



Main findings
All India (rural) report

Annual Status of Education Report
असर
ASER 2016 RURAL
Facilitated by PRATHAM

About ASER: Scale of ASER 2016



ASER 2016 is the 11th ASER report.

After 10 years of ASER from 2005 to 2014, there was a break of one year in 2015.

ASER 2016 reach:

- Districts = 589 (rural)
- Villages = 17,473
- Households = 350,232
- Children = 562,305

ASER 2016 participation:

- Partner institutions: ~ 500
- Master trainers: ~ 850
- Volunteers: ~ 25,000

ASER 2016 timelines :

- Kick off workshop = Aug 29 2016
- National report release = Jan 18 2017

About ASER: Key features of ASER

WHERE: Household survey of a representative sample of rural children of India. Every rural district.

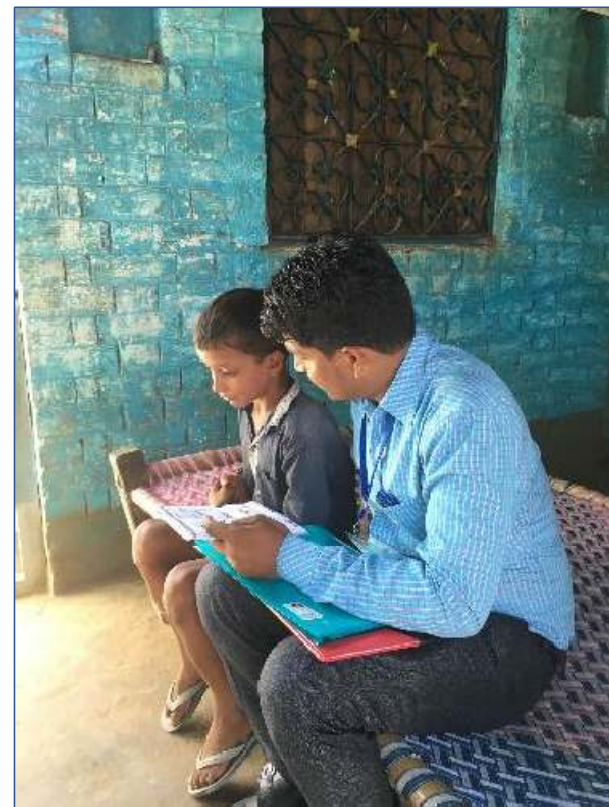
HOW: Sampling using Census 2011 frame

- 30 villages randomly selected in each district
- 20 households randomly selected in each village
- All children age 3-16 in household surveyed
- All children age 5-16 in household assessed

WHAT: Assessment

- One on one assessment with each child
- Basic reading, arithmetic and English tasks
- Reading tasks in regional language
- Same tasks with all children; several samples used

WHO: District level organization or institution conduct ASER. Colleges, universities, NGOs, teacher training institutions. 169 DIETS participated in ASER 2016



Contents



Discussion:

- Schooling
- School facilities
- Learning levels
- Way forward

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Enrollment (age 6-14) above 96% since 2010 but attendance varies

Overall, enrollment for the age group 6 to 14 has been **above 96%** every year since 2010. Although enrollment is high in all states, attendance patterns vary a lot.

Attendance on a random day	Number of states	State
Above 85%	8	Himachal, Mizoram, Gujarat, Maharashtra, Karnataka, Kerala, Tamil Nadu, Sikkim
80 to 85%	4	Uttarakhand, Haryana, Nagaland, Andhra Pradesh
75 to 79.9%	4	Punjab, Meghalaya, Odisha, Telangana
70 to 74.9%	4	(Jammu & Ladakh), Arunachal Pradesh, Tripura, Assam
60 to 69.9%	3	Rajasthan, Jharkhand, Chhattisgarh
Below 60%	5	Uttar Pradesh, Bihar, Manipur, West Bengal, Madhya Pradesh

Out of school children numbers declining



Nationally, % children currently not enrolled in school in the age group 6 to 14 has fallen from 3.3% to 3.1% - the lowest number ever.

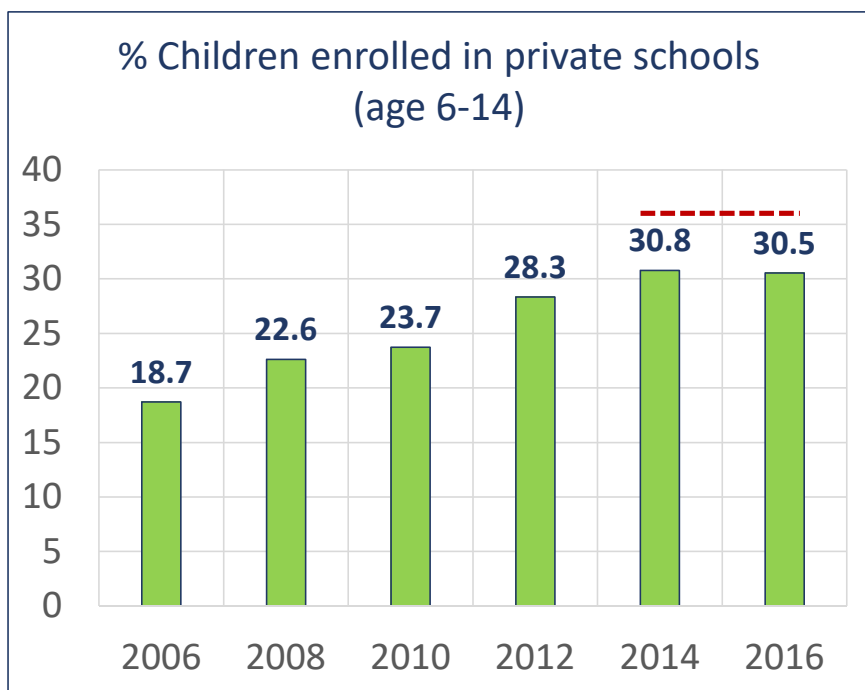
Out of school girls in the age group 11-14 nationally has declined from 5.7% (2014) to 5.2% (2016).

% Girls (age 11-14) out of school	2014	2016
Rajasthan	12.1	9.7
Uttar Pradesh	9.2	9.9
Jharkhand	6.0	5.7
Madhya Pradesh	6.2	8.5
All India	5.7	5.2

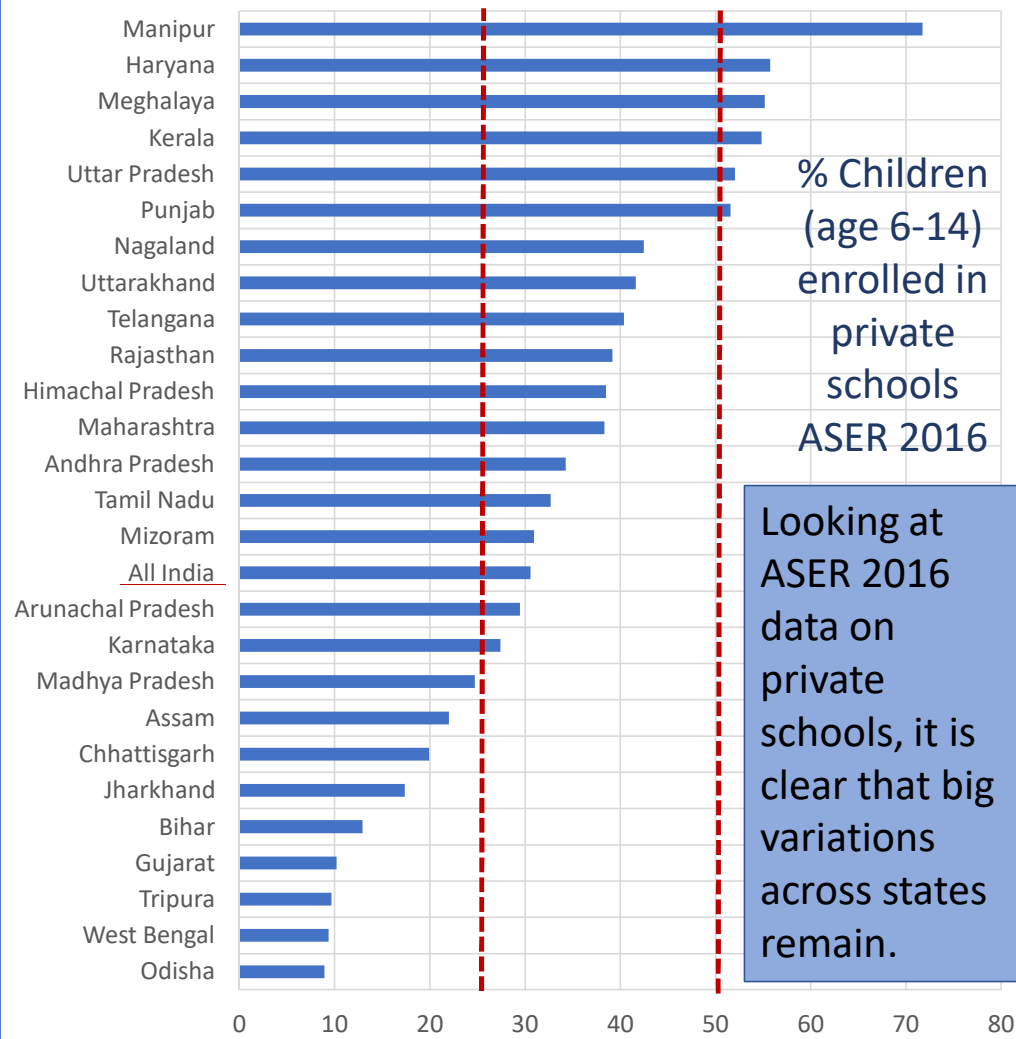
In addition, in 2014, BH, GJ & TG had more than 5% 11-14 girls out of school. But by 2016, in these states the proportion of girls (11-14) who were out of school was lower than 5%.

Nationally no increase in private school enrolment since 2014

Nationally, private school enrollment has not increased between 2014 & 2016. This is the first time since 2006.



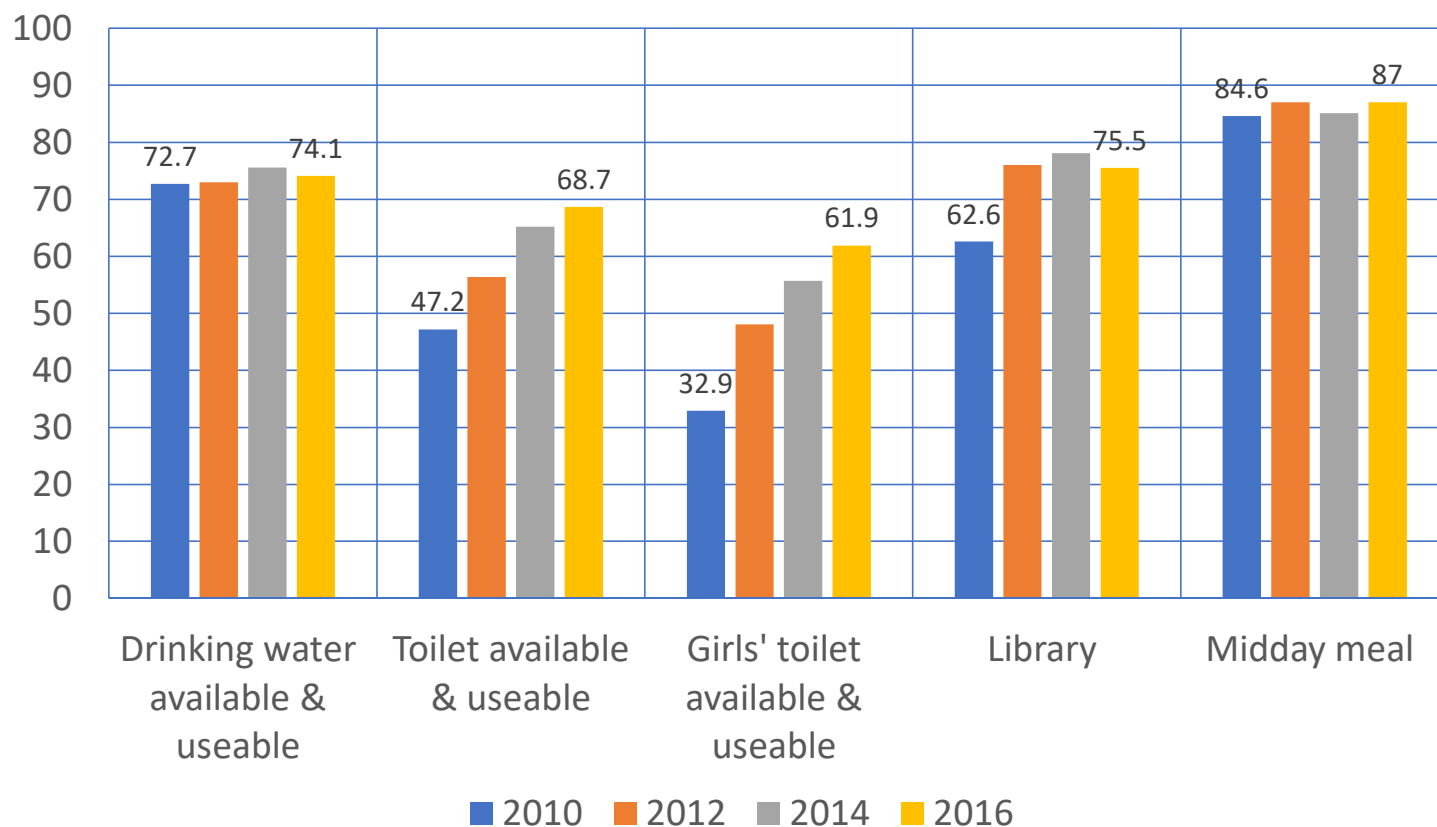
However, 6 states show at least 2% or more increase in private school enrolment. Substantial decline in RJ, Kerala & GJ.



Looking at ASER 2016 data on private schools, it is clear that big variations across states remain.

School facilities improving every year

% Selected school facilities: All India (rural)
ASER 2010 to 2016

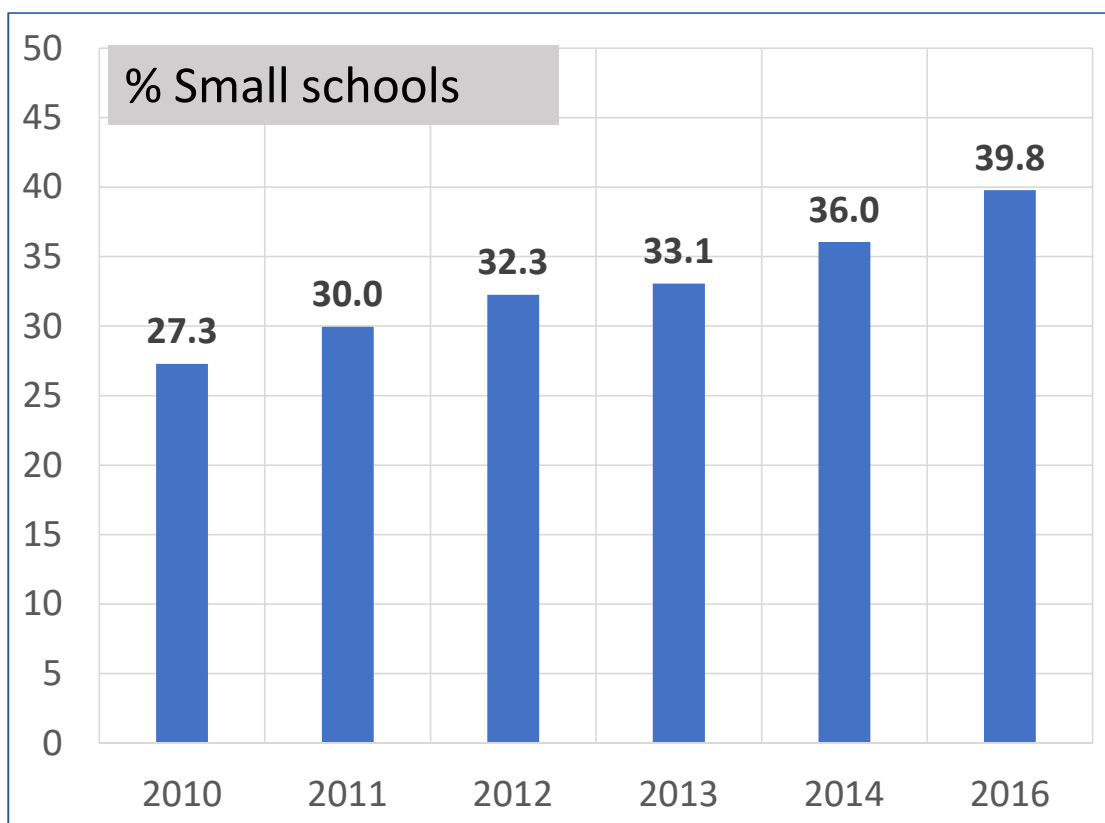


- A government school with primary sections is visited in the sampled village.
- Data based on observations
- School facilities either improving year on year or are already quite high

Proportion of small govt schools rising in India (Enrollment = <60)

% Govt schools with primary sections visited in ASER over the years - All India that have enrollment of 60 or less

As part of the ASER survey, a government school with primary sections is visited in the sampled village.



75% or more	HP, UTK, KaR, MG
60-74%	RJ, GJ
50-59%	JH, OD, Arunchl, NG, MN, MZ
40-49%	AS, CHH, MP, MH, TN

Appropriate effective methods for teaching-learning in small schools needed.

Quick glimpse at ASER tasks : Reading & arithmetic

READING TASKS

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 मज़े से दाना खाती हैं।

Letters

म र ड
ह च
ल ब न
क य

Words

गाना खुश
मौसी
पैर झोला
किला
आग मोर

MATH TASKS

Number Recognition/
अंक पहचान 1-9

3

7

1

4

Number Recognition/
संख्या पहचान 11-99

65

38

92

23

Subtraction/घटाव
(2 digit with carry over)

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

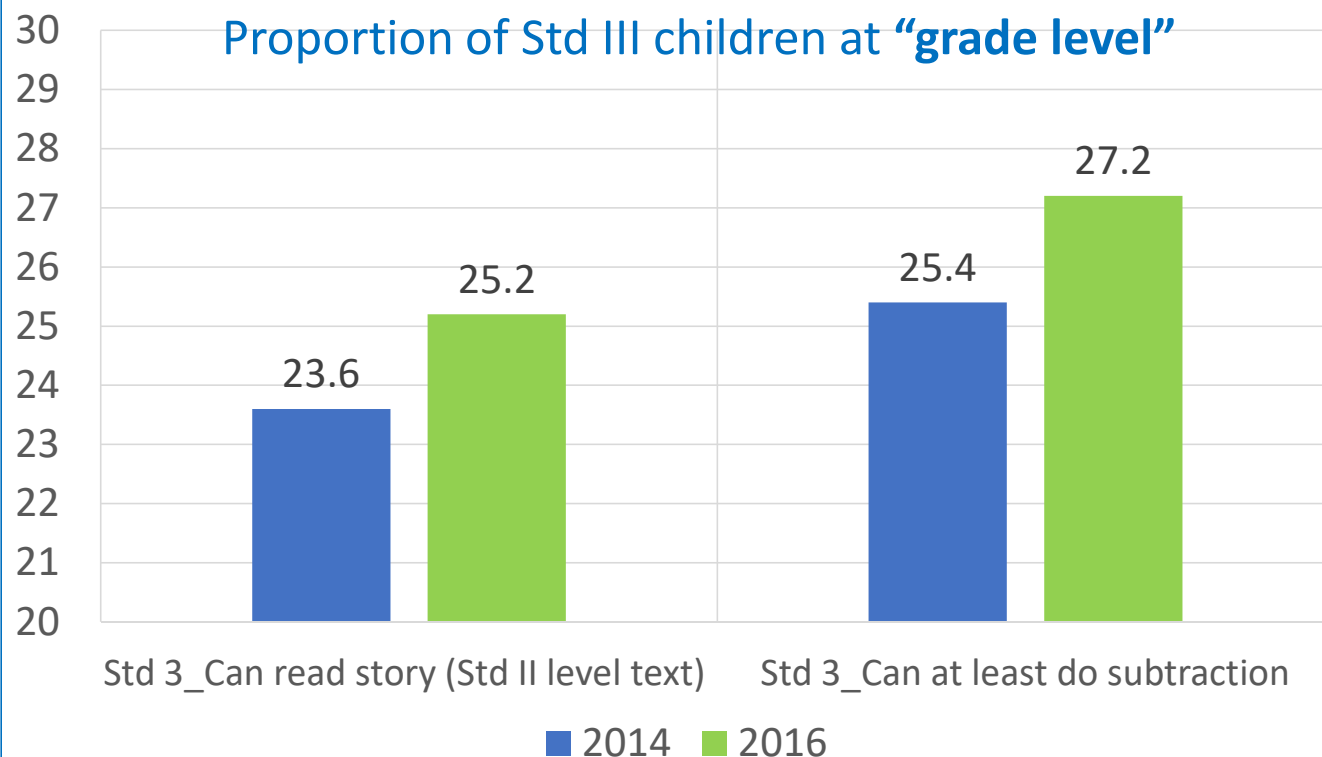
Division/भाग
(3 digit by 1 digit)

$$6 \overline{) 919}$$

Each child assessed one on one.
S/he is marked at the highest level that s/he is able to do.
Reading tasks are available in all regional languages.

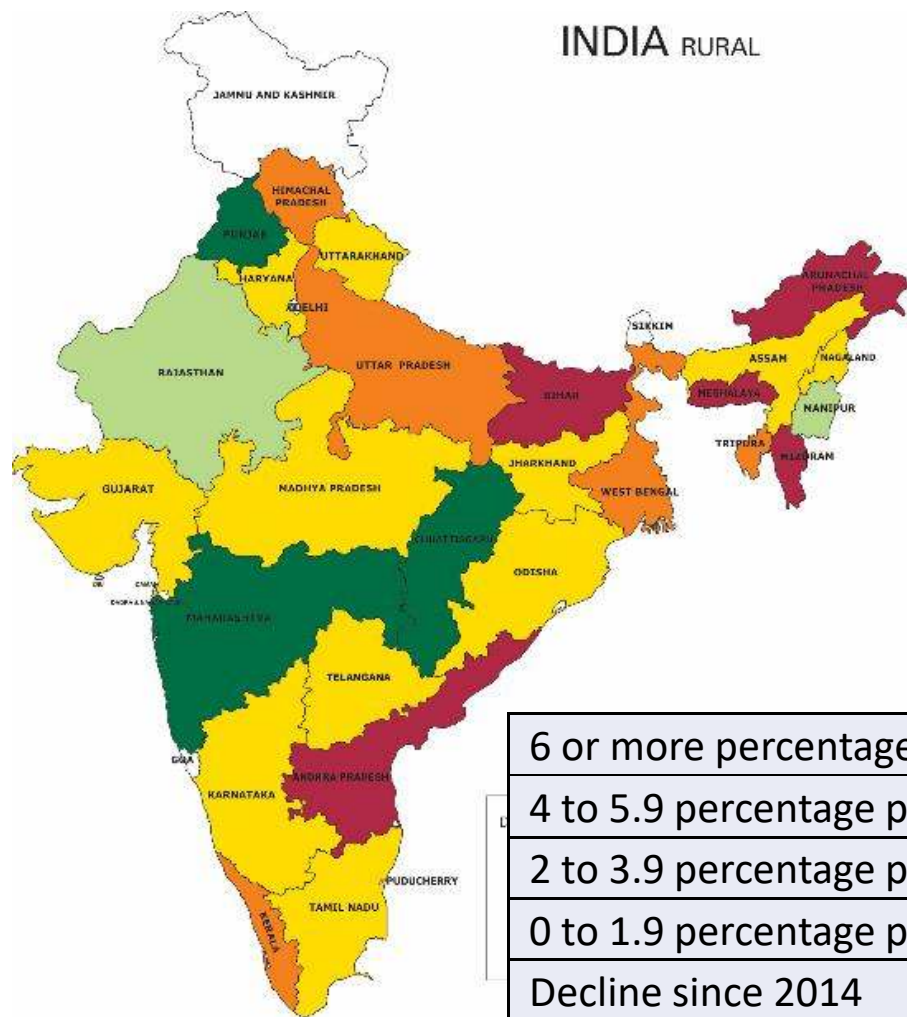
Learning levels improving in early grades: Example Std III

% Children in Std III who can
read at Std II level & at least do subtraction:
All India (rural) : All children



- In both reading and arithmetic, figures for **private school** children in Std III unchanged between 2014 & 2016.
- Much of the rise in Std III figures between 2014 & 2016 coming from improvements in performance of children enrolled in **government** schools.

Many states show reading improvement in primary grades: Std III

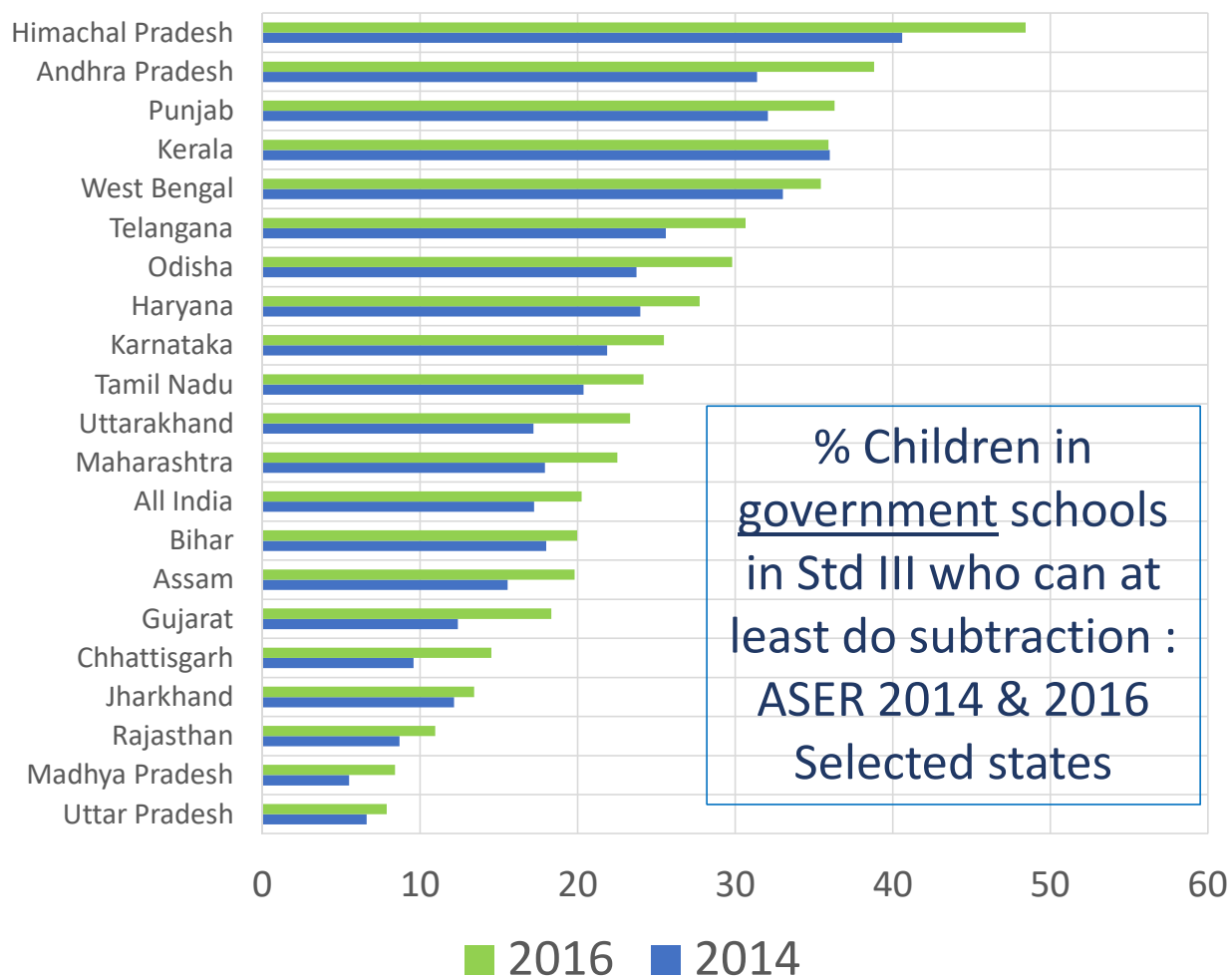


Example: Std III government schools

READING improvement

(In percentage points)
between 2014 and 2016
in the proportion of children in
Std III in government schools
who can read Std II level text

In almost every state, Std III maths level is better in 2016 than in 2014



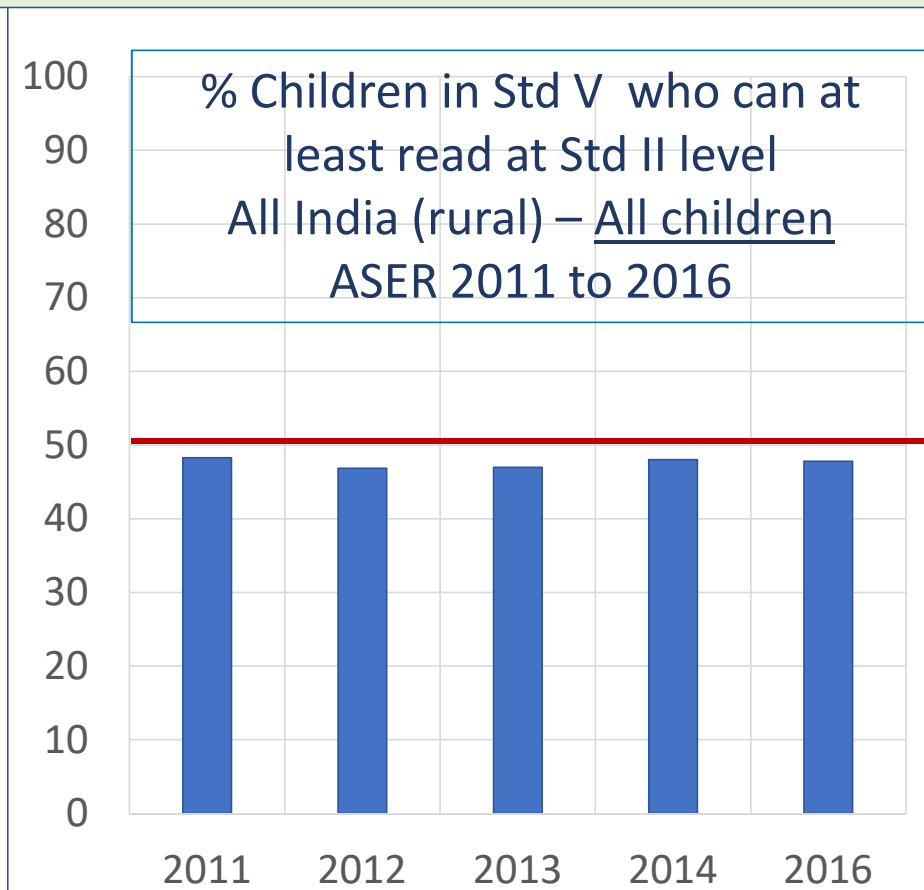
Percentage point improvement between 2014 & 2016:

- More than 7 percentage points: AP, HP
- Between 5 & 7 percentage points: OD, TG, UTK, GJ, CHH

Similar improvements between 2014 & 2016 visible in most states among government school children enrolled in Std II also

Std V reading levels status presents a mixed picture across states

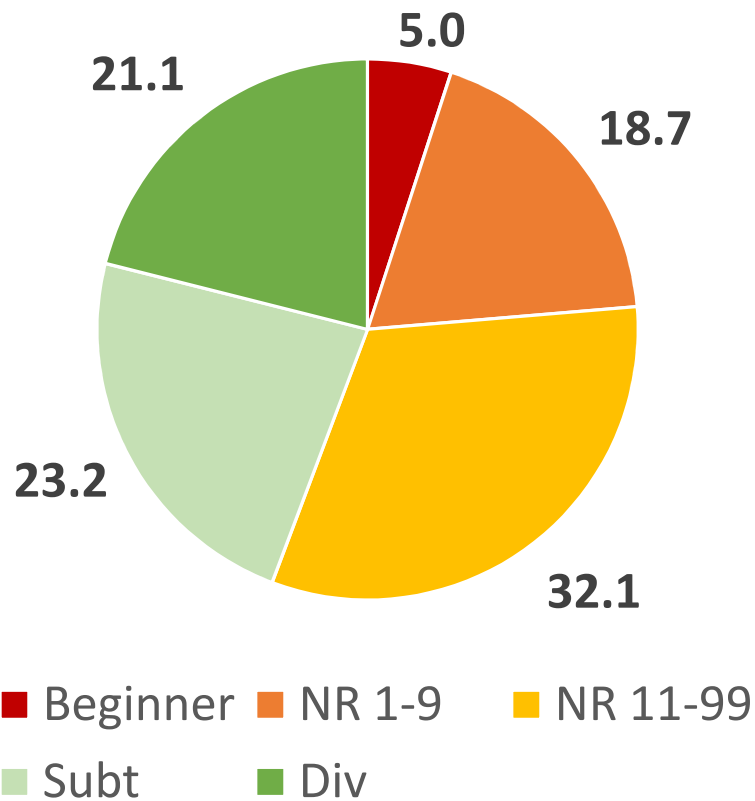
Nationally, half of all children in Std V can read at Std II level. Situation same over last 5 years.



Wide variations across states.
5 percentage point improvement
between 2014 & 2016 in 6 states:
RJ, MP, GJ, MH, Nagaland & Tripura

Trends for Std V arithmetic: Wide variations within same grade: India

MATH learning levels in Std V in govt schools: % Children at different levels



Can do division = 21.1%

Can do subtraction but not division = 23.2%

Know numbers till 100 but cannot do subtraction = 32.1%

Know numbers till 9 but not till 99 = 18.7%

Cannot as yet recognize numbers till 9 = 5%

Only these children are at "grade level"

There is wide variation in math levels in Std V classes. Who should a teacher teach?

Trends for Std V arithmetic: Wide variations across states



MATH learning levels in Std V in govt schools
% Children enrolled in govt schools who can
at least do subtraction: Selected states

Std V	2012	2014	2016	Pc pt change between 2014 & 2016
All India	48.5	43.7	44.3	0.6
RJ	32.8	32.2	40.0	7.8
MH	47.4	38.6	47	8.4
TN	48.5	60.3	56.5	-3.8
BH	58.6	50.4	48.5	-1.9
HP	72.2	68.7	70.2	1.5

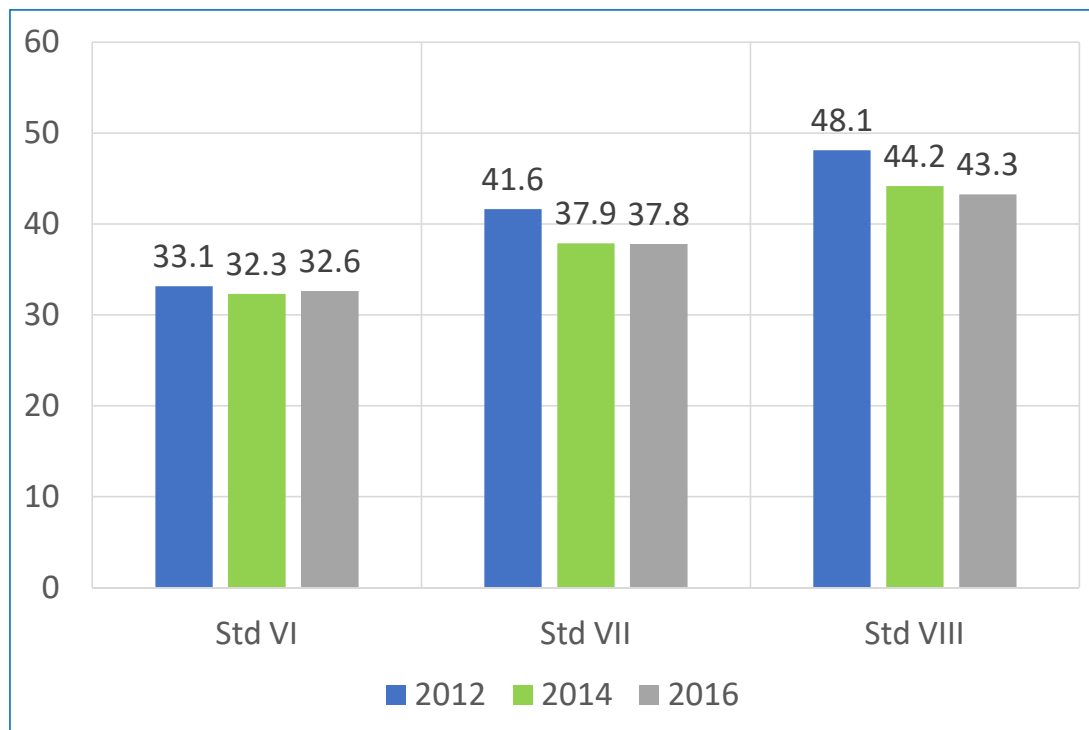
Important to look at broad national trends
along with state-wise variations over time

Hardly any increase in learning levels in upper primary grades

MATH

% Children who can correctly solve division problems in different grades:

All India (rural) All children over time 2012-2016

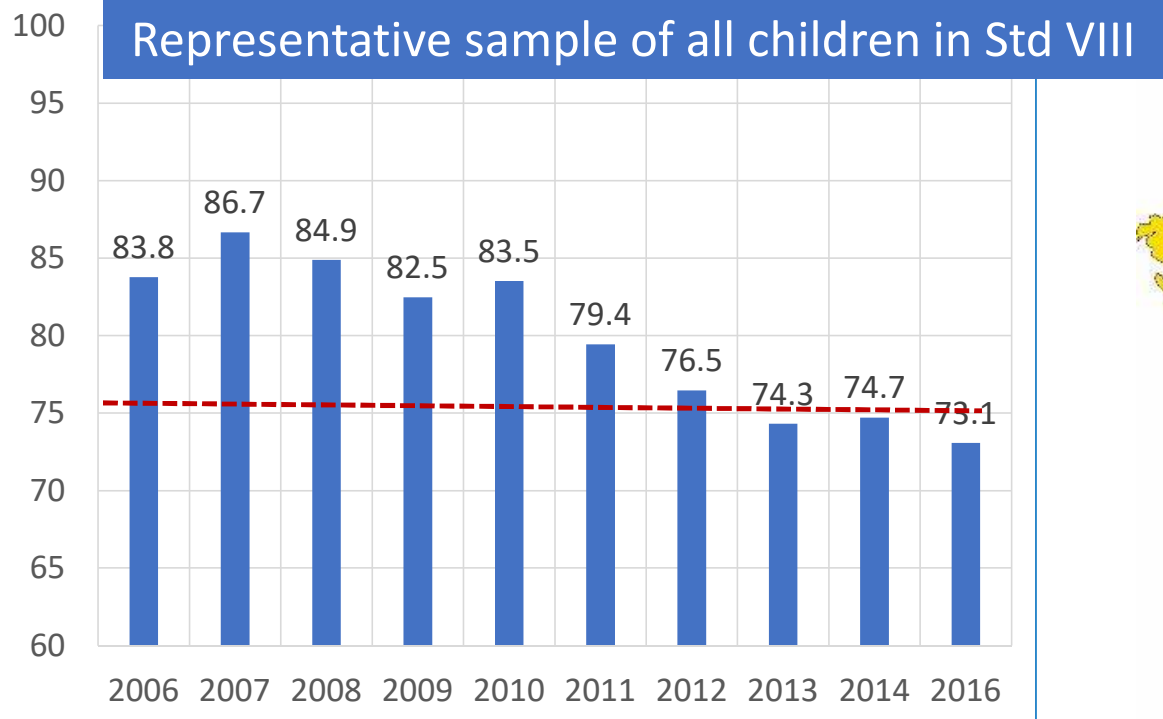


- Basic math levels remain low. By Std VIII, about half of all children are still struggling with division.
- Additional “value added” in terms of math skills for each year of schooling is low.
- Experiences of each subsequent cohort either unchanged or slightly worse as seen for Std VIII.

Without strong foundational skills it is difficult for children to cope with what is expected of them in upper primary grades. Need to provide them this help & opportunity.

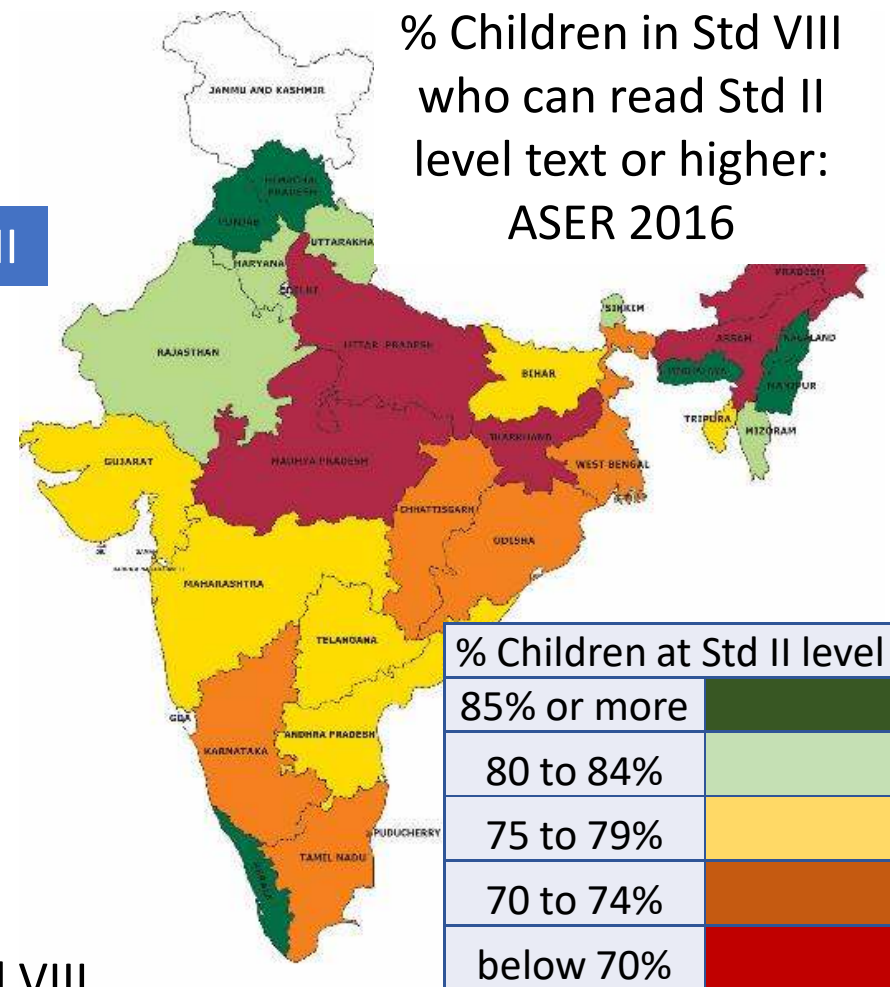
1 out of 4 children leaving Std VIII without basic reading skills

% Children in Std VIII who can read basic text at Std II level (or higher)
All India (rural): ASER 2006 to 2016



Decline in reading level for successive cohorts in Std VIII

% Children in Std VIII who can read Std II level text or higher: ASER 2016



Std VIII English reading levels unchanged nationally

Basic English ASER reading tool

<p>Capital letter</p> <p>A J Q</p> <p>N E</p> <p>Y R O</p> <p>Ask the child to recognize any 5 letters. At least 4 must be correct.</p>	<p>Small letter</p> <p>h p x</p> <p>u m</p> <p>d g t</p> <p>Ask the child to recognize any 5 letters. At least 4 must be correct.</p>
<p>Word</p> <p>cat red</p> <p>sun</p> <p>new fan</p> <p>bus</p>	<p>Sentence</p> <p>What is the <u>time</u>?</p> <p>This is a <u>large</u> house.</p> <p>I <u>like</u> to <u>read</u>.</p> <p>She has <u>many</u> <u>books</u>.</p>

% Children in Std VIII who can read English sentences & explain meaning ASER 2012-2016

Std.	Can read English sentences	Of those who can read sentences, % who can explain meaning
2012	47.0	72.0
2014	46.7	68.3
2016	45.2	67.8

Status of English virtually unchanged in the last 4 years

Concluding thoughts

- Basic reading and math in early grades showing indications of improvement. Need to build on this momentum and sustain improvements.
 - Regardless of age and grade, it is important to focus immediately on building foundational skills. Without foundations in place, children cannot meaningfully benefit from additional years in school.
- Many children leaving school at end of Std VIII unprepared for further education or life. This is a matter of serious concern. What is the path forward for them?
 - As a country we need to decide what children should be able to do by the time they complete elementary schooling by Std VIII.
 - Clear and achievable learning goals needed. Different stages like end of Std II, end of Std V and end of Std VIII. Do we have goals that everyone can understand? Do we have clear action plans for reaching them?
 - Need to try different methods to bring about change. Look at evidence to understand effectiveness.



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