

AMOGHVARTA

ISSN : 2583-3189



Role and Relevance of NEP 2020 in Evaluation and Assessment

ORIGINAL ARTICLE



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Abstract

The National Education Policy of 2020 (NEP 2020) was recently adopted by the Indian Government to implement major reforms in the country's educational system and establish "India as a global knowledge superpower," replacing the 34-year-old National Policy on Education (NPE), which was framed in 1986. This present study looks at the put Forward evaluation and assessment in the National Education Policy (NEP) 2020 and their feasible outcomes on the Indian Education System in various level. The NEP 2020 focuses on the development and support of technological tools in education for better learning outcomes. This policy emphasizes the important of multi-dimensional evaluation and assessment system. It has introduced several changes to the evaluation and assessment system in India, including a shift away from traditional exam-based evaluation. Traditional test can place a lot of emphasis on a student's achievement in a single examination, which cannot give a complete picture of their academic potential. This present study is a respectful attempt to emphasize the proposed

changes made in the area of evaluation and assessment system proposed in NEP 2020 to that of previous policies. The nature of paper descriptive and analytical nature, the study depends on both type primary and secondary data different views of experts, review of literature, policy documents and empirical data.

Key Words

Assessment, Evaluation, Indian Education system, NEP (2020), Examination System, School Based Assessment (SBA).

Introduction

One of the biggest highlights of this era has been the launch of the much-awaited National Education Policy (NEP) which came about a torturing wait of over three decades. It's not easy to create a centralized education policy for such a diverse country, especially given the rapidly changing social and economic context. One of the profuse topics that have gotten the public's attention is the concept of examination and evaluation system.

NEP 2020 is the latest chronicled milestone of the current century that can bring transmogrify modification in the educational mode of the nation by occurring the old National Policy on Education (NPE), 1986. Evaluation and Assessment are the ground work of the new educational policy that are being uniformed with the 2030 Agenda for achieving S D Gs and will enhance the status of the nation by changing India into a great power having vibrant knowledge society. NEP-2020 concentrates on making both school and higher education more comprehensive, adaptable, skill-based, and multidisciplinary in order to meet the needs of beginning students in the twenty-first century.

The objective of the policy is to accelerate the Gross Enrolment Ratio in higher education to fifty percent by 2035. There is urgent need of bringing reforms in the educational system of our country so that quality of education can be improved through these reforms in the context and process of education, improving the infrastructure of school and colleges, giving emphasis upon continuous and comprehensive evaluation and laying down minimum levels of learning. The present study prominences the betterment in education system through the adoption of innovative assessment methodologies based on student centric approaches. According to University Education Commission (1948-1949) - "If there is one thing to be reformed in education, it is the examination system".

Evaluation

Evaluation is the wider concept then testing and measurement, it is the combination of quantitative estimation + qualitative judgement of one's behavior. NCERT has indoctrinated the definition of evaluation as, "Evaluation is the process of determining the content to which an objective is being attained, the goals of the education have been accomplished."

Assessment

The word appraise derives from the Latin verb 'assidere' which means 'to sit with'. Literally then 'to assess' means to 'sit beside the learner'. It is a systematic process by which we assess the performance of students through tests. In education, the term **assessment** refers to the broad miscellany of techniques or tools that instructor use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. "Assessment involves the use of empirical data on students learning to refine programs and improve students learning." (Allen 2004)

Review of Literature

Yadav, Harsh (2020), Their paper highlights NEP 2020's assessment reforms have the power to completely transform the education system of Indian by promoting a more thorough and student-centred evaluation strategy. Although there are implementation issues, the intended benefits of these reforms can be achieved with coordinated efforts in teacher training, technological infrastructure, and stakeholder involvement.

Singh, Shamshir and Kaur, Ranjit (2023), Their paper highlights the policy emphasizes the need for a multifaceted and integrated approach to assessment and evaluation, which concentrates on evaluating students' understanding, skills and competencies. The use of technology-based assessments, assessment for learning, and a diversified approach to assessment and evaluation are some of the key features of the NEP 2020. These changes are essential for promoting student-centred learning, improving educational outcomes, and preparing students for the challenges of the 21st century.

Objectives of the Study

Initiatives to improve the quality and breadth of India's examination education system has been launched under the 2020 NEP. The objectives of this study on National Education Policy 2020 are:

1. To learn about the recommendations regarding Evaluation and Assessment system in NPE-1986.
2. To learn about the recommendations regarding Evaluation and Assessment system in NEP-2020.

Study Method

The content analysis method, which is mostly qualitative in nature, has been adopted to accelerate the comparative analysis between NPE 1986 and NEP 2020 regarding examination and evaluation system.

Data Collection and Analysis

The data were collected through primary sources like drafts of NPE 1986 and NEP 2020 and secondary sources like Websites, Magazines, Journals, Newspapers, and e-contents related to the comparison between NPE 1986 and NEP 2020 on examination and evaluation system.

Findings of the study

Based on the objectives, the findings of the study are discussed below:

To learn about the recommendations regarding Evaluation and Assessment system in NPE-1986.

The policy visualises assimilate of the assessment of performance with the process of learning and teaching, and exercise the process of evaluation to bring about qualitative ameliorate in education. In order to ensure that the method of assessment of students' performance is valid and reliable, the following short-term measures are proposed –

(a) At the School Level

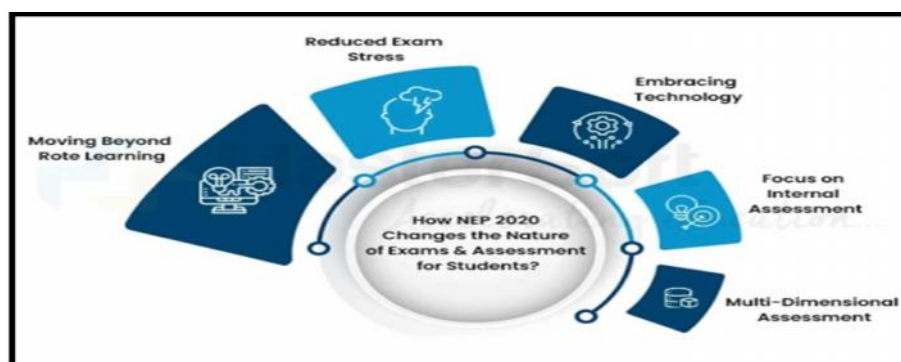
Drawing on the need for change in pedagogy, we need to move from the NEP-20 evaluation process to school-based evaluation, which is a prudent and best solution to facilitate the integration of the learning process. SBA simplifies the exercise of determined expertise in the memory of the conclusion through the reinvestigation of the transaction by the traditional method of deduction. Evaluation is carried out by institution teachers and other persons involved in the education system.

Advantages of SBA

Let us try to list out some of the advantages, and of course, classroom practitioners can add a few more. Let's outline some advantages, and classroom practitioners can certainly contribute more.

- Personalized coaching takes region for the all-round improvement of a pupil.
- Without a doubt, it improves trainer-student dating, for pushing extra guy-making tasks.
- The student engages in metacognition, leading to intentional wondering and studying about himself.
- As we already referred to the focus is more on capabilities in preference to content material.
- Reposes religion at the instructor and the device.
- Develops a nice mindset on learning and assessment.
- Attention is on assessment of and as studying, encouraging man or woman, peer, trainer, and peer evaluation.
- Documentation is decreased to some extent as evaluation is going on with the getting to know process.

Assessment in School Education as per NEP-2020



Conspicuous functions of SBA

All of the expectations from NEP-2020 are met with this sort of assessment as we examine a number of the salient capabilities.

- It integrates studying, coaching, and assessment.
- This promotes child-focused and interest-based pedagogy and strategies.
- Gaining knowledge of final results-primarily based competency improvement with a crucial significance to content material memorization.
- Stress-loose, non-threatening, active, and pleased participation can be found, that's in any other case in fulfillment and assessment.
- Promotes self-confidence of students.
- Spot assessment of answer scripts.

(b) At the University Level

- (i) Continuous institutional evaluation will be implemented at the postgraduate level, to begin with, in Unitary Universities, Deemed Universities and Autonomous Colleges.
- (ii) Student performance will be indicated through letter grades, and assessment of overall performance will be on the basis of cumulative grade point average.
- (iii) Provision will be made for improvement of performances through subsequent appearances without involving any disadvantage to the candidates.
- (iv) External examinations will continue to be held by universities which have large numbers affiliated colleges and efforts will be made to improve the conduct of examinations through effective decentralisation as indicated for school level examinations.
- (v) Modifications in the qualifying recruitments for admissions in the universities and colleges will be examined to accelerate the process of change in the school level examinations.

NEP emphasizes meaningful evaluation which is interdependent and aims at helping the students to improve his level of achievements rather than at 'certifying' the quality of his performance at a given moment of time.

To learn about the recommendations regarding Evaluation and Assessment system in NEP-2020

NEP 2020 also introduces a new exam pattern that reiterate holistic student growth over traditional rote learning methods. The shift from a traditional system of 10+2 to a structure of 5+3+3+4 is driven by the need to renovate and globalise the Indian education framework.

Understanding the Shift in Exam Pattern by NEP

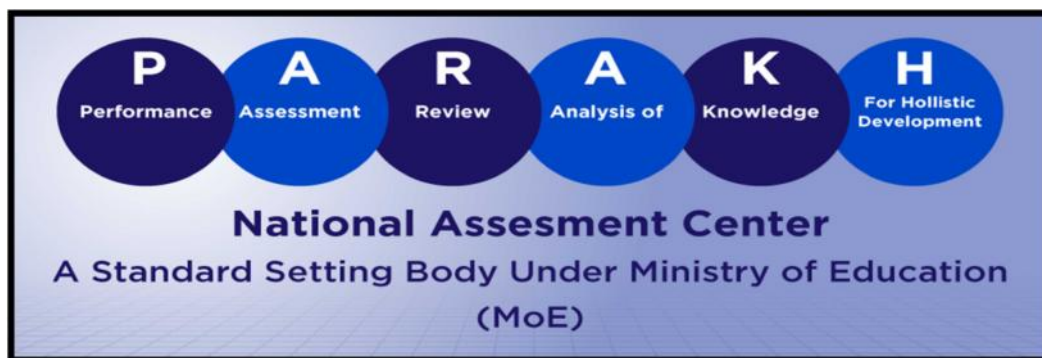
NEP 2020 broadens the scope of assessments to embrace academic achievements, skills, values, and overall personality development. This comprehensive evaluation aims to nurture well-rounded individuals who are able to thrive in a globalised society.

Key Exam Pattern Changes Introduced by NEP 2020



- **Move Beyond Rote Learning:** Shifts focus from memorising facts to understanding and critical thinking.
- **Reduction in Exam Stress:** Introduces flexible exam formats and ongoing assessments to reduce stress.
- **Role of Technology in Assessment:** Utilises technology for online assessments, AI proctoring, and adaptive testing.
- **Internal Assessment:** Emphasises teacher-led evaluations to provide insights into student progress.
- **Multi-Dimensional Assessment:** Incorporates diverse methods like group discussions, portfolios, and practical demonstrations.

National Assessment Centre (PARAKH)



PARAKH plays a key role in the setting benchmarks and standards for student evaluation, tracking educational progress, and supporting school boards in aligning with NEP 2020 assessment practices. It facilitates competency-based assessments and offers practice tests via a student app to improve educational outcomes. Additionally, PARAKH works in collaboration with the National Testing Agency (NTA) to ensure that standardised testing methods are implemented effectively across the country, enhancing transparency, fairness, and accessibility in the evaluation process.

Changes in Public Examination

The new NEP reforms aim to transform secondary exams, board exams, and entrance exams by offering more subject choices, allowing best-of-two attempts for improvement, and focusing on core competencies. The introduction of dual-format question papers and exams in grades 3, 5, and 8 aims to monitor learning progress throughout the year.

Changes in Examinations from Grade 1 to 8

Key assessment phases at levels 3, 5 and 8 track student achievement and ensure mastery of critical learning outcomes. NEP 2020 shifts from rote learning to assessing core concepts, higher-order skills, and their practical application.

Key Changes Implemented

- **Formative Assessments:** Continuous assessments throughout the academic year to monitor student progress.
- **Holistic Report Cards:** Inclusion of cognitive, emotional and physical development metrics.
- **Practical Application:** Emphasis on real-life application of learned concepts through projects and hands-on activities.
- **Skill-Based Evaluations:** Assessments that test critical thinking, problem-solving, and analytical skills.

Changes in Examinations from Grade 9 to 12

The grades 9 to 12 examination structure has been refreshed to focus more on analytical and the ability to think critically. Students are given the flexibility to choose subjects that align with their career goals, and the evaluation methods are designed to test their understanding and application of knowledge.

Key Changes Implemented

- **Choice-Based Credit System:** Students can select courses based on their interests and career aspirations.
- **Competency-Based Questions:** Exams test higher-order thinking skills rather than rote memorisation.
- **Multiple Assessment Methods:** Use various evaluation methods such as projects, oral exams, and practical to gauge comprehensive understanding.
- **Subject Flexibility:** Increased subject choices and the possibility of cross-disciplinary learning to encourage a broader educational perspective.
- **Reduced Exam Stress:** Introduction of flexible exam formats and multiple opportunities for students to present their knowledge, reducing the high stakes traditionally associated with board exams.

Support for Gifted Students and Students with Special Talent

NEP 2020 aims to discover, develop, and empower gifted students through its advocacy programs. The policy's initiatives focus on identifying and supporting untapped potentials among gifted students, fostering their holistic development.

Changes in the Nature of the Report Cards

The new report cards provide a 360-degree view of each learner's development across affective, cognitive, and psychomotor domains. They include teacher evaluations, project-based learning assessments, peer and self-assessments, and more, ensuring a comprehensive overview of student progress.

Conclusion

Although NPE-1986 and NEP-2020 are similar, they differ both policies have great importance for the upliftment of Evaluation and Assessment. Thus, NPE-1986 gave us the lamp of Evaluation and Assessment to the NEP-2020 just like a relay race. NEP-2020 has once again opened a Pandora's box of debate around the subject of Evaluation and Assessment. It gives us the opportunity to systematize our understanding of the examination system in India.

In conclusion, our obligation is to construct nep-eligible college, nep-able fundamental, nep-professional teacher, nep-supportive dad and mom, nep-lively alumnus, nep-encouraging control, nep-accountable poorvaacharya alongside following faculty-based assessment. In the end our empowerment of instructor needs to rework him to be the 'know-how-guide' from his gift role of 'know-how-bearer'.

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