Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

Annual Status of Education Report (Rural) 2023

Beyond Basics

Provisional

January 17, 2024

ASER 2023 'Beyond Basics' - Rural

Annual Status of Education Report (Rural)

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Cover photo: Lakshita Joshi, Sajal Ghosh, Saneet Kumar Sahu
About the cover art: Youth in the 14-18 age group do a variety of activities and have a range of interests and abilities. The cover depicts some of the major domains included in ASER 2023.

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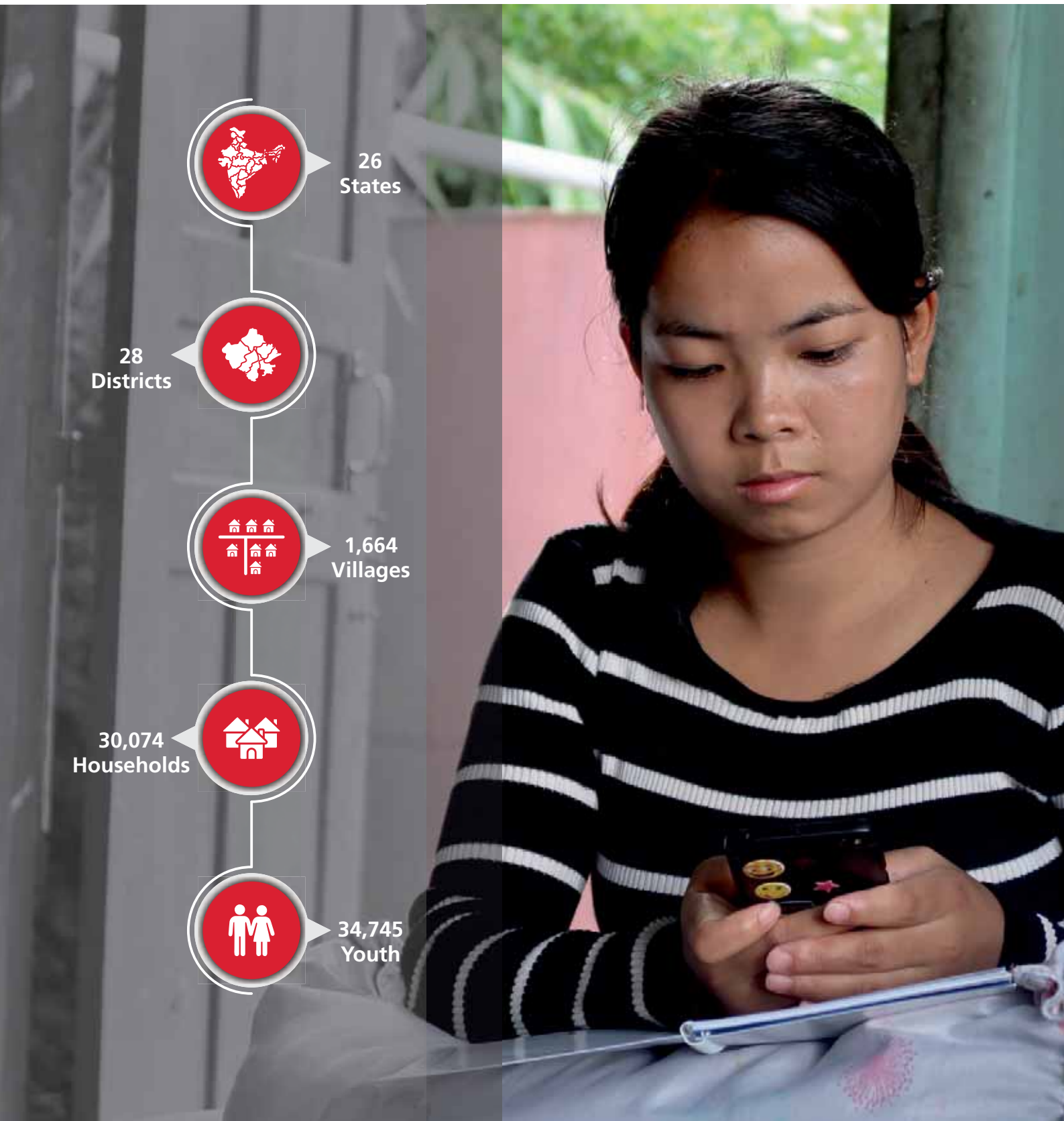
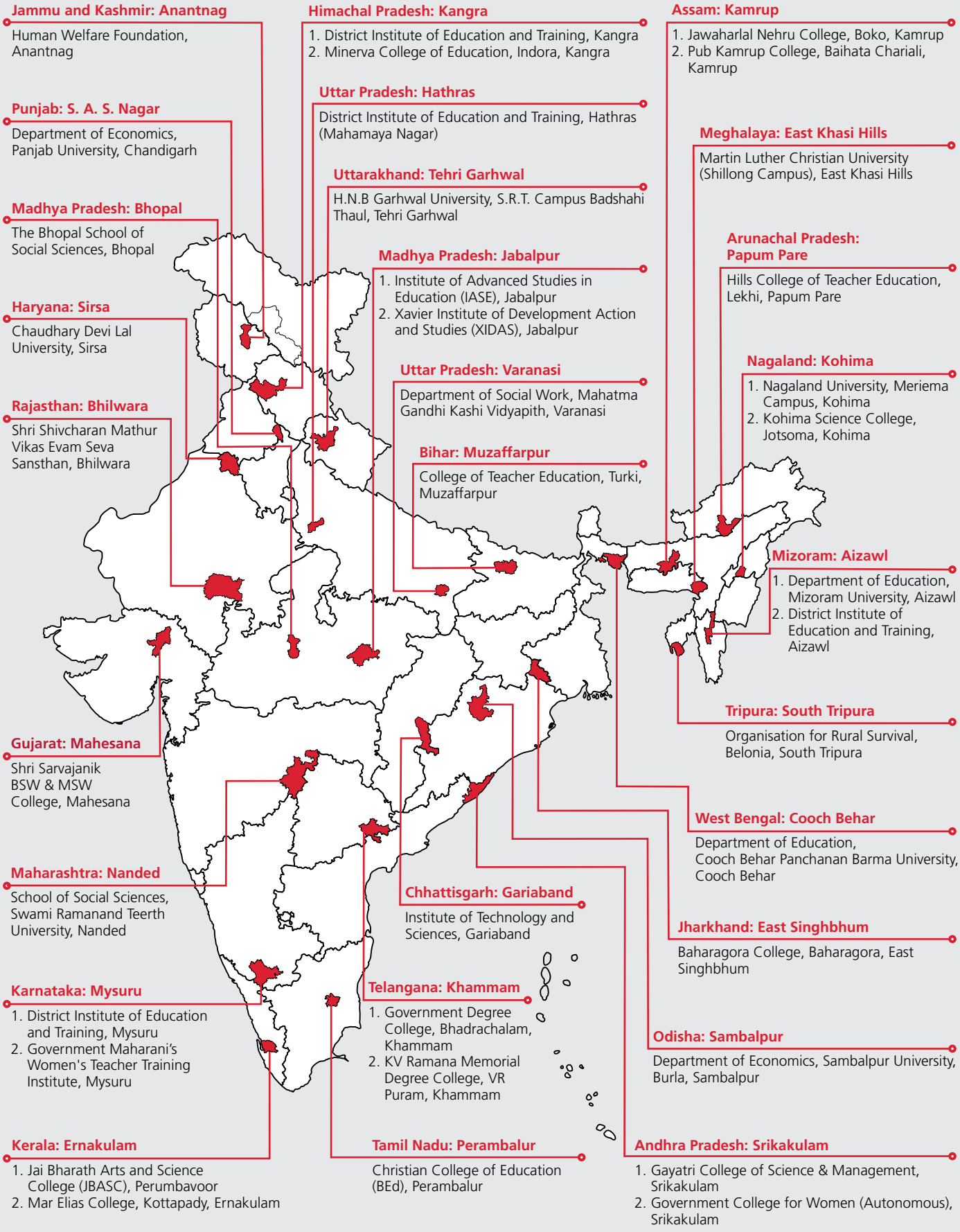
About ASER 2023

The Annual Status of Education Report (ASER) 2023 'Beyond Basics' is a nationwide citizen-led household survey that provides a snapshot of what 14-18-year-old youth in rural India are currently doing and how prepared they are to lead productive lives as adults. The survey covers four aspects of these youths' lives: their educational and career pathways, their ability to apply foundational skills to daily life situations, their digital access and skills, and their aspirations for future. In 2017, ASER focused on the 14-18 age group for the first time. ASER 2023 attempts to build on this understanding by revisiting youth in this age group.



Contents

Where was 'Beyond Basics' done, and by who?



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ASER 2023 'Beyond Basics': An overview

About ASER

The Annual Status of Education Report (ASER) is a nationwide citizen-led household survey that provides a snapshot of the status of children's schooling and learning in rural India. First implemented in 2005, the 'basic' ASER survey was conducted annually until 2014 and switched to an alternate-year cycle in 2016. The 'basic' ASER collects information about enrollment in pre-school and school for children in the age group of 3 to 16, and assesses children aged 5 to 16 one-on-one to understand their foundational reading and arithmetic abilities. The most recent 'basic' ASER survey, ASER 2022, reached almost 7,00,000 children across all rural districts of India.

In the intervening years, ASER dives deeper into different aspects of children's schooling and learning in rural India. In 2017, ASER went 'Beyond Basics' for the first time, focusing on the activities, awareness, abilities and aspirations of youth aged 14 to 18 in 28 districts of the country. ASER 2023 'Beyond Basics' revisits this age group after six years, collecting data on some of the same indicators while also collecting information about new domains that have emerged as important in the post-pandemic world. The survey reached 28 districts across 26 states in India.

Why ASER 2023 'Beyond Basics'?

Six years ago, ASER set out to understand the lives of 14-18-year-old youth. The rationale was clear – the Right to Education Act (RTE) guarantees free and compulsory education up to the age of 14, when most children complete Std VIII; just four years later at age 18, these young people would be expected to take on adult responsibilities. ASER data over the years showed clearly that although more and more students were completing eight years of elementary school at about age 14, many still lacked foundational skills. Additionally, little was known about what they were doing in the interim period between childhood and adulthood, and how prepared they were for their future.

ASER 2017 addressed these crucial questions. The findings showed that 14% youth in the 14-18 age group were not enrolled in formal education, driven more by girls than boys. Only 5% were taking some type of vocational training. Despite eight years of formal education, 57% enrolled youth could not do a 3-digit by 1-digit division correctly, and the lack of foundational skills directly impacted their ability to perform more advanced mathematical computations. About 35% were unable to name India's capital city. Overall, findings from ASER 2017 'Beyond Basics' indicated that the much awaited 'demographic dividend' would not materialise for India unless urgent action was taken to equip young people with the knowledge and skills necessary to lead productive lives.

In the intervening six years since ASER 2017, the world experienced the COVID-19 pandemic that impacted life everywhere. School and college closures in India were among the longest in the world, affecting the lives of millions of learners, resulting in learning loss among school children across the country.[1] Education, work and services moved to remote and online platforms, necessitating digital access and know-how. Amidst this confusion, the National Education Policy (NEP) was released in June 2020.

The NEP proposes a new 3-tier pedagogical structure for school education in India. Within this structure the 'secondary' stage is defined as covering the age group of 14-18 years. The policy points to the importance of several areas such as multidisciplinary education and life skills for this age group. It also discusses the importance of digital literacy in the 21st century, which is needed to enable youth to access diverse educational resources, acquire essential skills for employment, and participate in the increasingly digital global landscape.

In the international arena as well, several targets under the Sustainable Development Goal (SDG) 4 on inclusive and equitable quality education address the importance of holistic development of youth. Target 4.3 aims at ensuring equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university by 2030. SDG indicator 4.3.1 measures youth participation in formal and non-formal education and training, and indicator 4.3.3 tracks the participation rate of 15- to 24-year-olds in technical-vocational programs. Target 4.4 aims at substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by 2030, and is tracked by indicator 4.4.2 which measures the percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills. Lastly, target 4.6 aims at ensuring that all youth and a substantial proportion of adults, both men and women,

[1] See Annual Status of Education Report (ASER) 2022

achieve literacy and numeracy by 2030, and its progress is gauged by indicator 4.6.1 which tracks "the proportion of population in a given age group achieving at least a fixed level of proficiency in functional literacy and numeracy skills."

What does ASER 2023 'Beyond Basics' cover?

Given this context, ASER 2023 'Beyond Basics' explores four key domains:

- **Activity:** What activities are India's youth currently engaged in? Are they in school, college, taking tuition, vocational training, preparing for an exam, working?
- **Ability:** Can they read simple text and do basic arithmetic? Can they do simple computations that are necessary in daily life (like calculating interest for repayment and discounts)? Can they read and understand simple instructions (such as instructions on a medicine packet)?
- **Awareness and digital aptitude:** Do they have access to smartphones? Are they financially aware? Are they aware of digital technologies and platforms? What do they use smartphones for? Are they able to perform basic digital tasks on a smartphone?
- **Aspirations:** What do they aspire to become? How much further do they want to study? Who are their role models?

ASER 2023 'Beyond Basics' retains the core elements of the ASER architecture: it is a sample-based household survey, conducted by local volunteers, using simple and easy to administer tools and formats. The survey was conducted in one or two rural districts per state. As with every ASER, the overall objective of ASER 'Beyond Basics' is to generate evidence about the kinds of knowledge and abilities that our youth need to acquire, and to share findings with stakeholders across the country to enable evidence to be translated into action.

Commentary

Technology can assist but our mindsets have to change

Madhav Chavan[1]

The Annual Status of Education Report was born to measure the impact of governmental spending on various aspects of elementary education in India following the UPA government's decision to levy an education cess in 2004. Over the years we have reported on the status of enrollment, learning and other aspects of education of different age groups of children, particularly after the 10th year of ASER. Although the initial intent was to observe the impact of government actions and spending, as the attention turned to other age groups and as circumstances began to change, our measurements began to tell us something about the impact of changed circumstances. This was particularly true after the pandemic when several observations stood out. One was the lowered learning levels or learning loss and another was the exodus of large proportions of children from private schools to government schools. But the most prominent change measured was the increase in the proportion of households that owned smartphones, from 36% in 2018 to 74% in 2022.

The story of widening access to smartphones seems to continue. Although data from the ASER 2023 survey are not strictly comparable to the 2022 numbers, about 89% youth, males and females, surveyed around the country have said they have a smartphone at home and 92% have said that they can use a smartphone. This should be considered a big jump in access to smartphones. Also it appears that males and females in the 14-18 age group have practically equal access to smartphones at home.

This is a big change but what does this access mean in terms of education or learning?

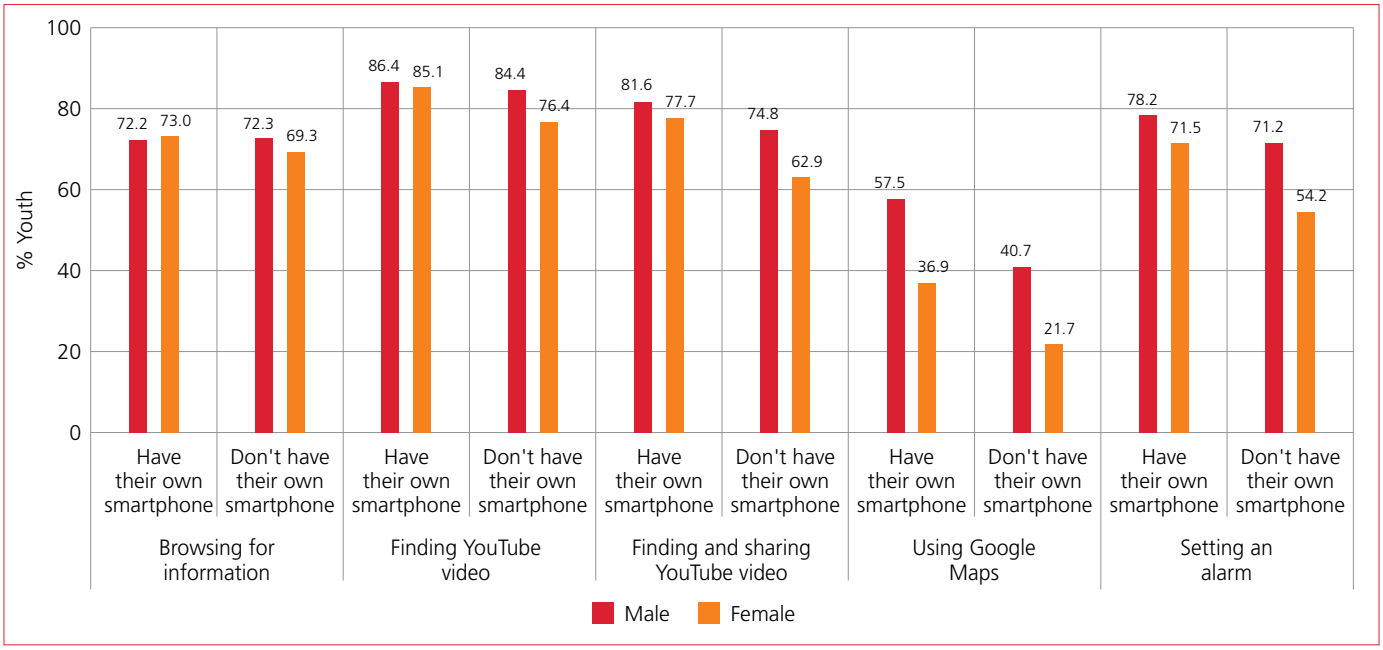
Table 1: Of those who can use a smartphone, % who have their own smartphone, by age & sex

Age	Male	Female	All
14	15.5	7.0	11.0
15	26.1	10.7	18.2
16	45.3	17.3	30.5
17	65.4	29.4	46.6
18	79.9	40.6	58.6
All youth	43.7	19.8	31.1

First of all, about 90% surveyed households have smartphones and out of the surveyed youth 94.7% males and 89.8% females could use the smartphone. Out of the males who knew how to use smartphones, a little less than half, or 43.7%, owned a smartphone. Among females, only 19.8% out of those who knew how to use a smartphone owned one. Table 1 shows the obvious discrimination in ownership of smartphones right from age 14.

The gender-based difference in ownership of devices affects some abilities and in other cases there is not much of a difference. Chart 1 illustrates effect of ownership of smartphones on the ability of the youth to perform some tasks in front of the surveyor.

Chart 1: Of those who could bring a smartphone to do digital tasks, % youth who could do the tasks correctly, by sex and ownership of phone



[1] President and member of the Board of Directors, Pratham Education Foundation

Browse for information: As long as they have access to devices at home, ownership makes no difference in the ability to perform this task among males. Females who own their phones do as well as males in looking for information. Females who do not own their phones are only at a small disadvantage when compared with females who own the device. The self-reported information about using phones for education shows no gender bias. That is not surprising since it falls under this category of browsing for information.

Find a YouTube video: This too falls under the category of browsing. In fact, more youth are able to find videos on YouTube and this ability is about the same among males who own or do not own their phones. Females who own smartphones are almost equal to males in looking for YouTube videos. However, as compared to this, among females who do not own their phones, 10 percent fewer females can perform this task.

Find a YouTube video and share it: The difference in ability to find and share YouTube videos among males and females who own their phones is very small – about 5 percentage points. However, about 15 percentage points more females who own smartphones can find and share a YouTube video than females who have access to a phone at home but do not own it.

Setting an alarm: Owning the phone makes a difference in the ability to set an alarm for both males and females but the difference in the ability is more among females than males.

Using Google Maps: The proportion of youth overall who could perform this task is much lower among both males and females than the other performed tasks. This make sense since the ability to use Google Maps is more dependent on ownership than in the other tasks. This is related to age, which in turn is correlated with mobility and the percentage of youth who own phones.

Although over 90% surveyed individuals reported using social media in the reference week, the proportion of those who could use the safety features was largely dependent on ownership.

In short, while access to a common smartphone can be described as basic or superficial, owning a smart device is necessary for a deeper access to information and services.

Smartphone skills, like all other skills, need motivation combined with opportunities to learn. Entertainment is a great motivator – almost universal. Products such as WhatsApp and YouTube have clearly motivated and helped youngsters to learn to use the new technology without a gender bias. However, in cases of certain online services and commercial activities, females seem to participate less than males. This may have less to do with barriers of technology and more with social obstacles.

Once technology, any technology, is in the hands of motivated users without constraints, they learn to use it. Motivation to use and learn new technology came during the pandemic. Without being taught, a huge population adopted the new technology and its applications that were useful and user-friendly. But, even before the big push of the pandemic, we saw an example of how children pick up skills without being taught.

In 2017, small groups of 11- to 14-year-olds were given one tablet to share. Their mothers were given the responsibility of safe-keeping with the assurance that there would be no penalty for loss or damage. Nearly 3,000 tablets were distributed in about 400 villages in three states of Maharashtra, Uttar Pradesh and Rajasthan. Each tablet had a password to ensure that no external content was imported, but we could access data gathered in the device. Within two weeks of the distribution we discovered that passwords in half the tablets spread over villages in all three states had been changed and the children were having a laugh at the Pratham staff. In those days it was unlikely that the children had exposure to devices such as tablets and smartphones in the village. But obviously some people knew how to handle the tablet and the knowhow spread like wildfire motivated by the opportunity to play mischief. The interesting question was, why didn't all groups change the password? Needless to say, we removed passwords in all the tablets and from then on the groups of children were made responsible for protection of the content. Not surprisingly, that worked very well although mistakes were made every now and then.

In the above experiment, common ownership of the tablet was with the children by rotation and they were free to play with the device. Somewhat similar to the Hole in the Wall project of Professor Sugata Mitra, children learned on their own and from each other. Pratham staff helped. There were different phases of this experiment including one where children started shooting, editing, sharing and uploading their own videos. In one phase the proportion of female group leaders among 4,394 leaders was 49%. Girls use the devices equally and equally well as the boys in rural settings when they are given equal and unfettered access to the devices. In contrast, when their access is constrained, their learning also is likely to be affected negatively.

Males owning a smartphone in this age group, as the survey has found, are a little over twice the number of females at every age. Looking at all the data presented by ASER 2023, the reduced capacity of females to perform several tasks like

accessing services, or making payments, or being safe on the internet is strongly related to the constraint in using the devices due to absence of ownership. As in the case of every freedom, there is a risk and an opportunity.

Widespread smartphone ownership combined with cheap data presents a huge challenge because of risks of distortion of information. But it is also a huge opportunity for education of the kind that is not offered in schools and colleges. For example: there is a great need for sexual and reproductive health education that can be made available to males and females through ICDS and Primary Health Center channels.

Agriculture, or broadly Natural Resource Management, is another subject that is not offered in rural schools and colleges, at least not on the scale it should be. The ASER 2023 survey found that while 56.4% and 31.3% rural students respectively were studying Humanities and Science beyond Std X, only 0.7% students reported that they were studying agriculture. Agriculture employs over 50% of India's workforce and nearly a quarter of all adolescents in the 14-18 age group also work on agriculture while being enrolled in schools or colleges. In this context the need to formally train our children and youth in advanced skills and knowledge of agriculture, fisheries, forestry, etc. that are traditionally handed down in families should be obvious. This is not a matter of skilling for jobs or livelihoods alone.

Issues of natural resource management are the issues of environment and climate. They have always been interconnected. The difference now is that there is a growing awareness about the linkages. Therefore, there is all the more reason now that not only agricultural communities but the entire population should learn about agriculture and the environment. Each home has a laboratory around it for experimentation and learning. Knowledge and information can be accessed using digital technology wherever people are. So, the way to do it probably is not through rigid structures of classrooms, departments and universities run by governments or for-profit private players although these will continue to thrive for much of the foreseeable future.

The need for many more universities in India is much talked about. This is directly linked to the population that is going to keep on growing for the next forty years or so. But there is also a need for non-formal education that can supplement the formal processes of education or fulfill other needs.

Two decades ago, there was much hope that computers with the Internet will revolutionize education. A decade later mobile technology led to the belief that education anytime anywhere was possible. From one laptop per child we started thinking of mobile devices replacing books. Now we are about to reach the situation of a mobile phone in every home. According to self-declared information in ASER 2023, almost half the population surveyed has used mobile phones for their studies. Although this is a large proportion, it is smaller than the population using smartphones for watching YouTube videos. There are many products in the market from for-profit and not-for-profit companies available for education but they are generally focused on preparing for examinations. Now AI-based tutoring programs are growing. As the technology advances rapidly, such programs available in local languages will be easily possible. There is reason to believe that costs will keep falling. But their focus is still preparation for exams because that is what the market demands.

Technology barriers to availability of knowledge are falling but the transfer of this knowledge and certification is still a restricted process. These processes need to be opened up.

The idea of education anytime anywhere is now being put to the test. Universal elementary school enrollment has been achieved in India and we are on our way to achieve universal secondary and higher secondary enrollment. But, as this report points out, half of the adolescents start working part time after completing Std X or the age of 15-16. Although the education policy talks about greater flexibility in entering and re-entering the formal education process, the need really is for the underprivileged to be able to study while working to earn a living. Open schooling and digital technology is a powerful combination that is growing. The open school and open university processes need to be decentralised and strengthened. Rapidly developing technology is going to make it easy not only to teach and learn anywhere-anytime but testing anytime anywhere should be possible as well.

This is the century of abundance. Wealth in different forms is becoming so abundant that the likes of Elon Musk are now talking about "universal high income". A lesser known venture capitalist and technology serial entrepreneur, Kai-Fu Lee has been reflecting on our purpose on Earth as being creative in the age of artificial intelligence. The idea of universal basic income was born over half a millennium ago and has been around in different forms. We are reaching a point in history where there will be a lot of work but fewer jobs that will pay for the work done. Those who talk about universal basic or high income are also worried that if people earn without "jobs", they may lose a sense of purpose in life.

Our education system has grown to train students to aim at one purpose in life. To do well in examinations and get jobs. Times are changing. Doing well in examinations and getting jobs will continue to be a goal for a good proportion of youth but life goals that are not connected with academics are also becoming popular. Our system has to evolve to support those goals. Technology can assist but our mindsets have to change.

From RTE 2009 to NEP 2020: Policies, practices and progress towards equipping youth for the future

Rukmini Banerji[1]

Introduction

In the past two decades, schooling and basic learning (or foundational literacy-numeracy as it is now called) have been at the forefront of educational debates and discussions in India. These deliberations have certainly influenced significant shifts in policies and priorities in recent times. More than ten years ago, the Right to Education (RTE) Act became a law; it gave legislative backing to the goal of universal elementary schooling. The new National Education Policy (NEP) was launched in 2020. This policy takes a more comprehensive view on how to provide quality education for the entire age range – age 3 to university - in order to strengthen our education system and prepare well for the future.

Unlike the usual country wide ASER surveys, this year's ASER report – ASER 2023 – is not large in scale; only one or two rural districts in each state have been studied.[2] The main aim has been to understand the current status of the age group 14 to 18 with a wide angled lens. The launch of this report provides a timely opportunity to look at policies and practices from the point of view of this relatively understudied age group. As is well known, the Right to Education law is applicable up to age 14 or Std VIII – the end of the elementary school stage. At the other end of the age range, to be employed full time in the formal sector, you need to be at least eighteen years old. With its focus on adolescents,[3] does ASER 2023 bring any new inputs or insights into the current thinking for what more can be done for and by young people in India?

Schooling

As far as schooling is concerned, overall enrollment numbers are well known. Available data points to the fact that for the elementary school age population, enrollment levels are close to being universal (ASER 2022, UDISE). Data from 2005-2006 shows India's enrollment in Std VIII to be a little over 11 million. By 2020-21, this number had reached over 22 million (UDISE). Transition rate from elementary school (Std VIII) to secondary school (Std IX) also is high at 88.81% nationally (UDISE). In short, today more children in India have more years of schooling than ever before.

Universal secondary enrollment is a national goal.[4] The recent ASER 2023 data shows that in the sampled rural districts, more than 85% of youth (age 14-18) are currently enrolled in some kind of educational institution.[5] On the one hand, movement towards achieving this national goal is laudable. On the other hand, this trend is accompanied by rising pressures on individuals and institutions. ASER 2022 data showed that more than 80% of mothers and fathers of students enrolled in Std VIII in 2022 had less than 10 years of school (half of mothers and a fourth of fathers of Std VIII children had no schooling). It is very likely that such parents aspire for a future for their children that they themselves could not have. These aspirations translate into acute academic competition, widespread coaching, heavy expenditure by families. All of these add to examination pressures often accompanied by severe disappointments for the student and the family, if exam results are poor.

[1] Chief Executive Officer, Pratham Education Foundation

[2] From its inception in 2005, the usual ASER survey (focused on schooling and basic learning) was done every year for ten years for all rural districts, until 2014. Since then, the usual ASER is done every alternate year. In the "gap" year, a particular age group is chosen as focus. The selected age group for 2017 was 14-18-year-olds. The 2019 ASER looked at 4- to 8-year-olds. The gap year ASER surveys are smaller in scale (usually 1-2 districts per state) but take a deeper look at different aspects of education and development for that age group.

[3] According to the Child Labour Amendment Act 2016, an adolescent is a person who has completed age 14 but not yet completed 18.

[4] NEP 2020 refers to "… goal to achieve 100% gross enrollment ratio from pre-school to secondary level by 2030." (section 3.1 p 10)

[5] For the age group 14 and 15, the proportion of youth not enrolled is less than 8%. At age 16, the figure is 11%. After age 16, the percentage of youth not enrolled rises but even at age 18, in the ASER 2023 sample, a little over two thirds are still enrolled.

Key Takeaway: Enrollment levels are high and rising for the secondary stage. At the same time, there is tremendous pressure on students to do well in high-stakes examinations.

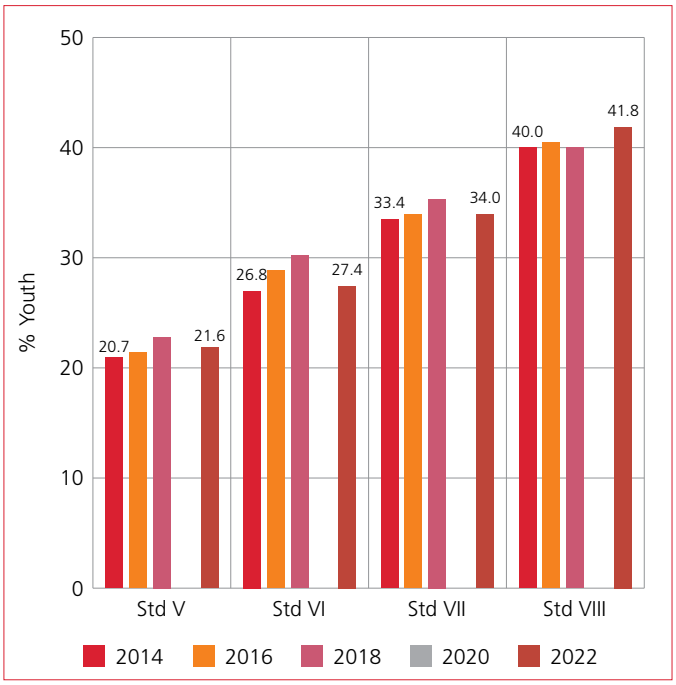
Opportunity: NEP 2020 speaks of the goal of 100% secondary school enrollment, and proposes to do this through "careful tracking of students' enrollment, attendance, and learning levels, so that they can be provided suitable opportunities to re-enter school and/or catch up".[6] Examination pressure can be reduced by reforming how and when assessments happen. The NEP 2020 has several recommendations for examination reform and flexibility. Further, if more and more youth remain enrolled, this gives the education system additional time and space to equip them for the life that is ahead of them.

Foundational Literacy and Numeracy

Trends on basic learning have remained relatively unchanged over the last decade. Although the National Achievement Survey (NAS) and ASER use different metrics and methods for assessing learning, both point to the fact that basic learning levels of elementary school children need significant improvement. NEP 2020 also clearly states the urgent need for ensuring that by Std III, children have acquired basic reading and arithmetic skills.[7,8] NIPUN Bharat is the government's operational plan for implementation of programs for achieving this goal. For Std I and II, in most states, energetic and focused action is currently visible under NIPUN Bharat. The combination of the launch of NEP 2020 and schools opening after a long period after the pandemic has led to early grades getting much needed and focused attention.

But what about the middle school children in the last few years? These are the students who are in secondary school today.

Chart 1: Basic math trends over time: Std V-VIII: % Children enrolled in government schools who can do at least division: ASER All India (rural) 2014-2022



The data shown in Chart 1 is for students who can do at least a 3-digit by 1-digit numerical division calculation. This can be used as a rough proxy for basic number knowledge and operations which children should have acquired in their primary school years. The chart shows ASER data for the eight year period from 2014 to 2022. It shows, first, that learning trajectories over these grades are relatively flat (for example, the difference between learning levels in Std VII versus Std VI or V is not very much). Second, levels of basic learning in Std V-VIII have not seen much improvement in the last decade. As far as basic math is concerned, a comprehensive strategy for learning improvement, starting with basic skills, is urgently needed for the upper primary grades (similar trends are visible for reading as well).[9]

ASER 2023 data from the sampled districts is an extension of these trends. 45% of youth in the age group 14-18 have basic arithmetic proficiency. The rest need to "catch up". Low levels of foundational numeracy affect the ability of youth in tackling everyday calculations where they need to apply measurement or use the unitary method in practical situations, or even do simple financial computations (managing a budget, applying a discount or calculating interest rates or repayment of a loan).[10]

[6] NEP 2020 Chapter 3 (3.3) p.10

[7] As per NEP 2020, "the highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. 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." (NEP 2020 section 2.2 p. 8)

[8] NIPUN stands for National Initiative for Proficiency in Reading with Understanding and Numeracy. This is the mission that is to translate the policy into practice. In the last two years, state governments have prepared implementation plans with the stated goals in mind and are developing mechanisms for tracking and monitoring progress.

[9] State level achievement surveys (SEAS) which have been conducted by government in November 2023 are also expected to generate block level data on FLN even for students in Std IX.

[10] ASER 2023 data provides several examples of how youth who lack basic arithmetic skills struggle to do everyday calculations.

Key Takeaway: "Catch up" efforts for foundational literacy and numeracy are needed for a significant portion of the 14-18 population,[11] not only for doing better in school but also for everyday needs. Data from ASER 2023 indicates that building foundational literacy and numeracy may be needed for about a fourth of youth in the 14-18 age group.

Opportunity: NEP 2020 recognizes the need for "catch up" in the case of those who have fallen behind. Thus, programs could be put in place, if they do not already exist, to help students from Std VIII and higher grades who are lagging behind academically.

Digital access and digital possibilities for the future

These are among the most often discussed topics these days. There are many views on how different facets of technological change and digital advances will affect our lives in the future. At least in terms of access and connectivity, ASER data provides several clear trends. Smartphones have penetrated swiftly into the hinterland in India. During the ASER 2023 survey, in sampled rural districts, close to 90% of the 14-18 age group reported having a smartphone at home and more than 90% reported being able to use such a device. During the household survey, at very short notice, when the adolescent being surveyed was asked to bring a smartphone to do digital tasks, 67% could do so without much difficulty.[12]

Key takeaway: Youth have access to smartphones and know how to use them. Connectivity is available for the most part even in most interior villages.

Opportunity: Given that the digital backbone of the country is rapidly getting built, schools should add digital skills into their toolkit so that it becomes possible to orient, train, and incentivise young people to build better digital capability on scale for using digital resources for variety of purposes. NEP 2020 strongly recommends leveraging technology to improve educational processes and outcomes by promoting digital literacy and tech-based initiatives.

Work

What more can ASER tell us about "beyond basics" and youth? Exploring youth aspirations is a much harder task than tracking enrollment or learning. Still ASER 2023 offers some insights. First, most students want to study more. More than half of those not currently enrolled also want to study further. At least a Bachelor's degree if not more seems to the aspiration of majority of young people in this age group.

For a variety of reasons, many are already working, even while they are enrolled. Among males, a third of those in Std X or below, 40% of those in Std XI and XII, and close to 50% of those currently studying beyond Std XII are working alongside their studies (figures for females are lower, perhaps due to higher work force participation in the home). Among males who are still in secondary or higher secondary grades and are working alongside, more than 80% work in family farms or other family enterprises. Second, vocational skilling is not the first choice for youth. The data for this age group shows that less than 6% are currently doing vocational courses.[13]

Key takeaway: A significant proportion of young people work while they are still in school or college. Working on family farms or family enterprises may be needed for the family's economic calculations but it is also possible that most non-family work does not consider the fact that working students may need flexibility of time.

[11] Previous ASER reports (for example: ASER 2018, 2022) point to the need for FLN in Std VIII for approximately 25% of children enrolled in that grade.

[12] ASER surveys usually go to households on either Saturday or Sunday. This may increase the likelihood of being able to find a smartphone at home to use.

[13] Qualitative data collected during 2023 in a separate study (referred to in the "Aspirations" section of the ASER 2023 report on page 58) shows that while vocational skilling is not an aspiration, young people may consider vocational skilling paths as realistic, back up options.

Opportunity: How can the time spent working while being enrolled be used effectively for skill building and for gaining a variety of work experiences? Is this where flexible internships and local apprenticeships can be designed? For example, the system of community colleges in the United States caters to young people who need to work but also want to study. NEP 2020 makes a serious attempt to "re-imagine vocational education" and recommends "integration of vocational education programmes into mainstream education in all education institutions in a phased manner".[14] Does housework have to simply be chores or can these be seen as different kinds of projects linked as part of the curriculum?

Way forward

In India, education policies in the decade 2010 to 2020 have helped in setting priorities for the country. NEP 2020 has been shaped by a stocktaking of the past, by absorbing the accumulated evidence and recent experience and also by imagining what the future will be like. For the next decade and more, this policy can provide direction on how we as a country need to prepare for the future.

Along with RTE becoming a law in 2009, India's school enrollment rates have stayed close to universal levels in elementary school, despite school closures and disruptions due to the pandemic. In fact, the priority of "schooling for all" has pushed enrollment levels to rise well beyond the mandated compulsory stage.

NEP 2020 has re-imagined the "foundation stage" (age 3 to age 8). The government's NIPUN Bharat mission has begun to rework structures and practices. Some of these changes are already visible on the ground. Across school education, a variety of initiatives are taking off that include "catch up" efforts for basic learning, streamlining and building up assessment mechanisms at state and central levels. NEP 2020 also envisions a rehaul of curriculum content at the secondary stage to bring in "greater depth, greater critical thinking, greater attention to life aspirations and greater flexibility and student choice of subjects".[15] Like the pathway linking NEP to NIPUN in early grades, similar efforts are needed for translating middle school and secondary school reform ideas into action. Close tracking of outcomes will be key to improvements and eventual success.

For secondary school age students, NEP 2020's perspective on "learning for work" is largely dependent on a "complete re-imagination" of how vocational education is offered to students in the future.[16] Changing perceptions and practices with respect to vocational skilling will be key to the transformation that is required. One of the consequences of universal elementary education is that it raises student and family aspirations for an academic pathway leading to white collar jobs. Not only does this lead to cutthroat competition for getting into colleges, but it also closes young minds to the possibility of exploring other livelihood pathways for progress. The responsibility for creating a new highway for transition from school to work lies not only on the education system but also with industry. Developing a variety of effective paths to help young people find productive livelihoods so that they can live fruitful lives is one of the major challenges facing India today.

[14] NEP 2020 Chapter 16 (16.4) p. 44

[15] NEP 2020. Chapter 4 (section 4.2) p. 11

[16] NEP 2020. Chapter 16 (section 16.3) p 44

Snapshot of India's youth: ASER 2023

Wilima Wadhwa[1]

This year ASER revisits youth in the age group of 14-18 years. In 2017, for the first time, ASER went "Beyond Basics" and delved deeper into the lives of our youth. Are they studying in school or college or in a vocational or technical course? Are they working? What are their study and work aspirations and do they have role models in their lives who can help them achieve these aspirations? Can our youth apply basic reading and arithmetic abilities to navigate everyday tasks like making a budget or doing financial calculations? ASER 2023 explores these domains after a gap of 6 years, as well as digital literacy of youth in the age group of 14-18 years.

However, a lot has changed since 2017. We have had almost two years of school closures in 2020-21 prompted by the COVID pandemic; we have a new National Education Policy (2020), after over three decades, that fundamentally reimagines the education landscape; we have a whole new digital economy that has changed how ordinary people transact on a daily basis. The pandemic affected livelihoods across the country, but thankfully the economy has recovered from the COVID shock and projections put it back on a 6% or higher growth path.

In addition, the COVID pandemic accelerated the digital transformation of the economy. While mobile coverage was almost universal, only 36% of rural households had a smartphone in 2018. During 2020-21, with the economy and the education system transitioning to a virtual mode, having access to a digital device almost became a necessity. The proportion of rural households with a smartphone almost doubled during the pandemic to 67.6% and further increased to 74.8% in 2022. With the narrowing of the digital divide, there is scope to take advantage of the emerging "digital dividend" as well.[2]

With most youth having access to a digital device, ASER 2023 also provides evidence on the kinds of digital activities they are engaging in. Apart from using smartphones for entertainment purposes, do they use smartphones to access educational resources? Can they do simple digital tasks that can help them in school, home and work?

The ASER 2023 sample consists of about 35,000 youth in the age group of 14-18 years from 28 districts spread across 26 states.[3,4] While the sample is not nationally representative, the size and geographical spread gives an overall picture of the rural population in India. It gives a snapshot of the lives of young people in rural India – their school and work status, their digital engagement, their ability to do simple everyday calculations as well as common digital tasks and their aspirations.

Most young people are enrolled in some educational institution – 86.8% of 14-18 year olds are enrolled in either school or college. Not surprisingly, the proportion of youth who are currently not enrolled in school or college rises with age from 3.9% of 14-year-olds to 10.9% of 16-year-olds and 32.6% of 18-year-olds. One major worry at the time of COVID was that with livelihoods being threatened, older children would drop out of school. That fear turned out to be unfounded. The proportion of out of school children and youth has been secularly declining, led by the government's push to universalise secondary education. Compared to ASER 2017, the proportion of youth currently not enrolled is lower in 2023, apart from 18-year-olds.[5] This is also reflected in the fact that more and more young people now have completed

[1] Director, ASER Centre

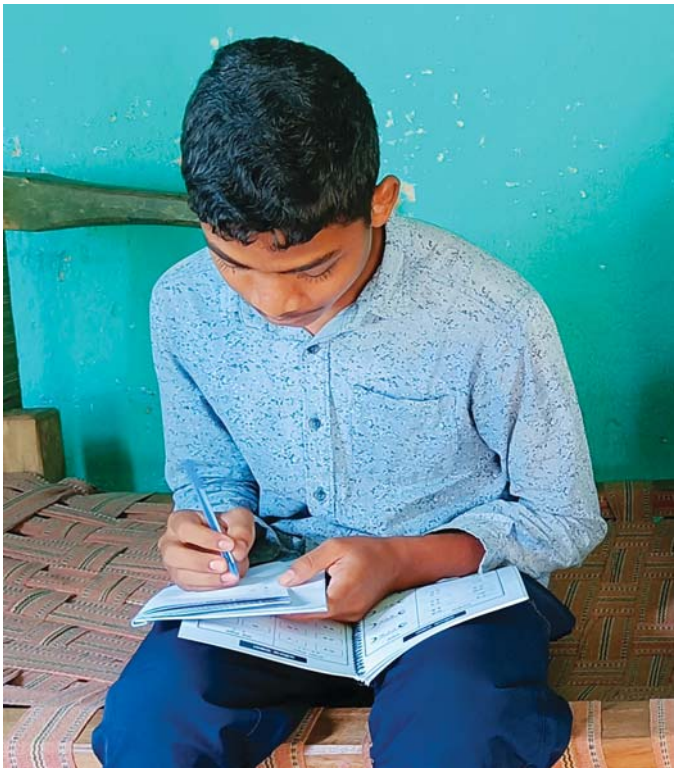
[2] World Development Report 2016: Digital Dividends (https://www.worldbank.org/en/publication/wdr2016)

[3] States and Union Territories not represented in the sample are Chandigarh, Delhi, Sikkim, Manipur, Dadra and Nagar Haveli and Daman and Diu, Goa, Lakshadweep, Puducherry, and Andaman and Nicobar Islands.

[4] For more details on how the districts were sampled, see the note on sampling in this report on page 223.

[5] ASER 2017 was based on a sample of about 30,000 youth from 26 districts across 24 states. Since the districts in the ASER 2023 sample are not same, the estimates are not strictly comparable. However, given the large sample size and geographical spread of the two surveys, estimates are indicative of national trends.

8 or more years of schooling – 84% compared to 81% in 2017.



However, while young people are remaining in school longer, there does not seem to be much change in their foundational literacy and numeracy skills (FLN). In 2017, 76.6% of 14-18-year-olds could read a Std II level text. In 2023, this number is slightly lower at 73.6%. In arithmetic, in 2017, 39.5% of youth could do a simple (Std III/IV level) division problem. In 2023, this proportion is slightly higher at 43.3%. Needless to say, there are differences across grades and by enrollment status – more youth in higher grades can do these tasks and similarly learning levels of youth who are enrolled in school/college are much higher than among those who are not enrolled. For instance, 78.1% youth who were enrolled in school/college could read at Std II level as compared to 43.2% of those who were not enrolled in school. Similarly, 47.5% of enrolled youth could do division as compared 14.7% of those who were not currently enrolled.

However, this doesn't take away from the fact that a sizeable proportion of our youth do not have basic reading and numeracy skills. Of course, if a student has progressed through the school system without acquiring these foundational abilities, they are unlikely to acquire them later since teachers follow the grade curriculum and assume that students in their grade have met the requirements of the previous grade.

For the first time ASER also recorded the course stream of students enrolled in Std XI, XII and in college. In Std XI and XII, 54% are enrolled in arts & humanities, 9.3% in commerce and 33.7% in science. Typically, students who are enrolled in science in Std XI and XII are high performers in Std IX so as to have been selected into the science stream, and are therefore more likely to be at grade level. Not surprisingly, among these students, 92.8% were able to read a Std II level text and 69.7% could do the division problem. This further underscores the point that FLN deficits need to be corrected at the time they occur, otherwise learning deficits just accumulate as students are confronted with higher level competencies as they advance through the school system. The importance of FLN skills is recognised in the NEP 2020 which clearly states that "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."

However, some would argue that this is too simplistic – that a more holistic approach is needed and that even children who may not be fluent readers can do many other things. After all, why should we care whether children can do a division problem or not, as long as they know how to use a calculator to get the answer? While more and more students are staying in the school system and transitioning to secondary schooling, it is still the case that a fair number, especially 17-18 year olds, are not. These youth are most likely part of the labour force – indeed, 54.7% are working and are unlikely to come back to school to study further. An obvious question then is, apart from academic competencies, do our youth have basic skills to do everyday tasks?

ASER 2023 also included some functional tasks that youth might encounter in their daily routines such as reading and understanding instructions on a medicine package, or applying a discount on an item on sale, or calculating repayment on a loan or browsing the internet to find information. Some of these tasks were also included in ASER 2017 – so we can gauge if there is any change in these functional abilities in the last few years. Here again, there is little change.

As an example, consider two tasks – one that required some basic numeracy and one that required reading ability. We asked youth to do a simple calculation that required them to use the unitary method – if 3 chlorine tablets are needed to purify 15 litres of water, how many chlorine tablets are needed to purify 25 litres of water? In 2017, 50.2% youth could answer correctly and six years later the proportion was 48.4%. Another question that was asked in both years was reading the instructions on an Oral Rehydration Salts (ORS) package and answering some questions based on this text. In 2017, 64.1% of youth could answer 3 out 4 questions correctly. The corresponding proportion for 2023 was higher at 65.1%. These numbers look suspiciously close to the proportion of youth who can do basic arithmetic and read simple text. In fact,

there is a positive relationship between these foundational competencies and the ability to do everyday tasks. In 2023, among those who could do the division problem, a much larger proportion – 63.3% – could do the unitary method task. Similarly, among readers, a slightly higher proportion – 68.8% – could answer 3 out of 4 questions correctly on the ORS task. The correlation with academic abilities is evident even more starkly when we consider the performance of the science and commerce stream students. Among both groups, about 64% could do the unitary method question and about 82% the ORS questions. These two groups were the top performers in other applied tasks as well.

All of this points to the importance of foundational skills, not just for academic advancement but also to traverse daily life. This seems fairly obvious and the NEP's push to achieve universal foundational literacy and numeracy by the end of Std III, recently amended to Std II, is a welcome new direction. However, as ASER 2022 and previous ASERs have shown, there is a need to improve FLN in higher grades as well. According to ASER 2022, more than 50% children are not fluent readers in Std V and even in Std VIII close to 30% children cannot read at Std II level. ASER 2023 data is just a reflection of this ground reality. Under NIPUN Bharat, states are making a big effort to achieve the universal FLN goal, for current and entering cohorts in Std I and II. But, a concerted effort is also needed to address the FLN deficits of children in higher grades as well as of youth who are no longer enrolled in an educational institution.

Apart from the focus on FLN, NEP 2020 also stresses the importance of moving from a rote based system to one which requires students to use critical thinking and problem-solving skills rather than relying on memorising material in their textbooks. It states, "The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn – and away from the culture of rote learning as is largely present today." It goes on to further state, "Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning." This is a very welcome change – the Indian education system is often criticised for its "over ambitious" curriculum which does not take into account that many students have large learning deficits and are unable to cope with the grade level curriculum. For instance, in 2009, the only year when two states in India participated in PISA (Programme for International Student Assessment), the results were second from last, just above Kyrgyzstan.[6]

A task in ASER 2023 that might be considered as requiring some critical thinking was one where the youth were showed the interest rate offered by 3 banks. They were asked that if they were to take a loan of Rs. 20,000, which bank would they go to and what would be the total amount they would have to pay back after a year. The lowest interest rate was 12%. This question was only administered to youth who could do at least a subtraction problem (63.3%) of the sample. Of these only 10.6% – or about 6% of all youth – could answer both questions correctly. Calculating the interest due involves doing a percentage problem – about 37% could do that.[7] However, the final answer required them to add the interest to the principal to get the repayment amount. This is a fairly simple operation, and yet very few could do both tasks to arrive at the correct answer. Even the science and commerce stream students in Std XI and XII, 50% of who could do the discount problem, faltered in the repayment question – only about 20% of these students could answer correctly.

Again, one can debate the importance of being able to calculate percentages when there is a calculator in every smartphone. If the same proportion of students who got the discount question correct had gotten the repayment question correct, one could put it down to a lack of academic skills – they just don't know how to calculate percentages. However, adding back the interest to the principal is a very simple operation but many of them missed doing that. What we need is a reorientation of how we teach, so that students can apply the academic concepts and knowledge they learn in school to real life situations. The fact that the NEP recognises this and articulates it is a beginning but maybe it is time to get into mission mode, just the way we did with FLN goals.

At some level, India is in a unique position right now. The economy has recovered fully from the COVID shock; unlike China it still has a young population and a "demographic dividend" to exploit; the digital divide between rural and urban areas has been narrowing giving rise to a "digital dividend". In this scenario, the importance of human capital especially that of our youth cannot be emphasised enough. For India to become the world's third largest economy, the quality of our labour force has to keep pace with our developmental needs. We can only reap the "demographic dividend" associated with a young population if our youth are well supported to achieve their aspirations and participate productively in the growth process of the economy.

[6] PISA, conducted by the OECD (Organisation for Economic Cooperation Development, is a standardised assessment in reading, mathematical and scientific literacy, of 15 year olds, that emphasises problem solving over rote learning. It "seeks to measure how well young adults have acquired the knowledge and skills that are required to function as successful members of society").

[7] ASER 2023 also had another question that required youth to calculate a discount which involves a similar mathematical operation.

Mapping girls' route from school to work

Suman Bhattacharjea[1]

ASER 2023 included a section on young people's access to and use of digital technology. This part of the survey included both self-reported questions on ownership and use of smartphones, as well as actual tasks that sampled youth were asked to do using a smartphone.

There were five such tasks in all. Among these, one asked the youth to use Google Maps to figure out how long it would take to get from their current location to the district bus stand on a two- or four-wheeler.

Among all the youth who were given the digital tasks, fewer than 4 of every 10 were able to answer this one correctly (37%) – by far the poorest performance on any of these tasks. Moreover, this statistic hides enormous gender differences. Almost half of the males who were asked this question could use the app to figure out how long it would take to get to the district bus stand (49%). Only half that proportion – 25% of girls and young women – could do so.

The gender disparity gets worse. Not all youth in the ASER 2023 sample were administered these digital tasks. As part of the survey process, we asked youth whether they could bring a smartphone – their own, a family member's, or a neighbour's – to do these tasks. During the process of piloting the tools, we noted that using a familiar phone provided an added level of comfort and allowed youth to focus on the task at hand rather than on the device. Hence, only those youth who were able to bring a smartphone were asked to do the digital tasks. Overall, more than two thirds of the sample could do so. But when we examine the proportion of males and females who were able to access a smartphone for the short time that it took to attempt these tasks, the gap is considerable – 73% of sampled males could do so, versus 62% of the females. If we assume that the youth who could not bring a smartphone had low access to the technology, and were therefore unlikely to have solved this question correctly, this means that of the sample overall, 36% males and just 16% females in the 14-18 age group were able to use Google Maps to figure out the time it would take to reach the district bus stand.

On the other hand, when we examine other sections of the ASER 2023 findings, a very different conclusion emerges. For example, the data shows that across the 28 districts that the survey reached this year, just 13.2% of sampled youth are currently not enrolled in any educational institution – decrease from the first ASER Beyond Basics in 2017, which found that 14.4% of youth in this age group were not enrolled.[2] Even more remarkable is the fact that the gender gap in enrollment is continuing to narrow. Close to universal enrollment levels have been observed for younger children for some years now, but older children – especially girls and young women – have been more of a challenge. ASER 2017 found 16% of 14-18-year-old females out of school as compared to 11.9% males – a gap of 4.1 percentage points. This year, that gap has narrowed to just 0.2 percentage points.

Even more promising is the fact that most girls and young women in this age group expressed the desire to stay within the education system and complete at least undergraduate level studies if not more. In fact, these data show that more females in this age group aspire to continue to higher levels of education than their male counterparts. In other words, girls are staying in school longer and wanting to continue studying even longer.

These are very welcome trends. But they reflect a conundrum. Girls are staying in school longer, but this does not imply that they are gaining the knowledge, skills, or confidence needed to successfully negotiate their lives as adults. Other than basic reading proficiency, sampled males outperformed sampled females on every single assessment task. Returning to the question of the Google Maps task, what accounts for this enormous gender gap in outcomes?

[1] Director of Research, ASER Centre

[2] Although ASER 2023 did not go back to the same districts covered in 2017, it covers all states and uses the same criteria for district selection. While estimates from the two rounds are not directly comparable, they do provide a reasonable idea of changes at the national level.

We examine three dimensions of the answer to this question: familiarity with the technology, familiarity with the type of task being posed, and self confidence in attempting tasks that may be difficult or unfamiliar.

Familiarity with smartphones

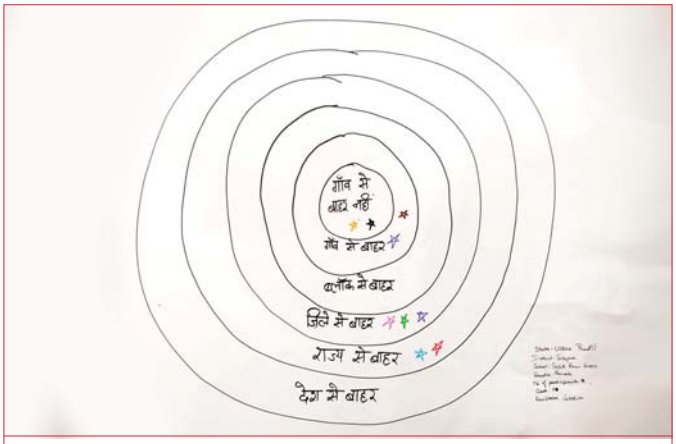
Looking first at familiarity with smartphones, at first glance it appears that youth of both sexes have the necessary exposure to the technology. As many as 95% males and 90% females reported knowing how to use a smartphone – a gap of just 5 percentage points between the two. However, what it means to "know how to use a smartphone" looks very different across males and females. For example, males were more than twice as likely to own their own smartphone than females, and therefore were likely spending far more time using the device and using it for a wider variety of tasks. This conjecture is born out in the ASER data on smartphone use: while reasonably similar proportions of male and female youth reported having used a smartphone for education related tasks and for social media during the preceding week, males were twice as likely as females to have ever used a smartphone to access online services such as paying a bill or booking a ticket (38% males vs 19% females had ever done so). Owning one's own smartphone also enables the possibility of its unsupervised use for tasks unrelated to work or education, and again, the survey data supports this conclusion: males were far more likely than females to use a smartphone for entertainment (for example, 69% males vs 46% females reported played games on a smartphone in the week preceding the survey). In other words, although the overall penetration of smartphone technology in rural India has grown enormously in recent years, these results show clearly that girls and young women have far less access to it than their male counterparts.

Familiarity with the type of task to be undertaken

The preceding discussion points to males' greater access to, control over, and independent use of smartphones in ways that form part of the pattern of overall social and family control over youth of each sex, particularly once they reach puberty. There is ample evidence that families "protect" older girls and young women, keeping them "safe" until they get married. Many clear examples of this emerged from the in-depth qualitative focus group discussions that we had with small groups of girls and boys studying in rural secondary and higher secondary classes in three districts (Dhamtari in Chhattisgarh, Sitapur in Uttar Pradesh, and Solan in Himachal Pradesh). To get to know these young people a little better, early in each discussion we would ask them to tell us about themselves. Among other things, we asked how far they had travelled outside their village. Each group would chart the furthest participants had travelled as a series of concentric circles, beginning with those who had not gone outside their village, expanding in the next circle to those who had been to another location within the same block, to a different block, district, state, and so on. As these young people marked the furthest location they had reached on the chart, we talked about why they had gone there, who they had gone with, and what they remembered doing or seeing or experiencing during the trip. This exercise served two purposes. First, we wanted to understand a little more about these young people's exposure to other people, places, and ways of living and thinking. Second, their comments gave us a sense of the extent to which they had agency, interpreted here as the ability to define a goal – for example, go for a day trip to the nearest city with a group of friends – and act towards achieving it.

In every class we spoke to groups of girls and boys separately, and one of the earliest patterns that emerged from these discussions was that in just about every group, boys had travelled further afield than girls. The difference was not only in terms of how far they had travelled, but also with regard to decision-making about the trip. Boys' travel was often more intentional: they were going to specific places with a clear individual purpose in mind, not just to accompany members of the family. Girls, on the other hand, tended to have travelled much less and when they did it was usually to accompany family members, typically to visit relatives, go shopping, or visit a religious site. For example, here are extracts from two FGDs with students in Std X in the same school in Sitapur, one each with boys and girls.

Facilitator (F): Other than Lucknow, where have you been to?
P (Participant): I have been to Gorakhpur. Beyond that, Shivnagar
F: What did you find different there?
P: It was nice, I ate chinese food
F: You went to Gorakhpur to eat chinese
P: No ma'am, to cook
F: Who do you work with?
P: My brother.
F: How long did you work there?
P: I went on 9th, came back on 12th
F: Ok, so you went to work and came back. Did you make money?
P: Yes
F: Have you spent it?
P: Yes, I had to buy books for school.



Facilitator (F): And the rest of you? What is the most different place you have been to?
Participant 1 (P1): Nowhere
F: Have you been outside your village?
P1: I don't go anywhere outside the village. I just come to school.
F: You have never been outside your village?
P1: No
F: What about you?
P2: No ma'am, nowhere
P3: Haven't you been to [location name]?
Everyone laughs
F: What is that?
P3: It's the nearby bazaar
F: Have you been there?
P6: Yes
F: Then that counts as someplace different. It is different from the village.

These excerpts of much longer conversations are two small illustrations of the very different levels of exposure and agency that males and females in this age group have with respect to every aspect of travel: whether to travel, where to go and for how long, what the purpose of the trip is, and so on. With most girls entirely dependent on family members (or, occasionally, on school trips) for expeditions outside their home villages, planning of travel logistics – what mode of transport to use, how long the trip will take, where to book tickets, and so on – involves a set of tasks that are usually done by the men in the family, and may therefore be hard for girls to even conceptualise, let alone implement. In this sense, the idea that such planning can be aided by the use of apps on a smartphone is even more remote.

The confidence to attempt something new

Girls' inability to conceive of traveling alone comes through clearly in one of the FGDs with Std XII girls in Solan. It is worth noting that of the 3 districts where we conducted FGDs, Solan was the one where the girls we met appeared to have the greatest independence and autonomy.

F: So is it generally the case that girls are not allowed or is it specific to your home?
P1: It is not allowed.
P2: Some girls are allowed.
P3: It is not so ma'am, family members are scared also that how will she manage alone.
P1: We don't know about the new place also, where we have to go and all. If we know the place then it is not a problem.
P3: Once we learn they will send us.
F: What are they scared of when sending you?
P3: That she is alone, how will she go…
P1: What if the bus breaks down.
P3: What if she gets lost halfway.
F: And if you ask them that you want to go to Chandigarh with friends, then?
All: No.

The expectation that girls should conform to social and family expectations and refrain from independent action clearly structures the lives and thoughts of many of them. How then can young women develop curiosity, critical thinking, and the courage to take risks? In the ASER 2017 report I wrote an article ('No Response') on the fact that sampled females were not only doing worse on every single assessment item than sampled males, they were also refusing to even attempt the questions far more often than their male counterparts. In that article I used the example of Rita, a young woman I met during ASER fieldwork in Gujarat, whose attitude screamed an absolute rejection of all things academic – even though she herself had completed eight years of schooling – and who refused to even engage with the tasks, let alone try to do them.

It is unfortunate that six years later, ASER 2023 data shows exactly the same pattern. On every single one of the 17 assessment tasks spanning applied arithmetic, applied reading, financial calculations, and digital tasks, far more females failed to attempt the task than males. Averaged across all these tasks, the no-response rate was 8.7% among males and 13.3% among females. By far the highest no-response rate was for the Google Maps task (which was given only to youth who could bring a smartphone for the assessment): fully 55% of the females to whom it was administered refused to even attempt the task, as compared to 32% of the males. They did not even try to figure it out.

ASER 2023 survey data is not designed to answer the question of what causes the substantial misalignment between young women's desire to study further in the face of their extremely low levels of skills, abilities, and agency. What comes next after school was a topic that was explored in some depth during the focus group discussions. These conversations with girls currently enrolled in Std X, XI, and XII suggested that in many cases they were not expecting or preparing to enter the work force in the sense of going outside of their homes to seek employment elsewhere. While they did often express a work aspiration, both in the survey as well as in these longer, less structured conversations, these seemed to reflect what they would aspire to do in some kind of ideal world rather than in real life, where their lives are tightly bound by house work, and their freedom to explore outside of the confines of the home is severely constrained by social expectations for appropriate behaviour. In all 3 districts, across 33 separate FGDs with girls, very few pushed back against the expectation that taking care of domestic chores was and would always be their first priority. Each one of them did these chores before and after school – and indeed the ASER survey data shows a 20 percentage point difference between the proportion of girls and boys doing domestic chores every day (the survey included daily shopping for the household as part of household work, and did not capture the amount of time spent on these chores – otherwise the gender gap would likely have been greater still).

However, conversations with girls during the FGDs showed that there were huge differences across locations in how girls envisioned their future, which often reflected differences in home contexts. For example, the girls in Solan came from relatively educated families. Many had parents who had completed higher secondary or college level studies. Their mothers often had at least as much education if not more than their fathers. Even though most of their mothers were homemakers, some girls did have mothers who worked outside the home as cooks, tailors, or in offices. Their fathers worked in agriculture, or in trades such as plumber and carpenter. These girls talked freely about their intention to work after they completed their studies: their parents expected them to stand on their own feet and earn a living. They each had multiple aspirations, and spoke unhesitatingly of becoming singers or dancers, models or fashion designers, in addition to the more common teachers and doctors. But even in Solan, girls tended to speak of these jobs as being in addition to taking care of their homes, not instead of it. In Dhamtari, mothers' levels of education were lower and fewer worked outside the home; these girls' plans to go out to work were also scarcer and less varied. In Sitapur, where parental education levels were low and all the girls' mothers were homemakers, such plans were virtually non-existent.

Many factors influence young people's decision to join the labour force after completing their studies. As the examples above show, role models at home make an enormous difference. Obviously the nature of the jobs available, their location, and the benefits they offer all affect these decisions, and derive from the larger economic landscape of each region. But schools, too, have a vital role to play. For girls in many parts of the country, teachers are often the only role models available. What our interactions with young people in the focus group discussions made clear to us is that schools rarely provide any sort of roadmap to help young people navigate the transition between school and work. There are many ways in which these pathways can be developed, many of which are envisaged in the National Education Policy (2020). These include providing exposure to different work options via courses on vocational subjects, organising exposure visits and visits from specialists across a range of employment options, and facilitating internships, among others. But perhaps most important is the need to encourage girls' own sense of agency. A good first step may be to invite them to express their opinions about where they want to go and help them think through different ways of getting there.

ASER 2023: Background documents

The backdrop to ASER 2023: Policies and programmes

ASER 2023 'Beyond Basics' set out with the overarching objective of generating evidence on diverse aspects of youth development in rural India, that stakeholders across sectors could use to inform policy and practice. It was therefore important to align the survey domains and competencies with national benchmarks. An in-depth literature review of international and national youth-related policies, programmes and campaigns was undertaken to guide the development of the survey and assessment tools. This enabled the survey to draw inspiration from international frameworks while grounding it within the Indian context.

Key national policies and campaigns relevant to 14-18-year-old youths' education, skilling and digital literacy in India are summarised below.

1. National Education Policy, Ministry of Human Resource Development (MHRD), 2020

The National Education Policy (NEP) outlines the vision and goals for education in India. The policy earmarks ages 14-18 (or Std IX to XII) as the 'secondary stage' of school education under its new pedagogical and curricular structure. It states that the secondary stage will comprise four years of multidisciplinary study that builds on the subject-oriented pedagogical style of the middle stage (Std VI to VIII) but with greater depth, critical thinking, attention to life aspirations and flexibility in the choice of subjects, emphasising the option to pursue vocational courses after Std X.

Chapter 3 of the policy makes it a top priority to bring 'out of school children' back into the education fold and to prevent further dropout among students, with the aim of achieving 100% Gross Enrollment Ratio from preschool up to the secondary level by 2030. It proposes to do this through careful tracking of students' enrollment, attendance, and learning levels, so that they can be provided suitable opportunities to re-enter school and/or to catch up. It stresses the importance of 'output potential concerning desired learning outcomes' over inputs, and places importance on providing career guidance and mentoring to students in school.

The NEP also envisions a rehaul of the curriculum content to focus on conceptual understanding, analysis-based learning and experiential learning by incorporating competencies such as digital literacy, scientific temper and mathematical thinking into the curriculum. The document outlines some fundamental principles, two of which are – 'emphasis on conceptual understanding rather than rote learning and learning-for-exams' and 'creativity and critical thinking to encourage logical decision-making and innovation'.

To translate this vision into reality, a big push has been given to increase flexibility in course choices in secondary school, and to reimagine vocational education as part of the mainstream. The policy advocates for 'no hard separations' between humanities and sciences, and vocational and academic streams. It aims to address the social status hierarchy associated with vocational education by introducing it in middle and high schools, so that each student can learn at least one vocation and be exposed to several more, which would help to emphasise their importance. The NEP sets the goal that at least 50% of learners through the school and higher education system shall have exposure to vocational education by 2025 and that vocational education will be introduced in all schools and higher education institutions in a phased manner in the decade of the 2020s.

Another major focus area of the policy is leveraging technology to improve educational processes and outcomes by promoting digital literacy and technology-based initiatives. The NEP proposes integration of technology into every aspect of education, including learning, assessment, planning, and administration. To achieve this, a variety of educational software packages will be developed in all major Indian languages, including the development of teaching-learning e-content delivered through platforms like Digital Infrastructure for Knowledge Sharing (DIKSHA). The policy recommends key initiatives like blended models of learning and pilot studies for online education to leverage technology. Lastly, it discusses the need to eliminate digital inequity so that the benefits of these efforts can be availed by everyone.

Mapping ASER 2023 onto NEP 2020

NEP section	Goal	What does ASER 2023 measure?
3.1, 3.3	100% Gross Enrollment Ratio target by 2030, careful tracking of enrollment and learning levels to facilitate catch-up	■ Enrollment information in school and college for youth aged 14-18 ■ Details of currently not enrolled youth including the reasons for dropping out, disaggregated by age and sex ■ Foundational reading and arithmetic levels
4.2	Stress on multidisciplinary study, with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility in choice of subjects	■ Educational and work aspirations of youth
4.9	No hard separation among arts, humanities and sciences	■ Stream selection among senior secondary school students ■ Learning outcomes of students enrolled in different streams
4.23	Curricular integration of scientific temper, problem solving and logical reasoning and digital literacy	■ Ability to apply basic reading and arithmetic to daily life tasks such as measurement, calculating interest and discounts, reading and understanding instructions, financial calculations ■ Self-reported smartphone usage for education and entertainment-related activities; accessing services ■ Ability to perform basic digital tasks such as browsing and sharing information, navigation, etc.
16	Reimagining vocational education	■ Current uptake of vocational training among youth
23.6	■ Teaching-learning e-content will be uploaded onto the DIKSHA platform ■ DIKSHA/SWAYAM will be better integrated across school and higher education	■ Use of DIKSHA platform among youth
24.2	Eliminate the digital divide through concerted efforts such as the Digital India campaign and the availability of affordable computing devices	■ Availability and ownership of smartphones among males and females, and enrolled and not enrolled youth ■ All digital usage and assessment data disaggregated by sex

2. Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA), Ministry of Electronics and Information Technology (MeitY), 2017

'Digital India' is a flagship mission of the Government of India with a vision to 'transform India into a digitally empowered society and knowledge economy'. One of its three key vision areas is the digital empowerment of citizens, which includes achieving universal digital literacy. PMGDISHA was launched as part of the Digital India mission to turn this vision area into a reality. The programme objective is to make one person between ages 14-60 from every rural family digitally literate by training them to operate digital devices and to use the internet productively. As per the PMGDISHA website, 4.7 crore individuals had been certified under this programme out of its 6-crore target as of 30 December 2023.

PMGDISHA is implemented through Common Service Centres (CSCs) and envisages digital empowerment of citizens so that they can operate digital devices to access information on healthcare, education, livelihoods, and government schemes. There is also an important component of training individuals to use digital modes of payment.

The training material is available online, and spans five modules covering a vast range of topics including operating devices such as computers and smartphones, communication through social media and email, browsing, and using security mechanisms.

Mapping ASER 2023 onto PMGDISHA 2017

Module	Topic	What does ASER 2023 measure?
1	**Introduction to digital devices** ■ How to use a computer/smartphone/tablet ■ Operating basic components like charger, data cable, keyboard, mouse, etc.	■ Ownership of digital devices like computer and smartphone ■ Self-reported ability to use computer and smartphone
2	**Operating digital devices** ■ Basics of the operating system ■ Features of a mobile phone like calling and messaging	■ Self-reported ability to connect devices through bluetooth, setting a phone password ■ Assessment of ability to do basic non-internet tasks such as setting an alarm
3	**Introduction to the internet** ■ Connecting to the internet ■ Web browsers and search engines ■ Surfing the web	■ Self-reported use of the internet for browsing related to education, learning, and entertainment ■ Assessment of ability to find relevant information using a web browser
4	**Communications using the internet** ■ Email	■ Personal email ID and self-reported use of email
5	**Applications of the internet** ■ Access livelihood related information ■ Make utility bill payments ■ Book train and bus tickets ■ Access various government information and schemes ■ Using social media	■ Self-reported use of internet for accessing services like making payments, booking train tickets, filling government forms, online shopping, using navigation ■ Self-reported use of social media and its safety settings ■ Assessment of ability to do navigation/maps-related task

3. National Policy for Skill Development and Entrepreneurship, Ministry of Skill Development and Entrepreneurship, 2015

The national 'Skill India' campaign aims to empower the youth of the country with skill sets to make them more employable and more productive in their work environment. The Ministry of Skill Development and Entrepreneurship was set up to give impetus to the Skill India agenda and help create an appropriate ecosystem that facilitates imparting employable skills to its growing workforce. The primary objective of the National Policy for Skill Development and Entrepreneurship is to 'meet the challenge of skilling at scale with speed, standard and sustainability'. It is designed to bridge the gap between employers' requirements and skills in the workforce. It also discusses skilling women in non-traditional roles and increasing gender sensitivity in the workplace to catalyse productivity.

A key aim of the policy is to 'make quality vocational training aspirational for both youth and employers'. It emphasises the integration of skill training with formal education by introducing it in schools from Std IX onwards, which is also reiterated in the NEP. It calls for the establishment of an IT-based information system for 'aggregating demand and supply of skilled workforce', and the promotion of national standards in the skilling space. States will be encouraged to set up new ITIs, as well as Kaushal Vikas Kendras at the panchayat level. All skill training programmes shall include basic modules of computer literacy, finance, language and soft skills.

ASER 2023 'Beyond Basics' provides a snapshot of the uptake of vocational training and skilling courses among youth. It also records the type of institution and duration for such courses.

4. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) Guidelines 4.0, Ministry of Skill Development and Entrepreneurship, 2023

The PMKVY is the flagship scheme of the Ministry of Skill Development and Entrepreneurship. It was launched in 2015 to encourage and promote skill development in the country by providing free short-duration skill training and incentivising this by providing monetary rewards to youth for skill certification. In the 15-45 years age group, there are short-term trainings for candidates looking for fresh skilling, re-skilling/upskilling, for out-of-education candidates, dropouts and unemployed youth. There are also special projects for marginalised and vulnerable groups.

The latest version of the guidelines, released recently for the 2015 PMKVY, also aims at skill development in the country by providing free short-duration skill training and incentivising youth for skill certification. According to the guidelines document, more than 1.37 crore youths have been trained across various sectors in the 2015-22 period.

PMKVY 4.0 has been designed to make the scheme more flexible, inclusive, technology-enabled and market-driven, resulting in better employability. It calls for flexibility in course curriculum by introducing courses in partnership with industry and Ministries/Departments, and places focus on online/digital/blended skilling. Different training centres such as Pradhan Mantri Kaushal Kendras (PMKKs), PMKVY Training Centres, Industrial Training Institutes (ITIs), Skill Hubs (schools, colleges, higher education institutes), training centres of other Ministries/Departments, and training centres of industry partners are the training providers for this scheme. The Skill India Digital (SID) platform is provisioned to 'bring whole of government approach to skilling' and a 'unified registry framework'.

5. Draft National Youth Policy, Ministry of Youth Affairs and Sports, 2023

The draft National Youth Policy envisages 'synergising the hopes and aspirations of India's youth to enable harmonious growth of society'. The policy defines youth as those between 15-29-years-old, and has several thematic overlaps with ASER's Beyond Basics target age group. It is designed to equip the youth to be better and productive citizens.

Some of the important targets of the draft policy are access to social infrastructure like better quality of education, healthcare, livelihoods, and skills; attention to opportunities for women, and encouraging adaptability to keep up with technological changes. Some other targets defined by the policy include:

- To reduce the proportion of those youth who are not in education, employment or training
- To increase internet use and develop digital portals to meet information needs of youth and to connect youth to opportunities
- To improve access to experiential learning opportunities in the local community

Although the policy is in the draft stage, it is a valuable indicator of what the government plans for this large demographic.

Evolution of ASER 2023 'Beyond Basics'

The ASER survey focused on rural Indian youth in the 14-18 age group for the first time in 2017. ASER 2023 'Beyond Basics' builds on the ASER 2017 framework and adds new elements related to digital penetration and smartphone use in rural areas. The evolution of ASER 2023 'Beyond Basics' survey questionnaire and assessment tool can be traced through three phases: literature review, revisiting the domains of ASER 2017, and executing field pilots to develop and refine the questionnaire and tools.

Literature review and mapping of core domains

The first step in the development of the ASER 2023 questionnaire and tool was to conduct an exhaustive literature review of topics relevant to youth aged 14-18. These included but were not limited to formal education and vocational training, employment, aspirations, reading and math literacy, digital and financial literacy, nutrition, physical and mental health, and gender-based violence. The review encompassed international and national frameworks, policies, schemes, surveys, assessments, research studies and evidence briefs.

Keeping in mind the ASER architecture — volunteer-based, rapid and easy to administer, some important domains that required expert administration such as nutrition, mental health, etc. were dropped at this stage. Once the domains were narrowed down, relevant surveys and assessments were studied in depth to understand the format and terminology of the tasks and questions used.

Revisiting ASER 2017 domains and questions

ASER 2017 explored the following 4 domains:

1. Activity: Explored the various pathways taken by youth in terms of formal education, employment and training
2. Ability: Assessed youths' basic reading and math abilities and their ability to apply these to everyday life scenarios
3. Awareness and exposure: Examined their general knowledge and awareness regarding media, financial institutions and the digital world
4. Aspirations: Inquired into their educational and career goals.

Using the understanding developed from the literature review, these broad domains were revisited to review their relevance in 2023. Decisions pertaining to the assessment tool, designed to be a floor level test of the skills expected from children when they complete elementary schooling, were also reexamined.

This comprehensive appraisal of the ASER 2017 framework in light of the literature review revealed that several decisions taken at that time regarding the age group, scope and domains of the survey had continued to remain relevant in 2023. For instance, the National Education Policy 2020 deems ages 14-18 as the secondary stage of school education under its new pedagogical and curricular structure, making it even more pertinent to examine this age group closely. Similarly, vocational education has been given a renewed push across multiple policy documents and schemes since 2017, underlining the importance of retaining these questions.

All these factors informed the decision to retain some elements from 2017 in each of the domains of Activity, Ability and Aspirations in the 2023 survey. In addition, while many focus areas remained consistent with 2017, the literature review also pointed to the emergence of a growing area of importance – digital literacy. The pandemic resulted in an explosion in smartphone ownership and use in rural India between 2018 and 2022,[1] a period which also saw a massive push for digitalisation nationally under the government's flagship mission of 'Digital India'. This prompted us to investigate the possibility of adding 'digital skills and readiness' as a new domain in the ASER 2023 survey.

Field pilots to develop the survey questionnaire and assessment tool

A total of 10 field pilots were conducted to develop and then refine the ASER 2023 survey questionnaire and assessment tool. Since ASER is conducted across the country, most pilots were done in all states of India to ensure that the terminology of questions and pictures used in the items are appropriate across contexts. After each pilot, the survey data and qualitative feedback were used to inform modifications to the survey formats.

[1] See Annual Status of Education Report (ASER) 2022

Pilots 1-3

The first pilot focused on developing the ASER team's understanding of the new domain — digital access and usage among rural youth — through open-ended conversations with youth guided by a semi-structured questionnaire. The conversations focused on two overarching questions: who has access to a digital device/ smartphone, and what are young people doing on these devices? The patterns that were observed in the answers received from youth in 28 states were used in conjunction with the sub-domains identified in the literature review to inform the design of a self-reported questionnaire on youths' access to and familiarity with digital devices and activities. The second pilot confirmed the suitability of using the self-reported questionnaire format for the survey. Pilot 3 was used to further refine this questionnaire and to revisit select questions from ASER 2017.

Pilots 4-6

A major decision taken in pilots 4 and 5 pertained to the addition of tasks to assess youths' digital skills. Almost all international and national research studies use the self-reported questionnaire format to gauge digital literacy. The incorporation of real-life tasks alongside self-reported questions was seen as imperative to provide a more accurate understanding of youths' digital readiness. The challenge of the high cost of procuring smartphones for assessment was tackled by using the phone that was available to the youth and that they used often, offering the added advantage of familiarity with the device on which the assessment was being conducted. Several tasks addressing key digital sub-domains of information and communication were created, tested and improved. Additionally, these pilots fine-tuned the self-reported questionnaire to reduce social desirability bias. Some new iterations of the application-based reading and math tasks were also tried, but subsequently discarded due to issues of applicability across diverse contexts.

Pilot 7

The ASER testing tool contains two samples in order to reduce the possibility of copying answers, especially in households with more than one youth. Pilot 7 was geared towards checking sample comparability by administering both samples to the same group of youth.

Pilots 8-9

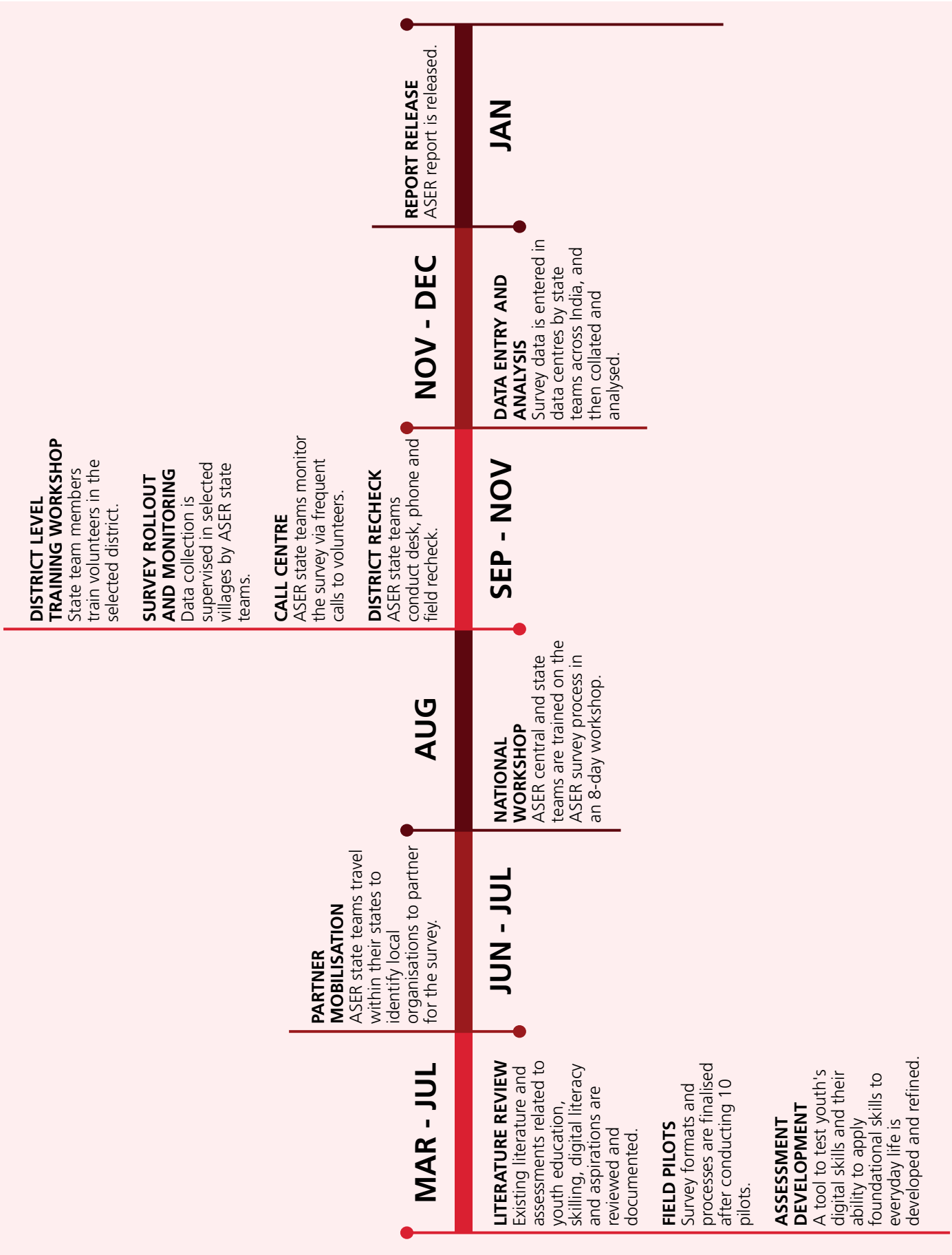
Pilot 8 was designed to finalise the flow of the questionnaire and the terminology of each question so that surveyor training material could be created. In pilot 9, the complete survey process including mapping of the village, sampling of the households and testing youth in 20 selected households was carried out by the entire ASER team in order to understand the number of days that would be required to complete the survey in one village.

Pilot 10

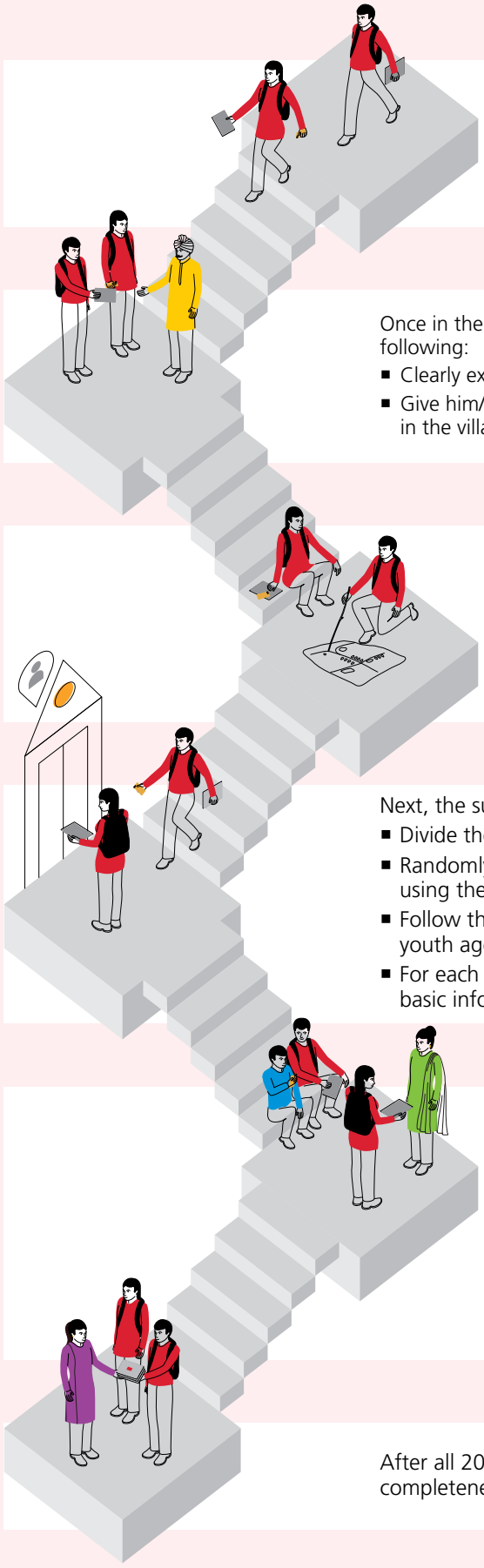
The final pilot for ASER 2023 aimed to check its feasibility as a citizen-led survey. Volunteers from local partner organisations in 3 districts in 3 states were trained to conduct the survey using the final package. Detailed feedback was taken on handling of the survey and testing material, ease and time of administration, grading of answers, interest of the youth and community, etc. and relevant changes were made to the survey package.

The refinements over multiple pilot phases helped in reducing the administration time of the survey, bringing it down from one hour to 30-40 minutes per household. Given this time allocation, the survey was spread over three days in a village. 20 households in a village with youth in the 14 to 18 age group were surveyed over the weekend and an extra weekday (Friday/Saturday/Sunday or Saturday/Sunday/Monday).

ASER 2023: Survey calendar



ASER 2023: Survey process summary



A team of two surveyors (preferably one male and one female) goes to the village assigned to them by the ASER state team. They take the survey pack given to them in the training.

Once in the village, the surveyors meet the Sarpanch/village representative and do the following:

- Clearly explain what ASER 2023 is about and why it is important.
- Give him/her the 'Letter for Sarpanch' and ask for his/her support to conduct the survey in the village.

The surveyors then walk around the entire village and do the following:

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

Next, the surveyors select households to survey. They:

- Divide the map into 4 sections or select 4 hamlets.
- Randomly select 5 households with youth aged 14-18 from each hamlet/section using the 'every 5th household rule'.
- Follow this process in every section/hamlet to survey a total of 20 households (with youth aged 14-18) from the selected sections/hamlets.
- For each household approached while selecting households to survey, record some basic information about the household in the Household Log Sheet.

In each of the 20 households with youth aged 14-18 that is randomly selected for the survey, surveyors will record some information about each youth aged 14-18 who lives in the household. They will:

- Record information about the youth's activity.
- Ask questions to the youth about their aspirations and digital aptitude.
- Ask them to bring a smartphone and do some basic digital tasks.
- Assess their ability to apply foundational reading and arithmetic skills to daily life situations.
- Record information about household assets.

After all 20 households are surveyed, the surveyors check the survey booklet for completeness and then submit it to the ASER team.

ASER 2023: Sample description

State: district	Surveyed villages	Surveyed households	Surveyed youth, by age and sex						
			Age 14-16			Age 17-18			Age 14-18
			Male	Female	All	Male	Female	All	All
Andhra Pradesh: Srikakulam	60	1047	404	364	768	176	164	340	1108
Arunachal Pradesh: Papum Pare	50	380	141	132	273	74	80	154	427
Assam: Kamrup	60	1200	379	448	827	225	268	493	1320
Bihar: Muzaffarpur	60	1202	412	554	966	207	285	492	1458
Chhattisgarh: Gariaband	60	1065	315	425	740	253	280	533	1273
Gujarat: Mahesana	60	1191	410	426	836	230	235	465	1301
Haryana: Sirsa	60	1200	487	480	967	251	254	505	1472
Himachal Pradesh: Kangra	60	1202	477	458	935	218	207	425	1360
Jammu and Kashmir: Anantnag	60	1200	353	483	836	231	343	574	1410
Jharkhand: East Singhbhum	60	988	382	336	718	213	182	395	1113
Karnataka: Mysuru	60	1194	362	525	887	162	251	413	1300
Kerala: Ernakulam	55	1151	407	407	814	210	201	411	1225
Madhya Pradesh: Bhopal	60	1193	453	450	903	320	291	611	1514
Madhya Pradesh: Jabalpur	60	811	275	334	609	189	248	437	1046
Maharashtra: Nanded	60	1200	377	491	868	226	280	506	1374
Meghalaya: East Khasi Hills	60	1054	379	469	848	148	242	390	1238
Mizoram: Aizawl	60	1069	421	451	872	132	145	277	1149
Nagaland: Kohima	60	508	170	237	407	107	76	183	590
Odisha: Sambalpur	60	1089	348	360	708	218	251	469	1177
Punjab: S.A.S Nagar	60	1182	396	475	871	210	255	465	1336
Rajasthan: Bhilwara	60	1204	420	489	909	248	339	587	1496
Tamil Nadu: Perambalur	60	1197	456	480	936	193	194	387	1323
Telangana: Khammam	59	689	220	170	390	170	149	319	709
Tripura: South Tripura	60	1199	422	401	823	272	187	459	1282
Uttar Pradesh: Hathras	60	1203	518	462	980	288	263	551	1531
Uttar Pradesh: Varanasi	60	1204	484	517	1001	266	274	540	1541
Uttarakhand: Tehri Garhwal	60	1052	401	425	826	216	269	485	1311
West Bengal: Cooch Behar	60	1200	418	502	920	211	230	441	1361
All districts	1664	30074	10687	11751	22438	5864	6443	12307	34745

The national picture

ASER 2023: Main findings

The ASER 2023 'Beyond Basics' survey was conducted in 28 districts across 26 states, reaching a total of 34,745 youth in the age group 14-18 years. One rural district has been surveyed in each major state, with the exception of Uttar Pradesh and Madhya Pradesh, where two rural districts have been surveyed. Data was collected regarding youths' current activity and their ability to do basic and applied tasks. Special focus was paid to youth access to digital devices and skills to do digital tasks. Youth aspirations about the future were also explored.

Key findings for the sample as a whole are summarised below. However, there are considerable differences across districts which can be seen in the individual district pages in the report.

Activity

- Overall, 86.8% of 14-18-year-olds are enrolled in an educational institution.

  There are small gender gaps in enrollment, but notable differences are visible by age. Older youth are more likely to be not enrolled. The percentage of youth not enrolled is 3.9% for 14-year-old youth and is 32.6% for 18-year-olds.

- Most of the young people in this age group were enrolled in the Arts/Humanities stream.

  In Std XI or higher, more than half are enrolled in the Arts/Humanities stream (55.7%), followed by STEM (31.7%) and Commerce (9.4%). Females are less likely to be enrolled in the STEM stream (28.1%) than males (36.3%).

- Only 5.6% of surveyed youth report taking vocational training or other related courses currently.

  Youth at the college level are the most likely to be taking vocational training (16.2%). Most youth are taking short duration courses (of 6 months or less).

- A higher percentage of males (40.3%) than females (28%) report doing work other than household work for at least 15 days during the preceding month.

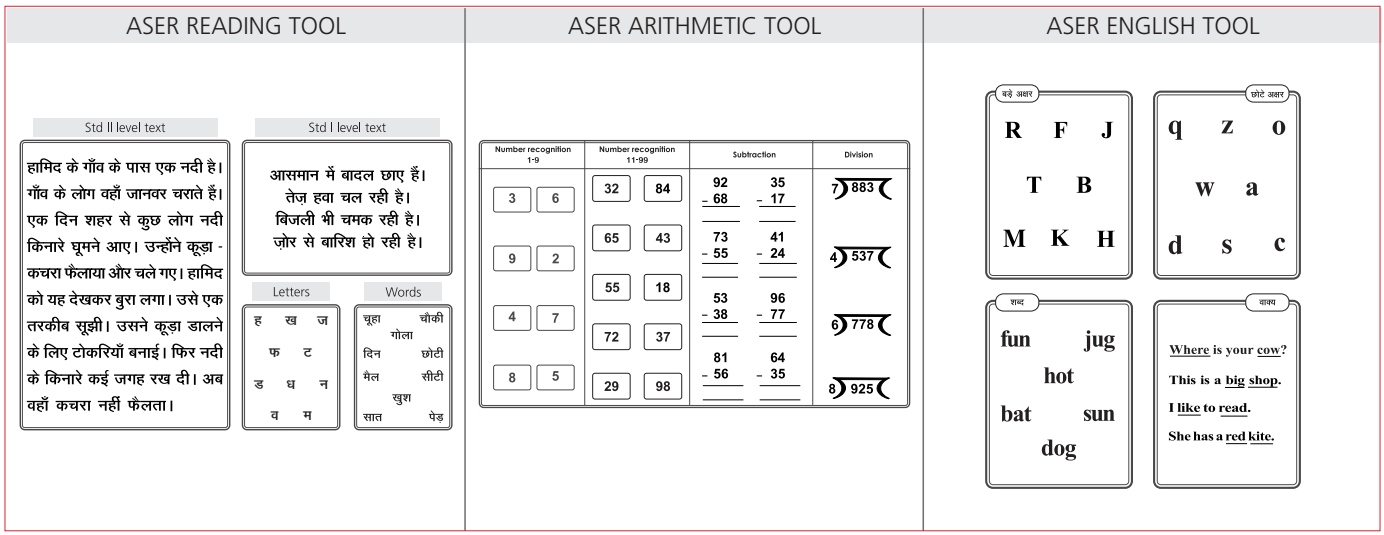
  Among both males and females, most youth who are working in activities other than household work tend to be working on family farms.

Ability

For nearly two decades, ASER reports have consistently pointed to the fact that many children in elementary school need urgent support for acquiring foundational skills like reading and basic arithmetic. With this year's focus on an older age group, it is important to understand the level of basic skills among youth as well as their preparedness for tasks that go "beyond basics".

Surveyed youth were given five types of tasks. Data on four of these are outlined below: basic reading, math and English abilities; application of basic skills to everyday calculations; reading and understanding written instructions; and financial calculations that need to be done in real life. Youths' performance on digital tasks is summarised in a separate section on digital awareness and aptitude.

Basic skills in reading and arithmetic (Foundational skills in literacy and numeracy)

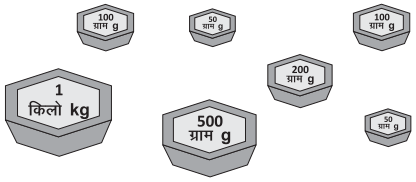
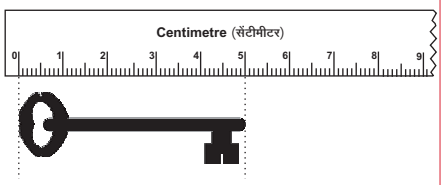


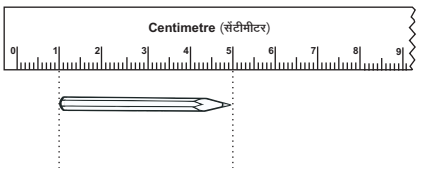
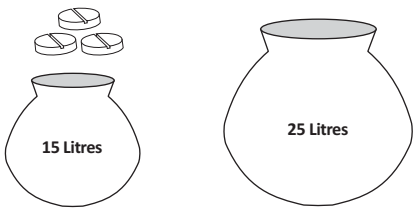
First, let us look at the current status of foundational skills for youth in the age group of 14-18.

- About 25% of this age group still cannot read a Std II level text fluently in their regional language.
- More than half struggle with division (3-digit by 1-digit) problems. Only 43.3% of 14-18-year-olds are able to do such problems correctly. This skill is usually expected in Std III/IV.
- A little over half can read sentences in English (57.3%). Of those who can read sentences in English, almost three quarters can tell their meanings (73.5%).
- Across enrollment categories, females (76%) do better than males (70.9%) in reading a Std II level text in their regional language. In contrast, males do better than their female counterparts in arithmetic and English reading.

Everyday calculations

In their daily life, people are expected to do many tasks requiring the application of numeracy. ASER 2023 explored a variety of such common calculations relevant to the daily life of youth. These included calculating time, adding weights, measuring length using a ruler and applying the unitary method.

CALCULATING TIME	ADDING WEIGHTS	MEASURING LENGTH (EASY)
		
If this girl sleeps at this time at night and wakes up at this time in the morning then for how many hours does she sleep?	What is the total weight shown in this picture? Add and give the answer in kilogram.	Using the scale shown, measure the length of the key. Give the answer in centimetre.

MEASURING LENGTH (HARD)	APPLYING UNITARY METHOD
	
Using the scale shown, measure the length of the pencil. Give the answer in centimetre.	If 3 chlorine tablets are needed to purify 15 litres of water, how many chlorine tablets are needed to purify 25 litres of water?

- Nearly 85% of surveyed youth can measure length using a scale when the starting point is 0 cm. This proportion drops sharply to 39% when the starting point is moved. Overall, close to 50% youth can do other common calculations such as calculating time, adding weights and applying the unitary method.

  Males do better than females across all everyday calculations.

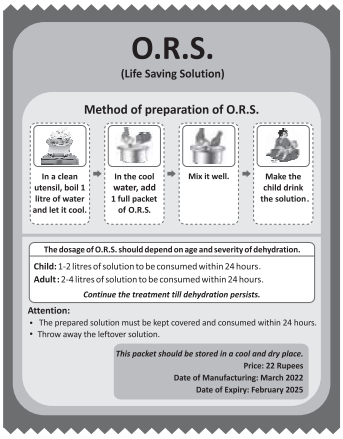
  Youth who have basic proficiency in arithmetic are likely to do better on everyday calculations.

Reading and understanding written instructions - daily life applications

A variety of tasks in daily life require reading and understanding written instructions. For example, for prevention of dehydration, oral rehydration measures are recommended. O.R.S. packets are available widely in rural and urban areas.

To assess whether youth are able to read and understand simple instructions, they were shown a picture of an O.R.S. packet and asked some questions regarding the information given on it. This task was administered only to those youth who could read at least a Std I level text on the basic ASER reading assessment.

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS



After reading the instructions youth were asked the following 4 questions:

- How many packets of O.R.S. should be added to 4 litres of water?
- Within how many hours should the prepared solution of O.R.S. be consumed?
- How many litres of O.R.S. solution can be given to a 45 year old man within a span of 24 hours?
- Based on the information given, can this packet of O.R.S. be consumed in March 2024?

- Among youth who can read a Std I level text or more, about two thirds can answer at least 3 out of 4 questions based on the packet.

  More males (69.2%) can answer at least 3 out of 4 questions than females (61.7%).

  Those enrolled in Std XI-XII or undergraduate education perform better than those in Std X or below. Less than half of unenrolled youth can answer at least 3 out of 4 questions.

Financial calculations

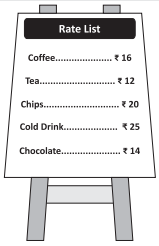
Youth who could do at least subtraction on the ASER arithmetic test were asked to do some commonplace financial calculations. These tasks include managing a budget, applying a discount, and calculating a loan repayment.

- Of the youth who can do subtraction or more, over 60% are able to do the budget task, about 37% can apply a discount, but only about 10% can calculate repayment.

  Males outperform females across all financial calculation tasks.

  Those who can do division are more likely to be able to do all these tasks.

MANAGING A BUDGET



You visit a shop where this rate list has been displayed. If you have to spend Rs. 50 completely and buy 3 different things, which 3 things can you buy?

APPLYING A DISCOUNT

This is the price of this pair of shoes and it is available at a discount of 10 percent. If you buy this pair of shoes, how much money will you spend?

CALCULATING REPAYMENT

Rates of Interest offered by Banks

Name of Bank	Interest Rate on loan
Hamara Bank	14% per year
Paisa Bank	12% per year
Naya Bank	13% per year

Loan Amount = Rs. 20,000

Ravi's mother has to buy a cow. For this, she has to take a loan from a bank. The rates of interest offered by 3 different banks have been listed below.

- Which of these banks should Ravi's mother take a loan from?
- Ravi's mother took a loan of Rs.20,000. After 1 year, what is the total amount, including the interest, that she would have to return to the bank?

The overall patterns in the "ability" domain indicate that having basic foundational skills like reading and arithmetic are very helpful for activities like everyday calculations and understanding instructions. However, not everyone who has these foundational skills can correctly complete these tasks. Females perform worse than males on almost all tasks. These data show that application of skills in daily life situations needs substantial improvement.

Digital awareness and aptitude

Since the COVID-19 pandemic, the world has become increasingly reliant on technology. ASER 2023 set out to explore the current scenario of digital awareness and ability among rural Indian youth.

The exploration of digital connectivity and skills in ASER 2023 had two components – a self-reported questionnaire capturing youths' access to digital devices and their online habits, and an assessment of their digital skills – actually doing a set of tasks in front of the survey team using an available smartphone.

Digital access (Self-reported)

- Close to 90% of all youth have a smartphone in the household and know how to use it. Of those who can use a smartphone, males (43.7%) are more than twice as likely to have their own smartphone than females (19.8%).
- Availability of a computer/laptop in the households is much lower, with only 9% having one at home. Youth who have a computer/laptop at home are much more likely to know how to use it (85%) than those who do not (33.9%).
- Females are less likely to know how to use a smartphone or computer as compared to males.

Communication and online safety (Self-reported)

- Half of all surveyed males have an email ID, compared to slightly under 30% of females. Among enrolled youth, the likelihood of having an email ID and having sent an email increases as the level of education goes up.
- Almost all youth (90.5%) report having used social media in the reference week, with a slightly higher proportion of males (93.4%) than females (87.8%) reporting doing so.
- Of all youth who used social media, only about half are familiar with the online safety settings that were included in the survey. Males are more likely to know about these settings than females.

Education and learning (Self-reported)

- Among the youth who can use a smartphone, two thirds report having used it for some education related activity during the reference week, such as watching online videos related to studies, solving doubts, or exchanging notes.
- A quarter of youth who are not currently enrolled also report doing education related activities on their smartphone during the reference week.

Services and entertainment (Self-reported)

- Slightly over a quarter of all youth report having used a smartphone to access online services such as making online payments, filling a form, paying a bill or booking a ticket.
- Males are more likely to have accessed at least one of these services (37.6%) than females (19%).
- Close to 80% of the youth report having used their smartphone to do an entertainment related activity, such as watching a movie or listening to music, during the reference week.

Digital tasks (Actual tasks done in the presence of the survey team)

Surveyed youth were asked to bring a smartphone with good connectivity – their own, a family member's, or a neighbour's – for the assessment of digital skills. These included simple tasks such as setting an alarm, browsing for and sharing information, and navigating using Google Maps.

During the survey, slightly more than two thirds of youth could bring a smartphone to do these tasks. Males were more likely to be able to bring a smartphone (72.9%) than females (62%).

SETTING AN ALARM
8:30 in the morning tomorrow
Question: Set an alarm for 8:30 in the morning tomorrow. *Instruction: If the phone has an AM-PM setting, ensure that the youth has selected the correct option before recording the answer.*

BROWSING FOR INFORMATION
First woman President of India
Question: Search on the phone and tell me the name of the first woman President of India. *Instruction: It does not matter which search engine the youth uses to find the answer; he/she could use Google, YouTube, or any other method. He/she should be able to point to/tell you the correct answer.*

USING GOOGLE MAPS
Maps
Question: Open Maps and tell me how much time it would take you to travel from your current location to <district name> bus/taxi stand by bike/two-wheeler? *Instruction: The youth should be able to do the task on an app (like Google Maps) and not on a search engine (like Google). Even if the youth simply points to the correct answer, it will be considered as correct. Ensure that the youth has chosen the correct option from two- wheeler/four-wheeler on Maps. Do not ask the youth to turn on the location.*

FINDING AND SHARING A YOUTUBE VIDEO
PMGDISHA Module 1
Question: Find the "PMGDISHA Module 1" video on YouTube. Send/share it with a friend/family member using WhatsApp or Telegram. *Instruction: The youth should be able to point at the correct video after searching on YouTube.*

Of youth who could bring a smartphone, about 80% can find a specific video on YouTube and among these, nearly 90% can share it with a friend. 70% youth can browse the internet to find the answer to a question and about two thirds can set an alarm for a specific time. A little over a third can use Google Maps to find the time taken to travel between two points.

- Across all tasks, males outperform females.
- Performance on digital tasks improves with education level.
- The ability to do digital tasks increases with basic reading proficiency.

Concluding thoughts

As a country, we need to equip our young people adequately with the essential knowledge, skills, and opportunities they need to drive their own progress and that of their families and communities. India's anticipated "demographic dividend" and "digital dividend" can achieve their full potential if this is done. The ASER report in 2017 first shone a spotlight on this age group. In the six years that have elapsed since then, the country has witnessed many changes. The ASER 2023 effort hopes to keep the focus on the age group 14-18 and continue the conversation about the way forward.


MARTIN LUTHER

What did we ask surveyed youth about their current activities?

For the complete list of questions asked, see Youth Information Sheet on page 210.

As part of ASER 2023 'Beyond Basics', surveyed youth were asked questions regarding details of their enrollment in school/college/vocational institutions and their work status.

Enrollment

If the youth is enrolled:

- In school/ college
- Stream (if in Std XI-XII or in college)
- Open and distance learning
- Type of institution

If the youth is not enrolled:

- Whether enrolled previously
- Highest level of education completed
- Reasons for discontinuing education

Exams and tuition

- Preparing for exams (education or job-related)
- Taking paid tuition or coaching

Vocational training/ other classes or courses

- Uptake of vocational training or other classes like computer, stitching, etc.
- Duration of training
- Type of institution

Work information

- Household work
- Any other work– agricultural or non-agricultural; for family or for someone else
- Paid/unpaid work

All Districts ACTIVITY

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Enrollment

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in:			Not enrolled	Total
	School (Std X or below)	School (Std XI or XII)	Under-graduate or other		
14	94.7	1.4	0.1	3.9	100
15	81.0	11.6	0.2	7.2	100
16	44.8	42.6	1.6	10.9	100
17	15.0	57.3	9.4	18.3	100
18	6.9	31.1	29.5	32.6	100
All youth	52.5	27.6	6.7	13.2	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age, type of institution and sex

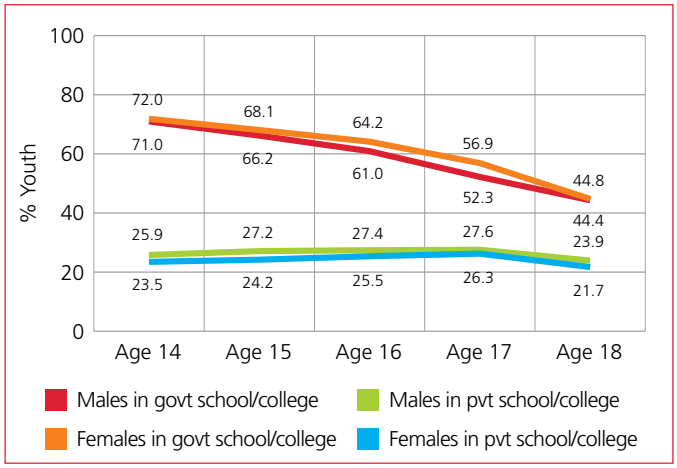


Chart 2: % Youth currently not enrolled in school or college, by age and sex

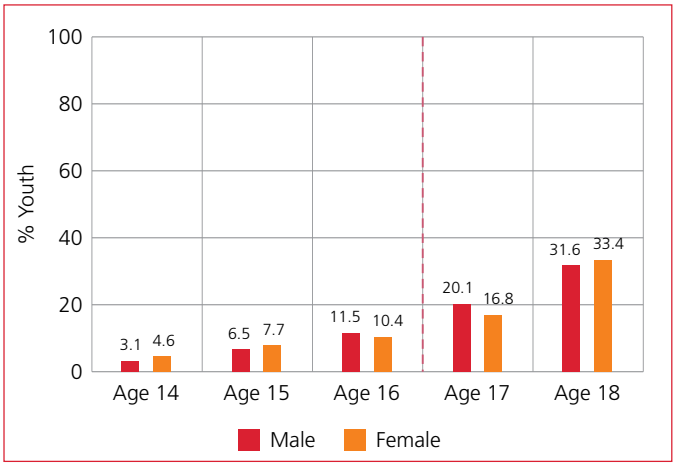


Table 2: Reasons for discontinuing education, by sex (%). Age group 17-18 years

Sex	% Youth who have discontinued education	Of these, % youth who gave the following reasons for discontinuing education:									
		Lack of interest	Financial constraints	Family constraints	Had failed	Pursuing vocational training	School/ college too far	Own illness	Preparing for exams	Others	No response
Male	24.4	24.2	16.9	12.9	13.4	11.9	2.1	4.3	2.9	13.1	8.2
Female	23.6	14.3	18.2	20.3	12.9	4.2	10.8	7.1	4.3	11.9	11.4
All 17-18	23.9	18.9	17.6	16.9	13.1	7.8	6.7	5.8	3.6	12.5	9.9

Youth could select more than one reason for discontinuing their education. Among males, the most cited reasons were lack of interest (24.2%) and financial constraints (16.9%). Among females, these were family constraints (20.3%) and financial constraints (18.2%).

Table 3: Grade completed before discontinuing education, by sex (%). Age group 17-18 years

Sex	% Youth who have discontinued education	Of these, % who discontinued education after completing grade:							
		VII or below	VIII	IX	X	XI	XII	Above XII	Total
Male	24.4	13.6	15.3	21.9	20.6	4.3	23.1	1.2	100
Female	23.6	11.7	16.8	18.3	21.3	5.7	25.9	0.3	100
All 17-18	23.9	12.6	16.1	20.0	21.0	5.0	24.6	0.7	100

All Districts ACTIVITY

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Choice of stream

For youth enrolled in Std XI or higher

Table 4: % Youth enrolled in Std XI or higher, by choice of stream

Grade/Level	Arts/ Humanities	STEM*	Commerce	Others**	Total
XI	54.8	32.9	10.0	2.3	100
XII	53.1	35.8	8.4	2.7	100
Under-graduate or other	63.4	20.3	10.1	6.1	100
All	55.7	31.7	9.4	3.2	100

Chart 3: % Youth enrolled in Std XI or higher, by sex and choice of stream

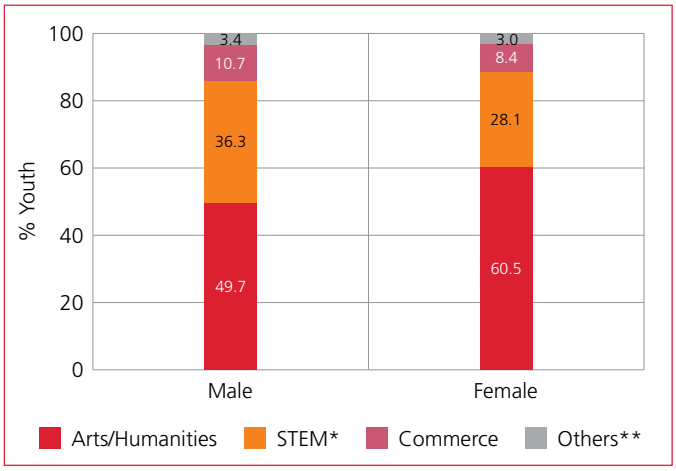


Table 5: % Youth enrolled in Std XI or higher, by institution type and choice of stream

Institution type	Arts/ Humanities	STEM*	Commerce	Others**	Total
Govt	66.0	23.6	7.8	2.6	100
Pvt	34.9	48.2	12.6	4.2	100
Govt+Pvt	55.8	31.7	9.4	3.1	100

Overall, almost 90% of 14-18-year-olds are enrolled in an educational institution, with notable differences by age: the older the youth, the more likely it is that he or she is not enrolled (Table 1, Chart 2). Among those enrolled, a higher percentage are in government institutions than in private institutions (Chart 1). Among youth aged 16-17, a higher proportion of females than males are enrolled (Chart 2).

Among youth who have discontinued their education, males and females tend to cite different reasons for doing so. Nearly a quarter of males report 'lack of interest', while almost 20% of female report 'family constraints'. Other commonly cited reasons are 'financial constraints' and 'had failed' (Table 2).

Youth enrolled in Std XI or higher were also asked about their chosen course stream. More than half of all youth at this level were enrolled in Arts/Humanities (55.7%), followed by STEM (31.7%) and Commerce (9.4%) (Table 4). More males report enrolling in the STEM stream (36.3%) than females (28.1%) (Chart 3). Further, government institutions are more likely to have Arts/Humanities stream students (66%), and private institutions are more likely to have STEM students (48.2%) (Table 5).

*Includes science, engineering and information technology (IT).
**Includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

All Districts ACTIVITY

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Vocational training and other courses

Table 6: % Youth enrolled in vocational training or other courses, by enrollment status and duration of training

Enrollment status	% Youth taking vocational training or other courses	Of these, % youth who are in vocational training of the following duration:				
		3 months or less	4-6 months	7-12 months	More than 12 months	Total
Std X or below	2.4	48.3	22.8	21.3	7.6	100
Std XI or Std XII	7.9	42.3	22.0	22.1	13.6	100
Undergraduate or other	16.2	37.5	18.9	27.8	15.8	100
Not enrolled	8.2	20.1	14.5	23.7	41.7	100
All youth	5.6	37.8	19.9	23.5	18.8	100

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 7: % Youth doing household work daily, by enrollment status and sex

Enrollment status	Male	Female	All
Std X or below	64.4	82.6	74.0
Std XI or Std XII	68.2	86.5	78.2
Undergraduate or other	69.1	90.6	81.9
Not enrolled	65.7	94.0	81.0
All youth	65.9	85.8	76.6

Youth were asked whether they did any household work like cooking, cleaning, shopping for groceries, etc. on a daily basis.

Table 8: % Youth who worked for 15 or more days in the last month (excluding household work), by enrollment status and sex

Enrollment status	Male	Female	All
Std X or below	33.8	24.4	28.9
Std XI or Std XII	39.2	26.1	32.0
Undergraduate or other	47.8	29.2	36.8
Not enrolled	65.8	45.4	54.7
All youth	40.3	28.0	33.7

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Table 9: Of those who worked for 15 or more days in the last month (excluding housework), % youth by enrollment status, sex and type of work

Enrollment status		Agricultural work		Non-agricultural work		Total
		For family	For others	For family	For others	
Std X or below	Male	81.3	5.4	10.4	2.9	100
	Female	81.4	5.4	10.6	2.7	100
Std XI or Std XII	Male	81.4	4.6	9.6	4.4	100
	Female	78.8	6.2	12.2	2.8	100
Undergraduate or other	Male	83.7	3.5	7.6	5.2	100
	Female	77.7	7.4	12.0	3.0	100
Not enrolled	Male	58.6	11.6	12.9	16.9	100
	Female	67.4	16.1	8.3	8.2	100
All youth	Male	76.6	6.4	10.5	6.5	100
	Female	77.3	8.1	10.6	4.0	100

5.6% of surveyed youth report doing vocational training or other related courses. Youth at the college level are the most likely to be doing so (16.2%). Most youth are taking shorter duration courses, but those not enrolled at any educational institution are more likely to be taking longer duration courses (Table 6).

Youth were asked if they did household work like cooking, cleaning or household shopping daily. Across all enrollment categories a higher proportion of females than males report doing household work daily. Overall, this difference is about 20 percentage points (Table 7).

Youth were also asked if they had done any other work for more than 15 days in the past month. A higher percentage of males than females report doing other work. Those not enrolled are the most likely to have done such work (Table 8). Additionally, most youth who did other work were primarily engaged in family-owned agricultural work (Table 9).

What tasks did we ask surveyed youth to do?

For a detailed description of assessment tasks, see Assessment Tasks on page 214.

As part of ASER 2023 'Beyond Basics', in every household, each surveyed youth was asked to do five sets of tasks. All tasks were administered one-on-one with each surveyed youth.

Basic ASER test

- Reading
- Arithmetic
- English reading and comprehension

Everyday calculations

- Calculating time
- Adding weights
- Measuring length (easy and hard)
- Applying unitary method

Reading and understanding written instructions

Reading and understanding written instructions on a medicine packet

(Only administered to those who could read at least a Std I level text in the ASER reading test)

Financial calculations

- Managing a budget
- Applying discount
- Calculating repayment

(Only administered to those who could do at least subtraction in the ASER arithmetic test)

Digital tasks*

- Setting an alarm
- Browsing for information
- Finding and sharing a YouTube video
- Using Google Maps

*Data on digital tasks is presented in the section on digital access and skills, page 56.

All Districts ABILITY

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Basic reading and arithmetic

Table 10: Distribution of youth by enrollment status and sex (%)

Enrollment status	Male	Female	All
Std X or below	54.0	51.3	52.5
Std XI or Std XII	27.1	28.1	27.6
Undergraduate or other	5.8	7.4	6.7
Not enrolled	13.1	13.3	13.2
Total	100	100	100

Table 11: % Youth who can read at least a Std II level text (ASER reading test), by enrollment status and sex

Enrollment status	Male	Female	All
Std X or below	69.1	73.1	71.2
Std XI or Std XII	85.2	89.9	87.7
Undergraduate or other	90.1	93.9	92.4
Not enrolled	39.3	46.6	43.2
All youth	70.9	76.0	73.6

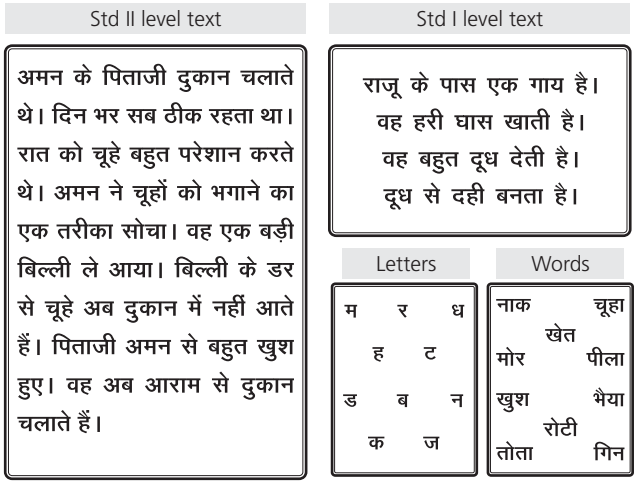
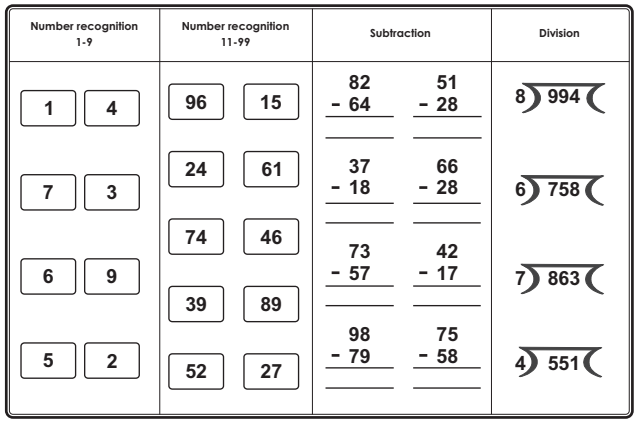


Table 12: % Youth who can do at least division (ASER arithmetic test), by enrollment status and sex

Enrollment status	Male	Female	All
Std X or below	45.5	42.3	43.8
Std XI or Std XII	55.1	49.3	51.9
Undergraduate or other	57.8	57.8	57.8
Not enrolled	15.3	14.2	14.7
All youth	45.0	41.8	43.3



All Districts ABILITY

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Basic English

Table 13: % Youth who can read at least sentences in English (ASER English test), by enrollment status and sex

Enrollment status	Male	Female	All
Std X or below	55.5	52.7	54.0
Std XI or Std XII	75.8	71.4	73.4
Undergraduate or other	80.7	79.3	79.9
Not enrolled	24.3	24.5	24.4
All youth	58.5	56.3	57.3

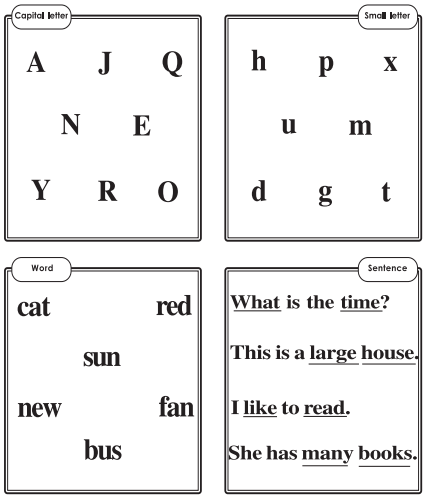


Table 14: Of those who can read sentences in English, % youth who can tell their meaning (ASER English test), by enrollment status and sex

Enrollment status	Male	Female	All
Std X or below	73.2	70.9	72.0
Std XI or Std XII	76.2	75.7	76.0
Undergraduate or other	80.0	78.8	79.3
Not enrolled	63.5	58.8	60.9
All youth	74.3	72.8	73.5

Table 15: Of those enrolled in Std XI or higher, % youth who can do basic ASER tasks, by stream

Stream	% Youth who can:		
	Read at least a Std II level text	Do at least division	Read at least a sentence in English
Arts/Humanities	87.0	42.4	65.6
STEM	92.7	69.6	88.0
Commerce	86.4	61.0	84.0
All	88.7	52.9	74.8

Overall, of all youth aged 14-18, three quarters are able to read at least a Std II level text in their regional language, less than half are able to do division (expected in Std III/IV), and a little over half are able to read sentences in English (Tables 11, 12, 13). Of those who can read sentences in English, almost three quarters are able to tell their meanings (Table 14). Youth currently enrolled at college level have a higher proportion of students with these basic proficiency levels, while unenrolled youth have the lowest performance.

Across enrollment categories, females do better than males in reading in their regional language (Table 11). In contrast, males do better than their female counterparts in arithmetic and English reading (Table 12 and 13).

Students who have opted for STEM perform slightly better than those enrolled in Commerce, who outperform their counterparts in Arts/Humanities (Table 15).

All Districts ABILITY

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Everyday calculations

Table 16: % Youth who can do everyday calculations, by sex

Sex	Calculating time	Adding weights	Measuring length (easy)	Measuring length (hard)	Applying unitary method
Male	50.5	65.8	87.5	45.7	55.9
Female	41.1	45.4	82.1	33.3	42.0
All youth	45.4	54.8	84.6	39.0	48.4

Table 17: % Youth who can do everyday calculations, by enrollment status

Enrollment status	Calculating time	Adding weights	Measuring length (easy)	Measuring length (hard)	Applying unitary method
Std X or below	43.2	52.4	84.5	36.9	47.7
Std XI or Std XII	52.9	65.7	89.5	47.2	55.5
Undergraduate or other	59.8	70.2	90.5	52.7	60.2
Not enrolled	30.9	33.2	71.3	23.0	29.9

Chart 4: % Youth who can do everyday calculations, by ASER arithmetic level

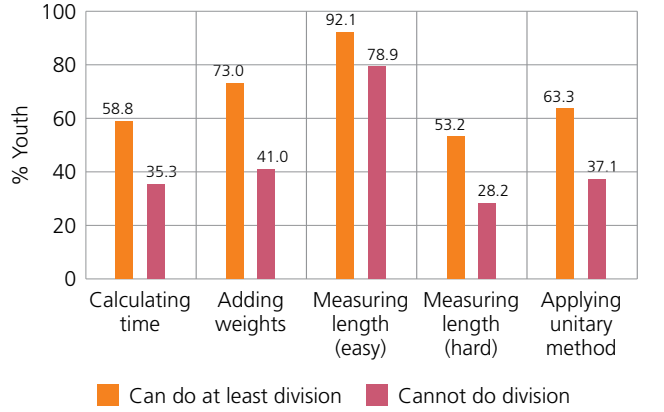
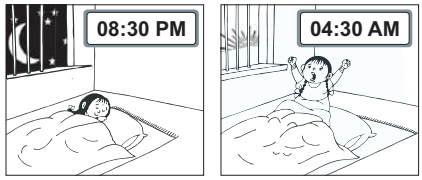


Table 18: Of those enrolled in Std XI or higher, % youth who can do everyday calculations, by stream

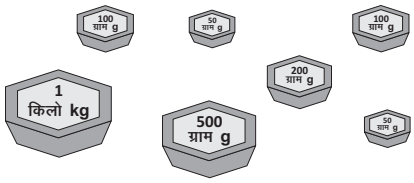
Stream	Calculating time	Adding weights	Measuring length (easy)	Measuring length (hard)	Applying unitary method
Arts/ Humanities	48.7	61.8	87.4	39.4	50.3
STEM	62.0	73.2	93.0	59.7	64.1
Commerce	56.9	71.3	93.3	57.1	64.2
All	54.0	66.3	89.8	48.0	56.2

CALCULATING TIME



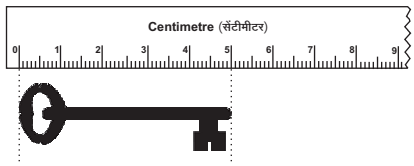
If this girl sleeps at this time at night and wakes up at this time in the morning then for how many hours does she sleep?

ADDING WEIGHTS



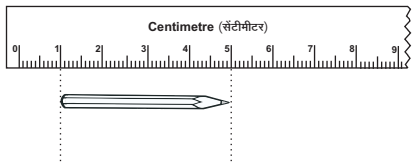
What is the total weight shown in this picture? Add and give the answer in kilogram.

MEASURING LENGTH (EASY)



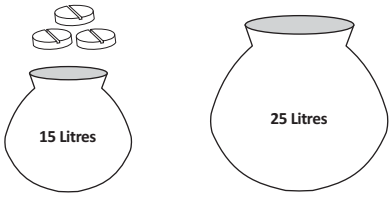
Using the scale shown, measure the length of the key. Give the answer in centimetre.

MEASURING LENGTH (HARD)



Using the scale shown, measure the length of the pencil. Give the answer in centimetre.

APPLYING UNITARY METHOD



If 3 chlorine tablets are needed to purify 15 litres of water, how many chlorine tablets are needed to purify 25 litres of water?

Over 80% of surveyed youth could measure length using a scale when the starting point is 0 cm, but this proportion drops sharply to 39% when the starting point is moved. Overall, slightly more than 40% youth could do other everyday calculations such as calculating time, adding weights and applying unitary method. Males did better than females across all tasks (Table 16).

Similar to the trend in ASER tests, the higher the level of education, the better the performance on everyday tasks. Those who are not enrolled lag far behind in all tasks (Table 17).

Youth who have basic proficiency in arithmetic are likely to do better on everyday tasks (Chart 4). STEM and Commerce students outperform students enrolled in Arts/Humanities (Table 18).

All Districts ABILITY

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Reading and understanding written instructions

This task was administered **only to youth who could read at least a Std I level text** (ASER reading test)

Table 19: % Youth at different reading levels on the ASER reading test, by sex

Reading level	Male	Female	All
Std II level text	70.9	76.0	73.6
Std I level text	11.6	9.0	10.2
Word or below	17.5	15.0	16.2
Total	100	100	100

Table 20: % Youth who can read and understand written instructions, by sex

Sex	Can answer at least 3 out of 4 questions	Cannot answer at least 3 out of 4 questions	Total
Male	69.2	30.8	100
Female	61.7	38.3	100
All youth	65.1	34.9	100

Table 21: % Youth who can read and understand written instructions, by enrollment status

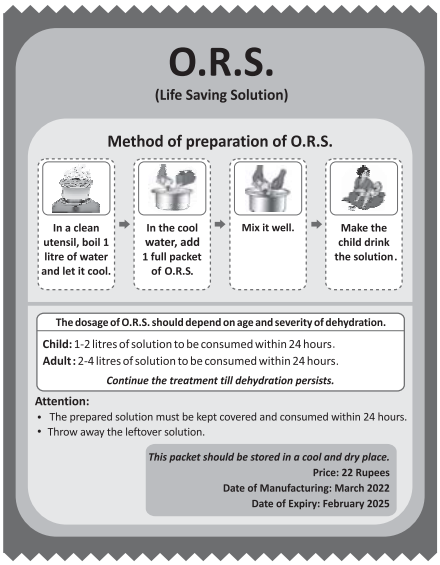
Enrollment status	Can answer at least 3 out of 4 questions	Cannot answer at least 3 out of 4 questions	Total
Std X or below	62.1	37.9	100
Std XI or Std XII	72.0	28.0	100
Undergraduate or other	78.2	21.8	100
Not enrolled	45.7	54.3	100

Table 22: Of those enrolled in Std XI or higher, % youth who can read and understand written instructions, by stream

Stream	Can answer at least 3 out of 4 questions	Cannot answer at least 3 out of 4 questions	Total
Arts/Humanities	66.1	33.9	100
STEM	81.5	18.6	100
Commerce	82.7	17.3	100
All	73.0	27.0	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

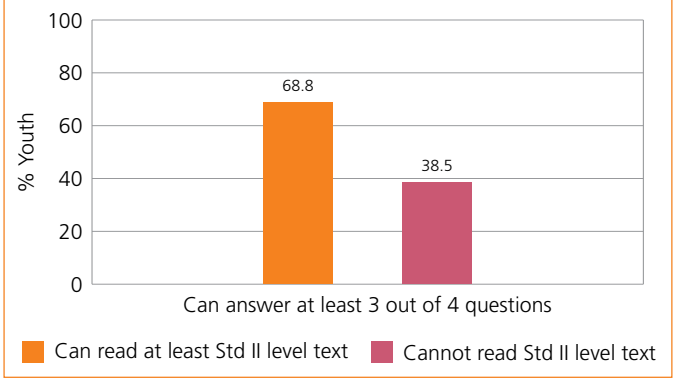
All youth were asked to read the instructions given on the O.R.S. packet shown below.



After reading, youth were asked the following 4 questions:

- How many packets of O.R.S. should be added to 4 litres of water?
- Within how many hours should the prepared solution of O.R.S. be consumed?
- How many litres of O.R.S. solution can be given to a 45 year old man within a span of 24 hours?
- Based on the information given, can this packet of O.R.S. be consumed in March 2024?

Chart 5: % Youth who can read and understand written instructions, by ASER reading level



Youth who could read at least a Std I level text in the ASER reading test were shown a picture of an ORS packet and asked some questions regarding the information given on it.

Among youth who can read at least a Std I level text, about two thirds can answer 3 out of 4 questions based on the packet. Males do better than females (Table 20), and those enrolled in Std XI-XII and undergraduate level of education perform better than those in Std X or below. Less than half of unenrolled youth can answer at least 3 out of 4 questions (Table 21).

All Districts ABILITY

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Financial calculations

These tasks were administered **only to youth who could do at least subtraction** (ASER arithmetic test)

Table 23: % Youth at different arithmetic levels on the ASER arithmetic test, by sex

Arithmetic level	Male	Female	All
Division	45.0	41.8	43.3
Subtraction	20.2	21.6	21.0
Number recognition (11-99) or below	34.8	36.6	35.8
Total	100	100	100

Table 24: % Youth who can do financial calculations, by sex

Sex	Managing a budget	Applying a discount	Calculating repayment
Male	69.2	46.9	14.5
Female	53.6	27.9	7.2
All youth	60.9	36.8	10.6

Table 25: % Youth who can do financial calculations, by enrollment status

Enrollment status	Managing a budget	Applying a discount	Calculating repayment
Std X or below	57.8	31.8	8.8
Std XI or Std XII	65.7	44.0	13.0
Undergraduate or other	69.5	47.8	16.4
Not enrolled	51.0	28.5	6.7

Chart 6: % Youth who can do financial calculations, by ASER arithmetic level

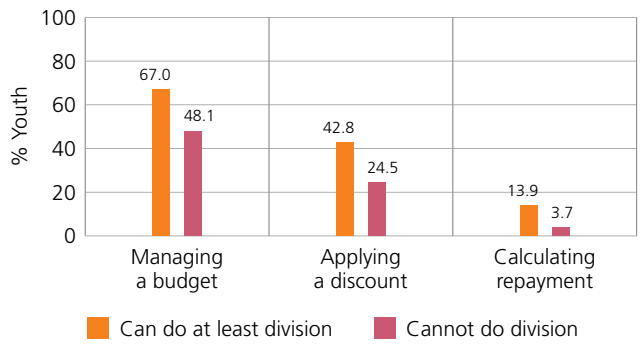


Table 26: Of those enrolled in Std XI or higher, % youth who can do financial calculations, by stream

Stream	Managing a budget	Applying a discount	Calculating repayment
Arts/Humanities	61.6	38.8	8.2
STEM	72.2	49.8	18.1
Commerce	70.1	53.5	22.4
All	66.4	44.5	13.4

MANAGING A BUDGET

You visit a shop where this rate list has been displayed. If you have to spend Rs. 50 completely and buy 3 different things, which 3 things can you buy?

APPLYING A DISCOUNT

This is the price of this pair of shoes and it is available at a discount of 10 percent. If you buy this pair of shoes, how much money will you spend?

CALCULATING REPAYMENT

Ravi's mother has to buy a cow. For this, she has to take a loan from a bank. The rates of interest offered by 3 different banks have been listed below.

Rates of Interest offered by Banks

Name of Bank	Interest Rate on loan
Hamara Bank	14% per year
Paisa Bank	12% per year
Naya Bank	13% per year

Loan Amount = Rs. 20,000

- Which of these banks should Ravi's mother take a loan from?
- Ravi's mother took a loan of Rs. 20,000. After 1 year, what is the total amount, including the interest, that she would have to return to the bank?

Youth who could do at least subtraction (ASER arithmetic test) were asked to do some financial calculations.

Almost 60% of youth are able to do the budget task, about 37% can apply a discount, but only about 10% can calculate repayment. Males outperform females across all tasks (Table 24).

College and senior secondary school students perform better than other youth (Table 25). Those who have basic arithmetic proficiency are more likely to be able to do all these tasks (Chart 6).

In contrast to the trend in other tasks, Commerce students outperform students in STEM in two of the three financial calculations, while students in Arts/Humanities lag behind STEM by around 10 percentage points in all tasks (Table 26).

What did we ask surveyed youth about digital access and use?

For the complete list of questions asked, see Youth Information Sheet on page 210.
For a detailed description of the digital tasks, see Assessment tasks on page 214.

The digital component of ASER 2023 'Beyond Basics' consisted of two parts – a self-reported questionnaire and a one-on-one assessment.

Self-reported

Availability and access

- Availability and use of computer
- Availability, use and ownership of smartphone

Education and learning activities

- Watching videos for studies
- Solving doubts
- Exchanging notes
- Using DIKSHA app
- Learning a hobby/skill
- Searching for future education-related information

Communication and online safety

- Use of email
- Use of social media
- Knowledge of safety/ privacy functions

Entertainment

- Consuming entertainment content like movies/songs
- Playing games

Access to services

- Shopping online
- Filling a form
- Recharging a phone
- Making payments
- Booking a ticket
- Using location/maps

Digital tasks

- Setting an alarm
- Browsing for information
- Finding and sharing a YouTube video
- Using Google Maps

All Districts DIGITAL

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 27: Smartphone availability and use, by sex

Sex	% Youth who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Male	90.9	72.9	94.7	43.7
Female	87.3	62.0	89.8	19.8
All youth	89.0	67.1	92.1	31.1

Table 28: Computer availability and use, by sex

Sex	% Youth who have a computer at home	Of these, % youth who can use a computer	% Youth who do not have a computer at home	Of these, % youth who can use a computer
Male	9.9	89.6	90.1	39.8
Female	8.3	80.3	91.7	28.9
All youth	9.0	85.0	91.0	33.9

Table 29: Smartphone availability and use, by enrollment status

Enrollment status	% Youth who:			Of those who can use a smartphone, % who have their own smartphone
	Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
Std X or below	86.9	62.5	91.0	15.7
Std XI or Std XII	93.9	76.7	96.2	42.7
Undergraduate or other	96.4	83.2	97.4	65.6
Not enrolled	82.8	56.7	84.8	49.2

Table 30: Computer availability and use, by enrollment status

Enrollment status	% Youth who have a computer at home	Of these, % youth who can use a computer	% Youth who do not have a computer at home	Of these, % youth who can use a computer
Std X or below	8.1	80.1	91.9	29.4
Std XI or Std XII	11.8	90.6	88.2	45.3
Undergraduate or other	15.0	93.3	85.0	59.1
Not enrolled	4.1	74.4	96.0	17.7

Close to 90% of all youth have a smartphone in the household and know how to use it. Males are more than twice as likely to have their own smartphone than females (Table 27).

Availability of a computer/laptop in the households is much lower, with only 9% having one at home. Youth who have a computer/laptop at home are much more likely to know how to use it (85%) than those who do not (33.9%) (Table 28).

Females are less likely to report that they know how to use a smartphone or computer, compared to males (Table 27 and 28).

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

All Districts DIGITAL

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Communication and online safety

Chart 7: Use of email, by sex

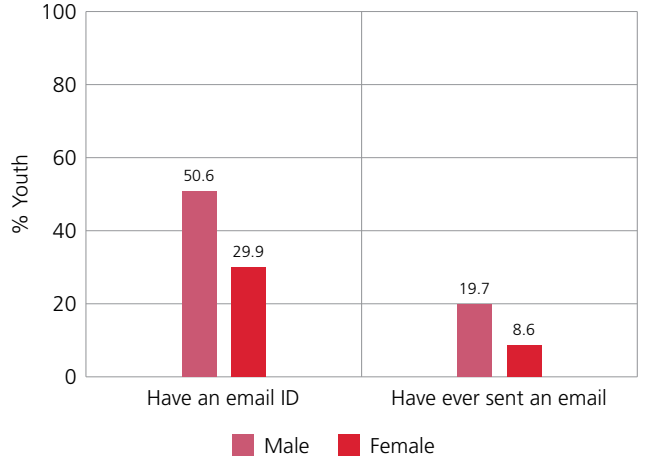


Table 31: % Youth who have an email ID and have sent an email, by enrollment status

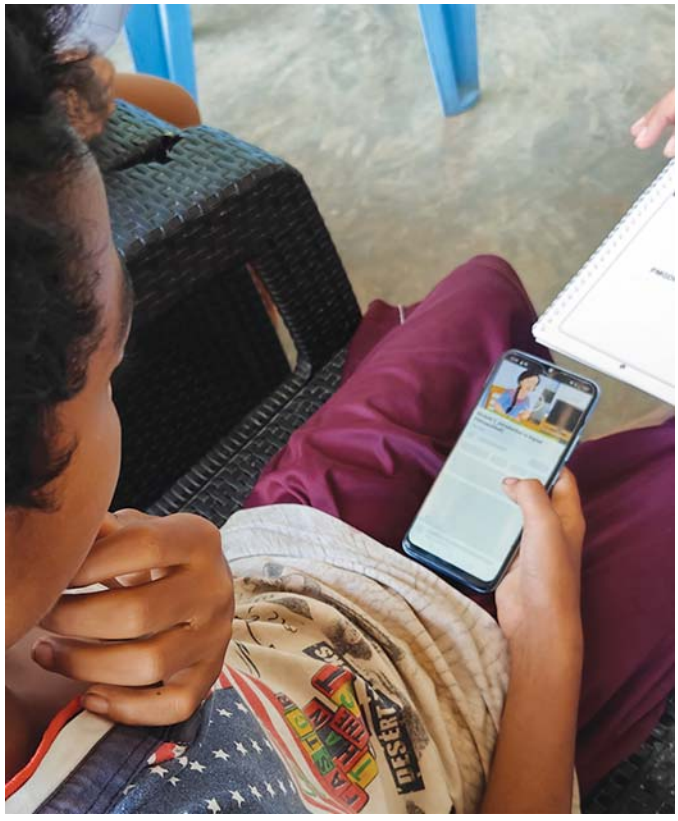
Enrollment status	% Youth who have an email ID	% Youth who have ever sent an email
Std X or below	28.0	8.4
Std XI or Std XII	55.4	20.3
Undergraduate or other	77.2	34.6
Not enrolled	32.4	10.3

Table 32: Of youth who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by sex

Sex	% Youth who used any social media in the reference week	Of these, % youth who can:		
		Block/report a profile	Make profile private	Change password
Male	93.4	56.7	55.6	64.8
Female	87.8	48.0	40.4	40.0
All youth	90.5	52.3	47.8	52.2

Table 33: Of youth who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by enrollment status

Enrollment status	% Youth who used any social media in the reference week	Of these, % youth who can:		
		Block/report a profile	Make profile private	Change password
Std X or below	88.4	43.7	37.8	43.3
Std XI or Std XII	93.9	63.2	61.1	62.7
Undergraduate or other	95.7	71.1	71.7	71.2
Not enrolled	87.9	49.5	42.0	51.3



Half of all surveyed males have an email ID, compared to 30% of females (Chart 7). Among enrolled youth, the likelihood of having an email ID and having sent an email increases with grade level (Table 31).

Almost all youth (90%) report having used social media in the reference week, with a slightly higher proportion of males than females reporting doing so. Among youth who used social media, only around half know about the safety settings that were part of the survey. Males are more likely to know about these settings than females (Table 32).

All Districts DIGITAL

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
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Use of smartphone for education and learning activities

For youth who reported that they can use a smartphone

Table 34: % Youth who did education related activities on a smartphone in the reference week, by sex

Sex	% Youth who did at least 1 education related activity online in the reference week	% Youth who did the following activities online:		
		Watched videos related to studies	Solved doubts related to current studies	Exchanged notes using messaging apps
Male	67.9	49.9	46.7	47.6
Female	64.6	48.8	44.7	44.3
All youth	66.1	49.3	45.6	45.9

Chart 8: % Youth who have ever done education/learning related activities on a smartphone, by sex

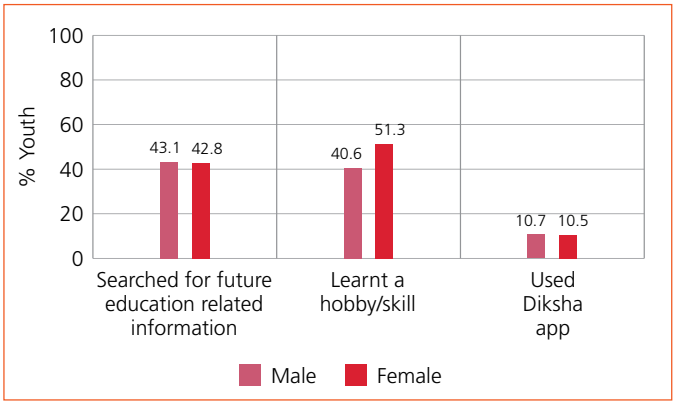


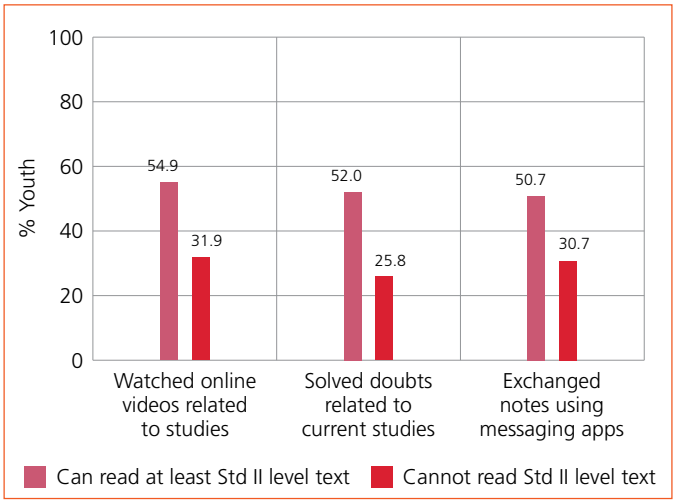
Table 35: % Youth who did education related activities on a smartphone in the reference week, by enrollment status

Enrollment status	% Youth who did at least 1 education related activity online in the reference week	% Youth who did the following activities online:		
		Watched videos related to studies	Solved doubts related to current studies	Exchanged notes using messaging apps
Std X or below	66.8	49.7	45.0	44.2
Std XI or Std XII	78.1	58.7	56.7	58.0
Undergraduate or other	80.3	61.0	58.3	60.1
Not enrolled	26.2	17.9	14.1	15.6

Table 36: % Youth who have ever done education/learning related activities on a smartphone, by enrollment status

Enrollment status	% Youth who have ever done the following activities online:		
	Searched for future education related information	Learnt a hobby/skill	Used Diksha app
Std X or below	36.7	41.9	9.9
Std XI or Std XII	56.5	53.8	13.7
Undergraduate or other	70.7	65.5	14.3
Not enrolled	20.9	35.2	3.9

Chart 9: % Youth who did education related activities on a smartphone in the reference week, by ASER reading level



Among youth who can use a smartphone, two thirds report having used it for some education related activity (watching online videos related to studies, solving doubts or exchanging notes) during the reference week. This proportion is fairly similar across males and females (Table 34). Youth enrolled in senior secondary school and at undergraduate or equivalent level are more likely to have done these activities. Notably, a quarter of youth who are not currently enrolled also report doing education related activities on their smartphone during the reference week (Table 35).

About 40% of males and females have searched for future education related information online and close to 10% report having used the DIKSHA app. Females are more likely to have learnt a new hobby/skill using a smartphone than males (Chart 8).

All Districts DIGITAL

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
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Use of smartphone to access services

For youth who reported that they can use a smartphone

Table 37: % Youth who have ever accessed online services, by sex

Sex	% Youth who have ever accessed any online service	% Youth who have ever done the following activities online:			
		Made payments	Filled a form	Paid a bill	Booked a ticket
Male	37.6	26.3	20.0	11.3	6.9
Female	19.0	9.4	13.8	3.8	2.0
All youth	27.6	17.2	16.8	7.4	4.3

Chart 10: % Youth who have ever done the following activities on a smartphone, by sex

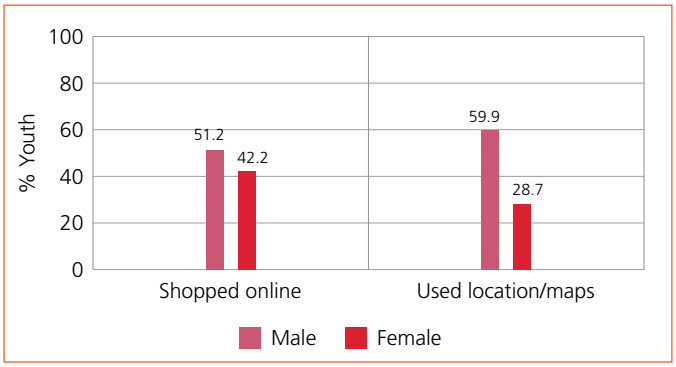


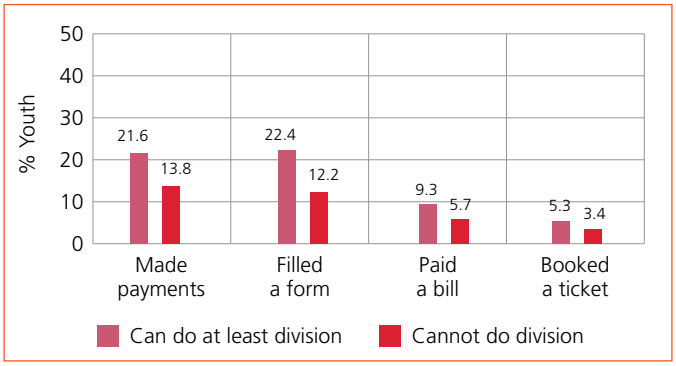
Table 38: % Youth who have ever accessed online services, by enrollment status

Enrollment status	% Youth who have ever accessed any online service	% Youth who have ever done the following activities online:			
		Made payments	Filled a form	Paid a bill	Booked a ticket
Std X or below	19.9	12.1	10.6	4.5	2.2
Std XI or Std XII	38.7	24.3	23.9	10.3	6.1
Undergraduate or other	55.1	33.4	42.3	17.3	12.0
Not enrolled	20.5	14.0	10.9	6.7	4.2

Table 39: % Youth who have ever done the following activities on a smartphone, by enrollment status

Enrollment status	Shopped online	Used location/maps
Std X or below	40.0	36.4
Std XI or Std XII	56.9	54.0
Undergraduate or other	65.0	65.5
Not enrolled	38.6	35.8

Chart 11: % Youth who have ever accessed online services, by ASER arithmetic level



Surveyed youth were asked if they had ever used a smartphone to access online services such as making online payments, filling a form, paying a bill or booking a ticket. Slightly over a quarter of all youth report having done at least one of these. Males are more likely to have accessed these services than females (Table 37). A gender gap is also visible in activities like online shopping and even more prominently in using location/maps (Chart 10).

Youth enrolled in senior secondary school and in college level courses are more likely to have accessed these services and done these activities than other youth (Tables 38 and 39).

Use of smartphone for entertainment

Table 40: % Youth who did entertainment related activities on a smartphone in the reference week, by sex

Sex	Consumed entertainment content like movies/songs	Played games
Male	82.3	68.7
Female	74.1	45.6
All youth	78.0	56.6

Table 41: % Youth who did entertainment related activities on a smartphone in the reference week, by enrollment status

Enrollment status	Consumed entertainment content like movies/songs	Played games
Std X or below	75.9	58.7
Std XI or Std XII	80.3	53.3
Undergraduate or other	83.8	52.4
Not enrolled	78.0	57.6

All Districts DIGITAL

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
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Digital tasks

For youth who could bring a smartphone to do digital tasks*

Setting an alarm

8:30 in the morning tomorrow

Question: Set an alarm for 8:30 in the morning tomorrow.

Instruction: If the phone has an AM-PM setting, ensure that the youth has selected the correct option before recording the answer.

Browsing for information

First woman President of India

Question: Search on the phone and tell me the name of the first woman President of India.

Instruction: It does not matter which search engine the youth uses to find the answer; he/she could use Google, YouTube, or any other method. He/she should be able to point to/tell you the correct answer.

Using Google Maps

Maps

Question: Open Maps and tell me how much time it would take you to travel from your current location to <district name> bus/taxi stand by bike/two-wheeler?

Instruction: The youth should be able to do the task on an app (like Google Maps) and not on a search engine (like Google). Even if the youth simply points to the correct answer, it will be considered as correct. Ensure that the youth has chosen the correct option from two-wheeler/four-wheeler on Maps. Do not ask the youth to turn on the location.

Finding and sharing a YouTube video

PMGDISHA Module 1

Question: Find the "PMGDISHA Module 1" video on YouTube.

Send/share it with a friend/family member using WhatsApp or Telegram.

Instruction: The youth should be able to point at the correct video after searching on YouTube.

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

All Districts DIGITAL

ANALYSIS BASED ON DATA FROM 28 DISTRICTS OF 26 STATES.
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

Table 42: % Youth who could do digital tasks on a smartphone, by sex

Sex	% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
		Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
Male	72.9	74.7	72.0	48.9	85.2	92.5
Female	62.0	58.0	69.7	25.3	77.9	85.8
All youth	67.1	66.4	70.9	37.1	81.6	89.3

Table 43: % Youth who could do digital tasks on a smartphone, by enrollment status

Enrollment status	% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
		Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
Std X or below	62.5	61.7	68.3	30.0	79.1	86.2
Std XI or Std XII	76.7	75.4	79.2	46.1	89.1	92.6
Undergraduate or other	83.2	81.8	84.3	56.7	92.8	95.1
Not enrolled	56.7	49.6	47.3	27.7	61.7	87.0

Table 44: Of those enrolled in Std XI or higher, % youth who could do digital tasks on a smartphone, by stream

Stream	% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
		Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
Arts/ Humanities	75.7	69.7	76.0	39.2	87.1	91.0
STEM	81.1	84.6	85.5	57.8	92.8	95.2
Commerce	80.6	87.7	83.8	63.5	95.2	96.1
All	77.9	76.6	80.2	48.2	89.9	93.0

Chart 12: % Youth who could do digital tasks on a smartphone, by ASER reading level

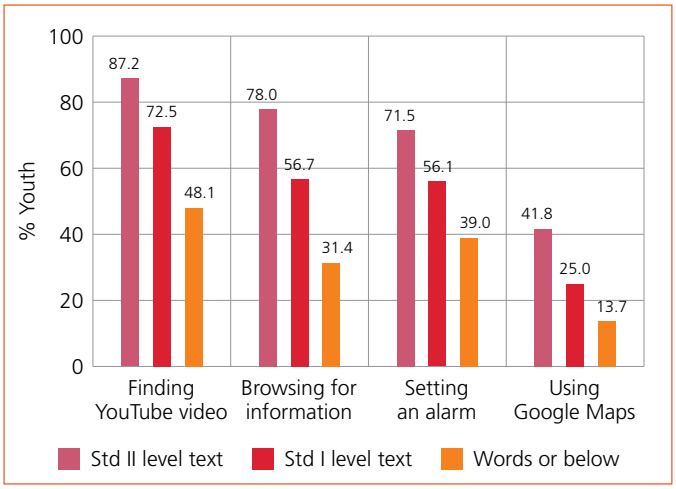


Table 45: Youths' self-reported use of Google Maps against their performance on Google Maps task (%)

Self-reported use of Google Maps	Could do the task	Could not do the task	No response	Phone did not work	Total
Those who reported they have used Maps	58.0	15.5	21.6	5.0	100
Those who reported they have not used Maps	14.1	17.8	63.8	4.3	100
All	35.7	16.7	43.0	4.7	100

During the survey, slightly more than two thirds of youth could bring a smartphone to do these tasks. Males were more likely to be able to do so than females (Table 42).

Of those who could bring a smartphone, about 80% youth can find a given video on YouTube and among these, nearly 90% can share it with a friend. 70% youth can browse the internet to find the answer to a question. About two thirds can set an alarm for a specific time, and a little over a third can use Google Maps to find the time taken to travel between two points. Across all tasks, males outperform females (Table 42). Even among those who reported having used Google Maps before, less than 60% are able to do the Maps task (Table 45).

Performance on digital tasks improves with education level (Table 43). While most youth can do the YouTube task, youth in Arts/ Humanities lag behind those in STEM and Commerce for all other tasks (Table 44). Further, the ability to do digital tasks increases with basic reading proficiency (Chart 12).

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

What did we ask youth about their aspirations?

For the list of survey questions asked, see Youth Information Sheet on page 210.

As part of ASER 2023 'Beyond Basics', data on aspirations was collected through both quantitative and qualitative methods. While the survey provided a snapshot of the educational and work aspirations of youth, the Focus Group Discussions (FGDs) explored the factors influencing these aspirations.

Quantitative

Questions on:

- Educational aspirations
- Work aspirations
- Role models

Qualitative

Discussions about:

- Educational aspirations
- Work aspirations
- Influence of school, community and home context
- Exposure to travel, media
- Social values and norms

ASER 2023 explored the topic of youth aspirations in two ways. First, the topic was included in the household survey that was administered to youth aged 14-18 in a random sample of households across 28 districts. Separately, a smaller, qualitative exercise explored this topic in more depth via a series of Focus Group Discussions (FGDs) with young people in this age group. In all, 56 FGDs were conducted with students in Std X, XI and XII in 8 government senior secondary schools in three districts – Dhamtari in Chhattisgarh, Sitapur in Uttar Pradesh, and Solan in Himachal Pradesh (Table 46).[1,2] Key findings from both strands of work are presented below.

Table 46: Number of FGDs per district, by sex and grade

District	Boys			Girls			Total
	Std X	Std XI	Std XII	Std X	Std XI	Std XII	
Sitapur	6	3	1	4	0	4	18
Dhamtari	2	0	4	6	0	6	18
Solan	5	0	2	9	0	4	20
Total	13	3	7	19	0	14	56

Do young people aspire to study further?

ASER 2023 survey data shows that most young people in the 14-18 age group are firmly within the education net: the majority are currently enrolled (Table 47), and over 60% aspire to continue studying to undergraduate level or higher (Table 48), including among those who are not enrolled in any educational institution (Table 49).

Table 47: Distribution of youth by age and enrollment status (%)

Age	Enrolled in			Not enrolled	Total
	School (Std X or below)	School (Std XI or XII)	Under-graduate or other		
14	94.7	1.4	0.1	3.9	100
15	81.0	11.6	0.2	7.2	100
16	44.8	42.6	1.6	10.9	100
17	15.0	57.3	9.4	18.3	100
18	6.9	31.1	29.5	32.6	100
All youth	52.5	27.6	6.7	13.2	100

Table 48: Of those who reported that they wanted to study further, % youth by their aspired level of education and sex

Aspired level of education	Male	Female	All
Std XII or less	19.4	16.7	18.0
Diploma	7.4	2.8	4.9
Undergraduate	41.2	44.3	42.9
Postgraduate	18.2	21.0	19.7
Other	3.0	3.5	3.3
Don't know	10.9	11.7	11.4
Total	100	100	100

Table 49: Of those who reported that they wanted to study further, % youth by their aspired level of education and enrollment status

Aspired level of education	Enrolled in			Not enrolled	All
	School (Std X or below)	School (Std XI or XII)	Under-graduate or other		
Std XII or less	23.3	6.7	1.1	37.1	18.0
Diploma	3.9	6.6	3.9	6.3	4.9
Undergraduate	42.7	49.0	33.6	29.3	42.9
Postgraduate	16.3	22.6	46.3	9.1	19.7
Other	2.1	4.9	5.8	3.5	3.3
Don't know	11.7	10.2	9.4	14.8	11.4
Total	100	100	100	100	100

[1] The methodology employed for the qualitative strand is described on page 232.
[2] The three districts chosen for the qualitative strand are different from the 28 districts surveyed in ASER 2023.

Overall, more girls than boys aspire to continue studying after Std XII

In the ASER 2023 survey findings, a larger proportion of boys than girls reported not wanting to study after Std XII (Table 48). In the FGDs, a similar conclusion emerged across all three locations: girls discussed wanting to study at least to undergraduate level, while boys talked about the likelihood of discontinuing their education after completing their schooling.

Among girls, shifting social norms with regard to the appropriate age of marriage emerged as a key driver of young women's ability to study further. With some exceptions in Sitapur, in all three locations most girls talked about how they expected to get married only at age 21 or 22, giving them time to continue to study until then. However, even though this perceived increase in the appropriate age of marriage enabled higher secondary and college level studies to be a socially acceptable pathway for these girls, further education was rarely connected to better preparedness for the job market.

This difference was grounded in the very different roles and responsibilities that young men and women see as central to their future. Throughout the discussions, girls' thoughts about the future were firmly rooted in their household responsibilities – an aspect of their lives that structured and constrained how they framed both their present and their future options. As one girl in Sitapur said, *"I think girls' lives are different from that of boys. Boys only have to do their job. Boys also have other responsibilities, but all the household responsibilities fall on women."* Although dislike or resentment of these responsibilities was expressed from time to time, none of the girls we spoke to actively challenged these priorities.

In this context, why did most girls actively desire to continue their education? From the FGDs, two main reasons emerged. The first had to do with the view that education would enable them to become better homemakers. On being asked the benefits of education, a girl in Std X in Sitapur responded, *"We can learn how to manage a household, how to talk to others, how to present ourselves, how to respect people around us."* Exactly how more education would translate into this outcome was not always clear. Responses ranged from education providing a set of values that could be transmitted to children, to the possibility of combining further studies with vocational courses in beauty or tailoring, so that they could earn some income alongside their household responsibilities.

The second, more compelling reason that girls described to us was a simple one: they liked coming to school. It provided them a respite from their everyday routine. Even though household chores routinely ate into the limited time available for studies (girls described, for example, having to sacrifice their study time or study late at night so that they could finish household chores), many talked about how they like to go to school because it is their only escape from their household duties – and so they were keen to continue to study as long as they could.

Facilitator (F): Do you play [with friends] *in your village?*
Participant (P): We used to play when we were young, now we don't.
F: What do you do in your village in the evening? Do you go for walks?
P: We don't get enough time. It gets late by the time we finish our work at home.
(Dhamtari, Std XII, Girls)

F: Do you all like coming to school?
Everyone (together): Yes
F: What do you like the most about school?
P: Having fun!
P: Meeting our friends.
F: What do you do during your lunch break or free time?
P: We sing songs.
(Dhamtari, Std XII, Girls)

Conversely, the ASER survey data shows that in aggregate, more boys than girls expressed the intention to study only up to Std XII. The need to earn money as soon as possible was uppermost in the minds of most of the boys participating in the FGDs. They described how many boys their age often started working while still in school to make ends meet. In situations of financial hardship, while their sisters were pulled out of school due to financial constraints, boys often had the option of finding their own sources of income if they wanted to pay their school fees.

F: You told me your sisters have to leave school because of financial constraints, but money is required for your education as well, what will you do?
P1: Sir, we earn our own money to study because the condition at home is not good.
F: Where do you work?
P1: We don't have a job but we work when we need money.
P2: Sir, I work at a mobile shop. I make things there and earn money.
F: You know how to repair a phone?
P2: Yes, sir.
F: And you?
P3: I work when I need money like if I have to pay the school fees.
F: What do you do?
P3: I work in the fields, sugarcane harvesting.
(Sitapur, Std X, Boys)

The relative affluence of the contexts in which these discussions were situated was clearly reflected in how boys spoke about trade-offs between studying and working in each location. Boys in Dhamtari described engaging in farming alongside their studies, while those in Sitapur talked about doing manual labour or working in nearby factories to earn enough to continue their studies. In contrast, boys in Solan did not mention the need to work to support their education. However, across locations, boys clearly felt considerable pressure from family and society to start earning as soon as they reach adulthood. With work and earning bearing heavily on their minds, they were thinking about options like Industrial Training Institutes (ITIs) or other courses that are directly linked to an occupation that they could start doing soon as they finish school, and many were willing to forgo higher education entirely if an occupational path was available to them.

Although both girls and boys in the FGDs expressed clear desires and preferences, the qualitative data also shows that there are enormous gender differences in the extent to which young people felt that their own opinions mattered for decision making regarding the path ahead. In general, boys were able to take or at least shape these decisions: if they were not interested in studying further, they could drop out regardless of their family's preferences. Among girls, these decisions were often not in their hands. Examples of this are clearest in the comments made by the girls in the Sitapur FGDs. For example, according to a girl in Std XII, *"My father says he will let me complete my BA before he gets me married, although my brother says they can get me married once I get admission in BA. I mean I can't say anything in such matters, it is up to them."* With senior secondary schools located at a considerable distance from their homes, families in Sitapur were willing to send their daughters to school up to Std X but were often reluctant to risk the girls' safety or reputation by allowing them to cycle an hour each way to school even if they wanted to study further.

P: Ma'am I think I want to study but my mother tells me to only study till 12th grade.
F: Why?
P: She says there is a school in the village till 12th so I can study till then. Later, I can't study because my brother will go out so I can't go anywhere alone.
(Sitapur, Std X, Girls)

What are young people's work aspirations?

As part of the ASER survey, young people were asked whether they aspired to do any specific type of work in the future. Table 50 summarises their responses.

Data from the survey shows that for the most part, young people's work aspirations are highly gendered. Among youth who were able to name a specific line of work that they were interested in, males and females made very different choices – with one exception, joining the police, discussed separately below. The two most popular choices among the boys and young men in the sample were army (13.8%) and police (13.6%), with all other work categories falling far behind. Among the girls and young women surveyed, teacher (16%) and doctor (14.8%) were the most common choices, with police (12.5%) emerging as the third most popular choice.

Among girls, socioeconomic context makes an enormous difference

The qualitative data from the FGDs helps us examine some of these findings in more detail. Among the girls who participated in the FGDs, the socioeconomic context of the location in which these girls were living and growing up made a huge difference to their thinking about the possibilities for future work. These differences are broadly mirrored in the district level estimates of youth aspirations generated from the survey data in the corresponding states (Table 52), even though the specific districts where the survey took place were different from those where the FGDs were conducted. For example, in the survey data for Hathras (Uttar Pradesh), over a third of girls and young women were unable to identify a work aspiration. This is echoed in the FGDs with girls in Sitapur, among whom any type of work aspiration seemed difficult to conceive of, let alone articulate clearly. These girls' future had little leeway for individual choice. Their envisaged pathways forward centred on their roles as homemakers, and income-earning possibilities were limited to skills that would not conflict with housework and that could be deployed at home – tailoring and beauty. These skills did not reflect their aspirations, but simply means of generating some supplemental income for the household.

In both Dhamtari and Solan, in contrast, girls had many thoughts about what they aspired to do in the future – especially in Solan (Figure 1). In both locations the most common choices were becoming teachers or doctors – jobs that would enable them to earn money, could be done close to home, and were also appropriate roles for women – working with children or serving the community.

One major difference was that in Solan, where the range of these girls' professional interests was vast and largely unconstrained by restrictive social norms or family expectations (ranging from singer, model, and actor to judge and politician), often personal interest was the main

Table 50: % Youth by their work aspirations, by sex

Work aspiration	Male	Female	All
Don't know/have not thought about it	19.9	22.0	21.0
Police	13.6	12.5	13.0
Teacher	6.0	16.0	11.4
Doctor	7.1	14.8	11.3
Army	13.8	2.4	7.7
Other	7.9	6.8	7.3
Engineer	9.6	3.4	6.3
Nurse	0.5	8.4	4.8
Any government job	5.4	3.9	4.6
Don't want to work	2.0	2.1	2.1
IAS	1.7	2.3	2.0
Own or family enterprise	3.4	0.6	1.9
Any private job	2.5	0.8	1.6
IPS	1.1	1.7	1.4
Agriculture-related work	2.5	0.4	1.4
Household work	0.9	1.6	1.3
Sportsperson	2.2	0.3	1.2
Total	100	100	100

Figure 1: Students created a comprehensive list of all occupations they could think of – those that they saw around themselves, knew of from other people, or had heard of from digital or other media platforms. Then, they were asked to mark those that they were interested in. These charts were created during FGDs with girls in Solan (top) and Dhamtari (bottom).

driver of work aspirations. In most of these girls' minds, there was absolutely no question that they would work after completing their studies, and no doubt that their families would support the choices that they made. The girls in Solan who wanted to become teachers, for instance, could speak about a range of work options and emphasised their personal interest in teaching as the chief motivation for this choice; whereas for girls in Dhamtari, earning money was the priority and teaching was viewed as a means to that end.

F: Three of you have chosen teacher. Why?
P1: I want to improve my family's financial condition. I also want to prove myself to my family that I can do something.
P2: I also want to earn money.
(Dhamtari, Std XII, Girls)

Echoing the findings from the survey data, the aspiration to join the police was a common choice expressed by both girls and boys in the FGDs – one that was clearly influenced by their familiarity with individuals in their own communities who were in the police. Most girls who said they wanted to join the police force either knew a relative or were inspired by another woman in their village who was in this line of work; this rationale is similar for boys as well. Reasons like power and fame were cited frequently, resonant in statements made by girls, like, "*I really like the uniform that is why I want to be in the police. There is a girl in the police force in my area and when I see her, I feel nice*" and *"If you are in a uniform, no one will dare to tease or mess with you."*

Boys' choices were focused on income generation

Among boys participating in the FGDs, earning money to pay for household expenses emerged as the key driver of work aspirations. These patterns were similar across the FGDs in all three districts. Within the range of possible income-generating work options, boys' choices and the reasoning behind them reflected their own understanding of what these jobs would entail and the benefits they would bring. Thus, joining the army was spoken about as a means of earning money, but also of protecting and serving the country. It was also seen as a means of gaining respect, both for themselves as well as for their family, that does not rely on academic success. For example, a boy in Std X in Dhamtari told us – *"I will become famous and gain respect in the community, that a boy from the village went into the army. My father had failed high school, but because of this he will also gain recognition. I will also get money. And I will be able to protect the country."* Boys who said that they wanted to start their own business usually knew someone in their family or community who was doing the same, and often had a plan for the kind of enterprise they wanted to run and where they would learn the necessary skills.

Underlying virtually all of these youths' responses, among both boys and girls, was the assumption that when specific jobs outside the home were discussed, these would be located in a government institution or service. Whether the discussion was about teachers, army, engineers, or police, these youth underlined the importance of job security, of being eligible for pensions, and gaining respect. As a student in Std X in Solan articulated, *"Because in private they make you sign a probation of 3 or 6 months and then they can chuck you out anytime…And if anything happens to us, then in government job, they still get salary. If you are a teacher, even on leaves they get salaries. Like in lockdown, the government teachers were receiving their salaries but private teachers were not…Everyone wants a government job, there is respect, you get pension after retirement. Like my grandfather was a driver, then in army and then joined police, he still gets his pension."*

Missing from survey responses: Vocational work and agriculture

The ASER 2023 survey findings do not show vocational work as a primary work aspiration. The qualitative data suggest that this is a reflection of the low social desirability associated with these jobs, which are therefore not aspirational for youth. A common attitude towards vocational work is reflected in the following exchange:

F: Why do you want to be a teacher?
P: Because unlike a beauty parlour where you have to do manual work, teaching requires intellect and knowledge.
(Solan, Std XII, Girls)

However, in the FGDs, it was clear that many youth were actively thinking about vocational work, often as a backup plan in case they were unable to achieve their primary aspirations. They spoke about a diverse range of potential vocations, such as mechanics and masonry in Dhamtari, hotel management in Solan and tailoring in Sitapur.

Girls described different reasons for their vocational choices as compared to boys. Across the three locations, they often spoke about wanting to pursue sewing and beauty parlour work. They have role models for these pathways

forward, in the form of women around them engaging in these activities in different capacities – at home for their families, in the form of a small setup at home, or as a small enterprise in the village. In many conversations there were discussions surrounding self-sufficiency, earning a small income and being able to do this work alongside household chores, especially once they are married. This was especially true for girls in Sitapur.

P: I want to learn parlour work. Not just for myself but to earn money from it. My first choice is sewing and second parlour.
F: What do you think are the benefits of this?
P: I will be able to showcase my talent. I can also do these things for myself and also for earning money. It can be done from home and I don't have to go anywhere outside for it. And it will also help me improve our financial condition.
(Sitapur, Std XII, Girls)

A similar pattern can be seen in the conversations surrounding agriculture. The Periodic Labour Force Survey (PLFS) 2022-23 shows that 58.4% of individuals in rural India work in agriculture, either on their own land or as casual labourers. But, the ASER survey data shows that a meagre 1.4% youth aged 14-18 want to pursue agriculture as their primary work. This reluctance across districts towards choosing agriculture also featured in the FGDs. Both boys and girls view agriculture as an activity that is part of their everyday life (in an earlier section of this report we noted that among the 33.7% of youth of this age who worked full-time or part-time during the previous month, the majority were working in agriculture). Hence agriculture does not hold aspirational value for these young people. Rather, it is seen as hard labour and associated with having to work long hours in the sun. Some youth said that their parents aspired for them to do "better" than they have by pursuing a more "respectable" line of work. A boy in Std X in Solan said, *"These days, even a farmer's son can become a doctor or join the civil services. Several civil service toppers come from Bihar, which shows that farmers' sons can also become something in life."* Agriculture is often associated with failing school and dropping out. In discussions regarding what their counterparts or unmarried siblings who dropped out of school were currently doing, most mention farming. For instance, a girl in Std XII in Dhamtari said, "*Here, if a person doesn't get to be anything they end up working in the fields*."

Support, guidance, and the role of schools

The ASER survey explored whether young people with specific work aspirations knew of anyone who was doing the type of work that they aspired to do.

Table 51: Of those who had work aspirations, % youth who know someone doing similar work, by sex

Sex	Parents	Someone else in the household	A relative other than the ones residing in the household	A friend	Someone in the school/college (other than friends)	Some other person	Public figure	Don't know anyone
Male	5.7	9.4	15.9	3.8	10.4	7.9	5.5	42.5
Female	3.0	8.2	15.5	2.1	12.5	6.9	4.1	48.3
All	4.3	8.8	15.7	2.9	11.5	7.4	4.8	45.6

Knowing someone who can help visualise the pathway forward is key

In the ASER survey data, as many as 1 in every 4 young people surveyed were not able to name a future work option that they aspired to (Table 50). Of those who could do so, close to half were unable to identify anyone who was doing the kind of work that they aspired to do, whether in the family or community or even a public figure whom they did not know personally (Table 51). Far more girls than boys reported not having a role model for their aspired work.

Whether in terms of how much further to study, what to study, or what type of work to think about, interactions with individuals who have already trodden those paths help youth to understand what is possible, identify and avoid potential pitfalls, and evaluate the costs and benefits of different alternatives. Starting with the earliest consequential decision about the future – what stream to take in higher secondary school, guidance provided by the people around them – siblings, neighbours, friends – was the most recurring influence on their decision-making.

F: Why do you wish to take Commerce?
P: My sister in Std 11 took Commerce, so I want to as well. She says it's mostly easy, just Accounts is a little tricky.
(Solan, Std X, Girls)

When youth had both guidance in school and support at home, many were able to share a coherent set of plans for education and work, whether they were thinking about working from within the household or outside it. The clearest example of this was seen among girls in Solan, who spoke extensively about work options they were exposed to in school as well as parental support for girls to be able to earn an income and stand on their own feet.

F: Since when do you have these vocational subjects?
P1: 9th grade.
P2: It has been four years.
P3: We go on visits thrice a year.
F: And how far do you go for these visits?
P3: Not that far, like till Solan.
F: And what do you do in the healthcare subject?
P4: We also go on visits to hospitals.
(Solan, Std XII, Girls)

F: What do your parents want?
P: They say do what you want to do but get a good job. If we get married, and if our in-laws behave badly then we can be independent. If we get divorced, we have kids, then we can do things on our own. They say do what you have interest in, but get a good job. You should be independent and make us proud.
(Solan, Std X, Girls)

Schools have an important role to play – but often don't

What the FGDs showed clearly is that the idea of having work aspirations emerged only in contexts where young people saw others like themselves working and could imagine themselves doing the same. This was particularly true of girls. In the context of women's low overall participation in the labour force in India, girls and their families in Solan were far more likely to be familiar with the idea of women going to work (Female Labour Force Participation Rate, or FLFPR, for 15-29-year-olds in rural Himachal Pradesh is 61.8%) than in Dhamtari (FLFPR in rural Chhattisgarh is 50.8%) or Sitapur (FLFPR in rural Uttar Pradesh is 18.7%).

The other source of potential support and guidance is in the educational institutions where young people are enrolled in ever-increasing proportions. One part of this support – or lack of it – can be seen in the nature of the exposure that schools offer to young people. For example, the schools that we visited in Solan and Dhamtari offered all three streams in Std XI and XII – arts, science and commerce. However, the schools in Sitapur only offered arts. Further, the girls' school did not offer math for students from Std IX onwards (the head teacher of the girls' school said that they offered home science instead), while the adjoining boys' school did offer the subject. The unavailability of streams and subjects in school does more than restrict students' individual choices: it also reinforces many stereotypes about the kinds of subjects and streams that are appropriate for girls.

Conversely, when a broader range of courses and experiences are available in school, the effect is clearly visible in how young people think about their future. For example, the FGDs suggested that while youths' exposure to vocational trades was mostly through their community in Sitapur and through external vocational training institutions in Dhamtari, students in Solan took vocational training courses in their schools. The trades offered included Information Technology, Hotel Management, Tourism, Retail and Telecom.

P1: Ma'am we have done on the job training (OJT) also.
F: Where all?
P2: Mall, Vishal Mega Mart.
F: Is there some practical also in this?
P1: There are trips also.
P3: For example, we will go to Chandigarh now, so that will be a trip.
P4: Educational trip, so we will get to see how things are over there.
(Solan, Std XII, Girls)

This early exposure helps in a number of ways: it broadens the options that students and their families think about as viable; enables vocational trades to gain aspirational value; and also offers sources of information and support that can help students think through what working in these sectors might entail and how they could get there.

P: I am most interested in joining the army.
F: What does your father say about that?
P: He says that is okay, but Hotel Management is better.
(Solan, Std X, Boys)

In the Solan FGDs, the influence of this richer school context was visible in how youth were able to articulate the rationale behind their choices and refer to the guidance provided by people around them.

F: Why did others think of taking Arts?
P: There is math option in Arts, and I like maths this is why I chose Arts.
F: But isn't math available in other streams?
P: Yes, in non-medical. But Arts have a lot of scope. Two siblings of one girl had taken medical and non-medical but they are unable to secure a job. In Science, they need high percentage scores but in Arts there is scope everywhere.
F: Why do you think there is more scope in Arts?
P: We can become IAS/IPS, HAS [Himachal Administrative Services], *teacher…*
(Solan, Std X, Girls)

In the ASER survey data, the largest number of responses were obtained in the "Don't know" category. One out of every five youth was unable to name any type of work or job that they aspired to (21%), with little variation by sex (Table 50). While many factors may underlie this finding, a partial explanation can be seen in FGD participants' thoughts about these conversations we had with them about their future. At the end of each FGD, participants were invited to tell us their thoughts about the 90-minute discussion anonymously in writing. Most participants wrote that this was the first time anyone had ever asked them what they wanted to do or had an in-depth conversation with them on their work and educational aspirations (Figure 2). In almost all 56 FGDs across these 8 schools in three different districts, it was evident that opportunities to discuss future plans and possibilities were often non-existent.

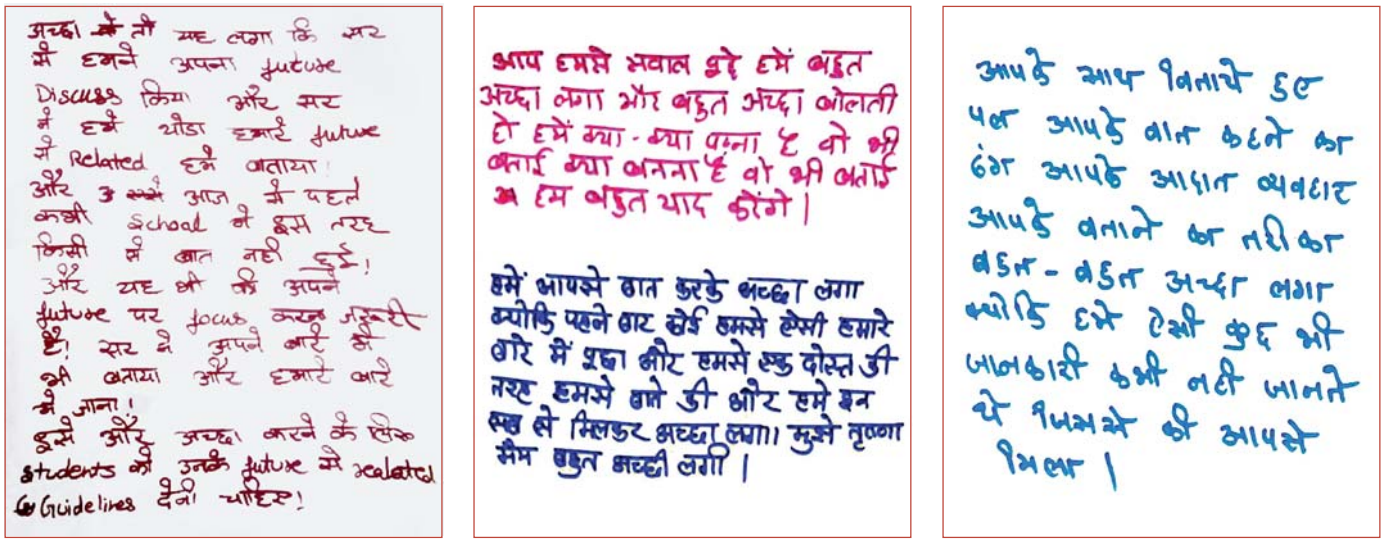


Figure 2: At the end of each FGD, the facilitator invited participants to write down their thoughts about the discussion. These are examples written by participants of three different schools in Solan (1), Sitapur (2), Dhamtari (3).

To recap, ASER 2023 addressed the question of youth aspirations in two ways: at scale, via survey questions; as well as in depth, via Focus Group Discussions. The survey element of ASER 2023 asked broad questions and generated estimates of the educational and career aspirations of youth in 28 districts in India. Despite the advantages that surveys offer in terms of representation, they also suffer from limitations, particularly when it comes to capturing and understanding attitudes and opinions. In an exploration of how youth are thinking about their future, ASER 2023 survey findings provide a broad overview, while qualitative deep dives permit a deeper understanding of where these responses come from and how they differ across different population groups.

Taken together, these findings paint a picture of youth who are clear about their educational aspirations but have limited information about future work opportunities and possible pathways to achieving them, and limited support for thinking about alternatives beyond those that are immediately at hand.

Table 52: % Youth by their work aspirations, by district and sex (Page 1)

District	Sex	Army	Police	Teacher	Doctor	Nurse	Engineer	IAS	IPS	Any government job	Any private job	Sports-person	Agriculture/ related work	Own or family enterprise	Other	Household work	Don't know	Don't want to work	Total
Andhra Pradesh: Srikakulam	Male	23.6	13.2	3.0	2.8	0.3	16.3	1.5	1.2	9.2	7.1	1.4	1.4	0.0	6.3	0.2	7.7	4.9	100
	Female	1.6	9.1	15.4	17.7	14.1	11.1	1.5	0.9	7.4	2.6	0.2	0.0	0.5	6.1	0.0	9.1	2.9	100
Arunachal Pradesh: Papum Pare	Male	7.4	6.0	3.4	16.2	0.0	12.0	4.7	0.3	3.7	0.9	4.1	0.9	5.2	16.0	0.0	17.8	1.6	100
	Female	2.4	2.8	6.0	15.7	18.0	3.1	0.3	1.4	1.0	0.4	1.5	1.8	0.4	18.4	0.0	24.1	2.9	100
Assam: Kamrup	Male	20.4	11.5	5.1	8.6	0.3	7.4	0.0	1.0	7.6	3.0	4.5	0.6	1.0	13.6	1.4	13.7	0.5	100
	Female	4.4	14.1	15.1	17.4	17.8	1.0	0.5	1.9	6.0	0.4	0.1	0.3	0.0	5.8	0.3	13.8	1.3	100
Bihar: Muzaffarpur	Male	11.6	13.8	4.2	8.7	0.0	10.9	2.5	1.0	6.1	0.9	1.2	0.3	5.5	3.0	0.7	29.0	0.5	100
	Female	2.5	12.7	15.1	11.3	1.8	2.7	3.6	1.0	3.8	0.0	0.0	0.0	0.6	3.5	1.2	39.3	1.0	100
Chhattisgarh: Gariaband	Male	11.6	12.0	9.9	8.7	0.0	1.5	1.2	0.4	1.9	0.8	0.4	13.4	3.0	5.3	1.2	27.0	1.8	100
	Female	1.5	8.2	23.0	14.7	5.7	1.4	1.5	1.5	0.6	0.1	0.0	5.3	0.1	1.8	2.9	29.3	2.3	100
Gujarat: Mahesana	Male	10.6	15.2	4.3	5.6	0.9	11.3	2.3	1.0	7.9	4.4	2.8	1.0	1.4	10.1	0.4	19.0	1.8	100
	Female	1.9	14.8	16.2	9.6	9.4	2.6	1.9	2.1	3.2	1.4	0.0	0.2	0.3	7.4	4.7	22.7	1.8	100
Haryana: Sirsa	Male	12.4	13.6	6.4	5.4	0.0	7.4	2.4	0.4	5.9	1.0	3.6	0.6	1.9	16.9	0.0	20.8	1.3	100
	Female	2.4	13.2	25.2	12.1	2.2	2.4	2.6	4.3	2.5	1.0	0.8	0.0	0.5	15.1	1.3	13.9	0.6	100
Himachal Pradesh: Kangra	Male	42.3	6.1	2.5	4.1	0.0	8.9	1.1	0.9	3.8	1.9	1.7	0.4	2.0	12.7	0.0	11.4	0.3	100
	Female	6.8	12.5	17.7	18.1	3.0	3.2	2.7	3.3	5.5	0.4	0.1	0.3	1.8	13.0	0.0	11.1	0.4	100
Jammu and Kashmir: Anantnag	Male	10.6	4.1	8.8	31.3	0.2	8.2	5.9	1.6	7.0	0.9	4.0	0.9	2.9	7.4	0.0	5.9	0.5	100
	Female	1.0	3.6	11.6	41.7	2.3	1.1	7.4	2.0	8.6	0.3	0.2	0.0	0.8	10.0	0.6	5.3	3.7	100
Jharkhand: East Singhbhum	Male	10.4	8.5	6.0	5.6	0.2	11.5	0.7	0.8	4.8	1.9	4.8	2.2	1.8	6.0	2.3	31.5	1.1	100
	Female	1.1	4.6	13.1	10.1	12.2	1.9	0.6	0.1	3.6	0.6	1.0	0.8	0.0	4.9	2.5	41.6	1.5	100
Karnataka: Mysuru	Male	8.6	29.3	5.8	4.2	0.3	15.0	0.7	1.5	4.9	4.5	0.6	3.2	1.9	6.7	1.3	10.7	0.7	100
	Female	0.6	11.6	20.9	19.1	7.5	11.1	2.4	0.6	5.1	3.0	0.2	0.4	0.9	8.2	0.4	6.2	2.0	100
Kerala: Ernakulam	Male	4.8	4.6	1.0	4.2	8.6	13.2	0.8	0.0	1.3	1.2	2.6	0.0	1.0	35.5	0.0	21.2	0.0	100
	Female	1.0	2.1	5.0	14.5	33.4	4.2	0.7	2.1	1.3	0.5	0.0	0.8	0.2	21.0	0.0	13.1	0.0	100
Madhya Pradesh: Bhopal	Male	11.9	12.7	2.4	11.4	0.0	5.7	1.9	1.9	3.4	2.4	0.7	4.4	6.7	5.7	0.2	26.3	2.4	100
	Female	2.2	12.6	10.8	19.0	1.3	1.6	1.9	5.3	1.6	1.6	0.0	0.3	0.9	7.8	1.2	26.1	5.8	100
Madhya Pradesh: Jabalpur	Male	15.1	13.3	1.5	8.0	0.0	3.7	1.5	0.2	1.6	1.5	1.6	6.8	6.2	8.2	0.6	29.7	0.5	100
	Female	2.2	13.2	11.2	17.0	3.6	0.9	1.7	3.0	0.8	1.2	0.0	0.6	0.2	6.4	2.4	34.5	1.2	100
Maharashtra: Nanded	Male	10.1	28.1	2.0	7.2	0.6	11.8	1.9	2.3	7.3	3.5	1.6	2.9	2.5	4.0	0.5	12.9	0.7	100
	Female	2.3	20.9	8.0	15.9	6.6	7.7	2.0	4.1	7.3	0.4	0.3	0.5	0.8	3.9	1.2	15.5	2.8	100

Table 52: % Youth by their work aspirations, by district and sex (Page 2)

District	Sex	Army	Police	Teacher	Doctor	Nurse	Engineer	IAS	IPS	Any govern-ment job	Any private job	Sports-person	Agricul-ture/ related work	Own or family enter-prise	Other	House-hold work	Don't know	Don't want to work	Total
Meghalaya: East Khasi Hills	Male	10.1	8.4	3.2	3.4	0.4	5.9	1.0	0.3	1.2	0.1	12.3	3.2	3.3	25.0	0.9	19.0	2.2	100
	Female	2.2	9.2	18.5	10.0	14.6	2.2	0.4	0.0	1.4	0.0	0.9	1.2	1.3	18.4	2.6	16.2	1.0	100
Mizoram: Aizawl	Male	22.7	7.5	6.9	4.6	0.0	3.9	2.6	0.5	3.6	1.3	15.5	0.9	1.2	10.9	0.0	16.8	1.1	100
	Female	4.5	6.9	18.6	16.6	12.6	0.9	2.5	0.3	2.5	0.7	2.6	0.0	0.4	18.6	1.3	10.2	0.8	100
Nagaland: Kohima	Male	30.5	5.8	7.2	3.6	0.2	10.3	0.0	0.5	1.7	0.4	5.2	0.3	0.4	18.6	0.0	15.2	0.3	100
	Female	4.4	3.2	23.4	15.3	6.0	1.8	0.5	0.0	2.0	0.7	0.7	0.7	0.2	27.4	0.0	13.2	0.7	100
Odisha: Sambalpur	Male	11.3	16.8	8.0	4.0	0.3	12.7	0.8	0.3	4.6	2.1	1.9	3.1	1.7	4.1	1.0	27.1	0.3	100
	Female	3.5	11.4	23.5	7.2	12.7	0.7	1.0	0.9	2.8	0.6	0.4	0.6	0.4	1.9	1.8	29.4	1.2	100
Punjab: S. A. S. Nagar	Male	12.2	11.8	1.1	3.7	0.0	5.7	1.2	2.2	5.7	1.9	4.0	1.1	11.3	21.0	0.4	16.5	0.3	100
	Female	4.0	7.8	11.8	15.8	3.5	2.8	2.5	3.8	4.4	2.9	0.2	0.0	2.1	25.8	0.4	11.3	1.1	100
Rajasthan: Bhilwara	Male	10.4	13.1	20.4	6.5	0.5	2.1	1.7	0.5	3.1	1.5	2.5	4.8	5.2	5.3	1.8	19.6	1.0	100
	Female	3.0	14.7	33.6	10.5	2.3	0.2	1.9	1.9	1.8	0.5	0.6	0.6	1.0	3.2	3.1	18.9	2.3	100
Tamil Nadu: Perambalur	Male	1.7	8.3	3.1	9.7	1.2	24.0	3.4	6.8	3.4	1.7	2.8	1.5	1.0	15.4	0.0	13.3	2.8	100
	Female	0.1	2.3	7.7	21.0	23.3	3.5	7.5	2.9	2.8	0.9	0.7	1.8	0.5	14.8	0.1	9.4	0.7	100
Telangana: Khammam	Male	3.8	9.8	8.9	4.7	0.5	8.2	0.9	2.0	4.3	2.3	4.6	5.1	0.2	5.4	2.7	18.8	18.0	100
	Female	0.7	4.0	15.5	14.2	25.2	5.2	1.8	0.9	1.5	0.5	0.2	0.6	0.3	4.2	4.3	9.3	11.7	100
Tripura: South Tripura	Male	14.0	15.2	22.9	6.0	1.8	5.5	0.1	1.4	14.3	1.3	1.0	1.0	2.9	1.3	0.9	10.4	0.2	100
	Female	3.8	12.4	31.5	8.9	14.5	2.0	0.7	1.3	10.0	1.1	0.0	0.4	0.5	3.0	0.6	9.3	0.0	100
Uttar Pradesh: Hathras	Male	10.3	15.7	1.8	7.8	0.2	8.6	3.1	1.0	7.7	3.8	1.1	1.1	2.6	6.3	1.0	27.0	1.1	100
	Female	1.6	14.4	12.7	13.5	1.3	1.2	3.5	1.4	2.7	0.8	0.3	0.2	0.7	4.3	2.6	36.4	2.5	100
Uttar Pradesh: Varanasi	Male	9.1	12.0	2.8	16.2	0.0	10.9	3.4	0.7	4.0	2.4	2.6	0.5	3.1	7.1	0.4	24.4	0.6	100
	Female	1.3	14.1	12.9	23.9	3.6	2.8	4.4	1.2	2.9	0.8	0.5	0.1	1.2	6.2	0.8	21.2	2.1	100
Uttarakhand: Tehri Garhwal	Male	37.9	5.7	3.9	5.3	0.2	5.8	0.7	0.3	1.9	2.8	2.4	0.0	2.2	10.2	0.1	18.8	2.0	100
	Female	7.0	14.7	17.3	16.4	2.0	1.5	0.7	2.0	1.5	0.8	0.4	1.0	0.5	10.4	0.5	22.5	0.8	100
West Bengal: Cooch Behar	Male	16.2	10.7	8.6	3.5	0.2	7.2	0.1	0.9	3.7	3.2	0.9	6.0	7.5	7.7	2.3	19.1	2.4	100
	Female	2.8	15.8	11.2	10.5	18.2	1.3	0.2	0.0	3.4	0.6	0.6	0.3	0.2	7.3	2.9	22.1	2.8	100
All districts	Male	13.8	13.6	6.0	7.1	0.5	9.6	1.7	1.1	5.4	2.5	2.2	2.5	3.4	7.9	0.9	19.9	2.0	100
	Female	2.4	12.5	16.0	14.8	8.4	3.4	2.3	1.7	3.9	0.8	0.3	0.4	0.6	6.8	1.6	22.0	2.1	100

Data is not presented where sample size is insufficient.

Table 53A: Activity of youth age 14-16, by district

State: district	% Youth currently not enrolled in school or college			% Youth enrolled in govt institutions			% Youth enrolled in vocational training or other courses*			% Youth who worked for 15 or more days in the last month (excluding housework)**		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Andhra Pradesh: Srikakulam	2.1	0.5	1.3	70.1	68.9	69.5	4.6	4.7	4.6	32.1	12.1	22.8
Arunachal Pradesh: Papum Pare	2.2	10.4	6.0	80.2	68.5	74.8	7.6	4.4	6.1	22.8	23.9	23.4
Assam: Kamrup	3.0	3.3	3.2	72.6	71.3	71.9	8.8	4.4	6.3	25.7	17.5	21.0
Bihar: Muzaffarpur	6.2	8.4	7.5	86.1	89.0	87.8	8.7	2.7	5.2	32.1	29.1	30.4
Chhattisgarh: Gariaband	21.4	20.6	20.9	75.1	77.0	76.2	0.6	0.4	0.5	37.6	32.5	34.6
Gujarat: Mahesana	7.7	19.5	13.8	65.7	62.6	64.1	1.8	2.3	2.1	23.1	19.3	21.1
Haryana: Sirsa	4.8	3.0	3.9	60.0	69.6	64.9	2.6	1.9	2.2	37.9	21.7	29.6
Himachal Pradesh: Kangra	2.6	2.1	2.3	60.5	67.2	63.8	3.1	1.9	2.5	28.4	22.3	25.4
Jammu and Kashmir: Anantnag	1.7	5.5	3.9	59.5	62.1	61.0	0.7	0.2	0.4	26.9	22.9	24.6
Jharkhand: East Singhbhum	12.0	13.6	12.8	80.8	83.2	82.0	2.4	2.2	2.3	40.7	45.0	42.8
Karnataka: Mysuru	1.4	2.4	2.0	74.8	68.9	71.3	6.0	2.3	3.8	52.7	20.1	33.3
Kerala: Ernakulam	0.5	0.4	0.5	36.5	32.1	34.3	1.6	0.5	1.0	3.9	2.7	3.3
Madhya Pradesh: Bhopal	13.2	20.4	16.9	40.0	42.7	41.4	0.3	0.8	0.6	37.9	20.3	28.8
Madhya Pradesh: Jabalpur	20.3	22.2	21.3	63.1	62.9	63.0	0.3	2.2	1.3	34.1	18.2	25.4
Maharashtra: Nanded	2.3	3.8	3.2	13.5	15.9	14.9	4.1	3.1	3.5	52.9	41.6	46.6
Meghalaya: East Khasi Hills	14.9	8.2	11.1	30.6	28.6	29.5	0.8	2.4	1.7	36.8	15.9	25.0
Mizoram: Aizawl	11.6	7.9	9.7	58.6	55.7	57.1	1.4	1.2	1.3	18.9	18.0	18.4
Nagaland: Kohima	11.5	4.3	7.2	48.9	59.7	55.4	0.5	1.6	1.1	27.9	22.8	24.9
Odisha: Sambalpur	6.5	11.3	9.0	87.1	81.1	84.0	2.5	2.7	2.6	27.8	28.4	28.1
Punjab: S. A. S. Nagar	1.6	4.5	3.2	59.0	64.2	61.8	3.1	4.4	3.8	26.8	10.8	18.1
Rajasthan: Bhilwara	7.3	12.0	9.9	83.3	81.8	82.5	2.2	1.9	2.0	53.5	37.7	44.9
Tamil Nadu: Perambalur	1.3	0.2	0.7	75.6	79.6	77.6	1.3	0.9	1.1	16.9	14.5	15.7
Telangana: Khammam	26.0	17.4	22.1	65.6	70.6	67.8	2.7	2.4	2.5	52.1	41.6	47.3
Tripura: South Tripura	6.0	2.4	4.3	88.4	92.4	90.3	1.4	3.3	2.3	9.6	5.7	7.7
Uttar Pradesh: Hathras	10.4	16.8	13.5	30.4	32.1	31.3	4.6	2.1	3.4	41.5	30.5	36.2
Uttar Pradesh: Varanasi	3.9	3.9	3.9	35.4	32.1	33.7	3.2	3.1	3.2	46.6	36.5	41.4
Uttarakhand: Tehri Garhwal	0.6	0.5	0.6	91.1	88.1	89.5	1.0	1.2	1.1	25.3	34.4	30.1
West Bengal: Cooch Behar	7.0	1.9	4.1	93.0	98.1	95.9	4.6	1.9	3.1	29.7	14.9	21.5
All districts	6.8	7.4	7.1	66.4	68.3	67.4	4.0	2.4	3.2	35.6	25.6	30.3

* Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.
** Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Data is not presented where sample size is insufficient.

Table 53B: Ability of youth age 14-16, by district

State: district	Basic ASER assessment			Everyday calculations					% Youth who could read instructions and answer at least 3 out of 4 questions based on it*	Financial calculations**		
	% Youth who could:			% Youth who could do the following tasks correctly:						% Youth who could do the following tasks correctly:		
	Read at least a Std II level text	Do at least division	Read at least sentences in English	Calculating time	Adding weights	Measuring length (easy)	Measuring length (hard)	Applying unitary method		Managing a budget	Applying a discount	Calculating repayment
Andhra Pradesh: Srikakulam	75.4	58.6	71.1	60.4	56.6	91.0	60.8	55.9	73.8	75.6	37.3	10.4
Arunachal Pradesh: Papum Pare	62.0	31.5	78.6	30.2	29.1	75.2	28.6	26.8	65.2	51.5	16.5	4.9
Assam: Kamrup	56.9	19.1	48.6	34.4	41.9	74.5	35.1	45.3	54.5	50.8	28.7	4.6
Bihar: Muzaffarpur	69.6	59.7	50.8	46.6	55.5	82.4	27.7	44.8	57.9	54.1	31.6	8.5
Chhattisgarh: Gariaband	76.9	27.7	44.0	26.5	35.0	80.4	23.8	32.2	53.7	44.5	20.8	2.3
Gujarat: Mahesana	88.4	53.0	62.7	55.6	68.7	88.8	46.6	51.3	70.8	67.1	42.8	13.5
Haryana: Sirsa	86.6	61.8	78.9	59.3	72.2	90.4	53.2	58.5	77.1	73.1	51.2	18.6
Himachal Pradesh: Kangra	88.6	60.5	87.3	43.9	60.0	92.1	46.6	57.2	77.6	58.9	39.0	8.7
Jammu and Kashmir: Anantnag	76.5	39.3	87.2	49.5	61.6	90.4	56.0	54.9	74.2	70.6	42.5	12.6
Jharkhand: East Singhbhum	57.6	40.7	41.1	38.5	47.3	80.5	29.2	38.4	54.7	45.8	25.2	5.4
Karnataka: Mysuru	68.6	38.4	58.9	42.9	58.2	91.5	47.8	48.5	83.7	66.0	35.2	8.4
Kerala: Ernakulam	84.5	54.9	94.9	59.6	55.4	96.3	70.4	63.5	90.4	70.4	39.0	20.1
Madhya Pradesh: Bhopal	63.8	38.5	47.6	36.1	50.4	84.0	24.3	45.6	56.0	47.1	26.2	3.4
Madhya Pradesh: Jabalpur	69.0	39.1	37.2	31.8	41.3	87.1	26.7	46.2	60.1	50.9	31.9	6.6
Maharashtra: Nanded	76.4	35.7	50.6	38.8	47.6	84.5	38.4	47.1	52.0	54.2	34.6	12.7
Meghalaya: East Khasi Hills	84.3	37.7	81.7	41.1	27.5	74.0	25.0	38.8	52.3	54.4	10.5	0.0
Mizoram: Aizawl	81.1	44.5	85.1	51.3	51.3	83.0	53.1	45.0	76.1	66.6	26.4	7.7
Nagaland: Kohima	78.9	37.2	90.5	38.0	34.5	72.7	30.7	32.3	52.1	62.9	22.9	3.0
Odisha: Sambalpur	77.4	37.8	52.6	38.9	52.6	87.4	35.8	47.4	54.2	49.7	23.9	7.4
Punjab: S. A. S. Nagar	87.2	56.9	88.1	46.0	54.7	92.1	45.5	50.4	76.8	61.8	38.5	10.9
Rajasthan: Bhilwara	71.9	34.3	43.0	37.4	61.4	84.4	24.1	45.2	57.3	48.6	30.3	6.8
Tamil Nadu: Perambalur	77.1	53.3	76.7	53.6	51.4	89.2	44.0	54.3	79.3	71.9	34.8	5.5
Telangana: Khammam	42.2	21.5	45.0	42.8	29.9	70.4	33.7	29.7	57.4	47.8	17.7	6.4
Tripura: South Tripura	67.6	41.9	62.5	70.8	69.2	85.3	52.0	42.0	65.1	74.4	44.8	7.9
Uttar Pradesh: Hathras	70.8	56.7	55.5	44.3	62.1	82.7	35.2	53.6	59.4	57.8	37.8	10.9
Uttar Pradesh: Varanasi	80.1	53.4	57.2	40.4	62.8	83.9	36.2	55.0	64.4	62.0	36.4	11.5
Uttarakhand: Tehri Garhwal	82.6	36.9	62.5	39.5	50.8	83.4	25.8	45.0	57.6	51.4	35.7	6.0
West Bengal: Cooch Behar	63.3	23.1	35.0	37.4	42.6	80.6	35.0	47.7	59.6	61.3	34.4	11.1
All districts	72.2	44.3	56.1	44.2	53.4	84.6	37.8	48.0	64.1	59.4	34.2	9.5

* This task was only administered to youth who could read at least a Std I level text (ASER reading test).
** These tasks were only administered to youth who could do at least subtraction (ASER arithmetic test).

Data is not presented where sample size is insufficient.

Table 53C: Digital access and use among youth age 14-16, by district

State: district	% Youth who have a smartphone at home	Self reported smartphone usage							% Youth who could bring a smartphone to do digital tasks**	Digital tasks				
		% Youth who can use a smartphone	Of these, % youth who							Of these, % youth who could do the following tasks:				
			Did at least 1 education related activity online in the reference week	Have ever accessed any online service*	Used any social media in the reference week	Of those who used social media, % youth who can:				Setting an alarm	Browsing for information	Using Google Maps	Finding a YouTube video	Of those who found video, % able to share it
						Block/ report a profile	Make a profile private	Change password						
Andhra Pradesh: Srikakulam	83.4	86.5	78.9	29.8	91.4	41.9	36.8	35.2	65.2	82.4	74.6	41.0	80.0	90.7
Arunachal Pradesh: Papum Pare	93.6	98.0	67.5	26.0	83.5	64.5	60.8	68.0	82.6	68.8	75.1	23.0	92.6	82.5
Assam: Kamrup	90.2	95.3	69.5	21.4	87.5	49.2	44.4	41.0	65.3	62.3	47.7	17.3	86.4	90.4
Bihar: Muzaffarpur	84.2	83.1	62.0	18.1	85.6	45.7	36.0	39.3	58.0	57.5	68.9	34.5	75.3	82.5
Chhattisgarh: Gariaband	88.8	88.7	51.2	7.0	89.0	34.7	23.0	27.6	60.9	38.3	68.0	15.8	68.8	76.1
Gujarat: Mahesana	95.9	96.7	66.7	23.5	92.4	52.3	44.7	50.0	75.8	77.4	73.8	48.2	85.2	94.8
Haryana: Sirsa	94.5	96.7	77.5	25.3	93.4	52.0	52.6	56.3	77.4	73.8	83.7	47.2	90.3	88.3
Himachal Pradesh: Kangra	98.4	99.5	84.7	36.5	96.6	74.8	78.0	75.4	88.1	88.0	84.9	44.7	94.4	97.7
Jammu and Kashmir: Anantnag	96.8	97.9	79.1	23.9	91.4	62.5	60.4	64.5	68.3	84.6	94.2	51.4	94.4	93.3
Jharkhand: East Singhbhum	77.8	86.6	57.0	10.0	89.1	31.4	22.1	31.2	50.3	51.4	66.3	31.1	81.2	75.8
Karnataka: Mysuru	85.4	94.6	89.4	37.8	92.7	39.4	46.6	52.3	70.3	79.8	75.0	40.8	89.9	89.1
Kerala: Ernakulam	99.2	99.5	84.2	77.7	98.2	83.6	80.5	77.9	88.0	95.8	76.5	69.4	98.8	99.4
Madhya Pradesh: Bhopal	91.5	93.0	57.0	27.7	92.1	48.5	41.0	50.8	53.9	52.3	66.3	23.3	67.2	84.1
Madhya Pradesh: Jabalpur	87.2	93.0	65.2	15.0	89.1	53.6	38.9	54.1	54.4	50.6	73.1	20.3	72.0	82.3
Maharashtra: Nanded	87.9	90.4	72.0	23.8	90.9	36.8	26.1	38.4	53.4	57.0	70.9	35.3	72.8	84.9
Meghalaya: East Khasi Hills	88.1	88.5	48.2	5.9	85.5	33.9	42.7	41.2	59.4	64.2	43.5	19.0	81.1	80.1
Mizoram: Aizawl	92.9	99.4	82.8	11.2	96.8	62.4	64.5	70.5	88.0	85.5	73.4	36.7	97.0	85.0
Nagaland: Kohima	93.9	97.6	74.3	14.1	92.4	50.9	51.0	63.6	76.0	53.8	77.9	9.8	85.7	81.2
Odisha: Sambalpur	76.6	87.9	70.6	12.6	87.3	39.6	37.7	40.5	49.3	55.6	41.6	30.2	77.8	90.1
Punjab: S. A. S. Nagar	98.5	97.9	79.0	44.0	97.7	70.7	68.8	72.0	82.6	86.9	71.4	51.6	92.3	96.8
Rajasthan: Bhilwara	95.2	97.1	50.5	18.3	90.1	56.7	51.9	55.5	70.6	49.0	72.6	21.7	70.6	84.6
Tamil Nadu: Perambalur	90.8	97.9	60.2	22.8	88.3	42.5	33.1	32.2	68.3	74.7	76.5	33.3	90.4	92.5
Telangana: Khammam	69.2	68.6	64.1	19.6	88.0	33.8	41.0	42.8	31.8	58.3	48.0	34.6	65.7	
Tripura: South Tripura	85.1	89.5	70.3	6.6	91.9	26.5	29.8	31.8	67.7	84.7	63.9	21.9	82.1	88.8
Uttar Pradesh: Hathras	88.1	92.0	52.3	19.5	85.8	46.4	36.1	45.7	62.4	55.0	72.4	33.9	73.1	89.7
Uttar Pradesh: Varanasi	90.4	93.0	69.7	20.3	88.8	41.8	30.8	37.8	64.9	55.5	80.7	22.9	75.9	88.0
Uttarakhand: Tehri Garhwal	94.0	97.8	68.5	17.4	88.4	59.1	56.3	61.2	72.5	67.8	78.7	16.7	77.2	92.0
West Bengal: Cooch Behar	79.2	90.1	51.7	13.7	81.4	33.8	25.8	38.7	59.9	40.0	41.9	16.7	77.1	79.5
All districts	87.2	90.6	66.8	22.2	89.1	46.6	41.2	46.3	63.5	64.0	69.5	32.8	80.4	87.8

* Includes making payments, filling a form, paying a bill and booking a ticket.
** Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Data is not presented where sample size is insufficient.

Table 54A: Activity of youth age 17-18, by district

State: district	% Youth currently not enrolled in school or college			% Youth enrolled in govt institutions			% Youth enrolled in vocational training or other courses*			% Youth who worked for 15 or more days in the last month (excluding housework)**		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Andhra Pradesh: Srikakulam	22.0	16.9	19.5	30.2	37.0	33.5	15.7	4.4	10.2	47.0	14.7	31.5
Arunachal Pradesh: Papum Pare			24.8			56.0			2.4			25.1
Assam: Kamrup	17.5	13.5	15.2	56.7	70.2	64.3	16.3	15.5	15.8	32.2	20.3	25.5
Bihar: Muzaffarpur	13.7	20.9	18.0	75.3	71.5	73.0	16.8	12.3	14.1	40.2	25.2	31.4
Chhattisgarh: Gariaband	49.0	46.0	47.3	47.3	50.3	49.0	4.3	3.3	3.7	54.4	44.8	49.0
Gujarat: Mahesana	40.0	38.3	39.1	37.7	36.2	36.9	15.2	9.6	12.3	41.5	33.0	37.2
Haryana: Sirsa	19.7	19.3	19.5	48.9	48.3	48.6	12.3	8.3	10.2	51.0	32.8	41.5
Himachal Pradesh: Kangra	31.9	17.8	25.0	47.1	67.1	56.8	30.0	14.3	22.3	42.8	29.6	36.4
Jammu and Kashmir: Anantnag	15.0	21.6	19.0	76.3	69.5	72.2	2.4	2.3	2.3	34.6	31.5	32.7
Jharkhand: East Singhbhum	35.1	26.8	31.2	61.2	69.9	65.3	12.5	7.1	10.0	49.2	53.1	51.0
Karnataka: Mysuru	21.2	18.0	19.2	45.9	51.9	49.5	10.2	4.5	6.7	61.2	22.2	37.4
Kerala: Ernakulam	17.0	20.4	18.6	26.8	27.8	27.3	11.6	3.3	7.5	9.3	1.3	5.3
Madhya Pradesh: Bhopal	25.7	39.6	32.5	28.0	31.4	29.6	4.1	3.1	3.6	59.0	21.7	40.7
Madhya Pradesh: Jabalpur	57.1	60.3	59.1	27.3	30.7	29.4	1.9	3.4	2.8	58.1	32.3	42.2
Maharashtra: Nanded	10.9	11.0	10.9	10.2	7.5	8.7	12.6	15.6	14.3	55.6	50.6	52.8
Meghalaya: East Khasi Hills	31.9	25.1	27.7	27.8	21.7	24.0	0.0	2.5	1.5	50.9	28.2	36.8
Mizoram: Aizawl	52.9	39.1	45.6	26.2	32.4	29.4	1.0	4.4	2.8	45.4	23.8	34.0
Nagaland: Kohima			42.0			44.0			2.5			41.9
Odisha: Sambalpur	37.5	44.9	41.6	48.5	44.5	46.3	14.5	4.7	9.0	44.9	34.8	39.3
Punjab: S. A. S. Nagar	23.9	28.6	26.5	36.5	48.3	43.0	13.7	14.1	13.9	37.0	16.3	25.6
Rajasthan: Bhilwara	27.1	27.7	27.4	61.3	63.8	62.8	8.8	5.5	6.8	64.6	51.7	57.0
Tamil Nadu: Perambalur	12.4	4.0	8.0	50.5	53.2	51.9	4.2	3.0	3.6	20.0	16.6	18.2
Telangana: Khammam	45.2	34.0	40.1	41.5	49.9	45.4	4.5	4.9	4.7	77.1	58.8	68.7
Tripura: South Tripura	11.8	9.7	10.9	83.8	87.6	85.4	7.3	3.4	5.8	23.2	8.0	17.1
Uttar Pradesh: Hathras	21.8	31.9	26.8	25.0	18.1	21.6	11.9	8.7	10.3	60.4	41.6	51.2
Uttar Pradesh: Varanasi	16.8	18.8	17.9	28.2	21.8	24.8	14.5	11.2	12.7	59.4	40.8	49.4
Uttarakhand: Tehri Garhwal	12.8	17.7	15.5	78.8	72.4	75.3	7.9	8.3	8.1	34.6	44.0	39.8
West Bengal: Cooch Behar	28.9	13.9	21.1	71.1	86.1	78.9	11.8	6.2	8.9	47.6	17.0	31.7
All districts	24.8	23.9	24.4	49.0	51.7	50.5	12.1	8.4	10.1	49.0	32.4	40.0

* Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.
** Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Data is not presented where sample size is insufficient.

Table 54B: Ability of youth age 17-18, by district

State: district	Basic ASER assessment			Everyday calculations					% Youth who could read instructions and answer at least 3 out of 4 questions based on it*	Financial calculations**		
	% Youth who could:			% Youth who could do the following tasks correctly:						% Youth who could do the following tasks correctly:		
	Read at least a Std II level text	Do at least division	Read at least sentences in English	Calculating time	Adding weights	Measuring length (easy)	Measuring length (hard)	Applying unitary method		Managing a budget	Applying a discount	Calculating repayment
Andhra Pradesh: Srikakulam	75.8	57.1	76.4	64.9	65.1	93.8	68.9	61.5	75.7	77.1	37.4	12.4
Arunachal Pradesh: Papum Pare	72.2	32.5	78.0	42.1	47.8	73.2	30.4	34.0	76.4			
Assam: Kamrup	63.8	21.2	59.0	45.6	53.8	78.3	46.1	52.9	64.4	57.3	43.7	11.8
Bihar: Muzaffarpur	77.0	58.6	55.1	50.2	59.1	81.4	30.3	44.4	62.0	60.6	38.2	14.5
Chhattisgarh: Gariaband	75.9	23.9	49.9	27.1	41.2	80.0	27.4	33.3	54.6	49.6	22.4	1.6
Gujarat: Mahesana	85.2	48.2	65.9	55.8	68.2	85.6	48.3	55.8	73.6	70.8	51.2	21.4
Haryana: Sirsa	87.9	58.8	82.8	60.6	74.9	91.7	56.4	61.4	78.5	69.2	59.5	21.0
Himachal Pradesh: Kangra	88.6	50.4	84.6	47.6	61.9	92.3	45.0	57.3	75.1	63.2	45.0	16.7
Jammu and Kashmir: Anantnag	78.5	30.5	86.1	58.1	62.9	88.9	53.1	61.3	74.9	72.4	50.6	15.2
Jharkhand: East Singhbhum	63.4	42.8	49.2	49.6	59.2	88.9	36.2	41.0	63.7	62.1	34.1	12.0
Karnataka: Mysuru	77.6	35.2	66.1	47.8	67.4	93.9	57.5	55.1	86.0	72.3	43.2	9.3
Kerala: Ernakulam	88.4	60.8	95.3	70.2	66.0	97.8	76.4	64.8	92.2	78.8	49.5	28.1
Madhya Pradesh: Bhopal	76.9	37.4	54.7	39.6	52.5	88.9	28.1	46.6	59.8	55.4	40.7	10.8
Madhya Pradesh: Jabalpur	66.6	31.7	32.8	31.2	36.5	83.3	23.6	38.2	53.3	42.5	21.5	4.3
Maharashtra: Nanded	79.0	32.1	60.8	41.3	53.0	86.3	38.3	47.0	61.1	60.7	40.5	9.7
Meghalaya: East Khasi Hills	86.8	35.5	85.1	38.4	29.6	71.7	28.3	39.6	54.2	57.5	17.0	2.5
Mizoram: Aizawl	83.6	41.1	84.3	50.4	50.7	83.4	55.1	44.0	82.8	62.2	25.9	8.1
Nagaland: Kohima	78.8	20.0	91.0	35.1	30.9	74.9	28.7	31.0	61.7			
Odisha: Sambalpur	77.7	33.1	55.1	37.3	53.3	83.6	38.1	46.0	60.0	50.9	36.0	10.3
Punjab: S. A. S. Nagar	88.9	58.5	92.6	52.4	62.0	94.5	50.1	51.4	79.1	58.8	48.3	15.1
Rajasthan: Bhilwara	81.6	39.1	49.8	44.4	64.3	81.5	34.9	47.8	62.0	60.2	46.5	7.8
Tamil Nadu: Perambalur	85.2	49.0	82.6	58.1	55.7	90.1	46.8	56.3	85.7	78.4	38.4	10.5
Telangana: Khammam	50.3	18.0	41.4	39.3	28.9	70.8	39.1	29.8	54.4	54.1	33.4	7.7
Tripura: South Tripura	76.8	51.8	74.6	76.2	80.6	88.5	62.8	54.6	78.5	79.8	61.8	11.9
Uttar Pradesh: Hathras	76.8	53.8	59.2	50.1	67.7	82.3	40.2	55.7	67.4	59.1	47.1	15.5
Uttar Pradesh: Varanasi	85.5	53.9	61.6	42.3	63.8	85.2	42.1	54.6	67.4	65.5	48.0	18.0
Uttarakhand: Tehri Garhwal	85.9	31.4	60.1	38.9	48.7	80.6	26.3	45.3	58.7	51.9	43.3	7.5
West Bengal: Cooch Behar	67.9	18.5	42.3	46.7	50.4	82.3	37.6	50.2	63.6	70.0	37.8	7.5
All districts	76.3	41.3	59.7	47.7	57.3	84.7	41.3	49.2	66.9	63.7	41.9	12.8

* This task was only administered to youth who could read at least a Std I level text (ASER reading test).
** These tasks were only administered to youth who could do at least subtraction (ASER arithmetic test).

Data is not presented where sample size is insufficient.

Table 54C: Digital access and use among youth age 17-18, by district

State: district	% Youth who have a smartphone at home	Self reported smartphone usage							% Youth who could bring a smartphone to do digital tasks**	Digital tasks				
		% Youth who can use a smartphone	Of these, % youth who							Of these, % youth who could do the following tasks:				
			Did at least 1 education related activity online in the reference week	Have ever accessed any online service*	Used any social media in the reference week	Of those who used social media, % youth who can:				Setting an alarm	Browsing for information	Using Google Maps	Finding a YouTube video	Of those who found video, % able to share it
						Block/ report a profile	Make a profile private	Change password						
Andhra Pradesh: Srikakulam	86.8	92.8	75.6	54.3	94.3	59.7	62.5	56.9	79.0	88.3	82.3	58.6	91.3	94.3
Arunachal Pradesh: Papum Pare	96.3	99.2	75.8	48.1	94.6	81.0	80.2	80.9	85.5	80.4	72.4	41.0	94.5	96.2
Assam: Kamrup	93.2	96.7	71.8	41.9	94.6	67.4	64.3	61.9	78.8	74.0	56.9	33.1	91.1	95.5
Bihar: Muzaffarpur	87.3	89.4	60.3	31.9	89.0	59.5	54.0	55.2	65.4	61.2	75.4	42.9	78.6	83.6
Chhattisgarh: Gariaband	89.4	89.9	51.2	19.2	92.1	54.8	39.4	45.8	66.4	43.2	70.4	25.4	69.8	79.9
Gujarat: Mahesana	97.8	97.8	56.2	42.9	95.7	72.1	64.6	66.1	82.6	80.1	72.1	60.9	87.7	95.8
Haryana: Sirsa	95.6	97.3	74.5	39.8	95.2	70.9	70.0	72.9	85.1	85.7	87.8	59.9	91.5	95.4
Himachal Pradesh: Kangra	99.0	99.5	83.5	62.1	98.5	84.7	88.1	87.8	92.5	89.3	87.9	55.9	94.4	97.9
Jammu and Kashmir: Anantnag	98.2	98.3	70.9	47.3	94.4	69.5	73.1	76.0	80.8	87.8	92.0	65.7	95.2	96.5
Jharkhand: East Singhbhum	88.1	92.5	60.9	20.8	94.6	52.3	42.0	48.8	66.6	60.6	70.8	38.7	80.5	89.5
Karnataka: Mysuru	95.3	99.1	81.0	57.8	93.9	61.0	71.3	70.0	84.2	86.8	81.6	59.1	93.5	91.7
Kerala: Ernakulam	100.0	99.4	85.0	93.7	98.8	93.4	90.9	90.1	94.9	95.8	83.9	77.1	99.2	99.7
Madhya Pradesh: Bhopal	95.2	97.2	57.3	45.8	90.4	68.5	66.2	69.4	67.4	58.8	74.0	39.0	74.9	92.3
Madhya Pradesh: Jabalpur	90.2	95.3	47.8	23.4	89.3	62.3	52.8	66.4	63.7	53.9	66.0	27.9	67.4	90.6
Maharashtra: Nanded	92.1	95.6	69.7	38.0	92.9	56.1	49.8	58.5	61.7	67.2	72.1	40.6	76.9	89.1
Meghalaya: East Khasi Hills	92.8	93.7	56.5	10.0	92.5	51.0	67.4	63.8	68.0	71.8	49.6	27.6	85.0	88.9
Mizoram: Aizawl	95.9	99.3	70.9	26.2	98.2	73.5	76.0	84.0	91.4	86.8	73.6	49.5	96.8	94.1
Nagaland: Kohima	95.9	96.7	56.8	27.1	95.9	64.3	73.7	77.4	82.0	74.5	77.9	18.5	89.6	88.7
Odisha: Sambalpur	87.3	92.9	65.4	29.7	93.6	53.2	53.4	58.9	63.7	64.4	40.6	40.9	79.8	94.8
Punjab: S. A. S. Nagar	98.7	98.7	74.5	62.9	97.9	84.9	86.4	85.5	87.8	89.9	78.1	64.1	92.7	98.8
Rajasthan: Bhilwara	98.7	99.0	48.7	28.9	93.1	70.6	67.0	65.0	78.3	59.5	75.5	33.7	71.4	88.5
Tamil Nadu: Perambalur	96.0	98.6	60.3	43.0	94.4	61.6	58.4	57.3	81.0	84.4	77.5	49.8	93.0	94.8
Telangana: Khammam	82.1	84.0	57.2	33.6	94.9	46.2	54.3	56.6	46.8	68.6	62.4	64.4	82.3	89.2
Tripura: South Tripura	91.3	95.2	81.4	16.7	97.6	44.5	53.4	53.1	81.9	91.8	78.2	38.4	90.5	96.1
Uttar Pradesh: Hathras	91.3	95.2	57.3	32.9	88.6	66.5	52.0	60.9	73.9	60.4	77.7	43.4	80.0	94.2
Uttar Pradesh: Varanasi	93.6	94.9	72.1	35.9	93.5	55.2	46.4	49.1	75.3	61.5	77.7	32.2	77.6	93.0
Uttarakhand: Tehri Garhwal	95.9	99.1	69.2	29.0	93.5	74.4	74.1	78.4	81.3	73.0	83.0	26.4	82.6	93.5
West Bengal: Cooch Behar	92.9	96.4	61.6	31.0	88.5	51.2	45.5	58.1	81.3	57.0	50.4	30.1	85.1	89.7
All districts	92.2	94.7	65.0	37.5	92.8	62.0	59.1	62.2	73.6	70.2	73.0	44.0	83.4	91.7

* Includes making payments, filling a form, paying a bill and booking a ticket.
** Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Data is not presented where sample size is insufficient.

Table 55A: Activity of youth age 14-18, by district

State: district	% Youth currently not enrolled in school or college			% Youth enrolled in govt institutions			% Youth enrolled in vocational training or other courses*			% Youth who worked for 15 or more days in the last month (excluding housework)**		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Andhra Pradesh: Srikakulam	7.8	5.5	6.7	58.6	59.4	58.9	7.8	4.6	6.3	36.4	12.9	25.4
Arunachal Pradesh: Papum Pare	4.0	20.8	12.4	75.6	61.3	68.4	6.4	3.2	4.8	22.0	25.8	23.9
Assam: Kamrup	8.5	7.1	7.7	66.6	70.9	69.0	11.6	8.6	9.9	28.2	18.5	22.7
Bihar: Muzaffarpur	8.7	12.7	11.0	82.6	83.1	82.9	11.3	5.9	8.2	34.7	27.8	30.7
Chhattisgarh: Gariaband	32.9	30.5	31.5	63.5	66.6	65.3	2.1	1.5	1.8	44.5	37.2	40.3
Gujarat: Mahesana	19.2	26.1	22.7	55.8	53.3	54.5	6.5	4.9	5.7	29.6	24.1	26.8
Haryana: Sirsa	9.7	8.5	9.1	56.3	62.4	59.4	5.8	4.1	4.9	42.2	25.5	33.6
Himachal Pradesh: Kangra	11.7	6.9	9.4	56.3	67.1	61.6	11.4	5.7	8.6	32.9	24.6	28.8
Jammu and Kashmir: Anantnag	7.1	12.2	10.1	66.3	65.2	65.6	1.4	1.0	1.2	30.1	26.5	27.9
Jharkhand: East Singhbhum	20.3	18.2	19.3	73.7	78.6	76.1	6.1	3.9	5.0	43.8	47.8	45.7
Karnataka: Mysuru	7.7	7.6	7.6	65.6	63.3	64.2	7.3	3.1	4.8	55.4	20.8	34.6
Kerala: Ernakulam	6.1	7.1	6.6	33.2	30.6	31.9	5.0	1.4	3.2	5.8	2.3	4.0
Madhya Pradesh: Bhopal	18.2	27.6	22.9	35.2	38.5	36.8	1.8	1.6	1.7	46.3	20.8	33.4
Madhya Pradesh: Jabalpur	33.6	38.6	36.5	50.1	49.1	49.5	0.9	2.7	1.9	42.8	24.3	32.1
Maharashtra: Nanded	5.5	6.4	6.0	12.3	12.9	12.6	7.2	7.6	7.4	53.9	44.9	48.8
Meghalaya: East Khasi Hills	19.7	13.9	16.3	29.8	26.3	27.8	0.6	2.4	1.7	40.8	20.1	28.7
Mizoram: Aizawl	21.4	15.5	18.4	51.0	50.0	50.5	1.3	2.0	1.7	25.1	19.4	22.2
Nagaland: Kohima	23.2	12.1	17.2	48.0	55.6	52.1	1.5	1.5	1.5	34.7	25.6	29.8
Odisha: Sambalpur	18.0	25.3	21.9	72.9	66.0	69.2	7.0	3.6	5.2	34.2	31.1	32.6
Punjab: S. A. S. Nagar	9.3	13.0	11.3	51.2	58.6	55.3	6.8	7.8	7.3	30.4	12.7	20.7
Rajasthan: Bhilwara	14.5	18.4	16.7	75.3	74.4	74.8	4.6	3.4	3.9	57.5	43.5	49.6
Tamil Nadu: Perambalur	4.4	1.3	2.8	68.6	71.9	70.3	2.1	1.6	1.8	17.8	15.1	16.4
Telangana: Khammam	34.5	24.9	30.1	54.9	61.3	57.8	3.5	3.5	3.5	63.1	49.3	56.9
Tripura: South Tripura	8.3	4.7	6.7	86.6	90.9	88.5	3.8	3.3	3.6	15.1	6.4	11.1
Uttar Pradesh: Hathras	14.4	22.3	18.3	28.5	27.0	27.7	7.2	4.6	5.9	48.2	34.6	41.6
Uttar Pradesh: Varanasi	8.3	9.3	8.8	33.0	28.4	30.6	7.0	6.1	6.5	50.9	38.0	44.2
Uttarakhand: Tehri Garhwal	4.9	7.0	6.0	86.7	82.2	84.3	3.4	3.9	3.7	28.6	38.0	33.7
West Bengal: Cooch Behar	14.5	5.6	9.6	85.6	94.4	90.4	7.1	3.3	5.0	35.8	15.6	24.8
All districts	13.1	13.3	13.2	60.3	62.4	61.4	6.8	4.5	5.6	40.3	28.0	33.7

* Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.
** Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Data is not presented where sample size is insufficient.

55B: Ability of youth age 14-18, by district

State: district	Basic ASER assessment			Everyday calculations					% Youth who could read instructions and answer at least 3 out of 4 questions based on it*	Financial calculations**		
	% Youth who could:			% Youth who could do the following tasks correctly:						% Youth who could do the following tasks correctly:		
	Read at least a Std II level text	Do at least division	Read at least sentences in English	Calculating time	Adding weights	Measuring length (easy)	Measuring length (hard)	Applying unitary method		Managing a budget	Applying a discount	Calculating repayment
Andhra Pradesh: Srikakulam	75.5	58.2	72.7	61.7	59.1	91.8	63.1	57.5	74.4	76.1	37.4	11.0
Arunachal Pradesh: Papum Pare	65.5	31.9	78.4	34.3	35.5	74.5	29.3	29.3	69.0	51.4	21.0	7.7
Assam: Kamrup	59.5	19.9	52.5	38.7	46.4	75.9	39.3	48.2	58.3	53.3	34.4	7.4
Bihar: Muzaffarpur	72.0	59.3	52.2	47.7	56.7	82.1	28.6	44.6	59.3	56.3	33.7	10.5
Chhattisgarh: Gariaband	76.5	26.2	46.3	26.7	37.4	80.2	25.2	32.6	54.1	46.4	21.4	2.0
Gujarat: Mahesana	87.3	51.3	63.9	55.7	68.5	87.6	47.2	52.9	71.8	68.3	45.5	16.1
Haryana: Sirsa	87.0	60.8	80.2	59.7	73.1	90.8	54.2	59.5	77.6	71.8	54.0	19.4
Himachal Pradesh: Kangra	88.6	57.4	86.4	45.1	60.6	92.2	46.1	57.2	76.8	60.1	40.7	10.9
Jammu and Kashmir: Anantnag	77.3	35.7	86.7	53.0	62.1	89.8	54.8	57.6	74.5	71.3	45.6	13.6
Jharkhand: East Singhbhum	59.7	41.5	44.0	42.4	51.6	83.4	31.7	39.3	58.0	51.4	28.3	7.7
Karnataka: Mysuru	71.5	37.4	61.2	44.5	61.2	92.3	50.9	50.6	84.5	68.0	37.7	8.7
Kerala: Ernakulam	85.8	56.9	95.0	63.2	59.0	96.8	72.5	63.9	91.0	73.4	42.7	23.0
Madhya Pradesh: Bhopal	68.8	38.1	50.4	37.4	51.2	85.9	25.8	46.0	57.5	50.2	31.7	6.2
Madhya Pradesh: Jabalpur	68.0	36.2	35.4	31.5	39.4	85.6	25.4	43.0	57.4	47.8	28.1	5.8
Maharashtra: Nanded	77.3	34.4	54.3	39.7	49.6	85.2	38.4	47.1	55.3	56.4	36.6	11.7
Meghalaya: East Khasi Hills	85.1	37.0	82.7	40.3	28.2	73.3	26.1	39.1	52.9	55.3	12.5	0.8
Mizoram: Aizawl	81.7	43.7	84.9	51.1	51.2	83.1	53.6	44.8	77.7	65.6	26.3	7.8
Nagaland: Kohima	78.9	32.3	90.6	37.1	33.4	73.3	30.1	31.9	54.8	64.1	25.5	3.1
Odisha: Sambalpur	77.5	35.9	53.6	38.2	52.9	85.9	36.7	46.9	56.4	50.1	28.5	8.5
Punjab: S. A. S. Nagar	87.8	57.5	89.6	48.2	57.2	93.0	47.0	50.7	77.6	60.8	41.9	12.4
Rajasthan: Bhilwara	75.6	36.1	45.6	40.1	62.5	83.3	28.3	46.2	59.2	53.3	36.8	7.2
Tamil Nadu: Perambalur	79.4	52.1	78.3	54.8	52.6	89.5	44.8	54.9	81.1	73.7	35.8	6.9
Telangana: Khammam	45.8	19.9	43.4	41.3	29.5	70.6	36.1	29.7	56.0	50.7	24.8	7.0
Tripura: South Tripura	70.9	45.5	66.9	72.8	73.3	86.5	55.9	46.6	69.9	76.5	51.3	9.4
Uttar Pradesh: Hathras	73.0	55.6	56.8	46.4	64.1	82.6	37.0	54.3	62.4	58.3	41.1	12.6
Uttar Pradesh: Varanasi	82.0	53.6	58.8	41.0	63.1	84.4	38.3	54.8	65.5	63.2	40.3	13.7
Uttarakhand: Tehri Garhwal	83.8	34.9	61.6	39.3	50.0	82.4	26.0	45.1	58.0	51.6	38.3	6.5
West Bengal: Cooch Behar	64.8	21.7	37.4	40.4	45.1	81.2	35.8	48.5	60.9	63.8	35.4	10.1
All districts	73.6	43.3	57.3	45.4	54.8	84.6	39.0	48.4	65.1	60.9	36.8	10.6

* This task was only administered to youth who could read at least a Std I level text (ASER reading test).
** These tasks were only administered to youth who could do at least subtraction (ASER arithmetic test).

Data is not presented where sample size is insufficient.

Table 55C: Digital access and use of among youth age 14-18, by district

State: district	% Youth who have a smartphone at home	Self reported smartphone usage							% Youth who could bring a smartphone to do digital tasks**	Digital tasks				
		% Youth who can use a smartphone	Of these, % youth who							Of these, % youth who could do the following tasks:				
			Did at least 1 education related activity online in the reference week	Have ever accessed any online service*	Used any social media in the reference week	Of those who used social media, % youth who can:				Setting an alarm	Browsing for information	Using Google Maps	Finding a YouTube video	Of those who found video, % able to share it
						Block/ report a profile	Make a profile private	Change password						
Andhra Pradesh: Srikakulam	84.4	88.4	77.9	37.1	92.3	47.6	45.0	42.2	69.3	84.4	77.2	47.1	83.9	92.0
Arunachal Pradesh: Papum Pare	94.5	98.4	70.4	33.5	87.3	70.6	68.0	72.8	83.6	72.9	74.1	29.5	93.3	87.6
Assam: Kamrup	91.3	95.8	70.4	29.2	90.2	56.5	52.3	49.4	70.5	67.3	51.6	24.0	88.4	92.6
Bihar: Muzaffarpur	85.2	85.2	61.4	22.7	86.8	50.6	42.4	44.9	60.5	58.8	71.2	37.5	76.5	83.0
Chhattisgarh: Gariaband	89.0	89.1	51.2	11.8	90.2	42.9	29.7	35.1	63.1	40.4	69.0	19.8	69.2	77.7
Gujarat: Mahesana	96.6	97.1	62.9	30.4	93.6	59.5	52.0	55.9	78.2	78.4	73.2	52.9	86.1	95.2
Haryana: Sirsa	94.8	96.9	76.5	30.2	94.0	58.4	58.6	62.0	80.0	78.0	85.1	51.7	90.7	90.9
Himachal Pradesh: Kangra	98.6	99.5	84.3	44.4	97.2	77.9	81.2	79.3	89.5	88.4	85.9	48.3	94.4	97.7
Jammu and Kashmir: Anantnag	97.4	98.1	75.7	33.6	92.7	65.5	65.8	69.4	73.5	86.1	93.2	57.9	94.8	94.8
Jharkhand: East Singhbhum	81.4	88.7	58.4	13.8	91.1	39.4	29.7	38.0	56.1	55.2	68.2	34.3	80.9	81.5
Karnataka: Mysuru	88.6	96.1	86.6	44.3	93.1	46.7	55.0	58.3	74.8	82.4	77.4	47.5	91.2	90.1
Kerala: Ernakulam	99.5	99.5	84.5	83.2	98.4	87.0	84.1	82.1	90.3	95.8	79.1	72.2	98.9	99.5
Madhya Pradesh: Bhopal	92.9	94.6	57.1	34.7	91.5	56.4	50.9	58.1	59.1	55.2	69.8	30.4	70.7	88.1
Madhya Pradesh: Jabalpur	88.4	93.9	58.1	18.4	89.2	57.2	44.6	59.1	58.2	52.0	70.0	23.6	70.0	85.7
Maharashtra: Nanded	89.4	92.3	71.2	29.0	91.6	44.2	35.1	46.1	56.4	61.1	71.3	37.4	74.4	86.6
Meghalaya: East Khasi Hills	89.6	90.1	50.9	7.2	87.8	39.7	51.2	48.9	62.1	66.8	45.6	21.9	82.4	83.2
Mizoram: Aizawl	93.6	99.4	80.0	14.8	97.1	65.1	67.3	73.8	88.8	85.8	73.5	39.9	97.0	87.2
Nagaland: Kohima	94.5	97.3	69.3	17.8	93.4	54.8	57.7	67.6	77.7	60.1	77.9	12.5	86.9	83.5
Odisha: Sambalpur	80.8	89.9	68.5	19.4	89.8	45.4	44.3	48.3	55.0	59.6	41.2	35.1	78.7	92.3
Punjab: S. A. S. Nagar	98.6	98.2	77.5	50.6	97.8	75.7	75.0	76.7	84.4	88.0	73.9	56.2	92.4	97.6
Rajasthan: Bhilwara	96.6	97.8	49.8	22.4	91.3	62.3	58.0	59.3	73.6	53.3	73.8	26.8	71.0	86.2
Tamil Nadu: Perambalur	92.3	98.1	60.2	28.6	90.0	48.2	40.7	39.7	71.9	77.7	76.8	38.5	91.2	93.2
Telangana: Khammam	74.9	75.4	60.7	25.8	91.4	40.1	47.8	49.9	38.5	63.9	55.5	50.0	74.2	88.9
Tripura: South Tripura	87.4	91.6	74.5	10.3	94.0	33.5	39.1	40.1	72.9	87.6	69.8	28.6	85.5	92.0
Uttar Pradesh: Hathras	89.2	93.1	54.1	24.3	86.8	54.0	42.1	51.5	66.6	57.2	74.6	37.7	75.8	91.6
Uttar Pradesh: Varanasi	91.5	93.7	70.5	25.8	90.5	46.7	36.6	42.0	68.5	57.8	79.6	26.4	76.6	89.9
Uttarakhand: Tehri Garhwal	94.7	98.3	68.8	21.6	90.2	64.9	63.1	67.8	75.7	69.8	80.4	20.5	79.3	92.6
West Bengal: Cooch Behar	83.6	92.1	55.1	19.3	83.8	40.1	32.9	45.6	66.8	46.8	45.3	22.0	80.3	83.7
All districts	89.0	92.1	66.1	27.6	90.5	52.3	47.8	52.2	67.1	66.4	70.9	37.1	81.6	89.3

* Includes making payments, filling a form, paying a bill and booking a ticket.
** Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

District pages

Andhra Pradesh SRIKAKULAM (RURAL)

ANALYSIS BASED ON DATA FROM 1,108 YOUTH IN 1,047 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	5,27,87,000	5.3% of state population
Schools with Std VIII per 100000 population	40	45
Schools with Std IX-X per 100000 population	24	25
Schools with Std XI-XII per 100000 population	6	7
% Senior secondary schools (with Std XI-XII) that offer science stream	78.8	86.1

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	78.6	17.1	2.2	2.1	100
	Female	72.9	26.0	0.7	0.5	100
	All	76.0	21.3	1.5	1.3	100
17-18	Male	5.6	43.9	28.5	22.0	100
	Female	4.2	50.4	28.5	16.9	100
	All	4.9	47.1	28.5	19.5	100
14-18	Male	57.5	24.9	9.8	7.8	100
	Female	52.1	33.4	9.1	5.5	100
	All	54.9	28.9	9.5	6.7	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

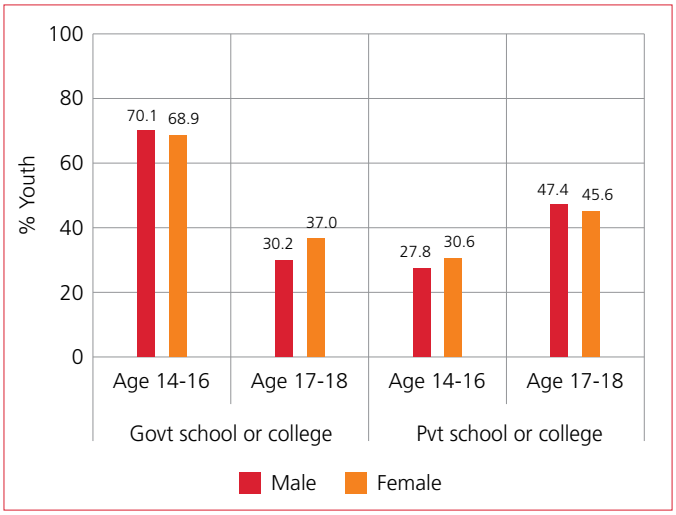
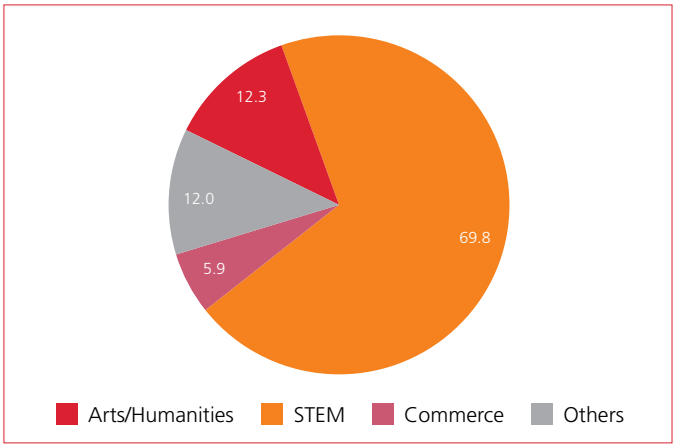


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	4.6	4.7	4.6
17-18	15.7	4.4	10.2
All youth	7.8	4.6	6.3

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	32.1	12.1	22.8
17-18	47.0	14.7	31.5
All youth	36.4	12.9	25.4

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Andhra Pradesh SRIKAKULAM (RURAL)

ANALYSIS BASED ON DATA FROM 1,108 YOUTH IN 1,047 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	69.4	82.2	75.4
17-18	67.0	85.6	75.8

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

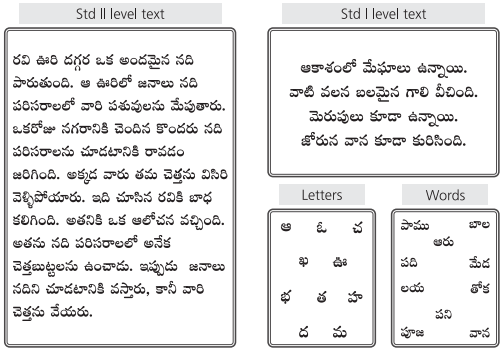
Age group	Male	Female	All
14-16	55.1	62.7	58.6
17-18	60.2	53.7	57.1

Basic English

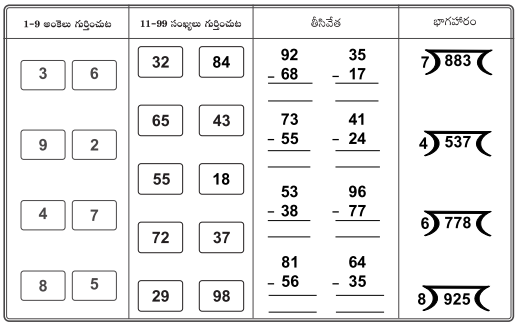
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	66.9	75.9	71.1
17-18	70.4	83.1	76.4

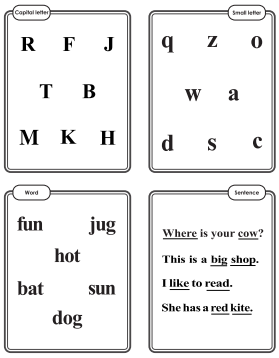
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Andhra Pradesh SRIKAKULAM (RURAL)

ANALYSIS BASED ON DATA FROM 1,108 YOUTH IN 1,047 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

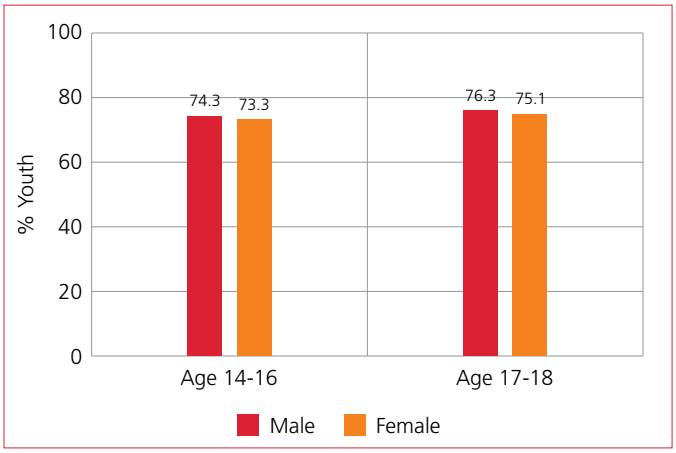
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	63.3	57.1	60.4	68.4	61.0	64.9
Adding weights	64.7	47.3	56.6	73.3	56.1	65.1
Measuring length (easy)	92.3	89.6	91.0	95.5	91.9	93.8
Measuring length (hard)	66.1	54.7	60.8	77.7	59.2	68.9
Applying unitary method	57.4	54.1	55.9	66.5	55.9	61.5

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



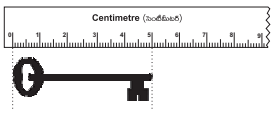
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

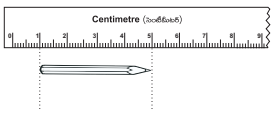
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	78.3	72.9	75.6	86.2	66.8	77.1
Applying a discount	41.7	32.7	37.3	48.2	25.2	37.4
Calculating repayment	11.5	9.2	10.4	15.6	8.8	12.4

CALCULATING TIME

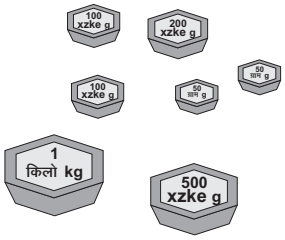
MEASURING LENGTH (EASY)



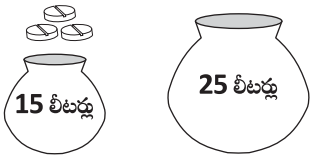
MEASURING LENGTH (HARD)



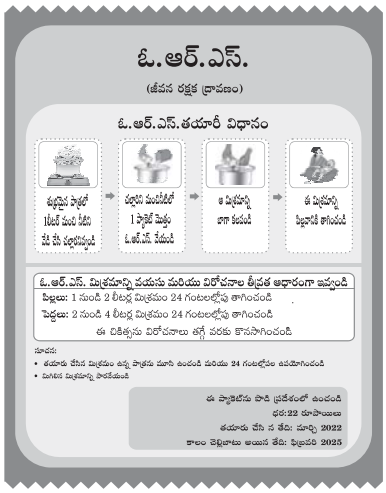
ADDING WEIGHTS



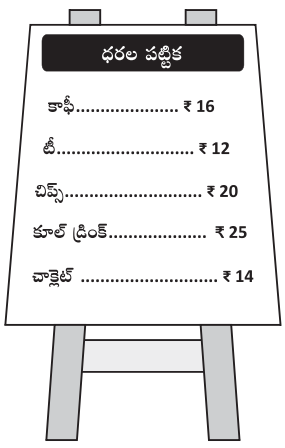
APPLYING UNITARY METHOD



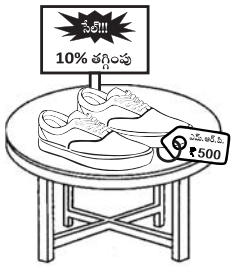
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS



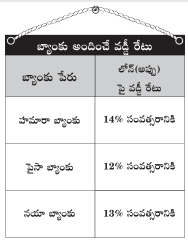
MANAGING A BUDGET



APPLYING A DISCOUNT



CALCULATING REPAYMENT



బ్యాంకు అందించే వడ్డీ రేటు

బ్యాంకు పేరు	లోన్(అప్పు) పై వడ్డీ రేటు
చిరాగ్ బ్యాంకు	14% సంవత్సరానికి
ప్లైసా బ్యాంకు	12% సంవత్సరానికి
నయా బ్యాంకు	13% సంవత్సరానికి

లోన్(అప్పు) మొత్తం = రూ.20,000

Andhra Pradesh SRIKAKULAM (RURAL)

ANALYSIS BASED ON DATA FROM 1,108 YOUTH IN 1,047 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	80.6	65.9	87.5	26.0
	Female	86.7	64.4	85.4	17.8
	All	83.4	65.2	86.5	22.2
17-18	Male	89.8	84.3	95.9	76.4
	Female	83.5	73.3	89.6	33.1
	All	86.8	79.0	92.8	56.1
14-18	Male	83.3	71.2	89.9	41.7
	Female	85.7	67.1	86.7	22.6
	All	84.4	69.3	88.4	32.8

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	92.1	46.7	43.9	47.5
	Female	90.5	36.2	28.3	20.7
	All	91.4	41.9	36.8	35.2
17-18	Male	96.4	72.6	76.7	75.7
	Female	91.9	44.5	45.6	34.5
	All	94.3	59.7	62.5	56.9

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	77.8	36.2	87.4
	Female	80.3	22.5	75.2
	All	78.9	29.8	81.7
17-18	Male	73.0	71.9	91.8
	Female	78.6	35.5	84.7
	All	75.6	54.3	88.5

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
రేపు ఉదయం 8:30కి	First woman President of India	Maps	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	65.9	85.5	73.0	47.9	78.5	91.1
	Female	64.4	79.0	76.3	33.0	81.8	90.3
	All	65.2	82.4	74.6	41.0	80.0	90.7
17-18	Male	84.3	94.6	83.5	77.1	94.5	97.5
	Female	73.3	80.2	80.7	34.0	86.9	
	All	79.0	88.3	82.3	58.6	91.3	94.3

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Arunachal Pradesh PAPUM PARE (RURAL)

ANALYSIS BASED ON DATA FROM 427 YOUTH IN 380 HOUSEHOLDS IN 50 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	15,33,000	12.8% of state population
Schools with Std VIII per 100000 population	112	58
Schools with Std IX-X per 100000 population	32	16
Schools with Std XI-XII per 100000 population	11	4
% Senior secondary schools (with Std XI-XII) that offer science stream	59.8	50.0

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in:			Not enrolled	Total
		School (Std X or below)	School (Std XI and XII)	Under-graduate or other		
14-16	Male	96.3	1.6	0.0	2.2	100
	Female	85.2	4.4	0.0	10.4	100
	All	91.2	2.9	0.0	6.0	100
17-18	Male	DATA INSUFFICIENT				
	Female					
	All	38.6	32.8	3.7	24.8	100
14-18	Male	83.7	10.4	1.9	4.0	100
	Female	62.9	15.7	0.7	20.8	100
	All	73.3	13.1	1.3	12.4	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

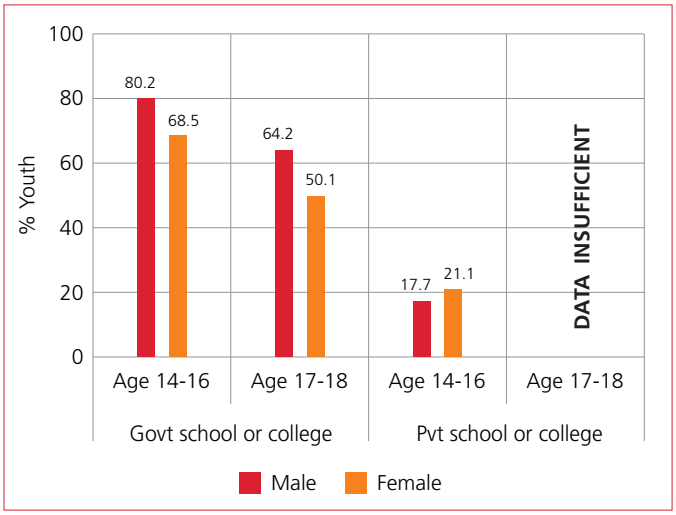


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	7.6	4.4	6.1
17-18	DATA INSUFFICIENT		2.4
All youth	6.4	3.2	4.8

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	22.8	23.9	23.4
17-18	DATA INSUFFICIENT		25.1
All youth	22.0	25.8	23.9

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Arunachal Pradesh PAPUM PARE (RURAL)

ANALYSIS BASED ON DATA FROM 427 YOUTH IN 380 HOUSEHOLDS IN 50 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	70.0	52.6	62.0
17-18	DATA INSUFFICIENT		72.2

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

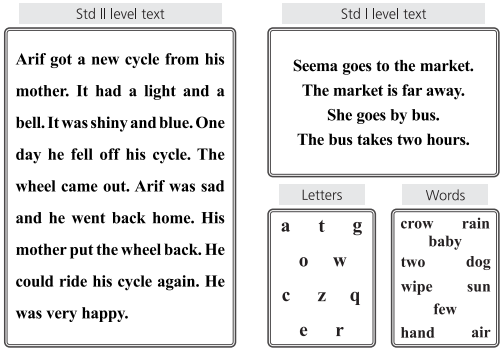
Age group	Male	Female	All
14-16	33.1	29.7	31.5
17-18	DATA INSUFFICIENT		32.5

Basic English

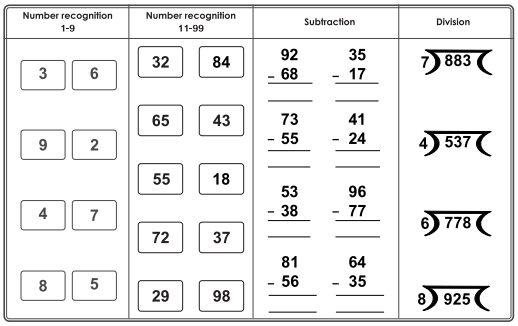
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	81.1	75.7	78.6
17-18	DATA INSUFFICIENT		78.0

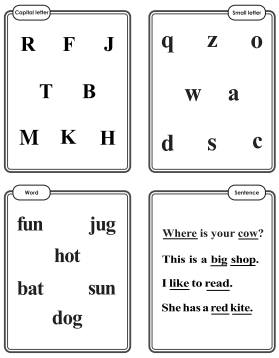
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Arunachal Pradesh PAPUM PARE (RURAL)

ANALYSIS BASED ON DATA FROM 427 YOUTH IN 380 HOUSEHOLDS IN 50 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

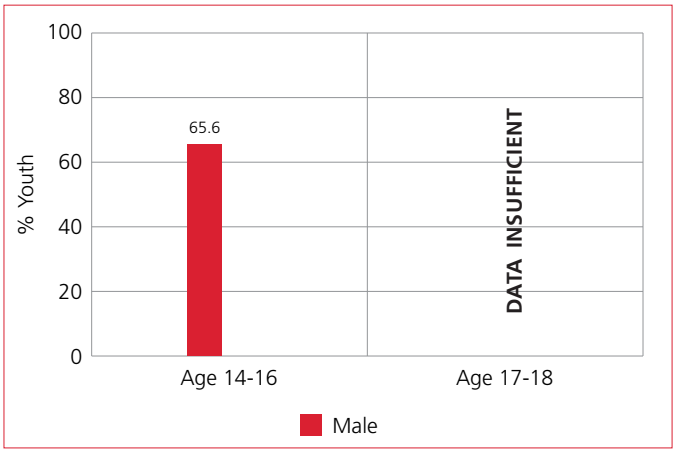
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	36.4	23.0	30.2	DATA INSUFFICIENT		42.1
Adding weights	33.7	23.6	29.1			47.8
Measuring length (easy)	77.3	72.7	75.2			73.2
Measuring length (hard)	33.0	23.6	28.6			30.4
Applying unitary method	32.3	20.5	26.8			34.0

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



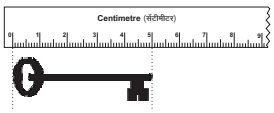
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

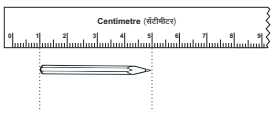
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	DATA INSUFFICIENT		51.5	DATA INSUFFICIENT		
Applying a discount			16.5			
Calculating repayment			4.9			

CALCULATING TIME

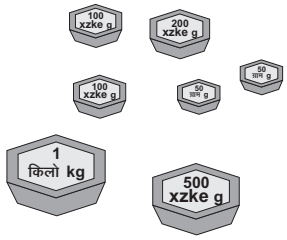
MEASURING LENGTH (EASY)



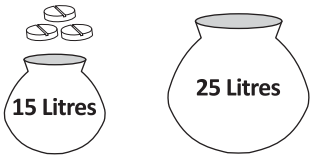
MEASURING LENGTH (HARD)



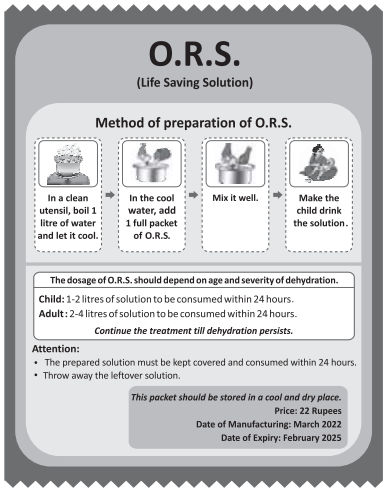
ADDING WEIGHTS



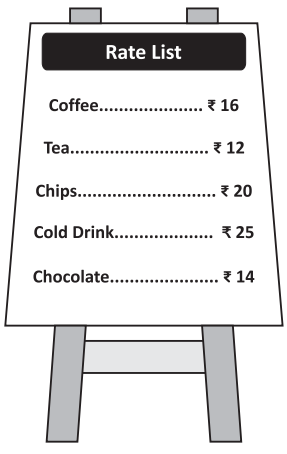
APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

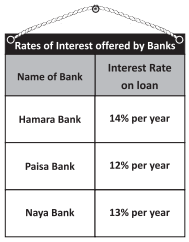


MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Arunachal Pradesh PAPUM PARE (RURAL)

ANALYSIS BASED ON DATA FROM 427 YOUTH IN 380 HOUSEHOLDS IN 50 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	92.0	81.8	99.6	27.1
	Female	95.4	83.6	96.1	24.1
	All	93.6	82.6	98.0	25.7
17-18	Male	DATA INSUFFICIENT			
	Female				
	All	96.3	85.5	99.2	75.1
14-18	Male	94.3	85.2	99.7	46.1
	Female	94.7	82.0	97.1	39.1
	All	94.5	83.6	98.4	42.6

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	81.7	65.5	68.9	70.7
	Female	85.6	63.3	51.3	64.9
	All	83.5	64.5	60.8	68.0
17-18	Male	DATA INSUFFICIENT			
	Female				
	All	94.6	81.0	80.2	80.9

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	70.8	28.5	93.7
	Female	63.6	23.1	85.6
	All	67.5	26.0	90.1
17-18	Male	DATA INSUFFICIENT		
	Female			
	All	75.8	48.1	88.8

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
8:30 in the morning tomorrow	First woman President of India	Maps	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	81.8	76.3	77.0	26.3	96.7	
	Female	83.6	60.6	72.8	18.6	87.6	
	All	82.6	68.8	75.1	23.0	92.6	82.5
17-18	Male	DATA INSUFFICIENT					
	Female						
	All	85.5	80.4	72.4	41.0	94.5	96.2

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Assam KAMRUP (RURAL)

ANALYSIS BASED ON DATA FROM 1,320 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	3,50,43,000	4.9% of state population
Schools with Std VIII per 100000 population	50	45
Schools with Std IX-X per 100000 population	25	30
Schools with Std XI-XII per 100000 population	7	8
% Senior secondary schools (with Std XI-XII) that offer science stream	26.0	16.7

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	85.5	11.6	0.0	3.0	100
	Female	85.5	11.2	0.0	3.3	100
	All	85.5	11.4	0.0	3.2	100
17-18	Male	19.8	55.2	7.5	17.5	100
	Female	18.2	54.8	13.5	13.5	100
	All	18.9	55.0	10.9	15.2	100
14-18	Male	60.4	28.3	2.9	8.5	100
	Female	60.2	27.6	5.1	7.1	100
	All	60.3	27.9	4.1	7.7	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

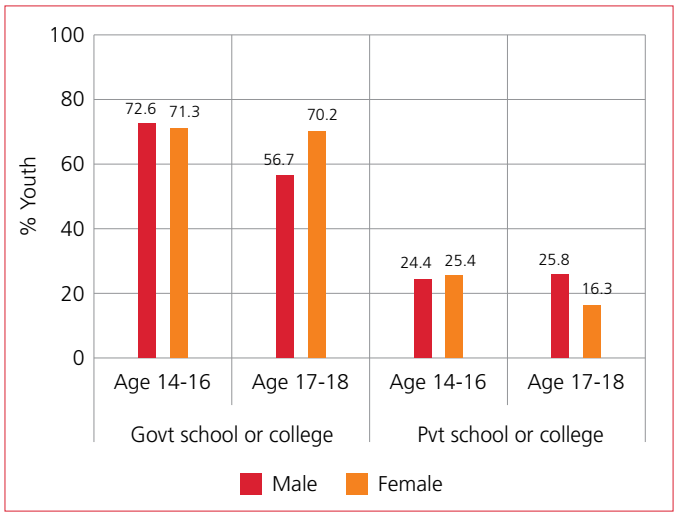
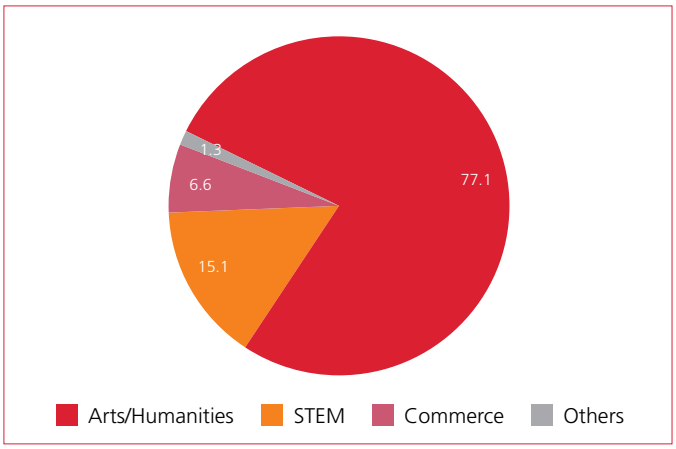


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	8.8	4.4	6.3
17-18	16.3	15.5	15.8
All youth	11.6	8.6	9.9

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	25.7	17.5	21.0
17-18	32.2	20.3	25.5
All youth	28.2	18.5	22.7

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Assam KAMRUP (RURAL)

ANALYSIS BASED ON DATA FROM 1,320 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	49.1	62.7	56.9
17-18	58.8	67.6	63.8

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

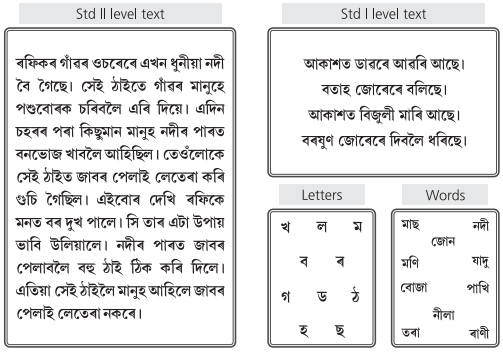
Age group	Male	Female	All
14-16	21.6	17.2	19.1
17-18	25.7	17.8	21.2

Basic English

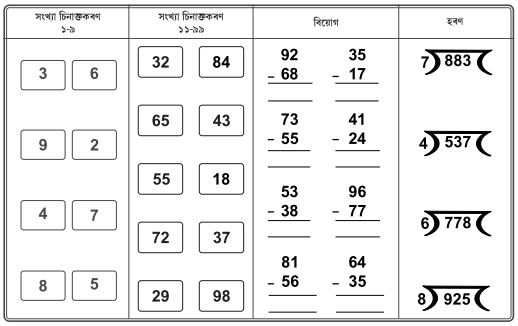
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	47.1	49.8	48.6
17-18	58.1	59.7	59.0

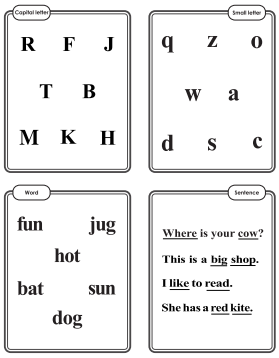
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Assam KAMRUP (RURAL)

ANALYSIS BASED ON DATA FROM 1,320 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

All tasks were administered one-on-one to surveyed youth.

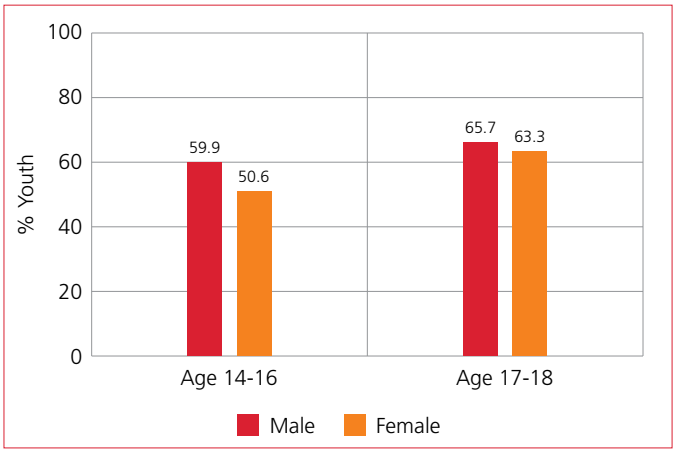
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	40.8	29.6	34.4	48.9	43.1	45.6
Adding weights	58.4	29.5	41.9	65.7	44.7	53.8
Measuring length (easy)	76.6	72.9	74.5	82.4	75.2	78.3
Measuring length (hard)	41.0	30.7	35.1	52.6	41.1	46.1
Applying unitary method	52.7	39.7	45.3	62.8	45.2	52.9

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



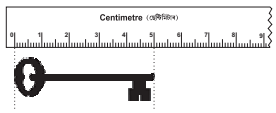
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

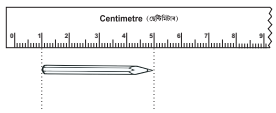
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	56.8	46.0	50.8	67.9	48.7	57.3
Applying a discount	36.8	22.2	28.7	54.1	35.3	43.7
Calculating repayment	6.1	3.4	4.6	20.0	5.3	11.8

CALCULATING TIME

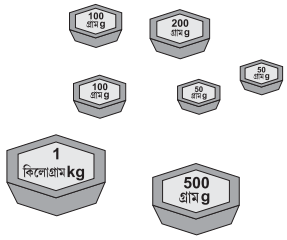
MEASURING LENGTH (EASY)



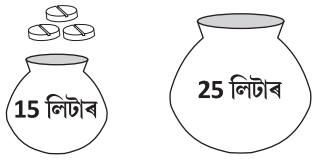
MEASURING LENGTH (HARD)



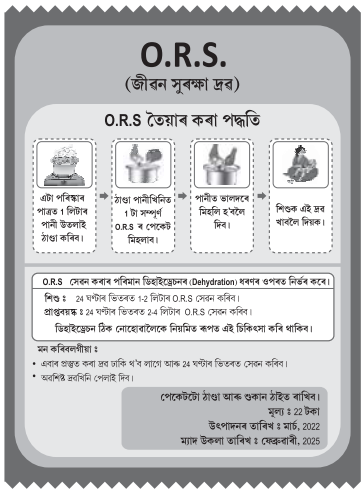
ADDING WEIGHTS



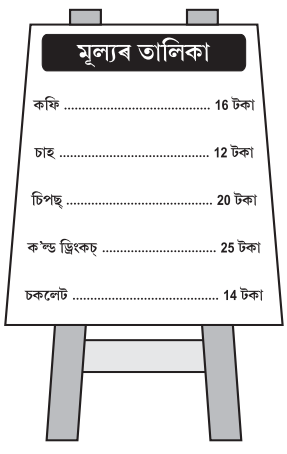
APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

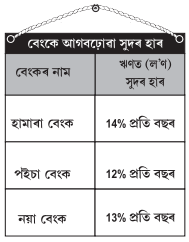


MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



ঋণ (লী'ণ) ৰ পৰিমাণ = 20,000 টকা

Assam KAMRUP (RURAL)

ANALYSIS BASED ON DATA FROM 1,320 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	90.4	67.7	96.6	25.1
	Female	90.0	63.5	94.3	11.8
	All	90.2	65.3	95.3	17.6
17-18	Male	96.7	86.3	98.6	77.1
	Female	90.6	73.0	95.2	56.3
	All	93.2	78.8	96.7	65.6
14-18	Male	92.8	74.8	97.4	45.3
	Female	90.2	67.1	94.6	28.7
	All	91.3	70.5	95.8	36.0

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	86.8	49.2	49.7	55.4
	Female	88.1	49.1	40.3	30.1
	All	87.5	49.2	44.4	41.0
17-18	Male	96.1	68.1	72.9	72.5
	Female	93.3	66.9	57.1	53.2
	All	94.6	67.4	64.3	61.9

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	68.6	28.6	82.4
	Female	70.3	15.9	79.1
	All	69.5	21.4	80.6
17-18	Male	72.8	49.9	92.2
	Female	71.0	35.7	85.2
	All	71.8	41.9	88.3

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
কাইলৈ ৰাতিপুৱা 8:30 বজাত	ভাৰতৰ প্ৰথম গৰাকী মহিলা ৰাষ্ট্ৰপতি	Maps	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	67.7	73.6	48.8	29.3	90.3	90.2
	Female	63.5	53.0	46.8	7.8	83.1	90.5
	All	65.3	62.3	47.7	17.3	86.4	90.4
17-18	Male	86.3	81.6	54.0	49.0	92.7	96.6
	Female	73.0	67.1	59.5	18.7	89.7	94.5
	All	78.8	74.0	56.9	33.1	91.1	95.5

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Bihar MUZAFFARPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,458 YOUTH IN 1,202 HOUSEHOLDS IN 60 VILLAGES
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Background information	State	District
Total population	12,30,83,000	4.7% of state population
Schools with Std VIII per 100000 population	35	35
Schools with Std IX-X per 100000 population	10	9
Schools with Std XI-XII per 100000 population	7	8
% Senior secondary schools (with Std XI-XII) that offer science stream	29.9	24.2

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in:			Not enrolled	Total
		School (Std X or below)	School (Std XI and XII)	Under-graduate or other		
14-16	Male	79.1	14.2	0.4	6.2	100
	Female	77.1	13.7	0.7	8.4	100
	All	78.0	13.9	0.6	7.5	100
17-18	Male	25.3	49.6	11.4	13.7	100
	Female	21.8	39.2	18.1	20.9	100
	All	23.2	43.5	15.3	18.0	100
14-18	Male	61.4	25.9	4.0	8.7	100
	Female	58.4	22.4	6.6	12.7	100
	All	59.7	23.8	5.5	11.0	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

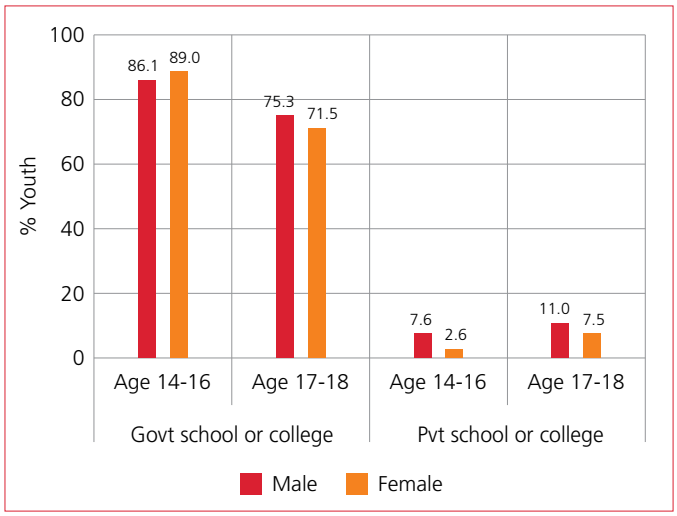
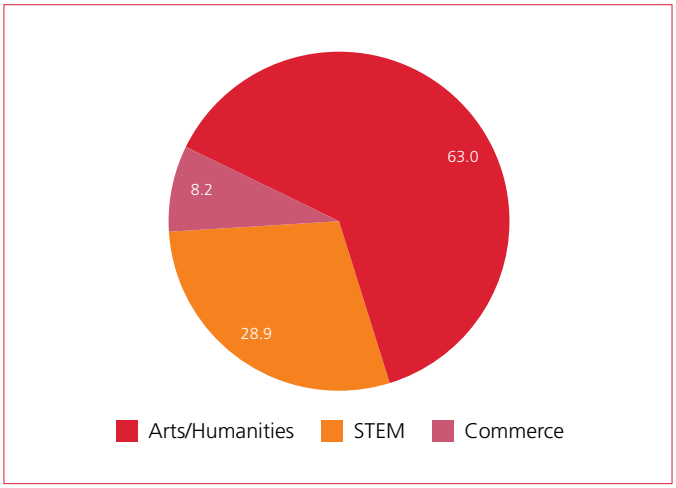


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	8.7	2.7	5.2
17-18	16.8	12.3	14.1
All youth	11.3	5.9	8.2

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	32.1	29.1	30.4
17-18	40.2	25.2	31.4
All youth	34.7	27.8	30.7

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Bihar MUZAFFARPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,458 YOUTH IN 1,202 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	73.2	67.0	69.6
17-18	82.9	73.0	77.0

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

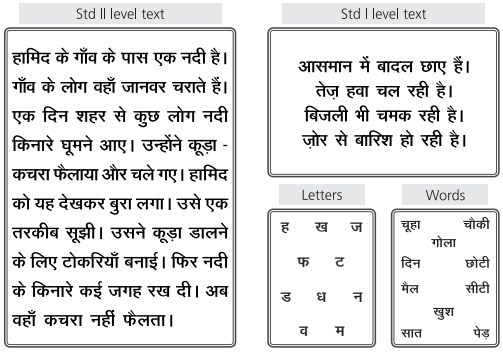
Age group	Male	Female	All
14-16	69.0	52.9	59.7
17-18	69.9	51.0	58.6

Basic English

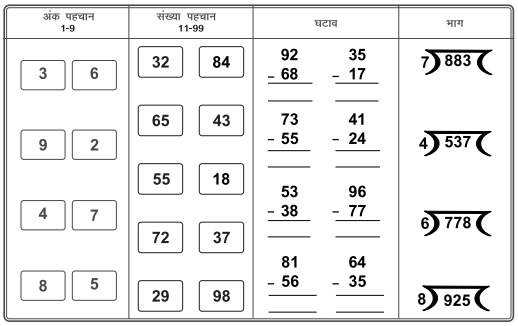
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	58.2	45.5	50.8
17-18	69.5	45.4	55.1

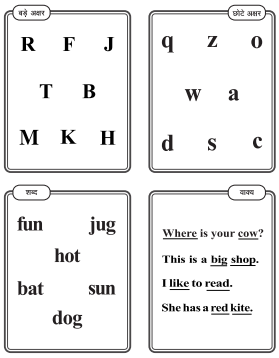
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Bihar MUZAFFARPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,458 YOUTH IN 1,202 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

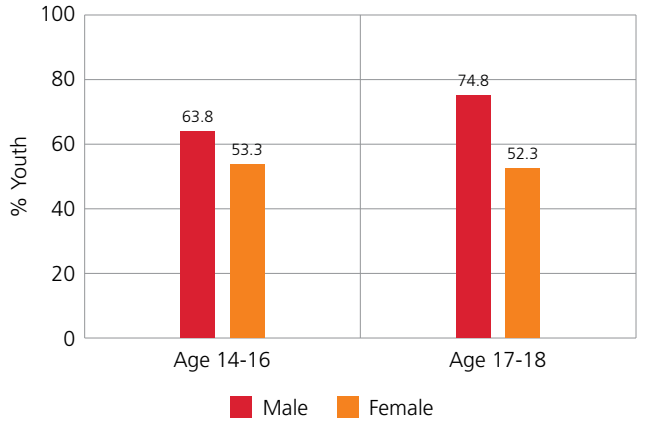
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	53.6	41.5	46.6	65.7	39.6	50.2
Adding weights	66.6	47.5	55.5	75.7	47.8	59.1
Measuring length (easy)	88.3	78.1	82.4	89.7	75.9	81.4
Measuring length (hard)	32.8	24.1	27.7	47.3	18.8	30.3
Applying unitary method	54.9	37.5	44.8	55.3	37.1	44.4

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



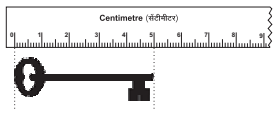
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

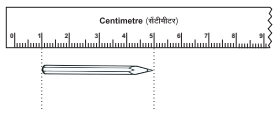
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	65.6	44.4	54.1	79.1	45.9	60.6
Applying a discount	42.2	22.5	31.6	61.2	19.9	38.2
Calculating repayment	12.8	4.9	8.5	23.7	7.2	14.5

CALCULATING TIME

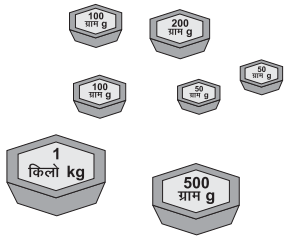
MEASURING LENGTH (EASY)



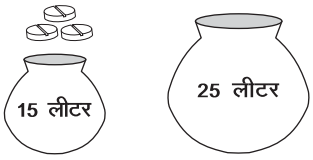
MEASURING LENGTH (HARD)



ADDING WEIGHTS

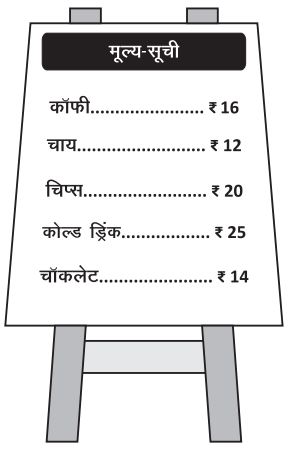


APPLYING UNITARY METHOD



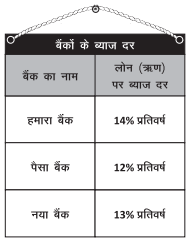
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Bihar MUZAFFARPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,458 YOUTH IN 1,202 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	87.5	64.9	89.5	24.1
	Female	81.9	53.1	78.4	6.1
	All	84.2	58.0	83.1	14.3
17-18	Male	94.8	76.9	97.1	60.7
	Female	82.1	57.5	84.0	15.7
	All	87.3	65.4	89.4	35.5
14-18	Male	89.9	68.8	92.0	36.6
	Female	81.9	54.6	80.3	9.5
	All	85.2	60.5	85.2	21.6

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	90.2	49.8	42.3	53.3
	Female	81.7	42.0	30.3	26.5
	All	85.6	45.7	36.0	39.3
17-18	Male	97.0	73.6	70.1	74.9
	Female	82.7	46.4	39.0	36.7
	All	89.0	59.5	54.0	55.2

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	71.8	29.5	88.5
	Female	54.0	9.9	77.7
	All	62.0	18.1	82.6
17-18	Male	72.3	58.1	92.6
	Female	50.8	13.9	73.4
	All	60.3	31.9	81.9

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	64.9	70.5	72.8	47.6	87.2	87.8
	Female	53.1	45.3	65.1	21.9	64.2	75.9
	All	58.0	57.5	68.9	34.5	75.3	82.5
17-18	Male	76.9	78.8	87.1	62.3	90.2	91.3
	Female	57.5	44.4	64.2	25.1	67.8	
	All	65.4	61.2	75.4	42.9	78.6	83.6

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Chhattisgarh GARIABAND (RURAL)

ANALYSIS BASED ON DATA FROM 1,273 YOUTH IN 1,065 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	2,94,93,000	2.3% of state population
Schools with Std VIII per 100000 population	65	78
Schools with Std IX-X per 100000 population	25	26
Schools with Std XI-XII per 100000 population	16	15
% Senior secondary schools (with Std XI-XII) that offer science stream	89.4	82.7

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	68.1	10.5	0.0	21.4	100
	Female	58.0	21.3	0.2	20.6	100
	All	62.1	16.9	0.1	20.9	100
17-18	Male	5.9	32.7	12.3	49.0	100
	Female	7.0	35.7	11.2	46.0	100
	All	6.5	34.4	11.7	47.3	100
14-18	Male	42.3	19.7	5.1	32.9	100
	Female	38.1	26.9	4.5	30.5	100
	All	39.9	23.9	4.7	31.5	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

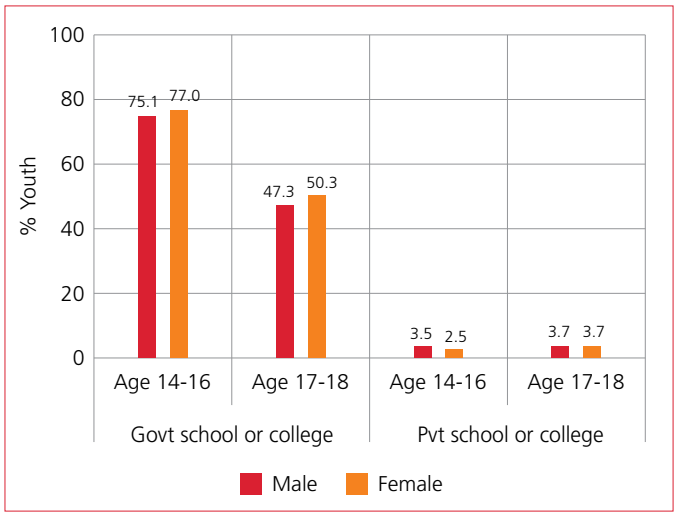
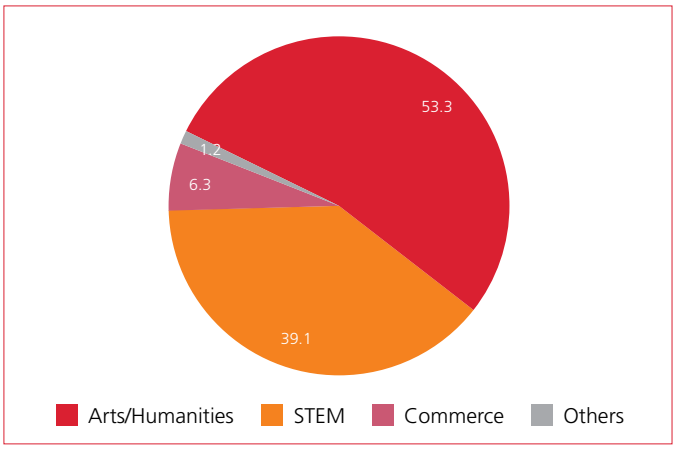


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	0.6	0.4	0.5
17-18	4.3	3.3	3.7
All youth	2.1	1.5	1.8

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	37.6	32.5	34.6
17-18	54.4	44.8	49.0
All youth	44.5	37.2	40.3

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Chhattisgarh GARIABAND (RURAL)

ANALYSIS BASED ON DATA FROM 1,273 YOUTH IN 1,065 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	72.2	80.2	76.9
17-18	71.7	79.1	75.9

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

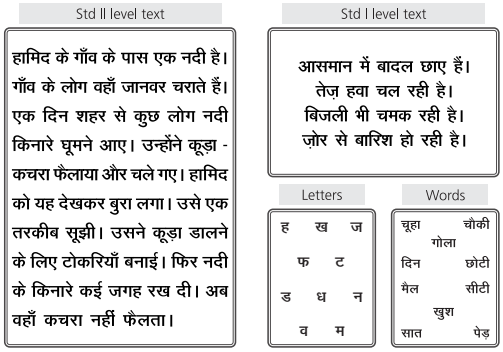
Age group	Male	Female	All
14-16	24.7	29.8	27.7
17-18	21.6	25.7	23.9

Basic English

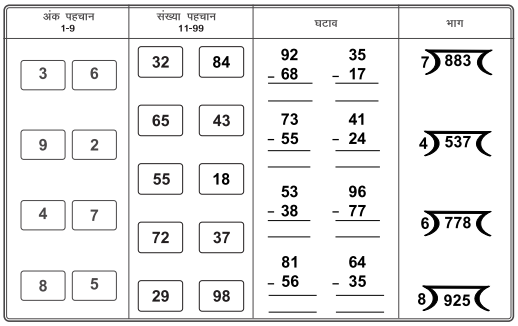
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	37.0	48.9	44.0
17-18	47.4	51.8	49.9

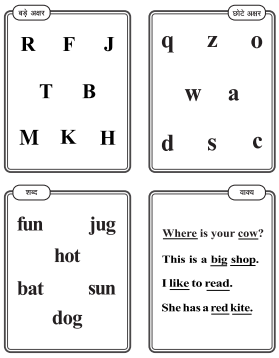
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Chhattisgarh GARIABAND (RURAL)

ANALYSIS BASED ON DATA FROM 1,273 YOUTH IN 1,065 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

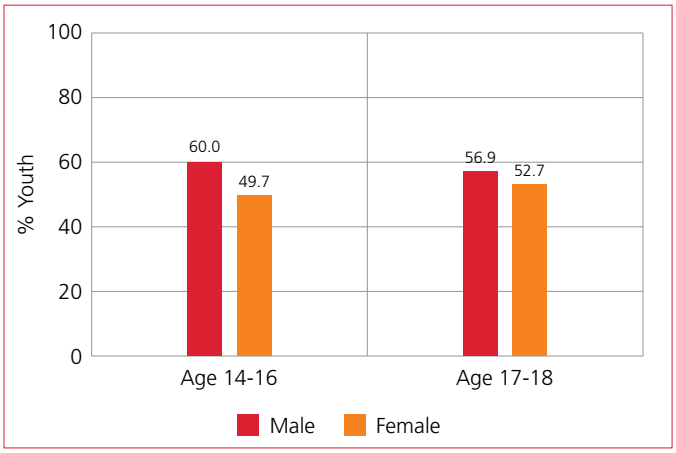
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	27.2	25.9	26.5	28.0	26.4	27.1
Adding weights	46.2	27.1	35.0	52.5	32.4	41.2
Measuring length (easy)	81.5	79.6	80.4	84.6	76.4	80.0
Measuring length (hard)	27.3	21.3	23.8	33.6	22.7	27.4
Applying unitary method	37.9	28.2	32.2	35.0	31.9	33.3

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



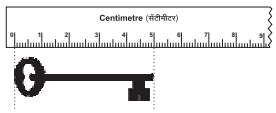
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

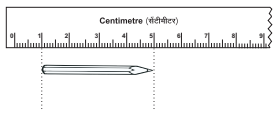
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	51.7	40.0	44.5	DATA INSUFFICIENT	44.8	49.6
Applying a discount	30.7	14.6	20.8		13.4	22.4
Calculating repayment	4.4	0.9	2.3		0.7	1.6

CALCULATING TIME

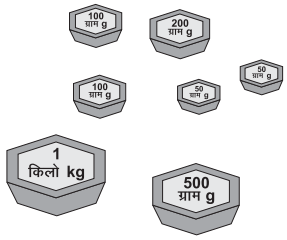
MEASURING LENGTH (EASY)



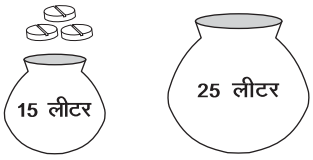
MEASURING LENGTH (HARD)



ADDING WEIGHTS

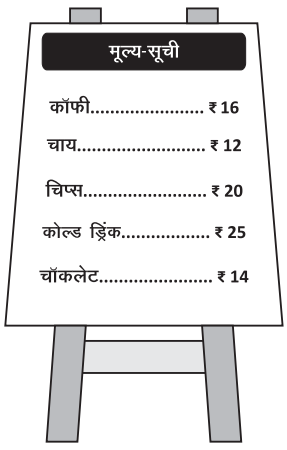


APPLYING UNITARY METHOD



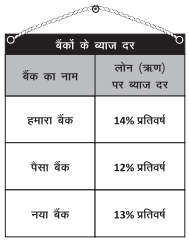
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Chhattisgarh GARIABAND (RURAL)

ANALYSIS BASED ON DATA FROM 1,273 YOUTH IN 1,065 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	89.5	66.0	92.3	29.6
	Female	88.3	57.2	86.1	9.1
	All	88.8	60.9	88.7	17.9
17-18	Male	93.6	67.4	94.3	67.7
	Female	86.1	65.5	86.5	31.9
	All	89.4	66.4	89.9	48.2
14-18	Male	91.2	66.6	93.1	45.5
	Female	87.5	60.5	86.2	18.0
	All	89.0	63.1	89.1	30.1

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	91.8	32.5	25.8	39.4
	Female	86.8	36.4	20.7	18.2
	All	89.0	34.7	23.0	27.6
17-18	Male	97.3	60.3	48.0	62.0
	Female	87.8	49.6	31.3	30.7
	All	92.1	54.8	39.4	45.8

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	48.1	10.1	82.9
	Female	53.6	4.8	78.2
	All	51.2	7.0	80.2
17-18	Male	56.5	28.1	91.9
	Female	46.7	12.3	72.5
	All	51.2	19.2	81.4

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	66.0	50.9	67.4	26.5	74.2	81.8
	Female	57.2	28.2	68.6	7.3	64.4	70.8
	All	60.9	38.3	68.0	15.8	68.8	76.1
17-18	Male	67.4	58.9	72.6	39.6	74.4	
	Female	65.5	30.6	68.6	14.4	66.1	70.6
	All	66.4	43.2	70.4	25.4	69.8	79.9

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Gujarat MAHESANA (RURAL)

ANALYSIS BASED ON DATA FROM 1,301 YOUTH IN 1,191 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	6,97,88,000	3.4% of state population
Schools with Std VIII per 100000 population	44	42
Schools with Std IX-X per 100000 population	17	16
Schools with Std XI-XII per 100000 population	12	10
% Senior secondary schools (with Std XI-XII) that offer science stream	28.8	27.8

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	73.1	17.5	1.7	7.7	100
	Female	61.9	16.6	2.1	19.5	100
	All	67.3	17.0	1.9	13.8	100
17-18	Male	4.2	28.0	27.8	40.0	100
	Female	5.1	32.7	24.0	38.3	100
	All	4.7	30.4	25.8	39.1	100
14-18	Male	48.8	21.2	10.9	19.2	100
	Female	41.8	22.3	9.8	26.1	100
	All	45.2	21.7	10.3	22.7	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

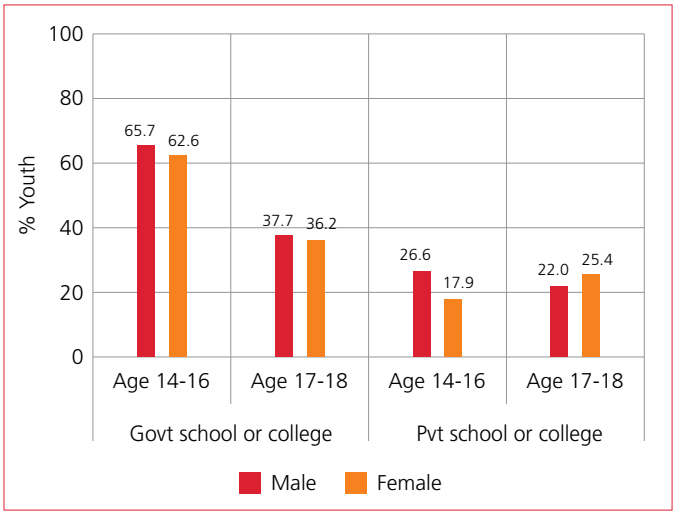
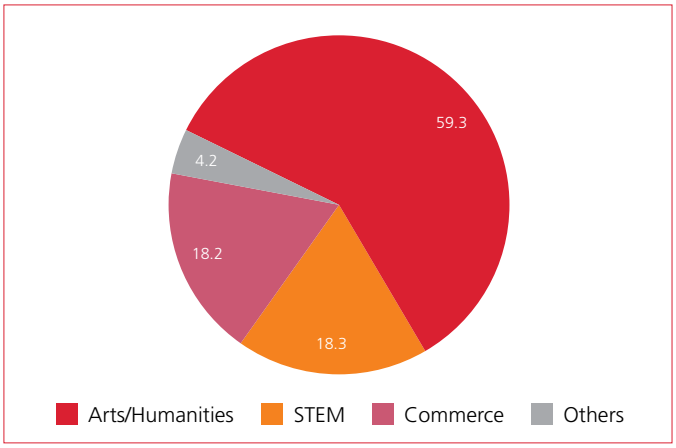


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	1.8	2.3	2.1
17-18	15.2	9.6	12.3
All youth	6.5	4.9	5.7

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	23.1	19.3	21.1
17-18	41.5	33.0	37.2
All youth	29.6	24.1	26.8

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Gujarat MAHESANA (RURAL)

ANALYSIS BASED ON DATA FROM 1,301 YOUTH IN 1,191 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	85.1	91.4	88.4
17-18	83.2	87.2	85.2

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

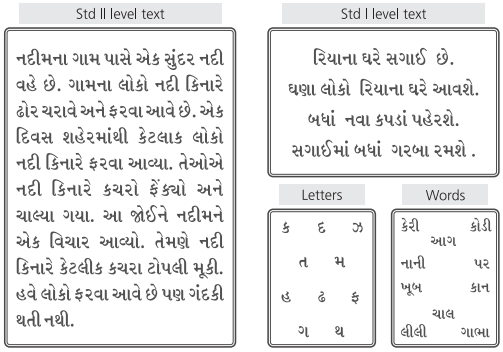
Age group	Male	Female	All
14-16	54.3	51.7	53.0
17-18	46.2	50.1	48.2

Basic English

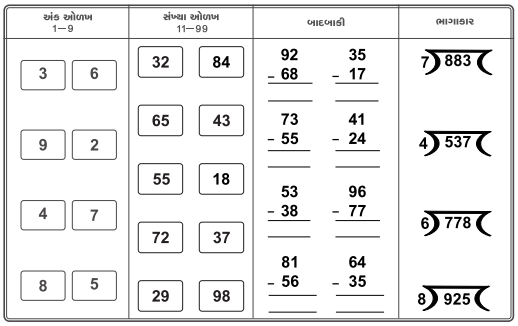
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	63.1	62.3	62.7
17-18	65.0	66.8	65.9

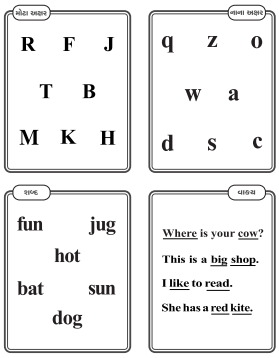
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Gujarat MAHESANA (RURAL)

ANALYSIS BASED ON DATA FROM 1,301 YOUTH IN 1,191 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

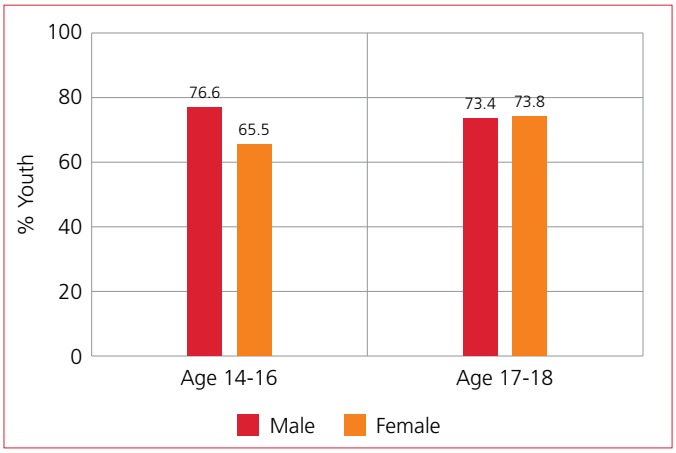
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	58.5	52.9	55.6	56.1	55.4	55.8
Adding weights	77.1	60.6	68.7	74.0	62.6	68.2
Measuring length (easy)	88.4	89.1	88.8	88.7	82.6	85.6
Measuring length (hard)	49.5	43.8	46.6	55.6	41.4	48.3
Applying unitary method	55.5	47.3	51.3	61.2	50.8	55.8

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



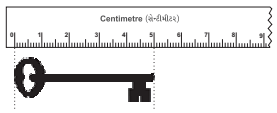
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

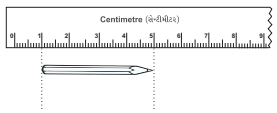
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	69.5	64.9	67.1	77.6	64.7	70.8
Applying a discount	50.2	36.0	42.8	57.5	45.6	51.2
Calculating repayment	18.7	8.6	13.5	33.1	10.9	21.4

CALCULATING TIME

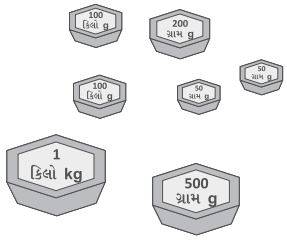
MEASURING LENGTH (EASY)



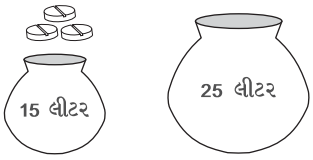
MEASURING LENGTH (HARD)



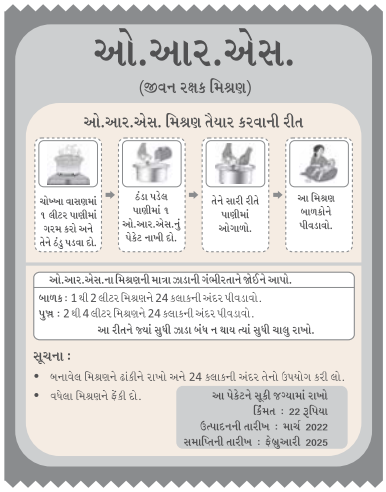
ADDING WEIGHTS



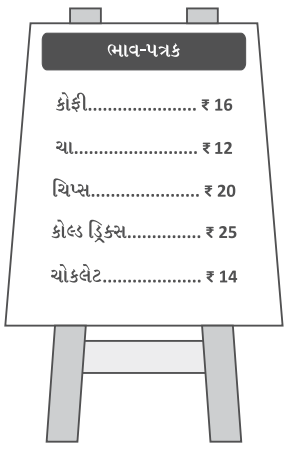
APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS



MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT

Gujarat MAHESANA (RURAL)

ANALYSIS BASED ON DATA FROM 1,301 YOUTH IN 1,191 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	96.9	80.3	98.7	32.5
	Female	95.1	71.5	94.7	15.2
	All	95.9	75.8	96.7	23.8
17-18	Male	98.5	89.9	98.4	74.8
	Female	97.1	75.6	97.2	34.8
	All	97.8	82.6	97.8	54.5
14-18	Male	97.5	83.7	98.6	47.6
	Female	95.8	72.9	95.6	22.3
	All	96.6	78.2	97.1	34.8

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	93.6	60.3	54.4	61.9
	Female	91.3	44.1	35.0	38.0
	All	92.4	52.3	44.7	50.0
17-18	Male	98.6	82.6	80.7	84.0
	Female	92.9	61.3	48.3	47.9
	All	95.7	72.1	64.6	66.1

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	66.2	31.6	87.1
	Female	67.1	16.0	82.2
	All	66.7	23.5	84.6
17-18	Male	55.4	57.5	92.6
	Female	57.0	28.9	78.5
	All	56.2	42.9	85.4

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
આવતી કાલે સવારના 8:30	વાગે ભારતના પ્રથમ મહિલા રાષ્ટ્રપતિ	Maps (મેપ)	PMGDISHA Module 1 (પી. એમ. જી. દિશા મૉડ્યુલ 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	80.3	84.8	74.8	59.2	85.7	96.8
	Female	71.5	69.6	72.6	36.4	84.8	92.7
	All	75.8	77.4	73.8	48.2	85.2	94.8
17-18	Male	89.9	82.5	72.6	68.4	88.3	98.7
	Female	75.6	77.4	71.6	52.3	86.9	92.5
	All	82.6	80.1	72.1	60.9	87.7	95.8

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Haryana SIRSA (RURAL)

ANALYSIS BASED ON DATA FROM 1,472 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	2,94,83,000	5.1% of state population
Schools with Std VIII per 100000 population	48	41
Schools with Std IX-X per 100000 population	29	26
Schools with Std XI-XII per 100000 population	19	17
% Senior secondary schools (with Std XI-XII) that offer science stream	57.5	49.9

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	69.7	25.1	0.5	4.8	100
	Female	59.5	37.3	0.2	3.0	100
	All	64.5	31.3	0.3	3.9	100
17-18	Male	11.9	51.7	16.7	19.7	100
	Female	4.7	43.0	33.0	19.3	100
	All	8.2	47.2	25.2	19.5	100
14-18	Male	50.5	33.9	5.8	9.7	100
	Female	40.9	39.2	11.3	8.5	100
	All	45.6	36.6	8.6	9.1	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

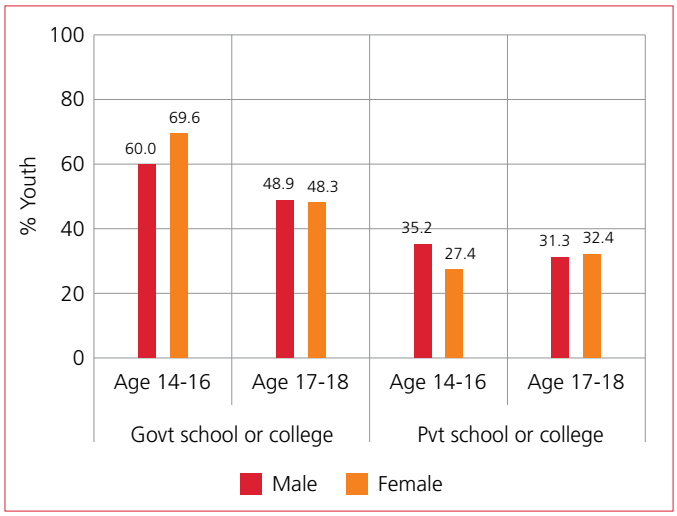
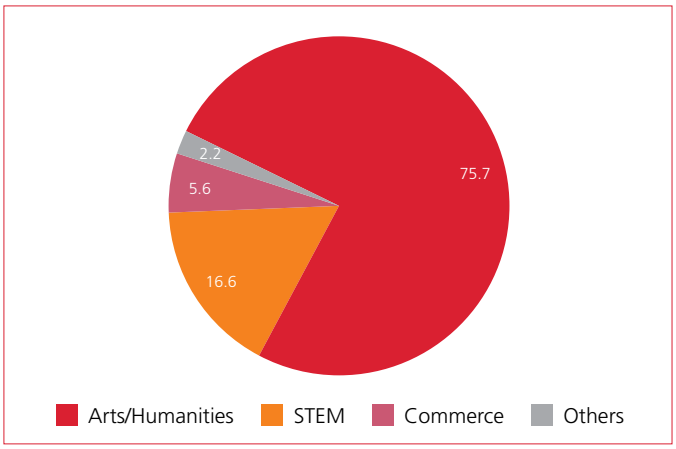


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	2.6	1.9	2.2
17-18	12.3	8.3	10.2
All youth	5.8	4.1	4.9

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	37.9	21.7	29.6
17-18	51.0	32.8	41.5
All youth	42.2	25.5	33.6

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Haryana SIRSA (RURAL)

ANALYSIS BASED ON DATA FROM 1,472 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	82.9	90.2	86.6
17-18	85.2	90.3	87.9

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

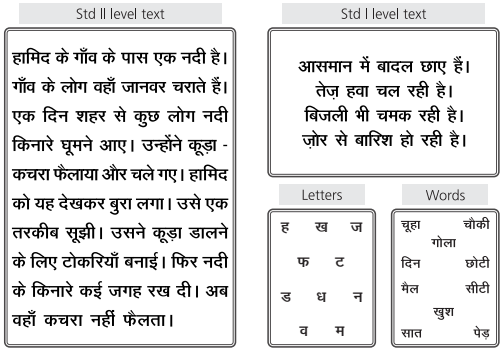
Age group	Male	Female	All
14-16	56.7	66.6	61.8
17-18	55.0	62.3	58.8

Basic English

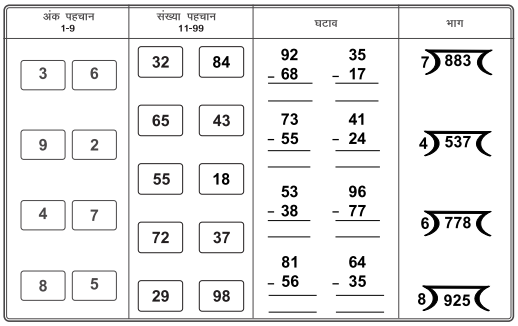
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	77.0	80.7	78.9
17-18	81.3	84.2	82.8

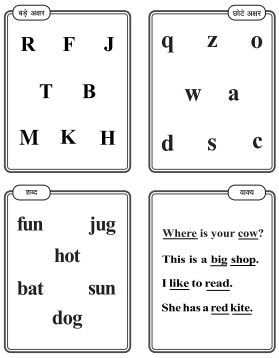
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Haryana SIRSA (RURAL)

ANALYSIS BASED ON DATA FROM 1,472 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

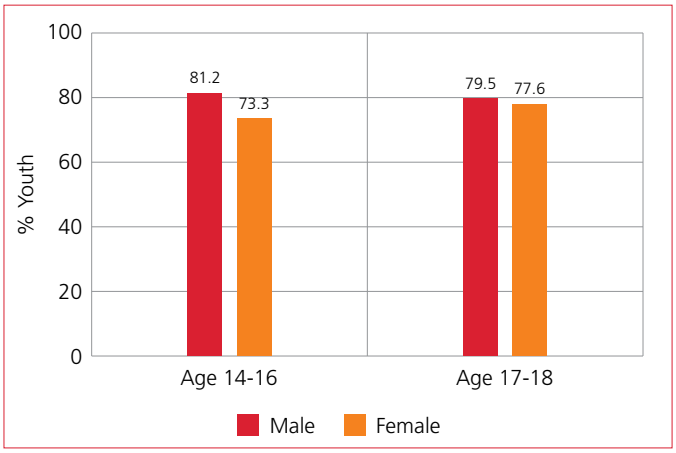
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	57.1	61.4	59.3	65.9	55.7	60.6
Adding weights	78.5	66.1	72.2	82.2	68.3	74.9
Measuring length (easy)	92.7	88.1	90.4	93.8	89.7	91.7
Measuring length (hard)	60.9	45.8	53.2	59.3	53.7	56.4
Applying unitary method	58.6	58.4	58.5	67.0	56.3	61.4

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



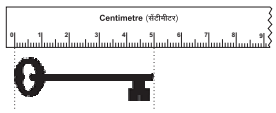
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

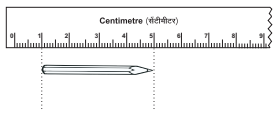
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	77.8	69.0	73.1	73.8	65.0	69.2
Applying a discount	60.0	43.4	51.2	67.1	52.8	59.5
Calculating repayment	20.6	16.9	18.6	24.2	18.2	21.0

CALCULATING TIME

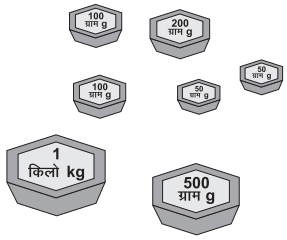
MEASURING LENGTH (EASY)



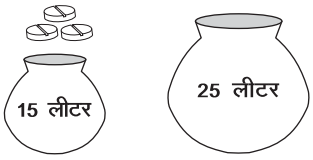
MEASURING LENGTH (HARD)



ADDING WEIGHTS

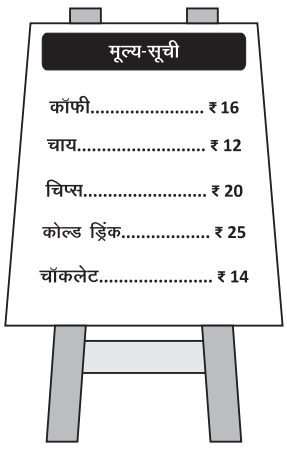


APPLYING UNITARY METHOD



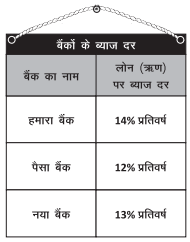
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Haryana SIRSA (RURAL)

ANALYSIS BASED ON DATA FROM 1,472 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	96.3	81.0	96.9	32.4
	Female	92.7	73.9	96.6	9.9
	All	94.5	77.4	96.7	20.9
17-18	Male	98.0	90.4	98.9	69.6
	Female	93.4	80.2	95.8	36.8
	All	95.6	85.1	97.3	52.7
14-18	Male	96.9	84.1	97.5	44.8
	Female	92.9	76.0	96.4	19.0
	All	94.8	80.0	96.9	31.6

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	94.9	61.8	66.6	74.3
	Female	91.9	42.1	38.7	38.3
	All	93.4	52.0	52.6	56.3
17-18	Male	98.2	80.1	79.8	85.7
	Female	92.4	61.6	60.2	60.0
	All	95.2	70.9	70.0	72.9

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	72.6	35.2	89.0
	Female	82.2	15.9	78.1
	All	77.5	25.3	83.5
17-18	Male	71.7	54.5	90.5
	Female	77.1	26.3	80.7
	All	74.5	39.8	85.5

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	81.0	81.8	80.6	61.9	91.1	93.7
	Female	73.9	65.4	86.9	31.5	89.4	82.6
	All	77.4	73.8	83.7	47.2	90.3	88.3
17-18	Male	90.4	91.4	87.7	74.4	91.0	97.3
	Female	80.2	79.6	88.0	44.4	91.9	93.3
	All	85.1	85.7	87.8	59.9	91.5	95.4

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Himachal Pradesh KANGRA (RURAL)

ANALYSIS BASED ON DATA FROM 1,360 YOUTH IN 1,202 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	73,94,000	22.0% of state population
Schools with Std VIII per 100000 population	94	84
Schools with Std IX-X per 100000 population	58	56
Schools with Std XI-XII per 100000 population	34	32
% Senior secondary schools (with Std XI-XII) that offer science stream	50.4	58.6

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	55.5	41.0	1.0	2.6	100
	Female	47.5	46.7	3.7	2.1	100
	All	51.6	43.8	2.3	2.3	100
17-18	Male	2.5	42.0	23.6	31.9	100
	Female	2.0	36.0	44.3	17.8	100
	All	2.2	39.1	33.7	25.0	100
14-18	Male	38.9	41.3	8.1	11.7	100
	Female	33.5	43.4	16.2	6.9	100
	All	36.3	42.3	12.0	9.4	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

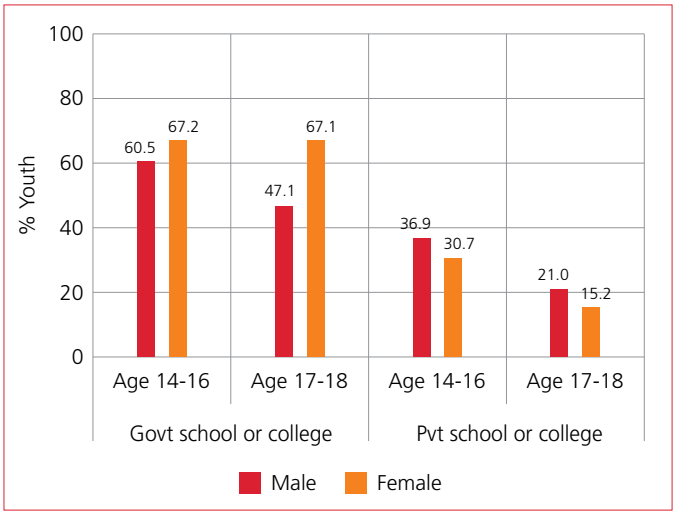
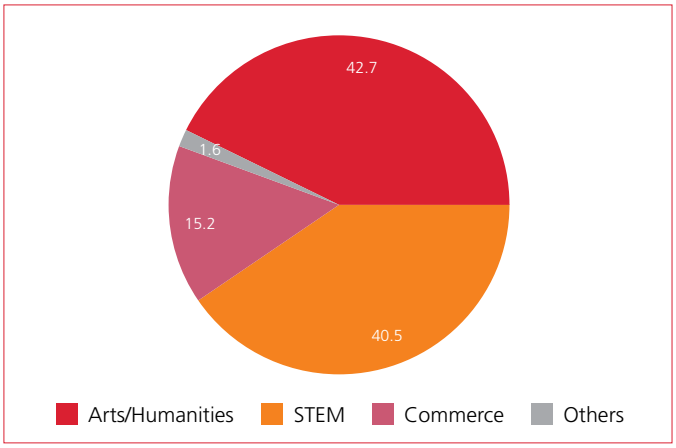


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	3.1	1.9	2.5
17-18	30.0	14.3	22.3
All youth	11.4	5.7	8.6

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	28.4	22.3	25.4
17-18	42.8	29.6	36.4
All youth	32.9	24.6	28.8

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Himachal Pradesh KANGRA (RURAL)

ANALYSIS BASED ON DATA FROM 1,360 YOUTH IN 1,202 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	84.5	92.7	88.6
17-18	85.5	91.9	88.6

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

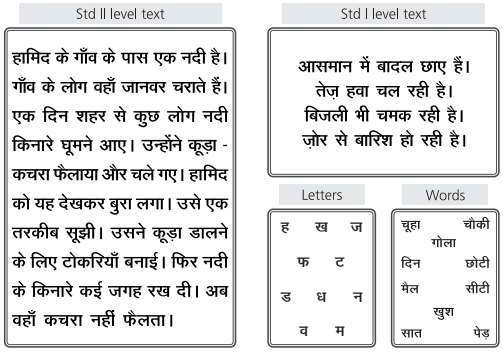
Age group	Male	Female	All
14-16	57.9	63.1	60.5
17-18	49.5	51.3	50.4

Basic English

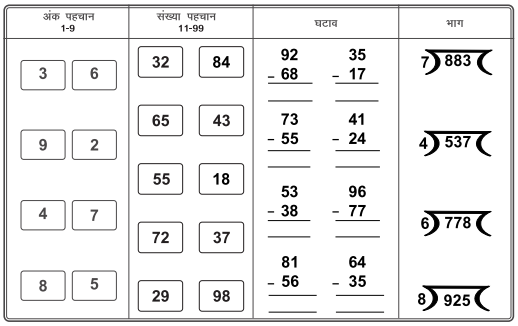
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	84.2	90.4	87.3
17-18	84.9	84.2	84.6

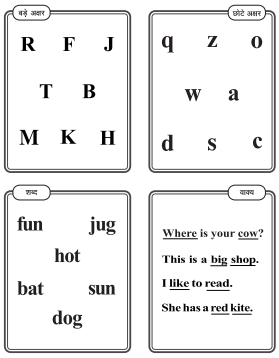
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Himachal Pradesh KANGRA (RURAL)

ANALYSIS BASED ON DATA FROM 1,360 YOUTH IN 1,202 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

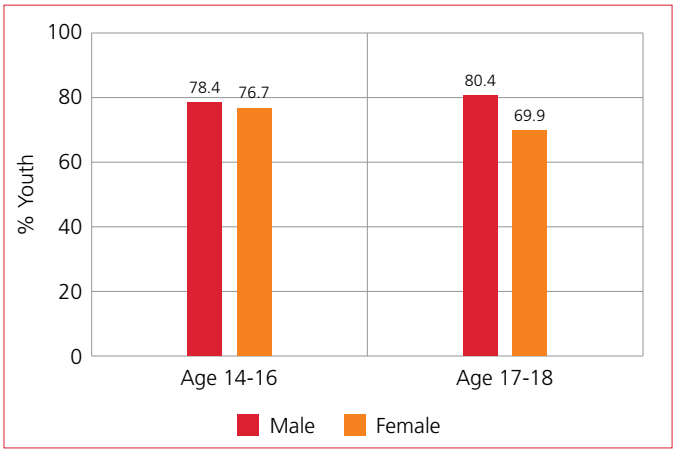
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	46.2	41.6	43.9	47.7	47.5	47.6
Adding weights	71.9	47.8	60.0	76.0	47.1	61.9
Measuring length (easy)	92.5	91.7	92.1	94.3	90.3	92.3
Measuring length (hard)	47.9	45.3	46.6	55.8	33.5	45.0
Applying unitary method	62.9	51.3	57.2	65.1	49.1	57.3

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



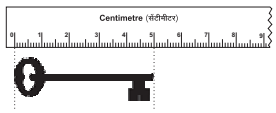
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

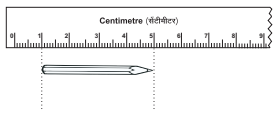
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	66.6	51.2	58.9	74.8	52.2	63.2
Applying a discount	46.5	31.4	39.0	54.7	35.9	45.0
Calculating repayment	11.1	6.3	8.7	20.1	13.4	16.7

CALCULATING TIME

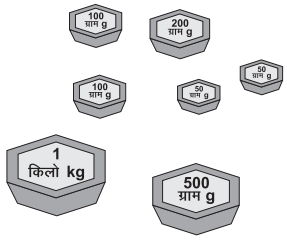
MEASURING LENGTH (EASY)



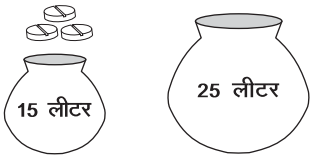
MEASURING LENGTH (HARD)



ADDING WEIGHTS

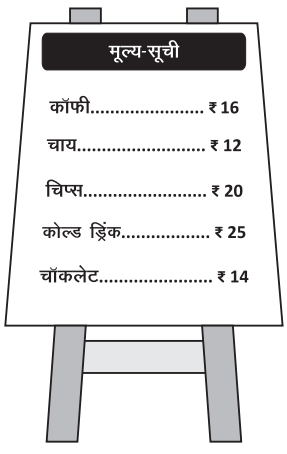


APPLYING UNITARY METHOD



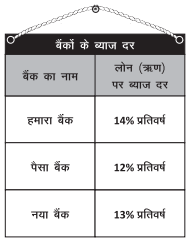
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Himachal Pradesh KANGRA (RURAL)

ANALYSIS BASED ON DATA FROM 1,360 YOUTH IN 1,202 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	98.8	88.9	99.8	36.8
	Female	98.0	87.2	99.2	21.7
	All	98.4	88.1	99.5	29.4
17-18	Male	99.6	93.2	99.6	75.5
	Female	98.3	91.8	99.3	51.5
	All	99.0	92.5	99.5	63.9
14-18	Male	99.0	90.3	99.7	48.9
	Female	98.1	88.6	99.2	30.8
	All	98.6	89.5	99.5	40.0

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	97.0	78.4	81.7	83.9
	Female	96.1	71.0	74.1	66.6
	All	96.6	74.8	78.0	75.4
17-18	Male	99.0	88.2	92.9	94.7
	Female	98.0	80.9	83.1	80.5
	All	98.5	84.7	88.1	87.8

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	83.0	42.8	95.5
	Female	86.4	30.1	84.6
	All	84.7	36.5	90.1
17-18	Male	79.5	70.9	94.0
	Female	87.7	52.7	87.9
	All	83.5	62.1	91.0

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	88.9	90.0	81.2	56.4	96.4	97.7
	Female	87.2	85.9	88.7	32.6	92.3	97.6
	All	88.1	88.0	84.9	44.7	94.4	97.7
17-18	Male	93.2	95.1	87.4	69.7	94.7	98.7
	Female	91.8	83.1	88.5	40.6	94.1	97.0
	All	92.5	89.3	87.9	55.9	94.4	97.9

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Jammu and Kashmir ANANTNAG (RURAL)

ANALYSIS BASED ON DATA FROM 1,410 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	1,34,08,000	8.8% of state population
Schools with Std VIII per 100000 population	100	94
Schools with Std IX-X per 100000 population	33	25
Schools with Std XI-XII per 100000 population	9	6
% Senior secondary schools (with Std XI-XII) that offer science stream	86.7	92.1

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	85.4	12.9	0.0	1.7	100
	Female	80.3	14.0	0.2	5.5	100
	All	82.4	13.6	0.1	3.9	100
17-18	Male	14.2	56.4	14.5	15.0	100
	Female	11.9	48.4	18.1	21.6	100
	All	12.8	51.6	16.7	19.0	100
14-18	Male	56.5	30.5	5.9	7.1	100
	Female	51.8	28.4	7.7	12.2	100
	All	53.7	29.2	7.0	10.1	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

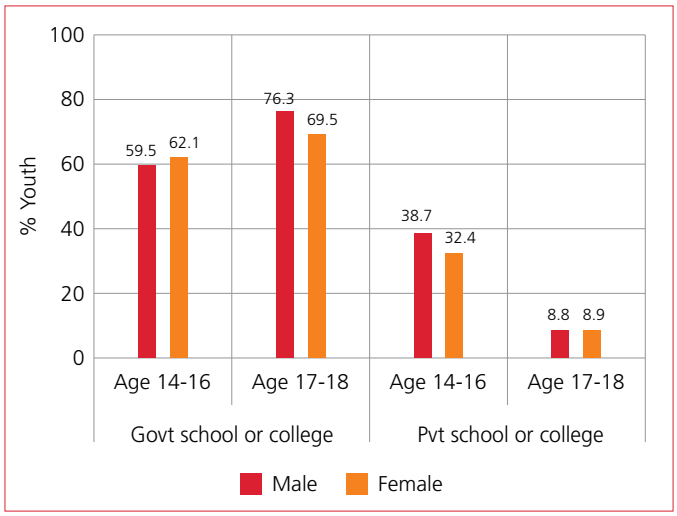
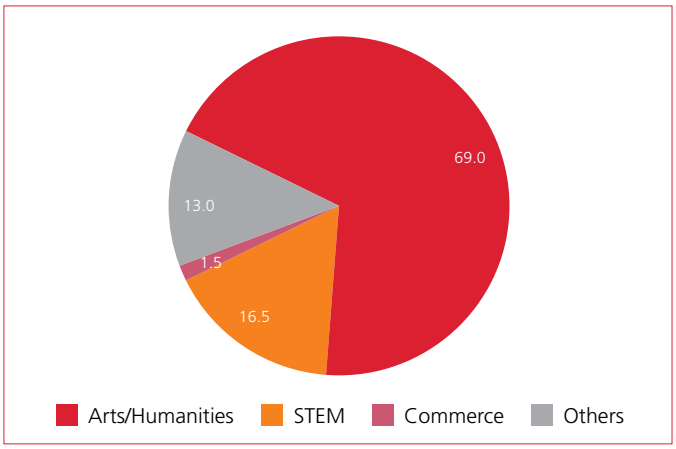


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	0.7	0.2	0.4
17-18	2.4	2.3	2.3
All youth	1.4	1.0	1.2

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	26.9	22.9	24.6
17-18	34.6	31.5	32.7
All youth	30.1	26.5	27.9

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Jammu and Kashmir ANANTNAG (RURAL)

ANALYSIS BASED ON DATA FROM 1,410 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	77.8	75.5	76.5
17-18	87.6	72.5	78.5

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

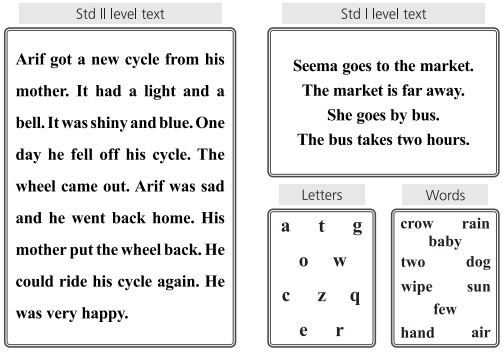
Age group	Male	Female	All
14-16	48.1	33.2	39.3
17-18	39.0	25.0	30.5

Basic English

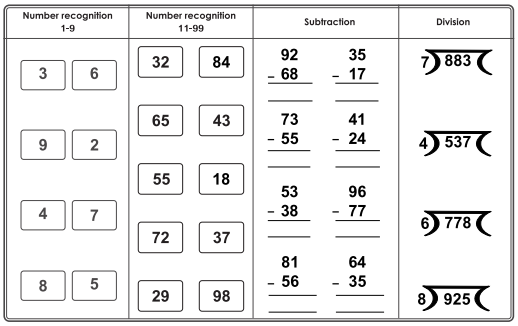
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	88.6	86.2	87.2
17-18	92.2	82.2	86.1

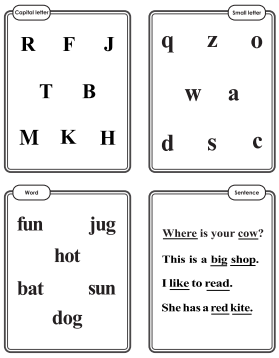
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Jammu and Kashmir ANANTNAG (RURAL)

ANALYSIS BASED ON DATA FROM 1,410 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

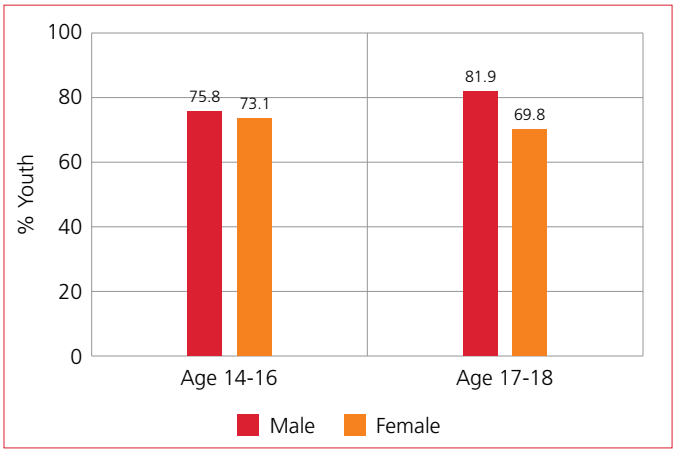
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	56.8	44.5	49.5	67.8	51.6	58.1
Adding weights	74.7	52.5	61.6	82.7	49.8	62.9
Measuring length (easy)	93.3	88.4	90.4	93.4	85.9	88.9
Measuring length (hard)	66.0	49.1	56.0	69.0	42.5	53.1
Applying unitary method	64.7	48.2	54.9	76.3	51.4	61.3

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



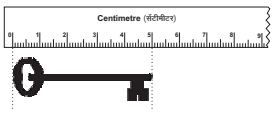
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

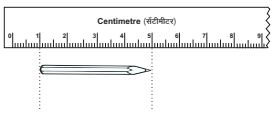
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	76.6	66.0	70.6	79.4	66.8	72.4
Applying a discount	52.9	34.4	42.5	67.0	37.6	50.6
Calculating repayment	17.9	8.4	12.6	23.6	8.6	15.2

CALCULATING TIME

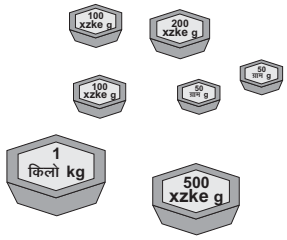
MEASURING LENGTH (EASY)



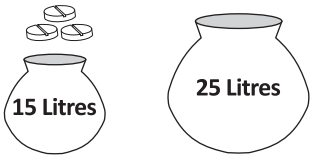
MEASURING LENGTH (HARD)



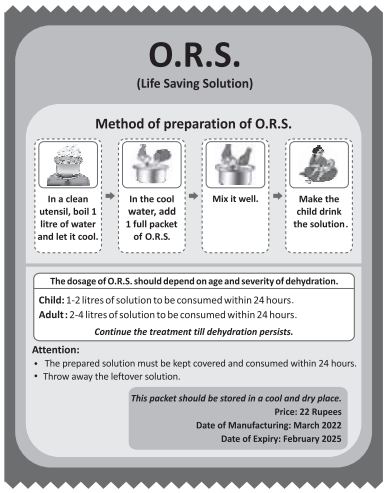
ADDING WEIGHTS



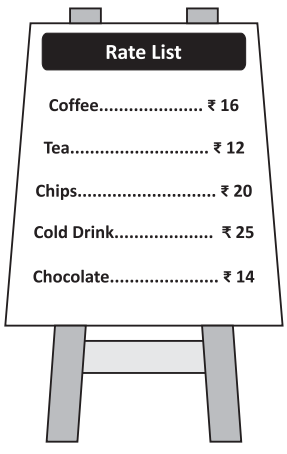
APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

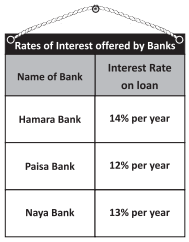


MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Loan Amount = Rs. 20,000

Jammu and Kashmir ANANTNAG (RURAL)

ANALYSIS BASED ON DATA FROM 1,410 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	97.7	75.9	97.3	47.0
	Female	96.1	63.1	98.2	19.9
	All	96.8	68.3	97.9	31.0
17-18	Male	98.4	92.1	100.0	86.3
	Female	98.1	73.4	97.2	53.3
	All	98.2	80.8	98.3	66.7
14-18	Male	98.0	82.5	98.4	63.2
	Female	96.9	67.4	97.8	33.8
	All	97.4	73.5	98.1	45.8

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	95.6	72.8	72.1	75.8
	Female	88.6	54.7	51.7	56.2
	All	91.4	62.5	60.4	64.5
17-18	Male	98.1	73.4	85.7	90.7
	Female	92.0	66.7	63.9	65.5
	All	94.4	69.5	73.1	76.0

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	80.8	34.3	87.4
	Female	77.9	16.6	68.3
	All	79.1	23.9	76.1
17-18	Male	80.6	68.1	85.4
	Female	64.3	33.7	68.9
	All	70.9	47.3	75.6

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
8:30 in the morning tomorrow	First woman President of India	Maps	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	75.9	90.0	93.3	61.1	94.1	95.8
	Female	63.1	80.0	94.9	43.1	94.7	91.1
	All	68.3	84.6	94.2	51.4	94.4	93.3
17-18	Male	92.1	94.4	94.2	74.9	96.9	98.6
	Female	73.4	82.3	90.1	58.2	93.8	94.8
	All	80.8	87.8	92.0	65.7	95.2	96.5

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Jharkhand EAST SINGHBHUM (RURAL)

ANALYSIS BASED ON DATA FROM 1,113 YOUTH IN 988 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	3,84,71,000	6.5% of state population
Schools with Std VIII per 100000 population	52	42
Schools with Std IX-X per 100000 population	12	13
Schools with Std XI-XII per 100000 population	5	5
% Senior secondary schools (with Std XI-XII) that offer science stream	59.1	68.8

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	76.9	11.1	0.0	12.0	100
	Female	73.9	12.5	0.0	13.6	100
	All	75.5	11.8	0.0	12.8	100
17-18	Male	15.6	39.2	10.2	35.1	100
	Female	14.3	47.2	11.8	26.8	100
	All	15.0	42.9	11.0	31.2	100
14-18	Male	54.9	21.1	3.7	20.3	100
	Female	53.2	24.5	4.1	18.2	100
	All	54.1	22.8	3.9	19.3	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

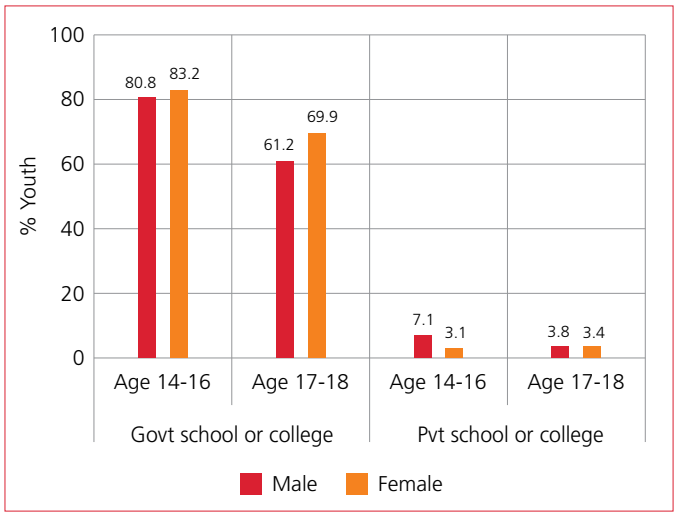
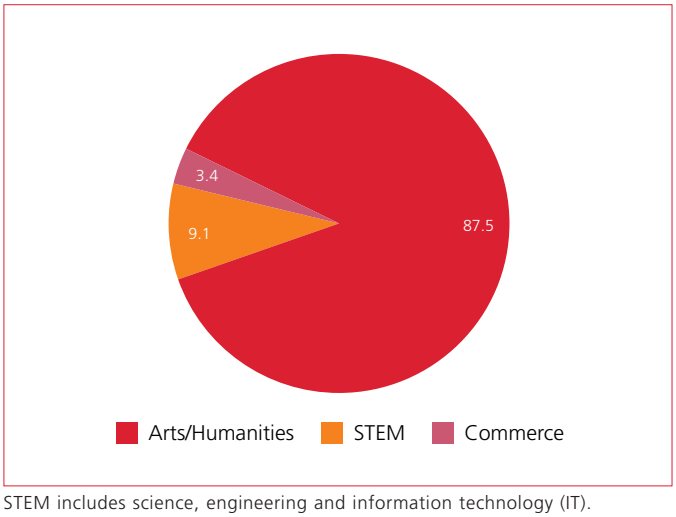


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	2.4	2.2	2.3
17-18	12.5	7.1	10.0
All youth	6.1	3.9	5.0

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	40.7	45.0	42.8
17-18	49.2	53.1	51.0
All youth	43.8	47.8	45.7

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Jharkhand EAST SINGHBHUM (RURAL)

ANALYSIS BASED ON DATA FROM 1,113 YOUTH IN 988 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	61.0	54.0	57.6
17-18	61.4	65.8	63.4

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

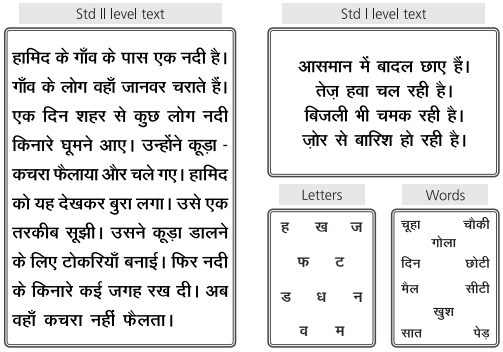
Age group	Male	Female	All
14-16	43.7	37.5	40.7
17-18	50.0	34.8	42.8

Basic English

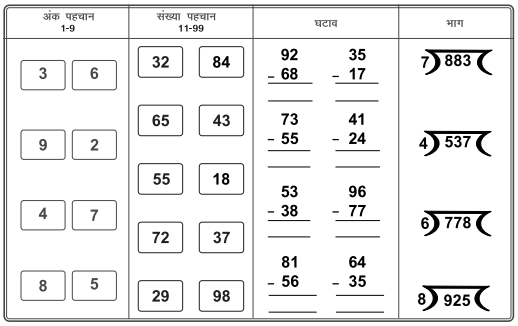
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	46.5	35.3	41.1
17-18	53.8	44.1	49.2

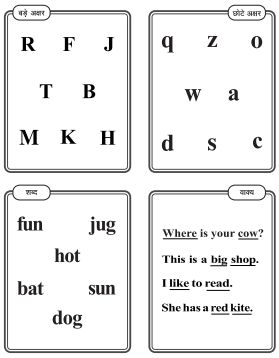
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Jharkhand EAST SINGHBHUM (RURAL)

ANALYSIS BASED ON DATA FROM 1,113 YOUTH IN 988 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

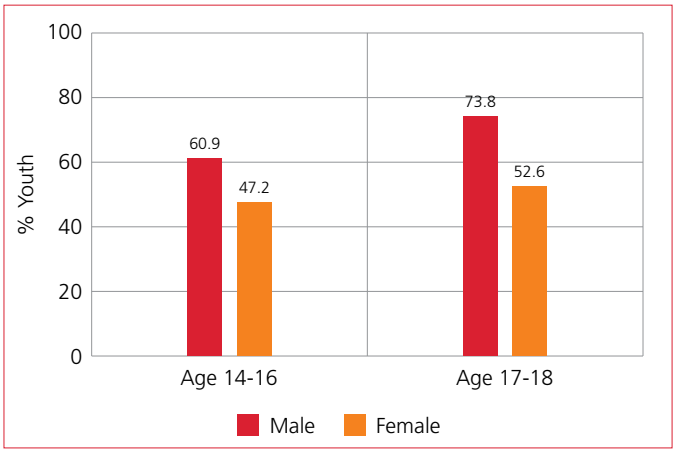
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	41.8	34.8	38.5	53.1	45.5	49.6
Adding weights	63.5	29.7	47.3	68.0	49.2	59.2
Measuring length (easy)	84.8	75.8	80.5	91.3	86.2	88.9
Measuring length (hard)	34.6	23.3	29.2	41.9	29.7	36.2
Applying unitary method	47.7	28.2	38.4	48.2	32.8	41.0

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



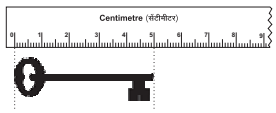
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

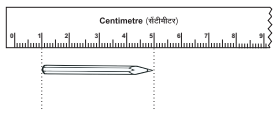
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	57.0	32.7	45.8	72.1	DATA INSUFFICIENT	62.1
Applying a discount	27.3	22.7	25.2	40.5		34.1
Calculating repayment	6.4	4.3	5.4	15.6		12.0

CALCULATING TIME

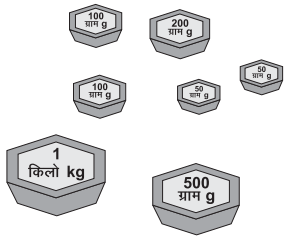
MEASURING LENGTH (EASY)



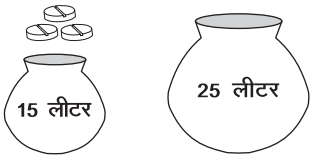
MEASURING LENGTH (HARD)



ADDING WEIGHTS

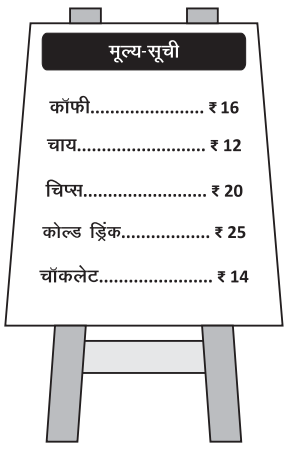


APPLYING UNITARY METHOD



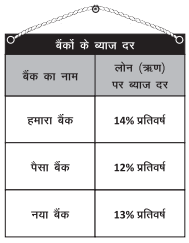
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Jharkhand EAST SINGHBHUM (RURAL)

ANALYSIS BASED ON DATA FROM 1,113 YOUTH IN 988 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	79.9	59.0	91.8	32.7
	Female	75.5	40.9	81.0	7.5
	All	77.8	50.3	86.6	21.3
17-18	Male	91.8	76.1	96.9	74.0
	Female	83.9	55.9	87.7	36.1
	All	88.1	66.6	92.5	57.1
14-18	Male	84.2	65.2	93.6	48.0
	Female	78.4	46.2	83.3	18.0
	All	81.4	56.1	88.7	34.6

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	94.0	34.8	26.5	42.5
	Female	83.0	26.8	16.0	15.7
	All	89.1	31.4	22.1	31.2
17-18	Male	97.2	59.4	52.0	62.9
	Female	91.3	42.8	28.7	30.0
	All	94.6	52.3	42.0	48.8

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	61.2	13.4	89.5
	Female	51.8	6.3	86.4
	All	57.0	10.0	88.1
17-18	Male	66.1	29.8	96.0
	Female	54.4	10.6	82.1
	All	60.9	20.8	89.8

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	59.0	59.4	67.1	38.6	84.0	78.2
	Female	40.9	38.8	65.2	19.0	76.5	
	All	50.3	51.4	66.3	31.1	81.2	75.8
17-18	Male	76.1	75.2	71.1	50.4	84.0	96.3
	Female	55.9	38.7	70.2	22.5	75.0	
	All	66.6	60.6	70.8	38.7	80.5	89.5

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Karnataka MYSURU (RURAL)

ANALYSIS BASED ON DATA FROM 1,300 YOUTH IN 1,194 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	6,68,45,000	4.8% of state population
Schools with Std VIII per 100000 population	58	51
Schools with Std IX-X per 100000 population	26	24
Schools with Std XI-XII per 100000 population	8	9
% Senior secondary schools (with Std XI-XII) that offer science stream	45.5	50.6

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	81.9	16.1	0.6	1.4	100
	Female	74.6	22.6	0.3	2.4	100
	All	77.6	20.0	0.5	2.0	100
17-18	Male	2.2	63.2	13.4	21.2	100
	Female	1.8	58.1	22.1	18.0	100
	All	1.9	60.1	18.7	19.2	100
14-18	Male	56.5	31.1	4.7	7.7	100
	Female	50.5	34.4	7.6	7.6	100
	All	52.9	33.1	6.4	7.6	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

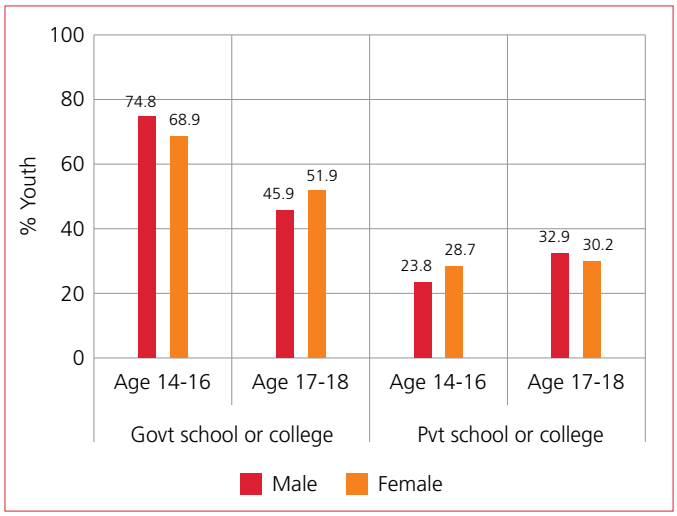
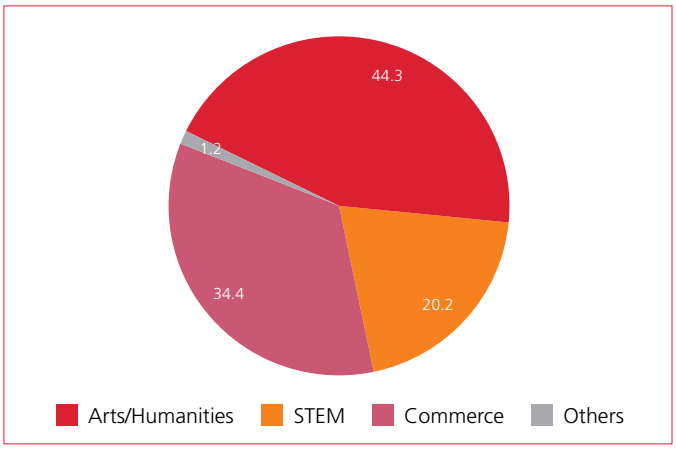


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	6.0	2.3	3.8
17-18	10.2	4.5	6.7
All youth	7.3	3.1	4.8

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	52.7	20.1	33.3
17-18	61.2	22.2	37.4
All youth	55.4	20.8	34.6

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Karnataka MYSURU (RURAL)

ANALYSIS BASED ON DATA FROM 1,300 YOUTH IN 1,194 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 ASER 2023 RURAL
Facilitated by PRATHAM

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	57.4	76.1	68.6
17-18	65.0	85.7	77.6

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

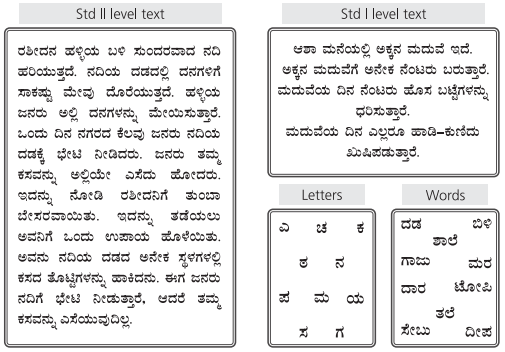
Age group	Male	Female	All
14-16	32.1	42.7	38.4
17-18	25.2	41.6	35.2

Basic English

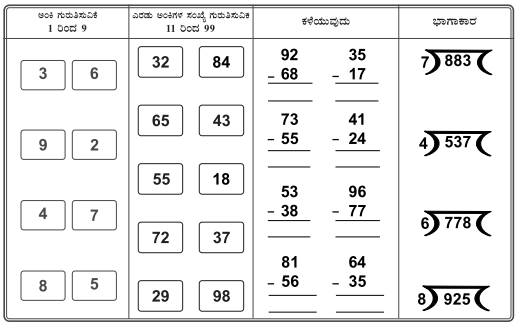
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	52.8	63.0	58.9
17-18	55.8	72.7	66.1

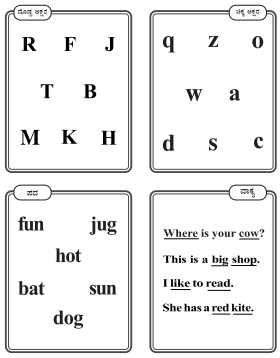
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Karnataka MYSURU (RURAL)

ANALYSIS BASED ON DATA FROM 1,300 YOUTH IN 1,194 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

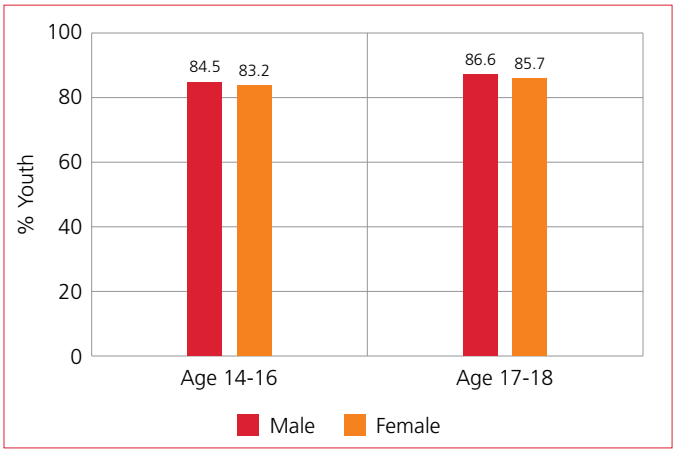
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	47.6	39.7	42.9	58.1	41.3	47.8
Adding weights	70.3	49.9	58.2	78.0	60.7	67.4
Measuring length (easy)	93.5	90.1	91.5	95.2	93.1	93.9
Measuring length (hard)	53.9	43.6	47.8	64.1	53.4	57.5
Applying unitary method	57.9	42.1	48.5	56.4	54.3	55.1

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



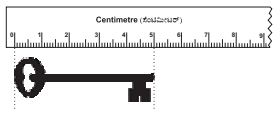
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

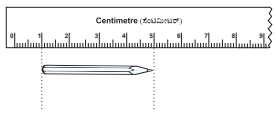
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	74.6	60.7	66.0	DATA INSUFFICIENT	65.6	72.3
Applying a discount	42.4	30.9	35.2		39.6	43.2
Calculating repayment	13.7	5.1	8.4		6.6	9.3

CALCULATING TIME

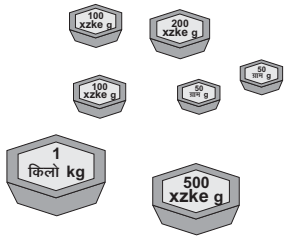
MEASURING LENGTH (EASY)



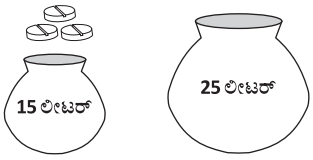
MEASURING LENGTH (HARD)



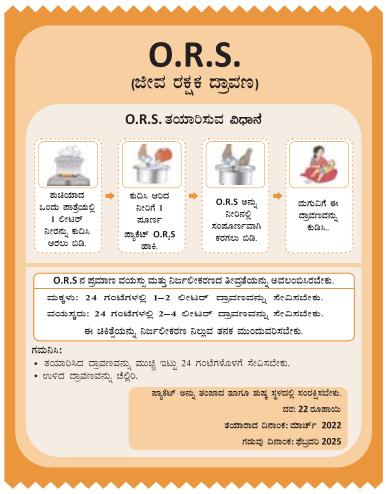
ADDING WEIGHTS



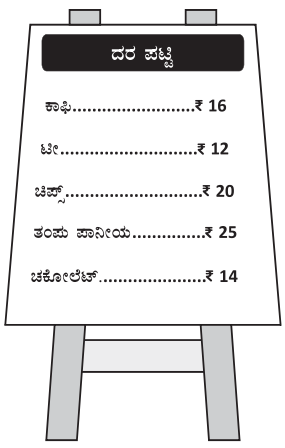
APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

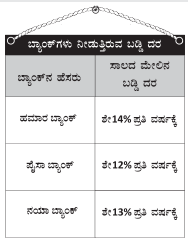


MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Karnataka MYSURU (RURAL)

ANALYSIS BASED ON DATA FROM 1,300 YOUTH IN 1,194 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	84.5	70.8	95.2	19.0
	Female	86.0	70.0	94.2	14.2
	All	85.4	70.3	94.6	16.2
17-18	Male	94.3	88.4	99.4	70.5
	Female	95.9	81.6	98.9	41.7
	All	95.3	84.2	99.1	52.8
14-18	Male	87.6	76.4	96.5	35.8
	Female	89.3	73.8	95.8	23.6
	All	88.6	74.8	96.1	28.5

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	91.7	39.1	49.6	65.2
	Female	93.4	39.6	44.6	43.5
	All	92.7	39.4	46.6	52.3
17-18	Male	92.9	63.8	80.0	82.1
	Female	94.5	59.2	65.8	62.4
	All	93.9	61.0	71.3	70.0

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	86.7	40.5	89.0
	Female	91.3	36.0	84.0
	All	89.4	37.8	86.0
17-18	Male	77.3	63.7	92.0
	Female	83.4	54.0	85.9
	All	81.0	57.8	88.3

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
ನಾಳೆ ಬೆಳಗ್ಗೆ 8:30 ಗಂಟೆಗೆ	ಭಾರತದ ಮೊದಲ ಮಹಿಳಾ ರಾಷ್ಟ್ರಪತಿ	ಮ್ಯಾಪ್ಸ್	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	70.8	81.9	71.0	50.8	90.6	91.6
	Female	70.0	78.4	77.8	33.9	89.4	87.4
	All	70.3	79.8	75.0	40.8	89.9	89.1
17-18	Male	88.4	88.0	79.0	75.0	90.1	91.7
	Female	81.6	86.0	83.3	48.2	95.8	91.7
	All	84.2	86.8	81.6	59.1	93.5	91.7

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Kerala ERNAKULAM (RURAL)

ANALYSIS BASED ON DATA FROM 1,225 YOUTH IN 1,151 HOUSEHOLDS IN 55 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	3,54,89,000	9.9% of state population
Schools with Std VIII per 100000 population	25	24
Schools with Std IX-X per 100000 population	14	16
Schools with Std XI-XII per 100000 population	8	10
% Senior secondary schools (with Std XI-XII) that offer science stream	83.8	84.3

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	62.2	37.3	0.0	0.5	100
	Female	63.6	36.0	0.0	0.4	100
	All	62.9	36.7	0.0	0.5	100
17-18	Male	0.6	70.2	12.2	17.0	100
	Female	1.1	58.4	20.2	20.4	100
	All	0.8	64.4	16.1	18.6	100
14-18	Male	41.0	48.6	4.2	6.1	100
	Female	42.6	43.5	6.8	7.1	100
	All	41.8	46.1	5.5	6.6	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

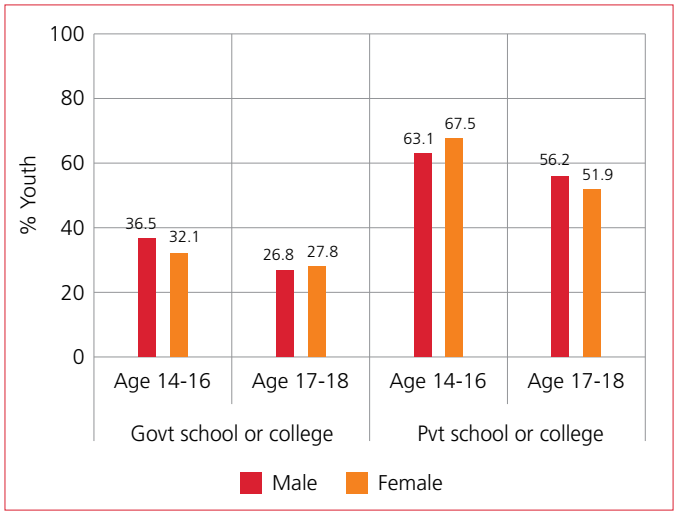
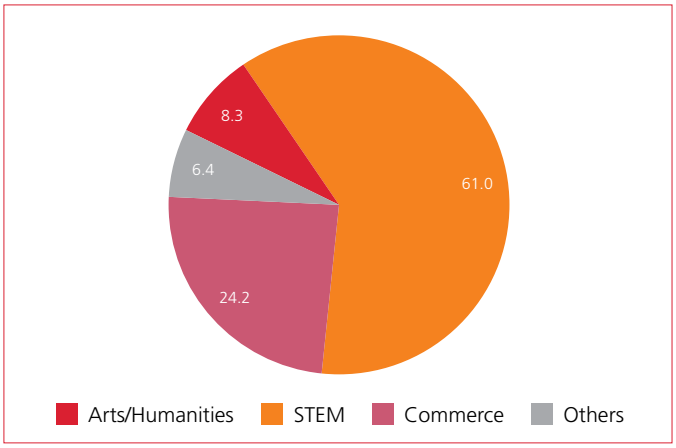


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	1.6	0.5	1.0
17-18	11.6	3.3	7.5
All youth	5.0	1.4	3.2

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	3.9	2.7	3.3
17-18	9.3	1.3	5.3
All youth	5.8	2.3	4.0

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Kerala ERNAKULAM (RURAL)

ANALYSIS BASED ON DATA FROM 1,225 YOUTH IN 1,151 HOUSEHOLDS IN 55 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	79.8	89.1	84.5
17-18	83.7	93.1	88.4

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

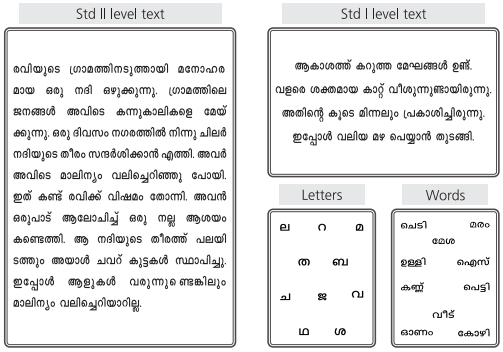
Age group	Male	Female	All
14-16	49.0	60.6	54.9
17-18	54.7	67.1	60.8

Basic English

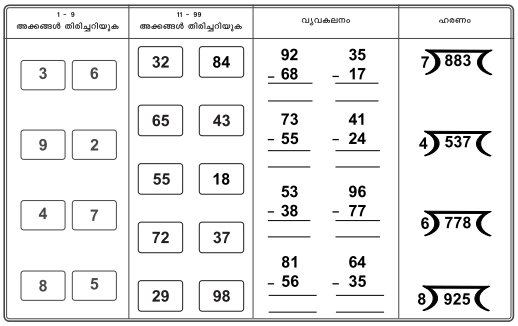
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	93.2	96.5	94.9
17-18	93.4	97.2	95.3

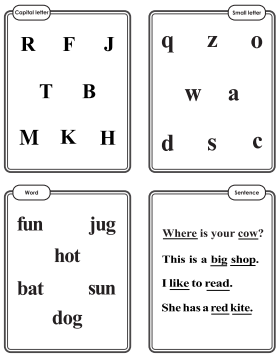
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Kerala ERNAKULAM (RURAL)

ANALYSIS BASED ON DATA FROM 1,225 YOUTH IN 1,151 HOUSEHOLDS IN 55 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

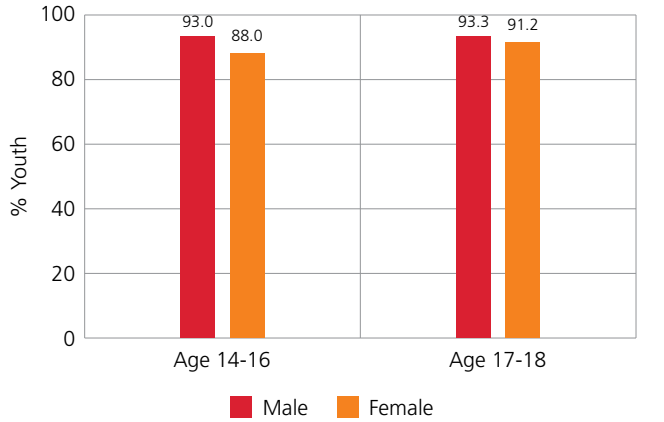
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	59.0	60.1	59.6	71.9	68.6	70.2
Adding weights	67.4	43.7	55.4	72.8	59.1	66.0
Measuring length (easy)	96.6	96.0	96.3	98.1	97.6	97.8
Measuring length (hard)	72.5	68.4	70.4	77.9	74.7	76.4
Applying unitary method	68.0	59.1	63.5	70.0	59.4	64.8

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



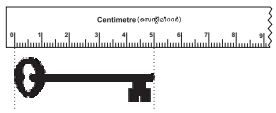
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

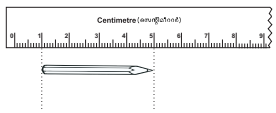
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	76.5	65.0	70.4	81.4	76.5	78.8
Applying a discount	47.5	31.4	39.0	60.6	39.5	49.5
Calculating repayment	24.5	16.3	20.1	31.5	25.1	28.1

CALCULATING TIME

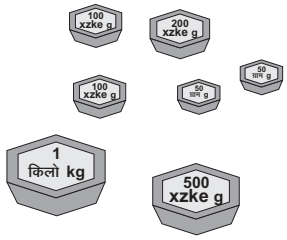
MEASURING LENGTH (EASY)



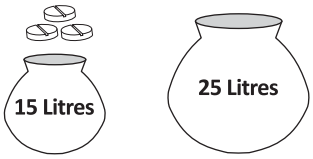
MEASURING LENGTH (HARD)



ADDING WEIGHTS



APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET

APPLYING A DISCOUNT

CALCULATING REPAYMENT

Kerala ERNAKULAM (RURAL)

ANALYSIS BASED ON DATA FROM 1,225 YOUTH IN 1,151 HOUSEHOLDS IN 55 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	99.6	88.2	99.7	46.9
	Female	98.8	87.8	99.3	29.0
	All	99.2	88.0	99.5	37.9
17-18	Male	100.0	94.4	99.5	77.2
	Female	100.0	95.3	99.4	71.0
	All	100.0	94.9	99.4	74.2
14-18	Male	99.7	90.3	99.6	57.4
	Female	99.2	90.3	99.3	43.2
	All	99.5	90.3	99.5	50.3

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	97.7	85.5	82.8	83.8
	Female	98.6	81.8	78.2	72.1
	All	98.2	83.6	80.5	77.9
17-18	Male	99.5	96.1	95.8	96.1
	Female	98.1	90.6	85.9	83.8
	All	98.8	93.4	90.9	90.1

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	79.3	79.3	93.8
	Female	89.0	76.1	88.0
	All	84.2	77.7	90.9
17-18	Male	79.3	92.5	96.7
	Female	90.9	95.0	95.9
	All	85.0	93.7	96.3

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
നാളെ രാവിലെ 8.30 ന്	ഇന്ത്യയുടെ ആദ്യത്തെ വനിതാ രാഷ്ട്രപതി	Maps	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	88.2	96.9	77.4	80.1	99.7	98.8
	Female	87.8	94.7	75.5	58.9	97.9	100.0
	All	88.0	95.8	76.5	69.4	98.8	99.4
17-18	Male	94.4	96.8	85.1	85.9	98.5	100.0
	Female	95.3	94.8	82.8	67.6	100.0	99.5
	All	94.9	95.8	83.9	77.1	99.2	99.7

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Madhya Pradesh BHOPAL (RURAL)

ANALYSIS BASED ON DATA FROM 1,514 YOUTH IN 1,193 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	8,45,16,000	3.4% of state population
Schools with Std VIII per 100000 population	70	78
Schools with Std IX-X per 100000 population	21	26
Schools with Std XI-XII per 100000 population	12	19
% Senior secondary schools (with Std XI-XII) that offer science stream	82.0	81.7

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	75.4	10.0	1.4	13.2	100
	Female	62.4	16.7	0.6	20.4	100
	All	68.7	13.4	1.0	16.9	100
17-18	Male	19.8	36.3	18.3	25.7	100
	Female	6.4	31.5	22.5	39.6	100
	All	13.2	33.9	20.3	32.5	100
14-18	Male	53.3	20.4	8.1	18.2	100
	Female	41.4	22.2	8.8	27.6	100
	All	47.3	21.3	8.5	22.9	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

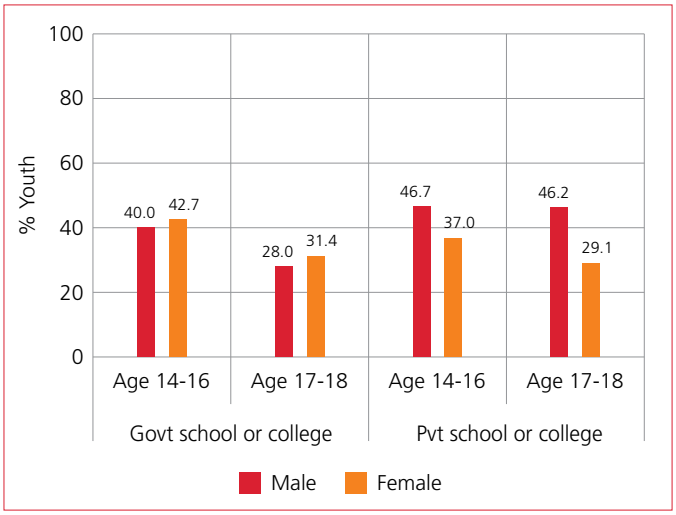
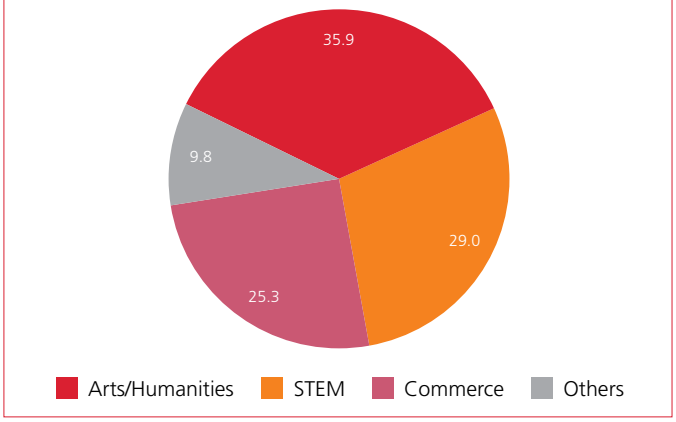


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	0.3	0.8	0.6
17-18	4.1	3.1	3.6
All youth	1.8	1.6	1.7

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	37.9	20.3	28.8
17-18	59.0	21.7	40.7
All youth	46.3	20.8	33.4

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Madhya Pradesh BHOPAL (RURAL)

ANALYSIS BASED ON DATA FROM 1,514 YOUTH IN 1,193 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	60.0	67.4	63.8
17-18	72.8	81.3	76.9

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

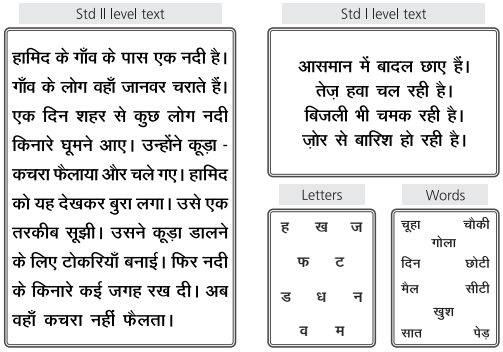
Age group	Male	Female	All
14-16	35.3	41.5	38.5
17-18	35.4	39.6	37.4

Basic English

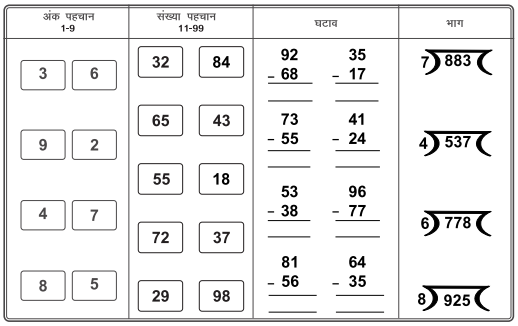
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	46.0	49.2	47.6
17-18	56.1	53.3	54.7

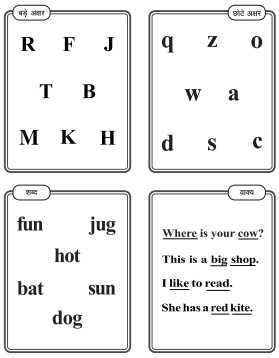
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Madhya Pradesh BHOPAL (RURAL)

ANALYSIS BASED ON DATA FROM 1,514 YOUTH IN 1,193 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

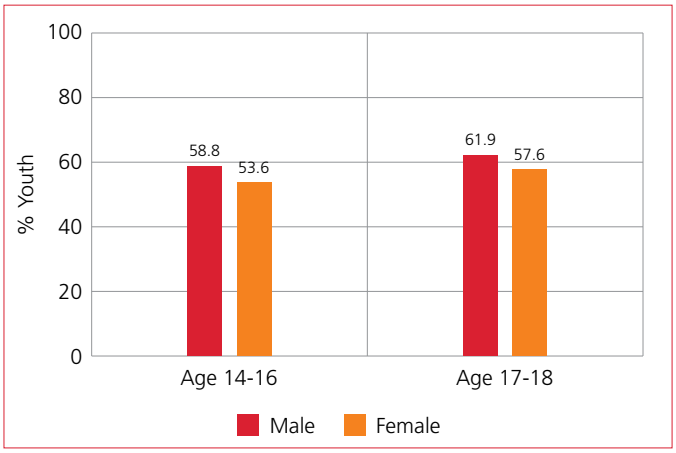
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	40.5	31.9	36.1	48.7	30.0	39.6
Adding weights	64.8	37.0	50.4	65.7	38.6	52.5
Measuring length (easy)	87.7	80.6	84.0	90.1	87.6	88.9
Measuring length (hard)	28.5	20.3	24.3	35.3	20.6	28.1
Applying unitary method	50.5	40.9	45.6	56.1	36.6	46.6

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



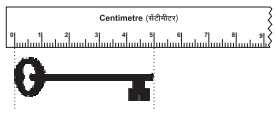
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

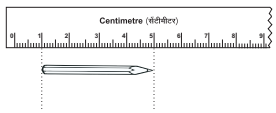
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	53.4	41.5	47.1	72.3	38.1	55.4
Applying a discount	37.2	16.5	26.2	60.1	20.8	40.7
Calculating repayment	5.7	1.5	3.4	16.5	4.9	10.8

CALCULATING TIME

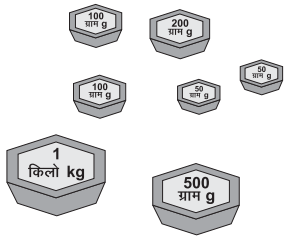
MEASURING LENGTH (EASY)



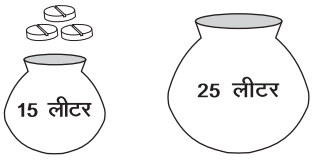
MEASURING LENGTH (HARD)



ADDING WEIGHTS

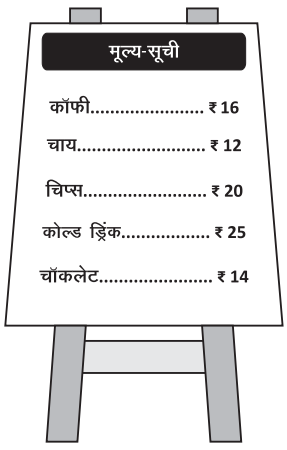


APPLYING UNITARY METHOD



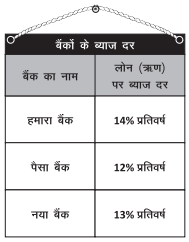
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Madhya Pradesh BHOPAL (RURAL)

ANALYSIS BASED ON DATA FROM 1,514 YOUTH IN 1,193 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	95.1	62.2	96.3	37.6
	Female	88.0	46.1	90.0	5.9
	All	91.5	53.9	93.0	21.8
17-18	Male	96.8	78.2	98.8	74.5
	Female	93.5	56.0	95.5	28.4
	All	95.2	67.4	97.2	52.2
14-18	Male	95.8	68.6	97.3	52.4
	Female	90.1	49.8	92.0	14.6
	All	92.9	59.1	94.6	33.8

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	94.6	49.5	46.8	60.8
	Female	89.6	47.4	34.9	40.2
	All	92.1	48.5	41.0	50.8
17-18	Male	96.9	76.9	78.4	80.9
	Female	83.5	58.0	50.8	54.9
	All	90.4	68.5	66.2	69.4

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	55.3	37.9	92.3
	Female	58.7	18.0	79.5
	All	57.0	27.7	85.9
17-18	Male	59.6	64.0	89.2
	Female	54.9	26.8	73.1
	All	57.3	45.8	81.5

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	62.2	56.2	64.3	29.8	67.5	87.2
	Female	46.1	47.4	69.0	15.0	66.7	80.0
	All	53.9	52.3	66.3	23.3	67.2	84.1
17-18	Male	78.2	68.3	75.8	54.8	80.6	95.7
	Female	56.0	45.0	71.5	16.6	66.9	
	All	67.4	58.8	74.0	39.0	74.9	92.3

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Madhya Pradesh JABALPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,046 YOUTH IN 811 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	8,45,16,000	3.3% of state population
Schools with Std VIII per 100000 population	70	53
Schools with Std IX-X per 100000 population	21	20
Schools with Std XI-XII per 100000 population	12	13
% Senior secondary schools (with Std XI-XII) that offer science stream	82.0	84.0

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	63.0	16.5	0.3	20.3	100
	Female	56.4	21.4	0.0	22.2	100
	All	59.4	19.2	0.2	21.3	100
17-18	Male	7.9	24.8	10.2	57.1	100
	Female	4.4	17.1	18.1	60.3	100
	All	5.8	20.0	15.1	59.1	100
14-18	Male	43.0	19.5	3.9	33.6	100
	Female	34.1	19.5	7.8	38.6	100
	All	37.9	19.5	6.1	36.5	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

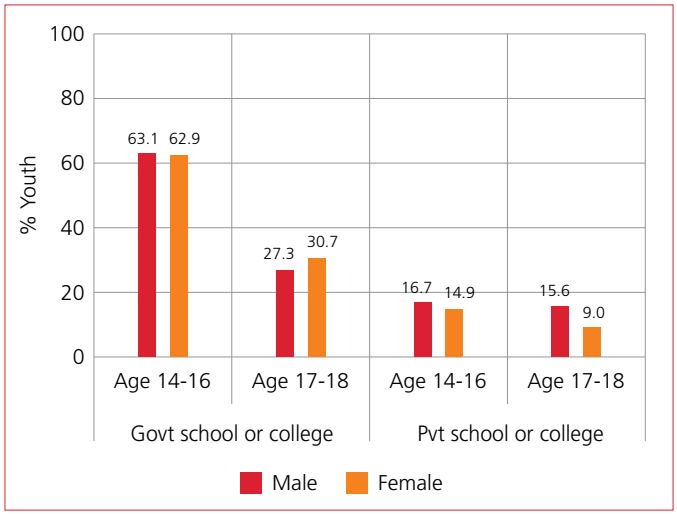
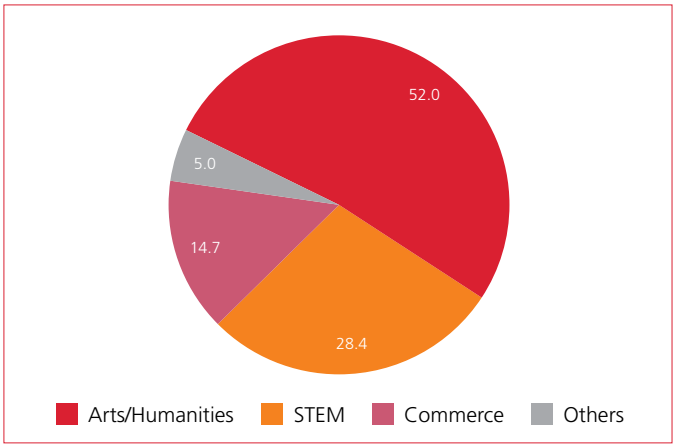


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	0.3	2.2	1.3
17-18	1.9	3.4	2.8
All youth	0.9	2.7	1.9

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	34.1	18.2	25.4
17-18	58.1	32.3	42.2
All youth	42.8	24.3	32.1

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Madhya Pradesh JABALPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,046 YOUTH IN 811 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	66.9	70.8	69.0
17-18	61.5	69.7	66.6

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

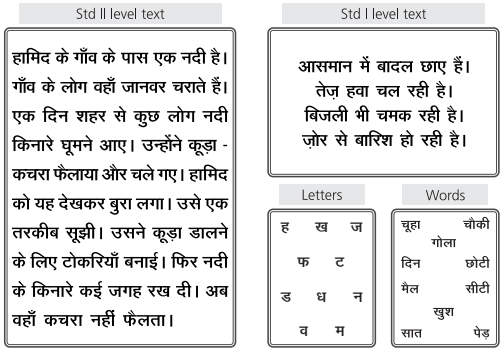
Age group	Male	Female	All
14-16	41.6	37.1	39.1
17-18	29.6	33.0	31.7

Basic English

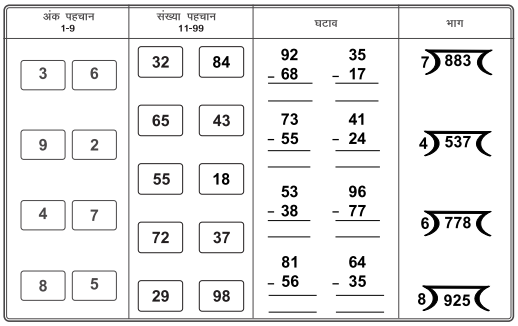
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	38.1	36.4	37.2
17-18	32.9	32.8	32.8

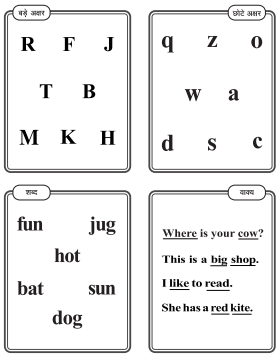
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Madhya Pradesh JABALPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,046 YOUTH IN 811 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

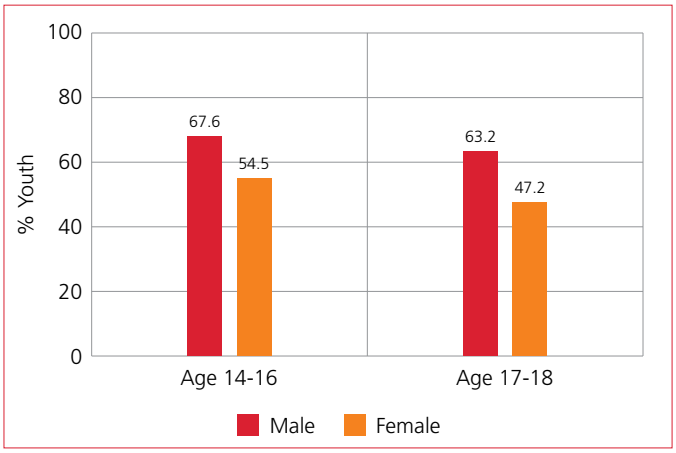
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	35.3	28.9	31.8	39.8	25.8	31.2
Adding weights	55.4	29.6	41.3	50.2	27.9	36.5
Measuring length (easy)	91.3	83.6	87.1	86.5	81.3	83.3
Measuring length (hard)	35.0	19.8	26.7	35.1	16.3	23.6
Applying unitary method	58.7	35.9	46.2	47.2	32.6	38.2

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



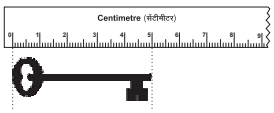
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

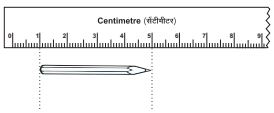
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	57.6	45.4	50.9	DATA INSUFFICIENT	36.0	42.5
Applying a discount	43.3	22.5	31.9		9.9	21.5
Calculating repayment	10.8	3.2	6.6		2.7	4.3

CALCULATING TIME

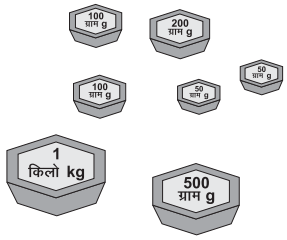
MEASURING LENGTH (EASY)



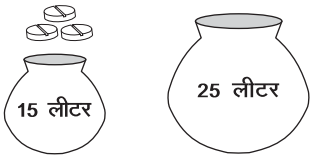
MEASURING LENGTH (HARD)



ADDING WEIGHTS

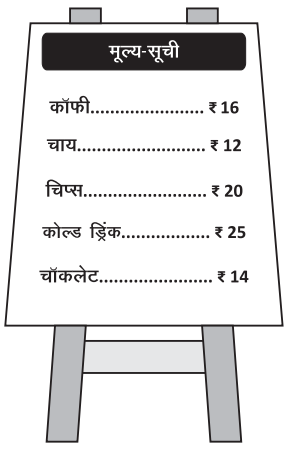


APPLYING UNITARY METHOD



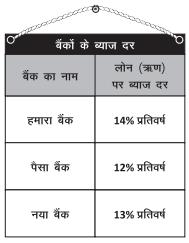
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Madhya Pradesh JABALPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,046 YOUTH IN 811 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	89.5	59.5	97.0	34.8
	Female	85.3	50.3	89.8	9.2
	All	87.2	54.4	93.0	21.2
17-18	Male	93.0	80.4	95.9	65.0
	Female	88.5	53.3	95.0	31.3
	All	90.2	63.7	95.3	44.3
14-18	Male	90.8	67.1	96.6	45.7
	Female	86.7	51.6	92.0	19.1
	All	88.4	58.2	93.9	30.7

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	92.2	58.5	44.8	66.3
	Female	86.4	49.0	33.4	42.5
	All	89.1	53.6	38.9	54.1
17-18	Male	96.3	67.0	63.8	81.9
	Female	84.9	59.0	44.9	55.4
	All	89.3	62.3	52.8	66.4

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	64.9	20.2	90.4
	Female	65.5	10.7	84.3
	All	65.2	15.0	87.2
17-18	Male	51.1	37.0	95.8
	Female	45.8	15.0	81.8
	All	47.8	23.4	87.2

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	59.5	51.9	75.0	26.9	73.3	
	Female	50.3	49.3	71.2	14.0	70.7	80.2
	All	54.4	50.6	73.1	20.3	72.0	82.3
17-18	Male	80.4	63.9	66.0	36.6	71.2	
	Female	53.3	44.1	66.0	19.4	63.7	
	All	63.7	53.9	66.0	27.9	67.4	90.6

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Maharashtra NANDED (RURAL)

ANALYSIS BASED ON DATA FROM 1,374 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	12,44,37,000	3.0% of state population
Schools with Std VIII per 100000 population	44	49
Schools with Std IX-X per 100000 population	21	21
Schools with Std XI-XII per 100000 population	9	9
% Senior secondary schools (with Std XI-XII) that offer science stream	56.8	57.0

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	87.0	10.2	0.5	2.3	100
	Female	82.5	13.7	0.0	3.8	100
	All	84.5	12.1	0.2	3.2	100
17-18	Male	9.2	66.1	13.9	10.9	100
	Female	7.2	65.9	15.9	11.0	100
	All	8.1	66.0	15.0	10.9	100
14-18	Male	58.5	30.7	5.4	5.5	100
	Female	55.2	32.6	5.8	6.4	100
	All	56.6	31.8	5.6	6.0	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

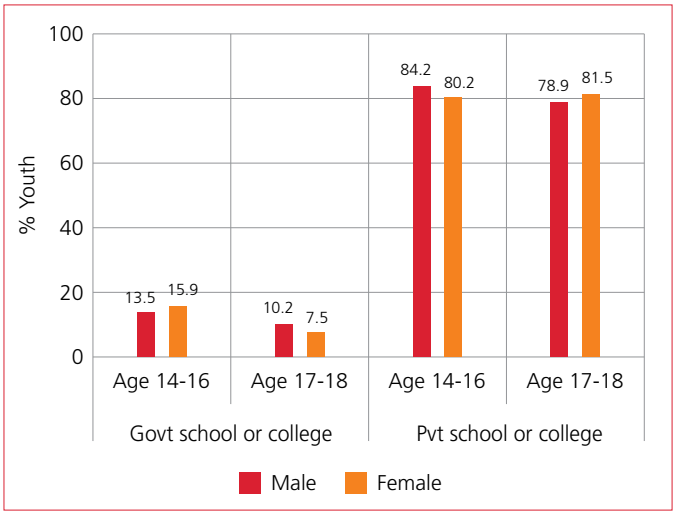
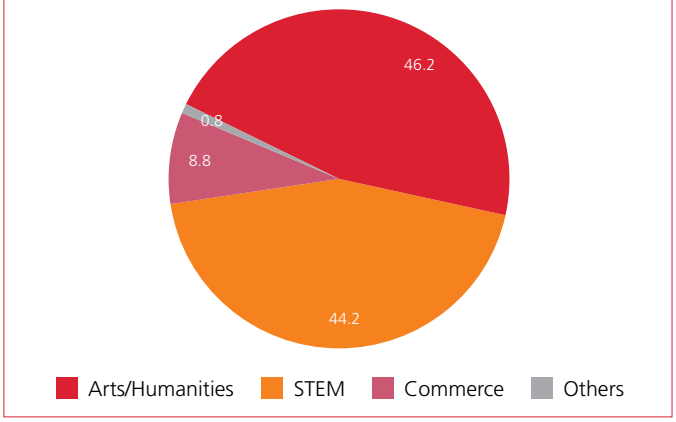


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	4.1	3.1	3.5
17-18	12.6	15.6	14.3
All youth	7.2	7.6	7.4

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	52.9	41.6	46.6
17-18	55.6	50.6	52.8
All youth	53.9	44.9	48.8

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Maharashtra NANDED (RURAL)

ANALYSIS BASED ON DATA FROM 1,374 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	73.6	78.5	76.4
17-18	72.6	84.0	79.0

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

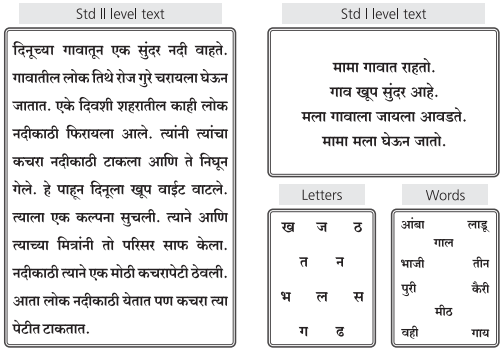
Age group	Male	Female	All
14-16	35.2	36.0	35.7
17-18	27.3	35.8	32.1

Basic English

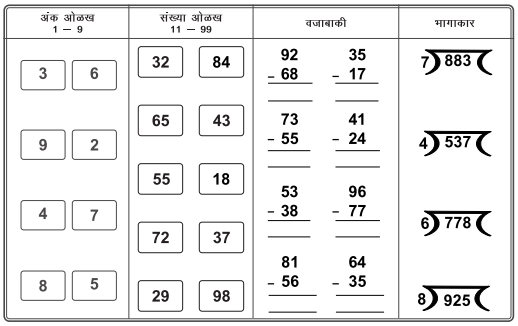
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	50.8	50.5	50.6
17-18	61.4	60.3	60.8

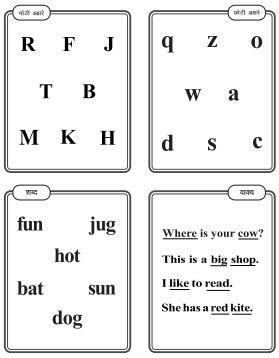
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Maharashtra NANDED (RURAL)

ANALYSIS BASED ON DATA FROM 1,374 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

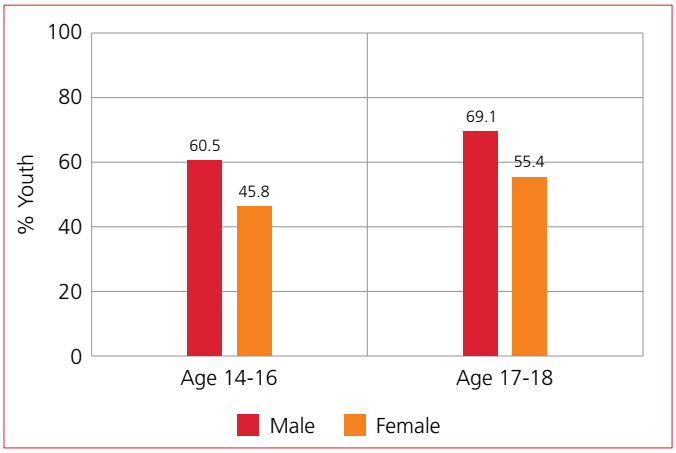
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	43.1	35.5	38.8	45.7	38.0	41.3
Adding weights	61.6	36.9	47.6	61.4	46.5	53.0
Measuring length (easy)	85.0	84.1	84.5	86.5	86.1	86.3
Measuring length (hard)	43.2	34.8	38.4	39.6	37.3	38.3
Applying unitary method	56.0	40.3	47.1	48.9	45.5	47.0

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



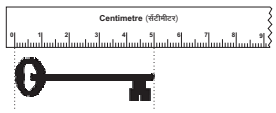
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

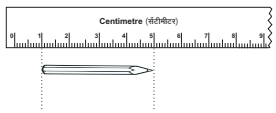
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	58.8	50.7	54.2	68.9	55.2	60.7
Applying a discount	46.0	26.0	34.6	56.3	29.9	40.5
Calculating repayment	18.7	8.3	12.7	13.6	7.1	9.7

CALCULATING TIME

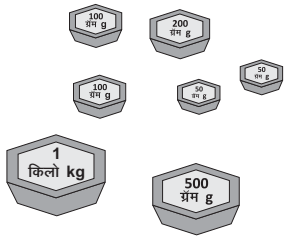
MEASURING LENGTH (EASY)



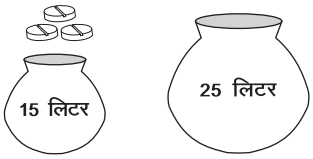
MEASURING LENGTH (HARD)



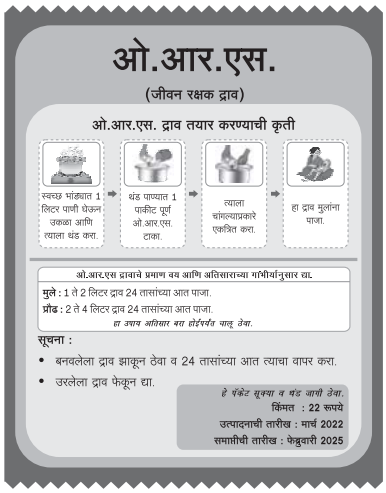
ADDING WEIGHTS



APPLYING UNITARY METHOD



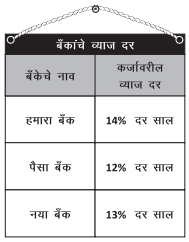
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS



MANAGING A BUDGET

APPLYING A DISCOUNT

CALCULATING REPAYMENT



कर्जाची किंमत = ₹ 20,000

Maharashtra NANDED (RURAL)

ANALYSIS BASED ON DATA FROM 1,374 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	87.6	60.2	92.2	24.1
	Female	88.1	48.1	89.1	7.9
	All	87.9	53.4	90.4	15.1
17-18	Male	93.6	72.5	97.2	68.5
	Female	91.0	53.2	94.4	22.0
	All	92.1	61.7	95.6	42.6
14-18	Male	89.8	64.7	94.0	40.8
	Female	89.2	50.0	91.0	13.2
	All	89.4	56.4	92.3	25.5

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	94.9	41.0	35.4	54.8
	Female	87.7	33.2	18.0	24.3
	All	90.9	36.8	26.1	38.4
17-18	Male	96.9	66.3	64.8	75.3
	Female	89.7	47.3	36.8	44.0
	All	92.9	56.1	49.8	58.5

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	73.7	33.3	87.1
	Female	70.7	16.4	77.9
	All	72.0	23.8	82.0
17-18	Male	69.4	58.4	87.4
	Female	70.0	22.2	74.0
	All	69.7	38.0	80.0

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
उद्या सकाळी 8.30 वाजता	भारताची पहिली महिला राष्ट्रपती	**Maps** (मॅप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	60.2	67.1	74.4	47.2	73.9	85.1
	Female	48.1	47.2	67.4	23.8	71.7	84.6
	All	53.4	57.0	70.9	35.3	72.8	84.9
17-18	Male	72.5	75.3	65.0	51.4	76.2	95.1
	Female	53.2	58.6	79.5	29.1	77.7	82.7
	All	61.7	67.2	72.1	40.6	76.9	89.1

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Meghalaya EAST KHASI HILLS (RURAL)

ANALYSIS BASED ON DATA FROM 1,238 YOUTH IN 1,054 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	32,88,000	27.8% of state population
Schools with Std VIII per 100000 population	123	98
Schools with Std IX-X per 100000 population	50	56
Schools with Std XI-XII per 100000 population	12	16
% Senior secondary schools (with Std XI-XII) that offer science stream	25.5	29.6

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	82.0	3.1	0.0	14.9	100
	Female	88.2	3.6	0.0	8.2	100
	All	85.5	3.4	0.0	11.1	100
17-18	Male	43.8	22.7	1.6	31.9	100
	Female	40.6	32.3	2.0	25.1	100
	All	41.8	28.7	1.9	27.7	100
14-18	Male	71.2	8.7	0.5	19.7	100
	Female	72.2	13.3	0.7	13.9	100
	All	71.8	11.3	0.6	16.3	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

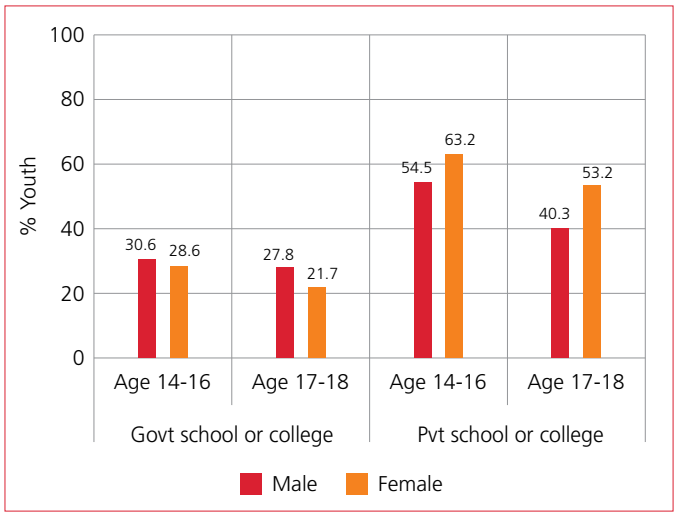
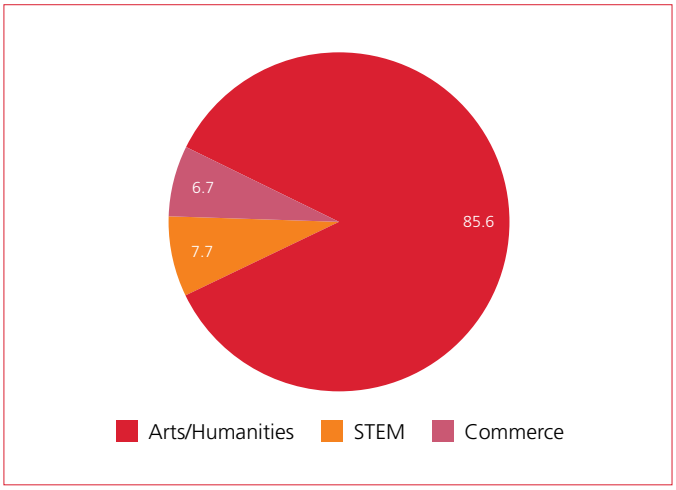


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	0.8	2.4	1.7
17-18	0.0	2.5	1.5
All youth	0.6	2.4	1.7

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	36.8	15.9	25.0
17-18	50.9	28.2	36.8
All youth	40.8	20.1	28.7

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Meghalaya EAST KHASI HILLS (RURAL)

ANALYSIS BASED ON DATA FROM 1,238 YOUTH IN 1,054 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	80.1	87.5	84.3
17-18	80.4	90.4	86.8

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

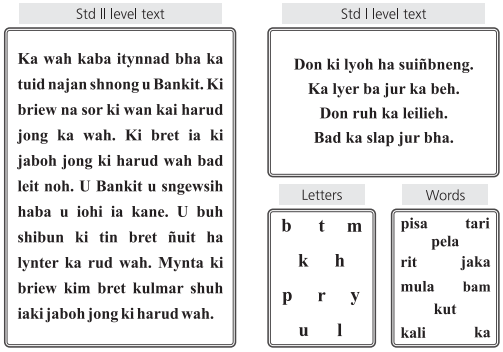
Age group	Male	Female	All
14-16	35.6	39.3	37.7
17-18	31.1	38.0	35.5

Basic English

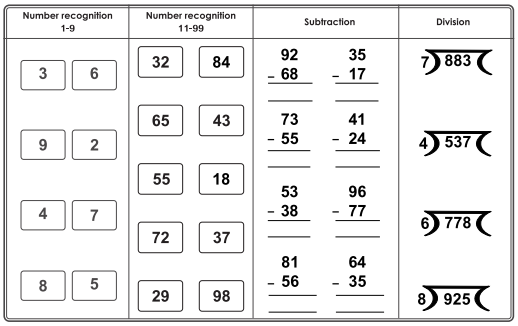
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	79.4	83.5	81.7
17-18	82.9	86.3	85.1

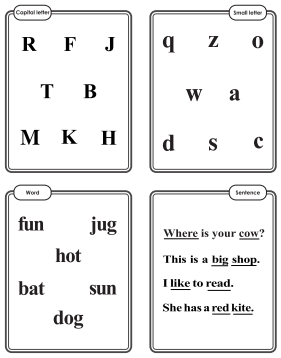
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Meghalaya EAST KHASI HILLS (RURAL)

ANALYSIS BASED ON DATA FROM 1,238 YOUTH IN 1,054 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

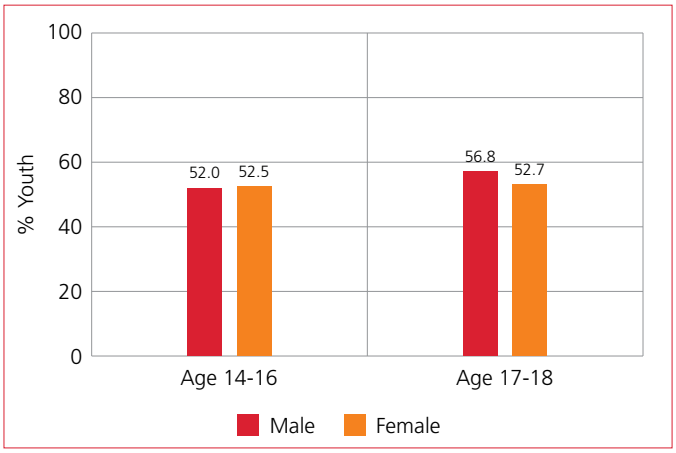
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	45.9	37.5	41.1	38.5	38.4	38.4
Adding weights	33.7	22.7	27.5	41.3	22.8	29.6
Measuring length (easy)	78.4	70.6	74.0	69.1	73.2	71.7
Measuring length (hard)	28.7	22.2	25.0	25.8	29.7	28.3
Applying unitary method	44.2	34.7	38.8	48.7	34.3	39.6

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



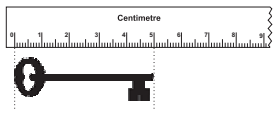
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

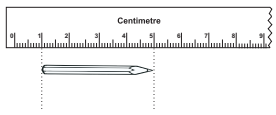
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	60.0	50.6	54.4	DATA INSUFFICIENT	56.0	57.5
Applying a discount	10.4	10.6	10.5		15.1	17.0
Calculating repayment	0.0	0.0	0.0		1.4	2.5

CALCULATING TIME

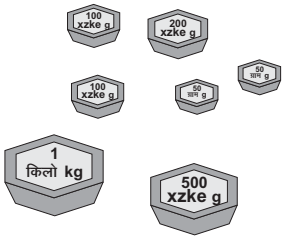
MEASURING LENGTH (EASY)



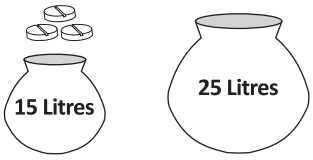
MEASURING LENGTH (HARD)



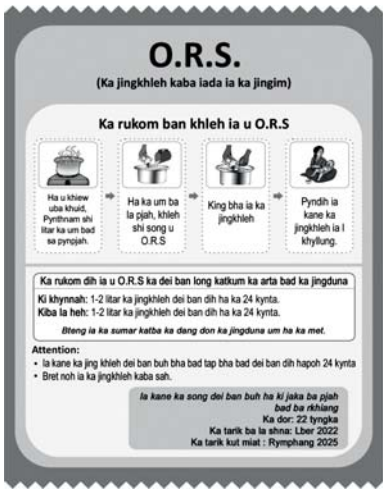
ADDING WEIGHTS



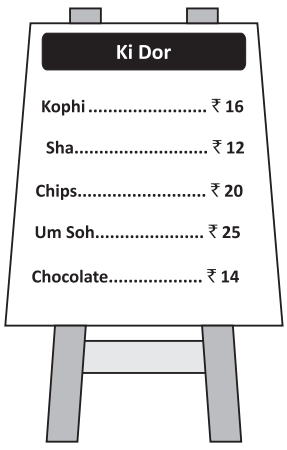
APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

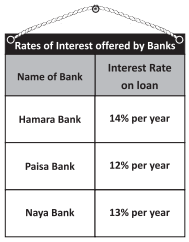


MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Meghalaya EAST KHASI HILLS (RURAL)

ANALYSIS BASED ON DATA FROM 1,238 YOUTH IN 1,054 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	88.2	62.7	86.9	14.0
	Female	88.0	56.8	89.7	4.2
	All	88.1	59.4	88.5	8.4
17-18	Male	94.9	72.5	95.2	53.2
	Female	91.6	65.3	92.8	34.9
	All	92.8	68.0	93.7	41.9
14-18	Male	90.1	65.5	89.2	25.8
	Female	89.2	59.6	90.8	14.8
	All	89.6	62.1	90.1	19.3

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	87.2	33.8	47.6	42.7
	Female	84.1	33.9	38.9	40.0
	All	85.5	33.9	42.7	41.2
17-18	Male	96.6	48.0	70.4	72.2
	Female	90.0	52.9	65.4	58.2
	All	92.5	51.0	67.4	63.8

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	38.0	8.5	87.8
	Female	55.8	3.9	83.3
	All	48.2	5.9	85.2
17-18	Male	50.5	11.9	90.8
	Female	60.2	8.9	86.5
	All	56.5	10.0	88.1

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
8.30 lashai mynstep	Ka President kynthei ba nyngkong jong ka India	Maps	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	62.7	70.4	48.4	24.0	81.7	82.1
	Female	56.8	59.0	39.4	14.7	80.6	78.4
	All	59.4	64.2	43.5	19.0	81.1	80.1
17-18	Male	72.5	DATA INSUFFICIENT				
	Female	65.3	62.2	49.5	26.1	84.6	89.5
	All	68.0	71.8	49.6	27.6	85.0	88.9

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Mizoram AIZAWL (RURAL)

ANALYSIS BASED ON DATA FROM 1,149 YOUTH IN 1,069 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	12,16,000	36.3% of state population
Schools with Std VIII per 100000 population	127	82
Schools with Std IX-X per 100000 population	59	45
Schools with Std XI-XII per 100000 population	17	17
% Senior secondary schools (with Std XI-XII) that offer science stream	21.1	27.4

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	86.1	2.3	0.0	11.6	100
	Female	88.7	3.5	0.0	7.9	100
	All	87.4	2.9	0.0	9.7	100
17-18	Male	26.0	20.1	1.0	52.9	100
	Female	32.2	27.1	1.7	39.1	100
	All	29.3	23.8	1.4	45.6	100
14-18	Male	71.9	6.5	0.2	21.4	100
	Female	74.8	9.3	0.4	15.5	100
	All	73.4	7.9	0.3	18.4	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

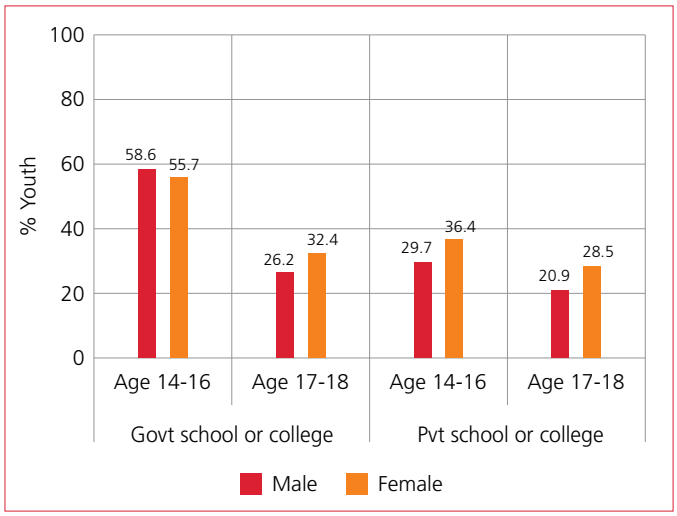


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream

DATA INSUFFICIENT

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	1.4	1.2	1.3
17-18	1.0	4.4	2.8
All youth	1.3	2.0	1.7

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	18.9	18.0	18.4
17-18	45.4	23.8	34.0
All youth	25.1	19.4	22.2

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Mizoram AIZAWL (RURAL)

ANALYSIS BASED ON DATA FROM 1,149 YOUTH IN 1,069 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	76.3	85.6	81.1
17-18	76.7	89.8	83.6

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

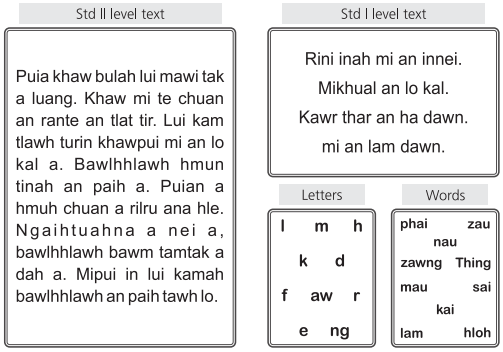
Age group	Male	Female	All
14-16	39.9	48.9	44.5
17-18	40.3	41.8	41.1

Basic English

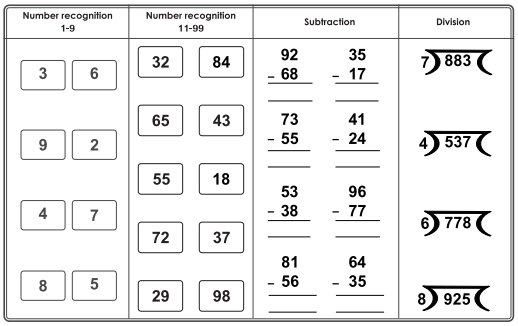
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	83.3	86.8	85.1
17-18	82.4	86.0	84.3

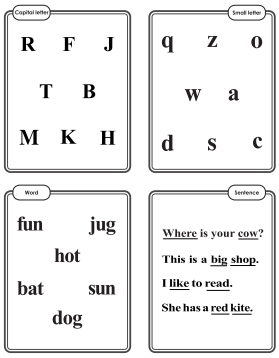
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Mizoram AIZAWL (RURAL)

ANALYSIS BASED ON DATA FROM 1,149 YOUTH IN 1,069 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

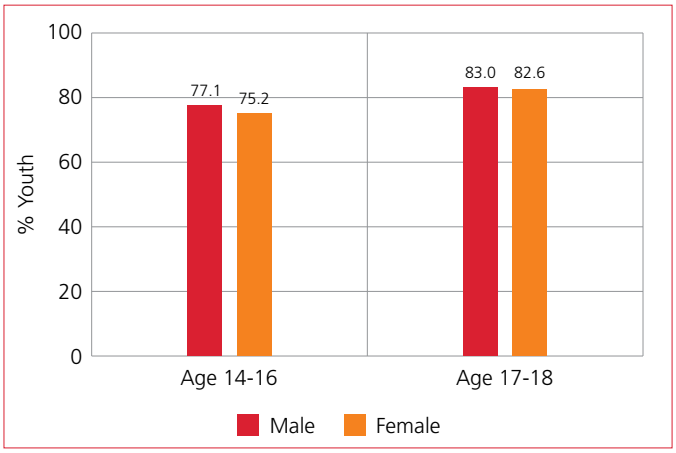
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	51.9	50.7	51.3	49.8	50.8	50.4
Adding weights	54.9	48.0	51.3	52.3	49.2	50.7
Measuring length (easy)	82.9	83.0	83.0	79.7	86.8	83.4
Measuring length (hard)	54.8	51.6	53.1	56.8	53.6	55.1
Applying unitary method	46.0	44.2	45.0	46.7	41.5	44.0

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



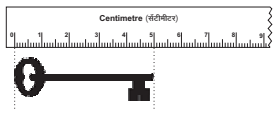
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

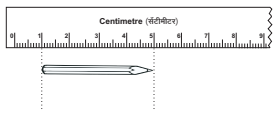
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	66.5	66.7	66.6	DATA INSUFFICIENT	61.4	62.2
Applying a discount	29.0	24.2	26.4		19.9	25.9
Calculating repayment	6.4	8.8	7.7		10.6	8.1

CALCULATING TIME

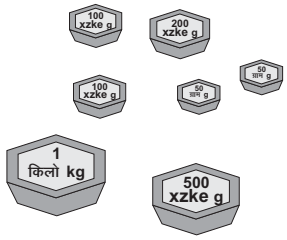
MEASURING LENGTH (EASY)



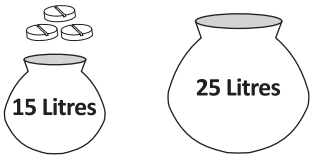
MEASURING LENGTH (HARD)



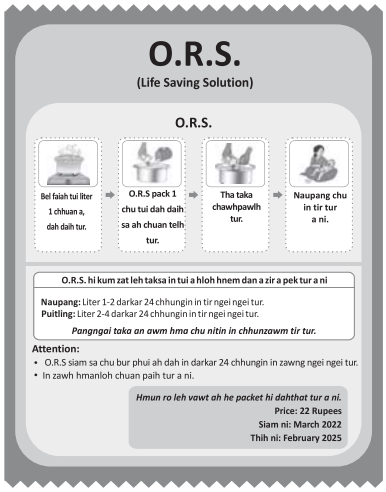
ADDING WEIGHTS



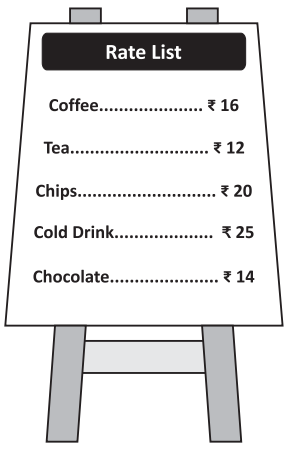
APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

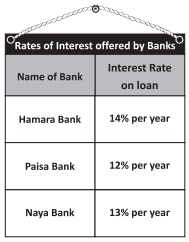


MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Loan Amount = Rs. 20,000

Mizoram AIZAWL (RURAL)

ANALYSIS BASED ON DATA FROM 1,149 YOUTH IN 1,069 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	92.0	86.9	99.3	31.2
	Female	93.7	89.1	99.5	32.1
	All	92.9	88.0	99.4	31.7
17-18	Male	97.3	93.8	99.1	79.3
	Female	94.6	89.2	99.5	67.3
	All	95.9	91.4	99.3	73.0
14-18	Male	93.3	88.5	99.3	42.5
	Female	93.9	89.1	99.5	40.8
	All	93.6	88.8	99.4	41.6

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	96.4	60.8	62.4	71.1
	Female	97.2	63.8	66.4	69.9
	All	96.8	62.4	64.5	70.5
17-18	Male	98.4	73.9	73.6	84.0
	Female	98.0	73.2	78.1	84.1
	All	98.2	73.5	76.0	84.0

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	75.9	10.9	93.8
	Female	89.4	11.4	91.7
	All	82.8	11.2	92.7
17-18	Male	63.5	23.3	95.1
	Female	77.5	28.9	86.3
	All	70.9	26.2	90.5

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
Naktuk zing dar 8:30	India ram a hmeichhe President hmasa ber	Maps	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	86.9	85.6	73.1	38.0	95.9	86.4
	Female	89.1	85.3	73.8	35.5	98.2	83.7
	All	88.0	85.5	73.4	36.7	97.0	85.0
17-18	Male	93.8	90.7	72.4	53.7	97.3	93.1
	Female	89.2	83.1	74.7	45.6	96.4	95.1
	All	91.4	86.8	73.6	49.5	96.8	94.1

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Nagaland KOHIMA (RURAL)

ANALYSIS BASED ON DATA FROM 590 YOUTH IN 508 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	21,92,000	13.5% of state population
Schools with Std VIII per 100000 population	70	57
Schools with Std IX-X per 100000 population	35	37
Schools with Std XI-XII per 100000 population	9	15
% Senior secondary schools (with Std XI-XII) that offer science stream	24.9	27.3

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	88.5	0.0	0.0	11.5	100
	Female	91.7	4.1	0.0	4.3	100
	All	90.4	2.4	0.0	7.2	100
17-18	Male	DATA INSUFFICIENT				
	Female					
	All	35.3	21.7	1.1	42.0	100
14-18	Male	69.7	6.8	0.3	23.2	100
	Female	78.7	9.0	0.3	12.1	100
	All	74.6	8.0	0.3	17.2	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

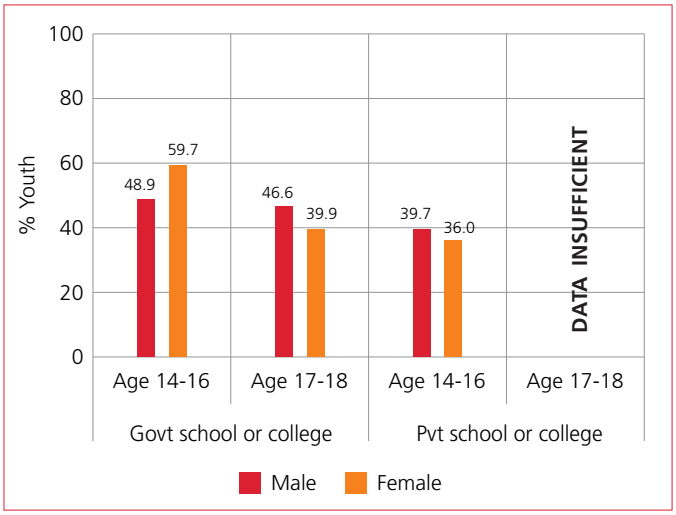


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	0.5	1.6	1.1
17-18	DATA INSUFFICIENT		2.5
All youth	1.5	1.5	1.5

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	27.9	22.8	24.9
17-18	DATA INSUFFICIENT		41.9
All youth	34.7	25.6	29.8

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Nagaland KOHIMA (RURAL)

ANALYSIS BASED ON DATA FROM 590 YOUTH IN 508 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	71.7	83.7	78.9
17-18	DATA INSUFFICIENT		78.8

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

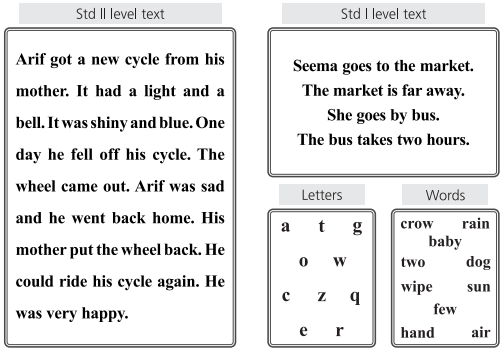
Age group	Male	Female	All
14-16	31.4	41.0	37.2
17-18	DATA INSUFFICIENT		20.0

Basic English

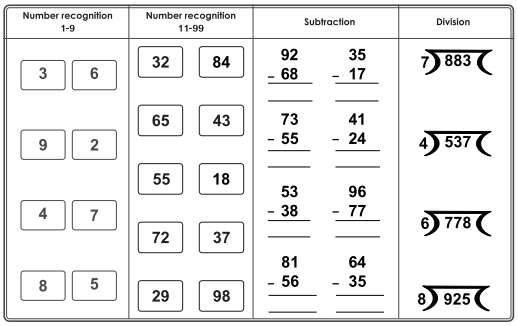
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	84.6	94.4	90.5
17-18	DATA INSUFFICIENT		91.0

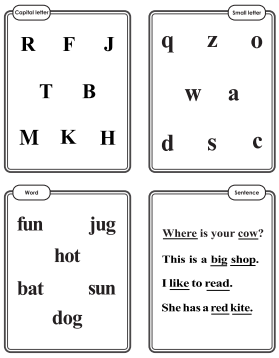
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Nagaland KOHIMA (RURAL)

ANALYSIS BASED ON DATA FROM 590 YOUTH IN 508 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

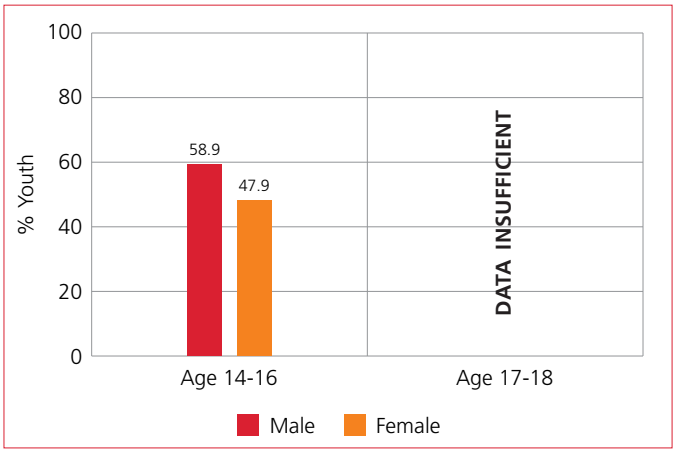
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	42.7	34.9	38.0	DATA INSUFFICIENT		35.1
Adding weights	49.8	24.4	34.5			30.9
Measuring length (easy)	83.9	65.3	72.7			74.9
Measuring length (hard)	31.4	30.3	30.7			28.7
Applying unitary method	32.5	32.2	32.3			31.0

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



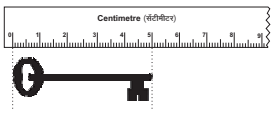
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

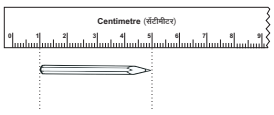
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	DATA INSUFFICIENT	63.2	62.9	DATA INSUFFICIENT		
Applying a discount		18.2	22.9			
Calculating repayment		4.0	3.0			

CALCULATING TIME

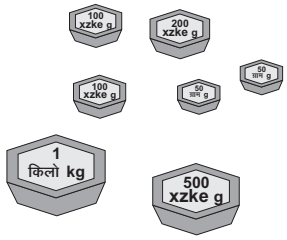
MEASURING LENGTH (EASY)



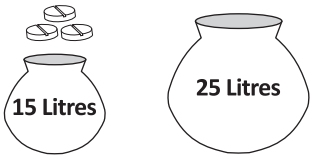
MEASURING LENGTH (HARD)



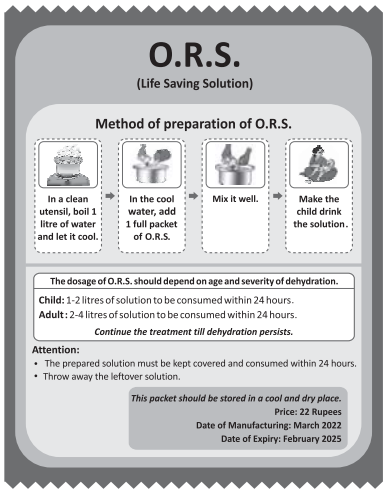
ADDING WEIGHTS



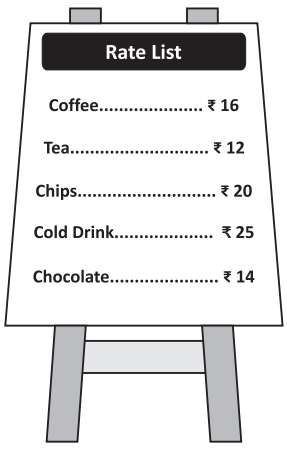
APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

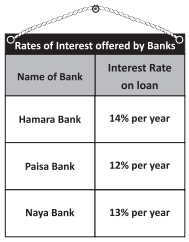


MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Nagaland KOHIMA (RURAL)

ANALYSIS BASED ON DATA FROM 590 YOUTH IN 508 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	92.5	78.6	98.6	22.1
	Female	94.8	74.3	96.8	18.3
	All	93.9	76.0	97.6	19.8
17-18	Male	DATA INSUFFICIENT			
	Female				
	All	95.9	82.0	96.7	66.0
14-18	Male	94.8	80.6	98.6	41.6
	Female	94.2	75.3	96.3	25.5
	All	94.5	77.7	97.3	32.9

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	86.9	47.7	39.7	58.6
	Female	96.1	52.9	58.0	66.6
	All	92.4	50.9	51.0	63.6
17-18	Male	DATA INSUFFICIENT			
	Female				
	All	95.9	64.3	73.7	77.4

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	62.5	10.5	88.5
	Female	82.2	16.4	93.4
	All	74.3	14.1	91.4
17-18	Male	DATA INSUFFICIENT		
	Female			
	All	56.8	27.1	95.0

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
8:30 in the morning tomorrow	First woman President of India	Maps	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	78.6	58.1	74.6	10.9	82.6	
	Female	74.3	50.9	80.2	9.1	87.7	79.6
	All	76.0	53.8	77.9	9.8	85.7	81.2
17-18	Male	DATA INSUFFICIENT					
	Female						
	All	82.0	74.5	77.9	18.5	89.6	88.7

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Odisha SAMBALPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,177 YOUTH IN 1,089 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	4,56,96,000	2.5% of state population
Schools with Std VIII per 100000 population	63	60
Schools with Std IX-X per 100000 population	22	22
Schools with Std XI-XII per 100000 population	5	6
% Senior secondary schools (with Std XI-XII) that offer science stream	43.9	53.5

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	70.2	22.7	0.6	6.5	100
	Female	67.1	20.8	0.7	11.3	100
	All	68.6	21.7	0.7	9.0	100
17-18	Male	4.2	41.6	16.7	37.5	100
	Female	1.4	38.0	15.8	44.9	100
	All	2.6	39.6	16.2	41.6	100
14-18	Male	45.8	29.7	6.6	18.0	100
	Female	39.8	27.9	7.0	25.3	100
	All	42.6	28.8	6.8	21.9	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

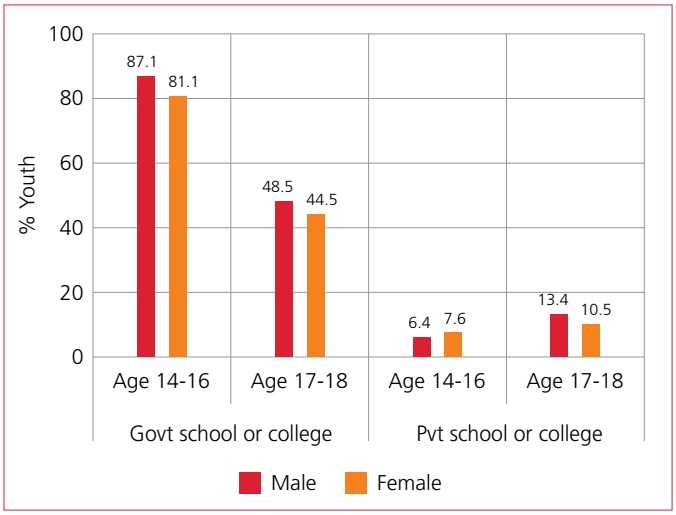
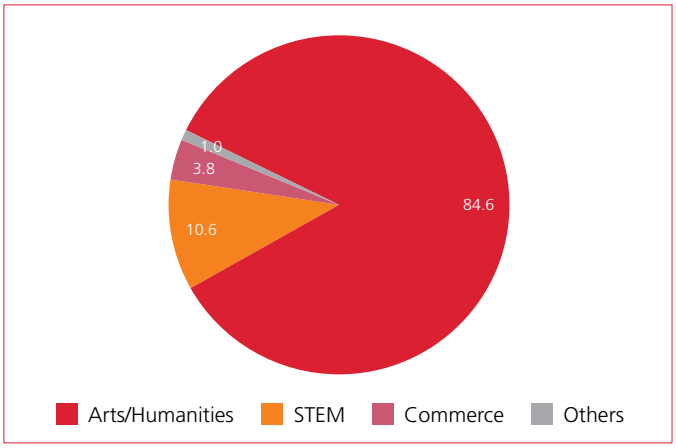


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	2.5	2.7	2.6
17-18	14.5	4.7	9.0
All youth	7.0	3.6	5.2

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	27.8	28.4	28.1
17-18	44.9	34.8	39.3
All youth	34.2	31.1	32.6

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Odisha SAMBALPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,177 YOUTH IN 1,089 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	74.9	79.8	77.4
17-18	73.4	81.1	77.7

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

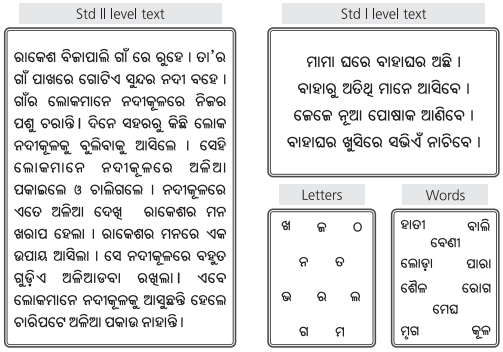
Age group	Male	Female	All
14-16	35.3	40.1	37.8
17-18	27.7	37.3	33.1

Basic English

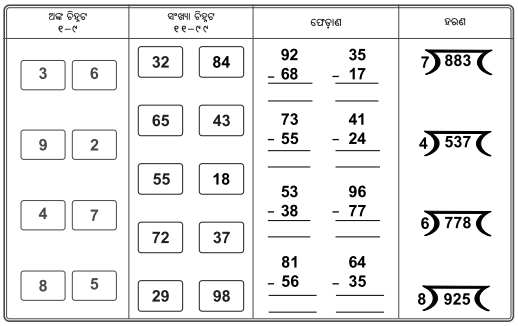
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	52.1	53.1	52.6
17-18	53.2	56.6	55.1

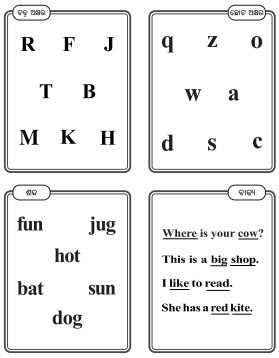
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Odisha SAMBALPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,177 YOUTH IN 1,089 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

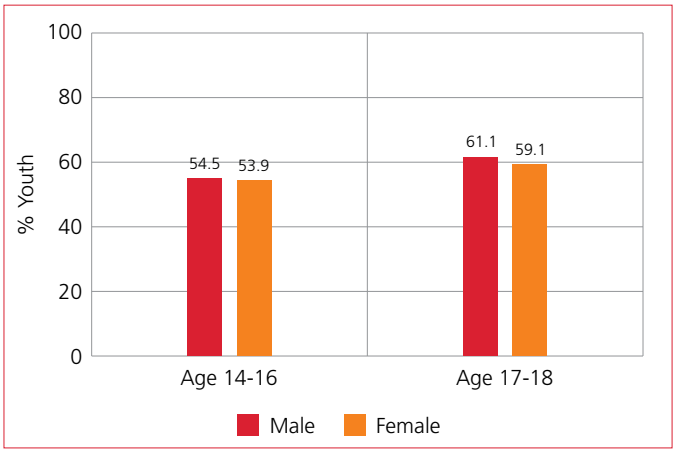
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	37.4	40.2	38.9	40.7	34.5	37.3
Adding weights	61.2	44.6	52.6	64.0	44.8	53.3
Measuring length (easy)	91.5	83.4	87.4	85.5	82.1	83.6
Measuring length (hard)	43.6	28.4	35.8	45.5	32.2	38.1
Applying unitary method	50.5	44.5	47.4	54.1	39.6	46.0

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



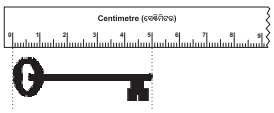
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

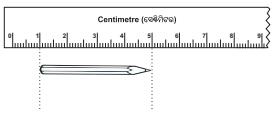
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	53.9	46.1	49.7	57.7	45.4	50.9
Applying a discount	31.0	18.0	23.9	48.6	26.1	36.0
Calculating repayment	7.1	7.6	7.4	14.7	6.8	10.3

CALCULATING TIME

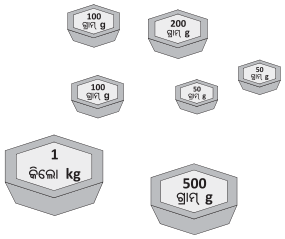
MEASURING LENGTH (EASY)



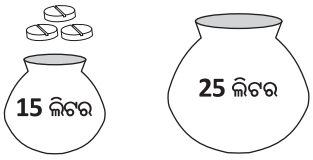
MEASURING LENGTH (HARD)



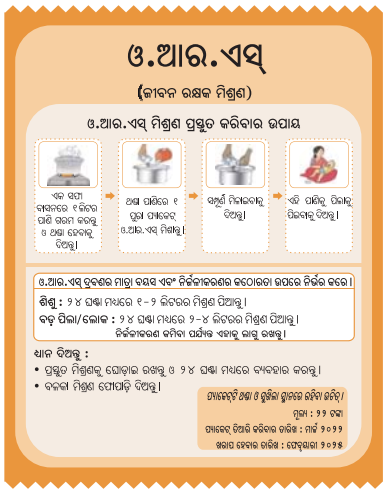
ADDING WEIGHTS



APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS



MANAGING A BUDGET

APPLYING A DISCOUNT

CALCULATING REPAYMENT

ବ୍ୟାଙ୍କ ଦ୍ୱାରା ବିଆଯାଇଥିବା ସୁଧର ହାର

ବ୍ୟାଙ୍କର ନାମ	ଗଣରେ ସୁଧର ହାର
ହମାରା ବ୍ୟାଙ୍କ୍	14% ପ୍ରତି ବର୍ଷ
ପଇସା ବ୍ୟାଙ୍କ୍	12% ପ୍ରତି ବର୍ଷ
ନୟା ବ୍ୟାଙ୍କ୍	13% ପ୍ରତି ବର୍ଷ

ଋଣର ପରିମାଣ = ₹.20,000

Odisha SAMBALPUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,177 YOUTH IN 1,089 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	79.6	53.9	91.8	29.6
	Female	73.8	45.1	84.2	15.4
	All	76.6	49.3	87.9	22.6
17-18	Male	94.8	79.5	96.5	81.2
	Female	81.4	51.4	90.1	46.5
	All	87.3	63.7	92.9	62.3
14-18	Male	85.2	63.4	93.5	49.3
	Female	77.0	47.7	86.7	28.8
	All	80.8	55.0	89.9	38.8

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	88.1	39.9	39.5	46.5
	Female	86.3	39.2	35.7	34.2
	All	87.3	39.6	37.7	40.5
17-18	Male	97.2	64.4	68.3	75.8
	Female	90.6	43.1	40.0	43.8
	All	93.6	53.2	53.4	58.9

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	72.6	15.3	86.8
	Female	68.7	10.0	79.4
	All	70.6	12.6	83.2
17-18	Male	67.7	40.1	91.1
	Female	63.4	21.7	83.7
	All	65.4	29.7	87.1

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
ଆସନ୍ତା କାଲି ସକାଳ 8:30	ଭାରତର ପ୍ରଥମ ମହିଳା ରାଷ୍ଟ୍ରପତି	Maps (ମ୍ୟାପ୍ସ)	PMGDISHA Module 1 (ପି.ଏମ୍.ଜି ଦିଶା ମଡ୍ୟୁଲ୍ ୧)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	53.9	63.6	44.3	38.3	79.4	92.0
	Female	45.1	46.6	38.4	20.4	75.8	
	All	49.3	55.6	41.6	30.2	77.8	90.1
17-18	Male	79.5	69.1	40.0	50.9	80.9	96.9
	Female	51.4	58.6	41.4	28.0	78.4	
	All	63.7	64.4	40.6	40.9	79.8	94.8

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Punjab S. A. S. NAGAR (RURAL)

ANALYSIS BASED ON DATA FROM 1,336 YOUTH IN 1,182 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	3,03,39,000	3.6% of state population
Schools with Std VIII per 100000 population	46	51
Schools with Std IX-X per 100000 population	31	32
Schools with Std XI-XII per 100000 population	18	17
% Senior secondary schools (with Std XI-XII) that offer science stream	42.9	44.7

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	73.6	24.7	0.2	1.6	100
	Female	66.1	29.4	0.0	4.5	100
	All	69.5	27.3	0.1	3.2	100
17-18	Male	8.7	47.4	20.0	23.9	100
	Female	4.9	46.3	20.2	28.6	100
	All	6.6	46.8	20.1	26.5	100
14-18	Male	51.0	32.6	7.1	9.3	100
	Female	44.7	35.3	7.1	13.0	100
	All	47.5	34.1	7.1	11.3	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

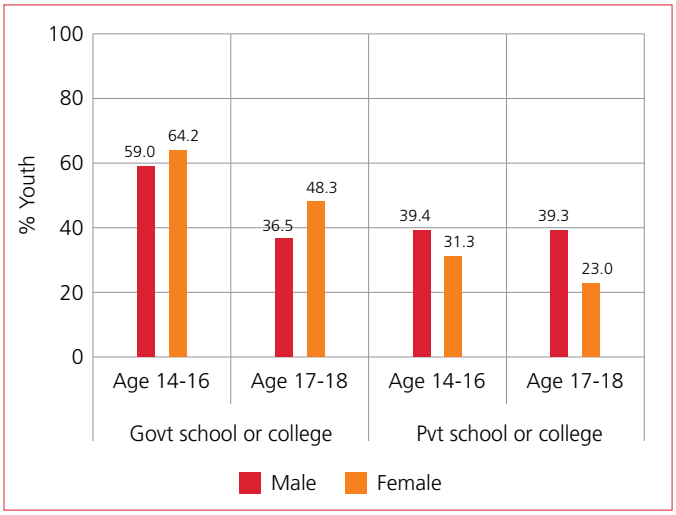
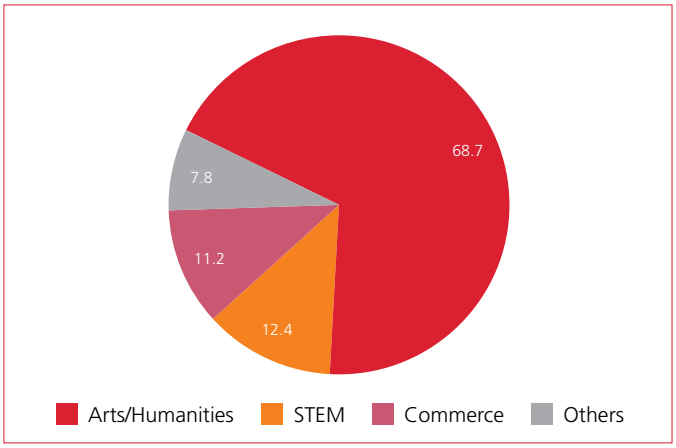


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	3.1	4.4	3.8
17-18	13.7	14.1	13.9
All youth	6.8	7.8	7.3

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	26.8	10.8	18.1
17-18	37.0	16.3	25.6
All youth	30.4	12.7	20.7

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Punjab S. A. S. NAGAR (RURAL)

ANALYSIS BASED ON DATA FROM 1,336 YOUTH IN 1,182 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	83.1	90.6	87.2
17-18	87.2	90.2	88.9

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

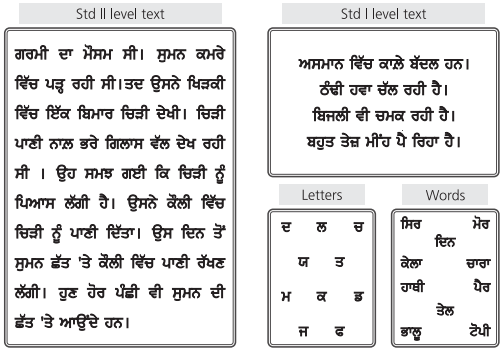
Age group	Male	Female	All
14-16	51.5	61.4	56.9
17-18	57.4	59.3	58.5

Basic English

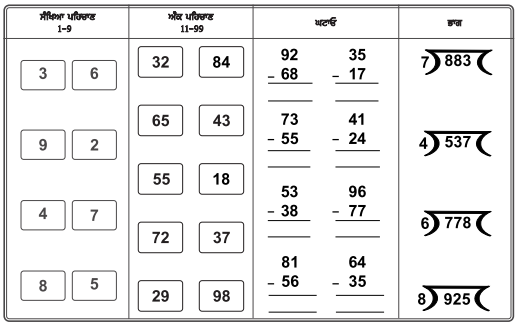
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	86.7	89.2	88.1
17-18	93.9	91.6	92.6

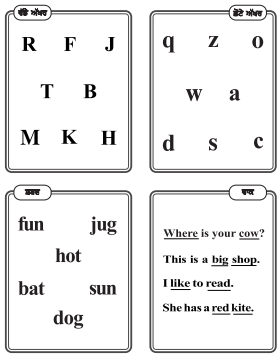
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Punjab S. A. S. NAGAR (RURAL)

ANALYSIS BASED ON DATA FROM 1,336 YOUTH IN 1,182 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

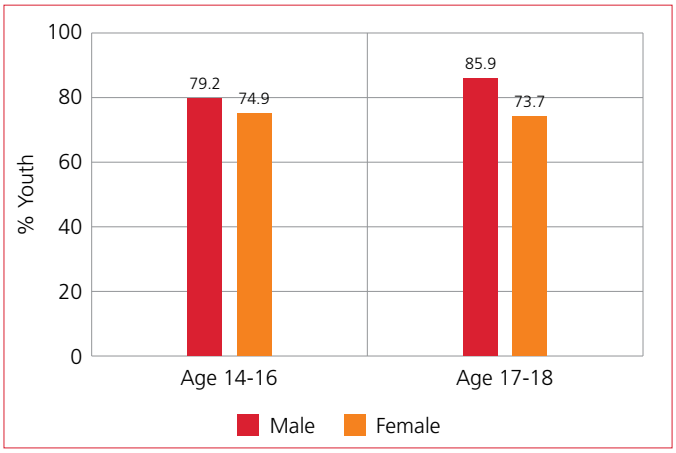
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	51.0	41.8	46.0	60.8	45.8	52.4
Adding weights	70.8	41.4	54.7	76.0	51.0	62.0
Measuring length (easy)	94.2	90.5	92.1	93.2	95.5	94.5
Measuring length (hard)	55.1	37.5	45.5	58.4	43.5	50.1
Applying unitary method	59.8	42.6	50.4	57.4	46.6	51.4

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



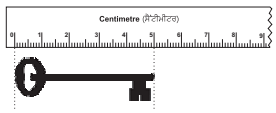
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

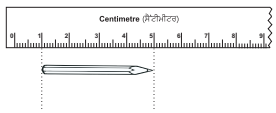
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	70.2	55.5	61.8	70.6	49.9	58.8
Applying a discount	52.0	28.3	38.5	67.7	33.5	48.3
Calculating repayment	14.1	8.6	10.9	25.5	7.1	15.1

CALCULATING TIME

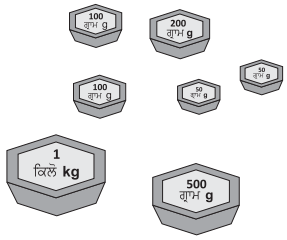
MEASURING LENGTH (EASY)



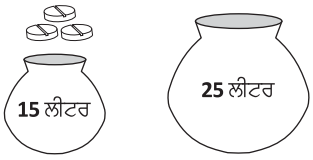
MEASURING LENGTH (HARD)



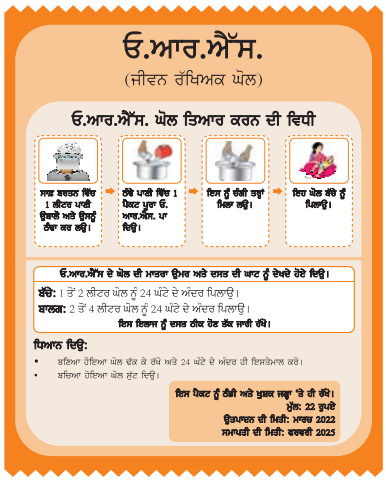
ADDING WEIGHTS



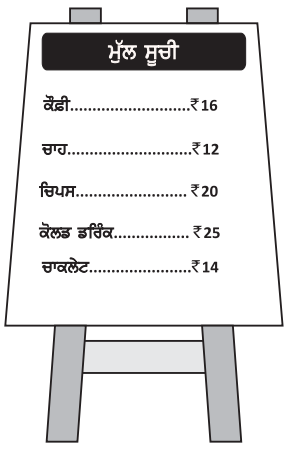
APPLYING UNITARY METHOD



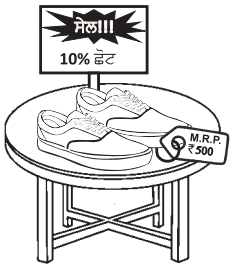
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS



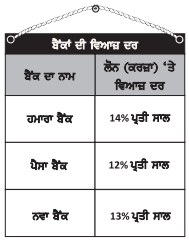
MANAGING A BUDGET



APPLYING A DISCOUNT



CALCULATING REPAYMENT



ਲੋਨ ਦੀ ਰਕਮ = 20,000 ਰੁਪਏ

Punjab S. A. S. NAGAR (RURAL)

ANALYSIS BASED ON DATA FROM 1,336 YOUTH IN 1,182 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	99.4	86.3	99.5	40.9
	Female	97.9	79.6	96.5	16.1
	All	98.5	82.6	97.9	27.5
17-18	Male	99.1	93.9	98.8	80.8
	Female	98.3	83.0	98.6	45.0
	All	98.7	87.8	98.7	60.9
14-18	Male	99.3	88.9	99.3	54.5
	Female	98.0	80.8	97.3	26.4
	All	98.6	84.4	98.2	39.2

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	99.5	73.4	72.9	81.3
	Female	96.2	68.4	65.2	63.8
	All	97.7	70.7	68.8	72.0
17-18	Male	99.6	91.8	96.2	97.6
	Female	96.5	79.3	78.4	75.7
	All	97.9	84.9	86.4	85.5

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	74.5	54.7	93.8
	Female	82.9	35.1	81.9
	All	79.0	44.0	87.4
17-18	Male	74.7	77.7	94.3
	Female	74.5	51.1	83.5
	All	74.5	62.9	88.3

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
ਕੱਲ੍ਹ ਸਵੇਰ ਦੇ 8:30 ਵਜੇ	ਭਾਰਤ ਦੀ ਪਹਿਲੀ ਮਹਿਲਾ ਰਾਸ਼ਟਰਪਤੀ	**Maps** (ਮੈਪਸ)	**PMGDISHA Module 1** (ਪੀ. ਐਮ. ਜੀ. ਦਿਸ਼ਾ ਮਾਡਿਊਲ 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	86.3	88.9	69.6	62.3	93.1	97.3
	Female	79.6	85.0	73.1	41.3	91.6	96.4
	All	82.6	86.9	71.4	51.6	92.3	96.8
17-18	Male	93.9	95.7	78.3	76.4	95.0	100.0
	Female	83.0	84.6	77.9	52.6	90.5	97.7
	All	87.8	89.9	78.1	64.1	92.7	98.8

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Rajasthan BHILWARA (RURAL)

ANALYSIS BASED ON DATA FROM 1,496 YOUTH IN 1,204 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	7,92,81,000	3.5% of state population
Schools with Std VIII per 100000 population	85	86
Schools with Std IX-X per 100000 population	40	29
Schools with Std XI-XII per 100000 population	26	19
% Senior secondary schools (with Std XI-XII) that offer science stream	30.1	24.4

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	77.2	14.3	1.2	7.3	100
	Female	68.7	18.6	0.8	12.0	100
	All	72.6	16.6	0.9	9.9	100
17-18	Male	7.0	45.1	20.9	27.1	100
	Female	4.8	46.8	20.7	27.7	100
	All	5.7	46.1	20.8	27.4	100
14-18	Male	51.6	25.5	8.4	14.5	100
	Female	42.5	30.1	8.9	18.4	100
	All	46.5	28.1	8.7	16.7	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

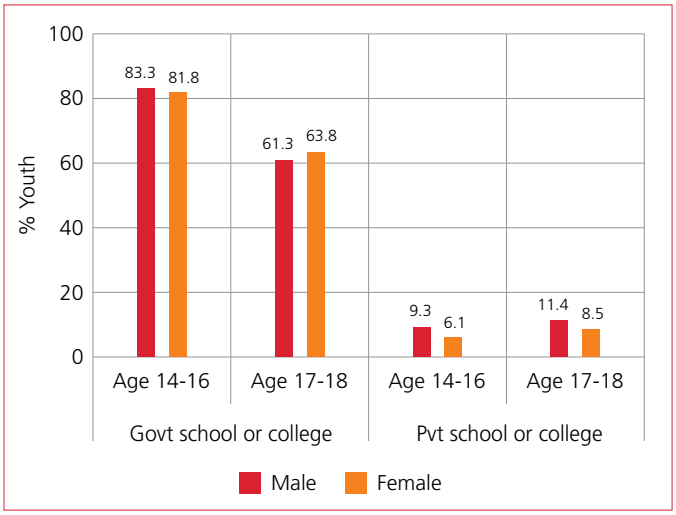
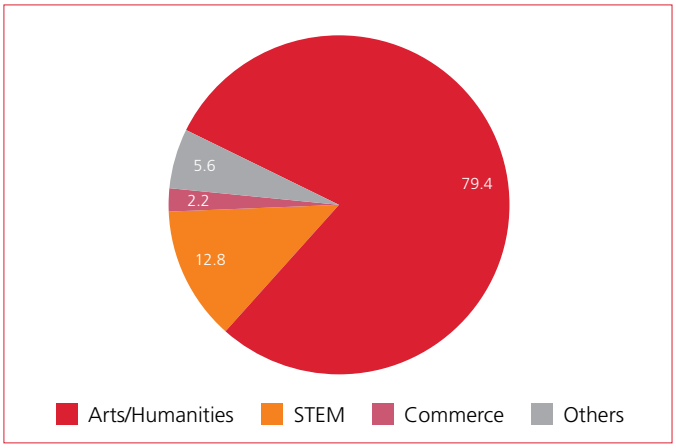


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	2.2	1.9	2.0
17-18	8.8	5.5	6.8
All youth	4.6	3.4	3.9

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	53.5	37.7	44.9
17-18	64.6	51.7	57.0
All youth	57.5	43.5	49.6

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Rajasthan BHILWARA (RURAL)

ANALYSIS BASED ON DATA FROM 1,496 YOUTH IN 1,204 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	70.7	72.9	71.9
17-18	81.6	81.6	81.6

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

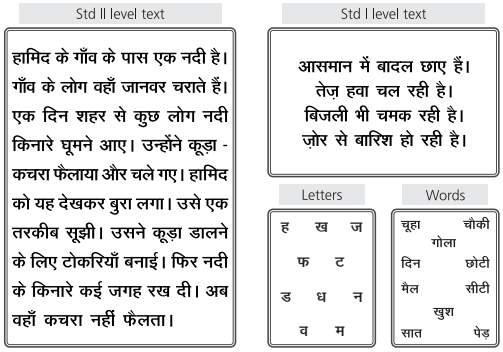
Age group	Male	Female	All
14-16	39.7	29.7	34.3
17-18	43.8	35.8	39.1

Basic English

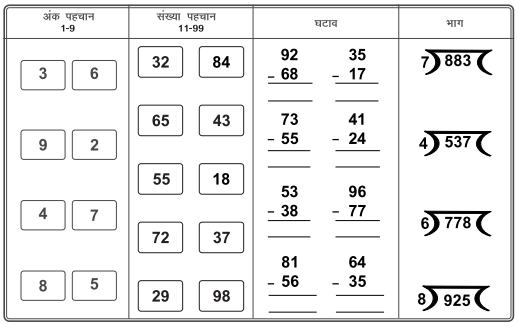
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	45.7	40.7	43.0
17-18	56.4	45.1	49.8

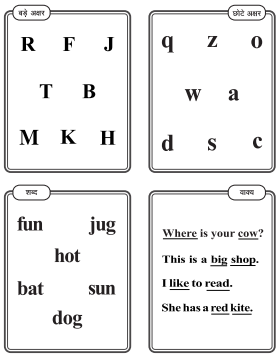
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Rajasthan BHILWARA (RURAL)

ANALYSIS BASED ON DATA FROM 1,496 YOUTH IN 1,204 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

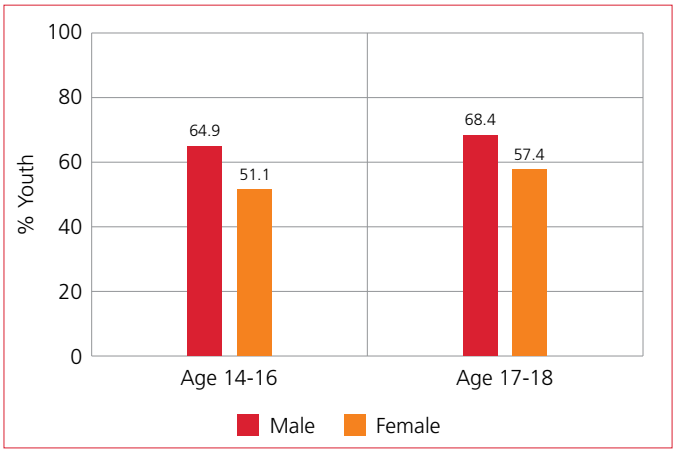
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	41.6	34.0	37.4	56.8	35.8	44.4
Adding weights	70.1	54.2	61.4	78.7	54.3	64.3
Measuring length (easy)	90.5	79.4	84.4	86.5	78.0	81.5
Measuring length (hard)	33.0	16.6	24.1	50.1	24.3	34.9
Applying unitary method	56.5	35.7	45.2	58.7	40.1	47.8

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



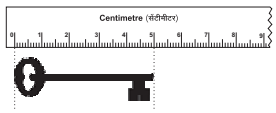
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

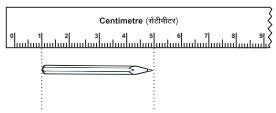
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	60.7	37.2	48.6	68.1	53.7	60.2
Applying a discount	42.2	19.1	30.3	60.2	35.0	46.5
Calculating repayment	10.2	3.4	6.8	12.3	3.9	7.8

CALCULATING TIME

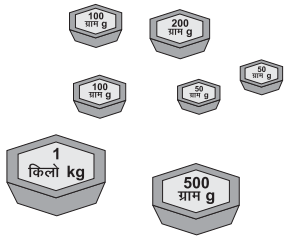
MEASURING LENGTH (EASY)



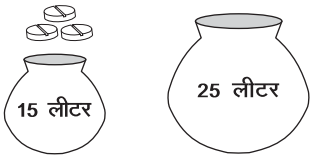
MEASURING LENGTH (HARD)



ADDING WEIGHTS

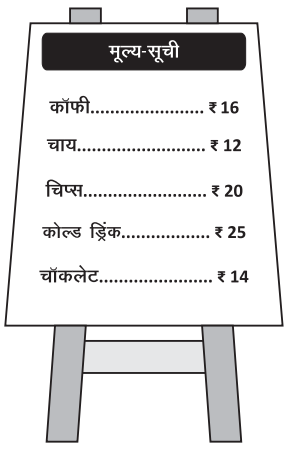


APPLYING UNITARY METHOD



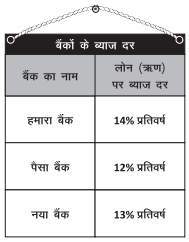
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Rajasthan BHILWARA (RURAL)

ANALYSIS BASED ON DATA FROM 1,496 YOUTH IN 1,204 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Annual Status of Education Report
AGE 14-18 असर ASER 2023 RURAL
Facilitated by PRATHAM

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	96.3	74.7	97.9	33.0
	Female	94.3	67.1	96.4	16.4
	All	95.2	70.6	97.1	24.0
17-18	Male	99.7	85.5	98.6	76.9
	Female	98.0	73.3	99.2	31.2
	All	98.7	78.3	99.0	49.9
14-18	Male	97.6	78.6	98.2	49.1
	Female	95.8	69.7	97.5	22.6
	All	96.6	73.6	97.8	34.2

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	92.7	57.6	58.4	63.9
	Female	87.8	55.9	46.1	47.9
	All	90.1	56.7	51.9	55.5
17-18	Male	97.5	80.6	80.1	86.4
	Female	90.1	63.1	57.3	49.0
	All	93.1	70.6	67.0	65.0

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	56.1	28.3	82.5
	Female	45.8	10.0	75.5
	All	50.5	18.3	78.7
17-18	Male	56.2	52.6	87.3
	Female	43.6	12.4	72.1
	All	48.7	28.9	78.3

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	74.7	60.1	75.8	34.9	75.2	92.1
	Female	67.1	38.7	69.8	10.1	66.5	76.8
	All	70.6	49.0	72.6	21.7	70.6	84.6
17-18	Male	85.5	75.2	78.5	57.9	81.8	94.8
	Female	73.3	46.6	73.0	14.4	63.0	81.7
	All	78.3	59.5	75.5	33.7	71.4	88.5

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Tamil Nadu PERAMBALUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,323 YOUTH IN 1,197 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	7,64,02,000	0.8% of state population
Schools with Std VIII per 100000 population	31	39
Schools with Std IX-X per 100000 population	19	26
Schools with Std XI-XII per 100000 population	12	15
% Senior secondary schools (with Std XI-XII) that offer science stream	90.9	92.2

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	67.3	30.0	1.5	1.3	100
	Female	65.1	34.0	0.8	0.2	100
	All	66.2	32.0	1.1	0.7	100
17-18	Male	0.5	47.2	39.9	12.4	100
	Female	0.6	53.4	42.0	4.0	100
	All	0.5	50.4	41.0	8.0	100
14-18	Male	48.7	34.8	12.2	4.4	100
	Female	46.5	39.6	12.7	1.3	100
	All	47.5	37.2	12.4	2.8	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

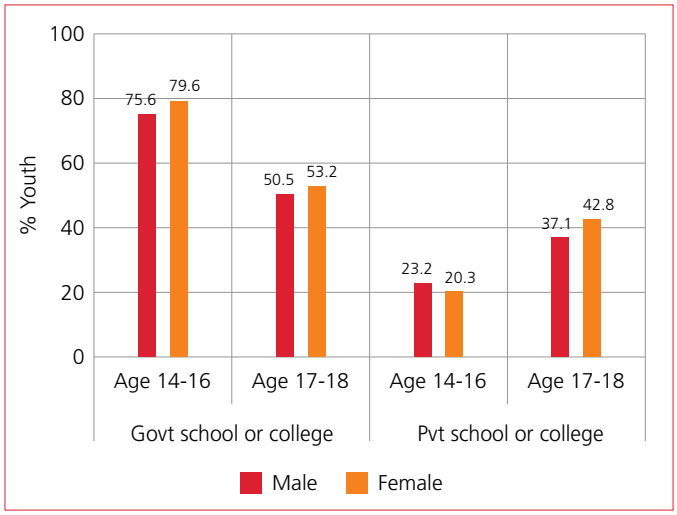
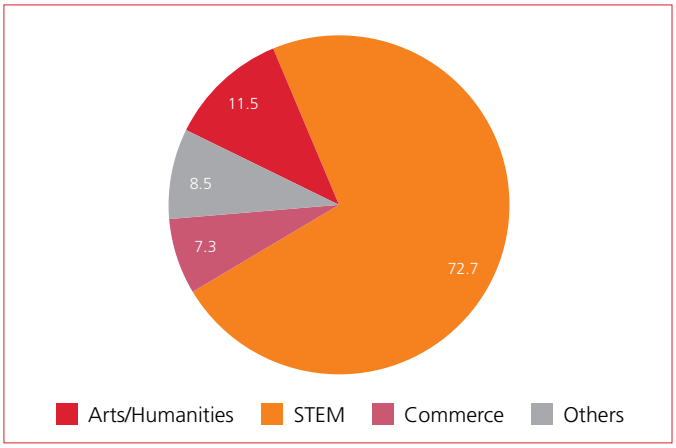


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	1.3	0.9	1.1
17-18	4.2	3.0	3.6
All youth	2.1	1.6	1.8

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	16.9	14.5	15.7
17-18	20.0	16.6	18.2
All youth	17.8	15.1	16.4

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Tamil Nadu PERAMBALUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,323 YOUTH IN 1,197 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	72.2	81.8	77.1
17-18	80.1	89.8	85.2

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

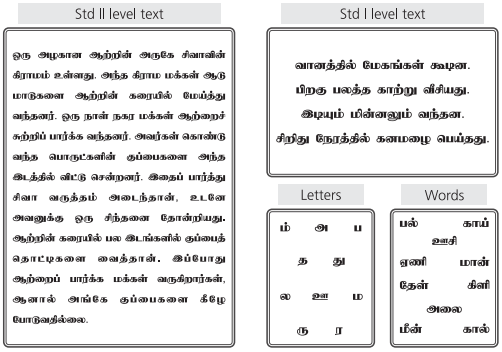
Age group	Male	Female	All
14-16	50.3	56.2	53.3
17-18	46.4	51.5	49.0

Basic English

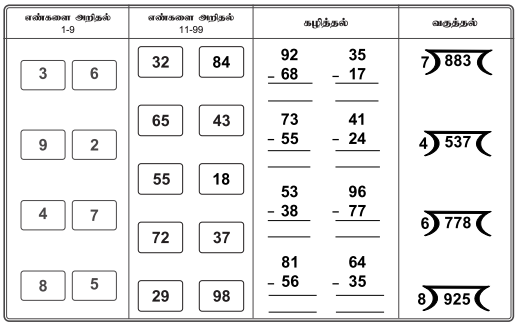
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	75.6	77.7	76.7
17-18	80.3	84.7	82.6

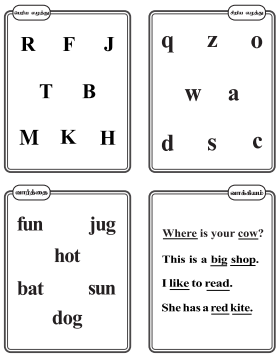
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Tamil Nadu PERAMBALUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,323 YOUTH IN 1,197 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

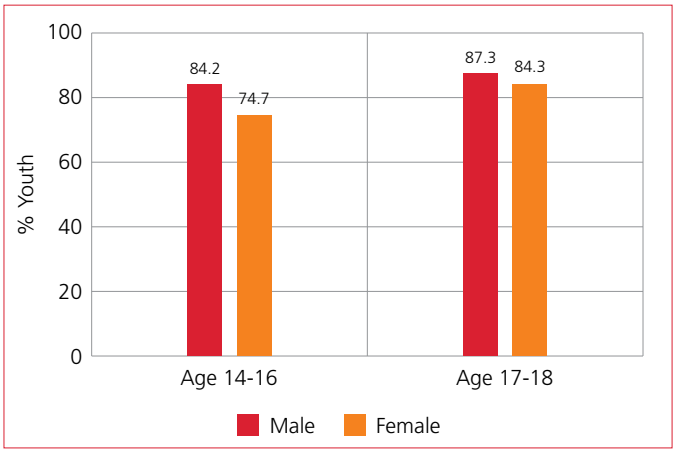
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	58.1	49.2	53.6	60.8	55.6	58.1
Adding weights	60.7	42.4	51.4	62.7	49.4	55.7
Measuring length (easy)	90.8	87.7	89.2	90.4	89.8	90.1
Measuring length (hard)	51.3	37.0	44.0	53.6	40.5	46.8
Applying unitary method	59.9	48.9	54.3	64.6	48.6	56.3

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



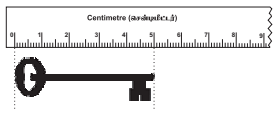
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

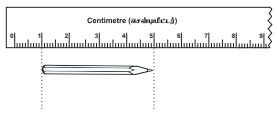
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	79.0	65.4	71.9	84.1	73.7	78.4
Applying a discount	42.6	27.7	34.8	47.6	30.7	38.4
Calculating repayment	5.7	5.3	5.5	14.9	6.7	10.5

CALCULATING TIME

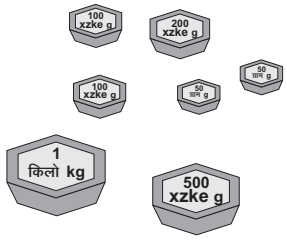
MEASURING LENGTH (EASY)



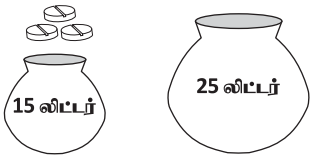
MEASURING LENGTH (HARD)



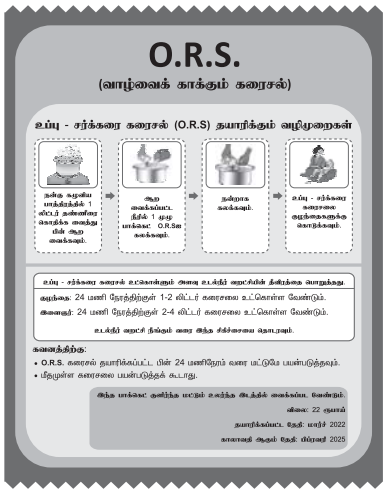
ADDING WEIGHTS



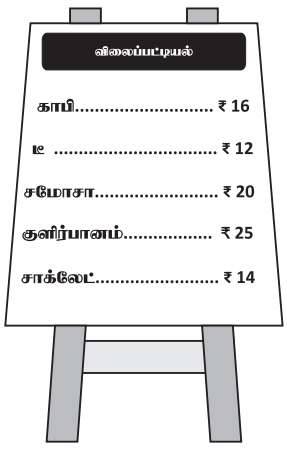
APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS



MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT

Tamil Nadu PERAMBALUR (RURAL)

ANALYSIS BASED ON DATA FROM 1,323 YOUTH IN 1,197 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	91.3	69.8	98.4	18.6
	Female	90.3	66.9	97.5	7.9
	All	90.8	68.3	97.9	13.2
17-18	Male	99.1	87.2	99.5	63.3
	Female	93.2	75.3	97.7	31.0
	All	96.0	81.0	98.6	46.6
14-18	Male	93.5	74.6	98.7	31.2
	Female	91.1	69.3	97.6	14.6
	All	92.3	71.9	98.1	22.7

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	90.5	47.5	42.4	46.8
	Female	86.1	37.5	23.6	17.3
	All	88.3	42.5	33.1	32.2
17-18	Male	97.2	73.8	69.9	79.8
	Female	91.9	49.5	47.1	35.0
	All	94.4	61.6	58.4	57.3

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	55.3	30.3	86.4
	Female	64.9	15.7	77.4
	All	60.2	22.8	81.9
17-18	Male	55.3	55.4	92.1
	Female	64.9	31.6	76.8
	All	60.3	43.0	84.2

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
நாளை காலை 8:30 மணி 8:30 in the morning tomorrow	இந்தியாவின் முதல் பெண் குடியரசுத் தலைவர் First woman President of India	Maps	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	69.8	80.6	84.0	49.2	94.1	95.4
	Female	66.9	68.6	68.6	17.6	86.5	89.2
	All	68.3	74.7	76.5	33.3	90.4	92.5
17-18	Male	87.2	85.9	76.1	70.7	92.3	98.2
	Female	75.3	82.7	79.0	27.8	93.8	91.3
	All	81.0	84.4	77.5	49.8	93.0	94.8

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Telangana KHAMMAM (RURAL)

ANALYSIS BASED ON DATA FROM 709 YOUTH IN 689 HOUSEHOLDS IN 59 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	3,77,25,000	7.6% of state population
Schools with Std VIII per 100000 population	55	26
Schools with Std IX-X per 100000 population	34	16
Schools with Std XI-XII per 100000 population	7	4
% Senior secondary schools (with Std XI-XII) that offer science stream	76.3	81.2

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	65.2	8.4	0.4	26.0	100
	Female	67.8	14.7	0.0	17.4	100
	All	66.4	11.3	0.2	22.1	100
17-18	Male	12.7	30.7	11.3	45.2	100
	Female	7.0	44.1	14.9	34.0	100
	All	10.1	36.9	13.0	40.1	100
14-18	Male	42.0	18.2	5.2	34.5	100
	Female	40.6	27.9	6.6	24.9	100
	All	41.4	22.7	5.9	30.1	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

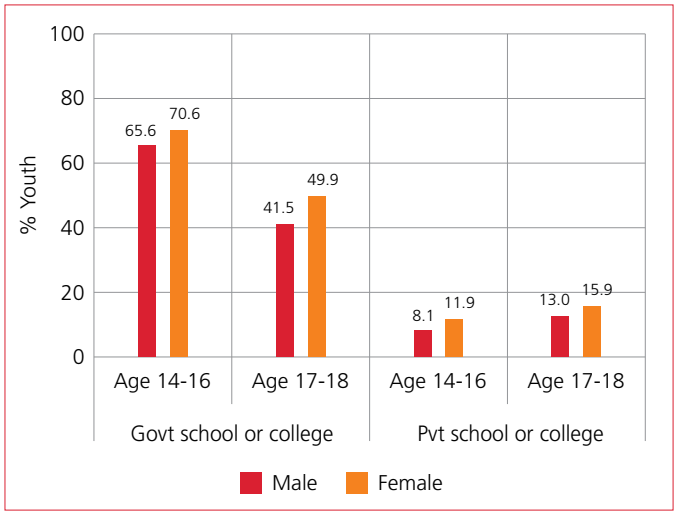
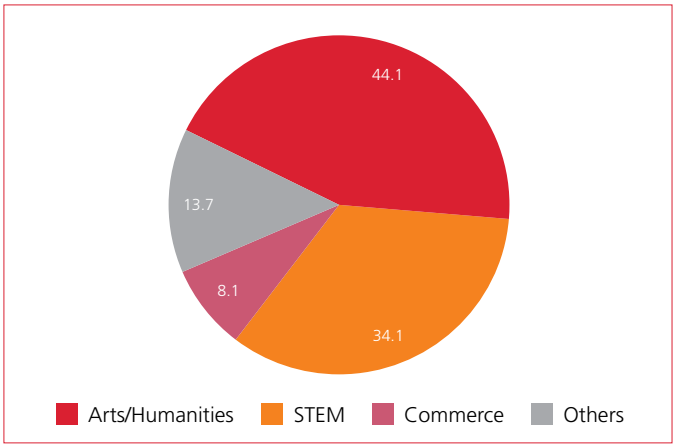


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	2.7	2.4	2.5
17-18	4.5	4.9	4.7
All youth	3.5	3.5	3.5

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	52.1	41.6	47.3
17-18	77.1	58.8	68.7
All youth	63.1	49.3	56.9

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Telangana KHAMMAM (RURAL)

ANALYSIS BASED ON DATA FROM 709 YOUTH IN 689 HOUSEHOLDS IN 59 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	33.9	52.2	42.2
17-18	39.6	62.9	50.3

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

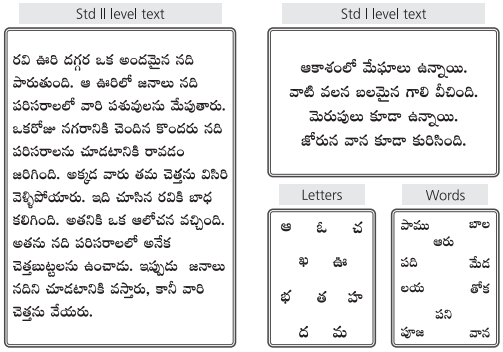
Age group	Male	Female	All
14-16	20.2	23.0	21.5
17-18	12.9	24.1	18.0

Basic English

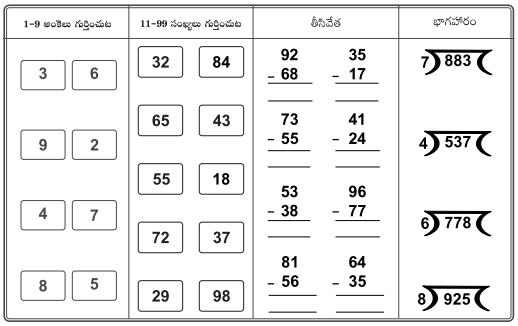
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	41.4	49.3	45.0
17-18	32.9	51.4	41.4

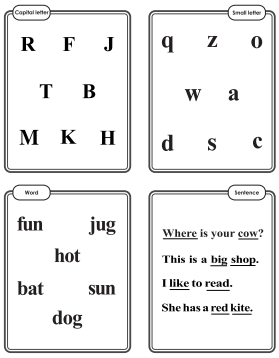
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Telangana KHAMMAM (RURAL)

ANALYSIS BASED ON DATA FROM 709 YOUTH IN 689 HOUSEHOLDS IN 59 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

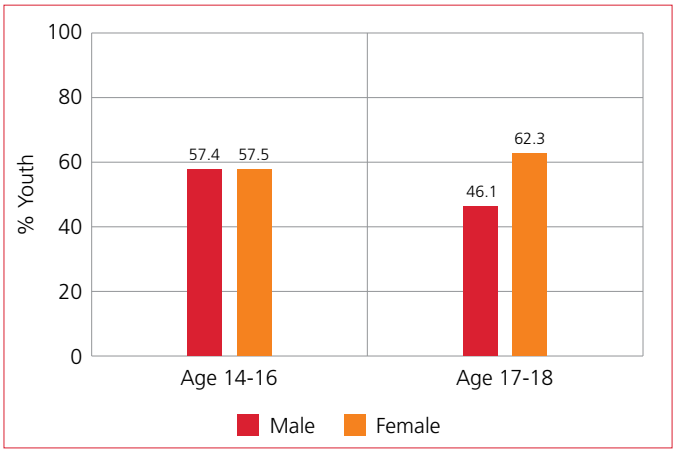
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	43.4	42.1	42.8	35.8	43.6	39.3
Adding weights	28.7	31.3	29.9	23.5	35.4	28.9
Measuring length (easy)	71.2	69.5	70.4	67.7	74.3	70.8
Measuring length (hard)	30.7	37.4	33.7	37.5	40.9	39.1
Applying unitary method	29.5	29.9	29.7	30.4	29.0	29.8

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



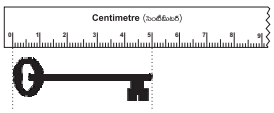
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

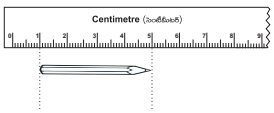
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	DATA INSUFFICIENT		47.8	DATA INSUFFICIENT		54.1
Applying a discount			17.7			33.4
Calculating repayment			6.4			7.7

CALCULATING TIME

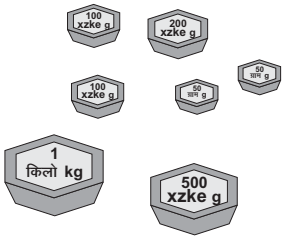
MEASURING LENGTH (EASY)



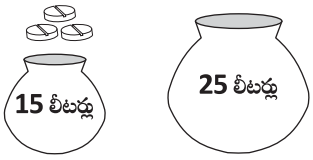
MEASURING LENGTH (HARD)



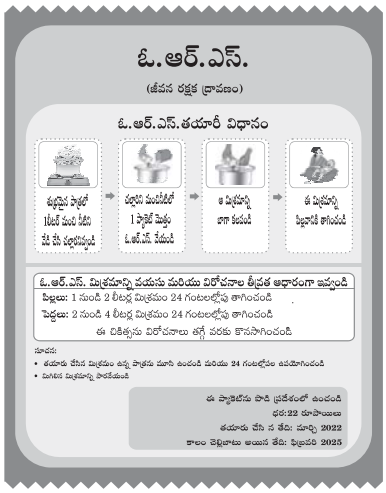
ADDING WEIGHTS



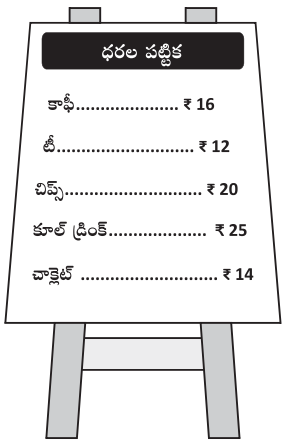
APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

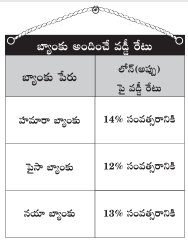


MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



లోన్(అప్పు) మొత్తం = రూ.20,000

Telangana KHAMMAM (RURAL)

ANALYSIS BASED ON DATA FROM 709 YOUTH IN 689 HOUSEHOLDS IN 59 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	70.3	36.1	76.0	38.2
	Female	67.9	26.7	59.8	19.5
	All	69.2	31.8	68.6	30.8
17-18	Male	85.3	50.6	86.7	74.9
	Female	78.5	42.5	80.8	37.6
	All	82.1	46.8	84.0	58.3
14-18	Male	76.9	42.5	80.7	55.5
	Female	72.6	33.7	69.2	29.0
	All	74.9	38.5	75.4	44.4

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	91.2	36.5	43.2	48.2
	Female	83.3	DATA INSUFFICIENT		
	All	88.0	33.8	41.0	42.8
17-18	Male	98.2	46.6	57.3	62.4
	Female	90.8	45.7	50.4	48.7
	All	94.9	46.2	54.3	56.6

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	62.1	25.1	89.9
	Female	67.1	12.9	70.3
	All	64.1	19.6	82.1
17-18	Male	50.2	39.4	92.2
	Female	65.8	26.8	77.0
	All	57.2	33.6	85.5

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
రేపు ఉదయం 8:30కి	First woman President of India	Maps	PMGDISHA Module 1

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	36.1	DATA INSUFFICIENT				
	Female	26.7					
	All	31.8	58.3	48.0	34.6	65.7	
17-18	Male	50.6	DATA INSUFFICIENT				
	Female	42.5					
	All	46.8	68.6	62.4	64.4	82.3	89.2

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Tripura SOUTH TRIPURA (RURAL)

ANALYSIS BASED ON DATA FROM 1,282 YOUTH IN 1,199 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	40,71,000	23.7% of state population
Schools with Std VIII per 100000 population	59	34
Schools with Std IX-X per 100000 population	29	18
Schools with Std XI-XII per 100000 population	12	8
% Senior secondary schools (with Std XI-XII) that offer science stream	45.4	42.0

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	85.3	8.7	0.0	6.0	100
	Female	89.2	8.3	0.0	2.4	100
	All	87.2	8.5	0.0	4.3	100
17-18	Male	6.7	74.6	6.9	11.8	100
	Female	5.2	74.4	10.7	9.7	100
	All	6.1	74.5	8.4	10.9	100
14-18	Male	53.7	35.2	2.8	8.3	100
	Female	62.6	29.3	3.4	4.7	100
	All	57.8	32.5	3.1	6.7	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

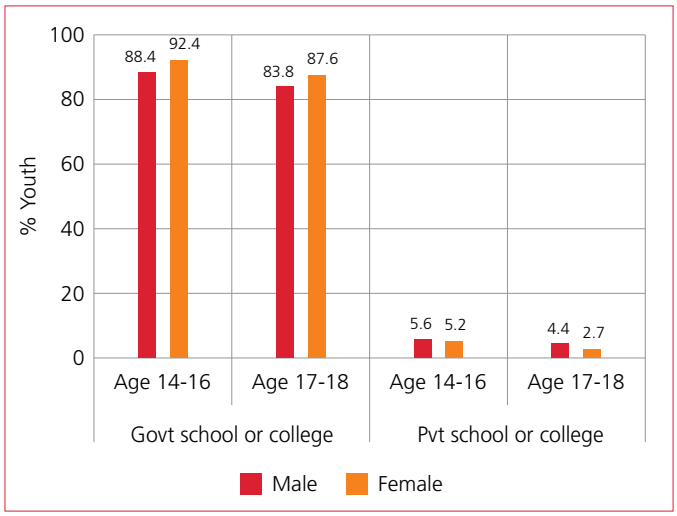
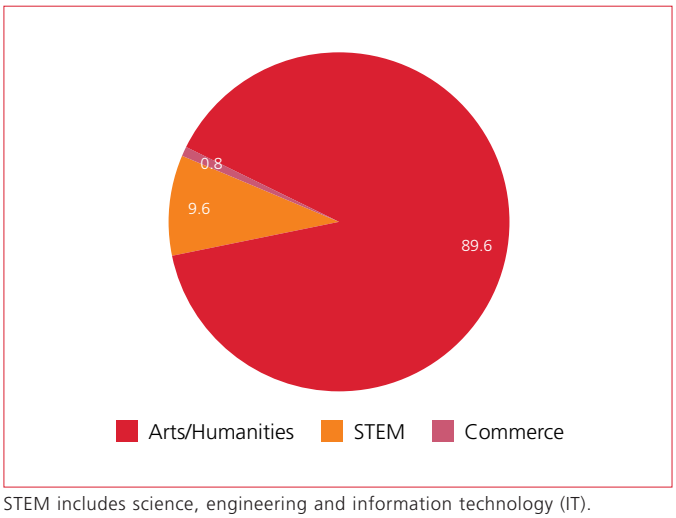


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	1.4	3.3	2.3
17-18	7.3	3.4	5.8
All youth	3.8	3.3	3.6

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	9.6	5.7	7.7
17-18	23.2	8.0	17.1
All youth	15.1	6.4	11.1

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Tripura SOUTH TRIPURA (RURAL)

ANALYSIS BASED ON DATA FROM 1,282 YOUTH IN 1,199 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	66.5	68.6	67.6
17-18	76.3	77.4	76.8

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

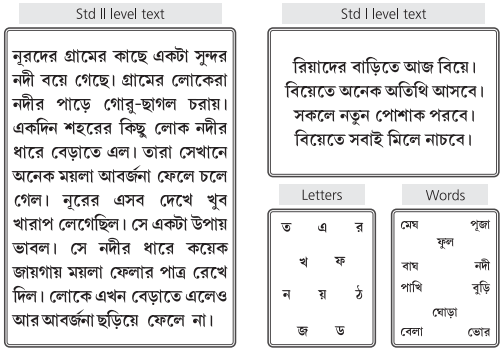
Age group	Male	Female	All
14-16	39.8	44.0	41.9
17-18	50.5	53.6	51.8

Basic English

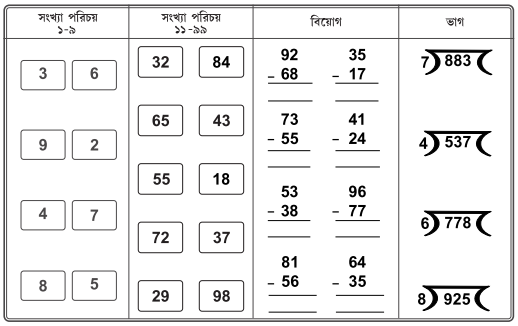
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	61.1	63.9	62.5
17-18	70.4	80.6	74.6

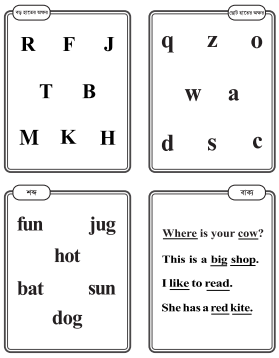
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Tripura SOUTH TRIPURA (RURAL)

ANALYSIS BASED ON DATA FROM 1,282 YOUTH IN 1,199 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

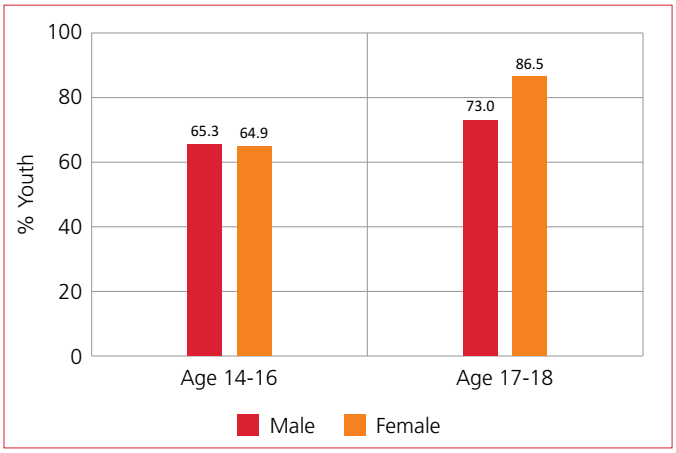
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	70.4	71.2	70.8	75.8	76.9	76.2
Adding weights	72.2	66.1	69.2	84.3	75.3	80.6
Measuring length (easy)	84.0	86.6	85.3	88.9	88.0	88.5
Measuring length (hard)	53.1	50.9	52.0	63.7	61.4	62.8
Applying unitary method	38.9	45.2	42.0	54.9	54.3	54.6

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



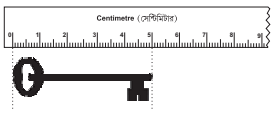
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

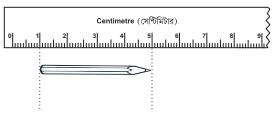
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	74.9	73.9	74.4	80.2	79.3	79.8
Applying a discount	49.3	40.4	44.8	63.7	59.1	61.8
Calculating repayment	8.4	7.4	7.9	11.2	12.8	11.9

CALCULATING TIME

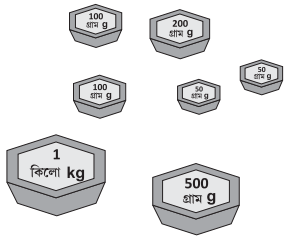
MEASURING LENGTH (EASY)



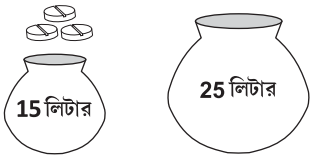
MEASURING LENGTH (HARD)



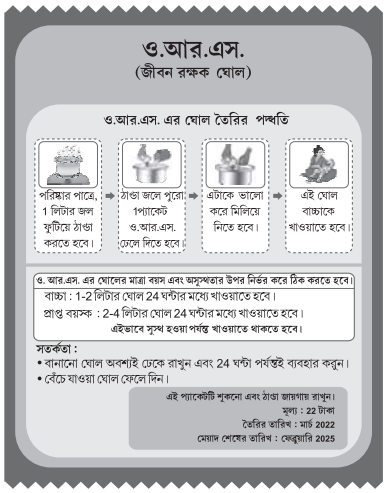
ADDING WEIGHTS



APPLYING UNITARY METHOD



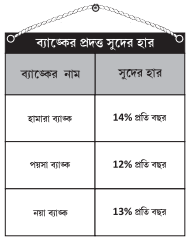
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS



MANAGING A BUDGET

APPLYING A DISCOUNT

CALCULATING REPAYMENT



লোনের পরিমান = Rs. 20,000

Tripura SOUTH TRIPURA (RURAL)

ANALYSIS BASED ON DATA FROM 1,282 YOUTH IN 1,199 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	87.0	69.4	90.9	22.6
	Female	83.3	66.0	88.2	7.4
	All	85.1	67.7	89.5	15.2
17-18	Male	93.3	81.6	94.9	59.3
	Female	88.3	82.5	95.7	36.7
	All	91.3	81.9	95.2	50.2
14-18	Male	89.5	74.3	92.5	37.7
	Female	84.9	71.2	90.5	17.3
	All	87.4	72.9	91.6	28.4

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	93.1	28.2	35.1	35.6
	Female	90.7	24.6	24.1	27.6
	All	91.9	26.5	29.8	31.8
17-18	Male	98.3	47.9	57.4	61.5
	Female	96.5	39.3	47.3	40.4
	All	97.6	44.5	53.4	53.1

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	68.4	9.2	82.2
	Female	72.4	3.9	75.9
	All	70.3	6.6	79.2
17-18	Male	82.9	19.8	87.8
	Female	79.2	12.1	84.3
	All	81.4	16.7	86.4

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
আগামীকাল সকাল 8:30 মিনিট	ভারতবর্ষের প্রথম মহিলা রাষ্ট্রপতি	**Maps**	**PMGDISHA Module 1**

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	69.4	84.5	65.7	25.4	80.6	89.7
	Female	66.0	84.9	62.1	18.0	83.8	87.9
	All	67.7	84.7	63.9	21.9	82.1	88.8
17-18	Male	81.6	93.3	76.2	42.9	93.1	98.4
	Female	82.5	89.6	81.2	31.9	86.6	92.6
	All	81.9	91.8	78.2	38.4	90.5	96.1

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Uttarakhand TEHRI GARHWAL (RURAL)

ANALYSIS BASED ON DATA FROM 1,311 YOUTH IN 1,052 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	1,13,99,000	5.1% of state population
Schools with Std VIII per 100000 population	79	131
Schools with Std IX-X per 100000 population	35	62
Schools with Std XI-XII per 100000 population	23	41
% Senior secondary schools (with Std XI-XII) that offer science stream	81.2	87.1

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in:			Not enrolled	Total
		School (Std X or below)	School (Std XI and XII)	Under-graduate or other		
14-16	Male	70.7	28.7	0.0	0.6	100
	Female	69.1	30.1	0.3	0.5	100
	All	69.9	29.5	0.1	0.6	100
17-18	Male	15.4	68.0	3.8	12.8	100
	Female	6.7	58.2	17.4	17.7	100
	All	10.6	62.7	11.2	15.5	100
14-18	Male	51.1	42.7	1.3	4.9	100
	Female	45.6	40.7	6.7	7.0	100
	All	48.2	41.6	4.2	6.0	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

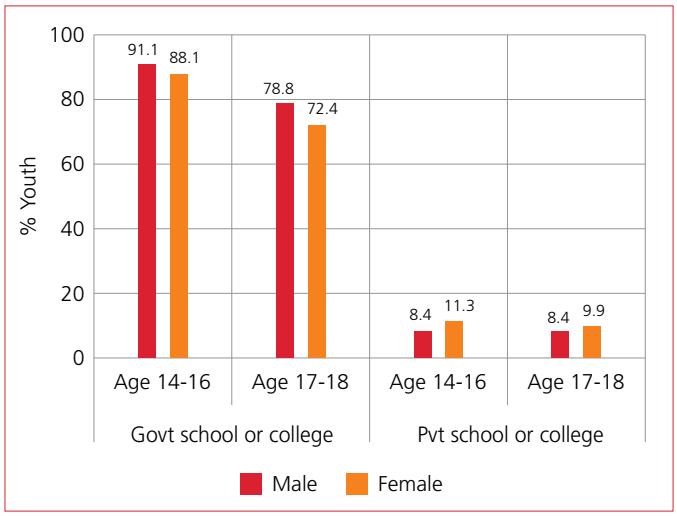
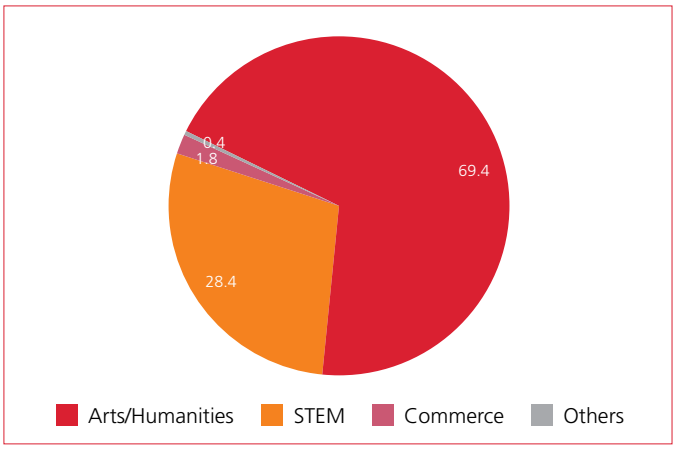


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	1.0	1.2	1.1
17-18	7.9	8.3	8.1
All youth	3.4	3.9	3.7

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	25.3	34.4	30.1
17-18	34.6	44.0	39.8
All youth	28.6	38.0	33.7

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Uttarakhand TEHRI GARHWAL (RURAL)

ANALYSIS BASED ON DATA FROM 1,311 YOUTH IN 1,052 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	81.0	84.0	82.6
17-18	80.7	90.1	85.9

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

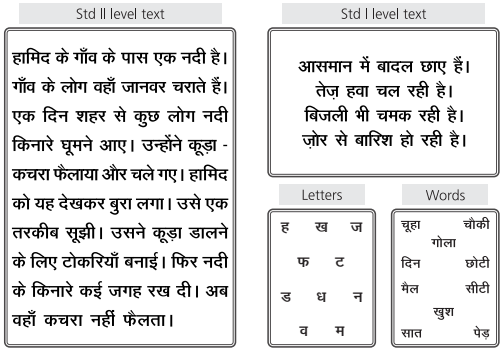
Age group	Male	Female	All
14-16	45.8	28.9	36.9
17-18	36.9	26.9	31.4

Basic English

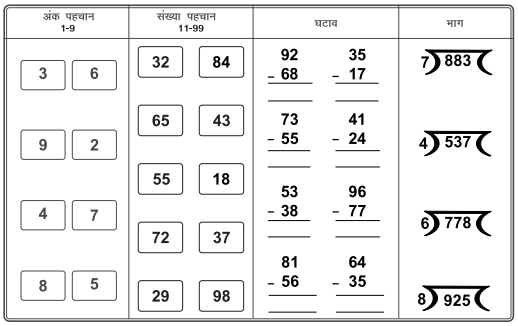
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	64.4	60.8	62.5
17-18	65.2	56.0	60.1

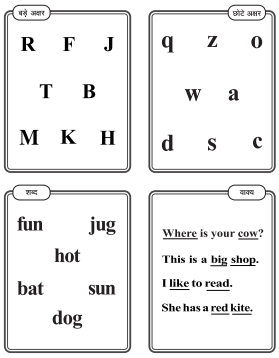
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Uttarakhand TEHRI GARHWAL (RURAL)

ANALYSIS BASED ON DATA FROM 1,311 YOUTH IN 1,052 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

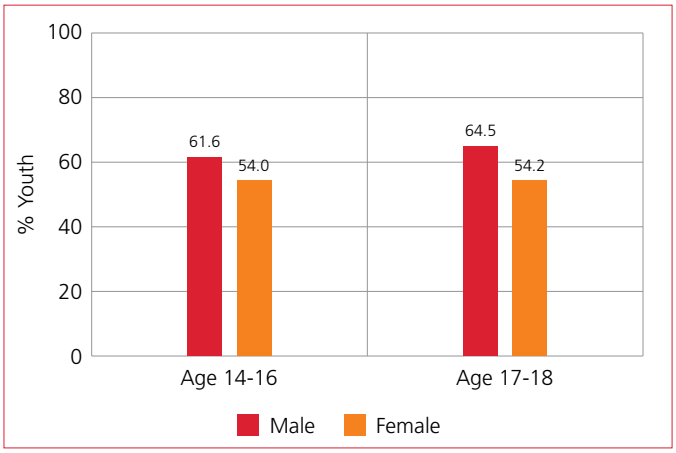
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	43.9	35.6	39.5	36.8	40.6	38.9
Adding weights	65.2	38.0	50.8	63.9	36.3	48.7
Measuring length (easy)	89.6	78.0	83.4	86.6	75.8	80.6
Measuring length (hard)	32.4	19.9	25.8	32.4	21.3	26.3
Applying unitary method	57.4	33.9	45.0	57.4	35.5	45.3

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



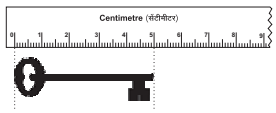
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

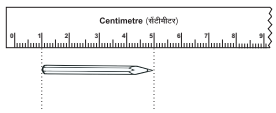
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	59.3	42.2	51.4	60.0	43.8	51.9
Applying a discount	44.0	26.0	35.7	52.3	34.4	43.3
Calculating repayment	6.8	5.0	6.0	11.0	4.0	7.5

CALCULATING TIME

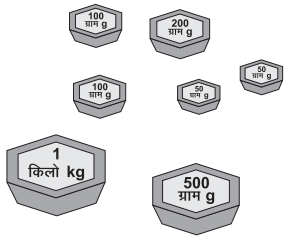
MEASURING LENGTH (EASY)



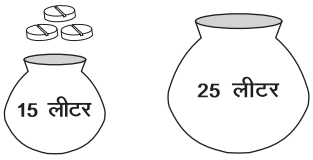
MEASURING LENGTH (HARD)



ADDING WEIGHTS

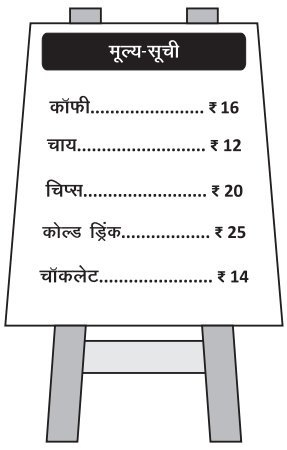


APPLYING UNITARY METHOD



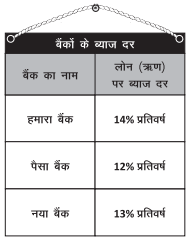
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Uttarakhand TEHRI GARHWAL (RURAL)

ANALYSIS BASED ON DATA FROM 1,311 YOUTH IN 1,052 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	94.6	72.5	97.9	33.5
	Female	93.4	72.6	97.7	17.3
	All	94.0	72.5	97.8	25.0
17-18	Male	96.2	82.4	99.3	76.0
	Female	95.7	80.4	99.0	60.5
	All	95.9	81.3	99.1	67.5
14-18	Male	95.2	76.0	98.4	48.7
	Female	94.2	75.5	98.2	33.6
	All	94.7	75.7	98.3	40.6

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	89.9	58.2	56.5	67.4
	Female	87.0	60.0	56.1	55.3
	All	88.4	59.1	56.3	61.2
17-18	Male	93.6	73.8	74.9	84.8
	Female	93.3	74.9	73.4	73.1
	All	93.5	74.4	74.1	78.4

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	67.4	18.6	86.1
	Female	69.5	16.3	82.6
	All	68.5	17.4	84.3
17-18	Male	72.8	39.4	90.4
	Female	66.3	20.5	73.9
	All	69.2	29.0	81.3

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	72.5	71.5	81.1	23.0	83.6	93.5
	Female	72.6	64.4	76.6	11.1	71.6	90.5
	All	72.5	67.8	78.7	16.7	77.2	92.0
17-18	Male	82.4	83.5	84.4	38.5	86.9	94.4
	Female	80.4	64.1	81.9	16.5	79.0	92.6
	All	81.3	73.0	83.0	26.4	82.6	93.5

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Uttar Pradesh HATHRAS (RURAL)

ANALYSIS BASED ON DATA FROM 1,531 YOUTH IN 1,203 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	23,09,07,000	0.8% of state population
Schools with Std VIII per 100000 population	47	57
Schools with Std IX-X per 100000 population	15	22
Schools with Std XI-XII per 100000 population	9	14
% Senior secondary schools (with Std XI-XII) that offer science stream	57.0	86.0

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	66.4	21.9	1.4	10.4	100
	Female	62.9	19.9	0.5	16.8	100
	All	64.7	20.9	1.0	13.5	100
17-18	Male	10.9	50.2	17.1	21.8	100
	Female	15.9	34.4	17.8	31.9	100
	All	13.4	42.4	17.5	26.8	100
14-18	Male	46.7	32.0	7.0	14.4	100
	Female	45.6	25.2	6.9	22.3	100
	All	46.2	28.7	6.9	18.3	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

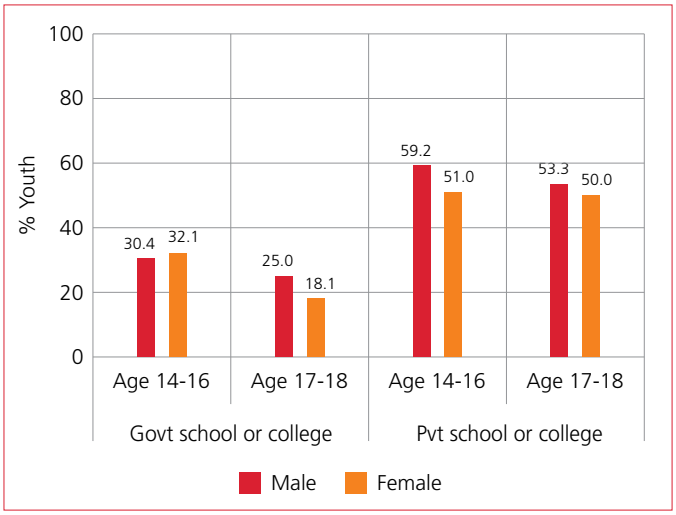
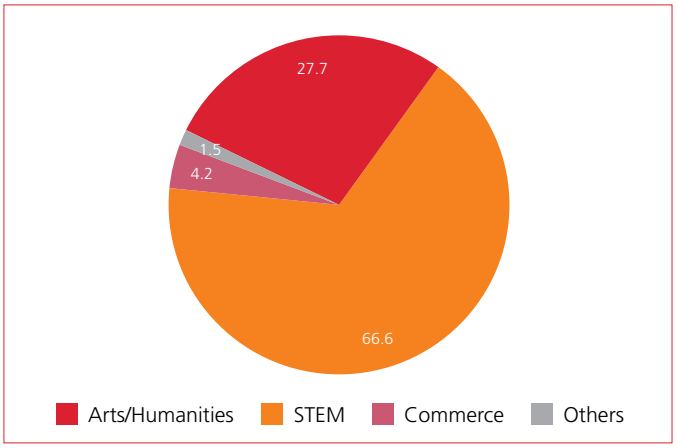


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	4.6	2.1	3.4
17-18	11.9	8.7	10.3
All youth	7.2	4.6	5.9

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	41.5	30.5	36.2
17-18	60.4	41.6	51.2
All youth	48.2	34.6	41.6

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Uttar Pradesh HATHRAS (RURAL)

ANALYSIS BASED ON DATA FROM 1,531 YOUTH IN 1,203 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	71.2	70.3	70.8
17-18	81.8	71.7	76.8

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

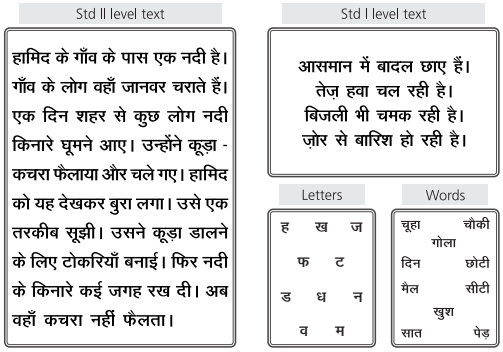
Age group	Male	Female	All
14-16	62.1	50.9	56.7
17-18	61.4	46.0	53.8

Basic English

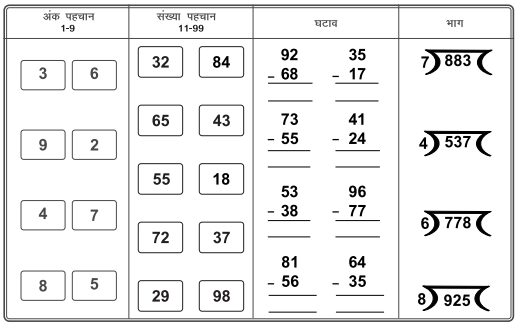
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	57.7	53.2	55.5
17-18	68.1	50.1	59.2

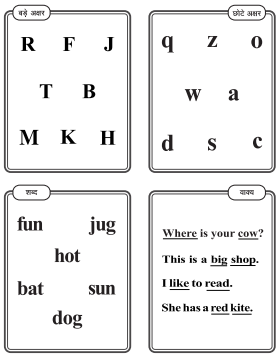
ASER READING TOOL

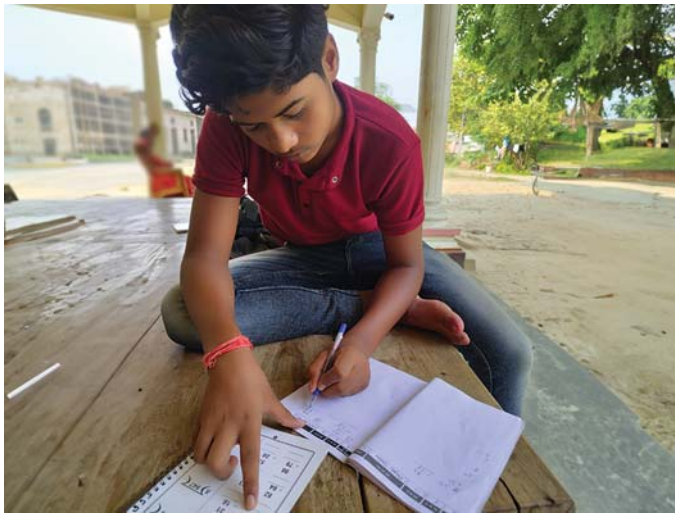


ASER ARITHMETIC TOOL



ASER ENGLISH TOOL





Uttar Pradesh HATHRAS (RURAL)

ANALYSIS BASED ON DATA FROM 1,531 YOUTH IN 1,203 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

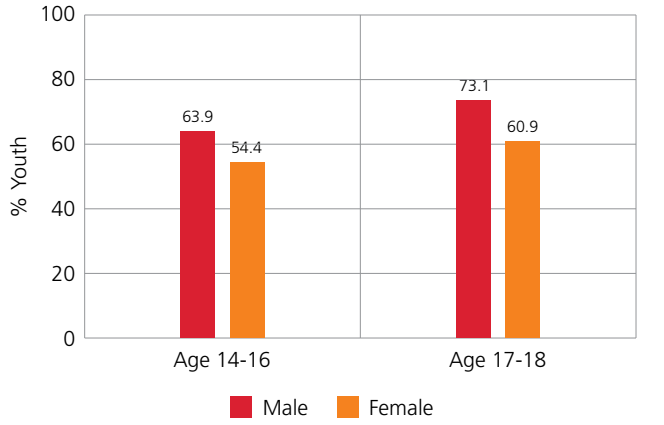
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	53.0	34.9	44.3	61.3	38.6	50.1
Adding weights	74.5	48.8	62.1	80.6	54.5	67.7
Measuring length (easy)	86.6	78.5	82.7	86.7	77.9	82.3
Measuring length (hard)	43.7	26.1	35.2	55.9	24.2	40.2
Applying unitary method	61.7	44.9	53.6	64.3	46.7	55.7

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



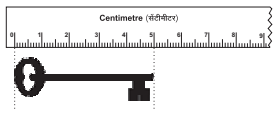
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

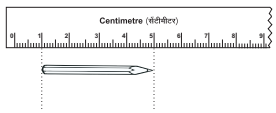
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	64.4	50.4	57.8	70.2	44.4	59.1
Applying a discount	45.5	28.9	37.8	59.3	30.8	47.1
Calculating repayment	14.1	7.3	10.9	20.8	8.5	15.5

CALCULATING TIME

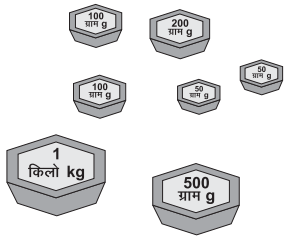
MEASURING LENGTH (EASY)



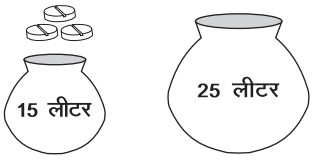
MEASURING LENGTH (HARD)



ADDING WEIGHTS

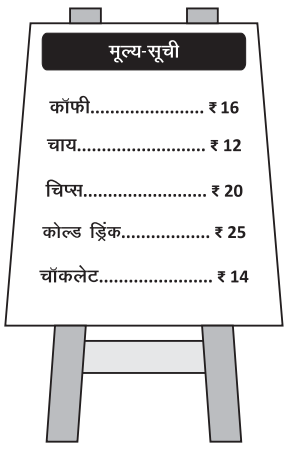


APPLYING UNITARY METHOD



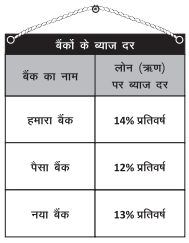
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Uttar Pradesh HATHRAS (RURAL)

ANALYSIS BASED ON DATA FROM 1,531 YOUTH IN 1,203 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	90.9	67.0	94.5	26.7
	Female	85.1	57.6	89.4	8.7
	All	88.1	62.4	92.0	18.3
17-18	Male	95.6	86.0	97.7	63.5
	Female	86.9	61.6	92.5	15.3
	All	91.3	73.9	95.2	40.3
14-18	Male	92.5	73.8	95.6	40.2
	Female	85.7	59.0	90.5	11.2
	All	89.2	66.6	93.1	26.5

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	90.3	50.6	42.3	57.8
	Female	80.8	41.0	28.2	30.4
	All	85.8	46.4	36.1	45.7
17-18	Male	94.8	75.7	60.0	77.3
	Female	81.9	54.8	41.9	40.4
	All	88.6	66.5	52.0	60.9

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	55.2	27.0	86.5
	Female	49.0	11.4	76.6
	All	52.3	19.5	81.8
17-18	Male	65.6	50.3	86.9
	Female	48.3	15.0	76.4
	All	57.3	32.9	81.8

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	67.0	65.3	75.6	46.4	78.6	92.6
	Female	57.6	42.4	68.5	18.3	66.2	85.3
	All	62.4	55.0	72.4	33.9	73.1	89.7
17-18	Male	86.0	73.2	82.4	58.2	88.7	95.4
	Female	61.6	41.4	70.9	21.4	67.0	
	All	73.9	60.4	77.7	43.4	80.0	94.2

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Uttar Pradesh VARANASI (RURAL)

ANALYSIS BASED ON DATA FROM 1,541 YOUTH IN 1,204 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	23,09,07,000	1.8% of state population
Schools with Std VIII per 100000 population	47	46
Schools with Std IX-X per 100000 population	15	15
Schools with Std XI-XII per 100000 population	9	10
% Senior secondary schools (with Std XI-XII) that offer science stream	57.0	62.7

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	79.5	16.3	0.3	3.9	100
	Female	80.0	15.3	0.8	3.9	100
	All	79.8	15.8	0.5	3.9	100
17-18	Male	24.3	44.9	14.1	16.8	100
	Female	15.4	45.7	20.1	18.8	100
	All	19.5	45.3	17.3	17.9	100
14-18	Male	60.8	26.0	5.0	8.3	100
	Female	56.7	26.3	7.7	9.3	100
	All	58.7	26.1	6.4	8.8	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

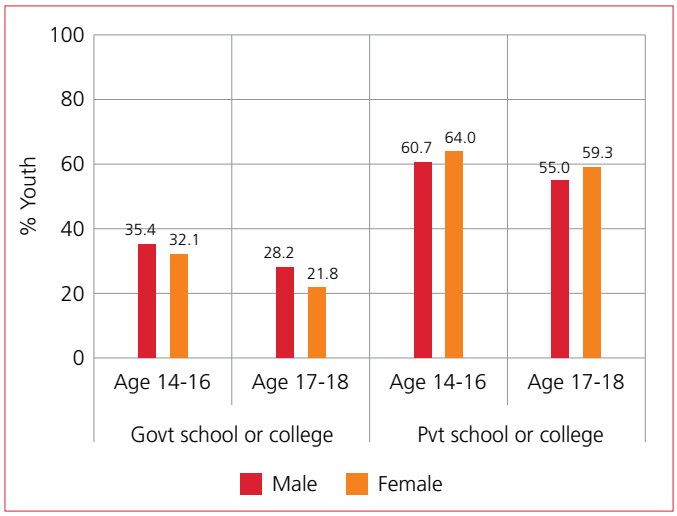
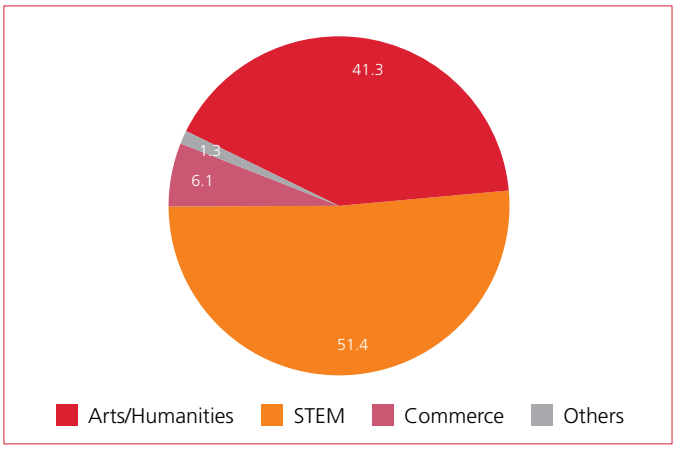


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	3.2	3.1	3.2
17-18	14.5	11.2	12.7
All youth	7.0	6.1	6.5

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	46.6	36.5	41.4
17-18	59.4	40.8	49.4
All youth	50.9	38.0	44.2

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

Uttar Pradesh VARANASI (RURAL)

ANALYSIS BASED ON DATA FROM 1,541 YOUTH IN 1,204 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	79.6	80.5	80.1
17-18	87.6	83.7	85.5

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

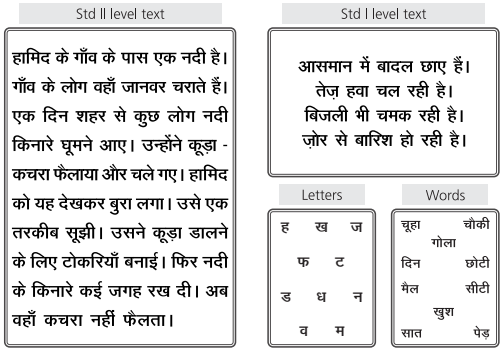
Age group	Male	Female	All
14-16	61.9	45.3	53.4
17-18	58.5	49.9	53.9

Basic English

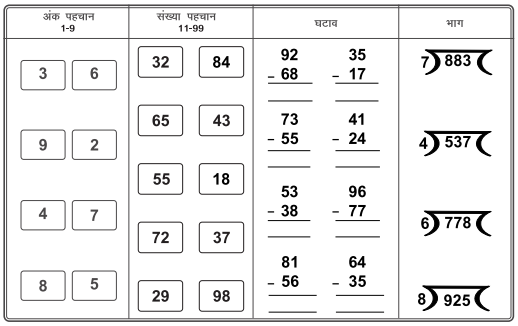
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	62.1	52.6	57.2
17-18	65.4	58.3	61.6

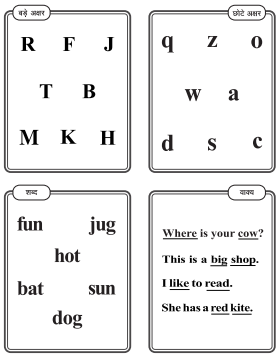
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



Uttar Pradesh VARANASI (RURAL)

ANALYSIS BASED ON DATA FROM 1,541 YOUTH IN 1,204 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

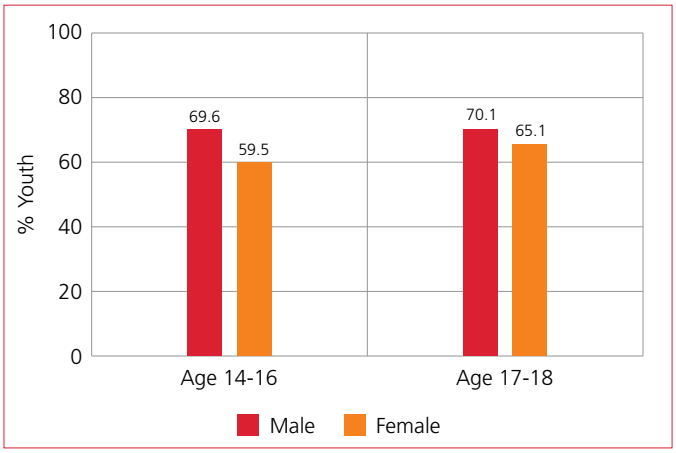
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	46.0	35.1	40.4	52.0	33.8	42.3
Adding weights	79.0	47.4	62.8	76.1	53.0	63.8
Measuring length (easy)	88.1	79.9	83.9	89.7	81.2	85.2
Measuring length (hard)	44.8	28.0	36.2	50.5	34.8	42.1
Applying unitary method	66.9	43.7	55.0	63.8	46.5	54.6

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



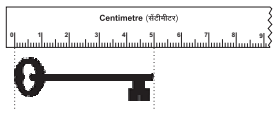
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

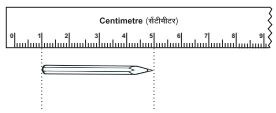
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	71.6	50.9	62.0	77.9	53.1	65.5
Applying a discount	44.9	26.5	36.4	63.3	32.9	48.0
Calculating repayment	15.9	6.5	11.5	25.4	10.6	18.0

CALCULATING TIME

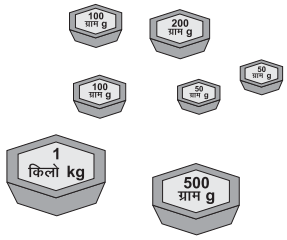
MEASURING LENGTH (EASY)



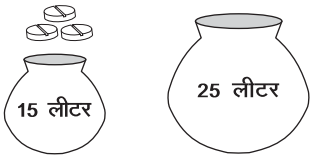
MEASURING LENGTH (HARD)



ADDING WEIGHTS

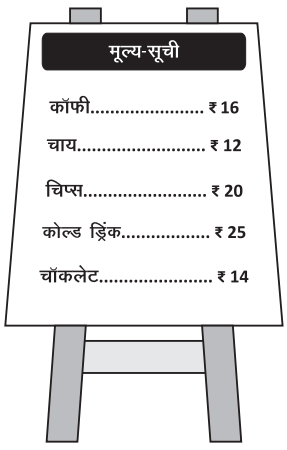


APPLYING UNITARY METHOD



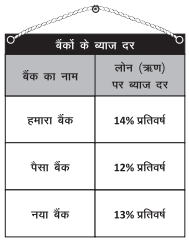
READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

MANAGING A BUDGET



APPLYING A DISCOUNT

CALCULATING REPAYMENT



Uttar Pradesh VARANASI (RURAL)

ANALYSIS BASED ON DATA FROM 1,541 YOUTH IN 1,204 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	93.5	71.8	96.4	16.8
	Female	87.4	58.3	89.8	6.7
	All	90.4	64.9	93.0	11.8
17-18	Male	94.8	84.2	97.6	54.5
	Female	92.5	67.6	92.6	19.3
	All	93.6	75.3	94.9	36.1
14-18	Male	93.9	76.0	96.8	29.7
	Female	89.2	61.6	90.8	11.3
	All	91.5	68.5	93.7	20.4

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	90.2	42.3	37.7	49.3
	Female	87.3	41.3	23.6	25.8
	All	88.8	41.8	30.8	37.8
17-18	Male	95.4	57.6	58.9	67.7
	Female	91.8	52.9	34.8	31.6
	All	93.5	55.2	46.4	49.1

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	71.8	26.9	86.2
	Female	67.5	14.1	82.0
	All	69.7	20.3	84.1
17-18	Male	76.5	52.5	90.3
	Female	68.2	21.5	86.4
	All	72.1	35.9	88.3

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
कल सुबह 8:30 बजे	भारत की पहली महिला राष्ट्रपति	**Maps** (मैप्स)	**PMGDISHA Module 1** (पी.एम.जी.दिशा मॉड्यूल 1)

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	71.8	68.3	81.6	30.5	81.0	92.0
	Female	58.3	40.4	79.7	13.9	70.0	82.4
	All	64.9	55.5	80.7	22.9	75.9	88.0
17-18	Male	84.2	76.2	78.1	46.6	83.0	96.3
	Female	67.6	45.5	77.3	16.7	71.7	88.6
	All	75.3	61.5	77.7	32.2	77.6	93.0

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

West Bengal COOCH BEHAR (RURAL)

ANALYSIS BASED ON DATA FROM 1,361 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Background information	State	District
Total population	9,81,25,000	3.1% of state population
Schools with Std VIII per 100000 population	20	25
Schools with Std IX-X per 100000 population	11	10
Schools with Std XI-XII per 100000 population	8	7
% Senior secondary schools (with Std XI-XII) that offer science stream	47.9	20.3

2021 population projections from the International Institute for Population Sciences (IIPS); School data from DISE 2021-22

Enrollment

Table 1: Distribution of youth by age group and enrollment status (%)

Age group and sex		Enrolled in: School (Std X or below)	Enrolled in: School (Std XI and XII)	Enrolled in: Under-graduate or other	Not enrolled	Total
14-16	Male	83.8	9.3	0.0	7.0	100
	Female	88.4	9.7	0.0	1.9	100
	All	86.4	9.5	0.0	4.1	100
17-18	Male	11.5	40.1	19.5	28.9	100
	Female	13.9	51.3	20.9	13.9	100
	All	12.7	45.9	20.2	21.1	100
14-18	Male	59.1	19.8	6.6	14.5	100
	Female	65.4	22.6	6.5	5.6	100
	All	62.5	21.3	6.5	9.6	100

'Not enrolled' includes youth who never enrolled or have dropped out.
'Undergraduate or other' includes youth who are enrolled in college to pursue an undergraduate degree or a certificate or diploma course.

Chart 1: % Youth currently enrolled in school or college, by age group, type of institution and sex

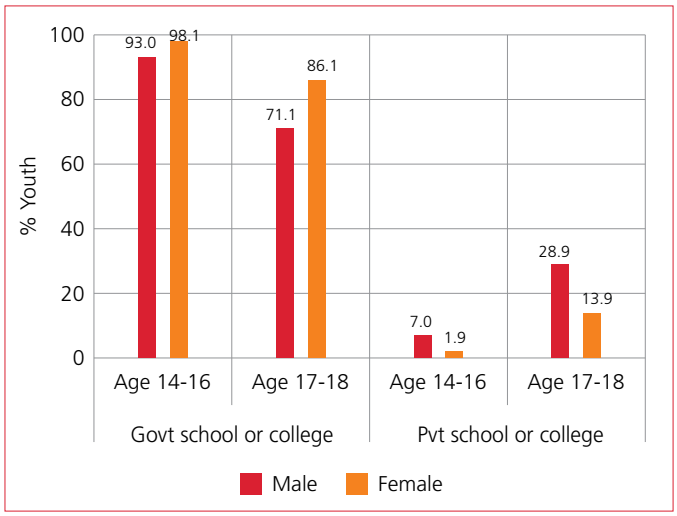
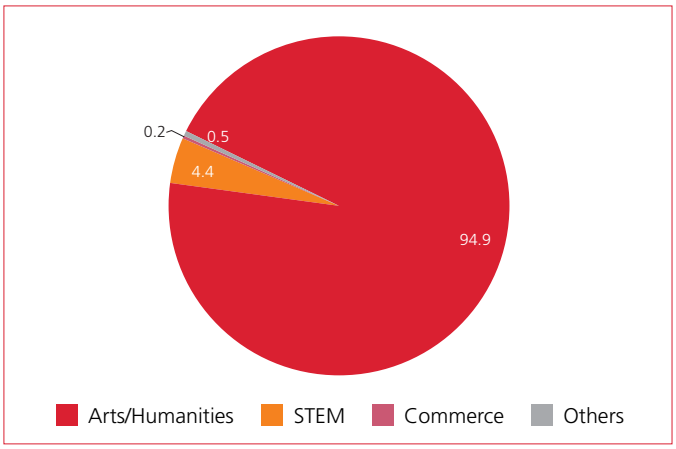


Chart 2: % Youth enrolled in Std XI or higher, by choice of stream



STEM includes science, engineering and information technology (IT).
Others includes medicine, agriculture, vocational, professional courses (law, CA, etc.) and other streams.

Vocational training or other courses

Table 2: % Youth enrolled in vocational training or other courses, by age group and sex

Age group	Male	Female	All
14-16	4.6	1.9	3.1
17-18	11.8	6.2	8.9
All youth	7.1	3.3	5.0

Youth were asked whether they are currently taking vocational training at an ITI, polytechnic, etc. or any other classes like computer, sewing, etc.

Work information

Table 3: % Youth who worked for 15 or more days in the last month (excluding household work), by age group and sex

Age group	Male	Female	All
14-16	29.7	14.9	21.5
17-18	47.6	17.0	31.7
All youth	35.8	15.6	24.8

Youth were asked whether they did any work other than housework (part-time or full-time) like helping in a family enterprise, working on a farm, etc.

West Bengal COOCH BEHAR (RURAL)

ANALYSIS BASED ON DATA FROM 1,361 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

Basic reading

Table 4: % Youth who can read at least a Std II level text (ASER reading test), by age group and sex

Age group	Male	Female	All
14-16	57.4	68.0	63.3
17-18	61.3	73.9	67.9

Basic arithmetic

Table 5: % Youth who can do at least division (ASER arithmetic test), by age group and sex

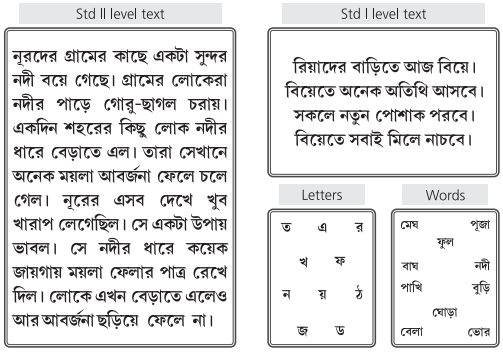
Age group	Male	Female	All
14-16	24.8	21.9	23.1
17-18	16.6	20.3	18.5

Basic English

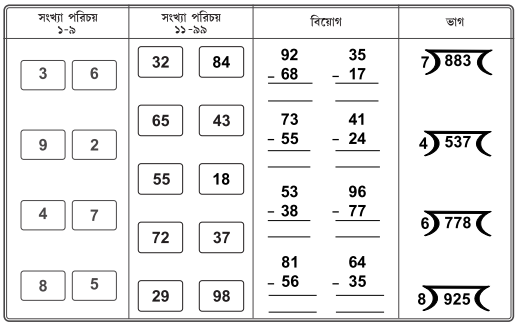
Table 6: % Youth who can read at least sentences in English (ASER English test), by age group and sex

Age group	Male	Female	All
14-16	32.2	37.2	35.0
17-18	41.8	42.7	42.3

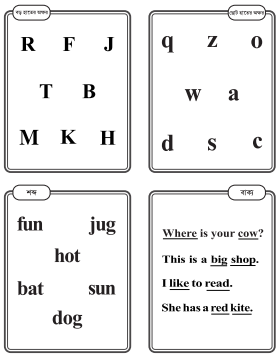
ASER READING TOOL



ASER ARITHMETIC TOOL



ASER ENGLISH TOOL



West Bengal COOCH BEHAR (RURAL)

ANALYSIS BASED ON DATA FROM 1,361 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

All tasks were administered one-on-one to surveyed youth.

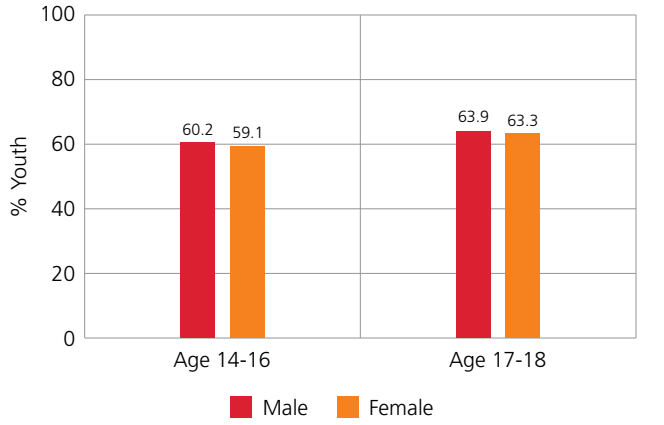
Everyday calculations

Table 7: % Youth who can do everyday calculations, by age group and sex

Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Calculating time	41.8	33.8	37.4	50.4	43.2	46.7
Adding weights	55.2	32.6	42.6	59.7	41.7	50.4
Measuring length (easy)	82.4	79.2	80.6	84.6	80.2	82.3
Measuring length (hard)	40.9	30.4	35.0	39.2	36.0	37.6
Applying unitary method	58.2	39.3	47.7	57.3	43.5	50.2

Reading and understanding written instructions

Chart 3: Of those who can read at least a Std I level text (ASER reading test), % youth who can read instructions and answer at least 3 out of 4 questions, by age group and sex



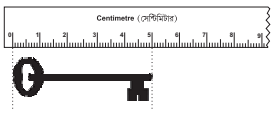
Financial calculations

Table 8: Of those who can do at least subtraction (ASER arithmetic test), % youth who can do financial calculations, by age group and sex

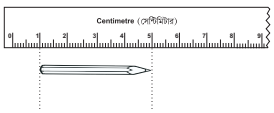
Task	Age 14-16			Age 17-18		
	Male	Female	All	Male	Female	All
Managing a budget	65.7	57.8	61.3	DATA INSUFFICIENT		70.0
Applying a discount	47.2	24.4	34.4			37.8
Calculating repayment	14.4	8.4	11.1			7.5

CALCULATING TIME

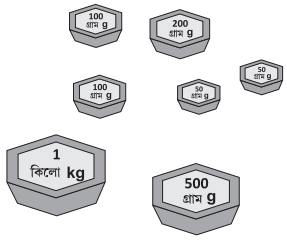
MEASURING LENGTH (EASY)



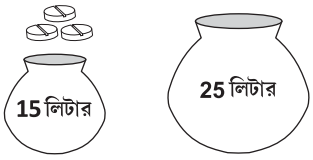
MEASURING LENGTH (HARD)



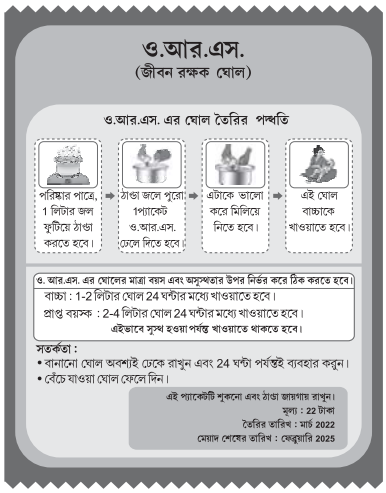
ADDING WEIGHTS



APPLYING UNITARY METHOD



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS



MANAGING A BUDGET

APPLYING A DISCOUNT

CALCULATING REPAYMENT

West Bengal COOCH BEHAR (RURAL)

ANALYSIS BASED ON DATA FROM 1,361 YOUTH IN 1,200 HOUSEHOLDS IN 60 VILLAGES
Data is not presented where sample size is insufficient.

Access and ownership of digital devices

Table 9: Smartphone availability and use, by age group and sex

Age group and sex		% Youth who:			Of those who can use a smartphone, % who have their own smartphone
		Have a smartphone at home	Could bring a smartphone to do digital tasks*	Can use a smartphone	
14-16	Male	83.7	68.3	93.3	29.4
	Female	75.6	53.2	87.5	7.6
	All	79.2	59.9	90.1	17.6
17-18	Male	96.8	92.0	98.4	90.0
	Female	89.4	71.3	94.5	49.2
	All	92.9	81.3	96.4	69.2
14-18	Male	88.2	76.4	95.1	50.8
	Female	79.8	58.8	89.7	21.2
	All	83.6	66.8	92.1	35.1

Use of smartphone (Self-reported)

Table 10: Of those who can use a smartphone, % youth who used social media in the reference week and know how to use safety features, by age group and sex

Age group and sex		% Youth who used any social media in the reference week	Of these, % youth who can:		
			Block/ report a profile	Make profile private	Change password
14-16	Male	84.1	38.3	34.7	53.4
	Female	79.1	29.7	17.8	25.2
	All	81.4	33.8	25.8	38.7
17-18	Male	97.6	54.7	57.2	74.6
	Female	79.8	47.1	31.8	38.5
	All	88.5	51.2	45.5	58.1

Table 11: Of those who can use a smartphone, % youth who were engaged in the following activities, by age group and sex

Age group and sex		% Youth who did the following activities online:		
		At least 1 education related activity in the reference week	Ever accessed any online services	At least 1 entertainment related activity in the reference week
14-16	Male	52.5	22.2	82.4
	Female	50.9	7.0	72.8
	All	51.7	13.7	77.2
17-18	Male	64.4	46.3	92.3
	Female	58.9	16.8	76.9
	All	61.6	31.0	84.5

Online services includes making payments, filling a form, paying a bill and booking a ticket.

Digital tasks (Administered one-on-one to surveyed youth)

SETTING AN ALARM	BROWSING FOR INFORMATION	USING GOOGLE MAPS	FINDING AND SHARING A YOUTUBE VIDEO
আগামীকাল সকাল 8:30 মিনিট	ভারতবর্ষের প্রথম মহিলা রাষ্ট্রপতি	**Maps**	**PMGDISHA Module 1**

Table 12: Of those who could bring a smartphone, % youth who could do digital tasks on it, by age group and sex

Age group and sex		% Youth who could bring a smartphone to do digital tasks*	Of these, % youth who could do the following tasks:				
			Setting an alarm	Browsing for information	Using Google Maps	Finding YouTube video	Of those who found video, % able to share it
14-16	Male	68.3	52.5	45.8	27.3	83.0	85.6
	Female	53.2	27.3	38.1	6.5	71.5	72.7
	All	59.9	40.0	41.9	16.7	77.1	79.5
17-18	Male	92.0	63.4	52.3	43.9	86.1	93.7
	Female	71.3	49.3	48.2	14.2	84.0	84.9
	All	81.3	57.0	50.4	30.1	85.1	89.7

*Youth were asked to bring a smartphone with good connectivity during the survey to do the digital tasks on the assessment.

Annexures

ASER 2023: Survey process

The following process explanations are excerpts from the ASER 2023 instruction manual, used by ASER volunteers during training workshops. The sections covered are: how to collect village information, how to make a map and divide the village into hamlets/sections, what to do in each hamlet/section, what to do in each household, what to do with youth, and how to conduct the testing. Sample English versions of the survey formats are included. The instruction manual, tools and formats were translated into regional languages for the survey.

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 surveyors will survey one village. Once you are in the village, meet the Sarpanch and give her 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.

Collecting village information

Purpose: To note the presence of some basic facilities in the village.

Write the name of the state, district, block, village, surveyors, and date and day of the survey on the Village Information Sheet. Look for the basic facilities 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 did not find in the village, tick 'No' in the appropriate box. Every facility should be ticked either 'Yes' or 'No'.

Refer to page 196 for the Village Information Sheet.

Making a map of the village

Purpose: To divide the village into hamlets/sections. 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 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 on the sheet given in the Survey Booklet for the map. (see page 197 for an example).

Sample Village Information Sheet

VILLAGE INFORMATION SHEET

Annual Status of Education Report — ASER 2023 RURAL — Facilitated by PRATHAM

State:	HIMACHAL PRADESH	District:	KANGRA
Block:	NURPUR	Village:	BARDH
Surveyors' names:		1. AKANSHA BISHT	
		2. UTTARA JOSHI	
Date of survey:	14/10/23	Day of survey:	SATURDAY

BASIC FACILITIES

Please tick (✓) the relevant box	Did you see the following facilities/services in the village yourself? (Tick Yes/No based on your own observation)	
Pucca road leading to the village?	✓ Yes	No
Paid public transport (bus/train/auto) available to commute to and from the village?	✓ Yes	No
Post office in the village?	Yes	✓ No
Bank (any type) in the village?	✓ Yes	No
ATM in the village?	Yes	✓ No
Computer centre/Internet café in the village?	✓ Yes	No

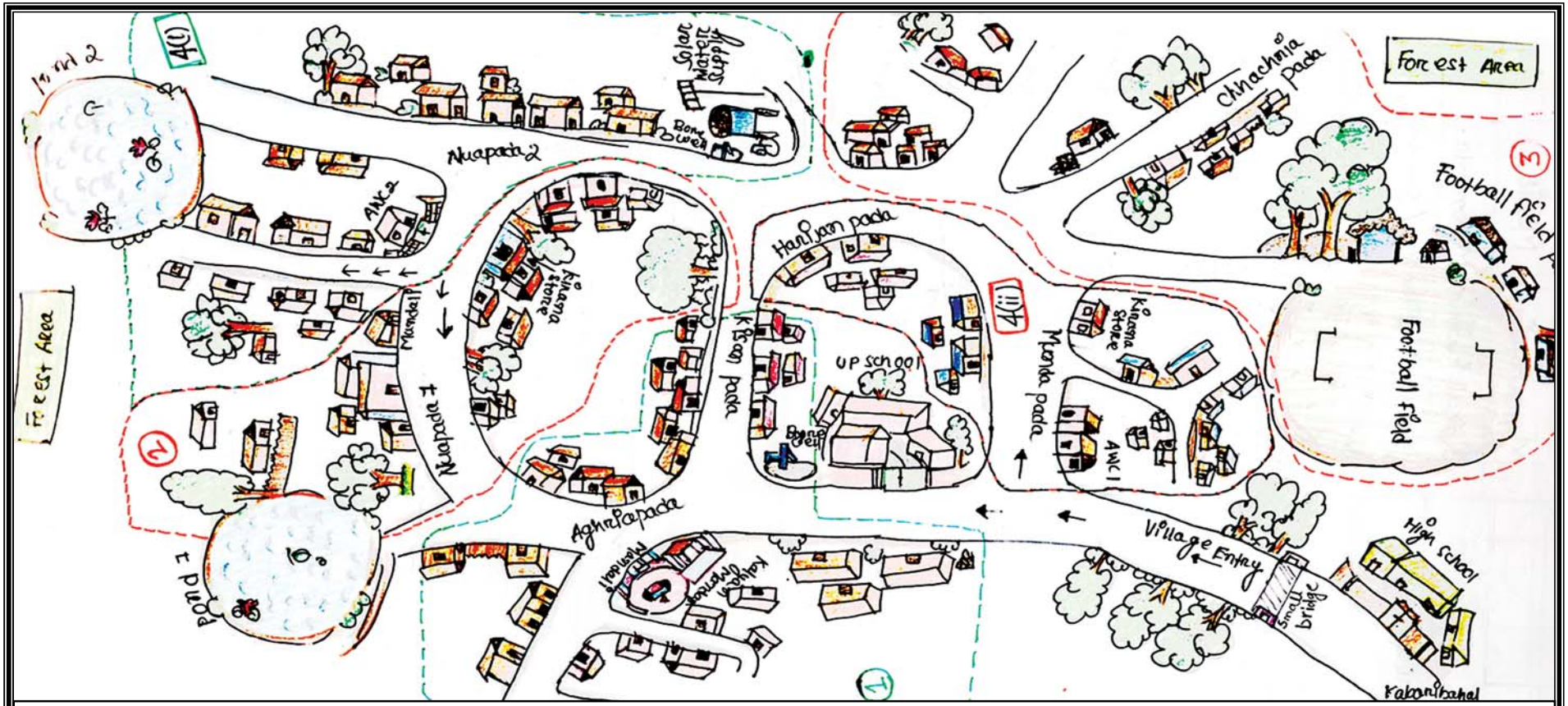
EDUCATIONAL FACILITIES

For each government school in the village, tick (✓) the lowest and highest Std. in the school.

	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8	Std. 9	Std. 10	Std. 11	Std. 12
Government school - 1	✓									✓		
Government school - 2						✓						✓
Government school - 3												
Government school - 4												
Government school - 5												

Private school having Std. 9 and 10 in the village?	✓ Yes	No
Private school having Std. 11 and 12 in the village?	Yes	✓ No
ITI/Polytechnic/College/Skills Centre (any type) in the village?	Yes	✓ No

MAP OF THE VILLAGE



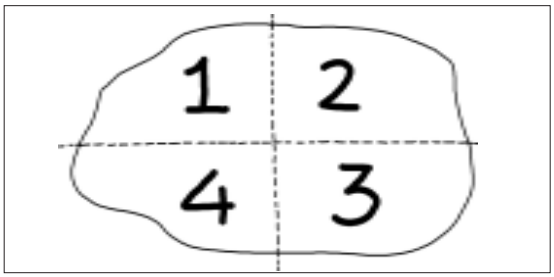
INSTRUCTIONS TO DRAW THE MAP

- Show the different hamlets/sections of the surveyed village.
- **Number each hamlet/section on the map.**
- Show the main landmarks – schools, health centres, anganwadis, places of worship, river, road, bus stop, panchayat bhavan, shops, etc.
- Verify all the information on the map with people in the village as you walk around.

Mark the main roads/streets/paths through the village prominently on the map.

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

Case 1: Continuous village

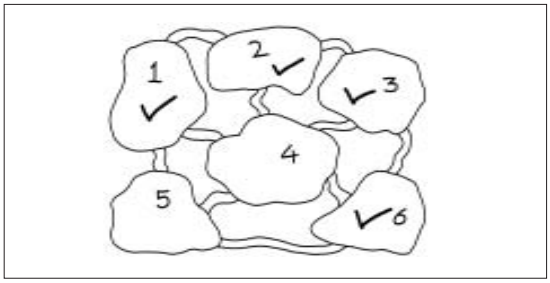


- Divide the entire village into 4 sections geographically.
- Assign each section a number. Write the number on the map (as shown in the picture alongside).
- Select 5 households with youth aged 14-18 from each section.

Case 2: Village with hamlets/sections

Assign each hamlet/section a number, and write the number on the map. If possible, also write the name of the hamlet/section.

If the village has:



- **2 hamlets/sections:** Divide each hamlet/section in 2 parts so that now you have 4 parts in all. Select 5 households with youth aged 14-18 from each part.
- **3 hamlets/sections:** Take 7, 7 and 6 households with youth from the 3 hamlets respectively.
- **4 hamlets/sections:** Select 5 households with youth from each hamlet/section.
- **More than 4 hamlets/sections:** Randomly pick 4 hamlets/sections (for example, make chits with the name or number of all hamlets/sections and then ask a villager to pick any 4 chits. These will be your 4 hamlets/sections for the survey). Select 5 households with youth from each of the 4 hamlets/sections. Don't forget to tick the hamlets/sections chosen for the survey on the map (as shown in the picture alongside).

Selecting households and filling the Household Log Sheet

Purpose: To randomly select 20 households which have youth in the age group of 14-18 from the selected hamlets/sections.

You need to select 5 households with youth in the age group of 14-18 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 youth in the age group of 14-18 in this household, begin the survey from here.
- Thereafter, you must select every 5th household which has youth in the age group of 14-18 who live regularly in that household and eat from the same kitchen as the head of the household. 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 youth 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 youth from the hamlet/section.
- If the hamlet/section has less than 5 households with youth, 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 youth 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 youth regularly living in the household (no youth)/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.

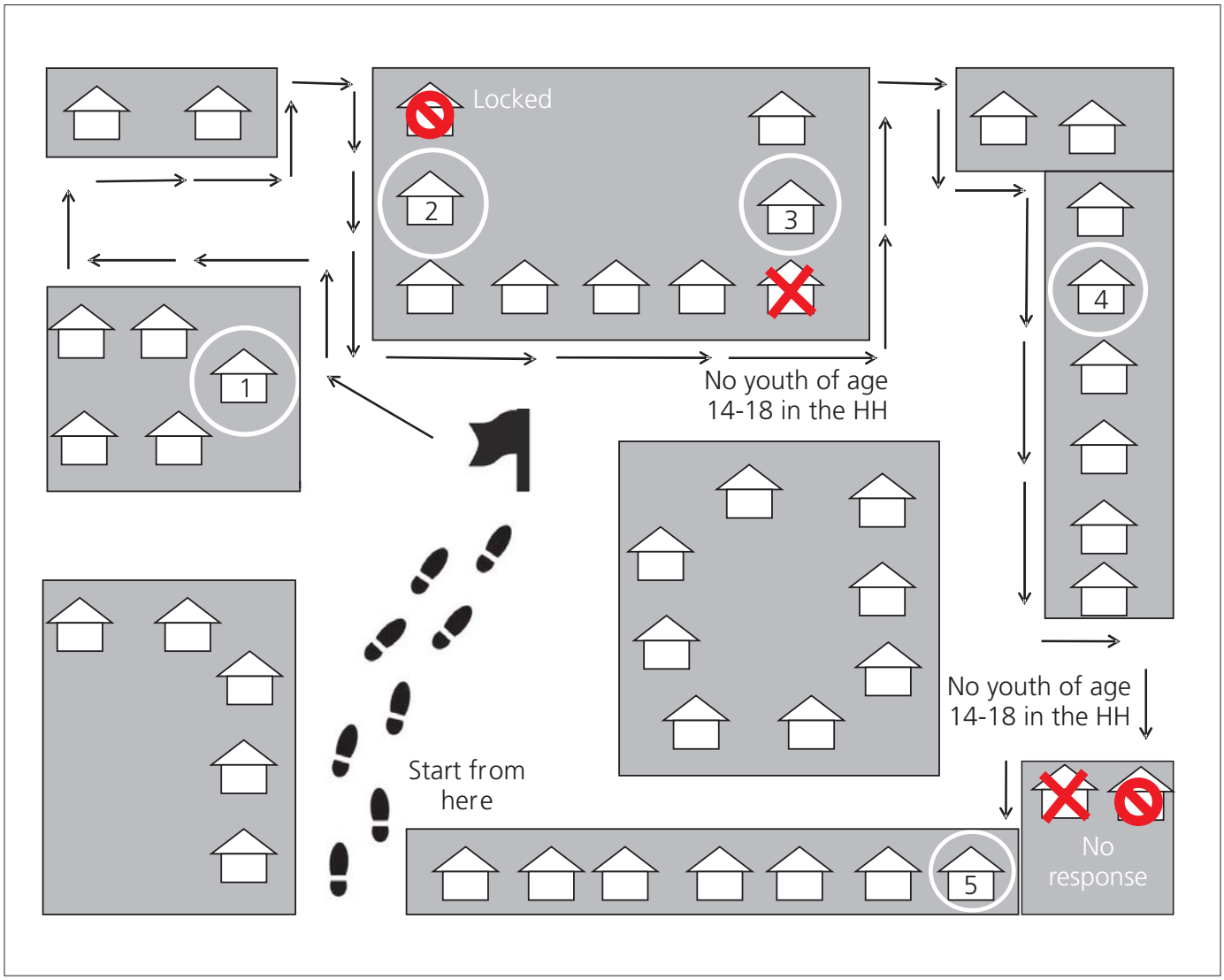
Refer to page 200 for the Household Log Sheet.

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.

Youth was not tested: If a 14-18-year-old youth refuses to participate in the testing or is away from home during the survey, then fill his/her general information in the Youth Information Sheet. Make a note about the youth who refused to get tested or was not available during the time of the survey on the back of the Youth Information Sheet. Both of 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 youth 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

HOUSEHOLD LOG SHEET

This sheet is a record of all the households you are visiting, including locked households, no response households and households with no youth.

State:	HIMACHAL PRADESH	District:	KANGRA
Block:	NURPUR	Village:	BARDH

Sr. no.	Section/ hamlet no.	Non-surveyed households (Tick (✓) the appropriate column)			Surveyed households (if there are youth aged 14-18 regularly living in the household)		
		Locked	No response	No youth	Full name of the head of the household	How many 14-18 year olds live regularly in this household?	Surveyed household no.
1	1			✓			
2	1			✓			
3	1				CHAMELI DEVI	1	1
4	1	✓					
5	1			✓			
6	1				ROHIT KUMAR	1	2
7	1		✓				
8	1			✓			
9	1				BHOLARAM SINGH	2	3
10	1			✓			
11	1			✓			
12	1			✓			
13	1			✓			
14	1	✓					
15	1	✓					
16	1		✓				
17	1				GANESH LAL	1	4
18	1			✓			
19	1	✓					
20	1			✓			
21	1			✓			
22	1				HARESH KUMAR	2	5
23	2	✓					
24	2		✓				
25	2			✓			
26	2			✓			
27	2	✓					
28	2			✓			
29	2				SUNIL KUMAR	1	6
30	2			✓			
Page 1 Total		6	3	15		8	

Guidelines for youth selection and recording information

- **Multiple youth in the household:** Each youth's information will be recorded in a separate Youth Information Sheet. If there are multiple youth in a household, use a new Youth Information Sheet for each additional youth.
- **Include youth regularly living in the household:** Include only those youth in a household who live there regularly and eat from the same kitchen. All such youth should be included, even if their parents live in another village. However, do not include youth who do not live in the household on a regular basis (for example, youth who have moved to the city for higher education or jobs). Even if such youth are visiting for a short period of time, do not record their information.
- **Not at home during the survey:** In case the youth is not at home at the time of the survey (for example, if she has gone to the farm or is busy with household chores), ask the family members if she can be called so you can speak to her directly. When this is not possible, for example, if she is at school/college or too far away, then find out when she will be at home and visit the household again at such a time to complete her survey.
- **If the youth is away for the entire duration of the survey:** In case the youth is not going to be at home during the entire duration of the survey, for example, if she is visiting a relative for a few days, then simply record the name, sex and age of the youth and leave the rest of the sheet blank. Do not record any other information about the youth. All such households where youth live regularly but their survey could not be completed will be counted in the 20 surveyed households. Record the reason for why the youth could not be surveyed in the 'Note' section.
- Only record the information about the youth that is provided by her directly.
- Female youth should be surveyed by a female surveyor if available.
- For most of the questions in the Youth Information Sheet, only one option will be ticked. For questions that allow multiple ticks, "Multiple ticks allowed" will be written at the end of the question.
- Do not read out the options unless the question specifically says so.

Collecting information from youth

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

Refer to the Youth Information Sheet given on page 210.

Section 1: General information

- **Hamlet No.:** Write the hamlet/section no. from which the household is selected.
- **HH No.:** Write the surveyed household number on every sheet. Write '1' for the first surveyed household, '2' for the second surveyed household and so on till the 20th household.
- **Total number of members in the household who eat from the same kitchen:** Ask how many members regularly live in the household. If there are multiple kitchens in the household, enquire how many members eat from the same kitchen as the surveyed youth and write that number.
- **Respondent name:** 'Respondent' is an adult who is present in the household during the survey and is providing you with information.
- **Start time of youth's survey:** Write the start time of the youth's survey using the HH:MM format. If the youth is not at home but you managed to find her later when you visited the household again, then note that time.
- **Name of youth:** Write the name of the youth you are surveying. Only include those 14-18-year-olds who regularly live in this household and eat from the same kitchen.
- **Age:** Write the years completed. For example, if a youth tells you that she is 16 years and 9 months old, note 16.
- **Sex:** Tick under 'M' if male or 'F' if female.
- **Mother's name:** Note the name of the youth's mother.

Section 2: Enrollment

Section 2a: For the youth currently enrolled in school/college

- If the youth is enrolled in school, then write the Std that she is enrolled in (write as a number).
- If in college, ask the youth about the course she is doing. Tick the type of course based on its name. For instance, diploma in hotel management will be marked at 'Certificate/Diploma' level. All bachelor's degrees will be marked at 'Undergraduate degree (UG)' level. In case the youth is enrolled in another type of course, like Masters, then tick 'Other'.
- If the youth is enrolled in Std XI, XII or in college, then ask which stream/subject she is studying. Write the appropriate code based on her response from the code list given at the bottom of the Youth Information Sheet.
- If the youth is enrolled through open school (like NIOS) or distance/correspondence respectively, tick 'Yes'.
- Ask the type of school or college, and tick 'Government',' Private' or 'Other' based on the response.

Section 2b: For out of school/college (currently not enrolled in school):

- If the youth is not currently enrolled in school or college, ask if she was ever enrolled in school/college. If she says yes, only then ask the rest of the questions in Section 2b, otherwise skip to Section 3 about youth aspirations.
- If she was previously enrolled, then ask which Std she completed before leaving school/college. Then, ask in which year she left school/college.
- Then, ask the reason for her not being enrolled. There may be multiple reasons for the same. You may have to ask follow up questions to understand all the reasons.

Do not read out individual options. Based on the response, tick one or more of the following options:

- **School/college too far/inaccessible:** Rather than saying this exact phrase, sometimes youth may mention related reasons like lack of transport. It is important to understand that there is no standard definition of what 'far' is; this reason simply means that it is difficult for the youth to reach school/college.
- **Financial constraints:** This may be a direct response but sometimes may require probing. For instance, a youth may tell you that she left school because she started working. Probe why this was so, was it due to financial constraints or due to completing the desired level of education.
- **Lack of interest in studying further:** This may include responses like "I didn't want to study anymore" or "I studied as much as I needed to".
- **Family constraints:** This includes reasons like being forbidden to go to school/college by someone in the family, having to take care of siblings, or marriage.
- **Had failed:** Tick this if the youth failed a class and therefore discontinued school/college.
- **Own illness:** Tick this if the youth fell ill and missed school/college, and did not go back.
- **Pursuing vocational training or any other course:** Tick this if the youth chose to leave school/college in order to learn something else like at an ITI/Polytechnic institution or classes like stitching.
- **Preparing for entrance exams:** Tick this if the youth chose to leave school/college or completed schooling, and is now studying for a further education or job-related competitive exam.
- **Other:** Tick this if the response does not fit into any of the above categories. This may include reasons like physical disability, safety concerns, hesitation to go alone, gap year, waiting for admission, etc.
- **No response:** Tick this if despite probing, you were unable to get any response from the youth.

Section 3: Exams

Ask the youth if she is preparing for any exams. These exams could be job-related exams like UPSC, railways, banking or education related exams like NEET, IIT-JEE or other college entrance exams. Tick 'Yes' or 'No' based on the response. If the youth responds yes, ask what exam she is preparing for and tick depending on whether it is education related, job related or for something else. If the youth is preparing for more than one type of exam, you can tick multiple categories.

Section 4: Tuition/coaching

Ask if the youth takes any tuition or coaching classes, meaning paid online/offline classes outside school/college to supplement studying at school/college or to prepare for a competitive or entrance exam. Based on the response, tick 'Yes' or 'No'. Note that tuition does not include hobby classes such as singing, dancing, etc.

Section 5: Vocational training/other classes or courses

Ask the youth about their enrollment in any vocational or skilling institutions/classes such as ITI, polytechnics, stitching or computer classes. Hobby, tuition/coaching classes or on the job training do not count. If the youth is enrolled in any vocational or skilling institutions/classes, then ask the type of institution, i.e. 'Government' or 'Private' or 'Other'. Courses run by NGOs or religious institutions should be categorised as 'other'.

Section 6: Work information

Begin by asking the youth about household work. This could be any task that the youth does every day, like collecting water, cooking, cleaning or multiple tasks that she does daily. Be sure to clarify this, especially if you get a 'No' response, because sometimes people do not consider small routine tasks as work. Stress on the fact that you are asking about work done by them every day, and not once in a while. Tick 'Yes' or 'No' based on the response.

Next, ask about any other work they may be engaged in, like working on a farm, helping in the family enterprise, etc.

When asking, ensure that:

- The work was done in the past month.
- It was done regularly (i.e., for more than 15 days. These 15 days do not have to be continuous).
- You have explained that this includes working on a family farm or in small enterprises like grocery shops.
- What is included as work is not influenced by whether the youth was paid for it or not.

If the youth has not done any such work, then skip to Section 7 which is about parents' information.

If the youth has worked in the last month, then enquire about the kind of work that she did. Ask follow up questions to confirm two things:

- Whether it is agriculture/related work or non-agricultural work. Agriculture/related work includes both work on farms as well as agriculture related activities such as horticulture, animal husbandry, etc. Those doing this work may produce to sell or for their own use. Non-agricultural work includes all other kinds of work such as home-based enterprises like agarbatti making, running small shops, working at a construction site, etc.
- Whether the work is family or own (i.e., self-employed), or whether it involves working for someone else. Here as well, family refers to those eating from the same kitchen. If it is non-agricultural work, like running a shop, then confirm whether the shop belongs to her family or to someone else.

Then, ask about payment. If required, ask follow-up questions to understand the frequency of payment and decide which of these categories to tick:

- No: Does not receive payment i.e., unpaid
- Yes, on a daily basis: The youth may be paid every day or her payment may be decided on the basis of the work she has done per day
- Yes, regularly: The youth may be paid weekly, fortnightly, monthly, etc.
- Other

Only include monetary payment and not payment in kind. Sometimes, it may seem like the youth is not getting paid, especially if she works for the family. However, tick only after confirming.

Section 7: Parents' education

Ask about the highest class the youth's parents have completed. Write only the Std completed. If the parents have never been to school, write '0'. Ask the education level of the youth's own parents even if they do not reside in the same household or are deceased.

Section 8: Aspirations

Begin by telling the youth that you are going to ask her a few questions about her future. Explain that you are doing this only to get an idea about her views and aspirations and that these questions are not a test, so she should feel free to answer in any manner she likes. Use the given questions in the conversation you are having with her.

Ask the youth if she had the opportunity, would she like to study further? Tick 'Yes', 'No' or 'Don't know' depending on her response. If she answers 'Yes' ask Q.2a which is about the highest level she would like to study till, 'like graduation, 10th, 12th, etc.'. If she answers 'No' or 'Don't know/not sure', then do not probe further and skip to Q.2a.

In case the youth's answer is a specific profession (e.g., engineering, medical, etc.), stress on the level till which she would like to study, to know whether she wants to study till graduation or further.

For Q.2a which is about what the youth aspires to become in the future, have a conversation with the youth and tick one option.

- Option 1: Includes only the army. If the youth says that she wants to be a pilot or join the navy, do not mark this option. In such a case, tick option 14, 'Other'.
- Option 2: Police will be marked only if the youth exactly says so. If she specifically says 'IPS', then mark option 8.
- Option 3 to 10: These options are straightforward. Tick one of these options only if the youth says exactly what the option states.
- Option 11: For example, cricketer, footballer, wrestler, athlete, etc.
- Options 12: If the youth's answer is agricultural work or allied activities, e.g., horticulture, dairy farming, etc., tick this option. It can be their own or someone else's farm.
- Option 13: Tick this option only if the youth says she wants to start her own business or work (which is not agriculture or allied work).
- Option 14: If the youth mentions a specific kind of work she would like to do and the previous options do no not apply, tick this option. For example, if she says something specific like "I want to become a carpenter", "I want to be a car mechanic", "I want to be a bank manager," etc., tick this option and write the response in the space provided.
- Option 15: If the youth mentions that she plans to do household work only, instead of a job or profession, tick this option.
- Option 16: Tick this option if the youth says that she doesn't know what she wants to do or that she hasn't decided. However, don't tick merely on the basis of her first response; probe a little more and if even then the youth says the same, tick this option.
- Option 17: Tick this option only if the youth says that she doesn't want to do anything. Probe further to confirm before ticking.

Ask whether the youth knows anyone who does the same work (Q.2b) only if the youth's answer falls in options 1-14. If the youth's answer is option 15-17, DO NOT ask the next question (Q.2b).

Q.2b aims to find out whether the youth knows other people who do the kind of work that she aspires to do, and who those people are.

Multiple ticks are allowed in this question. When the youth mentions one such person, probe further to know if there is anyone else, and so on. Tick the appropriate option for each person mentioned:

- Option 1: Tick this option only for mother or father. Include step mother or step father here.
- Option 2: Tick this option for any family member who lives in the same household as the youth (except mother and father). If the youth mentions a specific relative, e.g., "my cousin", ask whether they reside in the same household as the youth. If she says 'Yes', tick this option. Otherwise, tick option 3.
- Option 3: This option includes all family members who do not live in the same household as the youth.
- Option 4: If the youth mentions a friend, tick this option.

- Option 5: If the youth mentions a person in their school/college or village (other than friends), tick this option. However, if she mentions a relative who lives in the same village, do not include them here. Instead, tick option 3.
- Option 6: If the youth mentions a person who does not fit in the above options, like someone who lives in a different village, someone she heard about from a friend, etc., then tick this option.
- Option 7: If the youth mentions a celebrity or a famous person, such as an actor or a cricketer, then tick this option.
- Option 8: If the youth says that she does not know any such person who does the work that she wants to do, then tick this option.

Section 9: Financial access

Ask the youth if she has her own bank account, and tick accordingly. If she says she is unsure, or does not remember, tick option 3. Note that a joint account will be considered as an own account.

Question regarding money transaction by going to the bank, ATM, post office or Common Service Center, or using mobile apps such as PayTm, Gpay, BHIM app will be asked to all youth, regardless of whether she has her own bank account or not. We are trying to find out if the youth has ever conducted a financial transaction on her own, which could be through her own or someone else's account (such as a parent's account).

If you're asking a youth about financial access, make sure to ask if she herself did a transaction. If she's uncomfortable answering, explain the reason behind the question, but don't pressure her. If she still doesn't want to answer, leave the questions blank and note the reason.

Section 10: Digital access

- Ask if the youth has a computer or laptop in the household. The computer/laptop should be in working condition.
- Ask if the youth knows how to use a computer/laptop. Ask this question to all youth, regardless of whether there is a computer/laptop in the household.
- Ask if the youth has an email ID.
- Ask if the youth has ever sent an email. Ask this question to all youth, regardless of whether they have an email ID or not.

Section 11: Smartphone availability and use

This section covers the youth's exposure and access to smartphones and attempts to understand what activities she does on smartphones.

Ask the youth if there is a smartphone in their household. It could be a touchscreen or a keypad phone, as long as it has an internet facility. The smartphone should be in working condition. If the youth responds 'No' to Q.9a, skip to Q.10a.

If the youth responds 'Yes' to Q.9a, then ask Q.9b – how many smartphones there are in the household? Only count those smartphones that belong to the members who eat from the same kitchen/chulha as the youth.

Ask if the youth knows how to use a smartphone. If the youth is unsure, probe further and tell her that you are only asking about basic smartphone usage.

If the youth still responds 'No' to Q.10a, then skip to Section 12 – Digital tasks. If she responds 'Yes' to Q.10a, then ask the next questions Q.10b-10e.

If the youth responds 'Yes' to Q.10a, ask whose smartphone she uses most often. Do not read out the options; mark as per her answer.

Before proceeding with Q.10c, which pertains to the activities performed on a smartphone by the youth in the past seven days, it is important to inform the youth that they will be asked a series of questions regarding the various types of activities they engage in on their smartphone. These questions should be asked in a conversational manner, without any judgment or remarks on the youth's digital habits.

For Q.10c, ask if the youth has done the following activities in the last 7 days on a smartphone, and tick under 'Yes' or 'No':

1. Watched a video related to studies, such as a recorded lecture, a video explaining a concept, etc.
2. Solved doubts using the internet – such as searching for solutions to a problem on an educational app, Google, etc.
3. Exchanged notes/cleared doubts with teachers or friends using WhatsApp/Telegram.
4. Watched a movie/TV show/web series/sports or listened to music, using any app.
5. Played games, offline or online, on a smartphone.

For Q.10d, ask the youth if in the last 7 days they have used the social media apps listed in the question one by one, and tick 'Yes' or 'No' accordingly. If she responds 'No' to all options, then skip to Q.10e. If she responds 'Yes' to even one of the options, then ask Q.10d(1)-Q.10d(3) which is about cyber awareness and security. The Q.10d(1)-Q.10d(3) should be asked exactly as given in the sheet.

For Q.10a, ask if the youth has ever done any of the activities given below, and tick under 'Yes' or 'No':

1. Connected to other phones/devices using Bluetooth.
2. Set a password/PIN on a phone.
3. Used location/maps on a phone.
4. Done online shopping – include all purchases made, even if the products were ordered on cash on delivery.
5. Learnt a hobby/skill such as English speaking, cooking, repair work, etc. online such as from YouTube.
6. Searched for further education related information online – such as about scholarships, colleges, exams, etc.
7. Filled a form online – such as for an admission, exam, government scheme, etc.
8. Recharged a phone online – ensure that this does not include recharge done in stores.
9. Paid a bill online – such as an electricity/gas/water bill.
10. Booked a ticket online – such as train/bus ticket, movie ticket, etc.
11. Used Diksha app.

Digital tasks and testing

General instructions for testing

- Before beginning the test, make sure that the youth is seated comfortably and not surrounded by a crowd. Ensure that there is no pressure on her from family members or others present during the testing.
- Explain to the youth that this is not an exam and that she should comfortably answer whatever she can.
- The testing process should be carried out in a conversational format with the youth. Familiarise yourself with the questions and ask them while looking at the youth. It should not feel like you are simply reading out the questions.
- Give the youth reasonable time to complete each task. The surveyor should not hurry the youth to finish tasks more quickly.

Rules for testing

- The youth must be tested in their household. No testing should be carried out in the school or in any premises other than the household.
- The Testing Tool should be in the hands of the youth throughout the testing process. The surveyor should point towards the Testing Tool while asking each question.
- After you are done with the digital tasks (Section 12), the Rough Work Booklet and pen should be available for the youth throughout the testing process.
- The surveyor should read out each question from the Test Administration Sheet exactly as it is. DO NOT modify the questions or try to explain them in your own words.

- Each question can be read out by the surveyor a maximum of two times. Even if the youth asks to repeat the question a third time, the surveyor should move to the next question.
- The youth can answer orally, in writing or by pointing at her choice of answer (if it is a part of the picture) in the Testing Tool.
- One surveyor will carry out the testing while the second surveyor will record the youth's responses in the Youth Information Sheet. To code the youth's response, refer to the correct answer provided in the Test Administration Sheet for each question. Ensure that the Test Administration Sheet (and the answers) are not visible to the youth. In cases where there are more than one youth in the household, as far as possible one surveyor should survey the youth and the other surveyor should engage the other youth in some activities so that they do not see the testing process.
- There are two samples of the testing tool. Ensure that both samples are used equally. To do this, alternate the samples each time you test a youth. That is, use Sample 1 with the first youth you test, Sample 2 with the second, Sample 1 with the third, and so on. Record the sample number of the tool you are using in the space provided before Section 12.

Section 12: Digital tasks

For the digital tasks, request the youth to bring any smartphone available in the household that is in a working condition and has internet connectivity, and tell her that you want do some activities with her using the smartphone. If the household does not have a smartphone or if it is not available at the time of the survey, then enquire if the youth can bring someone else's smartphone, like a neighbour or a friend. If she is unable to do this, then ask whether a smartphone will be available at some other time during the day or on the other days of the survey. If the smartphone will be available at another time, then revisit the household at such a time to administer the digital tasks.

If despite trying, the youth is unable to get a smartphone and it will not be available at any other time during the survey, then mark the applicable reason in Q.11b, and skip to Section 13.

If the youth could get a smartphone with good connectivity, then begin the test by administering the digital tasks one by one. Ensure that internet is working in the smartphone before starting the digital tasks.

Now refer to the Testing Tool and Test Administration Sheet for each question and its answer, and then read the following guidelines.

The following codes are to be used to record the answers of the youth:

- '0' : The youth did not respond (or) the youth said that she does not know the answer.
- '1' : The youth responded/tried the question, and the response was correct.
- '2' : The youth responded/tried the question, but the response was incorrect.
- '3' : Phone did not work at the time of trying the question. This could be due to battery/internet/other issues

Note: For Q.2, Q.3a and Q.4, tick on the method the youth chose to attempt the question. If she used voice search, tick on 'voice' and if she used text search, tick on 'text'. Tick on both if she used both methods.

Digital tasks have to be administered even if the youth says that she does not know how to use a smartphone in Q.10a.

Section 13: Testing

After completing the digital tasks, ask the youth to put the phone aside and tell her that we will now do some activities without the smartphone. Place the Rough Work Booklet in front of her and tell her that she can use it at any time.

Part 1: Application based tasks

The testing process will begin with some application based tasks (Q.5 to Q.9). The response of the youth will be recorded in Part 1 of Section 13. The correct answers are provided in the Test Administration Sheet.

The following codes are to be used to record the answers of the youth:

- '0' : The youth did not respond (or) the youth said that she does not know the answer.
- '1' : The youth responded/tried the question, and the response was correct.
- '2' : The youth responded/tried the question, but the response was incorrect.

Part 2: ASER testing of basic reading, arithmetic and English

Once the application based tasks are complete, the surveyor will administer the ASER reading, arithmetic and English test.

- ASER test must be administered to ALL youth.
- Before starting the ASER test, note the language in which the reading test will be administered.
- Record the highest level of the youth on the reading, arithmetic and English test in Part 2.
- Regardless of the language in which the youth's reading test is done in, it is compulsory to administer the English test.

Part 3: Reading and understanding written instructions

Note: This set of questions will ONLY be administered to youth who are at para or story level on the ASER reading test. If, on the ASER reading test, the youth is at words or letters or beginner level, then DO NOT administer Q.10 to Q.13. For these youth, leave the coding section of Part 3 blank and go to Part 4.

Before asking Q.10-Q.13, the surveyor should tell the youth following – "Read the information given on this O.R.S. packet carefully and then a few questions will be asked on this information". Give the youth sufficient time to read the O.R.S. packet.

The response of the youth will be recorded in Part 3. The correct answers are provided in the Test Administration Sheet. The following codes are to be used to record the answers of the youth:

- '0' : The youth did not respond (or) the youth said that she does not know the answer.
- '1' : The youth responded/tried the question, and the response was correct.
- '2' : The youth responded/tried the question, but the response was incorrect

Part 4: Financial literacy tasks

The final set of test questions are the financial literacy questions (Q.14 to Q.16b).

Note: This set of questions will ONLY be administered to youth who are at subtraction or division level on the ASER arithmetic test. If, on the ASER arithmetic test, the youth is at number recognition (11-99) or number recognition (1-9) or beginner level, then DO NOT administer Q.14 to Q.16b. For these youth, end the testing process and leave the coding section of Part 4 blank.

The response of the youth will be recorded in Part 4. The correct answers are provided in the Test Administration Sheet. The following codes are to be used to record the answers of the youth:

- '0' : The youth did not respond (or) the youth said that she does not know the answer.
- '1' : The youth responded/tried the question, and the response was correct.
- '2' : The youth responded/tried the question, but the response was incorrect

Administering the financial literacy questions:

- To understand how to administer these questions, review the questions to be asked, the special instructions to be kept in mind and the answers to the questions in the Test Administration Sheet.
- Note that Q.16b will be asked only if Q.16a is correct. If Q.16a is incorrect, leave Q.16b blank.

For a step-by-step explanation of the digital tasks and testing process, refer to the 'ASER 2023: Assessment tasks' section of this report on page 214.

Section 14: 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 these facilities, then note what is reported by household members only and not by others. In case of assets like TV 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 youth with the household's economic conditions.

- **Type of house the youth 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.
- **Reading material in the household:** This refers to reading material other than textbooks. This includes newspapers, story books, magazines, comics, etc. Do not include religious books or calendars. Mark 'Yes' if available, otherwise mark 'No'.
- **Has anyone in the household completed Std XII:** When answering this, do not include the parents or youth whose information you have already recorded. Mark 'Yes', 'No', or 'Don't know'.
- **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.

YOUTH INFORMATION SHEET

State: HIMACHAL PRADESH District: KANGRA Block: NURPUR Village: BARDH

Date of survey: 15/10/23 Day of survey: SUNDAY

Annual Status of Education Report ASER 2023 RURAL Facilitated by PRATHAM

Hamlet No.	HH No.	Full name of head of the household	Total number of members in the household who eat from the same kitchen	Start time of youth's survey
1	1	CHAMELI DEVI	5	9:10

1. General information

Youth S.No.	Name of youth (aged 14-18 years, regularly living in the household)	Age	Sex M	Sex F	Mother's name
1	PRIYA SINGH	16		✓	SARITA DEVI

2. Enrollment

2a. If currently enrolled in school/college

(Fill for either school OR college)

In school	In college (Do not include ITI/ Polytechnic)	If in Std. 11-12 or in college, Type of course (Tick one option): Undergraduate degree (UG)	Certificate/ Diploma	Other	Write which Std. (eg. 8, 9, 12, etc.)	Which stream/ subject are you studying? (Write code*)	Is your enrollment in school/ college via open school/ distance learning/ correspondence? Yes	No	Type of school/ college: Govt	Pvt	Other
					11	1		✓	✓		

OR

2b. If not currently enrolled in school/college

Were you ever enrolled in school/ college? Yes	No	If yes, Details of past enrollment: What Std. did you complete before leaving school/college?	In which year did you leave school/college?	Why are you not currently enrolled in school/college? (Multiple ticks allowed): School/college too far/ inaccessible	Financial constraints	Lack of interest in studying further	Family constraints	Had failed	Own illness	Pursuing vocational training or any other course	Preparing for entrance exams	Other	No response

3. Exams

Are you currently preparing for any exam(s)? (Do not include routine school exams/board exams/ college exams here) Yes	No	If yes, Is this exam education or job related? (Multiple ticks allowed) Education	Job	Other
	✓			

4. Tuition/ Coaching

Do you currently attend any paid tuition or coaching? Yes	No
	✓

5. Vocational training/Other classes or courses

Are you currently taking vocational training like at an ITI, Polytechnic, etc. or other classes like computer, stitching, etc.? Yes	No	If yes, Type of institution: Govt	Pvt	Other	What is the course duration? (Write in months)
✓			✓		3

6. Work information

Do you do any household work daily? (Like cooking, cleaning, household shopping, etc.) Yes	No	Have you done any other work regularly (more than 15 days) in the past one month? (Like working on farm, helping in family enterprise, etc.) Yes	No	If yes, What kind of work? (Tick one option, for primary work only): Agricultural/related work: Family or own	Working for someone else	Non-agricultural work: Family or own enterprise	Working for someone else	Are you/will you be paid money for this work? (Tick one option): No	Yes, on a daily basis	Yes, regularly (Weekly, monthly, etc.)	Other
✓		✓		✓				✓			

7. Parents' education

Till which Std. has your mother completed her studies?	Till which Std. has your father completed his studies?
10	12

*Codes for stream/subject

1. Arts/Humanities	3. Science	5. Information Technology (IT)	7. Agriculture	9. Vocational
2. Commerce/Business management	4. Engineering	6. Medical	8. Professional (Law, CA, etc.)	10. Others

8. Youth aspirations

Q.1a If you had the opportunity, would you like to study further?

1. ☑ Yes
2. ☐ No
3. ☐ Don't know/not sure

Q.1b **If yes,** then what is the highest level you would like to study till, like graduation, 10th, 12th, etc.? ***(Do not read out the options, tick one option)***

1. ☐ Std. 10
2. ☐ Std. 12
3. ☐ Courses less than graduation, like ITI/diploma
4. ☑ Graduation (BA, B.Sc., etc.)
5. ☐ Higher than graduation (MA, M.Sc., PhD, etc.)
6. ☐ Other
7. ☐ Don't know/not sure

(Have a conversation with the youth about what she would like to do in the future. Depending on the responses, tick the answers to questions 2a and 2b. Do not read out the options. If necessary, probe for more information.)

Q.2a After completing your studies or in the future, what would you like to do as your primary work? ***(Do not read out the options, tick one option)***

1. ☐ Army
2. ☐ Police
3. ☐ Teacher
4. ☐ Doctor
5. ☐ Nurse
6. ☐ Engineer
7. ☑ IAS
8. ☐ IPS
9. ☐ Any government job
10. ☐ Any private job
11. ☐ Sportsperson
12. ☐ Agriculture/related work
13. ☐ Own or family enterprise
14. ☐ Other (write) _____
15. ☐ Household work
16. ☐ Don't know/have not thought about it
17. ☐ Don't want to work

If the youth selected option 1-14 above, then ask Q.2b.

Q.2b Do you know anyone who does this work? ***(Multiple ticks allowed)***

1. ☐ Mother or father
2. ☐ Someone else in the household
3. ☑ A relative other than the ones residing in my house
4. ☐ A friend
5. ☑ Someone in the school/college or village *(other than friends)*
6. ☐ Some other person *(other than the above)*
7. ☐ Public figure
8. ☐ Don't know anyone

9. Financial Access

Q.3 Do you have your own bank account?

1. ☑ Yes
2. ☐ No
3. ☐ Don't know/not sure

Q.4 Have you ever sent, deposited or received money by: ***(Read out the options)***

	Yes	No
1. Going to the bank		✓
2. Going to an ATM		✓
3. Using mobile apps such as PayTm, Gpay, BHIM app		✓
4. Going to a post office or Common Service Center (CSC)	✓	

10. Computer and Email

Q.5 Is there any computer/laptop in your household?

1. ☐ Yes
2. ☑ No

Q.6 Do you know how to use a computer/laptop?

1. ☐ Yes
2. ☑ No

Q.7 Do you have an email ID?

1. ☐ Yes
2. ☑ No

Q.8 Have you ever sent an email?

1. ☐ Yes
2. ☑ No

11. Smartphone availability and use

Q.9a Is there a working smartphone in your household? ***(Include keypad phone which has internet facility)***

1. ☑ Yes
2. ☐ No

Q.9b **If yes**, then how many smartphones are there in the household? ***(Tick one option)***

1. ☐ One
2. ☑ Two
3. ☐ Three or more

Q.10a Do you know how to use a smartphone?

1. ☑ Yes
2. ☐ No

HH No.	1	Hamlet No.	1	Youth S.No.	1	Block :	NURPUR
Name of Youth	PRIYA SINGH					Village :	BARDH

If yes to Q.10a, then ask Q.10b-Q.10e, otherwise go to Section 12 (Digital tasks).

Q.10b **If yes,** whose smartphone do you use most often? ***(Do not read options, tick one option)***

1. ☐ Own smartphone
2. ☑ Smartphone belonging to someone else in the household
3. ☐ Someone else's smartphone

Now, I will ask you about the different type of activities that you do on a smartphone.

Q.10c

In the last 7 days, did you use a smartphone to:	Yes	No
1. Watch online videos related to studies	✓	
2. Solve doubts related to current studies using the internet	✓	
3. Exchange notes/clear doubts with teachers or friends using WhatsApp/ Telegram		✓
4. Watch a movie/TV show/sports or listen to music	✓	
5. Play games		✓

Q.10d

In the last 7 days, did you use any of these social media apps:	Yes	No
1. WhatsApp	✓	
2. YouTube	✓	
3. Facebook		✓
4. Instagram		✓
5. Snapchat	✓	
6. Twitter		✓
7. Other social media (write) _____		✓

If yes to any one of the options in Q.10d, then ask Q.10d(1)-10d(3).

Q.10d(1) Do you know how to block/report someone's profile or post?

1. ☐ Yes 2. ☑ No

Q.10d(2) Do you know how to make a profile public/private?

1. ☑ Yes 2. ☐ No

Q.10d(3) Do you know how to change the password of an account on any social media app like Instagram, Facebook, etc. ?

1. ☐ Yes 2. ☑ No

Q.10e

Have you ever :	Yes	No
1. Connected to other phones/devices using bluetooth	✓	
2. Set a password/PIN on a phone	✓	
3. Used location/maps on a phone		✓
4. Done online shopping		✓
5. Learnt a hobby/skill such as speaking English , cooking, repair work, etc. online	✓	
6. Searched for future education related information online	✓	
7. Filled a form online *(For admission, exam, govt scheme, etc.)*		✓
8. Recharged a phone online		✓
9. Paid a bill online *(Like electricity bill, gas bill, etc.)*		✓
10. Booked a ticket online *(Like rail, bus, airline, cinema, etc.)*		✓
11. Used Diksha app		✓

12. Digital tasks

Request the youth to bring any smartphone available in the household and tell her that you want to do some activities with her using the smartphone.

Q.11a Was the youth able to get a smartphone with good connectivity?

1. ☑ Yes 2. ☐ No

Q.11b **If no,** then what was the reason?

1. ☐ Household does not own a smartphone
2. ☐ Household owns a smartphone but it is not available currently
3. ☐ Smartphone available, but respondent refused to get it
4. ☐ Smartphone available, but there is network connectivity issue/no recharge/phone not working/battery issue

12. Digital tasks

If the youth is able to get the smartphone, ask her to do the following tasks:

For all youth

Write code: *0 = No Response* *1 = Correct* *2 = Incorrect* *3 = Phone not working*

Sample number (1/2)	Alarm	Woman president		Finding YouTube video		Sharing video	Maps	
	Q1	Q2		Q3a		Q3b	Q4	
1	1	1		1		1	2	
		Voice ✓	Text ✓	Voice	Text ✓		Voice	Text ✓

13. Testing

Part 1: For all youth

Write code: *0 = No Response* *1 = Correct* *2 = Incorrect*

No. of hours	Total weight	Length - key	Length - pencil	Unitary Method
Q5	Q6	Q7	Q8	Q9
1	1	1	2	2

Part 2: ASER Testing (For all youth)

Language in which the youth is tested in reading?	Reading (✓ the highest level ONLY)					Math (✓ the highest level ONLY)					English: Reading (✓ the highest level ONLY)					English: Meaning (Ask for the highest level ONLY and ✓)	
	Beginner	Letter	Word	Para	Story	Beginner	Num Recg 1-9	Num Recg 11-99	Subtraction	Division	Beginner	Capital letter	Small letter	Word	Sentence	Can say	Cannot say
HINDI					✓					✓				✓		✓	

Part 3: For youth who are at para or story level

Write code: *0 = No Response* *1 = Correct* *2 = Incorrect*

O.R.S.			
Q10	Q11	Q12	Q13
1	1	1	1

Part 4: For youth who are at subtraction or division level

Write code: *0 = No Response* *1 = Correct* *2 = Incorrect*

Budget	Discount	Bank-1	Bank-2
Q14	Q15	Q16a	Q16b
1	2	1	0

14. Household indicators *(Tick the appropriate column)*

Type of house			Motorised 4-wheeler *(Car, jeep, etc.)*		Motorised 2-wheeler *(Motor-cycle/ scooter)*		Bicycle		Electricity connection *(Look for wires and fittings)*		If electricity in household, was there electricity today?		Toilet in the household		TV in the household		Reading material in household *(Like books, magazine, newspaper, etc.) (Do not include textbooks and religious books)*		Other than the youth and her parents, has anyone in the household completed 12th Std.?		
Pucca	Semi Kutcha	Kutcha	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Don't know
✓				✓	✓		✓		✓		✓		✓		✓			✓		✓	

Mobile number of the household
94213XXXXX

End time of youth's survey
9:45

Notes

ASER 2023: Assessment tasks

The ASER 2023 'Beyond Basics' assessment tested the functional competencies of youth by assessing them on the following broad domains:

1. Digital tasks like setting an alarm, browsing for information, finding and sharing a YouTube video, using Google Maps
2. Everyday calculations like calculating time, adding weights, measuring length, applying unitary method
3. Basic ASER assessment of reading, arithmetic and English
4. Reading and understanding written instructions (administered only to youth who were able to read at least a Std I level text in the ASER reading test)
5. Financial calculations (administered only to youth who were able to do at least subtraction in the ASER arithmetic test)

Assessment tools were developed in 14 languages across the country.

1. Digital tasks

Setting an alarm

8:30 in the morning tomorrow

Question: Set an alarm for 8:30 in the morning tomorrow.

Instruction: If the phone has an AM-PM setting, ensure that the youth has selected the correct option before recording the answer.

Browsing for information

First woman President of India

Question: Search on the phone and tell me the name of the first woman President of India.

Instruction: It does not matter which search engine the youth uses to find the answer; he/she could use Google, YouTube, or any other method. He/she should be able to point to/tell you the correct answer.

Using Google Maps

Maps

Question: Open Maps and tell me how much time it would take you to travel from your current location to <district name> bus/taxi stand by bike/two-wheeler?

Instruction: The youth should be able to do the task on an app (like Google Maps), and not on any search engine (like Google). Even if the youth simply points to the correct answer, it will be considered as correct. Ensure that the youth has chosen the correct option from two-wheeler/four-wheeler on Maps. Do not ask the youth to turn on the location.

Finding and sharing a YouTube video

PMGDISHA Module 1

Question: Find the "PMGDISHA Module 1" video on YouTube.

Send/share it with a friend/family member using WhatsApp or Telegram.

Instruction: The youth should be able to point at the correct video after searching on YouTube.

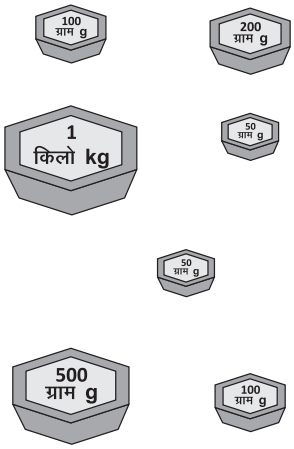
For each task, the surveyor can read out the question twice and shows the keywords to the youth for the relevant question in the testing tool. The youth's responses are coded as correct or incorrect. If the youth does not respond, or says that he/she does not know the answer, or if the phone stops working in the middle of the task, then that is also coded.

2. Everyday calculations

Calculating time

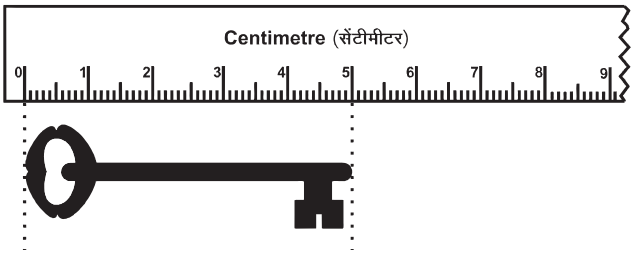
If this girl sleeps at this time at night and wakes up at this time in the morning then for how many hours does she sleep?

Adding weights



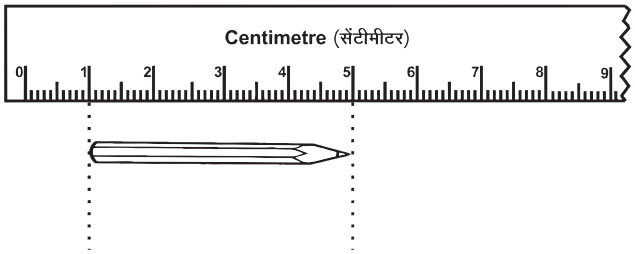
What is the total weight shown in this picture? Add and give the answer in kilogram.

Measuring length (easy)



Using the scale shown, measure the length of the key. Give the answer in centimetre.

Measuring length (hard)



Using the scale shown, measure the length of the pencil. Give the answer in centimetre.

Applying unitary method

If 3 chlorine tablets are needed to purify 15 litres of water, how many chlorine tablets are needed to purify 25 litres of water?

For each task, the surveyor shows the visual and can read out the question twice. The youth's responses are coded as correct or incorrect. If the youth does not respond or says that he/she does not know the answer, then that is also coded.

3. Basic ASER assessment

ASER reading tool

Std II level text

अमन के पिताजी दुकान चलाते थे। दिन भर सब ठीक रहता था। रात को चूहे बहुत परेशान करते थे। अमन ने चूहों को भगाने का एक तरीका सोचा। वह एक बड़ी बिल्ली ले आया। बिल्ली के डर से चूहे अब दुकान में नहीं आते हैं। पिताजी अमन से बहुत खुश हुए। वह अब आराम से दुकान चलाते हैं।

Std I level text

राजू के पास एक गाय है।
वह हरी घास खाती है।
वह बहुत दूध देती है।
दूध से दही बनता है।

Letters

म	र	ध
ह	ट	
ड	ब	न
क	ज	

Words

नाक	चूहा
खेत	
मोर	पीला
खुश	भैया
रोटी	
तोता	गिन

ASER arithmetic tool

Subtraction		Division
92 − 68	35 − 17	7) 883 (
73 − 55	41 − 24	4) 537 (
53 − 38	96 − 77	6) 778 (
81 − 56	64 − 35	8) 925 (

Number recognition 11-99		Number recognition 1-9	
32	84	3	6
65	43	9	2
55	18	4	7
72	37	8	5
29	98		

ASER English tool

Capital letter

R F J
T B
M K H

Small letter

q z o
w a
d s c

Word

fun jug
hot
bat sun
dog

Sentence

Where is your cow?
This is a big shop.
I like to read.
She has a red kite.

How to test reading?

Std I level text (Paragraph)

Start here

Ask the youth to read either of the 2 paragraphs.
Let the youth 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 youth is not at **'Paragraph Level'** if she:

- 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.**

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

Words

Ask the youth to read any 5 words from the word list.

Let the youth choose the words herself. If she does not choose, then point out any 5 words to her.

The youth is at **'Word Level'** if she reads at least **4 out of the 5 words correctly.**

If the youth is at **'Word Level'**, then ask her to try to read the same paragraph again and then 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 her at **'Word Level'.**
If the youth is not at **'Word Level'** (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.

Letters

Ask the youth to recognise any 5 letters from the letter list.

Let the youth choose the letters herself. If she does not choose, then point out any 5 letters to her.

The youth is at **'Letter Level'** if she recognises at least **4 out of 5** letters correctly.

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

The youth is at **'Paragraph Level'** if she:

- 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 youth can read a paragraph, then ask her to read the story.

Std II level text (Story)

Ask the youth to read the story.
The youth is at **'Story Level'** if she:

- 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 full story with **3 or less than 3 mistakes.**

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

In the Youth Information Sheet, mark the youth at the highest level she can read.

How to test arithmetic?

Subtraction (2-digits with borrowing)

Start here

The youth 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 you pick one problem for her.

Ask the youth what the numbers are, and then ask her to identify the subtraction sign.

If the youth is able to identify the numbers and the sign, then ask her to write and solve the problem in the rough booklet. Observe if the answer is correct.

Even if the first subtraction problem is answered incorrectly, ask the youth to solve the second question following the process explained above. If the second problem is correct, then ask her to try and solve the first problem again.

If the she makes a careless mistake, then give her another chance with the same question.

If the youth **cannot do both** the subtraction problems correctly, then ask her to recognise numbers from 11-99.

Even if she solves just one subtraction problem incorrectly, give her the number recognition (11-99) task.

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

Number Recognition (11-99)

Ask the youth 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 to her.

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 youth is required to solve 1 division problem. Show her the division problems. She can choose any one problem. If she does not choose, then you 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 her at **'Division Level'.**

Note: The quotient and the remainder both have to be correct.

If she makes a careless mistake, then give her another chance with the same question.

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

Number Recognition (1-9)

Ask the youth to identify any 5 numbers from the list. Let the youth choose the numbers herself. If the youth does not choose, then point out any 5 numbers to her.

If she can correctly recognise at least **4 out of 5 numbers,** then mark her at **'Number Recognition (1-9) Level'**.

If the youth 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 youth must solve the numerical arithmetic problems in the rough booklet.

In the Youth Information Sheet, mark the youth at the highest level she can reach.

How to test English?

There are 2 parts in the English testing: Reading and Meaning.

- First administer the reading section and mark the highest reading level of the youth.
- Then administer the meaning section. This is only for youth who are marked at word or sentence level in the English reading section.

Part 1 : Reading

Capital letters

Start here

Ask the youth 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 to her.

The youth is not at **'Capital Letter Level'** if she cannot recognise at least **4 out of the 5** letters.

If the youth is not at **'Capital Letter Level'** (cannot recognise at least 4 out of the 5 letters chosen), then mark her at **'Beginner Level'**.

The youth is at **'Capital Letter Level'** if she correctly recognises at least **4 out of the 5** letters.

If the youth is at **'Capital Letter Level'**, then ask her to recognise small letters.

Small letters

Ask the youth 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 to her.

The youth is not at **'Small Letter Level'** if she cannot recognise at least **4 out of the 5 letters**.

If the youth is not at **'Small Letter Level'** (cannot recognise at least 4 out of 5 letters chosen), then mark her at **'Capital Letter Level'**.

The youth is at **'Small Letter Level'** if she correctly recognises at least **4 out of the 5 letters**.

If the youth is at **'Small Letter Level'**, then ask her to read the words.

Simple words

Ask the youth 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 to her.

The youth is not at **'Word Level'** if she cannot read at least **4 out of the 5** words.

If the youth is not at **'Word Level'**(cannot read at least 4 out of the 5 words chosen), then mark her at **'Small Letter Level'**.

The youth is at **'Word Level'** if she correctly reads at least **4 out of the 5** words.

If the youth is at **'Word Level'**, then ask her to read the sentences.

Continued on the next page...

Easy sentences

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

The youth is not at **'Sentence Level'** if she:

- 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.

If the youth is not at **'Sentence Level'**, then mark her at **'Word Level'**

AND

Ask her to tell you the meaning of the words she has read correctly.

The youth is at **'Sentence Level'** if she:

- 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 youth is at **'Sentence Level'**, then mark her at **'Sentence Level'**

AND

Ask her to tell you the meaning of the sentences she has read correctly.

On the Youth Information Sheet, mark the youth at the highest level she can reach.

Part 2: Meaning

For 'Word Level' youth

Word Meanings

Ask the youth to tell the meaning of the words she has read correctly, in her **local language**.

The youth knows the meaning of the words, if she can correctly tell the meaning of at least 4 of the read words. 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 example, pointing to her father while explaining the meaning of 'man'; pointing to something red to explain the meaning of 'red'.

If the youth can correctly tell the meaning of **at least 4** of the words, then mark her as **'Can say'** in the meaning column.

If the youth cannot correctly tell the meaning of **at least 4** of the words, then mark her as **'Cannot say'** in the meaning column.

For 'Sentence Level' youth

Sentence Meanings

Ask the youth to tell you the meaning of the sentences she has read correctly, **in her local language**.

The youth knows the meaning of the sentences, if she can correctly tell the meaning of at least 2 of the read sentences. 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 example, for a sentence like 'What is the time?' the youth should at least be able to say 'kya/kitna' and 'samay/waqt'.

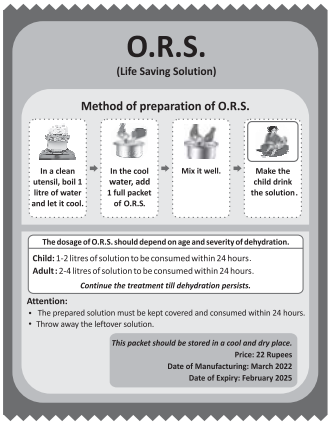
Note: Do not ask the meaning of the main underlined words by pointing at them one by one.

If the youth can correctly tell the meaning of **at least 2** of the sentences, then mark her as **'Can say'** under the meaning column.

If the youth cannot tell the meaning of **at least 2** of the sentences, then mark her as **'Cannot say'** under the meaning column.

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

4. Reading and understanding written instructions*

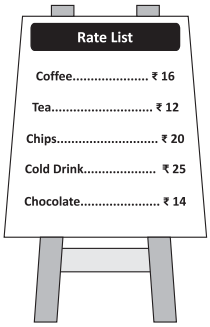


- How many packets of O.R.S. should be added to 4 litres of water?
- Within how many hours should the prepared solution of O.R.S. be consumed?
- How many litres of O.R.S. solution can be given to a 45 year old man within a span of 24 hours?
- Based on the information given, can this packet of O.R.S. be consumed in March 2024?

The surveyor shows the visual and can read out each question twice. The youth's responses are coded as correct or incorrect. If the youth does not respond or says that he/she does not know the answer, then that is also coded.

5. Financial calculations**

Managing a budget



You visit a shop where this rate list has been displayed. If you have to spend Rs. 50 completely and buy 3 different things, which 3 things can you buy?

Applying a discount

This is the price of this pair of shoes and it is available on a discount of 10 percent. If you buy this pair of shoes, how much money will you spend?

Calculating repayment

Rates of Interest offered by Banks

Name of Bank	Interest Rate on loan
Hamara Bank	14% per year
Paisa Bank	12% per year
Naya Bank	13% per year

Loan Amount = Rs. 20,000

Ravi's mother has to buy a cow. For this, she has to take a loan from a bank. The rates of interest offered by 3 different banks have been listed here.

- Which of these banks should Ravi's mother take a loan from?
- Ravi's mother took a loan of Rs. 20,000. After 1 year, what is the total amount, including the interest, that she would have to return to the bank?

For each task, the surveyor shows the visual and can read out the question twice. The youth's responses are coded as correct or incorrect. If the youth does not respond or says that he/she does not know the answer, then that is also coded.

*This task was administered only to youth who were able to read at least a Std I level text in the ASER reading test.
**These tasks were administered only to youth who were able to do at least subtraction in the ASER arithmetic test.

Alignment with learning outcomes

The National Council of Educational Research and Training's (NCERT) learning outcome indicators for elementary education highlight concepts that students are expected to be familiar with at the end of each grade.[1] The tasks in ASER 2023 'Beyond Basics' assess some of these concepts in the context of everyday usage. The application-based tasks of the ASER 2023 tool are mapped to corresponding learning outcomes below:

Sub-domain	Task	Corresponding grade of learning outcomes
Everyday calculations	Calculating time	Std IV
	Adding weights	Std IV
	Measuring length (easy/hard)	Std III
	Applying unitary method	Std VI
Reading comprehension	Reading and understanding written instructions on an ORS packet	Std V
Financial calculations	Managing a budget	Std III
	Applying a discount	Std VII
	Calculating repayment	Std VII

These application-based tasks were originally developed for the ASER 2017 'Beyond Basics' survey which was also focused on the 14-18 age group. A detailed note on the development of the tool can be found on page 37-38 of the ASER 2017 report.[2]

[1]See Learning Outcomes at the Elementary Stage on https://nchttps://ncert.nic.in/pdf/publication/otherpublications/tilops101.pdf
[2]See ASER 2017 report on https://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202017/aser2017fullreportfinal.pdf

Sample design of rural ASER 2023

Wilima Wadhwa[1]

ASER 2023, also referred to as 'Beyond Basics', is an assessment of 14-18-year-olds in the ASER architecture. In other words, it is a rapid assessment of youth, done in households, by ordinary citizens. Each of these elements creates its own challenges for the design of the assessment. The assessment was done simultaneously across the country during September-November 2023.

Like the standard ASER done across all rural districts, the 'Beyond Basics' survey also has a two-stage sample design. In the first stage, in each surveyed district, villages are randomly selected from the Census 2011 village directory. In the second stage, households are randomly selected in each of the villages selected in the first stage. This sampling strategy generates a representative picture of each district. One rural district has been surveyed in each major state, with the exception of Uttar Pradesh and Madhya Pradesh, where two rural districts have been surveyed. While this is not a nationally representative sample, the size and geographical spread of the sample enables the estimates to be aggregated to get an overall picture of the rural population in India.

The ASER 2023 sample consists of 28 districts spread across 26 states.[2] While the districts were not sampled randomly, care was taken not to choose districts that were anomalous in terms of their learning outcomes as measured in ASER 2022. First, since the main focus of the survey is on the learning levels of youth, districts where average learning levels were more than 5-10 percentage points higher or lower than the state average were not considered.[3] Second, in each state, partner organisations were approached in districts that had learning levels close to the state average. Eventually, the final districts to survey were chosen for logistical convenience based on partner availability and ability to provide volunteers during the survey period.

In each surveyed district, 60 villages[4] are sampled from the Census 2011 frame using the Probability Proportional to Size (PPS) sampling method, in the first stage. 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 selected into the sample as those in smaller villages, and vice versa.[5] In the second stage, households with youth in the age group of 14-18 years are surveyed in each sampled village.

There are various issues that complicate the second stage sampling. First is the issue of sparse populations. ASER as well as our research studies on older children have shown that simply sampling households in the village may not result in sufficient sample sizes of youth in the age group of 14-18 years. Even for the standard ASER, that records information on children in the age group of 3-16 years, the sample size of children has been falling over time. While the number of households and villages in ASER has remained more or less unchanged since 2006, the number of children surveyed has fallen by about 25% between 2006 and 2014.[6] The best solution to this problem of sparse populations of interest is to create a listing of the target population (for a particular cluster) and sample from that, thus employing a stratified sample. However, given the rapid assessment nature of ASER and several resource constraints (time, people, money), ASER does not stratify at the second stage – there is no houselisting done at the village level.

Second, the absence of a houselisting creates additional problems in surveys that are representative at multiple levels of aggregation. In these surveys estimates have to be weighted with appropriate weights to account for different underlying

[1] Director, ASER Centre

[2] States and Union Territories not represented in the sample are Chandigarh, Delhi, Sikkim, Manipur, Dadra and Nagar Haveli and Daman and Diu, Goa, Lakshadweep, Puducherry, and Andaman and Nicobar Islands.

[3] Estimates from ASER 2022 were used to compare district learning levels of children in Std VII-VIII with the state average.

[4] Since the Beyond Basics survey is being done in only 1 district per state, we decided to double the number of villages per district as compared to the standard ASER, so as to get a larger district sample.

[5] 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.

[6] The drop in number of sampled children is probably due to the increase in the number of rural households since 2006. Census 2011 notes that there was a 24% increase in rural households since Census 2001. Yet, the rural population increased by only 12% during the same period, implying that the average rural household size has gone down, resulting in fewer children per household.

population sizes – a more populous state like Uttar Pradesh will have a higher weight in the national estimate than a state like Himachal Pradesh. The calculation of these weights requires knowledge of the underlying population proportion of the target group of interest. So, if the household were the unit of sampling, then we would need the number of households in the village to calculate the weights.[7] On the other hand, if youth in the age group of 14-18 were our target population, we would need the total number of such youth in the village to calculate the weights. A houselisting of the village would provide not only the frame for sampling these youth, but also the total number of such youth in the village.

Given that we wanted to retain as much of the rapid assessment ASER architecture[8] as possible in the 'Beyond Basics' ASER, houselisting at the village level was not an option. Simply sampling households in the sampled villages and recording information of all youth in the age group of 14-18 in these households would generate a representative distribution of households, but would require a large sample of households to get sufficient numbers of youth. For instance, ASER 2016 data suggests that we would get about 6 children in the 14-16 year age group by sampling 20 households per village. This is a sample size problem and can be overcome in a number of ways – e.g., by sampling more villages per district and/or more households per village.[9] However, both strategies have consequences: increasing the number of villages has cost implications and increasing the household sample in a village does not necessarily result in higher precision if the intra-cluster correlation is high. In any case, going by the ASER numbers to get a reasonable sample size (about 1,000 youth per district) would require sampling close to 100 villages in each district and about 40 households in each village.

Another strategy could be to sample only households with members of the target population as is done in the National Family Health Survey. However, as discussed earlier, this would require creating a frame of the target population in the village, which would be used to both sample and calculate weights.

Finally, we adopted a modified sampling strategy, so as to get sufficient sample sizes and be able to calculate weights without creating a houselisting in the village.[10] The standard ASER sampling approach in the village is to mimic simple random sampling without doing a houselisting. Volunteers walk around the village, make a map, divide the village into four parts, and sample 5 households using the 5th household rule, in each part, to get 20 households in the village. Ordinarily, households with no children in the target age group should count as part of the sample to get a representative picture of the household distribution.

In the ASER 2023 'Beyond Basics' survey we modified this approach so as to capture sufficient numbers of 14-18-year-old youth. The process is described below:

1. Walk around the village and make a map and divide the village into four parts.
2. In each part, go to a central location and use the 5th household rule starting from the left to sample households.
3. If the household has youth in the 14-18 age group currently residing in the household, record the household number, and the number of such youth. Administer the survey to all youth in the target age group in the household and collect information on the household. Proceed to the next 5th household.
4. If the household has no youth in the 14-18 age group currently residing in the household, record the household number and the fact that it has no children in the target age group, and move to the next adjacent household.
5. If the household is locked or does not want to participate in the survey, record the household number and the fact that it was locked or a non-response household and move to the next adjacent household.
6. Continue this procedure until the survey has been administered in 5 households in each of the four sections of the village.

[7] The weight associated with each sampling unit, household in ASER, is the inverse of the probability of it being selected in the sample.

[8] Household based assessment of children; activity-based assessment with easy to understand tools; community (volunteer) involvement in the actual survey; quick availability of the estimates; and rigorous methodology yielding reliable estimates at the state level.

[9] For example, in most of our research studies we sample 60 villages per district.

[10] This sampling strategy was also adopted in ASER 2022.

At the end of the survey in the village this procedure will yield 20 households with completed survey information, as well as the total number of households visited to achieve this. This latter is needed for the calculation of correct weights.[11]

To summarise, ASER 2023 'Beyond Basics' employs a two-stage clustered design. In the first stage 60 villages are sampled from the Census 2011 village directory using PPS. In the second stage, 20 households with resident youth in the age group of 14-18 years are surveyed in each sampled village. This process results in a sample of at least 1,200 youth in each district.[12,13]

The report presents district report cards for each of the 28 surveyed districts. While the sample size of about 1,200 youth in each district is sufficient to present estimates for the target population as a whole or disaggregating by two sub-populations like sex or enrollment status, it is not sufficient for reliable estimates of smaller sub-populations. However, with a sample size of about 1,200 youth per district, the full sample is over 30,000 youth. Therefore, we also present findings (appropriately weighted) based on the entire sample. However, as stated earlier, since these districts are spread across the country in every major state, the full sample does give a snapshot of the national picture. So as to get a more balanced sample, two districts were surveyed in Uttar Pradesh and Madhya Pradesh, the two states with the largest number of districts in India.

[11] The probability that household j gets selected in village i (p_{ij}) is the product of the probability that village i gets selected (pi) and the probability that household j gets selected ($p_{j(i)}$). This is given by:

$$p_{ij} = p_i\, p_{j(i)} = \frac{n_v\, vpop_i}{dpop}\,\frac{n_{hi}}{vpop_i} = \frac{n_v\, n_{hi}}{dpop}$$

where n_v is the number of villages sampled in the district, $vpop_i$ is the household population of village i, *dpop* is the number of households in the district, and n_{hi} is the number of households visited in the village (to get the 20 sampled households). The weight associated with each sampled household within a district is the inverse of the probability of selection. Note that the sum of the weights of the households will give the district population and the sum of the weights for all youth in the sample will approximate to the population of youth in the 14-18 age group in the district.

[12] All youth in the target age group are surveyed in the sampled households. Therefore, the sample size in terms of youth is at least 1,200 per district.

[13] For a two-stage sample design, sample size calculations have to take into account the design effect, which is the increase in variance of estimates due to departure from simple random sampling. This design effect is a function of the intra-cluster correlation. The greater this correlation, the larger is the design effect implying a larger sample size for a given level of precision. For a given margin of error (*me*), the sample size can be backed out from $me = \frac{2\,\sigma}{p} = \frac{2\sqrt{\frac{d\,p\,(1-p)}{N-1}}}{p}$ where *d* is the design effect, *p* is the incidence in the population, σ its standard error and *N* the sample size. Since learning levels are unknown for the competencies being tested in Beyond Basics, one has to start with some assumption about *p*. The largest uncertainty is around $p = 0.5$, and therefore that yields the largest sample size. Assuming no design effect, a margin of error of 10% and incidence of 0.5, gives a sample size of 400. A design effect of 2 would double that sample size. Therefore, a sample size of about 1,200 in each district should give reasonable levels of precision. Of course, the combined estimates with a sample size of over 30,000 would be far more reliable.

ASER 2023: Training

The ASER survey is conducted in partnership with local organisations and institutions like universities and colleges, non-governmental organisations, government departments, and District Institutes of Education and Training (DIETs), among others. ASER 2023 covered 28 districts across 26 states and reached almost 35,000 youth in around 1,664 villages across the country. The ASER training process gives volunteers the skills needed to survey a village, assess youth's learning levels reliably and record the information accurately.

ASER 2023 survey training followed a two-level model:

National Workshop:
ASER state teams are trained by the ASER central team.

District Level Training Workshop:
Volunteers in each district are trained by the ASER Team Members.

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

Level I: National Workshop

The ASER survey begins with a national workshop. It brings together around 100 people – the ASER central team and state teams from across the country. The main objective of the national workshop is to thoroughly train teams on all survey tools and processes. This year, the national workshop was held in Jaipur, Rajasthan from 18-25 August 2023. 105 participants attended 6 days of classroom sessions and 2 days of field visits to villages to pilot the ASER 2023 survey instruments.

Key features of the national workshop 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 national training is devoted to practicing the actual survey. An additional field day is devoted to rechecking 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:** Several quizzes are administered in order to ensure that every participant thoroughly understands the survey content and other processes. Post training, additional sessions are organised to fill the gaps identified through the quiz results.
- **Mock training:** Two days in the national workshop are devoted to mock training. Participants prepare and conduct training sessions on the assigned topics. They are assessed by experienced ASER trainers and personalised feedback is given. This session prepares the participants to lead and deliver training efficiently and confidently.
- **Clarification and feedback:** Short feedback and clarification rounds are conducted to provide additional support, fill the gaps and ensure participants' complete understanding of survey processes.
- **State planning:** The national training is also a time to finalise the survey roll-out plans for each selected district including identification of partners, plans for district level training/workshop, and calendars for the execution of the survey. Experience of the previous years' ASER survey is reviewed, manpower requirements are identified, partner lists are drawn up, tentative timelines are made, and detailed budgeting is done.

Level II: District Level Training Workshops

At the district level training workshops, ASER team members train surveyors from local organisations and colleges who carry out the survey in the villages. These workshops span 4 days. Like the national workshop, key elements of district training workshops 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 workshop, the survey is conducted by a team of two volunteers in each village.

Monitoring of training workshops

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

- All district level, training workshops are attended and monitored by the ASER central team.
- To support district level activities, ASER team members interact with volunteers on a daily basis to ensure that they complete all basic survey processes.
- In all district level training workshops, 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 for the ASER survey.

ASER 2023: Quality control

ASER's quality control procedures are a core part of the survey architecture. These are reviewed and improved every year to ensure the credibility of ASER data. For ASER 2023 as well, these processes were laid out for each stage of the survey and were executed by the ASER state 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 training workshops by the ASER team members and selected on the basis of their performance on three indicators:

- **Attendance:** Volunteers must attend all sessions of the 4-day district level training ensuring that they understand the survey processes thoroughly.
- **Quiz results:** During the district level training workshops, volunteers take workshop quizzes that test their understanding of the survey process, and clarifications are provided as needed.
- **Field visit performance:** Volunteers do a field pilot that gives them a first-hand experience of practicing the survey process in a village. ASER team members monitor their performance, provide feedback and clarify doubts.

During survey

During the survey, volunteers' field activities are overseen by ASER team members in select villages while the survey is in progress. The ASER monitoring process comprises two kinds of activities:

- **Phone monitoring:** ASER team members 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 selected districts is led by two to three ASER team members who undergo training at the national workshop. They personally monitor survey teams who are identified during the district level training workshop as requiring additional support during the actual field survey. Each ASER team member monitors 3 villages in a 1-weekend survey out of the 60 villages surveyed in the district. Overall, 52.7% villages surveyed in ASER 2023 were field monitored.

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, ASER team members 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, they call at least 8 out of 20 surveyed households in each village and confirm details regarding 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 ASER team members. The field recheck process involves verification of the key parameters of the survey — sampling, selection of youth, verification of their basic information and testing. In ASER 2023, 25.7% of all surveyed villages were rechecked.

Overall, 72.7% villages surveyed in ASER 2023 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. The ASER state team members are trained on how to enter the data. After data entry is completed, every 5th entry is cross-checked with hard copies to ensure that correct data has been entered. A final cross-check is done centrally between youth-wise data and a sheet with compiled data.

Development of the digital framework of ASER 2023

The rapid pace of technological evolution in recent years has made digital literacy a key component of youth preparedness for the future. Empowering youth with "a minimum level of proficiency in digital literacy skills" is one of the major 21st century goals, as measured by SDG indicator 4.4.2. Thus, it was thought important for ASER 2023 to explore digital literacy among rural Indian youth.

Literature review

The process of development of the digital component of ASER 2023 began with a review of national and international literature on digital literacy. Some key documents that served as a comprehensive foundation to understand the concept of digital literacy are:

1. **The Digital Competence Framework for Citizens (DigComp):** Published by the European Commission, this document provides a common understanding of what digital competence is. It is a tool designed for the European Union to improve citizens' digital competence, help policy-makers formulate policies that support digital competence building, and plan education and training initiatives to improve the digital competence of specific target groups. The framework brings together five main competence areas: Information and data literacy; Communication and collaboration; Digital content creation; Safety; and Problem solving. The DigComp framework has been widely cited and used by many international studies. The Digital Literacy Global Framework developed by UNESCO also identifies similar areas under its conceptualisation of digital literacy.

2. **G20 Toolkit for Measuring Digital Skills and Digital Literacy:** This compilation of reports proposes a standard definition of digital literacy for G20 countries. It describes four "pillars" within the digital domain – Infrastructure and ecosystem; Literacy; Empowerment; and Jobs. It also encourages nationally representative surveys to measure the digital skills of citizens, technological adaptation of firms, and other digital indicators. It suggests self-reported and knowledge-based questions to assess these elements.

3. **Digital India:** This campaign of the Government of India is an overarching collection of schemes and programmes to make India a 'global leader' in the digital arena. It includes infrastructural initiatives for universal internet access, and other programmes to increase digital connectivity and literacy. The Pradhan Mantri Gramin Digital Saksharta Abhiyaan (PMGDISHA) is a scheme under the Digital India mission which aims to empower citizens in rural areas by training them to operate digital devices. It is being implemented through Common Service Centres (CSCs) where one person aged 14-60 years from each rural household can enroll in a 20-hour PMGDISHA course. The training content, available in the public domain, takes the beneficiary through five modules: Introduction to digital devices; Operating digital devices; Introduction to the internet; Communications using the internet; and Applications of the internet.

A review of these documents, along with several other assessments and frameworks, revealed that there is no standard definition for digital literacy. However, studying these documents provided an overview of the competencies that digital literacy encompasses and served as a guide to contextualise it for India.

Extracting relevant competencies

Despite the lack of a standard definition of digital literacy, there were overlaps in the digital skills that these frameworks identified as important. To map these, we decided upon some key competence areas and then categorised skills from each study/framework under these competence areas. We chose the DigComp framework to base these key competence areas upon. The DigComp framework was chosen as the foundation because its areas are broadly defined, allowing a wide range of skills to be charted under each competence area. Secondly, the DigComp framework has been frequently cited by many international publications and has been used as a framework for various research studies.

Next, to adapt these key competence areas to the Indian context, we modified the DigComp areas to make them more relevant and aligned to the specific needs and challenges in India. The definitions of some of these areas were reworded to make them simpler. Additionally, some areas were combined, and a new area of empowerment and access was added. These modifications helped contextualise digital skills for India, and allowed us to incorporate elements that were tailored to the rural context.

A summary table capturing this information for the relevant documents is provided in the following pages.

Mapping key competence areas of digital literacy

Key competence area	Definition	Pradhan Mantri Gramin Digital Saksharta Abhiyaan (PMGDISHA)	Digital Competence Framework (DigComp)	G20 Toolkit for measuring Digital Skills and Digital Literacy	ASER 2023 Beyond Basics
		Scheme launched by the Ministry of Electronics and Information Technology in 2017. Aimed at making one individual aged 14-60 years from every eligible rural household digitally literate.	Framework prepared by the European Commission which includes guidelines for various digital competencies for people aged 16-60.	Toolkit to evaluate digital skills in G20 nations.	Household-based survey of 14-18 year-old rural youth. Digital components include a self reported questionnaire that captures digital access and use, and a one-on-one assessment using an available smartphone.
Computer operations	Setting up and basic use of computers	■ Connecting and setting up computers ■ Layout of operating systems: files, folders, etc.	■ Physical operations of digital devices ■ Troubleshooting ■ Solving technical problems		**Self reported:** ■ Availability of computers/ laptops in the household ■ Knowledege of using computers/laptops
Mobile skills	Basic handling of mobile phones	■ Setting up phones/tablets: switching on, locking/ unlocking, charging, sim card, internet, etc. ■ Using applications for phone calls, messages, songs, pictures, calculator, radio, etc. ■ Setting up Wi-Fi	■ Using smart devices to perform autonomous tasks (For e.g.: smart TV, refrigerator) ■ Inserting sim card ■ Charging a phone ■ Switching phone on/off	■ Connecting to Wi-Fi network, mobile network or Bluetooth	**Self reported:** ■ Knowledge of using smartphone ■ Connecting to other devices using bluetooth ■ Setting up pin/password **Task-based:** ■ Setting an alarm
Information and data literacy	Browsing, filtering and downloading/ saving data using the internet	■ Browsing on Google: searching keywords, webpages, etc. ■ Wikipedia: finding, editing and adding information ■ Installing apps	■ Browsing, searching, filtering data ■ Evaluating and managing data, information and digital content ■ Locating, accessing and organising information ■ Retrieving and holding/storing of information and media content ■ Using GPS	■ Operating a browser (opening a new tab, navigating to previous and next page, bookmarking pages on websites) ■ Searching for information online using keywords ■ Saving/storing data ■ Uploading, downloading/ saving and opening saved files ■ Downloading and installing apps	**Self reported:** ■ Watching online education-related and entertainment videos ■ Solving doubts ■ Searching for future education-related information ■ Learning a skill/hobby ■ Using location/Google Maps **Task-based:** ■ Browsing using a search engine ■ Finding a video ■ Using Google Maps

Key competence area	Definition	G20 Toolkit for measuring Digital Skills and Digital Literacy	Pradhan Mantri Gramin Digital Saksharta Abhiyaan (PMGDISHA)	Digital Competence Framework (DigComp)	ASER 2023 Beyond Basics
Communication and collaboration	Using email, social media, chatting platforms, etc. for communication and collaborative work	■ Communicating through email ■ Using instant messaging or social media for communication ■ Working with others using cloud services ■ Making conversation (including text, audio or video calls) over the internet using platforms	■ Setting up, installing, making accounts on, and using: email, Skype, Facebook, Twitter, YouTube, WhatsApp	■ Interacting through digital technologies ■ Sharing through digital technologies ■ Engaging with media for self expression ■ Collaborating through digital technologies	**Self reported:** ■ Sending email ■ Using social media ■ Exchanging notes/clearing doubts using messaging apps **Task-based:** ■ Sharing video via messaging apps
Critical thinking, mental wellbeing and safety	Caveats of internet usage, vetting information, and netiquette; use of digital devices and its impact on mental health	■ Choosing secure passwords ■ Backing up data ■ Basic knowledge about virus/ malware ■ Two-factor authentication ■ Privacy settings on social media ■ Not disclosing personal information on social media ■ Disabling location access in mobile apps ■ Reporting abuse on social networking apps ■ Ability to decide what information is credible and authentic before sharing it ■ Checking the identity of people met online	■ Rules of the IT Act, 2000	■ Netiquette ■ Copyright and licences ■ Protecting devices ■ Protecting personal data and privacy ■ Content licensing issues (eg: pay for streaming, watching) ■ Protecting against cyber bullying ■ Online and offline balance ■ Protecting health and well-being: psychological well-being, addictions, social well-being	**Self reported:** ■ Knowledge of privacy and safety settings of social media (blocking, reporting, privacy of account, changing password)
Empowerment and access	Digital literacy as a way to improve access to public services like banks, job portals, government schemes, etc.	■ Using mobile banking ■ E-commerce ■ Using ride-hailing platforms ■ Using online job portals ■ Online health consultations ■ Renting houses using online platforms ■ Taking online courses (free/ paid)	■ Accessing job portals like naukri.com and ruralnaukri.com ■ Paying bills online ■ Recharging phone online ■ Buying railway and bus tickets online	■ Operating specialised digital technologies for a particular field ■ Seeking opportunities for self development	**Self reported:** ■ Using payment apps ■ Shopping online ■ Booking a ticket ■ Filling a form ■ Paying of bills/recharging phone

ASER 2023: Qualitative research methodology

Objective

ASER 2023 addressed the question of youth aspirations in two ways: at scale, via survey questions; as well as in depth, via Focus Group Discussions (FGDs). The survey element of ASER 2023 asked broad questions and generated estimates about the educational and career aspirations of youth aged 14-18 in 28 districts in India. Despite the advantages that surveys offer in terms of representation, they also suffer from limitations, particularly when it comes to capturing and understanding experiences, attitudes, and opinions. A set of qualitative deep dives helped in unpack and understanding where these responses come from and how they differ across different population groups.

Selection of districts and schools

The qualitative strand was conducted in three disricts – Solan (Himachal Pradesh), Sitapur (Uttar Pradesh), and Dhamtari (Chhattisgarh). The three locations were selected purposively. First, they have diverse socioeconomic characteristics and varied Labour Force Participation Rates (LFPR). Second, within each state, the selected districts were comparable in terms of location and access: each bordered the district where the state capital was located. Lastly, as the majority of the team was proficient in Hindi, which is also the official state language of these three districts, it allowed for easy facilitation of the FGDs without the help of a translator.

The FGDs were conducted in schools to minimise disruptions that might occur in a community setting, as well as to provide a conducive and safe environment for candid conversations. Std X and XII were selected as these are often viewed as transition grades, marking moments of change in the lives of young individuals. Boys and girls were divided into same-sex groups, usually led by a same-sex facilitator. A total of 56 FGDs were conducted in 8 government schools across the three locations between April and July 2023, prior to the rollout of the household survey.

Number of FGDs per district, by sex and grade

District	Boys			Girls			Total
	Std X	Std XI	Std XII	Std X	Std XI	Std XII	
Sitapur	6	3	1	4	0	4	18
Dhamtari	2	0	4	6	0	6	18
Solan	5	0	2	9	0	4	20
Total	13	3	7	19	0	14	56

Field investigators

A team of 10 members was constituted from ASER Centre based on their ability to connect with and sustain conversations with older children, as well as their understanding of basic principles of qualitative research. The core team was further trained on qualitative research methods, with a focus on interview and FGD techniques. As part of this process, the team was responsible for iterative improvements to the structure of the FGDs and the design of specific activities intended to elicit conversations around the different aspects of participants' lives.

Guiding questions

The focus of this exercise centered around the question – "What shapes youth aspirations in different contexts?" Broadly, the guiding questions for the discussions were:

- The context: What do their parents do and what is their level of education? What do their siblings do? How do they come to school? How far have they traveled?
- Educational aspirations: How much further do they aspire to study and why?
- The work landscape: What awareness do they have about different kinds of work, and where and by whom do they see these being done?
- Work aspirations: Within this broad landscape, what do they aspire to do themselves, and why?

- Influences: How are their aspirations shaped by factors like affluence, gender, family and community dynamics? Do they have role models? How does exposure and access affect aspirations?

Data collection process and methods

A set of activities were designed to facilitate these conversations:

- The exercise began with the facilitators introducing themselves, conducting an ice breaker activity with the whole classroom and then dividing the classroom into same-sex groups of 4-10 participants for the FGDs.
- The FGDs began with participants introducing themselves and writing down basic information about themselves, which helped to jumpstart conversations about their home and socioeconomic context.
- Next, participants mapped their mode of transportation and time taken to reach school. This enabled a discussion about their everyday routine, access to and experience of schooling, and reasons for absenteeism and peers dropping out.
- Participants were asked to map the furthest/most different places they had traveled to. This led to conversations about the kind of exposure they had had to different places, the agency they had in terms of mobility, and their willingness to relocate for education or work in the future.
- This was followed by a discussion about their immediate next steps in terms of their education, reasoning behind their choices, and availability of higher education institutions in the area.
- The conversation about educational aspirations flowed into a discussion regarding their long-term work aspirations. Participants were asked to list all the occupations they knew of, and then to mark the occupations that they aspired to pursue. This was followed up with prompts about the reasoning for their choices, the information they have regarding how to achieve these goals, and the support and guidance they receive from their families and school.
- To conclude the FGD, the facilitator listed the most common reasons cited by the group while identifying to pursue their work of choice, and each participant was asked to divide 10 points among the set of reasons based on their individual priorities.
- In the end, participants were asked to write down their thoughts about the experience of the FGD.

Data analysis and coding

All the FGDs were taped with prior permission of the participants, and the recordings were transcribed and uploaded to NVivo. The process for data analysis was iterative and involved three broad steps:

- **Becoming familiar with the data:** A small team of researchers went over a common set of transcripts that encompassed different gender groups, locations, and grades to come up with an initial set of codes.
- **Coding into themes:** Codes and emergent themes were discussed after every iteration of coding, and eventually a set of codes was finalised. These codes were tested with multiple transcripts to ensure that all important information was being included. Finally, a code list was created with definitions for each sub-code to ensure alignment among all researchers.
- **Identifying patterns and interpretating data:** The team of select researchers worked in tandem to ensure that the patterns and connections emerging were true for all transcripts. An iterative process was followed to arrive at the interpretation of data in ways that addressed and unpacked the findings emerging from survey data.

ASER 2023: Partner profiles

Every year, ASER is conducted by one or more partner institutions in each district. Since the focus of ASER 2023 is on an older age group, this year's partners were colleges and universities. Student volunteers from these institutions were typically enrolled in degree programmes such as BSW, MSW, BEd, MEd, etc. In some districts, we partnered with more than one institution to conduct the survey.

Andhra Pradesh: Srikakulam

Gayatri College of Science & Management, Srikakulam

Established in 1991 in the remote area of Srikakulam district of Andhra Pradesh, Gayatri College of Science and Management (GCSM) stands as a pioneering private institution in the region. Originally affiliated with Andhra University, Visakhapatnam, and later with Dr. B.R. Ambedkar University, Srikakulam, the college earned recognition from A.P. Council of Higher Education, Hyderabad. Achieving the esteemed 2(f) 12 B status under the UGC act 1956 in 1994, GCSM is accredited with an A+ Grade by NAAC and holds ISO certification. The college fosters a spirit of entrepreneurship and self-reliance among students, delivering need-based education to meet the demands of a globalised world.

Government College for Women (Autonomous), Srikakulam

Established in 1968, the Government College for Women is committed to becoming the premier educational destination for young women, dedicated to generating and disseminating knowledge. With a vision to empower women through exclusive learning experiences in Science, Arts, Commerce, and other areas, the college aims to contribute to societal well-being and humanity's advancement. It offers a diverse range of graduate and postgraduate programs to foster knowledge, critical thinking, and professionalism. The institution prioritises elevating student standards through regular curriculum updates and instilling values such as self-discipline, teamwork, and social responsibility through active participation in various activities.

Arunachal Pradesh: Papum Pare

Hills College of Teacher Education, Lekhi, Papum Pare

Hills College of Teacher Education in Lekhi, Arunachal Pradesh, is a premier private institution dedicated to advancing and elevating 'Teacher Education' in the state. Since its establishment in 2006, the college has earned permanent affiliation from the Rajiv Gandhi Central University, Arunachal Pradesh, and recognition from ERC, NCTE, Bhubaneshwar, and RCI, New Delhi. Offering three distinct courses, namely BEd, BEd Special, and MEd, the institution actively promotes innovation and research in Teacher Education. Through initiatives like action research, work-experience activities, field studies, seminars, and collaborative efforts with trainees and educators, the college contributes to the development of indigenous teaching-learning materials.

Assam: Kamrup

Jawaharlal Nehru College, Boko, Kamrup

Jawaharlal Nehru College is a premier college nestled in the southern part of Kamrup district. Established in 1964, the college has a glorious history spanning nearly 60 years. The college shows unwavering committment to the pursuit of knowledge dissemination, preservation and generation. The college has been re-accredited with Grade B++ by NAAC in 2023 and has received the star status grant from the Department of Biotechnology, Government of India, under the star college scheme. Since 2014, the Education Department of the college has been participating in the ASER survey.

Pub Kamrup College, Baihata Chariali, Kamrup

Founded in 1972 in Baihata Chariali, Kamrup, Pub Kamrup College is dedicated to offering inclusive, high-quality education to students. Begining with an undergraduate course in Arts, the college later started to offer undergraduate courses in science as well. Currently, it provides diverse programs such as undergraduate courses in Arts and Sciences, BBA, BCA, BVoc in Food Processing and Quality Management, Information Technology, and postgraduate courses in Physics, Zoology, Computer Science, and Biophysics. The college is equipped with 64 regular teachers and has been accredited with NAAC's B++ Grade with a CGPA of 2.80 in January 2023.

Bihar: Muzaffarpur

College of Teacher Education, Turki, Muzaffarpur

Situated in Kurhani block, Muzaffarpur district, Bihar, the College of Teacher Education, Turki, was established in 1950. The college currently offers two-year BEd and MEd courses. Guided by principal Dr. Emteyaz Alam, the college witnessed a history of 42 principals and excels in teacher education. The campus features eco-friendly facilities, including academic spaces, hostels, a library, science and language labs, an ICT lab, conference room, reading hall, and scenic parks.

Chhattisgarh: Gariaband

Institute of Technology and Sciences, Gariaband

The Institute of Technology and Sciences, Gariaband, has been a leading educational institution in central India since 2006, committed to providing high-quality education and training in resource-deficient areas with enthusiasm and dynamism. It stands as one of the region's finest academic institutions, renowned for research, state consultations, and continuous education. Affiliated with the Secondary Education Board and Pandit Ravishankar Shukla University, Raipur, the institute currently offers undergraduate and diploma programs in education.

Gujarat: Mahesana

Shri Sarvajanik BSW & MSW College, Mahesana

Established by the Shri Sarvajanik Kelvani Mandal Trust in 2011, the college is a reputed institution offering both Bachelors' and Masters' courses in social work. Shri Sarvajanik Kelvani Mandal Trust was founded in 1955 and has been dedicated to the promotion of school and higher education. Shree Sarvajanik BSW & MSW College has been a partner for the ASER survey since 2011. This year, students of both MSW and BSW courses participated as volunteers for ASER 2023.

Haryana: Sirsa

Chaudhary Devi Lal University, Sirsa

Established in 2003, Chaudhary Devi Lal University, Sirsa, is a recognised institution by the University Grants Commission, eligible for Central Assistance under Section 12 (B) of the UGC Act. CDLU envisages, as its central purpose, the 360-degree transformation of young minds, through the dissemination of quality education, research and innovations, into a vibrant civilised society. The university is dedicated to delivering high-quality education in diverse fields, including Science, Engineering, Commerce & Management, Humanities, Social Sciences, Law, and Education. Committed to excellence, CDLU ensures contemporary social relevance in education, as evident in the active participation by its Education Department in the ASER 2023 survey.

Himachal Pradesh: Kangra

District Institute of Education and Training, Kangra

Established in 1954, the District Institute of Education and Training (DIET) in Kangra, located at Dharamshala, is a distinguished training institute for elementary education. Initially founded as a co-educational institute for teacher training in 1982, it attained the status of DIET in 1989, offering the NCTE-approved D EI Ed course. Renowned for its teacher training programs catering to both pre-service and in-service teachers, the institute boasts a dedicated faculty. With state-approved 100 seats per session, it accommodates 200 students annually.

Minerva College of Education, Indora, Kangra

Minerva College of Education prioritises involving its teachers in research addressing pivotal educational and social issues. Their commitment extends to providing various opportunities for professional growth, adapting to the local and regional educational needs. As a dynamic and rapidly growing institution, their role is not only restricted to university-level education but also aids in contributing to the social and economic development of the region. The college offers diverse professional development programs, including B Pharmacy, D Pharmacy, BCA, PGDCA, BA, BSc, BCom, MSc, and Nursing. Additionally, the BEd department participated in the ASER 2023 survey, reflecting dedication to comprehensive educational evaluation.

Jammu and Kashmir: Anantnag

Human Welfare Foundation, Anantnag

Founded in 2003, the Human Welfare Foundation aims to enhance livelihoods, particularly in rural areas of District Anantnag, Jammu and Kashmir, where essential resources and opportunities are limited. The organisation is dedicated to uplifting lives by offering sustainable livelihood options and emphasising educational projects to address the challenges faced by children who have dropped out of schools. Collaborating with local schools and communities, the foundation provides resources and support to empower these students, ensuring they receive the education necessary for a brighter future. The primary focus remains on creating positive and lasting impacts on the lives of individuals in rural communities through holistic and sustainable initiatives.

Jharkhand: East Singhbhum

Baharagora College, Baharagora, East Singhbhum

Established in 1969 through the dedicated efforts of influential figures in Baharagora, Baharagora College stands as a prominent educational institution offering undergraduate, postgraduate, and BEd courses. Affiliated with Kolhan University, Chaibasa, the college holds a 'B' Grade accreditation from NAAC Bengaluru. Nestled at the tri-junction of Jharkhand, West Bengal, and Odisha states, the college, with a rural backdrop, reflects the rich cultural heritage of the region. Notably, Baharagora College plays a crucial role in shaping the educational landscape and its BEd Department actively participated in the ASER 2023 survey.

Karnataka: Mysuru

District Institute of Education and Training, Mysuru

Nestled in the heart of the heritage city of Mysuru, the District Institute of Education and Training (DIET) has a rich history dating back to 1883. Originally established as "Raja's Pre School" by the Mysuru Kings, it evolved into a center for higher education in both English and Vernacular languages in 1885. The magnificent Vasantha Mahal, once the summer palace of the Maharaja, now houses DIET Mysuru. Spread across 13.27 acres of expansive heritage buildings, DIET Mysuru continues its legacy as a hub for educational excellence with a blend of historical significance and modern learning environments.

Government Maharani's Women's Teacher Training Institution, Mysuru

Founded on the visionary principles of the esteemed Raja of Mysuru, Nalwadi Krishna Raja Wadiyar, Maharani's Women's High School was established to lay the groundwork for the education of girls. Recognising the pivotal role of teacher education, particularly for women, Maharani's Women's Teachers Training Institute was inaugurated in 1928. Nestled in a dedicated women-centric campus, alongside a Girls PU College and High School, the institution offers a stress-free learning environment. The instituition which is going to commemorate its centenary year of establishment, consists of three Group C cadre teachers, eleven gazetted class B cadre lecturers and is led by a principal of Group A cadre.

Kerala: Ernakulam

Jai Bharath Arts and Science College (JBASC), Perumbavoor

Established in 2002, Jai Bharath Arts & Science College in Arackapady, Perumbavoor, is an institute committed to providing world-class career-oriented education and training. The college is affiliated to MG University, Kottayam and currently offers 7 postgraduate and 12 undergraduate courses. Their Master of Social Work (MSW) program aims to groom committed and dynamic youth capable of imparting participatory development at community, government, non-government and policy levels, so as to the contribute to overall progress of the country. The vision of the department is to promote social justice and equality by engaging in social work education, research and committed social action to transform the youth as catalysts of social change.

Mar Elias College, Kottapady, Ernakulam

Mar Elias College, Kottappady, is a private self-financing Christian Minority institution offering Arts and Science education since its establishment in 2006. Affiliated with Mahatma Gandhi University, Kottayam, the college achieved a notable B++ Grade accreditation from NAAC in June 2023. The college offers 8 undergraduate and 3 postgraduate programs. The Department of Social Work, inaugurated in 2012, spearheads community-focused initiatives, including research projects, development endeavors, social surveys, intervention programs, and extension activities. By integrating the value of education through community service, the college prioritises holistic learning experiences and actively contributes to the needs of the local community.

Madhya Pradesh: Bhopal

The Bhopal School of Social Sciences, Bhopal

Founded in 1972 by the Archdiocese of Bhopal, the Bhopal School of Social Sciences (BSSS) embodies a radical approach to education, ensuring equal opportunities for all societal segments and balancing rural-urban dynamics in India. Spanning 20 acres at a prime Bhopal location, the institution houses 11 departments offering multidisciplinary undergraduate and postgraduate programs. Achieving an A+ Grade in NAAC's fourth cycle in 2022, BSSS attained Autonomous Status in 2013, extended in 2019. With a decentralised administrative approach, the college actively engages in consultancy and developmental projects, collaborating with NGOs and government bodies. Marking its 50th year, the institute introduced a cutting-edge MBA program, BSSS-Institute of Advanced Studies.

Madhya Pradesh: Jabalpur

Institute of Advanced Studies in Education (IASE), Jabalpur

Established in 1889, the Institute of Advanced Studies in Education (IASE), Jabalpur, stands as one of India's oldest teacher training institute, paralleling the inception of the country's schooling system in the nineteenth century. Recognised as a pioneer in teacher education, it received the esteemed status of Institute of Advanced Studies in Education in 1998, aligning with the recommendations of the 1986 New Education Policy for the upgradation of teacher training colleges. Having witnessed the evolution of teacher education for over a century, the institute is now poised for new responsibilities and tasks, embodying its enduring commitment to advancing educational excellence as IASE.

Xavier Institute of Development Action and Studies (XIDAS), Jabalpur

Founded in 1995, the Xavier Institute of Development Action and Studies stands as a premier institute in Madhya Pradesh, offering a range of diploma and postgraduate courses. Renowned for its MBA/PGDM programs, the institute offers specialisation in Rural Management, allowing students to gain proficiency and expertise in this domain. Recognised by approving bodies like AICTE, the institute provides affordable courses with 60 seats, promoting accessibility and enabling students to acquire knowledge and skills in their chosen field.

Maharashtra: Nanded

School of Social Sciences, Swami Ramanand Teerth University, Nanded

Swami Ramanand Teerth Marathwada University, Nanded was established on September 17, 1994 by the Government of Maharashtra. The University caters to the southern part of the Marathwada region of Maharashtra covering four districts namely, Nanded, Latur, Parbhani and Hingoli. The university holds UGC's 2(f) and 12(B) recognition, earning acclaim at state, national, and international levels for academic, research, innovation, and extension activities. The university has been re-accredited by NAAC with 'B++' grade and a CGPA of 2.96. Their School of Social Science department participated in ASER 2023 survey.

Meghalaya: East Khasi Hills

Martin Luther Christian University (Shillong Campus), East Khasi Hills

Martin Luther Christian University (MLCU) stands as the first pioneering Christian University in Meghalaya. The MLCU Act was published on July 13, 2005, and the first batch of students was admitted in July 2006. Named after the eminent church reformer Martin Luther, the institution envisions providing Christian education and values for societal betterment, particularly among the youth and Christian community. Rooted in the local culture, MLCU aims to transform society by addressing issues like unemployment, poverty, health, education, and development. Recognised by the State Legislature of Meghalaya, MLCU is empowered to confer degrees under Section 22 of the UGC Act. Their School of Social Work and Sociology Department participated in ASER 2023 survey.

Mizoram: Aizawl

Department of Education, Mizoram University, Aizawl

Established in 1980 with a one-year MEd program, the Department of Education, Mizoram University, Aizawl, underwent transformations, introducing a two-year MEd program in 1985-86, eventually replaced by the current MA Education program with four semesters. Additionally, PhD and MPhil programs were initiated, and in 2013, UGC sanctioned the establishment of the School of Education. The Department, slated to be upgraded to the School of Education, awaits MHRD approval, with resolutions from all statutory bodies in place. Further expansions include the commencement of a two years BEd program in 2016-17 and a two years MEd program from the academic session 2018-19.

District Institute of Education and Training, Aizawl

Originally established in 1953 as the Junior Basic Training Centre (JBTC) for untrained primary school teachers, District Institute of Education and Training (DIET) Aizawl underwent several transformations. In 1974, it merged with the Normal Training School for untrained middle school teachers, becoming the Under Graduate Teachers Training Institute (UGTTI). The institute evolved, changing its name to the Teacher Training Institute (TTI) in 1980, and finally, achieving the status of the District Institute of Education and Training (DIET) in 1988. Situated in the northern part of Aizawl City at Chaltlang, DIET annually admits 120 pre-service Student Teachers for the Diploma in Elementary Education (D El Ed) program and 50 for the Bachelor of Education (BEd) program.

Nagaland: Kohima

Nagaland University, Meriema Campus, Kohima

Established in 1989 by an Act of Parliament, Nagaland University is a Central University with its headquarters at Lumami, Zunheboto. Its other campuses are spread across the state - in Kohima, Medziphema, and Dimapur districts. The expansive Kohima campus, sprawling over 240 acres in Meriema, approximately 10 kms from the city center, accommodates 11 departments and 2 centers. Serving a diverse academic community, the campus caters to approximately 1,000 postgraduate and doctoral students, along with research scholars, fostering a dynamic and enriching educational environment in the picturesque region of Nagaland.

Kohima Science College, Jotsoma, Kohima

Established in 1961, Kohima Science College, Jotsoma, has evolved into Nagaland's sole autonomous government PG College, achieving Grade A accreditation in 2011 (1st cycle) and 2017 (2nd cycle) with impressive CGPAs of 3.05 and 3.42 by the UGC National Assessment and Accreditation Council (NAAC). Offering 12 undergraduate, 7 masters, and 5 PhD programs, the college has successively been affiliated with Guwahati University, North-Eastern Hill University, and Nagaland University. Committed to fostering science education, the institution emphasises holistic development, providing diverse co-curricular opportunities through Students' Union, NCC, NSS, Science Club, Nature Club, and Literary Club to nurture leadership skills and overall growth.

Odisha: Sambalpur

Department of Economics, Sambalpur University, Burla, Sambalpur

Established on December 10, 1966, through the Sambalpur University Act, the institution fulfilled the aspirations of Western Odisha for a dedicated university. Operational since January 1, 1967, with Prof. Parsuram Mishra as the inaugural Vice Chancellor, the university's territorial jurisdiction spans six districts in Odisha. Hosting 25 post graduate Departments, Sambalpur University offers a spectrum of programs, including postgraduate, doctoral, and postdoctoral. The university, accredited with an 'A-Grade' by UGC (NAAC) in its third Cycle, is dedicated to fostering a transformative educational environment for global competitiveness in Liberal Arts, Sciences, and Professional Studies.

Punjab: S. A. S. Nagar

Department of Economics, Panjab University, Chandigarh

Established in 1882, Panjab University in Chandigarh, India, is a prestigious institution known for its academic excellence and vibrant campus life. Renowned for offering a wide range of undergraduate, postgraduate, and doctoral programs, the university fosters a diverse and inclusive learning environment. Embodying a dedication to research, innovation, and holistic development, Panjab University remains a cornerstone in higher education, nurturing leaders across diverse fields. The Department of Economics at Panjab University serves as a guiding force for teaching, research, and academic brilliance. Faculty members, extending beyond teaching roles, actively contribute to publications and lead projects sponsored by central and state governments, exemplifying a commitment to professional excellence and moral values.

Rajasthan: Bhilwara

Shri Shivcharan Mathur Vikas Evam Seva Sansthan, Bhilwara

Established in 1984 under the affiliation of Rajasthan University, Jaipur, Smt. Narayani Devi Verma Women Teacher's Training College has evolved into a distinguished institution. It is affiliated to Maharshi Dayanand Saraswati University, Ajmer. Nestled in a serene location, the campus provides an ideal atmosphere for education. Additionally, Shri S.C.M. Institute of Management & Technology, initiated in 2010, fulfills the founder's vision of delivering quality, value-based professional education in management. Recognising the demand for tech-savvy managers in the evolving Indian industrial landscape, the institute has emerged as a premier institution in the field of professional education.

Tamil Nadu: Perambalur

Christian College of Education (BEd), Perambalur

Founded in 2008 by Dr. M. Christopher, Christian College of Education (11501) stands as a Co-Educational Institution in Venkadesapuram, Perambalur District, Tamil Nadu. Recognised by NCTE, SRC, Delhi, and affiliated with TNTEU, Chennai, the college is dedicated to cultivating professionally competent teachers. The aim is to empower educators for effective roles, elevate their professional and social standing, and instill a strong sense of commitment. Led by Dr. C. Mithra, the principal, the institution fosters holistic development through academic pursuits and encourages active student participation in initiatives like ASER, Swaccha Special Campaign 3.0, Fit India Movement, Nayi Chetna 2.0, and various other societal welfare programs.

Telangana: Khammam

Government Degree College, Bhadrachalam, Khammam

Established in 1980, Government Degree College, Bhadrachalam, stands as one of the largest institutions in the agency area of Telangana. Over four decades, the college has put relentless efforts in imparting quality education, employing participatory teaching methodologies and pedagogical tools to shape students' personalities. Holding ISO 9001 and NAAC certificates, the college provides ICT facilities and offers a diverse range of courses in Arts, Humanities, Social Science, Science, Commerce, Computer Application, and IT. The students of BA 2nd and 3rd-year actively participated in the ASER 2023 Survey.

KV Ramana Memorial Degree College VR Puram, Khammam

Established in 2012, KV Ramana Memorial Degree College, VR Puram, situated in the Rajeev Gandhi Centre, VR Puram, Khammam, Telangana, is a private unaided institution. Affiliated with Kakatiya University, Warangal, a renowned State Public University regulated by the University Grants Commission, the college offers undergraduate courses in Arts (BA), Commerce (BCom), and Science (BSc). The institution serves as a hub for academic excellence. The students of BA 2nd and 3rd-year actively participated in the ASER 2023 Survey.

Tripura: South Tripura

Organisation for Rural Survival, Belonia, South Tripura

Established in 1995, the Organisation for Rural Development and Sustainability (ORS) is a non-profit organisation situated in Belonia, south district of Tripura, with a vision of fostering a healthy society. Initially serving within the district, ORS has expanded its reach across the state, collaborating with various government and non-government bodies like the Ministry of Social and Women and Child Department, NABARD, CIF, Pratham Education Foundation, and VHAT. Since 2013, ORS, in partnership with Pratham Education Foundation, Delhi, participates in the ASER survey to enhance rural education.

Uttar Pradesh: Hathras

District Institute of Education and Training, Hathras (Mahamaya Nagar)

The District Institute of Education and Training (DIET) in Mahamaya Nagar serves as a pivotal center for educational guidance and innovation within the district. Functioning as a hub for research and experimental initiatives in education, DIET plays a crucial role in training

teachers through innovative programs. Offering a 2-year D EL Ed training, DIET, Hathras (Mahamaya Nagar) goes beyond pre-service training, providing subject-based, skill-oriented, and competency focused training to primary and upper primary school teachers. Additionally, DIET conducts training sessions for Shiksha Mitras, BRC and NPRC coordinators, anganwadi workers, and village education committees, contributing significantly to the educational landscape through its multifaceted functions.

Uttar Pradesh: Varanasi

Department of Social Work, Mahatma Gandhi Kashi Vidyapith, Varanasi

Established on August 15, 1947, the Department of Social Work at Mahatma Gandhi Kashi Vidyapith, Varanasi, traces its roots to the Institute of Social Sciences, later renamed as the School of Social Work. This initiative, envisioned by the Governing Council of Kashi Vidyapith post-independence, aimed to cultivate devoted and competent social welfare professionals for nation-building. Pioneering in its field, the School of Social Work was the second institution in India, following the Sir Dorabji Tata Graduate School of Social Work in Bombay (1936), to provide professional social work training to graduate students. Remarkably, it initiated the first PG programme in social work in India.

Uttarakhand: Tehri Garhwal

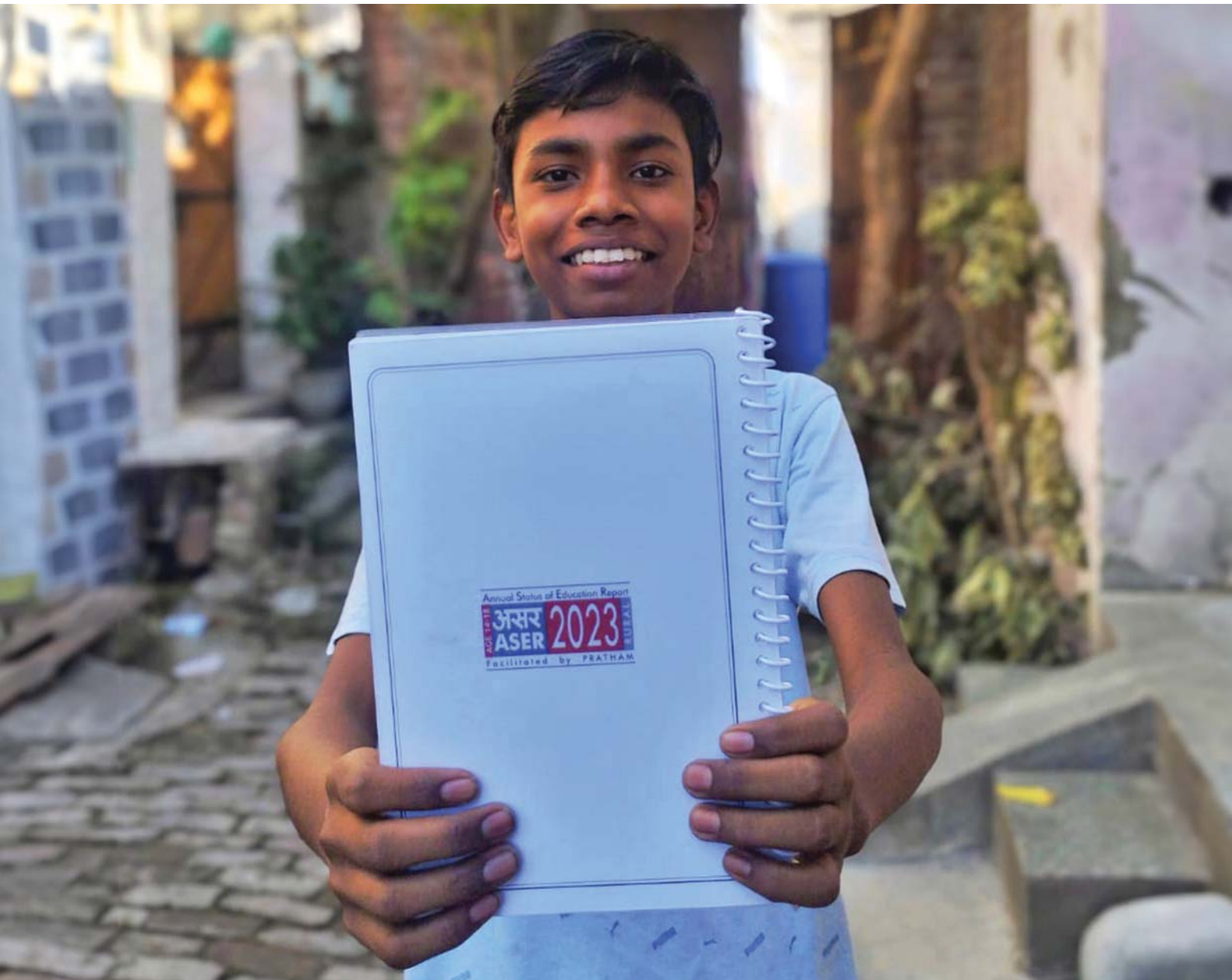
H.N.B Garhwal University, S.R.T. Campus Badshahi Thaul, Tehri Garhwal

Situated amidst the eco-friendly and serene surroundings of Badshahi Thaul, Tehri, the S.R.T. Campus is one of the three campuses of Hemvati Nandan Bahuguna Garhwal Central University. Named in honor of the revered Indian monk, philosopher, mathematician, and poet, Swami Ram Teerthji (1873-1906), the campus provides an ideal environment for diverse branches of knowledge, both traditional and vocational. Established in 1969 as Tehri's first government degree college, it has evolved from a government degree college to a constituent college, then a campus of Garhwal University, and finally transforming into a central university campus in 2009.

West Bengal: Cooch Behar

Department of Education, Cooch Behar Panchanan Barma University, Cooch Behar

Established on August 16, 2012, by the Government of West Bengal, Cooch Behar Panchanan Barma University pays tribute to the esteemed social reformer Thakur Panchanan Barma. Renowned as Thakur Panchanan and Roy Saheb, he was a Rajbanshi leader and reformer from Cooch Behar. The University, committed to promoting equity, excellence, and quality in higher education, houses the Department of Education, which has been integral since its inception. With a focus on instilling scientific temperament, a research-oriented mindset, service spirit, and value-based education, the department offers Master of Arts (MA) in Education, along with research programs like MPhil and PhD.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