

Competency Based Assessment: Redesigning Report Cards For Holistic Development

***Dr. Priya Khimnani**

****Tanushi Mathur**

Abstract

The National Education Policy (NEP) 2020 was implemented in India with the envision of reform the educational system. Our present education system has many flaws which is creating a learning gap between the students and the requirement of real world. To fill this learning gap among students National Education Policy, 2020 came with an idea of quality education system that promotes holistic development of a child and inculcation of high order skills among students. It requires a change in our assessment system also thus, competency based assessment comes into light. This evaluation practice has been used in various educational and professional program to assess learners' whether they are ready for a particular job or not and to evaluate the progress of students towards the learning objectives according to their grade. The role of teachers is important for the successful implementation of this new assessment approach. Implementation of this new assessment reform requires a great zeal in students, teachers and parents. This paper discusses the concept of competency based assessment, challenges and the suggestions for the successful application of it.

The National Education Policy (NEP) 2020 was implemented in India with the envision of reform the educational system. Our traditional education setting has many flaws which is creating a learning gap between the students and the requirement of real world. To fill this learning gap among students National Education Policy, 2020 suggest the quality education system that promotes holistic development of a child and inculcation of 21st century skills among students. This requires a major shift from rote memorization to attainment of required competencies or skills. Thus, competency based education came into light which deals with the mastery of requisite skills and abilities in students to deal with real life problems. Competency based education has three main features: Curriculum design, Teaching-learning and Competency Based Assessment. Competency based assessment has come along with competency based education. This evaluation practice has been used in various educational and professional program to assess learners' whether they are ready for a particular job or not and to evaluate the progress of students towards the learning objectives according to their grade.

PRESENT ASSESSMENT METHOD IN INDIA AND COMPETENCY BASED ASSESSMENT

Presently in India, a content based assessment approach is used, in which written or oral modes of

Competency Based Assessment: Redesigning Report Cards for Holistic Development

Dr. Priya Khimnani & Tanushi Mathur

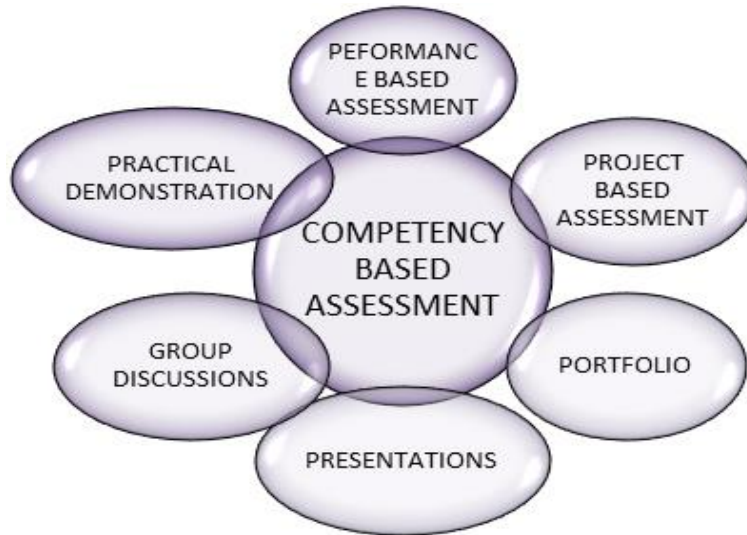
test are used as an assessment tool and the scores on these tools are considered. On the basis of this analysis, students are promoted to the next grade or next level of learning without knowing whether they have acquired the age or grade appropriate skills or competencies. The role of this assessment is only to provide grades to students, which results in low learning levels among students across different classes. Schools should not focus on just one kind of assessment, whether formative assessment or summative assessment; instead, they should prepare students for their life challenges by giving them meaningful experiences. National Education Policy 2020 emphasizes formative assessment in comparison to summative assessment. The present assessment system does not assess the actual skills or competencies present in students and does not effectively prepare our students for the practical skills required in today's industry. Thus, students who graduate from this educational setting are lacking in the requisite skills and knowledge, which in return generates unemployment in our country. Vocational Education and skill development are crucial to fill the gap between the demand and supply of skilled employees in various industries.

National Education Policy 2020 recognizes this drawback of our assessment process and introduces a new reform in assessment that is Competency Based Assessment (CBA) which measures students' practical skills, critical thinking, their ability to demonstration of grade appropriate competencies and real application of their knowledge. Competency based Assessment bridge this gap by ensuring that students possess all the essential skills that are needed at work place. This new Assessment approach assessing and certifying the skills, knowledge, and abilities of individuals that are required in particular field (B.Indrani 2023).The outcomes of Competency Based Assessment can be used to make a more personalized training program for an individual for the development of field relevant skills. It emphasizes on developing high order skills like practical skills, problem solving, creative thinking, critical analysis, communication, collaboration, etc., which are necessary for success in present job market. This assessment focuses on the holistic development of a child so that students can excel in every aspect of their personal as well as professional life. CBA provides an opportunity for all individuals with different backgrounds and abilities to show their skills and knowledge in their own way. Competency based assessment promotes quality education, as educational institutions have to change their pedagogical strategy to focus on the development of essential skills and competencies. Competency based assessment provides feedback to teachers as well as learners about their weak areas for improvement and design their further learning program as per requirement. This assessment ensures that students will develop all the required skills and knowledge needed to be successful in the future (NEP, 2020).

Competency based assessment system assess the use of learned skills and knowledge of students to solve the real life based problems. Overall, this assessment provides the information of learner's progress on the basis of demonstration of learning outcomes and attaining proficiency in each area or subject. The assessment practices which can be used in Competency based assessment are:

Competency Based Assessment: Redesigning Report Cards for Holistic Development

Dr. Priya Khimnani & Tanushi Mathur



Competency Based Assessment promotes the development of 21st century skills which are problem solving, creative thinking, critical analysis, activity based learning, project based learning, communication, problem based learning etc.

KEY FEATURES OF COMPETENCY BASED ASSESSMENT



Competency Based Assessment: Redesigning Report Cards for Holistic Development

Dr. Priya Khimnani & Tanushi Mathur

1. **Specific Learning Objectives:** Competency-based assessment gives high importance to formulation of learning outcomes for each grade and topic. These aims are far way from rote memory by emphasizing the development of a wide variety of abilities, skills, and knowledge.
2. **Holistic Development of Child:** This assessment practice aims not only the development of cognitive dimension but also of social, ethical and emotional dimensions which incorporates the overall development of a student for efficiently dealing with the real life challenges.
3. **Diverse Assessment Practices:** CBA emphasizes diverse assessment practices like Project-based evaluations, presentations, portfolios, group debates, practical demonstrations, and other types of performance-based techniques rather than standard written examinations.
4. **Formative and Summative Assessment:** NEP 2020 suggest to maintain a balance between formative and summative assessment to provide the overall view of students' progress. Formative assessment helps teachers to determine the progress of student in between their learning period so that teachers can improve their students in each step of their learning. Teachers can also plan their further learning program as per the feedback. Summative assessment is held on the completion of course to assess the attainment of overall learning outcomes by students.
5. **Practical Application:** Competency based assessment gives importance to the real world application of knowledge, skills and abilities. Students are assessed by the ways of problems solving related to real life.
6. **Evaluating 21st Century Skills:** This new assessment practices assess high order skills or 21st century skills of students which includes problem solving, critical analysis, creative thinking, communication, collaboration, working in group etc. These skills are necessary to become successful in present world.
7. **Continuous Feedback of students:** Competency based assessment provides continuous feedback to students and teachers to know their progress and the areas which needs improvement. Based on this teacher can modify their teaching for providing the full support to students.
8. **Using of Technology:** Integration of digitalization in assessment make it easier to assess the competencies of students. Teachers can incorporate online platforms, e portfolio, digital tools, software etc. to assess and record the progress of students.

ROLE OF TEACHERS IN COMPETENCY BASED ASSESSMENT

For the successful implementation of competency based assessment the role of teachers is important, as they help in identifying the key competencies in students to be developed and designing the further teaching and learning process. They also guide and support students to achieve the required competencies. The role of teachers in competency based assessment is as follows:

1. Teachers are important in establishing and defining the competencies which students are expected to attain. Teachers collaborate with educational frameworks, curriculum to identify the precise skills and information that students must learn.

Competency Based Assessment: Redesigning Report Cards for Holistic Development

Dr. Priya Khimnani & Tanushi Mathur

2. Teachers work with students to establish clear and attainable learning objectives based on identified competencies or skills. These objectives act as a guide for students and help to direct their learning experience.
3. Teachers provide learning activities that are connected with the identified skills. These activities are designed to help students build the essential skills and knowledge to show competence. Projects, real-world assignments, conversations, problem-solving exercises, and other activities are included in these learning activities.
4. Teachers provide students with continuing feedback throughout the learning process. This feedback aims to assist students in understanding their progress and identify the areas of improvement in relation to the skills. Its goal is to guide learners towards mastery rather than merely passing grades.
5. Teachers understand that students learn at their own pace and in different ways. They give personalized instruction, identifying individual strengths and places where further assistance is required.
6. Teachers can also develop assessment techniques that measure the identified competencies or abilities directly. Performance activities, presentations, demonstrations, essays, portfolios, and other techniques for demonstrating students' talents can all be included in these assessment techniques.
7. Teachers can use formative assessment to measure student progress throughout the learning process. This assists students and teachers in identifying areas that require further focus, allowing for timely modifications their learning process. At the conclusion of a learning session, teachers offer summative tests that measure students' overall competency achievement. These evaluations give a comprehensive picture of a student's abilities and if they have attained the appropriate level of proficiency.
8. Teachers help students to reflect on their own learning process and self-assess their abilities. This help students to become more aware of their learning process and how to improve it.
9. Teachers give support to students if a student is struggling to attain a certain ability. This might include more practice, or modify the learning methodologies as the need of student.
10. Teachers also refine their instructional techniques and assessment procedures on a constant basis depending on their observations of student development and outcomes.

Thus, the role of teacher is crucial in competency based assessment. They act as a facilitator whom change their teaching learning process as per the need of their students.

Challenges for the Implementation of CBA in India

1. **Curriculum design:** Curriculum which are using in schools is not prepare our students with essential skills or competencies. There is a major need of transforming the curriculum from content focused to the curriculum which include competency based pattern.

2. **Teacher Training:** All over in India Competency based assessment is a new concept for all teachers who are teaching in whether private or government schools. Implementation of CBA requires a well- trained and learner teacher who have a deeper understanding of this new approach and those who are well equipped with new skills and strategies to evaluate students through Competency based assessment. Teachers are not trained about this assessment framework which creates a resistance to adopt this practice.
3. **Standard Norms:** Discrepancy in assessment is found due to the lack of standardized assessment frameworks. The development of standardized norms is complex due to the diversity of India's education system. In India there is a different- different educational frame work in central and state boards. For the effective application of competency based assessment requires a standard norms and system which are uniformly followed by all schools whether government or private in all states of country.
4. **Mindset:** It is critical to change the mindset of the students, parents, and teachers from traditional way of assessment to competency based assessment. From several years teachers are following the traditional method of assessment. Due to lack of knowledge, they found this new approach complex. Thus, they are rigid to adopt competency based assessment.
5. **Technology Integration:** Successful implementation of competency based assessment needs the integration of technology in assessment. Technology helps in observing and recording the process of assessment and maintain its integrity (Nirmaljeet,2023). but in many parts of India there is lack of resources to access the technology and the internet. Using technology-based evaluation techniques may increase already existing educational inequality.

Addressing these issues will need a strategy which involves educational institutions, policy makers, teachers, students, and parents. It also includes adaptive techniques that take into account the varied demands and situations of various areas and groups within India.

SUGGESTIONS:

1. Curriculum should be focused on the integration of practical skills, critical thinking, real application of learning across the content of subjects. Key competencies related to each content should be clearly mentioned so that students can know about the competencies they should be developed after the completion of topic. Learning activities should be a part of competency based curriculum which helps in the development of these skills.
2. Capacity building of institutions, teachers, examiners, and Assessors should be done. A rigorous and continuous training should be given to teachers/ trainers and assessors. Central Education Board has taken steps in this direction but in states still there is no training given to teachers related to this new assessment approach. State boards should also provide training, organize workshops for understanding of competency based assessment.
3. A flexible framework that allows customization by institutions can strike a balance between national standards and local needs. Common norms, Standards and guidelines for assessment and evaluation should be developed by the concerned agencies (Nirmaljeet,2023).

Competency Based Assessment: Redesigning Report Cards for Holistic Development

Dr. Priya Khimnani & Tanushi Mathur

4. Seminars, workshops should be organized for students, teachers and parents to understand the competency based assessment so that their attitude towards this new approach could be modify.
5. Technology integration is needed in the implementation of competency based assessment it helps teachers to efficiently assess their students. Automatic evaluation and summarizing of result by various software tools will help teachers (Nirmaljeet,2023). Teachers should be trained to employ technology in their assessment process. For this internet facility should be made available in urban as well as rural areas.
6. Other countries where this assessment approach is already in use, we should collaborate with the schools of that countries to know more about the solutions to overcome the challenges and also identify the strategies for the effectively incorporation of competency based assessment in our education system.
7. Resources related to competency based assessment such as question bank, item writing, video lectures, weekly competency based test etc. should be made available for students, parents and teachers for practice.

CONCLUSION

Competency-based assessment is a step forward in changing India's education system into a dynamic engine of skill development and career preparedness. This assessment allows students to become problem solvers, critical thinkers, and adaptive professionals by moving the emphasis from rote memorization to practical application. As India progresses towards becoming a global knowledge economy, adopting competency-based assessment would be critical in developing a generation of talented and adaptable individuals prepared to lead in a quickly changing world. Implementing CBA requires teamwork, flexibility, and a dedication to educating kids for success in the real world. It is critical to adjust the implementation in the educational institutions or system's particular demands and setting.

***Senior Lecturer**
Shah Goverdhan Lal Kabra
Teacher's College Jodhpur (Raj.)
****Research Scholar**
Education
Jainarain Vyas University (Jodhpur)

REFERENCES

1. CBSE : Progress on NEP 2020
https://cbseacademic.nic.in/web_material/Manuals/Progress_of_NEP.pdf
2. Central Board of Secondary Education: CBE Resources.

Competency Based Assessment: Redesigning Report Cards for Holistic Development

Dr. Priya Khimnani & Tanushi Mathur

3. <https://cbseacademic.nic.in/cbe/>
4. Chauhan, D. (2023, May). Competency- Based Assessment in Modern Indian Education System [Post]. LinkedIn.
5. <https://www.linkedin.com/pulse/competency-based-assessment-modern-indian-education-systems-chauhan/>
6. Indrani, B. (2023, July). A Roadmap to Competency Based Assessment in PARAKH [Post]. LinkedIn.
7. <https://www.linkedin.com/pulse/roadmap-competency-based-assessment-parakh-indrani-bhaduri/>
8. Kalsi Singh Nirmaljeet (2023). A Roadmap to Competency Based Assessment: PARAKH (Power Point Slides) National Council for Vocational Education and Training Ministry of Skill Development and Entrepreneurship, Government of India, New Delhi. https://www.education.gov.in/sites/upload_files/mhrd/files/nep/TS16_3.pdf
9. Ministry of human resource Development, National Education Policy 2020 Government of India. <https://www.education.gov.in>.

Competency Based Assessment: Redesigning Report Cards for Holistic Development

Dr. Priya Khimnani & Tanushi Mathur