Nagaland RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 9 OUT OF 11 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.
2022**

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	50.8	48.5	0.0	0.7	100
Age 7-16: All	50.6	47.4	0.1	1.9	100
Age 7-10: All	49.5	50.2	0.0	0.3	100
Age 7-10: Boys	49.9	49.8	0.0	0.3	100
Age 7-10: Girls	49.7	50.0	0.0	0.3	100
Age 11-14: All	51.8	47.0	0.0	1.3	100
Age 11-14: Boys	50.0	48.6	0.0	1.4	100
Age 11-14: Girls	53.7	45.1	0.0	1.2	100
Age 15-16: All	50.8	39.5	0.3	9.4	100
Age 15-16: Boys	49.0	40.0	0.7	10.3	100
Age 15-16: Girls	52.5	38.8	0.0	8.7	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
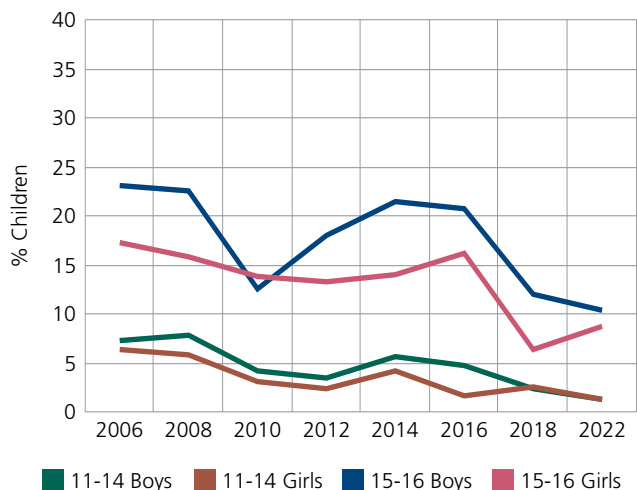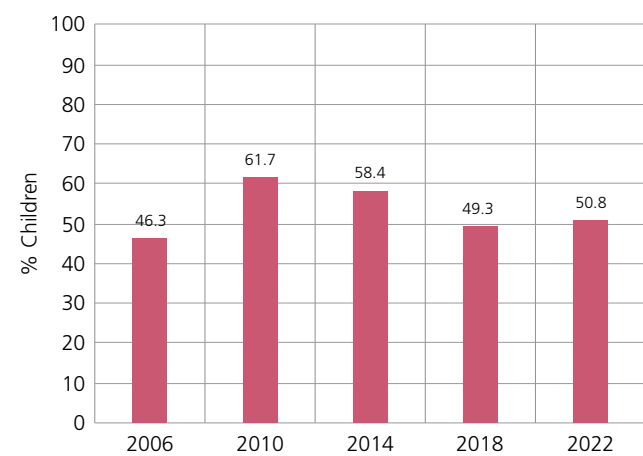% Children not enrolled in school. By age group and sex.
2006-2022**

■ 11-14 Boys   ■ 11-14 Girls   ■ 15-16 Boys   ■ 15-16 Girls

**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	22.7	9.6	5.9	1.4	0.6	0.0	59.9	100
Age 4	8.8	35.4	33.6	1.7	1.7	0.2	18.7	100
Age 5	4.4	40.7	40.5	6.5	4.0	0.0	3.9	100
Age 6	11.7	20.0	24.2	22.6	19.6	0.0	1.9	100
Age 7	10.9	9.0	9.2	34.7	35.2	0.0	1.0	100
Age 8	3.2	6.7	6.0	41.3	41.2	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	23.1	19.4	10.6	0.4	0.0	0.0	46.5	100
Age 4	3.9	48.6	37.5	0.9	2.1	0.0	7.1	100
Age 5	0.9	47.9	41.8	4.3	3.9	0.0	1.2	100
Age 6	0.5	30.2	27.5	22.5	19.2	0.0	0.1	100
Age 7	0.0	10.7	6.2	38.1	44.8	0.0	0.1	100
Age 8	0.1	2.4	1.6	47.5	48.1	0.0	0.4	100

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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

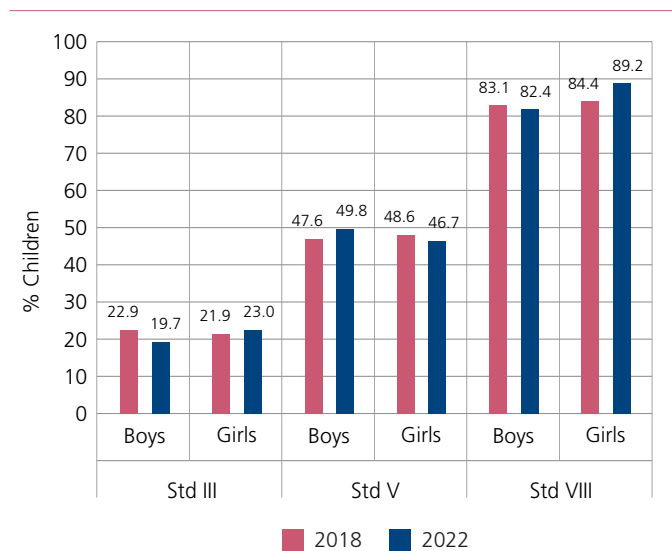| Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	10.8	37.0	43.1	7.1	2.0	100
II	5.5	21.3	44.3	19.2	9.8	100
III	3.1	7.8	39.7	28.2	21.2	100
IV	3.2	5.3	21.3	33.8	36.4	100
V	1.1	3.6	17.5	29.4	48.4	100
VI	0.0	3.2	11.3	17.8	67.7	100
VII	0.0	0.7	9.6	10.6	79.1	100
VIII	0.0	0.2	6.1	7.3	86.4	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, 3.1% cannot even read letters, 7.8% can read letters but not words or higher, 39.7% can read words but not Std I level text or higher, 28.2% can read Std I level text but not Std II level text, and 21.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

Std II level text	Std I level text
It was the rainy season. The sky was full of clouds. There was a cool breeze blowing. Asif was eager to play on a swing. His older brother got a thick rope. They tied it on the tree and made a swing. Many children joined them and they all started playing. They played till it got dark.	This is a big monkey. He lives on a tree. He likes to jump. He also likes bananas.

Letters	Words
r o k d i f y s b n	moon like ant sun hot baby dark net bus gold

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	12.8	33.7	20.5
2014	4.6	17.6	9.1
2016	7.9	27.1	15.6
2018	7.4	39.0	22.6
2022	9.1	36.6	21.2

*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.

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	42.3	68.6	52.5	85.4	92.9	88.6
2014	27.4	60.7	41.6	86.3	95.1	90.3
2016	37.8	64.9	50.1	82.4	93.9	88.0
2018	31.7	67.3	48.1	76.3	90.8	83.8
2022	28.9	68.9	48.2	79.1	92.7	86.4

*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

Std III: Boys 22.9 (2018), 19.7 (2022); Girls 21.9 (2018), 23.0 (2022)
Std V: Boys 47.6 (2018), 49.8 (2022); Girls 48.6 (2018), 46.7 (2022)
Std VIII: Boys 83.1 (2018), 82.4 (2022); Girls 84.4 (2018), 89.2 (2022)

Legend: 2018, 2022

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

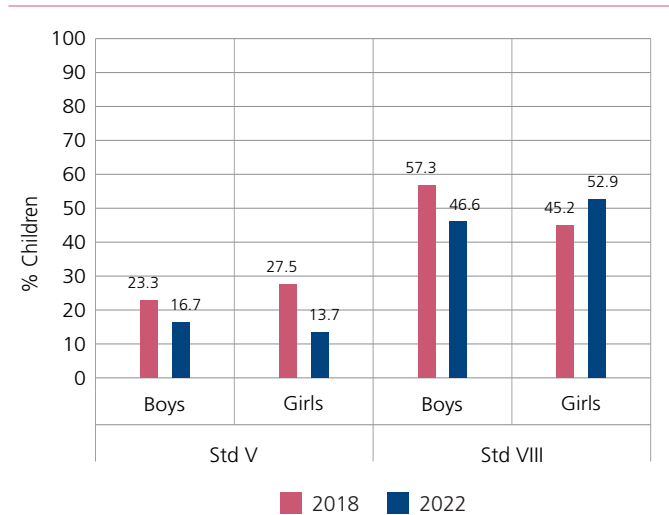| Std	Not even 1-9	Recognise number 1-9	Recognise number 11-99	Subtract	Divide	Total
I	9.2	20.5	62.9	7.2	0.2	100
II	5.2	11.4	62.2	20.3	0.9	100
III	2.3	5.1	58.7	29.3	4.6	100
IV	3.1	2.9	44.8	38.3	10.9	100
V	1.1	1.0	36.4	46.1	15.3	100
VI	0.9	0.9	29.2	46.0	23.0	100
VII	0.0	0.0	20.4	45.0	34.7	100
VIII	0.0	0.2	13.9	35.7	50.2	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, 2.3% cannot even recognise 1-9, 5.1% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 58.7% can recognise numbers up to 99 but cannot do subtraction, 29.3% can do subtraction but cannot do division, and 4.6% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

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	44.5	69.0	53.6
2014	35.4	49.3	40.2
2016	39.2	48.1	42.8
2018	26.3	48.5	37.0
2022	27.7	41.4	33.8

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.

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	27.3	46.0	34.6	78.0	86.6	81.6
2014	18.3	35.3	25.6	66.6	74.5	70.2
2016	13.0	31.1	21.2	60.2	71.5	65.7
2018	19.3	33.5	25.8	40.7	61.6	51.5
2022	8.9	22.3	15.3	37.3	61.7	50.3

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

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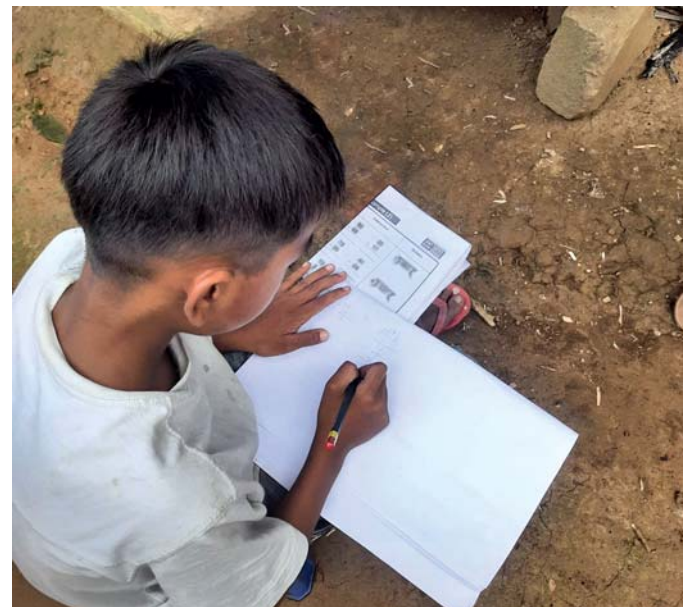### % Children who can do division. By grade and sex. 2018 and 2022

Std V — Boys: 23.3 (2018), 16.7 (2022); Girls: 27.5 (2018), 13.7 (2022)
Std VIII — Boys: 57.3 (2018), 46.6 (2022); Girls: 45.2 (2018), 52.9 (2022)

■ 2018 ■ 2022

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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	9.7	11.5	33.0	39.0	6.8	100
II	5.3	8.6	17.7	52.4	16.0	100
III	2.9	3.3	9.9	55.6	28.4	100
IV	3.1	1.0	6.2	45.2	44.5	100
V	1.1	0.7	4.8	35.4	58.1	100
VI	0.0	1.1	3.4	24.1	71.5	100
VII	0.2	0.0	0.8	16.2	82.8	100
VIII	0.0	0.0	0.4	9.3	90.3	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 2.9% cannot even read capital letters, 3.3% can read capital letters but not small letters or more, 9.9% can read small letters but not words or more, 55.6% can read words but not sentences, and 28.4% can read sentences. For each grade, the total of these exclusive categories is 100%.

English tool

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

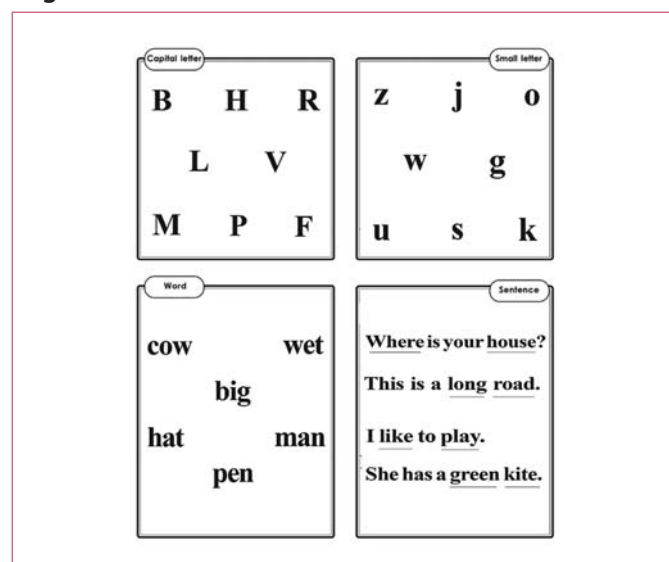| Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	41.0	
II	63.2	72.1
III	60.6	73.9
IV	60.4	77.2
V	73.1	81.4
VI	77.7	87.7
VII		93.4
VIII		94.8

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	58.8	73.9	64.6	88.6	92.6	90.3
2014	54.1	74.1	62.6	95.0	95.8	95.3
2016	53.5	78.9	65.0	88.1	97.0	92.4
2022	43.5	73.3	57.9	88.5	91.9	90.3

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

Paid tuition classes

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

Std	Govt	Pvt	Govt & Pvt*
I	19.0	41.4	28.8
II	22.3	54.7	37.8
III	21.8	52.9	35.9
IV	24.1	49.6	36.6
V	24.0	46.0	35.0
VI	19.4	50.2	34.3
VII	22.9	48.0	35.9
VIII	25.7	42.0	34.2
All	22.2	48.4	34.9

*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
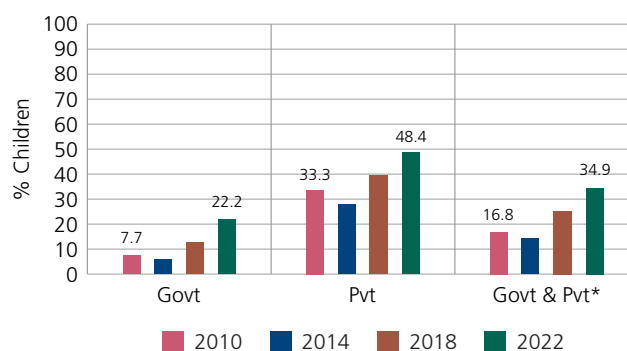
Legend: 2010 | 2014 | 2018 | 2022

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

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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*	202	160	159	105
Upper primary schools*	21	95	130	111
Total schools visited	223	255	289	216

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)	81.9	81.7	77.2	85.2
% Teachers present (Average)	87.2	86.1	82.9	89.8
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	83.0	81.0	79.4	84.1
% Teachers present (Average)	86.3	84.2	74.9	87.1

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	18.7	18.8	12.8	20.4
% Schools where Std IV children were observed sitting with any other Std	17.5	20.0	12.2	17.8
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	28.6	15.1	9.5	11.9
% Schools where Std IV children were observed sitting with any other Std	28.6	13.3	10.9	11.9

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

	2010	2014	2018	2022
Primary schools	50.3	45.6	81.8	91.4
Upper primary schools	0.0	17.9	36.9	48.6

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	31.9	24.1	27.4	27.2
	Kitchen/shed for cooking mid-day meal	81.7	79.2	83.0	85.9
Drinking water	No facility for drinking water	56.9	73.4	63.8	61.4
	Facility but no drinking water available	6.0	3.2	8.9	12.9
	Drinking water available	37.0	23.4	27.3	25.7
	Total	100	100	100	100
Toilet	No toilet facility	13.8	4.4	5.9	3.7
	Facility but toilet not useable	32.3	27.7	32.3	31.9
	Toilet useable	53.9	68.0	61.8	64.4
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	47.8	31.1	26.9	27.1
	Separate provision but locked	9.4	16.7	18.1	16.7
	Separate provision, unlocked but not useable	12.2	7.2	8.0	7.6
	Separate provision, unlocked and useable	30.6	45.0	47.0	48.6
	Total	100	100	100	100
Library	No library	86.7	85.4	87.2	44.9
	Library but no books being used by children on day of visit	4.1	9.1	5.9	30.1
	Library books being used by children on day of visit	9.2	5.5	6.9	25.0
	Total	100	100	100	100
Electricity	Electricity connection			72.0	87.7
	Of schools with electricity connection, % schools with electricity available on day of visit			71.2	82.7
Computer	No computer available for children to use	85.3	88.6	86.8	69.5
	Computer available but not being used by children on day of visit	11.1	5.9	10.8	23.9
	Computer being used by children on day of visit	3.7	5.5	2.4	6.6
	Total	100	100	100	100

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

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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			13.3		34.2
Physical education teacher	Separate teacher	4.7	1.0	24.4	23.9
	Any other teacher	8.0	10.8	3.9	23.9
	No teacher	87.3	88.2	71.7	52.3
	Total	100	100	100	100
Playground in the school		42.0	52.0	64.6	55.5
Sports equipment available		27.5	48.5	61.2	69.4

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	62.9	80.0
Upper primary schools	78.2	94.6

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	7.8	83.8	8.7	16.2
Upper primary schools	17.1	86.5	11.0	22.0

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
Primary schools	95.2	1.9	2.9	100
Upper primary schools	91.8	7.3	0.9	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
Primary schools	86.5	10.6	2.9	100	
Upper primary schools	85.6	13.5	0.9	100	

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	87.5	96.7
	Half financial year: April 2022-date of survey	61.2	89.8
Upper primary schools	Full financial year: April 2021-March 2022	91.8	94.1
	Half financial year: April 2022-date of survey	56.0	86.9

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