Pratham

NAVEEN JINDAL FOUNDATION

Assessment of Learning in Kurukshetra Parliamentary Constituency

March 2026

Contents

1 Overview

Background

Foundational skills shape children's ability to participate in school and engage with learning content as they advance to higher grades. If basic reading and arithmetic skills are not acquired in the early stages of schooling, children struggle to engage with textbooks, classroom instructions, and meet grade-level expectations. Over time, these gaps widen, hampering children's readiness for secondary education. For adolescents, learning levels are directly linked to their ability to successfully transition to higher education and participate in the workforce. As they move beyond the ambit of free and compulsory education up to grade 8 as mandated by the Right to Education (RTE) Act 2009, gaps in foundational reading and arithmetic skills can dissuade children from continuing schooling and limit the opportunities available to them. Beyond foundational skills, at this stage, their ability to apply these skills to higher order thinking as well as their digital know-how plays a critical role in ensuring they thrive in real-world scenarios. Their aspirations and skillset also guide the direction of their work pathways.

The idea for an assessment of learning in Haryana's Parliamentary Constituency (PC) of Kurukshetra was initiated by the Hon'ble Member of Parliament Sh. Naveen Jindal with the goal of generating constituency-level evidence on schooling patterns, learning levels, and digital skills. This baseline assessment is intended to strengthen decision-making and enable more targeted interventions at multiple levels. For constituency leadership, it will offer data-backed insights to guide planning and investments in education. For education administrators and frontline functionaries, it can inform academic planning and highlight implementation gaps. Overall, the assessment is expected to support the design of relevant and impactful programmes for the target age group of 3–18-year-olds. The constituency spans Kurukshetra and Kaithal districts, as well as part of Yamunanagar district, and houses 9 State Assembly Constituencies.

The assessment was conducted by ASER Centre, the measurement and assessment arm of Pratham Education Foundation. ASER Centre is best known for the Annual Status of Education Report (ASER), India's largest citizen-led, household-based survey of children's schooling status and foundational learning. Over two decades, ASER has provided representative evidence on enrollment patterns and learning outcomes across rural India. ASER's data and findings are used by many state governments and district administrations for designing programs and are widely referenced by policymakers, researchers, and practitioners in India and internationally.

Study overview

The survey covered children and youth aged 3-18 years from 101 villages across the Kurukshetra PC. The household survey tracked enrollment of children and youth aged 3-18 and assessed basic reading, arithmetic, and English abilities of those aged 5-18, with a focus on other skills such as financial reasoning and digital literacy for youth aged 14-18. School-based surveys were also conducted in the same villages to document school facilities, such as basic infrastructure and provisions outlined in the Right to Education (RTE) norms.

Sample description

District	Surveyed villages	Surveyed households	Surveyed children and youth				Tested children and youth			Youth surveyed on digital skills (age 14-18)
			Age 3-18	Age 3-5	Age 6-14	Age 14-18	Reading (Age 5-18)	Arithmetic (Age 5-18)	English (Age 5-18)	
Kurukshetra	55	1097	2056	374	1270	528	1559	1555	1556	323
Kaithal	36	723	1465	242	921	411	1201	1186	1191	259
Yamuna Nagar*	10	200	371	80	217	102	295	293	295	70
Kurukshetra PC	101	2020	3892	696	2408	1041	3055	3034	3042	652

*Only one block of Yamuna Nagar (Radaur) which comes under the administration of Kurukshetra PC was surveyed.

2 Assessment tasks

The assessment combined the basic ASER test with tools on application-based skills and digital skills. ASER is a 'floor-level' test that focuses on basic reading, arithmetic, and English rather than on grade-level competencies. The testing process aims to measure the highest level that each child or youth can comfortably achieve.

The assessment was conducted at home, rather than in schools, to include children and youth who are not enrolled and those attending different types of schools and institutions. All children and youth in the age group of 5-18 in a sampled household were tested using the same tools, irrespective of age, grade, or enrollment status.

This assessment comprised the following domains:

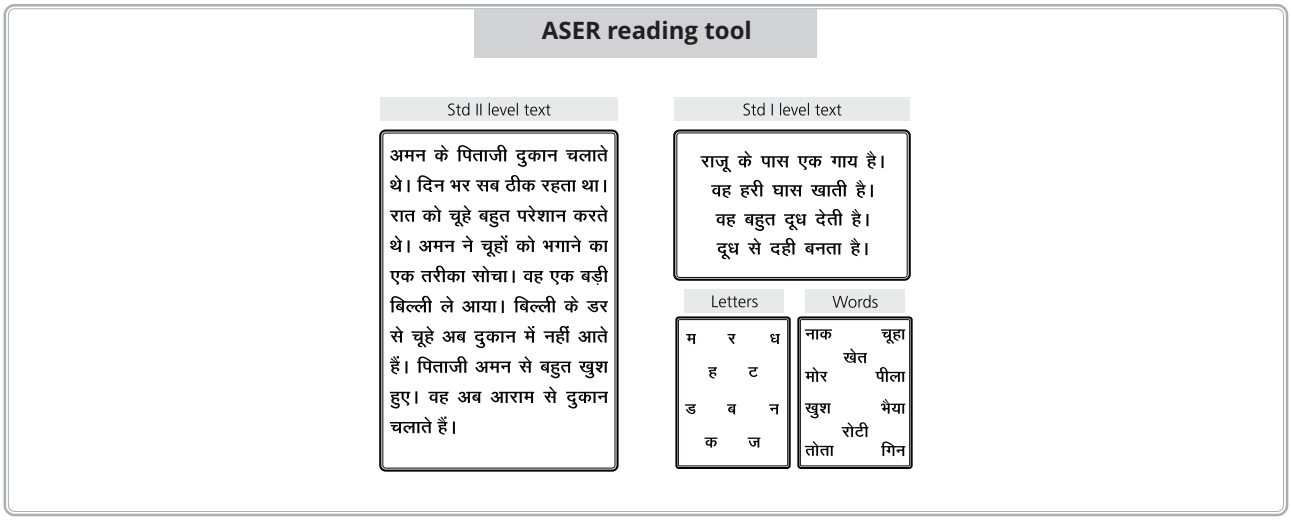
1. Basic ASER assessment of reading, arithmetic, and English for all children and youth aged 5-18
2. Application-based skills such as reading and understanding written instructions and financial calculations for youth aged 14-18
3. Digital tasks such as setting an alarm, browsing for information, and finding and sharing a YouTube video for youth aged 14-18 who could bring a smartphone

1. Basic ASER assessment

Reading tasks (for all children and youth aged 5-18)

All children and youth were assessed using a simple reading tool in Hindi or English depending on their preference. The reading test had 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 Haryana.
- 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 and youth. These words (or their equivalents) are in the Std II textbooks used in Haryana.



Arithmetic tasks (for all children and youth aged 5-18)

All children and youth were assessed using a simple arithmetic tool. The arithmetic test had 4 tasks:

- Number recognition 1 to 9.
- Number recognition 11 to 9.
- 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.

ASER arithmetic tool

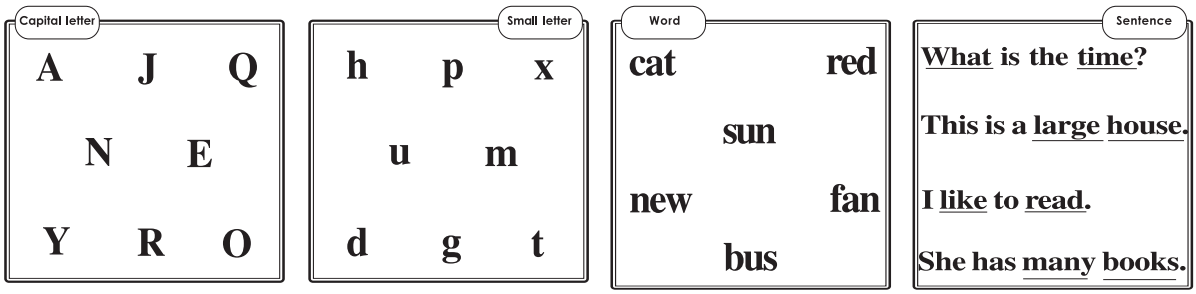
Number recognition 1-9	Number recognition 11-99	Subtraction	Division
3 7	65 38	41 - 13 = ____ 64 - 48 = ____	7)928
1 4	92 23	84 - 49 = ____ 73 - 36 = ____	6)769
8 2	47 72	56 - 37 = ____ 31 - 13 = ____	8)987
5 9	54 87	45 - 18 = ____ 53 - 24 = ____	4)519
	29 11		

English tasks (for all children and youth aged 5-18)

All children and youth were assessed in English reading and comprehension using a simple tool. The test had 4 tasks:

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

ASER English tool



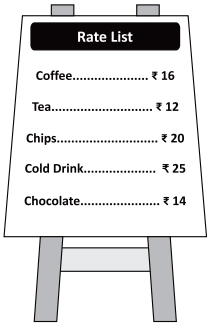
2. Application-based tasks (for youth aged 14-18)

The surveyor showed the visual and read out each question twice. The youth's responses were coded as correct or incorrect. If the youth did not respond or said that he/she did not know the answer, then that was also recorded.

Financial calculations

Financial calculation questions were only asked to those youth who could do at least subtraction in the ASER arithmetic assessment.

Managing a budget



You visit a shop where this rate list has been displayed. If you have to spend Rs. 50 completely and buy 3 different things, which 3 things can you buy?

Applying a discount

This is the price of this pair of shoes and it is available on a discount of 10 percent. If you buy this pair of shoes, how much money will you spend?

Calculating repayment

Rates of Interest offered by Banks

Name of Bank	Interest Rate on loan
Hamara Bank	14% per year
Paisa Bank	12% per year
Naya Bank	13% per year

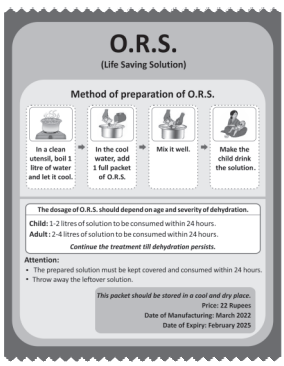
Loan Amount = Rs. 20,000

Ravi's mother has to buy a cow. For this, she has to take a loan from a bank. The rates of interest offered by 3 different banks have been listed here.

- Which of these banks should Ravi's mother take a loan from?
- Ravi's mother took a loan of Rs. 20,000. After 1 year, what is the total amount, including the interest, that she would have to return to the bank?

Reading and understanding written instructions

This task was only administered to those youth who could read at least a Std I level text in the ASER reading assessment.



- How many packets of O.R.S. should be added to 4 litres of water?
- Within how many hours should the prepared solution of O.R.S. be consumed?
- How many litres of O.R.S. solution can be given to a 45 year old man within a span of 24 hours?
- Based on the information given, can this packet of O.R.S. be consumed in March 2024?

3. Digital tasks (for youth aged 14-18)

These tasks were only administered to those youth who could bring a smartphone at the time of the assessment.

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 youth 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 youth uses to find the answer; he/she could use Google, YouTube, or any other method. He/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 youth should be able to point to the correct video after searching for it on YouTube.

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

For each task, the surveyor read out the question twice and showed the youth the keywords for the relevant question in the testing tool. The youth's responses to the tasks were recorded as correct or incorrect. If the youth did not respond, or said that he/she did not know the answer, or if the phone stopped working in the middle of the task, then such responses were also recorded.

3 Summary of key findings

The assessment of learning was conducted in 101 villages of the Kurukshetra Parliamentary Constituency (PC), covering 3,892 children and youth in the age group of 3 to 18 from 2,020 households. Household-based surveys tracked enrollment status and measured foundational reading, arithmetic, and English using ASER's floor-level tools. For youth aged 14-18, additional tasks captured performance on reading comprehension questions, application-based arithmetic problems, and digital skills. The key findings from the survey of the Kurukshetra PC are presented below.

Enrollment status of children and youth

Early Childhood Education (ECE)

- Almost all children aged 3-5 are enrolled in preschool or school; at age 3, approximately 70% of the children are enrolled in Anganwadis, a trend that shifts towards private preschools and government pre-primary classes for age 4.
- Haryana has notified 6 years as the age of entry to school. However, at age 5, one-fourth of the children are already enrolled in formal school (16.7% in government schools and 9.2% in private schools). Age-appropriate entry to school can have a significant impact on children's learning.

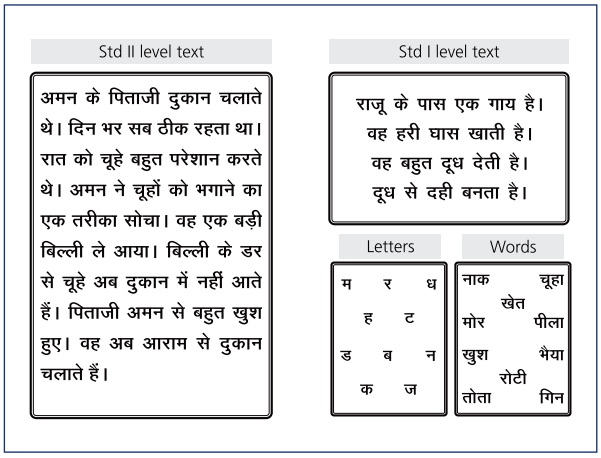
Elementary and secondary education

- Enrollment in the elementary education age group is near-universal – 99.7% of children aged 6-14 are currently enrolled. Even after getting out of the free and mandatory education fold (as deemed by the Right to Education Act 2009), over 97% of the youth in the 15-16 age group are enrolled in some educational institution.
- However, the proportion of those who are not enrolled rises sharply among youth aged 17-18 to 12.1%, with slightly more boys not enrolled as compared to girls.
- Across age groups, more students are enrolled in government institutions, a proportion that increases from 54.3% in the 6-14 age group to 64.5% in the 15-16 age group. Substantially more girls are enrolled in government institutions as compared to boys across all ages.
- The choice of stream among youth enrolled in Std XI or higher is shaped by the type of institution they are enrolled in. About 32% of the youth in private institutions pursue Science as compared to 13% of those in government institutions. Nearly three-fourth of the youth in government institutions are pursuing Arts/Humanities.

Foundational skills

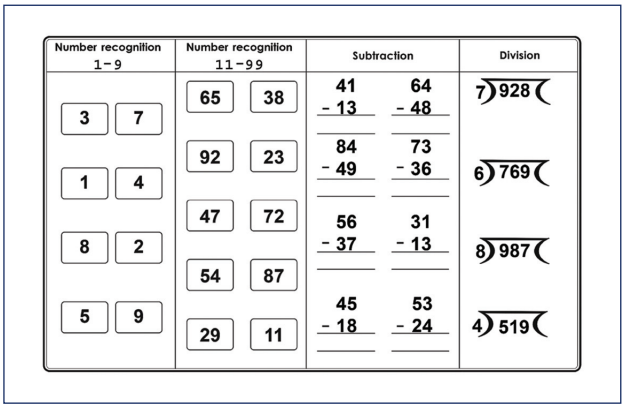
Reading

- In Std III, 57.7% of the children can read a Std II level text in the language of their choice. This proportion rises to 72.9% by Std V and improves marginally to 80.3% by Std VIII.
- Across grades, students in private schools substantially outperform their government school counterparts in reading at Std II level. In Std III, this gap is 6.2 percentage points (pc pts), which widens to 11.1 pc pts by Std V, further increasing to 14.3 pc pts by Std VIII.



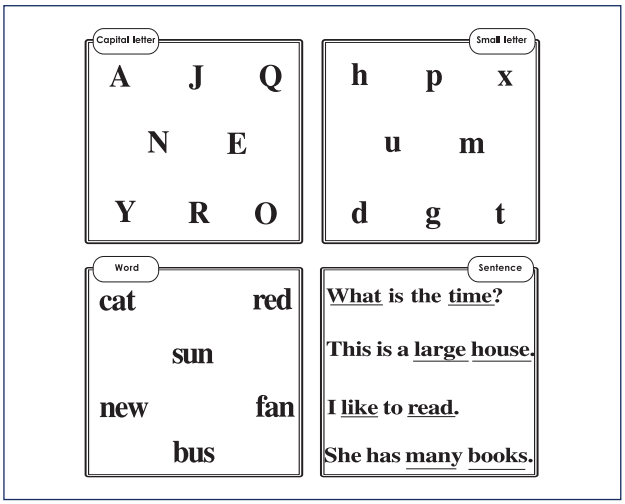
- While a similar proportion of boys and girls in Std III are able to read a Std II level text, a notable gender gap of 13.5 pc pts emerges in the reading levels of boys and girls enrolled in Std V (66% in boys vs 80% in girls).

Arithmetic



- In Std III, less than half of the children can solve a 2-digit subtraction problem, expected of them by Std II. In Std V, only about 40% can solve a 3-digit by 1-digit division problem, a proportion that increases to 50% by Std VIII.
- The government-private gap in arithmetic is notably wider than in reading. In Std III, there is a gap of over 24 pc pts between children in private and government schools who can do at least subtraction. This gap persists across grades and levels – in Std V, the gap in those that can do division stands at 17.9 pc pts, widening to around 32 pc pts in Std VIII.
- In both Std III and Std V, more girls than boys are able to do at least subtraction and division respectively. The gap is starker in Std III at almost 13.5 pc pts.

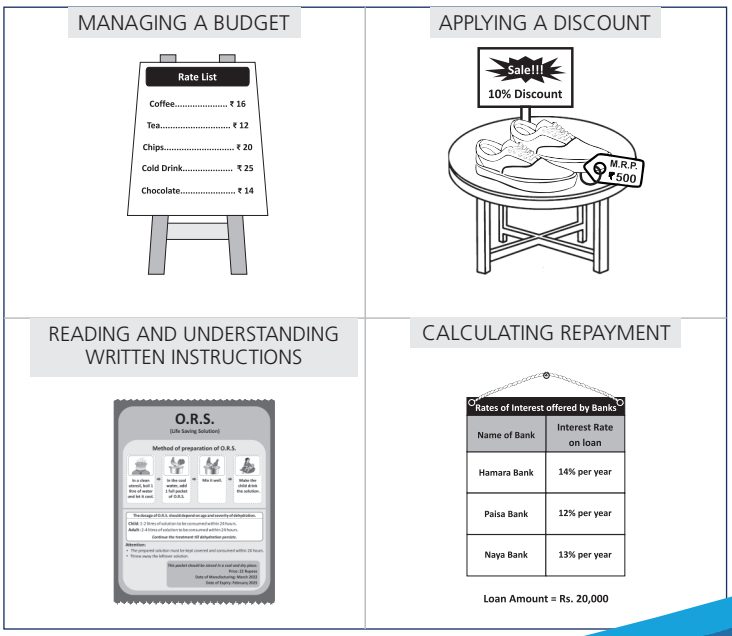
English



- In Std III, less than half of all children can read simple English sentences. The gap between children enrolled in government and private schools who can read English sentences is over 42 pc pts. While this gap narrows in higher grades, it continues to hover around 30 pc pts even among children in Std VIII.
- In Std III, among those who can read English sentences, about 60% of children can also tell their meaning. This proportion stands at 58% for children in Std V and 70.8% by Std VIII, but suggests that reading skills may not automatically translate to understanding and comprehension.

Youth aged 14-18

Application-based tasks



- Of the 77.2% youth who can do at least subtraction, nearly two-thirds can do a budgeting exercise, half can calculate a discount, and just over one-fourth can calculate a loan repayment, indicating gaps in being able to apply foundational numeracy skills to applied tasks like financial calculations.
- Of the 97% youth who can read at least a Std I level text, about 70% can correctly answer at least three out of four questions based on a longer text given to the youth to read.
- Boys outperform girls in all financial calculations, despite more girls being able to perform better in the ASER arithmetic test. Both boys and girls perform similarly in tasks that require reading with understanding. Private school students

show both stronger foundational arithmetic skills and better application ability, with gaps of over 10 pc pts across all tasks.

Digital usage and skills

- Self-reported smartphone access is near-universal in this age group. Over 95% of youth report having a smartphone at home and a similar proportion report being able to use it, regardless of age and gender. Nearly 80% could bring a smartphone to do digital tasks across age and gender. The gender gap becomes apparent in smartphone ownership, with boys twice as likely as girls to own their own smartphone (29.8% vs 15.3%).
- Self-reported social media usage among youth (85.1%) is more than their reported usage for educational activity (72.5%) in the reference week. Among those that report using social media, younger adolescents and girls are much less aware of online privacy and safety features like blocking a profile and changing passwords, leaving them more vulnerable to online risks.
- Task-based digital abilities of youth are strong; of the 80% youth who could bring a smartphone to do digital tasks, more than 80% successfully completed individual tasks like setting an alarm, browsing for information, and finding a YouTube video.

SETTING AN ALARM	BROWSING FOR INFORMATION
8:30 in the morning tomorrow	**First woman President of India**
FINDING AND SHARING A YOUTUBE VIDEO	
PMGDISHA Module 1	

School observations

As part of the survey, the largest government school with primary sections was visited in each sampled village. Overall, 90 primary and upper primary schools were visited during the survey.* The findings presented below are for all schools combined.

- The attendance of children and teachers was noted on the day of the survey. On the day of visit, 83% of enrolled children in grades 1 to 8 and 77% of the appointed teachers were present.
- In over 80% of the schools, Std I children were observed sitting with children from other grades, and in over 75% of the schools, the same was true for Std II children.
- 83% of the schools have drinking water available, 90% have usable toilets, 88% have a provision for separate usable girls' toilets, 91% have a library, 94.4% served mid-day meals on the day of the survey, and all schools have an electricity connection. Overall, Kurukshetra PC largely fulfills the infrastructure norms mandated in the RTE.

*Out of the 101 sampled schools, 92 were successfully surveyed. Among these, 90 were government schools with primary sections and are included in the analysis. The remaining two schools were classified as 'others' and have been excluded from this analysis. Surveys could not be conducted in 9 schools due to administrative restrictions or absence of a government school in selected villages.

4 Findings

Enrollment

The Right to Education (RTE) Act 2009 made education free and compulsory for all the children in the 6-14 age group. The National Education Policy (NEP) 2020 built on this mandate by including Early Childhood Care and Education (ECCE) for children in the age-group of 3-5 in its new curricular structure, acknowledging the importance of the formative years before formal schooling begins. To be able to report on how well children are learning in the Kurukshetra PC, it is essential to first understand their enrollment patterns across the spectrum of preschool to undergraduate education.

Enrollment among young children

Table 1: % Children enrolled in different types of preschools and schools. By age.

Age	Preschool			School			Not in preschool or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3	70.6	2.1	27.3	0.0	0.0	0.0	0.0	100
Age 4	30.6	9.4	52.0	6.3	1.7	0.0	0.0	100
Age 5	8.4	13.9	50.7	16.7	9.2	0.8	0.3	100
Age 6	2.6	9.8	34.7	26.2	25.7	0.8	0.3	100
Age 7	0.4	1.8	6.4	44.7	44.4	2.4	0.0	100
Age 8	0.0	0.0	2.7	47.1	48.9	1.4	0.0	100

Chart 1: % Children enrolled in different types of preschools and schools. By age and area.

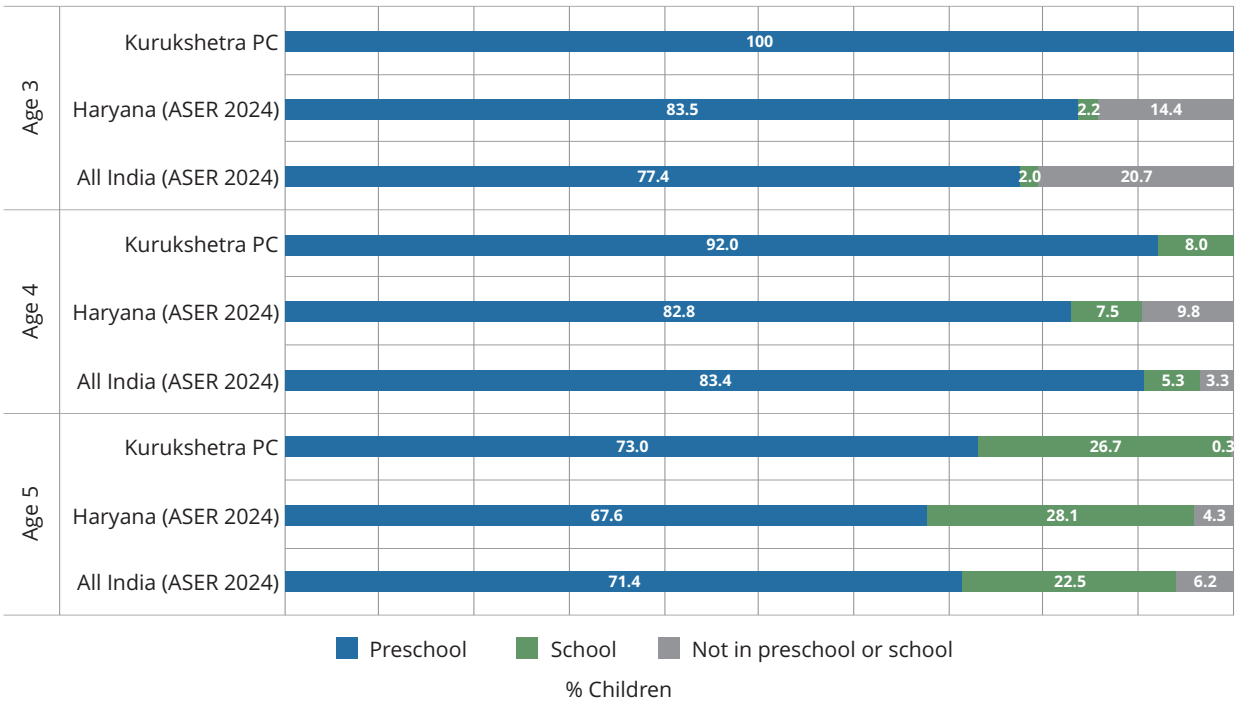


Table 1 reflects the status of enrollment of young children aged 3-8 in the Kurukshetra PC, and Chart 1 shows how it compares with the findings of Haryana and All India from ASER 2024:

- Remarkably, there is universal enrollment in the preschool age group of 3-5 in the Kurukshetra PC. This is significant when compared to the ASER 2024 Haryana and India findings, which reflect that 15% and 21% of 3-year-olds respectively are not enrolled anywhere along with some proportion of 4- and 5-year-olds (Chart 1).
- In the Kurukshetra PC, 70% of 3-year-olds are enrolled in Anganwadis and 27% are enrolled in private preschools. For children aged 4 and 5, this pattern reverses, with over 50% enrolled in private preschools and the proportion of those enrolled in Anganwadis reducing to 31% and 8% respectively. Notably, almost 14% children aged 5 are enrolled in government pre-primary classes (Table 1).
- Even though the age of entry to school in Haryana is 6, over one-fourth of 5-year-olds in Kurukshetra PC are enrolled in formal school (Table 1).

Enrollment among children and youth aged 6-18

Table 2: % Children and youth enrolled in different types of institutions. By age group and sex.

Age group and sex	Govt	Pvt	Other	Not enrolled	Total
Age 6-14: All	54.3	44.6	0.8	0.4	100
Age 6-18: All	56.3	41.1	0.7	2.0	100
Age 6-18: Boys	51.9	45.6	0.4	2.1	100
Age 6-18: Girls	60.9	36.3	0.9	1.9	100
Age 7-10: All	49.8	48.6	1.5	0.1	100
Age 7-10: Boys	46.0	52.9	0.9	0.2	100
Age 7-10: Girls	53.9	44.0	2.1	0.0	100
Age 11-14: All	59.1	40.4	0.0	0.6	100
Age 11-14: Boys	52.3	47.3	0.0	0.4	100
Age 11-14: Girls	66.1	33.2	0.0	0.8	100
Age 15-16: All	64.5	33.0	0.2	2.3	100
Age 15-16: Boys	59.8	37.0	0.0	3.2	100
Age 15-16: Girls	70.3	28.1	0.4	1.2	100
Age 17-18: All	58.8	28.5	0.6	12.1	100
Age 17-18: Boys	58.4	28.8	0.0	12.8	100
Age 17-18: Girls	59.2	28.3	1.1	11.5	100

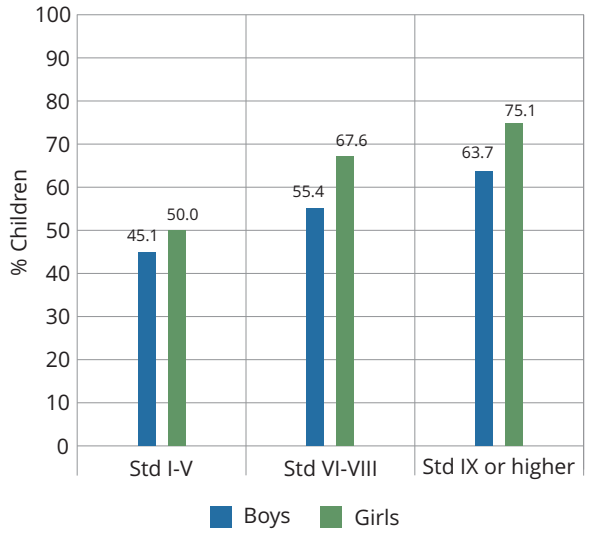
Table 3: % Children and youth enrolled in different types of institutions. By age group and area.

Age group	Area	Govt	Pvt	Other	Not enrolled	Total
Age 6-14	Kurukshetra PC	54.3	44.6	0.8	0.4	100
	Haryana (ASER 2024)	46.0	52.3	0.5	1.3	100
	All India (ASER 2024)	66.8	30.6	0.7	1.9	100
Age 15-16	Kurukshetra PC	64.5	33.0	0.2	2.3	100
	Haryana (ASER 2024)	48.8	47.4	0.3	3.5	100
	All India (ASER 2024)	60.3	31.3	0.6	7.9	100

In the Kurukshetra PC, enrollment patterns reveal:

- Near-universal access across both the RTE age group (99.6%) and among youth aged 15-16 (97.7%); this is in contrast to the ASER 2024 India findings, where almost 8% youth aged 15-16 are not enrolled anywhere (Table 3). Among youth aged 17-18, the proportion of those not enrolled rises to 12.1% (Table 2).
- Higher enrollment in government institutions as compared to the state trends, with 54.3% children aged 6-14 and 64.5% youth aged 15-16 enrolled in government institutions in Kurukshetra PC as compared to 46% children and 48.8% youth in Haryana (Table 3).

Chart 2: % Children and youth enrolled in govt institutions. By grade and sex.



Analysing the data on the type of institutions girls and boys in different grades are enrolled in (Chart 2) shows that:

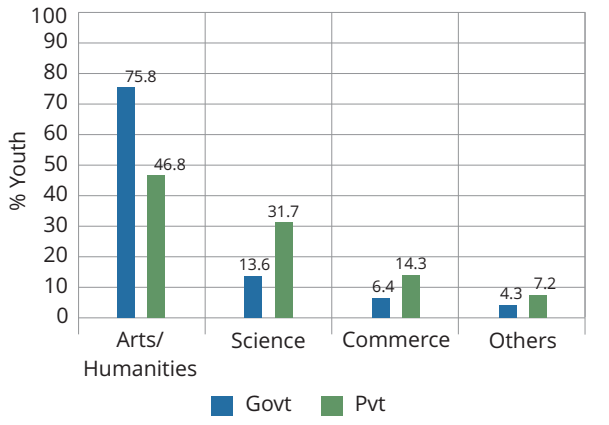
- Enrollment in government school is the highest among youth who are enrolled in Std IX or higher.
- Across grades, more girls are enrolled in government institutions as compared to boys, perhaps a reflection of the gender norm of households typically spending more on boys' education as compared to girls.

Choice of stream

Table 4: % Youth enrolled in Std XI or higher. By sex and choice of stream.

Stream	Boys	Girls	All
Arts/Humanities	62.9	68.8	66.1
Science	20.2	18.4	19.2
Commerce	8.5	9.1	8.8
Others	8.4	3.7	5.9
Total	100	100	100

Chart 3: % Youth enrolled in Std XI or higher. By institution type and choice of stream.



Youth enrolled in Std XI or higher were asked about the stream they had chosen among Arts and Humanities, Commerce, Science and Others:

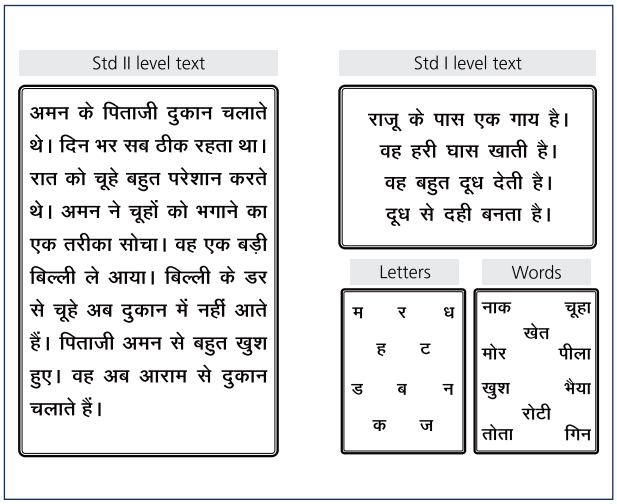
- Overall, two-thirds of the youth enrolled in Std XI or higher are pursuing Arts/Humanities (66.1%), followed by Science (19.2%), and Commerce (8.8%) (Table 4).
- Girls are slightly more likely to take up Arts/Humanities (69% vs 63% boys), while slightly more boys take up Science and other streams than girls (Table 4).
- There is a stark difference in the choice of stream by the type of institution (Chart 3). Youth going to private institutions are more than twice as likely as their government counterparts to pursue Science (a difference of 18 pc pts), while three-fourth of the youth enrolled in government institutions are pursuing Arts/Humanities.

Reading

ASER learning assessments are conducted in the household. Children and youth in the age group of 5-18 were assessed in this survey. In Kurukshetra PC, assessments were conducted in either Hindi or English, depending on the preference of the child/youth. The types of institutions (government or private) in which children and youth are enrolled was also recorded.

Table 5: % Children by grade and reading level.
All children.

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	22.4	27.0	24.6	15.0	11.0	100
II	6.9	18.5	24.3	19.7	30.7	100
III	4.1	6.4	11.8	20.1	57.7	100
IV	2.9	7.0	9.6	15.5	65.0	100
V	3.3	5.2	4.5	14.1	72.9	100
VI	1.1	3.9	6.1	15.0	73.9	100
VII	0.3	4.4	5.0	8.1	82.2	100
VIII	1.2	2.8	3.9	11.9	80.3	100



The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 4.1% cannot even read letters, 6.4% can read letters but not words or higher, 11.8% can read words but not Std I level text or higher, 20.1% can read Std I level text but not Std II level text, and 57.7% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Table 6: Reading in Std III, Std V, and Std VIII. By school type and area.

Area	% Children in Std III who can read at least a Std II level text			% Children in Std V who who can read at least a Std II level text			% Children in Std VIII who can read at least a Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
Kurukshetra PC	54.4	60.6	57.8	67.6	78.7	72.6	75.1	89.4	80.2
Haryana (ASER 2024)	32.1	53.8	44.1	53.9	72.9	63.5	76.6	90.0	83.0
All India (ASER 2024)	23.4	35.5	27.1	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.

Table 5 shows the reading levels of children enrolled in different grades in the Kurukshetra PC, while Table 6 shows how the levels compare for specific grades with the ASER 2024 findings of Haryana and India. The highest level in the ASER reading assessment is a Std II level text, considered a proxy for "grade level" reading in Std III. The findings indicate that:

- Among those in Std III, more than half of the assessed children (57.8%) can read at grade level. This is more than twice the ASER 2024 India proportion (27.1%) and 13.7 pc pts more than the level observed in Haryana (44.1%) (Table 6).
- The gains made in early primary grades in the Kurukshetra PC sustain till Std V, where almost three-fourth of all students are able to read at least a Std II level text. This is much higher than the Haryana state average of 63.5% and the All India average of 48.8% (Table 6).

- However, by the time children are in Std VIII, this advantage disappears, with roughly equal proportion of children in Std VIII able to read at least at Std II level (over 80%) in Kurukshetra PC and Haryana (ASER 2024) (Table 6).
- Private school children substantially outperform their government school counterparts in reading across all grades, with the gap narrowing in Std III but widening again in higher grades (Table 6).

Chart 4: % Children who can read at least a Std II level text. By grade and sex.

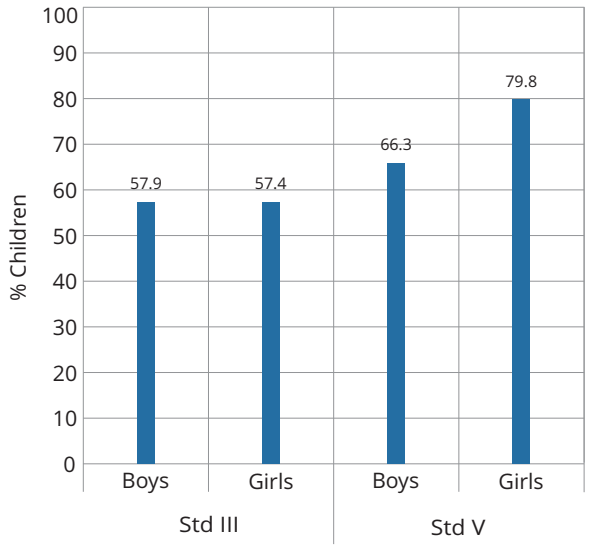


Chart 4 shows the percentage of boys and girls who can read at least a Std II level text in Std III and Std V in Kurukshetra PC:

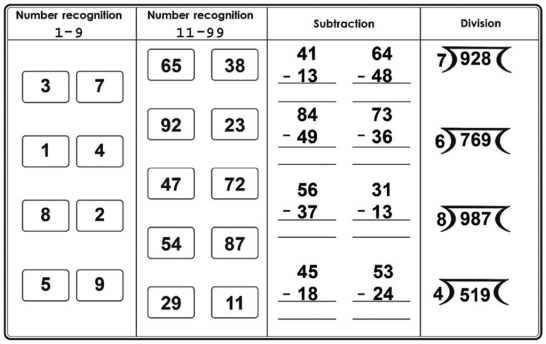
- In Std III, an equal proportion of boys and girls can read at least a Std II level text (~57%).
- By Std V, a gap emerges in boys' and girls' reading levels in Kurukshetra, with almost 80% girls being able to read a Std II level text as compared to 66% boys (difference of 13.5 pc pts).

Arithmetic

ASER learning assessments are conducted in the household. Children and youth in the age group of 5-18 were assessed in this survey. In Kurukshetra PC, assessments were conducted in either Hindi or English, depending on the preference of the child/youth. The types of institutions (government or private) in which children and youth are enrolled was also recorded.

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

Std	Not even 1-9	Recognise numbers		Subtract	Divide	Total
		1-9	11-99			
I	21.7	25.8	43.8	5.9	2.7	100
II	6.3	17.7	51.7	18.7	5.6	100
III	3.5	8.4	39.6	38.1	10.5	100
IV	1.9	7.5	30.2	23.7	36.8	100
V	2.3	6.1	25.3	26.6	39.7	100
VI	0.8	3.8	28.8	28.1	38.5	100
VII	1.9	2.8	25.7	25.0	44.6	100
VIII	0.9	1.9	29.2	17.9	50.1	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, 3.5% cannot even recognise 1-9, 8.4% 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, 38.1% can do subtraction but cannot do division, and 10.5% can do division. For each grade, the total of these exclusive categories is 100%.

Table 8 : Arithmetic in Std III, Std V, and Std VIII. By school type and area.

Area	% Children in Std lll who can do at least subtraction			% Children in Std V who can do at least division			% Children in Std VIII who can do at least division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
Kurukshetra PC	34.7	58.9	48.1	31.8	49.7	39.8	38.9	70.8	50.3
Haryana (ASER 2024)	33.1	66.4	51.5	29.4	56.9	43.3	43.1	70.9	56.5
All India (ASER 2024)	27.6	47.5	33.7	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.

Table 7 shows the arithmetic levels of children enrolled in different grades in the Kurukshetra PC, while Table 8 shows how the levels compare for specific grades with the ASER 2024 findings of Haryana and India. In most states in India, children are expected to do a 2-digit subtraction with borrowing by the end of Std II, which is thus considered a proxy for "grade level" arithmetic for Std III. The findings indicate that:

- Among those in Std III, almost half of the assessed children (48.1%) can solve a 2-digit subtraction problem with borrowing. This is substantially higher than the ASER 2024 India proportion (33.7%) but slightly lower than the level observed in Haryana (51.5%) (Table 8).
- While the proportion of those who can do at least subtraction increases to 66% among children in Std V, the percentage of those who can do at least division stands at 39.8% (Table 8). The ability to do a 3-digit by 1-digit division problem is generally expected of children by the end of Std III/IV.

- This proportion increases marginally to 50% in Std VIII, indicating that many of those that are left behind in math in Std V are unable to catch up in higher grades. In Std VIII, children's performance in Kurukshetra PC is similar to that of the children in Haryana and India (ASER 2024) (Table 8).
- Like in reading, private school children significantly outperform their government school counterparts in reading across all grades, with the gap widening to over 30 pc pts for Std VIII children who can do at least division (Table 8).

Chart 5: % Children who can do at least subtraction and at least division. By grade and sex.

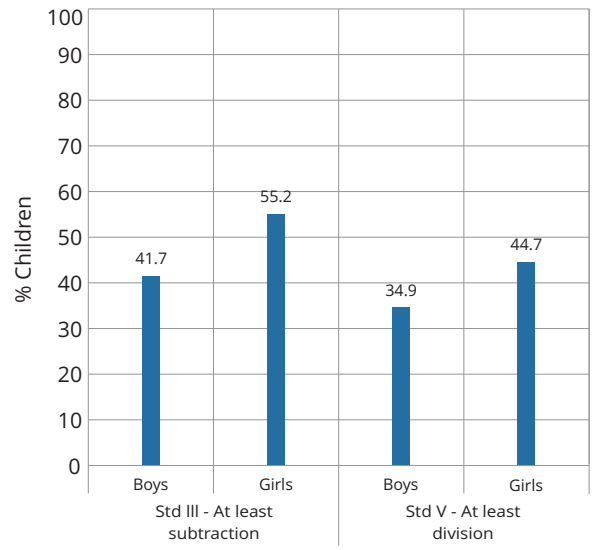


Chart 5 shows the percentage of boys and girls who can do at least subtraction in Std III and at least division in Std V in Kurukshetra PC:

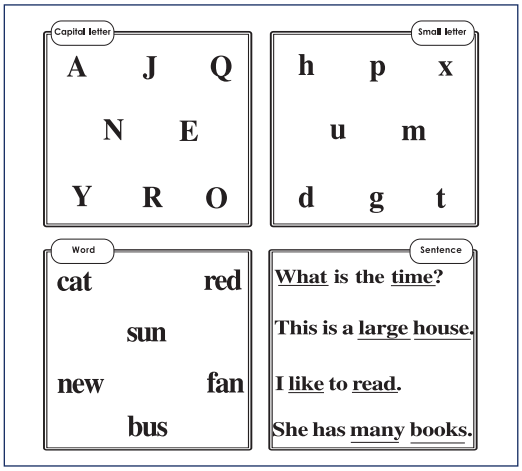
- Overall, girls outperform boys in arithmetic in both Std III and Std V.
- In Std III, 55.2% girls are able to do at least subtraction as compared to 41.7% boys.
- This gap persists in Std V, with almost 44.7% girls being able to do at least division as compared to 34.9% boys.

Reading and comprehension in English

ASER learning assessments are conducted in the household. Children and youth in the age group of 5-18 were assessed in this survey. The types of institutions (government or private) in which children and youth are enrolled was also recorded.

Table 9: % Children by grade and reading level in English. All children.

Std	Not even capital letters	Capital Letter	Small Letters	Simple words	Easy sentences	Total
I	23.6	14.6	29.2	20.5	12.1	100
II	11.5	12.6	22.8	31.5	21.6	100
III	5.0	4.9	21.7	29.4	39.1	100
IV	3.5	6.0	18.9	29.4	42.3	100
V	5.8	4.5	11.2	24.6	53.9	100
VI	2.1	4.6	13.5	17.4	62.4	100
VII	2.3	3.8	9.8	16.2	68.0	100
VIII	2.3	2.8	7.0	22.4	65.4	100
IX or higher	1.2	0.9	2.4	13.1	82.5	100



Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 5% cannot even read capital letters, 4.9% can read capital letters but not small letters or more, 21.7% can read small letters but not words or more, 29.4% can read words but not sentences and 39.1% can read sentences. For each grade, the total of these exclusive categories is 100%.

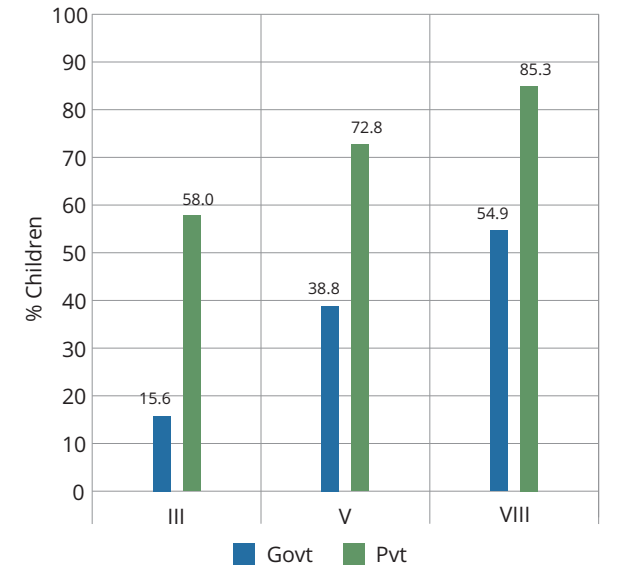
Table 10: Of children who can read English at different levels, % who can comprehend. By grade.

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	55.0	33.4
II	40.8	42.5
III	46.3	60.7
IV	45.0	65.0
V	37.4	58.0
VI	44.0	67.8
VII	58.1	71.2
VIII	47.4	70.8
IX or higher	32.0	80.8

Table 9 shows the English reading levels of children in different grades in the Kurukshetra PC; Table 10 displays the proportion of children who can comprehend what they have read; and Chart 6 throws light on the difference in English reading levels among children enrolled in Std III, V, and VIII in government and private schools. The tables together reveal a picture of English reading and comprehension in the Kurukshetra PC:

- English reading ability improves in higher grades. In Std III, over 68% of children can read simple English words. By Std V, 54% children can read easy sentences, rising to 65% by Std VIII, and increasing further to 82.5% for youth in Std IX or higher (Table 9).
- Of those children who can read English words but not sentences, across grades, less than half can tell the meaning of the words they are able to read. Among those who can read sentences, the proportion of those who can comprehend the meaning of the sentences increases from 33% of children in Std I to 81% of youth in Std IX or higher (Table 10).

Chart 6: % Children who can read easy sentences in English. By grade and school type.



- The gap in levels between government and private schools is most pronounced in English reading. In Std III, 58% of private school children can read easy sentences as compared to only 16% of government school children, a gap of over 42 pc pts. By Std VIII, 85% of children in private schools can read sentences compared to 55% in government schools (Chart 6).

Application-based tasks for youth aged 14-18

As children transition from elementary school to secondary school and then to higher education, their ability to apply foundational reading and arithmetic skills to everyday life situations becomes critical for success in their work life. Deployed in ASER 2023, the ASER 'Beyond Basics' assessment aims to capture whether youth aged 14-18 in the Kurukshetra PC can perform such tasks, offering insight into their readiness for responsibilities that they will take on as adults.

Financial calculations

Three financial calculation tasks were given to those youth aged 14-18 who could do at least subtraction on the ASER arithmetic test. A gap in financial reasoning has implications for how youth will be able to navigate borrowing, savings and financial decision-making as they enter adulthood and shoulder greater financial responsibility in their households and communities.

Table 11: % Youth who can do financial calculations. By sex.

Sex	% Youth who can do at least subtraction	Of these, % youth who can:		
		Manage budget	Calculate discount	Calculate repayment
Boys	75.5	67.6	57.0	32.2
Girls	79.0	57.9	46.5	25.5
All	77.2	62.5	51.5	28.7

Table 12: % Youth who can do financial calculations. By institution type.

Institution type	% Youth who can do at least subtraction	Of these, % youth who can:		
		Manage budget	Calculate discount	Calculate repayment
Govt	70.6	57.3	46.3	24.0
Pvt	89.1	70.0	59.6	35.5
Govt & Pvt*	77.2	62.5	51.7	28.7

* This is the weighted average for youth in government and private institutions only.

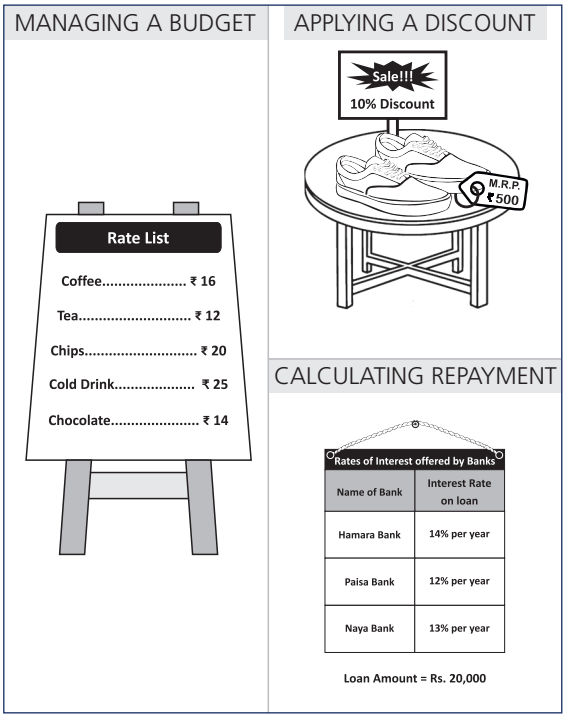


Table 11 disaggregates the findings from the financial calculation tasks by sex, while Table 12 disaggregates them by the type of institution the youth are enrolled in:

- Among youth in the Kurukshetra PC, 77.2% can do at least subtraction, the foundational skill that was pre-requisite to administering the financial calculation tasks.
- Of those youth who could do at least subtraction, two-third can manage a budget, half can calculate a discount, and just over one-fourth can calculate a loan repayment, suggesting that the ability of youth to apply foundational numeracy skills declines as the complexity of the task increases (Table 11).
- While more girls can do at least subtraction, when it comes to applying the skill, boys outperform girls on all three application-based tasks – managing budget (67.6% boys vs 57.9% girls), calculating discount (57% boys vs 46.5% girls), and calculating repayment (32.2% boys vs 25.5% girls) (Table 11).
- By institution type, private school students show both stronger foundational skills (89.1% vs 70.6% in government schools who can do at least subtraction) and better application ability across all tasks, with gaps of over 10 pc pts in all tasks (Table 12).

Reading and understanding written instructions

Youth aged 14-18 who could read at least at Std I level in the ASER reading test were given a commonly available longer text to read, on the basis of which they had to answer four questions. As these youth progress in life, reading with understanding is important for work and navigating everyday life situations.

Table 13: % Youth who can read instructions and answer at least 3 out of 4 questions. By sex.

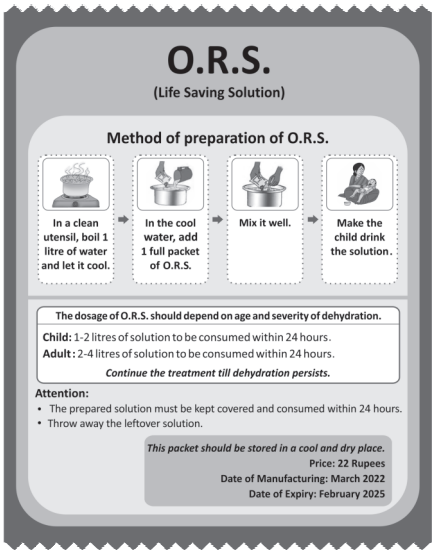
Sex	% Youth who can read at least a Std I level text	Of these, % youth who could correctly answer at least 3 out of 4 questions
Boys	96.4	68.2
Girls	97.6	70.2
All	97.0	69.2

Table 14: % Youth who can read instructions and answer at least 3 out of 4 questions. By institution type.

Institution type	% Youth who can read at least a Std I level text	Of these, % youth who could correctly answer at least 3 out of 4 questions
Govt	95.8	66.4
Pvt	99.3	76.1
Govt & Pvt*	97.0	69.9

* This is the weighted average for youthchildren in government and private institutionsschools only.

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS



After reading the instructions youth were asked the following 4 questions:

- How many packets of O.R.S. should be added to 4 litres of water?
- Within how many hours should the prepared solution of O.R.S. be consumed?
- How many litres of O.R.S. solution can be given to a 45 year old man within a span of 24 hours?
- Based on the information given, can this packet of O.R.S. be consumed in March 2024?

Table 13 disaggregates the findings from this task by sex, while Table 14 disaggregates it by the type of institution the youth are enrolled in:

- Among youth in the Kurukshetra PC, almost all can read a Std II level text, the foundational skill that was pre-requisite to administering the 'reading with understanding' tasks.
- Of those youth who could read at least a Std II level text, two-third can answer at least 3 out of 4 questions (Table 13). This proportion is almost the same for both boys and girls (Table 13).
- By institution type, more private school students can answer at least 3 out of 4 questions on the task (76.1%) as compared to government school students (66.4%) (Table 14).

Digital usage and skills among youth aged 14-18

As digital technologies shape education, employment, and civic participation, equipping youth with digital competencies is increasingly becoming a national priority. The NEP 2020 also recognises technology as central to education reform, calling for the development of digital infrastructure and digital literacy across all levels of schooling. Complementing this vision, initiatives like 'Digital India' and the Pradhan Mantri Gramin Digital Saksharta Abhiyaan (PMGDISHA) seek to bridge the rural-urban digital divide by building foundational digital skills among citizens aged 14-60 years.

Against this backdrop, the Kurukshetra PC assessment evaluated digital access, usage patterns, and competencies among youth aged 14-18. The survey captured smartphone availability and ownership, its use for education and social media, and awareness of digital safety features through a self-reported survey, and assessed youth on some actual tasks using a smartphone.

The same survey of digital skills was also conducted in ASER 2024, but with the age group of 14-16. As a result, tables that compare the findings from the Kurukshetra PC with the ASER 2024 findings from Haryana and India pertain ONLY to 14-16-year-olds.

Smartphone access and ownership (Self-reported)

Table 15: Smartphone availability and use among youth aged 14-18. By age.

Age	% Youth 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	97.5	74.5	95.0	3.7
15	99.7	78.2	94.4	11.0
16	99.0	79.0	94.6	25.5
17	97.4	81.8	97.8	34.8
18	99.3	90.7	94.7	53.9
All	98.5	79.8	95.3	23.0

Table 16: Smartphone availability and use among youth aged 14-18. By sex.

Sex	% Youth 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	98.8	80.3	95.7	29.8
Girls	98.2	79.3	94.9	15.3
All	98.5	79.8	95.3	23.0

Table 15 shows the availability and use of smartphones in the Kurukshetra PC by age and Table 16 disaggregates this data by sex.

- Access to smartphones for youth aged 14-18 in Kurukshetra PC is close to universal and about 95% report that they can use a smartphone, regardless of age (Table 15). Of the youth who report that they can use a smartphone, overall, 23% report that they have their own smartphone – a proportion that increases from 3.7% among 14-year-olds to 53.9% among 18-year-olds.
- There is no gender gap when it comes to the availability and ability to use the smartphone, but a gap emerges when looking at ownership. 95% of boys and girls report that they can use a smartphone. Of these, boys are twice as likely as girls to have their own smartphone (29.8% boys vs 15.3% girls) (Table 16).

*Children were asked to bring a smartphone with good connectivity during the survey to do digital tasks.

Table 17: Smartphone availability and use among youth aged 14-16. By area.

Area	% Youth 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	
Kurukshetra PC	98.7	77.1	94.7	13.0
Haryana (ASER 2024)	92.4	73.2	88.2	38.7
All India (ASER 2024)	89.1	65.9	82.2	31.4

Table 17 compares the availability and use of smartphones between the Kurukshetra PC, Haryana, and India among 14-16-year-olds.

- Among the youth aged 14-16, Kurukshetra PC has a higher proportion of youth who have a smartphone at home (98.7%) as well as a higher proportion of those that report being able to use a smartphone (94.7%) as compared to the ASER 2024 findings for Haryana and India (Table 17).
- However, personal smartphone ownership remains much lower in Kurukshetra PC (13%) as compared to the state (38.7%) and India (31.4%) averages, highlighting that most youth in Kurukshetra PC use devices shared within the household (Table 17).

Smartphone usage (Self-reported)

Table 18: Of those youth aged 14-18 who know how to use a smartphone, % youth 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.**

Age	% Youth who did any educational activity in reference week**	% Youth who used any social media in reference week**	Of those who used social media, % youth who can:		
			Block/report a profile	Make a profile private	Change password
14	65.4	80.3	55.2	54.4	60.8
15	72.7	83.9	69.1	74.7	80.9
16	82.1	90.3	68.8	69.4	78.2
17	72.2	87.9	75.6	77.3	86.5
18	71.3	83.9	83.2	88.9	90.3
All	72.5	85.1	69.1	71.4	78.1

Table 19: Of those youth aged 14-18 who know how to use a smartphone, % youth 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.**

Sex	% Youth who did any educational activity in reference week**	% Youth who used any social media in reference week**	Of those who used social media, % youth who can:		
			Block/report a profile	Make a profile private	Change password
Boys	68.4	90.0	77.0	82.0	88.3
Girls	76.6	80.1	60.0	59.2	66.5
All	72.5	85.1	69.1	71.4	78.1

*Children were asked to bring a smartphone with good connectivity during the survey to do digital tasks.

**Reference week implies the seven days prior to the survey.

Tables 18 and 19 explore 14-18-year-old youth's smartphone usage for educational purposes and for accessing social media, along with awareness of basic online safety features if they use social media – blocking and reporting a profile, turning a profile into private, and changing passwords. The data reveals:

- Overall, about 72.5% youth aged 14-18 used the smartphone in the seven days prior to the survey to do an education-related activity as compared to 85.1% youth who used it for social media. Of those that used social media, over 70% know individual safety features (Table 18).
- The use of smartphone for both these activities sees a rise between 14 to 16 years of age, before falling again marginally. However, the knowledge of all the safety features increases with age (Table 18).
- Striking gender differences are also visible in smartphone usage, with more girls (76.6%) reporting using smartphones for educational purposes in the reference week than boys (68.4%), and the opposite visible in social media usage. The knowledge of online safety features is also substantially higher among boys, with differences of 24 pc pts visible for some features (Table 19).

Table 20: Of those who know how to use a smartphone, % youth aged 14-16 who used a smartphone in the reference week* for any educational activity or social media activity, and know how to use safety features. By area.

Area	% Youth who did any educational activity in reference week*	% Youth who used any social media in reference week*	Of those who used social media, % youth who can:		
			Block/report a profile	Make a profile private	Change password
Kurukshetra PC	72.8	84.5	64.1	66.0	73.0
Haryana (ASER 2024)	66.1	77.5	68.2	66.6	68.3
All India (ASER 2024)	57.0	76.0	62.0	55.2	57.7

Table 20 explores smartphone usage and knowledge of safety features among 14-16-year-olds in Kurukshetra PC while comparing it with Haryana and India.

- Among youth aged 14-16, the reported smartphone usage in the reference week for educational activities and social media is much higher for Kurukshetra PC as compared to the ASER 2024 findings for Haryana and India, indicating more exposure.
- The knowledge of online safety features in Kurukshetra is similar to that of Haryana, but significantly higher than the All India average.

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

For youth aged 14-18 who could bring a smartphone to do the digital assessment, three tasks were administered: setting an alarm, browsing for information, and finding and sharing a YouTube video.

SETTING AN ALARM	BROWSING FOR INFORMATION
8:30 in the morning tomorrow	**First woman President of India**
FINDING AND SHARING A YOUTUBE VIDEO	
PMGDISHA Module 1	

*Reference week implies the seven days prior to the survey.

Table 21: % Youth aged 14-18 who could do digital tasks on a smartphone. By age.

Age	% Youth 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
14	74.5	82.8	80.4	91.9	87.8
15	78.2	90.1	87.7	95.4	91.2
16	79.0	90.6	84.3	95.1	90.0
17	81.8	93.5	80.1	96.1	91.7
18	90.7	92.2	77.0	91.5	88.2
All	79.8	89.5	82.3	94.1	89.8

Table 22: % Youth aged 14-18 who could do digital tasks on a smartphone. By sex.

Sex	% Youth 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	80.3	92.2	83.5	95.6	91.9
Girls	79.3	87.5	83.5	96.0	91.7
All	79.8	89.8	83.5	95.8	91.8

Table 23: % Youth aged 14-16 who could do digital tasks on a smartphone. By area.

Area	% Youth 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
Kurukshetra PC	77.1	87.7	84.2	94.1	89.6
Haryana (ASER 2024)	73.2	89.0	90.6	94.1	96.4
All India (ASER 2024)	65.9	76.9	79.3	87.0	92.1

Table 23 presents the digital assessment data for youth aged 14-16 and compares it with the ASER 2024 findings of Haryana and India. The findings show that performance in the Kurukshetra PC is similar to the state average, but significantly better than the national average for almost all tasks. Youth's ability to do digital tasks remains the same across ages and gender (Table 21 and 22).

*Children were asked to bring a smartphone with good connectivity during the survey to do digital tasks.

Aspirations of youth aged 14-18

While foundational competencies and applied skills form the basis of children and youth's educational experiences, understanding whether these youth aspire to study and the types of careers and professions they aim to pursue is essential to designing pathways that connect schooling and learning to employment and livelihoods. This section explores the educational and work aspirations of youth aged 14-18 in the Kurukshetra PC, and whether they know anyone working in their aspired professions, since such exposure can shape professional goals and help young people to better understand the prerequisite skills and qualifications of their desired occupations.

Educational aspirations

Table 24: % Youth who aspire to complete various educational levels. By sex.

Sex	% Youth who want to study further	Std XII or less	Diploma	Undergraduate	Postgraduate	Other	Don't Know	Total
Boys	91.1	18.5	7.8	40.9	16.1	6.1	10.6	100
Girls	94.2	11.0	6.2	46.7	21.2	4.0	10.9	100
All	92.6	14.7	7.0	43.9	18.6	5.0	10.7	100

Table 25: % Youth who aspire to complete various educational levels. By institution type.

Institution type	% Youth who want to study further	Std XII or less	Diploma	Undergraduate	Postgraduate	Other	Don't Know	Total
Govt	94.1	14.3	8.0	50.1	16.4	3.8	7.4	100
Pvt	97.7	15.6	5.2	33.4	23.1	6.9	15.8	100
Govt & Pvt*	95.4	14.8	7.0	44.1	18.8	4.9	10.4	100

* This is the weighted average for youth in government and private institutions only.

Tables 24 and 25 show the educational aspirations of youth aged 14-18 in the Kurukshetra PC. The data illustrates that:

- Of all the youth aged 14-18, about 92.6% expressed an interest in wanting to study further. More girls reported that they wanted to study further than boys. Similarly, more youth studying in private institutions reported this.
- Of those who reported wanting to study further, 43.9% of the youth aspire to complete at least graduation and 18.6% aspire to complete postgraduation.
- Girls report greater educational aspirations than boys: 46.7% of girls aspire to complete graduation compared to 40.9% of boys, and 21.2% of girls aim for post-graduate degrees and higher vs 16.1% of boys.
- Educational aspirations also vary by institution type. Students in government institutions more often aspire to complete graduation (50.1%), while those in private institutions are more likely to aspire to post-graduate degrees (23.1% for private institutions vs 16.4% for government institutions). On the contrary, more students in private institutions report not knowing how much further they want to study.

Work aspirations

Choice of future occupations

Youth were asked about what they want to do as their primary work after completing their studies or in the future.

Table 26: % Youth by their desired future occupation. By sex.

Sex	Army	Police	Teacher	Doctor	Engineer	Govt job	Pvt job	Sports person	Own or family enterprise	Other	Don't know/ not thought	Don't want to work	Total
Boys	13.2	10.6	4.9	6.2	6.5	14.4	2.2	4.6	8.4	8.0	20.2	0.9	100
Girls	2.7	12.3	21.3	12.5	1.6	18.3	2.5	0.7	1.7	10.0	15.0	1.6	100
All	7.9	11.4	13.2	9.4	4.0	16.3	2.4	2.6	5.0	9.0	17.6	1.3	100

Table 27: % Youth by their desired future occupation. By institution type.

Institution type	Army	Police	Teacher	Doctor	Engineer	Govt job	Pvt job	Sports person	Own or family enterprise	Other	Don't know/ not thought	Don't want to work	Total
Govt	7.7	13.2	17.0	6.4	3.4	18.6	1.6	2.0	3.8	8.3	16.6	1.5	100
Pvt	8.7	8.0	6.6	14.4	4.8	12.6	3.8	3.9	6.9	10.5	19.0	0.8	100
Govt & Pvt*	8.0	11.3	13.2	9.3	3.9	16.5	2.4	2.6	4.9	9.1	17.5	1.3	100

* This is the weighted average for youth in government and private institutions only.

Youth aged 14-18 were asked about their desired future occupation. The data is presented in Tables 26 and 27, which reveal that:

- The youth in Kurukshetra PC prefer government employment, such as government jobs (16.3%), police (11.4%), and the army (7.9%). Other widely desired occupations include teaching (13.2%) and becoming a doctor (9.4%).
- However, it should be noted that the most widely reported answer (nearly 18% youth) is not knowing or not having thought about what they want to do in the future.
- Young people's work aspirations are highly gendered. Girls are more likely to aspire to become teachers (21.3% girls vs 4.9% boys), while boys are more drawn to army careers (13.2% boys vs 2.7% girls), engineering (6.5% boys vs 1.6% girls), and running their own or family business (8.4% boys vs 1.7% girls). However, more boys (20.2%) than girls (15%) don't know or haven't thought about their desired future occupation.
- The data also underscores differences in aspirations by type of institution. Students in government institutions show stronger preferences for government jobs (18.6% vs 12.6%), joining the police (13.2% vs 8%), and teaching (17% vs 6.6%), while their private counterparts are more than twice as likely to aspire to become doctors (14.4% vs 6.4%) or start their own enterprise (6.9% vs 3.8%).

Role model and guidance for work aspirations

Role models can provide the necessary guidance in choosing and evaluating future work options. The proximity of the role model also affects the kind of support one can seek in pursuing their aspirations. Therefore, those youth who reported having a future work aspiration were asked whether they knew someone engaged in that profession.

Table 28: Of youth who have a desired future occupation, % youth who know someone doing similar work. By sex.

Sex	Mother or father	Someone else in the household	A relative other than the ones residing in my house	A friend	Someone in the school/ college or village (other than friends)	Some other person (other than the above)	Public figure	Don't know anyone
Boys	9.8	12.3	19.6	10.2	5.5	1.8	7.7	37.3
Girls	7.9	8.3	11.7	4.4	12.6	3.8	3.5	52.0
All	8.8	10.2	15.5	7.2	9.2	2.8	5.5	44.9

Table 29: Of youth who have a desired future occupation, % youth who know someone doing similar work. By institution type.

Instituition type	Mother or father	Someone else in the household	A relative other than the ones residing in my house	A friend	Someone in the school/ college or village (other than friends)	Some other person (other than the above)	Public figure	Don't know anyone
Govt	6.3	10.4	17.1	8.1	12.5	3.2	3.9	43.9
Pvt	13.1	10.3	13.1	5.8	2.8	2.3	8.6	46.2
Govt & Pvt*	8.7	10.4	15.7	7.3	9.2	2.9	5.6	44.7

* This is the weighted average for youth in government and private institutions only.

Tables 28 and 29 present the data on role models:

- Alarmingly, almost half of the youth (44.9%) who have a desired future occupation don't know anyone engaged in that profession. Exposure to role models is also gendered, with a higher proportion of girls (52% vs 37.3% boys) who report that they do not know anyone engaged in the work they aspired to do.
- Only 8.8% of the youth reported that their parents were engaged in the work they aspired to do. A slightly higher proportion knows someone living in the same house (10.2%) or a relative other than those living in their house (15.5%).
- Notably, most of the role models that girls know are either someone in their school/college/village or a relative, but a much higher proportion of boys (10.2% vs 4.4% for girls) report having friends doing the work they aspire to do.
- A much higher proportion of youth enrolled in private institutions aspire to do the work their parents are engaged in (13.1% vs 6.3% for government).

School observations

To create a conducive learning environment, children require access to various kinds of inputs, ranging from nutritious meals to the provision of textbooks. The RTE Act, 2009 mandates the provision of infrastructure, including school buildings, teaching staff, and learning equipment. The school observations provide indicative insights about the facilities available to children in government schools

In each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits. In total, 90 government schools with primary sections were visited across the constituency, of which 71 were primary schools, 19 were upper primary schools, and two were categorised as "others". The two schools categorised as others have not been included in this analysis.

Table 30: Student and teacher attendance on the day of visit. By area.

Area	% Enrolled children present (Average)	% Teachers present (Average)
Kurukshetra PC	83.0	77.0
Haryana (ASER 2024)	78.4	84.9
All India (ASER 2024)	74.8	87.3

Table 31: Multigrade classes. By area.

Area	Std I children were observed sitting with any other Std	Std II children were observed sitting with any other Std
Kurukshetra PC	80.7	77.7
Haryana (ASER 2024)	64.4	59.7
All India (ASER 2024)	64.0	63.4

The attendance of children and teachers was noted on the day of the survey. In Kurukshetra PC, on the day of visit, an average of 83% of enrolled children were present in school, which is higher than both the Haryana state average of 78.4% and the All India average of 74.8%. Teacher attendance, however, was substantially lower at 77% compared to the state average of 84.9% and the All India average of 87.3% (Table 30).

A multigrade classroom implies a classroom where more than one grade is seated in the same room. The findings from the constituency survey indicate that multigrade classrooms are widespread in the Kurukshetra PC. In over 80% of the schools, Std I children were observed sitting with children from other grades, and in over 75% of the schools, the same was true for Std II children. Both figures are considerably higher than the Haryana state average and the All India average (Table 31).

Table 32: Observation of Teaching Learning Material (TLM) in Std I and II classrooms. By area.

Area	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
Kurukshetra PC	88.6	87.1	79.2	77.0
Haryana (ASER 2024)	92.3	91.5	76.2	79.5
All India (ASER 2024)	86.9	85.6	77.0	77.9

Table 32 shows the observation of Teaching Learning Material (TLM) in Std I and Std II classrooms. The data shows that:

- In over 85% of the schools, Std I and Std II classrooms have TLM; this is slightly below the Haryana state average which is over 90% and almost similar to the All India average.
- Of the schools where TLM was observed, student work was displayed in Std I and Std II classrooms in over 75% of the schools

Table 33: % Schools with selected facilities. By area.

% Schools with		Kurukshetra PC	Haryana (ASER 2024)	All India (ASER 2024)
Drinking water	No facility for drinking water	12.5	14.0	12.6
	Facility but no drinking water available	4.6	5.5	9.8
	Drinking water available	83.0	80.5	77.7
	Total	100	100	100
Toilet	No toilet facility	1.1	0.6	2.3
	Facility but toilet not usable	8.9	20.8	18.7
	Toilet usable	90.0	78.7	79.0
	Total	100	100	100
Girls' toilet	No separate provision for girls' toilet	3.3	3.1	9.8
	Separate provision but locked	2.2	1.9	6.3
	Separate provision, unlocked but not usable	6.7	20.4	12.0
	Separate provision, unlocked and usable	87.8	74.6	72.0
	Total	100	100	100
Library	No library	9.0	13.6	17.5
	Library but no books being used by children on the day of visit	43.8	27.2	31.2
	Library books being used by children on the day of visit	47.2	59.2	51.3
	Total	100	100	100
Electricity	Electricity Connection	100.0	98.5	95.9
	Of schools with electricity connection, % schools with electricity available on the day of visit	92.1	92.3	89.7
Computer*	Computer lab in school	17.8		
	No computer lab but computers available for children	4.0		
	No computer lab or computers available for children	78.2		
	Total	100	100	100

The presence of RTE-mandated infrastructure in the schools in Kurukshetra PC as compared to ASER 2024 findings of Haryana and India is shown in Table 33. The findings show that the school infrastructure in Kurukshetra PC compares favourably against both the state and national benchmarks across most facilities.

- Drinking water is available in 83% of schools, above the Haryana state average of 80.5% and the All India average of 77.7%. Usable toilets are present in 90% of schools, higher than the Haryana average of 78.7% and well above the All India average of 79%. Separate girls' toilet provision that is unlocked and usable is the highest across all three comparators, at 87.8% against 74.6% in Haryana and 72% nationally.
- All schools in Kurukshetra PC have an electricity connection. Of those schools with a connection, electricity was available on the day of visit in most schools.
- Library availability shows a more mixed picture. While only 9% of schools have no library in Kurukshetra PC, below the Haryana figure of 13.6% but below the All India figure of 17.5%, library books were observed being used by children in 47.2% of the schools on the day of visit. This figure is considerably lower than the Haryana average of 59.2%, suggesting relatively lower use of libraries in the Kurukshetra PC.
- In Kurukshetra PC, 17.8% of schools have a computer lab, while 4% have computers available for children despite not having a dedicated lab. However, a substantial majority (78.2%) of schools have neither a computer lab nor computers available for children.

*Data not presented for ASER 2024 Haryana and All India levels as measurement parameters are not comparable.

Table 34: FLN (Foundational Literacy and Numeracy) related activities in schools.

Academic year	Received a directive from govt to implement FLN activities with Std I-II / III	At least one teacher received in-person training on FLN	School readiness/ Vidya Pravesh held for Std I	Received TLM for FLN activity*	Received funds for TLM*
Current academic year- 2025-2026	93.3	95.6	97.8	93.3	37.5
Previous academic year- 2024-2025	97.7	96.6	94.4	97.7	36.8

Implementation of FLN-related activities in government schools across the Kurukshetra PC is almost universal, as seen in Table 34. In the current academic year (2025-26), almost all the schools reported receiving a government directive to implement FLN activities with Std I-II / III, had at least one teacher who received in-person training on FLN, implemented the 3-month school readiness program (Vidya Pravesh), and received TLM.

Table 35: Distribution of resources.

Resources	% Schools where:				If not distributed, then % schools where funds given
	Distributed to all grades	Distributed to some grades	Not distributed	Total	
Uniforms	28.1	19.1	52.8	100	91.3
Language and math textbooks	90.0	10.0	0.0	100	NA

Table 35 shows the proportion of schools in Kurukshetra PC which distributed uniforms and textbooks to students. Textbooks' distribution in schools is close to universal, with 90% of schools reporting that they have distributed textbooks to all grades and the remaining 10% reporting distribution to some grades. Distribution of uniforms or funds to purchase uniforms also is almost universal.

Table 36: Mid-Day Meal (MDM) in school.

% Schools where	%
MDM served in school on the day of the survey	94.4
Supplementary nutritional items were provided in the reference week**	100.0
MDM is cooked in school	66.7
Of those schools where MDM is cooked in the school, % schools which have a kitchen/shed for cooking MDM	98.3

The PM POSHAN (Pradhan Mantri Poshan Shakti Nirman) scheme (formerly known as the Mid-Day Meal scheme), mandates the provision of a cooked meal to all children in government and government-aided schools to address hunger, improve nutrition, and also boost school attendance. The scheme also encourages the provision of supplementary nutritional items such as milk, protein bars, or fruits. In the Kurukshetra PC, MDM implementation is remarkable. On the day of the survey, 94.4% of schools served mid-day meals, 66.7% reported cooking MDM on the school premises of which 98.3% had a dedicated kitchen or shed for cooking. Remarkably, all the surveyed schools reported providing supplementary nutritional items (such as milk/flavoured milk, protein bars, kheer/pinni, or sweets) during the reference week. These findings show a strong compliance with PM POSHAN norms across schools in the constituency (Table 36).

* Schools could have received TLM, funds to purchase TLM, or both.

**Reference week implies the seven days prior to the survey.

Table 37: Pre-primary classes and Anganwadi in schools.

Anganwadi	Pre-primary classes		
% Schools which have an Anganwadi in the school campus	% Schools which have a separate pre-primary class	Out of these, % schools which:	
		Have a separate teacher appointed	Received funds specifically for pre-primary classes
60.7	88.6	12.2	0.0

In Kurukshetra PC, 60.7% of schools have an Anganwadi located within the school campus, enabling transition between early childhood services and formal schooling. A high proportion (88.6%) of schools reported having a separate pre-primary class run by the education department. However, significant gaps in recruitment and funding undermine these provisions – only 12.2% of schools with pre-primary classes have a separate teacher appointed for this section, and none of the schools reported receiving funds specifically for pre-primary classes (Table 37).

5 Recommendations

The following recommendations draw on the findings of the Kurukshetra PC assessment, and are organised by grade and age group:

Young children: Pre-primary and early grades (age 3-8)

- Most children in the age group of 3-8 are enrolled in preschool or school. In Haryana, the age of entry into school is 6 years – however, at age 5, about one-fourth children are already enrolled in school. Early age enrollment is known to have a negative impact on learning outcomes at a later stage, making it essential to ensure that children enter formal school only at the age of 6.
- While the government has started school readiness programmes for children entering Std I (90% surveyed schools reported implementing these programmes called Vidya Pravesh), effective implementation must be ensured to boost learning outcomes in Std I.
- Pratham has partnered with the Department of Women and Child Development (WCD) in Haryana to strengthen early childhood education in Anganwadis through School Readiness Melas, training of Anganwadi Workers, content development, and support in content delivery. Currently conducted at the district level, the reach of this program in Kurukshetra PC can be expanded to the block level.
- Additionally, this program can be extended to the pre-primary classes of the government schools given the substantial enrollment of young children in these classes.

Elementary grades (age 6-14)

Primary grades (Std III-V)

- 57.8% of children in Std III can read a Std II level text, which is above both national and state averages. However, catch-up support is needed for the remaining children. This group of children is covered under the NIPUN Bharat mission, and there is a focused push on universalising FLN skills by the end of grades 2 and 3 across states.
- However, even in Std V, about 27% children cannot read a Std II level text and still require catch-up support. Pratham's Teaching at the Right Level (TaRL), an accelerated learning programme that targets Std IV-V and groups children by their level rather than grade, could help address this gap. Additionally, interventions during summer vacations (such as community camps) could help address these gaps.
- Catch-up is urgently needed in arithmetic. In Std III, less than 50% of children (48.6%) can do a 2-digit subtraction problem, with far more private school children performing at grade level (58.9%) as compared to government school children (34.7%). In Std V, only about 40% can solve a 3-digit by 1-digit division problem, typically expected of children in Std IV. Accelerated learning programs can help cover these gaps in a limited time period.

Upper-primary grades (Std VI-VIII)

- Learning trajectories are flat in middle school, with not much value addition in FLN skills as children progress to higher grades. This is not surprising – if a child has reached Std VIII without learning to read fluently or do simple arithmetic, these learning deficits are unlikely to be addressed in higher grades. If learning deficits are not addressed when they appear, they tend to accumulate.
- Just as a school readiness programme has been instituted for students entering Std I, we need to ensure that children are prepared for the Std VI curriculum as they transition from primary to middle school through remedial classes or catch-up programs. A 'Middle Pravesh' equivalent of Std I's 'Vidya Pravesh' may be thought about.

Youth (age 15-18)

- Even though the 15-16 age group is not covered by the Right To Education Act, enrollment is almost universal (97.7%) for this group as well. However, 12% of youth in the 17-18 age group are not enrolled in any institutions, which needs attention. A potential solution could be to establish skilling programs that support job placement. Pratham offers various such programs, both through centres and in communities in districts like Panchkula, Sohna, and Gurugram.
- The low uptake of vocational/skilling options is often due to a perception that these pathways are a fallback for academic underperformers. Awareness that vocational training is a viable career option needs to be built early by introducing exposure to such activities in middle school.
- Career counselling is also needed for this group, as the data reflects that a big proportion of young people in Kurukshetra PC report not knowing role models or any other adults who can mentor and guide them..

Learning disparities by school type

There is a large gap between the learning outcomes of children enrolled in government and private schools, especially in arithmetic and English. This gap increases in higher grades. Learning outcomes in government schools need focused attention.

Learning disparities by geography

Kurukshetra district outperforms Kaithal district across both reading and arithmetic, and the difference is significant. Different approaches will be needed in the two districts and interventions can be thought of at the district level in collaborations with the administrations.

Annexures

District comparisons

Understanding variations within a constituency is essential for designing targeted interventions. The Kurukshetra PC comprises two complete districts — Kaithal and Kurukshetra, along with the Radaur block of the Yamuna Nagar district, each with distinct educational profiles and challenges. This section provides an inter-district comparison of the data collected as part of the constituency's survey and also offers comparisons with their respective ASER 2024 benchmarks. Data for Yamuna Nagar district is not presented as it pertains only to the Radaur block and is hence not representative.

Enrollment of children aged 6-14

Chart A1: % Children aged 6-14 enrolled in govt institutions. By district and survey cycle.

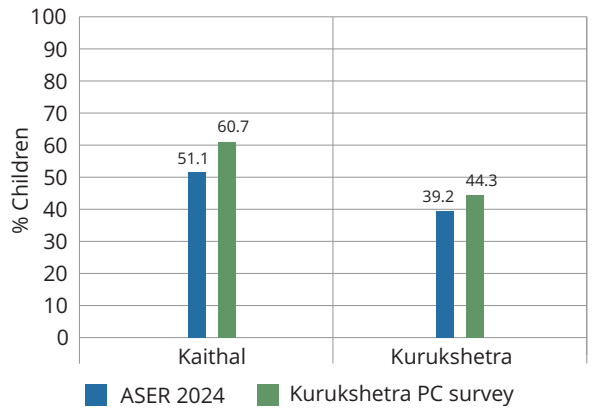


Chart A1 provides the proportion of children aged 6-14 who are enrolled in government institutions:

- Overall, enrollment in government institutions shows an increase in both the districts as compared to ASER 2024. In Kaithal, the proportion jumped from 51.1% in ASER 2024 to 60.7% in the constituency survey, and in Kurukshetra, it increased from 39.2% to 44.3% (Chart A1).
- Overall, more children aged 6-14 are enrolled in government institutions in the Kurukshetra PC as compared to the state average from ASER 2024.

Reading

Table A1: Reading levels in different grades. By district and survey cycle.

District	Survey cycle	% Children in Std I-II who can read at least words	% Children in Std III-V who can read at least a Std II level text	% Children in Std VI-VIII who can read at least a Std II level text
Kaithal	ASER 2024	59.8	61.0	72.3
	PC survey	59.4	66.9	77.4
Kurukshetra	ASER 2024	67.8	69.2	82.7
	PC survey	66.6	65.0	80.3

Table A1 shows the reading levels of children in different grade groups in the two districts as recorded in the constituency survey and in ASER 2024. The findings indicate that:

- At the beginning of formal schooling, Kurukshetra has an advantage over Kaithal, with more children being able to read at least words in Std I-II (66.6% vs 59.4%). As children move to the preparatory stage (Std III-V), this changes and Kaithal marginally outperforms Kurukshetra in Std II level text reading (66.9% vs 65%). However, this reverses again in Std VI-VIII, as Kurukshetra takes the lead in being able to read a Std II level text.
- Compared to ASER 2024, children in Std III-V in Kaithal show notable improvement in Std II level text reading (61% to 66.9%). However, in other grade groups in Kaithal and in Kurukshetra, the levels have remained largely the same or dropped further as compared to ASER 2024.

Arithmetic

Table A2: Arithmetic levels in different grades. By district and survey cycle.

District	Survey cycle	% Children in Std I-II who can at least recognise numbers (11-99)	% Children in Std III-V who can do at least subtraction	% Children in Std VI-VIII who can do at least division
Kaithal	ASER 2024	55.0	65.5	44.2
	PC survey	58.4	57.4	41.1
Kurukshetra	ASER 2024	72.0	61.4	51.7
	PC survey	71.8	62.3	48.0

Table A2 shows the arithmetic levels of children in different grade groups in the two districts as recorded in the constituency survey and in ASER 2024. The findings indicate that:

- Like in reading, Kurukshetra has an advantage over Kaithal in double-digit number recognition among children in Std I-II (71.8% vs 58.4%), which sustains in Std III-V where more children in Kurukshetra are able to do at least subtraction (62.3% vs 57.4%) as well as in Std VI-VIII for children who can do division (48% vs 41.1%).
- Compared to ASER 2024, Kaithal district shows improvement in number recognition levels for Std I-II (58.4% vs 55%). On all other arithmetic levels in both the districts, there is either a fall or no change in arithmetic levels.

Digital usage and skills among youth aged 14-16

Table A3: Digital skills of youth aged 14-16. By district and survey cycle.

District	Survey cycle	% Youth 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
Kaithal	ASER 2024	70.9	86.6	92.9	90.2	91.9
	PC survey	76.3	86.4	79.2	93.2	88.0
Kurukshetra	ASER 2024	78.2	83.3	84.6	93.3	97.6
	PC survey	78.5	91.1	93.3	95.3	92.3

Table A3 provides comparative estimates of the task-based digital skills of youth aged 14-16 in Kaithal and Kurukshetra districts from both the constituency survey and ASER 2024. The data reflects that:

- An approximately similar proportion of youth could bring a smartphone to do digital tasks in both the districts and both the cycles, with some improvement in Kaithal.
- Youth in Kurukshetra outperform their counterparts in Kaithal across all digital tasks. The most significant gap in for the browsing for information task (14 pc pts).
- Compared to ASER 2024, youth's performance on digital tasks has remained largely the same in Kaithal, except in the browsing for information task. In Kurukshetra, improvements can be seen across most tasks.

*Children were asked to bring a smartphone with good connectivity during the survey to do digital tasks.

Timeline

OCTOBER

Conceptualisation of the assessment

Naveen Jindal Foundation reached out to the ASER Centre, Pratham Education Foundation to discuss the study plan and objectives.

Pilot

A pilot was conducted to test the assessment tools and questionnaires.

NOVEMBER-DECEMBER

Preparation of material

The training and assessment materials and processes were finalised on the basis of the pilot.

Recruitment

Surveyors were recuited from the Kurukshetra PC

Training

Surveyors were trained on the survey and assessment processes.

Data collection and monitoring

The assessment was rolled out and supervised by Pratham team, who monitored the assessment on the field and via frequent calls to the surveyors.

Data recheck

ASER Centre team conducted a quality check of the filled formats, and ensured data accuracy through phone and field-based rechecks.

JANUARY-MARCH

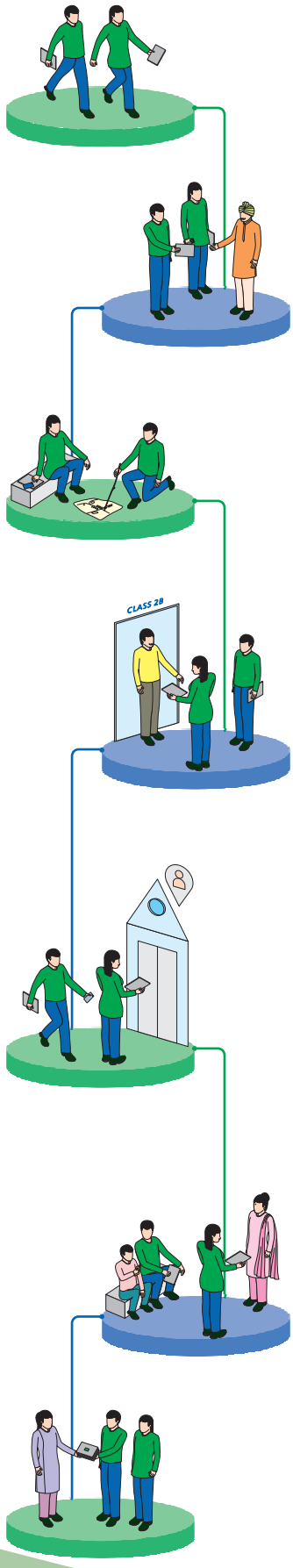
Data entry and analysis

Assessment data was entered, collated, and analysed.

Report preparation

The report was prepared including the analysed data, key findings, and recommendations for future program implementation.

Process summary



A team of two surveyors goes to the village assigned to them by the ASER team.

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

- Explain what this assessment is and why it is important, and how it will impact the development of the constituency.
- Give them the 'Letter for Sarpanch' and request their cooperation to conduct the survey in the village.

The surveyors then walk around the entire village and:

- Make a rough map of the village, marking the important landmarks. Once the surveyors 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 surveyors visit the largest government school with primary sections in the village. They:

- Meet the Head Teacher/the most senior teacher, and explain what this assessment 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 surveyors 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 and youth aged 3-18 from the selected sections/hamlets.
- Record basic information (like locked, no response, no children/youth in household, households with children/youth) about all the households they visit during the survey in the Household Log Sheet.

In each surveyed household, the surveyors:

- Record information about all children and youth in the age group of 3-18 years.
- Assess the basic reading, arithmetic, and English levels of children and youth in the age group 5-18 years and record the highest level that they can do comfortably.
- Ask youth in the age group of 14-18 years about their future aspirations, and digital literacy, and are administered a set of basic digital tasks.
- Record information about household assets.

After all households are surveyed, the surveyors submit the completed Survey Booklet to the ASER team.

Training

Surveyors were mobilised and training workshops were conducted in the two districts (Kurukshetra and Kaithal) to train surveyors on the survey and assessment processes. The training sessions equip the surveyors with the skills needed to survey a village, accurately record the required information, and assess children and youth reliably.

Standardisation in training and assessment procedures is crucial to ensure that the data collected is reliable and comparable across villages, schools and assemblies/districts. ASER Centre ensured that the guidelines and instructions for the training were kept clear and consistent so that each participant could conduct the assessment accurately.

The 3-day training workshop was structured as follows:

Classroom sessions

These sessions were designed to explain the assessment and sampling processes to the surveyors. Training materials such as an Instruction Manual for the surveyors, videos and PPTs, along with activities like role plays, demonstrations, and group work were used to make the classroom sessions effective and engaging.

Field visit

The second day of the training was allocated to pilot the entire survey process. Visits to the village and school were important for the participants to get a first hand experience of conducting the assessment.

Quiz

A quiz was administered in order to ensure that every participant had understood the survey process and assessment tasks thoroughly. In order to fill the gaps identified through quiz results, a detailed clarification session was also organised.

Assessment roll-out plan

Performance during training sessions and pilots, along with quiz results were analysed to identify underconfident or under-prepared surveyors, who were either replaced, re-trained or provided with additional support during the training workshop. The selected surveyors were assigned villages to be surveyed.

Quality control

ASER's quality control procedures are a core part of any assessment, ensuring that accurate and reliable data has been collected, following the standardised guidelines. For this assessment, these processes were implemented at each stage. The quality control process spans four stages: pre-survey, during survey, post-survey and data entry.

Pre-survey

Before the survey began, prospective surveyors were evaluated during the training workshops by the Master Trainers (from Pratham/ASER teams) and selected on the basis of their performance on three indicators:

- **Attendance:** To understand the survey processes properly, surveyors had to attend all sessions of the 3-day training workshop.
- **Quiz Results:** During the training, surveyors took a quiz on survey processes that assessed their understanding of the survey and clarifications were provided wherever needed.
- **Field Pilot performance:** Surveyors went for a field pilot to practice the survey processes in a village and a school in that village. Master Trainers monitored their performance, provided feedback and clarified doubts.

During survey

During the survey, surveyors' field activities are monitored by the Master trainers in select villages while the survey is in progress. The ASER monitoring process comprises two kinds of activities:

- **Phone Monitoring:** Master Trainers made phone calls to all surveyors on the day of the survey, and collected information on the progress of the survey and clarified their doubts. This helped in avoiding the repetition of any mistakes, and providing surveyors with immediate support.
- **Field Monitoring:** During the survey, Master Trainers accompanied those survey teams who needed additional support. The selection of these survey teams is done during the training workshop on the basis of pre-survey performance.

43.6% of the villages surveyed were monitored in the Kurukshetra Lok Sabha Constituency.

Post survey

On the completion of the survey, the recheck process was rolled out. The recheck process comprises the following activities:

- **Desk and Phone Recheck:** After the survey was completed, the Master Trainers conducted a desk recheck of all Survey Booklets in the presence of the surveyors. Apart from this, Master Trainers also called 8 out of 20 households surveyed in each village to verify that the survey was conducted, and the assessment was administered
- **Field Recheck:** Master Trainers identified villages for field recheck based on the information collected during desk recheck and phone recheck. The field recheck involved verification of various survey processes such as sampling, selection of households and children, and the recording of their general information and learning levels. To further strengthen the quality control processes, an interstate recheck was also conducted as the final stage of data quality assurance.

22.8% of the villages surveyed were rechecked and 57.4% of the villages were either monitored, rechecked, or both.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