Preparing Future Teachers for Learning Outcome–Based Assessment under Parakh Reforms

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Abstract: *Assessment reform is a fundamental component of the educational transformation outlined in the National Education Policy 2020. A pivotal institutional support for this reform is the National Assessment Centre, PARAKH, which endeavours to promote learning outcome-oriented, competency-based, and equitable assessment methodologies throughout India's school system. While PARAKH provides a national framework for maintaining assessment consistency and standards, its effectiveness is heavily reliant on teachers implementing assessment practices within classrooms. This study examines the preparedness of pre-service teachers to adopt learning outcome–based assessment aligned with PARAKH, concentrating on English-medium B.ed. trainees in Ahmedabad. Employing a descriptive survey methodology, data were collected through structured questionnaires and semi-structured interviews with B.ed. students and teacher educators. The results indicate that, although awareness of NEP 2020 and PARAKH is relatively high, significant deficiencies persist in practical assessment skills, particularly in translating learning outcomes into assessment tasks and utilising assessment for formative purposes. The findings underscore the importance of integrating systematic curriculum development and practical assessment training into teacher education programmes. Ultimately, enhancing assessment literacy among prospective teachers is essential for the realisation of learner-centred, equitable, and quality-driven assessment reform within Indian schools.*

Keywords: *PARAKH, learning outcome–based assessment, teacher education, NEP 2020, assessment literacy, B.Ed. trainees*

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DOI: 10.48175/IJARSCT-31124

ISSN
2581-9429
IJARSCT

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