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NATIONAL E-CONFERENCE PROCEEDINGS

on

*National Education Policy 2020:-
Policy Recommendations & Reflections"*

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PARAKH: TRANSFORMING THE CULTURE OF ASSESSMENT

Anuradha Daheriya *

ABSTRACT

National Education Policy, 2020 proposes to establish a National Assessment Centre, PARAKH. PARAKH stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development. The National Assessment Centre will be established to improve the overall evaluation system. The focus will be on providing quality and industry-related education following the concept that when education is imparted in relation to the surrounding environment, the student can develop practical knowledge. To Transform something is to change, a complete change in the appearance or character of something or someone, especially so that, that thing or person is improved. Teachers will also be required to be trained to meet the challenges of transformation of assessment. PARAKH also promotes inclusive education. Most classrooms have children with specific learning disabilities who need continuous support. Teachers must be trained to identify such learning disabilities early and plan specifically for their mitigation. PARAKH will be instrumental in building a culture of formative and adaptive assessments in schools.

Keywords: National Assessment Centre, Holistic Development, Assessment, Learning Outcomes, Learning, Learner

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INTRODUCTION

National Education Policy, 2020 (NEP 2020) aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.