

An Analysis of Evaluation Reforms in Educational Institutions in the Light of NEP 2020, to Empower the Youth for Viksit Bharat @2047

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Abstract: *Comprehensive development plays a pivotal role in empowering youth, and only a capable institution can produce young people equipped with confidence, expertise, skills, and appropriate competencies. Several factors, such as infrastructural facilities, instructional resources, teaching strategies, and evaluation systems, play a crucial role in enabling institutions to meet this standard. The aim of the research paper is to analyze the implication of evaluation reforms at higher education level, recommended in NEP2020 and to find out the answer of the question; how does implication of evaluation reforms in higher education institution empower the youth of 21st century. The survey research methodology is employed to find out the objectives and answer of the question; and 10 HEIs selected as sample using stratified simple random sampling technique. On the basis of objectives, non-parametric data as nominal and ordinal scale have been collected so the frequency, Percentage and Ratio are appropriate statistical techniques for data analyses in this research. The result of this research revealed almost all recommendations related to evaluation in NEP2020, implemented in HEIs except self-evaluation and peer-evaluation. The result will help the policy maker to focus on implication on self-evaluation and peer-evaluation particularly.*

Keywords: NEP2020, Evaluation Reform, Youth Empowerment, Viksit Bharat

1. Introduction

Evaluation Reform in the Light of NEP2020

Wherever learning takes place, assessment is present. Assessment is a vital component of the educational system, as crucial as the processes of teaching and learning themselves. However, rigid adherence to uniform principles, procedures, and assessment frameworks often leads to the neglect of students' diversity and individuality. The primary flaw of the assessment system lies in the attempt to fit everyone into a single mold. Periodic reforms have been introduced to better align the system with the aims and objectives of education, striving to create a more learner-centric and comprehensive educational framework. The NEP 2020 recommends comprehensive and continuous assessment to foster holistic development. Under NEP 2020, the skills required for 21st-century students are categorized into two groups: (1) Soft Skills and (2) Hard Skills. Soft skills encompass abilities such as critical thinking, problem-solving, communication, teamwork, and adaptability; these emphasize practical application and holistic development rather than rote learning. Hard skills include the use of Artificial Intelligence (AI), digital literacy, technical proficiency, and mathematical and computational skills, all of which are crucial for 'Generation Z' (Gen-Z) and 'Generation Alpha' (Gen-Alpha). Corresponding to these skills, there are two types of assessment: content-based assessment and competency or skill based assessment. Together, these methods reflect the students' academic capabilities, serving as the basis for evaluating their holistic development.

Consequently, NEP 2020 recommends assessing performance in laboratories and sports alongside theoretical examinations. In this digital age, it is possible to promptly disseminate all exam-related information, such as dates and timetables, and announce results quickly, enabling students to make timely decisions regarding their future.

Empowerment of Youth

Empowerment is a process that helps people overcome feelings of helplessness and powerlessness. Once these feelings are identified, the resources that can foster autonomy should be recognized and utilized. This process cultivates leadership skills and capabilities, thereby instilling willpower and decision-making abilities in individuals, qualities that prove instrumental in shaping their way of life.

"Today, the nation's goal is a developed and strong India! We cannot rest until this dream of a developed India becomes a reality." (Narendra Modi, Honorable Prime Minister) "The youth, the poor, women, and farmers are among the four key pillars of a developed India." (Ministry of Finance, February 2024) The youth are indispensable to the nation's progress; therefore, the top priority of a developing nation is "youth empowerment," as empowering the youth is the key to the country's advancement (Varghese J. & Gardia A. 2023), and empowered youth can play a vital role in national development. They are capable of facing any situation, achieving success under any circumstances, and assisting those who have low creative ability and or unemployed. They will be more confident, enthusiastic, and talented.

Senapati, R., & Singh, S.K. (2023) concluded that to promote student-centered education in India, the current assessment system should be reformed through ongoing assessments of student performance, as suggested by NEP 2020. Higher education institutions (HEIs) may need to adopt Outcomes-Based Education (OBE) as soon as possible, and they place more emphasis on the student than on the exam or test. Dhankar, M.S. (2023) found that each subsequent reform was more comprehensive than the one that preceded it, with NEP 2020 being the most comprehensively reviewed reform to date. The study of Raghavan, H. V. (2023) concluded that the evaluation of non-academic courses like SEC and AEC should be separated from the evaluation of academic courses. Varghese, J., and Gardia, A. (2023) concluded their study that adopting the evaluation reforms recommended in NEP 2020 as soon as possible is essential to address these challenges, thereby contributing to the vision of '*Viksit Bharat*'. These studies exhibit the essentiality of implication of evaluation reforms in NEP2020.

2. Need and Significance of the Study

The aim of the National Education Policy 2020 is to restructure, organize, and implement education in a manner that aligns with both India's traditions and the educational objectives required for the twenty-first century. Furthermore, the policy seeks to maintain compatibility with existing power structures. Changes to the education policy were essential to enable global access to the Indian education system by adopting international educational standards. The effectiveness of these standards depends on their implementation. The quality education is the main cause of continuous and comprehensive evaluation. There is need to analyze the implication of evaluation reforms recommended in NEP2020. Varghese, J., and Gardia, A. (2023) concluded their study as adopting the evaluation reforms recommended in NEP 2020 as soon as possible is essential to address these challenges, thereby contributing to the vision of '*Viksit Bharat*'; so this study is a step to know the implication of evaluation reforms in NEP2020 in HEIs on the ground level. Quality education guarantees the youth empowerment by developing the youth holistically. This research paper reveals the implication of evaluation reforms in HEIs. The result is helpful to improve the quality of education in HEIs.

Research Question

The following is the study's research question:

- 1) Are the evaluation reforms of HEIs align with NEP2020?
- 2) Is implication of reform evaluation in NEP2020 helpful for empowering the youth?

Objective of the Research

The following are the research study's objectives:

- 1) To study the evaluation reforms of HEIs align with NEP2020.
- 2) To study the helpfulness the implication of evaluation reform in NEP2020 for empowering the youth?

Method of the Study

The present study is carried through descriptive survey method and qualitative research method, which has been in education as most popular and widely used method.

Population

HEIs of Varanasi District are the population of the research.

Sampling Technique

Varanasi has been divided into eight blocks so Stratified Simple random sampling technique have been employed to select sample in this research work.

Sample Size

10 HEIs were selected as sample for data collection.

Research Tools

An interview schedule were used to find out the evaluation reforms

Statistical Technique

On the basis of objectives, non- parametric data as nominal and ordinal data have been collected. It's obvious; the frequency, Percentage and Ratio are appropriate statistical techniques for data analyses in this research.

3. Data Analysis

Evaluation Reforms

The first objective of the study is to study the evaluation reforms of HEIs align with NEP2020.

Table 1: Evaluation Reforms

Academic Practice	Number of Colleges (out of 10)	College Percentage
Internal assessment test	10	100
Assignment given	10	100
Game competition	8	80
Project assigned	10	100
Lab performance assessment	8	80
Self/peer evaluation integration	0	00
Online declaration of exam/timetable/results	10	100
Academic Bank of Credit (ABC) provision	8	80
Result of external exam declared promptly	10	100

Table 1 shows that all ten colleges conduct internal assessment exams, assign coursework, and give projects to students. With the exception of one college, most also organize sports competitions and conduct laboratory assessments. None of these colleges fully integrate self-assessment or peer assessment. All colleges announce exam dates, timetables, and results online; however, students from only three colleges have opened Academic Bank of Credits (ABC) accounts, while students from two colleges have not opened any ABC accounts. Results of external examinations are promptly announced at all the colleges.

4. Finding of the Study

All five colleges conduct internal assessment exams, assign assignments, and projects to students. Most also organize sports competitions except one college and conduct laboratory assessments except one college. None of these colleges fully integrate self-assessment or peer assessment. All colleges announce exam dates, timetables, and results

online, while only 3 colleges allow students to open Academic Bank of Credit (ABC) accounts, and two colleges don't allow opening ABC accounts. Results of external examinations are declared promptly in all colleges.

The result of this research revealed almost all recommendations related to evaluation in NEP2020, implemented in HEIs except self-evaluation and peer-evaluation. There is need to ready a clear guide line for adopting self- evaluation and peer evaluation, therefore the evaluation make more comprehensive as the students be more confidents,

5. Conclusion of the Research

Finally, all colleges conduct regular internal assessments, assignments, and project work, and most also conduct sports and lab assessments. However, self- and peer-assessment methods are absent, and only three institutions offer access to an ABC account. Nevertheless, all colleges ensure timely online announcements and prompt release of external exam results, indicating a generally well-organized but poorly implemented assessment system.

After study the research head of the institutions, examination in-charges and controller of examinations could be innovate and reform the evaluation system in the light of NEP2020.

Evaluation Reforms of HEIs to Empower the Youth align with NEP2020

Higher education institutions (HEIs) are adopting assessment reforms aligned with the NEP 2020 to empower young people by emphasizing continuous, student-centered, and competency-based assessment. Internal assessments, assignments, and projects are widely used to monitor learning, while practical and laboratory assessments promote skill development. Although self- and peer-assessment are not yet fully integrated, transparency is ensured by the online declaration of exam dates, timetables, and results. Select institutions offer Academic Bank of Credit (ABC) accounts to track student progress. These reforms focus on holistic development, reflective learning, and timely feedback, preparing students for real-world challenges while fostering critical thinking and lifelong learning.

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