



## School enrollment

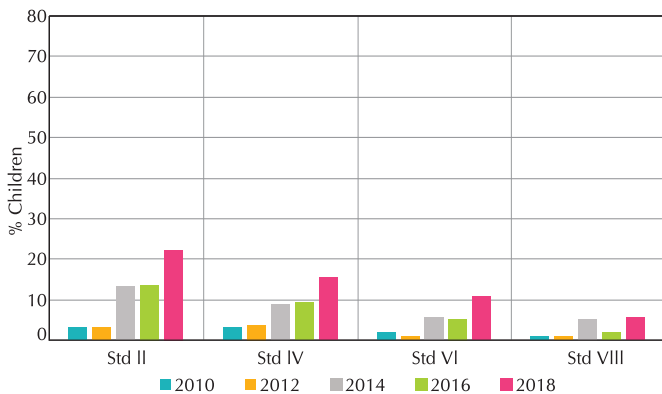
**Table 1: % Children enrolled in different types of schools by age group and gender 2018**

Age group	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	85.2	13.9	0.5	0.4	100
Age 7-16: All	85.9	12.3	0.7	1.2	100
Age 7-10: All	79.9	19.7	0.0	0.3	100
Age 7-10: Boys	76.2	23.3	0.0	0.6	100
Age 7-10: Girls	83.4	16.5	0.0	0.1	100
Age 11-14: All	89.7	9.0	1.0	0.3	100
Age 11-14: Boys	86.2	11.4	2.1	0.2	100
Age 11-14: Girls	93.0	6.7	0.0	0.4	100
Age 15-16: All	88.9	5.1	1.1	4.9	100
Age 15-16: Boys	84.7	6.2	2.0	7.1	100
Age 15-16: Girls	94.9	3.9	0.0	1.2	100

'Other' includes children going to Madarsa or EGS.

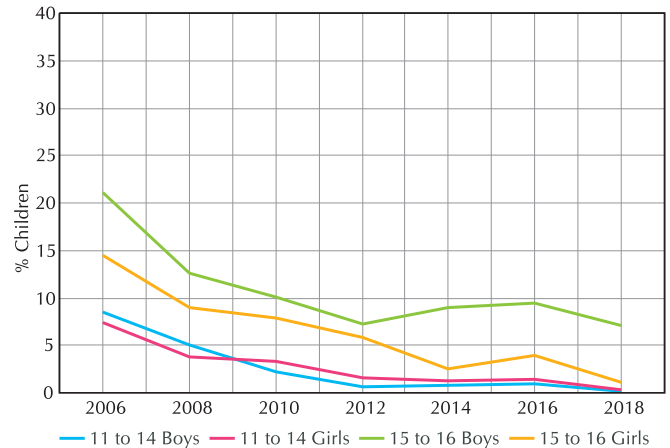
'Not in school' includes children who never enrolled or have dropped out.

**Chart 2: Trends over time**  
% Children enrolled in private schools in Std II, IV, VI and VIII  
2010, 2012, 2014, 2016 and 2018



The proportion of children going to private school often varies by grade. There are also changes over time. For example, in 2018 private school enrollment in Std II is 22.2% as compared to 5.7% in Std VIII.

**Chart 1: Trends over time**  
% Children not enrolled in school by age group and gender  
2006, 2008, 2010, 2012, 2014, 2016 and 2018



Each line shows trends in the proportion of children not enrolled in school for a particular subset of children. For example, the proportion of girls (age 15-16) not enrolled in school was 14.4% in 2006, 5.9% in 2012, and 1.2% in 2018.

**Table 2: Age-grade distribution**  
% Children in each grade by age 2018

Std \ Age	≤5	6	7	8	9	10	11	12	13	14	15	16	Total		
I	4.1	48.1	42.5	5.3									100		
II	2.6		31.2	54.3	11.0	1.0							100		
III	1.1		23.9	60.6	11.5	2.9							100		
IV	4.9			15.9	67.5	9.5	2.2						100		
V	2.0			21.5		59.3	14.1	3.1					100		
VI	4.1			23.5		59.6	10.8	2.0					100		
VII	2.1			18.7				63.4	14.1	1.8				100	
VIII	4.2			15.9					69.5	5.4	5.0				100

This table shows the age distribution for each grade. For example, of all children in Std III, 23.9% children are 8 years old but there are also 1.1% who are 7 or younger, 60.6% who are 9, 11.5% who are 10, and 2.9% who are 11 or older.

## Young children in pre-school and school

**Table 3: % Children age 3-8 enrolled in different types of pre-schools and schools 2018**

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3	73.9	2.4	11.8	0.6	0.6	0.0	10.6	100
Age 4	67.4	0.0	29.1	0.0	0.0	0.0	3.5	100
Age 5	50.9	3.4	41.4	3.0	1.1	0.0	0.3	100
Age 6	24.4	0.5	26.7	41.5	5.8	0.0	1.1	100
Age 7	8.0	1.7	6.4	63.8	18.8	0.0	1.2	100
Age 8	0.9	2.0	0.3	71.3	25.6	0.0	0.0	100



Data is not presented where sample size is insufficient.

## Reading

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

**Table 4: % Children by grade and reading level**  
All children 2018

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	18.0	43.2	23.6	11.8	3.4	100
II	12.6	31.3	28.2	15.7	12.2	100
III	7.1	19.4	26.6	21.3	25.6	100
IV	2.7	16.4	27.6	25.5	27.7	100
V	2.8	7.3	18.9	26.0	45.0	100
VI	2.6	7.7	10.6	25.7	53.4	100
VII	0.8	3.5	11.9	17.4	66.4	100
VIII	0.0	2.5	10.9	18.4	68.3	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, 7.1% cannot even read letters, 19.4% can read letters but not words or higher, 26.6% can read words but not Std I level text or higher, 21.3% can read Std I level text but not Std II level text, and 25.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

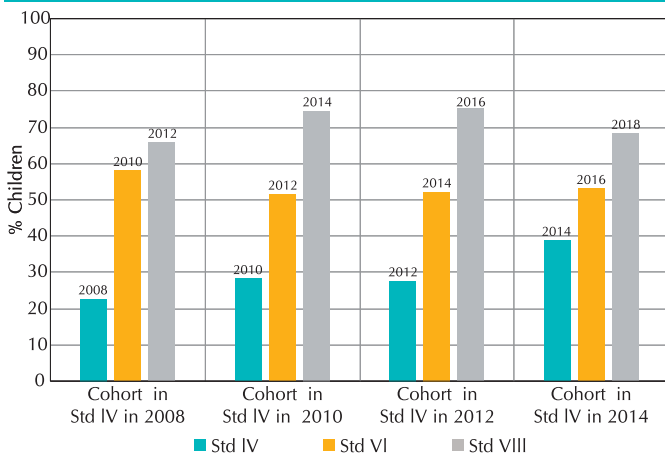
**Table 5: Trends over time**  
Reading in Std III by school type  
2012, 2014, 2016 and 2018

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	15.7		16.8
2014	25.6		24.4
2016	27.3		28.0
2018	25.3		25.6

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

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

**Chart 3: Trends over time**  
% Children who can read Std II level text  
Cohorts of children in Std IV in 2008, 2010, 2012 and 2014



This graph shows the progress of four cohorts from Std IV to Std VIII. For example, the first cohort was in Std IV in 2008, in Std VI in 2010, and in Std VIII in 2012. For this cohort, % children who could read Std II level text in Std IV (in 2008) was 22.8% and in Std VI (in 2010) was 58%. When the cohort reached Std VIII in 2012, this figure was 65.8%. The progress of each of these cohorts can be understood in the same way.

## Reading Tool (Bengali)

Std II level text	Std I level text
<p>তিথি বাড়ির একমাত্র মেয়ে। বাবা মা তাকে খুব ভালোবাসেন। সে মাছ বেতে ভালোবাসে। গর বাবা রোজ বাড়িতে মাছ আনেন। তিথি তখন মায়ের পাশে ঘুরঘুর করতে থাকে। মাছ তেলে ছাড়া হলেই তার মন খুশিতে ভরে যায়। তিথি একসাথে তিন চারটে মাছ ভাজা খেয়ে নেয়। বাবা তিথিকে নিয়ে বাজারে যান। মাঝে মাঝে বাজার থেকে বাবা হালিস মাছও আনেন। সেদিন তিথির খুশির সীমা থাকে না।</p>	<p>আজ মাঠে মেলা বসেছে। রানা আর মালা মেলায় যাবে। সাথে যাবে মা আর বাবা। ওরা সবাই জিলিপি খাবে।</p>
<p>Letters</p> <p>ন প ম চ স থ গ দ র ল</p>	<p>Words</p> <p>বাঘ নোট নালা দিন চুন কোঁটা রানী শেষ ভোট বুড়ো</p>

**Table 6: Trends over time**  
Reading in Std V and Std VIII by school type  
2012, 2014, 2016 and 2018

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	36.5		36.8	65.7		66.0
2014	45.2		45.7	75.0		74.3
2016	49.0		51.0	75.1		75.3
2018	45.9		45.2	68.3		68.3

\* 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 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 2018**

Std	Not even 1-9	Recognize numbers		Subtract	Divide	Total
		1-9	10-99			
I	12.9	50.8	29.9	4.4	1.9	100
II	9.9	37.2	39.1	11.5	2.3	100
III	2.9	23.7	38.6	28.6	6.2	100
IV	0.6	24.4	38.1	24.7	12.1	100
V	1.3	13.7	37.1	28.7	19.2	100
VI	0.4	5.1	47.8	25.3	21.5	100
VII	0.0	6.1	34.3	37.2	22.4	100
VIII	0.0	5.2	33.8	30.3	30.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 2.9% cannot even recognize numbers 1-9, 23.7% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 38.6% can recognize numbers up to 99 but cannot do subtraction, 28.6% can do subtraction but cannot do division, and 6.2% can do division. For each grade, the total of these exclusive categories is 100%.

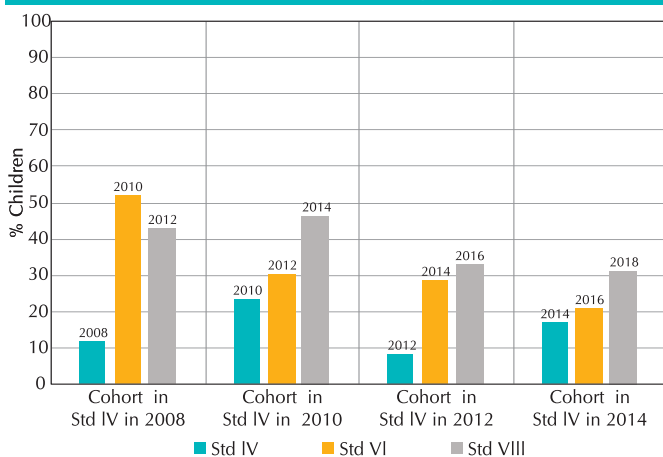
**Table 8: Trends over time Arithmetic in Std III by school type 2012, 2014, 2016 and 2018**

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	28.0		29.6
2014	35.8		38.4
2016	33.0		36.0
2018	33.1		34.8

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

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

**Chart 4: Trends over time % Children who can do division Cohorts of children in Std IV in 2008, 2010, 2012 and 2014**



This graph shows the progress of four cohorts from Std IV to Std VIII. For example, the first cohort was in Std IV in 2008, in Std VI in 2010, and in Std VIII in 2012. For this cohort, % children who were at division level in Std IV (in 2008) was 11.7% and in Std VI (in 2010) was 51.8%. When the cohort reached Std VIII in 2012, this figure was 42.9%. The progress of each of these cohorts can be understood in the same way.

## Arithmetic Tool (Bengali)

সংখ্যা পরিচয় ১-৯	সংখ্যা পরিচয় ১০-৯৯	বিয়োগ	ভাগ
৫ ৭	৭৪ ২৩	৬৩ ৫১ - ৪৪ - ৩৫	৭)৮৯৮(
৮ ৪	৯১ ৮৬	৯২ ৭১ - ৪৮ - ৩৫	৪)৬৫৯(
২ ৯	২৪ ৭৯	৪৫ ৩৪ - ২৭ - ১৯	৮)৯৪৬(
৩ ১	৩৭ ৬১	৪৩ ৪৬ - ২৯ - ১৭	৬)৭৫৭(

শুভ্রী বিয়োগ করুন, ভুলি পরিচয় করে যান।  
 শুভ্রী বিয়োগ করুন, ভুলি পরিচয় করে যান।  
 সে কোণে ভুলি করতে যান, ভুলি পরিচয় করে যান।  
 সে কোণে ভুলি করতে যান, ভুলি পরিচয় করে যান।

**Table 9: Trends over time Arithmetic in Std V and Std VIII by school type 2012, 2014, 2016 and 2018**

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	20.5		20.8	42.2		42.7
2014	20.8		22.6	45.1		46.2
2016	17.3		19.9	33.5		32.9
2018	16.6		19.1	30.6		31.0

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



Data is not presented where sample size is insufficient.

## Basic reading and arithmetic

**Table 10: Basic reading by age group and gender 2018**

Age group	% Children who can read Std II level text		
	Male	Female	All
Age 8-10	23.9	27.0	25.5
Age 11-13	54.4	56.7	55.5
Age 14-16	66.4	81.4	74.1

**Table 11: Basic arithmetic by age group and gender 2018**

Age group	% Children who can do at least subtraction			% Children who can do division		
	Male	Female	All	Male	Female	All
Age 8-10	33.2	33.0	33.1	9.4	8.6	9.0
Age 11-13	51.7	50.6	51.2	22.0	19.4	20.7
Age 14-16	59.3	67.0	63.2	31.1	36.4	33.8

## Beyond basics

These questions were asked only to children in the age group 14-16. For each task, the surveyor showed the visual and read out the question to the child. The exact answer given by the child was recorded. The results are reported only for those children who were able to do at least subtraction correctly.

**Calculating time**

যদি মেয়েটি রাতে এই সময়ে ঘুমোয় এবং সকালে এই সময়ে খুম থেকে ওঠে। তাহলে মেয়েটি মেটি কত ঘণ্টা ঘুমোয় ?

**Applying unitary method**

যদি 15 লিটার জল শুষ্ক করতে ৩টি ট্যাবলেট লাগে, তাহলে 40 লিটার জল শুষ্ক করতে কয়টি ট্যাবলেট লাগবে ?

**Financial decision making**

বাড়ারে দুটো বইয়ের দোকান আছে, সেখানে ৫টি বইয়ের সেট পাওয়া যায়। যদি তোমাকে ঐ ৫ টি বইয়ের সেট কিনতে হয়, তাহলে তোমাকে কমপক্ষে কত টাকা খরচ করতে হবে ?

1 নং দোকান-মূল্য তালিকা		2 নং দোকান-মূল্য তালিকা	
বইয়ের নাম	মূল্য	বইয়ের নাম	মূল্য
বিজ্ঞান	বিশেষ ছাড় !!	বিজ্ঞান	₹ 80
অঙ্ক	শুধুমাত্র ₹ 299	অঙ্ক	₹ 30
বাংলা		বাংলা	₹ 70
ইংরেজী		ইংরেজী	₹ 60
ইতিহাস		ইতিহাস	₹ 40

**Calculating discount**

এখানে একটি টি-শার্ট এর মূল্য দেওয়া আছে এবং সেটি 10 শতাংশ ছাড় এ পাওয়া যাচ্ছে। যদি তুমি টি-শার্টটি কিনতে চাও, তাহলে তোমাকে কত টাকা খরচ করতে হবে ?

**Table 12: Of all children who can do subtraction but not division, % children who can correctly answer by age and gender 2018**

Age	Calculating time			Applying unitary method			Financial decision making			Calculating discount		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Age 14	27.6	15.0	20.0	27.0	11.5	17.6	26.7	21.8	23.7	12.3	2.4	6.3
Age 15	23.5	29.3	26.0	25.1	32.0	28.0	5.2	34.6	17.7	13.1	10.1	11.8
Age 16	20.1	26.7	24.1	20.1	28.7	25.4	12.9	11.8	12.2	12.9	24.2	19.8
Age 14-16	24.1	21.9	22.9	24.5	21.6	22.9	15.2	21.3	18.6	12.8	11.2	11.9

**Table 13: Of all children who can do division, % children who can correctly answer by age and gender 2018**

Age	Calculating time			Applying unitary method			Financial decision making			Calculating discount		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Age 14	44.2	37.8	40.1	52.6	42.5	46.2	15.2	29.9	24.5	27.6	27.4	27.5
Age 15	35.1	13.5	23.7	64.2	29.5	45.9	31.2	19.5	25.0	55.2	8.4	30.5
Age 16	44.0	52.3	47.9	45.7	33.3	39.8	27.1	28.4	27.7	30.1	61.5	44.9
Age 14-16	41.1	34.0	37.1	54.2	36.5	44.4	24.4	26.5	25.5	37.6	29.7	33.2



## School observations

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

**Table 14: Trends over time  
Number of schools visited  
2010, 2014, 2016 and 2018**

	2010	2014	2016	2018
Primary schools (Std I-IV/V)	44	58	75	45
Upper primary schools (Std I-VII/VIII)	54	47	36	70
Total schools visited	98	105	111	115

**Table 15: Trends over time  
Student and teacher attendance on the day of visit  
2010, 2014, 2016 and 2018**

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2014	2016	2018
% Enrolled children present (Average)	64.7	70.9	72.1	63.1
% Teachers present (Average)	84.6	87.7	87.4	81.8

**Table 16: Trends over time  
Multigrade classes  
2010, 2014, 2016 and 2018**

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2014	2016	2018
% Schools where Std II children were observed sitting with one or more other classes	39.6	43.7	41.8	53.5
% Schools where Std IV children were observed sitting with one or more other classes	22.2	29.9	20.2	27.4

## School facilities

**Table 17: Trends over time  
% Schools with selected facilities  
2010, 2014, 2016 and 2018**

% Schools with		2010	2014	2016	2018
Mid-day meal	Kitchen shed for cooking mid-day meal	88.2	97.1	99.1	98.3
	Mid-day meal served in school on day of visit	74.7	97.1	98.2	96.5
Drinking water	No facility for drinking water	32.6	33.3	29.1	39.5
	Facility but no drinking water available	27.4	10.5	11.8	14.9
	Drinking water available	40.0	56.2	59.1	45.6
Total		100	100	100	100
Toilet	No toilet facility	8.6	3.9	4.5	6.1
	Facility but toilet not useable	48.4	37.5	29.7	40.9
	Toilet useable	43.0	58.7	65.8	53.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	48.5	20.0	39.0	37.4
	Separate provision but locked	15.2	17.1	12.0	20.6
	Separate provision, unlocked but not useable	6.1	5.7	9.0	9.4
	Separate provision, unlocked and useable	30.3	57.1	40.0	32.7
	Total	100	100	100	100
Library	No library	64.6	40.0	50.0	58.8
	Library but no books being used by children on day of visit	15.6	16.2	10.9	11.4
	Library books being used by children on day of visit	19.8	43.8	39.1	29.8
	Total	100	100	100	100
Electricity	Electricity connection		38.0	51.3	
	Of schools with electricity connection, % schools with electricity available on day of visit		90.0	82.1	
Computer	No computer available for children to use	91.5	92.2	89.9	95.6
	Available but not being used by children on day of visit	3.2	3.9	8.3	3.5
	Computer being used by children on day of visit	5.3	3.9	1.8	0.9
	Total	100	100	100	100



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 18: Trends over time  
 % Schools with total enrollment of 60 or less  
 2010, 2014, 2016 and 2018**

	2010	2014	2016	2018
All schools (Std I-IV/V and Std I-VII/VIII)	9.4	21.9	24.6	28.7

**Table 19: Physical education and sports in schools 2018**

% Schools with		All schools (Std I-IV/V and Std I-VII/VIII)
Dedicated time for physical education	Physical education period in the timetable	36.6
	No physical education period but dedicated time allotted	23.2
	No physical education period and no dedicated time allotted	40.2
	Total	100
Physical education teacher	Separate physical education teacher	9.3
	Other physical education teacher	39.8
	No physical education teacher	50.9
	Total	100
Playground	Playground inside the school premises	85.7
	Playground outside the school premises	3.6
	No accessible playground	10.7
	Total	100
Availability of any sports equipment		54.9
Supervised physical education activity observed on day of visit		15.0

**Table 20: School Management Committee (SMC) in schools  
 2014, 2016 and 2018**

	2014	2016	2018
% Schools which reported having an SMC	96.2	99.1	99.1
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	17.7	8.3	11.6
Between July and September	76.0	47.7	87.5
After September	6.3	44.0	0.9

