



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 8.4  
IJAR 2023; 9(4): 47-50  
[www.allresearchjournal.com](http://www.allresearchjournal.com)  
Received: 07-02-2023  
Accepted: 10-03-2023

**Dr. Shamshir Singh**  
Assistant Professor,  
Department of Education,  
Central University of Punjab,  
Bathinda, Punjab, India

**Dr. Ranjit Kaur**  
Professor, Department of  
Education, Chaudhary Devi  
Lal University, Sirsa,  
Haryana, India

## Transforming assessment and evaluation in the context of NEP-2020

**Dr. Shamshir Singh and Dr. Ranjit Kaur**

### Abstract

NEP 2020 is the new historical milestone of the present century that can bring transformational changes in the educational system of our country by replacing the old National Policy on Education (NPE), 1986. Access, Equity, Quality, Affordability and Accountability are the corner stones of the new educational policy that are being aligned with the 2030 Agenda for achieving Sustainable development and will upgrade the status of our country by converting India into a superpower having vibrant knowledge society. NEP-2020 focuses upon making both school and higher education holistic, flexible, skill based and multidisciplinary, suited to 21st century needs of the learners. The aim of the policy is to increase the Gross Enrolment Ratio in higher education to 50% by 2035. There is urgent need of bringing reforms in the educational system of our country so that quality of education can be improved through these reforms in the context and process of education, improving the infrastructure of school and colleges, giving emphasis upon continuous and comprehensive evaluation and laying down minimum levels of learning. The present paper emphasizes the improvement in our education system through the adoption of innovative assessment methodologies based on student centric approaches. According to Radhakrishnan Commission (1948-1949) - "If there is one thing to be reformed in education, it is the examination system". During the last decade India has moved from examination to evaluation and now to assessment. National Policy on Education (NPE), 1968 stressed upon shifting our focus of evaluation from certification to improvement in learning, NPE 1986 laid emphasis upon minimizing rote learning, removal of subjectivity and chance factor, introduction of Continuous and Comprehensive Evaluation (CCE), marking system should gradually be replaced by the grading system and gradual shift from annual system to semester system from secondary stage in a phased manner. In the present scenario, the new National Education Policy, 2020 (NEP-2020) emphasizes on transforming assessment for optimizing the learning outcomes and holistic development of all students.

**Keywords:** Assessment, evaluation, transformation and NEP-2020

### Introduction

The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education system in India. One of the key aspects of this policy is the transformation of current assessment and evaluation practices. Assessment and evaluation play a crucial role in the education system as they help to measure student learning and guide educational decisions. The NEP 2020 envisions a radical change in the way assessment and evaluation are carried out, with a focus on holistic and multidimensional approaches to learning. Radhakrishnan Commission pointed out that examination reform along with improvement in teaching had become crucial to the progress of learners as it was seriously hampering the quality of work done. Without high quality assessment the course learning outcomes cannot be achieved in an effective manner. There is dire need for the integration of comprehensive assessment if we want to make reforms in our present examination system for achieving better outcomes in learning. The traditional assessment and evaluation practices in India have been largely focused on rote learning and memorization. Students are tested on their ability to memorize and reproduce information, rather than on their understanding and application of concepts. This approach to assessment and evaluation has been criticized for not providing an accurate representation of students' learning and for not promoting critical thinking and problem-solving skills.

Quality of teaching and learning can only be judged through effective assessment therefore assessment needs to be designed in a comprehensive manner including both formative and summative assessment.

**Corresponding Author:**  
**Dr. Shamshir Singh**  
Assistant Professor,  
Department of Education,  
Central University of Punjab,  
Bathinda, Punjab, India

The NEP 2020 aims to address these issues by introducing a multidimensional and holistic approach to assessment and evaluation. This approach focuses on assessing students' understanding and application of concepts, as well as their skills and competencies. The NEP 2020 advocates for the use of formative and summative assessments to provide a comprehensive view of students' learning. Formative assessments are designed to provide feedback on student learning in real-time and help to guide teaching and learning. Summative assessments, on the other hand, are designed to evaluate student learning at the end of a unit, course or academic year. The new educational policy- NEP 2020 is giving emphasis mainly on formative assessment for learning as compared to summative assessment that is responsible for commercialization of education and mushrooming of the coaching centres. The policy is giving stress on flexibility in the curriculum, integration of vocational education and multiple entry/exit points in the programmes, choice based credit system and multi-disciplinary education at the undergraduate level. The policy is focusing upon integrated four-year Bachelor's programme for the students because it will provide platform to the students for making right decision early in their careers so that they can move in the right direction and pursue their profession according to their choice so as to prevent them from becoming misfit in the society and they can get the best exposure to multidisciplinary education. NEP-2020 has laid emphasis on the provision of an Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various higher educational institutions so that the degree can be awarded to the students on the basis of credits earned. The Academic Bank of Credits (ABC) is a system designed to enable students to accumulate academic credits earned from various institutions over a period of time, and transfer them to another institution or use them to obtain a degree. The ABC system facilitates the recognition of prior learning, encourages lifelong learning, and provides greater flexibility for students to choose their own learning pathways. For successful achievement of learning outcomes among the learners NEP 2020 lays stress on the following:

- For each child there will be continuous tracking of his/her learning outcomes.
- The board exams will be made more flexible with assessment focus on learning of core concepts, higher order thinking skills and soft skills.
- Provision of AI based soft wares for tracking the progress of students so as to guide them in the selection of career choices according to their potentialities and capabilities.
- A standard setting body for assessment such as National Testing Agency (NTA) will conduct the joint entrance examination such as CUET of different central universities, so as to save the time, energy and money of the students and to eliminate the need of coaching for competitive exams.

The NEP 2020 has also recognized the need to move away from the high-stakes examination system that has been prevalent in India. The policy advocates for a more flexible and diversified approach to assessment and evaluation, which takes into account students' interests and aptitudes. This approach allows for a more personalized and student-centered learning experience, which is essential for

promoting student engagement and motivation. To reduce stress and anxiety among the students appearing in board exams, students shall be allowed to take board exams on two occasions i.e. one main examination and the second one for improvement. The various school boards will further conduct the exams in annual/semester mode and the question papers may be redesigned consisting of two parts i.e. one part of paper consisting of objective type MCQs and the other part of the paper consisting of descriptive questions. There will be provision of 360-degree multidimensional report card consisting of self-assessment, assessment by teachers as well as parents and peers that will be covering the cognitive, affective, socio-emotional, and psychomotor domains reflecting the capabilities and competencies of the learner in the.

PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), a National Assessment Centre, will be established that will constitute a standard-setting body under MoE. Setting up of norms, guidelines and standards for assessment and evaluation, conducting of National Achievement Survey (NAS), guiding State Achievement Survey and monitoring of Learning Outcomes will be the main objectives of PARAKH. The NCERT in consultation with SCERTs, BoAs and PARAKH will prepare guidelines on NEP-2020 recommendations on assessment to align with the NEP-2020. NTA will serve as an autonomous organization in the country at the national level, entrusted with the responsibility to conduct entrance exams for undergraduate and graduate courses and fellowships in higher education. The universities rather than conducting their own entrance exams will be provided with the exam results of combined entrance exams conducted by NTA, thereby drastically reducing burden on students, universities and colleges and the entire education system. Teachers will be prepared for a transformation in the assessment by 2022-23 academic session. NTA will conduct high quality common subject exams in science, humanities, languages arts and vocational subjects, at least twice a year. NEP-2020 has given the following recommendations for education of gifted students beyond the school curriculum such as:

- Involvement of gifted students in science clubs, eco clubs and publication of newsletters at the college level.
- Participation of gifted students in national Olympiads and Competitions being conducted at national levels
- B.Ed. programme to allow Specializations in Education of Gifted Children
- NCERT & NCTE will develop guidelines for education of gifted children
- Extensive Use of Technology to encourage talented/Gifted Children
- Efforts for intervention in rural areas & in regional languages to ensure widespread participation

Assessment is important because it is widely believed that what gets assessed is what gets taught, and that the format of assessment influences the format of learning and teaching (O'Day & Smith, 1993) <sup>[6]</sup>. Various assessment strategies can be implemented together at the different levels to provide for the different information needs in a coordinated, coherent manner (Darling-Hammond, 1994) <sup>[2]</sup>. In the present educational scenario both formative and summative types of assessments are being used in educational institutions. The students in the present examination system

have to face a lot of pressure and stress related to their performance in the final board exams because the main emphasis is given only the cognitive aspects and the other aspects of the development are completely ignored that tends to develop students with lopsided personalities instead of their holistic development.

Formative assessment of the students should focus on the development of skills and competencies among the students rather than rote memorization. This will make the assessment stress free for the students. The inclusion of self-assessment, peer-assessment besides teacher assessment, will broaden the base of assessment and it will give an opportunity to the students for giving their reflections regarding the changes that need to be made in the curriculum for achieving desirable learning outcomes and enhancing self confidence in pupils. NEP- 2020 has given emphasis on the attainment of required skills and competencies specified in terms of learning outcomes in a holistic manner. The main focus of the assessment should be on holistic development of child. The curriculum of institutions of higher education should be such that it provides opportunity to the students for hands on experience or experiential learning. According to Brown, (1990) <sup>[1]</sup> "Assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals". The sole purpose of assessment should be attainment of learning outcomes. Assessment of learning (summative assessment) is already being done in the current evaluation system through annual examinations.

Assessment for learning (formative assessment) is done to provide motivation and direction for improvement to the learners. It occurs during the process of teaching and learning and is used to inform the students regarding their progress in studies. The evidence of student achievement is collected over time from three different sources: observation, surprise tests and term papers etc. Assessment for learning occurs during the formative period of instruction and requires assessment of skills, interest, knowledge, attitude and motivation. Assessment as Learning is a vital part of Assessment for Learning where teachers begin with explicit instructions in the classroom followed by motivation of students towards guided discovery and self - learning. In due course of time students will develop the habit of self- directed learning, and will be able to set their own goals. They will gradually develop the capability to reflect on their learning.

Collaborative learning techniques such Think Pair share, Brainstorming, Peer tutoring, Circle the sage, Fish bowl pedagogy provides opportunities to student for the development of critical thinking and higher order thinking skills. They gradually learn to critically assess & analyze their own work. "Any kind of assessment, whether traditional or "authentic, must be developed in a way that gives the accurate information about the performance of the individual." (Weir, 2005) <sup>[8]</sup>.

Assessment can be a process by which information is collected through the use of test, interview, questionnaire observation, etc. (Kizlik 2010; Richards and Schmidt 2002) <sup>[4, 7]</sup> while evaluation can therefore be seen as "the systematic gathering of information for purposes of decision-making, using both quantitative methods (tests) and qualitative methods (observations, ratings and value judgments) with purpose of judging the gathered information". (Howard & Donaghue, 2015) <sup>[13]</sup>.

NEP 2020 lays stress upon shifting from summative assessment to regular and formative assessment. The new assessment tools such as Minute paper, Rubrics and portfolios can also be employed by the teachers for the assessment of students. Classroom Assessment Techniques (CATs) are the activities conducted in the classroom setting by the teacher and their purpose is to determine whether the students are able to understand the learning resource material provided to them so that some teaching adjustments can be made in the time-table by the teacher in the form of remedial teaching for slow learners. The use of CATs by the teacher in classroom points out in the direction that the teacher is actively taking interest in the progress of slow as well as advance learners and better student engagement with the teachers results in improved learning outcomes among the learners. Some of the classroom assessment techniques that can be employed by the teacher during assessment for learning are given below:

### **Background Knowledge Probe**

This technique is designed to collect useful, feedback on students' previous knowledge. In the first class teachers asks some basic questions pertaining to their respective subject to gauge the entry level of learners. Background Knowledge Probes are in the form of short, simple questionnaires that are prepared by instructors at the beginning of a course to introduce an important new topic by linking it with the previous building blocks already present in the mind of the learner. In the BKP students expected to write very short answers and to attempt the multiple-choice questions, or fill in the blanks.

### **Minute Paper**

This technique is used to collect feedback from the students related to the topics in the syllabi. In this technique the teacher stops his lecture two or three minutes early and asks students to respond to following two questions: "What was the most important thing you learnt during this class?" and "What was the muddiest point of the class?" Students can write their responses on half-sheets of paper and hand over to the respective subject teacher. The teacher can then see the feedback and will understand what are the difficult topics of the syllabi that the students have not understood.

### **Portfolios**

Nowadays portfolios have become a prominent tool to assess students' quality of work. It is simply a collection of evidence that learning has taken place among the learners. Portfolio is a collection of student works which can be used for displaying the capabilities or competencies of students for the purpose of evaluation. It can act as indicator of the student's performance during a particular semester period related to any subject. It can be effectively used as an assessment tool. The students' progression over a period of time can be tracked by the class teachers using portfolios. It is also an effective tool that can be used by the prospective employers to identify the competencies and capabilities of their prospective employees. It provides a platform to the students as well as opportunity for self-reflection.

### **Rubrics**

Rubrics is an assessment tool based on certain criteria to assess students' work. The students are given a rating based on those criteria. The criteria are based on the extent to

which the individual has been able to demonstrate his competencies beginning from basic to advanced level and individual is assessed according to his performance on those criteria. It is an assessment process that reflects the techno-pedagogical skills of the learner and whether the desirable learning outcomes of that particular course have been achieved by the learner. Rubrics are a sort of rating scales consisting of pre-defined performance criteria used for the assessment of individuals. They are basically of two types i.e. Holistic and Analytic. If there is only one attribute to be assessed, then we will use holistic rubric. In holistic rubric we get an overall comprehensive score of the performance of the learner. If there are a variety of opinions to each statement, the overall proficiency of the work is assessed by using holistic rubrics. When different attributes are to be assessed, we use analytic rubrics.

### Conclusion

NEP-2020 has ushered in a new era with the hope that by making drastic reforms in our pattern of assessment and examination system we can raise our standards of education to meet the global level, but this vision to meet the international standards in the field of education can be realized only, if we are able to implement NEP-2020 in true letter and spirit in the higher educational institutions of our country by making changes such as introducing flexibility in the curriculum through adoption of choice based credit system, academic bank of credits, uniform pattern of assessment among various central universities of the country and orientation of teachers towards new pedagogies and methods of assessment and evaluation. In conclusion, the NEP 2020 has introduced a radical shift in the way assessment and evaluation are carried out in India. The policy emphasizes the need for a multidimensional and holistic approach to assessment and evaluation, which focuses on assessing students' understanding, skills, and competencies. The use of technology-based assessments, assessment for learning, and a diversified approach to assessment and evaluation are some of the key features of the NEP 2020. These changes are essential for promoting student-centered learning, improving educational outcomes, and preparing students for the challenges of the 21st century.

### References

1. Brown DH. Language assessment: Principles and classroom practices. London: Longman; c1990.
2. Darling-Hammond L. Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. *Journal of Teacher Education*. 2006;57(2):120-138.
3. Kellaghan T, Stufflebean DL. (Eds) *International Handbook of educational evaluation*. Dordrecht: Kluwer Academic Publisher; c2003.
4. Kizlik B. How to Write an Assessment Based on a Behaviorally Stated Objective? [online Document] Available; c2010 at <http://www.adprima.com/assessment.htm> Accessed on September 15, 2017.
5. NCERT. *National Curriculum Framework for School Education*, New Delhi; c2000.
6. O'Day JA, Smith M. Systemic school reform and educational opportunity. In S, Fuheman (Ed.), *Designing coherent educational policy: Improving the system*. San Francisco: Jossey-Bass; c1993. p. 250-311.
7. Richards C, Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (3rd edition). Harlow, Essex: Pearson Education; c2002.
8. Weir JC. *Language testing and validation: Evidence-based approach*. New York, NY: Palgrave Macmillan; c2005.
9. <https://www.dottalks.in/salient-features-of-national-education-policy-2020/>
10. [https://gmfclibrary.weebly.com/uploads/1/2/0/5/120592864/national\\_education\\_policy\\_\\_nep\\_2020.pdf](https://gmfclibrary.weebly.com/uploads/1/2/0/5/120592864/national_education_policy__nep_2020.pdf)
11. <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1657866>
12. [https://www.education.gov.in/shikshakparv/docs/Examination\\_and\\_Assessment\\_Reforms.pdf](https://www.education.gov.in/shikshakparv/docs/Examination_and_Assessment_Reforms.pdf)
13. Iyer-O'Sullivan R, Howard A, Donaghue D. From bit to whole: Reframing feedback dialogue through critical incidents. *Teacher evaluation in second language education*. 2015 Feb 12:69-84.