

The Annual Status of Education Report ASER 2010 report was released on January 14, 2011 by the Honorable Vice President of India, Shri Hamid Ansari.



Addressing on the occasion, Shri Ansari said that ASER's simple, reliable and scientific methods of sampling and assessment on a nation-wide scale are important for highlighting the "quality agenda" in education. This is more glaring in the context of our public policy because we neither have an inbuilt evaluation culture nor adequate trained human resources with both technical knowledge and field experience to check and monitor outcomes.

Shri Ansari has said that Quality indeed lies at the heart of the goal of "Education for All". What happens in classrooms and other learning environments is vitally important to the

**ASER conducted by 25,000 volunteers assesses over 700,000 in 300,000 households between October and November every year to measure the basic learning level of children in India.**

future of our citizens, and indeed to the future of our Republic. Education of acceptable quality must address basic learning needs, enrich the lives of learners and their overall experience of living and well being.

The Vice President has said that evidence from around the world demonstrates that "efforts to expand enrollment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes". Public policy can address this challenge with a sharp focus on two issues - quality improvement in teacher training and curricular materials

### Some Key Findings...

Enrollment levels high, well above 96 per cent now. But the big news is no change in children's ability to read or do Maths.

The survey has found that only 53 per cent children in class five can read a class two level text. And even worse, there has been a decline in their ability to do basic Maths.

In class five only 36 per cent students can do simple division - a two per cent drop in numbers compared to 2009.

development. It is also essential that what students are meant to learn ought to be clearly defined, well-taught and accurately assessed. Ideally, this should not be limited to knowledge alone but also cover skills, attitudes and values.

[To Read the speech click here](#)

*Given that enrollment levels especially at the primary stage have climbed well over 90% in most States, it is essential to look beyond, to educational processes and outcomes. With respect to processes, it is increasingly important to pay attention to a whole host of issues inside schools that affect attendance, retention and quality of education, especially those related to teaching and learning. Inputs and processes together create outcomes. And with respect to outcomes, although there may be many important outcomes of schooling that could be measured, learning is certainly one of the key ones.*

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### **National Findings ASER 2010**

#### **Reading ability largely unchanged except in some States**

- Nationally there is not much change in reading levels as compared to last year. Only 53.4% children in Std. 5 can read a Std. II level text. This suggests that even after five years in school, close to half of all children are not even at the level expected of them after two years in school.
- In Andhra Pradesh, Gujarat, Haryana and Rajasthan, there is increase in the proportion of children in Std. I who are able to recognize letters.
- Similarly, in Andhra Pradesh, Gujarat, Assam, Himachal Pradesh, Punjab, Uttar Pradesh and West Bengal, there is increase in the proportion of children in Std. V who can read Std. II level text.

#### **Small declines in math ability except in some States**

- Nationally, there is a decline in the ability to do basic math (i.e. recognize numbers and do basic operations). This decrease of a few percentage points is visible across all classes. For example, the proportion of Std. I children who can recognize numbers (1-9) has declined from 69.3% in 2009 to 65.8% in 2010. The proportion of children in Std. III who can do two digit subtraction problems has decreased from 39% to 36.5% in the same period. The proportion of children in Std. V who can do simple division problems has dropped from 38% in 2009 to 35.9% in 2010
- Punjab's performance in basic arithmetic has been improving over the last few years. For example, in Std. II the percentage of children who can recognize numbers up to 100 was 56.3% in 2008. This number went up to 59.6% in 2009 and to 70.4% in 2010. Similarly the proportion of Std. IV children who can do subtraction has gone from 66.9% in 2008 to 81.4% in 2010. The percentage of Std. V children who can do division has risen from 43.5% in 2008 to 69.8% in 2010

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