

NEP, 2020

ASSESSMENT REFORMS

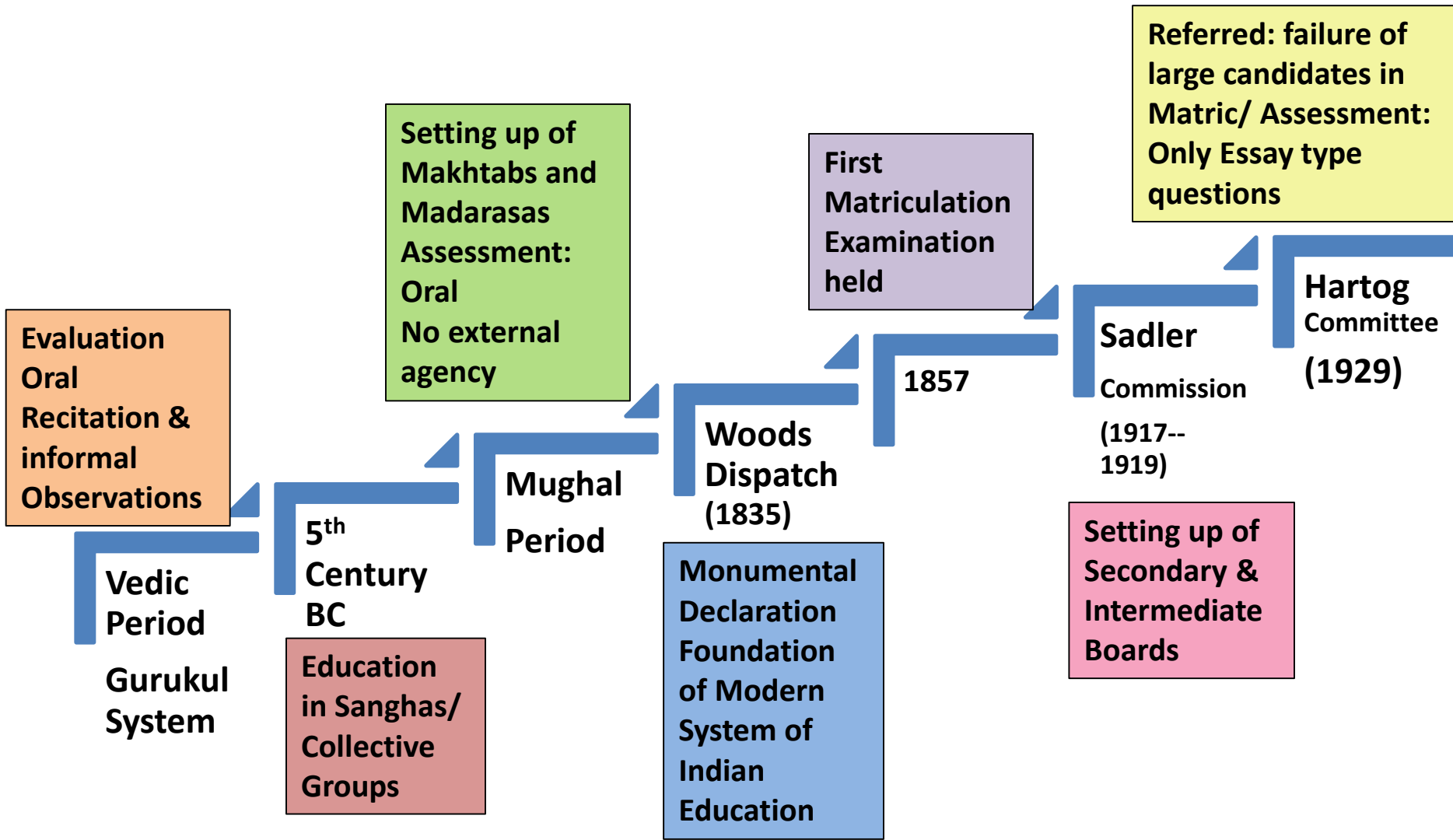
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एन सी ई आर टी
NCERT

**National Council of Educational Research and
Training**

ASSESSMENT IN PRE-INDEPENDENCE ERA



Education Commissions & Assessment

**Radhakrishnan
Commission
1948-49**

**Mudaliar
Commission
(1952-53)**

**Kothari
Commission
(1964-66)**

laid great emphasis on the need for revamping students assessment through examinations for bringing quality and confidence in the system of education.

NPE 1968 & 1986 & Assessment

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.

NCFs & Assessment



1975

1988

2000

National Curriculum Frameworks at different point 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

TRANSFORMING THE CULTURE OF ASSESSMENT

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.

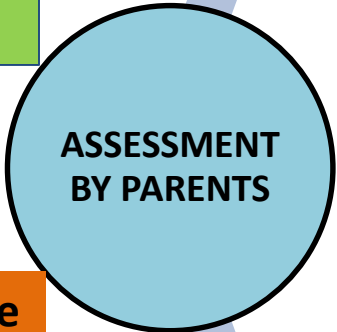
Completely redesigned by States/UTs under guidance from PARAKH, NCERT, SCERT.

**SCHOOL
BASED
ASSESSMENT**



**MULTILAYERED &
MULTISOURCES**

COGNITIVE



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

PSYCHOMOTOR

AFFECTIVE

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



**ASSESSMENT
BY PARENTS**

**ASSESSMENT
BY TEACHERS**

**PEER
ASSESSMENT**

PUBLIC EXAMINATIONS

- 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 be redesigned to encourage holistic development by way of discouraging coaching culture and exam preparation.
- Students be given freedom to choose range of subjects in which they take Board exams, depending on their individualized interests.
- Board exams be made 'easier' in the sense that they test primarily core capacities/ competencies rather than content memorization.

PUBLIC EXAMINATIONS

contd..

- ❑ 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.

REFORMING EXAMINATIONS FROM GRADE 9 TO 12 INCLUDING BOARD EXAMINATIONS

Board Examination will be 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.

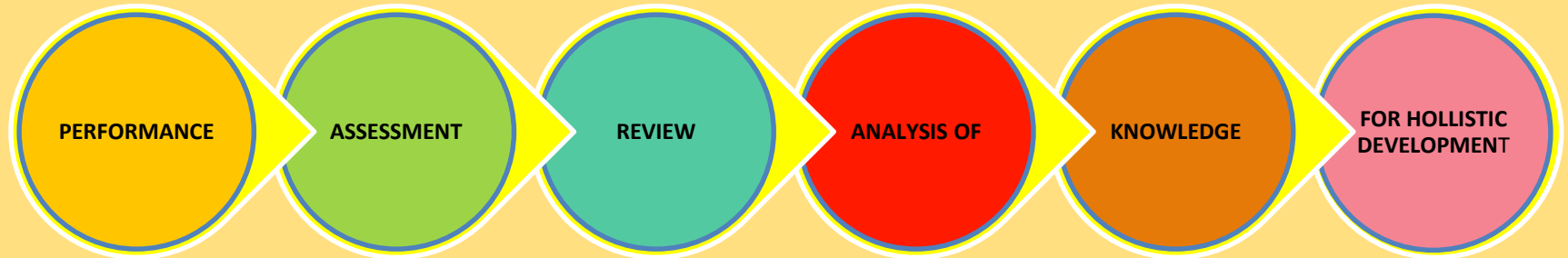


Setting Norms, Standards and guidelines for assessment and evaluation

Guiding State Achievement Survey

Conducting National Achievement Survey (NAS)

Monitoring Learning Outcomes in the Country



NATIONAL ASSESSMENT CENTER

P A R A K H

A Standard Setting Body Under Ministry of Education
(MoE)

NATIONAL TESTING AGENCY

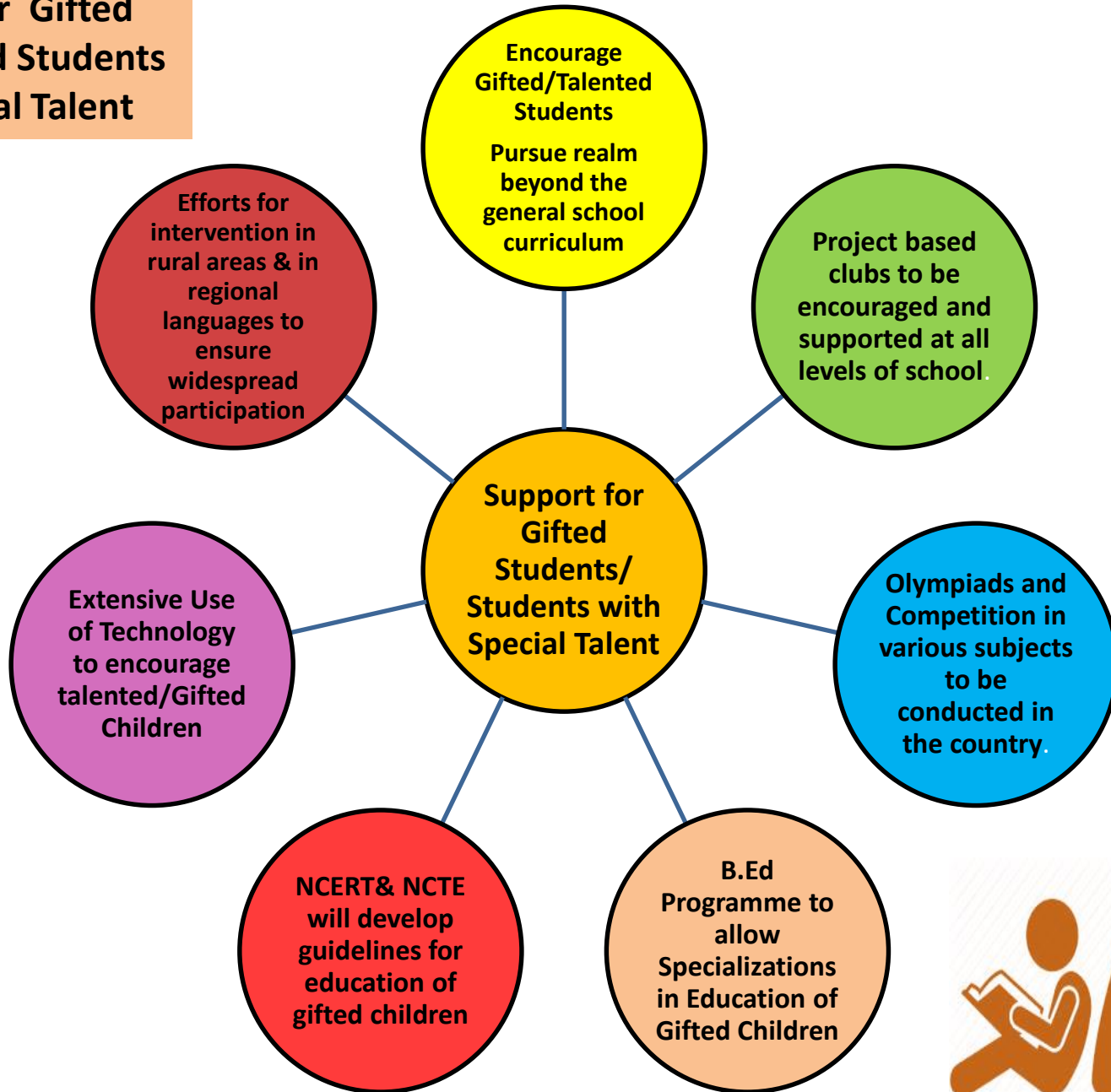
will work to offer a **high quality common aptitude Test** as well as **high quality common subject exams in science, humanities, languages arts and vocational subjects**, at least twice a year.

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



IMPLEMENTATION



Preparation of new assessment patterns for all stages of school education.

Building a culture of formative and adaptive assessments in schools

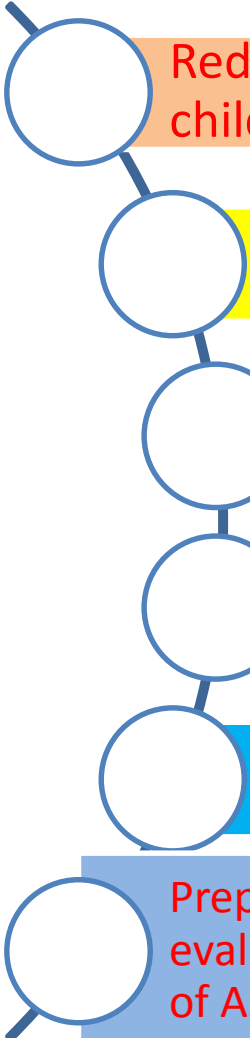
Capacity building of teachers to undertake 'assessment as learning' and 'assessment for learning'

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