

ASER* TEST REPORT

TDH PROJECT, BENGTOI

METHODOLOGY

- ▶ **Selection of villages and nos.** 24 lower primary schools and 3 middle schools covering 25 villages
- ▶ **Selection of households/ children and nos.** All lower primary and middle schools under the two VCDCs were selected for the ASER test
- ▶ **Types of tests** – Reading, ‘riting and ‘rithmetic
- ▶ **Type of tools used** - ASER tools adapted in Bodo & Assamese
- ▶ **Language of tests and marking/evaluation** - Bodo & Assamese
- ▶ **Categorisation by scholastic achievement** - children from standard III – VIII
- ▶ **Period of study** – Oct – Dec, 2016
- ▶ **Purpose of study** - To assess the learning levels of primary and middle school children and plan for intervention. To address the critical areas of learning levels a child need to achieve to progress to the next level of education

Reading Levels of Middle School Children (6,7,8) [n=448]

	N	%
Nothing	31	7%
Alphabet	38	8%
Word	74	16%
Sentence	110	25%
Paragraph	195	44%

31% of the middle school children cannot even read sentences, while 56% cannot read a paragraph.

At I & II curriculum is designed focusing major 7 competencies which are:

Listening and responding
Speaking and conversation
Reading and writing
Number and counting
Working with materials
Problem solving
Exploration

According to NCERT

Writing Levels of Middle School Children (6,7,8) [n=448]

	N	%
Able to copy down text	428	96%
Unable to copy down text	20	4%
Total	448	100

	N	%
Can write what is dictated	328	73%
Cannot write what is dictated	120	27%
Total	448	100

4% of the middle school children are unable to copy text while looking at a written text. 27% are unable to write down what is orally dictated.

Maths level achieved (6,7,8) [n=448]

	N	%
Nothing	22	5%
Identifying Numbers	57	13%
Addition	88	20%
Subtraction	74	16%
Multiplication	98	22%
Division	109	24%
Total	448	100

38% of middle school children cant even perform simple subtraction while only 76% of them haven't learnt how to simply divide!

At primary school children are expected to learn:

- Pre number concept
- Number concept
- Four operation (in spiralling order in accordance with the competency of number)
- Measurement
- Fraction
- Time
- Shape (Geometry)
- Puzzle, riddle, rhythm, etc.

Std II simple subtraction 52

-24

COMPARISON BETWEEN BETWEEN BODO AND ASSAMESE MEDIUM MIDDLE SCHOOLS

Assamese Medium Students [n=172]

	N	%
Nothing	29	17
Alphabet	29	17
Word	35	20
Sentence	33	19
Paragraph	46	27
Total	172	100

Bodo Medium Students [n=276]

	N	%
Nothing	2	1
Alphabet	9	3
Word	39	14
Sentence	77	28
Paragraph	149	54
Total	276	100

Students In Assamese Medium Middle Schools

34% children haven't graduated beyond reading alphabets while 54% cant even read a full sentence.

Students In Bodo Medium Middle Schools

Comparatively, only 4% children of Bodo Medium schools cant read words and 82% can read either sentences or full paragraphs.

Writing Levels by Medium of Language in Middle Schools

Assamese Medium Students [n=172]

Assamese Medium	N	%
Able to copy down text	162	94
Unable to copy down text	10	6
Total	172	100

Bodo Medium Students [n=276]

Bodo Medium	N	%
Able to copy down text	266	96
Unable to copy down text	10	4
Total	276	100

Writing Levels by Medium of Language in Middle Schools

Assamese Medium Students [n=172]

	N	%
Can write when dictated	69	40
Cannot write when dictated	103	60
	172	100

Bodo Medium Students [n=276]

	N	%
Can write when dictated	259	94
Cannot write when dictated	17	6
	276	100

Students in Assamese Medium Middle Schools

60% of the students are unable to write what is dictated

Students in Bodo Medium Middle Schools

Only 6% of the students are unable to write what is dictated, this faring far better than the Assamese medium schools!

Math Levels by Medium of Language in Middle Schools

Assamese Medium Students [n=172]

	N	%
Nothing	22	13
Identifying Number	21	12
Addition	34	20
Subtraction	21	12
Multiplication	33	19
Division	41	24
Total	172	100

Bodo Medium Students [n=276]

	N	%
Nothing	0	0
Identifying Number	36	13
Addition	54	20
Subtraction	53	19
Multiplication	65	23
Division	68	25
Total	276	100

Students in Assamese Medium Middle Schools

57% of middle school children in Assamese medium schools cant even carry out simple multiplication or division, compared to 52% of Bodo medium schools.

Reading Levels of Primary School Children (3,4,5) [n=399]

%Children enrolled in different grades who can read Std I level text

Class	All Children
III	6%
IV	7%
V	25%

Reading Levels of Middle School Children (6,7,8) [n=448]

%Children enrolled in different grades who can read Std I level text

Class	All children
VI	41%
VII	46%
VIII	43%

- 75% of the children in class V cannot read class I level text.
- Of the children enrolled in middle school (6,7,8) more than half of them cannot read class I **level** text.

Maths Level Achieved (3,4,5) [n=399]

Class	% children who do subtraction
III	26%
IV	23%
V	12%

Maths Level Achieved(6,7,8) [n=448]

Class	% children who do subtraction
VI	14%
VII	18%
VIII	17%

Children are expected to do this kind of simple subtraction by class II

$$\begin{array}{r} 52 \ 76 \\ -24 \ -47 \\ \hline \end{array}$$

Only 12% from Std V can do Std II level subtraction

Only 17% from Std VIII can do Std II level subtraction

How do we help children to improve their Learning

1. Children with different learning levels need to be grouped differently and provide tailored learning environment, instead of grade level teaching.
2. Strong focus is needed in **Std I & II** to ensure that basic skills are built in these early years.
3. Immediate attention is needed to help children in **Std III, IV, V** acquire basic skills - reading, writing & arithmetic. Without basic skills they cannot progress in schools. Clear, focused and achievable learning goals needed
4. Parents and teachers need to engage together in learning goals of the children and create an environment for children to cope and improve their learning levels.
5. It is possible that the gross differences in reading skills between children studying in Assamese medium schools and those studying in Bodo medium are because of the fact that most children studying in Assamese medium speak some other language at home. It is also possible that for similar reasons, the teachers in Assamese medium schools aren't that proficient in the language that they teach in.

THANK YOU

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect against the white background.