



Education & Learning in Andhra Pradesh:

Preliminary Findings from the 2023-24 Young Lives Round 7 Survey

Introduction

For more than 20 years, Young Lives has followed two cohorts, born seven years apart, from infancy into early adulthood in Ethiopia, India (Andhra Pradesh and Telangana), Peru and Vietnam.¹ This factsheet presents preliminary findings from Round 7 of the Young Lives survey carried out in India in the state of Andhra Pradesh in 2023–24, when the Younger Cohort was 22 years old and the Older Cohort was 29. It provides an overview of the key education and learning outcomes underlining cohort comparison of the Younger Cohort at age 22 with the Older Cohort at the same age in 2016 and documenting the Younger Cohort progression from age 15 to 22. This cohort comparison, and the development over time for the Younger and Older Cohorts, will shed light on the progress toward achieving Sustainable Development Goal (SDG) 4.

Headlines

- Lower secondary and higher secondary school completion has improved among 22-year-olds over the last seven years.
- University enrolment has increased among 22-year-olds in 2023 compared to the Older Cohort at the same age in 2016.
- Early-life socio-economic disadvantages continue to predict educational outcomes, especially at higher secondary and university level.
- The gender gap in higher secondary education has narrowed, and there is no significant difference between Younger Cohort women and men aged 22 in university enrolment in 2023.
- Women who experienced child marriage or early motherhood by 19 continue to achieve the lowest education outcomes.
- Digital access has expanded rapidly, yet the digital divide persists, particularly by wealth, caste, and gender.
- More years of schooling and higher completion rates have not translated into an improvement in reading comprehension test performance among students between ages 15 and 22.
- Policies addressing educational quality are crucial, especially for young people from socio-economically disadvantaged backgrounds, to ensure formal education translates into lifelong learning and equitable opportunity.

¹ Round 7 took place in the Young Lives study sites in Ethiopia, India and Peru. On this occasion, data was not collected in Vietnam due to a change in government procedures on the international transfer of personal data

Key findings

- Substantial improvements in secondary school completion have been achieved in Andhra Pradesh. Comparing Older Cohort and Younger Cohort at age 22 between 2016 and 2023, lower secondary completion, increased from 78% to 88%, and higher secondary completion increased from 60% to 69%.
- Marked progress in gender parity at the secondary level: there is no significant difference between 22-year-old Younger Cohort women and men in secondary and higher secondary school completion as well as in completing higher secondary level at normative age.
- University enrolment has increased notably, with 59% of 22-year-olds in 2023 having ever enrolled, up from 47% in 2016. This trend is observed across gender, caste, and wealth groups, though disparities remain. However, current rural-urban differences have widened significantly.
- Early-life socio-economic conditions continue to shape educational trajectories. At age 22, 78% of the Younger Cohort from the top tercile and 41% from the bottom tercile had enrolled in university. The lowest enrolment was seen amongst Scheduled Tribes (40.7% of the Older Cohort in 2016 and 40.8% of the Younger Cohort in 2023).
- Women who married before legal age or had children at an early age achieved lowest educational outcomes. Only 30% of the women who married before legal age of 18 years or had a child by age 19 completed higher secondary education, compared to 74% of women who had married or became mothers at a later age.
- Digital inclusion has expanded significantly, especially among the Younger Cohort. Frequent internet usage among 22-year-olds from the poorest households increased over seven years from 24% amongst the Older Cohort (2016) to 83% amongst the Younger Cohort (2023). However, computer use is limited even among the wealthiest.
- Learning outcomes have not kept pace with years of schooling. Reading comprehension test performance has declined between ages 15 and 22 among the Younger Cohort, indicating a disconnect between years of schooling and reading comprehension.
- Women who married before the legal age or had a child early in life, as well as those living in rural areas, historically disadvantaged social groups – Scheduled tribes and Scheduled castes and those with less-educated mothers face challenges in accessing higher education. Addressing these intersecting barriers is essential in achieving inclusive and meaningful educational progress.

The policy context of work and family lives in Andhra Pradesh

India's National Education Policy (NEP) 2020 envisions an equitable and inclusive higher education system aligned with SDG 4 - Quality Education, with a strong emphasis on multidisciplinary learning, skilling, and enhancing access and equity in higher education. The policy targets are, achieving a 100% gross enrolment ratio at primary and secondary levels by 2030, providing equal access to vocational training to eliminate gender and wealth disparities, and achieve universal access to quality higher education (Ministry of Human Resource Development, 2020).

Andhra Pradesh has demonstrated steady progress in its efforts toward achieving SDG 4 over time. In 2018, the

state was categorized as a “Frontrunner” in the SDG India Index in relation to SDG 4, reflecting stronger performance in indicators such as enrolment rates, learning outcomes, and access to school infrastructure. By 2023–24, Andhra Pradesh was classified as a “Performer”, with an SDG 4 score of 52, indicating that while progress continues, it has lost ground relative to other states.

Gross Enrolment Ratio in higher education among the 18–23-year-olds in Andhra Pradesh is 36.5% which is higher than India's general average at 28.4% in 2021–22. The gender parity index for higher education in Andhra Pradesh is 0.93 compared to 1.01 for All India (SDG India Index, 2023–24).

The Government of Andhra Pradesh has launched ‘AP IT and Global Capability Centres Policy 4.0- 2024-29’, a

futuristic policy aimed at revolutionising the state’s digital economy, focusing on enhancing digital skills, providing employment and human capital development (GO Ms No 9 dated 12/12/2024).

Methods

This factsheet draws on preliminary findings from Round 7 of the Young Lives study. The Younger and Older Cohorts have been tracked since 2002, when they were aged one and eight, respectively. Round 7 data collection in India took place between August 2023 and January 2024, involving interviews with 1725 participants, 1185 from the Younger Cohort and 540 from the Older Cohort. This represents 87.9% of the original sample from Round 1 (90.7% for the Younger Cohort and 82.2% for the Older Cohort). Participants from previous rounds who were not interviewed in Round 7 were excluded from the analysis.

The total sample for this factsheet pertains to those who were living in Andhra Pradesh in Round 1 and not those who live in Andhra Pradesh in Round 7. Participants were categorized based on gender, place of residence (urban or rural at the time of the survey), household wealth (top, middle, or bottom wealth tercile in 2002 as per Briones 2017), caste group, mother’s educational attainment, and early life transitions — including whether women were married before age 18 or had children by age 19, and whether men were married before age 21.

Education outcomes

Secondary school completion rates² have shown significant progress in Andhra Pradesh, comparing 22-year-olds from the Older Cohort in 2016 with the Younger Cohort in 2023. The share of youth completing lower secondary education (Grade 10) increased from 78% of the Older Cohort in 2016 to 88% of the Younger Cohort in 2023. Similarly, completion of higher secondary education (Grade 12) increased from 60% in 2016 to 69% in 2023. Over seven years, completion of higher secondary at the normative age³ (before 17–18) also improved from 56% in 2016 to 66% in 2023. This has increased considerably among women (53% to 68%) compared to men (60% to 65%). The average number of years of schooling also improved across cohorts from 10 to 11 years. There is no statistically significant difference between women and men in average years of schooling in 2023 (**Annex 1**).

The percentage of 22-year-olds who had ever enrolled in university increased notably in Andhra Pradesh from 47% in 2016 to 59% in 2023. Vocational or technical education enrolment has fallen by 7 percentage points from 20% in 2016 to 13% in 2023. A clear shift toward STEM (Science, Technology, Engineering, and Mathematics) is also visible, with 49% of 22-year-olds reported studying a STEM subject in 2023, compared to 23% in 2016, with no significant gender difference. Both women and men experienced a marked rise in those who ever studied STEM over seven years.

Early-life inequalities predict educational outcomes, particularly higher education enrolment by age 22. Inequality in access to university enrolments in 2023 is significant by current location with those living in urban areas having more access compared to rural (53% vs 73%); by wealth (41% bottom vs 78% top tercile); social category (ST 41% vs OC 75%), pointing towards socio-economic barriers. Moreover, those of Younger Cohort (22-year-olds) in 2023, whose mothers are not educated, have the lowest educational attainment compared to those with mothers with 10 years or more of education with the gap increasing with the level of education (**Annex 1**).

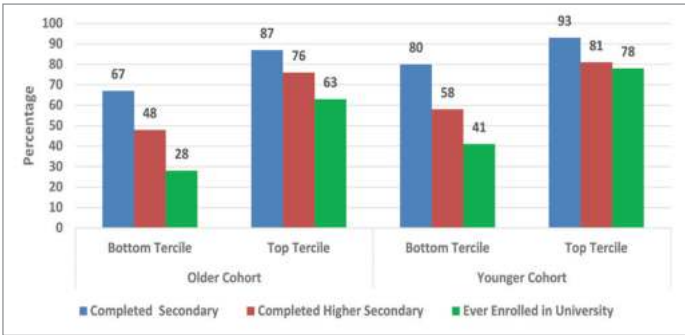
Despite increased secondary education enrolment and completion, disparities across wealth terciles remain significant. Among the top wealth tercile of the Younger Cohort at 22-year-old in 2023, 81% completed higher secondary education and 78% had enrolled in university compared to 58% and 41% respectively in the bottom tercile (**Figure 1**). Notably, individuals in the bottom tercile are disproportionately from Scheduled tribe and Scheduled caste groups, highlighting the intersection of socio-economic and social identity-based disadvantages in shaping educational outcomes in Andhra Pradesh.

Encouragingly, the 22-year-olds in 2023 show signs of significant improvement in some areas over seven years. In the bottom wealth tercile, higher secondary completion increased from 48% to 58% and university enrolment also improved, from 28% to 41%. Meanwhile, among the top tercile, university enrolment increased notably from 63% to 78% over 7 years in the Younger Cohort. Despite these gains, the university enrolment gap remains significant — at 37 percentage points between the top (78%) and bottom (41%) wealth terciles among the Younger Cohort in 2023 (**Figure 1**).

² Completion rate refers to whether participants had completed, Grade 10 or Grade 12 by the time they were interviewed. Ever enrolled in university/ vocational/technical refers to those that have ever been enrolled or completed university/vocational/technical by the time of the interview.

³ Following SDG Indicator 4.1.5, the intended age for a given grade is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade. In India, the official theoretical entrance age is 6 years old. By 15–16 years old, students are expected to have completed Grade 10, and by 17–18 they are expected to have completed Grade 12.

Figure 1. Education attainment of 22-year-olds (%)

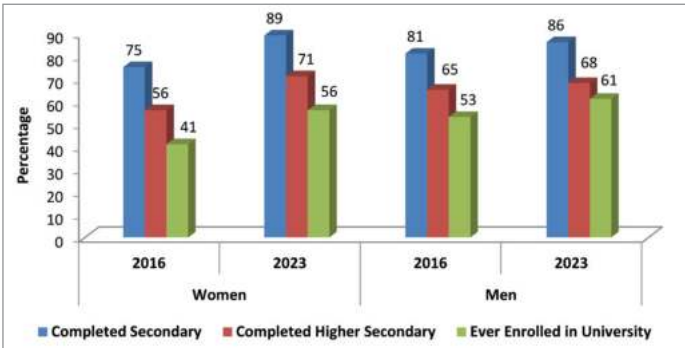


Note: Household wealth tertiles were calculated using the 2002 wealth index (Round 1); see Briones (2017) for more details.

The gender gap at secondary level has closed but women are still less likely to enrol in university though difference between men and women is not statistically significant Figure 2 highlights improvements in educational attainment for both women and men over time. In the Older Cohort, women lagged behind men across all levels of education, with a particularly wide gap in university enrolment (41% vs. 53%, a 12-percentage point difference). Over seven years, these gaps have narrowed in 2023 for the Young Cohort, with women's higher secondary completion exceeding that of males by 3%, and university enrolment rising to 56% compared to 61% for men - reducing the gap to 5 percentage points.

As pointed above, there is also progress in women completing higher secondary at normative level over seven years. These gains may have happened due to educational incentives and retention schemes like ‘Pelli Kanuka’, ‘Amma Vodi’, ‘Vasati Deevana’ and ‘Vidya Deevana’ encouraging adolescent girls to be in school or continue into higher education- directly and indirectly delaying age at marriage⁴.

Figure 2. Educational Attainment by Gender among 22-Year-Olds (%)



Note: Household wealth tertiles were calculated using the 2002 wealth index (Round 1).

Access to digital devices

Internet access has grown substantially but digital divide persists. The COVID-19 pandemic has accelerated India’s digital transformation making digital access a part of daily life. Although digital device proliferation and expanding internet access have enhanced connectivity globally, the persistent digital divide remains evident. Socio-economic disparities, rural versus urban access, and limited digital literacy contribute to inequality (Badiuzzaman et al., 2023; Hunter & Radoll, 2020). By using the recent data from the NSS 78th Round (2020–21) Chakradhar and Choudhary (2024) show that Andhra Pradesh falls into the category of medium-performing states in terms of gender disparities in ICT skills with an average gender gap of 13.6%.

While internet penetration has expanded considerably in recent years, a persistent digital divide shapes access and opportunity. Among the 22-year-olds, internet use increased substantially between 2016 and 2023.

It is interesting to note that only 39% of the Older Cohort frequently used the internet at the age 22 in 2016 while it has expanded to 85% at age 29 in 2023. During the same period there was not much improvement in using the computer (Table 1).

Table 1. Changes over time in usage of digital devices (%)

Usage of Digital device	Older Cohort		Younger Cohort	
	2016 (Age 22)	2023 (Age 29)	2016 (Age 15)	2023 (Age 22)
Frequently used internet	39.3	84.8	14.1	88.9
Used internet daily	30.5	84.3	6.0	87.2
Frequently used computer	24.7	27.0	11.2	28.8

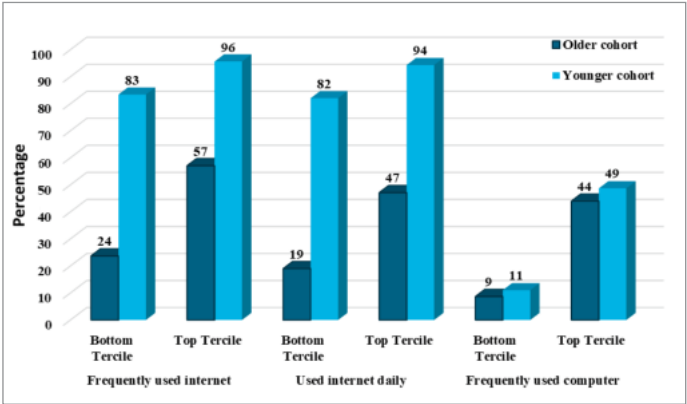
Notes: Table 1 displays the percentage of participants who have used internet and the computer frequently over their life (i.e. “many times in their lives”). To be consistent with the Round 7 survey, the responses in Round 5 as to whether participants have ever used the internet or ever used a mobile phone with internet access were combined. As for the daily use of internet, the survey question refers to “the last 12 months”. The question was only asked to those that ever used the internet many times in their life.

A majority of the Younger Cohort in the top tertile used the internet frequently (96%) compared to their counterparts in the bottom tertile (83%). Cross-cohort comparison reveals significant progress from 2016 to 2023 in the use of internet (either frequently or daily) across all wealth

4 Pelli Kanuka is a cash incentive scheme implemented since 2014, to girls married at completion of 18 years age aimed at delaying age at marriage. Amma Vodi scheme was started in 2020 with a cash incentive of Rs 15,000 per annum for mothers to send their children to school aimed at retaining girl children in school; Vasathi Devena provides maintenance charges to eligible college going students; Vidya Devena provides reimbursement of college fee to mothers of college educated youth. These were launched in 2019 and targeted at scheduled caste, scheduled tribe, backward classes, economically weaker sections, differently-abled, minority categories with family income less than 2.5 lakh per annum.

groups. However, computer use remains significantly lower in the bottom tercile with 9% of Older Cohort and 11% Younger Cohort ever using it at age of 22, while it hovered in the range of 44% to 49% in the top tercile for the Older Cohort and Younger Cohort over seven years (Figure 3).

Figure 3. Digital divide among 22-year-olds (Older Cohort and Younger Cohort)



Notes: See Table 1 note regarding the definition of ‘ever (frequently) used digital devices or internet daily’. Household wealth terciles were calculated using the 2002 wealth index (Round 1)

While wealth explains part of the disparity, gender and caste differences remain substantial though reduced by 2023. For instance, among the Older Cohort the gender gap in frequent use of the internet in 2023 is 19 percentage points while among the Younger Cohort it is slightly lower at 15 percentage points. Similarly gap between Scheduled Tribes and Other Castes among the Older Cohort in 2023 is 19 percentage points, while it is lower for the Younger Cohort at 8.5 percentage points. Women who experienced child marriage and early motherhood have an added disadvantage.

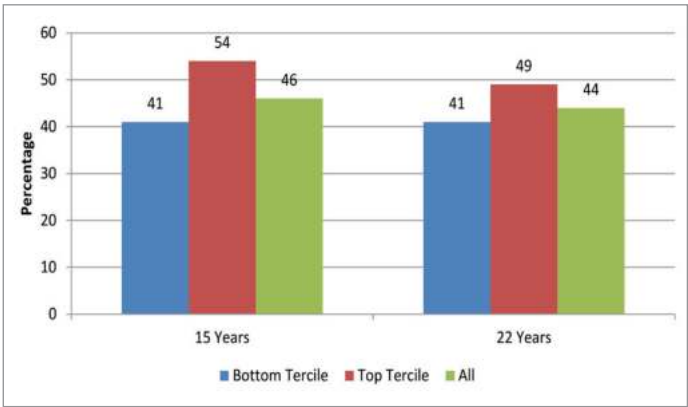
Learning outcomes

Young Lives has consistently administered a range of cognitive assessments to measure participants' learning outcomes. In Round 7, a revised version of the reading comprehension test administered in Round 5, designed specifically to evaluate text comprehension, was administered to the Younger Cohort. This enables the longitudinal tracking of their learning development over a seven-year period, providing valuable insights into educational progression and skill acquisition across formative years⁵.

Despite substantial progress in secondary school attainment, there is no improvement in reading comprehension among the Younger Cohort over time . Figure 4 reveals that on average the percentage of correct answers on the four common reading items asked to the Younger Cohort in 2016 and 2023, has fallen by two percentage points between ages 15 and 22. At age 22 reading comprehension amongst wealthier households declined by 5 percentage points compared to their performance at age 15. However the performance has been stagnant at 41% among poorer households over seven year period.

Figure 4. Results of reading comprehension test at age 15 and age 22, Younger Cohort (%)

Percentage of participants answered correctly four common items



Notes: To enhance comparability across rounds, this analysis is restricted to the four common items (questions) administered in Round 5 and Round 7. The sample was restricted to participants who were interviewed in both rounds, excluding illiterate participants.

Within the social groups the decline in reading comprehension is higher among Other Castes compared to Backward Classes, Scheduled Tribe and Scheduled Caste; and urban compared to rural cohorts. This reinforces the concern that years of schooling are not translating into improved learning outcomes. The decline in performance, irrespective of socio-economic groups, emphasises the need for an urgent policy focus on the quality of teaching and learning process in educational institutions. Without targeted interventions that bridge the gap between schooling and actual skill acquisition, the promise of education as a tool for social mobility remains unfulfilled.

5 In Round 7, the reading comprehension test included two texts with a total of 12 questions and was administered in Telugu. Out of the two texts questions, one of them had been previously asked, in round 5 and has 4 common questions. Two new questions were introduced in Round 7 to improve the difficulty and account for age-related differences. Although questions varied in difficulty, they tested intermediate to advanced literacy skills. At the intermediate literacy level, participants are able to understand the meaning of a simple written expression. At the advanced literacy level, participants are able to retrieve, interpret and reflect on ideas contained in everyday texts.

Conclusions and way forward

Efforts toward universalising school education have yielded substantial gains, with Andhra Pradesh demonstrating significant progress in higher secondary school completion and university enrolment over the past seven years. The Young Lives Round 7 findings reflect these advances, even in the face of COVID-19-related disruptions. Importantly, the state has succeeded in bringing more young people from disadvantaged backgrounds—especially women and those from Scheduled Castes and Scheduled Tribes—achieving universal secondary education level and also substantial gains at higher secondary level, reinforcing momentum towards achieving SDG4. Despite these achievements, critical gaps remain. The disparity in education attainments is particularly pronounced for women who experienced child marriage or early motherhood, most of whom come from socio-economically vulnerable backgrounds. These early-life transitions significantly constrain educational attainment and hinder progress toward achieving SDG 4.5, which aims to eliminate gender disparities in education.

Digital access has expanded considerably since the previous survey round, with notable improvements among the poorest households. However, the digital divide remains, particularly in access to computers. These gaps are

especially stark in terms of wealth, gender and Scheduled Tribe and women who experienced early motherhood and marriage. Given the centrality of digital literacy to 21st-century learning and labour markets, it is essential not only to expand access and use but also to ensure that digital inclusion translates into meaningful skill acquisition.

The decline in reading comprehension outcomes between ages 15 and 22 highlights a disconnect between schooling and learning. Participants demonstrated no improvement or decline in reading comprehension over seven years. These findings raise important concerns about the effectiveness of curriculum delivery and call for urgent interventions to meet SDG 4.1 and 4.6, focused on quality education and youth literacy.

Moving forward, education policy in Andhra Pradesh must prioritise two interconnected goals: enhancing learning quality and ensuring equitable access to post-secondary education and digital tools. Policy should focus on how digital access can lead to improvement in learning quality. Addressing these dual challenges—particularly for disadvantaged youth and women with child marriage and early childbirth will be critical for equipping the next generation with sound learning outcomes and technical skills needed to thrive in a changing world.



Annex 1. Schooling and learning outcomes for the Younger Cohort (YC) and Older Cohort (OC) at 22-year-olds in Andhra Pradesh

Description	Completed lower secondary (grade 10) (%)		Completed higher secondary (grade 12) (%)		Completed higher secondary at normative age		Average years of schooling (grade)		Completed or ever in vocational/technical (%)		Completed or ever in university (%)		Ever studied a STEM major?	
	OC (2016)	YC (2023)	OC (2016)	YC (2023)	OC (2016)	YC (2023)	OC (2016)	YC (2023)	OC (2016)	YC (2023)	OC (2016)	YC (2023)	OC (2016)	YC (2023)
Average of full sample	77.83	87.68	60.24	69.11	56.35	66.33	10.34	10.93	20.30	13.00	46.87	58.57	23.35	48.61
Gender														
Women	74.68	88.97	56.17	70.58	52.60	68.13	10.07	10.99	12.99	8.93	40.91	56.04	19.16	45.36
Men	81.27	86.48	64.66	67.75	60.42	64.66	10.63	10.88	28.27	16.78	53.36	60.91	27.92	51.63
Difference*, **, *** (t-test)	6.6	-2.5	8.5	-2.8	7.8	-3.5	0.56	-0.12	15.3***	7.8***	12.4 **	4.9	8.8	6.3
Area of residence - Round 1														
Rural	75.75	87.06	57.51	66.95	53.00	63.74	10.20	10.86	20.60	14.01	43.78	54.12	22.10	46.20
Urban	85.60	90.00	70.40	77.20	68.80	76.00	10.83	11.20	19.20	9.20	58.40	75.20	28.00	57.60
Difference*, **, *** (t-test)	9.8	2.9	12.9 **	10.2 **	15.8 **	12.3***	0.63	0.34	-1.4	-4.8	14.6 **	21.1***	5.9	11.4 **
Current area of residence														
Rural	75.93	85.99	58.06	65.75	53.60	62.63	10.17	10.80	21.34	14.37	44.42	52.69	22.58	45.63
Urban	82.58	91.71	65.17	77.14	62.92	75.14	10.74	11.24	16.85	9.71	53.37	72.57	25.28	55.71
Difference*, **, *** (t-test)	6.7	5.7 **	7.1	11.4***	9.3	12.5***	0.57	0.44 **	-4.5	-4.7	9.0	19.9***	2.7	10.1 **
Wealth Index in Round 1														
Bottom tercile	67.05	80.39	47.98	58.01	42.20	54.70	9.53	10.35	19.08	15.47	28.32	41.16	17.92	32.87
Middle tercile	77.97	89.30	56.39	68.14	52.86	64.65	10.29	11.00	19.82	12.33	47.58	56.05	16.74	46.51
Top tercile	87.43	92.53	75.92	80.67	73.30	79.12	11.13	11.41	21.99	11.34	62.83	77.58	36.13	65.46
Difference*, **, *** (t-test)	20.4***	12.1***	27.9***	22.7***	31.1***	24.4***	1.60***	1.07***	2.9	-4.1	34.5***	36.4***	18.2***	32.6***
Caste - Round 1														
Scheduled Castes (SC)	68.52	85.71	51.85	61.58	48.15	60.59	9.97	10.73	24.07	10.84	36.11	46.31	16.67	38.92
Scheduled Tribes (ST)	75.31	78.49	64.20	60.22	53.09	53.23	10.00	10.36	18.52	22.04	40.74	40.86	27.16	37.63
Backward Classes (BC)	77.86	89.57	55.72	70.02	53.14	67.60	10.19	10.99	16.61	12.10	45.02	61.27	18.82	50.09
Other Castes (OC)	87.02	91.89	74.05	79.54	71.76	77.61	11.14	11.38	25.95	10.04	63.36	75.29	35.88	61.00
Difference*, **, *** (t-test)	20.4 **	12.1 **	27.9 **	22.7 **	31.1 **	24.4 **	1.60 **	1.07 **	2.9 **	-4.1 **	34.5 **	36.4 **	18.2 **	32.6 **
Maternal education (R2)														
None	67.55	79.66	51.66	57.44	48.01	54.05	9.71	10.36	17.22	12.62	36.09	46.14	20.53	37.10
1 to 5 years	87.33	90.94	61.33	69.93	56.67	67.03	10.79	11.14	18.67	14.13	50.67	54.71	17.33	45.65
6 to 10 years	91.26	96.77	80.58	84.84	75.73	83.55	11.25	11.56	30.10	14.19	67.96	77.74	33.98	65.81
More than 10 years	91.30	98.18	86.96	94.55	86.96	92.73	11.61	11.93	39.13	7.27	86.96	98.18	65.22	85.45
Difference*, **, *** (t-test)	23.8	18.5***	35.3 **	37.1***	38.9***	38.7***	1.90 **	1.56***	21.9 **	-5.3	50.9***	52.0***	44.7***	48.4***
Early marriage/Par-enthood														
No early marriage/par-enthood	85.92	89.87	71.01	73.86	66.39	70.93	10.94	11.11	24.79	13.83	56.30	64.58	28.99	53.60
Early marriage/parent-hood	44.35	69.77	15.65	30.23	14.78	28.68	7.82	9.46	1.74	6.20	7.83	9.30	0.00	7.75
Difference*, **, *** (t-test)	-41.6***	-20.1***	-55.4***	-43.6***	-51.6***	-42.2***	-3.13***	-1.65***	-23.1***	-7.6	-48.5***	-55.3***	-29.0***	-45.8***
Number of children	591	1185	591	1185	591	1185	588	1171	591	1185	591	1185	591	1185

Notes: 1. Following SDG Indicator 4.1.5, the intended age for a given grade is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full time and had progressed without repeating or skipping grade. In India, the official theoretical entrance age is 6 years old. By 15–16 years old, students are expected to have completed Grade 10 and by 17–18 they are expected to have completed Grade 12.

2. The Young Lives wealth index is a composite index that reflects the welfare of household members in terms of the quality of the dwelling and access to basic services (see Briones 2017). Differences are significant at ***1%, **5% and *10%. Differences are percentage points. The t-test for household wealth was estimated by comparing the bottom with the top tercile, while the t-test for mother's years of formal education was estimated by comparing no formal education with more than ten years of formal education. Information on maternal formal education was taken from 2006 (Round 2). Area of residence refers to the household location in 2002 (Round 1) as well as the current area of residence (either Round 5 or Round 7). For this factsheet, Young Lives uses the term Backward Classes (BC), which is equivalent to Other Backwards Castes (OBC). Household wealth terciles were calculated separately for each cohort using the household wealth index of 2002 (Round 1). Caste uses information from 2002 (Round 1). Early pregnancy or child marriage is defined as either having been pregnant before 20 years (UNICEF definition) or having been married or cohabiting by the age of 18 for women and 21 for males.

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Young Lives is a longitudinal study of poverty and inequality following the lives of 12000 children into adulthood in four countries (Ethiopia, India, Peru and Vietnam)