



# **New Dimension in Evaluation System in Secondary Level: NEP 2020**

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## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

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## **ABSTRACT**

The Government of India developed the National Policy on Education (NPE) with the goal of encouraging education among Indians. India's policies span both rural and urban areas for primary education through college. Prime Ministers Indira Gandhi (1968), Rajiv Gandhi (1986), and Narendra Modi (2020) issued the first and second NPEs on behalf of the Indian government, respectively.

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 recommendations of an expert committee led by Dr. Kasturirangan, the former chairman of the Indian Space Research Organization (ISRO), served as the foundation for the New Education Policy. It takes the place of the earlier 1986 National Policy on Education. The policy aims to establish an education system that is deeply ingrained in Indian culture and immediately contributes to the country's transformation by offering top-notch education to all, positioning India as a global leader in knowledge.

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.

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Education is a concurrent subject, so for the successful implementation of the new education policy the state and the Centre have to come forward accordingly. Timely infusion of necessary resources viz. human, infrastructural, and financial should be taken care of both central and state level for satisfactory implementation of the new education policy. It is hoped that the new evaluation system will play a more important role in education in the future.

*Keywords: NEP 2020; evaluation system; secondary level; new education policy.*

## 1. INTRODUCTION

Today's world is changing very fast. Massive changes are also taking place in the field of education. Keeping these changes 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 [1-5].

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 Rajib Gandhi. Thus an old education policy is ineffective with the changing scenario. This is the reason to introduce New Education policy 2020 [6,7-10].

The Union Cabinet of India is approved National Education Policy of India 2020 (NEP2020) on 29<sup>th</sup> July2020. The New education policy replaces the previous National education policy 1986. The Policy is a complete framework for elementary education to higher education [11-14]. 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" (New Education Policy, 2023)

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 [15].

### 1.1 Objectives of the Study

The National Education Policy2020 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.

## 2. METHODOLOGY

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

## 3. RESULTS AND DISCUSSION

### 3.1 Existing School Education

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. It 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 terms continual and periodicity refer to the two halves of the word continuous. The term "periodicity" relates to the frequency or duration of the assessment, whereas "continuous process" refers to the start and continuation of the educational process. Scholastic fields and co-scholastic activities are included in the word Comprehensive. The subject-specific aspects like Academic are included in the scholastic components. 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 as indicated below:

**Table 1. Summative evaluation**

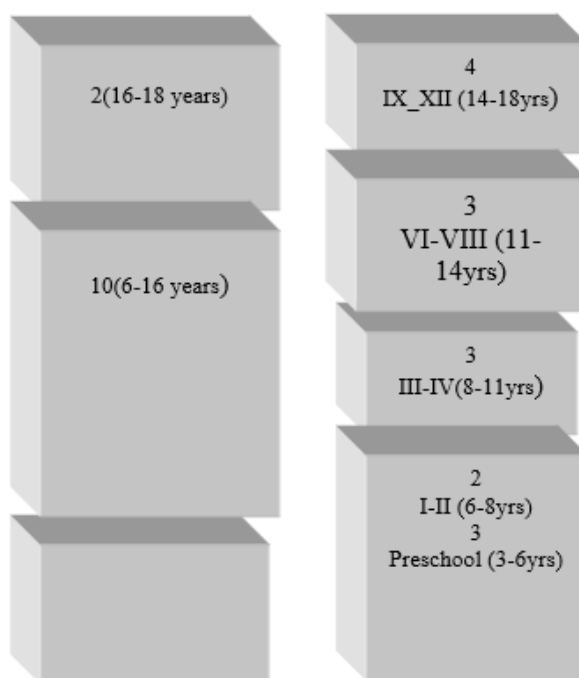
| First Term |                     | Second Term |                       | Third Term |                           |
|------------|---------------------|-------------|-----------------------|------------|---------------------------|
| Full Marks | Specific Period     | Full Marks  | Specific Period       | 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+       | Excellent           |
| 60-79           | A        | Very good           |
| 45-59           | B+       | Good                |
| 35-44           | B        | Satisfactory        |
| 25-34           | C        | Marginal            |
| <b>Below 25</b> | <b>D</b> | <b>Disqualified</b> |



**Chart 1. Existing education structure Chart 2. New education structure**

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.

In the present education system, the studies start from the year six for example Class I at six years. But the age group 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

### 3.2 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

### 3.3 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.

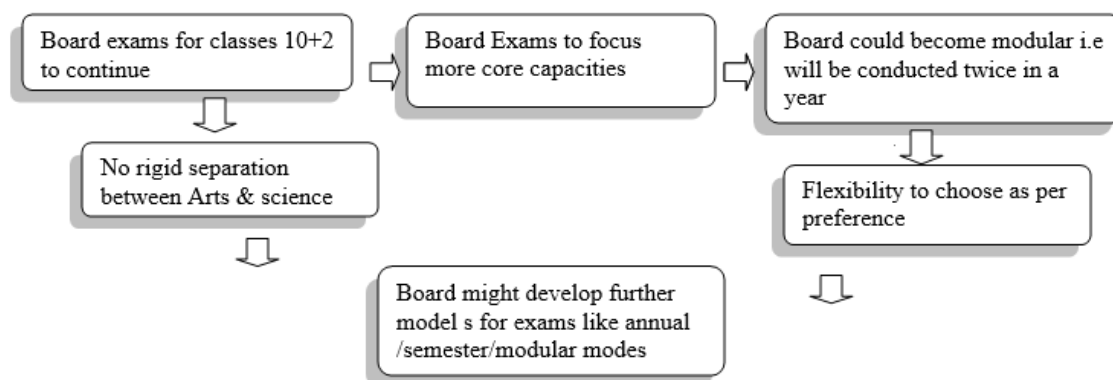
In this new education policy the progress report will be comprehensive and versatile. Student's development and uniqueness in the cognitive, affective, socio-emotional and psychomotor domain is reflected in this new progress report. The progress report is prepared by States/ UTs National Council of Educational Research and Training (NCERT) and State Council of Educational Research and Training (SCERT). The progress report is communicated by schools to parents. Self-assessment and peer assessment included 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 Artificial Intelligence (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 and interest. This software helps to focus on 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 and abilities. Board exams are made easier and clearer.

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



**Chart 3. Key highlights on board examination**

To reduce study pressure and coaching culture, Boards of Assessment (BoAs) has 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 (Multiple Choice Question) (and the other part has descriptive type.

The National Council of Educational Research and Training (NCERT) State Council of Educational Research and Training, (SCERT), Boards of Assessment (BOAs), National Accreditation Council (NAC)/ PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) etc. will soon prepare the guidelines on NEP 2020 [16-18].

A new National Assessment centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) is proposed to be formed. This centre will be managed by Ministry of Human Resource Development (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 (New Education Policy, 2023) will also advise school boards regarding new evaluation patterns.

Issues with the NEP2020

1. Technology- In our country especially in villages there is no internet connection so technology rich new education policy is difficult to implement.
2. Lack of Human Resource- Nowadays skilled and trained teachers lacks in school. Most of the schools do not have sufficient teachers to implement new education policy.
3. Infrastructure – The infrastructure of schools in rural areas is very weak and it is very difficult to implement the new education policy successfully.
4. Examination Structure- The new education system also focuses on formative evaluation. 'According to a study, out of the 1.5 million schools in India, 75 per cent are run by the government. Of the remaining 400,000 private schools, nearly 80 per cent schools are 'budget private schools. Hence, deploying a continuous assessment framework is a challenging task in these schools.' (B. Venkateshwarlug)

#### 4. 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 implementation the new Education policy 2020 specific planning and arrangements should be made with various institutions and organization such as MHRD, Central advisory Board of Education (CABE), Central Government and State Government. National Council of Educational Research and Training (NCERT) and State Council of Educational Research and Training (SCERT), school and various education Department.

#### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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