TOTAL NUMBER OF DISTRICTS 8. Data for 2007 is not available. Data has not been presented where sample size was insufficient.

Trends Over Time: 2006-2014

# Sample description over time

Table 2006-	1: Sample 2014	descriptio	n.			
Year	Districts surveyed	Villages surveyed	Households surveyed	Number Age 3-5	of children Age 6-14	surveyed Age 15-16
2006	7	151	3088	1496	4794	877
2007						
2008	8	139	2987	1220	4865	558
2009	8	174	4325	1323	5444	886
2010	8	181	4595	2090	6462	959
2011	8	175	4367	2030	7195	1077
2012	8	186	4454	1748	5531	910
2013	8	191	4756	1888	5778	839
2014	8	196	4788	1535	5259	847

# **Enrollment over time**

### Out of school children 2006-2014

	Table 2: % Children age 6-14 not enrolled in school, by gender. 2006-2014					
	Во	ys	Gir	ls	All chil	dren
Year	All India	Mizoram	All India	Mizoram	All India	Mizoram
2006	5.8	3.4	7.5	3.9	6.6	3.7
2007	3.8		4.6		4.2	
2008	3.8	2.3	4.8	5.3	4.3	3.8
2009	3.6	1.4	4.5	1.1	4.0	1.3
2010	3.2	2.5	3.8	1.8	3.4	2.2
2011	3.1	0.6	3.6	0.5	3.3	0.6
2012	3.1	1.8	3.9	1.7	3.5	1.7
2013	3.1	0.5	3.5	0.4	3.3	0.4
2014	2.9	0.7	3.7	0.8	3.3	0.7

### Private school enrollment 2006-2014

	Table 3: % Children age 6-14 enrolled in private schools, by gender. 2006-2014					
	Bc	ys	Gi	rls	All ch	ildren
Year	All India	Mizoram	All India	Mizoram	All India	Mizoram
2006	20.2	23.0	17.0	23.5	18.7	23.2
2007	20.8		17.6		19.3	
2008	24.6	24.3	20.3	21.1	22.6	22.9
2009	23.3	17.2	19.9	18.4	21.8	17.9
2010	25.5	11.9	21.7	14.3	23.7	13.0
2011	28.0	12.9	23.0	14.7	25.6	13.7
2012	31.5	24.8	25.2	25.8	28.3	25.3
2013	32.2	31.1	25.5	33.8	29.0	32.4
2014	34.5	38.7	26.9	41.2	30.8	40.0

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.

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.





















ASER 2006-2014





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	Mizoram		
2006	48.1	89.5		
2007	49.2			
2008	50.6	78.5		
2009	46.6	59.1		
2010	45.7	80.3		
2011	40.4	80.0		
2012	38.8	55.3		
2013	40.2	68.6		
2014	40.3	58.1		

level text, by school type. 2006-2014					
Maria	Govt. s	schools	Pvt. schools		
Year	All India	Mizoram	All India	Mizoram	
2006	45.8	91.8			
2007	46.7				
2008	46.9	74.4			
2009	43.8	56.5	Data inc	ufficient	
2010	42.5	80.7		zoram	
2011	35.2	80.3			
2012	32.4	52.9			
2013	32.6	63.6			
2014	31.8	49.0			

 Table 7: % Children in Std V who can read a Std II level

Pvt. schools

Govt. schools

text, by school type. 2006-2014

Table 5: % Children in Std III who can read at least a Std I

### Std V Reading levels 2006-2014

Table 6: % 2006-2014	Table 6: % Children in Std V who can read a Std II level text. 2006-2014				
Year	All India	Mizoram			
2006	53.1	81.5			
2007	58.9				
2008	56.3	78.3			
2009	52.9	58.8			
2010	53.7	72.1			
2011	48.3	78.4			
2012	46.9	59.6			
2013	47.0	69.6			
2014	48.1	52.1			

**Reading Tool** 

Para

Tho

La

Pangpa

Grep

Huais

Ka hming chu Huma a ni.

Nitin Sikul ka kal thin a. Kan Sikul chu a nuam hle.

Kum riat mi ka ni.

Story

Ramengi leh a thiante chu

Bazar-ah an kal a. Ramengi

chuan naute lem a awt hle a.

Mahse, pawisa a nei lo. A neitute hriatloh laiin naute lem chu a la ta a. Hlim takin an inah a tlan haw a. A nu te a

hrilh a. A nu chuan thilruk

thatlohzia a lo hrilh a. A

inchhir em em a. A neitute

hnen ah naute lem chu a pekir

leh ta a.

Year	GOVL SCHOOIS		PVL. SCHOOIS		
fear	All India	Mizoram	All India	Mizoram	
2006	51.4	81.4			
2007	56.7				
2008	53.1	77.5			
2009	50.3	57.1	Data ins	ufficient	
2010	50.7	68.0	for Mi		
2011	43.8	78.6	L		
2012	41.7	55.2			
2013	41.1	64.3			
2014	42.2	47.1			



















Data has not been presented where sample size was insufficient.

# Arithmetic over time

#### Std III Arithmetic levels 2007-2014\*

	Table 8: % Children in Std III who can do at least subtraction. 2007-2014				
Year	All India	Mizoram			
2007	42.4				
2008	38.9	83.9			
2009	39.1	67.3			
2010	36.3	74.9			
2011	30.0	76.6			
2012	26.4	61.0			
2013	26.1	61.0			
2014	25.4	65.3			

#### Std V Arithmetic levels 2007-2014\*

Table 10: % 2007-2014	Table 10: % Children in Std V who can do division. 2007-2014				
Year	All India	Mizoram			
2007	42.5				
2008	37.1	80.3			
2009	38.1	59.7			
2010	36.2	62.0			
2011	27.6	67.7			
2012	24.9	43.6			
2013	25.6	47.0			
2014	26.1	40.0			

Table 9: % Children in Std III who can do at least subtraction, by school type. 2007-2014					
Year	Govt.	schools	Pvt. s	chools	
real	All India	Mizoram	All India	Mizoram	
2007	40.2				
2008	35.4	81.5			
2009	36.5	64.7			
2010	33.2	74.9	Data ins	ufficient	
2011	25.2	77.1	for Mi	zoram	
2012	19.8	58.1			
2013	18.9	62.7			
2014	17.3	63.9			









	Table 11: % Children in Std V who can do division, by school type. 2007-2014					
Year	Govt. s	schools	Pvt. s	chools		
rear	All India	Mizoram	All India	Mizoram		
2007	41.0					
2008	34.4	78.0				
2009	36.1	58.2				
2010	33.9	57.0	Data ins	ufficient		
2011	24.5	68.5	for Mi	zoram		
2012	20.3	41.6				
2013	20.8	45.9				
2014	20.7	37.1				

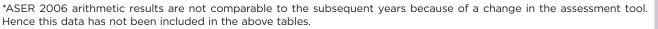




#### Math Tool

Number recognition 1-9	Number recognition 10-99	Subtraction	Division
1 4	51 83	46 63 _ 29 _ 39	7)879(
	37 65	47 45 - 28 - 17	6)824(
69	55 26	92 84 - 76 - 57	8) 985 (
5 2	91 43 36 27	52 66 <u>- 14 - 48</u>	4) 517(
tak the child to recognize any 5	Ask the child to recognize any 5 munities. At least 4 must be correct	Ask the child to do any 2 subtraction problem Both must be correct.	Ask the child to do any 1 division





ASER 2006-2014



Data has not been presented where sample size was insufficient.

# **English over time**



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



Table 12: % Childre 2007, 2009, 2012,	en in Std V who can r 2014	ead at least words.
Year	All India	Mizoram
2007	59.4	
2009	56.7	94.1
2012	49.0	92.7
2014	49.2	89.9

Table 13: % C school type. 2			read at leas	t words, by	
Year	Govt. schools Pvt. schools		Govt. schools		chools
Tear	All India	Mizoram	All India	Mizoram	
2007	56.7				
2009	53.3	94.1	Data ins	ufficient	
2012	41.4	91.4	for Mi	zoram	
2014	39.7	86.8			

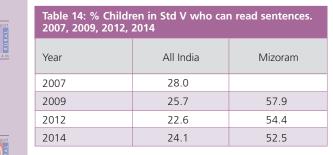
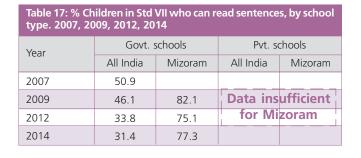


Table 15: % Ch type. 2007, 20			ad sentence	s, by school
Year	Govt. s	schools	Pvt. s	chools
icai	All India	Mizoram	All India	Mizoram
2007	24.7			
2009	21.9	55.2	Data ins	ufficient
2012	15.4	46.5	for Mi	zoram
2014	14.9	44.4		

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

Table 16: % Childr 2007, 2009, 2012,	en in Std VII who c 2014	an read sentences.
Year	All India	Mizoram
2007	53.8	
2009	49.1	82.6
2012	39.8	76.8
2014	38.8	79.9









ASER 2006-2014



Note the shifty of the child to tel depending on the child	the meaning of words OR sentences lid's highest reading level. Small lefter
A J Q	h p x
N E	u m
Y R O	d g t
Ask the child to recognize any 5 letters. At least 4 must be context.	And the child to recognize any E lefters. Al least of must be correct.
cat red	What is the time?
sun	This is a large house
new fan	I like to read.
bus	She has many books
tak the child to mad any 3 words. At least 4 must be essent. The highest level that the child has reached in stating Coglish is the "Wood Level", then ask the high to explore assuming of December words who has words to explore the statistical sector of the sector of the sector of the word to explore the sector of a word to explore the sector of a sector of the sector of the sector	Any the child to read at eacherone. At least 2 must be correct, if the highest level that the child has reached in meding English in the Sentence Level, Join ski the child is tay the memory of these sentences in his part read. The can say the memory in the sentences and the sentence

