

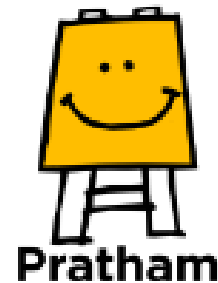


Annual Status of Education Report

WAVE 1 **असर** **ASER** **2020** RURAL

Facilitated by PRATHAM

October 28, 2020



Background

From 2005 to 2014, ten annual nationally representative ASER reports with focus on schooling and learning were brought out.

Since 2016, the major nation wide ASER has been done in each alternate year. In the gap year, ASER focusses on a specific aspect of education in India.

In 2017, focus was on the age group 14 to 18.

In 2019, focus was on the age group 4 to 8.

The year 2020 would have been a usual nation wide ASER on basic reading & arithmetic. The COVID crisis has interrupted this 15-year ASER cycle. During the pandemic, essential to look in a systematic way at how the crisis is affecting schooling and learning opportunities of children across the country.

ASER 2020 Wave 1 was carried out as a phone survey reaching a nationally representative set of households and schools in 30 states and union territories. Data collection was done in September 2020.

ASER 2020 Wave 1 Coverage

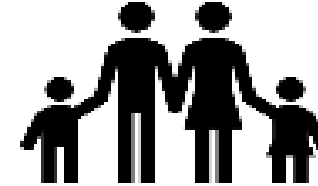
Reached:
30 states & UT

26 states
Mizoram & Sikkim not reached

4 Union Territories
including:

- J&K, Ladakh
- Puducherry,
- Daman-Diu/Dadra-Nagar & Haveli

Phone
surveyors = 1500



Total Households sampled = 118,838

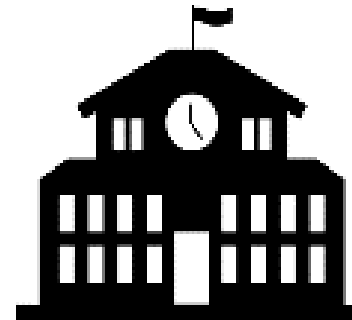
% Households connected = 58.3%

Of the households connected, % surveyed =
75.5%

Total Households surveyed = 52,227

Children reached = 59,251

Information obtained about children 5 to 16 years



Schools surveyed = 8963

Information obtained from
these schools

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to
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COVID19
crisis
&
school closure
2020

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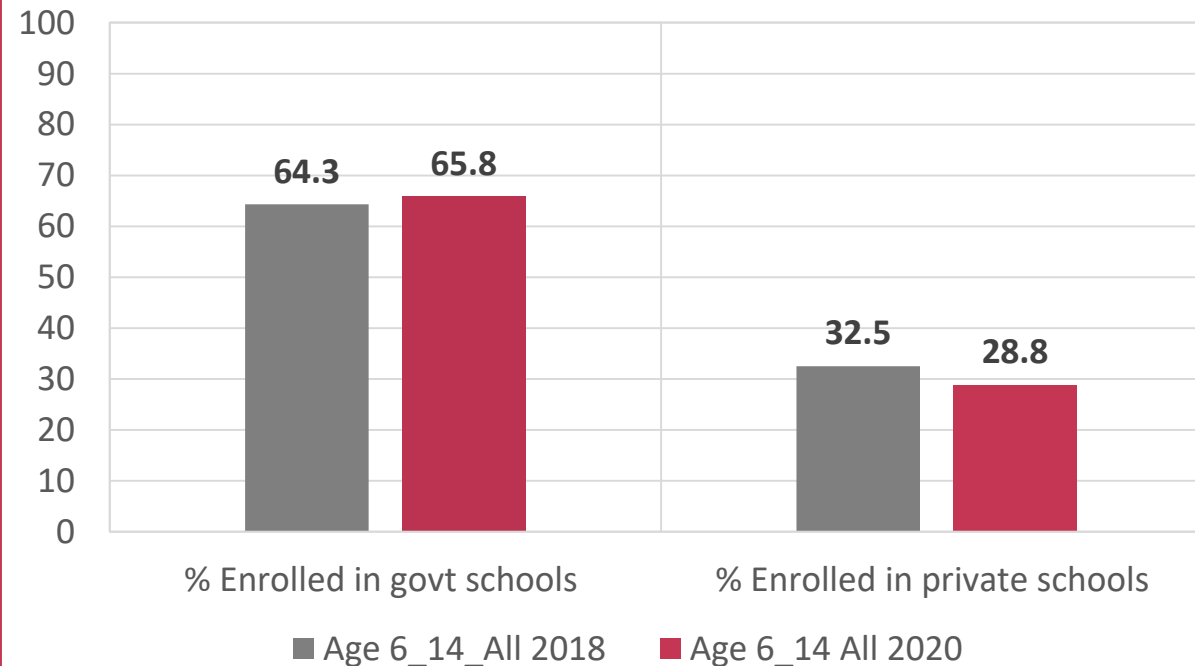
Slight increase in govt school enrollment over time

Trends
over
time:

Q. During the pandemic, there has been concern about whether there will be a shift in enrollment out of private schools. Is such a shift visible in the data by September 2020?

A. ASER 2020 data show slight increase in the proportion of children attending government schools, and a decline in private school enrollment when compared with data from 2018.

% Children enrolled by type of school. 2018 & 2020



Of all **GIRLS** in selected grades,
% enrolled in government schools

Grade level	2018	2020
Std I-II	65.1	66.7
Std III-V	71.2	73.3
Std VI-VIII	73.3	77.0

In all grades, more children are enrolled in govt schools in 2020 as compared to 2018.

Of all **BOYS** in selected grades,
% enrolled in government schools

Grade level	2018	2020
Std I-II	57.9	61.1
Std III-V	62.7	65.6
Std VI-VIII	65.8	68.3

Children currently not enrolled in school

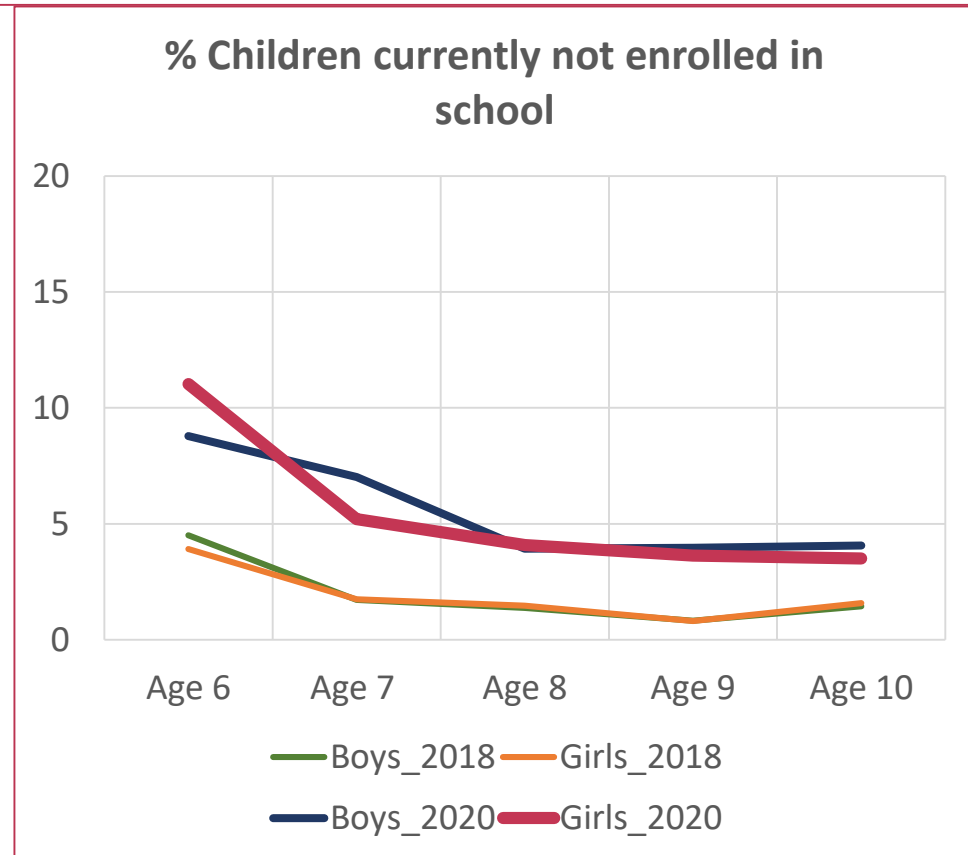
Trends
over
time:

Q. Are there more children not enrolled in school today as compared to past years?

A. For both boys and girls, a slightly higher proportion of children are not enrolled in school in 2020 as compared to 2018. But given the disruptions caused by the COVID-19 crisis, at least for the youngest children (age 6-7), the main cause of not being enrolled in school right now may be that families are waiting for schools to open to seek admission.

% Children currently not enrolled in school. 2018 & 2020

	2018	2020	2018	2020	2018	2020
Age	Boys	Boys	Girls	Girls	All	All
Age 6-10	1.8	5.3	1.8	5.2	1.8	5.3
Age 11-14	2.9	3.9	3.6	3.9	3.2	3.9
Age 15-16	11.4	8.8	12.6	11.1	12.0	9.9
All	3.7	5.3	4.2	5.7	4.0	5.5



Household resources: Parents' education level rising

Parental education can be considered a proxy for the household's socio-economic status. Parental education is highly correlated with other opportunities as well such as availability of smartphone at home or choice of school for children.

Distribution of enrolled children. By parents' education and household resources. 2020			
Parents' Education (both mothers <u>and</u> fathers)	% Children	Of these children,	
		% Whose households have smartphones	% Enrolled in Govt schools
Low education Both have Std V or less	22.5	45.1	84.0
Medium education All other categories	49.9	60.2	71.6
High education Both have Std IX or more	27.6	78.7	53.9
All	100	56.4	69.5

- Over time, education level of parents has risen across India. Of all children in the ASER 2020 sample, less than 25% of families have both parents with 5 years of schooling or less (“low”). More than 25% families have both parents with Std IX or more (“high”).

As expected:

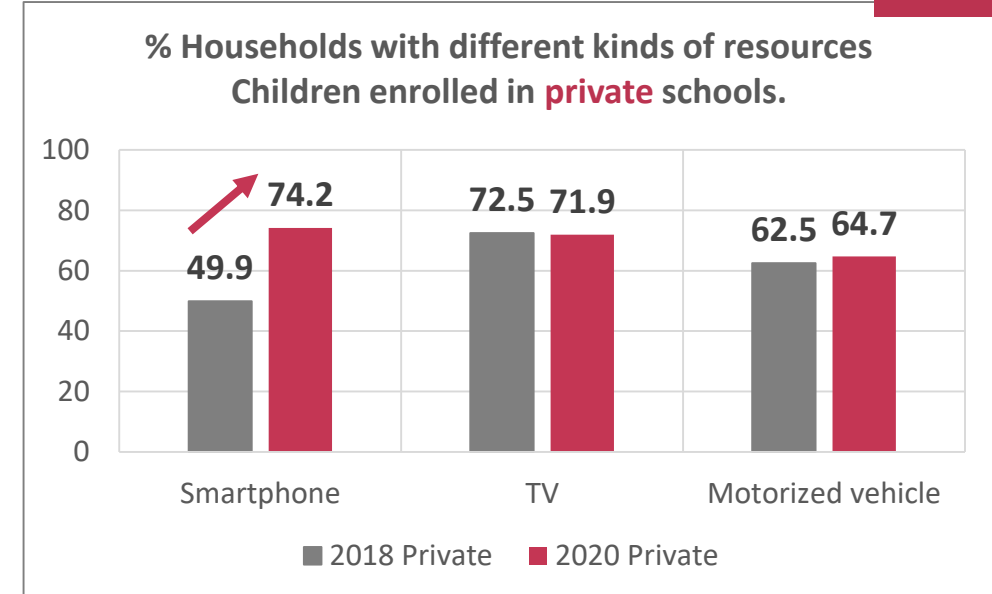
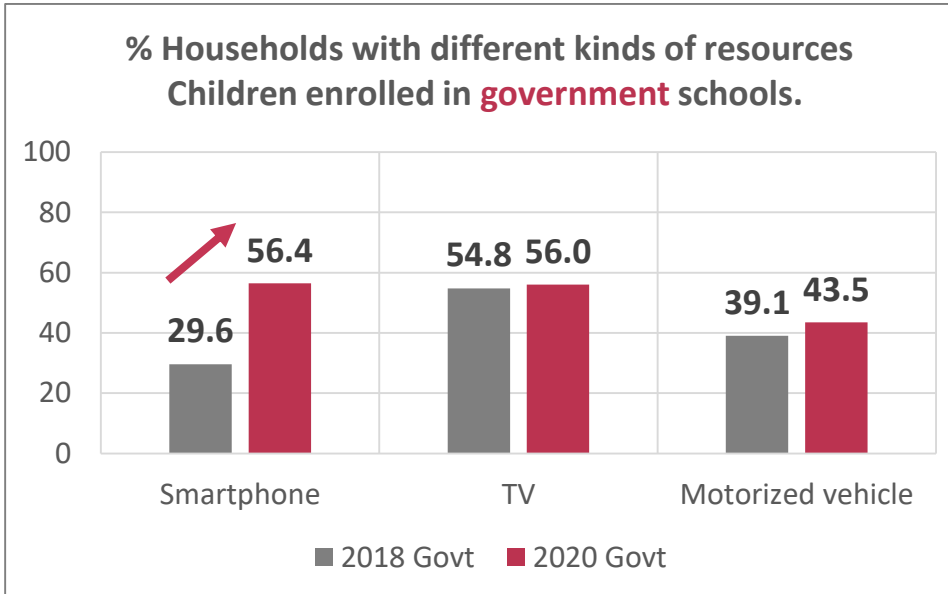
- Children in “**low**” education families (those in which both parents have 5 years of schooling or less) are much **more likely** to attend **government** schools (84%) than those in “high” education families (53.9%).
- Slightly less than **half** of all children in “**low**” education families have **smartphones**, whereas over **three-quarters** of children in “**high**” education families have smartphones.

Household resources: Smartphones available

Trends over time:

Between 2018 & 2020, there was little change in other household assets like TV or vehicle.

But **sharp increase in smartphones** at home is visible in the data.



% Enrolled children with smartphones at home				
Children enrolled in diff schools	Number of smartphones in the household			
	None	1	2 or more	Total
Govt	43.6	43.6	12.8	100
Private	25.8	50.3	23.9	100
Govt & Pvt	38.2	45.6	16.2	100

2020

Additionally, ASER data indicates that at household level:

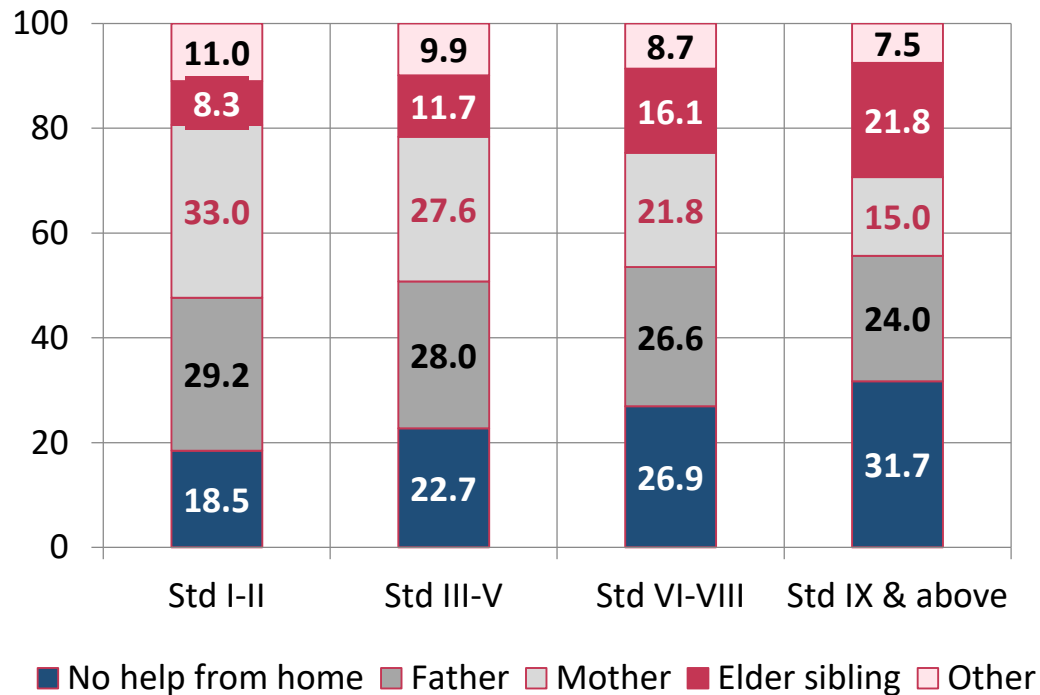
- About 11% of all families bought a new phone since the lockdown began. More than 80% of these new phone purchases were smartphones.
- Of those who had no smartphone at home, about 13% said their children had access to someone else's smartphone.

Learning support: Different people help at home

Overall, households reported that

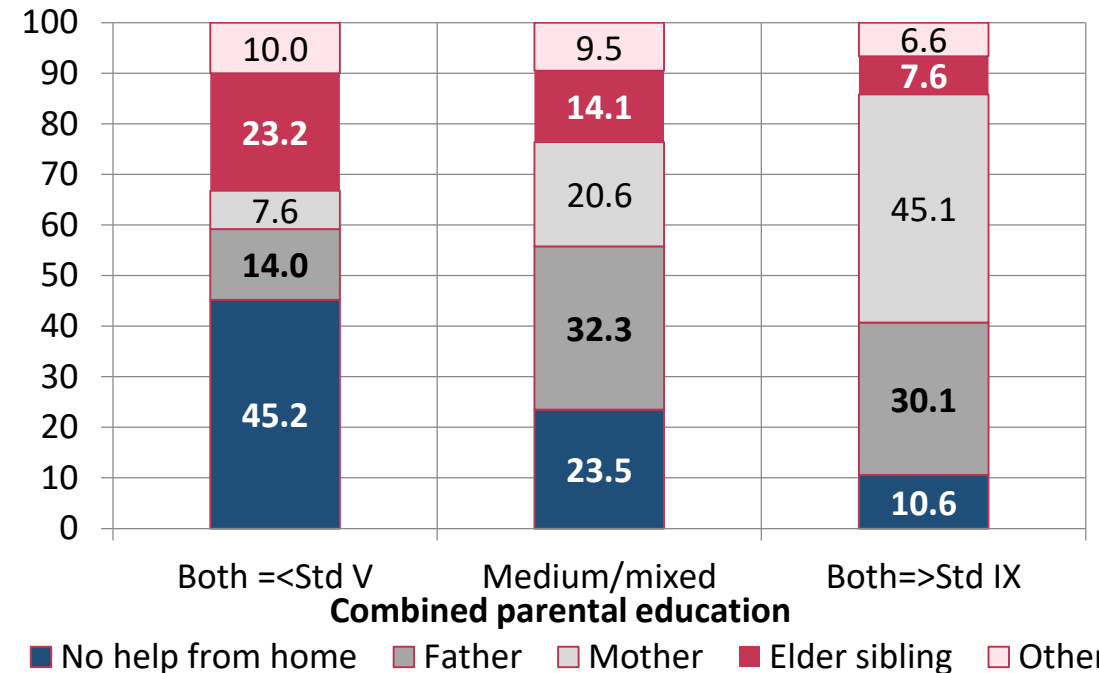
- About 75% children get some help at home
- Roughly 30% children attend paid tuition classes

Q. Who helps children at home? By grade level



The composition of who helps at home changes with grade level. Elder siblings help more with higher grades.

Q. Who helps children at home? By parental education



- Parental help to children rises with education. In “low” education families, siblings help a lot too.
- **Additionally**, parents with similar education levels are similarly likely to help their children whether children are studying in private schools or govt. schools.
- Not much difference in help by sex. If anything, girls get slightly more help at home.

Learning support: Materials and activities being sent

Q1. Did children get any learning materials/activities in the reference week in September?

A1. In reference week, materials or activities received by 35.6% of all children

- 33.5% of all govt school children
- 40.6% of all private school children

Q2. If a child got learning materials or activities, through what medium did s/he get it?

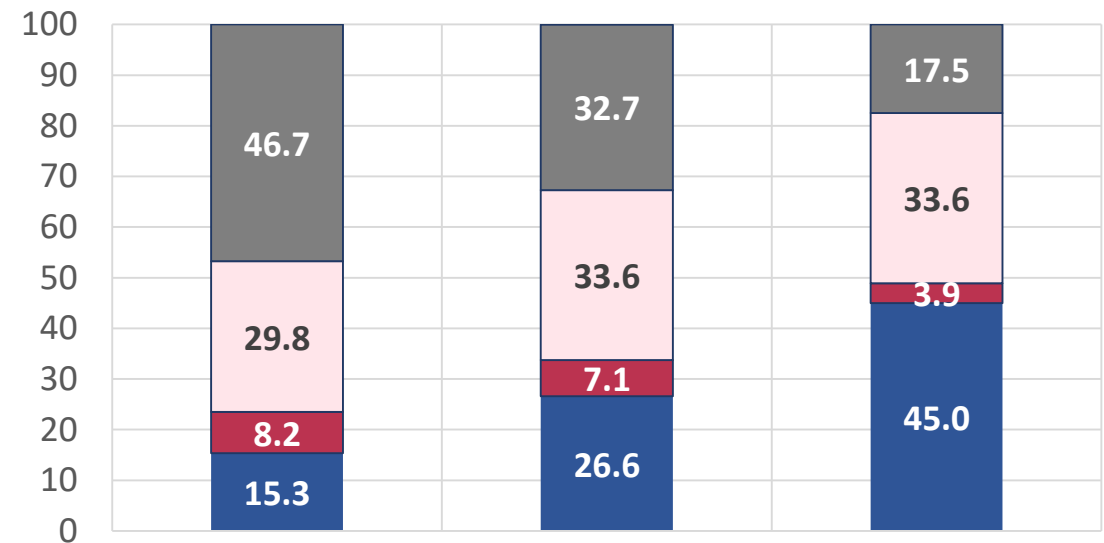
A2. % Children who got materials/activities via diff. mediums. By school type. 2020

Children enrolled in:	Whats App	Phone call	Personal visit	Other
Govt	67.3	12.3	31.8	5.6
Pvt	87.2	9.9	11.5	5.8
Govt & Pvt	74.2	11.5	24.8	5.7

More than **80%** of all children in sample have current grade textbooks. Slightly **higher** proportion among **govt school** children

Q3. Who did not get materials/activities? By parental education and smartphone at home.

A3. Across all parental categories, ~ one-third children did **not get** materials although there was a smartphone at home (see light pink bars).



Low: Both <= Std V Med: Mixed High: Both >= Std IX

Combined parental education

- Got no materials. No smartphone
- Got no materials. Have smartphone
- Got materials. No smartphone
- Got materials. Have smartphone

Engagement with learning at home... Activities ..1

Q1. What proportion of children did some learning activity at home in the reference week (in September)

A1. Overall, ~ **70% children did some activity in the ref. week.** 30.5% govt school & 28.1% private school children did **NOT** do any activities.

Q2. What kinds of learning activity did children do?

A2. % Enrolled children using different materials in ref. week

Children enrolled in diff. types of schools:	Traditional (print or virtual)		Broadcast		Online	
	Text book	Work-sheet	TV	Radio	Videos/ recorded classes	Live online classes
Govt	59.5	34.1	20.2	2.8	18.3	8.1
Private	60.1	38.0	18.4	2.3	28.7	17.7
Govt & Pvt	59.7	35.3	19.6	2.7	21.5	11.0

Traditional types of teaching-learning materials like textbooks and workbooks were used the most.

Children were engaged in a variety of activities with different materials.

Additionally:

Of the 70% children who did activities in the reference week:

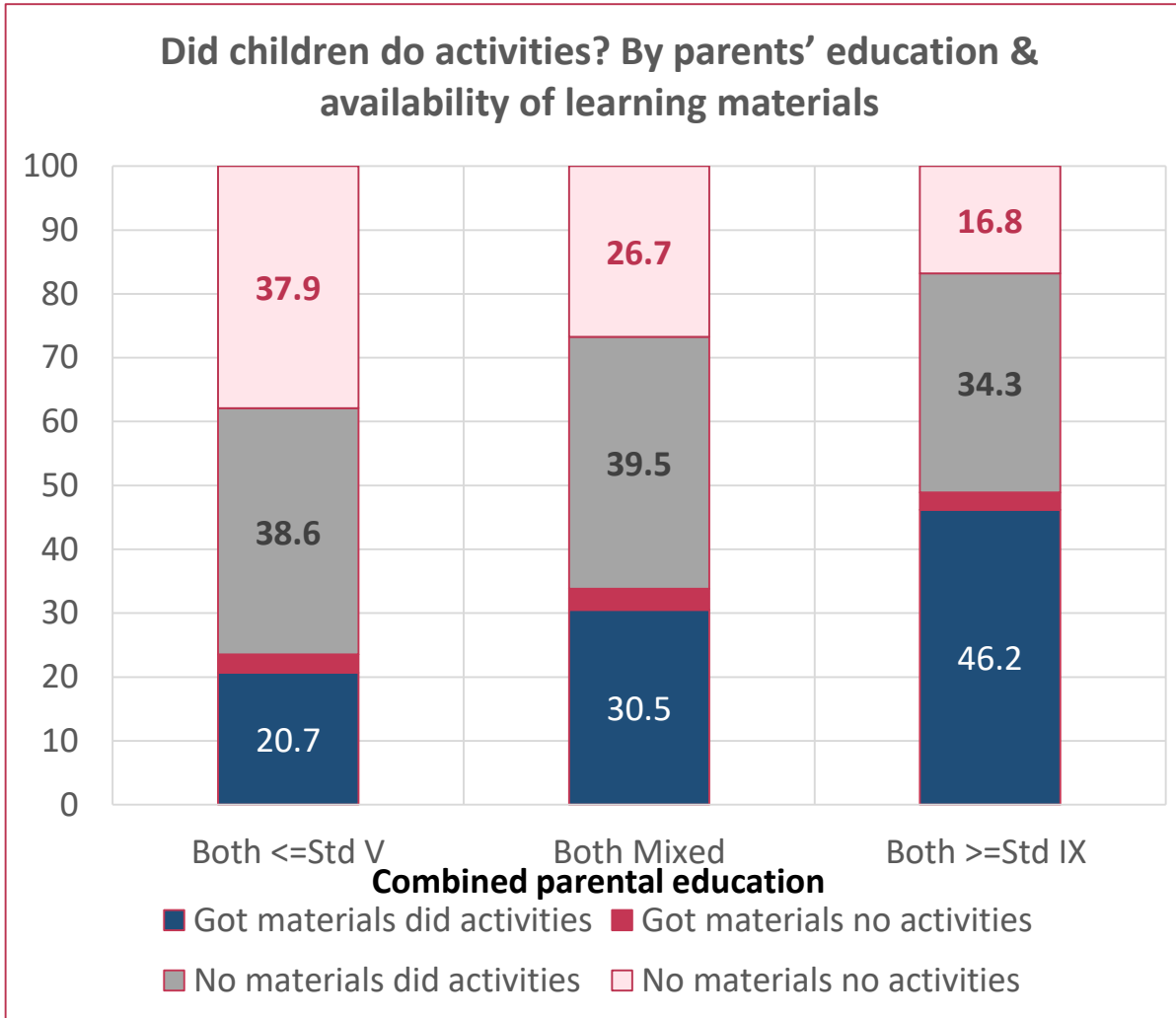
- 24.6 did one activity
- 45.6 did two or more activities

Use of most materials similar across different types of schools.

As expected, higher % of private school children accessed online classes.

Engagement with learning at home ...Activities ..2

Q1. Who did activities and who did not? What is the difference between these two types of children?



A. Overall, 29.8% children did **NOT** report doing any activity in that week:

- 30.5% govt school children
- 28.1% private school children.

Clearly, parental education levels are correlated with doing learning activities at home.

If materials are available, in the more educated families it is more likely that children will be studying at home.

However, interestingly, even if **no materials** were received (in the reference week), slightly more than a third of all children from **all types of families did some learning** activity at home.

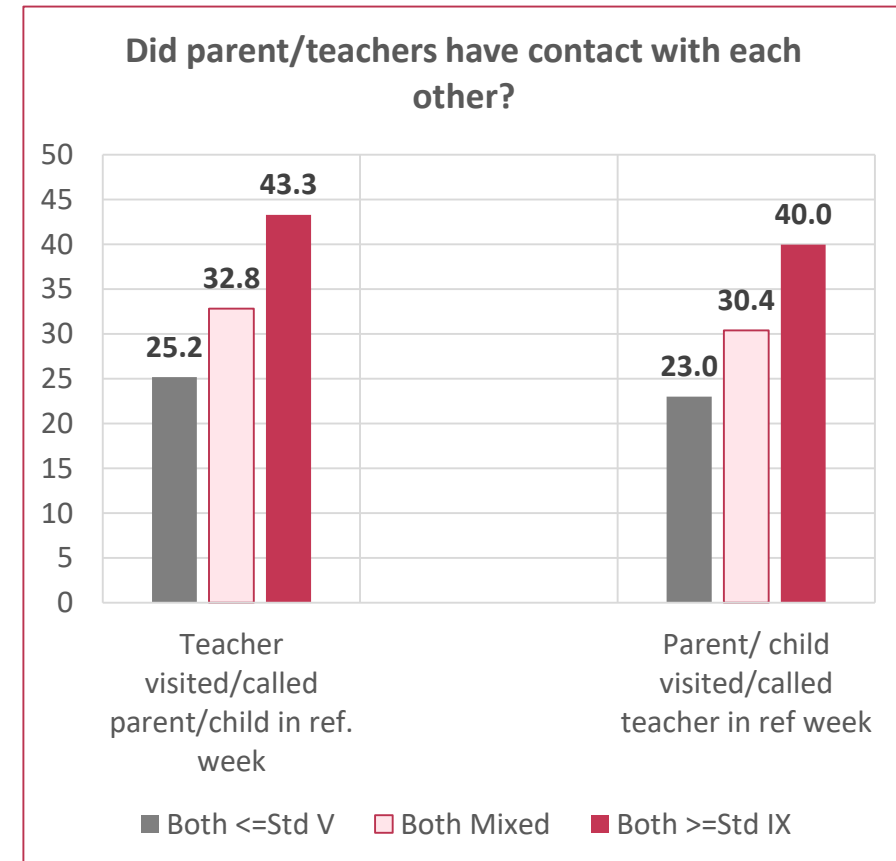
Contact between home & school

Q. How much contact is there between home and school?

A. About one third of all children's teachers and parents had been in touch in the reference week.

Children enrolled in different type of schools:	% Children where there was HH-school contact to discuss learning material/activities or child's progress/wellbeing		
	Teacher visited/called parent/child in ref. week	Parent/child visited/called teacher in ref. week	Of those with no contact in the last week, teacher or parent/child called /visited at least once since lockdown
Govt	32.3	29.2	19.3
Private	37.4	36.1	21.7
Govt & Pvt	33.9	31.3	20.0

However, more educated parents have more contact with the school.

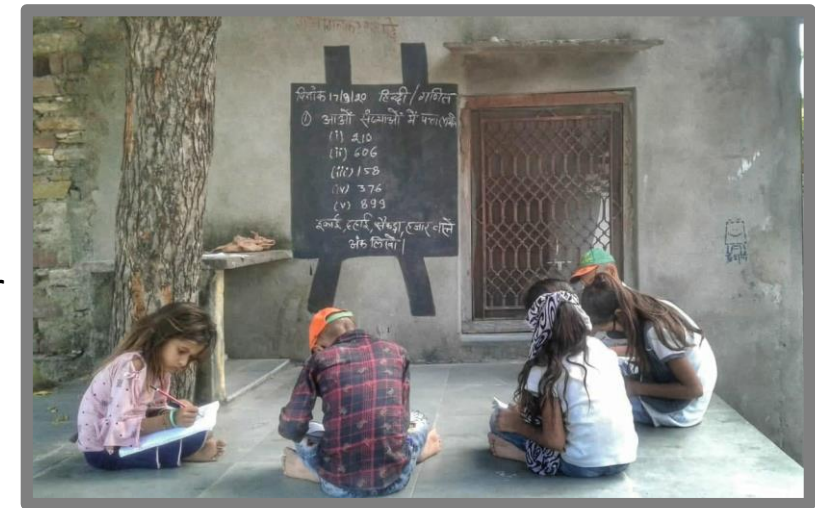


School efforts



16,761 **government schools** were called. This is usually a school which has primary sections. 8963 schools responded.

The school respondent was either a teacher or the head teacher. They were asked to select one specific grade that they could give the most information about.



Student phone numbers: Data from schools:

For the **grade** for which the school respondent could provide information:

- 40.8% reported having phone numbers for **all** children
- 37.7% reported having phone numbers for at least **half** of all children

Received training for conducting remote teaching-learning activities:

Data from schools:

- 50.0% reported receiving training of some sort
- Of these, 68.8% got brief instructions (others got series/set of sessions)

Textbooks:

Overall, 86.8% school respondents reported distributing textbooks to **all** children in the grade they were reporting about.

Learning materials/activities:

Overall, 66.8% school respondents reported sharing materials in reference week.

Community support: Across rural India, 70% schools got help from community members in reaching children.

Main findings from data collected in Sept 2020

Enrollment: Data from September 2020 when compared to data from ASER 2018 shows a small shift in enrollment from private school to government schools. Younger children may be currently not enrolled as they are waiting for admission.

Parental education: Over time, parental education levels are rising. In 1 out of 4 families, both parents have Std IX or more. In less than one-fourth families, both parents have 5 years of schooling or less.

Smartphones: Sharp increase in the availability of smartphones at home. 61.8% of families have a smartphone. Even in “low” education families (i.e. both parents have Std V or less years of schooling), 45% have smartphones.

Trends
over
time:

Textbooks for current grade: By September 2020, 80% of all households reported that their children had textbooks for their current grade. This figure was slightly higher for government school children than private schools children.

2020

Support at home for learning: 74.9% families report being able to provide some learning support at home to their children. In addition to parents, elder siblings play a major role especially for children in higher grades.

Learning materials/activities: In the reference week, 35.6% children received any learning materials or activities (other than textbooks). This number was slightly higher for private school children. However, 70% families reported that children did some activities.

Contact between home and school: For about a third of all children in the sample, there was contact between home and school in the reference week.

Thoughts for way forward

Fluid situation: When schools re-open, it will be important to continue to monitor who goes back to school. And very importantly to understand whether there is learning loss as compared to previous years.

Building on and strengthening family support: Parents are more educated than ever before. More than 75% of fathers and mothers have more than primary school education. This fact should be integrated into planning for learning improvement of children. NEP advocates this. “Reaching parents at the right level” to figure out in what way they can help their children is essential. Elder siblings also play an important a role in children’s education. Need to build on this.

“Hybrid” learning: Children are doing a variety of different activities at home. Effective ways of “hybrid” learning need to be developed. How traditional teaching-learning can be combined with newer ways of reaching-learning needs to be worked out.

Impact of digital modes and content: In-depth assessment of “what works and how” is needed to improve digital content and delivery for the future.

Mediating the “digital divide”: Expectedly, families who had low education and also did not have resources like smartphones were more deprived from learning opportunities. But even among such households, there is evidence of effort: family members who try to help and schools who try to reach them via phone calls or visits. These children will need even more help than others when schools reopen. Closer contact with such parents will be needed.

Thinking about the future: For schooling & learning

In pre-COVID times, typically the primary “mode” of learning was centred on teachers and students with teaching-learning happening in school. Every one came to school daily, sat in classrooms, used materials such as textbooks & worksheets. In the period of school closure, many more methods, materials and modes have been tried.

Parents, siblings and others in the community have perhaps become more involved in children’s learning. Moving forward all of these efforts need to be effectively integrated to help children to learn well.





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