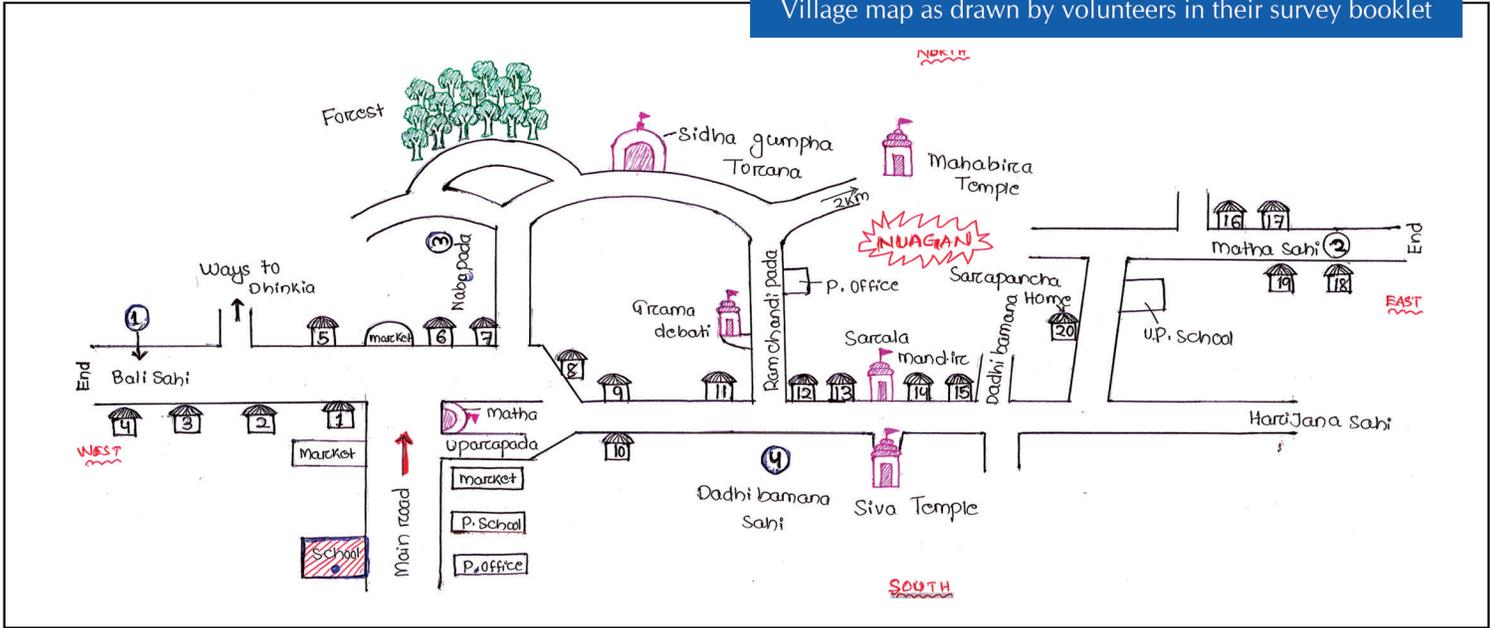




Odisha

Village map as drawn by volunteers in their survey booklet



School enrollment

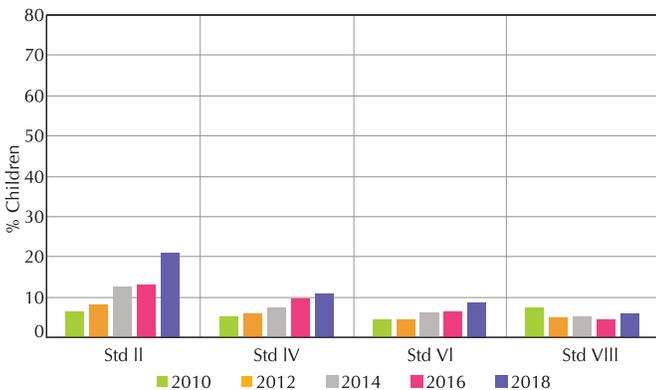
Table 1: % Children enrolled in different types of schools by age group and gender 2018

Age group	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	88.0	10.5	0.1	1.5	100
Age 7-16: All	87.3	9.4	0.1	3.2	100
Age 7-10: All	86.0	13.1	0.2	0.8	100
Age 7-10: Boys	83.7	15.2	0.2	0.9	100
Age 7-10: Girls	88.3	10.9	0.1	0.7	100
Age 11-14: All	91.0	6.8	0.1	2.1	100
Age 11-14: Boys	90.2	7.7	0.1	2.1	100
Age 11-14: Girls	91.9	5.8	0.2	2.1	100
Age 15-16: All	80.5	6.6	0.2	12.7	100
Age 15-16: Boys	79.4	7.3	0.1	13.3	100
Age 15-16: Girls	81.5	6.0	0.2	12.3	100

'Other' includes children going to Madarsa or EGS.

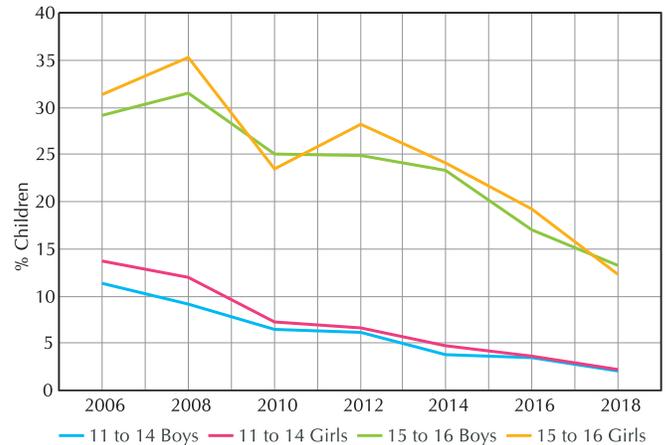
'Not in school' includes children who never enrolled or have dropped out.

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 21.1% as compared to 5.9% in Std VIII.

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 31.4% in 2006, 28.2% in 2012, and 12.3% in 2018.

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	49.3	35.7	11.4				3.5					100	
II	7.9	9.9	61.3	17.6				3.4			100		
III	1.7	9.5	65.6	18.7				4.5			100		
IV	1.6	11.3		63.9	19.9				3.3			100	
V	2.8		6.5		68.7	16.5				5.6		100	
VI	2.4			7.1		61.3	25.0				4.1	100	
VII	3.4			6.8			69.7	16.8				3.4	100
VIII	3.0			9.6			66.8	16.8				3.9	100

This table shows the age distribution for each grade. For example, of all children in Std III, 65.6% children are 8 years old but there are also 9.5% who are 7, 18.7% who are 9, and 4.5% who are 10 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	57.4	0.1	2.2	31.6	2.4	0.0	6.4	100
Age 4	55.5	0.8	7.1	30.7	4.8	0.0	1.1	100
Age 5	37.5	0.6	7.8	42.1	11.1	0.0	0.9	100
Age 6	7.9	0.3	4.5	71.6	14.3	0.0	1.4	100
Age 7	0.6	0.2	1.2	81.1	16.3	0.0	0.7	100
Age 8	0.2	0.1	0.4	84.7	14.0	0.1	0.6	100



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	39.9	26.7	16.2	7.2	10.1	100
II	18.9	22.2	21.6	13.0	24.3	100
III	8.6	15.7	22.8	14.2	38.7	100
IV	5.9	11.1	17.6	16.2	49.2	100
V	3.3	9.3	13.5	15.4	58.4	100
VI	2.5	6.1	12.6	13.6	65.3	100
VII	1.9	4.6	9.9	14.8	68.9	100
VIII	1.5	3.8	9.4	12.8	72.6	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, 8.6% cannot even read letters, 15.7% can read letters but not words or higher, 22.8% can read words but not Std I level text or higher, 14.2% can read Std I level text but not Std II level text, and 38.7% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

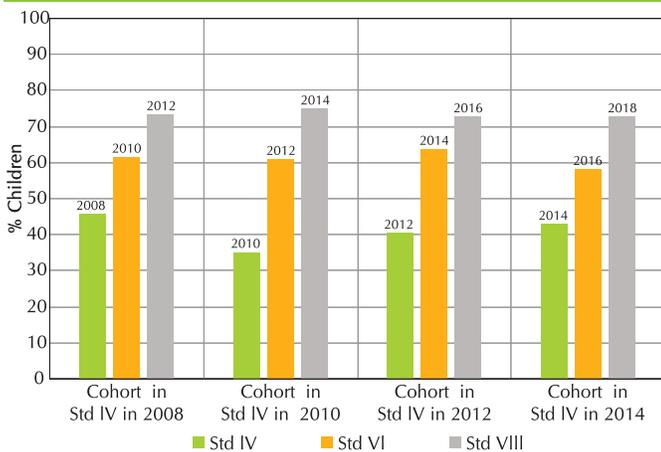
Table 5: Trends over time Reading in Std III by school type 2012, 2014, 2016 and 2018

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	24.7	53.4	26.5
2014	28.9	70.8	33.0
2016	31.5	69.2	35.5
2018	35.0	64.5	38.7

* 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.

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 45.5% and in Std VI (in 2010) was 61.6%. When the cohort reached Std VIII in 2012, this figure was 73.2%. The progress of each of these cohorts can be understood in the same way.

Reading Tool (Odia)

Std II level text	Std I level text
<p>ବରଷା ଦିନ । ଆକାଶରେ କଳା ବାଦଲ ଭାସୁଥିଲା । ଶୀତଳ ପବନ ବୋହୁଥିଲା । କୁନି ଦୋଳି ଖେଳିବା ପାଇଁ ମନ ବଳାଇଲା । ସେ ତାର ବଡ଼ ଭାଇକୁ ଦରକି ଆଣିବା ପାଇଁ କହିଲା । ତେଣୁ ତା ଭାଇ ଗୋଟିଏ ଦରକି ଆଣିଲା । କୁନି ତାକୁ ଗଛରେ ଝୁଲାଇ ଦୋଳି ତିଆରି କଲା । ଦୁଇ ଜଣ ମିଶି ଦୋଳି ଖେଳିଲେ । ଆଉ ବହୁତ ପିଲା ଦୋଳି ଖେଳିବାକୁ ଆସିଲେ । ଖେଳୁ ଖେଳୁ ରାତି ହୋଇଗଲା । କୁନିକୁ ବହୁତ ଚର ଲାଗିଲା । ସେ ତା ଭାଇ ସହିତ ମିଶି ଖୁସି ମନରେ ଘରକୁ ଫେରିଲା ।</p>	<p>ବରଷା ପରେ ଶୀତ ଋତୁ ଆସିଛି । ଏହି ଋତୁରେ ବହୁତ ଶୀତ ହୁଏ । ବାପା ଗରମ ପୋଷାକ ଆଣିଲେ । ଆମେ ତାକୁ ପାଲ ଖୁସି ହେଲୁ ।</p>
Letters	Words
<p>ଖ କ ମ ହ ଡ ଋ ଌ ଦ ପ ମ</p>	<p>ଭୋଲପ ଚୁପା ପାଣି ବାବୁ ମୋଟା ଦୁଇ ନେଇବ କାଳି ହାତୀ ଡେଇ</p>

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	46.1	75.7	47.1	72.8	84.5	73.2
2014	49.1	76.5	50.9	74.5	82.9	74.9
2016	48.8	81.7	51.6	72.0	85.9	72.6
2018	56.2	81.1	58.4	72.3	79.8	72.7

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



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		Subtract	Divide	Total
		1-9	10-99			
I	39.4	32.3	20.9	5.8	1.5	100
II	16.3	32.5	32.2	15.5	3.4	100
III	7.8	24.9	36.5	21.5	9.4	100
IV	4.8	19.2	35.5	24.5	16.1	100
V	3.2	13.8	33.1	24.5	25.4	100
VI	2.6	10.5	31.4	21.9	33.7	100
VII	1.7	8.1	29.7	24.2	36.2	100
VIII	1.0	8.0	28.7	19.8	42.5	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, 7.8% cannot even recognize numbers 1-9, 24.9% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 36.5% can recognize numbers up to 99 but cannot do subtraction, 21.5% can do subtraction but cannot do division, and 9.4% can do division. For each grade, the total of these exclusive categories is 100%.

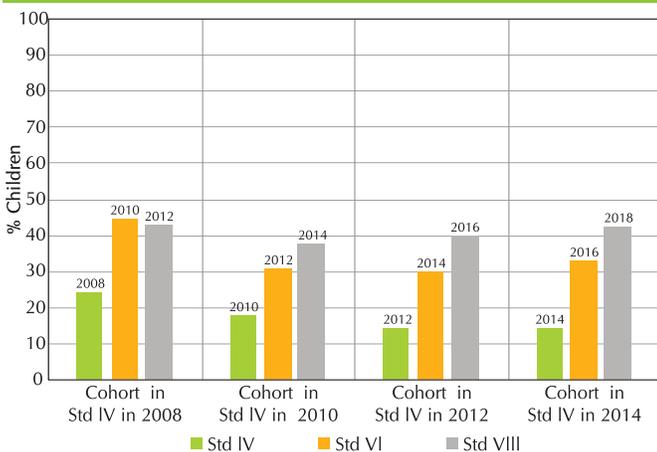
Table 8: Trends over time Arithmetic in Std III by school type 2012, 2014, 2016 and 2018

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	23.9	59.2	26.2
2014	23.7	62.9	27.6
2016	29.8	69.0	33.9
2018	28.3	49.3	30.9

* 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.

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 24.1% and in Std VI (in 2010) was 44.8%. When the cohort reached Std VIII in 2012, this figure was 42.9%. The progress of each of these cohorts can be understood in the same way.

Arithmetic Tool (Odia)

ସଂଖ୍ୟା ଚିହ୍ନ ୧-୯	ସଂଖ୍ୟା ଚିହ୍ନ ୧୦-୯୯	ଋଣାଙ୍କ	ଫଳ
୩ ୭	୬୫ ୩୮	୪୧ - ୧୩	୨୮
୧ ୪	୧୨ ୨୩	୮୪ - ୪୯	୩୫
୮ ୨	୪୭ ୭୨	୫୬ - ୩୭	୧୯
୫ ୯	୫୪ ୮୭	୪୫ - ୧୮	୨୭
	୨୯ ୧୧		

କରି ପଢ଼ା । କରୁ ନୁହେଁ । କରି ପାରିବି କି ନୁହେଁ ।
 କରୁ ନୁହେଁ । କରି ପାରିବି କି ନୁହେଁ ।
 କରୁ ନୁହେଁ । କରି ପାରିବି କି ନୁହେଁ ।
 କରୁ ନୁହେଁ । କରି ପାରିବି କି ନୁହେଁ ।

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	17.2	51.0	18.3	42.3	57.0	42.9
2014	19.9	45.9	21.6	37.5	45.4	37.9
2016	23.8	57.7	26.6	38.7	63.5	39.6
2018	23.8	43.2	25.5	41.7	59.4	42.6

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



Data is not presented where sample size is insufficient.

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	45.1	49.0	46.9
Age 11-13	66.7	69.6	68.1
Age 14-16	77.0	77.7	77.4

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	38.2	39.9	39.0	16.5	14.8	15.7
Age 11-13	58.3	59.0	58.6	36.4	35.9	36.1
Age 14-16	64.1	61.8	62.9	45.5	41.6	43.4

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

ଯଦି ଏହି ଝିଅଟି ରାତିରେ ଏହି ସମୟରେ ଶୋଇବାକୁ ଯାଏ ଏବଂ ଏହି ସମୟରେ ସେ ସଜାଗ ହୁଏ। ତେବେ ସେ କେତେ ସମୟ ଶୋଇଥାଏ ?

Applying unitary method

ଯଦି ୧ ଖଣ୍ଡର ପାଣିକୁ ବିକ୍ରି କରିବା ପାଇଁ ୩ଟି ଲିଟର ପତାଳାକୁ ଯେତେ ମାତ୍ରା ବିକ୍ରି ପାଣିକୁ ବିକ୍ରି କରିବା ପାଇଁ କେତୋଟି ଲିଟର ପତାଳାକୁ ପଡ଼ିବ ?

Financial decision making

ମନେକର ବଜାରରେ ୨ଟି ଦହି ଦୋକାନ ଅଛି, ପ୍ରଥମ ଦୋକାନ ୫ଟି ଦହି ପିନ୍ଧିବା ପାଇଁ କେତେ ମାତ୍ରା ଦେବ ?

ଦୋକାନ ୧ - ପ୍ରଥମ ଦୋକାନ		ଦୋକାନ ୨ - ଦ୍ୱିତୀୟ ଦୋକାନ	
ଦହିର ମାତ୍ରା	ମୂଲ୍ୟ	ଦହିର ମାତ୍ରା	ମୂଲ୍ୟ
ବିଭାଗ	₹50	ବିଭାଗ	ବିଭାଗ ବିକ୍ରୟ ୫ଟି ଦହିର ମାତ୍ରା
ଭାଣ୍ଡ	₹80	ଭାଣ୍ଡ	
ଝିଲ	₹30	ଝିଲ	
ଫାପାଳା	₹70	ଫାପାଳା	
ଭାଣ୍ଡିକା	₹40	ଭାଣ୍ଡିକା	

₹ 299

Calculating discount

ଏହି ଟି-ସାର୍ଟର ଏପିକି ମୂଲ୍ୟ ଅଟେ ୫ ଏବଂ ୧୦ ଡଲର ବିକ୍ରୟରେ ମିଳୁଛି। ଯଦି ତୁମକୁ ଏହି ଟି-ସାର୍ଟର କିଣିବାକୁ ହେବ, ତୁମକୁ କେତେ ମାତ୍ରା ଖର୍ଚ୍ଚ କରିବାକୁ ହେବ ?

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	28.3	44.8	37.5	24.6	35.5	30.7	25.6	35.3	31.0	13.5	19.5	16.8
Age 15	25.2	26.2	25.8	35.9	27.9	31.2	30.3	16.9	22.5	15.5	18.6	17.3
Age 16	30.7	36.2	34.0	43.7	32.5	37.0	31.3	20.1	24.5	18.0	21.1	19.9
Age 14-16	27.7	35.2	32.0	33.5	31.7	32.5	28.8	24.0	26.0	15.4	19.6	17.8

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	47.5	47.6	47.5	64.3	49.0	56.6	36.6	32.5	34.5	29.8	25.6	27.7
Age 15	48.5	43.9	46.1	63.9	55.7	59.5	33.6	31.4	32.4	44.5	28.0	35.8
Age 16	46.4	50.8	48.8	58.5	52.7	55.4	26.1	37.4	32.1	48.5	33.4	40.4
Age 14-16	47.6	47.0	47.3	62.9	52.2	57.4	33.4	33.2	33.3	38.6	28.2	33.2



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)	383	378	405	360
Upper primary schools (Std I-VII/VIII)	358	446	435	452
Total schools visited	741	824	840	812

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

	2010	2014	2016	2018
Primary schools (Std I-IV/V)				
% Enrolled children present (Average)	71.9	78.5	77.7	82.0
% Teachers present (Average)	89.1	87.0	90.5	94.4
Upper primary schools (Std I-VII/VIII)				
% Enrolled children present (Average)	72.3	76.3	78.3	80.1
% Teachers present (Average)	83.8	82.7	90.0	92.7

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

	2010	2014	2016	2018
Primary schools (Std I-IV/V)				
% Schools where Std II children were observed sitting with one or more other classes	77.0	81.1	82.9	79.2
% Schools where Std IV children were observed sitting with one or more other classes	66.8	72.8	76.7	73.9
Upper primary schools (Std I-VII/VIII)				
% Schools where Std II children were observed sitting with one or more other classes	69.4	74.8	77.3	78.3
% Schools where Std IV children were observed sitting with one or more other classes	58.1	62.0	65.5	66.2

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	74.4	82.8	87.8	89.9
	Mid-day meal served in school on day of visit	88.8	96.8	98.1	98.8
Drinking water	No facility for drinking water	15.2	9.3	9.2	8.0
	Facility but no drinking water available	14.5	9.3	13.1	9.1
	Drinking water available	70.3	81.4	77.7	82.9
Total		100	100	100	100
Toilet	No toilet facility	15.5	15.7	6.7	3.0
	Facility but toilet not useable	40.1	21.1	17.8	21.4
	Toilet useable	44.4	63.2	75.5	75.7
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	30.3	29.1	17.6	9.6
	Separate provision but locked	19.5	7.9	6.7	5.2
	Separate provision, unlocked but not useable	15.5	9.7	10.0	16.0
	Separate provision, unlocked and useable	34.7	53.3	65.8	69.3
	Total	100	100	100	100
Library	No library	34.7	11.8	17.9	19.7
	Library but no books being used by children on day of visit	18.5	22.6	21.1	26.4
	Library books being used by children on day of visit	46.8	65.6	61.0	54.0
	Total	100	100	100	100
Electricity	Electricity connection			53.0	56.7
	Of schools with electricity connection, % schools with electricity available on day of visit			78.0	80.3
Computer	No computer available for children to use	92.9	86.1	84.5	81.3
	Available but not being used by children on day of visit	2.7	8.1	9.1	12.6
	Computer being used by children on day of visit	4.4	5.8	6.4	6.1
	Total	100	100	100	100



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)	38.2	46.5	57.8	60.7
Upper primary schools (Std I-VII/VIII)	3.9	4.5	5.6	8.0

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	68.7	83.0	76.7
	No physical education period but dedicated time allotted	20.0	12.8	16.0
	No physical education period and no dedicated time allotted	11.3	4.1	7.3
	Total	100	100	100
Physical education teacher	Separate physical education teacher	3.6	25.9	16.2
	Other physical education teacher	66.8	52.7	58.8
	No physical education teacher	29.6	21.5	25.0
	Total	100	100	100
Playground	Playground inside the school premises	30.5	35.0	33.0
	Playground outside the school premises	29.6	36.6	33.5
	No accessible playground	39.9	28.4	33.5
	Total	100	100	100
Availability of any sports equipment		61.3	77.8	70.5
Supervised physical education activity observed on day of visit		21.3	27.5	24.8

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

	2014	2016	2018
% Schools which reported having an SMC	89.7	95.1	96.7
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	4.6	4.3	2.9
Between July and September	61.2	43.0	48.9
After September	34.2	52.6	48.2

