



International Journal of Research in Academic World



Received: 14/May/2023

IJRAW: 2023; 2(6):79-82

Accepted: 24/June/2023

Innovative Assessment in B.Ed. Envisage by NEP 2020: Prospect, Challenges and Way out

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Abstract

For Teacher Educators, assessment in the modern Era is not confined to Grading and Reporting but it is Assessment for learning and execution. This paper addresses prospective innovative assessment practices; assessment challenges faced in innovative practices and aspire to take up these challenges by offering practical guidelines for dealing with them in daily practices.

Prospective Assessment: Include Self-assessment in School Internship, practical papers (seminar/exhibition), Theory paper with realistic approach

Challenge: To establish a shift from obsolete tests to more authentic assessments

Way-out: This requires the development of assessments that observe student teachers' performance in situations that are similar to the current and future teaching practice as much as possible.

Innovative Assessment: Student teachers involved in assessment process at all level Challenge: to increase student teachers' involvement in assessment by handing over the responsibilities of assessor from teacher educator to student teacher

Way-out: Prepare student-teachers for self-assessment and retrospection. As their prime responsibilities is to assess their students in schools.

Prospective Assessment: assessment by student teachers, self for teacher educators and assessment by self, mentor and peer for student teachers

Challenge: Teacher educators critically evaluate the quality of their own assessments and equip student teachers with the skills to do so in their own future practice as well.

Way-out: Give maximum support to students in carrying out assessment as well as provide them that space while they are in school.

Keywords: Practical and theory part, school internship, challenges, self and peer assessment, challenges in innovative assessment, student teachers' involvement, quality of assessment

Introduction

Facilitating quality education to the future generations is the pious duty on the shoulders of the teachers working at different levels of Education in any country. The yardstick to measure the quality of Education varies from physical entities to the human ones, due to the complex nature of quality and entity itself. But the great intellectuals devoted precious time in defining, creating, bringing, measuring and evaluating the quality of processes and products with different degrees of approximations. The success and glory of an organization is the outcome of the individuals working collectively, effectively and efficiently, for the preset goals, with a good amount of devotion and passion with a futuristic perspective in the Education System at large.

Like Individuals' performance is the central part to organization, a teacher's performance is central to the educational institution. Moreover, future Teacher' assessment in the modern Era is not confined to Grading and Reporting

but it is Assessment for learning and execution. And hence it has vast subjects, performance and areas to deal with. As preparing to become a teacher you have great responsibility on your shoulders to assess and study your students' Performance in different aspects. National Education Policy (NEP) 2020 also envisages testing core concepts and skills along with higher order capacities at school level assessment. Assessment need to be a Stage-specific, Subject-specific programme to prepare teachers from Foundational to Secondary stage with inputs of all subjects including arts, sports, vocational education, and special education. Students assessed not only on academic aspects but also on broad capacities and dispositions. Hence it is very much clear that assessment of future teachers needs to be appropriately channelized. All above aspects need to be covered with students' skillfulness in assessment. So, first let's have bird's eye view on assessment system in India till now.

Table 1: Education commissions, method of Learning and Assessment in India

Period	Method of Learning	Assessment
Ancient India (Vedic Period 5 th century BC)	<ul style="list-style-type: none"> Listening, Contemplation, and concentrated contemplation were some new methods of exploring the way of learning. The teachers used storytelling methods to teach the students. Students used to ask questions about the topics taught by the teachers and these topics were discussed and then answered to the students. 	<ul style="list-style-type: none"> The students got plenty of knowledge through seminars and debates conducted at frequent intervals. The system focuses on the all-round development of students. More emphasis was given to practical knowledge rather than theoretical knowledge.
Medieval Period Mughal Period	<ul style="list-style-type: none"> Orals, discussions, and recitations of the lesson taught were the main methods of learning at that age. Aim was Reading and writing and to reform the scripts. Teach systematically, first knowledge of alphabets, then words-knowledge, and then sentence formation. 	<ul style="list-style-type: none"> More emphasis was given on practical education. There was no half-yearly or annual examination fixed for students, but the students were evaluated based on practical situations of life.
Modern era (Wood/Hunter/Sadler Hartog/Sergeant/Wardh a Scheme/Zakir Hussain)	<ul style="list-style-type: none"> The whole curriculum of a student is divided into three sections primary, secondary, and graduation\Formal system of education 	<ul style="list-style-type: none"> Oral testing, written test, public examination Internal and external assessment
Independence Radhakrishna Commission Muddaliar Commission	<ul style="list-style-type: none"> Major aim is to provide functional literacy 3R need to be achieved Like modern era schools' education was divided into three parts Formal system of education prevailed 	<ul style="list-style-type: none"> Oral and written test, public examination, Question paper based on blue print Internal and external assessment Continuous and comprehensive evaluation, Competency-based (LO) assessment
Post-Independence Kothari Commission Muddaliar commission NPE 1968 NEP 1986 POA 1992 National Knowledge commission	<ul style="list-style-type: none"> Universalization of education was the motto Formal system of education prevailed De-emphasizing memorization Use of grades in place of marks Introduction of semester system from secondary stage in a phased manner. centralized spot evaluation 	<ul style="list-style-type: none"> Introduction of multiple-choice questions, question banks in different subjects, analysis of answer scripts for common errors and mechanical processing of examination results, transparency in examination Continuous & comprehensive evaluation Competency based assessment, school-based assessment (SBA)

National Education Policy 2020

The objective of the new Education Policy announced by the Ministry of Human Resource Development is to bring in changes in the current 34-year-old policy in the school and higher education system. National Education Policy 2020 (NEP 2020) is more practical in approach and creative in understanding the country's education scenario. And therefore, more emphasis is given to the creativity and innovation with personality development of the students rather than expecting students to score high by cramming without basic understanding of the concept. The level of studies has been put in simple and focused categories as 5+3+3+4 in school education, where from class 6 onwards vocational training starts will give them practical experiences at early stage. From class 8 to 12 they can choose courses of their interest and it will provide them the platform to pursue specialization in that subject at higher education level. The duration of all graduation will be four years where students can master their respective subjects. Moreover, for Teacher Education NEP 2020 suggests teachers' preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Further, envisage that teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal

traditions and being well-versed in the latest advances in education and pedagogy

Aims of Assessment as per NEP 2020

Assessment Must

- Be regular, formative and competency-based,
- Promote learning and development of students,
- Focus on 'assessment for learning',
- Test higher-order skills (analysis, critical thinking and conceptual clarity)
- Help the entire schooling system in revising continuously teaching-learning processes to optimize learning.

Hence, it is necessary to develop assessment practice which caters to NEP 2020 aims of assessment and assessment processes followed so far in Indian Education for betterment of learners and knowledge generation. This paper addresses prospective innovative assessment practices; assessment challenges faced in innovative practices and aspire to take up these challenges by offering practical guidelines for dealing with them in daily assessment practices.

Prospective Assessment

The under-graduate's curriculum in Education is primarily

divided in three parts for two-year course and assessment of student teachers in these three parts should be as follows. For any system it is evident that appraisal from different appraiser is necessary; also Vedas are complementing this fact by

आचार्यात्पादमात्मेपादशिष्यः स्वमेधया।
सब्रह्मचारिभ्यःपादंपादंकालक्रमेणच॥

(One fourth from the teacher; one fourth from my own intelligence; one fourth from classmates; and one fourth only with time) So, in the proposed assessment this conviction has been put forth.

Form below table 2, it is evident that students are being assessed in different aspects with many practical as well as innovative techniques. It includes

1. Self-assessment in Theory paper with realistic approach (section A and B), Practical papers for professional growth and School Internship (Section C).
2. Innovative assessment where student-teachers are involved in preparation of tool, process of assessing and in scoring.
3. Teacher educators' and student teachers' assessment by self and others means assessment by student teachers, self for teacher educators; and assessment by self, mentor and peer for student teachers

Table 2: Proposed Assessment procedures for different courses at B.Ed. level

Section	Courses	Assessment Procedures (Student Teachers Need to be Evaluated Continuously with)
A. Perspective in Education (PE)	<p>PE 1: Childhood and Growing Up PE 2: Contemporary India and Education PE 3: Learning and Teaching PE 4: Gender, School and Society PE 5: Knowledge and Curriculum PE 6: Creating an Inclusive School PE 7: Health, Yoga and Physical Education</p>	<ul style="list-style-type: none"> • Presentation based on case study, sociometry, anecdote writing, attitude and aptitude of students from different background towards learning, teaching learning process observed at school at different schools with personal inputs based on your analysis • Critique Writing in the form Analysis of content from reviewed books, movies, diaries written by teachers, commissions and committees reports, their suggestions v/s practices, content analysis from text book regarding gender bias, stereotypes, relevancy of example, texts etc. • Report Writing of Practical work done at school; games, sports, competition organized, days celebration, prayer talk, dealt with special child at school, asana-yoga done, medical checkup camp organized, facilities for differently able child in school, resources utilization.
B. Curriculum and Pedagogic Studies (CPS)	<p>CPS 1: Language across the Curriculum CPS 2&3: Pedagogy of two School Subjects (Part I &II) Social Sciences, Urdu, Biological Science, Hindi Physical Science, English, Mathematics, Sanskrit CPS 4: Assessment for Learning</p>	<ul style="list-style-type: none"> • Small scale research work under CPS1 for language interpretation, examples given in textbook, content based like one word with different meanings same way one meaning but different words like synonyms, etc. • Discussion forum on learning language vis-à-vis local language, role and importance of local language v/s standard language, • Action research on daily problems faced by teachers, students, administrators, curriculum and textbook with timetable, different background people, evaluation patterns and achievement of students, etc.
C. Engagement with the Field Viva voce	<p>1. Tasks and Assignments that run through all the courses as indicated in the semester wise distribution of the syllabus 2. School Internship 3. Courses designed for Enhancing Professional Capacities (EPC)</p> <p>EPC 1: Reading and Reflecting on Texts EPC 2: Arts in Education EPC3: Understanding ICT and Its Application EPC 4: Understanding the Self All three section</p>	<ul style="list-style-type: none"> • Assignments: projects on school resource and reports, subject and course related reporting • School diary: school observation in written form regarding its functionality and practice, evaluation and achievement reporting, preparation of teaching learning and evaluation material related reporting in diary for future support, official work like uploading of students' data on portal and enrolling them on different sites as part of centralized process • Survey on students' achievement, teaching styles, their interests, • Case study of special student/deprived student/gifted student/teacher's work/administrator's work/institution • Practice teaching in schools having skill set and different methods and approaches • Feedback as part of their practical work and also to learn how to assess others and self in different situations • Innovative Practice at School in terms of teaching, evaluation, conducting assembly, competition, timetable. • It has been conducted in all three sections and here in student-teachers should be involved at primary level • At final stage teacher educator, Head of the institution and subject expert (external) should conduct

Assessment Challenges Faced in Innovative Practices

1. To establish a shift from obsolete tests to more authentic assessments
 - a) Shift from Paper-pencil test to apparent, realistic, futuristic and skill-based assessment needs lots of preparation.
 - b) Assessment involves rigorous efforts from teacher educator

- c) Assessment involves knowledge from all around regarding the subject as different perspectives are involved in it.
- d) Teacher educators also need to prepare for this invention in assessment.
- e) Technology and online learning with assessment aspects need to consider which needs altogether different skill sets to deal with technological gadgets

and techno savvy skills on the part of assessor and assesses.

2. To increase student teachers' involvement in assessment by handing over the responsibilities of assessor from teacher educator to student teacher
 - a) Student teachers are not well equipped with tools
 - b) Students need to practice in setting question papers, preparing meaningful questions, awareness about the subject topics, difficulty levels of questions
 - c) Students need to well aware about different type of assessment techniques
 - d) More practice in classroom should be given to student for assessment
 - e) It is not only preparing questions but also evaluating answers is considered under assessment
 - f) Students should have idea about grading and marking as assessor
3. Teacher educators critically evaluate the quality of their own assessments and equip student teachers with the skills to do so in their own future practice as well.
 - a) The assessment done by educators should be reliable as it will be compared with evaluation done by their peers and self-evaluation made by student-teachers.
 - b) It is indeed a challenge to make your own self at check on every point to establish its validity.
 - c) It has a great impact on students as you are going to be trend setter as student-teachers are learning from you and then will be implemented in their profession.
 - d) The values here you inculcate in student-teachers through your behaviors and taught imbibed with subjects will give fruitful results to maintain quality of education.
 - e) It is the biggest challenge to make the whole process transparent with maintaining quality at all levels of assessment

Way-out for challenges faced in Proposed Innovative Assessment practices

1. This requires the development of assessments that observe student teachers' performance in situations that to be similar to the current and future teaching practice as much as possible. Also, Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy so that they can assess their students with these qualities. And make their students learn to assess themselves in present and in future professional careers, where they also need to assess their students as well.
2. Prepare student-teachers for self-assessment and retrospection. It will help them to learn through their mistakes on their own and reach out to the required outcome. Also, teachers can provide a good example of being an ideal teacher and human being to their students by transforming their behavior and practicing value imbibed personality portrayal as per the requirement of society. Further student-teachers need to be well aware about their prime responsibilities to assess their students in schools without bias.
3. Give maximum support to students in carrying out assessment as well as provide them that space while they are in school. Also teach them how to provide mentorship, inspire learners, Nurture healthy curiosity in learners,

create meaningful learning experiences, leveraging technology to support learning, Mediating and liaising, Researching learning strategies.

Conclusion

NEP 2020 has brought significant changes in the Education system, leading in revamping of the whole system, wherein Teacher Education acts as a torch bearer. The process of the system reflects to be efficient only with a productive output, which in turn is measured by a reliable and optimizing assessment. For teacher educators, this means that they need to equip student teachers with assessor skills, like developing appropriate assessment criteria, tools and giving adequate feedback on student performance. Because assessment is an insubstantial issue and many important educational decisions are based on assessment outcomes, it is important to assure the quality of assessment. Hence this paper has elaborately written innovative assessment techniques and skills to be developed in future teachers to meet endpoints. It is always difficult to start afresh, as it needs heaps of energy while in pipeline but when it is streamlined and it's worth appreciating then satisfaction of gratitude makes your past tender experiences idyllic. So, initial pain taken by Teacher Educators will give assurance of optimal results.

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