

Jammu and Kashmir RURAL

TOTAL NUMBER OF DISTRICTS 14. Data for 2010 is not available. Data has not been presented where sample size was insufficient.

Trends Over Time: 2006-2014

Sample description over time

Table 1: Sample description. 2006-2014

Year	Districts surveyed	Villages surveyed	Households surveyed	Number of children surveyed		
				Age 3-5	Age 6-14	Age 15-16
2006	13	366	7256	2720	13007	2850
2007	14	379	7673	2651	13816	2178
2008	14	387	8318	2460	13404	2673
2009	14	380	8242	1897	10895	2932
2010						
2011	14	375	7973	2849	11331	2579
2012	14	368	7725	2774	10466	2285
2013	13	359	7626	2792	10262	2273
2014	13	359	7637	2818	9880	2159

Each year from 2006 to 2014, * ASER has collected data for a representative sample of children from every state and almost every rural district in India. On average ASER has reached over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. Information on their schooling status, basic reading and basic arithmetic ability was collected every year. In addition, children's ability to read English was assessed during four ASER rounds (2007, 2009, 2012 and 2014).

ASER Trends Over Time provides a summary of trends in selected variables in each of these four domains over this nine-year period.

*ASER 2005 is not included because of differences in sampling methodology.

Enrollment over time

Out of school children 2006-2014

Table 2: % Children age 6-14 not enrolled in school, by gender. 2006-2014

Year	Boys		Girls		All children	
	All India	J and K	All India	J and K	All India	J and K
2006	5.8	3.2	7.5	6.5	6.6	4.7
2007	3.8	2.9	4.6	4.5	4.2	3.6
2008	3.8	2.2	4.8	3.4	4.3	2.7
2009	3.6	1.6	4.5	2.2	4.0	1.8
2010	3.2		3.8		3.4	
2011	3.1	1.9	3.6	3.2	3.3	2.5
2012	3.1	1.1	3.9	3.5	3.5	2.3
2013	3.1	1.3	3.5	2.3	3.3	1.8
2014	2.9	1.8	3.7	2.7	3.3	2.2

Private school enrollment 2006-2014

Table 3: % Children age 6-14 enrolled in private schools, by gender. 2006-2014

Year	Boys		Girls		All children	
	All India	J and K	All India	J and K	All India	J and K
2006	20.2	34.1	17.0	29.3	18.7	32.0
2007	20.8	31.4	17.6	27.7	19.3	29.7
2008	24.6	40.0	20.3	34.5	22.6	37.5
2009	23.3	33.3	19.9	30.5	21.8	32.0
2010	25.5		21.7		23.7	
2011	28.0	41.4	23.0	33.4	25.6	37.7
2012	31.5	48.3	25.2	38.9	28.3	43.7
2013	32.2	49.2	25.5	41.5	29.0	45.5
2014	34.5	52.3	26.9	43.3	30.8	48.1

Note: Data collection for the ASER survey is carried out in the household. Information on the type of school (government or private) that a child is enrolled in, is self-reported by households.



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Data has not been presented where sample size was insufficient.

Reading over time

Std III Reading levels 2006-2014

Table 4: % Children in Std III who can read at least a Std I level text. 2006-2014

Year	All India	J and K
2006	48.1	37.2
2007	49.2	38.1
2008	50.6	41.6
2009	46.6	30.6
2010	45.7	
2011	40.4	45.4
2012	38.8	49.6
2013	40.2	54.3
2014	40.3	44.4

Table 5: % Children in Std III who can read at least a Std I level text, by school type. 2006-2014

Year	Govt. schools		Pvt. schools	
	All India	J and K	All India	J and K
2006	45.8	26.2	58.4	55.8
2007	46.7	36.6	61.7	41.5
2008	46.9	30.0	63.9	60.6
2009	43.8	21.2	58.2	46.7
2010	42.5		57.6	
2011	35.2	28.4	56.3	71.1
2012	32.4	26.2	55.3	76.7
2013	32.6	31.2	59.6	81.2
2014	31.8	22.0	59.0	66.6

Std V Reading levels 2006-2014

Table 6: % Children in Std V who can read a Std II level text. 2006-2014

Year	All India	J and K
2006	53.1	37.7
2007	58.9	33.1
2008	56.3	32.9
2009	52.9	26.9
2010	53.7	
2011	48.3	36.2
2012	46.9	41.2
2013	47.0	45.1
2014	48.1	38.7

Table 7: % Children in Std V who can read a Std II level text, by school type. 2006-2014

Year	Govt. schools		Pvt. schools	
	All India	J and K	All India	J and K
2006	51.4	30.0	60.8	54.8
2007	56.7	30.4	69.0	43.0
2008	53.1	23.2	67.9	50.4
2009	50.3	20.2	63.1	40.7
2010	50.7		64.2	
2011	43.8	23.0	62.7	56.3
2012	41.7	24.6	61.2	64.1
2013	41.1	27.9	63.3	65.6
2014	42.2	21.0	62.5	58.8

Reading Tool

Story

Salma is a little girl. She had a pretty doll. She loved playing with her doll. One day the doll fell from her hand to the floor. It broke into many pieces. Salma was very sad. She cried a lot. Her mother gave her another doll. Now she is happy again.

Para

Ravi is a boy.
 He has many friends.
 He loves to draw.
 He does not like to sing.

Letter	Word
b s o	ring sun
k m	ball
y r h	cold king
t x	clap foot
	fan
	girl crow



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Data has not been presented where sample size was insufficient.

Arithmetic over time

Std III Arithmetic levels 2007-2014*

Year	All India	J and K
2007	42.4	50.1
2008	38.9	41.2
2009	39.1	32.1
2010	36.3	
2011	30.0	38.9
2012	26.4	39.7
2013	26.1	43.9
2014	25.4	41.1

Year	Govt. schools		Pvt. schools	
	All India	J and K	All India	J and K
2007	40.2	46.5	53.9	58.2
2008	35.4	30.4	51.8	58.8
2009	36.5	23.2	49.7	47.3
2010	33.2		47.8	
2011	25.2	22.3	44.6	63.7
2012	19.8	18.9	43.4	64.2
2013	18.9	24.2	44.6	66.7
2014	17.3	22.8	43.4	59.2

Std V Arithmetic levels 2007-2014*

Year	All India	J and K
2007	42.5	31.3
2008	37.1	24.9
2009	38.1	23.6
2010	36.2	
2011	27.6	22.5
2012	24.9	21.2
2013	25.6	27.0
2014	26.1	25.0

Year	Govt. schools		Pvt. schools	
	All India	J and K	All India	J and K
2007	41.0	28.7	49.4	40.3
2008	34.4	17.5	47.1	38.2
2009	36.1	16.9	46.2	37.3
2010	33.9		44.2	
2011	24.5	11.6	37.7	39.2
2012	20.3	7.8	37.8	39.3
2013	20.8	13.5	38.9	43.0
2014	20.7	13.7	39.3	38.0

Math Tool			
Number recognition 1-9 <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;">1</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">4</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">7</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">3</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">6</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">9</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">5</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">2</div> </div>	Number recognition 10-99 <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;">51</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">83</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">37</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">65</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">55</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">26</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">91</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">43</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">36</div> <div style="border: 1px solid black; padding: 2px; margin: 2px;">27</div> </div>	Subtraction <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $\begin{array}{r} 46 \\ - 29 \\ \hline \end{array}$ </div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $\begin{array}{r} 63 \\ - 39 \\ \hline \end{array}$ </div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $\begin{array}{r} 47 \\ - 28 \\ \hline \end{array}$ </div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $\begin{array}{r} 45 \\ - 17 \\ \hline \end{array}$ </div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $\begin{array}{r} 92 \\ - 76 \\ \hline \end{array}$ </div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $\begin{array}{r} 84 \\ - 57 \\ \hline \end{array}$ </div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $\begin{array}{r} 52 \\ - 14 \\ \hline \end{array}$ </div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $\begin{array}{r} 66 \\ - 48 \\ \hline \end{array}$ </div> </div>	Division <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $7 \overline{)879}$ </div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $6 \overline{)824}$ </div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $8 \overline{)985}$ </div> <div style="border: 1px solid black; padding: 2px; margin: 2px;"> $4 \overline{)517}$ </div> </div>
Ask the child to recognize any 5 numbers. At least 4 must be correct.	Ask the child to recognize any 5 numbers. At least 4 must be correct.	Ask the child to do any 2 subtraction problems. Both must be correct.	Ask the child to do any 1 division problem. It must be correct.



*ASER 2006 arithmetic results are not comparable to the subsequent years because of a change in the assessment tool. Hence this data has not been included in the above tables.

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English over time

Std V English reading levels 2007, 2009, 2012, 2014

Table 12: % Children in Std V who can read at least words. 2007, 2009, 2012, 2014

Year	All India	J and K
2007	59.4	75.8
2009	56.7	76.8
2012	49.0	82.9
2014	49.2	85.9

Table 13: % Children in Std V who can read at least words, by school type. 2007, 2009, 2012, 2014

Year	Govt. schools		Pvt. schools	
	All India	J and K	All India	J and K
2007	56.7	78.2	72.2	66.9
2009	53.3	75.5	70.1	79.5
2012	41.4	73.4	70.1	95.9
2014	39.7	77.1	72.4	95.9

Table 14: % Children in Std V who can read sentences. 2007, 2009, 2012, 2014

Year	All India	J and K
2007	28.0	42.6
2009	25.7	41.8
2012	22.6	52.7
2014	24.1	52.3

Table 15: % Children in Std V who can read sentences, by school type. 2007, 2009, 2012, 2014

Year	Govt. schools		Pvt. schools	
	All India	J and K	All India	J and K
2007	24.7	41.0	44.1	48.7
2009	21.9	37.4	40.4	51.2
2012	15.4	35.6	42.4	75.9
2014	38.8	71.1	38.8	71.1

Std VII English reading levels 2007, 2009, 2012, 2014

Table 16: % Children in Std VII who can read sentences. 2007, 2009, 2012, 2014

Year	All India	J and K
2007	53.8	72.0
2009	49.1	58.4
2012	39.8	64.9
2014	38.8	71.1

Table 17: % Children in Std VII who can read sentences, by school type. 2007, 2009, 2012, 2014

Year	Govt. schools		Pvt. schools	
	All India	J and K	All India	J and K
2007	50.9	69.9	64.4	78.5
2009	46.1	54.6	59.5	66.3
2012	33.8	50.0	55.9	86.4
2014	31.4	64.5	58.1	80.5

English Tool

Give this test to ALL children.
 Record the highest reading level.
 Note the ability of the child to tell the meaning of words OR sentences depending on the child's highest reading level.

Capital letter	A J Q	h p x
	N E	u m
	Y R O	d g t

Ask the child to recognize any 3 letters. At least 1 must be correct.
 Ask the child to recognize any 3 letters. At least 1 must be correct.

Word	cat	red
	sun	
	new	fan
	bus	

Ask the child to read any 3 words. At least 1 must be correct.
 If the highest level that the child has reached in reading English is the 'Word' Level, then ask the child to say the meaning of those words she has just read. She can say the word meaning in the girl language. The meaning of at least 1 out of 3 words must be correct.

Sentence

What is the time?
 This is a large house.
 I like to read.
 She has many books.

Ask the child to read 4 sentences. At least 1 must be correct.
 If the highest level that the child has reached in reading English is the 'Sentence' Level, then ask the child to say the meaning of those sentences she has just read. She can say the meaning in the local language. The meaning of at least 1 out of 4 sentences must be correct.

