

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

UNSTARRED QUESTION NO:2386
ANSWERED ON:05.02.2014
ASER REPORT ON EDUCATION
Mani Shri Jose K.

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

- (a) the key findings of Annual Status of Education Report (ASER) facilitated by Pratham, a Non-Governmental Organisation (NGO) and the action taken by the Government thereon;
- (b) whether as per the latest ASER report, there have been more enrolments in private schools in the rural areas as compared to the Government schools and if so, the details thereof;
- (c) whether the decline in the enrolment of students in the rural areas in Government schools is attributed to lower standards of education in Government schools;
- (d) if so, the details thereof; and
- (e) the corrective measures taken/being taken by the Government to improve the standard of elementary education in the country?

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR)

(a): The Annual Status of Education Report (ASER) is brought out annually by PRATHAM, a non-governmental organization. The ASER - 2013 presents certain positive findings, such that more than 96% of children in the 6 to 14 age group are enrolled in schools in rural areas and that the percentage of out-of-school girls in the 11-14 age group has dropped from 6% in 2012 to 5.5% in 2013. The Right of Children to Free and Compulsory Education indicators reported in the ASER reveal that 84.8% of all visited schools had drinking water facilities. The percentage of schools with usable toilets has increased from 47.2% in 2010 to 62.6% in 2013. The percentage of usable toilets for girls has increased from 32.9% in 2010 to 53.3% in 2013. The proportion of schools that comply with RTE norms on the Pupil-Teacher Ratio has increased from 38.9% in 2010 to 45.3% in 2013. The proportion of schools with an office/store, a play ground and a boundary wall have increased slightly over 2012 levels. The number of schools having libraries have increased from 62.6% in 2010 to 77.1% in 2013. On Children's ability to read:

i) For standard III, the proportion of children able to read at least a standard I level paragraph has risen slightly from 38.8% in 2012 to 40.2% in 2013.

ii) For Class V, the proportion of children who can read Standard II level text remains the same as in 2012 at 47%. On Children's Arithmetic ability :

i) At standard III no change is observed since the last year in the proportion of children who are able to solve a 2-digit subtraction with borrowing.

ii) The proportion of all children in standard V who could solve a 3 digit by one digit division problem increased slightly from 24.9% in 2012 to 25.6% in 2013.

Teacher attendance at primary and upper primary level remains at 85%, so there is no change over the year 2012. However, student attendance showed a slight decline, especially in Upper Primary School from 73.1% in 2012 to 71.8% in 2013.

(b) to (e): The ASER indicates that the increase in private school enrollment has been very small from 28.3% in 2012 to 29% in 2013. The National Council of Educational Research and Training (NCERT), which uses a rigorous research methodology, conducts very detailed periodic national surveys of learning achievement of children in classes – III, V and VIII. Three rounds of these National Learners' Achievement Surveys have been completed by NCERT for class V which have revealed improvements in the overall learning levels, even though achievements remain low.

RTE Act, 2009, which became operative with effect from 1st April, 2010, is applicable to rural and urban areas in the country. The Act provides that every child in the 6-14 age group shall have a right to free and compulsory education till the completion of elementary education. It prescribes norms and standards for the Pupil Teacher Ratio (PTR), school infrastructure and facilities. It lays down that the curriculum and evaluation process shall be in accordance with the values enshrined in the Constitution of India, and 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, and shall make the child free of fear, trauma and anxiety. The Sarva Shiksha Abhiyan (SSA)

Framework of Implementation has been revised to correspond with the provisions of the RTE Act, 2009 in terms of provisioning for additional teachers, classrooms and facilities in schools, as well as quality interventions.

Under the SSA, the State Governments and Union Territory (UT) Administrations are supported on several interventions to improve the quality of elementary education, including a 20-day in-service teacher training, the distribution of free and improved textbooks, the recruitment of additional teachers for better pupil-teacher ratios, academic support for schools and teachers through block and cluster resource centres, a continuous and comprehensive evaluation system, teacher and school grants for the development of appropriate teaching-learning materials, etc.