



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Tetrahedral Assessment System And NEP-2020

N. Bhojak,* H.S. Bhandari, Raja Ram and S.K. Verma
GCRC P.G. Department of Chemistry,
Govt. Dungar College (Three times consecutively 'A' Grade by NAAC),
MGS University, Bikaner 334001, India

Abstract

Higher education plays a significant role in determining a nation's economy, social standing, level of technological adoption, and healthy human behaviour. The country's education department is in charge of enhancing GER so that all citizens have access to higher education opportunities. To that end, the National Education Policy of India 2020 is making progress. opening up higher education to the private sector while enforcing stringent restrictions to maintain quality across the board is the goal through implementing creative policies to improve the quality, attractiveness, affordability, and supply. By promoting merit-based admissions with free-ships and scholarships, merit-based researchers serving as faculty members, merit-based leaders in governing bodies, and rigorous quality control. It has been investigated on the basis of a small sample and a novel Tetrahedral assessment system developed, which is innovative and significant for holistic development of the students further it also provides an opportunity to the examiner and HEI for its introspection, dynamic and qualitative improvement in the complete education system.

Keywords: NEP 2020, Assessment, Higher education, Evaluation

1. INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. It is noted that in India over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system And a policy formulated by the Government of India to promote education amongst India's people. The vision of the National Education Policy is: "National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all." Quality higher education must aim to develop individuals who are excellent, thoughtful, well-rounded, and creative. The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education. Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. This policy aimed at promoting the significance of education among the Indians, primary education and secondary education is given priority and the establishment of schools in both rural and urban areas. The NEP of 1986 aimed promoting minority education, education for women equality, education of SC, ST and backward sections and emphasis was more given towards equal education opportunities and education to all sections of the society. The present paper describes an innovative assessment system which is not only significant for holistic development of the students but it also provides and opportunity to the examiner and HEI for its introspection, dynamic and qualitative improvement in the complete education system.

2. METHODOLOGY

In the present investigation the focus has been made only on the curriculum of one semester and one subject and a proposed evaluation system has been designed to find out the ray for future perspectives. The subject selected as Chemistry and program selected as post graduation i.e. M.Sc. A questionnaire was designed focusing on the curriculum, students version, teaching-learning, research methodology, ethics and placements opportunity. The questionnaire was circulated among the selected and dedicated faculty members.

Table 1 Model questionnaire

S.N.	Title
1	How many students have been admitted in your post graduation class in last 5 years (write average number)
2	How many students have actually attended your post graduation class (Theory) in last 5 years (write average percentage)
3	How many students have actually attended your post graduation class (Practical) in last 5 years (write average percentage)
4	What is the average past percentage in last 5 years
5	What is the average placement rate in last 5 years
6	What is the average progression rate in last 5 years
7	How many students have given you the suggestions after the class
8	Write 5 top suggestions given by the students
9	How many activities have been designed and performed by you on an average in last five years
10	How many students have contacted after passing out (write average percentage)
11	Write the difficult courses from the present syllabi (teachers point of view)
12	Write the difficult courses from the present syllabi (students point of view)
13	Write the easy courses from the present syllabi (teachers point of view)
14	Write the easy courses from the present syllabi (students point of view)
15	Have you ever identified the gaps in the present syllabi (if yes please specify)
16	How many times on an often you discuss the students problems
17	Have you ever discussed any issue / problem with parents
18	Write the average number of slow learners in your class
19	Write the average number of advance learners in your class
20	Have you developed and LMS or designed a program

3. Results and Discussions

On the basis of analysis of questionnaire, other survey, personal experience of authors and discussion with all stakeholders. A Tetrahedral assessment system is being proposed which includes four dimensions as - by the teacher, by the students, by the parents and by the fellow learners.

So far there is a gap in assessment system and teaching-learning educational upliftment. Even in the name of Advanced Semester, seminars, tutors, group discussions, tours etc. would have more opportunities for learning, but the human evaluation aspect is neglected here too. Quadrilateral evaluation method is an enhanced form of green evaluation in which general examination evaluation, parental evaluation, peer and self evaluation are done. Each dimension is further divided into four dimensions to form a giant tetrahedron. The giant tetrahedron is actually the structure of the diamond, that is, an attempt is made to identify the diamond by this evaluation method. In the first dimension - the student is evaluated by objective, subjective, creative and critical aspects. It is based on real time. In the second aspect, while evaluating by the parents, the mentality, environment and upbringing of the child, along with the economic aspect is also evaluated. In the third stage, while evaluating by classmates and friends, the tendency of ethics, behavior, cooperation and working in a group can be assessed. The fourth aspect remains of self-evaluation. Overall, by connecting all the four aspects, there can be a complete all-round development and by this assessment/evaluation the child's interest, aptitude, efficiency and objective vision can be better guided. This is the concept of Green Assessment.

5. CONCLUSION

National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. In this view it is being observed that there is a necessity of reformative investigations on evaluation and assessment system. It has been investigated on the basis of a small sample that proposed Tetrahedral assessment system is significant for the overall evaluation, assessment and holistic development of pupil in view of NEP 2020. However after investigations on few other parameters, larger samples, more subjects and programs it can be modulated to octahedral or decahedral system but the primary level or at the beginners level Tetrahedral assessment system is better.

REFERENCES

- [1] Bhojak N and Bhandari H.S. et.al., Green audit & green campus: need of the hour, International Journal of Current Advanced Research, 10 (7): 24742-43. (2021).
- [2] Divya Joshi & Bhojak N., Institutional Development Plan and NEP 2020 : A primary thought, JETIR 8 (11): 524-26. (2021).
- [3] Divya Joshi & Bhojak N., National Assessment and Accreditation Council and Institutional preparedness for NEP 2020, JETIR 9 (8): 68-72. (2022).
- [4] Divya Joshi & Bhojak N., Comparison between national education policy 2020 and national policy of education, IJCRT, 10 (7): 345-49. (2022).