TOTAL NUMBER OF DISTRICTS 69. 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 Age 3-5	of children Age 6-14	surveyed Age 15-16
2006	69	2046	41372	23642	87393	15963
2007	69	2039	40343	17228	80412	10177
2008	69	2039	41347	17157	77954	10804
2009	69	2035	40887	18122	71476	11969
2010	69	2033	41298	18547	69587	11542
2011	68	2019	40683	17988	65429	12056
2012	69	2034	41326	17810	63219	11572
2013	69	2028	41347	17043	64088	11757
2014	69	2036	41394	17022	63729	10969

Enrollment over time

Out of school children 2006-2014

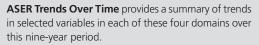
	Table 2: % Children age 6-14 not enrolled in school, by gender. 2006-2014					
	Во	ys	Gir	ls	All chil	dren
Year	All India	UP	All India	UP	All India	UP
2006	5.8	5.2	7.5	7.1	6.6	6.0
2007	3.8	3.4	4.6	4.6	4.2	3.9
2008	3.8	4.9	4.8	6.5	4.3	5.6
2009	3.6	4.4	4.5	5.7	4.0	4.9
2010	3.2	4.7	3.8	5.9	3.4	5.2
2011	3.1	5.5	3.6	6.8	3.3	6.1
2012	3.1	5.6	3.9	7.2	3.5	6.4
2013	3.1	4.7	3.5	5.6	3.3	5.1
2014	2.9	4.1	3.7	5.7	3.3	4.9

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	All children	
Year	All India	UP	All India	UP	All India	UP	
2006	20.2	32.9	17.0	27.0	18.7	30.3	
2007	20.8	31.7	17.6	25.6	19.3	29.1	
2008	24.6	39.6	20.3	31.2	22.6	35.9	
2009	23.3	39.0	19.9	32.0	21.8	35.8	
2010	25.5	42.5	21.7	35.4	23.7	39.3	
2011	28.0	50.0	23.0	40.0	25.6	45.4	
2012	31.5	53.1	25.2	43.2	28.3	48.5	
2013	32.2	53.4	25.5	44.0	29.0	49.0	
2014	34.5	56.4	26.9	46.4	30.8	51.7	

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 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

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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	UP				
2006	48.1	31.1				
2007	49.2	32.3				
2008	50.6	35.5				
2009	46.6	31.4				
2010	45.7	35.7				
2011	40.4	33.4				
2012	38.8	31.9				
2013	40.2	35.6				
2014	40.3	35.1				

Table 5: % Children in Std III who can read at least a Std I level text, by school type. 2006-2014						
Maria	Govt. schools		Pvt. schools			
Year	All India	UP	All India	UP		
2006	45.8	23.5	58.4	50.3		
2007	46.7	25.8	61.7	53.2		
2008	46.9	24.5	63.9	56.3		
2009	43.8	23.3	58.2	48.7		
2010	42.5	26.5	57.6	51.3		
2011	35.2	18.3	56.3	51.5		
2012	32.4	13.6	55.3	50.8		
2013	32.6	15.9	59.6	56.3		
2014	31.8	13.4	59.0	54.8		

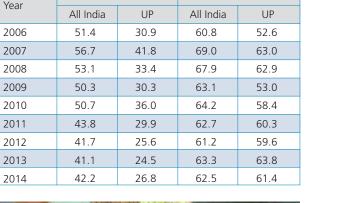
 Table 7: % Children in Std V who can read a Std II level

Govt. schools

text, by school type. 2006-2014

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	UP				
2006	53.1	37.1				
2007	58.9	46.9				
2008	56.3	43.4				
2009	52.9	37.6				
2010	53.7	44.1				
2011	48.3	43.3				
2012	46.9	42.7				
2013	47.0	43.6				
2014	48.1	44.6				



Pvt. schools



Reading Tool

कहानी

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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। माँ 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।

















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	UP			
2007	42.4	25.0			
2008	38.9	22.7			
2009	39.1	20.5			
2010	36.3	24.4			
2011	30.0	22.0			
2012	26.4	19.1			
2013	26.1	25.5			
2014	25.4	23.3			

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	UP				
2007	42.5	29.7				
2008	37.1	23.7				
2009	38.1	21.2				
2010	36.2	25.0				
2011	27.6	21.5				
2012	24.9	21.3				
2013	25.6	26.3				
2014	26.1	25.8				

Table 9: % Children in Std III who can do at least subtraction, by school type. 2007-2014						
Year	Govt. s	schools	Pvt. schools			
rear	All India	UP	All India	UP		
2007	40.2	19.9	53.9	41.5		
2008	35.4	14.2	51.8	38.8		
2009	36.5	13.7	49.7	35.3		
2010	33.2	16.5	47.8	37.7		
2011	25.2	10.5	44.6	35.9		
2012	19.8	6.7	43.4	32.0		
2013	18.9	10.1	44.6	41.8		
2014	17.3	6.6	43.4	38.5		

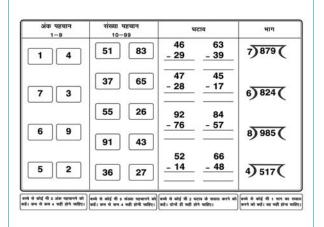
 Table 11: % Children in Std V who can do division, by school type. 2007-2014

 Pvt. schools Govt. schools Year All India UΡ All India UP 2007 41.0 25.9 49.4 41.4 2008 34.4 15.8 47.1 39.2 2009 36.1 16.0 46.2 32.3 2010 33.9 18.7 44.2 36.3 2011 24.5 12.1 37.7 33.4 2012 20.3 9.1 37.8 33.3 2013 11.2 20.8 38.9 42.3 2014 20.7 12.1 39.3 38.7





Math Tool



*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.













Data has not been presented where sample size was insufficient.

English over time

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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					
All India	UP				
59.4	45.5				
56.7	36.8				
49.0	36.9				
49.2	43.7				
	2014 All India 59.4 56.7 49.0				

Table 13: % C school type. 2			read at leas	t words, by
Year	Govt. s	schools	Pvt. s	chools
ieai	All India	UP	All India	UP
2007	56.7	40.1	72.2	62.1
2009	53.3	28.9	70.1	53.6
2012	41.4	18.7	70.1	54.8
2014	39.7	22.8	72.4	63.3

Table 14: % Children in Std V who can read sentences. 2007, 2009, 2012, 2014					
Year	All India	UP			
2007	28.0	18.5			
2009	25.7	13.9			
2012	22.6	15.6			
2014	24.1	21.3			

Table 15: % Ch type. 2007, 20			ead sentence	s, by school
Year	Govt. s	schools	Pvt. s	chools
rear	All India	UP	All India	UP
2007	24.7	13.3	44.1	34.7
2009	21.9	9.5	40.4	23.4
2012	15.4	4.4	42.4	26.6
2014	14.9	7.0	46.5	34.7

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	UP
2007	53.8	44.4
2009	49.1	32.4
2012	39.8	26.2
2014	38.8	34.0

Table 17: % Ch type. 2007, 20			ead sentence	s, by school
Year	Govt. s	schools	Pvt. so	chools
rear	All India	UP	All India	UP
2007	50.9	36.5	64.4	55.1
2009	46.1	25.0	59.5	42.0
2012	33.8	12.6	55.9	39.3
2014	31.4	18.5	58.1	47.2







English Tool

4 8 367	and all preserve	aan (met 20 mmt)	ers at Notes with at and work all an	n at felles afs	the Stu-
A	J	Q	h	р	x
N E		u m		n	
Y	R	0	d	g	t
क्षणे से कोई थी 5 उकार पहण्डलने को कई। जन से कम 4 सही होने पाहिए।		कार्य से प्राई से 5 अला प्रायम्म को पहुं। जब से कम 4 मही होने पहिए।			
cat		red	What i	s the <u>ti</u>	- (1194) me?
	sun		This is	a large	house
new		fan	I like to read.		
bus		She has many books.			
स्पर्ध की कोई थीं 5 इप्तर पहुंचे की कई। कम से कम 4 सहीं की अप्तिए। सी अंग्रेसी प्रथम के क्षमों का इप्रधान पार 'सर सार' है. से क्षमें के <u>पान करने</u> से आतं कारने की कई भी उसने मही यहे हैं। क्षमा इप्तर्थ की आतं अगरी अपलिंग पारि 4 सारक हो। जम के पान 4 इन्द्रों की आई की नी मीडिए।			भागे से पांचे प्राप्त पा करें। कर ते कर 3 पाँचे होते भारति: पांचे भागे प्राप्त में करते का प्राप्त प्राप्त 107 दे तो करते के प्राप्त में करते का प्राप्त प्राप्त में क्या के पाने नहीं यह है। समय स्वर्थ के कर कर करने का किस कर के सा बातता है। कर कर कर कर की करती करने प्राप्त 15 प्राप्त 15		





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