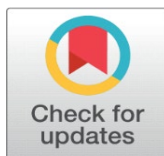


TRANSFORMING ACCOUNTANCY EDUCATION IN SCHOOLS-COMPETENCY BASED EDUCATION AND ASSESSMENT

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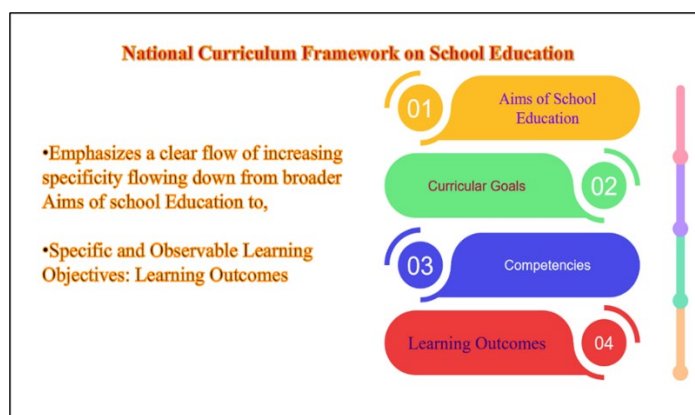
ABSTRACT

With the introduction of National Education Policy 2020 the teaching, learning, and assessment done in the school education has changed. This transformation brings about the changes in the conventional style of the teaching and conceptualization of concepts to the skills and competency based education. The NCERT formulated the National Curriculum for School Education which provides suggestive curriculum for the teachers to introduce this transformation from traditional way of teaching in School Education to competency based education. NCERT also drafted Learning outcomes for Foundational to Secondary Stage for teachers enabling in implementing and incorporating the new competency based education, as suggested by National Education Policy, 2020. Assessment aligned with new competency based education also underwent transformation in the new competency based education. It is no longer considered one time activity in testing the memory or factual recall but it is actually considered as a continuous, regular and formative to give us an insight on what exactly students are learning and to make improvements on the teaching strategies. Competency-based assessment seeks to measure what the students know as well as their ability to utilize the knowledge and skills in diverse environments.

Keywords: National Education Policy (NEP), 2020, National Curriculum Framework for School Education (NCFSE), Learning Outcomes, Accountancy, Assessment

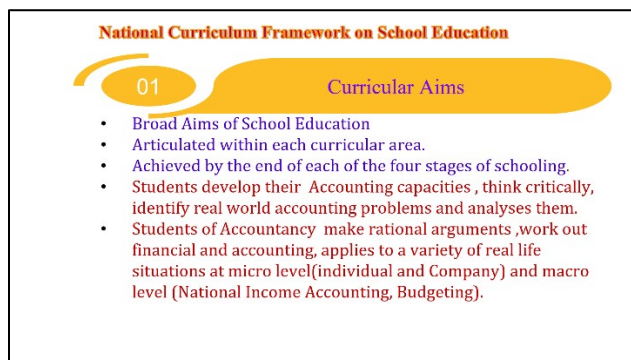


1. INTRODUCTION

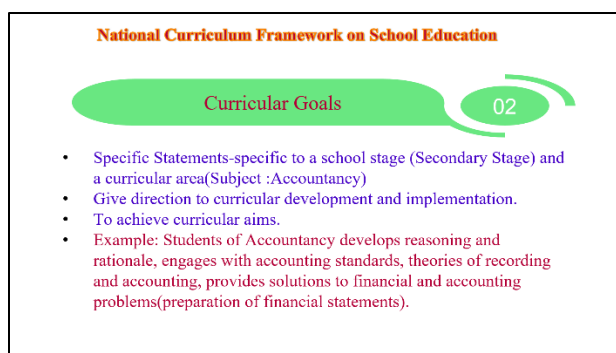


National Curriculum Framework on School Education (NCFSE)

The school education scenario in India is experiencing a considerable change through the adoption of the National Education Policy (NEP) 2020. Such a policy adheres to a paradigmatic change from the traditional teaching methods in which teaching was more or less content oriented as well as rote learning oriented to a more dynamic and comprehensive competency and skill oriented. This has changed the direction of what was initially simple acquisition of knowledge which is conceptual to acquiring a sense of concepts and applying them in real life situations, solving problems, creativity and critical thinking. Here, the role of the teacher is changing whereby the teacher is no longer a donor of knowledge but becomes a guide who helps the learners in the creation of knowledge through constructive and meaningful knowledge construction. A broad way of achieving this vision is offered through the National Curriculum Framework for School Education (NCFSE) developed by the National Council of Educational Research and Training (NCERT) in alignment with National Education Policy, 2020. NCERT provided Learning Outcomes (LOs) on each subject and grade, and this is what learners are supposed to know, understand and can do at the end of a certain level of learning. Such learning outcomes are competency-based so as to ensure that learning is age-appropriate as well as relevant, inclusive and equitable.



Curricular Aims: NCFSE



Curricular Goals: NCFSE

Competency Based Education (CBE) is an approach to teaching and learning that focuses on students acquiring and demonstrating the knowledge, skills, and abilities (competencies) needed to succeed in a specific subject or discipline. Competency based Education emphasizes mastery of competencies over time spent in the classroom and prioritizes personalized learning experiences.

The teacher of Accountancy should enable development of competencies- Knowledge, Skills, Behaviour and Attitude in students of Accountancy in order to attain Learning outcomes.

For example, in Accountancy, a competency might be:

"Prepare financial statements by applying the concepts of journal entries, ledger balancing, trial balance, and adjustments."

To demonstrate attainment of competency:

- Students may complete a project to prepare a full set of financial statements for a hypothetical business.

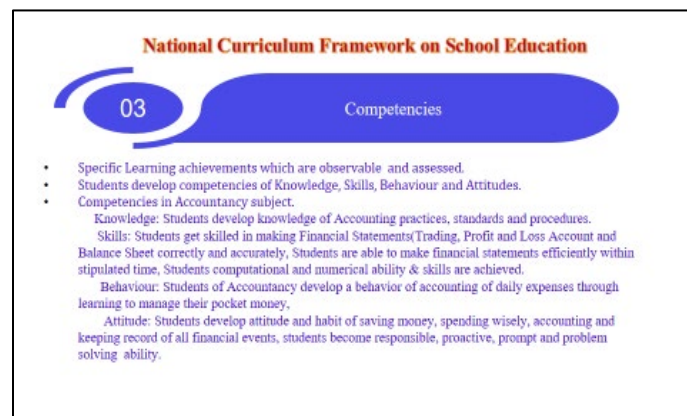
- Assessments would involve evaluating the accuracy, application of accounting principles, and presentation skills.

2. BACKGROUND OF THE STUDY

2.1. COMPETENCIES

Competencies are learning achievements that are observable and can be assessed systematically. Competencies include Knowledge, Skills, Attitude and Behavior. Teachers should focus on developing knowledge, skills, developing their habits and behavior and further enabling attitude in them towards applying principles of Accounting in daily living.

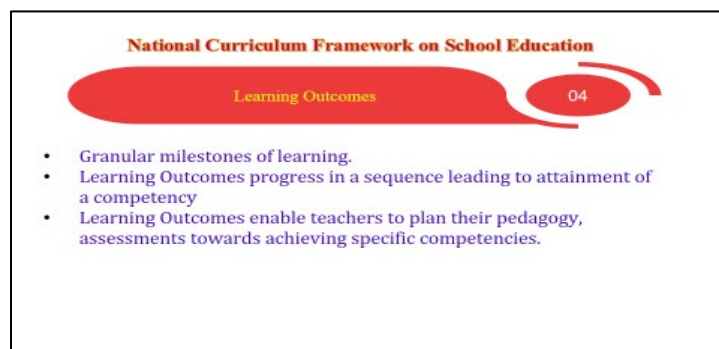
- 1) Knowledge:** Students develop knowledge of Accounting practices, standards and procedures.
- 2) Skills:** Students get skilled in making Financial Statements(Trading, Profit and Loss Account and Balance Sheet correctly and accurately, Students are able to make financial statements efficiently within stipulated time, Students computational and numerical ability & skills are achieved.
- 3) Behaviour:** Students of Accountancy develop a behavior of accounting of daily expenses through learning to manage their pocket money,
- 4) Attitude:** Students develop attitude and habit of saving money, spending wisely, accounting and keeping record of all financial events, students become responsible, proactive, prompt and problem solving ability.
- 5) Values:** Student develop values of saving money, National integration, respect for the Nation and aspires to become atma nirbhar.



Competency: NCFSE

2.2. LEARNING OUTCOME

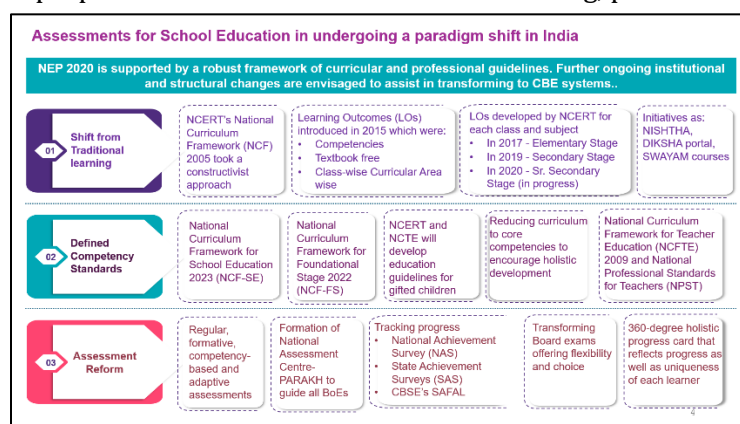
Learning Outcome are the interim markers of learning achievements are needed so that Teachers can observe and track learning and respond to the needs of learners continually. Learning outcome leads to attainment of competency over a period of time. Teachers to plan their content, pedagogy, and assessment towards achieving specific Competencies.



Learning outcome: NCFSE

Student assessment of the progress of learning outcomes has been emphasized in New Education Policy 2020. Technology has revolutionised and numerous tools have been created for student progress tracking and estimating learning gaps and remedial action plans. Conventional pen-paper tests and examinations, besides there is also a need to integrate periodic and systematic ways in which student evaluation can be conducted in an efficient manner in every school across every class. Digital assessment tools have revolutionized the way we track and monitor the learning progress of school students. These tools have become increasingly popular as they provide a fast and efficient way to evaluate students' skills and knowledge. Digital assessment tools offer a range of benefits to involved stakeholders, students, teachers, parents and administration.

The Competency based Education and Assessment (CBEA) intends to better the learning and the attainment of learning results of students in school-based education by adopting a more all-encompassing culture of assessment and education. With the emphasis put on the recommendations of NEP 2020, CBEA is in line with National Education Policy 2020 what it aims to give students a chance to build their knowledge and abilities as well as make progress in the way that exceeds the importance of knowledge acquisition, rote memorization and standardised tests. This idea was meant to make the education sector more inclusive and equitable as students were to be evaluated through their competencies through the CBEA and become a whole person whose learning skills could be applied. The traditional mode of student assessment used in India is mainly dependent on standardized examination where knowledge ability and information recall of a student is tested. This method of evaluation has been accused of being too limited and does not offer the real picture of a learner in his or her learning capabilities and skill acquisition. Furthermore, such a method usually causes prioritization of rote learning and preparation to the tests over critical thinking, problem solving, and creative thinking.



Assessment in Competency Based Education

The National Education Policy 2020 recognizes the limitations of the traditional approach to assessment and emphasizes the need for a more holistic and comprehensive approach that assesses students based on their competencies. This approach is designed to provide a more accurate reflection of a student's true learning abilities and to encourage the development of a wide range of skills and abilities essential for success in the 21st century.

The Competency based Education and Assessment (CBEA) is aligned with the vision of NEP,2020 to implement and to improve student learning outcomes and develop their skills and competencies making them future ready . The initiative will focus on providing students with a more inclusive and equitable education system that enables all students to succeed regardless of their socioeconomic background.

Holistic Progress Cards (HPCs) are a new form of report card as proposed in NEP,2020 that aims to provide a 360-degree evaluation of a student's progress not only assess the academic performance of the students, but also evaluate their cognitive, affective, and psychomotor domains. HPCs are based on a learner-centric approach and align with the National Curriculum Framework for School Education (NCFSE).

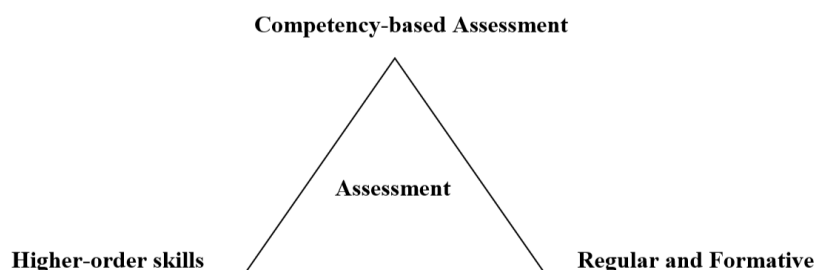
3. DEVELOPING COMPETENCIES IN CLASSROOM TEACHING AND LEARNING: ROAD MAP

Classroom teaching and learning with an aim to develop of competencies with the following proposed suggestions:

- 1) **Focus on Mastery:** Students progress after demonstrating a clear understanding and application of skills and knowledge.
- 2) **Personalized Learning:** Tailored to the needs, interests, and learning pace of each student.
- 3) **Learning Outcomes Defined:** Outcomes are specific, measurable, and aligned with real-world applications.
- 4) **Flexible Assessment:** Students are assessed using various methods (projects, portfolios, practicals) to demonstrate competence.
- 5) **Learner-Centered:** Encourages self-paced and active participation in the learning process.
- 6) **Integration of Skills:** Emphasis on critical thinking, problem-solving, collaboration, and adaptability.

Transforming Assessment for Competency based education for Student Development

This project demonstrates skills and capability in delivering solutions in assessment, curriculum development, item development, and capacity building, ensuring the seamless implementation of education reforms and changes as envisaged in the Policy (NEP2020).



Teacher's role is to measure learning outcomes aligned to competencies and learning levels of the students.

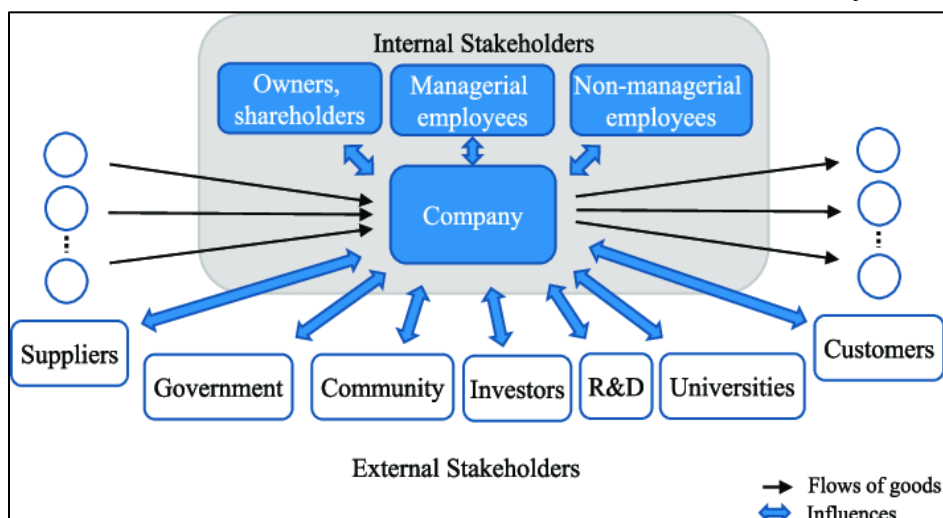
3.1. PROPOSED SOLUTION IN COMPETENCY BASED ASSESSMENT

- 1) Evaluate and measure the real-time learning outcomes of activity-based teaching methodologies.
- 2) Increase efficiency and transparency in assessments through the digital conduction, analysis, and evaluation of tests.
- 3) Customized test questions to enable teachers in every school to curate quizzes, questionnaires, and tests.
- 4) Incorporate preparation for main exams as an integrated part of the intervention, using assessment results to identify and focus on topics where students are having difficulty.
- 5) Create and monitor individualized learning outcomes for each student.
- 6) Develop a student progress monitoring and tracking system capable of synthesizing data and generating analysis.

3.2. BENEFITS OF COMPETENCY BASED ASSESSMENT

1	Improved student learning outcomes	Improvement in student learning outcomes, as measured by assessment scores and competency levels.
2	Improved teacher capacity	Increased teacher capacity in assessment design and use of digital assessment tools, as measured by the number of assessments designed by teachers and their proficiency in using the platform.
3	Better tracking of student progress	Better tracking of student progress and identification of areas where students may be struggling, as measured by the number of students who receive targeted remedial support and improvement in their assessment scores.
4	Increased efficiency and transparency	Increased efficiency and transparency in the assessment process, as measured by the time taken to conduct, analyse, and evaluate tests and the accuracy of the results.
5	Improved preparation for main exams	Improved preparation for main exams among students, as measured by their exam scores and performance in the main exams.

In teaching of Accountancy, a teacher may plan a regular and formative assessment while teaching the topic “Need of Business Information to the Stakeholders of Business” to Class XII students of Accountancy,



Need of Business Information to the Stakeholders of Business

The teacher’s role is to plan regular and formative assessment in the Teaching of Accountancy. The following six activities related to the topic “Need of Business Information to the Stakeholders of Business” are assignments given during classroom teaching to develop critical thinking and reasoning of students, thereby enabling in them skills and competencies to attain learning outcomes.

There are a few examples of assessment questions in competency based education in teaching of Accountancy.

Activity1: Share Your Thoughts

Q. Discuss the need of Business Information for various stakeholders of Business

Activity 2: Share your thoughts

Q. Read the business page of the newspaper and discuss the published financial statement. Analyze the various interested users of the Business

Activity 3: Do it your own

Q. List the internal and external users of Business information.

Activity 4: Do it on yourself

Q. Conduct a research of any Company or Business Corporate and analyze its key stakeholders and their influence on the business.

Activity 5: Do it yourself

Question based on Case Study: ABC Manufacturing is a mid-sized company that produces eco-friendly packaging materials. The company recently received a large investment from a group of shareholders and is planning to expand its operations. In the process, ABC will need to hire more employees, negotiate better deals with suppliers, and ensure they comply with environmental laws set by the government.

Questions:

- 1) Identify at least five stakeholders of ABC Manufacturing from the case study and explain their roles or interests.
- 2) What potential conflicts of interest might arise between the different stakeholders?
- 3) How can the company balance the interests of its shareholders with those of its employees?

Activity 6: Do it on yourself

Q. Match the stakeholder on the left with their primary interest on the right by writing the correct letter in the blank.

Stakeholder	Interest
Shareholders	Profits and Dividends

Employees	Job security
Creditors	Repayment of loans
Customers	Quality and price of goods
Suppliers	Payment for supplies

Answer:

- 1) Shareholders – c
- 2) Employees – a
- 3) Creditors – e
- 4) Customers – d
- 5) Suppliers – b

Quiz Formative Assessment: Do it yourself

Q1. Which of the following is not the Financial statement?

- 1) Balance Sheet
- 2) Trading Account
- 3) Profit and Loss account

4. CONCLUSION

The NEP 2020 and the NCF-SE represent a visionary and progressive step toward transforming Indian school education. They call upon teachers to be agents of change, adopting pedagogical practices that are inclusive, flexible, and outcome-oriented. The success of this transformation largely depends on the readiness and professional development of teachers, who must now embrace continuous learning and innovation to meet the demands of this evolving educational landscape. It has become imperative for educators to reorient their teaching methods and assessment practices. Teachers are now encouraged to design learning experiences that are learner-centered, interactive, and experiential, promoting inquiry-based learning, collaborative activities, and the integration of technology. This shift requires them to move away from a one-size-fits-all approach to a more personalized and differentiated style of teaching that addresses the diverse needs and interests of learners.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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