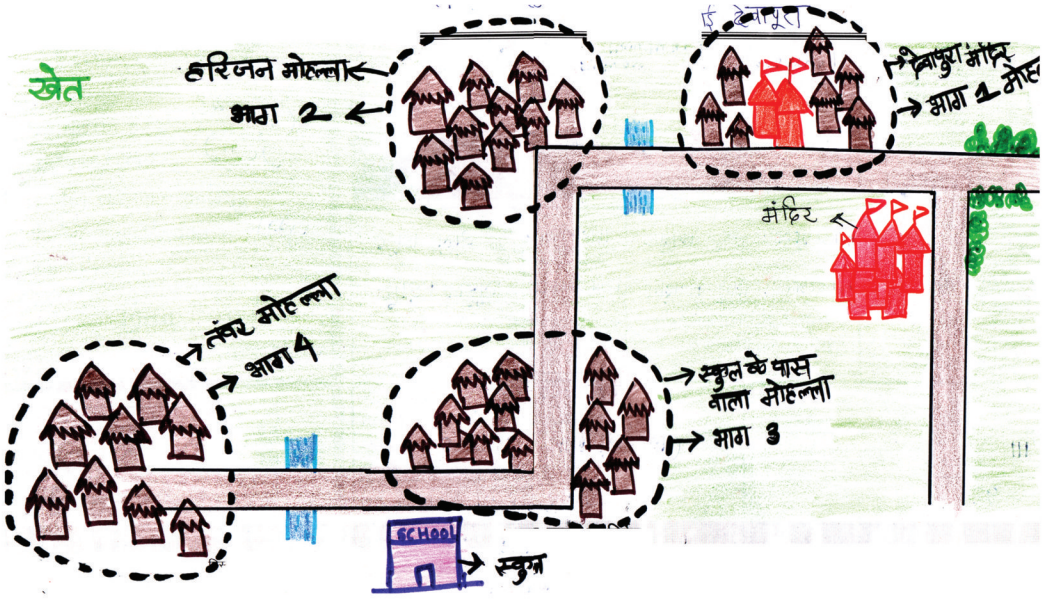
Madhya Pradesh

Village map as drawn by volunteers in their survey booklet



Madhya Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 50 OUT OF 50 DISTRICTS
Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2018 RURAL
Facilitated by PRATHAM

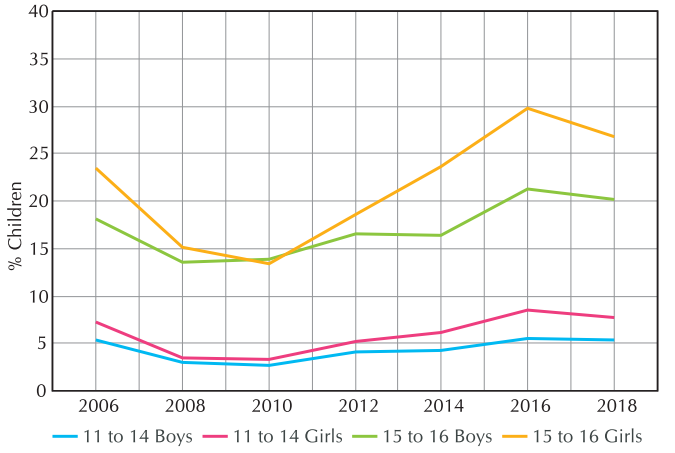
School enrollment

Table 1: % Children enrolled in different types of schools by age group and gender 2018

Age group	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	69.6	26.1	0.1	4.2	100
Age 7-16: All	68.0	24.2	0.1	7.7	100
Age 7-10: All	68.7	29.1	0.1	2.2	100
Age 7-10: Boys	64.7	33.2	0.1	1.9	100
Age 7-10: Girls	72.7	24.7	0.1	2.4	100
Age 11-14: All	70.7	22.8	0.1	6.5	100
Age 11-14: Boys	67.4	27.2	0.1	5.3	100
Age 11-14: Girls	74.2	18.0	0.1	7.7	100
Age 15-16: All	60.2	16.3	0.1	23.4	100
Age 15-16: Boys	59.4	20.3	0.1	20.2	100
Age 15-16: Girls	61.0	12.1	0.1	26.8	100

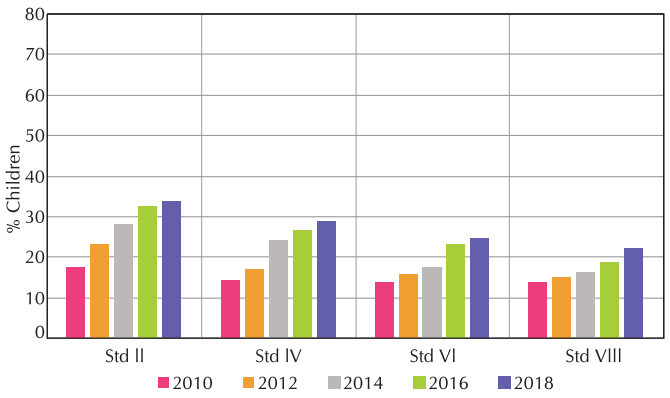
'Other' includes children going to Madarsa or EGS.
'Not in school' includes children who never enrolled or have dropped out.

Chart 1: Trends over time
% Children not enrolled in school by age group and gender 2006, 2008, 2010, 2012, 2014, 2016 and 2018



Each line shows trends in the proportion of children not enrolled in school for a particular subset of children. For example, the proportion of girls (age 15-16) not enrolled in school was 23.4% in 2006, 18.6% in 2012, and 26.8% in 2018.

Chart 2: Trends over time
% Children enrolled in private schools in Std II, IV, VI and VIII 2010, 2012, 2014, 2016 and 2018



The proportion of children going to private school often varies by grade. There are also changes over time. For example, in 2018 private school enrollment in Std II is 33.7% as compared to 22.2% in Std VIII.

Table 2: Age-grade distribution
% Children in each grade by age 2018

Std \ Age	≤5	6	7	8	9	10	11	12	13	14	15	16	Total
I	36.6	39.1	15.9	5.6	2.9								100
II	4.9	18.1	46.1	22.5	8.3								100
III	4.6		18.7	49.5	17.3	7.2	2.8						100
IV	5.5			20.0	40.3	24.8	5.6	3.8					100
V	1.8			6.0	12.6	48.5	19.2	8.3	3.7				100
VI	5.9					18.3	39.6	27.1	5.8	3.3			100
VII	1.6					6.1	14.3	48.0	21.7	6.0	2.4		100
VIII	6.1							18.6	42.2	22.1	7.6	3.5	100

This table shows the age distribution for each grade. For example, of all children in Std III, 49.5% children are 8 years old but there are also 18.7% who are 7, 17.3% who are 9, 7.2% who are 10, and 2.8% who are 11 or older.

Young children in pre-school and school

Table 3: % Children age 3-8 enrolled in different types of pre-schools and schools 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt LKG/ UKG	Pvt LKG/ UKG	Govt	Pvt	Other		
Age 3	72.6	0.3	11.3	1.4	0.6	0.0	13.7	100
Age 4	61.4	0.4	21.5	5.3	3.0	0.0	8.4	100
Age 5	24.4	0.4	23.3	32.0	13.0	0.1	6.7	100
Age 6	5.0	0.3	13.4	56.3	22.1	0.1	2.9	100
Age 7	1.1	0.1	3.5	63.9	29.4	0.1	2.0	100
Age 8	0.5	0.1	1.1	66.6	29.8	0.1	1.9	100

Madhya Pradesh RURAL

Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level All children 2018

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	53.5	33.9	6.4	2.8	3.5	100
II	28.7	42.4	13.4	6.4	9.1	100
III	15.3	36.4	17.3	13.4	17.6	100
IV	9.8	25.5	16.4	16.2	32.2	100
V	7.2	19.2	15.1	16.9	41.6	100
VI	5.2	14.7	10.4	16.1	53.6	100
VII	3.9	12.0	9.6	15.1	59.3	100
VIII	2.4	10.5	8.3	14.5	64.4	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 15.3% cannot even read letters, 36.4% can read letters but not words or higher, 17.3% can read words but not Std I level text or higher, 13.4% can read Std I level text but not Std II level text, and 17.6% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading Tool (Hindi)

Std II level text

राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता था। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज़ साथ-साथ मौज-मस्ती करते थे।

Std I level text

हर रविवार नानी घर आती है।
हमारे लिए मिठाई लाती है।
मैं नानी के साथ सोता हूँ।
वह मुझे कहानी सुनाती है।

Letters

ह	च	ट
ल		न
फ	म	र
स		त

Words

कुल	बड़ा
रोटी	
पानी	चूना
चलो	हीरा
पैर	
देर	कौन

Table 5: Trends over time Reading in Std III by school type 2012, 2014, 2016 and 2018

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	7.0	32.9	12.1
2014	8.1	33.4	14.1
2016	10.3	33.1	16.6
2018	10.4	33.6	17.6

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

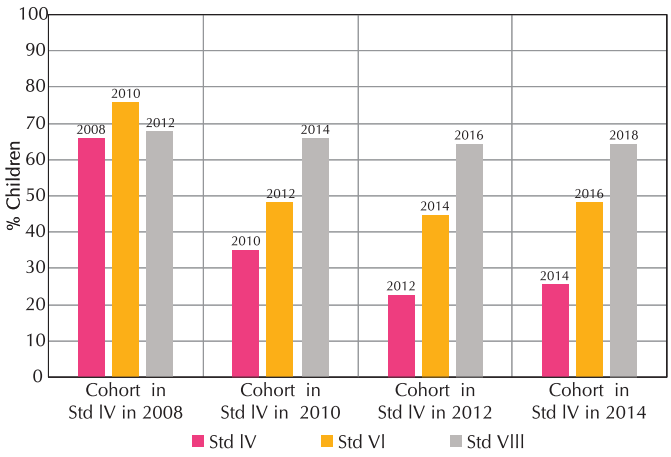
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time Reading in Std V and Std VIII by school type 2012, 2014, 2016 and 2018

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	27.5	64.5	33.1	64.6	85.9	67.8
2014	27.5	58.9	34.1	61.5	87.1	65.8
2016	31.4	63.3	38.8	59.4	85.4	64.3
2018	34.4	63.1	41.6	57.9	86.3	64.4

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

Chart 3: Trends over time % Children who can read Std II level text Cohorts of children in Std IV in 2008, 2010, 2012 and 2014



This graph shows the progress of four cohorts from Std IV to Std VIII. For example, the first cohort was in Std IV in 2008, in Std VI in 2010, and in Std VIII in 2012. For this cohort, % children who could read Std II level text in Std IV (in 2008) was 65.9% and in Std VI (in 2010) was 75.9%. When the cohort reached Std VIII in 2012, this figure was 67.8%. The progress of each of these cohorts can be understood in the same way.

Madhya Pradesh RURAL

Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level All children 2018

Std	Not even 1-9	Recognize numbers 1-9	Recognize numbers 10-99	Subtract	Divide	Total
I	48.6	35.8	13.5	1.5	0.7	100
II	23.7	46.4	24.7	3.9	1.3	100
III	11.8	40.7	33.6	9.8	4.1	100
IV	6.2	31.7	34.7	16.9	10.5	100
V	4.5	23.4	34.7	17.7	19.8	100
VI	3.3	17.3	32.1	19.9	27.4	100
VII	2.3	15.3	29.7	19.9	32.9	100
VIII	1.3	10.6	30.8	20.8	36.6	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 11.8% cannot even recognize numbers 1-9, 40.7% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 33.6% can recognize numbers up to 99 but cannot do subtraction, 9.8% can do subtraction but cannot do division, and 4.1% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic Tool (Hindi)

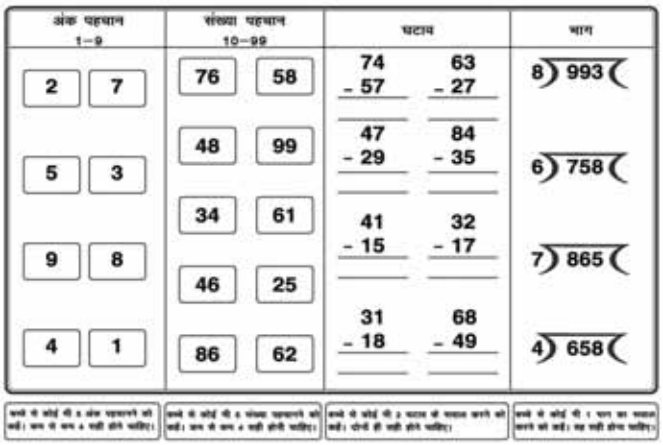


Table 8: Trends over time Arithmetic in Std III by school type 2012, 2014, 2016 and 2018

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	6.8	31.7	11.7
2014	5.5	27.1	10.6
2016	8.4	27.9	13.8
2018	8.5	25.6	13.9

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

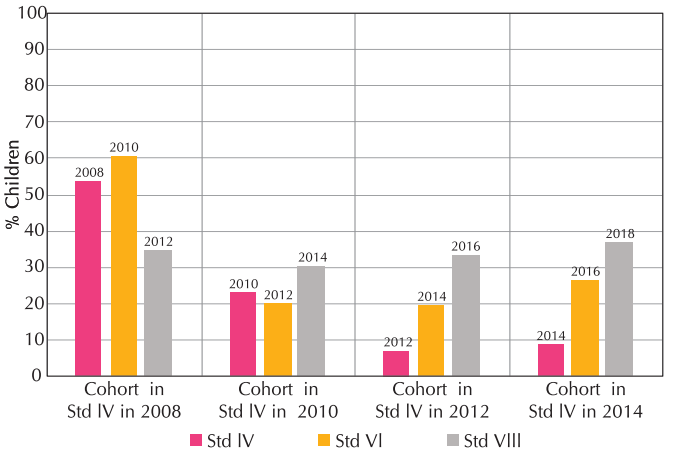
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII by school type 2012, 2014, 2016 and 2018

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	8.9	31.2	12.3	30.5	58.8	34.7
2014	10.0	28.9	13.9	24.8	58.0	30.4
2016	15.3	33.0	19.4	29.2	51.5	33.4
2018	16.5	29.5	19.8	32.1	52.0	36.6

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

Chart 4: Trends over time % Children who can do division Cohorts of children in Std IV in 2008, 2010, 2012 and 2014



This graph shows the progress of four cohorts from Std IV to Std VIII. For example, the first cohort was in Std IV in 2008, in Std VI in 2010, and in Std VIII in 2012. For this cohort, % children who were at division level in Std IV (in 2008) was 53.6% and in Std VI (in 2010) was 60.5%. When the cohort reached Std VIII in 2012, this figure was 34.7%. The progress of each of these cohorts can be understood in the same way.

Madhya Pradesh RURAL

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Basic reading and arithmetic

Table 10: Basic reading by age group and gender 2018

Age group	% Children who can read Std II level text		
	Male	Female	All
Age 8-10	27.8	31.1	29.5
Age 11-13	58.1	55.4	56.8
Age 14-16	74.6	70.1	72.3

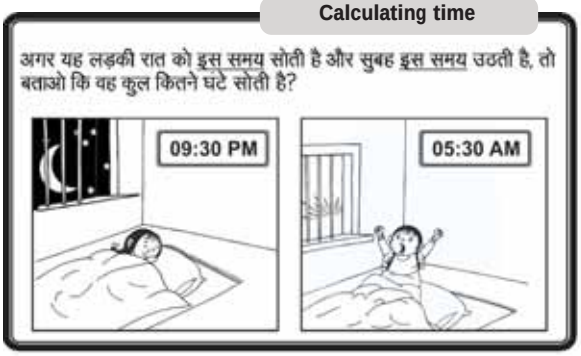
Table 11: Basic arithmetic by age group and gender 2018

Age group	% Children who can do at least subtraction			% Children who can do division		
	Male	Female	All	Male	Female	All
Age 8-10	24.5	24.8	24.6	10.8	10.8	10.8
Age 11-13	52.8	47.4	50.1	32.5	27.3	29.9
Age 14-16	62.8	53.3	57.9	44.5	33.6	38.9

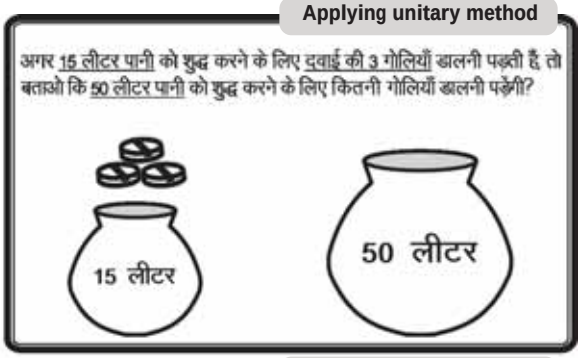
Beyond basics

These questions were asked only to children in the age group 14-16. For each task, the surveyor showed the visual and read out the question to the child. The exact answer given by the child was recorded. The results are reported only for those children who were able to do at least subtraction correctly.

Calculating time



Applying unitary method



Financial decision making

Calculating discount

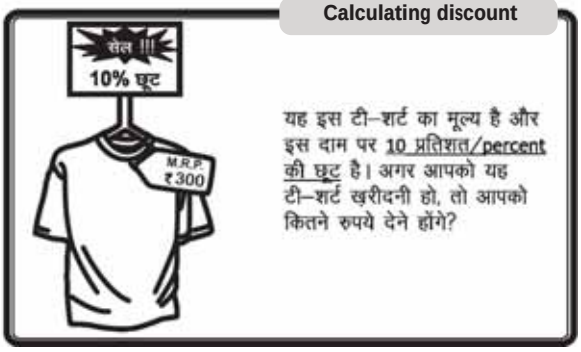


Table 12: Of all children who can do subtraction but not division, % children who can correctly answer by age and gender 2018

Age	Calculating time			Applying unitary method			Financial decision making			Calculating discount		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Age 14	30.3	30.3	30.3	44.0	32.7	38.2	21.5	23.2	22.4	14.7	5.3	9.8
Age 15	36.7	32.7	34.7	46.0	28.8	37.3	31.7	19.7	25.6	14.9	8.4	11.6
Age 16	30.6	28.0	29.1	42.4	33.2	37.2	35.7	23.3	28.7	11.2	12.0	11.6
Age 14-16	32.4	30.2	31.2	44.2	31.8	37.6	28.8	22.2	25.3	13.8	8.4	10.9

Table 13: Of all children who can do division, % children who can correctly answer by age and gender 2018

Age	Calculating time			Applying unitary method			Financial decision making			Calculating discount		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Age 14	42.5	36.9	40.2	51.0	42.6	47.5	33.7	33.5	33.6	21.1	16.2	19.1
Age 15	45.2	40.3	43.0	54.4	48.7	51.9	31.9	36.4	33.9	26.9	21.7	24.6
Age 16	53.1	37.0	45.5	56.8	50.5	53.8	38.4	37.3	37.9	32.1	23.4	28.0
Age 14-16	46.3	38.1	42.7	53.7	47.1	50.8	34.4	35.7	34.9	26.1	20.3	23.5

Madhya Pradesh RURAL

ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 50 OUT OF 50 DISTRICTS
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असर ASER 2018 RURAL
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School observations

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

Table 14: Trends over time
Number of schools visited
2010, 2014, 2016 and 2018

	2010	2014	2016	2018
Primary schools (Std I-IV/V)	709	902	1085	922
Upper primary schools (Std I-VII/VIII)	510	355	373	529
Total schools visited	1219	1257	1458	1451

Table 15: Trends over time
Student and teacher attendance on the day of visit
2010, 2014, 2016 and 2018

Primary schools (Std I-IV/V)	2010	2014	2016	2018
% Enrolled children present (Average)	65.9	62.5	58.5	57.1
% Teachers present (Average)	88.5	84.4	83.5	85.6
Upper primary schools (Std I-VII/VIII)	**2010**	**2014**	**2016**	**2018**
% Enrolled children present (Average)	67.6	57.5	54.8	53.4
% Teachers present (Average)	87.1	84.7	82.2	85.9

Table 16: Trends over time
Multigrade classes
2010, 2014, 2016 and 2018

Primary schools (Std I-IV/V)	2010	2014	2016	2018
% Schools where Std II children were observed sitting with one or more other classes	68.9	78.5	78.9	85.0
% Schools where Std IV children were observed sitting with one or more other classes	59.9	70.5	71.5	78.4
Upper primary schools (Std I-VII/VIII)	**2010**	**2014**	**2016**	**2018**
% Schools where Std II children were observed sitting with one or more other classes	63.8	76.3	76.6	78.4
% Schools where Std IV children were observed sitting with one or more other classes	53.9	66.6	70.1	68.8

School facilities

Table 17: Trends over time
% Schools with selected facilities
2010, 2014, 2016 and 2018

% Schools with		2010	2014	2016	2018
Mid-day meal	Kitchen shed for cooking mid-day meal	89.9	89.8	85.7	85.7
	Mid-day meal served in school on day of visit	94.7	88.3	88.4	82.9
Drinking water	No facility for drinking water	13.4	12.7	15.6	16.8
	Facility but no drinking water available	8.1	12.0	11.4	12.2
	Drinking water available	78.5	75.3	73.0	71.0
	Total	100	100	100	100
Toilet	No toilet facility	20.0	8.7	5.6	5.2
	Facility but toilet not useable	29.8	36.3	35.9	26.5
	Toilet useable	50.3	55.1	58.5	68.3
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	50.8	33.5	23.4	18.6
	Separate provision but locked	8.5	10.5	11.0	7.9
	Separate provision, unlocked but not useable	11.8	15.8	19.6	17.0
	Separate provision, unlocked and useable	28.9	40.3	45.9	56.5
	Total	100	100	100	100
Library	No library	43.7	16.0	20.5	16.0
	Library but no books being used by children on day of visit	27.3	40.3	39.5	40.3
	Library books being used by children on day of visit	29.1	43.7	40.0	43.8
	Total	100	100	100	100
Electricity	Electricity connection			26.2	40.8
	Of schools with electricity connection, % schools with electricity available on day of visit			47.0	59.4
Computer	No computer available for children to use	92.6	95.9	97.5	96.2
	Available but not being used by children on day of visit	5.7	3.3	2.2	3.1
	Computer being used by children on day of visit	1.7	0.9	0.3	0.7
	Total	100	100	100	100

Madhya Pradesh RURAL

Data is not presented where sample size is insufficient.

Other school indicators

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

Table 18: Trends over time
% Schools with total enrollment of 60 or less
2010, 2014, 2016 and 2018

	2010	2014	2016	2018
Primary schools (Std I-IV/V)	17.8	35.8	40.6	49.6
Upper primary schools (Std I-VII/VIII)	0.2	1.7	5.7	6.2

Table 19: Physical education and sports in schools 2018

% Schools with		Std I-IV/V	Std I-VII/VIII	All schools
Dedicated time for physical education	Physical education period in the timetable	56.8	65.1	59.8
	No physical education period but dedicated time allotted	19.1	15.1	17.6
	No physical education period and no dedicated time allotted	24.1	19.8	22.5
	Total	100	100	100
Physical education teacher	Separate physical education teacher	5.5	9.6	7.0
	Other physical education teacher	59.1	58.2	58.7
	No physical education teacher	35.4	32.3	34.3
	Total	100	100	100
Playground	Playground inside the school premises	65.7	77.9	70.2
	Playground outside the school premises	14.8	8.1	12.3
	No accessible playground	19.5	14.0	17.5
	Total	100	100	100
Availability of any sports equipment		53.5	64.2	57.4
Supervised physical education activity observed on day of visit		20.7	24.5	22.1

Table 20: School Management Committee (SMC) in schools
2014, 2016 and 2018

	2014	2016	2018
% Schools which reported having an SMC	98.1	97.7	97.8
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	5.0	4.3	4.6
Between July and September	69.6	60.6	82.9
After September	25.4	35.1	12.5