Sample description over time

### Table 1: Sample description 2006-2014

<table>
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<th>Villages surveyed</th>
<th>Households surveyed</th>
<th>Number of children surveyed</th>
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### Table 2: % Children age 6-14 not enrolled in school, by gender 2006-2014

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<th>All India</th>
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<td>1.4</td>
<td>3.3</td>
<td>1.6</td>
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<td>1.4</td>
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<td>1.9</td>
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### Table 3: % Children age 6-14 enrolled in private schools, by gender 2006-2014

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<th>Punjab</th>
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<td>33.9</td>
<td>17.6</td>
<td>29.0</td>
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<td>33.4</td>
<td>19.9</td>
<td>28.7</td>
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<td>21.7</td>
<td>35.8</td>
<td>23.7</td>
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<td>26.9</td>
<td>45.0</td>
<td>30.8</td>
<td>49.5</td>
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</table>

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.
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

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<td>53.7</td>
<td>68.0</td>
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Std V Reading levels 2006-2014

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

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<td>2008</td>
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<td>2014</td>
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<td>68.0</td>
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Table 5: % Children in Std III who can read at least a Std I level text, by school type. 2006-2014

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

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Reading Tool

Data has not been presented where sample size was insufficient.
Arithmetic over time

Std III Arithmetic levels 2007-2014*

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<td>2010</td>
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<td>52.0</td>
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<td>55.4</td>
</tr>
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Table 9: % Children in Std III who can do at least subtraction, by school type. 2007-2014

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<td>43.4</td>
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Std V Arithmetic levels 2007-2014*

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<td>49.7</td>
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Table 10: % Children in Std V who can do division. 2007-2014

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<td>2009</td>
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<td>38.9</td>
</tr>
<tr>
<td>2014</td>
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<td>39.3</td>
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</table>

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

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</thead>
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<td>Punjab</td>
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<td>41.0</td>
<td>55.2</td>
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<td>20.8</td>
<td>38.9</td>
</tr>
<tr>
<td>2014</td>
<td>20.7</td>
<td>39.3</td>
</tr>
</tbody>
</table>

Data has not been presented where sample size was insufficient.

*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.
English over time

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

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<td>80.5</td>
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<tr>
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</tbody>
</table>

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

<table>
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<th>Pvt. schools</th>
</tr>
</thead>
<tbody>
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<td>All India</td>
<td>Punjab</td>
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<tr>
<td>2007</td>
<td>56.7</td>
<td>71.5</td>
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<td>2009</td>
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<td>71.1</td>
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<tr>
<td>2014</td>
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<td>63.0</td>
</tr>
</tbody>
</table>

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

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<th>Punjab</th>
</tr>
</thead>
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<tr>
<td>2009</td>
<td>25.7</td>
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<tr>
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<td>50.8</td>
</tr>
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</table>

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

<table>
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</tr>
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<td>40.3</td>
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</table>


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

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

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<tr>
<td>2007</td>
<td>50.9</td>
<td>63.5</td>
</tr>
<tr>
<td>2009</td>
<td>46.1</td>
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</tr>
<tr>
<td>2012</td>
<td>33.8</td>
<td>56.6</td>
</tr>
<tr>
<td>2014</td>
<td>31.4</td>
<td>53.6</td>
</tr>
</tbody>
</table>

English Tool

Data has not been presented where sample size was insufficient.