



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

THEME: NATIONAL EDUCATION POLICY 2020: Professional Development Of Teachers – Problems And Solutions

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ABSTRACT

In our personal life as well as future careers, education is of most important. It is due to the dedication of teachers, prosperity and success of education goals is possible. To make the journey of teaching learning successful efforts of both students and teachers are undoubtedly of great significance. The most important objective of teaching-learning process is attainment of educational objectives, which means to inculcate the students with such behavioural changes that were expected before hand at the proactive stage of teaching. To judge the extent to which teaching learning objectives has been achieved there is need to evaluate the performance of teachers and students as well. Evaluation is like a controlling function of management which helps to track whether the process is going in planned manner or not and if not, finding the reasons so that the train of performance can be put back to the track of planning. In this paper we have discussed the changes that took place with the NPE 2020, in evaluation of teaching learning process. NEP 2020, put great focus on the evaluation of teaching learning process. In this paper the focus is made to understand why the evaluation is important in teaching learning process and the methods adopted to evaluate the teachers as well as students. The study throws light on the concept of evaluation from the point of view of teacher and student. The study also describes the 360 Degree Evaluation and PARAKH which is proposed in NEP 2020. It was observed that there is great need for change in teaching learning evaluation process. In this paper efforts are made to make reader understand the benefits of evaluation.

KEYWORDS: Evaluation, Teaching learning, NTA (National Testing Agency), SGID (Small Group Instructional Diagnosis), PARAKH (Performance, Assessment, Review and Analysis of Knowledge for Holistic Development), CCE (Continuous and Comprehensive), Holistic approach

Introduction

For the achievement of aims of education, the educational objectives need to be achieved. It is only possible after proper evaluation of teaching learning process. Evaluation is a process in which a teacher determines the extent to which educational objectives has been achieved or not and whether there is need to adopt remedial actions. Evaluation is an essential part of teaching-learning in which the effectiveness of education experience through careful appraisal is observed. It involves a continuous process of collecting, recording, assembling and interpreting information. In NEP 2020, a holistic evaluation is proposed to be conducted including curricular and co-curricular activities of all the three domains of Bloom Taxonomy. For this purpose, various tools and techniques are used. This policy provides common norms, standards and guidelines for assessment and evaluations at all levels. Its emphasis is given to reduce the burden of academic stress by using various different ways for assessment and evaluation. Provisions for gifted student has also been mentioned. NTA (National Testing Agency), NCF (National Curriculum Framework), NCERT (National Council for Educational Research and Training), and PARAKH, As Standard Setting body under the Ministry of Education plays an important role.

RATIONALE:

The achievement of teaching learning process depends on the degree to which teaching learning objectives has been achieved. Evaluation or assessment of teaching learning is an important controlling device to diagnose and rectify the problems that hampered fulfilment of teaching learning objectives. There is high need to evaluate the performance of the teachers to know that how effective he/she is in teaching, whether the goals of education have been fulfilled or not. It is crucial to ensure whether the students are learning whatever you are teaching. For optimal learning environment, it is necessary to evaluate the teaching learning process. How well a teacher is teaching and how effectively the methods, materials, aids have been utilised. Through evaluation frequent feedback on teaching learning process is obtained so that to ensure the quality of teaching. NEP 2020, focuses on Continuous and Comprehensive Evaluation. It surpasses the traditional assessment system which focuses on coaching culture to one which is more holistic, continuous and comprehensive focussing on strength of students not their weakness. Although NPE 2020, proposed on 360-degree evaluation of teaching learning process, still it needs proper implementation of the provision of the policy so that effective methods should be used for this purpose.

BACKGROUND OF EDUCATION POLICY

Education plays an important role in growth and development of country and our country India has never skipped any opportunity for development and upgradation of education. With time India came out with various commissions to modify and improve the education system, namely University Education Commission 1948, Secondary Education Commission (Mudaliar)1952-53 and Indian Education Commission 1964-66. India came up with its first Policy on Education in 1968, second policy in 1986 which was revised in 1992 by P.V. Narasimha Rao Government. and after that GOI approved National Education Policy 2020 on 29th JULY 2020 under the chairmanship of former ISRO Chief Dr. K. Kasturirangan, which brings drastic change in the education system in India. Our nation always tries to meet up the demand of time and came up with new policies to eliminate the shortcomings of former policy. NPE 2020 is nowhere less to meet the requirements of 21st century. It transforms the traditional education system to modern education system. Regarding the evaluation of teaching learning, it focusses on new methods to evaluate the performance of teacher as well as students.

MEANING OF TEACHING AND LEARNING

Teaching is a process which happens place in the classroom. Teacher has something in his/her mind and wants to convey the same to the students, this process is known as teaching. The teaching becomes successful if students understand it and grasp it fully.

Learning is a process in which there is change in an individual's behaviour through practices, experiences and training.

Teaching learning is a complex phenomenon in which aims and objectives of education needs to be kept in mind for the development of learner and teacher as well. These two elements interact and equip new knowledge, skills and behavioural transformation that adds to learning experiences.

MEANING OF EVALUATION

In layman's view evaluation means an act of giving opinion of the value of something after thinking carefully. Evaluation is a systematic, ongoing way of knowing the level to which stipulated educational objectives, priorly identified and stated are attained. Evaluation gives direction to teaching learning process. Without evaluation it is difficult to know the outcomes of learner. Evaluation further helps in validating the procedure adopted in teaching learning process.

TEACHING LEARNING AND EVALUATION

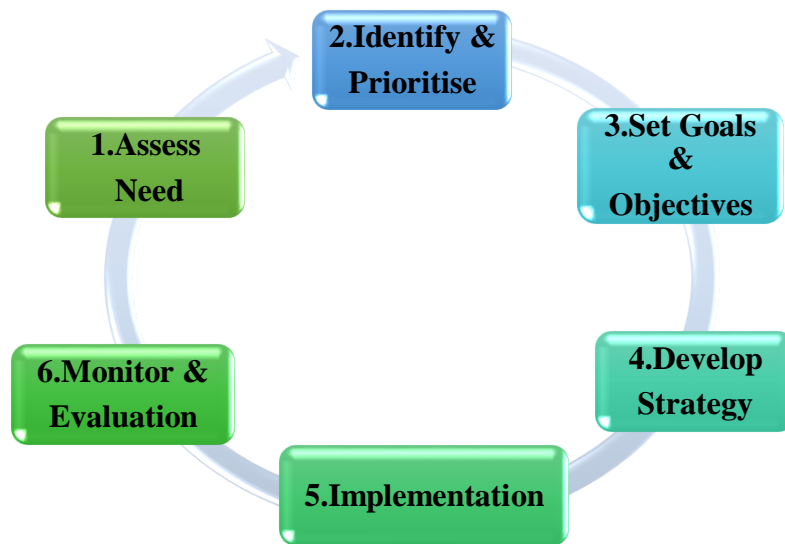
In teaching and learning process evaluation can be seen from two viewpoints i.e. evaluation of teachers(teaching) and learners (students).

1. Evaluation of teachers/teaching
2. Evaluation of students/learners

1.EVALUATION OF TEACHERS/TEACHING

Evaluation of teaching includes collecting the evidences and information from various stakeholders like peers, students, etc so that the effectiveness of teaching learning process should be improved. An evaluation conducted in a successful manner gives results that are valid, reliable and provides actions and directions for improvement. The main focus of evaluation of teaching is to create and sustain a responsive learning environment for effective teaching and learning and fostering holistic students' success.

Teacher's evaluation becomes a big need to ensure whether a teacher is teaching in effective manner and making necessary changes in teaching methods and materials according to time and changing situations of environment.



PROCESS OF EVALUATION

Following are the steps performed in the process of evaluation. Through evaluation teacher come to know various pros and cons of teaching. To improve teaching, it is important to have an effective way of evaluation.

SOURCES OF INFORMATION: An effective evaluation of teaching is based on the data, evidence and information collected from valid sources like feedback from colleagues, internal and external peers, students, administrators, self-assessment by teachers, etc.

METHODS OF EVALUATION OF TEACHING

1. **Self-evaluation:** In this evaluation is done by the teacher on his own. One of the simple and effective form of self-evaluation is to answering the same questionnaire undertaken by the learner and conduct self-evaluation using the same format of a Structured Group Interviews.
2. **Peer review:** In this the peer group, colleagues or fellows of teacher evaluate the performance of the teacher and provide their valuable feedback. A colleague sometime focus on those areas which may be neglected by others and adds a dimension of evaluation to the teacher learning process.
3. **Students feedback:** In this feedback is received from the students who were a part of teaching learning process. The most common way to evaluate a course and faculty member's teaching is to use the rating from the students or learners. Students provide feedback in oral or written form.
4. **Questionnaire:** In this methos feedback is received from learners and participant in written form. It is list of questions may be long, short questions or MCQs, which needs to be answered.
5. **Structured Group Interviews / Small Group Instructional Diagnosis(SGID) :** It involves a small group of learners. A meeting is conducted with them in which questions are asked to them about the learning program, course or class. Efforts are made to get feedback from them.
6. **Videotapes:** In this a video recording is viewed to check the effectiveness of teaching. To observe how teacher is teaching, expressions of students, interactions of teacher and learner, how students are responding, how teacher is dealing with students, etc.
7. **Portfolios:** It is a method of using Portfolios to assess teacher's course. Portfolios are used to evaluate the teaching of a faculty member. A portfolio is a representation of your identity as a teacher. It is an evidence of a person's teaching accomplishment, list of teaching courses, syllabi, assignments, activities, experiments conducted by a teacher in class, list of faculty development activities, conference, presentation on teaching, etc. it suggests the quality of teacher performance.

8. End-of-the term student's evaluation: It is one of the methods of evaluating teacher performance in which students are evaluated and their results depicts how well a teacher have taught them.

Through regular assessment and feedback, teacher could come to know about how he or she is teaching, whether or not there is need to change anything, so that ultimately making teaching learning successful.

2.EVALUATION OF LEARNING/LEARNER/STUDENT

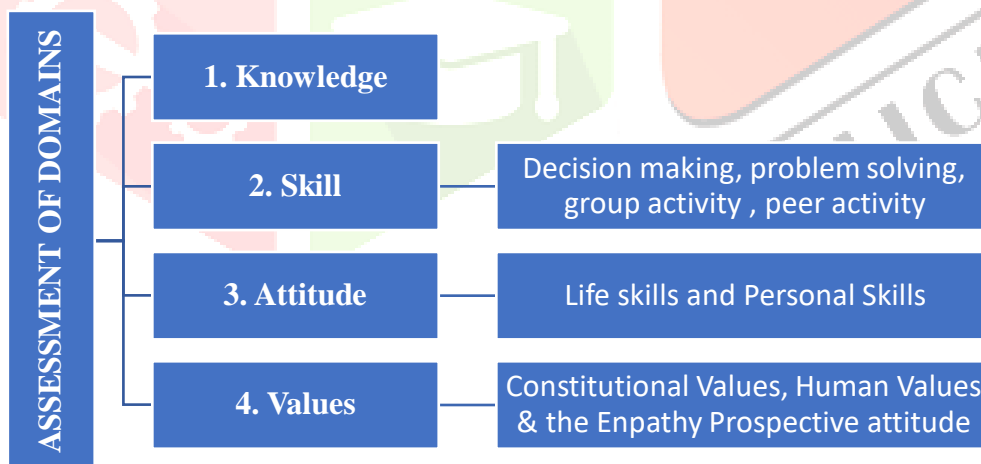
“Learning outcome is more important in the entire evaluation process.”

Evaluation of learners is also becoming crucial to know whether the teaching learning is happening hand in hand or not. Teaching becomes all in vain if there is no learning. There is need to evaluate students so that we come to know whether the learner is understanding and grasping what is being taught to him. Through regular assessment and feedback, effective teachers often observe and analyse what and how they will teach in classroom to make effective teaching-learning.

NEP2020, has shifted its goal of education from rote learning to meaningful, associative and active learning to ensure holistic and all-round development of learner. It focuses on formative rather than summative. In comparison to previous education policy which is limited to Exam Based and rote learning now it assesses both curricular and co-curricular outcomes of the learner. **Present assessment and evaluation system focuses in finding out the strengths of the learner rather than highlighting their weaknesses.**

The graduate attributes are to be assessed through our assessment process. This makes assessment more scientific, more objective, measurable and innovative based.

When we say about learning outcome to assess the learning outcome and to make it more scientific and measurable, we mean assessment of all four domains / components:



These are the four components of multidisciplinary, holistic, skill based, value-based education that NEP2020 talks about.

Before the approval of NPE2020 our previous policies on education focuses more on the knowledge domain. But under NPE 2020 assessment of learner cover four domains. Knowledge along with skill i.e., their practical application, attitude i.e life skills and personal skills and values (constitutional values, human values, the empathy and prospective attitude) all are given due importance while assessing the performance of learner so that effective evaluation could be possible.

360 Degree evaluation

Furthermore, Decision making abilities, Problem solving attitude, peer interaction, Group activities all are given due weightage, this depicts 360-degree evaluation of a child.

HOLISTIC PERFORMANCE CARD(HPC)

NPE2020 includes the provision for all school to provide Holistic Performance Card (HPC)

That gives all-round description of learner performance over a period of time which would be communicated to the parents of students.

Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH)

Along with HPC, PARAKH i.e., National Assessment Centre was established in NEP2020. PARAKH came to assist in providing a base for high quality, standardised exams also give regular feedback for quality improvement. All schools have to observe, teach and evaluate according to PARAKH norms. Its main focus is on setting evaluation standard and assessment tools to provide education that help students find livelihood for themselves.

MULTI-LAYERED AND MULTISOURCE

For assessment and evaluation of learner Multi-layered and Multisource are used.

Deliberate efforts are made to create a link between school and home.

In the assessment all the three domains of Bloom Taxonomy will be taken into consideration

- Cognitive domain
- Affective domain
- Psychomotor domain

WHO WILL BE THE PARTICIPANTS FOR ASSESSMENT

- Self-assessment
- Assessment by teachers
- Peer assessment
- Assessment by parents

METHODS OF EVALAUTION OF LEARNER

- **Formative evaluation (FA)** : It is a from of evaluation of students which takes place during the course is in progress. It happens frequently during a course to know whether student are doing well or need any kind of help. Teacher / instructor monitor the students regularly. It focussed on regular improvements in students. This methos is considered as a process. Various methods and techniques are used to evaluate the performance of students like projects, debate, assignments, checklist, questionnaire, oral test, written test, performance test, etc.
- **Summative evaluation (SA)**: This method of evaluation takes place after the course is completed. In it teacher assign grades which depicts the performance of the students and whether students has achieved the desired goal or not. It happens less frequently as compared to FAs. It includes complete content area for evaluation. It is considered as product. It can be conducted in oral, written and practical from,

- **Continuous Comprehensive Evaluation (CCE):** A kind of process of evaluation (assessment) which was directed by Right To Education Act of India (2009). It reduces the burden of academic stress of students.

Nowadays CCE has become a great need for the evaluation of students. It is the most widely used method of evaluation of learner. It is an effective method in which number of small tests are conducted during the year instead of single one-time test at the end.

It gives opportunity to students so that they show their talent in various areas other than academics

There are two aspects of CCE:

1. **Scholastic Assessment:** It includes FA and SA
2. **Co-scholastics Assessment:** It includes life skills, attitude, values and co-curricular activities.

BENEFITS OF EVALUATION

NEP2020, propose to conduct regular over all evaluation of teaching and learning which is more competency based and test high order skills. Students all round development which is called Holistic development becomes possible with evaluation. The drawbacks and weaknesses of earlier teaching learning methods are improved. Teacher come to know whether he/she Is using right method, material, techniques and subject content. Through it effectiveness of teaching learning process can be assessed. Areas for improvement in teaching learning can be assessed. Beneficial to diagnose the performance of teaching learning process. Ensuring whether the objectives have been achieved or not and redefining and readjusting the instructional objectives if needed. To gather the information, need for administration purpose such as selecting student for placement, training of students and teachers, student meeting graduation requirement, writing recommendations, change in existing policies. To ensure success and failure of teaching learning. Monitoring the progress of teaching learning process becomes possible.

CONCLUSION

So, in conclusion we can say that NEP2020 has brought lot of provisions to improve the quality of education in India. Evaluation is one of the important tasks in teaching learning process. For the achievement of aims of education, educational objectives are needs to be achieved. And to ensure whether educational objectives are being achieved or not evaluation plays a great role. Through evaluation we come to know about the shortcomings of teaching learning process and so that necessary steps should be taken for its improvement. Evaluation can be viewed from the point of view if teacher's evaluation and student's evaluation. Teacher come to know about their teaching and efforts could be made for making teaching learning effective. Various methods are there through which we can evaluate teaching and learning process. For effective evaluation the evidences and information about the teaching and learning should be reliable and valid. From time to time there is always a need of regular evaluation of teaching learning process so that corrective measures should be taken for the betterment of education.

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