

360° Holistic assessment in middle-stage education: A comparative study of stakeholder attitudes in Uttar Pradesh

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Abstract

In the present study, the perception of middle-stage school stakeholders, such as students, teachers, and parents, regarding the implementation of a 360-degree holistic system of assessment in Uttar Pradesh government and private schools, as proposed by the National Education Policy (NEP) 2020, is examined. This system of assessment is more inclusive compared to academic grades by considering the cognitive, affective, socio-emotional, and psychomotor development of a student by gathering feedback from different sources. A descriptive survey method was utilized to collect information from a 50-student, 20-teacher, and 10-parent sample from both a government and a private school. Statistical methods such as the t-test were employed by the researcher along with a self-created "Attitude towards 360° Holistic Assessment Scale Tool" in analysing the data. Findings indicate a moderately positive attitude towards 360-degree holistic assessment from all the stakeholders. There was a contrast in attitude between government and private school students and parents, with private school stakeholders having a more positive outlook. No contrast was, however, observed between teachers' attitudes from government and private schools. These observations mean that while the philosophy of holistic assessment is accepted everywhere, its operationalisation is faced with global challenges, perhaps because it suffers from a lack of understanding and resources, especially in government schools.

Keywords: Attitude, 360° holistic assessment, middle stage school stakeholders

Introduction

360° Holistic Assessment, also known as multiple sources feedback, is a method for understanding a student's development by gathering input from a variety of sources, including peers, teachers, parents, and the students themselves. This approach focuses on a student's overall development rather than just their academic scores. The National Education Policy (NEP) 2020, in section 4.34, emphasizes the importance of this meaningful form of assessment and a system where feedback is used to guide and support students' growth. Education is a journey that

shapes not only a student's future but also the future of society. It plays a vital role in developing well-rounded individuals by building moral values and fostering personal and professional growth. Success is no longer measured solely by exam scores; it also involves nurturing qualities like empathy, responsibility, and resilience, which are essential for life. In this approach, learners are not passive recipients of evaluation but are actively engaged in their learning and assessment, becoming partners in their development.

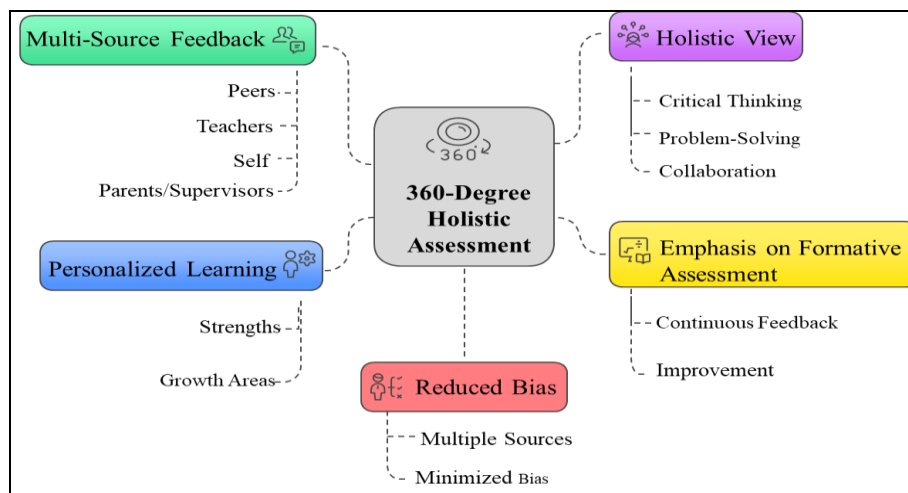


Fig 1: Shows the 360-degree holistic assessment

Review of the Related Literature

Naik *et al.* (2024) [16] studied 360-degree holistic assessment and NEP 2020, indicating that holistic means to look at a

student's learning journey in a very general way. Holistic assessment values responsibility and skilled development all around abilities, including social skills and emotional

wellbeing, and how they may operate in the real world. Parveen (2020) ^[17, 18] discussed how this new policy has the potential to bring about change to the learner's character composition. According to Parveen (2020) ^[17, 18], a student's character is composed of what they learn from peers, teachers, and parents, as well as feedback through self-assessment. The NEP 2020 promotes a holistic, 360-degree, multidimensional report card design that can report progress from sources in the socio-emotional, cognitive, affective, and psychomotor domains. The report card reduces the chance of bias and unfair judgments, as it draws from multiple sources, reducing risk and providing a fairer and fuller account of the development of a student. Similarly, Saxena *et al.* (2025) ^[19] pointed out that 360-degree assessment illustrates a fair, balanced account of a student's strengths and weaknesses through multiple sources - classmates, teachers, parents, and self.

Need and Significance of the Study

The National Education Policy (NEP) 2020 recommends using 360-degree holistic assessment to go beyond just marks and exams, acknowledging students as anything more than a number on an exam or a mark on a task, not just test scores. Young people are developing full beings as students; they have feelings, they have assets, they have values, and they have dreams, etc. We can engage assessment that considers all aspects of development, which extends to academia, social competencies, emotional health, physical development, and virtues.

The 360-degree method presents a holistic approach to assessment and gathers data that seeks to incorporate feedback from a student's teachers, other students, the student's parents, and the student themselves for creating a fuller and fairer perspective of progress made. The assessment can present opportunities to minimize stress and unfair judgment and provide opportunities for students to reflect and take ownership over their learning. Furthermore, the assessment produces an emphasis on real-world skills in our students (ex., critical thinking, collaboration, empathy, etc.), which capitalize on their opportunities for 360-degree holistic assessment that can truly prepare them for life as opposed to preparedness for an exam

Objectives

1. **To study the attitudes towards 360° holistic assessment among the government and private middle-stage school stakeholders.**
 - To study the attitude towards 360° holistic assessment among the government and private middle-stage school teachers.
 - To study the attitude towards 360° holistic assessment among the government and private middle-stage school students.
 - To study the attitude towards 360° holistic assessment among the government and private parents of middle-stage school students.
2. **To compare the attitudes towards 360° holistic assessment among the government and private middle-stage school stakeholders.**
 - To compare the attitude towards 360° holistic assessment among the government and private middle-stage school teachers.

- To compare the attitude towards 360° holistic assessment among the government and private middle-stage school students.
- To compare the attitude towards 360° holistic assessment among the government and private parents of middle-stage school students.

Hypothesis

H₀₁: There is no significant difference in the attitudes of middle-stage school stakeholders towards 360° holistic assessment between those from government schools and those from private schools.

H_{01.1}: There is no significant difference in the attitude of middle-stage school teachers towards 360° holistic assessment between those from government schools and those from private schools.

H_{01.2}: There is no significant difference in the attitude of middle-stage school students towards 360° holistic assessment between those from government schools and those from private schools.

H_{01.3}: There is no significant difference in the attitude of parents of middle-stage school students towards 360° holistic assessment between those from government schools and those from private schools.

Delimitation of the Study

To define the scope of the problem under investigation, and keeping in view limitations of available time and resources, the present investigation has been carried out with the following delimitations:

1. The study has been delimited to selected students of class 8th in Uttar Pradesh.
2. The study has been delimited to schools affiliated to the Uttar Pradesh Board and the Central Board of Secondary Education.

Research Methodology

A descriptive survey method was used for this study. The data was collected from middle-stage school stakeholders (teachers, parents, and students) from one government and one private school in the Uttar Pradesh region. A total of 50 students, 20 teachers, and 10 parents were selected using a random sampling technique.

A self-constructed "Attitude towards 360-degree Holistic Assessment Scale Tool" was used to collect data. This tool for students, teachers, and parents consisted of 25 multiple-choice items covering five key dimensions:

- Perceived Usefulness
- Perceived Accuracy
- Perceived Fairness
- Attitude towards feedback
- Perceived Challenges

Standard statistical techniques, including descriptive and inferential statistics such as mean, median, mode, standard deviation, and a t-test, were used for analysis and its interpretation of the data.

Analysis and Interpretation of the Data

Descriptive statistical approaches were used to analyze the data. The mean, median, mode, and standard deviation were calculated and are presented in the tables below

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The mean, median, mode, and standard deviation acquired by government and private middle-stage school stakeholders (teachers, students, and parents of the students) are listed below in Table 1.

Table 1: Scores obtained by government and private middle-stage school stakeholders

Government Middle-Stage School Stakeholders					Private Middle Stage School Stakeholders				
	Mean	Median	Mode	SD		Mean	Median	Mode	SD
Teachers	91.5	90.5	83	7.742	Teachers	92.6	91	91	7.849
Students	88.2	88	88	6.981	Students	92.8	91.5	88	8.196
Parents	81.3	82	82	4.922	Parents	88.2	88	88	5.884

It is apparent from the above Table1 that the mean score of teachers of the government middle-stage school is 91.5, and the median is 90.5, which indicates that half of the teachers scored above that score. The most frequent item in the distribution is 83, and the standard deviation of the distribution is 7.742. Also, from the mean of the data, which is 91.5 and is above the value of 75 (25x3), it can be interpreted that the teachers of the government middle-stage school have *below moderately positive attitude* towards 360° holistic assessment.

Likewise, from the above Table1 that the mean score of students of the government middle-stage school is 88.2, and the median is 88, which indicates that half of the teachers scored above that score. The most frequent item in the distribution is 88, and the standard deviation of the

distribution is 6.981. Also, from the mean of the data, which is 88.2 and is above the value of 75 (25x3), it can be interpreted that the students of the government middle-stage school have *below moderately positive attitude* towards 360° holistic assessment.

Similarly, from the above Table1 that the mean score of parents of the government middle-stage school students is 81.3, and the median is 82, which indicates that half of the teachers scored above that score. The most frequent item in the distribution is 82, and the standard deviation of the distribution is 4.922. Also, from the mean of the data, which is 81.3 and is above the value of 75 (25x3), it can be interpreted that the parents of the government middle-stage school students have *below moderately positive attitude* towards 360° holistic assessment.

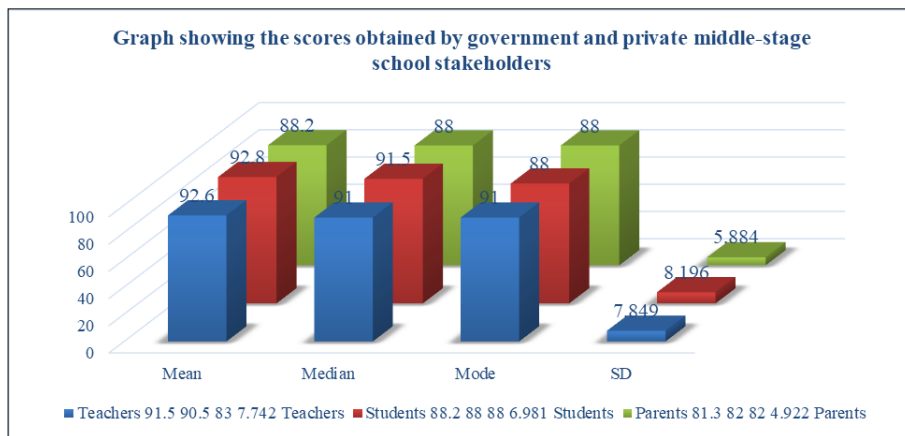


Fig 2: Graph showing the scores obtained by government and private middle-stage school stakeholders

It is apparent from the above Table1 that the mean score of teachers of the private middle-stage school is 92.6, and the median is 91, which indicates that half of the teachers scored above that score. The most frequent item in the distribution is 91, and the standard deviation of the distribution is 7.849. Also, from the mean of the data, which is 92.6 and is above the value of 75 (25x3), it can be interpreted that the teachers of the private middle-stage school have *below moderately positive attitude* towards 360° holistic assessment.

Likewise, from the above Table1 that the mean score of students of the private middle-stage school is 92.8, and the median is 91.5, which indicates that half of the teachers scored above that score. The most frequent item in the

distribution is 88, and the standard deviation of the distribution is 8.196. Also, from the mean of the data, which is 92.8 and is above the value of 75 (25x3), it can be interpreted that the students of the private middle-stage school have *below moderately positive attitude* towards 360° holistic assessment.

Similarly, from the above Table1 that the mean score of parents of the private middle-stage school students is 88.2, and the median is 88, which indicates that half of the teachers scored above that score. The most frequent item in the distribution is 88, and the standard deviation of the distribution is 5.884. Also, from the mean of the data, which is 88.2 and is above the value of 75 (25x3), it can be interpreted that the parents of the private middle-stage

school students have *below moderately positive attitude* towards 360° holistic assessment.

Objective 2: To compare the attitudes towards 360° holistic assessment among the government and private middle-stage school stakeholders.

- To compare the attitude towards 360° holistic assessment among the government and private middle-stage school teachers.
- To compare the attitude towards 360° holistic assessment among the government and private middle-stage school students.
- To compare the attitude towards 360° holistic assessment among the government and private parents of middle-stage school students.

To study the difference in the attitude towards 360° holistic assessment among the government and private middle-stage school stakeholders, the null hypotheses were formulated as:

H_{01.1}: There is no significant difference in the attitude of middle-stage school teachers towards 360° holistic assessment between those from government schools and those from private schools.

H_{01.2}: There is no significant difference in the attitude of middle-stage school students towards 360° holistic assessment between those from government schools and those from private schools.

H_{01.3}: There is no significant difference in the attitude of parents of middle-stage school students towards 360° holistic assessment between those from government schools and those from private schools.

T-ratio is calculated to compare the significant difference in the attitude towards 360° holistic assessment among the government and private middle-stage school stakeholders.

Table 2: Mean scores, SD, t-value of government and private middle-stage school stakeholders

Government Middle-Stage School Stakeholders				Private Middle Stage School Stakeholders				t value
	Mean	N	SD		Mean	N	SD	
Teachers	91.5	20	7.742	Teachers	92.6	20	7.849	-0.45
Students	88.2	50	6.981	Students	92.8	50	8.196	-3.02*
Parents	81.3	10	4.922	Parents	88.2	10	5.884	-2.84*

*Significant at 0.05 level

Table 2 indicates that the respective mean and standard deviation scores for the middle-stage school government teachers were 91.5 and 7.74, while the mean and standard deviation scores of the middle-stage school private sector teachers were 92.6 and 7.84, respectively. The derived results indicated a significance t-value of -0.45 and was non-significant at the 0.05 level of significance. This indicates acceptance of the null hypothesis and rejection of the alternative hypothesis, which states that there is a significant difference in the attitude of middle-stage school teachers towards the 360° holistic assessment between the government school teachers and private school teachers. Similarly, Table 2 shows that the mean scores and standard deviations for middle-stage government students are 88.2 and 6.98, respectively, whereas they are 92.8 and 8.19 for private students. The t-value of -3.02 is significant at the 0.05 level, according to the obtained result. This shows that the alternative hypothesis—that middle-stage school students from government and private schools have significantly different attitudes toward 360° holistic assessment—has been accepted since the null hypothesis has been rejected.

In a similar way, Table 2 shows that the mean scores and standard deviations of parents of middle-stage government students are 81.3 and 4.92, respectively, but those of parents of private students are 88.2 and 5.88. The t-value of -2.84 is significant at the 0.05 level, according to the obtained result. This suggests that the alternative hypothesis—that parents of middle-stage school students from government and private schools have significantly different attitudes toward 360° holistic assessment—has been accepted since the null hypothesis has been rejected.

Findings and Discussion

The results indicate that all stakeholders—teachers, students, and parents—hold a below moderately positive attitude toward 360-degree holistic assessment. The mean

scores for government school stakeholders were 91.5 for teachers, 88.2 for students, and 81.3 for parents. The mean scores for private school stakeholders were 92.6 for teachers, 92.8 for students, and 88.2 for parents. Based on the scale where a score above 75 (25 items x 3 points per item) indicates a below-moderately positive attitude, all groups fell into this category.

These results show a below moderately positive attitude towards 360° holistic assessment from teachers, students, and parents in both types of secondary schools (public and private). And this is consistent with studies that have raised concerns about the difficulties involved in getting general acceptance of new assessments rubrics within the areas identified previously in this report (non-engagement, misunderstandings, wanting more support) as there are plenty of examples of researchers identifying an overall lack of understanding and training that lead to mildly moderate to negative attitudes (Naik & Ghose, 2024 ^[16]; Meitei & Singh, 2025) ^[14]. Hence this data reinforces the need for all stakeholders to have some level of professional learning, training and messaging from the education system to build positive perceptions of holistic assessment tools which is ultimately similar to improvements identified in educational reform studies (Altan, 2021) ^[1].

A comparable analysis of middle-stage schools shows that there is not a significant difference in attitudes of government school and private school teachers. (t=-0.45, p>0.05). This suggests that a lack of understanding and training may be a universal challenge, a finding supported by research on educational reform implementation (Altan, 2021) ^[1]. However, a significant difference was found in the attitudes of students (t=-3.02, p<0.05) and parents (t=-2.84, p<0.05), with those in private schools showing a more positive attitude. This could be attributed to better resources, infrastructure, or a different pedagogical approach in private schools, as noted in studies comparing public and private education outcomes (Joshi, 2023 ^[13]; Borah, 2022) ^[7]. The

data thus reinforces the need for targeted professional development and improved communication to foster positive perceptions of comprehensive assessment tools, a sentiment echoed by other educational reform research (Altan, 2021)^[1].

Major findings

1. There is below moderately positive attitude towards 360° holistic assessment among the government and private middle-stage school stakeholders.
2. There is no significant difference in the attitude of middle-stage school teachers towards 360° holistic assessment between those from government schools and those from private schools.
3. There is a significant difference in the attitude of middle-stage school students towards 360° holistic assessment between those from government schools and those from private schools.
4. There is a significant difference in the attitude of parents of middle-stage school students towards 360° holistic assessment between those from government schools and those from private schools.

Educational Implications

Based on the findings, the key educational implications from the study are

Universal Professional Development: The lack of a significant difference between government and private school teachers suggests that professional development on 360° holistic assessment is a universal need. Training programs should be standardized and accessible to all educators to address the overall below-moderate positive attitude.

- **Targeted Student and Parent Engagement:** The disparity in attitudes between students and parents in government versus private schools highlights the need for targeted communication strategies. Government schools must actively engage students and parents to build trust and understanding of the new assessment method.
- **Resource Disparity:** The more positive attitudes of private school students and parents may indicate a resource gap. To improve attitudes in government schools, there's an implication to provide better tools, technology, and support systems for implementing holistic assessments effectively.
- **Curriculum Integration:** A below moderately positive attitude overall suggests the new assessment method might be perceived as a separate task rather than an integrated part of the curriculum. There's an implication to seamlessly embed holistic assessment principles into daily teaching and learning activities.
- **Policy and Equity Review:** The significant differences in attitudes between government and private school parents and students point to potential inequities. This implies that policymakers need to review how educational reforms are implemented to ensure they don't widen existing gaps and are equitable for all stakeholders.

- **Fostering a Culture of Assessment:** The low overall scores suggest a fundamental resistance or lack of a supportive culture for this type of assessment. An implication is the need for long-term strategies to foster a positive school-wide culture where continuous, holistic feedback is valued by everyone involved.

Conclusion

In summary, this research paper explored the attitudes of key stakeholders—teachers, students, and parents—towards the implementation of 360-degree holistic assessment in middle-stage schooling, as recommended by the National Education Policy (NEP) 2020. The research examined how stakeholders comprehend, accept and engage with this new multidimensional assessment approach that includes assessment of emotional, social and physical development in addition to academic achievement.

The results indicate that all stakeholders from both government and private schools had a below-moderate positive attitude towards this kind of assessment. There was no significant difference in attitudes of teachers between the two school types, but there was a significant difference for both students and parents with respect to attitude, with private school stakeholders being more positive. These results suggest a universal need for better professional development and training for all educators, and a specific need for targeted communication and engagement strategies to foster trust and understanding among students and parents in government schools. Ultimately, the study offers insights into the readiness, challenges, and potential impact of adopting a comprehensive assessment system, with the goal of promoting more effective and inclusive educational practices

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