

A Critical Review of NEP 2020's Evaluation System-Addressing Disparities in Students' Assessment

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Abstract:

After three decades, NEP 2020 is the first education policy of 21st century. To study the research paper on evaluation of NEP 2020, we can see the access to quality education, equity, employ-ability are tried to transform through this NEP 2020. This study is carried out to critically analyze the concept and vision of NEP 2020 regarding the evaluation system of education for holistic development of child. This review systematically examines the other studies regarding the NEP vision on the evaluation of education system from 2020 to 2025(April) across the databases from research gate, Ministry of Education and other sites based on the relevance to the evaluation of NEP 2020. This study reflects the critical need to evaluate the proposed evaluation system by NEP 2020. This study aims to show that NEP 2020 sets a trans-formative agenda for the evaluation system which requires stronger coordination of stakeholders, needs capacity building for a better life of an individual. This study revealed that there is a support for the policy's vision and that's why the progress has been notable in the mind of the people and it is adapted. However, NEP 2020 brings a rapid and desirable changes to Indian education and evaluation of this education system.

INTRODUCTION

The NEP 2020 was approved by the Indian govt. On July 29, 2020. It represents a crucial shift in India's education system. It aims to transform the education system to fulfill the needs of the present time and upcoming days. Massive changes are taking place every time in education system. People from all socio-economic background should be brought in the field of education. Education is fundamental for achieving full human potential, developing an desirable society for all. The world is going through the rapid changes in this knowledge society and NEP 2020 is the initiative of this changes. It has given more emphasis on how to learn rather than only what to learn. It has given critical emphasis on the development of creative potential of an individual. The national education policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. It has given an unique changes in the education system of India. Not only that, NEP 2020 brings a change in the evaluation system from the basic to higher education. It proposes to a significant aspect of evaluation system which aims to move away from high stakes examination system. It includes cognitive, affective and psycho-motor aspects of development which are proposed by the Piaget to judge a student's overall development.. A considerable amount of research has been devoted to the research of NEP 2020. This research paper shows how NEP 2020 aims to improve Indian education

system and its citizens development in more holistic way through its evaluation system. NEP 2020 proposed to involve the stakeholders in the review and development of the evaluation processes. This evolution of the evaluation system under NEP 2020 aims to nurture students' potentialities and prepare them to adjust with the future upcoming challenges and to build a more skilled and knowledgeable progressive society for all.

OPERATIONAL DEFINITION-

- **Critical Review-** A critical review is a task which we use to precise and evaluate a text. It is a thoughtful, systematic evaluation of a research paper's strengths, weaknesses, and contribution to its field.
- **NEP 2020-** The NEP 2020 is a new education system rooted in the india in 2020. Which aims to transform India into a global knowledge based education power. Its primary goal is to provide high-quality, holistic, and flexible education that develops human beings capable of rational thought and action in the real life.
- **Evaluation System-** Evaluation system is a systematic approach used to judge the quality, value, and effectiveness of learning outcomes, teaching methods, and educational programs. It moves beyond simple measurement by adding value to data to determine if specific educational objectives have been met.
- **Disparities-** Disparities refer to noticeable differences, inequalities, or gaps between two or more groups, especially when those differences are considered unfair.
- **Students' Assessment-** Students' assessment is the systematic process of gathering, analyzing, and interpreting evidence to assess students' academic readiness, learning progress, and skill acquisition.

BACKGROUND OF THE STUDY

The implementation of the past policies on education has given more importance on issues of access and equity.. After independence of India, Radhakrishnan commission , 1948 proposed to improve teaching quality, to emphasize on moral and religious education for better development of university education of India.

On the other side, Mudaliar commission(1952-1953) recommended to focus on vocational and technical education and to shift from the rote learning to understanding to introduce objective tests instead of reducing external examinations for improving secondary education evaluation system.

University education commission , 1948- 49 suggested to incorporate internal assessments, and to introduce a system of continuous evaluation for all levels of education for holistic development of students.

National knowledge commission proposed to the creation of Independent Regulatory Authority for Higher Education to oversee higher education and to reduce barriers to entry in institution.

The NEP 1968 emphasized on common school system , free and compulsory education and said to include continuous evaluation to assess student progress.

The NPE 1986 modified in 1992 is approximately dealt with in this policy. The previous policy of 1986, modified in 1992 did not address the changing demands of a rapidly evolving global economy and the various necessity of Indians.

.The committee sought to recast the system to make education more relevant and adaptable to the needs of 21st century.

NEP 2020 brings a desirable changes in the evaluation system, like-

The Indian education system mostly relied on summative evaluations, particularly board exams and standardized tests but NEP 2020 has brought changes and gives emphasis on formative, continuous and comprehensive evaluation which are the needs of the present society for unleashing the potential present in an individual.

Previous evaluation was mostly based on rote learning and memorization and needed to be improved. NEP 2020 emphasized on critical thinking, critical thinking, creativity and practical application.

High stakes board exams led to immense pressure on students , limiting their overall development . So, NEP 2020 recommends to conduct twice exam a year for class x and XII , to reduce students' stress and besides that it provides more opportunities for improvement.

It incorporates self, peer and teacher assessments to provide a 360 degree evaluation of students.

PARAKH is a national assessment body to standardize evaluation across schools. NCERT has notified it as the India's first national assessment regulator which aims to set up assessment guidelines for all boards of India.

The NEP 2020's evaluation system builds upon recommendations from previous education commissions, incorporating several key aspects:

- 1. Continuous and comprehensive evaluation:** This concept, emphasized in NEP 2020, aligns with recommendations from the Kothari Commission (1964-66) and the National Curriculum Framework (2005).
- 2. Holistic assessment:** The focus on assessing 21st-century skills like critical thinking and problem-solving reflects suggestions from the Yash Pal Committee (2009) on reducing exam stress and promoting overall development.
- 3. Reduction of high-stakes examinations:** This approach, advocated in NEP 2020, echoes recommendations from the National Knowledge Commission (2006-09) to reduce exam pressure and encourage continuous learning.
- 4. Integration of technology:** The use of digital tools in assessment builds on suggestions from the National Policy on ICT in School Education (2012) for leveraging technology in education.
- 5. Emphasis on formative assessment:** This aspect of NEP 2020 aligns with recommendations from the Right to Education Act (2009) and various NCERT reports on improving learning outcomes.
- 6. Multidisciplinary approach:** The policy's focus on assessing skills across disciplines reflects suggestions from the Kasturirangan Committee (2019) on promoting a more integrated learning experience. These connections demonstrate how NEP 2020's evaluation system incorporates and builds upon previous recommendations, aiming to create a more comprehensive and effective assessment framework.

OBJECTIVES OF THE STUDY-

There is some objectives behind the study about the evaluation system of NEP 2020. Objectives of the studies are mentioned below-

- To study how NEP 2020 aims to improve the Indian education system in more holistic way.
- To study how NEP 2020 emphasizes on learner centered approach focusing on creativity and critical thinking instead of rote learning and overloaded curriculum.
- To investigate how NEP 2020 envisions using technology to promote diverse assessments methods.

- To understand how new evaluation system can influence the educators to adopt more learner centered instructional strategies.
- To examine how NEP 2020's proposed evaluation system can cater to diverse learners and can also address the disparities they come across in their learning.
- To analyze the potential challenges in implication of this new evaluation system proposed by NEP 2020.

EVALUATION SYSTEM OF NEP 2020 -

The National Education Policy 2020 introduces several recommendations to reform the evaluation system, aiming for a more holistic and comprehensive assessment method. It aims to shift the evaluation of education system from summative based on memorization to regular, formative and more competency based evaluation.

NEP 2020 focuses on higher order skills, such as critical thinking and conceptual clarity of any topic.

The main purpose of assessment will be based on learning. This will help the stakeholders of any educational institutions to revise teaching-learning process continuously for the better development of all students. This is applicable as a principle of evaluation for all levels of education.

The proposed recommendations about evaluation of education system by NEP 2020 are discussed below-

1. EVALUATION SYSTEM AT PRE-PRIMARY STAGES OF EDUCATION:

The NEP 2020 in India emphasizes the importance of ECCE(Early Childhood Carer and Education) and sets forth recommendations for evaluating pre-primary education. This are discussed below-

- **Holistic Development:** The NEP 2020 highlights that the evaluation of Pre-primary education should be based on overall development of children including cognitive, emotional, social and physical growth.
- **Play-Based learning:** Assessment methods should incorporate play-based and activity based learning to align with the developmental needs of children in pre-primary settings.
- **Role of parents:** The NEP 2020 recognizes the role of parents in the evaluation process and encourages their involvement in understanding their child's learning journey.
- **Monitoring and feedback:** A system for monitoring the quality of early childhood education programs and formative feedback for continuous improvement is recommended.
- **Portfolio Approach:** NEP 2020 recommends to use portfolio as a document for children's growth , capturing their learning experiences through observations.

2. EVALUATION SYSTEM AT PRIMARY STAGES OF EDUCATION-

The National Education Policy 2020 in India proposed some recommendations for reforming the evaluation of primary education to make it comprehensive.

- **Holistic and multidimensional assessment:** The NEP 2020 said to move away from high stakes examinations towards holistic assessments to reduce the pressure of students towards examinations rather it emphasizes on learning.
- **Foundational literacy and numeracy:** The NEP 2020 recommend to ensure that all children can read and understand basic text, perform basic addition, subtraction by grade three. It recommended that all students will take school examinations in grades 3,5, 8 which will be organized by the appropriate authority. The main purpose of this examination would be to test achievement of basic

learning outcomes through assessment of core concept from the national and local level curriculum and with the ability of students to apply this knowledge in real life situation instead of memorization.

- **Continuous feedback mechanism and 360 degree assessment system:** The NEP 2020 recommend to provide a progress card for all students for 360 degree assessment of the students. It will be completely designed by state or UTs under guidance of National Assessment Centre , NCERT, SCERT.

3. EVALUATION SYSTEM AT SECONDARY STAGES OF EDUCATION-

For evaluation of secondary education level, NEP 2020 proposed that-

- **Formative and summative evaluation:** The policy advocates for a balanced approach of formative and summative evaluation. For correction, during the learning formative exam and at the end summative exam which ensures that evaluation process supports learning.
- **Moderation of board exams and reduce high stakes:** The NEP 2020 calls for a review of the role of board examination to ensure that they are fair while providing necessary input on students' readiness. The NEP said to arrange board exams for two times. One is for final board achievement and another is for desired purpose if someone is not satisfied with the previous result. It also proposes to reduce high stake pressure from the secondary students towards syllabus.
- **Multiple Assessment Opportunities:** NEP suggests to make provision for students to take board exams in multiple terms to alleviate pressure.
- **Integration of technology:** The policy advocates for the use of educational technology to facilitate assessment and provide students with a variety of assessment formats.
- **Integrated subject assessment:** It proposes to integrate different subjects at higher secondary level to reflect on interdisciplinary approach in evaluation.
- **PARAKH:** t stands for 'Performance, Assessment, Review and Analysis of Knowledge for Holistic development' is recommended to standardize assessment practices across different school boards in India to ensure more equitable and comprehensive examination system.

4. EVALUATION SYSTEM AT THE STAGE OF HIGHER EDUCATION-

The NEP 2020 brings a rapid change in higher education system evaluation. It states that undergraduate students is able to select variety of programme like they can leave the course after 1 year, will receive a certificate. If they drop out after 2 years they will earn advanced diploma on this course and after 3 years they will earn a Bachelor's degree. If they complete four years course , they will get Bachelor's of Research. Beyond this NEP 2020 has others recommendations like-

- Teaching and assessing higher order skills like critical thinking, analytical thinking, problem solving .
- It recommends for greater institutional autonomy, decentralization of decision making power.
- It also propose to create an extensive digital infrastructure for education while acknowledging the value of technology in education. It calls for online and blended learning courses in order to reach more students with advance educational access in college.
- To create an autonomous entity called the National Educational Technology Forum (NETF).
- Evaluation will include research projects, practical work to assess students' abilities to apply knowledge in real world scenarios.

SIGNIFICANCE OF NEP 2020 PROPOSED EVALUATION SYSTEM-

New approach of evaluation given by NEP 2020, lays the groundwork for a more effective, holistic educational experience for learners. This is significant approaches for evaluation system of education-

- **Holistic development:** NEP 2020 emphasis on comprehensive assessments which can evaluate cognitive, emotional, social skills which can encourage the development of well rounded individuals.
- **Competency based assessment:** Rather giving emphasis on the rote memorization process, this policy focused on competencies.
- **Reducing Exam pressure:** It has said to multiple board exams to reduce pressure of exams.
- **Encourage creativity:** This emphasis on to encourage creativity, problem solving skills among students which are essential in present life.
- **Continuous feedback:** Regular feedback mechanisms to foster a collaborative approach to learning and to allow students to identify their strengths and weakness are an important contribution of NEP 2020 in education system of India.
- **Adapting changes:** The ongoing review and adaptation of assessment strategies will ensure that educational framework remains relevant and responsive to societal and technological advancements.
- **Global Competitiveness:** A robust evaluation system will enhance the quality of Indian education system to contribute in the global competitiveness.

Moreover, this NEP 2020 contributes on the Indian evaluation system of education significantly. A comprehensive change is possible through this proposed evaluation system.

CONCLUSIONS:

The NEP 2020 evaluation system signifies a rapid shift in Indian education, to give priority on holistic and competency based approach of evaluation. NEP 2020 moves away from high stakes exam pressure. It focuses on promotion of continuous, formative assessment model. It introduces a 360 degree assessment framework which will help teacher and parents for the looking into the progression of students. It establishes PARAKH to standardize, improve school evaluation. It aims to make board exam easier and gives focus on critical thinking. It encourages competency based learning. It recommends school accreditation, periodic self-evaluation to maintain quality standards. It gives focus on technology driven evaluation.

It suggests a credit based and multiple entry exit option for flexibility in higher education.

Moreover, NEP 2020 brings a rapid and desirable changes to Indian education and evaluation of this education system to give greater emphasis on this above mentioned point.

CHALLENGES:

To implement this policy, there is seen some challenges like

- Many teachers are accustomed to the memorization assessments and may lack training in competency and continuous based evaluation.
- Continuous professional development is required to help teachers implement the new plan.
- Many students and parents, teachers also still give priority on getting high score in board exam which creates actually hinder to acquire to the proper learning.
- Technological and personalized learning require technological infrastructure which is not possible for every institution.
- Internet connectivity is a challenge to remote area.
- Developing reliable 360 degree evaluation planning needs careful planning.
- Ensuring quality control across across thousands of school require strong governance.

- The effectiveness of PARAKH in monitoring school assessments across states remains uncertain.

SUGGESTIONS:

To remove these challenges and implement this NEP 2020 properly, we can take these initiatives-

1. For getting better results, conducting regular training and workshops for teachers are most important.
2. Not only create a 360-degree plan for assessment but to follow up the action.
3. We should involve local communities in student practical learning and skill-based evaluation.
4. Ensure PARAKH actively monitors the system.
5. It should focus on providing supporting stakeholders for teachers to manage the increased workload of continuous assessment.

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