

**GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA**

UNSTARRED QUESTION NO:3339

ANSWERED ON:16.03.2011

BASICS IN MATHEMATICS

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Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Annual Status of Education Report,2010 has revealed a decline in children's ability to do simple mathematics in rural India;

(b) if so, the details thereof;

(c) whether the teachers are not teaching the students in primary level basics in mathematics;and

(d) if so, the remedial measures taken/proposed to be taken by the Government in this regard?

Answer

MINISTER OF THE STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (Dr. D.PURANDESWARI)

(a) to (d): The Annual Status of Education Report (ASER) is brought out annually by PRATHAM, a non-governmental organization. ASER (Rural) - 2010 (provisional) suggests a decline in the ability of students to do basic mathematics, like recognizing numbers and doing basic calculations, except in Punjab, which is reported to have shown improvement over the years. However, the National Learners' Achievement Surveys conducted periodically by National Council of Educational Research and Training (NCERT) for classes III, V and VIII has revealed improvements in the overall learning level in the subject of Mathematics. Till now, two rounds of such Achievement Surveys have been completed by NCERT. A comparative table of the progress in respect of the two rounds is given below:

Subject	Class III	Class V	Class VIII			
	Round I II	Round II	Round I II	Round II	Round I II	Round II
Mathematics	58.25%	61.89%	46.51%	48.46%	39.17%	42.71%

Sarva Shiksha Abhiyan (SSA) provides for 20-day teacher training for every elementary school teacher each year. In 2008-09, NCERT initiated a focused programme for strengthening the teaching of Mathematics at early primary grades. This programme involves development of pedagogic strategies for early Mathematics education, development of Mathematics learning kit for Class I and II, selection/development of appropriate pedagogic materials to support concrete, experience-based classroom transaction, and development of a teacher training manual. Workshops have also been held to demonstrate the importance of an activity-based classroom that provides maximum opportunity time for active student participation in learning. States have undertaken various initiatives to promote such changes in classroom processes.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has become operative with effect from 1st April, 2010. The RTE Act provides that every child in the 6-14 age group shall have a right to free and compulsory education till completion of elementary education. It prescribes, inter alia the norms and standards for Pupil Teacher Ratio (PTR), number of working days/instructional hours in an academic year, number of working hours per week for the teacher, teaching learning equipment, etc. It also lays down that the curriculum and evaluation process shall take into account the all-round development of the child, build on the child's knowledge, potentiality and talent, provide for learning through activities, discovery and exploration. The Sarva Shiksha Abhiyan (SSA) Framework of Implementation has been revised to correspond with the provisions of the RTE Act, 2009. Further, the National Council for Teacher Education (NCTE) has laid down the teacher qualifications under section 23 of the RTE Act. States would need to follow the prescribed teacher qualifications in all future recruitments.