

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

RAJYA SABHA
UNSTARRED QUESTION NO. 367
ANSWERED ON - 06/12/2023

Assessment of learning outcomes

367 **Shri Derek O' Brien:**

Will the Minister of *Education* be pleased to state:

- (a) the steps being taken to include learning outcomes as a compulsory parameter in school evaluations;
- (b) details of existing dataset in this area currently, State-wise; and
- (c) the details of steps being taken to minimise the gaps in assessment design across various states?

A N S W E R

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SMT. ANNPURNA DEVI)

(a): As per NEP 2020 “To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.” Accordingly, National Assessment Centre, PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) was set up in NCERT as an independent constituent unit vide Notification no. 1-4/2012-EC/ 101- 164 of NCERT dated 8th Feb, 2023, to fulfil the basic objectives of setting norms, standards, guidelines and implement activities related to student assessment.

(b): The Government of India has been implementing a rolling programme of sample based National Achievement Survey (NAS) aimed at classes III, V, VIII and X with a cycle of period of three years. The National Council of Educational Research and Training (NCERT) has been periodically conducting NAS. The objective of NAS is to evaluate children’s progress and learning competencies as an indicator of the health of the education system, so as to take appropriate steps for remedial actions at different levels. The last round of NAS was conducted on 12.11.2021 and had assessed students in Language, Mathematics & Environmental Science for class 3 & 5; Language, Mathematics, Science & Social Science for class 8 and Language,

Mathematics, Science, Social Science and English for class 10. About 34 lakh students of 1.18 lakh schools of 720 districts from both rural and urban areas were assessed from (a) Government Schools (Central Government and State Government) (b) Government Aided Schools; and (c) Private Unaided Schools. Further, National, State and District report card of NAS 21 demonstrating the performance of students from each type of schools, including Government Schools (Central Government and State Government), Government Aided Schools and Private Unaided Schools have been released in public domain on 25.05.2022 at <http://nas.gov.in>.

(c): In order to minimise the gaps in assessment design across various states PARAKH has also undertaken study on equivalence across the boards and is actively involved in development of Holistic Progress Card for all four stages outlined in the NEP 2020: Foundational, Preparatory, Middle, and Secondary stages. PARAKH conducted the State Educational Achievement Survey (SEAS) on November 03, 2023. The assessment was administered on learners from Grades 3, 6, and, 9 in order to assess the achievement of learning outcomes in Foundational Literacy, Foundational Numeracy, Language and Mathematics at the end of foundational, preparatory and middle stage. The assessment was administered in 30 States/UTs on an approximate sample of 8 million learners. One of the noteworthy features of SEAS-23 is the expansion of the sample size of students to understand the learning outcomes at the block level.

Moreover, under Samagra Shiksha, States/UTs are supported by providing funds in the range of ₹ 10 to 20 lakh per district, depending on the size of the districts and states, for periodic assessments of students' academic progress from 3rd to 12th grades together with school evaluation. States/UTs use this fund for a variety of initiatives including State Level Achievement Surveys, School Based Assessment, and post-NAS activities.
