NEP, 2020
ASSESSMENT REFORMS

National Council of Educational Research and Training
ASSESSMENT IN PRE-INDEPENDENCE ERA

Evaluation
Oral Recitation & informal Observations

Vedic Period
Gurukul System

5th Century BC
Education in Sanghas/Collective Groups

Mughal Period
Setting up of Makhtabs and Madarasas
Assessment: Oral No external agency

Monumental Declaration
Foundation of Modern System of Indian Education

Woods Dispatch (1835)

First Matriculation Examination held

1857

Sadler Commission (1917--1919)

Hartog Committee (1929)

Referred: failure of large candidates in Matric/Assessment: Only Essay type questions

Setting up of Secondary & Intermediate Boards

Referred: failure of large candidates in Matric/ Assessment: Only Essay type questions
laid great emphasis on the need for revamping students assessment through examinations for bringing quality and confidence in the system of education.
1968 NPE
Recommended for a shift in the focus of evaluation from certification to improvement in learning.

1986 NPE
Suggested for elimination of excessive element of chance and subjectivity, de-emphasizing memorization
- Introduction of Continuous and Comprehensive Evaluation (CCE),
- Use of grades in place of marks
- Introduction of semester system from secondary stage in a phased manner.
National Curriculum Frameworks at different points of times, tried to translate significant recommendations of *Committees, Commissions and policy documents* into implementation strategies in the areas of teaching, learning and assessment for qualitative improvement in entire school education system.
The journey of students assessment gone a long way passing through oral testing, written testing, public examination, internal and external assessment, continuous and comprehensive evaluation and competency based assessment.

Attempts to shift from content based assessment to competency based assessment are continued.
NEW EDUCATION POLICY: 2020

• Emphasises on transforming assessment for optimizing learning and development of all students with a focus on the following

• Features of Assessment:

  - Regular, formative and competency-based
  - Promoting learning and development of students
  - Focuses on ‘assessment for learning’
  - Tests higher-order skills (analysis, critical thinking and conceptual clarity etc.)
  - Helps entire schooling system in revising continuously teaching-learning processes to optimize learning
Continuous Tracking Of Learning Outcome Of Each Child

Board Examinations to be made more flexible with assessment of essential skills

Assessment to focus on core concepts, higher order and foundational skills

AI based soft wares to help track progress of students to enable the to make optimal career choices

National Assessment Centre (PARAKH) will bring greater synergy in board examinations conducted by different BoE

Self Assessment & Peer Assessment

National Testing Agency (NTA) will work to offer a Common Aptitude Test of high quality to eliminate the need of coaching for these exams.
360 DEGREE Multidimensional Report Card For All Students

Completely redesigned by States/UTs under guidance from PARAKH, NCERT, SCERT.

It will include Progress of the Child in Inquiry Based Learning, Quiz, Role play, Group Work, Portfolios etc.

AI based software to be used by students to track their growth through their school years.

HOME

SCHOOL

MULTILAYERED & MULTISOURCES

SCHOOL BASED ASSESSMENT

SELF ASSESSMENT

ASSESSMENT BY TEACHERS

ASSESSMENT BY PARENTS

PEER ASSESSMENT

COGNITIVE

AFFECTIVE

PSYCHOMOTOR
The secondary exams, board exams and entrance exams are eating away valuable time for true learning with excessive exam-coaching and exam-preparation.

These exams also force students to learn a very narrow band of content/material in a single stream.

Board exams should be redesigned to encourage holistic development by way of discouraging coaching culture and exam preparation.

Students should be given freedom to choose a range of subjects in which they take Board exams, depending on their individualized interests.

Board exams should be made ‘easier’ in the sense that they test primarily core capacities/competencies rather than content memorization.
All students be allowed to take Board exams on up to two occasions during any given school year, one main examination and one for improvement to eliminate the ‘high stakes’ aspect of Board exams.

To reduce pressure and coaching culture, boards will think to develop further viable models of board exams such as annual/semester/modular board exams or in certain subjects question paper may be redesigned to have two parts—one part of an objective type with MCQs and the other of a descriptive type.

The NCERT in consultation with SCERTs, BoAs, NAC/PARAKH etc. will prepare guidelines on NEP-2020 recommendations on assessment to align with the NEP-2020.

In order to align with the NEP-2020, transformation in the assessment system by 2022-23 academic session, guidelines for teacher education programmes shall also be developed.
Board Examination will made easier as they will be testing primarily core capacities/competencies.

Visible Model to be explored annual/semester/modular exams, two parts exam (objective and descriptive).

Guidelines will be prepared by NCERT, in consultation with SCERTS, BoEs & PARAKH.

Teachers to be prepared for a transformation in the assessment by 2022-23 academic session.

Each Board ensure equivalence of academic standards in learners attainment.

Standards, norms and guideline for School Boards through PARAKH National Center.
Examinations from Grade 1 to 8

- **Key Stage Assessment:**
  - Census Assessments at key Stage in Grades 3, 5 and 8 to track achievement.

- **Achievement of Critical Learning Outcomes.**
  - Testing to focus on achievement of essential learning outcomes.

- **Moving away from the rote learning**
  - Assessments of core concepts and knowledge, higher order skills and its application in real life situations. Moving away from rote learning.

- **Results of School Examinations**
  - Be used only for developmental purposes and for continuous monitoring and improvement of the schooling system.
OBJECTIVES

- Setting Norms, Standards and guidelines for assessment and evaluation
- Guiding State Achievement Survey
- Conducting National Achievement Survey (NAS)
- Monitoring Learning Outcomes in the Country

NATIONAL ASSESSMENT CENTER

A Standard Setting Body Under Ministry of Education (MoE)
will work to offer a high quality common aptitude Test as well as high quality common subject exams in science, humanities, languages arts and vocational subjects, at least twice a year.

serve as a premier, expert, autonomous testing organization to conduct entrance exams for undergraduate and graduate admission and fellowships in higher education.

Universities to use these common entrance exams rather to have their own entrance exams, thereby drastically reducing burden on students, universities and colleges and the entire education system.

Individual universities and colleges shall have the liberty to see value of using NTA assessments for their admission.
Support for Gifted Students and Students with Special Talent

- Encourage Gifted/Talented Students to pursue realms beyond the general school curriculum.
- Project-based clubs to be encouraged and supported at all levels of school.
- Olympiads and competition in various subjects to be conducted in the country.
- Efforts for intervention in rural areas & in regional languages to ensure widespread participation.
- Extensive use of technology to encourage talented/Gifted Children.
- NCERT & NCTE will develop guidelines for education of gifted children.
- B.Ed Programme to allow specializations in education of gifted children.

Support for Gifted Students/Students with Special Talent
IMPLEMENTATION

- Preparation of new assessment patterns for all stages of school education.
- Building a culture of formative and adaptive assessments in schools.
- Capacity building of teachers to undertake ‘assessment as learning’ and ‘assessment for learning’.
- Capacity building of paper setters and moderators for new assessment pattern.
- Preparation of Question banks for competency-based items that test higher order skills.
- Development of assessment patterns and evaluation procedures for holding the state census exams in grades 3, 5 and 8.
IMPLEMENTATION

- Redesigning of report card for school based assessment to communicate child’s progress by schools to parents
- Development of IT based tracking system by all states/UTs for tracking the progress of learners from grades 1-12.
- Development of a plan to reduce the burden of exams by examining all policy recommendations in consultation with Boards of Assessment.
- Renaming of compartment exams as ‘Improvement exams’ and strengthen these exams and make them low stakes by CBSE and other Boards of Assessment (BoAs)
- Review of subjects offered by CBSE and other BoAs at secondary and senior secondary level
- Preparation of common norms, standards and guidelines for assessment and evaluation for secondary education in alignment with the NCF-2020 for all Boards of Assessment (BoAs).
THANKS