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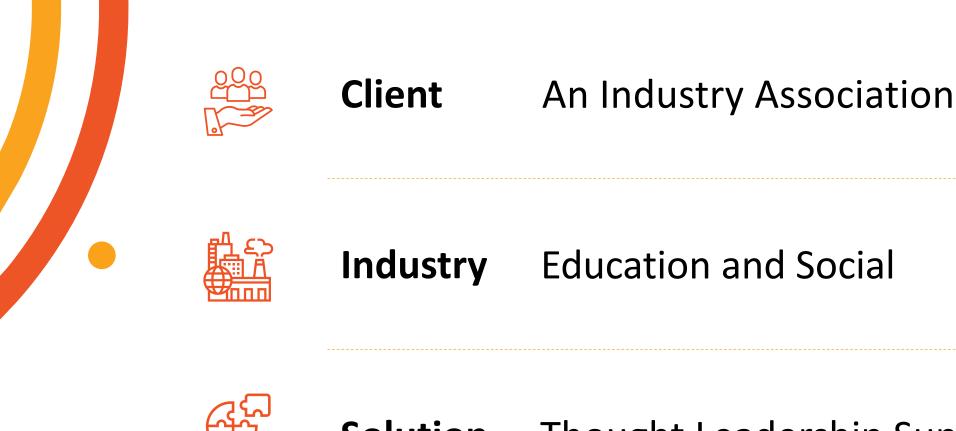
CASE STUDY

# Assessing the Effectiveness of Common University Entrance Test (CUET)

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Solution Thought Leadership Support



Region

APAC







### **OBJECTIVE AND SCOPE**

The client, an industry association, wanted to assess the effectiveness of CUET, its impact on the Indian education system, and its alignment with National Education Policy (NEP) 2020. For this, it sought Benori's support to write a report, highlighting the following:

- The potential challenges it could bring in the longer run
- The recommendations to deal with them through policy amendments







## APPROACH

We conducted in-depth secondary research on the CUET and conducted interviews with senior professionals in academia to understand the impact of changing the education ecosystem on the students, schools, teachers, colleges, and coaching institutes/tuition and their recommendations in terms of policy amendments











### Impact

The research helped the end client in:

- Understanding in detail the alignment of CUET with NEP 2020 and how it helps or deters the education system largely
- Assessing the negative outcomes of the CUET and recommendations to mitigate them





### **Sample Output**

#### Assessing the effectiveness

Assessing the effectiveness of CUET – is it taking away the essence of schooling? The objective of introducing CUET is to eliminate disparities between students from different boards, to minimize the burden of numerous tests, and to reduce bias while evaluating students on conceptual and applied skills as well as knowledge. The CUET brings about the following positive changes:

Quality in the admissions process & Reducing University-based tests

The CUET increases fairness in the admissions process by providing students with equal opportunity to demonstrate their intellectual aptitude. The admissions process is more comprehensive, offering every student a fair chance to enroll in their choice of the institution with a percentile-based scoring system. By eliminating numerous university-specific entrance tests, CUET is expected to relieve strain on both students and the administrative bodies of these institutions.

Flexibility in choosing subjects

Most kids perform well in the topics they enjoy; however, not all children can score well across all subjects, thus reducing their overall percentage. Students who tend to excel in a particular area get penalized for their poor performance across a range of subjects. CUET combines aptitude and subject-specific examinations, giving students the freedom to choose any topic based on their primary interests and the eligibility criteria of their desired university.

However, the above-mentioned positive effects are heavily outweighed by serious drawbacks. The NEP emphasized reforming the existing assessment structure to include an exam, which encourages the holistic development of a student and eliminates the need for coaching classes. The CUET does not seem to serve that purpose, instead, it has been showing the opposite impact.

#### Recommendations

#### Recommendations

CUET is further deprioritizing board examinations and exposing schools to becoming irrelevant in a student's academic life. Schools may be forced to convert themselves into coaching centers, training students on MCQ-type questions, just to ensure attendance.

CUET can act as a reform that can revolutionize the Indian education system. The concept of "One nation, one exam" provides hope of reducing the pressure on young students. The government must focus on tackling the challenges of the teaching-learning system, assessment, rural-urban divide, and coaching culture. This can be achieved through the following:

<u>1. Dilute stake on one exam</u>: To avoid reducing the status of board examinations to a qualifying exam, the weightage should be divided between board exams, even taking into account both 10th and 12th class exams along with CUET scores/percentile. There should also be enhanced focus on extra-curriculars in the board assessments

2. Including portfolio-based assessment and subjective internal assessments: These portfolios can include reading & written assignments, language tests, graphic works, extra-curricular performance, completed tests, lab reports, or other documents that highlight the overall progress/achievement of a student in their school life. Authorities can take inspiration from international best practices such as USA-where admissions are done on basis of portofilo created through SATs, SOPs and GPA of students.

Include subjective-type test: Due to the objective nature of the test, the students lack the opportunity to expand their creativity and get tested on subjective topics. Therefore, CUET should include subjective sections in its tests. Schools should conduct a variety of year-wise tests as a part of assessment and tracking the progress to know the overall caliber of multiple factors including academic excellence, extracurricular performance, and assessment of morals and values. This can help the teachers be more just with exams. The students can be provided with their qualification after successfully clearing the tests just like the UK - A level certification.

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### About us:

Benori is a trusted partner for knowledge solutions across the globe, serving clients from a wide range of industries including Professional Services, Financial Services, Consumer & Retail, Technology & Internet, Industrials & Manufacturing, and more. Our customized solutions strengthen the insights value chain of our clients, empowering them with key insights needed to drive intelligent decision-making and accelerate growth.

Headquartered in India, Benori is uniquely positioned to deliver multilingual research needs of global clients, powered by its digital agility, deep research capabilities and a highly experienced leadership team. Adopting a 360-degree approach, our team employs a combination of diverse methodologies including primary research, secondary research and data modeling, and offers detailed foresight on market trends, competitive shifts, regulatory changes and technological advancements.

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