

ANALYSIS BASED ON DATA FROM HOUSEHOLDS, 4 OUT OF 4 DISTRICTS
 Data is not presented where sample size is insufficient.

School enrollment

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

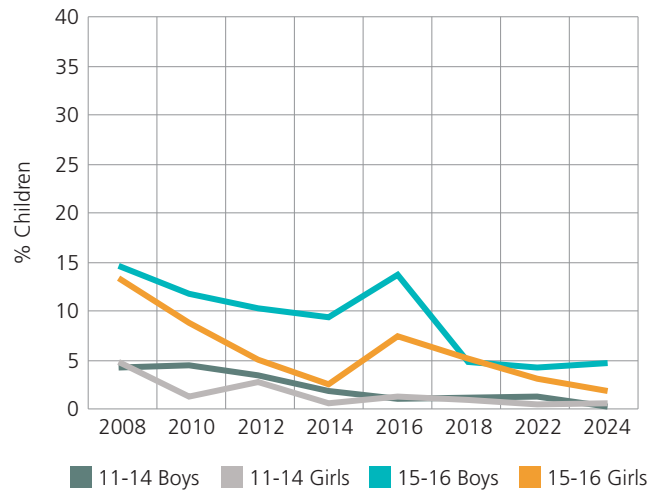
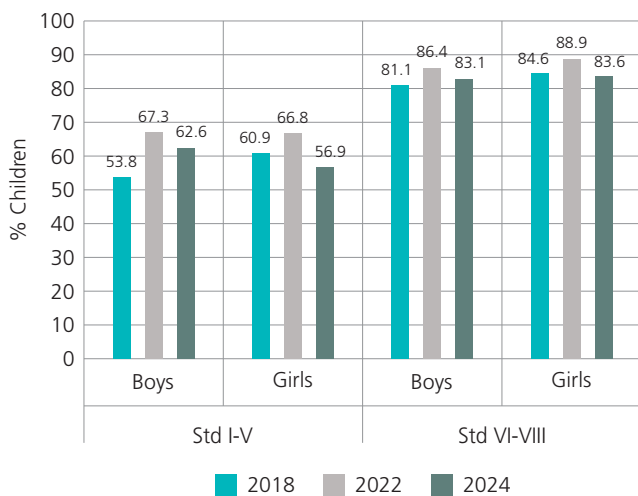


Chart 2: Trends over time % Children enrolled in govt schools in Std I-V and Std VI-VIII. By sex. 2018, 2022, 2024



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

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%.

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			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.
	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.

Reading tool

Std II level text

Salma is a little girl. She had a pretty doll. She loved playing with her doll. One day the doll fell from her hand to the floor. It broke into many pieces. Salma was very sad. She cried a lot. Her mother gave her another doll. Now she is happy again.

Std I level text

Ravi is a boy.
He has many friends.
He loves to draw.
He does not like to sing.

Letters

b s o
k m
y r h
t x

Words

ring bad
ball
cold kang
clap foot
fan
girl crow

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.



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%.

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.

Arithmetic tool

Number recognition 1-9		Number recognition 11-99		Subtraction		Division
1	4	51	83	46 - 29	63 - 39	7) 879
7	3	37	65	47 - 28	45 - 17	6) 824
6	9	55	26	92 - 76	84 - 57	8) 985
5	2	91	43	52 - 14	66 - 48	4) 517
		36	27			

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.



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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
<i>Question: Set an alarm for 8:30 in the morning.</i>	<i>Question: Search on the phone and tell me the name of the first woman President of India.</i>	<i>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.</i>

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			
14	DATA INSUFFICIENT		96.8	DATA INSUFFICIENT			90.0	DATA INSUFFICIENT			88.3	DATA INSUFFICIENT			94.4
15	DATA INSUFFICIENT		94.8	DATA INSUFFICIENT			95.3	DATA INSUFFICIENT			90.7	DATA INSUFFICIENT			94.4
16	DATA INSUFFICIENT		95.8	DATA INSUFFICIENT			92.1	DATA INSUFFICIENT			89.1	DATA INSUFFICIENT			95.9
All	DATA INSUFFICIENT		95.9	DATA INSUFFICIENT			92.3	DATA INSUFFICIENT			89.3	DATA INSUFFICIENT			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.

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.