

## *Original Research Article*

### **NEW DIMENSION IN EVALUATION SYSTEM IN SECONDARY LEVEL: NEP 2020**

#### **Abstract:**

The National Policy on Education (NPE) is a policy formulated by the government of India to promote education amongst India's people. The Policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986 and the third by Prime Minister Narendra Modi in 2020.

The National Education Policy of India 2020 (NEP2020), approved by the Union Cabinet of India on 29 July 2020, outline the vision of the new education system of India. The New Education Policy is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former Chairman of the Indian Space Research Organization (ISRO). It replaces the previous National Policy on Education 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributes directly to transforming India by providing high quality education to all, thereby making India a global knowledge superpower.

This paper mainly focuses on NEP 2020 and evaluation system in secondary level. This paper also outlines the salient features of NEP and how they affect the existing education system.

**Keywords:** NEP 2020, Evaluation System, Secondary level, New Education Policy

## **Introduction:**

Today's world is changing very fast. Massive changes are also taking place in the field of education. Keeping this change in mind the National Education Policy 2020 has introduced new teaching methods for the holistic development of students. The educational system should be flexible and joyful for the sake of the students. People from all walks of life irrespective of their economic and social status should be brought into the field of learning by 2040. Indian Education system aims to be ahead of everyone else.

In 1968 the Former Prime Minister Mrs. Indira Gandhi was introduced the first education policy. In 1986 the second education policy was launched by the Rajiv Gandhi. Thus an old education policy is ineffective with the changing scenario. This is the reason to introduce New Education policy 2020.

The Union Cabinet of India is approved National Education Policy of India 2020 (NEP 2020) on 29<sup>th</sup> July 2020. The New education policy replaces the previous National education policy 1986. The Policy is a complete framework for elementary education to higher education. The policy main aims to convert India's education system by 2040. The vision of the new education Policy is "To build on education system rooted in India ethos that contributes directly to transforming India by providing high quality education to all, thereby making India a Global Knowledge superpower".

In 2015, a committee for education policy was formed by Cabinet Secretary T.S.R Subramanian. In 2019 the draft was submitted by Krishnaswamy Kasturirangan.

**Objectives of the study:** The National Education Policy 2020 has many initiatives to improve the quality of evaluation system in India.

The objectives of this study are:

1. To study the existing Evaluation system in secondary level.
2. To study the New Evaluation system in secondary level.
3. To study the how NEP 2020 affect the present education system.

## **Research methodology**

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

## **Existing school Education**

CCE (Continuous and Comprehensive Evaluation) is the conventional evaluation system in India. It has started to change the Indian education scenario. CCE is considered as a new innovative concept in the teaching learning process. CCE refers to a system of school based assessment that covers all aspect of student's growth and development. The evaluation system is divided into two parts, namely Formative and Summative. In this evaluation system two types of assessments are framed- Formative and Summative evaluation.

The term Continuous has two components known as continual and Periodicity. The Continual Process which means from the beginning and during the instructional process where as periodicity refers frequency / term of the assessment. The term Comprehensive covers Scholastic areas, Co – Scholastic activities. The scholastic components include subject specific areas such as Academic .The co – scholastic components include life skills, attitudes & values. Evaluation is two types under CCE named as Formative and Summative assessment. The formative test will be conducted three (3) times in an academic year. It is carried throughout the years by the teachers with the help of six (6) methods. These are Survey Report, Nature study, Case study, Creative writing, Model making, open text book evaluation. Out of these six methods ant three are to be in an academic year. In a particular class one method is to be applied for one term. There should not be any repetition of a particular modality for a particular class in an academic year. In an academic calendar there will be three summative evaluations.

**Table 1.SUMMATIVE EVALUATION**

First Term		Second Term		Third Term	
Full Marks	Specific Period	Full Marks	Specific Period	Full Marks	Specific Period
280(40*7)	April 1 to April 10	280(40*7)	August 1 to August 10	630(90*7)	December 1 to December 15

**Table 2. FORMATIVE EVALUATION**

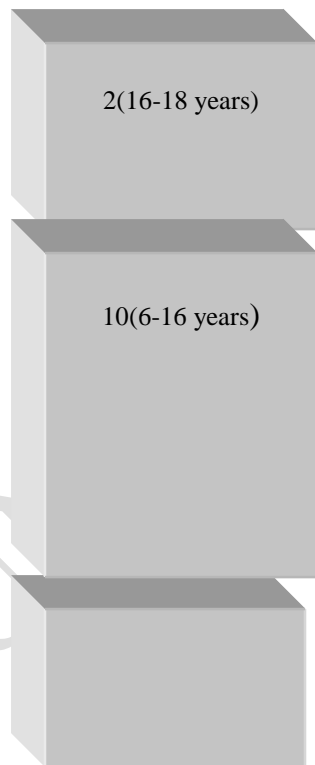
First Term		Second Term		Third Term	
Full Marks	Specific Period	Full Marks	Specific Period	Full Marks	Specific Period
70(10*7)	January to April	70(10*7)	May to August	70(10*7)	September to December

Table 3. GRADING SYSTEM

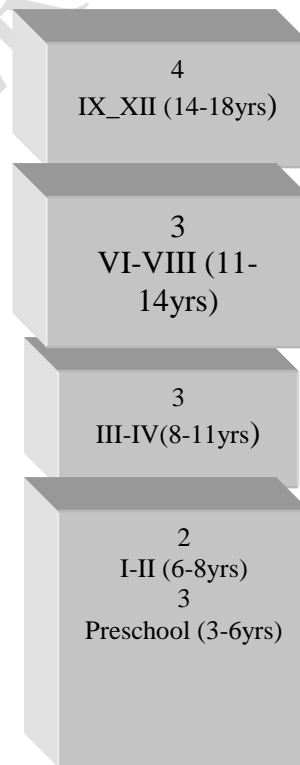
Marks Scale	Grade	Remarks
90-100	AA	Outstanding
80-89	A <sup>+</sup>	Excellent
60-79	A	Very good
45-59	B <sup>+</sup>	Good
35-44	B	Satisfactory
25-34	C	Marginal
<b>Below 25</b>	<b>D</b>	<b>Disqualified</b>

In the policy the present 10+2 structure has been changed to new 5+3+3+4 structure. In this structure included students between the ages of six and eighteen.

**Chart 1. Existing education**



**Chart 2. New Education Structure**



In the present education system, the studies start from the year six i.e. Class I at six years. But the agegroup of three to six is not present in the 10+2 structure. Early Childhood Care and Education (ECCE) from age three (3) are included in the new 5+3+3+4 structure.

The learning structure in schools will be restructured at this level 3-8, 8-11, 11-14; 14-18. The structure will have these steps-

- Fundamental stage- i) ~~Angawari~~ / 3 years of Pre primary school  
3-8 yrs ii) 2 years of Primary school (class I & II)
- Preparatory stage ~~Class III- Class V~~  
8-11 yrs
- Middle stage ~~Class VI – Class VIII~~  
11-14 yrs
- Secondary stage i) ~~Class IX- Class X~~  
14-18 yrs ii) Class XI- Class XII

### **New Education Policy: 2020**

#### **Feature of Assessment**

- Regular , continuous and comprehensive based
- Encouraging of learning
- Focuses on all round development of students.
- Develop various skills (analysis, critical & divergent thinking and conceptual clarity etc.)
- Help entire schooling system
- Develop continuous teaching- learning processes for better learning

#### **Transforming Assessment**

Our Education system in nature is mainly memorization based. According to NEP 2020 the evaluation system is shifted from summative assessment to regular and formative assessment. The assessment will help the teacher and student and the entire schooling system. It continuously revises teaching learning process to better learning and development for all students. This will be our underlying principle.

In this new education policy the progress report will be comprehensive and versatile. Student's development and uniqueness in the cognitive, affective, socio-emotional and psychomotor

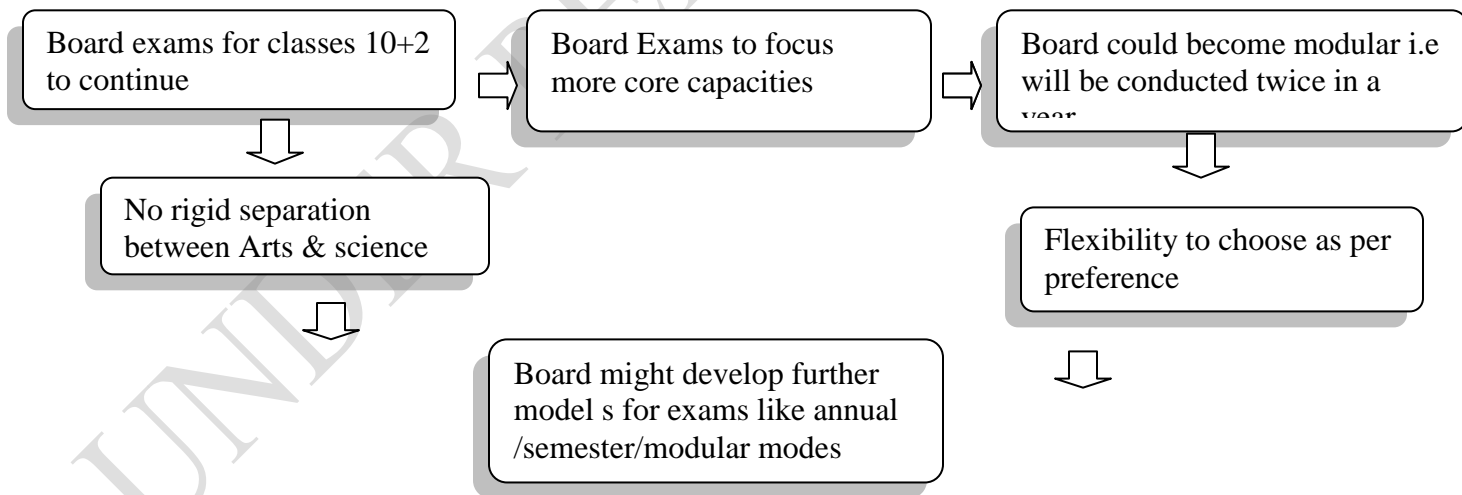
domain is reflected in this new progress report. The progress report is prepared by States/ UTs NCERT and SCERTs. The progress report is communicated by schools to parents. Self-assessment and peer assessment includes in the new progress report. Progress reports are an important means of communication between school and home. It would give important information to teachers and parents on how to support each student in and out of the classroom.

This policy introduced AI – based software. It is use to help track the progress of the students throughout years. It is based on data and interactive questionnaires about learning. This software provides information about student’s abilities interest. This software helps to focus students needed areas and to thereby help them make optimal career choices.

Nowadays the current secondary level evaluation system have fostered to-days coaching culture. The system of examinations is doing much harm especially secondary level Students are spending their valuable time on exam preparation and extra coaching instead of actual study.

Board exam has been redesigned. As a result, it is expected that the coaching culture will decrease. New Restructured assessment system will help in holistic development of the student. Students are given freedom to choose subjects as per their individualized interest. Board exams are made easier.

Chart 3. **KEY HIGHLIGHTS ON BOARD EXAMINATION**



Student’s progress will be observed throughout the year not only secondary and higher secondary exams will not verify .Only students in class III, V and VIII will give the exam. The evaluation process is conducted by the appropriate authority. Proper planning is needed to get better results and benefit student’s .Also the teaching learning process needed to be improved for better result.

To reduce study pressure and coaching culture, the boards have developed new models of evaluation system such as annual/semester/modular board exams. Question paper has two parts. There is one part of an objective type with MCQs and the other part has descriptive type.

The NCERT SCERTs, BOAs, NAC/ PARAKH etc will prepare the guidelines on NEP 2020.

A new National Assessment centre, PARAKH is proposed to be formed. This centre will be managed by MHRD. This assessment centre will prepare standard rules and guidelines for students.

P → Performance  
A → Assessment  
R → Review  
A → Analysis of  
K → Knowledge for  
H → Holistic Development

Its main objectives are

- Setting norms.
  - Setting standards and guidelines for student's assessment and new evaluation process for all recognized school boards of India.
  - Setting guidelines for the State Achievement Survey (SAS).
  - Monitoring progress of achievement of learning.
  - Encouraging and help school boards to inform new evaluation process
- PARAKH will also advise school boards regarding new evaluation patterns.

Issues with the NEP2020

- Lack of integration- In both the thinking and in the document, there are huge gaps in technology and pedagogy.
- Language barrier- The NEP seeks to enable home language learning up to class five for improves learning outcomes.
- Lack of funds- An Economic Survey 2019-2020 report said that the public spending (by the Centre and the State) on education was 3.1% of the GDP. A shift in the cost structure of education is inevitable.

- Lack of trained and sufficient teacher in school.
- Lack of infrastructure

### Conclusion-

Secondary level is very important stage for learners. This stage is very crucial in deciding the economy, social status and healthy behavior in every country. Evaluation is an integral part of education. We cannot avoid evaluation or abolish it. But we make it better and joyful with the help of National Education Policy 2020. The effectiveness of any policy depends on its implementation. To implement the new Education policy 2020 specific planning and arrangements should be made with various institutions and organization such as MHRD, CBE, Central Govt. and State Govt. NCERT and SCERT , school and various education Department.

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