

## 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	30	886	17738	6089	25519	5052
2007	30	875	16300	6269	23212	3123
2008	30	883	17415	5675	21584	3070
2009	30	870	16311	5604	18660	3253
2010	30	869	17238	6062	19497	3346
2011	30	893	17581	5444	18967	3569
2012	30	881	17511	4878	17154	3490
2013	30	898	17774	4843	17006	3191
2014	30	877	17633	4814	18001	3405

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	Odisha	All India	Odisha	All India	Odisha
2006	5.8	8.3	7.5	10.0	6.6	9.1
2007	3.8	7.6	4.6	8.5	4.2	8.0
2008	3.8	6.7	4.8	7.7	4.3	7.2
2009	3.6	5.7	4.5	6.9	4.0	6.3
2010	3.2	4.2	3.8	4.7	3.4	4.5
2011	3.1	3.3	3.6	4.2	3.3	3.7
2012	3.1	3.9	3.9	4.4	3.5	4.1
2013	3.1	3.1	3.5	3.5	3.3	3.3
2014	2.9	2.7	3.7	3.0	3.3	2.9

#### 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	Odisha	All India	Odisha	All India	Odisha
2006	20.2	4.5	17.0	4.0	18.7	4.3
2007	20.8	3.4	17.6	3.2	19.3	3.3
2008	24.6	4.4	20.3	4.5	22.6	4.5
2009	23.3	4.4	19.9	4.3	21.8	4.4
2010	25.5	5.6	21.7	5.1	23.7	5.4
2011	28.0	5.3	23.0	4.8	25.6	5.0
2012	31.5	7.1	25.2	5.2	28.3	6.2
2013	32.2	7.9	25.5	6.6	29.0	7.3
2014	34.5	9.6	26.9	7.4	30.8	8.5

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	Odisha
2006	48.1	47.2
2007	49.2	44.7
2008	50.6	54.2
2009	46.6	52.4
2010	45.7	44.8
2011	40.4	40.3
2012	38.8	41.9
2013	40.2	41.3
2014	40.3	46.8

**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	Odisha	All India	Odisha
2006	45.8	46.8		
2007	46.7	44.6		
2008	46.9	53.2		
2009	43.8	51.7		
2010	42.5	43.8		
2011	35.2	38.6		
2012	32.4	39.6		
2013	32.6	37.8		
2014	31.8	42.8		

Data insufficient for Odisha

### 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	Odisha
2006	53.1	55.4
2007	58.9	49.8
2008	56.3	59.7
2009	52.9	56.3
2010	53.7	46.0
2011	48.3	39.1
2012	46.9	47.1
2013	47.0	44.9
2014	48.1	51.9

**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	Odisha	All India	Odisha
2006	51.4	55.4		
2007	56.7	49.5		
2008	53.1	59.6		
2009	50.3	56.4		
2010	50.7	45.5		
2011	43.8	38.4		
2012	41.7	46.1		
2013	41.1	43.6		
2014	42.2	50.1		

Data insufficient for Odisha

### Reading Tool

**ଉପ**  
 ବରଷା ଦିନ । ଆକାଶରେ କଳା ବାଦଲ  
 ଭାସୁଥିଲା । ଶୀତଳ ପବନ ବୋହୁଥିଲା ।  
 କୁନି ଦୋଳି ଖେଳିବା ପାଇଁ ମନ  
 ବଳାଇଲା । ସେ ତାର ବଡ଼ ଭାଇକୁ ଦଉଡ଼ି  
 ଆଣିବା ପାଇଁ କହିଲା । ତେଣୁ ତା ଭାଇ  
 ଗୋଟିଏ ଦଉଡ଼ି 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 ଡର ଲାଗିଲା । ସେ ତା ଭାଇ ସହିତ  
 ମିଶି ଖୁସି ମନରେ ଘରକୁ ଫେରିଲା ।

**ସରଳ ଅନୁକ୍ରମ**  
 ବରଷା ପରେ ଶୀତ ଋତୁ ଆସିଛି ।  
 ଏହି ଋତୁରେ ବହୁତ ଶୀତ ହୁଏ ।  
 ବାପା ଗରମ ପୋଷାକ ଆଣିଲେ ।  
 ଆମେ ତାକୁ ପାଇ ଖୁସି ହେଲୁ ।

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ହ	ତ	
ଗ	ର	ଦ
ପ	ମ	

ଗୋରାପ	ରୂଫା
ପାଣି	
ବାବଦ	ମୋଟା
ଦୁଳ	ନେଉଳ
	ତାଳି
ହାତୀ	ଚୈକ



Data has not been presented where sample size was insufficient.

## Arithmetic over time

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

Year	All India	Odisha
2007	42.4	34.8
2008	38.9	43.8
2009	39.1	48.3
2010	36.3	37.0
2011	30.0	28.0
2012	26.4	26.2
2013	26.1	27.5
2014	25.4	28.1

Year	Govt. schools		Pvt. schools	
	All India	Odisha	All India	Odisha
2007	40.2	34.7		
2008	35.4	42.8		
2009	36.5	47.7		
2010	33.2	36.0	Data insufficient for Odisha	
2011	25.2	26.4	Data insufficient for Odisha	
2012	19.8	23.9		
2013	18.9	24.3		
2014	17.3	24.3		

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

Year	All India	Odisha
2007	42.5	32.0
2008	37.1	36.3
2009	38.1	44.1
2010	36.2	32.2
2011	27.6	22.2
2012	24.9	18.3
2013	25.6	22.0
2014	26.1	22.2

Year	Govt. schools		Pvt. schools	
	All India	Odisha	All India	Odisha
2007	41.0	31.7		
2008	34.4	36.0		
2009	36.1	44.0		
2010	33.9	31.3	Data insufficient for Odisha	
2011	24.5	21.6	Data insufficient for Odisha	
2012	20.3	17.2		
2013	20.8	20.7		
2014	20.7	20.5		

**Math Tool**

ଦାଖ୍ୟା ଚିହ୍ନ ୧-୯	ଦାଖ୍ୟା ଚିହ୍ନ ୧୦-୯୯	ଫଳାଫଳ	ଉତ୍ତର
୨    ୭	୭୭    ୫୮	୭୪    ୬୩ - ୫୭    - ୨୭	୬୮୨୮
୫    ୩	୪୮    ୯୯	୪୭    ୮୪ - ୨୯    - ୩୫	୬୭୭୯
୯    ୮	୩୪    ୬୧	୪୧    ୩୨ - ୧୫    - ୧୭	୮୯୮୯
୪    ୧	୪୭    ୨୫	୩୧    ୬୮ - ୧୮    - ୪୯	୪୫୧୯
	୮୭    ୭୨		

କିଛି ଉଦାହରଣ: କିଛି ଉତ୍ତର ଯାହା ଠିକ୍ ହେବା ଉଚିତ୍।
କିଛି ଉଦାହରଣ: କିଛି ଉତ୍ତର ଯାହା ଠିକ୍ ହେବା ଉଚିତ୍।
ଯେ କୌଣସି ୨ ଚିହ୍ନ ଭିନ୍ନ ଭାବରେ, ଭିନ୍ନ ଭିନ୍ନ ଉତ୍ତର ଉତ୍ପାଦିତ୍।
ଯେ କୌଣସି ୧ ଚିହ୍ନ ଭିନ୍ନ ଭାବରେ, ଏହା ଠିକ୍ ହେବା ଉଚିତ୍।



\*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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Data has not been presented where sample size was insufficient.

## 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	Odisha
2007	59.4	58.2
2009	56.7	55.4
2012	49.0	42.9
2014	49.2	52.7

**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	Odisha	All India	Odisha
2007	56.7	57.9		
2009	53.3	55.2	Data insufficient for Odisha	
2012	41.4	41.8	Data insufficient for Odisha	
2014	39.7	50.4		

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

Year	All India	Odisha
2007	28.0	30.1
2009	25.7	25.3
2012	22.6	20.5
2014	24.1	22.9

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

Year	Govt. schools		Pvt. schools	
	All India	Odisha	All India	Odisha
2007	24.7	29.5		
2009	21.9	24.7	Data insufficient for Odisha	
2012	15.4	19.2	Data insufficient for Odisha	
2014	14.9	19.7		

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	Odisha
2007	53.8	48.5
2009	49.1	44.6
2012	39.8	42.4
2014	38.8	39.7

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

Year	Govt. schools		Pvt. schools	
	All India	Odisha	All India	Odisha
2007	50.9	48.2		
2009	46.1	44.1	Data insufficient for Odisha	
2012	33.8	41.5	Data insufficient for Odisha	
2014	31.4	38.3		

### English Tool

ପଢ଼ାଣି ପଢ଼ିବା ପାଇଁ ଏହି ଉପକରଣ ବ୍ୟବହାର କରନ୍ତୁ ।  
 ଉପକରଣଗୁଡ଼ିକ ସଫଳତା ସହ ପଢ଼ିବା ପାଇଁ ବ୍ୟବହାର କରନ୍ତୁ ।  
 ଉପକରଣଗୁଡ଼ିକ ହେଉଛି: (କ) ଉପକରଣ (ଖ) ଉପକରଣ (ଗ) ଉପକରଣ (ଘ) ଉପକରଣ (ଙ) ଉପକରଣ

<b>C</b>	<b>K</b>	<b>S</b>	<b>n</b>	<b>p</b>	<b>g</b>
<b>Q</b>	<b>F</b>		<b>v</b>	<b>e</b>	
<b>W</b>	<b>O</b>	<b>Z</b>	<b>j</b>	<b>r</b>	<b>b</b>

ଉପକରଣ (କ) ଉପକରଣ (ଖ) ଉପକରଣ (ଗ) ଉପକରଣ (ଘ) ଉପକରଣ (ଙ) ଉପକରଣ

<b>day</b>	<b>old</b>	<b>Where is your house?</b>
<b>sit</b>		<b>This is a tall tree.</b>
<b>run</b>	<b>rat</b>	<b>I like to sing.</b>
<b>bag</b>		<b>She has a red dress.</b>

ଉପକରଣ (କ) ଉପକରଣ (ଖ) ଉପକରଣ (ଗ) ଉପକରଣ (ଘ) ଉପକରଣ (ଙ) ଉପକରଣ

