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

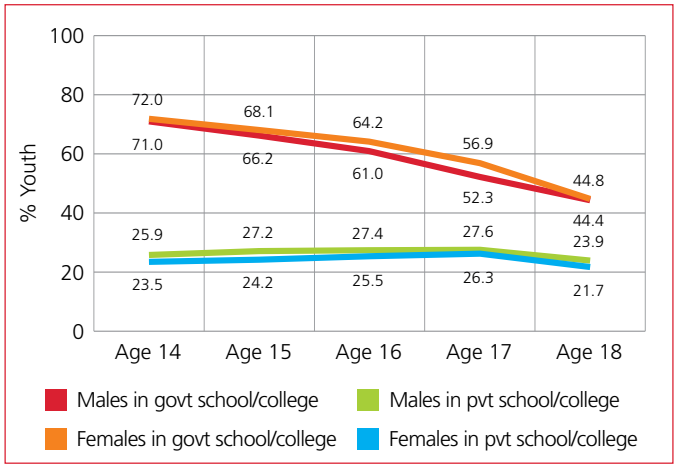


Chart 2: % Youth currently not enrolled in school or college, by age and sex

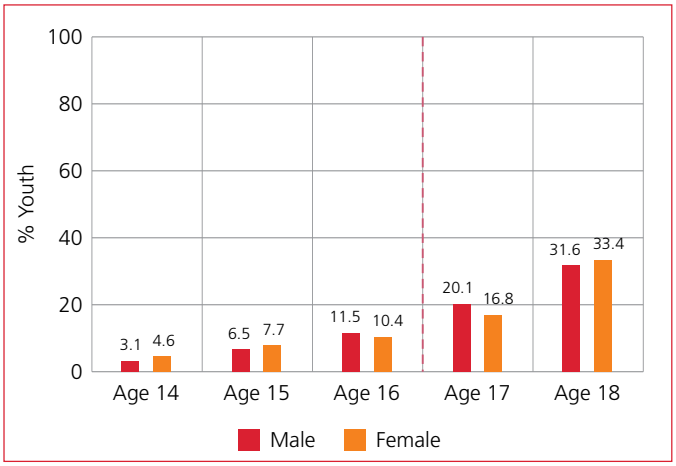


Table 2: Reasons for discontinuing education, by sex (%). Age group 17-18 years

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

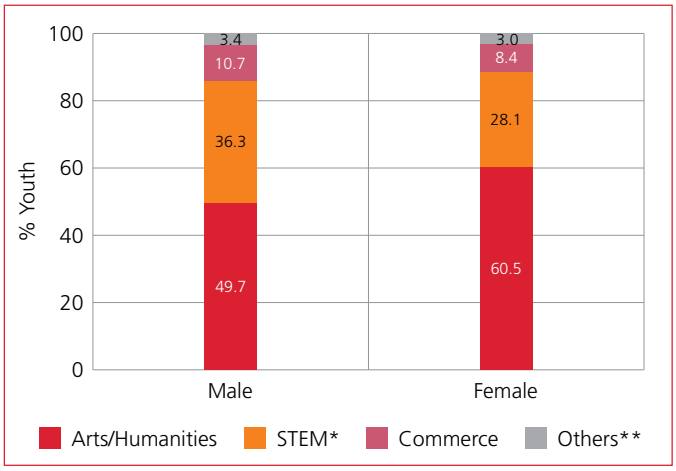


Table 5: % Youth enrolled in Std XI or higher, by institution type and choice of stream

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

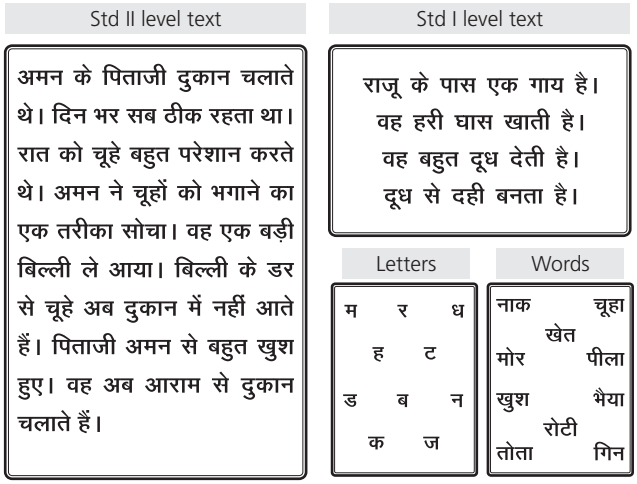
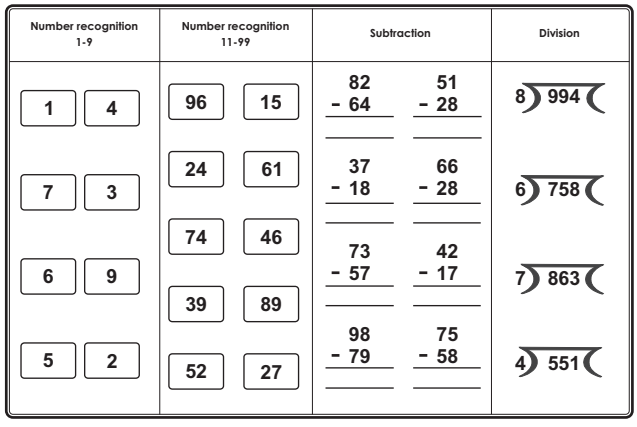


Table 12: % Youth who can do at least division (ASER arithmetic test), by enrollment status and sex

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

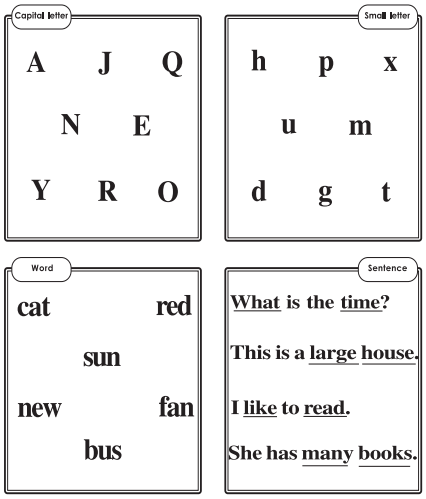


Table 14: Of those who can read sentences in English, % youth who can tell their meaning (ASER English test), by enrollment status and sex

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

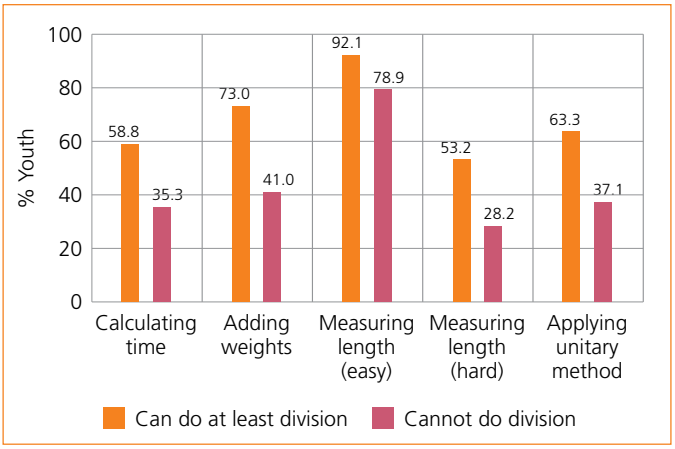
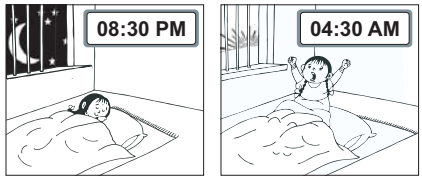


Table 18: Of those enrolled in Std XI or higher, % youth who can do everyday calculations, by stream

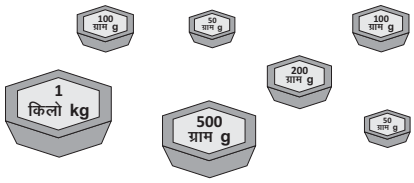
Stream	Calculating time	Adding weights	Measuring length (easy)	Measuring length (hard)	Applying unitary method
Arts/ Humanities	48.7	61.8	87.4	39.4	50.3
STEM	62.0	73.2	93.0	59.7	64.1
Commerce	56.9	71.3	93.3	57.1	64.2
All	54.0	66.3	89.8	48.0	56.2

CALCULATING TIME



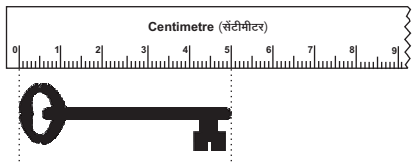
If this girl sleeps at this time at night and wakes up at this time in the morning then for how many hours does she sleep?

ADDING WEIGHTS



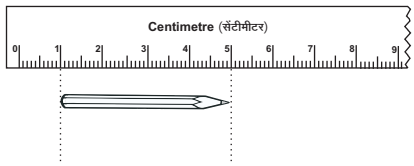
What is the total weight shown in this picture? Add and give the answer in kilogram.

MEASURING LENGTH (EASY)



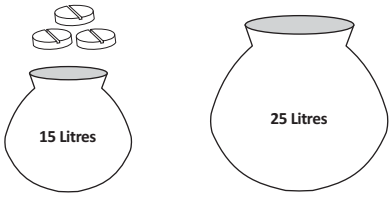
Using the scale shown, measure the length of the key. Give the answer in centimetre.

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

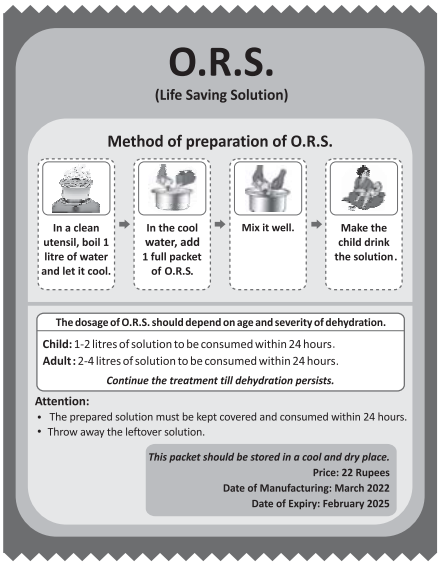
Enrollment status	Can answer at least 3 out of 4 questions	Cannot answer at least 3 out of 4 questions	Total
Std X or below	62.1	37.9	100
Std XI or Std XII	72.0	28.0	100
Undergraduate or other	78.2	21.8	100
Not enrolled	45.7	54.3	100

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

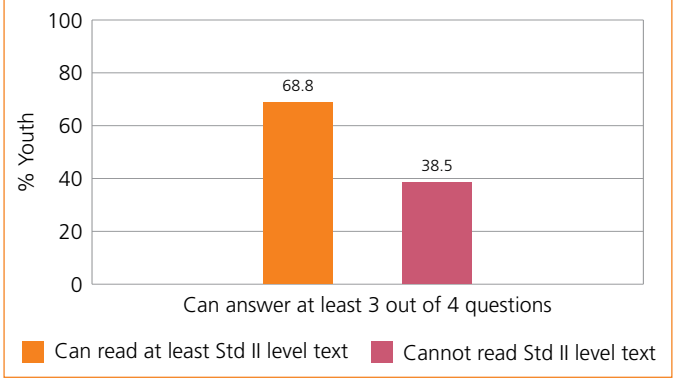
All youth were asked to read the instructions given on the O.R.S. packet shown below.



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.

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

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

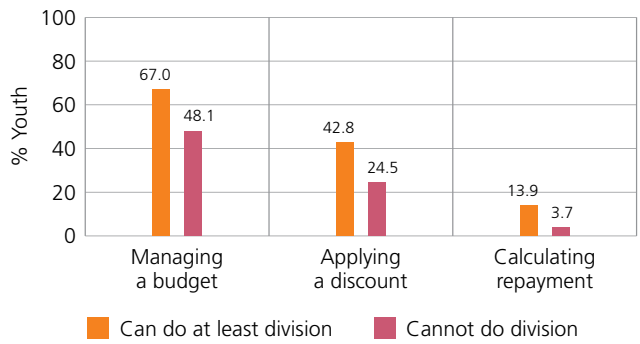


Table 26: Of those enrolled in Std XI or higher, % youth who can do financial calculations, by stream

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

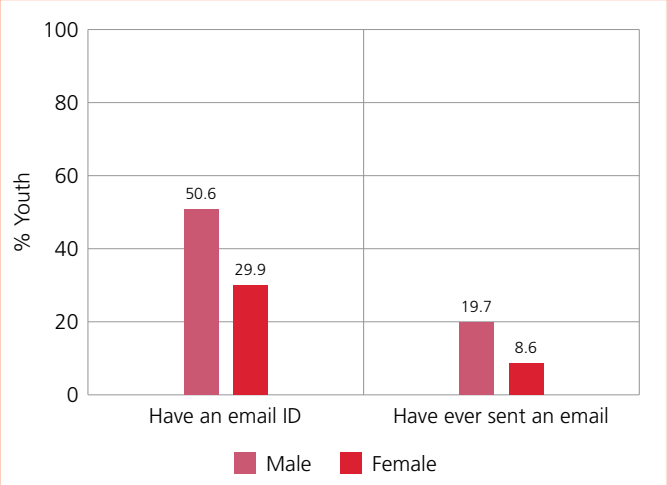


Table 31: % Youth who have an email ID and have sent an email, by enrollment status

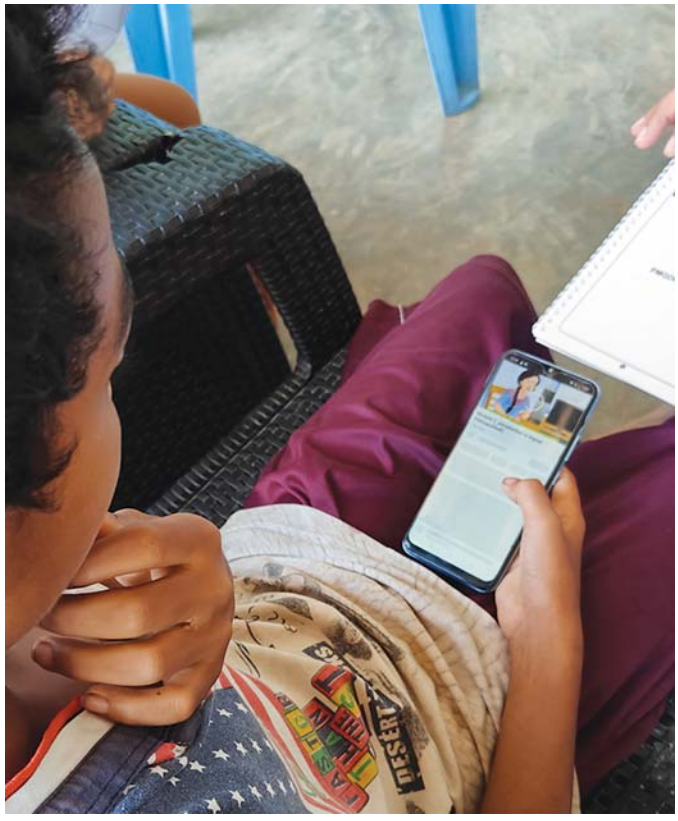
Enrollment status	% Youth who have an email ID	% Youth who have ever sent an email
Std X or below	28.0	8.4
Std XI or Std XII	55.4	20.3
Undergraduate or other	77.2	34.6
Not enrolled	32.4	10.3

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.
Data is not presented where sample size is insufficient.

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

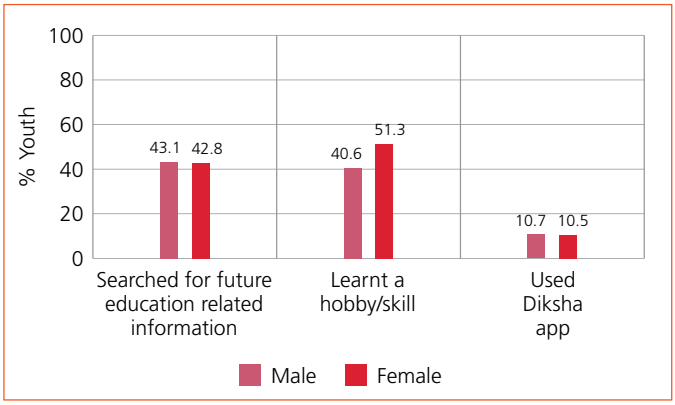


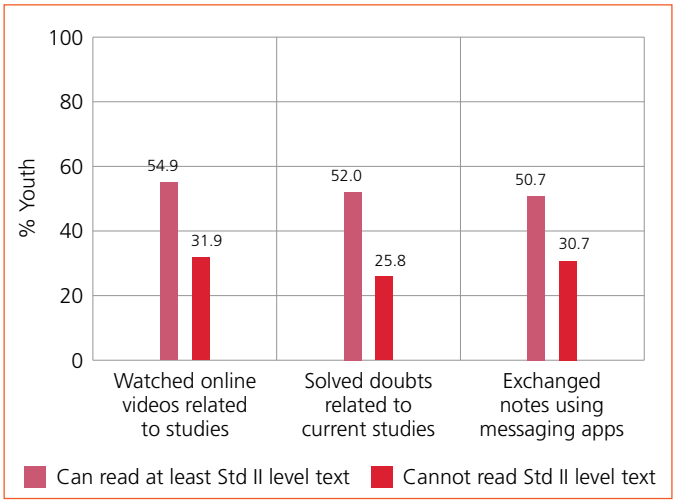
Table 35: % Youth who did education related activities on a smartphone in the reference week, by enrollment status

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.
Data is not presented where sample size is insufficient.

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

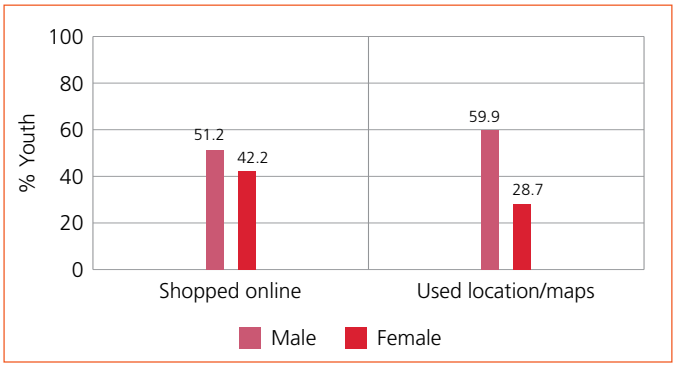


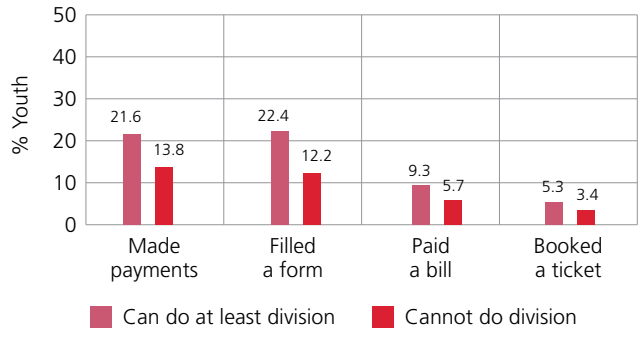
Table 38: % Youth who have ever accessed online services, by enrollment status

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.
Data is not presented where sample size is insufficient.

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

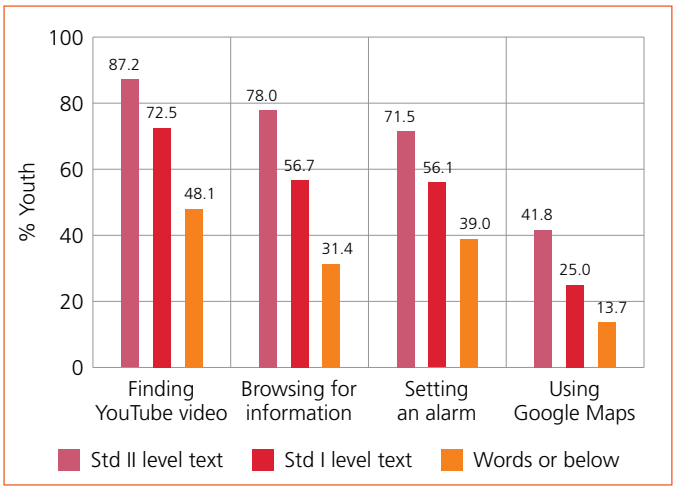


Table 45: Youths' self-reported use of Google Maps against their performance on Google Maps task (%)

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.

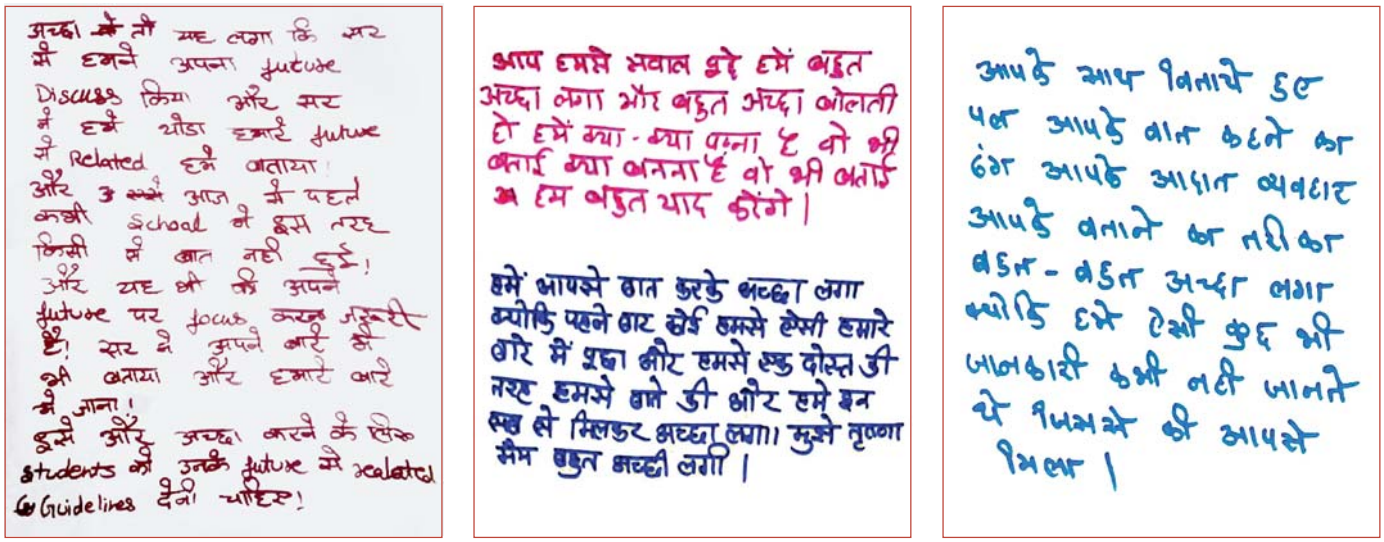


Figure 2: At the end of each FGD, the facilitator invited participants to write down their thoughts about the discussion. These are examples written by participants of three different schools in Solan (1), Sitapur (2), Dhamtari (3).

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 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
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.

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

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.

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

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.