

**GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY**

**RAJYA SABHA
UNSTARRED QUESTION NO-231
ANSWERED ON –27/11/2024**

High Failure Rate in State Boards

**231 Shri Shaktisinh Gohil:
Smt. Ranjeet Ranjan:
Smt. Phulo Devi Netam:**

Will the Minister of EDUCATION be pleased to State:

- (a) whether Government has identified the reasons behind the higher failure rates in State board exams compared to Central Boards;
- (b) whether Government is planning to improve passing rates in State boards and support students who did not pass these exams; and
- (c) the measures taken by Government to ensure that students in State boards receive equitable academic support and resources to achieve comparable outcomes with Central Board students?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SHRI JAYANT CHAUDHARY)

(a) to (c): Education is a subject in the concurrent list of the Constitution of India, and all State Education Boards are under the administrative control of the respective State Governments or Union Territory (UT) administrations. The Central Board of Secondary Education (CBSE) and the National Institute of Open Schooling (NIOS) are Central Boards under the Ministry of Education.

In pursuance of the recommendation of the NEP 2020, the National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), was established on 8th February, 2023 by the Ministry of Education under the National Council of Educational Research and Training (NCERT). PARAKH's primary objective is to establish norms, standards, and guidelines for student assessment and evaluation across all recognized school boards in the country and to ensure equivalence of academic standards among learners across all school boards.

PARAKH, in its equivalence report, has found that there exists a lot of differences in the educational standards, curricula, assessment methodologies, and outcomes across different school boards. These differences are particularly evident in question papers, which vary in (a) domains of learning (such as remembering/recall, understanding, applying, analyzing, evaluating, and creating), (b) typology of questions (essay, short-answer, very short-answer, objective/multiple-choice), and (c) the difficulty level of questions (easy, medium, difficult).

PARAKH is closely working with school boards and conducting various workshops on equivalence of academic standards among learners across all school boards. Equivalence is the process of recognizing and validating the academic qualifications, curricula, and examinations of different educational boards as being of comparable value and rigor. The goal of equivalence is to ensure that learners' credentials are fairly acknowledged across various educational institutions and regions, facilitating mobility and access to opportunities. The key aspects of equivalence among school boards includes: (a) Curricular Semblance: Ensuring that learning competencies are comparable across boards, (b) Assessment Standards: Establishing consistent assessment methods and scoring criteria to reflect similar expectations of learner performance, (c) Administrative Practices: Standardizing governance and operational procedures among different boards, (d) Inclusiveness: Promoting equitable access to education for all learners, regardless of their background or learning needs, and (e) Infrastructure Quality: Ensuring educational facilities and resources are consistent across different regions and boards.

PARAKH also acts as a platform for sharing best practices and ensuring academic equivalence across various school boards, fostering fairness and uniformity in student learning outcomes. It provides guidance to school boards on new assessment patterns, the latest research and promotes collaboration among school boards. The series of workshops organized by PARAKH is a critical step towards improving passing rates in school boards and supporting students who have not passed their exams by standardizing question paper templates and enhancing the capacity of question paper setters across school boards. Restructuring assessment methodologies is crucial for reducing rote learning and focusing on critical thinking and the evaluation of core competencies to enable student mobility across school boards and schools without disadvantage due to differing assessment systems.
