



Ministry of Education  
Government of India



# REPORT

## CONFERENCE

### ON SCHOOL ASSESSMENTS AND EXAMINATION PRACTICES AND EQUIVALENCE OF BOARDS ACROSS INDIA



## Conference Report on School Assessments and Examination Practices and Equivalence of Boards across India

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**Date: May 22nd, 2023; Venue: Hotel Ashok, New Delhi**

The purpose of this report is to provide an overview of the discussions held during the meet, 'School Assessments and Examination Practices and Equivalence of Boards across India', on May 22nd, 2023. The event aimed to bring together administrators, education experts, policymakers, educators, and other stakeholders to exchange ideas, share experiences, and explore potential solutions to the challenges faced particularly related to learning assessments and examinations in the States in general and by the School boards specifically. The event was well attended with representatives from 30 States and Union Territories and 25 School Boards. Shri Sanjay Kumar, the Secretary of School Education, Department of School Education and Literacy, Ministry of Education presided over the event. The event was conducted under

the banner of 'PARAKH', recently formed as a constituent unit of NCERT. The setting up of PARAKH is being technically supported by the Educational Testing Service (ETS), US. The organization of



the meet was spearheaded by Prof D P Saklani, Director, NCERT.

The discussions on School Assessments and Examination Practices and Equivalence of Boards across India, served as an enriching forum for the exchange of ideas and experiences. The event fostered a deeper understanding of the challenges and opportunities in the learning assessment areas of education. The insights gained from the discussion will contribute towards the ongoing efforts undertaken under PARAKH to enhance assessment

practices, and help to bring in examination reforms, and board equivalence across India's education landscape, which will ultimately benefit the students and promote educational excellence.



🐼 The event was opened by **Additional Secretary Shri Vipin Kumar DoSE&L, MoE** wherein he welcomed all the dignitaries and through an anecdote which drove home the point on inconsistencies in assessment that run through the system right from school to job interview, which causes an unjust and unfair opportunity for anyone appearing for a test or an interview. He went on to state that the focus of assessments is to bring equal opportunity for all.

🐼 **Prof. Indrani Bhaduri, Head PARAKH** in her deliberations on the role of PARAKH spoke on enhancing learning assessments in the classrooms,



districts, States and finally at the National Level. and bringing in an equivalence in the School Boards assessment and the facilities provided to all children. PARAKH, an initiative aimed at improving assessment practices, focuses on three primary areas: school-based assessments, certification examinations and systemic large-scale assessments. The talk

emphasized the need for robust monitoring, reporting, and collaboration with educational bodies to ensure the success of PARAKH and address concerns such as gender parity, performance differences between urban and rural areas, and district-wise performance variations.



**School-Based Assessments:** Prof Bhaduri highlighted the significance of school-based assessments in assessing individual student performance within the school system. These assessments provide insights into students' progress in learning, strengths, and areas for improvement. By implementing effective school-based assessments, educators can identify student needs, adapt teaching strategies, and provide targeted support to enhance learning outcomes. PARAKH recognizes the importance of capacity building in Competency Based Assessments, to ensure teachers have the necessary skills to conduct comprehensive assessments and utilize holistic report cards that provide a well-rounded understanding of student progress.

**Systemic Assessments:** In addition to school-based assessments, Prof Bhaduri highlighted the importance of systemic assessments being conducted, the National Achievement Survey and the Foundational Learning Study. These assessments evidence the overall performance and effectiveness of the education system at a broader level. Systemic assessments enable educational policymakers and stakeholders to identify systemic strengths, weaknesses, and areas for improvement. By analysing data collected through systemic assessments, informed decisions can be made to enhance the quality of education across the country.

**Collaboration and Capacity Building:** Collaboration was identified as a vital aspect of PARAKH's success. Prof Bhaduri emphasized that PARAKH would work closely with School Boards of Assessment, State Councils of Educational Research and Training (SCERTs), State Institutes of Education (SIEs), states, union territories, and international organizations in the field of learning assessment and program evaluation. This collaborative approach ensures that PARAKH benefits from the expertise and knowledge of various stakeholders in designing effective assessment frameworks, conducting training programs, and implementing assessment practices that align with global standards.

**PARAKH's Three-Year Journey:** Prof Bhaduri concluded the talk by presenting PARAKH's three-year journey. This roadmap outlines the initiatives,

programs, and milestones that PARAKH aims to achieve in its quest to enhance assessments and bring in reforms as envisaged in the National Education Policy (NEP), 2020 in the Indian education system. The journey encompasses capacity building, collaboration, use of technology, data analysis, and the implementation of effective assessment practices at the school, district, and national levels. The ultimate goal is to foster a robust assessment and evaluation system that supports student learning, informs educational policies, and drives continuous improvement in the quality of education provided across the country.

The talk delivered by Prof Bhaduri highlighted PARAKH's focus on school-based and systemic assessments, along with collaboration and capacity-building initiatives, aimed to address the challenges and disparities within the system. PARAKH strives to create an equitable and high-quality education system that empowers students and prepares them for success in the 21st century. She also thanked ETS for their technical support provided to PARAKH in strengthening the assessment ecosystem.



🗨️ This section highlights the key points discussed by **Prof Saklani, Director, NCERT**, regarding the importance of holistic development and equitable assessments in the implementation of the National Education Policy (NEP) 2020. Prof Saklani

emphasized the need to support the vision of NEP through frameworks and supporting materials such as the National Curriculum Framework for Early Childhood Education (NCF FE) and the Jadui Pitara. The address also stressed the significance of fair assessments to provide equitable opportunities for all learners and the challenges that may arise during the smooth transition to the new assessment systems.



**Holistic Development and Supporting Materials:** Prof Saklani began by emphasizing the importance of holistic development in education. He highlighted the frameworks and supporting materials that have been created by NCERT and launched to align with the vision of NEP 2020. Specifically, he mentioned the NCF FE, which focuses on early childhood education, and the Jadui Pitara, a resource developed to support the implementation of NEP at the Foundation stage. These materials provide guidance and resources to educators to ensure holistic development and a strong foundation for young learners. Additionally, a Pre-draft for NCF SE was mentioned, indicating the ongoing efforts to extend the framework to higher stages of education.

**Equitable Assessments and Challenges:** Prof Saklani emphasized the importance of equitable assessments in the education system. He expressed concern about the disparities that often arise in assessments, leading to a lack of equal opportunities for all learners. To address this, he highlighted the need to shift the focus from rote memorization to developing thinking individuals. Fair assessments, which encourage and motivate learners, were identified as crucial elements in supporting this shift. It was acknowledged that striking a balance between individualization and standardization in assessments is essential to cater to diverse learner needs and abilities.

**Mentoring Teachers and Parents:** The address highlighted the importance of mentoring teachers and parents in understanding the transition to this new assessment systems. Prof Saklani stressed the need to move away from a sole emphasis on scores and shift towards developing skills and competencies. This requires comprehensive training and orientation programs for teachers to familiarize them with the new assessment frameworks. Collaborative efforts among educators, parents, and educational institutions were emphasized to make assessments interesting, engaging, and a joyful experience for learners.

**Future Considerations:** In conclusion, Prof Saklani discussed the future considerations in the implementation of NEP 2020. He mentioned the need to explore the integration of technology into everyday teaching and learning practices. Additionally, multilingual assessments were identified as a potential norm to cater to the linguistic diversity in the country. The address

also highlighted the importance of expanding subject areas to suit the evolving needs of the present times. Prof Saklani encouraged all boards, states, and union territories to come together and collaborate in co-building a credible assessment system that promotes fairness and equity.

The address delivered by Prof Saklani emphasized the significance of holistic development and equitable assessments in the implementation of NEP 2020. The focus on frameworks and supporting materials, fair assessments, mentoring teachers and parents, and future considerations such as technology integration and multilingual assessments showcased the comprehensive approach required for educational transformation. By working collaboratively and embracing these principles, the education system in India can create an inclusive and equitable learning environment that nurtures the holistic development of all learners and prepares them for success in the dynamic world of the 21st century.



🐼 This section describes the presentation done by **Shri V Hegde, Deputy Director General of Statistics**, MoE, regarding the current disparities in examination boards and their impact on higher education and job



opportunities. Shri Hegde highlighted the increase in the number of examination boards from 50 to 60 between 2012 and 2022, resulting in divergence rather than convergence. The lack of uniformity in standards, syllabi, and timelines for exams and results among different boards creates an uneven playing field for students, making it challenging for them to transition between boards. The report also highlights the implications of this disparity, such as high dropout rates and limited opportunities for pursuing higher education.

Disparity among Examination Boards: Shri Hegde emphasized the need to address the existing disparities among examination boards. Each board follows its own set of standards, syllabi, and timelines for conducting



examinations and declaring results. This lack of uniformity creates confusion and inequity for students. Shri Hegde presented a compelling example of the stark differences in results between Class 10 and Class 12 within the same board. This discrepancy raises concerns among education stakeholders, highlighting the necessity of working towards a common goal in education.

Challenges for Students: Shri Hegde presented statistics revealing that approximately 35 lakh students, representing 15% of Class 10 students, did not proceed to Class 11. This high dropout rate indicates a pressing need to address the underlying issues that hinder students' educational progression. Additionally, only 4.5 lakh students are enrolling in open schools, indicating a need to promote and support alternative education pathways for the remaining students who may not be able to continue in traditional school settings. The limited availability of seats at higher education institutions exacerbates the problem, further restricting opportunities for students to pursue further education upon graduation.



Importance of Equitable Higher Education Opportunities: The distribution and availability of seats at higher education institutions play a crucial role in determining students' future prospects. Shri Hegde highlighted the imbalanced distribution of seats, which limits opportunities for students at the secondary level to pursue higher education. By addressing the disparities among examination boards and promoting convergence, a more equitable system can be established, enabling students from diverse backgrounds and boards to compete on a level playing field. This would not only increase the Gross Enrollment Ratio (GER) but also contribute to the overall development and empowerment of the nation's youth.

Shri V Hegde's address shed light on the critical issue of disparity in examination boards and its impact on higher education opportunities. The lack of uniformity among boards creates challenges for students, resulting in high dropout rates and limited prospects for pursuing higher education. The recommendation to align state board syllabi with the central boards aims to promote convergence and equal opportunities for all students. By addressing these disparities and ensuring a more equitable education system, we can empower students to achieve their full potential and contribute to the nation's progress. It is imperative for all stakeholders in education to collaborate and work towards a unified approach that promotes fairness and equal opportunities for all students, regardless of their educational background or board affiliation.

**🕒 Shri Sanjay Kumar, Secretary, Department of School Education and Literacy, Ministry of Education,** delivered the keynote address. He shed light on the critical challenges faced by Indian school boards and emphasized the urgent need for collaboration among stakeholders. The gathering of school boards from across India served as a platform to bridge communication gaps and foster dialogue among these boards. The key points addressed highlighted the challenges, initiatives, and collaborative efforts necessary to ensure quality education for all students in India.

**Understanding Stakeholders:** The concept of stakeholders played a central role in Shri Sanjay Kumar's address. At the national level, key stakeholders include the Ministry of Education, Central Board of Secondary Education (CBSE), National Council of Educational Research and Training (NCERT), National Institute of Open Schooling (NIOS), National Council for Teacher Education (NCTE), and Kendriya Vidyalayas (KVs). These entities play crucial roles in shaping educational policies, curricula, and standards at the national



level. He said that these stakeholders should not work in silos and need to keep the communication channel open for dialogues to take place.

At the state level, stakeholders comprise the state school department, State Council of Educational Research and Training (SCERT), higher education department, Sarva Shiksha Abhiyan (SSA), State Project Director (SPD) office, state school boards, and at the district level, the District Institutes of Education and Training (DIETs). Collaboration among these stakeholders is indispensable to ensure effective implementation of educational policies and programs at the grassroots level.

**Challenges in Education:** The scale of education in India is immense, as education falls under the concurrent list. The country is home to a staggering 14.8 lakh (1.48 million) schools, accommodating approximately 26 crore (260 million) children. Out of these, CBSE oversees 28,000 schools with around 2 crore (20 million) students, while the majority of schools operate under state boards. One pressing concern highlighted during the address was the average number of teachers in government schools, which stands at just five. This raises serious questions about the feasibility of delivering quality education with limited resources in such systems. Understanding and assessing the need of teacher deployment in the different districts in the States and Union territories is vital. Additionally, many schools across the country struggle with low enrolment numbers, with some having less than 50 students. The address stressed the need to strike a delicate balance between ensuring access to education for all and maintaining high-quality standards.

**Initiatives for Quality Education:** The PM Shri Schools initiative was discussed during the address. Government schools across India competed for selection in this program. Notably, the schools that qualified for this initiative had an average student representation of 450-500 students. This highlights the delicate balance between ensuring access to education for all and maintaining high-quality standards. Shri Sanjay Kumar emphasized the importance of focusing on learning outcomes as a means to address this challenge effectively. The Department of School Education was described as an evolving and dynamic space, currently focused on developing the new National Curriculum Framework (NCF). Shri Sanjay Kumar, emphasized the need to align textbooks with the changing times and ensure they remain updated. This process of change is happening at a rapid pace. While advancements such as CHAT GPT are being discussed, the address highlighted the persistent challenges in basic reading, writing, and numeracy skills that needs to be addressed as evidenced in the Foundational Learning Study, 2022.

**Promoting Gender Equality in Education:** Shri Sanjay Kumar underscored the significance of girls' education and increasing female participation in the workforce. Examples from countries that have experienced rapid growth in the past three decades were cited to highlight the correlation between



providing access to education for girls and enhancing female participation in various fields. He called for a similar focus in India and raised concerns about the inadequate investment in girls' education in the society as evidenced by data shown by DDG Statistics.

Dropout rates were also discussed during the address. Out of every 100 children who join Grade 1, only 65 make it to Grade 12, with 35 dropping out along the way. Addressing the factors contributing to dropout rates requires a comprehensive approach. Some children may drop out due to a lack of understanding, while others may do so due to the nature of assessments. The address emphasized the need to create culture fair assessments to reduce dropout rates and ensure equal opportunities for all students.

**Impact of Type of Assessments:** The address highlighted the impact of assessments on learning. It was emphasized that the type of assessments employed greatly influences students' learning focus. If assessments primarily evaluate memory recall, students tend to prioritize memorization skills. Conversely, if assessments evaluate creative thinking abilities, students are given a fair opportunity to develop and demonstrate those skills. This highlights the importance of adopting a balanced approach to assessments that encompass diverse skills and competencies. The address also delved into the challenges posed by entrance examinations such as the Joint Entrance Examination (JEE), Common Law Admission Test (CLAT), Central Universities Common Entrance Test (CUET), and National Eligibility cum Entrance Test (NEET). The lack of a common science curriculum was identified as a barrier to equal opportunities for success among students. Shri Sanjay Kumar stressed the need for a seamless transition across educational levels based on students' aptitude.

The need for regular updates to textbooks was also emphasized. Educational materials must remain relevant and aligned with the changing information and times. Shri Sanjay Kumar emphasized the importance of causing yearly changes and updates in textbooks to ensure that students can keep pace with the speed of information and the evolving world around them.

**Collaboration for Enhanced Educational Opportunities:** In conclusion, Shri Sanjay Kumar posed the question of how states and the central government can collaborate and utilize data to make informed decisions at the state and district levels. Collaboration is crucial to create more opportunities for children and enhance the overall quality of education in India. The address shed light on the challenges faced by Indian school boards and emphasized the importance of collaborative efforts to overcome these challenges and provide quality education to all students. It is evident that fostering effective collaboration among stakeholders, addressing challenges such as limited resources, low enrolment, and gender disparity, and implementing comprehensive reforms in assessments and curricula are key to ensuring quality education for all children in India. By working together, the central and state governments, school boards, and educational bodies can lay the foundation for a brighter future, where every child has equal access to a high-quality education that prepares them for success in an ever-changing world.

👤 **Smt. Niddhi Chhibber, Chairperson of the Central Board of Secondary Education (CBSE)**, spoke on the autonomy and accountability of boards of school education. Smt. Chhibber emphasized the importance of establishing clearly defined policies for the establishment of school boards and the need for autonomy to raise the standards of school education. She also highlighted the role of School Quality Framework and the significance of autonomy and accountability in the context of the National Education Policy 2020 (NEP 2020).



**Background on CBSE:** Smt. Chhibber provided a brief history of CBSE, which was established as the UP Board of High School and Intermediate Education in 1921. Over the years, CBSE has evolved to become a unique board that strives to ensure unity among diverse languages, cultures, and geographical regions across the country. While CBSE is an autonomous body, the ultimate control is vested in the Government of India.



**Importance of Clearly Defined Policy:** Smt. Chhibber emphasized the importance of having a clearly defined policy for the establishment of school boards. This decision plays a crucial role in ensuring the quality and fairness of assessments. She referred to a study conducted by Prof. Amreek Singh in 1997, which highlighted the need for a consistent pattern in the organization of school boards based on a statute adopted by the school legislature.

**Key Responsibilities of Boards:** Smt. Chhibber highlighted the key responsibilities of boards of school education. These include conducting assessments in a fair and transparent manner, staying aligned with legal frameworks and established policies, remaining impartial and free from commercial influence, and assuring quality through their work.

**Raising Standards of School Education:** To raise the standards of school education, Smt. Chhibber emphasized that boards should ensure a stringent process of affiliation and quality assurance framework with schools. They should also enrich the curriculum to respond to the contemporary and futuristic needs, reform examination and evaluation practices, regularly update the pedagogical skills of teachers and administrators, promote skill learning with job-linked outputs, provide supplementary learning material, and carry out institutional and systemic reforms.

**Autonomy and Accountability:** Smt. Chhibber discussed the importance of maintaining a balance between autonomy and accountability. While autonomy allows boards to adapt to local contexts and foster innovation, accountability ensures the integrity of the whole process. Autonomy helps boards evolve with changing times, introduce new courses, recruit highly qualified professionals, and ensure security and confidentiality in assessments. However, accountability is crucial for stakeholders and initiatives like PARAKH, which aims to assess the functioning of boards and bring them to a common platform.

**Role of NEP 2020:** Smt. Chhibber highlighted that all boards need to play a strong role in achieving the targets set by NEP 2020. These targets include eliminating hard separations between different streams, continuous tracking

of learning outcomes, flexible board examinations, assessment of essential skills, equitable and inclusive education, multi-disciplinary education, and internationalization of education. Autonomy in functioning and accountability for processes and policies are necessary to ensure the integrity of assessment and evaluation processes.

Smt. Niddhi Chhibber's insights shed light on the significance of autonomy and accountability in boards of school education. Establishing clearly defined policies, raising standards of school education, and striking a balance between autonomy and accountability are essential for the effective functioning of boards. With the implementation of NEP 2020, autonomy becomes crucial for boards to evolve and improve the educational system of the country. By upholding educational standards and providing reliable assessments, boards contribute to benchmarking educational performance and ensuring quality education for all.

👤 **Voices From School Boards**, The Education Boards were invited to share their thoughts. The following section compiles the voices from some of the school boards in education across the nation:



**Verbatim.**

***Very good afternoon to everyone. I am Dr. V.P. Yadav. I am Chairman, Board of School Education, Haryana.***

*Now there was a talk which was being given specifically in relation to having a very common system of evaluation across the country which Sanjay sir said. Now I like to say one thing that CBSE as a pace setting board has evolved certain systems and they can be very much adopted. But recently what could be seen is that the pass percentage of or the failure rate in CBSE in class 10th was only 5% as compared to the state boards.*

*Now the evaluation system in class 10th is that there are two components in this. One is the internal assessment and another is the theory paper. Here CBSE passes a student just scoring if he scores 13 marks out of 80 the student is passed in that particular subject and almost in all the subjects in class 10th this is the pattern. Whereas in most of the state boards it is 33% that is 27 marks the child has to score in theory paper. Now this leads to a big difference in the results because there is no parity in it.*

*So we request the pace setting board, the CBSE to bring about a total synchronous and synergy with the other boards and set standards which are at par. Another question which I had is we have been talking about census assessment in class 3rd, 5th and 8th as per the NEP 2020. Now we have been talking of FLN but no till now specifically in respect to this examination system who is going to be the appropriate authority of it because when we talk of census assessment it means it's a single assessment across this country among all schools and the school themselves cannot be an appropriate authority in it. It has to be conducted by an authority which is an appropriate, maybe it's not mentioned of academic authority but it has to be defined. Because if you look into the board had, rather board examination were there for in class 8th and 5th before but in NEP 2020 it was withdrawn. RTE 2009 came, CBSE introduced two systems of examination that is school conducted and board conducted. In 2015 that was withdrawn, only board conducted examination remained. Now in such cases there is a lot of work to*



be done. RTE 2009 has again mandated that there has to be an examination in the 5th and the 8th class to be conducted by academic authority. Now this is one where we are looking into towards PARAKH to determine and I would like that these questions are addressed and a proper guideline is given to all the boards and the academic authorities or the education departments of the state. Thank you.

**I am Mr. Tejirao Kale from Maharashtra.** I am a representative of state chairman, working as a joint secretary in divisional board. I am very thankful to Government of India, Secretary sir and PARAKH that you give us a dais on a national level. This is the first time I heard that the boards have come together. So it is a very good and unique initiative. When we start working together we will definitely get the success for better education system in India and our children the future of India will be very thankful to us that if we will provide the unique assessment system for their better educational development, their better career development and I am also thankful that the Government of India will elaborately collect the all boards and CBSE will guide us for getting the unique or developing the unique assessment system for the student throughout India from Delhi to the remote area. So it is my glad to represent here probably at the first time in such great academicians. So let us try to achieve the goal. Thank you very much for representing myself.

**I am Dr. Pradeep Kumar Sahu, Assistant Commissioner.** In this year, Chhattisgarh Madhyamik Shiksha Mandal Raipur got 75.5 percent pass out in High school certificate exams, Girls pass out percentage was 79.16 and Boys pass out percentage was 70.26. Similarly for higher secondary school examination, total pass out percentage was 79.96, Girls pass out percentage was 83.64% and Boys pass out percentage was 75.36%. In vocational education, Chhattisgarh Madhyamik Shiksha Mandal Raipur, ITI test is conducted. In which 11th and 12th grade students are given a choice of one language subject waiver in lieu of taking up a vocational trade. In addition to that, a child is given an additional certificate after passing 12th

grade so that he or she does not have to enroll in an ITI. This helps them getting employable in the future.

Our evaluation methodology follows a centralised evaluation process with evaluators having at least 3 years experience. Our Assessment methodology recommends a mix of Objective as well as Subjective questions. We also follow a centralised marking scheme. Chhattisgarh Madhyamik Shiksha Mandal is doing a lot of innovative work under the guidance of NCERT and SCERT in conducting assessments.

**My name is J.H. Joramthanga, Chairman of Mizoram Board of School Education.**

I am very grateful to the Ministry of Education for organizing this kind of meeting.

I hope this meeting will have a fruitful result and all the boards as well as the other stakeholders may work together in the future. Thank you.

**I am A.J. Shah, Chairman, Gujarat Secondary and Higher Secondary Education Board, Gandhinagar.** We have introduced unit test which is being conducted every week for the students of class 3 to class 12 every week since last year. And then second point is that the common curriculum as per the NCERT books has been already adopted since last five years. Thank you.

**I am Mr. M. Marbanyan from Meghalaya Board of School Education, Joint Director of the Administration.** The problem which we have in our state is that we have what we call

as the recognized school as well as the unrecognized school. Yes, Mr. Venkat, he has pointed out in his presentation that the NCERT has been adopted and has pointed out in his presentation with the statistics that the past percentage is 57 from our state but when we take only these affiliated schools, 80% and above always every year. But these unaffiliated which are purely private schools, maybe something like what Sanjay sir has said, lack of trained teachers or qualified teachers, so the past percentage is 15 to 20%. I just want



to flag one thing which we have followed in our state, that is we have followed the CBSE syllabus as well as NCERT textbook for classes for the science and commerce stream right from 2018. But the one problem which we face is that CBSE, they change the syllabus almost every year, not also at the mid-year. Had it changed from the beginning of the year, then the schools and teachers perhaps they will not face any problem because we are following in total, keeping in mind the students who are appearing, aspiring for all those competitive exams like NEET and JEE after the central government has come up with all these things.

So even now we are planning to start for the art stream subjects also, humanities, keeping in mind for CUET. But we are a bit apprehensive regarding the syllabus. But the textbook, no doubt, NCERT textbooks, they are very good, which we have introduced even in classes 11 and 12 in some of the subjects. So my submission is that if CBSE want to change, let them change from the beginning of the year. Notify in the month of February, first week of February since we start session by 15 February, so it will not waste time. Sometimes teachers, they complain to us that they have completed one chapter. But immediately in June, in the month of June, that chapter has been deleted. That syllabus has been deleted. That is one thing which we want to request the NCERT or CBSE. Thank you, sir.

**Sir, myself Meghna Chaudhary. I am coming from Rajasthan. I am Secretary, Board of Education.** Sir, it's really nice to be here with all the dignitaries and I am really thankful for this program being organized by the Ministry of India, Education Department.

As the Secretary said, I am really inspired by the words that all the dropouts who were not able to attempt the exam, they filled the form but they could not attend the exam, we can enrol them in our state open and other exams. So I am inspired that I am going to go and immediately I am going to talk to all of them. I mean, in a way, I will just contact them and the state open board will be open for them. Secondly, in our curriculum, we have adopted NCERT books which are the best in India. We introduced vocational education a few

years back and I have found that that is the best thing that we can do for students who cannot fare very well in examinations or who are not very bright students. So these children who have gained this vocational education, they have started working. That's really good. They have started working. Some have opened parlours and some have opened automobile garages and types. So these trades should be increased. This is my request to the Ministry. The trade should be increased to a large number of trades and the number of schools should be more. It should be expanded. So these two suggestions. Thank you so much.

***I am K.S. Upadhyay, Chief Executive Officer of Delhi Board of School Education.***

We have just started two years back and the esteemed Secretary Sir has talked about that curriculum, pedagogy and assessment should work together. We are doing that. We have started the competency-based assessment in DBSC. This year, 10th and 12th, we were in 20 schools and they were graduated. Also, I would like to say that we have two-term examination as per the NEP is talking about. Also, the internal assessment and not only that, we are mapping the criteria and our curriculum is linked with the real life and experiential learning of the students. Also, we have break the boundaries of physical and foundational subjects. This is from DBSC. Thank you very much.

***I am Chairperson of Board of Open Schooling and Skill Education,***

***SIKKIM.*** I was associated with NIOS earlier. I retired from there six years back as Director Academic. And now I am here. This is the new board. In October 2020, the Act was passed by the State Legislature and then they established the board and after that I joined as Chairperson over there. And right from the beginning, we are thinking of and we have worked towards it also. We are thinking of working in tune with NEP 2020. And of course, all boards are very important stakeholders for this task. And we will fully cooperate and we will look for guidance from Government of India also of course. But one thing which I don't like over here is that only nine boards have

come. In my memory, I think this is the first time that Government of Ministry of Education, which was MHRD earlier, they have taken an initiative to call all the boards together. NCERT used to do it but not the Government as such. I don't remember ever this happening. But now this is a very good step and we should go ahead with this. And NEP 2020 has to be implemented in every way. Thank you.

**I am Bhagirath Chhetia, Chairman, Goa Board of Secondary and Higher Secondary Education, Goa.** I have a very two pertaining questions.

Number one, this is regarding implementation of semester pattern, Term 1 and Term 2, along with the CBSE. For us, CBSE is a model for us, model board. And along with the CBSE, we had started with semester pattern, Term 1, totally based on MCQ questions, and Term 2 with the subject equation. This was in 22. And then we continued with 22 with the terminal system. We declared our result on time. And in between, for the beginning of the 23, 23-24, that year, 22-23, CBSE, they have withdrawn that semester pattern. And then we had to continue with the terminal system. But unfortunately, this is the last year. This is the 23 examination which we had declared. That was based on terminal system. But 24, we have announced that we will go with the annual examination. I hope CBSE will not come back with the terminal system for 24 examinations. Although it is totally mentioned in the NEP 20 that there should be a provision for semester pattern. With the semester pattern, what we have learned is, number one, these students, they take a casual approach because they know their marks in Terminal 1. And Terminal 1, being a MCQ type, they know to play some cheating also. They can draw one particular figure. All A's will be correct or all B's they can mark it. And there are some flaws. So we need to plug in those flaws and come out with the correct system. So this is number one.

Whether with the NEP 20, we are going to continue with the semester pattern or what. And number two, this is regarding National Skill Qualification Framework. We have been introducing this NSQF in 15 sectors. And the syllabus for this is through PSSIV Bhopal. What is happening, latest development is, the NSDC is conducting the practical examination. And they are awarding the marks, they are sending the marks. But now we have been



told that the team that is with the NSDC is not sufficient to conduct the examination. So it is now, it is a board who are supposed to come out with their evaluators for this National Skill Qualification Framework. So I want to know whether, if the board want their evaluators for this NSQF, then how do we go about, because it seems that there are some examinations, which is to be given by the evaluators, which is to be given by the examiners. And that is conducted only at the national level. So it's a need of the hour that we also be the standard authority for this evaluation. Thank you all.

**Good afternoon. I am Dr. Vishal Sharma. And I am secretary of HP Board of School Education.** Like other boards, we are also following CBSE pattern. We have adopted NCERT textbooks right from 1<sup>st</sup> standard till 12th. And as per NEP, we are also following a term system. We conduct our board examinations in term 1 and term 2. And recently we have announced our class 12th result also. Our experience with the term system is that we have been getting better results with term system. But there have been a lot of representations from school organizations as well as from teacher organizations. And we are contemplating to revert back to annual system since CBSE has also reverted back. Another issue which I wanted to highlight is again change of syllabus. Recently CBSE, NCERT, they have changed the syllabus and they have deleted a number of chapters especially in science subjects.

So, and there is a lot of pressure on us also to change the syllabus accordingly. But we are wondering whether National Testing Agency will also adopt same syllabus and drop those chapters. Because if that doesn't happen, our students who are going to appear in competitive exam would be at disadvantage. So, I request that this may please be clarified.

And last of all, I am thankful to the Ministry and PARAKH who have organized this event. And it has been very helpful for us. And I hope that development of a common platform for performance assessment would definitely help our students in future. Thank you very much.

**Namaskar. I am Sunil Mishra. I am the Chairman of Council for Higher Secondary Education, Odisha.** In fact, this has been a great learning experience. First hand to know the vision of the ministry and the key issues that has been flagged off. So, the key takeaway from so far has been that communication with the various stakeholders within the state. And communication of ideas so that they come up with a common approach, uniform approach.

Then necessity of having a common syllabus with the central boards. And then having a common board and extending the outreach of the open school boards. I will definitely present this key takeaways before my secretary and hopefully we will take a decision.

Thank you.

**Good afternoon everyone. I am Manika Sharma and I am representing Council for the Indian School Certificate Examinations.** We have already started implementing recommendations of NEP. In our class 10th and 12th examinations, we have introduced competency based items.

From the examination year 2023, we have introduced improvement examination also. And regarding the syllabus, as it has already mentioned earlier that for the science streams, the syllabus should be common. We are following syllabus prescribed by CBSE And for class 10th, in the class 10th, we have introduced vocational subjects. About 6 vocational subjects we have introduced which are based on the syllabus prescribed by PSSS, CIV and NCERT. As per the syllabus, the new revised syllabus of NCERT, we have revised our syllabus for the examination year 2024 for the selected subjects. We also conducted capacity development programs for teachers for assessment as well as on foundational literacy and numeracy this year. And many more programs to come up for the other teachers, for the teachers which were not being able to be the part of these programs. So in the coming months and in coming years, we will try to improve the capacities of our other teachers also in assessment. That is all. Thank you.



**I am Dr. Jayaprakash, the director of SCERT Kerala.** First of all, I thank the organizers for this kind of a common platform for discussing the school assessment examination practices. And also, I am welcoming the words of Honourable Secretary of School Education, Government of India that we will sit together and talking each other that will continue in our country. First of all, I have no suggestions with regard to the presentations and all. But we all the academicians in the country, we know that for the assessment and examinations and its practices and all, there is no one answer for all these things. So different kinds of examination practices and examination systems that we are following throughout the states in India. And some disagreement with what actually presented here that the point is uncommon syllabus creates barriers for national level common test. That kind of a sentence is here in the presentations. Presentation made by one eminent personality here. Which means that in the country, we know that different states have different kinds of particular nature. And we, the system which we are kind of particular, yes, plurality of our country. So this examination system that should not be able to unify the curriculum and syllabi of the entire country. That is what we are appealing here. So the examinations and assessment system actually it is a part of curriculum. And it is nothing, it is entirely different from the curriculum. So this kind of discussions are most welcome. And we know each other what the things are going on in different states, in different level and boards. And this kind of platform is a beautiful one to share our ideas and other things. So that is what and also the data which that was presented here is not sufficient to say that all these things are due to the examination. The dropouts are happening in our country. That is what my disagreement with what is being presented here from the part of our honourable presenter. And now I hand over my mic to the SPD Kerala Dr. Supriya.

**Good afternoon everybody. I am Supriya, SPD Kerala.** Let me congratulate the Ministry of Education and PARAKH for providing a common arena for sitting together for a while and listening and chatting on a crucial

issue in India. And my one clarification that I would like to have from Venkat sir is on the summary results higher secondary 2022 students. There he presented that the percentage, there is a difference in the percentage who passed. And he says that because of this difference in percentage, that is what I understand. Because of this difference in percentage, the dropout happens in the country. So has he deduced such a conclusion or such a finding from the statistics presented by him or is there any other source which helped him to arrive at such a finding.

That is my doubt. Thank you.

**Good afternoon everybody. I am Prabhat Raj Tiwari from Madhya Pradesh. I am the Secretary of Madhya Pradesh School Education Board and Sanskrit Board in the state. Mr. Srikant Banot is the secretary of Madhya Pradesh School Education Board. And from our education department, Mrs. Anubhav Srivastav, who is the Commissioner of Public Instruction in our school education. And Rajiv Singh Tomar, who is the additional director in total. Mr. Venkat had said a special thing for open school. We have already started that in Madhya Pradesh. As soon as the examination of the board ends, the data of the school education board is shared. The open school education board makes it available digitally to fill the form. And within 10 days, there is a special examination. It does not have a filter of who can and cannot appear. The students who fail, they are given the opportunity to sit in it. In this, approximately 30% of the students sit. They all don't participate in it. But approximately 30% sit and 45% pass.**

First of all, I would like to thank the Education Secretary of our country. He has brought the entire school education board on a platform. This is a great thing. I would like to welcome him with a round of applause. It was a great thing. And today, we have heard the education secretary. And his views are very respectful useful for everyone. Before that, all the school education boards in the country, There is a meeting every time in the leadership of COBSE. The chairman of COBSE is also present in this meeting. The last

meeting was held in Madhya Pradesh. In which approximately 40 boards from all over the country were gathered. From the school education boards. This is the experience we have got from this meeting.

I would like to thank the Education Secretary and the team of PARAKH. Who has made this opportunity available. Which has been given in the national education policy. Especially for starting this platform. I would like to thank them. I would like to thank the education secretary of Madhya Pradesh and the team of PARAKH.

**Greetings from Nagaland** First of all, I would like to thank the Ministry of Education for organizing this program. Bringing us all together to share concerns and learn from one another. In the state, we have given the provision of introducing vocational education in our schools to the private schools. Almost 35% of our private schools have come forward for introduction of vocational education since the 2022 session. That is besides the schools under the Samhagra Shiksha program. In this, I would also like to reiterate or request the department to consider finding a solution to give us an opportunity to do the assessment and accreditation for the students who are taking up the vocational courses. I guess at CBSE, they have been given the authority to do the assessment also. Similarly, if this kind of provision can be also extended to the state boards, we would be very happy. Another thing that I just wanted to share with all of you is in the presentation, we have seen that there is a huge dropout rate in our system of education. In the case of Nagaland also, the transition rate, the failure rates are usually high. But I just wanted to say something here. Is it the failure rate, the dropout rates, is it only because of the assessment or the examination system that we have in the country?

Is it only because the boards could not do the proper assessment? Is it because the system is not catering to the needs of the students? That in the presentation, I think we are made to understand in that line. But here, I don't fully agree with the presentation in the sense, when you talk about failure rates and dropout rates, there may be other factors.



*There may be other factors that are contributing to the dropout and the failure rates in our system of education. So, I just wanted to share this concern also. Thank you.*

***I am Dr. Rajiv Kumar Singh, National Institute of Open Schooling, in the capacity of Director Academic.*** *Secretary sir has spoken about how to bring in synchronization between two very vital components of curriculum, that is content and assessment. I might be wrong, but let me have a very candid admission, sir. Today, the content and the assessment are not talking to each other. One hand, content is striving harder to ensure divergent thinking, creativity, critical thinking, inquiry driven and so on and so forth, whereas the present assessment system is totally conformist in its approach. When the assessment is conformist in its approach, when the assessment expects all the students to follow the same line, how this creativity and other such things could be ensured within the four walls of the classroom. I am quite sure, sir, the PARAKH is going to bring in content and assessment in tandem with each other and PARAKH is going to facilitate content and assessment talking to each other further, sir. Thank you so much.*

***I am Avikesh Gupta, Secretary, Punjab School Education Board.*** *When it comes to education, first of all, the most important aspect is books. And in case of Punjab School Education Board, we print books in English, Punjabi and Hindi and we print around about 2.87 crore books every year. And this year, we have ensured that all the books are available to kids in April itself. By 25th of April, we were able to deliver all the books to the kids in government schools. So, I believe this is one of the most important aspects because from where the evaluation will start, it will start from the books. And when it comes to equivalence, in case of science and math, we have adopted NCERT's labels and we actually translate those books into Punjabi and Hindi for the mediums also. So, when it comes to equivalence and promoting standardization, for the certain subjects like science and math, we are already doing it. And to prevent dropouts, we are actually promoting open*

school system also. Around about 50,000 students are in 10th and 12th. And we are trying our bit, but yes, the results are little on the lower side for the open school system. And when it comes to exam, we take 5th, 8th, 10th and 12th exam as board exam. And around about 3.5 lakh students are there in 5th. And approximately we handle around about 15 lakh students in these four categories of exam. There is one concern which I feel important to raise is, when it comes to evaluation, the results, the bell curve is getting skewed. It has shifted towards 33 to 40% of the marks. And actually what is happening, the number of students which are having maximum number of marks is very high. The number of students to have the extremely high marks should also be corresponding to the bell curve. Like, but now it has been skewed that it has almost taken to a trajectory of a parabola. Rather than that of coming down, forming a bell, it is almost a parabola right now. And it is going up. And another point which I, first of all I would like to thank Government of India for organizing this program and allowing us all the boards to come on one platform and discuss our problems also. And to come up with certain solutions, like when we are going to promote standardization, it might lead to compromise on creativity also. Like when there is something standardized on one single pattern, then there will be little compromise on creativity. But at the same time it is very difficult to quantify creativity. Like whenever we are evaluating the kids, we try to quantify them so that the result can be ascertained. Like some parameters, so if we are saying that we have to evaluate them creatively, like one very beautiful line that, which I have taken it from this, that was like joyful experience of evaluation, which I feel like this should be the crux of, like we have to create a system wherein students doesn't feel bored, burdened. At the same time they should be joyful when they are giving the exam. But the problem will be how to quantify that exam so that some parameter can be derived out of it. So that is what we have to look at also. And another thing which I would like to add is, when it comes to 9th, 10th or 11th and 12th, we have 28 streams in National Skill Quality Frameworks, 28 courses which are going in Punjab. And I believe like at certain point of time, if the student is not able to cope up with math, science,

*we should not insist on that he should pass that particular subject. We should not cling that student to the system, so that if he will qualify in these subjects to this extent, then only he will be allowed to go out of the system. But at the same time we should make a system in which, like the skill he wants to retain, if we can make a 12th class boy or a girl employable in certain way, then that will be a real success. Thank you very much.*

*Good afternoon, sir. First of all, we are very grateful from **Meghalaya**. We were looking forward to this forum right from the month of February. And now that it has materialized, it has been most fruitful. On behalf of my education department, I am the director of DERT, newly joined. And I would like to tell you that our faculty had started the learning outcomes because you were talking, sir, about what the student learn and how the student learn is how they have been assessed. So learning outcomes from our department is what we have said that it was first mentioned in the Right to Education Act in 2009. And from Meghalaya we had incorporated LOs in our Right to Education State Rules in 2019. But we have found, sir, because it's about schools, so how do we bring together, how do we align together between the schools and the teachers because we find that for learning outcomes to be constituted, we need first to develop the professional learning community with teachers from across levels and subjects within the schools. We need to do that first from what our faculty was saying because NCERT had developed the learning outcomes for both elementary and secondary stage. But we have found when we were working on it that the document does not have the codes for each learning outcome, if this can please be noted. But from Meghalaya in our directorate, we have coded the learning outcome on the 29th of April 2020. With this we have started in a very small way, in a very miniscule way, learning outcome for teachers. And this is where we have done why learning outcomes must be used by all teachers for students to be properly assessed. And then we have tried in a small way to establish structures of professional learning communities in school to help implement the learning outcomes. And we also need another monitoring agency to monitor and supervise the*



professional learning communities to sustain learning outcome-based, school-based assessment. With this, once again, I express my deepest gratitude to the Ministry of Education, Government of India, as well as to PARAKH, as well to NCERT, and the rest of the stakeholders for having a forum such as this. It is most beneficial, and it has brought a very positive outcome for us especially to have this people synergy. Thank you to all the organizers.

Good afternoon, everyone. **My name is Adel Thamwana, representing the Mizoram Board of School Education.** I will keep this very short and brief. I have just two concerns. One is, ever since the NEP 2020 came out, we are working as swiftly and as dynamically as we can to handle all these things. And just recently, the National Curriculum Framework for School Education 2023, the draft document has come out. And that document mentioned that the NCF is designed with the teachers as the primary focus. And it has also mentioned that the teachers are the torchbearers of change. But till today, the document which is to prepare the teachers, the National Curriculum Framework for Teacher Education, has not come out. So, my question is, which should be published first? Which is more important? Since teachers are going to be the torchbearers of change, we need to prepare them first. Maybe we need the NCF TE first. So that is the first one. And the second one is, in the change assessment pattern, I believe that Haryana State Board is the pioneer in this stage. They have introduced the semester system during the 2006-2007 academic session. And after 10 years, they have pulled back and reverted back to the annual system in 2016-2017 academic session. Other state boards have also introduced the semester system, but all have reverted back to the annual system. So my question in this regard is, is this really appropriate to introduce the semester system, taking into consideration the previous precedence? Thank you.

Namaskar to all of you. I am the **President of Uttarakhand State Board.** As it has been said, we have to keep everything brief. So I would like to focus on those points, which have been mentioned in NEP 2020, and we have started implementing them. First of all, I would like to tell you that in

Uttarakhand State, there are NCERT books from 1st to 12th. NCERT books are compulsory in both private and government schools. Accordingly, as NCERT has rationalized its syllabus, we have also rationalized our syllabus, and we have uploaded it on our website. Also, I would like to tell you that in NEP, it has been said that at least two examinations should be given in a year. We have also implemented this in this session. The cabinet has passed this, and its GO will be released in a couple of days. After the board results are released, this time we are going to give an improvement exam. We are going to give an improvement exam to our students. I would like to tell you that we are giving this exam in two subjects at the level of class 10, and in class 12, we are giving it in the same subject for the first time. This is for those students who have not passed that subject. Also, there is a chance for those who want to improve their performance. Those who want to improve their performance, they will get this chance only once. And those students who are unable to clear this in the first chance, they will get a chance in the main examination of the next year, and we will give them a chance in the next year's improvement exam. So, we are going to give them three chances. This is how we have made changes in this. Along with this, we are talking about our assessment system. The guidelines of the exam will be followed. Along with this, we have not issued any guidelines from our level yet. But we have started working on it from our level. And last year, in class 10 and class 12, we have added the internal assessment and project part to every subject. And at the level of class 10, if you achieve 33% marks, the students will consider it as a qualifying exam. And we have not done this in class 12 yet. Along with this, we are working on language subjects in class 9 and 11. We are talking about multilingualism in NEP. So, how can we do this? We are working on it at the level of class 9 and class 11. And because class 11 starts from July, we will launch our language change syllabus before July. Lastly, I would like to thank the Government of India and NCERT for giving us this platform. All the board members are gathering here and we are sharing our experiences with each other. Thank you very much. Thank you.

👤 **Shri Sanjay Kumar, Director of the Directorate General of Training (DGT)**, focused on the creation of a skilled populace for the future market in India. Shri Kumar highlighted the demographic dividend of India and its potential to drive economic growth. He discussed the future market dynamics, including Industry 4.0, emerging sectors, and evolving job roles. The session provided a comprehensive overview of the skill ecosystem in India, emphasizing the initiatives undertaken by the Ministry of Skill Development and Entrepreneurship (MSDE) and the importance of skill development for long-term economic success.



Recognizing the Demographic Dividend: Shri Kumar began by acknowledging India's demographic dividend, emphasizing the potential of its young population in shaping the country's economic trajectory. He highlighted the need to

harness this demographic advantage by equipping the youth with relevant skills to meet the demands of the future job market. Understanding the evolving nature of industries and job roles is essential for effective skill development.

Efforts by the Ministry of Skill Development and Entrepreneurship: The speaker discussed the role of the Ministry of Skill Development and Entrepreneurship (MSDE) in skill development. Shri Kumar emphasized the MSDE's focus on enhancing scale, quality, and the aspirational value associated with acquiring skills. He highlighted the schemes and programs initiated by the Directorate General of Training (DGT) for long-term skilling. Improving the long-term training ecosystem, ensuring academic equivalence to vocational qualifications, and training trainers through institutes like the National Skill Training Institutes (NSTI) and Industrial Training Institutes (ITOTs) were key areas of emphasis.



**Key Skill Development Initiatives:** The session shed light on various skill development initiatives, including both long-term and short-term programs. The Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendra (PMKK), and Jan Shikshan Sansthan (JSS) were highlighted as important schemes. These programs aim to empower individuals with vocational skills, enhance their employability, and bridge the gap between industry requirements and workforce capabilities.

**The Significance of Apprenticeship Programs:** The session emphasized the significance of apprenticeship programs as a crucial component of skill development. He provided an update on the progress of these programs and highlighted their role in providing practical, hands-on training to bridge the gap between theoretical knowledge and industry requirements. The role of Sector Skill Councils and the National Council for Vocational Education & Training in promoting industry collaboration and ensuring skill standardization was also discussed.

**Embracing Technological Advancements in Skill Development:** The speaker emphasized the transformative power of digital learning and the adoption of technology in the skilling landscape. Keeping pace with technological advancements is crucial for preparing a skilled workforce for the future market. Shri Kumar stressed the need for incorporating digital learning platforms and leveraging technology to deliver skill development programs efficiently and effectively.

The session provided a comprehensive overview of the skill development initiatives and strategies aimed at creating a skilled populace for the future market in India. The session highlighted the MSDE's efforts to enhance scale, quality, and aspiration associated with acquiring skills. It emphasized the significance of long-term and short-term skill development programs, apprenticeship schemes, and the integration of technology in skill development. By aligning skill development efforts with the evolving demands of the future market, India can harness its demographic dividend and empower its youth to contribute to the nation's economic growth and prosperity.

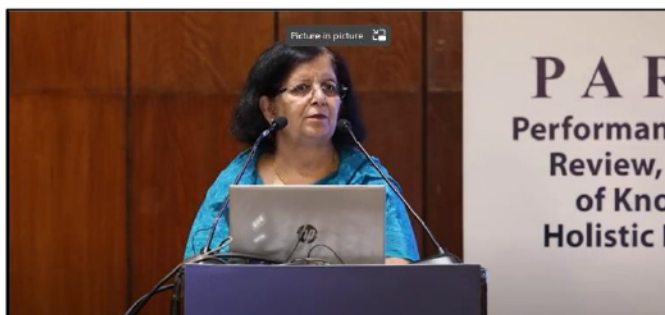
**👤 Dr. Neena Pahuja from the National Council for Vocational Education and Training (NCVET)**

The session emphasized the need for a more holistic approach to education and highlighted the National Credit Framework (NCrF) as a vital component for the implementation of NEP 2020. Dr. Pahuja discussed the key features of the NCrF and its role in promoting lifelong learning, industry readiness, and credit recognition across different educational domains.

**Aligning with the Future of Learning/Work Framework:** Dr. Pahuja underscored the significance of future universities aligning with the Future of Learning/Work Framework. She emphasized the concept of "learning to learn," highlighting the importance of nurturing adaptable and resilient individuals who can thrive in an ever-evolving professional landscape. The session emphasized that future-oriented education should equip learners with essential skills and competencies to navigate the challenges and opportunities of the digital age.

**Introducing the National Credit Framework (NCrF):** One of the key highlights of the session was the introduction of the National Credit Framework (NCrF), which serves as a meta framework for the implementation of NEP 2020. The NCrF facilitates the assignment of credits and credit levels, enabling the operationalization of the Academic Bank of Credits (ABC). The framework integrates credits from school education, higher education, vocational education, and experiential learning, promoting a comprehensive and flexible approach to credit recognition.

**Recognizing Experiential Learning and Higher Proficiency Levels:** Dr. Pahuja highlighted how the NCrF ensures the recognition of relevant experiential learning and the attainment of higher proficiency levels through credit



assignments, subject to assessment. This recognition of experiential learning provides students with a holistic and practical learning experience, bridging the gap between theory

and practice. By assigning credits to experiential learning, the NCrF acknowledges the value of real-world experiences and encourages students to acquire industry-relevant skills.

**Enabling Continuity and Industry Readiness:** The NCrF supports continuity in education by providing students with a seamless learning journey. It enables students to become industry-ready through continuous education, ensuring that they possess the necessary skills and knowledge demanded by the job market. The framework encourages students to engage in lifelong learning, enabling them to upskill and reskill throughout their professional careers.


**Flexibility and Multiple-Entry Multiple-Exit (ME-ME) Options:** Flexibility in education pathways is a crucial aspect of the NCrF. Dr. Pahuja highlighted the multiple-entry multiple-exit (ME-ME) options offered by the framework, allowing learners to customize their educational journey according to their needs and aspirations. This flexibility ensures that learners can enter and exit educational programs at different stages, accommodating diverse learning preferences and career trajectories.

**Academic Equivalence and Inclusive Education:** Dr. Pahuja emphasized the importance of establishing academic equivalence between general and vocational streams under the NCrF. This integration extends to the National Skills Qualifications Framework (NSQF) aligned courses in school education. By providing academic equivalence, the NCrF promotes inclusivity and recognizes the value of vocational education, ensuring that learners have equal opportunities for skill development and career advancement.

Dr. Neena Pahuja's session on the National Credit Framework (NCrF) highlighted its crucial role in fostering holistic and lifelong learning. The NCrF enables credit recognition across different educational domains, promoting industry readiness and providing learners with a comprehensive learning experience. By integrating experiential learning, ensuring academic equivalence, and offering flexibility in education pathways, the NCrF empowers learners to chart their educational journeys according to their



interests and aspirations. The NCeF, aligned with the objectives of NEP 2020, serves as a catalyst for transforming the education system, fostering inclusive and flexible approaches to learning, and equipping learners with the skills and competencies necessary for success in the future.

 **Prof. Indrani Bhaduri, Head PARAKH and Dr. Jonas Bertling PARAKH Project Lead, ETS** The session delved deep into the journey towards achieving equal quality access to learning and assessments in India. It emphasized the need for equivalence among educational boards, the establishment of norms and standards for student assessment, and the importance of a common set of learning standards across different grades. This collaborative approach aims to ensure equal opportunities and resources for all students, regardless of their educational background or board affiliation.

**Importance of Equivalence in Education:** Prof. Bhaduri and Dr. Bertling highlighted the significance of equivalence in education. It establishes common learning and assessment standards for all school children in the country. Equivalence enables effective monitoring of achievement and learning outcomes, encourages alignment of assessments with skill requirements, and facilitates credit transfers as per the National Education Policy 2020 (NEP 2020).

**Collaborative Approach:** The presentation outlined a collaborative approach consisting of several steps. It begins with assessing current practices, followed by the establishment of standards. Support, supervision, and scaffolding are provided to education boards. The practices are then reassessed and evaluated. The transition from standards to benchmarking is emphasized, with a focus on developing high-quality, inclusive, and equitable assessments. The process involves incorporating stakeholder input and evolving with the practices of PARAKH and education boards over time.



**Dimensions of Equivalence:** The two dimensions of equivalence were described i.e., equivalence in assessments through question paper analysis and equivalence in opportunities through a board questionnaire. A pilot study on question paper analysis has been

conducted with 10 education boards, revealing variations in item types, thinking skills, and content across different boards and subjects. The development of an opportunity questionnaire is underway to gain insights into infrastructure and opportunities available to students. A board questionnaire is also being drafted to explore broader themes related to student assessment.

**Expected Impact:** The question paper analysis and board questionnaire are expected to inform the development of standards and guidelines, provide a dataset for research and policy insights, and create individual dashboards for each board as a step towards benchmarking.

**Next Steps:** The presentation outlined the next steps in the journey towards equivalence in education. This includes engaging with each board, providing detailed instructions for rating question papers and filling out the infrastructure questionnaire, establishing a digital PARAKH portal for data download and upload, conducting the main study data collection from June to August 2023, and presenting the final detailed report with defined standards and guidelines in November 2023.

Prof. Bhaduri and Dr. Bertling's insights shed light on the path towards achieving equal quality access to learning and assessments in India. By focusing on equivalence among educational boards, establishing standards, and incorporating collaborative efforts, the aim is to provide equal opportunities for all students. The ongoing pilot studies and the development of questionnaires will contribute to informed decision-making and the creation of standardized guidelines. The envisioned impact includes improved

assessment practices, research insights, and benchmarking to ensure equitable and inclusive education for all.

**👤 Smt. Lamchonghoi Sweety Changsan, Additional Secretary, DSE&L, MoE** gave the closing speech summarizing the key discussions and



highlighting the importance of collaboration and parity among education boards.

Smt. Lamchonghoi Sweety Changsan commenced by expressing her gratitude to all the

attendees, particularly the state secretaries, Chairpersons of the Boards, SPDs, Directors and other representatives who made special efforts to participate in the conference. She emphasized the significance of this gathering, as it provided a unique opportunity for education board representatives to engage in meaningful interactions.

She acknowledged the National Education Policy 2020, which stresses the importance of assessments and recognizes the crucial role played by education boards. Smt. Changsan expressed her optimism and enthusiasm for future interactions with the education boards, through the PARAKH platform.

The speaker highlighted the diverse range of education boards in the country, with 62 boards identified so far. These boards include general education, secondary, higher education, open school, vocational or technological education, Madrasa boards, and Sanskrit boards. She also mentioned the national-level boards such as CBSE, NIOS, CISCE, as well as the newly



established Bharatiya Shiksha Board and Maharishi Sandipani Vedic Shiksha Board.

Smt. Changsan emphasized the need for parity and equivalence amongst education boards. She clarified that equivalence does not imply uniformity, but rather aligning core elements such as content, teacher development, pedagogy, and assessment practices. The PARAKH platform, housed within the NCERT, aims to facilitate this process and foster collaboration among education boards.

The speaker discussed the forthcoming detailed study on assessments, beginning with school education boards. She requested the active participation of education board representatives in responding to the detailed study questionnaire. Their inputs would assist in understanding the evaluation system and identifying areas for improvement.

Smt. Changsan emphasized the importance of data analysis at the state board level. While the conference provided a macro-level overview, she encouraged state boards to analyze their specific data, which would reveal significant findings and often overlooked elements.

The speaker expressed the intention to continue meetings and discussions with education boards, including cluster-based meetings with boards in specific regions. She also sought support in analyzing data provided by the Directorate General of Training (DGT). The PARAKH platform aims to establish equivalence among boards and further explore school-based, large-scale, and classroom assessments.

Smt. Changsan highlighted the need for clarity on the governance systems of state boards. While CBSE operates as an autonomous body under the Ministry of Education, she acknowledged the lack of information regarding the governance systems of state boards. Understanding the functioning of boards would help identify areas for improvement.

Finally, the speaker addressed the issue of sports education. PARAKH sought comments from education boards on establishing a National Sports Education Board or integrating sports into existing national boards. Smt. Changsan encouraged education board representatives to provide insights on mainstreaming sports education and supporting talented athletes in pursuing their education alongside their sporting careers.

In conclusion, Smt. Sweety Changsan's summarized the key discussions and emphasized the importance of collaboration, parity, and data analysis among education boards. The PARAKH platform and its forthcoming detailed study on assessments will serve as crucial tools for achieving these objectives. The conference provided a valuable opportunity for education board representatives to engage in constructive dialogue and work towards a more cohesive and effective education system.

#### **Shri Rahul Pachori Deputy Secretary MoE**



He delivered the vote of thanks. He said that education is a fundamental pillar of any society, and assessments and examinations play a pivotal role in evaluating student learning and academic progress. The Indian education system, with its diverse boards and examination

patterns, has been a subject of significant discussion and debate over the years. The need for a comprehensive understanding of school assessments and examination practices, as well as the establishment of equivalence across different boards, is crucial for ensuring fairness, transparency, and quality in the education sector. He expressed his thankfulness to all the attendees, particularly the State Secretaries, CBSE, Director NCERT and team PARAKH, NCTE, Commissioner Kendriya Vidyalaya, NCVET, Chairpersons of the Boards, SPDs, Directors, and other representatives who could to participate in this meet to make it a success.





