May 2025

Education & Learning in Telangana:

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 Telangana 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 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 Goals (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 Younger Cohort 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 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 Telangana. Comparing Younger Cohort and Older Cohort at age of 22, lower secondary completion (Grade 10) increased from 74% to 83%, and higher secondary completion (Grade 12) increased from 53% to 61%.
- Progress in gender parity is visible at the secondary level: there is no significant gender gap at lower secondary and higher secondary and also higher secondary school completion at normative age among the 22-year-olds by 2023.
- University enrolment has increased notably, with 49% of 22-year-olds in 2023 having ever enrolled in higher education, up from 39% in 2016. This trend is observed across gender, caste, and wealth groups, though disparities remain. However, rural-urban differences based on current area of residence have widened significantly.
- Early-life socio-economic conditions continue to shape educational trajectories. At age 22, 66% of the younger cohort from the top tercile and 38% from the bottom terciles had enrolled in university. Within social groups, Scheduled Castes ranked least (42%) in university enrolment.
- Women who married before legal age or had children at an early age achieved lowest educational outcomes. Only 15% of them have completed higher secondary (grade 12) in 2023 compared to 67% women who married or became mothers at a later age.
- Digital inclusion has expanded significantly, especially among the Younger Cohort. Frequency of internet use among the Younger Cohort from the poorest households increased over seven years from 6% in 2016 to 86% in 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 remained stagnant between ages 15 and 22 among the Younger Cohort, indicating a disconnect between years of schooling and reading comprehension.
- Women who married before legal age or had a child early in life, as well as those living in rural areas and from historically disadvantaged social groups - Scheduled castes and Scheduled tribes 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 for education in Telangana

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 achieving universal access to quality higher education (Ministry of Human Resource Development, 2020).

Telangana has shown good progress in achieving SDG 4 over time. In 2023-24 the state had been a 'Performer' with an SDG - 4 score of 64, though it was categorised as a frontrunner in 2018. Gross Enrolment Ratio (GER) in higher education among 18–23-year-olds is 40%, which is higher than the India's general average at 28.4% in 2021-22. Gender parity index for higher education is 1.08 for the state, compared to All-India SDG India Index 2023-4 of 1.01.

In pursuit of SDG 4.3, which emphasizes equal access to affordable and quality technical, vocational, and tertiary education, the Government of Telangana has taken up several initiatives. These include the establishment of dedicated educational broadcast channels—T-SAT Vidya and T-SAT Nipuna—to deliver curriculum-aligned to skill-based content. Additionally, the state has set up Telangana Skills and Knowledge Centres and the Telangana Academy for Skill and Knowledge to equip young graduates with transferable skills in communication and information & communication technology, thereby enhancing their employability.

In Telangana, 51.6% of universities are accredited by the National Assessment and Accreditation Council (NAAC), which is significantly higher than the national average of 37.8%. However, only 13.9% of colleges in the state have NAAC accreditation, falling below the All-India average of 20.7%. Furthermore, relatively few Higher Educational Institutions have secured positions within the top 100 of the National Institutional Ranking Framework. These indicators, drawn from AISHE 2021–22 and NAAC 2023 data, reflect persistent challenges in the quality and performance of Higher Education Institutions in the state.

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 1 and 8 years, respectively. Round 7 data collection in India took place between August 2023 and January 2024, involving interviews with 948 participants – 641 from the Younger Cohort and 307 from the Older Cohort. This represents 89.7% of the original sample from Round 1 (90.9% for the Younger Cohort and 87.5% 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 Telangana during Round 1 and not those who live in Telangana during 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 rates[2] have shown significant progress in Telangana, 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 74% in 2016 to 83% in 2023. Similarly, completion of higher secondary education (Grade 12) has increased from 53% in 2016 to 61% in 2023. Over seven years, completion of higher secondary at the normative age[3] (before 17–18) improved from 48% in 2016 to 52% in 2023. This has increased by 9 percentage points among women of the Older Cohort (46%) vis-a-vis the Younger Cohort (55%). The average number of years of schooling also improved across cohorts from 9.7 to 10.5 years **(Annex 1).**

The percentage of 22-year-olds who had ever enrolled in university increased notably in Telangana by about 10 percentage points – to 49% in 2023, up from 39% in 2016. Enrolment into vocational or technical education remained low, with a slight rise from 11% in 2016 to 14% in 2023.

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 who have ever been enrolled or completed university/vocational/technical by the time of the interview.

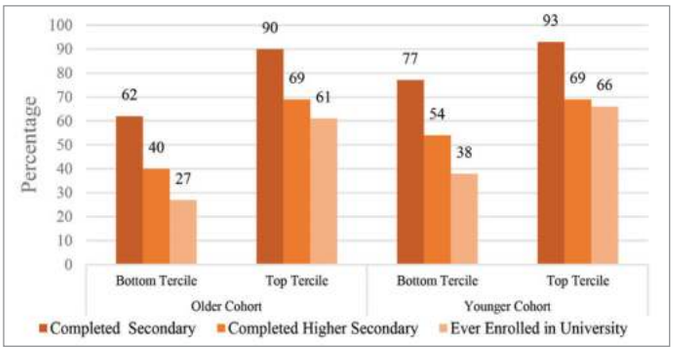
3 Following SDG Indicator 4.1.5, the intended age for a given grade is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade. In India, the official theoretical entrance 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.

A clear shift toward STEM (Science, Technology, Engineering, and Mathematics) is also visible, with 37% of youth reporting having ever studied a STEM subject in 2023, compared to 19% in 2016, with no significant gender differences. There is a marked increase among both women and men having 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 those in rural areas (65% vs. 43%); by wealth (38% bottom vs. 66% top tercile); by caste (42% Scheduled caste vs. 68% Other castes) – pointing towards socio-economic barriers. Moreover, Younger Cohort (22-year-old) in 2023 whose mothers are not educated have the lowest educational attainment compared to those with mothers having more than 10 years of education with the gap increasing at higher levels of education **(Annex 1).**

Despite increased secondary education enrolment, disparities across wealth terciles remain significant. Among the top tercile of the Younger Cohort at 22-years in 2023, 69% completed higher secondary education and 66% had enrolled in University compared to 54% and 38% in the bottom terciles **(Figure 1**). Notably, individuals in the bottom tercile are disproportionately from Scheduled Castes and Scheduled Tribes, highlighting the intersection of socio-economic and social identity-based disadvantages in shaping educational outcomes in Telangana.

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

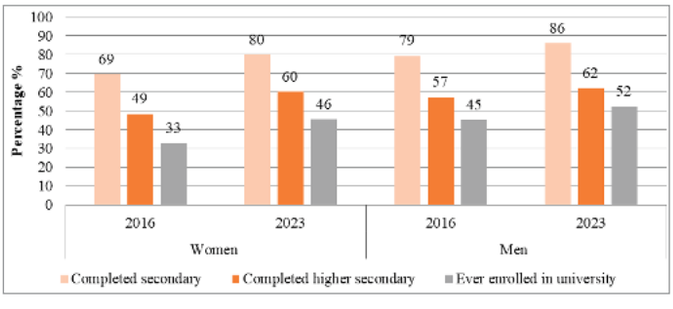


Note: Household wealth terciles were calculated using the 2002 wealth index (Round 1); see Briones (2017) for more details.

Encouragingly, as seen from Figure 1 above, the 22-year-olds in 2023 show signs of significant improvement over seven years. In the bottom tercile, higher secondary completion increased from 40% (2016) to 54% (2023). University enrolment also improved by 10 percentage points - from 27% to 38%. Meanwhile, among the top tercile, university enrolment has shown a modest increase, from 61% (in 2016) to 66% by 2023, while higher secondary completion remained stagnant at 69% over seven years in 2023. The progress in all education indicators among 22-year-old over the seven years was smaller for the top tercile compared to the bottom terciles. Despite these gains, the university enrolment gap remains substantial at 28 percentage points between the top (66%) and bottom (38%) wealth terciles in the Younger Cohort in 2023.

The gender gap at secondary level has narrowed, with women 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 (33% vs. 45%, a 12-percentage point difference). Over seven years these gaps have narrowed in 2023 for the Younger Cohort, with women's higher secondary completion at 60% compared to that of male at 62%, and university enrolment rising to 46% for women compared to 52% for men - reducing the gap to 6 percentage points. As pointed above, there is progress in women completing higher secondary at normative age over seven years. These gains may have happened due to financial assistance programmes encouraging delayed age at marriage like Kalyana Lakshmi and Shadi Mubarak[4].

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



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

4 Kalyana Lakshmi and Shadi Mubarak are financial assistance schemes launched in 2014 to support Hindu and Muslim households in meeting marriage expenses of the girl child with a condition that the bride and groom are above legal age at marriage.

literacy contribute to inequality (Badiuzzaman et al., 2023; Hunter & Radoll, 2020). Using the recent data from the NSS 78th Round (2020–21), Chakradhar and Choudhary (2024) show that Telangana falls into the category of low-performing states in terms of gender disparities in ICT skills, with an average gender gap of 22.19%.

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 approximately 3 out of 10 of the Older Cohort frequently used the internet at age 22 in 2016, while this has expanded to reach 8 out of 10 at age 29 in 2023. On the other hand, 9 out of 10 of the Younger Cohort frequently used internet in 2023. However, the use of computers is limited. In 2023 around one-fourth of 22-year-old have used computer (**Table 1).**

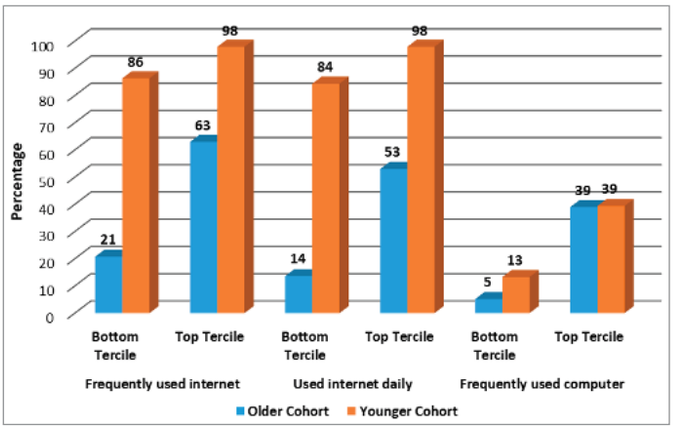
Table 1: *Changes over time in access to digital devices (percentage)*

Usage of digital devices	Older Cohort		Younger Cohort	
	2016 (Age 22)	2023 (Age 29)	2016 (Age 15)	2023 (Age 22)
Frequently used internet	36.0	79.5	14.6	89.7
Used internet daily	26.9	76.9	5.3	88.5
Frequently used computer	15.4	17.6	11.2	24.3

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 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 tercile used the internet frequently (98%) compared to the bottom tercile (86%). Cross-cohort comparison reveals significant progress in the use of internet across all wealth groups from 2016 to 2023. However, computer use remains significantly lower in the bottom tercile with 5% of Older Cohort and 13% of Younger Cohort ever using it at age 22, while it remained at 39% for the top tercile for both the Older and Younger Cohorts over seven years (**Figure3)**.

Figure 3: *Digital divide among 22-year-olds (Younger Cohort and Older 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 33 percentage points while among the Younger Cohort it is lower at 21 percentage points. Similarly gaps between Scheduled Tribes and Other Castes among the Older Cohort in 2023 are 27 percentage points, while it is lower for the Younger Cohort at 9 percentage points. Women experiencing child marriage and early motherhood have an added disadvantage.

Learning outcomes

Young Lives has consistently employed 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 and designed specifically to evaluate text comprehension—was administered to the Younger Cohort. This enables the longitudinal tracking of their learning development over a ten-year period, providing valuable insights into educational progression and skill acquisition across the formative years[5].

Despite substantial progress in school attainment, there is no improvement in reading comprehension among the Younger Cohort over a period of time. On an average, the percentage of correct answers on four common reading answer questions over seven years among the Younger Cohort has remained stagnant between ages 15 and 22.

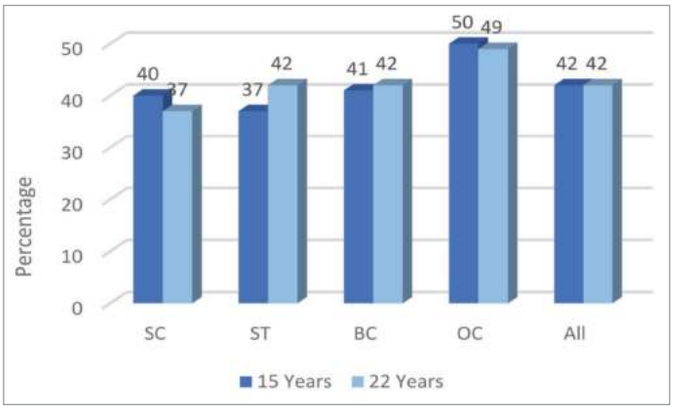
5 In Round 7, the reading comprehension test included two texts with a total of 12 questions and was administered in Telugu. Out of two texts, one of them had been previously asked in Round 5 and has 4 common questions. Two new questions were introduced in Round 7 to improve the difficulty and account 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.

However the performance has slightly improved by 1 percentage point among those in poorer households over the seven year period. At age 22 in 2023, difference in reading comprehension performance between wealthier households and poorer households is 11 percentage points. Significant gap persists in reading comprehension performance in case of rural vs urban; those who experienced early marriage/parenthood vs. those not married or became parents; those whose mothers are not educated vs. those with mothers with 10 years or more education among 22 year old in 2023. Within the social groups the percentage of participants giving correct answers has declined for the Scheduled Caste (3 percentage points) and Other Caste (1 percentage point) while the highest increase is witnessed for the Scheduled Tribe (5 percentage points) and moderate increase in case of Backward Classes (1 percentage point) over seven years (Figure 4). Performance of Scheduled Caste respondents has declined compared to other caste groups.

The above findings reinforce the concern that years of schooling are not translating into improved learning outcomes. The gap in performance, especially for the Scheduled Caste; those residing in rural areas; those belonging to bottom tercile group; and women with early life disadvantage is a concern.

This emphasises the need for an urgent policy focus on quality teaching learning process in educational institutions with more focus on rural, Scheduled Caste, poorest and women. Without targeted interventions that bridge the gap between schooling and actual skill acquisition, the promise of education as a tool for social mobility will continue to remain unfulfilled.

Figure 4: *Results of reading comprehension test at age 15 and age 22, Younger Cohort (%)*
Percentage of participants answered correctly for 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 literate participants who were interviewed in both rounds.

Conclusions and way forward

Efforts toward universalising school education have yielded substantial gains, with Telangana, 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. This is a major step towards achieving universal secondary education level and also making substantial gains at higher secondary level, thereby accelerating the momentum towards achieving Sustainable Development Goal (SDG) 4. Despite these achievements, critical gaps remain. The disparity in educational attainment 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 improvement among the poorest households. However, the digital divide remains, particularly in access to computers. These gaps are especially significant in terms of wealth inequalities, women, Scheduled Castes and those experiencing early marriage and motherhood . Given the centrality of digital literacy to 21st-century learning and labour markets, it is essential not only to expand access but also to ensure that digital inclusion translates into meaningful skill acquisition.

Almost stagnant reading comprehension outcomes between ages 15 and 22 highlights a disconnect between schooling and learning. Participants demonstrated little improvement in reading comprehension over seven years. Even in 2023 Younger cohorts with socio-economic and early life disadvantages fared significantly low compared to their counterparts in reading comprehension test perofrmance. This is signalling that increase in years of schooling is not translating into better learning outcomes. 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 ensuring inclusive and equitable and promoting lifelong learning opportunities for all.

Moving forward, education policy in Telangana 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 having undergone child marriage and experienced early childbirth will be critical in 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 years old- Telangana

Description	Completed lower secondary (grade 10) (%)		Completed higher secondary education (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	74.32	83.31	52.87	61.31	48.34	51.95	9.68	10.46	10.57	13.57	38.97	49.45	19.34	37.13
Gender														
Women	69.46	79.78	48.50	60.29	46.11	54.78	9.33	10.31	8.98	10.29	32.93	45.59	18.56	35.66
Men	79.27	85.91	57.32	62.06	50.61	49.86	10.03	10.57	12.20	15.99	45.12	52.30	20.12	38.21
Difference*, **, *** (t-test)	9.8	6.1	8.8	1.8	4.5	-4.9	0.71	0.26	3.2	5.7	12.2	6.7	1.6	2.5
Area of residence - Round 1														
Rural	69.55	79.79	46.50	59.37	42.39	48.42	9.36	10.25	11.11	13.05	30.04	43.79	13.58	36.42
Urban	87.50	93.37	70.45	66.87	64.77	62.05	10.56	11.06	9.09	15.06	63.64	65.66	35.23	39.16
Difference*, **, *** (t-test)	18.0***	13.6***	24.0***	7.5	22.4***	13.6 **	1.20 **	0.81***	-2.0	2.0	33.6***	21.9***	21.6***	2.7
Current area of residence														
Rural	71.23	80.09	49.53	58.85	44.34	47.79	9.43	10.28	11.79	13.27	33.02	43.14	15.09	35.40
Urban	79.49	91.01	58.97	67.20	56.41	61.90	10.09	10.90	8.55	14.29	49.57	64.55	27.35	41.27
Difference*, **, *** (t-test)	8.3	10.9***	9.4	8.3	12.1	14.1 **	0.66	0.62 **	-3.2	1.0	16.6 **	21.4***	12.3 **	5.9
Wealth Index in Round 1														
Bottom tercile	62.34	76.56	40.26	54.30	37.01	46.48	8.83	10.09	7.79	12.89	26.62	37.50	7.79	31.25
Middle tercile	77.92	82.81	57.14	63.02	50.65	48.96	10.03	10.43	12.99	12.50	35.06	48.96	20.78	37.50
Top tercile	90.00	92.75	69.00	68.91	64.00	62.18	10.70	10.99	13.00	15.54	61.00	65.80	36.00	44.56
Difference*, **, *** (t-test)	27.7***	16.2***	28.7***	14.6 **	27.0***	15.7***	1.87***	0.91***	5.2	2.7	34.4***	28.3***	28.2***	13.3 **
Caste - Round 1														
Scheduled Castes (SC)	75.28	87.22	48.31	60.90	46.07	50.38	9.78	10.78	11.24	17.29	31.46	42.11	17.98	33.83
Scheduled Tribes (ST)	70.83	80.95	62.50	67.86	58.33	46.43	9.29	10.67	25.00	17.86	37.50	54.76	25.00	33.33
Backward Classes (BC)	72.78	79.62	51.27	56.05	44.94	51.59	9.63	10.11	9.49	10.83	36.71	44.59	15.82	35.99
Other Castes (OC)	78.33	90.91	60.00	71.82	56.67	59.09	9.81	10.94	6.67	13.64	56.67	68.18	28.33	47.27
Difference*, **, *** (t-test)	27.7 **	16.2 **	28.7 **	14.6 **	27.0 **	15.7 **	1.87 **	0.91 **	5.2 **	2.7 **	34.4 **	28.3 **	28.2 **	13.3 **
Maternal education (R2)														
None	69.83	76.24	46.98	51.98	41.81	41.83	9.34	9.94	9.48	11.14	29.74	37.13	13.79	28.96
1 to 5 years	78.79	92.41	48.48	72.15	42.42	60.76	10.00	10.96	9.09	13.92	45.45	59.49	21.21	43.04
6 to 10 years	91.67	97.67	79.17	81.40	79.17	75.19	11.06	11.65	16.67	19.38	70.83	79.07	43.75	52.71
More than 10 years	100.00	100.00	100.00	80.00	100.00	72.00	12.00	11.60	0.00	24.00	100.00	72.00	33.33	76.00
Difference*, **, *** (t-test)	30.2	23.8 **	53.0	28.0 **	58.2 **	30.2 **	2.66	1.66 **	-9.5	12.9	70.3***	34.9***	19.5	47.0***
Early marriage/ Parenthood														
No early marriage / parenthood	83.85	87.87	63.46	67.14	58.46	56.77	10.44	10.79	11.92	14.94	48.85	54.83	24.62	41.48
Early marriage/ parenthood	39.44	47.22	14.08	15.28	11.27	13.89	6.87	7.82	5.63	2.78	2.82	6.94	0.00	2.78
Difference*, **, *** (t-test)	-44.4***	-40.7***	-49.4***	-51.9***	-47.2***	-42.9***	-3.57***	-2.98***	-6.3	-12.2 **	-46.0***	-47.9***	-24.6***	-38.7***
Number of children	331	641	331	641	331	641	330	633	331	641	331	641	331	641

Notes: 1) Following SDGs 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 Backward 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 (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

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)