

LETTER FOR HEAD MASTER

Date:
Head Master:
School:
Block:
District:

For more information:
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ASER Centre, B4/58, Safdarjung Enclave,
New Delhi 110029
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Greetings!

We seek your support to carry out the ASER 2022 survey. ASER stands for 'Annual Status of Education Report'. It is an annual, nation-wide, citizen-led household survey that aims to understand whether children in rural India are enrolled in school and whether they are learning. Facilitated by Pratham, ASER was launched in 2005 and has been conducted every year from 2005-2014, and then every alternate year till 2018. As the country saw prolonged school closures in 2020 and 2021 due to the COVID-19 pandemic, ASER 2022 comes at a crucial time to measure children's learning levels after schools reopen.

In each rural district, 30 villages are randomly selected for the ASER survey. This year your village is one of those 30 villages. In every district, ASER partners with a local organisation to conduct the survey. Volunteers from these organisations are trained to do ASER and two such volunteers are visiting your village and school today.

In your village, the volunteers will **randomly select 20 households with children** following a specific method that they have been trained in. In each surveyed household, they will collect **enrolment information about all children aged 3-16**. Thereafter, they will ask **all children aged 5-16 to do a set of reading, arithmetic and English tasks**.

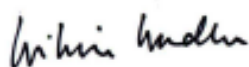
As part of ASER, we **visit one government school** in each village to collect **basic information on enrolment and attendance** as well as some **information on school facilities**. ASER results are discussed widely at the national, state and district levels. Many state and district governments have begun to focus on improving school functioning and helping children learn better.

We request you to support the team by providing the information that they request. The name of the school will not be revealed to anyone. We request you to also provide your mobile number, which will be used only for recheck purposes.

Attached with this letter is a sample of the testing tool used in ASER, which you can use to understand how children in your school are performing on basic reading and arithmetic. There is also a poster behind this letter, which you may want to put up in the school for all teachers and children to see.

We thank you for your help and support. If you have any suggestions, please do write to us or contact us at the address(es) given below.

Thank you



Dr. Wilima Wadhwa
Program Director - ASER
Pratham Education Foundation

Contact address for ASER in the state:

Contact address of ASER district partner:



CAN CHILDREN READ? CAN CHILDREN SOLVE BASIC ARITHMETIC PROBLEMS?

SAMPLE

BASIC ASER READING TOOL: ENGLISH

Std. II level text

Rohit lived in a small village. He lived with his mother. His brother Ajay lived in a city. Rohit was happy when Ajay came home. They played games and had fun. Their mother made them lots of food. Rohit was sad when Ajay left. He told Ajay to come back soon. His mother was sad too.

Note: This text has been prepared after analysis of Std. I+II textbooks across India.

Reading tools available in all Indian languages.
See: www.asercentre.org, E-mail: contact@asercentre.org

Std. I level text

Aamir has a big dog.
The dog is called Raja.
They play every day.
They like to play outside.

Letters

c j x
n p
u s o
k h

Common simple words

run book
cat
tall fan
jump
rope bag

For Letters/Words: Ask the child to read any 5, out of which 4 must be correct.

SAMPLE

BASIC ASER MATH TOOL

Number Recognition 1-9	Number Recognition 11-99	Subtraction (2 digit with borrow)	Division (3 digit by 1 digit)
1 4	96 15	82 51 - 64 - 28	8)994(
7 3	24 61	37 66 - 18 - 28	6)758(
6 9	74 46	73 42 - 57 - 17	7)863(
5 2	91 65	98 75 - 79 - 58	4)551(
36 43			

Ask the child to recognise any 5 numbers. Atleast 4 must be correct.

Ask the child to recognise any 5 numbers. Atleast 4 must be correct.

Ask the child to do any 2 subtraction problems. Both must be correct.

Ask the child to do any 1 division problem. It must be correct.

Note: In most Indian states, children are expected to do this kind of numerical subtraction problem in Std. II.

Note: In most Indian states, children are expected to do this kind of numerical division problem by Std. IV.

PUT THIS SAMPLE TOOL ON A WALL OR USE IT WITH CHILDREN.

**ARE CHILDREN ABLE TO READ?
CAN THEY SOLVE BASIC ARITHMETIC PROBLEMS?
DID SCHOOL CLOSURES AFFECT CHILDREN'S ENROLMENT AND LEARNING?**



ASER 2022 - ANNUAL STATUS OF EDUCATION REPORT

What is the Annual Status of Education Report (ASER)?

The Annual Status of Education Report, or ASER, is an annual, citizen-led household survey that aims to understand whether children in rural India are enrolled in school and whether they are learning. From 2005 to 2014, and then every alternate year till 2018, large-scale, nation-wide ASER surveys provided representative estimates of the enrolment status of children aged 3-16 and the basic reading and arithmetic levels of children aged 5-16 at the national, state and district level. The ASER survey is conducted by over 30,000 volunteers from more than 500 organisations across the country. By joining the ASER survey in their district, people contribute to a massive and important national effort.

The last nation-wide ASER in 2018 reached more than 5 lakh children in over 17,000 villages across almost 600 districts. Owing to safety concerns during the COVID-19 pandemic, during 2020 and 2021 the alternate-year ASER cycle was replaced by phone-based surveys that tracked children's access to learning opportunities during the period of school closures. During this period three state-level field surveys were also conducted, in Karnataka, Chhattisgarh, and West Bengal.

ASER 2022 marks the resumption of nation-wide field operations for the first time since the pandemic. Comparisons with earlier rounds of ASER will give us a clear picture of the effects of the pandemic on the status of children's schooling and learning.

WHY ASER 2022?

ASER has been highlighting the problem of high enrolment but low learning levels since its inception in 2005. Even in 2018, well before the pandemic, ASER reported that children's foundational learning levels in India were much below expectation:

- Just 1 out of 4 children in Std 3 were at 'grade level', that is, they could read a Std 2 level text or do double-digit subtraction.
- As many as 1 out of 4 children were completing elementary education (Std 8) without being able to read a Std 2 level story.

The COVID-19 pandemic resulted in school closures across the world, causing massive disruption to children's schooling and learning. In the case of India, where school closures were among the longest in the world, evidence of this disruption is visible in the drop in children's learning levels reported by ASER's 3 state-level field surveys in 2021.

With schools now open across the country, evidence on children's enrolment and learning is an important input for districts, states, and the country as a whole to understand where children are and the kind of support they need, in order to plan action accordingly. ASER 2022 is returning to villages across India to generate this evidence.

Has ASER made a difference?

ASER findings are widely disseminated in the media and have been discussed at the national, state and district level, in the government and outside. Its core message – that children are in school, but not learning – has played an important role in helping to shift the focus of India's policy makers from enrolment to learning. This shift is visible, for example, in the 2017 amendment to the Right to Education (RTE) Act, which makes it compulsory for states to codify and assess children's learning outcomes. More recently, the emphasis on foundational learning is clearly reflected in the National Education Policy's (2020) goal of ensuring Foundational Literacy and Numeracy (FLN) skills for all students by Std 3.

ASER data has been extensively quoted in parliamentary questions over the years, with the most recent mention (December 2021) taking the tally of the total parliamentary questions quoting ASER data to 100. ASER findings have also been cited in NITI Aayog's Three Year Action Agenda (2017-2020) and are regularly reported in the Economic Survey of India.

Various international organisations have also used ASER data in their reports. A 2021 report by UNESCO, UNICEF and the World Bank, 'The State of the Global Education Crisis' includes findings from field survey in Karnataka in 2021. The 'World Development Report' on learning prepared by the World Bank in 2018 also cites ASER extensively.

Help every child to learn well



Make sure each teacher knows whether each child in her class can read and do arithmetic.

Ensure that weaker children receive extra attention and support.

Guarantee that children know the basics before they move on to the next class.



Share the academic progress of the children with their parents regularly. Discuss what parents can do at home to support their children's learning.



Encourage and support children to learn. Children learn best when they are appreciated.



Involve the School Management Committee (SMC) members in discussions about how to improve the school.

Seek their help in supporting teaching-learning activities.

Encourage the SMC members to interact frequently with children to assess their academic progress.