

**Centre for Teacher Education  
Central Institute of Higher Tibetan Studies  
Sarnath, Varanasi**

**A Brief Report on Presentation of ASER Report 2019**

**Annual Status of Education Report (ASER)** is an annual, nationwide survey of children's ability to read simple text and do basic arithmetic particularly of the children belonging to rural and vulnerable background across India. ASER Survey has been conducted every year since 2005. This enormous annual task engages citizens across the country in understanding and tracking children's ability to read and do basic arithmetic via the participation of local organizations and institutions in every rural district in the country. It is also the only annual source of information regarding learning levels of children available in India today. It releases its survey report every year in January. ASER survey this year focussed on the prevalent conditions of pre-primary education in rural areas and in government schools to better understand the prerequisite of pre-primary education. Therefore, it seemed imperative to go through the survey report of ASER along with our student-teacher so that students should also be aware with the importance of pre-primary education.

**This one-day resource lecture and presentation of ASER Report 2019 was organized at CTE, CIHTS on 28 July 2020.** In lieu of Covid-19 pandemic, the presentation of ASER report took place on **virtual platform via Microsoft team**, assisted by the multimedia and computer section of CIHTS. **Dr Huma Kayoom**, organizer of the workshop introduced to all the students of CTE about the objectives of the report presentation. The resource person for this programme was **Mr Sunil Kumar, Uttar Pradesh coordinator, ASER Centre** and **Miss Priyasha Chawla, Research Associate, ASER Centre**. Both the resource person especially highlighted the need of pre-primary education especially in the government schools of the country and the findings of the report was shared with the participants along with the queries that was posted by the student-teachers.

Presented below are some images related to the virtual presentation of the report and findings of the ASER Survey 2019-

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## Contents



- Enrollment trends: Age 4-8
- Young children: Age 4-5
- Children in Std I
- Children in early primary grades: Std I II III
- Mothers' schooling and children's learning



Priyasha Chawla (ASER Cent...

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## Why 'Early Years' ASER?

The RTE Act 2009 mandates that children should enter Std I at age 6. It recommends states provide free pre-school education to children age 3-6. However, existing data and studies show that ground realities are different from policy norms as far as age of entry to Std I is concerned.

The draft National Education Policy (NEP 2019) points out that part of the "learning crisis" in elementary school happens even before children enter Std I. This may be because:

- Too many children enter formal schooling before age 6
- Too many children enter formal schooling without exposure to early childhood education and therefore lack readiness for school.
- When children enter school already "behind" or begin to "fall behind" early, it is hard for them to "catch up" later.

No large-scale representative data is available on children in this age group. Hence, it was decided that ASER 2019 would focus on the age group 4 to 8 and explore key dimensions of schooling and learning that potentially shape the future pathways of children.



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## Introduction to 'Early Years'


- The early years, defined globally as age 0-8, is known to be the most important stage of cognitive, motor, social and emotional development in the human life cycle.
- A large body of worldwide research demonstrates that access to appropriate environments and inputs during these years is fundamental to ensuring that children have a firm foundation on which to build, both in school and in life.

**'Early Years' in national policies/schemes:**

- draft National Education Policy
- Samagra Shiksha Abhiyan framework (pre-school)
- National Early Childhood Care and Education (NECCE) policy
- Integrated Child Development Scheme (ICDS)

**'Early Years' in curricular frameworks/standards:**

- NECCLE curricular framework
- NCERT pe-school and Std I, II learning outcomes



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## Young children (age 4-5): What activities did children do?

**Cognitive Tasks**

- Sorting by color
- Spatial awareness
- Puzzle
- Pattern recognition

**Cognitive tasks including:**

- Sorting objects by colour
- Spatial awareness via pictures
- Seriation of objects of different sizes
- Pattern recognition with shapes
- Puzzle (4 piece & 6 piece)

**Counting and relative comparison**

- Counting objects
- Relative comparison of objects

**Picture description**

**Early language tasks:**

- Picture description
- Listening comprehension task

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## 'Early Years': Coverage and Key features. Where was ASER done?

Category	Count
States	24
Districts	26
Partner organizations	32
Children	36,930
Households	30,425
Villages	1,514
Volunteers	1,778

**WHERE**

Household survey of a representative sample of children in rural India. One district per state surveyed, except Uttar Pradesh and Madhya Pradesh (2 districts surveyed)

**HOW**

Sampling using Census 2011 frame.

- 60 villages randomly selected in each district
- 20 households with children age 4-8 randomly selected in the village
- All children age 4-8 surveyed and tested

**WHO**

- District level organizations or institutions conducted this ASER
- Colleges, universities, NGOs and teacher training institutions

Priyasha Chawla (ASER Cent...)

(This report is prepared by Dr Huma Kayoom, Assistant Professor, Education, CTE, CIHTS)