

360°HOLISTIC ASSESSMENT: A NOVEL STRATEGY TO MOULD STUDENTS' PERSONALITIES AS ENVISIONED IN NATIONAL EDUCATION POLICY 2020

Vaishnavi Singh¹, Dr. Ishrat Naaz²

¹M.Ed. Scholar, School Of Education, Galgotias University, Greater Noida, India.

²Professor, School Of Education, Galgotias University, Greater Noida, India.

Corresponding Author: Dr. Ishrat Naaz

DOI: <https://www.doi.org/10.58257/IJPREMS43935>

ABSTRACT

In today's rapidly evolving world of information technology, assessment practices must also transform to keep pace. As global connectivity enables instant information sharing, there is a growing need for a culture where every individual is recognized and valued. This shift is particularly evident in education, where the traditional model of assessing students at the end of the year through a single exam no longer fits the needs of modern learners. The continuous and comprehensive evaluation (CCE) focuses on both academic and non-academic aspects of student performance. It includes periodic assessments throughout the year but has a defined focus on scholastic (academic) and co-scholastic (life skills, physical health, etc.) areas and it relies on teacher's assessment for both formative and summative evaluation. The National Education Policy (NEP 2020) improves the assessment and introduces the new concept of 360°holistic assessment, it takes a more expansive approach, involving multiple stakeholders i.e., self-assessment, peers, teachers, parents, and sometimes even external evaluators). It emphasizes the overall personal, social, emotional, and academic development of the student. This is essential for nurturing learners who are equipped not just with knowledge, but with the skills and mindset needed for success in today's interconnected world. The current paper deals with 360°holistic assessment which can be seen as a novel strategy to mould students' personalities as envisioned in National Education Policy 2020. This approach gives a more balanced view of the learner's growth from different perspectives.

Keywords: Continuous And Comprehensive Evaluation (CCE), National Education Policy 2020, 360° Holistic Assessment.

1. INTRODUCTION

In the early days, when monks passed down knowledge through the spoken word, teaching was already evolving. The invention of the printing press and the expansion of universities made education more accessible to many people. Fast forward to the 20th century, and the classroom saw big changes with a shift toward student-centred learning and the introduction of multimedia resources that made learning more engaging. Now, in the digital age, interactive technology and online learning have taken education to a whole new level, making it more flexible, personalized, and available to learners everywhere. Education has continuously evolved, adapting to meet the needs of each generation. All communities—parents, teachers, NGOs, and government agencies—share a deep and pressing concern about what makes a student exhibit good conduct. The student's academic journey is not all just about grades, it more likely to shapes the future of a nation in every aspect of a student's life, from their moral values to their personal and professional growth it plays an important role in shaping a better future of the society that's why everyone from their surroundings involved in a student's life-from families to schools and institutes, cares so much about their holistic development. It's not just about achieving in school exams but also enhancing and nurturing qualities like empathy, responsibility, and resilience. When a student grows into a well-rounded individual, it not only benefits them personally but also lifts the surrounding communities and strengthens the future of the country. That is why today's learners are no longer passive recipients in the assessment process; they are actively involved in everything. Self-assessment, peer feedback, and teachers' evaluations are now essential in creating a well-rounded picture of a student's progress. This effective approach, where students reflect on their own works and collaborate with others, it seems to be the most effective way to develop a 360-degree, holistic report card. It is not just about what a teacher thinks about the student; it is more about empowering, strengthening students to take their own ownership of their growth, learning with their peers, and working together to build or develop a more complete view of their abilities and development.

The role of educators in creating the holistic progress card

The need to clasp a fresh perspective and truly understand what real education means, especially when it comes to reaching the higher levels of Bloom's taxonomy. Instead of just handing out the assignments and giving out the homework, teachers should also focus on nurturing or enhancing the students' ability, and also give the tasks that help the students to think creatively and come up with their original ideas. Schools, in return, must provide or give the right and helpful tools and resources to the educators to enhance students grow and explore their interests. Parents also play a very important role in their children's lives. They need to realize that grades are not the only way to measure a child's growth or potential. It is equally important to encourage student to stay curious, active, pursue their passions, follow their heart, and develop mastery in skills that they are interested in and curious about, inspiring them to pursue their passion and build a career in that. The goal is to create happy, skilful, joyful, lifelong learners, not just test-takers.

Domains of learning

Benjamin S. Bloom (1956) identified three key areas of learning: cognitive (knowledge and thinking), affective (emotions and values), and psychomotor (physical skills). For a student to truly grow and succeed, all of these areas need attention. If we don't nurture each of these domains, any 360-degree assessment of the student will fall short. It won't just be incomplete for the student—it will miss the mark for society as well. A report that only focuses on one aspect of learning can't capture the full picture of a student's abilities or potential. To truly understand and support a student's growth, we need to recognize and develop their intellectual, emotional, and physical skills in harmony. A 360-degree assessment system is crucial for evaluating the holistic development of students in educational institutions. Relying solely on a single external exam often puts students under significant stress and anxiety, which can prevent them from performing their best when it matters most (Crooks, 2004). Formative assessment offers a much healthier alternative. It's not just about measuring progress; it's about actively guiding students' learning through continuous feedback. This type of assessment allows teachers to adjust their teaching methods to better meet students' needs, helping them grasp concepts more effectively (Black & Wiliam, 1998). Formative instruction doesn't just correct mistakes; it encourages exploration and opens up new learning pathways, allowing students to grow with less pressure and more understanding.

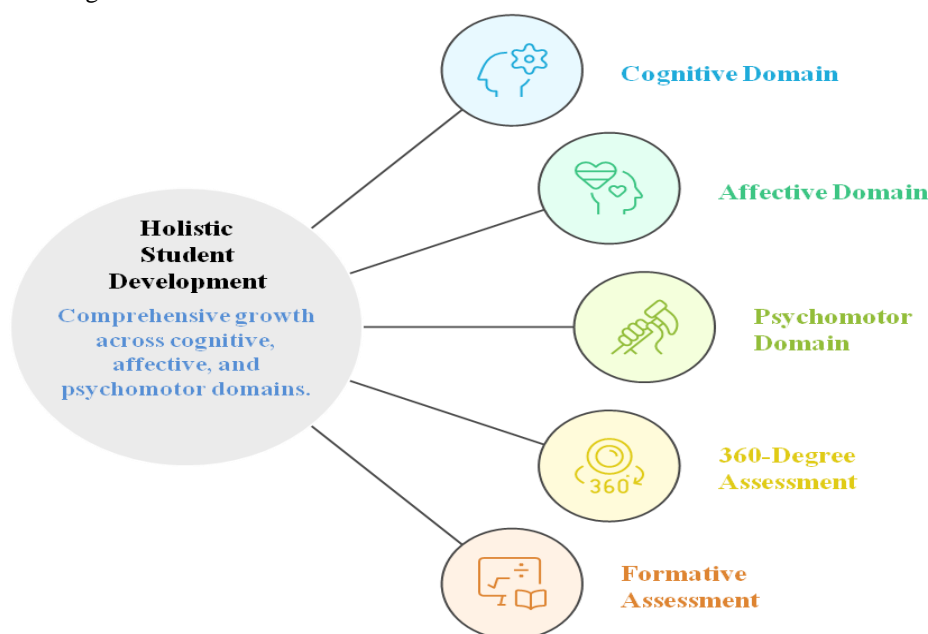


Figure 1: Holistic Student Development

New holistic development skills required for 21st-century students

A student's assessment is influenced by many factors, and understanding these factors requires looking at them from different angles. Generally, these perspectives fall into three main categories:

1. **Society:** This includes the expectations and values of the community around the student, like cultural influences, social norms, and the opportunities available.
2. **Learning:** This focuses on how the student learns, including the quality of teaching, the learning environment, and the resources available to support their education.
3. **Personal factors:** These are unique to each student, such as their individual strengths, interests, emotional well-being, and personal challenges they might face.

Considering these perspectives together gives a more complete and fair understanding of the student's progress and potential.

The 360-degree assessment system isn't just about school monitoring; it also relies heavily on parental involvement. Parents play a crucial role in supporting their child's overall development within the institution (Burrus & Roberts, 2012). Their active participation helps shape not just academic growth, but the personal and social skills students need for life.

A second important aspect is understanding how learning impacts a student's holistic development. Does the student's growth depend more on their environment, or is it driven by individual traits? This is a key question we need to explore. Learning is influenced by many factors, and it's essential to understand how both external conditions and personal characteristics come into play. In addition, the student's personal factors are crucial to assessing their holistic development. What personal qualities make a well-rounded student? What minimum traits should every student have to achieve a truly comprehensive 360-degree evaluation? To answer this, we need to dive into the 21st-century skills that students should develop, whether through teaching or self-discovery. When it comes to assessment, we can't rely on just one source of information. A good evaluator must draw from multiple platforms to create a complete, balanced picture of the student. This requires using a combination of synthesis and evaluation skills to make sure all areas of the student's development are considered. While assessment is a vital part of a student's learning, the approach has changed. We've moved away from teacher-centered methods and embraced new designs that put the student at the heart of the process. Now, the focus is on engaging students in their own development, promoting learning activities that encourage their all-around growth (Boud & Falchikov, 2007; Wanner & Palmer, 2015). This shift is helping to create more engaged, well-rounded learners who are ready to thrive in the 21st century.

Types of Assessments

When a teacher understands a student's learning experiences, it becomes much easier to choose the right strategies that make learning both meaningful and effective (Ausubel, 1968). Formative assessment plays a key role in helping students succeed academically, especially for those who may be struggling. Unlike traditional assessments, which often judge past performance, formative assessments focus on enhancing future learning. They provide ongoing feedback that encourages growth rather than just evaluating what has already been learned (Black & Wiliam, 1998). This approach is particularly helpful for students who might feel overwhelmed or disorganized in their learning. It allows teachers to adjust their instructional methods to better meet each student's needs. If a student lacks internal motivation in some specific area, so external motivation can help to fill up the gap. However, depending on too much on external rewards or motivations can be problematic in long term, as it just only encourages students to engage in activities that are not their interest type. But this external motivation can only tie to those for rewards. Research suggested that this can negatively affect students who are already internally motivated (Crooks, 2004). To give the constant flow of the information today, there is a strong push to shift from traditional summative assessments to more formative approaches. There is also a growing significance on "assessment as learning," which encourages the students to take an active role in their own skill development and learning process (Dann, 2014; Wiliam, 2011). This not only just helps them to acquire new skills but also fosters a sense of ownership over their learning journey.

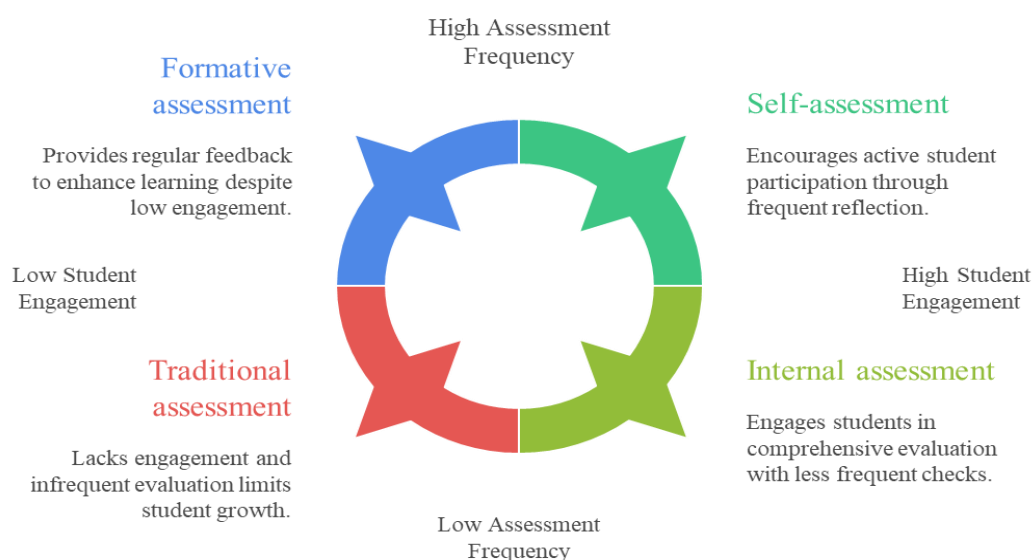


Figure 2: Assessment Strategies and Student Engagement

The question, why we need a 360-degree assessment approach is an important one. While educators can offer various assessments, opportunities to help the students to perform well and boost up their scores, it is often the case that they do not always utilize all the effective assessment tools available to them (Crooks, 1988; Black, 1993; Black & Wiliam, 1998; Harlen, 2007). Internal assessments have a very clear advantage over external ones. For instance, internal assessments can cover a wide range of curriculum goals because they are conducted continuously throughout the year in the form of activities, and other things whereas external assessments typically happen less frequently (Crooks, 2004; Harlen, 2007). This ongoing process allows for more comprehensive evaluation of what students are learning. Moreover, internal assessments often involve in long-term projects or coursework's, giving to the students, the chance to work with a more relaxed environment compared to the high-pressure atmosphere of traditional exams. This format provides plenty of time for learners to signify their skills and understandings (Crooks, 2004). Self-assessment is also a very important part of this process this encourages the students to shine back on their own work, acknowledge their strengths, identify the areas for improvement, and focus on revising their skills to meet their learning goals (Andrade & Du, 2007). However, one drawback of internal assessments is that not all teachers cover the full range of curriculum goals. This can lead to missed opportunities for students to showcase their skills and explore their potential (Harlen, 2007). Overall, while the 360-degree assessment approach has its challenges, it offers a more holistic view of student learning that can ultimately support their growth and development.

2. CONCLUSION

Assessment can be understood through three main lenses:

1. **Assessment of learning:** This happens at the end of a learning period, usually conducted by the teacher to evaluate what students have learned.
2. **Assessment for learning:** This takes place during the learning process, allowing teachers to gauge understanding and adapt their teaching strategies in real time.
3. **Assessment as learning:** This encourages students to self-monitor their progress, helping them reflect on their own learning journey.

However, current literature hasn't strongly emphasized the importance of a collaborative approach that integrates these assessments into a 360-degree evaluation of students. There's a gap in research correlating self-assessment, peer assessment, and teacher assessment results. What we need is a continuous assessment system that runs throughout the year, providing ongoing feedback and incorporating input from students, peers, and teachers. This holistic approach combines both formative and summative assessments, creating a comprehensive report card that reflects a student's overall development in line with the National Education Policy 2020 in India. In today's fast-paced and ever-changing society, it's crucial to adopt a transformative assessment approach. By doing so, institutions can create a 360-degree holistic development report card that not only motivates learners but also helps society to understand each student's potential role and contributions. This integrated assessment will benefit everyone, fostering a more supportive learning environment and a stronger community overall.

3. REFERENCES

- [1] Andrade, H., & Du, Y. (2007). Student responses to criteria-referenced self-assessment. *Assessment & Evaluation in Higher Education*, 32(2), 159–181.
- [2] Ausubel, D. P. (1968). *Educational psychology: A cognitive view*. Holt, Rinehart & Winston.
- [3] Bhadana, S., & Naaz, I. (2023). Techno-pedagogical skills in the 21st century and their relevance to NEP 2020 for achieving the vision of G20. *Bharat Manthan Multidisciplinary Research Journal*, 1(2), 73–81.
- [4] Black, P. J., & Wiliam, D. (1998a). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.
- [5] Black, P. J., & Wiliam, D. (1998b). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.
- [6] Burrus, J., & Roberts, R. D. (2012). Dropping out of high school: Prevalence, risk factors, and remediation strategies. *R & D Connections*.
- [7] Crooks, T. J. (1988). The impact of classroom evaluation practices on students. *Review of Educational Research*, 58(4), 438–481.
- [8] Crooks, T. J. (2004). New Zealand: Empowering teachers and children. In J. R. W. White & M. L. Smith (Eds.), *Balancing change and tradition in global education reform* (pp. 283–314).

-
- [9] Dann, R. (2014). Assessment as learning: Blurring the boundaries of assessment and learning for theory, policy, and practice. *Assessment in Education: Principles, Policy & Practice*, 21(2), 149–166.
- [10] Harlen, W. (2007). *Assessment for learning: The future of assessment*. Open University Press.
- [11] Kohli, R., & Naaz, I. (2025). Attaining equity and inclusivity in the light of sustainable development goals (SDGs) in the educational set-up. *Vidyawarta Journal*, 55(15), 24–31.
- [12] Singh, V., & Naaz, I. (2025). 360° holistic assessment in middle-stage education: A comparative study of stakeholder attitudes in Uttar Pradesh. *International Journal of Advanced Education and Research*, 10(3), 45–50.
- [13] Singh, V., & Naaz, I. (2025). Stakeholders' attitude on 360-degree holistic assessment: A comparative study of state and central board middle stage education. *International Journal of Advanced Education and Research*, 10(3), 51–56.
- [14] Wanner, T., & Palmer, E. (2015). Personalising learning: Exploring student and teacher perceptions about flexible learning and assessment in a flipped university course. *Computers & Education*, 88, 354–369.
- [15] Wiliam, D. (2006). Formative Assessment: Getting the Focus Right. *Educational Assessment*, 11(4), 283–289.
- [16] Wiliam, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 37(1), 3–14.