



A study on the changing role of evaluation as per National Education Policy 2020

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Abstract

Education has a unique importance in the development of the country. After independence, the changing role of education became decisive in creating a new share of development in various sectors of the country. Changes took place in many fields like defense, health, industrial, environment, trade, sports and entertainment. These reforms came in political, social, cultural, literary and religious fields. Education is the central principle at the root of all this. The country got independence in the year 1947. Pandit Jawaharlal Nehru became the Prime Minister of the country. Maulana Azad, India's first education minister, gave the motto of equality in education. In it, Dr. Radhakrishnan Commission, Mudaliar Commission, Kothari Commission etc. Various recommendations regarding education were suggested by these various commissions. To properly implement these recommendations and bring radical changes in education, the first National Education Policy was launched in 1968 by the Prime Minister, Mrs. Indira Gandhi. Accordingly the course was started. Then Prime Minister Rajiv Gandhi launched the Second National Education Policy in 1986. Through this, new educational reforms like Navodaya Vidyalaya, District Education Training Institutions, and the impact of information technology were brought about. Still, to meet some of the errors, Prime Minister Shri P. V. Narasimha Rao implemented the Revised Education Policy 1992 in 1992. But it was not considered as a separate education policy. It was insisted that the impact and diffusion of education policy should be equally in rural and urban areas. However, after 50 years of independence, the promotion of education has not been what it should have been. Due to lack of education in rural areas, they are not so rooted. Therefore, in 2009, during the tenure of Prime Minister Shri Manmohan Singh, the Right to Free and Compulsory Education Act, RTE Act 2009 was unanimously passed and under this Act, every child got the right to primary education. All students between the ages of 6 and 14 were able to get compulsory and free education. The pattern of schooling] was 10+2+3. By changing this structure, the new National Education Policy 2020 laid down a new revised scheme of 5+3+3+4 covering students aged 3 to 18. Thus a radical positive change was brought about on all fronts of education. K Kasturirangan, the chief facilitator of this policy, ensured the direction of education after careful study with his team.

Introduction

Under the National Education Policy 2020, students will be attracted to school as an alternative to education as games, activities and exploratory courses will be created to relieve students of stress by reducing the burden of curriculum. There is no doubt that getting students to study in school in a study oriented and interesting way will help them to make better progress. For the overall development of the students, creative, reflective thinking will be accelerated by creating a mathematical approach as well as a scientific approach with emphasis on new concepts, understanding, and various measures. Students will study in a correlational manner. As a result, it will help to improve the communication between you. Increased communication skills will reduce the undue importance of recitation and knowledge generation based on actual action will improve memory. Experience rooms will be widened. Having an active learning experience that is holistically student-centered and supported will help the assessment to be qualitative rather than just quantitative.

Objectives

1. To study the effectiveness of action learning in holistic development of students.
2. To study changes in qualitative assessment of students due to implementation of new national education policy.
3. To study the effectiveness of self-assessment and peer assessment method of students.

Assessment concept

In the education process, the four pillars of study, teaching, curriculum and assessment are of unique importance. The traditional method of pre-planned and proactively planned written oral and action-based assessment to study the effectiveness of teaching and learning has existed till date. It is said that most of the students' memory is being tested. Since there is no effective and efficient assessment of the skills, abilities, interests, medical thinking and critical thinking of the students, the students work mechanically. As a result, there are many flaws in the examination system. According to the proverb 'Commit a memory and omit in examination', there is a fear of creating an undue burden on the students and diverting the slow students as well as the students of normal intelligence from education. The nature of assessment has changed in the new education policy. Emphasis will be placed on implementing a multi-dimensional assessment scheme by reducing the importance of the numerical marks of the students. It will make the students happy without feeling stressed in the assessment. Because students everywhere are not proficient in all subjects. Students will respond positively to the inclusion of new research methods in this new assessment to recognize that everyone is different. This will definitely help in improving the quality of education.

Types of assessment

The new education policy 2020 has brought a lot of innovation in the syllabus, reducing the stress of subjects and giving students the freedom to freely choose subjects, so students will be happier without getting away from education. They will get academic freedom. It is through this that one will experience the changing and actionable nature of assessment. Mainly the following types will exist in it.

1. Self-Assessment
2. Collaborative assessment
3. Emotional evaluation
4. Social assessment
5. Cognitive assessment
6. Functional assessment
7. Continuous assessment etc.

All the above types are going to be assessed in a planned way.

1. Self-Assessment

When a person evaluates himself, he is comparing himself with others. This is a natural process. When students evaluate themselves by examining their qualities, abilities, skills, they will find their strengths and weaknesses. Students can be made aware that the qualitative level can be raised only if self-evaluation is true and transparent, self-evaluation will create self-esteem, self-efficacy, self-awareness in students and a positive step will be taken to increase self-esteem. It will help the students to know the reality of their existence.

2. Collaborative assessment

In a student's life, a friend is as important as a teacher, in fact a little more. Because students express their thoughts and feelings to their friends. Hence the evaluation by Sahadhyayi can be done very neutrally. It can effectively and transparently assess academic, social, moral and personality qualities. Assessment: Teachers should prepare an assessment plan for student assessment to be planned and quantitative as well as qualitative. Peer assessment reduces assessment pressure and increases positive feedback. Participatory assessment is an important factor in increasing engagement.

3. Emotional evaluation

Along with assessment in education, affective assessment is essential to test the control effect of students' personality and emotions. From the point of view of educational psychology, it can be seen that if emotional intelligence is developed in students, the student can be active by actively participating in academic activities as well as co-curricular activities. As a result, learning becomes student-centered. The process of understanding students is very important. What does he think? What doesn't he get? Why not come? If we understand this and evaluate it, it comes to mind that emotional evaluation is the need of the hour in order to reduce his inferiority complex and increase his confidence.

4. Social assessment

Among the various forms of assessment in the new education policy, social assessment has been given special importance. Students are an integral and important component of society. To become a successful citizen of tomorrow, to what extent his social skills, sense of social welfare, ability and skills to maintain social commitment have been developed. From the curriculum, how much social ethics, good customs, traditions etc. of the Rajni society. How much has he understood? As a result, social values can be effective in creating destructive attitudes and developing noble qualities like patriotism and brotherhood by creating positive influence.

5. Cognitive assessment

Formative assessment is a very important component in the holistic assessment of a student. Because in the student, understanding, cognitive growth and development have a unique importance in terms of numerical and qualitative growth. In order to develop cognitive development in the student, it is necessary to conduct objective assessment in order to increase the ability to acquire knowledge. Formative assessment requires the addition of modern experiential formative assessment along with traditional assessment. To what extent was the new approach reinforced among the students? How much student activism was observed for it? Teachers are expected to do a detailed evaluation of such matters individually and collectively.

6. Functional assessment

Mahatma Gandhi introduced the theory of Learning by doing in his basic education system under the Wardha Education Scheme, the essence of which is the implementation of action-based education system. Knowledge gained through learning by doing is remembered for a long time. Memorization improves understanding. The circle of knowledge widens through perception. As a result the assessment is effective. Making students active is the need of the hour. Through functional assessment, students are able to contribute significantly in practical work experience, sports, cultural programs, recreational activities. The New Education Policy 2020 has considered formative assessment as an important part of the exploratory assessment scheme.

7. Continuous assessment

Learning is a fluid and seamless process. Education plays an important role in the life of a person. There is no cure without education. Is education being imparted in the right direction at the right pace and in the right manner? A consistent and comprehensive assessment at all levels is in order to find the answer to the question. Consistency helps create ease and impact. A student acquires knowledge by being a lifelong learner. Continuous assessment allows everyone to understand their own abilities and levels and determine the direction of progress. The effectiveness of the curriculum can be studied, due to continuous evaluation it is possible to study the results of the government, institutions, teachers, students and the curriculum. Hence continuous assessment is considered very important. Continuous assessment at all levels of education is expected to be done in a planned manner. Everyone's contribution is important for that.

Findings

1. The New Education Policy 2020 assessment is helpful in improving the quality of student learning by being proactive.
2. Facilitating the interaction between teacher and students is important for making assessment effective.
3. It is important to develop a positive attitude towards education among students and parents.
4. Successful implementation of various forms of assessment is conducive to policy success.

Conclusion

In the New Education Policy 2020, K Kasturirangan has laid out the new revised framework for all levels of education at a very research level. Along with bringing the student into the stream of education, it can be easily possible to study in the field of education as per interest, strength and ability. Education has a changing role. By

imbibing the new scheme of assessment, it is possible to make a valuable contribution to the development of the country by making all-round progress of the students.

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