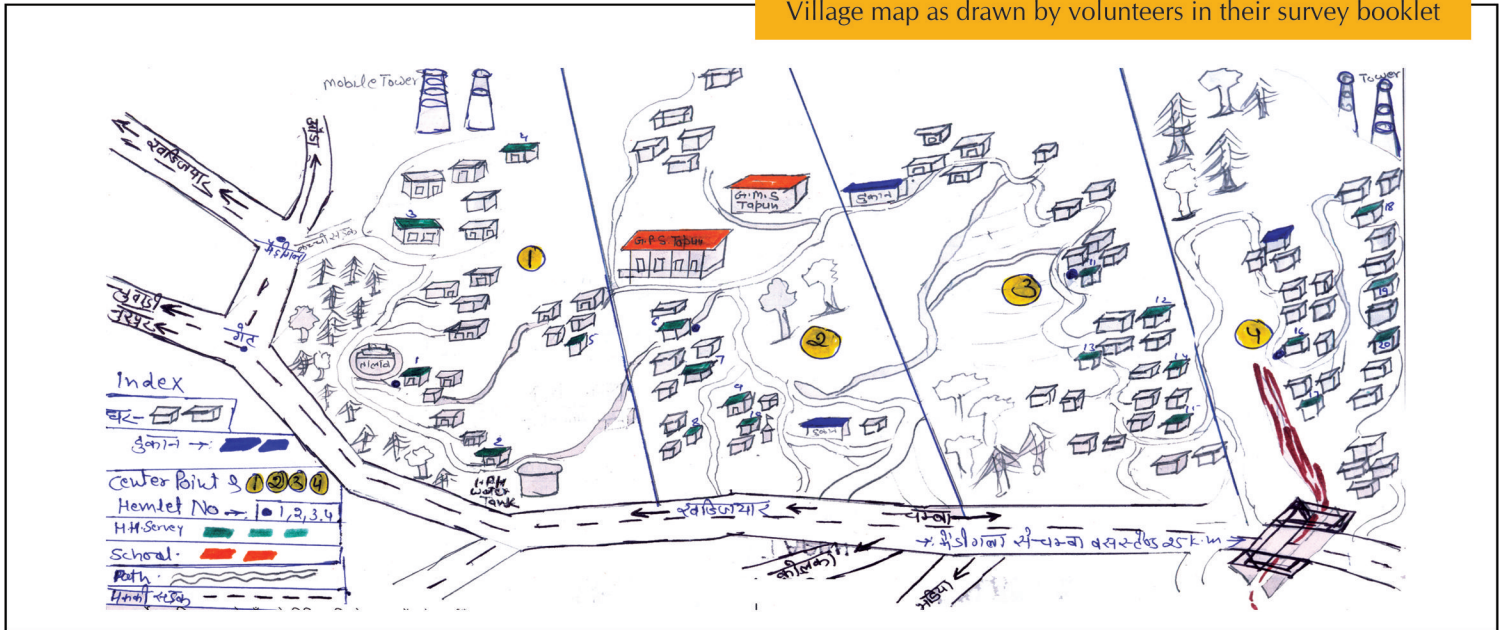


Himachal Pradesh

Village map as drawn by volunteers in their survey booklet



Himachal Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 12 OUT OF 12 DISTRICTS
Data is not presented where sample size is insufficient.

School enrollment

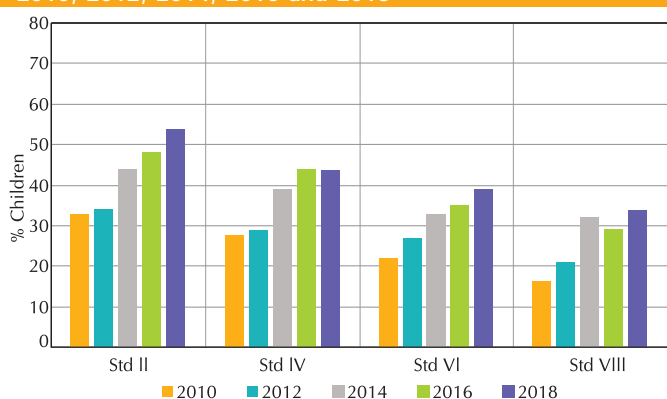
Table 1: % Children enrolled in different types of schools by age group and gender 2018

Age group	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	58.9	40.7	0.0	0.4	100
Age 7-16: All	63.2	36.1	0.1	0.7	100
Age 7-10: All	54.7	45.0	0.1	0.2	100
Age 7-10: Boys	51.8	48.1	0.0	0.1	100
Age 7-10: Girls	57.6	41.8	0.2	0.4	100
Age 11-14: All	65.4	34.1	0.0	0.6	100
Age 11-14: Boys	62.4	36.9	0.0	0.7	100
Age 11-14: Girls	68.5	31.0	0.0	0.5	100
Age 15-16: All	79.5	18.2	0.1	2.2	100
Age 15-16: Boys	76.4	21.0	0.3	2.4	100
Age 15-16: Girls	82.9	15.2	0.0	2.0	100

'Other' includes children going to Madarsa or EGS.

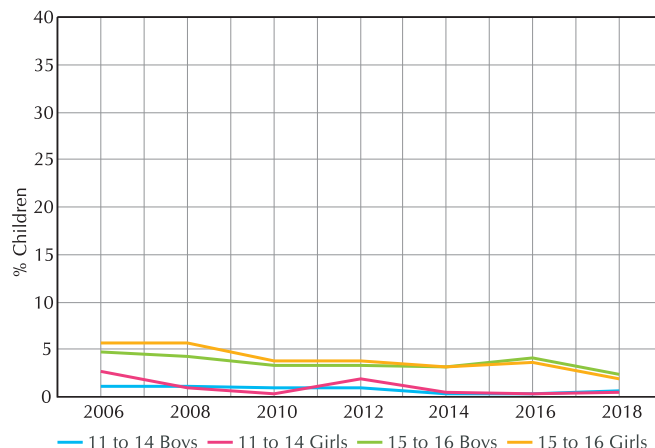
'Not in school' includes children who never enrolled or have dropped out.

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 53.7% as compared to 33.5% 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 5.6% in 2006, 3.8% in 2012, and 2% 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	33.2	53.2	11.6										2.0	100	
II	2.6	25.2	57.1	12.7										2.5	100
III	1.4	21.9	57.9	16.7										2.2	100
IV	2.4			29.5	51.1	13.6							3.4	100	
V			2.9			28.8	51.9	14.1					2.3	100	
VI				2.7				33.0	50.9	12.3			1.1	100	
VII					3.7				28.2	52.4	14.1			1.7	100
VIII						3.6				40.2	46.1	8.7	1.4	100	

This table shows the age distribution for each grade. For example, of all children in Std III, 57.9% children are 8 years old but there are also 21.9% who are 7, 16.7% who are 9, and 2.2% 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	57.6	2.6	30.6	1.6	1.0	0.0	6.6	100
Age 4	37.4	3.4	51.4	3.3	1.3	0.0	3.1	100
Age 5	15.8	5.9	36.3	21.4	18.9	0.0	1.7	100
Age 6	1.2	0.5	6.0	41.5	50.4	0.0	0.3	100
Age 7	0.1	0.4	1.8	48.8	48.2	0.3	0.4	100
Age 8	0.3	0.0	0.3	56.3	42.7	0.1	0.3	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	18.3	43.8	24.6	7.4	5.8	100
II	4.0	20.8	22.7	26.4	26.0	100
III	2.0	9.2	15.7	25.4	47.8	100
IV	2.7	5.9	6.8	14.1	70.7	100
V	1.8	3.1	4.7	13.4	76.9	100
VI	0.5	3.0	4.8	10.0	81.6	100
VII	0.3	1.9	3.9	6.2	87.8	100
VIII	0.4	2.2	3.0	4.5	89.9	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, 2% cannot even read letters, 9.2% can read letters but not words or higher, 15.7% can read words but not Std I level text or higher, 25.4% can read Std I level text but not Std II level text, and 47.8% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

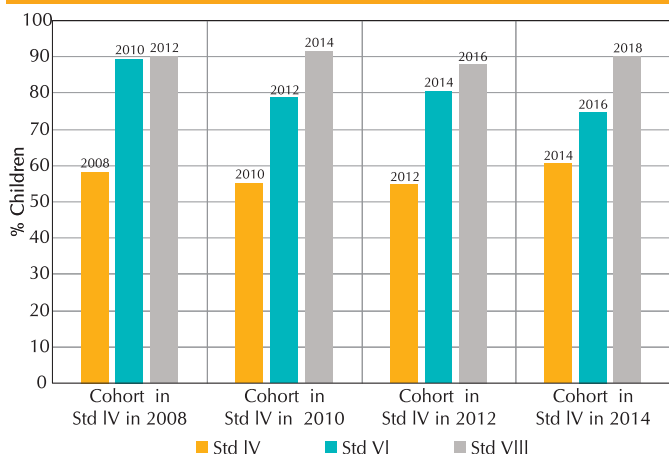
Table 5: Trends over time
Reading in Std III by school type
2012, 2014, 2016 and 2018

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	32.8	51.0	38.7
2014	43.6	51.3	46.6
2016	45.0	49.0	47.0
2018	47.4	48.0	47.7

* 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 58.1% and in Std VI (in 2010) was 89.4%. When the cohort reached Std VIII in 2012, this figure was 90.1%. The progress of each of these cohorts can be understood in the same way.

Reading Tool (Hindi)

Std II level text	Std I level text																								
<p>नगमा समझदार लड़की थी। मगर उसका छोटा भाई अमन बहुत नटखट था। एक दिन दोनों बाज़ार में घूम रहे थे। अमन ने रास्ते में पकौड़े देखे। उसे पकौड़े बहुत पसंद थे। मैं उसके लिए पकौड़े बनाती थी। नगमा ने कहा यह पकौड़े तीखे होंगे। मगर अमन नहीं माना। अमन ने पकौड़े खाए और उसकी आँखों से आँसू निकलने लगे।</p>	<p>रात हो गई है। चाँद दिख रहा है। तारे भी चमक रहे हैं। सब लोग सो गए हैं।</p>																								
<p>Letters</p> <table border="1"> <tr><td>न</td><td>प</td><td>म</td></tr> <tr><td>च</td><td>स</td><td></td></tr> <tr><td>थ</td><td>ग</td><td>द</td></tr> <tr><td>र</td><td>ल</td><td></td></tr> </table>	न	प	म	च	स		थ	ग	द	र	ल		<p>Words</p> <table border="1"> <tr><td>आग</td><td>सोच</td></tr> <tr><td>ताला</td><td></td></tr> <tr><td>गिर</td><td>पानी</td></tr> <tr><td>मौका</td><td>धुन</td></tr> <tr><td>देश</td><td></td></tr> <tr><td>पैसा</td><td>बूढ़ा</td></tr> </table>	आग	सोच	ताला		गिर	पानी	मौका	धुन	देश		पैसा	बूढ़ा
न	प	म																							
च	स																								
थ	ग	द																							
र	ल																								
आग	सोच																								
ताला																									
गिर	पानी																								
मौका	धुन																								
देश																									
पैसा	बूढ़ा																								

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	71.2	76.9	72.8	88.9	94.6	90.1
2014	71.5	82.5	75.3	90.5	94.8	91.9
2016	65.3	78.0	70.5	84.9	94.9	87.9
2018	74.5	80.4	76.9	87.4	95.4	89.9

* 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	13.1	34.3	48.2	4.0	0.3	100
II	1.7	18.0	48.7	28.9	2.7	100
III	0.7	9.7	39.5	33.1	17.0	100
IV	1.2	4.9	23.4	29.7	40.9	100
V	0.6	5.6	14.8	22.4	56.6	100
VI	0.3	2.5	17.1	27.3	52.8	100
VII	0.0	0.7	16.8	24.2	58.3	100
VIII	0.3	1.8	16.5	20.4	61.0	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, 0.7% cannot even recognize numbers 1-9, 9.7% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 39.5% can recognize numbers up to 99 but cannot do subtraction, 33.1% can do subtraction but cannot do division, and 17% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic Tool (Hindi)

अंक पहचान 1-9		संख्या पहचान 10-99		घटाना		भाग
5	7	74	23	63 - 44	51 - 35	7) 898
8	4	91	86	92 - 48	71 - 35	4) 659
2	9	24	79	45 - 27	34 - 19	8) 946
3	1	37	61	43 - 29	46 - 17	6) 757

एक से बड़े दो अंकों तक पहचान करे।
 एक से बड़े दो अंकों तक पहचान करे।
 एक से बड़े दो अंकों तक घटाना करे।
 एक से बड़े दो अंकों तक भाग करे।

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	39.5	72.6	50.3
2014	40.6	70.6	52.4
2016	48.4	66.7	57.4
2018	42.4	58.7	50.1

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

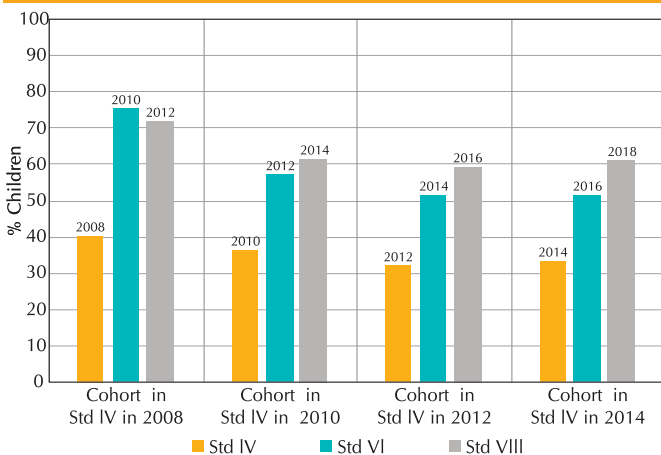
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private 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	40.7	70.3	48.7	67.7	86.8	71.8
2014	37.9	63.9	46.9	55.9	74.2	61.8
2016	47.4	63.0	53.7	50.4	79.5	59.2
2018	51.5	64.0	56.6	54.7	74.4	61.0

* 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 40.3% and in Std VI (in 2010) was 75.5%. When the cohort reached Std VIII in 2012, this figure was 71.7%. The progress of each of these cohorts can be understood in the same way.



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	59.3	70.3	64.8
Age 11-13	84.7	89.2	87.0
Age 14-16	90.4	95.4	93.0

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	65.7	66.1	65.9	36.6	39.4	38.0
Age 11-13	80.3	83.2	81.8	56.5	62.5	59.5
Age 14-16	83.4	84.5	84.0	60.7	65.2	63.0

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

अगर यह लड़की रात को इस समय सोती है और सुबह इस समय उठती है, तो बताओ कि यह कुल कितने घंटे सोती है?

Applying unitary method

अगर 15 लीटर पानी को शुद्ध करने के लिए दुबार्ड की 3 गोलियाँ बालनी पड़ती हैं, तो बताओ कि 35 लीटर पानी को शुद्ध करने के लिए कितनी गोलियाँ डालनी पड़ेंगी?

Financial decision making

बाज़ार में किताबों की 2 दुकानें हैं जहाँ यह 5 किताबें मिलती हैं। यदि आपको यह पाँचों किताबें खरीदनी हैं, तो आपको कम-से-कम कितने रुपये देने होंगे?

दुकान 1 - मूल्य सूची		दुकान 2 - मूल्य सूची	
किताब का नाम	मूल्य	किताब का नाम	मूल्य
विज्ञान	₹50	विज्ञान	₹50
गणित	₹80	गणित	₹80
हिन्दी	₹30	हिन्दी	₹30
अंग्रेज़ी	₹70	अंग्रेज़ी	₹70
इतिहास	₹40	इतिहास	₹40

स्पेशल बचत!!!
इन 5 किताबों का सेट केवल ₹299 में

Calculating discount

यह इस टी-शर्ट का मूल्य है और इस दाम पर 10 प्रतिशत/percent की छूट है। अगर आपको यह टी-शर्ट खरीदनी हो, तो आपको कितने रुपये देने होंगे?

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	36.7	29.9	33.9	52.7	32.2	44.2	37.0	43.0	39.5	18.2	15.8	17.2
Age 15	30.3	42.2	36.1	49.4	48.1	48.8	39.7	38.6	39.2	20.1	6.1	13.3
Age 16	34.6	35.9	35.3	65.2	36.0	48.3	46.7	29.2	36.5	26.7	0.9	11.7
Age 14-16	33.8	36.5	35.1	53.7	39.6	46.9	39.9	37.4	38.7	20.5	7.8	14.4

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	49.0	46.9	47.9	68.1	58.5	63.0	46.4	51.1	48.9	36.3	26.6	31.2
Age 15	50.4	53.0	51.8	71.9	53.8	62.7	48.9	51.5	50.2	39.7	28.5	34.0
Age 16	42.1	58.8	51.4	72.0	65.5	68.4	45.2	46.9	46.1	46.2	40.7	43.2
Age 14-16	48.2	51.8	50.1	70.3	58.4	64.1	47.1	50.3	48.8	39.6	30.5	34.8



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)	195	250	260	284
Upper primary schools (Std I-VII/VIII)	66	27	23	9
Total schools visited	261	277	283	293

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

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2014	2016	2018
% Enrolled children present (Average)	90.0	86.3	85.8	83.4
% Teachers present (Average)	88.0	76.7	82.6	75.8

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

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2014	2016	2018
% Schools where Std II children were observed sitting with one or more other classes	58.6	74.1	73.7	80.8
% Schools where Std IV children were observed sitting with one or more other classes	52.8	73.0	70.7	74.3

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	82.5	97.1	97.5	99.3
	Mid-day meal served in school on day of visit	98.0	93.8	98.9	93.1
Drinking water	No facility for drinking water	12.5	5.4	8.9	5.5
	Facility but no drinking water available	4.3	6.9	6.4	5.1
	Drinking water available	83.2	87.7	84.7	89.4
Total		100	100	100	100
Toilet	No toilet facility	10.8	0.4	1.8	0.3
	Facility but toilet not useable	33.2	12.0	14.2	5.5
	Toilet useable	56.0	87.6	84.0	94.2
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	31.1	1.6	6.0	5.5
	Separate provision but locked	10.6	3.6	6.0	2.1
	Separate provision, unlocked but not useable	19.6	8.5	8.6	6.2
	Separate provision, unlocked and useable	38.7	86.2	79.5	86.3
	Total	100	100	100	100
Library	No library	19.7	4.4	5.4	2.7
	Library but no books being used by children on day of visit	39.0	55.1	62.1	73.0
	Library books being used by children on day of visit	41.3	40.6	32.5	24.3
	Total	100	100	100	100
Electricity	Electricity connection		92.1	94.5	
	Of schools with electricity connection, % schools with electricity available on day of visit		92.6	86.0	
Computer	No computer available for children to use	93.3	94.6	92.2	93.5
	Available but not being used by children on day of visit	3.5	2.2	6.1	4.5
	Computer being used by children on day of visit	3.2	3.3	1.8	2.1
	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
All schools (Std I-IV/V and Std I-VII/VIII)	48.6	71.3	80.8	83.1

Table 19: Physical education and sports in schools 2018

% Schools with		All schools (Std I-IV/V and Std I-VII/VIII)
Dedicated time for physical education	Physical education period in the timetable	46.1
	No physical education period but dedicated time allotted	39.6
	No physical education period and no dedicated time allotted	14.3
	Total	100
Physical education teacher	Separate physical education teacher	2.8
	Other physical education teacher	74.2
	No physical education teacher	23.0
	Total	100
Playground	Playground inside the school premises	82.6
	Playground outside the school premises	10.8
	No accessible playground	6.6
	Total	100
Availability of any sports equipment		69.9
Supervised physical education activity observed on day of visit		17.3

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

	2014	2016	2018
% Schools which reported having an SMC	99.6	98.9	99.7
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	8.2	7.8	5.5
Between July and September	83.3	74.4	84.5
After September	8.6	17.8	10.0

