

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

STARRED QUESTION NO:308  
ANSWERED ON:18.03.2015  
DISSIMILARITY BETWEEN ASER REPORT AND NCERT STUDY  
Mani Shri Jose K.

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

- (a) whether dissimilarity has been noticed between the Annual Status of Education Report (ASER) and the National Council of Educational Research and Training (NCERT) study regarding learning levels of kids in the rural areas;
- (b) if so, the reasons therefor;
- (c) the methodology adopted by NCERT and ASER to conduct the said study; and
- (d) the corrective steps taken, if any, by the Government?

**Answer**

MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI)

(a) to (d): A statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO THE PARTS (a) TO (d) OF LOK SABHA STARRED QUESTION NO. 308 FOR ANSWER ON 18.03.2015 REGARDING DISSIMILARITY BETWEEN ASER REPORT AND NCERT STUDY ASKED BY SHRI JOSE K. MANI, HON'BLE MEMBER OF PARLIAMENT.

(a & b) The methodology, tools and testing situation differ between National Council of Educational Research and Training (NCERT) and Annual Status of Education Report (ASER) both technically and academically, the outcomes of both these surveys, therefore, is not comparable.

(c) Methodology adopted in National Achievement Survey (NAS) by NCERT is the modern, Item Response Theory methodology. Comparison of methodology between NAS and ASER Study is as under:-

Item	ASER	NAS
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Frequency	Annual	Periodic
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Areas	Rural areas	Both urban and rural areas
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Schools	Government and Private Schools	Government and Govt. Aided Schools only
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Student age	Children of 5-16 Years are assessed	Students of Classes III, V and VIII are assessed
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Objective	To assess basic ability in early reading and arithmetic of all children in a specific age group	Class specific assessment
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Coverage of curriculum	# Covers very limited curriculum	# Common Core Curriculum (considering all States/UTs) is covered to know well rounded picture of Students' achievement.
	# Only limited measurement points in a content area	# Wider and more comprehensive range of measurement points within a content area,

Subject(s) tested Students are tested only in Reading, Students are tested in different and Arithmetic abilities subjects covering a wide range of domain

areas within each subject.

Test administration House-hold Survey School based Survey- in learning environment- paper and pencil test

Test Booklet One Booklet Multiple Booklets

Sampling procedure Leaves immense scope for subjectivity Follows a structured sampling procedure by the investigators. No standardized to provide representative sample sampling is followed.

System of children Tests are conducted in unfamiliar/ Uses school data base to ensure they selection unstructured/non-school environment are government school children, and tests them in the learning environment in the school.

Reporting Reporting to show 'What Students Can't Do' Reporting to show 'What Students Know and Can Do'

(d) The NAS results are shared with States/UTs and other stakeholders in the system for taking corrective measures, such as, inputs for teachers training, improving teaching learning materials and in-school assessment systems.