

Mizoram RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 8 OUT OF 8 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	64.6	33.6	1.2	0.7	100
Age 7-16: All	64.2	32.8	1.4	1.7	100
Age 7-10: All	61.4	37.1	1.1	0.4	100
Age 7-10: Boys	62.2	36.9	0.6	0.3	100
Age 7-10: Girls	60.6	37.2	1.7	0.5	100
Age 11-14: All	66.1	31.8	1.1	1.0	100
Age 11-14: Boys	66.2	31.6	1.0	1.2	100
Age 11-14: Girls	66.1	32.0	1.2	0.7	100
Age 15-16: All	67.0	22.7	2.7	7.6	100
Age 15-16: Boys	65.0	22.9	2.4	9.7	100
Age 15-16: Girls	69.1	22.5	3.1	5.3	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

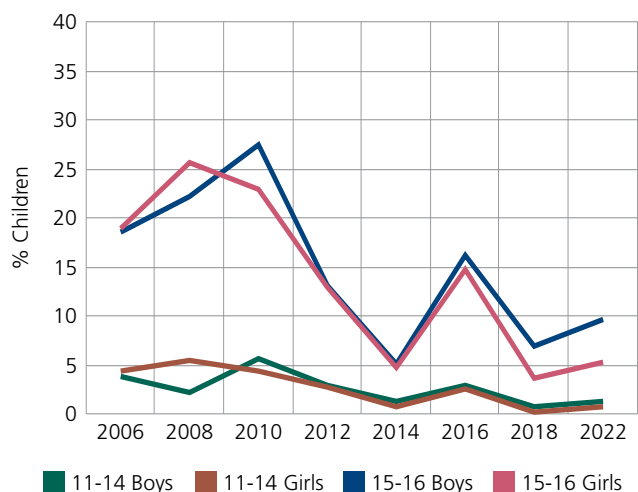
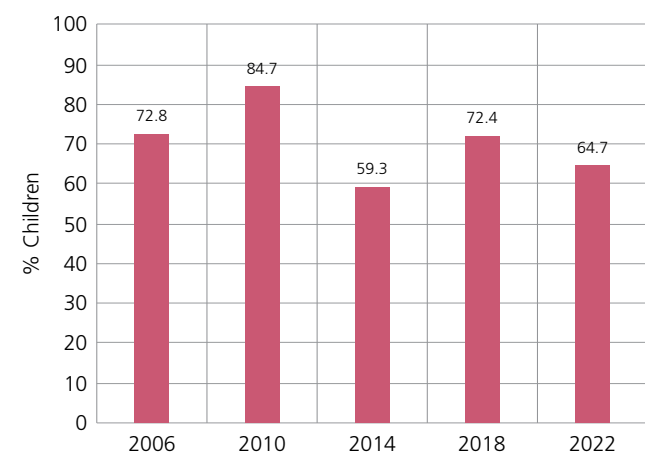


Chart 2: Trends over time % Children age 6-14 enrolled in govt schools. 2006, 2010, 2014, 2018, 2022



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	96.7	0.2	2.1	1.0	0.0	0.0	0.0	100
Age 4	74.5	1.9	14.4	7.1	1.7	0.0	0.4	100
Age 5	34.9	4.0	26.4	24.4	10.0	0.0	0.3	100
Age 6	13.3	6.3	17.7	42.0	20.7	0.0	0.0	100
Age 7	4.7	5.1	4.9	57.5	27.6	0.0	0.3	100
Age 8	1.9	3.2	2.4	65.3	26.9	0.0	0.2	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	93.3	1.1	1.3	1.8	0.2	0.0	2.3	100
Age 4	64.5	10.3	15.4	6.3	2.2	0.0	1.4	100
Age 5	24.3	16.6	29.4	22.6	5.4	0.4	1.4	100
Age 6	4.6	11.8	22.5	46.2	13.1	0.9	1.0	100
Age 7	0.7	4.7	12.0	51.1	29.8	1.2	0.5	100
Age 8	0.4	2.0	2.1	59.6	34.9	0.3	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. 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	23.4	44.0	23.1	6.5	3.0	100
II	5.5	30.8	38.6	17.7	7.5	100
III	1.9	14.2	40.3	23.8	19.9	100
IV	1.2	8.5	24.5	28.1	37.6	100
V	0.5	4.3	19.5	24.4	51.4	100
VI	0.9	3.9	10.8	23.9	60.5	100
VII	0.3	3.2	7.2	16.8	72.5	100
VIII	0.3	0.5	2.9	10.8	85.6	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 1.9% cannot even read letters, 14.2% can read letters but not words or higher, 40.3% can read words but not Std I level text or higher, 23.8% can read Std I level text but not Std II level text, and 19.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

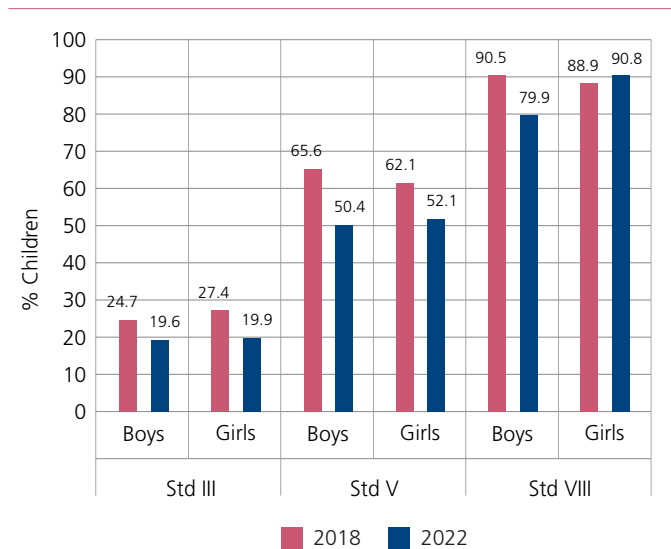
Table 5: Trends over time Reading in Std III. By school type. 2012, 2014, 2016, 2018, 2022

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	19.2	31.5	22.4
2014	14.8	25.8	19.0
2016	7.2	18.0	10.5
2018	25.2	26.8	25.6
2022	13.2	32.3	19.7

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

Ka thian tha ber chu Laldika ani a Kan kawmthlangah an awm. A felin lehkha a thiam thei a, kan in kawmngaih hle thin. Nitinin sikul kan kal rual thin a pawlli zir lai kan ni a. Kan khaw sikul ah kan kal thin. Zirtirtu ten a fel em avangin an duhsak thin hle. Laldika chuan sikul kalloh a hreh thin hle. Tulloa sikul thulh a duh ngai lo. Laldika chu Tlai tin a nuin lehkha a zirtir thin a, zana a zir ziah thin bawk. Laldika chuan mi tanpui nuam a ti hle a. A theih ang chin chinah mi a tanpui fo thin. Pathian thu awih tak ani a, a inkhawm ziah bawk. Vanram kai loh a hlau hle.

Std I level text

Ka nu inah a awm thin a
 Ka pa pawh inah a awm.
 Min hmangaih hle a ni.
 Hlim takin kan chengho thin.

Letters

e	aw	o
k	m	
z	r	h
t	p	

Words

nula	tho
sava	
sai	kel
khau	hlim
thi	
där	ran

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	55.2	71.5	59.6	95.6		94.3
2014	47.1	60.9	52.1	83.6	81.0	82.8
2016	41.0	61.2	46.6	81.9	88.4	83.5
2018	58.6	74.2	64.3	86.7		89.3
2022	46.4	60.6	51.8	86.0	84.4	85.6

*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	14.9	30.3	48.3	6.2	0.2	100
II	3.6	13.9	61.9	18.6	1.9	100
III	0.9	7.1	50.3	35.4	6.3	100
IV	0.6	3.8	40.2	40.8	14.6	100
V	0.9	2.1	38.1	38.0	21.0	100
VI	0.5	1.9	28.5	43.7	25.4	100
VII	0.3	1.2	26.5	38.3	33.7	100
VIII	0.3	0.2	20.1	34.8	44.7	100

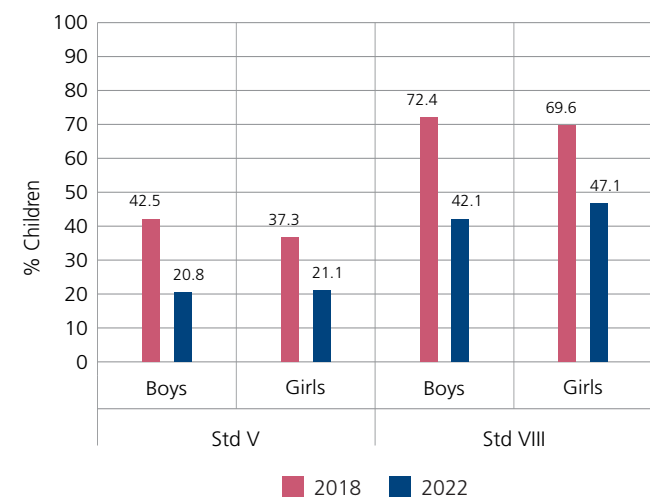
The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 0.9% cannot even recognise 1-9, 7.1% can recognise numbers up to 9 but cannot recognise numbers up to 99 or higher, 50.3% can recognise numbers up to 99 but cannot do subtraction, 35.4% can do subtraction but cannot do division, and 6.3% can do division. For each grade, the total of these exclusive categories is 100%.

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

Year	% Children in Std III who can do at least subtraction			In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.
	Govt	Pvt	Govt & Pvt*	
2012	58.1	69.4	61.0	
2014	63.9	67.7	65.3	
2016	33.1	45.9	37.0	
2018	57.4	62.7	58.8	
2022	35.3	55.1	42.0	

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

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



Arithmetic tool

Number recognition 1-9		Number recognition 11-99		Subtraction		Division
1	4	51	83	46 - 29	63 - 39	7)879
7	3	37	65	47 - 28	45 - 17	6)824
6	9	55	26	92 - 76	84 - 57	8)985
5	2	91	43	52 - 14	66 - 48	4)517
		36	27			

Ask the child to recognize any 5 numbers. At least 4 must be correct. Ask the child to recognize any 5 numbers. At least 4 must be correct. Ask the child to do any 2 subtraction problems. Both must be correct. Ask the child to do any 1 division problem. It must be correct.

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	41.6	49.0	43.6	86.0		85.7
2014	37.1	45.1	40.0	84.2	88.5	85.5
2016	25.3	35.3	28.1	76.7	76.9	76.7
2018	35.8	48.0	40.2	67.5		71.0
2022	14.8	30.8	20.9	41.3	53.1	44.7

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



Data is not presented where sample size is insufficient.

Reading and comprehension in English

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

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

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	23.4	13.7	36.9	20.4	5.7	100
II	5.6	6.9	38.3	40.0	9.3	100
III	2.1	4.4	25.0	45.3	23.2	100
IV	1.0	3.3	17.0	40.8	37.9	100
V	1.6	1.3	14.0	33.6	49.5	100
VI	0.8	0.9	8.2	28.0	62.2	100
VII	0.0	1.3	6.3	23.2	69.2	100
VIII	0.6	0.2	2.1	13.8	83.4	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 2.1% cannot even read capital letters, 4.4% can read capital letters but not small letters or more, 25% can read small letters but not words or more, 45.3% can read words but not sentences, and 23.2% 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	36.3	
II	31.9	
III	35.6	51.6
IV	37.1	50.2
V	37.8	57.1
VI	44.7	63.8
VII	51.9	60.9
VIII	55.1	68.4

Paid tuition classes

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

Std	Govt	Pvt	Govt & Pvt*
I	4.0	6.9	5.0
II	6.8	9.8	7.7
III	9.5	13.3	10.8
IV	8.9	11.3	9.7
V	8.7	17.0	11.9
VI	8.6	16.1	11.2
VII	9.2	9.8	9.4
VIII	7.3	12.7	8.8
All	7.7	12.0	9.2

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

English tool

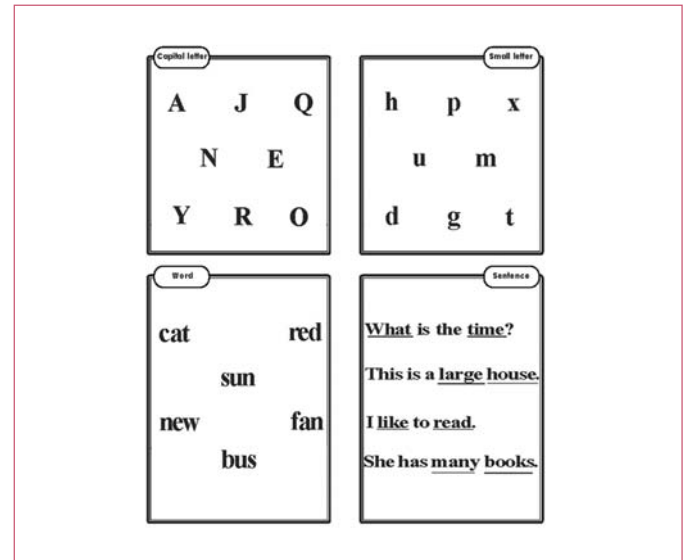
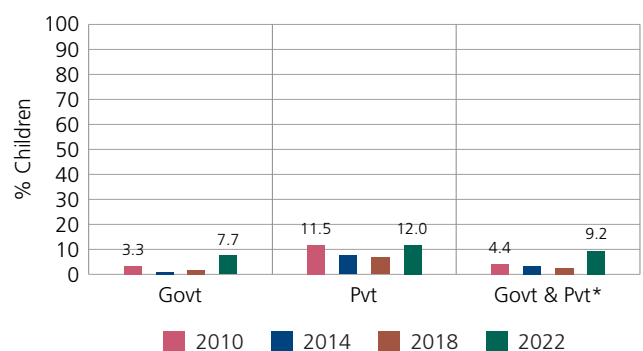


Table 12: Trends over time English reading in Std V and VIII. By school type. 2012, 2014, 2016, 2022

Year	% Children in Std V who can read English sentences			% Children in Std VIII who can read English sentences		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	46.5	74.0	54.4	90.3		90.9
2014	44.4	67.0	52.5	84.4	94.8	87.6
2016	29.4	63.0	38.7	80.9	88.6	82.9
2022	37.7	69.8	50.0	79.4	93.5	83.4

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

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



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

Data is not presented where sample size is insufficient.

School observations

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

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

	2010	2014	2018	2022
Primary schools*	166	184	228	189
Upper primary schools*	8	3	5	23
Total schools visited	174	187	233	212

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

All schools**	2010	2014	2018	2022
% Enrolled children present (Average)	85.8	86.8	83.4	84.4
% Teachers present (Average)	94.4	88.7	83.2	88.3

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

All schools	2010	2014	2018	2022
% Schools where Std II children were observed sitting with any other Std	31.8	25.3	2.2	18.3
% Schools where Std IV children were observed sitting with any other Std	29.9	25.1	1.7	14.9

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

	2010	2014	2018	2022
All schools	39.8	63.7	84.1	73.0

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	94.0	72.0	89.2	92.4
	Kitchen/shed for cooking mid-day meal	96.2	94.0	96.1	93.3
Drinking water	No facility for drinking water	47.3	24.5	39.6	31.6
	Facility but no drinking water available	4.1	7.1	3.0	10.4
	Drinking water available	48.5	68.5	57.4	58.0
	Total	100	100	100	100
Toilet	No toilet facility	7.1	7.6	17.6	8.1
	Facility but toilet not useable	37.3	58.7	37.8	19.1
	Toilet useable	55.6	33.7	44.6	72.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	43.4	21.1	29.8	26.3
	Separate provision but locked	14.5	47.4	30.7	19.0
	Separate provision, unlocked but not useable	11.3	3.5	4.6	7.3
	Separate provision, unlocked and useable	30.8	28.1	34.9	47.3
	Total	100	100	100	100
Library	No library	93.6	83.2	82.4	61.3
	Library but no books being used by children on day of visit	4.7	10.9	15.0	26.4
	Library books being used by children on day of visit	1.7	6.0	2.6	12.3
	Total	100	100	100	100
Electricity	Electricity connection			77.6	80.1
	Of schools with electricity connection, % schools with electricity available on day of visit			82.2	81.2
Computer	No computer available for children to use	92.4	98.4	90.1	95.7
	Computer available but not being used by children on day of visit	1.8	1.1	9.5	4.4
	Computer being used by children on day of visit	5.9	0.5	0.4	0.0
	Total	100	100	100	100



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

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

Data is not presented where sample size is insufficient.

Other school indicators

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

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

% Schools with		All schools*	
		2018	2022
Weekly time allotted for physical education for every class			75.9
Physical education teacher	Separate teacher	15.1	32.7
	Any other teacher	47.3	35.1
	No teacher	37.6	32.2
Total		100	100
Playground in the school		65.5	77.6
Sports equipment available		75.0	73.2



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

% Schools which	Received a directive from govt to implement FLN activities with Std I-III	Have at least one teacher trained on FLN
All schools	61.9	69.5

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

% Schools which	Have an Anganwadi in campus	Have a separate pre-primary class	Received separate funds for pre-primary	Have a separate teacher for pre-primary
All schools	10.7	37.6	8.6	19.1

Table 22: Distribution of language and math textbooks. 2022

% Schools where textbooks distributed to	All grades	Some grades	No grades/ don't know	Total
All schools	88.7	9.0	2.4	100

Table 23: Distribution of uniforms. 2022

% Schools where uniforms distributed to	All grades	Some grades	No grades/ don't know	Total	If no, then % schools where funds given
All schools	85.9	7.1	7.1	100	

Table 24: Annual Composite Grant. 2022

	Financial year	% Schools which received grant	Out of these, % schools which used the entire amount
All schools	Full financial year: April 2021-March 2022	85.3	84.8
	Half financial year: April 2022-date of survey	55.2	67.8



*All schools include primary schools and upper primary schools.