

Stakeholders’ Attitude on 360-degree holistic assessment: A comparative study of state and central board middle stage education

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Abstract

In the present study, the attitudes of middle-stage school stakeholders, such as students, teachers, and parents, regarding a 360-degree holistic system of assessment in Uttar Pradesh state board schools and central board 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 state board schools and central board schools. Statistical methods such as the t-test were employed by the researcher along with a self-created tool for students, teachers, and parents, "Attitude towards 360° Holistic Assessment Scale (Individual Tool)" in analysing the data. Findings indicate a moderately positive attitude towards 360-degree holistic assessment from all the stakeholders. These observations mean that while the philosophy of holistic assessment is accepted everywhere, its operationalization is faced with global challenges, perhaps because it suffers from a lack of understanding and resources, especially in government schools.

Keywords: 360° Holistic assessment, middle stage school stakeholders (parents, teachers, students), state board, central board

Introduction

NEP 2020 introduced a holistic vision of education, urging schools to move beyond narrow measures of success. It is for a rethinking of assessment practices so they can capture the diversity of students’ talents, skills, and learning styles. By focusing on overall development—academic, emotional, social, and creative—this approach ensures that every learner’s potential is recognised and nurtured. The 360-degree holistic assessment envisioned in NEP 2020

brings feedback together from teachers, peers, parents, and students themselves. It moves far beyond the limits of traditional exams, capturing not just academic performance but also the emotional and social growth of each learner. By embracing multiple perspectives, this approach helps nurture well-rounded individuals, encouraging collaboration, self-reflection, and a richer understanding of all student’s unique strengths and areas for improvement.

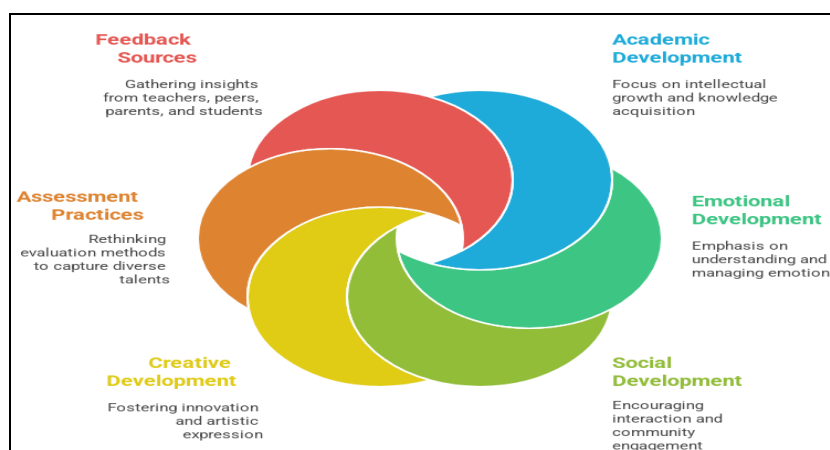


Fig 1: shows the NEP 2020’s Holistic Education Vision

Review of the Related Literature

Singh *et al.* (2025) [19] The National Education Policy 2020 (NEP 2020) remarks a turning point in India’s education system, routing it away from rote memorisation towards a more holistic, integrated approach that shapes well-rounded individuals. This study examines the fresh framework introduced by NEP 2020, which questions the limits of traditional memory-based learning, single high-stakes

exams, and outdated evaluation methods. Drawing on a qualitative analysis of policy documents and insights from global education reforms, it seeks to understand how these changes can transform teaching, learning, and assessment in meaningful ways.

The 360-degree feedback, sometimes referred to as multi-source feedback or multi-source assessment, is a procedure that collects information from a variety of sources, including

classmates, parents, teachers, and the students themselves through self-evaluation. Parveen (2020) ^[17, 18] studied this approach. This strategy is revitalized in NEP 2020 by section 4.34, which incorporates it into the assessment framework with an emphasis on regular, formative, and competency-based evaluations. In addition to evaluating higher-order abilities like analysis, critical thinking, and conceptual clarity, the objective is to encourage ongoing learning and development. According to this approach, the updated report card will be comprehensive, multifaceted, and 360-degree, representing a student's development in the affective, socioemotional, and psychomotor domains in addition to cognitive abilities. Reducing bias is one of its most potent benefits; by combining several points of view and employing an iterative approach, it produces a nuanced and balanced image of the learner. This gives a deeper grasp of each student's skills, development, and potential, making assessment not only more equitable but also more meaningful.

Rationale of the Study

The main aim of the present study is to study the attitude of middle-stage stakeholders (students, teachers, parents) among the state board and the central board. In the present study, a 360° holistic assessment in state board and central board schools: a comparative study of middle stage stakeholders has been investigated. At this level, some of the stakeholders are not sufficiently aware of 360° holistic assessment, while some of the stakeholders well known about this.

Objectives

1. **To study the attitudes towards 360° holistic assessment among the state board and central board middle-stage school stakeholders.**
 - To study the attitude towards 360° holistic assessment among the state board and central board middle-stage school students.
 - To study the attitude towards 360° holistic assessment among the state board and central board middle-stage school teachers.
 - To study the attitude towards 360° holistic assessment among the state board and central board parents of middle-stage school students.
2. **To compare the attitudes towards 360° holistic assessment among the state board and central board middle-stage school stakeholders.**
 - To compare the attitude towards 360° holistic assessment among the state board and central board middle-stage school teachers.
 - To compare the attitude towards 360° holistic assessment among the state board and central board middle-stage school students.
 - To compare the attitude towards 360° holistic assessment among the state board and central board 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 state board schools and those from central board schools.

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

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

1. Delimitation of the Study

To define the scope of the problem under investigation, and keeping in view the 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 Mainpuri district of Uttar Pradesh.
2. The study has been delimited to schools affiliated with the Uttar Pradesh State Board and the Central Board of Secondary Education (CBSE) only.

Research Methodology

A descriptive survey method was used for this study. The survey was conducted among middle-stage school stakeholders (teachers, parents, and students) from one state board school and one central board 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 tool for students, teachers and parents "Attitude towards 360-degree Holistic Assessment Scale Tool" were used to collect data. These tools for students, teachers, and parents each 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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- To study the attitude towards 360° holistic assessment among the state board and central board parents of middle-stage school students.

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

Table 1: Scores obtained by state board and central board middle-stage school stakeholders

State Board Middle-Stage School Stakeholders					Central Board Middle Stage School Stakeholders				
	Mean	Median	Mode	SD		Mean	Median	Mode	SD
Students	83.14	82.5	88	7.580	Students	92.06	90.5	88	7.080
Teachers	91.15	90	83	6.998	Teachers	92.2	90.5	83	7.831
Parents	81.6	81	74	5.985	Parents	83	82.5	82	3.431

As can be seen from Table 1 above, half of the pupils at the state board middle-stage school received scores higher than the mean of 83.14, with a median score of 82.5. In the distribution, 88 is the most common item, and the standard deviation is 7.580. It is also possible to infer from the data mean, which is 83.14 and above the value of 75 (25x3), that the state board middle-stage school children have a *moderately positive attitude* toward 360° holistic assessment.

Similarly, Table 1 above shows that the median score for teachers at the state board middle-stage school is 90, meaning that half of the teachers scored higher than the mean of 91.15. The distribution's most frequent item is number 83, and its standard deviation is 6.998. Additionally,

it can be inferred from the data mean of 91.15, which is higher than the value of 75 (25x3), that the state board middle-stage school teachers have a *somewhat positive attitude* toward 360° holistic assessment.

The median score for parents of state board middle-stage school kids is 81, and the mean score is 81.6, as shown in Table 1 above. This means that half of the parents received higher scores. 74 is the most common item in the distribution, and 5.985 is the distribution's standard deviation. Additionally, the data's mean, 81.6, which is higher than the value of 75 (25x3), suggests that parents of middle-stage school pupils have a *somewhat favorable attitude* toward 360° holistic assessment.

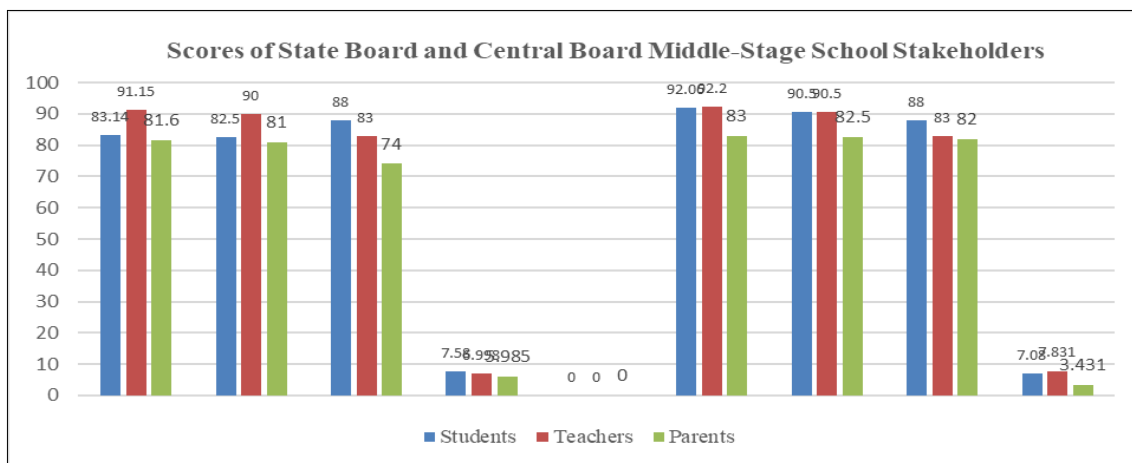


Fig 2: Graph showing the scores obtained by state board and central board middle-stage school stakeholders

Table 1 above shows that the median score for the central board middle-stage school students is 90.5, meaning that half of the students scored higher than the mean score of 92.06. The distribution's most frequent item is number 83, and its standard deviation is 7.831. Additionally, it can be inferred from the data mean of 92.06, which is higher than the value of 75 (25x3), that the central board middle-stage school students have a *somewhat positive attitude* toward 360° holistic assessment.

Similarly, the central board middle-stage school teachers' mean score is 92.2, and the median is 90.5, as shown in Table 1 above. This means that half of the teachers received higher scores. The distribution's most frequent item is number 83, and its standard deviation is 7.831. Additionally, it can be inferred from the data mean of 92.2, which is higher than the value of 75 (25x3), that the central board middle-stage school teachers have a *somewhat positive attitude* toward 360° holistic assessment.

Comparably, Table 1 above shows that the median score for parents of middle-stage central board school kids is 82.5, meaning that half of the teachers scored higher than that. The mean score for parents is 83. The distribution's most frequent item is number 82, and its standard deviation is 3.431. Furthermore, the data's mean, 83, is higher than the

value of 75 (25x3), suggesting that half of the parents of middle-stage Central Board school students had a *somewhat positive attitude* toward 360° holistic evaluation.

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

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

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

H02.1: There is no significant difference in the attitude of middle-stage school students towards 360° holistic

assessment between those from the state board and those from the central board.
H02.2: There is no significant difference in the attitude of middle-stage school teachers towards 360° holistic assessment between those from the state board and those from the central board.

H02.3: There is no significant difference in the attitude of

parents of middle-stage school students towards 360° holistic assessment between those from the state board and those from the central board.

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

State Board Middle-Stage School Stakeholders				Central Board Middle Stage School Stakeholders				t value
	Mean	N	SD		Mean	N	SD	
Students	91.15	50	7.580	Students	92.06	50	7.080	6.080*
Teachers	88.2	20	6.99	Teachers	92.2	20	7.831	0.447
Parents	81.3	10	5.985	Parents	83	10	3.431	-0.641

*Significant at 0.05 level

According to Table 2, the mean scores and standard deviations for middle-stage state board students are 83.14 and 7.580, respectively, while those for central board middle-stage school teachers are 91.15 and 7.580. Additionally, the acquired result shows that, at the 0.05 level, the t-value of 6.080 is significant. This suggests that the alternative hypothesis—that there is a substantial difference in middle-stage school students' attitudes regarding 360° holistic assessment between those from state board and central board schools—is accepted since the null hypothesis has been rejected.

The mean scores and standard deviations for middle-stage school teachers who are state board are 91.15 and 6.99, respectively, while those of central board instructors are 88.2 and 5.985, according to Table 2. Additionally, the result shows that the t-value of 0.447 is not significant at the 0.05 level. This suggests that the alternative hypothesis—that middle-stage school instructors from state board and central board schools have significantly different attitudes about 360° holistic assessment—is rejected, indicating acceptance of the null hypothesis.

Similarly, Table 2 shows that parents of middle-stage state board students have mean scores of 81.6 and standard deviations of 5.985, whereas parents of central board students have mean scores of 81.3 and 5.985, respectively. The t-value of -0.641 is not significant at the 0.05 level, according to the obtained result. The alternative hypothesis, according to which parents of middle-stage school pupils from state board and central board schools have significantly different attitudes about 360° holistic assessment, is rejected by this, indicating support of the null hypothesis.

Findings and Discussion

The results indicate that the stakeholders - students, teachers, and parents of middle school- hold a moderately positive attitude toward 360-degree holistic assessment. The mean scores for state board school stakeholders were 83.24 for students, 91.15 for teachers, and 81.6 for parents. The mean scores for central board school stakeholders were 92.06 for students, 92.2 for teachers, and 83 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 moderately positive attitude towards 360° holistic assessment from students, teachers, and parents in both types of secondary schools (state board and central board). And this is consistent with studies that have

raise a apprehension about the problems concerned 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 lots of examples of researchers identifying an overall lack of understanding and training that lead to mildly temperate to negative attitudes (Naik & Ghose, 2024 [16]; Behera & Parveen, 2024). Hence, this data reinforces the need for all stakeholders to have some level of proficient, professional learning, with training and messaging from the education system to build positive and encouraging perceptions of holistic assessment tools, which is ultimately similar to improvements identified in educational reform studies (Singh *et al.*, 2025) [19].

A comparable analysis of middle-stage schools shows that there is a significant difference in the attitudes of state board school and central board school students. (t=-6.080, p>0.05). This suggests that there is a positive attitude of understanding and training that has been provided. (Joshi, 2023 [13]; Borah, 2022) [7]. However, a non-significant difference was found in the attitudes of teachers (t =-0.447, p<0.05) and parents (t = -0.641, p<0.05), with those in the state board and central board showing a less positive attitude. This could be challenging and lack of awareness regarding education reinforcement. (Altan, 2021) [1]. This data highlights the importance of investing in focused professional development and strengthening communication channels to build trust and acceptance around comprehensive assessment tools. Similar findings in other educational reform studies echo this sentiment, underscoring that when educators and stakeholders clearly understand the purpose and value of such tools, they are more likely to embrace them as a pathway to deeper, more meaningful learning outcomes. (Altan, 2021) [1].

Major findings

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

holistic assessment between those from state board schools and those from central board schools.

Educational Implications

Based on the findings of this study, the following are the main educational implications:

1. **Facilitate Holistic Assessment:** Because all stakeholders have a moderately positive attitude, educators can benefit from this by actively encouraging the advantages of 360° holistic assessment. This can be facilitated through parent and student workshops, as well as teacher professional development, to implement it effectively.
2. **Treat Differences in Student Attitudes:** The considerable difference in attitude between central board and state board students calls for differential approaches. State board schools, especially, might need to concentrate on clarifying the rationale and methodology of this kind of assessment to win over student acceptance.
3. **Standardize Teacher Training:** The absence of a statistically significant difference in attitudes among the boards implies that a uniform training program can be formulated. This uniform curriculum could provide all teachers with the required abilities to use 360° holistic assessment effectively, irrespective of their board membership.
4. **Collaboration between Foster Parents and Schools:** The positive attitude of parents from both boards offers a chance for joint partnerships. Schools can capitalize on this by having consistent communication to clarify the assessment process and its advantages for their child's development.

Conclusion

In summary, this research paper examined how key stakeholders—teachers, students, and parents—perceive the introduction of 360-degree holistic assessment in middle-stage schooling, as projected by the National Education Policy (NEP) 2020. It shed light on their attitudes, concerns, and expectations, offering valuable insights into how this reform is being received on the ground. The research explored how stakeholders understand, embrace, and participate in this new multidimensional assessment approach—one that extends beyond academics, also to evaluate students' emotional, social, and physical growth, creating a more comprehensive picture of their overall development. The results indicate that all stakeholders from both the state board and central board schools had a below-moderate positive attitude towards this kind of assessment. There was a significant difference in attitudes of students between the two different school board types, but there was no significant difference for both teachers and parents concerning attitude, with the central board school stakeholders being more positive. These results suggest a worldwide 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 state board schools. Ultimately, the study provides valuable insights

into the attentiveness, challenges, and potential effects of adopting a comprehensive and complete assessment system, all to foster more effective, inclusive, and student-centered educational practices.

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