

# West Bengal RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 18 OUT OF 18 DISTRICTS  
 Data is not presented where sample size is insufficient.

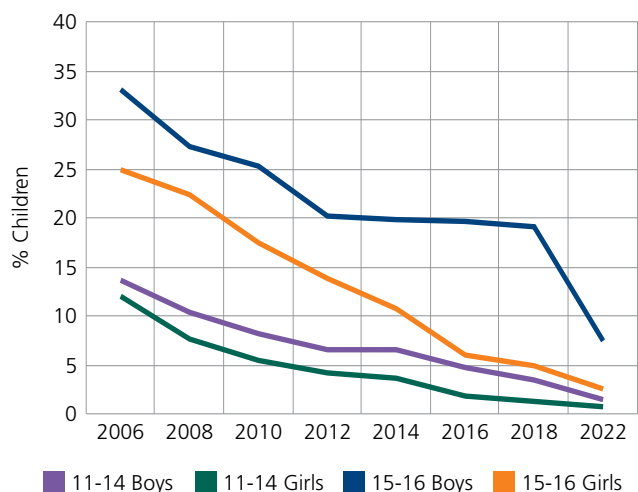
## School enrollment

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

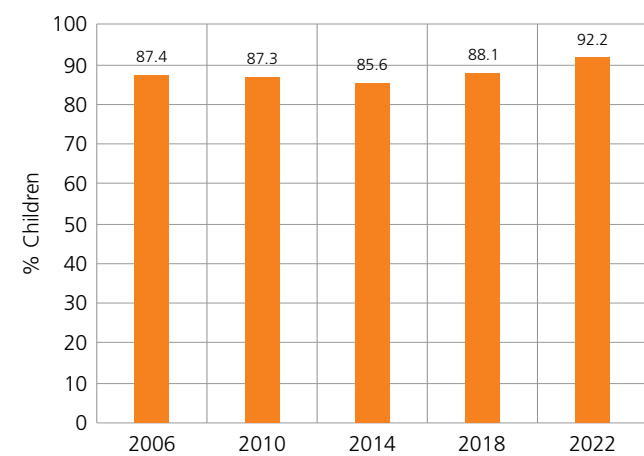
Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	92.2	5.8	1.2	0.9	100
Age 7-16: All	92.3	5.1	1.3	1.4	100
Age 7-10: All	90.5	8.5	0.6	0.5	100
Age 7-10: Boys	90.0	8.7	0.7	0.6	100
Age 7-10: Girls	90.9	8.2	0.6	0.3	100
Age 11-14: All	94.2	2.9	1.9	1.1	100
Age 11-14: Boys	93.2	3.3	2.0	1.5	100
Age 11-14: Girls	95.0	2.5	1.8	0.7	100
Age 15-16: All	92.3	1.3	1.6	4.9	100
Age 15-16: Boys	90.1	1.1	1.4	7.4	100
Age 15-16: Girls	94.2	1.5	1.7	2.6	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	72.6	0.8	5.1	2.0	0.7	0.0	18.8	100
Age 4	69.6	1.5	14.1	3.7	1.0	0.3	9.9	100
Age 5	44.0	9.6	21.5	16.8	3.0	0.0	5.1	100
Age 6	14.2	14.0	16.5	44.8	7.0	0.5	3.1	100
Age 7	2.8	2.8	5.4	77.2	10.3	0.5	1.0	100
Age 8	0.6	1.2	4.0	79.0	13.8	0.4	1.0	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	88.8	0.4	2.6	1.4	0.2	0.0	6.6	100
Age 4	81.1	1.8	10.5	1.3	0.6	0.0	4.8	100
Age 5	51.6	8.8	15.9	18.3	2.0	0.2	3.2	100
Age 6	10.3	13.6	9.5	60.9	4.0	0.4	1.4	100
Age 7	0.9	2.7	4.0	82.9	8.7	0.4	0.5	100
Age 8	0.4	0.4	1.3	89.3	7.8	0.6	0.3	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	24.5	34.1	22.8	9.5	9.1	100
II	11.8	23.0	25.9	19.7	19.6	100
III	8.0	18.1	22.0	18.9	33.0	100
IV	5.2	12.1	19.2	21.0	42.6	100
V	4.7	10.3	17.5	20.3	47.3	100
VI	3.7	7.4	14.0	16.9	58.1	100
VII	3.5	8.8	10.1	15.3	62.3	100
VIII	2.8	5.1	9.9	13.1	69.2	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, 8% cannot even read letters, 18.1% can read letters but not words or higher, 22% can read words but not Std I level text or higher, 18.9% can read Std I level text but not Std II level text, and 33% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

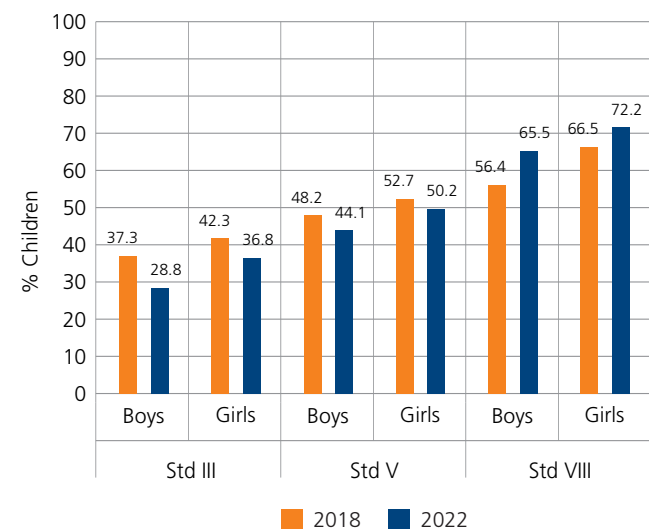
**Table 5: Trends over time Reading in Std III. By school type. 2014, 2016, 2018, 2021, 2022**

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2014	32.9	Data insufficient	36.3
2016	34.0	Data insufficient	38.5
2018	36.6	Data insufficient	39.9
2021	27.7	Data insufficient	29.3
2022	32.6	Data insufficient	33.1

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

খড়িয়া গ্রামে একটা বড়ো খেলার মাঠ আছে। রোজ বিকেলে ছেলে মেয়েরা খেলতে আসে। কেউ ফুটবল খেলে, কেউ দৌড়ানো করে। মাঝে মাঝে খেলার আয়োজন হয় বড়ো করে। তখন সবাই মাঠের ধারে আলো লাগায়। রেফারি থাকেন বাঁশি নিয়ে। মাঠের চারধারে কতলোক জড়ো হয়। লোকে খেলা দেখে, হাততালি দেয়। যে দল খেলায় জেতে, তাদের নিয়ে সবাই হই-চই করে। শেষে মিষ্টি খাওয়া হয়।

Std I level text

রাজা দাদা খুব ভালো খেলে।  
ও রোজ খুব ভোরে ওঠে।  
ব্যাট বল নিয়ে মাঠে যায়।  
তারপর ফিরে দাদা পড়তে বসে।

Letters

হ চ ট  
ল ন  
ফ ম র  
স ত

Words

ভুল আতা  
ভোজ  
রাগী পূজা  
আলো মাসি  
বেল নৌকা

**Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2014, 2016, 2018, 2021, 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*
2014	51.8	Data insufficient	53.1	76.3	Data insufficient	76.3
2016	50.2	Data insufficient	51.1	72.3	Data insufficient	72.7
2018	50.5	Data insufficient	51.3	63.0	Data insufficient	62.9
2021	48.0	Data insufficient	48.7	68.3	Data insufficient	68.4
2022	47.1	Data insufficient	47.5	69.8	Data insufficient	69.7

\*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	21.9	42.4	24.6	9.1	2.1	100
II	9.4	31.6	35.1	15.3	8.7	100
III	5.6	25.7	34.5	18.8	15.5	100
IV	3.6	15.3	39.6	20.1	21.4	100
V	3.6	13.1	36.4	19.4	27.5	100
VI	3.1	9.3	37.3	19.6	30.7	100
VII	2.2	8.7	41.5	18.3	29.2	100
VIII	1.9	6.4	37.6	22.3	31.8	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, 5.6% cannot even recognise 1-9, 25.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 34.5% can recognise numbers up to 99 but cannot do subtraction, 18.8% can do subtraction but cannot do division, and 15.5% can do division. For each grade, the total of these exclusive categories is 100%.

## Arithmetic tool

সংখ্যা পরিচয় ১-৯		সংখ্যা পরিচয় ১১-৯৯		বিয়োগ		ভাগ
২	৭	৭৬	৫৮	৭৪	৬৩	৮)৯৯৩(
				- ৫৭	- ২৭	
৫	৩	৪৮	৯৯	৪৭	৮৪	৬)৭৫৮(
				- ২৯	- ৩৫	
৯	৮	৩৪	৬১	৪১	৩২	৭)৮৬৫(
				- ১৫	- ১৭	
৪	১	৪৬	২৫	৩১	৬৮	৪)৬৫৮(
				- ১৮	- ৪৯	

পাঁচটি জিজ্ঞাসা করুন, এটি সঠিক বলতে হবে।

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যে কোন দুটি করতে বসুন, দুটিই সঠিক হতে হবে।

যে কোন একটি করতে বসুন, একটিই সঠিক হতে হবে।

**Table 8: Trends over time Arithmetic in Std III. By school type. 2014, 2016, 2018, 2021, 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*	
2014	33.0	Data insufficient	36.2	
2016	35.5	Data insufficient	40.4	
2018	35.5	Data insufficient	38.7	
2021	27.3	Data insufficient	29.3	
2022	32.4	Data insufficient	34.3	

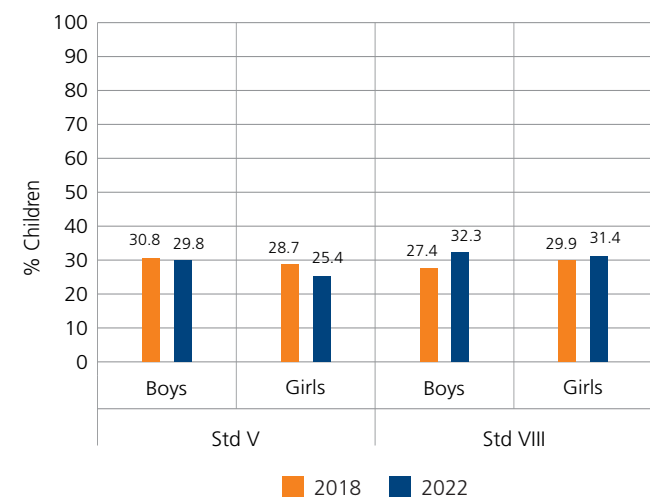
\*This is the weighted average for children in government and private schools only.

**Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2014, 2016, 2018, 2021, 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*
2014	31.3	Data insufficient	32.5	40.4	Data insufficient	40.8
2016	28.6	Data insufficient	29.7	32.5	Data insufficient	32.7
2018	29.2	Data insufficient	29.7	28.9	Data insufficient	29.1
2021	25.9	Data insufficient	26.5	36.8	Data insufficient	36.9
2022	26.9	Data insufficient	27.7	32.0	Data insufficient	32.5

\*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**



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	29.9	18.4	31.9	16.5	3.4	100
II	17.4	14.1	36.6	24.4	7.4	100
III	10.5	13.4	35.3	26.3	14.5	100
IV	6.5	10.9	32.1	29.2	21.3	100
V	7.2	7.6	31.0	27.6	26.7	100
VI	5.1	6.1	29.0	29.2	30.5	100
VII	5.7	6.3	25.9	28.1	34.0	100
VIII	3.6	4.4	25.1	26.2	40.7	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 10.5% cannot even read capital letters, 13.4% can read capital letters but not small letters or more, 35.3% can read small letters but not words or more, 26.3% can read words but not sentences, and 14.5% 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	73.9	
II	65.2	
III	68.3	54.6
IV	64.4	61.5
V	60.6	65.2
VI	63.6	66.6
VII	57.2	64.6
VIII	67.7	71.8

## Paid tuition classes

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

Std	Govt	Pvt	Govt & Pvt*
I	63.0	64.6	63.1
II	71.6	75.1	72.0
III	74.9	77.9	75.1
IV	77.9	81.2	78.2
V	78.4		78.5
VI	77.6		77.5
VII	78.2		77.7
VIII	76.2		76.2
All	74.2	74.0	74.2

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

## English tool

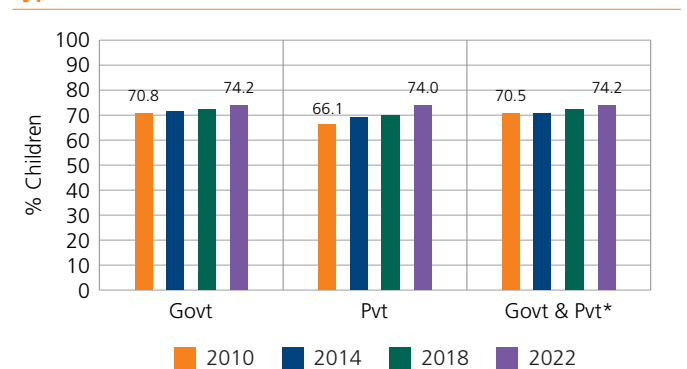


**Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022**

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	23.0	Data insufficient	24.3	40.2	Data insufficient	40.6
2014	22.6	Data insufficient	24.1	43.7	Data insufficient	44.3
2016	21.7	Data insufficient	23.6	37.8	Data insufficient	38.2
2022	25.6	Data insufficient	26.8	40.8	Data insufficient	41.4

\*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*	406	443	437	470
Upper primary schools*	2	13	4	10
Total schools visited	408	456	441	480

**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)	68.5	55.8	54.9	68.2
% Teachers present (Average)	85.6	80.3	76.7	86.3

**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	42.4	47.1	46.0	48.3
% Schools where Std IV children were observed sitting with any other Std	33.6	36.3	38.8	41.1

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

	2010	2014	2018	2022
All schools	10.1	23.3	20.2	22.5

## 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	63.4	66.7	81.6	92.5
	Kitchen/shed for cooking mid-day meal	86.3	95.4	94.0	95.8
Drinking water	No facility for drinking water	19.3	13.9	8.0	12.3
	Facility but no drinking water available	13.5	7.7	10.7	9.6
	Drinking water available	67.2	78.4	81.3	78.1
	Total	100	100	100	100
Toilet	No toilet facility	7.6	2.2	0.7	1.0
	Facility but toilet not useable	40.3	27.0	18.2	15.0
	Toilet useable	52.1	70.8	81.1	84.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	44.5	30.8	14.5	14.0
	Separate provision but locked	14.5	18.8	12.2	5.6
	Separate provision, unlocked but not useable	17.4	3.6	5.7	9.0
	Separate provision, unlocked and useable	23.7	46.9	67.7	71.5
	Total	100	100	100	100
Library	No library	50.5	33.7	33.9	53.0
	Library but no books being used by children on day of visit	17.8	22.7	27.7	12.9
	Library books being used by children on day of visit	31.8	43.6	38.4	34.0
	Total	100	100	100	100
Electricity	Electricity connection			97.7	98.1
	Of schools with electricity connection, % schools with electricity available on day of visit			91.0	91.3
Computer	No computer available for children to use	98.7	98.0	93.3	94.8
	Computer available but not being used by children on day of visit	0.8	0.4	5.5	4.4
	Computer being used by children on day of visit	0.5	1.5	1.2	0.8
	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			77.0
Physical education teacher	Separate teacher	2.8	2.3
	Any other teacher	70.9	71.9
	No teacher	26.3	25.8
	Total	100	100
Playground in the school		52.6	57.8
Sports equipment available		54.3	57.7



**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
All schools	13.6	9.4

**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	29.8	82.9	15.6	7.8

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

% Schools where textbooks distributed to	Distribution			Total
	All grades	Some grades	No grades/ don't know	
All schools	98.5	1.5	0.0	100

**Table 23: Distribution of uniforms. 2022**

% Schools where uniforms distributed to	Distribution			Total	If no, then % schools where funds given
	All grades	Some grades	No grades/ don't know		
All schools	86.6	8.8	4.6	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	80.2	61.6
	Half financial year: April 2022-date of survey	52.6	29.9



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