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# LEARNING OUTCOMES AND NATIONAL ACHIEVEMENT SURVEY

## INTRODUCTION:

National Council of Educational Research and Training (NCERT) has been periodically conducting the large-scale surveys of learning achievement in government and government aided school at grade III, V and VIII in different curricular areas since 2001 with an interval of three years.

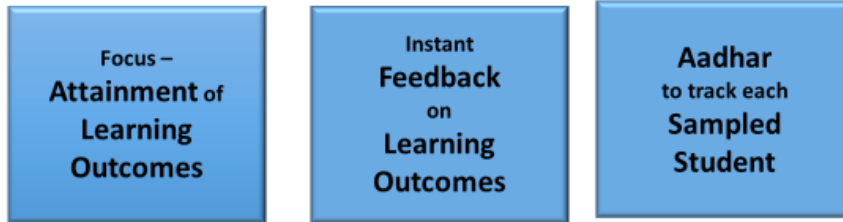
History of NAS Sampled Based Survey Cycles Completed			
SURVEY CYCLE	CLASS V	CLASS VIII	CLASS III
CYCLE I	2001 – 2002	2002 – 2003	2003 – 2004
↓	↓	↓	↓
CYCLE II	2005 – 2006	2007 – 2008	2007 – 2008
↓	↓	↓	↓
CYCLE III	2009 – 2011	2010 – 2013	2012 – 2013
↓	↓	↓	↓
CYCLE IV	2014 – 2015	2015 – 2016	2015 – 2016

SUBJECTS TESTED	Mathematics, Language, Environmental Studies	Mathematics, Language, Science, Social Science	Mathematics, Language
Background Questionnaires – Student, Teacher and School			

NCERT has been implementing these surveys on sample basis at the State/UT level to provide evidence on health of education system and learning levels of children in key curricular areas at Classes III and V and in Class VIII.

## NAS | Key Features



Grades	Curricular Areas	Number of Questions	Nature of Assessment
III and V	Language, Mathematics & EVS	45 (15 for each curricular area)	Formal, Multiple Choice
VIII	Language, Mathematics, Science & Social Sciences	60 (15 for each curricular area)	Formal, Multiple Choice

Note: In language, focus will be on reading comprehension only (language which is medium of instruction in the State/UT.)

The NAS (2017) was administered on 13<sup>th</sup> November, 2017 on nearly 2.5 million children from 120,000 schools across all states and UTs in the country. The test instruments of present National Achievement Survey (2017) are competency based and linked to **learning outcomes** recently developed by NCERT.

### **Expectation from NAS:**

In the year 2017, the union government amended Rule 23(2) under the Right to Education (RTE) Act making it compulsory for all state governments to codify expected levels of learning which students in Classes I to VIII should achieve in different subjects. It is expected that a framework of intervention developed would help to improve the quality of teaching and learning at the schools. The designing and implementation of these interventions is envisaged to include in its ambit the school leaders, teachers and the whole network of officials at clusters, blocks, DIETs, SCERT and the directorate of education at different levels in the States/UTs



### Linkage with Learning outcomes

The learning outcome-oriented assessment will not only help to make the shift in the focus of student learning from content to competencies. It will also help the teachers to divert their teaching-learning in the desired manner and make responsible and alert for ensuring quality education of other stakeholders especially the parents/guardians, School Management Committee (SMC) members, community and the state functionaries. The learning outcomes defined explicitly will help to guide and ensure the responsibility and accountability of different stakeholders.

The adoption of a learning outcomes approach represents more than simply expressing learning in terms of outcomes. It entails much more due to their significant implications for all aspects of curriculum design, delivery, expression, assessment and standards”.

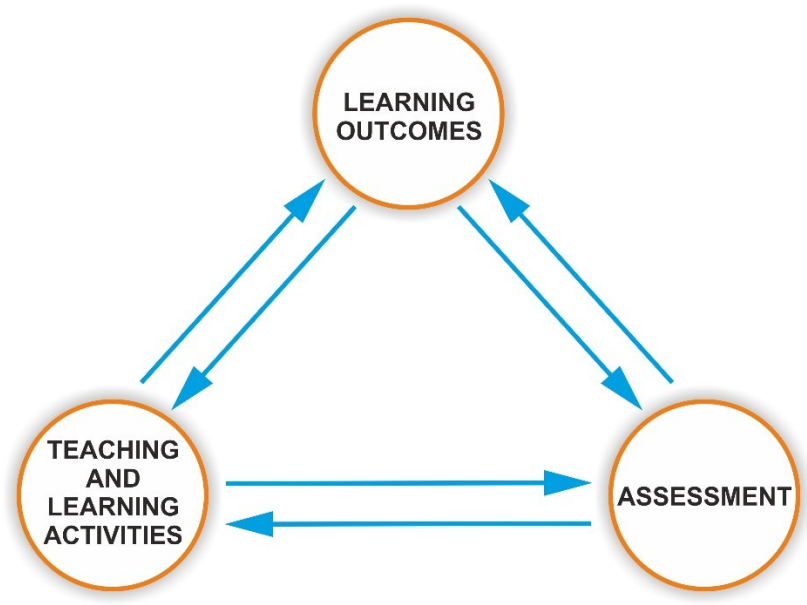
### Assessment of Learning Outcomes:

- Having learning outcomes, we must now find out if our students have achieved these intended learning outcomes.

- How will I know if my students have achieved the desired learning outcomes?
- How will I measure the extent to which they have achieved these learning outcomes?

## Alignment of Learning Outcomes & Assessment

- Alignment refers to what the teacher does in helping to support the learning activities to achieve the learning outcomes.
- The teaching methods and the assessment are aligned to the learning activities designed to achieve the learning outcomes.
- Aligning the assessment with the learning outcomes means **that students know how their achievements will be measured.**



## Reporting Communication of NAS Results:






In NAS 2017, students were assessed in Reading, Mathematics and Environmental studies in Classes III and V and in Class VIII, students are assessed in Reading, Mathematics, Science and Social Science. As part of the effective test design, two test forms in each of the classes were developed. In Class III, test forms 31 and 32, Class V test form 51 and 52 and in Class VIII.

Mainly three different reports are generated in the NAS. Namely

1. District Report Cards
2. State Learning Report
3. National Report

## DISTRICT REPORT CARD

Being districts as the unit of reporting, the NAS 2017 will help education system to develop differential education plan and need based teacher support system till district level to support learning of children.

	NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING <b>NATIONAL ACHIEVEMENT SURVEY - NAS</b> (Survey of Learning Outcomes)							
<b>District Report Card: 2017</b>								
<b>State:</b> Tripura			<b>District:</b> North Tripura					
<b>Class:</b> 5			<b>Subject:</b> Mathematics					
<b>Schools:</b> 61			<b>Students:</b> 1070					
<b>Participation/Coverage</b>								
<b>Students</b>								
GENDER 	Boys		Girls					
	Number	%	Number	%				
	484	45.23	586	54.77				
AREA 	Rural		Urban					
	Number	%	Number	%				
	919	85.89	151	14.11				
CATEGORY 	SC		ST		OBC		GEN	
	Number	%	Number	%	Number	%	Number	%
	238	22.24	197	18.41	307	28.69	328	30.65

The present NAS will generate detailed report at the district level on the percentage of students achieving these learning outcomes. This will help the districts to develop evidenced based programmes for improving the quality of education.

The DRC begins by capturing demographic and identification information about the State/ UT such as name of the State, District, Class and Subject tested under

NAS. This is followed by Districts' 'overall' information about their students' performance on Learning Outcomes.

Apart from the above, the DRC depicts the subject specific performance by gender (girls and boys), areas (urban and rural), management of schools (government and government aided), social groups (SC, ST, OBC and General).

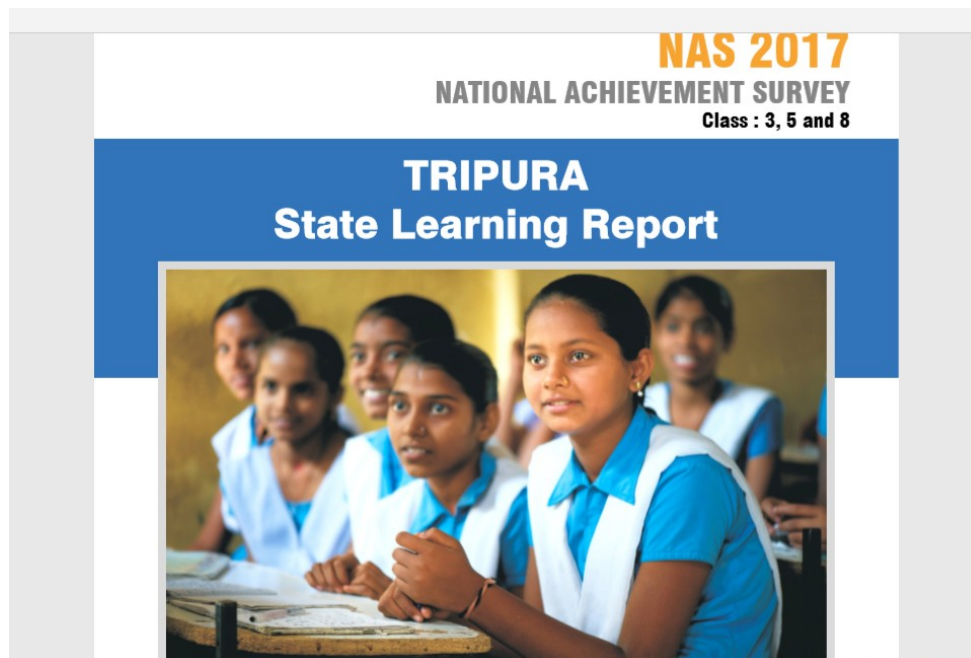
### **How to read NAS District Learning Report Card: 2017**

The district report card displays learning level of children at district level for each of the classes and in each of the subjects separately. The following aspects are covered in the district report card

- 1. Overall learning level at district level:** Overall learning level is depicted in per cent. Suppose, mathematics performance for a district is 55%. This means, on an average student in this district correctly responded 55% of the items in Mathematics.
- 2. Disaggregated learning level** by gender, location and social group: The report is based on the performance in all subjects through disaggregation by gender (female, male), Area (Rural and Urban), Management of schools (Government and Government aided) and Social Groups (Schedule Caste (CS), Schedule Tribe (ST), Other Backward Communities (OBC) and General.
- 3. Detailed performance** in each of the learning outcomes: The students' achievements are detailed out against each of the learning outcomes. Suppose the performance of students in one learning outcome is 45%; this means 45% of children could correctly answer that learning outcome.
- 4. The learning outcomes where children require more support:** Under this heading, the poorest performing learning outcomes were indicated so that teacher and student support plan can be developed accordingly.
- 5. Distribution of learning level:** The learning level of children distributed in four slabs i.e, below 30%; 30 to 50%; 50 to 75% and 75% and above. This slab indicates that what proportion of people scored within this range
- 6. Sample coverage:** The sample coverage section indicates what

*are the disaggregated sample size within a district by gender, location, school management, etc;*

**State Learning Report:** The State Learning Report depicts learning level of students class-wise and subject wise for State and a comparison also presented with National level achievement level respectively. The report is available on NCERT web portal.



### **QUALITY INTERVENTIONS BASED ON NAS FINDINGS :**

Though the NAS results were shared with the States/UTs through different modes of communication, the findings of these learning achievement surveys were not being used as it should in education policy, planning and teacher professional development. However, use of NAS data can be used for comparisons and benchmarking; improving overall educational systems; promoting educational equity; improvement in the teaching and learning process; curriculum reforms; and improvement of monitoring, evaluation, and accountability

### **Quality:**

While large-scale assessments of students' learning are often used for multiple purposes, the assessment programs that are linked to policy in the Asia-Pacific region are more frequently intended to ensure the quality of the education



system. These assessments diagnose system strengths and weaknesses over time through system monitoring.

## **Equity:**

Assessments can be used to ensure equity of the education system by examining education outcomes for specified subgroups. Subgroups of interest are often those which have historically experienced educational disadvantage, such as girls, children in rural and remote areas, or children from low-socioeconomic backgrounds. Assessments can monitor outcomes for these subgroups and inform initiatives that aim to address educational inequity.

### **NAS | HOW NAS CAN MAKE A DIFFERENCE?**

- Survey aimed at timely interventions
- Survey outcomes to encourage classroom processes
- Strengthen the capacity of teacher training institutions
- Technology a key tool for interventions
- Involvement of stakeholders in quality education
- NAS and LOs to set standards at National level
- Children's educational progress – the ultimate goal