
Age 7-10: Girls	58.8	40.6	0.0	0.5	100
Age 11-14: All	61.4	37.6	0.0	1.0	100
Age 11-14: Boys	60.9	38.1	0.0	1.0	100
Age 11-14: Girls	61.8	37.1	0.0	1.0	100
Age 15-16: All	63.0	31.7	0.0	5.2	100
Age 15-16: Boys	59.5	35.1	0.0	5.4	100
Age 15-16: Girls	66.4	28.5	0.0	5.1	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

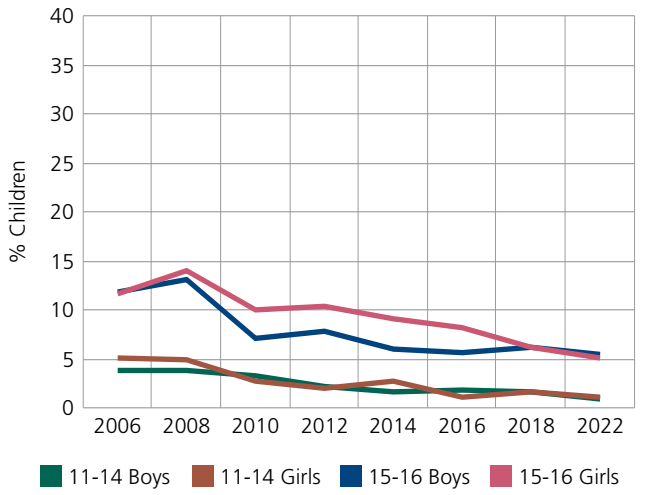
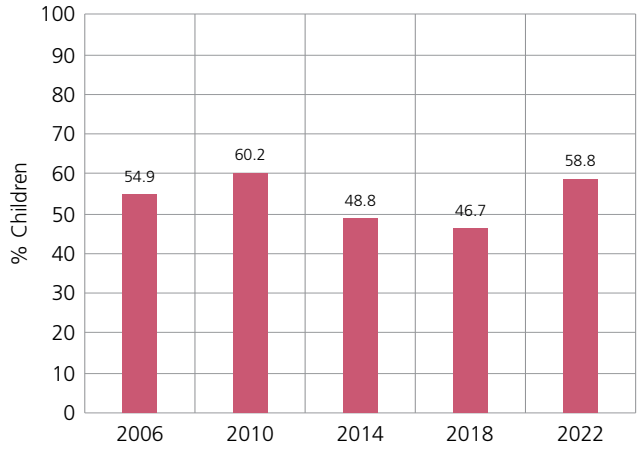


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	32.3	5.4	37.4	1.6	1.2	0.0	22.1	100
Age 4	16.3	11.2	58.9	5.2	4.2	0.0	4.2	100
Age 5	5.4	8.2	57.0	17.0	10.6	0.0	1.8	100
Age 6	1.6	2.5	32.5	28.7	34.5	0.0	0.3	100
Age 7	0.1	0.7	9.3	34.8	54.9	0.1	0.1	100
Age 8	0.1	0.1	1.0	39.2	59.1	0.0	0.5	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	32.0	6.4	39.0	0.8	0.1	0.0	21.7	100
Age 4	15.9	13.9	62.0	1.9	1.1	0.0	5.1	100
Age 5	4.1	8.9	61.3	19.1	5.3	0.0	1.2	100
Age 6	1.3	3.7	29.9	38.7	26.1	0.0	0.4	100
Age 7	0.2	0.4	6.6	50.2	42.3	0.0	0.3	100
Age 8	0.1	0.1	1.7	53.2	44.5	0.0	0.4	100

Punjab RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	26.0	41.6	21.6	5.6	5.2	100
II	12.1	28.6	28.2	14.7	16.5	100
III	6.4	19.3	21.0	20.3	33.0	100
IV	2.8	10.7	16.1	19.9	50.5	100
V	2.0	6.3	8.2	17.4	66.2	100
VI	2.0	5.2	7.0	11.7	74.0	100
VII	1.4	4.5	4.5	9.5	80.1	100
VIII	1.5	1.9	3.5	7.6	85.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 6.4% cannot even read letters, 19.3% can read letters but not words or higher, 21% can read words but not Std I level text or higher, 20.3% can read Std I level text but not Std II level text, and 33% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

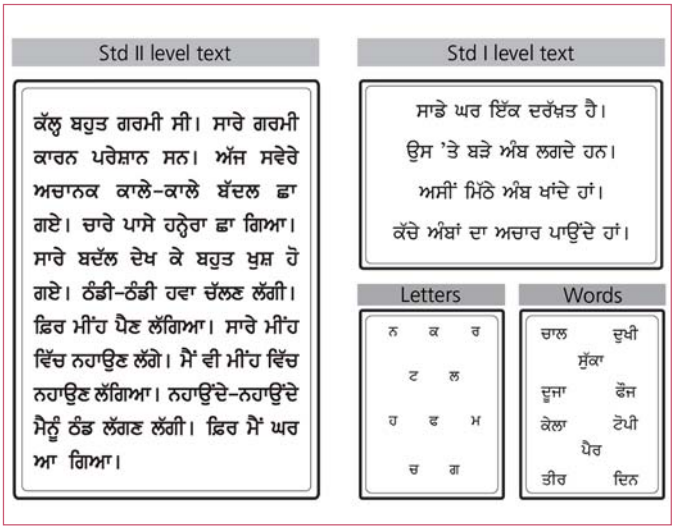


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	33.5	43.7	38.3
2014	24.1	41.4	33.6
2016	30.6	39.2	35.2
2018	36.4	41.8	39.4
2022	26.3	41.2	33.0

*This is the weighted average for children in government and private schools only.

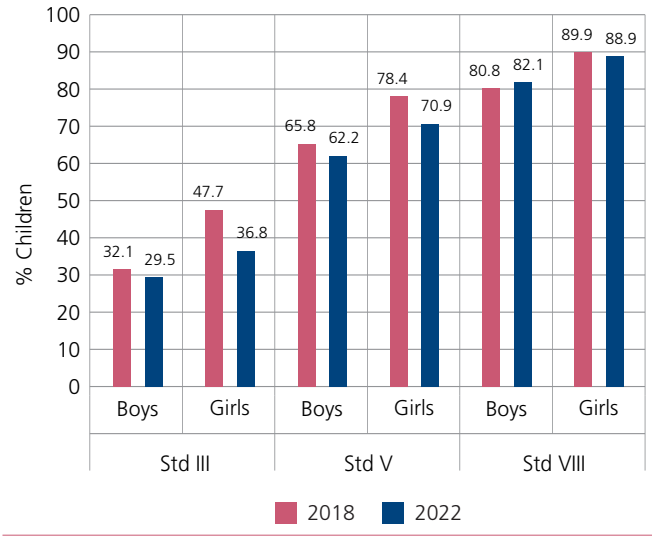
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	69.5	73.5	71.2	84.4	90.0	86.3
2014	60.9	73.8	66.6	87.3	84.4	86.2
2016	64.0	73.8	69.1	83.6	90.0	86.3
2018	68.7	74.4	71.6	83.8	87.1	85.1
2022	59.4	75.5	66.2	82.6	90.2	85.4

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



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Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	21.1	30.6	41.5	4.7	2.2	100
II	7.7	24.4	40.9	25.0	2.0	100
III	3.5	16.3	35.4	39.2	5.7	100
IV	2.4	10.2	29.3	34.3	23.8	100
V	0.7	6.3	20.9	30.9	41.1	100
VI	0.7	4.6	24.0	29.3	41.5	100
VII	1.1	3.8	24.2	24.6	46.3	100
VIII	1.3	2.3	20.2	22.5	53.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 3.5% cannot even recognise 1-9, 16.3% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 35.4% can recognise numbers up to 99 but cannot do subtraction, 39.2% can do subtraction but cannot do division, and 5.7% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

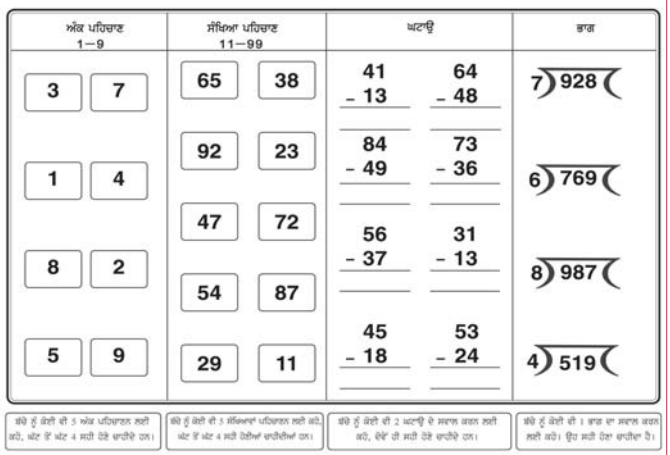


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	40.6	64.8	52.0
2014	32.1	60.6	47.7
2016	36.3	59.4	48.6
2018	40.5	57.1	49.8
2022	31.1	61.6	44.8

*This is the weighted average for children in government and private schools only.

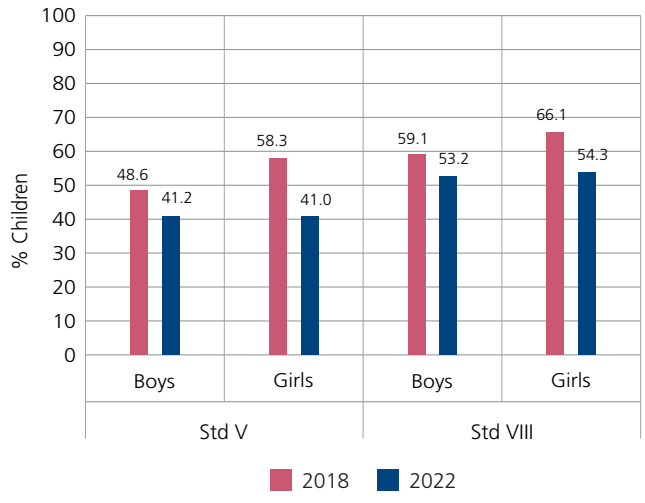
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	48.6	56.5	52.0	59.9	71.3	63.8
2014	37.1	53.9	44.4	56.4	70.7	61.8
2016	42.4	53.5	48.1	48.0	72.0	58.0
2018	50.1	55.7	52.9	58.4	68.6	62.5
2022	33.3	51.8	41.1	44.5	69.5	53.7

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



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Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	24.8	16.2	28.1	20.1	10.8	100
II	12.7	11.6	30.9	26.7	18.1	100
III	7.6	6.9	27.2	28.3	30.0	100
IV	4.1	5.4	21.6	28.0	40.8	100
V	2.3	2.9	15.1	21.6	58.2	100
VI	2.4	3.1	11.1	18.5	65.0	100
VII	2.3	2.3	10.5	14.7	70.1	100
VIII	2.6	1.7	6.8	12.2	76.7	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 7.6% cannot even read capital letters, 6.9% can read capital letters but not small letters or more, 27.2% can read small letters but not words or more, 28.3% can read words but not sentences, and 30% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

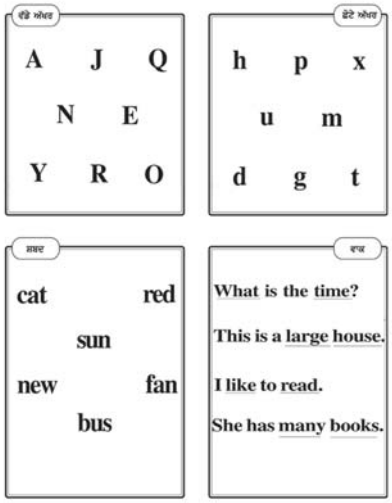


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	54.3	65.9
II	52.8	63.7
III	53.6	66.0
IV	55.5	69.6
V	55.5	75.6
VI	51.8	74.9
VII	64.6	79.2
VIII	63.1	78.5

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	36.9	72.3	52.0	62.2	87.2	70.8
2014	29.7	77.9	50.8	64.0	82.8	71.0
2016	33.9	82.8	59.1	62.2	92.8	74.9
2022	36.7	88.0	58.2	67.6	92.4	76.7

*This is the weighted average for children in government and private schools only.

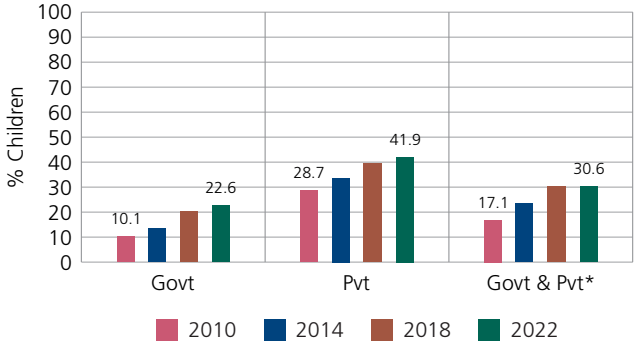
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	18.7	40.9	29.6
II	28.9	45.2	36.2
III	28.4	40.6	33.9
IV	25.9	44.3	33.4
V	25.4	43.9	33.3
VI	20.6	41.9	28.8
VII	16.8	41.4	25.7
VIII	16.6	35.7	23.7
All	22.6	41.9	30.6

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

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Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	391	473	536	587
Upper primary schools*	58	23	18	3
Total schools visited	449	496	554	590

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	82.7	81.4	83.0	79.7
% Teachers present (Average)	88.5	85.5	85.5	85.7

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	52.5	47.5	58.4	61.1
% Schools where Std IV children were observed sitting with any other Std	37.6	42.4	53.7	54.1

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	17.2	25.4	38.2	33.8

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	97.9	92.7	93.4	99.1
	Kitchen/shed for cooking mid-day meal	94.7	94.5	99.1	99.3
Drinking water	No facility for drinking water	8.9	8.3	7.6	1.7
	Facility but no drinking water available	8.0	10.7	9.6	5.6
	Drinking water available	83.1	81.0	82.7	92.7
	Total	100	100	100	100
Toilet	No toilet facility	0.9	1.4	0.0	0.0
	Facility but toilet not useable	37.9	19.4	10.5	15.9
	Toilet useable	61.2	79.2	89.5	84.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	7.3	6.5	3.4	3.1
	Separate provision but locked	16.9	5.8	2.4	1.9
	Separate provision, unlocked but not useable	26.5	16.2	10.3	15.4
	Separate provision, unlocked and useable	49.4	71.6	83.9	79.6
	Total	100	100	100	100
Library	No library	4.1	11.3	11.9	3.2
	Library but no books being used by children on day of visit	30.0	49.0	43.3	56.2
	Library books being used by children on day of visit	66.0	39.7	44.9	40.6
	Total	100	100	100	100
Electricity	Electricity connection			99.6	100.0
	Of schools with electricity connection, % schools with electricity available on day of visit			93.6	96.2
Computer	No computer available for children to use	89.3	91.3	78.5	14.5
	Computer available but not being used by children on day of visit	5.5	6.5	17.7	63.4
	Computer being used by children on day of visit	5.2	2.2	3.8	22.2
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			69.5
Physical education teacher	Separate teacher	5.6	4.7
	Any other teacher	61.0	58.4
	No teacher	33.4	36.8
	Total	100	100
Playground in the school		72.0	75.9
Sports equipment available		58.4	92.0

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	93.0	95.2

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	65.5	98.1	64.5	51.7

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	95.8	4.2	0.0	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	96.4	3.1	0.5	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	95.9	97.5
	Half financial year: April 2022-date of survey	86.7	79.2

*All schools include primary schools and upper primary schools.

Rajasthan RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 33 OUT OF 33 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	68.5	29.4	0.2	2.0	100
Age 7-16: All	68.7	28.2	0.2	2.9	100
Age 7-10: All	68.3	30.1	0.3	1.4	100
Age 7-10: Boys	64.5	34.3	0.2	1.0	100
Age 7-10: Girls	72.6	25.3	0.3	1.8	100
Age 11-14: All	69.1	28.5	0.2	2.3	100
Age 11-14: Boys	64.6	33.6	0.1	1.7	100
Age 11-14: Girls	74.2	22.8	0.2	2.9	100
Age 15-16: All	68.7	22.5	0.1	8.8	100
Age 15-16: Boys	64.1	27.6	0.1	8.2	100
Age 15-16: Girls	73.6	17.0	0.0	9.4	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

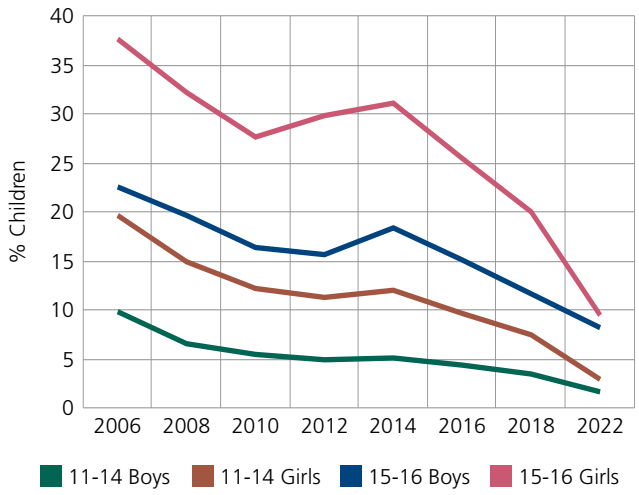
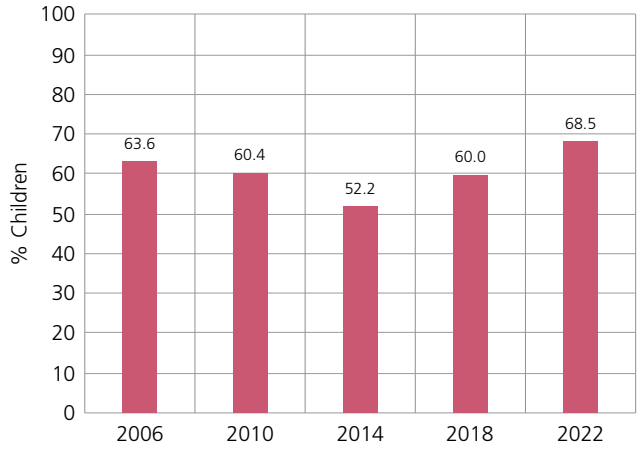


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	34.5	0.4	10.3	2.3	2.8	0.2	49.5	100
Age 4	29.4	1.1	21.0	12.1	10.5	0.2	25.7	100
Age 5	11.6	1.0	16.7	39.9	21.6	0.4	8.9	100
Age 6	2.8	0.5	8.2	52.7	31.2	0.5	4.1	100
Age 7	1.0	0.3	3.1	57.4	35.7	0.4	2.1	100
Age 8	0.3	0.0	1.0	57.9	38.0	0.7	2.2	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	56.3	0.5	8.0	3.2	1.6	0.0	30.4	100
Age 4	50.1	1.2	15.4	8.0	6.2	0.0	19.1	100
Age 5	16.9	0.8	12.5	44.8	18.1	0.1	6.8	100
Age 6	2.4	0.3	5.4	61.0	27.6	0.2	3.3	100
Age 7	0.8	0.0	1.7	66.8	28.7	0.3	1.7	100
Age 8	0.3	0.0	0.3	68.2	29.5	0.2	1.5	100

Rajasthan RURAL

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	62.7	28.9	4.8	1.7	1.9	100
II	35.0	41.7	11.8	5.7	5.7	100
III	22.0	36.8	15.9	11.1	14.2	100
IV	12.9	29.7	15.1	16.2	26.1	100
V	10.1	20.5	15.3	16.0	38.2	100
VI	5.9	14.4	12.2	15.9	51.6	100
VII	4.0	10.1	8.6	14.1	63.2	100
VIII	2.7	6.1	6.5	13.2	71.6	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 22% cannot even read letters, 36.8% can read letters but not words or higher, 15.9% can read words but not Std I level text or higher, 11.1% can read Std I level text but not Std II level text, and 14.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

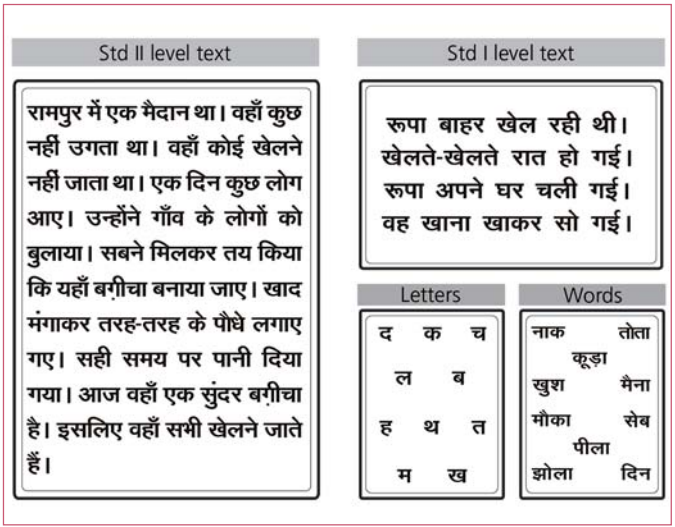


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	7.1	32.4	17.6
2014	10.7	33.3	21.1
2016	15.1	35.0	23.7
2018	10.3	37.0	20.6
2022	7.7	27.6	14.2

*This is the weighted average for children in government and private schools only.

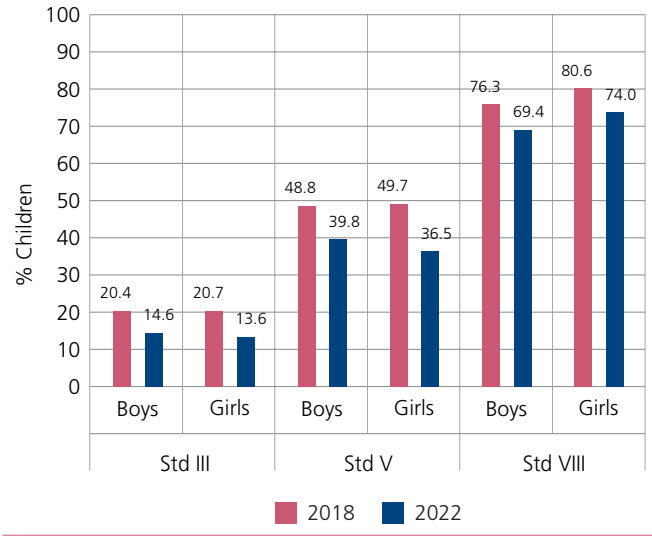
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	33.3	65.0	46.8	71.2	88.6	77.5
2014	34.4	65.4	46.6	74.9	89.4	80.6
2016	42.5	69.8	54.1	77.7	87.1	80.9
2018	39.1	65.8	49.3	74.6	87.0	78.5
2022	31.5	57.0	38.2	67.1	83.9	71.5

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Rajasthan RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	57.3	30.5	10.7	1.1	0.4	100
II	27.3	46.2	22.0	3.6	0.9	100
III	15.2	40.0	33.0	8.8	3.0	100
IV	7.9	34.7	35.3	14.7	7.5	100
V	6.5	24.6	38.4	17.3	13.3	100
VI	4.3	18.0	36.0	20.8	21.0	100
VII	2.8	12.4	32.4	22.0	30.4	100
VIII	1.5	7.7	33.1	22.1	35.6	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 15.2% cannot even recognise 1-9, 40% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 33% can recognise numbers up to 99 but cannot do subtraction, 8.8% can do subtraction but cannot do division, and 3% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

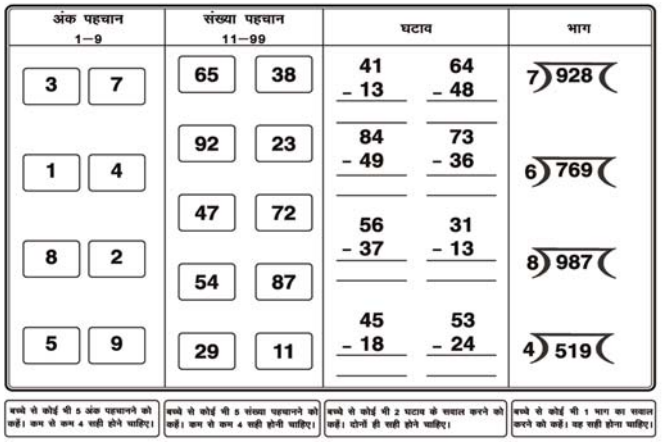


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	6.2	36.6	18.8
2014	8.7	36.6	21.5
2016	11.0	35.4	21.5
2018	8.1	32.2	17.4
2022	4.9	26.3	11.8

*This is the weighted average for children in government and private schools only.

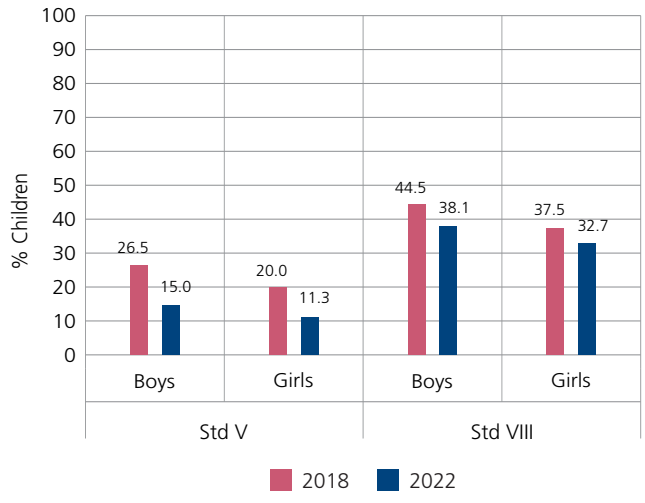
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	9.9	36.4	21.2	35.0	63.1	45.1
2014	12.0	41.3	23.6	38.3	63.7	48.3
2016	15.6	45.5	28.2	39.3	61.2	46.8
2018	14.1	38.1	23.3	34.3	57.8	41.6
2022	6.3	32.8	13.3	29.1	54.0	35.7

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



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Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	68.4	15.9	12.7	2.3	0.8	100
II	44.1	22.0	26.2	5.7	2.0	100
III	28.9	22.6	35.0	9.0	4.5	100
IV	20.3	20.7	39.3	12.5	7.3	100
V	14.8	16.9	40.7	17.7	10.0	100
VI	10.2	14.2	37.0	21.5	17.2	100
VII	7.2	9.8	32.3	24.0	26.6	100
VIII	4.6	7.9	27.0	25.4	35.2	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 28.9% cannot even read capital letters, 22.6% can read capital letters but not small letters or more, 35% can read small letters but not words or more, 9% can read words but not sentences, and 4.5% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I		
II	37.8	
III	43.2	36.0
IV	47.2	39.8
V	40.2	50.1
VI	45.3	50.9
VII	46.2	52.9
VIII	47.1	53.9

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	5.1	27.8	14.8	27.3	62.1	39.8
2014	5.4	30.4	15.3	31.8	59.4	42.6
2016	9.4	35.0	20.2	35.2	59.2	43.4
2022	3.8	27.1	10.0	26.9	58.5	35.2

*This is the weighted average for children in government and private schools only.

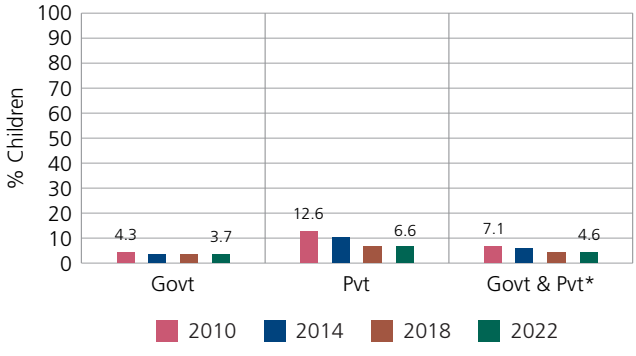
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	2.8	4.6	3.4
II	3.6	8.1	5.0
III	4.4	7.7	5.5
IV	4.1	7.2	5.0
V	4.1	7.2	5.0
VI	3.7	6.6	4.6
VII	3.5	5.0	3.9
VIII	3.4	6.4	4.2
All	3.7	6.6	4.6

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Rajasthan RURAL

Annual Status of Education Report
असर ASER 2022 RURAL
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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	290	146	172	189
Upper primary schools*	606	757	665	560
Total schools visited	896	903	837	749

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	71.2	68.0	74.1	74.9
% Teachers present (Average)	90.1	90.3	83.7	85.9
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	73.6	68.6	75.4	73.1
% Teachers present (Average)	88.0	87.0	86.5	84.0

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	65.6	89.0	86.8	87.2
% Schools where Std IV children were observed sitting with any other Std	53.6	79.3	83.4	81.7
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	66.0	76.3	68.9	70.9
% Schools where Std IV children were observed sitting with any other Std	52.3	63.4	54.0	64.1

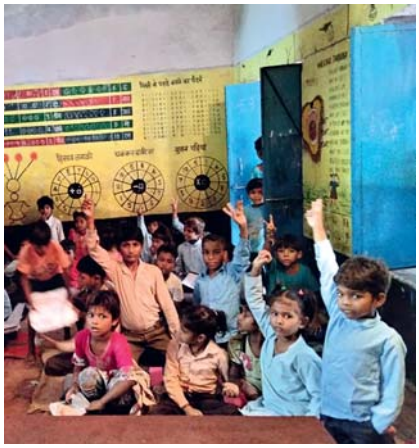
Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	35.9	63.0	61.4	65.1
Upper primary schools	2.0	9.2	6.3	7.7

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	94.8	82.7	95.1	95.4
	Kitchen/shed for cooking mid-day meal	83.8	89.8	92.8	90.5
Drinking water	No facility for drinking water	20.9	15.0	17.5	16.9
	Facility but no drinking water available	11.1	11.6	9.7	8.4
	Drinking water available	68.0	73.4	72.8	74.7
	Total	100	100	100	100
Toilet	No toilet facility	3.5	2.0	1.3	0.9
	Facility but toilet not useable	31.1	16.5	13.8	12.3
	Toilet useable	65.4	81.5	84.9	86.8
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	19.6	8.9	4.0	2.8
	Separate provision but locked	13.3	5.5	3.6	1.9
	Separate provision, unlocked but not useable	16.8	12.0	11.5	11.0
	Separate provision, unlocked and useable	50.3	73.7	80.9	84.4
	Total	100	100	100	100
Library	No library	36.3	12.2	18.2	15.2
	Library but no books being used by children on day of visit	40.4	48.9	47.7	48.5
	Library books being used by children on day of visit	23.3	38.8	34.1	36.4
	Total	100	100	100	100
Electricity	Electricity connection			81.6	97.0
	Of schools with electricity connection, % schools with electricity available on day of visit			87.3	91.3
Computer	No computer available for children to use	84.3	66.2	61.4	66.2
	Computer available but not being used by children on day of visit	10.4	25.6	27.0	22.7
	Computer being used by children on day of visit	5.3	8.2	11.6	11.1
	Total	100	100	100	100



*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Rajasthan RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			61.7		85.4
Physical education teacher	Separate teacher	8.8	8.5	62.0	54.4
	Any other teacher	47.2	59.3	20.8	32.1
	No teacher	44.0	32.2	17.2	13.4
	Total	100	100	100	100
Playground in the school		62.4	73.1	72.3	79.4
Sports equipment available		39.8	80.9	72.1	90.6

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	88.4	89.4
Upper primary schools	86.2	86.6

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	35.5	10.1	2.7	1.1
Upper primary schools	38.9	11.0	2.4	4.2

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	98.4	1.1	0.5	100
Upper primary schools	98.8	1.1	0.2	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	3.8	43.8	52.4	100	2.2
Upper primary schools	4.7	47.9	47.4	100	0.8

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools**	Full financial year: April 2021-March 2022	81.5	96.6
	Half financial year: April 2022-date of survey	12.0	72.7

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Sikkim RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	75.2	24.3	0.1	0.5	100
Age 7-16: All	78.5	20.4	0.1	1.1	100
Age 7-10: All	65.7	33.9	0.2	0.2	100
Age 7-10: Boys	66.1	33.4	0.1	0.4	100
Age 7-10: Girls	65.3	34.5	0.2	0.0	100
Age 11-14: All	85.8	13.4	0.0	0.8	100
Age 11-14: Boys	83.3	15.5	0.0	1.2	100
Age 11-14: Girls	88.1	11.5	0.0	0.4	100
Age 15-16: All	89.5	6.8	0.0	3.6	100
Age 15-16: Boys	91.1	4.8	0.0	4.2	100
Age 15-16: Girls	88.1	8.8	0.0	3.1	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time % Children not enrolled in school. By age group and sex. 2006-2022

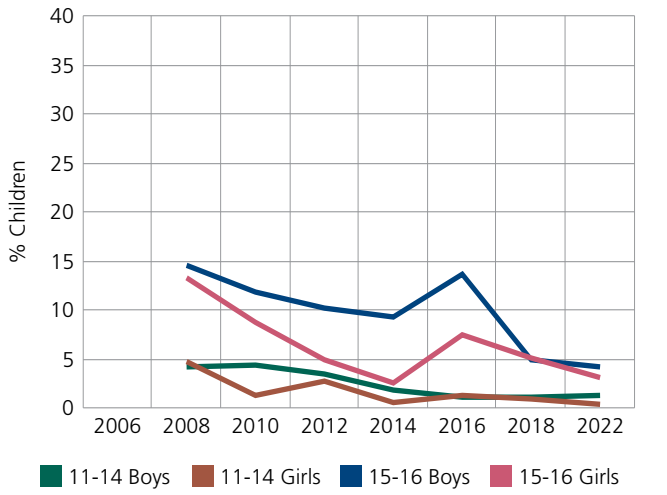
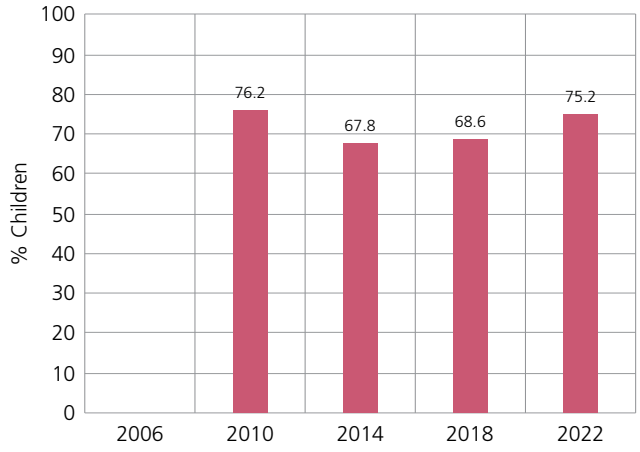


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	59.6	11.3	24.6	3.6	0.2	0.0	0.7	100
Age 4	14.5	21.1	55.8	5.9	2.4	0.0	0.3	100
Age 5	1.5	20.3	54.1	11.3	12.0	0.0	0.8	100
Age 6	0.8	13.2	27.9	31.7	26.4	0.0	0.0	100
Age 7	0.0	3.4	6.6	40.2	49.4	0.0	0.4	100
Age 8	0.7	0.7	0.9	51.5	46.3	0.0	0.0	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	55.6	17.1	23.6	0.2	0.3	0.0	3.2	100
Age 4	10.8	43.9	36.3	7.1	2.0	0.0	0.0	100
Age 5	4.0	34.9	42.2	14.2	4.7	0.0	0.0	100
Age 6	2.8	16.1	19.4	40.5	21.2	0.0	0.0	100
Age 7	0.0	2.3	3.1	53.0	41.6	0.0	0.0	100
Age 8	0.7	0.8	0.0	62.3	36.0	0.2	0.0	100

Sikkim RURAL

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	30.6	22.4	36.3	8.5	2.1	100
II	13.8	25.5	40.1	16.0	4.6	100
III	9.7	14.6	37.4	21.6	16.7	100
IV	6.6	10.1	30.8	31.3	21.2	100
V	4.9	5.9	25.6	32.1	31.5	100
VI	2.5	5.0	17.8	29.7	45.0	100
VII	4.1	3.9	10.5	34.9	46.7	100
VIII	2.8	0.4	11.7	18.4	66.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 9.7% cannot even read letters, 14.6% can read letters but not words or higher, 37.4% can read words but not Std I level text or higher, 21.6% can read Std I level text but not Std II level text, and 16.7% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

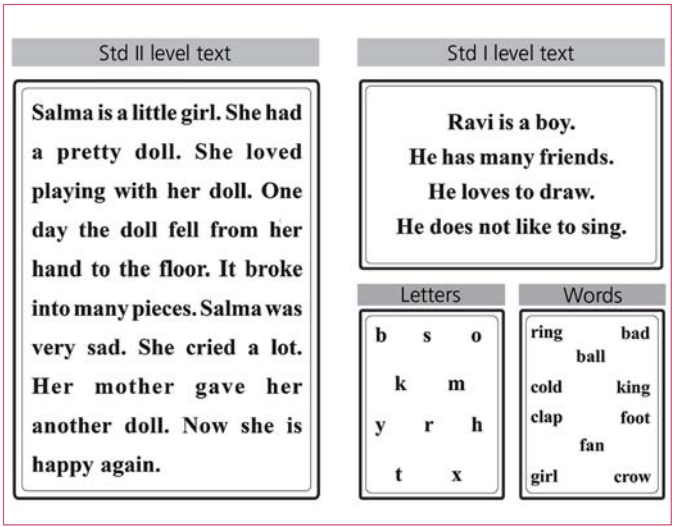

Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	17.8	Data insufficient	26.9
2014	5.8		14.3
2016			28.2
2018			29.7
2022	14.7		16.7

*This is the weighted average for children in government and private schools only.

The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	56.9	Data insufficient	61.6	93.1	Data insufficient	93.4
2014	36.7		43.4	90.7		91.3
2016	38.0		42.5	83.6		85.7
2018	34.9		41.7	76.3		78.9
2022	26.0		31.5	65.9		66.8

*This is the weighted average for children in government and private schools only.

Sikkim RURAL

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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	18.7	20.0	50.9	10.4	0.0	100
II	4.5	14.6	56.3	22.0	2.5	100
III	2.5	8.4	45.9	35.4	7.9	100
IV	3.3	4.1	34.1	45.4	13.2	100
V	3.0	2.6	28.5	46.7	19.3	100
VI	1.5	0.8	32.5	45.4	19.8	100
VII	2.0	0.0	25.3	43.8	28.9	100
VIII	0.0	0.6	13.5	40.9	45.0	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 2.5% cannot even recognise 1-9, 8.4% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 45.9% can recognise numbers up to 99 but cannot do subtraction, 35.4% can do subtraction but cannot do division, and 7.9% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

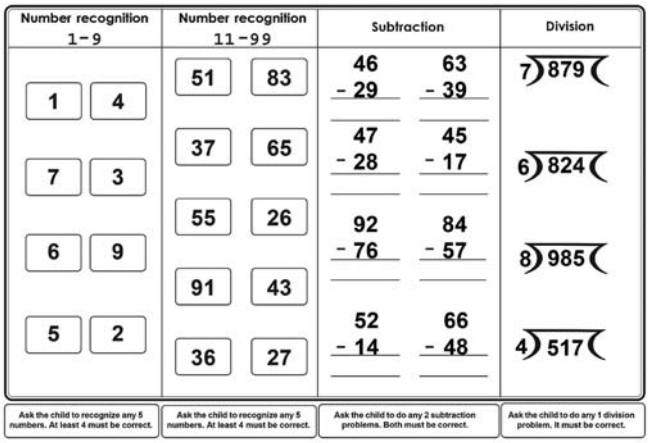

Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	49.6	Data insufficient	55.0
2014	32.9		42.6
2016			52.5
2018			40.5
2022	36.1		43.3

*This is the weighted average for children in government and private schools only.

In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	43.5	Data insufficient	43.8	77.2	Data insufficient	77.4
2014	24.4		33.3	59.5		63.1
2016	19.9		22.2	44.9		49.3
2018	10.9		12.5	38.6		44.7
2022	12.7		19.2	43.2		45.1

*This is the weighted average for children in government and private schools only.

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Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	19.4	11.1	18.7	38.1	12.7	100
II	7.7	15.7	11.0	42.3	23.4	100
III	3.3	9.2	11.0	39.5	37.0	100
IV	3.8	3.6	4.6	34.1	54.0	100
V	2.0	2.1	4.2	28.3	63.5	100
VI	0.6	1.1	2.2	27.4	68.8	100
VII	1.2	2.0	0.5	19.3	77.0	100
VIII	0.0	1.0	2.3	11.9	84.8	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 3.3% cannot even read capital letters, 9.2% can read capital letters but not small letters or more, 11% can read small letters but not words or more, 39.5% can read words but not sentences, and 37% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

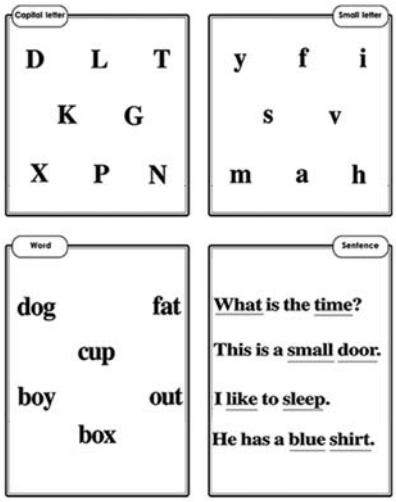


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	Data insufficient	
II		
III		
IV		89.6
V		87.1
VI		86.3
VII		80.3
VIII		90.4

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	82.5	Data insufficient	83.5	96.6	Data insufficient	97.1
2014	60.0		64.4	92.6		93.5
2016	57.1		58.8	90.0		90.3
2022	56.9		63.4	84.1		84.8

*This is the weighted average for children in government and private schools only.

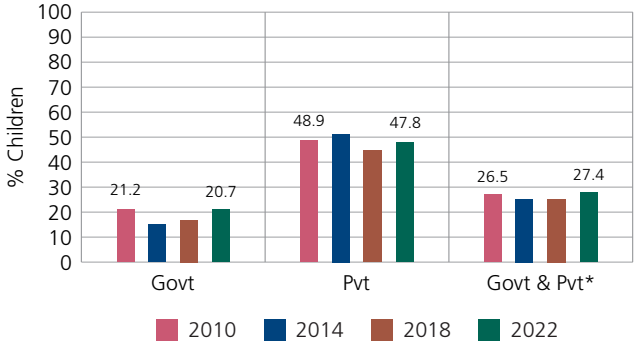
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I		Data insufficient	32.3
II	21.4		31.4
III	20.8		33.1
IV	23.1		28.9
V	25.5		30.5
VI	21.4		24.2
VII	19.2		23.0
VIII	16.4		19.0
All	20.7		27.4

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

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Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	28	25	37	35
Upper primary schools*	41	52	71	59
Total schools visited	69	77	108	94

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	83.7	83.6	84.5	82.5
% Teachers present (Average)	80.4	87.5	81.1	81.2

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	9.0	17.6	23.6	21.8
% Schools where Std IV children were observed sitting with any other Std	9.2	18.3	20.2	17.8

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	23.2	26.7	53.3	70.2

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	98.6	85.1	78.5	98.9
	Kitchen/shed for cooking mid-day meal	95.7	97.3	95.3	96.8
Drinking water	No facility for drinking water	11.6	15.6	15.1	18.3
	Facility but no drinking water available	11.6	10.4	10.4	7.5
	Drinking water available	76.8	74.0	74.5	74.2
	Total	100	100	100	100
Toilet	No toilet facility	1.5	2.7	0.0	0.0
	Facility but toilet not useable	39.1	24.3	17.6	18.1
	Toilet useable	59.4	73.0	82.4	81.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	17.2	10.6	3.7	4.3
	Separate provision but locked	26.6	15.2	7.5	1.1
	Separate provision, unlocked but not useable	18.8	9.1	13.1	17.0
	Separate provision, unlocked and useable	37.5	65.2	75.7	77.7
	Total	100	100	100	100
Library	No library	55.9	44.7	47.7	31.9
	Library but no books being used by children on day of visit	17.7	14.5	20.6	23.4
	Library books being used by children on day of visit	26.5	40.8	31.8	44.7
	Total	100	100	100	100
Electricity	Electricity connection			87.9	93.6
	Of schools with electricity connection, % schools with electricity available on day of visit			84.0	92.1
Computer	No computer available for children to use	60.9	57.1	66.4	36.6
	Computer available but not being used by children on day of visit	14.5	18.2	24.3	29.0
	Computer being used by children on day of visit	24.6	24.7	9.4	34.4
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			72.3
Physical education teacher	Separate teacher	26.2	37.2
	Any other teacher	45.8	33.0
	No teacher	28.0	29.8
	Total	100	100
Playground in the school		88.0	87.2
Sports equipment available		79.4	91.5

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	59.6	77.7

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	26.7	80.7	16.9	66.7

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	92.6	4.3	3.2	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	89.4	5.3	5.3	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	67.7	85.7
	Half financial year: April 2022-date of survey	24.7	

*All schools include primary schools and upper primary schools.

Tamil Nadu, Telangana

Tripura, Uttar Pradesh, Uttarakhand

West Bengal

Tamil Nadu RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 31 OUT OF 31 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	75.7	24.0	0.1	0.2	100
Age 7-16: All	76.4	23.1	0.1	0.4	100
Age 7-10: All	74.4	25.4	0.1	0.0	100
Age 7-10: Boys	72.2	27.6	0.1	0.1	100
Age 7-10: Girls	76.7	23.2	0.1	0.0	100
Age 11-14: All	78.0	21.5	0.2	0.3	100
Age 11-14: Boys	75.7	23.9	0.1	0.3	100
Age 11-14: Girls	80.4	19.1	0.2	0.3	100
Age 15-16: All	77.3	20.6	0.2	1.9	100
Age 15-16: Boys	74.8	22.1	0.2	3.0	100
Age 15-16: Girls	79.4	19.4	0.2	1.0	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time % Children not enrolled in school. By age group and sex. 2006-2022

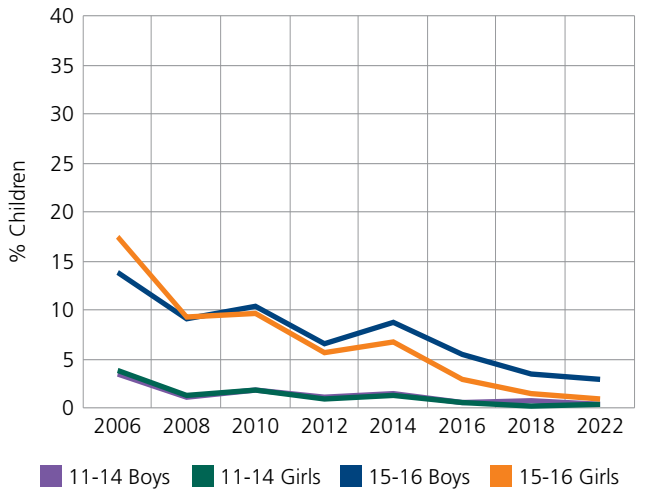
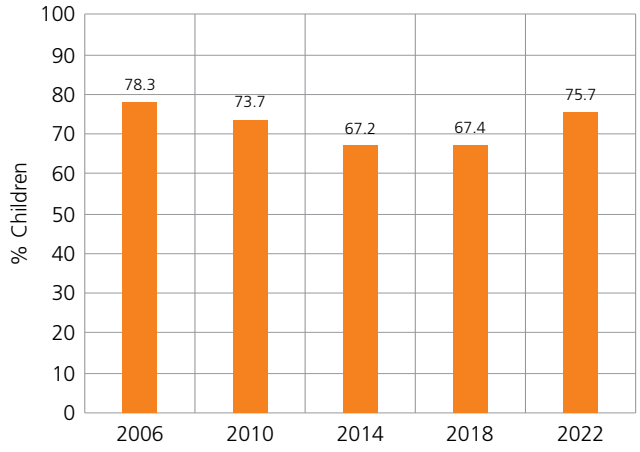


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	61.1	1.2	24.4	2.1	0.6	0.0	10.6	100
Age 4	42.6	1.9	47.2	1.9	2.5	0.0	3.8	100
Age 5	15.3	1.8	34.5	27.0	20.2	0.0	1.3	100
Age 6	1.4	0.1	4.1	51.3	42.9	0.1	0.2	100
Age 7	0.1	0.1	0.6	61.0	38.2	0.1	0.1	100
Age 8	0.2	0.0	0.3	61.6	37.8	0.1	0.0	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	78.3	0.9	16.5	1.7	0.2	0.0	2.5	100
Age 4	58.8	1.9	36.1	1.3	1.0	0.1	0.8	100
Age 5	18.7	1.8	29.0	34.0	16.1	0.1	0.4	100
Age 6	1.6	0.2	3.2	65.8	29.1	0.1	0.1	100
Age 7	0.3	0.0	0.2	72.2	27.1	0.1	0.0	100
Age 8	0.1	0.0	0.0	73.6	26.2	0.1	0.0	100

Tamil Nadu RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	59.1	31.1	8.2	0.9	0.7	100
II	24.4	34.3	32.0	6.8	2.5	100
III	14.2	22.7	41.7	16.8	4.8	100
IV	7.9	14.4	36.7	26.1	15.0	100
V	4.2	8.0	27.5	35.2	25.2	100
VI	2.4	5.3	20.7	32.6	39.0	100
VII	1.8	3.1	15.2	28.5	51.3	100
VIII	1.2	2.7	9.6	23.5	63.0	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 14.2% cannot even read letters, 22.7% can read letters but not words or higher, 41.7% can read words but not Std I level text or higher, 16.8% can read Std I level text but not Std II level text, and 4.8% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

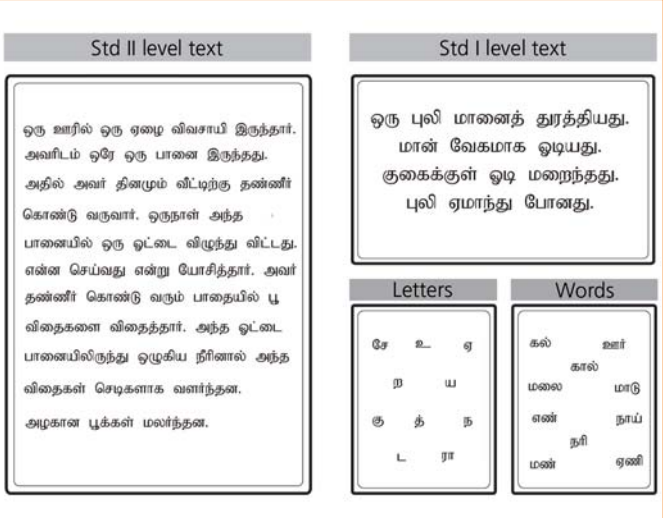


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	8.5	8.4	8.4
2014	16.8	14.4	15.9
2016	20.2	13.5	17.7
2018	11.6	7.6	10.2
2022	4.7	5.0	4.8

*This is the weighted average for children in government and private schools only.

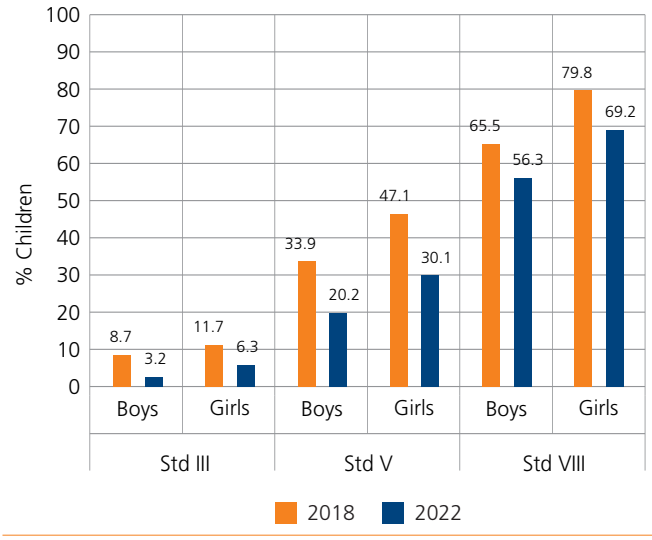
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	30.2	30.6	30.3	65.3	67.6	65.8
2014	49.9	40.2	46.9	68.3	72.9	69.3
2016	49.4	37.0	45.3	71.2	70.1	70.9
2018	46.3	28.8	40.8	75.0	67.4	73.1
2022	26.0	22.4	25.2	62.8	63.5	62.9

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	42.0	39.5	17.5	0.7	0.3	100
II	16.6	32.3	47.2	3.5	0.5	100
III	8.7	18.7	61.3	10.4	0.9	100
IV	4.0	9.6	53.8	27.9	4.8	100
V	2.3	5.5	45.8	31.6	14.9	100
VI	1.7	2.9	39.3	34.7	21.4	100
VII	0.9	1.5	32.6	36.3	28.7	100
VIII	0.6	1.0	25.5	28.6	44.4	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 8.7% cannot even recognise 1-9, 18.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 61.3% can recognise numbers up to 99 but cannot do subtraction, 10.4% can do subtraction but cannot do division, and 0.9% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

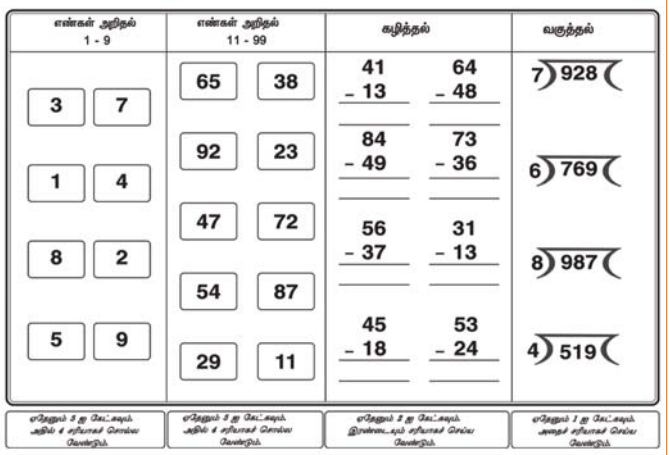


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	14.4	23.6	17.6
2014	20.4	31.2	24.3
2016	24.2	25.7	24.8
2018	23.6	30.0	25.9
2022	9.3	16.9	11.2

*This is the weighted average for children in government and private schools only.

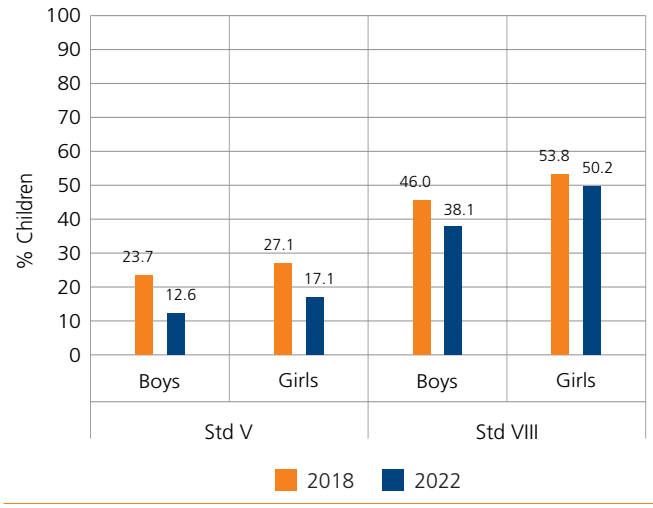
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	9.6	22.4	13.1	35.7	43.2	37.2
2014	25.6	26.1	25.8	39.6	50.3	42.0
2016	21.4	21.1	21.3	42.6	51.0	44.8
2018	27.1	22.2	25.6	49.6	51.3	50.0
2022	14.7	15.5	14.9	43.5	47.4	44.3

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



Tamil Nadu RURAL

Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	53.1	20.5	22.3	3.6	0.5	100
II	23.1	23.2	40.4	10.5	2.8	100
III	12.5	17.6	43.1	21.1	5.7	100
IV	7.8	11.7	39.2	27.0	14.4	100
V	4.7	8.7	29.9	32.3	24.4	100
VI	3.2	5.2	22.2	32.1	37.3	100
VII	2.4	4.3	16.6	31.9	44.9	100
VIII	1.3	3.2	10.3	27.5	57.8	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 12.5% cannot even read capital letters, 17.6% can read capital letters but not small letters or more, 43.1% can read small letters but not words or more, 21.1% can read words but not sentences, and 5.7% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

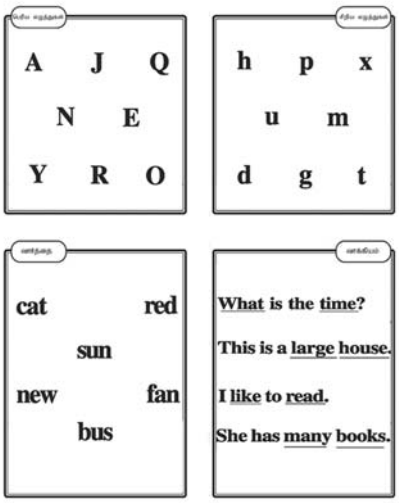


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I		
II	58.7	
III	57.0	70.9
IV	54.6	71.8
V	56.9	71.7
VI	55.2	75.0
VII	56.9	75.3
VIII	63.3	77.5

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	17.7	43.8	24.8	42.5	64.8	47.0
2014	24.2	52.4	33.0	47.2	74.6	53.3
2016	26.5	58.3	37.2	52.4	77.1	58.8
2022	20.7	37.7	24.5	54.2	71.8	57.8

*This is the weighted average for children in government and private schools only.

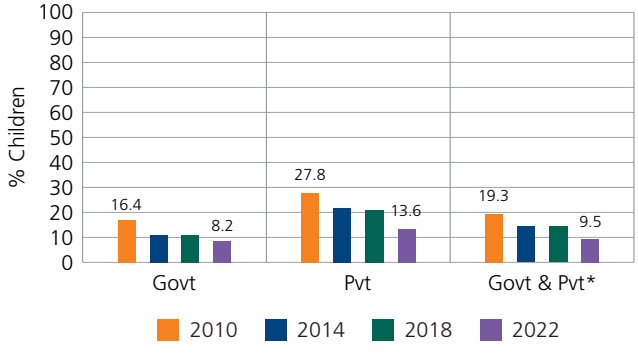
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	6.0	8.7	6.9
II	5.6	9.6	6.8
III	8.6	15.3	10.3
IV	9.4	16.4	11.1
V	8.6	15.9	10.2
VI	9.0	16.0	10.6
VII	8.3	14.7	9.6
VIII	9.1	13.4	10.0
All	8.2	13.6	9.5

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Tamil Nadu RURAL

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	395	450	522	506
Upper primary schools*	267	198	228	185
Total schools visited	662	648	750	691

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	89.9	89.5	91.1	88.8
% Teachers present (Average)	86.5	91.7	93.9	94.4
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Enrolled children present (Average)	90.7	87.7	91.0	88.1
% Teachers present (Average)	79.9	87.8	91.4	90.8

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	81.8	71.3	62.8	70.5
% Schools where Std IV children were observed sitting with any other Std	78.3	65.8	61.5	64.6
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Schools where Std II children were observed sitting with any other Std	76.2	64.6	66.7	64.0
% Schools where Std IV children were observed sitting with any other Std	69.5	62.5	58.5	56.8

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	38.4	46.4	49.8	50.5
Upper primary schools	3.8	10.8	16.3	11.4

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	99.4	99.8	98.7	99.6
	Kitchen/shed for cooking mid-day meal	96.7	97.5	96.2	95.0
Drinking water	No facility for drinking water	12.8	9.9	9.7	9.2
	Facility but no drinking water available	6.7	10.3	10.1	8.8
	Drinking water available	80.5	79.8	80.2	82.0
	Total	100	100	100	100
Toilet	No toilet facility	7.0	2.5	0.8	1.2
	Facility but toilet not useable	48.5	17.7	9.0	16.0
	Toilet useable	44.6	79.8	90.2	82.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	20.8	13.0	3.9	5.9
	Separate provision but locked	23.0	9.1	3.9	6.3
	Separate provision, unlocked but not useable	21.0	9.2	6.0	9.3
	Separate provision, unlocked and useable	35.1	68.7	86.2	78.6
	Total	100	100	100	100
Library	No library	20.9	13.5	16.2	20.0
	Library but no books being used by children on day of visit	21.3	34.2	31.4	25.5
	Library books being used by children on day of visit	57.8	52.3	52.4	54.5
	Total	100	100	100	100
Electricity	Electricity connection			97.9	98.5
	Of schools with electricity connection, % schools with electricity available on day of visit			94.5	96.0
Computer	No computer available for children to use	53.0	37.6	42.1	56.7
	Computer available but not being used by children on day of visit	17.6	35.4	28.6	23.8
	Computer being used by children on day of visit	29.4	27.1	29.3	19.4
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Tamil Nadu RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			77.5		89.5
Physical education teacher	Separate teacher	3.9	2.5	12.0	13.6
	Any other teacher	61.9	47.8	70.4	46.6
	No teacher	34.1	49.8	17.7	39.8
	Total	100	100	100	100
Playground in the school		70.7	68.6	76.9	73.1
Sports equipment available		70.2	74.0	80.9	83.7

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	95.2	87.6
Upper primary schools	95.7	91.8

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	27.7	8.8	2.2	4.7
Upper primary schools	35.8	26.5	5.8	13.6

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	99.0	0.8	0.2	100
Upper primary schools	97.8	1.6	0.5	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	98.6	1.0	0.4	100	
Upper primary schools	98.4	1.1	0.5	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools**	Full financial year: April 2021-March 2022	85.4	97.6
	Half financial year: April 2022-date of survey	28.6	73.8

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Telangana RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 9 OUT OF 9 DISTRICTS
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School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	70.1	29.5	0.2	0.3	100
Age 7-16: All	70.1	29.2	0.2	0.5	100
Age 7-10: All	65.2	34.5	0.1	0.2	100
Age 7-10: Boys	62.2	37.5	0.1	0.2	100
Age 7-10: Girls	68.2	31.5	0.1	0.2	100
Age 11-14: All	74.2	25.1	0.3	0.4	100
Age 11-14: Boys	72.8	26.7	0.2	0.3	100
Age 11-14: Girls	75.8	23.3	0.4	0.5	100
Age 15-16: All	75.0	22.4	0.2	2.5	100
Age 15-16: Boys	74.0	23.6	0.3	2.0	100
Age 15-16: Girls	76.2	20.8	0.0	3.0	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

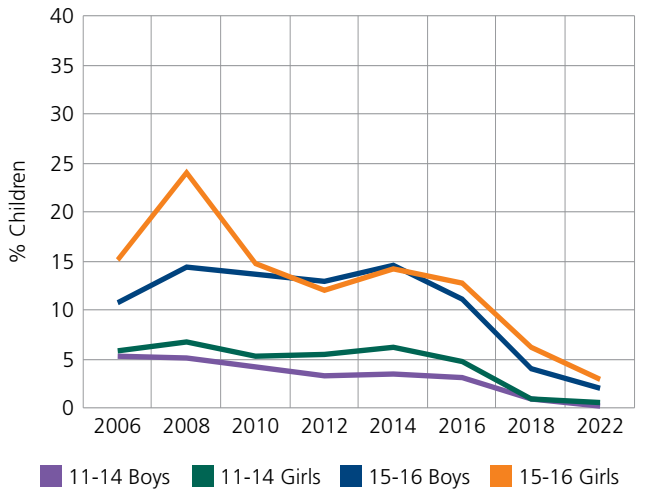
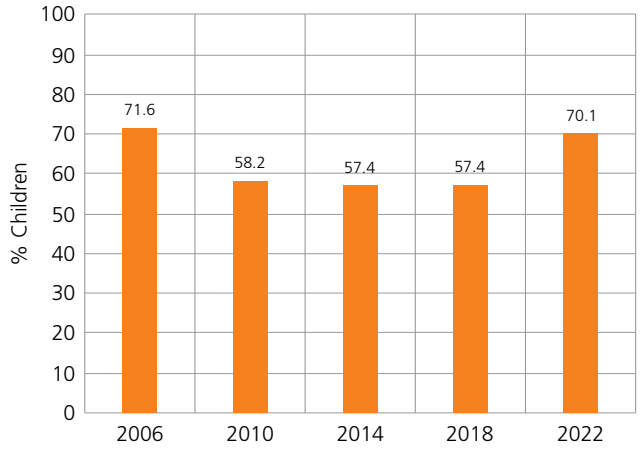


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	69.2	1.7	12.4	0.2	3.1	0.0	13.5	100
Age 4	48.3	3.6	37.9	4.4	3.3	0.0	2.5	100
Age 5	20.2	4.2	51.9	15.7	7.7	0.0	0.4	100
Age 6	2.8	2.8	38.3	32.5	23.3	0.0	0.3	100
Age 7	0.9	0.2	12.2	42.0	44.4	0.0	0.4	100
Age 8	0.4	0.0	1.6	47.3	50.2	0.0	0.4	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	88.6	1.0	4.4	0.8	0.8	0.0	4.4	100
Age 4	62.9	4.0	27.9	2.7	1.3	0.0	1.2	100
Age 5	31.4	4.4	37.0	20.6	5.7	0.0	1.0	100
Age 6	4.1	2.5	27.2	51.8	14.2	0.0	0.2	100
Age 7	0.2	1.1	8.8	57.4	32.3	0.0	0.1	100
Age 8	0.1	0.0	1.1	62.4	36.0	0.0	0.4	100

Telangana RURAL

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	41.7	42.0	13.0	2.2	1.2	100
II	18.7	42.1	32.9	4.8	1.5	100
III	12.4	28.5	38.7	15.3	5.1	100
IV	7.2	21.9	33.6	20.5	16.9	100
V	4.3	11.8	27.8	24.4	31.7	100
VI	3.8	12.3	20.7	25.0	38.1	100
VII	3.3	6.5	14.5	25.0	50.7	100
VIII	2.3	4.6	12.2	19.1	61.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 12.4% cannot even read letters, 28.5% can read letters but not words or higher, 38.7% can read words but not Std I level text or higher, 15.3% can read Std I level text but not Std II level text, and 5.1% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

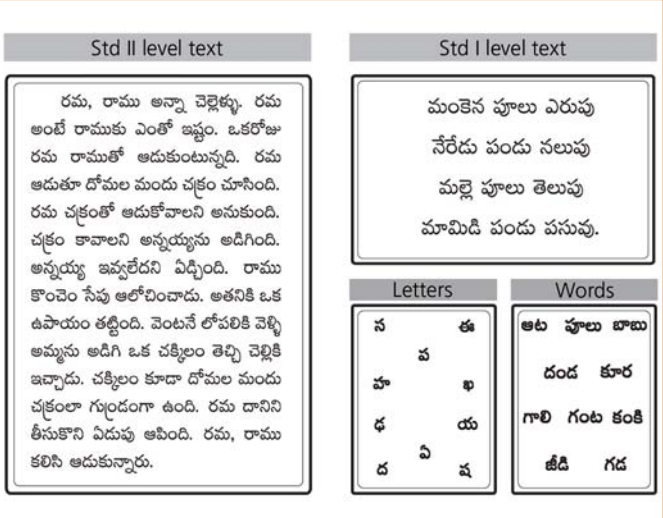


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	18.2	25.9	21.6
2014	12.2	30.6	19.9
2016	14.9	22.5	18.6
2018	12.6	24.4	18.1
2022	6.3	3.0	5.2

*This is the weighted average for children in government and private schools only.

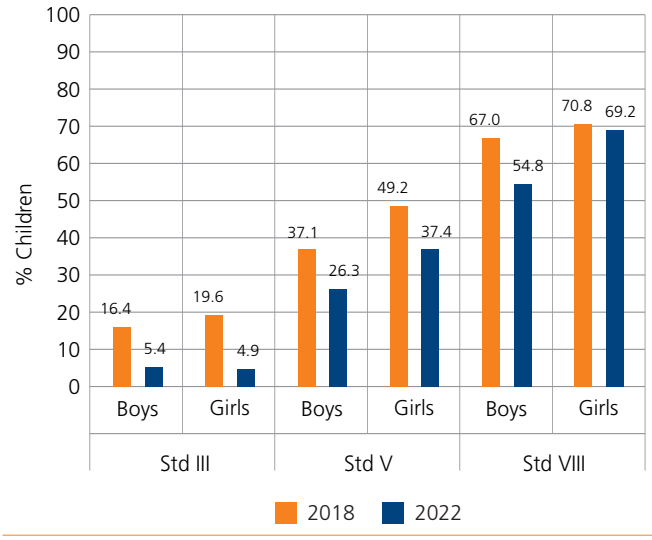
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	53.3	58.3	54.9	83.6	92.2	85.6
2014	53.7	55.7	54.5	73.9		75.9
2016	40.0	59.1	47.1	71.7		76.1
2018	41.3	47.0	43.6	63.1		69.5
2022	31.6	32.2	31.7	58.1	74.2	61.9

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Telangana RURAL

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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	25.7	36.8	35.4	2.0	0.1	100
II	9.6	23.3	55.9	11.0	0.3	100
III	5.3	13.2	53.0	27.1	1.4	100
IV	2.8	5.6	41.1	38.4	12.1	100
V	0.9	2.1	32.4	41.9	22.7	100
VI	1.7	1.1	31.6	42.1	23.5	100
VII	1.3	1.6	25.6	38.4	33.2	100
VIII	1.3	0.8	19.4	34.0	44.6	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 5.3% cannot even recognise 1-9, 13.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 53% can recognise numbers up to 99 but cannot do subtraction, 27.1% can do subtraction but cannot do division, and 1.4% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

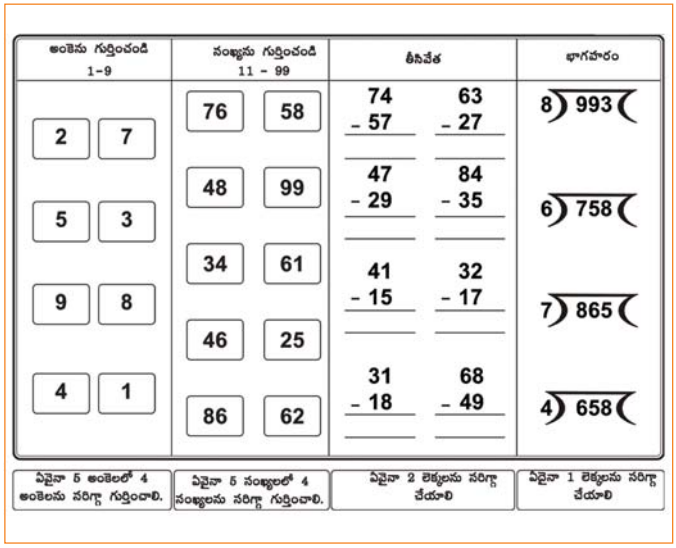


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	35.1	56.7	44.6
2014	25.6	47.2	34.7
2016	30.7	54.6	42.2
2018	30.6	38.9	34.5
2022	27.2	31.7	28.7

*This is the weighted average for children in government and private schools only.

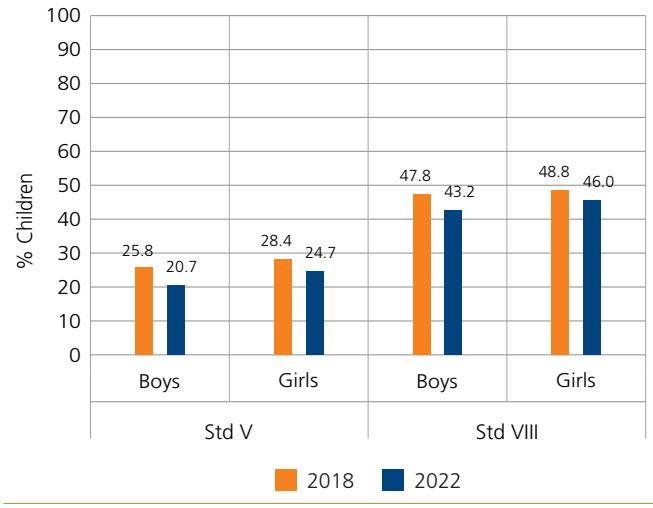
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

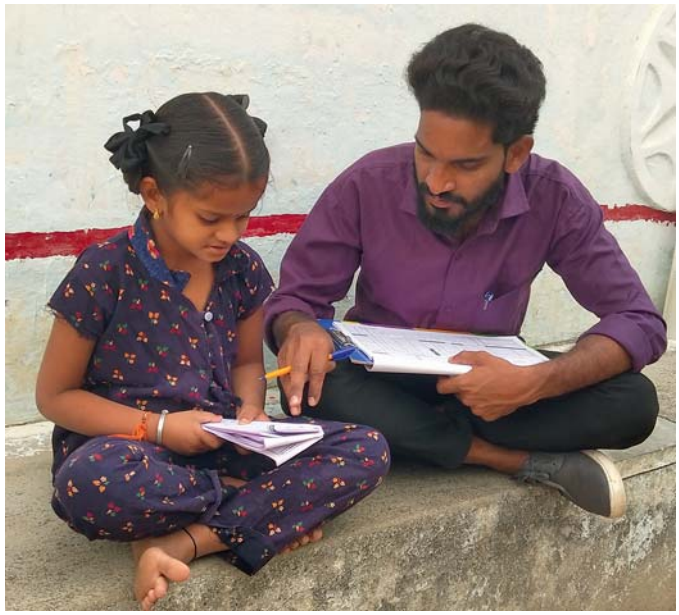
Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	29.2	46.0	34.7	56.1	79.6	61.6
2014	29.5	39.7	33.7	43.7		44.3
2016	26.0	37.6	30.4	51.4		54.9
2018	26.7	28.0	27.3	43.0		48.7
2022	21.5	26.4	22.7	40.2	59.2	44.6

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022





Telangana RURAL

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Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	26.1	24.3	35.2	12.6	1.8	100
II	13.2	16.8	41.6	23.4	5.0	100
III	10.2	8.8	31.6	38.7	10.7	100
IV	5.1	7.1	27.7	37.4	22.8	100
V	3.3	3.6	20.7	37.6	34.9	100
VI	2.0	3.5	17.2	32.1	45.2	100
VII	1.8	2.7	12.1	26.1	57.3	100
VIII	1.8	2.6	8.8	23.6	63.2	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 10.2% cannot even read capital letters, 8.8% can read capital letters but not small letters or more, 31.6% can read small letters but not words or more, 38.7% can read words but not sentences, and 10.7% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I		
II	52.5	
III	57.3	
IV	66.1	66.2
V	66.6	66.2
VI	64.1	74.3
VII	58.4	79.4
VIII	65.2	78.0

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	30.2	67.2	42.3	66.3	92.4	72.4
2014	25.1	71.2	44.0	52.5		62.2
2016	22.9	79.4	44.1	58.2		68.0
2022	28.9	53.8	34.9	56.5	85.5	63.2

*This is the weighted average for children in government and private schools only.

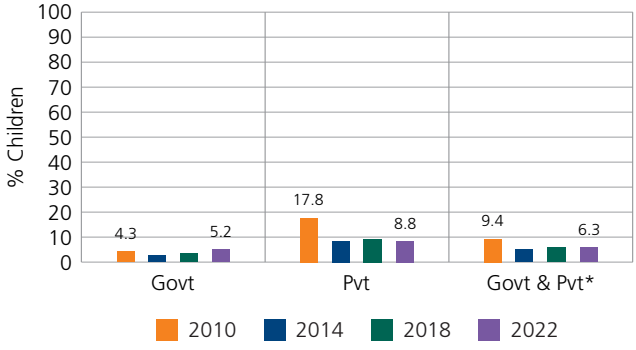
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	4.8	5.3	5.0
II	4.1	10.2	6.3
III	5.8	9.7	7.1
IV	6.0	10.3	7.5
V	7.4	12.4	8.6
VI	5.3	7.4	5.8
VII	4.3	5.2	4.5
VIII	3.1	7.6	4.1
All	5.2	8.8	6.3

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



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Telangana RURAL

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	200	203	196	200
Upper primary schools*	58	61	63	59
Total schools visited	258	264	259	259

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	67.9	70.4	74.9	75.5
% Teachers present (Average)	82.3	77.2	84.7	85.5

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	57.3	57.3	60.5	60.0
% Schools where Std IV children were observed sitting with any other Std	48.5	46.3	49.0	51.1

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	17.2	19.7	34.8	25.9

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	98.4	99.6	95.8	97.3
	Kitchen/shed for cooking mid-day meal	71.0	76.1	86.4	84.5
Drinking water	No facility for drinking water	22.8	16.2	20.4	21.6
	Facility but no drinking water available	12.4	22.6	22.4	21.6
	Drinking water available	64.8	61.2	57.2	56.9
	Total	100	100	100	100
Toilet	No toilet facility	23.4	13.0	3.5	7.0
	Facility but toilet not useable	38.1	22.7	19.5	19.7
	Toilet useable	38.6	64.3	77.0	73.4
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	53.1	28.4	8.7	13.0
	Separate provision but locked	9.2	8.7	8.7	12.2
	Separate provision, unlocked but not useable	12.3	8.7	10.7	11.0
	Separate provision, unlocked and useable	25.4	54.2	71.9	63.8
	Total	100	100	100	100
Library	No library	8.0	2.8	22.4	19.0
	Library but no books being used by children on day of visit	14.4	31.6	22.0	19.0
	Library books being used by children on day of visit	77.6	65.6	55.7	62.0
	Total	100	100	100	100
Electricity	Electricity connection			86.4	95.3
	Of schools with electricity connection, % schools with electricity available on day of visit			86.9	91.4
Computer	No computer available for children to use	90.7	86.5	89.5	85.9
	Computer available but not being used by children on day of visit	3.0	7.9	7.4	11.7
	Computer being used by children on day of visit	6.2	5.6	3.1	2.3
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Telangana RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			45.9
Physical education teacher	Separate teacher	10.9	11.8
	Any other teacher	49.2	52.2
	No teacher	39.9	35.9
	Total	100	100
Playground in the school		77.0	78.1
Sports equipment available		59.1	48.6

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	89.9	88.7

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	55.1	32.2	9.7	19.8

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	95.0	3.9	1.2	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	89.8	7.8	2.3	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	76.2	89.6
	Half financial year: April 2022-date of survey	16.9	

*All schools include primary schools and upper primary schools.

Tripura RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	86.1	12.9	0.8	0.2	100
Age 7-16: All	86.9	11.6	0.7	0.8	100
Age 7-10: All	83.1	15.7	1.2	0.1	100
Age 7-10: Boys	81.5	16.8	1.6	0.1	100
Age 7-10: Girls	84.7	14.5	0.8	0.0	100
Age 11-14: All	90.4	9.0	0.4	0.3	100
Age 11-14: Boys	90.5	9.1	0.2	0.2	100
Age 11-14: Girls	90.2	8.9	0.5	0.4	100
Age 15-16: All	87.7	7.3	0.4	4.7	100
Age 15-16: Boys	82.8	10.9	0.4	5.9	100
Age 15-16: Girls	91.6	4.5	0.3	3.7	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time % Children not enrolled in school. By age group and sex. 2006-2022

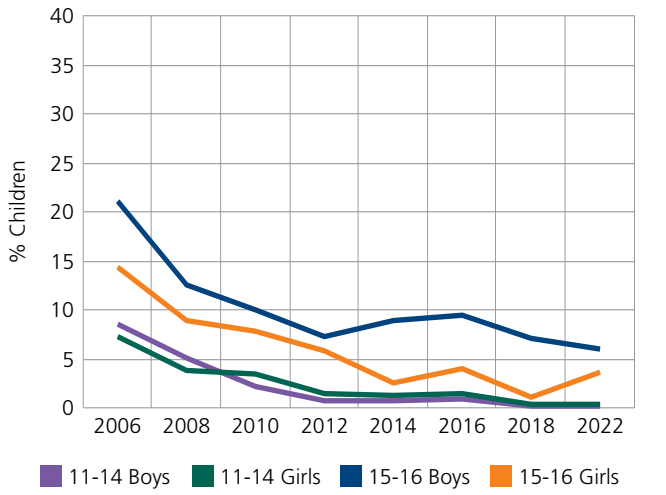
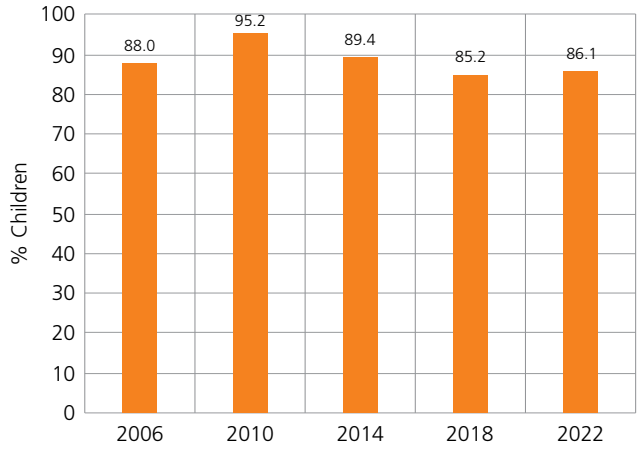


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	73.9	2.4	11.8	0.6	0.6	0.0	10.6	100
Age 4	67.4	0.0	29.1	0.0	0.0	0.0	3.5	100
Age 5	50.9	3.4	41.4	3.0	1.1	0.0	0.3	100
Age 6	24.4	0.5	26.7	41.5	5.8	0.0	1.1	100
Age 7	8.0	1.7	6.4	63.8	18.8	0.0	1.2	100
Age 8	0.9	2.0	0.3	71.3	25.6	0.0	0.0	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	83.5	0.9	12.0	0.3	0.0	0.0	3.3	100
Age 4	64.4	1.3	32.4	0.0	1.2	0.0	0.8	100
Age 5	51.3	1.7	43.2	2.2	1.0	0.0	0.6	100
Age 6	14.1	0.4	7.0	60.9	16.5	0.8	0.4	100
Age 7	0.3	0.4	1.3	77.3	19.2	1.3	0.3	100
Age 8	0.0	0.3	1.0	81.7	15.5	1.5	0.0	100

Tripura RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	12.4	45.6	31.9	6.8	3.3	100
II	5.6	38.7	35.2	11.4	9.1	100
III	3.6	18.0	36.7	21.5	20.3	100
IV	3.5	12.7	29.3	29.1	25.4	100
V	1.9	8.7	17.1	25.7	46.7	100
VI	1.2	7.4	12.6	21.2	57.6	100
VII	1.3	4.7	11.8	23.9	58.3	100
VIII	0.0	2.5	4.7	26.4	66.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 3.6% cannot even read letters, 18% can read letters but not words or higher, 36.7% can read words but not Std I level text or higher, 21.5% can read Std I level text but not Std II level text, and 20.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

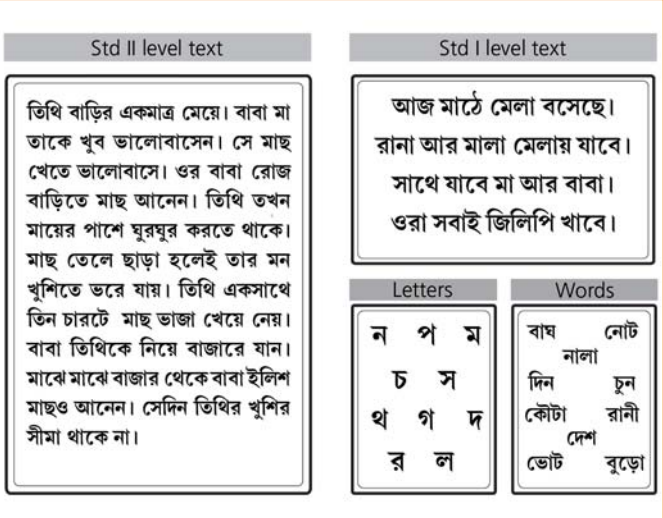


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	15.7	Data insufficient	16.8
2014	25.6		24.4
2016	27.3		28.0
2018	25.3		25.6
2022	15.3		20.0

*This is the weighted average for children in government and private schools only.

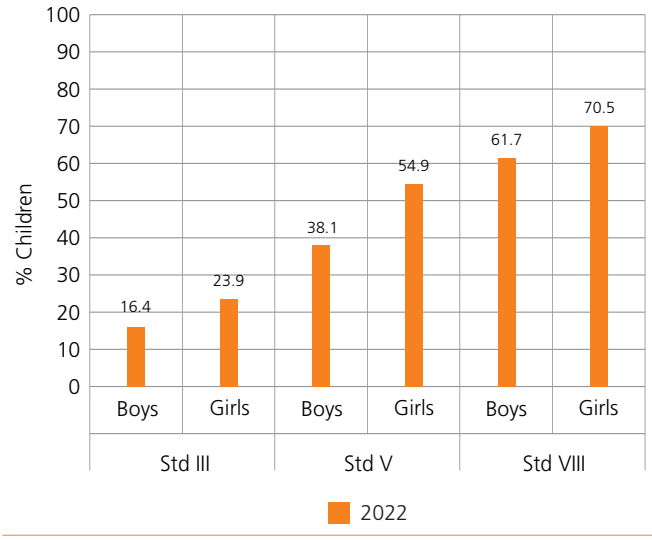
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	36.5	Data insufficient	36.8	65.7	Data insufficient	66.0
2014	45.2		45.7	75.0		74.3
2016	49.0		51.0	75.1		75.3
2018	45.9		45.2	68.3		68.3
2022	42.7		46.4	65.5		66.2

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2022



Tripura RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	9.1	46.3	38.8	5.0	0.7	100
II	4.6	31.2	49.1	13.0	2.2	100
III	2.7	17.7	48.0	24.8	6.8	100
IV	2.2	11.9	48.2	28.4	9.4	100
V	0.6	8.7	43.4	30.2	17.2	100
VI	0.0	8.8	40.4	24.8	26.0	100
VII	0.7	3.1	34.4	31.7	30.0	100
VIII	0.0	2.4	26.7	27.1	43.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 2.7% cannot even recognise 1-9, 17.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 48% can recognise numbers up to 99 but cannot do subtraction, 24.8% can do subtraction but cannot do division, and 6.8% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

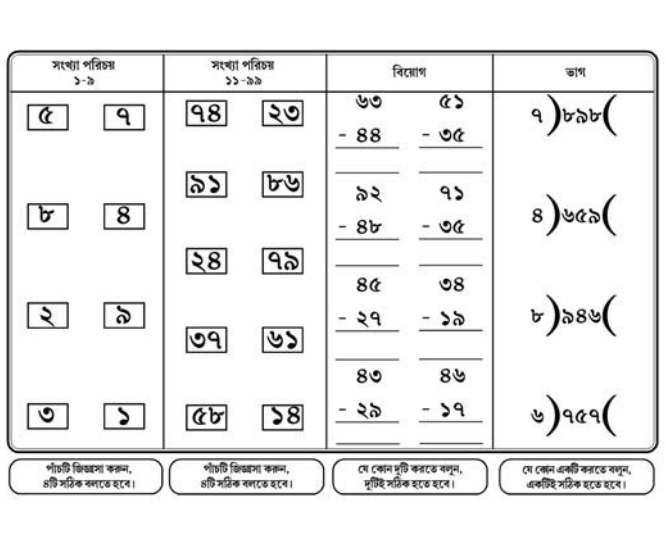


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	28.0	Data insufficient	29.6
2014	35.8		38.4
2016	33.0		36.0
2018	33.1		34.8
2022	29.0		32.4

*This is the weighted average for children in government and private schools only.

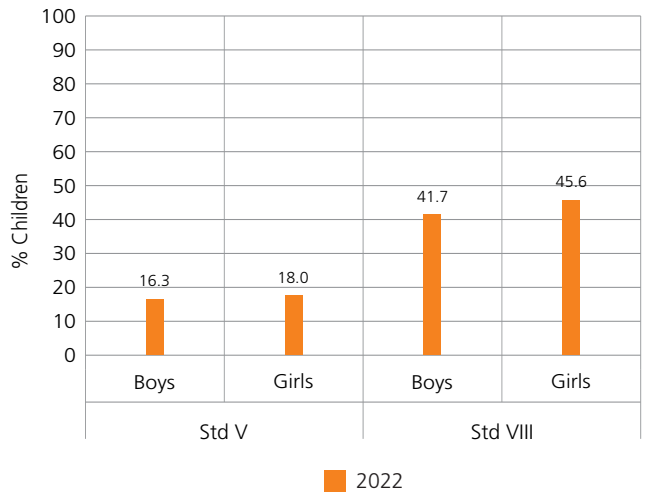
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	20.5	Data insufficient	20.8	42.2	Data insufficient	42.7
2014	20.8		22.6	45.1		46.2
2016	17.3		19.9	33.5		32.9
2018	16.6		19.1	30.6		31.0
2022	13.4		17.4	43.2		44.1

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2022



Tripura RURAL

Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	12.6	22.0	40.2	21.4	3.8	100
II	5.5	22.1	41.6	23.1	7.7	100
III	4.5	15.5	30.9	33.3	15.8	100
IV	4.0	11.6	31.5	30.8	22.2	100
V	1.1	10.2	24.9	34.3	29.5	100
VI	0.6	6.8	26.6	30.8	35.2	100
VII	1.2	4.5	22.5	28.9	42.8	100
VIII	0.2	2.4	18.5	29.4	49.5	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 4.5% cannot even read capital letters, 15.5% can read capital letters but not small letters or more, 30.9% can read small letters but not words or more, 33.3% can read words but not sentences, and 15.8% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

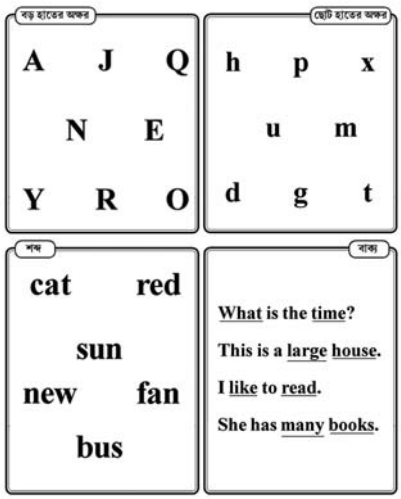


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	Data insufficient	
II		
III		
IV		
V		
VI		
VII		67.3
VIII		78.2

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	17.4	Data insufficient	18.0	47.2	Data insufficient	47.6
2014	24.2		26.6	65.3		66.3
2016	20.1		24.7	49.2		49.6
2022	23.6		29.9	48.3		49.8

*This is the weighted average for children in government and private schools only.

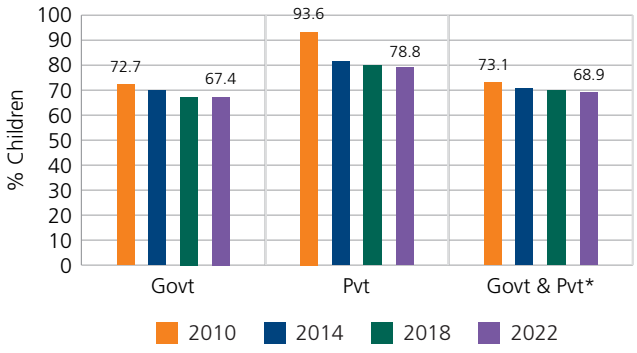
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	54.8	Data insufficient	58.0
II	57.2		61.4
III	66.2		67.8
IV	66.9		69.0
V	66.9		69.3
VI	75.2		75.7
VII	69.4		68.9
VIII	79.4		80.8
All	67.4		68.9

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Tripura RURAL

Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	44	58	45	62
Upper primary schools*	54	47	70	49
Total schools visited	98	105	115	111

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	64.7	70.9	63.1	60.1
% Teachers present (Average)	84.6	87.7	81.8	88.3

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	39.6	43.7	53.5	55.1
% Schools where Std IV children were observed sitting with any other Std	22.2	29.9	27.4	26.4

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	9.4	21.9	28.7	32.4

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	74.7	97.1	96.5	98.2
	Kitchen/shed for cooking mid-day meal	88.2	97.1	98.3	100.0
Drinking water	No facility for drinking water	32.6	33.3	39.5	27.3
	Facility but no drinking water available	27.4	10.5	14.9	7.3
	Drinking water available	40.0	56.2	45.6	65.5
	Total	100	100	100	100
Toilet	No toilet facility	8.6	3.9	6.1	7.3
	Facility but toilet not useable	48.4	37.5	40.9	33.6
	Toilet useable	43.0	58.7	53.0	59.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	48.5	20.0	37.4	31.6
	Separate provision but locked	15.2	17.1	20.6	6.1
	Separate provision, unlocked but not useable	6.1	5.7	9.4	19.4
	Separate provision, unlocked and useable	30.3	57.1	32.7	42.9
	Total	100	100	100	100
Library	No library	64.6	40.0	58.8	19.1
	Library but no books being used by children on day of visit	15.6	16.2	11.4	5.5
	Library books being used by children on day of visit	19.8	43.8	29.8	75.5
	Total	100	100	100	100
Electricity	Electricity connection			51.3	90.1
	Of schools with electricity connection, % schools with electricity available on day of visit			82.1	81.0
Computer	No computer available for children to use	91.5	92.2	95.6	81.1
	Computer available but not being used by children on day of visit	3.2	3.9	3.5	9.9
	Computer being used by children on day of visit	5.3	3.9	0.9	9.0
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Tripura RURAL

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			48.2
Physical education teacher	Separate teacher	9.3	5.8
	Any other teacher	39.8	51.0
	No teacher	50.9	43.3
	Total	100	100
Playground in the school		83.5	91.0
Sports equipment available		54.9	94.6

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	72.7	77.6

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	6.8	7.3	4.6	3.7

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	97.3	2.7	0.0	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	28.6	12.4	59.1	100	65.6

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	90.1	82.8
	Half financial year: April 2022-date of survey	73.9	21.0

*All schools include primary schools and upper primary schools.

Uttar Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 70 OUT OF 71 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	59.6	36.4	1.1	2.9	100
Age 7-16: All	55.4	39.7	1.0	3.9	100
Age 7-10: All	64.0	33.2	1.2	1.7	100
Age 7-10: Boys	60.9	36.3	1.1	1.7	100
Age 7-10: Girls	67.4	29.8	1.3	1.6	100
Age 11-14: All	53.2	42.6	0.8	3.4	100
Age 11-14: Boys	51.2	45.4	0.7	2.8	100
Age 11-14: Girls	55.3	39.6	1.0	4.1	100
Age 15-16: All	35.4	51.5	0.8	12.3	100
Age 15-16: Boys	35.5	54.5	0.6	9.4	100
Age 15-16: Girls	35.4	48.7	0.9	15.0	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time % Children not enrolled in school. By age group and sex. 2006-2022

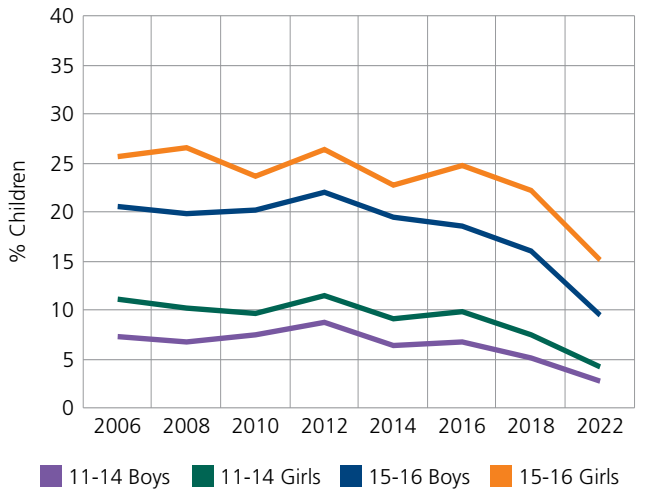
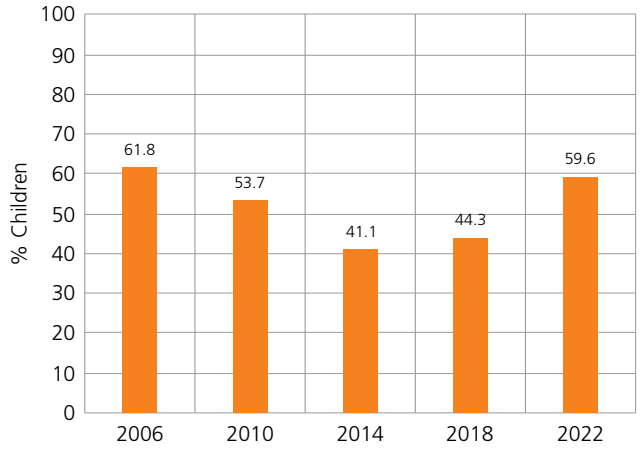


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	19.2	0.4	12.5	1.9	1.2	0.2	64.7	100
Age 4	19.2	1.2	26.4	6.5	4.1	0.4	42.3	100
Age 5	11.1	1.0	32.2	24.3	12.8	0.6	18.0	100
Age 6	3.3	0.4	24.2	39.4	25.3	0.9	6.4	100
Age 7	1.0	0.3	13.4	44.6	35.9	1.2	3.6	100
Age 8	0.4	0.2	5.3	45.5	44.8	1.6	2.3	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	35.6	0.6	9.1	2.1	0.7	0.1	51.9	100
Age 4	38.8	1.0	19.9	5.3	2.0	0.2	32.9	100
Age 5	23.6	1.3	28.1	25.5	8.6	1.1	11.9	100
Age 6	6.9	0.7	19.5	51.2	15.6	1.2	5.1	100
Age 7	1.8	0.4	10.9	59.5	24.2	1.1	2.1	100
Age 8	0.6	0.2	4.5	61.3	30.8	1.1	1.5	100

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	43.4	38.0	9.6	4.4	4.7	100
II	21.4	40.8	16.2	9.4	12.2	100
III	13.8	31.1	18.4	12.8	23.9	100
IV	9.0	24.4	16.6	15.8	34.3	100
V	6.9	18.2	13.0	15.7	46.3	100
VI	4.6	13.1	10.7	15.4	56.2	100
VII	3.4	11.0	8.2	12.8	64.7	100
VIII	3.1	8.4	7.0	10.9	70.6	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 13.8% cannot even read letters, 31.1% can read letters but not words or higher, 18.4% can read words but not Std I level text or higher, 12.8% can read Std I level text but not Std II level text, and 23.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

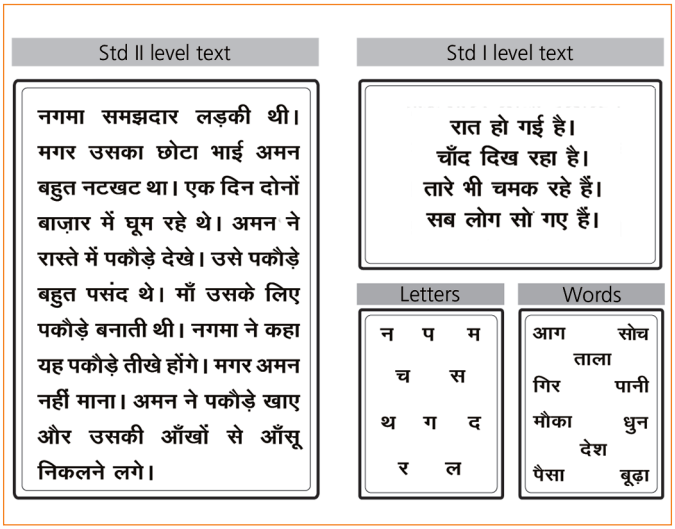


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	6.5	31.5	18.8
2014	6.0	36.0	21.7
2016	7.2	36.6	22.6
2018	12.3	45.4	28.3
2022	16.4	38.5	24.0

*This is the weighted average for children in government and private schools only.

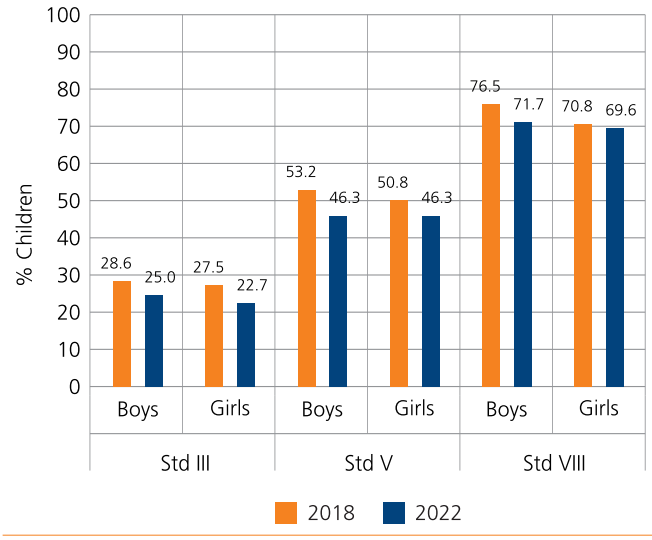
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	25.6	59.6	42.7	57.3	81.8	69.7
2014	26.8	61.4	44.6	59.3	81.9	70.9
2016	24.3	61.2	43.1	56.3	78.6	67.9
2018	36.2	68.8	52.4	62.0	85.0	73.8
2022	38.3	63.3	46.4	62.6	82.8	70.7

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	37.3	37.6	19.2	4.5	1.4	100
II	16.4	38.7	28.6	11.3	5.1	100
III	9.4	29.2	32.6	16.1	12.6	100
IV	5.7	23.7	30.2	19.7	20.7	100
V	4.3	17.7	27.3	19.2	31.6	100
VI	3.0	12.0	26.9	20.0	38.1	100
VII	2.0	9.6	25.2	18.8	44.3	100
VIII	2.1	6.9	23.9	17.8	49.4	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 9.4% cannot even recognise 1-9, 29.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 32.6% can recognise numbers up to 99 but cannot do subtraction, 16.1% can do subtraction but cannot do division, and 12.6% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

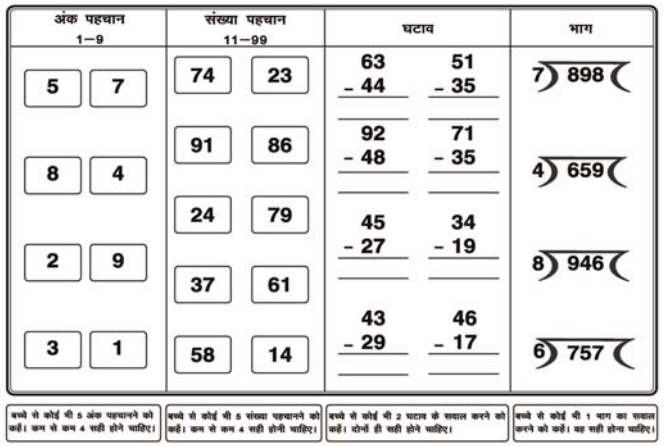


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	6.7	32.0	19.1
2014	6.6	38.5	23.3
2016	7.9	37.5	23.4
2018	11.2	43.7	26.9
2022	19.7	46.8	29.0

*This is the weighted average for children in government and private schools only.

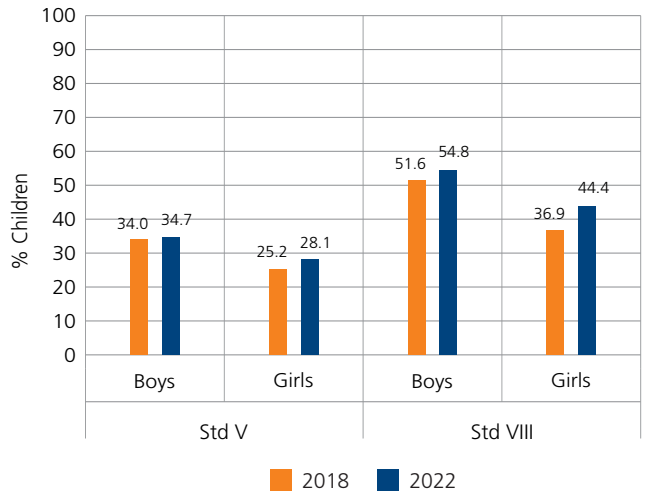
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	9.1	33.3	21.3	24.4	48.4	36.6
2014	12.1	38.7	25.8	30.5	56.6	43.9
2016	10.4	34.6	22.7	25.5	48.4	37.4
2018	17.0	42.9	29.8	32.0	56.5	44.6
2022	24.5	46.8	31.7	41.8	60.9	49.4

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



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Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	47.3	22.5	22.0	6.0	2.3	100
II	26.1	26.0	31.5	10.7	5.7	100
III	19.0	21.0	35.0	14.3	10.8	100
IV	13.2	17.7	35.1	17.6	16.4	100
V	10.6	14.5	31.4	19.5	24.1	100
VI	7.3	10.8	28.6	21.7	31.6	100
VII	5.1	9.6	26.8	20.0	38.5	100
VIII	4.8	7.7	23.0	20.1	44.3	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 19% cannot even read capital letters, 21% can read capital letters but not small letters or more, 35% can read small letters but not words or more, 14.3% can read words but not sentences, and 10.8% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

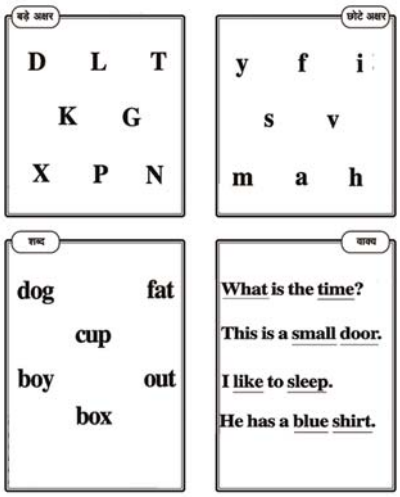


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	49.8	28.2
II	47.9	35.4
III	49.4	44.3
IV	50.8	50.0
V	52.0	50.5
VI	49.8	54.7
VII	53.5	57.6
VIII	55.2	61.6

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	4.4	26.6	15.6	18.8	44.8	32.0
2014	7.0	34.7	21.3	24.8	54.8	40.2
2016	4.8	31.9	18.6	20.1	49.5	35.4
2022	15.1	42.7	24.1	33.9	60.0	44.4

*This is the weighted average for children in government and private schools only.

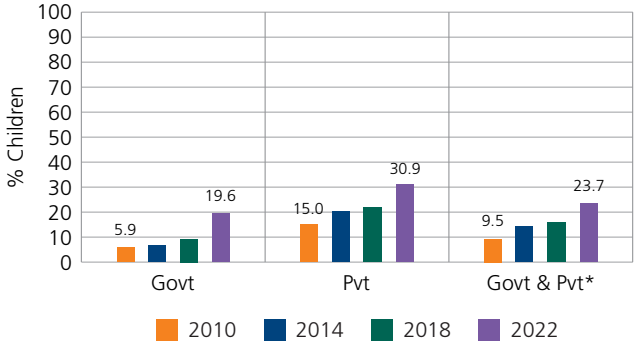
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	16.9	30.0	21.6
II	19.4	32.0	24.1
III	21.3	33.2	25.4
IV	20.5	31.8	24.2
V	21.1	31.9	24.6
VI	19.6	29.6	23.6
VII	19.2	29.1	23.0
VIII	18.8	29.6	23.1
All	19.6	30.9	23.7

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

Uttar Pradesh RURAL

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School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	1633	1543	1606	1355
Upper primary schools*	263	428	392	673
Total schools visited	1896	1971	1998	2028

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	57.6	55.1	59.9	57.1
% Teachers present (Average)	81.0	84.7	85.2	79.5
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Enrolled children present (Average)	57.6	54.7	59.5	54.4
% Teachers present (Average)	79.8	85.6	87.0	80.4

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	51.4	63.7	63.8	60.6
% Schools where Std IV children were observed sitting with any other Std	46.5	60.8	60.4	56.5
Upper primary schools	**2010**	**2014**	**2018**	**2022**
% Schools where Std II children were observed sitting with any other Std	48.4	59.7	55.4	51.4
% Schools where Std IV children were observed sitting with any other Std	42.0	53.0	52.7	46.1

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools	5.3	11.2	12.4	11.4
Upper primary schools	0.4	1.4	2.3	0.8

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	71.3	93.9	93.3	94.3
	Kitchen/shed for cooking mid-day meal	89.3	96.0	95.4	94.0
Drinking water	No facility for drinking water	6.9	2.5	3.3	3.3
	Facility but no drinking water available	10.9	11.7	11.5	8.7
	Drinking water available	82.2	85.8	85.1	88.0
	Total	100	100	100	100
Toilet	No toilet facility	6.7	4.2	3.0	1.2
	Facility but toilet not useable	45.9	40.9	24.4	16.8
	Toilet useable	47.4	54.9	72.7	82.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	24.9	12.3	8.4	3.5
	Separate provision but locked	25.3	18.6	6.5	3.2
	Separate provision, unlocked but not useable	15.9	20.0	17.9	15.2
	Separate provision, unlocked and useable	33.9	49.1	67.2	78.0
	Total	100	100	100	100
Library	No library	51.4	25.5	36.9	6.6
	Library but no books being used by children on day of visit	25.8	38.4	27.5	25.9
	Library books being used by children on day of visit	22.9	36.2	35.7	67.5
	Total	100	100	100	100
Electricity	Electricity connection			66.5	94.8
	Of schools with electricity connection, % schools with electricity available on day of visit			55.2	75.8
Computer	No computer available for children to use	98.6	97.8	96.7	93.9
	Computer available but not being used by children on day of visit	1.1	1.9	2.6	4.9
	Computer being used by children on day of visit	0.3	0.3	0.7	1.2
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

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Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			87.0		92.0
Physical education teacher	Separate teacher	5.0	3.7	15.6	25.5
	Any other teacher	72.9	77.0	66.9	61.1
	No teacher	22.1	19.2	17.5	13.5
	Total	100	100	100	100
Playground in the school		69.0	67.9	80.8	81.8
Sports equipment available		55.2	95.5	64.8	96.3

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	92.5	92.9
Upper primary schools	94.0	94.4

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	70.9	11.8	1.7	2.5
Upper primary schools	79.7	16.6	3.7	6.3

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	68.8	21.8	9.4	100	7.6
Upper primary schools	64.6	25.1	10.3	100	7.4

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
Primary schools	21.9	19.8	58.3	100	94.0
Upper primary schools	20.8	18.0	61.3	100	95.6

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	92.9	96.0
	Half financial year: April 2022-date of survey	31.8	43.3
Upper primary schools	Full financial year: April 2021-March 2022	93.0	95.9
	Half financial year: April 2022-date of survey	33.7	48.4

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.

Uttarakhand RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 13 OUT OF 13 DISTRICTS
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School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	61.5	36.0	1.4	1.1	100
Age 7-16: All	62.8	34.5	1.2	1.5	100
Age 7-10: All	60.3	37.3	1.7	0.8	100
Age 7-10: Boys	57.8	39.5	2.0	0.7	100
Age 7-10: Girls	62.9	34.8	1.5	0.9	100
Age 11-14: All	62.2	35.4	1.0	1.4	100
Age 11-14: Boys	57.9	39.7	1.2	1.2	100
Age 11-14: Girls	66.6	30.9	0.8	1.7	100
Age 15-16: All	71.5	24.7	0.1	3.8	100
Age 15-16: Boys	69.9	25.9	0.0	4.1	100
Age 15-16: Girls	72.8	23.5	0.1	3.5	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time % Children not enrolled in school. By age group and sex. 2006-2022

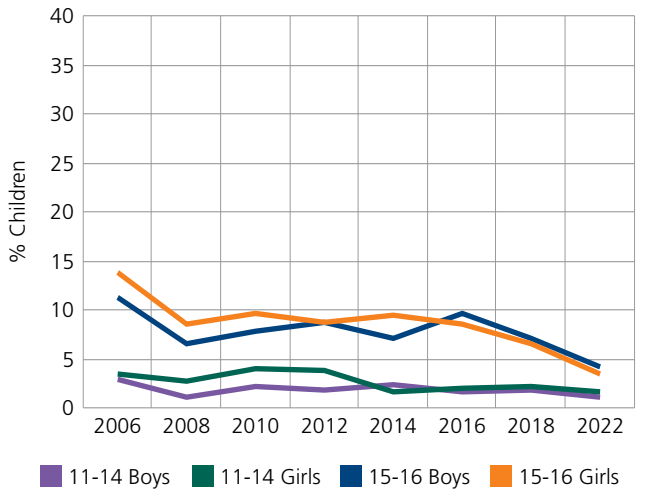
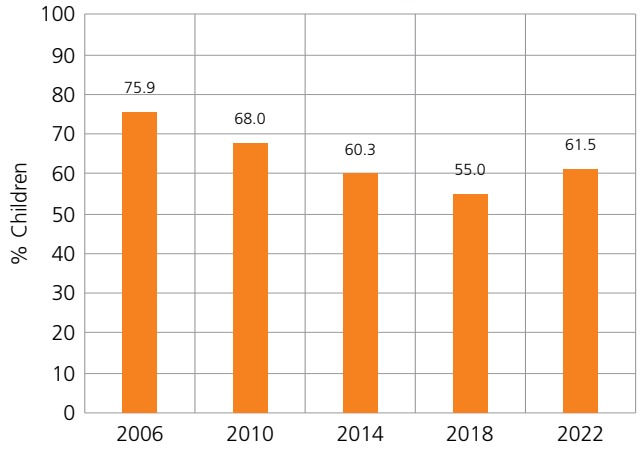


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	51.8	0.3	21.6	0.8	1.7	0.3	23.4	100
Age 4	45.5	1.8	37.9	2.7	2.1	0.6	9.4	100
Age 5	16.7	1.5	46.0	20.2	10.4	0.9	4.3	100
Age 6	5.1	0.6	25.4	37.5	29.5	0.6	1.4	100
Age 7	0.0	0.2	10.2	46.8	40.0	1.3	1.5	100
Age 8	0.2	0.1	3.3	44.0	50.7	1.0	0.8	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	65.0	0.9	12.7	0.6	0.4	0.2	20.2	100
Age 4	56.5	1.5	29.4	1.5	1.4	0.0	9.8	100
Age 5	29.7	1.3	36.2	20.0	9.7	0.4	2.9	100
Age 6	7.0	1.1	20.5	46.4	22.4	1.4	1.3	100
Age 7	0.9	0.1	6.8	57.9	32.6	1.0	0.8	100
Age 8	0.5	0.0	1.8	58.8	35.8	2.4	0.8	100

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	40.7	35.4	14.1	5.1	4.7	100
II	18.8	37.8	18.1	12.5	12.7	100
III	9.0	23.9	18.4	21.0	27.7	100
IV	6.5	15.3	11.7	22.2	44.3	100
V	4.0	10.3	11.3	20.8	53.6	100
VI	3.8	6.9	8.2	15.0	66.2	100
VII	2.5	6.4	4.4	14.6	72.0	100
VIII	2.0	2.5	3.6	9.7	82.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 9% cannot even read letters, 23.9% can read letters but not words or higher, 18.4% can read words but not Std I level text or higher, 21% can read Std I level text but not Std II level text, and 27.7% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

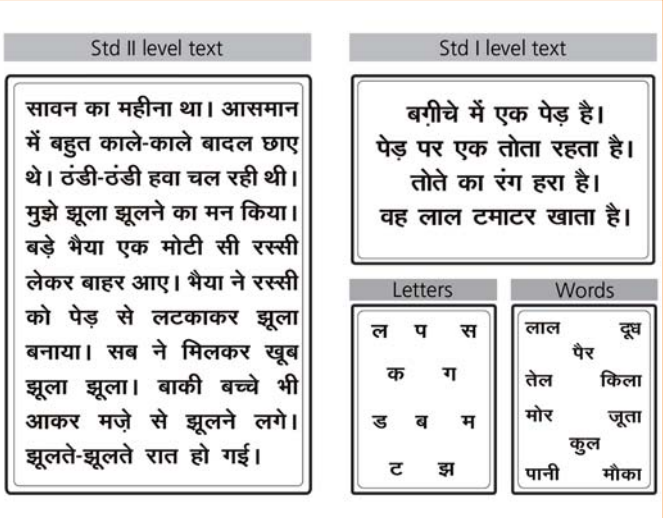


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	20.7	48.8	31.7
2014	23.3	51.7	35.3
2016	25.3	54.1	38.2
2018	24.7	43.3	34.5
2022	22.1	37.5	28.1

*This is the weighted average for children in government and private schools only.

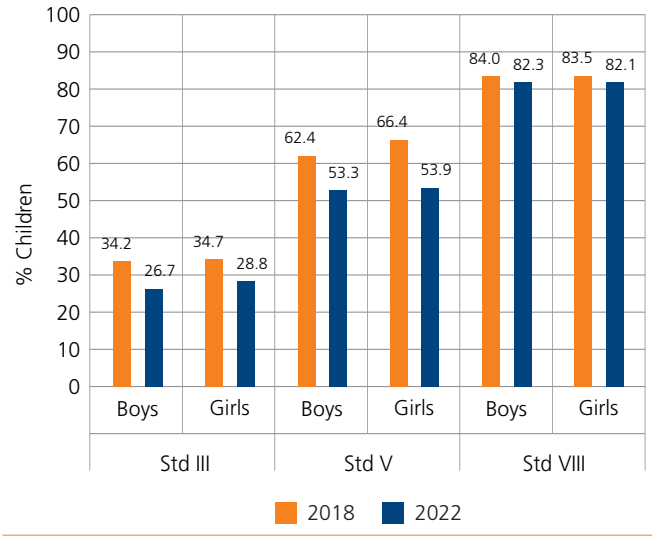
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	52.2	70.1	58.1	81.7	89.9	83.9
2014	52.0	75.0	60.3	77.3	90.7	81.2
2016	55.9	73.7	63.6	79.4	86.7	81.4
2018	58.0	72.8	64.6	81.6	87.7	83.7
2022	47.7	62.8	53.3	81.0	84.6	82.2

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



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Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	32.6	37.5	25.1	3.5	1.3	100
II	12.6	38.6	39.0	7.8	2.0	100
III	6.3	22.6	47.6	15.5	8.1	100
IV	3.8	16.4	41.5	18.6	19.9	100
V	3.0	11.3	37.5	17.8	30.6	100
VI	3.0	8.9	33.0	21.7	33.3	100
VII	1.9	6.8	34.8	21.8	34.8	100
VIII	1.7	4.3	26.8	22.8	44.4	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 6.3% cannot even recognise 1-9, 22.6% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 47.6% can recognise numbers up to 99 but cannot do subtraction, 15.5% can do subtraction but cannot do division, and 8.1% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

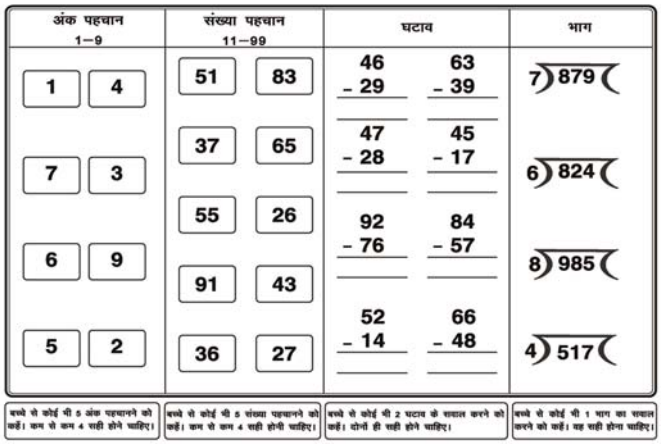


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	23.4	58.0	37.1
2014	17.2	45.8	29.3
2016	23.4	53.3	36.8
2018	18.5	45.2	32.6
2022	14.4	38.5	23.8

*This is the weighted average for children in government and private schools only.

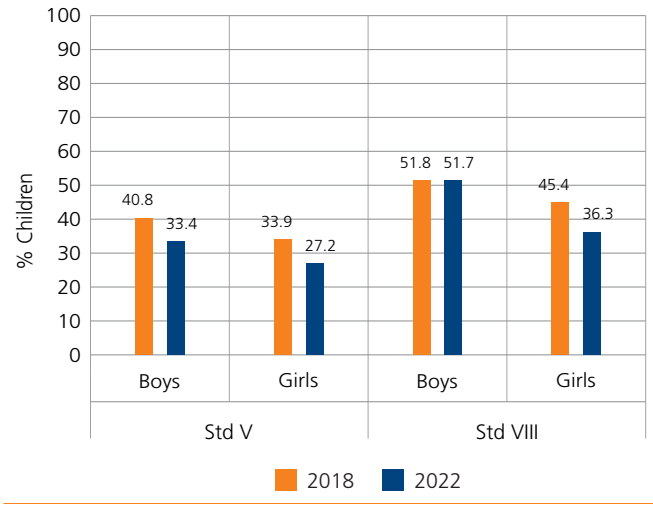
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	27.3	50.1	34.9	50.2	76.7	57.4
2014	21.4	46.1	30.3	38.1	70.6	47.7
2016	25.5	51.6	36.8	38.5	66.5	45.9
2018	26.7	50.9	37.5	41.6	62.7	48.7
2022	23.3	41.8	30.1	40.0	54.2	44.7

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



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Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	39.9	21.7	24.3	10.2	3.9	100
II	22.9	19.7	35.1	13.2	9.0	100
III	8.4	16.4	40.7	20.2	14.3	100
IV	7.6	10.1	30.9	24.6	26.7	100
V	4.6	8.5	28.1	22.1	36.7	100
VI	6.8	5.1	21.3	20.4	46.4	100
VII	3.5	4.6	19.7	21.2	51.0	100
VIII	1.6	2.5	15.2	18.8	61.9	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 8.4% cannot even read capital letters, 16.4% can read capital letters but not small letters or more, 40.7% can read small letters but not words or more, 20.2% can read words but not sentences, and 14.3% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

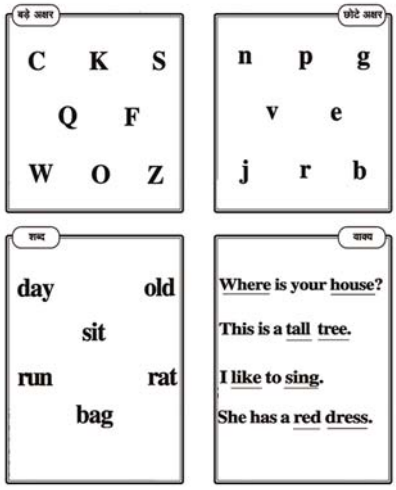


Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I		
II	50.2	
III	48.1	59.5
IV	51.7	64.8
V	54.4	65.9
VI	53.9	72.9
VII	54.5	76.2
VIII	53.7	75.3

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	16.9	55.1	29.6	44.5	78.7	53.8
2014	13.8	64.2	32.0	39.9	84.5	53.2
2016	22.6	58.4	38.1	46.1	74.1	53.5
2022	23.4	59.2	36.6	54.2	77.9	62.1

*This is the weighted average for children in government and private schools only.

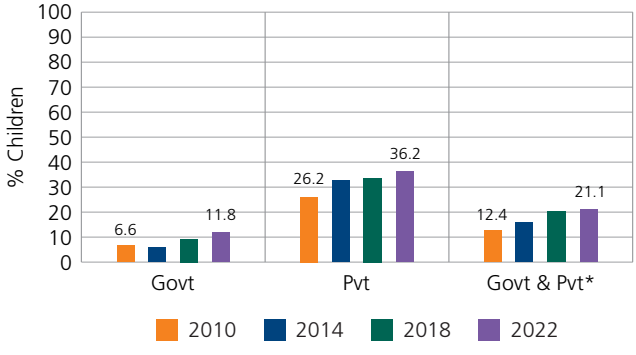
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	7.7	32.1	19.2
II	13.8	39.2	23.4
III	14.9	40.9	24.9
IV	12.3	38.6	22.5
V	11.8	36.6	20.9
VI	13.2	39.2	22.9
VII	7.9	32.1	16.5
VIII	11.5	28.9	17.4
All	11.8	36.2	21.1

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

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Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	321	297	286	277
Upper primary schools*	16	4	10	3
Total schools visited	337	301	296	280

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	89.7	80.2	82.9	82.2
% Teachers present (Average)	90.9	81.0	86.2	89.1

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	61.9	80.1	75.9	85.0
% Schools where Std IV children were observed sitting with any other Std	57.0	76.9	71.9	77.5

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	69.0	76.7	73.1	74.0

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	95.0	92.3	88.1	97.1
	Kitchen/shed for cooking mid-day meal	96.3	97.3	98.0	94.9
Drinking water	No facility for drinking water	22.1	17.7	13.2	7.6
	Facility but no drinking water available	9.7	13.0	11.2	8.0
	Drinking water available	68.3	69.2	75.6	84.4
	Total	100	100	100	100
Toilet	No toilet facility	5.8	5.0	1.7	1.4
	Facility but toilet not useable	40.9	25.8	12.5	22.2
	Toilet useable	53.4	69.2	85.8	76.3
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	47.7	26.2	17.8	18.4
	Separate provision but locked	11.5	8.8	5.1	14.0
	Separate provision, unlocked but not useable	16.9	11.3	9.9	9.0
	Separate provision, unlocked and useable	24.0	53.7	67.2	58.6
	Total	100	100	100	100
Library	No library	52.3	14.1	15.3	10.4
	Library but no books being used by children on day of visit	27.2	49.0	58.6	33.7
	Library books being used by children on day of visit	20.4	36.9	26.1	55.9
	Total	100	100	100	100
Electricity	Electricity connection			86.3	93.1
	Of schools with electricity connection, % schools with electricity available on day of visit			74.8	90.2
Computer	No computer available for children to use	93.3	91.2	90.2	60.6
	Computer available but not being used by children on day of visit	5.2	6.8	9.1	32.1
	Computer being used by children on day of visit	1.5	2.0	0.7	7.3
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			90.0
Physical education teacher	Separate teacher	7.5	5.7
	Any other teacher	70.4	79.6
	No teacher	22.1	14.7
	Total	100	100
Playground in the school		68.8	73.0
Sports equipment available		50.5	91.0

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	86.1	87.5

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	60.2	8.3	1.8	5.8

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	93.6	5.4	1.1	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	49.5	16.1	34.4	100	16.1

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	87.9	96.7
	Half financial year: April 2022-date of survey	17.6	

*All schools include primary schools and upper primary schools.

West Bengal RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 18 OUT OF 18 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	92.2	5.8	1.2	0.9	100
Age 7-16: All	92.3	5.1	1.3	1.4	100
Age 7-10: All	90.5	8.5	0.6	0.5	100
Age 7-10: Boys	90.0	8.7	0.7	0.6	100
Age 7-10: Girls	90.9	8.2	0.6	0.3	100
Age 11-14: All	94.2	2.9	1.9	1.1	100
Age 11-14: Boys	93.2	3.3	2.0	1.5	100
Age 11-14: Girls	95.0	2.5	1.8	0.7	100
Age 15-16: All	92.3	1.3	1.6	4.9	100
Age 15-16: Boys	90.1	1.1	1.4	7.4	100
Age 15-16: Girls	94.2	1.5	1.7	2.6	100

'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school. By age group and sex. 2006-2022

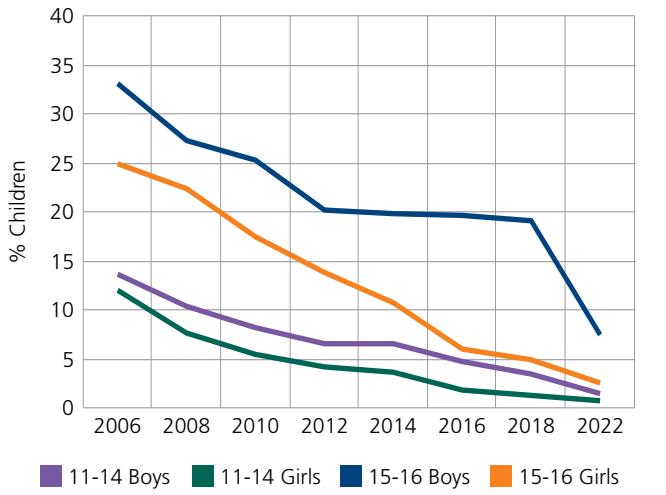
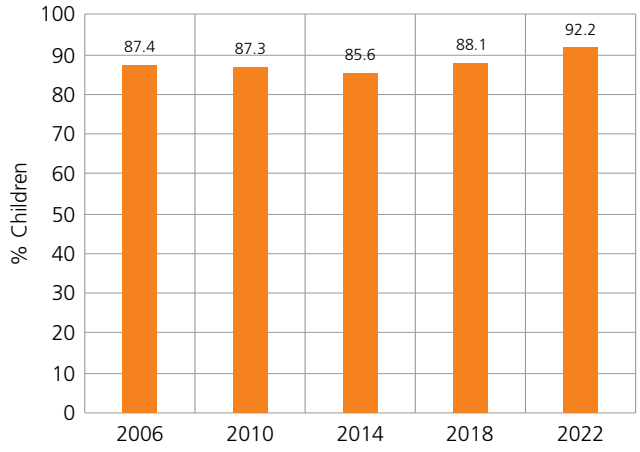


Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	72.6	0.8	5.1	2.0	0.7	0.0	18.8	100
Age 4	69.6	1.5	14.1	3.7	1.0	0.3	9.9	100
Age 5	44.0	9.6	21.5	16.8	3.0	0.0	5.1	100
Age 6	14.2	14.0	16.5	44.8	7.0	0.5	3.1	100
Age 7	2.8	2.8	5.4	77.2	10.3	0.5	1.0	100
Age 8	0.6	1.2	4.0	79.0	13.8	0.4	1.0	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	88.8	0.4	2.6	1.4	0.2	0.0	6.6	100
Age 4	81.1	1.8	10.5	1.3	0.6	0.0	4.8	100
Age 5	51.6	8.8	15.9	18.3	2.0	0.2	3.2	100
Age 6	10.3	13.6	9.5	60.9	4.0	0.4	1.4	100
Age 7	0.9	2.7	4.0	82.9	8.7	0.4	0.5	100
Age 8	0.4	0.4	1.3	89.3	7.8	0.6	0.3	100

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Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	24.5	34.1	22.8	9.5	9.1	100
II	11.8	23.0	25.9	19.7	19.6	100
III	8.0	18.1	22.0	18.9	33.0	100
IV	5.2	12.1	19.2	21.0	42.6	100
V	4.7	10.3	17.5	20.3	47.3	100
VI	3.7	7.4	14.0	16.9	58.1	100
VII	3.5	8.8	10.1	15.3	62.3	100
VIII	2.8	5.1	9.9	13.1	69.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 8% cannot even read letters, 18.1% can read letters but not words or higher, 22% can read words but not Std I level text or higher, 18.9% can read Std I level text but not Std II level text, and 33% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

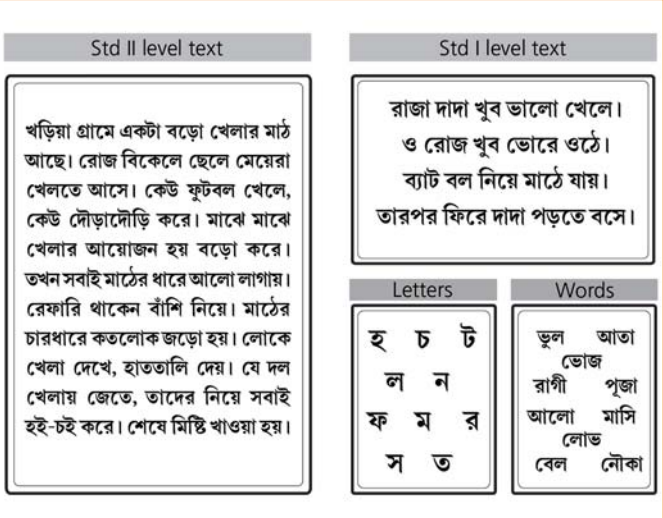


Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	26.1		28.1
2014	32.9	62.4	36.3
2016	34.0	65.4	38.5
2018	36.6		39.9
2022	32.6	38.6	33.1

*This is the weighted average for children in government and private schools only.

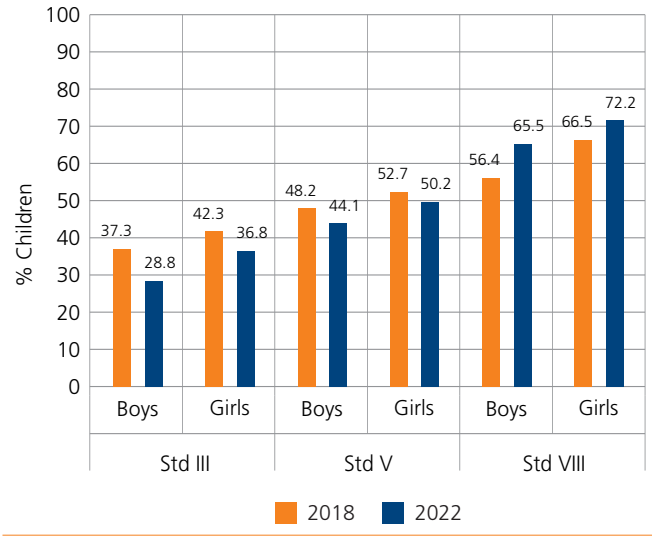
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	48.7	Data insufficient	48.9	76.9	Data insufficient	76.7
2014	51.8		53.1	76.3		76.3
2016	50.2		51.1	72.3		72.7
2018	50.5		51.3	63.0		62.9
2022	47.1		47.5	69.8		69.7

*This is the weighted average for children in government and private schools only.

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



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Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	21.9	42.4	24.6	9.1	2.1	100
II	9.4	31.6	35.1	15.3	8.7	100
III	5.6	25.7	34.5	18.8	15.5	100
IV	3.6	15.3	39.6	20.1	21.4	100
V	3.6	13.1	36.4	19.4	27.5	100
VI	3.1	9.3	37.3	19.6	30.7	100
VII	2.2	8.7	41.5	18.3	29.2	100
VIII	1.9	6.4	37.6	22.3	31.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 5.6% cannot even recognise 1-9, 25.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 34.5% can recognise numbers up to 99 but cannot do subtraction, 18.8% can do subtraction but cannot do division, and 15.5% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

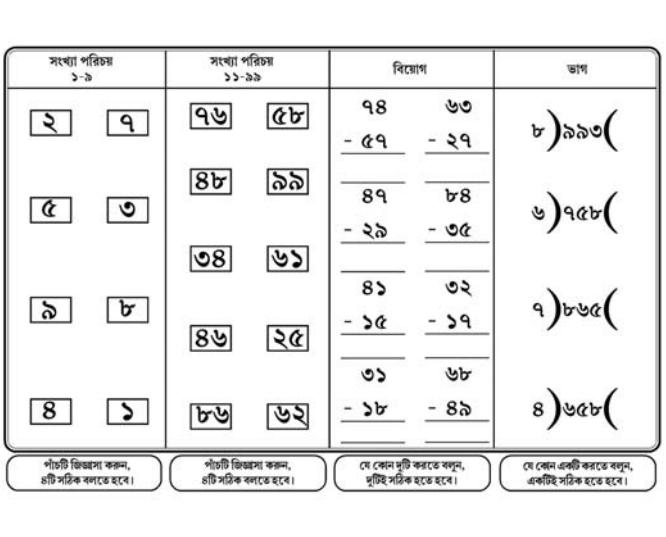


Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	25.1		28.2
2014	33.0	59.5	36.2
2016	35.5	69.8	40.4
2018	35.5		38.7
2022	32.4	56.4	34.3

*This is the weighted average for children in government and private schools only.

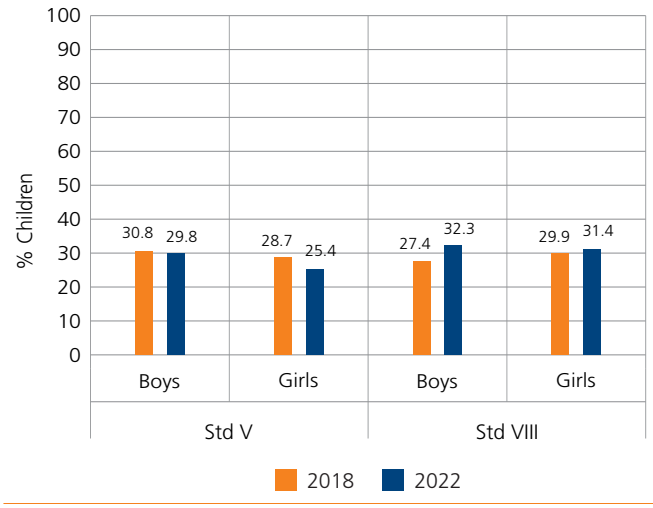
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	28.7	Data insufficient	29.2	43.0	Data insufficient	43.5
2014	31.3		32.5	40.4		40.8
2016	28.6		29.7	32.5		32.7
2018	29.2		29.7	28.9		29.1
2022	26.9		27.7	32.0		32.5

*This is the weighted average for children in government and private schools only.

Chart 4: Trends over time % Children who can do division. By grade and sex. 2018 and 2022



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Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	29.9	18.4	31.9	16.5	3.4	100
II	17.4	14.1	36.6	24.4	7.4	100
III	10.5	13.4	35.3	26.3	14.5	100
IV	6.5	10.9	32.1	29.2	21.3	100
V	7.2	7.6	31.0	27.6	26.7	100
VI	5.1	6.1	29.0	29.2	30.5	100
VII	5.7	6.3	25.9	28.1	34.0	100
VIII	3.6	4.4	25.1	26.2	40.7	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 10.5% cannot even read capital letters, 13.4% can read capital letters but not small letters or more, 35.3% can read small letters but not words or more, 26.3% can read words but not sentences, and 14.5% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

Table 11: Of children who can read English at different levels, % who can comprehend. 2022

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	73.9	
II	65.2	
III	68.3	54.6
IV	64.4	61.5
V	60.6	65.2
VI	63.6	66.6
VII	57.2	64.6
VIII	67.7	71.8

Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	23.0	Data insufficient	24.3	40.2	Data insufficient	40.6
2014	22.6		24.1	43.7		44.3
2016	21.7		23.6	37.8		38.2
2022	25.6		26.8	40.8		41.4

*This is the weighted average for children in government and private schools only.

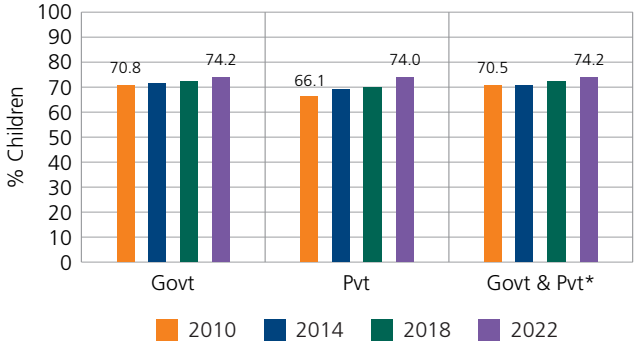
Paid tuition classes

Table 13: % Children who take paid tuition classes. By grade and school type. 2022

Std	Govt	Pvt	Govt & Pvt*
I	63.0	64.6	63.1
II	71.6	75.1	72.0
III	74.9	77.9	75.1
IV	77.9	81.2	78.2
V	78.4		78.5
VI	77.6		77.5
VII	78.2		77.7
VIII	76.2		76.2
All	74.2	74.0	74.2

*This is the weighted average for children in government and private schools only.

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



*This is the weighted average for children in government and private schools only.

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Data is not presented where sample size is insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	406	443	437	470
Upper primary schools*	2	13	4	10
Total schools visited	408	456	441	480

Table 15: Trends over time
Student and teacher attendance on the day of visit. 2010, 2014, 2018, 2022

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	68.5	55.8	54.9	68.2
% Teachers present (Average)	85.6	80.3	76.7	86.3

Table 16: Trends over time
Multigrade classes. 2010, 2014, 2018, 2022

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	42.4	47.1	46.0	48.3
% Schools where Std IV children were observed sitting with any other Std	33.6	36.3	38.8	41.1

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
All schools	10.1	23.3	20.2	22.5

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	63.4	66.7	81.6	92.5
	Kitchen/shed for cooking mid-day meal	86.3	95.4	94.0	95.8
Drinking water	No facility for drinking water	19.3	13.9	8.0	12.3
	Facility but no drinking water available	13.5	7.7	10.7	9.6
	Drinking water available	67.2	78.4	81.3	78.1
	Total	100	100	100	100
Toilet	No toilet facility	7.6	2.2	0.7	1.0
	Facility but toilet not useable	40.3	27.0	18.2	15.0
	Toilet useable	52.1	70.8	81.1	84.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	44.5	30.8	14.5	14.0
	Separate provision but locked	14.5	18.8	12.2	5.6
	Separate provision, unlocked but not useable	17.4	3.6	5.7	9.0
	Separate provision, unlocked and useable	23.7	46.9	67.7	71.5
	Total	100	100	100	100
Library	No library	50.5	33.7	33.9	53.0
	Library but no books being used by children on day of visit	17.8	22.7	27.7	12.9
	Library books being used by children on day of visit	31.8	43.6	38.4	34.0
	Total	100	100	100	100
Electricity	Electricity connection			97.7	98.1
	Of schools with electricity connection, % schools with electricity available on day of visit			91.0	91.3
Computer	No computer available for children to use	98.7	98.0	93.3	94.8
	Computer available but not being used by children on day of visit	0.8	0.4	5.5	4.4
	Computer being used by children on day of visit	0.5	1.5	1.2	0.8
	Total	100	100	100	100

*Primary schools offer Std I-IV/V; Upper primary schools offer Std I-VI/VII/VIII.
**All schools include primary schools and upper primary schools.

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Data is not presented where sample size is insufficient.

Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 19: Trends over time Physical education. 2018 and 2022

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			77.0
Physical education teacher	Separate teacher	2.8	2.3
	Any other teacher	70.9	71.9
	No teacher	26.3	25.8
	Total	100	100
Playground in the school		52.6	57.8
Sports equipment available		54.3	57.7

Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	13.6	9.4

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	29.8	82.9	15.6	7.8

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	98.5	1.5	0.0	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	86.6	8.8	4.6	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	80.2	61.6
	Half financial year: April 2022-date of survey	52.6	29.9

*All schools include primary schools and upper primary schools.

Divisional Estimates and Aspirational Districts

Divisional Estimates of Learning Outcomes and Schooling Status: Precision of ASER Estimates

Wilima Wadhwa[1]

Every year since 2005, ASER has presented estimates of learning and status of schooling at the state and district level. The survey design of ASER is based on the premise of generating estimates at the district level. If data has to inform policy, it has to be available for the level at which policy is made. Since education plans are made at the district level, having representative estimates of educational outcomes at the district level would be useful. As a result, ASER is one of the largest sample-based surveys conducted in India, with a sample size of approximately 650,000 children in the age group of 3-16 years.

ASER is a household survey, undertaken in all rural districts of India. Within each district, 30 villages are randomly chosen[2], and in each village, 20 households are randomly selected for a total of 600 households per district. All children in the age group of 3-16 years who regularly live in the sampled households are recorded in the survey. This translates into around 900-1,200 children per district.[3]

The statistical precision of district level estimates is an issue because of the ASER sample design – namely clustering and absence of stratification at the village level. In a design without clustering, children in the relevant age group would be directly sampled. Not only is this expensive (in terms of survey time), it is also difficult to have a reliable population frame that could be used for sampling. Instead, ASER employs a two-stage clustering design. The first stage of clustering happens when villages are randomly selected. The second stage of clustering is when households within a village are randomly selected and information on all children belonging to that household is reocrded.

While this is an inexpensive and practical way of sampling children, it is well known that clustering increases the variability of estimates. One way of increasing precision at the district level would have been to stratify the village sample according to age of children or school type. However, this would require a prior household listing, which is expensive in terms of both time and resources.

The ASER sample is stratified, however, at the district level. Insofar as outcomes within a district are more homogenous than across districts, stratification within the district leads to more precise estimates at the state level.

Ramaswami and Wadhwa (2009)[4] studied the precision of ASER state and district level estimates for a selection of states and variables for the year 2008. They found that state level averages are estimated precisely – with a margin of error of 5% or less. However, district-level estimates are less precisely estimated. The precision varies across states and districts and according to the learning outcome. In both cases, learning outcomes of children in Std III-V are relatively less precisely estimated.

Two commonly used measures of precision are the margin of error and the 95% confidence interval.

The margin of error is the % interval around the point estimate that almost certainly contains the population estimate (i.e., with 95% probability). For instance, if x is the margin of error then the population proportion lies within ±x% of the sample proportion with 95% probability.

Suppose $\hat{p}$ is the estimated sample proportion and $\hat{\sigma}$ is the associated standard error. From statistical theory, it is known that the interval $[\hat{p} \pm 2\hat{\sigma}]$ contains the population proportion with 95% probability – 95% confidence interval. The margin of error expresses the confidence interval as a proportion of the sample estimate. It is, thus, given by:

$$me = \frac{2\hat{\sigma}}{\hat{p}}$$

A margin of error of 10% is regarded as an acceptable degree of precision in many studies (United Nations, 2005).[5] Estimates with a margin of error in excess of 20% are regarded as estimates with low precision.

[1] Director, ASER Centre

[2] Villages are chosen from the Census Village List using PPS (Probability Proportional to Size) sampling.

[3] Over time the rural household size, in India, has been steadily falling. Since ASER samples households and not children, the sample size in terms of children has also been falling. For instance, in 2006, a sample of 322,425 households in 15,841 villages yielded 762,252 children in the age group 3-16 years. In comparison, in 2014 ASER surveyed 341,070 households in 16,497 villages and the total sample of 3-16-year-olds was 569,229. To address the falling sample sizes, ASER 2022 employed a modified sampling strategy – see the note on Sample Design of Rural ASER 2022 on page no. 273 for more details.

[4] Ramaswami, Bharat and Wadhwa, Wilima (2009), "Survey Design and Precision of ASER Estimates", mimeo.

[5] United Nations (2005), Designing Household Survey Samples: Practical Guidelines, Studies in Methods, Series F No. 98, Department of Economic and Social Affairs, Statistics Division.

Note that the margin of error depends on the standard error and the estimated proportion and the standard error itself depends on the estimated proportion. For a given sample size, therefore, a lower precision will be associated with a variable which has a lower incidence in the population and/or a higher standard error. Further, in the case of proportions, for a given sample size, the standard error is the largest for a population proportion close to 0.5. On the other hand, for a given incidence, one way to reduce the standard error and therefore, increase precision is to increase the sample size.

In the case of ASER, as shown by Ramaswami and Wadhwa (2009), precision is not an issue at the state level. At the district level, however, since sample sizes in sub-populations of interest are much smaller than the total sample size, precision can be an issue. Increasing the sample size at the district level, for a national survey, however, is extremely costly. In the past, ASER has clubbed classes while presenting district level estimates, in an attempt to increase the sample size. However, precision gains from this strategy were limited, especially for variables whose estimated proportions were in the vicinity of 0.5.

One way to provide sub-state estimates with acceptable levels of precision is to club districts within a state.[6] Many states have administrative divisions, comprised of two or more districts that can be used as units of analysis. These divisions are at a level of aggregation between the state and district level. Since 2011, ASER has provided estimates for selected indicators at the divisional level.[7] In the 2014 report, these estimates were provided for the period 2010 to 2014 for the states that have administrative divisions.

As discussed in the sampling note in this report, ASER 2016 started using the new sampling frame of Census 2011. Between Census 2001 and 2011, 31 new rural districts were created. Since divisions are constituted from districts, some of the divisional boundaries have changed as a result of this re-districting. In addition, in some states like Punjab, administrative divisions were formed, which have replaced the geographical divisions used in ASER 2011-14. ASER 2016, therefore, started a new series of divisional estimates, which were also used in 2018; this year, divisional trends from ASER 2022 have been added and compared with 2018.[8]

ASER 2022 presents divisional estimates for Andhra Pradesh, Assam, Bihar, Chhattisgarh, Haryana, Himachal Pradesh Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Uttar Pradesh, Uttarakhand, and West Bengal.[9]

In addition, in Gujarat, divisions were formed using geographical regions commonly used in the state.[10]

Divisional estimates are provided for the following 6 variables:

% Children in the age group 6-14 years who are in government school

% Children in the age group 6-14 years who are not enrolled in school

% Children in Std III-V who can read Std II level text or more in own language

% Children in Std III-V who can do at least subtraction

% Children in Std VI-VIII who can read Std II level text or more in own language

% Children in Std VI-VIII who can do division

In addition to point estimates, the 95% confidence interval [$\hat{p} \pm 2\hat{\sigma}$] is also presented. The last row of each state table presents both these statistics for the state as a whole as well.

Figure 1 presents the margin of error for the four learning outcomes in selected states in 2022. As is clear from the figure, most of these are below 5%. There is no clear pattern across grades or competencies in terms of precision. For Std III-V, learning outcomes in arithmetic are more precisely estimated as compared to those in reading, while in Std VI-VIII the

[6] For instance, NSS surveys are not representative at the district level. However, they are representative for NSS regions, which are formed using agro-climatic criteria.

[7] ASER decided to present estimates for the state administrative divisions, rather than the NSS regions, since these are more commonly used within the state.

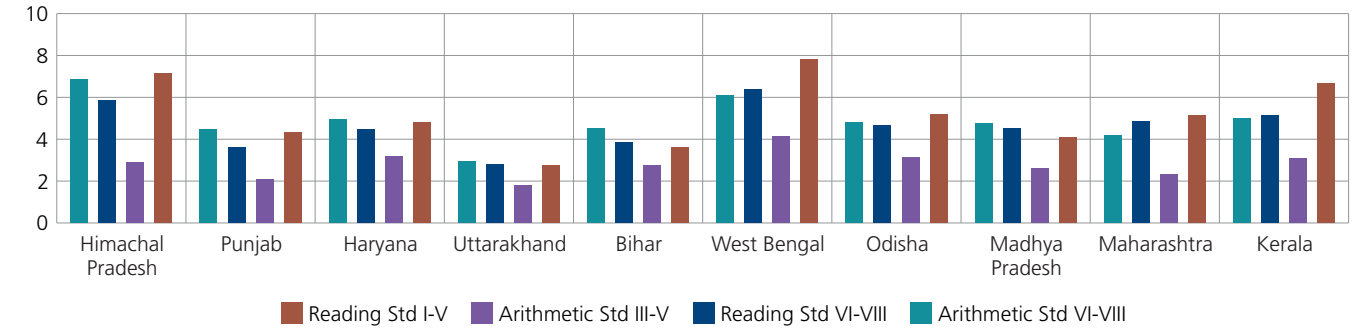
[8] In two states – Haryana and West Bengal – divisions were re-constituted and new divisions added between 2016 and 2018. These changes have been incorporated. In Chhattisgarh, an updated Census 2011 Village Directory provided by the state was used to conduct a state-wide ASER survey in November 2021.This list was used in ASER 2022 as well. Therefore, comparable estimates for Chhattisgarh are presented for 2021 and not 2018.

[9] The district composition was obtained from the relevant state websites. See the section on Divisional Estimates in this report for the exact composition.

[10] See the section on Divisional Estimates in this report for the exact composition.

opposite is true. Across all states,[11] reading in Std VI-VIII has the lowest average margin of error (3.8%), followed by arithmetic in Std III-V (5.7%) and reading in Std III-V (6.3%); the margin of error is the highest for Std VI-VIII arithmetic levels (6.7%). As compared to 2018, the margins of error at the state level are slightly higher in 2022, other than for Std VI-VIII arithmetic.

Figure 1: State Learning Levels, Margin of Error (%) 2022



At the division level, margins of error are understandably higher because sample sizes are smaller. For instance, the average margin of error for reading in Std VI-VIII is 3.8% at the state level and 7.9% at the divisional level. Among the four learning outcomes, while average standard errors are similar, these translate into quite different margins of error. Arithmetic learning outcomes in Std VI-VIII have higher margins of error as compared to reading. In reading, Std III-V learning outcomes have a higher margin of error as compared to Std VI-VIII. The highest average margin of error is for reading in Std III-V and arithmetic in Std VI-VIII at 13.6%. In discussing the division level estimates we concentrate on Std VI-VIII learning outcomes since they provide a good variation in scenarios with vastly different margins of error.

Figures 2.1 and 2.2 present the 2022 margins of error for reading and arithmetic in Std VI-VIII across divisions of selected states. With the exception of a few divisions, reading learning outcomes in most states are estimated with margins of under or close to 10%. Across the board, precision levels are lower for arithmetic learning outcomes. Even in arithmetic, with the exception of a few divisions from Rajasthan, Haryana and Maharashtra, most states now have margins of error within 10-15%.

Figure 2.1: Division Learning Levels Reading Std. VI-VIII, Margin of Error (%), 2022

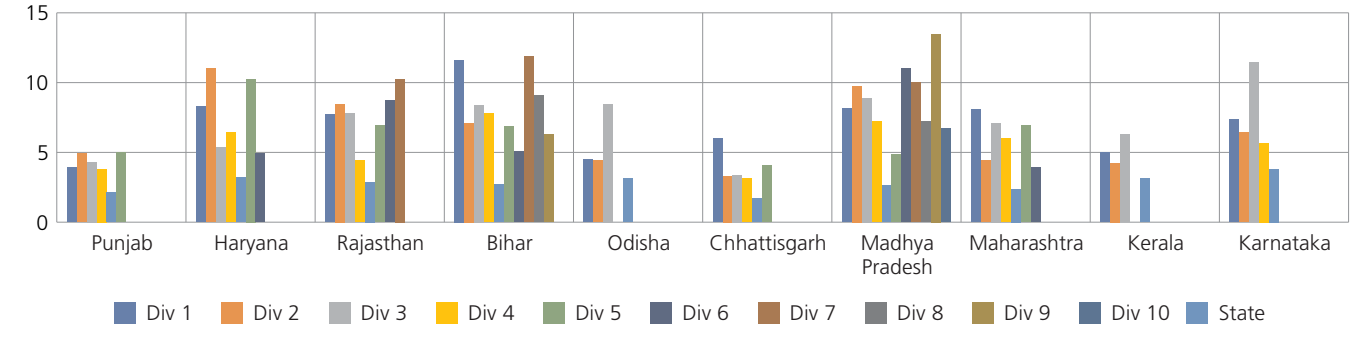
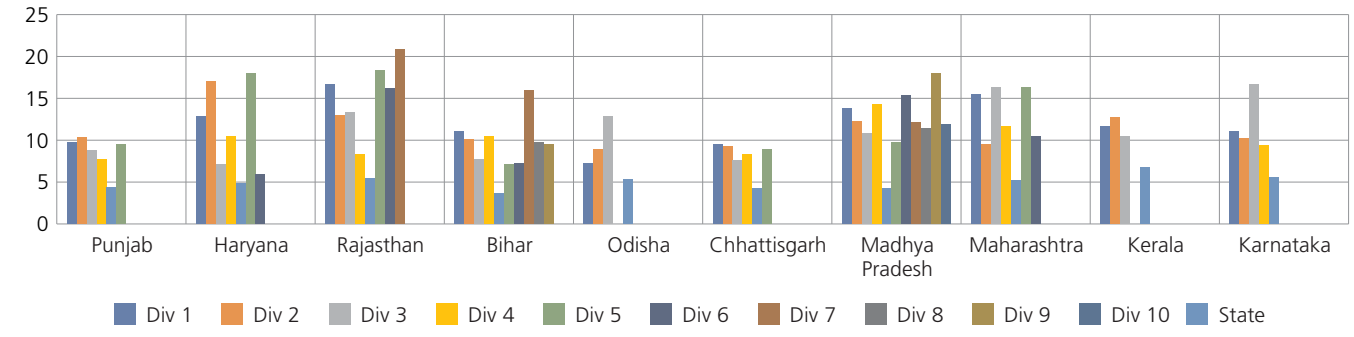


Figure 2.2: Division Learning Levels Arithmetic Std. VI-VIII, Margin of Error (%), 2022



[11] Here the state sample consists only of states for which divisional estimates are presented. We have not included Chhattisgarh in this discussion since Chhattisgarh had twice the sample in each district as compared to the rest of the country and, therefore, has margins of error that are much lower.

Figures 3.1 and 3.2 present the margins of error, for language and math in Std VI-VIII for one division each in the selected states, in 2018 and 2022. Margins of error are fairly robust over time. Across all divisions, average margins of error are slightly lower or similar in 2018 for all learning outcomes, except for Std VI-VIII arithmetic where 2022 margins are lower.

Figure 3.1: Reading Std. VI-VIII, Margin of Error (%) Selected Divisions, 2018-2022

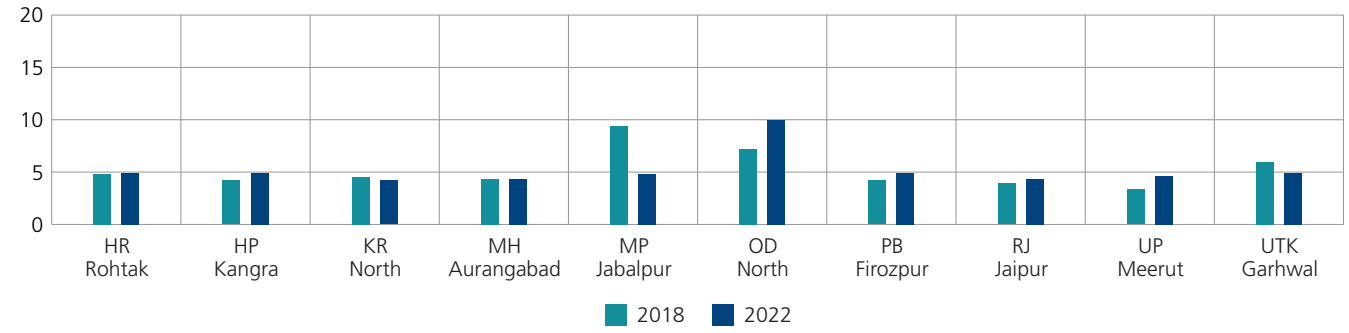
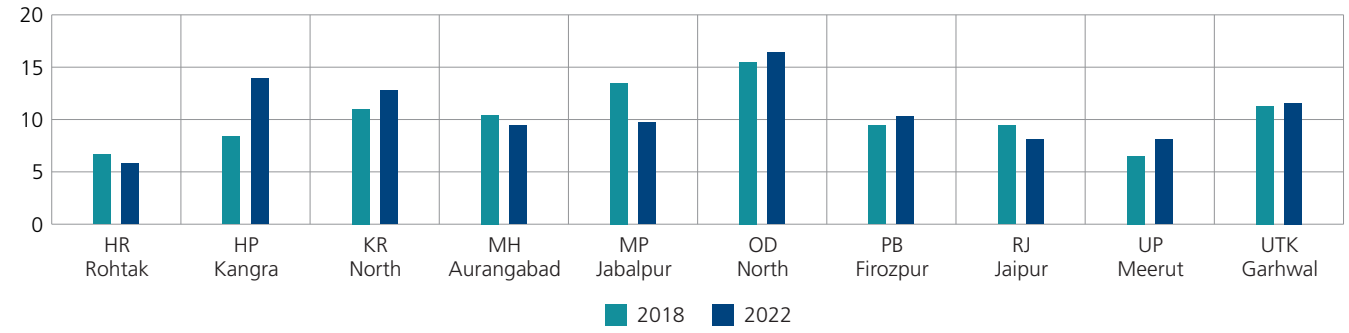


Figure 3.2: Arithmetic Std. VI-VIII, Margin of Error (%) Selected Divisions, 2018-2022



Why are margins of error consistently higher for arithmetic in Std VI-VIII? Similarly, in reading, why are learning outcomes in Std III-V less precisely estimated as compared to Std VI-VIII? First, given a sample size, the margin of error is inversely proportional to the incidence of the variable concerned. What that implies is that any variable that has a low incidence in the population will be estimated with a high margin of error. Intuitively this makes sense because if something is not observed very frequently, one would need a much larger sample size to measure it accurately. However, this is not that much of a problem if the standard error is small. To see why, consider the case of out of school children – say the point estimate is 0.04 (i.e., 4%) with a standard error of 0.01. The margin of error would be 50% (=((2 * 0.01)/0.04)*100), which is very high. However, note that this translates into confidence bounds of ±2 percentage points, i.e., with 95% probability the true proportion of out of school children lie between 2% and 6%. In other words, given a low incidence, a high margin of error may still translate into tight confidence bands. Another way of looking at this is by focusing on in-school children instead of out of school children. If out of school children are 4% then in-school children will be 96% with the same standard error of 1% giving a margin of error of only 2.1% and confidence bounds of ±2 percentage points around the point estimate of 96%.

Second, the margin of error is directly proportional to the standard error. For a given sample size, a large standard error, implying imprecise estimation, not surprisingly will result in a high margin of error. In the case of proportions, the standard error itself depends on the value of the proportion, and is larger when the value is closer to 0.5. Intuitively, the reason behind this is that the greatest uncertainty is associated with a proportion of 0.5, requiring larger sample sizes to measure it accurately. With learning levels falling between 2018 and 2022, due to the pandemic, they are now closer to 0.5, resulting in slightly higher margins of error in 2022 compared to 2018.

Overall, the divisional estimates are more precisely estimated as compared to district level estimates. Clubbing districts increases the sample size and lowers the standard errors. It also smoothens the jumpiness in point estimates often observed at the district level. One of the problems associated with large standard errors, and therefore wide confidence intervals, is that it is difficult to identify significant changes across districts and time. That problem is ameliorated with divisional estimates to a large extent.

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Coastal Andhra division of Andhra Pradesh, in 2022, proportion of Std III-V children who can read Std II level text is 23.9%. With 95% probability, the true population proportion lies within 2.74% points of the estimate, i.e., between 21.2% and 26.6%.

Andhra Pradesh

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Coastal Andhra	59.9	68.0	1.6	0.4	41.4	23.9	58.9	54.8	70.3	57.2	42.8	45.1
	±3.16	±2.48	±0.62	±0.22	±4.08	±2.74	±4.08	±2.92	±4.04	±3.24	±4.1	±3.04
Rayalaseema	68.7	76.6	1.0	1.0	41.3	23.9	52.8	50.4	71.4	53.5	46.3	37.2
	±4.48	±3.94	±0.52	±1.2	±4.64	±4.24	±5.42	±5.1	±5.16	±4.38	±5.7	±5.48
Andhra Pradesh	63.2	70.8	1.4	0.6	41.4	23.9	56.6	53.3	70.7	56.0	44.1	42.5
	±2.62	±2.12	±0.44	±0.4	±3.08	±2.3	±3.3	±2.56	±3.18	±2.6	±3.34	±2.78

List of districts under each division

Coastal Andhra	Visakhapatnam
East Godavari	Vizianagaram
Guntur	West Godavari
Krishna	**Rayalaseema**
Prakasam	Anantapur
Sri Potti Sriramulu	Chittoor
Nellore	Kurnool
Srikakulam	Y.S.R.

Assam

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Barak Valley	76.2	71.6	2.4	1.2	22.2	26.2	32.3	36.7	42.7	60.0	19.9	26.5
	±4.1	±4.84	±0.76	±0.56	±4.4	±5.1	±5.82	±5.44	±6.62	±6.94	±5.08	±5.74
Central Assam	72.8	72.3	2.4	1.0	24.8	21.2	30.8	34.1	46.2	58.4	16.8	24.5
	±3.94	±4.34	±0.82	±0.44	±6.78	±4.08	±7.72	±6.32	±7.0	±6.16	±4.0	±6.62
Lower Assam	70.8	71.5	2.0	1.4	31.0	27.1	47.2	34.2	57.2	56.3	33.8	19.9
	±3.46	±2.88	±0.58	±0.7	±3.48	±3.6	±4.54	±3.58	±4.14	±4.66	±4.86	±2.98
North Assam	68.2	72.8	3.3	1.5	30.4	22.8	34.7	30.1	54.9	50.3	19.6	14.6
	±4.12	±4.2	±1.78	±0.7	±5.84	±4.9	±7.04	±5.68	±8.28	±6.08	±5.02	±4.1
Upper Assam	71.3	72.1	2.2	1.4	37.4	33.8	42.3	39.2	64.8	65.8	24.8	25.9
	±3.22	±2.7	±0.64	±0.4	±4.34	±3.94	±4.46	±4.12	±4.28	±4.2	±3.78	±4.24
Assam	71.7	71.9	2.3	1.3	29.8	26.8	39.8	35.1	54.4	58.5	25.6	22.3
	±1.78	±1.64	±0.38	±0.3	±2.16	±1.94	±2.64	±2.14	±2.56	±2.5	±2.38	±2.02

List of districts under each division

Barak Valley	Kamrup
Cachar	Kamrup Metropolitan
Hailakandi	Kokrajhar
Karimganj	Nalbari
Central Assam	**North Assam**
Dima Hasao	Darrang
Karbi Anglong	Sonitpur
Morigaon	Udalguri
Nagaon	**Upper Assam**
Lower Assam	Dhemaji
Baksa	Dibrugarh
Barpeta	Golaghat
Bongaigaon	Jorhat
Chirang	Lakhimpur
Dhubri	Sivasagar
Goalpara	Tinsukia

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Bhagalpur division of Bihar, in 2022, proportion of Std III-V children who can read Std II level text is 33.3%. With 95% probability, the true population proportion lies within 5.06% points of the estimate, i.e., between 28.2% and 38.4%.

Bihar

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Bhagalpur	82.2	83.2	5.8	2.2	30.9	33.3	39.2	45.5	61.1	61.2	55.2	56.2
	±3.8	±4.22	±2.0	±1.02	±4.76	±5.06	±5.88	±5.9	±5.84	±7.12	±6.46	±6.24
Darbhanga	80.7	84.8	2.7	2.5	30.0	28.0	32.7	40.2	59.9	61.2	48.8	55.4
	±2.98	±3.02	±0.92	±0.92	±5.04	±4.44	±5.06	±4.98	±6.1	±4.38	±6.46	±5.58
Kosi	86.8	91.6	6.5	1.5	28.2	27.6	37.5	46.8	58.7	64.9	52.5	64.1
	±2.3	±2.4	±1.48	±0.64	±3.74	±4.16	±4.5	±5.36	±5.52	±5.44	±5.02	±4.94
Magadh	77.1	80.0	4.0	1.6	35.2	35.3	43.7	48.0	64.0	62.2	50.6	53.3
	±2.96	±2.98	±1.26	±0.56	±4.96	±4.66	±5.56	±4.34	±4.88	±4.86	±4.7	±5.6
Munger	83.6	83.3	2.6	2.0	36.1	32.6	45.1	42.3	68.7	62.6	57.9	56.3
	±2.16	±2.66	±0.7	±0.92	±3.5	±3.76	±3.38	±4.2	±3.24	±4.32	±3.88	±3.96
Patna	72.0	77.6	3.4	2.3	40.8	39.2	46.3	47.3	68.2	65.3	51.4	54.3
	±3.16	±2.82	±1.0	±0.8	±3.7	±3.58	±4.28	±3.76	±3.78	±3.34	±3.76	±3.94
Purnia	79.6	86.4	6.9	3.5	23.3	22.8	28.2	27.4	56.5	54.2	37.2	40.1
	±3.62	±2.5	±1.44	±1.12	±4.28	±3.92	±4.84	±4.52	±5.86	±6.44	±4.96	±6.42
Saran	71.8	66.6	1.3	0.7	39.4	37.8	43.4	50.9	63.9	61.7	46.3	53.7
	±3.54	±4.1	±0.5	±0.4	±4.26	±5.0	±4.08	±4.7	±4.84	±5.6	±5.52	±5.24
Tirhut	76.1	83.7	3.8	1.5	32.8	27.4	36.2	38.1	63.6	60.5	47.6	49.0
	±2.6	±2.48	±0.9	±0.52	±3.58	±2.86	±3.66	±3.74	±3.48	±3.82	±3.6	±4.62
Bihar	78.1	82.2	3.9	2.0	32.8	30.5	38.2	41.4	63.1	61.3	49.0	52.4
	±1.06	±1.04	±0.38	±0.28	±1.52	±1.4	±1.62	±1.62	±1.68	±1.68	±1.7	±1.9

List of districts under each division

Bhagalpur	**Patna**
Banka	Bhojpur
Bhagalpur	Buxar
Darbhanga	Kaimur
Darbhanga	Nalanda
Madhubani	Patna
Samastipur	Rohtas
Kosi	**Purnia**
Madhepura	Araria
Saharsa	Katihar
Supaul	Kishanganj
Magadh	Purnia
Arwal	**Saran**
Aurangabad	Gopalganj
Gaya	Saran
Jehanabad	Siwan
Nawada	**Tirhut**
Munger	East Champaran
Begusarai	Muzaffarpur
Jamui	Sheohar
Khagaria	Sitamarhi
Lakhisarai	Vaishali
Munger	West Champaran
Sheikhpura	

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Bastar division of Chhattisgarh, in 2022, proportion of Std III-V children who can read Std II level text is 31.3%. With 95% probability, the true population proportion lies within 2.76% points of the estimate, i.e., between 28.5% and 34.1%.

Chhattisgarh*

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Bastar	89.1	87.7	3.6	4.4	18.2	31.3	16.0	28.1	54.6	67.3	21.5	28.5
	±1.6	±1.78	±0.74	±0.82	±2.7	±2.76	±2.4	±2.5	±3.7	±4.08	±3.08	±2.7
Bilaspur	80.3	77.9	1.9	1.5	30.3	41.4	23.2	35.0	66.7	73.1	24.0	31.7
	±1.98	±2.28	±0.44	±0.3	±3.06	±2.88	±2.62	±2.82	±2.78	±2.42	±2.66	±2.92
Durg	87.8	87.4	0.6	1.0	31.3	46.8	28.4	41.0	68.7	76.9	29.5	38.4
	±1.66	±1.7	±0.24	±0.4	±2.74	±3.22	±2.56	±2.84	±3.02	±2.64	±2.6	±2.88
Raipur	83.9	82.4	1.1	1.3	32.3	41.1	26.9	36.6	71.4	74.9	29.1	33.4
	±2.18	±2.06	±0.36	±0.34	±3.14	±2.86	±2.7	±2.86	±3.12	±2.34	±3.04	±2.74
Surguja	76.3	76.6	2.7	2.6	24.3	35.5	21.1	28.1	60.9	69.4	19.3	26.3
	±2.46	±2.18	±0.62	±0.52	±2.92	±3.02	±2.7	±2.86	±3.36	±2.82	±2.7	±2.34
Chhattisgarh	82.9	81.6	1.8	1.9	28.5	40.0	23.8	34.4	66.1	73.0	25.3	32.3
	±0.94	±0.98	±0.22	±0.2	±1.4	±1.38	±1.24	±1.32	±1.44	±1.24	±1.3	±1.32

List of districts under each division

Bastar	**Durg**
Bastar	Balod
Bijapur	Bemetara
Dakshin Bastar	Durg
Dantewada	Kabirdham
Kondagaon	Rajnandgaon
Narayanpur	**Raipur**
Sukma	Baloda Bazar
Uttar Bastar Kanker	Dhamtari
Bilaspur	Gariyaband
Bilaspur	Mahasamund
GPM	Raipur
Janjgir-Champa	**Surguja**
Korba	Balrampur
Mungeli	Jashpur
Raigarh	Koriya
	Surajpur
	Surguja

*In Chhattisgarh, an updated 2011 Census village directory provided by the state was used to conduct a state-wide ASER survey in November 2021. This list was used in ASER 2022 as well. Therefore, estimates for Chhattisgarh are presented for 2021 and not 2018.

Gujarat

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Central Gujarat	84.4	91.2	1.7	1.4	39.9	21.6	32.4	24.2	65.9	43.3	26.4	21.8
	±3.02	±1.4	±0.6	±0.54	±4.06	±3.82	±3.72	±4.12	±4.28	±4.62	±3.92	±3.4
North Gujarat	87.3	91.6	2.2	1.1	46.0	36.9	40.8	29.7	70.3	56.7	34.2	24.8
	±2.62	±1.8	±0.8	±0.6	±5.28	±5.2	±5.32	±4.54	±5.16	±5.7	±5.34	±4.1
Saurashtra	86.7	87.6	2.0	1.2	49.3	37.3	43.6	34.6	70.4	53.3	36.4	29.2
	±2.44	±2.14	±0.8	±0.4	±3.68	±3.42	±4.28	±3.4	±3.7	±4.34	±3.8	±3.48
South Gujarat	83.6	95.7	1.1	0.1	49.1	16.6	44.3	32.2	69.1	25.0	34.9	16.5
	±3.42	±1.2	±0.44	±0.1	±4.34	±4.7	±4.9	±5.98	±4.38	±4.36	±5.9	±3.32
Gujarat	85.6	90.9	1.8	1.1	45.5	29.4	39.4	30.1	68.8	47.0	32.7	24.0
	±1.44	±0.9	±0.36	±0.24	±2.22	±2.18	±2.28	±2.16	±2.22	±2.58	±2.32	±1.88

List of districts under each division

Central	Bhavnagar
Ahmedabad	Jamnagar
Anand	Junagadh
Dahod	Kachchh
Kheda	Porbandar
Narmada	Rajkot
Panchmahal	Surendranagar
Vadodara	**South**
North	Bharuch
Banaskantha	Navsari
Gandhinagar	Surat
Mahesana	Tapi
Patan	The Dangs
Sabarkantha	Valsad
Saurashtra	
Amreli	

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Ambala division of Haryana, in 2022, proportion of Std III-V children who can read Std II level text is 48.7%. With 95% probability, the true population proportion lies within 5.86% points of the estimate, i.e., between 42.8% and 54.6%.

Haryana

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Ambala	45.9	54.0	0.6	0.5	60.4	48.7	62.5	50.1	81.6	76.5	58.5	46.1
	±4.46	±5.46	±0.48	±0.34	±5.08	±5.86	±4.86	±5.48	±4.0	±6.4	±5.86	±5.94
Faridabad	50.8	61.9	7.7	3.5	34.6	26.9	47.1	34.8	62.8	58.7	44.8	38.0
	±4.56	±4.5	±2.6	±1.32	±6.52	±4.08	±6.22	±5.8	±7.8	±6.5	±8.38	±6.48
Gurugram	32.2	44.8	0.3	0.4	70.1	57.3	77.1	74.7	88.6	84.3	71.4	68.9
	±4.8	±4.96	±0.4	±0.34	±7.1	±4.78	±5.36	±4.5	±4.3	±4.54	±5.86	±4.92
Hisar	47.5	56.9	0.3	0.2	62.3	47.9	68.3	57.0	82.9	74.3	61.5	52.8
	±4.88	±4.26	±0.24	±0.18	±6.74	±4.6	±4.64	±4.92	±5.88	±4.82	±5.7	±5.52
Karnal	43.7	49.1	0.9	0.5	58.2	38.9	60.6	48.9	79.5	67.6	55.0	45.7
	±5.64	±7.16	±0.54	±0.48	±7.22	±7.84	±6.8	±7.52	±4.94	±6.94	±6.34	±8.28
Rohtak	33.0	42.1	0.3	0.3	65.3	59.4	75.7	70.1	84.7	83.2	71.9	70.4
	±5.3	±5.3	±0.22	±0.22	±4.96	±4.5	±4.68	±4.42	±4.06	±4.12	±4.86	±4.08
Haryana	42.6	51.9	1.7	1.0	58.7	45.7	65.8	55.3	80.4	73.6	61.1	54.0
	±2.12	±2.2	±0.48	±0.28	±2.66	±2.28	±2.26	±2.48	±2.3	±2.38	±2.56	±2.62

List of districts under each division

Ambala	**Hisar**
Ambala	Fatehabad
Kurukshetra	Hisar
Panchkula	Jind
Yamunanagar*	Sirsa
Faridabad	**Karnal**
Faridabad	Kaithal
Nuh	Karnal
Palwal	Panipat
Gurugram	**Rohtak**
Gurugram	Bhiwani
Mahendragarh	Jhajjar
Rewari	Rohtak
	Sonipat

*District not surveyed in ASER 2022

Himachal Pradesh

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Kangra	54.6	63.1	0.5	0.2	57.2	37.5	59.4	53.6	86.6	78.9	56.4	45.0
	±5.36	±4.62	±0.4	±0.2	±4.62	±5.38	±5.28	±5.68	±3.72	±3.94	±4.78	±6.28
Mandi	59.8	65.5	0.2	0.3	68.4	52.8	72.8	62.3	85.9	86.6	60.8	54.8
	±5.22	±5.48	±0.2	±0.22	±5.68	±4.3	±4.78	±5.24	±5.68	±2.8	±5.74	±4.36
Shimla	64.4	73.5	0.6	0.4	69.5	50.0	65.6	52.5	87.2	80.4	53.6	42.3
	±6.28	±5.24	±0.38	±0.42	±4.62	±5.78	±5.14	±5.88	±3.74	±5.2	±4.9	±4.9
Himachal Pradesh	58.9	66.3	0.4	0.3	64.1	45.6	65.7	56.2	86.5	81.7	57.4	47.6
	±3.24	±2.96	±0.2	±0.16	±3.06	±3.16	±3.0	±3.32	±2.72	±2.34	±3.1	±3.42

List of districts under each division

Kangra	**Shimla**
Chamba	Kinnaur
Kangra	Shimla
Una	Sirmaur
Mandi	Solan
Bilaspur	
Hamirpur	
Kullu	
Lahul and Spiti	
Mandi	

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Kolhan division of Jharkhand, in 2022, proportion of Std III-V children who can read Std II level text is 18.6%. With 95% probability, the true population proportion lies within 3.72% points of the estimate, i.e., between 14.9% and 22.8%.

Jharkhand

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Kolhan	83.9	89.7	4.6	1.8	27.0	18.6	31.3	32.0	53.1	42.4	31.8	29.7
	±3.04	±2.54	±1.3	±0.64	±5.0	±3.72	±5.56	±4.86	±6.2	±5.96	±5.84	±5.44
North Chota Nagpur	73.7	75.2	1.4	0.8	30.7	35.2	35.3	45.1	62.3	66.3	39.7	48.4
	±3.06	±3.1	±0.72	±0.34	±3.34	±4.2	±3.36	±4.66	±4.0	±4.64	±3.96	±4.44
Palamu	82.7	88.3	2.2	1.7	25.8	23.8	31.5	32.2	58.3	51.4	41.3	39.9
	±3.88	±3.7	±0.92	±0.98	±4.78	±5.26	±3.98	±5.42	±5.9	±6.5	±5.78	±5.48
Santhal Pargana	84.8	91.1	3.5	2.8	21.2	21.0	29.9	34.0	48.3	53.2	31.4	37.5
	±2.46	±2.36	±1.36	±1.78	±2.78	±2.86	±3.74	±4.04	±4.52	±4.26	±4.5	±3.64
South Chota Nagpur	64.7	75.2	2.5	1.3	32.8	21.4	32.1	29.9	63.5	56.9	29.0	30.5
	±4.36	±4.32	±0.78	±0.6	±4.86	±3.84	±4.94	±3.98	±5.96	±5.06	±4.62	±4.06
Jharkhand	78.0	83.3	2.6	1.7	27.1	25.3	32.3	36.2	57.3	55.7	35.6	39.2
	±1.52	±1.44	±0.48	±0.5	±1.78	±1.88	±1.84	±2.18	±2.3	±2.38	±2.2	±2.12

List of districts under each division

Kolhan
- East Singhbhum
- Saraikela-Kharsawan
- West Singhbhum

North Chota Nagpur
- Bokaro
- Chatra
- Dhanbad
- Giridih
- Hazaribagh
- Koderma
- Ramgarh

Palamu
- Garhwa
- Latehar
- Palamu

Santhal Pargana
- Deoghar
- Dumka
- Godda
- Jamtara
- Pakur
- Sahibganj

South Chota Nagpur
- Gumla
- Khunti
- Lohardaga
- Ranchi
- Simdega

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Bangalore ivision of Karnataka, in 2022, proportion of Std III-V children who can read Std II level text is 19.7%. With 95% probability, the true population proportion lies within 2.22% points of the estimate, i.e., between 17.5% and 21.9%.

Karnataka

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Bangalore	65.4	74.0	0.5	0.1	30.4	19.7	44.9	41.0	59.3	49.6	37.1	28.8
	±2.44	±2.82	±0.22	±0.1	±2.9	±2.22	±3.24	±3.42	±3.24	±3.66	±3.44	±3.16
Belgaum	75.2	78.1	0.5	0.3	35.2	21.7	38.4	33.3	63.3	54.4	32.4	31.8
	±2.98	±3.52	±0.24	±0.16	±3.66	±2.88	±4.04	±3.0	±4.68	±3.5	±4.0	±3.26
Kalaburagi	74.7	82.0	1.6	0.4	23.0	10.9	29.7	20.6	55.7	31.2	25.5	15.3
	±3.16	±2.62	±0.4	±0.22	±3.06	±2.18	±3.44	±2.76	±3.98	±3.58	±3.22	±2.56
Mysore	63.7	70.7	0.3	0.2	43.7	24.0	51.0	49.8	70.3	62.1	40.3	39.6
	±3.14	±3.16	±0.18	±0.1	±3.24	±3.14	±3.4	±3.82	±3.24	±3.52	±3.58	±3.68
Karnataka	69.9	76.3	0.7	0.2	33.0	19.1	41.1	36.1	62.0	48.8	33.7	28.4
	±1.46	±1.54	±0.14	±0.08	±1.64	±1.32	±1.8	±1.68	±1.96	±1.86	±1.82	±1.6

List of districts under each division

Bangalore	Vijayapura
Bengaluru Rural	**Kalaburagi**
Bengaluru Urban	Bellary
Chikkaballapur	Bidar
Chitradurga	Kalaburagi
Davanagere	Koppal
Kolar	Raichur
Ramanagara	Yadgir
Shivamogga	**Mysore**
Tumakuru	Chamarajanagar
Belgaum	Chikkamagaluru
Bagalkot	Dakshina Kannada
Belgaum	Hassan
Dharwad	Kodagu
Gadag	Mandya
Haveri	Mysuru
Uttara Kannada	Udupi

Kerala

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Central Kerala	42.4	63.2	0.2	0.0	70.1	49.8	60.6	47.2	86.4	79.4	47.8	35.5
	±5.04	±3.76	±0.26	±0.06	±5.42	±4.9	±5.66	±4.76	±5.04	±4.0	±6.62	±4.1
North Kerala	58.2	69.8	0.1	0.1	64.7	58.4	52.9	49.6	87.4	84.1	45.2	32.1
	±5.22	±3.52	±0.2	±0.1	±5.74	±4.28	±5.92	±4.18	±3.92	±3.56	±5.0	±4.1
South Kerala	43.1	60.2	0.0	0.1	67.1	52.3	66.7	51.7	84.4	76.4	58.7	43.9
	±5.18	±3.3	±0	±0.1	±5.42	±4.8	±6.12	±4.56	±4.1	±4.78	±6.08	±4.62
Kerala	48.0	64.5	0.1	0.1	67.4	53.9	60.0	49.7	86.0	79.9	50.7	37.6
	±2.98	±2.04	±0.12	±0.06	±3.2	±2.7	±3.44	±2.58	±2.52	±2.48	±3.44	±2.52

List of districts under each division

Central	Malappuram
Ernakulam	Wayanad
Idukki	**South**
Palakkad	Alappuzha
Thrissur	Kollam
North	Kottayam
Kannur	Pathanamthitta
Kasaragod	Thiruvananthapuram
Kozhikode	

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Bhopal division of Madhya Pradesh, in 2022, proportion of Std III-V children who can read Std II level text is 22.4%. With 95% probability, the true population proportion lies within 3.08% points of the estimate, i.e., between 19.3% and 25.5%.

Madhya Pradesh

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Bhopal	60.6	62.2	3.3	1.5	29.2	22.4	26.8	29.1	57.6	51.3	27.6	30.5
	±3.9	±3.98	±0.82	±0.68	±4.04	±3.08	±3.9	±3.68	±5.44	±4.18	±4.1	±4.22
Chambal	69.7	76.1	3.7	2.4	36.1	30.1	33.7	40.0	60.8	56.2	44.0	45.8
	±4.72	±4.66	±1.1	±0.78	±5.6	±5.32	±4.94	±6.0	±6.62	±5.52	±5.94	±5.66
Gwalior	78.4	76.5	4.0	4.1	25.3	21.0	24.1	28.1	47.6	49.0	30.7	36.2
	±3.32	±3.08	±0.96	±1.02	±4.18	±3.36	±3.4	±4.2	±4.98	±4.38	±4.46	±3.9
Indore	62.0	65.5	12.0	6.6	26.4	19.9	20.4	14.9	59.8	52.6	22.8	21.3
	±3.16	±3.24	±2.32	±1.48	±3.82	±2.6	±3.5	±2.14	±4.4	±3.8	±3.4	±3.04
Jabalpur	78.8	76.2	1.9	1.4	28.6	23.8	25.5	26.2	53.6	62.7	28.0	31.8
	±3.04	±3.0	±0.46	±0.42	±4.32	±2.72	±3.42	±2.96	±5.08	±3.04	±3.78	±3.12
Narmadapuram	73.5	71.9	3.0	1.5	41.0	30.9	37.0	30.9	70.6	61.8	42.2	38.7
	±5.26	±4.88	±1.26	±0.86	±6.84	±5.2	±5.86	±6.0	±6.02	±6.82	±6.38	±5.98
Rewa	65.2	68.5	2.4	2.1	32.1	24.7	28.7	28.8	56.7	51.9	34.1	35.4
	±3.9	±3.7	±0.72	±0.9	±5.2	±3.9	±4.54	±3.8	±4.7	±5.2	±4.04	±4.32
Sagar	78.5	79.1	3.7	1.7	26.5	21.7	23.5	25.9	57.8	57.5	35.4	40.7
	±3.28	±3.2	±0.82	±0.56	±3.84	±3.46	±3.7	±3.68	±4.34	±4.18	±5.34	±4.68
Shahdol	82.3	82.7	2.0	0.9	25.6	19.2	23.5	20.2	54.4	53.9	26.4	32.1
	±4.66	±4.46	±0.78	±0.48	±5.78	±4.36	±5.48	±4.2	±6.46	±7.3	±5.02	±5.8
Ujjain	55.0	51.8	2.2	1.3	41.6	31.3	30.8	30.9	76.0	63.4	38.9	34.7
	±4.2	±4.32	±0.68	±0.5	±4.68	±3.34	±4.06	±3.44	±4.08	±4.28	±4.44	±4.1
Madhya Pradesh	69.6	70.0	4.2	2.6	30.6	24.1	26.4	26.7	59.0	56.3	32.2	34.0
	±1.22	±1.22	±0.42	±0.3	±1.52	±1.14	±1.32	±1.22	±1.68	±1.46	±1.5	±1.4

List of districts under each division

Bhopal
- Bhopal
- Raisen
- Rajgarh
- Sehore
- Vidisha

Chambal
- Bhind
- Morena
- Sheopur

Gwalior
- Ashoknagar
- Datia
- Guna
- Gwalior
- Shivpuri

Indore
- Alirajpur
- Barwani
- Burhanpur
- Dhar
- Indore
- Jhabua
- Khandwa
- Khargone

Jabalpur
- Balaghat
- Chhindwara
- Dindori
- Jabalpur
- Katni
- Mandla
- Narsimhapur
- Seoni

Narmadapuram
- Betul
- Harda
- Hoshangabad

Rewa
- Rewa
- Satna
- Sidhi
- Singrauli

Sagar
- Chhatarpur
- Damoh
- Panna
- Sagar
- Tikamgarh

Shahdol
- Anuppur
- Shahdol
- Umaria

Ujjain
- Dewas
- Mandsaur
- Neemuch
- Ratlam
- Shajapur
- Ujjain

Divisional Estimates

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Maharashtra

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Amravati	67.3	67.8	0.4	0.0	44.1	27.5	40.2	27.1	72.6	58.4	36.1	25.8
	±3.92	±3.74	±0.24	±0.04	±4.62	±3.88	±4.66	±3.72	±4.6	±4.72	±4.96	±4.02
Aurangabad	66.9	70.1	0.5	0.3	48.7	41.5	41.3	35.0	73.9	70.4	34.9	33.5
	±3.02	±2.96	±0.28	±0.18	±3.98	±3.36	±3.78	±3.26	±3.22	±3.1	±3.68	±3.2
Konkan	70.4	77.6	0.6	0.4	60.8	42.5	52.8	31.4	81.7	73.2	47.4	30.7
	±4.92	±4.68	±0.46	±0.44	±5.72	±4.92	±5.7	±4.86	±5.08	±5.24	±7.38	±5.02
Nagpur	58.4	72.3	0.4	0.0	53.8	39.4	48.6	36.8	75.2	70.2	43.9	37.7
	±3.52	±3.46	±0.24	±0.02	±3.92	±4.44	±3.9	±4.06	±3.2	±4.26	±3.94	±4.36
Nashik	53.6	57.1	2.0	1.2	54.0	36.2	36.6	26.2	75.0	64.9	27.2	18.0
	±4.48	±4.66	±0.74	±0.56	±4.46	±4.0	±4.66	±4.22	±3.9	±4.5	±4.6	±2.96
Pune	56.4	65.6	0.5	0.1	71.7	54.1	54.4	47.5	86.1	83.8	45.4	35.7
	±4.5	±4.3	±0.32	±0.12	±4.1	±4.28	±4.34	±3.94	±3.06	±3.3	±4.88	±3.72
Maharashtra	61.6	67.4	0.8	0.4	55.5	41.4	44.8	34.9	77.5	71.0	38.3	30.2
	±1.7	±1.7	±0.18	±0.12	±1.88	±1.74	±1.84	±1.7	±1.58	±1.66	±2.0	±1.56

List of districts under each division

Amravati	**Nagpur**
Akola	Bhandara
Amravati	Chandrapur
Buldana	Gadchiroli
Washim	Gondiya
Yavatmal	Nagpur
Aurangabad	Wardha
Aurangabad	**Nashik**
Bid	Ahmadnagar
Hingoli	Dhule
Jalna	Jalgaon
Latur	Nandurbar
Nanded	Nashik
Osmanabad	**Pune**
Parbhani	Kolhapur
Konkan	Pune
Raigarh	Sangli
Ratnagiri	Satara
Sindhudurg	Solapur
Thane	

Odisha

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Central Odisha	85.7	90.9	0.3	0.1	60.4	53.9	52.7	52.2	77.9	74.5	48.5	46.0
	±1.72	±1.2	±0.2	±0.08	±3.3	±3.36	±3.1	±3.06	±3.5	±3.36	±3.32	±3.34
North Odisha	89.5	91.6	0.8	0.5	46.4	44.2	34.9	40.1	68.2	69.6	33.0	39.5
	±1.54	±1.4	±0.3	±0.3	±3.78	±3.3	±3.5	±3.3	±3.88	±3.1	±3.7	±3.54
South Odisha	89.6	94.2	3.5	1.6	38.2	23.1	31.8	24.7	56.4	50.1	25.9	27.8
	±1.58	±1.0	±0.88	±0.58	±4.12	±3.34	±4.14	±3.26	±4.04	±4.28	±3.64	±3.58
Odisha	88.0	92.1	1.5	0.7	49.1	41.6	40.7	40.3	68.7	66.3	37.3	39.0
	±0.96	±0.7	±0.3	±0.2	±2.08	±2.0	±2.04	±1.88	±2.2	±2.08	±2.08	±2.04

List of districts under each division

Central	Jharsuguda
Baleshwar	Kendujhar
Bhadrak	Sambalpur
Cuttack	Subarnapur
Jagatsinghpur	Sundargarh
Jajpur	**South**
Kendrapara	Baudh
Khordha	Gajapati
Mayurbhanj	Ganjam
Nayagarh	Kalahandi
Puri	Kandhamal
North	Koraput
Angul	Malkangiri
Balangir	Nabarangpur
Bargarh	Nuapada
Deogarh	Rayagada
Dhenkanal	

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Faridkot division of Punjab, in 2022, proportion of Std III-V children who can read Std II level text is 53.2%. With 95% probability, the true population proportion lies within 6.68% points of the estimate, i.e., between 46.5% and 59.9%.

Punjab

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Faridkot	53.8	65.0	0.2	0.3	62.4	53.2	68.6	55.3	84.0	85.6	62.6	50.6
	±5.54	±4.2	±0.24	±0.26	±5.86	±6.68	±4.62	±4.86	±4.3	±3.36	±5.46	±4.94
Firozpur	50.5	69.7	2.2	0.9	62.6	46.9	63.1	56.0	86.0	80.3	57.6	49.7
	±5.56	±4.2	±1.08	±0.46	±6.94	±4.88	±5.36	±4.64	±3.68	±3.96	±5.48	±5.14
Jalandhar	43.8	54.8	0.9	1.1	57.2	46.9	66.4	56.4	78.9	75.2	57.0	42.5
	±3.8	±3.24	±0.48	±0.88	±4.78	±3.72	±4.6	±4.02	±3.6	±3.24	±4.62	±3.74
Patiala	45.8	55.5	0.7	0.3	58.9	54.3	64.6	61.6	82.6	82.1	61.3	48.7
	±4.2	±3.56	±0.4	±0.22	±5.62	±5.04	±4.5	±4.04	±4.32	±3.12	±6.08	±3.7
Ropar	45.6	55.3	1.0	0.7	58.1	54.6	65.8	67.1	85.9	82.4	58.9	50.3
	±4.88	±3.44	±0.78	±0.54	±6.24	±4.82	±5.6	±4.36	±3.84	±4.16	±7.1	±4.78
Punjab	46.7	58.8	1.0	0.7	59.2	50.0	65.5	58.4	82.3	79.6	59.1	46.9
	±2.16	±1.8	±0.3	±0.34	±2.72	±2.24	±2.38	±2.1	±1.94	±1.68	±2.62	±2.04

List of districts under each division

Faridkot	Tarn Taran
Bathinda	**Patiala**
Faridkot	Barnala
Mansa	Fatehgarh Sahib
Firozpur	Ludhiana
Firozpur	Patiala
Moga	Sangrur
Muktsar	**Ropar**
Jalandhar	Rupnagar
Amritsar	Sahibzada Ajit Singh Nagar
Gurdaspur	Shahid Bhagat Singh Nagar
Hoshiarpur	
Jalandhar	
Kapurthala	

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Ajmer division of Rajasthan, in 2022, proportion of Std III-V children who can read Std II level text is 23.1%. With 95% probability, the true population proportion lies within 3% points of the estimate, i.e., between 20.1% and 26.1%.

Rajasthan

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Ajmer	61.0	65.4	2.1	1.5	33.7	23.1	29.7	21.8	60.9	61.9	30.4	24.8
	±4.18	±4.36	±0.68	±1.14	±4.3	±3.0	±4.38	±3.38	±5.0	±4.8	±4.48	±4.12
Bharatpur	49.8	64.2	2.7	1.1	39.0	23.8	37.8	23.3	73.0	58.4	44.5	34.6
	±4.44	±4.68	±1.38	±0.52	±4.94	±4.64	±4.46	±4.36	±4.62	±4.98	±4.0	±4.48
Bikaner	57.2	60.0	2.5	2.4	34.6	29.1	35.9	31.8	75.1	64.9	42.4	40.3
	±4.42	±4.36	±1.06	±0.8	±4.84	±4.04	±5.0	±4.64	±4.36	±5.08	±5.84	±5.36
Jaipur	41.9	52.2	1.7	0.3	49.4	39.1	44.6	36.2	82.0	76.1	44.5	44.9
	±3.88	±3.8	±0.78	±0.24	±4.16	±3.7	±4.74	±3.78	±3.3	±3.38	±4.24	±3.68
Jodhpur	66.5	76.3	6.8	4.7	27.4	27.5	23.6	14.7	66.0	62.7	31.2	23.7
	±3.92	±3.46	±1.5	±1.0	±3.9	±3.88	±3.86	±3.16	±4.14	±4.36	±4.56	±4.34
Kota	68.5	78.2	2.9	0.7	33.4	20.7	32.0	19.8	70.2	57.9	39.0	25.7
	±4.64	±3.84	±1.06	±0.38	±5.2	±3.84	±4.46	±4.22	±4.66	±5.08	±5.52	±4.16
Udaipur	75.3	82.0	5.5	1.9	27.0	19.9	19.9	11.7	64.7	49.1	20.3	12.9
	±3.22	±2.96	±1.42	±0.82	±3.82	±3.26	±3.96	±2.26	±4.28	±5.06	±3.5	±2.7
Rajasthan	60.0	68.5	3.8	2.0	34.7	26.7	31.1	22.0	70.0	61.9	34.9	28.9
	±1.58	±1.5	±0.48	±0.32	±1.66	±1.48	±1.72	±1.38	±1.7	±1.8	±1.74	±1.58

List of districts under each division

Ajmer	**Jodhpur**
Ajmer	Barmer
Bhilwara	Jaisalmer
Nagaur	Jalor
Tonk	Jodhpur
Bharatpur	Pali
Bharatpur	Sirohi
Dhaulpur	**Kota**
Karauli	Baran
Sawai Madhopur	Bundi
Bikaner	Jhalawar
Bikaner	Kota
Churu	**Udaipur**
Ganganagar	Banswara
Hanumangarh	Chittaurgarh
Jaipur	Dungarpur
Alwar	Pratapgarh
Dausa	Rajsamand
Jaipur	Udaipur
Jhunjhunun	
Sikar	

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Agra division of Uttar Pradesh, in 2022, proportion of Std III-V children who can read Std II level text is 40.7%. With 95% probability, the true population proportion lies within 3.54% points of the estimate, i.e., between 37.2% and 44.2%.

Uttar Pradesh

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Agra	34.7	45.1	3.1	4.0	46.3	40.7	48.1	51.2	74.5	68.4	54.0	54.1
	±3.64	±4.04	±1.16	±1.22	±4.52	±3.54	±4.66	±3.68	±3.68	±3.94	±4.48	±4.24
Aligarh	39.7	55.2	5.6	2.2	46.7	35.8	45.3	45.7	66.3	64.3	46.7	44.3
	±3.62	±4.4	±1.32	±0.68	±4.56	±4.16	±3.98	±3.96	±4.82	±4.18	±4.98	±4.82
Ayodhya	44.4	61.6	3.1	2.3	38.9	32.0	34.0	35.8	62.7	62.4	27.5	39.4
	±4.52	±3.98	±0.92	±0.74	±4.86	±4.12	±4.94	±4.5	±4.84	±4.3	±4.6	±4.54
Azamgarh	34.0	52.6	1.5	0.5	48.2	43.6	51.3	52.8	74.4	73.6	52.0	57.3
	±5.28	±5.8	±0.6	±0.3	±6.22	±5.2	±5.74	±5.94	±4.68	±4.96	±5.18	±6.54
Bareilly	47.6	60.7	12.6	6.3	29.6	24.4	28.5	30.3	55.6	50.5	25.8	31.2
	±4.08	±4.18	±2.54	±1.46	±4.88	±3.48	±4.16	±3.86	±5.52	±5.14	±4.92	±5
Basti	40.5	61.6	3.5	2.5	36.0	35.2	41.9	35.6	64.5	64.7	38.0	45.1
	±4.92	±4.98	±1.32	±0.72	±5.5	±4.78	±5.4	±4.66	±6.06	±4.62	±5.16	±4.98
Chitrakoot	65.1	75.4	3.7	3.2	33.9	35.2	38.3	41.4	60.0	65.2	41.4	46.7
	±3.9	±3.54	±1.16	±0.82	±4.56	±4.24	±4.9	±4.28	±4.6	±4.64	±4.54	±4.46
Devipatan	49.2	69.7	9.3	4.2	30.3	19.2	30.5	22.3	57.3	48.8	31.2	27.1
	±4.1	±3.82	±1.48	±1.06	±4.8	±2.92	±4.46	±3.46	±6.26	±4.86	±4.84	±3.92
Gorakhpur	38.7	56.1	2.0	1.3	48.6	43.1	41.0	48.9	75.2	73.9	40.0	55.2
	±3.84	±5	±0.6	±0.52	±4.26	±4.46	±4.24	±5.38	±3.36	±3.5	±4.28	±4.44
Jhansi	60.4	70.4	3.5	1.9	39.9	30.3	40.4	42.3	66.3	62.8	38.9	50.4
	±5.04	±4.74	±1.26	±0.7	±4.84	±4.88	±5.98	±5.44	±5.6	±5.3	±5.54	±5.72
Kanpur	45.8	61.0	4.7	3.3	40.2	35.7	39.5	41.3	65.8	66.7	41.7	47.9
	±3.38	±3.38	±1.08	±1.26	±3.88	±3.34	±3.58	±3.76	±4.14	±3.8	±3.9	±4.08
Lucknow	52.9	63.9	5.7	3.8	32.4	28.3	28.7	31.5	61.5	52.8	33.2	31.2
	±3.6	±3	±1.12	±0.86	±3.22	±2.94	±3.36	±3.22	±3.5	±3.62	±3.92	±3.12
Meerut	33.5	45.9	3.6	2.5	58.7	46.3	56.9	49.9	84.2	73.9	58.2	54.6
	±3.76	±3.98	±1.02	±0.96	±3.98	±4.08	±4.82	±4.8	±2.8	±3.5	±3.8	±4.44
Mirzapur	58.4	64.7	3.7	0.8	38.9	38.9	28.0	35.4	66.3	69.4	31.9	45.2
	±5.24	±4.64	±1.2	±0.38	±5.04	±4.08	±4.2	±4.88	±5.4	±5.1	±5.58	±5.1
Moradabad	35.1	53.3	8.1	4.7	35.2	30.3	31.7	36.2	65.4	58.8	33.5	33.8
	±4.68	±5.16	±1.66	±1.32	±5.5	±4.46	±6.26	±4.18	±5.36	±5.18	±5.44	±5.2
Prayagraj	38.9	63.5	3.1	1.5	45.3	38.2	41.7	44.1	69.5	64.1	41.6	48.8
	±4.48	±5.72	±0.7	±0.56	±4.56	±4.72	±4.84	±4.62	±4.18	±5.06	±5.0	±5.34
Saharanpur	40.5	46.4	4.4	2.7	46.6	41.8	45.3	45.5	76.8	71.0	50.3	45.3
	±6.26	±6.82	±1.82	±1.4	±7.74	±6.62	±7.72	±7.36	±6.38	±4.7	±8.1	±6.16
Varanasi	45.5	62.6	2.1	1.9	45.4	45.1	44.7	50.2	70.1	70.0	44.2	50.3
	±4.14	±4.82	±0.74	±0.7	±4.56	±4.32	±4.32	±3.64	±4.86	±4.26	±4.84	±4.86
Uttar Pradesh	44.3	59.6	4.8	2.9	40.6	34.9	38.6	40.0	67.1	63.3	39.3	43.5
	±1.08	±1.12	±0.34	±0.24	±1.16	±1.04	±1.16	±1.12	±1.18	±1.14	±1.22	±1.2

List of districts under each division

Agra
- Agra
- Firozabad
- Mainpuri
- Mathura

Aligarh
- Aligarh
- Etah
- Hathras
- Kashganj

Ayodhya
- Ambedkar Nagar
- Ayodhya
- Bara Banki
- Sultanpur

Azamgarh
- Azamgarh
- Ballia
- Mau

Bareilly
- Bareilly
- Budaun
- Pilibhit
- Shahjahanpur

Basti
- Basti
- Sant Kabir Nagar
- Siddharth Nagar

Chitrakoot
- Banda
- Chitrakoot
- Hamirpur
- Mahoba

Devipatan
- Bahraich
- Balrampur
- Gonda
- Shrawasti

Gorakhpur
- Deoria
- Gorakhpur
- Kushinagar
- Mahrajganj

Jhansi
- Jalaun
- Jhansi
- Lalitpur

Kanpur
- Auraiya
- Etawah
- Farrukhabad
- Kannauj
- Kanpur Dehat
- Kanpur Nagar

Lucknow
- Hardoi
- Kheri
- Lucknow
- Raebareli
- Sitapur
- Unnao

Meerut
- Baghpat
- Bulandshahr
- Gautam Buddha Nagar
- Ghaziabad
- Meerut

Mirzapur
- Mirzapur
- Bhadohi
- Sonbhadra

Moradabad
- Amroha
- Bijnor
- Moradabad
- Rampur

Prayagraj
- Fatehpur
- Kaushambi
- Pratapgarh
- Prayagraj

Saharanpur
- Muzaffarnagar
- Saharanpur

Varanasi
- Chandauli
- Ghazipur
- Jaunpur
- Varanasi

Divisional Estimates

Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or on geographical regions.

The first row for each division gives the estimate of the relevant variable. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Garhwal division of Uttarakhand, in 2022, proportion of Std III-V children who can read Std II level text is 42.1%. With 95% probability, the true population proportion lies within 3.8% points of the estimate, i.e., between 38.3% and 45.9%.

Uttarakhand

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Garhwal	55.5	60.5	1.8	1.3	50.0	42.1	44.6	39.0	79.0	72.4	43.5	36.8
	±4.46	±4.44	±0.92	±1.0	±5.12	±3.8	±4.74	±3.94	±4.74	±3.6	±4.98	±4.28
Kumaon	54.5	63.1	1.0	0.9	51.7	43.3	46.6	34.3	78.3	74.4	42.3	38.3
	±4.78	±5.36	±0.54	±0.72	±5.44	±4.98	±4.84	±4.72	±4.64	±5.34	±4.88	±5.42
Uttarakhand	55.1	61.5	1.4	1.1	50.7	42.5	45.4	37.4	78.7	73.2	43.0	37.3
	±3.26	±3.44	±0.58	±0.68	±3.78	±3.02	±3.46	±3.04	±3.34	±3.04	±3.5	±3.38

List of districts under each division

Garhwal	Kumaon
Chamoli	Almora
Dehradun	Bageshwar
Garhwal	Champawat
Hardwar	Nainital
Rudraprayag	Pithoragarh
Tehri Garhwal	Udham Singh Nagar
Uttarkashi	

West Bengal

Division/ Region	Govt school		Not in school		Learning levels: All schools							
					Std III-V				Std VI-VIII			
	% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Burdwan	89.5	95.2	1.7	0.5	49.0	41.8	42.7	40.0	66.1	64.6	38.0	30.5
	±3.58	±1.62	±1.04	±0.36	±6.02	±5.72	±7.6	±5.58	±7.2	±5.64	±7.94	±4.58
Jalpaiguri	85.7	86.6	1.8	0.7	37.7	28.9	38.3	31.0	52.8	54.6	22.2	20.7
	±3.54	±2.88	±0.86	±0.62	±6.76	±4.62	±6.4	±5.26	±8.12	±6.74	±6.6	±5.48
Maldah	81.9	86.8	3.9	1.9	33.1	34.8	31.3	34.7	45.6	52.8	21.2	24.5
	±4.18	±3.5	±1.28	±0.94	±6.5	±5.68	±7.84	±6.48	±6.02	±6.32	±5.36	±5.26
Medinipur	91.4	95.9	1.3	0.3	49.6	47.4	52.0	45.2	62.6	62.8	37.8	33.8
	±1.94	±1.64	±0.6	±0.2	±5.52	±5.48	±5.6	±4.94	±6.3	±4.96	±6.26	±5.48
Presidency	90.4	93.4	1.3	0.8	45.9	44.1	46.3	46.5	64.0	73.8	28.8	36.6
	±2.78	±1.98	±0.68	±0.38	±6.52	±4.78	±5.72	±5.5	±5.98	±5.2	±6.84	±4.62
West Bengal	88.1	92.2	2.0	0.9	44.1	40.9	43.4	40.8	58.8	62.7	30.6	30.5
	±1.46	±1.1	±0.42	±0.26	±2.88	±2.5	±3.0	±2.62	±3.02	±2.6	±3.08	±2.38

List of districts under each division

Burdwan	Medinipur
Barddhaman	Bankura
Birbhum	Paschim Medinipur
Hooghly	Purba Medinipur
Jalpaiguri	Puruliya
Cooch Behar	**Presidency**
Darjiling	Howrah
Jalpaiguri	Nadia
Maldah	North Twenty Four Parganas
Dakshin Dinajpur	South Twenty Four Parganas
Maldah	
Murshidabad	
Uttar Dinajpur	

Aspirational Districts

The 'Transformation of Aspirational Districts' programme (2017) is a major policy initiative[1] by the Government of India for districts that are lagging on specific development parameters, including education.

Given below are the estimates of enrollment, reading level, and arithmetic level for children in the 5-16 age group, separately for each district.

State	District	Govt school		Not in school		Learning levels: All schools							
						Std III-V				Std VI-VIII			
		% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
		2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Andhra Pradesh	Visakhapatnam	58.8	68.1	1.7	1.2	30.0	21.3	44.4	53.3	53.2	61.8	33.9	58.2
	Vizianagaram	67.7	80.7	3.7	0.1	48.8	27.9	59.3	56.5	80.8	50.4	61.6	51.8
	Y.S.R. Kadapa	56.8	63.3	1.0	0.3	32.4	23.6	51.9	51.7	54.3	53.2	37.2	42.3
Arunachal Pradesh	Namsai (Lohit)		58.8		5.1		18.4		43.0		34.9		24.3
Assam	Baksa	77.6	64.5	0.7	0.7	40.5	25.7	35.8	30.4	72.7	59.5	27.3	19.4
	Barpeta	67.5	67.0	3.0	3.0	16.8	19.6	57.8	36.5	32.6	47.0	46.9	19.9
	Darrang	70.6	77.0	2.3	2.0	32.2	17.1	33.2	29.1	62.8	54.8	24.8	17.7
	Dhubri	71.1	75.8	2.1	1.4	19.9	28.8	40.2	26.9	51.9	50.2	34.9	15.1
	Goalpara	79.7	77.3	2.2	0.9	41.5	20.5	48.3	31.2	67.9	52.3	27.7	19.2
	Hailakandi	76.0	71.4	2.7	1.4	15.8	26.2	23.6	34.6	27.8	59.1	11.8	34.0
	Udalguri	63.8	64.6	1.6	1.2	36.4	32.5	45.7	40.8	52.7	56.7	17.1	14.0
Bihar	Araria	72.2	82.3	10.2	3.4	31.2	23.3	35.8	27.7	54.3	51.2	37.8	42.2
	Aurangabad	70.2	80.6	2.7	1.0	47.7	42.5	56.2	62.2	71.3	64.3	64.8	57.1
	Banka	80.9	80.3	6.8	3.5	30.3	38.0	36.7	44.2	53.6	61.8	50.0	48.5
	Begusarai	80.3	82.0	3.5	1.5	37.5	31.2	37.6	36.1	67.4	62.7	51.0	58.8
	Gaya	78.3	77.8	4.8	1.7	31.1	32.2	39.7	44.3	61.6	61.0	48.0	50.7
	Jamui	87.9	85.5	0.9	3.8	30.8	27.8	38.0	38.5	67.1	49.5	59.2	47.9
	Katihar	83.0	88.0	5.6	3.0	21.2	23.5	24.3	29.8	53.9	43.9	33.7	28.4
	Khagaria	85.3	81.9	2.4	2.0	37.6	36.2	53.1	44.8	71.6	67.1	67.4	56.8
	Muzaffarpur	75.6	90.4	2.5	0.5	36.7	31.3	39.1	39.4	62.8	65.7	54.2	56.8
	Nawada	80.3	81.0	4.4	3.3	24.9	28.6	36.6	37.4	56.8	60.5	43.4	54.4
	Purnia	83.5	91.4	6.0	3.8	18.4	25.6	26.0	27.9	61.4	65.8	43.3	49.6
	Sheikhpura	77.4	82.8	5.1	3.0	31.1	38.6	39.4	55.7	66.7	68.2	49.4	61.1
	Sitamarhi	75.4	88.2	5.4	2.0	33.8	27.3	36.5	34.2	58.5	54.3	43.5	50.1
		2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Chhattisgarh[2]	Bastar	88.5	84.2	3.0	4.7	22.5	36.2	12.3	25.2	59.5	68.3	23.5	27.1
	Bijapur	86.8	91.8	7.0	4.2	8.1	14.0	13.0	17.3	29.0	44.6	9.9	11.4
	Dakshin Bastar Dantewada	82.2	83.2	10.4	12.9	9.8	28.5	11.8	27.4	46.8	64.0	16.2	35.4
	Kondagaon	92.9	92.9	0.5	1.1	17.6	25.2	14.2	25.5	55.6	62.2	16.7	19.3
	Korba	84.0	85.9	2.4	1.2	25.7	33.5	23.6	25.4	68.2	67.1	26.1	22.4
	Mahasamund	84.9	81.9	1.4	1.4	26.0	37.2	21.5	35.5	65.7	70.1	24.6	28.0
	Narayanpur	82.3	83.5	11.6	11.7	10.6	13.4	11.9	15.6	48.8	53.3	23.8	21.4
	Rajnandgaon	89.3	90.4	0.4	0.6	27.5	51.0	29.4	45.2	64.3	80.5	30.8	40.5
	Sukma	87.1	83.3	7.2	12.2	14.2	21.4	20.7	20.0	39.2	60.9	17.1	23.6
	Uttar Baskar Kanker	91.6	89.8	1.1	0.6	23.8	45.3	23.4	43.4	62.9	79.1	29.9	43.0

[1] http://niti.gov.in/writereaddata/files/FirstDeltaRanking-May2018-AspirationalRanking.pdf

[2] In Chhattisgarh, an updated 2011 Census village directory provided by the state was used to conduct a state-wide ASER survey in November 2021. This list was used in ASER 2022 as well. Therefore, estimates for Chhattisgarh are presented for 2021 and not 2018.

State	District	Govt school		Not in school		Learning levels: All schools							
						Std III-V				Std VI-VIII			
		% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
		2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Gujarat	Dahod	81.9	82.2	1.3	1.2	40.4	27.9	30.5	30.8	67.6	54.6	35.5	30.0
	Narmada	92.0	95.6	1.2	0.0	38.1	10.3	23.4	6.8	64.8	27.5	20.0	14.2
Haryana	Mewat	66.1	69.7	9.6	5.1	24.1	14.6	38.8	26.2	52.0	43.8	36.1	27.9
Himachal Pradesh	Chamba	88.0	87.8	1.1	0.9	55.4	37.1	43.5	39.5	77.5	73.3	38.5	37.2
Jammu and Kashmir	Baramulla	49.7	47.8	1.3	0.8	36.7	36.9	57.1	58.9	63.8	72.5	32.2	29.9
	Kupwara	49.1	58.4	0.8	0.5	38.3	27.6	53.0	52.4	59.6	48.9	34.5	30.9
Jharkhand	Bokaro	76.5	72.0	1.8	0.8	36.4	42.5	45.6	54.4	61.2	71.5	41.4	55.8
	Chatra	84.8	84.2	0.8	0.9	26.5	30.3	27.5	38.0	66.2	68.6	41.5	45.7
	Dumka	86.2	96.4	3.9	2.2	26.4	21.0	39.0	44.3	51.6	47.3	31.3	36.3
	East Singhbhum	83.8	90.3	2.1	1.4	27.6	37.9	32.4	47.1	56.4	62.2	30.8	42.8
	Garhwa	82.7	89.4	1.2	1.9	25.2	24.9	33.1	36.5	67.1	53.8	52.6	47.6
	Giridih	75.0	79.7	2.1	1.0	20.7	35.2	25.9	45.4	56.2	60.0	33.2	49.0
	Godda	87.9	83.8	1.1	0.6	26.9	27.8	40.9	38.8	51.4	57.8	32.4	39.2
	Gumla	65.2	81.3	3.2	0.5	29.4	17.7	36.0	23.6	61.0	56.1	31.6	37.4
	Hazaribagh	71.3	58.1	0.6	1.4	32.8	31.1	35.1	39.3	62.2	64.9	39.3	42.8
	Khunti	73.2	68.6	4.3	1.7	34.5	18.7	26.4	24.4	64.5	44.7	23.3	17.9
	Latehar	84.9	89.8	1.2	1.3	27.1	30.4	27.2	28.3	53.5	66.2	28.7	33.1
	Lohardaga	69.9	86.2	0.9	0.9	37.5	20.5	36.5	30.2	70.0	55.2	39.3	28.1
	Pakur	71.6	82.8	11.0	11.8	16.1	16.9	20.3	26.1	46.2	43.9	32.5	32.0
	Palamu	82.0	87.1	3.3	1.8	25.9	21.3	31.7	31.1	52.3	44.1	35.8	37.4
	Ramgarh	63.7	70.4	1.1	0.4	40.2	36.3	42.7	51.6	66.9	73.9	43.8	54.8
	Ranchi	58.5	72.0	2.4	1.6	37.4	24.9	32.6	38.8	63.3	59.6	28.3	35.1
	Sahibganj	82.2	96.3	4.3	0.4	14.6	13.1	15.6	25.0	34.1	42.8	19.5	33.8
	Simdega	68.5	69.7	1.5	1.6	23.4	23.0	27.7	25.6	63.6	61.2	25.8	23.3
	West Singhbhum	84.3	90.1	7.6	2.6	12.8	8.4	18.7	21.0	37.6	27.6	22.2	20.3
Karnataka	Raichur	85.7	92.7	1.2	0.2	26.8	7.4	28.1	15.5	56.5	26.8	26.6	10.9
	Yadgir	77.8	86.5	4.7	1.7	22.0	9.5	30.6	21.1	57.8	33.7	33.2	15.8
Kerala	Wayanad		74.6		0.1		50.2		40.0		78.6		26.8
Madhya Pradesh	Barwani	63.2	73.9	21.7	13.9	26.5	16.3	18.5	12.3	55.1	51.2	20.6	20.3
	Chhatarpur	82.9	84.0	5.9	2.5	24.1	27.3	30.9	37.1	59.6	58.7	42.6	53.8
	Damoh	77.1	76.7	2.1	1.9	39.2	14.5	31.6	17.6	58.8	54.7	38.2	34.7
	Guna	75.1	67.9	4.8	4.4	24.1	11.8	20.9	17.1	53.8	42.8	30.1	34.8
	Khandwa	82.7	67.8	2.8	1.3	23.2	25.0	20.2	22.7	62.6	53.9	29.1	22.4
	Rajgarh	52.5	62.5	2.9	1.6	30.0	24.9	31.9	32.7	68.1	56.0	27.3	33.3
	Singrauli	72.8	69.7	2.2	4.1	25.9	24.6	27.7	22.1	54.8	46.0	29.9	22.0
	Vidisha	71.4	67.9	5.8	1.8	24.6	18.7	19.7	28.6	38.7	45.9	21.7	26.9
Maharashtra	Gadchiroli	75.1	85.3	0.5	0.0	34.2	27.1	38.6	31.2	55.3	54.9	26.2	37.5
	Nandurbar	58.4	53.5	4.1	4.3	33.9	15.1	19.4	10.6	62.9	55.4	6.3	14.5
	Osmanabad	68.6	75.6	0.7	0.1	53.4	48.0	31.3	34.5	75.2	78.0	27.6	30.7
	Washim	65.4	61.0	0.0	0.1	47.1	30.4	40.2	25.8	77.8	65.0	30.6	23.6
Manipur	Chandel	28.8	29.5	6.6	1.7	63.3	67.8	66.7	79.2	90.0	86.7	30.0	74.2
Meghalaya	Ribhoi	40.2	24.2	3.4	1.8	48.8	36.3	43.8	47.4	91.5	70.2	25.5	35.1
Mizoram	Mamit	75.1	66.2	0.4	0.9	33.7	14.5	68.7	30.2	86.5	46.4	55.6	19.5
Nagaland	Kiphire	66.0	80.6	4.5	1.5	6.5	10.8	10.1	12.0	26.3	40.8	0.9	4.9

State	District	Govt school		Not in school		Learning levels: All schools							
						Std III-V				Std VI-VIII			
		% Children (age 6-14) enrolled in govt school		% Children (age 6-14) not enrolled in school		% Children who can read Std II level text		% Children who can do at least subtraction		% Children who can read Std II level text		% Children who can do division	
		2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Odisha	Balangir	91.8	92.7	0.3	0.9	31.7	38.7	22.9	35.5	51.6	69.0	20.2	42.4
	Dhenkanal	85.8	90.7	0.6	0.2	54.3	63.5	43.6	57.4	71.4	83.1	37.6	55.6
	Gajapati	90.0	89.3	1.9	2.1	33.6	25.9	34.4	34.3	51.2	54.4	20.8	30.4
	Kalahandi	91.5	94.4	1.5	1.1	42.0	19.6	32.8	21.6	54.6	49.2	26.6	25.1
	Kandhamal	95.9	96.3	0.9	1.0	35.9	28.0	38.7	32.6	52.9	67.5	26.1	38.4
	Koraput	91.2	97.9	7.4	1.6	19.6	5.5	12.8	7.0	43.5	21.5	9.4	3.1
	Malkangiri	90.1	97.4	7.1	0.3	14.0	7.7	16.4	9.2	53.6	15.5	28.2	13.3
	Rayagada	89.2	90.0	7.8	4.1	15.8	10.8	8.5	10.6	40.3	41.6	5.4	17.5
Punjab	Firozpur	52.8	72.1	2.0	1.0	63.8	44.9	62.4	54.8	89.8	80.3	58.7	48.6
	Moga	41.3	65.2	1.2	0.5	59.4	45.9	68.3	58.0	81.5	75.8	58.8	48.6
Rajasthan	Baran	71.6	83.0	4.0	0.8	32.0	19.3	29.2	14.9	65.3	61.5	33.0	21.7
	Dholpur	57.3	67.7	2.4	0.3	29.3	19.9	36.9	24.6	65.0	48.2	40.9	35.9
	Jaisalmer	71.6	80.2	8.2	9.4	18.9	21.6	14.4	7.4	51.2	74.1	17.0	20.8
	Karauli	54.0	71.1	2.5	0.9	32.9	22.4	35.0	21.0	66.5	47.8	34.6	28.5
	Sirohi	73.5	76.5	7.0	9.1	24.0	17.3	15.6	6.4	62.2	51.7	12.8	18.1
Sikkim	West Sikkim	69.2	81.3	0.8	1.2	33.3	18.5	52.5	49.1	65.3	44.3	29.3	25.0
Tamil Nadu	Ramanathapuram	68.7	77.1	0.5	0.1	21.7	36.4	50.4	54.9	68.6	70.5	28.9	49.0
	Virudhunagar	76.5	78.4	0.6	0.2	27.9	12.7	49.4	36.1	57.5	55.5	45.7	48.6
Tripura	Dhalai	86.2	83.1	2.8	0.8	22.3	30.9	41.3	48.4	57.7	61.6	29.4	27.3
Uttar Pradesh	Bahraich	57.5	74.1	9.4	4.6	31.4	15.7	28.6	15.5	55.8	46.9	25.4	24.6
	Balrampur	47.6	73.8	9.1	4.1	22.3	15.1	29.4	14.6	52.2	46.8	39.1	23.5
	Chandauli	51.4	71.8	5.0	1.4	52.5	43.2	41.9	40.1	77.3	66.3	45.4	40.9
	Chitrakoot	60.2	72.0	3.2	2.9	36.3	34.3	37.7	46.7	64.5	61.8	34.7	45.5
	Fatehpur	45.0	58.1	2.9	2.3	47.7	24.6	45.0	28.3	67.8	55.8	40.0	31.0
	Shrawasti	56.5	76.8	14.3	3.9	21.5	19.7	18.1	25.5	48.1	49.3	26.8	36.1
	Siddharthnagar	50.0	70.5	5.2	3.5	24.9	27.9	31.7	25.6	54.2	59.1	28.9	38.1
Uttarakhand	Haridwar	39.5	42.9	4.6	3.4	46.2	38.4	38.4	33.5	77.2	58.7	41.4	27.1
	Udham Singh Nagar	36.6	54.2	1.4	1.5	40.7	37.0	42.4	30.2	71.1	74.4	32.7	38.5

ASER 2022 Process Documents

Sample Design of Rural ASER 2022

Wilima Wadhwa[1]

The purpose of ASER is two-fold: (i) to obtain reliable estimates of the status of children's schooling and foundational learning (reading and math ability); and (ii) to measure the change in these basic learning and school statistics over time. Every year a core set of questions regarding schooling status and basic learning levels remains the same. However new questions are added to explore different dimensions of schooling and learning at the elementary stage. The latter set of questions can vary each year. For instance, ASER 2006 and 2007 tested reading comprehension for different kinds of readers; ASER 2007 introduced testing in English, which has been repeated in four subsequent editions of ASER (2009, 2012, 2014, 2016).[2]

Every year, ASER volunteers visit a government primary or upper primary school in each sampled village. The school information is recorded based either on direct observation (such as attendance or useability of facilities) or on information provided by the school (such as grants information). School observations have been reported in 2005, 2007, and every year since 2009. Beginning in 2010, information is also collected on schools' RTE compliance.

ASER was done annually for ten years (2005-2014). After a break of one year,[3] ASER 2016 started a new series of ASER estimates using Census 2011 as the sampling frame. In this new series of ASER starting in 2016, the nation-wide assessment of foundational learning is done every other year and competencies for other age-groups are explored in the intervening years.[4] This alternate-year cycle was broken in 2020 due to the COVID-19 pandemic which severely restricted movement in the field. ASER 2022, therefore, returns with estimates at the district, state and national levels after a gap of 4 years.

ASER has a two-stage sample design. In the first stage, for each rural district, villages are randomly selected from the Census village directory. Therefore, the coverage of ASER is the population of rural India.[5] ASER 2005-2014 uses the Census 2001 village directory as the sampling frame. The Census 2011 sampling frame became available in the public domain in 2015 and ASER 2016-2022 uses this frame. In the second stage, households are randomly selected in each of the villages selected in the first stage. This sampling strategy generates a representative picture of each district. All rural districts are surveyed. The estimates obtained are then aggregated to the division, state and all-India levels.

Sample size calculations for ASER done at the district level – the lowest geographical unit at which the estimates are representative – resulted in a sample of 600 households per district.[6] At the state level and at the all-India level the survey has many more observations, lending estimates at those levels much higher levels of precision.

Since ASER has a two-stage sample design,[7] the district level sample size of 600 households has to be allocated to the two stages of sampling. ASER samples 30 villages in the first stage. These are randomly selected using the village directory of the Census as the sample frame.[8]

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[1] Director, ASER Centre

[2] For more details, see the section 'ASER domains over time' in this report.

[3] In 2015, ASER was done in only two states – Maharashtra and Punjab.

[4] For instance, ASER 2017 explored functional competencies for 14-18-year-olds.

[5] No adjustments are made to the population as given in the Census.

[6] Sample size calculations assume simple random sampling. However, simple random sampling is unlikely to be the method of choice in an actual field survey. Therefore, often a "design effect" is added to the sample size. A design effect of 2 would double the sample size. At the district level a 7% precision along with a 95% confidence level would imply a sample size of 196, giving us a design effect of approximately three. However, a sample size of 600 households gives us approximately 1000-1200 children per district.

[7] For a two-stage sample design, as explained above, sample size calculations have to take into account the design effect, which is the increase in variance of estimates due to departure from simple random sampling. This design effect is a function of the intra-cluster correlation. The greater this correlation, the larger is the design effect implying a larger sample size for a given level of precision. For a given margin of error (me), the sample size can be backed out from $me = \frac{2\sigma}{p} = \frac{2\sqrt{\frac{d\,p\,(1-p)}{N-1}}}{p}$ where d is the design effect, p is the incidence in the population, σ is the standard error and N the sample size.

[8] Since the sampling frame is not current, sometimes sampled villages need to be replaced. As far as possible, however, villages are not replaced. There are three main reasons for replacing a village: First, if it has been converted to an urban municipality; second, due to natural disasters, like floods; or third, due to insurgency problems. Replacement villages are also drawn as an independent sample.

In the second stage 20 households are randomly selected in each of the 30 selected villages in the first stage.[9]

Villages are selected using the probability proportional to size (PPS) sampling method. This method allows villages with larger populations to have a higher chance of being selected in the sample. It is most useful when the first stage sampling units vary considerably in size, because it ensures that households in larger villages have the same probability of getting into the sample as those in smaller villages.[10,11]

There are various issues that complicate the second stage sampling. First is the issue of sparse populations of interest, namely that the sampling strategy may not result in sufficient sample sizes of the target population. The best solution to this problem is to create a listing of the target population (for a particular cluster) and sample from that, thus, employing a stratified sample. However, given the rapid assessment nature of ASER and several resource constraints (time, people, money), ASER does not stratify at the second stage – houselisting is not done at the village level.

Second, the absence of a houselisting creates additional problems in surveys that are representative at multiple levels of aggregation. In these surveys estimates have to be weighted[12] with appropriate weights to account for different underlying population sizes – a more populous state like UP will have a higher weight in the national estimate than a state like Himachal Pradesh. The calculation of these weights requires the underlying population proportion of the target group of interest. So, if the household were the unit of sampling, then we would need the number of households in the village to calculate the weights. On the other hand, if children in the age group of 3-16 years were our target population, we would need the total number of such children in the village to calculate the weights. A houselisting of the village would provide not only the frame for sampling these children, but also the total number of such children in the village.

ASER resolves both these problems by sampling households. Household weights are easy to calculate since the Census provides the village population of households. Therefore, the sample in ASER is defined in terms of households and not children. In ASER, all children in the age group of 3-16 years living in the sampled households are surveyed. So as to get a representative sample of the household distribution, households with no children in the target age group are counted as part of the sample. Given the scale of ASER and large household sizes in rural India, this strategy yielded large enough samples to do age-wise or grade-wise analysis at the state level.

However, while the number of households and villages in ASER has remained more or less unchanged since 2006, the number of children surveyed has been falling steadily. Between 2006 and 2018, the number of sampled children in ASER has fallen by about 30%.[13] With this secular decline, granular analysis for some smaller states and the less populous southern states was posing a problem.

ASER 2022, therefore, employs a sampling strategy that modifies the ASER approach, so as to get sufficient sample sizes and be able to calculate weights without creating a houselisting in the village. The standard ASER sampling approach in the village is to mimic simple random sampling without doing a houselisting. Volunteers walk around the village, make a map,

[9] This allocation of the total sample size to the different sampling stages is often based on logistical and cost considerations. For instance, a sample size of 600 households per district could have been allocated into 40 villages per district and 15 households per village; or 20 villages per district and 30 households per village. The first allocation would yield higher precision but cost more. Precision increases with a larger number of first-stage units since that reduces the adverse effect of a large intra-cluster correlation; however, cost also increases with a larger number of first-stage units, since that entails travelling to more villages (the marginal cost of surveying additional households in a given village is negligible). Therefore, there is a tradeoff between precision and cost.

[10] Probability proportional to size (PPS) is a sampling technique in which the probability of selecting a sampling unit (village, in our case) is proportional to the size of its population. The method works as follows: First, the cumulative population by village calculated. Second, the total household population of the district is divided by the number of sampling units (villages) to get the sampling interval (SI). Third, a random number between 1 and the SI is chosen. This is referred to as the random start (RS). The RS denotes the site of the first village to be selected from the cumulative population. Fourth, the following series of numbers is formed: RS; RS+SI; RS+2SI; RS+3SI; …. The villages selected are those for which the cumulative population contains the numbers in the series.

[11] Most large household surveys in India, like the National Sample Survey and the National Family Health Survey also use this two-stage design and use PPS to select villages in the first stage.

[12] The weight associated with each sampling unit, household in ASER, is the inverse of the probability of it being selected in the sample.

[13] The drop in number of sampled children is probably due to the increase in the number of rural households since 2006. Census 2011 notes that there was a 24% increase in rural households since Census 2001. Yet, the rural population increased by only 12% during the same period, implying that the average rural household size has gone down, implying fewer children per household. In addition, declining fertility rates, especially in the south, have resulted in fewer children per family, which coupled with more nuclear households in rural India, has led to declining samples of children in ASER.

divide the village into four parts, and sample 5 households using the fifth household rule in each part to get 20 households in the village. Households with no children in the target age group count as part of the sample since the aim is to get a representative picture of the household distribution.

In the ASER 2022 survey this approach was modified so as to capture sufficient numbers of 3-16-year-old children. The process is described below:

1. Walk around the village and make a map and divide the village into four parts.
2. In each part go to a central location and use the fifth household rule starting from the left to sample households.
3. If the household has children in the 3-16-year age group currently residing the household, record the household number, and the number of such children. Administer the survey to all children in the target age group in the household and collect information on the household. Proceed to the next fifth household.
4. If the household has no children in the 3-16-year age group, record the household number and the fact that it has no children in the target age group and move to the next household.
5. If the household is locked or does not want to participate in the survey record the household number and the fact that it was locked or a non-response household and move to the next household.
6. Continue this procedure until you have administered the survey in 5 households in each of the four sections of the village.

At the end of the survey in the village this procedure will yield 20 households with completed survey information, as well as the total number of households visited to achieve this. The latter is needed for the calculation of correct weights.

To summarise, ASER 2022 employs a two-stage clustered design. In the first stage 30 villages are sampled from the Census 2011 village directory using PPS. In the second stage, 20 households with resident children in the age group of 3-16 years are surveyed in each sampled village.

Since one of the goals of ASER is to generate estimates of change in learning, a panel survey design would provide more efficient estimates of change. However, given the large sample size of the ASER surveys and cost considerations, we adopted a rotating panel of villages rather than children. For ASER 2008-2014, each year 10 villages from three years ago were dropped, 20 villages from the previous two years were retained and 10 new villages were added.[14] Given the sample size of 30 villages per district, this procedure created a 3-year cycle in which the entire village sample is replaced. For instance, in ASER 2014 we dropped the 10 villages from ASER 2011, kept the 20 villages from 2012 and 2013 and added 10 more villages from the 2001 Census village directory. However, for ASER 2016 a fresh sample of 30 villages was drawn for each district because we were using a new sampling frame – Census 2011. In ASER 2018, we randomly dropped 10 villages from the 2016 sample, and added 10 new villages. In ASER 2022, an additional 10 villages were dropped from the ASER 2016 sample, the 10 villages from 2018 were retained and 10 new villages were added. Like before, these 10 new villages are drawn as an independent sample from the Census 2011 frame.[15]

The survey provides estimates at the district, division, state and national levels. In order to aggregate estimates up from the district level households have to be assigned weights – also called inflation factors. The inflation factor corresponding to a particular household denotes the number of households that the sampled household represents in the population. Given that 600 households are sampled in each district regardless of the size of the district, a household in a larger district will represent many more households and therefore, have a larger weight associated with it than one in a sparsely populated district.[16]

[14] The 10 new villages are drawn as an independent sample from the same sampling frame.

[15] Since the new series of ASER that started in 2016 visits all rural districts and assesses all children in basic foundational reading and arithmetic in alternate years, rather than every year, the entire village sample will be replaced in 6 rather than 3 years.

[16] The probability that household j gets selected in village $_i$ (p_{ij}) is the product of the probability that village$_i$ gets selected (p_i) and the probability that household $_j$ gets selected ($p_{j(i)}$). This is given by:

$$p_{ij} = p_i\, p_{j(i)} = \frac{n_v\, vpop_i}{dpop}\,\frac{n_{hi}}{vpop_i} = \frac{n_v\, n_{hi}}{dpop}$$

where n_v is the number of villages sampled in the district, $vpop_i$ is the household population of village i, *dpop* is the number of households in the district, and n_{hi} is the number of households visited in the village (to get the 20 sampled households). The weight associated with each sampled household within a district is the inverse of the probability of selection. Note that, in each district, the sum of the weights of the households will give the district population and the sum of the weights for all children in the sample will approximate to the population of children in the 3-16 age group in the district.

ASER 2022 Training

The ASER survey is conducted in almost every rural district in India in partnership with local organisations and institutions like universities and colleges, non-governmental organisations, self-help groups, youth clubs, government departments, and District Institutes of Education and Training (DIETs), among others. This year ASER reached 616 districts, surveying almost 700,000 children in more than 19,000 villages across the country. The ASER training process gives volunteers the skills needed to survey a village, assess children's learning levels reliably and record the information accurately.

ASER survey trainings follow a three-tier model that consists of:

National Workshop:
ASER state teams are trained by the ASER central team

→

State Level Training:
Master Trainers[1] are trained by the ASER state teams

→

District Level Training:
Volunteers in each district are trained by the Master Trainers

Standardisation in training and survey is extremely important in order to ensure that the data collected is reliable and comparable across districts and states. ASER Centre ensures that the guidelines and instructions for the trainings delivered at all three tiers are kept clear and consistent so that each participant can conduct the survey accurately. The processes in each tier structure are described below:

Tier I: National Workshop

The ASER survey begins with a national workshop. It brings together over 100 people – the ASER central team, state teams from across the country, participants from other countries, external guests, independent researchers, and others. The main objective of the national workshop is to thoroughly train teams on all survey tools and processes. This year, the national workshop was held in Jaipur, Rajasthan from 3 August to 10 August 2022. Around 130 participants attended 6 days of classroom sessions and 2 days of field visits to villages to pilot the ASER 2022 survey instruments.

130
participants in the ASER 2022 National Workshop

Key features of the national workshop include:

- **Classroom sessions:** These are designed to explain the survey process, quality control processes, sampling, financial planning for the survey, etc. Instruction manuals, role plays, group work and presentations are used to make the classroom sessions effective and engaging.
- **Field visits:** One day of the national training is devoted to practicing the actual survey. An additional field day is devoted to rechecking[2] the villages surveyed on the first field visit day. The two field visit days are important for the participants to get hands-on experience of conducting the survey and recheck.
- **Quizzes:** Quizzes are administered in order to ensure that every participant understands the survey content and other processes thoroughly. Post training, additional sessions are organised to fill the gaps identified through the quiz results.
- **Mock training:** Two days in the national workshop are devoted to mock trainings. Participants prepare and conduct training sessions on assigned topics. They are assessed by experienced ASER trainers and personalised feedback is given. This session prepares the participants to lead and deliver trainings in the next tier more efficiently and confidently.
- **Clarification and feedback:** Short feedback and clarification rounds are conducted to provide additional support, close any gaps and ensure participants' complete understanding of survey processes.

[1]ASER Centre recruits Master Trainers in each district for the entire survey period. Two Master Trainers are responsible for the successful execution of the complete survey in each district, including quality control processes.

[2] Rechecks are conducted in selected surveyed villages to ensure that the survey was conducted properly.

- **State planning:** The national training is also a time to finalise the survey roll-out plans for each state, including identification of partners, plans for state level trainings and calendars for execution of the survey. Experience of the previous years' ASER survey is reviewed, manpower requirements are identified, partner lists are drawn up, tentative timelines are made, and detailed budgeting is done.

Tier II: State Level Training

State level trainings are scheduled for 5 to 6 days with 3 to 4 days of classroom sessions and 2 days of field visits. The main objective is to prepare the Master Trainers as lead trainers so that they can successfully train volunteers in their own districts. Approximately 900 Master Trainers participated in ASER 2022.

920
Master Trainers

The structure of state level trainings is kept as close as possible to that of the national workshop. State level trainings also have five major components: classroom sessions, field visits, quizzes, mock trainings and district level planning.

Performance in mock trainings, field visits and quiz results are analysed to identify under-confident or under-prepared Master Trainers, who are either replaced, re-trained or provided with additional support during district trainings. It is mandatory for all participants to be present on all days of the training. Any participant who is not present for all sessions of the training does not qualify as a Master Trainer for ASER.

Tier III: District Level Training

District level trainings are the last tier of the training for the ASER survey. Master Trainers train surveyors from local organisations and colleges who carry out the survey in the villages. District level trainings span 3 days.

27,536
volunteers

Like state level trainings, key elements of district trainings include classroom sessions, field practice sessions and a quiz. In most districts, volunteers with low scores on the quiz are either replaced or paired with stronger volunteers to carry out the survey. After the district level training, the survey is conducted by a team of two volunteers in each village over a weekend.

Monitoring of trainings

Specific steps are taken to ensure that key aspects of training are implemented across all state level and district level trainings:

- All state level trainings are attended and monitored by the ASER central team as well as the head of Pratham in the state.
- To support district level activities of ASER including district level training, a call centre is set up to monitor and support ASER teams in some states. A trained call centre person interacts with Master Trainers on a daily basis to ensure that they complete all basic processes during training, survey and recheck. In states without a call centre, district activities are monitored by the ASER state teams.
- In all district level trainings, records are maintained for each ASER surveyor. These records contain attendance for each day of training and quiz marks of all volunteers. The data in this sheet is used for volunteer selection and pairing of volunteers for the ASER survey.

ASER 2022 Survey Process

The following process explanations are excerpts from the ASER 2022 instruction manual, used by ASER volunteers during trainings. The sections covered are: how to collect village information, how to make a map and make sections, what to do in each hamlet/section, what to do in each household, what to do with children, and what to do in a school. Sample English versions of the survey formats are included. The instruction manual and formats were translated into regional languages for the survey.

Talking to the Sarpanch

Purpose: Inform the Sarpanch about the ASER survey process and request cooperation for the survey.

Go to the village assigned to you. Two volunteers will survey one village. Once you are in the village, meet the Sarpanch and give him the 'Letter for Sarpanch'. Explain the purpose and importance of conducting the ASER survey and the activities you will be doing in the village. If the Sarpanch is not present, then meet a village representative, such as the Panchayat Secretary. People may come up to you and ask what you are doing. Use the same points to explain the purpose of your visit.

How to collect village information?

Purpose: To note the presence or absence of selected facilities in the village.

Write the name of the state, district, block/taluk, village, volunteers, and date and day of the survey on the Village Information Sheet.

As you are walking around the village, look for the basic facilities and schools listed on the Village Information Sheet and tick the 'Yes' box if they are available. If you are unable to locate these facilities and schools, ask the villagers and then observe them yourself. While observing educational facilities in the village, go inside the facility to verify the information required before ticking the appropriate box. After you have walked around the entire village, if there are facilities on the Village Information Sheet that you could not observe, tick 'No' in the appropriate box. Every facility should be ticked either 'Yes' or 'No'.

Refer to page 279 for the Village Information Sheet.

How to make a map and divide it into hamlets/sections?

Purpose: To divide the village into hamlets/sections and randomly select households. The map is also used later for the recheck process.

Get to know the village: Walk around the village and talk to the local people. Ask them how many hamlets/sections are there in the village and where they are located. Where are the starting and ending points of the village? You could ask the villagers/village children to take you around as well.

- **Make a rough map:** As you walk around, draw a rough map of how the village is laid out. The rough map will help you understand the pattern of habitations in the village. Use the help of local people to show you the main landmarks, such as places of worship, river, schools, bus stops, panchayat bhavans, anganwadis, ponds, clinics, ration shops, etc. Mark the main roads/streets/pathways through the village prominently on the map. Mark each government school for which you have recorded the information in the Village Information Sheet on the map.
- **Verify the rough map:** Get the Sarpanch or any other person who knows the village well to verify your rough map. Once everyone agrees that the map is a good representation of the village, finalise it.
- **Make the final map:** Copy the final version of your rough map onto the map sheet given in the survey booklet (see page 280 for an example).

Sample Village Information Sheet

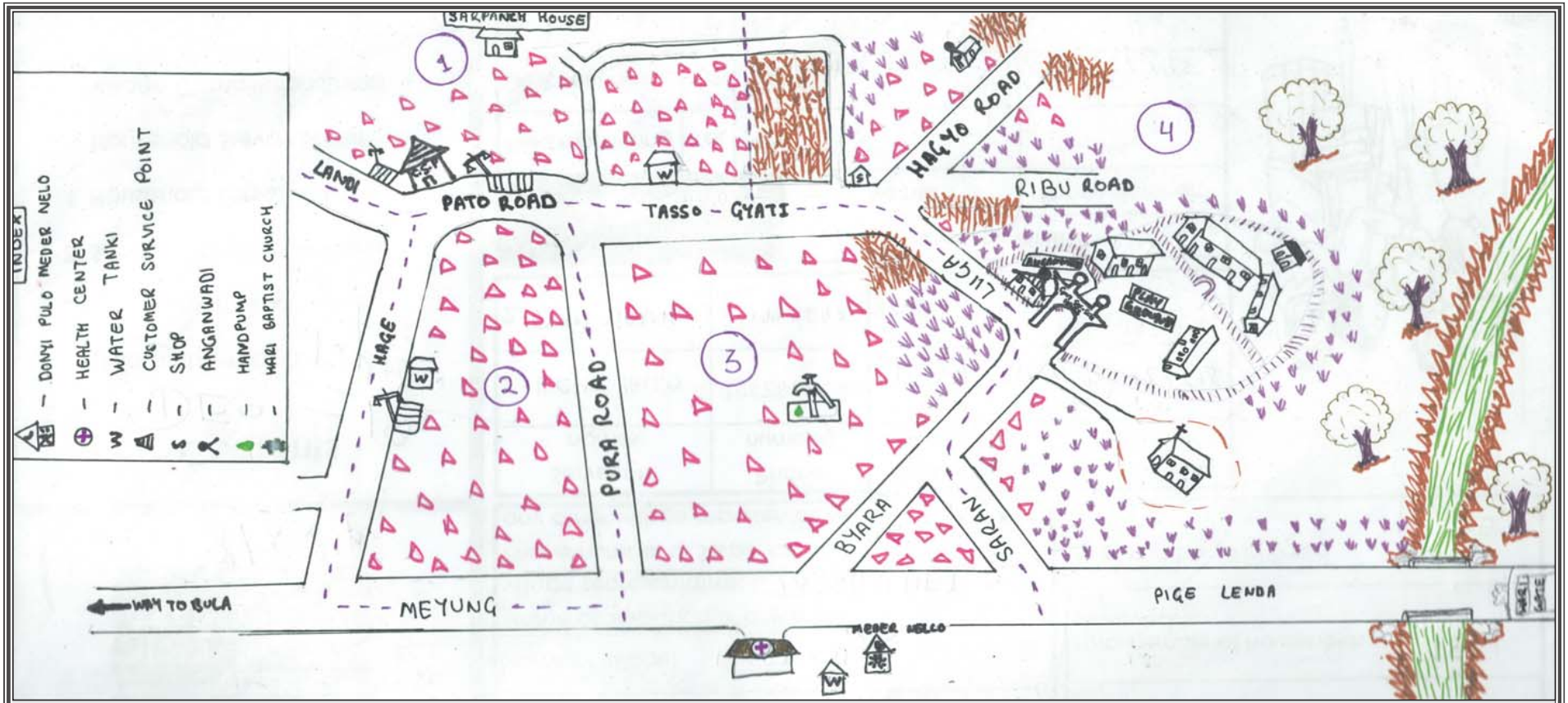
VILLAGE INFORMATION SHEET

Annual Status of Education Report
असर ASER 2022 RURAL
Facilitated by PRATHAM

Name of state:	Uttarakhand	**Name of district:**	Almora
Name of block:	Hawalbag	**Name of village:**	Nainoli
Surveyors' names:		1. Avantika Joshi	
		2. Muskan Trivedi	
Date of survey:	8/10/22	**Day of survey:**	Saturday

	Please tick (✓) the relevant box	**Did you see the following facilities/services in the village yourself? (Tick Yes/No based on your own observation)**	
BASIC FACILITIES	Pucca road leading to the village?	✓ Yes	No
	Electricity connection in the village?	✓ Yes	No
	Post office in the village?	Yes	✓ No
	Bank (any type) in the village?	Yes	✓ No
	Govt. Primary/Sub Health Centre in the village?	✓ Yes	No
	Private health clinic in the village?	✓ Yes	No
	Computer centre/Internet café in the village?	Yes	✓ No
SCHOOLS	Govt. Primary School (Std. 1 to 4/5) in the village?	✓ Yes	No
	Govt. Upper Primary School (Std. 1 to 7/8) in the village?	Yes	✓ No
	Govt. School (Std. 1 to 10/12) in the village?	Yes	✓ No
	Govt. School (Std. 6 to 8/10/12) in the village?	✓ Yes	No
	Private school in the village?	Yes	✓ No
	Anganwadi in village?	✓ Yes	No

MAP OF THE VILLAGE



INSTRUCTIONS TO DRAW THE MAP

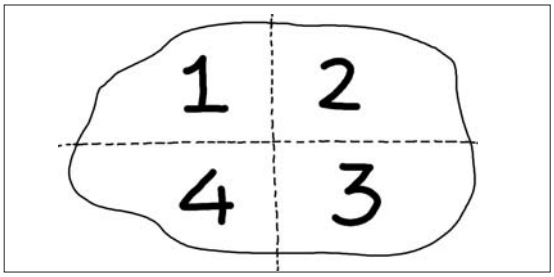
- Show the different hamlets/sections of the surveyed village.
- Number each hamlet/section on the map.
- Show the main landmarks – temples, mosques, river, ponds, anganwadis, schools, bus stops, panchayat bhavan, health centres, ration shops, etc.
- Verify all the information on the map with people in the village as you walk around.

Mark the main roads/streets/paths through the village prominently on the map.

Once the final map has been made, make and number the sections as explained below:

Case 1: Continuous village

- Divide the entire village into 4 sections geographically.
- Assign each section a number. Write the number on the map (see the given example).
- Select 5 households from each section (the procedure for household selection is explained in the next section).

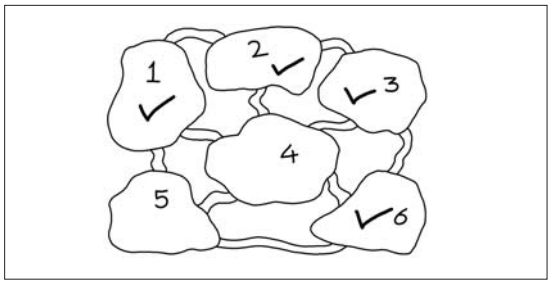


Case 2: Village with hamlets/sections

If the village has discontinuous hamlets/sections, assign each hamlet/section a number. Write the number on the map.

If the village has:

- **2 hamlets/sections:** Divide each hamlet/section in 2 parts and take 5 households from each part.
- **3 hamlets/sections:** Take 7, 7 and 6 households from the 3 hamlets respectively.
- **4 hamlets/sections:** Select 5 households from each hamlet/section.
- **More than 4 hamlets/sections:** Randomly pick 4 hamlets/sections and then select 5 households from each hamlet/section. On the map, tick the hamlets/sections chosen for the survey (see the given example).



Selecting households and filling the Household Log Sheet

Purpose: To randomly select 20 households which have children in the age group of 3-16 years from the selected hamlets/sections, and to keep a record of all the households visited in the village during the survey.

You need to select 5 households with children in the age group of 3-16 years from each of the 4 selected hamlets/sections using the following procedure:

- Go to the selected hamlet/section. Try to find the central point in that hamlet/section. Standing in the centre of the hamlet/section, select the first household on your left. If there is a child in the age group of 3-16 years in this household, begin the survey from here.
- Thereafter, you must select every 5th household which has children in the age group of 3-16 years. This means that after you have surveyed the first household, skip the next 4 households and select the 5th one. While selecting households, count only those dwellings that are residential. 'Household' refers to every 'door or entrance to a house from the street'.
- If you reach the end of the hamlet/section before 5 households with children are sampled, go around the same hamlet/section again using the 'every 5th household rule'.
- If a surveyed household gets selected again, then go to the next/adjacent household. Continue till you have 5 households with children from the hamlet/section.
- If the hamlet/section has less than 5 households with children, then survey all the households. Survey the remaining households from other hamlets/sections.
- If the village has less than 20 households, then survey all the households with children in the village.
- For all surveyed households, some basic information will be recorded in the Household Log Sheet.
- If a selected household is locked/does not have children regularly living in the household (no children)/refuses to participate in the survey (no response); it will be marked accordingly in the Household Log Sheet. In this case, the adjacent household will be your next selected household.

Refer to page 283 for the Household Log Sheet.

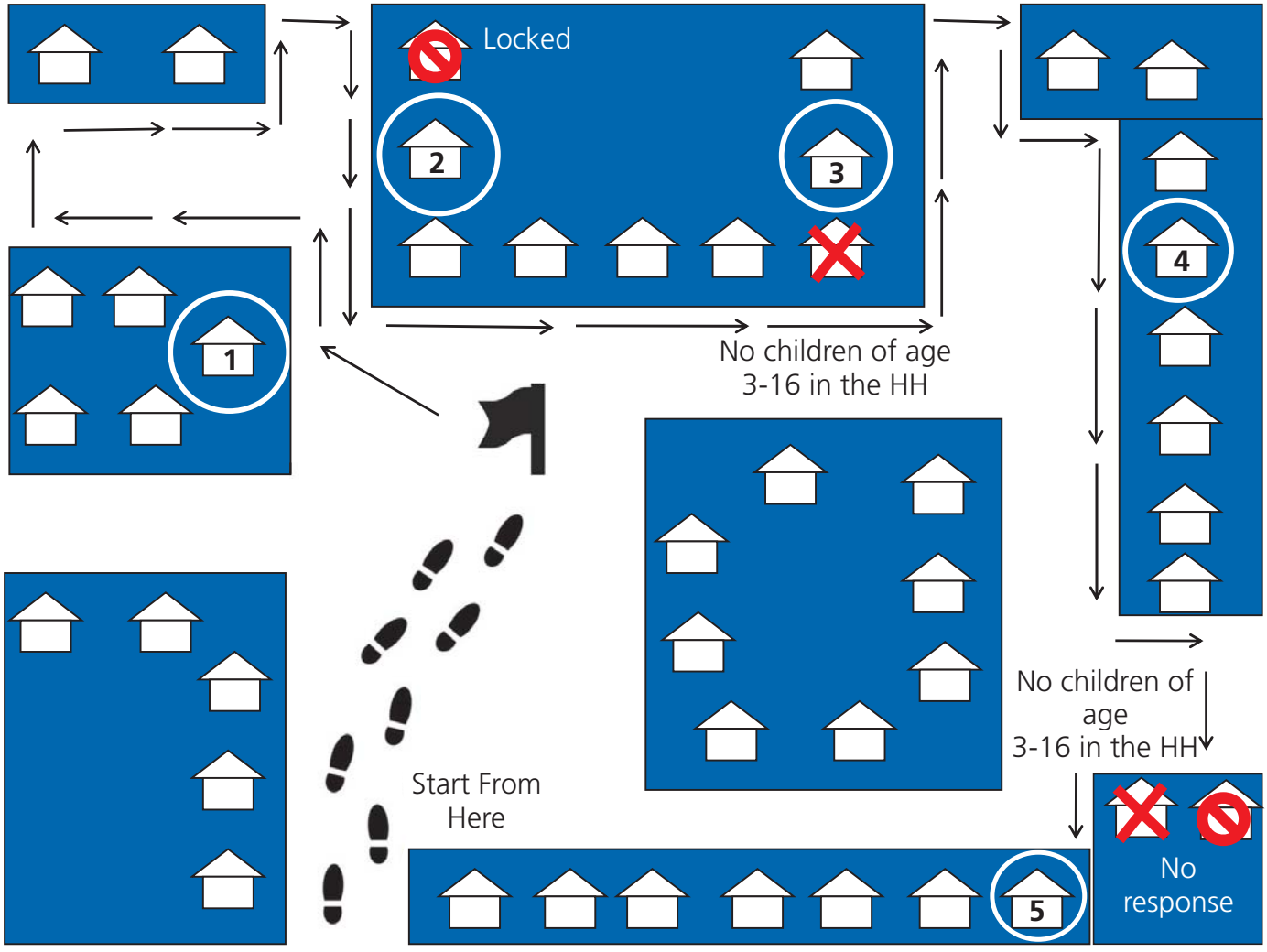
Some special cases

Household with multiple kitchens: In each house ask how many kitchens or chulhas are there. If there is more than one kitchen in a household, then select the kitchen from which the respondent's family eats. You will survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house proceed to the next 5th household counting from the next household on the street, not from the next kitchen/chulha.

Child was not tested: If a 5-16-year-old child refuses to participate in the testing or the household has only 3- or 4-year-old children, then fill all the information in the Household Survey Sheet except the information on testing. Make a note about the child who refused to get tested on the back of the Household Survey Sheet. Both these households will be counted in the 20 surveyed households. Skip the next four households and go to the 5th household.

Ensure that you go to households only when children are likely to be at home. This means that you will go to households after school hours and/or on a holiday/Sunday.

How to sample households in a hamlet?



Sample Household Log Sheet

HOUSEHOLD LOG SHEET

ASER 2022

This sheet is a record of all households you will visit, including locked households, no response households and households with no children.

State:	Uttarakhand	District:	Almora
Block name:	Hawalbag	Village name:	Nainoli

S.No.	Section/ hamlet no.	Non-surveyed households			Surveyed households (if there are children aged 3-16 years regularly living in the household)		
		Tick (✓) the appropriate column			Name of the head of the household	How many 3-16 year olds live regularly in this household?	Surveyed household no.
		Locked	No response	No children			
1	1				Kailash Chandra	3	1
2	1			✓			
3	1	✓					
4	1				Kimoli Devi	1	2
5	1				Hemant Bisht	2	3
6	1				Kamal Tiwari	1	4
7	1		✓				
8	1				Mayank Lav	4	5
9	2			✓			
10	2			✓			
11	2				Basanti Devi	3	6
12	2				Girish Chandra	2	7
13	2	✓					
14	2			✓			
15	2				Suraj Kumar	3	8
16	2				Harish Rautela	1	9
17	2			✓			
18	2				Uttara Negi	2	10
19	3		✓				
20	3			✓			
21	3				Shankar Bisht	4	11
22	3			✓			
23	3				Sunita Devi	2	12
24	3				Lalit Singh	3	13
25	3				Anand Pandey	1	14
26	3			✓			
27	3				Nikhil Rawat	2	15
28	4		✓				
29	4				Munni Pandey	3	16
30	4			✓			
Page 1 Total		2	3	9		37	

What to do in each household?

Purpose: To collect all required information about the selected households.

Refer to the Household Survey Sheet given on page 288.

General information

- **HH No.:** Write the household number on every sheet. Write '1' for the first household surveyed, '2' for the second household surveyed and so on till the 20th household.
- **Total number of members in the household who regularly eat from the same kitchen:** Ask this question to the adults present in the household and write the total number. If there are multiple kitchens/chulhas in the household, remember to include only those members who eat regularly from the respondent's kitchen.
- **Respondent name:** 'Respondent' is an adult who is present in the household during the survey and is providing you with information.
- **Hamlet/section number:** Note this from the map from which the household is selected.

Information about children and adults living in the household

No information will be written in the Household Survey Sheet about any individual who does not regularly live in the household and does not eat from the respondent's kitchen.

Collect information from the sampled household about all children aged 3-16 years who regularly live in the household and eat from the same kitchen. Ask members of the household to help you identify these children. All such children should be included, even if their parents live in another village or if they are the children of the domestic help in the household.

Rules for selecting children

- **Older children:** Often older girls and boys (in the age group of 11 to 16 years) may not be considered children. Avoid saying 'children' in such cases. Probe about who all live in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested. Be sensitive about this issue.
- **Children who are not at home during the time of the survey:** Often children are busy in the household or on the farm. If the child is somewhere nearby, but not at home, take information about the child, like the name, age and schooling status. Ask the family members to call the child so that you can speak to her directly. If she does not come immediately, make a note of the household and revisit it once you are done surveying the other households.

  If there are children who regularly live in the household but who are out of the village on the day of the survey (e.g. a child has gone to visit her relatives), write their information even if you cannot test them. Record the reason for not testing her at the bottom of the Household Survey Sheet for that household.
- **Children who are relatives but live in the sampled household on a regular basis:** Include these children because they live in the same household on a regular basis. But do not take information about their parents if they do not live in this household.
- **Children not living in the household on a regular basis:** Do not include children of this family who do not regularly live in the household (e.g. children who are studying in another village/city or children who got married and are living elsewhere). Even if such children are present in the household, do not record their information.
- **Visiting children:** Do not include children who have come to visit their relatives or friends as they do not regularly live in the sampled household.

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But data must be recorded only for children living in the 20 households that have been randomly selected. One row of the Household Survey Sheet will be used for each child.

Collect the following information for all children aged 3-16:

- **Child's name, age, sex:** The child's name, completed age and sex should be filled for all children in the sampled household. For female children write 'F' and for male children write 'M'.

- **For children currently enrolled in school:**

  Block 1: Fill the child's class and type of school under 'In school chidren' in the Household Survey Sheet as follows:

  - If the child is attending anganwadi, then put a tick under 'Anganwadi'. Tick under 'Government' in the 'Type of School' block.
  - If the child is attending Lower Kindergarten (LKG), Upper Kindergarten (UKG), Nursery (NUR) or Balwadi, then tick under 'LKG/UKG/NUR/Balwadi'. Additionally, put a tick under 'Private' in case LKG/UKG/NUR/Balwadi is a private school, OR under 'Government' in case of a pre-primary class of a government school.
  - If the child is enrolled in Std. 1 to Std. 12, then write the Std. number under 'Std.' and put a tick under the appropriate type of school in the next column.
  - If a child is double enrolled (i.e. attending more than 1 school), then record the information only about the school that she attends regularly.

  Block 2: If child goes to the surveyed school: Ask the child if she attends the government school which you have or will be surveying. If the child goes to an anganwadi which is located within the campus of the surveyed school, then tick under 'Yes'. Do not ask this question to children who are not currently enrolled in school.

  In case you have surveyed the households before the survey of the school on the first day, ensure that you record information for this question for the same government school that you are going to survey on the second day.

  Block 3: Medium of instruction in school: Record the medium of instruction of the child's school. Use the Language Code List given in the survey booklet to find and input the correct code for the language. For e.g., for an English medium school, write code '280'. If you are unsure about the medium of instruction, ask the respondent which language the child's Math textbook is written in and note the answer.

  The Language Code List given to you for the state contains the ten most frequently spoken languages in your state along with their codes. After that, all the languages with their codes are listed alphabetically.

- **For out of school children (currently not enrolled in school):**

  Fill the child's information under 'Out of school children' as:

  - **Never Enrolled:** If the child has never been enrolled in school, then put a tick under 'Never enrolled'.
  - **Drop out:** If the child has dropped out of school, then put a tick under 'Drop out'. Note the Std. in which the child was studying when she dropped out, irrespective of whether she passed or failed in that grade. Probe carefully to find out these details. Also note the actual year when the child left school. For example, if the child dropped out in 2020 write '2020'. Similarly, if the child dropped out in the last few months of this year, write '2022'

- **Tuition:** Ask the respondent if the child takes any tuition, i.e., paid classes outside school and mark 'Yes' or 'No' accordingly. Include tuition taken online as well.

Mothers' and fathers' information

- **Mothers' information:** While beginning to record the information for each child, ask for the name of the child's mother. Note her name only if she is alive and regularly living in the household. If the child's mother is dead or not living in the household, do not write her name. If the mother has died or is divorced and the child's stepmother (father's present wife) is living in the household, include the stepmother as the child's mother. Note the mother's age and schooling information in the box 'Mother's Background Information'. While recording the mother's education, record the last class she has completed. For graduates, write B.A., B.Com., etc.
- **Fathers' information:** Similar to the mother's information block, we ask for the age and schooling information of the child's father. We will only write this information if the father is alive and regularly living in the household. If the father is dead or not living in the household, do not ask for this information. If the father has died or is divorced and the child's stepfather (mother's present husband) is living in the household, we will include the stepfather as the child's father. While recording the father's education, record the last class he has completed. For graduates, write B.A., B.Com, etc.

Home language

Home language will be coded in the same manner as the medium of instruction in school. Ask the respondent what language the family speaks most commonly at home, and then refer to the Language Code List to record it.

Household indicators

All information on household indicators is to be recorded, based as much as possible, on observation. However, if for some reason you cannot observe them, note what is reported by the respondent/household members only and not by others. In case of assets like TV and mobile phone, ask whether it is there in the household and whether it is owned by the household. Some households might be hesitant to give this information. Explain to them that this information is being collected in order to link the education status of the child with the household's economic conditions.

- **Type of house the child lives in:** Types of houses are categorised as follows:
  - Pucca House: A pucca house is one which has walls and roof made of the following material:
    - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra, etc.
    - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber, etc.
  - Semi-kutcha house: A house that has fixed walls made up of pucca material but roof is made up of materials other than those used for pucca houses.
  - Kutcha House: The walls and roof are made of material other than those mentioned above, like unburnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
- **Motorised 4-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 4-wheeler like a car, jeep, etc., otherwise mark 'No'.
- **Motorised 2-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 2-wheeler like a motorcycle/scooter, otherwise mark 'No'.
- **Electricity in the household:**
  - Mark 'Yes' or 'No' by observing if the household has wires/electric meters, fittings and bulbs.
  - If there is an electricity connection, ask whether the household has had electricity at any time on the day of your visit, and not necessarily when you are doing the survey.
- **Toilet:** Mark 'Yes' or 'No' by observing if there is a constructed toilet in the house. If you are not able to observe, then ask whether there is a constructed toilet.
- **Television:** Mark 'Yes' or 'No' by observing if the household has a television or not. If you are not able to observe, then ask. It does not matter if the television is in working condition.
- **Mobile phone:**
  - Mark 'Yes' if the household has a mobile phone, otherwise mark 'No'.
  - In the next question, mark 'Yes' even if one mobile phone in the household is a smartphone. If there is no smartphone in the household, then mark 'No'. A smartphone is a phone with internet facility.
  - If there is a smartphone, then ask the number of smartphones present in the household.
  - If the household has a smartphone, then ask if even one of the smartphones had internet access today, and mark 'Yes', 'No', or 'Don't know' accordingly.
- **Reading material:**
  - Newspaper: Mark 'Yes' if the household gets a newspaper every day. If not, mark 'No'.
  - Other reading material: This includes story books, magazines, comics, etc. but does not include calendars, religious books or textbooks. If any of the above reading material is available, mark 'Yes', otherwise mark 'No'.

- **Other questions for the household:**
  - Mark 'Yes' if anyone (apart from the mother(s) and father(s) whose background information has already been recorded) in the household has completed Std. 12.
  - Mark 'Yes' if anyone in the household knows how to use a computer.
  - Mobile number of the household: Note the mobile number in the box at the bottom of the sheet. Explain to the household members that the mobile number will only be used for the recheck process and not for any other purpose, and will not be shared with anyone else.
  - Note the end time of the survey.

What to do with children?

Purpose: To find the highest level that a child aged 5-16 can do comfortably in reading, arithmetic and English.

After filling the household information in the Household Survey Sheet, you must test all children aged 5-16 in the household. Use the testing tool booklet to test each child and record the child's learning levels in the Household Survey Sheet.

Who and what to test: Every child you have listed on the Household Survey Sheet who is 5-16 years old will be tested. The ASER testing tool booklet comprises 3 sets of tests: Reading, Arithmetic and English. It has 4 samples, numbered 1 to 4.

How to test: It is very important to be in the right frame of mind while assessing children. We are not going to the village/household as evaluators. We want to find out what children can do comfortably in terms of basic reading, arithmetic and English. Therefore, it is important that you follow the guidelines given below while testing children:

- **Relaxed environment for the child:** Establish a relaxed environment by having a friendly conversation with the child before you start assessing her. For example, ask her about her favourite game/sport, food, friend, festival, story, song; whether she has been to a fair and what did she enjoy the most in it, etc. When you feel that the child is comfortable, show her the tool and tell her that the tool has simple activities you would like her to participate in and that it is not an exam or a test. Make sure that you and the child are seated at the same level, i.e. if you are sitting on a chair, then the child should also be seated on a chair. Try not to administer the testing process while standing.
- **No pressure on the child from others:** Often family members and neighbours gather around to watch how the child is performing. This can make the child nervous. The surveyors should make sure this does not happen. One of the surveyors can talk to the adults or do some activities with the other children while the other surveyor assesses the child.
- **Encouragement and patience with the child:** Encourage the child by appreciating the effort she is making. Be patient with her while she is reading or solving arithmetic problems. Give the child ample time to read, think and solve.
- **Child's familiarity with the tool:** To establish the highest level at which the child can comfortably do different tasks, you may need to take the child through a series of tasks until you can decide the level at which she really is. Practice and familiarity with a task improves the child's performance. For example, the child may not be able to read a simple paragraph fluently, but after successfully attempting an easier task like reading words, she may be able to read the same paragraph better. This is because now, she is more comfortable with the tool and tasks. Hence, we give her another chance at reading the paragraph. In the case of solving subtraction/division problems in the arithmetic tool, ask the child to check her work once again if you think she has made a careless mistake.
- **Different samples for different children:** Each testing tool has 4 samples. In order to ensure that the children are not copying from each other, use a different sample of the tool for children in the same household. Make sure you use all 4 samples equally during the entire survey in the village. This means that if you have finished testing the last child in a household using sample 3, then start the testing in the next household with sample 4.

For a step by step explanation of the testing process, refer to the 'ASER 2022 Assessment Tasks' section of this report on page 38.

Sample Household Survey Sheet

HOUSEHOLD SURVEY SHEET

State: Uttarakhand District: Almora Block: Hawalbag Village: Nainoli

HH No.	Full name of family head	Total number of members in the household who eat from the same kitchen
1	Kailash Chandra	6

Respondent name	Hemlata Devi
Hamlet/section no. (from the map)	1

Surveyors' names
1. Avantika Joshi
2. Muskan Trivedi

Date of survey 8/10/22
Day of survey Saturday
Start time of survey 11:02

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Serial no.	Mother's Name	Child's General Information: For age 3-16 — Name of child (Children aged 3-16 regularly living in the household)	Age	Sex (M/F)	Schooling Status: For age 3-16 — In school children (Currently enrolled in school) (Fill only one column): Anganwadi	LKG/UKG/NUR/Balwadi	Std.	Type of school (Tick only one column): Government	Private	Madrasa	EGS/AIE, other	Does the child go to the surveyed school? Yes	No	Medium of instruction in child's school (Write code)	Out of school children (Currently not enrolled in school): Never enrolled	Drop out	Drop out: Which Std. was the child in when she left school?	Drop out: Which year did the child drop out (eg. 2016)?	Tuition: Does the child take any paid tuition class currently? Yes	No	Learning Status: For age 5-16 — Basic learning level (Test ALL children aged 5-16 only): Language in which the child is tested in reading (Write code)	Sample number (1/2/3/4)	Reading (✓ the HIGHEST level ONLY): Beginner	Letter	Word	Para	Story	Math (✓ the HIGHEST level ONLY): Beginner	Num Recg 1-9	Num Recg 11-99	Subtraction	Division	English — Reading (✓ the highest level ONLY): Beginner	Capital letter	Small letter	Word	Sentence	Meaning — Word: Can say	Cannot say	Sentence: Can say	Cannot say	Father's information: Age	Has the father ever attended school? Yes	No	If attended school, then which Std. completed?
1	Hemlata	Nikita	3	F	✓			✓					✓	101						✓																							41	✓		12
2	Hemlata	Aayush	8	M			2		✓				✓	280						✓	101	1					✓			✓						✓		✓				41	✓		12
3	Hemlata	Neelam	15	F												✓	8	2020		✓	101	2					✓				✓					✓			✓			41	✓		12
4																																													
5																																													
6																																													
7																																													
8																																													
		Total Count			1	0	1	1	1	0	0				0	1							0	0	0	0	2	0	0	1	1	0	0	0	0	2	0	1	1	0	0				

Mother's information

S. no.	Mother's Name	Age	Has the mother ever attended school? Yes	No	If attended school, then which Std. completed?
1	Hemlata	36	✓		5
2					
3					
4					

Home language — Which language do you most commonly speak at home? (Write code): 142

Household indicators (Tick the appropriate column)

Type of house: Pucca	Semi Kutcha	Kutcha	Motorised 4-wheeler (Car, jeep, etc.) Yes	No	Motorised 2-wheeler (Motor-cycle /scooter) Yes	No	Electricity connection (Look for wires and fittings) Yes	No	If electricity in household, was there electricity today? Yes	No	Toilet in the house-hold Yes	No	TV in the house-hold Yes	No	Mobile phone: Mobile in the house-hold Yes	No	If yes, is any mobile a smart-phone? Yes	No	If yes, how many smart-phones in a household? Write number	If there is a smartphone, then was there internet access today? Yes	No	Don't know	Reading material (Other than school textbooks and religious books): Gets newspaper everyday (Ask) Yes	No	Other (Books, magazines, etc.) Yes	No
✓				✓		✓	✓		✓		✓		✓		✓		✓		2	✓				✓		✓

Has anyone in the household completed Std. 12?* Yes / No / Don't know: ✓

*Do not include the above mentioned mother(s) and father(s).

Does anyone in the household know how to use a computer? Yes / No: ✓

Mobile number of the household: 9999999999

End time of survey: 11:28

What to do in a school?

Purpose: To collect information on enrollment and attendance of children and basic facilities in school.

Refer to page 293 for School Observation Sheet.

General information

- Visit any government school (Std. 1 to 7/8) in the village. If there is no school in the village which has classes from Std. 1 to 7/8, then visit the government school in the village which has the highest enrollment in Std. 1 to 4/5. If there is no government school in the village with classes from Std. 1 to 4/5, then do not visit any school. In the top left box of the School Observation Sheet, tick according to the type of school visited.
- Meet the Head Master (HM). If the HM is not present, meet the most senior teacher. The HM/most senior teacher will be the respondent. Explain the purpose and importance of ASER and give her the 'Letter for Headmaster'. Be very polite. Assure the respondent and teachers that their name and the name of the school will not be shared with anybody.
- Ask the respondent for her phone number for the purpose of recheck. Explain that the number will not be used for any other purpose.
- Note the time of entry, date and day of visit to the school along with the volunteers' names.

Collect the following information about the school:

- **Children's enrollment and attendance**
  - Ask the HM for the enrollment register or any official document for the enrollment figures in that school.
  - Use the enrollment registers of all the classes to record the enrollment numbers. If a class has many sections, then take the total enrollment. If the enrollment register is not available or the HM refuses to show it, then write the enrollment numbers given by the HM.
  - After filling the enrollment, move around the classrooms/areas where children are seated and note their attendance class-wise by counting them yourself. You may need to seek help from the teachers to distinguish children class-wise as they are often found seated in mixed groups. In such cases, ask children belonging to a particular class to raise their hand. Count the number of raised hands and accordingly fill the observation sheet class-wise. Note that only children who are physically present in the class while you are counting should be included.
  - Attendance of class with many sections: Take a headcount of the individual sections, add them up and write the total attendance.
- **Official medium of instruction in the school**
  - Ask the official languages used as the medium of instruction in the school.
  - Write the corresponding code for the language from the Language Code List, like you did for 'Home Language' in the Household Survey Sheet.
  - If the school has more than 1 official medium of instruction, note all of them in the box provided.
- **Teachers**
  - Ask the respondent and note the number of teachers appointed. Acting HM will not be counted as an HM but will be counted as a regular teacher. HM on deputation in the surveyed school will be counted under the HM category.
  - When noting information about regular government teachers, include all those teachers who teach Std. 1 and above. The number of regular government teachers does not include the HM. However if the teacher is only teaching the pre-primary class, then do not include her.
  - If the school has para-teachers, mark them separately. Para-teacher is a contract teacher with a different pay scale than that of a regular teacher. In many states para-teachers are called by different names such as Shiksha Mitra, Panchayat Shikshak, Vidya Volunteer, Atithi shikshak, etc.
  - Do not include NGO volunteers in the list of teachers.

- Observe how many HMs/teachers are present during the survey and note the information.

- **Foundational Literacy and Numeracy (FLN)**

  Foundational Literacy and Numeracy (FLN) refers to a child's ability to read simple sentences with meaning and solve basic math problems by the end of Std. 3. Before asking questions from this section, read out this definition to the respondent clearly and slowly. Ensure that the respondent understands what you mean by FLN before asking the following questions:

  - Ask whether the school received any government notification or directive to implement any FLN-related activities with children from Std. I-III. Include directions given verbally or instructions received as messages over platforms like WhatsApp or Telegram. Note this information only for the current academic year.
  - Ask the respondent if at least one teacher in the school has received any training on FLN in the current academic year. This training can be on portals such as NISHTHA and DIKSHA, or through state specific FLN programs (for e.g., Mission Ankur in Madhya Pradesh, Ennum Ezhutthum in Tamil Nadu, etc.). Include both online and in-person training.

- **Facilities observation**

  Observe the following and fill accordingly:

  - Observe and count the total number of pucca rooms (excluding toilets). Also observe and count the total number of pucca rooms used for teaching on the day of the survey.
  - Observe if there is an office/store/office-cum-store. Tick under 'Yes' if even one is present. Observe if there are library books in the school (even if kept in a cupboard). If there are library books, then observe if library books are being used by children.
  - Observe if the school has a complete boundary wall or complete fencing. It can be with or without a gate.
  - Observe if the school has wires/electric meters and fittings, bulbs or not. If there is an electricity connection, ask whether the school has had electricity at any time on the day of your visit to school, not necessarily when you are doing the survey.
  - Observe if there are computers in the school to be used by children. If yes, then observe if computers are being used by children.
  - Observe if there is a handpump/tap. If yes, check whether you could drink water from it. If there is no handpump/tap or you could not drink water from it, check whether drinking water is available in any other way like in a canister/container.

- **Classroom observation**

  This section is to be filled for Std. 2 and Std. 4 only. If there is more than one section for a class, then randomly choose any one to observe. You may need to seek help from the teachers to distinguish children class-wise as more than one classes may be seated together. Observe the following and fill accordingly:

  - Seating arrangement of children: Are two or more classes sitting together in the same class or is a single class sitting separately?
  - Observe whether children in the class have language and mathematics textbooks. Ask them to show you these books one by one. Mark these under 'Yes' only if almost all children have these books.
  - Observe whether there is teaching-learning material (TLM) other than textbooks available in the class like charts on the wall, picture/story cards, etc. Material painted on the walls of the classroom is not counted as teaching material.
  - Observe where the children are sitting. In the classroom, verandah or outside.

- **School Management Committee (SMC)**

  - Ask the respondent if currently there is an SMC for this school.
  - If there is an SMC for the school, then ask when the last meeting of SMC was held.

- **Physical Education**

  Physical Education includes all outdoor games with equipment (such as cricket, football, etc.) or without equipment (such as yoga, kho-kho, kabaddi, etc.) as well as indoor games (such as table tennis, badminton, etc.). Observe/ask the following and fill accordingly:

  - Ask the respondent if every class has a dedicated time allotted for Physical Education every week and mark accordingly.
  - Ask if a dedicated/separate teacher has been appointed for Physical Education. A 'separate teacher' for Physical Education means a teacher who has been appointed specifically for teaching Physical Education. Include this teacher even if she also teaches another subject. For example, a Physical Education teacher who also takes a science class.
  - If a separate teacher has not been appointed for Physical Education, ask the respondent if one or more teachers take the Physical Education class. 'Any other teacher' implies a teacher responsible for another subject who sometimes also teaches the Physical Education class. For example, a Math teacher assigned with the additional responsibility of taking the Physical Education class would come under this category.
  - If any other teacher taking the Physical Education class, ask if they have received any training for the same.
  - Observe if there is a playground within the school premises. A playground is an area with a level playing field and/ or playing equipment (eg. slides, swings, etc.).
  - Observe if any sports equipment is available in the school (even if kept in a cupboard). Do not include board games like ludo, chess, carrom, and include indoor games like table tennis, badminton, etc.

- **Mid-day meal**

  - Ask the respondent whether the mid-day meal was served in the school today.
  - Observe if there is a kitchen/shed for cooking the mid-day meal.
  - Observe if any food is being cooked in the school today.
  - Observe whether the mid-day meal was served in the school today by looking for the evidence of the mid-day meal in the school like dirty utensils or meal brought from outside. Mark accordingly.

- **Toilets**

  - Observe whether the school has a common toilet, a separate toilet for girls, a separate toilet for boys and a separate toilet for teachers.
  - Ask the HM/any teacher/any child if you cannot tell who the toilets are for.
  - For each type of toilet facility that you find at the school, note whether it is locked or not. If it is unlocked, note whether it is useable or not. A useable toilet is a toilet with water available for use (running water/ stored water) and a basic level of cleanliness.
  - If more than 1 common toilet or other types of toilets are there in the school, then take information about the toilet that is in a better condition.

- **Grants information**

  If the respondent seems hesitant, or does not wish to answer these questions, do not insist. Skip this section and move to the next.

  You will record information for the Annual Composite Grant. If the respondent does not understand "Annual Composite Grant", you can use state-specific names, or simply refer to it as "the grant that is given each year".

  - First, ask if the school received the grant in the previous financial year (April 2021 to March 2022), and mark appropriately under 'Yes', 'No', or 'Don't Know'.
  - If 'Yes' (the school received the grant), then ask if the school used the entire amount, and mark as follows:
    - 'Yes' if the school spent the entire amount.

- ‘No’ if the school spent only part of the amount, or did not spend any amount.
- ‘Don’t know’ if the respondent is not aware of the amount spent.

- Similarly, ask about the current financial year (April 2022 till day of the survey).

- **Textbooks and uniforms**

  This section has to be asked to the respondent.

  - Ask whether children in the school have been given language and mathematics textbooks for their current grade. Children should have been given both these textbooks. If children have been given neither or only one of these textbooks, mark under ‘No’.
    - Ask the second question only if the response to the first question is ‘No’. If children have not been given either one or both textbooks, ask whether the funds for purchasing textbooks have been given to them, and mark accordingly.
  - Next, ask if children have been given uniforms for their current grade. Mark accordingly under ‘Yes, all grades’, ‘Yes, some grades’, ‘No’ or ‘Don’t know’.
    - Ask the question about funds for uniforms only if the response to the previous question is ‘No’, and mark accordingly.

- **Pre-primary class**

  - Observe if there is a separate pre-primary class in the school that is not an anganwadi. If you are unable to locate one, ask the respondent and then observe yourself.
    - If there is a pre-primary class, ask if the school received any funds specifically for it in the current academic year.
    - If there is a pre-primary class, then also ask if there is a dedicated or separate teacher appointed in the school for teaching this class (even if she teaches other classes as well).
  - Observe if there is an anganwadi in the school. If you are unable to locate, ask the respondent and observe it yourself. The anganwadi must be located within the school campus and not outside.

SCHOOL OBSERVATION SHEET

State: Uttarakhand District: Almora Block: Hawalbag

Name of the village: Nainoli Name of the school: GPS Nainoli

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INSTRUCTIONS: Visit any government school (Std. 1 to 7/8) in the village. If there is no school in the village which has classes from Std. 1 to 7/8, then visit the government school in the village which has the highest enrolment in Std. 1 to 4/5. Do not visit a government school if it has no classes from Std. 1 to 4/5. If there is no government school in the village with classes from Std. 1 to 4/5, then do not visit any school. Meet the Head Master (HM) of the school. In the absence of the HM, meet the most senior teacher.

Arrival time in school	School from which Std. to which Std.? (tick any one)			Respondent's information			Date of survey	Day of survey	Surveyors' names
	Std. 1 to 4/5	Std. 1 to 6/7/8	Others	Name	Beena Devi				
9:20	✓			Designation (Tick)	✓HM	Teacher	8/10/22	Saturday	1. Avanika Joshi
				Phone number	8888888888				2. Muskan Trivedi

1. CHILDREN'S ENROLMENT AND ATTENDANCE	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8
Children's enrolment (Take from register)	12	13	5	9	6			
Children's attendance today*	10	8	4	9	4			

*Note: Take headcount of children present. If there is more than one section, write the total. If more than one class is seated together, ask the children of each class to raise their hands separately and count accordingly.

2. OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL (Ask) (Write code)		
1. 101	2.	3.

3. TEACHERS (Include all teachers teaching Std. 1 and above)	Number appointed (Ask)	Number present (Observe)
Head Master (Do not include acting HM)	1	1
Regular government teachers (Do not include HM)	3	2
Para-teachers	0	0

4. FOUNDATIONAL LITERACY AND NUMERACY (FLN) (Ask)			
FLN refers to a child's ability to read simple sentences with meaning and solve basic math problems by the end of Std. 3.			
Has the school received any government notification/directive to implement FLN activities with Std. 1- 3 in the current academic year?	✓Yes	No	Don't know
Has at least one teacher completed any FLN training either in-person or on platforms like NISHTHA, DIKSHA, etc.?	✓Yes	No	Don't know

5. FACILITIES OBSERVATION		
Total number of pucca rooms in the school excluding toilets (count and write)	6	
Total number of rooms being used for teaching today (count and write)	4	
Observe and tick the relevant box:	**Yes**	**No**
Did you see an office/store/office-cum store?	✓	
Did you see library books in the school?	✓	
If yes, did you see library books being used/read by children?		✓
Did you see a complete boundary wall or fencing?	✓	
Is there electricity connection in the school? (Look for wires & fittings)	✓	
If yes, was there electricity in the school today? (Observe/Ask)	✓	
Did you see computers for children in the school? (Observe/Ask)		✓
If yes, did you see children using computers?		
Did you see a hand pump/tap?	✓	
If there is a hand pump/tap, could you use it to drink water?	✓	
If there is no hand pump/tap or it is not usable, did you see drinking water available?		

6. CLASSROOM OBSERVATION					
Observe (If more than 1 section, choose any 1)		**Std. 2**		**Std. 4**	
		Yes	**No**	**Yes**	**No**
Are the children of this Std. sitting with children from any other Std.?			✓	✓	
Do almost all children of this Std. have language textbooks?		✓		✓	
Do almost all children of this Std. have math textbooks?		✓		✓	
Apart from textbooks, did you see any other TLM (e.g. other books, charts on the wall, picture/story cards etc.) in the room?		✓			✓
Where is the class seated? (tick one)	Classroom	✓		✓	
	Verandah				
	Outdoor				

7. SCHOOL MANAGEMENT COMMITTEE (SMC) (Ask)		
Does the school currently have a School Management Committee (SMC)?	✓Yes	No
If yes, then when was the last SMC meeting held?	7 / 9 / 22 (dd/mm/yyyy)	

8. PHYSICAL EDUCATION*	Yes	No	Don't know
Does every class have a dedicated time allotted for physical education every week? (Ask)	✓		
Has a separate teacher been appointed for the physical education class? (Ask)		✓	
If no, then does any other teacher take the physical education class regularly? (Ask)		✓	
If any other teacher takes the physical education class, has that teacher received any training on physical education? (Ask)			
Did you see a playground in the school? (Observe)	✓		
Did you see sports equipment in the school? (Observe) (Do not include board games like ludo, chess, carrom, etc.)	✓		

*Note: Physical education includes all outdoor games with equipment (such as cricket, football, etc.) or without equipment (such as yoga, kho-kho, kabaddi, etc.) as well as indoor games (such as table tennis, badminton, etc.).

9. MID-DAY MEAL	Yes	No
Was mid-day meal served in the school today? (Ask)	✓	
Is there a kitchen/shed for cooking mid-day meal?(Observe)	✓	
Did you see food being cooked in the school? (Observe)	✓	
Did you see any evidence of the meal being served to the children today (Look for evidence like dirty utensils, or meal brought from outside, etc.)? (Observe)	✓	

10. TOILETS*	Is there a toilet?		If there is a toilet, was it locked?		If unlocked, was it in a usable condition?	
	Yes	No	Locked	Unlocked	Yes	No
Girl	✓			✓	✓	
Boy	✓			✓	✓	
Common		✓				
Teacher		✓				

*Note: If there are multiple toilets in the school, record information for the one in the best condition.

11. GRANTS INFORMATION (Ask)	From April 2021 till March 2022						From April 2022 till the day of the survey					
	Did you receive this grant?			If yes, did you use the entire amount?			Did you receive this grant?			If yes, did you use the entire amount?		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
Annual Composite Grant	✓			✓				✓				

12. TEXTBOOKS AND UNIFORMS (Ask)	Yes, all grades	Yes, some grades	No	Don't know
Have children been given language and math textbooks for their current grade?	✓			
If no, then have children been given funds to purchase these textbooks for their current grade?				
Have children been given uniforms for their current grade?	✓			
If no, then have children been given funds to purchase uniforms for their current grade?				

13. PRE-PRIMARY CLASS	Yes	No	Don't know
Is there a separate pre-primary class in the school (not an anganwadi)? (Observe)		✓	
If yes, have you received any funds for it in the current academic year? (Ask)			
If there is a pre-primary class, then is there a separate teacher appointed for teaching the class? (Ask)			
Is there an anganwadi within the school campus? (Observe)		✓	

End time of survey	10:08

ASER 2022 Quality Control

ASER's quality control procedures form a core part of the survey architecture. These are reviewed and improved every year to ensure the credibility of ASER data. For ASER 2022 as well, these processes were laid out for every stage of the survey and were executed by the Master Trainers[1], ASER state team members and central team members in every surveyed district. The quality control process is categorised into four stages: Pre-Survey, During Survey, Post Survey and Data Entry.

Pre-Survey

Before the survey begins, prospective volunteers are evaluated during the district level trainings by the Master Trainers and selected on the basis of their performance on three indicators:

- **Attendance:** Volunteers must attend all sessions of the 3-day district level training, ensuring that they understand the survey processes thoroughly.
- **Quiz results:** During the district level training, volunteers take a process quiz that tests their understanding of the complete survey process and clarifications are provided as needed.
- **Field visit performance:** Volunteers do a field pilot that facilitates their first-hand experience of practicing the survey process in a village. Master Trainers monitor their performance, provide feedback and clarify doubts.

During Survey

During the survey, volunteers' field activities are overseen by Master Trainers or state team members in select villages while the survey is in progress. The ASER monitoring process comprises two kinds of activities:

- **Phone monitoring:** Master Trainers make phone calls to all the volunteers as the survey rolls out in a district. Information regarding the progress of survey activities is collected during the calls and volunteers' doubts are clarified. This helps to provide immediate corrective action and to avoid repetition of mistakes in case of a two-weekend survey.
- **Field monitoring:** The ASER survey in each district is led by two Master Trainers who undergo training at the state level. They personally monitor survey teams who are identified during the district level training as requiring additional support during the actual field survey. Master Trainers monitor 4-6 villages out of the 30 villages surveyed in each district. Overall, 27.6% villages surveyed in ASER 2022 were field monitored.

27.6% villages monitored during the field survey

Post Survey

Information collected during the survey is verified at various levels. The following recheck activities are conducted:

- **Desk and phone recheck:** On the completion of the survey in a district, Master Trainers conduct a desk recheck of the survey booklets received for all 30 surveyed villages, as far as possible in presence of the volunteers. In addition, Master Trainers call at least 8 out of 20 surveyed households in each village and confirm about the survey. These procedures enable quick identification of villages which were not surveyed correctly.
- **Field recheck:** Based on the information collected from the desk and phone rechecks, villages are identified for an in-person field recheck by the Master Trainers. The field recheck process involves verification of the key parameters of the survey — sampling, selection of children, verification of their basic information and testing. In ASER 2022, 24.6% of all surveyed villages were rechecked.

24.6% villages rechecked on field

[1]ASER Centre recruits Master Trainers in each district for the entire survey period. Two Master Trainers are responsible for the successful execution of the complete survey in each district, including quality control processes.

- **Desk and field recheck by ASER state teams:** After a preliminary desk recheck by the Master Trainers, the ASER state teams randomly recheck some survey booklets of all districts. Based on this desk recheck and the performance of Master Trainers, they also carry out a field recheck of selected villages.
- **Inter-state field recheck:** As the last stage to strengthen the quality control process, ASER state team members switch states and conduct an inter-state recheck. Some districts are chosen purposively and others are selected randomly. The recheck process remains the same. In ASER 2022 inter-state field recheck happened in 12 states.

  Overall, 51.1% villages surveyed in ASER 2022 were either field monitored, field rechecked, or both monitored and rechecked.

Data Entry:

Data for the survey is recorded in hard copy survey booklets. To compile and then process this data for analysis, it is entered into a database (MS Access or MySQL). For each question in the survey, rules and validations are in place to control incorrect entries. Once the software is ready, data entry centres are selected across the country. For ASER 2022, 9 data entry centres were selected and their staff was trained in-person on how to enter ASER data. After data entry is completed, every 5th entry is cross-checked with hard copies to ensure that correct data has been entered. If more than 2 mistakes are found, data for the entire village is cross-checked. A final cross-check is done centrally between child-wise data and a sheet with compiled data. If there is more than a 2% difference between the two data sets, then the entire district's data is cross-checked.

Annexures

Age-grade distribution in sample 2022

All India

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	23.0	41.7	23.1	7.3	4.9						100
II	3.5	13.1	39.9	29.5	7.9	6.2					100
III	3.8		12.7	40.1	26.9	10.8	5.8				100
IV	4.0			13.6	33.7	33.4	8.7	6.6			100
V	4.4				8.7	41.1	28.2	12.8	4.8		100
VI	3.4					11.4	34.7	37.6	9.6	3.4	100
VII	4.8						10.0	43.3	31.4	10.5	100
VIII	4.8							16.2	43.8	35.2	100
Total	3.9	8.0	10.6	12.5	10.8	14.0	11.3	13.8	9.7	5.4	100

All India

Std	5	6	7	8	9	10	11	12	13	14	Total
I	84.0	72.0	30.1	8.1	2.9	5.1	5.4	7.5	7.6	6.5	13.9
II	11.6	21.3	49.3	30.9	9.6						13.1
III	4.4	6.7	15.5	41.5	32.3	10.0					12.9
IV			5.2	14.4	41.4	31.6	10.3				13.2
V				5.1	10.9	39.7	34.0	12.6			13.6
VI					3.0	10.1	38.0	33.6	12.2	7.8	12.4
VII						3.5	9.9	34.9	36.1	21.8	11.2
VIII							2.4	11.4	44.1	63.9	9.8
Total	100	100	100	100	100	100	100	100	100	100	100

Andhra Pradesh

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	16.8	59.6	18.1	5.6							100
II	2.9	11.9	59.7	20.7	4.8						100
III	1.7		13.7	57.7	21.2	5.7					100
IV	1.8			14.4	52.7	25.5	5.5				100
V	0.8				8.3	57.4	25.2	6.4	1.9		100
VI	1.5					7.9	53.4	27.9	8.1	1.2	100
VII	2.4						10.0	55.9	27.5	4.2	100
VIII	2.7							13.8	60.8	22.7	100
Total	2.1	7.3	10.3	13.0	12.4	14.7	13.1	13.1	10.9	3.1	100

Andhra Pradesh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	76.8	78.7	16.9	3.4	3.3	5.2	5.4	1.8	2.8	2.9	9.6
II	16.9	17.4	61.6	17.0							10.6
III	6.3	4.0	18.6	62.1	23.7						13.9
IV			3.0	16.1	61.2	25.0					14.4
V				1.4	10.6	62.0	30.6	7.8			15.9
VI					1.2	7.1	53.8	28.1	9.8	5.0	13.2
VII						0.8	9.2	51.7	30.7	16.6	12.1
VIII							1.0	10.7	56.7	75.5	10.1
Total	100	100	100	100	100	100	100	100	100	100	100

Arunachal Pradesh

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	27.2	28.2	21.7	12.5	10.4						100
II	4.8	12.2	29.7	24.7	12.8	9.2	6.7				100
III	5.4		11.0	28.3	24.8	15.8	5.7	5.3	3.8		100
IV	3.9			11.6	21.8	28.5	15.6	12.0	6.7		100
V	4.8				8.8	25.3	23.9	22.0	9.5	5.7	100
VI	4.0					12.2	18.8	31.4	20.1	13.5	100
VII	5.3						8.1	32.4	29.4	24.8	100
VIII	7.5							15.0	30.7	46.9	100
Total	6.3	8.0	10.8	12.6	10.7	12.7	9.4	12.7	9.0	8.0	100

How to read the table: This table shows the age distribution for each grade. For example, in Arunachal Pradesh, of all children in Std III, 28.3% children are 8 years old, but there are also 5.4% who are 6 or younger, 11% who are 7, 24.8% who are 9, 15.8% who are 10, 5.7% who are 11, 5.3% who are 12 and 3.8% who are 13 or older.

Arunachal Pradesh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	83.1	67.0	37.9	18.8	7.8	5.3	7.0	4.0	6.6	8.0	18.9
II	12.1	23.2	41.5	29.6	18.0	10.9					15.1
III	4.8	6.5	15.7	34.7	35.7	19.2	9.4	6.4			15.4
IV		3.4	4.9	11.6	25.7	28.3	20.9	11.9	5.6		12.6
V				5.3	10.0	24.3	31.0	21.1	12.9	8.7	12.2
VI					2.9	10.1	21.1	26.0	23.5	17.8	10.5
VII						2.1	7.8	23.0	29.5	28.0	9.0
VIII							2.9	7.5	21.9	37.6	6.4
Total	100	100	100	100	100	100	100	100	100	100	100

How to read the table: This table shows the grade distribution for children of each age. For example, in Arunachal Pradesh, of all children who are 8 years old, 34.7% children are enrolled in Std III, but there are also 18.8% who are enrolled in Std I, 29.6% enrolled in Std II, 11.6% enrolled in Std IV, and 5.3% enrolled in Std V or above.

Assam

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	18.7	38.2	30.0	8.9	4.2						100
II	1.2	10.3	37.9	35.0	10.4	5.2					100
III	1.8		11.4	32.3	31.8	15.6	7.1				100
IV	2.1			7.6	31.2	37.9	13.2	6.5	1.5		100
V	2.0				7.0	33.9	32.8	17.7	6.7		100
VI	2.1					6.5	29.0	43.0	14.9	4.6	100
VII	2.2						6.4	36.7	36.9	17.8	100
VIII	2.0							11.8	37.6	48.6	100
Total	3.1	7.4	11.7	12.1	11.5	13.3	10.9	13.3	9.7	7.1	100

Assam

Std	5	6	7	8	9	10	11	12	13	14	Total
I	90.6	76.4	38.0	10.9	3.2	4.8	1.6	3.0	2.3	6.2	14.8
II	5.9	19.7	45.9	41.1	12.8						14.2
III	3.5	3.9	13.5	37.1	38.5	16.3	5.5				13.9
IV			2.6	8.5	36.6	38.5	16.3	6.6			13.5
V				2.4	8.0	33.4	39.3	17.3	5.8		13.1
VI					0.9	5.6	30.2	36.6	17.6	7.4	11.4
VII						1.4	6.2	28.8	40.0	26.2	10.5
VIII							0.8	7.7	34.3	60.2	8.8
Total	100	100	100	100	100	100	100	100	100	100	100

Bihar

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	23.8	34.4	21.8	10.2	9.8						100
II	5.5	14.6	29.8	28.2	10.2	7.3	4.5				100
III	5.7		12.6	33.0	22.7	15.8	10.2				100
IV	5.2			14.1	22.3	36.1	11.1	8.1	3.2		100
V	1.5			5.3	9.9	32.5	23.1	19.0	6.1	2.6	100
VI	5.8					16.0	22.2	38.4	12.3	5.4	100
VII	2.0					6.4	12.1	36.8	28.8	13.8	100
VIII	7.6							22.1	33.7	36.6	100
Total	4.6	7.9	9.8	12.8	9.9	15.5	9.7	14.8	8.9	6.2	100

Bihar

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	75.8	63.5	32.8	11.6	5.7	3.6	5.0	5.9	5.6	4.8	14.6
II	17.5	25.7	42.7	30.7	14.5	6.6					14.0
III	6.8	7.5	17.5	35.1	31.3	13.8	6.4				13.6
IV		3.4	7.0	14.9	30.4	31.4	15.4	7.4			13.5
V				5.3	12.9	26.9	30.5	16.6	8.8	5.3	12.9
VI				2.4	5.3	11.9	26.3	30.1	15.9	10.0	11.6
VII						5.8	12.7	25.4	32.9	22.6	10.2
VIII							3.7	14.6	36.8	57.4	9.8
Total	100	100	100	100	100	100	100	100	100	100	100

Chhattisgarh

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	13.5	57.3	23.4	5.8							100
II	1.8	9.1	52.8	30.4	6.0						100
III	2.0		10.9	50.7	29.3	5.7	1.4				100
IV	2.0			11.7	45.0	33.2	5.8	2.2			100
V	2.2				7.8	50.1	30.1	8.2	1.6		100
VI	1.4					9.2	44.9	37.2	6.3	0.9	100
VII	2.4						10.7	49.4	31.3	6.3	100
VIII	2.2							13.5	49.2	35.1	100
Total	2.1	8.7	11.5	12.7	11.4	13.4	12.0	13.3	10.1	4.8	100

How to read the table: This table shows the age distribution for each grade. For example, in Chhattisgarh, of all children in Std III, 50.7% children are 8 years old, but there are also 2% who are 6 or younger, 10.9% who are 7, 29.3% who are 9, 5.7% who are 10, and 1.4% who are 11 or older.

Chhattisgarh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	83.3	83.1	25.7	3.8	0.9	1.3	1.6	2.2	2.7	4.5	12.6
II	12.3	13.7	60.0	31.3	5.1						13.1
III	4.5	3.2	12.1	50.9	32.6	5.4					12.7
IV			2.2	11.9	50.8	31.9	6.3				12.9
V				2.2	9.4	51.2	34.5	8.5			13.8
VI					1.3	8.3	45.7	34.2	7.6		12.2
VII						1.9	10.6	43.9	36.6	15.4	11.8
VIII							1.3	11.1	53.2	80.1	10.9
Total	100	100	100	100	100	100	100	100	100	100	100

How to read the table: This table shows the grade distribution for children of each age. For example, in Chhattisgarh, of all children who are 8 years old, 50.9% children are enrolled in Std III, but there are also 3.8% who are enrolled in Std I, 31.3% enrolled in Std II, 11.9% enrolled in Std IV, and 2.2% enrolled in Std V or above.

Gujarat

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	36.6	50.3	10.9	2.1							100
II	0.1	19.5	63.9	14.2	2.2						100
III	0.7		19.7	55.9	21.4	2.3					100
IV	1.1			21.8	62.9	12.3	1.9				100
V	4.3					80.1	13.0	2.6			100
VI	3.5						70.9	23.1	2.5		100
VII	4.8							74.1	18.0	3.1	100
VIII	1.9							7.8	76.5	13.8	100
Total	5.1	9.2	10.7	10.6	10.7	13.3	12.7	13.9	11.7	2.1	100

Gujarat

Std	5	6	7	8	9	10	11	12	13	14	Total
I	99.8	75.4	14.0	1.1	2.2	1.6	1.5	2.8	4.0	5.3	13.8
II	0.2	22.7	63.6	14.3							10.7
III		1.9	20.5	59.0	22.4						11.2
IV			1.9	24.5	69.8	11.0					11.9
V				1.1	5.7	84.4	14.4				14.0
VI						3.0	79.1	23.5			14.1
VII							5.0	67.1	19.3	18.4	12.6
VIII								6.6	76.7	76.3	11.8
Total	100	100	100	100	100	100	100	100	100	100	100

Haryana

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	38.1	36.0	16.9	6.9	2.2						100
II	8.3	24.3	35.1	22.3	5.6	4.4					100
III	1.0	5.7	26.4	40.5	15.5	7.1	3.9				100
IV	1.5		5.0	23.8	33.7	26.5	5.3	4.2			100
V	2.0			5.6	19.0	42.3	18.9	9.3	2.9		100
VI	1.8				5.1	22.7	36.9	25.9	5.5	2.1	100
VII	6.4						19.5	45.5	20.7	7.9	100
VIII	6.4							27.2	42.3	24.1	100
Total	6.3	8.8	11.2	13.2	10.7	14.3	11.1	13.1	7.7	3.7	100

Haryana

Std	5	6	7	8	9	10	11	12	13	14	Total
I	77.2	51.5	18.9	6.6	1.7	3.2	3.6	4.4	6.3	5.9	12.6
II	17.7	37.6	42.5	22.9	7.1						13.6
III	5.1	8.5	30.9	40.1	19.0	6.5					13.1
IV		2.5	5.7	22.9	40.2	23.6	6.1				12.7
V			2.1	5.9	25.0	41.6	23.9	10.0			14.0
VI				1.5	6.1	20.3	42.3	25.1	9.2	7.2	12.7
VII					1.0	4.7	20.5	40.5	31.5	24.8	11.7
VIII							3.6	20.0	53.1	62.2	9.6
Total	100	100	100	100	100	100	100	100	100	100	100

Himachal Pradesh

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	39.9	44.7	11.5	3.9							100
II	3.5	31.5	50.6	11.6	2.8						100
III	2.7		32.6	54.5	8.3	2.0					100
IV	1.9			29.2	51.8	14.7	2.4				100
V	1.7				26.3	55.5	12.8	3.7			100
VI	1.7					30.9	53.0	12.9	1.4		100
VII	3.7						29.4	52.7	11.6	2.6	100
VIII	4.5							39.1	46.7	9.7	100
Total	4.9	8.8	11.9	12.7	11.7	14.3	12.7	13.8	7.5	1.7	100

How to read the table: This table shows the age distribution for each grade. For example, in Himachal Pradesh, of all children in Std III, 54.5% children are 8 years old, but there are also 2.7% who are 6 or younger, 32.6% who are 7, 8.3% who are 9, and 2% who are 10 or older.

Himachal Pradesh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	88.6	52.2	10.0	1.9	1.3	2.7	1.6	3.8	4.7	10.2	10.3
II	7.4	45.1	53.7	11.5							12.6
III	4.0	2.7	34.6	54.3	8.9						12.6
IV			1.8	29.8	57.0	13.3					12.9
V				2.6	31.7	55.1	14.2				14.2
VI					1.1	26.4	50.8	11.4			12.2
VII						2.6	30.3	50.4	20.3	20.4	13.2
VIII							3.1	34.4	75.0	69.4	12.1
Total	100	100	100	100	100	100	100	100	100	100	100

How to read the table: This table shows the grade distribution for children of each age. For example, in Himachal Pradesh, of all children who are 8 years old, 54.3% children are enrolled in Std III, but there are also 1.9% who are enrolled in Std I, 11.5% enrolled in Std II, 29.8% enrolled in Std IV, and 2.6% enrolled in Std V or above.

Jammu and Kashmir

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	18.2	27.4	32.1	15.1	7.2						100
II	2.2	10.1	27.7	36.9	14.2	5.4	3.5				100
III	3.0		8.3	26.9	37.5	15.1	5.5	3.6			100
IV	2.2			11.6	20.2	42.6	14.0	7.1	2.5		100
V	3.4				6.6	28.2	37.7	16.7	6.0	1.4	100
VI	2.8					11.6	22.4	43.6	13.6	6.0	100
VII	3.3						6.9	28.2	44.4	17.1	100
VIII	4.7							15.6	32.3	47.4	100
Total	3.5	5.9	10.2	13.0	11.4	13.6	11.2	13.3	10.5	7.5	100

Jammu and Kashmir

Std	5	6	7	8	9	10	11	12	13	14	Total
I	83.2	69.0	47.1	17.4	6.3	1.9	3.3	4.0	3.2	4.6	15.0
II	11.7	24.7	39.3	41.2	18.2	5.7					14.5
III	5.1	6.3	10.7	27.1	43.1	14.5	6.5				13.1
IV			3.0	11.4	22.5	39.9	16.0	6.7			12.7
V				2.8	7.1	25.5	41.5	15.4	7.0		12.3
VI					2.9	10.5	24.7	40.3	15.8	9.8	12.3
VII						2.0	6.5	22.3	44.4	24.2	10.5
VIII							1.6	11.3	29.6	61.4	9.7
Total	100	100	100	100	100	100	100	100	100	100	100

Jharkhand

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	23.0	40.2	20.5	10.0	6.3						100
II	4.2	14.5	37.8	25.7	9.1	5.4	3.3				100
III	5.9		13.6	35.5	23.9	13.7	7.4				100
IV	1.9		5.1	14.4	26.2	32.9	10.9	7.0	1.7		100
V	7.3				9.2	36.5	26.1	16.1	4.8		100
VI	5.0					12.8	29.9	35.2	12.2	4.9	100
VII	1.9					5.3	10.0	40.4	29.1	13.3	100
VIII	5.2							19.4	39.0	36.5	100
Total	4.0	8.1	10.2	11.9	9.7	14.4	10.8	14.8	9.7	6.4	100

Jharkhand

Std	5	6	7	8	9	10	11	12	13	14	Total
I	79.6	67.1	27.3	11.4	4.7	6.5	6.4	4.2	7.2	5.9	13.6
II	13.3	22.0	45.6	26.6	11.6						12.3
III	7.1	6.9	17.3	38.5	31.8	12.2					12.9
IV		3.9	6.3	15.4	34.3	29.1	12.8	6.1			12.7
V			3.5	5.3	13.4	35.8	34.2	15.4			14.1
VI				2.9	4.3	10.7	33.4	28.6	15.1	9.3	12.0
VII						5.7	10.7	31.7	34.9	24.1	11.6
VIII							2.4	14.0	42.9	60.8	10.7
Total	100	100	100	100	100	100	100	100	100	100	100

Karnataka

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	3.4	59.7	33.5	3.5							100
II	3.5		42.2	48.9	5.4						100
III	3.7			38.4	53.5	4.4					100
IV	0.6			5.0	35.7	52.8	5.9				100
V	3.6					39.4	50.6	5.9	0.6		100
VI	3.5						29.8	61.5	5.2		100
VII	5.4							36.0	49.8	8.8	100
VIII	1.5							6.1	40.2	52.2	100
Total	0.5	7.0	9.8	12.4	12.3	13.6	12.4	13.9	11.4	6.9	100

How to read the table: This table shows the age distribution for each grade. For example, in Karnataka, of all children in Std III, 38.4% are 8 years old, but there are also 3.7% who are 7 or younger, 53.5% children who are 9, and 4.4% who are 10 or older.

Karnataka

Std	5	6	7	8	9	10	11	12	13	14	Total
I	78.1	93.2	37.6	2.0	4.6	4.1	1.1	1.2	5.9	2.7	11.0
II	16.1	5.5	57.1	52.4							13.2
III	5.8	1.4	5.3	38.4	54.0						12.4
IV				5.3	38.0	50.9	5.0				13.1
V				2.0	3.4	41.9	59.1	6.1			14.4
VI						3.1	29.8	54.5			12.3
VII							5.0	33.6	56.8	16.7	13.0
VIII								4.6	37.3	80.6	10.6
Total	100	100	100	100	100	100	100	100	100	100	100

How to read the table: This table shows the grade distribution for children of each age. For example, in Karnataka, of all children who are 8 years old, 38.4% are enrolled in Std III, but there are also 2% who are enrolled in Std I, 52.4% enrolled in Std II, 5.3% enrolled in Std IV, and 2% enrolled in Std V or above.

Kerala

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	12.8	65.9	20.2	1.1							100
II	1.4	11.7	66.0	19.3	1.6						100
III	1.1		11.1	67.0	19.3	1.5					100
IV	0.8			10.5	67.8	19.8	1.1				100
V	0.6				9.4	66.9	20.1	3.0			100
VI	0.8					12.5	62.7	22.8	1.3		100
VII	1.1						9.1	69.4	19.8	0.6	100
VIII	1.1							13.1	71.7	14.1	100
Total	1.7	9.2	12.5	12.6	12.6	13.3	11.7	13.4	11.2	1.9	100

Kerala

Std	5	6	7	8	9	10	11	12	13	14	Total
I	87.4	81.5	18.4	0.6	1.4	1.6	1.0	3.0	1.6	9.1	11.3
II	10.6	16.7	69.4	20.1							13.1
III	2.0	1.9	11.4	67.8	19.4						12.7
IV			0.9	10.7	68.9	19.1					12.8
V				0.8	9.9	67.1	23.0				13.4
VI					0.4	11.5	65.7	20.8			12.3
VII						0.8	9.7	64.6	22.1		12.5
VIII							0.5	11.6	76.4	90.9	11.9
Total	100	100	100	100	100	100	100	100	100	100	100

Madhya Pradesh

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	32.5	39.8	18.0	6.8	3.0						100
II	4.1	18.2	44.1	23.2	6.6	3.9					100
III	4.8		18.8	44.3	19.2	9.0	4.1				100
IV	4.7			19.3	36.6	27.6	6.8	4.9			100
V	5.8				12.3	44.5	22.7	10.8	4.0		100
VI	4.7					16.6	36.8	31.6	8.0	2.3	100
VII	5.3						14.6	46.3	24.4	9.3	100
VIII	6.1							23.4	40.0	30.5	100
Total	5.4	8.8	11.5	12.7	10.1	13.5	10.9	13.8	8.5	4.8	100

Madhya Pradesh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	87.8	65.4	22.7	7.8	2.2	3.5	3.7	5.0	6.3	5.0	14.5
II	10.2	27.7	51.8	24.5	8.8						13.4
III	2.0	5.3	19.7	42.0	22.9	8.0					12.1
IV		1.5	5.8	19.2	45.7	25.7	7.9				12.6
V				6.5	15.6	42.2	26.5	9.9			12.8
VI					4.8	15.8	43.4	29.4	12.2	6.2	12.9
VII						4.8	15.2	38.0	32.6	22.2	11.3
VIII							3.4	17.7	49.0	66.7	10.4
Total	100	100	100	100	100	100	100	100	100	100	100

Maharashtra

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	5.6	53.9	37.3	3.2							100
II	5.0		37.6	51.7	5.7						100
III	3.6			35.4	54.7	5.2	1.1				100
IV	4.4				30.1	58.0	5.3	2.2			100
V	4.7					32.5	54.6	6.8	1.4		100
VI	5.4						28.4	60.0	5.3	1.0	100
VII	6.6							35.5	50.6	7.3	100
VIII	1.8							6.4	37.7	54.2	100
Total	1.1	7.1	10.1	12.2	11.9	12.9	12.3	14.2	11.3	6.9	100

How to read the table: This table shows the age distribution for each grade. For example, in Maharashtra, of all children in Std III, 35.4% children are 8 years old, but there are also 3.6% who are 7 or younger, 54.7% who are 9, 5.2% who are 10, and 1.1% who are 11 or older.

Maharashtra

Std	5	6	7	8	9	10	11	12	13	14	Total
I	73.1	92.1	45.2	2.3	5.4	5.7	0.9	1.8	2.2	3.6	12.2
II	18.5	6.0	49.8	56.3							13.3
III	8.4	1.9	5.0	36.5	58.0						12.6
IV				4.9	31.9	56.5	5.4				12.6
V					4.7	32.5	57.3	6.2			12.9
VI						5.3	30.5	55.6	6.1		13.2
VII							5.0	31.6	56.7	13.5	12.7
VIII							0.8	4.7	35.0	82.9	10.5
Total	100	100	100	100	100	100	100	100	100	100	100

How to read the table: This table shows the grade distribution for children of each age. For example, in Maharashtra, of all children who are 8 years old, 36.5% children are enrolled in Std III, but there are also 2.3% who are enrolled in Std I, 56.3% enrolled in Std II, and 4.9% enrolled in Std IV or above.

Manipur

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	7.5	28.5	35.3	18.8	8.0	2.0					100
II	6.8		23.5	36.8	21.3	7.7	3.9				100
III	1.5		7.8	22.1	34.3	21.3	7.5	5.6			100
IV	1.7			7.3	25.5	32.9	21.7	7.2	3.7		100
V	3.4				5.3	24.7	33.1	23.5	9.0	1.1	100
VI	1.5					6.3	24.5	42.5	20.4	4.8	100
VII	2.7						8.5	27.1	40.2	21.5	100
VIII	1.7							14.9	42.0	41.5	100
Total	1.7	5.9	10.8	13.0	13.7	13.0	12.6	13.0	10.6	5.6	100

Manipur

Std	5	6	7	8	9	10	11	12	13	14	Total
I	85.8	85.0	57.4	25.3	10.3	1.9	4.1	4.8	5.9	6.5	17.6
II	12.4	11.6	30.0	39.1	21.6	8.2					13.9
III	1.8	3.3	10.5	24.8	36.6	23.9	8.7				14.6
IV			2.1	7.4	24.5	33.2	22.7	7.3			13.2
V				3.4	5.4	26.1	36.1	24.9	11.7		13.8
VI					1.7	5.4	21.9	36.8	21.7	9.5	11.3
VII						1.3	6.0	18.6	34.0	34.2	8.9
VIII							0.5	7.7	26.7	49.7	6.7
Total	100	100	100	100	100	100	100	100	100	100	100

Meghalaya

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	9.4	24.3	25.1	18.3	8.9	7.2	6.8				100
II	2.6	6.1	22.3	26.3	15.8	12.7	6.4	5.2	2.7		100
III	0.9		6.8	21.8	25.6	18.9	12.6	7.7	5.7		100
IV	4.9				19.2	26.8	17.8	19.9	7.1	4.4	100
V	5.4					20.7	23.5	29.2	12.8	8.4	100
VI	2.2					6.7	18.3	34.4	21.0	17.5	100
VII	1.6						5.2	27.9	33.6	31.6	100
VIII	4.8							8.3	34.2	52.8	100
Total	2.2	5.7	9.4	12.0	11.7	13.6	11.4	15.0	10.0	9.2	100

Meghalaya

Std	5	6	7	8	9	10	11	12	13	14	Total
I	87.3	77.9	48.7	27.7	13.9	9.7	5.4	2.4	3.8	6.7	18.2
II	11.5	17.6	38.9	35.8	22.2	15.4	9.1	5.7			16.4
III	1.2	4.6	11.3	28.1	34.0	21.6	17.1	7.9	5.9		15.5
IV			1.0	8.4	25.0	30.1	23.6	20.2	10.7	7.4	15.2
V					5.0	18.2	24.6	23.3	15.3	11.0	12.0
VI						5.1	16.2	23.2	21.2	19.3	10.1
VII							4.0	14.5	26.1	26.9	7.8
VIII								2.8	17.0	28.8	5.0
Total	100	100	100	100	100	100	100	100	100	100	100

Mizoram

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	19.8	31.2	29.3	11.8	8.0						100
II	1.7	10.2	31.6	30.9	16.0	5.6	4.0				100
III	3.3		8.0	27.6	34.9	13.9	5.3	7.1			100
IV	2.8			8.7	26.7	36.1	13.7	5.9	6.2		100
V	2.2				9.1	30.5	34.0	17.8	6.4		100
VI	2.3					9.4	28.6	39.7	13.8	6.2	100
VII	1.6						9.7	37.0	37.7	14.0	100
VIII	2.3							11.7	36.7	49.3	100
Total	3.7	6.9	11.0	11.7	12.2	12.1	11.1	13.4	10.5	7.6	100

How to read the table: This table shows the age distribution for each grade. For example, in Mizoram, of all children in Std III, 27.6% children are 8 years old, but there are also 3.3% who are 6 or younger, 8% who are 7, 34.9% who are 9, 13.9% who are 10, 5.3% who are 11, and 7.1% who are 12 or older.

Mizoram

Std	5	6	7	8	9	10	11	12	13	14	Total
I	87.9	71.4	42.2	15.9	5.6	3.2	3.1	6.5	12.9	9.1	15.8
II	5.9	22.8	44.7	41.1	20.4	7.2					15.5
III	6.2	5.7	9.6	31.3	38.0	15.2	6.4				13.3
IV			3.6	9.0	26.4	35.9	14.9	5.3			12.1
V				2.6	8.5	28.8	35.2	15.2			11.4
VI					1.1	9.0	30.0	34.5	15.2	9.6	11.6
VII						0.7	9.7	30.4	39.5	20.4	11.0
VIII							0.8	8.2	32.5	60.9	9.3
Total	100	100	100	100	100	100	100	100	100	100	100

How to read the table: This table shows the grade distribution for children of each age. For example, in Mizoram, of all children who are 8 years old, 31.3% children are enrolled in Std III, but there are also 15.9% who are enrolled in Std I, 41.1% enrolled in Std II, 9% enrolled in Std IV, and 2.6% enrolled in Std V or above.

Nagaland

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	6.6	34.0	40.0	11.4	8.1						100
II	1.5	5.3	29.2	37.7	15.5	5.6	5.3				100
III	6.2			30.7	38.0	16.0	9.2				100
IV	5.8				29.0	34.7	16.2	9.0	5.3		100
V	6.0					26.7	33.7	22.6	8.1	3.0	100
VI	1.2					5.1	27.3	38.7	19.9	7.9	100
VII	5.9							31.3	42.1	20.7	100
VIII	1.0							7.2	42.4	49.5	100
Total	1.3	5.9	11.1	12.8	13.7	12.8	11.5	12.7	11.0	7.3	100

Nagaland

Std	5	6	7	8	9	10	11	12	13	14	Total
I	87.8	82.9	51.6	12.7	4.1	2.9	5.9	6.3	6.7	4.5	14.3
II	7.2	13.9	40.6	45.3	17.5	6.7					15.4
III	5.0	3.2	6.4	35.8	41.4	18.6	5.8				15.0
IV			1.4	5.2	31.2	39.9	20.8	10.4			14.7
V				1.0	5.8	26.4	37.4	22.7	9.4	5.2	12.7
VI						5.4	27.2	34.9	20.7	12.4	11.4
VII							2.9	21.2	33.0	24.5	8.6
VIII								4.5	30.4	53.4	7.9
Total	100	100	100	100	100	100	100	100	100	100	100

Odisha

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	11.7	65.6	19.2	3.6							100
II	0.4	6.0	68.0	23.4	2.3						100
III	1.2		6.2	65.5	23.7	3.4					100
IV	1.0			6.0	62.2	26.2	4.7				100
V	4.6					65.1	26.3	3.9			100
VI	5.0						59.9	31.2	4.0		100
VII	5.6							69.8	22.2	2.5	100
VIII	1.3							7.1	70.6	21.1	100
Total	1.6	8.4	11.4	12.8	12.2	13.5	12.3	14.0	11.1	2.8	100

Odisha

Std	5	6	7	8	9	10	11	12	13	14	Total
I	93.8	89.4	19.1	1.6	2.5	3.1	4.4	4.4	5.2	5.8	11.4
II	6.2	8.6	72.1	22.1							12.1
III		2.0	7.4	69.5	26.5						13.6
IV			1.4	6.0	66.6	25.1					13.0
V				0.9	4.5	67.1	29.8				13.9
VI						4.8	61.0	28.0			12.5
VII							4.8	62.0	24.9	10.9	12.4
VIII								5.6	69.9	83.3	11.0
Total	100	100	100	100	100	100	100	100	100	100	100

Punjab

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	20.4	41.1	29.8	6.4	2.4						100
II	2.4	16.5	43.2	27.9	6.9	3.1					100
III	3.0		18.1	41.5	28.1	7.2	2.0				100
IV	3.6			18.4	38.8	28.8	7.6	2.9			100
V	3.1				15.6	42.0	28.5	9.2	1.7		100
VI	3.2					18.8	39.0	31.1	6.7	1.3	100
VII	5.9						20.0	43.6	24.3	6.1	100
VIII	4.6							27.3	40.8	27.3	100
Total	2.9	7.2	11.6	12.2	12.1	13.7	13.1	14.2	8.7	4.2	100

How to read the table: This table shows the age distribution for each grade. For example, in Punjab, of all children in Std III, 41.5% children are 8 years old, but there are also 3% who are 6 or younger, 18.1% who are 7, 28.1% who are 9, 7.2% who are 10, and 2% who are 11 or older.

Punjab

Std	5	6	7	8	9	10	11	12	13	14	Total
I	84.4	66.5	30.0	6.2	1.3	2.6	1.7	2.7	3.0	8.2	11.7
II	11.5	27.9	45.5	28.1	7.0						12.3
III	4.1	5.6	19.6	43.0	29.2	6.6					12.6
IV			4.9	20.0	42.5	27.8	7.8				13.3
V				2.7	16.8	40.1	28.5	8.5			13.1
VI					3.1	18.3	39.9	29.3	10.2		13.4
VII						4.3	18.9	38.0	34.5	18.2	12.4
VIII						0.3	3.3	21.6	52.4	73.6	11.2
Total	100	100	100	100	100	100	100	100	100	100	100

How to read the table: This table shows the grade distribution for children of each age. For example, in Punjab, of all children who are 8 years old, 43% children are enrolled in Std III, but there are also 6.2% who are enrolled in Std I, 28.1% enrolled in Std II, 20% enrolled in Std IV, and 2.7% enrolled in Std V or above.

Rajasthan

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	47.6	33.3	13.0	6.1							100
II	8.1	23.3	41.1	19.7	7.8						100
III	1.9	6.6	23.0	43.2	15.1	7.9	2.2				100
IV	2.2		7.4	24.2	32.5	24.4	5.4	3.9			100
V	2.3			8.1	16.4	42.7	17.3	9.6	3.6		100
VI	7.1					21.0	32.7	28.7	8.2	2.3	100
VII	2.9					7.7	17.3	41.7	22.9	7.6	100
VIII	3.7						6.4	24.7	39.5	25.7	100
Total	8.3	8.8	11.0	12.8	9.6	14.0	10.0	12.9	8.5	4.1	100

Rajasthan

Std	5	6	7	8	9	10	11	12	13	14	Total
I	83.1	55.1	17.3	4.6	1.6	2.6	2.2	4.3	6.2	4.3	14.6
II	12.6	32.5	45.9	18.9	5.5						12.3
III	4.4	8.9	25.0	40.3	18.8	6.7					11.9
IV		3.6	8.6	24.3	43.7	22.5	7.0				12.9
V			3.1	8.6	23.1	41.3	23.3	10.1			13.5
VI				3.3	5.2	18.7	40.8	27.7	12.1	6.9	12.5
VII					2.0	6.3	19.9	37.2	31.3	21.4	11.6
VIII						1.9	6.9	20.7	50.5	67.5	10.8
Total	100	100	100	100	100	100	100	100	100	100	100

Sikkim

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	20.7	40.6	28.6	7.6	2.5						100
II	8.2	15.3	36.5	30.3	7.7	2.0					100
III	1.8		11.7	39.6	34.0	8.3	4.6				100
IV	5.7			10.7	41.4	28.9	6.1	7.2			100
V	5.3				8.3	44.4	30.4	9.3	2.2		100
VI	3.7					12.7	34.2	39.1	7.6	2.8	100
VII	5.3						16.0	43.7	26.4	8.7	100
VIII	4.6							7.3	43.0	45.1	100
Total	3.5	6.8	9.8	12.1	12.0	13.5	12.0	13.1	10.0	7.1	100

Sikkim

Std	5	6	7	8	9	10	11	12	13	14	Total
I	65.3	64.6	31.3	6.7	0.2	2.6	4.2	5.9	5.8	6.8	10.8
II	29.3	28.7	47.4	31.8	8.2						12.7
III	5.5	6.7	15.2	41.6	35.9	7.8					12.7
IV			6.1	11.2	43.5	27.1	6.5				12.7
V				8.8	10.0	47.2	36.4	10.2			14.4
VI					2.3	11.5	34.9	36.7	9.3		12.3
VII						3.8	16.1	40.4	31.9	14.8	12.1
VIII							2.0	6.9	53.0	78.4	12.4
Total	100	100	100	100	100	100	100	100	100	100	100

Tamil Nadu

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	33.7	59.5	6.3	0.5							100
II	1.8	19.3	69.4	8.4	1.2						100
III	1.4		20.8	67.7	9.2	0.9					100
IV	2.1			23.2	64.6	9.0	1.1				100
V	1.1				10.1	77.1	10.2	1.5			100
VI	1.0					10.8	69.1	17.3	1.9		100
VII	1.2						9.7	71.5	16.2	1.4	100
VIII	1.7							14.6	73.3	10.3	100
Total	4.1	8.9	11.4	12.2	10.8	13.9	12.5	13.5	11.2	1.5	100

How to read the table: This table shows the age distribution for each grade. For example, in Tamil Nadu, of all children in Std III, 67.7% children are 8 years old, but there are also 1.4% who are 6 or younger, 20.8% who are 7, 9.2% who are 9, and 0.9% who are 10 or older.

Tamil Nadu

Std	5	6	7	8	9	10	11	12	13	14	Total
I	94.7	73.3	6.0	0.2	0.6	0.8	1.0	2.0	2.1	5.3	10.9
II	5.3	25.0	69.7	7.9							11.5
III		1.7	21.8	66.5	10.3						12.0
IV			2.5	23.6	74.8	8.1					12.5
V				1.8	13.6	79.9	11.8				14.4
VI					0.7	10.7	76.3	17.6			13.8
VII						0.5	9.9	67.4	18.5	11.6	12.8
VIII							0.9	13.1	79.4	83.2	12.1
Total	100	100	100	100	100	100	100	100	100	100	100

How to read the table: This table shows the grade distribution for children of each age. For example, in Tamil Nadu, of all children who are 8 years old, 66.5% children are enrolled in Std III, but there are also 0.2% who are enrolled in Std I, 7.9% enrolled in Std II, 23.6% enrolled in Std IV, and 1.8% enrolled in Std V or above.

Telangana

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	21.7	39.7	26.1	8.5	4.0						100
II	2.1	13.9	45.9	27.1	9.1	2.0					100
III	2.4		12.8	42.0	30.1	10.7	2.0				100
IV	1.8			12.8	41.8	31.0	9.0	3.7			100
V	2.6				7.9	44.3	32.9	9.9	2.4		100
VI	2.2					11.2	37.6	37.4	10.1	1.5	100
VII	2.6						10.1	46.0	31.4	9.8	100
VIII	2.3							14.4	49.7	33.6	100
Total	2.8	6.6	10.7	12.1	13.1	14.9	12.7	13.0	9.6	4.4	100

Telangana

Std	5	6	7	8	9	10	11	12	13	14	Total
I	90.7	68.7	28.0	8.1	2.3	1.7	2.3	3.9	4.0	7.7	11.5
II	7.1	26.4	54.0	28.3	8.7						12.6
III	2.2	4.9	14.8	43.2	28.5	8.9					12.4
IV			3.2	16.6	49.6	32.5	11.1				15.6
V				3.8	9.3	46.1	40.2	11.8			15.5
VI					1.6	9.3	36.6	35.3	13.0		12.3
VII						1.5	8.9	39.2	36.5	24.7	11.1
VIII							0.9	9.9	46.5	67.6	8.9
Total	100	100	100	100	100	100	100	100	100	100	100

Tripura

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	2.2	59.8	34.9	3.2							100
II	1.1		37.4	56.1	5.4	0.0					100
III	1.9			25.7	63.3	7.1	2.0				100
IV	5.0				23.1	64.4	6.9	0.6			100
V	1.9					29.0	61.6	6.5	1.0		100
VI	3.5						16.7	73.5	6.3		100
VII	4.6							25.9	61.9	7.7	100
VIII	4.9								21.4	73.7	100
Total	0.4	7.8	9.4	11.4	12.1	13.6	11.4	13.7	10.2	10.0	100

Tripura

Std	5	6	7	8	9	10	11	12	13	14	Total
I	100	98.3	47.7	3.3	0.0	0.2	0.8	1.6	0.6	2.7	12.9
II	0.0	1.7	49.0	60.9	5.5						12.3
III			3.3	29.1	67.1	6.7					12.9
IV				6.7	25.3	62.9	8.1				13.3
V					2.0	27.2	69.0	6.0			12.8
VI						3.0	18.6	67.9	6.1		12.7
VII							3.7	21.1	67.9	8.5	11.2
VIII								3.4	25.5	88.8	12.1
Total	100	100	100	100	100	100	100	100	100	100	100

Uttar Pradesh

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	23.7	35.4	21.5	10.8	8.6						100
II	4.0	14.1	31.2	27.0	11.6	7.4	4.7				100
III	5.3		12.9	32.8	20.5	16.3	6.4	5.8			100
IV	6.1			14.7	24.6	29.1	12.6	8.7	4.2		100
V	1.7			5.2	10.0	30.7	23.5	19.4	6.6	3.0	100
VI	4.7					13.4	25.9	34.2	14.9	7.1	100
VII	2.1					5.4	11.6	36.4	28.3	16.2	100
VIII	7.6							19.2	37.4	35.8	100
Total	4.5	8.3	10.3	12.8	10.2	14.1	10.8	13.9	9.1	6.0	100

How to read the table: This table shows the age distribution for each grade. For example, in Uttar Pradesh, of all children in Std III, 32.8% children are 8 years old, but there are also 5.3% who are 6 or younger, 12.9% who are 7, 20.5% who are 9, 16.3% who are 10, 6.4% who are 11, and 5.8% who are 12 or older.

Uttar Pradesh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	82.2	66.9	32.8	13.3	6.2	3.0	4.3	6.5	6.9	5.1	15.7
II	12.6	23.6	42.1	29.2	15.8	7.3					13.9
III	5.3	6.6	16.9	34.4	27.0	15.5	7.9				13.4
IV		2.8	6.1	15.8	33.3	28.5	16.0	8.7			13.8
V			2.1	5.5	13.3	29.5	29.2	18.8	9.9	6.7	13.5
VI				2.0	4.6	11.4	28.5	29.3	19.5	14.0	11.9
VII						4.9	10.5	25.6	30.5	26.3	9.8
VIII							3.6	11.2	33.3	47.9	8.1
Total	100	100	100	100	100	100	100	100	100	100	100

How to read the table: This table shows the grade distribution for children of each age. For example, in Uttar Pradesh, of all children who are 8 years old, 34.4% children are enrolled in Std III, but there are also 13.3% who are enrolled in Std I, 29.2% enrolled in Std II, 15.8% enrolled in Std IV, 5.5% enrolled in Std V, and 2% enrolled in Std VI or above.

Uttarakhand

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	21.9	42.1	21.8	9.3	5.0						100
II	4.3	13.8	42.3	27.2	7.3	5.2					100
III	3.9		12.8	43.5	24.6	10.6	4.6				100
IV	3.8			12.0	34.3	32.8	9.6	5.8	1.8		100
V	3.8				9.3	45.0	25.0	13.1	3.9		100
VI	3.2					11.4	36.2	34.6	12.0	2.6	100
VII	2.4						11.8	43.5	32.4	10.0	100
VIII	3.6							17.2	45.5	33.8	100
Total	3.4	7.6	10.8	12.8	10.7	14.5	11.5	13.5	10.1	5.1	100

Uttarakhand

Std	5	6	7	8	9	10	11	12	13	14	Total
I	79.4	67.6	24.7	8.9	3.0	3.2	5.9	2.0	6.7	6.3	12.3
II	18.0	25.5	54.9	29.8	9.5						14.0
III	2.6	5.9	15.1	43.3	29.3	9.3					12.8
IV		1.0	5.4	12.8	44.0	31.1	11.5	5.9			13.8
V				5.3	12.6	44.9	31.5	14.1			14.5
VI					1.5	9.5	38.4	31.2	14.5	6.3	12.2
VII						2.0	10.9	34.2	33.9	20.8	10.6
VIII							1.8	12.7	44.9	66.6	10.0
Total	100	100	100	100	100	100	100	100	100	100	100

West Bengal

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	13.2	37.6	39.7	8.3	1.1						100
II	1.6	5.4	27.0	48.8	14.2	3.0					100
III	6.3			24.7	49.0	17.8	2.3				100
IV	4.6				18.0	57.4	16.2	3.8			100
V	1.6					19.6	51.9	24.1	2.9		100
VI	3.2						16.5	61.6	14.6	4.1	100
VII	2.9							18.4	58.9	19.8	100
VIII	4.3								21.3	74.4	100
Total	2.6	7.4	11.2	11.8	10.9	13.2	11.3	13.1	9.9	8.4	100

How to read the table: This table shows the age distribution for each grade. For example, in West Bengal, of all children in Std III, 24.7% children are 8 years old, but there are also 6.3% who are 7 or younger, 49% who are 9, 17.8% who are 10, and 2.3% who are 11 or older.

West Bengal

Std	5	6	7	8	9	10	11	12	13	14	Total
I	91.4	87.3	60.9	12.1	1.0	2.7	2.3	3.8	3.7	1.9	17.2
II	6.6	9.8	32.5	55.6	17.5						13.5
III	2.1	2.9	5.2	27.2	58.4	17.6					13.0
IV			1.4	5.2	21.9	57.7	19.0				13.3
V					1.3	19.2	59.3	23.8			13.0
VI						2.8	17.4	56.2	17.7	5.8	12.0
VII							2.1	14.7	62.2	24.7	10.5
VIII								1.5	16.4	67.7	7.7
Total	100	100	100	100	100	100	100	100	100	100	100

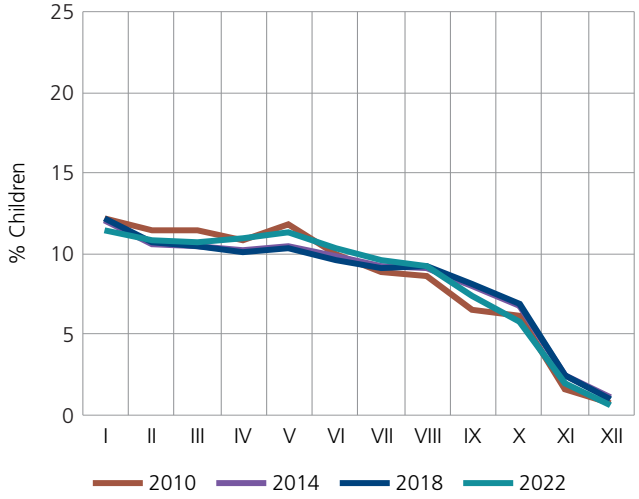
How to read the table: This table shows the grade distribution for children of each age. For example, in West Bengal, of all children who are 8 years old, 27.2% children are enrolled in Std III, but there are also 12.1% who are enrolled in Std I, 55.6% enrolled in Std II, and 5.2% enrolled in Std IV or above.

Grade-wise composition of children in sample over time

Because ASER samples households and not children, there is no control on the number of children from each grade who are surveyed each year. However, given the sampling methodology and the sample size, it is reasonable to expect that at the state level, similar proportions of children in each grade will be covered each year.

The graphs below show the distribution of the ASER sample in each state by grade of sampled children, in 2010, 2014, 2018 and 2022. As is evident, the distribution is similar across all years. This implies that trends in schooling and learning estimates presented by ASER reveal underlying population trends and are not an artefact of the sample or the methodology.

All India



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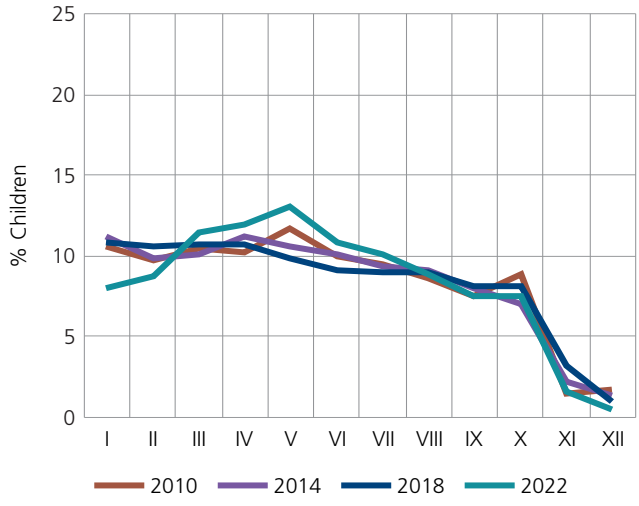

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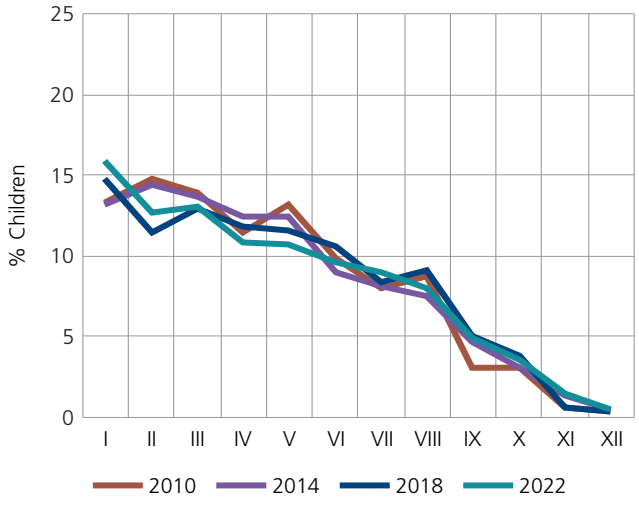

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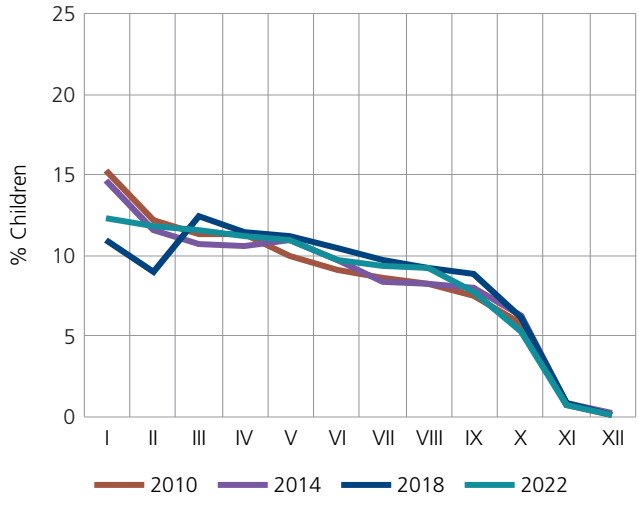

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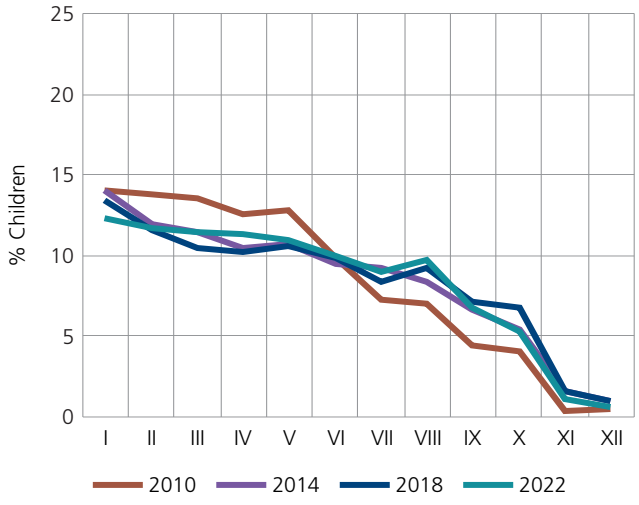

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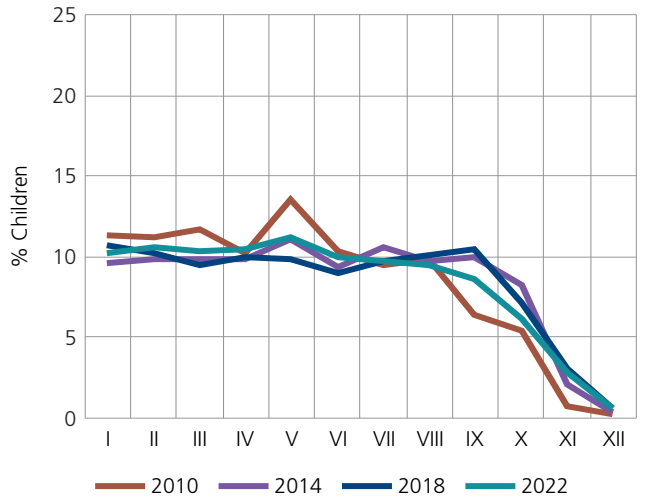

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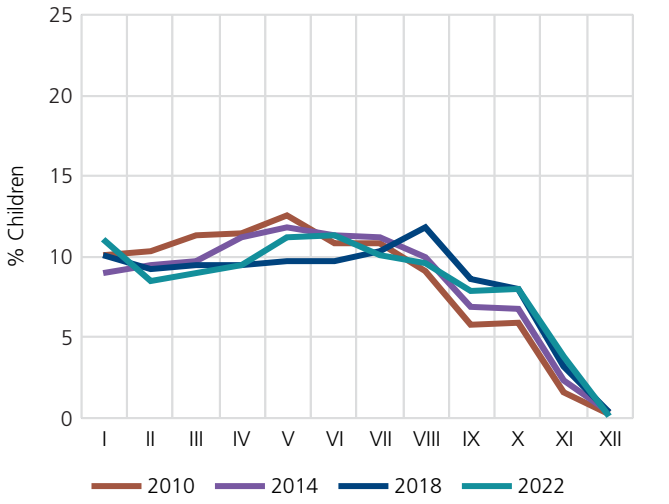

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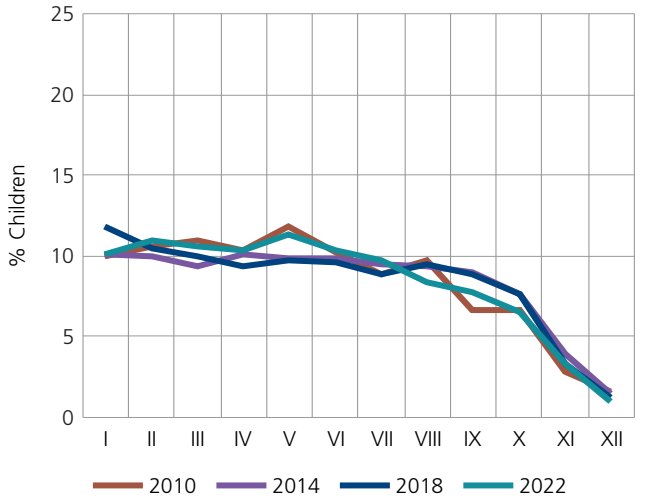

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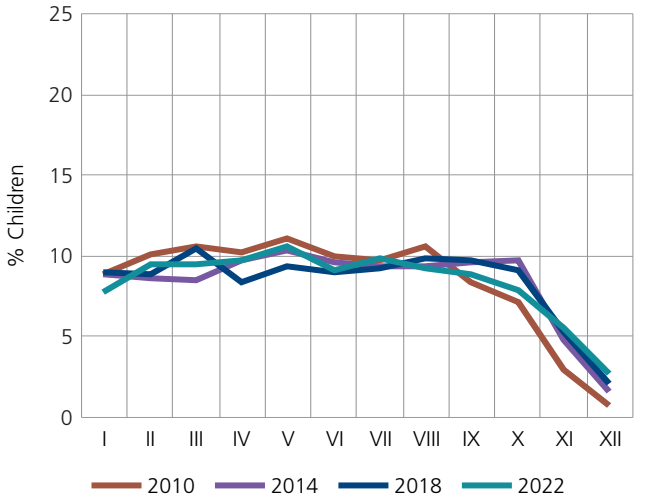

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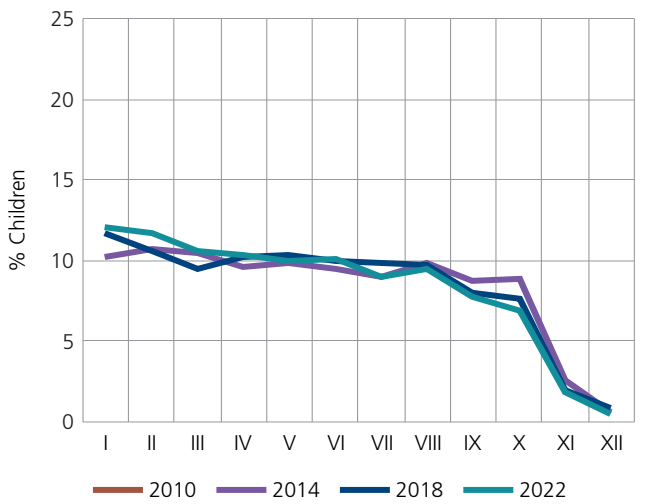

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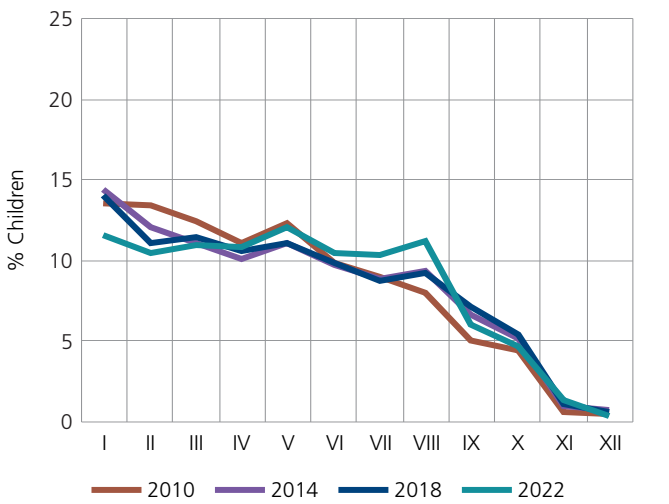

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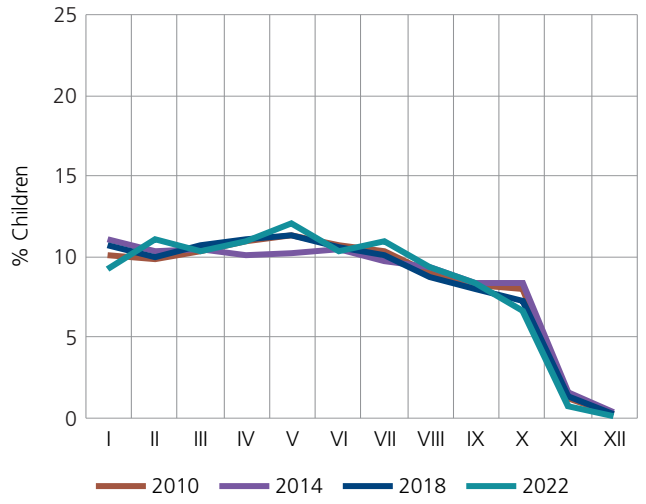

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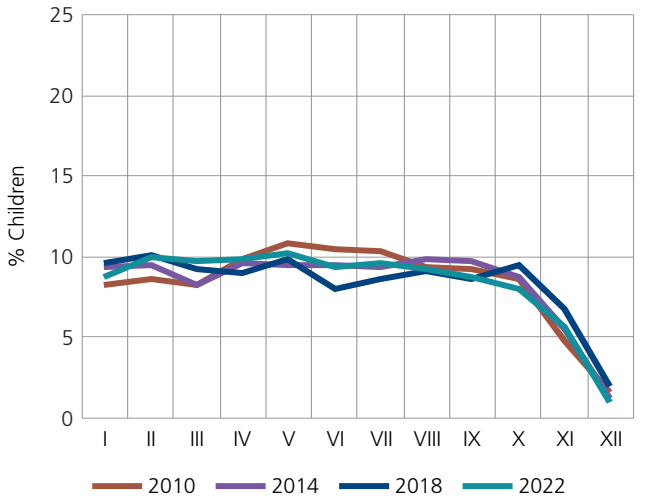

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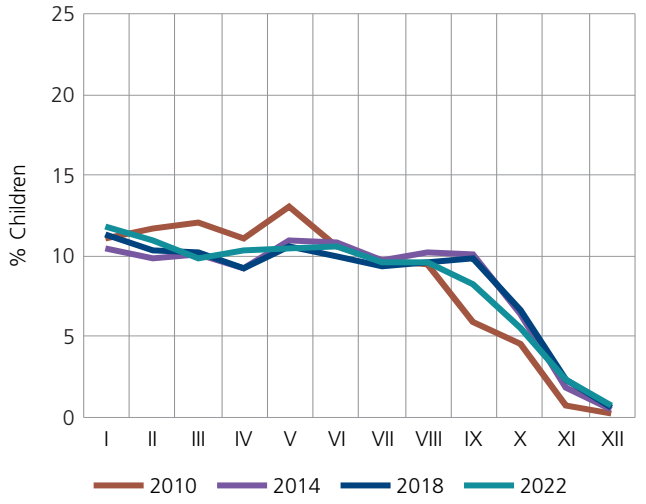

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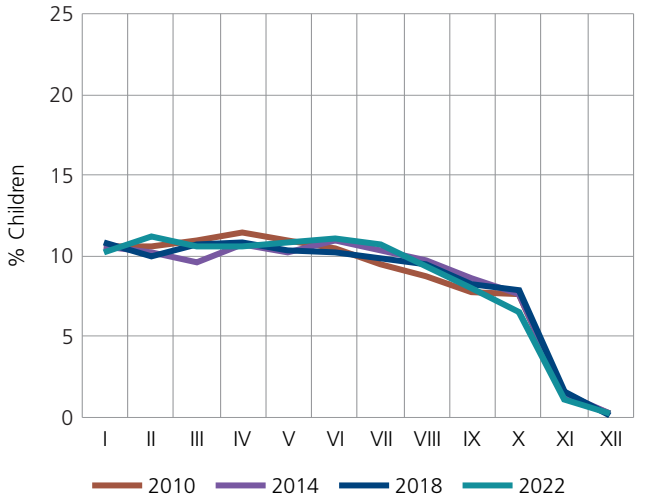

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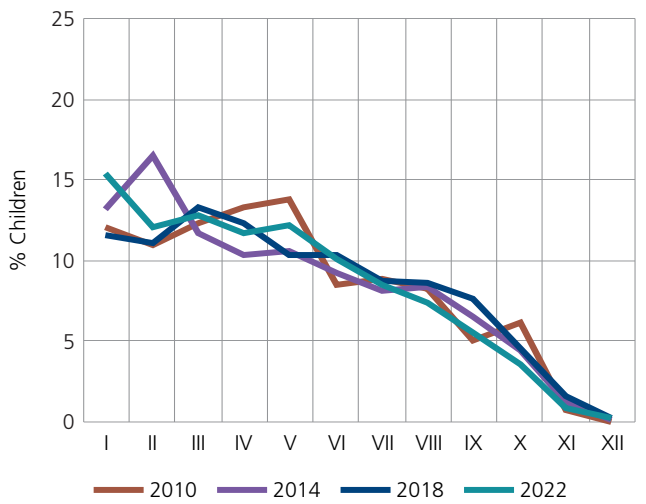

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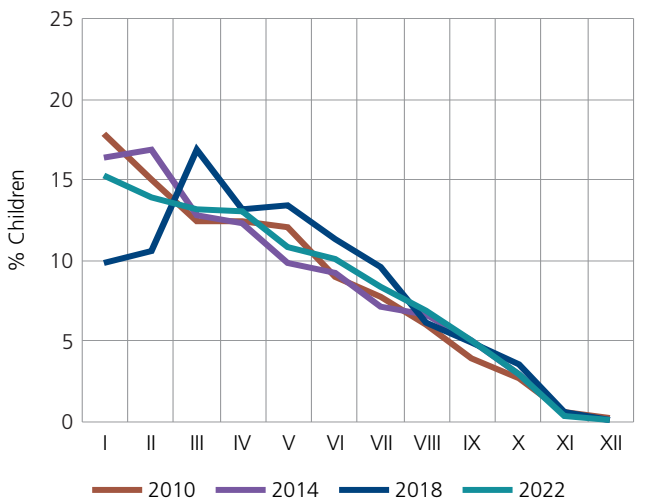

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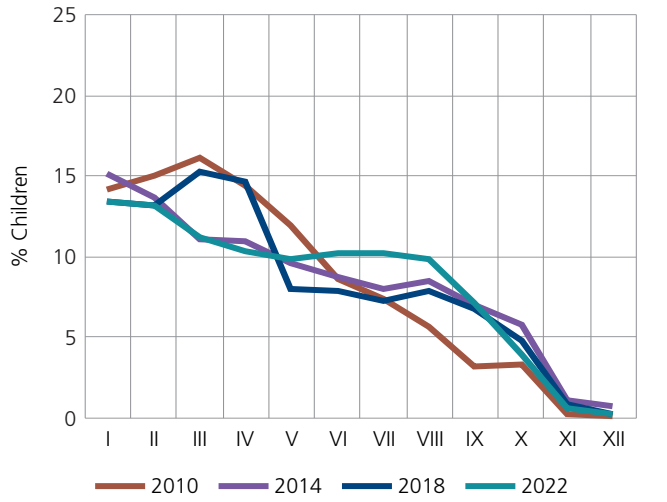

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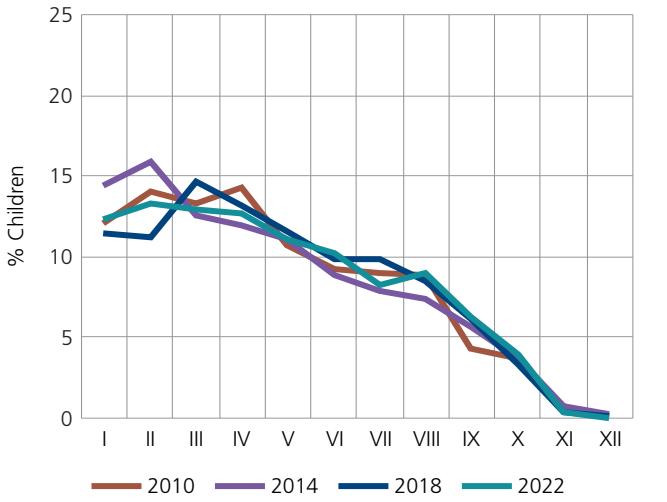

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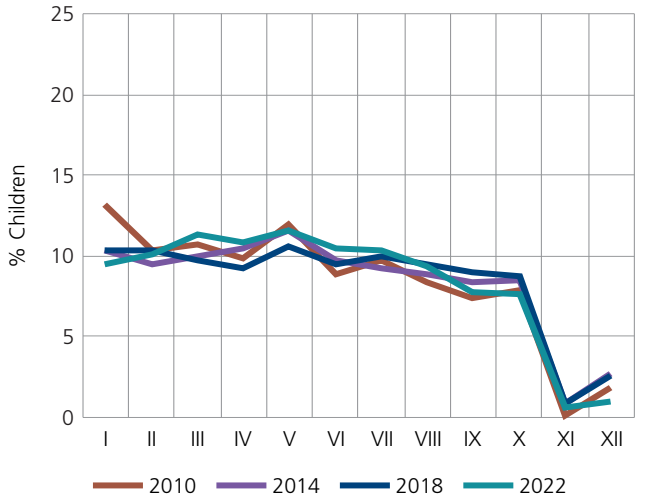

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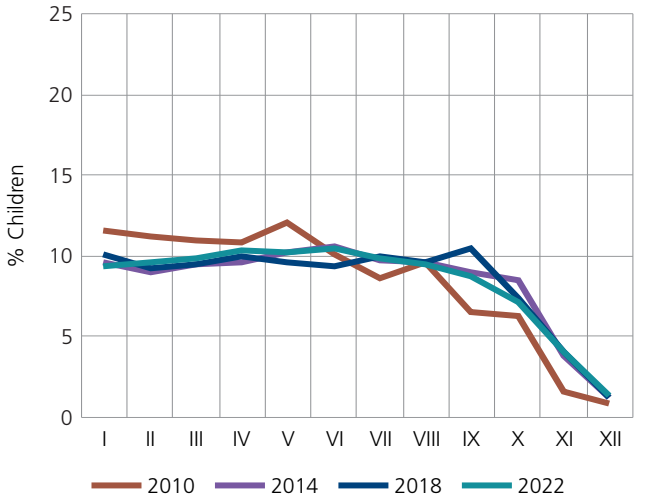

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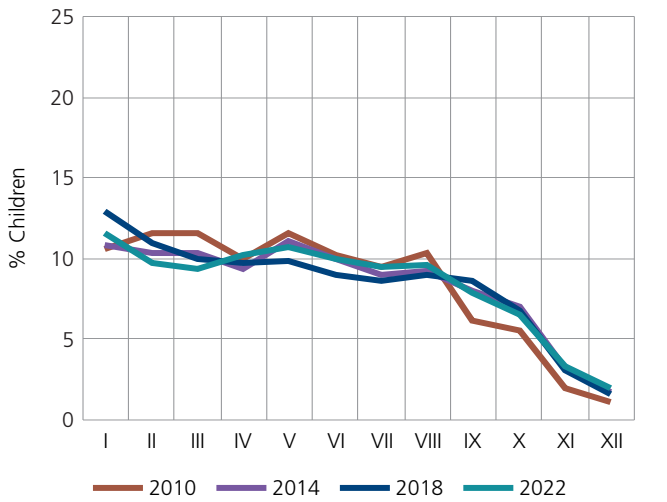

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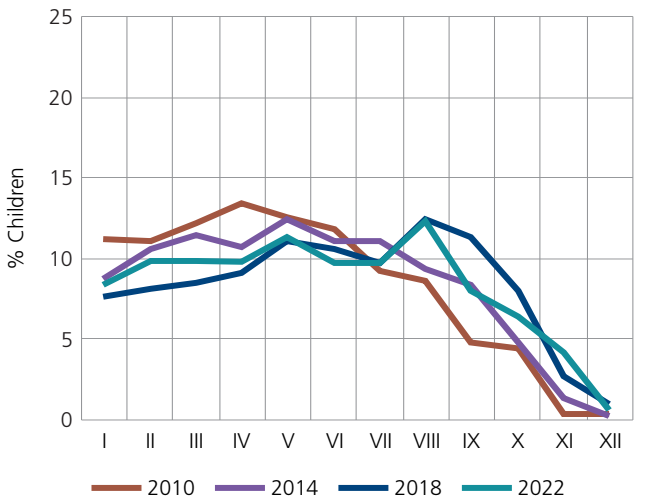

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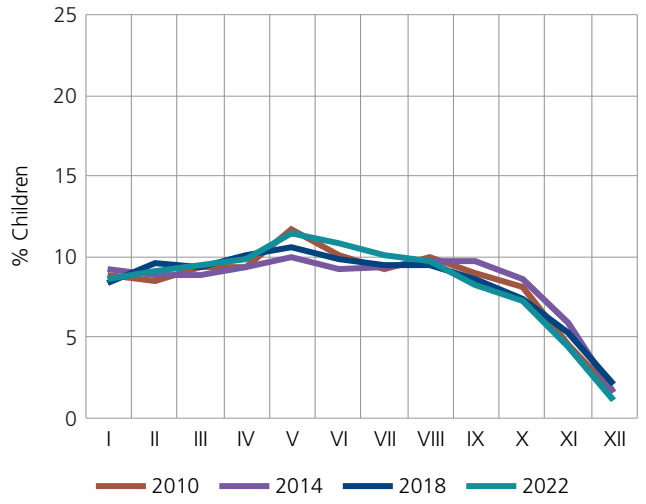

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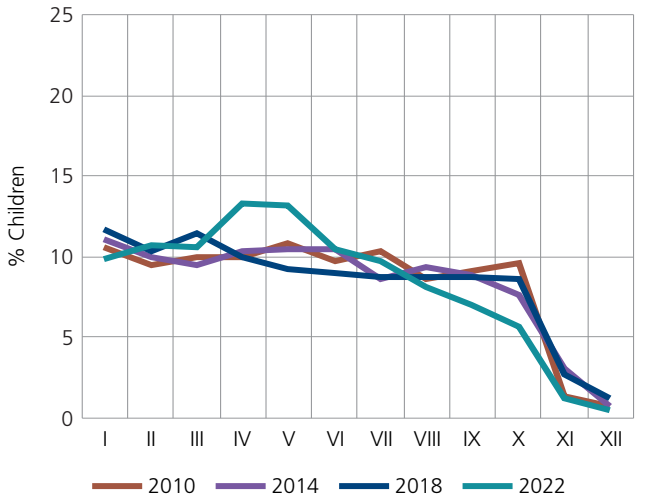

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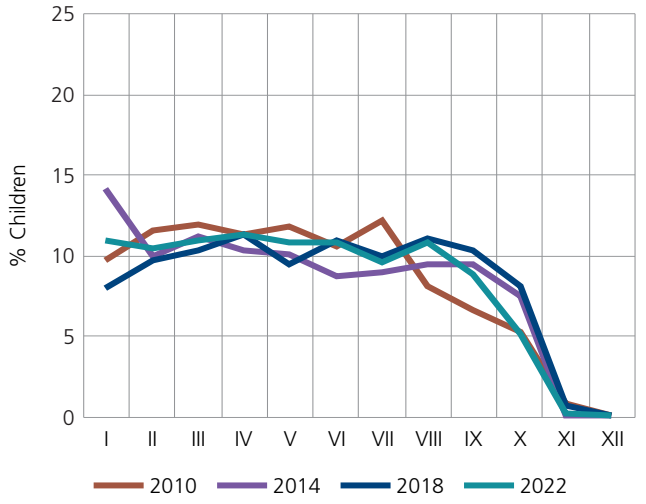

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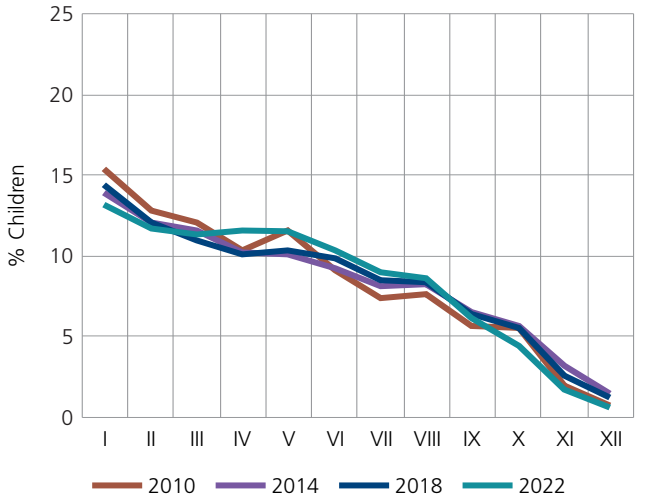

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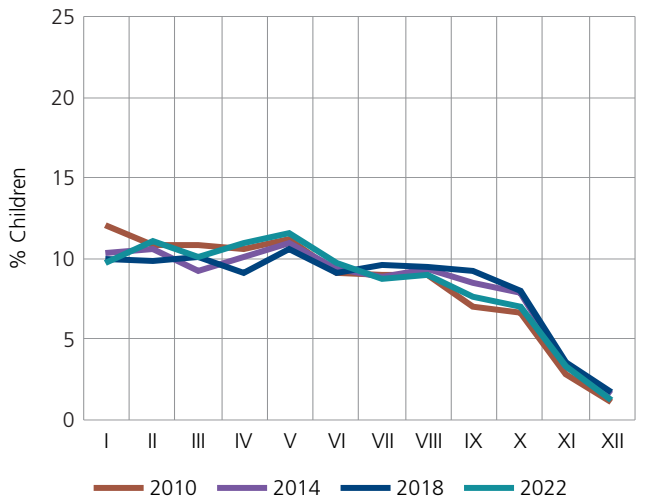
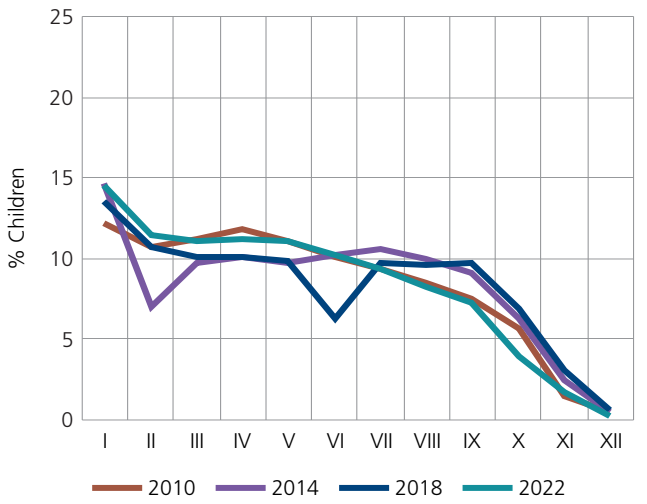


West Bengal



Household characteristics over time

State	% Households which have a pucca house				% Households which have motorised two wheeler				% Households which have an electricity connection				Of households with electricity connection, % households with electricity available on day of visit				% Households which have a toilet				% Households which have a television			
	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022
Andhra Pradesh	60.8	66.4	73.6	74.2		33.8	47.9	66.0	96.8	97.2	98.7	99.0	84.3	94.0	97.2	97.4	53.8	54.1	83.9	89.1	74.5	82.0	87.3	92.2
Arunachal Pradesh	9.6	9.1	18.7	18.7		29.9	35.8	46.4	79.3	91.3	86.8	95.3	64.7	86.3	82.3	87.2	69.0	72.3	87.2	92.2	55.8	62.2	64.5	65.3
Assam	13.5	20.8	28.3	34.4		22.0	28.6	34.9	48.7	74.5	84.2	94.5	45.2	82.7	86.7	90.1	47.1	67.6	73.6	79.3	34.2	42.3	47.5	43.3
Bihar	22.7	39.1	49.2	49.0		16.4	27.9	38.4	38.2	49.8	91.3	96.2	23.5	73.8	88.8	93.0	22.1	26.5	57.2	67.2	18.3	18.3	32.6	34.3
Chhattisgarh	10.7	19.2	34.7	39.1		33.7	46.0	67.8	82.4	92.6	96.4	98.1	81.2	87.0	90.4	96.9	24.7	26.8	87.1	82.6	44.1	59.2	66.3	70.5
Gujarat	34.6	41.2	47.9	55.4		47.1	55.1	78.5	93.7	96.1	96.7	94.9	90.0	93.9	97.4	97.4	44.9	54.4	79.5	90.7	53.1	69.0	76.3	88.4
Haryana	58.4	75.3	75.8	76.7		55.4	65.2	70.8	90.4	95.1	97.4	98.5	63.4	78.8	80.5	94.7	75.3	85.3	94.2	97.3	74.9	83.9	85.4	86.7
Himachal Pradesh	50.5	66.7	69.0	79.4		31.2	32.6	41.2	99.1	99.0	99.4	99.4	96.0	96.3	96.6	98.0	77.3	84.1	92.4	95.9	87.6	90.8	93.2	93.1
Jammu and Kashmir		53.9	53.2	65.1		22.3	14.2	25.8		93.3	94.5	96.9		72.0	76.2	87.4		62.5	75.5	78.9		60.7	57.1	54.3
Jharkhand	13.4	18.7	22.1	34.0		21.2	28.0	42.5	56.4	70.9	81.3	94.5	42.8	67.3	77.4	86.7	15.0	9.7	56.4	63.7	25.5	24.8	30.7	29.0
Karnataka	34.8	36.1	67.2	49.7		43.1	57.7	68.1	94.3	95.3	97.9	98.7	75.7	90.0	93.9	98.2	35.0	44.9	75.3	84.2	64.5	77.3	85.7	90.3
Kerala	57.2	90.4	92.5	91.5		53.6	60.1	44.9	96.9	98.7	99.3	99.2	95.1	98.1	97.1	98.6	96.0	97.8	99.2	99.2	87.3	92.5	90.7	89.5
Madhya Pradesh	15.2	22.7	30.8	42.0		33.7	41.0	57.6	77.7	85.2	92.1	96.3	42.3	83.9	87.5	92.5	32.4	28.5	72.2	68.4	45.6	43.9	53.5	58.5
Maharashtra	38.9	51.0	57.7	50.9		41.2	51.2	61.4	88.5	92.5	95.5	97.0	76.8	89.5	90.3	94.8	48.7	52.6	78.1	84.1	60.6	69.7	78.8	82.2
Manipur	9.8	7.1	12.8	13.2		27.8	27.5	40.5	90.4	84.9	96.0	98.4	47.9	81.4	94.7	95.0	86.0	96.5	96.6	95.5	68.7	61.7	65.9	62.6
Meghalaya	13.4	15.8	15.4	15.5		14.4	14.9	20.5	77.2	88.4	87.9	93.3	67.7	72.2	87.8	87.0	63.3	76.3	85.1	94.3	47.6	49.8	45.9	44.8
Mizoram	6.7	5.9	7.3	17.4		27.5	32.5	45.1	91.3	95.5	96.2	98.4	78.7	87.6	81.1	91.6	63.5	91.9	87.5	91.9	53.5	80.7	78.9	70.7
Nagaland	11.0	12.1	11.1	14.3		24.3	18.0	21.5	97.1	96.6	96.6	98.6	82.4	88.3	86.4	93.3	76.3	94.9	96.9	97.5	49.6	55.6	57.8	61.8
Odisha	21.7	28.6	37.7	49.1		27.7	38.0	52.4	57.0	79.9	88.7	96.6	53.7	89.1	90.1	95.2	22.7	21.0	55.7	68.3	35.0	45.1	55.4	60.2
Punjab	53.1	74.5	77.4	78.2		71.0	77.7	81.9	96.0	99.2	99.4	99.5	93.3	94.4	97.3	98.0	81.2	90.8	94.9	97.8	87.0	92.9	94.6	94.0
Rajasthan	49.0	60.1	68.0	74.2		43.3	53.0	68.4	74.2	84.8	88.3	95.6	61.4	90.3	92.1	96.1	35.7	36.8	67.6	74.4	46.3	51.9	54.2	59.9
Sikkim	28.5	48.2	46.3	53.2		12.2	8.2	13.5	98.1	98.6	98.1	98.5	91.2	95.2	90.4	91.5	94.7	96.9	97.4	97.9	75.5	83.2	81.2	83.4
Tamil Nadu	61.5	83.3	85.1	63.4		54.5	67.5	77.2	96.9	97.4	98.0	98.9	92.1	93.6	96.4	97.3	33.2	41.2	70.9	79.4	93.0	93.0	93.2	95.3
Telangana	46.8	47.6	58.4	61.7		31.5	53.8	71.1	96.9	95.5	98.9	99.4	85.6	87.7	96.1	97.2	53.2	48.1	80.2	91.9	72.0	73.3	86.4	91.8
Tripura	2.4	6.9	15.5	12.6		21.4	29.3	38.1	82.8	90.2	95.3	98.3	80.6	96.0	86.5	89.6	88.0	85.6	88.0	93.9	62.1	67.6	68.6	66.9
Uttar Pradesh	18.5	55.8	62.6	68.5		32.7	42.3	53.6	41.5	52.4	74.4	84.0	30.7	63.8	82.9	85.8	25.9	34.2	57.7	73.2	30.4	34.7	44.8	45.8
Uttarakhand	63.3	72.6	76.9	74.9		27.8	36.4	40.7	90.6	93.3	95.5	98.0	82.4	89.2	92.8	94.3	67.9	74.5	88.9	94.0	71.3	75.8	79.9	79.0
West Bengal	21.1	33.0	39.9	50.4		20.7	38.5	39.2	60.5	90.0	94.7	97.1	57.9	92.7	92.1	96.5	56.1	60.9	76.2	83.4	39.1	54.4	57.1	59.8
All India	**31.8**	**47.3**	**55.1**	**56.8**		**34.9**	**45.2**	**55.4**	**70.6**	**80.5**	**90.9**	**94.6**	**61.3**	**86.0**	**90.4**	**93.5**	**40.8**	**45.4**	**71.5**	**78.3**	**49.5**	**55.8**	**62.5**	**62.8**

Household characteristics over time

State	% Households which have a mobile phone				% Households which have a smartphone				Of households with smartphone, % households with internet available on day of visit	% Households which have other reading material*				% Households with at least one member who completed Std XII**				% Households with at least one member who knows how to operate a computer			
	2010	2014	2018	2022	2010	2014	2018	2022	2022	2010	2014	2018	2022	2010	2014	2018	2022	2010	2014	2018	2022
Andhra Pradesh	72.7	78.8	92.0	97.4			37.8	84.9	89.2	9.0	13.9	6.5	4.3		34.6	40.4	34.1	13.2	21.3	26.8	12.2
Arunachal Pradesh	50.1	48.7	79.9	87.5			47.4	79.6	84.1	26.7	38.4	8.8	6.2		23.6	32.4	31.9	9.4	17.4	22.3	18.5
Assam	59.5	63.3	82.7	94.3			35.0	71.1	91.7	10.9	21.7	8.1	5.9		29.9	31.7	30.7	7.3	15.5	18.1	13.4
Bihar	48.1	78.0	93.2	96.4			27.2	64.1	89.9	12.0	28.3	6.5	6.8		31.1	36.1	37.1	3.8	12.9	17.6	14.2
Chhattisgarh	41.2	60.9	88.4	91.8			63.9	76.7	91.4	9.3	21.8	8.6	3.6		30.7	36.9	39.8	4.4	13.2	17.3	13.3
Gujarat	65.1	73.6	89.6	99.1			42.6	96.0	87.2	17.6	31.1	6.1	13.0		34.4	37.6	46.3	16.4	30.4	28.3	26.9
Haryana	82.5	87.9	96.5	98.6			58.4	87.4	91.1	24.3	22.5	9.0	5.3		54.6	58.5	57.6	20.6	36.8	41.2	26.8
Himachal Pradesh	90.4	89.9	98.4	99.4			58.4	95.0	97.2	24.6	28.9	7.8	7.2		57.1	62.9	67.2	20.7	41.5	41.4	37.1
Jammu and Kashmir		86.6	96.1	97.9			53.6	84.8	92.6		57.8	6.6	6.0		42.4	44.1	42.8		27.1	24.6	17.8
Jharkhand	36.2	56.8	79.3	92.1			17.6	61.7	81.8	10.2	16.9	4.1	2.6		21.1	25.2	24.5	4.2	9.0	10.8	5.9
Karnataka	73.5	78.5	96.1	97.7			43.4	85.2	86.6	3.7	3.8	3.5	2.4		36.5	39.7	35.1	12.9	19.0	18.9	11.4
Kerala	84.9	94.4	98.8	99.7			74.0	97.6	97.7	24.7	29.2	17.6	13.7		63.0	68.4	76.5	59.2	49.1	66.5	67.5
Madhya Pradesh	62.7	64.9	84.0	92.8			21.7	67.2	89.1	19.7	22.8	5.5	3.2		25.3	26.8	31.7	4.6	11.0	12.8	10.3
Maharashtra	67.5	80.4	92.0	95.1			40.8	84.1	88.6	22.2	24.5	11.4	8.3		43.2	47.5	47.9	15.7	28.5	30.8	21.0
Manipur	77.0	75.8	88.1	97.6			50.1	91.9	94.8	31.2	47.9	11.6	2.3		43.1	44.0	48.5	20.3	25.2	26.1	21.6
Meghalaya	55.6	53.0	70.9	83.6			29.2	74.4	87.5	45.1	69.8	19.0	5.6		20.2	20.8	21.4	9.7	15.5	12.4	10.0
Mizoram	67.6	70.0	84.5	95.8			62.1	94.0	91.5	62.3	82.7	11.9	13.1		25.6	26.9	34.4	16.1	15.5	20.6	22.1
Nagaland	63.9	53.8	87.3	96.0			43.6	83.8	90.7	53.6	87.0	11.1	7.7		25.9	24.6	27.6	18.4	20.3	20.1	19.9
Odisha	44.0	60.4	78.7	91.7			21.9	64.1	90.9	19.1	20.8	4.9	2.5		27.7	29.7	28.7	7.2	12.8	12.7	9.6
Punjab	82.8	87.3	96.7	98.5			65.7	91.2	97.6	20.4	18.4	5.7	3.3		52.4	56.5	49.8	23.1	46.8	44.7	36.0
Rajasthan	77.5	85.5	92.1	96.7			38.2	78.0	93.7	19.2	23.1	5.3	2.0		34.3	35.2	36.1	9.4	22.6	20.9	13.0
Sikkim	83.3	78.8	93.2	98.7			67.9	93.7	90.2	23.0	37.0	27.7	14.2		39.6	43.8	34.7	30.2	43.4	43.9	33.9
Tamil Nadu	77.7	83.1	91.2	97.4			38.0	83.9	85.9	6.7	8.4	4.6	2.1		37.9	43.1	45.6	14.3	30.1	30.5	16.9
Telangana	76.3	84.7	93.8	98.0			44.0	89.2	84.3	4.1	5.7	6.1	4.2		34.0	41.6	39.6	10.3	20.0	22.1	12.2
Tripura	60.8	66.3	89.2	91.4			34.0	68.8	79.3	16.7	43.3	4.0	1.6		24.5	28.9	19.7	5.8	17.1	16.0	7.5
Uttar Pradesh	69.7	75.0	91.7	95.4			29.8	67.8	82.4	18.2	29.3	5.7	5.7		42.4	45.5	46.3	5.6	19.3	18.9	14.3
Uttarakhand	76.7	76.1	93.3	97.9			46.6	79.5	92.8	19.7	26.5	12.8	6.3		52.4	52.4	50.2	15.4	30.4	31.6	23.2
West Bengal	54.9	71.1	87.8	96.6			27.7	65.7	84.0	16.7	26.4	4.7	3.4		29.0	31.3	30.2	9.4	19.3	20.9	16.8
All India	**64.8**	**75.6**	**90.2**	**95.8**			**36.0**	**74.8**	**88.1**	**15.9**	**23.3**	**6.6**	**5.2**		**36.5**	**39.5**	**39.6**	**11.7**	**21.8**	**22.9**	**16.2**

*Includes magazines, books other than school textbooks, etc.
**Excluding mother and father of sampled child

Mothers' schooling over time

State	2010				2014				2018				2022			
	% Mothers with				% Mothers with				% Mothers with				% Mothers with			
	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X
Andhra Pradesh	47.2	20.0	27.5	5.3	39.8	17.6	34.9	7.7	29.9	17.4	38.7	14.0	24.1	15.1	42.9	18.0
Arunachal Pradesh	50.0	20.9	24.8	4.4	67.5	11.4	18.1	3.0	51.5	14.3	26.6	7.7	47.9	14.1	28.3	9.7
Assam	41.5	17.4	35.6	5.6	35.9	19.2	37.7	7.2	33.7	15.2	42.0	9.2	23.3	15.6	47.6	13.5
Bihar	59.9	18.1	18.9	3.1	62.7	12.4	19.2	5.6	57.1	13.0	22.2	7.7	49.4	12.3	27.5	10.8
Chhattisgarh	52.2	22.0	22.9	3.0	47.4	20.3	27.2	5.1	39.2	21.5	32.4	6.9	27.6	20.9	38.8	12.7
Gujarat	44.7	19.0	30.4	5.9	42.9	16.8	32.1	8.2	32.9	17.4	39.3	10.4	18.7	14.7	50.3	16.3
Haryana	40.3	18.0	32.8	8.9	33.2	15.2	36.6	15.0	28.2	14.3	37.5	19.9	23.3	13.6	36.5	26.6
Himachal Pradesh	16.6	20.2	46.0	17.3	12.9	15.4	46.5	25.2	8.6	11.8	44.4	35.2	7.0	9.6	39.0	44.5
Jammu and Kashmir					58.5	5.7	26.5	9.3	58.0	6.4	24.5	11.1	39.5	7.5	36.4	16.6
Jharkhand	63.1	18.2	16.7	1.9	64.0	13.6	19.4	3.0	56.8	14.5	23.4	5.2	46.5	13.9	30.8	8.8
Karnataka	41.7	17.5	34.7	6.1	39.0	14.1	39.0	7.9	27.3	14.2	46.3	12.2	22.5	11.8	48.3	17.4
Kerala	1.0	5.3	61.2	32.5	0.9	3.4	53.0	42.7	0.5	2.2	43.5	53.8	0.7	1.2	35.8	62.3
Madhya Pradesh	53.6	23.6	19.4	3.3	58.7	18.0	20.2	3.2	52.5	19.2	24.3	4.1	36.7	19.1	36.0	8.2
Maharashtra	27.9	18.7	43.4	10.0	24.9	15.9	46.5	12.7	17.0	13.6	51.4	18.0	12.2	11.4	52.6	23.9
Manipur	19.2	13.4	49.8	17.7	26.9	14.0	42.4	16.8	25.2	12.0	44.8	18.0	23.1	11.0	45.6	20.4
Meghalaya	39.8	26.7	27.4	6.1	37.4	26.3	30.6	5.7	40.5	25.7	28.6	5.3	28.0	26.0	37.9	8.0
Mizoram	17.7	21.4	47.4	13.5	11.9	27.5	54.0	6.7	9.1	25.1	56.8	9.0	12.5	20.6	53.2	13.7
Nagaland	17.5	22.4	51.4	8.7	30.4	17.4	44.7	7.5	27.7	19.0	46.6	6.7	20.8	15.8	52.1	11.3
Odisha	44.3	22.9	28.4	4.4	40.5	17.8	34.9	6.8	35.2	17.1	40.4	7.3	27.4	15.6	48.3	8.8
Punjab	32.8	18.7	37.6	10.9	26.5	13.8	41.6	18.1	21.4	14.1	42.0	22.6	17.5	15.7	41.5	25.3
Rajasthan	68.9	15.7	12.9	2.5	69.7	12.6	14.5	3.2	64.5	15.2	16.1	4.2	53.4	15.9	22.5	8.2
Sikkim	31.7	25.3	37.3	5.8	26.2	24.1	40.7	9.0	18.9	25.5	43.5	12.1	13.5	25.9	46.1	14.5
Tamil Nadu	28.6	22.4	39.7	9.3	23.7	17.4	44.4	14.4	14.2	13.6	51.4	20.9	8.7	9.2	50.6	31.5
Telangana	61.3	12.1	22.3	4.4	56.6	8.7	26.9	7.8	42.8	9.7	32.7	14.8	28.2	9.7	39.3	22.8
Tripura	27.8	24.6	41.6	6.1	18.0	25.4	50.9	5.7	14.7	20.8	56.7	7.9	12.1	20.3	57.8	9.9
Uttar Pradesh	66.7	14.0	15.3	3.9	62.7	11.5	18.0	7.8	57.0	11.5	20.6	10.9	46.4	12.4	24.6	16.6
Uttarakhand	39.1	20.4	29.8	10.7	34.4	16.0	32.9	16.7	30.8	15.3	34.7	19.2	20.9	14.7	40.3	24.1
West Bengal	40.3	23.9	32.4	3.5	25.1	28.4	40.7	5.7	26.2	22.9	43.2	7.7	16.7	19.6	50.0	13.7
All India	**49.2**	**18.1**	**26.7**	**6.0**	**47.9**	**15.0**	**28.6**	**8.4**	**42.6**	**14.7**	**31.7**	**11.0**	**33.7**	**13.9**	**36.4**	**16.0**

Fathers' schooling over time

State	2010				2014				2018				2022			
	% Fathers with				% Fathers with				% Fathers with				% Fathers with			
	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X
Andhra Pradesh	36.6	17.7	31.8	13.9	32.1	14.6	38.5	14.8	27.1	15.3	38.8	18.9	24.5	13.4	40.2	21.9
Arunachal Pradesh	38.2	19.0	30.9	11.9	52.1	14.0	26.4	7.5	30.5	17.4	36.5	15.6	30.8	15.4	35.4	18.4
Assam	32.6	18.5	37.2	11.8	29.6	20.4	36.8	13.2	30.2	17.0	38.1	14.6	23.0	17.2	43.0	16.9
Bihar	38.3	13.8	35.6	12.3	35.5	13.1	35.0	16.4	32.8	12.8	37.7	16.7	29.6	11.1	40.9	18.4
Chhattisgarh	28.9	23.5	32.7	15.0	24.0	21.5	37.5	17.0	20.7	21.4	40.7	17.2	14.0	18.4	46.5	21.1
Gujarat	20.6	18.9	44.5	16.0	19.7	16.4	45.7	18.2	16.3	13.9	50.0	19.8	9.3	9.5	49.8	31.4
Haryana	17.8	11.5	46.1	24.7	13.8	9.3	46.5	30.4	12.7	10.3	41.9	35.1	11.8	9.3	38.1	40.9
Himachal Pradesh	5.8	13.5	54.7	26.0	6.2	10.2	51.8	31.9	4.0	9.6	48.2	38.3	2.9	7.9	44.6	44.6
Jammu and Kashmir					30.0	5.5	44.6	19.9	26.7	6.3	45.2	21.8	18.2	7.3	49.7	24.8
Jharkhand	38.0	17.2	35.8	9.0	37.7	15.2	36.7	10.4	33.6	14.7	40.7	11.0	31.3	12.5	42.8	13.4
Karnataka	36.5	15.6	34.2	13.7	32.3	15.1	36.3	16.3	24.7	15.3	41.5	18.6	23.1	13.7	43.0	20.2
Kerala	0.5	11.0	68.9	19.6	1.0	7.1	63.6	28.3	0.8	4.4	56.7	38.1	0.8	3.5	54.5	41.1
Madhya Pradesh	29.5	19.8	35.5	15.2	32.3	18.1	36.8	12.9	29.6	17.6	40.4	12.5	20.5	15.4	46.5	17.6
Maharashtra	15.5	16.9	45.2	22.4	14.6	15.1	44.5	25.8	11.0	12.4	46.9	29.7	8.6	11.2	47.2	33.1
Manipur	11.1	5.8	49.8	33.3	13.3	10.6	48.6	27.6	13.1	10.0	48.7	28.3	13.7	10.7	46.5	29.0
Meghalaya	42.2	18.9	28.2	10.8	40.1	20.7	30.8	8.4	43.7	20.6	28.2	7.4	33.0	21.0	35.7	10.4
Mizoram	14.6	15.3	48.4	21.8	6.2	21.5	59.8	12.5	6.6	16.6	60.4	16.4	9.2	19.2	53.7	17.9
Nagaland	13.7	15.3	54.3	16.7	21.4	14.6	50.0	14.1	19.2	16.1	52.5	12.3	15.2	13.5	53.4	17.9
Odisha	24.8	24.7	38.9	11.6	25.8	20.0	40.8	13.5	25.1	18.2	43.1	13.6	19.3	16.0	49.3	15.4
Punjab	21.8	13.1	47.9	17.2	19.4	9.5	48.2	22.9	16.7	9.8	46.4	27.1	14.0	13.0	46.4	26.6
Rajasthan	30.8	17.3	37.8	14.1	29.7	14.1	39.6	16.5	28.8	15.2	40.2	15.9	23.6	13.2	41.7	21.5
Sikkim	23.0	24.2	41.4	11.4	15.7	26.8	40.6	16.9	13.7	29.3	42.6	14.4	12.5	32.5	39.8	15.3
Tamil Nadu	22.4	20.3	44.0	13.4	17.4	17.0	48.7	16.8	13.4	13.9	52.4	20.3	9.8	11.6	53.5	25.1
Telangana	41.3	12.2	32.6	13.9	40.2	10.8	33.7	15.3	32.5	9.9	37.9	19.8	25.8	8.6	39.8	25.8
Tripura	22.9	24.6	41.0	11.6	17.6	27.5	44.8	10.1	13.4	21.2	52.2	13.2	11.6	20.5	55.3	12.7
Uttar Pradesh	31.4	14.2	37.5	16.9	28.1	11.7	39.8	20.4	26.9	12.0	39.5	21.6	22.9	11.1	40.9	25.2
Uttarakhand	12.4	13.8	46.1	27.8	15.3	9.7	45.4	29.6	14.1	10.9	45.8	29.2	10.9	10.5	47.3	31.4
West Bengal	31.9	24.9	34.7	8.5	22.2	29.3	37.5	10.9	25.2	25.2	38.5	11.1	19.0	24.2	42.9	13.8
All India	**28.9**	**16.9**	**39.0**	**15.2**	**26.8**	**15.2**	**40.2**	**17.8**	**25.0**	**14.6**	**41.5**	**18.9**	**20.8**	**13.0**	**43.7**	**22.5**

Development of the ASER 2022 reading tool

Introduction

The Annual Status of Education Report (ASER) survey has been conducted since 2005. Driven by concerns about low levels of attainment in reading and mathematics across the elementary school years and beyond, ASER assessments were designed to capture basic learning outcomes using a common assessment for all children irrespective of age or grade.

A key aspect of the ASER survey is the availability of reliable longitudinal data to explore trends over time. It is therefore imperative to have comparable tools for all years of the ASER survey, while also controlling for overexposure of the test content. Given that the survey assesses children in their homes, alternate assessment forms (four test samples) are used with different children. The alternate test forms are designed such that each test form comprises a different set of items drawn from the same domain and based on the same content specifications (see below). Such a design is called a matrix sampling design and is appropriate when group-level estimates are reported rather than results for individual children, as is the case for the ASER survey. ASER reports estimates at the district and state level; it does not report child-level or village-level results.

Alignment with NCERT language textbooks

Since its inception, the ASER reading tool has been aligned with the state mandated curriculum and language textbook of each state in India. In the process of tool development, language textbooks for Std I, II and III in all states are analysed using various quantitative and qualitative metrics. This is done for several reasons. First, it helps to determine the type of text and level of difficulty children are exposed to in primary grades. Second, it helps to align the ASER assessment with the learning outcomes mandated by the National Council of Educational Research and Training (NCERT), which is important given that the reading tool is developed based on the learning outcomes a child is expected to achieve by the beginning of Std III. Lastly, given that teaching-learning activities in India are primarily based on textbooks, these books are used as the main source of guidance while developing the ASER reading tool.

Identification of curriculum changes since 2018

The 'basic' ASER survey was conducted in 2022 after a gap of 4 years. During this time, the National Education Policy (NEP) was also released. Therefore, although the process of 2022 reading tool development was broadly similar to the process followed in previous years, a preliminary nationwide exercise was conducted to track changes in expected learning outcomes, content of primary grade language textbooks, and teaching learning methods since the last ASER tool was developed in 2018.

Since this process was being undertaken the year after the release of the NEP, changes to textbooks, curriculum frameworks and/or learning outcome specifications in individual states were tracked by analysing government circulars/notifications, examining news articles, and speaking to government officials. Results of this exercise were documented for each state.

This exercise identified changes in the specification of expected learning outcomes in Madhya Pradesh, Uttar Pradesh, and Himachal Pradesh, as well as changes in Std I, II and III textbooks in Tamil Nadu, Andhra Pradesh, and Chhattisgarh. However, the nature of these changes did not require altering the assessment framework and tool development process for ASER 2022.

Textbook analysis

After tracking curriculum changes, a quantitative analysis of language textbooks was conducted for all states. The analysis consisted of several steps.

First, a list of all chapters was created for each textbook. Details such as language, textbook name, publication year, and total number of pages were recorded. Next, individual units/chapters were categorised as poetry, picture stories, fictional text in narrative format, and non-fictional text such as essays. This was a way to map different text genres and generate an overview of the kinds of texts children engage with in Std I, II and III. All units categorised as fictional text were further tagged under a sub-category, such as traditional fiction, contemporary fiction, and drama, among others.

The third step was to identify fictional texts written in narrative format, which is a written account of connected events that tell a story. This is the format used by the stories and paragraphs in the ASER reading assessment as they present an easy flow and syntax through a connected set of sentences, and are closer to 'real-world' purposes and audiences.

For this exercise a national training was conducted to orient the ASER state teams on the formats and definitions of each type of text available in language books for Std I, II and III.

Once this process was completed, a software-based analysis of all identified narrative texts was conducted to supplement and strengthen the earlier analysis of narrative texts identified in textbooks. The analysis provided information such as number of sentences, number of words, and average words per sentence. The frequency of occurrence of individual letters and words was also calculated. The words were then sorted into high, medium, and low frequency based on the number of times they occurred in the textbook. This was done to create a repository of letters and words to use for the development of the four tasks of the ASER reading tool – Letters, Words, Std I level text (Paragraph), and Std II level text (Story).

Development of the ASER 2022 reading tool

After completion of the textbook analysis, each state team created 8 paragraphs and 4 stories in their regional language. They were trained to incorporate the textbook analysis, and to adhere to qualitative and quantitative guidelines provided by the assessment team while creating stories and paragraphs. The word list used for story and paragraph development was generated from the software analysis conducted earlier. Quantitative factors such Type-Token Ratio (TTR), length and frequency of words, length and number of difficult words in a sentence were taken into account. Similarly, qualitative elements were specified, such as the rural context of the story, inclusion human characters, and elements such as a problem statement and solution.The software analysis was also used to verify that the texts met the guidelines for length, vocabulary and TTR indices.

These stories and paragraphs were sent to the assessment team, along with their English and Hindi translations. As a first step, the assessment team reviewed this content keeping in the mind qualitative and quantitative guidelines such as context, usage of words with conjoint sound/alphabets, usage of words from the word repository, gender-sensitive content, and ensuring no usage of first person.. After reviewing the stories and paragraphs from all states, the shortlisted ones were tweaked to align the structure, syntax, context and grammar with Std I and II level texts.

Shortlisted stories were then shared with senior ASER staff and linguistic experts to select a total of 4 stories and 8 paragraphs. These stories and paragraphs were transadapted in the 19 languages (including Hindi and English) in which the ASER 2022 survey was administered.

Transadaptation

Transadaption means the process of preparing content created in one language and culture for use in a second language and culture. It is different from literal translation where context may or may not be taken care of. A form of forward translation method, transadaptation is considered best practice for multilingual assessments. The content in the source language has to be both translated as well as adapted to fit the need and cultural or linguistic requirements of the target language.

The process of transadaptation involves:

- Evaluating how well the source language content "fits" in the target language based on linguistic and cultural factors
- Replacing items that don't make sense in the target language with appropriate items.

This ensures the linguistic quality of the tool by making it equivalent in different languages.

A process of transadaptation was followed for ASER 2022 along with other guidelines which kept the tool consistent and comparable with tools created in earlier years. To transadapt the stories and paragraphs for 2022, state teams first analysed the stories and paragraphs from the ASER 2018 reading tool on various parameters such as structure (character, sequence of events, problem, solution and ending), total number of words, unique words, and words with conjoint sound/alphabets. With 2018 stories and paragraphs as the point of reference, teams began the process of transadaptation.

After completing the transadaptation process, stories were compared using parameters like usage of grade appropriate vocabulary, length of sentences, and number of complex and simple sentences. The transadapted stories were once again translated back to English and Hindi, enabling the central assessment team to review the texts.

This exercise led to the creation of the ASER reading tool in 19 languages, 4 samples in each, for a total of 76 new stories and 152 new paragraphs.

Establishing test form comparability

The ASER surveys employ four test forms, representing content from the same domain and developed using pre-specified criteria. The expectation is that a child's performance on reading or arithmetic will not be unduly affected by the particular test form administered. In other words, children should be ranked at the same level of reading or arithmetic irrespective of the test form administered to them.

Once the 4 new samples were created for ASER 2022, test form comparability was assessed using the alternate form method, which requires administering different test forms to the same children without major lags between testing occasions, to minimise changes in performance that may stem from changes in children's ability levels.

A total of 72 children were assessed for each of the 19 languages. The sample was equally distributed between children in Std III, IV, V and VI – i.e., 18 children per grade. Assessment was conducted in schools to reduce the implementation time. Each child was tested on 5 reading tool samples – sample 1 of 2018 and samples 1, 2, 3, 4 of 2022. In order to avoid test fatigue, 3 samples were administered before lunch, and 2 after lunch. The tool administration was similar to the household testing process, and the highest level that each child could read at was recorded for each test form individually. Words that children who were fluent readers (at 'story' level) found difficult were also captured to understand the vocabulary load of the reading task.

The evaluation of alternate form reliability is estimated by assessing the agreement in ranking decisions across alternate forms; a process similar to evaluating agreement across repeated test administrations.[1] The results show that there was agreement in marking the child according to their reading proficiency across the five samples. The agreement was seen in more than 90% cases for a particular language.

[1] See Swaminathan, Hambleton, Ronald K. Hambleton, and James Algina. "Reliability of criterion-referenced tests: A decision-theoretic formulation." Journal of Educational Measurement 11.4 (1974): 263-267; and Traub, Ross E., and Glenn L. Rowley. "Reliability of test scores and decisions." Applied Psychological Measurement 4.4 (1980): 517-545.

Frequently asked questions about ASER

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Overview

1. What is ASER?

ASER stands for Annual Status of Education Report. It is a household-based survey of children's schooling and learning status. Schooling status is recorded for children in the age group 3 to 16, and children in the age group 5 to 16 are tested for their ability to read simple text and do basic arithmetic. This format of 'Basic' ASER was conducted every year for ten years, from 2005 till 2014. Thereafter, an alternate-year cycle was introduced in which the 'basic' ASER alternated with a survey focusing on a different age group of children and a different set of domains. In 2017, youth aged 14 to 18 were surveyed regarding their activities, abilities and aspirations; in 2019 the focus was on 4- to 8-year-olds' cognitive, early language and early numeracy skills.

2. Why ASER? Isn't information on children's learning outcomes already available?

Traditionally, government policy and statistics have focused on inputs and enrollment — how many schools and teachers, how many children in school, and so on. When ASER began in 2005, there was very little focus on what children were actually learning. It is true that today many more large scale assessments are conducted in India as compared to 2005 when the first ASER survey was carried out, but most of these focus on grade level competencies rather than foundational skills. The National Achievement Survey (NAS) is conducted by NCERT, a central government institution, every few years with children in Std III, V, VIII and X. Additionally, most states/UTs conduct their own State Learning Achievement Survey (SLAS). However, until the introduction of the central government's Foundational Learning Study (FLS) this year, ASER was the only large scale assessment in India focusing on children's foundational skills. ASER remains the only regular source of data on children's foundational learning outcomes, with data that is comparable over the past two decades.

3. What is the geographical coverage of ASER?

ASER is a rural survey. Urban areas are not covered. ASER usually attempts to reach every rural district of the country (although in some years certain states have been excluded for logistical reasons, such as Arunachal Pradesh in 2013 and Jammu and Kashmir in 2010). However, every year ASER is unable to reach some rural districts. Generally, this is due to natural disasters, situations of unrest or conflict in the district.

4. ASER completed 10 years in 2014. Since then, the same report has not been coming out every year. There was no ASER in 2015 and different ones in 2017, 2019, 2020, and 2021. Why these changes?

When we started ASER in 2005, we made a commitment to do it every year for five years because we believe that for data to feed into policy, it needs to be reliable, comparable, and available on a regular basis. At the end of five years the consensus was that it was too soon to discontinue ASER.

In 2014, we completed 10 years and so we decided to take a year off to reflect and consolidate our learnings. So in 2015, ASER was done only in two states — Punjab and Maharashtra — at the specific request of the respective state governments. There was no national ASER 2015 report.

Then in 2016, ASER began its second decade. Much had changed since 2005: there was far more awareness of the learning crisis, and learning assessments were being conducted regularly by the central and state governments. But the problem of poor foundational reading and arithmetic abilities was still widespread. Even in 2016, less than half of all children in Std VIII could solve a simple division problem.

Taking all these factors into account, we decided that for the next ten years (2016-25), ASER would switch to an alternate-year cycle. The Basic ASER would be conducted every other year — it was conducted in 2016 and again in 2018. In 2017, the ASER 'Beyond Basics' survey focused on the abilities, experiences, and aspirations of youth in the 14 to 18 age group. In 2019, the ASER 'Early Years' report looked at the cognitive skills, early language, early numeracy, and social and emotional learning of children aged 4 to 8. The next basic ASER was scheduled for 2020, but could not be conducted due to COVID-19 pandemic restrictions. National-level phone surveys in 2020 and 2021 helped to understand how children were learning at home. As soon as the situation permitted, ASER returned to the field in 2021 in Chhattisgarh, West Bengal and Karnataka, resulting in three state-level reports on learning levels post-pandemic.

In 2022, we returned to the format of 'Basic' ASER to assess the children's learning levels after extended school closure.

5. What is the survey calendar? Why was this timeline selected?

ASER is carried out in the middle of the school year – roughly between September and November. By this time children's enrollment patterns have settled down for the year. Data entry and analysis take place in November and December, and survey results are released in mid-January of the following year. This calendar is designed to enable ASER data for the current school year to be available in time to feed into the district level planning process for the following year. Planning for elementary education takes place at the district level, and before ASER there was no source of district level data on children's learning outcomes that could provide inputs into this process.

6. Who collects the data?

ASER is conducted by volunteers from local partner organisations in each district. A wide range of institutions partner with ASER each year. These include universities and colleges, self-help groups, non-government organisations, and government institutions, among others. For example, in 2022 ASER was conducted by students from the District Institutes of Education and Training (DIETs), the government teacher training colleges, in about 270 districts. The process of finding, training, and monitoring ASER partners and volunteers is led by ASER Centre, the research and assessment unit of Pratham Education Foundation.

7. What is the per-child cost of ASER?

The ASER survey costs about 200 rupees per child. Compared to other large scale learning assessments, this is an extremely low cost.

8. How can the ASER results help plan action to improve children's learning?

A close look at any ASER table of results shows that even within a single grade, children's ability to read or do simple arithmetic varies enormously. Teaching from a grade level textbook will not work for children who are not at that level. In traditional classrooms, these children get left further behind as they move up through the system. Improving children's foundational learning levels requires an understanding of what children are currently able to do, so that teaching methods and materials can be designed to enable them to start from their current level and build towards the learning levels appropriate for their age and grade. This is especially important in the current context, when children have returned to school after a long period of school closure.

ASER data tells us where most children are getting stuck, so that resources can be allocated accordingly. Children from different grades who are at the same level of reading ability can be grouped together. This approach has come to be known as 'Teaching at the Right Level', in other words teaching children based on what they know and can do, rather than based on their age or grade. Many schools and education programs already implement this approach. So do several state governments. Understanding children's current learning status is the critical first step, and the ASER results can provide this. If data is required on a specific geography or group, the ASER tools and testing process can easily be used to generate this understanding for any class, school or group of children.

About sampling

9. What is the purpose of sampling, and why does ASER do it?

Assessing foundational reading and arithmetic abilities of every child in India would be an enormous task, requiring a huge amount of resources. Fortunately, it is not necessary to do so. The careful selection of a sample of villages and households enables us to generate data that is just as accurate and reliable as testing every child in the country – provided that the process of sampling is done carefully by experts and strictly followed on the ground. Other than the Census of India, which is conducted every ten years, large scale surveys always select a sample rather than cover every unit in their target population. In the case of ASER, the sampling methodology used has been designed by experts and is standard for large scale surveys.

10. What is the definition of 'rural' that is used in ASER data?

ASER uses the Census village directory as the sampling frame. When we say ASER (rural), we refer to the definition of rural habitations as used in the Census. It does not refer to rural districts, since the Census itself does not define districts as either rural or urban.

11. What is the sample size of ASER? How does this compare with other large scale surveys?

ASER aims to generate district level estimates of children's schooling status, basic reading and arithmetic. Each year, ASER reaches close to 600 rural districts (as per the 2011 census district list). In each district, 30 villages are selected and in each sampled village, 20 households are randomly selected. This gives a total of 600 households in each rural district. Depending on the exact number of districts surveyed, between 320,000 and 350,000 households across the country are sampled for each year's ASER. In each surveyed household, all children in the age group 3 to 16 are surveyed and children in the age group 5 to 16 are tested, yielding a total of about 600,000 children tested each year. The same sampling process is used in all districts regardless of population or socio-economic characteristics.

The National Sample Survey (NSS) conducted by the Government of India's National Statistical Office is the main source of official data for estimating poverty, employment, and other socio-economic indicators. The ASER sample of villages is about twice as large as the NSS sample for rural India. In 2011-12, the NSS Employment Survey was done in 7,469 villages across India with 8 households per village. In contrast, ASER 2022 surveyed 19,060 villages with 20 households per village. The National Achievement Survey 2021 conducted by NCERT was implemented in schools in 720 districts across all states/Union Territories. It covered a total of about 3,400,000 students from Classes III, V, VIII and X.

12. Why does ASER select 30 villages per district and 20 households per village? How are villages selected? What happens if a village no longer exists, or has become an urban area?

ASER uses a two-stage sampling strategy which enables us to generate a representative picture of each district. Almost all rural districts are surveyed in ASER each year. The estimates obtained are then aggregated (using appropriate weights) to the state and all India levels. In the first stage, 30 villages are sampled from each district using Probability Proportional to Size (PPS). From 2005 to 2014, villages were sampled from the Census 2001 village list. From 2016 onwards, Census 2011 village directory has been used. In the second stage, 20 households are randomly selected in each sampled village following a procedure known as the 'every fifth household rule'. The total sample size for each district is thus 30 x 20 = 600 households. This two-stage design ensures that every household in the district has an equal probability of being selected.

In previous years the 30 villages surveyed in a district comprised 10 villages from the last year's survey, 10 more from two years earlier, and 10 new villages selected from the Census village directory using PPS. The 20 old villages and 10 new villages gave us what is known as a 'rotating panel' of villages, which generates more precise estimates of change. Having a rotating panel of villages means that every year some old and some new villages are included, which ensures that there is both continuity and change in the sample from previous years. Since 2016 was the first year of a new series of ASER reports that use Census 2011 as the basis for sampling, no villages from previous ASERs were retained. A fresh sample of 30 villages was generated from the Census 2011 village directory. ASER 2022 again comprises a 'rotating panel' of villages – 10 villages from the 2016 survey, 10 more from the 2018 survey and 10 new villages from the Census village list.

To maintain randomness of the sample, which is important in order to obtain reliable estimates, every year ASER Centre generates the ASER village list from the Census village directory. This village list is final. However, every year there are certain situations where replacement villages are required, such as when a village is affected by natural disasters, if it has been reclassified as a town or due to insurgency. In such cases, ASER Centre provides the name of a replacement village.

13. How does ASER select 20 households in each village?

ASER samples 30 villages in each district, and 20 households from each village, giving a sample of 600 households per district. Until 2018, 20 households were sampled randomly in the village using the 'every fifth household rule', which included households with no children. This allowed for the assigning of weights based on population size of the village. While over the years, the number of villages and households surveyed in ASER have remained similar, the number of surveyed children has been declining steadily due to decreasing fertility rates and family size.

To counter the falling number of children in the sample, the household sampling strategy was changed for ASER 2022. While ASER 2022 also followed the 'every fifth household rule' to randomly sample the households in the village, only households which had children in the age group of 3 to 16 were surveyed. A record was maintained for every household that the volunteers visited in the village, including households with no children, and households which did not want to participate in the survey. This record was used to calculate the weights.

14. How can I find out which villages have been surveyed?

You can't. This information is not in the public domain; the ASER village list is confidential. In all large scale surveys and research studies, it is standard practice to maintain the confidentiality of respondents. This means that all information that

could enable someone to identify particular individuals, households, or villages is removed. This includes village names, respondent names, etc.

15. Is ASER data representative? At what levels?

ASER data is representative at district, state, and national levels.

16. Why does ASER aim to generate district level estimates?

Most official statistics in India produce estimates only at the state and national level. Even poverty estimates in India, obtained from the National Statistics Office, are available only at state or regional level, not at the district level. However, planning and allocation of resources is often done at the district level. For example, in elementary education, annual work plans are made at the district level. While information for enrollment, access, and inputs is available annually for each district, estimates of children's learning are neither available at the district level, nor are they comparable over time. ASER aims to help fill these gaps.

17. Who designed this sampling strategy?

The ASER sampling strategy was designed in consultation with experts at the Indian Statistical Institute, New Delhi. Inputs were also received from experts at the Planning Commission of India and the National Statistics Office (formerly National Sample Survey Organization).

18. Do the ASER estimates for a district also apply to individual villages or blocks in that district?

No, they don't. ASER estimates for a district are representative only at the district level, and provide a snapshot of children's schooling and learning status for the district as a whole. The sampling is not representative at the village or block level. The situation in individual villages or blocks can be different. To understand the status of a particular village or block, a different sampling strategy would have to be used.

19. ASER 2016 sampled villages from the 2011 Census village directory, whereas ASER 2005-2014 used the 2001 Census. Is data from ASER 2016 onwards comparable with earlier years?

ASER is representative at the state and district levels and a change in the sampling frame does not affect this feature of ASER. ASER 2006-2014 provided representative estimates of state and district boundaries as represented in the Census 2001 frame, and ASER 2016, 2018, and 2022 do so for the Census 2011 frame. In the case of states, since there has been no change in geographical boundaries, the state estimates are comparable. However, estimates for districts may not be comparable if geographical boundaries have changed. Census 2011 has added 31 rural districts, and in 2022, 10 new districts were added in Chhattisgarh. These new districts have been carved out of the old districts and are, therefore, not comparable.

20. Is enrollment data for children ages 3 and 4 comparable across all years?

Due to a change in the way this data was collected in 2018, data for enrollment of children ages 3 and 4 is not comparable with ASER years before 2018.

About design

21. Why does ASER test children at home and not in school?

The ASER survey generates estimates of schooling of children ages 3 and 4, and foundational learning levels of children in the age group 5 to 16 in rural India. This includes children enrolled in different types of pre-schools and schools (government, private, and others) as well as children currently not enrolled in school. The first problem with school-based testing is that there is no complete list of all schools in the country. In particular, there are many low cost private schools which are not found on any official list. Without a complete list of all schools, it is not possible to select an unbiased sample of schools. The second problem with school-based testing is that not all children are in school. Some have dropped out, some have never enrolled, and others are absent from school on the day of the survey. Testing in school would mean that all these children would be excluded. ASER tests children at home so as to include all these different kinds of children. Household-based testing is the only way to ensure that all children are included.

22. How do you ensure that children are at home on the day of the survey?

The household survey is usually conducted on a Sunday and/or at other times (like holidays) when children are not in school. If a child is not at home at the time of the survey, volunteers are asked to note the child's details and return to the household at a time when she will be available.

23. Why is the target age for children's assessment 5 to 16 years?

ASER was designed to capture the learning status of children in the elementary school age group. Many states allow children to enter Std I at age 5, but children can start school much later. They can also drop out and then return to school, repeat a class, and so on. Therefore, although the official elementary school age range that is specified in policy documents is 6 to 14, in practice, large proportions of children who are younger than 6 and older than 14 continue to be in elementary grades.

24. Why is ASER not done in urban areas?

First, many urban areas have large low income populations that are undocumented and therefore not included in the available sampling frames. These areas would be left out of a sample-based survey. Second, a representative sample of the urban population in any state would include not just metros but also a diverse range of urban habitations. Whereas for rural districts, the estimates generated by ASER can be shared with the district administration, there is usually no equivalent single urban authority in a state with whom educational planning can be discussed for the state as a whole.

25. Do you also collect information about the household?

Yes, in addition to children's schooling and learning status, some basic information about the household is collected (such as parents' education, number of family members, household assets, etc.). Additional household indicators vary from year to year.

26. Do you collect information about schools?

ASER has been doing school visits every year since 2009. Volunteer teams visit the largest government school with primary sections in each sampled village, and collect basic information on enrollment, attendance, staffing, and basic facilities available in schools. However, learning assessments are always done during the household survey, not in school.

27. Why don't you collect information on children with disabilities/special needs/working children?

The ASER approach is designed to be rapid and easy to do. Assessing children with special needs requires more time, training and expertise than ASER volunteers have. Also, since ASER is a household survey, the sampling may not be suitable for reaching working children. While it is important to have data on children with disabilities, special needs and on working children, among others, ASER may not be the appropriate platform to collect it. ASER Centre has developed a separate Foundational Literacy and Numeracy assessment tool for children with disabilities called ‘Assessment for All’, details of which can be found on the ASER Centre website. This tool is not part of the regular ASER survey.

About tools and testing

28. Why does ASER assess only basic reading and arithmetic?

Since its inception, Pratham's work has focused on basic reading and arithmetic. Since the early years of our work we noted that a large number of children in primary grades were struggling to acquire these basic skills. Difficulties in these two domains prevent children from acquiring higher level skills. A weak foundation of basic learning also weakens performance in other subject areas and adversely impacts children's academic outcomes. When ASER started in 2005, no estimates for learning for primary grades were available in India. For these reasons assessment of basic reading and arithmetic ability came to be the primary focus of the ASER survey. While these two competencies are assessed every year, additional competencies have been assessed in some years. For example, basic English was tested in 2007, 2009, 2012, 2014, 2016, and now in 2022. Additional arithmetic questions were asked in 2008, 2010, and 2017. Because our first priority is to ensure that the assessment process is simple and quick to administer, only a limited number of additional tasks are included in any given year.

29. What guidelines are followed in developing the reading and arithmetic assessment tools?

By design, ASER is a 'floor' test which aims to evaluate children's basic reading and arithmetic ability. The reading and arithmetic assessments are developed taking into account the state mandated curriculum for each state. The content of the reading assessment, i.e. the selection of words, the length of sentences, and reading passages is aligned to the Std I, II, and III textbooks in each state. At the letter level, recognition of only simple letters is assessed. At the word level, simple one and two syllable words, commonly used every day and appropriate for Std I are included. In the development of Std I and II level passages, orthography specific indicators such as the use of simple letters, secondary representations of letters, and conjoint letters are considered along with sentence and passage length. Vocabulary used in the reading passages is aligned to the state mandated curriculum for appropriateness. Since ASER 2010, we have also calculated the type-token ratios for the reading passages as an additional index to ensure comparability. A type-token ratio indexes the lexical diversity of a text. It is calculated by obtaining a ratio of the total number of unique words in the text (types) to the total number of words in the text (tokens). A higher type-token ratio indexes greater lexical diversity, which is important in the measurement of fluency, as children who read passages with many repetitive words (lower type-token ratio) are likely to read faster and more easily than children who read passages that are more lexically diverse (higher type-token ratio) as they will have to decode a greater number of different words through the passage. The ASER arithmetic assessment measures children's foundational skills in numeracy such as one- and two-digit number recognition and the ability to perform basic arithmetic operations such as subtraction (with borrowing) and division (3-digit by 1-digit). The content of the arithmetic assessment is aligned to Std I, II, and III or IV of the state mandated curriculum. 3-digit by 1-digit numerical division is expected of children in Std III in some states and Std IV in others.

30. What languages do you test in? Are the reading assessments comparable across different languages?

The ASER reading tool is available in 19 languages including English and Hindi. These languages differ in their orthographic complexity, written scripts, and verbal language acquisition, among other aspects. The ASER reading assessments do not aim to compare reading abilities across languages due to these limitations and differences. However, reading research suggests that all children move through similar stages while learning to read in any language. Hence, the objective of the tool is to assess the basic foundational skills for literacy acquisition, i.e. letter recognition, reading simple words, and reading words in connected text that are of Std I and Std II level for each language. Consequently, the inference based on the ASER reading assessment is not about comparing performance across different languages but to evaluate children's level of reading in relation to the state mandated curriculum for Std I and II.

31. Why does ASER test children individually and in an oral format?

Over the last decade, foundational reading has come to be recognised as an important skill, most recently in the National Education Policy 2020. The assessment of foundational reading can only be done orally and for each child individually. Assessments of foundational reading ability in other countries are also administered in this format, for example the Early Grade Reading Assessment (EGRA) and the Dynamic Indicators of Basic Literacy Skills (DIBELS, developed by the University of Oregon Center on Teaching and Learning)[1]. A typical pen-and-paper test of comprehension assumes that the child can read, and is not a viable option for a child who is a beginning reader or a struggling reader as it places additional cognitive demands on the child to read and comprehend instructions. In ASER, to minimise the cognitive demands of reading and comprehending instructions and to maintain a standard administration approach, both the reading and the arithmetic assessment are administered individually in an oral format. However, children are provided a paper and pencil to solve the subtraction and division problems.

32. Why does the ASER assessment of reading begin at the Std I passage level? Why does the ASER assessment of arithmetic begin at the Std II subtraction level?

The content of the ASER assessments is aligned to Std I and II for reading and Std I, II, and III or IV for arithmetic. Since the same assessments are also administered to children in Std III or higher, an adaptive testing approach is used. Administration of the reading test begins at Std I passage level and the administration of the arithmetic test begins at Std II subtraction level. If the child performs to a satisfactory standard, the child is given the task at the next level, i.e, Std II passage for reading and Std III or IV level division for arithmetic. If the child does not perform to a satisfactory standard, then she is given the task at the lower level, i.e., simple words for reading and two-digit number recognition for arithmetic. Hence, the level of the task administered is adapted to match the child's ability. In this administration format, each child attempts only two

[1]Technical analysis comparing ASER and EGRA is available at: https://img.asercentre.org/docs/Aser%20survey/Tools%20validating_the_aser_testing_tools__oct_2012__2.pdf

or three tasks for each assessment instead of all four tasks, making the assessment quicker to administer without compromising the objective of identifying the child's reading and arithmetic level.

33. Why does the arithmetic testing process not include addition or multiplication?

Pratham's extensive experience of working with children indicates that when children are given all four basic numeric operations (addition, subtraction, multiplication, and division), almost every child who can do subtraction (2-digit operations with borrowing) can also do addition with carry over. It is a similar case with division and multiplication. These trends were also observed in preparatory data work done for the ASER survey and in other data collection efforts.

34. Why are all children in the age group 5 to 16 assessed with the same tools? Why does ASER not assess children at their grade level?

All children are assessed with the same tools as the objective of the ASER survey is to ascertain whether or not children have attained foundational skills in reading and arithmetic. This is irrespective of age or grade level. It is not designed to be a grade level assessment, but rather to provide an understanding of school aged children's foundational reading and basic arithmetic ability.

35. What do we know about the reliability and validity of the ASER assessments?

Reliability is the consistency with which a test measures any given skill and thereby enables us to consistently distinguish between individuals of differing ability levels. Given that the ASER assessments evaluate mastery at different reading and arithmetic levels, reliability here is the consistency of the decision-making process. Validity indicates whether the test measures what it aims to measure – in other words, is the inference based on the ASER reading assessment about children's mastery of basic reading valid? Is the inference based on the ASER arithmetic assessment about children's mastery of basic arithmetic valid? Three studies have been conducted to explore the question of reliability and validity of ASER measurements. The findings from these studies provide favourable empirical evidence for the reliability and validity of the ASER assessments. The findings indicate (a) substantial reliability of decisions across repeated measurements, i.e. consistency in the level assigned to a child assessed by the same examiner on two different occasions and (b) satisfactory inter-rater reliability, i.e., consistency in the level assigned to a child assessed by different examiners. In 2010, an impact evaluation study of Pratham's Read India program was conducted by Abdul Jameel Poverty Action Lab (JPAL)[2]. In this evaluation, the measurement of children's learning outcomes included several literacy and arithmetic assessments including the ASER reading and arithmetic assessments. This allowed us to correlate children's performance on the ASER assessments with the additional assessments of reading and arithmetic. This empirical study provided compelling evidence for the validity of the ASER assessments.

36. How long does the process of testing a child take?

ASER is designed to be easy and quick to administer. Depending on the age and ability of the child, the assessment of reading and arithmetic takes an average of about seven-eight minutes per child.

About implementation

37. Why does ASER rely on volunteers?

ASER is a citizens' initiative, implemented by partner organisations in every rural district across the country. One of the major aims of the survey is to generate awareness and mobilise people around the issue of children's learning. The entire design of ASER thus revolves around the aim of reaching and involving 'ordinary people' rather than experts. All tools and procedures are designed to be simple to understand, quick to implement, and easy to communicate.

38. Which organisations partner with ASER? How do you find them?

Participation in ASER is open to any institution, organisation, or group that can provide volunteers who are comfortable spending time in rural locations. Many different kinds of institutions participate. In the months leading up to the survey, ASER Centre staff travel extensively around their respective states to find institutions that are interested and willing to participate and that meet the criteria required of all ASER partners. Institutions often partner with ASER for more than one ASER cycle. Partner organisations sign a Memorandum of Understanding that lists their responsibilities and those of Pratham. A complete list of ASER partners is published in each year's ASER report.

[2]See https://www.povertyactionlab.org/sites/default/files/research-paper/Read%20India,%20What%20helps%20children%20to%20learn.pdf

39. Are the volunteers capable and well trained to do the survey? How do you ensure data quality?

Yes! Volunteers are trained intensively prior to the survey, including a field pilot where they practise every procedure that they will be required to implement during the actual survey. During training, their performance is carefully monitored and documented. Once the survey is underway, trainers monitor their performance and sort out any problems that are encountered. For more details, a training report is available on the ASER website at www.asercentre.org/p/136.html

Even though ASER tools and procedures are simple and intuitive, enormous effort is dedicated to ensuring that the data produced by the survey meets stringent quality standards. Quality monitoring processes have been put in place at every stage of the process, from training of trainers and volunteers, to monitoring survey implementation in the field, to recheck of the data collected once the survey is complete. Every year these procedures are carefully reviewed, refined and improved. Details are available in each year's report. For more details, a quality control report is available on the ASER website at www.asercentre.org/p/136.html

40. How do volunteers collect the data?

To conduct the survey, a pair of volunteers is assigned to each sampled village. They work together to complete the survey of 20 households over a period of two days. Usually, village and school information is collected on the first day, and the household survey is conducted for the rest of that day and all of the next day. In each household, the volunteer team records basic household information and schooling status for all children aged 3 to 16. They then assess the reading and arithmetic ability of children in the household aged 5 to 16, one at a time.

About ASER results

41. Why doesn't ASER provide district level reports on reading and arithmetic?

District level data is not published in the ASER report due to space constraints. However, divisional estimates are included in the report and district level data is available for download from the ASER Centre website.

42. Why doesn't ASER rank states? How can I compare my state with others?

ASER doesn't rank states because state rankings will vary depending upon the indicator that is selected – for example, children in Std I and II might be doing better in one state relative to others, but children in Std VII and VIII may be doing worse. Or, the proportion of children who can do arithmetic in a state could have improved, but the proportion of children who can read may not have. By providing the data, whoever wants to compare states can choose the parameters on which to do so. However, the inference based on the ASER reading assessment is not about comparing performance across different languages but to evaluate children's level of reading in relation to the state mandated curriculum for Std I and II.

43. What if the data I am looking for is not in the published report? Is the raw data available in the public domain?

The ASER report includes selected estimates at district, state and national level. There are also ASER Trends over Time reports on the website which presents data on selected indicators over different time periods. All of this information is available for individual states as well as for India as a whole. ASER reports can be downloaded from the ASER Centre website (www.asercentre.org). Some additional data is available on the ASER Centre website, including estimates at district level. Data queries on some key parameters can also be run through the query function on the website. Beyond these options, ASER Centre makes the ASER data sets available for research purposes on request.

44. ASER collects household information, so why does the ASER report not publish it? What is the relationship between household indicators and children's learning?

Information on selected household indicators is included in an annexure in each year's ASER report. The body of the report focuses on children's schooling and learning status because these are the main objectives of the survey. While it is true that household information is collected in order to understand the relationship between household characteristics and children's learning, unpacking these relationships requires more time and deeper analysis. The ASER report simply presents the findings of the survey, but these data have been used by researchers in India and abroad to explore many important questions about the nature of the influences on children's learning.

About impact

45. What impact has ASER had on education policy in India?

ASER has had a major influence in bringing the issue of learning to the centre of the stage in discussions and debates on education in India. In 2005, when ASER began, most people, from parents to government functionaries, were concerned with getting children into school. The assumption was that if children were in school, they must be learning. Today, the fact that large proportions of children are not learning even the basics is widely recognised. For example, ASER has been cited in major Government of India documents such as the XI and XII Five Year Plan and the Economic Survey of India. Most recently, ASER data has been used in following reports: NITI Aayog's Three Year Action Agenda for 2017-18 to 2019-20, Economic Survey of India 2021-22, and World Bank's World Development Report 2018 to make the learning crisis visible and to advocate for remedial steps towards improving learning outcomes. Many state governments are now implementing their own learning assessments, sometimes using tools very similar to the ASER tools and other times in collaboration with ASER Centre. A great deal remains to be done to ensure that every child in India is in school and learning well. But the first step is for the problem to be recognised. The second step is to have reliable evidence on the nature and extent of the problem. Only then can workable solutions be found.

46. What response do you get from the parents of children you test, or from the community in general?

In the village there is usually a great deal of curiosity and discussion as the ASER testing is being done. People crowd around to observe and talk about what is going on. The simplicity of the tool helps parents and community members to engage with the effort and also to engage with the question of whether their children are learning. Very often parents assume that because their children are going to school, they must be learning. ASER is sometimes the first time that parents become aware that their children may be lagging behind.

47. Has ASER had an impact in other countries as well?

Yes, ASER has had extensive impacts internationally. The simplicity of ASER's tools and processes coupled with the rigour of its sampling methodology and low cost makes it an interesting option for many countries with contexts similar to India.

First, the ASER methodology has spread organically to organisations in many other countries, all of which follow the same set of basic guiding principles while adapting the model to their own context. The People's Action for Learning (PAL) Network was established in 2015 to coordinate and support the work of these organisations, which were spread across 15 countries and 3 continents in 2022.

Second, in the lead up to the establishment of the Sustainable Development Goals, members of the extended ASER network in many countries made concerted efforts to ensure that indicators of learning and not just schooling are included. ASER and ASER-like initiatives are mentioned in documents of the Global Education Monitoring Report brought out by UNESCO, the Learning Metrics Task Force (coordinated by Brookings Institution and UNESCO Institute of Statistics), and other UNESCO-UIS documents such as the recent Data Digest. The importance of large-scale community-based assessments carried out by citizens has been recognised in international policy and advocacy circles as a viable alternative to other existing assessment models, especially with respect to providing data for Indicator 4.1.1a of the Sustainable Development Goals, which examines children's proficiency in reading and arithmetic in Std II/III.

Third, the ASER tools have been extensively used by governments, international development organisations, and civil society groups in many other countries and contexts. For example, BRAC has used the ASER tool to test children of Rohingya refugees in Bangladesh to understand the learning levels of children in conflict zones. Similarly, the International Rescue Committee adapted the ASER tool into Arabic to assess children of Syrian refugees.

About resources

48. Who funds ASER?

ASER is a citizens' initiative, designed and coordinated by Pratham Education Foundation/ASER Centre and implemented each year by partner organisations in every rural district. About 30,000 volunteers participate in ASER each year. They donate their time to ASER and are compensated only for local travel and food costs. The ASER survey receives support from a variety of sources including foundations, development agencies and corporates. Significant funding also comes from individuals. Each year the names of the partner organisations and sources of support are listed in the ASER report.

49. Can I volunteer for ASER or participate in any way?

Yes, you can; ASER depends on volunteers! You can reach out to us at ASER Centre by sending an email to contact@asercentre.org. Depending on your location, your interests, and your availability, we can figure out how best you can join in this effort.

50. How can I contribute towards ASER surveys?

As a user of good quality data, you will appreciate the effort that goes into collecting it. It takes about 1.5 lac of rupees (Rs 1,50,000) to conduct ASER in a district. While ASER reports and tools are available free of charge, donations of any amount are welcome and will help us continue to generate evidence on learning outcomes in India. For online payments, please visit: http://www.pratham.org/get-involved/donate-now

For cheque payments, please send to our mailing address: ASER Office, 2nd floor, B4/58, Safdarjung Enclave, New Delhi - 110029. Cheques can be written in favour of "Pratham Education Foundation". All donations are eligible for tax exemptions under Section 80G.

In children's own words....

(1) इस वर्ष विद्यालय खुलने पर आपको कैसा लगा?

उत्तर- इस वर्ष विद्यालय खुलने पर हमको बहुत अच्छा लगा, क्योंकी दो साल बाद स्कुल खुला है। इस लिए अच्छा लगा और स्कुल में हमें कॉपी, रबर, कटर आदि इसके साथ-साथ डेरेस भी चैन्ज हुआ। और दोस्त से भी मीले और नये दोस्त का अहमीस्न भी हुआ। हमलोग पिकनिक पर भी मननो स्कुल से जाएंगे। तो बहुत मजा आएगा। और स्कुल में पढ़ाई करना बहुत अच्छा लगता है।

(2) आप विद्यालय में जो करते हैं उसमें से सबसे पसंदीदा क्या है?

उत्तर- हमको गणित की पढ़ाई अच्छी लगती है। और फूटबॉल खेलना अच्छा लगता है। क्योंकी गणित की पढ़ाई से हम बहुत चिज सिखते हैं। और फूटबॉल दोस्तों के साथ खेलना मजा आता है। और विद्यालय दोस्तों के साथ पढ़ना अच्छा लगता है।

नाम— प्रिया कुमारी
कक्षा — VII
रोल० न० — 19

विद्यालय का नाम रा० उत्क० म० वि
टैंसेरा गुमला - 02

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Date: / /

नाम - निशा कुमारी
कक्षा - 8
विद्यालय का नाम - रा.म.वि लाकुट टोली सिमडेगा।

Q1 इस वर्ष जब विद्यालय खुला तो तुम्हें कैसा लगा?

⇒ मुझे बहुत खुशी हुई की मैं विद्यालय बहुत दिनों के बाद गई। और मैं अपने दोस्तों शिक्षकों सभी से मिल पाई। और कोरोना के कारण किसी से मिल नहीं पा रहे थे। और किसी से खेल नहीं पा रहे थे। सिर्फ घर पर ही रहते थे और कहीं जा नहीं पा रहे थे। और घर पर रहने के कारण हम नया कुछ सिखने को नहीं मिला। और घर-द्वार पहने की आदत भी छुट गई थी और पढ़ाई में भी मन नहीं लग रहा था। जिन्हों मानो रुक सी गई थी। घर वाले भी बाहर नहीं जाने देते थे। न हम कहीं जाते थे और न कोई हमारे यहां आता था। लेकिन अब हम फिर से स्कूल जाने लगे फिर से पढ़ाई करने लगे तथा सभी दोस्तों के साथ फिर से खेलने लगे। और इसलिए स्कूल खुलने से हमें बहुत अच्छा लगा।

Q2 स्कूल में तुम्हें क्या करना पसंद है।

⇒
- स्कूल में हमें पढ़ना पसंद है।
- स्कूल में हमें खेलना पसंद है।
- स्कूल में हमें साफ-सफाई करना पसंद है।
- स्कूल में हमें विभिन्न कार्यक्रम में भाग लेना पसंद है।
- स्कूल में हमें पेड़-पौधा लगा पसंद है।
- शिक्षकों द्वारा दिए गए कार्यों को करना अच्छा लगता है।

Middle School Barijo

Name - Rani Kumari
class - VIIth
Roll no. - 02

(1) इस साल जब स्कूल खुला तो आपको कैसा लगा ?

Ans जब इस साल स्कूल खुला तो हमको बहुत अच्छा लगा। क्योंकि जब स्कूल बंद था तो हमलोग स्कूल नहीं जा पाते थे। और शिक्षकों और दोस्तों से नहीं मिल पाते थे जब तक कि स्कूल नहीं खुल जाता तब तक हमलोगों ने ग्रुप में घर में पढ़ते थे। घर में हमलोगों सुबह दो घंटा पढ़ते थे, फिर दोपहर को ट्यूशन जाते थे। और शाम को ग्रुप में 2 घंटा बैठकर पढ़ते थे और आधा थोड़ा देर स्कूल के बारे में कि स्कूल कब खुलगा यह सब अपने-अपने ग्रुप में करते थे। जब स्कूल खोला तब हमलोगों को बहुत खुशी हुआ। कि अब स्कूल जायेंगे और शिक्षकों और दोस्तों से मिलेंगे। और मन लगाकर पढ़ाई करेंगे। इस साल स्कूल खुला तो हमलोगों को बहुत अच्छा लगा।

2. स्कूल में आपको सबसे ज्यादा अच्छा क्या लगता है ?

स्कूल में हमको सबसे ज्यादा अनुशासन में रहना रहना अच्छा लगता है। और स्कूल मे सब लड़कों भाई जैसे रहते है और सब लड़कियों बहनें जैसे रहती हैं। और कोई आपस में लड़ते नहीं हैं। सब एक दूसरे से पूछकर लिखते है। जो नहीं जानता है, वो शिक्षा मंत्री से पूछकर लिखता है। वह शिक्षा मंत्री सबका मदद करता है। सबको मन लगाकर पढ़ते है। यह सब हमको स्कूल में सबसे ज्यादा अच्छा लगता है। हमको लिखकर अच्छा लगा।

From the ASER 2022 field....

हो कड़ी धूप चाहें बरसे बदरिया,
नदी–नाला कौन पूछे फाँद जाएँ दरिया,
मन में है ठाना तो जाना ज़रूर है।
गाँव कहाँ दूर है जब दिल में फितूर है।

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ISBN 978-93-85203-09-1
9789385203091