

EDUCATION IN INDIA: ASER SURVEY 2022

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WHAT IS THE CURRENT STATE OF
EDUCATION IN INDIA? ANALYSING
THROUGH THE ASER REPORT 2022

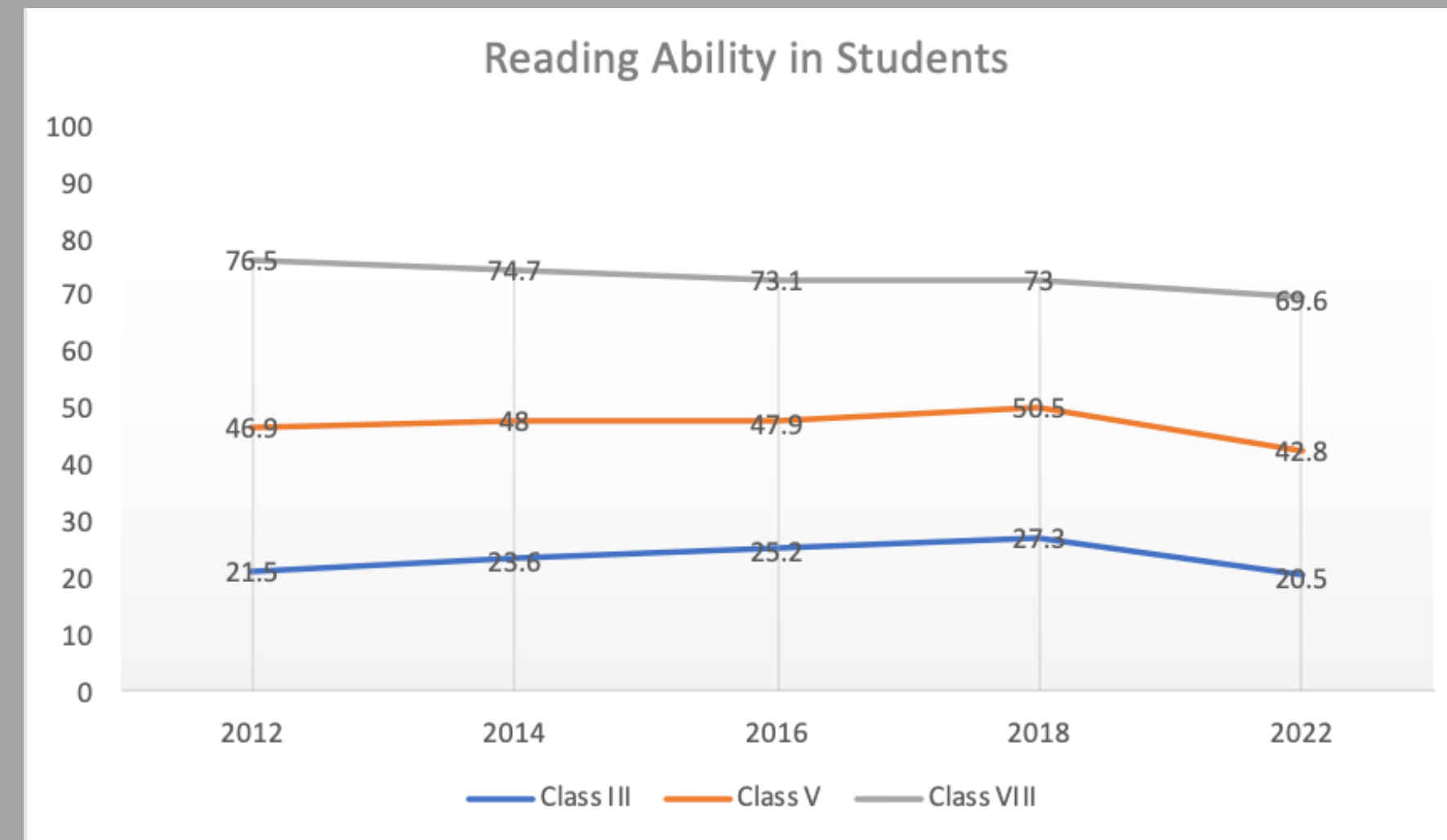
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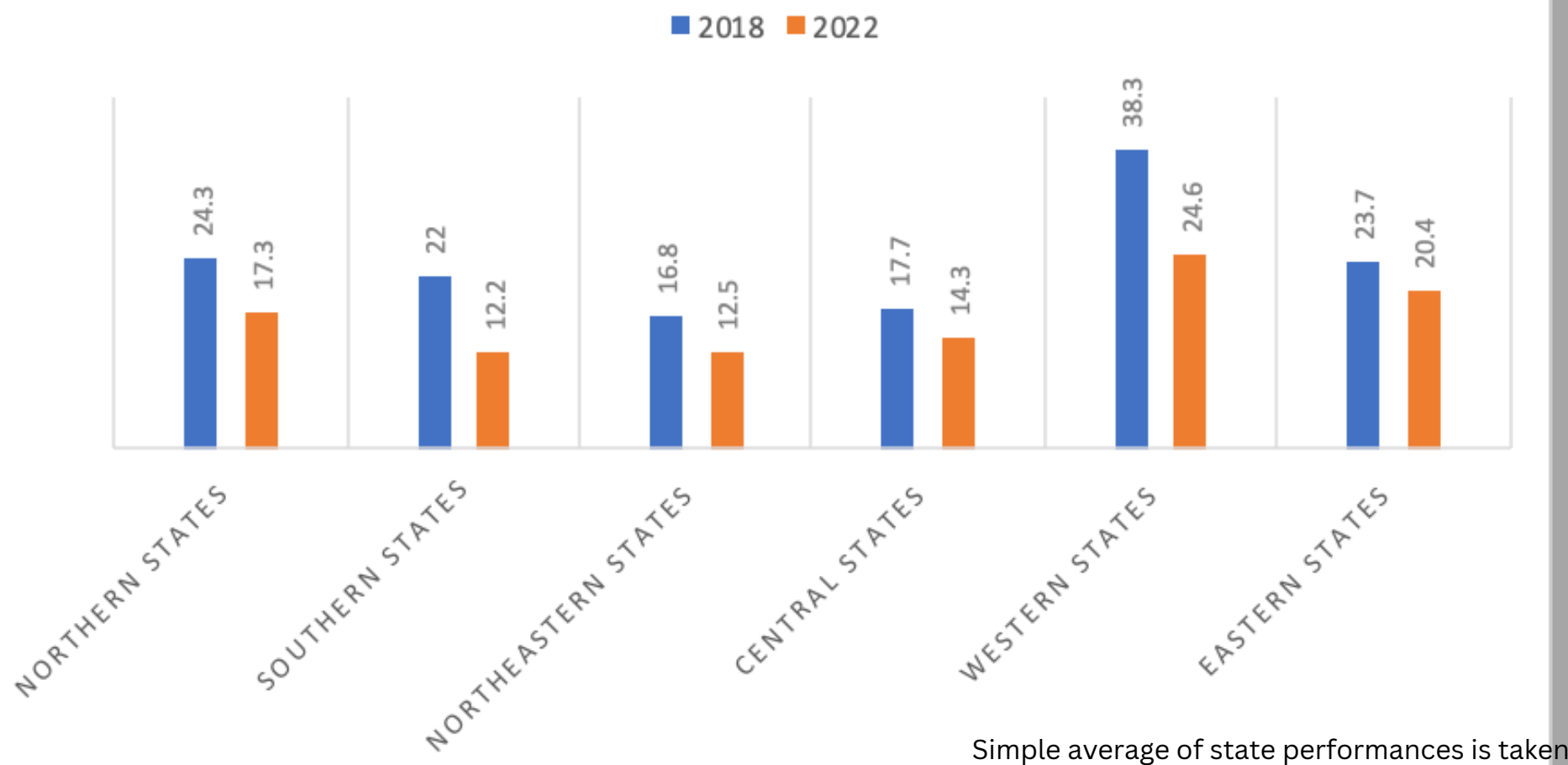
The steep decline in the reading ability from 2018-2022

- As per the study, the reading ability has dropped to pre-2012 levels.
- This drop is seen across both government and private schools (in most states and among both boys and girls).
- Although there have been declines in basic reading comprehension among Class VIII pupils, the line chart highlights that the decline has been less severe than trends seen in Classes III and V.
- For the purpose of further analysis, we have divided Indian states according to these zones: *(Note: for simplicity purpose, simple averages of state performances is taken for our analysis)*



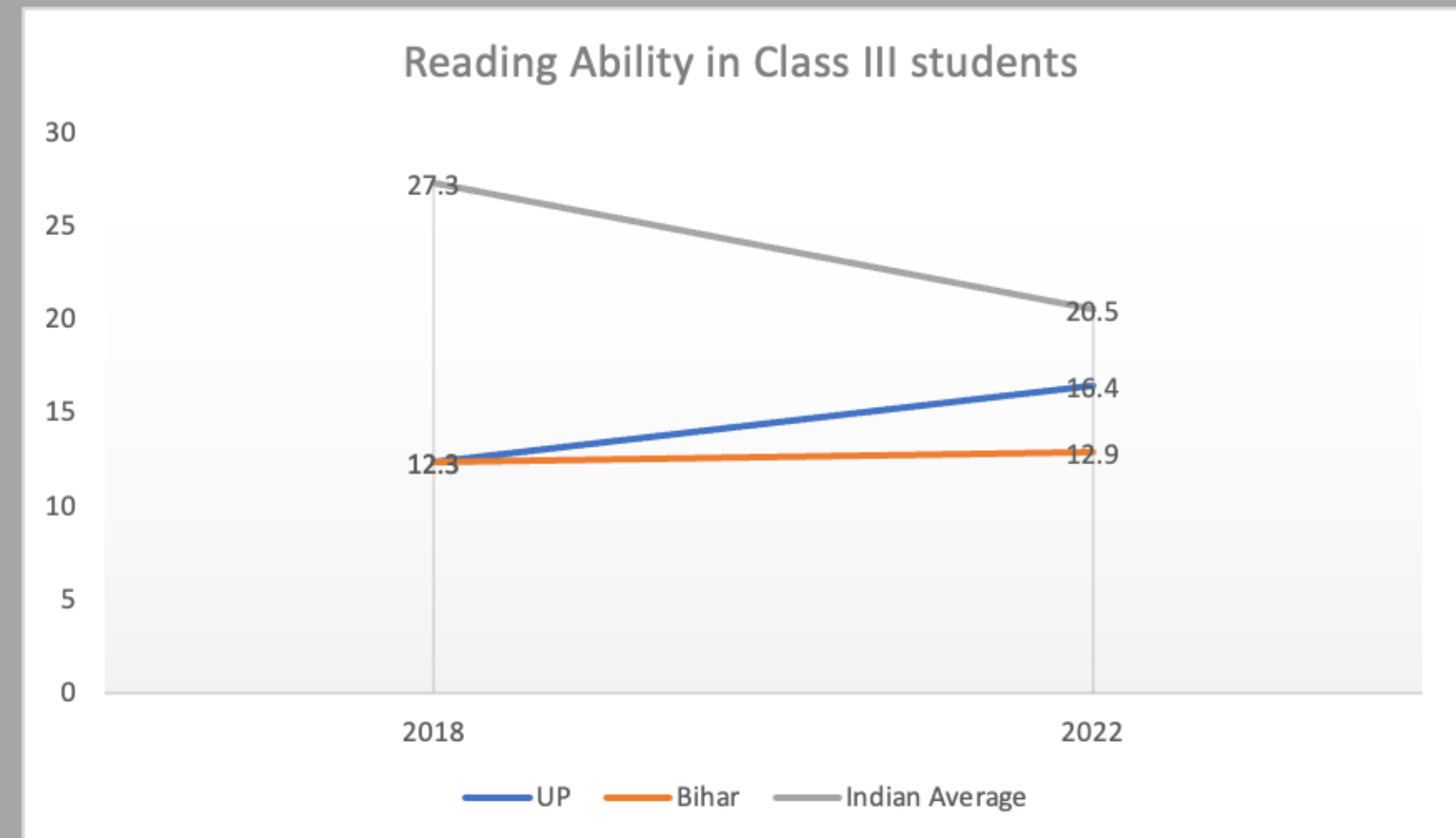
Northern States	Eastern States	Western States	Southern States	Central States	Northeast States
Himachal Pradesh	Bihar	Maharashtra	Andhra Pradesh	Madhya Pradesh	Assam
Punjab	Odisha	Gujarat	Karnataka	Chhattisgarh	Sikkim
Uttarakhand	Jharkhand		Kerala		Nagaland
Uttar Pradesh	West Bengal		Tamil Nadu		Meghalaya
Haryana			Telangana		Manipur
Jammu and Kashmir (now UT)					Mizoram
Rajasthan					Tripura
					Arunachal Pradesh

READING ABILITY IN STATES CLASS III

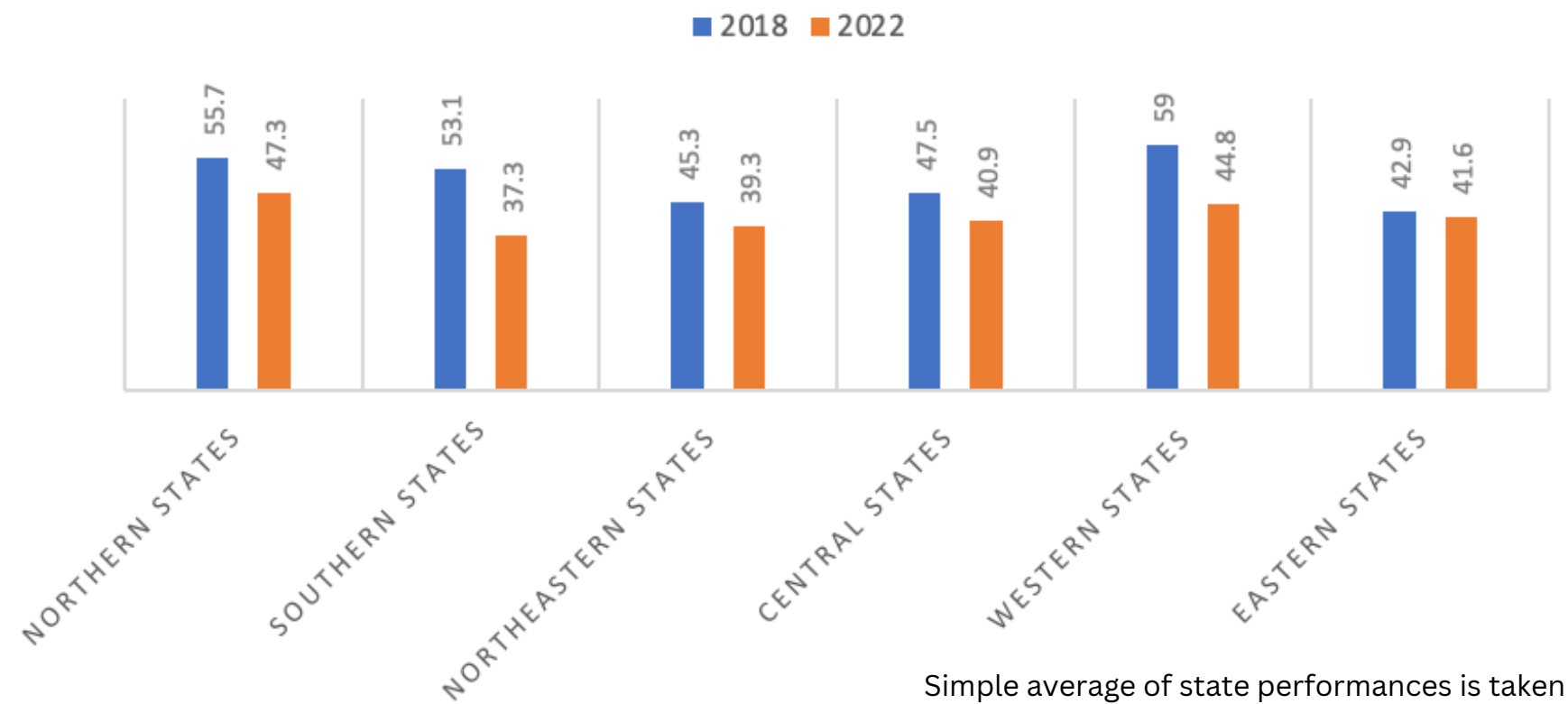


- Western States and southern states have seen the most decrease in reading capacity among students of class III.
- This can be due to states such as Kerala and Maharashtra (which had a stronger educational approach) performing poorly over the previous four years.
- This *may* be due to the gap in the new wave of digitalisation due to the pandemic in both states.

- Even though the northern states witnessed a downfall, Bihar and Uttar Pradesh, which used to perform very poorly as compared to other states, improved their performance in the Class III reading ability metric in the 2023 report.
- Unfortunately, there has been a drop in reading ability for class III in all regions of India.



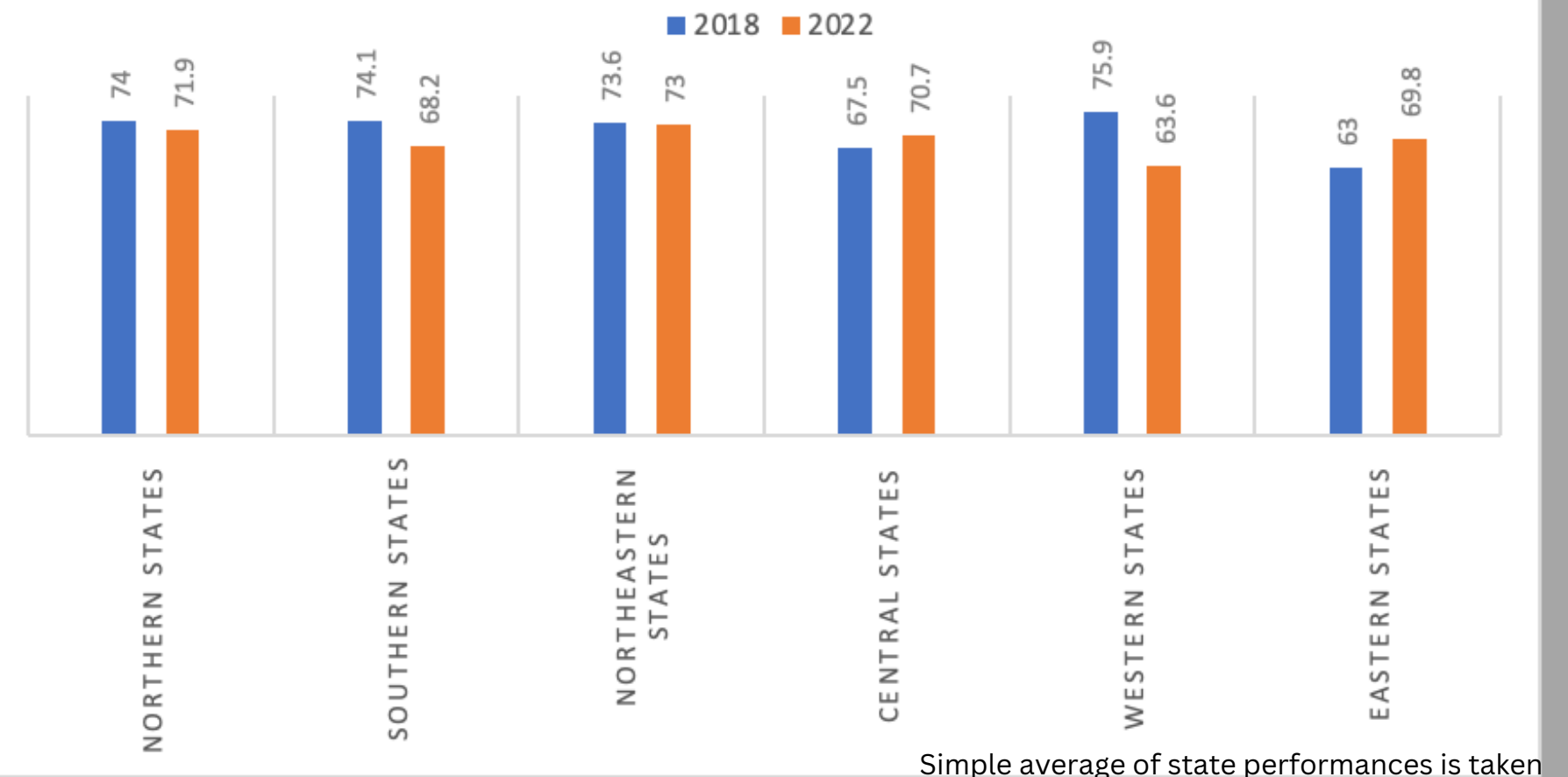
READING ABILITY IN STATES CLASS V



- The eastern states have witnessed a marginal fall in the class V reading ability (a fall of mere 1.3 percentage points on average).
- The southern states have the lowest reading ability in class III as well as class V, among the rest of India.
- A fall in reading ability in Class V has been witnessed in almost all regions of India.

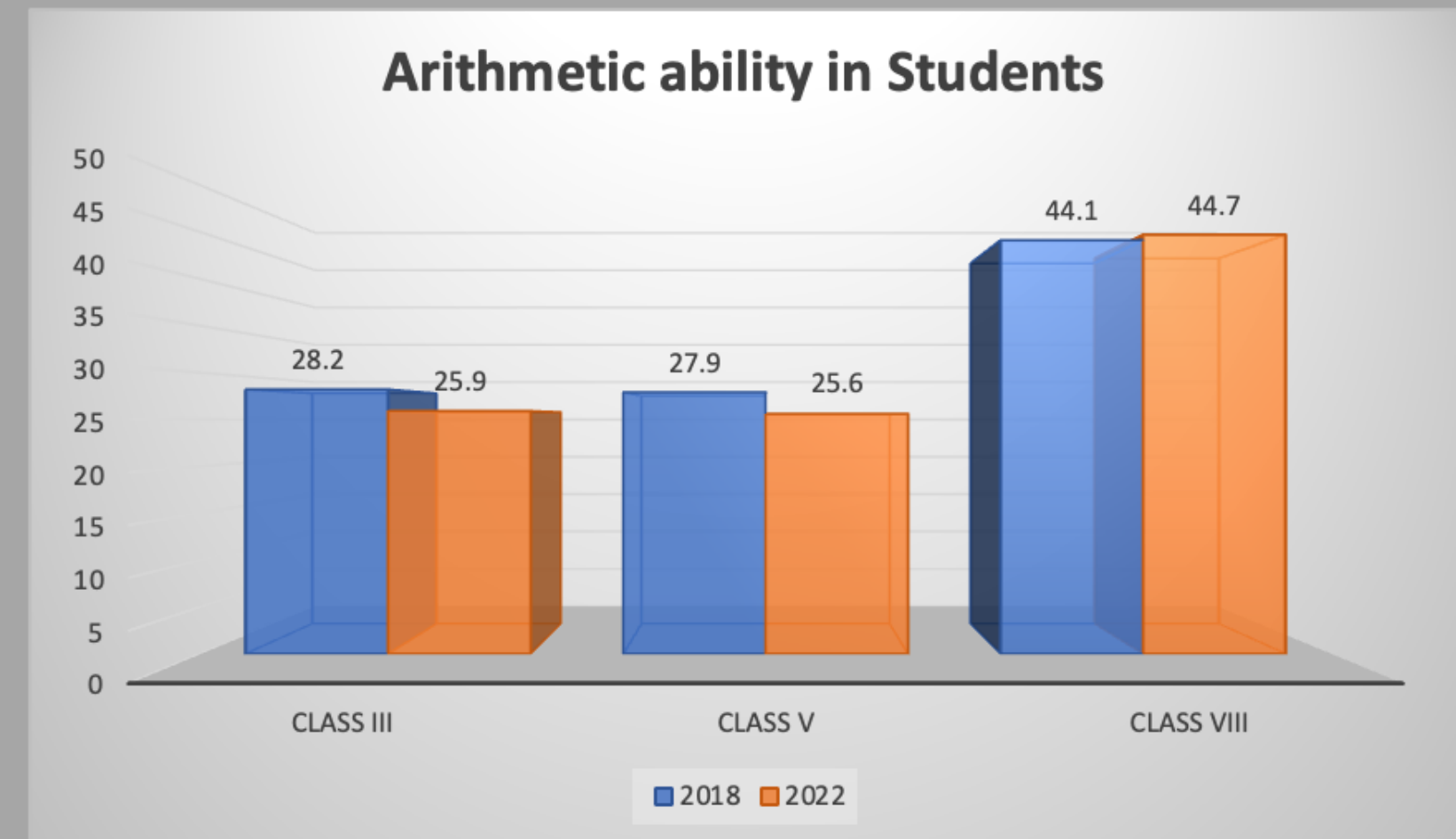
- The central and eastern states have exceeded their 2018 performance and have increased their reading ability in class VIII by 3.2 and 6.8 percentage points respectively.
- The western states have the lowest reading ability in class VIII, among the rest of India.

READING ABILITY IN STATES CLASS VIII

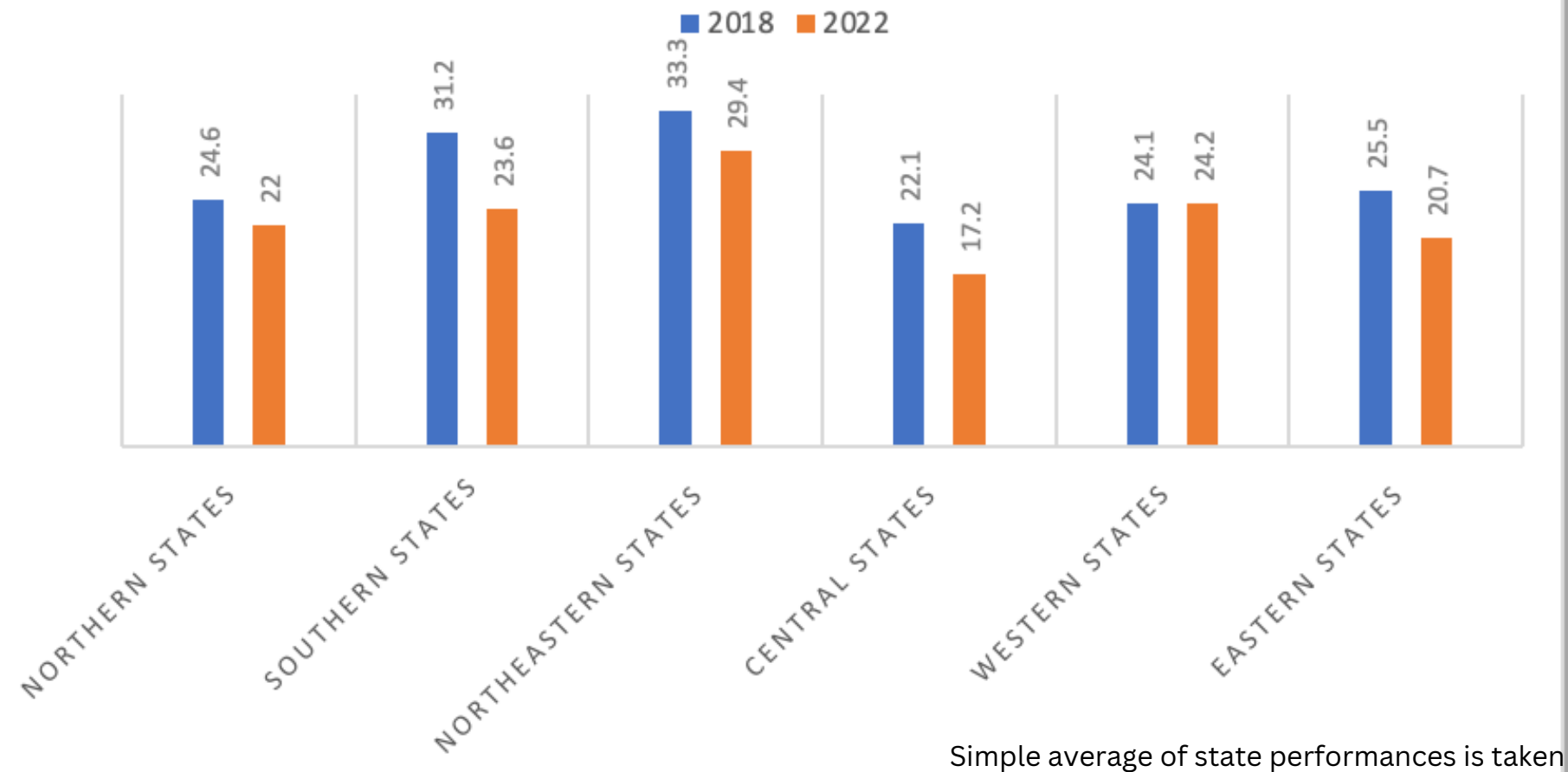


The steep decline in the Arithmetic ability from 2018-2022

- In most grades nationwide, the children's fundamental arithmetic proficiency has decreased from levels in 2018.
- Compared to basic reading, the decreases are less abrupt and the picture is more complex.
- The percentage of Class III students across India who can at least perform *subtraction* decreased from 28.2% in 2018 to 25.9% in 2022.
- In India, the percentage of Class V students who can *divide* has also decreased from 27.9% in 2018 to 25.6% in 2022.
- Class VIII students demonstrate complete fundamental arithmetic. The percentage of students that can *divide* has slightly risen from 44.1% in 2018 to 44.7% in 2022.
- This improvement is due to girls and students enrolled in public schools, as outcomes for boys and students in private schools have declined since 2018.



ARITHMETIC ABILITY IN STATES CLASS III

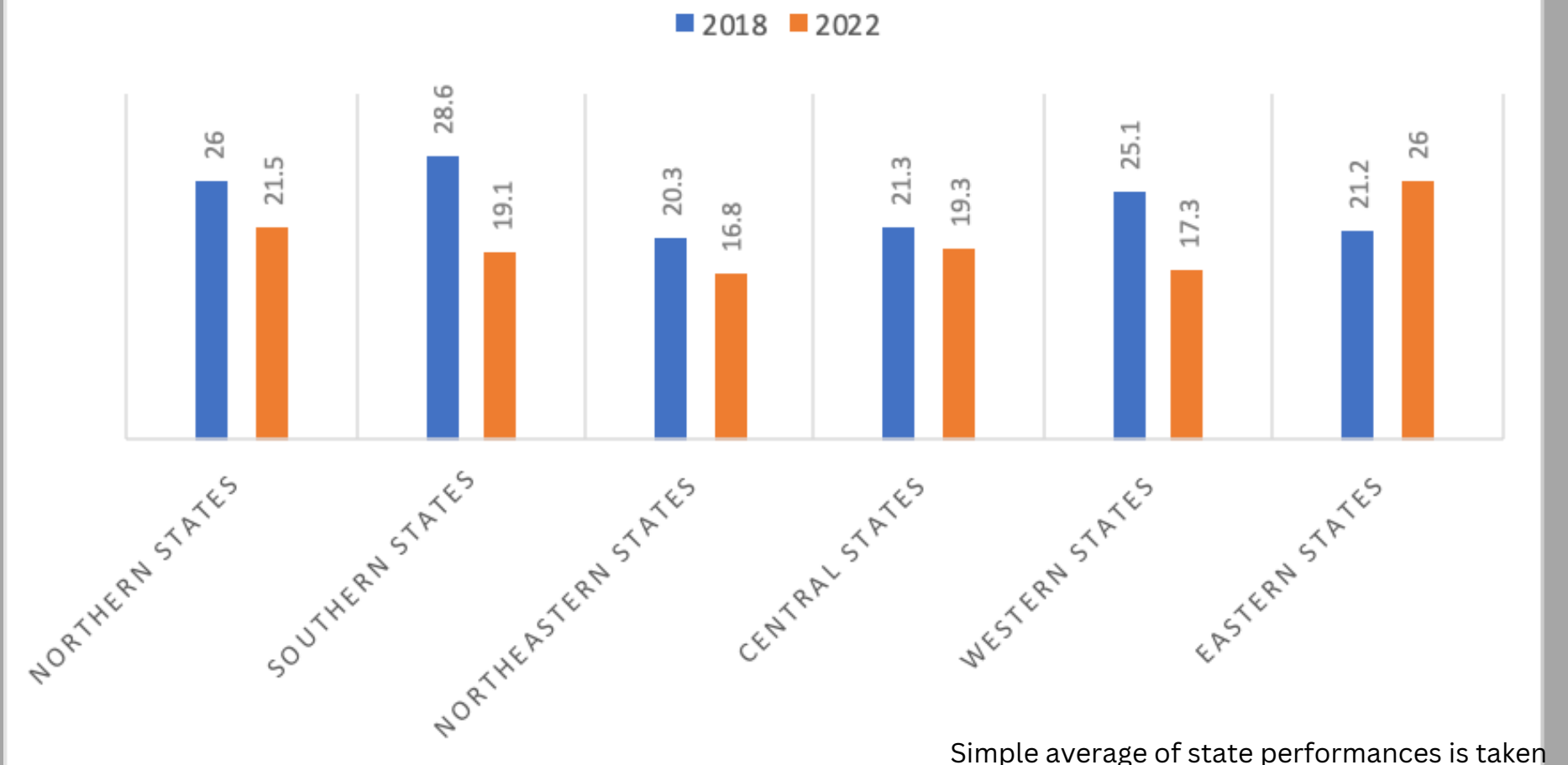


- The western states have marginally increased their arithmetic ability in class III by 0.1 percentage points.
- While a fall in class III arithmetic ability has been observed in all regions, the central states have the lowest average.

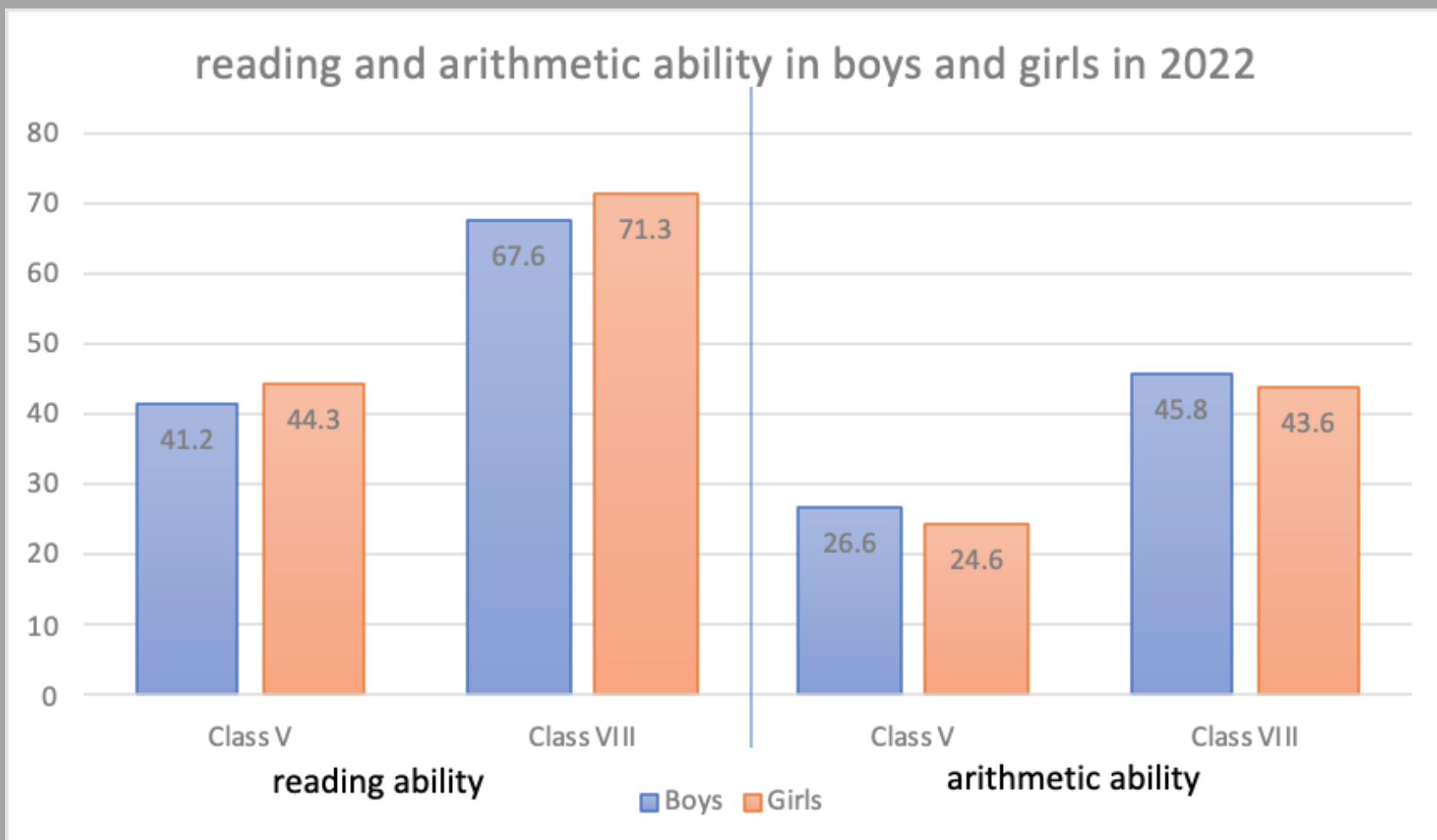
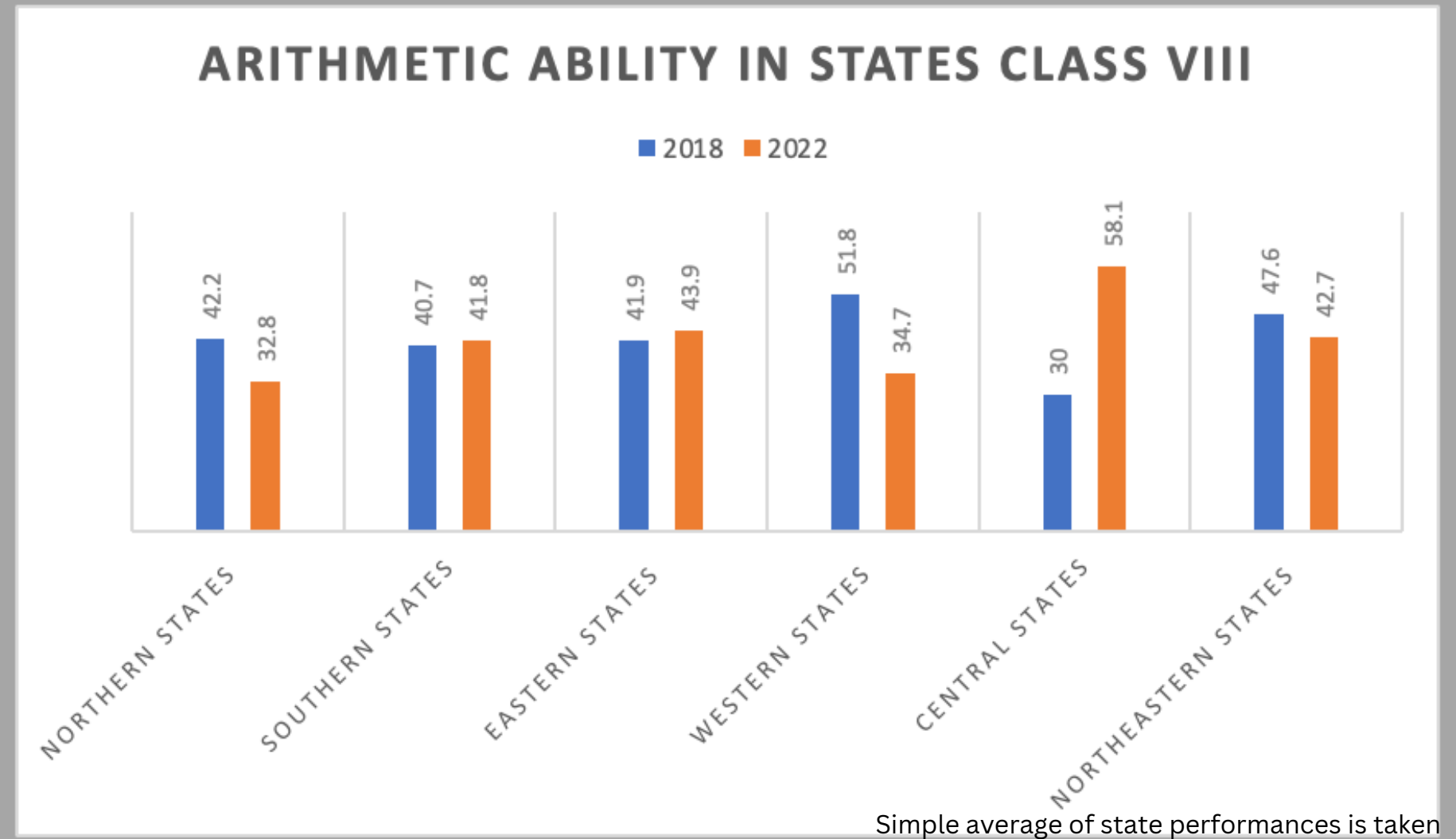
- The northeastern states have the lowest arithmetic ability in class V on average.
- The eastern states have performed well in this metric, increasing their arithmetic ability in class V by 4.8 percentage points on average.
- The southern states unfortunately witnessed the largest fall in this metric.



ARITHMETIC ABILITY IN STATES CLASS V



- The eastern, central and southern states have improved their arithmetic ability in class VII, with the central states witnessing the highest growth.
- Even though western states had the largest decrease, northern states perform the worst in this regard.

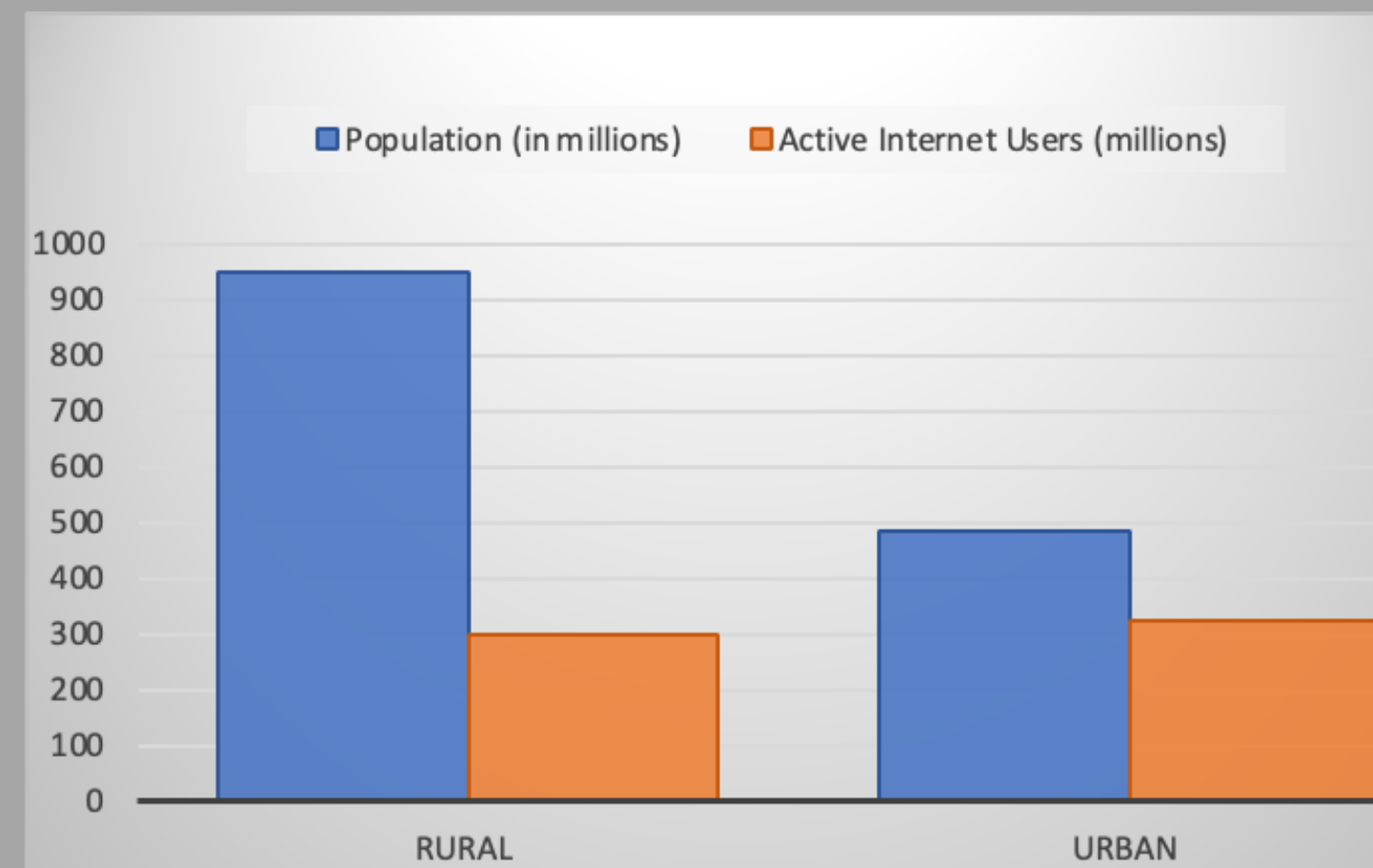
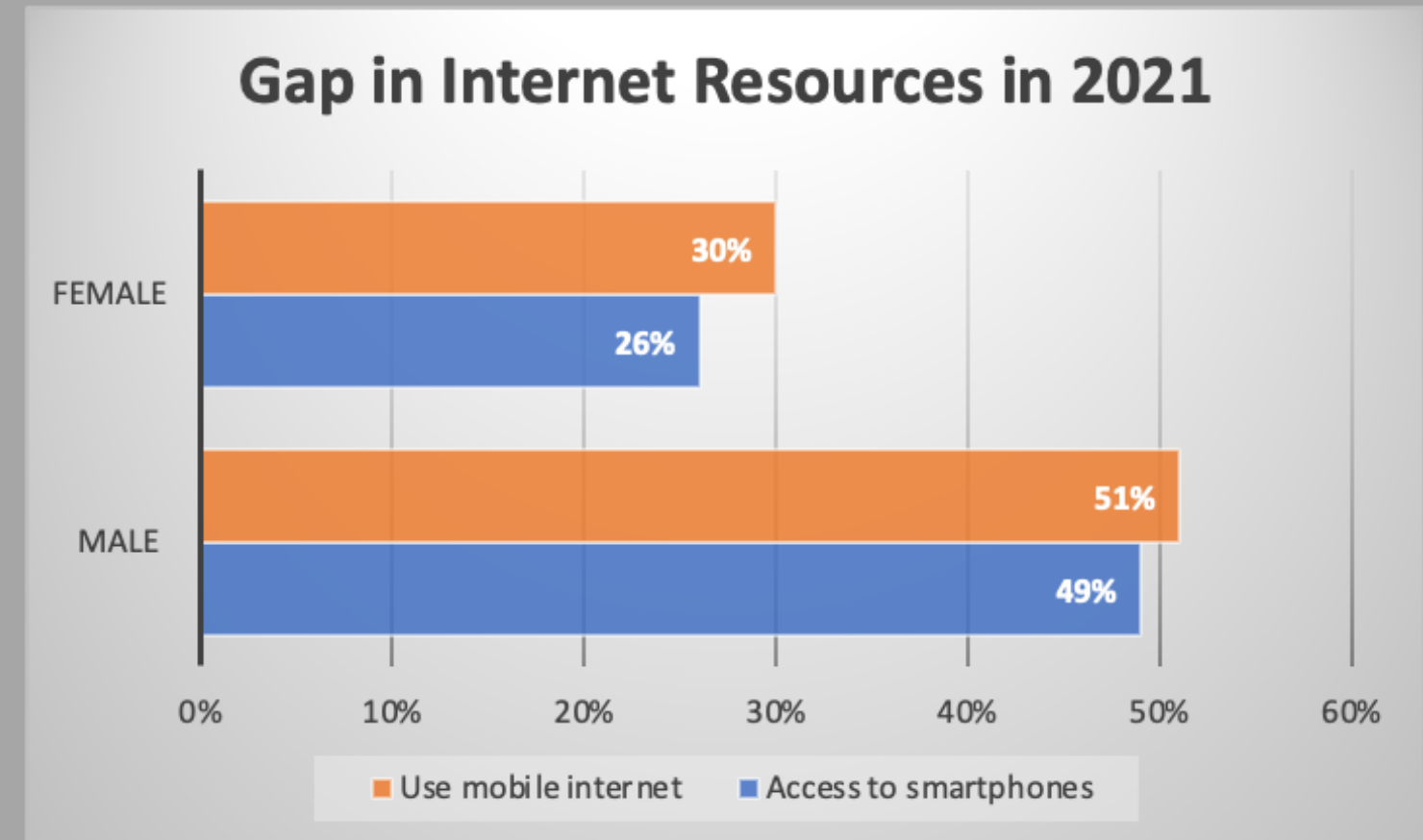


- An interesting fact in the ASER report is that
- Girls perform better in reading skills in classes V and VIII than boys.
 - Meanwhile, boys are better at arithmetic at the Grade V and Grade VIII levels than girls.

This is interesting due to the fact that there is an *inequitable distribution of resources* among boys and girls. (next slide)

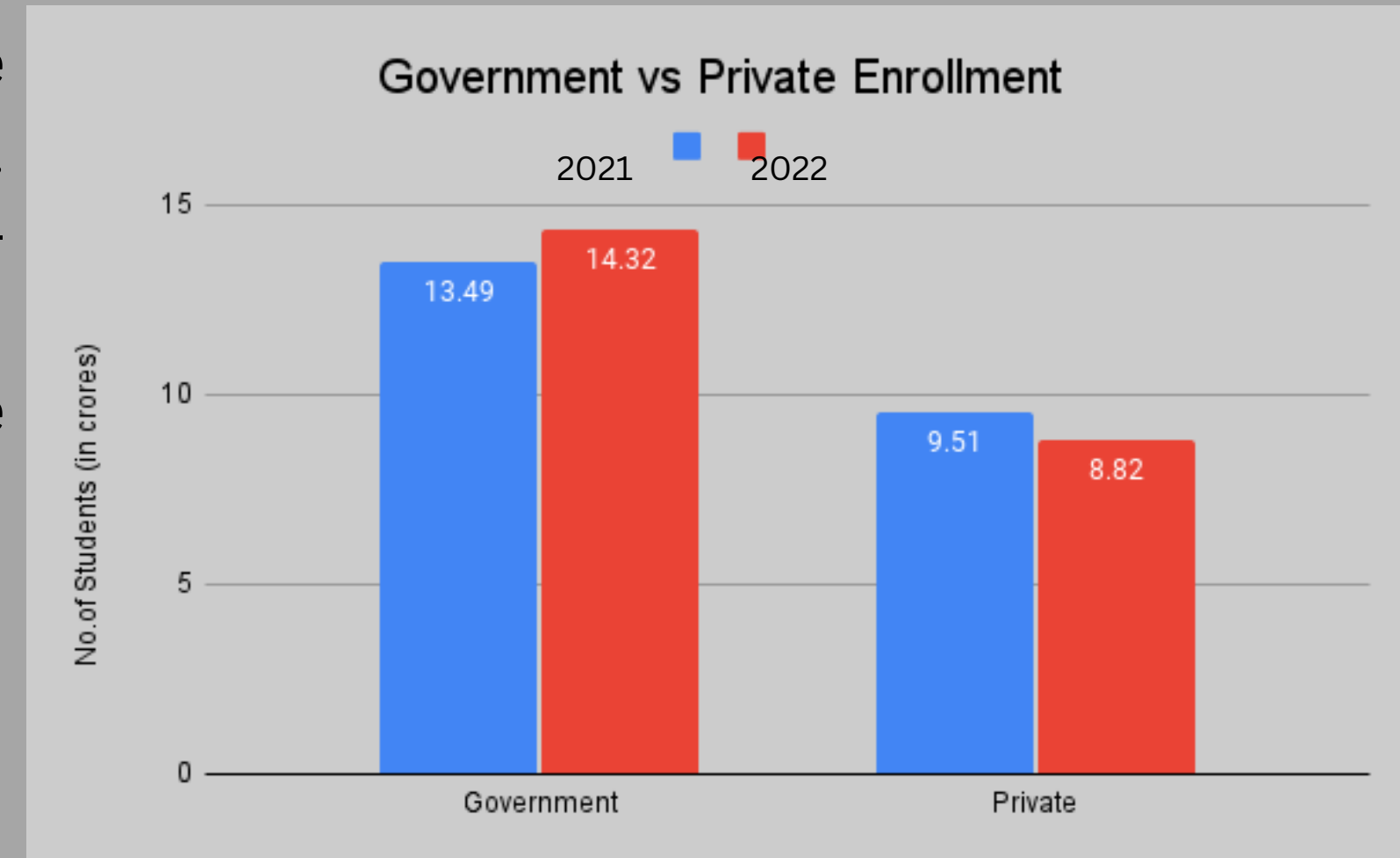
Gender Gap in internet resources

- As seen in the graph, there exists a huge gender gap in mobile internet users as well as access to smartphones in India.
- During the pandemic, due to the closure of schools and inequitable distribution of internet resources, it is evident that boys had more access to digital infrastructures (such as mobile phones) than girls.
- An ICUBE 2021 study - *Internet in India*, stated that rural India had a 37% internet penetration, while urban India had a 69% internet penetration.
- Hence, the digital divide prevails among genders as well as geographies, impacting rural girls the most.



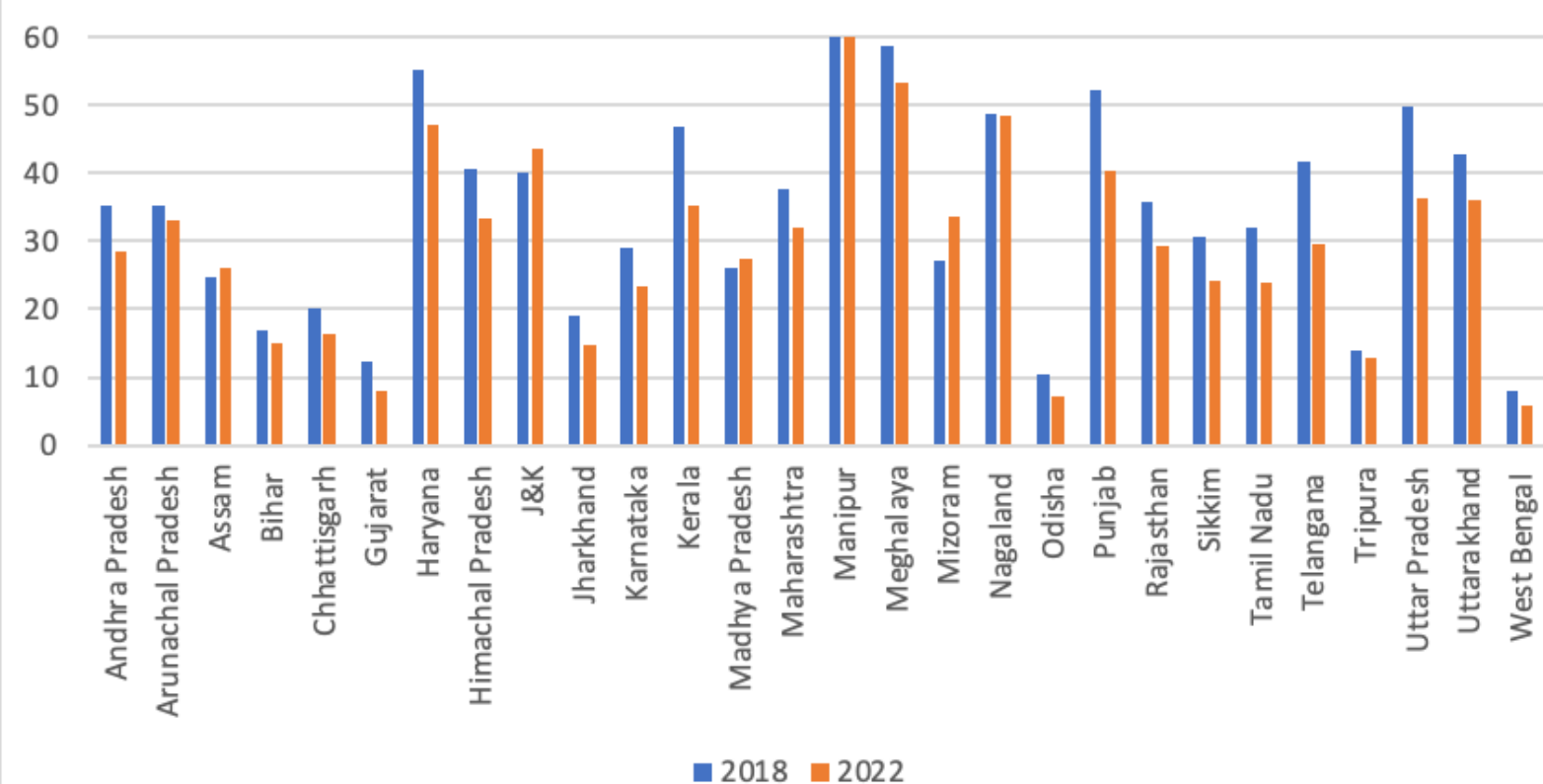
Pre-pandemic and Post-pandemic comparison in education sector

- School enrollment reached a record high in 2022 as the pandemic subsided.
- As per the Ministry of Education, the percentage of kids (age 6-14) enrolled in government schools has risen to 72.9% in 2022.
- In private schools, enrolment numbers dropped from 9.51 crore to 8.82 crores in 2021-2022.



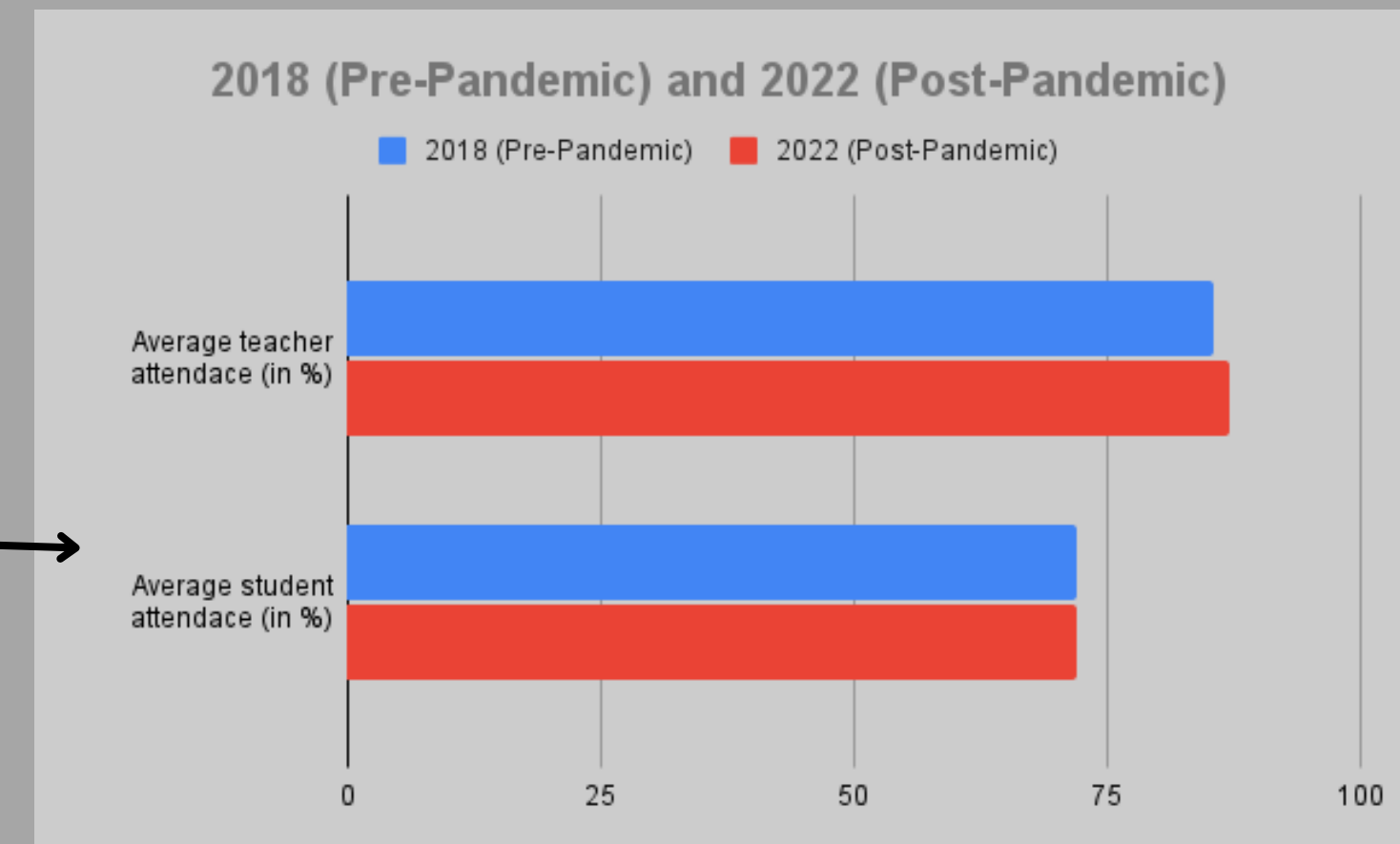
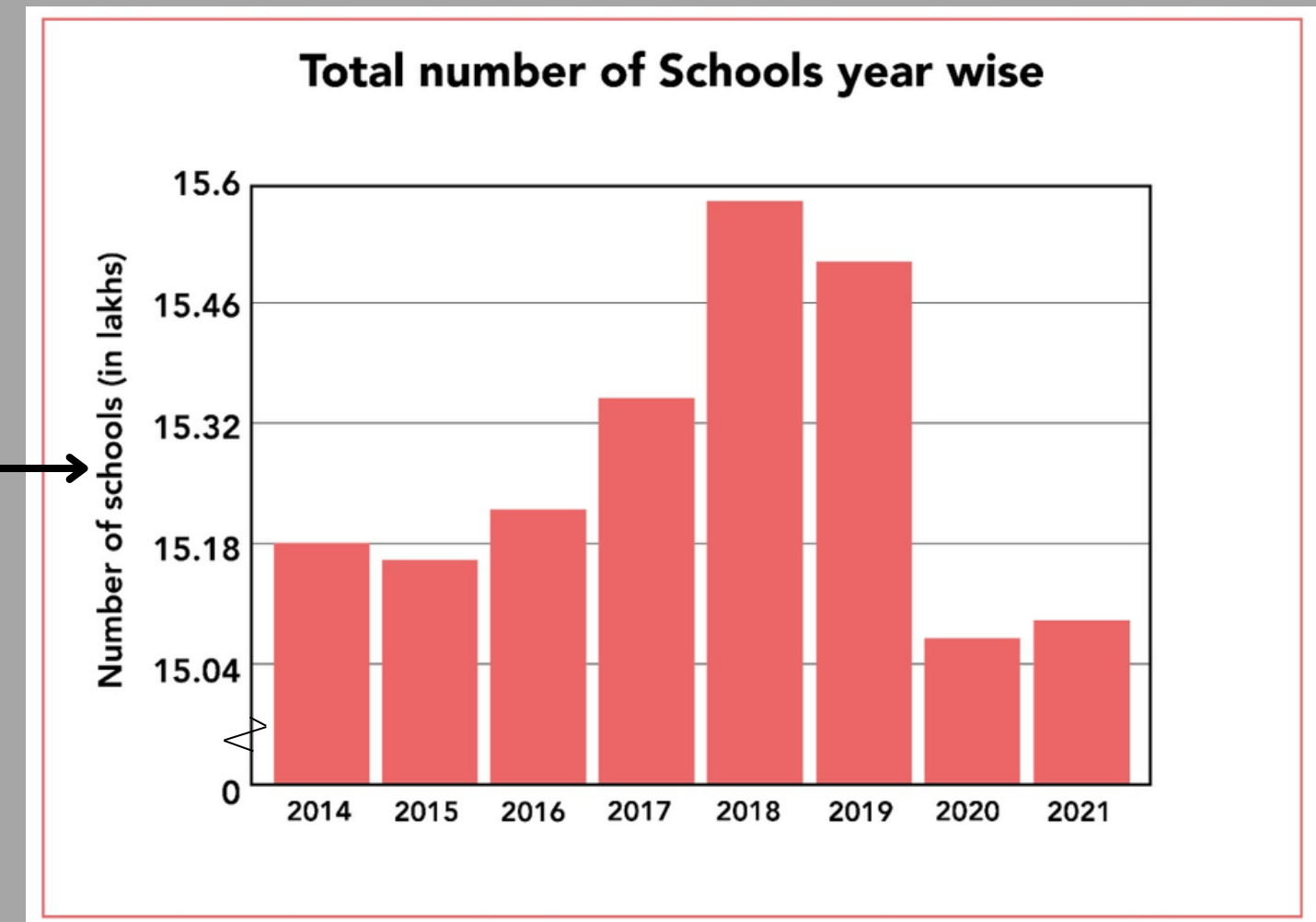
- This depicts that the pandemic had forced a switch from private schools to government schools, owing to financial difficulties.
- In total, 98.4% of children in the 6-14 age range are enrolled in school, up from 97.2% in 2018.

School Enrollment in Private Schools



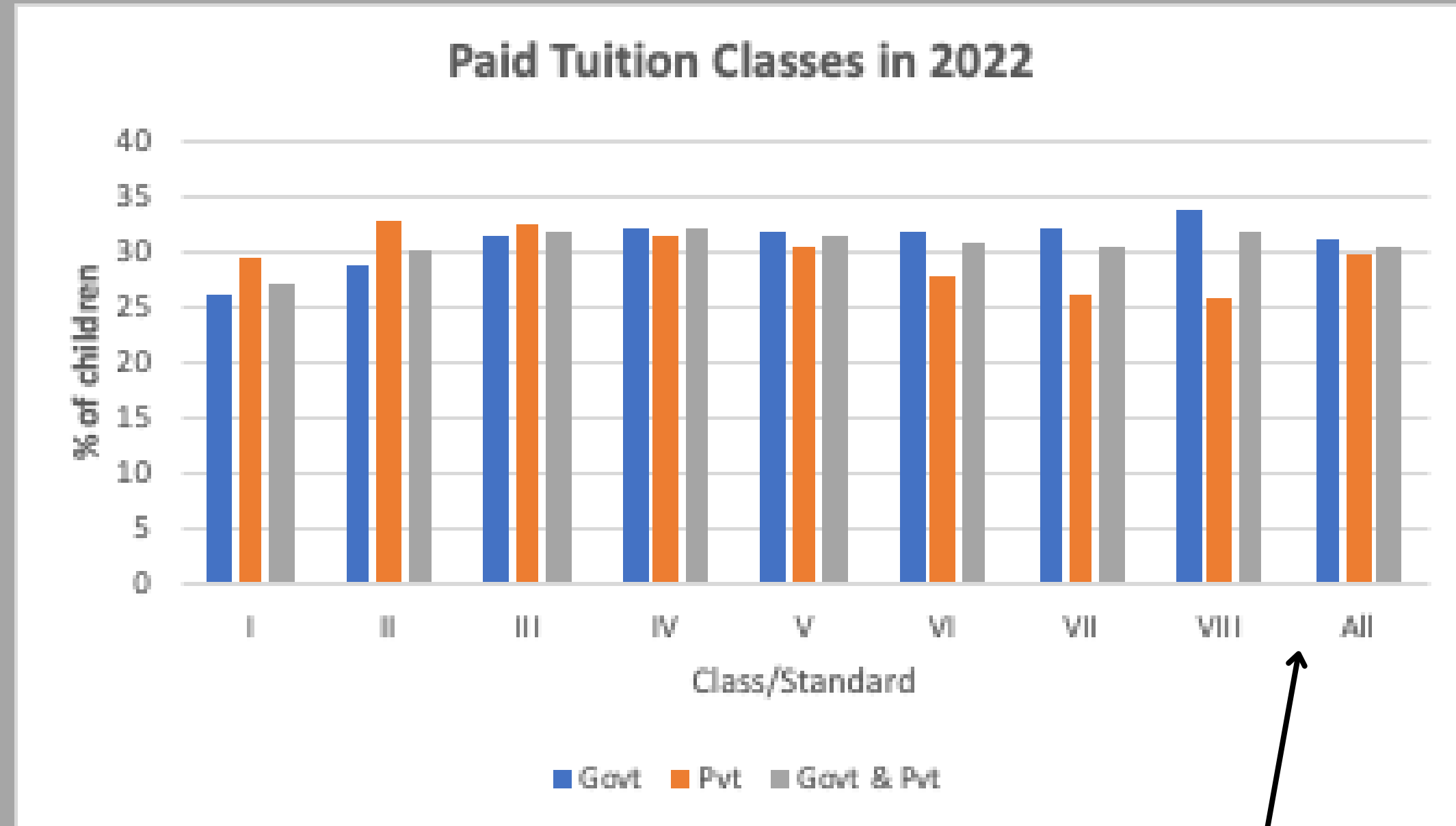
Teacher vs Student Attendance: Pre-Pandemic vs Post Pandemic

- A downward trend is observed in the number of schools in India after 2018. In fact, the number of schools declined from 14.89 lakh in 2021-22 to 15.09 lakh in 2020-21.
- Nevertheless, this trend may not necessarily indicate a negative standard of education.
- The decrease in the number of schools is due to the closure of some private schools and mainly due to the amalgamation of schools across India.
An amalgamation generally means bringing together two (or more) schools as one single school, located on the same site and under the same leadership usually.
- For both students and teachers, attendance in school has stayed more or less the same since 2018.
- Average teacher attendance increased from 85.4 per cent to 87.1 per cent in 2022. Meanwhile, average student attendance continues to hover at around 72 per cent for the past several years.



Paid Tuition Classes

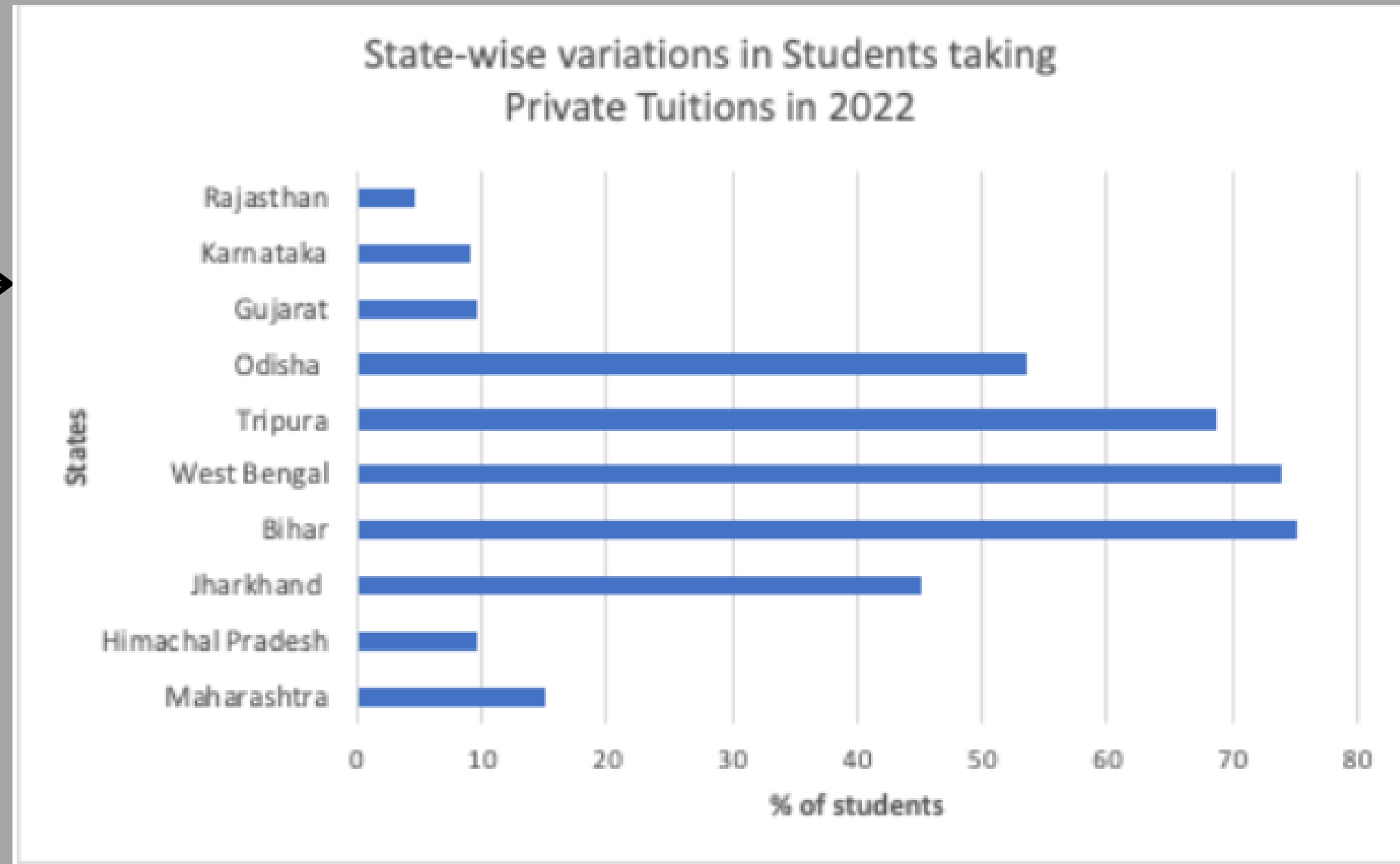
- The incidence of private tuition has increased across almost all states (by more than four percentage points over the pre-COVID-19 levels) – perhaps a natural response to prolonged school closure after COVID-19.
- All-India level of private tuition went up from about 25 per cent in 2018 to 30 per cent in 2022 with significant variation across the states.
- The previous edition of the ASER report (2021) showed that the increase in tuition for children from rural areas was more if their parents had low educational qualifications (12.6 %) as opposed to children with parents in the high education category (7.2%).



- Data shows that government school students take more tuition than private school students.
- This *may* be indicative of the low standards of education imparted in government schools. Perhaps, this *may* also explain why government school students have outperformed their private counterparts in some educational metrics.

Paid Tuition Classes

- As per the latest data, 70 per cent of children in Bihar and 45 per cent in Jharkhand are taking tuition in 2022. In comparison, only 10 per cent of children in Himachal Pradesh and 15 per cent in Maharashtra are enrolled in tuition. →
- This strengthens our belief that tuition enrolment *may be* negatively correlated with educational standards.
- The "Household consumption on Education in India" report of 2017-18 (prepared by the National Statistics Office) had highlighted the steep rise in private tuition classes in India.
- Therefore, it can be concluded that enrolment in private tuition has been on the rise for many years, but the COVID-19 pandemic has only exacerbated the situation at hand.



Family Background and It's Effects on Education

There are three main factors affecting children's education in a family:

- Mother's Education Level
- Family Size
- Family Income

Parents may influence how well their children do in school by encouraging learning habits

- The *National Center for Educational Statistics* found that those who started their careers directly out of high school and whose parents lacked advanced degrees were more likely to believe that a college education was not required to achieve their professional objectives.
- It may be possible that with time, more people began believing that jobs can be secured without a good degree or completion of education (as employment went up for them till 2019).
- They *may* look at the short run in the sense that immediately after school or without a degree they managed to get employed and earn a basic living. However, they fail to acknowledge the long run to increase their standard of living, they need better education which leads to better job opportunities.

Year	High School Completed %	Attended college but no degree %
2010	68	73
2011	68	73
2012	69	73
2013	68	75
2014	68	74
2015	70	76
2016	70	77
2017	72	80
2018	72	79
2019	74	80
2020	69	78
2021	68	75

Source: NCES

The table shows the employment rates of 25-34 year olds by education attainment.

Source: NCES

Intersection of Family Income and Education

- According to the *National Center for Children in Poverty (NCCP)*, the less educated the parent, the more probable it is that the family would be labelled as "low income." **(Impact of education on family income)**
- As per the study, 86% of children with parents who have less than a high school diploma live in low-income families, as opposed to children with parents who have a high school diploma but no college education (67%), and children with at least one parent who has some college education (31%).

- According to a research on "*The Relationship between Income and Education*," children who grow up in low-income homes are destined to encounter a number of difficulties, some of which may manifest as challenging home settings, even when family resources improve.
- This study uses 4,412 kids and their moms to look at how financial shocks affect families and kids' academic growth.
- According to the study's estimates, children who are exposed to higher incomes tend to benefit in the form of improved academic performance. **(Impact of family income on education)**

Family Education and It's Effects on Children

Year	Women Education (%)	Children Education (%)	
		6-11 years	6-14 years
1991	39.8	53	55
2001	53.7	70	71
2011	64.6	90	89

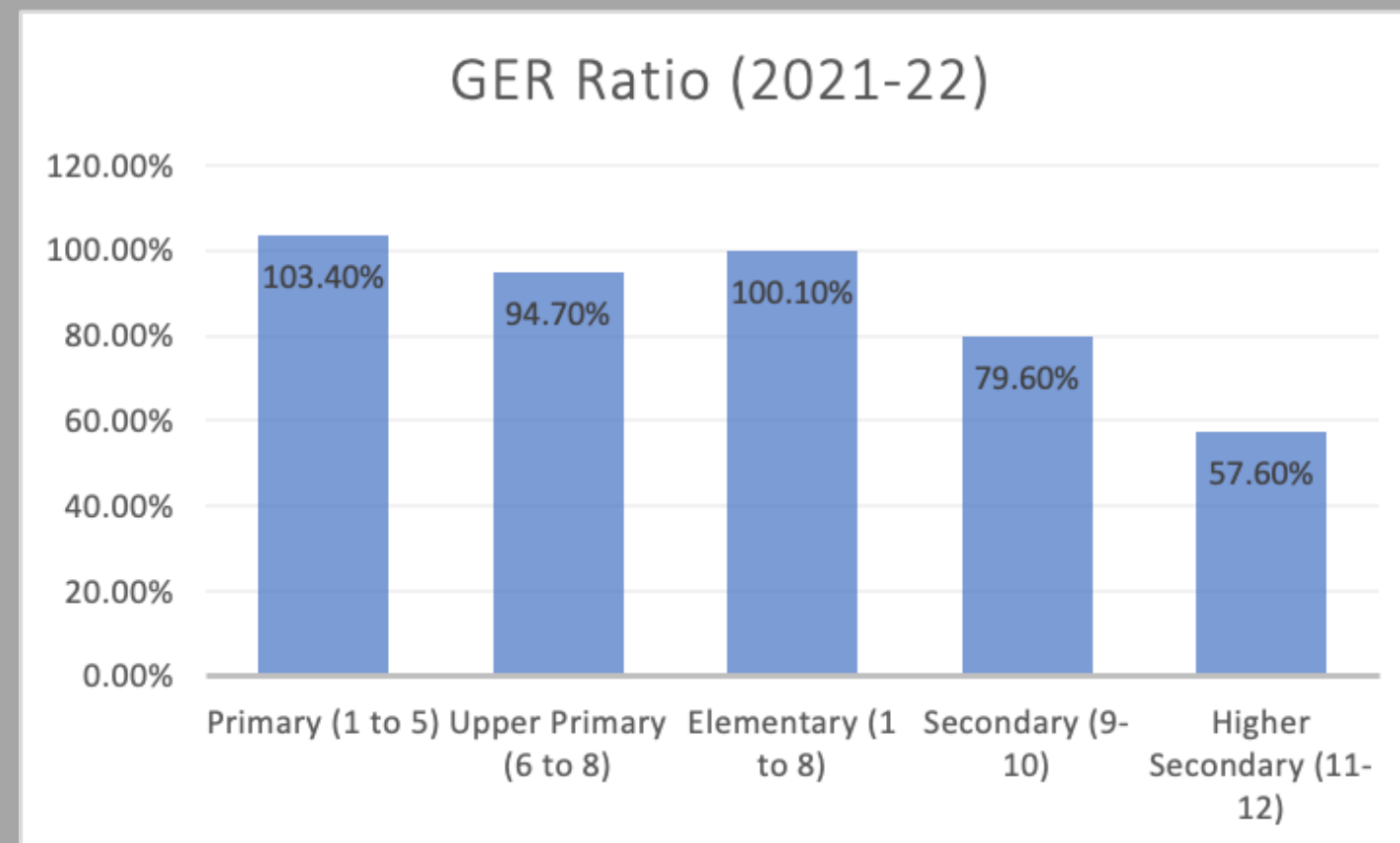
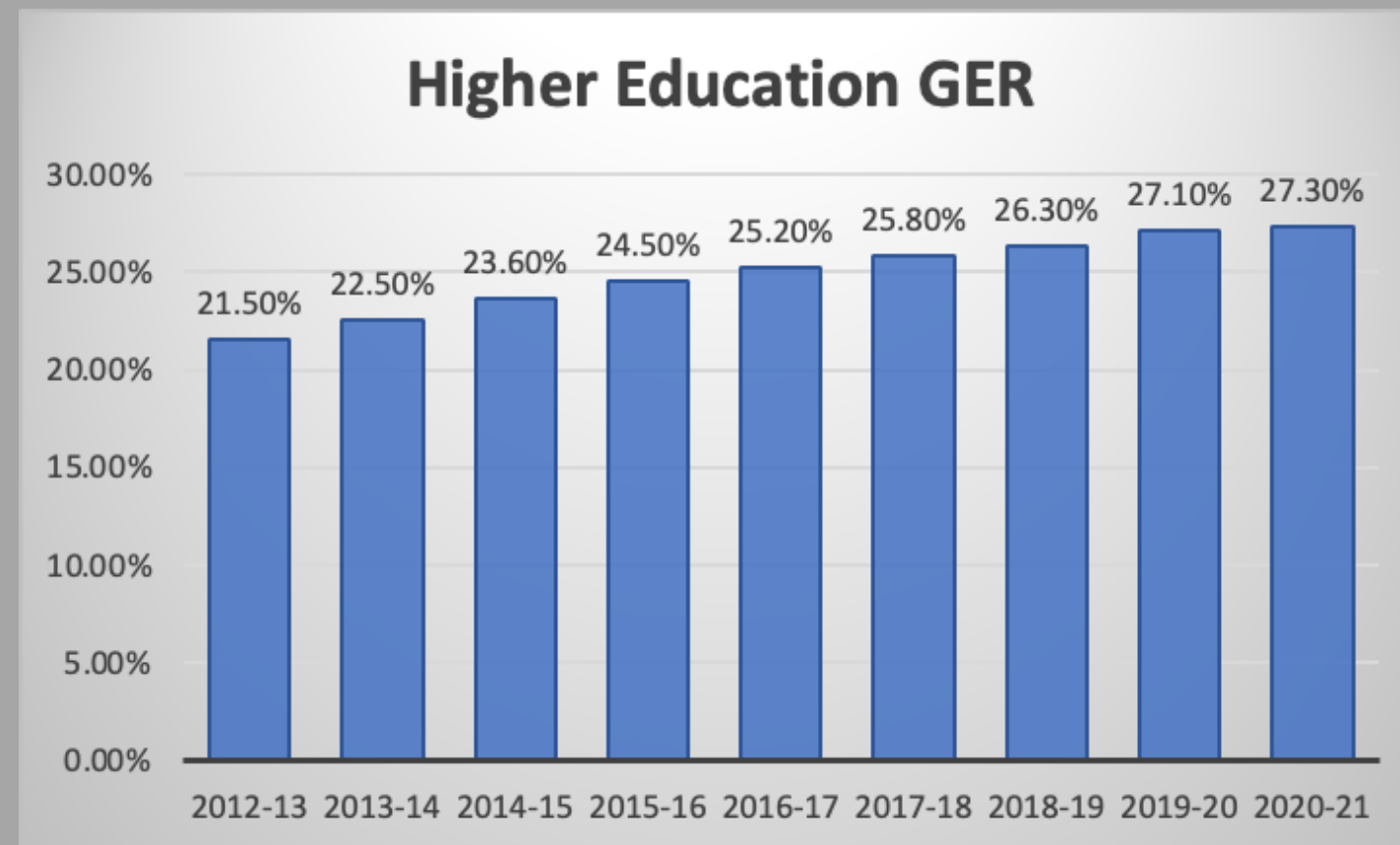
Source: Official Census of India data report

- From the data we can see a *somewhat* of a correlation that as the education of women increased, so did the education of children.
- This can be used to validate the point that mother's education has a positive effect on the family as it increases the chances for the child's education as well.
- According to a cross-country research in India, children with educated mothers are more likely to attend school and seek higher levels of education. In fact, women's education has a greater influence on children's education than men's education (Sarojadevi & Subramanian, 2018).
- Therefore, women with higher education levels provide the next generation of children with a better educational foundation.

National Education Policy 2020

How will it further reduce dropout rates?

- The *Gross Enrollment Ratio* (GER) is the ratio between the number of pupils enrolled at a certain educational level (such as elementary schools or higher education) and the number of children who would *typically* attend that level of instruction.
- We see that although India's higher education GER is improving each year, it is far less than what is needed for India to achieve its *\$5 trillion dollar* economy dream.
- This can be attributed to the fact that India's GER drops as the level of education increases (as seen in secondary and higher secondary data).
- Hence, NEP 2020 aims to attain 50% higher education GER by 2035, accelerating efforts towards boosting enrolment rates in the lower levels of education as well.
- Therefore, the NEP 2020 has two objectives: *decrease dropout rates further and boost enrolment rates.*



Although according to the most current Economic Survey, dropout rates decreased between FY14 and FY22 and GER across schools rose in FY22 at all levels, it is important to improve this trend further.

How does NEP help in this context?

One huge area of concern is the drop out rate of girls amongst marginalised groups. This is to be countered with **Gender Inclusion Fund** which will provide educational support to girls.

According to the economic survey, Samagra Shiksha, the RTE Act, Kasturba Gandhi Balika Vidyalaya, and the PM POSHAN programmes played an important role in enhancing enrolment and retention of children. With NEP 2020 aiming to raise educational expenditure to 6% of India's GDP, such programmes can be expanded significantly

The Policy recommends that regions of the country with sizeable populations from educationally disadvantaged *SEDGs* be designated as Special Education Zones (SEZs), where all programmes and policies are implemented to the fullest through additional concerted efforts in order to significantly alter their educational environment.

- SEDG* (Socio-Economically Disadvantaged Group)
- Minorities, OBCs, Scheduled Castes, and Scheduled Tribes
 - Students from rural areas, small towns, and districts with a definite sense of purpose.
 - Recent immigrants, low-income families, vulnerable kids, orphans, and kids of trafficking victims



For any inputs, suggestions or clarifications, please contact us at cnesinfosphere@gmail.com



Thank you!