

# Nagaland RURAL

TOTAL NUMBER OF DISTRICTS 11. 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	10	261	5498	1799	8741	1703
2007	11	270	5858	2696	9297	1503
2008	11	280	6292	2592	10567	1480
2009	11	268	6030	2095	9586	1380
2010	11	257	6489	2487	10065	1575
2011	11	260	6297	2510	9226	1200
2012	11	283	6380	2792	8580	1124
2013	10	262	5964	2373	8450	1014
2014	11	276	6586	2615	7650	995

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	Nagaland	All India	Nagaland	All India	Nagaland
2006	5.8	5.3	7.5	4.6	6.6	5.0
2007	3.8	3.4	4.6	3.0	4.2	3.2
2008	3.8	4.9	4.8	3.8	4.3	4.4
2009	3.6	2.4	4.5	2.2	4.0	2.4
2010	3.2	2.3	3.8	2.1	3.4	2.2
2011	3.1	2.2	3.6	1.8	3.3	2.0
2012	3.1	1.8	3.9	1.5	3.5	1.7
2013	3.1	1.5	3.5	1.0	3.3	1.2
2014	2.9	2.9	3.7	2.5	3.3	2.6

#### 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	Nagaland	All India	Nagaland	All India	Nagaland
2006	20.2	47.7	17.0	50.0	18.7	48.7
2007	20.8	38.4	17.6	40.5	19.3	39.3
2008	24.6	43.9	20.3	41.1	22.6	42.6
2009	23.3	36.1	19.9	34.5	21.8	35.1
2010	25.5	35.5	21.7	36.7	23.7	36.1
2011	28.0	41.3	23.0	40.4	25.6	40.9
2012	31.5	39.2	25.2	38.5	28.3	38.5
2013	32.2	41.1	25.5	38.2	29.0	39.4
2014	34.5	40.1	26.9	37.5	30.8	38.9

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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## 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	Nagaland
2006	48.1	48.3
2007	49.2	54.2
2008	50.6	55.4
2009	46.6	49.7
2010	45.7	51.3
2011	40.4	57.7
2012	38.8	52.9
2013	40.2	62.4
2014	40.3	41.9

**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	Nagaland	All India	Nagaland
2006	45.8	39.1	58.4	58.5
2007	46.7	46.2	61.7	73.8
2008	46.9	40.0	63.9	76.7
2009	43.8	41.5	58.2	69.1
2010	42.5	42.2	57.6	71.5
2011	35.2	52.1	56.3	67.8
2012	32.4	42.3	55.3	71.1
2013	32.6	54.1	59.6	78.4
2014	31.8	36.1	59.0	53.0

### 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	Nagaland
2006	53.1	45.4
2007	58.9	61.9
2008	56.3	59.2
2009	52.9	61.0
2010	53.7	53.5
2011	48.3	59.0
2012	46.9	52.5
2013	47.0	56.4
2014	48.1	41.6

**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	Nagaland	All India	Nagaland
2006	51.4	32.8	60.8	61.3
2007	56.7	56.8	69.0	70.3
2008	53.1	45.4	67.9	77.0
2009	50.3	54.7	63.1	74.9
2010	50.7	41.0	64.2	76.9
2011	43.8	48.4	62.7	71.8
2012	41.7	42.3	61.2	68.6
2013	41.1	51.8	63.3	63.9
2014	42.2	27.4	62.5	60.7

### Reading Tool

**Story**

A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there was another tree. The big tree was happy.

**Para**

Rani likes her school. Her class is in a big room. Rani has a bag and a book. She also has a pen.

Letter			Word	
e	d	w	hand	star
s	c		bus	
g	h	z	cat	book
i	q		day	few
			old	
			sing	bold



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## Arithmetic over time

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

Year	All India	Nagaland
2007	42.4	60.9
2008	38.9	52.2
2009	39.1	57.3
2010	36.3	45.3
2011	30.0	57.5
2012	26.4	53.6
2013	26.1	41.5
2014	25.4	40.2

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2007	40.2	52.9	53.9	80.5
2008	35.4	38.5	51.8	71.0
2009	36.5	51.4	49.7	71.4
2010	33.2	38.4	47.8	60.2
2011	25.2	53.1	44.6	65.4
2012	19.8	44.5	43.4	69.0
2013	18.9	36.2	44.6	51.6
2014	17.3	35.4	43.4	49.3

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

Year	All India	Nagaland
2007	42.5	49.8
2008	37.1	42.6
2009	38.1	62.2
2010	36.2	35.7
2011	27.6	40.6
2012	24.9	34.6
2013	25.6	24.6
2014	26.1	25.6

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2007	41.0	41.7	49.4	63.4
2008	34.4	29.0	47.1	60.2
2009	36.1	58.0	46.2	71.6
2010	33.9	26.7	44.2	52.4
2011	24.5	34.1	37.7	48.5
2012	20.3	27.3	37.8	46.0
2013	20.8	21.2	38.9	30.3
2014	20.7	18.3	39.3	35.3

Math Tool			
Number recognition 1-9	Number recognition 10-99	Subtraction	Division
5 7	74 23	63 51 - 44 - 35	7) 898
8 4	91 86	92 71 - 48 - 35	4) 659
2 9	24 79	45 34 - 27 - 19	8) 946
3 1	37 61	43 46 - 29 - 17	6) 757
58 14			
Ask the child to recognize any 8 numbers. At least 4 must be correct.	Ask the child to recognize any 8 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	Nagaland
2007	59.4	
2009	56.7	93.9
2012	49.0	93.3
2014	49.2	96.2

**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	Nagaland	All India	Nagaland
2007	56.7		72.2	
2009	53.3	92.4	70.1	97.1
2012	41.4	91.9	70.1	95.4
2014	39.7	94.5	72.4	98.4

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

Year	All India	Nagaland
2007	28.0	
2009	25.7	68.2
2012	22.6	64.6
2014	24.1	62.6

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

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2007	24.7		44.1	
2009	21.9	64.2	40.4	77.4
2012	15.4	58.8	42.4	73.9
2014	14.9	54.1	46.5	74.1

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	Nagaland
2007	53.8	
2009	49.1	84.8
2012	39.8	86.7
2014	38.8	85.7

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

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2007	50.9		64.4	
2009	46.1	77.0	59.5	94.4
2012	33.8	85.5	55.9	88.4
2014	31.4	81.2	58.1	90.5

### 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 (W) sentences depending on the child's highest reading level.

<p><b>Capital letter</b></p> <table style="width: 100%;"> <tr> <td style="width: 50%;">B H R</td> <td style="width: 50%;">z j o</td> </tr> <tr> <td>L V</td> <td>w g</td> </tr> <tr> <td>M P F</td> <td>u s k</td> </tr> </table> <p>Ask the child to recognize any 5 letters. At least 4 must be correct.</p>	B H R	z j o	L V	w g	M P F	u s k	<p><b>Small letter</b></p> <p>Ask the child to recognize any 5 letters. At least 4 must be correct.</p>		
B H R	z j o								
L V	w g								
M P F	u s k								
<p><b>Word</b></p> <table style="width: 100%;"> <tr> <td style="width: 50%;">cow</td> <td style="width: 50%;">wet</td> </tr> <tr> <td>big</td> <td></td> </tr> <tr> <td>hat</td> <td>man</td> </tr> <tr> <td>pen</td> <td></td> </tr> </table> <p>Ask the child to read any 5 words. At least 4 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 who have just read. She can say the word meaning in the local language. The meaning of at least 4 out of 5 words must be correct.</p>	cow	wet	big		hat	man	pen		<p><b>Sentence</b></p> <p>Where is your house?              This is a long road.              I like to play.              She has a green kite.</p> <p>Ask the child to read all sentences. At least 3 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 who has just read. She can say the meaning in the local language. The meaning of at least 3 out of 4 sentences must be correct.</p>
cow	wet								
big									
hat	man								
pen									

