

India

**READ 2
Trust Fund Grant
2017–2019**

CONTEXT

Almost two decades of basic education programs have greatly expanded access to education in India. Twenty-four of India's twenty-nine states have already achieved universal primary enrollment and others are approaching this milestone. More girls are now in school—there are 93 girls for every 100 boys in primary school compared to 90 girls for every 100 boys in 2001. Having improved access, India is investing in upgrading the quality of education provided to improve learning outcomes, as described in its new *National Education Policy 2020*. Likewise, the country is seeking to ensure that all those enrolled are retained in school until they complete elementary education (Grade 8). India's Ministry of Education is committed to monitoring the quality of learning and to using assessment results to make evidence-based reforms.

FOCUS AREAS OF READ TRUST FUND GRANT SUPPORT

Establishing a regional network on student assessment

Improving capacity to generate and use assessment information

Building capacity to implement large-scale assessment reforms

AS A RESULT OF THE READ TRUST FUND, INDIA IS:

Increasing capacity in the country to assess student learning and thus equipping education stakeholders to conduct evidence-based education interventions

India administered National Achievement Survey (NAS) tests to approximately 2.2 million third, fifth, and eighth graders across all states and districts in the country; it also administered NAS tests to over 1.5 million tenth graders—these achievements represent the first time India has assessed student learning on such a large scale.

The NAS team has made substantial improvements to the quality and utility of the NAS data, including enhancing the use of background data to better understand drivers of learning, collecting new data to support the creation of performance-level benchmarks and descriptors, and designing user-friendly report cards for state and district administrators and school leaders.

India also administered a separate Learning Outcomes Test to 35,000 students in Jharkhand, Madhya Pradesh, and Odisha, and the results were used to cross validate the NAS grades 3, 5, and 8 results.

Building a strong regional network for the sharing of good practices and resources on large-scale assessment

India organized the first regional conference on large-scale learning assessments. In April 2018, over 120 policymakers and assessment officials from eight South Asian countries, as well as from Vietnam, Chile, Indonesia, and international agencies came together for a conference that provided an opportunity for policymakers and practitioners to share practices and to learn from each other's experiences in introducing large-scale assessment reforms.

Enhancing the understanding and appropriate uses of assessment data to improve learning

State and District Report Cards for 610 districts across 34 states for the NAS Grade 10 were produced and distributed. The incorporation of performance-level descriptors into these Report Cards provides information to key stakeholders on student NAS results in terms of performance levels in a given subject area.

A workshop was held for education policymakers and practitioners—including representatives of the Ministry of Education of the Government of India, and the Indian states and entities participating in PISA 2022—that provided training on approaches to analyzing assessment data at the state and district levels to inform policymaking.

Becoming better prepared to successfully participate in PISA 2022

In 2018, India announced that it will participate in PISA 2022 for the first time since 2009. The READ Trust Fund grant to India has provided government officials with exposure to PISA test items, testing patterns, analysis, and reporting standards through a study visit to the Organization of Economic Cooperation and Development (OECD). Likewise, a team from the OECD visited India for an Orientation Workshop on a Capacity Needs Analysis to be carried out for PISA 2022. The workshop highlighted the value of the India-Russia learning partnership, as well as the possible benefits of India learning from Southeast Asian countries such as Indonesia, Singapore, and Vietnam.