### ****Mizoram Board of School Education and PARAKH Host Workshop on Holistic Progress Card and Question Paper Standardization to Transform Assessment Practices****

* + The Mizoram Board of School Education (MBSE), in collaboration with **PARAKH** (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), NCERT, is conducting a **five-day workshop** from **February 3 to 7, 2025** on **Holistic Progress Cards (HPC) at the Secondary Stage** and **Standardization of Question Paper Templates**. This initiative, aligned with the **National Education Policy (NEP) 2020**, aims to enhance assessment practices and promote equivalence across state boards.
	+ The workshop was chaired by **Ms. Sarah Lalengzami Pachuau**, Secretary, MBSE, who welcomed participants and highlighted the urgency and significance of PARAKH’s initiative in transforming student assessment. Upon invitation of the chair the workshop was inaugurated by Mr. David Lalthantluanga, IAS, Special Secretary to the Govt. Of Mizoram, School Education Department. He highlighted the importance of implementing the Holistic Progress Card (HPC) in Mizoram to move beyond traditional marks-based assessment toward a more comprehensive evaluation of students’ cognitive, social, emotional, and physical development. He acknowledged challenges such as aligning HPC with the existing Integrated Evaluation Scheme (IES), training teachers, and addressing financial and logistical concerns. However, he emphasized that this shift is essential for making education more meaningful and preparing students for the future. He called for collective efforts from all stakeholders to successfully implement the HPC and enhance Mizoram’s education
	+ In her keynote address, **Prof. Indrani Bhaduri**, CEO of PARAKH, commended the collaborative efforts of state boards in advancing assessment reforms. She emphasized the critical role of **Holistic Progress Card** in ensuring a well-rounded evaluation system and stressed the importance of standardized question paper templates for maintaining parity among different boards.
	+ Over the course of five days, the workshop will focus on meeting the transformative assessment demands outlined in the National Education Policy (NEP) 2020, particularly through the Holistic Assessment strategies and Equivalence of Boards. The program included hands-on sessions that will cover:
* **Creation of Assessment Rubrics as per HPC**
* **Deconstruction of State Question Papers**
* **Assessment Design and Blueprint Creation**
* **Question Paper Analysis and Framing of good Questions**
* **Preparation of Model Question Paper**
	+ The overarching goal of the workshop is to empower participants with the skills needed to implement the HPC framework at the secondary level and to establish a cadre of trained paper setters for future board examinations. Participants will explore the intricacies of mapping the HPC to curricular goals and competencies as outlined in the National Curriculum Framework (NCF**)**.
	+ The training is led by expert resource persons from **PARAKH, NCERT**, with participation from **50 educators**, including teachers from **secondary and higher secondary schools, IASE, and DIET** institutions of Mizoram.
	+ The workshop will also introduce a 3×3 rubric-based assessment system, featuring three levels of competency—basic, proficient, and advanced. This innovative approach aims to provide a more nuanced and holistic assessment of student progress, moving beyond rote learning to competency based assessment through group projects work, individual research work, and classroom interaction at secondary stage.
	+ By aligning assessment methodologies with modern pedagogical practices, this initiative represents a significant **paradigm shift** in school education. It prioritizes **conceptual depth over rote learning**, ensuring improved learning outcomes at all levels.
	+ The enthusiastic participation of educators, coupled with the expertise of resource persons, is expected to make this workshop a resounding success. It lays the foundation for future advancements in **equitable, standardized, and competency-driven assessment practices** across Mizoram’s education system.