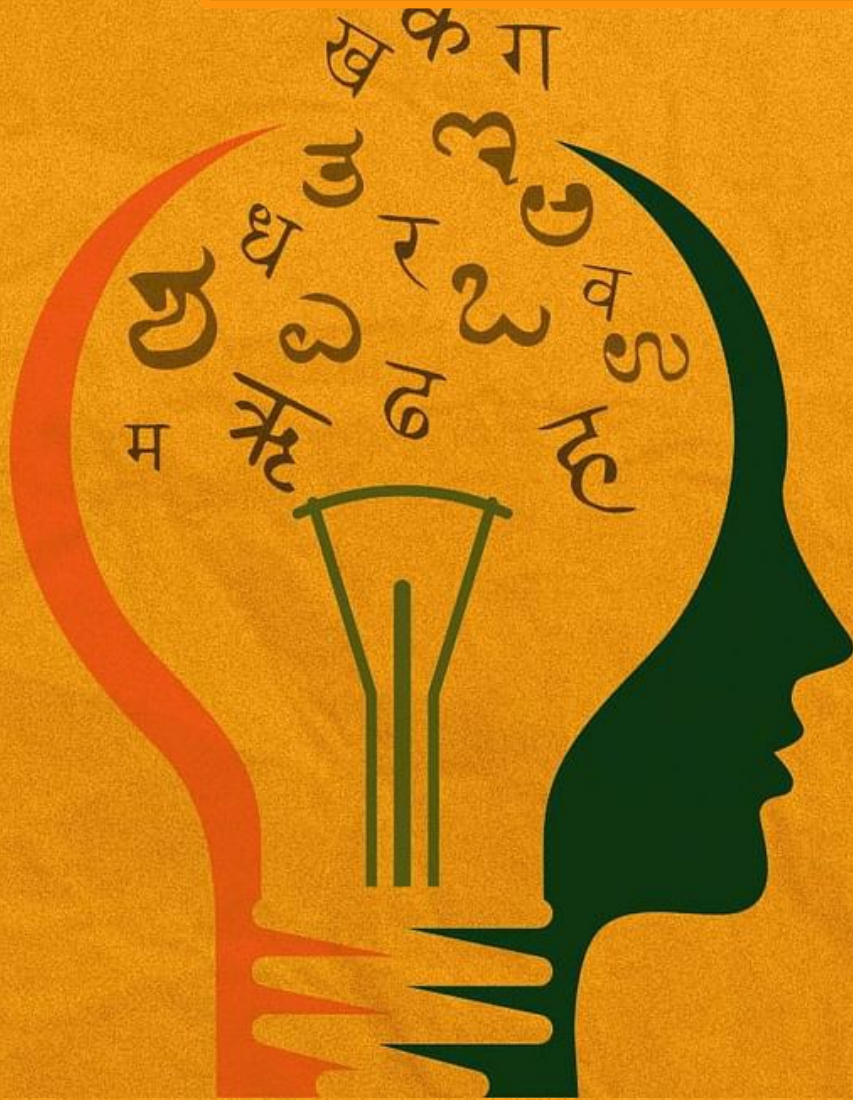






# NEP : ASSESSMENT & EXAMINATION

## REFORMS



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# WHAT ZONE ARE YOU IN ?

Blue	Green	Yellow	Red
			
<p>Sick Sad Tired Bored Moving Slowly</p>	<p>Happy Calm Good to Go Focused Ready to Learn</p>	<p>Frustrated Worried Silly/Wiggly Anxious Excited</p>	<p>Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space</p>

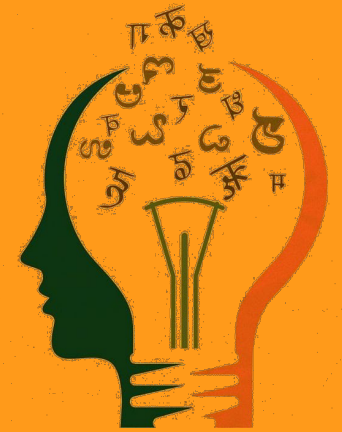




# WHY



# NEP 2020 - A BRIEF OUTLINE



# THE FUNDAMENTAL PRINCIPLES OF THE POLICY

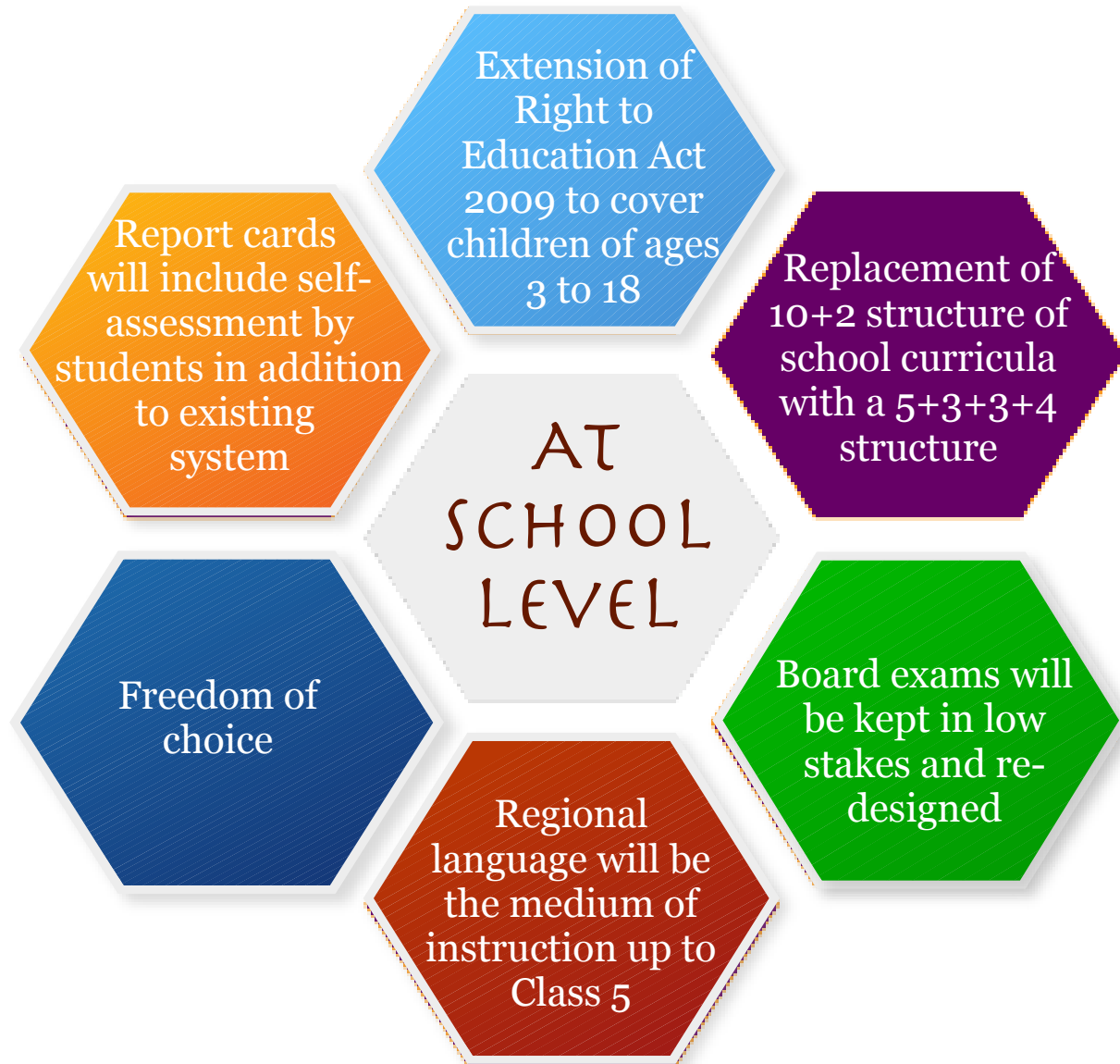
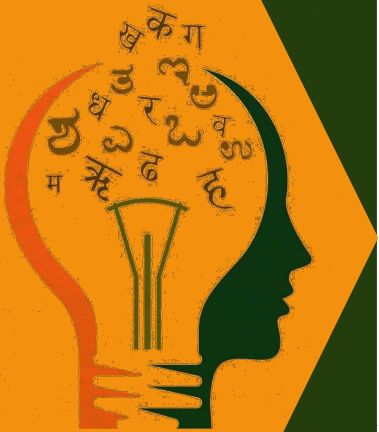


- \* Recognizing, identifying, and fostering the unique capabilities of each student
- \* Full equity and inclusion
- \* Promoting multilingualism and the power of language

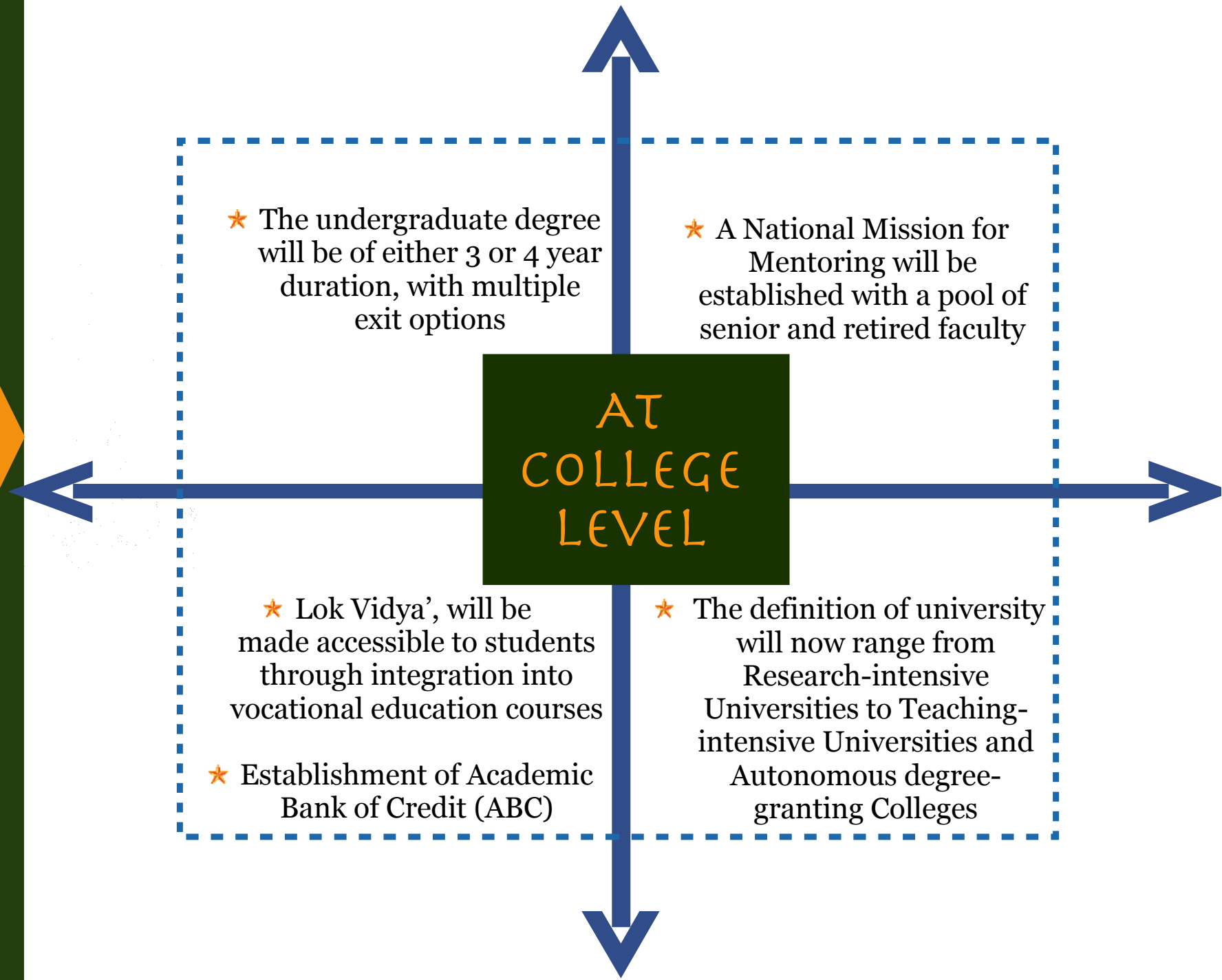
- \* A 'light but tight' regulatory framework
- \* Respect for diversity and respect for the local context
- \* Synergy in curriculum across all levels of education

- \* Emphasis on conceptual understanding
- \* Teachers and faculty as the heart of the learning process
- \* Substantial investment in a strong, vibrant public education system

# A QUICK GLANCE ON KEY CHANGES



# A QUICK GLANCE ON KEY CHANGES



# NEP - ASSESSMENT & EXAMINATION REFORMS





CHANGING

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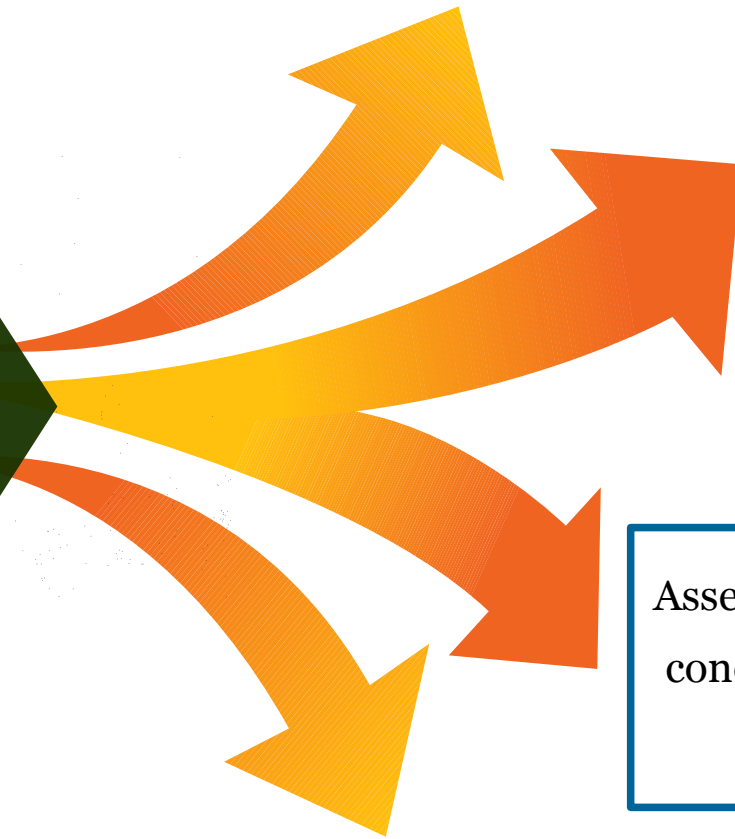
ASSESSMENT

Continuous tracking of learning  
outcomes of each child

Board exams to be more  
flexible, with assessment of  
essential skills

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

AI-based software to help track the  
progress of the Students to enable them  
to make optimal career choices



# CHANGING

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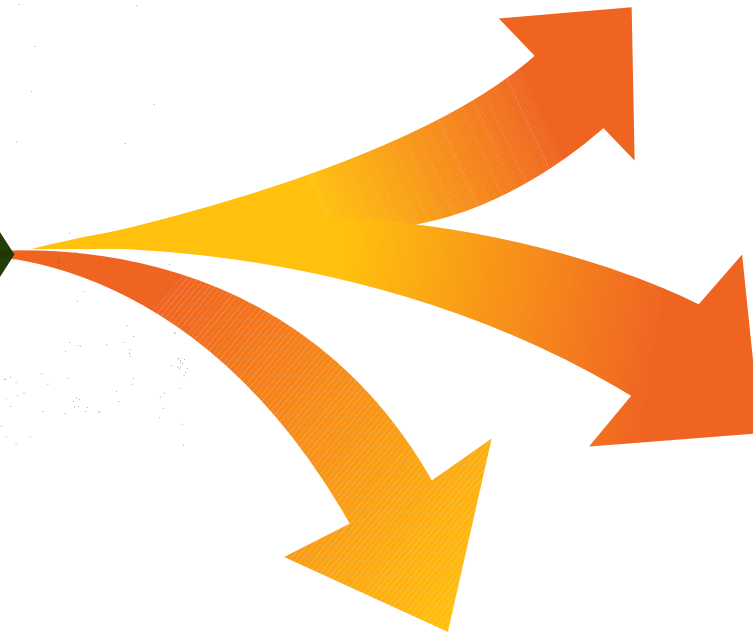
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# ASSESSMENT

The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, to eliminate the need for taking coaching for these exams

Self Assessment and Peer Assessment

National Assessment Centre will help in bringing greater synergy in board exams conducted by various Boards of Assessments



# ASSESSMENT REFORMS

- \* NEP 2020 envisages a shift from summative assessment to regular and formative assessment
- \* All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority
- \* Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim
- \* A new National Assessment Centre, PARAKH will be set up as a standard-setting body



# FEATURES OF ASSESSMENT



Regular,  
formative  
and  
competency-  
based

Focuses on  
'assessment for  
learning'

Tests higher-order  
skills (analysis,  
critical thinking  
and conceptual  
clarity etc.)

Promoting  
learning and  
development of  
students

# KEY HIGHLIGHTS ON BOARD EXAMINATIONS

Board exams for  
classes 10 and 12 to  
continue

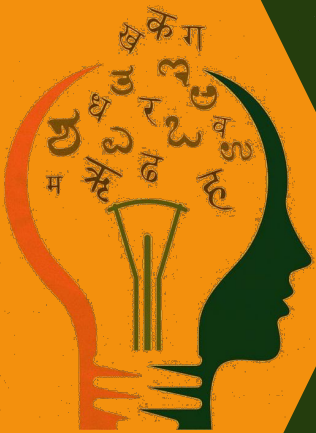
Board exams to  
focus more on  
testing core  
capacities

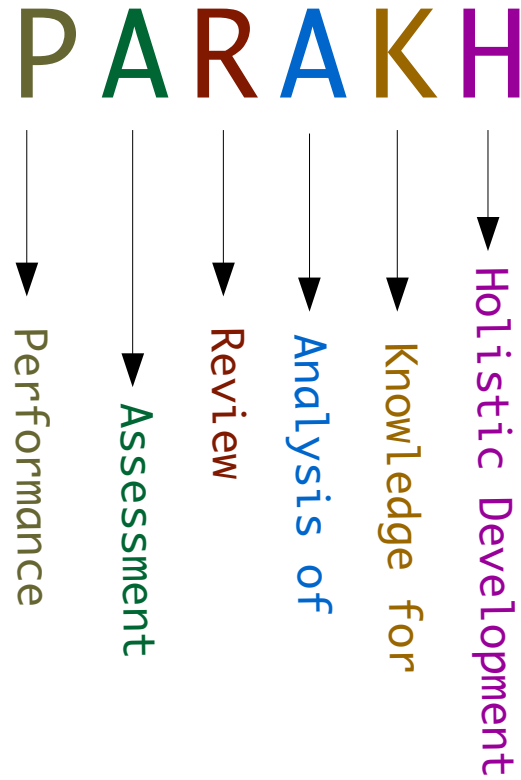
No rigid  
separation  
between Arts &  
Science streams

Boards could  
become modular,  
i.e. will be  
conducted twice in  
a year

Boards might  
develop further  
models for exams  
like annual/  
semester/modular  
modes

Flexibility to  
choose subjects as  
per preference





## OBJECTIVE

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

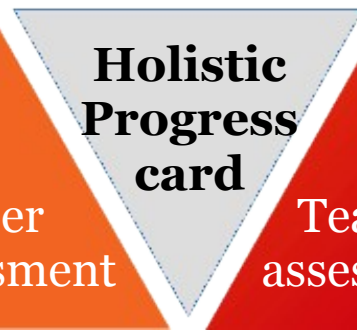
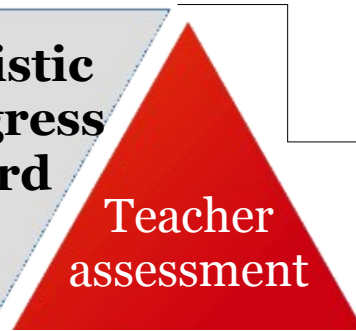
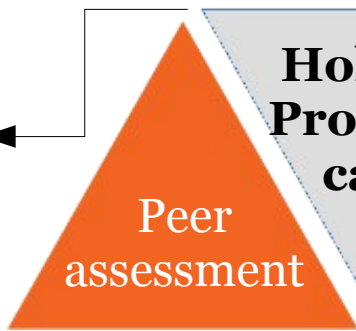
# HOLISTIC REPORT CARD

It will reflect the progress and uniqueness of learner in the cognitive, affective, socio-emotional, and psychomotor domains.

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

It will form an important link between home and school and will be accompanied by parent-teacher meetings

It would provide teachers and parents with valuable information on how to support each student in and out of the classroom



A holistic, 360-degree, multidimensional report

Serves to identify the strengths and areas of improvement of an individual, so as to facilitate a clear-cut action plan





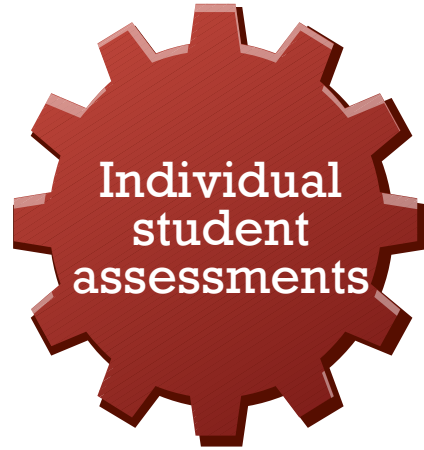
What NEP 2020 says  
about school  
assessments ?



There are multiple kinds of assessments that can be used to measure learning levels among students

Here are the two major kinds of

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These assessments refer to the kind that evaluates each student individually

These can be formative where every student is assessed on an ongoing basis, or summative where each student is evaluated at the end of a module, chapter, or academic year.



These account for evaluation of schools, regions, or education systems

Evaluating education systems at a large-scale provides a system-level understanding of learning outcomes to inform education policy and practice. These are held at a national or international level



There are two ways of conducting large-scale assessments:-



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## Sample assessments

- \* Sample assessments provide representative information about learning outcomes at an aggregated level – district, block, state, etc

- \* A select number of students from a particular school or socio-economic background are evaluated as a sample

## Census assessments

- \* Many education systems have adopted a census-based approach to learning assessments as a key pillar in their education reforms

- \* They measure and report the performance of schools and students and provide a comparable marker for school quality

# WAY FORWARD

The results from these assessments shouldn't be used to pass or fail students, or add additional pressure; they should be strictly used for improvement purposes

Reliable data in-itself can be an important goal for the system to achieve along with improvement in learning outcomes over assessment cycles

Retests could also be conducted to gauge the validity of the data after a test cycle & year-on-year retests could provide the system with a reliability score, improvement of which could be incentivised

To make it harder for the system to misreport data, additional security practices can be implemented such as external involvement in paper correction, presence of external invigilators, etc



# REFERENCES

- ✓ NATIONAL EDUCATION POLICY 2020 HOLISTIC PROGRESS CARD |  
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- ✓ What NEP 2020 says about school assessments |  
<https://centralsquarefoundation.org/>
- ✓ Decoding NEP 2020 for private unaided schools |  
<https://timesofindia.indiatimes.com/>
- ✓ National Education Policy summarised | <https://www.rajras.in/>
- ✓ NEP, 2020 ASSESSMENT REFORMS
- ✓ Principles of Good Practice in Learning Assessment, ACER, UIS and UNESCO





THANK YOU !!

