



Assessment in Primary Schools of Gujarat in the Perspective of National Education Policy 2020

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Abstract:

Since the announcement of the National Education Policy 2020 by the Government of India, the implementation of the policy has started in several sectors as per the expectations of the policy in pre-primary, primary, secondary, higher education institutions. Gujarat is doing very well in some of the aspects mentioned in the policy. The present article is to get an introduction to Gujarat Primary School Assessment Organization (GSQAC) in the perspective of National Education Policy 2020 and to understand the framework of assessment, the appointment of SI and the grading process of schools.

Key Word : NEP-2020, GSQAC,ASSESSMENT

Introduction:

The National Education Policy 1986 was operational before the National Education Policy 2020 was approved by the Cabinet on 29 July 2020. Chapter-8 in the National Education Policy 2020 sets out standards and accreditation for school education to create an organization to prepare the School Quality Assessment and Accreditation Framework Work (SQAAC). And such institute is established as the best institute within 3 years. Such an organization known as GSQAC was formed by the Education Department in the state of Gujarat. All the government primary schools in the state of Gujarat are evaluated by this organization.

Kurien A. and Chandramana S. (2020) published a research article on IMPACT OF NEW EDUCATION POLICY 2020 ON HIGHER EDUCATION.

The primary objective of this research is to study the impact of New Education Policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system.

Trivedi N. (2015) published a research article on Views of Teachers, Principals and CRC on Gunotsav in primary schools. The main purpose of the article was to know Views of Teachers, Principals and CRC on Gunotsav in primary schools. The following findings were observed in the study.

- 1) Grade system is used in gunotsav.
- 2) Maths and Gujarati is evaluated in Gunotsav.
- 3) Today's Rose and Today's Light are honoured in morning assembly.
- 4) Co-Operation has built up between schools, society and government.

Devi L. and Cheluvvaraju (2020). Published a research article on A Study on Awareness about the Impact of National Education Policy-2020 Among the Stakeholder of Commerce and Management Disciplinary. The objective of the study was

- 1) To Understand the national education policy-2020.
- 2) To analyze the effect of NEP-2020 on Commerce and Management disciplinary.
- 3) To compare the outcome of existing NEP and NEP-2020.

- 4) To Suggest the institutions based on the Research design.
- 5) The research design used in this study is empirical type of research.

Objectives:

The objectives of the present study were as follows.

- 1) Getting familiar with GSQAC.
- 2) To study the framework created by GSQAC.
- 3) To study the selection process of School Inspectors appointed by GSQAC.
- 4) To study the evaluation process conducted by GSQAC.
- 5) To study the process of grading given to schools by GSQAC.

Research Methodology:

This research is a descriptive study. The data was collected from various websites including those of Government of India, magazines, journals, other publications, DIKSHA etc.

1) Introduction to GSQAC:

- Gujarat School Quality Accreditation Council (GSQAC) was formed in 2010 as an autonomous organization functioning under the Education Department of the Government of Gujarat.
- The main objective of GSQAC is to accreditation schools through Gunotsav for quality improvement in primary schools across the state.
- GSQAC works under the guidance of GCERT.
- MoU has been made with Reach to Teach organization to adopt the best practices of London's Office for Standardization in Education (OFSTED), the most famous for educational evaluation at the international level.

2) Creation of framework

The framework is divided into four parts with their weights.

- 1) Main areas
- 2) Sub-sectors
- 3) Criteria
- 4) Indicators

Table 1 : Frame work

Main areas	Sub Sectors	Weighting	Criteria
Learning and Teaching (54%)	Unit Test	12%	6
	Semester Test 1 and 2	12%	5
	Effective environment for learning	15%	6
	Learning and teaching processes	15%	5
School Management (26%)	School attendance	10%	2
	management	10%	3
	Safety	6%	2
Co-curricular activities (12%)	Prayer meeting	2%	5
	Yoga, exercise and sports	2%	5
	Participation in special initiatives	4%	5
	Participation in competitive examinations conducted by the State	4%	4
Resources and their use (8%)	Use of the school library	2%	2
	Use of technology	2%	2
	Mid-day meal plan	2%	5
	Water, sanitation and hygiene	2%	4
	School attendance	100%	61

3) Selection of School Inspectors:

School inspectors are selected through a three-stage selection process.

1) Phase 1

MCQ based exam of 150 marks is conducted.

2) Phase 2

Descriptive examination of 75 marks is conducted.

3) Phase 3

Observation and evaluation skills are tested through observation workshops.

4) Study of evaluation process

According to the classification of schools according to the number of children, SI is allocated from the GSQAC level.

Table 2 : Classification of school

School Category	Number of Inspectors	Day
X-(>300)	2	2
Y-(101-300)	1	2
Z-(<100)	1	1

After allotment of schools the SI contacts the head teacher one day before the visit to explain the evaluation process.

On the day of assessment the school is assessed by staying for the whole day as per the SI framework as per school category.

An SI randomly selects one class from class 1 and 2, one class from class 3 to 5 and one class from class 6 to 8 for class observation.

A unit test of one class from class 3 to 5 and class 6 to 8 other than the class selected in the above class observation is observed as per the indicators of the framework.

Apart from the class selected in the above class observation and unit test, the semester test of one class from class 3 to 5 and class 6 to 8 is observed as per the indicators of the framework.

The SI collects data on classroom observations, unit tests and semester tests, school management, co-curricular activities and resources and their use as per the checklist. This collected data is filled in the google form/application by si at the end of the allotted day.

This data is analyzed by GSQAC and the school is graded.

1) Grade System:

Following are the details of grades of schools awarded under accreditation by GSQAC.

Table 3 : Grade System

Color code	sub-grade	score range
GREEN	A *****	95-100%
	A ****	90-95%
	A ***	85-90%
	A **	80-85%
	A *	75-80%
YELLOW	B	50-75%
RED	C	25-50%
BLACK	D	0-25%

Conclusion:

The organization as directed in NEP-2020 has been created by the Gujarat Education Department. Through it a framework is being prepared and schools are being evaluated in a transparent manner. In future secondary and higher secondary schools will also be evaluated in this way. Since 2019, gsqac has been evaluating schools across the state. In earlier Gunotsav, only about 30% of schools were evaluated externally. The person who evaluated the school was from another field. In the previous gunotsav report, only grades were given without information on areas for improvement. Such problems are removed by this Gunotsav. Thus, A Very good initiative is being taken by the state government for quality improvement.

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