Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

Annual Status of Education Report (Rural) 2024

Provisional

January 28, 2025



ASER 2024 - Rural

Annual Status of Education Report (Rural)

Date of publication: January 28, 2025

Cover photo: Utkarsha Ahirwar
Back cover: Gurpreet Singh
Inside back cover: Akanksha Bisht
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 2024 REPORT BASED ON DATA RECEIVED FROM STATES AND DISTRICTS BY JANUARY 10, 2025.

Published by:
ASER Centre
B-4/59, Safdarjung Enclave,
New Delhi 110 029
Phone: +91-11-41651638

Annual Status of Education Report (Rural) 2024

Provisional

January 28, 2025

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

About ASER

The Annual Status of Education Report (ASER) is a nationwide citizen-led household survey that provides a snapshot of children's schooling and learning in rural India.

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, abilities, and aspirations of youth aged 14-18, and ASER 2023 returned to this age group, with the addition of a new dimension of digital literacy. ASER 2019 explored cognitive, early language, and early numeracy skills among young children aged 4-8. ASER returned to its 'basic' nationwide format in 2024, reaching almost all rural districts of India.

The survey generated district, state, and national level estimates of children's enrollment status and their basic reading and arithmetic 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 and arithmetic levels. Additionally, older children aged 14-16 were asked questions about their digital access and usage, and were administered a set of smartphone-based tasks to gauge their digital abilities.



29 States and UTs

605 Districts

17,997 Villages

15,728 Schools

352,028 Households

649,491 Children

Contents

- They reached the remotest villages of India 1
- A closer look at ASER-DIET partnerships 9
- Supporters of ASER 2024 11

1. Commentary

- The promise of technology ..... Madhav Chavan 15
- More than a recovery ..... Wilima Wadhwa 17
- The pre-school years in India: Progress since NEP 2020 ..... Rukmini Banerji 20
- From policy to practice: Reflections on NEP 2020 in the classroom ..... Suman Bhattacharjea, Shweta Bhutada, Akanksha Bisht 26

2. About ASER

- ASER 2024 Survey calendar 34
- ASER 2024 Survey process summary 35
- Domains covered in ASER, 2005-2024 36
- ASER 2024 Assessment tasks 38
- Note on sampling: ASER 2024 Rural 43
- ASER 2024 Sample description 44

3. The national picture

- ASER 2024 National findings 46
- Map: Age 6-14 Government school enrollment 50
- Map: Attendance in government schools 51
- Map: Std III Reading 52
- Map: Std III Arithmetic 53
- Map: Std V Reading 54
- Map: Std V Arithmetic 55
- Map: Std VIII Reading 56
- Map: Std VIII Arithmetic 57
- Map: Households with a smartphone 58

4. India 59

5. Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhattisgarh 73

6. Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Jharkhand 105

7. Karnataka, Kerala, Madhya Pradesh, Maharashtra, Meghalaya 137

8. Mizoram, Nagaland, Odisha, Punjab, Rajasthan, Sikkim 169

9. Tamil Nadu, Telangana, Tripura, Uttar Pradesh, Uttarakhand, West Bengal 207

10. Divisional estimates

- Divisional estimates of learning outcomes and schooling status: Precision of ASER estimates..... Wilima Wadhwa 243
- Divisional estimates..... 247

11. ASER 2024 Process documents

- Sample design of rural ASER 2024 265
- ASER 2024 Training 268
- ASER 2024 Survey process 270
- ASER 2024 Quality control 288

12. Annexures

- Annexure 1: Age-grade distribution in sample 2024 293
- Annexure 2: Grade-wise composition of children in sample over time 303
- Annexure 3: Paid tuition by school type 308
- Annexure 4: Children in Std I who are age 5 or younger by school type 311
- Annexure 5: Household characteristics over time 314
- Annexure 6: Mothers' schooling over time 316
- Annexure 7: Fathers' schooling over time 317
- Annexure 8: What insights can ASER data offer on government policies and programs? 318
- Annexure 9: The landscape of large-scale assessments in India 325
- Annexure 10: Development of the digital framework for the ASER survey 331
- Annexure 11: Key findings from the classroom observations 334
- Annexure 12: State-wise norms for age of enrollment in Std I 337
- Annexure 13: Frequently Asked Questions about ASER 338

They reached the remotest villages of India

A total of 641 organisations conducted the ASER 2024 survey across 605 districts. A total of 25,557 volunteers from these organisations participated in the survey.

Andhra Pradesh

Center for Community Engagement, Apollo University, Chittoor
District Institute of Education and Training, Anantapur
District Institute of Education and Training, East Godavari
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, Srikakulam
District Institute of Education and Training, Sri Potti Sriramulu Nellore
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, YSR Kadapa
Government College for Women (Autonomous), Srikakulam
Government Sanskrit College, Vizianagaram
School of Law & Management, Vignan's Foundation for Science, Technology and Research, Guntur
SKR & SKR Government College for Women (Autonomous), YSR Kadapa

Arunachal Pradesh

Arunachal University of Studies, Namsai
District Institute of Education and Training, Anjaw
District Institute of Education and Training, Changlang
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, Yachuli, Lower Subansiri
District Institute of Education and Training, Khonsa, Tirap
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
Hills College of Teacher Education, Lekhi, Papum Pare
Local Volunteers of East Kameng

Assam

Baksa Degree College, Baganpara, Baksa
Bengtol College, Chirang
Department of Communication and Journalism, Gauhati University, Kamrup
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, Golaghat
District Institute of Education and Training, Hailakandi
District Institute of Education and Training, Howly, Barpeta
District Institute of Education and Training, Jorhat
District Institute of Education and Training, Karbi Anglong
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, Sribhumi
District Institute of Education and Training, Tinsukia
Dudhnoi College, Dudhnoi, Goalpara
Goalpara College, Goalpara
Government College of Teacher Education, Tezpur, Sonitpur
R.C. Saharia Teachers Training College, Tangla, Udalguri

Bihar

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, Purbi 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, Forbesganj, 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, Kumarbagh, Pashchim Champaran
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, Nalanda
District Institute of Education and Training, Narar, Madhubani
District Institute of Education and Training, Nawada
District Institute of Education and Training, Panchayti Akhada, Gaya
District Institute of Education and Training, Pirouta, Bhojpur
District Institute of Education and Training, Purabsarai, Munger
District Institute of Education and Training, Pusa, Samastipur
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 Teacher Education College, Barh
Primary Teacher Education College, Masaurhi
Primary Teacher Education College, Patahi, Muzaffarpur
Primary Teacher Education College, Shahpur, Aurangabad
Radhe Shyam Teachers Training College, Supaul
Samagra Seva, Jamui

Chhattisgarh

Aastha Vidyapeeth Mahavidyalaya, Mahavir Nagar, Durg
District Institute of Education and Training, Dharamjaigarh, Raigarh
District Institute of Education and Training, Janjgir, Janjgir-Champa
District Institute of Education and Training, Kabeerdham
District Institute of Education and Training, Khairagarh, Rajnandgaon
District Institute of Education and Training, Mahasamund
District Institute of Education and Training, Nagri, Dhamtari
District Institute of Education and Training, Pendra, Gaurela Pendra Marwahi
Government Industrial Training Institute, Baikunthpur, Korea
Government Livelihood College, Jashpur
Government Revati Raman Mishra PG College, Surajpur
Institute of Technology and Sciences, Gariyaband
Jai Budhadev College, Katghora, Korba
Lakshya Mahila Cluster Sangathan, Raipur
Local Volunteers of Baloda Bazar
Local Volunteers of Balrampur
Local Volunteers of Bastar
Local Volunteers of Bijapur
Local Volunteers of Dakshin Bastar, Dantewada
Local Volunteers of Sukma
Local Volunteers of Surguja
Prakriti Sewa Sansthan, Bilaspur
Samadhan College & Private ITI, Bemetara
Sonkar College, Mungeli
Srijan Private Industrial Training Institute, Balod
Utkarsh Education and Welfare Society, Narayanpur
Vidyapeeth College, Mahavir Nagar, Durg

Dadra and Nagar Haveli and Daman and Diu

Local Volunteers of Dadra and Nagar Haveli
Local Volunteers of Daman
Shri Sarvajanik B.S.W. & M.S.W. College, Mehsana

Gujarat

Anand Institute of Social Work (AISW), Anand
Department of Psychology, Saurashtra University, Rajkot
Dost Foundation, Sabarkantha
Dr. V.R. Godhaniya College, Porbandar
Faculty of Social Work, Parul University, Vadodara
K.D. Institute of Allied Health Sciences, Ahmedabad
K.D. Institute of Allied Health Sciences, Gandhinagar
Krantiguru Shyamji Krishna Verma, Kachchh University, Bhuj, Kachchh
Local Volunteers of Navsari
Local Volunteers of Panch Mahals
Local Volunteers of The Dangs
Local Volunteers of Valsad
Lokniketan Samajkary Mahavidyalaya, Ratanpur, Banaskantha
Maharani Premkumari College, Dahod
Manekchock Co-Op. Bank Arts and Mahemdavad Urban People's Co-Op. Bank Commerce College, Mahemdabad, Kheda
NGES MSW College, Patan
Samajseva Mahavidyalaya, Gandhi Vidhyapith, Vedchhi, Tapi
Shikshan Ane Samaj Kalyan Kendra, Amreli
Shree Sahajanand Gurukul MSW College, Bhavnagar
Shree Saraswati College of Social Work, Bharuch
Shri Sarvajanik B.S.W. & M.S.W. College, Mehsana
Vidhyadeep Institute of Social Work, Surat

Haryana

Bhagat Phool Singh Mahila Vishwavidhyalay, Khanpur Kalan, Sonipat
Central University of Haryana, Jant-Pali Village, Mahendragarh
Chaudhary Devi Lal University, Sirsa
Dr. B.R. Ambedkar Government P.G. College, Kaithal
Dr. B.R. Ambedkar Government P.G. College, Palwal
Government Education College, Bhiwani
Government P.G. College, Panchkula
Government P.G. College, Hisar
Guru Nanak Khalsa College, Yamunanagar
I.B. (P.G.) College, Panipat
Kamla Memorial Government P.G. College, Narwana, Jind
Local Volunteers of Mewat
Maharshi Dayanand University, Rohtak
Manohar Memorial College of Education, Fatehabad
Nehru Yuva Kendra, Karnal
Pt. Jawahar Lal Nehru Government P.G. College, Faridabad
Sanatan Dharma College, Ambala
State Institute of Advanced Studies in Teacher Education, Gurugram
State Institute of Advanced Studies in Teacher Education, Jhajjar
State Institute of Advanced Studies in Teacher Education, Kurukshetra

Himachal Pradesh

District Institute of Education and Training, Bilaspur
District Institute of Education and Training, Chamba
District Institute of Education and Training, Hamirpur
District Institute of Education and Training, Kangra
District Institute of Education and Training, Kinnaur
District Institute of Education and Training, Kullu
District Institute of Education and Training, Lahaul & Spiti
District Institute of Education and Training, Mandi
District Institute of Education and Training, Shimla

District Institute of Education and Training, Sirmaur
District Institute of Education and Training, Solan
District Institute of Education and Training, Una
Government P.G. College, Seema (Rohru), Shimla
Him Institute of Teacher Education, Nichar, Kinnaur
Pedagogy Educational and Welfare Society, Kinnaur
Priyadarshini College of Education, Chowari, Chamba
Rajni Gramin Vikas Sanstha, Palampur, Kangra

Jammu and Kashmir

Foundation for Sustainable Health, Education and Environment (FSHEE), Reasi
Government College for Women, Parade Ground, Jammu
Government Degree College, Beerwah, Budgam
Government Degree College, Billawar, Kathua
Government Degree College, Chadoora, Budgam
Government Degree College, Doda
Government Degree College, Gool, Ramban
Government Degree College, Gurez, Bandipora
Government Degree College, Handwara, Kupwara
Government Degree College, Kangan, Ganderbal
Government Degree College, Kathua
Government Degree College, Khour, Jammu
Government Degree College, Kishtwar
Government Degree College, Kulgam
Government Degree College, Kupwara
Government Degree College, Neeli Nallah, Udhampur
Government Degree College, Padder, Kishtwar
Government Degree College, Poonch
Government Degree College, Pouni, Reasi
Government Degree College, Ramban
Government Degree College, Ramgarh, Samba
Government Degree College, Samba
Government Degree College, Shopian
Government Degree College, Sumbal, Bandipora
Government Degree College, Tral, Pulwama
Government Degree College, Udhampur
Government Degree College, Ukhral, Ramban
Government Degree College, Vijaypur, Samba
Government Degree College (Boys), Anantnag
Government Degree College (Boys), Baramulla
Government G.L. Dogra Memorial Degree College, Hiranagar, Kathua
Government Maulana Azad Memorial P.G. College, Jammu
Government P.G. College, Bhaderwah, Doda
Government P.G. College, Rajouri
Helping Hands Charitable Foundation, Kulgam
J&K Students Welfare Mission (JKSWM), Bandipora

Jharkhand

A.S. College, Deoghar
B.S. College, Lohardaga
Bahragora College, Bahragora, East Singhbhum
Birsa College, Khunti
B.N. Jalan College, Sisai, Gumla
G.D. Bagaria Teachers Training College, Aerodrome Road Boro, Giridih
Godda College, Godda
Government Teachers' Training College, Kanke, Ranchi
Grizzly College of Education, Jhumri Telaiya, Koderma
Institute for Education, Saraikela-Kharsawan
Jamtara College, Jamtara
K.K. Teachers Training College, Govindpur, Dhanbad
Kumar Kalidas Memorial College, Pakur
Lala Pritam B. Ed. College, Chatra
Madhusudhan Mahto Teacher's Training College, Chakardhapur, West Singhbhum
Max Institute of Teacher's Training, Bijulia, Ramgarh
Piramal Foundation, Latehar
Piramal Foundation, Palamu
R.K. Vyavasayik Shikshan Sansthan, Garhwa
Sahibganj College, Sahibganj
Sahyogini, Bokaro
Santal Pargana College, Dumka
St. Columba's College, Hazaribagh

Karnataka

Bhavya Jyothi Trust, Ramanagara
Bhavya Jyothi Trust, Tumkur
Bhimambhika Maha Sangha, Gadag
Chaitanya Rural Development Society, Haveri
Chinthana Foundation, Chikkamagaluru
Dandin Trust, Dharwad
Department of Studies in Social Work, Davangere University, Davanagere
Department of Studies in Social Work, Sri H D Devegowda Government First Grade College, Hassan
District Institute of Education and Training, Ballari
District Institute of Education and Training, Bidar
District Institute of Education and Training, Kodagu
District Institute of Education and Training, Kolar
District Institute of Education and Training, Koppal
District Institute of Education and Training, Mandya
District Institute of Education and Training, Mysuru
Government First Grade College, Yadgir
Kalpataru Mahila Maha Sangha, Chikkaballapura
Little Champs School, Gundlupet, Chamarajanagar
Mahatma Gandhi Rural Development and Social Changes Trust, Shivamogga
Margadarshi Society, Kalaburagi
Navaspoorti Samsthe, Manvi, Raichur
PADI- Value Oriented Education Program (VALORED), Dakshina Kannada
People's Organisation for Wasteland and Environment Regeneration (POWER), Vijayapura
REACH, Bagalkote
SCODWES(R), Sirsi, Uttara Kannada
Sri Krishna College Of Education, Devanahalli, Bengaluru Rural
The Women's Welfare Society, Belagavi
Zilla Shikshana Sampanmula Kendra R., Udupi

Kerala

Assumption College Autonomous, Changanassery, Alappuzha
BCM College, Kottayam
Calicut University Regional Centre, Perambra, Kozhikode

Carmelgiri College, Adimali, Idukki

Centre for P.G. Studies in Social Work, Sulthan Bathery, Wayanad

CHMM College for Advanced Studies, Trivandrum

Department of Sociology, University of Kerala, Karyavattom Campus, Trivandrum

Don Bosco Arts and Science College, Angadikadavu, Iritty, Kannur

Don Bosco College, Kottiyam, Kollam

GEMS Arts And Science College, Kadungapuram, Malappuram

Ideal Arts and Science College Cherpulassery, Palakkad

Ideal College for Advanced Studies, Kadakassery, Thavanur, Malappuram

Jai Bharath Arts and Science College (JBASC), Perumbavoor, Ernakulam

Kerala Association of Professional Workers (KAPS), Kottayam

Little Flower Institute of Social Sciences and Health, Calicut

Loyola College of Social Sciences (Autonomous), Trivandrum

Mannam Memorial NSS College, Konni, Pathanamthitta

Mar Augusthinose College, Ramapuram, Kottayam

Mar Elias College, Kottapady, Ernakulam

Marian College Kuttikkanam (Autonomous), Idukki

National College of Arts And Science, Thiruvananthapuram

Nethaji Memorial Arts and Science College, Palakkad

Peoples Co-operative Arts & Science College, Kasaragod

Sadanam Kumaran College, Pathiripala, Palakkad

Sahrdaya College of Advanced Studies, Kodakara, Thrissur

Shree Vidhyadhiraja College of Arts And Science, Karunagappally, Kollam

SNDP YSS College, Perinthalmanna, Malappuram

St. Gregorios College of Social Science, Parumala, Pathanamthitta

St. Thomas College, Thavalappara, Konni, Pathanamthitta

WMO Arts and Science College, Muttil, Wayanad

Madhya Pradesh

AAS (Aim of the Awareness of Society), Barwani

AAS (Aim of the Awareness of Society), Indore

Adarsh Yuva Mandal, Chhindwara

Adivasi Chetna Shikshan Seva Samiti, Jhabua

Ahimsa Welfare Society, Rajgarh

Awadhesh Pratap Singh University, Rewa

Babulal Tarabai Institute of Research and Technology (BTIRT), Sironja, Sagar

Centre of Discovery for Village Development, Mandla

Community Development Centre, Balaghat

Community Development Centre, Seoni

Darshna Mahila Kalyan Samiti, Chhatarpur

Dharti Gramotthan Evam Sahbhagi Gramin Vikas Samiti, Panna

Dharti Gramotthan Evam Sahbhagi Gramin Vikas Samiti, Morena

Geetanjali Jan Kalyan Samiti, Jamuar, Sidhi

Pradhanmantri College of Excellence Krantikari Shahid Chhitu Singh Kirad Government P.G. College, Alirajpur

Government Nehru P.G. College Budhar, Shahdol

Government P.G. College, Khargone

Hariyali Gram Vikas Sansthan, Datia

Help Foundation, Singrauli

Jiwaji University, Gwalior

Kalyani Welfare Society, Shahdol

Kalyani Welfare Society, Umaria

Kanchan Welfare and Educational Society, Shajapur

Kunjal Welfare Society, Raisen

Local Volunteers of Guna

Local Volunteers of Tikamgarh

Lokrang Samajik Shodh Vikas Sansthan, Khandwa

Madhya Pradesh Jan Abhiyan Parishad, Bhind

Madhya Pradesh Jan Abhiyan Parishad, Datia

Manav Jeevan Vikas Samiti, Katni

Mata Parvati Gram Utthan Samiti, Sheopur

Naya Jeevan Foundation, Neemuch

Nidar Yuva Seva Sansthan, Mandsaur

Pace Welfare and Skill Development Society, Ganj Basoda, Vidisha

Pahal Samajik Vikas Sansthan, Harda

Pawan Path Samaj Seva Jan Kalyan Samiti, Bhind

Pradeepan Sansthan, Betul

Raghukul Seva Samiti, Ashoknagar

Rang Welfare Society, Damoh

Sahara Saksharta Educational and Social Welfare Society, Bhopal

Sakal Muthoba Bhagat Samajik Sanstha, Burhanpur

Samay Foundation, Ratlam

Sankalp Samajik Vikas Sansthan, Shivpuri

Shiva Gramin Vikas Sansthan (SRDIM), Satna

Shri Jan Sewa Sankalp Sansthan, Sehore

Shri Rajendra Suri Government College, Sardarpur-Rajgarh, Dhar

Soundarya Sewa Sansthan Samiti, Dewas

Udaan Nihshulk Coaching Sansthan, Narsinghpur

Xavier Institute of Management (XIMJ), Jabalpur

Yukti Samaj Sevi Sanstha, Narmadapuram

School of Studies in Sociology and Social Work, Vikram University, Ujjian

Maharashtra

Aathawale College of Social Work, Bhandara

College of Social Work, Badnera, Amravati

Dr. Babasaheb Ambedkar College of Social Work, Morane, Dhule

Gramurja Human Development Foundation, Beed

Gramvikas Foundation, Karanja, Washim

Institute For Rural Development and Social Services, Jalgaon

Jankalyan Sanstha, Kolha, Parbhani

Local Volunteers of Gadchiroli

Local Volunteers of Thane

Mahatma Basaveshwar Social Work College, Latur

Mahatma Phule MSW College, Taloda, Nandurbar

Mahatma Jyotiba Phule College of Social Work, Buldhana

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

Matoshree Sevabhavi Sanstha, Beed

M.D. Jadhav Institute of Technology, Bhose, Sangali

Mohammad Nawaz Education and Welfare Society, Hingoli

Nirmik Samajik Sansodhan Vikash Kendra, Osmanabad

Paris Social Foundation and Urban Rural Development Organization, Akot, Akola

Sanjivani Self Help Group, Mohagaon, Gondia
Sant Rawool Maharaj Mahavidyalaya, Kudal, Sindhudurg
Savitribai Phule University, Pune
Savitri Jyotirao College of Social Work, Yavatmal
Sharadchandraji Pawar College of Agriculture, Ratnagiri
Swami Ramanand Teerth Marathwada University, Nanded
Unity Sevabhavi Sanstha, Jalana
Vidyavikas Bahudeshiya Shikshan Sanstha, Solapur
Women Education Development Health Association (WEDH), Warora, Chandrapur
Yashwantrao Chavan School of Social Work, Satara

Meghalaya

Balawan College, Umsning, Ri Bhoi
Local Volunteers of South Garo Hills
Martin Luther Christian University, Shillong, East Khasi Hills
Thomas Jones Synod College, Jowai, Jaintia Hills
Tura Government College Student Union, Tura, West Garo Hills
Williamnagar Government College Student Union, Williamnagar, East Garo Hills

Mizoram

District Institute of Education and Training, Aizawl
District Institute of Education and Training, Champhai
District Institute of Education and Training, Serchhip
District Institute of Education and Training, Saiha
Government Lawngtlai College, Lawngtlai
Lunglei Government College, Lunglei
National Cadet Corps, Government Mamit College, Mamit

Nagaland

District Institute of Education and Training, Dimapur
District Institute of Education and Training, Kohima
District Institute of Education and Training, Mokokchung
District Institute of Education and Training, Mon
District Institute of Education and Training, Phek
District Institute of Education and Training, Tuensang
District Institute of Education and Training, Wokha
District Institute of Education and Training, Zunheboto
Kohima Science College, Jotsoma, Kohima
Local Volunteers of Longleng
Local Volunteers of Peren
Zisaji Presedency College, Kiphire

Odisha

All Odisha Martial Arts Association (AOMAA), Malkangiri
District Institute of Education and Training, Balangir
District Institute of Education and Training, Remuna, Balasore
District Institute of Education and Training, Bargarh
District Institute of Education and Training, Agarpada, Bhadrak
District Institute of Education and Training, Debagarh
District Institute of Education and Training, Dhenkanal
District Institute of Education and Training, Jagatsinghpur
District Institute of Education and Training, Jajpur
District Institute of Education and Training, Jharsuguda
District Institute of Education and Training, Kalahandi
District Institute of Education and Training, Kandhamal
District Institute of Education and Training, Keonjhar
District Institute of Education and Training, Khordha
District Institute of Education and Training, Nabarangpur
District Institute of Education and Training, Nayagarh
District Institute of Education and Training, Nuapada
District Institute of Education and Training, Puri
District Institute of Education and Training, Rayagada
District Institute of Education and Training, Sambalpur
District Institute of Education and Training, Sundargarh
Gaon Gathana Samiti, Banki, Cuttack
National Institute of Technology Education & Computer (NITEC), Koraput
Nature's Club, Kendrapara
Parsuram Gurukul Degree College, Narayanpur, Gajapati
Social Integrity Programme for Health and Education (SIPHAE), Basta, Baleshwar, Mayurbhanj
Social Service of Ideal Youth Association (SSIYA), Buddha
Social Service of Ideal Youth Association (SSIYA), Subarnapur
Swastik Institute of Smart Education, Chhendipada, Anugul
Youth for Social Development (YSD), Ganjam

Puducherry

Society for Development Research and Training (SFDRT), Puducherry

Punjab

Department of Economics, Panjab University, Chandigarh
District Institute of Education and Training, Amritsar
District Institute of Education and Training, Bathinda
District Institute of Education and Training, Faridkot
District Institute of Education and Training, Fatehgarh Sahib
District Institute of Education and Training, Ferozepur
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, Rupnagar
District Institute of Education and Training, Sangrur
District Institute of Education and Training, SBS Nagar
Guru Gobind Singh College of Education, Barnala
Lovely Professional University, Jalandhar
Shaheed Bhagat Singh College of Education, Patti, Tarn Taran

Rajasthan

Agaz Seva Sansthan, Tonk
Aravali Paradise Sansthan, Alwar
Bhagwati Shikshak Prashikshan Mahavidyalaya, Gangapur City, Sawai Madhopur
Central University of Rajasthan, Ajmer
Dhapu Devi Mahavidhyala, Barmer
District Institute of Education and Training, Churu
District Institute of Education and Training, Ganganagar
Doosra Dashak (FED), Kishanganj, Baran

Ekal Jan Seva Sansthan, Bundi
Ekal Jan Seva Sansthan, Jhalawar
Gayatri Seva Sansthan, Pratapgarh
Ghumntu Sajha Pairvi Manch, Jaisalmer
Jan Jagriti Gramin Seva Sanstha, Bharatpur
Jatan Sansthan, Rajsamand
Local Volunteers of Banswara
Local Volunteers of Jaipur
Local Volunteers of Jalore
Local Volunteers of Nagaur
Local Volunteers of Pali
Local Volunteers of Sikar
Mahila Utthan Samiti, Sirohi
Maulana Azad University (Marwar Muslim Educational & Welfare Society), Jodhpur
Modi Institute of Management and Technology, Kota
Shivnarayan Choubisa College, Dungarpur
Shri Guru Nanak Khalsa Teacher Training College, Hanumangarh
Shri Karni Seva Sansthan, Bikaner
Shri Shivcharan Mathur Vikas Evam Seva Sansthan, Bhilwara
Udaipur School of Social Work, Udaipur
V.K. Tyagi TT College, Dhaulpur
Veena Memorial P.G. College, Karauli
Vision School of Management, Chittorgarh

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

Association of Rural Education and Development Service (AREDS), Karur
AVVAI Village Welfare Society, Karaikal
AVVAI Village Welfare Society, Nagapattinam
Blessings Life Foundation, Kanniyakumari
Catholic Health Association of Tamilnadu, Tiruchirapalli
Coimbatore Multipurpose Social Service Society (CMSSS), Coimbatore
DAWN TRUST, Perambalur
Department of Women's Studies, Bharathidasan University, Tiruchirapalli
HELPS, Kodaikanal
Inidhu Education Foundation, Tiruvarur
Krupalaya Trust, Vizhupuram
Madurai Multipurpose Social Service Society (MMSSS), Madurai, Theni
Nadiyammai Research and Development Foundation (NRDF), Pudukkottai
Nilgiris Adivasi Welfare Association (NAWA), Nilgiris
Ouvai Foundation, Tiruvallur
Provide Charitable Trust, Cuddalore
Rural Women Development Trust (RWDT), Salem
Sadayanodai Ilaignar Narpani Mandram (SINAM), Tiruvannamalai
Sakya Charitable Trust, Madurai
Sivagangai Multipurpose Social Service Society (SMSSS), Sivagangai
Social Health and Education Development India (SHED INDIA), Thanjavur
Society for Development of Economically Weaker Section (SODEWS), Vellore, Krishnagiri
Society for People's Education and Economic Change (SPEECH), Virudhunagar
Tamilnadu Rural Reconstruction Movement (TRRM), Ramanathapuram
Tamil Nadu Science Forum, Tiruppur
Thendral Movement, Kanchipuram
Tribal Foundation, Erode
Village Improvement Project Society, Dharmapuri
Women's Organisation in Rural Development (WORD), Namakkal

Telangana

College of Teacher Education Tribal Welfare, Bhadrachalam, Khammam
Dr. Rajendra Prasad College of Education, Asifabad, Adilabad
District Institute of Education and Training, Adilabad
District Institute of Education and Training, Karimnagar
District Institute of Education and Training, Khammam
District Institute of Education and Training, Mahabubnagar
District Institute of Education and Training, Medak
District Institute of Education and Training, Nalgonda
District Institute of Education and Training, Nizamabad
District Institute of Education and Training, Rangareddy
District Institute of Education and Training, Warangal

Tripura

District Institute of Education and Training, Agartala, West Tripura
District Institute of Education and Training, Kailashahar, North Tripura
Organisation for Rural Survival, Belonia, South Tripura
Sudarshan Foundation, Dhalai

Uttar Pradesh

District Institute of Education and Training, Agra
District Institute of Education and Training, Aligarh
District Institute of Education and Training, Ambedkar Nagar
District Institute of Education and Training, Auraiya
District Institute of Education and Training, Ayodhya
District Institute of Education and Training, Azamgarh
District Institute of Education and Training, Baghpat
District Institute of Education and Training, Bahraich
District Institute of Education and Training, Ballia
District Institute of Education and Training, Balrampur
District Institute of Education and Training, Banda
District Institute of Education and Training, Barabanki
District Institute of Education and Training, Bareilly
District Institute of Education and Training, Basti
District Institute of Education and Training, Bijnor
District Institute of Education and Training, Budaun
District Institute of Education and Training, Bulandshahr
District Institute of Education and Training, Chandauli
District Institute of Education and Training, Chitrakoot
District Institute of Education and Training, Deoria
District Institute of Education and Training, Etah

District Institute of Education and Training, Etawah
District Institute of Education and Training, Farrukhabad
District Institute of Education and Training, Fatehpur
District Institute of Education and Training, Firozabad
District Institute of Education and Training, Gautam Buddha Nagar
District Institute of Education and Training, Ghaziabad
District Institute of Education and Training, Ghazipur
District Institute of Education and Training, Gonda
District Institute of Education and Training, Gorakhpur
District Institute of Education and Training, Hamirpur
District Institute of Education and Training, Hardoi
District Institute of Education and Training, Hathras (Mahamaya Nagar)
District Institute of Education and Training, Jalaun
District Institute of Education and Training, Jaunpur
District Institute of Education and Training, Jhansi
District Institute of Education and Training, Jyotiba Phule Nagar
District Institute of Education and Training, Kannauj
District Institute of Education and Training, Kanpur Dehat
District Institute of Education and Training, Kaushambi
District Institute of Education and Training, Kheri
District Institute of Education and Training, Kushinagar
District Institute of Education and Training, Lalitpur
District Institute of Education and Training, Lucknow
District Institute of Education and Training, Maharajganj
District Institute of Education and Training, Mahoba
District Institute of Education and Training, Mainpuri
District Institute of Education and Training, Mathura
District Institute of Education and Training, Mau
District Institute of Education and Training, Meerut
District Institute of Education and Training, Moradabad
District Institute of Education and Training, Muzaffarnagar
District Institute of Education and Training, Pilibhit
District Institute of Education and Training, Pratapgarh
District Institute of Education and Training, Prayagraj
District Institute of Education and Training, Raebareli
District Institute of Education and Training, Rampur
District Institute of Education and Training, Saharanpur
District Institute of Education and Training, Sant Kabir Nagar
District Institute of Education and Training, Sant Ravidas Nagar (Bhadohi)
District Institute of Education and Training, Shahjahanpur
District Institute of Education and Training, Shrawasti
District Institute of Education and Training, Siddharth Nagar
District Institute of Education and Training, Sitapur
District Institute of Education and Training, Sonbhadra
District Institute of Education and Training, Sultanpur
District Institute of Education and Training, Unnao
District Institute of Education and Training, Varanasi
Local Volunteers of Mirzapur

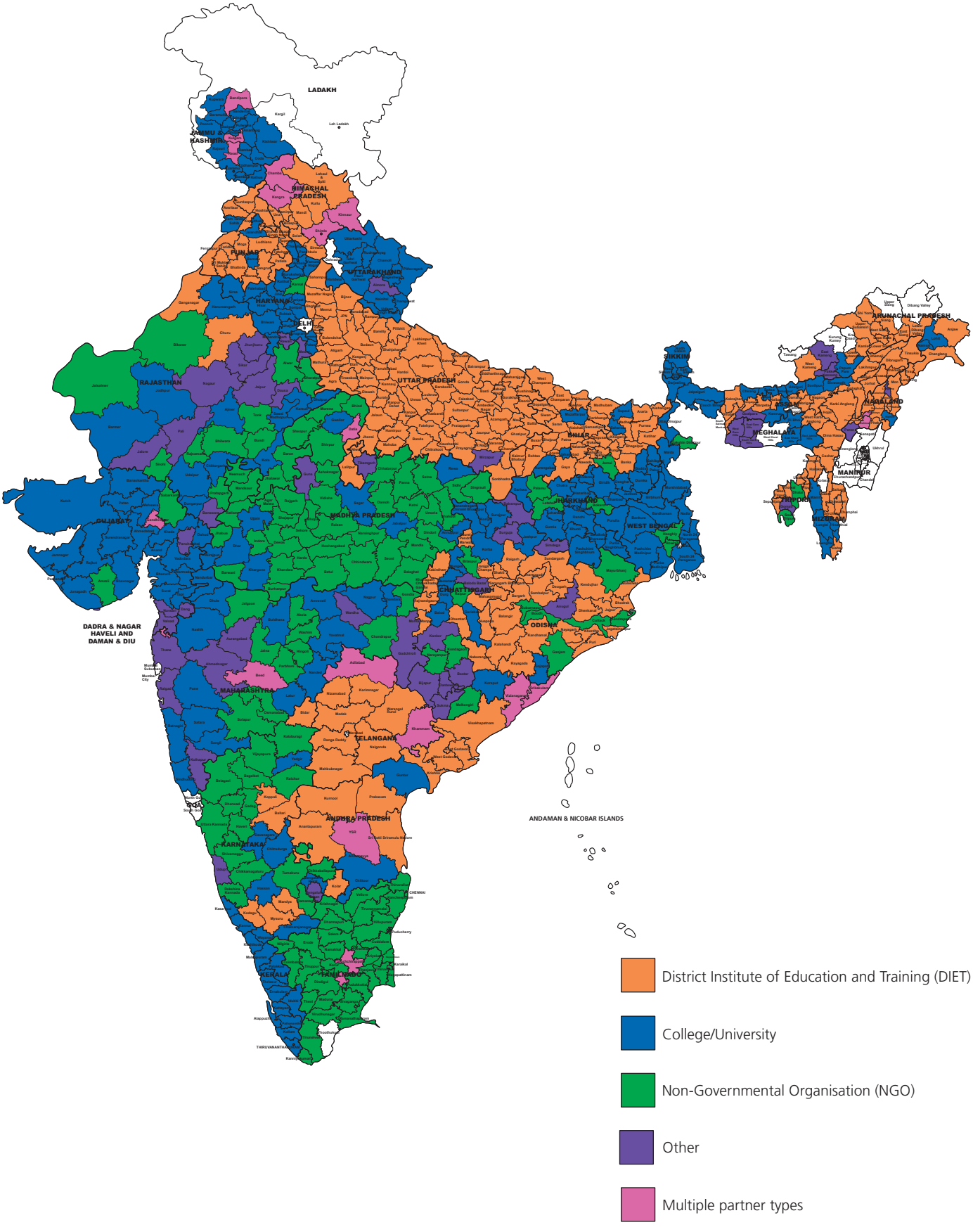
Uttarakhand

Anusuya Prasad Bahuguna Government Post Graduate College, Augustyamuni, Rudraprayag
Faculty of Management Studies, Gurukul Kangri Vishwavidyalaya, Haridwar
Government P.G. College, Champawat
Government Post Graduate College, Gopeshwar, Chamoli
HNB Garhwal University, SRT Campus, Badshahi Thaul, Tehri Garhwal
Kumaun Kesari Pt. Badridutt Pandey Government P.G. College, Bageshwar
Laxman Singh Mahar P.G. College, Pithoragarh
Local Volunteers of Almora
Motiram Baburam Government P.G. (MBGPG) College, Haldwani, Nainital
PITS B. Ed. College, Uttarkashi
Raath Mahavidyalaya, Paithani, Pauri Garhwal
Radhey Hari Government P.G. College, Kashipur, Udham Singh Nagar
Swami Vivekanand Government P.G. College, Lohaghat

West Bengal

Baruipur College, Purandarpur Math, Baruipur, South Twenty Four Parganas
Burdwan Sanjyog Human and Social Welfare Society and NSS Unit, Raj College, Burdwan
Dakshin Dinajpur Foundation for Rural Integration Economic and Natures' Development (DD-FRIEND), Balurghat, Dakshin Dinajpur
Department of Education, Coochbehar Panchanan Barma University, Coochbehar
Department of Geography and Education, Basirhat College, Basirhat, North Twenty Four Parganas
Department of History, Geography, Economics, Philosophy and NSS Unit, Berhampore College, Berhampore, Murshidabad
Department of Social Work, Bankura University, Bankura
Department of Sociology, Kalyani University, Nadia
Department of Sociology, Mrinalini Dutta Mahavidyapith, North Twenty Four Parganas
Khardah Public Cultural and Welfare Association, Howrah
NCC Unit, Krishna Chandra College, Hetampur, Birbhum
NCC Unit and Department of Bengali, Parimal Mitra Smriti Mahavidyalaya, Mal, Jalpaiguri
NSS Unit, Alipurduar University, Alipurduar
NSS Unit, Jagannath Kishore College, Purulia
NSS Unit, Raiganj University College, Uttar Dinajpur
NSS Unit, Surya Sen College, Darjeeling
NSS Unit-3, Gour Mahavidyalaya, Mangal Bari, Maldah
NSS Unit, Vidyasagar University, Medinipur, Paschim Medinipur
Prabhat Kumar College, Contai, Purba Medinipur
Sibani Mandal Mahavidyalaya, Namkhana, South Twenty Four Parganas
Southfield College, Darjeeling

ASER 2024 Partners



A closer look at ASER-DIET partnerships

ASER's citizen-led assessment approach aims to foster community participation in education by empowering ordinary citizens to engage with the question of what our children are learning. Our partners — colleges, universities, civil society organisations, and teacher training institutions — make it possible to reach all rural districts of the country year after year. Survey tools that are simple to understand and easy to administer enable volunteers to collect data on villages, schools, households, and children's reading and arithmetic levels across rural India. The process exposes them to community-level challenges, sparks local discussions about educational practices, and can catalyse informed action in support of children's learning.

The importance of community involvement in education is echoed in national policies and guidelines such as the National Initiative for Proficiency in Reading with Understanding Numeracy (NIPUN) Bharat Mission, the National Education Policy (NEP) 2020, and the National Curriculum Framework for School Education (NCF-SE) 2023. NIPUN Bharat positions community participation as a central and overarching factor in planning, implementing, and monitoring the interventions of the Foundational Literacy and Numeracy (FLN) mission. NEP 2020 highlights the importance of increasing community awareness about the quality of education and encouraging local engagement in monitoring and improving schools. The NCF-SE advocates for volunteerism and the role of non-governmental organisations (NGOs) in community-driven approaches, which aligns with ASER's focus on mobilising citizens to strengthen educational outcomes.

At the global level, UNESCO's Education for Sustainable Development (ESD) framework stresses the importance of mobilising local communities for sustainable development. It discusses empowering communities by encouraging them to take an active role in identifying and addressing local educational challenges and environmental issues.[1] Similarly, the World Bank's Community-Driven Development (CDD) approach emphasises the importance of community mobilisation for fostering local ownership of development projects, including those related to education.[2]

Since 2005, ASER has partnered with over 4,300 institutions, including 2,325 NGOs, 974 colleges/universities, 405 District Institutes of Education and Training (DIETs), 117 teacher training colleges, 78 schools, and 402 others like self-help groups and the National Cadet Corps, with several of these partnerships spanning multiple years.

Partnerships with DIETs have been important for the successful implementation of the ASER survey. Established under National Policy on Education (NPE) 1986 to decentralise education research and training, DIETs are government-run teacher education institutes at the district level in India. The 613 DIETs across India are centres for the training of future teachers, resource support, and research, with the primary aim to facilitate the effective delivery of central and state-level education schemes to the last mile.

Recognising the shared focus on goals such as strengthening the education system, building teacher capacity, and improving learning outcomes, ASER Centre began collaborating with DIETs from the inception of the ASER survey in 2005, first partnering with the DIET in the Nagaon district of Assam. Over the past decade, ASER has partnered annually with at least one DIET in Himachal Pradesh, Uttar Pradesh, Bihar, Assam, Odisha, Chhattisgarh, and Andhra Pradesh. Over the last 10 years, between 170 and 260 DIETs have participated in every nationwide 'basic' ASER. This year, ASER has collaborated with DIETs in 227 districts across 14 states.

These long-running ASER-DIET collaborations also speak to the goals of NEP 2020, which emphasise the significance of the capacity-building of teachers through culturally relevant training, as well as those of NIPUN Bharat and NCF-SE, which advocate for innovative, community-based approaches.

To better understand the experiences of DIET students who conducted the ASER 2024 survey, they were asked to fill out an online feedback form. Based on the responses of 1,940 students, we found that volunteering for ASER provides DIET students with practical experience in primary data collection and survey methodologies, skills that 66.8% of DIET volunteers report gaining. By becoming a part of the ASER survey, volunteers get an opportunity to observe ground realities — 86.1% of DIET volunteers said that they got a chance to understand the learning levels of children in their districts, and 82.2% reported understanding how different socioeconomic factors affect children's learning levels. The ASER experience goes beyond education-related understanding, fostering essential abilities such as decision-making (as reported by 80.8% of DIET volunteers), collaboration (71.9%), and problem-solving (62.5%). Interacting with children, parents, teachers, and community members during the survey helped 77.2% of the DIET students to further develop their interpersonal skills, preparing them to effectively

[1] UNESCO Global Action Programme on Education for Sustainable Development. (2018). https://unesdoc.unesco.org/ark:/48223/pf0000246270

[2] Wong, S., Guggenheim, S., & Social, Urban, Rural and Resilience Global Practice. (2018). Community-Driven Development: Myths and Realities. Policy Research Working Paper (Report No. WPS8435). World Bank. http://www.worldbank.org/research

communicate with diverse stakeholders in their future roles. Teamwork during the survey also fosters coordination and problem-solving.

One of our DIET volunteers from Wokha in Nagaland shared,

> *This platform has been an influential experience for me. Through the ASER 2024 survey, I learned perseverance and dedication. Traversing challenging terrain and interacting with diverse communities taught me to adapt and push beyond my limits. ASER 2024 has given me a newfound sense of purpose. By experiencing the real-life conditions of the sampled localities and villages, I gained a deeper understanding of the diverse complexities faced by rural communities. This exposure has not only broadened my perspective but also instilled in me a sense of empathy and resilience. I am grateful for this opportunity which has equipped me with essential life skills to navigate the challenges ahead. I am confident that this experience will propel me towards achieving my aspirations.*

While volunteering for ASER has many benefits for the students who participate, these partnerships are also extremely useful for the successful implementation of the survey itself. Since internships are part of the curriculum for second or third year DIET students and several of them have worked as field investigators on other projects and assessments, they often have experience working with children and are comfortable engaging with community members. DIETs have students who come from different parts of the district, making it easier for survey teams to reach sampled villages that are located in remote areas. These students are often familiar with the local dialects of their region, facilitating effective communication with the people in sampled villages. In villages, the admiration and respect that people often have for teachers is visible in the cooperation offered to DIET student volunteers.

While the ASER survey is one type of partnership, Pratham, ASER Centre, and DIETs have also collaborated on several other initiatives over the years to improve the quality of education and teacher training across India. These collaborations have focused on capacity-building programs aiming to support participants' understanding of how to use assessment data to structure teaching practices in line with children's learning levels. Notable among these was the DIET Partnership Program (2015–2018), a capacity-building program that worked with 12,000 future teachers from nearly 120 DIETs to assess and then work to improve the learning levels of over 100,000 children.[3] Pratham has also partnered with DIET Jukhala in Bilaspur, Chhattisgarh through the APJ Abdul Science Center, where it has a dedicated team that supports the Science Center's projects. The Pratham team also supports DIET Jukhala in developing projects such as a State Science Resource Centre that serves as a learning hub for the entire state. In July 2020, DIETs partnered with Pratham in 75 districts across Uttar Pradesh to implement its Karke Seekhna program, wherein Pratham trained approximately 19,000 DIET students to send text messages with simple activities that involved parents in helping children continue their learning journeys during school closures, reaching about 1 million children in primary and upper primary grades.[4] More recently, DIETs participated in the Pratham-facilitated "catch-up" campaign of 2023 named CAMaL ka Camp, held across 165 districts in Bihar, Madhya Pradesh, and Uttar Pradesh. The campaign reached close to 145,000 communities, working with more than 300,000 youth to improve the reading levels of 3.4 million children.[5]

The enduring partnerships between ASER, DIETs, and other institutions underscore the power of collaboration in addressing India's educational challenges. By combining grassroots engagement, capacity-building initiatives, and innovative programs, these collaborations inspire a collective commitment to ensure every child has access to quality education. Through shared efforts, they pave the way for a more inclusive and equitable educational landscape across the country.

[3] Pratham Education Foundation. Internal report. Pratham Education Foundation's Partnership with District Institute of Education of Training (2015-2018).

[4] Pratham Education Foundation. (2020). Internal report. Karke Seekhna: Partnership for Learning during COVID Crisis.

[5] Pratham Education Foundation. (2023). CAMaL Ka Camp "catch-up" campaign: Summer 2023. https://pratham.org/wp-content/uploads/2023/11/Pratham-Summer-Camp-2023-India.pdf

Supporters of ASER 2024

Organisations

ADP Private Limited
Bajaj Finserve Limited
Dani Foundation
Foundation For Participative Sports
India Infoline Foundation
Luxmi Charitable Trust
Nayar Holdings
Piramal Enterprises Limited
Rohini Nilekani Philanthropies Foundation
Tata Chemicals Society For Rural Development
Tata Steel Foundation
The Bill & Melinda Gates Foundation
The Convergence Foundation

Individuals

Abhay Puri
Anup Mukerji
Bharat Narotam Doshi
Kavita Deshbandhu Gupta
Ramesh Mangaleswaran
Rohini Mukherjee
Rukmini Banerji
Satyam Vyas
Savitri Sharad
Shobhini Mukerji
Shruti Swaroop

Special thanks

Alok Kumar, IRS, Principal Secretary, Department of Higher Education, Jammu and Kashmir
Amjad Tak, IAS, Education Commissioner, Secretariat Office, Arunachal Pradesh
Bhupendra Kumar Jangare, Upper Division Teacher, Government Middle School, Kuthur, Janjgir-Champa, Chhattisgarh
Birchandra Debbarma, Principal, District Institute of Education and Training, Agartala, West Tripura, Tripura
Caroline Zoramthangi, Director, State Council of Educational Research and Training, Mizoram
Christina Lalthansangi, Lecturer, District Institute of Education and Training, Aizawl, Mizoram
Dr. Ajay Kumar Singh, Principal, District Institute of Education and Training, Lucknow, Uttar Pradesh
Dr. Chaman Lal, Chairman, Department of Education, Himachal Pradesh University, Himachal Pradesh
Dr. Cherian P. Kurien, State President, Kerala Association of Professional Social Workers, Kottayam, Kerala
Dr. Ghanshyam Yelne, HOD, School of Social Sciences, Swami Ramanand Teerth Marathwada University, Nanded, Maharashtra
Dr. Iaraplang Dkhar, Principal, Thomas Jones Synod College, Jowai, Jaintia Hills, Meghalaya
Dr. Ipe Varghese, Secretary General, INPSWA, Kerala
Dr. Jasbir Singh, Principal, Government Degree College, Poonch, Jammu and Kashmir
Dr. Karan Gupta, Dean Academic Affairs, Sardar Patel University, Mandi, Himachal Pradesh
Dr. Kavita Pareek, Principal, S.C.M. Institute of Management and Technology, Bhilwara, Rajasthan
Dr. Krantiben Trivedi, Principal, Shri Sarvajanik B.S.W. & M.S.W. College, Mehsana, Gujarat
Dr. Krishna Kant Sharma, Principal, Bhagwati Shikshak Prashikshan Mahavidyalaya, Gangapur City, Sawai Madhopur, Rajasthan
Dr. Lawrence Kharluni, Principal, Balawan College, Umsning, Ri Bhoi, Meghalaya
Dr. M. Sudhish, Assistant Director (Pedagogy), Samagra Shiksha, Chhattisgarh
Dr. Marbabiang Syiemlieh, Dean, School of Social Work, Martin Luther Christian University, Shillong, East Khasi Hills, Meghalaya
Dr. Niladri Saha, IQAC Coordinator and Associate Professor (Department of Economics), Basirhat College, North Twenty Four Parganas, West Bengal
Dr. Nirada Devi, Director, State Council of Educational Research and Training, Assam
Dr. Pawan Sachan, Joint Director (SSA), State Council of Educational Research and Training, Uttar Pradesh
Dr. Pramod Singh Rawat, HOD (Department of Education), Anusuya Prasad Bahuguna Government Post Graduate College, Agastyamuni, Rudraprayag, Uttarakhand
Dr. Rajesh Kumar, HOD (Department of Economics), Maharshi Dayanand University, Rohtak, Haryana
Dr. Rashmi Prabha, Joint Director (District Institute of Education and Training), State Council of Educational Research and Training, Bihar
Dr. Rishi Goel, Director, State Institute of Advanced Studies in Teacher Education, Haryana
Dr. Sitesh Mandal, Secretary, Dakshin Dinajpur Foundation for Rural Integration Economic and Natures' Development, Balurghat, Dakshin Dinajpur, West Bengal

Dr. Surendra Singh Mehra, Principal (Department of Education), PITS B.Ed. College, Uttarkashi, Uttarakhand
Dr. Swati Negi, HOD (Department of Education), Government Post Graduate College, Gopeshwar, Chamoli, Uttarakhand
Dr. Tanuka Roy Sinha, Assistant Professor (Department of Social Work), Bankura University, Bankura, West Bengal
Dr. Vibha Pandey, Deputy Director, Department of Higher and Technical Education, Jharkhand
Dr. Vinay Kumar Sharma, Programme Coordinator, NSS, Himachal Pradesh University, Himachal Pradesh
Falguni Dey, Lecturer, District Institute of Education and Training, Kailashahar, North Tripura, Tripura
G.Ramesh, Director, State Council of Educational Research and Training, Telangana
Ganesh Kumar, Director, State Council of Educational Research and Training, Uttar Pradesh
Gopalakrishna H N, Director (I/C), Department of State Educational Research and Training, Bengaluru, Karnataka
Gurtej Singh Khattra, State Coordinator, State Council of Educational Research and Training, Punjab
Kerüüpfeü Rüpreo, Additional Director, State Council of Educational Research and Training, Nagaland
Keviraleü Kerhuo, Director, State Council of Educational Research and Training, Nagaland
M.V.Krishna Reddy, Director, State Council of Educational Research and Training, Andhra Pradesh
Manjula Manjari Mahapatra, Principal, Hills College of Teacher Education, Lekhi, Papum Pare, Arunachal Pradesh
Prashant Namdeo, Senior Lecturer & Training ``, District Institute of Education and Training, Dewas, Madhya Pradesh
Prof. DS Hernwal, Vice Chancellor, Arunachal University of Studies, Namsai, Arunachal Pradesh
Prof. (Dr.) M N Parmar, Dean, Faculty of Social Work, Parul University, Vadodara, Gujarat
Prof. (Dr.) Mushtaq Ahmad Malik, Principal, Government Degree College, Tral, Pulwama, Jammu and Kashmir
Prof. (Dr.) N. Murugeswari, Director (I/C) and Head (Department of Women's Studies), Bharathidasan University, Tiruchirapalli, Tamil Nadu
Prof. (Dr.) Vivek Bapat, Head, SOS in Lifelong Education Extension & Social Work, Jiwaji University, Gwalior, Madhya Pradesh
Prof. Shruti Tambe, Head, Department of Sociology, Savitribai Phule Pune University, Pune, Maharashtra
Radha P, Senior Assistant Director, Department of State Educational Research and Training, Bengaluru, Karnataka
Rahul Kumar Purwar, IAS, Principal Secretary, Department of Higher and Technical Education, Jharkhand
Rajesh Sharma, IFS, State Project Director, Samagra Shiksha, Himachal Pradesh
Sajjan. R, IAS, Director, State Council of Educational Research and Training, Bihar
Suraj Kumar, Research Fellow Grade I, Australian Council for Educational Research, India
Toko Babu, Director, State Council of Educational Research and Training, Arunachal Pradesh
Zaviarkutty Francis, General Secretary, Kerala Association of Professional Social Workers, Kottayam, Kerala

State Council of Educational Research and Training, Punjab
Teacher Education and State Council of Educational Research and Training, Odisha

Commentary


THE NORTH FACE

The promise of technology

Madhav Chavan[1]

The Pratham movement that was founded in the mid '90s has completed 30 years. Almost since birth it was a group of campaigners for "every child in school and learning well". Access to education through easy reach to schools, regular attendance in classrooms, and achievement in examinations were the three 'A's to focus on to start with.

We understood that it was not enough to have a school near the home although it was a necessary condition. Being 'school ready' was essential as we understood it. ICDS centres, or Anganwadis, were universalised by the mid-nineties. Although their functions included some early childhood education components, these were quite weak. Gradually, successive governments have been improving their functioning but the recent National Education Policy of 2020 has made a big change in the policy and practice of Anganwadi centres. It is also important to note that the proportion of schooled mothers has been growing significantly. These mothers are an important demand driver for education. Improvement in local Anganwadi centres is not just supply based but there is a strong demand side to it. The national policy and the mass scale push from civil society for stronger early years education have led to meeting the demands of the people, especially the increasingly schooled mothers.

It was said in the early nineties that classrooms are crowded. This was largely the urban view of the situation. As schools and classrooms in rural India grew in numbers in the 2000s and as children started moving to private schools, the picture changed. Yet, in many states, only about half the children on the roster could be found in the classroom. Universal mid-day meals did not ensure full attendance although it was seen as a measure for universal enrollment. Universal promotion of children to the upper classes was also seen as a measure to prevent dropping out.

It was acknowledged that the quality of education was poor and numerous suggestions were put forth to improve it. Improving the curriculum-textbooks and teacher training were prominent among them. Minimum levels of learning made their appearance in the late nineties.

In the early 2000s, Pratham identified the problem of children not achieving foundational literacy and numeracy even after five years of schooling. A solution labeled Learning to Read (L2R) which was later named Combined Activities for Maximized Learning (CAMaL) or Teaching at the Right Level (TARL) was innovated. Alongside came a simple and quick method of assessment, and ASER was born. Simultaneously, a method called Activity Based Learning (ABL) was promoted by some governments.

The nineties and early 2000s were full of education activities on mass scale. But as ASER results indicated, while enrollment and infrastructure indicators were showing a rush into schools, learning indicators showed no change. At the same time, computers, mobile phones, and digital technology were making waves. The atmosphere was full of possibilities and promises with digital solutions and businesses. However, it was only when the COVID-19 pandemic struck that the digital revolution really hit the ground in rural India. This is reflected very well in ASER.

In 2018, nearly 90% of rural households had simple mobile phones and 36% had smartphones. In 2022, the households with smartphones had risen to over 74%, and this year it has grown to 84%. While the percentage of children who have access to a smartphone at home is nearing saturation, the proportion of children aged 14-16 who own a smartphone has risen from 19% to about 31% within a year. It is not clear from the ASER data if mothers of young children have their own phones. This ownership of smartphones is important when it comes to use in supporting young children's learning and their own learning.

The main use of smartphones during the pandemic period was that of a carrier of texts, worksheets, and videos, which substituted for textbooks. Virtual training sessions had become common too. As the pandemic faded away, the digital skills learned during the period sustained, although some of the practices became less important and a new excitement began to build around artificial intelligence.

The best promise of the digital revolution was, to me, in the open and continuing education domain for the underprivileged. The need and the possibilities in India are tremendous. For example, at this time, over 40% mothers of school children are not schooled or have completed less than Std V. Nearly another 40% are schooled between Std VI and X, and the remaining have completed Std X. Educating mothers so that they can help children is an investment India should make to accelerate and strengthen the education of children.

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

Over the past thirty years since Pratham was born, we have lived through the computer, the internet, and mobile revolutions, and we are now looking at artificial intelligence. With every new wave of technology, there is new hope and talk of revolutionising education. By the time the technology becomes affordable, something new and exciting for the privileged shows up on the horizon, but technology has not delivered on its promise where the education of the underprivileged is concerned. One of the biggest constraints is availability of devices.

But, as ASER data now shows, availability of individually owned smartphones is going to be less and less of a constraint. Most rural households already have a smartphone. Getting a second phone may be easier for many families in times to come.

Hardware, without a doubt, is becoming easily available. Language used to be a major impediment. It is not so anymore. Writing or dictating in local languages is now possible. Translation from one language to another is easy. All the tools needed for learning are accessible, if you know what to access, where, and how. But what if there was one place in a village — let's call it school — where questions of what, where, and how were answered by an intelligent device?

The idea of 'every child in school and learning well', one feels, is within reach. Access to schools is complete. But school attendance is still a problem. In a village or a community, some children go to private school, some to government school, others to private classes and some do not go to school at all. This is somewhat of a chaotic situation at the level of the village and also at the larger community level, which reflects in the quality of learning in schools.

During the pandemic, in many villages of Maharashtra, a learning program was broadcast from the temple-top. It should be possible to work out a curriculum and broadcast schedule in villages so that group learning can be organised. Organising new schools like this should be possible, although initially there may not be many takers.

Every civilisation has created its own schooling system over the last five thousand years. Teachers and methods in one system did not fit another, curriculum in one did not find a place in another. That was because the civilisations were separated by time, space, culture, and technology. The age of empires and colonialism started integrating civilisations. Although separated by national boundaries, countries today are integrated by science and technology. Education too is an integrating factor. But so is profit. Every technological innovation barring those promoted by philanthropists as public goods has to look for a for-profit market. Where profits cannot be made, innovations find limited use.

The prediction that hardware and devices would become inexpensive has come true but the need for higher order and bigger hardware is growing with the innovations of artificial intelligence. Will philanthropic investments be enough to help universalise the innovations that could revolutionise education? As a country we need to come up with a road map that allows the promise of technology to be harnessed for the benefit of those who need it most.



More than a recovery

Wilima Wadhwa[1]

This year ASER 2024 went back to almost all rural districts of the country to report on children's schooling status and basic reading and arithmetic levels. Starting in 2016, ASER began a new cycle wherein the nationwide "basic" ASER was done every other year. This cycle was interrupted in 2020 due to the COVID-19 pandemic which resulted in school closures for almost two years and seriously affected movement in the field in 2020 and 2021. ASER 2022, done across the country four years after 2018, was one of the very few sources of data on the impact of the pandemic on the education sector.

There were two key findings of ASER 2022. First, on the enrollment front, fears that children, especially older children, would drop out of school because of the financial hardships imposed by the pandemic on families seemed baseless. In fact, enrollment rates of older children (15-16 year-olds) have been steadily rising and continued to do so even during the pandemic. Further, the proportion of not currently enrolled 6-14-year-old children was down to 1.6% — almost half of what was observed in 2018, and the lowest we have seen in the decade since the Right of Children to Free and Compulsory Education (RTE) Act 2009 came into effect. However, the big change we saw in 2022 in enrollment was a jump in government school enrollment that had been falling steadily since 2016. The proportion of 6-14-year-olds enrolled in government schools rose from 65.6% in 2018 to 72.9% in 2022.

Second, on the learning front, ASER 2022 showed large learning losses across both government and private schools in reading. Reading levels for Std III and V children, which had slowly been rising between 2014 and 2018, fell below their 2014 levels. While learning loss was expected, it still felt like a big setback. For arithmetic, while there was loss at the All-India level, it was much smaller as compared to the loss in reading.

Both these findings came with some qualifications though, as I wrote in the ASER 2022 and 2020 reports.[2, 3] In both cases, one data point, viz 2022, was insufficient to establish a trend. Many low-cost private schools shut down during the pandemic, which may have led to higher government school enrollments. In addition, the financial stress induced by the pandemic may have led to parents shifting their children to free government schools, which were also distributing dry rations during the school closures. In 2022, the country was still dealing with the aftermath of the pandemic and it was too early to say if the increase in government school enrollment was a temporary or permanent shift.

Similarly, in the case of learning, 2022 estimates were being compared with estimates from four years ago. Between 2018 and 2022, we had pandemic-induced school closures for almost two years, in 2020 and 2021, and almost a year when children had been back in school in 2021-22. With no data point in between, it was once again difficult to attribute the entire loss to the pandemic. Most importantly, a new National Education Policy (NEP) was introduced in 2020 with a focus for the first time on Foundational Literacy and Numeracy (FLN). The policy explicitly recognised the importance of FLN skills and set goals for achieving universal FLN by the end of Std II/III under the NIPUN Bharat Mission. As early as 2021, many states started various programs to improve FLN skills in primary grades. While there was no nationwide ASER between 2018 and 2022, 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 during the pandemic. What they showed was that in all three states, learning levels had fallen by far more than the loss between 2018 and 2022. In fact, there had been a recovery between 2021 and 2022, possibly prompted by the government's efforts to boost FLN skills.

ASER 2024 estimates are, therefore, extremely useful for a variety of reasons. They provide one more data point after 2022 to verify if the changes observed post-pandemic have changed the trend or if the country has reverted to the earlier trend line. On the learning front, states have continued to push ahead with a variety of measures to improve foundational learning levels in primary school. Given that the ASER assessment is essentially a floor-level foundational learning assessment, data from ASER 2024 will also help track the progress of NIPUN Bharat across the country.

First, let's look at enrollment. The mandate of the RTE 2009 of universal school enrollment for the 6-14 age group has more or less been achieved at the All-India level. The proportion of children in this age group who are currently not enrolled in school is 1.9% (just slightly above the 2022 figure of 1.6%). While enrollment for the 7-10 age group was close to 98% even in 2010, when RTE 2009 came into effect, larger numbers were out of school in the older age groups. Despite the

[1] Director, ASER Centre

[2] Wadhwa, W. (2023) More recovery than loss, ASER 2022. Available at: https://img.asercentre.org/docs/ASER%202022%20report%20pdfs/Articles/More%20Recovery%20than%20Loss_Wilima%20Wadhwa.pdf.

[3] Wadhwa, W. (2021) Equity in the time of COVID, ASER 2020. Available at: https://img.asercentre.org/docs/ASER%202021/ASER%202020%20wave%201%20-%20v2/commentary_wilimawadhwa.pdf.

pandemic, the proportion of 11–14-year-olds who are currently not enrolled has continued to fall, and now stands at about 2% — only slightly above the 2022 figure of 1.8%. More importantly, a much larger proportion of 15-16-year-olds were not enrolled in school — 16.1% — in 2010. Even though this age group is not covered by the RTE, this proportion has also been steadily falling, and now stands at 7.9%, slightly above the 2022 figure of 7.5%. Further, these increasing enrollments for older age groups are seen for both boys and girls. The fact that the proportion of children not currently enrolled has increased slightly for every age group as compared to 2022, might indicate that in 2022 the economy was just coming out of the pandemic and there was still some fluidity in the system. The 2024 estimates, on the other hand, are more of a reflection of the post-pandemic reality.

However, the increase in government school enrollment seen during the COVID-19 years seems to have reversed. Private school enrollment has been steadily rising since 2006 in rural India. The proportion of 6–14-year-olds enrolled in private schools rose from 18.7% in 2006 to 30.8% in 2014 and stayed at that level in 2018. During the pandemic years, there was a big jump in government school enrollment with the proportion of 6–14-year-old children enrolled in government schools rising from 65.6% in 2018 to 72.9% in 2022. This number is back to 66.8% in 2024. This almost complete reversal back to 2018 levels is seen across grades as well as gender, and is not particularly surprising given that the economy has recovered in other sectors as well.

To summarise, ASER 2024 brings good news on the enrollment front. Out of school numbers for older age groups that had been falling steadily are well below their 2018 levels though marginally higher than the 2022 estimates, and government and private school enrollment is back to 2018 levels. This seems to confirm that the increase in government school enrollment observed during the COVID years was driven more by necessity rather than choice.

Next, coming to learning, there is even better news! Not only do we see a full recovery from the pandemic-induced learning loss, learning levels in primary grades are higher than past levels in some cases. At the All-India level, the proportion of children in Std III who are able to read at Std II level, rose slowly from 23.6% in 2014 to 27.3% in 2018 and then fell drastically to 20.5% in 2022. Two years later, we have a full recovery with the proportion of Std III children reading fluently at 27.1%. We see a similar picture in Std V with the proportion of Std V children who can read a Std II level text rising from 48% in 2014 to 50.5% in 2018, then falling to 42.8% in 2022, and finally recovering to 48.8% in 2024.

In arithmetic, the learning loss post-pandemic in 2022, was smaller in comparison to reading. The proportion of children in Std III able to do at least subtraction[4] rose from 25.4% in 2014 to 28.2% in 2018 and fell to 25.9% in 2022 — a fall of less than 3 percentage points which was much lower than the 7 percentage point loss observed in reading ability of Std III children. In 2024, this proportion stands at 33.7%, which is far more than a recovery, and higher than we have seen in the last decade. Similarly, in Std V the proportion of children able to do at least division[5] rose from 26.1% in 2014 to 27.9% in 2018, and declined to 25.6% in 2022. The 2024 number stands at 30.7% — again, much higher than levels in the past many years.

What is remarkable about this recovery is that it is completely driven by government schools. In rural India, government schools have always lagged behind private schools in terms of learning levels. There is a vast literature on the learning differential between government and private schools, highlighting the fact that simply comparing learning levels across the two is misleading because of the self-selection effect. Children who go to private schools come from more affluent homes and have more educated parents — household characteristics that are positively correlated to learning. Therefore, attributing the entire difference in learning levels to a school effect is incorrect. Nevertheless, even after controlling for these household characteristics, private schools do have an edge in learning over government schools. What we see in the ASER 2024 data is that the recovery has really been in government schools, with learning levels in private schools still below their pre-pandemic levels. For instance, the proportion of children in Std III able to read a Std II level text was 20.9% in government schools as compared to 40.6% in private schools in 2018 (Table 1). In 2022, while learning levels in all schools suffered, the decline in private schools was far greater than in government schools, though the private school advantage remained the same, namely, twice as high as government school levels. However, in 2024, while the proportion of children in Std III able to read at Std II level in government schools increased from 16.3% in 2022 to 23.4%, surpassing the 2018 level, the recovery in private schools was more muted – from 33.1% to 35.5%, lower than the pre-pandemic level in 2018. As a result, the learning differential was reduced from 20 percentage points in 2018 to 12 percentage points. Reading levels in Std V tell a similar story.

In arithmetic, both government and private schools have seen large jumps in learning levels, with 2024 levels surpassing levels 10 years ago (Table 2). However, here again, the gains in government schools have been far greater than those in private schools. For instance, between 2022 and 2024, the proportion of children able to do subtraction in Std III increased by 36.6% — from 20.2% to 27.6% — in government schools as compared to 10.2% in private schools.

[4] 2-digit numerical subtraction problem with borrowing.

[5] 3-digit by 1-digit numerical division problem.

Table 1: Reading level by school type: All India (rural) 2014- 2024

Year	Std III: % children reading at Std II level			Std V: % children reading at Std II level		
	Govt	Pvt	All	Govt	Pvt	All
2014	17.2	37.8	23.6	42.2	62.6	48.0
2016	19.3	38.0	25.2	41.7	63.0	47.9
2018	20.9	40.6	27.3	44.2	65.1	50.5
2022	16.3	33.1	20.5	38.5	56.8	42.8
2024	23.4	35.5	27.1	44.8	59.3	48.8

Table 2: Arithmetic level by school type: All India (rural) 2014-2024

Year	Std III: % children who can do at least subtraction			Std V: % children who can do division		
	Govt	Pvt	All	Govt	Pvt	All
2014	17.2	43.4	25.4	20.7	39.3	26.1
2016	20.3	44.1	27.7	21.1	38.0	26.0
2018	20.9	43.5	28.2	22.7	39.8	27.9
2022	20.2	43.1	25.9	21.6	38.7	25.6
2024	27.6	47.5	33.7	26.5	41.8	30.7

What has led to this sudden improvement in learning levels? All-India estimates are typically slow to change and learning levels that had been stagnant till 2010 declined slightly thereafter, only improving slowly between 2014 and 2018 (Tables 1 and 2). We have not seen improvements of this magnitude in the last 20 years since ASER has been presenting data on foundational reading and arithmetic. Everything seems to point towards NEP 2020 and its focus on foundational skills. While this is not the first time that programs have been introduced to improve learning, what is different is that it is the first time that there has been a systemic national push to improve foundational learning outcomes. Typically, in past years, school teachers worked "to complete the curriculum". As a result, they ended up teaching to the "top of the class" in a class that is diverse in terms of learning levels and demographic characteristics. For the first time, under NIPUN Bharat, teachers across the country are given a different brief — to focus on foundational skills.

This push towards FLN is also reflected in the ASER 2024 data. As part of the survey, ASER field investigators visit one government school in the sampled village to record enrollment, attendance, and school facilities. This year we also asked whether schools received any directive from the government to implement FLN activities in the school, and whether teachers have received FLN training. At the All-India level, 83% of schools responded that they had received such a directive and 78% said that at least one teacher in the school had been trained on FLN. In addition, 75% had also received teaching learning material (TLM) for FLN activities.

However, these All-India estimates hide the huge variation across states. Even when there is not much movement at the All -India level, there are noticeable changes observed in both directions at the state level. This year as well, some states have done very well and surpassed their pre-pandemic learning levels, and others are yet to recover fully. Nevertheless, almost all states have shown improvements as compared to 2022. In fact, the low performing states like Uttar Pradesh, Bihar, Madhya Pradesh, and Tamil Nadu have made a remarkable recovery. For instance, consider the case of Uttar Pradesh — In 2014, only 6% of government school Std III children could read a Std II level text, and the proportions slowly rose to 12.3% in 2018. Uttar Pradesh was one of the few states not to post a learning loss for Std III in 2022, with the proportion rising to 16.4%. In 2024, the proportion of government school Std III children able to read at Std II level is 27.9%. This kind of improvement cannot be labelled just a recovery — it signifies a serious focus on and effort to improve FLN abilities. This push has borne fruits in arithmetic, in Std V learning levels as well — learning levels in Uttar Pradesh government schools have never been higher in the last 20 years. Interestingly, Uttar Pradesh which has always been a low attendance state – attendance in primary schools has been below 60% since 2010 — showed an increase in attendance this year to 71.4%. Clearly there is something happening in Uttar Pradesh schools that makes children want to come to school and learn.

While the case of Uttar Pradesh is remarkable, there are many other success stories as well. High performing states like Himachal Pradesh and Maharashtra, where almost half the children in Std III in government schools could read at Std II level in 2018, saw a halving of this proportion in 2022. These states also posted large learning gains, almost recovering the learning loss of the pandemic. What is clear is that for the first time, the country is coming together behind one mission of improving Foundational Literacy and Numeracy among primary school children.

India is an extremely diverse country with a lot of variation across states. For the first time, the NEP has set clear FLN goals for the entire country, and states are finding different pathways to achieve these goals. ASER 2024 estimates tell the story of these efforts – a story of more than just a recovery!

The pre-school years in India: Progress since NEP 2020

Rukmini Banerji[1]

Background

The National Education Policy (NEP) 2020 opened up new opportunities for building strong foundations for children's education in India. The policy states that "currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being" (p.7)

Bringing the age group of 3-6 into the ambit of the education structure is one of the key new elements in the policy. NEP 2020 states that for ages 3-8, three years of early childhood education and two years of formal schooling will together be the "foundational stage" for education in India. While the importance of investing in children's early years has been well researched for years, this is the first time in India that the pre-school age group has become part of the population that the education system has to consider.

The policy recommends that "Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready." (1.1)

The policy outlines several pathways for ensuring that young children have exposure to early childhood education. Children can be enrolled in Anganwadi Centres, also known as ICDS centres.[1] Another option is pre-primary classes in government primary schools. Additionally, children could be enrolled in LKG/UKG in private schools or in free-standing early childhood education centres.

Thus, for the age group of 3-6, NEP 2020 lays out two clear goals — universal provisioning and quality early childhood education — both to be achieved by 2030 to ensure a strong foundation as children enter formal schooling.

What can ASER data tell us about progress towards these two goals?

How far have we come?

Pre-school coverage increasing over time

For close to twenty years, ASER has been collecting data on the enrollment patterns for children aged 3 and above.[3] Each sampled household is asked where their pre-school age child is enrolled. Options include Anganwadi, pre-primary classes in government school, and LKG/UKG in private schools. For the period of 2018 to 2024, the all-India rural figures show that overall pre-school exposure is increasing over time for children who are aged 3, 4, and 5. By 2024, the proportion of children of age 3 who are enrolled in some kind of early childhood education program or pre-school institution is close to 80%. The same number for age 4 is close to 85%.

Table 1: Pre-school/ECE coverage in rural India: ASER 2018, 2022, 2024

Age	% Children enrolled in any kind of pre-school or ECE centre			% Children not enrolled in any kind of pre-school or ECE centre		
	2018	2022	2024	2018	2022	2024
Age 3	68.1	75.8	77.4	28.8	21.7	20.7
Age 4	76.0	82.0	83.4	15.6	12.3	11.4
Age 5	58.5	62.2	71.4	8.1	5.5	6.2

Note: Pre-school coverage includes enrollment in anganwadis, pre-primary classes in government schools, or private sector LKG/UKG classes.

[1] Chief Executive Officer, Pratham Education Foundation

[2] ICDS stands for Integrated Child Development Scheme. Implemented by the Ministry of Women and Child Development, early childhood education and care via Anganwadis is one of the services provided.

[3] The data collection format was modified in 2018 to include more categories of pre-school institutions. Hence, for much of this article data from 2018, 2022, and 2024 will be used. The usual nationwide in-person household survey was not conducted in 2020 due to the pandemic.

Being enrolled in some kind of early childhood institution from as early as age 3 is important because that is where the "foundational stage" journey for education begins. Having approximately 80% of all rural 3-year-olds and close to 85% of all 4-year-olds enrolled in early childhood programs is a truly a major achievement for a country as diverse as India.

Patterns of pre-school enrollment vary by age-group

The rural all-India picture from recent ASER surveys show that for 3-year-olds, Anganwadis account for more than two thirds of the enrolled population. The percentage of 3-year-olds in Anganwadis has increased from 57% in 2018 to 67% in 2024. If a child is attending an Anganwadi, it is likely that the s/he will also have access to health services, immunisation, and nutritional support. All of these inputs are an essential part of ensuring a child's growth and building the foundation of future development.

As children get older, the picture gets more diversified. The proportion of 4-year-olds enrolled in Anganwadis was roughly around the 50% mark in 2018 and has increased to slightly under 60% by 2024. By age 4, depending on their location, economic status and availability of private pre-schools in the vicinity, families begin to consider LKG or UKG in private schools as an option. In the time period of 2018 to 2024, data indicates that a little over a fifth of all rural 4-year-olds are in private pre-school classes.[4]

Age 5 needs special attention

Thanks to policy pronouncements and practical considerations, age 5 has become a high priority and worthy of close attention. While each year leading up to the time that the child enters formal school is important, the year prior to entering Std I is of special importance. Private schools, even in rural areas, have had two years of pre-school as part of their functioning structure. Within the government system, the provisioning of this preparatory year is new and hence, is getting attention.

In the ASER survey, households are asked if the child is in pre-school/pre-primary classes or enrolled in primary school. In previous years, a significant proportion (almost 25%) nationally would be in primary school even at age 5. However, the 2024 figures point to a positive development — fewer underage children are currently enrolled in primary school at least in government schools, as compared to previous years. This is true for practically every state.

Chart 1: Age 3: % Children enrolled in different type of institutions: All-India ASER 2018, 2022, 2024

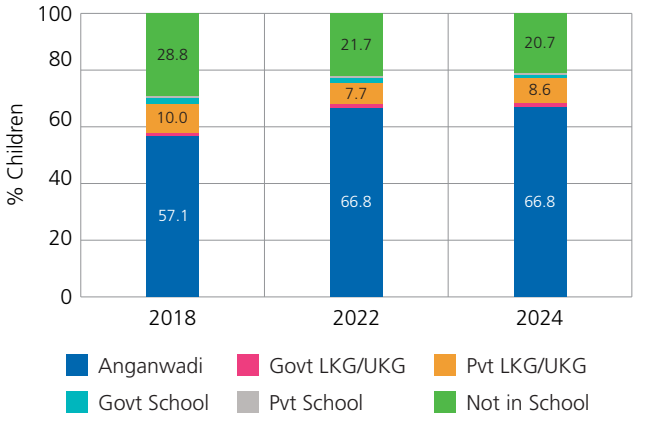


Chart 2: Age 4: % Children enrolled in different type of institutions: All-India ASER 2018, 2022, 2024

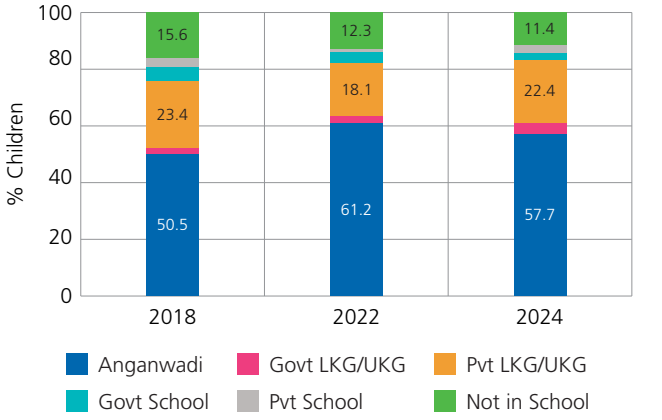
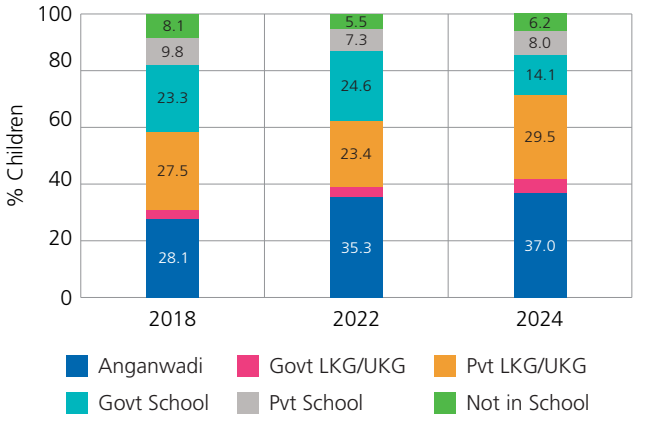


Chart 3: Age 5: % Children enrolled in different type of institutions: All-India ASER 2018, 2022, 2024



Going to school too early can be counter-productive. A child has to be cognitively and socially ready for coping with what formal school brings, whether in terms of curricular expectations or classroom behaviours. The decrease in the proportion of underage children in government primary schools in 2024 is welcome news. Earlier, for parents who did not have the economic resources to send their children to private pre-school but had high educational aspirations for their children, there

[4] During the pandemic (2020-2022), schools, pre-schools and Anganwadis were closed. ASER 2024 data was collected almost two and half years after school systems and pre-schools began to function after the prolonged COVID-19 closure.

was no option but to enroll their children in Std I in government school. From parents' point of view, the rationale for this underage admission was that an early start to schooling would benefit their children's future chances of success. With the implementation of NEP 2020, a variety of efforts are being made in the government sector for providing access to and strengthening early childhood education. Hence, the clear shift in ensuring that children do not enter formal school before age 6 is a significant structural shift which should have positive benefits in terms of children's future development and learning journeys.[5]

Current enrollment patterns for 5-year-olds reveal interesting and diverse cases across states in India. These patterns are worth discussing, because future planning needs to be based on current realities.

First, let us look several examples of changes in enrollment patterns for 5-year-olds in states that have relatively high Anganwadi enrollment ratios (more than 40% children are enrolled in an Anganwadi) at age 5. In each of these cases, the enrollment patterns within the government sector have increased or stayed the same between 2018-2024. In Gujarat, a large proportion of children aged 5 are now enrolled in the pre-primary class in school but in the other states (shown in Table 2), the proportion of children aged 5 enrolled in Anganwadis has increased.

Table 2: Shifts in age 5 enrollment patterns across different institutions over time: Selected states ASER 2018 & 2024

State	Year	% Children enrolled in pre-school or ECE centres			% Children enrolled in school		% Children not enrolled anywhere	Total %	% Children in govt provision (pre-school or school)	Percentage point drop in age 5 govt school enrollment	Notes
		Angan-wadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt					
Madhya Pradesh	2018	24.4	0.4	23.3	32.0	13.0	6.7	100	56.8	15.3	Increase in anganwadi enrollment
	2024	40.9	1.4	24.4	16.7	13.7	2.9	100	59.0		
Bihar	2018	36.4	0.7	17.0	27.4	6.3	11.5	100	64.4	8.3	Increase in anganwadi enrollment
	2024	48.3	0.4	18.4	19.1	4.2	8.8	100	67.8		
West Bengal	2018	44.0	9.6	21.5	16.8	3.0	5.1	100	70.4	10.8	Increase in anganwadi enrollment
	2024	55.3	10.3	23.8	6.0	1.8	2.7	100	71.5		
Odisha	2018	52.8	0.6	11.8	27.2	6.8	0.9	100	80.5	18.0	Increase in anganwadi enrollment
	2024	70.4	0.4	15.0	9.2	4.4	0.7	100	80.0		
Gujarat	2018	54.9	2.3	11.8	23.0	5.3	2.7	100	80.2	18.1	Big increase in govt pre-primary enrollment
	2024	54.4	23.8	14.5	4.9	1.0	1.3	100	83.1		

Next, there are some cases of changes in enrollment patterns for 5-year-olds in states that have relatively low Anganwadi enrollment ratios (less than 20% children enrolled in an Anganwadi at age 5). In some cases, like Himachal Pradesh, Punjab, and Jammu and Kashmir, there has been a shift in enrollment into pre-primary classes in school. In Rajasthan, underage enrollment in school has been accompanied by an increase in 5-year-olds in Anganwadis and also in private LKG/UKG. In Haryana, there is a clear change in the private sector. In 2024, there is higher enrollment in private LKG/ UKG.



[5] The shift in the age distribution in Std I is also clearly visible in ASER data. Nationally, from 2014 to 2022, age-grade distributions were relatively unchanged. In 2022, the percentage of children aged 5 and below in government schools was 30.3%. This number has fallen to 18.2% in 2024. In fact, all India ASER 2024 figures indicate that the proportion of "underage" children in government schools is now very close to that of private schools (15%) in Std I.

Table 3: Shifts in age 5 enrollment patterns across different institutions over time: Selected states ASER 2018 & 2024

State	Year	% Children enrolled in pre-school or ECE centres			% Children enrolled in school		% Children not enrolled anywhere	Total %	% Children in govt provision (pre-school or school)	Percentage point drop in age 5 govt school enrollment	Notes
		Angan-wadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt					
Himachal Pradesh	2018	15.8	5.9	36.2	21.4	18.9	1.7	100	43.1	15.2	Pre-primary (govt) increase & LKG/UKG (pvt) increase
	2024	7.4	27.9	50.1	6.2	7.1	1.3	100	41.5		
Punjab	2018	5.4	8.2	57.0	17.0	10.6	1.8	100	30.6	-0.7	Pre-primary (govt) increase & LKG/UKG (pvt) increase
	2024	2.4	21.8	49.3	17.7	8.5	0.3	100	41.9		
Jammu & Kashmir	2018	9.7	13.4	42.3	18.8	9.8	6.1	100	41.8	7.7	Pre-primary (govt) increase
	2024	11.2	27.1	43.9	11.1	4.1	2.6	100	49.4		
Haryana	2018	4.0	2.1	46.9	20.7	22.0	4.4	100	26.7	6.5	LKG/UKG (pvt) increase & school (pvt) decrease
	2024	8.7	6.2	52.7	14.2	13.7	4.3	100	29.1		
Rajasthan	2018	11.6	1.0	16.7	39.9	21.6	8.9	100	52.5	14.2	AW enrollment increase & increase in LKG/UKG (pvt)
	2024	19.1	3.4	22.3	25.7	21.2	8.2	100	48.1		

Provisioning patterns have important implications for quality and children's future pathways

Just to remind ourselves, NEP 2020 speaks about "universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready." (1.1)

With clear and impressive progress in pre-school provision, this is the right time to think about different dimensions of quality. The current situation with 5-year-olds may be a useful way to think about how provisioning patterns can be planned and linked to quality and future pathways.

In the government sector, children come into Std I with different past exposures to early childhood education. Depending on the state, the Anganwadi instructor may have recently received training on early childhood education, or not.

Some states have had pre-primary classes in school for some years (like Assam's "Ka-Shreni"). Others like Himachal Pradesh and Punjab have embedded these grades in their primary schools in the last few years. In the same school, it is likely that the curriculum, instruction, activities, and materials in the pre-primary class and Std I have been designed to be aligned and possibly on a continuum. The disadvantage is that the pre-primary class may not have a dedicated teacher. Usually existing teachers in the primary school system have been deployed to work with the pre-primary grades, often in addition to their usual work.

Whether with ICDS or the education departments, there is considerable ongoing public discussion and action. Much less is known about the private school sector and how private schools deal with the pre-primary classes. This is the case, despite the fact that in many states, private players play a substantial role in the provision of pre-primary education.

It is worth noting that the NEP 2020 document mentions that "the overarching goal will be to ensure universal access to high-quality ECCE across the country in a phased manner." (1.4).

Broadly, looking at implementation by state governments so far, three major strategies are visible for the current phase (from when schools opened after the pandemic till now):

- In states where a substantial proportion of 5-year-old children are currently enrolled in Anganwadis, a practical step has been to strengthen the early childhood education component in the ICDS system via training and on-site support. This is being done in states like Andhra Pradesh and Delhi.

- In states where pre-primary classes have been started in government primary schools, existing teachers have been trained for dealing with this age group (like in Himachal Pradesh and Punjab). A special mention should be made of Gujarat. By strictly mandating 6 as the age criteria for entry into Std I and creating a pre-primary grade (Balvatika), Gujarat government schools have seen a major shift in the age distribution of cohorts proceeding through the primary grades. Although there are six classes in primary school (one pre-primary and five primary grades), at least one grade (Std I last year and Std II in this school year) has very few children. Primary school teachers who deal with the "Balvatika" class have been trained on ECE and schools have been given appropriate materials.
- In addition, most states have implemented the "Vidya Pravesh" program — a three month school readiness phase in the first three months of Std I. More than 75% of the government schools that were visited as part of ASER 2024 reported doing school readiness programs for Std I, both in the current and previous academic year.

Looking ahead: Challenges and opportunities

The "foundational stage" of education as defined by NEP 2020 gives the country an opportunity to "leap forward". If children begin education with a strong base, they will not encounter learning difficulties or deficits as they move ahead in their educational career. This is our best bet for a better future.

For this investment to pay off, we have to invest well and early. The foundational stage stretches across pre-primary and early grades in primary school. Since schools re-opened after the pandemic, energetic efforts are visible in many states for improving quality and outcomes in Std I and II. In the pre-primary section of the foundational stage, India has made significant and substantial progress with provision. Now attention needs to be paid to how quality will improve in the early childhood education space.

There are at least three factors that need to be considered for planning for quality ECE in a phased manner so that goals are achieved by 2030.

First, it is essential that any planning process starts with a through and grounded understanding of current realities. ASER and UDISE provide some data for this age group, but more comprehensive and continuous data collection efforts are needed to provide relevant information on a timely basis for decision making.

Second, budget considerations are crucial. A key recommendation of NEP 2020 is to "recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE" (1.4). The current budgetary allocations for pre-primary spending in the education sector can enable an instructor to be on-boarded at a "para teacher" level of payment. While this can be an interim arrangement, education departments need to work out a longer run commitment to budget allocations and processes for identifying, recruiting, training, supporting, and sustaining dedicated teachers for the pre-primary grades who can provide the high quality education envisaged in NEP 2020. Within the Anganwadi system, if the early childhood education component is to be given higher priority, the requirement for additional resources must be clearly specified and projected. Between the two arms of the government that deal with young children (the Ministry of Education and the Ministry of Women and Child Development), priorities, plans, and practices need to be aligned with the vision and goals of NEP 2020 for effective implementation. This is urgently needed at national and state levels.

Third, the "foundational stage" has been envisioned as a continuum not just in terms of provision, but also in terms of curriculum, material, training, instruction, monitoring, support, and assessment. In the last few years, there have been important milestones for building the system-wide base of the foundational stage. The National Curriculum Framework for the Foundational Stage (NCF-FS) was released well before that of higher grades. A special assessment of Std III (Foundational Learning Study or FLS 2022), and the release of new kits for this age group (such as "Jadui Pitara") are all examples of the high priority that the foundational stage is being given by the central government and by the states. This effort needs to be maintained and strengthened so that every successive cohort that passes through the foundational stage emerges stronger by the time they reach Std III. At the same time, similar high energy implementation seen in the first two grades in primary school needs to be connected with the early childhood section of the foundational stage in each state.

A final point is worth raising. Educational levels of parents of young children have changed substantially in the last decade.[6] Ten years ago, in 2014, 43% of mothers and 25% of fathers of children age 3-8 had no schooling. By 2024, this number has dropped to 24% for mothers and 16% for fathers. At the same time, the proportion of mothers who have completed primary school or higher has gone from 43% to more than 64% in the same time period. The corresponding increase for fathers is from 61% to 72%. How to effectively leverage this substantial rise in human capital in the family is also an important factor to consider.

[6] For each surveyed child, ASER collects information on the number of years of schooling that their father and mother have completed.

In conclusion

NEP 2020 has laid out bold and ambitious goals for the country. In one of the clearest statements ever for quality education, it states that,

> *"Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. 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." (2.2)*

Today, more than a 100 million children are in the "foundational stage" age group. How we equip and support these children in the next five years will decide what India will be like twenty five years from now. We have made rapid progress in provisioning for education for pre-schoolers. Similar momentum, energy and effort for ensuring quality in early childhood education will be the highest impact investment India can make for the rest of this century.



From policy to practice: Reflections on NEP 2020 in the classroom

Suman Bhattacharjea[1], Shweta Bhutada[2], Akanksha Bisht[3]

NEP 2020 and the focus on FLN

The National Education Policy (NEP) 2020 frames universal acquisition of Foundational Literacy and Numeracy (FLN) as an urgent national mission, stating 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". Since the release of the policy, central and state governments have put enormous efforts into rolling out programs intended to meet the goal of ensuring that every child acquires FLN by Std II, the end of the newly designated 'foundational stage' of education for 3-8-year-olds.

The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission provides a roadmap for achieving these objectives. The extensive guidelines published in 2021 lay out the mission's implementation, defining the learning goals that must be achieved at every step of the foundational stage to ensure that this objective is achieved by 2026/27. It also lays out desired classroom teaching-learning practices, such as creating an inclusive classroom environment, using innovative play- and activity-based approaches, and ensuring availability and usage of Teaching Learning Material (TLM), among others.

This national mission has subsequently been adapted and contextualised at the state level, and as of January 2025, all states and Union Territories in India are implementing FLN programs in some form. Capacity building programs on FLN for teachers and interventions such as 'Vidya Pravesh', a 3-month play-based school preparation module for students entering Std I, are common across most states, while other initiatives may be specific to one or a subset of states.

ASER 2024 provides some indicators of the percolation of these policy pushes to individual schools. More than 80% of the 15,728 schools across the country that were visited as part of the survey reported having received a directive from the government to implement FLN activities for Std I-III in both the current and previous academic years, and TLM other than textbooks was observed in more than 85% Std I and II classrooms. The survey data also shows that in over 75% of the schools visited, at least one teacher had received in-person training on FLN. However, little information is available — either in ASER or from other sources — on how these initiatives have translated into changes in teaching-learning in the classroom.

In mid-2024, prior to the rollout of the ASER 2024 survey, an ASER Centre team set out to explore this question. We did so in two ways. First, a classroom observation tool was designed and piloted to capture key elements of the classroom environment and the nature of the interactions taking place within it. Based on these observations, an interview guide was developed to explore observed teachers' perspectives on teaching and learning, understand what they thought had changed post NEP 2020, and what challenges remained. This 'deep dive' exercise was conducted in Std II classrooms in 24 schools spread across one district each in 8 states, reflecting a variety of geographies and socioeconomic and educational conditions (Assam, Chhattisgarh, Himachal Pradesh, Madhya Pradesh, Odisha, Rajasthan, Uttar Pradesh, and West Bengal). In each district, a convenience sample of one remote rural school, one well-connected rural school, and one urban school was chosen. A total of 45 lessons were observed in these 24 classrooms, and subsequently conversations were held with all 24 teachers. More details on sampling and methods are provided in Annexure 11; this article describes key findings and takeaways from this exercise. All the tables referenced in this article are also presented in Annexure 11.

Classroom composition

The Std II students and teachers whom we observed were studying and working in teaching-learning contexts that varied enormously from school to school, depending on the number of classrooms and teachers available, and the number of students in each grade. These differences had less to do with physical infrastructure (all these schools had water, electricity, toilets, and other key facilities) than with the combination of grades sitting together.

The following table summarises these characteristics for the classes in our sample. While the RTE (Right of Children to Free and Compulsory Education Act, 2009) and NEP 2020-prescribed teacher to student ratio of 1:30 was exceeded in only 3 of these 24 classrooms[4] (one each in West Bengal, Himachal Pradesh, and Chhattisgarh), the grade composition varied enormously.

[1] Director of Research, ASER Centre

[2] Senior Project Lead, ASER Centre

[3] Content & Research Associate, ASER Centre

[4] For the sake of convenience, we use the term 'classroom' to denote a set of students taught by a single teacher during the observation, even though 2 of these 24 'classrooms' were actually outside (one in a verandah, one outdoors).

Table: Student composition in sampled Std II classrooms

District/ State	School level	School location	Which other grades were sitting with Std II on the day of the observation?					How many students were in the class?		
			Pre-primary	Std I	Std III	Std IV	Std V	Std II	Other grades	Total
Kamrup Rural, Assam	Primary	Rural remote	X	X	X	X	X	12	0	12
	Secondary	Rural well connected	X	X	X	X	X	19	0	19
	Primary	Urban	X	X	X	X	X	13	0	13
Gariyaband, Chhattisgarh	Primary	Rural remote	X	Yes	X	X	X	9	13	22
	Primary	Rural well connected	X	X	Yes	X	X	3	5	8
	Higher Secondary	Urban	X	X	X	X	X	51	0	51
Solan, Himachal Pradesh	Primary	Rural remote	X	X	Yes	X	X	7	2	9
	Primary	Rural well connected	Yes	X	X	X	X	13	6	19
	Primary	Urban	X	X	X	X	X	33	0	33
Raisen, Madhya Pradesh	Secondary	Rural remote	X	Yes	X	X	X	5	4	9
	Higher Secondary	Rural well connected	X	Yes	X	X	X	24	5	29
	Upper Primary	Urban	X	X	X	X	X	10	0	10
Puri, Odisha	Primary	Rural remote	X	Yes	Yes	Yes	Yes	2	19	21
	Upper Primary	Rural well connected	X	Yes	Yes	X	X	5	8	13
	Upper Primary	Urban	X	Yes	Yes	Yes	Yes	2	19	21
Ajmer, Rajasthan	Primary	Rural remote	X	Yes	X	X	X	4	2	6
	Higher Secondary	Rural well connected	X	Yes	X	X	X	12	2	14
	Higher Secondary	Urban	X	Yes	Yes	X	X	7	12	19
Sitapur, Uttar Pradesh	Primary	Rural remote	X	Yes	Yes	Yes	Yes	7	9	16
	Primary	Rural well connected	X	X	X	X	X	14	0	14
	Upper Primary	Urban	X	Yes	Yes	Yes	X	4	25	29
North 24 Parganas, West Bengal	Primary	Rural remote	X	X	X	X	X	18	0	18
	Primary	Rural well connected	X	X	X	X	X	35	0	35
	Primary	Urban	X	X	X	X	X	13	0	13

Only 10 classrooms were exclusively for Std II students, while the other 14 were multigrade. The schools visited as part of ASER 2024 had a similar proportion of multigrade Std II classrooms (more than 60%). In our sample of 24 schools, regardless of class strength, all 3 classrooms visited in Assam and West Bengal were single grade classrooms for Std II; in Rajasthan and Odisha, all 3 classrooms were multigrade. In most other states the larger urban school in the sample had single grade classrooms, while in the rural remote and rural well-connected schools, they were multigrade.

Moreover, teaching was by no means teachers' only responsibility. In one school, one of the two teachers appointed was also the acting Head Teacher, and was additionally responsible for the newly created pre-primary class. In many schools, teachers told us that the focus on collecting and documenting student-level outcomes has increased time spent on reporting at the expense of time available for teaching.

> *Children in Std 1 to 3 do not know how to read in the beginning, I start them with vowels and consonants, then when they learn to read a little, I start teaching them how to read words. These 3 classes sit together, similarly Std 4 and 5 sit together, I teach them one day and then they keep doing their work. First, I ask them to read, then make them understand and do question/answer exercise, if something is left then I give it to them as homework. Right now there are some children [in Std 4 and 5] who are not able to read, so I group them together and do activities that I do with Std 2 and 3. Overall, if the child knows how to read a book, then he can handle the other subjects easily, there is no problem.*
> [Teacher, Rajasthan]

Teachers and teaching

Despite this, in almost all of the classrooms we visited, teachers were present and involved with teaching-learning activities: what is known as teachers' 'time on task'[5] was very high (Annexure 11, Table 5). Even in cases where the teacher was not actively working with the Std II students who were the focus of our observation, this was often because they were working with another grade sitting in the same classroom or attending to other school tasks, such as checking notebooks.

We summarise below some key aspects of these teachers' teaching practice that we observed and subsequently talked to them about, categorised into two broad areas: attitudes towards young children in the 'foundational' stage, and teaching methods and materials used in the classroom.

Attitude towards young children

> *They are young children; we have to pamper them a little bit. If we create a fearful atmosphere, they won't even come to school. It is important for them to be fond of us. If they do not get attached to us, then how will they be attached to their studies?* [Teacher, Chhattisgarh]

Our conversations with teachers made it clear that one key message that has been understood and accepted is that the early years of school require a different approach to teaching-learning. Without explicit prompting, many teachers spoke about what makes the 'foundational' age group special and why young children need to be treated differently. They articulated the importance of the transition from home to school and described how young children needed to enjoy coming to school and not feel afraid before focusing on their studies. It was interesting to note that this conception of teaching-learning extended beyond the initial few months after children join school, to the entire foundational stage of schooling.

Notably, these attitudes were not only articulated during the interview, they were also visible in teachers' actions in the classroom. Most teachers knew their students by name and many exhibited warm, positive behaviours towards them, such as praising or encouraging one or more students and smiling, laughing or joking with them (Annexure 11, Table 7). Although some amount of verbal abuse, physical punishment, and other forms of what we categorise as 'discouraging' behaviours were also observed, for the most part teachers' treatment of these young students did seem to reflect an overall understanding that gentleness and warmth is more important than discipline at this early stage in their school trajectories.

> *I (Interviewer): What do you do to support those [students] who don't come [to school] daily?*
>
> *T (Teacher): First, I tell them how to complete [the task], then I ask them to read what they have done. Sometimes, I ask other children to teach them. This is how I approach it. Some children are able to catch up, however, some are weak, so they remain weak. Their mind is weak, so despite my persistent effort, they are only able to learn a little after a long time.* [Teacher, Madhya Pradesh]

However, this attitude did not always extend to the belief that all children can learn. Despite these feelings of kindness and understanding towards young children, many teachers continued to categorise students into "bright" students who can learn and "weak" ones who cannot. As discussed below, students' abilities and learning levels did not appear to inform observed teachers' overall approach to classroom teaching.

Teaching methods

At first glance, the teaching-learning activities taking place in these classrooms look quite similar to traditional chalk-and-talk methods. Across the 215 'snapshots' taken in these 45 lessons, teachers were most often doing whole-group teaching activities, mainly speaking to or asking questions to the whole [Std II] class (referred to as 'one-way' or 'two-way' interaction in Annexure 11, Table 5). More than three-quarters of the time, they were standing or sitting in front of the class while teaching.

[5] In this context, 'time on task' refers to the proportion of time that a teacher is engaged in active instruction during a lesson. Students' 'time on task' is the proportion of time that students engage with learning activities during a lesson.

However, many teachers were doing things differently. In the majority of these lessons, teachers tried to ensure that most students participated in some way, including by going up to students sitting in the middle or back of the class (30 of the 45 lessons observed). Many teachers tried to contextualise the content for their students by using local examples (27 of 45 lessons), and some interacted with students in local languages (8 of 45 lessons). In 17% of the snapshots where teachers were observed engaging with students in Std II, they used some form of TLM (other than textbooks): materials on the walls, workbooks or practice books, occasionally puzzles or games. In almost 15% of the snapshots, teachers were either moving around the class, or else sitting on the ground with their students. While these kinds of practices were still not dominant in the teaching methods we observed, they seemed to reflect both a shift in focus and understanding of their role in the classroom as well as the difficulties of implementing some of the NIPUN guidelines given the ground realities that teachers face. We return to some of these challenges at the end of this article.

Students

NIPUN guidelines emphasise creating a classroom that has an interactive learning environment, encouraging students to think, express, and collaborate. Teachers are encouraged to create a child-friendly classroom to engage every child in reading, writing, and early math, using contextually relevant activities that progress from simple to complex; a play-based medium of learning, and a print- and material-rich setting is central to such a classroom.

As described earlier, these classrooms did seem to be friendly. Students were mostly treated with kindness and were not scared of their teachers — in fact sometimes the very opposite was observed.

> *When the teacher entered the classroom, all the children ran toward her — some to touch her feet, others to give her a hug — and she also embraced them. She then addressed the class, reminding them of what she had taught them to do when someone comes to the class: "Say good morning!"* [Field notes, Rajasthan]

However, this rarely translated into differences in the kinds of learning activities that most students were engaged in (Annexure 10, Table 8). Teachers do engage students for most of the time, but as mentioned earlier their methods are often more traditional than laid out in the NIPUN Guidelines. There were only 4 snapshots where most students were doing a play-based learning activity; in 55 snapshots students were engaged in choral repetition either led by the teacher or another student. In about a quarter of these snapshots students were doing a writing activity (64)[6] - either copying or taking dictation (independent writing was not recorded in any of the snapshots). Small-group activities were observed in just one classroom. Perhaps most strikingly, despite the influx of TLM into schools across the country, students were observed using any form of TLM other than textbooks and notebooks in just 6 snapshots (Annexure 10, Table 9).

Concluding thoughts

The exercise of examining FLN-related policy prescriptions, state level interventions, and how these translate into teachers' daily practice in the classroom generated a set of overarching reflections that we share below by way of conclusions.

- Policy provides a starting point, and the rationale for why FLN is important and how best to ensure that students in the initial years of primary school acquire these skills are ideas that appear to have been communicated clearly and on scale. In all 8 states that we included and in most of the schools that we visited, teachers articulated this new focus and for the most part approved of it. Aspects of the new approach that required attitudinal shifts rather than new pedagogical practices were visible in their classrooms.
- States have adopted and adapted these policy prescriptions in different ways; but the large-scale rollout of FLN training programs for teachers is



> *In FLN, the focus is on basic language and math skills. Children understand in their own language and learn how to read, write and ask. Math is just as important. Children learn to identify digits, read and write numbers and understand other foundational concepts. To teach this, systematic worksheets are provided. The syllabus is designed in a way that children learn the fundamentals and develop on it further.* [Teacher, Odisha]

[6] These were not mutually exclusive options since students could have been doing multiple activities at the same time, for example simultaneously listening to the teacher and writing in their notebooks.

common to all. Trainers explain these new approaches regarding what and how to teach, including in some instances how to use the new TLM. However, even this limited deep dive into 24 classrooms shows clearly that it is not possible to teach Std II the same way in every school. As part of their training, teachers have limited opportunities to identify and discuss these challenges, or figure out how best to address them. These concerns were expressed in different ways by some teachers we spoke to. Going forward, creating spaces for practice, discussion, and adaptation may be vital to increasing uptake.

I: Madam, you are saying many children come here from different areas [outside of Himachal], so naturally, the native language of these children will also be different. So how do you tackle that challenge? Because here we speak our Himachali.

T: Yes, yes, yes. Absolutely, absolutely! Sir, the issue is that in other regions you have to work on students' English but here you also have to work on students' Hindi. Sir, you will be surprised to hear this, but my teaching experience has been that the children who have come here from outside, their Hindi is much better than our Himachali children. Because they speak in Hindi and their Hindi is fine, but we speak in pahadi, so we have a pahadi accent that comes [while speaking Hindi]. Then confusion happens like the extra vowel of 'a' in the dialect here. And people who come from Bihar, Jharkhand, Uttar Pradesh, their Hindi is refined. They speak good Hindi. There is no problem with them. We face problem in teaching local children because you have to teach them Hindi as well. [Teacher, Himachal Pradesh]

- Consequently, post-training support systems to teachers are of vital importance, and here states differ markedly in the amount and type of support they provide. In some states, the teachers we spoke to were unable to name any form of support available to them post the FLN training. In others, trainers are available to be consulted if teachers wish to do so. In still others, regular "monitoring" visits from officials ensure that the focus on FLN is not lost, but they check compliance with data collection protocols rather than teaching-learning in the classroom. In just a couple of cases, teachers spoke about block or district level officials actually demonstrating how to do a particular activity in the classroom.

- Absent the space to practice and then adapt the new methods and materials as needed, teachers are often unable to make full use of the guidelines and materials provided to them. To take just one example, even though the focus on TLM was clear to all the teachers we spoke to, those who actually used any form of TLM in the classroom did so in 'demonstration' mode – in all but one case it was the *teacher* using the TLM, not the students. Getting TLM into students' hands requires a great deal more thought, very often about practical, rather than pedagogical, questions. For example, in states where teachers are given funds to make their own TLM rather than provided with pre-decided kits, teachers worried about finding time to make materials for all students in the class, and also about the material getting torn or broken quickly — since they themselves have to remake it. Others had no place to store TLM in the classroom, and bringing armfuls of materials for students, separately for each grade present in the classroom, presented significant logistical challenges. Still others had been provided TLM kits but were unclear about how and when to use them.

T: We try, we accept the challenge. We never back down, you must have seen all the charts. All the TLM is there, we have made a lot of it, but the damp walls ruin it. Then we don't feel like making it again, it will all be ruined after two months. [Teacher, Uttar Pradesh]

- Perhaps most crucially, decisions on what and how to teach are still based primarily on syllabus completion. A key element of the NIPUN Bharat guidelines is continuous and comprehensive School Based Assessments which can help to identify students' strengths and early learning gaps and difficulties, so as to potentiate their performance and scaffold it through learning support. The assessment under NIPUN Bharat focuses on the goals or 'lakshyas' that the mission sets out, and the recommended assessment tools include observation, project work, assignments, oral questions, portfolios, self and peer assessment, and holistic progress cards, among others. However, at the state level, continuous and comprehensive evaluation (CCE) often takes the form of formative and summative assessments of curriculum content, conducted in the traditional pen-and-paper format. Although teachers in several states talked about monthly FLN-specific assessments, almost none spoke about using FLN assessment results to inform their classroom practice. Resolving the inherent contradiction between ensuring universal FLN and syllabus completion is a question that the system has yet to reckon with in a systematic way.

There is little doubt that some things have changed for the better since the rollout of NIPUN Bharat and its adaptations across the country. Whether or not the specific recommendations of NIPUN are in place on the ground, the clear focus on FLN goals, and the resultant visibility of FLN in schools and among teachers, is in itself a big step forward. This is reflected in the fact that for the first time in 20 years of ASER, learning levels in the foundational stage have improved substantially

across the country, a change mostly driven by government schools. This 'deep dive' exercise provided many examples of positive attitudes and practices, some of which are excerpted below. Identifying, recognising and building upon the work of teachers like these will encourage many more to follow.

Opinions on NIPUN

T: It's called foundation, right? If we build a strong foundation, then in the future the pillar will be strong. My effort for the last 3-4 years has been to do my best…many older students are not able to read, so the government's effort is also for children to learn the foundational skills right at the beginning. Under NIPUN Bharat, all children will learn to read and write by 2027. [Teacher, Madhya Pradesh]

Teaching-learning material

I: How do you use those [FLN kits]?

T: We use them during the class like the mathematics kit for the 4-5 periods on math. Our students learn rectangle, triangle all the shapes from that kit. There is a geo board. Children learn from that as well. We have a necklace, it is made of 100 beads. Students use it to learn counting and other basic things like add, subtract, multiply. Students can learn different kinds of mathematical concepts from that. [Teacher, Odisha]

I: Do you use games to teach? or TLM?

T: Yes, I use TLM, especially for mathematics. I draw five birds and then erase two. They find images fun. If they don't understand what subtraction is, then I erase it [the drawing] to explain it. I try to use different ways of explanation, one that they would find the most useful. [Teacher, West Bengal]

Attitude towards young children

T: The best teacher is the one who can understand the child's psychology, catch their mood just by looking at their face and expressions. So my effort is that if the child wants to learn through a poem, I will teach through a poem; if s/he wants to learn through a joke, I will teach using a joke. If someone understands better through anecdotes, then I will narrate an incident. In this way the child gets interested that Sir tells us new stories, narrates new poems, teaches us so well. So, my effort is that the children participate and also learn something. I also enjoy it. [Teacher, Madhya Pradesh]

Lesson planning

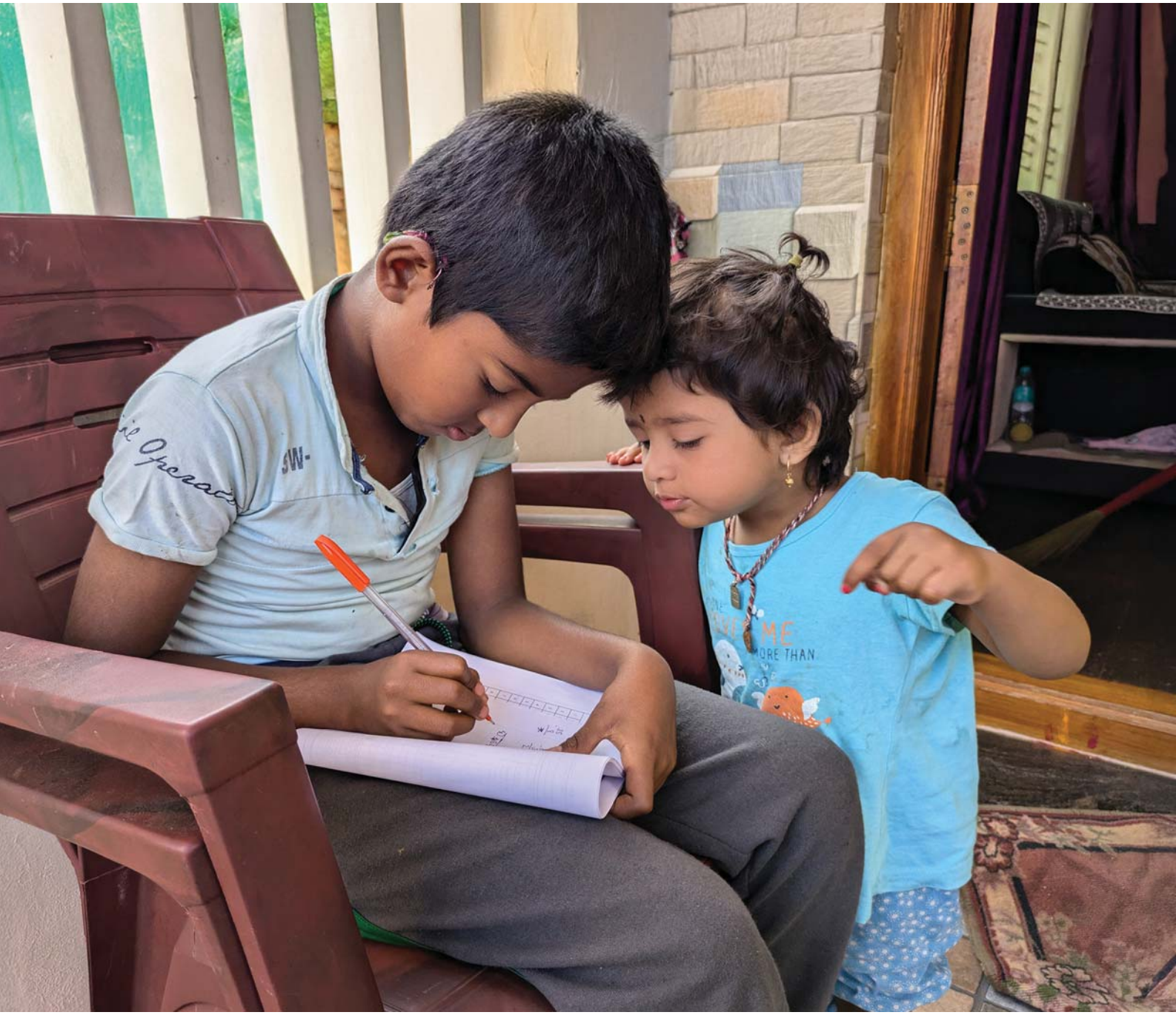
T: Currently we are following the guidelines shared by the government. We do not make anything on our own. We adjust ourselves according to that. What is there in the guide, like today is our six week and fifth day. [Teacher, Uttar Pradesh]

Peer learning and grouping

T: Yes, in [Std] 1 there is grouping. Admissions are done in such a way, that some get admission early and some get admission a little late. Then groups are formed on this basis. [Teacher, Himachal Pradesh]

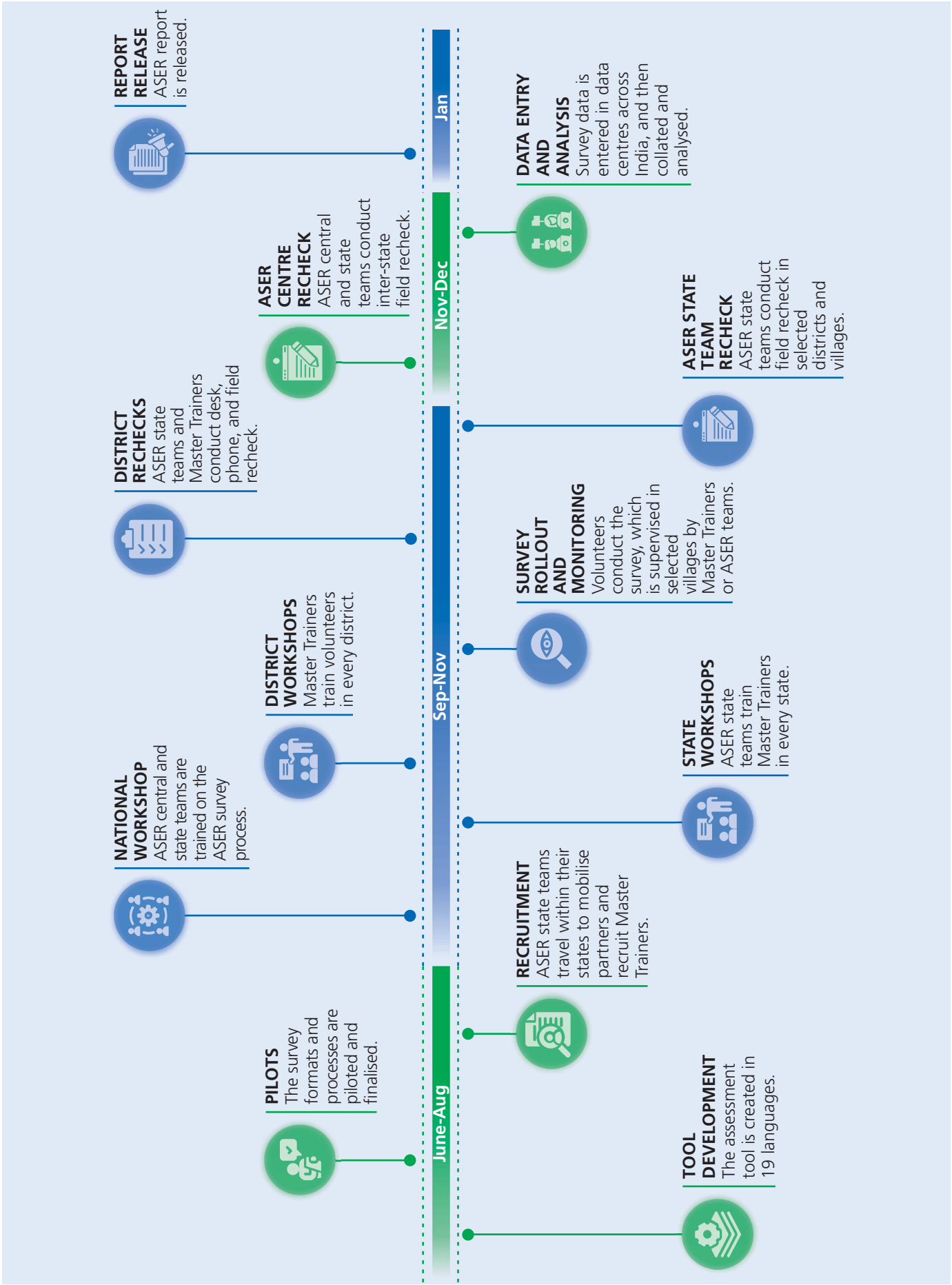
I: Ma'am, how do you make groups?

T: We group one child who understands quickly with two other children. It's called peer learning. [Teacher, Himachal Pradesh]



About ASER

ASER 2024 Survey calendar



ASER 2024 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 them the 'Letter for Sarpanch' and request their 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 verified the rough map with the help of villagers, they make a final map in the survey booklet.
- Fill 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/the most senior teacher, and explain what ASER is and why it is important.
- Give them the 'Letter for the Head Teacher' and ask for permission to collect information about the school.





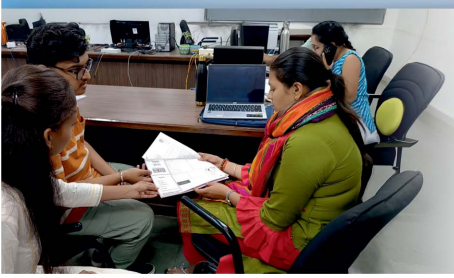
Next, the volunteers begin surveying the households . They:

- Divide the map into 4 hamlets or select 4 hamlets in case the village has several hamlets.
- Randomly select 5 households with children from each hamlet/section using the 'every 5th household rule'.
- Survey a total of 20 households with children aged 3-16 from the 4 selected sections/hamlets.
- Record some basic information about all the households they visit during the survey in the Household Log Sheet.

In each surveyed household, the volunteers:

- Record information about all children in the age group of 3-16 years.
- Assess the basic reading and arithmetic levels of children in the age group of 5-16 years and record the highest level that they can do comfortably.
- Ask children in the age group of 14-16 years about their smartphone usage and administer a set of digital tasks.
- Record information about household assets.





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

Domains covered in ASER, 2005-2024[1]

Child information

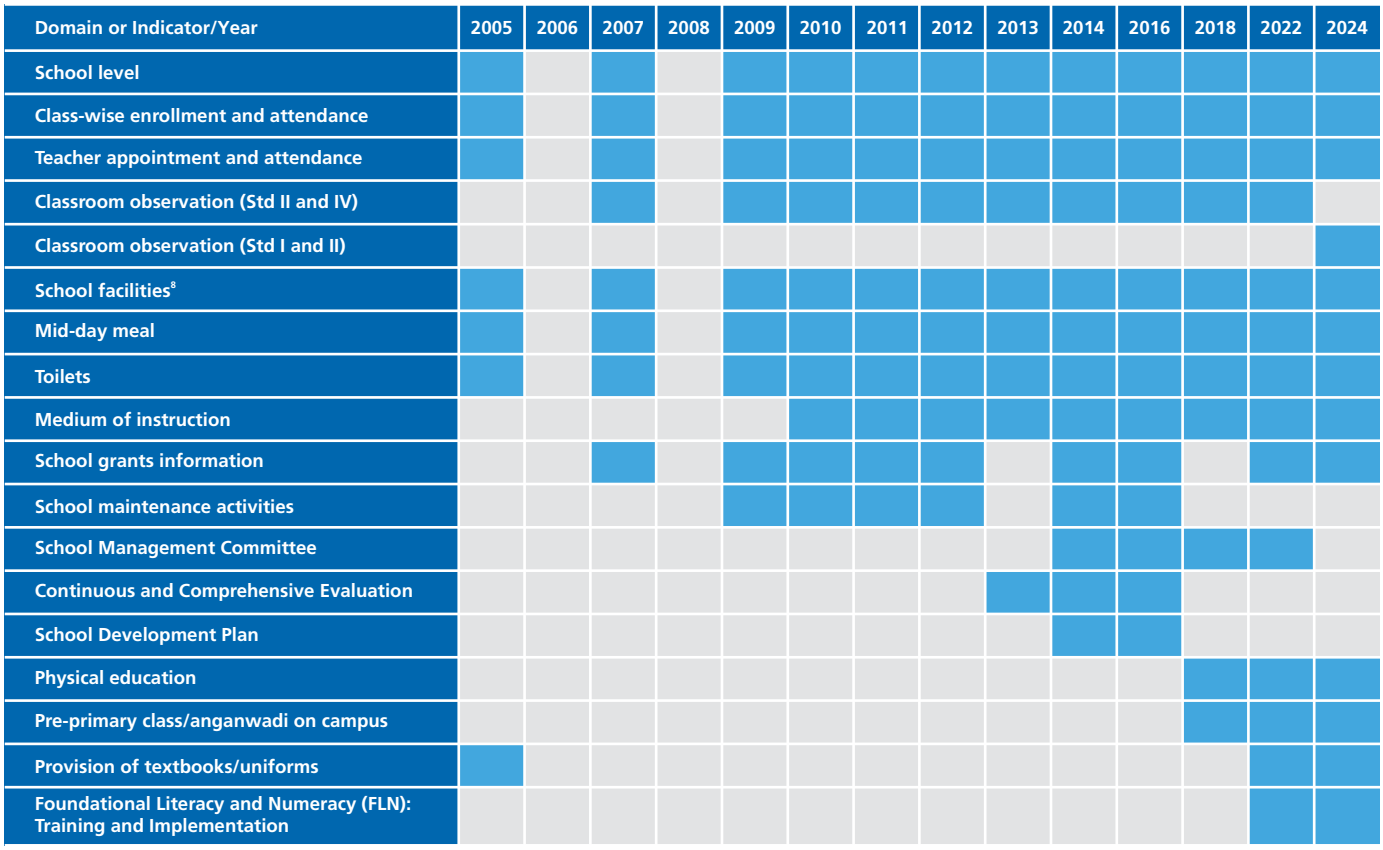
	Indicator/Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2016	2018	2022	2024
General information	Age and sex	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Enrollment status	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Tuition status			■		■	■	■	■	■	■	■	■	■	■
	Tuition fees									■	■	■	■		
	School attendance last week (for enrolled children)				■										
	Smartphone access and usage[2]														■
Assessment	Basic reading	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Basic arithmetic	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	English (reading and meaning)			■		■			■		■	■		■	
	Bonus tool[3] (application of math to everyday tasks)				■		■	■					■		
	Digital skills[4]														■
	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)						■								

Household information

	Indicator/Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2016	2018	2022	2024
Household assets	Type of house				■	■	■	■	■	■	■	■	■	■	■
	Electricity connection				■	■	■	■	■	■	■	■	■	■	■
	Television				■	■	■	■	■	■	■	■	■	■	■
	Toilet					■	■	■	■	■	■	■	■	■	■
	Motorised 4-wheeler					5						■	■	■	■
	Motorised 2-wheeler								■	■	■	■	■	■	■
	Newspaper/reading material						■	■	■	■	■	■	■	■	■
	Mobile phone				■	■	■	■	■	■	■	■	■	■	■
	Smartphone												■	■	■
	Internet access													■	■
	Domestic animals				■										
	DVD/VCD player						■								
Other information	No. of HH[6] members who eat from the same kitchen	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	HH members who can use computer						■	■	■	■	■	■	■	■	■
	HH members who have completed Std XII									■	■	■	■	■	■
	Language spoken at home							■						■	
	Occupation of HH children living outside village	■						■							
	Age and education of adult females in the HH		■			■									
	Reading task for adult female in the HH		■			■									

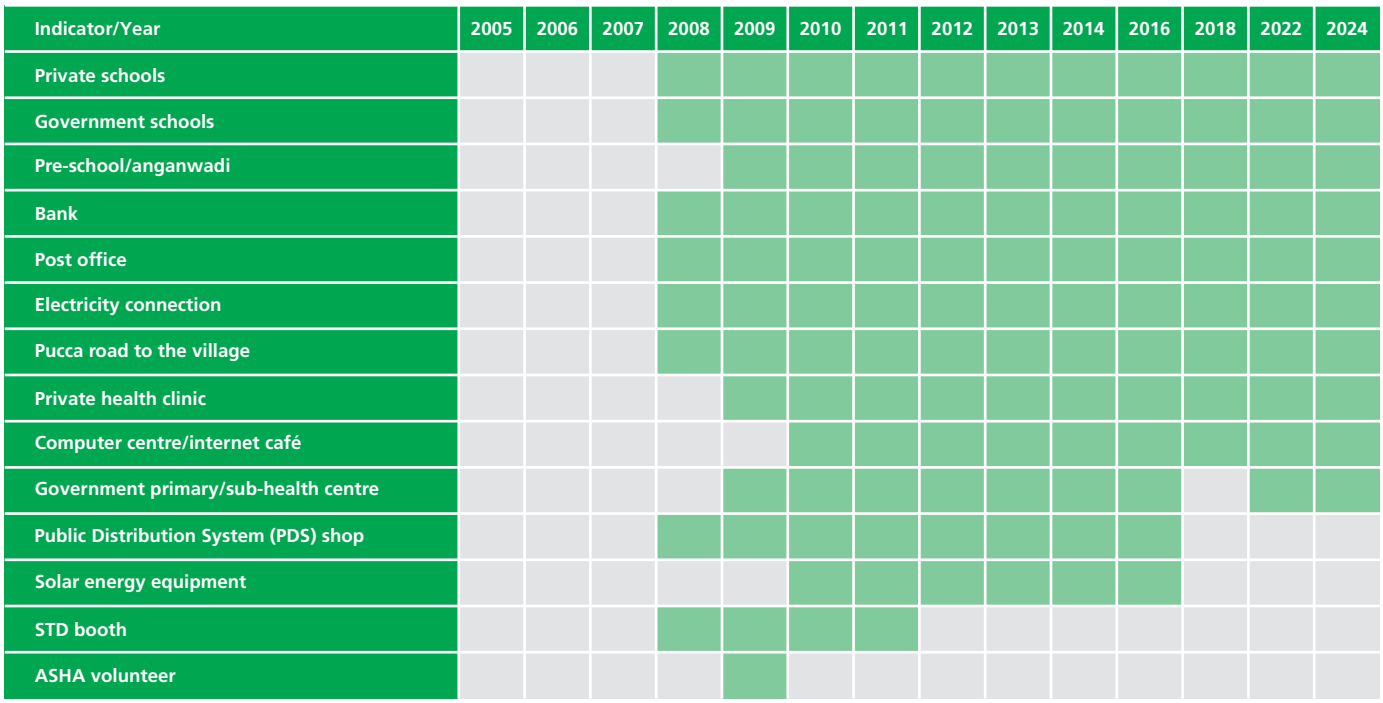
[1] This chart provides a summary of the ASER domains across all 'basic' ASER surveys, excluding the alternate-year surveys conducted in 2017, 2019, 2020, 2021, and 2023.
[2,4] These were asked/administered to children aged 14-16 years.
[3] Bonus tool tasks varied over the years.
[5] Both motorised and non-motorised vehicles were recorded and were reported as one indicator.
[6] HH refers to household.

School information[7]



Domain or Indicator/Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2016	2018	2022	2024
School level	■		■		■	■	■	■	■	■	■	■	■	■
Class-wise enrollment and attendance	■		■		■	■	■	■	■	■	■	■	■	■
Teacher appointment and attendance	■		■		■	■	■	■	■	■	■	■	■	■
Classroom observation (Std II and IV)			■		■	■	■	■	■	■	■	■	■	
Classroom observation (Std I and II)														■
School facilities[8]	■		■		■	■	■	■	■	■	■	■	■	■
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): Training and Implementation													■	■

Village information



Indicator/Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2016	2018	2022	2024
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					■	■	■	■	■	■	■		■	■
Public Distribution System (PDS) shop				■	■	■	■	■	■	■	■			
Solar energy equipment						■	■	■	■	■	■			
STD booth				■	■	■	■							
ASHA volunteer					■									

[7] 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.
[8] From 2010 onwards, school facilities observations included observable RTE (Right of Children to Free and Compulsory Education Act, 2009) indicators.

ASER 2024 Assessment tasks

ASER is a 'floor test' that focuses 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 age group of 5-16 in a sampled household are tested using the same tools, irrespective of age, grade, or schooling status. Every 'basic' ASER survey comprises the reading and arithmetic tools, along with a 'bonus section' designed to assess additional competencies such as English reading and comprehension or applied arithmetic. In 2024, for the first time, ASER included a set of digital tasks to assess children aged 14-16 on their ability to do simple tasks on their smartphones.

The ASER testing process incorporates various measures to capture the best that each child can do. Volunteers are trained to build rapport with children and create a supportive environment for testing. Children are given sufficient time to do each task in the assessment. The testing process is designed to be adaptive to the child's ability so that she does not have to attempt all the levels. Thus, at the core of the 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 digital tasks. **The ASER tool is available in English, Hindi, and 17 other regional languages.**

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/syllables.
- **Std I level text:** Set of 4 simple linked sentences, each having no more than 6 words. These words (or their equivalents) are in the Std I textbooks of the states.
- **Std II level text:** A short story with 7-10 sentences. The sentence construction is straightforward, with commonly used words and contexts familiar to the children. These words (or their equivalents) are in the Std II textbooks used in different states.

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

- Comparability with previous years' tools with respect to word count, sentence count, types of words, and the use of 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)[1]

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



[1] This is a sample. It has been shortened to a more concise layout for the 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, then give her any one paragraph to read.
Ask her to place her finger on the text and read it. Listen carefully to how she reads.

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

- 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.**

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

- 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 entire paragraph with **3 or less than 3 mistakes.**

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

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

Words

Ask the child to read any 5 words from the list of words.
Let the child 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 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 her at **'Word Level'**.
If the child is not at **'Word Level'** (cannot correctly read at least 4 out of the 5 chosen words), then show her the list of letters.

Std II level text (Story)

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

- 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 entire story with **3 or less than 3 mistakes**.

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

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

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

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 which align with curricular expectations in Std II.
- **Division:** 3-digit by 1-digit numerical division problems with remainder which align with curricular expectations in Std III/IV.

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 7 3 6 9 5 2	51 83 37 65 55 26 91 43 36 27	46 − 29 = ____ 63 − 39 = ____ 47 − 28 = ____ 45 − 17 = ____ 92 − 76 = ____ 84 − 57 = ____ 52 − 14 = ____ 66 − 48 = ____	7)879 6)824 8)985 4)517
Ask the child to recognise any 5 numbers. At least 4 must be correct.	Ask the child to recognise 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-digit with borrowing)

The child has to solve 2 subtraction problems. Show her the subtraction problems and ask her to choose a problem. If she does not choose, then give her any one problem to solve.

Ask the child to identify the numbers, and then 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.

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

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

If the child **cannot solve both** subtraction problems correctly, or if she is unable to recognise the numbers or the sign in the subtraction problem, then ask her to recognise numbers from 11-99.

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

If the child **solves both** the subtraction problems correctly, then ask her to solve 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 the 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 the 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 the 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 the 5 numbers chosen), then mark her at **'Beginner Level'**.

Division (3-digits by 1-digit)

The child has to solve 1 division problem. Show her the division problems and ask her to choose a problem. If she does not choose, then give her any one problem to solve.

Ask her to write and solve the problem. If she is able to solve the problem correctly, then mark her at **'Division Level'.**

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

If the child makes a careless mistake, then give her 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 subtraction and division problems at the back of the Household Survey Sheet.

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

Digital tasks

All children aged 14-16 are given some simple digital tasks. This section has 3 tasks:

Sample: Digital tasks

Setting an alarm

8:30 in the morning tomorrow

Question: Set an alarm for 8:30 in the morning.

Instruction: If the phone has an AM-PM setting, ensure that the child has selected the correct option before recording the answer.

Browsing for information

First woman President of India

Question: Search on the phone and tell me the name of the first woman President of India.

Instruction: It does not matter which search engine the child uses to find the answer; she could use Google, YouTube, or any other method. She should be able to point to/tell you the correct answer.

Finding and sharing a YouTube video

PMGDISHA Module 1

Question a: Find the "PMGDISHA Module 1" video on YouTube.

Question b: Send/share it with a friend/family member using WhatsApp or Telegram.

Instruction: The child should be able to point to the correct video after searching for it on YouTube.

Ask the child to attempt part 'b', only if she could do part 'a' correctly. If the child does part 'a' incorrectly, then leave part 'b' of the question blank.

For each task, the volunteer can read out the question twice and show the child the keywords for the relevant question in the testing tool. The child's responses to the tasks are recorded as correct or incorrect. If the child does not respond, or says that she does not know the answer, or if the phone stops working in the middle of the task, then such responses are also recorded.

Note on sampling: ASER 2024 Rural

What's new in ASER 2024

The purpose of ASER is twofold: (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. The latter set of questions can vary each year.

The core questions on enrollment status and basic reading in the child's local language and arithmetic used in ASER 2024 are similar to those in previous ASERs. In addition, we retain questions on parents' education, household, and village characteristics. For the first time, ASER 2023 'Beyond Basics' provided estimates of digital access, usage and ability among rural youth in the age group of 14-18 years. However, ASER 2023 was a pilot designed to give estimates indicative of the national picture. ASER 2024 includes questions on digital access, usage, and ability for 14-16-year-olds in the sample, and will for the first time provide estimates of these at the state and national levels. ASER 2024 also visited one government primary school in every sampled village, as has been done every year since 2009.

Sampling strategy

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 2024 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 provides more efficient estimates of change. ASER 2024 employs a rotating panel of villages with 10 villages being retained from 2018 and 2022 and 10 new villages being added in 2024. 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 (Annexure 13), and the Sample Design of Rural ASER 2024.

State/Union Territory (UT)	Census 2011 actual districts	Surveyed districts (ASER 2022)	ASER 2024									
			Surveyed districts	Surveyed villages	Surveyed households	Surveyed children				Tested children		Children surveyed on digital skills (Age 14-16)
						Age 3-16	Age 3-5	Age 6-14	Age 15-16	Reading (Age 5-16)	Arithmetic (Age 5-16)	
Andhra Pradesh	13	13	13	390	7721	12697	1895	9638	1164	10834	10786	2144
Arunachal Pradesh	16	13	12	340	4160	6349	1621	4112	616	5040	5035	1019
Assam	27	26	26	780	15456	24275	3923	17594	2758	20047	20021	4582
Bihar	38	38	38	1140	22788	51677	9486	37247	4944	39335	39149	8688
Chhattisgarh	18	28	28	834	16500	31099	5889	22020	3190	23574	23538	5400
DNH & DD*	3	3	3	45	1552	2376	354	1793	229	1864	1864	400
Gujarat	26	26	26	780	15332	24746	3826	18657	2263	20140	20109	3951
Haryana	21	20	21	626	12424	23725	4590	16786	2349	18017	17888	3933
Himachal Pradesh	12	12	12	359	6503	11421	2166	7873	1382	8982	8973	2181
Jammu and Kashmir	22	20	19	566	11017	21715	3939	15241	2535	16328	16272	4084
Jharkhand	24	24	24	720	14282	27649	4830	20082	2737	21968	21817	4581
Karnataka	30	30	30	900	17702	31301	4896	23172	3233	26017	26017	5700
Kerala	14	14	14	417	8319	12871	2535	8895	1441	10120	10089	2373
Madhya Pradesh	50	50	50	1497	29665	59053	11567	41429	6057	42692	42597	10066
Maharashtra	33	33	33	987	19573	33746	5249	24661	3836	26728	26637	6479
Meghalaya	7	6	6	180	3465	7252	1556	5012	684	5539	5523	1144
Mizoram	8	8	7	197	4132	7483	1544	5206	733	6013	6001	1274
Nagaland	11	9	11	329	5652	10056	2105	7149	802	7973	7964	1335
Odisha	30	30	30	900	17647	28541	4816	20925	2800	22554	22488	4863
Puducherry	2	2	2	44	1040	1670	285	1154	231	1474	1466	362
Punjab	20	20	20	600	11967	20226	3699	14324	2203	16828	16752	3622
Rajasthan	33	33	33	988	19522	39625	7172	28047	4406	28541	28501	7081
Sikkim	4	4	4	119	2277	2999	629	1971	399	2327	2320	637
Tamil Nadu	31	31	30	876	17337	28984	4267	21316	3401	24312	24225	5636
Telangana	9	9	9	270	5306	8579	1581	6333	665	7192	7119	1175
Tripura	4	4	4	120	2399	3096	630	2147	319	2593	2594	544
Uttar Pradesh	71	70	70	2100	41943	89739	16361	64245	9133	71823	71789	15122
Uttarakhand	13	13	12	353	5578	10394	1688	7352	1354	8065	8053	2171
West Bengal	18	18	18	540	10769	16147	3412	10918	1817	12301	12286	3006
All India	**608**	**607**	**605**	**17997**	**352028**	**649491**	**116511**	**465299**	**67681**	**509221**	**507873**	**113553**

*DNH & DD stands for the UT of Dadra and Nagar Haveli and Daman and Diu

1. UT estimates for Dadra and Nagar Haveli and 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 2024 was not conducted in Goa and Manipur.
5. For Chhattisgarh, an updated 2011 Census village directory provided by the state was used.

The national picture

ASER 2024 National findings

The Annual Status of Education Report (ASER) 2024 is a nationwide rural household survey that reached 649,491 children in 17,997 villages across 605 rural districts in India. Facilitated by Pratham, in each surveyed district, a local organisation or institution conducted the survey.

Key findings of the ASER 2024 survey are presented separately below for three groups of children: Pre-primary (age group 3-5), elementary (age group 6-14), and older children (age group 15-16).

Pre-primary (age group 3-5 years)

Enrollment in pre-primary institutions

Major shifts are seen in levels and patterns of enrollment among children in the pre-primary age group.

- Among children aged 3-5 years, enrollment in some type of pre-primary institution (Anganwadi centre, government pre-primary class, or private LKG/UKG) has improved steadily between 2018 and 2024.
- Among 3-year-olds, enrollment in pre-primary institutions increased from 68.1% in 2018 to 75.8% in 2022 to 77.4% in 2024. Gujarat, Maharashtra, Odisha, and Telangana have achieved near-universal enrollment for this age group. On the other hand, Meghalaya and Uttar Pradesh have the highest proportion of 3-year-olds not enrolled anywhere (over 50%).
- Among 4-year-olds, the All-India figure for enrollment in pre-primary institutions increased from 76% in 2018 to 82% in 2022 to 83.4% in 2024. In 2024, enrollment rates in pre-primary for this age exceed 95% in states like Gujarat, Maharashtra, Karnataka, Tamil Nadu, and Odisha.
- Among 5-year-olds, this figure also showed big increases, rising from 58.4% in 2018 to 62.1% in 2022 to 71.4% in 2024. The states with enrollment exceeding 90% in pre-primary institutions for this age include Karnataka, Gujarat, Maharashtra, Kerala, and Nagaland.

Type of pre-primary institution

- Anganwadi centres continue to be the biggest provider of services in pre-primary age group in India. Since 2018, more than half of all children aged 3 and 4 are enrolled in Anganwadi centres. In Odisha, West Bengal, Gujarat, and Karnataka, more than 75% children are enrolled in Anganwadi centres in both these age groups.
- Approximately one-third of all 5-year-olds attend a private school or pre-school in 2024. This figure was 37.3% in 2018, fell to 30.8% in 2022, and returned to 37.5% in 2024. Going against this trend are Punjab and Jammu and Kashmir, where enrollment in government institutions has increased substantially since 2018 (11.3 percentage points in Punjab and 7.5 percentage points in Jammu and Kashmir). In both these states, this trend is driven by an increase in enrollment in pre-primary classes in government schools.

Age of entry to Std I

- The proportion of children who are "underage" (age 5 or below) is decreasing over time. In 2018, this figure was 25.6%, in 2022 it stood at 22.7%, and in 2024, nationally the percentage of underage children in Std I was at its lowest ever at 16.7%. On average, this proportion has either declined or remained stable across all states in India. In Gujarat, the decrease was particularly striking, with the figure dropping from 36.4% in 2022 to less than 4% in 2024.

Elementary (age group 6-14 years)

Enrollment

- **Children (age 6-14 years) currently enrolled in school:** Overall school enrollment rates among the 6-14 age group have exceeded 95% for close to 20 years. This proportion has stayed almost the same, from 98.4% in 2022 to 98.1% in 2024. Across all states, enrollment in this age group is above 95% in 2024.

- **Government school enrollment:** In 2018, 65.6% of children in the 6-14 age group in India were enrolled in government schools. The pandemic saw large increases in government school enrollments (72.9% in 2022). But by 2024, the all-India figure declined to 66.8%. This trend is visible in every state with the exception of Uttarakhand and Jammu and Kashmir.

Reading

The ASER reading task 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. In the sampled household, these tasks are administered one-on-one to each sampled child in the 5-16 age group. The child is marked at the highest level that she or he can reach comfortably. The assessment method has remained the same since 2006, enabling comparisons over time.

All-India figures indicate that reading levels have improved for children in government schools in all elementary grades (Std I-VIII) since 2022.

- Std III: Nationally, in 2024, basic reading levels for Std III children enrolled in government schools are the highest that they have been since the inception of the ASER survey. The percentage of Std III children able to at least read Std II level text was 20.9% in 2018. This figure fell to 16.3% in 2022, and has increased to 23.4% in 2024. The improvement in government schools is higher than the corresponding recovery for private schools. Following a decline in Std III reading levels in government schools in most states in 2022, all states have shown a recovery in 2024. States with more than a 10 percentage point increase in this proportion between 2022 and 2024 in government schools include Himachal Pradesh, Uttarakhand, Kerala, Uttar Pradesh, Haryana, Odisha, and Maharashtra.
- Std V: Reading levels improved substantially among Std V children, especially for those who are enrolled in government schools. The proportion of Std V children in government schools who can read a Std II level text fell from 44.2% in 2018 to 38.5% in 2022 and then recovered to 44.8% in 2024. Small improvements are also seen in reading levels for Std V children in private schools, which fell from 65.1% in 2018 to 56.8% in 2022 and increased to 59.3% in 2024. In 2024, Mizoram (65.9%), Punjab (66%) and Himachal Pradesh (70.1%) had the highest proportions of Std V children in government schools able to read Std II level text. States with over a 10 percentage point increase in this proportion in government schools include Uttarakhand, Uttar Pradesh, Gujarat, and Tamil Nadu.
- Std VIII: Reading levels increased among children enrolled in Std VIII in government schools, which fell from 69% in 2018 to 66.2% in 2022 but then rose to 67.5% in 2024. The performance of private school students remains unchanged between 2022 and 2024. State-level performance varies widely. Government schools in states such as Gujarat, Uttar Pradesh, and Sikkim show notable improvements. However, declines are observed in states like Punjab, Andhra Pradesh, and Telangana.

Arithmetic

The ASER arithmetic tasks assess 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). In the sampled household, these tasks are administered one-on-one to each sampled child in the 5-16 age group. The child is marked at the highest level that she or he can reach comfortably. The assessment method has remained the same since 2006, enabling comparisons over time.

Nationally, children's basic arithmetic levels also show substantial improvement in both government and private schools, reaching the highest level in over a decade.

- **Std III:** The All-India figure for children in Std III who are able to at least do a numerical subtraction problem was 28.2% in 2018 and 25.9% in 2022. This figure has increased to 33.7% in 2024. Among government school students, this figure went from 20.9% in 2018 to 20.2% in 2022, increasing to 27.6% in 2024. For private school students, this number showed a smaller improvement since 2022. Government schools across most states have shown gains since 2022, with over 15 percentage point increases recorded in states like Tamil Nadu and Himachal Pradesh.
- **Std V:** At the all-India level, the proportion of children in Std V who can at least do a numerical division problem has also improved. This figure was 27.9% in 2018, 25.6% in 2022 and then rose to 30.7% in 2024. This change is also driven mainly by government schools. States with the showing most improvement (more than 10 percentage points) in government schools include Punjab and Uttarakhand.

- **Std VIII:** The performance of Std VIII students in basic arithmetic remains similar to earlier levels, going from 44.1% in 2018 to 44.7% in 2022 to 45.8% in 2024.

Older children (age group 15-16 years)

Enrollment

- The proportion of 15-16-year-old children who are not enrolled in school dropped sharply from 13.1% in 2018 to 7.5% in 2022, but stayed about the same at 7.9% in 2024 at the all-India level.
- The proportion of girls not enrolled has increased slightly from 7.9% in 2022 to 8.1% in 2024. While several states have seen a decline in the proportion of girls who are not enrolled, this proportion remains higher than 10% in a few states. These include Madhya Pradesh (16.1%), Uttar Pradesh (15%), Rajasthan (12.7%), Mizoram (12.2%), Gujarat (10.5%), and Chhattisgarh (10%).

Digital literacy

For the first time in the nationwide household survey, ASER included a section on digital literacy which was administered to older children in the 14-16 age group. It included self-reported questions on access, ownership, and use of smartphones, as well as a one-on-one assessment of some basic digital skills.

- **Access:** Access to smartphones is close to universal among the 14-16 age group. Almost 90% of both girls and boys report having a smartphone at home. More than 80% report knowing how to use a smartphone (85.5% of boys as compared to 79.4% of girls). In Bihar, Jharkhand, and Madhya Pradesh, the proportion of those who have a smartphone at home and those who can use a smartphone are lower as compared to other states.
- **Ownership:** The fraction of 14-16-year-olds who own smartphones is low, but increases with age. Of the children who could use a smartphone, 27% of 14-year-olds and 37.8% of 16-year-olds reported having their own phone. Moreover, there is a large gender gap in smartphone ownership: 36.2% of boys as compared to 26.9% of girls reported owning their own smartphone. This gender gap is seen across all states.
- **Use:** 82.2% of all children in the 14-16 age group reported knowing how to use a smartphone. Of these, 57% reported using it for an educational activity in the preceding week while 76% said that they had used it for social media during the same period. While the use of a smartphone for educational activities was similar among girls and boys, girls were less likely than boys to report using social media (78.8% of boys as compared to 73.4% of girls). Kerala stands out in this respect, with over 80% children who reported that they used the smartphone for educational activity and over 90% using it for social media.
- **Digital safety:** Among children who used social media, knowledge of basic ways to protect themselves online was relatively high. 62% knew how to block or report a profile, 55.2% knew how to make a profile private, and 57.7% knew how to change a password. Boys' awareness of these safety features was substantially higher than girls' across a majority of the states.
- **Digital skills:** On the day of the survey, 70.2% boys and 62.2% girls were able to bring a smartphone (their own, a family member's, or a neighbour's) to do the digital tasks. These children were asked to do 3 tasks using the smartphone: set an alarm, browse for a specific piece of information, and locate a YouTube video. If they were able to locate the video, they were asked to share it with someone else via any messaging platform.
    - More than three-quarters of children to whom these tasks were given were able to perform them successfully. Among those who could locate the video on YouTube, over 90% were able to share it.
    - Gender gaps were observed in performance on every task, with the largest gap in childrens' ability to set an alarm on the smartphone (81.5% boys as compared to 72.4% girls). In some southern states like Karnataka, Andhra Pradesh, and Kerala, girls either outperform boys or are at the same level as them.

School observations

As part of the ASER survey, one government school with primary sections is visited in each sampled village. If there is more than one government school in the village, then the school with the highest enrollment in primary sections is chosen.

In 2024, ASER surveyors visited 15,728 government schools with primary sections. 8,504 were primary schools and 7,224 were schools which also had upper primary or higher grades.

Foundational Literacy and Numeracy (FLN) activities

- Over 80% of schools had received a directive from the government to implement FLN activities with Std I-II/III, both in the previous as well as in the current academic year. A similar proportion had at least one teacher who had received in-person training on FLN.
- More than 75% schools had received TLM and/or funds to make or purchase TLM for FLN activities.
- More than 75% schools reported implementing a school readiness program for students prior to entering Std I, in both the previous and the current academic year.
- More than 95% schools reported having distributed textbooks to all grades in the school, a substantial increase over 2022 levels.

Student and teacher attendance

- Student and teacher attendance in government primary schools show small but consistent improvements since 2018. Average student attendance increased from 72.4% in 2018 to 73% in 2022 to 75.9% in 2024. Average teacher attendance increased from 85.1% in 2018 to 86.8% in 2022 to 87.5% in 2024. This trend is largely driven by changes in teacher and student attendance in Uttar Pradesh.

Small schools and multigrade classrooms

- The proportion of government primary schools with less than 60 students enrolled shows a sharp increase, rising from 44% in 2022 to 52.1% in 2024. More than 80% primary schools in these states are small schools: Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Nagaland, and Karnataka. Himachal Pradesh has the highest proportion of small Upper primary schools at 75%.
- Two-thirds of Std I and Std II classrooms in primary schools were multigrade, with students from more than one grade sitting together.

School facilities

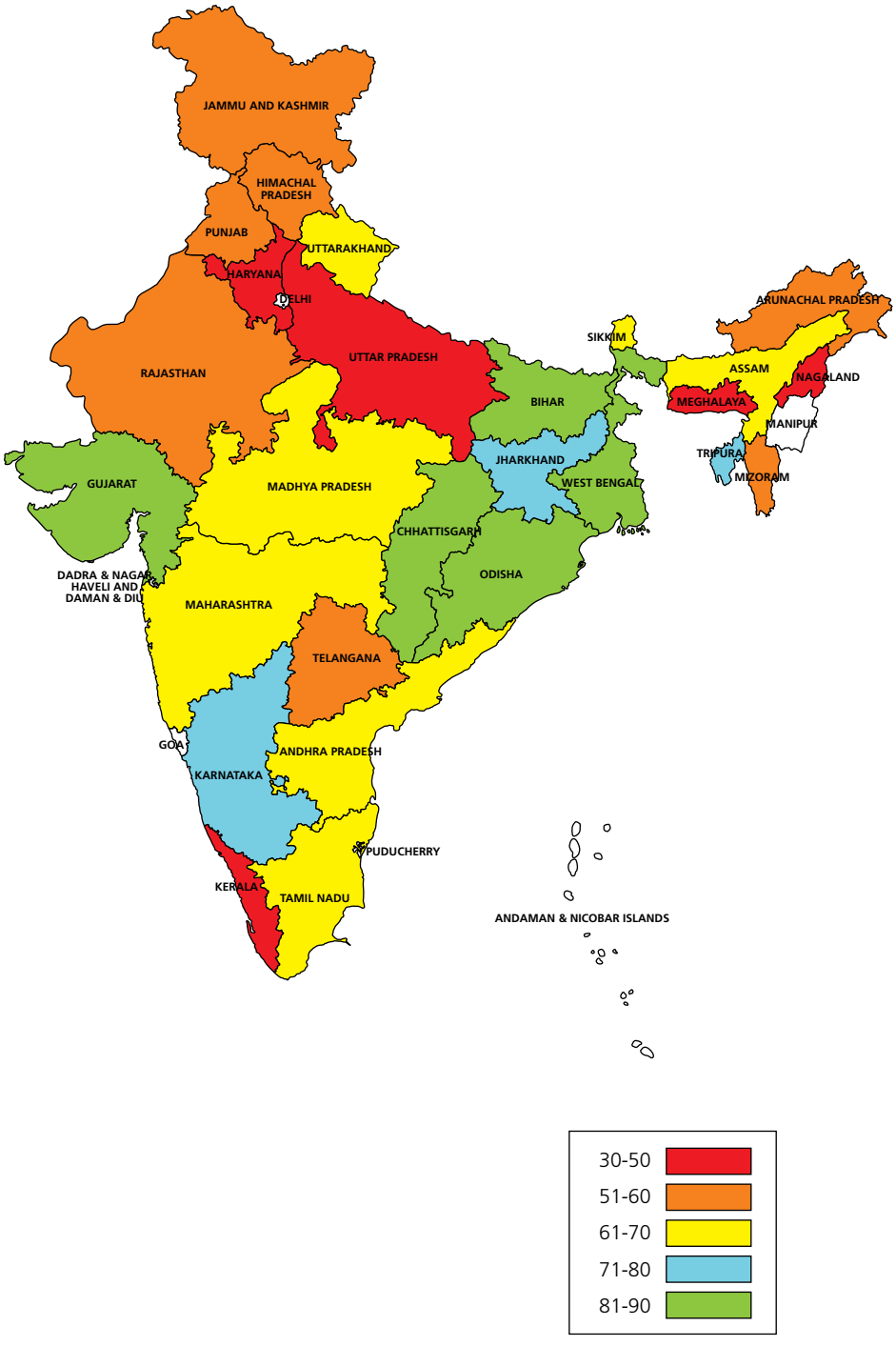
- Nationally, all Right to Education-related indicators included in ASER have shown small improvements between 2018, 2022, and 2024 levels. For example, the fraction of schools with useable girls' toilets increased from 66.4% in 2018 to 68.4% in 2022 to 72% in 2024. The proportion of schools with drinking water available increased from 74.8% to 76.1% to 77.7%, and the proportion of schools with books other than textbooks being used by students increased from 36.9% to 43.9% to 51.3% over the same period. These improvement in school infrastructure can be seen across all states, but schools in Meghalaya, Arunachal Pradesh, Mizoram, and Nagaland continue to lag behind in these facilities.
- Sports-related indicators remain at close to the levels observed in 2018. For example, in 2024, 66.2% schools have a playground, similar to 68.9% in 2022 and 66.5% in 2018.

India RURAL

Age 6-14 Government school enrollment

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

State-wise map showing % of children aged 6-14 enrolled in government schools, 2024



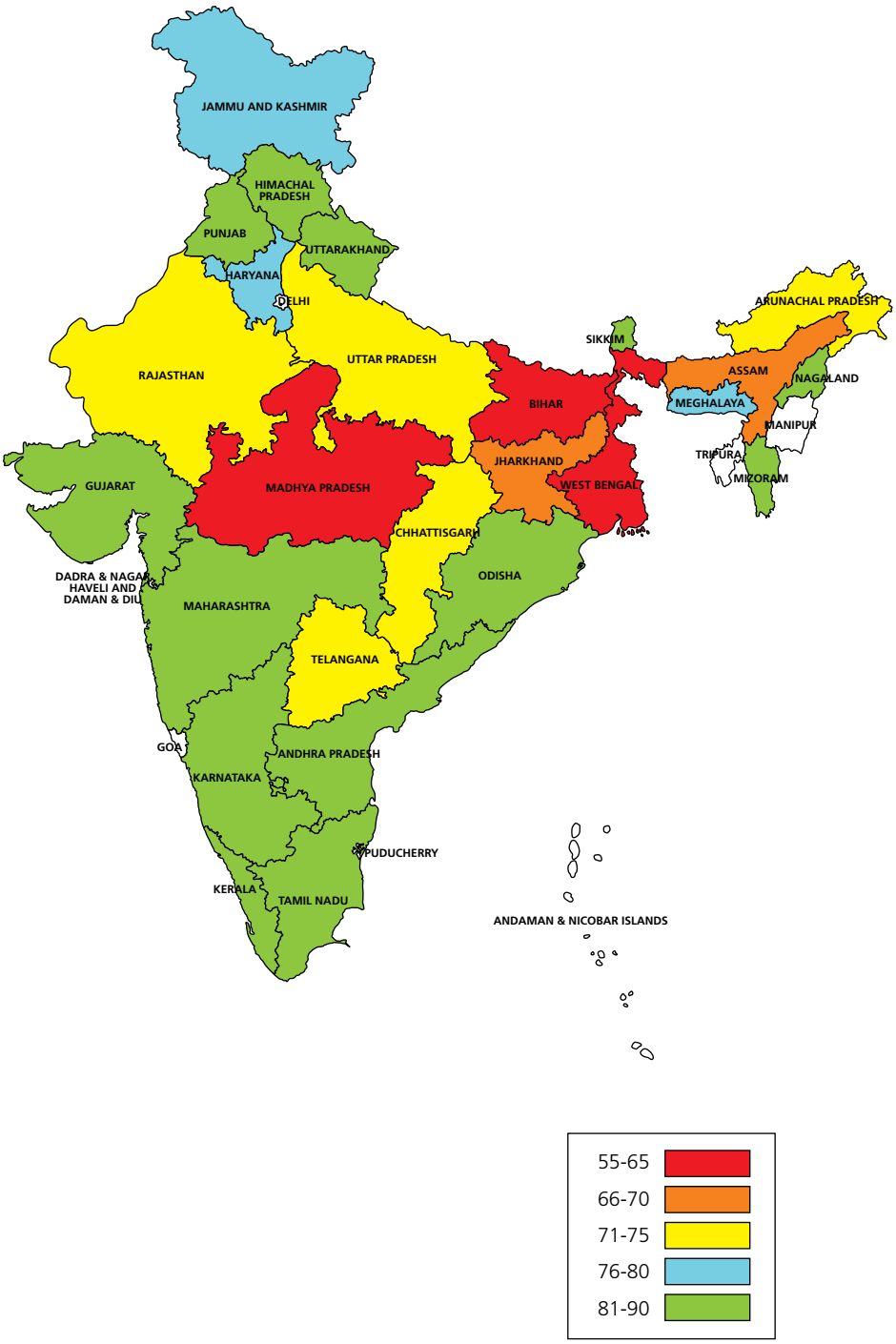
State-wise table showing % of children aged 6-14 enrolled in government schools (2018, 2022, 2024)

State	2018	2022	2024
Andhra Pradesh	63.2	70.8	61.8
Arunachal Pradesh	60.1	62.2	56.3
Assam	71.7	71.9	69.9
Bihar	78.1	82.2	80.1
Chhattisgarh	76.4	81.7	80.6
Gujarat	85.6	90.9	86.5
Haryana	42.6	51.9	46.0
Himachal Pradesh	58.9	66.3	58.6
Jammu and Kashmir	58.3	55.5	57.2
Jharkhand	78.0	83.3	77.4
Karnataka	69.9	76.3	71.1
Kerala	48.0	64.5	44.5
Madhya Pradesh	69.6	70.0	66.9
Maharashtra	61.6	67.4	60.9
Meghalaya	35.7	43.7	38.4
Mizoram	72.4	64.7	59.3
Nagaland	49.3	50.8	45.6
Odisha	88.0	92.1	88.6
Punjab	46.7	58.8	58.0
Rajasthan	60.0	68.5	59.3
Sikkim	68.6	75.2	69.0
Tamil Nadu	67.4	75.7	68.7
Telangana	57.4	70.1	59.8
Tripura	85.2	86.1	73.8
Uttar Pradesh	44.3	59.6	49.1
Uttarakhand	55.0	61.5	62.8
West Bengal	88.1	92.2	89.6

India RURAL

Attendance in government schools

State-wise map showing % of enrolled children present in surveyed primary and upper primary schools on the day of survey, 2024



State-wise table showing % of enrolled children present in surveyed primary and upper primary schools on the day of survey (2018, 2022, 2024)

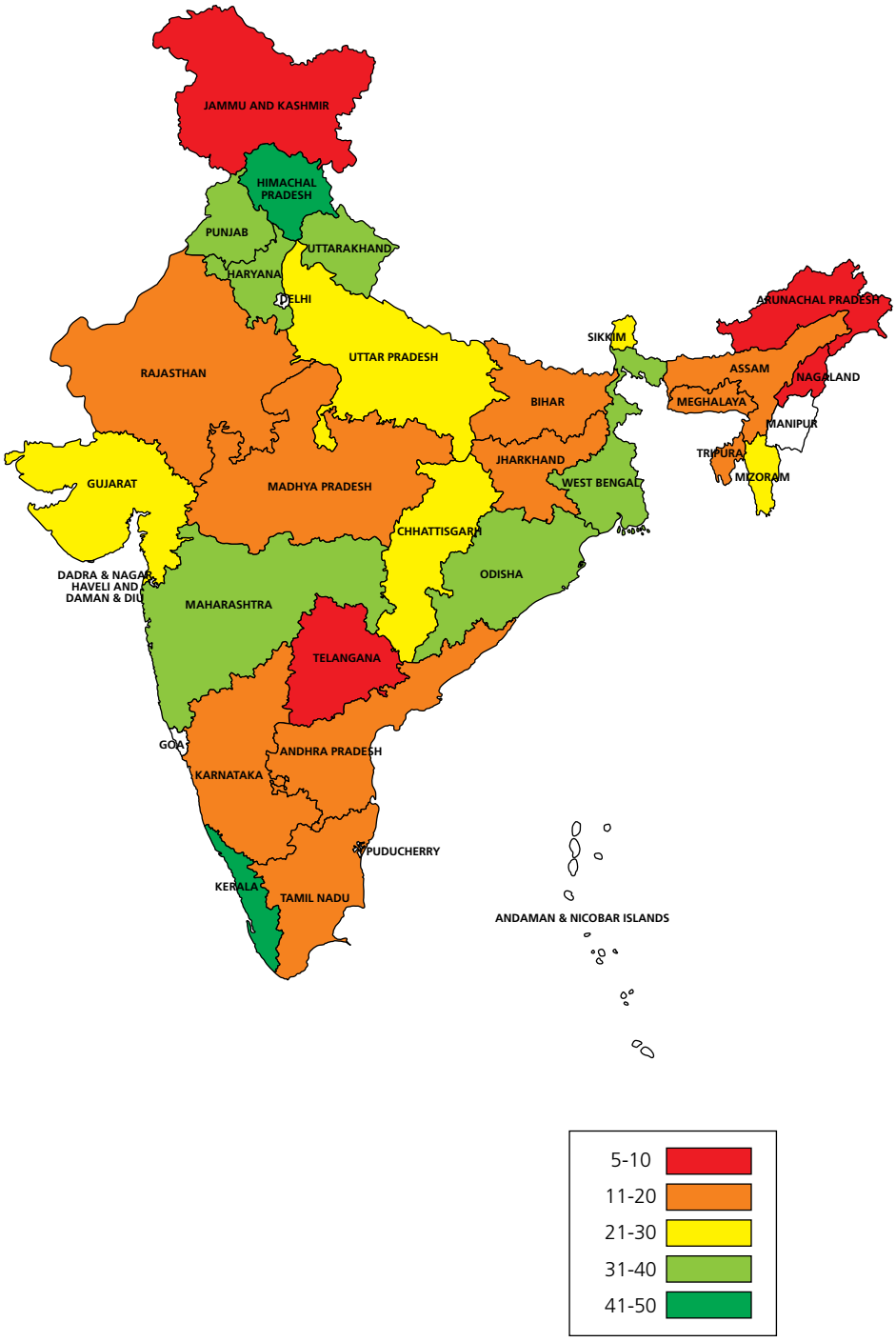
State	2018	2022	2024
Andhra Pradesh	82.0	83.3	89.8
Arunachal Pradesh	77.7	76.1	74.6
Assam	72.9	77.2	67.8
Bihar	53.7	54.6	55.2
Chhattisgarh	75.2	71.1	74.1
Gujarat	85.6	84.3	86.4
Haryana	77.6	78.6	78.4
Himachal Pradesh	83.4	83.3	85.2
Jammu and Kashmir	76.9	74.5	77.8
Jharkhand	61.9	64.9	69.0
Karnataka	84.1	87.5	86.9
Kerala	83.2	83.1	84.8
Madhya Pradesh	55.8	56.8	57.8
Maharashtra	86.3	85.6	87.8
Meghalaya	74.9	74.4	77.8
Mizoram	83.4	84.4	90.3
Nagaland	78.2	84.6	83.9
Odisha	81.0	82.1	81.2
Punjab	83.0	79.7	80.1
Rajasthan	75.1	73.6	73.7
Sikkim	84.5	82.5	88.6
Tamil Nadu	91.1	88.6	88.8
Telangana	74.9	75.5	73.5
Tripura	63.1	60.1	
Uttar Pradesh	59.9	56.2	70.6
Uttarakhand	82.9	82.2	86.6
West Bengal	54.9	68.2	64.3

India RURAL

Std III Reading

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

State-wise map showing % of government school children in Std III who can read Std II level text, 2024



State-wise table showing % of government school children in Std III who can read Std II level text (2018, 2022, 2024)

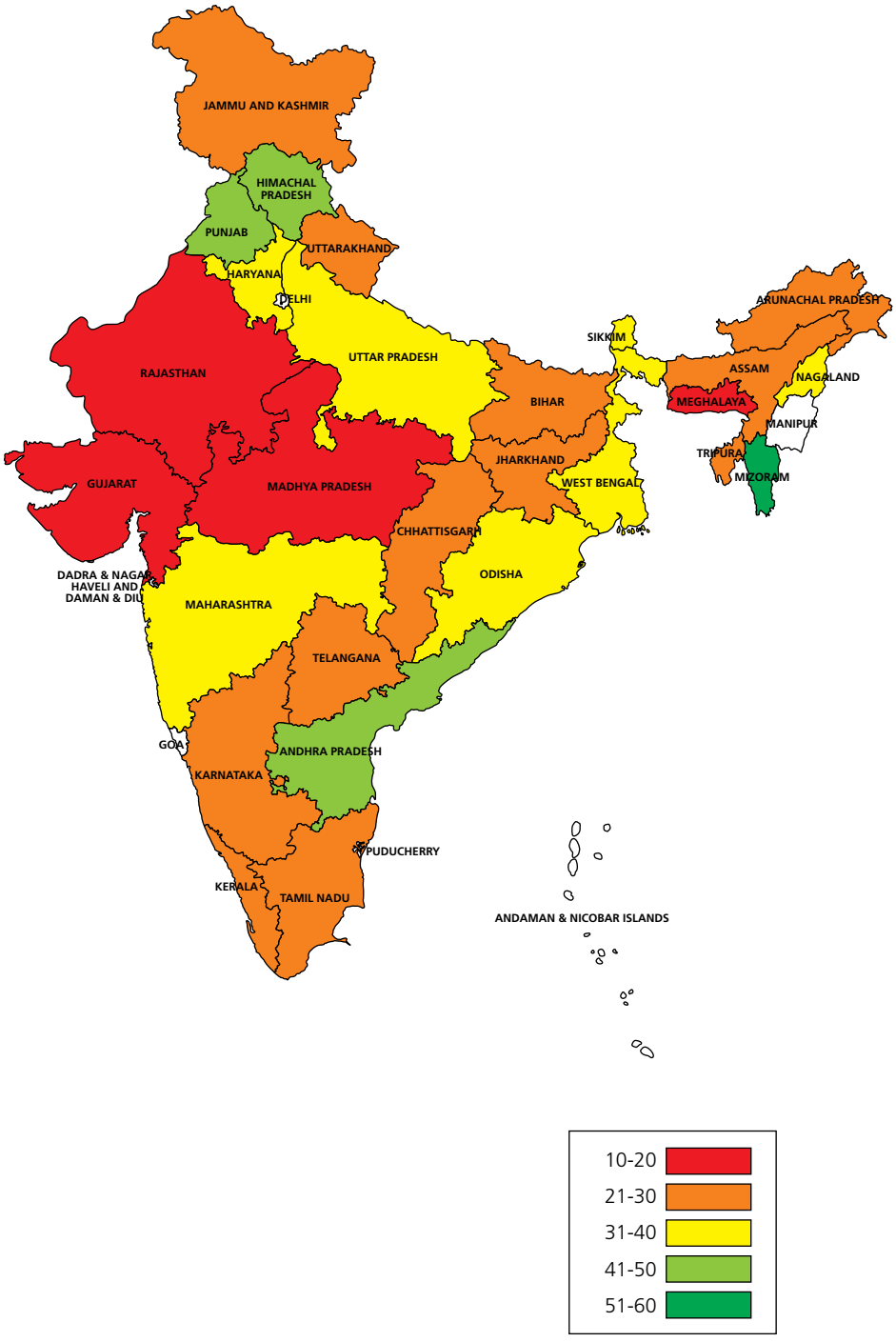
State	2018	2022	2024
Andhra Pradesh	22.6	10.5	14.7
Arunachal Pradesh	4.8	3.5	7.2
Assam	14.4	10.1	13.2
Bihar	12.3	12.9	20.1
Chhattisgarh	25.0	20.7	24.5
Gujarat	32.3	23.2	24.7
Haryana	33.5	21.2	32.1
Himachal Pradesh	47.4	23.0	49.7
Jammu and Kashmir	5.4	4.3	6.7
Jharkhand	11.0	9.5	14.1
Karnataka	19.4	7.7	15.4
Kerala	43.4	31.6	44.4
Madhya Pradesh	10.4	7.9	14.8
Maharashtra	44.2	26.1	37.0
Meghalaya	19.6	10.7	15.6
Mizoram	25.2	13.2	25.0
Nagaland	7.4	9.1	7.1
Odisha	34.9	26.7	37.7
Punjab	36.4	26.3	32.6
Rajasthan	10.3	7.7	12.1
Sikkim	13.5	14.7	24.7
Tamil Nadu	11.6	4.7	13.2
Telangana	12.6	6.3	6.8
Tripura	25.3	15.3	19.5
Uttar Pradesh	12.3	16.4	27.9
Uttarakhand	24.7	22.1	35.6
West Bengal	36.6	32.6	34.0

India RURAL

Std III Arithmetic

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

State-wise map showing % of government school children in Std III who can do at least subtraction, 2024



State-wise table showing % of government school children in Std III who can do at least subtraction (2018, 2022, 2024)

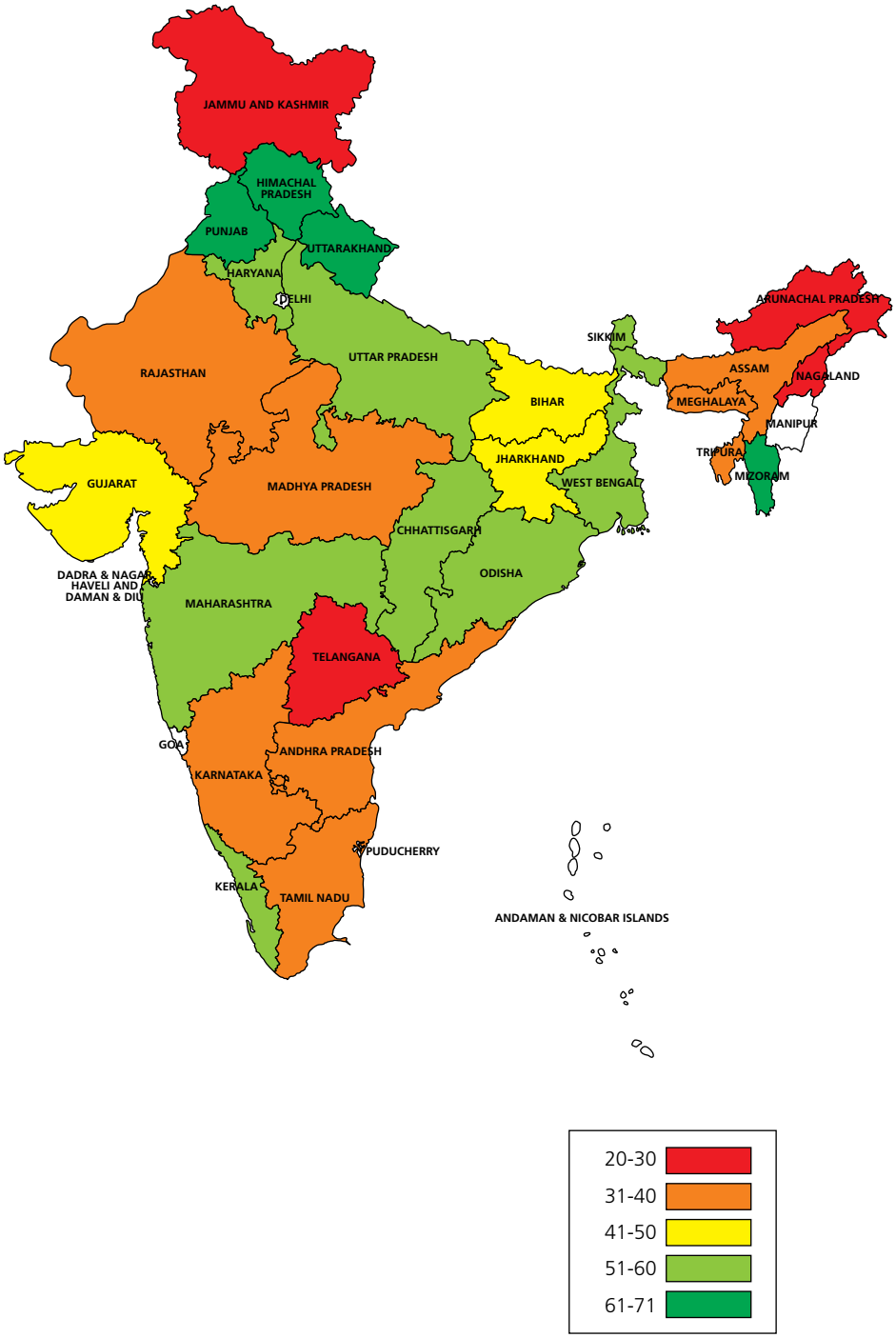
State	2018	2022	2024
Andhra Pradesh	34.1	29.2	40.9
Arunachal Pradesh	23.5	29.4	30.2
Assam	23.4	15.8	22.3
Bihar	18.0	21.2	28.2
Chhattisgarh	16.0	16.0	21.9
Gujarat	22.8	22.9	16.5
Haryana	31.6	26.1	33.1
Himachal Pradesh	42.4	31.3	49.5
Jammu and Kashmir	20.2	26.1	22.7
Jharkhand	14.8	16.3	24.6
Karnataka	23.5	19.6	23.9
Kerala	44.3	32.7	26.9
Madhya Pradesh	8.5	9.5	13.0
Maharashtra	28.1	18.5	31.6
Meghalaya	14.2	15.3	18.9
Mizoram	57.4	35.3	55.3
Nagaland	26.3	27.7	31.4
Odisha	28.1	26.8	34.6
Punjab	40.5	31.1	45.8
Rajasthan	8.1	4.9	10.4
Sikkim	34.7	36.1	35.1
Tamil Nadu	23.6	9.3	27.6
Telangana	30.6	27.2	29.1
Tripura	33.1	29.0	28.0
Uttar Pradesh	11.2	19.7	31.6
Uttarakhand	18.5	14.4	26.7
West Bengal	35.5	32.4	37.5

India RURAL

Std V Reading

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

State-wise map showing % of government school children in Std V who can read Std II level text, 2024



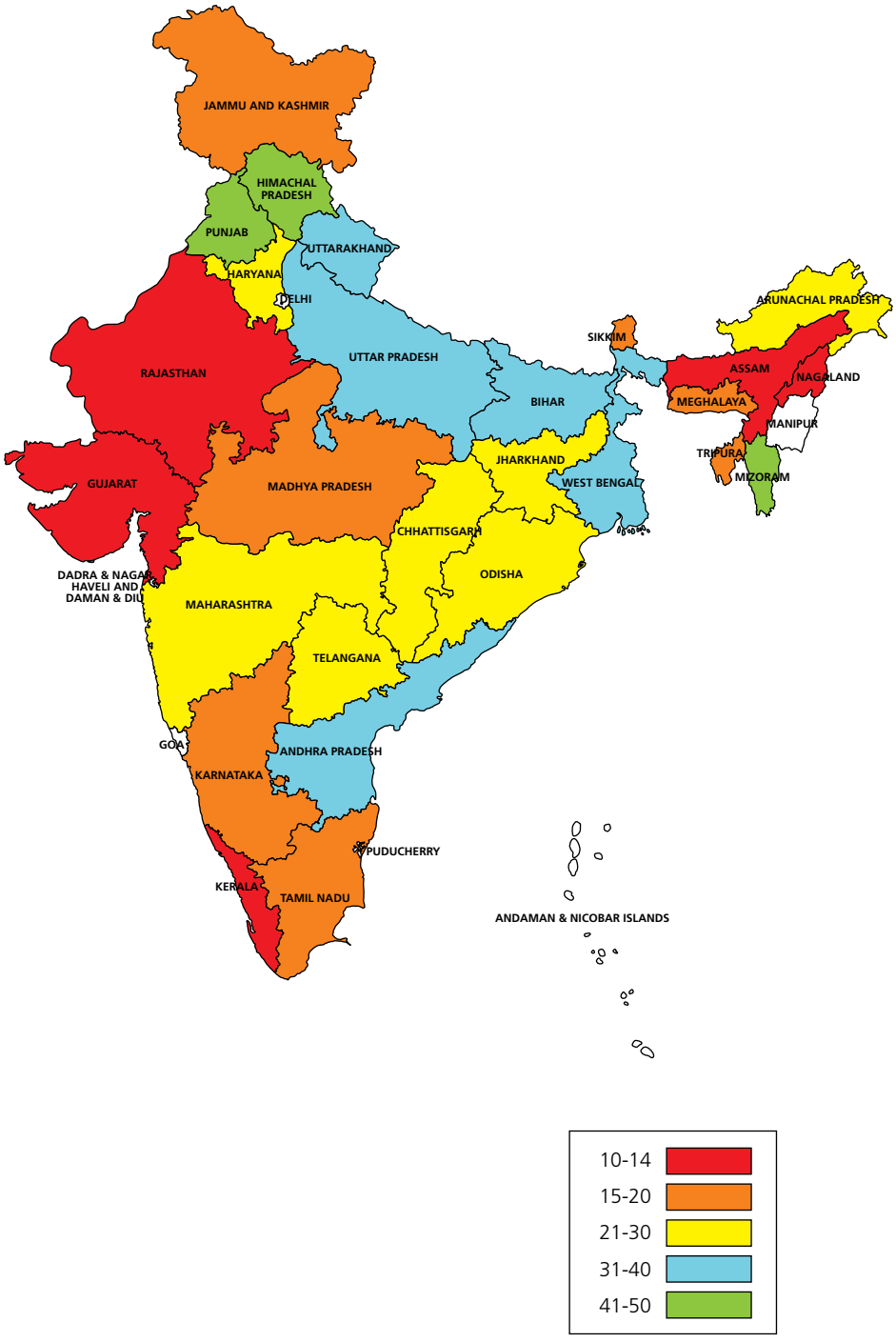
State-wise table showing % of government school children in Std V who can read Std II level text (2018, 2022, 2024)

State	2018	2022	2024
Andhra Pradesh	57.1	37.9	37.5
Arunachal Pradesh	22.1	30.5	27.5
Assam	33.5	29.2	32.8
Bihar	35.1	37.1	41.2
Chhattisgarh	57.1	52.9	52.3
Gujarat	52.0	33.9	44.6
Haryana	58.1	46.8	53.9
Himachal Pradesh	74.5	60.2	70.1
Jammu and Kashmir	24.3	18.1	21.8
Jharkhand	29.4	31.6	40.3
Karnataka	47.6	29.2	32.8
Kerala	73.3	61.9	58.2
Madhya Pradesh	34.4	29.2	37.5
Maharashtra	66.0	55.7	57.9
Meghalaya	38.9	29.1	36.6
Mizoram	58.6	46.4	65.9
Nagaland	31.7	28.9	27.1
Odisha	56.5	50.4	57.2
Punjab	68.7	59.4	66.0
Rajasthan	39.1	31.5	37.7
Sikkim	34.9	26.0	52.4
Tamil Nadu	46.3	26.0	37.0
Telangana	41.3	31.6	29.3
Tripura	45.9	42.7	34.7
Uttar Pradesh	36.2	38.3	50.5
Uttarakhand	58.0	47.7	60.3
West Bengal	50.5	47.1	53.9

India RURAL

Std V Arithmetic

State-wise map showing % of government school children in Std V who can do division, 2024



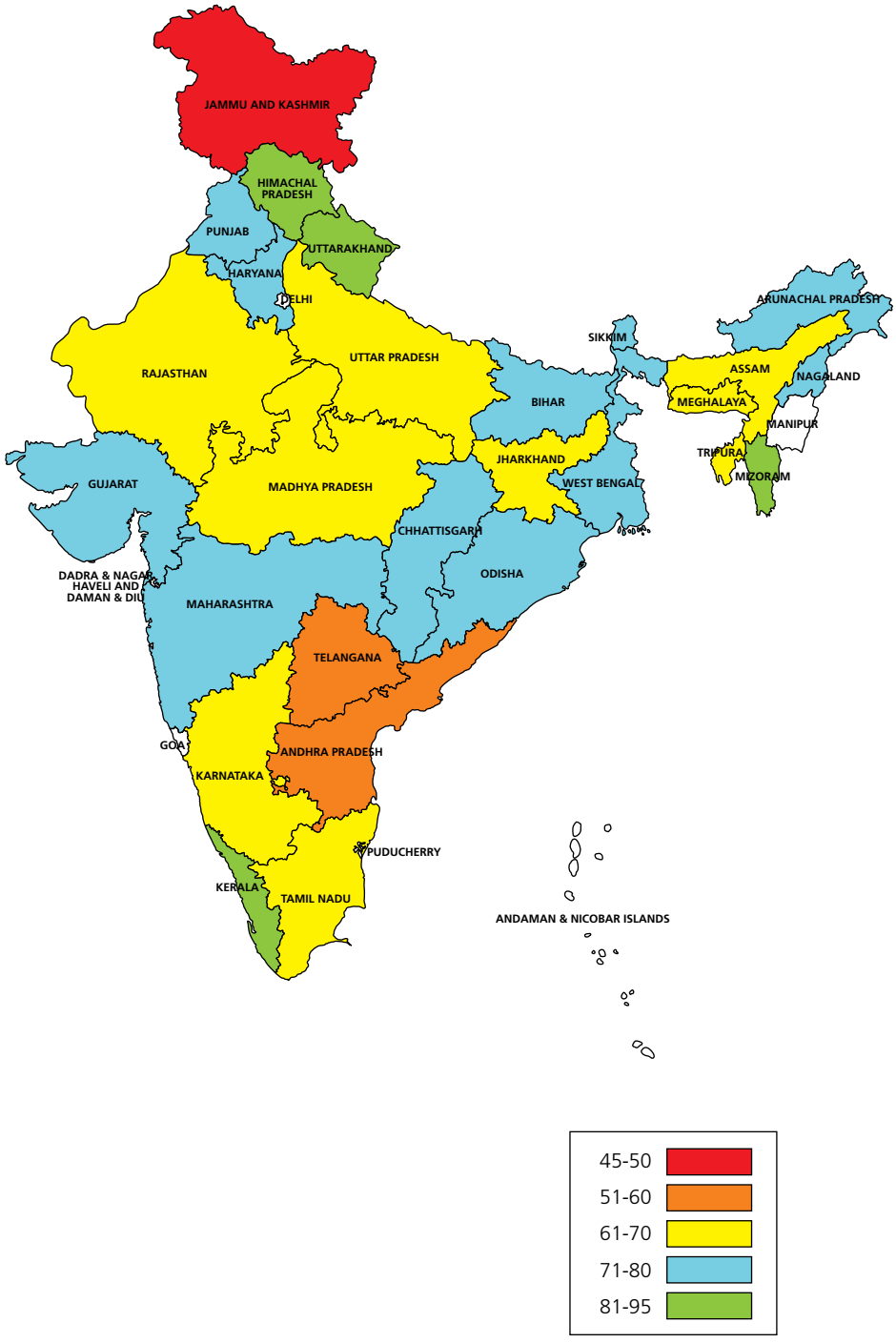
State-wise table showing % of government school children in Std V who can do division (2018, 2022, 2024)

State	2018	2022	2024
Andhra Pradesh	36.7	27.3	35.1
Arunachal Pradesh	22.1	19.5	22.6
Assam	14.4	10.1	12.0
Bihar	24.1	30.0	32.5
Chhattisgarh	26.1	22.8	22.9
Gujarat	18.4	14.5	13.1
Haryana	34.4	27.6	29.4
Himachal Pradesh	51.5	38.1	47.0
Jammu and Kashmir	13.6	14.0	16.3
Jharkhand	15.6	20.8	25.5
Karnataka	19.6	12.0	19.3
Kerala	33.3	20.2	12.4
Madhya Pradesh	16.5	15.7	16.9
Maharashtra	31.7	20.1	26.1
Meghalaya	4.7	10.1	15.2
Mizoram	35.8	14.8	40.3
Nagaland	19.3	8.9	12.7
Odisha	23.8	26.1	29.7
Punjab	50.1	33.3	50.0
Rajasthan	14.1	6.3	12.3
Sikkim	10.9	12.7	17.9
Tamil Nadu	27.1	14.7	20.2
Telangana	26.7	21.5	23.9
Tripura	16.6	13.4	17.6
Uttar Pradesh	17.0	24.5	31.8
Uttarakhand	26.7	23.3	35.4
West Bengal	29.2	26.9	34.3

India RURAL

Std VIII Reading

State-wise map showing % of government school children in Std VIII who can read Std II level text, 2024



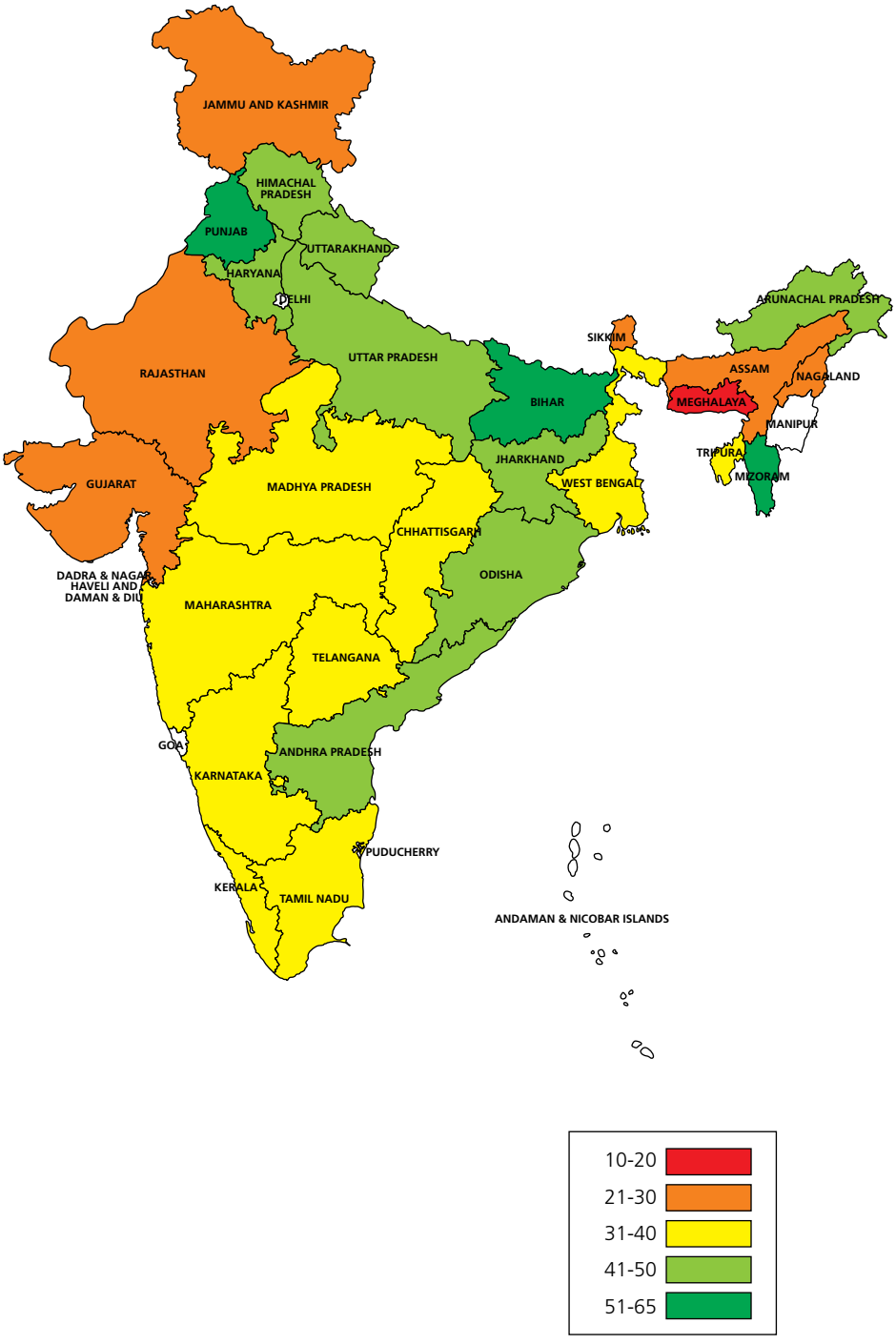
State-wise table showing % of government school children in Std VIII who can read Std II level text (2018, 2022, 2024)

State	2018	2022	2024
Andhra Pradesh	78.6	64.7	53.0
Arunachal Pradesh	64.1	69.6	72.5
Assam	58.1	63.6	61.0
Bihar	69.5	69.7	71.7
Chhattisgarh	77.0	80.6	74.3
Gujarat	72.5	52.1	74.7
Haryana	73.4	72.5	76.6
Himachal Pradesh	87.4	87.6	87.7
Jammu and Kashmir	55.5	50.2	47.2
Jharkhand	64.4	62.7	66.5
Karnataka	70.1	58.7	60.3
Kerala	87.0	81.8	82.0
Madhya Pradesh	57.9	60.2	62.5
Maharashtra	79.4	75.2	70.9
Meghalaya	76.9	73.3	68.5
Mizoram	86.7	86.0	90.2
Nagaland	76.3	79.1	71.4
Odisha	72.1	73.2	76.0
Punjab	83.8	82.6	79.1
Rajasthan	74.6	67.1	63.8
Sikkim	76.3	65.9	74.6
Tamil Nadu	75.0	62.8	62.2
Telangana	63.1	58.1	50.8
Tripura	68.3	65.5	66.6
Uttar Pradesh	62.0	62.6	67.3
Uttarakhand	81.6	81.0	80.9
West Bengal	63.0	69.8	71.3

India RURAL

Std VIII Arithmetic

State-wise map showing % of government school children in Std VIII who can do division, 2024



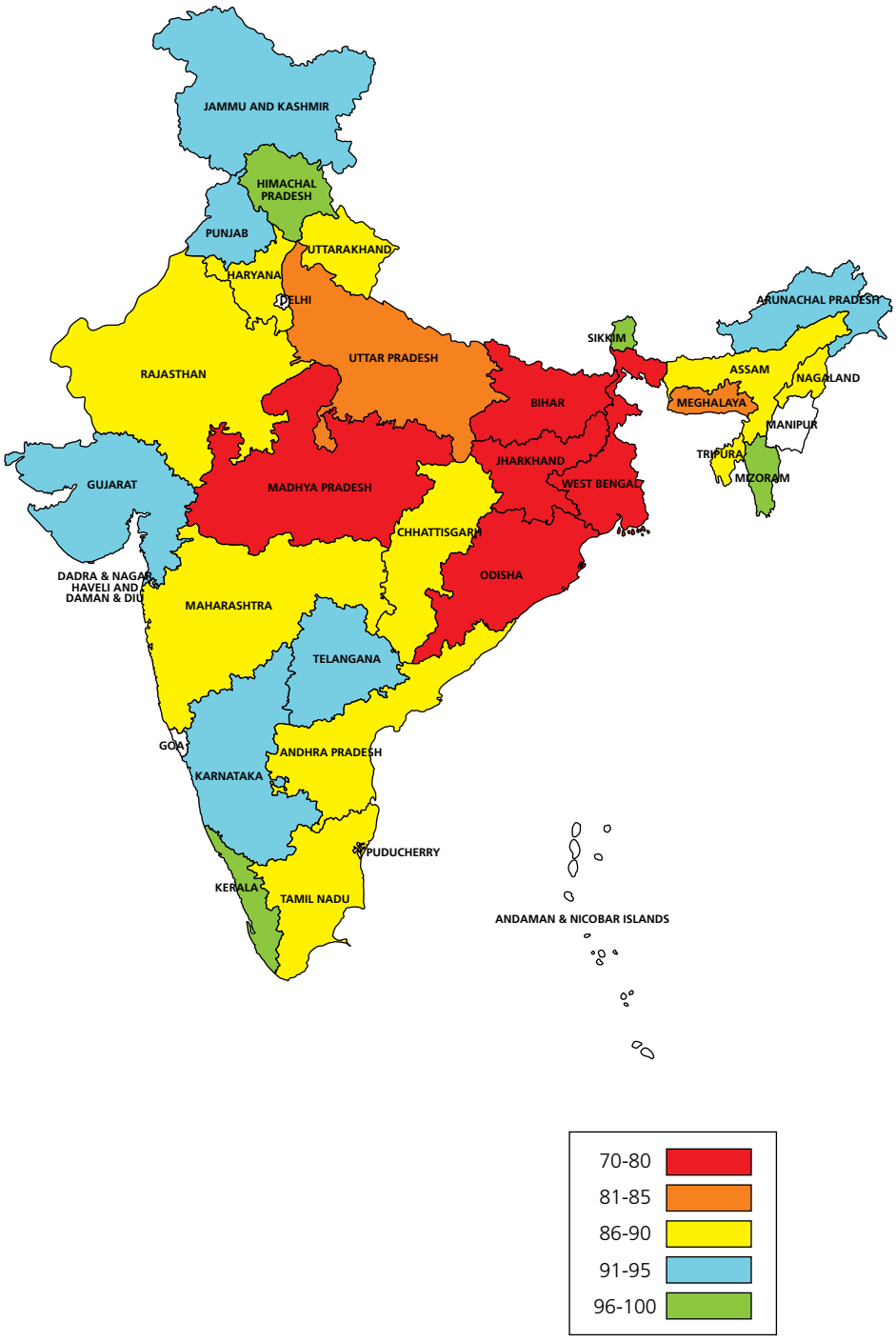
State-wise table showing % of government school children in Std VIII who can do division (2018, 2022, 2024)

State	2018	2022	2024
Andhra Pradesh	44.0	51.8	45.2
Arunachal Pradesh	42.6	40.2	42.8
Assam	28.1	21.7	24.2
Bihar	55.1	58.0	62.0
Chhattisgarh	28.0	38.0	33.5
Gujarat	35.8	31.3	28.3
Haryana	49.1	49.5	43.1
Himachal Pradesh	54.7	48.2	45.9
Jammu and Kashmir	25.3	26.3	28.0
Jharkhand	42.2	43.2	47.2
Karnataka	36.1	33.4	35.7
Kerala	43.3	39.9	31.0
Madhya Pradesh	32.1	39.0	34.9
Maharashtra	41.4	38.1	34.5
Meghalaya	23.3	18.7	12.1
Mizoram	67.5	41.3	59.2
Nagaland	40.7	37.3	29.3
Odisha	41.4	42.5	47.1
Punjab	58.4	44.5	62.5
Rajasthan	34.3	29.1	25.5
Sikkim	38.6	43.2	27.8
Tamil Nadu	49.6	43.5	37.8
Telangana	43.0	40.2	38.5
Tripura	30.6	43.2	37.5
Uttar Pradesh	32.0	41.7	45.6
Uttarakhand	41.6	40.0	45.2
West Bengal	28.9	32.0	33.5

India RURAL

Households with a smartphone

State-wise map showing % of households with a smartphone, 2024



State-wise table showing % of households with a smartphone (2018, 2022, 2024)

State	2018	2022	2024
Andhra Pradesh	37.8	84.8	89.9
Arunachal Pradesh	47.4	79.8	90.8
Assam	35.0	71.1	85.3
Bihar	27.2	64.1	77.2
Chhattisgarh	63.9	76.7	85.4
Gujarat	42.6	96.0	90.4
Haryana	58.4	87.4	90.0
Himachal Pradesh	58.4	95.0	95.7
Jammu and Kashmir	53.6	84.7	90.7
Jharkhand	17.6	61.6	75.6
Karnataka	43.4	85.2	90.8
Kerala	74.0	97.6	98.1
Madhya Pradesh	21.7	67.2	79.4
Maharashtra	40.8	84.0	89.5
Meghalaya	29.2	74.4	83.2
Mizoram	62.1	94.0	97.9
Nagaland	43.6	83.8	89.4
Odisha	21.9	64.1	73.7
Punjab	65.7	91.2	93.5
Rajasthan	38.2	78.0	88.9
Sikkim	67.9	93.7	96.7
Tamil Nadu	38.0	83.9	88.3
Telangana	44.0	89.3	92.2
Tripura	34.0	68.7	87.2
Uttar Pradesh	29.8	67.8	81.2
Uttarakhand	46.6	79.5	89.2
West Bengal	27.7	65.7	79.2

India RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 605 OUT OF 618 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	66.8	30.6	0.7	1.9	100
Age 7-16: All	66.0	30.8	0.7	2.5	100
Age 7-10: All	67.5	30.7	0.7	1.2	100
Age 7-10: Boys	64.3	33.8	0.7	1.2	100
Age 7-10: Girls	70.7	27.4	0.6	1.3	100
Age 11-14: All	66.5	30.8	0.7	2.1	100
Age 11-14: Boys	63.4	34.1	0.7	1.9	100
Age 11-14: Girls	69.6	27.5	0.7	2.3	100
Age 15-16: All	60.3	31.3	0.6	7.9	100
Age 15-16: Boys	57.9	33.8	0.6	7.7	100
Age 15-16: Girls	62.4	28.9	0.6	8.1	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. 2006-2024

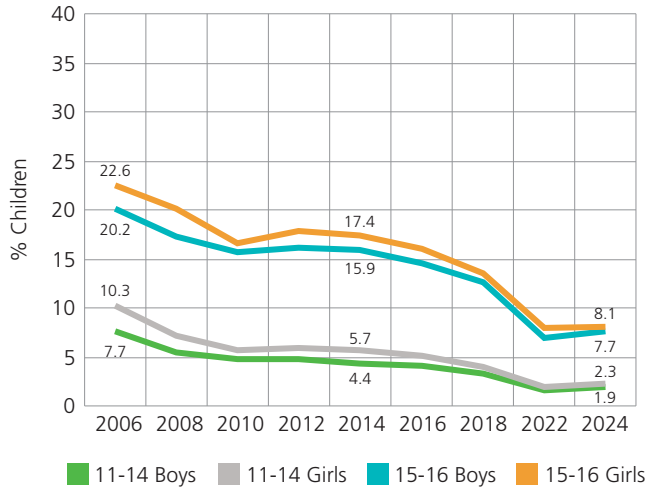
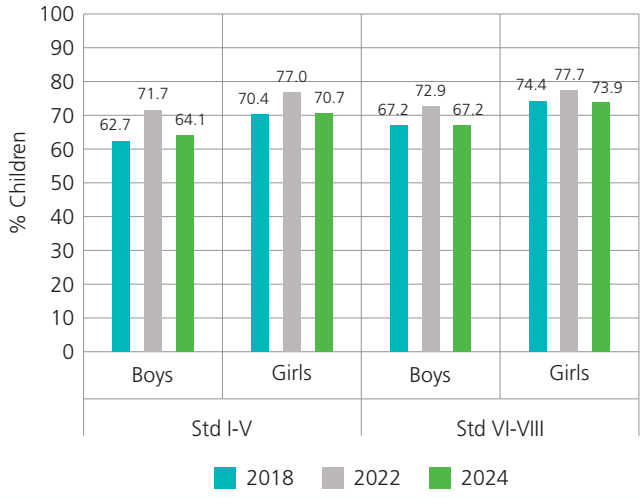


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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	1.7	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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

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	2.0	8.6	1.2	0.8	0.0	20.7	100
Age 4	57.7	3.3	22.4	2.9	2.2	0.2	11.4	100
Age 5	37.0	4.9	29.5	14.1	8.0	0.4	6.2	100
Age 6	10.7	4.1	19.0	42.9	19.3	0.6	3.3	100
Age 7	1.8	1.1	8.6	58.5	27.5	0.6	1.8	100
Age 8	0.5	0.2	3.2	64.1	30.2	0.7	1.1	100

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	31.9	38.8	17.2	6.9	5.3	100
II	15.1	32.7	23.2	14.9	14.1	100
III	8.2	22.6	22.2	20.0	27.0	100
IV	5.0	15.1	18.0	22.0	40.0	100
V	4.1	11.7	14.2	21.3	48.7	100
VI	2.9	8.9	10.6	19.9	57.7	100
VII	2.0	7.1	8.7	17.9	64.4	100
VIII	1.6	5.3	6.9	15.2	71.1	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, 8.2% cannot even read letters, 22.6% can read letters but not words or higher, 22.2% can read words but not Std I level text or higher, 20% can read Std I level text but not Std II level text, and 27% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

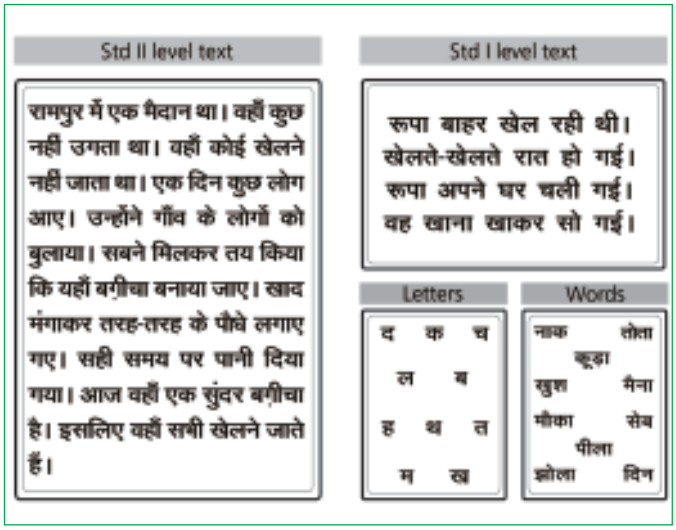


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2014	17.2	37.8	23.6
2016	19.3	38.0	25.2
2018	20.9	40.6	27.3
2022	16.3	33.1	20.5
2024	23.4	35.5	27.1

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

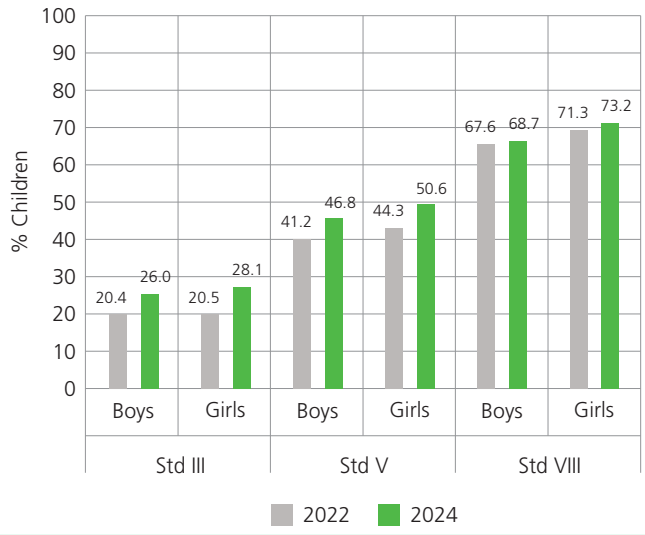
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	44.8	59.3	48.8	67.5	80.0	71.1

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	26.3	39.9	26.6	5.2	2.0	100
II	10.6	33.5	37.2	13.7	5.0	100
III	5.5	23.7	37.1	22.3	11.4	100
IV	2.9	15.6	34.1	25.8	21.5	100
V	2.3	11.8	30.1	25.1	30.7	100
VI	1.6	8.8	28.9	24.7	36.0	100
VII	1.2	6.6	27.2	23.5	41.5	100
VIII	1.1	4.9	25.4	22.8	45.7	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, 5.5% cannot even recognise numbers from 1 to 9, 23.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 37.1% can recognise numbers up to 99 but cannot do subtraction, 22.3% can do subtraction but cannot do division, and 11.4% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

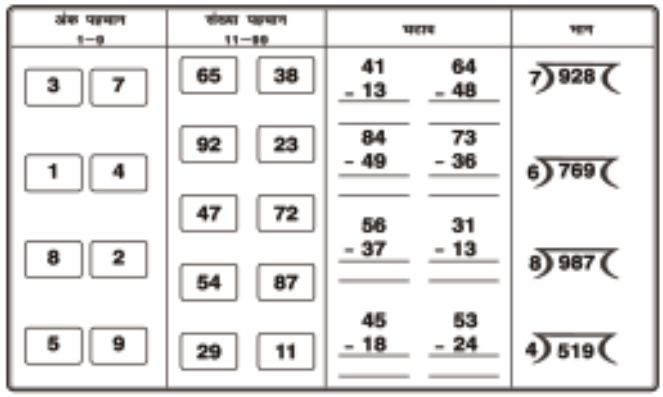


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	27.6	47.5	33.7

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

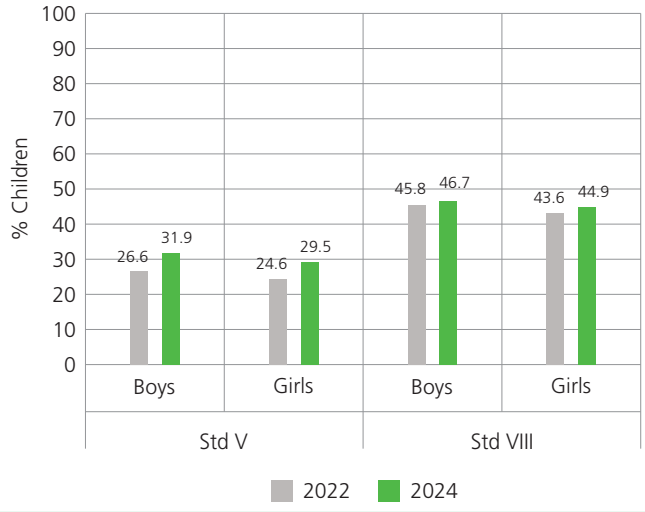
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	26.5	41.8	30.7	41.9	55.8	45.8

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	88.8	62.7	79.8	27.0
15	88.9	66.1	82.6	31.2
16	90.0	70.6	85.5	37.8
All	89.1	65.9	82.2	31.4

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	90.2	70.2	85.5	36.2
Girls	88.1	62.2	79.4	26.9
All	89.1	65.9	82.2	31.4

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	55.7	73.5	55.2	48.0	51.3
15	57.0	76.1	63.2	56.3	58.4
16	59.0	79.4	69.4	63.6	65.6
All	57.0	76.0	62.0	55.2	57.7

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	57.2	78.8	65.2	60.3	65.4
Girls	56.8	73.4	58.7	50.2	50.1
All	57.0	76.0	62.0	55.2	57.7

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
8:30 in the morning tomorrow	**First woman President of India**	**PMGDISHA Module 1**
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	66.1	59.6	62.7	77.8	69.7	73.8	77.3	76.7	77.0	86.2	83.6	84.9	92.0	88.8	90.4
15	70.8	62.1	66.1	82.3	73.4	77.8	80.4	79.4	79.9	88.8	87.0	87.9	93.8	90.4	92.1
16	75.9	66.1	70.6	85.7	74.8	80.1	83.5	80.2	81.8	90.9	86.9	88.9	95.5	92.9	94.2
All	70.2	62.2	65.9	81.5	72.4	76.9	80.1	78.6	79.3	88.4	85.7	87.0	93.6	90.5	92.1

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Performance of states

Table 15: Government school enrollment, children not in school, and learning levels. By state. 2018, 2022, 2024

State	Govt school			Not in school			Std III: Learning levels						Std V: Learning levels						Std VIII: Learning levels					
	% Children (aged 6-14) enrolled in govt schools			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Andhra Pradesh	63.2	70.8	61.8	9.0	2.1	1.3	22.4	10.4	15.7	38.4	33.7	44.1	59.7	36.4	37.7	39.3	29.6	36.2	78.2	66.4	56.2	47.6	51.7	48.4
Arunachal Pradesh	60.1	62.2	56.3	10.1	7.2	10.0	18.8	10.7	19.4	33.9	35.8	39.8	37.1	37.8	41.0	27.3	22.9	30.8	70.5	73.4	76.0	50.1	46.7	47.7
Assam	71.7	71.9	69.9	13.7	7.0	5.0	19.9	17.9	18.2	29.7	24.4	29.2	40.1	36.5	38.3	17.8	15.2	16.7	60.8	68.8	65.9	31.2	27.8	29.2
Bihar	78.1	82.2	80.1	10.8	6.4	8.6	23.5	19.8	26.1	28.4	28.7	37.4	41.3	42.4	43.6	29.9	35.4	36.0	71.2	71.2	72.8	56.9	59.4	63.6
Chhattisgarh	76.4	81.7	80.6	21.7	13.5	11.8	29.8	24.4	25.0	19.3	19.7	23.3	59.5	55.4	54.4	26.9	24.8	25.7	78.7	82.0	76.0	31.1	40.7	36.7
Gujarat	85.6	90.9	86.5	19.8	6.2	10.0	33.1	23.9	25.8	25.6	23.2	19.1	53.7	34.2	46.3	20.1	14.7	14.3	73.2	52.4	75.9	35.6	31.8	30.5
Haryana	42.6	51.9	46.0	6.8	4.6	3.5	46.2	31.5	44.0	53.7	41.7	51.5	69.1	57.6	63.5	50.9	41.6	43.2	81.2	80.3	82.7	63.2	62.6	56.4
Himachal Pradesh	58.9	66.3	58.6	2.2	2.8	3.0	47.8	28.5	50.6	50.2	41.5	57.9	76.9	61.4	71.3	56.6	42.5	50.5	89.9	87.9	88.3	61.0	52.3	54.4
Jammu and Kashmir	58.3	55.5	57.2	9.9	4.8	3.8	22.3	19.1	16.6	36.2	38.7	36.4	41.9	35.1	37.7	25.0	22.3	25.1	64.8	60.9	58.5	32.9	35.7	35.8
Jharkhand	78.0	83.3	77.4	13.2	6.1	6.6	18.8	14.2	19.6	22.5	22.6	31.7	34.4	35.6	45.3	19.0	24.5	30.4	66.4	64.9	69.5	44.0	45.3	50.9
Karnataka	69.9	76.3	71.1	7.4	2.2	2.8	19.2	8.6	15.9	26.3	22.2	25.9	46.0	30.2	34.0	20.5	13.3	20.9	70.3	59.9	62.1	39.0	36.0	37.9
Kerala	48.0	64.5	44.5	0.9	0.4	0.3	52.3	38.8	45.6	47.7	38.9	32.6	77.3	64.7	66.0	43.5	26.8	21.3	89.6	83.7	84.5	51.8	44.3	38.2
Madhya Pradesh	69.6	70.0	66.9	23.4	14.9	14.3	17.6	12.1	18.8	13.9	15.1	17.6	41.6	35.6	43.7	19.8	19.1	21.7	64.4	64.4	66.9	36.6	41.9	38.0
Maharashtra	61.6	67.4	60.9	4.3	1.4	1.9	42.0	26.6	37.0	27.2	18.7	31.3	66.4	55.5	59.6	30.2	19.6	27.7	80.2	76.2	74.2	40.5	34.6	36.3
Meghalaya	35.7	43.7	38.4	12.3	9.2	13.9	24.6	16.2	19.5	19.2	18.0	22.8	50.1	39.2	42.7	7.2	11.8	16.0	82.8	75.5	75.4	28.1	28.2	19.2
Mizoram	72.4	64.7	59.3	5.3	7.6	15.4	25.6	19.8	29.6	58.9	41.8	57.2	64.3	51.2	67.5	40.2	20.9	44.7	89.4	85.6	90.7	71.0	44.7	60.9
Nagaland	49.3	50.8	45.6	9.2	9.4	12.6	22.6	21.2	20.3	36.9	33.8	37.9	48.0	48.4	49.2	25.8	15.3	20.6	83.6	86.2	79.6	51.3	50.2	40.2
Odisha	88.0	92.1	88.6	12.8	7.4	6.5	38.7	29.7	40.0	30.7	29.3	37.7	58.7	52.5	59.5	25.4	28.2	32.6	72.5	73.4	76.7	42.3	43.0	48.5
Punjab	46.7	58.8	58.0	6.2	5.2	3.3	39.4	33.0	36.5	49.7	44.8	53.3	71.6	66.2	66.6	53.0	41.1	53.1	85.1	85.4	82.2	62.4	53.7	63.9
Rajasthan	60.0	68.5	59.3	15.7	8.8	11.3	20.4	14.2	18.6	17.3	11.8	20.0	49.1	38.2	47.6	23.3	13.3	21.9	78.3	71.6	69.1	41.6	35.6	33.3
Sikkim	68.6	75.2	69.0	4.9	3.6	3.3	29.4	16.7	30.4	41.0	43.3	40.3	41.7	31.5	53.5	12.5	19.2	18.9	79.0	66.8	76.5	44.6	45.1	27.6
Tamil Nadu	67.4	75.7	68.7	2.3	1.9	1.8	10.2	4.8	12.0	26.0	11.2	27.7	40.7	25.2	35.6	25.4	14.9	20.8	73.2	63.0	64.2	50.2	44.4	40.0
Telangana	57.4	70.1	59.8	5.1	2.5	2.5	18.0	5.1	6.2	34.3	28.5	30.9	43.7	31.7	31.6	27.1	22.7	25.2	69.0	61.8	56.4	48.3	44.6	41.1
Tripura	85.2	86.1	73.8	4.9	4.6	3.4	25.6	20.3	20.9	34.8	31.6	33.2	45.0	46.7	40.7	19.2	17.2	22.0	68.3	66.4	68.8	30.7	43.8	39.4
Uttar Pradesh	44.3	59.6	49.1	19.1	12.3	13.0	28.1	24.0	34.3	26.6	28.7	40.5	52.0	46.3	56.4	29.6	31.6	39.4	73.7	70.6	75.1	44.4	49.4	55.2
Uttarakhand	55.0	61.5	62.8	6.9	3.8	4.3	34.5	27.8	39.4	32.3	23.6	36.0	64.3	53.6	63.9	37.5	30.6	39.8	83.8	82.2	82.2	48.6	44.4	52.5
West Bengal	88.1	92.2	89.6	11.7	4.9	5.4	39.9	33.0	36.3	38.6	34.2	40.9	50.7	47.3	54.6	29.7	27.5	35.0	61.8	69.2	71.3	28.7	31.8	33.7
All India	**65.6**	**72.9**	**66.8**	**13.1**	**7.5**	**7.9**	**27.2**	**20.5**	**27.0**	**28.1**	**25.9**	**33.7**	**50.4**	**42.8**	**48.7**	**27.8**	**25.6**	**30.7**	**72.8**	**69.5**	**71.1**	**43.9**	**44.6**	**45.7**

Data is not presented where sample size is insufficient.

Performance of states

Table 16: Digital access and use among children aged 14-16. 2024

State	% Children who have a smartphone at home	Self-reported smartphone usage						% Children who could bring a smartphone to do digital tasks**	Digital tasks			
		% Children who can use a smartphone	Of these, % children who:		Of those who used social media, % children who can:				Of these, % children who could do the following tasks:			
			Did at least 1 education related activity online in the reference week*	Used social media in the reference week*	Block/report a profile	Make a profile private	Change password		Setting an alarm	Browsing for information	Finding a YouTube video	Of those who found video, % able share it
Andhra Pradesh	93.8	88.1	66.1	82.3	64.5	66.3	62.5	71.6	86.0	80.6	86.2	98.4
Arunachal Pradesh	97.4	88.6	61.2	79.8	71.5	72.3	70.2	82.0	85.1	84.3	91.2	94.4
Assam	91.4	85.1	55.9	76.9	59.2	51.6	56.4	73.0	73.7	69.1	87.2	90.0
Bihar	82.5	76.6	57.6	75.2	65.8	57.4	59.7	63.5	75.0	80.9	87.1	93.0
Chhattisgarh	93.8	82.5	48.4	77.6	62.6	52.0	53.6	67.6	71.1	87.7	89.2	89.8
Gujarat	96.0	82.3	60.8	73.2	62.8	53.6	57.3	69.1	79.2	76.3	86.3	92.8
Haryana	92.4	88.2	66.1	77.5	68.2	66.6	68.3	73.2	89.0	90.6	94.1	96.4
Himachal Pradesh	96.7	94.3	64.8	90.2	73.7	75.0	75.7	83.4	89.4	92.2	96.2	96.9
Jammu and Kashmir	93.7	83.9	64.0	79.4	73.8	71.5	75.4	72.4	87.6	83.5	88.3	96.0
Jharkhand	85.1	76.8	63.4	70.0	66.0	56.8	56.3	62.0	74.3	82.4	89.8	93.0
Karnataka	94.5	80.8	64.4	70.6	52.3	49.2	51.8	68.4	83.0	75.9	81.9	93.2
Kerala	99.1	97.3	82.4	90.9	84.4	80.6	80.5	89.1	94.8	87.2	98.3	99.5
Madhya Pradesh	87.0	79.4	51.1	74.3	62.6	56.0	60.8	58.4	71.5	80.8	84.0	90.5
Maharashtra	94.2	84.1	63.3	72.7	60.9	55.2	55.7	70.0	83.4	86.7	89.3	92.3
Meghalaya	94.5	53.6	38.4	74.1	63.5	68.5	60.3	49.8	70.8	71.3	80.5	91.3
Mizoram	99.4	96.7	48.5	85.6	71.1	68.3	69.6	92.4	84.8	80.0	96.0	93.6
Nagaland	95.0	82.9	51.3	76.1	64.5	64.3	65.8	82.7	81.5	84.3	90.8	86.9
Odisha	83.2	80.9	61.7	77.6	57.0	51.9	58.6	69.1	75.0	71.4	85.9	93.1
Punjab	96.2	94.2	63.3	86.8	75.0	69.5	68.2	79.4	87.8	85.4	92.5	96.8
Rajasthan	91.7	78.9	50.5	73.5	58.9	56.3	56.8	50.5	72.4	81.1	82.5	89.4
Sikkim	98.6	97.5	66.4	89.9	83.9	85.4	86.1	95.9	92.3	89.3	94.7	94.9
Tamil Nadu	92.2	87.0	65.3	79.6	74.2	70.0	68.5	77.2	87.2	81.0	89.6	96.6
Telangana	96.0	92.3	61.1	82.5	67.2	60.8	62.0	75.7	89.0	84.4	88.6	98.1
Tripura	90.0	89.3	60.8	82.9	59.7	54.4	61.9	76.6	82.9	76.6	87.2	95.4
Uttar Pradesh	86.8	80.8	51.9	74.1	56.9	48.5	52.5	60.8	72.5	79.7	86.1	89.4
Uttarakhand	93.0	89.3	61.4	80.0	73.8	70.4	69.9	66.9	84.0	86.4	86.0	92.4
West Bengal	84.4	84.7	43.2	76.1	49.7	38.3	45.7	66.6	60.3	60.9	83.8	84.3
All India	**89.1**	**82.2**	**57.0**	**76.0**	**62.0**	**55.2**	**57.7**	**65.9**	**76.9**	**79.3**	**87.0**	**92.1**

*Reference week implies the 7 days prior to the survey.
**Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.

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 17: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	8419	9180	9622	8504
Upper primary or higher*	5821	6818	7425	7224
Total schools visited	14240	15998	17047	15728

Table 18: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	72.9	72.4	73.0	75.9
% Teachers present (Average)	87.1	85.1	86.8	87.5
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	73.4	72.3	71.3	73.4
% Teachers present (Average)	86.4	85.8	87.5	86.9

Table 19: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	27.3	43.3	44.0	52.1
Upper primary or higher	2.7	10.7	11.5	13.5

Table 20: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	67.0	66.0
Upper primary or higher	60.4	60.3

Table 21: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	87.0	85.7	75.0	75.9
Upper primary or higher	86.7	85.4	79.4	80.2

School facilities

Table 22: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	84.6	87.1	89.5	91.9
	Kitchen/shed for cooking mid-day meal	82.1	91.0	89.4	89.3
Drinking water	No facility for drinking water	17.0	13.9	12.5	12.6
	Facility but no drinking water available	10.3	11.3	11.4	9.8
	Drinking water available	72.7	74.8	76.1	77.7
	Total	100	100	100	100
Toilet	No toilet facility	11.0	3.0	2.9	2.3
	Facility but toilet not useable	41.8	22.8	21.0	18.7
	Toilet useable	47.2	74.2	76.2	79.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	31.2	11.5	10.8	9.8
	Separate provision but locked	18.7	10.5	8.1	6.3
	Separate provision, unlocked but not useable	17.2	11.7	12.8	12.0
	Separate provision, unlocked and useable	32.9	66.4	68.4	72.0
	Total	100	100	100	100
Library	No library	37.4	25.8	21.7	17.5
	Library but no books being used by children on day of visit	24.7	37.3	34.4	31.2
	Library books being used by children on day of visit	37.9	36.9	43.9	51.3
	Total	100	100	100	100
Electricity	Electricity connection		75.0	93.0	95.9
	Of schools with electricity connection, % schools with electricity available on day of visit		78.5	85.3	89.7
Computer	No computer available for children to use	84.2	78.7	77.3	72.6
	Computer available but not being used by children on day of visit	7.2	14.8	14.8	16.2
	Computer being used by children on day of visit	8.6	6.5	7.9	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 23: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	80.5	75.2	59.7	73.2	37.0	75.7
	Upper primary or higher*	86.5	80.5	69.1	76.1	35.3	77.8
Previous academic year (2023-2024)	Primary	81.4	78.9	69.0	76.4	47.0	75.1
	Upper primary or higher	85.8	82.0	76.5	76.6	39.6	77.1

Table 24: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	90.2	6.8	3.0	100
	2024	95.8	3.8	0.4	100
Upper primary or higher	2022	84.4	8.7	6.9	100
	2024	95.1	4.5	0.3	100

Table 25: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	68.2	9.3	22.5	100	52.8
	2024	64.1	12.0	24.0	100	66.2
Upper primary or higher	2022	51.1	16.2	32.7	100	50.8
	2024	54.5	14.9	30.6	100	56.2

Table 26: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			74.6	83.0		79.2	87.4
Physical education teacher	Separate teacher	5.8	4.3	4.8	30.8	31.3	30.2
	Any other teacher	63.0	62.2	66.4	46.6	45.5	51.7
	No teacher	31.2	33.4	28.8	22.6	23.2	18.1
	Total	100	100	100	100	100	100
Playground in the school		64.2	66.7	66.2	69.6	71.8	72.2
Sports equipment available		55.8	80.6	81.6	71.5	82.7	83.3



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Data is not presented where sample size is insufficient.

Table 27A: Trends over time
Performance of schools with respect to selected Right to Education indicators. By state. 2010, 2018, 2022, 2024

State	Number of schools visited				PTR & CTR								School facilities							
					% Schools complying with:								% Schools with:							
					Pupil-teacher ratio norms				Classroom-teacher ratio norms				Office/store/office cum store				Playground			
	2010	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024
Andhra Pradesh	374	379	298	352	60.0	61.5	57.4	62.6	53.9	70.0	75.3	82.9	57.0	58.6	59.4	51.4	61.2	61.9	64.2	71.7
Arunachal Pradesh	259	159	238	182	78.0	74.2	78.0	82.1	79.8	65.3	67.5	62.8	77.7	86.6	82.2	82.2	58.9	55.4	76.0	81.1
Assam	519	714	740	734	33.6	47.4	49.1	57.9	67.7	68.5	66.0	65.5	57.5	63.1	57.0	63.0	61.5	61.1	61.9	65.7
Bihar	967	1100	1101	1114	8.8	19.7	19.1	38.2	48.2	59.6	61.7	63.1	69.0	83.7	80.3	82.8	48.3	51.1	54.9	47.9
Chhattisgarh	425	468	1645	786	39.6	56.6	43.7	40.5	64.2	71.8	70.1	83.4	79.0	82.8	82.1	80.1	45.0	68.8	71.7	70.1
Gujarat	623	644	711	648	62.7	83.5	77.6	78.7	84.2	86.3	89.2	84.2	80.2	78.0	89.8	77.8	75.5	82.6	75.7	79.9
Haryana	528	613	500	531	40.3	76.3	59.5	74.7	75.1	79.2	80.6	73.4	85.8	88.3	86.8	85.7	79.7	83.4	84.0	84.3
Himachal Pradesh	261	293	263	268	60.6	56.8	47.5	58.1	76.7	78.9	87.1	85.7	75.9	79.8	81.1	86.8	75.6	81.7	82.8	84.2
Jammu and Kashmir	0	376	529	517		92.6	92.4	88.4		43.8	56.3	60.2		84.5	88.1	86.7		54.7	59.7	59.1
Jharkhand	547	674	677	671	11.2	28.3	21.2	27.7	81.2	83.1	85.1	84.9	84.9	86.6	86.3	87.2	37.9	39.1	43.2	44.8
Karnataka	769	848	812	827	69.4	79.4	71.6	78.1	82.8	82.6	85.5	84.7	72.1	81.8	79.8	75.1	66.0	78.9	78.5	78.2
Kerala	275	279	412	358	89.2	94.6	94.9	98.3	80.3	84.7	90.6	70.8	88.4	93.2	74.6	71.8	76.3	67.7	75.1	81.8
Madhya Pradesh	1219	1451	1454	1432	19.4	49.0	54.1	60.7	81.4	71.3	64.6	70.4	69.5	70.7	73.6	73.2	61.1	69.2	74.2	75.1
Maharashtra	902	927	823	872	58.9	77.6	67.7	76.5	87.6	83.7	81.7	81.0	34.3	38.7	30.8	48.3	84.7	86.8	85.6	80.6
Meghalaya	110	143	117	122	54.3	45.2	54.0	45.5	84.2	78.1	78.3	83.0	34.6	47.5	39.5	51.6	45.8	54.4	57.9	69.7
Mizoram	174	233	212	180	89.1	75.4	95.2	94.9	57.6	69.1	44.5	64.6	78.5	84.1	49.5	65.7	39.0	65.5	78.0	83.1
Nagaland	223	289	216	247	91.9	97.6	98.5	97.3	78.6	56.1	70.8	60.5	83.8	82.4	87.7	84.7	64.2	52.1	54.6	65.5
Odisha	741	812	807	813	22.5	56.0	52.2	53.2	74.0	73.2	75.2	79.0	74.7	84.7	77.4	83.8	44.4	31.8	32.0	39.1
Punjab	449	554	590	582	34.9	76.1	65.6	69.8	76.9	72.8	79.6	78.9	78.5	80.1	81.6	83.0	69.3	72.0	76.1	74.8
Rajasthan	896	837	749	785	46.4	67.2	68.5	81.6	82.0	79.3	77.3	70.6	91.2	94.3	92.7	94.2	51.7	70.3	77.8	76.1
Sikkim	69	108	94	101	93.4	99.0	98.9	99.0	61.3	81.2	54.7	53.3	92.7	73.7	87.1	86.0	79.7	87.9	87.2	97.0
Tamil Nadu	662	750	691	534	47.0	59.9	44.5	51.8	75.2	81.2	81.0	81.5	54.8	50.9	39.1	38.9	68.7	72.5	69.7	67.1
Telangana	258	259	259	262	64.2	66.4	57.3	70.9	52.6	68.5	72.2	67.8	75.1	80.7	79.1	75.7	83.9	77.0	78.1	83.6
Uttar Pradesh	1896	1998	2030	2030	16.1	33.3	43.3	64.2	81.6	71.3	68.5	71.6	88.6	86.3	89.0	89.2	60.8	71.3	72.7	71.2
Uttarakhand	337	296	280	266	13.7	31.3	23.4	25.1	87.4	81.8	86.7	87.7	87.7	90.7	90.1	93.5	67.0	68.6	73.5	75.0
West Bengal	408	441	480	469	26.2	64.3	61.1	65.3	64.8	54.8	63.4	57.4	79.0	81.5	83.5	81.2	42.1	52.8	57.8	60.3
All India	**14240**	**15998**	**17047**	**15728**	**38.9**	**57.8**	**55.0**	**63.5**	**76.2**	**72.9**	**72.9**	**73.8**	**74.1**	**77.2**	**76.7**	**77.5**	**62.0**	**66.5**	**68.9**	**68.9**

Annual Status of Education Report ASER 2024 RURAL Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Table 27B: Trends over time
Performance of schools with respect to selected Right to Education indicators. By state. 2010, 2018, 2022, 2024

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	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024
Andhra Pradesh	47.2	55.1	79.3	81.7	64.2	72.9	73.7	77.1	64.8	58.1	65.6	55.9	38.6	86.4	82.8	78.4	25.4	81.1	80.8	77.2
Arunachal Pradesh	24.5	51.4	63.1	65.6	64.0	57.4	57.1	59.8	53.2	44.7	62.0	58.8	25.3	50.0	60.1	55.3	12.2	28.2	43.6	37.6
Assam	19.1	59.5	55.6	62.6	80.2	92.2	91.2	90.4	60.9	68.0	78.3	79.4	33.1	21.4	82.6	80.9	13.7	16.0	70.2	67.7
Bihar	48.1	55.7	56.1	59.3	64.0	91.6	86.4	81.1	78.7	89.7	87.3	88.7	33.6	75.6	70.9	82.5	18.1	63.0	63.8	73.6
Chhattisgarh	48.8	71.8	77.5	82.7	86.1	97.0	93.5	90.9	77.6	82.5	82.2	81.1	29.6	85.7	71.3	73.6	20.0	75.7	60.0	62.7
Gujarat	84.4	96.3	94.3	92.4	88.3	90.4	69.0	90.6	79.4	88.0	71.8	83.5	64.8	91.3	95.8	77.4	49.9	87.4	94.2	75.6
Haryana	82.7	90.8	92.9	92.8	51.0	88.2	90.6	91.3	74.6	82.0	84.7	80.5	67.9	90.8	71.4	78.7	52.8	84.4	68.5	74.6
Himachal Pradesh	37.9	63.6	63.9	71.4	82.5	99.3	99.2	97.8	83.2	89.4	88.9	90.4	56.0	94.2	87.1	89.9	38.7	86.3	76.4	81.7
Jammu and Kashmir		38.7	55.6	53.2		86.3	87.4	88.9		54.6	69.3	74.8		73.0	72.8	81.8		48.2	53.1	57.6
Jharkhand	27.0	34.8	43.4	47.9	73.5	88.7	84.8	88.9	73.8	82.6	82.1	86.7	26.8	74.9	75.7	78.0	20.9	72.5	72.8	75.5
Karnataka	59.3	84.7	81.9	85.1	92.9	93.0	92.4	92.5	75.8	76.8	67.8	66.8	38.4	70.8	71.4	80.7	31.8	66.4	67.0	77.7
Kerala	81.8	80.2	88.4	90.7	98.1	99.2	99.3	99.4	85.7	52.9	52.7	57.3	58.2	89.4	72.3	85.6	43.9	83.4	69.8	82.5
Madhya Pradesh	37.3	44.7	61.3	62.4	89.9	85.7	82.6	79.7	78.5	71.0	69.3	70.7	50.3	68.3	67.2	68.8	28.9	56.5	55.1	58.9
Maharashtra	57.5	74.0	81.5	77.9	78.2	94.9	94.1	95.4	69.0	70.9	67.3	66.5	53.0	70.1	65.2	61.8	43.2	63.9	60.8	58.3
Meghalaya	14.2	12.7	17.5	19.7	60.6	84.5	92.1	92.6	23.9	15.5	16.2	23.8	24.5	44.8	44.4	62.3	14.8	29.9	29.8	31.2
Mizoram	37.7	35.5	50.5	46.3	96.2	96.1	93.3	94.9	48.5	57.4	58.0	60.3	55.6	44.6	72.9	57.9	30.8	34.9	47.3	36.3
Nagaland	42.8	36.4	30.5	57.1	81.7	83.0	85.9	81.4	37.0	27.3	25.7	39.8	53.9	61.8	64.4	68.1	30.6	47.0	48.6	46.0
Odisha	40.8	50.4	65.4	70.9	74.4	89.7	90.6	92.0	70.3	82.8	85.4	85.5	44.4	75.7	82.1	73.6	34.7	69.1	76.5	68.8
Punjab	82.8	92.6	93.1	98.6	94.7	99.1	99.3	99.5	83.1	82.7	92.7	88.6	61.2	89.5	84.1	81.2	49.4	83.9	79.6	77.0
Rajasthan	70.1	84.6	87.6	89.2	83.8	92.8	90.5	89.4	68.0	72.8	74.7	85.6	65.4	84.9	86.8	92.7	50.3	80.9	84.4	88.0
Sikkim	14.5	35.9	34.4	68.3	95.7	95.3	96.8	97.0	76.8	74.5	74.2	78.0	59.4	82.4	81.9	87.1	37.5	75.7	77.7	79.2
Tamil Nadu	60.7	75.6	78.4	84.1	96.7	96.2	95.0	96.6	80.5	80.2	82.0	77.7	44.6	90.2	82.9	81.4	35.1	86.2	78.6	77.5
Telangana	61.2	71.4	76.5	84.0	71.0	86.4	84.5	80.5	64.8	57.2	56.9	53.2	38.6	77.0	73.4	75.7	25.4	71.9	63.8	73.7
Uttar Pradesh	44.4	72.4	88.3	91.9	89.3	95.4	94.0	91.3	82.2	85.1	88.0	88.5	47.4	72.7	82.0	89.9	33.9	67.2	78.0	88.3
Uttarakhand	66.8	58.3	71.3	75.1	96.3	98.0	94.9	98.9	68.3	75.6	84.4	86.6	53.4	85.8	76.3	90.5	24.0	67.2	58.6	79.8
West Bengal	34.5	55.1	72.5	65.4	86.3	94.0	95.8	93.8	67.2	81.3	78.1	75.5	52.1	81.1	84.0	82.3	23.7	67.7	71.5	66.2
All India	**51.0**	**64.4**	**72.4**	**75.3**	**82.1**	**91.0**	**89.4**	**89.3**	**72.7**	**74.8**	**76.1**	**77.7**	**47.2**	**74.2**	**76.2**	**79.0**	**32.9**	**66.4**	**68.4**	**72.0**

Data is not presented where sample size is insufficient.

Table 28A: Trends over time
Performance of schools with respect to other selected indicators. By state. 2010, 2018, 2022, 2024

State	% Enrolled children present (Average)				% Teachers present (Average)				% Schools with:											
									Total enrollment of 60 or less				Weekly time allotted for physical education for every class				Sports equipment available			
	2010	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024
Andhra Pradesh	75.6	82.0	83.3	89.8	83.4	82.1	85.5	85.8	31.5	38.6	40.3	54.0			79.4	86.9		80.9	77.8	88.4
Arunachal Pradesh	82.5	77.7	76.1	74.6	85.3	71.1	76.7	77.0	33.9	49.0	55.8	61.1			30.2	49.7		28.2	57.0	63.1
Assam	69.0	72.9	77.2	67.8	90.0	87.4	91.0	91.6	40.9	41.0	40.5	44.3			66.1	78.4		50.1	86.5	94.0
Bihar	55.9	53.7	54.6	55.2	81.7	72.1	83.3	81.2	0.2	1.3	1.3	3.3			65.9	77.5		54.5	65.3	78.1
Chhattisgarh	70.5	75.2	71.1	74.1	86.5	84.2	86.6	89.9	16.1	40.2	43.8	54.4			91.6	94.1		49.6	90.5	85.6
Gujarat	84.7	85.6	84.3	86.4	95.8	92.3	96.9	95.9	4.6	12.8	12.2	14.4			91.2	92.9		81.0	86.0	84.0
Haryana	82.4	77.6	78.6	78.4	89.0	87.5	87.3	84.9	6.5	17.6	14.4	24.2			67.3	82.9		61.4	82.6	82.3
Himachal Pradesh	90.0	83.4	83.3	85.2	88.0	75.8	82.8	81.2	48.6	83.1	81.4	86.9			65.0	88.8		70.0	95.4	92.9
Jammu and Kashmir		76.9	74.5	77.8		82.4	84.1	84.8		52.4	53.8	53.2			71.7	79.7		76.0	88.7	90.5
Jharkhand	59.9	61.9	64.9	69.0	84.4	90.4	92.3	87.4	7.7	18.9	18.4	21.0			70.9	84.2		67.4	79.5	88.9
Karnataka	72.5	84.1	87.5	86.9	89.5	89.9	92.6	89.5	17.8	26.3	29.9	32.4			76.7	83.0		72.5	73.1	67.7
Kerala	92.4	83.2	83.1	84.8	92.5	85.0	88.9	87.3	19.9	24.1	16.2	28.4			86.0	93.1		65.8	71.6	62.9
Madhya Pradesh	66.6	55.8	56.8	57.8	87.9	85.7	85.1	87.9	10.4	33.8	29.7	36.6			71.4	79.9		57.3	81.8	69.7
Maharashtra	92.0	86.3	85.6	87.8	92.7	89.4	93.4	92.5	16.7	26.4	29.2	32.8			96.0	97.5		74.2	78.6	73.3
Meghalaya	75.5	74.9	74.4	77.8	93.0	86.6	92.7	88.4	71.0	69.0	75.4	79.5			43.9	62.0		19.9	42.1	42.6
Mizoram	85.8	83.4	84.4	90.3	94.4	83.2	88.3	90.8	39.8	84.1	73.0	89.3			75.8	73.0		75.0	73.0	82.3
Nagaland	82.0	78.2	84.6	83.9	87.2	79.2	88.4	84.9	45.8	61.3	69.5	72.7			24.4	35.8		42.6	58.8	69.7
Odisha	72.1	81.0	82.1	81.2	86.6	93.4	93.3	89.8	21.4	31.6	30.8	32.6			81.0	95.4		70.4	85.9	91.6
Punjab	82.7	83.0	79.7	80.1	88.5	85.5	85.7	81.8	17.2	38.2	33.8	37.0			69.8	70.6		58.5	91.9	89.3
Rajasthan	72.8	75.1	73.6	73.7	88.7	85.9	84.5	87.9	13.0	17.7	22.3	27.0			79.5	89.9		65.1	88.0	86.9
Sikkim	83.7	84.5	82.5	88.6	80.4	81.1	81.2	90.0	23.2	53.3	70.2	60.4			72.3	87.1		80.2	91.5	92.1
Tamil Nadu	90.3	91.1	88.6	88.8	83.8	93.1	93.4	91.3	24.4	39.6	40.0	46.0			80.9	83.3		73.7	76.7	78.3
Telangana	67.9	74.9	75.5	73.5	82.3	84.7	85.5	85.5	17.2	34.8	25.9	45.2			45.9	77.7		59.1	48.6	82.3
Uttar Pradesh	57.6	59.9	56.2	70.6	80.9	85.6	79.8	85.2	4.6	10.4	7.9	17.6			88.7	94.0		57.1	95.7	96.7
Uttarakhand	89.7	82.9	82.2	86.6	90.9	86.2	89.1	84.9	69.0	73.1	74.0	79.0			89.9	96.2		50.5	90.9	90.4
West Bengal	68.5	54.9	68.2	64.3	85.6	76.7	86.3	83.8	10.1	20.2	22.5	30.0			77.0	85.3		54.3	57.7	61.6
All India	**73.1**	**72.4**	**72.2**	**74.8**	**86.8**	**85.4**	**87.1**	**87.3**	**17.3**	**29.4**	**29.8**	**34.4**			**76.7**	**85.1**		**62.4**	**81.5**	**82.4**

Annual Status of Education Report ASER 2024 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Table 28B: Trends over time
Performance of schools with respect to other selected indicators. By state. 2010, 2018, 2022, 2024

State	% Schools with:																			
	Library books available				Library books available and children observed using them on 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	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024	2010	2018	2022	2024
Andhra Pradesh	92.0	91.0	80.4	83.8	77.6	54.8	55.7	67.0	9.3	22.6	24.2	19.2	6.2	6.6	8.2	9.3	99.7	96.0	98.6	98.6
Arunachal Pradesh	13.0	24.1	22.0	22.5	6.3	4.4	5.9	9.3	14.3	7.7	13.7	16.5	8.0	1.3	3.9	6.0	47.1	36.2	51.3	57.2
Assam	20.8	73.1	72.7	77.2	10.5	38.8	34.2	41.2	1.8	6.5	8.6	11.6	0.2	1.6	1.6	2.6	67.3	64.0	66.3	83.0
Bihar	52.9	59.1	66.0	67.9	28.2	27.5	35.4	43.5	6.9	3.4	7.6	16.5	4.0	0.6	1.5	9.4	57.2	84.5	86.8	92.9
Chhattisgarh	72.9	89.7	84.4	88.9	36.5	23.8	24.9	41.8	4.1	2.4	3.2	3.5	1.7	0.4	0.3	0.5	94.6	91.7	93.6	96.3
Gujarat	83.8	85.3	89.1	83.6	48.5	40.5	72.3	55.4	52.2	66.9	61.4	74.6	27.9	24.0	40.9	40.0	96.2	94.1	82.6	98.6
Haryana	64.6	84.0	82.7	86.4	31.6	39.1	49.5	59.2	17.4	18.3	25.3	28.5	6.9	5.1	11.1	12.7	93.7	85.3	87.5	95.5
Himachal Pradesh	80.3	97.3	95.1	96.3	41.3	24.3	36.5	32.6	6.7	6.6	11.3	17.2	3.2	2.1	2.3	2.3	98.0	93.1	91.1	95.5
Jammu and Kashmir		58.9	62.7	72.0		26.6	32.3	33.0		17.2	28.4	29.7		4.6	11.8	15.1		77.3	82.2	84.2
Jharkhand	61.6	87.1	86.2	86.3	28.4	50.5	59.1	53.5	7.0	6.6	8.5	32.9	4.1	1.1	2.0	15.7	92.6	79.0	89.4	95.3
Karnataka	92.4	83.0	82.6	89.6	64.8	36.1	51.9	56.3	29.4	41.8	32.4	35.8	13.4	9.9	10.9	13.8	96.0	97.5	99.6	99.3
Kerala	83.1	90.0	84.9	87.7	62.4	30.5	13.9	20.6	82.8	75.4	73.0	70.2	66.7	22.4	19.9	14.9	100.0	96.1	92.6	89.9
Madhya Pradesh	56.3	84.0	83.4	87.7	29.1	43.8	48.6	59.2	7.5	3.8	4.8	8.5	1.7	0.7	0.8	3.0	94.7	82.9	88.3	91.8
Maharashtra	86.1	88.4	85.2	89.0	66.5	36.9	40.5	51.7	33.3	64.6	53.0	51.7	19.8	19.0	19.0	20.4	90.7	94.7	93.2	95.1
Meghalaya	22.0	10.6	16.2	27.1	15.6	2.8	11.1	17.2	2.8	2.1	1.7	3.3	0.9	0.7	0.0	1.6	51.9	47.9	49.1	61.5
Mizoram	6.4	17.6	38.7	43.9	1.7	2.6	12.3	6.7	7.7	9.9	4.4	10.6	5.9	0.4	0.0	0.0	94.0	89.2	92.4	75.0
Nagaland	13.3	12.9	55.1	74.1	9.2	6.9	25.0	31.4	14.8	13.2	30.5	37.4	3.7	2.4	6.6	4.6	31.9	27.4	27.2	44.8
Odisha	65.3	80.2	59.0	57.6	46.8	54.0	38.8	38.2	7.1	18.7	17.5	20.3	4.4	6.4	5.5	6.2	88.8	98.8	98.6	98.1
Punjab	96.0	88.1	96.8	97.2	66.0	44.9	40.6	40.7	10.7	21.5	85.5	84.3	5.2	3.8	22.2	31.7	97.9	93.4	99.1	97.4
Rajasthan	63.7	81.8	84.8	90.2	23.3	34.1	36.4	50.4	15.7	38.6	33.8	37.0	5.3	11.6	11.1	17.2	94.8	95.1	95.4	82.4
Sikkim	44.1	52.3	68.1	79.2	26.5	31.8	44.7	59.4	39.1	33.6	63.4	68.3	24.6	9.4	34.4	35.6	98.6	78.5	98.9	96.0
Tamil Nadu	79.1	83.8	80.0	86.7	57.8	52.4	54.5	64.3	47.0	57.9	43.3	58.7	29.4	29.3	19.4	28.5	99.4	98.7	99.6	99.2
Telangana	92.0	77.7	81.0	86.1	77.6	55.7	62.0	56.8	9.3	10.6	14.1	9.0	6.2	3.1	2.3	3.9	98.4	95.8	97.3	91.5
Uttar Pradesh	48.7	63.1	93.4	98.5	22.9	35.7	67.5	77.6	1.4	3.3	6.1	10.9	0.3	0.7	1.2	3.2	71.3	93.3	94.2	95.4
Uttarakhand	47.7	84.8	89.6	98.2	20.4	26.1	55.9	57.1	6.7	9.8	39.4	59.6	1.5	0.7	7.3	19.3	95.0	88.1	97.1	98.9
West Bengal	49.5	66.1	47.0	52.9	31.8	38.4	34.0	33.5	1.3	6.7	5.2	4.7	0.5	1.2	0.8	1.1	63.4	81.6	92.5	84.9
All India	**62.6**	**74.2**	**78.3**	**82.5**	**37.9**	**36.9**	**43.9**	**51.3**	**15.8**	**21.3**	**22.7**	**27.4**	**8.6**	**6.5**	**7.9**	**11.1**	**84.6**	**87.1**	**89.5**	**91.9**

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. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	61.8	37.9	0.1	0.1	100
Age 7-16: All	61.8	37.7	0.2	0.3	100
Age 7-10: All	59.1	40.6	0.2	0.1	100
Age 7-10: Boys	55.2	44.5	0.1	0.2	100
Age 7-10: Girls	62.7	37.0	0.3	0.0	100
Age 11-14: All	64.8	34.9	0.1	0.2	100
Age 11-14: Boys	62.8	37.0	0.0	0.2	100
Age 11-14: Girls	66.9	32.8	0.1	0.2	100
Age 15-16: All	61.3	36.6	0.8	1.3	100
Age 15-16: Boys	58.2	39.0	1.5	1.3	100
Age 15-16: Girls	64.5	34.1	0.1	1.3	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. 2006-2024

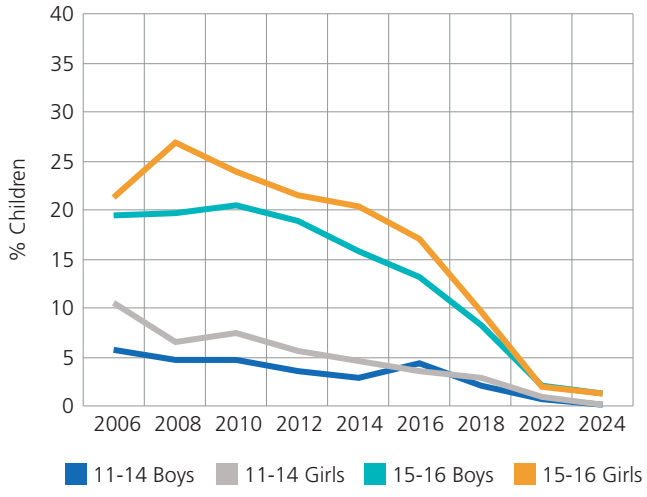
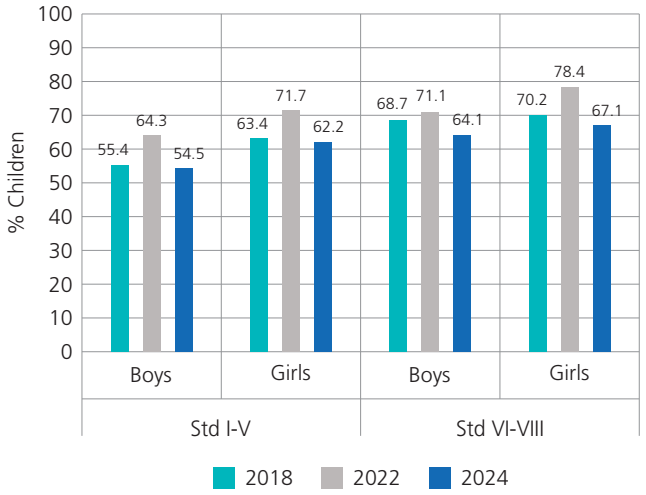


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	86.8	1.0	7.9	1.1	1.6	0.0	1.6	100
Age 4	64.6	1.3	27.2	3.3	3.1	0.0	0.5	100
Age 5	29.3	3.7	46.6	8.7	11.6	0.0	0.1	100
Age 6	6.6	1.3	21.2	43.2	27.7	0.0	0.0	100
Age 7	0.8	0.5	5.4	52.3	40.8	0.3	0.0	100
Age 8	0.2	0.1	1.1	56.1	42.4	0.2	0.0	100

Andhra Pradesh RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	22.5	42.7	28.1	4.3	2.4	100
II	9.6	32.2	39.3	13.8	5.0	100
III	5.9	18.5	36.5	23.4	15.7	100
IV	4.0	13.2	28.9	29.0	24.9	100
V	2.3	9.1	20.9	30.1	37.7	100
VI	1.9	8.8	18.2	26.9	44.1	100
VII	2.2	6.2	12.5	28.4	50.8	100
VIII	2.2	6.3	10.7	24.6	56.2	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, 5.9% cannot even read letters, 18.5% can read letters but not words or higher, 36.5% can read words but not Std I level text or higher, 23.4% can read Std I level text but not Std II level text, and 15.7% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

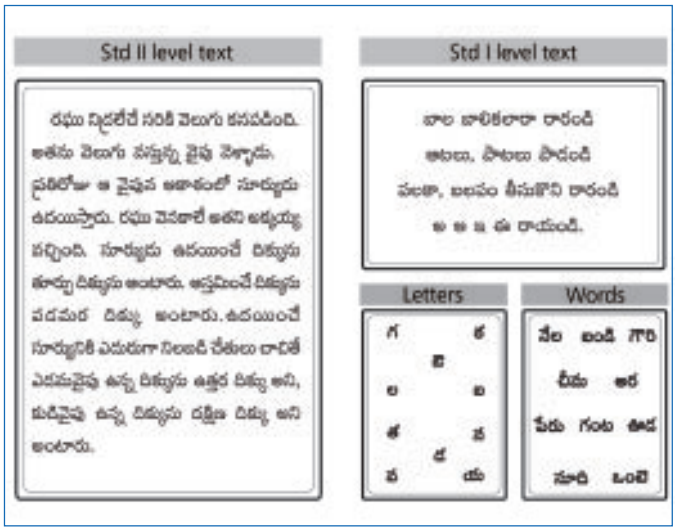


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	14.7	16.8	15.5

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

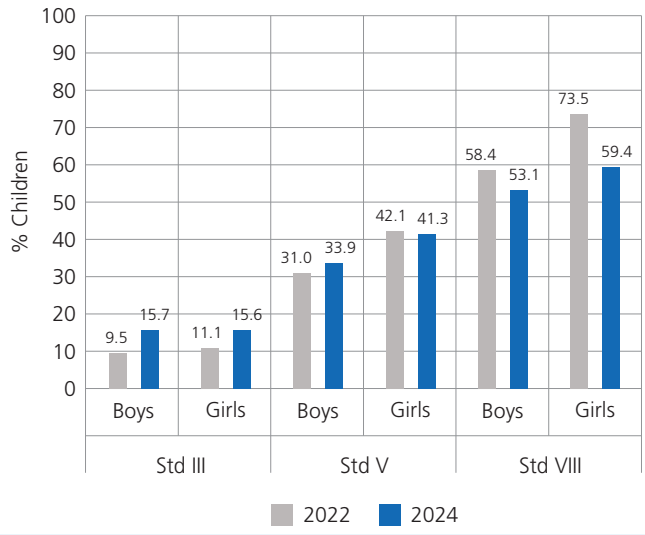
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	57.0	58.2	57.4	79.5		81.6
2016	52.6	60.6	55.3	73.5		78.0
2018	57.1	64.8	59.7	78.6		78.2
2022	37.9	31.5	36.3	64.7	72.0	66.5
2024	37.5	38.5	37.9	53.0	64.8	56.5

*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. 2022 and 2024





Andhra Pradesh RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	18.9	33.3	39.7	5.9	2.2	100
II	6.4	21.2	49.7	18.9	3.7	100
III	4.8	11.0	40.1	31.2	12.9	100
IV	2.9	7.6	32.8	34.3	22.5	100
V	1.8	4.8	21.7	35.5	36.2	100
VI	1.5	4.3	20.5	34.7	39.0	100
VII	2.3	3.1	17.3	28.8	48.5	100
VIII	2.3	4.2	14.2	30.9	48.4	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, 4.8% cannot even recognise numbers from 1 to 9, 11% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 40.1% can recognise numbers up to 99 but cannot do subtraction, 31.2% can do subtraction but cannot do division, and 12.9% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

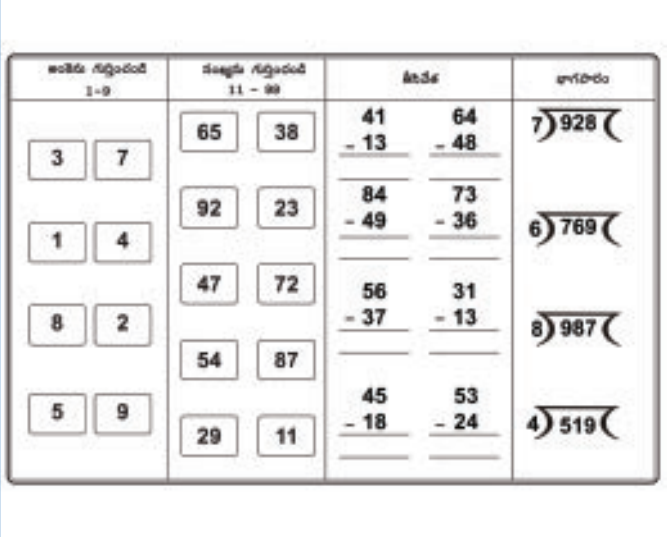


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	40.9	48.7	44.0

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

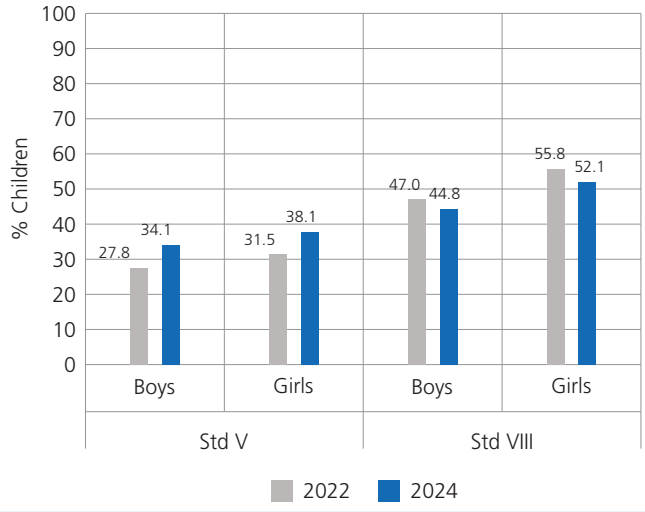
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	37.8	37.3	37.6	53.0		56.4
2016	35.9	40.3	37.4	41.2		50.5
2018	36.7	45.3	39.7	44.0		47.6
2022	27.3	36.4	29.7	51.8	51.5	51.7
2024	35.1	38.5	36.2	45.2	56.6	48.6

*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. 2022 and 2024





Andhra Pradesh RURAL

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	92.9	69.7	86.8	45.2
15	95.5	72.2	89.8	46.3
16	92.7	74.9	88.2	51.4
All	93.8	71.6	88.1	46.9

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	94.1	75.9	89.8	48.2
Girls	93.5	67.3	86.4	45.5
All	93.8	71.6	88.1	46.9

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	64.5	81.4	56.2	57.2	52.9
15	67.1	82.2	71.6	71.5	68.2
16	67.7	84.4	70.1	76.9	73.4
All	66.1	82.3	64.5	66.3	62.5

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	66.6	82.6	66.2	70.0	68.2
Girls	65.5	81.9	62.7	62.5	56.5
All	66.1	82.3	64.5	66.3	62.5

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
రేపు ఉదయం 8:30కి	First woman President of India	PMGDISHA Module 1
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	72.1	67.4	69.7	76.0	85.1	80.5	72.4	81.5	76.8	79.3	86.3	82.7	97.3	98.0	97.7
15	77.7	66.6	72.2	93.8	88.6	91.5	81.0	85.6	83.1	88.0	87.4	87.7	98.8	100.0	99.3
16	80.6	68.4	74.9			88.0			84.0			90.9			98.3
All	75.9	67.3	71.6	85.8	86.2	86.0	78.3	83.2	80.6	85.1	87.4	86.2	98.0	98.9	98.4

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Andhra 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	275	309	194	243
Upper primary or higher*	99	70	104	109
Total schools visited	374	379	298	352

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	76.0	81.5	84.4	91.5
% Teachers present (Average)	83.7	82.5	85.5	86.5
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	74.5	84.1	81.1	86.1
% Teachers present (Average)	82.3	80.1	85.6	84.3

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	36.9	43.8	56.7	70.8
Upper primary or higher	16.3	15.7	9.6	16.5

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	73.6	76.0
Upper primary or higher	62.6	62.5

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	90.4	90.8	85.9	86.3
Upper primary or higher	85.9	85.4		

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	99.7	96.0	98.6	98.6
	Kitchen/shed for cooking mid-day meal	64.2	72.9	73.7	77.1
Drinking water	No facility for drinking water	22.8	12.7	14.1	17.9
	Facility but no drinking water available	12.4	29.2	20.3	26.2
	Drinking water available	64.8	58.1	65.6	55.9
	Total	100	100	100	100
Toilet	No toilet facility	23.4	2.9	2.7	0.9
	Facility but toilet not useable	38.1	10.6	14.5	20.8
	Toilet useable	38.6	86.4	82.8	78.4
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	53.1	8.9	4.8	2.0
	Separate provision but locked	9.2	4.2	3.8	11.0
	Separate provision, unlocked but not useable	12.3	5.9	10.6	9.8
	Separate provision, unlocked and useable	25.4	81.1	80.8	77.2
	Total	100	100	100	100
Library	No library	8.0	9.0	19.6	16.2
	Library but no books being used by children on day of visit	14.4	36.2	24.7	16.8
	Library books being used by children on day of visit	77.6	54.8	55.7	67.0
	Total	100	100	100	100
Electricity	Electricity connection		96.5	96.6	97.7
	Of schools with electricity connection, % schools with electricity available on day of visit		93.1	92.7	93.0
Computer	No computer available for children to use	90.7	77.5	75.9	80.8
	Computer available but not being used by children on day of visit	3.0	15.9	16.0	9.9
	Computer being used by children on day of visit	6.2	6.6	8.2	9.3
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	75.9	59.5	72.1	59.5	32.5	90.5
	Upper primary or higher*	68.9	61.1	67.3	41.1	19.8	80.6
Previous academic year (2023-2024)	Primary	62.6	51.5	71.8	58.3	22.6	82.2
	Upper primary or higher	55.3	44.4	66.4	42.5	16.5	77.5

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	90.7	9.3	0.0	100
	2024	97.9	2.1	0.0	100
Upper primary or higher	2022	85.6	13.5	1.0	100
	2024	96.3	3.7	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	94.3	5.2	0.5	100	
	2024	98.3	1.2	0.4	100	
Upper primary or higher	2022	98.1	1.0	1.0	100	
	2024	98.2	1.8	0.0	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			75.5	85.6		86.5	89.9
Physical education teacher	Separate teacher	2.3	3.8	8.4	8.7	30.1	35.8
	Any other teacher	70.8	54.8	66.4	68.1	51.5	45.0
	No teacher	26.9	41.4	25.2	23.2	18.5	19.3
	Total	100	100	100	100	100	100
Playground in the school		61.0	58.0	65.2	65.2	75.7	86.2
Sports equipment available		79.0	73.8	87.4	88.4	85.2	90.7



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Arunachal Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 12 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. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	56.3	39.3	1.6	2.8	100
Age 7-16: All	59.6	35.4	1.5	3.5	100
Age 7-10: All	51.1	45.3	1.5	2.1	100
Age 7-10: Boys	48.3	48.0	1.1	2.6	100
Age 7-10: Girls	53.6	42.8	1.9	1.7	100
Age 11-14: All	64.0	31.6	1.9	2.6	100
Age 11-14: Boys	61.0	35.2	1.7	2.1	100
Age 11-14: Girls	66.5	28.4	2.0	3.1	100
Age 15-16: All	72.0	17.6	0.6	9.9	100
Age 15-16: Boys	68.4	21.0	0.3	10.4	100
Age 15-16: Girls	75.7	13.9	0.9	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. 2006-2024

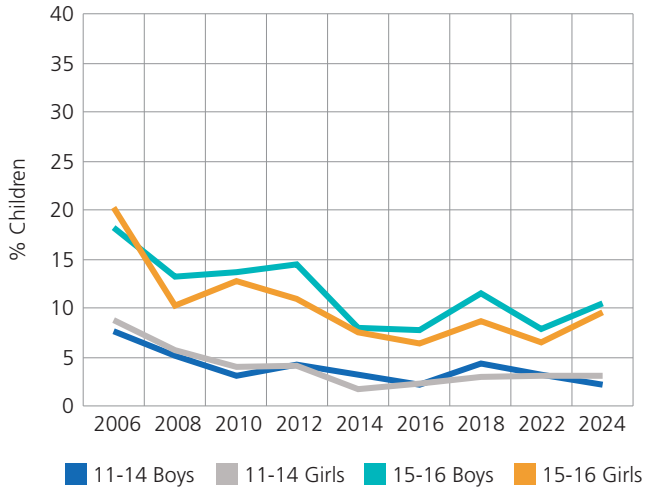
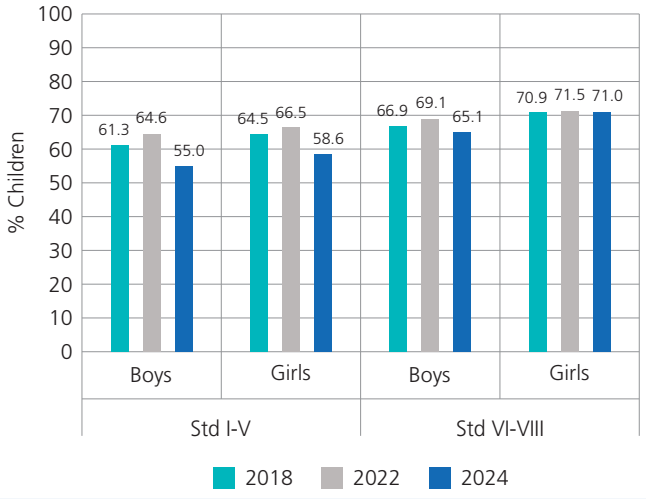


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	43.0	9.4	16.3	1.5	1.2	0.0	28.7	100
Age 4	27.5	12.5	35.0	3.9	2.8	0.0	18.3	100
Age 5	13.9	16.3	36.7	14.4	6.7	0.1	11.8	100
Age 6	4.1	13.3	25.7	25.7	26.3	0.5	4.3	100
Age 7	1.5	6.8	10.5	38.8	39.6	0.9	1.9	100
Age 8	0.5	2.9	3.8	43.6	46.1	0.7	2.4	100

Arunachal 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	23.2	50.1	21.9	3.7	1.2	100
II	8.7	43.5	29.8	12.7	5.4	100
III	2.9	29.9	26.9	20.9	19.4	100
IV	2.6	20.3	26.4	28.3	22.4	100
V	2.5	12.8	18.8	24.9	41.0	100
VI	3.7	7.8	13.0	23.8	51.7	100
VII	2.7	3.9	13.3	13.3	66.8	100
VIII	0.0	2.0	12.1	9.9	76.1	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, 29.9% can read letters but not words or higher, 26.9% can read words but not Std I level text or higher, 20.9% can read Std I level text but not Std II level text, and 19.4% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

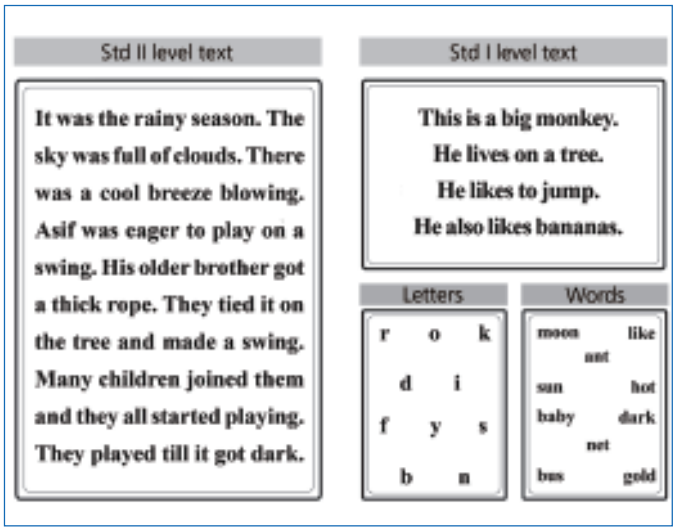


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2014	5.8	24.9	10.3
2016	2.3	33.5	11.8
2018	4.8		18.7
2022	3.5	25.1	10.8
2024	7.2	34.0	19.5

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

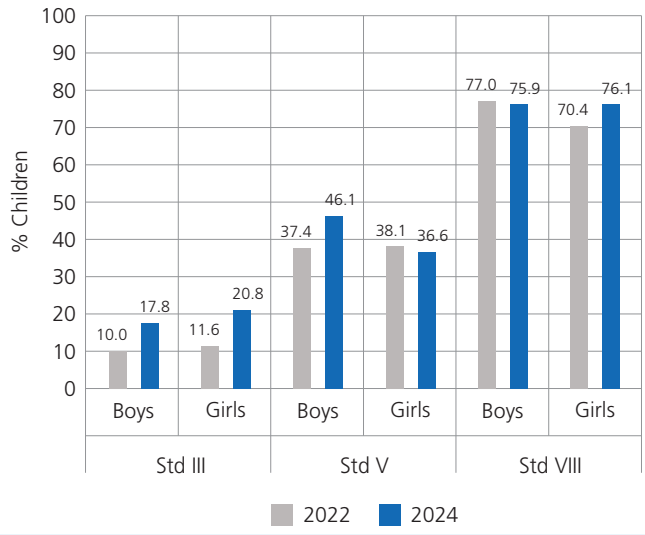
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	43.4		44.5	70.5	DATA INSUFFICIENT	72.5
2016	16.7	52.6	25.3	63.1		68.1
2018	22.1		37.0	64.1		70.1
2022	30.5	55.6	37.8	69.6		73.3
2024	27.5	61.7	41.4	72.5		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. 2022 and 2024





Arunachal Pradesh RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	18.8	25.2	50.6	5.1	0.3	100
II	7.9	12.4	60.8	17.3	1.7	100
III	3.2	7.4	49.5	31.8	8.1	100
IV	1.0	3.3	41.8	36.1	17.9	100
V	2.7	2.7	28.1	35.8	30.7	100
VI	2.6	0.3	28.7	34.6	33.7	100
VII	1.9	0.6	24.3	28.1	45.1	100
VIII	0.0	0.9	17.6	33.9	47.6	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, 3.2% cannot even recognise numbers from 1 to 9, 7.4% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 49.5% can recognise numbers up to 99 but cannot do subtraction, 31.8% 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

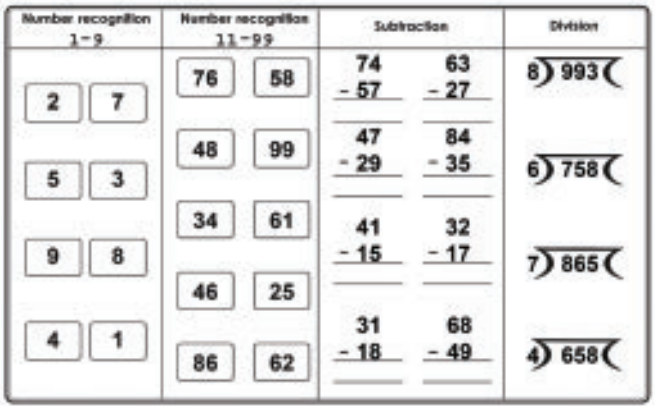


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2014	34.0	47.3	37.1
2016	22.2	53.2	31.6
2018	23.5		33.5
2022	29.4	48.1	35.8
2024	30.2	50.8	39.7

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

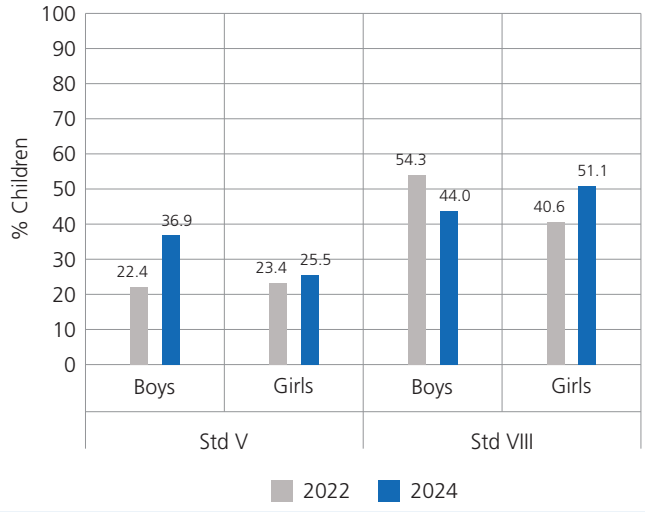
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	35.6		35.8	59.7	DATA INSUFFICIENT	59.5
2016	11.7	41.2	18.7	52.5		55.5
2018	22.1		27.1	42.6		49.3
2022	19.5	31.0	22.9	40.2		45.9
2024	22.6	42.5	30.7	42.8		47.7

*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. 2022 and 2024





Arunachal Pradesh RURAL

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	96.9	76.7	87.0	23.3
15	97.2	80.0	86.7	37.2
16	98.3	91.4	92.8	64.2
All	97.4	82.0	88.6	40.1

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	97.1	82.1	89.1	47.6
Girls	97.7	82.0	88.0	32.7
All	97.4	82.0	88.6	40.1

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	57.5	73.0	61.0	62.8	62.5
15	60.1	79.4	74.5	72.7	70.0
16	66.7	88.7	79.4	81.8	78.3
All	61.2	79.8	71.5	72.3	70.2

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	57.8	79.3	72.8	76.0	75.0
Girls	64.6	80.2	70.2	68.8	65.5
All	61.2	79.8	71.5	72.3	70.2

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
8:30 in the morning tomorrow	**First woman President of India**	**PMGDISHA Module 1**
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	77.5	76.0	76.7	DATA INSUFFICIENT		79.5	DATA INSUFFICIENT		83.2	DATA INSUFFICIENT		89.8	DATA INSUFFICIENT		91.7
15	78.3	81.5	80.0			87.1			83.7			90.9			94.1
16	90.9		91.4			89.6			86.0			93.1			97.7
All	82.1	82.0	82.0			85.1			84.3			91.2			94.4

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	152	58	90	71
Upper primary or higher*	107	101	148	111
Total schools visited	259	159	238	182

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	82.5	77.7	76.1	74.6
% Teachers present (Average)	85.3	71.1	76.7	77.0

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	33.9	49.0	55.8	61.1

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	45.0	43.8

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	64.0	60.3	52.6	54.3

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	47.1	36.2	51.3	57.2
	Kitchen/shed for cooking mid-day meal	64.0	57.4	57.1	59.8
Drinking water	No facility for drinking water	36.9	35.9	24.4	26.9
	Facility but no drinking water available	9.9	19.5	13.7	14.3
	Drinking water available	53.2	44.7	62.0	58.8
	Total	100	100	100	100
Toilet	No toilet facility	20.8	12.0	13.0	7.7
	Facility but toilet not useable	53.9	38.0	26.9	37.0
	Toilet useable	25.3	50.0	60.1	55.3
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	60.4	42.3	35.6	31.5
	Separate provision but locked	11.3	16.8	10.2	15.8
	Separate provision, unlocked but not useable	16.2	12.8	10.7	15.2
	Separate provision, unlocked and useable	12.2	28.2	43.6	37.6
	Total	100	100	100	100
Library	No library	87.0	76.0	78.0	77.5
	Library but no books being used by children on day of visit	6.7	19.6	16.1	13.2
	Library books being used by children on day of visit	6.3	4.4	5.9	9.3
	Total	100	100	100	100
Electricity	Electricity connection		62.8	79.3	82.8
	Of schools with electricity connection, % schools with electricity available on day of visit		46.2	68.6	65.1
Computer	No computer available for children to use	85.7	92.3	86.3	83.5
	Computer available but not being used by children on day of visit	6.4	6.4	9.8	10.4
	Computer being used by children on day of visit	8.0	1.3	3.9	6.0
	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.

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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	46.4	43.8	33.1	45.8	18.8	65.0
	Previous academic year (2023-2024)	49.1	46	44.9	53.3	21.8	57.8

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	89.0	7.6	3.4	100
	2024	86.8	9.9	3.3	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	80.7	6.8	12.5	100	
	2024	65.7	12.9	21.4	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			30.0	49.7
Physical education teacher	Separate teacher	16.2	16.6	11.4
	Any other teacher	12.2	14.4	23.3
	No teacher	71.6	69.1	65.3
	Total	100	100	100
Playground in the school		54.4	76.4	81.3
Sports equipment available		28.9	56.7	63.5



*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.

Assam RURAL

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

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	69.9	28.4	0.9	0.9	100
Age 7-16: All	69.4	28.1	1.0	1.5	100
Age 7-10: All	68.5	30.6	0.4	0.5	100
Age 7-10: Boys	66.9	32.1	0.5	0.5	100
Age 7-10: Girls	70.0	29.1	0.4	0.5	100
Age 11-14: All	70.8	26.5	1.4	1.3	100
Age 11-14: Boys	69.2	27.4	1.9	1.5	100
Age 11-14: Girls	72.4	25.6	0.9	1.1	100
Age 15-16: All	67.5	26.0	1.6	5.0	100
Age 15-16: Boys	62.1	30.4	1.4	6.1	100
Age 15-16: Girls	71.9	22.4	1.7	4.0	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. 2006-2024

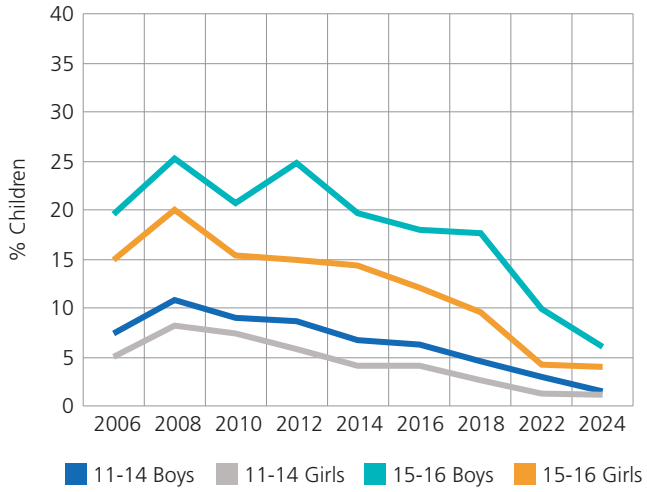
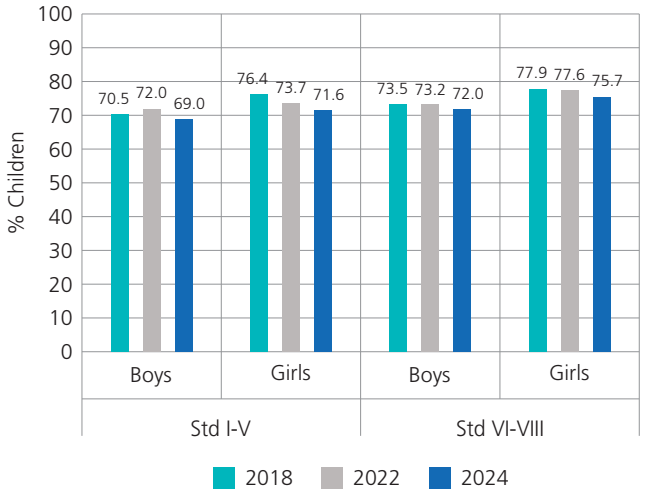


Chart 2: Trends over time
% Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

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	3.4	5.3	1.4	0.0	0.0	8.8	100
Age 4	68.0	6.6	18.0	3.7	0.9	0.2	2.6	100
Age 5	32.6	8.3	30.8	19.8	6.5	0.1	2.0	100
Age 6	9.4	4.0	19.7	48.8	17.6	0.1	0.4	100
Age 7	1.3	1.7	7.4	60.0	28.4	0.4	0.9	100
Age 8	0.3	0.4	1.5	65.7	31.4	0.3	0.4	100

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	34.5	39.8	19.4	4.5	1.7	100
II	16.4	32.3	30.9	14.2	6.2	100
III	8.0	22.6	29.6	21.7	18.2	100
IV	5.5	12.9	25.3	25.9	30.4	100
V	4.2	10.8	19.8	26.8	38.4	100
VI	3.2	7.5	13.4	25.4	50.6	100
VII	1.3	4.5	11.6	21.2	61.4	100
VIII	1.2	4.4	8.0	20.5	65.9	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, 8% cannot even read letters, 22.6% can read letters but not words or higher, 29.6% can read words but not Std I level text or higher, 21.7% can read Std I level text but not Std II level text, and 18.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

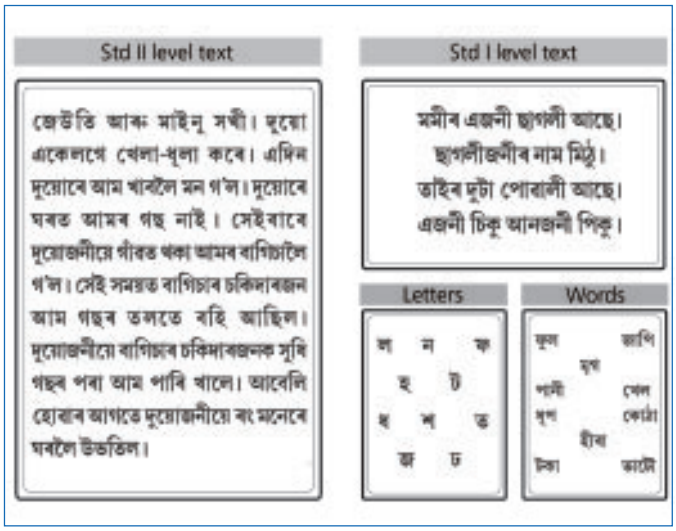


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	13.2	30.8	18.3

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

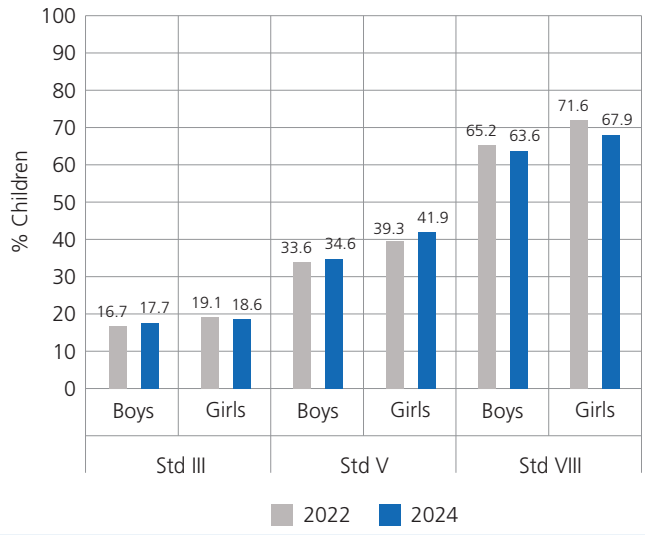
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	32.8	55.8	38.5	61.0	83.5	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 and 2024





Assam RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	27.4	45.3	23.4	3.8	0.1	100
II	10.8	39.2	35.6	14.0	0.5	100
III	5.9	28.1	36.9	25.3	3.9	100
IV	2.7	18.8	36.4	32.2	9.9	100
V	2.2	12.6	36.2	32.3	16.7	100
VI	1.1	11.5	32.9	33.9	20.6	100
VII	0.7	5.9	32.3	34.1	27.0	100
VIII	0.8	5.5	30.5	34.0	29.2	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, 5.9% cannot even recognise numbers from 1 to 9, 28.1% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 36.9% can recognise numbers up to 99 but cannot do subtraction, 25.3% can do subtraction but cannot do division, and 3.9% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

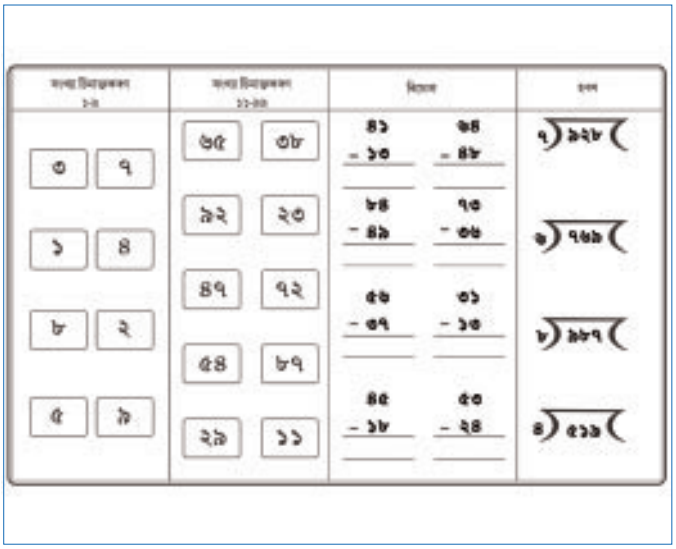


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	22.3	46.5	29.5

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

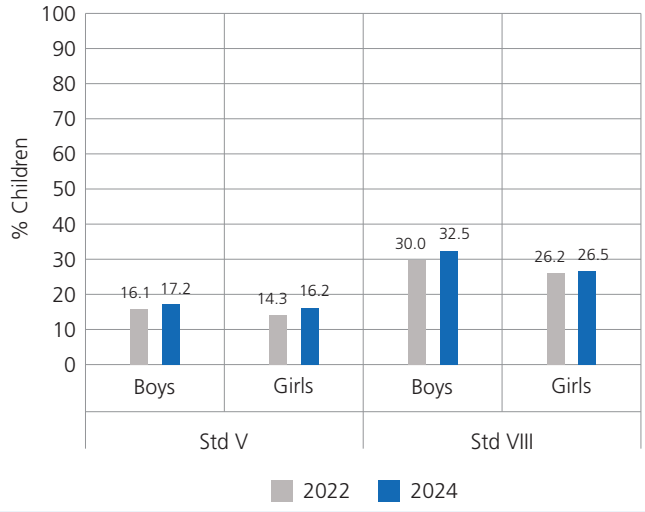
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	12.0	30.9	16.7	24.2	47.7	29.6

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	90.1	69.7	81.8	9.7
15	92.6	74.3	85.9	14.2
16	91.9	76.1	88.7	21.8
All	91.4	73.0	85.1	14.6

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	91.3	76.7	87.0	18.5
Girls	91.5	70.0	83.5	11.4
All	91.4	73.0	85.1	14.6

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	54.8	73.1	51.5	42.2	48.6
15	55.5	76.9	59.0	52.5	56.5
16	57.7	82.0	68.7	61.6	65.5
All	55.9	76.9	59.2	51.6	56.4

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	56.5	78.4	60.2	54.9	62.9
Girls	55.3	75.8	58.4	48.8	50.8
All	55.9	76.9	59.2	51.6	56.4

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
কাইলৈ ৰাতিপুৱা 8:30 বজাত	ভাৰতৰ প্ৰথম গৰাকী মহিলা ৰাষ্ট্ৰপতি	PMGDISHA Module 1
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	73.6	66.3	69.7	72.9	67.8	70.3	64.9	69.1	67.0	87.5	85.4	86.4	86.6	88.1	87.4
15	76.9	72.3	74.3	79.1	70.0	74.1	70.1	69.0	69.5	87.5	87.3	87.3	93.8	86.7	90.0
16	80.9	72.2	76.1	85.9	69.6	77.5	75.8	66.8	71.2	90.4	86.0	88.1	95.4	91.3	93.3
All	76.7	70.0	73.0	78.7	69.1	73.7	69.8	68.4	69.1	88.3	86.2	87.2	91.6	88.5	90.0

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Assam RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	503	597	604	593
Upper primary or higher*	16	117	136	141
Total schools visited	519	714	740	734

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	69.0	73.2	76.4	68.7
% Teachers present (Average)	90.8	86.9	90.7	92.0
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	69.6	71.9	80.6	64.2
% Teachers present (Average)	67.7	89.9	92.2	89.9

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	41.6	46.6	47.5	52.5
Upper primary or higher	18.8	12.1	9.6	9.3

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	67.4	63.4
Upper primary or higher	42.0	40.3

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	91.9	90.3	76.7	77.4
Upper primary or higher	87.1	86.4	83.2	82.7

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	67.3	64.0	66.3	83.0
	Kitchen/shed for cooking mid-day meal	80.2	92.2	91.2	90.4
Drinking water	No facility for drinking water	23.2	17.5	8.5	10.2
	Facility but no drinking water available	16.0	14.5	13.2	10.4
	Drinking water available	60.9	68.0	78.3	79.4
	Total	100	100	100	100
Toilet	No toilet facility	19.1	3.1	1.2	1.5
	Facility but toilet not useable	47.8	75.6	16.2	17.6
	Toilet useable	33.1	21.4	82.6	80.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	52.2	13.3	12.8	15.1
	Separate provision but locked	18.5	62.2	7.9	6.1
	Separate provision, unlocked but not useable	15.6	8.5	9.0	11.1
	Separate provision, unlocked and useable	13.7	16.0	70.2	67.7
	Total	100	100	100	100
Library	No library	79.2	26.9	27.4	22.9
	Library but no books being used by children on day of visit	10.3	34.3	38.5	36.0
	Library books being used by children on day of visit	10.5	38.8	34.2	41.2
	Total	100	100	100	100
Electricity	Electricity connection		35.5	92.8	97.5
	Of schools with electricity connection, % schools with electricity available on day of visit		80.1	82.0	90.6
Computer	No computer available for children to use	98.3	93.5	91.4	88.4
	Computer available but not being used by children on day of visit	1.6	5.0	7.0	9.0
	Computer being used by children on day of visit	0.2	1.6	1.6	2.6
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	89.2	94.5	41.5	73.8	32.1	80.7
	Upper primary or higher*	92.1	98.6	51.8	84.1	32.6	81.6
Previous academic year (2023-2024)	Primary	91.4	91.4	50.4	87.6	34.6	79.0
	Upper primary or higher	91.3	92.7	60.0	90.5	33.3	76.5

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	97.7	2.0	0.3	100
	2024	91.7	7.9	0.3	100
Upper primary or higher	2022	94.1	5.9	0.0	100
	2024	92.9	7.1	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	79.8	7.4	12.9	100	47.3
	2024	87.6	7.5	4.9	100	
Upper primary or higher	2022	78.8	6.8	14.4	100	47.1
	2024	93.6	2.1	4.3	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			66.9	78.4		62.5	78.0
Physical education teacher	Separate teacher	3.4	1.7	2.7	6.4	4.6	17.6
	Any other teacher	62.3	51.6	61.8	61.5	50.8	48.9
	No teacher	34.3	46.7	35.5	32.1	44.6	33.6
	Total	100	100	100	100	100	100
Playground in the school		58.4	57.7	60.8	74.4	80.2	86.5
Sports equipment available		46.3	85.5	93.9	69.8	91.2	93.6



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Bihar RURAL

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

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	80.1	15.7	1.3	3.0	100
Age 7-16: All	81.0	14.6	1.2	3.3	100
Age 7-10: All	78.4	17.8	1.4	2.4	100
Age 7-10: Boys	75.0	21.0	1.6	2.5	100
Age 7-10: Girls	82.1	14.5	1.2	2.3	100
Age 11-14: All	82.7	13.8	1.1	2.5	100
Age 11-14: Boys	79.1	17.4	1.0	2.5	100
Age 11-14: Girls	86.2	10.3	1.1	2.5	100
Age 15-16: All	83.9	6.7	0.7	8.6	100
Age 15-16: Boys	81.1	8.8	0.6	9.5	100
Age 15-16: Girls	86.4	4.9	0.9	7.8	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. 2006-2024

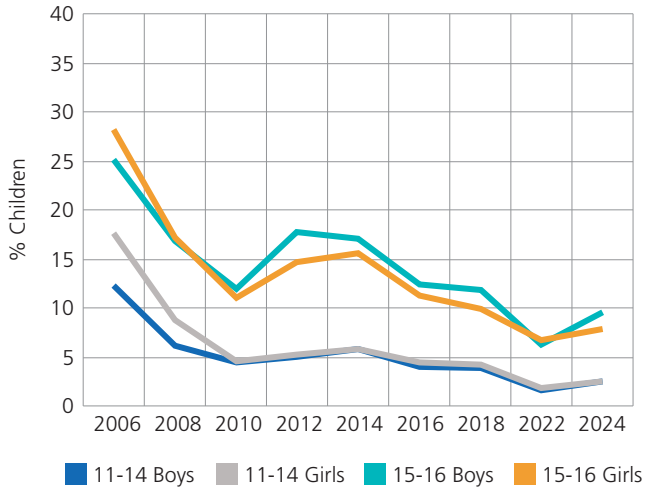
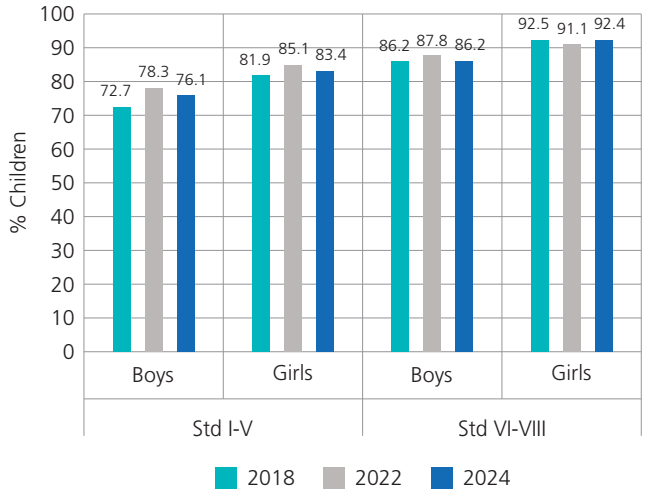


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	68.9	0.4	4.8	2.2	0.4	0.1	23.1	100
Age 4	66.9	0.4	11.7	4.8	1.2	0.4	14.6	100
Age 5	48.3	0.4	18.4	19.1	4.2	0.8	8.8	100
Age 6	19.0	0.6	19.3	44.9	8.8	1.5	6.0	100
Age 7	5.2	0.4	14.3	63.8	11.4	1.4	3.5	100
Age 8	1.5	0.3	7.4	70.8	16.5	1.3	2.2	100

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	42.5	31.6	10.6	7.0	8.3	100
II	23.3	36.0	16.1	10.0	14.6	100
III	12.7	29.1	17.4	14.7	26.1	100
IV	8.8	22.3	15.4	17.1	36.3	100
V	7.6	18.6	13.5	16.7	43.6	100
VI	4.0	12.5	9.4	15.7	58.4	100
VII	3.2	9.8	7.1	14.5	65.4	100
VIII	1.9	6.9	6.4	12.1	72.8	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, 12.7% cannot even read letters, 29.1% can read letters but not words or higher, 17.4% can read words but not Std I level text or higher, 14.7% can read Std I level text but not Std II level text, and 26.1% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

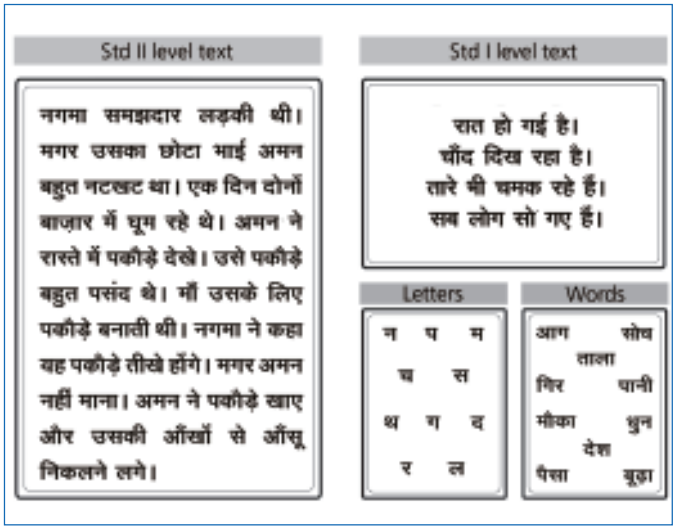


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	20.1	50.2	26.3

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

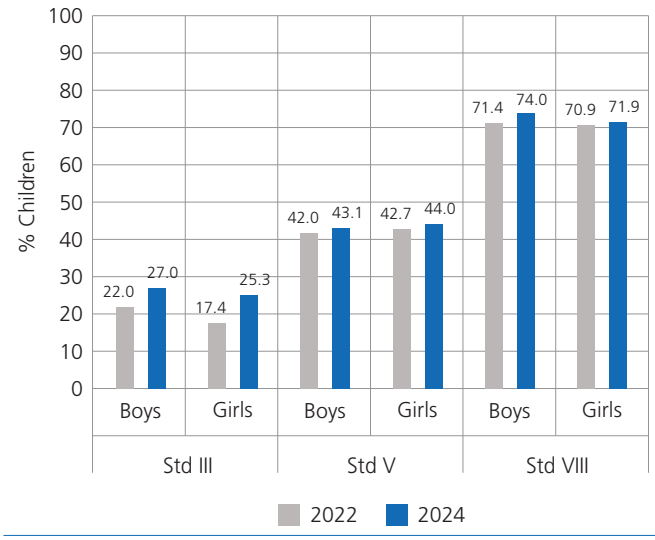
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	44.6	87.8	48.2	76.9		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
2024	41.2	66.2	43.8	71.7	85.0	72.9

*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. 2022 and 2024





Bihar RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	31.9	34.7	19.4	8.2	5.8	100
II	14.1	35.9	26.9	12.7	10.3	100
III	6.5	26.3	29.8	17.9	19.5	100
IV	4.1	18.5	28.3	19.8	29.4	100
V	3.5	13.8	27.0	19.7	36.0	100
VI	1.4	8.7	20.8	19.8	49.2	100
VII	1.3	6.3	19.4	17.2	55.8	100
VIII	0.9	4.0	17.0	14.6	63.6	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, 6.5% cannot even recognise numbers from 1 to 9, 26.3% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 29.8% can recognise numbers up to 99 but cannot do subtraction, 17.9% can do subtraction but cannot do division, and 19.5% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

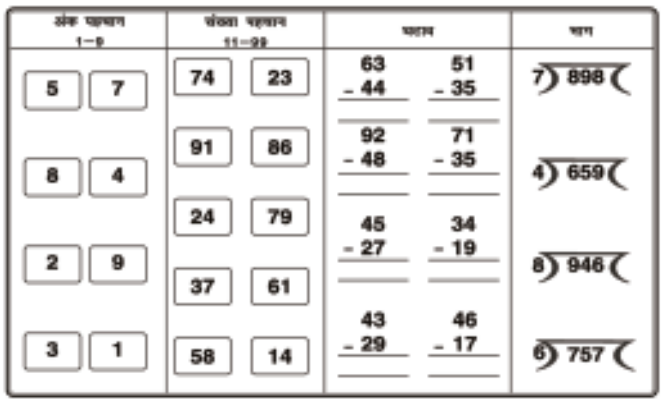


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	28.2	73.6	37.5

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

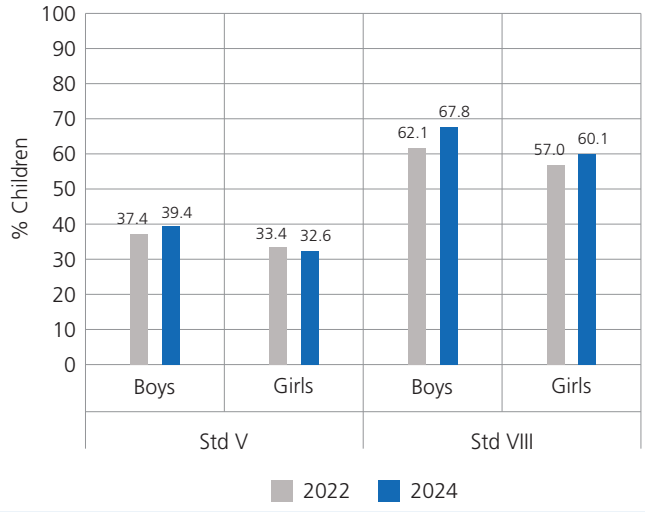
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	31.4	72.4	34.9	60.3		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
2024	32.5	67.7	36.2	62.0	85.0	64.0

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	82.3	60.6	74.2	30.5
15	81.6	63.1	75.5	34.8
16	83.9	69.0	82.3	39.2
All	82.5	63.5	76.6	34.2

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	85.2	71.1	84.1	39.8
Girls	80.0	57.0	70.4	28.6
All	82.5	63.5	76.6	34.2

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	56.0	71.6	59.1	50.7	52.0
15	57.3	75.1	68.6	60.5	63.9
16	60.5	80.8	71.8	63.4	65.6
All	57.6	75.2	65.8	57.4	59.7

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	60.4	79.0	70.8	64.3	68.9
Girls	54.9	71.3	60.3	49.9	49.6
All	57.6	75.2	65.8	57.4	59.6

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	PMGDISHA Module 1 (पी.एम.जी.दिशा मॉड्यूल 1)
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	66.5	55.3	60.6	77.6	65.6	71.8	82.8	76.0	79.6	89.0	80.9	85.1	93.7	89.9	92.0
15	73.5	54.3	63.1	84.4	68.0	76.8	84.4	77.4	81.1	93.2	83.5	88.7	93.2	90.6	92.1
16	76.5	63.0	69.0	87.7	67.8	77.7	86.2	79.0	82.6	92.6	83.9	88.2	96.8	94.3	95.6
All	71.1	57.0	63.5	82.5	67.0	75.0	84.2	77.3	80.9	91.3	82.6	87.1	94.4	91.4	93.0

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Bihar 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	265	237	243	260
Upper primary or higher*	702	863	858	854
Total schools visited	967	1100	1101	1114

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	56.1	56.5	59.3	60.9
% Teachers present (Average)	84.6	68.5	80.9	79.0
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	55.9	52.9	53.3	53.5
% Teachers present (Average)	80.6	73.0	84.0	81.9

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	0.4	5.9	5.8	13.5
Upper primary or higher	0.2	0.0	0.0	0.2

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	71.9	72.0
Upper primary or higher	53.9	53.5

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	69.9	65.8	67.1	66.5
Upper primary or higher	75.7	72.7	72.7	73.1

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	57.2	84.5	86.8	92.9
	Kitchen/shed for cooking mid-day meal	64.0	91.6	86.4	81.1
Drinking water	No facility for drinking water	9.6	3.5	4.8	3.4
	Facility but no drinking water available	11.7	6.8	7.9	7.9
	Drinking water available	78.7	89.7	87.3	88.7
	Total	100	100	100	100
Toilet	No toilet facility	19.3	3.4	2.6	2.1
	Facility but toilet not useable	47.2	21.1	26.5	15.4
	Toilet useable	33.6	75.6	70.9	82.5
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	49.9	16.7	11.3	11.5
	Separate provision but locked	15.1	9.1	6.5	3.3
	Separate provision, unlocked but not useable	16.9	11.2	18.5	11.6
	Separate provision, unlocked and useable	18.1	63.0	63.8	73.6
	Total	100	100	100	100
Library	No library	47.1	40.9	34.0	32.1
	Library but no books being used by children on day of visit	24.7	31.6	30.6	24.4
	Library books being used by children on day of visit	28.2	27.5	35.4	43.5
	Total	100	100	100	100
Electricity	Electricity connection		69.5	92.5	96.6
	Of schools with electricity connection, % schools with electricity available on day of visit		71.4	84.7	91.6
Computer	No computer available for children to use	93.1	96.6	92.4	83.5
	Computer available but not being used by children on day of visit	2.9	2.8	6.1	7.2
	Computer being used by children on day of visit	4.0	0.6	1.5	9.4
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	86.7	90.7	47.2	77.8	17.8	60.1
	Upper primary or higher*	90.2	93.2	61.1	77.3	13.6	64.4
Previous academic year (2023-2024)	Primary	83.5	85.2	64.2	84.5	25.0	64.8
	Upper primary or higher	86.9	89.7	70.6	80.2	17.9	65.2

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	30.2	25.9	44.0	100	89.9
	2024	92.3	5.8	1.9	100	
Upper primary or higher	2022	34.9	17.1	48.0	100	92.4
	2024	91.9	7.7	0.4	100	

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	26.7	20.9	52.4	100	81.4
	2024	23.4	26.6	50.0	100	46.6
Upper primary or higher	2022	33.6	14.3	52.1	100	85.3
	2024	27.4	27.2	45.4	100	39.8

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			49.0	66.8		70.7	80.7
Physical education teacher	Separate teacher	4.4	5.0	0.4	46.7	45.5	38.5
	Any other teacher	44.3	52.7	63.7	32.9	34.2	44.9
	No teacher	51.3	42.3	35.9	20.4	20.3	16.6
	Total	100	100	100	100	100	100
Playground in the school		41.1	43.2	39.4	53.9	58.0	50.5
Sports equipment available		34.9	57.6	75.6	59.9	67.6	78.7



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

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 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	80.6	17.5	0.0	1.8	100
Age 7-16: All	80.3	16.4	0.0	3.3	100
Age 7-10: All	80.2	19.0	0.0	0.8	100
Age 7-10: Boys	77.4	21.7	0.0	0.9	100
Age 7-10: Girls	82.9	16.4	0.0	0.7	100
Age 11-14: All	81.9	15.3	0.0	2.9	100
Age 11-14: Boys	79.4	17.1	0.0	3.5	100
Age 11-14: Girls	84.0	13.6	0.1	2.3	100
Age 15-16: All	76.3	11.9	0.0	11.8	100
Age 15-16: Boys	72.0	13.7	0.0	14.3	100
Age 15-16: Girls	79.3	10.6	0.0	10.0	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. 2006-2024

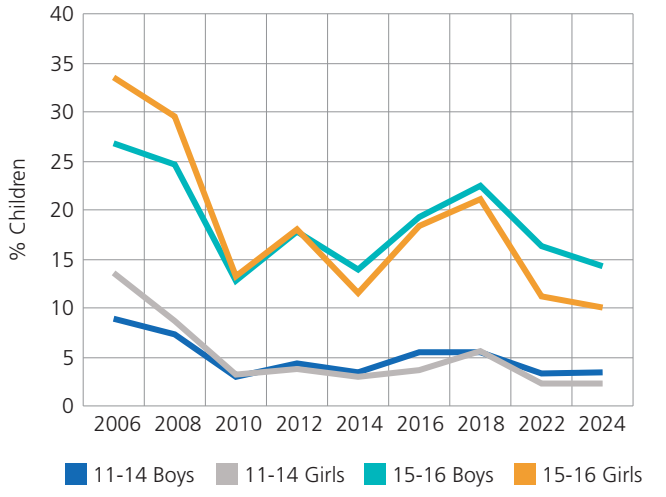
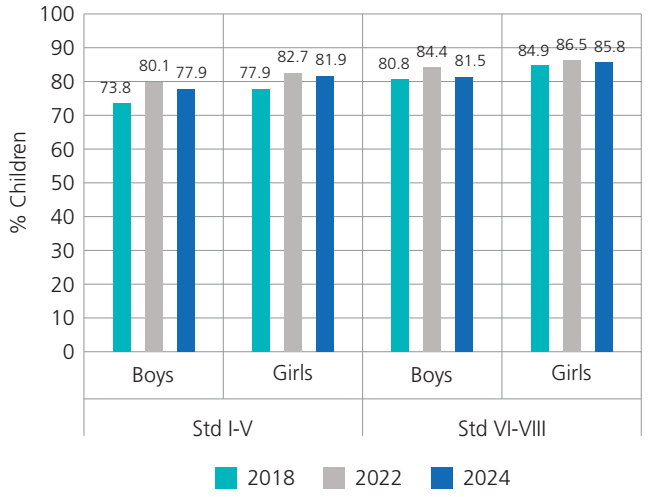


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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	81.3	0.3	6.4	0.5	0.2	0.0	11.4	100
Age 4	75.3	0.5	15.7	1.8	0.7	0.0	6.0	100
Age 5	54.2	0.8	22.7	13.0	4.8	0.0	4.7	100
Age 6	9.9	0.2	8.8	64.0	15.4	0.0	1.6	100
Age 7	1.2	0.2	2.2	77.4	17.9	0.1	1.1	100
Age 8	0.4	0.0	0.2	79.7	18.9	0.1	0.8	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	84.0	0.2	6.4	0.5	0.3	0.0	8.8	100
Age 4	71.9	1.0	20.4	1.3	1.7	0.0	3.6	100
Age 5	48.7	1.9	29.6	10.2	7.0	0.0	2.7	100
Age 6	8.7	0.7	10.2	61.7	17.2	0.0	1.7	100
Age 7	0.5	0.0	3.2	73.0	22.6	0.0	0.7	100
Age 8	0.4	0.0	0.4	79.8	18.7	0.0	0.8	100

Chhattisgarh RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	39.9	45.4	10.2	2.8	1.7	100
II	16.1	44.0	19.7	12.8	7.4	100
III	8.1	27.9	20.3	18.8	24.9	100
IV	3.5	15.8	15.8	21.6	43.3	100
V	3.5	9.8	10.7	21.6	54.4	100
VI	2.2	8.0	9.7	18.2	61.9	100
VII	1.6	5.2	6.5	16.6	70.3	100
VIII	1.4	4.2	5.3	13.1	76.0	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, 8.1% cannot even read letters, 27.9% can read letters but not words or higher, 20.3% can read words but not Std I level text or higher, 18.8% can read Std I level text but not Std II level text, and 24.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

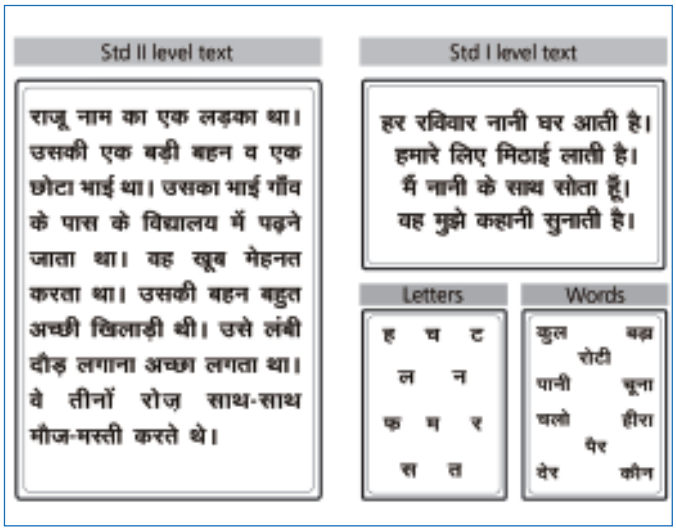


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2014	15.4	42.3	21.3
2016	22.2	47.3	28.1
2018	25.0	46.7	29.8
2022	20.7	41.6	24.3
2024	24.5	27.1	25.0

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

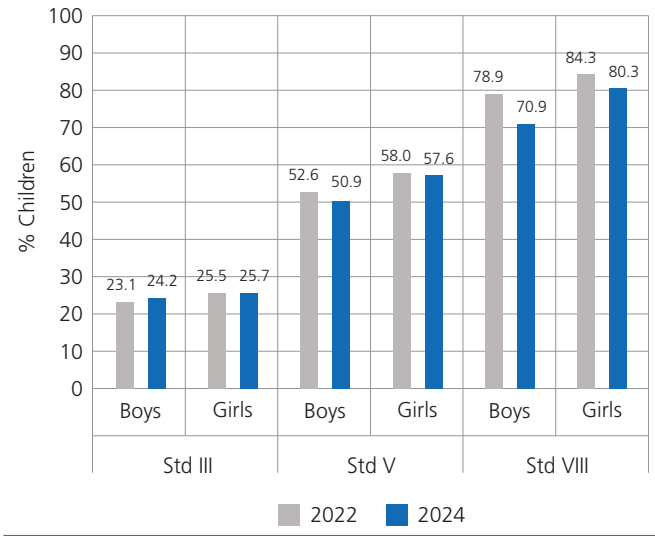
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	47.1	76.6	52.4	73.8		75.9
2016	51.0	75.9	56.0	70.9		73.5
2018	57.1	70.2	59.6	77.0		78.7
2022	52.9	68.6	55.4	80.6	91.3	82.0
2024	52.3	65.8	54.3	74.3	86.1	76.0

*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. 2022 and 2024





Chhattisgarh RURAL

Annual Status of Education Report ASER 2024 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 of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	31.5	50.8	16.5	0.9	0.3	100
II	10.6	47.7	33.6	7.7	0.5	100
III	4.9	32.3	39.6	18.7	4.6	100
IV	1.8	20.5	39.7	24.8	13.3	100
V	1.5	13.8	35.7	23.3	25.7	100
VI	1.0	10.8	37.8	24.1	26.3	100
VII	0.7	7.9	38.3	22.1	30.9	100
VIII	0.5	5.4	34.3	23.1	36.7	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, 4.9% cannot even recognise numbers from 1 to 9, 32.3% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 39.6% can recognise numbers up to 99 but cannot do subtraction, 18.7% 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

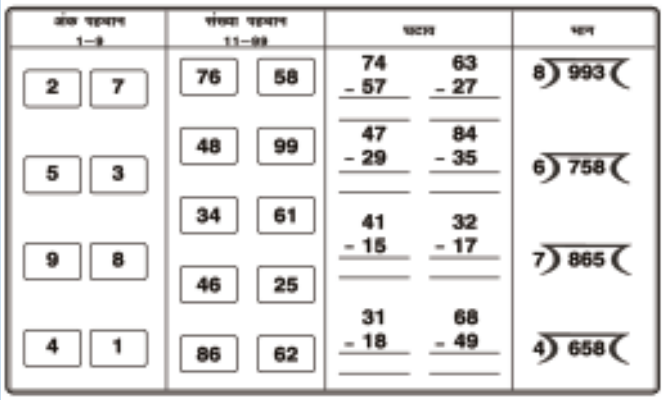


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2014	9.6	31.1	14.2
2016	14.5	37.7	20.0
2018	16.0	30.7	19.3
2022	16.0	36.6	19.6
2024	21.9	30.3	23.3

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

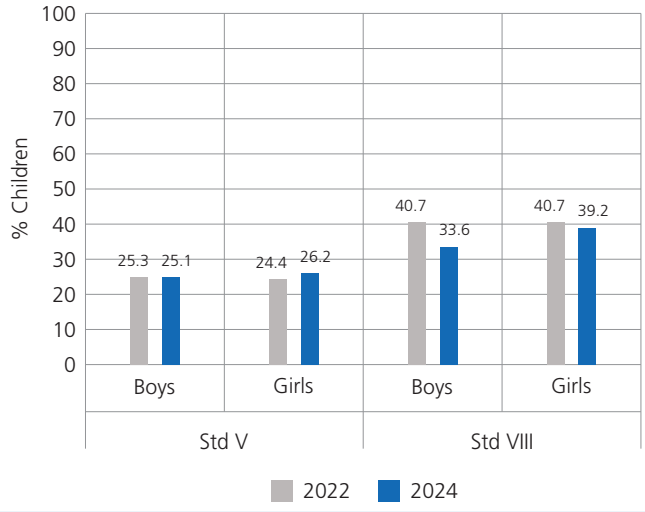
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	14.1	35.7	18.0	25.4		29.6
2016	18.6	40.8	23.1	25.3		28.1
2018	26.1	30.2	26.9	28.0		31.0
2022	22.8	35.0	24.8	38.0	58.9	40.7
2024	22.9	41.5	25.7	33.5	53.9	36.4

*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. 2022 and 2024





Chhattisgarh RURAL

Annual Status of Education Report असर ASER 2024 RURAL Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	93.3	62.2	78.1	14.4
15	93.6	69.9	83.7	19.9
16	94.7	72.5	87.2	26.2
All	93.8	67.6	82.5	19.7

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	93.8	71.2	84.3	29.8
Girls	93.8	65.0	81.1	12.4
All	93.8	67.6	82.5	19.7

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	45.1	75.4	52.8	42.7	44.7
15	50.6	78.6	66.1	53.5	54.7
16	50.2	79.2	70.7	61.3	63.1
All	48.4	77.6	62.6	52.0	53.6

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	46.7	80.7	63.6	57.4	63.0
Girls	49.6	75.3	61.9	47.8	46.3
All	48.4	77.6	62.6	52.0	53.6

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	PMGDISHA Module 1 (पी.एम.जी.दिशा मॉड्यूल 1)
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question a: Find the "PMGDISHA Module 1" video on YouTube.*
		Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	68.7	57.1	62.2	70.4	61.3	65.8	82.8	87.6	85.3	85.5	88.1	86.8	88.7	84.9	86.6
15	69.9	69.9	69.9	79.2	66.8	71.7	89.3	89.6	89.5	90.1	91.8	91.1	90.3	89.3	89.7
16	76.3	70.0	72.5	83.5	71.7	76.7	89.7	87.9	88.7	91.9	88.6	90.0	95.3	92.0	93.4
All	71.2	65.0	67.6	76.9	66.5	71.1	86.8	88.4	87.7	88.8	89.6	89.2	91.3	88.7	89.8

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	301	459	1588	756
Upper primary or higher*	124	9	57	30
Total schools visited	425	468	1645	786

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	70.5	75.2	71.1	74.1
% Teachers present (Average)	86.5	84.2	86.6	89.9

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	16.1	40.2	43.8	54.4

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	76.6	76.5

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	84.8	83.8	66.2	66.3

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	94.6	91.7	93.6	96.3
	Kitchen/shed for cooking mid-day meal	86.1	97.0	93.5	90.9
Drinking water	No facility for drinking water	12.9	7.9	7.3	9.8
	Facility but no drinking water available	9.6	9.6	10.6	9.0
	Drinking water available	77.6	82.5	82.2	81.1
	Total	100	100	100	100
Toilet	No toilet facility	28.9	2.1	6.0	7.6
	Facility but toilet not useable	41.5	12.2	22.7	18.7
	Toilet useable	29.6	85.7	71.3	73.6
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	46.2	10.1	16.5	18.9
	Separate provision but locked	16.3	3.2	7.5	6.4
	Separate provision, unlocked but not useable	17.5	11.0	16.0	12.1
	Separate provision, unlocked and useable	20.0	75.7	60.0	62.7
	Total	100	100	100	100
Library	No library	27.1	10.3	15.6	11.1
	Library but no books being used by children on day of visit	36.5	66.0	59.5	47.1
	Library books being used by children on day of visit	36.5	23.8	24.9	41.8
	Total	100	100	100	100
Electricity	Electricity connection		91.6	92.2	96.0
	Of schools with electricity connection, % schools with electricity available on day of visit		82.0	83.7	89.8
Computer	No computer available for children to use	95.9	97.7	96.8	96.5
	Computer available but not being used by children on day of visit	2.4	1.9	2.9	3.0
	Computer being used by children on day of visit	1.7	0.4	0.3	0.5
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	94.8	92.6	73.3	88.0	29.5	80.7
	Previous academic year (2023-2024)	86.5	83.6	77.8	82.2	44.2	70.4

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	97.7	2.1	0.2	100
	2024	98.5	1.2	0.4	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	98.6	1.0	0.4	100	
	2024	98.0	1.3	0.8	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			91.5	94.1
Physical education teacher	Separate teacher	8.5	2.3	2.3
	Any other teacher	73.4	76.1	76.1
	No teacher	18.1	21.6	21.6
	Total	100	100	100
Playground in the school		68.8	71.7	69.9
Sports equipment available		49.6	90.4	85.4

*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.



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.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	86.5	12.4	0.1	1.0	100
Age 7-16: All	83.8	14.0	0.1	2.1	100
Age 7-10: All	88.1	11.4	0.1	0.5	100
Age 7-10: Boys	86.4	12.9	0.1	0.5	100
Age 7-10: Girls	89.7	9.8	0.0	0.5	100
Age 11-14: All	84.8	13.7	0.1	1.4	100
Age 11-14: Boys	83.4	15.5	0.1	1.0	100
Age 11-14: Girls	86.1	11.9	0.1	1.9	100
Age 15-16: All	66.0	23.9	0.1	10.0	100
Age 15-16: Boys	64.5	26.1	0.1	9.4	100
Age 15-16: Girls	67.3	22.1	0.1	10.5	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. 2006-2024

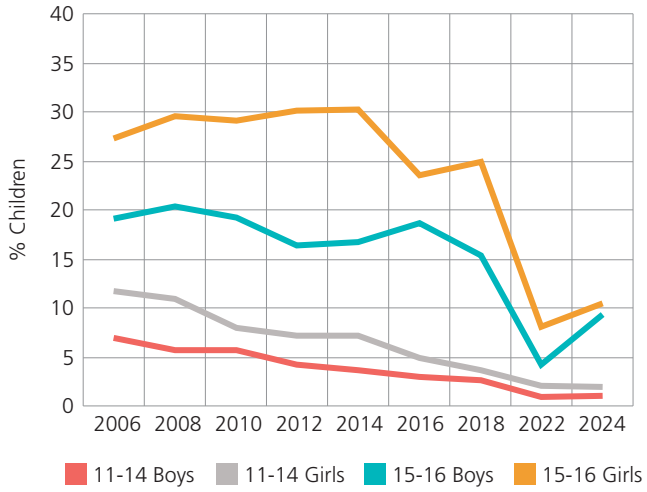
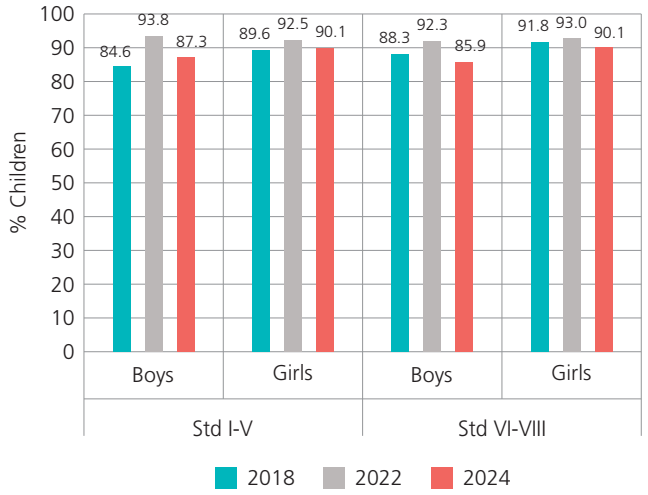


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	87.6	4.1	3.2	0.3	0.2	0.0	4.7	100
Age 4	80.2	7.4	8.5	1.2	0.2	0.0	2.5	100
Age 5	54.4	23.8	14.5	4.9	1.0	0.0	1.3	100
Age 6	13.1	29.8	11.6	40.7	4.1	0.0	0.7	100
Age 7	0.8	8.3	2.6	77.4	10.6	0.1	0.4	100
Age 8	0.0	0.4	0.2	87.0	11.7	0.1	0.5	100

Gujarat RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	24.9	37.3	22.2	9.2	6.5	100
II	18.3	23.7	29.1	17.9	11.0	100
III	9.3	16.7	24.7	23.4	25.8	100
IV	4.7	12.5	17.1	23.8	41.9	100
V	3.6	11.2	14.1	24.7	46.3	100
VI	2.8	7.0	9.5	21.0	59.7	100
VII	1.7	4.6	7.1	18.2	68.3	100
VIII	1.5	3.8	4.8	14.0	75.9	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, 9.3% cannot even read letters, 16.7% can read letters but not words or higher, 24.7% can read words but not Std I level text or higher, 23.4% can read Std I level text but not Std II level text, and 25.8% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

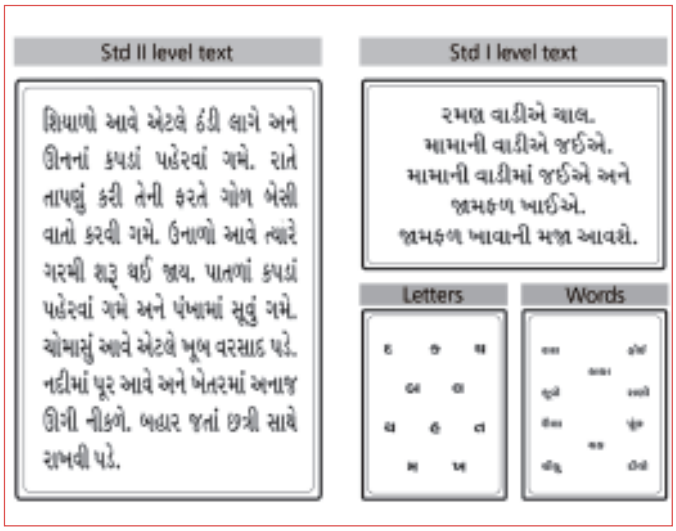


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2014	17.6	41.8	20.3
2016	21.6		23.0
2018	32.3	39.3	33.3
2022	23.2		23.8
2024	24.7	36.2	25.9

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

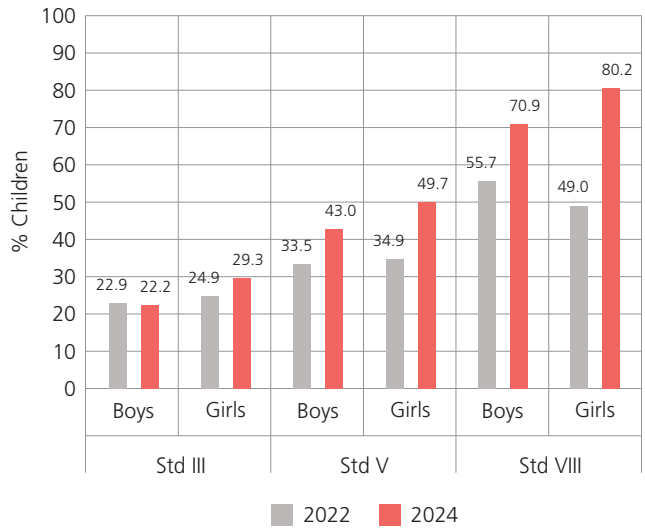
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	44.6	64.1	46.6	76.4	84.2	77.6
2016	52.3		52.9	75.7		76.6
2018	52.0		53.8	72.5		73.3
2022	33.9		34.2	52.1		52.4
2024	44.6	61.7	46.3	74.7	84.5	75.8

*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 and 2024





Gujarat RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	24.9	49.0	23.3	2.1	0.7	100
II	15.9	43.2	30.6	8.1	2.2	100
III	9.2	32.6	39.1	17.3	1.8	100
IV	4.6	22.9	41.1	23.8	7.6	100
V	3.4	21.1	39.1	22.1	14.3	100
VI	3.4	13.2	36.3	26.7	20.4	100
VII	1.8	10.8	34.8	27.4	25.3	100
VIII	2.2	7.9	32.5	26.9	30.5	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, 9.2% cannot even recognise numbers from 1 to 9, 32.6% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 39.1% can recognise numbers up to 99 but cannot do subtraction, 17.3% can do subtraction but cannot do division, and 1.8% 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. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2014	12.4	35.2	14.9
2016	18.3		19.6
2018	22.8	43.1	25.7
2022	22.9		23.2
2024	16.5	41.2	19.0

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

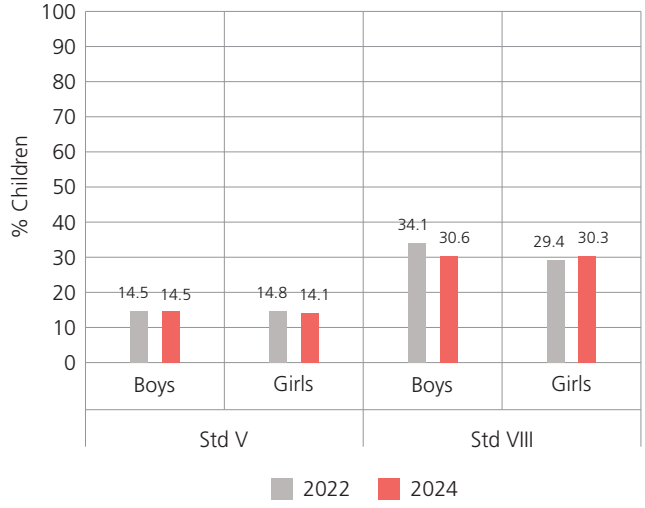
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	13.9	34.8	16.1	29.3	50.4	32.6
2016	14.5		16.1	33.9		34.8
2018	18.4		20.2	35.8		35.6
2022	14.5		14.7	31.3		31.8
2024	13.1	25.2	14.3	28.3	46.5	30.3

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	95.8	64.4	80.1	13.6
15	95.9	72.2	83.4	19.2
16	96.4	72.8	84.6	25.9
All	96.0	69.1	82.3	18.6

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	96.2	71.6	85.6	24.6
Girls	95.8	66.9	79.5	12.9
All	96.0	69.1	82.3	18.6

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	58.8	68.5	56.5	45.6	53.4
15	61.6	75.7	59.9	50.1	52.2
16	63.1	77.6	75.6	69.3	69.4
All	60.8	73.2	62.8	53.6	57.3

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	59.4	76.4	66.7	59.0	66.3
Girls	62.1	70.2	58.8	48.0	48.0
All	60.8	73.2	62.8	53.6	57.3

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
આવતી કાલે સવારના 8:30 વાગે	ભારતના પ્રથમ મહિલા રાષ્ટ્રપતિ	PMGDISHA Module 1 (પી. એમ. જી. દિશા મોડ્યુલ 1)
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question a: Find the "PMGDISHA Module 1" video on YouTube.*
		Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	66.3	62.5	64.4	77.1	72.1	74.6	72.1	75.4	73.7	88.0	82.1	85.1	90.8	89.7	90.3
15	75.9	69.2	72.2	82.0	78.5	80.1	75.7	80.1	77.9	85.3	88.4	86.9	94.6	92.9	93.7
16	75.4	70.5	72.8	87.5	82.0	84.6	81.3	75.2	78.1	90.2	85.0	87.5	96.8	93.7	95.2
All	71.6	66.9	69.1	81.4	77.1	79.2	75.7	77.0	76.3	87.6	85.1	86.3	93.7	91.9	92.8

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Gujarat 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	66	105	36	88
Upper primary or higher*	557	539	675	560
Total schools visited	623	644	711	648

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	84.7	85.6	84.3	86.4
% Teachers present (Average)	95.8	92.3	96.9	95.9

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	4.6	12.8	12.2	14.4

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	59.8	55.3

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	95.6	93.4	87.8	87.3

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	96.2	94.1	82.6	98.6
	Kitchen/shed for cooking mid-day meal	88.3	90.4	69.0	90.6
Drinking water	No facility for drinking water	14.2	6.4	18.5	8.7
	Facility but no drinking water available	6.5	5.6	9.7	7.8
	Drinking water available	79.4	88.0	71.8	83.5
	Total	100	100	100	100
Toilet	No toilet facility	2.6	0.2	0.0	0.2
	Facility but toilet not useable	32.6	8.5	4.2	22.4
	Toilet useable	64.8	91.3	95.8	77.4
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	12.7	2.6	1.1	1.9
	Separate provision but locked	20.7	1.1	0.4	4.0
	Separate provision, unlocked but not useable	16.7	8.8	4.3	18.5
	Separate provision, unlocked and useable	49.9	87.4	94.2	75.6
	Total	100	100	100	100
Library	No library	16.2	14.7	10.9	16.4
	Library but no books being used by children on day of visit	35.2	44.8	16.8	28.2
	Library books being used by children on day of visit	48.5	40.5	72.3	55.4
	Total	100	100	100	100
Electricity	Electricity connection		99.4	96.2	99.4
	Of schools with electricity connection, % schools with electricity available on day of visit		96.5	93.7	97.3
Computer	No computer available for children to use	47.8	33.1	38.6	25.4
	Computer available but not being used by children on day of visit	24.3	42.9	20.5	34.6
	Computer being used by children on day of visit	27.9	24.0	40.9	40.0
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	94.2	77.9	85.1	88.7	52.4	96.3
	Previous academic year (2023-2024)	92.6	79.4	86.8	85.1	51.1	96.1

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	87.5	12.2	0.3	100
	2024	98.8	1.1	0.2	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	49.0	24.7	26.3	100	96.6
	2024	64.7	6.6	28.8	100	91.6

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			91.4	92.6
Physical education teacher	Separate teacher	29.7	45.7	19.9
	Any other teacher	56.0	43.1	65.2
	No teacher	14.3	11.2	14.8
	Total	100	100	100
Playground in the school		82.5	75.8	80.3
Sports equipment available		81.0	86.1	83.8



*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.

Haryana RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 21 OUT OF 21 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	46.0	52.3	0.5	1.3	100
Age 7-16: All	46.7	51.4	0.5	1.5	100
Age 7-10: All	44.1	54.6	0.4	0.9	100
Age 7-10: Boys	39.2	59.7	0.5	0.6	100
Age 7-10: Girls	49.3	49.2	0.4	1.1	100
Age 11-14: All	48.8	49.3	0.5	1.4	100
Age 11-14: Boys	42.3	56.3	0.4	1.0	100
Age 11-14: Girls	55.1	42.4	0.6	1.9	100
Age 15-16: All	48.8	47.4	0.3	3.5	100
Age 15-16: Boys	43.7	53.3	0.2	2.8	100
Age 15-16: Girls	53.8	41.7	0.5	4.1	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. 2006-2024

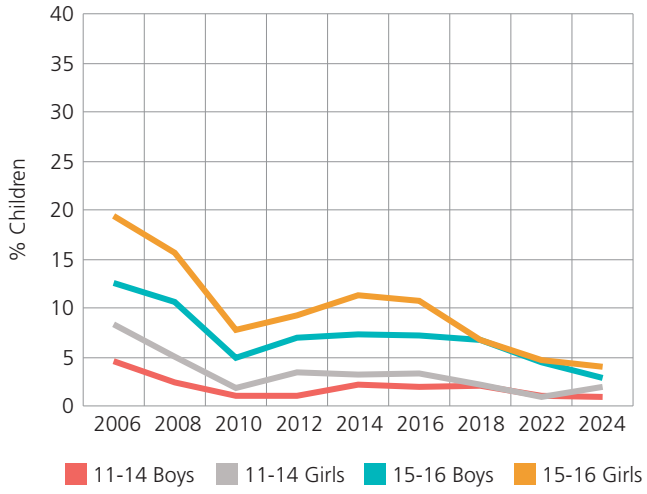
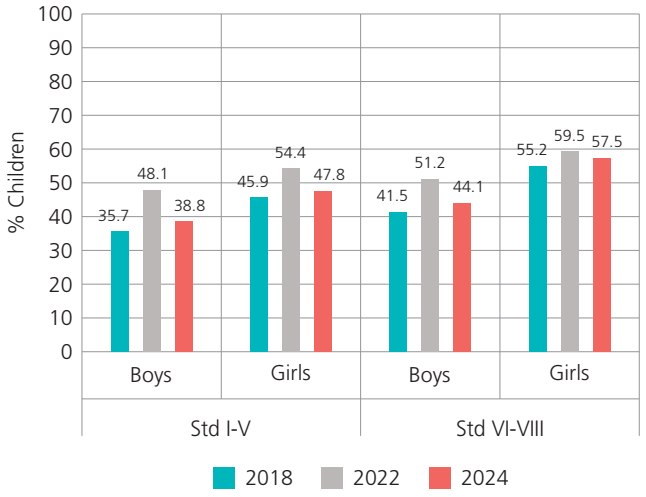


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	50.2	2.8	30.5	0.8	1.4	0.0	14.4	100
Age 4	26.0	4.9	51.9	3.1	4.3	0.1	9.8	100
Age 5	8.7	6.2	52.7	14.2	13.7	0.2	4.3	100
Age 6	1.9	3.7	25.2	28.5	38.4	0.6	1.9	100
Age 7	0.3	0.7	6.2	37.9	53.3	0.5	1.2	100
Age 8	0.1	0.1	1.8	42.7	53.4	0.5	1.4	100

Haryana RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	17.5	30.3	25.5	14.8	11.9	100
II	7.8	16.6	23.2	27.3	25.2	100
III	5.9	11.4	15.4	23.3	44.0	100
IV	2.2	7.0	10.6	24.6	55.7	100
V	2.2	5.4	7.8	21.1	63.5	100
VI	1.5	3.9	6.4	17.5	70.8	100
VII	1.7	3.6	3.2	15.8	75.8	100
VIII	0.7	2.6	2.5	11.5	82.7	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, 5.9% cannot even read letters, 11.4% can read letters but not words or higher, 15.4% can read words but not Std I level text or higher, 23.3% can read Std I level text but not Std II level text, and 44% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

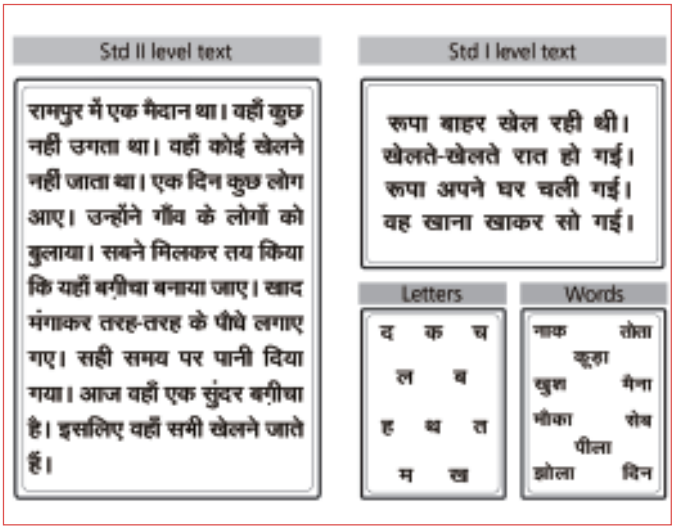


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	32.1	53.8	44.1

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

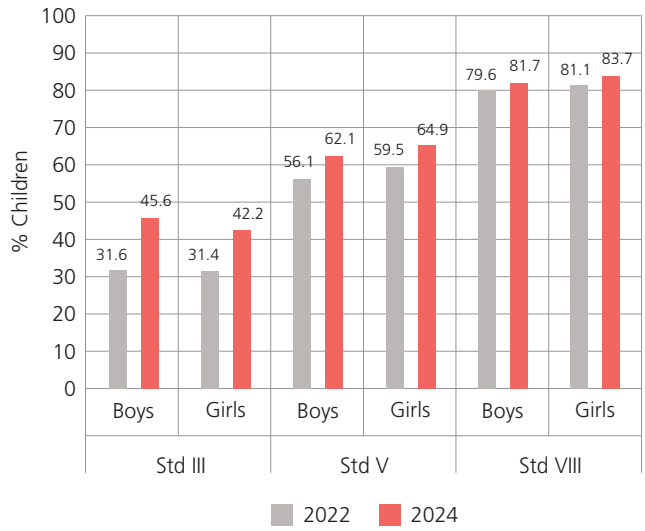
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	53.9	72.9	63.5	76.6	90.0	83.0

*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. 2022 and 2024





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 of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	15.5	27.7	44.4	9.9	2.5	100
II	5.8	20.9	40.3	26.6	6.4	100
III	4.8	15.0	28.7	29.3	22.2	100
IV	2.0	9.0	28.1	29.7	31.1	100
V	1.5	6.6	22.3	26.4	43.2	100
VI	0.9	5.9	21.4	26.3	45.5	100
VII	1.3	4.1	18.6	24.3	51.7	100
VIII	0.5	2.7	17.8	22.6	56.5	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, 4.8% cannot even recognise numbers from 1 to 9, 15% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 28.7% can recognise numbers up to 99 but cannot do subtraction, 29.3% can do subtraction but cannot do division, and 22.2% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

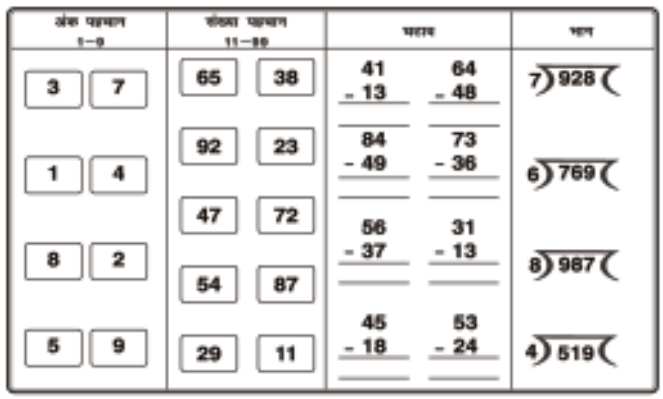


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	33.1	66.4	51.5

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

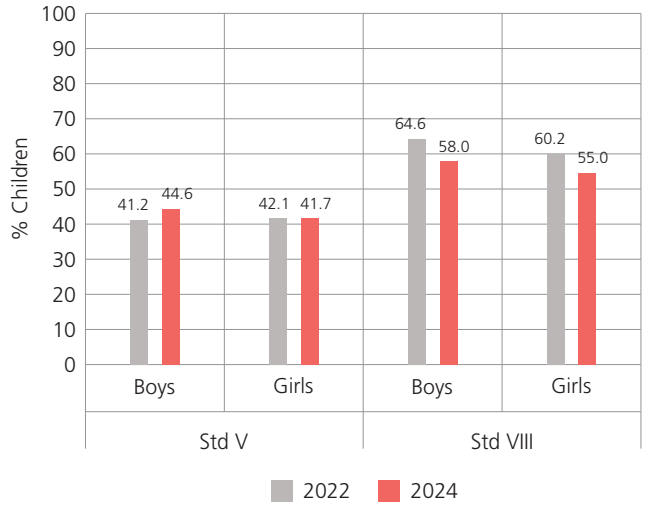
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	29.4	56.9	43.3	43.1	70.9	56.5

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	92.3	71.4	87.7	35.7
15	93.1	73.2	88.5	40.0
16	91.7	76.0	88.8	41.6
All	92.4	73.2	88.2	38.7

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	92.8	75.4	90.5	42.0
Girls	92.1	71.2	86.1	35.5
All	92.4	73.2	88.2	38.7

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	64.9	74.2	63.8	61.1	63.7
15	65.0	78.8	67.1	66.1	67.1
16	69.9	80.8	76.2	75.2	76.9
All	66.1	77.5	68.2	66.6	68.3

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	64.1	78.0	73.2	72.9	75.7
Girls	68.1	77.0	63.3	60.5	61.2
All	66.1	77.5	68.2	66.6	68.3

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	PMGDISHA Module 1 (पी.एम.जी.दिशा मॉड्यूल 1)
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	74.4	68.6	71.4	89.4	82.8	86.1	89.0	87.0	88.0	94.0	88.4	91.3	96.2	94.0	95.1
15	74.0	72.4	73.2	92.3	87.9	90.1	92.4	89.7	91.1	96.6	94.2	95.4	96.5	95.6	96.1
16	79.2	73.5	76.0	92.7	90.8	91.7	93.8	93.7	93.7	97.8	95.5	96.6	98.9	98.2	98.5
All	75.4	71.2	73.2	91.3	86.8	89.0	91.4	89.7	90.6	95.9	92.4	94.1	96.9	95.8	96.4

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Haryana RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	302	392	325	288
Upper primary or higher*	226	221	175	243
Total schools visited	528	613	500	531

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	82.9	77.7	78.3	78.4
% Teachers present (Average)	89.8	87.0	86.5	84.6
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	81.7	77.6	79.0	78.3
% Teachers present (Average)	87.8	88.5	88.8	85.3

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	10.3	25.3	21.6	37.8
Upper primary or higher	1.4	4.1	1.2	8.0

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	66.9	61.8
Upper primary or higher	61.3	57.2

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	92.5	91.4	78.3	82.9
Upper primary or higher	92.1	91.7	73.7	75.3

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	93.7	85.3	87.5	95.5
	Kitchen/shed for cooking mid-day meal	51.0	88.2	90.6	91.3
Drinking water	No facility for drinking water	17.7	11.6	9.1	14.0
	Facility but no drinking water available	7.7	6.4	6.3	5.5
	Drinking water available	74.6	82.0	84.7	80.5
	Total	100	100	100	100
Toilet	No toilet facility	2.0	0.7	0.6	0.6
	Facility but toilet not useable	30.1	8.5	28.0	20.8
	Toilet useable	67.9	90.8	71.4	78.7
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	10.0	4.8	4.0	3.1
	Separate provision but locked	13.4	2.3	14.3	1.9
	Separate provision, unlocked but not useable	23.9	8.5	13.3	20.4
	Separate provision, unlocked and useable	52.8	84.4	68.5	74.6
	Total	100	100	100	100
Library	No library	35.4	16.0	17.3	13.6
	Library but no books being used by children on day of visit	33.0	44.8	33.2	27.2
	Library books being used by children on day of visit	31.6	39.1	49.5	59.2
	Total	100	100	100	100
Electricity	Electricity connection		95.7	98.8	98.5
	Of schools with electricity connection, % schools with electricity available on day of visit		70.8	86.3	92.3
Computer	No computer available for children to use	82.6	81.7	74.8	71.5
	Computer available but not being used by children on day of visit	10.5	13.3	14.1	15.8
	Computer being used by children on day of visit	6.9	5.1	11.1	12.7
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	94.4	91.6	87.7	89.5	51.4	85.4
	Upper primary or higher*	93.4	89.2	89.6	86.8	58.2	83.8
Previous academic year (2023-2024)	Primary	93.6	90.8	87.8	84.7	51.6	84.8
	Upper primary or higher	93.3	91.1	89.0	82.6	56.9	84.2

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	92.6	5.6	1.9	100
	2024	97.2	2.8	0.0	100
Upper primary or higher	2022	89.1	6.9	4.0	100
	2024	92.1	7.9	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	34.3	12.0	53.8	100	64.5
	2024	30.9	15.6	53.5	100	70.6
Upper primary or higher	2022	46.1	19.2	34.7	100	67.4
	2024	37.6	17.5	45.0	100	83.3

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			62.7	74.1		73.7	92.2
Physical education teacher	Separate teacher	9.7	8.1	7.5	63.4	52.4	64.2
	Any other teacher	65.1	48.9	65.2	25.5	30.1	25.0
	No teacher	25.2	43.0	27.2	11.1	17.5	10.8
	Total	100	100	100	100	100	100
Playground in the school		81.2	82.6	80.5	87.7	86.8	88.3
Sports equipment available		59.3	81.5	79.1	64.7	84.8	85.9



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Himachal Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 12 OUT OF 12 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	58.6	41.0	0.0	0.4	100
Age 7-16: All	61.8	37.5	0.0	0.8	100
Age 7-10: All	55.7	44.1	0.0	0.2	100
Age 7-10: Boys	54.0	45.8	0.0	0.3	100
Age 7-10: Girls	57.6	42.2	0.0	0.2	100
Age 11-14: All	63.5	36.1	0.0	0.4	100
Age 11-14: Boys	60.4	39.5	0.0	0.2	100
Age 11-14: Girls	66.6	32.8	0.0	0.6	100
Age 15-16: All	71.7	25.3	0.0	3.0	100
Age 15-16: Boys	70.2	26.5	0.0	3.3	100
Age 15-16: Girls	73.1	24.3	0.0	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. 2006-2024

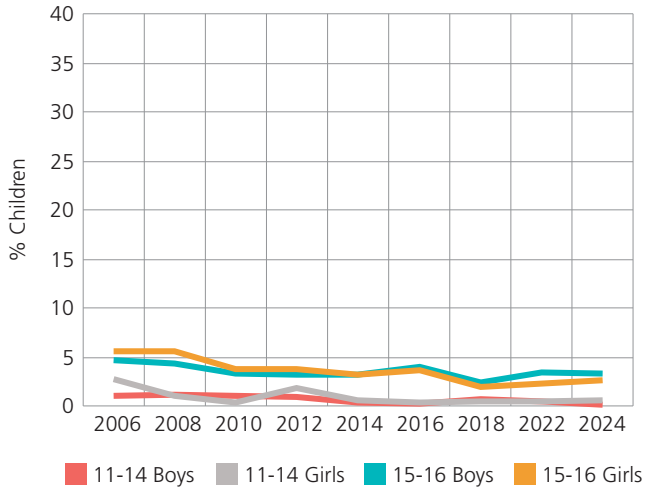
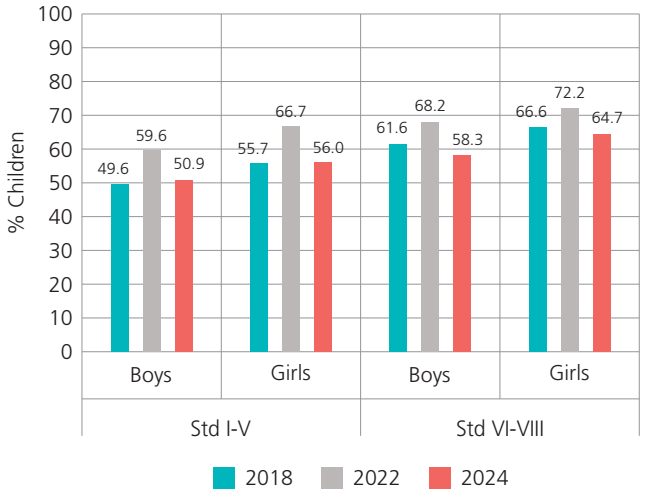


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	44.5	20.9	22.0	1.0	1.3	0.0	10.2	100
Age 4	17.4	25.8	49.9	1.2	1.9	0.0	3.8	100
Age 5	7.4	27.9	50.1	6.2	7.1	0.0	1.3	100
Age 6	3.4	8.0	14.4	32.6	41.0	0.0	0.6	100
Age 7	0.0	0.1	1.5	52.1	46.0	0.0	0.4	100
Age 8	0.1	0.0	0.2	52.5	46.9	0.0	0.3	100

Himachal 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	11.6	34.5	30.0	14.4	9.6	100
II	5.3	19.2	18.8	29.9	26.8	100
III	2.9	9.9	10.1	26.5	50.6	100
IV	1.7	5.0	9.1	23.3	60.9	100
V	1.2	4.1	4.5	18.9	71.3	100
VI	0.3	2.1	3.1	12.3	82.1	100
VII	0.5	2.0	2.9	10.9	83.7	100
VIII	0.1	1.8	1.6	8.3	88.3	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, 2.9% cannot even read letters, 9.9% can read letters but not words or higher, 10.1% can read words but not Std I level text or higher, 26.5% can read Std I level text but not Std II level text, and 50.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

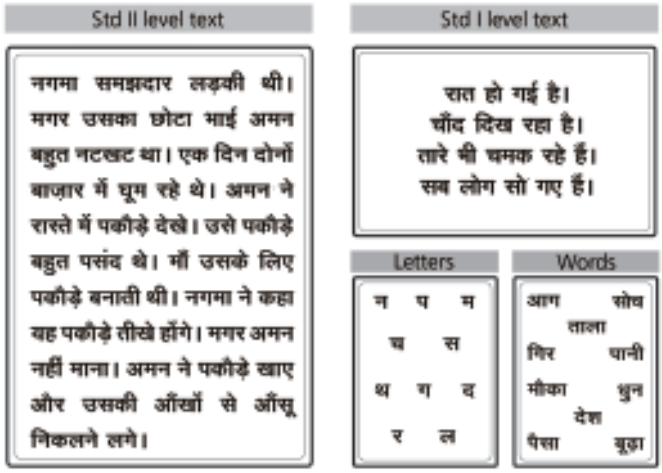


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	49.7	52.1	50.7

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

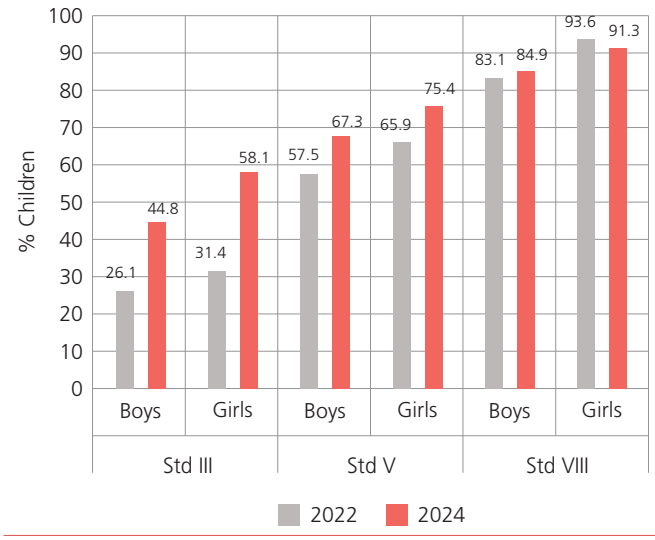
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	70.1	73.1	71.4	87.7	89.2	88.2

*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 and 2024





Himachal Pradesh RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	7.2	19.7	62.9	7.7	2.5	100
II	2.5	17.5	43.8	31.7	4.5	100
III	1.5	10.5	30.1	38.6	19.3	100
IV	0.9	5.2	27.2	28.9	37.8	100
V	1.0	3.2	22.4	23.0	50.5	100
VI	0.3	1.2	22.7	20.5	55.2	100
VII	0.1	1.4	24.6	20.9	53.0	100
VIII	0.0	1.3	25.4	18.9	54.4	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, 1.5% cannot even recognise numbers from 1 to 9, 10.5% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 30.1% can recognise numbers up to 99 but cannot do subtraction, 38.6% can do subtraction but cannot do division, and 19.3% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

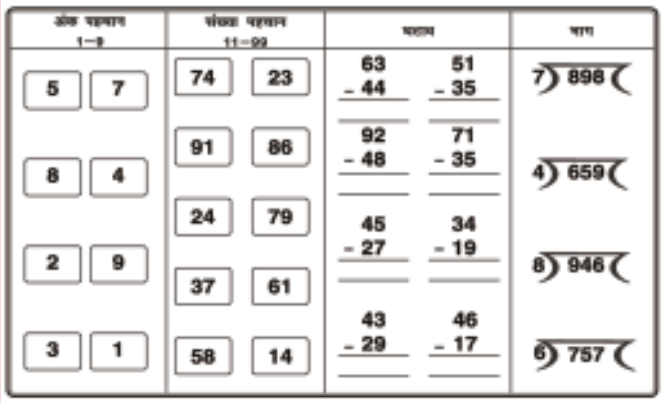


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	49.5	70.0	58.0

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

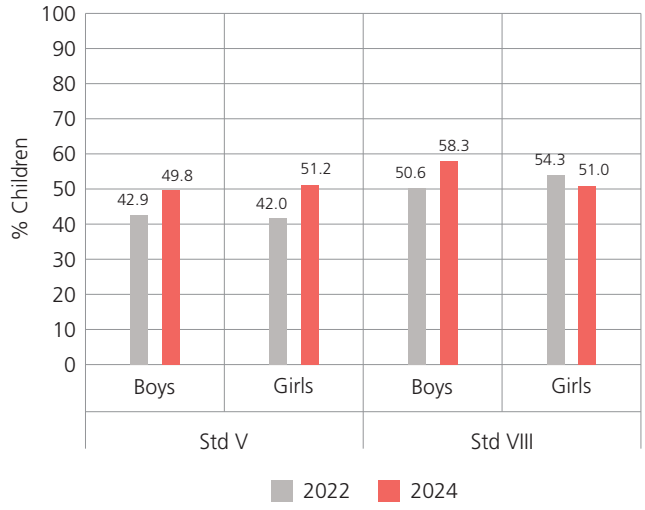
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	47.0	55.8	50.6	45.9	69.2	54.2

*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 and 2024





Himachal Pradesh RURAL

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	97.4	83.1	94.1	24.3
15	96.1	83.1	93.4	34.9
16	96.5	84.3	95.7	47.9
All	96.7	83.4	94.3	35.0

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	96.1	83.3	93.8	40.5
Girls	97.2	83.5	94.7	30.3
All	96.7	83.4	94.3	35.0

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	65.4	90.5	65.3	66.0	67.4
15	62.9	89.1	79.0	78.2	77.2
16	66.5	91.1	77.3	82.0	83.8
All	64.8	90.2	73.7	75.0	75.7

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	62.3	89.6	76.2	76.0	79.7
Girls	66.7	90.7	71.7	74.1	72.4
All	64.8	90.2	73.7	75.0	75.7

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	PMGDISHA Module 1 (पी.एम.जी.दिशा मॉड्यूल 1)
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	78.3	87.1	83.1	92.1	84.2	87.6	93.8	93.0	93.3	96.1	95.1	95.5	97.2	94.3	95.6
15	86.3	80.5	83.1	91.5	83.9	87.5	92.8	90.6	91.6	95.7	97.1	96.5	98.2	95.4	96.7
16	86.0	83.0	84.3	97.6	91.5	94.2	91.7	91.4	91.5	97.8	95.5	96.6	100.0	98.0	98.9
All	83.3	83.5	83.4	93.4	86.2	89.4	92.8	91.7	92.2	96.4	96.0	96.2	98.4	95.7	96.9

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Himachal Pradesh RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	195	284	259	264
Upper primary or higher*	66	9	4	4
Total schools visited	261	293	263	268

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	90.0	83.4	83.3	85.2
% Teachers present (Average)	88.0	75.8	82.8	81.2

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	48.6	83.1	81.4	86.9

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	78.0	77.7

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	90.1	87.2	67.0	69.9

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	98.0	93.1	91.1	95.5
	Kitchen/shed for cooking mid-day meal	82.5	99.3	99.2	97.8
Drinking water	No facility for drinking water	12.5	5.5	3.8	5.8
	Facility but no drinking water available	4.3	5.1	7.3	3.9
	Drinking water available	83.2	89.4	88.9	90.4
	Total	100	100	100	100
Toilet	No toilet facility	10.8	0.3	1.1	1.1
	Facility but toilet not useable	33.2	5.5	11.8	9.0
	Toilet useable	56.0	94.2	87.1	89.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	31.1	5.5	8.0	7.1
	Separate provision but locked	10.6	2.1	11.4	6.0
	Separate provision, unlocked but not useable	19.6	6.2	4.2	5.2
	Separate provision, unlocked and useable	38.7	86.3	76.4	81.7
	Total	100	100	100	100
Library	No library	19.7	2.7	4.9	3.8
	Library but no books being used by children on day of visit	39.0	73.0	58.6	63.7
	Library books being used by children on day of visit	41.3	24.3	36.5	32.6
	Total	100	100	100	100
Electricity	Electricity connection		94.5	98.5	99.3
	Of schools with electricity connection, % schools with electricity available on day of visit		86.0	92.6	94.7
Computer	No computer available for children to use	93.3	93.5	88.7	82.8
	Computer available but not being used by children on day of visit	3.5	4.5	9.0	15.0
	Computer being used by children on day of visit	3.2	2.1	2.3	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

Annual Status of Education Report
असर ASER 2024 RURAL
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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	82.8	32.8	21.1	53.4	28.8	78.6
	Previous academic year (2023-2024)	91.4	83.2	52.6	70.8	79.8	83.5

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	95.8	3.0	1.1	100
	2024	97.8	2.2	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	82.4	10.7	6.9	100	
	2024	6.0	21.4	72.6	100	69.2

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			65.0	88.8
Physical education teacher	Separate teacher	2.8	1.2	0.4
	Any other teacher	74.2	65.6	85.3
	No teacher	23.0	33.2	14.3
	Total	100	100	100
Playground in the school		81.8	82.8	84.2
Sports equipment available		69.9	95.4	92.9



*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.

Jammu and Kashmir RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 19 OUT OF 22 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	57.2	41.7	0.4	0.6	100
Age 7-16: All	58.3	40.2	0.5	1.1	100
Age 7-10: All	56.0	43.2	0.4	0.4	100
Age 7-10: Boys	54.0	45.2	0.5	0.3	100
Age 7-10: Girls	58.2	41.1	0.3	0.5	100
Age 11-14: All	57.6	41.1	0.5	0.8	100
Age 11-14: Boys	55.2	43.4	0.5	1.0	100
Age 11-14: Girls	60.2	38.8	0.4	0.6	100
Age 15-16: All	65.9	29.7	0.6	3.8	100
Age 15-16: Boys	64.0	32.2	0.8	3.0	100
Age 15-16: Girls	67.6	27.4	0.4	4.6	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. 2006-2024

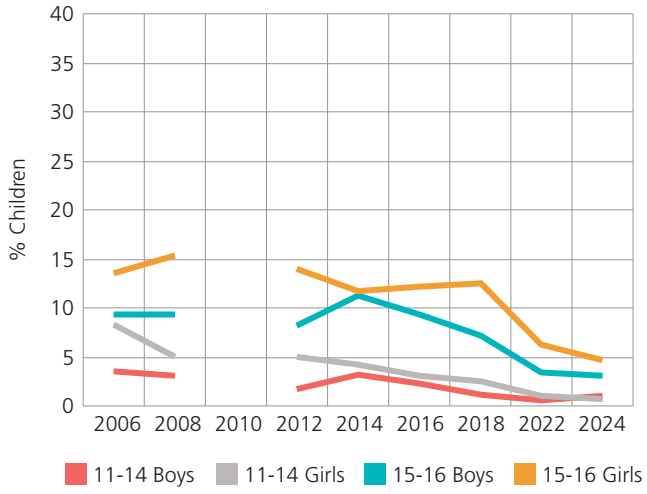
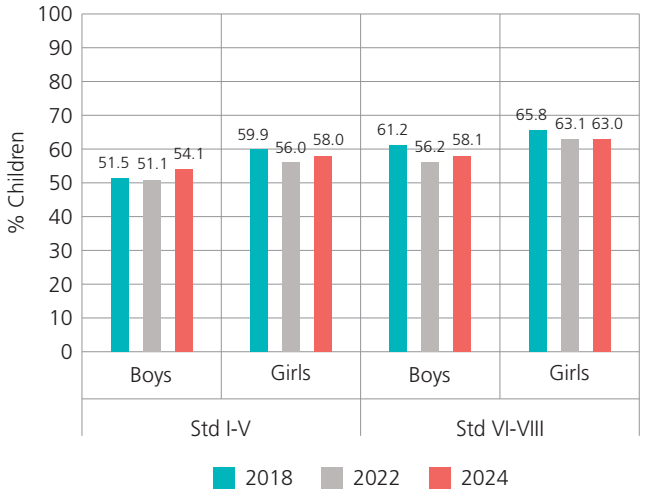


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	64.9	8.6	12.8	1.4	0.5	0.0	11.9	100
Age 4	37.7	20.8	31.1	3.5	1.3	0.0	5.5	100
Age 5	11.2	27.1	43.9	11.1	4.1	0.0	2.6	100
Age 6	3.0	17.8	36.1	27.7	14.9	0.0	0.5	100
Age 7	0.5	7.1	21.8	41.2	28.6	0.4	0.4	100
Age 8	0.6	1.4	6.5	50.4	40.3	0.4	0.5	100

Jammu and Kashmir RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	16.3	40.1	30.3	9.7	3.6	100
II	6.3	32.2	34.4	17.5	9.7	100
III	3.8	21.7	31.5	26.4	16.6	100
IV	1.6	13.0	28.9	29.5	26.9	100
V	2.2	9.3	25.0	25.9	37.7	100
VI	1.0	8.2	20.5	26.6	43.8	100
VII	0.9	5.5	18.6	24.8	50.1	100
VIII	0.9	3.5	12.1	25.0	58.5	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, 3.8% cannot even read letters, 21.7% can read letters but not words or higher, 31.5% can read words but not Std I level text or higher, 26.4% can read Std I level text but not Std II level text, and 16.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

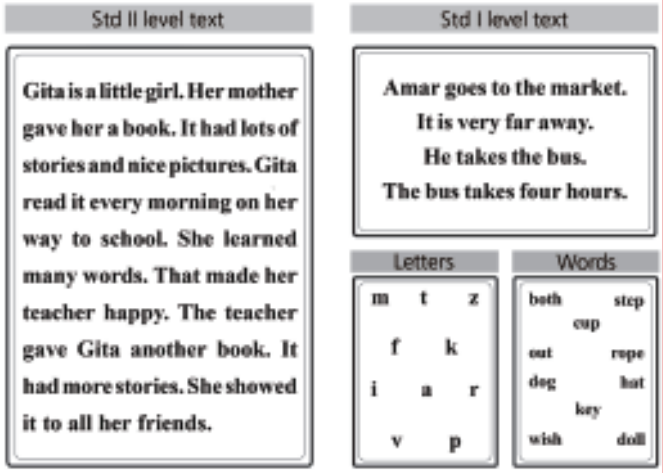


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	6.7	30.7	16.7

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

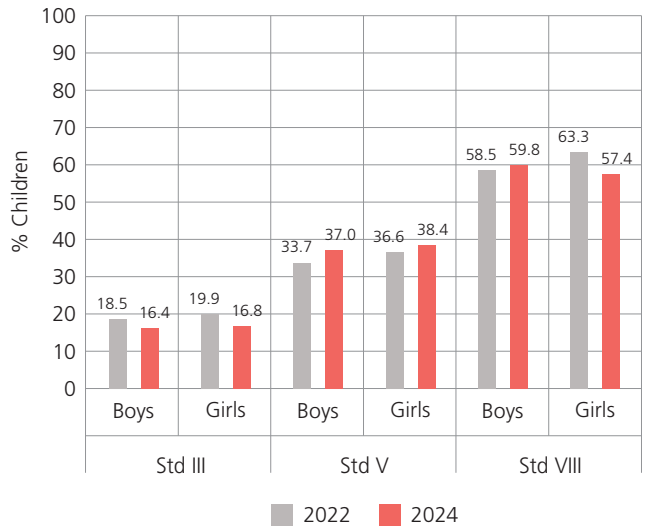
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	21.8	60.3	37.8	47.2	78.2	58.6

*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. 2022 and 2024





Jammu and Kashmir RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	12.9	30.0	45.2	10.8	1.2	100
II	5.6	19.9	51.2	20.5	2.8	100
III	2.9	12.2	48.5	27.4	9.0	100
IV	1.7	6.2	45.4	28.5	18.4	100
V	1.8	5.6	37.2	30.3	25.1	100
VI	0.7	5.1	34.3	32.1	27.8	100
VII	0.8	2.9	32.4	33.2	30.7	100
VIII	0.6	1.7	29.3	32.6	35.8	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, 2.9% cannot even recognise numbers from 1 to 9, 12.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 48.5% can recognise numbers up to 99 but cannot do subtraction, 27.4% can do subtraction but cannot do division, and 9% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

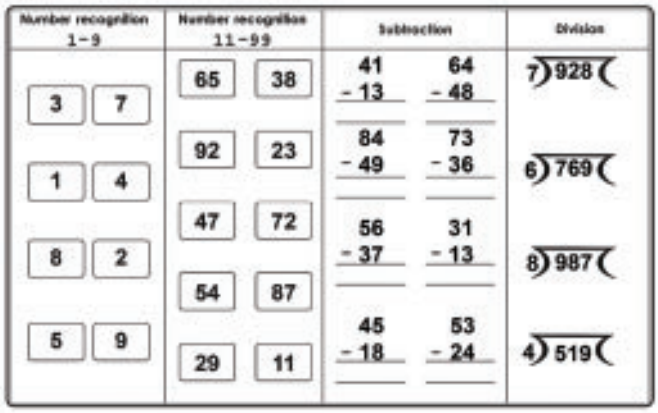


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	22.7	56.2	36.6

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

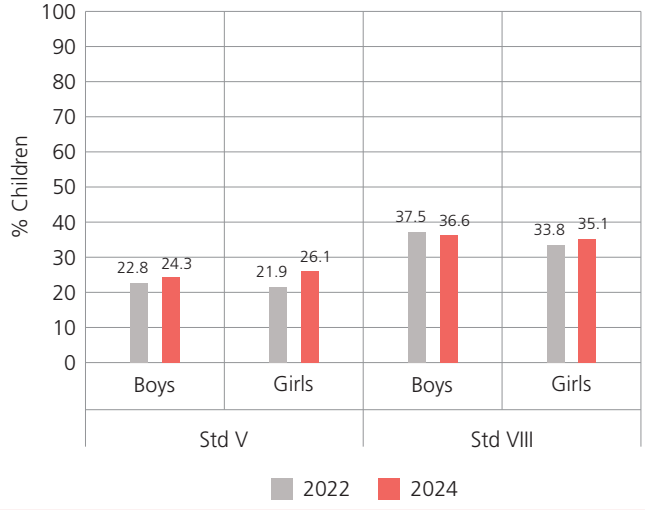
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	16.3	37.6	25.2	28.0	49.5	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. 2022 and 2024





Jammu and Kashmir RURAL

Annual Status of Education Report असर ASER 2024 RURAL Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	92.8	69.0	81.0	42.3
15	93.7	72.2	83.7	49.6
16	94.8	77.0	87.7	54.9
All	93.7	72.4	83.9	48.5

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	93.6	75.3	85.5	54.6
Girls	93.8	69.7	82.3	42.5
All	93.7	72.4	83.9	48.5

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	61.4	75.8	66.8	65.0	67.8
15	63.1	79.3	74.7	70.6	75.5
16	68.0	83.9	80.3	79.4	83.3
All	64.0	79.4	73.8	71.5	75.4

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	61.4	80.8	74.4	75.7	79.5
Girls	66.6	78.1	73.1	67.3	71.1
All	64.0	79.4	73.8	71.5	75.4

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
8:30 in the morning tomorrow	**First woman President of India**	**PMGDISHA Module 1**
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	70.1	67.9	69.0	85.4	82.3	84.0	82.5	78.1	80.4	87.2	81.7	84.6	95.3	94.7	95.0
15	77.7	67.0	72.2	88.6	86.5	87.6	79.0	84.0	81.4	88.4	89.7	89.0	94.8	95.3	95.0
16	80.2	74.4	77.0	94.6	88.8	91.5	90.2	88.2	89.1	93.8	90.0	91.8	98.0	97.7	97.8
All	75.3	69.7	72.4	89.2	85.8	87.6	83.7	83.4	83.5	89.5	87.0	88.3	96.0	95.9	96.0

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*		53	85	98
Upper primary or higher*		323	444	419
Total schools visited		376	529	517

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)		78.3	77.3	80.2
% Teachers present (Average)		78.9	89.3	86.9
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)		76.7	74.0	77.2
% Teachers present (Average)		83.0	83.1	84.3

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary		88.7	86.9	92.8
Upper primary or higher		46.1	47.5	44.0

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	84.0	83.3
Upper primary or higher	72.3	67.0

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	79.2	77.4		
Upper primary or higher	75.4	73.3	72.5	73.8

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit		77.3	82.2	84.2
	Kitchen/shed for cooking mid-day meal		86.3	87.4	88.9
Drinking water	No facility for drinking water		36.6	23.6	19.1
	Facility but no drinking water available		8.9	7.1	6.1
	Drinking water available		54.6	69.3	74.8
	Total		100	100	100
Toilet	No toilet facility		4.6	1.9	1.9
	Facility but toilet not useable		22.5	25.3	16.3
	Toilet useable		73.0	72.8	81.8
	Total		100	100	100
Girls' toilet	No separate provision for girls' toilet		30.2	23.4	26.2
	Separate provision but locked		7.4	14.1	6.0
	Separate provision, unlocked but not useable		14.3	9.5	10.2
	Separate provision, unlocked and useable		48.2	53.1	57.6
	Total		100	100	100
Library	No library		41.1	37.3	28.0
	Library but no books being used by children on day of visit		32.3	30.4	39.0
	Library books being used by children on day of visit		26.6	32.3	33.0
	Total		100	100	100
Electricity	Electricity connection		31.2	88.9	92.8
	Of schools with electricity connection, % schools with electricity available on day of visit		58.7	83.5	81.9
Computer	No computer available for children to use		82.8	71.6	70.3
	Computer available but not being used by children on day of visit		12.6	16.6	14.5
	Computer being used by children on day of visit		4.6	11.8	15.1
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	51.6	42.3	61.5	59.8	28.1	45.7
	Upper primary or higher*	54.2	43.0	66.3	52.1	20.2	51.4
Previous academic year (2023-2024)	Primary	54.2	49.0	77.1	62.5	31.9	52.2
	Upper primary or higher	63.6	54.1	83.4	57.6	26.3	52.9

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	91.7	6.0	2.4	100
	2024	84.7	13.3	2.0	100
Upper primary or higher	2022	92.9	5.7	1.4	100
	2024	88.1	10.7	1.2	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	50.6	16.9	32.5	100	
	2024	46.3	9.5	44.2	100	
Upper primary or higher	2022	56.7	16.3	27.0	100	81.3
	2024	51.6	13.6	34.8	100	100.0

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			55.3	69.4		74.6	81.9
Physical education teacher	Separate teacher	0.0	2.4	4.2	27.2	55.0	54.1
	Any other teacher	44.0	63.9	59.4	27.9	23.5	32.7
	No teacher	56.0	33.7	36.5	44.9	21.5	13.3
	Total	100	100	100	100	100	100
Playground in the school		42.3	56.0	48.0	58.0	60.2	62.0
Sports equipment available		54.7	90.6	83.7	79.8	88.4	92.3



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Jharkhand RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 24 OUT OF 24 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	77.4	20.3	0.8	1.5	100
Age 7-16: All	76.6	20.7	0.8	2.0	100
Age 7-10: All	77.2	21.4	0.7	0.8	100
Age 7-10: Boys	73.6	24.9	0.7	0.9	100
Age 7-10: Girls	80.7	17.9	0.7	0.7	100
Age 11-14: All	77.3	20.2	0.7	1.8	100
Age 11-14: Boys	73.0	24.5	0.8	1.7	100
Age 11-14: Girls	81.4	16.1	0.7	1.9	100
Age 15-16: All	72.4	20.1	1.0	6.6	100
Age 15-16: Boys	70.1	21.9	0.8	7.2	100
Age 15-16: Girls	74.6	18.3	1.1	6.0	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. 2006-2024

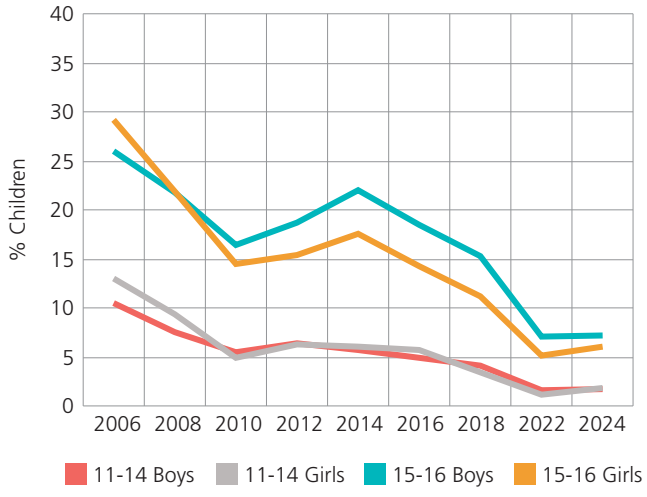
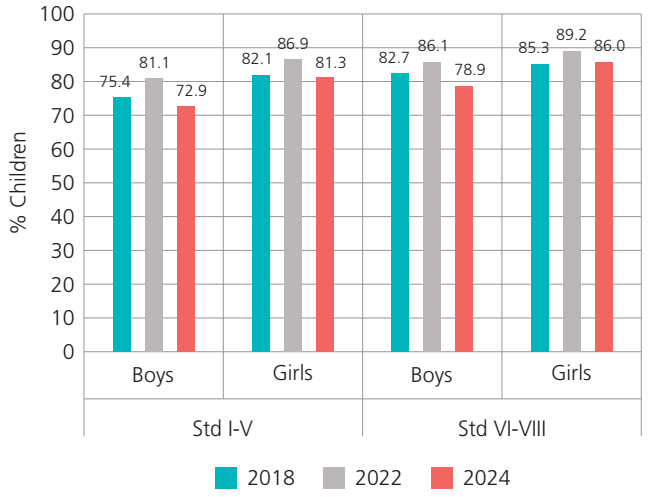


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	75.3	0.9	6.5	3.8	0.9	0.2	12.3	100
Age 4	64.9	1.7	15.1	7.9	1.9	0.1	8.5	100
Age 5	36.7	4.3	23.8	24.6	5.0	0.3	5.3	100
Age 6	14.3	2.5	17.6	52.6	9.3	0.8	2.9	100
Age 7	3.7	1.3	11.7	67.8	14.0	0.4	1.0	100
Age 8	1.3	0.7	5.0	70.4	21.1	0.8	0.8	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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	37.6	35.5	15.8	6.1	5.0	100
II	17.2	38.9	20.1	12.6	11.1	100
III	10.0	26.8	24.2	19.3	19.6	100
IV	5.8	18.8	21.8	22.3	31.3	100
V	4.0	14.1	15.8	20.8	45.3	100
VI	3.0	10.1	11.9	22.9	52.0	100
VII	1.4	8.2	8.9	18.7	62.8	100
VIII	2.0	6.0	7.7	14.9	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, 10% cannot even read letters, 26.8% can read letters but not words or higher, 24.2% can read words but not Std I level text or higher, 19.3% can read Std I level text but not Std II level text, and 19.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

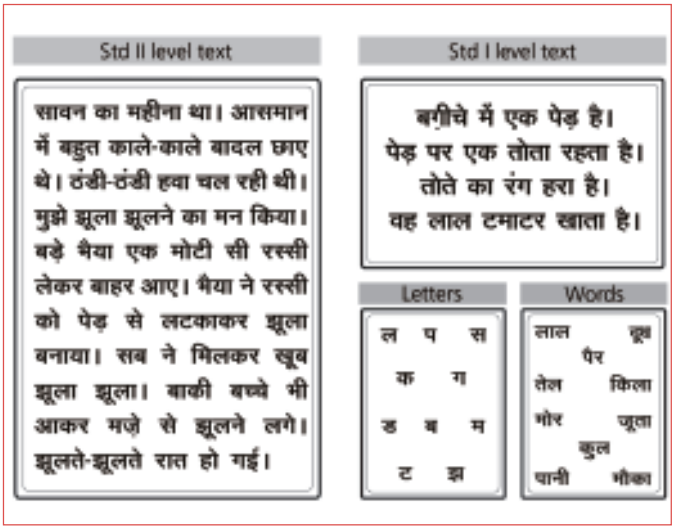


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	14.1	38.9	19.3

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

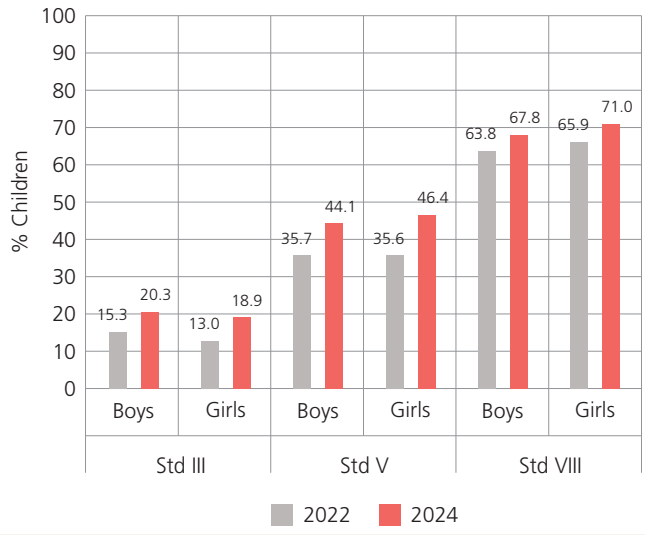
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	40.3	68.2	45.3	66.5	85.5	69.5

*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. 2022 and 2024





Jharkhand RURAL

Annual Status of Education Report
ASER 2024 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 of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	31.2	37.5	21.4	6.5	3.5	100
II	12.1	37.7	31.4	13.8	5.1	100
III	6.5	27.3	34.5	20.6	11.1	100
IV	3.7	18.1	32.6	25.5	20.1	100
V	2.8	12.4	30.3	24.1	30.4	100
VI	1.7	8.9	27.6	26.9	35.0	100
VII	1.0	7.3	22.8	24.5	44.5	100
VIII	1.0	4.9	20.3	22.9	50.9	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, 6.5% cannot even recognise numbers from 1 to 9, 27.3% 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, 20.6% can do subtraction but cannot do division, and 11.1% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

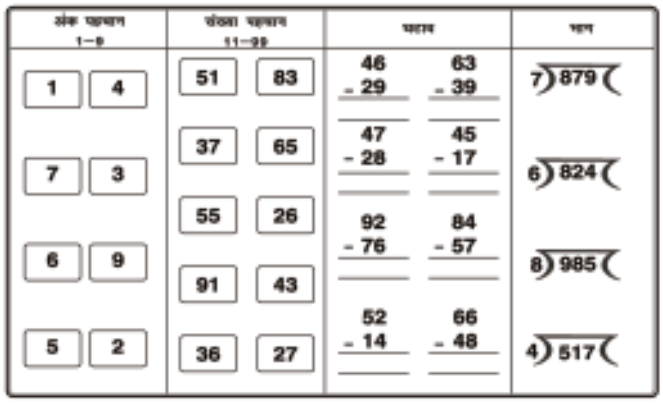


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	24.6	58.4	31.8

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

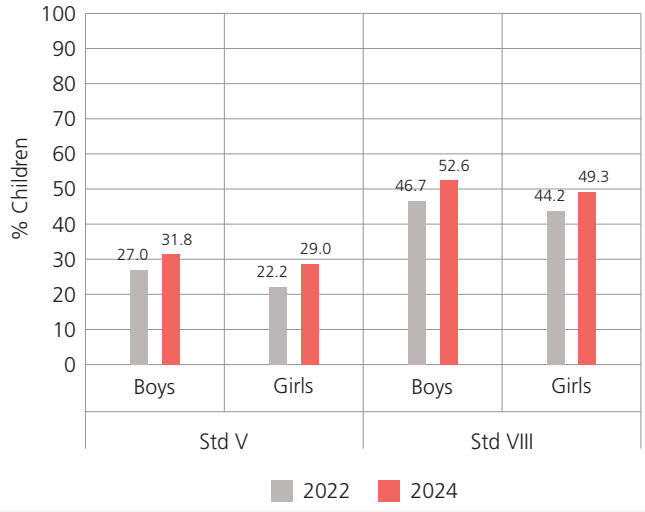
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	25.5	52.3	30.3	47.2	70.7	50.9

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	85.5	58.7	73.3	28.3
15	84.3	63.2	79.2	35.4
16	85.4	65.2	78.7	42.1
All	85.1	62.0	76.8	34.7

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	87.8	65.1	79.2	39.8
Girls	82.5	59.0	74.5	29.4
All	85.1	62.0	76.8	34.7

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	62.8	67.2	58.4	47.4	48.3
15	63.0	69.6	67.6	59.2	58.2
16	64.7	74.4	73.5	65.4	63.8
All	63.4	70.0	66.0	56.8	56.3

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	63.3	71.4	71.2	62.8	65.6
Girls	63.5	68.6	60.7	50.5	46.5
All	63.4	70.0	66.0	56.8	56.3

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	PMGDISHA Module 1 (पी.एम.जी.दिशा मॉड्यूल 1)
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	61.4	55.8	58.7	74.5	64.6	69.9	82.1	75.6	79.0	90.7	85.6	88.3	93.8	88.2	91.2
15	67.0	59.4	63.2	82.0	71.0	76.9	86.1	83.4	84.8	92.5	89.3	91.0	95.1	91.8	93.7
16	68.3	62.7	65.2	85.3	69.4	76.9	87.4	80.5	83.8	93.8	87.0	90.2	95.8	92.8	94.3
All	65.1	59.0	62.0	80.0	68.2	74.3	84.9	79.7	82.4	92.2	87.2	89.8	94.8	90.9	93.0

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Jharkhand RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	188	228	223	205
Upper primary or higher*	359	446	454	466
Total schools visited	547	674	677	671

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	62.3	65.5	70.7	74.8
% Teachers present (Average)	89.4	92.0	95.3	90.2
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	58.7	60.1	62.0	66.4
% Teachers present (Average)	81.8	89.7	90.8	86.2

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	20.0	50.9	50.7	55.7
Upper primary or higher	1.2	2.5	2.7	5.8

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	89.1	88.2
Upper primary or higher	74.1	73.6

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	83.0	82.1	69.2	71.3
Upper primary or higher	83.2	83.3	72.6	74.3

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	92.6	79.0	89.4	95.3
	Kitchen/shed for cooking mid-day meal	73.5	88.7	84.8	88.9
Drinking water	No facility for drinking water	15.8	6.6	6.6	6.6
	Facility but no drinking water available	10.4	10.9	11.3	6.7
	Drinking water available	73.8	82.6	82.1	86.7
	Total	100	100	100	100
Toilet	No toilet facility	18.0	2.4	2.8	1.1
	Facility but toilet not useable	55.2	22.7	21.5	20.9
	Toilet useable	26.8	74.9	75.7	78.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	29.7	5.6	5.5	3.2
	Separate provision but locked	24.6	8.6	3.7	6.3
	Separate provision, unlocked but not useable	24.8	13.3	18.0	15.0
	Separate provision, unlocked and useable	20.9	72.5	72.8	75.5
	Total	100	100	100	100
Library	No library	38.4	12.9	13.8	13.7
	Library but no books being used by children on day of visit	33.2	36.6	27.1	32.8
	Library books being used by children on day of visit	28.4	50.5	59.1	53.5
	Total	100	100	100	100
Electricity	Electricity connection		78.4	92.4	96.4
	Of schools with electricity connection, % schools with electricity available on day of visit		56.3	73.1	86.1
Computer	No computer available for children to use	93.0	93.4	91.5	67.1
	Computer available but not being used by children on day of visit	2.9	5.5	6.6	17.2
	Computer being used by children on day of visit	4.1	1.1	2.0	15.7
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	85.1	68.6	51.3	85.6	36.0	55.2
	Upper primary or higher*	83.9	71.3	56.9	78.8	34.9	57.7
Previous academic year (2023-2024)	Primary	91.5	84.9	67.3	90.0	43.2	57.3
	Upper primary or higher	92.6	89.7	78.3	87.3	41.3	61.3

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	94.6	4.0	1.4	100
	2024	93.6	5.9	0.5	100
Upper primary or higher	2022	94.9	4.6	0.4	100
	2024	97.4	2.6	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	40.4	16.4	43.2	100	
	2024	59.5	30.7	9.8	100	
Upper primary or higher	2022	40.9	20.1	39.0	100	45.5
	2024	60.1	28.2	11.7	100	45.5

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			65.5	78.5		73.8	86.4
Physical education teacher	Separate teacher	2.7	1.9	4.6	5.3	5.9	13.1
	Any other teacher	56.5	49.5	61.6	66.4	63.4	65.9
	No teacher	40.8	48.6	33.8	28.3	30.6	21.0
	Total	100	100	100	100	100	100
Playground in the school		35.5	36.2	37.1	41.0	46.8	48.1
Sports equipment available		58.2	72.4	84.8	72.3	83.1	90.3



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Karnataka, Kerala

Madhya Pradesh, Maharashtra

Meghalaya



Karnataka RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 30 OUT OF 30 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	71.1	28.5	0.1	0.3	100
Age 7-16: All	70.8	28.5	0.1	0.6	100
Age 7-10: All	69.7	30.0	0.1	0.1	100
Age 7-10: Boys	66.9	32.7	0.2	0.2	100
Age 7-10: Girls	72.4	27.5	0.0	0.1	100
Age 11-14: All	72.9	26.7	0.0	0.5	100
Age 11-14: Boys	69.5	29.9	0.0	0.5	100
Age 11-14: Girls	75.9	23.7	0.0	0.4	100
Age 15-16: All	67.8	29.3	0.1	2.8	100
Age 15-16: Boys	67.2	29.3	0.1	3.3	100
Age 15-16: Girls	68.3	29.3	0.0	2.4	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. 2006-2024

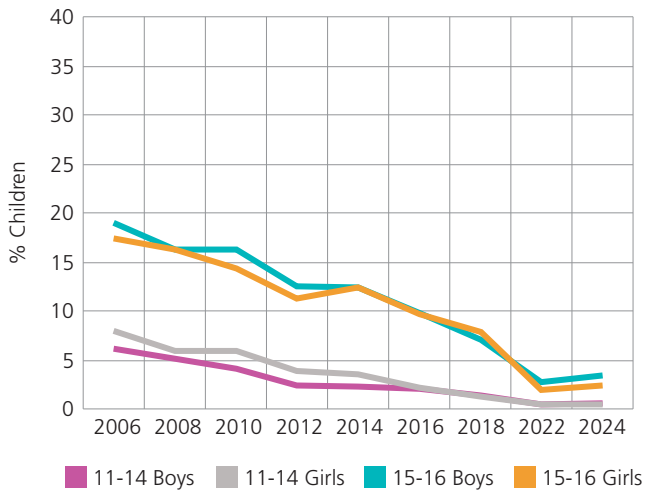
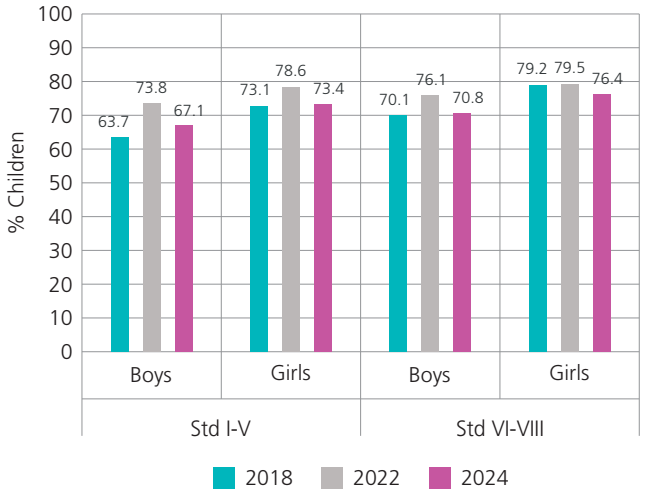


Chart 2: Trends over time
% Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	85.8	1.5	5.3	0.1	0.2	0.0	7.1	100
Age 4	76.6	3.4	17.9	0.4	0.2	0.0	1.6	100
Age 5	48.7	7.0	37.7	3.0	3.0	0.0	0.7	100
Age 6	12.8	2.7	19.4	43.7	20.8	0.0	0.7	100
Age 7	0.4	0.2	0.9	63.1	35.3	0.1	0.0	100
Age 8	0.1	0.1	0.0	68.2	31.4	0.1	0.1	100

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	32.7	39.8	21.8	4.6	1.1	100
II	14.4	31.4	36.2	12.4	5.6	100
III	7.1	19.3	36.2	21.5	15.9	100
IV	4.4	12.6	30.4	27.5	25.1	100
V	3.0	10.8	21.9	30.3	34.0	100
VI	3.0	6.0	17.6	30.9	42.5	100
VII	1.3	4.8	15.2	26.7	52.1	100
VIII	1.2	3.7	11.2	21.8	62.1	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, 36.2% 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 15.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

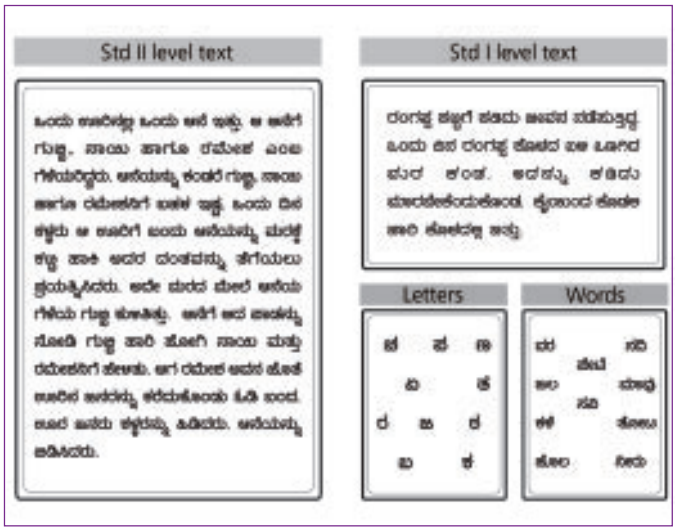


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	15.4	17.2	15.9

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

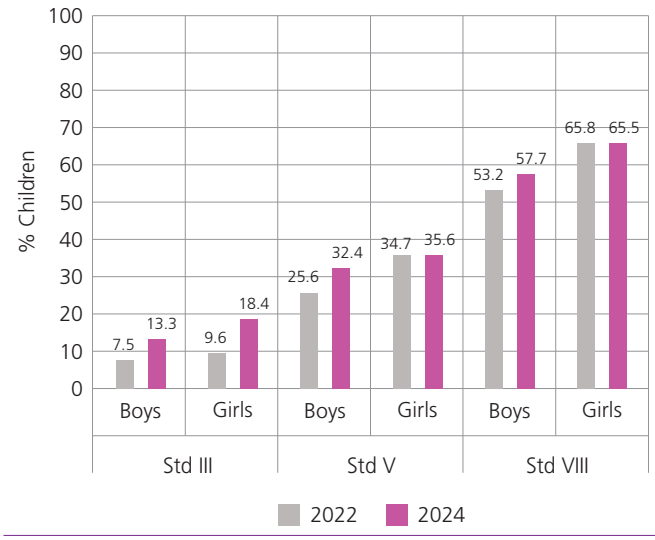
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	32.8	37.8	34.1	60.3	66.5	62.1

*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. 2022 and 2024





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 of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	26.3	35.8	35.0	2.6	0.3	100
II	9.7	25.6	53.2	10.5	1.0	100
III	4.8	16.3	53.0	22.4	3.5	100
IV	2.9	9.1	45.7	29.6	12.6	100
V	1.5	7.2	39.5	30.9	20.9	100
VI	1.6	4.0	34.8	32.0	27.7	100
VII	0.8	3.4	31.9	29.2	34.9	100
VIII	0.6	1.8	30.4	29.4	37.9	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, 4.8% cannot even recognise numbers from 1 to 9, 16.3% 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, 22.4% can do subtraction but cannot do division, and 3.5% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

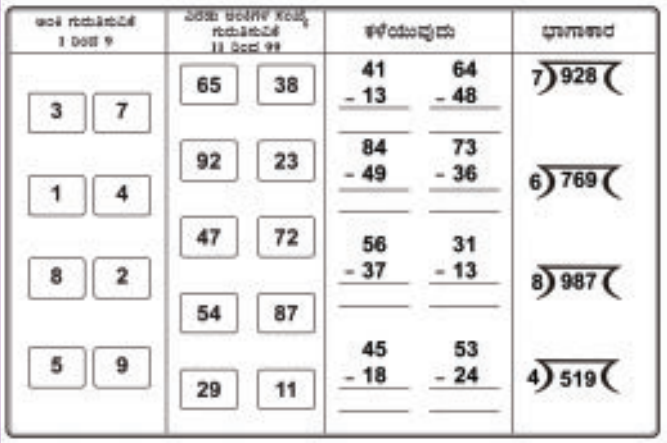


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	23.9	31.1	25.9

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

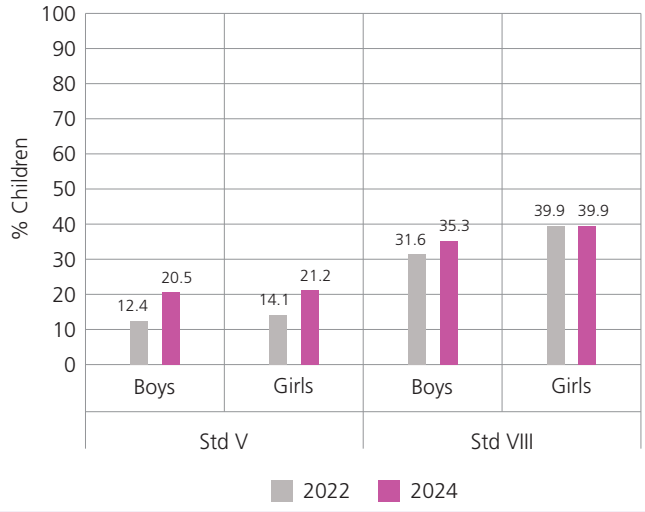
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

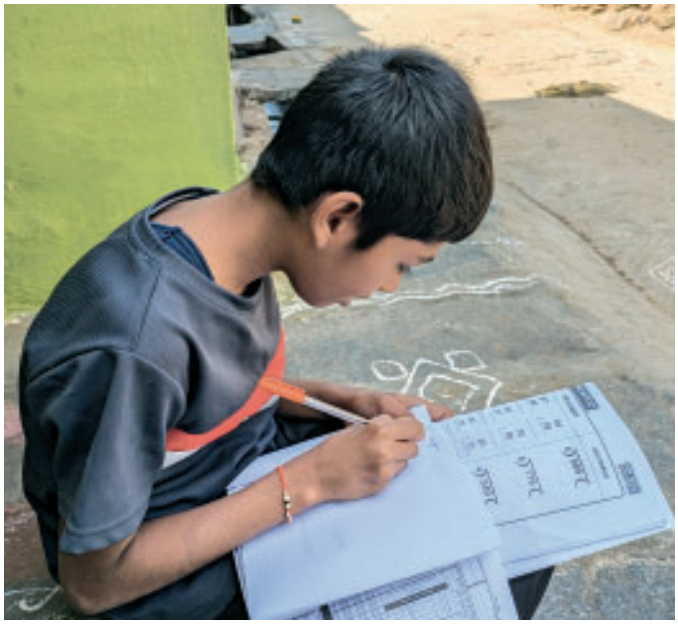
Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	19.3	25.6	20.9	35.7	43.3	37.9

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	93.9	63.0	76.0	26.0
15	94.4	70.6	83.2	25.2
16	95.5	75.4	86.1	27.7
All	94.5	68.4	80.8	26.2

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	94.5	68.9	81.5	28.1
Girls	94.5	68.1	80.1	24.5
All	94.5	68.4	80.8	26.2

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	62.3	68.3	46.8	45.6	48.0
15	64.4	70.6	53.7	48.6	52.1
16	67.7	74.4	58.5	55.3	57.0
All	64.4	70.6	52.3	49.2	51.8

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	62.1	72.2	55.3	54.0	56.2
Girls	66.4	69.2	49.5	44.9	47.8
All	64.4	70.6	52.3	49.2	51.8

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
ನಾಳೆ ಬೆಳಗ್ಗೆ 8:30 ಗಂಟೆಗೆ	ಭಾರತದ ಮೊದಲ ಮಹಿಳಾ ರಾಷ್ಟ್ರಪತಿ	**PMGDISHA Module 1**
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	63.7	62.4	63.0	80.8	80.8	80.8	72.0	73.2	72.7	76.9	80.3	78.7	91.4	92.9	92.2
15	70.9	70.4	70.6	84.2	83.0	83.6	74.5	78.4	76.6	84.6	83.6	84.1	92.8	93.4	93.1
16	75.3	75.4	75.4	85.9	85.4	85.6	77.6	81.9	79.9	84.3	83.4	83.8	93.6	95.2	94.5
All	68.9	68.1	68.4	83.3	82.7	83.0	74.3	77.2	75.9	81.4	82.2	81.9	92.5	93.7	93.2

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	113	134	139	130
Upper primary or higher*	656	714	673	697
Total schools visited	769	848	812	827

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	81.7	90.0	89.4	89.2
% Teachers present (Average)	92.9	89.6	93.7	93.8
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	70.9	83.1	87.1	86.5
% Teachers present (Average)	88.9	89.9	92.4	88.7

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	84.6	83.5	87.8	83.1
Upper primary or higher	6.3	15.5	17.9	22.9

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	89.0	87.7
Upper primary or higher	77.9	78.3

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	93.8	93.4	93.2	92.0
Upper primary or higher	95.5	94.4	88.8	88.1

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	96.0	97.5	99.6	99.3
	Kitchen/shed for cooking mid-day meal	92.9	93.0	92.4	92.5
Drinking water	No facility for drinking water	17.3	13.4	22.9	23.7
	Facility but no drinking water available	7.0	9.9	9.3	9.5
	Drinking water available	75.8	76.8	67.8	66.8
	Total	100	100	100	100
Toilet	No toilet facility	5.6	3.3	4.5	3.7
	Facility but toilet not useable	56.0	25.9	24.2	15.7
	Toilet useable	38.4	70.8	71.4	80.7
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	18.2	7.6	8.5	6.5
	Separate provision but locked	31.1	18.8	10.5	4.9
	Separate provision, unlocked but not useable	18.9	7.1	14.1	11.0
	Separate provision, unlocked and useable	31.8	66.4	67.0	77.7
	Total	100	100	100	100
Library	No library	7.6	17.0	17.4	10.5
	Library but no books being used by children on day of visit	27.6	46.8	30.8	33.3
	Library books being used by children on day of visit	64.8	36.1	51.9	56.3
	Total	100	100	100	100
Electricity	Electricity connection		95.3	97.8	97.4
	Of schools with electricity connection, % schools with electricity available on day of visit		87.5	90.6	94.5
Computer	No computer available for children to use	70.6	58.2	67.6	64.2
	Computer available but not being used by children on day of visit	16.0	31.9	21.5	22.1
	Computer being used by children on day of visit	13.4	9.9	10.9	13.8
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	89.2	72.3	67.2	59.4	30.5	86.6
	Upper primary or higher*	88.9	71.6	67.5	65.9	36.2	90.5
Previous academic year (2023-2024)	Primary	80.5	69.1	71.3	53.5	26.2	84.6
	Upper primary or higher	79.0	65.5	69.3	62.2	38.8	87.3

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	97.8	1.4	0.7	100
	2024	96.2	3.9	0.0	100
Upper primary or higher	2022	96.4	3.6	0.0	100
	2024	97.4	2.6	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	76.1	18.1	5.8	100	
	2024	96.9	3.1	0.0	100	
Upper primary or higher	2022	75.0	15.6	9.5	100	3.6
	2024	95.4	4.6	0.0	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			59.7	64.6		80.3	86.5
Physical education teacher	Separate teacher	1.6	2.9	2.3	42.3	36.2	25.1
	Any other teacher	63.0	55.8	57.4	44.7	45.1	58.4
	No teacher	35.4	41.3	40.3	13.0	18.7	16.5
	Total	100	100	100	100	100	100
Playground in the school		52.2	62.6	58.1	83.9	81.8	82.0
Sports equipment available		51.9	56.5	55.0	76.4	76.4	70.2



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

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. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	44.5	54.0	1.5	0.1	100
Age 7-16: All	46.6	51.8	1.5	0.1	100
Age 7-10: All	42.5	55.9	1.6	0.1	100
Age 7-10: Boys	43.1	55.4	1.4	0.1	100
Age 7-10: Girls	41.8	56.4	1.8	0.1	100
Age 11-14: All	47.6	50.8	1.6	0.1	100
Age 11-14: Boys	47.7	50.5	1.7	0.1	100
Age 11-14: Girls	47.5	51.0	1.5	0.1	100
Age 15-16: All	55.4	43.0	1.3	0.3	100
Age 15-16: Boys	57.1	41.5	1.0	0.4	100
Age 15-16: Girls	53.8	44.5	1.6	0.2	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. 2006-2024

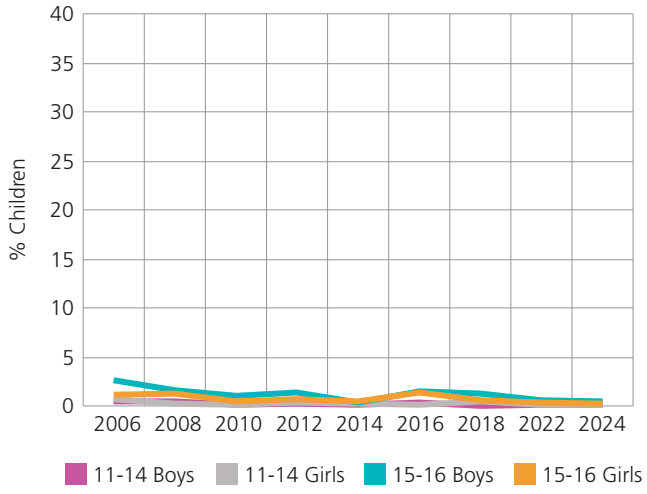
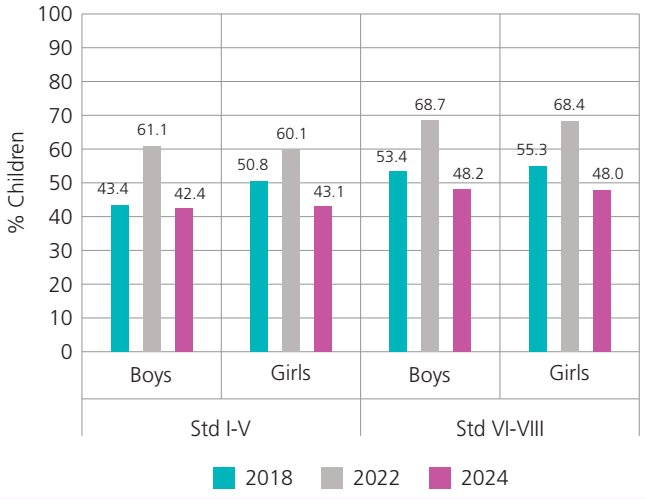


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	68.7	3.4	8.6	0.2	0.4	0.0	18.8	100
Age 4	24.4	15.5	54.9	0.4	1.1	0.0	3.7	100
Age 5	2.7	23.8	64.5	5.2	3.0	0.2	0.7	100
Age 6	0.5	6.4	21.6	27.2	44.0	0.4	0.0	100
Age 7	0.0	0.5	1.6	40.8	55.8	1.4	0.0	100
Age 8	0.0	0.1	0.3	42.8	55.0	1.6	0.2	100

Kerala RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	12.9	41.1	33.5	8.5	4.1	100
II	5.1	19.1	28.7	25.7	21.5	100
III	1.9	9.3	20.5	22.7	45.6	100
IV	2.8	6.5	12.7	21.6	56.4	100
V	1.4	5.0	9.5	18.1	66.0	100
VI	1.1	3.6	7.1	19.2	69.0	100
VII	0.9	3.4	5.3	11.0	79.4	100
VIII	0.4	1.8	3.7	9.7	84.5	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, 1.9% cannot even read letters, 9.3% can read letters but not words or higher, 20.5% can read words but not Std I level text or higher, 22.7% can read Std I level text but not Std II level text, and 45.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

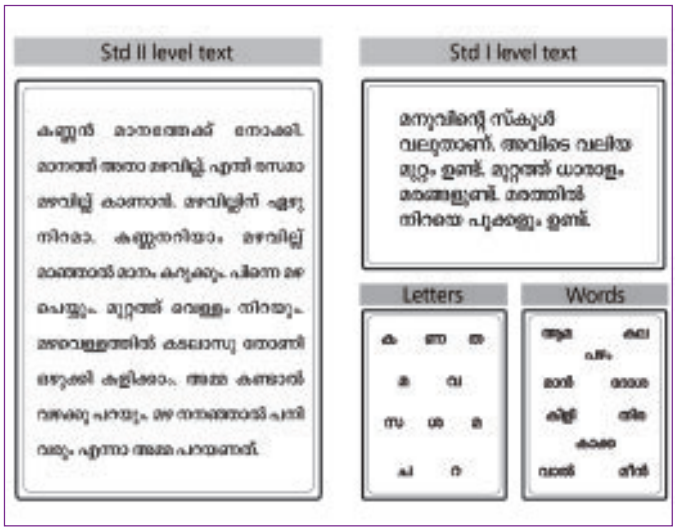


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	44.4	47.3	46.0

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

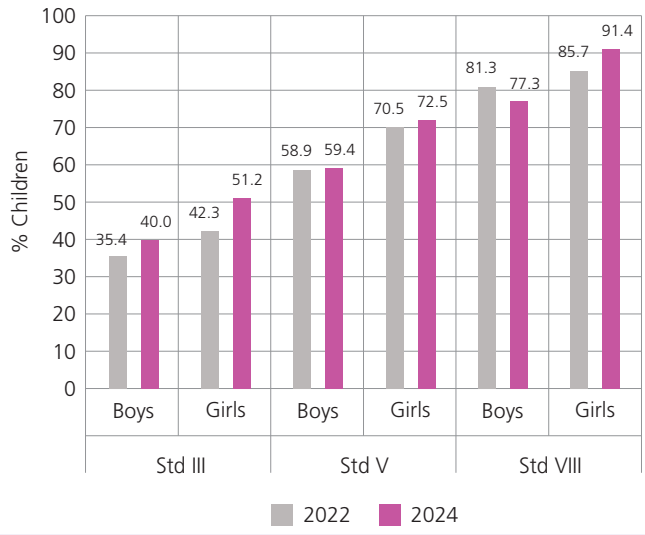
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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		89.1
2022	61.9	69.6	64.7	81.8	87.8	83.7
2024	58.2	71.7	65.8	82.0	87.2	84.5

*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. 2022 and 2024





Kerala RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	8.2	29.2	59.8	1.7	1.1	100
II	2.6	9.0	72.9	14.9	0.6	100
III	0.9	3.6	63.0	30.1	2.5	100
IV	1.0	2.5	42.9	43.8	9.8	100
V	0.7	1.5	43.6	32.8	21.3	100
VI	1.0	1.4	40.0	26.6	31.1	100
VII	0.5	0.7	37.7	21.1	40.0	100
VIII	0.3	0.5	32.7	28.4	38.2	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, 0.9% cannot even recognise numbers from 1 to 9, 3.6% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 63% can recognise numbers up to 99 but cannot do subtraction, 30.1% can do subtraction but cannot do division, and 2.5% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

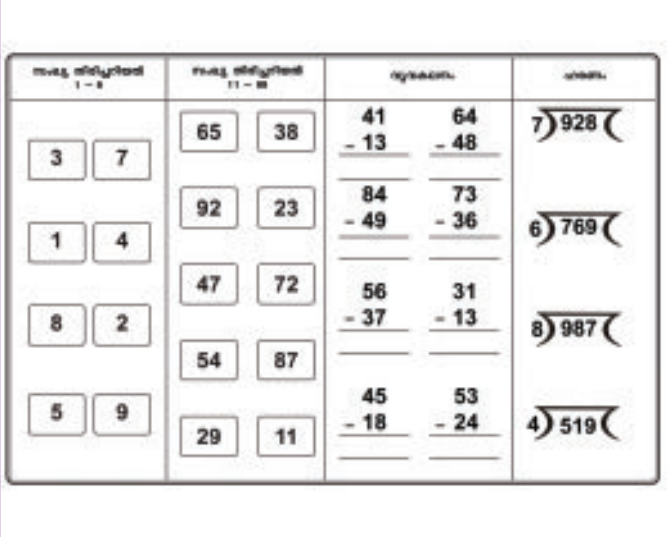


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	26.9	37.3	32.6

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

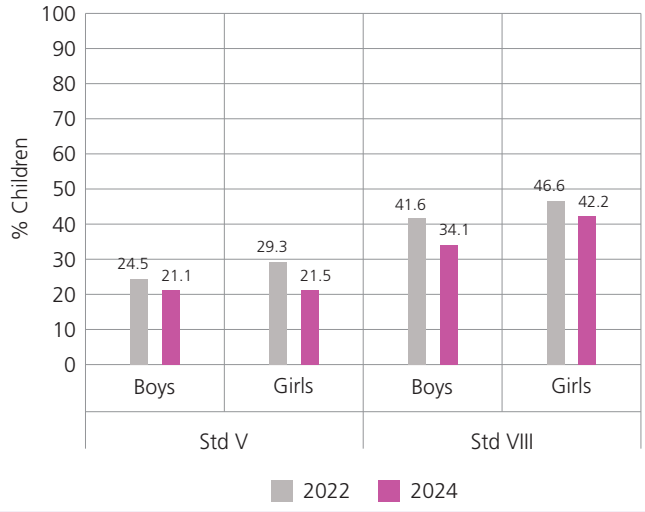
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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		51.8
2022	20.2	38.2	26.6	39.9	54.3	44.4
2024	12.4	27.6	21.0	31.0	46.2	38.5

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	98.9	84.9	95.9	24.9
15	99.1	91.2	98.2	29.3
16	99.4	92.6	98.1	34.6
All	99.1	89.1	97.3	29.1

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	99.0	89.4	97.2	33.4
Girls	99.2	88.9	97.3	25.3
All	99.1	89.1	97.3	29.1

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	78.8	87.6	78.5	71.6	72.8
15	84.8	92.3	86.1	83.7	83.1
16	84.2	93.9	89.8	88.9	87.7
All	82.4	90.9	84.4	80.6	80.5

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	76.8	91.0	84.8	82.3	83.9
Girls	87.2	90.8	83.9	79.2	77.7
All	82.4	90.9	84.4	80.6	80.5

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
നാളെ രാവിലെ 8.30 ന്	ഇന്ത്യയുടെ ആദ്യത്തെ വനിതാ രാഷ്ട്രപതി	**PMGDISHA Module 1**
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	86.2	83.6	84.9	92.6	91.3	92.0	85.3	88.8	87.0	98.0	97.4	97.7	98.9	99.8	99.3
15	89.7	92.5	91.2	94.7	96.0	95.4	83.0	89.8	86.7	97.1	99.2	98.3	100.0	99.5	99.7
16	93.9	91.5	92.6	97.9	97.9	97.9	86.9	89.4	88.2	98.3	99.6	99.0	99.4	99.6	99.5
All	89.4	88.9	89.1	94.8	94.9	94.8	84.9	89.3	87.2	97.8	98.7	98.3	99.4	99.6	99.5

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Kerala 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	176	138	194	190
Upper primary or higher*	99	141	218	168
Total schools visited	275	279	412	358

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	93.1	82.7	83.5	84.0
% Teachers present (Average)	94.0	85.8	88.2	86.3
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	91.2	83.8	82.7	85.6
% Teachers present (Average)	90.2	84.1	89.5	88.4

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	29.0	37.2	28.7	41.4
Upper primary or higher	4.1	10.9	5.1	13.5

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	5.9	6.6
Upper primary or higher	5.6	6.3

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	96.8	95.1	96.6	95.9
Upper primary or higher	92.6	91.7	95.3	97.2

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	100.0	96.1	92.6	89.9
	Kitchen/shed for cooking mid-day meal	98.1	99.2	99.3	99.4
Drinking water	No facility for drinking water	2.6	2.2	3.2	6.6
	Facility but no drinking water available	11.7	44.9	44.2	36.1
	Drinking water available	85.7	52.9	52.7	57.3
	Total	100	100	100	100
Toilet	No toilet facility	0.4	0.0	0.2	0.0
	Facility but toilet not useable	41.4	10.6	27.4	14.4
	Toilet useable	58.2	89.4	72.3	85.6
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	5.1	3.3	1.2	2.5
	Separate provision but locked	8.7	8.5	25.6	9.3
	Separate provision, unlocked but not useable	42.3	4.8	3.4	5.6
	Separate provision, unlocked and useable	43.9	83.4	69.8	82.5
	Total	100	100	100	100
Library	No library	16.9	10.0	15.1	12.3
	Library but no books being used by children on day of visit	20.7	59.5	71.1	67.1
	Library books being used by children on day of visit	62.4	30.5	13.9	20.6
	Total	100	100	100	100
Electricity	Electricity connection		99.6	100.0	97.4
	Of schools with electricity connection, % schools with electricity available on day of visit		96.1	96.3	95.0
Computer	No computer available for children to use	17.2	24.6	27.0	29.8
	Computer available but not being used by children on day of visit	16.1	52.9	53.1	55.3
	Computer being used by children on day of visit	66.7	22.4	19.9	14.9
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	24.1	16.0	6.0	28.7	9.8	34.6
	Upper primary or higher*	27.0	24.7	9.3	22.9	14.7	34.2
Previous academic year (2023-2024)	Primary	25.1	16.3	7.2	31.9	22.0	34.2
	Upper primary or higher	27.9	23.9	10.1	27.3	25.5	32.1

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	97.4	0.5	2.1	100
	2024	97.9	2.1	0.0	100
Upper primary or higher	2022	95.9	3.2	0.9	100
	2024	98.8	1.2	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	96.4	1.0	2.6	100	
	2024	94.2	3.2	2.6	100	
Upper primary or higher	2022	86.2	3.7	10.1	100	
	2024	90.4	5.4	4.2	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			78.8	88.4		92.7	98.8
Physical education teacher	Separate teacher	14.8	5.3	4.3	62.0	38.9	34.1
	Any other teacher	54.1	49.5	47.1	27.0	32.9	35.9
	No teacher	31.1	45.3	48.7	11.0	28.2	29.9
	Total	100	100	100	100	100	100
Playground in the school		66.7	68.4	77.1	71.2	80.7	86.5
Sports equipment available		56.0	63.9	61.0	75.5	77.5	64.2



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Madhya Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 50 OUT OF 50 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	66.9	30.5	0.1	2.5	100
Age 7-16: All	67.0	28.8	0.1	4.2	100
Age 7-10: All	65.4	32.7	0.1	1.9	100
Age 7-10: Boys	61.0	37.4	0.1	1.6	100
Age 7-10: Girls	69.8	27.9	0.1	2.2	100
Age 11-14: All	69.1	27.7	0.1	3.2	100
Age 11-14: Boys	65.5	31.9	0.1	2.5	100
Age 11-14: Girls	72.5	23.6	0.1	3.8	100
Age 15-16: All	65.5	20.1	0.1	14.3	100
Age 15-16: Boys	63.4	24.3	0.1	12.2	100
Age 15-16: Girls	67.4	16.4	0.2	16.1	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. 2006-2024

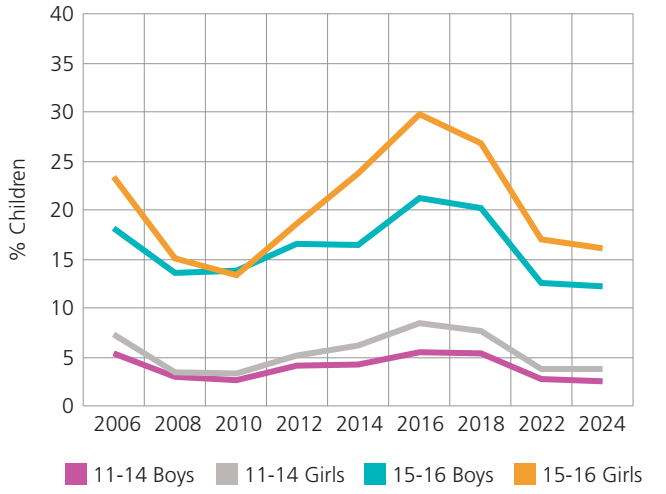
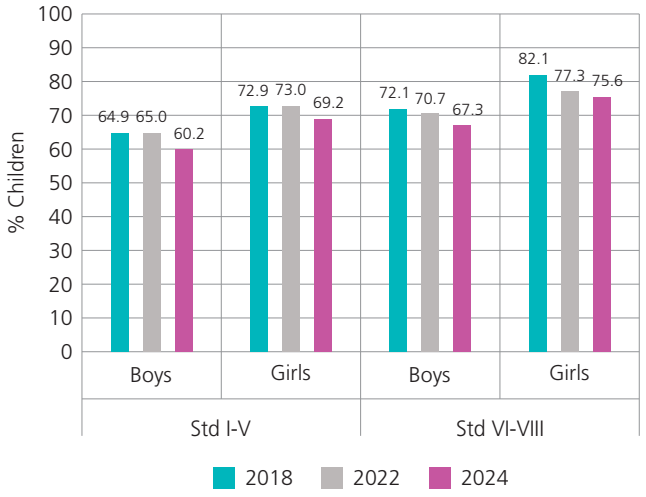


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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	28.4	0.0	1.7	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	84.0	0.5	6.0	0.7	1.5	0.0	7.5	100
Age 4	68.1	0.8	19.8	2.5	4.6	0.0	4.3	100
Age 5	40.9	1.4	24.4	16.7	13.7	0.0	2.9	100
Age 6	11.5	0.6	14.8	46.5	24.5	0.1	2.2	100
Age 7	1.7	0.2	4.6	59.0	32.0	0.1	2.3	100
Age 8	0.4	0.0	1.1	64.2	32.5	0.1	1.8	100

Madhya Pradesh RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	40.9	44.2	9.2	3.6	2.1	100
II	20.6	47.3	16.0	8.6	7.5	100
III	10.3	35.5	19.4	16.1	18.8	100
IV	5.8	24.5	17.1	19.6	32.9	100
V	4.3	18.3	14.9	18.9	43.7	100
VI	4.2	13.5	11.4	18.7	52.3	100
VII	2.4	10.1	9.7	17.6	60.2	100
VIII	1.8	8.5	6.9	15.9	66.9	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, 10.3% cannot even read letters, 35.5% can read letters but not words or higher, 19.4% can read words but not Std I level text or higher, 16.1% can read Std I level text but not Std II level text, and 18.8% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

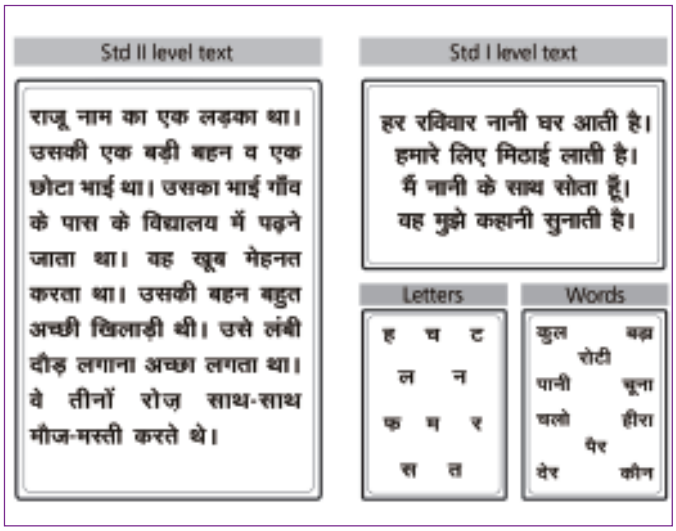


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	14.8	26.7	18.8

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

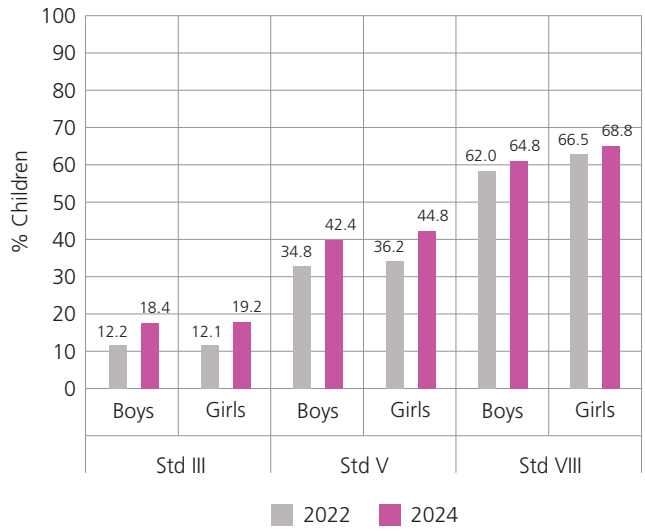
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	37.5	58.1	43.7	62.5	79.7	67.0

*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. 2022 and 2024





Madhya Pradesh RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	37.0	43.2	17.6	1.5	0.7	100
II	18.2	47.0	28.1	5.1	1.6	100
III	7.5	38.4	36.6	12.3	5.2	100
IV	4.8	25.5	39.2	17.9	12.7	100
V	2.8	19.5	36.6	19.3	21.7	100
VI	2.2	14.8	36.8	20.3	26.0	100
VII	1.9	11.8	33.6	20.9	31.8	100
VIII	1.6	8.5	31.4	20.5	38.0	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, 7.5% cannot even recognise numbers from 1 to 9, 38.4% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 36.6% can recognise numbers up to 99 but cannot do subtraction, 12.3% can do subtraction but cannot do division, and 5.2% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

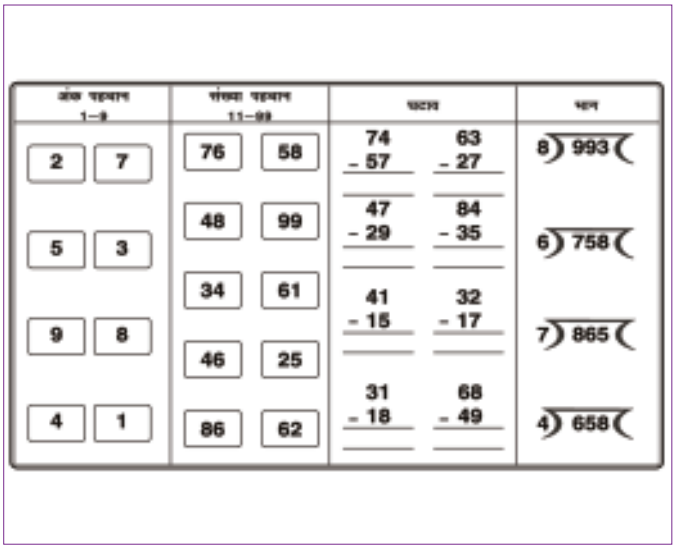


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	13.0	26.5	17.5

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

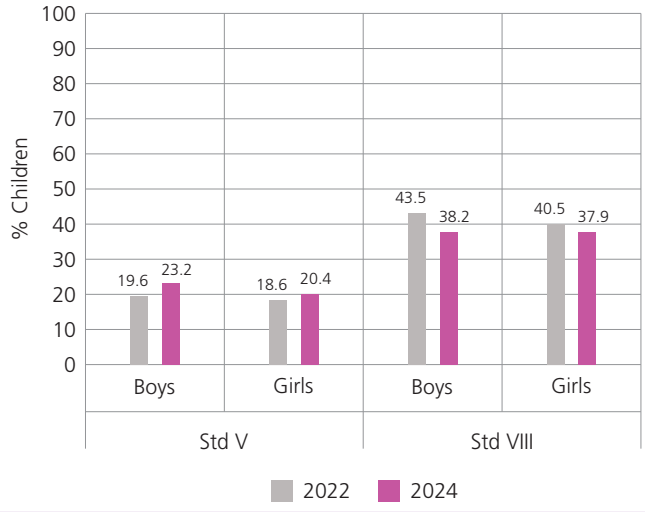
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	16.9	33.2	21.8	34.9	46.9	38.1

*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 and 2024





Madhya Pradesh RURAL

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	87.1	55.4	77.2	14.8
15	86.1	57.8	79.0	20.4
16	88.1	63.4	83.0	25.2
All	87.0	58.4	79.4	19.7

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	88.0	63.9	83.9	26.2
Girls	86.2	53.7	75.6	13.5
All	87.0	58.4	79.4	19.7

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	50.9	73.0	57.2	51.0	56.4
15	50.3	72.8	62.6	55.9	60.0
16	52.4	77.8	69.3	62.3	67.0
All	51.1	74.3	62.6	56.0	60.8

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	51.9	77.1	66.5	60.6	67.5
Girls	50.4	71.7	58.7	51.3	54.1
All	51.1	74.3	62.6	56.0	60.8

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	PMGDISHA Module 1 (पी.एम.जी.दिशा मॉड्यूल 1)
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	59.3	52.0	55.4	73.2	65.8	69.6	78.3	80.1	79.2	85.2	80.2	82.7	91.9	87.8	89.9
15	64.1	52.5	57.8	75.4	66.9	71.3	79.2	81.1	80.2	83.7	84.9	84.3	90.5	88.4	89.5
16	70.4	57.6	63.4	78.7	69.5	74.2	84.6	82.1	83.4	87.6	83.3	85.5	94.5	90.0	92.4
All	63.9	53.7	58.4	75.6	67.3	71.5	80.5	81.0	80.8	85.4	82.6	84.0	92.2	88.7	90.5

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Madhya Pradesh RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	709	922	684	703
Upper primary or higher*	510	529	770	729
Total schools visited	1219	1451	1454	1432

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	65.9	57.1	57.8	59.0
% Teachers present (Average)	88.5	85.6	85.9	88.5
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	67.6	53.4	55.9	56.6
% Teachers present (Average)	87.1	85.9	84.3	87.3

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	17.8	49.6	54.9	64.9
Upper primary or higher	0.2	6.2	7.3	9.4

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	89.1	89.6
Upper primary or higher	79.7	80.2

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	83.0	81.5	66.8	66.9
Upper primary or higher	83.8	82.9	75.2	76.1

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	94.7	82.9	88.3	91.8
	Kitchen/shed for cooking mid-day meal	89.9	85.7	82.6	79.7
Drinking water	No facility for drinking water	13.4	16.8	15.6	18.0
	Facility but no drinking water available	8.1	12.2	15.2	11.3
	Drinking water available	78.5	71.0	69.3	70.7
	Total	100	100	100	100
Toilet	No toilet facility	20.0	5.2	3.9	4.9
	Facility but toilet not useable	29.8	26.5	28.9	26.3
	Toilet useable	50.3	68.3	67.2	68.8
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	50.8	18.6	17.9	16.0
	Separate provision but locked	8.5	7.9	11.8	8.2
	Separate provision, unlocked but not useable	11.8	17.0	15.2	17.0
	Separate provision, unlocked and useable	28.9	56.5	55.1	58.9
	Total	100	100	100	100
Library	No library	43.7	16.0	16.6	12.3
	Library but no books being used by children on day of visit	27.3	40.3	34.8	28.5
	Library books being used by children on day of visit	29.1	43.8	48.6	59.2
	Total	100	100	100	100
Electricity	Electricity connection		40.8	85.1	90.4
	Of schools with electricity connection, % schools with electricity available on day of visit		59.4	73.3	77.3
Computer	No computer available for children to use	92.6	96.2	95.2	91.5
	Computer available but not being used by children on day of visit	5.7	3.1	3.9	5.5
	Computer being used by children on day of visit	1.7	0.7	0.8	3.0
	Total	100	100	100	100

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



Madhya Pradesh RURAL

Annual Status of Education Report
असर ASER 2024 RURAL
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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	94.7	93.7	74.2	90.7	25.0	78.8
	Upper primary or higher*	97.4	95.9	75.9	87.4	27.4	78.7
Previous academic year (2023-2024)	Primary	93.4	92.6	80.1	73.7	30.1	80.2
	Upper primary or higher	95.4	93.6	79.8	73.8	30.1	82.4

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	91.5	7.8	0.7	100
	2024	97.2	2.6	0.3	100
Upper primary or higher	2022	93.1	5.2	1.7	100
	2024	96.3	3.2	0.6	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	8.9	12.4	78.7	100	4.0
	2024	32.1	6.5	61.4	100	52.6
Upper primary or higher	2022	11.1	12.4	76.5	100	5.2
	2024	39.4	6.4	54.2	100	57.8

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			68.5	77.5		73.9	82.3
Physical education teacher	Separate teacher	5.5	3.0	4.1	9.6	8.9	8.8
	Any other teacher	59.1	51.1	57.5	58.2	51.6	60.4
	No teacher	35.4	45.9	38.4	32.3	39.6	30.8
	Total	100	100	100	100	100	100
Playground in the school		64.7	66.3	66.7	77.0	81.2	83.0
Sports equipment available		53.5	77.1	67.1	64.2	85.9	72.2



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

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
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	60.9	38.5	0.3	0.4	100
Age 7-16: All	54.5	44.7	0.3	0.6	100
Age 7-10: All	75.4	24.2	0.3	0.2	100
Age 7-10: Boys	73.7	25.9	0.3	0.2	100
Age 7-10: Girls	77.2	22.5	0.2	0.1	100
Age 11-14: All	45.3	54.0	0.3	0.5	100
Age 11-14: Boys	43.7	55.6	0.3	0.4	100
Age 11-14: Girls	46.8	52.3	0.3	0.6	100
Age 15-16: All	22.5	75.4	0.2	1.9	100
Age 15-16: Boys	22.7	75.2	0.4	1.8	100
Age 15-16: Girls	22.3	75.7	0.1	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. 2006-2024

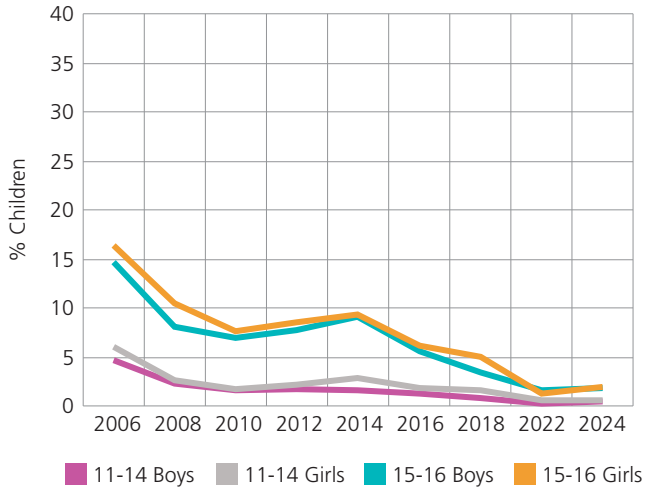
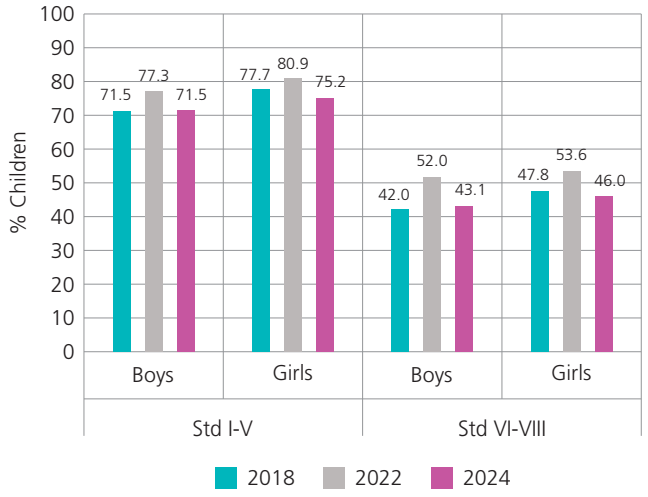


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	82.0	4.4	8.6	0.7	0.6	0.0	3.7	100
Age 4	74.5	4.3	17.8	1.4	0.9	0.0	1.1	100
Age 5	58.9	4.8	28.9	4.6	2.3	0.0	0.5	100
Age 6	13.8	1.5	11.0	54.8	18.4	0.1	0.4	100
Age 7	0.6	0.2	1.3	72.2	25.4	0.1	0.3	100
Age 8	0.2	0.0	0.1	75.8	23.6	0.3	0.1	100

Maharashtra RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	26.0	42.9	20.9	6.4	3.8	100
II	9.6	23.2	26.6	23.2	17.5	100
III	4.2	13.4	18.1	27.5	37.0	100
IV	2.3	8.0	13.2	22.4	54.0	100
V	2.9	6.5	10.4	20.8	59.6	100
VI	2.1	5.1	7.8	18.8	66.1	100
VII	2.4	4.4	7.7	17.1	68.4	100
VIII	1.7	3.6	6.3	14.2	74.2	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, 4.2% cannot even read letters, 13.4% can read letters but not words or higher, 18.1% can read words but not Std I level text or higher, 27.5% can read Std I level text but not Std II level text, and 37% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

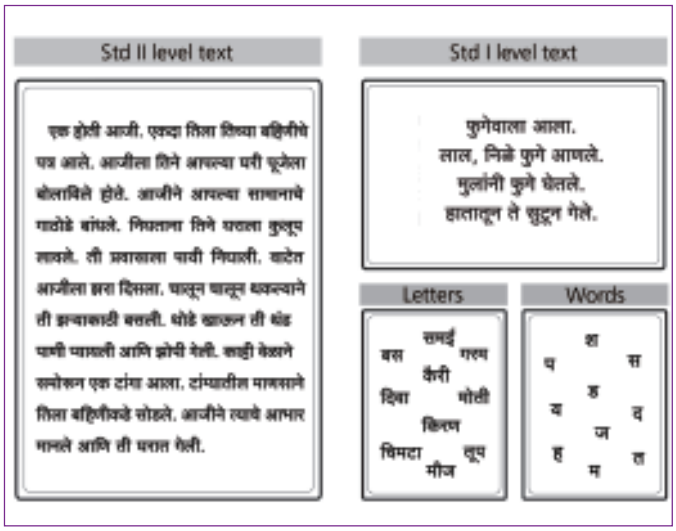


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2014	33.1	37.0	33.8
2016	41.1	38.5	40.6
2018	44.2	33.6	42.1
2022	26.1	29.4	26.6
2024	37.0	37.5	37.1

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

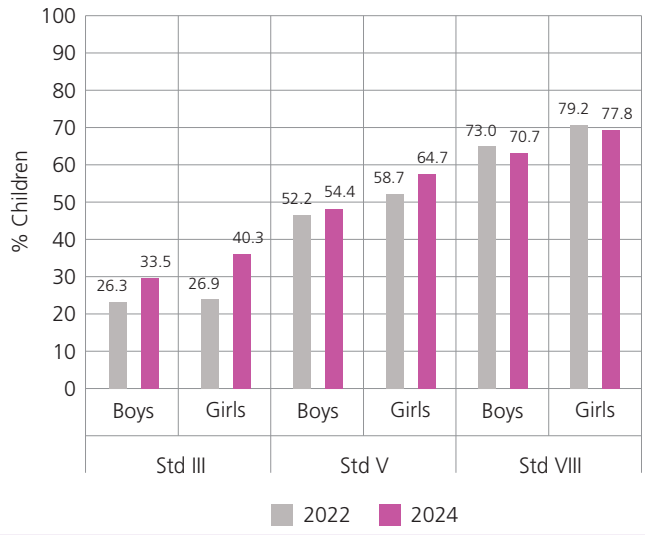
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	57.9	61.8	59.6	70.9	75.7	74.3

*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. 2022 and 2024





Maharashtra RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	22.7	49.5	25.8	1.6	0.5	100
II	8.2	32.7	47.6	10.4	1.3	100
III	3.6	19.3	45.9	25.5	5.8	100
IV	1.6	12.5	36.0	27.9	22.0	100
V	1.6	9.8	31.2	29.7	27.7	100
VI	1.5	7.7	30.9	26.9	33.1	100
VII	1.8	6.7	30.6	24.0	36.9	100
VIII	1.1	5.0	34.2	23.5	36.3	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, 3.6% cannot even recognise numbers from 1 to 9, 19.3% 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, 25.5% can do subtraction but cannot do division, and 5.8% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

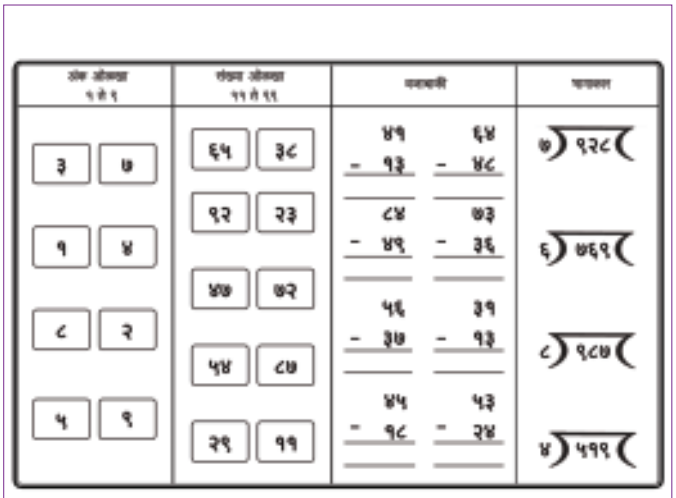


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	31.6	31.2	31.5

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

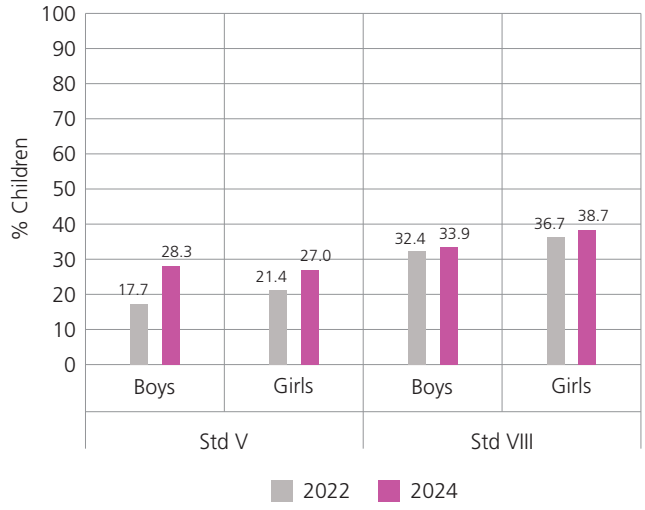
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	26.1	29.8	27.6	34.5	37.1	36.3

*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. 2022 and 2024





Maharashtra RURAL

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	94.1	66.5	83.0	16.1
15	93.7	70.4	83.8	18.6
16	94.8	74.7	86.2	24.5
All	94.2	70.0	84.1	19.2

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	94.9	74.1	86.1	22.6
Girls	93.4	65.6	82.0	15.5
All	94.2	70.0	84.1	19.2

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	62.6	70.6	54.4	48.0	49.7
15	63.7	73.9	62.5	57.0	55.9
16	63.9	74.3	68.5	63.6	64.2
All	63.3	72.7	60.9	55.2	55.7

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	61.6	75.1	66.5	61.1	63.1
Girls	65.1	70.0	54.5	48.4	47.2
All	63.3	72.7	60.9	55.2	55.7

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
उद्या सकाली 8:30 वाजता	भारताची पहिली महिला राष्ट्रपती	PMGDISHA Module 1
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	71.7	61.0	66.5	84.7	78.1	81.7	83.8	89.3	86.3	88.5	87.1	87.9	91.9	88.7	90.5
15	74.0	67.0	70.4	84.1	82.3	83.2	85.7	87.7	86.7	89.1	89.6	89.3	93.0	92.7	92.9
16	77.9	71.1	74.7	87.9	83.2	85.8	85.9	89.2	87.4	92.5	89.9	91.3	93.7	94.8	94.2
All	74.1	65.6	70.0	85.5	81.0	83.4	85.0	88.7	86.7	89.9	88.8	89.3	92.8	91.8	92.3

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Maharashtra 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	435	419	402	409
Upper primary or higher*	467	508	421	463
Total schools visited	902	927	823	872

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	91.5	86.5	84.9	87.7
% Teachers present (Average)	93.8	88.3	93.7	92.7
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	92.4	86.2	86.2	87.9
% Teachers present (Average)	91.7	90.3	93.1	92.4

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	33.0	45.4	46.4	51.4
Upper primary or higher	1.3	10.7	12.5	16.2

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	59.5	60.3
Upper primary or higher	49.0	52.5

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	89.0	87.3	79.3	80.8
Upper primary or higher	89.5	90.0	86.0	86.6

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	90.7	94.7	93.2	95.1
	Kitchen/shed for cooking mid-day meal	78.2	94.9	94.1	95.4
Drinking water	No facility for drinking water	18.7	15.7	12.3	19.1
	Facility but no drinking water available	12.3	13.4	20.4	14.4
	Drinking water available	69.0	70.9	67.3	66.5
	Total	100	100	100	100
Toilet	No toilet facility	2.9	1.7	2.7	2.8
	Facility but toilet not useable	44.1	28.2	32.1	35.4
	Toilet useable	53.0	70.1	65.2	61.8
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	13.7	6.6	7.1	6.1
	Separate provision but locked	32.3	14.6	15.4	21.7
	Separate provision, unlocked but not useable	10.8	14.9	16.8	13.9
	Separate provision, unlocked and useable	43.2	63.9	60.8	58.3
	Total	100	100	100	100
Library	No library	14.0	11.6	14.8	11.0
	Library but no books being used by children on day of visit	19.6	51.5	44.7	37.3
	Library books being used by children on day of visit	66.5	36.9	40.5	51.7
	Total	100	100	100	100
Electricity	Electricity connection		91.8	95.6	95.5
	Of schools with electricity connection, % schools with electricity available on day of visit		78.9	89.4	92.9
Computer	No computer available for children to use	66.7	35.4	47.0	48.3
	Computer available but not being used by children on day of visit	13.5	45.5	34.0	31.3
	Computer being used by children on day of visit	19.8	19.0	19.0	20.4
	Total	100	100	100	100

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



Maharashtra RURAL

Annual Status of Education Report
असर ASER 2024 RURAL
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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	82.5	61.0	58.0	68.9	27.3	97.3
	Upper primary or higher*	80.9	63.5	55.4	69.5	29.9	96.3
Previous academic year (2023-2024)	Primary	88.8	78.9	78.0	81.6	34.0	97.0
	Upper primary or higher	88.0	76.6	68.0	83.7	35.4	94.6

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	98.0	1.5	0.5	100
	2024	93.9	5.4	0.7	100
Upper primary or higher	2022	95.7	4.3	0.0	100
	2024	93.3	6.3	0.4	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	94.6	4.6	0.8	100	
	2024	79.1	9.0	11.9	100	
Upper primary or higher	2022	93.1	5.6	1.2	100	
	2024	74.6	13.4	12.1	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			95.3	97.6		96.6	97.6
Physical education teacher	Separate teacher	6.2	6.9	10.1	16.4	10.5	19.7
	Any other teacher	88.8	85.1	84.5	77.9	80.9	75.8
	No teacher	5.0	8.0	5.4	5.7	8.6	4.5
	Total	100	100	100	100	100	100
Playground in the school		83.2	82.3	78.5	89.5	88.7	81.9
Sports equipment available		68.8	77.2	68.1	78.7	79.9	78.5



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

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 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	38.4	57.6	0.0	4.1	100
Age 7-16: All	38.3	56.6	0.0	5.1	100
Age 7-10: All	36.3	60.9	0.0	2.8	100
Age 7-10: Boys	38.4	58.2	0.0	3.4	100
Age 7-10: Girls	34.2	63.6	0.0	2.2	100
Age 11-14: All	41.1	54.4	0.0	4.5	100
Age 11-14: Boys	43.1	50.6	0.0	6.4	100
Age 11-14: Girls	39.0	58.4	0.0	2.6	100
Age 15-16: All	35.7	50.4	0.0	13.9	100
Age 15-16: Boys	34.7	45.2	0.0	20.0	100
Age 15-16: Girls	36.5	54.8	0.0	8.8	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. 2006-2024

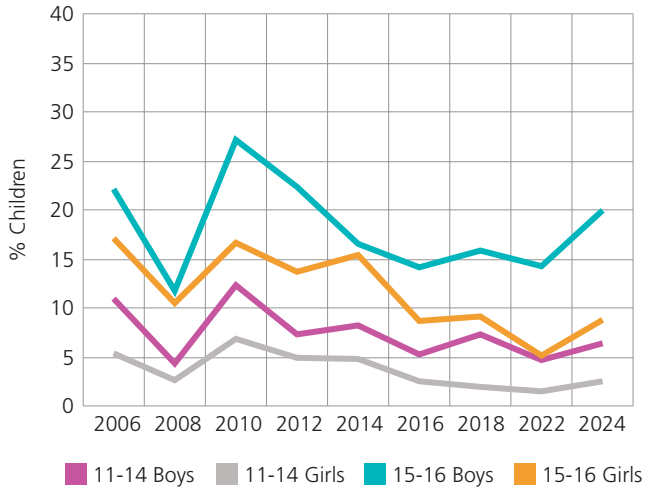
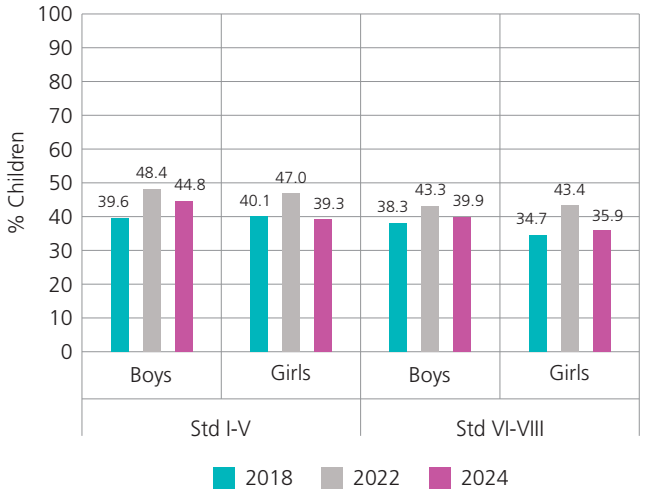


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	12.4	9.8	17.4	0.3	0.0	0.0	60.0	100
Age 4	6.9	19.8	43.8	1.9	0.6	0.0	27.0	100
Age 5	2.0	24.7	52.7	6.4	5.2	0.0	9.0	100
Age 6	0.9	25.9	36.8	11.6	20.6	0.0	4.3	100
Age 7	0.4	12.9	17.8	24.7	40.9	0.0	3.4	100
Age 8	0.2	8.6	7.3	28.8	53.5	0.0	1.7	100

Meghalaya RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	10.8	46.3	35.6	4.8	2.6	100
II	5.5	29.2	38.2	18.6	8.6	100
III	2.4	15.5	36.5	26.1	19.5	100
IV	3.4	10.8	29.8	25.0	31.1	100
V	0.9	7.9	16.3	32.2	42.8	100
VI	0.6	4.4	12.5	35.6	46.9	100
VII	0.3	1.6	4.8	26.6	66.7	100
VIII	0.0	2.0	4.9	17.6	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, 2.4% cannot even read letters, 15.5% can read letters but not words or higher, 36.5% can read words but not Std I level text or higher, 26.1% can read Std I level text but not Std II level text, and 19.5% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

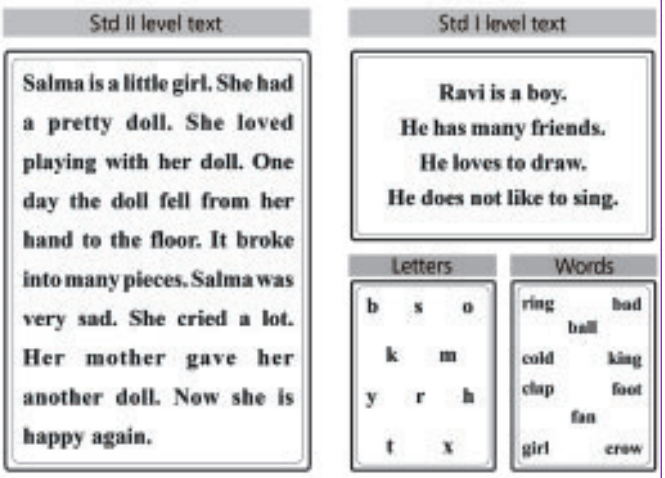


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	15.6	22.2	19.5

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

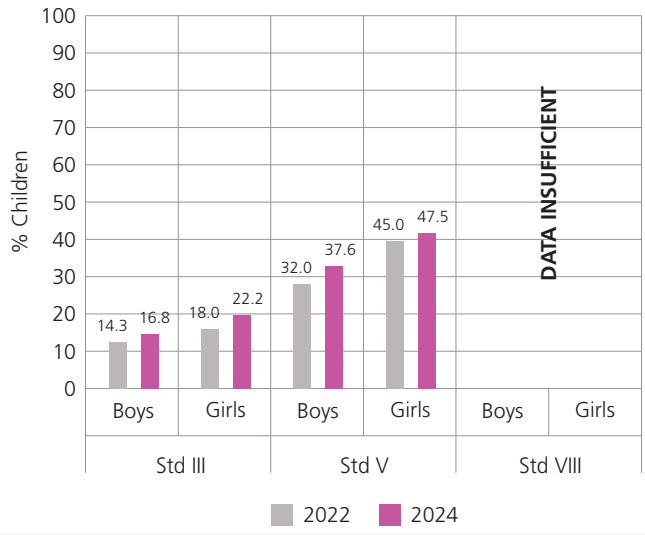
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	46.1	69.1	58.3	DATA INSUFFICIENT		88.0
2016	41.3	53.0	47.6			86.0
2018	38.9	58.1	50.2			82.5
2022	29.1	47.6	38.9		77.4	75.7
2024	36.6	46.9	42.7		79.2	75.4

*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. 2022 and 2024





Meghalaya RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	12.3	32.8	51.8	3.0	0.1	100
II	6.1	16.7	66.9	10.1	0.2	100
III	2.5	9.4	65.3	19.2	3.6	100
IV	2.6	8.1	46.9	31.5	11.0	100
V	0.4	6.1	46.1	31.3	16.1	100
VI	0.4	1.6	52.7	29.7	15.7	100
VII	0.0	0.2	42.2	36.6	21.0	100
VIII	0.0	0.2	37.4	43.1	19.2	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, 2.5% cannot even recognise numbers from 1 to 9, 9.4% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 65.3% can recognise numbers up to 99 but cannot do subtraction, 19.2% can do subtraction but cannot do division, and 3.6% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

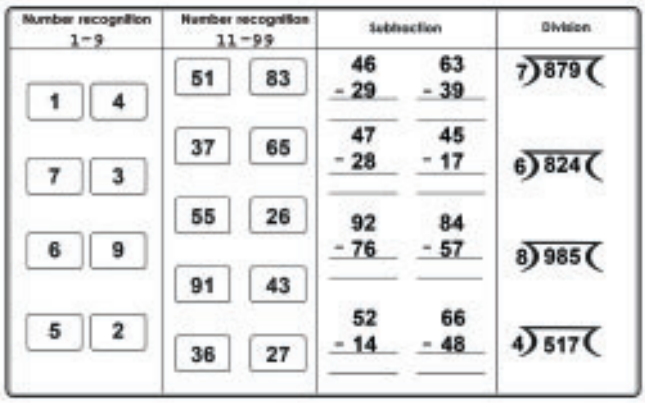


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	18.9	25.6	22.8

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

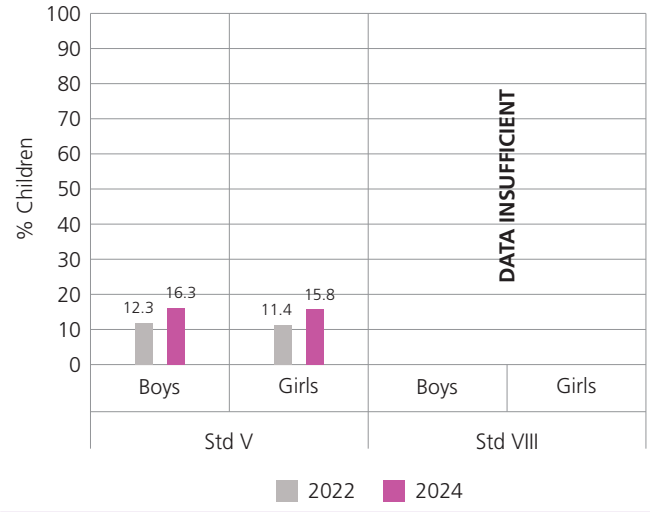
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	5.9	15.4	10.9	DATA INSUFFICIENT		48.3
2016	11.4	10.0	10.6			32.2
2018	4.7	8.8	7.1			27.9
2022	10.1	13.0	11.6		35.0	28.3
2024	15.2	16.7	16.1		23.1	19.2

*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 and 2024





Meghalaya RURAL

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	94.4	46.1	47.4	4.9
15	93.9	48.9	58.0	10.3
16	95.4	56.4		
All	94.5	49.8	53.6	13.8

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	95.1	50.9	50.9	15.9
Girls	94.0	49.0	55.7	12.3
All	94.5	49.8	53.6	13.8

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	31.1	68.1	59.2	58.5	48.2
15	42.0	74.1	64.2	67.6	65.1
16	DATA INSUFFICIENT				
All	38.4	74.1	63.5	68.5	60.3

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	28.3	71.6	71.5	73.9	67.7
Girls	45.8	76.0	58.0	64.8	55.2
All	38.4	74.1	63.5	68.5	60.3

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
8:30 lashai mynstep	**Ka President kynthei ba nyngkong jong ka India**	**PMGDISHA Module 1**
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	46.7	45.7	46.1	DATA INSUFFICIENT											
15	49.0	48.8	48.9												
16		54.0	56.4												
All	50.9	49.0	49.8	70.6	71.0	70.8	67.6	74.2	71.3	78.2	82.3	80.5	91.0	91.5	91.3

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Meghalaya RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	101	127	110	110
Upper primary or higher*	9	16	7	12
Total schools visited	110	143	117	122

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	75.5	74.9	74.4	77.8
% Teachers present (Average)	93.0	86.6	92.7	88.4

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	71.0	69.0	75.4	79.5

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	79.5	81.8

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	60.7	59.0		

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	51.9	47.9	49.1	61.5
	Kitchen/shed for cooking mid-day meal	60.6	84.5	92.1	92.6
Drinking water	No facility for drinking water	70.6	76.1	74.4	65.6
	Facility but no drinking water available	5.5	8.5	9.4	10.7
	Drinking water available	23.9	15.5	16.2	23.8
	Total	100	100	100	100
Toilet	No toilet facility	34.9	7.0	21.4	6.6
	Facility but toilet not useable	40.6	48.3	34.2	31.2
	Toilet useable	24.5	44.8	44.4	62.3
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	64.8	37.3	44.7	46.7
	Separate provision but locked	9.1	20.9	17.5	11.5
	Separate provision, unlocked but not useable	11.4	11.9	7.9	10.7
	Separate provision, unlocked and useable	14.8	29.9	29.8	31.2
	Total	100	100	100	100
Library	No library	78.0	89.4	83.8	73.0
	Library but no books being used by children on day of visit	6.4	7.8	5.1	9.8
	Library books being used by children on day of visit	15.6	2.8	11.1	17.2
	Total	100	100	100	100
Electricity	Electricity connection		15.9	20.4	28.7
	Of schools with electricity connection, % schools with electricity available on day of visit		80.0	76.2	57.1
Computer	No computer available for children to use	97.3	97.9	98.3	96.7
	Computer available but not being used by children on day of visit	1.8	1.4	1.7	1.6
	Computer being used by children on day of visit	0.9	0.7	0.0	1.6
	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.

Meghalaya RURAL

Annual Status of Education Report
असर ASER 2024 RURAL
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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	33.3	24.2	21.3	63.9	27.1	34.2
	Previous academic year (2023-2024)	28.3	26.2	28.7	46.7	26.7	30.3

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	65.2	28.7	6.1	100
	2024	58.2	35.3	6.6	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	73.5	13.7	12.8	100	
	2024	52.5	19.7	27.9	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			44.4	62.0
Physical education teacher	Separate teacher	6.8	10.8	12.4
	Any other teacher	15.8	25.2	38.0
	No teacher	77.4	64.0	49.6
	Total	100	100	100
Playground in the school		54.7	58.1	69.7
Sports equipment available		19.7	41.9	42.6



*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.

Mizoram, Nagaland

Odisha, Punjab

Rajasthan, Sikkim



Mizoram RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 7 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. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	59.4	39.1	0.4	1.1	100
Age 7-16: All	58.5	37.9	0.4	3.1	100
Age 7-10: All	54.9	44.5	0.4	0.3	100
Age 7-10: Boys	55.5	43.9	0.3	0.3	100
Age 7-10: Girls	54.2	45.0	0.5	0.3	100
Age 11-14: All	61.6	36.1	0.3	2.0	100
Age 11-14: Boys	62.3	35.5	0.0	2.2	100
Age 11-14: Girls	61.0	36.7	0.6	1.7	100
Age 15-16: All	60.2	23.8	0.6	15.3	100
Age 15-16: Boys	60.0	21.3	0.2	18.6	100
Age 15-16: Girls	60.4	26.3	1.1	12.2	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. 2006-2024

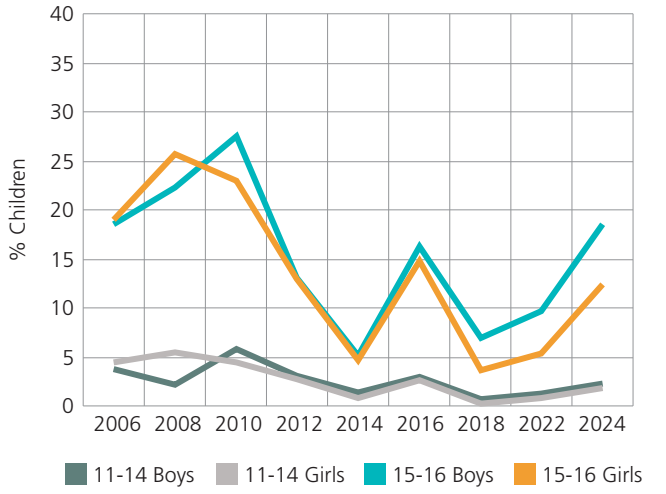
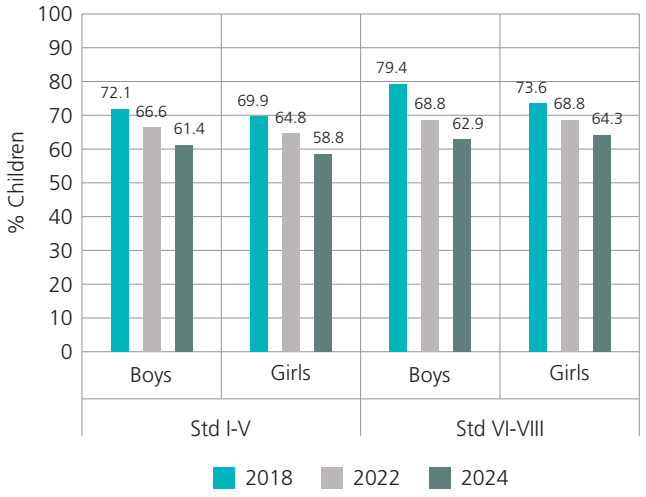


Chart 2: Trends over time
% Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	87.6	2.4	1.2	0.2	0.5	0.0	8.1	100
Age 4	65.3	12.6	14.7	3.1	1.3	0.0	3.0	100
Age 5	20.9	21.1	37.4	15.2	3.8	0.2	1.4	100
Age 6	6.1	13.8	27.1	39.8	11.9	0.7	0.5	100
Age 7	1.1	5.7	9.3	46.3	37.5	0.2	0.0	100
Age 8	0.2	1.2	2.7	49.8	45.8	0.0	0.4	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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	15.5	44.8	31.0	7.3	1.5	100
II	3.4	25.1	37.9	23.4	10.3	100
III	0.3	9.7	27.5	32.8	29.7	100
IV	0.0	4.0	14.6	29.5	51.9	100
V	0.0	1.9	6.9	23.5	67.7	100
VI	0.0	0.5	4.6	17.4	77.5	100
VII	0.1	1.0	2.3	11.1	85.6	100
VIII	0.0	0.4	0.9	8.0	90.7	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, 0.3% cannot even read letters, 9.7% can read letters but not words or higher, 27.5% can read words but not Std I level text or higher, 32.8% 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

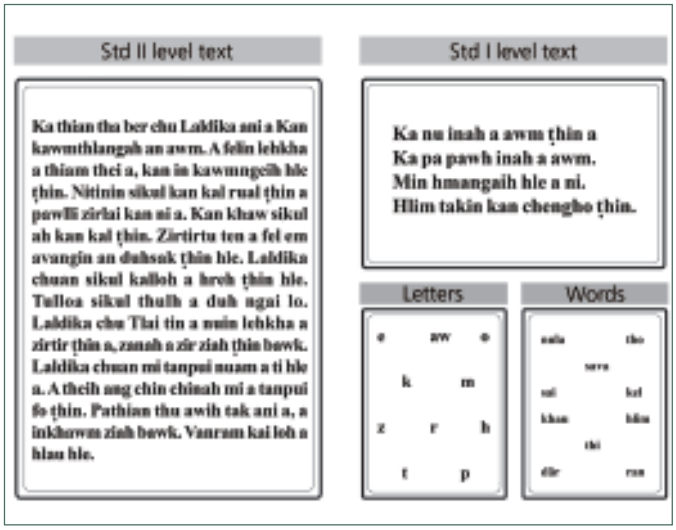


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	25.0	37.9	29.9

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

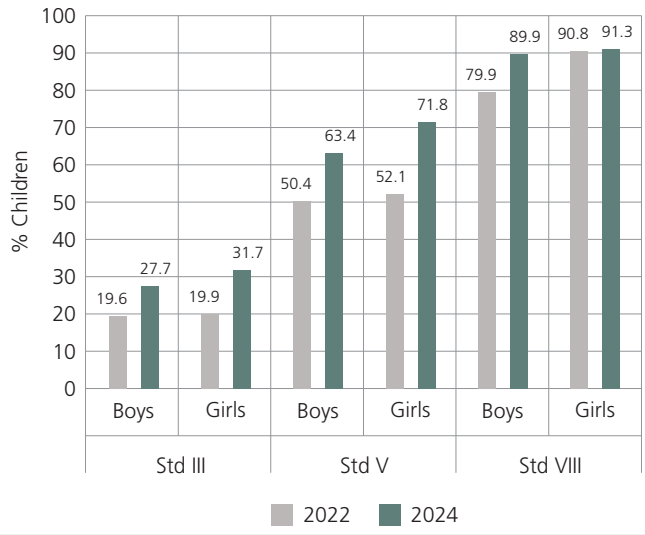
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	47.1	60.9	52.1	83.6	81.0	82.8
2016	41.0	61.2	46.6	81.9		83.5
2018	58.6		64.3	86.7		89.3
2022	46.4	60.6	51.8	86.0	84.4	85.6
2024	65.9	70.1	67.5	90.2	91.6	90.6

*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. 2022 and 2024





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 of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	10.4	24.6	55.8	9.2	0.0	100
II	4.1	7.6	52.2	34.8	1.5	100
III	1.0	1.7	40.1	43.6	13.6	100
IV	0.6	2.0	28.2	37.9	31.3	100
V	0.0	1.4	19.4	34.5	44.7	100
VI	0.0	0.7	14.3	40.7	44.3	100
VII	0.0	0.4	16.6	36.9	46.1	100
VIII	0.2	0.8	9.8	28.4	60.9	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 numbers from 1 to 9, 1.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 40.1% can recognise numbers up to 99 but cannot do subtraction, 43.6% can do subtraction but cannot do division, and 13.6% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

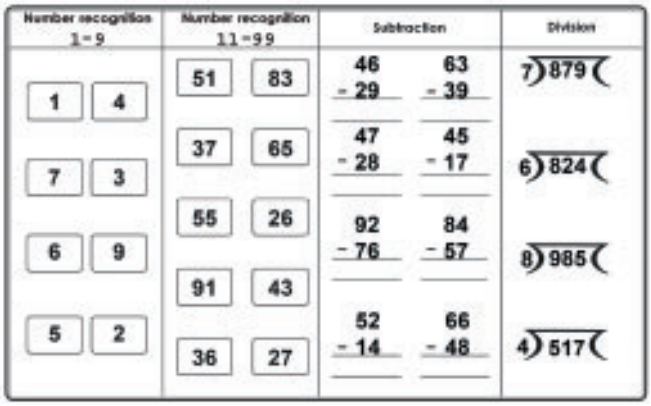


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	55.3	61.2	57.5

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

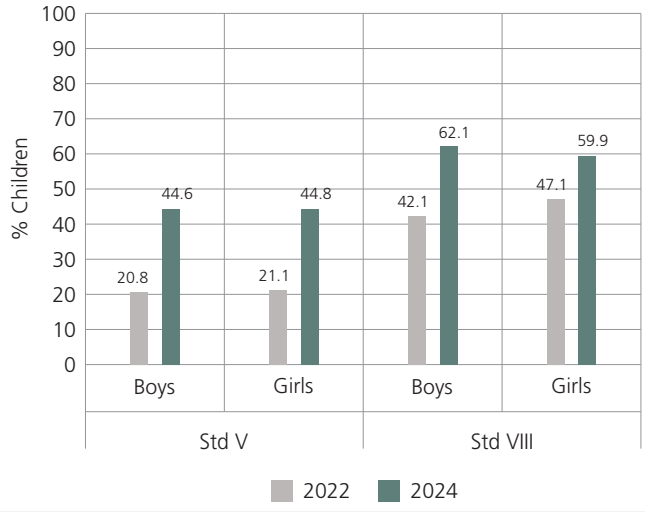
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	37.1	45.1	40.0	84.2	88.5	85.5
2016	25.3	35.3	28.1	76.7		76.7
2018	35.8		40.2	67.5		71.0
2022	14.8	30.8	20.9	41.3	53.1	44.7
2024	40.3	51.4	44.4	59.2	64.1	60.7

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	99.6	91.5	96.3	20.3
15	98.8	91.3	96.3	32.0
16	100.0	95.8	98.0	47.3
All	99.4	92.4	96.7	30.3

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	99.3	93.3	97.6	31.7
Girls	99.5	91.5	95.9	29.0
All	99.4	92.4	96.7	30.3

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	48.3	84.6	59.7	58.0	57.5
15	46.4	86.9	77.0	71.8	77.5
16	52.2	85.7	83.9	82.8	80.8
All	48.5	85.6	71.1	68.3	69.6

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	47.0	86.5	63.6	60.6	63.4
Girls	50.0	84.8	78.3	75.7	75.6
All	48.5	85.6	71.1	68.3	69.6

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
Naktuk zing dar 8:30	**India ram a hmeichhe President hmasa ber**	**PMGDISHA Module 1**
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	93.5	89.7	91.5	81.0	80.8	80.9	77.8	73.6	75.6	95.6	94.0	94.8	86.9	92.7	89.8
15	91.7	90.9	91.3	84.6	87.1	85.8	79.9	88.9	84.5	95.1	98.8	96.9	94.4	98.7	96.6
16			95.8			90.7			81.6			96.9			96.3
All	93.3	91.5	92.4	85.1	84.5	84.8	81.3	78.7	80.0	95.9	96.1	96.0	91.7	95.4	93.6

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Mizoram RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	166	228	189	167
Upper primary or higher*	8	5	23	13
Total schools visited	174	233	212	180

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	85.8	83.4	84.4	90.3
% Teachers present (Average)	94.4	83.2	88.3	90.8

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	39.8	84.1	73.0	89.3

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	13.9	8.6

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	60.2	58.0	53.4	58.1

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	94.0	89.2	92.4	75.0
	Kitchen/shed for cooking mid-day meal	96.2	96.1	93.3	94.9
Drinking water	No facility for drinking water	47.3	39.6	31.6	28.5
	Facility but no drinking water available	4.1	3.0	10.4	11.2
	Drinking water available	48.5	57.4	58.0	60.3
	Total	100	100	100	100
Toilet	No toilet facility	7.1	17.6	8.1	3.4
	Facility but toilet not useable	37.3	37.8	19.1	38.8
	Toilet useable	55.6	44.6	72.9	57.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	43.4	29.8	26.3	31.6
	Separate provision but locked	14.5	30.7	19.0	23.2
	Separate provision, unlocked but not useable	11.3	4.6	7.3	8.9
	Separate provision, unlocked and useable	30.8	34.9	47.3	36.3
	Total	100	100	100	100
Library	No library	93.6	82.4	61.3	56.1
	Library but no books being used by children on day of visit	4.7	15.0	26.4	37.2
	Library books being used by children on day of visit	1.7	2.6	12.3	6.7
	Total	100	100	100	100
Electricity	Electricity connection		77.6	80.1	96.1
	Of schools with electricity connection, % schools with electricity available on day of visit		82.2	81.2	86.5
Computer	No computer available for children to use	92.4	90.1	95.7	89.4
	Computer available but not being used by children on day of visit	1.8	9.5	4.4	10.6
	Computer being used by children on day of visit	5.9	0.4	0.0	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	38.6	29.9	36.6	40.9	12.5	38.3
	Previous academic year (2023-2024)	44.9	38.2	44.7	48.3	12.1	37.7

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	88.7	9.0	2.4	100
	2024	86.7	11.7	1.7	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	85.9	7.1	7.1	100	
	2024	78.5	14.1	7.3	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			75.9	73.3
Physical education teacher	Separate teacher	15.1	32.7	27.4
	Any other teacher	47.3	35.1	42.9
	No teacher	37.6	32.2	29.7
	Total	100	100	100
Playground in the school		65.5	77.6	83.2
Sports equipment available		75.0	73.2	82.5



*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.

Nagaland RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 11 OUT OF 11 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	45.5	53.0	0.0	1.4	100
Age 7-16: All	46.7	50.6	0.0	2.7	100
Age 7-10: All	40.7	58.7	0.0	0.7	100
Age 7-10: Boys	40.2	58.8	0.0	1.0	100
Age 7-10: Girls	41.1	58.5	0.0	0.4	100
Age 11-14: All	51.9	45.9	0.0	2.2	100
Age 11-14: Boys	47.4	49.7	0.1	2.8	100
Age 11-14: Girls	56.2	42.3	0.0	1.6	100
Age 15-16: All	53.8	33.5	0.1	12.6	100
Age 15-16: Boys	49.2	32.8	0.2	17.9	100
Age 15-16: Girls	57.9	34.1	0.0	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. 2006-2024

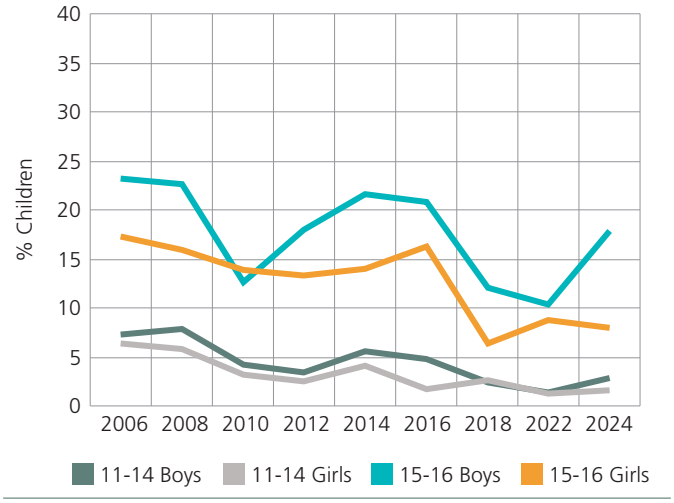
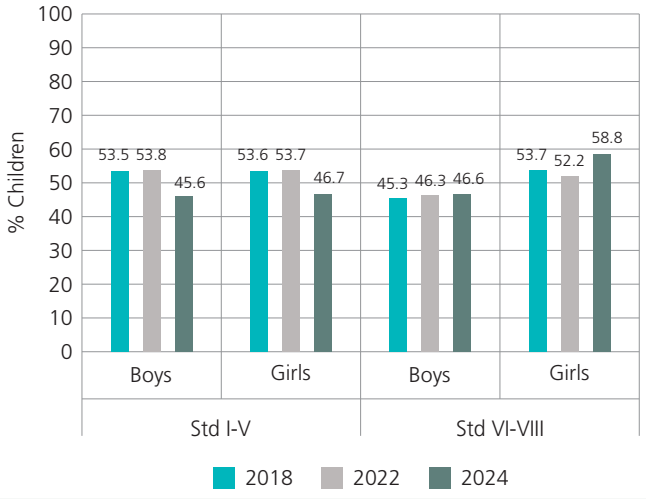


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	24.6	24.9	12.7	0.2	0.6	0.0	37.0	100
Age 4	6.4	43.4	39.2	0.8	0.3	0.0	9.8	100
Age 5	1.2	37.5	52.3	4.1	3.0	0.0	1.9	100
Age 6	0.8	23.6	32.7	17.7	24.2	0.0	1.0	100
Age 7	0.3	9.5	7.6	29.2	52.8	0.0	0.6	100
Age 8	0.0	3.5	1.3	39.0	55.9	0.0	0.4	100

Nagaland RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	8.1	36.9	38.9	13.2	2.9	100
II	3.3	22.6	39.1	24.0	11.0	100
III	1.6	14.8	31.3	31.9	20.4	100
IV	0.7	6.3	25.5	31.2	36.3	100
V	0.3	4.0	15.8	30.6	49.2	100
VI	0.4	3.6	11.7	25.7	58.6	100
VII	0.0	1.3	6.3	22.7	69.8	100
VIII	0.0	0.4	5.2	14.8	79.7	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, 1.6% cannot even read letters, 14.8% can read letters but not words or higher, 31.3% can read words but not Std I level text or higher, 31.9% can read Std I level text but not Std II level text, and 20.4% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

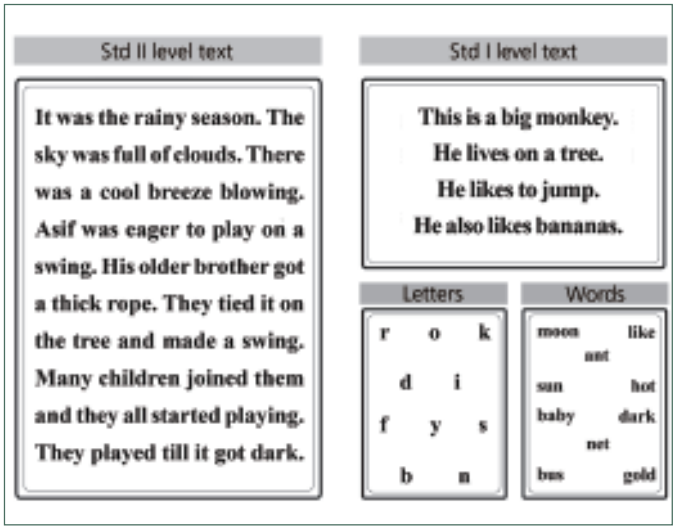


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	7.1	31.8	20.3

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

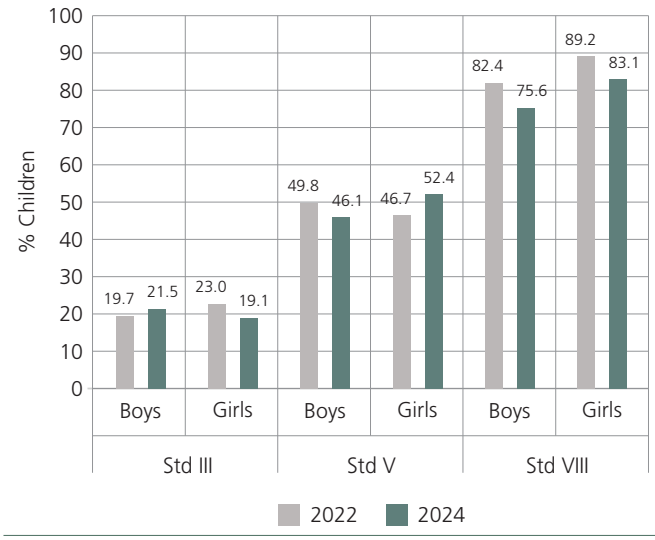
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	27.1	66.1	49.2	71.4	89.8	79.7

*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. 2022 and 2024





Nagaland RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	6.3	17.0	71.5	5.1	0.1	100
II	2.3	8.8	70.7	17.4	0.9	100
III	1.1	5.5	55.5	34.9	3.0	100
IV	0.8	1.2	44.9	42.2	10.9	100
V	0.8	0.9	35.4	42.4	20.6	100
VI	0.3	1.1	31.4	45.0	22.2	100
VII	0.0	0.2	28.0	45.8	26.1	100
VIII	0.0	0.5	23.8	35.4	40.2	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, 1.1% cannot even recognise numbers from 1 to 9, 5.5% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 55.5% can recognise numbers up to 99 but cannot do subtraction, 34.9% can do subtraction but cannot do division, and 3.0% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

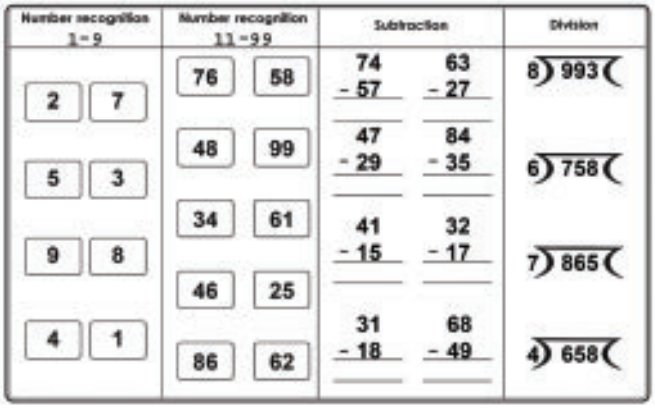


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	31.4	43.5	37.9

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

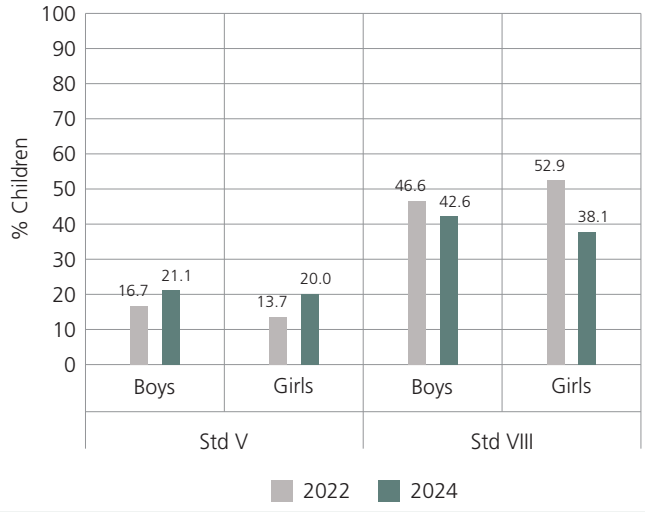
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	12.7	26.7	20.6	29.3	53.9	40.3

*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. 2022 and 2024





Nagaland RURAL

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	95.3	79.1	79.9	9.7
15	94.4	85.1	84.3	17.2
16	95.4	85.1	85.9	29.4
All	95.0	82.7	82.9	17.3

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	94.3	81.4	81.3	19.6
Girls	95.6	83.7	84.2	15.4
All	95.0	82.7	82.9	17.3

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	45.7	70.9	52.5	50.8	54.7
15	57.1	77.7	71.5	69.7	71.4
16	51.7	81.9	71.3	75.3	73.3
All	51.3	76.1	64.5	64.3	65.8

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	48.4	76.8	62.3	61.5	64.0
Girls	53.7	75.5	66.3	66.6	67.2
All	51.3	76.1	64.5	64.3	65.8

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
8:30 in the morning tomorrow	**First woman President of India**	**PMGDISHA Module 1**
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	75.0	82.6	79.1	DATA INSUFFICIENT		76.1	DATA INSUFFICIENT		81.8	DATA INSUFFICIENT		86.9	DATA INSUFFICIENT		85.6
15	85.0	85.2	85.1			83.7			85.8			94.7			87.3
16	87.0	83.2	85.1			86.7			86.1			91.2			88.2
All	81.4	83.7	82.7			81.5			84.3			90.8			86.9

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Nagaland 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	202	159	105	114
Upper primary or higher*	21	130	111	133
Total schools visited	223	289	216	247

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	81.9	77.2	85.2	80.7
% Teachers present (Average)	87.2	82.9	89.8	83.7
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	83.0	79.4	84.1	86.6
% Teachers present (Average)	86.3	74.9	87.1	86.0

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	50.3	81.8	91.4	89.8
Upper primary or higher	0.0	36.9	48.6	57.9

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	17.1	14.3
Upper primary or higher	10.5	11.6

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	66.7	66.7		
Upper primary or higher	72.7	73.3		

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	31.9	27.4	27.2	44.8
	Kitchen/shed for cooking mid-day meal	81.7	83.0	85.9	81.4
Drinking water	No facility for drinking water	56.9	63.8	61.4	44.1
	Facility but no drinking water available	6.0	8.9	12.9	16.1
	Drinking water available	37.0	27.3	25.7	39.8
	Total	100	100	100	100
Toilet	No toilet facility	13.8	5.9	3.7	3.8
	Facility but toilet not useable	32.3	32.3	31.9	28.2
	Toilet useable	53.9	61.8	64.4	68.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	47.8	26.9	27.1	27.9
	Separate provision but locked	9.4	18.1	16.7	17.3
	Separate provision, unlocked but not useable	12.2	8.0	7.6	8.9
	Separate provision, unlocked and useable	30.6	47.0	48.6	46.0
	Total	100	100	100	100
Library	No library	86.7	87.2	44.9	25.9
	Library but no books being used by children on day of visit	4.1	5.9	30.1	42.7
	Library books being used by children on day of visit	9.2	6.9	25.0	31.4
	Total	100	100	100	100
Electricity	Electricity connection		72.0	87.7	96.5
	Of schools with electricity connection, % schools with electricity available on day of visit		71.2	82.7	82.7
Computer	No computer available for children to use	85.3	86.8	69.5	62.6
	Computer available but not being used by children on day of visit	11.1	10.8	23.9	32.8
	Computer being used by children on day of visit	3.7	2.4	6.6	4.6
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	92.0	86.7	70.2	95.6	26.6	51.8
	Upper primary or higher*	92.4	79.2	71.5	91.5	18.3	43.1
Previous academic year (2023-2024)	Primary	61.6	62.7	60.9	74.3	21.4	43.5
	Upper primary or higher	62.5	52.4	66.7	65.6	21.8	32.0

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	95.2	1.9	2.9	100
	2024	98.2	1.8	0.0	100
Upper primary or higher	2022	91.8	7.3	0.9	100
	2024	91.7	8.3	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	86.5	10.6	2.9	100	
	2024	98.2	0.9	0.9	100	
Upper primary or higher	2022	85.6	13.5	0.9	100	
	2024	95.5	3.8	0.8	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			13.3	28.3		34.2	39.4
Physical education teacher	Separate teacher	4.7	1.0	4.6	24.4	23.9	18.9
	Any other teacher	8.0	10.8	13.6	3.9	23.9	15.0
	No teacher	87.3	88.2	81.8	71.7	52.3	66.1
	Total	100	100	100	100	100	100
Playground in the school		42.0	52.0	63.6	64.6	55.5	68.3
Sports equipment available		27.5	48.5	66.4	61.2	69.4	73.4



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Odisha RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 30 OUT OF 30 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	88.6	10.3	0.0	1.1	100
Age 7-16: All	88.9	9.4	0.1	1.7	100
Age 7-10: All	87.0	12.5	0.0	0.5	100
Age 7-10: Boys	85.5	14.0	0.0	0.4	100
Age 7-10: Girls	88.5	10.9	0.0	0.6	100
Age 11-14: All	91.5	6.9	0.0	1.5	100
Age 11-14: Boys	89.6	8.6	0.1	1.8	100
Age 11-14: Girls	93.5	5.3	0.0	1.3	100
Age 15-16: All	86.4	7.0	0.2	6.5	100
Age 15-16: Boys	84.8	7.8	0.2	7.2	100
Age 15-16: Girls	87.7	6.2	0.2	5.9	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. 2006-2024

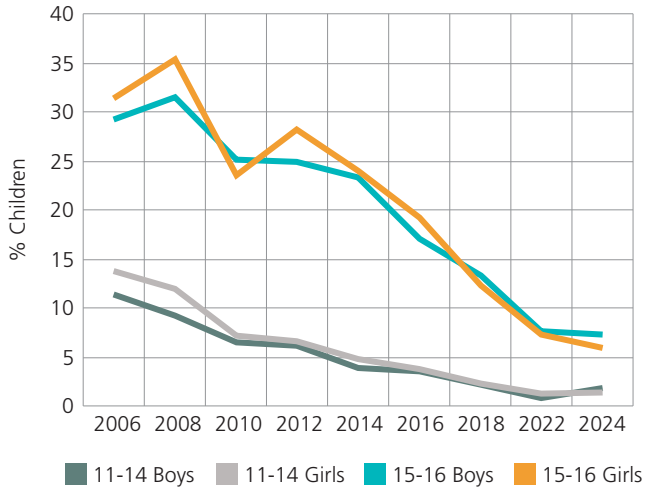
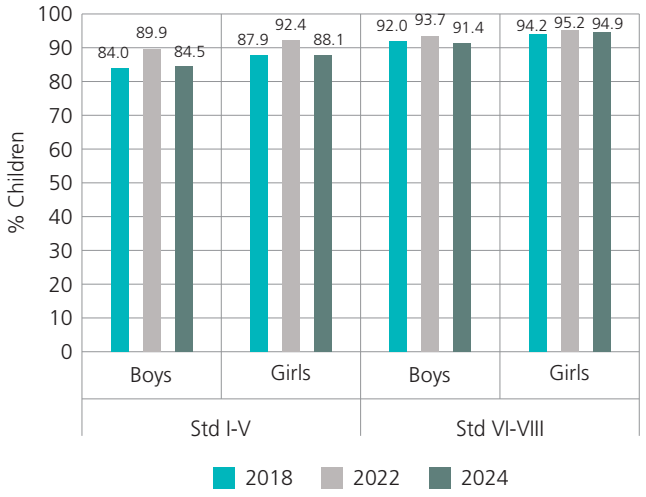


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	93.8	0.2	1.8	0.8	0.1	0.0	3.4	100
Age 4	90.0	0.1	7.1	1.0	1.1	0.0	0.8	100
Age 5	70.4	0.4	15.0	9.2	4.4	0.0	0.7	100
Age 6	13.9	0.2	9.5	61.9	13.2	0.0	1.4	100
Age 7	0.7	0.0	2.5	81.0	15.0	0.1	0.7	100
Age 8	0.2	0.1	0.9	84.9	13.4	0.0	0.4	100

Odisha RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	29.8	35.3	18.2	8.4	8.3	100
II	14.5	28.1	19.4	14.5	23.7	100
III	6.5	19.0	17.3	17.3	40.0	100
IV	3.8	12.4	14.7	16.1	53.0	100
V	3.9	9.8	11.5	15.4	59.5	100
VI	3.0	6.9	8.6	16.3	65.3	100
VII	1.4	6.7	7.6	14.0	70.4	100
VIII	1.6	3.9	5.8	12.0	76.7	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, 6.5% cannot even read letters, 19% can read letters but not words or higher, 17.3% can read words but not Std I level text or higher, 17.3% can read Std I level text but not Std II level text, and 40% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

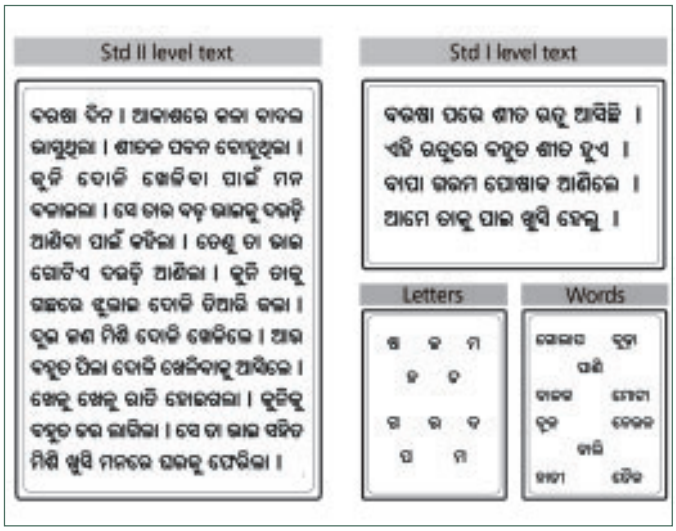


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	37.7	58.2	40.0

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

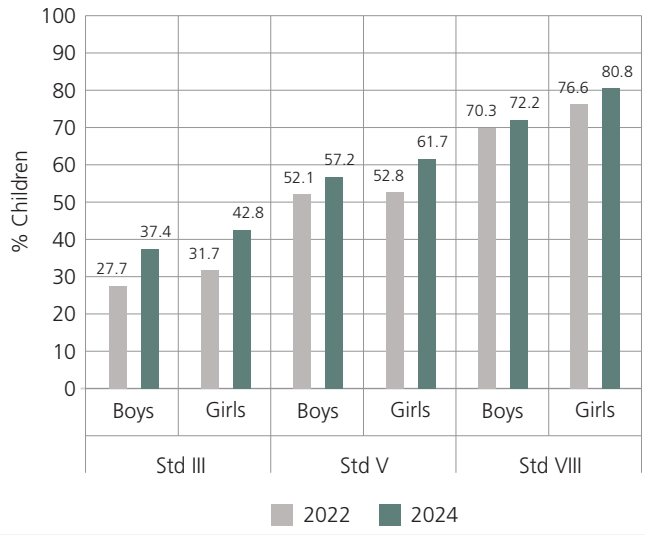
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	49.1	76.5	50.9	74.5	DATA INSUFFICIENT	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
2024	57.2	82.3	59.4	76.0		76.6

*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. 2022 and 2024





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 of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	27.8	37.2	26.8	6.8	1.5	100
II	13.1	31.9	33.4	17.5	4.1	100
III	4.6	23.7	34.1	27.0	10.7	100
IV	3.5	13.0	32.5	25.6	25.6	100
V	2.6	12.7	27.6	24.6	32.6	100
VI	1.9	8.9	25.3	24.1	39.9	100
VII	1.2	6.8	23.6	23.1	45.2	100
VIII	1.4	4.9	24.3	21.0	48.5	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, 4.6% cannot even recognise numbers from 1 to 9, 23.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 34.1% can recognise numbers up to 99 but cannot do subtraction, 27% can do subtraction but cannot do division, and 10.7% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

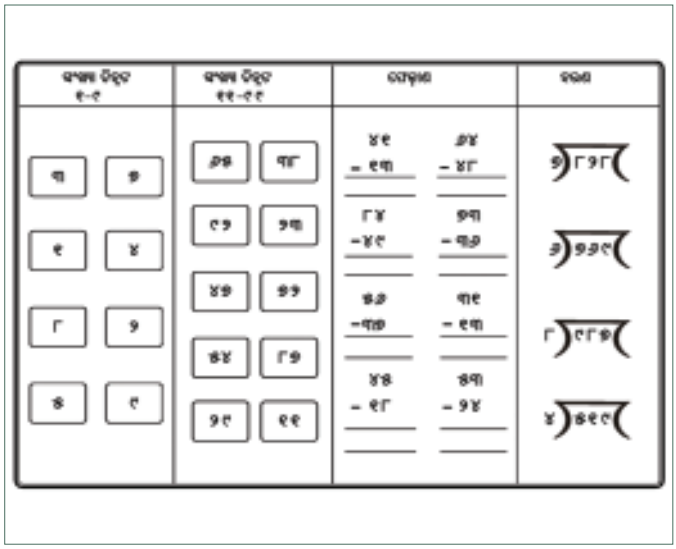


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	34.6	63.0	37.7

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

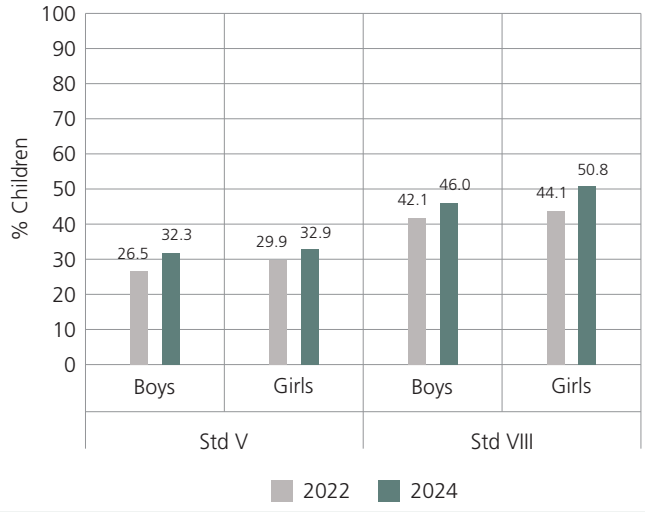
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	19.9	45.9	21.6	37.5	DATA INSUFFICIENT	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
2024	29.7	62.1	32.6	47.1		48.4

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	82.8	66.1	78.2	15.6
15	82.0	71.5	81.7	21.5
16	85.8	71.3	84.7	32.2
All	83.2	69.1	80.9	21.5

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	85.0	72.7	83.0	26.3
Girls	81.7	66.1	79.0	17.3
All	83.2	69.1	80.9	21.5

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	60.6	73.9	51.0	43.9	53.1
15	64.7	78.8	57.8	54.6	58.8
16	59.5	82.3	65.6	61.1	67.0
All	61.7	77.6	57.0	51.9	58.6

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	59.3	79.4	56.4	52.4	63.9
Girls	63.9	76.0	57.6	51.6	53.7
All	61.7	77.6	57.0	51.9	58.6

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
ଆସନ୍ତା କାଲି ସକାଳ 8:30	ଭାରତର ପ୍ରଥମ ମହିଳା ରାଷ୍ଟ୍ରପତି	PMGDISHA Module 1 (ପି.ଏମ୍.ଜି ଦିଶା ମଡ୍ୟୁଲ୍ ୧)
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	68.2	64.2	66.1	71.0	69.6	70.3	67.7	68.6	68.2	84.8	83.4	84.1	92.1	92.1	92.1
15	74.9	68.8	71.5	83.3	74.3	78.6	76.5	69.5	72.8	88.3	86.5	87.4	95.0	90.9	92.9
16	79.0	65.6	71.3	83.7	72.4	77.7	78.0	72.6	75.1	88.8	85.3	86.9	98.3	92.6	95.3
All	72.7	66.1	69.1	78.2	72.0	75.0	73.1	69.9	71.4	86.9	85.0	85.9	94.5	91.8	93.1

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Odisha RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	383	363	362	355
Upper primary or higher*	358	449	445	458
Total schools visited	741	812	807	813

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	71.9	82.0	83.1	83.7
% Teachers present (Average)	89.1	94.3	94.2	93.2
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	72.3	80.1	81.3	79.3
% Teachers present (Average)	83.8	92.7	92.7	87.1

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	38.2	61.0	61.2	64.4
Upper primary or higher	3.9	8.1	6.1	8.0

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	87.6	87.3
Upper primary or higher	83.1	84.4

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	93.3	93.4	80.5	81.9
Upper primary or higher	92.0	91.4	84.3	85.1

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	88.8	98.8	98.6	98.1
	Kitchen/shed for cooking mid-day meal	74.4	89.7	90.6	92.0
Drinking water	No facility for drinking water	15.2	7.9	6.2	5.6
	Facility but no drinking water available	14.5	9.4	8.4	8.9
	Drinking water available	70.3	82.8	85.4	85.5
	Total	100	100	100	100
Toilet	No toilet facility	15.5	3.0	2.0	2.8
	Facility but toilet not useable	40.1	21.3	15.9	23.6
	Toilet useable	44.4	75.7	82.1	73.6
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	30.3	9.6	8.1	9.0
	Separate provision but locked	19.5	5.3	5.3	4.8
	Separate provision, unlocked but not useable	15.5	16.0	10.1	17.4
	Separate provision, unlocked and useable	34.7	69.1	76.5	68.8
	Total	100	100	100	100
Library	No library	34.7	19.8	41.0	42.4
	Library but no books being used by children on day of visit	18.5	26.2	20.2	19.4
	Library books being used by children on day of visit	46.8	54.0	38.8	38.2
	Total	100	100	100	100
Electricity	Electricity connection		56.5	93.7	97.7
	Of schools with electricity connection, % schools with electricity available on day of visit		80.4	93.0	92.4
Computer	No computer available for children to use	92.9	81.3	82.5	79.7
	Computer available but not being used by children on day of visit	2.7	12.3	12.0	14.1
	Computer being used by children on day of visit	4.4	6.4	5.5	6.2
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	84.7	84.1	57.1	72.0	37.6	83.1
	Upper primary or higher*	91.1	90.5	60.9	77.6	40.0	87.8
Previous academic year (2023-2024)	Primary	89.1	91.9	78.5	83.0	56.4	82.9
	Upper primary or higher	91.6	96.5	82.1	84.7	55.9	86.7

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	97.0	2.8	0.3	100
	2024	97.7	1.7	0.6	100
Upper primary or higher	2022	94.4	4.9	0.7	100
	2024	95.6	4.4	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	95.8	0.8	3.4	100	
	2024	53.4	8.0	38.6	100	32.4
Upper primary or higher	2022	91.3	2.7	5.9	100	
	2024	50.3	7.6	42.1	100	38.3

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			73.5	94.7		86.7	95.9
Physical education teacher	Separate teacher	3.9	2.7	2.3	26.1	26.0	28.6
	Any other teacher	66.0	64.0	77.8	52.8	54.8	62.1
	No teacher	30.2	33.3	19.9	21.2	19.1	9.4
	Total	100	100	100	100	100	100
Playground in the school		29.0	25.9	34.7	33.7	37.6	43.1
Sports equipment available		61.4	81.5	90.6	77.8	89.8	92.4



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Punjab RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 20 OUT OF 20 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	58.0	41.3	0.1	0.5	100
Age 7-16: All	58.4	40.5	0.1	1.0	100
Age 7-10: All	54.3	45.4	0.1	0.3	100
Age 7-10: Boys	53.1	46.5	0.2	0.3	100
Age 7-10: Girls	55.5	44.1	0.1	0.3	100
Age 11-14: All	60.9	38.2	0.1	0.8	100
Age 11-14: Boys	58.4	40.4	0.1	1.1	100
Age 11-14: Girls	63.3	36.0	0.1	0.6	100
Age 15-16: All	62.4	34.2	0.2	3.3	100
Age 15-16: Boys	62.1	34.5	0.2	3.2	100
Age 15-16: Girls	62.7	33.9	0.1	3.3	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. 2006-2024

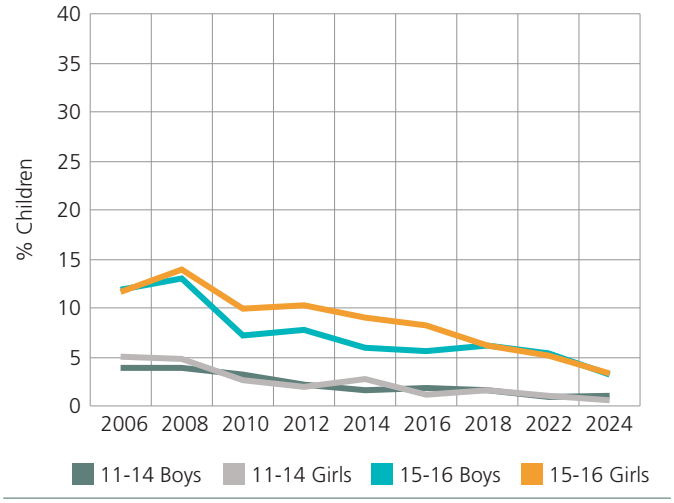
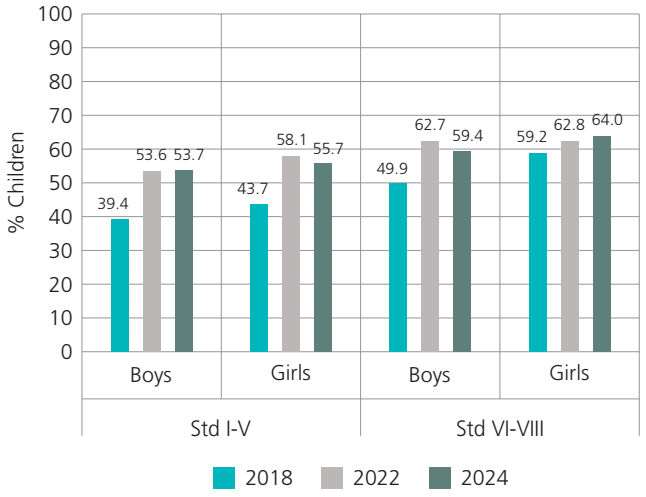


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	36.2	18.0	31.7	2.0	2.0	0.0	10.1	100
Age 4	11.9	29.2	50.9	4.3	2.4	0.0	1.3	100
Age 5	2.4	21.8	49.3	17.7	8.5	0.0	0.3	100
Age 6	1.7	5.7	31.0	39.0	22.3	0.2	0.1	100
Age 7	0.5	1.2	8.3	48.4	41.3	0.2	0.3	100
Age 8	0.1	0.4	2.2	51.2	45.8	0.1	0.3	100

Punjab RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	18.1	43.7	23.1	9.2	6.0	100
II	8.5	27.0	27.0	22.2	15.3	100
III	3.1	14.9	17.2	28.4	36.5	100
IV	2.9	10.8	11.5	20.9	54.0	100
V	1.6	6.0	8.0	17.8	66.6	100
VI	1.6	5.7	5.4	15.2	72.2	100
VII	1.0	2.9	5.3	11.3	79.5	100
VIII	1.4	4.0	3.8	8.6	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, 3.1% cannot even read letters, 14.9% can read letters but not words or higher, 17.2% 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 36.5% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

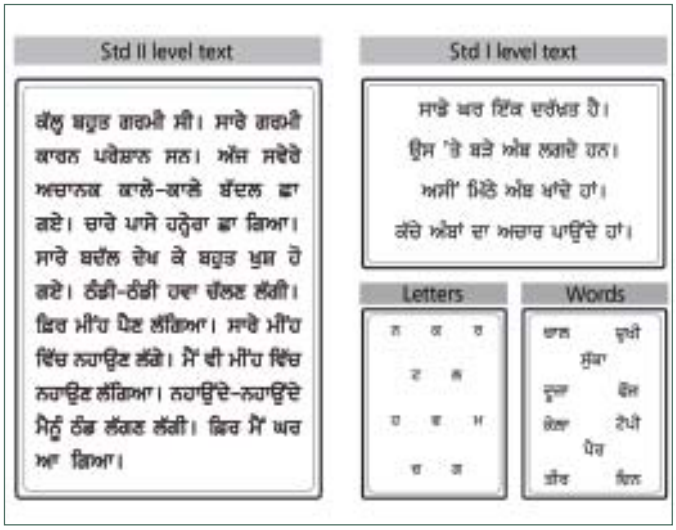


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	32.6	41.6	36.5

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

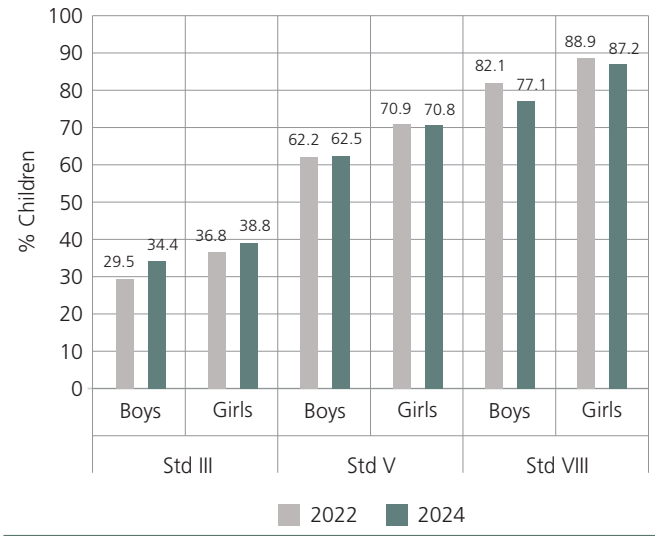
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	66.0	67.9	66.7	79.1	89.1	82.7

*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. 2022 and 2024





Punjab RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	13.5	34.0	43.6	5.9	3.1	100
II	5.8	24.4	40.8	24.5	4.5	100
III	1.8	14.6	30.3	37.5	15.9	100
IV	1.1	8.4	25.9	29.0	35.6	100
V	0.9	5.6	17.1	23.3	53.1	100
VI	0.9	4.0	15.6	24.2	55.4	100
VII	0.3	2.6	14.1	21.6	61.4	100
VIII	0.9	2.7	13.4	19.2	63.9	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, 1.8% cannot even recognise numbers from 1 to 9, 14.6% 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, 37.5% can do subtraction but cannot do division, and 15.9% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

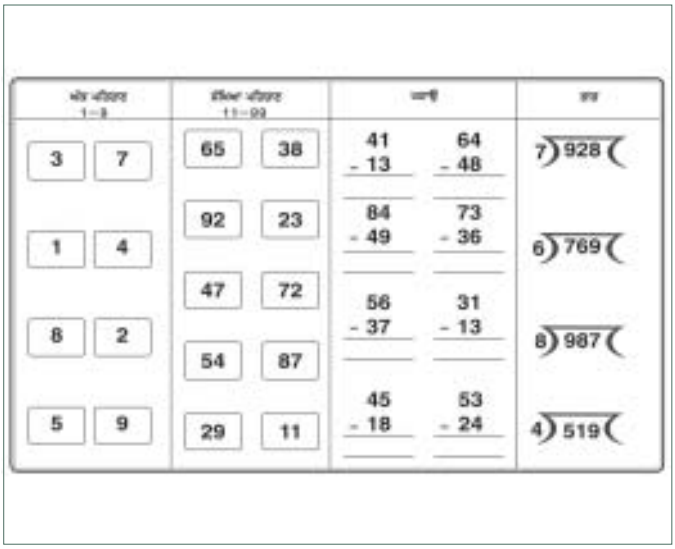


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	45.8	63.4	53.4

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

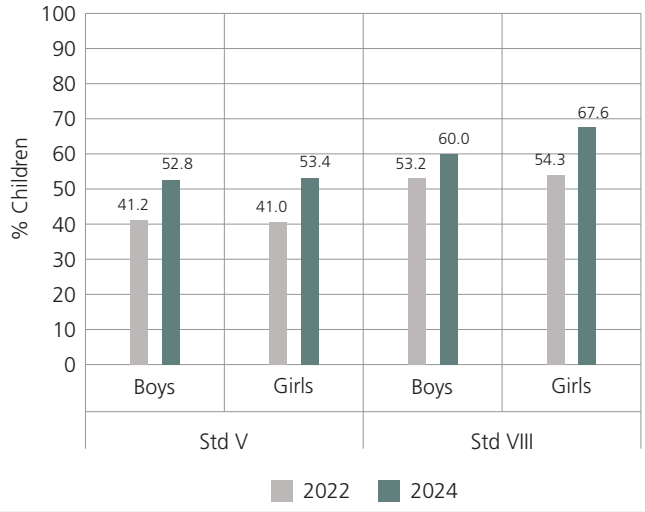
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	50.0	57.7	53.1	62.5	67.6	64.3

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	96.8	77.3	94.0	38.3
15	95.6	79.9	94.1	46.8
16	95.9	82.1	94.6	56.8
All	96.2	79.4	94.2	46.0

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	96.8	82.4	95.2	48.8
Girls	95.6	76.9	93.4	43.6
All	96.2	79.4	94.2	46.0

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	61.9	86.0	66.3	60.3	60.7
15	64.1	86.9	79.1	73.3	71.6
16	64.3	87.9	82.5	77.9	75.0
All	63.3	86.8	75.0	69.5	68.2

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	59.8	88.0	79.3	75.5	75.6
Girls	66.3	85.7	71.1	64.0	61.6
All	63.3	86.8	75.0	69.5	68.2

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
ਕੱਲ੍ਹ ਸਵੇਰ ਦੇ 8:30 ਵਜੇ	ਭਾਰਤ ਦੀ ਪਹਿਲੀ ਮਹਿਲਾ ਰਾਸ਼ਟਰਪਤੀ	**PMGDISHA Module 1** (ਪੀ. ਐਮ. ਜੀ. ਦਿਸ਼ਾ ਮਾਡਿਊਲ 1)
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	80.3	74.8	77.3	90.1	83.9	86.9	81.6	85.7	83.7	89.8	91.9	90.9	96.9	97.4	97.1
15	82.8	77.5	79.9	89.9	87.1	88.4	85.3	89.7	87.7	94.1	94.3	94.2	96.2	96.8	96.5
16	85.3	79.4	82.1	90.5	86.5	88.5	86.0	83.9	84.9	94.6	91.1	92.8	96.8	96.7	96.8
All	82.4	76.9	79.4	90.1	85.7	87.8	84.0	86.6	85.4	92.6	92.5	92.5	96.6	97.0	96.8

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Punjab RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	391	536	587	578
Upper primary or higher*	58	18	3	4
Total schools visited	449	554	590	582

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	82.7	83.0	79.7	80.1
% Teachers present (Average)	88.5	85.5	85.7	81.8

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	17.2	38.2	33.8	37.0

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	59.1	57.9

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	86.1	84.7	66.1	67.2

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	97.9	93.4	99.1	97.4
	Kitchen/shed for cooking mid-day meal	94.7	99.1	99.3	99.5
Drinking water	No facility for drinking water	8.9	7.6	1.7	7.2
	Facility but no drinking water available	8.0	9.6	5.6	4.2
	Drinking water available	83.1	82.7	92.7	88.6
	Total	100	100	100	100
Toilet	No toilet facility	0.9	0.0	0.0	0.2
	Facility but toilet not useable	37.9	10.5	15.9	18.6
	Toilet useable	61.2	89.5	84.1	81.2
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	7.3	3.4	3.1	4.2
	Separate provision but locked	16.9	2.4	1.9	3.0
	Separate provision, unlocked but not useable	26.5	10.3	15.4	15.8
	Separate provision, unlocked and useable	49.4	83.9	79.6	77.0
	Total	100	100	100	100
Library	No library	4.1	11.9	3.2	2.8
	Library but no books being used by children on day of visit	30.0	43.3	56.2	56.6
	Library books being used by children on day of visit	66.0	44.9	40.6	40.7
	Total	100	100	100	100
Electricity	Electricity connection		99.6	100.0	99.5
	Of schools with electricity connection, % schools with electricity available on day of visit		93.6	96.2	98.6
Computer	No computer available for children to use	89.3	78.5	14.5	15.7
	Computer available but not being used by children on day of visit	5.5	17.7	63.4	52.6
	Computer being used by children on day of visit	5.2	3.8	22.2	31.7
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	76.0	63.2	45.7	66.7	63.2	87.5
	Previous academic year (2023-2024)	90.6	86.7	77.4	85.1	87.4	90.4

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	95.8	4.2	0.0	100
	2024	99.5	0.5	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	96.4	3.1	0.5	100	
	2024	90.7	7.6	1.7	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			69.5	70.7
Physical education teacher	Separate teacher	5.6	4.7	4.4
	Any other teacher	61.0	58.4	56.8
	No teacher	33.4	36.8	38.8
	Total	100	100	100
Playground in the school		72.0	75.9	74.8
Sports equipment available		58.4	92.0	89.3



*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.

Rajasthan 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
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	59.3	38.3	0.3	2.2	100
Age 7-16: All	60.1	36.2	0.2	3.4	100
Age 7-10: All	57.1	41.2	0.3	1.4	100
Age 7-10: Boys	52.4	46.4	0.3	1.0	100
Age 7-10: Girls	62.5	35.4	0.3	1.8	100
Age 11-14: All	62.3	34.9	0.2	2.6	100
Age 11-14: Boys	56.6	41.5	0.2	1.7	100
Age 11-14: Girls	68.3	27.9	0.2	3.5	100
Age 15-16: All	62.0	26.6	0.0	11.3	100
Age 15-16: Boys	58.2	31.9	0.1	9.9	100
Age 15-16: Girls	65.7	21.7	0.0	12.7	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. 2006-2024

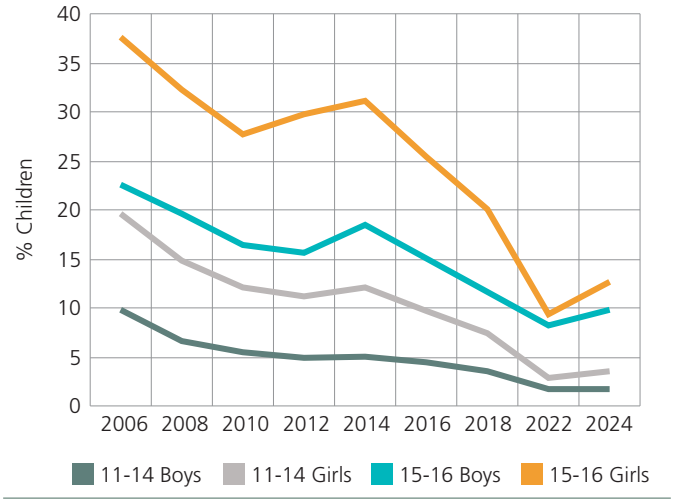
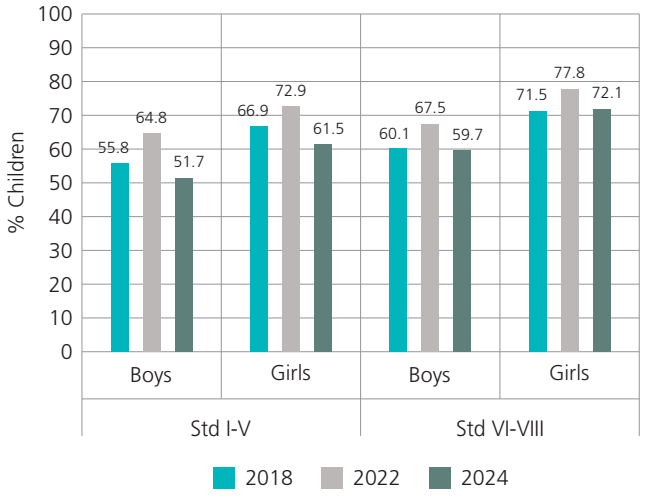


Chart 2: Trends over time
% Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	45.1	4.4	11.9	1.4	2.0	0.1	35.2	100
Age 4	36.8	4.0	26.1	6.3	7.0	0.2	19.6	100
Age 5	19.1	3.4	22.3	25.7	21.2	0.2	8.2	100
Age 6	5.0	1.2	12.9	43.1	34.3	0.4	3.1	100
Age 7	1.3	0.3	3.5	53.3	39.4	0.4	1.7	100
Age 8	0.3	0.1	1.3	55.5	41.2	0.3	1.3	100

Rajasthan RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	47.4	37.6	8.5	4.0	2.5	100
II	23.1	43.8	15.0	10.8	7.3	100
III	11.6	34.8	18.7	16.3	18.6	100
IV	7.3	22.7	16.8	20.6	32.7	100
V	5.5	15.6	13.1	18.3	47.6	100
VI	3.6	12.8	10.7	17.8	55.2	100
VII	2.9	9.6	8.4	15.8	63.4	100
VIII	2.0	7.4	7.0	14.6	69.1	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, 11.6% cannot even read letters, 34.8% can read letters but not words or higher, 18.7% can read words but not Std I level text or higher, 16.3% can read Std I level text but not Std II level text, and 18.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

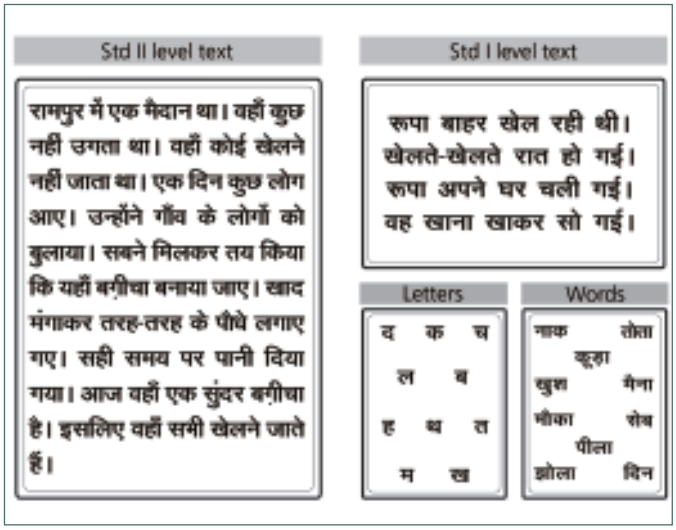


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	12.1	28.0	18.7

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

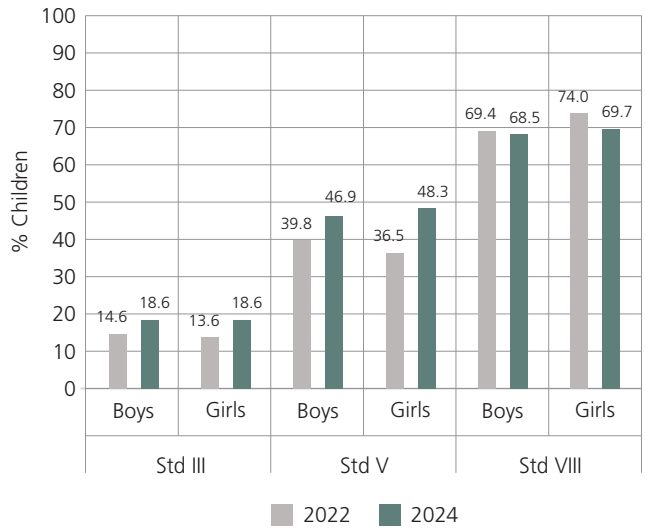
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	37.7	63.5	47.5	63.8	80.6	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. 2022 and 2024





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 of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	42.4	37.7	17.8	1.3	0.7	100
II	17.0	46.9	28.4	6.6	1.2	100
III	7.1	38.2	34.7	14.3	5.7	100
IV	3.7	26.5	37.4	19.0	13.5	100
V	2.8	19.4	34.1	21.9	21.9	100
VI	1.7	15.9	36.9	20.7	24.9	100
VII	1.1	12.3	34.9	20.9	30.8	100
VIII	1.2	7.9	34.9	22.7	33.3	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, 7.1% cannot even recognise numbers from 1 to 9, 38.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 34.7% can recognise numbers up to 99 but cannot do subtraction, 14.3% 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

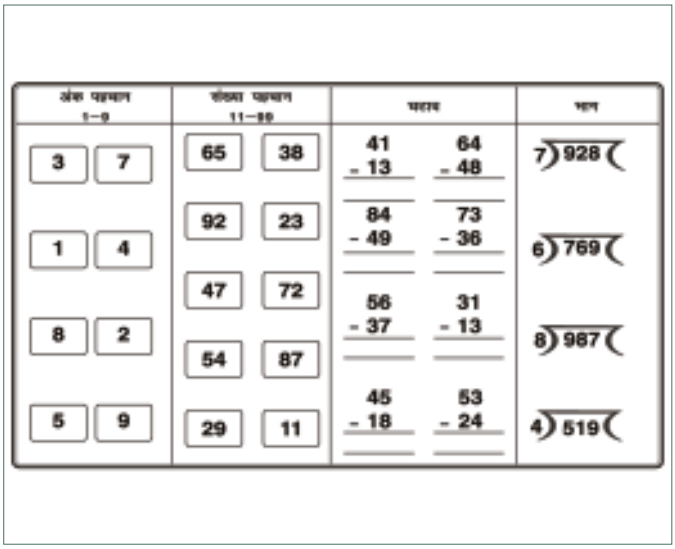


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	10.4	33.9	20.1

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

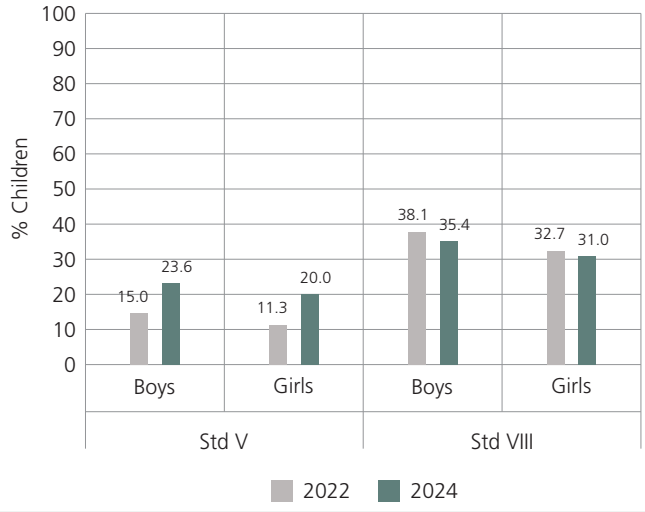
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	12.3	37.2	21.8	25.5	50.9	33.3

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	91.1	46.8	75.7	32.7
15	91.7	49.2	79.3	39.5
16	92.6	56.7	82.8	44.3
All	91.7	50.5	78.9	38.5

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	92.0	54.3	82.2	42.7
Girls	91.5	47.1	76.1	34.6
All	91.7	50.5	78.9	38.5

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	49.6	71.0	51.8	49.1	51.7
15	49.4	74.1	59.0	54.5	53.9
16	52.8	75.6	66.8	65.9	65.3
All	50.5	73.5	58.9	56.3	56.8

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	48.7	77.8	62.9	61.7	64.4
Girls	52.1	69.4	54.8	50.6	48.7
All	50.5	73.5	58.9	56.3	56.8

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	PMGDISHA Module 1 (पी.एम.जी.दिशा मॉड्यूल 1)
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	50.9	43.1	46.8	72.2	62.3	67.4	75.8	77.8	76.7	80.1	76.3	78.3	88.2	87.8	88.0
15	53.5	45.5	49.2	79.3	68.3	73.9	81.9	81.5	81.7	83.9	83.1	83.5	93.0	85.5	89.3
16	60.0	53.9	56.7	82.2	70.4	76.1	84.9	85.0	85.0	85.5	86.3	85.9	94.7	87.2	90.9
All	54.3	47.1	50.5	77.7	67.0	72.4	80.7	81.5	81.1	83.0	82.0	82.5	91.9	86.8	89.4

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Rajasthan RURAL

Annual Status of Education Report
ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	290	172	189	179
Upper primary or higher*	606	665	560	606
Total schools visited	896	837	749	785

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	71.2	74.1	74.9	74.9
% Teachers present (Average)	90.1	83.7	85.9	91.8
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	73.6	75.4	73.1	73.3
% Teachers present (Average)	88.0	86.5	84.0	86.8

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	35.9	61.4	65.1	69.7
Upper primary or higher	2.0	6.3	7.7	14.3

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	79.6	80.9
Upper primary or higher	67.4	68.6

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	80.1	78.6	61.0	63.4
Upper primary or higher	81.8	79.9	72.1	73.0

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	94.8	95.1	95.4	82.4
	Kitchen/shed for cooking mid-day meal	83.8	92.8	90.5	89.4
Drinking water	No facility for drinking water	20.9	17.5	16.9	10.0
	Facility but no drinking water available	11.1	9.7	8.4	4.5
	Drinking water available	68.0	72.8	74.7	85.6
	Total	100	100	100	100
Toilet	No toilet facility	3.5	1.3	0.9	0.8
	Facility but toilet not useable	31.1	13.8	12.3	6.5
	Toilet useable	65.4	84.9	86.8	92.7
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	19.6	4.0	2.8	4.7
	Separate provision but locked	13.3	3.6	1.9	2.7
	Separate provision, unlocked but not useable	16.8	11.5	11.0	4.6
	Separate provision, unlocked and useable	50.3	80.9	84.4	88.0
	Total	100	100	100	100
Library	No library	36.3	18.2	15.2	9.8
	Library but no books being used by children on day of visit	40.4	47.7	48.5	39.8
	Library books being used by children on day of visit	23.3	34.1	36.4	50.4
	Total	100	100	100	100
Electricity	Electricity connection		81.6	97.0	98.7
	Of schools with electricity connection, % schools with electricity available on day of visit		87.3	91.3	93.1
Computer	No computer available for children to use	84.3	61.4	66.2	63.0
	Computer available but not being used by children on day of visit	10.4	27.0	22.7	19.8
	Computer being used by children on day of visit	5.3	11.6	11.1	17.2
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	87.2	86.6	83.2	69.8	32.6	80.7
	Upper primary or higher*	94.1	93.5	82.3	81.0	38.2	80.3
Previous academic year (2023-2024)	Primary	90.5	87.6	83.0	75.8	39.3	79.5
	Upper primary or higher	95.2	94.7	83.5	82.2	41.2	74.1

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	98.4	1.1	0.5	100
	2024	96.7	2.8	0.6	100
Upper primary or higher	2022	98.8	1.1	0.2	100
	2024	97.7	1.8	0.5	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	3.8	43.8	52.4	100	2.2
	2024	25.3	34.8	39.9	100	0.0
Upper primary or higher	2022	4.7	47.9	47.4	100	0.8
	2024	31.0	25.8	43.3	100	2.1

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			61.7	76.5		85.4	93.7
Physical education teacher	Separate teacher	8.8	8.5	9.8	62.0	54.4	63.9
	Any other teacher	47.2	59.3	65.3	20.8	32.1	25.6
	No teacher	44.0	32.2	24.9	17.2	13.4	10.6
	Total	100	100	100	100	100	100
Playground in the school		62.4	73.1	70.7	72.3	79.4	77.9
Sports equipment available		39.8	80.9	81.9	72.1	90.6	88.3



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Sikkim RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	69.0	30.4	0.4	0.2	100
Age 7-16: All	73.9	24.9	0.4	0.8	100
Age 7-10: All	57.5	42.3	0.1	0.1	100
Age 7-10: Boys	58.3	41.3	0.2	0.2	100
Age 7-10: Girls	56.8	43.2	0.0	0.0	100
Age 11-14: All	81.7	17.3	0.6	0.4	100
Age 11-14: Boys	82.3	16.9	0.5	0.2	100
Age 11-14: Girls	81.0	17.7	0.8	0.5	100
Age 15-16: All	90.1	6.1	0.5	3.3	100
Age 15-16: Boys	88.4	6.3	0.6	4.7	100
Age 15-16: Girls	91.8	6.0	0.5	1.8	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. 2006-2024

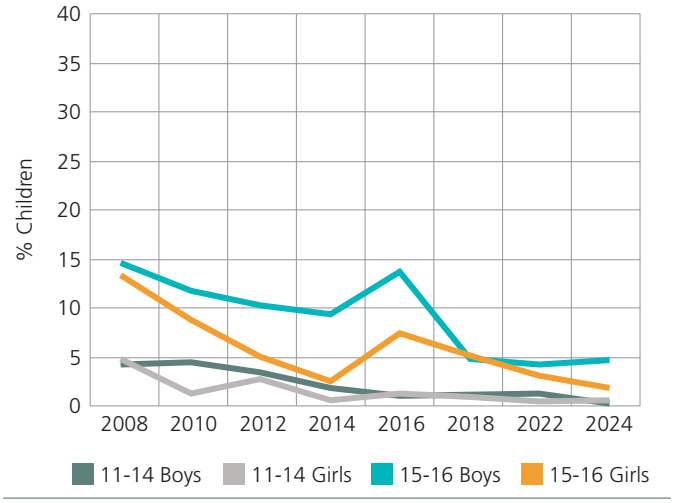
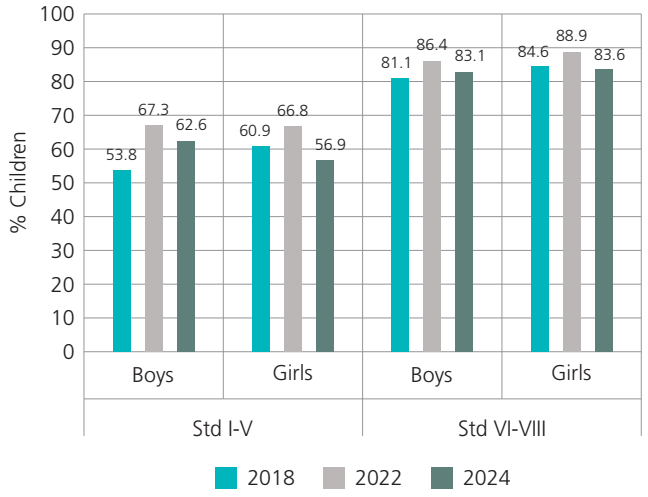


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	41.8	23.5	28.4	0.3	0.0	0.0	6.0	100
Age 4	8.0	32.1	53.7	4.2	1.2	0.0	0.8	100
Age 5	2.1	36.1	42.5	9.7	8.6	0.0	1.1	100
Age 6	0.6	18.6	23.9	32.3	24.4	0.0	0.2	100
Age 7	0.4	3.3	7.6	41.3	47.4	0.0	0.0	100
Age 8	0.0	1.2	1.8	52.5	43.9	0.3	0.3	100

Sikkim RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	10.1	33.2	39.8	8.4	8.6	100
II	7.1	20.6	32.6	26.9	12.8	100
III	3.2	9.7	30.4	26.2	30.5	100
IV	2.1	4.2	16.6	33.6	43.4	100
V	0.6	2.6	13.4	29.8	53.6	100
VI	1.4	2.9	8.9	18.4	68.4	100
VII	0.0	3.9	8.7	16.3	71.1	100
VIII	0.3	3.7	7.3	12.2	76.5	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, 3.2% cannot even read letters, 9.7% can read letters but not words or higher, 30.4% can read words but not Std I level text or higher, 26.2% can read Std I level text but not Std II level text, and 30.5% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

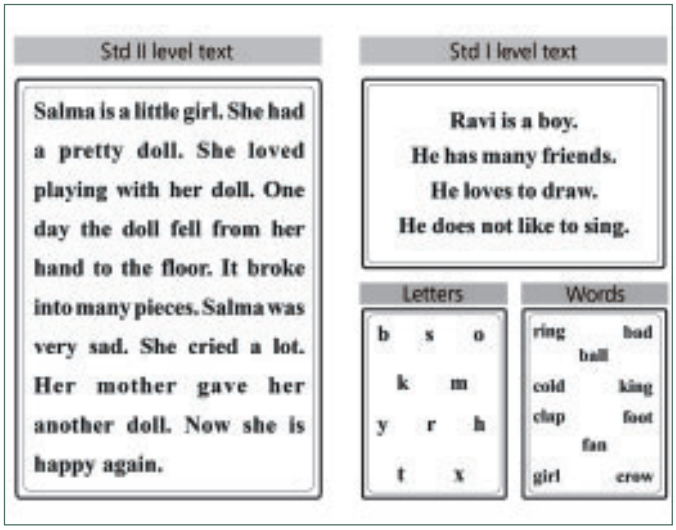


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2014	5.8	DATA INSUFFICIENT	14.3
2016			
2018			
2022	14.7		16.7
2024	24.7		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 a 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. 2014, 2016, 2018, 2022, 2024

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*
2014	36.7	DATA INSUFFICIENT	43.4	90.7	DATA INSUFFICIENT	91.3
2016						
2018			41.7			78.9
2022	26.0		31.5	65.9		66.8
2024	52.4		53.5	74.6		76.5

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





Sikkim RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	10.1	16.0	66.1	4.9	2.9	100
II	5.8	10.9	60.5	20.6	2.2	100
III	2.8	6.5	50.3	35.6	4.8	100
IV	1.5	2.3	45.7	36.6	13.9	100
V	0.6	0.5	43.5	36.5	19.0	100
VI	0.6	0.5	43.7	34.0	21.3	100
VII	0.0	1.4	36.8	34.8	27.0	100
VIII	0.0	0.0	29.5	42.9	27.6	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, 2.8% cannot even recognise numbers from 1 to 9, 6.5% 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, 35.6% can do subtraction but cannot do division, and 4.8% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

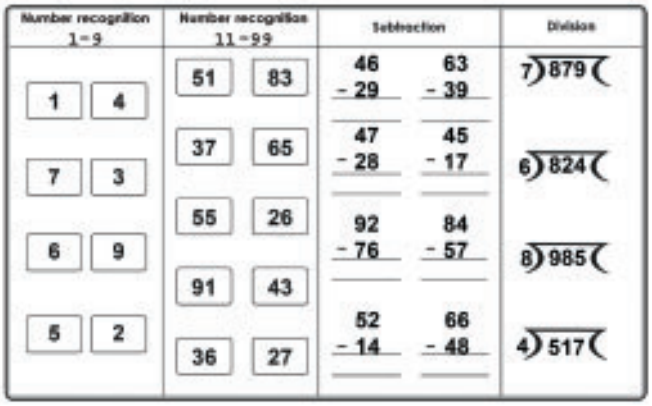


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2014	32.9	DATA INSUFFICIENT	42.6
2016			
2018			
2022	36.1		43.3
2024	35.1		40.3

*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. 2014, 2016, 2018, 2022, 2024

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*
2014	24.4	DATA INSUFFICIENT	33.3	59.5	DATA INSUFFICIENT	63.1
2016						
2018			12.5			44.7
2022	12.7		19.2	43.2		45.1
2024	17.9		18.9	27.8		27.6

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





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	99.1	96.8	96.2	26.6
15	98.0	94.8	97.3	43.0
16	98.8	95.8	99.0	56.1
All	98.6	95.9	97.5	41.7

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	98.3	96.4	97.4	45.3
Girls	99.0	95.4	97.6	37.9
All	98.6	95.9	97.5	41.7

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	62.7	87.2	76.8	77.8	81.0
15	67.3	90.1	91.4	88.1	89.2
16	69.2	92.3	84.3	90.5	88.4
All	66.4	89.9	83.9	85.4	86.1

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	62.5	89.9	84.3	84.0	85.6
Girls	70.4	89.8	83.6	87.0	86.6
All	66.4	89.9	83.9	85.4	86.1

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
8:30 in the morning tomorrow	**First woman President of India**	**PMGDISHA Module 1**
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	DATA INSUFFICIENT		96.8	DATA INSUFFICIENT		90.0	DATA INSUFFICIENT		88.3	DATA INSUFFICIENT		90.7	DATA INSUFFICIENT		94.4
15			94.8			95.3			90.7			96.9			94.4
16			95.8			92.1			89.1			96.9			95.9
All			95.9			92.3			89.3			94.7			94.9

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Sikkim 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	28	37	35	25
Upper primary or higher*	41	71	59	76
Total schools visited	69	108	94	101

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	83.7	84.5	82.5	88.6
% Teachers present (Average)	80.4	81.1	81.2	90.0

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	23.2	53.3	70.2	60.4

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	23.2	19.2

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	97.0	93.9		

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	98.6	78.5	98.9	96.0
	Kitchen/shed for cooking mid-day meal	95.7	95.3	96.8	97.0
Drinking water	No facility for drinking water	11.6	15.1	18.3	13.0
	Facility but no drinking water available	11.6	10.4	7.5	9.0
	Drinking water available	76.8	74.5	74.2	78.0
	Total	100	100	100	100
Toilet	No toilet facility	1.5	0.0	0.0	1.0
	Facility but toilet not useable	39.1	17.6	18.1	11.9
	Toilet useable	59.4	82.4	81.9	87.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	17.2	3.7	4.3	4.0
	Separate provision but locked	26.6	7.5	1.1	7.9
	Separate provision, unlocked but not useable	18.8	13.1	17.0	8.9
	Separate provision, unlocked and useable	37.5	75.7	77.7	79.2
	Total	100	100	100	100
Library	No library	55.9	47.7	31.9	20.8
	Library but no books being used by children on day of visit	17.7	20.6	23.4	19.8
	Library books being used by children on day of visit	26.5	31.8	44.7	59.4
	Total	100	100	100	100
Electricity	Electricity connection		87.9	93.6	97.0
	Of schools with electricity connection, % schools with electricity available on day of visit		84.0	92.1	87.8
Computer	No computer available for children to use	60.9	66.4	36.6	31.7
	Computer available but not being used by children on day of visit	14.5	24.3	29.0	32.7
	Computer being used by children on day of visit	24.6	9.4	34.4	35.6
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	91.0	95.0	66.3	91.0	53.5	75.0
	Previous academic year (2023-2024)	86.0	86.0	72.0	87.6	53.5	75.5

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	92.6	4.3	3.2	100
	2024	92.1	7.9	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	89.4	5.3	5.3	100	
	2024	88.1	11.9	0.0	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			72.3	87.1
Physical education teacher	Separate teacher	26.2	37.2	53.0
	Any other teacher	45.8	33.0	25.0
	No teacher	28.0	29.8	22.0
	Total	100	100	100
Playground in the school		88.0	87.2	97.0
Sports equipment available		79.4	91.5	92.1



*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.

Tamil Nadu, Telangana

Tripura, Uttar Pradesh, Uttarakhand

West Bengal



Tamil Nadu RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 30 OUT OF 31 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	68.7	31.0	0.2	0.1	100
Age 7-16: All	70.4	29.0	0.2	0.4	100
Age 7-10: All	66.6	33.1	0.2	0.1	100
Age 7-10: Boys	64.0	35.7	0.2	0.1	100
Age 7-10: Girls	69.3	30.5	0.3	0.0	100
Age 11-14: All	72.7	26.9	0.2	0.2	100
Age 11-14: Boys	70.3	29.2	0.2	0.3	100
Age 11-14: Girls	75.1	24.7	0.2	0.1	100
Age 15-16: All	73.8	24.2	0.2	1.8	100
Age 15-16: Boys	71.2	26.1	0.2	2.6	100
Age 15-16: Girls	76.0	22.7	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. 2006-2024

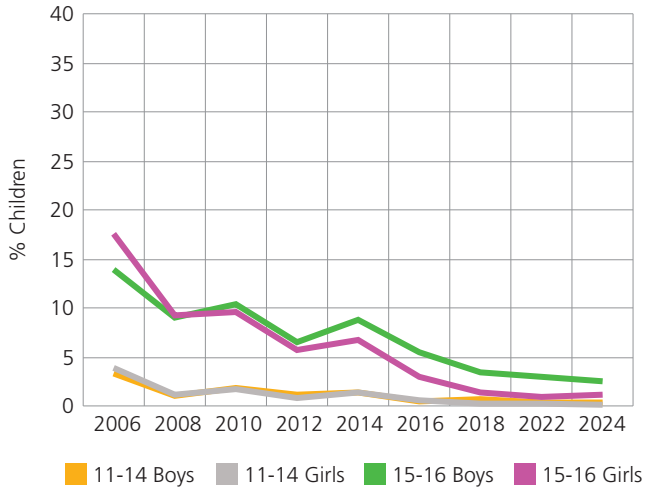
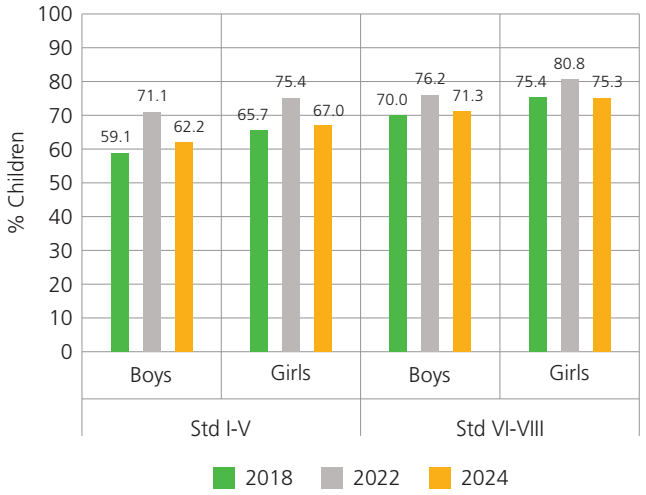


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	76.1	2.6	15.6	1.8	0.5	0.0	3.4	100
Age 4	48.0	3.8	43.5	1.4	2.4	0.0	1.0	100
Age 5	13.3	2.7	36.2	27.8	19.4	0.0	0.6	100
Age 6	0.7	0.2	4.5	53.2	41.2	0.1	0.1	100
Age 7	0.1	0.1	0.4	60.9	38.3	0.2	0.0	100
Age 8	0.0	0.0	0.2	65.8	33.8	0.2	0.0	100

Tamil Nadu RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	43.4	38.2	15.0	2.2	1.2	100
II	16.9	32.4	36.0	11.2	3.4	100
III	8.6	18.2	36.3	24.8	12.0	100
IV	3.4	10.2	31.2	30.7	24.5	100
V	2.9	6.0	20.6	34.8	35.6	100
VI	1.7	4.4	16.5	32.1	45.3	100
VII	1.6	2.7	11.8	27.8	56.1	100
VIII	0.4	1.9	9.5	24.0	64.2	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, 8.6% cannot even read letters, 18.2% can read letters but not words or higher, 36.3% can read words but not Std I level text or higher, 24.8% can read Std I level text but not Std II level text, and 12% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

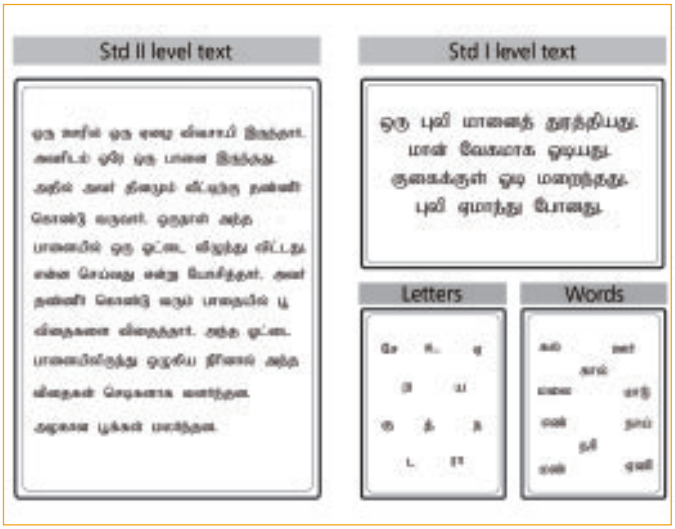


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	13.2	9.4	12.0

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

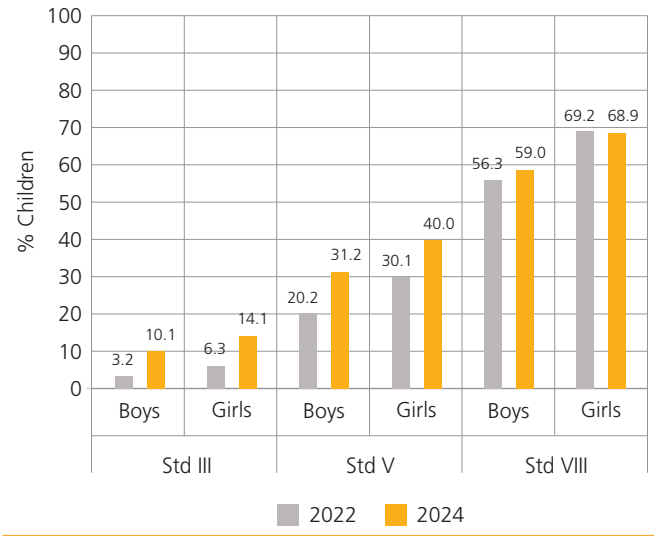
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	37.0	32.3	35.6	62.2	70.8	64.2

*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 and 2024





Tamil Nadu RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	32.3	42.4	23.4	1.4	0.6	100
II	10.5	28.1	51.3	9.6	0.5	100
III	5.9	15.2	51.2	25.6	2.2	100
IV	1.7	6.9	49.5	35.4	6.5	100
V	1.7	5.4	38.0	34.2	20.8	100
VI	1.2	2.9	34.4	35.6	26.0	100
VII	0.9	2.3	30.5	32.4	33.8	100
VIII	0.5	1.1	25.7	32.7	40.0	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, 5.9% cannot even recognise numbers from 1 to 9, 15.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 51.2% can recognise numbers up to 99 but cannot do subtraction, 25.6% 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

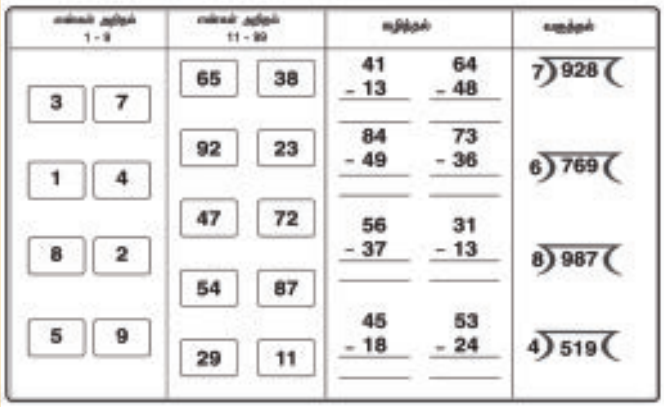


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	27.6	28.2	27.7

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

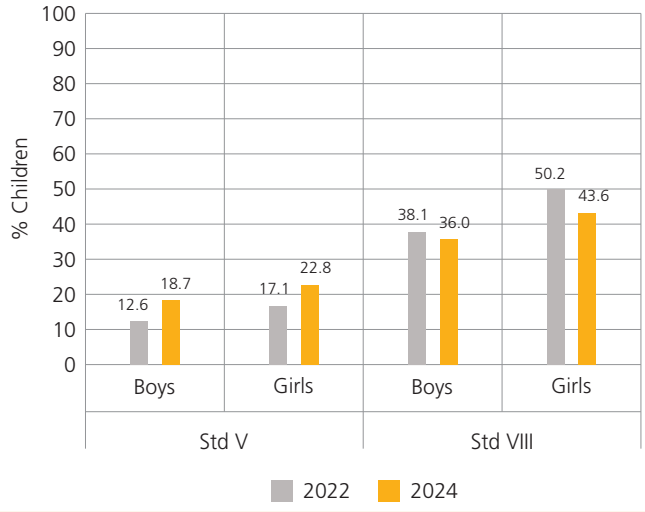
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	20.2	22.1	20.7	37.8	46.8	40.0

*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. 2022 and 2024





Tamil Nadu RURAL

Annual Status of Education Report
ASER 2024 RURAL
Facilitated by PRATHAM

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	91.9	74.3	84.0	29.8
15	92.6	77.4	87.9	32.5
16	92.4	80.6	90.1	36.6
All	92.2	77.2	87.0	32.7

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	93.0	78.8	87.7	35.1
Girls	91.6	75.8	86.4	30.5
All	92.2	77.2	87.0	32.7

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	62.5	76.6	69.9	65.1	63.7
15	65.2	80.1	72.6	68.4	67.3
16	69.0	82.8	81.0	77.8	75.7
All	65.3	79.6	74.2	70.0	68.5

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	66.5	82.5	76.0	73.1	74.2
Girls	64.2	77.1	72.5	67.0	63.2
All	65.3	79.6	74.2	70.0	68.5

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
8:30 in the morning tomorrow நாளை காலை 8:30 மணி	**First woman President of India** இந்தியாவின் முதல் பெண் குடியரசுத் தலைவர்	**PMGDISHA Module 1**
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question a: Find the "PMGDISHA Module 1" video on YouTube.* *Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	76.6	72.2	74.3	86.3	83.2	84.7	77.3	78.1	77.7	87.6	88.5	88.0	96.1	94.4	95.2
15	78.3	76.6	77.4	89.0	83.1	85.9	81.1	80.0	80.5	89.8	88.3	89.0	97.7	96.5	97.0
16	82.5	79.2	80.6	93.9	89.6	91.5	88.5	83.5	85.7	93.9	91.1	92.3	97.9	97.4	97.6
All	78.8	75.8	77.2	89.4	85.2	87.2	81.7	80.4	81.0	90.1	89.2	89.6	97.2	96.0	96.6

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Tamil Nadu RURAL

Annual Status of Education Report
ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	395	522	506	391
Upper primary or higher*	267	228	185	143
Total schools visited	662	750	691	534

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	89.9	91.1	88.8	89.9
% Teachers present (Average)	86.5	93.9	94.4	92.0
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	90.7	91.0	88.1	86.0
% Teachers present (Average)	79.9	91.4	90.8	89.1

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	38.4	49.8	50.5	57.7
Upper primary or higher	3.8	16.3	11.4	14.1

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	77.2	77.8
Upper primary or higher	73.5	78.9

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	96.4	96.2	97.3	97.2
Upper primary or higher	96.3	93.6	96.1	97.3

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	99.4	98.7	99.6	99.2
	Kitchen/shed for cooking mid-day meal	96.7	96.2	95.0	96.6
Drinking water	No facility for drinking water	12.8	9.7	9.2	14.4
	Facility but no drinking water available	6.7	10.1	8.8	7.9
	Drinking water available	80.5	80.2	82.0	77.7
	Total	100	100	100	100
Toilet	No toilet facility	7.0	0.8	1.2	2.6
	Facility but toilet not useable	48.5	9.0	16.0	16.0
	Toilet useable	44.6	90.2	82.9	81.4
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	20.8	3.9	5.9	8.0
	Separate provision but locked	23.0	3.9	6.3	3.0
	Separate provision, unlocked but not useable	21.0	6.0	9.3	11.6
	Separate provision, unlocked and useable	35.1	86.2	78.6	77.5
	Total	100	100	100	100
Library	No library	20.9	16.2	20.0	13.3
	Library but no books being used by children on day of visit	21.3	31.4	25.5	22.4
	Library books being used by children on day of visit	57.8	52.4	54.5	64.3
	Total	100	100	100	100
Electricity	Electricity connection		97.9	98.5	99.2
	Of schools with electricity connection, % schools with electricity available on day of visit		94.5	96.0	96.9
Computer	No computer available for children to use	53.0	42.1	56.7	41.3
	Computer available but not being used by children on day of visit	17.6	28.6	23.8	30.2
	Computer being used by children on day of visit	29.4	29.3	19.4	28.5
	Total	100	100	100	100



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

Tamil Nadu RURAL

Annual Status of Education Report
असर ASER 2024 RURAL
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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	89.2	87.3	76.2	87.3	29.1	44.5
	Upper primary or higher*	93.7	92.3	80.1	82.6	28.9	46.7
Previous academic year (2023-2024)	Primary	92.2	90.3	72.5	87.7	32.2	43.8
	Upper primary or higher	92.8	93.5	80.4	84.2	30.1	45.5

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
Primary	2022	99.0	0.8	0.2	100
	2024	97.2	2.8	0.0	100
Upper primary or higher	2022	97.8	1.6	0.5	100
	2024	97.9	2.1	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	98.6	1.0	0.4	100	
	2024	87.5	12.5	0.0	100	
Upper primary or higher	2022	98.4	1.1	0.5	100	
	2024	90.1	8.5	1.4	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			77.5	82.0		89.5	87.3
Physical education teacher	Separate teacher	3.9	2.5	4.2	12.0	13.6	15.1
	Any other teacher	61.9	47.8	44.5	70.4	46.6	46.8
	No teacher	34.1	49.8	51.3	17.7	39.8	38.1
	Total	100	100	100	100	100	100
Playground in the school		70.7	68.6	67.8	76.9	73.1	66.2
Sports equipment available		70.2	74.0	78.7	80.9	83.7	77.9



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Telangana 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. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	59.8	39.2	0.5	0.5	100
Age 7-16: All	60.6	38.1	0.5	0.7	100
Age 7-10: All	55.9	43.6	0.2	0.3	100
Age 7-10: Boys	52.2	47.4	0.1	0.2	100
Age 7-10: Girls	59.5	39.9	0.3	0.4	100
Age 11-14: All	64.8	33.6	0.9	0.7	100
Age 11-14: Boys	62.6	35.8	0.9	0.8	100
Age 11-14: Girls	67.0	31.4	1.0	0.7	100
Age 15-16: All	67.9	28.9	0.8	2.5	100
Age 15-16: Boys	72.2	25.7	0.0	2.1	100
Age 15-16: Girls	62.6	32.8	1.7	2.9	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. 2006-2024

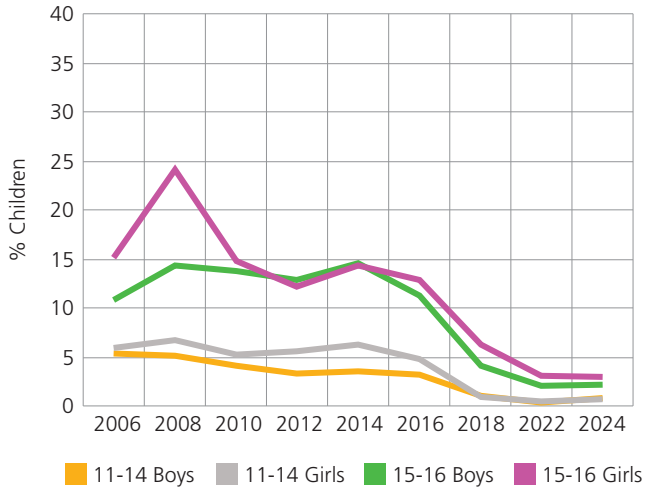
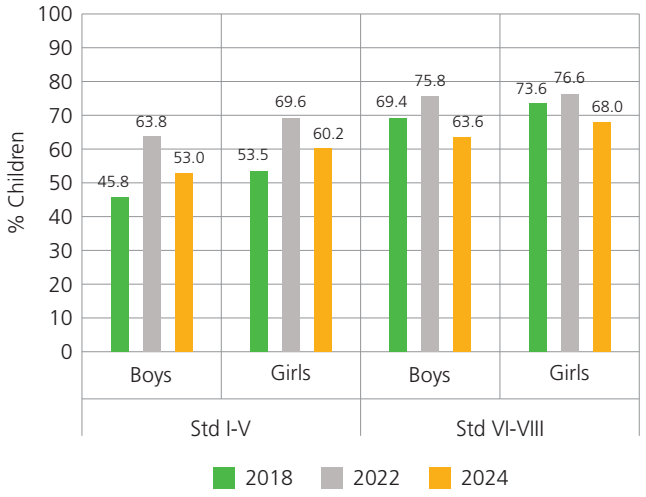


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	81.4	0.3	13.5	0.3	1.1	0.0	3.3	100
Age 4	48.9	1.6	43.5	3.8	1.7	0.0	0.5	100
Age 5	21.7	2.0	48.0	17.9	10.2	0.4	0.0	100
Age 6	2.5	0.9	34.2	37.7	24.3	0.4	0.1	100
Age 7	0.4	0.0	10.3	46.8	41.8	0.2	0.6	100
Age 8	0.0	0.0	1.3	52.0	46.4	0.0	0.3	100

Telangana RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	30.8	42.2	21.9	4.2	0.9	100
II	13.2	37.9	36.0	10.4	2.5	100
III	7.8	26.5	41.3	18.3	6.2	100
IV	4.0	16.6	34.0	28.8	16.6	100
V	2.6	11.6	26.9	27.4	31.6	100
VI	3.8	9.6	18.3	27.7	40.6	100
VII	2.3	10.5	15.7	27.4	44.1	100
VIII	1.6	7.7	11.7	22.7	56.4	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, 7.8% cannot even read letters, 26.5% can read letters but not words or higher, 41.3% can read words but not Std I level text or higher, 18.3% can read Std I level text but not Std II level text, and 6.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

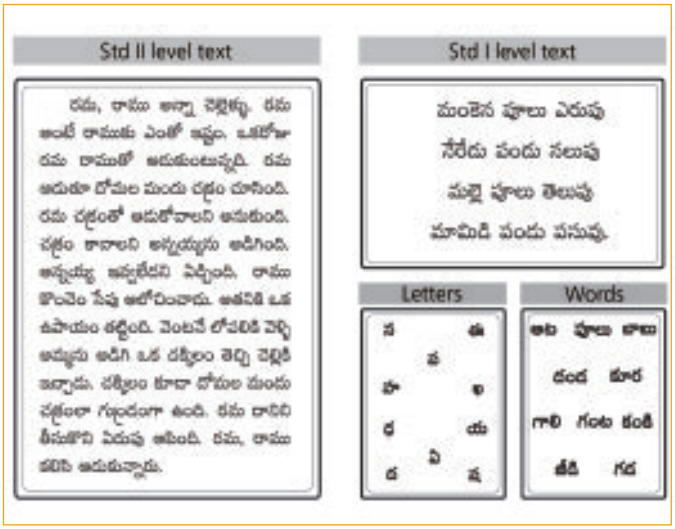


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	6.8	5.4	6.3

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

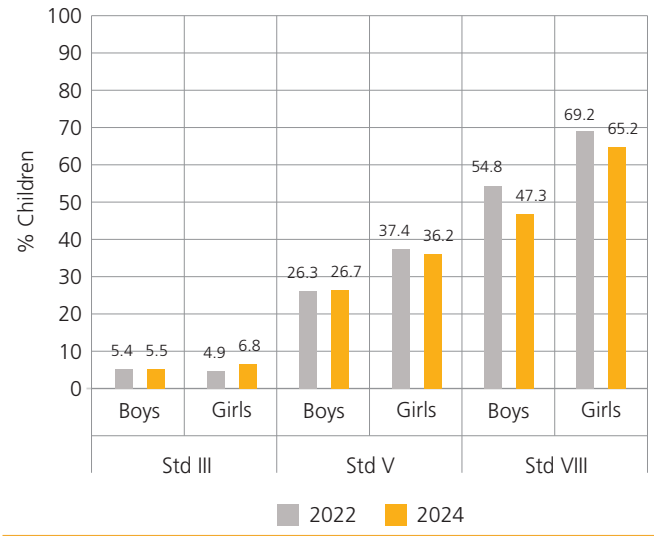
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	53.7	55.7	54.5	73.9	DATA INSUFFICIENT	75.9
2016	40.0		47.1	71.7		76.1
2018	41.3		43.6	63.1		69.5
2022	31.6	32.2	31.7	58.1		61.9
2024	29.3	35.6	31.5	50.8		56.7

*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. 2022 and 2024





Telangana RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	23.0	32.5	41.1	3.0	0.4	100
II	8.2	25.4	53.1	13.0	0.4	100
III	6.0	12.6	50.5	28.5	2.4	100
IV	2.2	6.8	38.9	40.0	12.2	100
V	2.1	4.4	29.7	38.7	25.2	100
VI	2.4	2.5	26.3	38.4	30.4	100
VII	2.2	2.9	22.8	38.4	33.7	100
VIII	2.1	2.6	19.6	34.6	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% cannot even recognise numbers from 1 to 9, 12.6% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 50.5% can recognise numbers up to 99 but cannot do subtraction, 28.5% can do subtraction but cannot do division, and 2.4% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

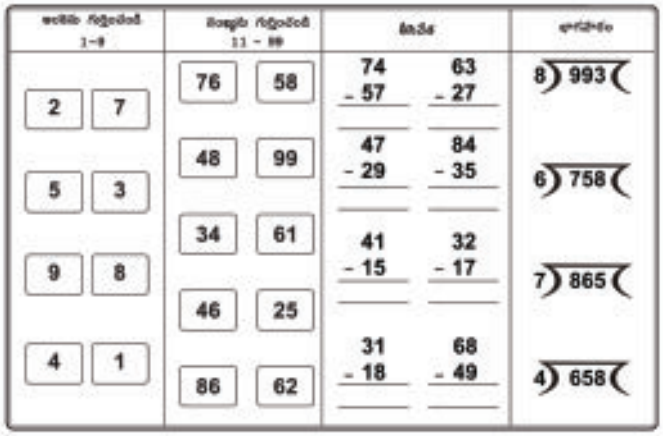


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	29.1	33.8	31.0

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

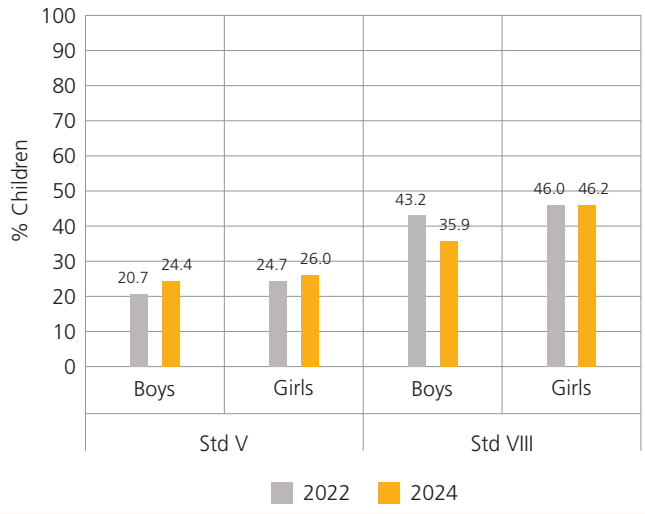
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	29.5	39.7	33.7	43.7	DATA INSUFFICIENT	44.3
2016	26.0		30.4	51.4		54.9
2018	26.7		27.3	43.0		48.7
2022	21.5	26.4	22.7	40.2		44.6
2024	23.9	27.5	25.1	38.5		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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	96.1	72.4	90.5	31.1
15	95.8	74.9	92.0	29.0
16	96.1	82.4	95.8	46.6
All	96.0	75.7	92.3	34.3

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	97.1	78.2	93.7	39.0
Girls	94.7	73.0	90.8	29.0
All	96.0	75.7	92.3	34.3

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	65.7	79.0	55.1	52.1	55.0
15	53.6	82.2	71.2	62.5	62.3
16	63.1	88.4	79.8	71.6	71.8
All	61.1	82.5	67.2	60.8	62.0

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	60.7	84.8	71.8	68.2	71.4
Girls	61.5	79.9	61.9	52.3	50.9
All	61.1	82.5	67.2	60.8	62.0

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
రేపు ఉదయం 8:30కి	First woman President of India	PMGDISHA Module 1
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	73.2	71.7	72.4	DATA INSUFFICIENT		87.0	DATA INSUFFICIENT		82.0	DATA INSUFFICIENT		87.2	DATA INSUFFICIENT		98.6
15	76.3	73.3	74.9			88.6			83.7			90.0			98.1
16	87.8	75.3	82.4			92.5			88.7			88.8			97.7
All	78.2	73.0	75.7			89.0			84.4			88.6			98.1

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Telangana RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	200	196	200	208
Upper primary or higher*	58	63	59	54
Total schools visited	258	259	259	262

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	67.9	74.9	75.5	73.5
% Teachers present (Average)	82.3	84.7	85.5	85.5

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	17.2	34.8	25.9	45.2

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	62.3	61.9

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	84.0	83.2	73.9	76.3

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	98.4	95.8	97.3	91.5
	Kitchen/shed for cooking mid-day meal	71.0	86.4	84.5	80.5
Drinking water	No facility for drinking water	22.8	20.4	21.6	15.8
	Facility but no drinking water available	12.4	22.4	21.6	31.1
	Drinking water available	64.8	57.2	56.9	53.2
	Total	100	100	100	100
Toilet	No toilet facility	23.4	3.5	7.0	5.4
	Facility but toilet not useable	38.1	19.5	19.7	18.9
	Toilet useable	38.6	77.0	73.4	75.7
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	53.1	8.7	13.0	9.2
	Separate provision but locked	9.2	8.7	12.2	4.4
	Separate provision, unlocked but not useable	12.3	10.7	11.0	12.8
	Separate provision, unlocked and useable	25.4	71.9	63.8	73.7
	Total	100	100	100	100
Library	No library	8.0	22.4	19.0	13.9
	Library but no books being used by children on day of visit	14.4	22.0	19.0	29.3
	Library books being used by children on day of visit	77.6	55.7	62.0	56.8
	Total	100	100	100	100
Electricity	Electricity connection		86.4	95.3	98.1
	Of schools with electricity connection, % schools with electricity available on day of visit		86.9	91.4	96.9
Computer	No computer available for children to use	90.7	89.5	85.9	91.1
	Computer available but not being used by children on day of visit	3.0	7.4	11.7	5.1
	Computer being used by children on day of visit	6.2	3.1	2.3	3.9
	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.

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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	76.4	72.2	42.8	60.4	28.4	89.5
	Previous academic year (2023-2024)	82.3	85.2	56.5	63.3	30.6	88.8

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	95.0	3.9	1.2	100
	2024	97.3	2.3	0.4	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	89.8	7.8	2.3	100	
	2024	95.8	1.9	2.3	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			45.9	77.4
Physical education teacher	Separate teacher	10.9	11.8	7.3
	Any other teacher	49.2	52.2	66.1
	No teacher	39.9	35.9	26.6
	Total	100	100	100
Playground in the school		77.0	78.1	83.7
Sports equipment available		59.1	48.6	82.4



*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.

Tripura RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	73.8	25.0	0.9	0.3	100
Age 7-16: All	75.8	22.8	0.6	0.8	100
Age 7-10: All	69.5	30.1	0.3	0.2	100
Age 7-10: Boys	66.6	32.5	0.6	0.3	100
Age 7-10: Girls	72.3	27.7	0.0	0.0	100
Age 11-14: All	79.7	18.8	1.1	0.4	100
Age 11-14: Boys	78.0	19.5	1.7	0.9	100
Age 11-14: Girls	81.4	18.1	0.5	0.0	100
Age 15-16: All	82.6	13.8	0.3	3.4	100
Age 15-16: Boys	83.7	10.9	0.6	4.8	100
Age 15-16: Girls	81.4	16.5	0.0	2.1	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. 2006-2024

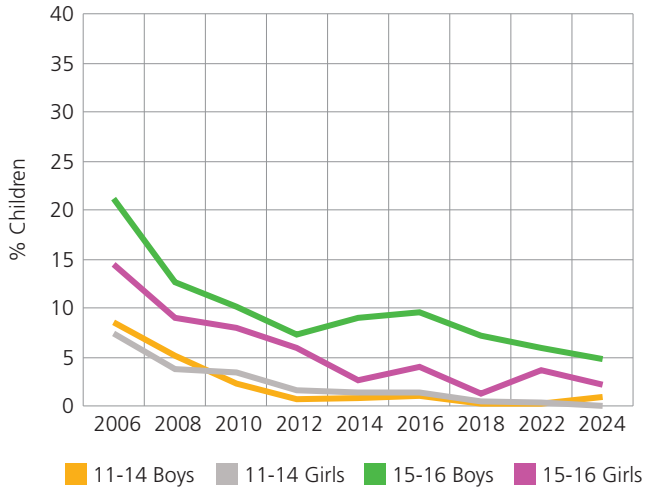
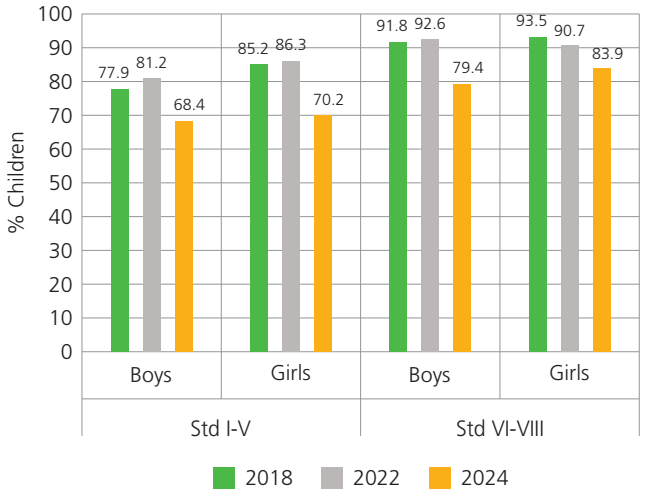


Chart 2: Trends over time
% Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	78.1	1.0	16.4	0.8	0.0	0.0	3.7	100
Age 4	55.2	7.1	34.4	0.0	0.4	0.0	2.9	100
Age 5	47.2	5.0	40.9	2.1	4.8	0.0	0.0	100
Age 6	20.9	2.0	26.6	29.7	18.8	2.1	0.0	100
Age 7	1.4	1.4	8.4	52.8	35.7	0.0	0.4	100
Age 8	0.0	1.2	1.2	65.5	31.3	0.8	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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	7.6	41.2	34.8	13.5	3.0	100
II	5.3	31.9	26.6	23.8	12.5	100
III	5.2	17.0	33.5	23.4	20.9	100
IV	1.1	9.2	28.7	26.7	34.4	100
V	1.1	6.8	26.8	24.7	40.7	100
VI	2.0	2.9	11.3	24.2	59.7	100
VII	0.0	5.2	10.5	19.4	65.0	100
VIII	0.5	3.3	10.0	17.3	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, 5.2% cannot even read letters, 17.0% can read letters but not words or higher, 33.5% can read words but not Std I level text or higher, 23.4% can read Std I level text but not Std II level text, and 20.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

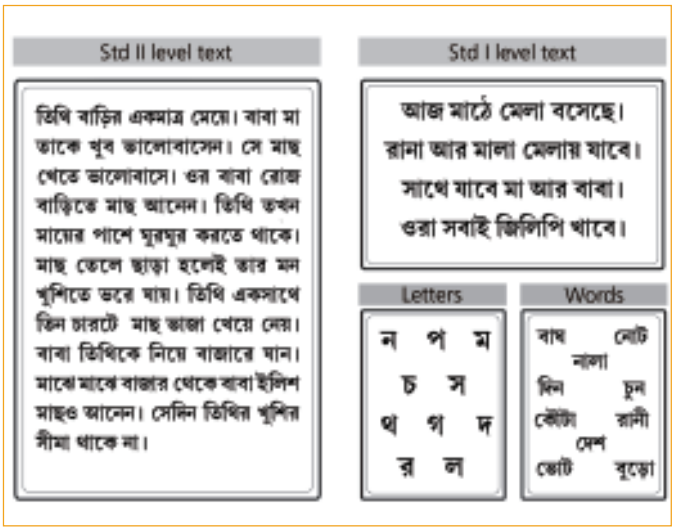


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2014	25.6	DATA INSUFFICIENT	24.4
2016	27.3		28.0
2018	25.3		25.6
2022	15.3		20.0
2024	19.5		21.1

*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 a 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. 2014, 2016, 2018, 2022, 2024

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*
2014	45.2	DATA INSUFFICIENT	45.7	75.0	DATA INSUFFICIENT	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
2024	34.7		41.1	66.6		68.7

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





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 of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	4.6	43.4	40.0	11.1	0.9	100
II	1.9	34.6	38.2	24.0	1.3	100
III	3.3	17.0	46.6	30.5	2.7	100
IV	2.0	10.5	41.7	34.4	11.4	100
V	1.5	12.6	35.2	28.7	22.0	100
VI	0.9	5.2	27.7	39.5	26.7	100
VII	1.2	2.9	23.5	36.9	35.6	100
VIII	0.3	3.9	21.3	35.1	39.4	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, 3.3% cannot even recognise numbers from 1 to 9, 17% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 46.6% can recognise numbers up to 99 but cannot do subtraction, 30.5% can do subtraction but cannot do division, and 2.7% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

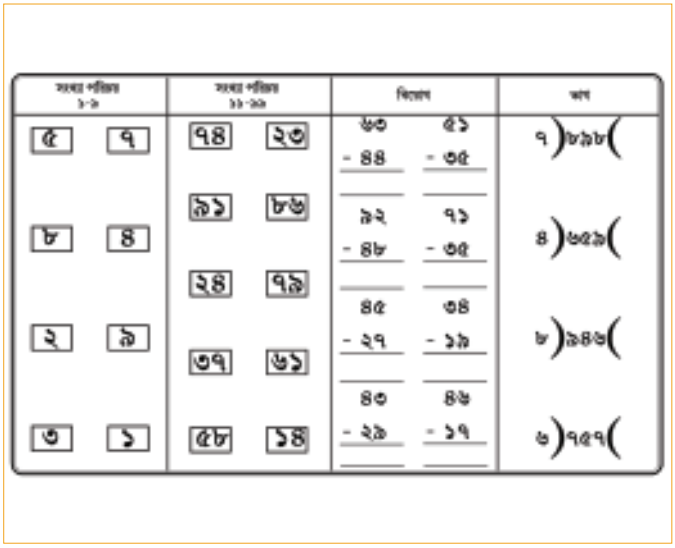


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2014	35.8	DATA INSUFFICIENT	38.4
2016	33.0		36.0
2018	33.1		34.8
2022	29.0		32.4
2024	28.0		32.7

*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. 2014, 2016, 2018, 2022, 2024

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*
2014	20.8	DATA INSUFFICIENT	22.6	45.1	DATA INSUFFICIENT	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
2024	17.6		22.2	37.5		39.6

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





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	87.7	71.8	86.6	11.8
15	90.0	78.1	91.0	18.3
16	DATA INSUFFICIENT			
All	90.0	76.6	89.3	20.4

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	88.0	75.0	90.1	18.5
Girls	92.1	78.3	88.4	22.2
All	90.0	76.6	89.3	20.4

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	58.4	79.2	51.6	42.8	48.7
15	60.6	87.6	62.9	57.8	69.6
16	DATA INSUFFICIENT				
All	60.8	82.9	59.7	54.4	61.9

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	59.5	79.6	60.0	53.6	64.7
Girls	62.2	86.2	59.5	55.1	59.4
All	60.8	82.9	59.7	54.4	61.9

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
আগামীকাল সকাল 8:30 মিনিট	ভারতবর্ষের প্রথম মহিলা রাষ্ট্রপতি	PMGDISHA Module 1
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:												
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it			
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	
14	DATA INSUFFICIENT		71.8	DATA INSUFFICIENT												
15			78.1													
16																
All			76.6	85.1	80.8	82.9	75.0	78.1	76.6	85.8	88.5	87.2	95.2	95.7	95.4	

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.
Note: Data for schools has not been presented for Tripura as schools were not surveyed due to logistical constraints.

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 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	49.1	45.5	1.5	3.9	100
Age 7-16: All	45.8	48.2	1.4	4.6	100
Age 7-10: All	54.1	42.0	1.6	2.4	100
Age 7-10: Boys	50.1	46.1	1.5	2.2	100
Age 7-10: Girls	58.2	37.6	1.6	2.6	100
Age 11-14: All	43.6	51.0	1.4	4.0	100
Age 11-14: Boys	41.0	54.2	1.3	3.5	100
Age 11-14: Girls	46.3	47.7	1.5	4.7	100
Age 15-16: All	28.1	58.2	0.7	13.0	100
Age 15-16: Boys	28.8	59.9	0.6	10.7	100
Age 15-16: Girls	27.6	56.6	0.8	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. 2006-2024

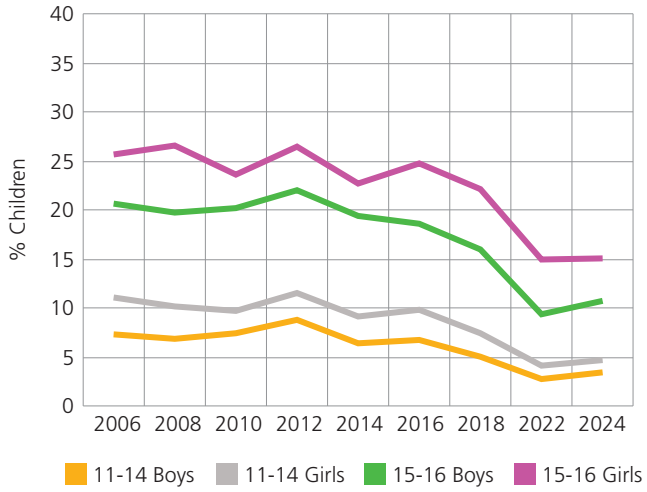
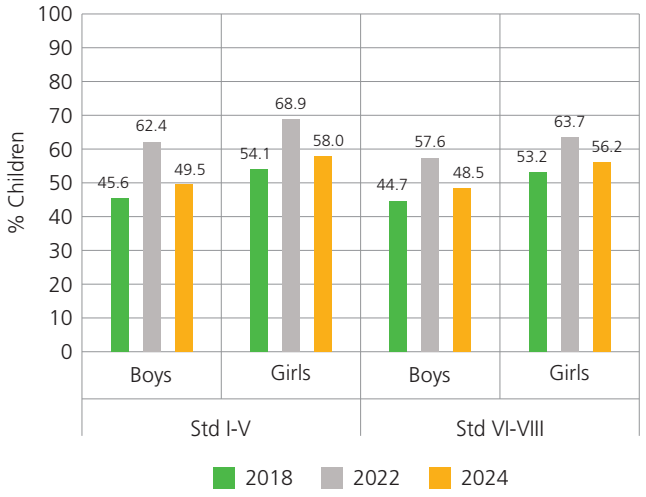


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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	38.7	1.0	19.8	5.3	2.0	0.2	33.0	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	5.0	100
Age 7	1.8	0.5	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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

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	0.6	11.0	0.9	0.8	0.1	52.1	100
Age 4	38.5	1.1	25.2	2.4	2.5	0.3	30.0	100
Age 5	28.3	1.0	33.8	12.4	8.8	0.8	14.9	100
Age 6	10.0	0.5	25.2	35.0	20.4	1.2	7.7	100
Age 7	2.3	0.3	16.0	45.0	31.7	1.1	3.7	100
Age 8	0.6	0.2	6.0	50.1	39.5	1.7	2.0	100

Uttar Pradesh RURAL

Annual Status of Education Report
असर ASER 2024 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 of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	29.8	42.3	14.4	7.5	6.0	100
II	12.5	31.3	20.6	16.2	19.5	100
III	7.7	21.5	17.6	19.0	34.3	100
IV	4.4	13.7	12.5	20.3	49.2	100
V	3.9	10.8	10.6	18.4	56.4	100
VI	2.8	9.6	7.7	16.7	63.3	100
VII	1.9	8.6	6.1	14.2	69.1	100
VIII	1.6	6.2	5.4	11.7	75.1	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, 7.7% cannot even read letters, 21.5% can read letters but not words or higher, 17.6% can read words but not Std I level text or higher, 19% can read Std I level text but not Std II level text, and 34.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

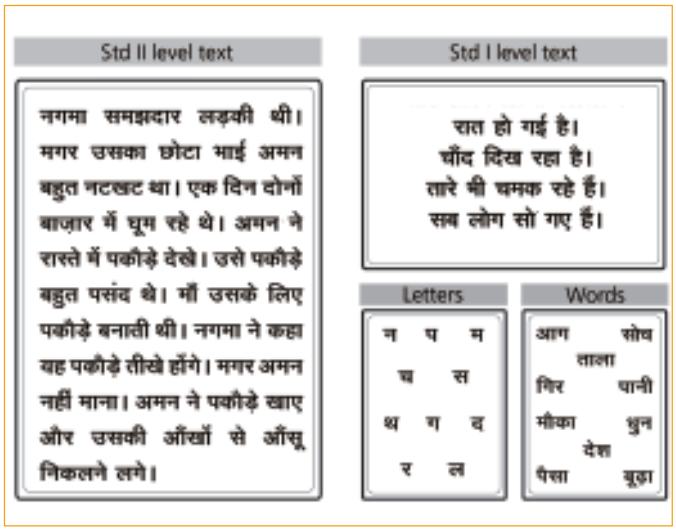


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	27.9	43.0	34.4

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

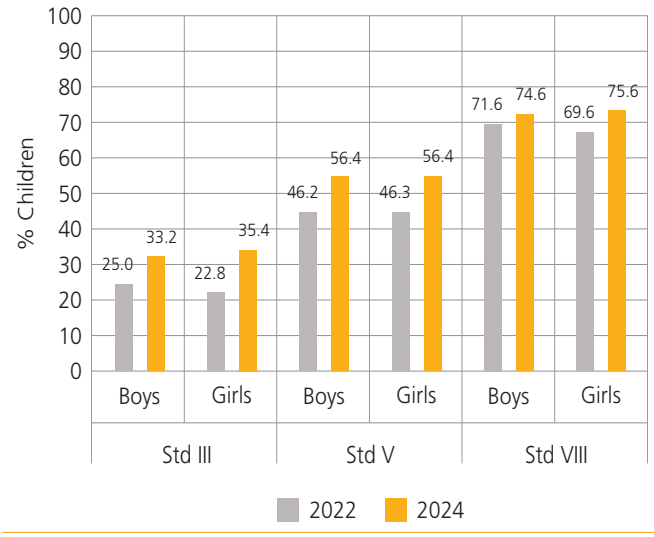
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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	63.2	46.4	62.6	82.8	70.7
2024	50.5	65.6	56.5	67.3	84.4	75.1

*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. 2022 and 2024





Uttar Pradesh RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	24.1	42.0	25.6	6.6	1.8	100
II	8.1	33.3	35.2	16.9	6.6	100
III	5.3	23.0	31.2	24.2	16.4	100
IV	2.5	16.1	26.3	25.7	29.4	100
V	2.1	11.4	23.9	23.2	39.4	100
VI	1.5	9.2	23.8	21.6	44.0	100
VII	1.0	6.6	22.2	20.0	50.2	100
VIII	0.9	5.5	19.6	18.9	55.2	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, 5.3% cannot even recognise numbers from 1 to 9, 23% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 31.2% can recognise numbers up to 99 but cannot do subtraction, 24.2% can do subtraction but cannot do division, and 16.4% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

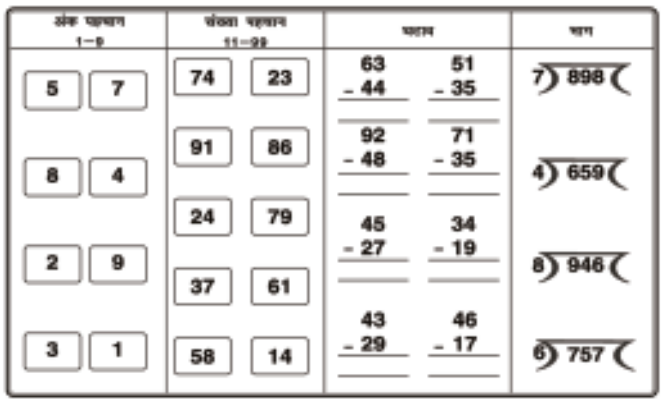


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	31.6	52.6	40.7

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

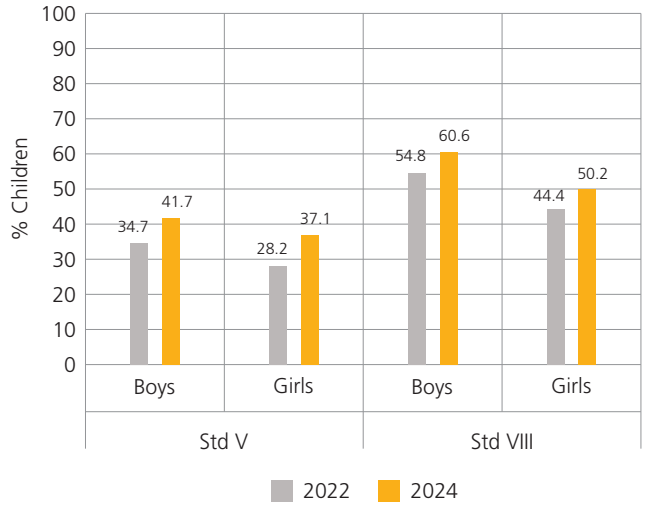
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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	46.7	31.7	41.7	60.9	49.4
2024	31.8	51.2	39.5	45.6	66.8	55.3

*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. 2022 and 2024





Uttar Pradesh RURAL

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	86.9	58.3	78.6	43.0
15	86.4	59.5	80.8	46.1
16	87.3	66.3	84.0	52.1
All	86.8	60.8	80.8	46.6

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	88.0	66.0	84.7	50.5
Girls	85.7	56.2	77.2	42.7
All	86.8	60.8	80.8	46.6

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	50.4	72.6	52.0	43.2	46.9
15	51.7	73.3	56.4	48.0	52.3
16	54.1	77.4	63.8	56.1	59.8
All	51.9	74.1	56.9	48.5	52.5

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	53.2	78.4	60.8	53.9	60.5
Girls	50.5	69.9	52.6	42.7	43.6
All	51.9	74.1	56.9	48.5	52.5

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	PMGDISHA Module 1 (पी.एम.जी.दिशा मॉड्यूल 1)
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	60.8	55.7	58.3	76.7	62.0	69.7	78.7	75.8	77.3	86.5	82.1	84.4	90.0	83.9	87.1
15	66.0	53.8	59.5	77.5	68.0	72.9	81.5	79.9	80.7	88.2	85.1	86.7	92.3	85.6	89.1
16	74.5	59.7	66.3	81.3	70.0	75.7	83.0	79.9	81.5	89.9	85.3	87.6	94.4	90.5	92.5
All	66.0	56.2	60.8	78.3	66.4	72.5	80.9	78.4	79.7	88.0	84.0	86.1	92.1	86.5	89.4

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Uttar Pradesh RURAL

Annual Status of Education Report
असर ASER 2024 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	1633	1606	1357	1338
Upper primary or higher*	263	392	673	692
Total schools visited	1896	1998	2030	2030

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

Primary	2010	2018	2022	2024
% Enrolled children present (Average)	57.6	59.9	57.1	71.4
% Teachers present (Average)	81.0	85.2	79.5	85.5
Upper primary or higher	**2010**	**2018**	**2022**	**2024**
% Enrolled children present (Average)	57.6	59.5	54.4	69.1
% Teachers present (Average)	79.8	87.0	80.4	84.5

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary	5.3	12.4	11.4	25.5
Upper primary or higher	0.4	2.3	0.8	2.1

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
Primary	50.6	51.4
Upper primary or higher	36.9	38.3

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
Primary	96.4	95.8	78.4	80.4
Upper primary or higher	95.0	95.2	78.4	81.5

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	71.3	93.3	94.2	95.4
	Kitchen/shed for cooking mid-day meal	89.3	95.4	94.0	91.3
Drinking water	No facility for drinking water	6.9	3.3	3.3	5.5
	Facility but no drinking water available	10.9	11.5	8.7	6.0
	Drinking water available	82.2	85.1	88.0	88.5
	Total	100	100	100	100
Toilet	No toilet facility	6.7	3.0	1.2	0.5
	Facility but toilet not useable	45.9	24.4	16.9	9.6
	Toilet useable	47.4	72.7	82.0	89.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	24.9	8.4	3.5	1.7
	Separate provision but locked	25.3	6.5	3.2	2.1
	Separate provision, unlocked but not useable	15.9	17.9	15.3	7.9
	Separate provision, unlocked and useable	33.9	67.2	78.0	88.3
	Total	100	100	100	100
Library	No library	51.4	36.9	6.6	1.5
	Library but no books being used by children on day of visit	25.8	27.5	25.9	20.8
	Library books being used by children on day of visit	22.9	35.7	67.5	77.6
	Total	100	100	100	100
Electricity	Electricity connection		66.5	94.8	97.1
	Of schools with electricity connection, % schools with electricity available on day of visit		55.2	75.8	85.9
Computer	No computer available for children to use	98.6	96.7	94.0	89.1
	Computer available but not being used by children on day of visit	1.1	2.6	4.9	7.7
	Computer being used by children on day of visit	0.3	0.7	1.2	3.2
	Total	100	100	100	100

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



Uttar Pradesh RURAL

Annual Status of Education Report
असर ASER 2024 RURAL
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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
Current academic year (2024-2025)	Primary*	95.4	97.5	89.5	87.6	63.9	96.3
	Upper primary or higher*	95.7	96.2	89.0	88.3	65.1	94.2
Previous academic year (2023-2024)	Primary	95.3	97.9	94.6	88.9	72.6	96.7
	Upper primary or higher	97.1	98.0	93.2	90.9	71.6	96.3

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	68.8	21.8	9.4	100	7.6
	2024	96.7	3.1	0.2	100	
Upper primary or higher	2022	64.6	25.1	10.3	100	7.4
	2024	97.7	2.3	0.0	100	

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
Primary	2022	21.9	19.8	58.3	100	94.0
	2024	20.2	27.0	52.8	100	99.4
Upper primary or higher	2022	20.8	18.0	61.3	100	95.6
	2024	17.4	26.1	56.5	100	99.0

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		Primary			Upper primary or higher		
		2018	2022	2024	2018	2022	2024
Weekly time allotted for physical education for every class			87.1	93.4		92.0	95.1
Physical education teacher	Separate teacher	5.0	3.7	4.4	15.6	25.5	23.6
	Any other teacher	72.9	77.1	78.6	66.9	61.1	64.8
	No teacher	22.1	19.2	17.1	17.5	13.5	11.6
	Total	100	100	100	100	100	100
Playground in the school		69.0	68.0	66.2	80.8	81.8	80.6
Sports equipment available		55.2	95.5	95.8	64.8	96.3	98.5



*Primary schools offer Std I-IV/V; upper primary schools offer Std I-VI/VII/VIII.
**Schools could have received TLM, funds to purchase TLM, or both.

Uttarakhand RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 12 OUT OF 13 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	62.8	35.4	1.0	0.8	100
Age 7-16: All	63.9	33.9	0.8	1.4	100
Age 7-10: All	61.2	37.2	1.0	0.6	100
Age 7-10: Boys	58.7	39.9	1.1	0.3	100
Age 7-10: Girls	63.7	34.6	0.8	0.9	100
Age 11-14: All	64.9	33.5	0.7	0.9	100
Age 11-14: Boys	61.8	37.4	0.3	0.6	100
Age 11-14: Girls	68.2	29.5	1.1	1.3	100
Age 15-16: All	67.9	27.2	0.5	4.3	100
Age 15-16: Boys	65.1	30.9	0.4	3.6	100
Age 15-16: Girls	70.5	23.8	0.7	5.0	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. 2006-2024

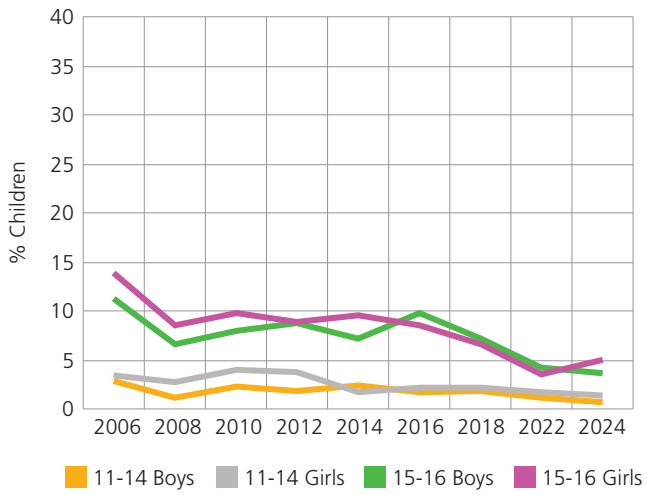
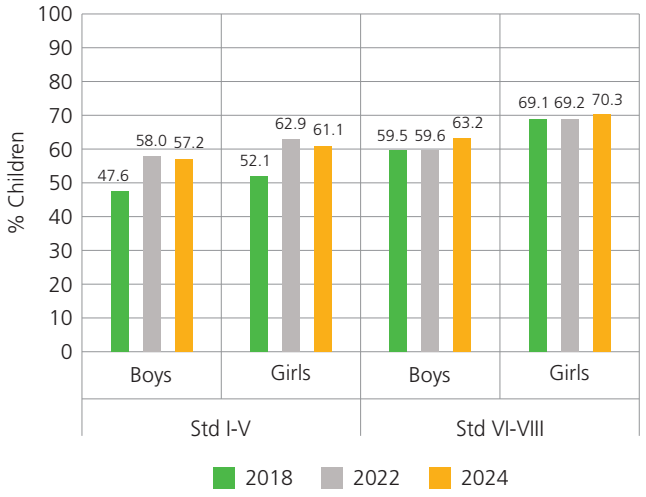


Chart 2: Trends over time
% Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	61.3	0.1	17.1	0.5	2.1	0.0	18.9	100
Age 4	57.7	2.2	27.5	2.3	4.6	0.4	5.4	100
Age 5	36.9	2.6	40.2	8.6	9.0	0.0	2.7	100
Age 6	13.2	1.0	27.8	33.7	21.8	2.0	0.6	100
Age 7	1.7	0.2	9.3	51.5	35.9	0.8	0.7	100
Age 8	0.3	0.0	1.6	58.8	37.8	1.0	0.5	100

Uttarakhand RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	25.9	37.7	14.8	7.9	13.6	100
II	10.5	29.0	17.7	17.5	25.3	100
III	5.1	20.3	14.9	20.3	39.4	100
IV	3.7	13.3	10.3	19.8	53.0	100
V	2.8	8.7	7.0	17.7	63.9	100
VI	2.0	5.9	6.4	17.2	68.5	100
VII	1.7	5.9	4.6	11.4	76.5	100
VIII	0.3	3.6	3.8	10.0	82.3	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, 5.1% cannot even read letters, 20.3% can read letters but not words or higher, 14.9% 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 39.4% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

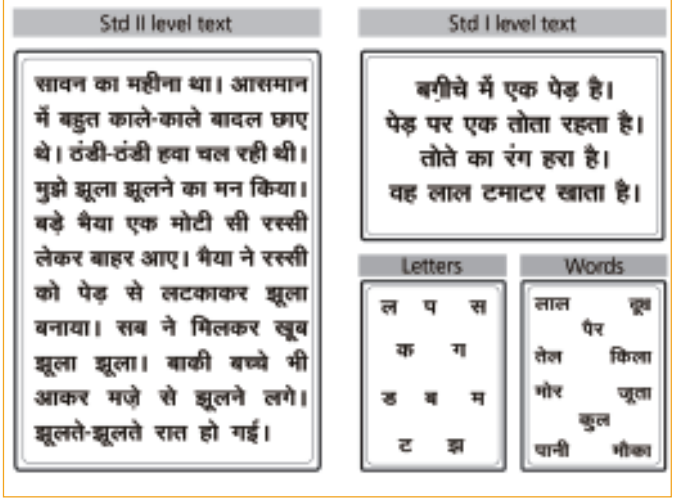


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
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
2024	35.6	45.1	39.5

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

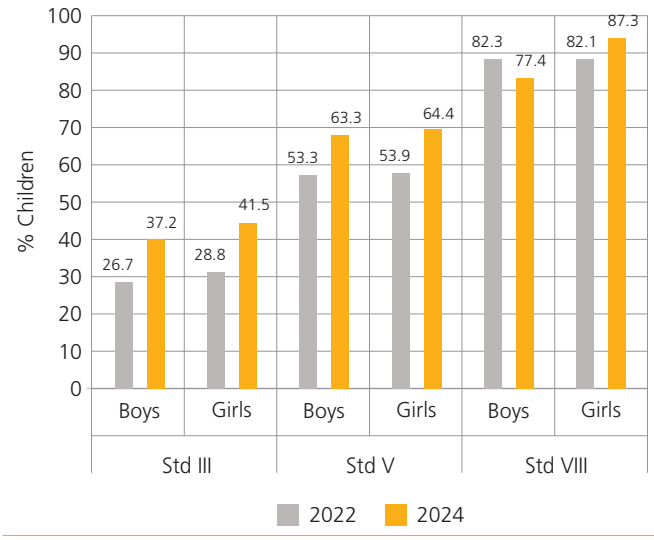
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	60.3	71.5	64.1	80.9	85.0	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. 2022 and 2024





Uttarakhand RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	18.3	32.7	34.9	5.7	8.5	100
II	6.5	27.5	41.1	12.9	12.0	100
III	3.0	20.7	40.3	17.0	19.0	100
IV	1.5	16.0	36.5	15.6	30.4	100
V	1.2	9.2	29.3	20.4	39.8	100
VI	0.9	4.9	32.0	20.5	41.7	100
VII	1.6	4.9	29.2	15.7	48.6	100
VIII	0.4	1.9	29.0	16.2	52.5	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% cannot even recognise numbers from 1 to 9, 20.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 40.3% can recognise numbers up to 99 but cannot do subtraction, 17% can do subtraction but cannot do division, and 19% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

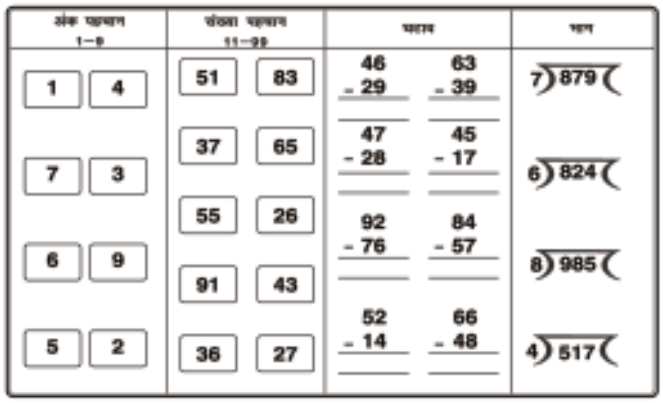


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
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
2024	26.7	49.7	36.0

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

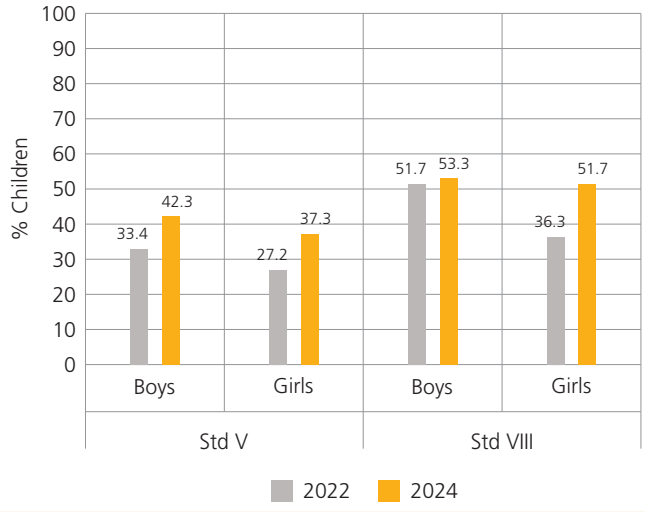
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
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
2024	35.4	48.9	40.0	45.2	68.9	52.7

*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. 2022 and 2024





Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	93.2	65.7	88.5	10.8
15	92.5	64.7	89.4	12.5
16	93.3	70.8	90.3	26.9
All	93.0	66.9	89.3	16.3

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	94.7	69.9	91.0	20.6
Girls	91.4	64.1	87.8	12.0
All	93.0	66.9	89.3	16.3

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	60.3	77.7	64.9	60.9	63.5
15	60.9	78.6	76.2	74.6	70.2
16	63.3	84.1	81.3	76.3	76.4
All	61.4	80.0	73.8	70.4	69.9

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	62.0	80.7	74.2	72.2	75.4
Girls	60.9	79.3	73.4	68.7	64.5
All	61.4	80.0	73.8	70.4	69.9

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	PMGDISHA Module 1 (पी.एम.जी.दिशा मॉड्यूल 1)
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question a: Find the "PMGDISHA Module 1" video on YouTube.* *Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	68.5	62.7	65.7	84.1	76.4	80.5	84.5	87.0	85.7	82.3	82.4	82.3	93.3	85.7	89.8
15	66.4	63.1	64.7	86.9	77.6	82.3	84.2	84.0	84.1	86.4	85.4	85.9	93.6	87.6	90.6
16	75.4	66.6	70.8	93.8	85.0	89.4	89.7	89.3	89.5	89.4	91.0	90.2	96.7	96.4	96.6
All	69.9	64.1	66.9	88.1	79.6	84.0	86.1	86.8	86.4	85.8	86.3	86.0	94.5	90.1	92.4

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

Uttarakhand 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	321	286	277	262
Upper primary or higher*	16	10	3	4
Total schools visited	337	296	280	266

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	89.7	82.9	82.2	86.6
% Teachers present (Average)	90.9	86.2	89.1	84.9

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	69.0	73.1	74.0	79.0

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	80.1	81.2

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	88.9	89.9	83.8	83.3

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	95.0	88.1	97.1	98.9
	Kitchen/shed for cooking mid-day meal	96.3	98.0	94.9	98.9
Drinking water	No facility for drinking water	22.1	13.2	7.6	6.5
	Facility but no drinking water available	9.7	11.2	8.0	6.9
	Drinking water available	68.3	75.6	84.4	86.6
	Total	100	100	100	100
Toilet	No toilet facility	5.8	1.7	1.4	1.9
	Facility but toilet not useable	40.9	12.5	22.2	7.6
	Toilet useable	53.4	85.8	76.3	90.5
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	47.7	17.8	18.4	11.6
	Separate provision but locked	11.5	5.1	14.0	2.7
	Separate provision, unlocked but not useable	16.9	9.9	9.0	5.8
	Separate provision, unlocked and useable	24.0	67.2	58.6	79.8
	Total	100	100	100	100
Library	No library	52.3	15.3	10.4	1.8
	Library but no books being used by children on day of visit	27.2	58.6	33.7	41.0
	Library books being used by children on day of visit	20.4	26.1	55.9	57.1
	Total	100	100	100	100
Electricity	Electricity connection		86.3	93.1	95.0
	Of schools with electricity connection, % schools with electricity available on day of visit		74.8	90.2	92.8
Computer	No computer available for children to use	93.3	90.2	60.6	40.4
	Computer available but not being used by children on day of visit	5.2	9.1	32.1	40.4
	Computer being used by children on day of visit	1.5	0.7	7.3	19.3
	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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	89.4	84.6	50.0	60.3	37.6	63.3
	Previous academic year (2023-2024)	88.6	86.6	60.5	64.9	38.3	66.4

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	93.6	5.4	1.1	100
	2024	97.7	2.3	0.0	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	49.5	16.1	34.4	100	16.1
	2024	91.6	5.0	3.4	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			90.0	96.2
Physical education teacher	Separate teacher	7.5	5.7	3.8
	Any other teacher	70.4	79.6	80.9
	No teacher	22.1	14.7	15.3
	Total	100	100	100
Playground in the school		68.8	73.0	75.0
Sports equipment available		50.5	91.0	90.4



*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.

West Bengal RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 18 OUT OF 18 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

School enrollment

Table 1: % Children enrolled in different types of schools. By age group and sex. 2024

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	89.6	8.7	0.7	0.9	100
Age 7-16: All	90.3	7.3	0.8	1.6	100
Age 7-10: All	86.4	12.8	0.4	0.4	100
Age 7-10: Boys	84.8	14.2	0.5	0.4	100
Age 7-10: Girls	87.9	11.4	0.3	0.4	100
Age 11-14: All	93.9	3.8	1.1	1.3	100
Age 11-14: Boys	93.0	4.7	0.7	1.6	100
Age 11-14: Girls	94.7	2.9	1.3	1.1	100
Age 15-16: All	91.1	2.0	1.5	5.4	100
Age 15-16: Boys	86.6	2.3	1.9	9.2	100
Age 15-16: Girls	94.4	1.8	1.2	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. 2006-2024

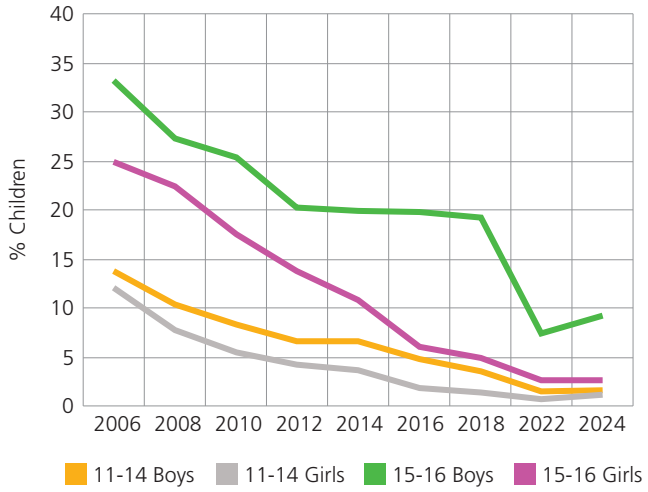
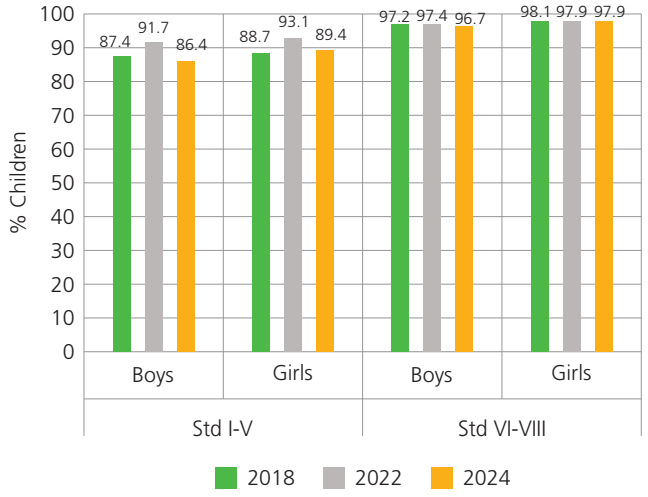


Chart 2: Trends over time
% Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024





Young children in pre-school and school

Table 2: % 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

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2024

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	89.4	0.7	2.9	0.9	0.3	0.0	5.9	100
Age 4	77.1	2.2	13.4	1.5	0.5	0.0	5.3	100
Age 5	55.3	10.3	23.8	6.0	1.8	0.2	2.7	100
Age 6	11.5	23.7	20.0	36.7	7.1	0.1	1.1	100
Age 7	0.8	5.8	8.4	71.5	12.5	0.4	0.7	100
Age 8	0.1	0.4	1.5	82.7	14.5	0.4	0.4	100

West Bengal RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	15.9	33.4	27.9	12.9	9.9	100
II	9.2	20.2	22.7	21.5	26.4	100
III	6.1	15.3	19.9	22.4	36.3	100
IV	5.2	11.1	16.4	20.3	47.0	100
V	3.5	9.5	13.8	18.6	54.6	100
VI	2.7	7.5	10.8	17.3	61.7	100
VII	1.8	6.6	11.1	15.8	64.8	100
VIII	2.0	3.4	8.3	15.1	71.3	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, 6.1% cannot even read letters, 15.3% can read letters but not words or higher, 19.9% can read words but not Std I level text or higher, 22.4% can read Std I level text but not Std II level text, and 36.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

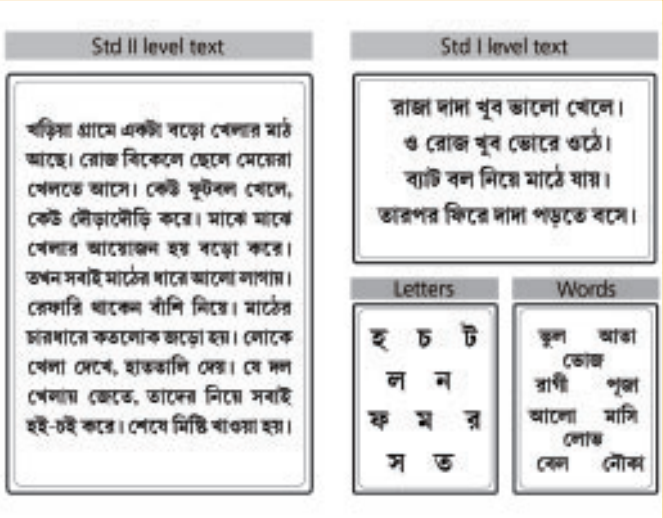


Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2014	32.9	DATA INSUFFICIENT	36.3
2016	34.0		38.5
2018	36.6		39.9
2022	32.6		33.1
2024	34.0		36.3

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

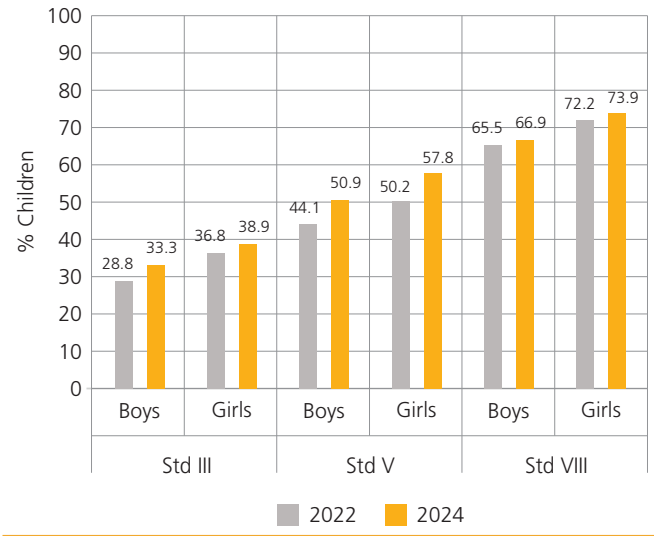
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read a Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	51.8	DATA INSUFFICIENT	53.1	76.3	DATA INSUFFICIENT	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
2024	53.9		54.6	71.3		71.3

*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. 2022 and 2024





West Bengal RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group of 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. 2024

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	14.3	42.8	31.2	9.0	2.7	100
II	6.6	28.2	34.6	17.4	13.2	100
III	4.4	19.5	35.2	18.6	22.3	100
IV	2.8	14.1	35.2	18.8	29.2	100
V	2.4	11.8	32.9	17.9	35.0	100
VI	2.3	8.2	37.9	17.3	34.2	100
VII	1.0	7.1	38.9	20.2	32.8	100
VIII	1.4	5.6	39.6	19.6	33.7	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, 4.4% cannot even recognise numbers from 1 to 9, 19.5% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 35.2% can recognise numbers up to 99 but cannot do subtraction, 18.6% can do subtraction but cannot do division, and 22.3% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

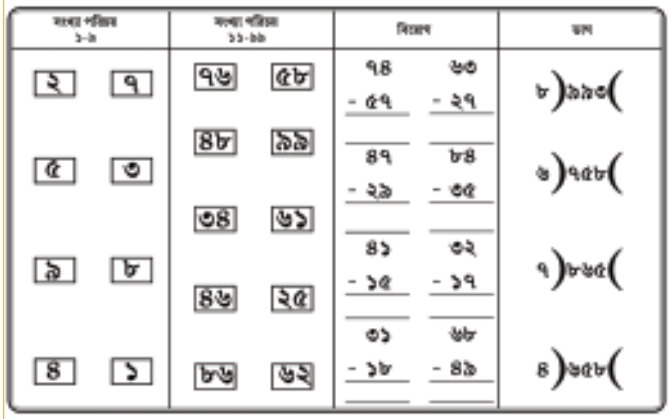


Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2022, 2024

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2014	33.0	DATA INSUFFICIENT	36.2
2016	35.5		40.4
2018	35.5		38.7
2022	32.4		34.3
2024	37.5		41.0

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

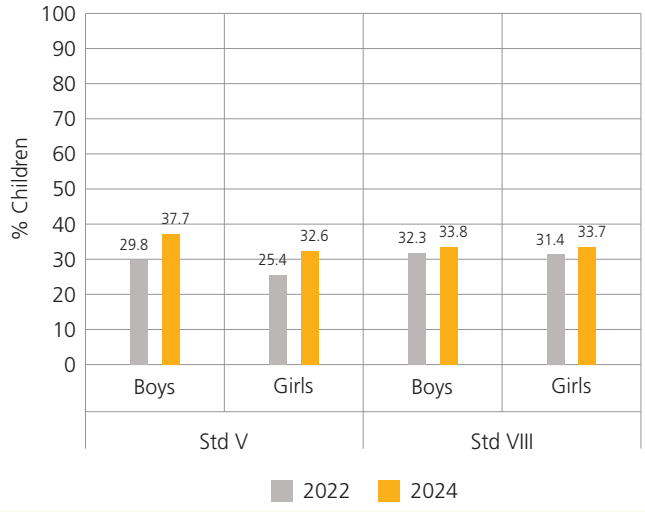
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2022, 2024

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*
2014	31.3	DATA INSUFFICIENT	32.5	40.4	DATA INSUFFICIENT	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
2024	34.3		34.9	33.5		33.8

*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. 2022 and 2024





West Bengal RURAL

Data is not presented where sample size is insufficient.

Digital literacy: For children aged 14-16

The digital literacy section in ASER 2024 consists of two parts: a set of self-reported questions as well as a one-on-one assessment.

Access, ownership, and use of smartphones (Self-reported)

Table 10: Smartphone availability and use. By age. 2024

Age	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14	82.6	62.2	82.6	6.8
15	84.3	67.8	85.5	11.0
16	87.2	71.7	86.8	25.8
All	84.4	66.6	84.7	13.4

Table 11: Smartphone availability and use. By sex. 2024

Sex	% Children who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Boys	86.1	71.6	88.2	19.0
Girls	83.1	63.3	82.4	9.5
All	84.4	66.6	84.7	13.4

Table 12: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By age. 2024**

Age	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
14	40.5	73.5	40.0	26.9	37.4
15	42.5	76.2	53.1	41.0	46.5
16	47.8	79.6	58.9	50.3	56.0
All	43.2	76.1	49.7	38.3	45.7

Table 13: Of those who know how to use a smartphone, % children who used a smartphone in the reference week for any educational activity or social media activity, and know how to use safety features. By sex. 2024**

Sex	% Children who did any education-related activity in the reference week	% Children who used any social media in the reference week	Of those who used social media, % children who can:		
			Block/ report a profile	Make a profile private	Change password
Boys	44.5	78.8	48.7	42.8	56.5
Girls	42.2	74.2	50.5	34.9	37.7
All	43.2	76.1	49.7	38.3	45.7

Digital tasks (Administered one-on-one to surveyed children)

ALARM	BROWSING FOR INFORMATION	FINDING AND SHARING A YOUTUBE VIDEO
আগামীকাল সকাল 8:30 মিনিট	ভারতবর্ষের প্রথম মহিলা রাষ্ট্রপতি	PMGDISHA Module 1
		Question a: Find the "PMGDISHA Module 1" video on YouTube.
Question: Set an alarm for 8:30 in the morning.	*Question: Search on the phone and tell me the name of the first woman President of India.*	*Question b: If could find video, then send/share it with a friend/family member using WhatsApp or Telegram.*

Table 14: % Children who could do digital tasks on a smartphone. By age and sex. 2024

Age	% Children who could bring a smartphone to do digital tasks*			Of those who could bring a smartphone, % who could do the following tasks:											
				Setting an alarm			Browsing for information			Finding YouTube video			Of those who found video, % able to share it		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
14	67.2	58.8	62.2	64.2	50.3	56.3	59.4	56.3	57.7	81.9	78.8	80.1	85.5	73.2	78.6
15	72.2	65.2	67.8	68.1	53.0	58.9	59.1	61.6	60.6	84.0	83.7	83.8	89.3	82.4	85.1
16	77.3	67.6	71.7	78.4	57.5	67.1	69.2	61.6	65.1	91.8	85.7	88.5	91.4	88.4	89.8
All	71.6	63.3	66.6	69.9	53.3	60.3	62.4	59.7	60.9	85.7	82.4	83.8	88.6	80.9	84.3

*Children were asked to bring a smartphone with good connectivity during the survey to do the digital tasks.
**Reference week implies the 7 days prior to the survey.

West Bengal 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 15: Trends over time
Number of schools visited. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
Primary*	406	437	470	467
Upper primary or higher*	2	4	10	2
Total schools visited	408	441	480	469

Table 16: Trends over time
Student and teacher attendance on the day of visit. 2010, 2018, 2022, 2024

All schools**	2010	2018	2022	2024
% Enrolled children present (Average)	68.5	54.9	68.2	64.3
% Teachers present (Average)	85.6	76.7	86.3	83.8

Table 17: Trends over time
% Schools with total enrollment of 60 or less. 2010, 2018, 2022, 2024

	2010	2018	2022	2024
All schools	10.1	20.2	22.5	30.0

Table 18: Multigrade classes. 2024

% Schools	Std I children observed sitting with any other Std	Std II children observed sitting with any other Std
All schools	66.5	57.0

Table 19: Observation of Teaching Learning Material (TLM) in classrooms. 2024

% Schools	TLM observed in classroom (apart from textbooks)		Of those schools with TLM, work done by students displayed in classroom	
	Std I	Std II	Std I	Std II
All schools	76.7	74.4	65.1	66.1

School facilities

Table 20: Trends over time
% Schools with selected facilities. 2010, 2018, 2022, 2024

% Schools with		2010	2018	2022	2024
Mid-day meal	Mid-day meal served in school on day of visit	63.4	81.6	92.5	84.9
	Kitchen/shed for cooking mid-day meal	86.3	94.0	95.8	93.8
Drinking water	No facility for drinking water	19.3	8.0	12.3	11.4
	Facility but no drinking water available	13.5	10.7	9.6	13.1
	Drinking water available	67.2	81.3	78.1	75.5
	Total	100	100	100	100
Toilet	No toilet facility	7.6	0.7	1.0	1.3
	Facility but toilet not useable	40.3	18.2	15.0	16.4
	Toilet useable	52.1	81.1	84.0	82.3
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	44.5	14.5	14.0	19.5
	Separate provision but locked	14.5	12.2	5.6	5.4
	Separate provision, unlocked but not useable	17.4	5.7	9.0	8.9
	Separate provision, unlocked and useable	23.7	67.7	71.5	66.2
	Total	100	100	100	100
Library	No library	50.5	33.9	53.0	47.1
	Library but no books being used by children on day of visit	17.8	27.7	12.9	19.4
	Library books being used by children on day of visit	31.8	38.4	34.0	33.5
	Total	100	100	100	100
Electricity	Electricity connection		97.7	98.1	99.4
	Of schools with electricity connection, % schools with electricity available on day of visit		91.0	91.3	96.3
Computer	No computer available for children to use	98.7	93.3	94.8	95.3
	Computer available but not being used by children on day of visit	0.8	5.5	4.4	3.6
	Computer being used by children on day of visit	0.5	1.2	0.8	1.1
	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.

West Bengal RURAL

Annual Status of Education Report
असर ASER 2024 RURAL
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 21: Foundational Literacy and Numeracy (FLN) activities. 2024

% Schools		Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received training on FLN		Received Teaching Learning Material (TLM) for FLN activities**	Received funds for TLM for FLN activities**	School readiness program held for Std I
			Offline	Online			
All schools*	Current academic year (2024-2025)	10.3	8.6	7.7	30.7	26.1	33.4
	Previous academic year (2023-2024)	14.5	8.9	10.3	47.5	53.9	34.0

Table 22: Trends over time
Distribution of language and math textbooks. 2022 and 2024

% Schools		Textbooks distributed			
		All grades	Some grades	No grades/ don't know	Total
All schools	2022	98.5	1.5	0.0	100
	2024	97.0	2.6	0.4	100

Table 23: Trends over time
Distribution of uniforms. 2022 and 2024

% Schools		Uniforms distributed				If not distributed in all grades, then % schools where funds given
		All grades	Some grades	No grades/ don't know	Total	
All schools	2022	86.6	8.8	4.6	100	
	2024	96.4	3.2	0.4	100	

Table 24: Trends over time
Physical education. 2018, 2022, 2024

% Schools with		All schools		
		2018	2022	2024
Weekly time allotted for physical education for every class			77.0	85.3
Physical education teacher	Separate teacher	2.8	2.3	3.0
	Any other teacher	70.9	71.9	74.2
	No teacher	26.3	25.8	22.8
	Total	100	100	100
Playground in the school		52.6	57.8	60.0
Sports equipment available		54.3	57.7	61.3



*All schools include primary schools and upper primary schools.
**Schools could have received TLM, funds to purchase TLM, or both.

Divisional estimates



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, giving 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 recorded.

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, since 2022, ASER has employed a modified sampling strategy – see the note on Sample Design of Rural ASER 2024 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 of 2010 to 2014 for the states that had 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 and 2022; this year, divisional trends from ASER 2024 have been added and compared with 2018 and 2022.[8] However for the purpose of this article, we will compare divisional estimates from 2022 and 2024.

ASER 2024 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 2024. 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.

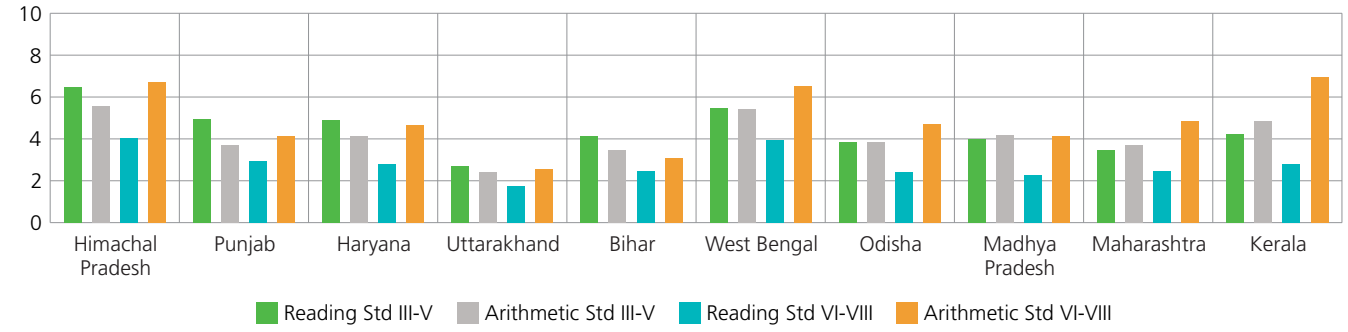
[8] In two states – Haryana and West Bengal – divisions were re-constituted and new divisions added between 2016 and 2018. These changes have been incorporated. In Chhattisgarh, an updated Census 2011 Village Directory provided by the state was used to conduct a state-wide ASER survey in November 2021. 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 (3.3%), followed by arithmetic in Std III-V (4.8%), and reading in Std III-V (5.3%); the margin of error is the highest for Std VI-VIII arithmetic levels (5.7%). As compared to 2022, the margins of error at the state level are lower in 2024, across all grades and learning outcomes, considered.

Figure 1: State learning levels, margin of error (%), 2024



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 3.3% at the state level and 7.3% 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 arithmetic in Std VI-VIII followed by reading in Std III-V at 12.2% and 11.7%, respectively. 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 2024 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, Assam and West Bengal, most states now have margins of error within 10-15%.

Figure 2.1: Division learning levels, reading Std VI-VIII, margin of error (%), 2024

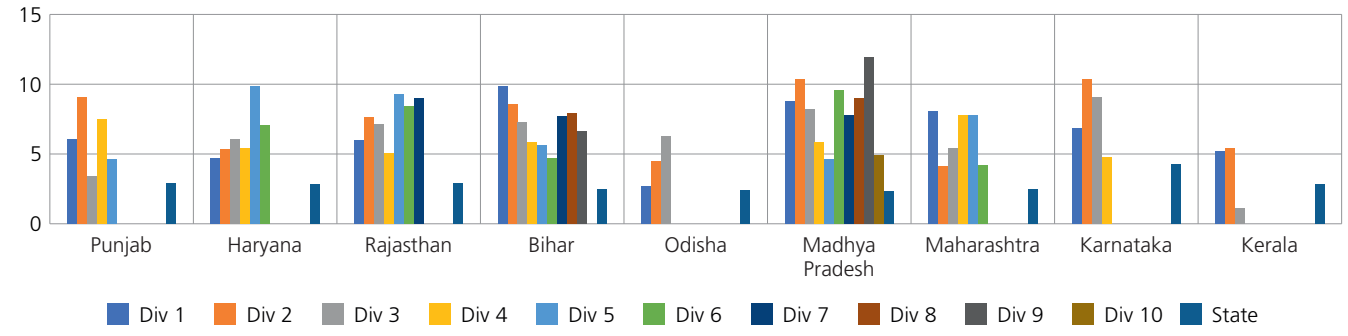
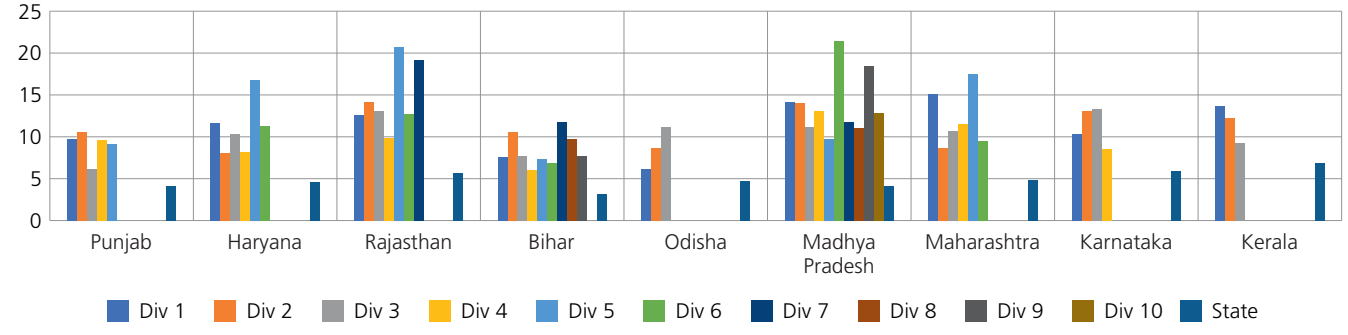


Figure 2.2: Division learning levels, arithmetic Std VI-VIII, margin of error (%), 2024



[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 reading and arithmetic in Std VI-VIII for one division each in the selected states, in 2022 and 2024. Margins of error are fairly robust over time. Across all divisions, average margins of error are lower in 2024 for all learning outcomes.

Figure 3.1: Reading Std VI-VIII, margin of error (%), selected divisions, 2022-2024

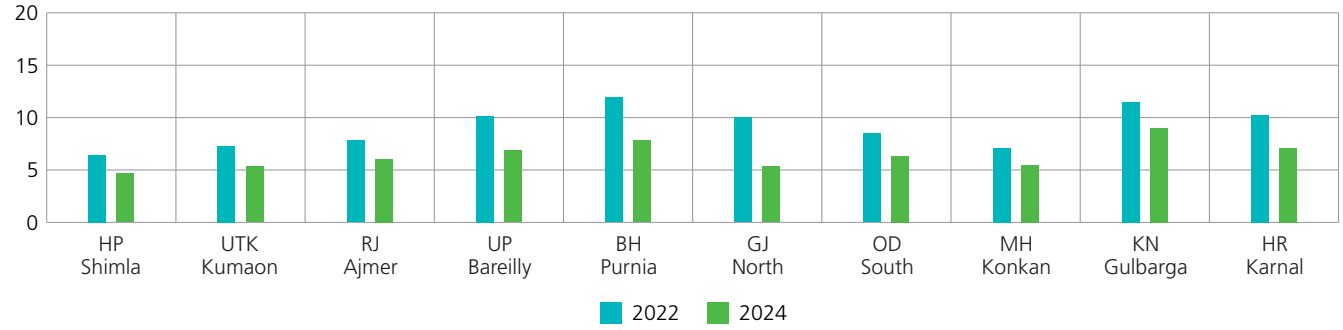
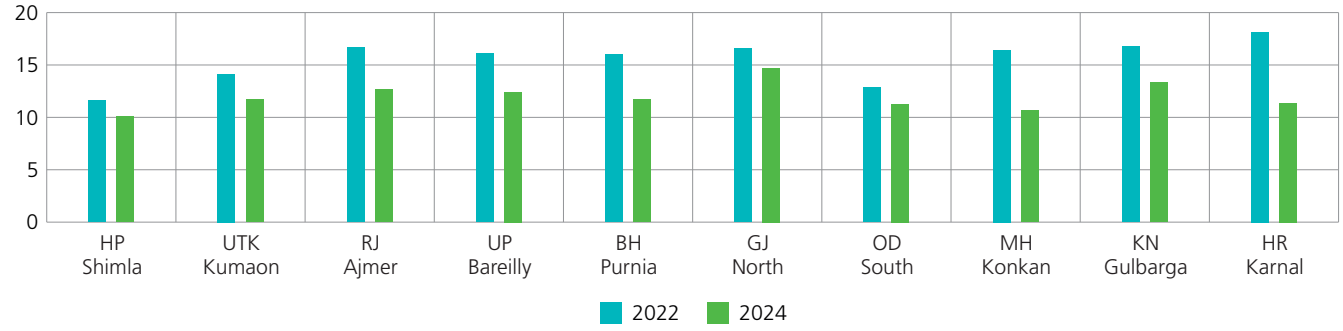


Figure 3.2: Arithmetic Std VI-VIII, margin of error (%), selected divisions, 2022-2024



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, for a given sample size, the margin of error is inversely proportional to the incidence of the variable concerned. What this 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 lies 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 rising between 2022 and 2024, post the pandemic, they are now higher than 0.5, resulting in slightly lower margins of error in 2024 as compared to 2022.

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 divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 2024, the proportion of Std III-V children who can read a Std II level text is 27.1%. With 95% probability, the true population proportion lies within 2.5% points of the estimate, i.e., between 24.6% and 29.6%.

Andhra Pradesh

List of districts under each division

Coastal Andhra	Krishna	Nellore	Vizianagaram	**Rayalaseema**	Kurnool
East Godavari	Prakasam	Srikakulam	West Godavari	Anantapur	Y.S.R.
Guntur	Sri Potti Sriramulu	Visakhapatnam		Chittoor	

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Coastal Andhra	59.9	68.0	58.9	1.6	0.4	0.2	41.4	23.9	27.1	58.9	54.8	62.0	70.3	57.2	52.4	42.8	45.1	46.7
	±3.16	±2.48	±2.92	±0.62	±0.22	±0.14	±4.08	±2.74	±2.5	±4.08	±2.92	±3.06	±4.04	±3.24	±3.28	±4.1	±3.04	±3.42
Rayalaseema	68.7	76.6	68.1	1.0	1.0	0.1	41.3	23.9	27.5	52.8	50.4	52.1	71.4	53.5	45.1	46.3	37.2	41.8
	±4.48	±3.94	±5.12	±0.52	±1.2	±0.12	±4.64	±4.22	±5.84	±5.42	±5.1	±7.2	±5.16	±4.38	±6.0	±5.7	±5.48	±5.32
Andhra Pradesh	63.2	70.8	61.8	1.4	0.6	0.1	41.4	23.9	27.2	56.6	53.3	58.9	70.7	56.0	50.3	44.1	42.5	45.2
	±2.62	±2.12	±2.6	±0.44	±0.4	±0.1	±3.08	±2.3	±2.52	±3.3	±2.56	±2.98	±3.1	±2.6	±2.88	±3.34	±2.78	±2.86

Assam

List of districts under each division

Barak Valley	Karbi Anglong	Bongaigaon	Kokrajhar	**Upper Assam**	Sivasagar
Cachar	Morigaon	Chirang	Nalbari	Dhemaji	Tinsukia
Hailakandi	Nagaon	Dhubri	**North Assam**	Dibrugarh	
Sribhumi	**Lower Assam**	Goalpara	Darrang	Golaghat	
Central Assam	Baksa	Kamrup	Sonitpur	Jorhat	
Dima Hasao	Barpeta	Kamrup Metropolitan*	Udalguri	Lakhimpur	

*District not surveyed in ASER 2024

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Barak Valley	76.2	71.6	70.4	2.4	1.2	0.4	22.2	26.2	32.2	32.3	36.7	40.7	42.7	60.0	59.5	19.9	26.5	27.8
	±4.1	±4.84	±4.68	±0.76	±0.56	±0.32	±4.4	±5.1	±4.9	±5.82	±5.44	±6.54	±6.62	±6.94	±5.0	±5.08	±5.74	±5.7
Central Assam	72.8	72.3	63.1	2.4	1.0	1.0	24.8	21.2	23.3	30.8	34.1	30.7	46.2	58.4	57.3	16.8	24.5	18.4
	±3.94	±4.34	±4.08	±0.82	±0.44	±0.54	±6.78	±4.08	±5.28	±7.72	±6.32	±5.72	±7.0	±6.16	±5.42	±4.0	±6.62	±3.66
Lower Assam	70.8	71.5	72.4	2.0	1.4	0.6	31.0	27.1	26.6	47.2	34.2	43.9	57.2	56.3	57.2	33.8	19.9	28.0
	±3.46	±2.88	±2.7	±0.58	±0.7	±0.3	±3.48	±3.6	±3.56	±4.54	±3.58	±4.16	±4.14	±4.66	±4.74	±4.86	±2.98	±4.8
North Assam	68.2	72.8	63.0	3.3	1.5	2.1	30.4	22.8	23.1	34.7	30.1	30.2	54.9	50.3	54.5	19.6	14.6	19.0
	±4.12	±4.2	±5.18	±1.78	±0.7	±0.92	±5.84	±4.9	±5.5	±7.04	±5.68	±6.76	±8.28	±6.08	±7.04	±5.02	±4.1	±5.42
Upper Assam	71.3	72.1	73.5	2.2	1.4	1.0	37.4	33.8	37.6	42.3	39.2	44.1	64.8	65.8	64.6	24.8	25.9	26.9
	±3.22	±2.7	±2.82	±0.64	±0.4	±0.34	±4.34	±3.94	±3.82	±4.46	±4.12	±3.92	±4.28	±4.2	±4.26	±3.78	±4.24	±4.0
Assam	71.7	71.9	69.9	2.3	1.3	0.9	29.8	26.8	29.0	39.8	35.1	40.1	54.4	58.5	58.9	25.6	22.3	25.4
	±1.78	±1.64	±1.62	±0.38	±0.3	±0.2	±2.16	±1.94	±2.04	±2.64	±2.14	±2.38	±2.56	±2.5	±2.4	±2.38	±2.02	±2.32

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 2024, the proportion of Std III-V children who can read a Std II level text is 37.5%. With 95% probability, the true population proportion lies within 5.96% points of the estimate, i.e., between 3.15% and 43.5%.

Bihar

List of districts under each division

Bhagalpur	**Kosi**	Jehanabad	Sheikhpura	**Purnia**	Siwan
Banka	Madhepura	Nawada	**Patna**	Araria	**Tirhut**
Bhagalpur	Saharsa	**Munger**	Bhojpur	Katihar	East Champaran
Darbhanga	Supaul	Begusarai	Buxar	Kishanganj	Muzaffarpur
Darbhanga	**Magadh**	Jamui	Kaimur	Purnia	Sheohar
Madhubani	Arwal	Khagaria	Nalanda	**Saran**	Sitamarhi
Samastipur	Aurangabad	Lakhisarai	Patna	Gopalganj	Vaishali
	Gaya	Munger	Rohtas	Saran	West Champaran

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Bhagalpur	82.2	83.2	78.8	5.8	2.2	4.6	30.9	33.3	37.5	39.2	45.5	51.2	61.1	61.2	66.7	55.2	56.2	62.8
	±3.8	±4.22	±4.94	±2.0	±1.02	±1.52	±4.76	±5.06	±5.96	±5.88	±5.9	±5.62	±5.84	±7.12	±6.56	±6.46	±6.24	±4.78
Darbhanga	80.7	84.8	80.6	2.7	2.5	2.9	30.0	28.0	40.0	32.7	40.2	48.5	59.9	61.2	65.2	48.8	55.4	58.1
	±2.98	±3.02	±2.62	±0.92	±0.92	±0.96	±5.04	±4.44	±5.46	±5.06	±4.98	±5.28	±6.1	±4.38	±5.62	±6.46	±5.58	±6.16
Kosi	86.8	91.6	87.9	6.5	1.5	4.5	28.2	27.6	31.0	37.5	46.8	46.5	58.7	64.9	68.7	52.5	64.1	60.6
	±2.3	±2.4	±2.26	±1.48	±0.64	±1.32	±3.74	±4.16	±4.74	±4.5	±5.36	±5.22	±5.52	±5.44	±5.04	±5.02	±4.94	±4.68
Magadh	77.1	80.0	75.1	4.0	1.6	1.3	35.2	35.3	49.5	43.7	48.0	65.4	64.0	62.2	74.8	50.6	53.3	67.4
	±2.96	±2.98	±3.5	±1.26	±0.56	±0.48	±4.96	±4.66	±4.46	±5.56	±4.34	±4.38	±4.88	±4.86	±4.38	±4.7	±5.6	±4.1
Munger	83.6	83.3	84.2	2.6	2.0	2.3	36.1	32.6	33.6	45.1	42.3	46.6	68.7	62.6	64.8	57.9	56.3	52.9
	±2.16	±2.66	±2.72	±0.7	±0.92	±0.6	±3.5	±3.76	±2.92	±3.38	±4.2	±3.3	±3.24	±4.32	±3.68	±3.88	±3.96	±3.92
Patna	72.0	77.6	75.3	3.4	2.3	2.1	40.8	39.2	44.5	46.3	47.3	56.8	68.2	65.3	70.4	51.4	54.3	58.1
	±3.16	±2.82	±2.66	±1.0	±0.8	±0.66	±3.7	±3.58	±3.8	±4.28	±3.76	±4.2	±3.78	±3.34	±3.3	±3.76	±3.94	±4.02
Purnia	79.6	86.4	82.9	6.9	3.5	5.4	23.3	22.8	25.4	28.2	27.4	38.9	56.5	54.2	57.7	37.2	40.1	48.3
	±3.62	±2.5	±3.36	±1.44	±1.12	±1.3	±4.28	±3.92	±3.3	±4.84	±4.52	±4.86	±5.86	±6.44	±4.46	±4.96	±6.42	±5.68
Saran	71.8	66.6	70.2	1.3	0.7	0.8	39.4	37.8	39.9	43.4	50.9	53.9	63.9	61.7	69.5	46.3	53.7	59.4
	±3.54	±4.1	±3.96	±0.5	±0.4	±0.36	±4.26	±5.0	±4.76	±4.08	±4.7	±5.66	±4.84	±5.6	±5.46	±5.52	±5.24	±5.78
Tirhut	76.1	83.7	81.5	3.8	1.5	2.8	32.8	27.4	30.5	36.2	38.1	40.3	63.6	60.5	60.3	47.6	49.0	50.7
	±2.6	±2.48	±2.4	±0.9	±0.52	±0.86	±3.58	±2.86	±3.32	±3.66	±3.74	±3.9	±3.48	±3.82	±3.98	±3.6	±4.62	±3.92
Bihar	78.1	82.2	80.1	3.9	2.0	3.0	32.8	30.5	35.7	38.2	41.4	47.8	63.1	61.3	65.1	49.0	52.4	55.8
	±1.06	±1.04	±1.04	±0.38	±0.28	±0.34	±1.52	±1.4	±1.48	±1.62	±1.62	±1.66	±1.68	±1.68	±1.64	±1.7	±1.9	±1.74

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 2024, the proportion of Std III-V children who can read a Std II level text is 33.7%. With 95% probability, the true population proportion lies within 3.98% points of the estimate, i.e., between 29.7% and 37.7%.

Chhattisgarh*

List of districts under each division

Bastar	Narayanpur	Janjgir-Champa	Bemetara	Dhamtari	Jashpur
Bastar	Sukma	Korba	Durg	Gariyaband	Koriya
Bijapur	Uttar Bastar Kanker	Mungeli	Kabirdham	Mahasamund	Surajpur
Dakshin Bastar	**Bilaspur**	Raigarh	Rajnandgaon	Raipur	Surguja
Dantewada	Bilaspur	**Durg**	**Raipur**	**Surguja**	
Kondagaon	GPM	Balod	Baloda Bazar	Balrampur	

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2021	2022	2024	2021	2022	2024	2021	2022	2024	2021	2022	2024	2021	2022	2024
Bastar	89.1	87.7	85.7	3.6	4.4	4.3	18.2	31.3	33.7	16.0	28.1	30.1	54.6	67.3	68.1	21.5	28.5	28.1
	±1.6	±1.78	±2.72	±0.74	±0.82	±1.12	±2.7	±2.76	±3.98	±2.4	±2.5	±4.42	±3.7	±4.08	±4.14	±3.08	±2.7	±3.66
Bilaspur	80.3	77.8	77.3	1.9	1.5	1.5	30.3	41.4	42.8	23.2	34.5	37.4	66.7	72.8	70.8	24.0	30.8	31.5
	±1.98	±2.2	±2.66	±0.44	±0.3	±0.42	±3.06	±2.7	±4.58	±2.62	±2.64	±3.42	±2.78	±2.3	±3.26	±2.66	±2.56	±3.54
Durg	87.8	87.6	85.1	0.6	1.0	1.1	31.3	46.8	46.9	28.4	41.3	47.5	68.7	76.5	73.8	29.5	38.0	35.0
	±1.66	±1.6	±2.42	±0.24	±0.38	±0.48	±2.74	±3.1	±4.32	±2.56	±2.8	±4.36	±3.02	±2.54	±3.68	±2.6	±2.76	±4.42
Raipur	83.9	82.4	81.6	1.1	1.3	1.1	32.3	41.1	45.7	26.9	36.6	40.0	71.4	74.9	71.9	29.1	33.4	34.4
	±2.18	±2.06	±3.1	±0.36	±0.34	±0.68	±3.14	±2.86	±4.3	±2.7	±2.86	±4.26	±3.12	±2.34	±3.9	±3.04	±2.74	±3.84
Surguja	76.3	76.7	76.7	2.7	2.6	2.6	24.3	35.7	33.5	21.1	28.2	27.5	60.9	69.4	56.2	19.3	26.4	22.0
	±2.46	±2.16	±3.06	±0.62	±0.52	±0.66	±2.92	±2.98	±4.36	±2.7	±2.84	±3.42	±3.36	±2.8	±4.34	±2.7	±2.32	±3.26
Chhattisgarh	82.9	81.7	80.6	1.8	1.9	1.8	28.5	40.1	41.4	23.8	34.4	37.2	66.1	72.9	69.2	25.3	31.9	31.1
	±0.94	±0.94	±1.3	±0.22	±0.2	±0.28	±1.4	±1.32	±2.06	±1.24	±1.28	±1.82	±1.44	±1.2	±1.76	±1.3	±1.24	±1.8

*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 2024. Therefore, estimates for Chhattisgarh are presented for 2021 and not 2018.

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 Central Gujarat division of Gujarat, in 2024, the proportion of Std III-V children who can read a Std II level text is 32.3%. With 95% probability, the true population proportion lies within 3.58% points of the estimate, i.e., between 28.7% and 35.9%.

Gujarat

List of districts under each division

Central	Narmada	Gandhinagar	Amreli	Porbandar	Navsari
Ahmedabad	Panchmahal	Mahesana	Bhavnagar	Rajkot	Surat
Anand	Vadodara	Patan	Jamnagar	Surendranagar	Tapi
Dahod	**North**	Sabarkantha	Junagadh	**South**	The Dangs
Kheda	Banaskantha	**Saurashtra**	Kachchh	Bharuch	Valsad

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Central Gujarat	84.4	91.2	86.4	1.7	1.4	1.0	39.9	21.6	32.3	32.4	24.2	21.0	65.9	43.3	62.8	26.4	21.8	15.9
	±3.02	±1.4	±2.36	±0.6	±0.54	±0.76	±4.06	±3.82	±3.58	±3.72	±4.12	±3.24	±4.28	±4.62	±4.16	±3.92	±3.4	±2.84
North Gujarat	87.3	91.6	86.8	2.2	1.1	0.8	46.0	36.9	45.6	40.8	29.7	32.8	70.3	56.7	73.4	34.2	24.8	30.7
	±2.62	±1.8	±2.52	±0.8	±0.6	±0.34	±5.28	±5.2	±4.96	±5.32	±4.54	±4.56	±5.16	±5.7	±3.88	±5.34	±4.1	±4.52
Saurashtra	86.7	87.6	87.3	2.0	1.2	1.4	49.3	37.3	39.6	43.6	34.6	33.2	70.4	53.3	68.4	36.4	29.2	29.2
	±2.44	±2.14	±2.36	±0.8	±0.4	±0.56	±3.68	±3.42	±4.24	±4.28	±3.4	±4.22	±3.7	±4.34	±4.08	±3.8	±3.48	±4.34
South Gujarat	83.6	95.7	85.3	1.1	0.1	0.9	49.1	16.6	35.7	44.3	32.2	31.6	69.1	25.0	66.6	34.9	16.5	27.4
	±3.42	±1.2	±3.12	±0.44	±0.1	±0.42	±4.34	±4.7	±4.16	±4.9	±5.98	±4.52	±4.38	±4.36	±4.3	±5.9	±3.32	±4.74
Gujarat	85.6	90.9	86.5	1.8	1.1	1.0	45.5	29.4	38.1	39.4	30.1	29.1	68.8	47.0	67.5	32.7	24.0	25.1
	±1.44	±0.9	±1.28	±0.36	±0.24	±0.3	±2.22	±2.18	±2.16	±2.28	±2.16	±2.08	±2.22	±2.58	±2.12	±2.32	±1.88	±2.08

Himachal Pradesh

List of districts under each division

Kangra	Una	Hamirpur	Mandi	Shimla
Chamba	**Mandi**	Kullu	**Shimla**	Sirmaur
Kangra	Bilaspur	Lahul and Spiti	Kinnaur	Solan

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Kangra	54.6	63.1	51.9	0.5	0.2	0.3	57.2	37.5	56.0	59.4	53.6	64.5	86.6	78.9	81.6	56.4	45.0	54.1
	±5.36	±4.62	±5.36	±0.4	±0.2	±0.2	±4.62	±5.38	±6.78	±5.28	±5.68	±6.42	±3.72	±3.94	±3.98	±4.78	±6.28	±5.86
Mandi	59.8	65.5	62.9	0.2	0.3	0.1	68.4	52.8	63.1	72.8	62.3	69.9	85.9	86.6	88.6	60.8	54.8	56.1
	±5.22	±5.48	±5.46	±0.2	±0.22	±0.1	±5.68	±4.3	±5.08	±4.78	±5.24	±5.54	±5.68	±2.8	±2.76	±5.74	±4.36	±4.74
Shimla	64.4	73.5	64.4	0.6	0.4	0.9	69.5	50.0	67.9	65.6	52.5	65.5	87.2	80.4	84.8	53.6	42.3	51.7
	±6.28	±5.24	±5.78	±0.38	±0.42	±0.56	±4.62	±5.78	±5.52	±5.14	±5.88	±5.92	±3.74	±5.2	±3.88	±4.9	±4.9	±5.22
Himachal Pradesh	58.9	66.3	58.6	0.4	0.3	0.4	64.1	45.6	61.6	65.7	56.2	66.6	86.5	81.7	84.6	57.4	47.6	54.2
	±3.24	±2.96	±3.24	±0.2	±0.16	±0.16	±3.06	±3.16	±3.56	±3.0	±3.32	±3.54	±2.72	±2.34	±2.24	±3.1	±3.42	±3.26

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 2024, the proportion of Std III-V children who can read a Std II level text is 63%. With 95% probability, the true population proportion lies within 5.36% points of the estimate, i.e., between 57.6% and 68.4%.

Haryana

List of districts under each division

Ambala	Faridabad	Gurugram	Hisar	Karnal	Rohtak
Ambala	Faridabad	Gurugram	Fatehabad	Kaithal	Bhiwani
Kurukshetra	Nuh	Mahendragarh	Hisar	Karnal	Jhajjar
Panchkula	Palwal	Rewari	Jind	Panipat	Rohtak
Yamunanagar			Sirsa		Sonipat

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Ambala	45.9	54.0	44.8	0.6	0.5	0.5	60.4	48.7	63.0	62.5	50.1	60.4	81.6	76.5	80.1	58.5	46.1	49.7
	±4.46	±5.46	±4.56	±0.48	±0.34	±0.32	±5.08	±5.86	±5.36	±4.86	±5.48	±4.88	±4.0	±6.4	±3.76	±5.86	±5.94	±5.82
Faridabad	50.8	61.9	54.9	7.7	3.5	4.5	34.6	26.9	38.5	47.1	34.8	40.3	62.8	58.7	64.7	44.8	38.0	32.6
	±4.56	±4.5	±5.7	±2.6	±1.32	±1.62	±6.52	±4.08	±5.54	±6.22	±5.8	±6.62	±7.8	±6.5	±6.36	±8.38	±6.48	±5.5
Gurugram	32.2	44.8	38.5	0.3	0.4	0.7	70.1	57.3	62.8	77.1	74.7	71.9	88.6	84.3	84.0	71.4	68.9	63.8
	±4.8	±4.96	±5.58	±0.4	±0.34	±0.88	±7.1	±4.78	±7.14	±5.36	±4.5	±5.12	±4.3	±4.54	±4.46	±5.86	±4.92	±5.12
Hisar	47.5	56.9	49.5	0.3	0.2	0.2	62.3	47.9	51.0	68.3	57.0	60.5	82.9	74.3	78.5	61.5	52.8	54.1
	±4.88	±4.26	±3.74	±0.24	±0.18	±0.18	±6.74	±4.6	±6.5	±4.64	±4.92	±4.9	±5.88	±4.82	±4.76	±5.7	±5.52	±5.62
Karnal	43.7	49.1	44.8	0.9	0.5	0.9	58.2	38.9	53.4	60.6	48.9	58.8	79.5	67.6	70.7	55.0	45.7	45.0
	±5.64	±7.16	±4.48	±0.54	±0.48	±1.2	±7.22	±7.84	±6.34	±6.8	±7.52	±5.88	±4.94	±6.94	±4.98	±6.34	±8.28	±5.1
Rohtak	33.0	42.1	39.4	0.3	0.3	0.2	65.3	59.4	64.1	75.7	70.1	74.3	84.7	83.2	81.3	71.9	70.4	61.1
	±5.3	±5.3	±6.32	±0.22	±0.22	±0.22	±4.96	±4.5	±5.82	±4.68	±4.42	±4.32	±4.06	±4.12	±4.42	±4.86	±4.08	±5.0
Haryana	42.6	51.9	46.0	1.7	1.0	1.3	58.7	45.7	54.4	65.8	55.3	60.7	80.4	73.6	76.2	61.1	54.0	51.0
	±2.12	±2.2	±2.2	±0.48	±0.28	±0.4	±2.66	±2.28	±2.68	±2.26	±2.48	±2.52	±2.3	±2.38	±2.16	±2.56	±2.62	±2.36

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 2024, the proportion of Std III-V children who can read a Std II level text is 29.6%. With 95% probability, the true population proportion lies within 4.54% points of the estimate, i.e., between 25.1% and 34.1%.

Jharkhand

List of districts under each division

Kolhan	Bokaro	Koderma	Palamu	Jamtara	Khunti
East Singhbhum	Chatra	Ramgarh	**Santhal Pargana**	Pakur	Lohardaga
Saraikela-Kharsawan	Dhanbad	**Palamu**	Deoghar	Sahibganj	Ranchi
West Singhbhum	Giridih	Garhwa	Dumka	**South Chota Nagpur**	Simdega
North Chota Nagpur	Hazaribagh	Latehar	Godda	Gumla	

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Kolhan	83.9	89.7	84.2	4.6	1.8	2.8	27.0	18.6	29.6	31.3	32.0	40.4	53.1	42.4	49.7	31.8	29.7	31.8
	±3.04	±2.54	±3.28	±1.3	±0.64	±1.14	±5.0	±3.72	±4.54	±5.56	±4.86	±6.46	±6.2	±5.96	±6.68	±5.84	±5.44	±5.74
North Chota Nagpur	73.7	75.2	71.2	1.4	0.8	0.6	30.7	35.2	37.9	35.3	45.1	55.2	62.3	66.3	70.5	39.7	48.4	55.2
	±3.06	±3.1	±4.02	±0.72	±0.34	±0.42	±3.34	±4.2	±3.98	±3.36	±4.66	±4.4	±4.0	±4.64	±4.0	±3.96	±4.44	±4.62
Palamu	82.7	88.3	85.1	2.2	1.7	1.1	25.8	23.8	28.0	31.5	32.2	36.5	58.3	51.4	57.2	41.3	39.9	39.7
	±3.88	±3.7	±3.86	±0.92	±0.98	±1.0	±4.78	±5.26	±5.88	±3.98	±5.42	±5.9	±5.9	±6.5	±6.92	±5.78	±5.48	±7.0
Santhal Pargana	84.8	91.1	85.3	3.5	2.8	2.7	21.2	21.0	23.9	29.9	34.0	36.3	48.3	53.2	52.1	31.4	37.5	38.6
	±2.46	±2.36	±2.76	±1.36	±1.78	±0.68	±2.78	±2.86	±3.02	±3.74	±4.04	±4.24	±4.52	±4.26	±4.6	±4.5	±3.64	±4.6
South Chota Nagpur	64.7	75.2	65.1	2.5	1.3	1.0	32.8	21.4	36.7	32.1	29.9	38.8	63.5	56.9	62.6	29.0	30.5	29.4
	±4.36	±4.32	±5.24	±0.78	±0.6	±0.42	±4.86	±3.84	±5.3	±4.94	±3.98	±5.56	±5.96	±5.06	±6.22	±4.62	±4.06	±4.52
Jharkhand	78.0	83.3	77.4	2.6	1.7	1.5	27.1	25.3	32.0	32.3	36.2	43.8	57.3	55.7	61.0	35.6	39.2	43.1
	±1.52	±1.44	±1.86	±0.48	±0.5	±0.3	±1.78	±1.88	±2.04	±1.84	±2.18	±2.3	±2.3	±2.38	±2.48	±2.2	±2.12	±2.56

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 division of Karnataka, in 2024, the proportion of Std III-V children who can read a Std II level text is 23.3%. With 95% probability, the true population proportion lies within 2.62% points of the estimate, i.e., between 20.7% and 25.9%.

Karnataka

List of districts under each division

Bangalore	Kolar	Belgaum	**Kalaburagi**	Yadgir	Kodagu
Bengaluru Rural	Ramanagara	Dharwad	Bellary	**Mysore**	Mandya
Bengaluru Urban	Shivamogga	Gadag	Bidar	Chamarajanagar	Mysuru
Chikkaballapur	Tumakuru	Haveri	Kalaburagi	Chikkamagaluru	Udupi
Chitradurga	**Belgaum**	Uttara Kannada	Koppal	Dakshina Kannada	
Davanagere	Bagalkot	Vijayapura	Raichur	Hassan	

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Bangalore	65.4	74.0	67.7	0.5	0.1	0.2	30.4	19.7	23.3	44.9	41.0	46.3	59.3	49.6	52.5	37.1	28.8	35.3
	±2.44	±2.82	±2.96	±0.22	±0.1	±0.18	±2.9	±2.22	±2.62	±3.24	±3.42	±3.68	±3.24	±3.66	±3.6	±3.44	±3.16	±3.66
Belgaum	75.2	78.1	73.5	0.5	0.3	0.4	35.2	21.7	25.1	38.4	33.3	36.0	63.3	54.4	48.6	32.4	31.8	33.0
	±2.98	±3.52	±3.72	±0.24	±0.16	±0.22	±3.66	±2.88	±3.22	±4.04	±3.0	±4.12	±4.68	±3.5	±5.04	±4.0	±3.26	±4.3
Kalaburagi	74.7	82.0	78.5	1.6	0.4	0.6	23.0	10.9	17.6	29.7	20.6	30.0	55.7	31.2	43.6	25.5	15.3	25.2
	±3.16	±2.62	±2.56	±0.4	±0.22	±0.24	±3.06	±2.18	±2.4	±3.44	±2.76	±3.2	±3.98	±3.58	±3.96	±3.22	±2.56	±3.36
Mysore	63.7	70.7	62.2	0.3	0.2	0.2	43.7	24.0	38.6	51.0	49.8	51.8	70.3	62.1	66.2	40.3	39.6	40.6
	±3.14	±3.16	±2.7	±0.18	±0.1	±0.2	±3.24	±3.14	±3.42	±3.4	±3.82	±3.34	±3.24	±3.52	±3.16	±3.58	±3.68	±3.46
Karnataka	69.9	76.3	71.1	0.7	0.2	0.3	33.0	19.1	25.2	41.1	36.1	40.3	62.0	48.8	51.6	33.7	28.4	33.2
	±1.46	±1.54	±1.62	±0.14	±0.08	±0.1	±1.64	±1.32	±1.48	±1.8	±1.68	±1.9	±1.96	±1.86	±2.22	±1.82	±1.6	±1.98

Kerala

List of districts under each division

Central	Palakkad	**North**	Kozhikode	**South**	Kottayam
Ernakulam	Thrissur	Kannur	Malappuram	Alappuzha	Pathanamthitta
Idukki		Kasaragod	Wayanad	Kollam	Thiruvananthapuram

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Central Kerala	42.4	63.2	38.7	0.2	0.0	0.1	70.1	49.8	53.3	60.6	47.2	47.7	86.4	79.4	75.6	47.8	35.5	38.1
	±5.04	±3.76	±5.2	±0.26	±0.06	±0.1	±5.42	±4.9	±4.6	±5.66	±4.76	±4.16	±5.04	±4.0	±3.98	±6.62	±4.1	±5.22
North Kerala	58.2	69.8	53.3	0.1	0.1	0.1	64.7	58.4	60.0	52.9	49.6	44.5	87.4	84.1	77.4	45.2	32.1	27.1
	±5.22	±3.52	±4.1	±0.2	±0.1	±0.14	±5.74	±4.28	±4.44	±5.92	±4.18	±3.72	±3.92	±3.56	±4.2	±5.0	±4.1	±3.32
South Kerala	43.1	60.2	41.0	0.0	0.1	0.0	67.1	52.3	56.7	66.7	51.7	50.7	84.4	76.4	80.1	58.7	43.9	44.8
	±5.18	±3.3	±3.58	±0.0	±0.1	±0.04	±5.42	±4.8	±3.48	±6.12	±4.56	±4.16	±4.1	±4.78	±2.92	±6.08	±4.62	±4.14
Kerala	48.0	64.5	44.5	0.1	0.1	0.1	67.4	53.9	56.7	60.0	49.7	47.6	86.0	79.9	77.6	50.7	37.6	36.5
	±2.98	±2.04	±2.52	±0.12	±0.06	±0.06	±3.2	±2.7	±2.42	±3.44	±2.58	±2.32	±2.52	±2.48	±2.2	±3.44	±2.52	±2.54

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 2024, the proportion of Std III-V children who can read a Std II level text is 28.7%. With 95% probability, the true population proportion lies within 3.76% points of the estimate, i.e., between 24.9% and 32.5%.

Madhya Pradesh

List of districts under each division

Bhopal	**Gwalior**	Dhar	Katni	Satna	Anuppur
Bhopal	Ashoknagar	Indore	Mandla	Sidhi	Shahdol
Raisen	Datia	Jhabua	Narsimhapur	Singrauli	Umaria
Rajgarh	Guna	Khandwa	Seoni	**Sagar**	**Ujjain**
Sehore	Gwalior	Khargone	**Narmadapuram**	Chhatarpur	Dewas
Vidisha	Shivpuri	**Jabalpur**	Betul	Damoh	Mandsaur
Chambal	**Indore**	Balaghat	Harda	Panna	Neemuch
Bhind	Alirajpur	Chhindwara	Hoshangabad	Sagar	Ratlam
Morena	Barwani	Dindori	**Rewa**	Tikamgarh	Shajapur
Sheopur	Burhanpur	Jabalpur	Rewa	**Shahdol**	Ujjain

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Bhopal	60.6	62.2	57.3	3.3	1.5	2.2	29.2	22.4	28.7	26.8	29.1	27.5	57.6	51.3	58.2	27.6	30.5	29.2
	±3.9	±3.98	±4.06	±0.82	±0.68	±0.9	±4.04	±3.08	±3.76	±3.9	±3.68	±3.72	±5.44	±4.18	±5.1	±4.1	±4.22	±4.12
Chambal	69.7	76.1	72.1	3.7	2.4	2.6	36.1	30.1	31.4	33.7	40.0	35.6	60.8	56.2	58.9	44.0	45.8	46.1
	±4.72	±4.66	±5.1	±1.1	±0.78	±0.94	±5.6	±5.32	±4.64	±4.94	±6.0	±5.56	±6.62	±5.52	±6.1	±5.94	±5.66	±6.48
Gwalior	78.4	76.5	71.0	4.0	4.1	4.6	25.3	21.0	26.1	24.1	28.1	30.3	47.6	49.0	52.1	30.7	36.2	35.6
	±3.32	±3.08	±3.36	±0.96	±1.02	±1.12	±4.18	±3.36	±3.28	±3.4	±4.2	±4.04	±4.98	±4.38	±4.3	±4.46	±3.9	±3.96
Indore	62.0	65.5	65.1	12.0	6.6	5.7	26.4	19.9	27.6	20.4	14.9	22.4	59.8	52.6	60.2	22.8	21.3	23.1
	±3.16	±3.24	±3.4	±2.32	±1.48	±1.5	±3.82	±2.6	±3.28	±3.5	±2.14	±2.6	±4.4	±3.82	±3.52	±3.4	±3.04	±3.02
Jabalpur	78.8	76.2	74.6	1.9	1.4	1.1	28.6	23.8	37.0	25.5	26.2	32.4	53.6	62.7	63.4	28.0	31.8	33.4
	±3.04	±2.98	±2.94	±0.46	±0.42	±0.4	±4.32	±2.72	±2.94	±3.42	±2.96	±3.18	±5.08	±3.04	±2.94	±3.78	±3.12	±3.26
Narmadapuram	73.5	71.9	71.6	3.0	1.5	0.8	41.0	30.9	40.7	37.0	30.9	35.3	70.6	61.8	63.3	42.2	38.7	31.4
	±5.26	±4.88	±6.26	±1.26	±0.86	±0.48	±6.84	±5.2	±5.88	±5.86	±6.0	±6.34	±6.02	±6.82	±6.08	±6.38	±5.98	±6.72
Rewa	65.2	68.5	62.7	2.4	2.1	1.8	32.1	24.7	32.5	28.7	28.8	29.8	56.7	51.9	56.3	34.1	35.4	30.5
	±3.9	±3.7	±3.78	±0.72	±0.9	±0.62	±5.2	±3.9	±3.9	±4.54	±3.8	±3.6	±4.7	±5.2	±4.42	±4.04	±4.32	±3.62
Sagar	78.5	79.1	77.3	3.7	1.7	1.7	26.5	21.7	26.4	23.5	25.9	29.1	57.8	57.5	53.2	35.4	40.7	36.1
	±3.28	±3.2	±3.1	±0.82	±0.56	±0.56	±3.84	±3.46	±4.18	±3.7	±3.68	±4.32	±4.34	±4.18	±4.78	±5.34	±4.68	±4.0
Shahdol	82.3	82.7	70.2	2.0	0.9	2.0	25.6	19.2	30.2	23.5	20.2	30.1	54.4	53.9	58.2	26.4	32.1	32.7
	±4.66	±4.46	±5.24	±0.78	±0.48	±1.04	±5.78	±4.36	±4.94	±5.48	±4.2	±4.9	±6.46	±7.3	±6.96	±5.02	±5.8	±6.0
Ujjain	55.0	51.8	49.6	2.2	1.3	1.2	41.6	31.3	38.3	30.8	30.9	32.2	76.0	63.4	69.5	38.9	34.7	30.0
	±4.2	±4.32	±3.64	±0.68	±0.5	±0.42	±4.68	±3.34	±3.96	±4.06	±3.44	±3.38	±4.08	±4.28	±3.4	±4.44	±4.1	±3.86
Madhya Pradesh	69.6	70.0	66.9	4.2	2.6	2.5	30.6	24.1	31.8	26.4	26.7	29.7	59.0	56.3	59.7	32.2	34.0	31.9
	±1.22	±1.22	±1.22	±0.42	±0.3	±0.32	±1.52	±1.14	±1.28	±1.32	±1.22	±1.24	±1.68	±1.46	±1.4	±1.5	±1.4	±1.32

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 Amravati division of Maharashtra, in 2024, the proportion of Std III-V children who can read a Std II level text is 37.9%. With 95% probability, the true population proportion lies within 3.98% points of the estimate, i.e., between 33.9% and 41.9%.

Maharashtra

List of districts under each division

Amravati	**Aurangabad**	Osmanabad	**Nagpur**	**Nashik**	**Pune**
Akola	Aurangabad	Parbhani	Bhandara	Ahmadnagar	Kolhapur
Amravati	Bid	**Konkan**	Chandrapur	Dhule	Pune
Buldana	Hingoli	Raigarh	Gadchiroli	Jalgaon	Sangli
Washim	Jalna	Ratnagiri	Gondiya	Nandurbar	Satara
Yavatmal	Latur	Sindhudurg	Nagpur	Nashik	Solapur
	Nanded	Thane	Wardha		

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Amravati	67.3	67.8	60.9	0.4	0.0	0.1	44.1	27.5	37.9	40.2	27.1	34.4	72.6	58.4	56.1	36.1	25.8	27.6
	±3.92	±3.74	±4.02	±0.24	±0.04	±0.12	±4.62	±3.88	±3.98	±4.66	±3.72	±3.86	±4.6	±4.72	±4.54	±4.96	±4.02	±4.18
Aurangabad	66.9	70.1	63.1	0.5	0.3	0.2	48.7	41.5	49.3	41.3	35.0	46.2	73.9	70.4	72.2	34.9	33.5	38.8
	±3.02	±2.96	±2.82	±0.28	±0.18	±0.14	±3.98	±3.36	±3.14	±3.78	±3.26	±3.2	±3.22	±3.1	±2.96	±3.68	±3.2	±3.36
Konkan	70.4	77.6	69.6	0.6	0.4	0.7	60.8	42.5	53.5	52.8	31.4	51.6	81.7	73.2	78.7	47.4	30.6	42.2
	±4.92	±4.68	±4.78	±0.46	±0.44	±0.68	±5.72	±4.92	±5.54	±5.7	±4.86	±5.06	±5.08	±5.24	±4.28	±7.38	±5.02	±4.52
Nagpur	58.4	72.3	66.4	0.4	0.0	0.0	53.8	39.4	44.9	48.6	36.8	47.6	75.2	70.2	67.2	43.9	37.7	39.2
	±3.52	±3.46	±3.72	±0.24	±0.02	±0.06	±3.92	±4.44	±4.7	±3.9	±4.06	±4.12	±3.2	±4.26	±5.26	±3.94	±4.36	±4.52
Nashik	53.6	57.1	53.7	2.0	1.2	0.7	54.0	36.2	44.0	36.6	26.2	35.9	75.0	64.9	59.6	27.2	18.0	22.9
	±4.48	±4.66	±4.44	±0.74	±0.56	±0.4	±4.46	±4.0	±3.56	±4.66	±4.22	±4.0	±3.9	±4.5	±4.64	±4.6	±2.96	±4.0
Pune	56.4	65.6	58.0	0.5	0.1	0.4	71.7	54.1	66.1	54.4	47.4	59.7	86.1	83.8	81.8	45.4	35.7	44.1
	±4.5	±4.3	±3.98	±0.32	±0.12	±0.3	±4.1	±4.28	±4.48	±4.34	±3.94	±4.34	±3.06	±3.32	±3.42	±4.88	±3.72	±4.18
Maharashtra	61.6	67.4	60.9	0.8	0.4	0.4	55.5	41.4	50.3	44.8	34.9	46.2	77.5	71.0	69.4	38.3	30.2	35.4
	±1.7	±1.7	±1.62	±0.18	±0.12	±0.12	±1.88	±1.74	±1.74	±1.84	±1.7	±1.72	±1.58	±1.66	±1.74	±2.0	±1.56	±1.72

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 Central Odisha division of Odisha, in 2024, the proportion of Std III-V children who can read a Std II level text is 66%. With 95% probability, the true population proportion lies within 3.24% points of the estimate, i.e., between 62.8% and 69.2%.

Odisha

List of districts under each division

Central	Kendrapara	**North**	Jharsuguda	**South**	Koraput
Baleshwar	Khordha	Angul	Kendujhar	Baudh	Malkangiri
Bhadrak	Mayurbhanj	Balangir	Sambalpur	Gajapati	Nabarangpur
Cuttack	Nayagarh	Bargarh	Subarnapur	Ganjam	Nuapada
Jagatsinghpur	Puri	Deogarh	Sundargarh	Kalahandi	Rayagada
Jajpur		Dhenkanal		Kandhamal	

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Central Odisha	85.7	90.9	86.0	0.3	0.1	0.8	60.4	53.9	66.0	52.7	52.2	63.1	77.9	74.5	81.4	48.5	46.0	53.8
	±1.72	±1.2	±1.6	±0.2	±0.08	±0.32	±3.3	±3.36	±3.24	±3.1	±3.06	±3.1	±3.5	±3.36	±2.18	±3.32	±3.34	±3.34
North Odisha	89.5	91.6	89.0	0.8	0.5	0.8	46.4	44.2	50.3	34.9	40.1	46.9	68.2	69.6	68.7	33.0	39.5	40.5
	±1.54	±1.4	±1.54	±0.3	±0.3	±0.48	±3.78	±3.3	±3.36	±3.5	±3.3	±3.14	±3.88	±3.1	±3.06	±3.7	±3.54	±3.54
South Odisha	89.6	94.2	92.1	3.5	1.6	1.8	38.2	23.1	30.2	31.8	24.7	30.3	56.4	50.1	55.2	25.9	27.8	33.3
	±1.58	±1.0	±1.44	±0.88	±0.58	±0.96	±4.12	±3.34	±3.1	±4.14	±3.26	±3.32	±4.04	±4.28	±3.48	±3.64	±3.58	±3.74
Odisha	88.0	92.1	88.6	1.5	0.7	1.1	49.1	41.6	51.1	40.7	40.3	49.0	68.7	66.3	70.5	37.3	39.0	44.4
	±0.96	±0.7	±0.9	±0.3	±0.2	±0.34	±2.08	±2.0	±1.98	±2.04	±1.88	±1.9	±2.2	±2.08	±1.7	±2.08	±2.04	±2.1

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 2024, the proportion of Std III-V children who can read a Std II level text is 56.8%. With 95% probability, the true population proportion lies within 6.6% points of the estimate, i.e., between 50.2% and 63.4%.

Punjab

List of districts under each division

Faridkot	**Firozpur**	**Jalandhar**	Kapurthala	Ludhiana	Sahibzada Ajit Singh Nagar
Bathinda	Firozpur	Amritsar	Tarn Taran	Patiala	
Faridkot	Moga	Gurdaspur	**Patiala**	Sangrur	Shahid Bhagat Singh Nagar
Mansa	Muktsar	Hoshiarpur	Barnala	**Ropar**	
		Jalandhar	Fatehgarh Sahib	Rupnagar	

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Faridkot	53.8	65.0	59.7	0.2	0.3	1.0	62.4	53.2	56.8	68.6	55.3	70.3	84.0	85.6	77.8	62.6	50.6	64.6
	±5.54	±4.2	±6.9	±0.24	±0.26	±0.74	±5.86	±6.68	±6.6	±4.62	±4.86	±5.7	±4.3	±3.36	±4.74	±5.46	±4.94	±6.32
Firozpur	50.5	69.7	68.3	2.2	0.9	0.7	62.6	46.9	49.2	63.1	56.0	63.2	86.0	80.3	72.8	57.6	49.7	59.9
	±5.56	±4.2	±5.6	±1.08	±0.46	±0.48	±6.94	±4.88	±5.44	±5.36	±4.64	±5.64	±3.68	±3.96	±6.64	±5.48	±5.14	±6.32
Jalandhar	43.8	54.8	50.8	0.9	1.1	0.6	57.2	46.9	52.2	66.4	56.4	63.9	78.9	75.2	77.9	57.0	42.5	57.7
	±3.8	±3.24	±3.46	±0.48	±0.88	±0.34	±4.78	±3.72	±3.94	±4.6	±4.02	±3.72	±3.6	±3.24	±2.7	±4.62	±3.74	±3.56
Patiala	45.8	55.5	62.9	0.7	0.3	0.1	58.9	54.3	54.4	64.6	61.6	67.2	82.6	82.1	80.9	61.3	48.7	62.1
	±4.2	±3.56	±3.96	±0.4	±0.22	±0.14	±5.62	±5.04	±5.18	±4.5	±4.04	±5.48	±4.32	±3.12	±3.88	±6.08	±3.7	±5.06
Ropar	45.6	55.3	51.6	1.0	0.7	0.4	58.1	54.6	52.4	65.8	67.1	60.8	85.9	82.4	79.0	58.9	50.3	57.9
	±4.88	±3.44	±4.74	±0.78	±0.54	±0.28	±6.24	±4.82	±5.04	±5.6	±4.36	±4.82	±3.84	±4.16	±3.66	±7.1	±4.78	±5.34
Punjab	46.7	58.8	58.0	1.0	0.7	0.5	59.2	50.0	52.7	65.5	58.4	65.1	82.3	79.6	77.7	59.1	46.9	60.0
	±2.16	±1.8	±2.12	±0.3	±0.34	±0.18	±2.72	±2.24	±2.38	±2.38	±2.1	±2.36	±1.94	±1.68	±2.0	±2.62	±2.04	±2.36

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 2024, the proportion of Std III-V children who can read a Std II level text is 37.7%. With 95% probability, the true population proportion lies within 4.54% points of the estimate, i.e., between 33.2% and 42.2%.

Rajasthan

List of districts under each division

Ajmer	Dhaulpur	Hanumangarh	**Jodhpur**	**Kota**	Chittaurgarh
Ajmer	Karauli	**Jaipur**	Barmer	Baran	Dungarpur
Bhilwara	Sawai Madhopur	Alwar	Jaisalmer	Bundi	Pratapgarh
Nagaur	**Bikaner**	Dausa	Jalor	Jhalawar	Rajsamand
Tonk	Bikaner	Jaipur	Jodhpur	Kota	Udaipur
Bharatpur	Churu	Jhunjhunun	Pali	**Udaipur**	
Bharatpur	Ganganagar	Sikar	Sirohi	Banswara	

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Ajmer	61.0	65.4	59.1	2.1	1.5	2.2	33.7	23.1	37.7	29.7	21.8	31.4	60.9	61.9	65.9	30.4	24.8	30.7
	±4.18	±4.36	±4.16	±0.68	±1.14	±1.1	±4.3	±3.0	±4.54	±4.38	±3.38	±3.68	±5.0	±4.8	±3.98	±4.48	±4.12	±3.88
Bharatpur	49.8	64.2	52.2	2.7	1.1	2.4	39.0	23.8	32.7	37.8	23.3	37.0	73.0	58.4	65.8	44.5	34.6	35.5
	±4.44	±4.68	±5.36	±1.38	±0.52	±0.78	±4.94	±4.64	±5.0	±4.46	±4.36	±5.42	±4.62	±4.98	±5.04	±4.0	±4.48	±5.06
Bikaner	57.2	60.0	51.9	2.5	2.4	1.5	34.6	29.1	42.0	35.9	31.8	45.7	75.1	64.9	72.1	42.4	40.3	41.3
	±4.42	±4.36	±4.62	±1.06	±0.8	±1.02	±4.84	±4.04	±5.68	±5.0	±4.64	±5.14	±4.36	±5.08	±5.14	±5.84	±5.36	±5.38
Jaipur	41.9	52.2	41.5	1.7	0.3	1.0	49.4	39.1	40.4	44.6	36.2	45.4	82.0	76.1	72.9	44.5	44.9	41.4
	±3.88	±3.8	±3.5	±0.78	±0.24	±0.5	±4.16	±3.7	±4.44	±4.74	±3.78	±4.06	±3.3	±3.38	±3.72	±4.24	±3.68	±4.1
Jodhpur	66.5	76.3	65.8	6.8	4.7	3.4	27.4	27.5	24.3	23.6	14.7	22.2	66.0	62.7	57.1	31.2	23.7	24.6
	±3.92	±3.46	±3.7	±1.5	±1.0	±0.66	±3.9	±3.88	±3.88	±3.86	±3.16	±3.82	±4.14	±4.36	±5.28	±4.56	±4.34	±5.1
Kota	68.5	78.2	73.6	2.9	0.7	1.9	33.4	20.7	32.4	32.0	19.8	26.8	70.2	57.9	60.3	39.0	25.7	27.4
	±4.64	±3.84	±3.74	±1.06	±0.38	±0.8	±5.2	±3.84	±4.14	±4.46	±4.22	±3.96	±4.66	±5.08	±5.06	±5.52	±4.16	±3.48
Udaipur	75.3	82.0	73.7	5.5	1.9	2.4	27.0	19.9	26.2	19.9	11.7	21.5	64.7	49.1	49.5	20.3	12.9	15.0
	±3.22	±2.96	±3.28	±1.42	±0.82	±0.8	±3.82	±3.26	±3.5	±3.96	±2.26	±3.38	±4.28	±5.06	±4.44	±3.5	±2.7	±2.88
Rajasthan	60.0	68.5	59.3	3.8	2.0	2.2	34.7	26.7	33.1	31.1	22.0	32.2	70.0	61.9	62.3	34.9	28.9	29.5
	±1.58	±1.5	±1.56	±0.48	±0.32	±0.3	±1.66	±1.48	±1.7	±1.72	±1.38	±1.62	±1.7	±1.8	±1.82	±1.74	±1.58	±1.68

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 2024, the proportion of Std III-V children who can read a Std II level text is 53%. With 95% probability, the true population proportion lies within 4.4% points of the estimate, i.e., between 48.6% and 57.4%.

Uttar Pradesh

List of districts under each division

Agra	**Azamgarh**	Chitrakoot	Jhansi	Unnao	Rampur
Agra	Azamgarh	Hamirpur	Lalitpur	**Meerut**	**Prayagraj**
Firozabad	Ballia	Mahoba	**Kanpur**	Baghpat	Fatehpur
Mainpuri	Mau	**Devipatan**	Auraiya	Bulandshahr	Kaushambi
Mathura	**Bareilly**	Bahraich	Etawah	Gautam Buddha Nagar	Pratapgarh
Aligarh	Bareilly	Balrampur	Farrukhabad	Ghaziabad	Prayagraj
Aligarh	Budaun	Gonda	Kannauj	Meerut	**Saharanpur**
Etah	Pilibhit	Shrawasti	Kanpur Dehat	**Mirzapur**	Muzaffarnagar
Hathras	Shahjahanpur	**Gorakhpur**	Kanpur Nagar*	Mirzapur	Saharanpur
Kashganj	**Basti**	Deoria	**Lucknow**	Bhadohi	**Varanasi**
Ayodhya	Basti	Gorakhpur	Hardoi	Sonbhadra	Chandauli
Ambedkar Nagar	Sant Kabir Nagar	Kushinagar	Kheri	**Moradabad**	Ghazipur
Ayodhya	Siddharth Nagar	Mahrajganj	Lucknow	Amroha	Jaunpur
Bara Banki	**Chitrakoot**	**Jhansi**	Raebareli	Bijnor	Varanasi
Sultanpur	Banda	Jalaun	Sitapur	Moradabad	

*District not surveyed in ASER 2024

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Agra	34.7	45.4	40.3	3.1	4.0	2.6	46.3	40.7	53.0	48.1	51.1	57.3	74.5	68.3	70.8	54.0	54.0	55.3
	±3.64	±4.04	±4.48	±1.16	±1.22	±0.84	±4.52	±3.54	±4.4	±4.66	±3.66	±4.4	±3.68	±3.92	±5.58	±4.48	±4.22	±5.52
Aligarh	39.7	55.0	47.0	5.6	2.2	3.4	46.7	35.9	51.1	45.3	45.8	56.1	66.3	64.4	66.7	46.7	44.4	50.6
	±3.62	±4.46	±3.98	±1.32	±0.68	±0.74	±4.56	±4.2	±3.92	±3.98	±3.96	±3.94	±4.82	±4.2	±3.9	±4.98	±4.82	±4.88
Ayodhya	44.4	61.5	50.0	3.1	2.3	2.9	38.9	32.0	51.9	34.0	35.9	48.5	62.7	62.5	67.7	27.5	39.1	44.4
	±4.52	±3.98	±3.92	±0.92	±0.74	±0.94	±4.86	±4.1	±4.68	±4.94	±4.48	±4.5	±4.84	±4.28	±5.52	±4.6	±4.56	±4.92
Azamgarh	34.0	52.6	39.9	1.5	0.5	1.4	48.2	43.6	50.0	51.3	52.8	62.6	74.4	73.6	71.8	52.0	57.3	59.3
	±5.28	±5.8	±5.0	±0.6	±0.3	±0.92	±6.22	±5.2	±6.4	±5.74	±5.94	±6.74	±4.68	±4.96	±8.58	±5.18	±6.54	±7.86
Bareilly	47.6	60.7	48.9	12.6	6.3	8.6	29.6	24.4	37.1	28.5	30.3	43.0	55.6	50.5	62.6	25.8	31.2	41.2
	±4.08	±4.18	±3.88	±2.54	±1.46	±1.64	±4.88	±3.48	±3.78	±4.16	±3.86	±4.4	±5.52	±5.14	±4.26	±4.92	±5.0	±5.1
Basti	40.5	61.6	38.8	3.5	2.5	3.1	36.0	35.2	47.2	41.9	35.6	57.1	64.5	64.7	70.8	38.0	45.1	51.6
	±4.92	±4.98	±5.06	±1.32	±0.72	±0.96	±5.5	±4.78	±5.28	±5.4	±4.66	±5.66	±6.06	±4.62	±5.0	±5.16	±4.98	±5.6
Chitrakoot	65.1	75.4	71.9	3.7	3.2	3.3	33.9	35.2	37.5	38.3	41.4	46.0	60.0	65.2	62.6	41.4	46.7	45.0
	±3.9	±3.54	±3.4	±1.16	±0.82	±0.76	±4.56	±4.24	±4.3	±4.9	±4.28	±4.98	±4.6	±4.64	±5.04	±4.54	±4.46	±4.96
Devipatan	49.2	69.7	51.0	9.3	4.2	13.8	30.3	19.2	34.9	30.5	22.3	36.7	57.3	48.8	61.2	31.2	27.1	40.6
	±4.1	±3.82	±3.34	±1.48	±1.06	±2.28	±4.8	±2.92	±4.3	±4.46	±3.46	±4.14	±6.26	±4.86	±4.7	±4.84	±3.92	±4.74
Gorakhpur	38.7	56.1	35.8	2.0	1.3	1.4	48.6	43.1	51.4	41.0	48.9	60.3	75.2	73.9	73.7	40.0	55.2	54.8
	±3.84	±5.0	±4.04	±0.6	±0.52	±0.6	±4.26	±4.46	±4.36	±4.24	±5.38	±4.48	±3.36	±3.5	±4.04	±4.28	±4.44	±4.16
Jhansi	60.4	70.4	67.1	3.5	1.9	2.4	39.9	30.3	40.1	40.4	42.3	50.4	66.3	62.8	66.8	38.9	50.4	55.3
	±5.04	±4.74	±5.12	±1.26	±0.7	±1.04	±4.84	±4.88	±5.64	±5.98	±5.44	±4.96	±5.6	±5.3	±5.26	±5.54	±5.72	±4.76

Divisional estimates

Uttar Pradesh

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Kanpur	45.8	61.0	51.1	4.7	3.3	2.4	40.2	35.7	46.0	39.5	41.3	54.6	65.8	66.7	65.1	41.7	47.9	50.1
	±3.38	±3.38	±3.5	±1.08	±1.26	±1.06	±3.88	±3.34	±3.88	±3.58	±3.76	±4.04	±4.14	±3.8	±4.2	±3.9	±4.08	±3.96
Lucknow	52.9	63.9	61.2	5.7	3.8	3.8	32.4	28.3	40.7	28.7	31.5	47.1	61.5	52.8	63.5	33.2	31.2	42.1
	±3.6	±3.0	±3.3	±1.12	±0.86	±0.88	±3.22	±2.94	±3.94	±3.36	±3.22	±4.14	±3.5	±3.62	±3.56	±3.92	±3.12	±4.16
Meerut	33.5	45.5	42.7	3.6	2.4	2.4	58.7	46.0	54.1	56.9	49.7	57.0	84.2	74.0	75.7	58.2	54.8	56.9
	±3.76	±4.0	±5.14	±1.02	±0.94	±1.0	±3.98	±4.06	±4.78	±4.82	±4.72	±4.64	±2.8	±3.44	±3.82	±3.8	±4.36	±4.6
Mirzapur	58.4	65.0	56.5	3.7	0.8	3.5	38.9	39.0	51.4	28.0	35.9	44.1	66.3	69.2	71.4	31.9	45.1	39.5
	±5.24	±4.58	±4.4	±1.2	±0.38	±1.02	±5.04	±4.02	±5.66	±4.2	±4.9	±5.5	±5.4	±5.08	±5.14	±5.58	±5.06	±4.56
Moradabad	35.1	53.3	41.8	8.1	4.7	4.2	35.2	30.3	42.1	31.7	36.2	51.0	65.4	58.8	68.3	33.5	33.8	47.7
	±4.68	±5.16	±5.46	±1.66	±1.32	±1.12	±5.5	±4.46	±5.2	±6.26	±4.18	±5.2	±5.36	±5.18	±4.0	±5.44	±5.2	±4.98
Prayagraj	38.9	63.5	44.8	3.1	1.5	2.3	45.3	38.2	49.5	41.7	44.1	54.9	69.5	64.1	68.5	41.6	48.8	47.6
	±4.48	±5.72	±4.26	±0.7	±0.56	±0.68	±4.56	±4.72	±4.88	±4.84	±4.62	±5.18	±4.18	±5.06	±4.52	±5.0	±5.34	±5.2
Saharanpur	40.5	46.4	46.4	4.4	2.7	1.5	46.6	41.8	48.2	45.3	45.5	59.4	76.8	71.0	77.7	50.3	45.3	58.9
	±6.26	±6.82	±6.96	±1.82	±1.4	±0.74	±7.74	±6.62	±7.72	±7.72	±7.36	±5.26	±6.38	±4.7	±5.42	±8.1	±6.16	±6.16
Varanasi	45.5	62.6	52.6	2.1	1.9	1.2	45.4	45.1	55.3	44.7	50.2	65.3	70.1	70.0	78.2	44.2	50.3	62.1
	±4.14	±4.82	±5.18	±0.74	±0.7	±0.54	±4.56	±4.32	±5.86	±4.32	±3.64	±5.6	±4.86	±4.26	±4.68	±4.84	±4.86	±5.88
Uttar Pradesh	44.3	59.6	49.1	4.8	2.9	3.9	40.6	34.9	46.5	38.6	40.0	52.7	67.1	63.4	68.8	39.3	43.5	49.4
	±1.08	±1.12	±1.08	±0.34	±0.24	±0.28	±1.16	±1.04	±1.26	±1.16	±1.12	±1.28	±1.18	±1.14	±1.22	±1.22	±1.2	±1.28

Divisional estimates

Districts have been clubbed into divisions to produce divisional estimates on enrollment, reading, and arithmetic levels for children in the 5-16 age group. 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 2024, the proportion of Std III-V children who can read a Std II level text is 51.5%. With 95% probability, the true population proportion lies within 5.32% points of the estimate, i.e., between 46.2% and 56.8%.

Uttarakhand

List of districts under each division

Garhwal	Garhwal	Tehri Garhwal	Almora	Nainital
Chamoli	Hardwar	Uttarkashi	Bageshwar	Pithoragarh
Dehradun*	Rudraprayag	**Kumaon**	Champawat	Udham Singh Nagar

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Garhwal	55.5	60.5	66.3	1.8	1.3	0.8	50.0	42.1	51.5	44.6	39.0	45.5	79.0	72.4	73.5	43.5	36.8	47.9
	±4.46	±4.44	±4.52	±0.92	±1.0	±0.66	±5.12	±3.8	±5.32	±4.74	±3.94	±5.6	±4.74	±3.6	±3.74	±4.98	±4.28	±4.94
Kumaon	54.5	63.1	59.2	1.0	0.9	0.7	51.7	43.3	53.7	46.6	34.3	50.4	78.3	74.4	78.1	42.3	38.3	47.0
	±4.78	±5.36	±4.72	±0.54	±0.72	±0.42	±5.44	±4.98	±4.86	±4.84	±4.72	±4.8	±4.64	±5.34	±4.14	±4.88	±5.42	±5.48
Uttarakhand	55.1	61.5	62.8	1.4	1.1	0.8	50.7	42.5	52.5	45.4	37.4	47.8	78.7	73.2	75.6	43.0	37.3	47.5
	±3.26	±3.44	±3.24	±0.58	±0.68	±0.4	±3.78	±3.02	±3.64	±3.46	±3.04	±3.76	±3.34	±3.04	±2.78	±3.5	±3.38	±3.68

*District not surveyed in ASER 2024

West Bengal

List of districts under each division

Burdwan	Cooch Behar	Maldah	Paschim Medinipur	Nadia
Barddhaman	Darjiling	Murshidabad	Purba Medinipur	North Twenty Four Parganas
Birbhum	Jalpaiguri	Uttar Dinajpur	Puruliya	South Twenty Four Parganas
Hooghly	**Maldah**	**Medinipur**	**Presidency**	
Jalpaiguri	Dakshin Dinajpur	Bankura	Howrah	

Division/ Region	Govt school			Not in school			Learning levels: All schools											
							Std III-V						Std VI-VIII					
	% Children (aged 6-14) enrolled in govt school			% Children (aged 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	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024	2018	2022	2024
Burdwan	89.5	95.2	91.5	1.7	0.5	0.6	49	41.8	45.2	42.7	40.0	42.9	66.1	64.6	64.8	38.0	30.5	32.9
	±3.58	±1.62	±2.52	±1.04	±0.36	±0.46	±6.02	±5.72	±5.04	±7.6	±5.58	±5.68	±7.2	±5.64	±5.8	±7.94	±4.58	±5.54
Jalpaiguri	85.7	86.6	83.3	1.8	0.7	0.9	37.7	28.9	41.8	38.3	31.0	47.4	52.8	54.6	60.5	22.2	20.7	30.5
	±3.54	±2.88	±2.8	±0.86	±0.62	±0.7	±6.76	±4.62	±6.02	±6.4	±5.26	±5.52	±8.12	±6.74	±5.76	±6.6	±5.48	±4.94
Maldah	81.9	86.8	86.5	3.9	1.9	2.1	33.1	34.8	36.4	31.3	34.7	39.8	45.6	52.8	60.0	21.2	24.5	26.1
	±4.18	±3.5	±2.68	±1.28	±0.94	±0.86	±6.5	±5.68	±4.66	±7.84	±6.48	±5.16	±6.02	±6.32	±6.06	±5.36	±5.26	±4.66
Medinipur	91.4	95.9	92.1	1.3	0.3	0.3	49.6	47.4	53.5	52.0	45.2	57.3	62.6	62.8	67.9	37.8	33.8	39.0
	±1.94	±1.64	±1.96	±0.6	±0.2	±0.22	±5.52	±5.48	±5.22	±5.6	±4.94	±5.6	±6.3	±4.96	±5.2	±6.26	±5.48	±4.32
Presidency	90.4	93.4	91.5	1.3	0.8	0.8	45.9	44.1	51.0	46.3	46.5	47.9	64.0	73.8	71.8	28.8	36.6	36.8
	±2.78	±1.98	±2.06	±0.68	±0.38	±0.44	±6.52	±4.78	±6.9	±5.72	±5.5	±5.42	±5.98	±5.2	±5.06	±6.84	±4.62	±4.72
West Bengal	88.1	92.2	89.6	2.0	0.9	0.9	44.1	40.9	46.1	43.4	40.8	47.3	58.8	62.7	65.6	30.6	30.5	33.6
	±1.46	±1.1	±1.08	±0.42	±0.26	±0.26	±2.88	±2.5	±2.54	±3.0	±2.62	±2.56	±3.02	±2.6	±2.58	±3.08	±2.38	±2.2



ASER 2024 Process documents



Sample design of rural ASER 2024

Wilima Wadhwa[1]

The purpose of ASER is twofold: (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 five subsequent editions of ASER (2009, 2012, 2014, 2016, 2022). ASER 2024 will be the first survey to provide estimates of digital access, usage, and ability among 14-16-year olds in rural India.[2]

Every year, ASER surveyors 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 and usability of facilities), or on information provided by the school (such as government grants and notifications information). School observations have been reported in 2005, 2007, and every year since 2009. Beginning in 2010, information is also collected on schools' compliance with the Right of Children to Free and Compulsory Education Act 2009 (RTE).

ASER was done annually for ten years (2005-2014) using Census 2001 as the sampling frame. After a break of one year, ASER 2016 started a new series of ASER estimates using Census 2011 as the sampling frame.[3] In this new series of ASER, the nationwide assessment of foundational learning is done every other year starting in 2016, and competencies for other age groups are explored in the intervening years.[4] After 2018, this alternate year cycle was broken in 2020 due to the COVID-19 pandemic which severely restricted movement in the field. ASER 2022, therefore, gave estimates at the district, state, and national levels after a gap of 4 years, and is one of the only sources of data on the impact of the pandemic on the education sector. ASER 2024 continues the alternate year cycle started in 2016.

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 used the Census 2001 village directory as the sampling frame. The Census 2011 sampling frame became available in the public domain in 2015, and ASER 2016-2024 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.[8] These are randomly selected using the village directory of

---

[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 and ASER 2023 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.

the Census as the sample frame. 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, and vice versa.[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 nature of the ASER assessment 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 with appropriate weights[12] to account for different underlying population sizes – a more populous state like Uttar Pradesh 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, prior to ASER 2022, households with no children in the target age group were 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, employed a sampling strategy that modified 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, divide the village into four parts, and sample 5 households using the 5th household rule, in each part, to get 20 households in the village. Prior to 2022, households with no children in the target age group counted as part of the sample since the aim was to get a representative picture of the household distribution.

[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 it would 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 is 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.

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 5th household rule starting from the left to sample households.
3. If the household has children in the 3-16 age group currently residing in 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 5th household.
4. If the household has no children in the 3-16 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. ASER 2024 uses the same approach for the second stage sample.

To summarise, ASER 2024 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 Census 2001 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 from 2018 villages were retained, and 10 new villages were added. In ASER 2024, the 10 villages from 2016 were dropped, the 20 villages from 2018 and 2022 were retained, and 10 new villages were added from the Census 2011 village directory. 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 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 2024 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, youth clubs, and District Institutes of Education and Training (DIETs), among others. This year ASER reached 605 districts, surveying almost 650,000 children in 17,997 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.

The ASER survey training follows a three-tier model:



Standardisation in training and survey processes 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 workshops 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, 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 Bhopal, Madhya Pradesh, from 2-9 September 2024. Around 110 participants attended 5 days of classroom sessions and 2 days of field visits to villages to pilot the ASER 2024 survey instruments.

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, videos, group activities, and presentations are used to make the classroom sessions effective and engaging.
- **Field visits:** One day of the national workshop 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 process.
- **Quizzes:** Quizzes are administered in order to ensure that every participant understands the survey content and quality control processes thoroughly. After training, additional sessions are organised to fill the gaps identified through the quiz results.

110 participants in the ASER 2024 National Workshop

[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.

- **Mock training:** Two days in the national workshop are devoted to mock training sessions. Participants prepare and conduct training sessions on assigned topics. They are assessed by experienced ASER trainers and are given individual feedback. These sessions prepare participants to lead and deliver training workshops 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 the survey processes.
- **State planning:** The national workshop is also a time to finalise the survey rollout plans for each state, including identification of partners, plans for state level training workshops, and calendars for the 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 budgets are finalised.

Tier II: State level training

State level training workshops 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 990 Master Trainers participated in ASER 2024.

The structure of state level training workshops is kept as close as possible to that of the national workshop. These workshops also have five major components: classroom sessions, field visits, quizzes, mock training sessions, and district level planning.

Performance in mock training sessions, 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 the district level training workshops. It is mandatory for all participants to be present on all days of the workshop. Any participant who is not present for all sessions does not qualify as a Master Trainer for ASER.

988
Master Trainers

Tier III: District level training

District level training workshops are the last tier of the training for the ASER survey. Master Trainers train volunteers from local organisations and colleges, who carry out the survey in the villages. District level training workshops span 3 days.

Like state level training workshops, key elements of district level training workshops 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.

25,557
volunteers

Monitoring of training workshops

Specific steps are taken to ensure that key aspects of the training are implemented across all state and district level workshops:

- All state level training workshops are attended and monitored by the ASER central team.
- To support district level activities of ASER including district level training workshops, calls are made by the ASER state teams to Master Trainers on a daily basis to ensure that they complete all basic processes during training, survey, and recheck.
- In all district level training workshops, records are maintained for each ASER volunteer. These records contain their attendance for each day of the workshop and their quiz marks. This data is used for volunteer selection and to pair volunteers for the ASER survey.

ASER 2024 Survey process

The following process explanations are excerpts from the ASER 2024 Instruction Booklet, used to train ASER volunteers. The sections covered are: collecting village information, making a map and dividing the village into sections, selecting households in each hamlet/section, collecting information in each household, testing children, and collecting school information. Sample versions of the survey formats in English are included. The Instruction Booklet and formats were translated into Hindi and 17 other regional languages for the survey.

Talking to the Sarpanch

Purpose: To inform the Sarpanch about the ASER survey process and request their cooperation for the survey.

Go to the assigned village. Two volunteers will survey one village. Once you are in the village, meet the Sarpanch and give her the 'Letter for Sarpanch'. Explain the purpose and importance of conducting the ASER survey and the activities that you will be doing in the village. If the Sarpanch is not present, then meet a village representative, such as the Panchayat Secretary.

Collecting village information

Purpose: To note the presence or absence of selected facilities in the village.

Write the name of the state, district, block, village, volunteers, and the date and day of the survey on the Village Information Sheet.

While 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 271 for a sample of the Village Information Sheet.

Making a map and dividing the village into hamlets/sections

Purpose: To divide the village into hamlets/sections and to randomly select households; the map is also used later for the quality control process of recheck.

Get to know the village: Walk around the village and talk to the local people. Ask them how many hamlets/sections there are in the village and where they are located. Enquire about the starting and ending points of the village. Ask the villagers to take you around as well, if possible.

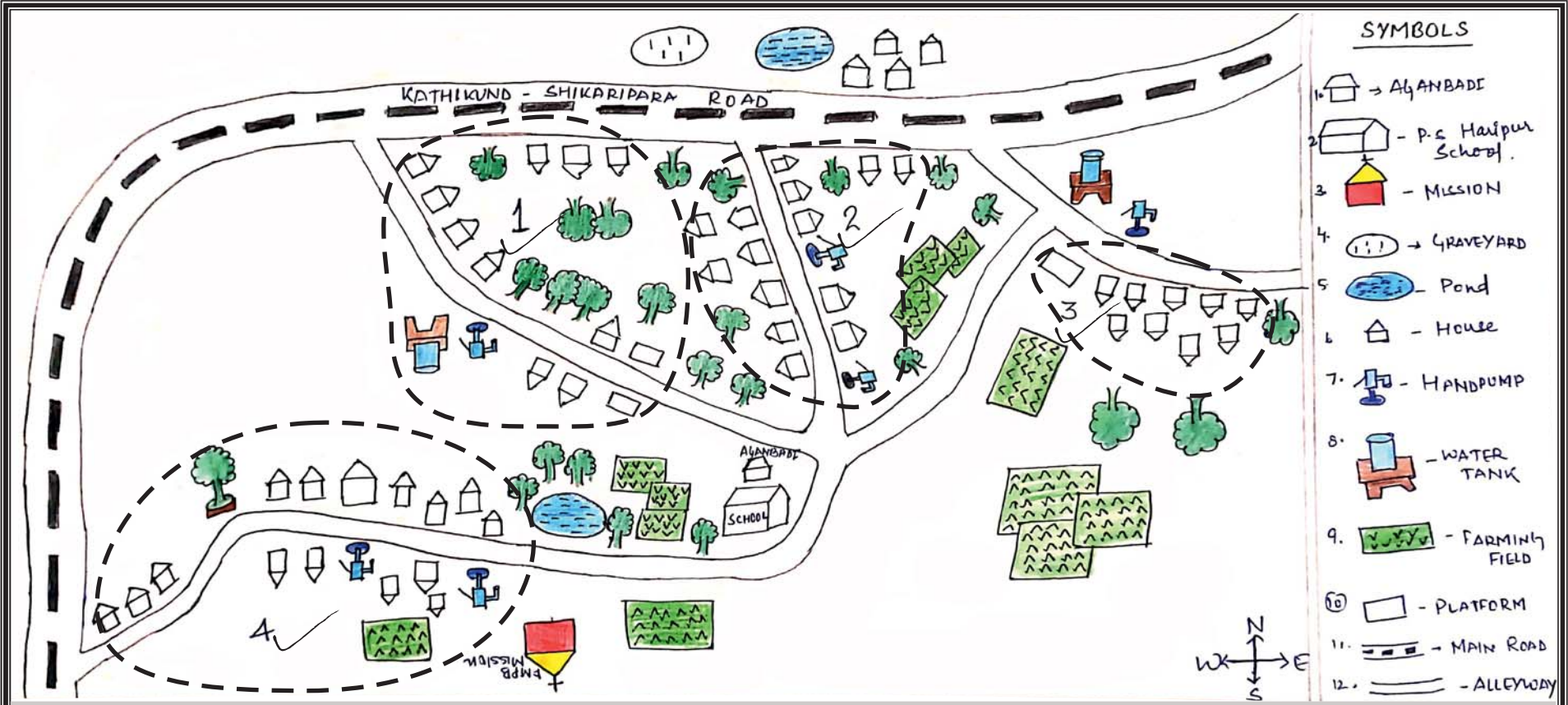
- **Make a rough map:** As you walk around, draw a rough map showing how the village is laid out. The rough map will help in understanding the pattern of habitations in the village. Take help of the local people to show you the main landmarks, such as places of worship, rivers, schools, bus stops, panchayat 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 the 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 the rough map onto the designated sheet in the survey booklet (see page 272 for a sample of a map).

Sample Village Information Sheet

VILLAGE INFORMATION SHEET			
Name of state:	PUNJAB	Name of district:	LUDHIANA
Name of block:	JAGRAON	Name of village:	SUJAPUR
Surveyors' names:	1. AKANSHA SARAWGI		
	2. SHRADHA CHAUDHARY		
Date of survey:	12-10-2024	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



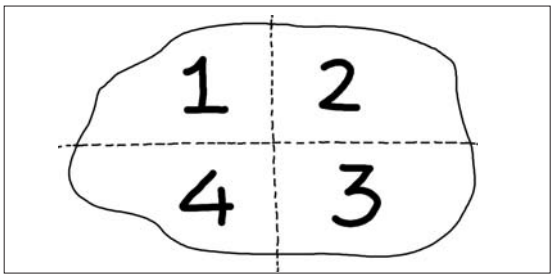
INSTRUCTIONS TO DRAW THE MAP

- 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, main roads, 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

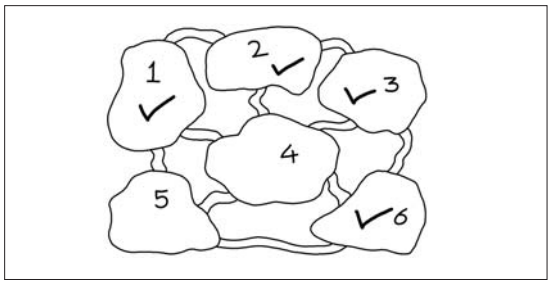


- Divide the entire village into 4 sections geographically.
- Assign each section a number. Write the number on the map (see the adjacent image for an example).
- Select 5 households with children aged 3-16 from each section.

Case 2: Village with hamlets/sections

If the village has discontinuous hamlets/sections, assign each hamlet/section a number and write the number on the map.

If the village has:



- **2 hamlets/sections:** Divide each hamlet/section in 2 parts to give you 4 parts, and select 5 households with children aged 3-16 from each part.
- **3 hamlets/sections:** Select 7, 7, and 6 households from the 3 hamlets respectively.
- **4 hamlets/sections:** Select 5 households with children aged 3-16 from each hamlet/section.
- **More than 4 hamlets/sections:** Randomly pick 4 hamlets/sections, and then select 5 households with children aged 3-16 from each hamlet/section. On the map, tick the hamlets/sections chosen for the survey (see the adjacent image for an 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.

5 households with children in the age group of 3-16 years must be selected from each of the 4 selected hamlets/sections using the following procedure:

- Go to the selected hamlet/section. 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, 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. Select 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 275 for a sample of the Household Log Sheet.

Some special cases

- **Household with multiple kitchens:** In each household, ask about the number of kitchens or chulhas. If there is more than one kitchen in a household, then select the kitchen from which the respondent's family eats. Survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house, proceed to the subsequent 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 at 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 going 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

This sheet is a record of all households you will visit, including locked households, no response households and households with no children.

State:	PUNJAB	District:	LUDHIANA
Block:	JAGRAON	Village:	SUJAPUR

S.No.	Section/ hamlet no.	Non-surveyed households (Tick (✓) the appropriate column)			Surveyed households (if there are children aged 3-16 years regularly living in the household)		
		Locked	No response	No children	Name of the head of the household	How many 3-16 year olds regularly live in this household?	Surveyed household no.
1	1				BALBIR SINGH	2	1
2	1		✓				
3	1			✓			
4	1				AMANDEEP KAUR	3	2
5	1	✓					
6	1				GURLEEN SIKKA	1	3
7	1				AMARJOT SINGH	4	4
8	1				BALRAJ SINGH	2	5
9	2			✓			
10	2	✓					
11	2				AMRIT SINGH	2	6
12	2		✓				
13	2				KEERAT DHILLON	1	7
14	2			✓			
15	2				JASSI SINGH	3	8
16	2				ANGAD SINGH	3	9
17	2	✓					
18	2				FATEH SINGH	2	10
19	3			✓			
20	3				HARMINDER SINGH	4	11
21	3				MEHER KAUR	3	12
22	3	✓					
23	3				JASPRIT SINGH	2	13
24	3				JAPNOOR KAUR	1	14
25	3		✓				
26	3				AKASHDEEP SINGH	3	15
27	4			✓			
28	4				MANRAJ SINGH	3	16
29	4		✓				
30	4				BHAGWAN KAUR	2	17
Page 1 Total		4	4	5		41	

Collecting information in each household

Purpose: To collect all the required information about the selected households.

Refer to page 281 for a sample of the Household Survey Sheet.

General information

- **Household 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 regularly eat 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 based on the hamlet/section number 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 workers 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 referred to as children. Avoid saying 'children' in such cases. Probe about all 3-16-year-olds who live in the household to ensure that nobody in this age group gets left out. Often older children who cannot read are shy and hesitant about being tested — be sensitive about this issue.
- **Children who are not at home during the time of the survey:** Children are often busy in the household or in doing other tasks. If the child is somewhere nearby, but not at home, take the child's information like her 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 (for example, a child has gone to visit her relatives), write their information even if you cannot test them. Record the reason for not testing the child at the back 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 selected household on a regular basis. However, do not collect information about their parents if they do not regularly live in this household.
- **Children not living in the household on a regular basis:** Do not include children who do not regularly live in the household (for example, 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 at the time of the survey, 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. However, data must be recorded only for the children living in the 20 households that have been randomly selected. One row of the Household Survey Sheet will be used for each surveyed child.

Information about 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 grade and type of school under 'In school chidren' in the Household Survey Sheet as follows:

  - If the child is attending an 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 the LKG/UKG/NUR/Balwadi is a private institution, or under 'Government' in case of a pre-primary class of a government school.
  - If the child is enrolled in Std I to Std XII, then write the grade under the 'Std' column, 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 if the child attends the government school which you have surveyed 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 for children who are not currently enrolled in school.

  In case you have surveyed the household before the survey of the school in the village, ensure that you record the information for this question for the same government school that you are going to survey later on.

  Block 3: Medium of instruction in school: Record the medium of instruction of the child's school. For example, for an English medium school, write 'English'.

- **For 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 grade in which the child was studying when she dropped out, irrespective of whether she passed or failed in that grade. Additionally, note the year when the child left school. For example, if the child dropped out in 2022, 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 classes taken online as well.

Mother's and father's information

- **Mother's information:** When 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 living regularly in the household. If the child's mother has passed away or is 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, note the name of 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 grade she has completed. For graduates, write B.A., B.Com., etc.
- **Father's information:** Similar to the mother's information block, ask for the age and schooling information of the child's father. Note this information only if the father is alive and living regularly in the household. If the father has passed away or is not living in the household, do not record this information. If the father has died or is divorced and the child's stepfather (mother's present husband) is living in the household, note the name of the stepfather as the child's father. While recording the father's education, record the last grade he has completed. For graduates, write B.A., B.Com, etc.

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 only what is reported by the respondent/household members and not by others. In case of assets like television 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 share this information. Explain to them that this information is being collected in order to link the educational status of the child with the household's economic condition.

- **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 the 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.
- **Motorised 2-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 2-wheeler like a motorcycle/scooter.
- **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 not in working condition.
- **Mobile phone:**
  - Mark 'Yes' if the household has a mobile phone.
  - In the next question, mark 'Yes' even if one mobile phone in the household is a smartphone. A smartphone is a phone with internet facility.
  - If there is a smartphone, then ask about the number of smartphones that the household has.
  - 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.
  - 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, then mark 'Yes'.
- **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 XII.
  - Mark 'Yes' if anyone in the household knows how to use a computer.

- Mobile number of the household: Note the mobile number in the designated space at the bottom of the sheet. Explain to the household members that the mobile number will be kept confidential, and will only be used for the recheck process and not for any other purpose.
- Note the end time of the survey.

Testing children

Purpose: To test children aged 5-16 to find out the highest level of basic reading and arithmetic that they can do comfortably; to test children aged 14-16 on their ability to do basic digital tasks on their smartphone.

After filling 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 types of tests: Reading, Arithmetic and Digital Tasks. Each booklet 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. Our objective is to find out the highest level that the child can do comfortably in basic reading, arithmetic and digital tasks. 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. When you feel that the child is comfortable, show her the tool and tell her that it 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. Do 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 volunteers should make sure this does not happen — one of the volunteers can talk to the adults or do some activities with the other children while the other volunteer 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 problems.
- **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 the 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 booklet has 4 samples. In order to ensure that the children are not copying from each other, use a different sample of the tool for each child in the same household. Make sure to 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 you must start the testing in the next household with sample 4.

For a step by step explanation of the testing process, refer to the 'ASER 2024 Assessment tasks' section on page 38 of this report.

Digital literacy

This section is to be administered only to children aged 14-16 regularly living in the sampled household. Administer this in a conversational format with them instead of merely asking the questions. Do not lecture the children, regardless of your agreement or disagreement with their answers. If the presence of the family members makes the child nervous, then one of the volunteers can talk to the adults or do some activities with other children while the other volunteer talks to the child.

- **Smartphone availability:** Ask if the child knows how to use a smartphone. If she is unsure, then explain that you are only asking about basic smartphone usage.
  - If the child does not know how to use a smartphone, then skip to the 'Digital tasks' section. Sometimes children who say that they are unable to use a smartphone are still be able to do basic tasks on the smartphone.
  - If the child knows how to use a smartphone, then ask her whose smartphone she uses the most. Do not read out the given options; mark the suitable option as per her answer.
- **Smartphone usage and online safety:** If the child knows how to use a smartphone, then ask the following questions.
  - Ask if the child has used the smartphone for any education-related activities in the last 7 days. If she is unsure, then use examples like watching online videos related to studies, solving doubts related to current studies using the Internet, or exchanging notes/clearing doubts with teachers or friends using platforms like WhatsApp/Telegram.
  - Ask if the child has used any social media applications like WhatsApp, Telegram, YouTube, Instagram or any similar platforms in the last 7 days. If she responds 'No', then skip to the 'Digital tasks' section.
  - If she has used any social media applications, then ask her if she knows how to block or report someone's profile, make a profile public/private, and change the password of an account on any of the social media applications that she uses.

HOUSEHOLD SURVEY SHEET

State: PUNJAB District: LUDHIANA Block: JAGRAON Village: SUJAPUR

HH No. 1

Full name of family head: BALBIR SINGH

Total number of members in the household who eat from the same kitchen: 5

Respondent name	MEHER KAUR
Hamlet/section no. (from the map)	1

Surveyors' names
1. AKANSHA SARAWGI
2. SHRADHA CHAUDHARY

Date of survey: 12-10-2024
Day of survey: SATURDAY
Start time of survey: 11:05 AM

Annual Status of Education Report ASER 2024 RURAL Facilitated by PRATHAM

Serial no.	Mother's Name	Child's General Information: For age 3-16			Schooling Status: For age 3-16												Learning Status: For age 5-16												Digital Literacy: For age 14-16																		Father's Information			
					In school children (Currently enrolled in school)									Out of school children (Currently not enrolled in school)				Tuition																																	
					(Fill only one column)			Type of school (Tick only one column)				Does the child go to the surveyed school?		Medium of instruction in child's school			Drop out			Does the child take any paid tuition class currently?																																			
		Name of child (Children aged 3-16 regularly living in the household)	Age	Sex (M/F)	Anganwadi	LKG/UKG/NUR/Balwadi	Std.	Government	Private	Madrasa	EGS/AIE, other	Yes	No		Never enrolled	Drop out	Which Std. was the child in when she left school?	Which year did the child drop out (e.g., 2016)?	Yes	No	Language in which the child is tested in reading	Sample number (1/2/3/4)	Reading (✓ the HIGHEST level ONLY)					Math (✓ the HIGHEST level ONLY)					Do you know how to use a smartphone? (Write code: Yes=1, No=2)	If yes, Whose smartphone do you use the most often? (Tick ✓one option)			If yes, Write code: Yes=1, No=2				Digital tasks					Age	Has the father ever attended school?		If attended school, then which Std. completed?
																						Beginner	Letter	Word	Para	Story	Beginner	Num Recg 1-9	Num Recg 11-99	Subtraction	Division		Own	HH member's	Someone else's	In the last 7 days, did you use a smartphone for any education related activity?*	In the last 7 days, did you use any social media apps like Instagram, WhatsApp, YouTube, etc.?	If yes, then do you know how to: Block/report someone's profile or post	Make a profile public/private	Change the password of an account on any social media app like Instagram, Facebook, etc.	Was the child able to get a smartphone with good connectivity? (Write code: Yes=1, No=2)	Alarm	Woman President	a) Finding YouTube video	b) Sharing video		Yes	No	
1	MEHER	ONKAR	M	12			6		✓				✓	ENG				✓		ENG	1				✓				✓																	42	✓		BA
2	MEHER	JASMEEN	F	15											✓	9	2023		✓	PUNJ	2			✓				✓					1		✓		2	1	1	1	1	1	0	2	1	3	42	✓		BA
3																																																	
4																																																	
5																																																	
6																																																	
7																																																	
8																																																	
	Total Count				0	0	1	0	1	0	0				0	1							0	0	0	1	1	0	0	1	1	0					1								1							

Mother's information

S. no.	Mother's Name	Age	Has the mother ever attended school? Yes	Has the mother ever attended school? No	If attended school, then which Std. completed?
1	MEHER	40	✓		12
2					
3					
4					

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 household 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:

* Education related activities can include watching online videos related to studies, solving doubts related to current studies using the internet or exchanging notes/clearing doubts with teachers or friends using WhatsApp/Telegram.

Mobile no. of the HH: 99421 XXXXX

End time of survey: 11:22 AM

Sample Household Survey Sheet

Collecting school information

Purpose: To gather information about the enrollment and attendance of children, and the basic facilities in the school.

Refer to pages 286-287 for a sample of the School Observation Sheet.

General information

- Visit any government school (Std I to VII/VIII) in the village. If there is no school in the village which has classes from Std I to VII/VIII, then visit the government school which has the highest enrollment in Std I to IV/V. If there is no government school in the village with classes from Std I to IV/V, then do not visit any school. In the School Observation Sheet, tick according to the type of school visited.
- Meet the Head Teacher. If the Head Teacher is not present, meet the most senior teacher. The Head Teacher/the most senior teacher will be the respondent. Explain the purpose and importance of ASER and give her the 'Letter for Head Teacher'. 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 be kept confidential and 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 respondent for the enrollment register or any official document containing the enrollment figures of that school.
  - Use the enrollment registers to record the enrollment number for all classes. If a class has many sections, then note the total enrollment. If the enrollment register is not available or the respondent refuses to show it, then write the enrollment numbers as given by the respondent.
  - After filling the enrollment information, go to the classrooms/areas where children are seated and note their attendance class-wise by taking a headcount yourself. You may need to seek help from the teachers to distinguish children grade-wise as they are often found seated in mixed groups. In such cases, ask children belonging to a particular grade to raise their hands. Count the number of raised hands and fill the School Observation Sheet accordingly. Note that only children who are physically present in the class while you are counting should be included. In case of more than one section of a grade, take a headcount of the individual sections, and then add them to write the total attendance.
  - In case of a pre-primary class in the school, record the enrollment and attendance of the class that will go to Std I in the next academic year. It is possible that the school has KG-1 and KG-2 or LKG and UKG. In such a case, consider information for KG-2 and UKG. Note that pre-primary classes are called by different names in different states, like Balvatika in Uttar Pradesh, Ka-Shreni in Assam, etc.
- **Official medium of instruction in the school**
  - Write the name of the official language or languages which are the medium of instruction in the school.
  - If the school has more than one official medium of instruction, note all of them in the designated space.
- **Teachers**
  - Ask the respondent and note the number of teachers appointed. Acting Head Teacher will not be counted as a Head Teacher, but will be counted as a regular teacher. Head Teacher on deputation in the surveyed school will be counted under the Head Teacher category.
  - When recording information about regular government teachers, include all those teachers who teach Std I and above. The number of regular government teachers does not include the Head Teacher. However, if the teacher has only been appointed for 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 or village volunteers in the list of teachers.
- Observe whether the Head Teacher and teachers are present in the school during the survey and record this information.

- **Foundational Literacy and Numeracy (FLN)**

  Foundational Literacy and Numeracy (FLN) refers to a child's ability to read, write and perform basic operations with numbers. 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 questions. Each of the following questions need to be asked in the context of both the current (2024-25) and the previous (2023-24) academic year.

  - Ask whether the school received any government notification or directive to implement any FLN-related activities with children from Std I-II and/or III. Include directions received verbally or instructions received over platforms like WhatsApp or Telegram. Refer to the FLN program by the name used in your state (for e.g., Mission Ankur in Madhya Pradesh, Ennum Ezhuthum in Tamil Nadu, etc.).
  - Ask if at least one teacher in the school has completed any FLN training in-person.
  - Ask if at least one teacher in the school has completed any online FLN training on platforms like NISHTHA or DIKSHA.
  - Ask whether the school has conducted any School Readiness Program like 'Vidya Pravesh' for the students in Std I. Use the state-specific name of the program when asking this question.
  - Ask whether the school has received any Teaching Learning Material (TLM) specifically for FLN activities. TLM can be workbooks, charts, story/picture cards, learning kits, etc. Additionally, ask whether the school has received funds to purchase TLM.

- **Textbooks and uniforms**

  - 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, then mark under 'No'. If some grades have received the textbooks but some have not, then mark under 'Yes, some grades'.
  - If children have not been given textbooks, ask whether the funds for purchasing textbooks have been given to them, and mark accordingly. Ask the second question only if the response to the first question is 'No'.
  - 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'.

- **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.).

  - 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.
  - 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 also teaches the Physical Education class.
  - If any other teacher is taking the Physical Education class, ask if they have received any training for the same.

- Ask whether the school has received any sports equipment, or funds from the government specifically for purchasing sports equipment or improving the school's sports facilities under the Samagra Shiksha program. Note this information separately for equipment and funds for both the current (2024-25) and the previous (2023-24) academic year. There may be schools that have received both equipment and funds. In this case, tick under 'Yes' for both.

- **Pre-primary class**
  - Observe if there is an anganwadi in the school. If you are unable to locate one, ask the respondent and then observe yourself. The anganwadi must be located within the school campus.
  - Observe if there is a separate pre-primary class in the school that is not an anganwadi. The pre-primary class is the class that will go to Std I in the next academic year. If you are unable to locate one, ask the respondent and then observe yourself.
  - If there is a pre-primary class, then:
    - Observe whether children of that class are sitting with children of any other grade.
    - Ask if there is a separate teacher appointed in the school for teaching this class (even if she teaches other classes as well).
    - Ask the respondent if there is at least one teacher in the school who has received pre-primary or Early Childhood Care and Education (ECCE) training in-person. Note this information for both the current (2024-25) and the previous (2023-24) academic year.
    - Ask the respondent if at least one teacher has completed any pre-primary/ECCE training online on platforms like NISHTHA or DIKSHA. Note this information for both the current (2024-25) and the previous (2023-24) academic year.
    - Ask if the school has received any funds specifically for the pre-primary/ECCE program. Note this information for both the current (2024-25) and the previous (2023-24) academic year.

- **Classroom observation**

  This section is to be filled for Std I and Std II only. If there is more than one section for a class, then randomly choose any one section to observe. You may need to seek help from the teachers to distinguish children grade-wise as more than one grade may be seated together. Observe the following and fill accordingly:

  - Seating arrangement of children: Are two or more grades sitting together in the same class or is a single grade sitting separately?
  - 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 TLM.
  - If there is TLM present in the classroom, observe if there is any work of the students like drawings, charts, worksheets, models, etc. displayed in the classroom. If the work done by students cannot be easily distinguished from the other TLM in the classroom, then ask the respondent or the teacher present in the classroom before marking the answer.
  - Observe whether the children are sitting in the classroom, in the verandah, or outside.

- **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 evidence of the mid-day meal in the school like dirty utensils or meal brought from outside.

- **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 Head Teacher/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 usable or not. A usable toilet is a toilet with running or stored water available for use and a basic level of cleanliness.
  - If the school has more than 1 common toilet or other types of toilets, then take information about the toilet that is in a better condition.
- **Facilities observation**

  Observe the following and fill the format accordingly:
  - Observe and count the total number of pucca rooms (excluding toilets), and 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 available in the school (even if they are kept in a cupboard). If there are library books, then observe whether the library books are being used by the children.
  - Observe if the school has a complete boundary wall or complete fencing; it can be with or without a gate.
  - Observe if there is a playground within the school premises. A playground is an area with a level playing field and/or playing equipment (for example, slides, swings, etc.).
  - Observe if any sports equipment is available in the school (even if they are kept in a cupboard). Do not include board games like ludo, chess, or carrom, but include equipment for indoor games like table tennis, badminton, etc.
  - Observe if the school has wires/electric meters, fittings, bulbs or not. If there is an electricity connection, then observe whether there is electricity during the survey. If there is no electricity at the time of your visit, then ask whether the school has had electricity at any time on the day of your visit to the school.
  - Observe if there are computers in the school for children's use. If yes, then observe if the computers are being used by the children.
  - Observe if there is a handpump/tap. If yes, then check whether you could drink water from it. If there is no handpump/tap or you could not drink water from it, then check whether other sources of drinking water are available.

SCHOOL OBSERVATION SHEET

State: PUNJAB District: LUDHIANA Block: JAGRAON

Name of the village: SUJAPUR Name of the school: GMS, SUJAPUR

Annual Status of Education Report ASER 2024 RURAL Facilitated by PRATHAM

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	SUKHVINDER SIKKA				1. AKANSHA SARAWGI
10:35 AM		✓		Designation (Tick)	HM ✓	Teacher	12-10-2024	SATURDAY	2. SHRADHA CHAUDHARY
				Phone number	99234 XX XX				

1. CHILDREN'S ENROLMENT AND ATTENDANCE	Pre-primary*	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8
Children's enrolment (Take from register)	6	11	8	12	10	11	13	12	9
Children's attendance today**	4	10	5	9	7	9	11	10	9

*Pre-primary class is the class that will go to Std. 1 in the next academic year.
**Take headcount of children present. If there is more than one section, write the total. If more than one grade is seated together, ask the children of each grade to raise their hands separately and count accordingly.

2. OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL (Ask)		
1. ENGLISH	2. PUNJABI	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)	7	6
Para-teachers	1	1

4. FOUNDATIONAL LITERACY AND NUMERACY (FLN) (Ask)		Current academic year (2024-25)			Previous academic year (2023-24)		
FLN refers to a child's ability to read, write, and perform basic operations with numbers.		Yes	No	Don't know	Yes	No	Don't know
Has the school received any government notification/directive to implement FLN activities with Std. 1-2 and/or 3?		✓			✓		
Has at least one teacher completed any FLN training **in-person**?		✓			✓		
Has at least one teacher completed any **online** FLN training on platforms like NISHTHA, DIKSHA, etc.?			✓		✓		
Has a **<School Readiness program>** been held for Std. 1 students?			✓			✓	
Has the school received any Teaching Learning Materials (TLM) (apart from textbooks) or funds specifically for FLN activities in Std. 1-2 and/or 3? **(Tick all the applicable options)**	Received TLM (blocks, charts, picture/story cards, etc.)	✓			✓		
	Received funds for TLM		✓			✓	

5. 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?				

6. PHYSICAL EDUCATION* (Ask)	Yes	No	Don't know
Does every class have a dedicated time allotted for physical education every week?	✓		
Has a separate teacher been appointed for the physical education class?		✓	
If no, then does any other teacher take the physical education class regularly?	✓		
If any other teacher takes the physical education class, has that teacher received any training on physical education?		✓	

Has the school received any equipment or funds from the govt specifically for sports related activities? **(Tick all the applicable options)**		Current academic year (2024-25)			Previous academic year (2023-24)		
		Yes	No	Don't know	Yes	No	Don't know
	Received sports equipment		✓		✓		
	Received funds for sports equipment/facilities		✓			✓	

*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.).

7. PRE-PRIMARY CLASS		Yes	No	Don't know
Is there an anganwadi within the school campus? (Observe)			✓	
Is there a separate pre-primary class in the school (not an anganwadi)? (Observe)		✓		
If yes,	Are the children of the pre-primary class sitting with children from any other Std.? (Observe)		✓	
	Is there a separate teacher appointed for teaching the pre-primary class? (Ask)	✓		

If yes,		Current academic year (2024-25)			Previous academic year (2023-24)		
		Yes	No	Don't know	Yes	No	Don't know
	Has at least 1 teacher completed pre-primary/ECCE training **in-person**? (Ask)	✓			✓		
	Has at least one teacher completed any **online** pre-primary/ECCE training on platforms like NISHTHA, DIKSHA, etc.? (Ask)		✓			✓	
	Has the school received any funds for the pre-primary class? (Ask)		✓				✓

8. CLASSROOM OBSERVATION					
Observe (If more than 1 section, choose any 1)		Std. 1		Std. 2	
		Yes	No	Yes	No
Are the children of this Std. sitting with children from any other Std.?		✓		✓	
Apart from textbooks, did you see any other TLM (e.g., other books, charts on the wall, picture/story cards, etc.) in the room?		✓		✓	
If yes, then did you see any work done by students displayed in the classroom? (e.g., drawings, charts, models, etc.)		✓		✓	
Where is the class seated? **(Tick any one)**	Classroom	✓		✓	
	Verandah				
	Outdoor				

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, meal brought from outside, etc.)? (Observe)		✓

10. TOILETS* (Observe)	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	✓		✓			

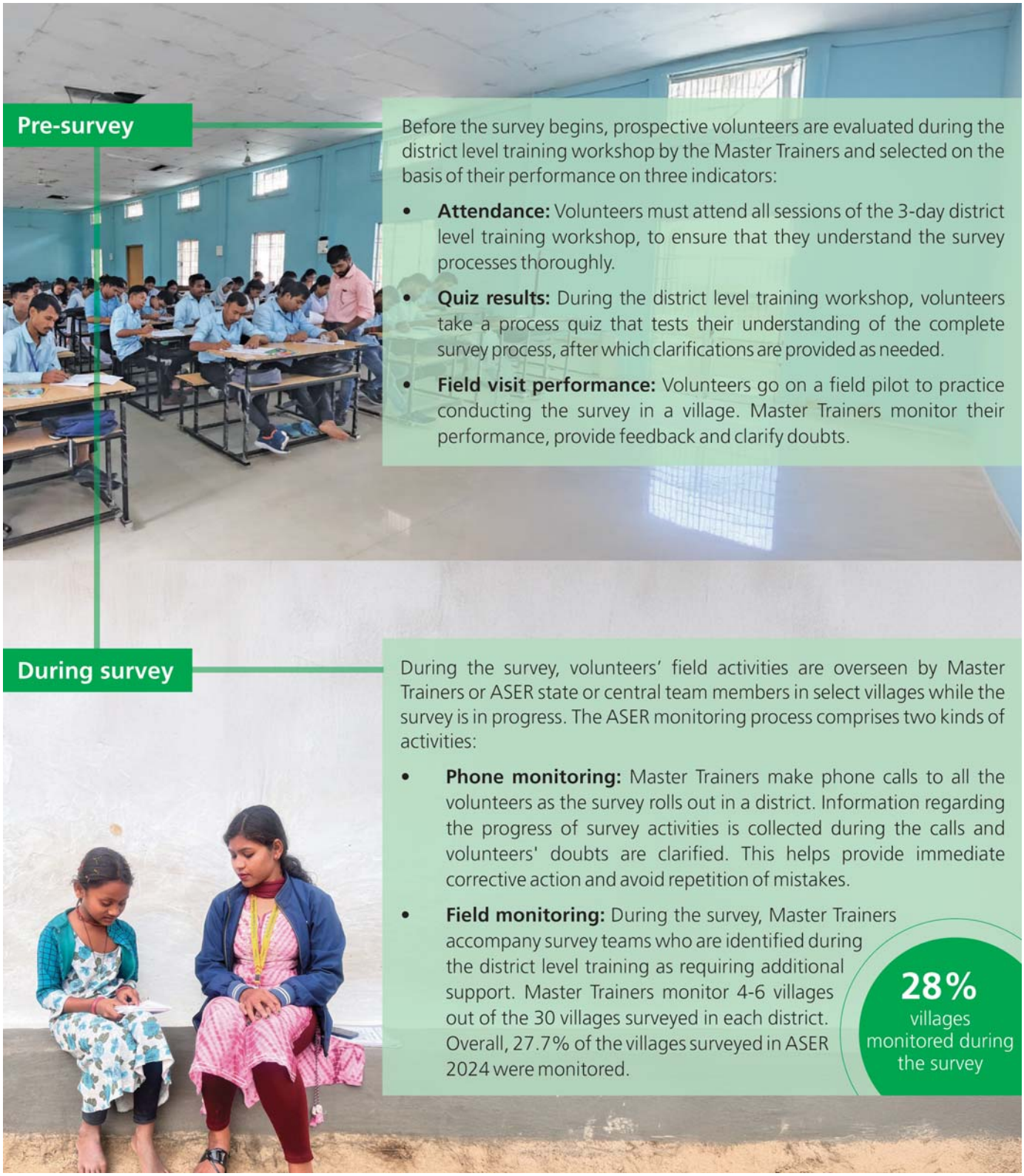
*If there are multiple toilets in the school, record information for the one in the best condition.

11. FACILITIES OBSERVATION		
Total number of pucca rooms in the school excluding toilets (count and write)	10	
Total number of pucca rooms being used for teaching today (count and write)	7	
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 the library books being used/read by children?		✓
Did you see a completed boundary wall or fencing?	✓	
Did you see a playground in the school?	✓	
Did you see sports equipment in the school? (Do not include board games like ludo, chess, carrom, etc.)	✓	
Is there an electricity connection in the school? (Look for wires and fittings)	✓	
If yes, was there electricity in the school today? (Observe/Ask)	✓	
Did you see computers for children in 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?		

End time of survey	10:52 AM

ASER 2024 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 2024 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 training workshop 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 workshop, to ensure that they understand the survey processes thoroughly.
- **Quiz results:** During the district level training workshop, volunteers take a process quiz that tests their understanding of the complete survey process, after which clarifications are provided as needed.
- **Field visit performance:** Volunteers go on a field pilot to practice conducting the survey in a village. Master Trainers monitor their performance, provide feedback and clarify doubts.

During survey

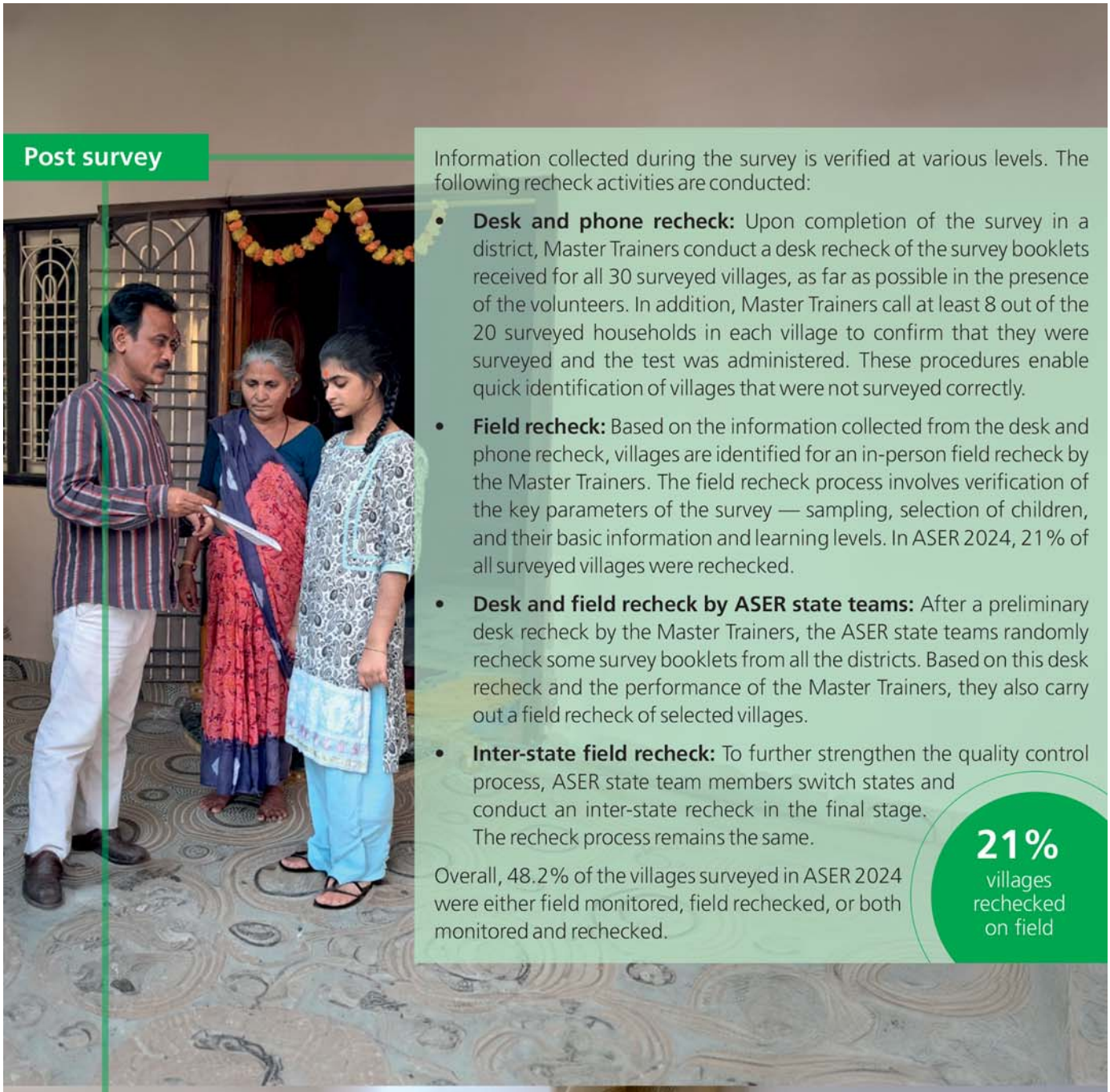
During the survey, volunteers' field activities are overseen by Master Trainers or ASER state or central team members in select villages while the survey is in progress. The ASER monitoring process comprises two kinds of activities:

- **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 provide immediate corrective action and avoid repetition of mistakes.
- **Field monitoring:** During the survey, Master Trainers accompany survey teams who are identified during the district level training as requiring additional support. Master Trainers monitor 4-6 villages out of the 30 villages surveyed in each district. Overall, 27.7% of the villages surveyed in ASER 2024 were monitored.

28%
villages monitored during the survey

[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.

Post survey



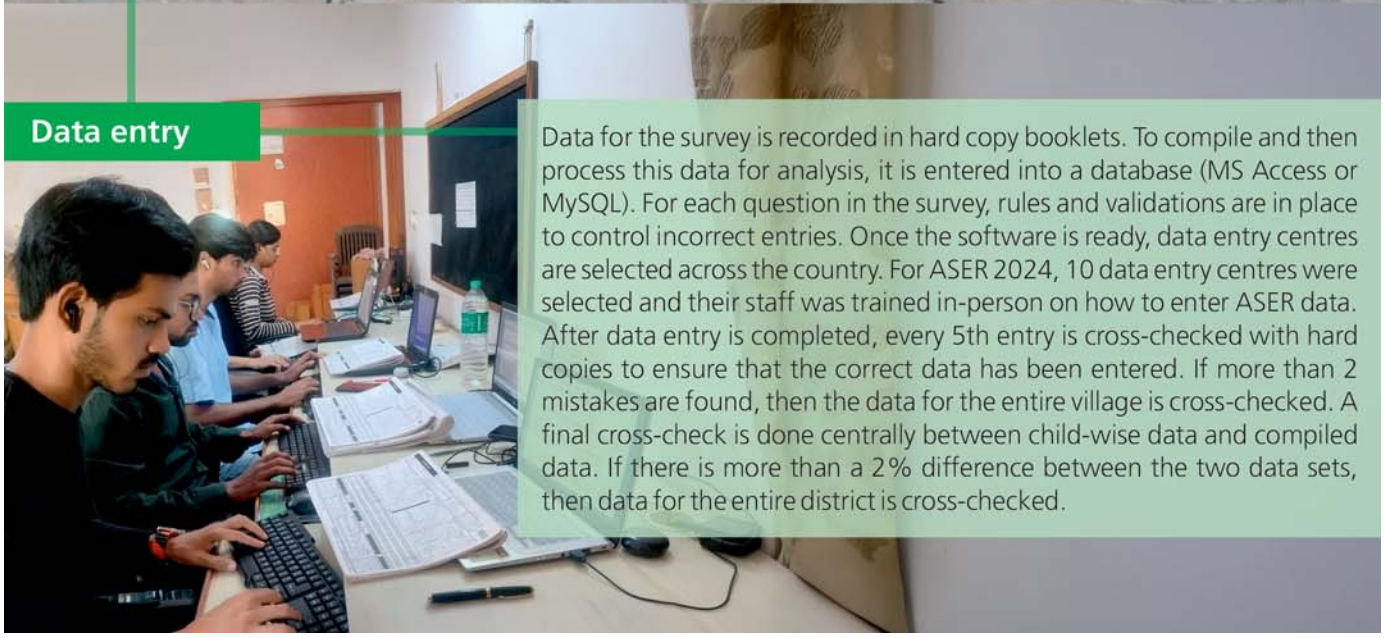
Information collected during the survey is verified at various levels. The following recheck activities are conducted:

- **Desk and phone recheck:** Upon 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 the presence of the volunteers. In addition, Master Trainers call at least 8 out of the 20 surveyed households in each village to confirm that they were surveyed and the test was administered. These procedures enable quick identification of villages that were not surveyed correctly.
- **Field recheck:** Based on the information collected from the desk and phone recheck, 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, and their basic information and learning levels. In ASER 2024, 21% of all surveyed villages were rechecked.
- **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 from all the districts. Based on this desk recheck and the performance of the Master Trainers, they also carry out a field recheck of selected villages.
- **Inter-state field recheck:** To further strengthen the quality control process, ASER state team members switch states and conduct an inter-state recheck in the final stage. The recheck process remains the same.

Overall, 48.2% of the villages surveyed in ASER 2024 were either field monitored, field rechecked, or both monitored and rechecked.

21% villages rechecked on field

Data entry



Data for the survey is recorded in hard copy 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 2024, 10 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 the correct data has been entered. If more than 2 mistakes are found, then the data for the entire village is cross-checked. A final cross-check is done centrally between child-wise data and compiled data. If there is more than a 2% difference between the two data sets, then data for the entire district is cross-checked.



Annexures



Annexure 1: Age-grade distribution in sample 2024

All India

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	17.0	40.1	27.3	9.8	5.7						100
II	3.8	10.2	37.0	33.5	8.8	6.8					100
III	2.6		10.2	38.4	30.9	11.6	6.3				100
IV	2.7			11.2	33.4	36.6	9.4	6.6			100
V	3.5				8.6	39.7	30.5	13.0	4.8		100
VI	2.9					10.9	32.4	38.8	12.0	3.0	100
VII	3.4						9.2	40.1	36.5	10.7	100
VIII	3.6							15.4	45.3	35.7	100
Total	3.0	7.1	10.0	12.5	11.4	14.3	11.4	13.8	11.1	5.4	100

All India

Std	5	6	7	8	9	10	11	12	13	14	Total
I	80.9	77.0	37.1	10.6	3.4	5.1	5.9	7.6	7.8	5.1	13.6
II	14.4	17.9	45.7	33.1	9.5						12.4
III	4.8	5.1	13.5	40.4	35.6	10.7					13.2
IV			3.8	11.9	38.7	34.0	10.9				13.3
V				4.0	10.3	38.0	36.5	12.9			13.7
VI					2.5	9.6	35.7	35.3	13.6	6.9	12.6
VII						2.6	9.2	33.0	37.7	22.5	11.4
VIII							1.9	11.1	40.9	65.5	10.0
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	12.7	52.2	26.0	6.6	2.5						100
II	3.9	7.6	52.9	26.7	5.2	3.7					100
III	1.4		11.8	57.0	23.8	6.1					100
IV	2.7			9.7	55.2	27.2	5.3				100
V	1.5				9.7	56.0	25.4	5.7	1.7		100
VI	3.2					9.5	48.5	30.9	6.9	1.1	100
VII	2.2						8.8	52.2	30.6	6.1	100
VIII	2.1							11.6	57.4	28.8	100
Total	2.2	7.3	11.1	12.3	12.3	14.7	12.0	12.7	11.3	4.2	100

Andhra Pradesh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	77.5	84.9	27.8	6.3	1.2	6.6	5.7	1.6	2.6	5.8	11.9
II	15.9	12.4	56.3	25.7	5.0						11.9
III	6.6	2.7	12.9	56.3	23.5						12.2
IV			3.1	9.7	55.3	22.7					12.3
V				1.9	12.8	61.3	33.9	7.3			16.1
VI					2.2	8.0	50.0	30.3	7.6		12.4
VII						1.4	9.0	50.8	33.5	18.0	12.3
VIII							1.4	10.1	56.4	76.1	11.1
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	21.4	30.6	24.6	15.1	8.3						100
II	4.0	10.6	24.5	28.2	14.9	11.4	6.5				100
III	2.8		10.5	29.7	21.2	18.3	9.0	8.4			100
IV	3.6			8.8	24.8	29.9	15.3	9.1	7.0	1.5	100
V	3.3				6.9	29.5	26.6	17.3	10.7	5.8	100
VI	2.9					5.9	27.1	30.9	21.2	12.1	100
VII	5.3						9.2	32.4	32.6	20.6	100
VIII	6.2							11.1	40.1	42.6	100
Total	4.9	8.0	10.4	12.7	10.3	13.3	11.0	11.4	10.8	7.3	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, 29.7% children are 8 years old, but there are also 2.8% who are 6 or younger, 10.5% who are 7, 21.2% who are 9, 18.3% who are 10, 9% who are 11, and 8.4% who are 12 or older.

Arunachal Pradesh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	87.1	74.4	46.0	23.0	5.6	4.2	4.9	5.5	5.8	5.3	19.4
II	10.5	19.3	34.4	32.4	21.0	12.5					14.6
III	2.3	6.3	14.5	33.8	29.7	20.0	11.9	5.7			14.4
IV			5.2	9.2	31.9	30.1	18.5	10.6	8.7		13.3
V				1.7	7.8	26.0	28.3	17.8	11.5	9.4	11.7
VI					4.0	7.4	26.0	28.6	20.6	17.5	10.5
VII							7.2	24.5	25.9	24.4	8.6
VIII							3.2	7.3	27.5	43.5	7.4
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, 33.8% children are enrolled in Std III, but there are also 23% who are enrolled in Std I, 32.4% enrolled in Std II, 9.2% enrolled in Std IV, and 1.7% enrolled in Std V or above.

Assam

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	17.2	38.0	31.6	10.0	3.2						100
II	2.5	8.8	33.2	38.7	10.9	5.9					100
III	1.2		9.4	32.3	36.5	14.2	6.5				100
IV	1.2			6.9	27.9	41.4	13.5	6.7	2.4		100
V	6.4					28.2	37.0	21.1	7.3		100
VI	5.7						24.9	44.6	18.9	6.0	100
VII	1.2						5.6	28.8	47.4	17.1	100
VIII	1.5							8.7	39.8	50.0	100
Total	2.8	6.6	10.0	11.8	11.5	13.0	11.6	13.5	12.1	7.1	100

Assam

Std	5	6	7	8	9	10	11	12	13	14	Total
I	86.7	81.3	44.9	12.0	2.9	4.8	5.7	1.7	3.9	4.4	14.2
II	11.9	15.9	39.9	39.2	11.4						12.0
III	1.5	2.7	13.4	38.8	45.4	15.5					14.2
IV			1.9	7.9	33.1	43.4	15.8	6.7			13.6
V				2.1	6.1	31.4	46.1	22.5	6.9		14.5
VI					1.1	4.9	26.5	40.6	19.1	10.3	12.3
VII							5.3	23.2	42.5	26.1	10.9
VIII							0.6	5.4	27.6	59.2	8.4
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	19.8	34.0	21.9	13.0	5.4	6.0					100
II	4.5	10.6	29.7	32.5	10.6	7.7	4.4				100
III	3.7		10.7	32.8	24.9	16.6	5.5	5.7			100
IV	4.4			11.8	24.0	35.9	11.8	8.9	3.3		100
V	5.8				9.5	33.9	25.2	18.9	6.7		100
VI	4.0					12.5	25.4	40.0	13.6	4.5	100
VII	5.2						9.3	39.0	33.0	13.6	100
VIII	5.0							19.7	38.4	37.0	100
Total	3.7	6.9	9.1	12.9	10.2	15.2	10.7	15.6	9.9	5.8	100

Bihar

Std	5	6	7	8	9	10	11	12	13	14	Total
I	76.6	70.7	34.2	14.4	7.5	3.1	4.3	5.8	6.0	7.9	14.3
II	17.5	21.0	44.3	34.2	14.1	6.9					13.6
III	5.9	5.3	15.2	33.1	31.7	14.2	6.7				13.0
IV		3.0	6.3	11.8	30.3	30.5	14.3	7.4			13.0
V				6.6	13.2	31.6	33.6	17.2	7.0		14.2
VI					3.2	10.2	29.6	31.9	17.0	9.7	12.4
VII						3.6	9.1	26.3	34.9	24.6	10.5
VIII							2.4	11.4	35.1	57.8	9.1
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	11.1	61.5	22.8	4.6							100
II	3.1	7.4	51.1	32.5	5.8						100
III	1.3		7.5	49.4	35.1	5.3	1.4				100
IV	1.1			8.6	46.9	36.1	5.2	2.1			100
V	1.1				6.8	53.3	30.9	6.3	1.5		100
VI	0.9					7.9	43.7	38.6	8.0	1.0	100
VII	1.9						8.7	48.6	34.9	6.0	100
VIII	2.1							12.0	53.1	32.8	100
Total	1.9	8.9	10.5	12.1	12.4	14.3	11.7	12.9	11.0	4.4	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, 49.4% children are 8 years old, but there are also 1.3% who are 6 or younger, 7.5% who are 7, 35.1% who are 9, 5.3% 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	81.4	87.6	27.5	3.9	4.9	5.6	1.3	2.4	2.3	4.5	12.6
II	16.7	10.6	61.9	34.0							12.7
III	1.9	1.8	8.9	51.1	35.5						12.5
IV			1.7	9.6	51.3	34.2	6.0				13.6
V				1.4	7.6	51.8	36.8	6.8			13.9
VI					0.6	6.8	46.3	37.1	9.0		12.4
VII						1.7	8.6	43.7	36.7	15.6	11.6
VIII							1.0	10.0	51.9	79.9	10.7
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 Chhattisgarh, of all children who are 8 years old, 51.1% children are enrolled in Std III, but there are also 3.9% who are enrolled in Std I, 34% enrolled in Std II, 9.6% enrolled in Std IV, and 1.4% enrolled in Std V or above.

Gujarat

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	4.6	36.7	45.3	11.7	1.8						100
II	0.4	4.2	49.2	40.6	5.6						100
III	1.1		7.0	55.9	31.3	4.8					100
IV	0.8			9.4	54.5	31.0	4.3				100
V	1.1				6.2	59.1	27.7	5.9			100
VI	1.1					6.5	50.4	36.0	5.5	0.7	100
VII	1.6						6.5	52.4	32.2	7.3	100
VIII	1.6							10.3	61.5	26.7	100
Total	0.8	5.1	9.0	12.5	13.2	14.5	13.0	14.7	12.9	4.5	100

Gujarat

Std	5	6	7	8	9	10	11	12	13	14	Total
I	86.0	93.3	65.2	12.1	1.9	4.3	4.1	5.9	1.4	4.7	12.9
II	14.1	6.7	22.4	13.3							4.1
III			11.0	63.0	33.4						14.1
IV			1.5	10.4	56.7	29.3					13.7
V				1.3	6.8	58.9	30.9				14.5
VI					1.2	6.6	57.3	36.0	6.3		14.7
VII						0.9	7.0	49.8	34.8	23.0	14.0
VIII							0.8	8.4	57.5	72.3	12.1
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	24.6	38.5	24.6	7.7	4.7						100
II	5.0	15.7	41.8	27.4	6.4	3.7					100
III	5.5		17.7	39.9	19.2	8.8	8.9				100
IV	5.7			23.7	37.4	24.4	4.9	3.9			100
V	6.9				22.1	42.2	17.5	7.5	3.8		100
VI	5.6					24.8	39.1	23.2	5.5	1.9	100
VII	1.4					5.4	24.8	44.4	19.5	4.5	100
VIII	5.3							28.0	46.2	20.4	100
Total	4.2	7.7	11.2	13.2	12.1	14.3	12.0	13.0	8.9	3.4	100

Haryana

Std	5	6	7	8	9	10	11	12	13	14	Total
I	83.0	68.2	30.0	8.0	2.4	2.9	5.7	5.2	9.3	5.2	13.7
II	11.2	22.8	41.6	23.3	6.0						11.2
III	5.8	6.8	20.4	39.1	20.6	8.0					13.0
IV		2.3	5.6	23.7	40.9	22.5	5.4				13.2
V			2.4	6.0	24.7	39.8	19.8	7.8		5.2	13.5
VI					5.5	21.8	41.2	22.5	7.7	7.1	12.6
VII						5.1	24.5	40.5	25.8	15.6	11.8
VIII							3.4	23.9	57.2	66.8	11.0
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	13.8	60.9	19.6	4.3	1.3						100
II	6.1	24.0	51.0	14.8	2.6	1.6					100
III	0.8		29.8	53.4	13.3	1.7	1.1				100
IV	4.1			33.5	49.7	10.8	1.5	0.4			100
V	2.2				33.6	52.2	10.2	1.6	0.2		100
VI	1.6					29.5	47.6	19.6	1.5	0.2	100
VII	2.5						29.1	55.2	12.6	0.7	100
VIII	4.5							38.6	47.0	9.9	100
Total	2.0	8.1	11.9	12.9	13.3	13.2	12.9	16.0	8.2	1.5	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, 53.4% children are 8 years old, but there are also 0.8% who are 6 or younger, 29.8% who are 7, 13.3% who are 9, 1.7% who are 10, and 1.1% who are 11 or older.

Himachal Pradesh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	65.8	61.2	13.5	2.7	2.6	2.1	2.1	2.1	4.3	5.5	8.2
II	31.1	37.1	53.9	14.5							12.6
III	3.1	1.7	27.8	46.0	11.2						11.1
IV			4.9	34.6	50.0	10.9					13.3
V				2.2	34.6	53.8	10.8				13.7
VI					1.6	30.7	50.7	16.9			13.8
VII						2.4	32.7	50.1	22.2	6.8	14.5
VIII							3.7	30.9	73.5	87.6	12.8
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, 46% children are enrolled in Std III, but there are also 2.7% who are enrolled in Std I, 14.5% enrolled in Std II, 34.6% enrolled in Std IV, and 2.2% enrolled in Std V or above.

Jammu and Kashmir

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	13.8	28.5	30.5	17.7	6.0	3.5					100
II	3.0	8.1	21.4	42.1	15.2	7.3	2.9				100
III	2.1		6.6	26.7	35.0	18.2	7.2	4.2			100
IV	3.3			7.4	23.5	39.6	15.3	8.6	2.4		100
V	2.5				7.1	25.5	38.1	19.0	5.9	1.9	100
VI	2.4					10.2	23.0	44.7	14.8	4.9	100
VII	4.1						7.6	26.6	46.4	15.2	100
VIII	3.9							13.4	35.0	47.8	100
Total	2.5	5.4	8.4	13.0	12.0	13.9	12.1	14.0	11.5	7.3	100

Jammu and Kashmir

Std	5	6	7	8	9	10	11	12	13	14	Total
I	78.8	73.7	50.7	19.2	7.0	2.2	10.8	4.0	3.5	5.5	14.0
II	15.3	19.6	33.3	42.6	16.6	6.9					13.1
III	5.8	6.7	10.7	28.1	40.0	17.9					13.6
IV			5.2	7.6	26.4	38.2	17.0	8.2			13.4
V				2.5	7.5	23.1	39.7	17.2	6.5		12.6
VI					2.6	9.3	24.1	40.6	16.4	8.6	12.7
VII						2.5	6.9	20.8	44.1	22.7	10.9
VIII							1.5	9.3	29.5	63.3	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	22.9	35.0	21.1	10.8	10.2						100
II	5.3	13.8	30.6	28.4	10.4	7.9	3.6				100
III	4.2		10.6	32.8	26.5	16.4	5.2	4.3			100
IV	5.2			14.3	23.5	33.5	11.7	8.4	3.4		100
V	6.1				8.7	32.7	27.1	17.0	6.7	1.9	100
VI	4.3					13.5	25.3	36.3	15.9	4.7	100
VII	5.5						8.9	39.6	32.9	13.1	100
VIII	4.3							17.1	41.0	37.7	100
Total	4.2	7.2	9.1	12.6	10.4	14.7	10.6	14.6	10.7	5.9	100

Jharkhand

Std	5	6	7	8	9	10	11	12	13	14	Total
I	73.3	66.1	31.6	11.7	6.4	2.9	3.6	5.1	4.6	8.1	13.6
II	19.4	25.6	44.9	30.2	13.4	7.2					13.4
III	5.8	5.3	16.4	37.0	36.0	15.8	6.9				14.1
IV	1.6	3.0	5.3	14.5	28.8	29.0	14.1	7.3			12.7
V			1.9	5.1	11.4	30.2	34.5	15.7	8.4		13.6
VI				1.5	4.0	11.3	29.2	30.5	18.1	9.9	12.3
VII						3.7	9.6	31.1	35.1	25.5	11.5
VIII							2.1	10.3	33.8	56.6	8.9
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	3.5	50.9	41.5	4.2							100
II	2.6		38.3	54.7	4.2						100
III	3.0			32.4	58.0	5.5	1.1				100
IV	3.9				32.2	56.7	6.2	1.0			100
V	2.6					34.0	57.0	5.6	0.8		100
VI	2.8						25.5	64.1	7.3	0.4	100
VII	2.9							24.4	63.2	9.5	100
VIII	4.5								33.2	62.3	100
Total	0.5	6.2	9.9	11.8	12.9	13.8	12.5	12.4	12.5	7.5	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, 32.4% children are 8 years old, but there are also 3% who are 7 or younger, 58% who are 9, 5.5% who are 10, and 1.1% who are 11 or older.

Karnataka

Std	5	6	7	8	9	10	11	12	13	14	Total
I	79.4	95.0	48.7	3.4	3.9	0.4	0.8	1.2	1.1	1.4	11.6
II	16.0	5.0	46.9	56.2							12.1
III	4.5		4.4	35.8	58.3	5.1					13.0
IV				4.6	35.1	57.8	7.0				14.1
V					2.8	34.4	63.9	6.3			14.0
VI						2.2	25.5	64.4	7.3		12.5
VII							2.8	25.3	65.2	16.3	12.9
VIII								2.7	26.3	82.3	9.9
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 Karnataka, of all children who are 8 years old, 35.8% children are enrolled in Std III, but there are also 3.4% who are enrolled in Std I, 56.2% enrolled in Std II, and 4.6% enrolled in Std IV or above.

Kerala

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	6.3	62.2	28.9	2.6							100
II	1.1	6.0	68.8	21.4	2.8						100
III	2.0		8.3	65.4	23.0	1.4					100
IV	0.6			8.6	63.1	26.0	1.8				100
V	0.9				6.4	74.0	17.6	1.1			100
VI	0.4					11.0	61.7	24.3	2.7		100
VII	0.4						9.3	66.6	21.7	2.1	100
VIII	0.8							11.9	69.4	17.8	100
Total	1.2	8.6	12.9	11.2	11.8	15.0	11.5	13.6	11.8	2.5	100

Kerala

Std	5	6	7	8	9	10	11	12	13	14	Total
I	75.3	90.0	27.9	2.1	1.8	1.3	2.1	1.8	2.9	1.8	12.5
II	7.8	8.5	64.4	23.2							12.1
III	16.9	1.5	7.1	64.4	21.4						11.0
IV			0.6	9.9	69.1	22.3					12.9
V				0.5	7.4	67.0	20.7				13.5
VI					0.3	9.1	66.4	22.3			12.4
VII						0.3	10.6	65.0	24.2	10.8	13.2
VIII							0.2	10.9	72.9	87.5	12.4
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	23.5	42.9	23.0	7.5	3.1						100
II	9.5	15.8	40.1	25.4	6.1	3.1					100
III	2.9		14.1	43.5	24.9	10.6	4.0				100
IV	3.8			15.3	36.4	32.0	7.7	4.8			100
V	5.0				11.4	44.0	25.0	10.6	4.0		100
VI	3.5					15.1	36.9	32.6	9.4	2.5	100
VII	4.5						13.5	44.8	29.7	7.5	100
VIII	4.0							22.2	46.8	27.0	100
Total	4.5	7.9	10.7	12.7	10.9	14.0	11.1	13.6	10.3	4.3	100

Madhya Pradesh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	72.5	68.9	27.5	7.5	2.4	3.0	3.5	4.7	6.1	3.5	12.8
II	23.8	26.6	50.5	26.8	7.5						13.4
III	3.7	4.5	17.2	44.6	29.7	9.9					13.0
IV			4.8	15.7	43.3	29.6	9.0				13.0
V				5.4	13.6	40.7	29.2	10.2			13.0
VI					3.5	13.6	42.0	30.3	11.5	7.3	12.6
VII						3.3	13.5	36.7	31.9	19.2	11.1
VIII							2.8	18.2	50.5	70.0	11.2
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	4.9	53.6	37.9	3.7							100
II	5.4		35.9	54.0	4.7						100
III	3.3			31.5	58.4	5.5	1.3				100
IV	3.4				26.5	62.0	6.2	1.8			100
V	3.0					29.0	59.0	7.8	1.2		100
VI	3.9						25.8	62.0	7.4	0.9	100
VII	4.4							30.4	58.0	7.2	100
VIII	1.3							7.0	38.6	53.1	100
Total	0.9	6.7	9.5	12.0	12.5	14.1	12.3	13.2	12.2	6.7	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, 31.5% children are 8 years old, but there are also 3.3% who are 7 or younger, 58.4% who are 9, 5.5% who are 10, and 1.3% who are 11 or older.

Maharashtra

Std	5	6	7	8	9	10	11	12	13	14	Total
I	74.3	93.4	46.9	3.1	4.3	0.5	1.1	1.8	1.8	2.5	11.7
II	19.5	5.9	48.7	57.8							12.8
III	6.3	0.8	4.4	34.6	61.5	5.1					13.1
IV				4.6	31.3	64.7	7.5				14.7
V					2.9	26.3	61.5	7.6			12.8
VI						3.4	25.5	57.2	7.4		12.1
VII							4.4	27.8	57.1	13.0	12.0
VIII								5.7	33.7	84.5	10.7
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 Maharashtra, of all children who are 8 years old, 34.6% children are enrolled in Std III, but there are also 3.1% who are enrolled in Std I, 57.8% enrolled in Std II, and 4.6% enrolled in Std IV or above.

Meghalaya

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	8.0	17.1	29.1	20.3	10.1	7.8	7.7				100
II	1.8	5.7	19.2	27.8	19.1	12.4	5.2	5.6	3.1		100
III	5.9			19.9	25.3	20.4	11.3	9.2	6.5	1.5	100
IV	5.5				18.0	26.3	20.0	14.4	9.2	6.7	100
V	4.6					20.9	25.9	25.8	15.0	7.9	100
VI	4.4						18.7	33.5	23.5	19.9	100
VII	5.1							25.2	37.6	32.0	100
VIII	4.7							9.0	38.9	47.4	100
Total	2.1	4.5	9.8	12.6	11.9	13.1	11.8	13.9	11.4	8.9	100

Meghalaya

Std	5	6	7	8	9	10	11	12	13	14	Total
I	73.4	74.1	57.5	31.3	16.5	11.6	6.8	3.5	3.4	6.5	19.5
II	16.3	22.5	34.4	38.7	28.3	16.6	7.8	7.1			17.6
III	6.2	3.5	6.6	22.6	30.4	22.2	13.7	9.5	8.2		14.3
IV	4.2		1.4	7.4	21.1	27.8	23.7	14.4	11.2	10.4	13.9
V					3.7	19.4	26.9	22.6	16.1	10.7	12.2
VI						2.3	17.9	27.0	23.2	25.1	11.3
VII							3.2	13.5	24.7	26.8	7.5
VIII								2.5	13.2	20.5	3.9
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	13.3	30.3	34.3	13.9	5.1	3.1					100
II	2.4	9.9	24.3	33.0	19.4	5.3	5.7				100
III	1.4		7.0	26.3	34.7	17.6	8.6	4.4			100
IV	6.8				24.2	42.6	14.4	6.1	5.8		100
V	5.0					28.6	38.0	17.9	7.7	2.9	100
VI	1.1					6.1	22.0	40.6	22.3	8.0	100
VII	1.9						5.4	32.4	38.7	21.6	100
VIII	2.7							10.4	40.6	46.3	100
Total	2.8	6.6	10.5	11.6	12.2	13.4	11.5	12.0	11.6	7.6	100

Mizoram

Std	5	6	7	8	9	10	11	12	13	14	Total
I	82.3	74.3	53.1	19.5	6.7	2.3	1.8	3.9	2.5	8.8	16.3
II	14.5	23.1	35.9	44.1	24.7	6.1	5.2				15.5
III	3.2	2.6	8.8	29.6	37.1	17.1	9.8				13.1
IV			2.2	5.8	26.8	42.9	16.9	6.9	5.0		13.5
V				1.1	4.7	26.1	40.4	18.3	8.1		12.3
VI						5.5	20.2	35.7	20.3	11.0	10.6
VII							5.7	28.1	34.9	29.5	10.4
VIII								7.2	29.3	50.7	8.4
Total	100	100	100	100	100	100	100	100	100	100	100

Nagaland

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	4.8	27.1	38.6	17.3	6.4	5.9					100
II	4.4		23.1	40.5	18.0	8.2	5.9				100
III	4.8			23.2	37.2	17.0	9.3	5.2	3.4		100
IV	4.9				23.2	34.1	17.7	9.9	7.8	2.6	100
V	4.1					23.5	36.8	18.8	10.8	6.1	100
VI	3.5						20.6	44.9	21.9	9.2	100
VII	4.0							24.9	48.6	22.5	100
VIII	4.6								48.7	46.8	100
Total	1.1	5.7	11.2	14.2	13.8	12.7	11.6	11.7	11.5	6.4	100

How to read the table: This table shows the age distribution for each grade. For example, in Nagaland, of all children in Std III, 23.2% children are 8 years old, but there are also 4.8% who are 7 or younger, 37.2% who are 9, 17% who are 10, 9.3% who are 11, 5.2% who are 12, and 3.4% who are 13 or older.

Nagaland

Std	5	6	7	8	9	10	11	12	13	14	Total
I	79.7	82.6	59.9	21.2	8.0	3.1	6.4	4.3	5.6	4.2	17.4
II	12.8	11.1	35.6	49.4	22.6	11.1					17.3
III	7.5	6.3	4.5	24.8	40.9	20.4	12.2	6.7			15.2
IV	0.0			4.7	25.5	40.9	23.3	12.8	10.3	6.1	15.2
V					3.1	22.0	37.7	19.0	11.1	11.2	11.9
VI						2.6	18.4	39.6	19.6	14.8	10.3
VII							2.0	15.9	31.6	26.3	7.5
VIII								1.7	21.8	37.5	5.2
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 Nagaland, of all children who are 8 years old, 24.8% children are enrolled in Std III, but there are also 21.2% who are enrolled in Std I, 49.4% enrolled in Std II, and 4.7% enrolled in Std IV or above.

Odisha

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	9.3	60.6	27.1	3.1							100
II	6.2		58.8	30.8	4.2						100
III	0.6		5.7	55.0	33.2	5.5					100
IV	0.8			6.4	55.4	31.9	5.6				100
V	5.7					60.7	29.6	4.0			100
VI	0.8					5.4	50.2	37.9	5.2	0.5	100
VII	5.3							57.7	33.3	3.8	100
VIII	0.6							6.5	65.4	27.5	100
Total	1.5	7.7	11.3	12.0	12.9	14.3	11.9	12.9	12.0	3.6	100

Odisha

Std	5	6	7	8	9	10	11	12	13	14	Total
I	84.0	92.7	28.4	2.3	3.6	4.7	0.7	4.7	1.1	3.1	11.8
II	12.4	6.7	64.2	31.6							12.3
III	3.6	0.7	6.5	58.1	32.8						12.7
IV			1.0	7.1	58.0	30.2	5.1				13.5
V				0.9	5.1	59.8	35.0				14.0
VI					0.5	5.3	54.3	37.8	5.6		12.8
VII							4.9	51.8	32.1	11.9	11.6
VIII								5.7	61.3	85.0	11.3
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	21.7	36.3	28.6	9.3	4.1						100
II	7.7	13.7	37.5	29.9	8.3	3.1					100
III	1.3		15.3	41.9	28.9	9.7	3.0				100
IV	2.8			13.8	37.4	34.5	8.3	3.2			100
V	3.2				14.2	44.8	27.9	8.2	1.8		100
VI	2.1					17.0	40.6	30.3	8.9	1.1	100
VII	3.2						16.3	44.2	29.7	6.7	100
VIII	5.6							22.5	44.3	27.6	100
Total	3.7	6.3	10.2	12.3	12.0	14.9	13.2	13.3	10.0	4.2	100

Punjab

Std	5	6	7	8	9	10	11	12	13	14	Total
I	77.0	70.7	34.2	9.2	2.1	1.9	2.9	3.7	3.9	6.7	12.2
II	20.1	25.6	42.9	28.4	8.1						11.7
III	2.8	3.8	19.1	43.5	30.6	8.3					12.8
IV			3.8	14.9	41.2	30.8	8.3				13.2
V				4.0	16.2	41.6	29.2	8.5			13.8
VI					1.9	15.6	42.0	30.9	12.1		13.6
VII						1.9	14.2	37.9	34.0	18.3	11.4
VIII							3.4	19.0	50.1	75.0	11.3
Total	100	100	100	100	100	100	100	100	100	100	100

Rajasthan

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	38.7	36.0	17.3	5.8	2.2						100
II	6.4	19.8	40.1	24.0	6.0	3.8					100
III	5.7		20.9	40.0	20.3	9.2	3.9				100
IV	6.3			21.3	33.6	27.1	8.0	3.8			100
V	6.8				16.1	40.4	22.7	10.6	3.5		100
VI	6.3					20.2	34.2	28.0	9.1	2.1	100
VII	1.6					5.2	16.8	42.7	26.9	6.8	100
VIII	2.2						5.1	26.0	44.4	22.2	100
Total	6.6	8.2	10.5	12.3	10.3	13.6	11.4	13.6	9.8	3.7	100

How to read the table: This table shows the age distribution for each grade. For example, in Rajasthan, of all children in Std III, 40% children are 8 years old, but there are also 5.7% who are 6 or younger, 20.9% who are 7, 20.3% who are 9, 9.2% who are 10, and 3.9% who are 11 or older.

Rajasthan

Std	5	6	7	8	9	10	11	12	13	14	Total
I	83.5	63.1	23.6	6.8	1.5	2.7	3.2	4.1	5.7	4.3	14.4
II	13.0	27.9	44.0	22.6	6.7						11.6
III	3.5	7.1	25.0	41.1	24.9	8.6					12.6
IV		1.9	5.8	21.2	39.8	24.4	8.6				12.2
V			1.8	6.0	20.4	38.8	25.9	10.2			13.1
VI				2.3	5.7	19.8	39.8	27.4	12.4	7.7	13.3
VII					1.1	5.8	17.6	37.5	32.7	22.0	12.0
VIII							4.9	20.9	49.3	66.1	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 Rajasthan, of all children who are 8 years old, 41.1% children are enrolled in Std III, but there are also 6.8% who are enrolled in Std I, 22.6% enrolled in Std II, 21.2% enrolled in Std IV, 6% enrolled in Std V, and 2.3% enrolled in Std VI or above.

Sikkim

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	15.5	39.0	31.5	10.4	3.6						100
II	4.4	9.0	40.4	28.6	15.2	2.4					100
III	6.7		7.2	32.3	44.0	9.0	0.8				100
IV	3.1			10.2	36.5	32.2	11.6	6.3			100
V	3.5				12.6	40.1	28.0	11.3	4.5		100
VI	7.4					10.8	33.6	31.0	15.0	2.3	100
VII	5.1						6.6	34.1	41.2	13.1	100
VIII	5.2							8.9	39.4	46.5	100
Total	2.8	6.6	10.3	10.7	14.6	12.8	11.3	11.4	11.9	7.7	100

Sikkim

Std	5	6	7	8	9	10	11	12	13	14	Total
I	54.0	67.8	34.9	11.1	1.9	0.0	3.6	3.4	4.4	12.7	11.4
II	25.8	17.3	49.5	34.1	13.3						12.7
III	15.7	7.9	8.7	38.2	38.1	8.9					12.6
IV	4.6	7.0	6.9	11.8	31.0	31.1	12.8				12.4
V				4.8	12.1	43.6	34.8	13.9			14.0
VI					3.7	11.6	41.3	37.8	17.4		13.8
VII						4.9	7.0	36.2	41.7	20.5	12.1
VIII							0.6	8.7	36.5	66.7	11.0
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	31.2	61.3	6.6	1.0							100
II	2.3	20.3	67.2	9.2	1.0						100
III	1.1		16.5	71.0	9.8	1.6					100
IV	1.6			23.4	64.6	9.3	1.1				100
V	1.4				11.1	77.5	8.8	1.2			100
VI	1.1					12.6	68.7	16.4	1.3		100
VII	1.5						10.3	68.9	18.5	0.9	100
VIII	1.7							15.2	74.1	9.1	100
Total	3.8	9.1	10.2	12.8	11.2	13.8	11.6	13.5	12.6	1.4	100

Tamil Nadu

Std	5	6	7	8	9	10	11	12	13	14	Total
I	95.5	73.6	7.1	0.4	0.7	1.1	1.3	1.3	1.9	4.2	10.9
II	4.5	24.1	71.1	7.7							10.8
III		2.3	19.7	66.9	10.6						12.1
IV			2.2	23.5	74.2	8.7					12.9
V				1.5	13.8	77.9	10.5				13.9
VI					0.7	11.7	75.4	15.5			12.8
VII						0.7	11.8	68.1	19.6	8.3	13.3
VIII							1.0	15.1	78.6	87.5	13.4
Total	100	100	100	100	100	100	100	100	100	100	100

Telangana

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	21.1	40.2	27.3	9.4	2.0						100
II	4.0	13.0	43.3	28.5	8.7	2.5					100
III	3.3		12.9	46.0	28.8	7.3	1.7				100
IV	2.6			12.9	46.9	28.9	7.1	1.6			100
V	2.3				11.0	46.0	31.1	8.5	1.2		100
VI	2.7					13.9	44.4	30.0	8.6	0.5	100
VII	4.4						13.0	42.3	35.1	5.2	100
VIII	4.5							13.2	53.8	28.5	100
Total	3.7	7.5	11.9	14.0	14.5	13.9	11.9	10.2	9.3	3.1	100

How to read the table: This table shows the age distribution for each grade. For example, in Telangana, of all children in Std III, 46% children are 8 years old, but there are also 3.3% who are 6 or younger, 12.9% who are 7, 28.8% who are 9, 7.3% who are 10, and 1.7% who are 11 or older.

Telangana

Std	5	6	7	8	9	10	11	12	13	14	Total
I	84.9	71.4	30.8	9.0	0.9	1.9	2.2	3.0	2.4	4.8	13.4
II	11.0	23.6	50.0	27.9	8.2						13.7
III	4.0	5.0	15.0	45.1	27.3	7.2					13.8
IV			4.3	14.8	51.6	33.3	9.5				16.0
V				3.2	10.3	44.8	35.2	11.2			13.5
VI					1.8	10.8	40.4	31.7	10.0		10.8
VII						2.0	11.4	43.5	39.8	17.9	10.5
VIII							1.3	10.7	47.9	77.3	8.3
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 Telangana, of all children who are 8 years old, 45.1% children are enrolled in Std III, but there are also 9% who are enrolled in Std I, 27.9% enrolled in Std II, 14.8% enrolled in Std IV, and 3.2% enrolled in Std V or above.

Tripura

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	7.9	37.0	49.5	4.6	1.0						100
II	4.0		30.6	52.2	11.1	2.1					100
III	2.3			26.9	57.1	12.3	1.3				100
IV	0.2			6.4	22.7	57.5	11.8	1.5			100
V	2.1					31.8	53.9	10.7	1.5		100
VI	1.4						16.0	67.0	15.3	0.3	100
VII	2.7							19.4	65.4	12.5	100
VIII	3.3								24.2	72.5	100
Total	1.3	5.1	10.8	11.7	11.9	14.1	11.2	13.5	12.7	8.0	100

Tripura

Std	5	6	7	8	9	10	11	12	13	14	Total
I	70.5	93.3	58.5	5.0	0.6	1.6	0.8	1.3	2.4	1.6	12.7
II	29.5	6.0	37.9	59.7	12.5						13.3
III	0.0	0.7	3.6	27.7	57.8	10.5					12.0
IV				7.6	26.8	57.2	14.9				14.0
V				0.0	2.3	29.2	62.3	10.2			12.9
VI						1.4	19.8	68.6	16.7		13.8
VII							2.2	18.0	64.3	19.5	12.5
VIII								1.9	16.7	78.9	8.7
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	16.6	33.6	24.1	14.8	5.5	5.4					100
II	2.9	10.6	29.1	29.5	13.2	8.6	6.1				100
III	3.7		10.2	31.4	24.9	16.8	6.4	6.6			100
IV	3.1			11.6	24.7	32.9	13.9	9.5	4.3		100
V	5.0				9.1	31.3	25.3	19.2	7.8	2.3	100
VI	4.2					12.9	23.2	36.3	17.7	5.7	100
VII	5.4						10.2	35.6	33.7	15.2	100
VIII	6.0							19.0	40.2	34.9	100
Total	3.1	6.9	9.1	12.6	10.9	14.7	11.0	14.7	11.1	5.9	100

Uttar Pradesh

Std	5	6	7	8	9	10	11	12	13	14	Total
I	82.6	72.9	39.3	17.4	7.5	3.1	5.3	6.7	7.2	4.4	14.9
II	11.7	19.5	40.2	29.4	15.2	7.4					12.6
III	5.7	5.9	15.8	35.0	32.1	16.1	8.2				14.1
IV		1.7	4.7	12.3	30.2	29.9	17.0	8.7			13.4
V				5.9	11.2	28.6	30.9	17.5	9.4	5.3	13.4
VI					3.8	10.9	26.4	30.7	19.9	12.1	12.5
VII						4.0	9.6	25.1	31.5	26.5	10.4
VIII							2.6	11.4	32.0	51.7	8.8
Total	100	100	100	100	100	100	100	100	100	100	100

Uttarakhand

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	17.2	38.8	29.5	7.5	7.0						100
II	4.5	14.1	38.6	28.5	6.9	7.5					100
III	2.1		15.6	41.6	26.1	11.0	3.6				100
IV	2.1			14.5	43.7	29.4	6.6	3.7			100
V	2.4				13.0	44.1	26.9	10.1	3.5		100
VI	3.1					12.5	38.9	32.7	10.2	2.5	100
VII	2.1						15.6	42.8	30.5	9.1	100
VIII	2.6							21.0	46.7	29.8	100
Total	2.6	6.2	10.4	12.2	12.8	13.9	12.2	13.7	11.0	5.1	100

How to read the table: This table shows the age distribution for each grade. For example, in Uttarakhand, of all children in Std III, 41.6% children are 8 years old, but there are also 2.1% who are 6 or younger, 15.6% who are 7, 26.1% who are 9, 11% who are 10, and 3.6% who are 11 or older.

Uttarakhand

Std	5	6	7	8	9	10	11	12	13	14	Total
I	78.4	65.0	29.4	6.4	3.2	3.6	5.1	5.5	6.0	4.9	10.4
II	18.0	30.3	49.6	31.4	7.3						13.4
III	3.6	4.7	18.5	42.4	25.3	9.8					12.4
IV			2.4	16.7	48.0	29.7	7.6				14.0
V				3.0	13.9	43.4	30.0	10.0			13.6
VI					2.3	11.7	41.2	30.8	12.1	6.4	12.9
VII						1.9	14.6	35.8	31.9	20.3	11.5
VIII							1.6	18.0	50.1	68.5	11.8
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 Uttarakhand, of all children who are 8 years old, 42.4% children are enrolled in Std III, but there are also 6.4% who are enrolled in Std I, 31.4% enrolled in Std II, 16.7% enrolled in Std IV, and 3% enrolled in Std V or above.

West Bengal

Std	<=5	6	7	8	9	10	11	12	13	14	Total
I	6.6	29.2	48.7	13.7	1.8						100
II	4.4		19.8	58.8	16.0	1.1					100
III	3.8			19.4	55.5	19.8	1.6				100
IV	2.4				10.9	66.3	18.6	1.9			100
V	1.2					15.6	54.5	25.9	2.9		100
VI	1.1						9.5	60.0	26.2	3.2	100
VII	0.8							10.1	60.7	28.4	100
VIII	2.0								14.7	83.3	100
Total	1.3	5.4	11.2	12.9	10.9	12.9	10.9	12.2	11.6	10.7	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, 19.4% children are 8 years old, but there are also 3.8% who are 7 or younger, 55.5% who are 9, 19.8% who are 10, and 1.6% who are 11 or older.

West Bengal

Std	5	6	7	8	9	10	11	12	13	14	Total
I	91.8	90.0	72.8	17.8	1.9	0.9	1.6	1.9	3.8	4.3	16.7
II	8.2	8.6	23.5	60.7	19.4						13.3
III		1.4	3.7	19.3	65.2	19.7					12.8
IV				2.2	12.1	62.6	20.8				12.2
V					1.3	15.9	66.0	27.9			13.2
VI						0.9	10.8	60.2	27.7		12.3
VII							0.8	9.1	57.8	29.5	11.1
VIII								0.9	10.7	66.2	8.5
Total	100	100	100	100	100	100	100	100	100	100	100

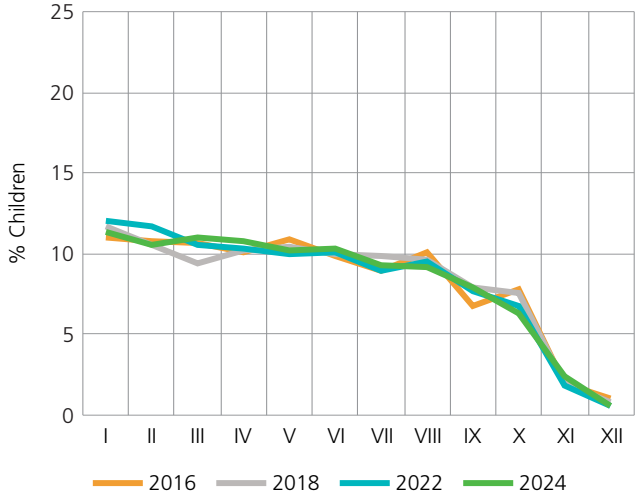
How to read the table: This table shows the grade distribution for children of each age. For example, in West Bengal, of all children who are 8 years old, 19.3% children are enrolled in Std III, but there are also 17.8% who are enrolled in Std I, 60.7% enrolled in Std II, and 2.2% enrolled in Std IV or above.

Annexure 2: Grade-wise composition of children in sample over time

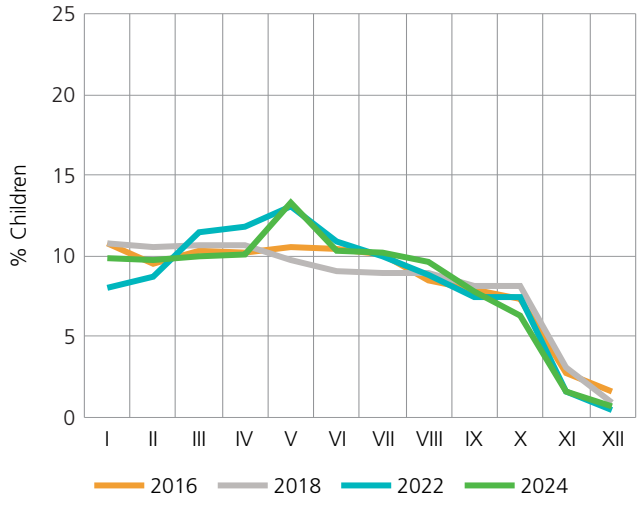
Since ASER samples households and not children, there is no control over the number of children from each grade who are surveyed each year. However, given the sampling methodology and the sample size, it is reasonable to expect that at the state level, similar proportions of children in each grade will be covered each year.

The charts below show the distribution of the ASER sample in each state by the grade of the sampled children, in 2016, 2018, 2022, and 2024. 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.

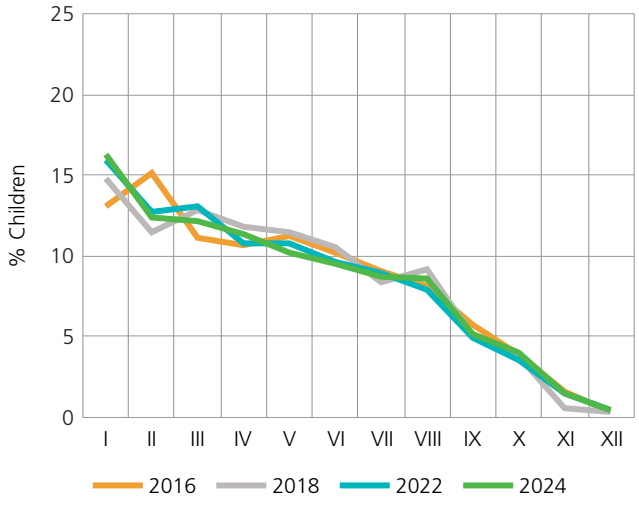
All India



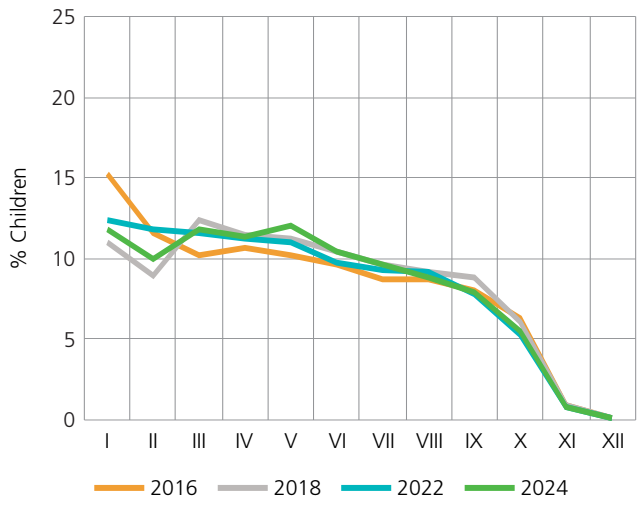
Andhra Pradesh



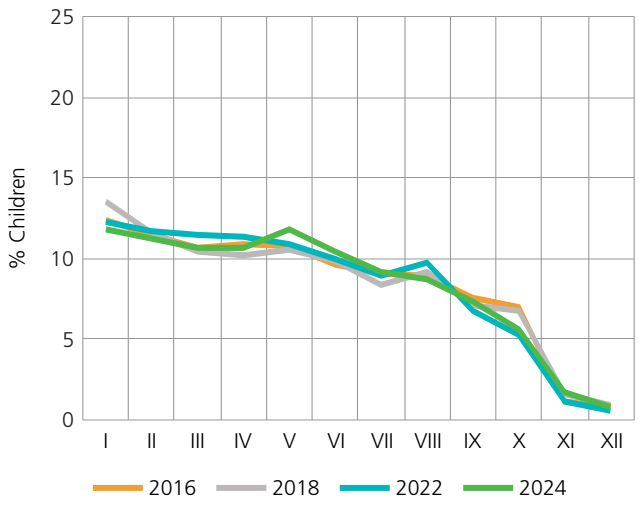
Arunachal Pradesh



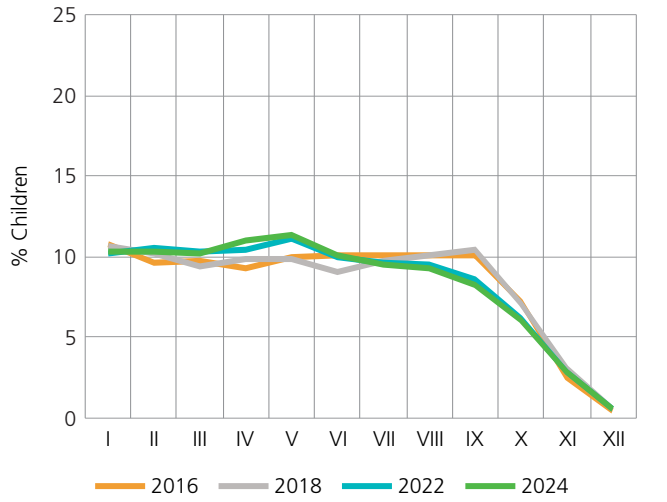
Assam



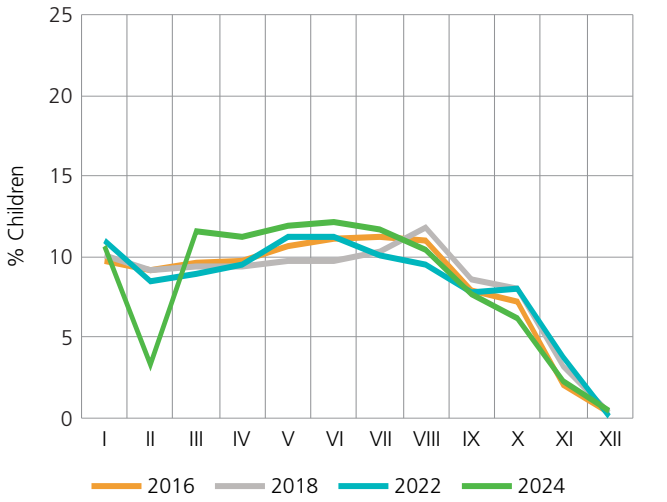
Bihar



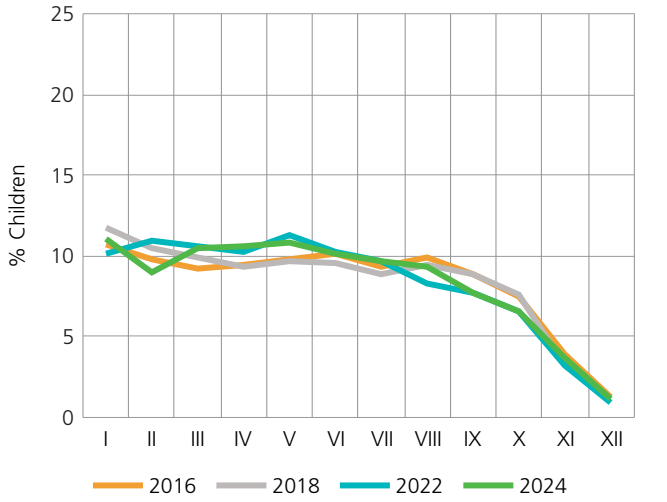
Chhattisgarh



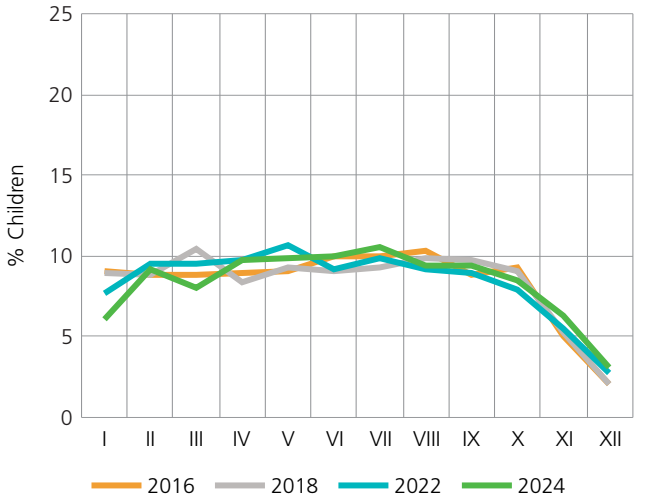
Gujarat



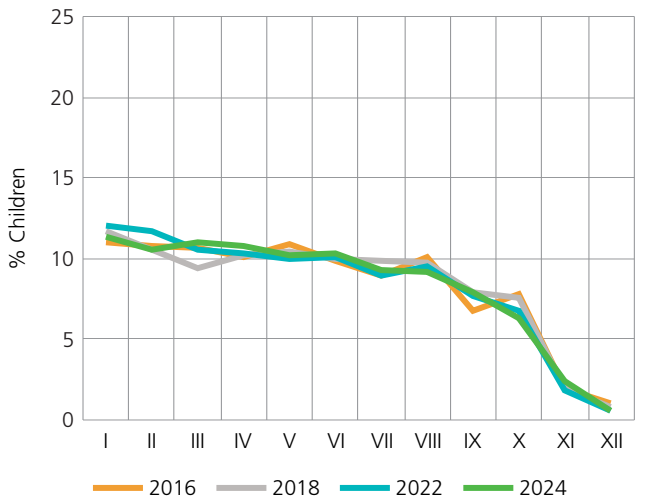
Haryana



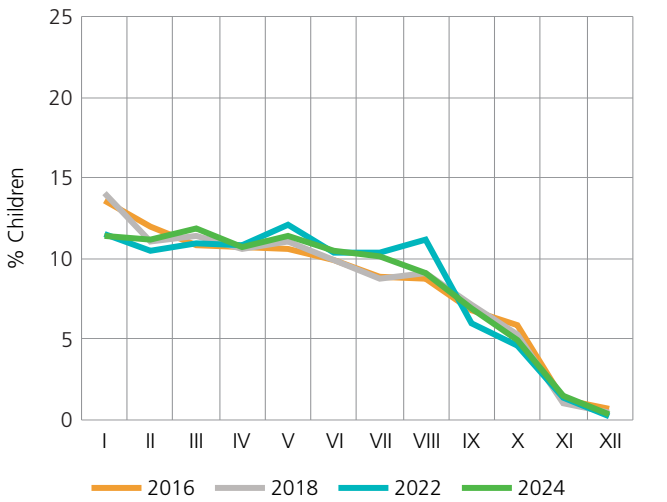
Himachal Pradesh



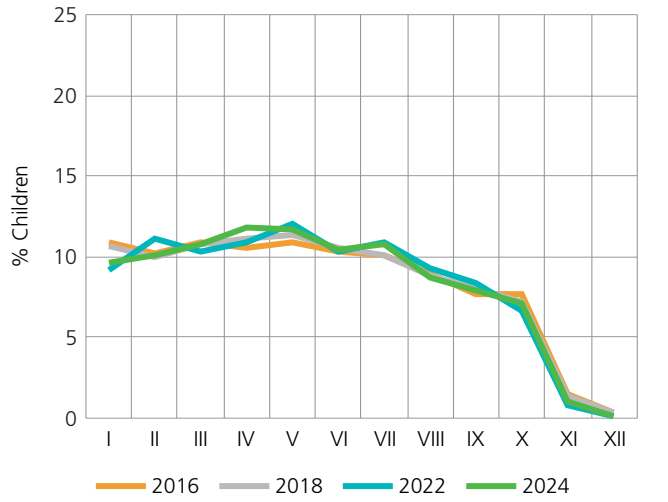
Jammu and Kashmir



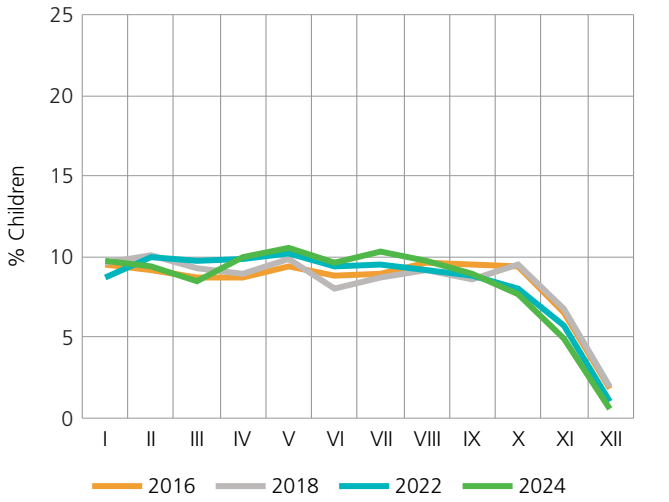
Jharkhand



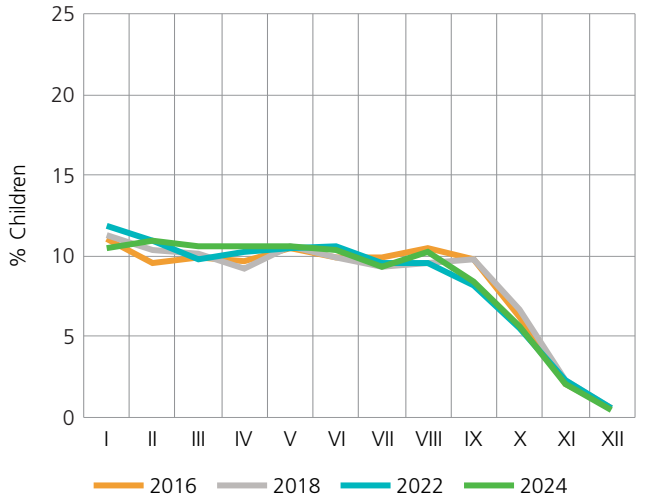
Karnataka



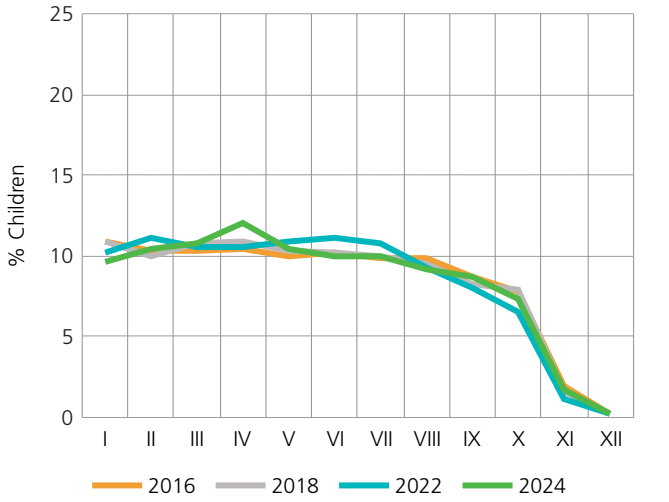
Kerala



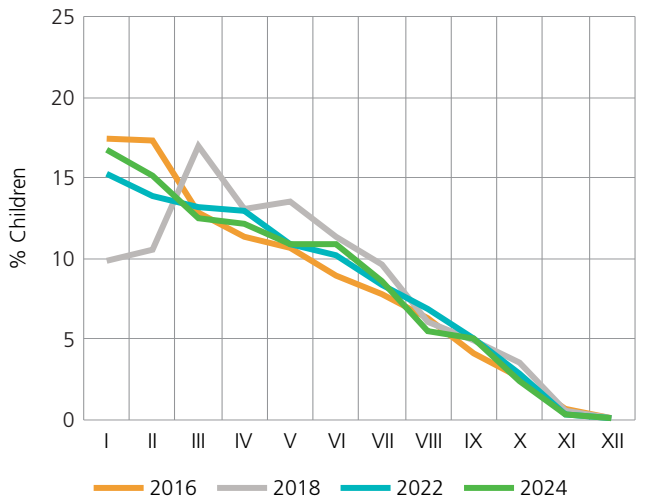
Madhya Pradesh



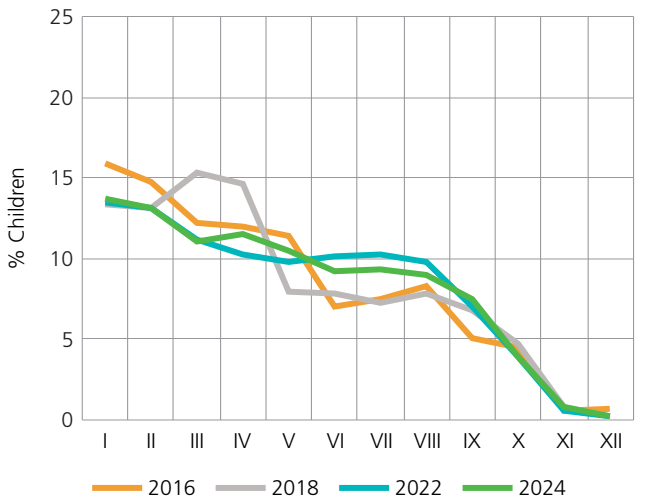
Maharashtra



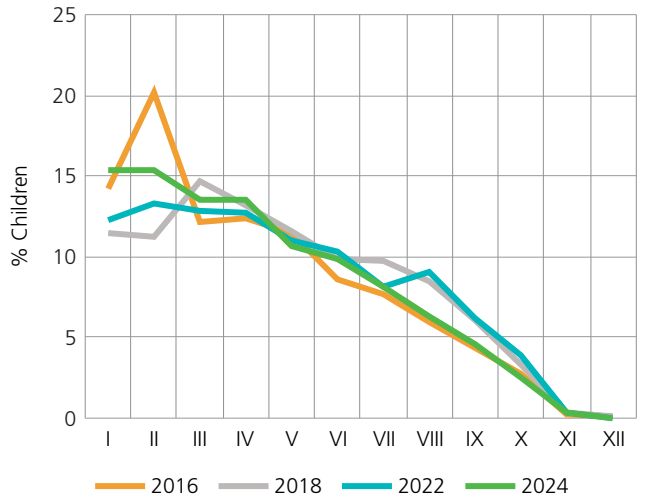
Meghalaya



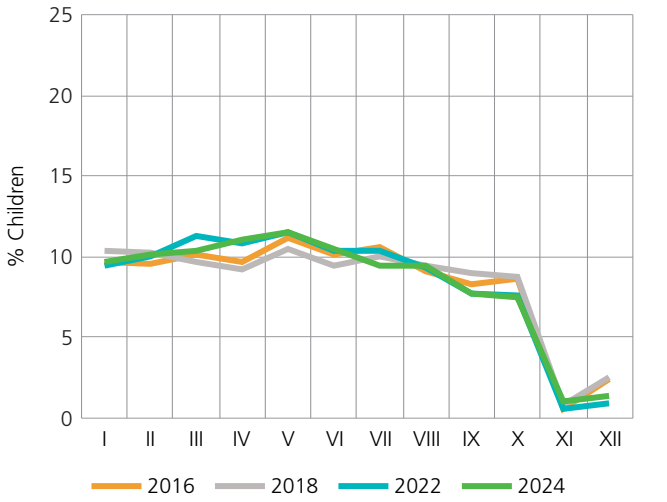
Mizoram



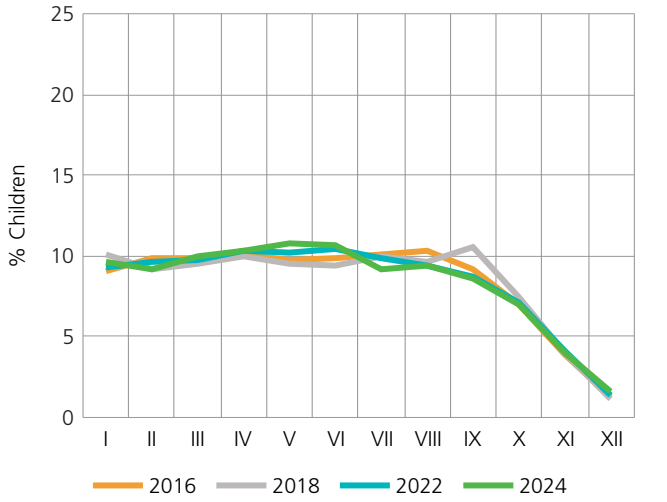
Nagaland



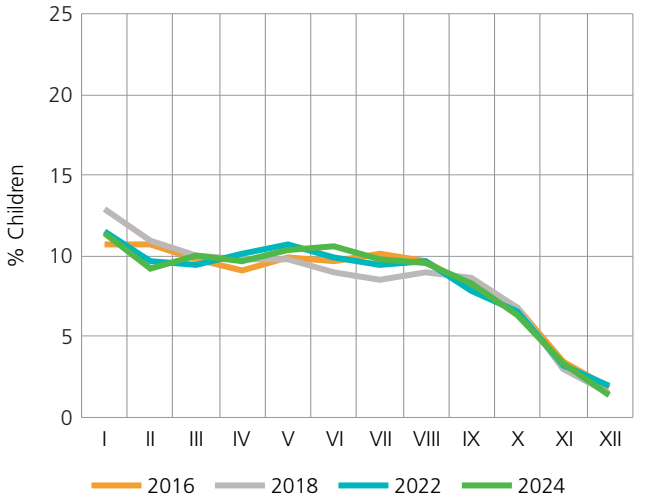
Odisha



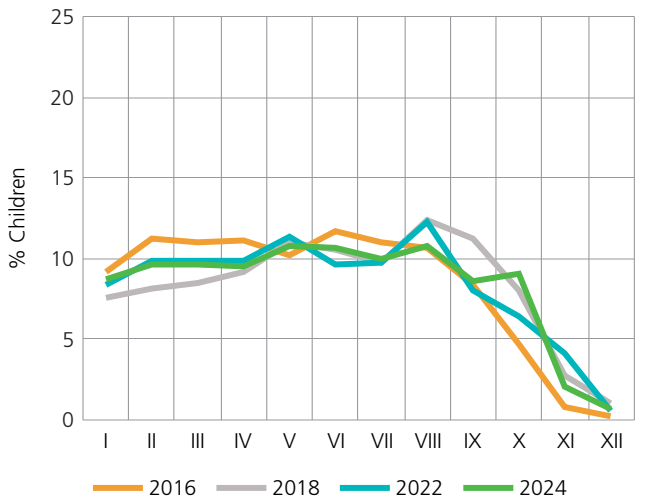
Punjab



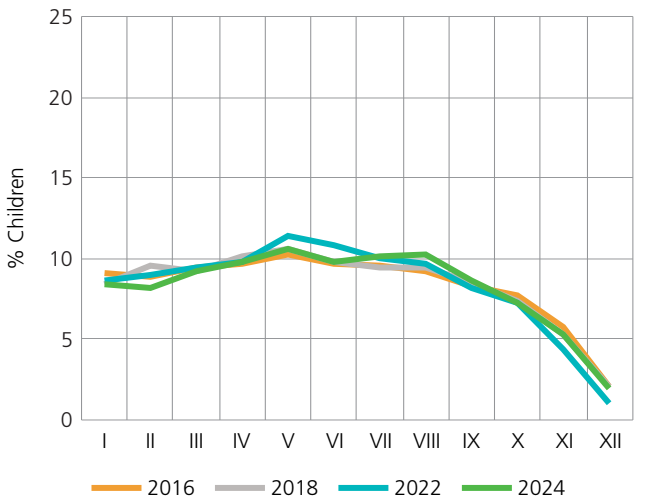
Rajasthan



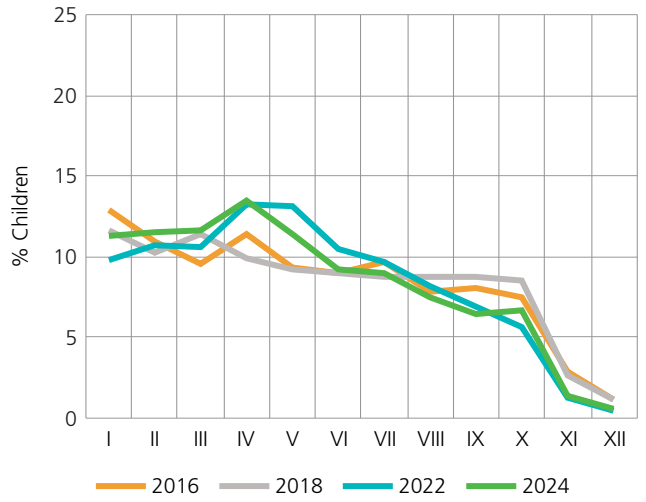
Sikkim



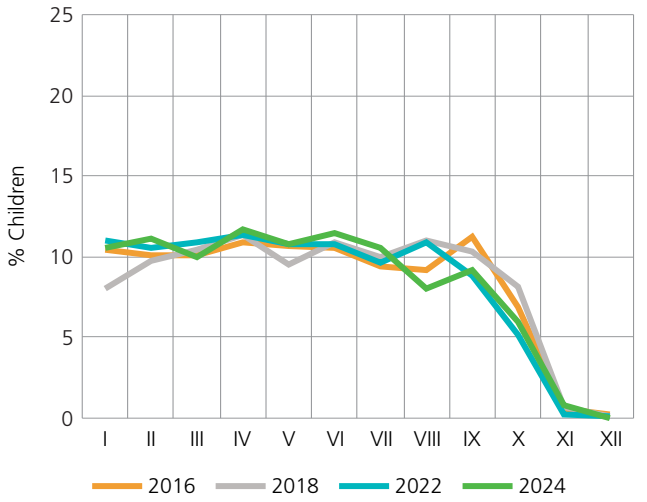
Tamil Nadu



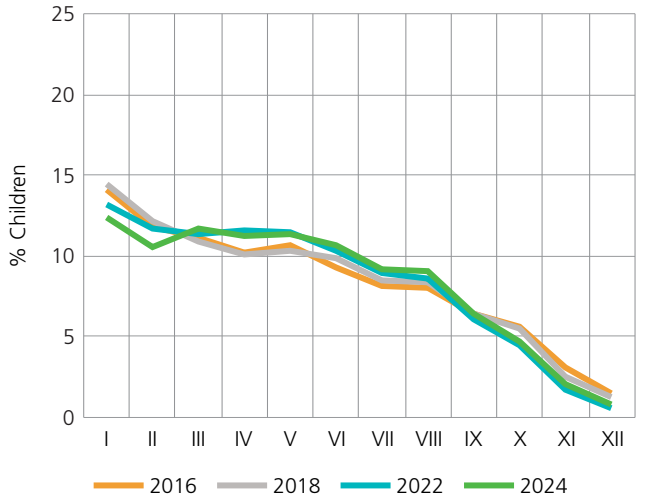
Telangana



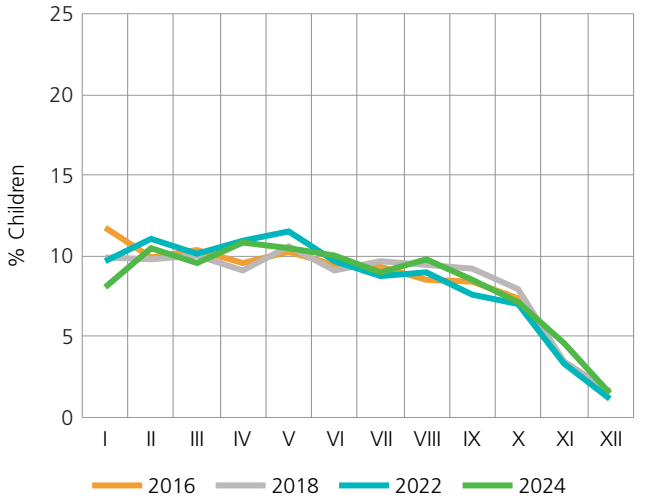
Tripura



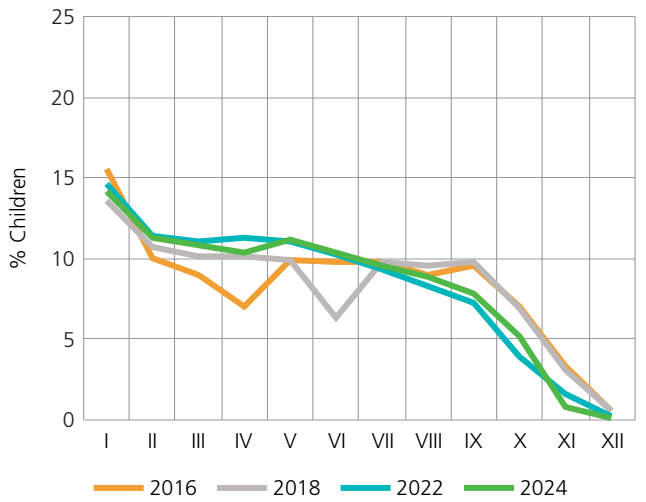
Uttar Pradesh



Uttarakhand



West Bengal



Annexure 3: Paid tuition by school type

All India

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	24.8	26.6	29.7	23.8
2022	30.0	31.1	32.4	26.6
2024	30.4	28.5	32.9	24.5

Andhra Pradesh

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	14.2	17.6	11.3	16.8
2022	17.0	21.6	15.6	20.2
2024	11.0	14.1	13.1	13.2

Arunachal Pradesh

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	12.0	39.7	17.8	37.8
2022	18.6	45.5	17.7	34.4
2024	19.8	50.5	20.9	47.2

Assam

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	13.0	29.2	17.3	34.8
2022	20.2	36.6	21.6	41.7
2024	18.5	34.8	23.0	39.6

Bihar

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	55.9	63.9	69.9	67.4
2022	67.3	72.2	78.8	73.1
2024	66.3	67.9	75.1	66.6

Chhattisgarh

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	1.1	8.5	1.1	7.2
2022	4.5	11.1	3.2	11.7
2024	4.9	12.6	3.7	11.4

Gujarat

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	11.1	36.0	12.8	41.4
2022	7.3	24.0	9.8	29.7
2024	12.6	38.8	13.6	35.7

Haryana

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	11.1	21.6	12.0	21.7
2022	15.5	25.6	12.0	23.5
2024	16.1	26.8	13.4	24.2

Himachal Pradesh

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	3.5	10.8	4.2	14.1
2022	6.5	15.9	5.9	16.4
2024	11.3	16.5	12.0	20.3

Jammu and Kashmir

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	4.0	13.9	5.9	15.5
2022	8.0	20.2	8.5	21.8
2024	8.1	18.6	9.2	22.3

Jharkhand

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	31.7	42.8	41.2	43.5
2022	41.5	53.5	47.7	53.0
2024	44.8	48.2	52.1	46.1

Karnataka

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	8.7	21.4	6.5	14.6
2022	8.3	14.9	7.0	11.3
2024	5.9	11.6	4.5	10.7

Kerala

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	19.0	20.6	29.0	29.9
2022	18.6	19.1	27.1	24.4
2024	19.7	20.5	25.4	28.4

Madhya Pradesh

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	9.4	12.5	11.0	15.3
2022	14.0	16.0	15.3	16.1
2024	13.0	14.9	15.3	15.5

Maharashtra

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	6.7	21.7	9.8	16.7
2022	11.8	24.4	14.0	18.3
2024	10.9	24.6	12.4	19.5

Meghalaya

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	11.9	21.1	12.7	16.3
2022	12.3	28.7	12.4	21.2
2024	13.6	32.1	10.7	27.8

Mizoram

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	1.1	7.2	2.1	4.6
2022	7.3	11.6	8.3	13.1
2024	5.5	14.5	5.3	13.9

Nagaland

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	10.4	39.9	16.7	38.4
2022	22.1	49.1	22.4	46.7
2024	21.3	56.3	23.9	52.4

Odisha

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	48.6	74.8	52.0	75.5
2022	51.1	76.3	52.9	73.7
2024	54.7	78.5	59.5	75.3

Punjab

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	20.3	40.5	19.5	36.8
2022	25.5	42.9	18.0	39.8
2024	26.1	41.5	19.5	40.1

Rajasthan

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	2.9	6.1	3.9	7.3
2022	3.8	6.8	3.5	6.0
2024	3.8	9.1	4.7	8.3

Sikkim

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	14.7	43.2	18.2	48.8
2022	22.4	48.5	18.7	43.9
2024	32.7	54.6	39.2	52.3

Tamil Nadu

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	11.0	21.0	10.4	21.6
2022	7.8	13.0	8.8	14.8
2024	8.0	13.1	8.0	16.3

Telangana

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	3.7	9.7	2.8	8.1
2022	5.8	9.4	4.3	6.7
2024	9.7	13.0	5.0	10.7

Tripura

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	61.5	77.2	75.7	91.3
2022	62.6	77.3	74.9	81.2
2024	67.0	81.0	75.0	78.8

Uttar Pradesh

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	8.4	21.5	11.4	23.0
2022	19.7	31.6	19.2	29.5
2024	17.5	26.8	15.9	24.8

Uttarakhand

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	8.0	33.2	10.6	34.1
2022	12.3	37.2	10.9	33.7
2024	12.2	33.6	11.1	32.3

West Bengal

Year	Std I-V		Std VI-VIII	
	Govt	Pvt	Govt	Pvt
2018	69.8	68.5	77.2	81.5
2022	72.6	74.6	77.4	69.5
2024	73.8	70.9	79.9	75.9

Annexure 4: % Children in Std I who are age 5 or younger by school type

All India

Year	Govt	Pvt	Govt+Pvt
2018	28.5	20.5	25.6
2022	24.2	18.7	22.7
2024	17.7	15.0	16.7

Andhra Pradesh

Year	Govt	Pvt	Govt+Pvt
2018	27.5	16.8	22.6
2022	15.6	16.8	16.1
2024	12.4	12.3	12.3

Arunachal Pradesh

Year	Govt	Pvt	Govt+Pvt
2018	37.0	19.0	30.9
2022	30.7	19.8	27.5
2024	23.9	17.8	21.3

Assam

Year	Govt	Pvt	Govt+Pvt
2018	28.2	18.9	25.6
2022	21.8	11.0	18.6
2024	20.0	10.6	16.9

Bihar

Year	Govt	Pvt	Govt+Pvt
2018	31.2	15.2	27.1
2022	26.5	12.0	23.2
2024	23.1	10.3	19.4

Chhattisgarh

Year	Govt	Pvt	Govt+Pvt
2018	16.6	18.1	17.1
2022	12.4	15.4	13.1
2024	9.5	15.0	11.0

Gujarat

Year	Govt	Pvt	Govt+Pvt
2018	15.8	24.2	16.8
2022	37.6	15.8	36.4
2024	3.5	4.6	3.7

Haryana

Year	Govt	Pvt	Govt+Pvt
2018	53.9	32.8	40.3
2022	49.2	28.7	38.0
2024	32.0	19.1	24.2

Himachal Pradesh

Year	Govt	Pvt	Govt+Pvt
2018	38.3	28.2	33.1
2022	43.4	33.0	39.6
2024	21.5	9.1	13.7

Jammu and Kashmir

Year	Govt	Pvt	Govt+Pvt
2018	30.6	14.1	22.9
2022	20.5	14.5	17.9
2024	18.7	6.8	13.4

Jharkhand

Year	Govt	Pvt	Govt+Pvt
2018	37.3	20.0	33.2
2022	25.2	11.0	22.6
2024	26.5	12.4	22.7

Karnataka

Year	Govt	Pvt	Govt+Pvt
2018	6.9	6.0	6.6
2022	3.4	3.0	3.3
2024	2.9	4.4	3.4

Kerala

Year	Govt	Pvt	Govt+Pvt
2018	15.8	4.7	9.9
2022	14.8	8.2	12.1
2024	10.4	3.5	6.1

Madhya Pradesh

Year	Govt	Pvt	Govt+Pvt
2018	39.3	30.8	36.3
2022	33.5	29.8	32.3
2024	23.7	22.6	23.3

Maharashtra

Year	Govt	Pvt	Govt+Pvt
2018	7.4	9.3	7.8
2022	5.0	7.2	5.4
2024	3.7	4.9	4.0

Meghalaya

Year	Govt	Pvt	Govt+Pvt
2018	10.9	10.2	10.5
2022	10.0	8.5	9.3
2024	9.7	6.7	8.0

Mizoram

Year	Govt	Pvt	Govt+Pvt
2018	24.3	21.6	23.4
2022	24.1	10.7	19.7
2024	20.1	4.8	13.4

Nagaland

Year	Govt	Pvt	Govt+Pvt
2018	11.8	7.8	10.1
2022	6.4	6.5	6.4
2024	6.1	3.7	4.8

Odisha

Year	Govt	Pvt	Govt+Pvt
2018	20.6	21.0	20.6
2022	11.5	11.2	11.4
2024	7.9	13.6	9.0

Punjab

Year	Govt	Pvt	Govt+Pvt
2018	46.4	15.2	25.9
2022	29.7	9.2	19.7
2024	33.3	9.8	21.1

Rajasthan

Year	Govt	Pvt	Govt+Pvt
2018	49.4	40.9	46.2
2022	49.7	43.1	47.4
2024	40.3	36.7	38.5

Sikkim

Year	Govt	Pvt	Govt+Pvt
2018	24.9	15.9	19.8
2022	29.0	9.2	20.9
2024	18.2	12.0	15.5

Tamil Nadu

Year	Govt	Pvt	Govt+Pvt
2018	35.7	28.9	32.6
2022	34.1	32.4	33.5
2024	33.2	27.6	30.6

Telangana

Year	Govt	Pvt	Govt+Pvt
2018	33.8	12.1	21.7
2022	26.8	11.6	20.8
2024	31.5	11.2	20.6

Tripura

Year	Govt	Pvt	Govt+Pvt
2018	3.0	8.6	4.1
2022	1.9	3.0	2.2
2024	4.4	6.1	5.1

Uttar Pradesh

Year	Govt	Pvt	Govt+Pvt
2018	35.7	19.6	27.7
2022	27.1	16.6	23.4
2024	19.7	13.1	16.3

Uttarakhand

Year	Govt	Pvt	Govt+Pvt
2018	39.7	18.0	28.0
2022	26.2	18.1	22.3
2024	18.9	16.5	17.7

West Bengal

Year	Govt	Pvt	Govt+Pvt
2018	15.5	18.3	15.9
2022	12.3	14.6	12.5
2024	6.3	7.6	6.5

Annexure 5: 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 an electricity connection, % households with electricity available on day of visit				% Households which have a toilet				% Households which have a television			
	2016	2018	2022	2024	2016	2018	2022	2024	2016	2018	2022	2024	2016	2018	2022	2024	2016	2018	2022	2024	2016	2018	2022	2024
Andhra Pradesh	71.1	73.6	74.6	74.0	38.7	47.9	65.7	75.0	98.1	98.7	99.0	98.4	96.1	97.2	97.4	98.6	64.1	83.9	89.3	95.2	84.3	87.3	92.2	95.1
Arunachal Pradesh	13.8	18.7	18.7	20.1	33.0	35.8	46.5	54.2	90.3	86.8	95.3	95.4	93.1	82.3	87.2	87.5	82.7	87.2	92.3	91.0	65.6	64.5	65.5	61.5
Assam	22.0	28.3	34.4	40.4	23.8	28.6	34.9	40.9	76.3	84.2	94.5	94.4	88.8	86.7	90.1	95.6	64.6	73.6	79.3	83.5	43.1	47.5	43.3	37.5
Bihar	43.2	49.2	49.0	50.8	21.0	27.9	38.4	40.5	69.5	91.3	96.2	96.7	83.3	88.8	93.0	95.8	33.3	57.2	67.3	66.1	22.8	32.6	34.3	30.3
Chhattisgarh	25.7	34.7	39.0	37.4	40.6	46.0	67.7	68.3	93.6	96.4	98.1	98.0	85.1	90.4	96.9	96.9	53.6	87.1	82.6	76.8	62.8	66.3	70.4	64.2
Gujarat	42.9	47.9	55.5	54.3	55.1	55.1	78.6	72.7	95.8	96.7	94.9	97.5	94.9	97.4	97.4	98.1	68.6	79.5	90.7	85.6	75.1	76.3	88.5	69.5
Haryana	75.2	75.8	76.6	83.9	57.8	65.2	70.8	73.7	96.4	97.4	98.5	98.3	77.3	80.5	94.7	96.1	90.9	94.2	97.3	97.3	85.0	85.4	86.6	81.9
Himachal Pradesh	72.2	69.0	79.4	81.6	30.7	32.6	41.2	48.5	99.2	99.4	99.4	99.4	98.2	96.6	98.0	98.9	89.1	92.4	95.9	97.0	92.6	93.2	93.1	90.4
Jammu and Kashmir	47.6	53.2	65.1	69.3	21.0	14.2	25.8	27.6	93.6	94.5	96.9	97.1	77.3	76.2	87.4	89.8	58.9	75.5	78.9	82.2	59.4	57.1	54.3	46.8
Jharkhand	20.4	22.1	34.1	38.4	23.0	28.0	42.5	50.5	71.2	81.3	94.5	94.6	78.6	77.4	86.7	93.1	21.5	56.4	63.6	53.4	25.9	30.7	29.0	31.3
Karnataka	39.8	67.2	49.7	48.5	46.4	57.7	68.1	73.6	96.4	97.9	98.7	99.1	90.0	93.9	98.2	98.5	56.8	75.3	84.2	81.9	82.0	85.7	90.3	89.9
Kerala	83.8	92.5	91.5	93.2	48.7	60.1	44.9	46.9	97.8	99.3	99.2	99.5	98.6	97.1	98.6	98.7	97.8	99.2	99.2	99.6	89.5	90.7	89.5	89.3
Madhya Pradesh	25.1	30.8	42.1	44.8	37.7	41.0	57.6	64.9	84.0	92.1	96.2	96.6	80.8	87.5	92.5	94.7	45.6	72.2	68.4	68.7	47.6	53.5	58.5	56.7
Maharashtra	48.7	57.7	50.9	50.2	44.8	51.2	61.4	67.4	93.1	95.5	97.0	97.5	90.7	90.3	94.8	95.4	62.1	78.1	84.1	84.7	74.8	78.8	82.2	79.6
Meghalaya	14.8	15.4	15.4	24.4	12.9	14.9	20.6	27.2	83.5	87.9	93.3	92.9	82.2	87.8	86.9	93.6	79.6	85.1	94.3	94.4	44.7	45.9	44.9	36.7
Mizoram	5.4	7.3	17.3	26.0	28.1	32.5	45.2	47.1	96.1	96.2	98.4	99.0	92.5	81.1	91.6	97.8	86.5	87.5	91.9	94.9	75.7	78.9	70.7	67.8
Nagaland	7.4	11.1	14.3	19.5	18.0	18.0	21.6	21.8	96.2	96.6	98.6	98.8	87.2	86.4	93.3	91.3	91.6	96.9	97.5	98.1	52.7	57.8	61.8	39.7
Odisha	29.9	37.7	49.1	49.3	31.4	38.0	52.4	52.6	81.0	88.7	96.6	96.3	91.8	90.1	95.1	94.7	37.9	55.7	68.4	60.2	48.7	55.4	60.1	53.1
Punjab	76.2	77.4	78.2	82.4	74.0	77.7	81.9	86.0	99.3	99.4	99.5	99.5	98.3	97.3	98.0	98.5	93.3	94.9	97.8	98.4	94.8	94.6	94.0	93.7
Rajasthan	65.0	68.0	74.2	73.2	46.4	53.0	68.4	72.4	84.8	88.3	95.6	95.3	90.2	92.1	96.1	95.8	54.4	67.6	74.4	74.2	52.4	54.2	59.9	56.7
Sikkim	48.1	46.3	53.0	56.0	8.2	8.2	13.6	21.2	98.0	98.1	98.6	99.2	84.9	90.4	91.5	98.0	96.1	97.4	97.9	98.0	79.8	81.2	83.3	79.2
Tamil Nadu	84.6	85.1	63.4	56.3	61.0	67.5	77.2	80.4	97.9	98.0	98.9	98.9	96.8	96.4	97.3	98.5	53.1	70.9	79.4	82.8	93.6	93.2	95.3	94.5
Telangana	69.0	58.4	61.9	55.4	41.5	53.8	71.3	71.8	97.9	98.9	99.4	98.5	94.5	96.1	97.2	98.4	61.9	80.2	91.9	91.2	81.2	86.4	91.8	87.0
Tripura	13.0	15.5	12.7	27.6	23.2	29.3	38.2	43.1	91.9	95.3	98.3	98.2	94.4	86.5	89.6	96.5	90.5	88.0	93.9	95.9	69.6	68.6	66.9	58.7
Uttar Pradesh	57.4	62.6	68.5	70.9	32.8	42.3	53.7	60.4	57.0	74.4	84.0	88.4	77.2	82.9	85.8	89.8	34.6	57.7	73.2	74.1	34.2	44.8	45.8	43.0
Uttarakhand	73.1	76.9	74.9	89.9	31.9	36.4	40.7	40.9	94.0	95.5	98.0	97.9	94.9	92.8	94.3	97.5	81.8	88.9	94.0	95.9	76.6	79.9	79.0	78.7
West Bengal	30.8	39.9	50.3	51.7	23.9	38.5	39.2	39.7	91.9	94.7	97.1	97.9	91.7	92.1	96.5	98.6	66.2	76.2	83.4	82.2	54.8	57.1	59.8	48.4
All India	**49.2**	**55.1**	**56.8**	**58.0**	**37.7**	**45.2**	**55.4**	**59.2**	**83.6**	**90.9**	**94.6**	**95.7**	**88.8**	**90.4**	**93.5**	**95.5**	**53.5**	**71.5**	**78.3**	**77.7**	**57.7**	**62.5**	**62.8**	**58.5**

Annexure 5: 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 has completed Std XII**				% Households with at least one member who knows how to operate a computer			
	2016	2018	2022	2024	2016	2018	2022	2024	2016	2018	2022	2024	2016	2018	2022	2024	2016	2018	2022	2024	2016	2018	2022	2024
Andhra Pradesh	81.1	92.0	97.4	96.6		37.8	84.8	89.9			89.2	87.8	13.4	6.5	4.3	8.1	36.2	40.4	34.2	38.7	23.5	26.8	12.3	10.7
Arunachal Pradesh	55.6	79.9	87.7	95.3		47.4	79.8	90.8			84.1	90.8	44.9	8.8	6.2	4.6	27.1	32.4	31.9	36.9	21.7	22.3	18.6	18.6
Assam	69.6	82.7	94.3	95.6		35.0	71.1	85.3			91.7	91.5	19.1	8.1	5.9	8.2	30.3	31.7	30.7	32.8	16.0	18.1	13.4	15.1
Bihar	84.8	93.2	96.4	96.6		27.2	64.1	77.2			89.9	91.8	15.8	6.5	6.8	9.1	32.1	36.1	37.1	41.5	13.9	17.6	14.2	19.2
Chhattisgarh	71.7	88.4	91.8	94.0		63.9	76.7	85.4			91.5	88.3	18.0	8.6	3.8	5.0	34.9	36.9	39.7	41.7	16.5	17.3	13.4	12.7
Gujarat	72.4	89.6	99.1	95.4		42.6	96.0	90.4			87.2	93.6	34.9	6.1	12.9	6.6	34.1	37.6	46.3	37.8	26.5	28.3	27.0	21.7
Haryana	89.8	96.5	98.6	97.2		58.4	87.4	90.0			91.1	92.7	17.6	9.0	5.3	7.5	55.9	58.5	57.6	62.0	39.5	41.2	26.8	33.0
Himachal Pradesh	93.2	98.4	99.4	99.2		58.4	95.0	95.7			97.2	95.3	26.8	7.8	7.2	9.6	63.2	62.9	67.2	74.0	45.5	41.4	37.0	49.5
Jammu and Kashmir	85.9	96.1	97.9	97.8		53.6	84.7	90.7			92.6	92.2	38.8	6.6	6.0	7.3	40.9	44.1	42.8	46.1	22.3	24.6	17.7	22.2
Jharkhand	64.1	79.3	92.1	92.9		17.6	61.6	75.6			81.9	89.9	16.3	4.1	2.6	6.7	26.6	25.2	24.5	33.4	12.4	10.8	5.9	13.8
Karnataka	86.5	96.1	97.7	97.8		43.4	85.2	90.8			86.6	93.1	4.8	3.5	2.4	2.9	37.2	39.7	35.1	40.6	20.4	18.9	11.4	14.6
Kerala	96.0	98.8	99.7	99.7		74.0	97.6	98.1			97.7	97.8	39.6	17.6	13.7	11.9	61.6	68.4	76.4	78.7	47.6	66.5	67.5	67.9
Madhya Pradesh	71.5	84.0	92.8	94.2		21.7	67.2	79.4			89.1	85.3	24.2	5.5	3.2	3.6	27.7	26.8	31.7	31.3	13.0	12.8	10.3	9.6
Maharashtra	84.7	92.0	95.1	96.7		40.8	84.0	89.5			88.6	90.1	24.2	11.4	8.3	12.5	44.5	47.5	47.8	55.1	30.4	30.8	21.0	23.7
Meghalaya	52.3	70.9	83.6	88.3		29.2	74.4	83.2			87.6	86.6	70.8	19.0	5.7	13.8	19.4	20.8	21.4	24.2	13.3	12.4	10.0	13.2
Mizoram	68.7	84.5	95.8	98.6		62.1	94.0	97.9			91.5	99.1	87.1	11.9	13.1	14.1	28.0	26.9	34.4	37.7	17.6	20.6	22.1	24.2
Nagaland	69.1	87.3	96.1	97.9		43.6	83.8	89.4			90.7	94.0	77.3	11.1	7.8	7.1	23.6	24.6	27.6	24.9	22.1	20.1	20.0	16.7
Odisha	63.9	78.7	91.7	92.2		21.9	64.1	73.7			90.9	94.0	20.3	4.9	2.5	4.3	28.9	29.7	28.7	32.8	13.8	12.7	9.6	12.9
Punjab	90.6	96.7	98.5	98.1		65.7	91.2	93.5			97.6	94.5	15.2	5.7	3.3	5.3	54.3	56.5	49.8	49.7	45.5	44.7	36.0	35.1
Rajasthan	82.9	92.1	96.7	97.5		38.2	78.0	88.9			93.7	91.2	19.7	5.3	2.0	5.9	34.7	35.2	36.1	40.4	22.6	20.9	13.0	16.3
Sikkim	84.7	93.2	98.7	99.2		67.9	93.7	96.7			90.2	94.7	38.2	27.7	14.0	13.1	44.3	43.8	34.6	44.9	46.2	43.9	34.0	40.4
Tamil Nadu	86.3	91.2	97.4	95.8		38.0	83.9	88.3			85.9	90.5	7.1	4.6	2.1	3.6	39.3	43.1	45.6	52.2	29.8	30.5	16.9	18.3
Telangana	85.9	93.8	98.0	97.0		44.0	89.3	92.2			84.2	93.2	8.6	6.1	4.1	5.9	38.7	41.6	39.6	49.5	22.2	22.1	12.2	15.3
Tripura	78.3	89.2	91.4	96.6		34.0	68.7	87.2			79.2	91.5	35.2	4.0	1.6	1.6	28.0	28.9	19.7	30.8	21.3	16.0	7.5	14.8
Uttar Pradesh	79.9	91.7	95.4	96.4		29.8	67.8	81.2			82.4	91.0	26.8	5.7	5.6	6.4	42.2	45.5	46.3	48.2	16.3	18.9	14.2	15.1
Uttarakhand	82.7	93.3	97.8	98.5		46.6	79.5	89.2			92.8	89.1	21.8	12.8	6.3	7.7	52.3	52.4	50.2	52.2	33.8	31.6	23.3	21.3
West Bengal	76.6	87.8	96.5	96.8		27.7	65.7	79.2			84.0	84.3	23.8	4.7	3.4	3.4	30.1	31.3	30.2	35.2	20.3	20.9	16.7	19.3
All India	**79.8**	**90.2**	**95.8**	**96.1**		**36.0**	**74.8**	**84.0**			**88.1**	**90.6**	**20.6**	**6.6**	**5.2**	**6.6**	**37.1**	**39.5**	**39.6**	**43.2**	**21.5**	**22.9**	**16.2**	**18.2**

*Includes magazines, books other than school textbooks, etc.
**Excluding the mother and father of the sampled child.

Annual Status of Education Report
असर ASER 2024 RURAL
Facilitated by PRATHAM

Annexure 6: Mothers' schooling over time

State	2016				2018				2022				2024			
	% 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	37.4	17.2	35.0	10.4	29.9	17.4	38.7	14.0	23.2	15.3	43.3	18.2	18.6	12.8	45.9	22.8
Arunachal Pradesh	51.5	15.2	27.2	6.1	51.5	14.3	26.6	7.7	47.8	14.2	28.4	9.6	41.2	11.8	33.1	13.9
Assam	38.2	13.7	40.0	8.1	33.7	15.2	42.0	9.2	23.3	15.6	47.6	13.5	21.3	14.2	49.6	14.9
Bihar	58.7	13.7	20.8	6.8	57.1	13.0	22.2	7.7	49.4	12.3	27.5	10.8	44.4	13.4	28.4	13.8
Chhattisgarh	43.6	21.4	29.2	5.9	39.2	21.5	32.4	6.9	27.7	20.9	38.8	12.6	24.8	18.9	41.3	15.0
Gujarat	36.1	17.2	37.1	9.5	32.9	17.4	39.3	10.4	18.7	14.7	50.3	16.3	25.9	15.4	45.3	13.5
Haryana	31.5	14.8	37.9	15.8	28.2	14.3	37.5	19.9	23.4	13.6	36.5	26.5	21.2	12.0	35.7	31.2
Himachal Pradesh	10.6	13.0	45.7	30.7	8.6	11.8	44.4	35.2	7.0	9.5	39.0	44.5	4.6	8.1	35.0	52.4
Jammu and Kashmir	45.3	9.6	33.5	11.6	58.0	6.4	24.5	11.1	39.5	7.5	36.5	16.6	36.4	7.6	36.4	19.6
Jharkhand	59.0	13.8	23.0	4.2	56.8	14.5	23.4	5.2	46.5	14.0	30.8	8.8	37.8	13.4	36.0	12.9
Karnataka	33.0	13.6	43.2	10.2	27.3	14.2	46.3	12.2	22.5	11.8	48.3	17.5	19.1	10.4	48.9	21.5
Kerala	1.3	3.7	54.6	40.4	0.5	2.2	43.5	53.8	0.7	1.2	35.8	62.2	0.5	0.9	29.1	69.6
Madhya Pradesh	56.0	18.1	22.2	3.6	52.5	19.2	24.3	4.1	36.7	19.1	36.0	8.2	32.8	18.1	39.5	9.7
Maharashtra	20.4	13.7	50.1	15.7	17.0	13.6	51.4	18.0	12.2	11.4	52.7	23.8	8.8	12.1	50.2	28.9
Manipur	29.7	11.8	40.6	17.9	25.2	12.0	44.8	18.0	23.1	11.0	45.4	20.5				
Meghalaya	38.3	26.7	29.0	6.0	40.5	25.7	28.6	5.3	27.9	26.0	38.1	8.0	26.8	24.9	38.4	9.9
Mizoram	15.0	28.7	48.2	8.1	9.1	25.1	56.8	9.0	12.5	20.6	53.2	13.7	6.8	18.6	59.1	15.6
Nagaland	26.1	17.0	49.3	7.6	27.7	19.0	46.6	6.7	20.8	15.8	52.1	11.3	27.3	16.0	47.0	9.8
Odisha	38.1	18.2	36.8	7.0	35.2	17.1	40.4	7.3	27.4	15.6	48.2	8.8	23.3	15.0	50.7	11.1
Punjab	23.2	13.9	41.9	21.0	21.4	14.1	42.0	22.6	17.5	15.7	41.5	25.3	16.3	14.4	42.0	27.3
Rajasthan	67.9	13.3	15.3	3.5	64.5	15.2	16.1	4.2	53.3	16.0	22.5	8.2	44.8	17.8	25.1	12.3
Sikkim	22.3	26.9	41.6	9.2	18.9	25.5	43.5	12.1	13.4	26.0	46.2	14.4	11.3	20.7	48.4	19.6
Tamil Nadu	18.7	15.2	48.7	17.4	14.2	13.6	51.4	20.9	8.7	9.3	50.6	31.4	7.2	7.2	48.3	37.3
Telangana	50.2	10.1	29.1	10.7	42.8	9.7	32.7	14.8	28.3	9.7	39.3	22.8	23.2	8.0	37.4	31.4
Tripura	18.3	21.3	52.4	8.0	14.7	20.8	56.7	7.9	12.1	20.3	57.7	9.9	6.6	12.7	64.8	15.9
Uttar Pradesh	63.4	10.5	18.1	8.0	57.0	11.5	20.6	10.9	46.3	12.5	24.6	16.6	39.5	13.5	26.9	20.1
Uttarakhand	33.2	15.1	33.7	18.0	30.8	15.3	34.7	19.2	20.9	14.8	40.3	24.1	15.8	14.0	40.4	29.9
West Bengal	30.8	21.2	41.6	6.4	26.2	22.9	43.2	7.7	16.7	19.5	50.1	13.7	13.5	16.7	51.1	18.7
All India	**46.6**	**14.4**	**29.9**	**9.2**	**42.6**	**14.7**	**31.7**	**11.0**	**33.7**	**13.9**	**36.4**	**16.0**	**29.4**	**13.8**	**37.3**	**19.5**

Annexure 7: Fathers' schooling over time

State	2016				2018				2022				2024			
	% 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	30.5	15.9	36.9	16.7	27.1	15.3	38.8	18.9	24.1	13.4	40.6	21.9	21.2	12.0	39.8	27.1
Arunachal Pradesh	31.8	19.4	36.3	12.5	30.5	17.4	36.5	15.6	30.9	15.2	35.5	18.4	27.6	14.2	35.7	22.5
Assam	33.2	16.7	36.8	13.4	30.2	17.0	38.1	14.6	23.0	17.2	43.0	16.9	20.4	17.1	44.4	18.1
Bihar	32.6	13.4	37.5	16.4	32.8	12.8	37.7	16.7	29.5	11.1	41.0	18.4	26.5	13.2	40.3	20.1
Chhattisgarh	23.0	21.0	39.4	16.7	20.7	21.4	40.7	17.2	14.1	18.5	46.5	21.0	13.3	17.1	47.9	21.7
Gujarat	19.5	14.1	47.1	19.2	16.3	13.9	50.0	19.8	9.3	9.5	49.8	31.5	12.9	11.2	51.8	24.1
Haryana	14.6	9.6	44.8	31.1	12.7	10.3	41.9	35.1	11.8	9.3	38.1	40.8	9.7	9.3	36.5	44.6
Himachal Pradesh	4.8	9.4	49.9	35.9	4.0	9.6	48.2	38.3	2.9	7.9	44.7	44.5	2.1	5.6	37.8	54.4
Jammu and Kashmir	20.8	8.6	51.8	18.8	26.7	6.3	45.2	21.8	18.1	7.3	49.7	24.8	16.9	6.5	47.1	29.5
Jharkhand	34.3	14.3	39.7	11.7	33.6	14.7	40.7	11.0	31.3	12.5	42.8	13.4	24.2	13.0	45.3	17.5
Karnataka	30.0	14.3	38.2	17.5	24.7	15.3	41.5	18.6	23.1	13.7	43.0	20.2	19.4	12.7	43.7	24.2
Kerala	1.6	6.8	63.8	27.8	0.8	4.4	56.7	38.1	0.8	3.5	54.5	41.2	0.6	2.8	55.2	41.4
Madhya Pradesh	32.3	16.8	38.0	12.9	29.6	17.6	40.4	12.5	20.5	15.4	46.5	17.6	19.1	15.1	47.8	18.1
Maharashtra	12.1	14.4	46.1	27.3	11.0	12.4	46.9	29.7	8.6	11.2	47.2	33.1	6.2	10.5	45.7	37.6
Manipur	16.2	9.9	46.6	27.3	13.1	10.0	48.7	28.3	13.7	10.8	46.6	28.9				
Meghalaya	40.5	21.6	30.5	7.4	43.7	20.6	28.2	7.4	32.8	21.0	35.9	10.4	31.3	20.1	37.7	10.9
Mizoram	9.5	24.7	50.3	15.6	6.6	16.6	60.4	16.4	9.2	19.2	53.7	18.0	5.5	16.4	58.2	19.9
Nagaland	20.1	14.3	50.5	15.1	19.2	16.1	52.5	12.3	15.2	13.5	53.5	17.9	19.7	16.1	48.7	15.4
Odisha	26.6	18.9	41.0	13.6	25.1	18.2	43.1	13.6	19.3	16.0	49.2	15.4	16.5	15.8	50.8	16.8
Punjab	16.2	10.3	47.4	26.1	16.7	9.8	46.4	27.1	14.0	13.0	46.4	26.6	13.4	11.4	47.0	28.2
Rajasthan	29.6	14.2	40.5	15.6	28.8	15.2	40.2	15.9	23.5	13.2	41.8	21.6	17.5	14.3	42.7	25.6
Sikkim	14.3	33.3	40.1	12.3	13.7	29.3	42.6	14.4	12.4	32.5	39.8	15.4	8.1	28.7	42.4	20.8
Tamil Nadu	16.0	14.9	51.2	17.9	13.4	13.9	52.4	20.3	9.8	11.6	53.5	25.1	8.0	9.8	52.5	29.6
Telangana	35.0	11.8	35.8	17.5	32.5	9.9	37.9	19.8	25.9	8.5	39.8	25.8	20.3	8.2	38.3	33.2
Tripura	14.2	23.9	49.5	12.4	13.4	21.2	52.2	13.2	11.6	20.5	55.2	12.7	7.2	18.5	55.7	18.6
Uttar Pradesh	31.5	12.0	38.6	17.9	26.9	12.0	39.5	21.6	22.9	11.1	40.9	25.2	19.2	11.2	41.4	28.2
Uttarakhand	15.4	10.4	45.7	28.6	14.1	10.9	45.8	29.2	10.9	10.5	47.3	31.4	6.1	7.4	47.1	39.4
West Bengal	29.1	22.8	37.9	10.3	25.2	25.2	38.5	11.1	19.1	24.2	42.9	13.8	15.9	23.2	43.6	17.3
All India	**27.3**	**14.6**	**40.7**	**17.4**	**25.0**	**14.6**	**41.5**	**18.9**	**20.7**	**13.0**	**43.8**	**22.5**	**18.0**	**13.1**	**43.9**	**25.0**

Annexure 8: What insights can ASER data offer on government policies and programs?

Year on year, the Annual Status of Education Report (ASER) has reported on the enrollment status and basic reading and arithmetic levels of children in rural India. While in the initial years following the implementation of the Right of Children to Free and Compulsory Education Act 2009 (RTE), the push of the education system was on enrollment and getting children to schools, in recent years, there has been a shift in focus towards the achievement of learning outcomes.

This shift is echoed in various schemes, policies and missions introduced by the Department of School Education & Literacy (DoSEL) since 2020. In 2020, DoSEL released the new National Education Policy (NEP 2020), acknowledging the need to close the gap in foundational learning among children, and defining a new 'foundational stage' for 3-8-year-olds in its pedagogical structure. This was followed by the establishment of National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat in 2021, a national mission focused on universal acquisition of foundational literacy and numeracy. This mission is being implemented through different interventions across all states and Union Territories of India. In 2018, DoSEL also published draft guidelines for the Samagra Shiksha scheme, an integrated scheme for school education which spans all classes from pre-primary to senior secondary, and is aligned with the United Nations Sustainable Development Goal 4 to 'ensure inclusive and equitable quality education'.

The following tables map the different domains and indicators covered in the ASER 2024 household and school survey onto guidelines mentioned in four key government documents on education in India, namely: the RTE Act 2009; NEP 2020; NIPUN Bharat 2021; and the Samagra Shiksha Framework 2022.

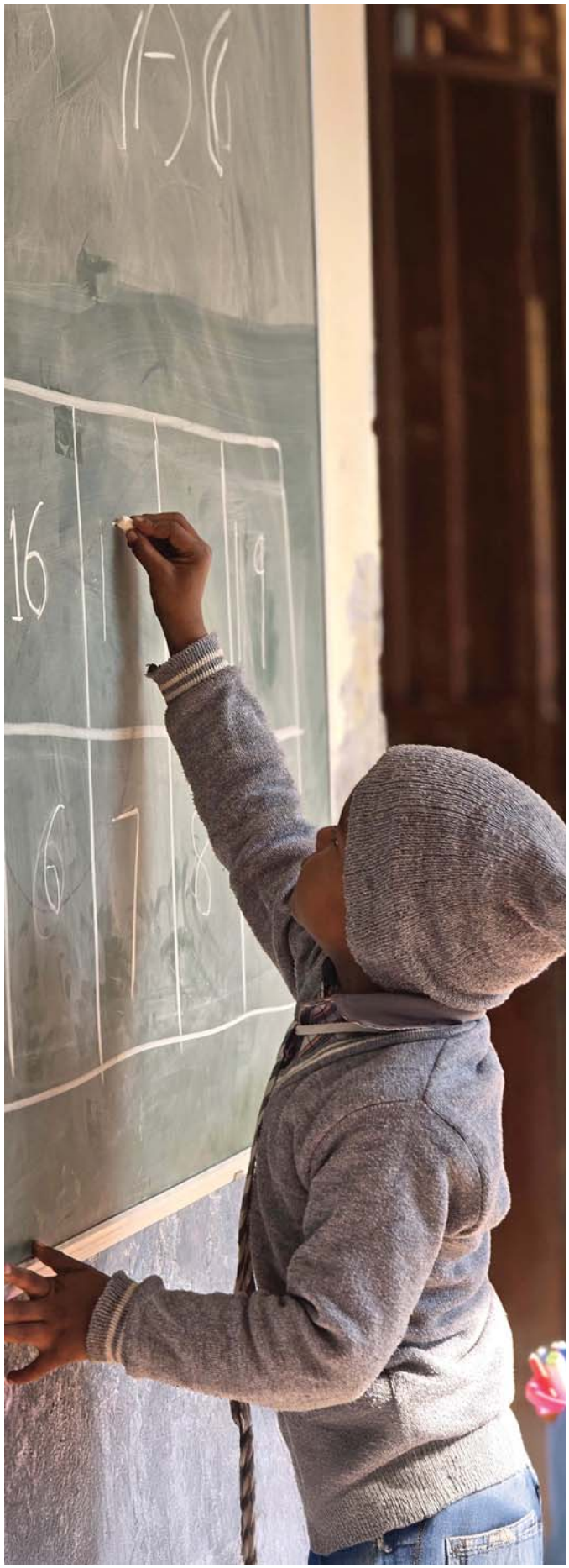


Table 1: Mapping - Household survey

Domain	What does ASER 2024 capture?	Right of Children to Free and Compulsory Education Act (RTE), 2009		National Education Policy (NEP), 2020		National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat), 2021		Samagra Shiksha, An Integrated Scheme for School Education, 2022	
		Legislation that aims to provide every child between the ages of 6 and 14 the right to free and compulsory education		Policy that aims to transform India's education system, replacing the previous National Policy on Education 1986		Mission established under NEP 2020 that aims for universal foundational literacy and numeracy acquisition among young children		Integrated school education scheme that aims to improve the quality of school education from pre-primary to higher secondary levels	
		Section	What does RTE say?	Section	What does NEP say?	Section	What does NIPUN say?	Section	What does Samagra Shiksha say?
Schooling and enrollment	■ Age of children ■ Status of enrollment in school	3	Every child has the right to free and compulsory education till the completion of elementary education (for those aged 6-14 years)	3.1	Achieve 100% Gross Enrollment Ratio (GER) for all schooling levels, from pre-school to secondary school by 2030	Executive summary	Ensure 100% enrollment of all children under a Panchayat at appropriate levels	4.3	Support states/UTs to make efforts towards reaching 100% GER target in school education by 2030 as envisaged in NEP 2020
		4	Children above age 6 who have not completed elementary education will be admitted to a grade appropriate for their age					4.4.11	100% retention from pre-school to senior secondary level
Early Childhood Care and Education (ECCE)	■ Age of entry to Std I ■ Status of enrollment in ECCE institutions	11	The government may make necessary arrangements to prepare children above the age of 3 years for elementary education and to provide ECCE for all children until they complete the age of 6 years	1.1	Universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030, to ensure that all students entering Std I are school ready	1.4	Children prior to completing age 5 and before entering Std I will attend Balvatika in Anganwadis or primary schools having pre-primary sections	1.2.5	The major objectives of the scheme include a focus on ECCE
								2.1	Ensure that every child of appropriate age has access to, is enrolled, and is attending pre-school

Domain	What does ASER 2024 capture?	RTE 2009		NEP 2020		NIPUN Bharat 2021		Samagra Shiksha 2022	
		Section	What does RTE say?	Section	What does NEP say?	Section	What does NIPUN say?	Section	What does Samagra Shiksha say?
Equitable and inclusive education	■ Enrollment status data disaggregated by sex ■ Learning levels data disaggregated by sex	8	Ensure that children belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds	6.8	Eliminate any remaining disparity in access to education for children of any gender	5.3	Demonstrate equal and appropriate expectations from boys and girls by providing equal attention, respect, and equitable learning opportunities in an inclusive environment	1.4	Provide equitable and inclusive quality education which would be guided by principles including gender concerns, ensuring that girls and boys progress equally; using education as an intervention to bring about change in the status of women
				3.4	Ensure quality to retain students, so that disadvantaged groups do not lose interest in attending school				
Foundational Literacy and Numeracy (FLN)	■ Ability to read letters, words, Std I level and Std II level text ■ Ability to recognise single-digit numbers, double-digit numbers, subtract and divide	Rule 23 (2) (c)[1]	Prepare class-wise, subject-wise learning outcomes for all elementary classes	2.2	The highest priority of the education system will be to achieve universal FLN in primary school by 2025	1.1	Ensure that every child in the country attains FLN in Std III by 2026-27	1.2.5	Emphasis on FLN; provide quality education and enhance learning outcomes of students
Digital literacy	■ Access, ownership, and usage of smartphones ■ Ability to perform basic digital tasks			24.2	Eliminate the digital divide through concerted efforts such as the Digital India campaign and the availability of affordable computing devices	13.3	Access to technology will contribute to equity and will help standardise the learning levels of the nation; for learners, high quality content will be prepared and uploaded on DIKSHA[2]	6.9.3	Minimise rote learning and encourage holistic development and 21st century skills such as digital literacy

[1] Right of Children to Free and Compulsory Education Rules (Amendment), 2017

[2] DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national digital platform for teachers, students, and parents in India. Launched by the Ministry of Education, it offers a wide range of e-learning content.

Table 2: Mapping - School observation

Domain	What does ASER 2024 capture?	Right of Children to Free and Compulsory Education Act (RTE), 2009		National Education Policy (NEP), 2020		National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat), 2021		Samagra Shiksha, An Integrated Scheme for School Education, 2022	
		Legislation that aims to provide every child between the ages of 6 and 14 the right to free and compulsory education		Policy that aims to transform India's education system, replacing the previous National Policy on Education, 1986		Mission established under NEP 2020 that aims for universal foundational literacy and numeracy acquisition among young children		Integrated school education scheme that aims to improve the quality of school education from pre-primary to higher secondary levels	
		Section	What does RTE say?	Section	What does NEP say?	Section	What does NIPUN say?	Section	What does Samagra Shiksha say?
Attendance of students	■ Children's enrollment and attendance on the day of visit (pre-primary to Std VIII)	2.8	Ensure compulsory admission, attendance and completion of elementary education by every child aged 6 to 14	3.1	One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school			1.3, 4.4.3, 4.4.8	Samagra Shiksha endorses provisions of the RTE Act and NEP 2020 related to attendance
Teacher appointment and attendance	■ Number of teachers appointed and observed to be present on the day of visit	25; The Schedule	The appropriate government shall ensure that the Pupil-Teacher Ratio (PTR), as specified in the Schedule, is maintained in each school	2.3	A PTR of under 30:1 will be ensured; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1	10.2.2	Regular teacher attendance, and reduction in their administrative burden and deployment in non-teaching activities is a critical enabler of the mission	4.6	Samagra Shiksha endorses provisions of the RTE Act related to PTR
Foundational Literacy and Numeracy (FLN)	■ Whether school received govt directives to implement FLN activities			2.2	National Mission on FLN will be set up by the Ministry of Human Resource Development (MHRD) on priority	11.2	The first step to achieve the goal of FLN by 2026-27 would be for states to create multi-year action plans	3.2	NIPUN Bharat has been established under the aegis of Samagra Shiksha
	■ Whether teachers trained on FLN			2.3	Teachers will be trained, encouraged, and supported to impart FLN	11.10	An important step to achieve FLN for all children will be capacity building of teachers	3.3	Regular professional development of teachers focusing on and FLN

Domain	What does ASER 2024 capture?	RTE 2009		NEP 2020		NIPUN Bharat 2021		Samagra Shiksha 2022	
		Section	What does RTE say?	Section	What does NEP say?	Section	What does NIPUN say?	Section	What does Samagra Shiksha say?
Foundational Literacy and Numeracy (FLN)	■ Whether school readiness program implemented in 2024-25 and 2023-24			2.5	An interim 3-month play-based 'school preparation module' will be developed for Std I	8.2	NIPUN Bharat endorses NEP 2020 guidelines related to school preparation module	3.3	A 3-month play-based 'school preparation module' for Std I called Vidya Pravesh has been developed to ensure children are school ready
	■ Whether school received FLN-related Teaching Learning Material (TLM) and/or funds for TLM					9.3	Ensure availability and usage of high-quality and culturally responsive TLM in children's familiar language(s)	3.3	States and UTs to develop engaging, joyful, and innovative additional learning resources in local language; provision of up to Rs. 500 per child per annum until the primary level
						10.2.2	Provide adequate budget for TLM and children's books and libraries		
Entitlements	■ Whether free uniforms and textbooks were provided	2.3	No child shall be liable to pay any kind of fee which may prevent him or her from pursuing and completing elementary education			10.2.2	Textbooks and uniforms to be delivered to students before the start of the academic session	6.8.1.2	Provide textbooks to all children at primary and upper primary level
Physical Education (PE)	Availability of: ■ Dedicated time for PE ■ Separate PE teacher ■ Sports equipment and funds ■ Playground	The Schedule	For upper primary schools with above 100 children, appoint part-time instructors for PE	4.8	Promote sports-integration in the curriculum to help students in developing skills like self-discipline, teamwork, responsibility, etc.	Annexure I	Participation in individual and team sports is a key competency to achieve developmental goal 1: Children maintain good health and well being	7[3]	PE teacher may be appointed at every school
			Provide sports equipment to each class as required; schools must have a playground					1[4]	Provision for procurement of sports equipment, or expenditure for meeting expenses on procurement

[3,4] Revised Guidelines for Sports Grant under Samagra Shiksha, 2023

Domain	What does ASER 2024 capture?	RTE 2009		NEP 2020		NIPUN Bharat 2021		Samagra Shiksha 2022	
		Section	What does RTE say?	Section	What does NEP say?	Section	What does NIPUN say?	Section	What does Samagra Shiksha say?
Pre-primary provisions in school	Provision of: ■ Anganwadi in school ■ Pre-primary class in school	11	The government may make necessary arrangements to prepare children above the age of 3 years for elementary education and to provide ECCE for all children until they complete the age of 6 years	1.4	ECCE shall be delivered through: (a) stand-alone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary sections covering at least age 5 to 6 years co-located with primary schools; and (d) stand-alone pre-schools	8.1	DoSE&L and MoWCD have jointly stressed upon co-location of Anganwadi Centres (AWCs) within the primary school premises for ensuring continuity from one to the other	2.4	Examine the possibility of co-locating AWCs in the nearby primary schools' campus with a view to improve child preparedness for going to school and to ensure smooth transition, or to start pre-school sections in primary schools
	Whether: ■ A separate pre-primary teacher was appointed ■ Teachers trained on ECCE			1.4	Pre-primary institutions to recruit workers/ teachers trained in ECCE	7.5	Provide in-service training for pre-school education through face-to-face/online/ blended mode	2.1	All teachers are qualified to deliver quality ECCE as per National Curriculum Framework/State Curriculum Framework
				1.6	Prior to age 5, every child will move to a "Preparatory Class" or "Balvatika" (before Std I), which has an ECCE-qualified teacher			2.6.1	In-service teacher training would include training for ECCE teachers as per existing norms
Mid-Day Meal (MDM)	■ Whether MDM was provided in the school	The Schedule	A kitchen where MDM is cooked should be present in the school	26.4	Provision of food and nutrition (breakfast and MDM) in all schools			14.13.1	PM POSHAN scheme for providing one hot cooked meal to children upto elementary stage
Classroom organisation	Whether: ■ Std I and Std II children were sitting with other grades ■ TLM was present and students' works were displayed in classrooms	The Schedule	Provide teaching learning equipment to each class as required	1.2, 4.2	The Foundational Stage will consist of five years of flexible, multilevel, play/activity-based learning; comprising of alphabets, languages, numbers, counting, colours, shapes, puzzles, drawing, painting, and other visual art, craft, drama, and puppetry	5.1.2	A classroom should have a print rich environment and math/ manipulative objects, puzzles, toys, etc.; classroom should provide children with opportunities to engage in meaningful written expression	6.8.3	Make high quality and diversified student and teacher resources/ learning materials available for a joyful learning environment

Domain	What does ASER 2024 capture?	RTE 2009		NEP 2020		NIPUN Bharat 2021		Samagra Shiksha 2022	
		Section	What does RTE say?	Section	What does NEP say?	Section	What does NIPUN say?	Section	What does Samagra Shiksha say?
School facilities	Availability of: ■ Usable toilets ■ Pucca rooms ■ Office/store ■ Boundary wall ■ Playground ■ Electricity connection and electricity on the day of the survey ■ Library books and whether children were using them ■ Computers and whether children were using them ■ Drinking water	8 (d)	Provide infrastructure including school building, teaching staff, and learning equipment	Intro-duction	A good education institution is one where a safe and stimulating learning environment exists, and where good physical infrastructure and appropriate resources conducive to learning are available	10.2.2	All primary schools must have the following basic facilities: Separate functional toilets for boys and girls, potable drinking water, hygienic and clean environs, safe school infrastructure, spacious classrooms, etc.	4.1	Effective and sufficient infrastructure must be provided so that all students have access to safe and engaging school education at all levels from pre-primary to Std XII
		The Schedule	The RTE mandates norms and standards for school infrastructure	3.2	To prevent dropout, provide effective and sufficient infrastructure				

Annexure 9: The landscape of large-scale assessments in India

Sudipto Kar[1], Anil Kamath[2], Vikram Guria[3]

Introduction

Large-scale assessments (LSAs) serve as critical tools for measuring educational outcomes, guiding policy decisions, and ensuring that educational systems meet their intended goals. These assessments are essential for tracking student performance, identifying learning gaps, and informing educational interventions that will contribute to the development of robust and effective educational frameworks. Countries have developed a variety of assessment programs to measure learning outcomes with diverse approaches to what is assessed and how the assessment is conducted.

Internationally, recent years have seen increasing focus on assessments of foundational skills. The State of Global Learning Poverty: 2022 Update from the World Bank highlights the troubling reality that this shifting focus responds to: nearly 70% of 10-year-olds in low- and middle-income countries (LMICs) are unable to read and understand a simple written text.[4] This challenge has spurred governments, international organisations, and civil society groups to develop new tools. For example, the Assessment for Minimum Proficiency Levels (AMPL),[5] International Common Assessment of Numeracy (ICAN),[6] and the Early Language and Literacy and Numeracy Assessment (PAL-ELANA)[7] aim to monitor the progress of education systems toward the Sustainable Development Goal (SDG) indicators 4.1.1a and 4.1.1b,[8] using frameworks such as the Global Proficiency Framework (GPF)[9] and Learning Progression Explorer (LPE).[10]

ICAN and PAL-ELANA were developed based on the citizen-led assessment model pioneered by Pratham Education Foundation in India, which has been adopted by over 15 countries in the Global South. These unique assessments rely on citizen volunteers to assess children's learning in households across the country. First implemented in 13 LMICs across Africa, America and Asia in 2019, ICAN provides a common set of metrics to assess and compare children's early numeracy skills. PAL-ELANA builds upon and expands the ICAN framework, covering early numeracy, language, and literacy abilities in 10 languages, utilising tablet-based Computer Adaptive Testing (CAT) to adjust the assessment to each child's abilities. These assessments are designed to address the critical need for robust, large-scale, and internationally comparable data on children's learning outcomes.

The assessment landscape in India

In India, the National Education Policy (NEP) 2020 and National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) 2021 Guidelines emphasise the importance of improving learning outcomes, with a target to achieve Foundational Literacy and Numeracy (FLN) for every child in India by the end of grade 2 by 2026-27. NEP 2020 encourages the use of evidence-based assessments to monitor progress and inform policies.

Several LSAs in India provide evidence relevant to these objectives, and also align with the global mission of improving FLN. The Annual Status of Education Report (ASER),[11] Performance Assessment, Review, and Analysis of Knowledge for Holistic

[1] Head, Assessment Unit, ASER Centre

[2] Co-lead, Assessment Unit, ASER Centre

[3] Head, Assessment Unit, ASER Centre

[4] World Bank Group. "70% of 10-Year-Olds Now in Learning Poverty, Unable to Read and Understand a Simple Text." World Bank, July 25, 2023. https://www.worldbank.org/en/news/press-release/2022/06/23/70-of-10-year-olds-now-in-learning-poverty-unable-to-read-and-understand-a-simple-text

[5] Walker, M., Schwantner, U. and Mestan, K. (2024) A new tool to fill the data gap on learning: AMPL, ACER. Available at: https://www.acer.org/in/discover/article/a-new-tool-to-fill-the-data-gap-on-learning-ampl

[6] ICAN is an open-source, robust, and easy-to-use assessment tool available in 11 languages, that offers international comparability of results aligned to SDG 4.1.1a. Available at: https://palnetwork.org/ican/

[7] Fiszbein, A. and Bhattacharjea, S. (2023) The Foundational Learning Data Challenge: A civil society view from the Global South, World Education Blog. Available at: https://world-education-blog.org/2023/12/06/the-foundational-learning-data-challenge-a-civil-society-view-from-the-global-south/

[8] Goal 4 | Department of Economic and Social Affairs. (n.d.-b). https://sdgs.un.org/goals/goal4#targets_and_indicators

[9] Global Proficiency Framework: Reading and Mathematics. (n.d.). Education Links. https://www.edu-links.org/resources/global-proficiency-framework-reading-and-mathematics

[10] Learning Progression Explorer: The LPE developed by Australian Council of Education Research (ACER) is a common learning metric – also known as the UIS reporting scales – to describe and quantify learning progress in reading and mathematics. Tell us what you think. (2017, August 18). UNESCO UIS. https://uis.unesco.org/en/news/learning-progression-explorer-tell-us-what-you-think

[11] ASER Survey - ASER: Annual Status of Education Report. (n.d.). ASER: Annual Status of Education Report. https://asercentre.org/aser-survey/ (2024).

Development (PARAKH) 2024,[12] Foundational Learning Study (FLS) 2022,[13] and State Educational Achievement Survey (SEAS) 2023,[14] all offer insights into learning gaps and provide a framework for addressing these challenges and ensuring that all children have access to quality education. While PARAKH, SEAS, and FLS focus on school-based assessments, ASER is unique for its household-based approach, that not only assesses the learning levels of children but also provides valuable data on those children who are not enrolled in school.

Comparing results across assessments can be challenging due to the different purposes and designs of each program. Direct comparisons are difficult as they must account for several factors, including alignment between content standards and assessments, the target populations assessed, the nature of student participation, the diversity of participating education systems, the scale of the assessments, and the accuracy of measurement for each assessment.

A brief overview of each of these assessment models is provided below. More details are available in the table, which provides a comparative view of the key similarities and differences among these assessment programs.

Parakh Rashtriya Sarvekshan (PARAKH): Previously referred to as the National Achievement Survey (NAS), PARAKH Rashtriya Sarvekshan 2024 is a nationwide assessment initiative led by the National Assessment Centre - PARAKH. It is an independent centre established in 2023 under the National Council for Educational Research and Training (NCERT).

- The PARAKH assessment is implemented collaboratively by the Ministry of Education (MoE), NCERT, Central Board of Secondary Education (CBSE), and state-level bodies like the State Council of Educational Research and Training (SCERT), and District Institutes of Education and Training (DIETs).
- Most recently administered on December 4, 2024, this survey covered 88,000 schools, reaching more than 2.3 million students in Std III, VI, and IX in 782 districts. The survey assesses subjects including Language, Mathematics, Science, Social Science, and The World Around Us, providing comprehensive insights into students' educational progress in 23 languages.
- PARAKH is a school-based assessment administered through a pen and paper format using OMR technology for data capture and analysis.
- Building on NAS, PARAKH 2024 evaluates schools as holistic entities, focusing on the overall health of the education system across all districts, including State Government, Government-Aided, Central Government, and Private Recognized Institutions. It uses a paper-based approach with Optical Mark Recognition (OMR) technology, ensuring a robust evaluation process.
- One cycle of PARAKH has been implemented to date. The results from this assessment are not yet available.

State Educational Achievement Survey (SEAS): SEAS has been implemented state-wise by NCERT in collaboration with SCERTs, in 2023.

- SEAS integrates student performance data at the block level across learning stages with state-specific information. This includes details on school infrastructure and resources, policy implementation, and curriculum and assessment practices, offering a holistic understanding of the factors affecting learning outcomes.
- SEAS aims to assess the overall health of the education system at the block level, focusing on competencies at the foundational (Std III), preparatory (Std VI), and middle stages (Std IX) of education, particularly Language and Mathematics. The survey covered about 8 million students in 300,000 schools across 5,917 blocks. The assessment is administered in 19 languages.
- SEAS is a school-based assessment that uses a pen and paper approach with OMR technology employed for data capture and analysis.
- SEAS emphasises the importance of teacher training at the end of each educational stage, and advocates for "Competency-Based Assessment" methodologies. The integration of data from Pupil Questionnaires (PQ), Teacher Questionnaires (TQ), and School Questionnaires (SQ) is crucial in understanding and measuring learning competency achievements.
- One cycle of SEAS has been implemented to date. The results from this assessment are not yet available.

Foundational Learning Study (FLS): MoE launched NIPUN Bharat in July 2021, a mission to enable all children at the end of Std III to attain foundational skills by the year 2026-2027. As a crucial step towards strengthening efforts in 2022, MoE

[12] National Council of Educational Research and Training, New Delhi, India & UNICEF. (2024). Operational Guidelines & training manual. https://ncert.nic.in/parakh/pdf/OPERATIONAL_GUIDELINES2024.pdf

[13] Ministry of Education, Government of India, National Council of Educational Research and Training, New Delhi, India [NCERT], & UNICEF. Foundational Learning Study 2022. https://ncert.nic.in/pdf/FLS/FLS-Report-8-4-2024.pdf

[14] Ministry of Education, Government of India & National Council of Educational Research and Training, New Delhi, India. (2024). State Education Achievement Survey. https://ncert.nic.in/parakh/pdf/report_seas.pdf

and NCERT conducted FLS in schools to establish benchmarks for reading fluency and comprehension, and proficiency in numeracy.

- FLS was conducted in 20 languages in 36 States and UTs, which included approximately 86,000 Std III students from 10,000 government aided, private recognized, and central government schools.
- FLS is a school-based assessment, which was administered in a one-on-one setting, where each child responded to a set of questions orally.
- The study aimed to establish a baseline for achieving the NIPUN Bharat goals, setting benchmarks for FLN, and providing data on SDG indicator 4.1.1a.
- Based on this study, a policy linking methodology was implemented to arrive at the benchmarks in literacy and numeracy.
- FLS was designed as a benchmarking study rather than an LSA; it has been implemented once in 2022. Both the national findings and the state-wise results from this study are available on the NCERT website, https://ncert.nic.in

Annual Status of Education Report (ASER): ASER is an annual citizen-led survey facilitated by the Pratham Education Foundation. ASER's primary goal is to generate large-scale, actionable evidence on children's schooling status and their basic reading and arithmetic abilities.

- ASER provides reliable estimates of children's schooling and learning levels in rural India, focusing on basic reading and arithmetic skills of children aged 5-16, and enrollment status of children aged 3-16. The ASER survey is carried out in 19 languages across India.
- In 2024, ASER reached almost 650,000 children across 605 districts (as per Census 2011) in 26 states and 2 UTs.
- ASER uses a simple one-on-one tool which is administered orally in the household.
- Since its inception in 2005, ASER generates representative estimates at the district, state, and national levels. Conducted annually from 2005 to 2014, and every alternate year since 2016, the survey has employed consistent tools and methods, enabling an analysis of trends over time in children's basic reading and arithmetic abilities.
- All ASER results and process documents are available in the public domain on its website, www.asercentre.org.

Conclusion

It is welcome news that the ambit of assessments in India is growing, and that assessments are being acknowledged as a means to improve the education system rather than to point to its shortcomings. PARAKH evaluates the overall performance of India's education system, emphasising both academic achievements and holistic development; it provides a broad view of whether educational goals are being met across the country. SEAS focuses on the quality of education at the school and block level, offering insights to states on the possible methods of collecting and using data on grade-level outcomes. FLS presents granular evidence of foundational literacy and numeracy at the district level, which is essential in planning for early-grade education. Lastly, ASER offers representative data on children's schooling and learning at the district, state, and national level. The world's largest citizen-led learning assessment, it is the only source of comparable data on basic reading and arithmetic levels in India over the past two decades.

ASER continues to play a central role in driving improvements in education. Its core message — that children are in school but are not learning — has contributed to significant policy shifts. Key among these are the 2017 amendment to the Right of Children to Free and Compulsory Education (RTE) Act 2009, which for the first time mandated the preparation of class-wise and subject-wise learning outcomes; NEP 2020 which acknowledges the importance of universal FLN acquisition; and the NIPUN Bharat Mission which lays out the roadmap for achieving NEP's lofty goal. ASER Centre's work has been referenced in several key national and international policy documents. The NIPUN Bharat guidelines cite the India Early Childhood Education Impact Study (2017), conducted jointly by ASER Centre, Ambedkar University, and UNICEF, which emphasises the importance of quality early childhood care and education in acquiring FLN by Std III. The impact of ASER extends far beyond India, with its data frequently cited in global reports by UNESCO, UNICEF, and the World Bank, with notable references in reports like the Global Education Monitoring Report 2022, the State of the Global Education Crisis Report 2021, and the World Development Report 2018.

In a rapidly developing India, large-scale assessments like PARAKH, SEAS, FLS, and ASER play a critical role in shaping the future of education in India. While each of these assessments follow different methodologies, their purpose remains unified: to identify learning gaps, and to inform policy to bridge these gaps. Together, these assessments provide a 360-degree view of education quality, and contribute to making meaningful changes to the Indian education landscape at various levels of governance.

Large-scale assessment landscape in India: A comparative view

Indicator	Annual Status of Education Report (ASER)	Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH Rashtriya Sarvekshan)	Foundational Learning Study (FLS)	State Education Achievement Survey (SEAS)
Type	National assessment	National assessment	National assessment	State-level assessment
Organisations	Implemented by ASER Centre and facilitated by Pratham Education Foundation, with participation from over 500 district partner organisations each year	Implemented by the National Assessment Centre – PARAKH; initiative of the Ministry of Education (MoE) and housed at the National Council of Educational Research and Training (NCERT)	Implemented by NCERT in collaboration with the states and UTs, and also with technical support from other organisations	Implemented by State Council of Educational Research and Training (SCERT) in collaboration with the NCERT
Purpose	To provide annual, reliable, current, and actionable evidence relating to the enrollment patterns and basic learning outcomes of children in rural India	To develop a comprehensive assessment framework to evaluate the learning outcomes of students in a holistic and multidimensional manner	To provide reliable and valid data about Std III students' learning outcomes in Foundational Literacy and Numeracy (FLN); to establish reading proficiency benchmarks for fluency and comprehension in 20 languages	To assess students' learning outcomes at the state level, identify areas of improvement, and provide insights for policymakers and educators to enhance the quality of education
Key features	One-on-one household survey assessing rural Indian children's learning outcomes in reading and arithmetic, providing district-level data to inform education policy	Written assessment in school designed to evaluate competency-based learning outcomes; focuses on measuring holistic learning of students in Std III, VI, and IX	One-on-one oral and performance-based test conducted in schools; the results establish benchmarks for reading and numeracy proficiency across different Indian languages	Comprehensive evaluation of school quality, assessing infrastructure, teaching effectiveness, and learning outcomes to guide school improvement initiatives at the block level
Target age/grade	Age 5-16 years	Std III, VI, and IX	Std III	Std III, VI, and IX
Content area/domains	In addition to basic reading and arithmetic, different domains are explored in different years, such as basic English, reading comprehension, functional competencies, and most recently, digital abilities in 2024	Std III: Foundational stage competencies Std VI: Language, Mathematics, The World around Us Std IX: Language, Mathematics, Science, and Social Science	Foundational literacy: oral language comprehension, phonological awareness, decoding, reading comprehension, and oral reading fluency with comprehension Foundational numeracy: number identification and comprehension, number operations, multiplication and division facts, measurement, fractions, patterns, and data handling	Language and Mathematics

Indicator	Annual Status of Education Report (ASER)	Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH Rashtriya Sarvekshan)	Foundational Learning Study (FLS)	State Education Achievement Survey (SEAS)
Initial assessment year	2005	2024[15]	2022	2023
Frequency	Every year till 2014, and every alternate year after 2016 (except 2020)	Earlier versions were referred to as NAS, which was conducted periodically from 2001 to 2021	It has been conducted once	It has been conducted once
Sample size and coverage	Close to 650,000 children in over 600 rural districts (as per Census 2011) across India (2024)	More than 2,300,000 students in over 732 districts (2024)	Approximately 86,000 Std III students from 10,000 schools (2022)	Approximately 11,272,836 students from 408,048 schools across 7,466 blocks (2023)
Sample design	ASER uses a two-stage sampling design with Census 2011 as the frame – in the first stage, 30 villages are randomly selected using Probability Proportional to Size (PPS), and in the second stage, 20 households are sampled randomly from each village	PARAKH 2024 uses a two-stage PPS sampling design based on the UDISE+ 2022-23 database, selecting schools, then sections, and finally students; up to 30 students per grade are surveyed	FLS uses a multistage PPS sampling design, selecting schools by management type and allocating samples based on enrollment; it surveys 30 Std III students per school, or all if enrollment is lower, focusing on Std III or newly admitted Std IV students, based on the NAS 2021 and UDISE+ 2019-20 frames	SEAS uses a two-stage PPS sampling design, where schools are selected in the first stage and students are selected in the second stage
Mode of assessment administration	Oral one-on-one assessment	Pen and paper based assessment with OMR for data capture and analysis	Oral one-on-one assessment	Pen and paper based assessment with OMR for data capture and analysis
Testing time	Approximately 7-8 minutes	Std III and VI: 90 minutes Std IX: 120 minutes	Up to 35 minutes per student for Language and Mathematics each	Std III: 60 minutes Std VI: 75 minutes Std IX: 90 minutes
Data quality (training and monitoring)	The ASER uses a three-tier cascading training model at the national, state and district level; monitoring and recheck is followed at every stage of the survey; about 40% of all sampled villages are monitored, rechecked or both.	PARAKH uses a cascading training model to equip SLCs[16], DLCs[17], and Field Investigators (FIs)[18] for the large-scale assessment; PARAKH National Observers[19] were involved in the monitoring process to ensure data quality	Information not available	SEAS uses a cascading training model to equip the SLCs, DLCs and FIs for the implementation of the survey

[15] PARAKH was conducted in 2024, building upon the foundations established by the National Achievement Survey (NAS), which began in 2001.

[16] SLCs: State Level Coordinators: 180+ SLCs were engaged - From SCERT Directors to associates from Samagra Shiksha, these strategic leaders ensure seamless execution in each state.

[17] DLCs: District Level Coordinators: 3128+ DLCs were engaged - PARAKH DEOs & Principal DIETs - DLCs lead operations at the grassroots, ensuring every school is engaged and ready for action.

[18] On-the-ground teams ensure accurate data collection at schools.

[19] CBSE Regional Coordinators & Observers: Providing regional oversight and quality assurance

Indicator	Annual Status of Education Report (ASER)	Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH Rashtriya Sarvekshan)	Foundational Learning Study (FLS)	State Education Achievement Survey (SEAS)
Comparability over-time	The ASER survey is comparable due to its use of standardised and consistent tools since its inception	PARAKH has been administered for the first time using the new and more comprehensive evaluation strategy and target grades; data from PARAKH 2024 is not comparable with data from previous years of NAS	FLS was a benchmarking study for FLN, and thus it does not have further additional cycles for comparisons over time	SEAS has been rolled out once so far in 2023, and its frequency in the upcoming years will determine its comparability across years
Languages	19 languages	23 languages	20 languages	19 languages
Availability of data and tools	ASER data, report and assessment tools are publicly available	PARAKH 2024 sample questions are publicly available but results have not been published yet	FLS data and reports are available, but the assessment tools are not in the public domain	Neither the data nor the assessment tools for the State Education Achievement Survey (SEAS) are publicly available.

Annexure 10: Development of the digital framework for the ASER survey

The rapid pace of technological evolution in recent years has made digital literacy a key component of children's preparedness for the future. This has been acknowledged in the National Education Policy (NEP) 2020, which makes many references to "digital literacy". NEP 2020 proposes the creation of a National Technology Education Forum (NTEF) which would be tasked with the use of technology in education. NEP 2020 charts various pathways to incorporate digitalisation in all aspects of education. Key among these are: bridging the digital divide; leveraging existing technology; and blended modes of learning. Additionally, NEP 2020 envisages the creation of a dedicated unit to build world-class digital infrastructure, digital educational content and capacity.

The importance of digital literacy has also been echoed internationally, as measured by SDG indicator 4.4.2 which states that "a minimum level of proficiency in digital literacy skills" is a major 21st century goal. Reflecting the growing role of technology in education, ASER 2023 had digital literacy as a key area of focus for youth aged 14-18.

Given this backdrop, the domain of digital literacy was also included in ASER 2024. The availability of representative data on digital abilities of children (assessed through actual tasks) will help identify opportunities and gaps in children's usage of digital tools.

This note summarises the development of the framework for the digital domains of the ASER survey.

Literature review

Widely cited and used documents that have been key in shaping the understanding of digital literacy across the world were identified. These resources laid the basis for shaping the framework and approach for ASER. These key documents are:

1. **The Digital Competence Framework for Citizens (DigComp)[1]:** Published by the European Commission, this document provides a common understanding of what digital competence is. It is a tool designed for the European Union to improve citizens' digital competence, help policy-makers formulate policies that support digital competence building, and plan education and training initiatives to improve the digital competence of specific target groups. The framework brings together five main competence areas: Information and data literacy; Communication and collaboration; Digital content creation; Safety; and Problem solving. The DigComp framework has been widely cited and used in many international studies. The Digital Literacy Global Framework developed by UNESCO also identifies similar areas under its conceptualisation of digital literacy.

2. **G20 Toolkit for Measuring Digital Skills and Digital Literacy[2]:** This compilation of reports proposes a standard definition of digital literacy for G20 countries. It describes four "pillars" within the digital domain – Infrastructure and ecosystem; Literacy; Empowerment; and Jobs. It also encourages nationally representative surveys to measure the digital skills of citizens, technological adaptation of firms, and other digital indicators. It suggests self-reported and knowledge-based questions to assess these elements.

3. **Digital India[3]:** This campaign of the Government of India is an overarching collection of schemes and programmes to make India a 'global leader' in the digital arena. It includes infrastructural initiatives for universal internet access, and other programmes to increase digital connectivity and literacy. The Pradhan Mantri Gramin Digital Saksharta Abhiyaan (PMGDISHA) is a scheme under the Digital India mission which aims to empower citizens in rural areas by training them to operate digital devices. It is being implemented through Common Service Centres (CSCs) where one person aged 14-60 years from each rural household can enroll in a 20-hour PMGDISHA course. The training content, available in the public domain, takes the beneficiary through five modules: Introduction to digital devices; Operating digital devices; Introduction to the internet; Communications using the internet; and Applications of the internet.

A review of these documents, along with several other assessments and frameworks, revealed that there is no standard definition for digital literacy. However, studying these documents provided an overview of the competencies that digital literacy encompasses and served as a guide to contextualise it for India.

[1] Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48883-5, doi:10.2760/490274, JRC128415.

[2] United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), Wong, J. T. Y., Wang, T., G20 Presidency of Indonesia, Socarana, B., Wulandari, D., Putri, C. M., Prasetya, Y. S., Enrico, J. H., Tayyiba, M., & Permadi, Dr. D. (2022). G20 Toolkit for Measuring Digital Skills and Digital Literacyfile:///C:/Users/shris/Downloads/ESCAP-2022-RP-%20G20-Toolkit-Measuring-Digital-Skills-Digital-Literacy.pdf.

[3] For more details, visit https://www.pmgdisha.in

Extracting relevant competencies

Despite the lack of a standard definition of digital literacy, there were several similarities in the digital skills that these frameworks identified as important. To map these, we decided on some key competence areas and then categorised skills from each study/framework under these competence areas. We chose the DigComp framework as the basis of these key competence areas because the DigComp areas are broadly defined, allowing for a wide range of skills to be incorporated under each competence area. Secondly, the DigComp framework has been frequently cited by many international publications and has been used as a guiding framework for various research studies.

Next, to adapt these key competence areas to the Indian context, we modified the DigComp areas to make them more relevant and aligned to the specific needs and challenges of children in India. The definitions of some of these areas were reworded to make them simpler. These modifications helped contextualise digital skills for India, and allowed us to incorporate elements that were tailored to the rural context.

The table below summarises the ASER 2024 approach in the context of the other frameworks reviewed.

Mapping key competence areas of digital literacy

Key competence area	Definition	Pradhan Mantri Gramin Digital Saksharta Abhiyaan (PMGDISHA)	Digital Competence Framework (DigComp)	G20 Toolkit for measuring Digital Skills and Digital Literacy	ASER 2024
		Scheme launched by the Ministry of Electronics and Information Technology in 2017. Aimed at making one individual aged 14- 60 years from every eligible rural household digitally literate.	Framework prepared by the European Commission which includes guidelines for various digital competencies for people aged 16-60.	Toolkit to evaluate digital skills in G20 nations.	Household-based survey of 14- 16-year-old rural children. Digital components include a self-reported questionnaire that captures digital access and usage, and a one-on-one assessment using an available smartphone.
Mobile skills	Basic handling of mobile phones	■ Setting up phones/tablets: switching on, locking/ unlocking, charging, SIM card, internet, etc. ■ Using applications for phone calls, messages, songs, pictures, calculator, radio, etc. ■ Setting up Wi-Fi	■ Use of smart devices to perform autonomous tasks (eg: smart TV, refrigerator) ■ Inserting SIM card ■ Charging a phone ■ Switching phone on/off	■ Connecting to Wi-Fi network, mobile network or Bluetooth	**Self reported:** ■ Knowledge of using smartphone **Task-based:** ■ Setting an alarm
Information and data literacy	Browsing, filtering and downloading/ saving data using the internet	■ Browsing on Google: searching keywords, webpages, etc. ■ Wikipedia: finding, editing and adding information ■ Installing apps	■ Browsing, searching, filtering data ■ Evaluating and managing data, information and digital content	■ Operating a browser (opening a new tab, navigating to previous and next page, bookmarking pages on websites)	**Self reported:** ■ Using smartphone for educational activities like watching education-related videos online, solving doubts and searching for information related to current studies.

Key competence area	Definition	Pradhan Mantri Gramin Digital Saksharta Abhiyaan (PMGDISHA)	Digital Competence Framework (DigComp)	G20 Toolkit for measuring Digital Skills and Digital Literacy	ASER 2024
			■ Locating, accessing and organising information ■ Retrieving and holding/ storing of information and media content ■ Using GPS	■ Searching for information online using keywords ■ Saving/storing data ■ Uploading, downloading/ saving and opening saved files ■ Downloading and installing apps	**Task-based:** ■ Browsing using a search engine ■ Finding a video on YouTube
Communication and collaboration	Using email, social media, chatting platforms, etc. for communication and collaborative work	■ Setting up, installing, making accounts on, and using: email, Skype, Facebook, Twitter, YouTube, WhatsApp	■ Interacting through digital technologies ■ Sharing through digital technologies ■ Engaging with media for self expression ■ Collaborating through digital technologies	■ Communicating through email ■ Using instant messaging or social media for communication ■ Working with others using cloud services ■ Making conversation (including text, audio or video calls) over the internet using platforms	**Self reported:** ■ Using social media **Task-based:** ■ Sharing video
Critical thinking, mental well-being and safety	Caveats of internet usage, vetting information, and netiquette; use of digital devices and its impact on mental health	■ Rules of the Information Tecnology Act, 2000	■ Netiquette ■ Copyright and licences ■ Protecting devices ■ Protecting personal data and privacy ■ Content licensing issues (eg: pay for streaming, watching) ■ Protecting against cyber bullying ■ Online and offline balance ■ Protecting health and well-being: psychological well-being, addictions, social well-being	■ Choosing secure passwords ■ Backing up data ■ Basic knowledge about virus/ malware ■ Two-factor authentication ■ Privacy settings on social media ■ Not disclosing personal information on social media ■ Disabling location access in mobile apps ■ Knowledge of how to report abuse on social networking apps ■ Ability to decide what information is credible and authentic before sharing it ■ Checking the identity of people met online	**Self reported:** ■ Knowledge of privacy and safety settings on social media applications (blocking, reporting, privacy of account, changing password)

Annexure 11: Key findings from the classroom observations

Overview

Prior to the rollout of the large-scale 'basic' ASER survey in September 2024, a 'deep dive' exercise was conducted in Std II classrooms in 24 schools spread across 8 states of India. This was done in order to understand whether and how the systemic push towards universal acquisition of Foundational Literacy and Numeracy (FLN) coming from the National Education Policy (NEP) 2020 and the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission 2021 was translating into changes in teaching-learning practices, environments, and materials in these classrooms. Std II was selected as this is the final year of the 'foundational' stage of education, as defined by the NEP 2020.

Sample

In each state, a district adjoining the state capital was purposively selected. In each district, a convenience sample of 3 schools was selected — one remote rural school that was difficult to reach by public transport, one well-connected rural school located close to a main highway, and one school in an urban area. A total of 24 schools were selected in this way.

In each school, two separate lessons were observed in the classroom[1] where Std II students were sitting, followed by an interview with the teacher teaching these lessons. Due to limitations faced in some schools, a total of 45 lessons were observed across these 24 classrooms.

Observation process

Immediately on entering the classroom, observers recorded some general information about the classroom. In cases of multigrade classrooms, they observed where Std II students were located.

Next, observers recorded a 'snapshot' of the classroom — what the teacher was doing, what most students in Std II were doing, and what materials were being used at that specific moment. To take a snapshot, observers seated towards the back of the classroom first located the teacher and observed what she was doing; and then quickly scanned the room to note what the majority of Std II students were doing. They then marked teacher activity(ies), student activity(ies), class organisation, and the teaching-learning materials being used from a set of options provided in the classroom observation format. Finally, they wrote a short 2-3 sentence description of the classroom activity that had been observed and captured in the snapshot.

Repeat snapshots were recorded every 8 minutes for the entire duration of the lesson, generating an overall picture of the teaching-learning activities that occurred during the lesson. This process produced an average of 4-5 snapshots per lesson, and a total of 215 snapshots across the sample.

At the end of each lesson, a set of summary indicators and a longer text description captured an overview of what had taken place during the observed lesson as a whole. Across the sample, this generated a total of 45 lesson summary observations.

Table 1: 'Deep dive' sample description

State	District	Schools visited	Classrooms observed	Lessons observed						Snapshots	Teachers interviewed
				Language	Math	English	Mixed	None	Total lessons		
Assam	Kamrup Rural	3	3	2	3	0	0	0	5	27	3
Chhattisgarh	Gariyaband	3	3	3	1	2	0	0	6	28	3
Himachal Pradesh	Solan	3	3	1	3	0	2	0	6	29	3
Madhya Pradesh	Raisen	3	3	3	1	0	2	0	6	28	3
Odisha	Puri	3	3	2	2	0	1	1	6	30	3
Rajasthan	Ajmer	3	3	3	0	1	0	0	4	20	3
Uttar Pradesh	Sitapur	3	3	2	3	0	1	0	6	27	3
West Bengal	North 24 Parganas	3	3	3	1	0	2	0	6	26	3
Total		**24**	**24**	**19**	**14**	**3**	**8**	**1**	**45**	**215**	**24**

Table 2: Range of students in the observed classrooms. By type of classroom (n=24)

Type of classroom	No. of classrooms						
	0-10 students	11-20 students	21-30 students	31-40 students	41-50 students	>50 students	Total
Single grade	1	6	0	2	0	1	10
Multigrade	4	5	5	0	0	0	14

[1] For the sake of convenience, we use the term 'classroom' to denote a set of students taught by a single teacher during the observation, even though 2 of these 24 'classrooms' were actually outside (one in a verandah, one outdoors).

Classroom infrastructure and Teaching Learning Material (TLM)

Table 3: Classroom infrastructure (n=24)

Indicator	No. of classrooms	%
There is space for every student present to sit comfortably*	21	87.5
There is space for the teacher to walk up to every student	19	79.2
All the students are sitting on chairs/benches	12	50.0
All the students are sitting on mats/tat pattis	10	41.7
There is at least one blackboard/whiteboard that is easy to write on	21	87.5
If yes, all the students can easily see what is written on the blackboard/whiteboard	21	100.0
There is at least one open window or more than one open door in the classroom	22	91.7
There is TLM on the walls of the classroom	17	70.8
If yes, at least one of these is at the eye-level of the students	14	82.4

*To ascertain whether students were sitting 'comfortably', observers checked whether there is space to open books, write in notebooks, stand and move their arms in case of an activity, etc.

Table 4: Availability of TLM

Type of TLM		Observed in the classroom	Observed in the school (not classroom)	Not observed	Total
Reading	Wallpapers/charts/posters/painted material	17	6	1	24
	Storybooks/story cards/children's magazines	8	10	6	24
	Number or letter cards	8	8	8	24
Writing/drawing	Colour pens/sketch pens/crayons/colour pencils	0	7	17	24
	Drawing/colouring sheets	6	2	16	24
Playing/doing	Puzzles/games/blocks/other manipulables	4	7	13	24
Any other material		2	1	21	24

Key findings

- Of the 24 classrooms, most had blackboards/whiteboards, proper ventilation, and adequate space for children to sit comfortably and for teachers to move around (Table 3).
- TLM was observed on the walls in 17 out of the 24 classrooms. Of these classrooms, most had TLM at the eye-level of the students (Table 3).
- Other hand-held or manipulable TLM (such as letter or number cards, colouring material, and blocks/games) was available in only a few classrooms. More often, TLM was kept elsewhere in the school rather than in the observed classroom (Table 4).
- While various kinds of reading materials were more often available, very few schools had materials available for writing or drawing activities, either in the school or the classroom (Table 4).

Teacher activity

Table 5: Type of teacher interaction with students. By snapshot (n=215)

During the snapshot, the teacher was:		All students	Most students	Some students	One student	Total no. of snapshots	
						n	%
Engaging with Std II students	One-way communication with students	27	5	6	16	54	25.1
	Two-way communication with students	38	5	13	20	76	35.3
	Observing or listening to students	19	0	3	6	28	13.0
Not engaging with Std II students	Interacting with students of another grade(s)					15	7.0
	Preparing for the next learning activity					10	4.7
	Not observing or listening to any students					32	14.9
Total		84	10	22	42	215	100

Table 6: Type of classrooms (n=24)

Type of classroom		No. of classrooms	%
Single grade		10	41.7
Multigrade	2 grades	8	33.3
	3 or more grades	6	25.0
Total		24	100



Table 7: Teacher attitude in the classroom (n=45)

Type of behaviour	During the lesson, the teacher was:	No. of lessons	%
Encouraging	Called at least 3 students by their name	39	86.7
	Made sure that most students had a chance to participate	32	71.1
	Praised or encouraged one or more students	30	66.7
	Smiled, laughed, or joked with one or more students	24	53.3
Discouraging	Used negative language or verbally abused students	10	22.2
	Gave corporal punishment	6	13.3
	Carried a cane or stick	4	8.9
	Punished a student	0	0

Key findings

- In about three-fourths of the classroom snapshots, teachers were observed to be engaging with Std II students in some way.
  - The most common type of teacher engagement with students involved teachers saying/asking something to the students and students responding, coded as "two-way communication" (35.3% of snapshots). This occurred most often with the whole group ("All students") rather than with a subset of one or a few students, meaning that the entire class was repeating after the teacher (Table 5).
  - Teachers also frequently spoke to students without eliciting any response from them, coded as "one-way communication" (25.1% of snapshots). Most often, this interaction was with all the students of Std II – such as when she was explaining a topic or giving instructions, and the entire class was listening (Table 5).
- In the majority of the lessons observed, teachers encouraged the observed students in a variety of ways like addressing them by name, trying to ensure participation, smiling/laughing/joking, or praising them. However, some discouraging behaviours like use of negative language or corporal punishment were also observed during a few lessons (Table 7).

Student activity

Table 8: Std II students' activity (n=215)

Student activity	During the snapshot, most students were:*	No. of snapshots	%
Watching/ listening	To the teacher	85	39.5
	To other student(s)	29	13.5
	Other	1	0.5
Reading	Textbook	9	4.2
	Storybook/story card	0	0
	Other	1	0.5
Doing/making	Playing (games/puzzles/activities)	2	0.9
	Acting/singing/dancing	0	0
	Arts or Crafts activity	2	0.9
Saying	To the teacher (recitation/repetition/responding)	38	17.7
	To each other	17	7.9
Writing	Copying/dictation	45	20.9
	Answers to questions	17	7.9
	Creative (free) writing	0	0
	Other	2	0.9
Preparing for a learning activity		4	1.9
Waiting for teacher's instruction		22	10.2
Not doing the assigned learning activity		2	0.9
No organised learning activity happening		26	12.1

*This was a multi-select question where observers recorded all the applicable activity options that they observed students doing during a snapshot.

Table 9: TLM used by most students during snapshots (n=215)

During the snapshot, most Std II students were using:*	No. of snapshots	%
Textbook	57	26.5
Storybook/story card	2	0.9
Notebook and pencil/slate and chalk	60	27.9
Other things to write with (colours, crayons, etc.)	1	0.5
Other things to write on (blackboard, chart paper, etc.)	0	0
Craft materials	2	0.9
Puzzles/games/shapes/other manipulables	1	0.5
Not using any materials	108	50.2

*This was a multi-select question where observers recorded all the applicable TLM being used during a snapshot.

Key findings

- By far the most commonly observed student activity was listening to and/or watching the teacher or another student (53.5% or 114 of 215 snapshots). While doing so, in 38 snapshots students were also simultaneously saying something to the teacher or to other student(s) (usually responding to the teacher/ repeating in chorus), in 7 they were reading the textbook, and in 4 they were writing (Table 8).
- In one-third of the snapshots, students were doing a writing activity, consisting of either copying or writing answers to a question. Students were not observed doing any creative/free writing in any of the snapshots (Table 8).
- Students were rarely observed reading (less than 5%) or doing play-based learning activities (less than 2%) (Table 8).
- In half of the snapshots, students were not using any TLM. When they were observed using TLM, this usually comprised textbooks and/or notebooks. Students were almost never observed using handheld/ manipulable TLM (Table 9).

Annexure 12: State-wise norms for age of enrollment in Std I

This table shows the state-wise norms for age of enrollment in Std I as per the official government sources available in the public domain as of January 2025.

State	Age	Year	Reference - Official documents
Andhra Pradesh	5	2022	Response in Loksabha to Unstarred Question No. 4043 by the Department of School Education and Literacy, Ministry of Education, Government of India (dated March 28, 2022)
Arunachal Pradesh	6	2024	Notification of the Department of Education, Government of Arunachal Pradesh (dated August 16, 2024)
Assam*	6	2024	Notification by the School Education Department, Government of Assam (dated April 04, 2024)
Bihar	6	2022	Response in Loksabha to Unstarred Question No. 4043 by the Department of School Education and Literacy, Ministry of Education, Government of India (dated March 28, 2022)
Chhattisgarh	5-6.5	2024	RTE portal of School Education Department, Government of Chhattisgarh
DNH & DD**	6	2022	Advertisement of the Directorate of Education of Administration of DNH & DD** (dated January 21, 2022)
Delhi	5-6	2024	Circular of the Directorate of Education, Government of NCT Delhi (dated February 02, 2024)
Gujarat*	6	2020	Notification of the Education Department, Government of Gujarat (dated January 31, 2020)
Goa	5.5	2022	Response in Loksabha to Unstarred Question No. 4043 by the Department of School Education and Literacy, Ministry of Education, Government of India (dated March 28, 2022)
Haryana*	6	2023	Letter of the Directorate of School Education, Government of Haryana (dated January 27, 2023)
Himachal Pradesh*	6+	2024	Letter of the Secretary (Education), Government of Himachal Pradesh (dated December 17, 2024)
Jammu and Kashmir*	6+	2024	Circular of the Directorate of Education, Government of Jammu and Kashmir (dated April 04, 2024)
Jharkhand	6	2022	Notification of the Department of School Education and Literacy, Government of Jharkhand (dated July 31, 2022)
Karnataka	6	2024	Proceedings of the Government of Karnataka (dated June 28, 2024)
Kerala	5	2023	Official web-portal of the Government of Kerala (dated March 29, 2023)
Madhya Pradesh	6-7.5	2024	Letter of the School Education Department, Government of Madhya Pradesh (dated February 28, 2024)
Maharashtra	6	2021	Notification of the Prathmik Shikshan Sanchanalaya, Government of Maharashtra (dated December 20, 2021)
Manipur	6	2022	Orders of the Directorate of Education, Government of Manipur (dated March 17, 2022)
Meghalaya	6+	2024	Notification of the Education Department, Government of Meghalaya (March 08, 2024)
Mizoram	6	2024	Notification of the School Education Department, Government of Mizoram (dated June 05, 2024)
Nagaland	6+	2021	Notification of the Directorate of School Education, Government of Nagaland (dated April 27, 2021)
Odisha	5-7	2022	Addendum of the School and Mass Education Department, Government of Odisha (dated April 04, 2022)
Puducherry	5	2022	Response in Loksabha to Unstarred Question No. 4043 by the Department of School Education and Literacy, Ministry of Education, Government of India (dated March 28, 2022)
Punjab	6+	2024	Letter of the Education Department, Government of Punjab (dated February 09, 2024)
Rajasthan	6	2024	Letter of the Directorate of Elementary Education, Government of Rajasthan (dated May 22, 2024)
Sikkim	6	2022	Response in Loksabha to Unstarred Question No. 4043 by the Department of School Education and Literacy, Ministry of Education, Government of India (dated March 28, 2022)
Tamil Nadu	5+	2024	Ordinance of the Department of School Education, Government of Tamil Nadu (dated March 15, 2024)
Telangana	5	2022	Proceedings of the Director, School Education & Ex-Officio State Project Director, Samagra Shiksha, Telangana, Hyderabad (dated May 31, 2022)
Tripura	6+	2024	Notification of the Directorate of Elementary Education, Government of Tripura (dated March 16, 2024)
Uttar Pradesh*	6	2024	Letter of the Basic Education Department, Government of Uttar Pradesh (dated June 19, 2024)
Uttarakhand	6	2024	Notification of the Basic Education Department, Government of Uttarakhand (dated May 08, 2024)
West Bengal	6-7	2021	Memorandum by the School Education Department, Government of West Bengal (dated December 03, 2021)

Note: This information could not be collected for Union Territories of Andaman and Nicobar Islands, Chandigarh, Lakshadweep, and Ladakh.
*States and Union Territories where relaxations have been granted for phased implementation of the National Education Policy's (2020) reccommendation to align age of admission at 6+ years in Std I.
**DNH & DD stands for the UT of Dadra and Nagar Haveli and Daman and Diu.

Annexure 13: Frequently Asked Questions about ASER

Contents

Overview

1. What is ASER?
2. Why ASER? Isn't information on children's learning outcomes already available?
3. What is the geographical coverage of ASER?
4. After completing 10 years in 2014, ASER changed its annual format. There was no ASER in 2015, and reports released in 2017, 2019, 2020, 2021, and 2023 highlighted different themes. Why these changes?
5. What is the survey calendar? Why was this timeline selected?
6. Who collects the data?
7. What is the per-child cost of ASER?
8. How can ASER results help plan action to improve children's learning?

About sampling

9. What is the purpose of sampling, and why does ASER do it?
10. Who designed ASER's sampling strategy?
11. What is the definition of 'rural' that is used in ASER?
12. What is the sample size of ASER? How does this compare with other large-scale surveys?
13. 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?
14. How does ASER select 20 households in each village?
15. Can I find out which villages have been surveyed?
16. Is ASER data representative? At what levels?
17. Why does ASER aim to generate district-level estimates?
18. Do ASER estimates for a district also apply to individual villages or blocks in that district?
19. ASER has been using the 2011 Census village directory to sample villages since 2016, whereas ASER 2005-2014 used the 2001 Census. Is data from ASER 2016 onwards comparable with earlier years?
20. Is enrollment data for children of ages 3 and 4 comparable across all years?

About design

21. Why does ASER test children at home and not in school?
22. How do you ensure that children are at home on the day of the survey?
23. Why is the target age group for assessment 5-16 years?
24. Why is the ASER survey not conducted in urban areas?
25. Do you also collect information about the household?
26. What is the relationship between household indicators and children's learning? Where can I find this data in the ASER report?
27. Do you collect information about schools?
28. Why don't you collect information on children with disabilities/special needs/working children?

About tools and testing

29. Why does ASER assess only basic reading and arithmetic?
30. What guidelines are followed in developing the reading and arithmetic assessment tools?
31. What languages do you test in? Are the reading assessments comparable across different languages?
32. Why does ASER test children individually and in an oral format?
33. Why does the ASER reading assessment begin at the Std I passage level? Why does the ASER arithmetic assessment begin at the Std II subtraction level?
34. Why does the arithmetic testing process in ASER not include addition or multiplication?
35. Why are all children in the age group of 5-16 years assessed with the same tools? Why does ASER not assess children at their grade level?
36. What do we know about the reliability and validity of the ASER assessments?
37. How long does the process of testing a child take?

About implementation

38. Why does ASER rely on volunteers?
39. Which organisations partner with ASER? How do you find them?
40. Are the volunteers capable and well-equipped to do the survey? How do you ensure data quality?
41. How do volunteers collect the data?
42. ASER collects personal information about children and households. What are the steps taken to safeguard their privacy?

About ASER results

43. Why doesn't ASER provide district level reports on reading and arithmetic?
44. Why doesn't ASER rank states? How can I compare my state with others?
45. What if the data I am looking for is not in the published report? Is the raw data available in the public domain?

About impact

46. What impact has ASER had on education policy in India?
47. What response do you get from the parents of children you test, or from the community in general?
48. Has ASER had an impact in other countries?

About resources

49. Who funds ASER?
50. Can I volunteer for ASER or participate in any way?
51. How can I contribute towards ASER surveys?

Overview

1. What is ASER?

ASER stands for Annual Status of Education Report. It is a nationwide household-based survey of children's schooling and learning status. Schooling status is recorded for children in the age group of 3-16, and children in the age group of 5-16 are tested on their ability to read simple text and do basic arithmetic. This format of 'basic' ASER was conducted in every rural district of the country for ten years, from 2005 to 2014. Thereafter, since 2016, the annual basic ASER survey transitioned into an alternate-year cycle, focusing on different age groups and domains of education in other years. In 2017, youth aged 14-18 were surveyed on their ability to apply basic literacy and numeracy in real-life contexts; in 2019, children aged 4-8 were assessed on cognitive, early language, and numeracy skills; in 2023, the domains and age group of 2017 were revisited, with an added focus on digital literacy and smartphone usage.

2. Why ASER? Isn't information on children's learning outcomes already available?

For a long time, government policy and statistics 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. PARAKH (previously National Achievement Survey or NAS) was conducted by National Council of Educational Research and Training (NCERT), a central government institution in 2024, with children in Std III, VI, and IX. Additionally, State Education Achievement Survey (SEAS) was conducted in most states/Union Territories in 2023. However, prior to the central government's Foundational Learning Study (FLS) in 2022, 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 attempts to reach every rural district of the country (although in some years certain states have been excluded for logistical and security reasons, such as Jammu and Kashmir in 2010, Arunachal Pradesh in 2013, Goa in 2022, and Goa and Manipur in 2024). However, every year ASER is unable to reach some rural districts. Generally, this is due to natural disasters, or situations of unrest or conflict in the district. In 2024, ASER reached 605 districts of the country.

4. After completing 10 years in 2014, ASER changed its annual format. There was no ASER in 2015, and reports released in 2017, 2019, 2020, 2021, and 2023 highlighted different themes. 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. 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 (2016-2025), 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 aged 14-18. In 2019, the ASER 'Early Years' report looked at the cognitive skills, early language, early numeracy, and social and emotional learning of children aged 4-8. 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 restrictions were lifted, ASER returned to the field in 2021 in Chhattisgarh, West Bengal and Karnataka, resulting in three state-level reports on learning levels during the pandemic. In 2023, ASER conducted the 'Beyond Basics' survey again, with an added focus on the digital literacy and skills of youth aged 14-18.

In 2024, 'basic' ASER was conducted as scheduled to assess children's foundational learning levels, as well as generating representative estimates of the digital access and abilities of older children aged 14-16.

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 January of the following year. This calendar is designed to ensure that ASER data for the current school year is available in time to be utilised for the district-level planning process of 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, non-governmental organisations, and government institutions, among others. For example, in 2024, ASER was conducted by students from the District Institutes of Education and Training (DIETs) – the government teacher training colleges, in about 227 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 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 to higher grades. 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.

ASER data tells us where most children are struggling, 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, as do several state governments. Understanding children's current learning status is the critical first step, and ASER results provide this. If data is required for a specific geography or group, ASER tools and testing processes can be easily 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 the 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 has been designed by experts and is standard for large-scale surveys.

10. Who designed ASER's 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 NITI Aayog (formerly Planning Commission of India) and the National Statistics Office (formerly National Sample Survey Organization).

11. What is the definition of 'rural' that is used in ASER?

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.

12. 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 and basic reading and arithmetic abilities. Each year, ASER reaches close to 600 districts out of a total of 640 (as per the 2011 Census district list). In each district, 30 villages are selected and in each sampled village, 20 households with children in the age group of 3-16 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 of 3-16 years are surveyed and all children in the age group of 5-16 years are tested, yielding a total of approximately 700,000 children tested each year. The same sampling process is used in all districts regardless of population or socioeconomic 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 socioeconomic 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 2024 surveyed 17,997 villages with 20 households per village. The PARAKH Rashtriya Sarvekshan 2024 (formerly NAS) conducted by NCERT was implemented in schools in 782 districts (as per the current district list) across all states/Union Territories. It covered a total of about 23,00,000 students from Std III, VI and IX.

13. 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 national levels. In the first stage, 30 villages are sampled from each district using the Probability Proportional to Size (PPS) sampling technique. From 2005 to 2014, villages were sampled from the Census 2001 village list. From 2016 onwards, the 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 5th 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 preceding year's survey, 10 more from two years prior, 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 2024 comprises a 'rotating panel' of villages – 10 villages from the 2018 survey, 10 from the 2022 survey and 10 new villages from the Census 2011 village list.

To maintain the 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, or an insurgency, or if it has been reclassified as a town. In such cases, ASER Centre provides the name of a replacement village.

14. 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 5th household rule', which included households with no children. This allowed for the assigning of weights based on the population size of the village. Over the years, while 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 5th household rule' to randomly sample the households in the village, only households that had children in the age group of 3-16 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. The same strategy has been followed in ASER 2024.

15. Can I find out which villages have been surveyed?

No, 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 and other identifying information.

16. Is ASER data representative? At what levels?

ASER data is representative at district, state, and national levels.

17. 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 the 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 developed at the district level. While data on enrollment, access, and educational inputs are collected annually for each district, there is a significant gap in measuring children's learning outcomes. Learning estimates are neither available at the district level nor comparable over time. ASER seeks to address this gap by providing reliable, district-level data on children's foundational learning skills.

18. Do 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 has been using the 2011 Census village directory to sample villages since 2016, 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, 2022, and 2024 do so for the Census 2011 frame. 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 of 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 of 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 aged 3 and 4, and foundational learning levels of children in the age group of 5-16 in rural India. This includes children enrolled in different types of pre-schools and schools (government, private, and others) as well as children who are currently not enrolled in school. The first challenge with school-based testing is that there is no complete list of all schools in the country. In particular, many low-cost private schools are not found on any official list. Without a complete list of all the schools, it is not possible to select an unbiased sample of schools. The second

challenge 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 group for assessment 5-16 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 6-14, in practice, large proportions of children who are younger than 6 and older than 14 continue to be in elementary grades.

24. Why is the ASER survey not conducted 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. For instance, the ASER 2022 and 2024 reports specifically tracked smartphone availability in households, highlighting their growing importance in understanding access to online educational resources and the evolving digital landscape in education.

26. What is the relationship between household indicators and children's learning? Where can I find this data in the ASER report?

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 this data has been used by researchers in India and abroad to explore many important questions about the factors influencing children's learning.

27. 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 information on enrollment, attendance, staffing, and basic facilities available in schools. However, learning assessments are always conducted in households, not in schools.

28. 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. Additionally, 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 working children, among others, ASER may not be the appropriate platform to collect it. ASER Centre has developed a

separate Foundational Literacy and Numeracy (FLN) 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

29. 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 noticed 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 of learning for primary grades were available in India. For these reasons, an 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 2022. Additional arithmetic questions were asked in 2008, 2010, and 2017, and the digital abilities of children aged 14-16 have been assessed in 2024. However, since 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.

30. 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 in 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 and II 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, which are commonly used 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. The 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 the state-mandated curriculum of Std I, II, and III or IV. 3-digit by 1-digit numerical division is expected of children in Std III in some states and Std IV in others.

31. 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 at Std I and Std II level in 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.

32. 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 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 and in an oral format. However, children are provided with a paper and pencil to solve the subtraction and division problems.

33. Why does the ASER reading assessment begin at the Std I passage level? Why does the ASER arithmetic assessment 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 the Std I passage level and the administration of the arithmetic test begins at the Std II subtraction level. If the child performs to a satisfactory standard, the child is given the task at the next level, i.e., a Std II passage for reading and a Std III or IV level division problem 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 2-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 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 ability levels.

34. Why does the arithmetic testing process in ASER not include addition or multiplication?

Pratham's extensive experience of working with children indicates that when children are given all four arithmetic 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.

35. Why are all children in the age group of 5-16 years 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 to provide an understanding of school-aged children's foundational reading and basic arithmetic abilities.

36. What do we know about the reliability and validity of 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 Latif Jameel Poverty Action Lab (J-PAL)[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 other assessments of reading and arithmetic. This empirical study provided compelling evidence for the validity of ASER assessments.

[1] Technical analysis comparing ASER and EGRA is available in Validating the ASER Testing Tools: Comparisons with Reading Fluency Measures and the Read India Measures (Shaher Banu Vagh, 2009).

[2] See What Helps Children to Learn? Evaluation of Pratham's Read India Program in Bihar & Uttarakhand June 2011 (J-PAL, 2011).

37. 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 7-8 minutes per child.

About implementation

38. 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 therefore designed to be simple to understand, quick to implement, and easy to communicate.

39. 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 associates travel extensively around their respective states to find institutions that are interested in participating and 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 (MoU) that lists their responsibilities and those of Pratham. A complete list of ASER partners is published in each year's report.

40. Are the volunteers capable and well-equipped 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 and a quiz to verify their understanding of the survey process. During training, their performance is carefully monitored and documented. Once the survey is underway, trainers monitor their performance and resolve any problems that are encountered. For more details, a training report is available on the ASER website.[3]

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 control and monitoring processes have been put in place at every stage of the survey process, from the training of trainers and volunteers, to monitoring survey implementation in the field, to multi-level rechecking of the collected data. Every year these procedures are carefully reviewed, refined and improved. Details of ASER's quality control processes are available in each year's report. For more details, a quality control report is available on the ASER website.[4]

41. 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 2 days. Usually, information about the village and school 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 the schooling status of all children aged 3-16. They then conduct a one-on-one assessment of the reading and arithmetic abilities of all children in the household aged 5-16.

42. ASER collects personal information about children and households. What are the steps taken to safeguard their privacy?

The ASER report does not digitise or publish any data with personal identifiers like names, phone numbers, etc. All volunteers, trainers, partners, and Pratham/ASER Centre associates involved in the ASER survey are signatories to the organisation's Child Protection Policy (CPP), and their responsibilities under the Digital Personal Data Protection Act (DPDPA), 2023. Additionally, photographs, videos, or voice recordings of adults and children are collected with their or their legal guardian's written consent.

[3] For more details see: https://asercentre.org/wp-content/uploads/2022/12/ASER-Survey-Training-Guidelines.pdf

[4] For more details see: https://asercentre.org/wp-content/uploads/2022/12/QUALITY-CONTROL-FRAMEWORK.pdf

About ASER results

43. 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 to download on the ASER Centre website.

44. 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.

45. 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 the district, state and national levels. There are also ASER Trends over Time reports on the ASER Centre website which present 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 the district level. Beyond these options, ASER Centre makes the ASER data sets available for research purposes upon request.

About impact

46. 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 is regularly reported in the Economic Survey of India. Moreover, ASER data has been referenced in various reports such as: NITI Aayog's Three Year Action Agenda for 2017-18 to 2019-20; World Bank's World Development Report 2018, 'How Learning Continued during the COVID-19 Pandemic' by OECD and the World Bank in 2022; Global Education Monitoring Report 2022; SDG 4 Data Digest: Data to Nurture Learning, and Learning Outcomes at the Elementary Stage by NCERT, making the learning crisis visible and advocating for remedial steps towards improving learning outcomes. Over the years, ASER data has also been referenced in 105 parliamentary questions demonstrating its significance in policy discussions. 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.

47. 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 when 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 struggling.

48. Has ASER had an impact in other countries?

Yes, ASER has had an extensive impact internationally. The simplicity of ASER's tools and processes coupled with the rigour of its sampling methodology and low-cost implementation makes it an appealing option for many countries with socioeconomic contexts similar to India.

First, 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. Inspired by ASER, Nepal, Bangladesh, Kenya, Mexico, and other countries are conducting citizen-led assessments to understand children's learning. To coordinate and support the work of these organisations, the People's Action for Learning (PAL) Network was established in 2015. By 2024, the network had grown to include organisations in 17 countries across 3 continents.

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 published by UNESCO, the Learning Metrics Task Force (coordinated by Brookings Institution and UNESCO Institute of Statistics), and other UNESCO-UIS documents such as the 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, ASER tools have been extensively used by governments, international development organisations, and civil society groups in many other countries and contexts. For example, Bangladesh Rural Advancement Committee (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 the children of Syrian refugees.

About resources

49. Who funds ASER?

ASER is a citizens' initiative, designed and coordinated by Pratham Education Foundation and 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 their travel and food costs. The ASER survey receives support from a variety of sources including foundations, development agencies and corporate institutions. Significant funding also comes from individuals. Each year the names of the partner organisations and sources of support are listed in the ASER report.

50. 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 you can best contribute to this effort.

51. 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 lakh rupees (Rs 150,000) to conduct the ASER survey in a district. While ASER reports and tools are available free of charge, donations of any amount are welcome and will help us to continue to generate evidence on learning outcomes in India. For online payments, please visit: https://give.do/fundraisers/aser-centre

For cheque payments, please send them to our mailing address: Pratham Education Foundation Office, 1st floor, B4/59, 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.



www.asercentre.org
www.pratham.org

E-mail us at:
contact@asercentre.org
info@pratham.org

ASER Centre
B-4/59, Safdarjung Enclave
New Delhi 110 029

Phone: +91-11-46023612

Follow ASER Centre on Twitter,
LinkedIn, Facebook, Instagram



ISBN 978-93-85203-12-1

असर
ASER
Evidence for Action