Annual Status of Education Report Chhattisgarh (Rural) 2022

Provisional

February 15, 2023

ASER Chhattisgarh 2022 - Rural

Annual Status of Education Report Chhattisgarh (Rural) 2022

Annual Status of Education Report Chhattisgarh (Rural) 2022

Provisional

February 15, 2023

Annual Status of Education Report

असर ASER 2022 RURAL

Facilitated by PRATHAM

About ASER Chhattisgarh 2022

The Annual Status of Education Report (ASER) 2022 is a nationwide citizen-led household survey that provides a snapshot of children's schooling and learning in rural India. ASER 2022 reached all rural districts of Chhattisgarh, and generated district and state level estimates of children's enrollment status and foundational skills. Information about enrollment in school or pre-school was collected for all children aged 3-16, and children aged 5-16 were tested one-on-one to understand their reading, arithmetic and English skills. In each sampled village, the largest government school with primary sections was also surveyed.

The first nationwide ASER survey was conducted in 2005 and repeated annually for ten years. In 2016, ASER shifted to an alternate-year cycle in which the 'basic' nationwide ASER alternated with a smaller survey (1-2 districts per state) focusing on other age groups and dimensions of learning. COVID-19 interrupted this alternate year trajectory, and the nationwide 'basic' ASER could not be conducted as scheduled in 2020. However, the need for evidence on the impact of the pandemic on children's education was urgent, and ASER found windows of opportunity to return to the field, conducting state-level surveys in three states including Chhattisgarh in 2021.

ASER Chhattisgarh 2021 was conducted in October-November 2021 when schools had just reopened after the pandemic induced lockdown. The report generated valuable estimates of learning loss due to school closures. ASER Chhattisgarh 2022 returned to the field in November 2022 to understand the status of children's schooling and foundational learning after almost a year of 'catch-up' activities. This evidence can help us understand how successful learning recovery has been so far and what kind of learning support children will need going forward.

Coverage

28 Districts

1,679 Villages

33,330 Households

64,131 Children

1,645 Schools

1,853 Volunteers

Contents

Supporters

India Infoline Foundation

Samagra Shiksha Abhiyan, Chhattisgarh

SCERT, Chhattisgarh

They reached the remotest villages of Chhattisgarh

Apollo College, Anjora Durg

Basic Training Institute, Bilaspur

Bharti College Durg, Durg

Chhattisgarh Kalyan Shiksha Mahavidyalaya Aheri, Durg

District Institute of Education and Training, Ambikapur

District Institute of Education and Training, Bastar

District Institute of Education and Training, Bemetara

District Institute of Education and Training, Bijapur

District Institute of Education and Training, Dantewada

District Institute of Education and Training, Dharamjaigarh

District Institute of Education and Training, Durg

District Institute of Education and Training, Janjgir-Champa

District Institute of Education and Training, Jashpur

District Institute of Education and Training, Kabeerdham

District Institute of Education and Training, Khairagarh, Rajnandgaon

District Institute of Education and Training, Korba

District Institute of Education and Training, Koriya

District Institute of Education and Training, Mahasamund

District Institute of Education and Training, Nagri Dhamtari

District Institute of Education and Training, Narayanpur

District Institute of Education and Training, Pendra

District Institute of Education and Training, Raipur

District Institute of Education and Training, Uttar Bastar Kanker

Industrial Training Institute Bijapur

Institute of Technology and Science Gariyaband

M. J. College Durg

Parwati Institute of Training and Research and Management Ambikapur

Sandipani Academy Achhoti, Murmunda, Durg

Sant Harkeval Shiksha Mahavidyalaya Ambikapur, Surguja

Saraswati Shiksha Mahavidyalaya Ambikapur, Surguja

Shaildevi Mahavidyalaya, Anda, Durg

Shri Rawatpura Sarkar Sansthan Kumhari, Durg

Sonkar College, Mungeli

St. Xaviers College of Education, Ambikapur

Vidyapeeth Mahavidyalaya Mahavir Nagar Durg

Vishwabharti Institute, Konta, Sukma

Commentary

More Recovery than Loss

Wilima Wadhwa[1]

After a break of 4 years, ASER was back in the field across 616 rural districts of the country in 2022. In 2016, we had started a new cycle of ASER wherein we did the 'basic' survey across all districts every other year, instead of annually. The planning process for ASER 2020 had already started when India and the world shut down in March of 2020 due to the COVID pandemic. Schools shut down across the globe and the educational system had to pivot and switch to remote learning. India had one of the longest durations of school closures – primary schools were closed for almost two years. In addition, restricted economic activity and the migrant crisis resulted in loss of livelihoods across the country. The impact of the pandemic on the education sector, therefore, was feared to be twofold – learning loss associated with long school closures and the possibility of rising dropout rates, especially among older children, due to squeezed family budgets.

While ASER was not conducted in the field in 2020, a phone survey representative at the state and national levels was conducted in September-October 2020, focusing on children's access to learning materials while schools were closed, as well as their enrollment status. At the time, everyone thought that children would soon be back in school. However, the devastating second COVID wave delayed school opening for another year and ASER 2021 was again conducted over the phone, a year later, exploring the same themes as ASER 2020. While both these surveys could give some idea about what had happened to enrollment during the pandemic, they had no information on learning levels since children were not tested over the phone. However, ASER looked for opportunities to go back to the field and was able to conduct representative surveys in three states in 2021 – Karnataka in February 2021, Chhattisgarh in October 2021 and West Bengal in December 2021. These three state-level surveys gave estimates of learning levels that could be used to understand the extent of learning loss suffered during the pandemic. These state-level estimates are extremely useful as they are the only ASER estimates of learning we have between 2018 and 2022.

First, let's look at enrollment between 2018 and 2022 to see if the pandemic resulted in more children dropping out from school. According to ASER 2020, the proportion of children in the age group of 6-14 years not currently enrolled in school went up from 2.8% to 4.6% between 2018 and 2020. This almost doubling of out of school numbers, while alarming at first, was seen to be concentrated in the youngest age group of 6-10 years, and could be explained by the fact that many young children (6-7-year-olds) were waiting to seek admission when schools reopened. In 2021, the proportion of 6-14-year-olds not enrolled in school remained the same at 4.6% with little or no change for other age groups in the 6-14 range. However, with schools closed, it was difficult to say whether what we were seeing in 2020 and 2021 was a "new normal" or a temporary blip. Indeed, the ASER 2022 figures show that the increase in out of school numbers during 2020-21 was a temporary phenomenon caused by uncertainty and possibly a lag in recording enrollments. According to ASER 2022, the proportion of not currently enrolled 6-14-year-old children is down to 1.6% – almost half of what was observed in 2018 and the lowest we have seen in the decade since the Right to Education Act came into effect.

Even more heartening is that we see a secular decline in the proportion of children not currently enrolled in the 15-16 age group – the age group considered most at risk for dropping out. In 2010, the proportion of 15-16-year-olds who were out of school was 16.1%. Driven by the government's push to universalise secondary education, this number has been steadily declining and stood at 13.1% in 2018. The decline continued in 2020 to 9.9% and this proportion stands at 7.5% in 2022.

What about learning levels – has there been significant learning loss due to the pandemic? Learning levels had been rising slowly between 2014 and 2018, after being stagnant for several years, and the fear was that the pandemic would interrupt this trend. At the all-India level, the proportion of children in Std III who could read a Std II level text rose from 23.6% in 2014 to 27.2% in 2018. In 2022, however, there is a big drop in this proportion to 20.5%. Similarly, the proportion of children in Std V who could read at Std II level rose from 48% in 2014 to 50.4% in 2018, but fell to 42.8% in 2022. This fall – of 7 percentage points in both cases – is a huge drop, given how slowly the all-India numbers move, and confirms fears of large learning losses caused by the pandemic.

Apart from reading, ASER also tests children in foundational numeracy. In math also, learning levels had been rising between 2014 and 2018. Overall, the proportion of children in Std III who could do at least subtraction rose from 25.3% in 2014 to 28.1% in 2018. Similarly, the proportion of children in Std V who could solve a simple division problem rose from 26% in 2014 to 27.8% in 2018. If we look at the 2022 learning levels, there is not much drop in these foundational arithmetic competencies. The proportion of children in Std III at subtraction level is 25.9% in 2022 and the proportion of Std V children at division level is 25.6%. In both cases, while there has been a drop in learning levels, it is of a much smaller magnitude as compared to the drop in reading.

---

[1] Director, ASER Centre

Clearly, the pandemic has resulted in learning loss. However, what the ASER 2022 figures seem to suggest is that the loss is much greater in reading as compared to arithmetic. We know that during 2020 and 2021, schools pivoted fairly fast and shifted to a remote learning environment. Government schools were extremely successful in getting textbooks to children. According to ASER 2020, almost 85% children enrolled in government schools had textbooks for their current grade. While schools were less successful in getting other learning materials to children, about a third did get other learning resources remotely from their schools. Also, parents and other family members stepped up to help children with their studies – about 75% children in 2020 got some help from family members. And, finally, incidence of tuition that had been flat at about 25% for many years, rose sharply to almost 40% in 2021. So, even though schools were closed, children had access to other kinds of learning resources during the pandemic. Is it the case that these resources were more successful in preventing learning loss in math as compared to reading? Alternatively, is it possible that in the period since schools have reopened there has been a recovery in math but not so much in reading?

The last measurement we have for ASER learning levels at the national level is from 2018. In the four years since then, we have had the pandemic-induced school closures for almost two years in 2020 and 2021, followed by almost a year when children were back in school in 2021-22, before the current ASER was conducted in October 2022. However, as mentioned earlier, during the period of school closures ASER managed to assess learning levels in three states – Karnataka, Chhattisgarh and West Bengal – in 2021, when schools were still closed or had just re-opened. While these are not national estimates, they are useful insofar as they are more reflective of the pandemic-induced learning loss than the estimates for 2022. Tables 1 and 2 give learning levels in reading and arithmetic for these three states from 2014 to 2022.

Table 1: Reading level across selected states – 2014-2022

Year	Std III: % Children reading at Std II level			Std V: % Children reading at Std II level		
	Karnataka	Chhattisgarh	West Bengal	Karnataka	Chhattisgarh	West Bengal
2014	18.3	21.3	36.1	47.2	52.4	53.2
2016	19.8	28.1	38.4	42.1	55.9	50.4
2018	19.2	29.8	39.9	46.0	59.5	50.7
2021	9.8	12.3	29.5	33.6	44.6	48.5
2022	8.6	24.4	33.0	30.2	55.4	47.3

Table 2: Arithmetic level across selected states – 2014-2022

Year	Std III: % Children who can do at least subtraction			Std V: % Children who can do division		
	Karnataka	Chhattisgarh	West Bengal	Karnataka	Chhattisgarh	West Bengal
2014	26.3	14.2	35.9	20.1	18.0	32.5
2016	28.9	20.0	40.0	19.7	23.0	29.3
2018	26.3	19.3	38.6	20.5	26.8	29.7
2021	17.3	9.0	29.4	12.1	13.0	26.2
2022	22.2	19.7	34.2	13.3	24.8	27.5

The first thing to note is that across all three states, there were large learning losses in both reading and math in 2021 – in excess of 7 percentage points, except in the case of Std V in West Bengal. The loss in reading is a little higher, though not by much. In both reading and math, the 2021 learning levels in these three states fell below their 2014 levels. Second, across all these states there has been a recovery in both reading and math (with the exception of Karnataka in reading and West Bengal in reading in Std V) once schools reopened in 2021-22. Moreover, the magnitude of recovery, though different across states, is similar in both reading and math within each state. So, while the 2022 learning levels are still below or in some cases close to the 2018 levels, comparing 2018 with 2022 hides the dramatic fall in learning levels observed between these two points and the subsequent recovery that has happened in the last year.

The other big development during 2020-21 was that the new National Education Policy (NEP) was introduced in 2020. For the first time, there was a big focus on the early years and the importance of foundational competencies. To quote the NEP 2020, "the highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025." It further states that the "rest of this Policy will become relevant for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first achieved." Once schools

reopened, states moved quickly to implement the NEP 2020. Almost all states have made a major push in the area of Foundational Literacy and Numeracy (FLN) under the NIPUN Bharat mission (National Initiative for Proficiency in Reading with Understanding and Numeracy). Measures undertaken include baseline FLN assessments once children came back to school, creation of new learning material geared towards FLN goals, and teacher training.

This push towards FLN is also reflected in the ASER 2022 data. As part of the survey, ASER field investigators also visit one government school in the sampled village to record enrollment, attendance, school facilities, etc. This year we also asked whether schools had received any directive from the government to implement FLN activates in the school and whether teachers had been trained on FLN. At the all-India level, 81% schools responded that they had received such a directive and 83% said that at least one teacher in the school had been trained on FLN.

Extrapolating from the experience of the three states for which we have 2021 data, we can assume that other states also experienced large learning losses during the pandemic. However, once schools reopened, states made a concerted effort to build or re-build foundational competencies, which has resulted in a partial and in some cases, a full recovery. The extent of the recovery, understandably, varies across states depending on how long their schools were closed as well as when they initiated learning recovery measures. For instance, Chhattisgarh was one of the earliest states to reopen their primary schools in July 2021, giving them a longer period to work with children, as compared to, for instance, Himachal Pradesh or Maharashtra, where schools reopened much later. Taking into account the 2021 figures, the 2022 estimates for Chhattisgarh point to a remarkable recovery, in both reading and math, that is hidden if we just compare 2022 with 2018.

Apart from the fact that we do not have estimates of learning for 2021 for most of the country, there is also a wide variation across states that the all-India figures hide. With schools reopening and often closing and then again reopening at different times across states, children have been back in school for varied durations. Further, there is no uniformity across states in terms of measures undertaken to address learning losses as well as the time when these measures were put in place. Not surprisingly, we see a lot of variation in the change in learning levels across the country. In Std III, for instance, while the proportion of children who could read at Std II level fell in all states, the extent of the fall varied from about 4 percentage points in Uttar Pradesh, Bihar and Jharkhand to 19 percentage points in Himachal Pradesh, 15 percentage points in Maharashtra and 13 percentage points in Kerala. In Std III math, we see a similar pattern: Bihar and Jharkhand show no change while Uttar Pradesh actually shows an improvement over 2018 levels; on the other hand, Himachal Pradesh and Maharashtra show drops of about 8 percentage points and Kerala, a drop of 10 percentage points. Since we don't have a 2021 measurement for these states it is difficult to say what the original pandemic induced learning loss was, from which these states are aiming to recover.

There are various other pieces that go into the story. A key piece is the incidence of tuition. At the all-India level incidence of tuition went up from about 25% in 2018 to 30% in 2022. But there is a lot of variation across states. Bihar and Jharkhand are high tuition states – 70% children in Bihar and 45% in Jharkhand are taking tuition in 2022 as compared to only 10% children in Himachal Pradesh and 15% in Maharashtra. It is entirely possible that this supplemental help in the form of tuition was successful in restricting the learning loss in these states. Tuition could also be behind the lower learning loss in math as compared to reading – anecdotally we know that tuition is used more for subjects like math and science rather than for reading.

India is an extremely diverse country with a lot of variation across states. Now that the NEP has set clear FLN goals for the entire country, states can find different pathways to achieve these goals. While there have been learning losses after almost two years of school closures, there has also been recovery once schools reopened. Accounting for all interim measurements, ASER 2022 estimates tell a story of recovery rather than one of loss.

About ASER

Sample Design of Rural ASER Chhattisgarh 2022

Wilima Wadhwa[1]

ASER Chhattisgarh 2022 has a two-stage sample design. In the first stage, for each rural district, 60 villages were sampled from the updated 2011 Census village directory provided by the state. In the second stage, 20 households were randomly selected in each of the villages selected in the first stage. This sampling strategy gave a sample of 1200 households per district and generated a representative picture of each district. All rural districts of Chhattisgarh were surveyed. The estimates obtained were then aggregated to obtain state level estimates.

Villages were selected using the Probability Proportional to Size (PPS) sampling method. This method allows villages with larger populations to have a higher chance of being selected in the sample. It is most useful when the first stage sampling units vary considerably in size, because it ensures that households in larger villages have the same probability of getting into the sample as those in smaller villages, and vice versa.[2]

In the sampled villages, 20 households were surveyed. Ideally, a complete houselist of the selected village should be made and 20 households selected randomly from it. However, given time and resource constraints a procedure for selecting households was adopted that preserves randomness as much as possible. The field investigators were asked to divide the village into four parts. This was done because villages often consist of hamlets and a procedure that randomly selects households from some central location may miss out households on the periphery of the village. In each of the four parts, investigators were asked to start at a central location and pick every 5th household in a circular fashion till 5 households with resident children in the age group of 3-16 years were selected. In each selected household, information about all resident children in the age group of 3-16 years was recorded and all children in the age group of 5-16 years were tested.

The survey provides estimates at the district and state levels. In order to aggregate estimates up from the district level, households are assigned weights – also called inflation factors. The inflation factor corresponding to a particular household denotes the number of households that the sampled household represents in the population. Given that 1200 households were sampled in each district regardless of the size of the district, a household in a larger district represents many more households and, therefore, has a larger weight associated with it than one in a sparsely populated district. To get estimates at the state level, weighted estimates are needed since districts vary by population. Since one of the goals of ASER is to generate estimates of change in learning, a panel survey design would provide more efficient estimates of change. ASER Chhattisgarh 2022 employs a rotating panel of villages with 40 villages being retained from 2021 and 20 new villages being added in 2022.

In addition, ASER surveyors visited a government primary or upper primary school in each sampled village. The school information was recorded based either on direct observation (such as attendance or useability of facilities) or on information provided by the school (such as grants information).

---

[1]Director, ASER Centre
[2]Most large household surveys in India, like the National Sample Survey and the National Family Health Survey also use this two-stage design and use PPS to select villages in the first stage.

Survey Process Summary

1

A team of two volunteers goes to the village assigned to them by their ASER Master Trainer.

2

Once in the village, volunteers meet the Sarpanch/village representative. During the meeting, they:

- Explain what ASER is and why it is important.
- Give the 'Letter for Sarpanch' and request cooperation to conduct the survey in the village.

3

The volunteers then walk around the entire village and:

- Make a rough map of the village, marking the important landmarks. Once the volunteers have walked around the entire village, they make a final map in the survey booklet.
- Fill up the Village Information Sheet based on what they observe in the village.

SCHOOL

4

The volunteers visit the largest government school with primary sections in the village. They:

- Meet the Head Teacher/senior most teacher and explain what ASER is and why it is important.
- Give the 'Letter for the Head Teacher' and ask for permission to collect information.
- Collect information about the school and record it in the School Observation Sheet.

5

Next, the volunteers begin the household survey. They:

- Divide the map into 4 sections or select 4 hamlets.
- Randomly select 5 households with children from each hamlet/section using the 'every fifth household rule'.
- Survey a total of 20 households with children from the selected sections/hamlets.
- Record some basic information about all the households they visit during the survey in the Household Log Sheet.

6

In each sampled household, the volunteers:

- Record information about all children in the age group of 3-16 years.
- Assess the basic reading, arithmetic and English levels of children in the age group of 5-16 years and record the highest level that they can do comfortably.
- Record information about household assets.

7

After all 20 households are surveyed, volunteers submit the completed survey booklet to their ASER Master Trainer.

ASER Assessment Tasks

ASER is a 'floor test' focusing on basic reading and arithmetic, rather than grade-level competencies. The testing process is designed to record the highest level that each child can comfortably achieve.

Testing is conducted at home, rather than in schools, so as to include out of school children and children attending different types of schools. All children in the 5-16 age group in a sampled household are tested using the same tools, irrespective of age, grade, or schooling status. In ASER 2022, children were assessed on basic English reading and comprehension in addition to basic reading and simple arithmetic.

ASER's testing process incorporates various measures to ensure that it captures the best that each child can do. Volunteers are trained to build rapport with children to create a relaxed and encouraging environment. Children are given the time they need to do each task on the assessment. The testing process is adaptive to the child's ability so that she does not have to attempt all levels. Thus, at the core of this test design is the child's comfort and a commitment to accurately record the highest level the child can achieve.

This section outlines the ASER testing process used to assess each child on reading, arithmetic and English.

Reading tasks:

All children are assessed using a simple reading tool. The reading test has 4 tasks:

- **Letters:** Set of commonly used letters.
- **Words:** Common, familiar words with 2 letters and 1 or 2 matras.
- **Std I level text:** Set of 4 simple linked sentences, each having no more than 6 words. These words (or their equivalent) are in the Std I textbooks of the state.
- **Std II level text:** A short story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words (or their equivalent) are in the Std II textbooks used in the state.

While developing the reading tool in each regional language, care is taken to ensure:
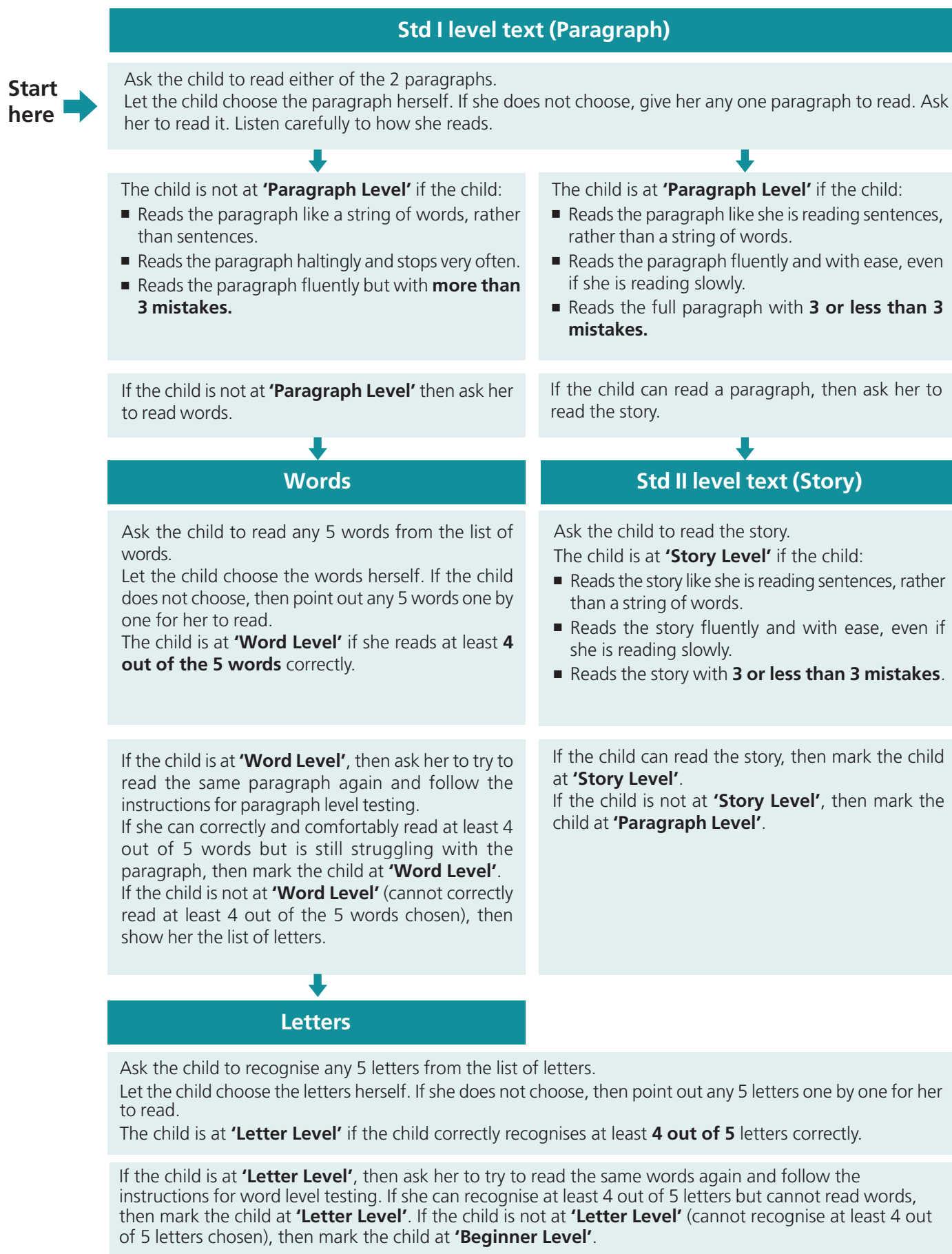
- Comparability with previous years' tools with respect to word count, sentence count, type of words and conjoint letters in words.
- Compatibility with the vocabulary and sentence construction used in Std I and Std II language textbooks of the state.
- Familiarity of words and context, established through extensive field piloting.

Sample: Reading test (Hindi)*

Std II level text
सावन का महीना था। आसमान में बहुत काले-काले बादल छाए थे। ठंडी-ठंडी हवा चल रही थी। मुझे झूला झूलने का मन किया। बड़े भैया एक मोटी सी रस्सी लेकर बाहर आए। भैया ने रस्सी को पेड़ से लटकाकर झूला बनाया। सब ने मिलकर खूब झूला झूला। बाकी बच्चे भी आकर मज़े से झूलने लगे। झूलते-झूलते रात हो गई।

Std I level text
बग़ीचे में एक पेड़ है। पेड़ पर एक तोता रहता है। तोते का रंग हरा है। वह लाल टमाटर खाता है।

Letters
ल प स
क ग
ड ब म
ट झ

Words
लाल दूध
पैर
तेल किला
मोर जूता
कुल
पानी मौका

*This is a sample. It has been shortened to a more concise layout for purposes of this report. However, the four components or 'levels' of the tool remain the same in the full version.

How to test reading?

Std I level text (Paragraph)

Ask the child to read either of the 2 paragraphs.
Let the child choose the paragraph herself. If she does not choose, give her any one paragraph to read. Ask her to read it. Listen carefully to how she reads.

The child is **not** at **'Paragraph Level'** if the child:
- Reads the paragraph like a string of words, rather than sentences.
- Reads the paragraph haltingly and stops very often.
- Reads the paragraph fluently but with **more than 3 mistakes.**

The child is at **'Paragraph Level'** if the child:
- Reads the paragraph like she is reading sentences, rather than a string of words.
- Reads the paragraph fluently and with ease, even if she is reading slowly.
- Reads the full paragraph with **3 or less than 3 mistakes.**

If the child is not at **'Paragraph Level'** then ask her to read words.

If the child can read a paragraph, then ask her to read the story.

Words

Ask the child to read any 5 words from the list of words.
Let the child choose the words herself. If the child does not choose, then point out any 5 words one by one for her to read.
The child is at **'Word Level'** if she reads at least **4 out of the 5 words** correctly.

Std II level text (Story)

Ask the child to read the story.
The child is at **'Story Level'** if the child:
- Reads the story like she is reading sentences, rather than a string of words.
- Reads the story fluently and with ease, even if she is reading slowly.
- Reads the story with **3 or less than 3 mistakes**.

If the child is at **'Word Level'**, then ask her to try to read the same paragraph again and follow the instructions for paragraph level testing. If she can correctly and comfortably read at least 4 out of 5 words but is still struggling with the paragraph, then mark the child at **'Word Level'**.
If the child is not at **'Word Level'** (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.

If the child can read the story, then mark the child at **'Story Level'**.
If the child is not at **'Story Level'**, then mark the child at **'Paragraph Level'**.

Letters

Ask the child to recognise any 5 letters from the list of letters.
Let the child choose the letters herself. If she does not choose, then point out any 5 letters one by one for her to read.
The child is at **'Letter Level'** if the child correctly recognises at least **4 out of 5** letters correctly.

If the child is at **'Letter Level'**, then ask her to try to read the same words again and follow the instructions for word level testing. If she can recognise at least 4 out of 5 letters but cannot read words, then mark the child at **'Letter Level'**. If the child is not at **'Letter Level'** (cannot recognise at least 4 out of 5 letters chosen), then mark the child at **'Beginner Level'**.

In the Household Survey Sheet, mark the child at the highest level she can read.

Arithmetic tasks:

All children are assessed using a simple arithmetic tool. The arithmetic test has 4 tasks:

- **Number recognition 1 to 9**
- **Number recognition 11 to 99**
- **Subtraction:** 2-digit numerical subtraction problems with borrowing.
- **Division:** 3-digit by 1-digit numerical division problems with remainder.

While developing the arithmetic tool for the ASER age group, care is taken to ensure compatibility with the learning outcomes defined for number recognition, subtraction (with borrowing), division (3-digits by 1- digit) in state textbooks for Std I, II and III/IV, respectively.

Sample: Arithmetic test

अंक पहचान 1—9	संख्या पहचान 11—99	घटाव	भाग
1　4	51　83	46　63 − 29　− 39	7) 879
7　3	37　65	47　45 − 28　− 17	6) 824
6　9	55　26	92　84 − 76　− 57	8) 985
5　2	91　43 36　27	52　66 − 14　− 48	4) 517

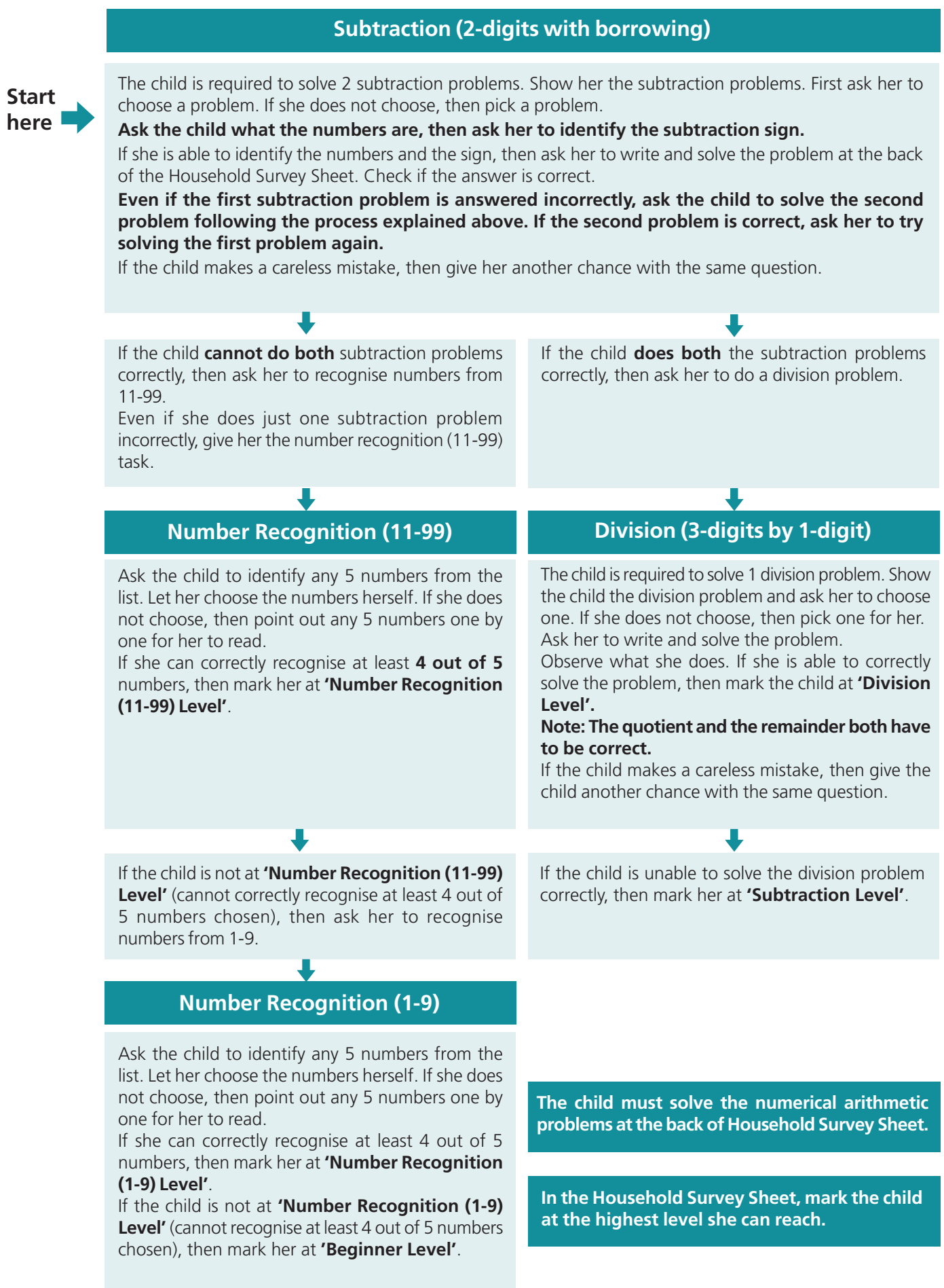|			
बच्चे से कोई भी 5 अंक पहचानने को कहें। कम से कम 4 सही होने चाहिए।	बच्चे से कोई भी 5 संख्या पहचानने को कहें। कम से कम 4 सही होनी चाहिए।	बच्चे से कोई भी 2 घटाव के सवाल करने को कहें। दोनों ही सही होने चाहिए।	बच्चे से कोई भी 1 भाग का सवाल करने को कहें। वह सही होना चाहिए।

How to test arithmetic?

Subtraction (2-digits with borrowing)

The child is required to solve 2 subtraction problems. Show her the subtraction problems. First ask her to choose a problem. If she does not choose, then pick a problem.
Ask the child what the numbers are, then ask her to identify the subtraction sign.
If she is able to identify the numbers and the sign, then ask her to write and solve the problem at the back of the Household Survey Sheet. Check if the answer is correct.
Even if the first subtraction problem is answered incorrectly, ask the child to solve the second problem following the process explained above. If the second problem is correct, ask her to try solving the first problem again.
If the child makes a careless mistake, then give her another chance with the same question.

If the child **cannot do both** subtraction problems correctly, then ask her to recognise numbers from 11-99.
Even if she does just one subtraction problem incorrectly, give her the number recognition (11-99) task.

If the child **does both** the subtraction problems correctly, then ask her to do a division problem.

Number Recognition (11-99)

Ask the child to identify any 5 numbers from the list. Let her choose the numbers herself. If she does not choose, then point out any 5 numbers one by one for her to read.
If she can correctly recognise at least **4 out of 5** numbers, then mark her at **'Number Recognition (11-99) Level'**.

Division (3-digits by 1-digit)

The child is required to solve 1 division problem. Show the child the division problem and ask her to choose one. If she does not choose, then pick one for her. Ask her to write and solve the problem.
Observe what she does. If she is able to correctly solve the problem, then mark the child at **'Division Level'**.
Note: The quotient and the remainder both have to be correct.
If the child makes a careless mistake, then give the child another chance with the same question.

If the child is not at **'Number Recognition (11-99) Level'** (cannot correctly recognise at least 4 out of 5 numbers chosen), then ask her to recognise numbers from 1-9.

If the child is unable to solve the division problem correctly, then mark her at **'Subtraction Level'**.

Number Recognition (1-9)

Ask the child to identify any 5 numbers from the list. Let her choose the numbers herself. If she does not choose, then point out any 5 numbers one by one for her to read.
If she can correctly recognise at least 4 out of 5 numbers, then mark her at **'Number Recognition (1-9) Level'**.
If the child is not at **'Number Recognition (1-9) Level'** (cannot recognise at least 4 out of 5 numbers chosen), then mark her at **'Beginner Level'**.

The child must solve the numerical arithmetic problems at the back of Household Survey Sheet.

In the Household Survey Sheet, mark the child at the highest level she can reach.

English tasks:

All children are assessed in English reading and comprehension using a simple tool. The test has 4 tasks:

- **Capital letters:** Set of commonly used capital letters.
- **Small letters:** Set of commonly used small letters.
- **Words:** Common, familiar 3 letter words. After reading, the child is asked for meaning of the words in her local language.
- **Simple sentences:** Set of 4 simple sentences, each having no more than 4-5 words. These words (or their equivalent) are in the introductory English textbooks of the state. After reading, the child is asked to say the meaning of the sentences in her local language.

Sample: English test

सभी बच्चों की अंग्रेज़ी की जाँच करें।
पढ़ने के उच्चतम स्तर को चिन्हित करें।
बच्चे के उच्चतम स्तर (शब्द या वाक्य) के अर्थ बताने की क्षमता को चिन्हित करें।

बड़े अक्षर			छोटे अक्षर		
A	J	Q	h	p	x
N		E	u		m
Y	R	O	d	g	t

बच्चे से कोई भी 5 अक्षर पहचानने को कहें। कम से कम 4 सही होने चाहिए।

बच्चे से कोई भी 5 अक्षर पहचानने को कहें। कम से कम 4 सही होने चाहिए।

शब्द		वाक्य
cat	red	

शब्द

cat   red

sun

new   fan

bus

बच्चे से कोई भी 5 शब्द पढ़ने को कहें। कम से कम 4 सही होने चाहिए।
यदि अंग्रेज़ी पढ़ने में बच्चे का उच्चतम स्तर 'शब्द स्तर' है, तो बच्चे से उन शब्दों के अर्थ बताने को कहें जो उसने सही पढ़े हैं। बच्चा शब्दों के अर्थ अपनी स्थानीय भाषा में बता सकता है। कम से कम 4 शब्दों के अर्थ सही होने चाहिए।

वाक्य

What is the time?

This is a large house.

I like to read.

She has many books.

बच्चे से सभी वाक्य पढ़ने को कहें। कम से कम 2 सही होने चाहिए।
यदि अंग्रेज़ी पढ़ने में बच्चे का उच्चतम स्तर 'वाक्य स्तर' है, तो बच्चे से उन वाक्यों के अर्थ बताने को कहें जो उसने सही पढ़े हैं। बच्चा शब्दों के अर्थ अपनी स्थानीय भाषा में बता सकता है। कम से कम 2 वाक्यों के अर्थ सही होने चाहिए।

How to test English?

There are 2 parts to the English tool: Reading and Meaning.
- First, administer the reading section and mark the highest level that the child can read.
- Then administer the meaning section. **This part must be asked only to children who are at word or sentence level in the English reading section.**

Part 1 : Reading

Capital letters

Ask the child to recognise any 5 capital letters from the capital letter list. Let her choose the letters herself. If she does not choose, then point out any 5 letters one by one for her to read.

The child is not at **'Capital Letter Level'** if she cannot recognise at least **4 out of the 5** letters.	The child is at **'Capital Letter Level'** if she can recognise at least **4 out of the 5** letters.
If the child is not at **'Capital Letter Level'** (cannot recognise at least **4 out of the 5** letters chosen), then mark her at **'Beginner Level'**.	If the child is at **'Capital Letter Level'**, then ask her to recognise small letters.

Small letters

Ask the child to recognise any 5 small letters from the small letter list. Let her choose the letters herself. If she does not choose, then point out any 5 letters one by one for her to read.

The child is not at **'Small Letter Level'** if she cannot recognise at least **4 out of the 5** letters.	The child is at **'Small Letter Level'** if she can recognise at least **4 out of the 5** letters.
If the child is not at **'Small Letter Level'** (cannot recognise at least **4 out of 5** letters chosen), then mark her at **'Capital Letter Level'**.	If the child is at **'Small Letter Level'**, then ask her to read the words.

Simple words

Ask the child to read any 5 words from the word list. Let her choose the words herself. If she does not choose, then point out any 5 words one by one for her to read.

The child is not at **'Word Level'** if she cannot read at least **4 out of the 5** words.	The child is at **'Word Level'** if she can read at least **4 out of the 5** words.
If the child is not at **'Word Level'** (cannot read at least **4 out of the 5** words chosen), then mark her at **'Small Letter Level'**.	If the child is at **'Word Level'**, then ask her to read the sentences.

Easy sentences

Ask the child to read all four of the given sentences.

The child is **not** at **'Sentence Level'** if the child:	The child **is** at **'Sentence Level'** if the child:
■ Cannot read at least **2 out of the 4** sentences fluently. ■ Reads the sentences like a string of words, rather than a sentence. ■ Reads the sentences haltingly or stops very often.	■ Reads at least **2 out of the 4** sentences fluently. ■ Reads the sentence like a sentence and not a string of words. ■ Reads the sentence fluently and with ease, even if she is reading slowly.
If the child is not at **'Sentence Level'**, then mark her at **'Word Level'** AND Ask the child to tell you the meaning of the words she has read correctly.	If the child is at **'Sentence Level'**, then mark her at **'Sentence Level'** AND Ask the child to tell you the meaning of the sentences she has read correctly.

On the Household Survey Sheet, mark the child at the highest level she can reach.

Part 2: Meaning

For 'Word Level' child	For 'Sentence Level' child
Word Meanings	**Sentence Meanings**
Ask the child to tell you the meaning of the words she has read correctly, **in her local language**.	Ask the child to tell you the meaning of the sentences she has read correctly, **in her local language**.
The child knows the meaning of the words, if she can correctly tell the meaning of at least 4 of the words she read. She can tell the meaning of the words by: ■ Saying the correct meaning in her local language OR ■ Pointing to an object, which explains the meaning of the word. For e.g., pointing to her father while explaining the meaning of 'man'; pointing to something red to explain the meaning of 'red', etc.	The child knows the meaning of the sentences, if she can correctly tell the meaning of at least 2 of the sentences she read. She can tell the meaning of the sentences by: ■ Saying the correct meaning in her local language OR ■ Explaining the meaning of at least the main underlined words in the sentence. For e.g., for a sentence like '<u>What</u> is the <u>time</u>?' the child should at least be able to say 'kya/ kitna' and 'samay/ waqt'. **Note: Do not ask the meaning of the main underlined words by pointing at them one by one**
If the child can correctly tell the meaning of **at least 4** of the words, then mark the child as **'Can say'** in the word meaning column. If the child cannot correctly tell the meaning of **at least 4** of the words, then mark the child as **'Cannot say'** in the word meaning column.	If the child can correctly tell the meaning of **at least 2** of the sentences, then mark the child as **'Can say'** under the sentence meaning column. If the child cannot tell the meaning of **at least 2** of the sentences, then mark the child as **'Cannot say'** under the sentence meaning column.

Note: If the child is marked at 'Word Level', then ask only word meaning. If the child is marked at 'Sentence Level', then ask only sentence meaning.

ASER Chhattisgarh 2022 Sample Description

District	Surveyed Villages	Surveyed Households	Surveyed children						Tested children	
			Age 3-16	Age 6-14	Age 3-5	Age 6-10	Age 11-14	Age 15-16	Reading (Age 5-16)	Arithmetic (Age 5-16)
Balod	60	1194	2246	1633	344	907	726	269	1721	1721
Baloda Bazar	60	1198	2477	1759	400	952	807	318	1882	1881
Balrampur	60	1200	2451	1662	527	985	677	262	1667	1666
Bastar	60	1187	2260	1484	533	845	639	243	1484	1484
Bemetara	60	1198	2375	1690	381	866	824	304	1396	1689
Bijapur	60	1170	1789	1275	398	907	368	116	1422	1423
Bilaspur	60	1200	2529	1732	445	928	804	352	1665	1657
Dantewada (South Bastar)	60	1195	2025	1311	570	899	412	144	1111	1110
Dhamtari	60	1196	2237	1529	455	863	666	253	1718	1718
Durg	60	1200	2328	1677	379	914	763	272	1769	1767
Gariaband	60	1200	2266	1591	451	887	704	224	1616	1615
Gaurela-Pendra-Marwahi	60	1197	2177	1519	379	806	713	279	1258	1370
Janjgir-Champa	60	1200	2385	1670	404	925	745	311	1752	1750
Jashpur	60	1201	2170	1513	442	907	606	215	1575	1573
Kabirdham	60	1200	2690	1837	467	957	880	386	1932	1936
Kanker (North Bastar)	60	1169	2084	1452	406	830	622	226	1573	1575
Kondagaon	60	1197	2323	1649	453	971	678	221	1622	1619
Korba	60	1197	2210	1533	471	882	651	206	1533	1532
Korea	60	1199	2280	1486	511	838	648	283	1491	1491
Mahasamund	60	1191	2230	1576	412	822	754	242	1649	1649
Mungeli	60	1195	2690	1888	441	1030	858	361	1738	1738
Narayanpur	59	1114	2032	1324	497	837	487	211	1372	1364
Raigarh	60	1191	2179	1582	355	840	742	242	1747	1748
Raipur	60	1201	2521	1766	454	940	826	301	1802	1826
Rajnandgaon	60	1188	2444	1718	433	912	806	293	1718	1715
Sukma	60	1154	1983	1285	581	890	395	117	1283	1282
Surajpur	60	1199	2391	1638	500	942	696	253	1595	1595
Surguja	60	1199	2359	1575	492	885	690	292	1586	1584
Chhattisgarh	**1679**	**33330**	**64131**	**44354**	**12581**	**25167**	**19187**	**7196**	**44677**	**45078**

State Picture

ASER Chhattisgarh 2022: Summary of Findings

ASER Chhattisgarh 2022 reached almost 65,000 children aged 3-16 in over 1,600 villages across all 28 districts of Chhattisgarh.

Enrollment and attendance

- **Overall enrollment (age group 6-14):** In the compulsory schooling age group of 6-14 years, almost all children are enrolled in school. Only 1.9% children in this age group are currently not enrolled anywhere.

- **Government school enrollment (age group 6-14):** The period 2010 to 2018 saw a steady decline in the proportion of children enrolled in government schools in Chhattisgarh. In 2018, this figure stood at 76.4%. It increased sharply during the pandemic, reaching 82.9% in 2021. In 2022, this figure dropped slightly to 81.7%. This small decline in government school enrollment between 2021 and 2022 can be seen across most districts.

  Currently, a slightly higher proportion of girls are enrolled in government schools in Chhattisgarh than boys.

- **Enrollment of older children (age group 15-16):** The proportion of children in the age group of 15-16 not enrolled in school between 2010 and 2018 was broadly similar across genders, standing at 22.5% boys and 21.2% girls in 2018. While this proportion decreased between 2018 and 2022, gender gaps in enrollment have increased for this age group during the pandemic. In 2022, 16.3% boys and 11.2% girls aged 15-16 years are not enrolled in school. Chhattisgarh is one of the only three states in India (along with Uttar Pradesh and Madhya Pradesh) where this proportion is over 10%. The districts where over 30% children in this age group are not enrolled are Narayanpur, Dantewada and Sukma.

- **Enrollment in the pre-primary age group:** In Chhattisgarh, over 80% children aged 3 and 75% children aged 4 are enrolled in Anganwadis. However, the proportion of 3-year-olds not enrolled anywhere has increased from 9.3% in 2021 to 11.4% in 2022. For children aged 4, the proportion of children not enrolled in pre-school or school remained steady at around 6% in these two years.

- **Teacher and student attendance:** Average teacher attendance in Chhattisgarh has increased steadily since 2014, from 82.2% to 86.6% in 2022. In the same period, student attendance has shown a decline, from 74.6% in 2014 to 71.1% in 2022.

Paid private tuition classes

- Although the proportion of children in government and private schools who take paid private tuition classes has increased since 2016, the figure is still low at 5.3% in 2022. More children in private schools take tuition as compared to their counterparts in government schools.

- The increase in tuition uptake can be seen in a majority of districts. The districts with over 10% children who take tuition are Durg (14.7%), Raipur (10.9%) and Mahasamund (10.3%).

Learning levels: Foundational skills in reading and arithmetic

Reading: *The ASER reading test assesses whether a child can read letters, words, a simple paragraph at Std I level of difficulty, or a "story" at Std II level of difficulty. The test is administered one on one to all children in the age group 5 to 16 in sampled households. Each child is marked at the highest level that she or he can reach comfortably.*

- After a massive drop between 2018 and 2021 especially in the lower grades, reading levels of government and private school children in Chhattisgarh have almost returned to 2018 levels, and have even surpassed the 2018 figures in higher grades.

- The percentage of children in government and private schools in Std III who can read a Std II level text climbed steadily after 2014 to reach 29.8% in 2018. This level dropped sharply during the pandemic to 12.4% in 2021. Post school reopening, this figure has increased to 24.3% in 2022. This proportion is slightly lower for children in government schools (20.7%).

- A similar trend is visible in Std V, where the proportion of children in government and private schools who can read a Std II level text increased between 2014 and 2018 to almost 60%, then dropped to 44.6% in 2021 before increasing to 55.4% in 2022. In this grade as well, children in private schools outperform those in government schools.

- In Std VIII, the proportion of children in government and private schools who can read a Std II level text fell slightly from 78.7% in 2018 to 75.1% in 2021. It then increased by almost 7 percentage points to 82% in 2022, surpassing the 2018 figure.

- Across grades, girls outperform boys in reading at Std II level of difficulty.

- Across all 28 districts, the proportion of children in Std III-V in government schools who can read a Std II level text increased between 2021 and 2022, with the highest increase of over 20 percentage points observed in Rajnandgaon, Jashpur and Kanker. In 2022, the districts with the highest proportion of children in Std III-V in government schools who can read a Std II level text are Rajnandgaon (49.7%), Raigarh (48.3%) and Durg (47.1%), while the districts with less that 20% children at this level are Narayanpur (11.8%) and Bijapur (13.7%).

- In Std VI-VIII in government schools, the proportion of children who can read at Std II level difficulty increased between 2021 and 2022 in most districts except Raigarh, Surguja and Dhamtari. As of 2022, the districts with the highesh reading level of government school children in VI-VIII are Rajnandgaon (80%), Kanker (79.2%) and Balod (79.2%) while those with less that 60% children at this reading level are Bijapur (42.2%) and Narayanpur (52.7%).

- In 2022, reading levels in Chhattisgarh are better than the national average; it is among the better performing states in the country.

Arithmetic: *The ASER arithmetic test assesses whether a child can recognise numbers from 1 to 9, recognise numbers from 11 to 99, do a 2-digit numerical subtraction problem with borrowing, or correctly solve a numerical division problem (3 digit by 1 digit). The tasks are administered one on one to all children in the age group 5 to 16 in sampled households. Each child is marked at the highest level that she or he can reach.*

- The figure for children in Std III in Chhattisgarh who can do at least subtraction dropped by 10 percentage points from 19.3% in 2018 to 9% in 2021, and then increased by over 10 percentage points to reach 19.6% in 2022.

- Similar recovery is visible among children in Std V who can do division – after falling from 26.9% in 2018 to 13% in 2021, this proportion has increased by over 10 percentage points in 2022. However, this figure remains low, with only 1 out of 4 children in Std V in government and private schools in Chhattisgarh able to do division.

- Std VIII shows a slightly different trend – the proportion of children who can do division has been increasing steadily since 2016, reaching 31% in 2018, 32.3% in 2021 and 40.7% in 2022.

- In both Std V and Std VIII, the proportion of girls and boys who can do division is similar.

- Like in reading, an improvement is visible between 2021 and 2022 in the proportion of children in Std III-V in government schools who can do at least subtraction in each of the 28 districts. The districts with the highest increase of over 15 percentage points are Dantewada, Balod and Kanker. The districts with the highest proportion of government school children at this level are Balod (50.2%), Durg (44.1%) and Rajnandgaon (43.4%).

- In Std VI-VIII as well, most districts show a rise in the proportion of government school children who can do division. Currently, Balod, Kanker, Dhamtari and Durg have over 40% children in Std VI-VIII in government schools who can do division.

- Unlike in reading, arithmetic levels in Chhattisgarh are lower than the national average.

In all districts except Sukma, the proportion of children in Std I-II in government schools who cannot even read letters and cannot even recognise single-digit numbers has fallen between 2021 and 2022.

English: *The ASER English test assesses children's ability to read capital letters, small letters, simple 3-letter words, and short easy sentences in English. The test is administered one-on-one to all children in the age group 5 to 16 in sampled households. Each child is marked at the highest level that she or he can reach. Children who can read at word or sentence level are also assessed for comprehension of what they have read.*

- ASER last assessed children's English ability in 2016. In Std V in Chhattisgarh, children's ability to read simple English sentences has remained similar to the 2016 level at 16%. In Std VIII, the proportion of children at this level has been steadily increasing since 2012, standing at 42.4% in 2022.

- Across grades, of those children who can read simple English sentences, around 60% can tell the meaning of the sentences they have read. Comprehension increases very slightly as children move to higher grades.

School observations

As part of the ASER survey, the largest government school with primary sections is visited in each sampled village. Preference is given to a government upper primary school (Std I-VII/VIII) if one exists in the village.

In 2022, ASER volunteers visited 1,645 government schools with primary sections in Chhattisgarh.

Small schools and multigrade classrooms

- The proportion of government schools in Chhattisgarh with less than 60 students enrolled has increased every year over the last decade. This figure was 16.1% in 2010, 33.6% in 2014, 40.2% in 2018, and stands at 43.8% in 2022.

- The proportion of multigrade Std II and Std IV classrooms in Chhattisgarh also shows an increase over the past decade. For example, the proportion of Std IV classrooms observed to be sitting with children from other grade(s) was 51.1% in 2010, 53.9% in 2014, 53.3% in 2018, and stands at 65.3% in 2022.

School facilities

- In Chhattisgarh, most Right to Education-related indicators either show a deterioration or no change over the 2018-levels. For instance, the fraction of schools with useable girls' toilets has decreased from 75.7% in 2018 to 60% in 2022, and those with even one useable toilet has fallen from 85.7% in 2018 to 71.3% in 2022.

- Improvement is visible in some sports-related indicators. The proportion of schools with a playground increased from 68.8% in 2018 to 71.7% in 2022, while the availability of sports equipment jumped significantly from 49.6% in 2018 to 90.4% in 2022.

Other school indicators

- Almost all schools in Chhattisgarh distributed textbooks (97.7%) and uniforms (98.6%) to children in all grades for the current academic year.

- Over 80% schools had received a directive to implement Foundational Literacy and Numeracy (FLN) activities with their students, and about the same proportion had at least 1 teacher who had received training on FLN.

Chhattisgarh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 28 OUT OF 28 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	81.7	16.4	0.1	1.9	100
Age 7-16: All	80.8	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	16.7	0.0	1.0	100
Age 11-14: All	82.7	14.5	0.0	2.8	100
Age 11-14: Boys	80.7	16.0	0.1	3.3	100
Age 11-14: Girls	84.4	13.2	0.0	2.3	100
Age 15-16: All	74.7	11.8	0.0	13.5	100
Age 15-16: Boys	70.7	13.0	0.0	16.3	100
Age 15-16: Girls	78.0	10.8	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**

Legend: 11-14 Boys, 11-14 Girls, 15-16 Boys, 15-16 Girls
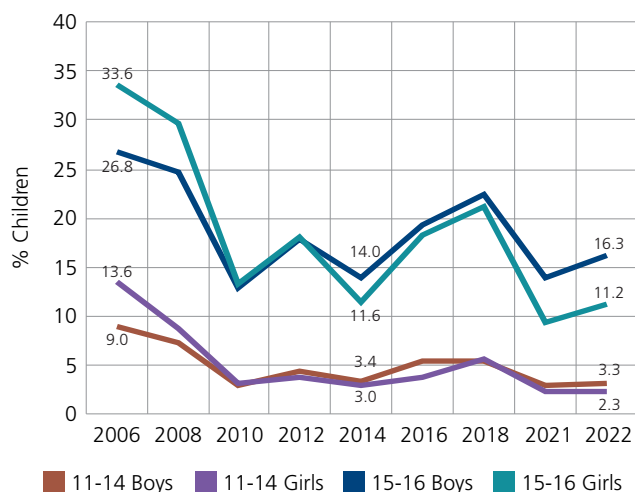
**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools.
2006-2022**
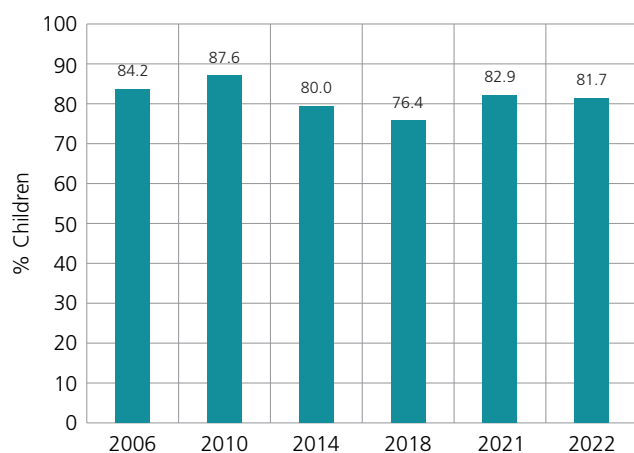
Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2021

Age	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3	85.5	0.1	3.6	1.0	0.5	0.0	9.3	100
Age 4	81.2	0.2	9.7	1.8	2.1	0.0	5.2	100
Age 5	52.2	0.1	13.0	22.9	6.8	0.0	5.1	100
Age 6	6.8	0.1	3.2	74.4	14.1	0.1	1.4	100
Age 7	1.1	0.0	1.0	79.4	17.4	0.1	0.9	100
Age 8	0.3	0.0	0.2	81.1	17.6	0.1	0.8	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
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3	81.3	0.3	6.4	0.5	0.2	0.0	11.4	100
Age 4	75.3	0.5	15.7	1.8	0.7	0.0	6.0	100
Age 5	54.2	0.8	22.7	13.0	4.8	0.0	4.7	100
Age 6	9.9	0.2	8.8	64.0	15.4	0.0	1.6	100
Age 7	1.2	0.2	2.2	77.4	17.9	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. 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	43.0	46.7	5.9	2.4	2.0	100
II	19.5	45.8	13.3	10.5	10.9	100
III	13.5	32.5	14.3	15.3	24.4	100
IV	8.0	22.9	11.9	18.1	39.1	100
V	5.1	14.9	8.3	16.2	55.4	100
VI	3.8	11.8	6.9	14.7	62.9	100
VII	2.5	7.5	4.9	10.8	74.3	100
VIII	1.7	4.7	3.6	8.0	82.0	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, 13.5% cannot even read letters, 32.5% can read letters but not words or higher, 14.3% can read words but not Std I level text or higher, 15.3% can read Std I level text but not Std II level text, and 24.4% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading tool

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

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2014	15.4	42.3	21.3
2016	22.2	47.3	28.1
2018	25.0	46.7	29.8
2021	9.4	25.6	12.4
2022	20.7	41.6	24.3

*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.
2014, 2016, 2018, 2021 and 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	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
2021	41.1	63.9	44.6	73.5	83.6	75.1
2022	52.9	68.6	55.4	80.6	91.3	82.0

*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. 2021 and 2022
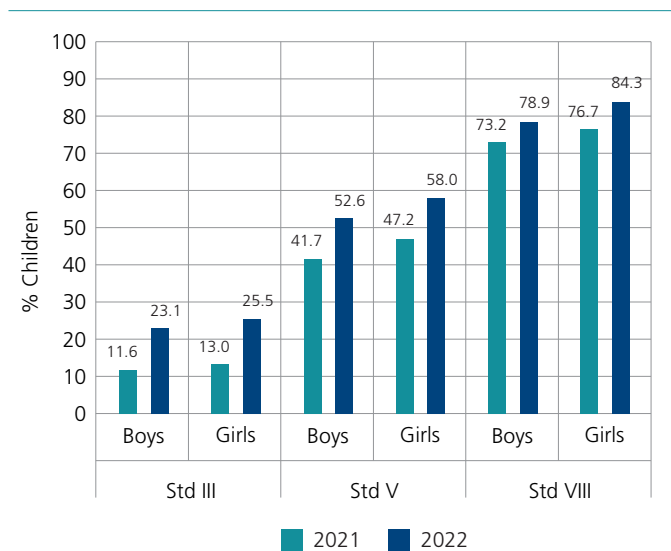
Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. 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	52.7	14.5	1.0	0.3	100
II	10.3	50.5	30.6	8.0	0.5	100
III	6.6	39.8	34.0	15.5	4.1	100
IV	3.6	30.2	32.9	20.7	12.7	100
V	2.0	19.6	29.6	24.0	24.8	100
VI	1.5	15.1	35.3	22.8	25.3	100
VII	1.0	9.9	35.1	23.9	30.1	100
VIII	0.8	6.7	31.8	20.1	40.7	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, 6.6% cannot even recognise 1-9, 39.8% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 34% can recognise numbers up to 99 but cannot do subtraction, 15.5% can do subtraction but cannot do division, and 4.1% 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.
2014, 2016, 2018, 2021 and 2022

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2014	9.6	31.1	14.2
2016	14.5	37.7	20.0
2018	16.0	30.7	19.3
2021	6.1	21.8	9.0
2022	16.0	36.6	19.6

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

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.

Table 9: Trends over time
Arithmetic in Std V and Std VIII. By school type.
2014, 2016, 2018, 2021 and 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	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
2021	10.7	25.3	13.0	30.8	40.8	32.3
2022	22.8	35.0	24.8	38.0	58.9	40.7

*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.
2021 and 2022

Chhattisgarh RURAL

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	23.3	27.9	1.8	1.1	100
II	25.5	23.1	45.5	4.0	1.9	100
III	21.5	20.8	47.9	5.4	4.4	100
IV	15.5	16.6	48.9	9.5	9.5	100
V	9.3	13.3	47.7	13.7	16.0	100
VI	7.6	10.7	44.0	16.0	21.8	100
VII	4.9	7.2	37.9	16.9	33.2	100
VIII	3.5	4.8	31.8	17.5	42.4	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 21.5% cannot even read capital letters, 20.8% can read capital letters but not small letters or more, 47.9% can read small letters but not words or more, 5.4% can read words but not sentences, and 4.4% 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		
II	50.1	
III	51.2	58.7
IV	48.7	58.0
V	47.8	57.8
VI	42.9	56.7
VII	49.3	60.4
VIII	49.9	64.2

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	57.8	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	11.4	40.3	16.0	38.6	68.5	42.4

*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	2.3	8.0	3.7
II	4.8	11.8	6.1
III	4.4	8.7	5.1
IV	5.3	14.3	6.8
V	5.5	13.9	6.9
VI	3.1	13.5	4.8
VII	3.0	9.2	3.9
VIII	3.4	12.5	4.5
All	4.0	11.3	5.3

*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. 2016, 2018, 2021 and 2022
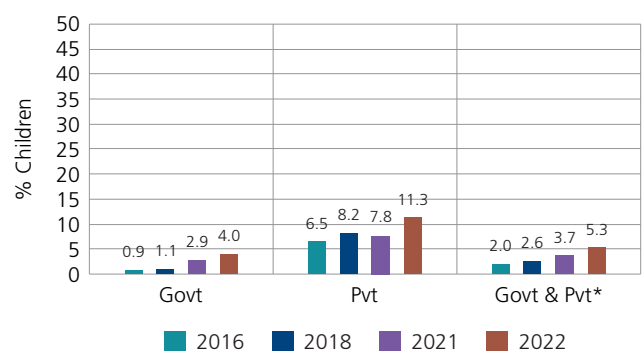
*This is the weighted average for children in government and private schools only.

Chhattisgarh RURAL

Data is not presented where sample size is insufficient.

Table 14: Government school enrollment, children not in school, and learning levels. By district. 2021 and 2022

District	Govt school % Children (age 6-14) enrolled in govt schools		Not in school % Children (age 15-16) not enrolled in school		Std III-V: Learning levels % Children who can read Std II level text		Std III-V: Learning levels % Children who can do at least subtraction		Std VI-VIII: Learning levels % Children who can read Std II level text		Std VI-VIII: Learning levels % Children who can do division	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Balod	85.9	91.1	4.8	1.7	39.9	47.1	31.6	50.8	79.4	79.2	36.7	46.8
Baloda Bazar	85.0	85.3	5.6	10.8	32.3	43.1	25.1	32.6	71.3	75.1	25.5	29.1
Balrampur	76.3	74.1	17.0	13.7	28.4	41.5	27.0	27.4	60.3	69.9	17.0	27.5
Bastar	88.5	84.2	14.4	29.1	22.5	36.2	12.3	25.2	59.5	68.3	23.5	27.1
Bemetara	88.6	88.0	7.8	14.8	29.2	42.0	29.7	36.6	65.9	72.9	30.1	38.5
Bijapur	86.8	91.8	14.2	20.0	8.1	14.0	13.0	17.3	29.0	44.6	9.9	11.4
Bilaspur	83.3	79.7	16.0	15.7	13.5	33.6	12.3	27.2	53.1	72.5	12.1	21.9
Dantewada (South Bastar)	82.2	83.2	29.6	39.3	9.8	28.5	11.8	27.4	46.8	64.0	16.2	35.4
Dhamtari	81.3	81.4	5.5	6.2	38.0	41.5	36.9	42.6	84.1	78.3	44.0	43.8
Durg	85.4	83.8	8.4	13.5	33.4	49.5	32.2	45.9	73.8	79.7	32.5	43.0
Gariaband	87.2	86.9	14.7	12.9	25.1	33.5	26.1	33.2	60.6	72.6	24.5	30.7
Gaurela-Pendra-Marwahi	91.2	88.6	11.2	18.8	27.4	38.9	27.1	36.4	68.0	78.2	27.7	38.0
Janjgir-Champa	69.0	67.3	10.6	6.3	31.6	44.9	21.1	37.3	67.7	72.7	26.9	28.1
Jashpur	72.8	72.6	14.4	19.4	24.8	44.8	22.3	34.1	60.7	75.9	22.6	25.4
Kabirdham	88.3	82.9	11.5	13.2	29.6	42.2	19.3	28.3	64.7	70.6	18.2	25.4
Kanker (North Bastar)	91.6	89.8	6.8	8.0	23.8	45.3	23.4	43.4	62.9	79.1	29.9	43.0
Kondagaon	92.9	92.9	5.7	14.3	17.6	25.2	14.2	25.5	55.6	62.2	16.7	19.3
Korba	84.0	85.9	16.3	14.8	25.7	33.5	23.6	25.4	68.2	67.1	26.1	22.4
Korea	82.7	84.2	15.3	15.9	17.7	27.4	17.3	27.6	57.3	67.4	23.6	30.6
Mahasamund	84.9	81.9	12.3	15.0	26.0	37.2	21.5	35.5	65.7	70.1	24.6	28.0
Mungeli	77.2	76.8	13.2	12.0	25.0	36.3	12.4	21.5	61.7	70.2	13.6	27.4
Narayanpur	82.3	83.5	25.3	36.5	10.6	13.4	11.9	15.6	48.8	53.3	23.8	21.4
Raigarh	83.3	78.5	7.9	10.7	44.4	51.8	34.7	46.6	78.1	76.5	33.4	43.2
Raipur	79.4	77.9	12.7	13.9	38.7	43.4	30.5	39.3	72.7	76.7	31.8	36.8
Rajnandgaon	89.3	90.4	4.8	7.7	27.5	51.0	29.4	45.2	64.3	80.5	30.8	40.5
Sukma	87.1	83.3	31.7	54.9	14.2	21.4	20.7	20.0	39.2	60.9	17.1	23.6
Surajpur	77.2	78.6	10.3	15.6	21.7	26.0	15.5	23.7	55.0	64.9	15.2	26.7
Surguja	75.2	76.7	21.8	18.6	26.1	33.5	21.4	27.2	69.9	68.1	18.7	23.6
Chhattisgarh	**82.9**	**81.7**	**11.5**	**13.5**	**28.5**	**40.1**	**23.8**	**34.4**	**66.1**	**72.9**	**25.3**	**31.9**

Chhattisgarh RURAL

Data is not presented where sample size is insufficient.

Performance of states

Table 15: Government school enrollment, children not in school, and learning levels. By state. 2018 and 2022

State	Govt school % Children (age 6-14) enrolled in govt schools		Not in school % Children (age 15-16) not enrolled in school		Std III: Learning levels % Children who can read Std II level text		Std III: Learning levels % Children who can do at least subtraction		Std V: Learning levels % Children who can read Std II level text		Std V: Learning levels % Children who can do division		Std VIII: Learning levels % Children who can read Std II level text		Std VIII: Learning levels % Children who can do division	
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
Andhra Pradesh	63.2	70.8	9.0	2.1	22.4	10.4	38.4	33.7	59.7	36.4	39.3	29.6	78.2	66.4	47.6	51.7
Arunachal Pradesh	60.1	62.2	10.1	7.2	18.8	10.7	33.9	35.8	37.1	37.8	27.3	22.9	70.5	73.4	50.1	46.7
Assam	71.7	71.9	13.7	7.0	19.9	17.9	29.7	24.4	40.1	36.5	17.8	15.2	60.8	68.8	31.2	27.8
Bihar	78.1	82.2	10.8	6.4	23.5	19.8	28.4	28.7	41.3	42.4	29.9	35.4	71.2	71.2	56.9	59.4
Chhattisgarh	76.4	81.6	21.7	13.5	29.8	24.4	19.3	19.7	59.5	55.4	26.9	24.8	78.7	82.0	31.1	40.7
Gujarat	85.6	90.9	19.8	6.2	33.1	23.9	25.6	23.2	53.7	34.2	20.1	14.7	73.2	52.4	35.6	31.8
Haryana	42.6	51.9	6.8	4.6	46.2	31.5	53.7	41.7	69.1	57.6	50.9	41.6	81.2	80.3	63.2	62.6
Himachal Pradesh	58.9	66.3	2.2	2.8	47.8	28.5	50.2	41.5	76.9	61.4	56.6	42.5	89.9	87.9	61.0	52.3
Jammu and Kashmir	58.3	55.5	9.9	4.8	22.3	19.1	36.2	38.7	41.9	35.1	25.0	22.3	64.8	60.9	32.9	35.7
Jharkhand	78.0	83.3	13.2	6.1	18.8	14.2	22.5	22.6	34.4	35.6	19.0	24.5	66.4	64.9	44.0	45.3
Karnataka	69.9	76.3	7.4	2.2	19.2	8.6	26.3	22.2	46.0	30.2	20.5	13.3	70.3	59.9	39.0	36.0
Kerala	48.0	64.5	0.9	0.4	52.3	38.8	47.7	38.9	77.3	64.7	43.5	26.8	89.6	83.7	51.8	44.3
Madhya Pradesh	69.6	70.0	23.4	14.9	17.6	12.1	13.9	15.1	41.6	35.6	19.8	19.1	64.4	64.4	36.6	41.9
Maharashtra	61.6	67.4	4.3	1.4	42.0	26.6	27.2	18.7	66.4	55.5	30.2	19.6	80.2	76.2	40.5	34.6
Manipur	28.0	32.8	6.1	7.6	35.8	30.3	58.5	56.7	67.5	69.1	50.5	51.3	86.5	90.9	72.5	71.1
Meghalaya	35.7	43.7	12.3	9.2	24.6	16.2	19.2	18.0	50.1	39.2	7.2	11.8	82.8	75.5	28.1	28.2
Mizoram	72.4	64.7	5.3	7.6	25.6	19.8	58.9	41.8	64.3	51.2	40.2	20.9	89.4	85.6	71.0	44.7
Nagaland	49.3	50.8	9.2	9.4	22.6	21.2	36.9	33.8	48.0	48.4	25.8	15.3	83.6	86.2	51.3	50.2
Odisha	88.0	92.1	12.8	7.4	38.7	29.7	30.7	29.3	58.7	52.5	25.4	28.2	72.5	73.4	42.3	43.0
Punjab	46.7	58.8	6.2	5.2	39.4	33.0	49.7	44.8	71.6	66.2	53.0	41.1	85.1	85.4	62.4	53.7
Rajasthan	60.0	68.5	15.7	8.8	20.4	14.2	17.3	11.8	49.1	38.2	23.3	13.3	78.3	71.6	41.6	35.6
Sikkim	68.6	75.2	4.9	3.6	29.4	16.7	41.0	43.3	41.7	31.5	12.5	19.2	79.0	66.8	44.6	45.1
Tamil Nadu	67.4	75.7	2.3	1.9	10.2	4.8	26.0	11.2	40.7	25.2	25.4	14.9	73.2	63.0	50.2	44.4
Telangana	57.4	70.1	5.1	2.5	18.0	5.1	34.3	28.5	43.7	31.7	27.1	22.7	69.0	61.8	48.3	44.6
Tripura	85.2	86.1	4.9	4.6	25.6	20.3	34.8	31.6	45.0	46.7	19.2	17.2	68.3	66.4	30.7	43.8
Uttar Pradesh	44.3	59.6	19.1	12.3	28.1	24.0	26.6	28.7	52.0	46.3	29.6	31.6	73.7	70.6	44.4	49.4
Uttarakhand	55.0	61.5	6.9	3.8	34.5	27.8	32.3	23.6	64.3	53.6	37.5	30.6	83.8	82.2	48.6	44.4
West Bengal	88.1	92.2	11.7	4.9	39.9	33.0	38.6	34.2	50.7	47.3	29.7	27.5	61.8	69.2	28.7	31.8
All India	**65.6**	**72.9**	**13.1**	**7.5**	**27.2**	**20.5**	**28.1**	**25.9**	**50.4**	**42.8**	**27.8**	**25.6**	**72.8**	**69.5**	**43.9**	**44.6**

Chhattisgarh RURAL

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

	2010	2014	2018	2022
Primary schools (Std I-IV/V)	301	431	459	1588
Upper primary schools (Std I-VI/VII/VIII)	124	11	9	57
Total schools visited	425	442	468	1645

Table 17: 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	71.1
% Teachers present (Average)	86.5	82.2	84.2	86.6

Table 18: 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	79.3
% Schools where Std IV children were observed sitting with any other Std	51.1	53.9	53.3	65.3

Table 19: 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	43.8

School facilities

Table 20: 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	93.6
	Kitchen/shed for cooking mid-day meal	86.1	92.9	97.0	93.5
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	10.6
	Drinking water available	77.6	80.3	82.5	82.2
	Total	100	100	100	100
Toilet	No toilet facility	28.9	8.2	2.1	6.0
	Facility but toilet not useable	41.5	22.9	12.2	22.7
	Toilet useable	29.6	68.9	85.7	71.3
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	46.2	29.8	10.1	16.5
	Separate provision but locked	16.3	7.6	3.2	7.5
	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	15.6
	Library but no books being used by children on day of visit	36.5	63.3	66.0	59.5
	Library books being used by children on day of visit	36.5	26.2	23.8	24.9
	Total	100	100	100	100
Electricity	Electricity connection			91.6	92.2
	Of schools with electricity connection, % schools with electricity available on day of visit			82.0	83.7
Computer	No computer available for children to use	95.9	99.5	97.7	96.8
	Computer available but not being used by children on day of visit	2.4	0.5	1.9	2.9
	Computer being used by children on day of visit	1.7	0.0	0.4	0.3
	Total	100	100	100	100

*All schools include primary schools and upper primary schools.

Chhattisgarh RURAL

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 21: Trends over time
Physical education. 2018 and 2022**

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			91.5
Physical education teacher	Separate teacher	8.5	2.3
	Any other teacher	73.4	76.1
	No teacher	18.1	21.6
	Total	100	100
Playground in the school		68.8	71.7
Sports equipment available		49.6	90.4

Table 22: 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	84.2	82.8

Table 23: 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	35.8	11.8	2.6	2.9

Table 24: 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	0.2	100

Table 25: 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 26: 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	82.9	87.3
	Half financial year: April 2022-date of survey	67.8	16.1

*All schools include primary schools and upper primary schools.

District Findings

Chhattisgarh

Analysis based on data from 33,330 households from 60 randomly selected villages in 28 districts each.
Data is not presented where sample size is insufficient.

School enrollment

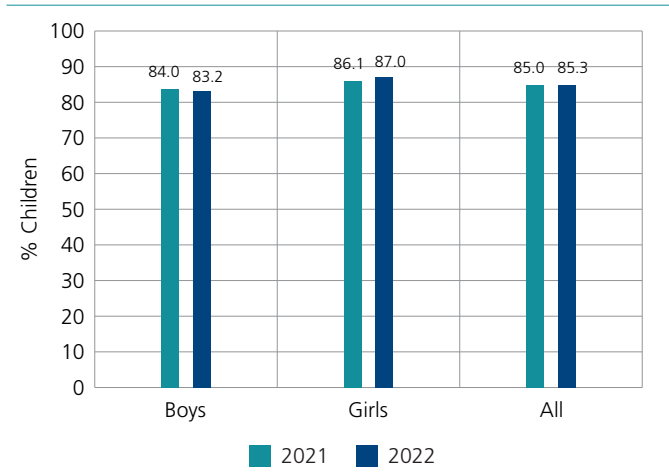**Table 1: % Children enrolled in different types of schools. By age group and sex. 2022**

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	81.7	16.4	0.1	1.9	100
Age 7-16: All	80.8	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	16.7	0.0	1.0	100
Age 11-14: All	82.7	14.5	0.0	2.8	100
Age 11-14: Boys	80.7	16.0	0.1	3.3	100
Age 11-14: Girls	84.4	13.2	0.0	2.3	100
Age 15-16: All	74.7	11.8	0.0	13.5	100
Age 15-16: Boys	70.7	13.0	0.0	16.3	100
Age 15-16: Girls	78.0	10.8	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 enrolled in govt schools. By grade. 2021 and 2022

	Std I-II	Std III-V	Std VI-VIII	Std IX and above	All
2021	80.6	84.0	85.8	87.7	84.6
2022	78.3	83.3	85.5	86.6	83.5

Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. By sex. 2021 and 2022

	Boys	Girls	All
2021	81.1	84.5	82.9
2022	80.1	83.2	81.7

Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	78.2	0.4	11.3	1.2	0.4	0.0	8.6	100
Age 5-6	30.4	0.5	15.3	40.3	10.5	0.0	3.0	100
Age 7-8	0.8	0.1	1.2	78.6	18.4	0.1	0.9	100

Paid tuition classes

Table 3: Trends over time % Children who take paid tuition classes. By grade. 2021 and 2022

Std	2021	2022
Std I-II	3.9	4.9
Std III-V	3.9	6.3
Std VI-VIII	3.3	4.4
All	3.7	5.3

Chhattisgarh

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	54.3	37.1	5.4	1.5	1.8	100
Std III-V	15.1	29.5	17.1	12.9	25.4	100
Std VI-VIII	3.9	9.5	9.7	13.1	63.9	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	35.2	45.8	8.4	5.4	5.3	100
Std III-V	9.9	24.9	11.8	16.5	36.9	100
Std VI-VIII	2.9	8.7	5.5	11.9	70.9	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 15.1% cannot even read letters, 29.5% can read letters but not words or higher, 17.1% can read words but not Std I level text or higher, 12.9% can read Std I level text but not Std II level text, and 25.4% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	42.8	47.1	8.6	1.2	0.4	100
Std III-V	8.7	38.9	31.3	16.0	5.1	100
Std VI-VIII	2.2	14.1	34.1	25.9	23.7	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	23.4	54.7	18.1	3.5	0.4	100
Std III-V	4.5	32.6	31.7	18.5	12.7	100
Std VI-VIII	1.2	11.7	35.3	22.3	29.5	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 8.7% cannot even recognise 1-9, 38.9% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 31.3% can recognise numbers up to 99 but cannot do subtraction, 16% can do subtraction but cannot do division, and 5.1% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Balod

Analysis based on data from 1,194 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
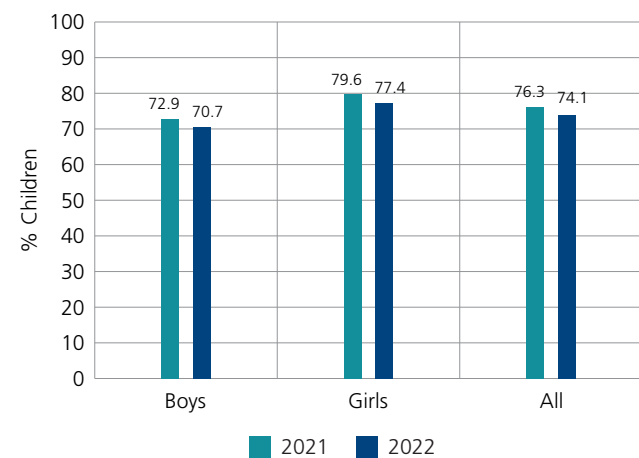
School enrollment

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	91.1	8.7	0.0	0.2	100
Age 7-16: All	91.5	8.1	0.0	0.4	100
Age 7-10: All	89.2	10.8	0.0	0.0	100
Age 7-10: Boys	87.1	13.0	0.0	0.0	100
Age 7-10: Girls	91.2	8.8	0.0	0.0	100
Age 11-14: All	93.5	6.1	0.0	0.4	100
Age 11-14: Boys	93.6	5.5	0.0	0.9	100
Age 11-14: Girls	93.5	6.5	0.0	0.0	100
Age 15-16: All	92.7	5.5	0.0	1.7	100
Age 15-16: Boys	88.7	9.8	0.0	1.5	100
Age 15-16: Girls	95.9	2.2	0.0	1.9	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 enrolled in govt schools. By grade. 2021 and 2022
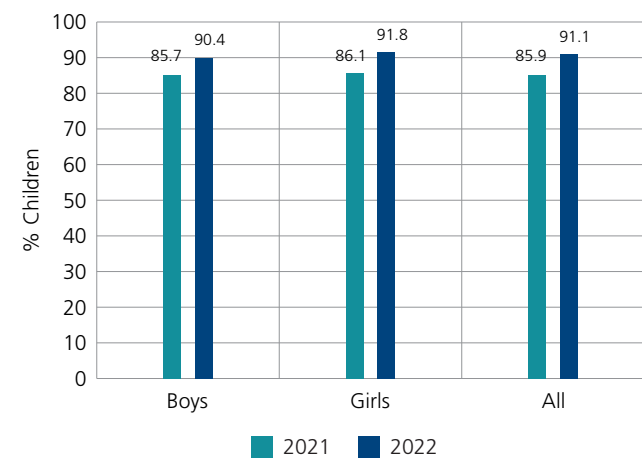
Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. By sex. 2021 and 2022
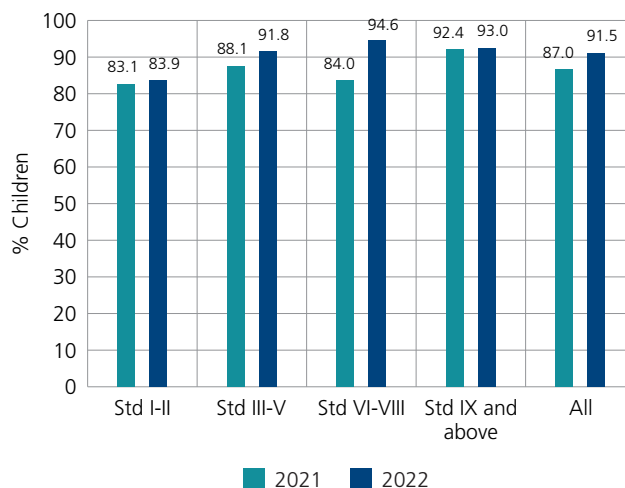
Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	86.2	0.5	7.0	3.5	0.0	0.0	2.9	100
Age 5-6	31.4	1.1	17.0	42.6	7.2	0.0	0.7	100
Age 7-8	0.3	0.0	0.5	84.1	15.2	0.0	0.0	100

Paid tuition classes

Table 3: Trends over time % Children who take paid tuition classes. By grade. 2021 and 2022

Std	2021	2022
Std I-II	4.8	2.8
Std III-V	3.5	4.9
Std VI-VIII	4.2	5.1
All	4.1	4.5

Balod

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	42.9	39.8	6.3	3.7	7.3	100
Std III-V	6.8	24.1	18.7	10.9	39.6	100
Std VI-VIII	2.9	4.4	6.2	8.0	78.6	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	22.3	52.7	12.7	6.9	5.5	100
Std III-V	4.2	14.5	8.7	27.4	45.1	100
Std VI-VIII	2.4	5.4	3.0	10.1	79.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 6.8% cannot even read letters, 24.1% can read letters but not words or higher, 18.7% can read words but not Std I level text or higher, 10.9% can read Std I level text but not Std II level text, and 39.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	25.4	61.4	7.9	3.7	1.6	100
Std III-V	4.2	31.1	34.0	19.4	11.3	100
Std VI-VIII	1.1	9.1	29.1	23.6	37.1	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	14.6	64.1	14.7	6.2	0.4	100
Std III-V	1.5	24.1	24.3	26.5	23.7	100
Std VI-VIII	1.7	7.9	23.2	21.1	46.1	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 4.2% cannot even recognise 1-9, 31.1% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 34% can recognise numbers up to 99 but cannot do subtraction, 19.4% can do subtraction but cannot do division, and 11.3% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Baloda Bazar

Analysis based on data from 1,198 households from 60 randomly selected villages in the district.
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	85.3	13.6	0.2	0.9	100
Age 7-16: All	85.1	12.4	0.2	2.4	100
Age 7-10: All	84.6	14.9	0.1	0.4	100
Age 7-10: Boys	83.5	15.4	0.3	0.9	100
Age 7-10: Girls	85.5	14.5	0.0	0.0	100
Age 11-14: All	87.2	11.7	0.2	0.9	100
Age 11-14: Boys	84.6	14.5	0.3	0.7	100
Age 11-14: Girls	89.2	9.5	0.2	1.2	100
Age 15-16: All	81.0	8.2	0.0	10.8	100
Age 15-16: Boys	78.1	11.1	0.0	10.8	100
Age 15-16: Girls	83.1	6.1	0.0	10.9	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 enrolled in govt schools. By grade.
2021 and 2022**

	Std I-II	Std III-V	Std VI-VIII	Std IX and above	All
2021	82.6	85.0	87.4	87.2	85.7
2022	79.9	87.5	86.9	90.1	86.4

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

	Boys	Girls	All
2021	84.0	86.1	85.0
2022	83.2	87.0	85.3
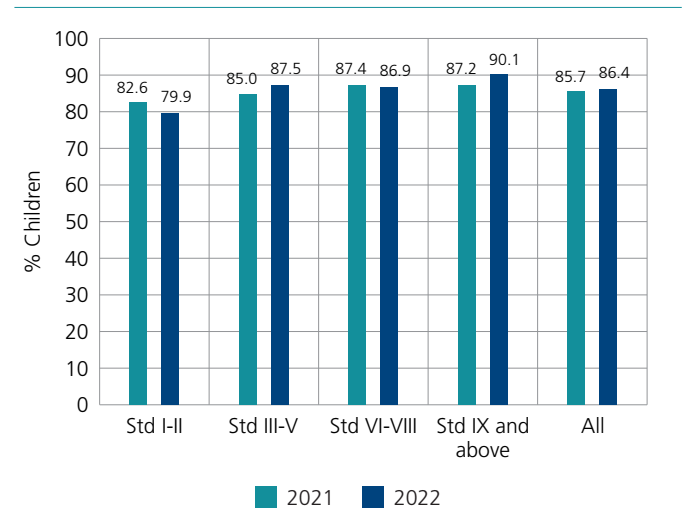
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	66.8	0.2	14.1	1.4	0.0	0.0	17.4	100
Age 5-6	27.3	0.0	12.5	41.2	12.3	0.0	6.7	100
Age 7-8	0.0	0.0	0.2	83.4	15.8	0.0	0.6	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	1.0	4.6
Std III-V	0.4	6.4
Std VI-VIII	0.9	1.6
All	0.8	4.2

Baloda Bazar

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	54.1	38.5	5.5	0.5	1.4	100
Std III-V	14.1	29.3	13.5	13.8	29.3	100
Std VI-VIII	2.2	9.0	7.1	11.2	70.5	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	32.5	48.5	6.1	4.8	8.2	100
Std III-V	8.4	25.3	10.3	14.6	41.4	100
Std VI-VIII	2.8	6.3	4.7	13.3	73.0	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 14.1% cannot even read letters, 29.3% can read letters but not words or higher, 13.5% can read words but not Std I level text or higher, 13.8% can read Std I level text but not Std II level text, and 29.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	36.4	55.3	6.9	0.9	0.5	100
Std III-V	5.7	42.8	30.1	17.2	4.2	100
Std VI-VIII	1.6	16.2	31.1	28.3	23.0	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	19.3	57.8	19.3	3.6	0.0	100
Std III-V	2.0	33.2	35.1	16.6	13.1	100
Std VI-VIII	0.5	11.9	37.8	22.9	26.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 5.7% cannot even recognise 1-9, 42.8% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 30.1% can recognise numbers up to 99 but cannot do subtraction, 17.2% can do subtraction but cannot do division, and 4.2% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Balrampur

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
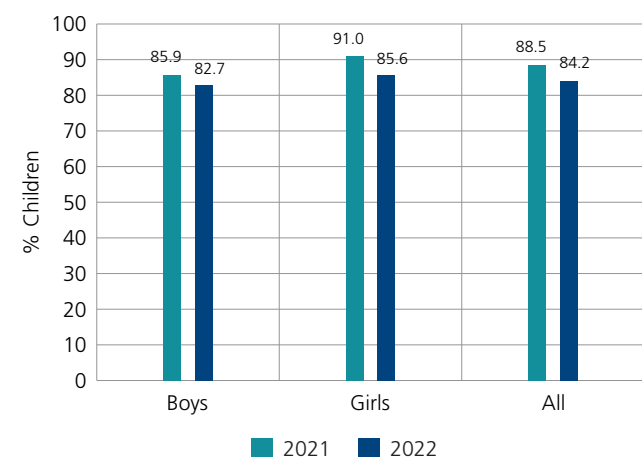
School enrollment

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	74.1	22.5	0.3	3.2	100
Age 7-16: All	74.9	20.2	0.2	4.7	100
Age 7-10: All	74.7	24.1	0.2	1.0	100
Age 7-10: Boys	71.6	27.6	0.0	0.8	100
Age 7-10: Girls	77.7	20.8	0.4	1.2	100
Age 11-14: All	73.9	20.4	0.4	5.3	100
Age 11-14: Boys	71.0	23.5	0.4	5.1	100
Age 11-14: Girls	76.5	17.5	0.4	5.6	100
Age 15-16: All	78.1	8.2	0.0	13.7	100
Age 15-16: Boys	76.4	7.3	0.0	16.2	100
Age 15-16: Girls	79.7	9.0	0.0	11.4	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. By sex. 2021 and 2022

Boys: 72.9 (2021), 70.7 (2022)
Girls: 79.6 (2021), 77.4 (2022)
All: 76.3 (2021), 74.1 (2022)

Chart 1: Trends over time % Children enrolled in govt schools. By grade. 2021 and 2022

Std I-II: 74.6 (2021), 74.8 (2022)
Std III-V: 77.1 (2021), 75.2 (2022)
Std VI-VIII: 82.1 (2021), 78.5 (2022)
Std IX and above: 87.3 (2021), 89.9 (2022)
All: 79.7 (2021), 78.3 (2022)
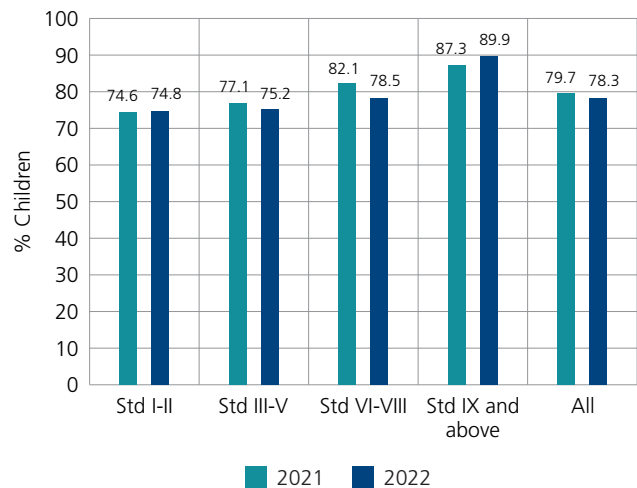
Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

| Age group | Pre-school | | | School | | | Not in pre-school or school | Total |
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	73.2	0.5	12.3	1.1	0.0	0.0	12.8	100
Age 5-6	26.7	1.1	11.1	42.1	13.3	0.4	5.3	100
Age 7-8	0.0	0.0	1.1	75.0	22.1	0.4	1.4	100

Paid tuition classes

Table 3: Trends over time % Children who take paid tuition classes. By grade. 2021 and 2022

Std	2021	2022
Std I-II	5.6	5.6
Std III-V	6.8	5.2
Std VI-VIII	2.6	3.5
All	5.0	4.7

Balrampur

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	66.8	29.5	2.6	0.5	0.5	100
Std III-V	20.3	32.1	14.8	10.7	22.1	100
Std VI-VIII	4.7	15.4	12.0	11.5	56.4	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	50.7	33.6	5.8	4.3	5.6	100
Std III-V	16.1	25.3	10.9	13.2	34.6	100
Std VI-VIII	4.0	10.1	8.3	12.4	65.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 20.3% cannot even read letters, 32.1% can read letters but not words or higher, 14.8% can read words but not Std I level text or higher, 10.7% can read Std I level text but not Std II level text, and 22.1% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	52.1	42.2	5.7	0.0	0.0	100
Std III-V	10.7	43.2	26.6	14.0	5.5	100
Std VI-VIII	0.9	23.5	37.6	25.2	12.8	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	40.7	43.4	13.6	1.9	0.4	100
Std III-V	10.0	38.5	29.5	12.8	9.2	100
Std VI-VIII	1.7	17.5	39.0	21.0	20.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 10.7% cannot even recognise 1-9, 43.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 26.6% can recognise numbers up to 99 but cannot do subtraction, 14% can do subtraction but cannot do division, and 5.5% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Bastar

Analysis based on data from 1,187 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
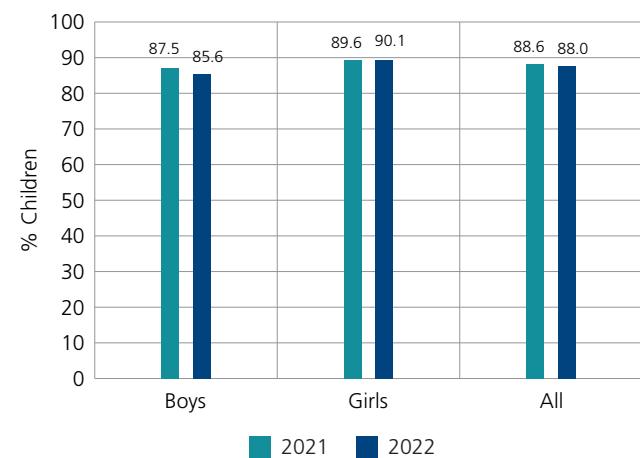
School enrollment

**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	84.2	11.0	0.1	4.7	100
Age 7-16: All	81.5	9.7	0.1	8.7	100
Age 7-10: All	85.9	11.5	0.1	2.5	100
Age 7-10: Boys	83.7	13.4	0.2	2.7	100
Age 7-10: Girls	88.2	9.4	0.0	2.3	100
Age 11-14: All	82.3	9.7	0.1	7.8	100
Age 11-14: Boys	81.2	11.1	0.3	7.4	100
Age 11-14: Girls	83.3	8.5	0.0	8.2	100
Age 15-16: All	66.6	4.3	0.0	29.1	100
Age 15-16: Boys	57.2	4.8	0.0	38.1	100
Age 15-16: Girls	75.1	3.9	0.0	21.0	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 enrolled in govt schools. By grade.
2021 and 2022**

Chart 1 (grouped bar chart, 2021 and 2022):
- Std I-II: 89.3, 86.5
- Std III-V: 91.1, 87.6
- Std VI-VIII: 92.1, 89.0
- Std IX and above: 93.9, 95.5
- All: 91.5, 89.0

Y-axis: % Children

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

Chart 2 (grouped bar chart, 2021 and 2022):
- Boys: 85.9, 82.7
- Girls: 91.0, 85.6
- All: 88.5, 84.2

Y-axis: % Children
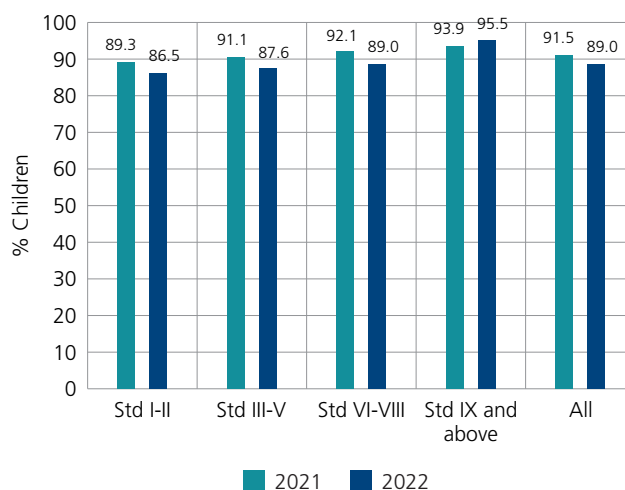
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	91.5	0.0	7.4	0.4	0.0	0.0	0.7	100
Age 5-6	33.7	0.0	13.3	44.7	7.3	0.0	1.1	100
Age 7-8	1.4	0.0	1.0	83.5	12.4	0.0	1.8	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	5.2	2.3
Std III-V	4.7	3.4
Std VI-VIII	3.4	1.6
All	4.4	2.5

Bastar

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	71.2	25.0	1.9	1.3	0.6	100
Std III-V	17.8	31.0	16.3	13.2	21.7	100
Std VI-VIII	5.8	6.8	13.6	15.1	58.7	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	49.4	39.0	3.8	3.3	4.5	100
Std III-V	11.6	28.0	12.2	12.7	35.5	100
Std VI-VIII	4.1	8.0	7.7	11.3	69.0	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 17.8% cannot even read letters, 31% can read letters but not words or higher, 16.3% can read words but not Std I level text or higher, 13.2% can read Std I level text but not Std II level text, and 21.7% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	57.7	38.5	3.2	0.0	0.6	100
Std III-V	12.8	48.1	27.9	8.9	2.3	100
Std VI-VIII	4.9	24.4	26.8	21.0	22.9	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	28.9	58.2	10.7	1.6	0.5	100
Std III-V	4.1	45.2	25.8	19.2	5.7	100
Std VI-VIII	0.4	15.9	31.1	24.3	28.3	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 12.8% cannot even recognise 1-9, 48.1% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 27.9% can recognise numbers up to 99 but cannot do subtraction, 8.9% can do subtraction but cannot do division, and 2.3% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Bemetara

Analysis based on data from 1,198 households from 60 randomly selected villages in the district. Data is not presented where sample size is insufficient.
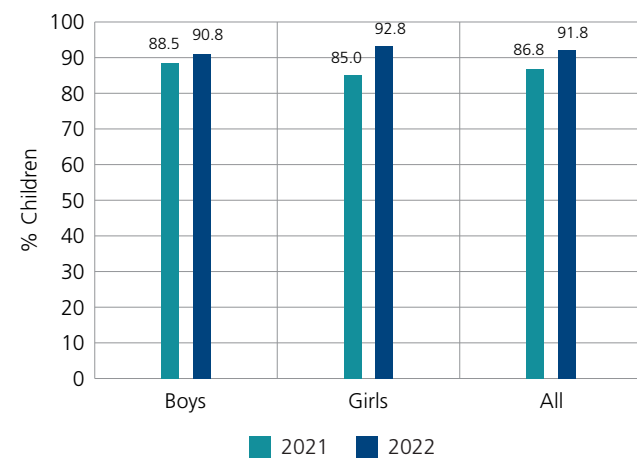
School enrollment

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	88.0	10.7	0.0	1.4	100
Age 7-16: All	87.1	9.3	0.0	3.6	100
Age 7-10: All	86.4	12.9	0.0	0.8	100
Age 7-10: Boys	85.9	13.9	0.0	0.2	100
Age 7-10: Girls	86.8	11.9	0.0	1.3	100
Age 11-14: All	89.9	8.2	0.0	1.9	100
Age 11-14: Boys	85.0	11.5	0.0	3.5	100
Age 11-14: Girls	93.9	5.5	0.0	0.6	100
Age 15-16: All	81.3	3.9	0.0	14.8	100
Age 15-16: Boys	76.2	5.9	0.0	17.9	100
Age 15-16: Girls	85.5	2.2	0.0	12.2	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 enrolled in govt schools. By grade. 2021 and 2022

	Std I-II	Std III-V	Std VI-VIII	Std IX and above	All
2021	84.0	88.5	91.4	95.2	90.1
2022	83.5	88.1	91.9	95.1	89.9

Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. By sex. 2021 and 2022

	Boys	Girls	All
2021	87.5	89.6	88.6
2022	85.6	90.1	88.0
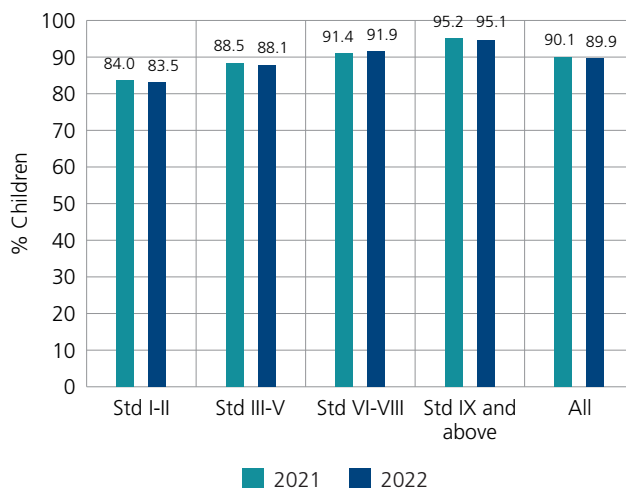
Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	77.4	1.7	8.2	0.5	0.0	0.0	12.3	100
Age 5-6	41.4	1.9	9.8	37.3	7.9	0.0	1.7	100
Age 7-8	0.6	0.3	1.9	83.3	13.2	0.0	0.6	100

Paid tuition classes

Table 3: Trends over time % Children who take paid tuition classes. By grade. 2021 and 2022

Std	2021	2022
Std I-II	3.6	2.4
Std III-V	4.0	5.3
Std VI-VIII	4.2	4.0
All	4.0	4.1

Bemetara

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	60.4	32.0	5.3	0.6	1.8	100
Std III-V	10.6	31.6	20.3	11.0	26.6	100
Std VI-VIII	5.7	5.7	10.8	12.6	65.2	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	22.5	59.4	7.8	4.8	5.5	100
Std III-V	8.2	24.5	10.1	16.2	41.1	100
Std VI-VIII	5.3	9.4	5.6	8.8	71.1	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 10.6% cannot even read letters, 31.6% can read letters but not words or higher, 20.3% can read words but not Std I level text or higher, 11% can read Std I level text but not Std II level text, and 26.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	45.2	43.4	9.0	0.6	1.8	100
Std III-V	9.0	34.0	29.0	23.3	4.7	100
Std VI-VIII	3.0	9.9	30.1	27.4	29.5	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	12.6	61.3	21.9	4.2	0.0	100
Std III-V	1.6	29.5	33.6	20.5	14.9	100
Std VI-VIII	2.0	11.8	29.1	19.3	37.8	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 9% cannot even recognise 1-9, 34% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 29% can recognise numbers up to 99 but cannot do subtraction, 23.3% can do subtraction but cannot do division, and 4.7% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Bijapur

Analysis based on data from 1,170 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
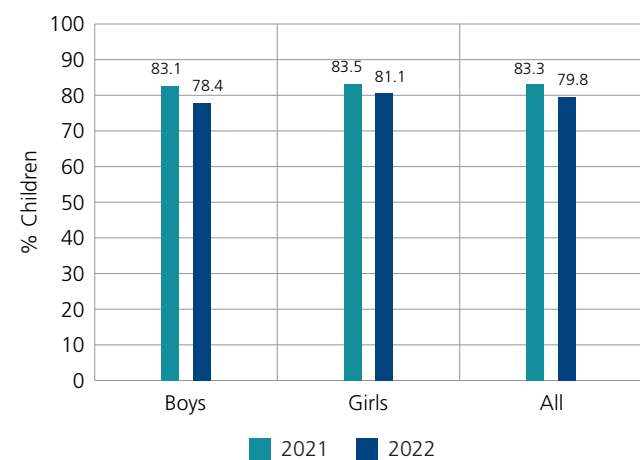
School enrollment

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	91.8	3.3	0.8	4.3	100
Age 7-16: All	89.5	3.2	0.9	6.4	100
Age 7-10: All	93.1	2.9	0.4	3.6	100
Age 7-10: Boys	92.8	3.0	0.6	3.6	100
Age 7-10: Girls	93.3	2.8	0.2	3.7	100
Age 11-14: All	86.5	4.1	1.8	7.6	100
Age 11-14: Boys	85.3	5.0	1.7	8.0	100
Age 11-14: Girls	88.2	2.8	1.8	7.2	100
Age 15-16: All	76.5	2.1	1.4	20.0	100
Age 15-16: Boys					
Age 15-16: Girls					

'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 enrolled in govt schools. By grade. 2021 and 2022

	Std I-II	Std III-V	Std VI-VIII	Std IX and above	All
2021	95.3	91.9	92.2		93.2
2022	96.2	97.3	92.8		96.1

Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex. 2021 and 2022

	Boys	Girls	All
2021	88.5	85.0	86.8
2022	90.8	92.8	91.8
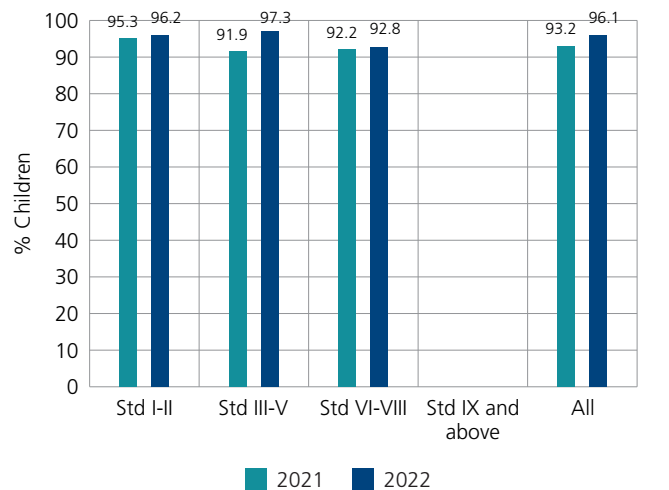
Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	89.7	0.3	2.5	3.3	0.0	0.0	4.3	100
Age 5-6	28.0	0.0	2.3	66.9	1.5	0.0	1.3	100
Age 7-8	3.4	0.2	0.4	90.0	3.5	0.4	2.1	100

Paid tuition classes

Table 3: Trends over time
% Children who take paid tuition classes. By grade. 2021 and 2022

Std	2021	2022
Std I-II	0.4	0.7
Std III-V	2.7	2.0
Std VI-VIII	2.9	2.0
All	1.8	1.5

Bijapur

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	80.2	17.0	1.9	0.6	0.3	100
Std III-V	36.9	37.2	12.1	7.8	6.0	100
Std VI-VIII	3.6	17.9	25.0	28.6	25.0	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	49.1	34.6	10.8	4.3	1.2	100
Std III-V	8.8	38.0	21.6	17.9	13.7	100
Std VI-VIII	3.2	11.7	20.7	22.2	42.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 36.9% cannot even read letters, 37.2% can read letters but not words or higher, 12.1% can read words but not Std I level text or higher, 7.8% can read Std I level text but not Std II level text, and 6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	77.7	19.5	2.5	0.0	0.3	100
Std III-V	29.4	41.8	18.1	9.6	1.1	100
Std VI-VIII	2.9	22.9	44.3	22.1	7.9	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	40.9	44.4	12.8	1.7	0.3	100
Std III-V	8.3	38.8	36.0	12.9	4.1	100
Std VI-VIII	2.0	15.5	40.1	32.9	9.5	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 29.4% cannot even recognise 1-9, 41.8% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 18.1% can recognise numbers up to 99 but cannot do subtraction, 9.6% can do subtraction but cannot do division, and 1.1% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Bilaspur

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
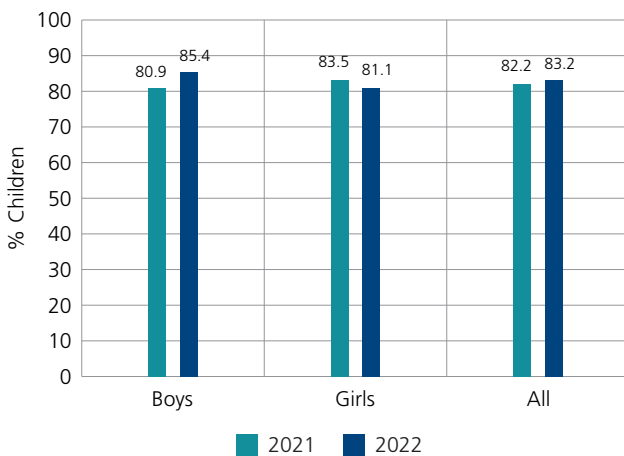Data is not presented where sample size is insufficient.

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	79.7	17.3	0.0	3.0	100
Age 7-16: All	78.2	16.7	0.0	5.1	100
Age 7-10: All	81.3	16.8	0.0	1.9	100
Age 7-10: Boys	80.3	17.6	0.0	2.1	100
Age 7-10: Girls	82.5	16.1	0.0	1.4	100
Age 11-14: All	79.5	17.1	0.0	3.4	100
Age 11-14: Boys	77.7	18.8	0.0	3.6	100
Age 11-14: Girls	81.3	15.6	0.0	3.0	100
Age 15-16: All	68.7	15.6	0.0	15.7	100
Age 15-16: Boys	67.1	14.6	0.0	18.3	100
Age 15-16: Girls	70.0	16.5	0.0	13.5	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 enrolled in govt schools. By grade. 2021 and 2022

Chart showing % Children by grade for 2021 and 2022:
- Std I-II: 82.5 (2021), 76.6 (2022)
- Std III-V: 85.6 (2021), 83.1 (2022)
- Std VI-VIII: 86.7 (2021), 85.0 (2022)
- Std IX and above: 82.6 (2021), 80.3 (2022)
- All: 84.7 (2021), 81.8 (2022)

Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. By sex. 2021 and 2022

Chart showing % Children by sex for 2021 and 2022:
- Boys: 83.1 (2021), 78.4 (2022)
- Girls: 83.5 (2021), 81.1 (2022)
- All: 83.3 (2021), 79.8 (2022)
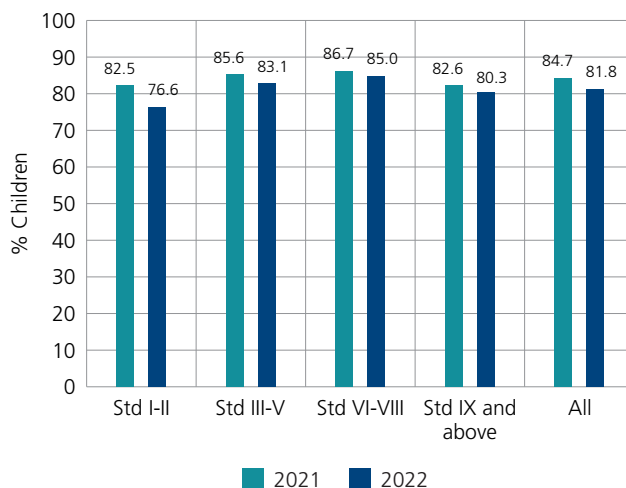
Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	75.2	0.0	7.0	1.1	0.8	0.0	15.9	100
Age 5-6	32.8	0.0	14.9	33.1	11.3	0.0	7.9	100
Age 7-8	1.6	0.0	0.3	79.1	16.8	0.0	2.2	100

Paid tuition classes

Table 3: Trends over time % Children who take paid tuition classes. By grade. 2021 and 2022

Std	2021	2022
Std I-II	2.9	8.7
Std III-V	4.9	9.5
Std VI-VIII	4.0	5.0
All	4.1	7.6

Bilaspur

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	66.9	29.0	3.6	0.6	0.0	100
Std III-V	19.7	39.0	20.4	9.5	11.6	100
Std VI-VIII	5.0	19.8	12.2	12.2	50.8	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	38.7	47.6	5.7	3.7	4.4	100
Std III-V	11.7	31.8	10.0	17.9	28.7	100
Std VI-VIII	4.3	12.0	4.8	9.1	69.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 19.7% cannot even read letters, 39% can read letters but not words or higher, 20.4% can read words but not Std I level text or higher, 9.5% can read Std I level text but not Std II level text, and 11.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	46.2	46.2	7.7	0.0	0.0	100
Std III-V	7.7	47.0	35.1	7.4	2.8	100
Std VI-VIII	1.7	24.7	42.3	20.5	10.9	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	19.9	60.2	18.6	1.4	0.0	100
Std III-V	2.9	40.6	33.0	16.6	7.0	100
Std VI-VIII	0.5	16.0	45.4	17.9	20.2	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 7.7% cannot even recognise 1-9, 47% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 35.1% can recognise numbers up to 99 but cannot do subtraction, 7.4% can do subtraction but cannot do division, and 2.8% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Dantewada (South Bastar)

Analysis based on data from 1,195 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
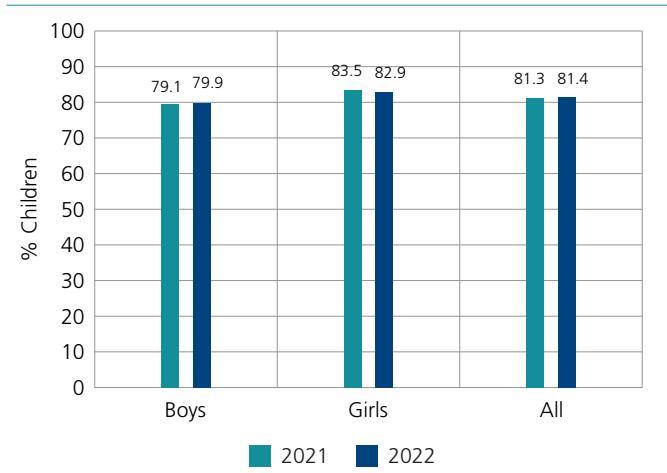
School enrollment

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	83.2	3.8	0.0	12.9	100
Age 7-16: All	78.9	3.8	0.0	17.3	100
Age 7-10: All	85.1	4.9	0.0	10.0	100
Age 7-10: Boys	86.6	5.2	0.0	8.3	100
Age 7-10: Girls	83.6	4.6	0.0	11.8	100
Age 11-14: All	75.3	3.2	0.0	21.5	100
Age 11-14: Boys	79.5	2.4	0.0	18.2	100
Age 11-14: Girls	71.1	3.9	0.0	25.0	100
Age 15-16: All	60.1	0.7	0.0	39.2	100
Age 15-16: Boys					
Age 15-16: Girls					

'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. By sex. 2021 and 2022

Boys: 80.9 (2021), 85.4 (2022)
Girls: 83.5 (2021), 81.1 (2022)
All: 82.2 (2021), 83.2 (2022)

Chart 1: Trends over time % Children enrolled in govt schools. By grade. 2021 and 2022

Std I-II: 92.0 (2021), 93.6 (2022)
Std III-V: 90.9 (2021), 95.9 (2022)
Std VI-VIII: 93.1 (2021), 95.8 (2022)
Std IX and above: 92.4 (2021)
All: 91.9 (2021), 95.3 (2022)
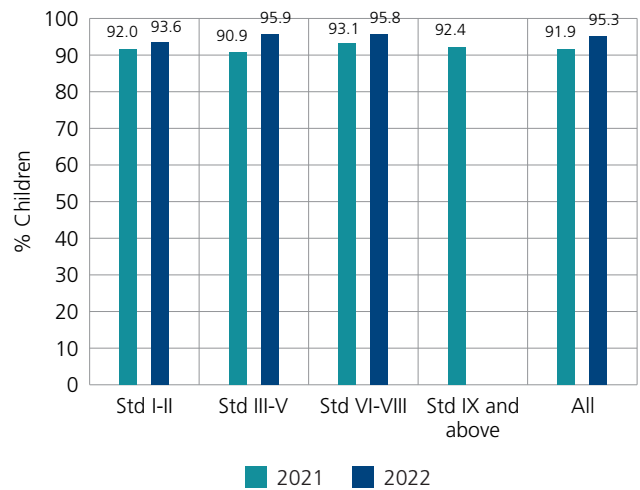
Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	89.0	0.3	3.2	3.4	0.9	0.0	3.3	100
Age 5-6	30.6	0.6	4.5	58.0	2.3	0.0	4.1	100
Age 7-8	2.8	0.0	0.5	85.6	4.7	0.0	6.4	100

Paid tuition classes

Table 3: Trends over time % Children who take paid tuition classes. By grade. 2021 and 2022

Std	2021	2022
Std I-II	4.4	4.2
Std III-V	6.1	4.0
Std VI-VIII	3.7	4.5
All	4.9	4.2

Dantewada (South Bastar)

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	59.9	28.3	7.0	4.3	0.5	100
Std III-V	26.8	35.3	10.7	18.3	8.9	100
Std VI-VIII	4.4	8.8	15.1	26.4	45.3	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	55.6	36.0	3.0	2.6	2.7	100
Std III-V	17.0	30.6	12.3	11.9	28.3	100
Std VI-VIII	2.9	11.1	12.2	10.4	63.5	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 26.8% cannot even read letters, 35.3% can read letters but not words or higher, 10.7% can read words but not Std I level text or higher, 18.3% can read Std I level text but not Std II level text, and 8.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	61.5	27.8	9.6	1.1	0.0	100
Std III-V	24.2	47.1	18.4	8.5	1.8	100
Std VI-VIII	4.4	10.1	35.9	34.6	15.1	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	46.4	41.0	9.7	1.9	1.1	100
Std III-V	10.0	43.6	19.4	18.7	8.3	100
Std VI-VIII	1.5	13.0	23.8	26.5	35.3	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 24.2% cannot even recognise 1-9, 47.1% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 18.4% can recognise numbers up to 99 but cannot do subtraction, 8.5% can do subtraction but cannot do division, and 1.8% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Dhamtari

Analysis based on data from 1,196 households from 60 randomly selected villages in the district.
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	81.4	18.0	0.0	0.6	100
Age 7-16: All	81.5	17.0	0.0	1.5	100
Age 7-10: All	80.0	19.7	0.0	0.3	100
Age 7-10: Boys	78.6	21.1	0.0	0.3	100
Age 7-10: Girls	81.4	18.3	0.0	0.3	100
Age 11-14: All	84.2	15.0	0.0	0.9	100
Age 11-14: Boys	83.4	15.4	0.0	1.3	100
Age 11-14: Girls	84.9	14.5	0.0	0.5	100
Age 15-16: All	78.8	14.9	0.0	6.2	100
Age 15-16: Boys	75.6	14.7	0.0	9.7	100
Age 15-16: Girls	81.0	15.1	0.0	3.9	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 enrolled in govt schools. By grade. 2021 and 2022**

Std I-II: 77.6 (2021), 72.0 (2022)
Std III-V: 76.8 (2021), 82.3 (2022)
Std VI-VIII: 87.6 (2021), 86.3 (2022)
Std IX and above: 90.7 (2021), 85.2 (2022)
All: 83.6 (2021), 82.0 (2022)

Legend: 2021, 2022

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex. 2021 and 2022**

Boys: 79.1 (2021), 79.9 (2022)
Girls: 83.5 (2021), 82.9 (2022)
All: 81.3 (2021), 81.4 (2022)

Legend: 2021, 2022
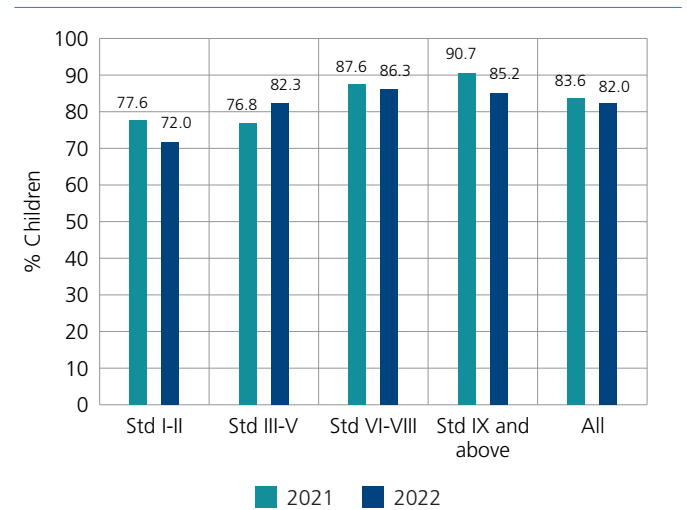
Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	74.6	0.0	14.4	0.6	0.0	0.0	10.4	100
Age 5-6	27.0	0.0	24.0	35.2	12.6	0.0	1.2	100
Age 7-8	0.9	0.0	1.3	76.6	21.3	0.0	0.0	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade. 2021 and 2022**

Std	2021	2022
Std I-II	2.7	1.5
Std III-V	4.1	3.9
Std VI-VIII	2.9	4.3
All	3.3	3.4

Dhamtari

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	37.9	54.3	5.2	0.9	1.7	100
Std III-V	5.7	25.5	14.6	20.8	33.3	100
Std VI-VIII	2.7	3.6	5.0	5.9	82.8	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	19.2	54.4	16.6	6.9	2.9	100
Std III-V	3.7	21.5	14.2	21.6	39.1	100
Std VI-VIII	1.8	6.6	3.9	10.3	77.5	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 5.7% cannot even read letters, 25.5% can read letters but not words or higher, 14.6% can read words but not Std I level text or higher, 20.8% can read Std I level text but not Std II level text, and 33.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	27.6	60.3	9.5	1.7	0.9	100
Std III-V	1.6	29.7	34.4	23.4	10.9	100
Std VI-VIII	1.4	10.0	21.3	24.4	43.0	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	11.6	55.0	28.3	4.3	0.8	100
Std III-V	1.3	25.4	32.8	21.0	19.5	100
Std VI-VIII	0.4	5.9	28.9	22.2	42.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 1.6% cannot even recognise 1-9, 29.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 34.4% can recognise numbers up to 99 but cannot do subtraction, 23.4% can do subtraction but cannot do division, and 10.9% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Durg

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
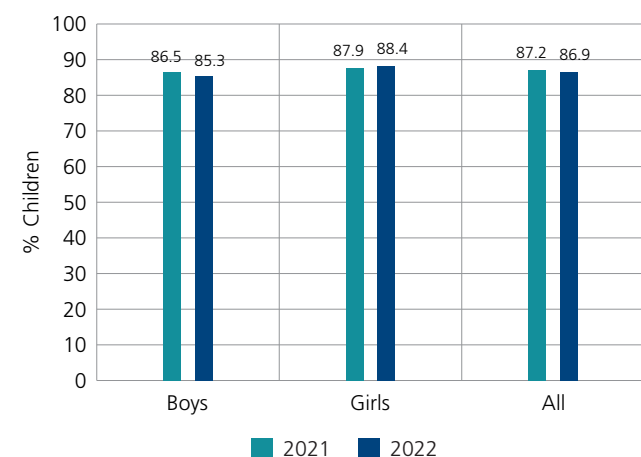
School enrollment

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	83.8	15.3	0.0	0.9	100
Age 7-16: All	83.3	14.2	0.0	2.6	100
Age 7-10: All	80.6	19.2	0.0	0.2	100
Age 7-10: Boys	80.7	19.0	0.0	0.3	100
Age 7-10: Girls	80.6	19.4	0.0	0.0	100
Age 11-14: All	88.0	10.8	0.0	1.2	100
Age 11-14: Boys	85.1	13.5	0.0	1.4	100
Age 11-14: Girls	90.7	8.3	0.0	1.0	100
Age 15-16: All	76.7	9.8	0.0	13.5	100
Age 15-16: Boys	69.6	10.3	0.0	20.1	100
Age 15-16: Girls	81.6	9.4	0.0	9.0	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 enrolled in govt schools. By grade. 2021 and 2022

Std I-II: 79.9 (2021), 74.8 (2022)
Std III-V: 85.2 (2021), 83.2 (2022)
Std VI-VIII: 88.7 (2021), 87.8 (2022)
Std IX and above: 91.3 (2021), 91.0 (2022)
All: 86.7 (2021), 84.6 (2022)

Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. By sex. 2021 and 2022

Boys: 82.0 (2021), 82.0 (2022)
Girls: 88.8 (2021), 85.6 (2022)
All: 85.4 (2021), 83.8 (2022)
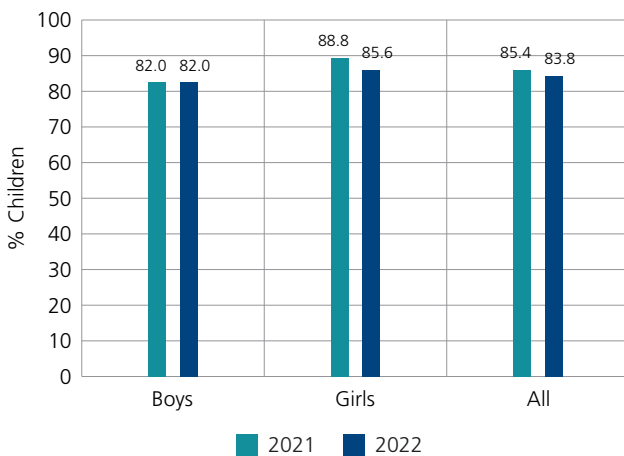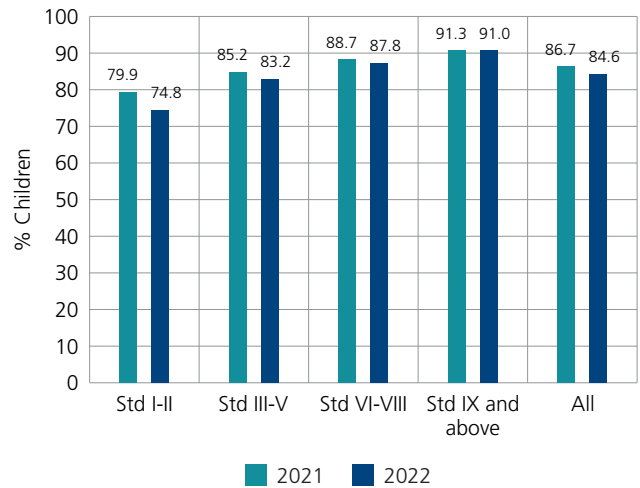
Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	74.4	0.5	12.9	0.0	1.3	0.0	11.0	100
Age 5-6	29.7	1.1	20.2	35.1	11.0	0.0	2.9	100
Age 7-8	0.2	0.6	1.4	77.5	20.3	0.0	0.0	100

Paid tuition classes

Table 3: Trends over time % Children who take paid tuition classes. By grade. 2021 and 2022

Std	2021	2022
Std I-II	1.4	12.5
Std III-V	1.1	18.2
Std VI-VIII	1.9	12.6
All	1.5	14.7
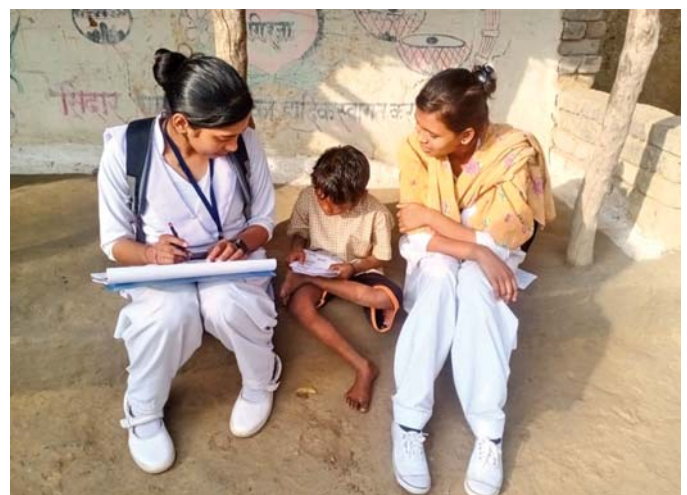
Durg

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	47.1	45.6	4.9	2.0	0.5	100
Std III-V	8.1	29.1	14.0	16.3	32.6	100
Std VI-VIII	2.5	9.3	6.8	8.7	72.7	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	23.8	47.1	10.3	8.4	10.5	100
Std III-V	6.8	18.1	8.8	19.3	47.1	100
Std VI-VIII	2.3	5.4	4.4	9.2	78.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 8.1% cannot even read letters, 29.1% can read letters but not words or higher, 14% can read words but not Std I level text or higher, 16.3% can read Std I level text but not Std II level text, and 32.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	30.5	57.1	11.3	1.0	0.0	100
Std III-V	4.7	33.7	31.4	24.7	5.5	100
Std VI-VIII	1.6	10.3	29.2	27.0	32.0	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	15.2	57.3	19.6	7.3	0.6	100
Std III-V	3.1	26.0	26.8	28.6	15.5	100
Std VI-VIII	0.9	8.8	27.8	22.0	40.6	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 4.7% cannot even recognise 1-9, 33.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 31.4% can recognise numbers up to 99 but cannot do subtraction, 24.7% can do subtraction but cannot do division, and 5.5% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Gariaband

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
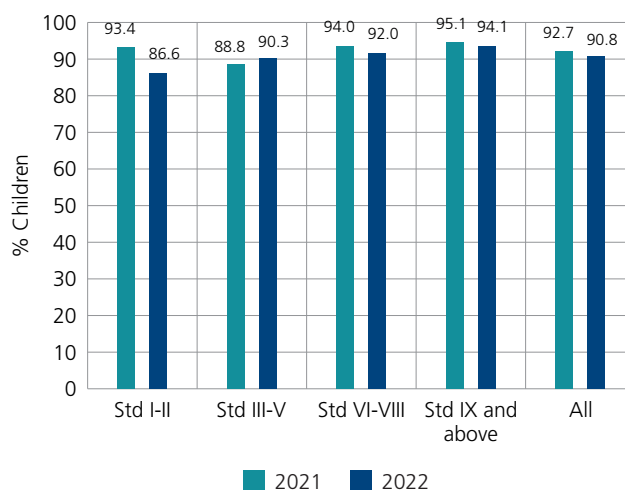Data is not presented where sample size is insufficient.

School enrollment

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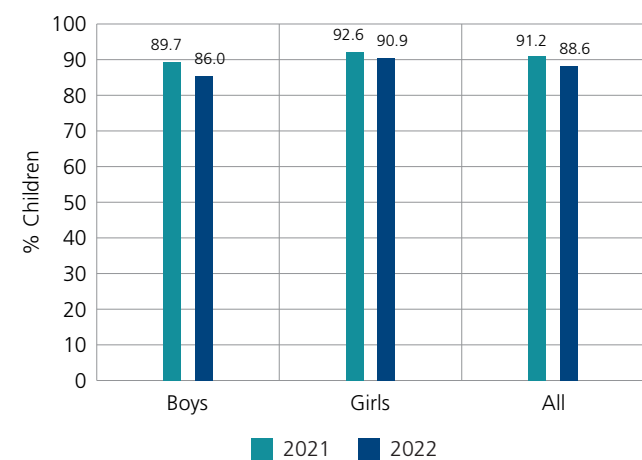By age group and sex.
2022**

Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	86.9	11.7	0.0	1.4	100
Age 7-16: All	86.4	10.7	0.0	2.9	100
Age 7-10: All	87.7	12.1	0.0	0.2	100
Age 7-10: Boys	87.1	12.9	0.0	0.0	100
Age 7-10: Girls	88.3	11.3	0.0	0.4	100
Age 11-14: All	87.0	10.5	0.0	2.5	100
Age 11-14: Boys	85.1	11.2	0.0	3.8	100
Age 11-14: Girls	88.7	10.0	0.0	1.3	100
Age 15-16: All	80.3	6.7	0.0	12.9	100
Age 15-16: Boys					
Age 15-16: Girls	83.1	3.1	0.0	13.9	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. By sex.
2021 and 2022**

Boys: 86.5 (2021), 85.3 (2022)
Girls: 87.9 (2021), 88.4 (2022)
All: 87.2 (2021), 86.9 (2022)

Legend: 2021, 2022

**Chart 1: Trends over time
% Children enrolled in govt schools. By grade.
2021 and 2022**

Std I-II: 84.4 (2021), 83.8 (2022)
Std III-V: 87.9 (2021), 88.7 (2022)
Std VI-VIII: 90.6 (2021), 89.5 (2022)
Std IX and above: 92.8 (2021), 92.3 (2022)
All: 89.0 (2021), 88.6 (2022)

Legend: 2021, 2022
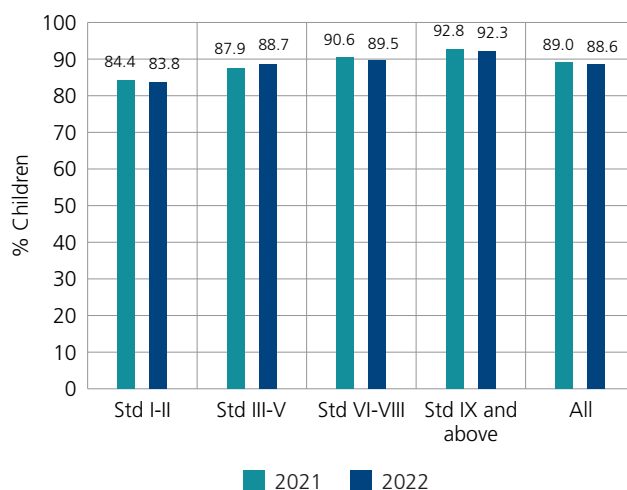
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	82.0	0.5	8.9	2.8	0.0	0.0	5.8	100
Age 5-6	35.0	0.8	13.0	40.5	8.1	0.0	2.6	100
Age 7-8	0.2	0.0	0.6	85.1	13.7	0.0	0.4	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	0.4	1.7
Std III-V	0.7	2.8
Std VI-VIII	0.3	3.3
All	0.5	2.7

Gariaband

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	55.5	37.7	4.8	1.4	0.7	100
Std III-V	20.5	24.6	20.5	14.8	19.7	100
Std VI-VIII	3.0	11.5	11.5	16.0	58.0	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	30.7	49.1	8.9	7.4	3.8	100
Std III-V	9.9	24.5	11.8	23.8	30.0	100
Std VI-VIII	3.2	6.3	5.1	14.0	71.5	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 20.5% cannot even read letters, 24.6% can read letters but not words or higher, 20.5% can read words but not Std I level text or higher, 14.8% can read Std I level text but not Std II level text, and 19.7% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	43.2	48.0	8.2	0.7	0.0	100
Std III-V	15.2	31.8	29.9	18.6	4.6	100
Std VI-VIII	3.4	10.8	38.8	24.3	22.8	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	22.8	58.7	17.1	1.4	0.0	100
Std III-V	2.5	34.7	32.3	20.3	10.3	100
Std VI-VIII	2.0	9.2	33.2	26.5	29.2	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 15.2% cannot even recognise 1-9, 31.8% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 29.9% can recognise numbers up to 99 but cannot do subtraction, 18.6% can do subtraction but cannot do division, and 4.6% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Gaurela-Pendra-Marwahi

Analysis based on data from 1,197 households from 60 randomly selected villages in the district.
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**

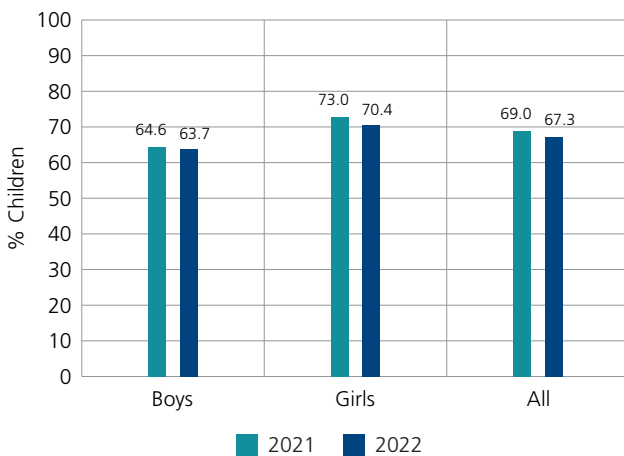| Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	88.6	9.3	0.0	2.2	100
Age 7-16: All	86.8	8.1	0.0	5.1	100
Age 7-10: All	89.8	9.6	0.0	0.6	100
Age 7-10: Boys	88.5	10.8	0.0	0.7	100
Age 7-10: Girls	91.2	8.4	0.0	0.4	100
Age 11-14: All	87.8	8.2	0.0	4.1	100
Age 11-14: Boys	84.6	10.7	0.0	4.7	100
Age 11-14: Girls	90.4	6.1	0.0	3.6	100
Age 15-16: All	76.8	4.4	0.0	18.8	100
Age 15-16: Boys	75.4	3.8	0.0	20.9	100
Age 15-16: Girls	77.8	4.9	0.0	17.3	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 enrolled in govt schools. By grade.
2021 and 2022**

Chart 1 data (% Children, 2021 / 2022):
- Std I-II: 93.4 / 86.6
- Std III-V: 88.8 / 90.3
- Std VI-VIII: 94.0 / 92.0
- Std IX and above: 95.1 / 94.1
- All: 92.7 / 90.8

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

Chart 2 data (% Children, 2021 / 2022):
- Boys: 89.7 / 86.0
- Girls: 92.6 / 90.9
- All: 91.2 / 88.6

**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	89.5	0.0	5.6	2.1	0.4	0.0	2.4	100
Age 5-6	34.6	0.0	4.7	50.1	8.7	0.0	1.9	100
Age 7-8	1.2	0.0	0.7	88.0	9.4	0.0	0.7	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	0.4	6.3
Std III-V	0.9	6.5
Std VI-VIII	0.5	4.9
All	0.6	5.9

Gaurela-Pendra-Marwahi

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	54.6	41.0	3.3	0.6	0.6	100
Std III-V	13.8	30.3	15.8	12.6	27.6	100
Std VI-VIII	2.4	8.2	11.2	11.6	66.7	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	36.8	48.4	7.8	4.1	3.0	100
Std III-V	6.2	27.5	13.0	15.5	37.8	100
Std VI-VIII	0.5	5.6	7.8	7.9	78.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 13.8% cannot even read letters, 30.3% can read letters but not words or higher, 15.8% can read words but not Std I level text or higher, 12.6% can read Std I level text but not Std II level text, and 27.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	42.6	49.7	5.5	2.2	0.0	100
Std III-V	7.5	34.7	33.9	18.5	5.5	100
Std VI-VIII	1.7	9.9	33.8	29.0	25.6	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	23.7	52.3	21.3	1.1	1.7	100
Std III-V	3.0	26.1	36.1	17.5	17.3	100
Std VI-VIII	0.3	3.9	35.0	22.9	37.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 7.5% cannot even recognise 1-9, 34.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 33.9% can recognise numbers up to 99 but cannot do subtraction, 18.5% can do subtraction but cannot do division, and 5.5% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Janjgir-Champa

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
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**

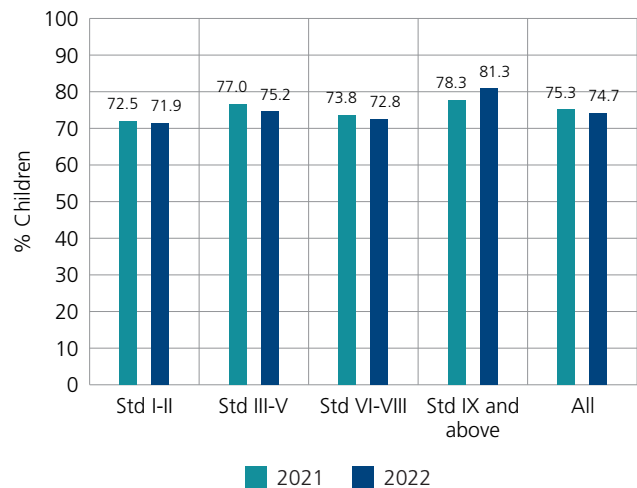| Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	67.3	32.1	0.0	0.7	100
Age 7-16: All	67.7	30.8	0.0	1.6	100
Age 7-10: All	67.7	32.0	0.0	0.3	100
Age 7-10: Boys	63.6	36.1	0.0	0.3	100
Age 7-10: Girls	71.7	28.1	0.0	0.2	100
Age 11-14: All	66.8	32.2	0.0	1.0	100
Age 11-14: Boys	62.7	36.2	0.0	1.1	100
Age 11-14: Girls	70.0	29.2	0.0	0.8	100
Age 15-16: All	69.4	24.3	0.0	6.3	100
Age 15-16: Boys	61.6	27.3	0.0	11.1	100
Age 15-16: Girls	76.2	21.6	0.0	2.2	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 enrolled in govt schools. By grade.
2021 and 2022**
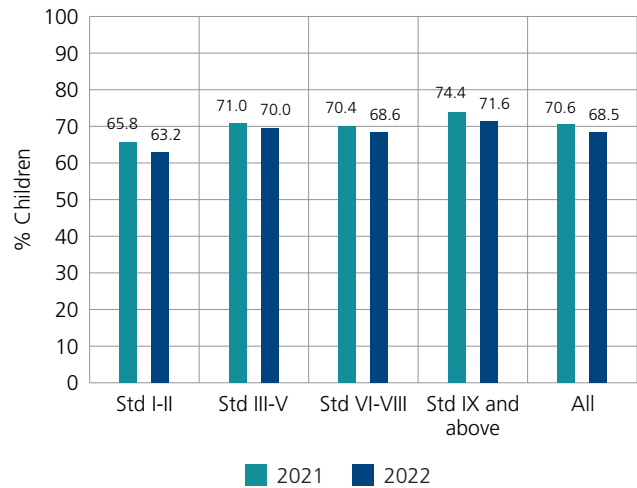
**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	59.7	0.4	19.9	0.8	0.9	0.0	18.2	100
Age 5-6	19.8	0.3	31.2	30.4	15.2	0.0	3.2	100
Age 7-8	0.2	0.0	1.8	65.5	32.2	0.0	0.3	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	4.4	7.3
Std III-V	6.9	8.1
Std VI-VIII	6.7	5.7
All	6.1	7.1

Janjgir-Champa

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	43.1	48.8	4.1	3.3	0.8	100
Std III-V	11.1	37.2	16.7	12.2	22.8	100
Std VI-VIII	5.8	13.3	8.7	13.9	58.4	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	27.9	50.3	7.8	8.6	5.5	100
Std III-V	7.8	25.0	11.1	15.3	40.9	100
Std VI-VIII	1.8	12.7	3.5	13.9	68.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 11.1% cannot even read letters, 37.2% can read letters but not words or higher, 16.7% can read words but not Std I level text or higher, 12.2% can read Std I level text but not Std II level text, and 22.8% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	37.7	47.5	12.3	2.5	0.0	100
Std III-V	7.2	43.3	33.9	11.7	3.9	100
Std VI-VIII	4.6	15.0	38.2	22.0	20.2	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	14.5	55.9	26.2	3.4	0.0	100
Std III-V	3.1	31.9	35.3	16.7	13.0	100
Std VI-VIII	0.9	11.4	46.6	19.2	21.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 7.2% cannot even recognise 1-9, 43.3% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 33.9% can recognise numbers up to 99 but cannot do subtraction, 11.7% can do subtraction but cannot do division, and 3.9% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Jashpur

Analysis based on data from 1,201 households from 60 randomly selected villages in the district.
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

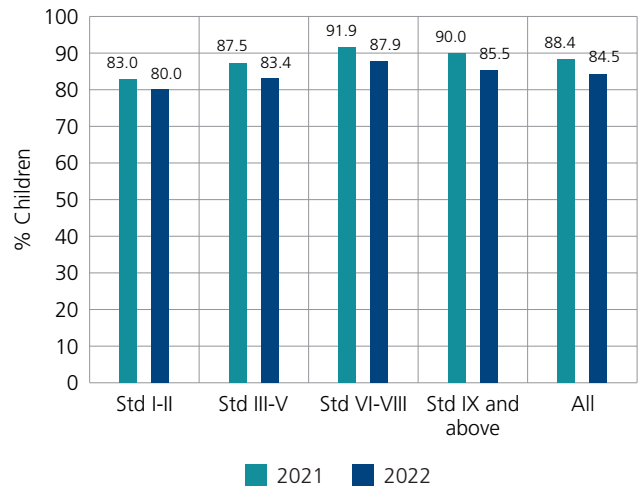| Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	72.6	25.2	0.2	2.0	100
Age 7-16: All	71.5	24.0	0.1	4.4	100
Age 7-10: All	74.0	25.1	0.3	0.7	100
Age 7-10: Boys	70.1	28.8	0.5	0.6	100
Age 7-10: Girls	77.3	21.9	0.0	0.8	100
Age 11-14: All	71.0	25.5	0.0	3.6	100
Age 11-14: Boys	69.3	24.7	0.0	6.0	100
Age 11-14: Girls	72.3	26.1	0.0	1.6	100
Age 15-16: All	64.8	15.9	0.0	19.4	100
Age 15-16: Boys	62.8	16.7	0.0	20.5	100
Age 15-16: Girls	66.4	15.2	0.0	18.4	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 enrolled in govt schools. By grade. 2021 and 2022
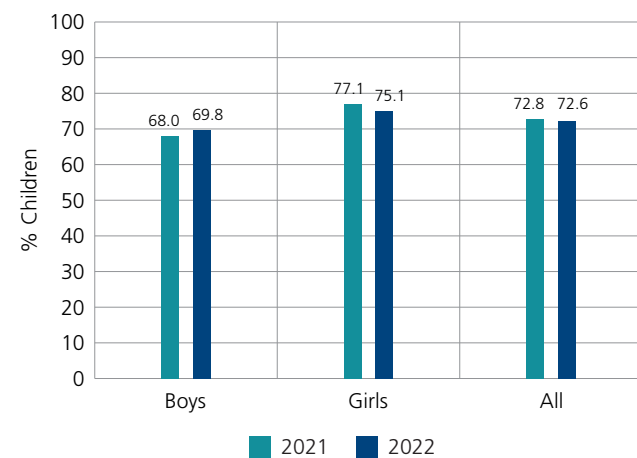
Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. By sex. 2021 and 2022

Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	83.3	0.0	12.7	0.0	0.2	0.3	3.5	100
Age 5-6	30.6	0.0	11.0	41.9	14.2	0.3	2.1	100
Age 7-8	0.8	0.0	1.4	71.4	25.7	0.0	0.7	100

Paid tuition classes

Table 3: Trends over time % Children who take paid tuition classes. By grade. 2021 and 2022

Std	2021	2022
Std I-II	4.3	1.7
Std III-V	3.8	3.0
Std VI-VIII	2.7	1.4
All	3.5	2.1

Jashpur

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	63.3	29.4	5.7	0.6	1.1	100
Std III-V	15.7	33.1	16.1	14.5	20.7	100
Std VI-VIII	3.9	5.2	11.2	18.9	60.9	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	45.5	39.8	6.2	1.4	7.1	100
Std III-V	9.6	28.3	8.6	10.9	42.5	100
Std VI-VIII	3.0	9.4	6.6	9.1	72.0	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 15.7% cannot even read letters, 33.1% can read letters but not words or higher, 16.1% can read words but not Std I level text or higher, 14.5% can read Std I level text but not Std II level text, and 20.7% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	51.1	43.8	3.9	1.1	0.0	100
Std III-V	9.5	41.3	29.3	17.8	2.1	100
Std VI-VIII	2.2	11.6	31.3	29.2	25.8	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	33.6	46.7	15.6	2.8	1.4	100
Std III-V	5.2	35.7	28.5	19.8	10.9	100
Std VI-VIII	1.6	15.7	36.2	28.1	18.4	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 9.5% cannot even recognise 1-9, 41.3% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 29.3% can recognise numbers up to 99 but cannot do subtraction, 17.8% can do subtraction but cannot do division, and 2.1% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Kabirdham

Analysis based on data from 1,200 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
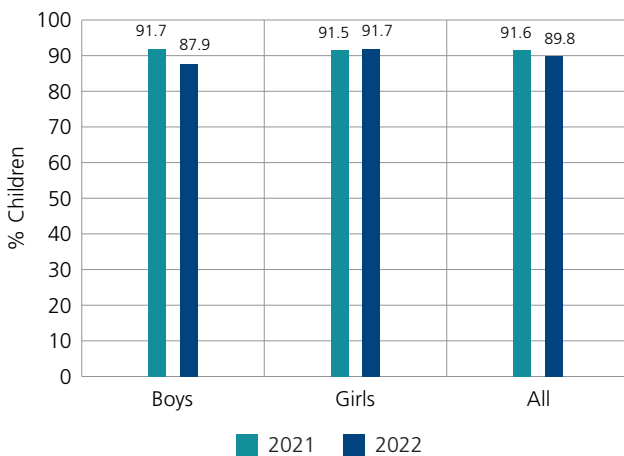
School enrollment

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

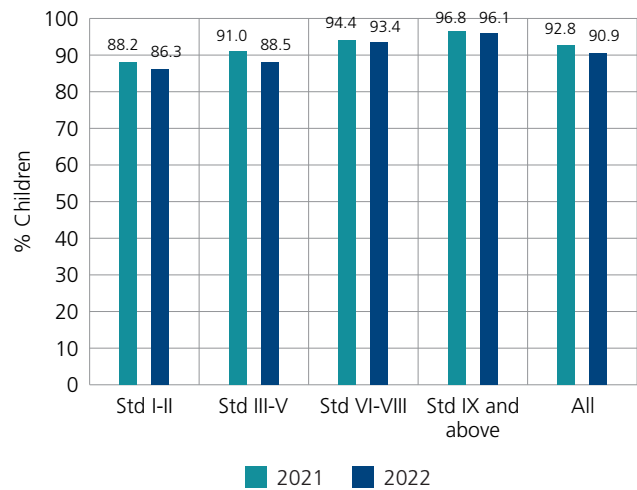| Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	82.9	15.2	0.0	1.9	100
Age 7-16: All	81.3	14.5	0.0	4.2	100
Age 7-10: All	81.4	17.4	0.0	1.1	100
Age 7-10: Boys	81.1	17.8	0.0	1.1	100
Age 7-10: Girls	81.7	17.1	0.0	1.2	100
Age 11-14: All	84.0	13.2	0.0	2.9	100
Age 11-14: Boys	79.2	16.7	0.0	4.1	100
Age 11-14: Girls	88.4	9.9	0.0	1.7	100
Age 15-16: All	75.0	11.9	0.0	13.2	100
Age 15-16: Boys	72.4	13.5	0.0	14.2	100
Age 15-16: Girls	77.3	10.5	0.0	12.3	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 enrolled in govt schools. By grade.
2021 and 2022**

Chart 1 values (2021, 2022):
- Std I-II: 83.0, 80.0
- Std III-V: 87.5, 83.4
- Std VI-VIII: 91.9, 87.9
- Std IX and above: 90.0, 85.5
- All: 88.4, 84.5

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

Chart 2 values (2021, 2022):
- Boys: 86.6, 80.6
- Girls: 89.9, 85.1
- All: 88.3, 82.9
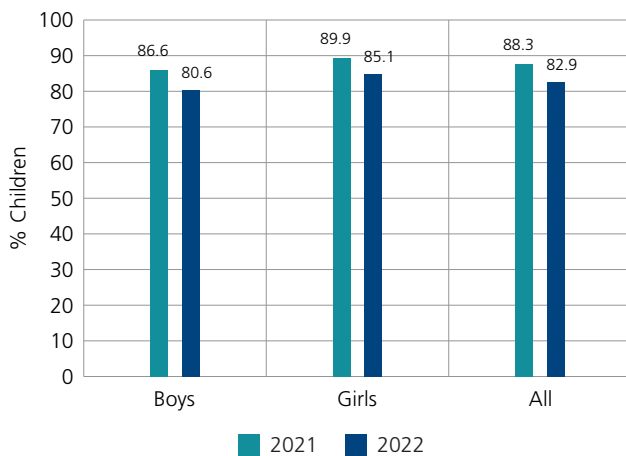
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

| Age group | Pre-school | | | School | | | Not in pre-school or school | Total |
	Angan-wadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	85.5	0.0	8.4	0.3	0.8	0.0	5.0	100
Age 5-6	32.9	0.0	11.3	44.4	9.9	0.0	1.6	100
Age 7-8	0.7	0.0	0.9	80.7	17.4	0.0	0.3	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	2.6	0.4
Std III-V	3.6	2.2
Std VI-VIII	3.3	1.1
All	3.2	1.3

Kabirdham

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	48.9	41.0	2.8	1.8	5.5	100
Std III-V	15.9	32.5	17.2	9.1	25.3	100
Std VI-VIII	3.0	10.2	8.4	15.3	63.2	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	41.1	44.1	4.7	5.9	4.3	100
Std III-V	12.0	22.9	8.7	17.9	38.5	100
Std VI-VIII	3.7	10.9	4.5	12.9	67.9	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 15.9% cannot even read letters, 32.5% can read letters but not words or higher, 17.2% can read words but not Std I level text or higher, 9.1% can read Std I level text but not Std II level text, and 25.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	34.0	53.0	10.2	0.5	2.3	100
Std III-V	6.6	41.3	35.3	12.2	4.7	100
Std VI-VIII	0.9	13.5	41.1	27.6	16.8	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	23.7	58.3	17.1	1.0	0.0	100
Std III-V	5.2	33.0	37.4	14.9	9.5	100
Std VI-VIII	1.4	14.7	42.7	17.7	23.7	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 6.6% cannot even recognise 1-9, 41.3% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 35.3% can recognise numbers up to 99 but cannot do subtraction, 12.2% can do subtraction but cannot do division, and 4.7% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Kanker (North Bastar)

Analysis based on data from 1,169 households from 60 randomly selected villages in the district. Data is not presented where sample size is insufficient.
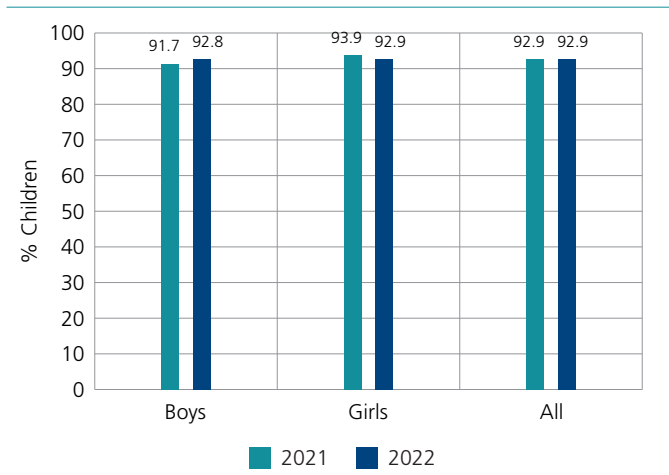
School enrollment

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

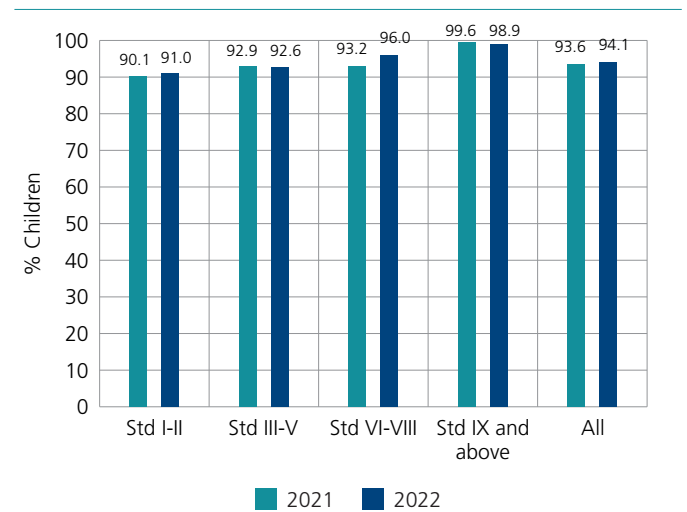| Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	89.8	9.6	0.0	0.6	100
Age 7-16: All	89.7	8.5	0.0	1.7	100
Age 7-10: All	87.3	12.4	0.0	0.3	100
Age 7-10: Boys	87.1	12.3	0.0	0.6	100
Age 7-10: Girls	87.5	12.5	0.0	0.0	100
Age 11-14: All	92.8	6.2	0.0	1.0	100
Age 11-14: Boys	89.2	9.4	0.0	1.5	100
Age 11-14: Girls	96.1	3.3	0.0	0.6	100
Age 15-16: All	88.9	3.2	0.0	8.0	100
Age 15-16: Boys					
Age 15-16: Girls	88.7	4.8	0.0	6.5	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 enrolled in govt schools. By grade. 2021 and 2022

	Std I-II	Std III-V	Std VI-VIII	Std IX and above	All
2021	88.2	91.0	94.4	96.8	92.8
2022	86.3	88.5	93.4	96.1	90.9

Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex. 2021 and 2022

	Boys	Girls	All
2021	91.7	91.5	91.6
2022	87.9	91.7	89.8

Table 2: % Children enrolled in different types of pre-schools and schools. By age group. 2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	87.6	0.4	8.5	0.7	0.3	0.0	2.6	100
Age 5-6	35.6	0.8	7.6	48.2	7.3	0.0	0.5	100
Age 7-8	0.2	0.0	0.7	87.7	11.2	0.0	0.3	100

Paid tuition classes

Table 3: Trends over time
% Children who take paid tuition classes. By grade. 2021 and 2022

Std	2021	2022
Std I-II	1.7	11.4
Std III-V	1.6	11.1
Std VI-VIII	1.8	7.1
All	1.7	9.8

Kanker (North Bastar)

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	52.3	34.4	10.2	0.0	3.1	100
Std III-V	19.1	24.6	23.6	10.5	22.3	100
Std VI-VIII	4.3	8.1	8.7	15.7	63.2	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	20.7	47.8	14.9	10.8	5.9	100
Std III-V	3.9	19.5	13.1	20.6	42.9	100
Std VI-VIII	1.1	3.6	3.1	12.9	79.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 19.1% cannot even read letters, 24.6% can read letters but not words or higher, 23.6% can read words but not Std I level text or higher, 10.5% can read Std I level text but not Std II level text, and 22.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	47.7	39.8	10.9	1.6	0.0	100
Std III-V	18.2	32.7	25.9	16.4	6.8	100
Std VI-VIII	4.9	8.1	25.4	31.4	30.3	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	13.1	55.6	23.6	6.9	0.8	100
Std III-V	2.2	23.0	32.1	25.5	17.2	100
Std VI-VIII	1.3	6.5	20.7	28.1	43.4	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 18.2% cannot even recognise 1-9, 32.7% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 25.9% can recognise numbers up to 99 but cannot do subtraction, 16.4% can do subtraction but cannot do division, and 6.8% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Kondagaon

Analysis based on data from 1,197 households from 60 randomly selected villages in the district.
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**

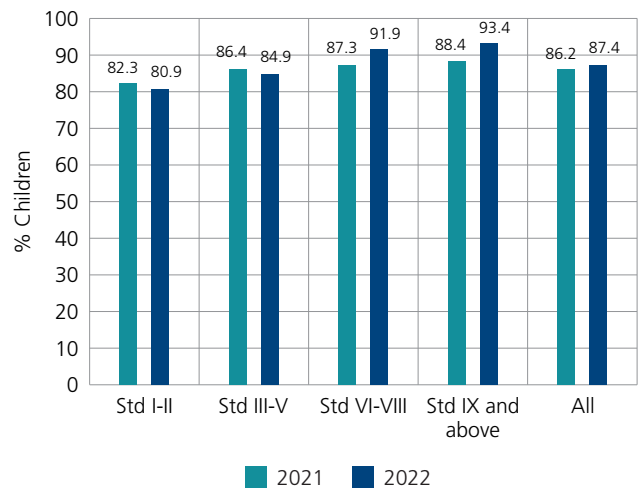| Age group and sex	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	92.9	6.0	0.0	1.1	100
Age 7-16: All	92.0	5.2	0.0	2.9	100
Age 7-10: All	93.2	6.5	0.0	0.3	100
Age 7-10: Boys	94.1	5.6	0.0	0.3	100
Age 7-10: Girls	92.5	7.3	0.0	0.2	100
Age 11-14: All	92.9	4.9	0.0	2.2	100
Age 11-14: Boys	92.5	4.9	0.0	2.6	100
Age 11-14: Girls	93.4	4.8	0.0	1.9	100
Age 15-16: All	84.6	1.1	0.0	14.3	100
Age 15-16: Boys					
Age 15-16: Girls	83.1	0.0	0.0	17.0	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 enrolled in govt schools. By grade.
2021 and 2022**

	2021	2022
Std I-II	90.1	91.0
Std III-V	92.9	92.6
Std VI-VIII	93.2	96.0
Std IX and above	99.6	98.9
All	93.6	94.1

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

	2021	2022
Boys	91.7	92.8
Girls	93.9	92.9
All	92.9	92.9

**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	89.4	0.4	4.7	4.1	1.0	0.0	0.3	100
Age 5-6	25.6	0.5	7.2	60.1	5.9	0.0	0.7	100
Age 7-8	1.2	0.2	0.7	90.7	6.9	0.0	0.3	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	1.5	1.8
Std III-V	1.9	3.6
Std VI-VIII	0.9	1.9
All	1.4	2.5

Kondagaon

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	63.2	33.0	1.4	1.0	1.4	100
Std III-V	18.3	30.6	17.9	16.6	16.6	100
Std VI-VIII	4.4	9.5	13.5	17.5	55.2	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	44.9	41.1	9.4	2.9	1.8	100
Std III-V	10.1	27.2	20.4	18.9	23.4	100
Std VI-VIII	2.9	9.5	10.5	15.8	61.3	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 18.3% cannot even read letters, 30.6% can read letters but not words or higher, 17.9% can read words but not Std I level text or higher, 16.6% can read Std I level text but not Std II level text, and 16.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	57.1	39.5	2.4	0.5	0.5	100
Std III-V	12.8	49.0	24.7	11.2	2.4	100
Std VI-VIII	4.0	19.1	32.1	27.4	17.5	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	36.0	49.3	12.7	1.7	0.3	100
Std III-V	6.3	39.7	30.3	17.0	6.8	100
Std VI-VIII	2.2	15.4	38.7	26.1	17.6	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 12.8% cannot even recognise 1-9, 49% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 24.7% can recognise numbers up to 99 but cannot do subtraction, 11.2% can do subtraction but cannot do division, and 2.4% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Korba

Analysis based on data from 1,197 households from 60 randomly selected villages in the district.
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	85.9	12.9	0.0	1.2	100
Age 7-16: All	85.1	11.8	0.0	3.1	100
Age 7-10: All	83.8	15.7	0.0	0.5	100
Age 7-10: Boys	84.1	15.2	0.0	0.7	100
Age 7-10: Girls	83.6	16.1	0.0	0.3	100
Age 11-14: All	88.6	9.1	0.0	2.3	100
Age 11-14: Boys	89.2	8.0	0.0	2.8	100
Age 11-14: Girls	88.1	10.1	0.0	1.9	100
Age 15-16: All	78.4	6.8	0.0	14.8	100
Age 15-16: Boys					
Age 15-16: Girls	81.6	7.9	0.0	10.5	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 enrolled in govt schools. By grade.
2021 and 2022**
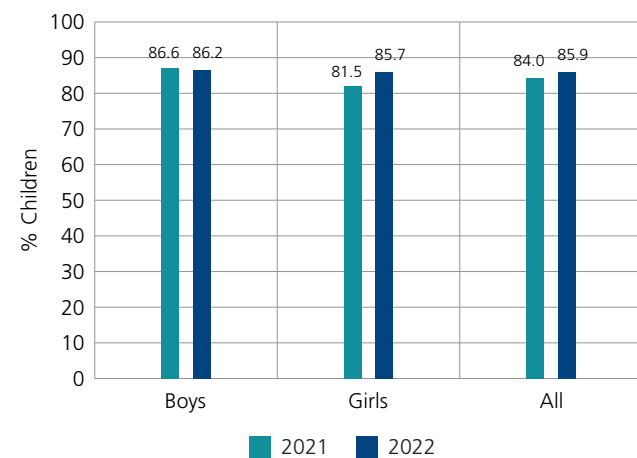
**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	80.1	0.6	11.0	0.2	0.0	0.0	8.0	100
Age 5-6	29.3	0.4	12.8	45.8	9.1	0.0	2.7	100
Age 7-8	0.0	0.0	0.8	82.3	16.5	0.0	0.5	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	2.0	5.6
Std III-V	3.8	4.4
Std VI-VIII	3.6	2.2
All	3.2	4.0

Korba

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	52.2	42.3	2.5	0.6	2.5	100
Std III-V	15.2	33.8	17.6	11.9	21.4	100
Std VI-VIII	3.3	11.3	9.4	10.9	65.1	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	44.0	46.7	4.2	3.2	1.8	100
Std III-V	12.9	31.7	12.4	14.2	28.8	100
Std VI-VIII	5.0	9.7	4.8	15.7	64.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 15.2% cannot even read letters, 33.8% can read letters but not words or higher, 17.6% can read words but not Std I level text or higher, 11.9% can read Std I level text but not Std II level text, and 21.4% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	41.7	49.7	8.0	0.0	0.6	100
Std III-V	8.1	41.2	31.8	14.2	4.7	100
Std VI-VIII	1.0	15.6	34.6	24.6	24.2	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	27.9	56.4	14.0	1.8	0.0	100
Std III-V	6.6	39.4	33.9	13.4	6.7	100
Std VI-VIII	1.9	15.8	42.9	19.0	20.4	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 8.1% cannot even recognise 1-9, 41.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 31.8% can recognise numbers up to 99 but cannot do subtraction, 14.2% can do subtraction but cannot do division, and 4.7% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Korea

Analysis based on data from 1,199 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
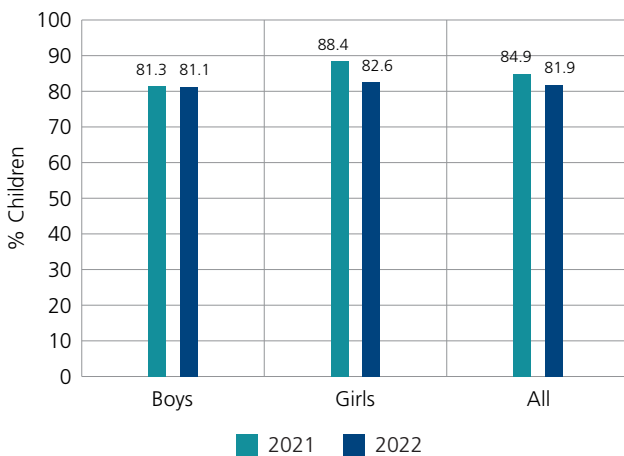
School enrollment

**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	84.2	13.6	0.1	2.1	100
Age 7-16: All	82.2	13.2	0.1	4.5	100
Age 7-10: All	81.7	16.9	0.2	1.3	100
Age 7-10: Boys	77.4	21.5	0.0	1.1	100
Age 7-10: Girls	86.2	12.1	0.3	1.4	100
Age 11-14: All	86.3	10.7	0.0	3.0	100
Age 11-14: Boys	85.2	11.8	0.0	3.0	100
Age 11-14: Girls	87.4	9.7	0.0	2.9	100
Age 15-16: All	73.9	10.2	0.0	15.9	100
Age 15-16: Boys	67.2	15.7	0.0	17.0	100
Age 15-16: Girls	79.0	6.0	0.0	15.0	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 enrolled in govt schools. By grade.
2021 and 2022**

Chart 1 data (2021, 2022):
- Std I-II: 79.9, 76.4
- Std III-V: 82.2, 86.7
- Std VI-VIII: 86.9, 90.4
- Std IX and above: 88.5, 88.0
- All: 84.3, 85.9

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

Chart 2 data (2021, 2022):
- Boys: 79.5, 81.6
- Girls: 85.6, 86.9
- All: 82.7, 84.2
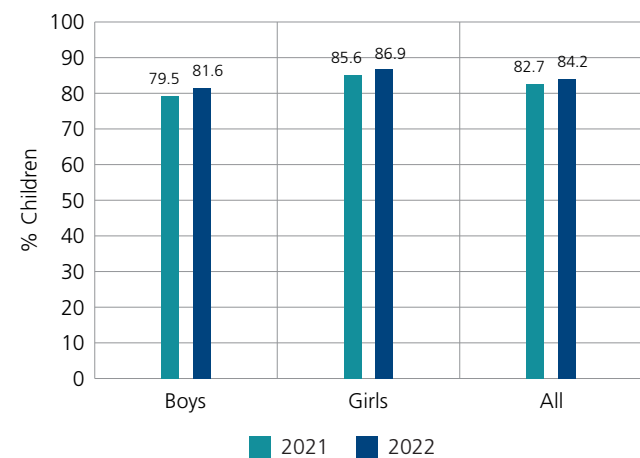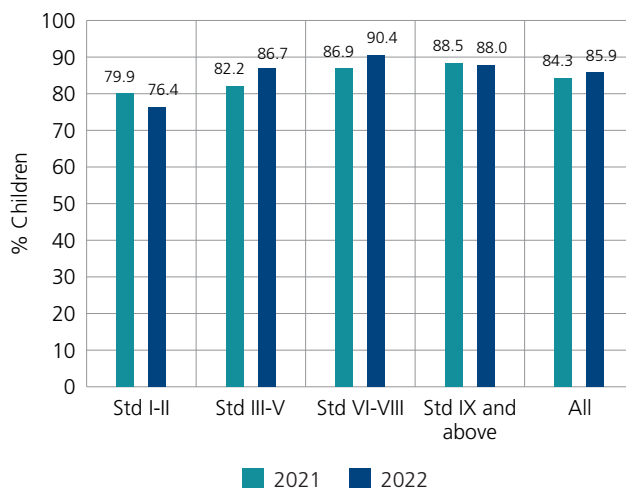
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	79.4	0.0	10.3	1.1	0.3	0.0	9.0	100
Age 5-6	28.7	0.3	18.7	40.2	7.5	0.0	4.5	100
Age 7-8	0.6	0.0	1.0	77.0	20.5	0.3	0.6	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	3.0	4.2
Std III-V	5.7	2.9
Std VI-VIII	4.1	2.5
All	4.4	3.1

Korea

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	52.8	37.6	7.6	1.5	0.5	100
Std III-V	16.7	36.4	21.3	13.4	12.1	100
Std VI-VIII	1.7	18.6	11.9	15.7	52.1	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	42.7	49.2	2.0	1.9	4.2	100
Std III-V	13.0	39.4	10.3	12.6	24.7	100
Std VI-VIII	3.9	17.5	5.7	7.2	65.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 16.7% cannot even read letters, 36.4% can read letters but not words or higher, 21.3% can read words but not Std I level text or higher, 13.4% can read Std I level text but not Std II level text, and 12.1% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	43.2	47.2	9.1	0.5	0.0	100
Std III-V	10.0	43.5	33.5	10.0	2.9	100
Std VI-VIII	0.9	17.8	39.4	21.2	20.8	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	25.2	65.3	6.9	1.3	1.3	100
Std III-V	5.0	45.2	25.1	15.3	9.5	100
Std VI-VIII	1.1	17.3	34.1	19.4	28.1	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 10% cannot even recognise 1-9, 43.5% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 33.5% can recognise numbers up to 99 but cannot do subtraction, 10% can do subtraction but cannot do division, and 2.9% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Mahasamund

Analysis based on data from 1,191 households from 60 randomly selected villages in the district.
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	81.9	16.7	0.0	1.4	100
Age 7-16: All	81.1	15.6	0.0	3.3	100
Age 7-10: All	80.9	18.8	0.0	0.4	100
Age 7-10: Boys	80.3	19.3	0.0	0.4	100
Age 7-10: Girls	81.4	18.3	0.0	0.3	100
Age 11-14: All	84.7	13.1	0.0	2.2	100
Age 11-14: Boys	85.0	12.6	0.0	2.4	100
Age 11-14: Girls	84.6	13.5	0.0	2.0	100
Age 15-16: All	70.4	14.6	0.0	15.0	100
Age 15-16: Boys	63.4	16.4	0.0	20.2	100
Age 15-16: Girls	76.5	13.0	0.0	10.4	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 enrolled in govt schools. By grade.
2021 and 2022**

Chart: % Children enrolled in govt schools, by grade, 2021 and 2022.
- Std I-II: 2021 = 81.6, 2022 = 72.6
- Std III-V: 2021 = 85.1, 2022 = 82.6
- Std VI-VIII: 2021 = 88.5, 2022 = 85.7
- Std IX and above: 2021 = 87.6, 2022 = 86.7
- All: 2021 = 85.9, 2022 = 82.6

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

Chart: % Children age 6-14 enrolled in govt schools, by sex, 2021 and 2022.
- Boys: 2021 = 81.3, 2022 = 81.1
- Girls: 2021 = 88.4, 2022 = 82.6
- All: 2021 = 84.9, 2022 = 81.9
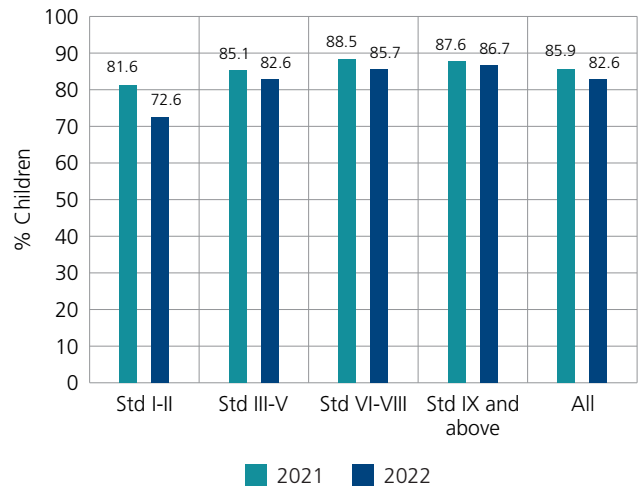
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	82.0	0.0	11.2	0.8	0.3	0.0	5.7	100
Age 5-6	33.4	0.0	18.0	30.4	15.9	0.0	2.4	100
Age 7-8	1.4	0.0	1.6	76.8	19.8	0.0	0.3	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	3.0	7.2
Std III-V	2.7	14.4
Std VI-VIII	2.9	7.6
All	2.9	10.3

Mahasamund

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	56.2	38.8	3.4	0.6	1.1	100
Std III-V	22.0	33.9	11.2	8.7	24.2	100
Std VI-VIII	5.4	12.1	8.8	10.1	63.6	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	27.2	53.0	12.0	4.2	3.7	100
Std III-V	9.3	24.9	16.6	16.7	32.5	100
Std VI-VIII	1.1	7.2	7.5	17.5	66.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 22% cannot even read letters, 33.9% can read letters but not words or higher, 11.2% can read words but not Std I level text or higher, 8.7% 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%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	47.2	43.3	8.4	1.1	0.0	100
Std III-V	12.3	39.5	29.4	15.2	3.6	100
Std VI-VIII	3.4	16.9	30.7	26.0	23.0	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	15.2	62.5	17.9	3.8	0.6	100
Std III-V	2.7	32.5	34.5	17.3	13.1	100
Std VI-VIII	0.6	8.7	42.1	23.8	24.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 12.3% cannot even recognise 1-9, 39.5% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 29.4% can recognise numbers up to 99 but cannot do subtraction, 15.2% can do subtraction but cannot do division, and 3.6% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Mungeli

Analysis based on data from 1,195 households from 60 randomly selected villages in the district.
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	76.7	20.9	0.0	2.4	100
Age 7-16: All	75.0	20.9	0.0	4.1	100
Age 7-10: All	78.0	20.4	0.0	1.6	100
Age 7-10: Boys	78.0	20.0	0.0	2.0	100
Age 7-10: Girls	77.9	20.8	0.0	1.3	100
Age 11-14: All	76.0	20.7	0.0	3.3	100
Age 11-14: Boys	74.2	21.3	0.0	4.5	100
Age 11-14: Girls	77.7	20.2	0.0	2.2	100
Age 15-16: All	65.4	22.6	0.0	12.0	100
Age 15-16: Boys	64.6	22.9	0.0	12.5	100
Age 15-16: Girls	66.1	22.4	0.0	11.5	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 enrolled in govt schools. By grade.
2021 and 2022

Chart shows % Children by grade for 2021 and 2022:
Std I-II: 77.5, 76.2; Std III-V: 82.4, 81.0; Std VI-VIII: 75.1, 78.4; Std IX and above: 73.3, 72.0; All: 77.5, 77.6

Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022

Chart shows % Children by sex for 2021 and 2022:
Boys: 73.2, 75.6; Girls: 81.2, 77.8; All: 77.2, 76.8
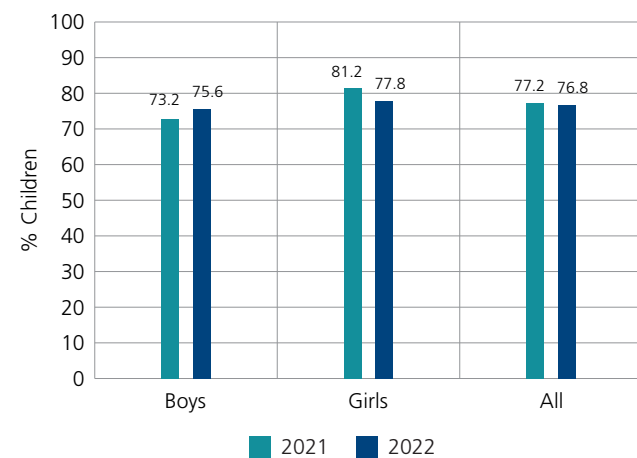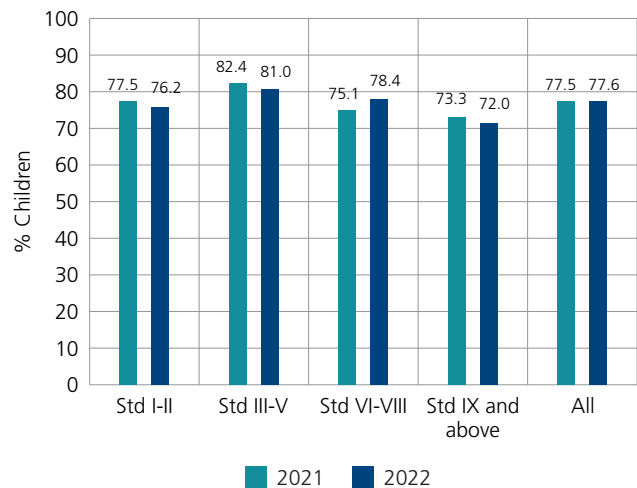
Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	70.2	0.4	9.5	1.7	3.4	0.0	14.7	100
Age 5-6	34.5	0.7	10.4	37.4	13.4	0.0	3.6	100
Age 7-8	1.9	0.0	1.2	74.0	21.3	0.0	1.6	100

Paid tuition classes

Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022

Std	2021	2022
Std I-II	3.9	1.5
Std III-V	5.4	2.9
Std VI-VIII	3.1	2.4
All	4.2	2.4

Mungeli

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	51.1	41.2	5.5	1.1	1.1	100
Std III-V	16.5	30.8	16.8	14.6	21.4	100
Std VI-VIII	3.7	10.4	12.8	15.8	57.2	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	36.7	39.4	6.5	5.4	12.1	100
Std III-V	13.0	28.7	11.8	13.4	33.1	100
Std VI-VIII	3.2	11.9	4.6	12.2	68.2	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 16.5% cannot even read letters, 30.8% can read letters but not words or higher, 16.8% can read words but not Std I level text or higher, 14.6% can read Std I level text but not Std II level text, and 21.4% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	43.4	47.3	8.8	0.6	0.0	100
Std III-V	8.8	42.2	38.9	6.3	3.8	100
Std VI-VIII	1.7	14.9	54.2	18.0	11.2	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	29.0	43.9	22.9	3.3	0.9	100
Std III-V	9.5	31.3	39.2	11.9	8.0	100
Std VI-VIII	3.0	10.6	42.6	16.7	27.1	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 8.8% cannot even recognise 1-9, 42.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 38.9% can recognise numbers up to 99 but cannot do subtraction, 6.3% can do subtraction but cannot do division, and 3.8% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Narayanpur

Analysis based on data from 1,114 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
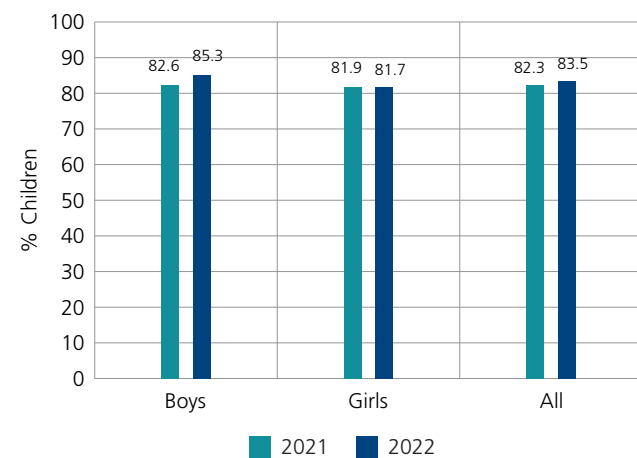
School enrollment

**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	83.6	4.5	0.3	11.7	100
Age 7-16: All	78.9	4.4	0.3	16.4	100
Age 7-10: All	85.1	5.5	0.5	8.8	100
Age 7-10: Boys	86.9	5.4	0.4	7.3	100
Age 7-10: Girls	83.4	5.6	0.6	10.4	100
Age 11-14: All	78.4	3.8	0.0	17.8	100
Age 11-14: Boys	79.4	4.1	0.0	16.6	100
Age 11-14: Girls	77.6	3.5	0.0	18.9	100
Age 15-16: All	61.0	2.6	0.0	36.5	100
Age 15-16: Boys					
Age 15-16: Girls	62.2	2.2	0.0	35.7	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 enrolled in govt schools. By grade.
2021 and 2022**

Chart showing % Children by grade for 2021 and 2022:
- Std I-II: 91.8 (2021), 93.8 (2022)
- Std III-V: 93.6 (2021), 94.0 (2022)
- Std VI-VIII: 92.3 (2021), 95.6 (2022)
- Std IX and above: 95.6 (2021), 95.4 (2022)
- All: 93.1 (2021), 94.5 (2022)

Legend: 2021, 2022

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

Chart showing % Children by sex for 2021 and 2022:
- Boys: 82.6 (2021), 85.3 (2022)
- Girls: 81.9 (2021), 81.7 (2022)
- All: 82.3 (2021), 83.5 (2022)

Legend: 2021, 2022
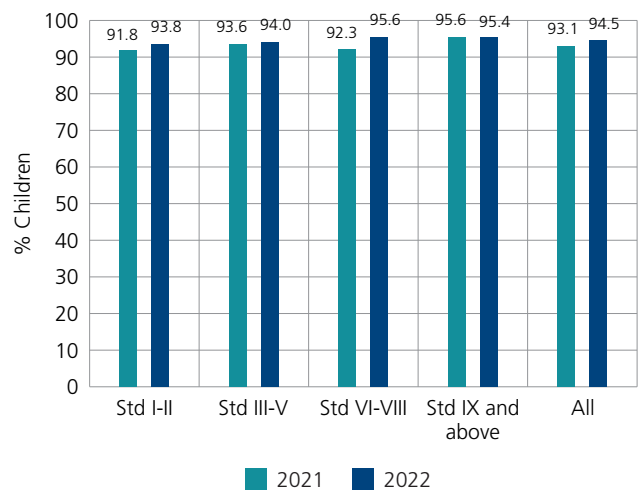
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	91.3	0.5	2.1	1.2	0.6	0.0	4.3	100
Age 5-6	38.6	0.0	4.2	49.3	1.8	0.2	6.0	100
Age 7-8	2.2	0.0	0.3	82.3	6.6	0.9	7.6	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	1.6	0.4
Std III-V	2.6	1.6
Std VI-VIII	2.2	0.6
All	2.2	0.9

Narayanpur

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	65.1	29.6	3.6	1.2	0.6	100
Std III-V	18.8	43.1	17.5	10.3	10.3	100
Std VI-VIII	1.3	11.9	15.2	24.5	47.0	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	58.3	34.9	3.1	2.4	1.3	100
Std III-V	20.2	33.8	20.0	14.2	11.8	100
Std VI-VIII	1.9	15.3	12.6	17.5	52.7	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 18.8% cannot even read letters, 43.1% can read letters but not words or higher, 17.5% can read words but not Std I level text or higher, 10.3% can read Std I level text but not Std II level text, and 10.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	56.2	38.5	4.7	0.6	0.0	100
Std III-V	16.1	53.8	19.3	9.0	1.8	100
Std VI-VIII	1.3	15.9	35.8	22.5	24.5	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	51.5	40.4	6.7	1.5	0.0	100
Std III-V	13.7	48.8	23.2	11.3	3.0	100
Std VI-VIII	0.9	24.6	25.9	27.8	20.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 16.1% cannot even recognise 1-9, 53.8% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 19.3% can recognise numbers up to 99 but cannot do subtraction, 9% can do subtraction but cannot do division, and 1.8% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Raigarh

Analysis based on data from 1,191 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
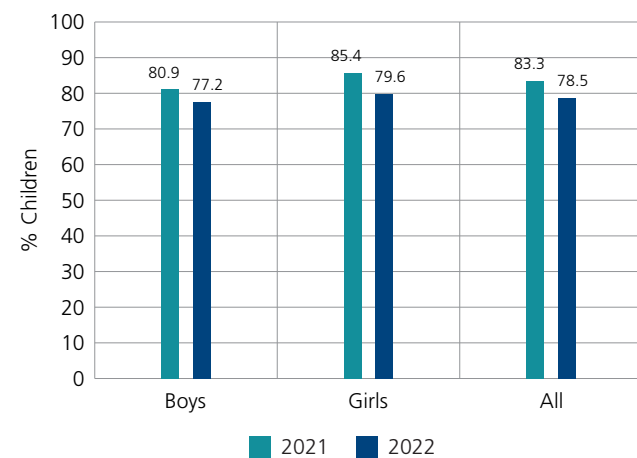
School enrollment

**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	78.5	20.6	0.0	0.9	100
Age 7-16: All	76.8	20.9	0.0	2.2	100
Age 7-10: All	77.2	22.6	0.0	0.3	100
Age 7-10: Boys	75.1	24.6	0.0	0.3	100
Age 7-10: Girls	78.9	20.9	0.0	0.2	100
Age 11-14: All	79.8	18.9	0.0	1.3	100
Age 11-14: Boys	78.8	19.8	0.0	1.4	100
Age 11-14: Girls	80.8	17.9	0.0	1.3	100
Age 15-16: All	66.7	22.6	0.0	10.7	100
Age 15-16: Boys	60.0	26.0	0.0	13.9	100
Age 15-16: Girls	72.3	19.7	0.0	8.0	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 enrolled in govt schools. By grade.
2021 and 2022**

Chart showing % Children for 2021 and 2022 by grade:
- Std I-II: 80.3, 76.6
- Std III-V: 85.0, 78.2
- Std VI-VIII: 86.2, 82.4
- Std IX and above: 79.1, 75.4
- All: 83.4, 78.8

Legend: 2021, 2022

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

Chart showing % Children for 2021 and 2022 by sex:
- Boys: 80.9, 77.2
- Girls: 85.4, 79.6
- All: 83.3, 78.5

Legend: 2021, 2022
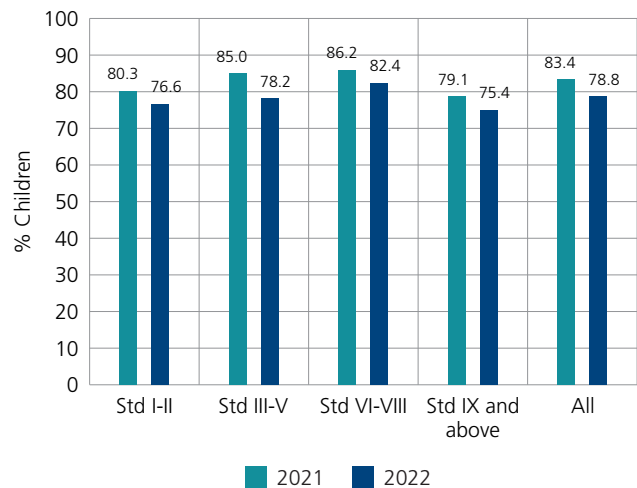
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	74.4	0.0	17.8	0.9	0.0	0.0	6.9	100
Age 5-6	25.1	0.8	26.0	37.9	8.9	0.0	1.3	100
Age 7-8	1.2	0.3	1.1	73.2	24.3	0.0	0.0	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	7.0	7.7
Std III-V	5.3	5.2
Std VI-VIII	5.2	5.7
All	5.7	5.9

Raigarh

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	43.0	38.2	11.6	3.4	3.9	100
Std III-V	12.8	21.0	11.8	11.5	42.9	100
Std VI-VIII	3.2	6.2	6.8	7.8	76.1	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	24.1	49.7	12.7	5.5	8.0	100
Std III-V	7.7	18.3	12.6	13.1	48.3	100
Std VI-VIII	3.3	6.8	4.6	10.8	74.6	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 12.8% cannot even read letters, 21% can read letters but not words or higher, 11.8% can read words but not Std I level text or higher, 11.5% can read Std I level text but not Std II level text, and 42.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	33.8	48.3	13.5	3.9	0.5	100
Std III-V	7.1	29.8	31.7	23.0	8.5	100
Std VI-VIII	1.0	10.1	30.2	28.6	30.2	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	16.1	53.7	24.3	5.5	0.5	100
Std III-V	3.3	25.4	28.1	23.2	20.2	100
Std VI-VIII	1.5	7.5	28.6	23.2	39.3	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 7.1% cannot even recognise 1-9, 29.8% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 31.7% can recognise numbers up to 99 but cannot do subtraction, 23% can do subtraction but cannot do division, and 8.5% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Raipur

Analysis based on data from 1,201 households from 60 randomly selected villages in the district.
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	77.9	20.3	0.2	1.7	100
Age 7-16: All	77.3	18.9	0.2	3.7	100
Age 7-10: All	75.2	23.6	0.4	0.9	100
Age 7-10: Boys	75.1	22.9	0.6	1.4	100
Age 7-10: Girls	75.3	24.2	0.2	0.4	100
Age 11-14: All	81.5	15.9	0.0	2.7	100
Age 11-14: Boys	78.4	18.3	0.0	3.3	100
Age 11-14: Girls	84.0	13.9	0.0	2.1	100
Age 15-16: All	71.4	14.8	0.0	13.9	100
Age 15-16: Boys	69.9	13.8	0.0	16.3	100
Age 15-16: Girls	72.6	15.5	0.0	11.9	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. By sex.
2021 and 2022**
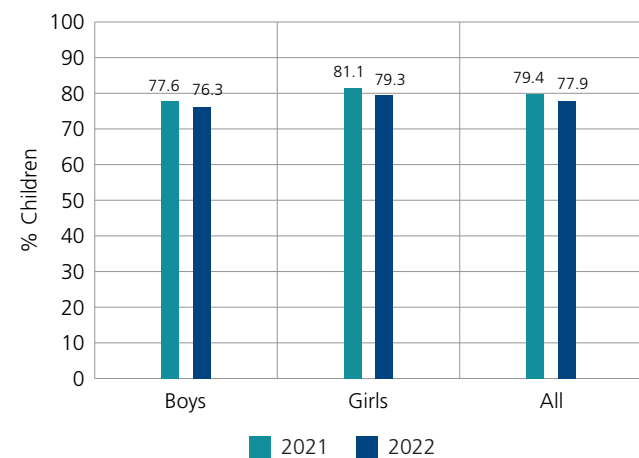
**Chart 1: Trends over time
% Children enrolled in govt schools. By grade.
2021 and 2022**
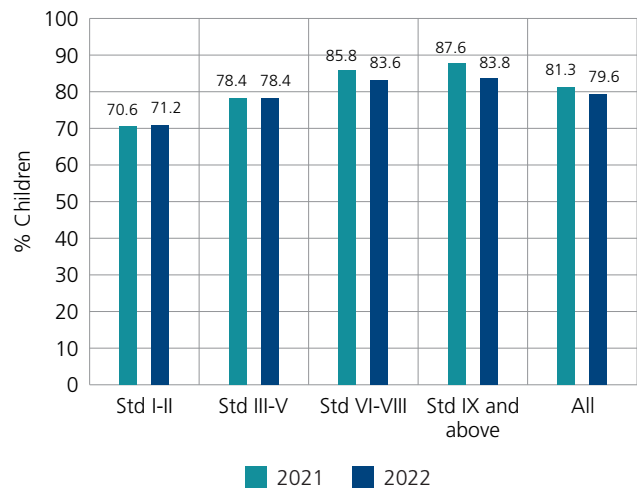
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	68.0	0.9	19.8	1.0	0.3	0.0	10.1	100
Age 5-6	27.6	0.9	21.2	34.3	13.7	0.0	2.3	100
Age 7-8	0.1	0.0	0.9	71.9	25.7	0.6	0.9	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	9.5	9.6
Std III-V	7.7	12.4
Std VI-VIII	6.2	10.3
All	7.6	10.9

Raipur

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	50.7	41.8	4.1	2.1	1.4	100
Std III-V	10.3	23.1	17.3	13.2	36.2	100
Std VI-VIII	1.7	6.3	9.1	13.6	69.3	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	22.5	49.7	10.4	12.1	5.2	100
Std III-V	10.9	18.2	10.6	19.5	40.9	100
Std VI-VIII	2.8	6.4	4.8	11.3	74.7	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 10.3% cannot even read letters, 23.1% can read letters but not words or higher, 17.3% can read words but not Std I level text or higher, 13.2% can read Std I level text but not Std II level text, and 36.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	37.2	53.8	8.3	0.7	0.0	100
Std III-V	7.0	28.9	36.4	23.1	4.6	100
Std VI-VIII	1.1	10.1	29.3	30.7	28.9	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	11.8	57.0	25.4	5.9	0.0	100
Std III-V	5.3	25.0	34.1	21.4	14.2	100
Std VI-VIII	1.2	9.4	33.1	24.0	32.4	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 7% cannot even recognise 1-9, 28.9% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 36.4% can recognise numbers up to 99 but cannot do subtraction, 23.1% can do subtraction but cannot do division, and 4.6% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Rajnandgaon

Analysis based on data from 1,188 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
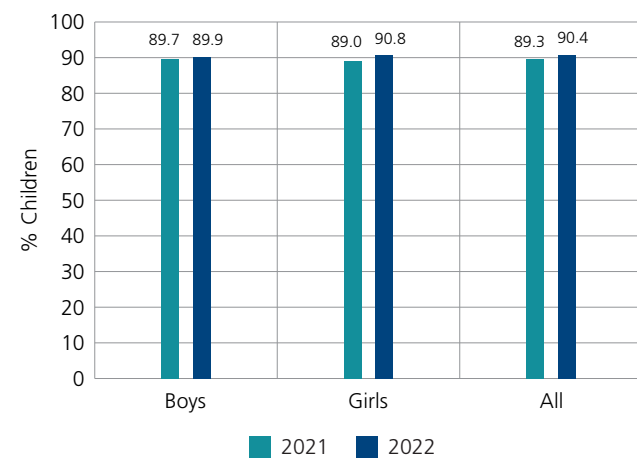
School enrollment

**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	90.4	9.1	0.0	0.6	100
Age 7-16: All	89.7	8.5	0.0	1.8	100
Age 7-10: All	89.9	9.8	0.0	0.3	100
Age 7-10: Boys	90.0	10.0	0.0	0.0	100
Age 7-10: Girls	89.8	9.7	0.0	0.5	100
Age 11-14: All	91.3	7.8	0.0	1.0	100
Age 11-14: Boys	91.6	7.3	0.0	1.1	100
Age 11-14: Girls	91.0	8.1	0.0	0.9	100
Age 15-16: All	84.9	7.4	0.0	7.7	100
Age 15-16: Boys	81.6	6.7	0.0	11.7	100
Age 15-16: Girls	87.2	8.0	0.0	4.9	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. By sex.
2021 and 2022**

Boys: 89.7 (2021), 89.9 (2022)
Girls: 89.0 (2021), 90.8 (2022)
All: 89.3 (2021), 90.4 (2022)

**Chart 1: Trends over time
% Children enrolled in govt schools. By grade.
2021 and 2022**

Std I-II: 85.1 (2021), 87.3 (2022)
Std III-V: 91.8 (2021), 90.8 (2022)
Std VI-VIII: 89.6 (2021), 92.6 (2022)
Std IX and above: 93.5 (2021), 91.5 (2022)
All: 90.2 (2021), 90.8 (2022)
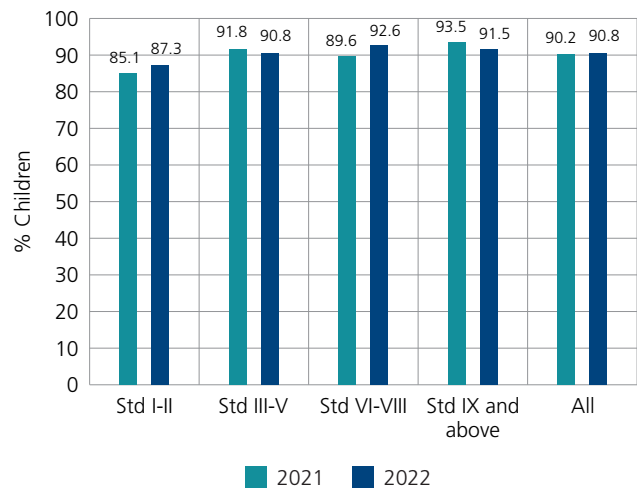
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	88.0	0.6	4.9	0.8	0.0	0.0	5.6	100
Age 5-6	38.2	0.8	10.2	41.7	7.8	0.0	1.2	100
Age 7-8	1.1	0.3	1.5	86.3	10.8	0.0	0.0	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	6.1	5.2
Std III-V	3.0	7.0
Std VI-VIII	2.1	4.1
All	3.5	5.5

Rajnandgaon

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	48.0	41.9	7.0	3.1	0.0	100
Std III-V	6.8	22.5	27.8	16.9	26.0	100
Std VI-VIII	5.1	7.0	9.0	16.0	62.9	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	22.0	47.7	15.2	7.0	8.1	100
Std III-V	5.6	16.1	10.3	18.3	49.7	100
Std VI-VIII	1.4	5.5	4.0	9.1	80.0	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 6.8% cannot even read letters, 22.5% can read letters but not words or higher, 27.8% can read words but not Std I level text or higher, 16.9% can read Std I level text but not Std II level text, and 26% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	32.2	55.5	11.0	1.3	0.0	100
Std III-V	1.8	35.2	34.0	21.0	8.0	100
Std VI-VIII	2.6	9.2	30.6	29.0	28.7	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	14.2	55.0	20.3	9.8	0.6	100
Std III-V	3.3	20.3	33.0	22.5	20.9	100
Std VI-VIII	0.3	7.2	28.5	25.5	38.4	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 1.8% cannot even recognise 1-9, 35.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 34% can recognise numbers up to 99 but cannot do subtraction, 21% can do subtraction but cannot do division, and 8% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Sukma

Analysis based on data from 1,154 households from 60 randomly selected villages in the district.
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	83.3	4.3	0.2	12.2	100
Age 7-16: All	78.5	4.2	0.2	17.1	100
Age 7-10: All	86.0	4.3	0.3	9.5	100
Age 7-10: Boys	86.5	4.9	0.3	8.3	100
Age 7-10: Girls	85.4	3.5	0.3	10.8	100
Age 11-14: All	74.6	5.4	0.0	20.0	100
Age 11-14: Boys	78.7	6.0	0.0	15.3	100
Age 11-14: Girls	69.9	4.6	0.0	25.4	100
Age 15-16: All	45.2	0.0	0.0	54.8	100
Age 15-16: Boys					
Age 15-16: Girls					

'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 enrolled in govt schools. By grade.
2021 and 2022**

Std I-II: 95.6 (2021), 96.1 (2022)
Std III-V: 93.5 (2021), 95.5 (2022)
Std VI-VIII: 93.7 (2021), 93.5 (2022)
Std IX and above: 93.7 (2021)
All: 94.1 (2021), 95.1 (2022)

**Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022**

Boys: 89.2 (2021), 84.9 (2022)
Girls: 85.1 (2021), 81.5 (2022)
All: 87.1 (2021), 83.3 (2022)
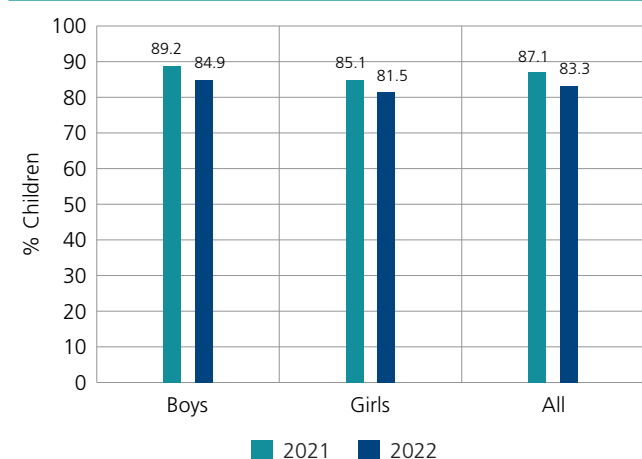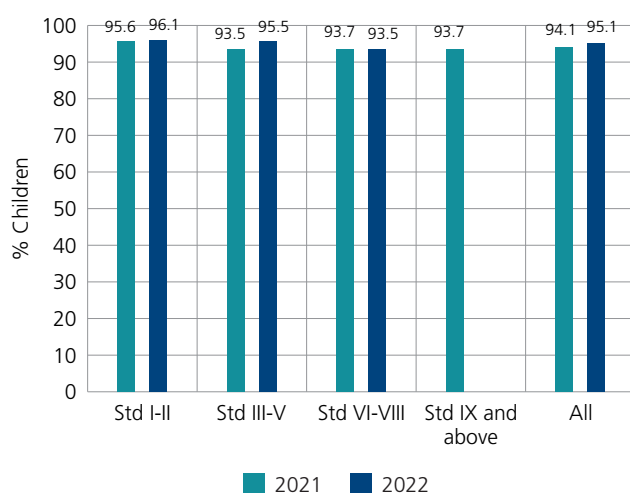
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	96.0	0.2	1.2	1.5	0.2	0.0	0.9	100
Age 5-6	39.7	1.1	2.5	53.0	1.2	0.0	2.5	100
Age 7-8	1.6	0.0	0.9	84.7	5.1	0.3	7.5	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	3.3	1.7
Std III-V	2.0	2.3
Std VI-VIII	2.7	1.3
All	2.6	1.9

Sukma

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	39.0	44.0	14.9	0.4	1.7	100
Std III-V	11.3	26.1	30.1	19.7	12.8	100
Std VI-VIII	2.1	10.6	21.8	27.1	38.3	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	58.3	36.6	3.3	0.6	1.2	100
Std III-V	17.9	32.7	18.5	10.3	20.6	100
Std VI-VIII	6.6	9.5	13.8	10.4	59.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 11.3% cannot even read letters, 26.1% can read letters but not words or higher, 30.1% can read words but not Std I level text or higher, 19.7% can read Std I level text but not Std II level text, and 12.8% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	40.2	50.2	8.0	1.3	0.4	100
Std III-V	7.2	42.5	32.1	16.8	1.5	100
Std VI-VIII	2.1	13.3	44.7	24.5	15.4	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	50.3	42.2	6.2	1.4	0.0	100
Std III-V	15.4	36.9	27.9	15.0	4.8	100
Std VI-VIII	2.8	13.5	37.1	23.6	23.0	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 7.2% cannot even recognise 1-9, 42.5% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 32.1% can recognise numbers up to 99 but cannot do subtraction, 16.8% can do subtraction but cannot do division, and 1.5% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Surajpur

Analysis based on data from 1,199 households from 60 randomly selected villages in the district.
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	78.6	19.0	0.0	2.4	100
Age 7-16: All	78.5	17.2	0.0	4.3	100
Age 7-10: All	79.0	20.2	0.0	0.8	100
Age 7-10: Boys	76.0	23.5	0.0	0.5	100
Age 7-10: Girls	81.9	17.0	0.0	1.1	100
Age 11-14: All	79.0	17.1	0.0	3.8	100
Age 11-14: Boys	72.4	22.6	0.0	5.0	100
Age 11-14: Girls	84.5	12.6	0.0	2.9	100
Age 15-16: All	75.6	8.7	0.0	15.6	100
Age 15-16: Boys	66.6	11.0	0.0	22.4	100
Age 15-16: Girls	83.0	6.9	0.0	10.1	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 enrolled in govt schools. By grade.
2021 and 2022
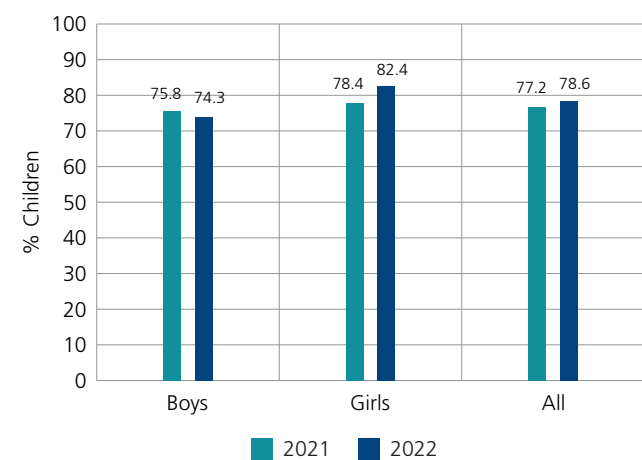
Chart 2: Trends over time
% Children age 6-14 enrolled in govt schools. By sex.
2021 and 2022
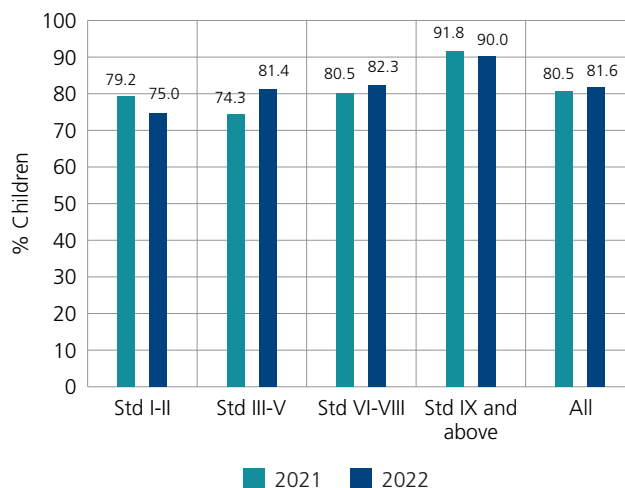
Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3-4	69.1	0.7	14.7	1.3	0.6	0.0	13.5	100
Age 5-6	30.4	0.0	15.0	38.8	10.8	0.0	5.1	100
Age 7-8	0.3	0.0	3.8	75.4	19.3	0.0	1.3	100

Paid tuition classes

Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022

Std	2021	2022
Std I-II	4.9	4.7
Std III-V	4.7	5.7
Std VI-VIII	4.8	5.1
All	4.8	5.2

Surajpur

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	67.5	21.9	7.1	1.2	2.4	100
Std III-V	16.0	31.9	16.8	17.2	18.1	100
Std VI-VIII	3.7	9.6	11.0	22.0	53.7	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	45.7	40.0	8.9	3.9	1.6	100
Std III-V	19.4	32.8	9.9	15.3	22.6	100
Std VI-VIII	3.4	12.3	6.0	15.1	63.3	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 16% cannot even read letters, 31.9% can read letters but not words or higher, 16.8% can read words but not Std I level text or higher, 17.2% can read Std I level text but not Std II level text, and 18.1% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	60.1	28.6	10.7	0.6	0.0	100
Std III-V	11.6	46.6	28.5	9.5	3.9	100
Std VI-VIII	1.8	19.3	39.5	24.8	14.7	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	31.9	53.0	14.7	0.5	0.0	100
Std III-V	8.5	45.3	26.0	13.3	7.0	100
Std VI-VIII	1.1	16.4	41.1	19.8	21.6	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 11.6% cannot even recognise 1-9, 46.6% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 28.5% can recognise numbers up to 99 but cannot do subtraction, 9.5% can do subtraction but cannot do division, and 3.9% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Surguja

Analysis based on data from 1,199 households from 60 randomly selected villages in the district.
Data is not presented where sample size is insufficient.
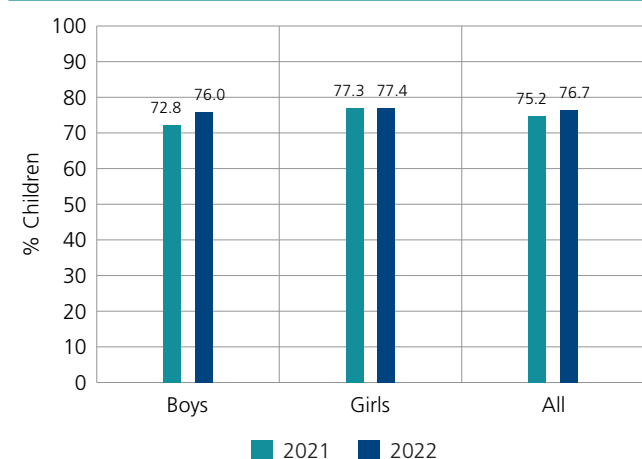
School enrollment

**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	76.7	20.1	0.0	3.2	100
Age 7-16: All	76.5	17.7	0.0	5.8	100
Age 7-10: All	75.5	23.0	0.0	1.6	100
Age 7-10: Boys	75.6	22.8	0.0	1.6	100
Age 7-10: Girls	75.4	23.1	0.0	1.5	100
Age 11-14: All	79.1	16.1	0.0	4.8	100
Age 11-14: Boys	78.4	15.5	0.0	6.1	100
Age 11-14: Girls	79.7	16.6	0.0	3.8	100
Age 15-16: All	72.6	8.8	0.0	18.6	100
Age 15-16: Boys	73.4	7.4	0.0	19.2	100
Age 15-16: Girls	71.9	10.0	0.0	18.1	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. By sex.
2021 and 2022**

Boys: 72.8 (2021), 76.0 (2022)
Girls: 77.3 (2021), 77.4 (2022)
All: 75.2 (2021), 76.7 (2022)

**Chart 1: Trends over time
% Children enrolled in govt schools. By grade.
2021 and 2022**

Std I-II: 73.2 (2021), 70.5 (2022)
Std III-V: 76.6 (2021), 80.0 (2022)
Std VI-VIII: 81.4 (2021), 82.8 (2022)
Std IX and above: 92.4 (2021), 90.6 (2022)
All: 79.9 (2021), 80.5 (2022)
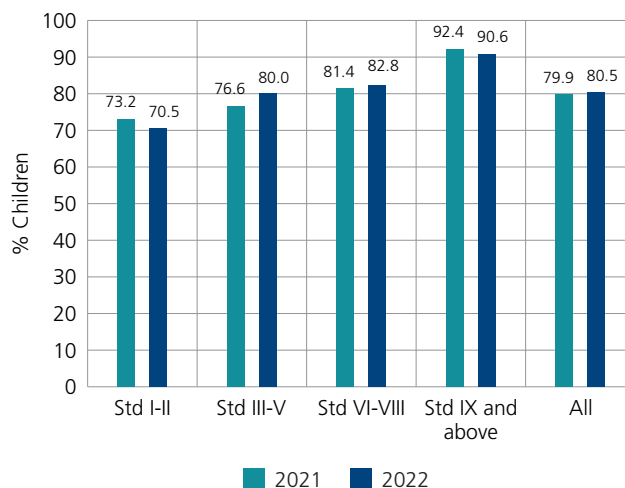
**Table 2: % Children enrolled in different types of pre-schools and schools. By age group.
2022**

Age group	Pre-school			School			Not in pre-school or school	Total
	Angan-wadi	Govt pre-primary	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3-4	73.9	0.9	15.8	2.6	0.7	0.0	6.2	100
Age 5-6	26.6	0.3	19.7	35.7	13.0	0.0	4.8	100
Age 7-8	1.1	0.0	2.0	72.1	22.7	0.0	2.1	100

Paid tuition classes

**Table 3: Trends over time
% Children who take paid tuition classes. By grade.
2021 and 2022**

Std	2021	2022
Std I-II	3.5	2.4
Std III-V	3.3	2.1
Std VI-VIII	2.5	2.3
All	3.1	2.3

Surguja

Data is not presented where sample size is insufficient.

ASER learning 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.

Reading

Table 4: % Children in govt school by grade and reading level. 2021

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	59.9	35.2	2.2	0.0	2.8	100
Std III-V	29.3	28.9	11.7	8.8	21.3	100
Std VI-VIII	7.0	8.7	9.1	7.8	67.4	100

Table 5: % Children in govt school by grade and reading level. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
Std I-II	45.7	42.6	4.4	4.1	3.3	100
Std III-V	14.7	31.1	11.9	13.8	28.5	100
Std VI-VIII	2.7	13.7	7.2	11.1	65.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, in Table 4, among children in Std III-V, 29.3% cannot even read letters, 28.9% can read letters but not words or higher, 11.7% can read words but not Std I level text or higher, 8.8% can read Std I level text but not Std II level text, and 21.3% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Arithmetic

Table 6: Children in govt school by grade and arithmetic level. 2021

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	54.1	37.2	6.6	1.6	0.6	100
Std III-V	13.6	44.3	27.1	11.7	3.3	100
Std VI-VIII	3.5	15.7	40.0	23.0	17.8	100

Table 7: Children in govt school by grade and arithmetic level. 2022

Std	Not even 1-9	Recognise numbers 1-9	Recognise numbers 11-99	Subtract	Divide	Total
Std I-II	33.5	53.3	11.8	1.4	0.0	100
Std III-V	7.6	38.6	33.1	13.0	7.7	100
Std VI-VIII	0.4	19.5	35.6	23.7	20.9	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, in Table 6, among children in Std III-V, 13.6% cannot even recognise 1-9, 44.3% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 27.1% can recognise numbers up to 99 but cannot do subtraction, 11.7% can do subtraction but cannot do division, and 3.3% can do division. For each grade, the total of these exclusive categories is 100%.

Reading tool

Arithmetic tool

Process Documents

Training

The ASER survey was conducted in every rural district in Chhattisgarh in partnership with District Institutes of Education and Training (DIETs), universities and colleges. This year ASER reached 28 districts, surveying 64,131 children aged 3-16 in 1,679 villages across the state. The ASER training process gives volunteers the skills needed to survey a village, assess children's learning levels reliably and record the information accurately.

A notable feature of this ASER was its partnership with the education department in the state and with DIETs, who surveyed most of the districts in the state. ASER provides a unique opportunity to DIET and university/college students to understand and apply simple methods of assessment, survey and research, and an important exposure to the current realities of children's learning in the Indian education system.

ASER Chhattisgarh 2022 survey trainings followed a two-tier model that consisted of:

State Level Training:
Master Trainers[1] are trained by the ASER state and central teams

District Level Training:
Volunteers in each district are trained by the Master Trainers

Standardisation in training and survey is extremely important in order to ensure that the data collected is reliable and comparable across districts and states. ASER Centre ensures that the guidelines and instructions for the trainings delivered at all tiers are kept clear and consistent so that each participant can conduct the survey accurately. The processes in each tier structure are described below:

→ Tier I: State Level Training

Master Trainers were trained by the ASER central and state team in a 5-day residential training workshop organised at the State Council of Educational Research and Training (SCERT), Raipur, Chhattisgarh, from November 1, 2022 to November 5, 2022. The objective of the training was to thoroughly train the Master Trainers on all survey tools and processes. Participants attended 3 days of classroom sessions and 2 days of field visits to villages to pilot the ASER survey instruments.

119
Master Trainers

Key features of the state level training include:

- **Classroom sessions:** These are designed to explain the survey process, quality control processes, sampling, financial planning for the survey, etc. Instruction manuals, role plays, group work and presentations are used to make the classroom sessions effective and engaging.

- **Field visits:** One day of the state level training is devoted to practicing the actual survey. An additional field day is devoted to rechecking[2] the villages surveyed on the first field visit day. The two field visit days are important for the participants to get hands-on experience of conducting the survey and recheck.

- **Quizzes:** Quizzes are administered to ensure that every participant understands the survey content and other processes thoroughly. Post training, additional sessions are organised to fill the gaps identified through the quiz results.

- **Mock training:** One day in the state level training is devoted to mock trainings. Participants prepare and conduct training sessions on assigned topics. They are assessed by the ASER state and central team and personalised feedback is given. This session prepares the participants to lead and deliver trainings in the next tier more efficiently and confidently.

- **Clarification and feedback:** Short feedback and clarification rounds are conducted to provide additional support, close any gaps and ensure participants' complete understanding of survey processes.

---

[1]ASER Centre recruits Master Trainers in each district for the entire survey period. Four Master Trainers were responsible for the successful execution of the complete survey in each district, including quality control processes.

[2] Rechecks are conducted in selected surveyed villages to ensure that the survey was conducted properly.

- **District planning:** The state level training is also a time to finalise the survey roll-out plans for each district. Manpower requirements are identified, partner lists are drawn up and detailed budgeting is done.

→ Tier II: District Level Training

Master Trainers train surveyors who carry out the survey in the villages. District level trainings span 3 days.

Like state level trainings, key elements of district trainings include classroom sessions, field practice sessions and a quiz. In most districts, volunteers with low scores on the quiz are either replaced or paired with stronger volunteers to carry out the survey. After the district level training, the survey is conducted by a team of two volunteers in each village over a weekend.

1,853
volunteers

Monitoring of trainings

Specific steps are taken to ensure that key aspects of training are implemented across all state level and district level trainings:

- District level trainings are attended and monitored by the ASER central and state teams.

- To support district level activities of ASER including district level training, a call centre is set up. A trained call centre person interacts with Master Trainers on a daily basis to ensure that they complete all basic processes during training, survey and recheck.

- In all district level trainings, records are maintained for each ASER volunteer. These records contain attendance for each day of training and quiz marks of all volunteers. The data in this sheet is used for volunteer selection and pairing of volunteers for the ASER survey.

Survey Process

The following process explanations are excerpts from the ASER 2022 instruction manual, used by ASER volunteers during trainings. The sections covered are: how to collect village information, how to make a map and make sections, what to do in each hamlet/section, what to do in each household, what to do with children, and what to do in a school. Sample Hindi versions of the survey formats are included.

Talking to the Sarpanch

Purpose: Inform the Sarpanch about the ASER survey process and request cooperation for the survey.

Go to the village assigned to you. Two volunteers will survey one village. Once you are in the village, meet the Sarpanch and give him the 'Letter for Sarpanch'. Explain the purpose and importance of conducting the ASER survey and the activities you will be doing in the village. If the Sarpanch is not present, then meet a village representative, such as the Panchayat Secretary. People may come up to you and ask what you are doing. Use the same points to explain the purpose of your visit.

How to collect village information?

Purpose: To note the presence or absence of selected facilities in the village.

Write the name of the state, district, block/taluk, village, volunteers, and date and day of the survey on the Village Information Sheet.

As you are walking around the village, look for the basic facilities and schools listed on the Village Information Sheet and tick the 'Yes' box if they are available. If you are unable to locate these facilities and schools, ask the villagers and then observe them yourself. While observing educational facilities in the village, go inside the facility to verify the information required before ticking the appropriate box. After you have walked around the entire village, if there are facilities on the Village Information Sheet that you could not observe, tick 'No' in the appropriate box. Every facility should be ticked either 'Yes' or 'No'.

Refer to page 92 for the Village Information Sheet.

How to make a map and divide it into hamlets/sections?

Purpose: To divide the village into hamlets/sections and randomly select households. The map is also used later for the recheck process.

Get to know the village: Walk around the village and talk to the local people. Ask them how many hamlets/sections are there in the village and where they are located. Where are the starting and ending points of the village? You could ask the villagers/village children to take you around as well.

- **Make a rough map:** As you walk around, draw a rough map of how the village is laid out. The rough map will help you understand the pattern of habitations in the village. Use the help of local people to show you the main landmarks, such as places of worship, river, schools, bus stops, panchayat bhavans, anganwadis, ponds, clinics, ration shops, etc. Mark the main roads/streets/pathways through the village prominently on the map. Mark each government school for which you have recorded the information in the Village Information Sheet on the map.

- **Verify the rough map:** Get the Sarpanch or any other person who knows the village well to verify your rough map. Once everyone agrees that the map is a good representation of the village, finalise it.

- **Make the final map:** Copy the final version of your rough map onto the map sheet given in the survey booklet (see page 93 for an example).

Sample Village Information Sheet

गाँव की जानकारी प्रपत्र			ASER 2022
राज्य का नाम :	छत्तीसगढ़	**ज़िले का नाम :**	रायपुर
ब्लॉक का नाम :	रायपुर	**गाँव का नाम :**	सिंकंद्रपुर
सर्वेक्षकों के नामः		1. लक्षिता जोशी	
		2. दिशा कुमार	
सर्वेक्षण का दिनांक :	12/11/22	**सर्वेक्षण का दिन :**	शनिवार

उचित स्थान पर सही का (✓) निशान लगाएँ	क्या आपने गाँव में निम्नलिखित सुविधाओं को खुद देखा? (अपने अवलोकन के आधार पर हाँ/नहीं पर निशान लगाएँ)	
बुनियादी सेवाएँ क्या गाँव में जाने के लिए पक्की सड़क है?	हाँ ✓	नहीं
क्या गाँव में बिजली का कनेक्शन है?	हाँ ✓	नहीं
क्या गाँव में डाकघर है?	हाँ ✓	नहीं
क्या गाँव में बैंक (किसी भी प्रकार का) है?	हाँ	नहीं ✓
क्या गाँव में सरकारी स्वास्थ्य/उप स्वास्थ्य केंद्र (PHC/Sub Centre) है?	हाँ	नहीं ✓
क्या गाँव में निजी स्वास्थ्य केंद्र है?	हाँ	नहीं ✓
क्या गाँव में कंप्यूटर सेंटर/इंटरनेट कैफे है?	हाँ	नहीं ✓
विद्यालय क्या गाँव में सरकारी प्राथमिक विद्यालय (कक्षा 1 से 4/5 तक) है?	हाँ ✓	नहीं
क्या गाँव में सरकारी उच्च प्राथमिक विद्यालय (कक्षा 1 से 7/8 तक) है?	हाँ	नहीं ✓
क्या गाँव में सरकारी माध्यमिक विद्यालय (कक्षा 1 से 10/12 तक) है?	हाँ	नहीं ✓
क्या गाँव में सरकारी विद्यालय (कक्षा 6 से 8/10/12 तक) है?	हाँ ✓	नहीं
क्या गाँव में निजी (private) विद्यालय है?	हाँ	नहीं ✓
क्या गाँव आंगनवाड़ी है?	हाँ ✓	नहीं

Sample village map

Once the final map has been made, make and number the sections as explained below:

Case 1: Continuous village

- Divide the entire village into 4 sections geographically.

- Assign each section a number. Write the number on the map (see the given example).

- Select 5 households from each section (the procedure for household selection is explained in the next section).
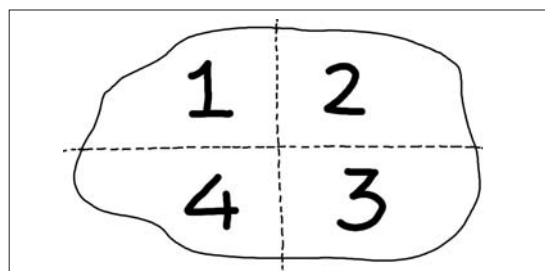
Case 2: Village with hamlets/sections

If the village has discontinuous hamlets/sections, assign each hamlet/section a number. Write the number on the map.

If the village has:

- **2 hamlets/sections:** Divide each hamlet/section in 2 parts and take 5 households from each part.

- **3 hamlets/sections:** Take 7, 7 and 6 households from the 3 hamlets respectively.

- **4 hamlets/sections:** Select 5 households from each hamlet/section.

- **More than 4 hamlets/sections:** Randomly pick 4 hamlets/sections and then select 5 households from each hamlet/section. On the map, tick the hamlets/sections chosen for the survey (see the given example).
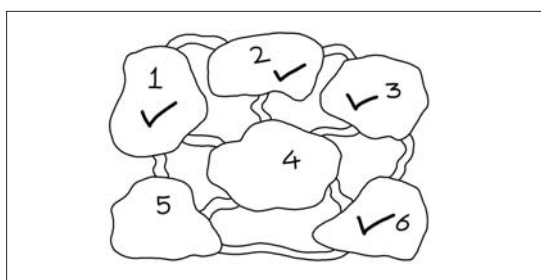
Selecting households and filling the Household Log Sheet

Purpose: To randomly select 20 households which have children in the age group of 3-16 years from the selected hamlets/sections, and to keep a record of all the households visited in the village during the survey.

You need to select 5 households with children in the age group of 3-16 years from each of the 4 selected hamlets/sections using the following procedure:

- Go to the selected hamlet/section. Try to find the central point in that hamlet/section. Standing in the centre of the hamlet/section, select the first household on your left. If there is a child in the age group of 3-16 years in this household, begin the survey from here.

- Thereafter, you must select every 5th household which has children in the age group of 3-16 years. This means that after you have surveyed the first household, skip the next 4 households and select the 5th one. While selecting households, count only those dwellings that are residential. 'Household' refers to every 'door or entrance to a house from the street'.

- If you reach the end of the hamlet/section before 5 households with children are sampled, go around the same hamlet/section again using the 'every 5th household rule'.

- If a surveyed household gets selected again, then go to the next/adjacent household. Continue till you have 5 households with children from the hamlet/section.

- If the hamlet/section has less than 5 households with children, then survey all the households. Survey the remaining households from other hamlets/sections.

- If the village has less than 20 households, then survey all the households with children in the village.

- For all surveyed households, some basic information will be recorded in the Household Log Sheet.

- If a selected household is locked/does not have children regularly living in the household (no children)/refuses to participate in the survey (no response); it will be marked accordingly in the Household Log Sheet. In this case, the adjacent household will be your next selected household.

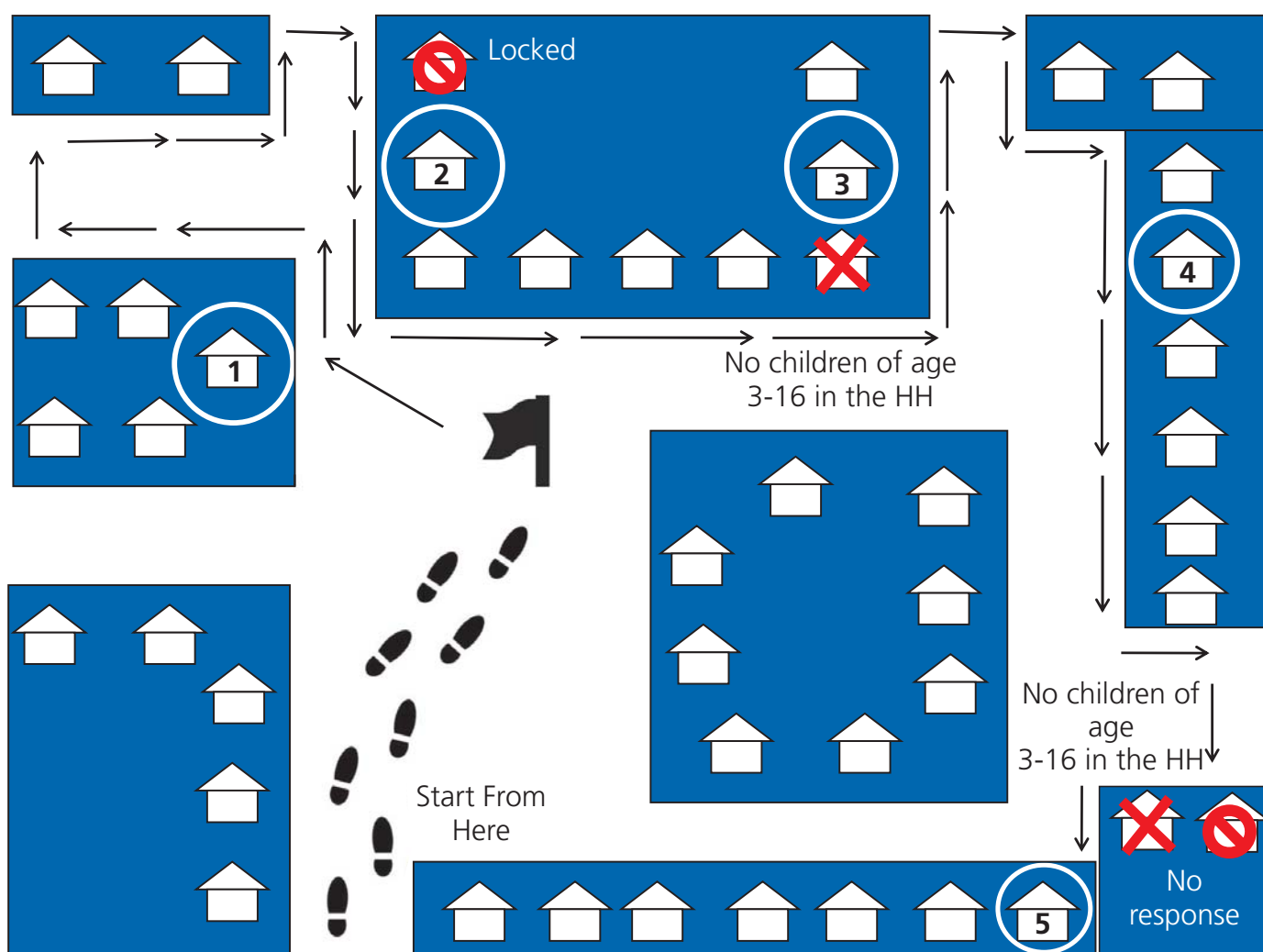Refer to page 96 for the Household Log Sheet.

Some special cases

Household with multiple kitchens: In each house ask how many kitchens or chulhas are there. If there is more than one kitchen in a household, then select the kitchen from which the respondent's family eats. You will survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house proceed to the next 5th household counting from the next household on the street, not from the next kitchen/chulha.

Child was not tested: If a 5-16-year-old child refuses to participate in the testing or the household has only 3- or 4-year-old children, then fill all the information in the Household Survey Sheet except the information on testing. Make a note about the child who refused to get tested on the back of the Household Survey Sheet. Both these households will be counted in the 20 surveyed households. Skip the next four households and go to the 5th household.

Ensure that you go to households only when children are likely to be at home. This means that you will go to households after school hours and/or on a holiday/Sunday.

How to sample households in a hamlet?

Sample Household Log Sheet

घर लॉग प्रपत्र							ASER 2022

यह प्रपत्र उन सभी घरों का रिकॉर्ड है जिनमें आप जा रहे हैं। इसमें बंद घर, ऐसे घर जहाँ से कोई प्रतिक्रिया नहीं मिली और बिना बच्चों वाले घर भी शामिल हैं।

राज्य का नाम :	छत्तीसगढ़		जिले का नाम :	रायपुर	
ब्लॉक का नाम :	रायपुर		गाँव का नाम :	सिकंदरपुर	

क्रम संख्या	हिस्से/ मुहल्ले का नंबर	सर्वेक्षण न किए गए घर			सर्वेक्षण किए गए घर (यदि घर में आयु वर्ग 3-16 के बच्चे नियमित रूप से रहते हैं)		
		उचित विकल्प पर (✓) चिह्न लगाएँ			घर के मुखिया का पूरा नाम	इस घर में आयु वर्ग 3-16 के कितने बच्चे नियमित रूप से रहते हैं?	सर्वेक्षित घर का नं.
		बंद घर	कोई प्रतिक्रिया नहीं	बिना बच्चों वाला घर			
1	1				मोहित सिंह	2	1
2	1				शिव कुमार साहू	3	2
3	1			✓			
4	1				रामचंद्र साहू	1	3
5	1			✓			
6	1				हरिराम सिंह	4	4
7	1				श्याम सिंह	1	5
8	2	✓					
9	2				सुमित वैष्णव	2	6
10	2			✓			
11	2				प्रेमचंद्र तिवारी	1	7
12	2			✓			
13	2				रमेश कुमार बघेल	3	8
14	2		✓				
15	2			✓			
16	2				शिव प्रताप सिंह	2	9
17	2				मनोज कुमार बघेल	2	10
18	3			✓			
19	3			✓			
20	3				गोविंद जोशी	1	11
21	3				हेमंत कुमार जोशी	2	12
22	3			✓			
23	3				ललित शर्मा	3	13
24	3				संगीत चंद्र पांडे	2	14
25	3				भूपेंद्र पांडे	2	15
26	4	✓					
27	4			✓			
28	4				नोगेश साहू	1	16
29	4				सजीत कुमार	2	17
30	4	✓					
पृष्ठ 1 की कुल संख्या		3	1	9		34	

What to do in each household?

Purpose: To collect all required information about the selected households.

Refer to the Household Survey Sheet given on page 101.

General information

- **HH No.:** Write the household number on every sheet. Write '1' for the first household surveyed, '2' for the second household surveyed and so on till the 20th household.

- **Total number of members in the household who regularly eat from the same kitchen:** Ask this question to the adults present in the household and write the total number. If there are multiple kitchens/chulhas in the household, remember to include only those members who eat regularly from the respondent's kitchen.

- **Respondent name:** 'Respondent' is an adult who is present in the household during the survey and is providing you with information.

- **Hamlet/section number:** Note this from the map from which the household is selected.

Information about children and adults living in the household

No information will be written in the Household Survey Sheet about any individual who does not regularly live in the household and does not eat from the respondent's kitchen.

Collect information from the sampled household about all children aged 3-16 years who regularly live in the household and eat from the same kitchen. Ask members of the household to help you identify these children. All such children should be included, even if their parents live in another village or if they are the children of the domestic help in the household.

Rules for selecting children

- **Older children:** Often older girls and boys (in the age group of 11 to 16 years) may not be considered children. Avoid saying 'children' in such cases. Probe about who all live in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested. Be sensitive about this issue.

- **Children who are not at home during the time of the survey:** Often children are busy in the household or on the farm. If the child is somewhere nearby, but not at home, take information about the child, like the name, age and schooling status. Ask the family members to call the child so that you can speak to her directly. If she does not come immediately, make a note of the household and revisit it once you are done surveying the other households.

  If there are children who regularly live in the household but who are out of the village on the day of the survey (e.g. A child has gone to visit her relatives), write their information even if you cannot test them. Record the reason for not testing her at the bottom of the Household Survey Sheet for that household.

- **Children who are relatives but live in the sampled household on a regular basis:** Include these children because they live in the same household on a regular basis. But do not take information about their parents if they do not live in this household.

- **Children not living in the household on a regular basis:** Do not include children of this family who do not regularly live in the household (e.g. children who are studying in another village/city or children who got married and are living elsewhere). Even if such children are present in the household, do not record their information.

- **Visiting children:** Do not include children who have come to visit their relatives or friends as they do not regularly live in the sampled household.

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But data must be recorded only for children living in the 20 households that have been randomly selected. One row of the Household Survey Sheet will be used for each child.

Collect the following information for all children aged 3-16:

- **Child's name, age, sex:** The child's name, completed age and sex should be filled for all children in the sampled household. For female children write 'F' and for male children write 'M'.

- **For children currently enrolled in school:**

    Block 1: Fill the child's class and type of school under 'In school chidren' in the Household Survey Sheet as follows:

    - If the child is attending anganwadi, then put a tick under 'Anganwadi'. Tick under 'Government' in the 'Type of School' block.

    - If the child is attending Lower Kindergarten (LKG), Upper Kindergarten (UKG), Nursery (NUR) or Balwadi, then tick under 'LKG/UKG/NUR/Balwadi'. Additionally, put a tick under 'Private' in case LKG/UKG/NUR/Balwadi is a private school, OR under 'Government' in case of a pre-primary class of a government school.

    - If the child is enrolled in Std. 1 to Std. 12, then write the Std. number under 'Std.' and put a tick under the appropriate type of school in the next column.

    - If a child is double enrolled (i.e. attending more than 1 school), then record the information only about the school that she attends regularly.

    Block 2: If child goes to the surveyed school: Ask the child if she attends the government school which you have or will be surveying. If the child goes to an anganwadi which is located within the campus of the surveyed school, then tick under 'Yes'. Do not ask this question to children who are not currently enrolled in school.

    In case you have surveyed the households before the survey of the school on the first day, ensure that you record information for this question for the same government school that you are going to survey on the second day.

    Block 3: Medium of instruction in school: Record the medium of instruction of the child's school. Use the Language Code List given in the survey booklet to find and input the correct code for the language. For e.g., for an English medium school, write code '280'. If you are unsure about the medium of instruction, ask the respondent which language the child's Math textbook is written in and note the answer.

    The Language Code List given to you for the state contains the ten most frequently spoken languages in your state along with their codes. After that, all the languages with their codes are listed alphabetically.

- **For out of school children (currently not enrolled in school):**

    Fill the child's information under 'Out of school children' as:

    - **Never Enrolled:** If the child has never been enrolled in school, then put a tick under 'Never enrolled'.

    - **Drop out:** If the child has dropped out of school, then put a tick under 'Drop out'. Note the Std. in which the child was studying when she dropped out, irrespective of whether she passed or failed in that grade. Probe carefully to find out these details. Also note the actual year when the child left school. For example, if the child dropped out in 2020 write '2020'. Similarly, if the child dropped out in the last few months of this year, write '2022'

- **Tuition:** Ask the respondent if the child takes any tuition, i.e., paid classes outside school and mark 'Yes' or 'No' accordingly. Include tuition taken online as well.

Mothers' and fathers' information

- **Mothers' information:** While beginning to record the information for each child, ask for the name of the child's mother. Note her name only if she is alive and regularly living in the household. If the child's mother is dead or not living in the household, do not write her name. If the mother has died or is divorced and the child's stepmother (father's present wife) is living in the household, include the stepmother as the child's mother. Note the mother's age and schooling information in the box 'Mother's Background Information'. While recording the mother's education, record the last class she has completed. For graduates, write B.A., B.Com., etc.

- **Fathers' information:** Similar to the mother's information block, we ask for the age and schooling information of the child's father. We will only write this information if the father is alive and regularly living in the household. If the father is dead or not living in the household, do not ask for this information. If the father has died or is divorced and the child's stepfather (mother's present husband) is living in the household, we will include the stepfather as the child's father. While recording the father's education, record the last class he has completed. For graduates, write B.A., B.Com, etc.

Home language

Home language will be coded in the same manner as the medium of instruction in school. Ask the respondent what language the family speaks most commonly at home, and then refer to the Language Code List to record it.

Household indicators

All information on household indicators is to be recorded, based as much as possible, on observation. However, if for some reason you cannot observe them, note what is reported by the respondent/household members only and not by others. In case of assets like TV and mobile phone, ask whether it is there in the household and whether it is owned by the household. Some households might be hesitant to give this information. Explain to them that this information is being collected in order to link the education status of the child with the household's economic conditions.

- **Type of house the child lives in:** Types of houses are categorised as follows:

    - Pucca House: A pucca house is one which has walls and roof made of the following material:

        - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra, etc.

        - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber, etc.

    - Semi-kutcha house: A house that has fixed walls made up of pucca material but roof is made up of materials other than those used for pucca houses.

    - Kutcha House: The walls and roof are made of material other than those mentioned above, like unburnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.

- **Motorised 4-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 4-wheeler like a car, jeep, etc., otherwise mark 'No'.

- **Motorised 2-wheeler:** Ask the respondent and mark 'Yes' if the household owns a motorised 2-wheeler like a motorcycle/scooter, otherwise mark 'No'.

- **Electricity in the household:**

    - Mark 'Yes' or 'No' by observing if the household has wires/electric meters, fittings and bulbs.

    - If there is an electricity connection, ask whether the household has had electricity at any time on the day of your visit, and not necessarily when you are doing the survey.

- **Toilet:** Mark 'Yes' or 'No' by observing if there is a constructed toilet in the house. If you are not able to observe, then ask whether there is a constructed toilet.

- **Television:** Mark 'Yes' or 'No' by observing if the household has a television or not. If you are not able to observe, then ask. It does not matter if the television is in working condition.

- **Mobile phone:**

    - Mark 'Yes' if the household has a mobile phone, otherwise mark 'No'.

    - In the next question, mark 'Yes' even if one mobile phone in the household is a smartphone. If there is no smartphone in the household, then mark 'No'. A smartphone is a phone with internet facility.

    - If there is a smartphone, then ask the number of smartphones present in the household.

    - If the household has a smartphone, then ask if even one of the smartphones had internet access today, and mark 'Yes', 'No', or 'Don't know' accordingly.

- **Reading material:**

    - Newspaper: Mark 'Yes' if the household gets a newspaper every day. If not, mark 'No'.

    - Other reading material: This includes story books, magazines, comics, etc. but does not include calendars, religious books or textbooks. If any of the above reading material is available, mark 'Yes', otherwise mark 'No'.

- **Other questions for the household:**

    - Mark 'Yes' if anyone (apart from the mother(s) and father(s) whose background information has already been recorded) in the household has completed Std. 12.

    - Mark 'Yes' if anyone in the household knows how to use a computer.

    - Mobile number of the household: Note the mobile number in the box at the bottom of the sheet. Explain to the household members that the mobile number will only be used for the recheck process and not for any other purpose, and will not be shared with anyone else.

    - Note the end time of the survey.

What to do with children?

Purpose: To find the highest level that a child aged 5-16 can do comfortably in reading, arithmetic and English.

After filling the household information in the Household Survey Sheet, you must test all children aged 5-16 in the household. Use the testing tool booklet to test each child and record the child's learning levels in the Household Survey Sheet.

Who and what to test: Every child you have listed on the Household Survey Sheet who is 5-16 years old will be tested. The ASER testing tool booklet comprises 3 sets of tests: Reading, Arithmetic and English. It has 4 samples, numbered 1 to 4.

How to test: It is very important to be in the right frame of mind while assessing children. We are not going to the village/ household as evaluators. We want to find out what children can do comfortably in terms of basic reading, arithmetic and English. Therefore, it is important that you follow the guidelines given below while testing children:

- **Relaxed environment for the child:** Establish a relaxed environment by having a friendly conversation with the child before you start assessing her. For example, ask her about her favourite game/sport, food, friend, festival, story, song; whether she has been to a fair and what did she enjoy the most in it, etc. When you feel that the child is comfortable, show her the tool and tell her that the tool has simple activities you would like her to participate in and that it is not an exam or a test. Make sure that you and the child are seated at the same level, i.e. if you are sitting on a chair, then the child should also be seated on a chair. Try not to administer the testing process while standing.

- **No pressure on the child from others:** Often family members and neighbours gather around to watch how the child is performing. This can make the child nervous. The surveyors should make sure this does not happen. One of the surveyors can talk to the adults or do some activities with the other children while the other surveyor assesses the child.

- **Encouragement and patience with the child:** Encourage the child by appreciating the effort she is making. Be patient with her while she is reading or solving arithmetic problems. Give the child ample time to read, think and solve.

- **Child's familiarity with the tool:** To establish the highest level at which the child can comfortably do different tasks, you may need to take the child through a series of tasks until you can decide the level at which she really is. Practice and familiarity with a task improves the child's performance. For example, the child may not be able to read a simple paragraph fluently, but after successfully attempting an easier task like reading words, she may be able to read the same paragraph better. This is because now, she is more comfortable with the tool and tasks. Hence, we give her another chance at reading the paragraph. In the case of solving subtraction/division problems in the arithmetic tool, ask the child to check her work once again if you think she has made a careless mistake.

- **Different samples for different children:** Each testing tool has 4 samples. In order to ensure that the children are not copying from each other, use a different sample of the tool for children in the same household. Make sure you use all 4 samples equally during the entire survey in the village. This means that if you have finished testing the last child in a household using sample 3, then start the testing in the next household with sample 4.

For a step by step explanation of the testing process, refer to the 'ASER Assessment Tasks' section of this report on page 9.

Sample Household Survey Sheet

घर सर्वेक्षण प्रपत्र

राज्य : छत्तीसगढ़   जिला : रायपुर   ब्लॉक : रायपुर   गाँव : प्रिंसेटपुर

घर का नंबर : 01

घर के मुखिया का पूरा नाम : मोहन सिंह
परिवार के उन लोगों की कुल संख्या जो एक ही चूल्हे से खाते हैं : 6

सर्वेक्षण की दिनांक : 13/11/22
सर्वेक्षण का दिन : रविवार
सर्वेक्षण शुरू करने का समय : 8:15

सर्वेक्षकों के नाम :
1. ललिता जोशी
2. दिव्या कुमार

Annual Status of Education Report — ASER 2022 RURAL — Facilitated by PRATHAM

बच्चे की सामान्य जानकारी : आयु वर्ग 3-16 के लिए

	बच्चे का नाम	लिंग (M/F)	आयु
1	रीना सिंह	15 F	45
2	दीपा सिंह	9 F	45
3			
4			

माता की जानकारी

माता का नाम : सीता सिंह   — 39

घर का मोबाइल नंबर : 9999999999

सर्वेक्षण खत्म करने का समय : 8:37

What to do in a school?

Purpose: To collect information on enrollment and attendance of children and basic facilities in school.

Refer to page 106 and 107 for School Observation Sheet.

General information

- Visit any government school (Std. 1 to 7/8) in the village. If there is no school in the village which has classes from Std. 1 to 7/8, then visit the government school in the village which has the highest enrollment in Std. 1 to 4/5. If there is no government school in the village with classes from Std. 1 to 4/5, then do not visit any school. In the top left box of the School Observation Sheet, tick according to the type of school visited.

- Meet the Head Master (HM). If the HM is not present, meet the most senior teacher. The HM/most senior teacher will be the respondent. Explain the purpose and importance of ASER and give her the 'Letter for Headmaster'. Be very polite. Assure the respondent and teachers that their name and the name of the school will not be shared with anybody.

- Ask the respondent for her phone number for the purpose of recheck. Explain that the number will not be used for any other purpose.

- Note the time of entry, date and day of visit to the school along with the volunteers' names.

Collect the following information about the school:

- **Children's enrollment and attendance**

    - Ask the HM for the enrollment register or any official document for the enrollment figures in that school.

    - Use the enrollment registers of all the classes to record the enrollment numbers. If a class has many sections, then take the total enrollment. If the enrollment register is not available or the HM refuses to show it, then write the enrollment numbers given by the HM.

    - After filling the enrollment, move around the classrooms/areas where children are seated and note their attendance class-wise by counting them yourself. You may need to seek help from the teachers to distinguish children class-wise as they are often found seated in mixed groups. In such cases, ask children belonging to a particular class to raise their hand. Count the number of raised hands and accordingly fill the observation sheet class-wise. Note that only children who are physically present in the class while you are counting should be included.

    - Attendance of class with many sections: Take a headcount of the individual sections, add them up and write the total attendance.

- **Official medium of instruction in the school**

    - Ask the official languages used as the medium of instruction in the school.

    - Write the corresponding code for the language from the Language Code List, like you did for 'Home Language' in the Household Survey Sheet.

    - If the school has more than 1 official medium of instruction, note all of them in the box provided.

- **Teachers**

    - Ask the respondent and note the number of teachers appointed. Acting HM will not be counted as an HM but will be counted as a regular teacher. HM on deputation in the surveyed school will be counted under the HM category.

    - When noting information about regular government teachers, include all those teachers who teach Std. 1 and above. The number of regular government teachers does not include the HM. However if the teacher is only teaching the pre-primary class, then do not include her.

    - If the school has para-teachers, mark them separately. Para-teacher is a contract teacher with a different pay scale than that of a regular teacher. In many states para-teachers are called by different names such as Shiksha Mitra, Panchayat Shikshak, Vidya Volunteer, Atithi shikshak, etc.

    - Do not include NGO volunteers in the list of teachers.

- Observe how many HMs/teachers are present during the survey and note the information.

- **Foundational Literacy and Numeracy (FLN)**

  Foundational Literacy and Numeracy (FLN) refers to a child's ability to read simple sentences with meaning and solve basic math problems by the end of Std. 3. Before asking questions from this section, read out this definition to the respondent clearly and slowly. Ensure that the respondent understands what you mean by FLN before asking the following questions:

  - Ask whether the school received any government notification or directive to implement any FLN-related activities with children from Std. I-III. Include directions given verbally or instructions received as messages over platforms like WhatsApp or Telegram. Note this information only for the current academic year.

  - Ask the respondent if at least one teacher in the school has received any training on FLN in the current academic year. This training can be on portals such as NISHTHA and DIKSHA, or through state specific FLN programs (for e.g., Mission Ankur in Madhya Pradesh, Ennum Ezhutthum in Tamil Nadu, etc.). Include both online and in-person training.

- **Facilities observation**

  Observe the following and fill accordingly:

  - Observe and count the total number of pucca rooms (excluding toilets). Also observe and count the total number of pucca rooms used for teaching on the day of the survey.

  - Observe if there is an office/store/office-cum-store. Tick under 'Yes' if even one is present. Observe if there are library books in the school (even if kept in a cupboard). If there are library books, then observe if library books are being used by children.

  - Observe if the school has a complete boundary wall or complete fencing. It can be with or without a gate.

  - Observe if the school has wires/electric meters and fittings, bulbs or not. If there is an electricity connection, ask whether the school has had electricity at any time on the day of your visit to school, not necessarily when you are doing the survey.

  - Observe if there are computers in the school to be used by children. If yes, then observe if computers are being used by children.

  - Observe if there is a handpump/tap. If yes, check whether you could drink water from it. If there is no handpump/tap or you could not drink water from it, check whether drinking water is available in any other way like in a canister/container.

- **Classroom observation**

  This section is to be filled for Std II and Std IV only. If there is more than one section for a class, then randomly choose any one to observe. You may need to seek help from the teachers to distinguish children class-wise as more than one classes may be seated together. Observe the following and fill accordingly:

  - Seating arrangement of children: Are two or more classes sitting together in the same class or is a single class sitting separately?

  - Observe whether children in the class have language and mathematics textbooks. Ask them to show you these books one by one. Mark these under 'Yes' only if almost all children have these books.

  - Observe whether there is teaching-learning material (TLM) other than textbooks available in the class like charts on the wall, picture/story cards, etc. Material painted on the walls of the classroom is not counted as teaching material.

  - Observe where the children are sitting. In the classroom, verandah or outside.

- **School Management Committee (SMC)**

  - Ask the respondent if currently there is an SMC for this school.

  - If there is an SMC for the school, then ask when the last meeting of SMC was held.

- **Physical Education**

  Physical Education includes all outdoor games with equipment (such as cricket, football, etc.) or without equipment (such as yoga, kho-kho, kabaddi, etc.) as well as indoor games (such as table tennis, badminton, etc.). Observe/ask the following and fill accordingly:

  - Ask the respondent if every class has a dedicated time allotted for Physical Education every week and mark accordingly.

  - Ask if a dedicated/separate teacher has been appointed for Physical Education. A 'separate teacher' for Physical Education means a teacher who has been appointed specifically for teaching Physical Education. Include this teacher even if she also teaches another subject. For example, a Physical Education teacher who also takes a science class.

  - If a separate teacher has not been appointed for Physical Education, ask the respondent if one or more teachers take the Physical Education class. 'Any other teacher' implies a teacher responsible for another subject who sometimes also teaches the Physical Education class. For example, a Math teacher assigned with the additional responsibility of taking the Physical Education class would come under this category.

  - If any other teacher taking the Physical Education class, ask if they have received any training for the same.

  - Observe if there is a playground within the school premises. A playground is an area with a level playing field and/or playing equipment (eg. slides, swings, etc.).

  - Observe if any sports equipment is available in the school (even if kept in a cupboard). Do not include board games like ludo, chess, carrom, and include indoor games like table tennis, badminton, etc.

- **Mid-day meal**

  - Ask the respondent whether the mid-day meal was served in the school today.

  - Observe if there is a kitchen/shed for cooking the mid-day meal.

  - Observe if any food is being cooked in the school today.

  - Observe whether the mid-day meal was served in the school today by looking for the evidence of the mid-day meal in the school like dirty utensils or meal brought from outside. Mark accordingly.

- **Toilets**

  - Observe whether the school has a common toilet, a separate toilet for girls, a separate toilet for boys and a separate toilet for teachers.

  - Ask the HM/any teacher/any child if you cannot tell who the toilets are for.

  - For each type of toilet facility that you find at the school, note whether it is locked or not. If it is unlocked, note whether it is useable or not. A useable toilet is a toilet with water available for use (running water/ stored water) and a basic level of cleanliness.

  - If more than 1 common toilet or other types of toilets are there in the school, then take information about the toilet that is in a better condition.

- **Grants information**

  If the respondent seems hesitant, or does not wish to answer these questions, do not insist. Skip this section and move to the next.

  You will record information for the Annual Composite Grant. If the respondent does not understand "Annual Composite Grant", you can use state-specific names, or simply refer to it as "the grant that is given each year".

  - First, ask if the school received the grant in the previous financial year (April 2021 to March 2022), and mark appropriately under 'Yes', 'No', or 'Don't Know'.

  - If 'Yes' (the school received the grant), then ask if the school used the entire amount, and mark as follows:

    - 'Yes' if the school spent the entire amount.

- ❏ 'No' if the school spent only part of the amount, or did not spend any amount.

- ❏ 'Don't know' if the respondent is not aware of the amount spent.

- ■ Similarly, ask about the current financial year (April 2022 till day of the survey).

■ **Textbooks and uniforms**

This section has to be asked to the respondent.

- ■ Ask whether children in the school have been given language and mathematics textbooks for their current grade. Children should have been given both these textbooks. If children have been given neither or only one of these textbooks, mark under 'No'.

  - ❏ Ask the second question only if the response to the first question is 'No'. If children have not been given either one or both textbooks, ask whether the funds for purchasing textbooks have been given to them, and mark accordingly.

- ■ Next, ask if children have been given uniforms for their current grade. Mark accordingly under 'Yes, all grades', 'Yes, some grades', 'No' or 'Don't know'.

  - ❏ Ask the question about funds for uniforms only if the response to the previous question is 'No', and mark accordingly.

■ **Pre-primary class**

- ■ Observe if there is a separate pre-primary class in the school that is not an anganwadi. If you are unable to locate one, ask the respondent and then observe yourself.

  - ❏ If there is a pre-primary class, ask if the school received any funds specifically for it in the current academic year.

  - ❏ If there is a pre-primary class, then also ask if there is a dedicated or separate teacher appointed in the school for teaching this class (even if she teaches other classes as well).

- ■ Observe if there is an anganwadi in the school. If you are unable to locate, ask the respondent and observe it yourself. The anganwadi must be located within the school campus and not outside.

Sample School Observation Sheet

विद्यालय अवलोकन प्रपत्र

राज्य : _____ जिला : _____ ब्लॉक : जयपुर
गाँव का नाम : छनीसिंह की ढाणी विद्यालय का नाम : GPS भिंडेन्द्रपुर

निर्देश : गाँव का किसी एक सरकारी विद्यालय (कक्षा 1 से 7/8) में जाएँ। यदि गाँव में कक्षा 1 से 7/8 का कोई विद्यालय न हो, तो उस सरकारी विद्यालय में जाएँ जहाँ कक्षा 1 से 4/5 के बच्चों का नामांकन सबसे अधिक हो। ऐसे सरकारी विद्यालय में न जाएँ जहाँ कक्षा 1 से 4/5 तक की कोई कक्षा न हो। यदि गाँव में कक्षा 1 से 4/5 का कोई सरकारी विद्यालय न हो, तो किसी भी विद्यालय में न जाएँ। विद्यालय के मुख्य अध्यापक से मिलें। मुख्य अध्यापक के न होने पर विद्यालय के सबसे वरिष्ठ शिक्षक से मिलें।

विद्यालय में आने का समय	विद्यालय किस कक्षा से किस कक्षा तक है? (किसी एक पर सही का निशान लगाएँ)		सर्वेक्षण का दिनांक	सर्वेक्षण का दिन	सर्वेक्षकों के नाम
10:15	कक्षा 1 से 4/5 ✓ कक्षा 1 से 6/7/8	अन्य	12/11/22	शनिवार	1. लक्षिता जोशी 2. दुर्गा कुमार

उत्तरदाता की जानकारी
नाम	निर्मिल त्रिवेदी
पद (✓ लगाएँ)	मुख्य अध्यापक
फोन नंबर	8888888888

1. बच्चों का नामांकन एवं उपस्थिति

	कक्षा 1	कक्षा 2	कक्षा 3	कक्षा 4	कक्षा 5	कक्षा 6	कक्षा 7	कक्षा 8
बच्चों का नामांकन (खुद रजिस्टर से लें)।	17	18	10	14	11			
सर्वेक्षण के दिन उपस्थित बच्चे*	15	13	7	10	9			

*नोट : कक्षा में उपस्थित बच्चों की संख्या गिनकर लिखें। यदि एक से ज्यादा सेक्शन हों, तो कुल नामांकन लिखें। यदि एक से अधिक कक्षा के बच्चे एक साथ बैठे हों, तो प्रत्येक कक्षा के अनुसार बच्चों को हाथ उठाने को कहें और इसके आधार पर प्रत्येक कक्षा में उपस्थित बच्चों की संख्या गिनकर लिखें।

2. विद्यालय में पढ़ाई का माध्यम (official) (पूछें) (कोड लिखें)

1. 101   2. _____   3. _____

3. शिक्षक
(कक्षा 1 और उससे बड़ी कक्षाओं को पढ़ाने वाले सभी शिक्षकों को गिनें)

	कुल नियुक्ति (पूछें)	कुल उपस्थित (अवलोकन करें)
मुख्य अध्यापक (प्रभारी मुख्य अध्यापक को न गिनें)	1	1
नियमित सरकारी शिक्षक (मुख्य अध्यापक को न गिनें)	5	4
पैरा-शिक्षक (Para-teacher)	0	0

4. बुनियादी साक्षरता व संख्या ज्ञान/FLN संबंधित (पूछें)

	हाँ	नहीं
कक्षा 3 के अंत तक सरल वाक्यों को समझकर पढ़ने और बुनियादी गणित के प्रश्नों को हल करने की क्षमता को FLN कहते हैं।		
क्या विद्यालय को वर्तमान शैक्षणिक सत्र में कक्षा 1-3 के लिए FLN संबंधित गतिविधियों को कराने के लिए कोई सरकारी अधिसूचना/निर्देश प्राप्त हुआ है?	हाँ ✓	नहीं
क्या कम से कम एक शिक्षक ने FLN पाठ्यक्रम के तहत वैयक्तिक (ऑफलाइन) या NISHTHA, DIKSHA आदि जैसे ऑनलाइन प्लेटफॉर्म पर प्रशिक्षण पूर्ण किया है?	हाँ ✓	नहीं
	पता नहीं	पता नहीं

5. सुविधाओं का अवलोकन

शौचालय के अलावा विद्यालय में पक्के कमरों की कुल संख्या (गिनकर लिखें)		7
सर्वेक्षण के दिन पढ़ाई के लिए उपयोग किए जा रहे कमरों की कुल संख्या (गिनकर लिखें)		5

अवलोकन करें और उचित स्थान पर ✓ लगाएँ :

	हाँ	नहीं
क्या विद्यालय में ऑफिस/स्टोर/office-cum-store है?	✓	
क्या विद्यालय में पुस्तकालय की किताबें हैं?	✓	
यदि हाँ, तो क्या आपने बच्चों को पुस्तकालय की किताबों का प्रयोग करते हुए/पढ़ते हुए देखा?	✓	
क्या विद्यालय की पूरी चारदीवारी या बाड़ (fencing) है?		✓
क्या विद्यालय में बिजली का कनेक्शन है? (तार व फिटिंग देखें)		
यदि हाँ, तो क्या विद्यालय में आज बिजली थी? (देखें/पूछें)		
क्या विद्यालय में बच्चों के प्रयोग के लिए कंप्यूटर है?		✓
यदि हाँ, तो क्या आपने बच्चों को कंप्यूटर का इस्तेमाल करते हुए देखा?		
क्या आपने विद्यालय में हैंडपंप/नल देखा?	✓	
यदि हैंड पंप/नल है, तो क्या आप उस हैंडपंप/नल से पानी पी सके?	✓	
यदि हैंडपंप/नल नहीं है या इस्तेमाल करने योग्य नहीं है, तो क्या पीने के पानी की उपलब्धता है?		

6. कक्षा का अवलोकन
अवलोकन करें
(यदि एक से ज्यादा सेक्शन हों, तो कोई एक चुनें)

	कक्षा 2		कक्षा 4	
	हाँ	नहीं	हाँ	नहीं
क्या इस कक्षा के बच्चे किसी और कक्षा के बच्चों के साथ बैठे हुए हैं?		✓		✓
क्या इस कक्षा के लगभग सभी बच्चों के पास भाषा की पाठ्यपुस्तकें हैं?	✓		✓	
क्या इस कक्षा के लगभग सभी बच्चों के पास गणित की पाठ्यपुस्तकें हैं?	✓		✓	
पाठ्यपुस्तकों के अलावा क्या इस कक्षा में आपने कोई अन्य शिक्षण सामग्री देखी (जैसे कि अन्य किताबें, दीवारों पर लगे चार्ट, चित्र/कहानी कार्ड आदि)?				✓
इस कक्षा के बच्चे कहाँ बैठे हुए हैं? (किसी एक पर निशान लगाएँ) कमरे में / बरामदे में / खुली जगह में				

7. विद्यालय प्रबंधन समिति (SMC) (पूछें)

	हाँ	नहीं
क्या वर्तमान में इस विद्यालय के लिए विद्यालय प्रबंधन समिति (SMC) गठित है?	✓	

यदि हाँ, तो विद्यालय प्रबंधन समिति की पिछली बैठक कब हुई थी?

07 / 09 / 2022
(dd/mm/yyyy)

8. शारीरिक शिक्षा*

	हाँ	नहीं	पता नहीं
क्या विद्यालय में हर सप्ताह में सभी कक्षाओं के लिए शारीरिक शिक्षा के लिए समय निर्धारित है? (पूछें)	✓		
क्या विद्यालय में शारीरिक शिक्षा की कक्षा के लिए कोई अलग शिक्षक नियुक्त किया गया है? (पूछें)		✓	
यदि नहीं, तो क्या कोई अन्य शिक्षक शारीरिक शिक्षा की कक्षा का नियमित रूप से संचालन करते हैं? (पूछें)		✓	
यदि कोई अन्य शिक्षक शारीरिक शिक्षा की कक्षा का संचालन करते हैं, तो क्या उन्हें शारीरिक शिक्षा पर कोई प्रशिक्षण मिला है? (पूछें)	✓		
क्या विद्यालय में खेल का मैदान है? (अवलोकन करें)	✓		
क्या विद्यालय में खेल के उपकरण हैं? (अवलोकन करें) (बोर्ड खेल जैसे लूडो, शतरंज, कैरम इत्यादि को न गिनें)			

*नोट : शारीरिक शिक्षा में सभी बहिर्कक्ष (outdoor) खेल जो उपकरणों के साथ खेले जाते हैं (जैसे क्रिकेट, फुटबॉल आदि) या बिना उपकरणों के खेले जाते हैं (जैसे योग, एब-खो, कबड्डी आदि) और कमरे के अंदर खेले जाते हैं (indoor) (जैसे टेबल टेनिस, बैडमिन्टन आदि) शामिल होंगे।

9. मध्याह्न भोजन

	हाँ	नहीं
क्या आज विद्यालय में मध्याह्न भोजन दिया गया? (पूछें)	✓	
क्या मध्याह्न भोजन पकाने के लिए कोई किचन/शेड है? (अवलोकन करें)	✓	
क्या आपने विद्यालय में खाना पकाते देखा? (अवलोकन करें)	✓	
क्या आपने आज बच्चों को परोसे जा रहे भोजन का कोई प्रमाण देखा (गंदे बर्तन या बाहर से लाया गया भोजन आदि साक्ष्य)? (अवलोकन करें)	✓	

10. शौचालय*

	क्या शौचालय है?		यदि हाँ, तो क्या वह ताले से बंद है?			यदि खुला है, तो क्या वह प्रयोग करने योग्य है?	
	हाँ	नहीं	बंद है	बंद नहीं है	खुला है	हाँ	नहीं
लड़की	✓				✓	✓	
लड़का	✓			✓		✓	
सामाजिक		✓					
शिक्षक		✓					

11. अनुदान की जानकारी (पूछें)

	क्या आपको यह अनुदान प्राप्त हुआ?			यदि हाँ, तो क्या आपने पूरी राशि खर्च की?			
	हाँ	नहीं	पता नहीं	हाँ	नहीं	पता नहीं	
अप्रैल 2021 से मार्च 2022 तक — वार्षिक कम्पोजिट अनुदान	✓				✓		

	क्या आपको यह अनुदान प्राप्त हुआ?			यदि हाँ, तो क्या आपने पूरी राशि खर्च की?			
	हाँ	नहीं	पता नहीं	हाँ	नहीं	पता नहीं	
अप्रैल 2022 से सर्वेक्षण के दिन तक — वार्षिक कम्पोजिट अनुदान		✓			✓		

12. पाठ्यपुस्तक और यूनिफॉर्म (पूछें)

	हाँ, सभी कक्षाओं के लिए	हाँ, कुछ कक्षाओं के लिए	नहीं	पता नहीं
क्या बच्चों को वर्तमान कक्षा के लिए भाषा और गणित की पाठ्यपुस्तकें दी गई हैं?	✓			
यदि नहीं, तो क्या बच्चों को वर्तमान कक्षा के लिए इन पाठ्यपुस्तकों को खरीदने के लिए फंड (पैसे) दिए गए हैं?				
क्या बच्चों को वर्तमान कक्षा के लिए यूनिफॉर्म दी गई है?	✓			
यदि नहीं, तो क्या बच्चों को वर्तमान कक्षा के लिए यूनिफॉर्म खरीदने के लिए फंड (पैसे) दिए गए हैं?				

13. पूर्व प्राथमिक कक्षा

	हाँ	नहीं	पता नहीं
क्या विद्यालय में कोई पूर्व प्राथमिक कक्षा है? (आंगनवाड़ी को शामिल न करें) (अवलोकन करें)		✓	
यदि हाँ, तो क्या वर्तमान शैक्षिक वर्ष में इसके लिए कोई अनुदान (फंड) प्राप्त हुआ है? (पूछें)			
यदि पूर्व प्राथमिक कक्षा है, तो क्या इसमें पढ़ाने के लिए कोई अलग शिक्षक नियुक्त किया गया है? (पूछें)			
क्या विद्यालय परिसर में कोई आंगनवाड़ी है? (अवलोकन करें)		✓	

विद्यालय से जाने का समय 11:05

*नोट - यदि विद्यालय में किसी एक प्रकार का एक से ज्यादा शौचालय हो तो उस शौचालय की जानकारी लें जो बेहतर स्थिति में है।

Quality Control

ASER's quality control procedures form a core part of the survey architecture. These are reviewed and improved every year to ensure the credibility of ASER data. For ASER Chhattisgarh 2022 as well, these processes were laid out for every stage of the survey and were executed by the Master Trainers[1], ASER state team members and central team members in every surveyed district. The quality control process is categorised into four stages: Pre-Survey, During Survey, Post Survey and Data Entry.

Pre-Survey

Before the survey begins, prospective volunteers are evaluated during the district level trainings by the Master Trainers and selected on the basis of their performance on three indicators:

- **Attendance:** Volunteers must attend all sessions of the 3-day district level training, ensuring that they understand the survey processes thoroughly.

- **Quiz results:** During the district level training, volunteers take a process quiz that tests their understanding of the complete survey process and clarifications are provided as needed.

- **Field visit performance:** Volunteers do a field pilot that facilitates their first-hand experience of practicing the survey process in a village. Master Trainers monitor their performance, provide feedback and clarify doubts.

During Survey

During the survey, volunteers' field activities are overseen by Master Trainers or state team members in select villages while the survey is in progress. The ASER monitoring process comprises two kinds of activities:

- **Phone monitoring:** Master Trainers make phone calls to all the volunteers as the survey rolls out in a district. Information regarding the progress of survey activities is collected during the calls and volunteers' doubts are clarified. This helps to provide immediate corrective action and to avoid repetition of mistakes in case of a two-weekend survey.

- **Field monitoring:** The ASER survey in each district is led by four Master Trainers who undergo training at the state level. They personally monitor survey teams who are identified during the district level training as requiring additional support during the actual field survey. Master Trainers monitor approximately 12-16 villages out of the 60 villages surveyed in each district. Overall, 32.5% villages surveyed in ASER Chhattisgarh 2022 were field monitored.

32.5% villages monitored during the field survey

Post Survey

Information collected during the survey is verified at various levels. The following recheck activities are conducted:

- **Desk and phone recheck:** On the completion of the survey in a district, Master Trainers conduct a desk recheck of the survey booklets received for all 60 surveyed villages, as far as possible in presence of the volunteers. In addition, Master Trainers call at least 8 out of 20 surveyed households in each village and confirm about the survey. These procedures enable quick identification of villages which were not surveyed correctly.

- **Field recheck:** Based on the information collected from the desk and phone rechecks, villages are identified for an in-person field recheck by the Master Trainers. The field recheck process involves verification of the key parameters of the survey — sampling, selection of children, verification of their basic information and testing. In ASER Chhattisgarh 2022, 24.6% of all surveyed villages were rechecked.

24.6% villages rechecked on field

---

[1]ASER Centre recruits Master Trainers in each district for the entire survey period. Four Master Trainers were responsible for the successful execution of the complete survey in each district, including quality control processes.

- **Desk and field recheck by ASER state teams:** After a preliminary desk recheck by the Master Trainers, the ASER state teams randomly recheck some survey booklets of all districts. Based on this desk recheck and the performance of Master Trainers, they also carry out a field recheck of selected villages.

  Overall, 52.9% villages surveyed in ASER Chhattisgarh 2022 were either field monitored, field rechecked, or both monitored and rechecked.

→ Data Entry:

Data for the survey is recorded in hard copy survey booklets. To compile and then process this data for analysis, it is entered into a database (MS Access or MySQL). For each question in the survey, rules and validations are in place to control incorrect entries. Once the software is ready, a data entry centre is selected. After data entry is completed, every 5th entry is cross-checked with hard copies to ensure that correct data has been entered. If more than 2 mistakes are found, data for the entire village is cross-checked. A final cross-check is done centrally between child-wise data and a sheet with compiled data. If there is more than a 2% difference between the two data sets, then the entire district's data is cross-checked.

In children's own words....

(1) इस वर्ष विद्यालय स्कूलने पर आपको कैसा लगा?

उत्तर- इस वर्ष विद्यालय स्कूलने पर हमको बहुत अच्छा लगा, क्योंकी दो साल बाद स्कूल खुला है। इस लिए अच्छा लगा और स्कूल में हमें कॉपी, खर, फटर आदि इसके साथ-साथ डरेस भी चेन्ज हुआ। और दोस्त से भी मिले और नई दोस्त का आडमीसन भी हुआ। हमलोंग पिकनिक पर भी मनना स्कूल से जाएंगे तो बहुत मजा आएगा। और स्कूल में पढ़ाई करना बहुत अच्छा लगता है।

(2) आप विद्यालय में जो करते हैं उसमें से सबसे पसंदीदा क्या है?

उत्तर- हमको गणित की पढ़ाई अच्छी लगती है। और फूटबॉल खेलना अच्छा लगता है क्योंकी गणित की पढ़ाई से हम बहुत चिज सिखिसखते है। और फूटबॉल दोस्तों के साथ खेलना मजा आता है। और विद्यालय दोस्तों के साथ पढ़ना अच्छा लगता है।

नाम— प्रिया कुमारी

कक्षा— VII

रोल॰ न॰ —19

विद्यालय का नाम रा॰उक्क म॰वि
डैसरा गुमला - 02

नाम - निशा कुमारी
कक्षा - 8
विद्यालय का नाम - रा.म.वि काकूट टोली सिमडेगा

Q.1 इस वर्ष जब विद्यालय खुला तो तुम्हे कैस लगा।

⇒ मुझे बहुत खुशी हुई की मे विद्यालय बहुत दिनों के बाद गई। और मे अपने दोस्तो शिक्षको समय से मिल पाई। और कोरोना के कारण किसी से मिल नही पा रहे थे और किसी से खेल नही पा रहे थे सिर्फ घर पर ही रहते थे और कही जा नही पा रहे थे। और घर पर रहने के कारण हमे नया कुछ सिखने को नही मिला। और धीरे- धीरे पढेन की आदत भी छुट जा रही थी। और पहाई मे मन नही लग रहा था। जिन्हुगी आनो रूक सी गई थी। घर वाले भी आहर नही जाते थे। न हम कही आते थे और न कोई हमारे पास आता था। लेकिन अब हम फिर से स्कूल जाने लगे। फिर से पढाई करन लगे तथा अपने दोस्ती के साथ फिर से खेलने लगे। और इसीलिए स्कूल खुलने से हमे बहुत अच्छा लगा।

Q.2 स्कूल मे तुम्हे क्या करना पसंद है।

⇒ • स्कूल मे हमे पढना पसंद है।
• स्कूल मे हमे खेलना पसंद है।
• स्कूल मे हमे साफ-सफाई करना पसंद है।
• स्कूल मे हमे विभिन्न कार्यक्रम मे भाग लेना पसंद है।
• स्कूल मे हमे पेड़-पौधा लगाना पसंद है।
• शिक्षको के द्वारा दिए गए कार्यो को करना अच्छा लगता है।

Name — Rani Kumari
class — VIIth
Roll no. — 02

---

① इस साल जब स्कूल खुला तो आपको कैसा लगा ?
उत्तर — जब इस साल स्कूल खुला तो हमको बहुत अच्छा लगा | क्योंकि
जब स्कूल बंद था तो हमलोग स्कूल नहीं जा पाते थे | और शिक्षकों
और दोस्तों से नहीं मिल पाते थे जब तक कि स्कूल नहीं खुल
आता तब तक हमलोगों के ग्रुप बनाकर घर में पढ़ते थे | घर में
हमलोगों सुबह दो घंटा पढ़ते थे, फिर दोपहर को ट्यूशन आते
थे | और शाम को ग्रुप में 2 घंटा बैठकर पढ़ते थे और आधा
थोड़े देर स्कूल के बारे में कि स्कूल कब खुलेगा यह सब
गप्पे-शप्पे ग्रुप में करते थे | जब स्कूल खोला तब हमलोगों
को बहुत खुशी हुआ | कि अब स्कूल जायेंगे और
शिक्षकों और दोस्तों से मिलेंगे | और मन लगाकर पढ़ाई
करेंगे | इस साल स्कूल खुला तो हमलोगों को बहुत अच्छा लगा |

2   स्कूल में आपको सबसे ज्यादा अच्छा क्या लगता है ?
स्कूल में हमको सबसे ज्यादा अनुशासन में रहना रहना
अच्छा लगता है | और स्कूल में सब लड़कों भाई जैसे रहते है
और सब लड़कियों बहनें जैसे रहती है | और कोई वापस
में लड़ते नहीं है | सब एक दूसरे से पूछकर लिखते है | जो
नहीं जानता है, तो शिक्षा मंत्री से पूछकर लिखता है | वह
शिक्षा मंत्री सबका मदद करता है | सबको मन लगाकर
पढ़ते है | यह सब हमको स्कूल में सबसे ज्यादा अच्छा
लगता है | हमको लिखकर अच्छा लगा |

www.asercentre.org
www.pratham.org

E-mail us at:
contact@asercentre.org
info@pratham.org

ASER Centre
B-4/58, Safdarjung Enclave
New Delhi 110 029

Phone: +91-11-46023612

Follow ASER Centre on Twitter,
LinkedIn, Facebook, Instagram