

ASER 2014: ANNUAL STATUS OF EDUCATION REPORT



MAIN
FINDINGS

JANUARY
2015

- ASER is an annual household survey to assess children's schooling status and basic learning levels in reading and arithmetic.
- One government school in each sampled village is also visited.
- The survey is facilitated by Pratham but carried out by a local organization or institution in each district.
- This year 243 DIETs have partnered with ASER. The rest of the partners are colleges and universities as well as NGOs.
- ASER 2014 is the 10th report.

Some basic facts about ASER 2014

- 577 rural districts
- 30 randomly selected villages in each district
- 20 randomly selected households per village
- All children age 3 to 16 in the household

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- 500 + institutions/organizations
 - 1000 + master trainers
 - 16497 villages visited
 - 25,000 volunteers participated
 - 341,070 households reached
 - 569,229 children surveyed

The annual ASER survey is larger than the NSS survey rounds.

Are children going to school in India?



Are all children going to school in India?

Enrollment in school

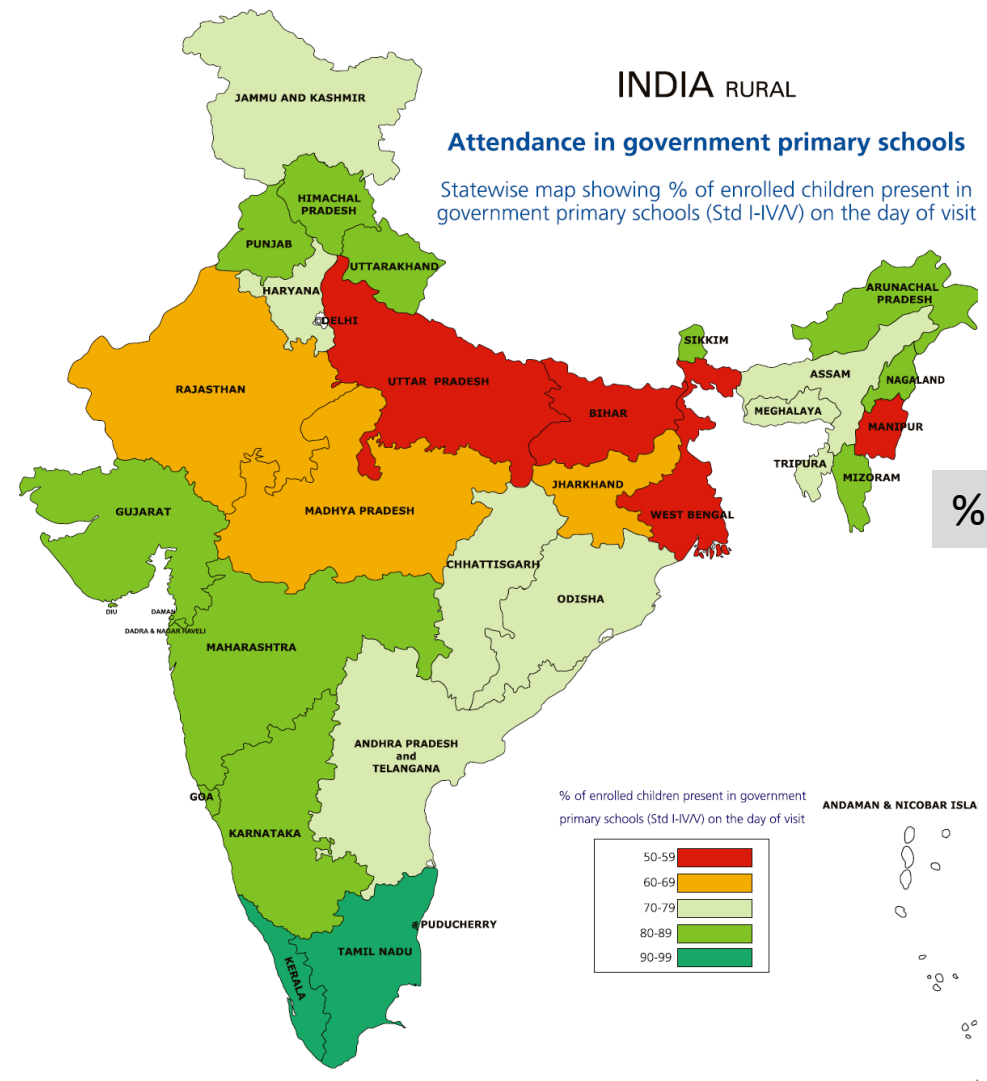
96.7% of children (in the age group 6-14 years) are enrolled in school in rural India.

This is the 6th year in a row that enrollment rates have been 96% or above.

Attendance in school

Visit to a government school on any random day in September, October or November shows that about 71% of enrolled children are attending school on that day.

However there is a lot of variation in daily attendance across states.



% Children present

50-59%

60-69%

70-79%

80-89%

90-99%

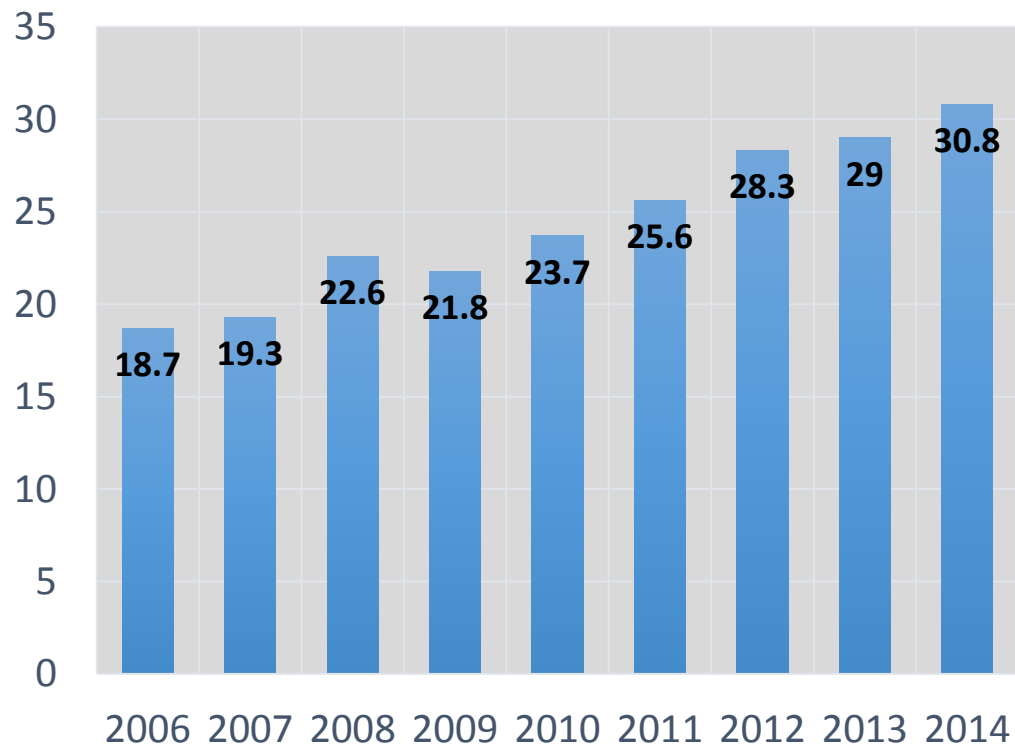
What type of school are children going to ? Changes over time?

Enrollment in private schools

For the age group 6 to 14, private school enrollment has been rising year on year.

But there is a great deal of variation across states in levels and pace of growth over time.

% Children enrolled in private school
Age 6-14: All India (rural)



% Children (Std I-VIII) enrolled in private schools: Selected states

State	2006	2013	2014
Punjab	41.6	45.2	49.3
Haryana	44.4	49.7	53.6
Rajasthan	27.9	41.2	43.5
Uttar Pradesh	32.2	50	52.8

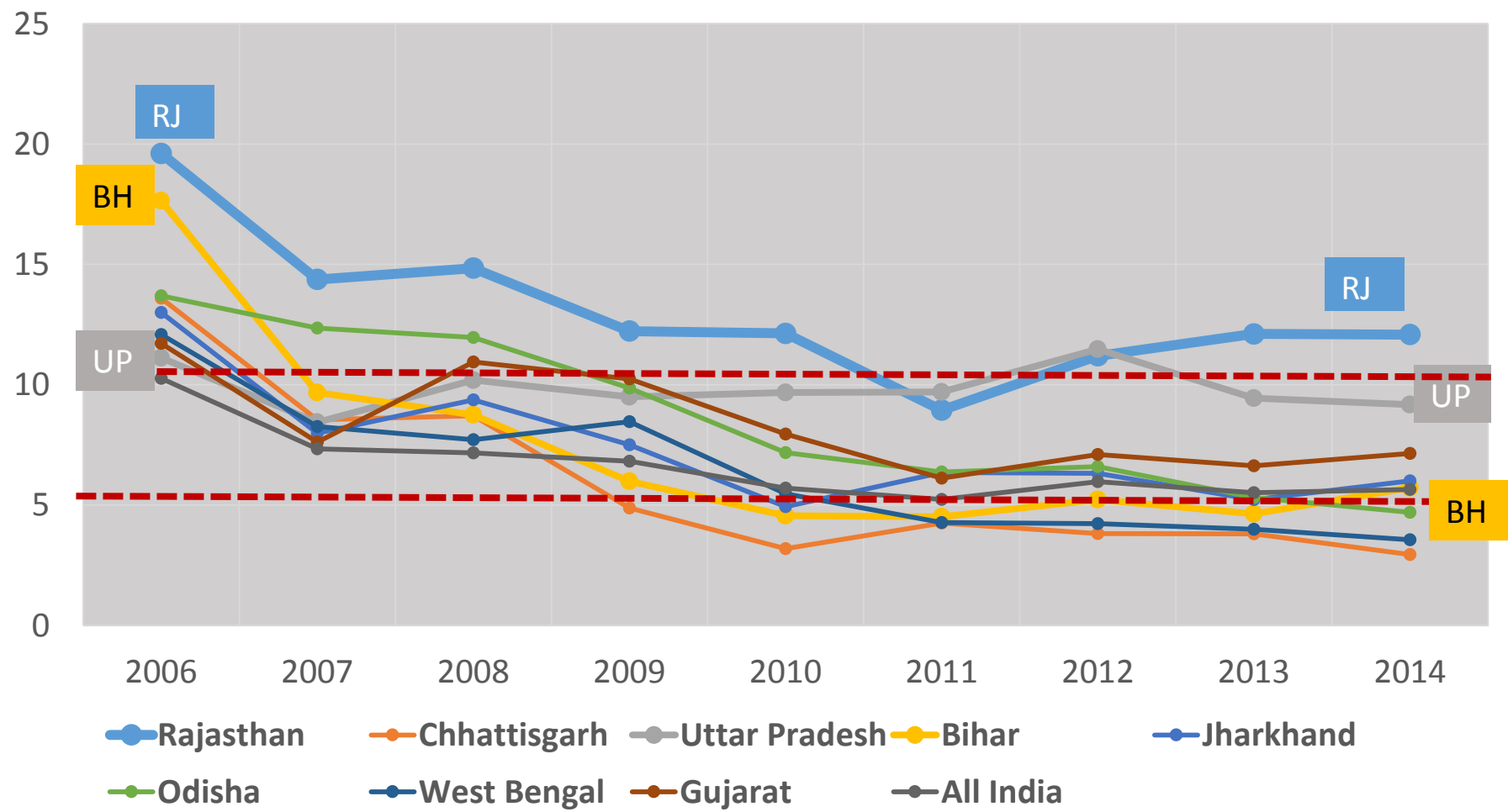
High private school states

West Bengal	3.7	6.5	8.4
Odisha	4.7	7.4	8.9
Bihar	13.7	7.7	11.2

High private tuition states

Are older girls going to school? Do they stay in school?

% Girls (11-14) currently not enrolled in school
ASER: 2006-2014
Selected states



2006: The states shown here were the states where the % of out of school girls (age 11-14) was higher than 10% in 2006.

2014: Except for Rajasthan and UP, the figure has dropped close to 5% for many states. And it is staying low.

Bihar has the steepest decline from 17.6% in 2006 to 5.7% in 2014.

What are schools like?



Are school facilities improving?

15206 government schools with primary sections were visited as part of the ASER 2014 survey.

% Schools	2010	2014
Complying with Pupil-teacher ratio norms	38.9	49.3
Complying with Classroom-teacher ratio norms	76.2	72.8
Midday meals being served on day of visit	84.6	85.1
Boundary wall	51	58.8
Playground	62	65.3

% of small primary schools (those with enrollment less than 60) has gone up from 27.3% (2010) to 36% (2014)

% Schools with library books: 62.6% (2010) to 78.1% (2014).

% Schools with computers: 15.8% (2010) to 19.6% (2014).

School facilities show improvement over time.



% Schools with drinking water available 72.7% (2010) to 75.6% (2014)

% Schools with useable toilets 47.2% (2010) to 65.2% (2014)

% Schools with useable girls' toilets 32.9% (2010) to 55.7% (2014)



Are children learning?



How well can children read in 2014?

Reading levels: All India (rural)

Std II level text

राजू नाम का एक लड़का था।
उसकी एक बड़ी बहन व एक
छोटा भाई था। उसका भाई
गाँव के पास के विद्यालय में
पढ़ने जाता। वह खूब मेहनत
करता था। उसकी बहन बहुत
अच्छी खिलाड़ी थी। उसे लंबी
दौड़ लगाना अच्छा लगता
था। वे तीनों रोज़ साथ-साथ
मौज-मस्ती करते थे।

Std I level text

रानी नदी किनारे रहती है।
नदी में बहुत मछलियाँ हैं।
रानी उनको दाना देती है।
वे सब मजे से दाना खाती हैं।

Letters

म र ड
ह च
ल ब न
क य

Words

गाना खुश
मौसी
पैर झोला
किला
आग मोर

% Children enrolled in different grades who can read Std II level text (or higher)

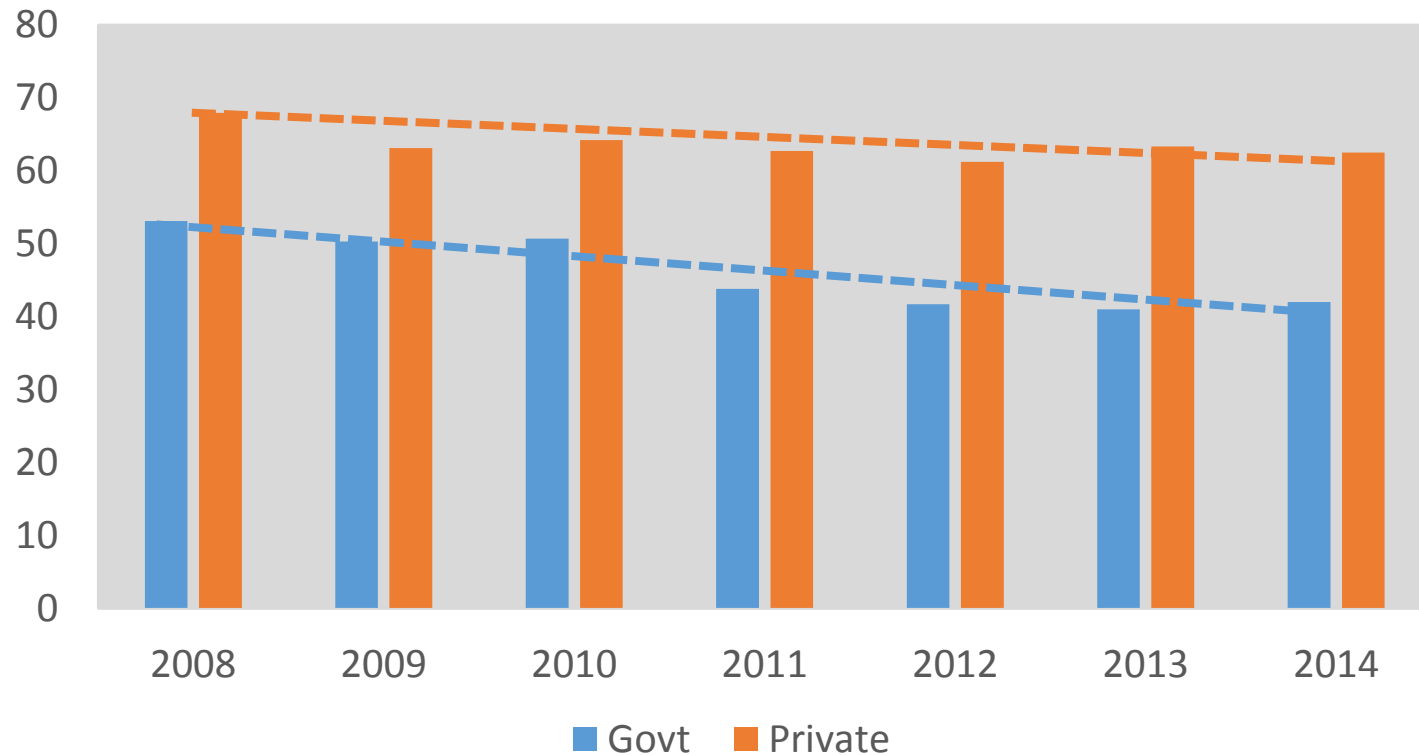
Grade	All children
Std III	23.6
Std V	48.1
Std VIII	74.6

- Of all children enrolled in Std V, about half cannot read at Std II level.
- Reading is a foundational skill.
- Without being able to read well, a child cannot progress in the education system.

How much have reading levels changed over time?

Std V reading levels over time : All India (rural)

% Children in Std V who can read Std II level text
ASER 2008-2014
All India (rural)



“Low” and “stuck”

- For children enrolled in government schools in Std V, apart from a decline in reading levels between 2010 and 2012, reading levels over time are “low” and “stuck”.
- Reading levels in Std V in private schools are also not high.
- The gap in reading levels between children enrolled in government schools and private schools seems to be growing over time.

What can be done to improve basic reading in primary school?

Grades: Std III-V

ASER 2014: % Children at different reading levels
All children : All India (rural)

Grade	Beginner	Letter	Word	Para: Std I level	Story: Std II level	Total%
Std III	14.9	25.0	20.0	16.6	23.6	100
Std IV	8.4	17.5	17.9	18.9	37.4	100
Std V	5.7	12.8	14.3	19.1	48.1	100

Look at reading numbers for Std V: (Similar patterns in other grades too)

Two main points:

- % Children who can read at Std II level (or higher) is about 48%
- The rest of the children are at different levels:
 - Close to 20% children can only read letters or not even that
 - 14% can read words but not sentences.
 - 19% can read sentences but not longer text.
- Each of these groups need special and specific attention.

Some thoughts:

Teaching from the grade level text book is not helpful for these children UNLESS they can read and understand.

Need to start from the child's level.
Need to use appropriate methods to help them progress.

Grouping by level & not by grade can make teaching efficient and effective for acquiring these basic skills quickly so that further progress can be made on the foundations that are built.

What can be done to improve basic reading in early grades?

Early grades: Std I-II

ASER 2010-2014 All India (rural) Govt. school children	
Year	% Children in <u>Std II</u> who cannot even recognize letters as yet
2010	13.4
2011	19.9
2012	24.8
2013	28.5
2014	32.5

By end of Std II children should be able to read simple sentences easily.

Schools need to be supported to achieve this basic goal.

What do these figures suggest?

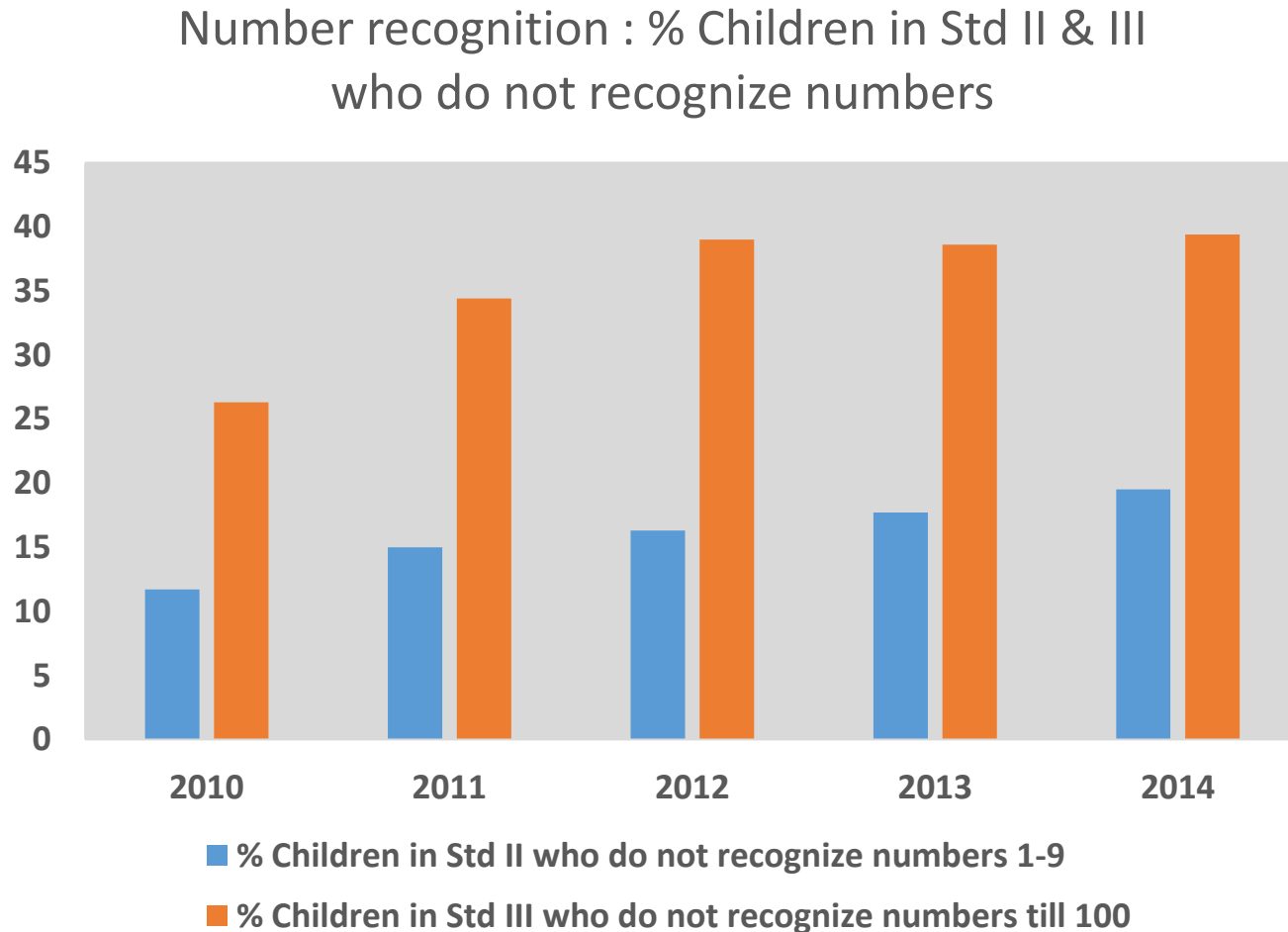
Not being able to recognize letters in Std II suggests that the child did not learn much in Std I.

- How can we make Std I more effective?
- Can the best teacher in the school be assigned to Std I?
- Can clear & realistic learning goals be clearly stated?
- Can schools work with parents to achieve the clearly stated goals for Std I?



Do children recognize numbers in early grades?

Std II & Std III - Trends over time : All India (rural)



Early years are very important.

This is when basic skills should be acquired. Without strong foundations in early years, children cannot progress.

This graph shows that

- (a) A growing proportion of Std II children do not know numbers 1 to 9 in Std. This means that they are not learning them in Std I.
- (b) Increasing numbers of children in Std III do not recognize numbers till 100. This means that they did not pick them up in Std II.

Strong focus is needed in Std I & II to ensure that basic skills are built in these early years.

What about basic operations in Std III and above?

Children are expected to this kind of subtraction problem by Std II

$$\begin{array}{r} \downarrow 52 \\ - 24 \\ \hline \end{array} \quad \begin{array}{r} 76 \\ - 47 \\ \hline \end{array}$$

All India (rural): All children	
ASER 2014 Grade	% Children who can do subtraction
Std III	25.3
Std IV	40.2
Std V	50.5

Half of all children in Std V have not yet learned basic skills that they should have learned by Std II

- Without basic skills in place, it is difficult for children to cope with grade level content. Knowing numbers and operations is needed before tackling higher content. Therefore teaching from the grade level textbooks, leaves many children behind.
- Special focus, time and attention is needed to help children in Std III-V and Std V-VIII learn the basic and foundational skills in maths. With strong foundations they can progress further.

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Children are expected to do this kind of division problem by Std IV or V

All India (rural): All children	
ASER 2014 Grade	% Children who can do division
Std V	26.1
Std VI	32.2
Std VIII	44.1

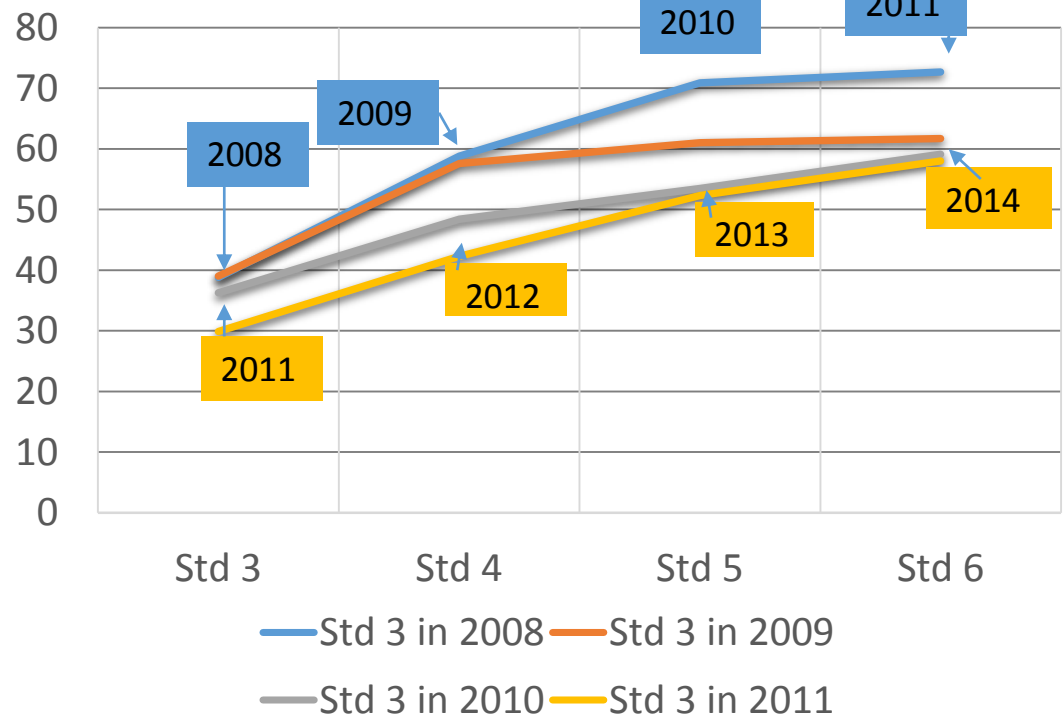
Close to half of all children will finish eight years of schooling but still not have learned basic skills in arithmetic.

How much do children gain over time?

Std III-VI : % Children who can do subtraction

Trends over time : All India (rural)

% Children who can do subtraction
Cohorts over time: Std III-VI
ASER All India (rural)



Let us follow different cohorts over time as they move from Std III to Std VI.

Four cohorts are shown: those who were in

- Std III in 2008
- Std III in 2009
- Std III in 2010
- Std III in 2011

Relatively speaking, the oldest cohort (those who were in Std III in 2008 and in Std 6 in 2011) have the best performance.

The performance of each subsequent cohort is worse than the one previous to it.

The “learning curve” is flat. This means that after the early years in school, there is not much gain in learning.

What can be done? What should be done to improve learning?

Std I & II:

Strong focus is needed in Std I & II to ensure that basic skills are built in these early years. There are **55 million** children in this age group.

Children need to be encouraged to speak, to discuss, to express their opinions and to solve problems together. By the end of Std II, children should be able to at least

- Read simple sentences
- Write their own thoughts
- Comfortable with numbers & operations at least up to 100

Std III, IV & V:

DISE 2013-14 indicates that there are about **80 million** children in this age group.

Immediate attention is needed to help many of these children in these grades quickly acquire basic skills.

Without basic skills, they CANNOT progress in school.

- Schools need to make time for helping children catch up
- Clear, focussed and achievable learning goals needed
- Entire system needs to be geared to make this happen
- Parents must understand what the learning goals are

Immediate and urgent action needed to ensure that every child can meaningfully complete elementary education.

EVERY CHILD IN SCHOOL AND LEARNING WELL



असर
ASER

Evidence for Action

For more information:

See asercentre.org for all ASER reports

See pratham.org for how learning can be improved.

Contact us at:

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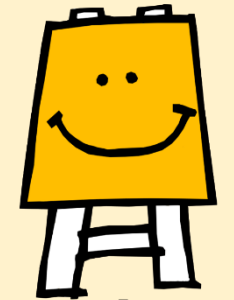
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