

## School enrollment

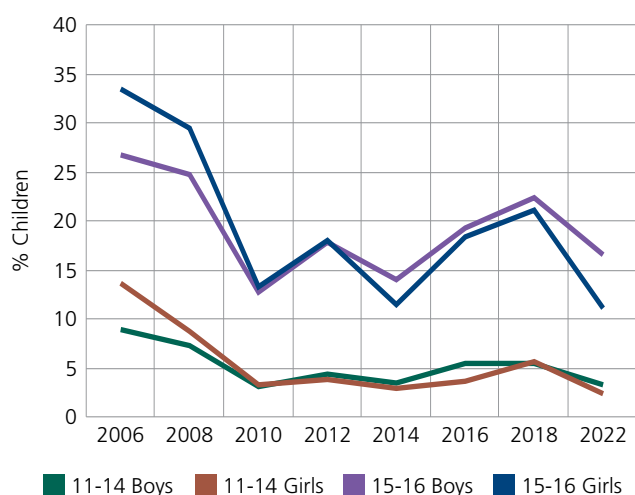
**Table 1: % Children enrolled in different types of schools. By age group and sex. 2022**

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	81.6	16.4	0.1	1.9	100
Age 7-16: All	80.7	15.5	0.1	3.7	100
Age 7-10: All	81.2	17.7	0.1	1.0	100
Age 7-10: Boys	80.0	18.9	0.1	1.0	100
Age 7-10: Girls	82.4	16.6	0.0	1.0	100
Age 11-14: All	82.6	14.6	0.0	2.8	100
Age 11-14: Boys	80.6	16.1	0.1	3.3	100
Age 11-14: Girls	84.3	13.3	0.0	2.4	100
Age 15-16: All	74.4	12.0	0.0	13.6	100
Age 15-16: Boys	70.3	13.2	0.0	16.5	100
Age 15-16: Girls	77.8	11.0	0.0	11.2	100

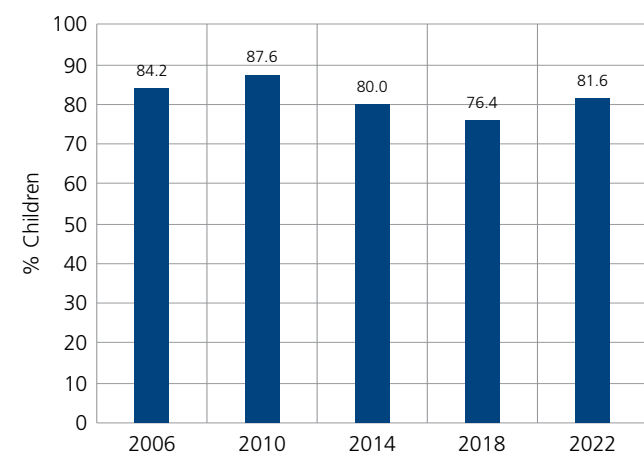
'Other' includes children going to Madarsa or EGS.

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

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



**Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 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	75.4	0.0	9.1	0.6	0.4	0.0	14.5	100
Age 4	69.9	0.3	19.8	1.4	1.1	0.0	7.6	100
Age 5	45.4	0.5	25.5	16.4	7.3	0.0	5.0	100
Age 6	7.8	0.0	7.4	60.4	21.8	0.0	2.6	100
Age 7	0.7	0.0	2.0	71.3	24.8	0.0	1.2	100
Age 8	0.6	0.0	0.2	73.2	24.4	0.0	1.6	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	81.1	0.3	6.5	0.5	0.2	0.0	11.5	100
Age 4	75.1	0.5	15.7	1.9	0.7	0.0	6.1	100
Age 5	54.3	0.8	22.3	13.2	4.7	0.0	4.7	100
Age 6	9.9	0.2	8.5	64.0	15.8	0.0	1.6	100
Age 7	1.2	0.2	2.2	77.5	17.8	0.1	1.1	100
Age 8	0.4	0.0	0.2	79.7	18.9	0.1	0.8	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	42.8	46.6	6.1	2.4	2.0	100
II	19.3	45.9	13.5	10.6	10.7	100
III	13.0	32.8	14.6	15.4	24.2	100
IV	7.8	22.9	11.6	18.4	39.3	100
V	5.2	14.9	8.3	16.4	55.2	100
VI	3.6	11.9	6.8	14.8	62.9	100
VII	2.5	7.6	4.8	10.9	74.3	100
VIII	1.5	4.8	3.4	7.9	82.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 13% cannot even read letters, 32.8% can read letters but not words or higher, 14.6% can read words but not Std I level text or higher, 15.4% can read Std I level text but not Std II level text, and 24.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

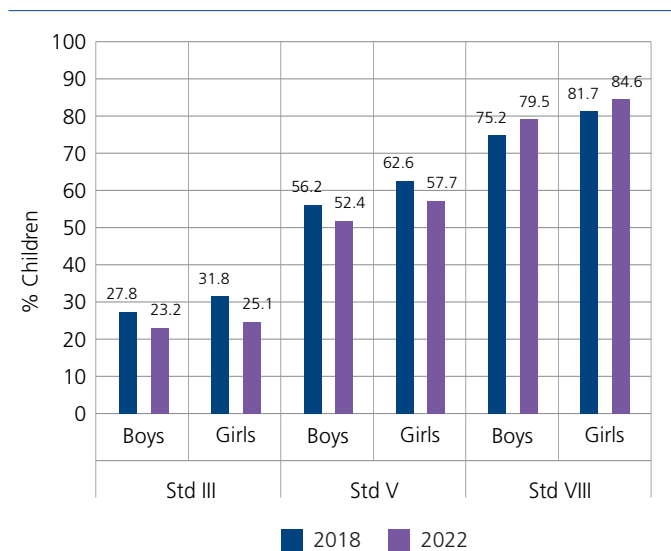
**Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022**

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	15.7	41.0	19.9
2014	15.4	42.3	21.3
2016	22.2	47.3	28.1
2018	25.0	46.7	29.8
2022	20.7	40.7	24.2

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

राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता था। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज साथ-साथ मौज-मस्ती करते थे।

Std I level text

हर रविवार नानी घर आती है। हमारे लिए मिठाई लाती है। मैं नानी के साथ सोता हूँ। वह मुझे कहानी सुनाती है।

Letters

ह च ट  
ल न  
फ म र  
स त

Words

कुल बड़ा  
रोटी  
पानी चूना  
चलो हीरा  
घेर  
देर कौन

**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	44.0	64.2	46.2	76.2		77.5
2014	47.1	76.6	52.4	73.8	90.6	75.9
2016	51.0	75.9	56.0	70.9	89.9	73.5
2018	57.1	70.2	59.6	77.0	87.8	78.7
2022	52.7	68.1	55.2	81.1	91.6	82.4

\*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	31.5	52.3	14.9	1.0	0.3	100
II	10.1	50.6	30.5	8.2	0.6	100
III	6.5	39.7	34.2	15.8	3.8	100
IV	3.7	29.6	33.2	21.1	12.4	100
V	2.0	19.7	29.4	24.0	24.9	100
VI	1.5	14.9	34.8	23.1	25.8	100
VII	0.9	9.8	35.2	23.9	30.2	100
VIII	0.8	6.6	31.4	20.1	41.1	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 6.5% cannot even recognise 1-9, 39.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 34.2% can recognise numbers up to 99 but cannot do subtraction, 15.8% can do subtraction but cannot do division, and 3.8% can do division. For each grade, the total of these exclusive categories is 100%.

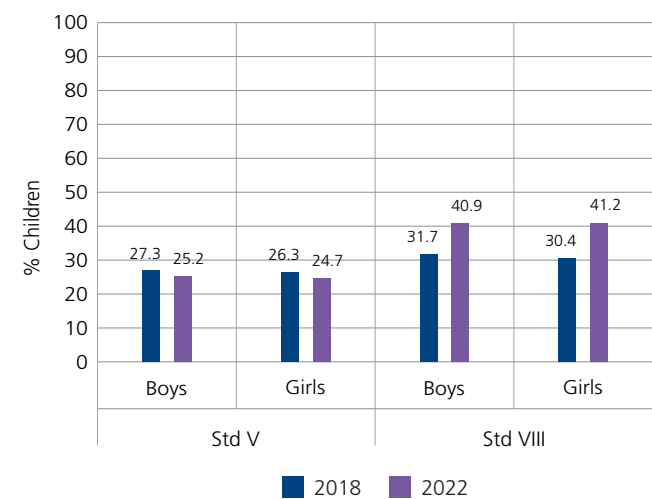
**Table 8: Trends over time Arithmetic in Std III. By school type. 2012, 2014, 2016, 2018, 2022**

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	12.1	27.3	14.6
2014	9.6	31.1	14.2
2016	14.5	37.7	20.0
2018	16.0	30.7	19.3
2022	16.0	36.0	19.5

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.

\*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

अंक पहचान 1-9		संख्या पहचान 11-99		घटाव		भाग
2	7	76	58	74 - 57	63 - 27	8) 993
5	3	48	99	47 - 29	84 - 35	6) 758
9	8	34	61	41 - 15	32 - 17	7) 865
4	1	46	25	31 - 18	68 - 49	4) 658

बच्चे से कोई भी 8 अंक पहचानने को माँगे। कम से कम 4 सही होने चाहिए।  
 बच्चे से कोई भी 8 संख्या पहचानने को माँगे। कम से कम 4 सही होने चाहिए।  
 बच्चे से कोई भी 2 घटाव को हल करने को माँगे। दोनों ही सही होने चाहिए।  
 बच्चे से कोई भी 1 भाग का हल करने को माँगे। सही होना चाहिए।

**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	13.1	22.3	14.1	29.8		31.4
2014	14.1	35.7	18.0	25.4	58.7	29.6
2016	18.6	40.8	23.1	25.3	45.6	28.1
2018	26.1	30.2	26.9	28.0	47.3	31.0
2022	22.8	36.0	24.9	38.6	58.6	41.1

\*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	46.0	23.0	28.1	1.8	1.2	100
II	25.5	23.0	45.8	3.9	1.9	100
III	21.4	20.8	48.2	5.3	4.4	100
IV	15.2	16.3	49.4	9.7	9.5	100
V	9.3	13.0	48.2	13.6	16.0	100
VI	7.5	10.5	43.8	16.1	22.1	100
VII	4.8	7.2	37.9	16.7	33.4	100
VIII	3.5	4.6	31.8	17.6	42.6	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 21.4% cannot even read capital letters, 20.8% can read capital letters but not small letters or more, 48.2% can read small letters but not words or more, 5.3% can read words but not sentences, and 4.4% 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		
II	48.9	
III	51.5	55.4
IV	48.2	58.0
V	47.9	58.4
VI	41.8	56.3
VII	49.0	60.6
VIII	50.0	64.3

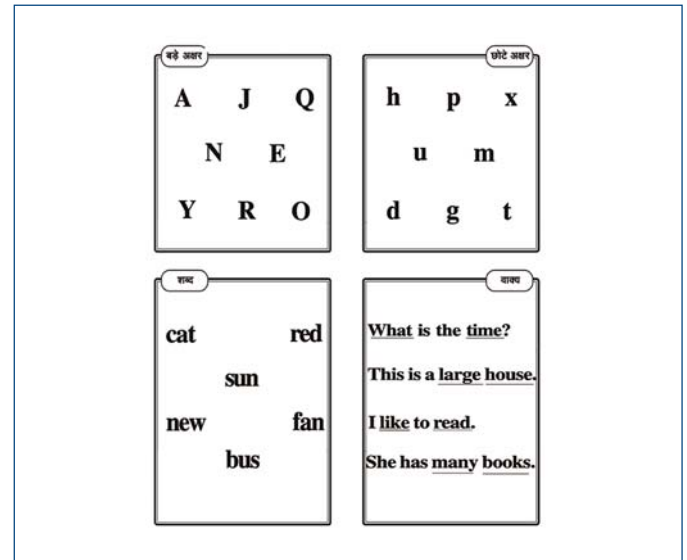
## Paid tuition classes

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

Std	Govt	Pvt	Govt & Pvt*
I	2.3	8.3	3.7
II	4.8	10.9	6.0
III	4.3	8.2	5.0
IV	5.3	14.0	6.7
V	5.2	14.2	6.6
VI	3.0	13.6	4.7
VII	2.9	9.3	3.9
VIII	3.3	12.0	4.4
All	3.9	11.1	5.2

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

## English tool

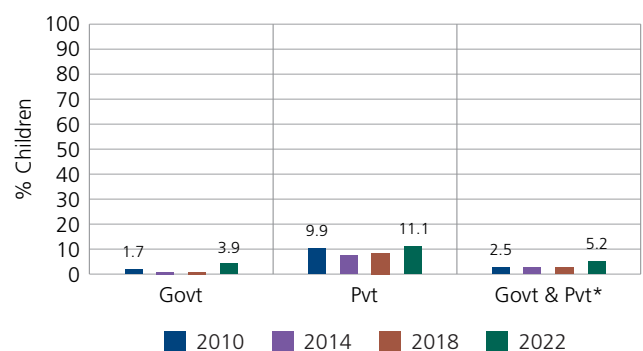


**Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022**

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	5.0	24.7	7.2	28.2		31.2
2014	6.2	31.0	10.7	28.4	60.9	32.4
2016	9.5	43.4	16.3	31.8	63.6	36.2
2022	11.3	40.7	16.0	38.9	68.6	42.6

\*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*	301	431	459	1545
Upper primary schools*	124	11	9	57
Total schools visited	425	442	468	1602

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

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	70.5	74.6	75.2	70.9
% Teachers present (Average)	86.5	82.2	84.2	86.8

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

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	64.8	76.2	71.3	79.5
% Schools where Std IV children were observed sitting with any other Std	51.1	53.9	53.3	65.5

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

	2010	2014	2018	2022
All schools	16.1	33.6	40.2	44.3

## 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	94.6	86.1	91.7	93.4
	Kitchen/shed for cooking mid-day meal	86.1	92.9	97.0	93.4
Drinking water	No facility for drinking water	12.9	10.2	7.9	7.3
	Facility but no drinking water available	9.6	9.5	9.6	10.4
	Drinking water available	77.6	80.3	82.5	82.3
	Total	100	100	100	100
Toilet	No toilet facility	28.9	8.2	2.1	6.1
	Facility but toilet not useable	41.5	22.9	12.2	22.4
	Toilet useable	29.6	68.9	85.7	71.5
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	46.2	29.8	10.1	16.6
	Separate provision but locked	16.3	7.6	3.2	7.4
	Separate provision, unlocked but not useable	17.5	9.2	11.0	16.0
	Separate provision, unlocked and useable	20.0	53.4	75.7	60.0
	Total	100	100	100	100
Library	No library	27.1	10.5	10.3	15.9
	Library but no books being used by children on day of visit	36.5	63.3	66.0	59.2
	Library books being used by children on day of visit	36.5	26.2	23.8	25.0
	Total	100	100	100	100
Electricity	Electricity connection			91.6	92.1
	Of schools with electricity connection, % schools with electricity available on day of visit			82.0	83.4
Computer	No computer available for children to use	95.9	99.5	97.7	96.9
	Computer available but not being used by children on day of visit	2.4	0.5	1.9	2.8
	Computer being used by children on day of visit	1.7	0.0	0.4	0.3
	Total	100	100	100	100



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

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

Data is not presented where sample size is insufficient.

## Other school indicators

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

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

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			91.3
Physical education teacher	Separate teacher	8.5	2.3
	Any other teacher	73.4	76.2
	No teacher	18.1	21.5
	Total	100	100
Playground in the school		68.8	71.5
Sports equipment available		49.6	90.3



**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
All schools	84.1	82.9

**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
All schools	35.6	11.6	2.6	3.0

**Table 22: Distribution of language and math textbooks. 2022**

% Schools where textbooks distributed to	All grades	Some grades	No grades/don't know	Total
All schools	97.7	2.1	0.3	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	98.6	1.0	0.4	100	

**Table 24: Annual Composite Grant. 2022**

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	82.6	87.3
	Half financial year: April 2022-date of survey	67.4	16.2



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