

School enrollment

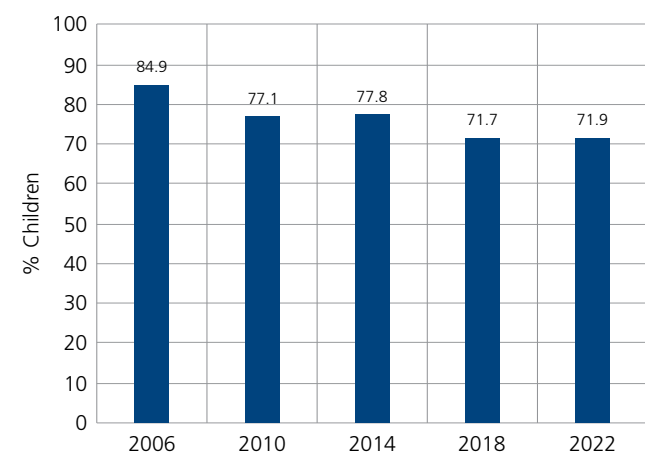
Table 1: % Children enrolled in different types of schools. By age group and sex. 2022

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

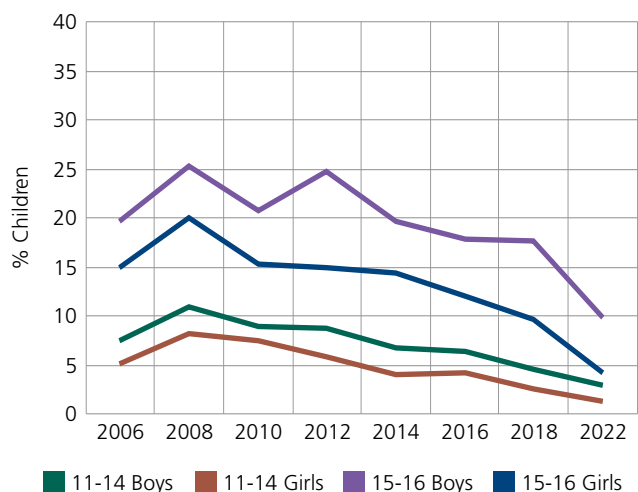
'Other' includes children going to Madarsa or EGS.

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

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



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



Young children in pre-school and school

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

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

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

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

Data is not presented where sample size is insufficient.

Reading

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

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

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

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

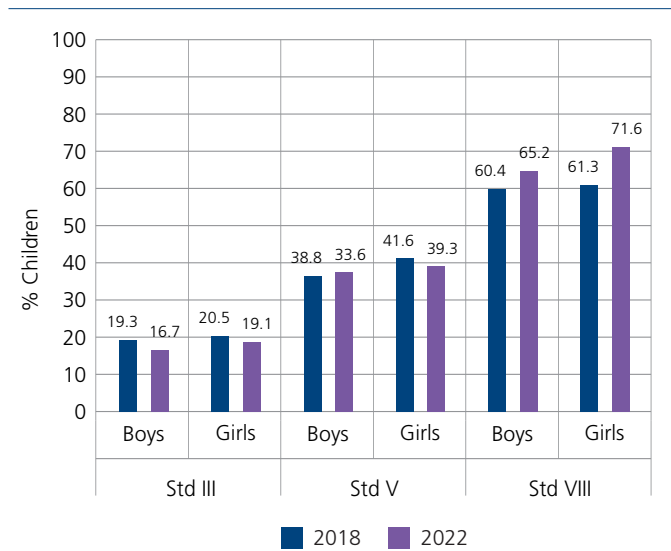
Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

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

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.

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

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



Reading tool

Std II level text

জেউতি আৰু মাইনু সখী। দুয়ো একেলগে খেলা-ধুলা কৰে। এদিন দুয়োৰে আম খাবলৈ মন গ'ল। দুয়োৰে ঘৰত আমৰ গছ নাই। সেইবাবে দুয়োজনীয়ে গাঁৱত থকা আমৰ বাগিচালৈ গ'ল। সেই সময়ত বাগিচাৰ চকিদাৰজন আম গছৰ তলতে বহি আছিল। দুয়োজনীয়ে বাগিচাৰ চকিদাৰজনক সুধি গছৰ পৰা আম পাৰি খালে। আবেলি হোৱাৰ আগতে দুয়োজনীয়ে বং মনেৰে ঘৰলৈ উভতিল।

Std I level text

মমীৰ এজনী ছাগলী আছে।
 ছাগলীজনীৰ নাম মিঠু।
 তাইৰ দুটা পোৱালী আছে।
 এজনী চিকু আনজনী পিকু।

Letters

ল ন ফ
 হ ট
 ধ শ ত
 জ চ

Words

ফুল জাপি
 মৃগ
 পানী খেল
 ধূপ কোঠা
 হীৰা
 টকা ভাটো

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

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

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



Data is not presented where sample size is insufficient.

Arithmetic

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

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

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

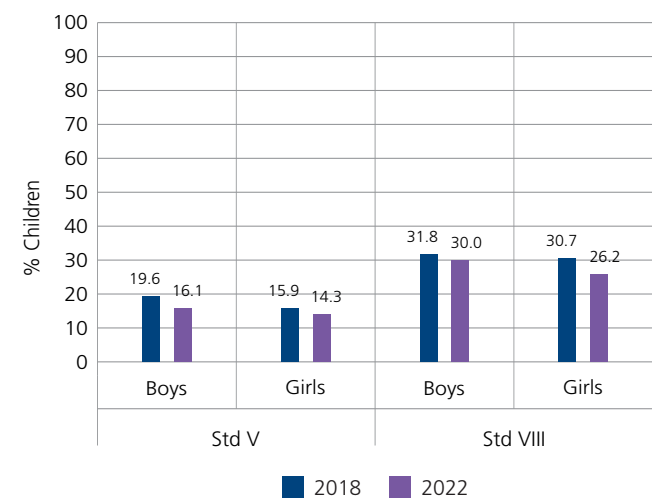
The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 7.8% cannot even recognise 1-9, 35% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 32.8% can recognise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

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

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

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

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



Arithmetic tool

সংখ্যা চিনাক্তকৰণ ১-৯	সংখ্যা চিনাক্তকৰণ ১১-৯৯	বিয়োগ		হৰণ
৩ ৭	৬৫ ৩৮	৪১ - ১৩	৬৪ - ৪৮	৭) ৯২৮
১ ৪	৯২ ২৩	৮৪ - ৪৯	৭৩ - ৩৬	৬) ৭৬৯
৮ ২	৪৭ ৭২	৫৬ - ৩৭	৩১ - ১৩	৮) ৯৮৭
৫ ৯	৫৪ ৮৭	৪৫ - ১৮	৫৩ - ২৪	৪) ৫১৯

এটা সুবিধ, তাৰে এটা শুদ্ধ হ'ব লাগিব। এটা সুবিধ, তাৰে এটা শুদ্ধ হ'ব লাগিব। এটা কৰিবলৈ নিয়ম, দুয়োটিই শুদ্ধ হ'ব লাগিব। এটা কৰিবলৈ নিয়ম, সেইটো শুদ্ধ হ'ব লাগিব।

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

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

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



Data is not presented where sample size is insufficient.

Reading and comprehension in English

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

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

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

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

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

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

Paid tuition classes

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

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

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

English tool

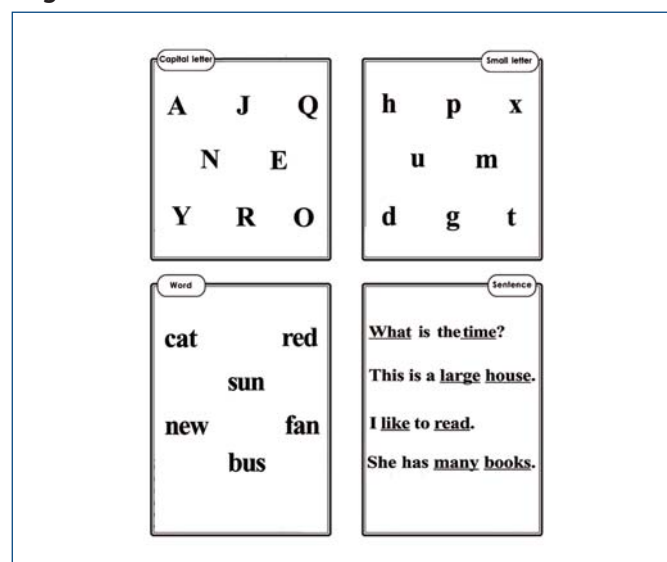
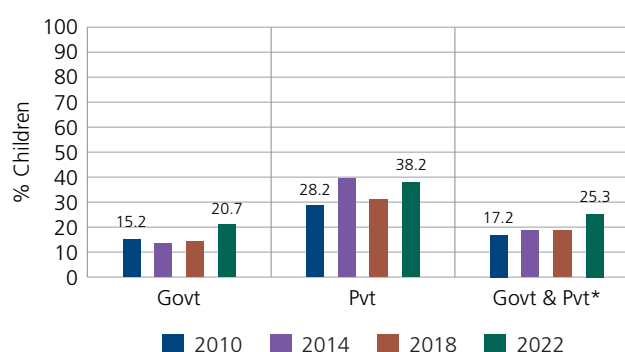


Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

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

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

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



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

Data is not presented where sample size is insufficient.

School observations

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

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

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

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

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

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

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

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

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

School facilities

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

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



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

Data is not presented where sample size is insufficient.

Other school indicators

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

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

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



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

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

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

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

Table 22: Distribution of language and math textbooks. 2022

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

Table 23: Distribution of uniforms. 2022

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

Table 24: Annual Composite Grant. 2022

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



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

**All schools include primary schools and upper primary schools.