



LATEST DEVELOPMENT IN EDUCATIONAL ASSESSMENT WITH REFERENCE TO NATIONAL EDUCATION POLICY 2020

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Abstract

The goal of the National Education Policy 2020 (NEP 2020) is to promote holistic student development and maximize learning outcomes through major improvements in educational assessment. In light of NEP 2020, this report examines recent advancements in educational assessment. It looks at important changes like moving from summative to formative assessment, creating a 360-degree holistic progress card, changing board exams to provide options and flexibility, monitoring student progress through exams in Grades 3, 5, and 8, and creating the National Assessment Centre, PARAKH. The National Testing Agency's (NTA) function in developing student talent and standardizing entrance tests for universities is also covered. NEP 2020 seeks to establish a dynamic educational ecosystem through these reforms that meets the varied requirements of students and is in line with the objectives of the twenty-first century and the Sustainable Development Goals of 2030.

Keywords: Educational Assessment, Formative Assessment, Summative Assessment

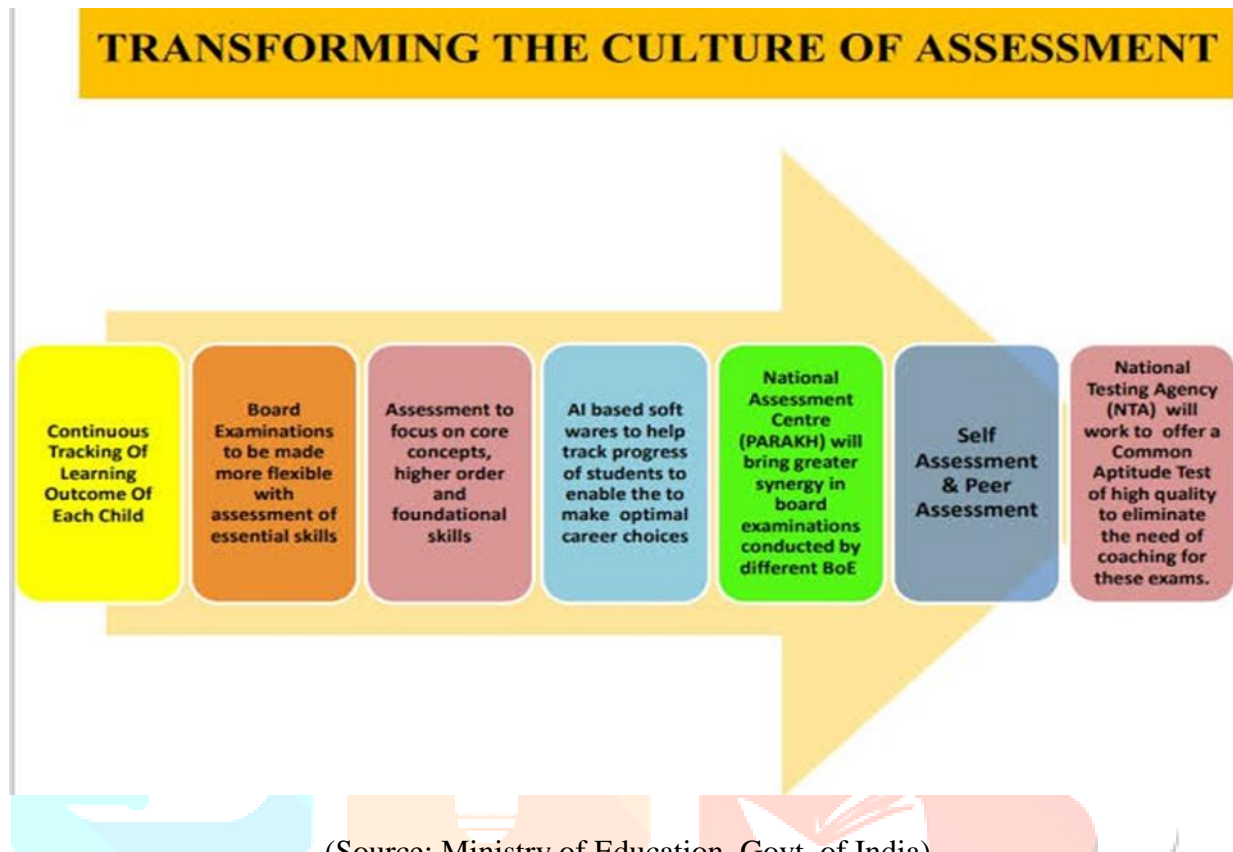
INTRODUCTION

The fundamental goal of carrying out teaching-learning activities is to facilitate student learning. Through a variety of activities, a teacher gives students numerous opportunities for learning to meet this goal. These tasks include choosing teaching-learning objectives, identifying the learning experiences, putting these experiences into practice in the classroom using appropriate methods and media, and ensuring that the initial teaching-learning objectives are met through the teaching-learning process. In essence, an educator conducts an assessment to ensure that the learning objectives intended for a particular activity have been met through teaching and learning.

A vital part of education, assessment is a continuous process that is a part of everyday teaching and learning activity. It is the most important indication of learning and aids in the teacher's ability to ascertain the learners' learning preferences, strengths, and weaknesses to modify their approach to teaching. Giving students feedback on their learning is another aspect of it. A learner can better understand their progress in learning with the help of assessment. Additionally, it helps parents, curriculum designers, subject matter experts, planners, and guidance counselors, in addition to the school administration. It also allows individuals, communities, and countries to track the quality of schools and educational systems (Braun, Kanjee, Bettinger, and Kremer, 2006).

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Assessment is the key to better learning. To optimize the learning and development of all students, NEP 2020 has recommended the following reforms in assessments:-



1.A SHIFT FROM SUMMATIVE ASSESSMENT TO REGULAR FORMATIVE ASSESSMENT

Assessment within our educational system will evolve from mere memorization-focused, end-of-term assessment to a regular, formative process emphasizing competency and learning. It will prioritize assessing higher-order thinking skills like critical thinking and conceptual understanding. The main aim of the assessment will be to enhance learning by providing support to both educators and students, fostering continuous improvement in the teaching-learning dynamic across all levels of education. This will serve as the fundamental idea behind assessments at all educational levels.

2.360 DEGREE HOLISTIC PROGRESS CARD

State/UTs would fully revamp every student's school-based assessment progress card, which is sent home by schools to parents, with input from the projected National Assessment Centre, NCERT, and SCERTs. Each student's development and individuality in the cognitive, affective, and psychomotor domains will be meticulously captured in the comprehensive, 360-degree, multidimensional report that is the progress card. Along with teacher assessment, it will comprise peer and self-assessments of the child's development in project- and inquiry-based learning, tests, role plays, group projects, portfolios, and more. To actively involve parents in their children's holistic education, parent-teacher meetings will accompany the holistic progress card, which will serve as an essential link between the home and the school. Students would access AI-driven software designed for tracking their progress throughout their academic journey, leveraging learning data and interactive questionnaires involving teachers, parents, and students. This comprehensive approach will furnish students with valuable insights into their interests, strengths, and areas requiring improvement, empowering them to make informed career choices.

3. TRANSFORMING BOARD EXAMS, OFFERING FLEXIBILITY AND CHOICES

Grade 10 and 12 board exams will persist, but with significant reforms in the entry process and exam structure. The goal is to reduce the reliance on coaching classes, emphasizing holistic development and addressing the drawbacks of the current assessment system. To further reduce the "high stakes Based on their interests, Students will have the option to choose the subjects they wish to take for their board exams. Additionally, board exams will be "easier" because they will assess core skills and knowledge rather than months of study and memorization; any student who has taken the corresponding subject board exam in the past will be able

to pass it with minimal extra efforts. During any given school year, students will have the opportunity to sit for the board examination twice: initially for the main exam and subsequently for improvement, upon request. Flexibility in examination structures is proposed, allowing for annual, semester-based, or modular board exams. Subjects, starting with mathematics, may be available at two proficiency levels, giving students the choice to pursue some subjects at a standard level and others at an advanced level. Furthermore, certain subject assessments may be revamped to include two sections: one featuring multiple-choice, objective questions, and the other comprising descriptive questions.



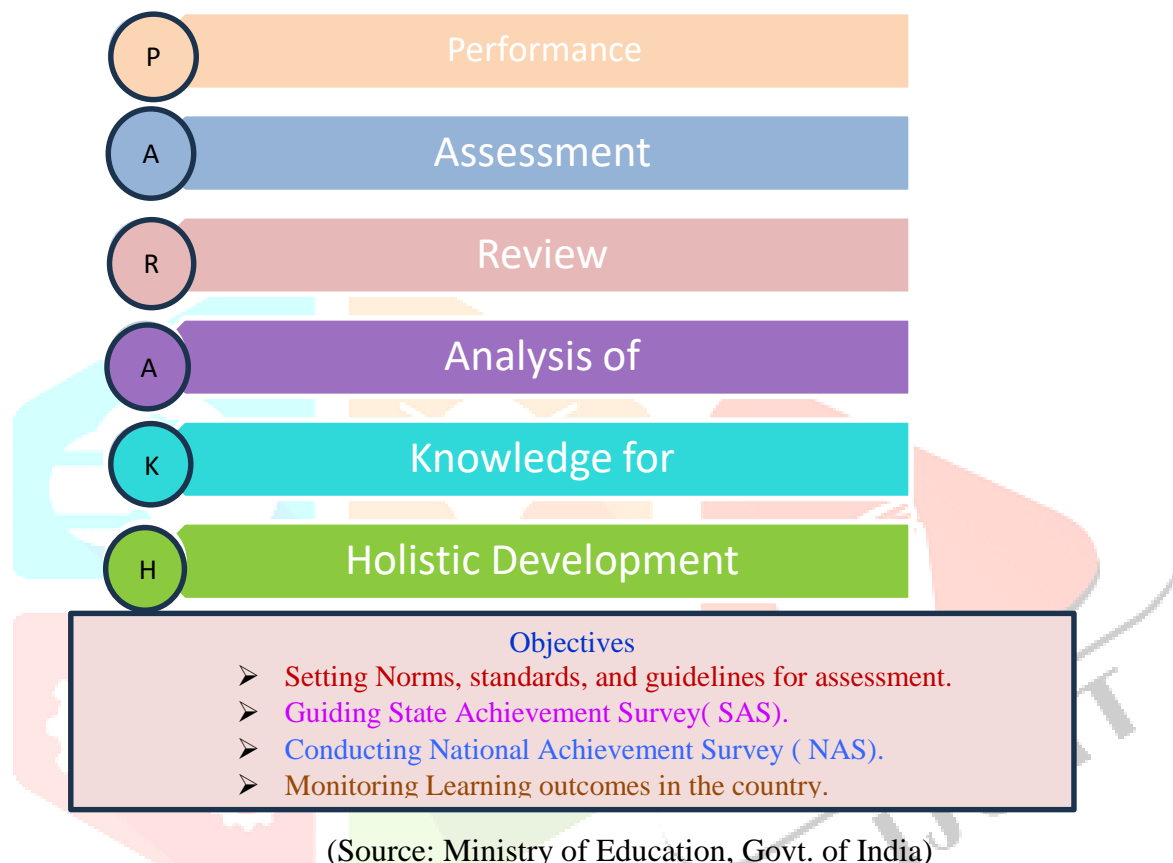
(Source: Ministry of Education, Govt. of India)

4. TRACKING STUDENT PROGRESS THROUGH GRADES 3, 5 & 8

Students will undergo school examinations in Grades 3, 5, and 8, conducted by the relevant authority to ensure consistent monitoring of progress throughout the academic year, as opposed to solely at the end of Grades 10 and 12. This approach will facilitate collaborative efforts among students, parents, teachers, principals, and the educational system as a whole to strategize enhancements to schools and the teaching-learning process. In place of rote memorization, these exams would assess students' mastery of fundamental concepts and knowledge from local and national curricula, as well as their application of knowledge in practical settings and pertinent higher-order skills. Basic literacy, numeracy, and other foundational skills would be tested, especially on the Grade 3 exam. The results of school exams will only be utilized for the improvement of the educational system, such as when schools publicly disclose their overall (anonymized) student outcomes and when they continuously monitor and enhance the educational system.

5. FORMATION OF NATIONAL ASSESSMENT CENTRE, PARAKH: TRANSFORMING ASSESSMENT FOR STUDENT DEVELOPMENT

It is proposed to set up a National Assessment Centre, known as PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), as a standard-setting body under the Ministry of Human Resource Development (MHRD). This center is designed to achieve several core objectives: establishing norms, standards, and guidelines for student assessment and evaluation across all recognized school boards in India; overseeing the State Achievement Survey (SAS) and conducting the National Achievement Survey (NAS); monitoring the nation's progress in achieving learning outcomes; and supporting and guiding school boards in adapting their assessment practices to meet the skill demands of the 21st century and to align more effectively with the policy's objectives. Along with advising school boards on new assessment trends and current research, this center will encourage cooperation throughout school boards. It will also be used as a tool.



6. Role of National Testing Agency (NTA)

The NTA will serve as a prominent, knowledgeable, and independent testing body for conducting undergraduate and graduate admission exams, as well as fellowships in higher education institutions. By providing comprehensive and adaptable testing services, the NTA intends to encourage most universities to adopt these standardized entrance exams instead of creating their own, thereby easing the burden on students, institutions, and the education system as a whole. However, the decision to implement NTA assessments for admissions will remain at the discretion of each university and college.

NATIONAL TESTING AGENCY

will work to offer a **high quality common aptitude Test** as well as **high quality common subject exams in science, humanities, languages arts and vocational subjects**, at least twice a year.

serve as a **premier, expert, autonomous testing organization to conduct entrance exams for undergraduate and graduate admission and fellowships in higher education**

Universities to use these common entrance exams rather to have their own entrance exams, thereby drastically reducing burden on students, universities and colleges and the entire education system.

Individual universities and colleges shall have the liberty to see value of using NTA assessments for their admission

(Source: Ministry of Education, Govt. of India)

7. DISCOVERING & NURTURING TALENT OF EVERY STUDENT

- The NCTE and NCERT will set up educational guidelines specifically for gifted children.
- There will be competitions and Olympiads. International Olympiads will be held at different levels.
- Planning high-quality summer residential programs for secondary students across the country.
- Olympiad and competition accomplishments should be encouraged by universities to be used as a criterion for college entrance.
- All classrooms will be methodically transformed into smart classrooms.

CONCLUSION

On a final note, it can be said that NEP 2020 has brought some hope for improving the quality of education & optimizing learning for the development of all students by transforming the culture of assessment. The objective is to cultivate a holistic, flexible, multidisciplinary education system that is attuned to the demands of the 21st century and the Sustainable Development Goals of 2030.

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