

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	64.5	35.1	0.3	0.1	100
Age 7-16: All	66.1	33.5	0.3	0.1	100
Age 7-10: All	60.6	39.0	0.3	0.0	100
Age 7-10: Boys	60.6	39.1	0.3	0.0	100
Age 7-10: Girls	60.6	39.0	0.3	0.1	100
Age 11-14: All	69.1	30.5	0.3	0.1	100
Age 11-14: Boys	69.8	29.7	0.4	0.1	100
Age 11-14: Girls	68.5	31.2	0.3	0.0	100
Age 15-16: All	72.5	26.8	0.2	0.4	100
Age 15-16: Boys	73.2	25.9	0.3	0.6	100
Age 15-16: Girls	71.8	27.8	0.1	0.3	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 not enrolled in school. By age group and sex. 2006-2022

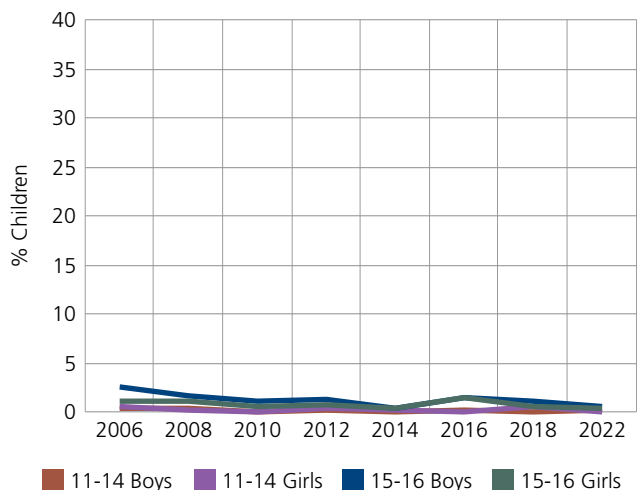
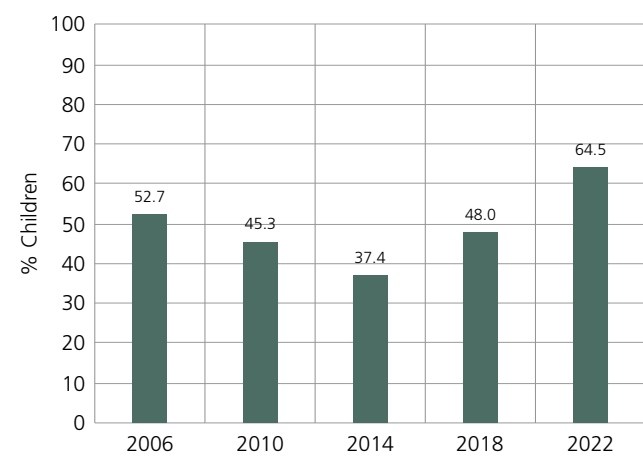


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



Young children in pre-school and school

Table 2: % Children enrolled in different types of pre-schools and schools. By age. 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3	60.5	9.9	11.8	2.4	0.5	0.0	15.0	100
Age 4	20.9	20.1	53.0	0.6	1.2	0.2	3.9	100
Age 5	3.8	22.7	60.3	7.8	3.5	1.2	0.7	100
Age 6	0.3	5.8	11.3	37.0	41.3	4.3	0.0	100
Age 7	0.0	0.3	0.5	41.6	54.5	3.2	0.0	100
Age 8	0.2	0.2	0.0	43.1	52.9	3.6	0.0	100

Table 3: % Children enrolled in different types of pre-schools and schools. By age. 2022

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt pre-primary	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3	60.4	3.2	5.8	0.8	0.3	0.0	29.7	100
Age 4	32.8	21.2	37.5	1.1	0.4	0.0	6.9	100
Age 5	4.3	28.7	54.2	8.0	4.1	0.1	0.7	100
Age 6	1.0	7.4	12.3	48.3	30.8	0.1	0.1	100
Age 7	0.1	0.2	1.1	57.9	40.2	0.5	0.0	100
Age 8	0.0	0.0	0.1	59.3	40.1	0.4	0.1	100

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level. All children. 2022

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	19.7	41.3	28.7	5.0	5.2	100
II	8.8	22.8	31.1	16.5	20.8	100
III	5.4	12.9	20.8	22.0	38.8	100
IV	2.9	6.0	16.2	17.7	57.2	100
V	2.7	5.9	11.2	15.6	64.7	100
VI	1.4	2.9	6.6	14.0	75.2	100
VII	1.3	2.1	5.1	10.7	80.8	100
VIII	0.6	1.6	4.5	9.6	83.7	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 5.4% cannot even read letters, 12.9% can read letters but not words or higher, 20.8% can read words but not Std I level text or higher, 22% can read Std I level text but not Std II level text, and 38.8% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

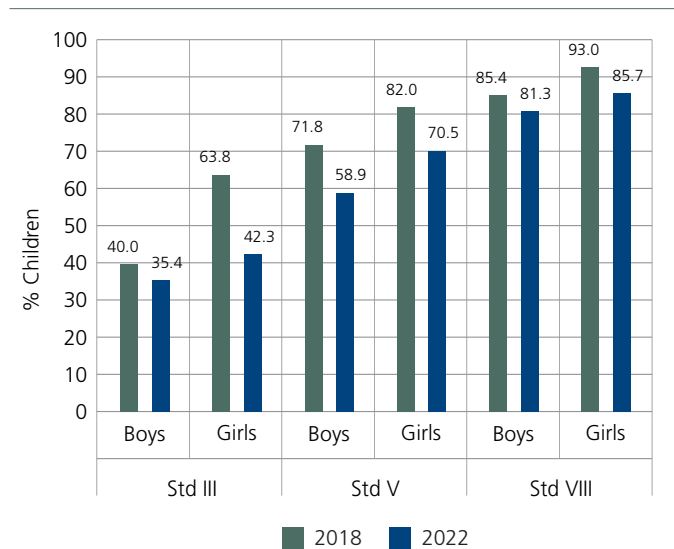
Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	38.1	43.2	41.2
2014	36.6	40.3	39.0
2016	38.0	51.5	45.7
2018	43.4	60.2	52.1
2022	31.6	49.8	38.7

The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

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

Chart 3: Trends over time % Children who can read Std II level text. By grade and sex. 2018 and 2022



Reading tool

Std II level text

കണ്ണൻ മാനത്തേക്ക് നോക്കി. മാനത്ത് അതാ മഴവില്ല് എന്ന് രസമാ മഴവില്ല് കാണാൻ. മഴവില്ലിന് ഏഴു നിറമാ. കണ്ണനറിയാം. മഴവില്ല് മാഞ്ഞാൽ മാനം കറുക്കും. പിന്നെ മഴ പെയ്യും. മുറ്റത്ത് വെള്ളം നിറയും. മഴവെള്ളത്തിൽ കടലാസു തോണി ഒഴുക്കി കളിക്കാം. അമ്മ കണ്ടാൽ വഴക്കു പറയും. മഴ നന്നത്താൽ പനി വരും എന്നു അമ്മ പറയുന്നത്.

Std I level text

മനുവിന്റെ സ്കൂൾ വലുതാണ്. അവിടെ വലിയ മുറ്റം ഉണ്ട്. മുറ്റത്ത് ധാരാളം മരങ്ങളുണ്ട്. മരത്തിൽ നിറയെ പൂക്കളും ഉണ്ട്.

Letters

ക ണ ത
മ വ
സ ശ മ
ച റ

Words

ആമ കല
പഴം
മാൻ അടം
കിളി തിര
കാക്ക
വാൽ മീൻ

Table 6: Trends over time Reading in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	59.9	69.0	65.2	83.9	84.6	84.3
2014	61.3	70.7	66.6	89.2	88.1	88.5
2016	63.3	74.5	69.4	83.0	87.7	85.3
2018	73.3	81.8	77.6	87.0	91.9	89.1
2022	61.9	69.6	64.7	81.8	87.8	83.7

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



Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level. All children. 2022

Std	Not even 1-9	Recognise number		Subtract	Divide	Total
		1-9	11-99			
I	10.8	37.1	49.9	1.6	0.7	100
II	3.9	14.8	66.9	13.7	0.7	100
III	1.4	6.2	53.6	36.6	2.3	100
IV	1.5	3.2	42.4	42.0	10.9	100
V	1.4	2.9	39.0	30.0	26.8	100
VI	0.2	1.7	37.1	30.7	30.3	100
VII	0.7	0.4	29.0	31.6	38.3	100
VIII	0.4	0.4	27.7	27.2	44.3	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 1.4% cannot even recognise 1-9, 6.2% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 53.6% can recognise numbers up to 99 but cannot do subtraction, 36.6% can do subtraction but cannot do division, and 2.3% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic tool

സംഖ്യ തിരിച്ചറിയൽ 1-9	സംഖ്യ തിരിച്ചറിയൽ 11-99	വ്യവകലനം		ഹരണം
3 7	65 38	41 - 13	64 - 48	7) 928
1 4	92 23	84 - 49	73 - 36	6) 769
8 2	47 72	56 - 37	31 - 13	8) 987
5 9	54 87	45 - 18	53 - 24	4) 519
29 11				

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

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	43.4	58.5	52.7
2014	36.0	51.7	46.1
2016	35.9	53.2	45.7
2018	44.3	52.4	48.5
2022	32.7	47.7	38.6

In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

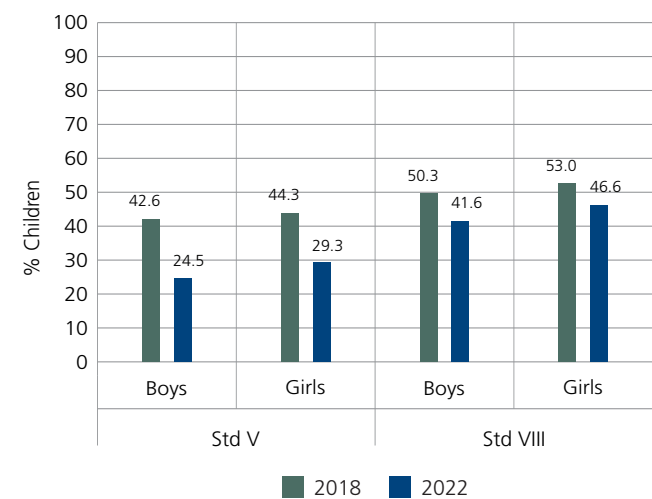
*This is the weighted average for children in government and private schools only.

Table 9: Trends over time Arithmetic in Std V and Std VIII. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	38.0	51.5	45.9	74.7	75.2	75.0
2014	25.6	49.7	39.3	52.2	64.3	59.4
2016	27.1	48.5	38.7	49.1	57.8	53.2
2018	33.3	52.5	43.0	43.3	63.5	51.8
2022	20.2	38.2	26.6	39.9	54.3	44.4

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

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



Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. Children in the age group 5-16 are assessed. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English. All children. 2022

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	16.3	10.7	43.6	20.2	9.2	100
II	7.9	6.5	36.3	24.3	25.1	100
III	3.5	5.2	24.2	22.9	44.4	100
IV	2.7	2.6	14.5	18.7	61.5	100
V	2.8	3.0	12.1	13.4	68.7	100
VI	0.7	2.1	6.7	13.0	77.4	100
VII	1.5	1.0	5.7	8.6	83.2	100
VIII	0.7	1.0	5.1	7.6	85.8	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 3.5% cannot even read capital letters, 5.2% can read capital letters but not small letters or more, 24.2% can read small letters but not words or more, 22.9% can read words but not sentences, and 44.4% can read sentences. For each grade, the total of these exclusive categories is 100%.

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

Std	Of those who can read English words but not sentences, % who can tell their meanings	Of those who can read English sentences, % who can tell their meanings
I	69.6	
II	71.1	74.7
III	76.8	79.2
IV	75.5	83.8
V	76.5	89.7
VI	80.2	86.9
VII		90.0
VIII		93.3

Paid tuition classes

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

Std	Govt	Pvt	Govt & Pvt*
I	11.9	14.9	13.1
II	18.5	19.6	19.0
III	15.6	19.9	17.3
IV	20.6	21.8	21.1
V	25.1	19.0	22.9
VI	23.3	24.5	23.7
VII	28.0	22.3	26.2
VIII	29.8	26.4	28.8
All	22.0	20.8	21.6

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

English tool

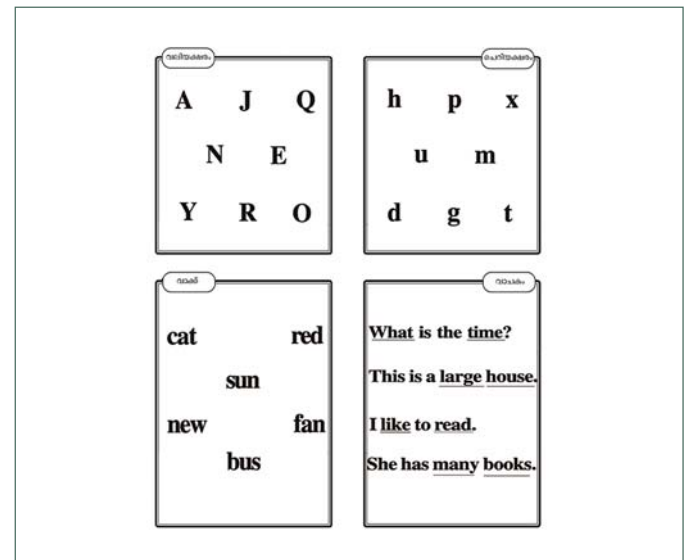
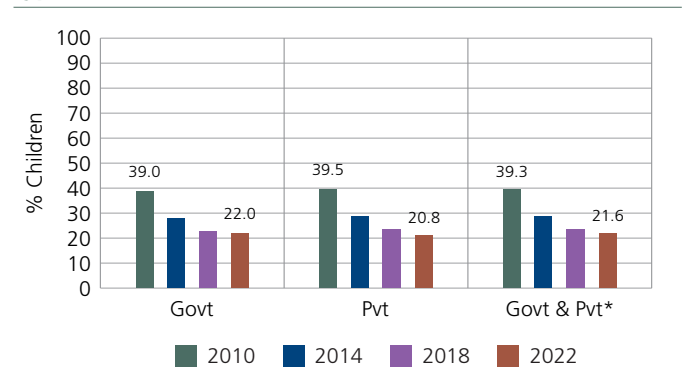


Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	52.4	70.0	62.7	85.6	86.3	86.0
2014	51.4	81.5	68.5	84.9	90.1	88.0
2016	57.4	77.7	68.5	75.8	83.9	79.6
2022	60.3	83.6	68.6	82.7	92.9	85.9

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

Chart 5: Trends over time % Children in Std I-VIII who take paid tuition classes. By school type. 2010, 2014, 2018, 2022



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

Data is not presented where sample size is insufficient.

School observations

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

Table 14: Trends over time
Number of schools visited. 2010, 2014, 2018, 2022

	2010	2014	2018	2022
Primary schools*	176	145	138	194
Upper primary schools*	99	120	141	218
Total schools visited	275	265	279	412

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

Primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	93.1	90.6	82.7	83.5
% Teachers present (Average)	94.0	89.9	85.8	88.2
Upper primary schools	2010	2014	2018	2022
% Enrolled children present (Average)	91.2	89.9	83.8	82.7
% Teachers present (Average)	90.2	89.9	84.1	89.5

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

Primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	7.9	11.2	16.2	18.6
% Schools where Std IV children were observed sitting with any other Std	7.1	9.8	19.9	15.1
Upper primary schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	6.3	12.1	18.8	8.4
% Schools where Std IV children were observed sitting with any other Std	2.2	9.5	22.0	7.6

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

	2010	2014	2018	2022
Primary schools	29.0	43.4	37.2	28.7
Upper primary schools	4.1	14.7	10.9	5.1

School facilities

Table 18: Trends over time
% Schools with selected facilities. 2010, 2014, 2018, 2022

% Schools with		2010	2014	2018	2022
Mid-day meal	Mid-day meal served in school on day of visit	100.0	74.6	96.1	92.6
	Kitchen/shed for cooking mid-day meal	98.1	98.8	99.2	99.3
Drinking water	No facility for drinking water	2.6	4.2	2.2	3.2
	Facility but no drinking water available	11.7	12.8	44.9	44.2
	Drinking water available	85.7	83.0	52.9	52.7
	Total	100	100	100	100
Toilet	No toilet facility	0.4	0.0	0.0	0.2
	Facility but toilet not useable	41.4	15.2	10.6	27.4
	Toilet useable	58.2	84.8	89.4	72.3
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	5.1	1.9	3.3	1.2
	Separate provision but locked	8.7	4.6	8.5	25.6
	Separate provision, unlocked but not useable	42.3	13.3	4.8	3.4
	Separate provision, unlocked and useable	43.9	80.2	83.4	69.8
	Total	100	100	100	100
Library	No library	16.9	5.3	10.0	15.1
	Library but no books being used by children on day of visit	20.7	12.5	59.5	71.1
	Library books being used by children on day of visit	62.4	82.2	30.5	13.9
	Total	100	100	100	100
Electricity	Electricity connection			99.6	100.0
	Of schools with electricity connection, % schools with electricity available on day of visit			96.1	96.3
Computer	No computer available for children to use	17.2	10.2	24.6	27.0
	Computer available but not being used by children on day of visit	16.1	48.7	52.9	53.1
	Computer being used by children on day of visit	66.7	41.1	22.4	19.9
	Total	100	100	100	100



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

Data is not presented where sample size is insufficient.

Other school indicators

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

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

% Schools with		Primary schools*		Upper primary schools*	
		2018	2022	2018	2022
Weekly time allotted for physical education for every class			78.8		92.7
Physical education teacher	Separate teacher	14.8	5.3	62.0	38.9
	Any other teacher	54.1	49.5	27.0	32.9
	No teacher	31.1	45.3	11.0	28.2
	Total	100	100	100	100
Playground in the school		66.7	68.4	71.2	80.7
Sports equipment available		56.0	63.9	75.5	77.5



Table 20: Foundational Literacy and Numeracy (FLN) activities. 2022

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
Primary schools	56.2	52.1
Upper primary schools	54.8	50.7

Table 21: Anganwadi and pre-primary class in schools. 2022

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
Primary schools	9.0	85.0	25.9	79.7
Upper primary schools	9.9	78.9	22.0	76.2

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	Distribution			Total
	All grades	Some grades	No grades/don't know	
Primary schools	97.4	0.5	2.1	100
Upper primary schools	95.9	3.2	0.9	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	Distribution			Total	If no, then % schools where funds given
	All grades	Some grades	No grades/don't know		
Primary schools	96.4	1.0	2.6	100	
Upper primary schools	86.2	3.7	10.1	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
Primary schools	Full financial year: April 2021-March 2022	82.9	84.9
	Half financial year: April 2022-date of survey	57.4	65.7
Upper primary schools	Full financial year: April 2021-March 2022	77.0	87.4
	Half financial year: April 2022-date of survey	50.0	64.2



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