

Tamil Nadu RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 31 OUT OF 31 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	75.7	24.0	0.1	0.2	100
Age 7-16: All	76.4	23.1	0.1	0.4	100
Age 7-10: All	74.4	25.4	0.1	0.0	100
Age 7-10: Boys	72.2	27.6	0.1	0.1	100
Age 7-10: Girls	76.7	23.2	0.1	0.0	100
Age 11-14: All	78.0	21.5	0.2	0.3	100
Age 11-14: Boys	75.7	23.9	0.1	0.3	100
Age 11-14: Girls	80.4	19.1	0.2	0.3	100
Age 15-16: All	77.3	20.6	0.2	1.9	100
Age 15-16: Boys	74.8	22.1	0.2	3.0	100
Age 15-16: Girls	79.4	19.4	0.2	1.0	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

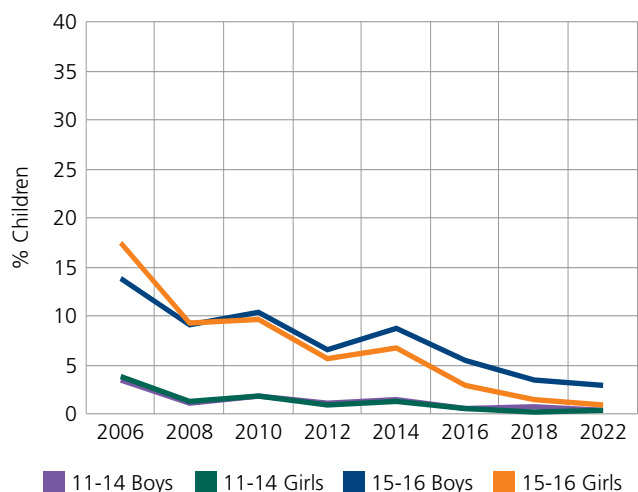
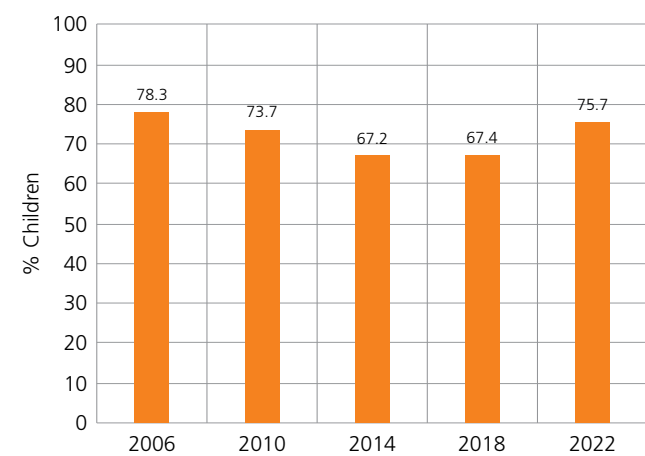


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



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	61.1	1.2	24.4	2.1	0.6	0.0	10.6	100
Age 4	42.6	1.9	47.2	1.9	2.5	0.0	3.8	100
Age 5	15.3	1.8	34.5	27.0	20.2	0.0	1.3	100
Age 6	1.4	0.1	4.1	51.3	42.9	0.1	0.2	100
Age 7	0.1	0.1	0.6	61.0	38.2	0.1	0.1	100
Age 8	0.2	0.0	0.3	61.6	37.8	0.1	0.0	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	78.3	0.9	16.5	1.7	0.2	0.0	2.5	100
Age 4	58.8	1.9	36.1	1.3	1.0	0.1	0.8	100
Age 5	18.7	1.8	29.0	34.0	16.1	0.1	0.4	100
Age 6	1.6	0.2	3.2	65.8	29.1	0.1	0.1	100
Age 7	0.3	0.0	0.2	72.2	27.1	0.1	0.0	100
Age 8	0.1	0.0	0.0	73.6	26.2	0.1	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. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	59.1	31.1	8.2	0.9	0.7	100
II	24.4	34.3	32.0	6.8	2.5	100
III	14.2	22.7	41.7	16.8	4.8	100
IV	7.9	14.4	36.7	26.1	15.0	100
V	4.2	8.0	27.5	35.2	25.2	100
VI	2.4	5.3	20.7	32.6	39.0	100
VII	1.8	3.1	15.2	28.5	51.3	100
VIII	1.2	2.7	9.6	23.5	63.0	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, 22.7% can read letters but not words or higher, 41.7% can read words but not Std I level text or higher, 16.8% can read Std I level text but not Std II level text, and 4.8% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

Std II level text

ஒரு ஊரில் ஒரு ஏழை விவசாயி இருந்தார். அவரிடம் ஒரே ஒரு பாளை இருந்தது. அதில் அவர் தினமும் விட்டிற்கு தண்ணீர் கொண்டு வருவார். ஒருநாள் அந்த பாளையில் ஒரு ஓட்டை விழுந்து விட்டது. என்ன செய்வது என்று யோசித்தார். அவர் தண்ணீர் கொண்டு வரும் பாதையில் பூ விதைகளை விதைத்தார். அந்த ஓட்டை பாளையில் இருந்து ஒழுகிய நிமிஷம் அந்த விதைகள் செழுகளாக வளர்ந்தன. அழகான பூக்கள் மலர்ந்தன.

Std I level text

ஒரு புலி மானைத் துரத்தியது. மான் வேகமாக ஓடியது. குகைக்குள் ஓடி மறைந்தது. புலி ஏமாந்து போனது.

Letters

சே உ ஏ
ற ய
கு த ந
ட ரா

Words

கல் ஊர்
கால்
மலை மாடு
எண் நாய்
மண் நரி
ஏணி

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	8.5	8.4	8.4
2014	16.8	14.4	15.9
2016	20.2	13.5	17.7
2018	11.6	7.6	10.2
2022	4.7	5.0	4.8

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.

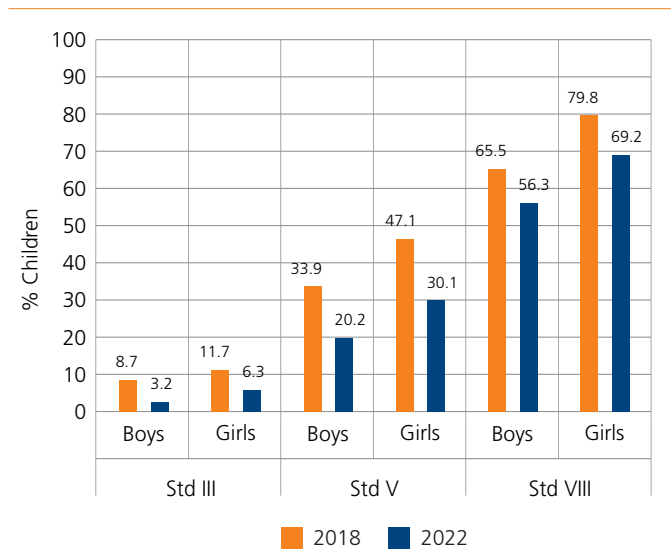
*This is the weighted average for children in government and private schools only.

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	30.2	30.6	30.3	65.3	67.6	65.8
2014	49.9	40.2	46.9	68.3	72.9	69.3
2016	49.4	37.0	45.3	71.2	70.1	70.9
2018	46.3	28.8	40.8	75.0	67.4	73.1
2022	26.0	22.4	25.2	62.8	63.5	62.9

*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



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	42.0	39.5	17.5	0.7	0.3	100
II	16.6	32.3	47.2	3.5	0.5	100
III	8.7	18.7	61.3	10.4	0.9	100
IV	4.0	9.6	53.8	27.9	4.8	100
V	2.3	5.5	45.8	31.6	14.9	100
VI	1.7	2.9	39.3	34.7	21.4	100
VII	0.9	1.5	32.6	36.3	28.7	100
VIII	0.6	1.0	25.5	28.6	44.4	100

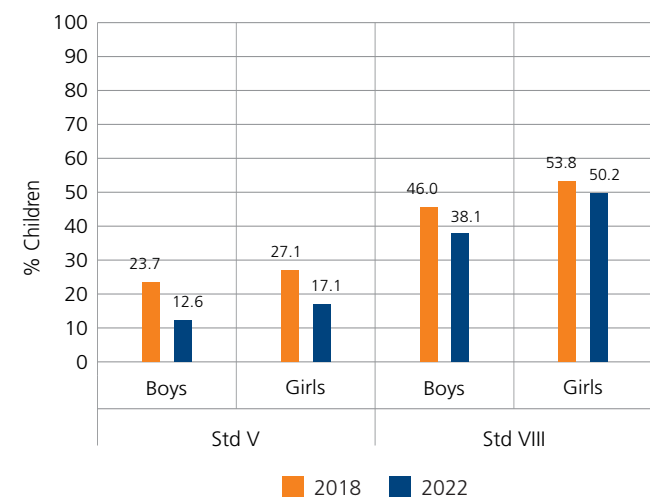
The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 8.7% cannot even recognise 1-9, 18.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 61.3% can recognise numbers up to 99 but cannot do subtraction, 10.4% can do subtraction but cannot do division, and 0.9% 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	14.4	23.6	17.6	
2014	20.4	31.2	24.3	
2016	24.2	25.7	24.8	
2018	23.6	30.0	25.9	
2022	9.3	16.9	11.2	

*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

எண்மர் அறிதல் 1-9	எண்மர் அறிதல் 11-99	கழித்தல்		வகுத்தல்
3 7	65 38	41 - 13	64 - 48	7) 928
1 4	92 23	84 - 49	73 - 36	6) 769
8 2	47 72	56 - 37	31 - 13	8) 987
5 9	54 87	45 - 18	53 - 24	4) 519

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	9.6	22.4	13.1	35.7	43.2	37.2
2014	25.6	26.1	25.8	39.6	50.3	42.0
2016	21.4	21.1	21.3	42.6	51.0	44.8
2018	27.1	22.2	25.6	49.6	51.3	50.0
2022	14.7	15.5	14.9	43.5	47.4	44.3

*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	53.1	20.5	22.3	3.6	0.5	100
II	23.1	23.2	40.4	10.5	2.8	100
III	12.5	17.6	43.1	21.1	5.7	100
IV	7.8	11.7	39.2	27.0	14.4	100
V	4.7	8.7	29.9	32.3	24.4	100
VI	3.2	5.2	22.2	32.1	37.3	100
VII	2.4	4.3	16.6	31.9	44.9	100
VIII	1.3	3.2	10.3	27.5	57.8	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 12.5% cannot even read capital letters, 17.6% can read capital letters but not small letters or more, 43.1% can read small letters but not words or more, 21.1% can read words but not sentences, and 5.7% 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	58.7	
III	57.0	70.9
IV	54.6	71.8
V	56.9	71.7
VI	55.2	75.0
VII	56.9	75.3
VIII	63.3	77.5

Paid tuition classes

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

Std	Govt	Pvt	Govt & Pvt*
I	6.0	8.7	6.9
II	5.6	9.6	6.8
III	8.6	15.3	10.3
IV	9.4	16.4	11.1
V	8.6	15.9	10.2
VI	9.0	16.0	10.6
VII	8.3	14.7	9.6
VIII	9.1	13.4	10.0
All	8.2	13.6	9.5

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

English tool

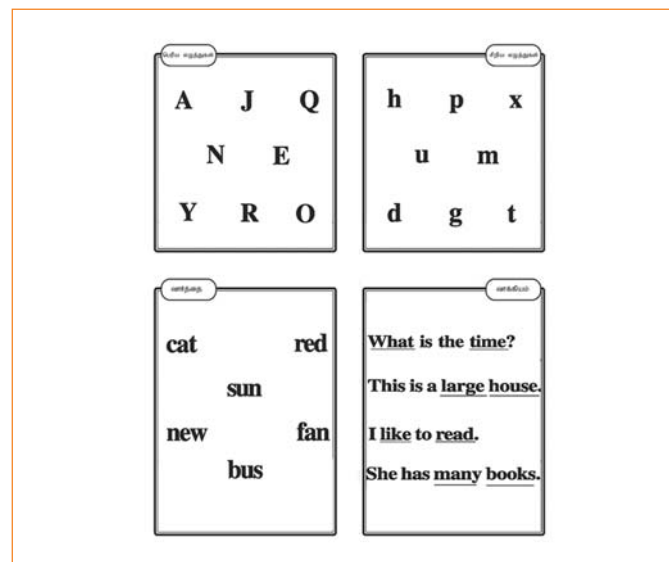
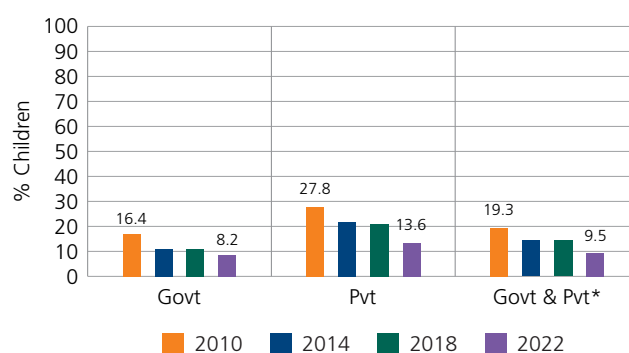


Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

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	17.7	43.8	24.8	42.5	64.8	47.0
2014	24.2	52.4	33.0	47.2	74.6	53.3
2016	26.5	58.3	37.2	52.4	77.1	58.8
2022	20.7	37.7	24.5	54.2	71.8	57.8

*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*	395	450	522	506
Upper primary schools*	267	198	228	185
Total schools visited	662	648	750	691

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)	89.9	89.5	91.1	88.8
% Teachers present (Average)	86.5	91.7	93.9	94.4
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	90.7	87.7	91.0	88.1
% Teachers present (Average)	79.9	87.8	91.4	90.8

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	81.8	71.3	62.8	70.5
% Schools where Std IV children were observed sitting with any other Std	78.3	65.8	61.5	64.6
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	76.2	64.6	66.7	64.0
% Schools where Std IV children were observed sitting with any other Std	69.5	62.5	58.5	56.8

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

	2010	2014	2018	2022
Primary schools	38.4	46.4	49.8	50.5
Upper primary schools	3.8	10.8	16.3	11.4

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	99.4	99.8	98.7	99.6
	Kitchen/shed for cooking mid-day meal	96.7	97.5	96.2	95.0
Drinking water	No facility for drinking water	12.8	9.9	9.7	9.2
	Facility but no drinking water available	6.7	10.3	10.1	8.8
	Drinking water available	80.5	79.8	80.2	82.0
	Total	100	100	100	100
Toilet	No toilet facility	7.0	2.5	0.8	1.2
	Facility but toilet not useable	48.5	17.7	9.0	16.0
	Toilet useable	44.6	79.8	90.2	82.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	20.8	13.0	3.9	5.9
	Separate provision but locked	23.0	9.1	3.9	6.3
	Separate provision, unlocked but not useable	21.0	9.2	6.0	9.3
	Separate provision, unlocked and useable	35.1	68.7	86.2	78.6
	Total	100	100	100	100
Library	No library	20.9	13.5	16.2	20.0
	Library but no books being used by children on day of visit	21.3	34.2	31.4	25.5
	Library books being used by children on day of visit	57.8	52.3	52.4	54.5
	Total	100	100	100	100
Electricity	Electricity connection			97.9	98.5
	Of schools with electricity connection, % schools with electricity available on day of visit			94.5	96.0
Computer	No computer available for children to use	53.0	37.6	42.1	56.7
	Computer available but not being used by children on day of visit	17.6	35.4	28.6	23.8
	Computer being used by children on day of visit	29.4	27.1	29.3	19.4
	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			77.5		89.5
Physical education teacher	Separate teacher	3.9	2.5	12.0	13.6
	Any other teacher	61.9	47.8	70.4	46.6
	No teacher	34.1	49.8	17.7	39.8
	Total	100	100	100	100
Playground in the school		70.7	68.6	76.9	73.1
Sports equipment available		70.2	74.0	80.9	83.7



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	95.2	87.6
Upper primary schools	95.7	91.8

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	27.7	8.8	2.2	4.7
Upper primary schools	35.8	26.5	5.8	13.6

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	99.0	0.8	0.2	100
Upper primary schools	97.8	1.6	0.5	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	98.6	1.0	0.4	100	
Upper primary schools	98.4	1.1	0.5	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	85.4	97.6
	Half financial year: April 2022-date of survey	28.6	73.8



*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.