

UNIT 4: NEW TRENDS IN EXAMINATION.

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) SYSTEM

Continuous and Comprehensive Evaluation (CCE) system was introduced by the Central Board of Secondary Education (CBSE) in India to assess all aspects of a student's development on a continuous basis throughout the year. The assessment covers both scholastic subjects as well as co-scholastic areas such as performance in sports, art, music, dance, drama, and other cultural activities and social qualities.

Evaluation of Scholastic Areas

Scholastic subjects are assessed using two modes: Formative Assessment (FA) and Summative Assessment (SA). Formative Assessment usually comprises of Class Tests, Homework, Quizzes, Projects, and Assignments directed throughout the year. Summative Assessment measures how much a student has learnt from the class through an examination/test conducted at the end of a term.

For institutions following the CCE grading system, typically an academic year is divided into two terms. Each term will have two FAs and one SAs. The weightage allotted to each term and assessment is as follows.

	Term 1			Term 2		
	FA1	FA2	SA1	FA3	FA4	SA2
Weightage	10%	10%	30%	10%	10%	30%
Term Weightage	FA1+FA2+SA1=50%			FA3+FA4+SA2=50%		

Total: Formative Assessments (FA) = FA1+FA2+ FA3+FA4 = **40%**

Summative Assessments (SA) = SA1+SA2 = **60%**

Scholastic Assessment grades are generally given on a 9 point grading scale.

Evaluation of Co-Scholastic Areas

Co-Scholastic areas are assessed using multiple techniques on the basis of specific criteria. Assessment of co-scholastic areas are done at the end of the year, and grades are generally given on a 5 point grading scale.

Outcome, results and effect

The outcome of the CCE system at the initial level varies. Though most of the schools implemented it quickly, teachers and students who were accustomed to the older system of evaluation and examination faced difficulties coping with the changes. The main aim of CCE is to reduce pressure on students who are unable to effectively participate in the educational system and leave it dejected and with low self-confidence. However, the system has also been criticised for focussing more on projects and activities than actual learning. Critics also state that students' workload has not actually gone down because even though exams have been reduced, stressed students wrestle with projects and oral tests all the year round. Students are required to participate in activities even if the syllabus is not covered. Despite these criticisms, the outcomes of this system were projected to be better than the rote learning of the previous system, which placed an undue emphasis on memory and facts instead of understanding and creating a learning environment.

CBCS(CHOICE BASED CREDIT SYSTEM (CBCS))

Majority of Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose interdisciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice based credit system (CBCS), an internationally acknowledged system, is adopted.

The choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us benchmark our courses with best international academic practices. The CBCS has more advantages than disadvantages. Advantages of the choice based credit system: Shift in focus from the teacher-centric to student-centric education. Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses). CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill

oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students).

CBCS makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc. CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred. Disadvantages: Difficult to estimate the exact marks Workload of teachers may fluctuate Demand good infrastructure for dissemination of education

CHOICE BASED CREDIT SYSTEM (CBCS): The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related

Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge. Introducing Research Component in Under-Graduate Courses Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

OPEN BOOK EXAMINATION

An "open book examination" is one in which examinees are allowed to consult their class notes, textbooks, and other approved material while

answering questions. This practice is not uncommon in law examinations, but in other subjects, it is mostly unheard of. Radical and puzzling though the idea may sound to those who are used to conventional examinations, it is ideally suited to teaching programmes that especially aim at developing the skills of critical and creative thinking.

Two Types of Open Book Examinations.

One may think of two kinds of open book examinations, say the restricted type and the unrestricted type.

In the restricted type of open book examinations, students are permitted to bring into the examination room one or more specific documents approved by the course instructor.

In the unrestricted type of open book examinations, students are free to bring whatever they like.

In the restricted open book examination, students may be permitted to consult printed documents such as the logarithmic tables, dictionaries, or complete works of Shakespeare, but no handwritten material or printed documents which have not had prior approval. One may also need to make sure that the printed documents that students bring do not contain any scribbles on the margin.

In this type of examination, the approved documents function more or less as appendices to the question paper itself. These examinations are not radically different from closed book examinations. They do not present any special problems, irrespective of the nature of the course. As I said earlier, there are no restrictions on what the students can bring in an unrestricted open book examination. They may bring any books (with or without scribbles on the margin), lecture handouts of the course instructor, or their own handwritten notes. The use of such examinations presupposes certain teaching strategies and types of questions. In particular, it demands that the course focuses on a set of intellectual skills, rather than on the information content, and that no content based questions be asked in the examination. If the course instructor has concentrated on handing down currently available knowledge, and the question paper contains traditional content based questions like "Write an essay on the difference between

British and American English", the use of the unrestricted open book examinations would be disastrous. When used properly, it will be pointless for students taking the unrestricted open book examinations to consult any material they have brought, because the questions will be designed in such a way the answers will not be found in the textbooks, handouts or class notes. An intelligent student who has had the experience of such examinations once will not bother to bring anything for the next examination, since (s)he will know that no prepared material will be of any use. The use of these examinations then acts as symbolic gesture that makes the students realise the nature of the course and the examinations, and shocks them into a mode of studying that does not involve cramming.

Impact on Learning Strategies A more important reason for using open book examinations is that they have a tremendous impact on promoting the right mental sets in both learning and teaching. The most immediate result on students will be that they will stop "mugging" or rote learning. Most students used to conventional examinations think of "studying" as the mechanical memorisation of information in textbooks and classnotes in order to reproduce it in examinations. Open book examinations will effect a fundamental change in this attitude. If textbooks can be consulted in the examination rooms, why bother to memorise them? Does this mean that students don't need to "study" for examinations? No. It implies that studying should not be equated with memorising; instead, it should be understanding concepts, and using these concepts (along with available information) to practise the skills of modifying and building knowledge, thinking critically, and solving problems. In acquiring the right strategies of studying, nothing is as effective as the shocking realization that mugging is of no use in the examinations. Given open book examinations, there will be no more mugging. Once the burden of mugging is taken away, education can be a pleasurable activity, not a painful drudgery. What is learnt with pleasure is learnt more effectively, and retained better.

Impact on Teaching Strategies The effects of open book exams on teaching strategies will be equally profound. First, the nature of the examination questions will change. They cannot be of the form: "Write an essay on X", "Explain the term Y with examples", "Define the term Z", but will have to be designed carefully and intelligently to test the students' understanding, and the skills of applying that understanding. If the nature of the examination questions changes, strategies for preparing students to take those examinations will

also have to change. It will no longer be enough to paraphrase or simplify the content of the text books in the classroom. Teachers will have to design tasks that will provide exercises for the appropriate mental skills required in each subject. Instead of the teacher talking all the time and students taking down notes, classes will have discussions, questions, and other active processes. In other words, teaching will no longer be the transfer of information from the teacher to student: it will be the training of the mind in certain intellectual skills. Thus, open book examinations can restore the true meaning of the word education for both teachers and students. It is true that it will take some time and effort on the part of students and teachers to adapt themselves to the demands of open book examinations . But the changes will be inevitable. When combined with the mode of teaching that focusses on thinking skills, they will make education an exciting and enjoyable intellectual adventure, the beginning of a lifelong quest for knowledge.

WHAT IS ONLINE EXAMINATION?

Online examination is conducting a test online to measure the knowledge of the participants on a given topic. In the olden days everybody had to gather in a classroom at the same time to take an exam. With online examination students can do the exam online, in their own time and with their own device, regardless where they live. You online need a browser and internet connection.

Benefits and limitations of an online examination system

The big benefit of online examination is the reduction of costs and time, both from the student as from the teacher. The biggest limitation is that you have to be online to use an online examination system. Hence the name "online".

Objectives of online examination system

Online examination is becoming more popular in this digital century. But what are the objectives of online examination system? The objectives of online examination will be explained in this article.

User-friendly system

User-friendly systems are not only needed for the creator, but also for participants. "Intuitive" is key. One of the best examples is the software of the iPhone. It has a lot of options, but is still something you can figure out without needing a manual. Of course, an online examination system is different, but still has some similarities. Once an online examination system is not user-friendly, creators and participants will move on to another system. This is obviously something you don't want to happen.

Responsive design

A responsive design is an approach where the web designer wants to reach an optimal web experience for a wide range of devices. A responsive site scales with the size of the screen without sacrificing the text readability or usability of the user interface.

Offering several types of questions

Multiple choice, fill in the blanks and free text. These are the options you can use with our online examination system. Having more than one options is necessary to check several types of knowledge. Not all examination can be checked with multiple choice questions.

Auto exam publish

Do you want your exam for anyone or for a predefined group of users? The online exam can be made for people who are invited to the exam and have to log in with a username and password. If your exam is free for anyone, you can insert a link for making the exam.

Automatically checked answers

Having to check all answers is very time-consuming. So, having the answers checked automatically and instantly will eventually pay off. It's less work for the creator of the exam and participants don't have to wait too long for getting the results of their exams. Catching two birds with one stone :)

Group report performance analysis

Having the results and statistics is nice to get a whole overview of the performances. Which users score best? On what kind of questions did users score low at? It's all possible with our tool. And know what's even better? Administrators can export the results and statistics to an Excel file.

What are the advantages of an online examination?

An online examination system has plenty of advantages:

1. **It saves paper.**

You never have to print an exam for your students and hand them out. Saves paper. Saves trees. Everybody happy.

2. **It saves time.**

You can setup an exam in such a way that it will auto-grade itself. If you only use multiple choice questions you never have to check an exam again. The online exam system will take care of that hassle. Completely automated.

3. **It saves more time.**

The distribution of the exam doesn't take you any time. Just upload the email addresses of your students and send them an invite. And after the exam they get their result instantly.

4. **It saves you money.**

You don't need to buy any paper. Sending an email is free. On top of that you save on the logistics: your students don't have to assemble in classroom to take the exam. They can do it within a given time frame from their own device. You don't have to rent a classroom. You don't have to hire someone to check the students taking the exam.

5. **It saves the student money.**

Students don't have to travel to a specific location to conduct the exam. So even for students from remote areas it's possible to take the exam.

6. **It's more secure.**

You can make a big question bank with a lot of questions. Every student gets a random selection from that question bank. So it's of little use to share the questions among the exam takers to give them a head start. Try that on paper ;).

What are the disadvantages of an online examination?

And now for the disadvantages:

1. You have to keep in mind that your students will take the exam on their own device in their own time with nobody to check up on them, so you have to alter your questions to provide for this situation. You have to ask questions which are not easily to be retrieved from books or the internet. Or you can add a timer to each question so there is no time to search for the answer.
2. Open text questions are possible, but they don't auto-grade, so you have to check them yourself.
3. An online exam system is a little bit more susceptible for fraud. So you have to keep that in mind if you setup your exam. Do you want to share the results immediately after the result? In that case you can setup a question bank to solve the issue of fraud. Handing out all questions & Answers of a question bank to students is ok. Because they have to learn all the questions & answers by heart. And when they're done they master the material.

SETTING OF QUESTION PAPER AND EVALUATION OF QUESTION PAPER

A) General Guidelines to the Paper Setter(s)

1. Make sure you have the latest version of the syllabus and you are familiar with the assessment criteria.
2. Work on a Specification Grid. Before and after setting the paper, check that all the test items are based on the respective syllabus and that the items are graded in difficulty.
3. Do not use material reflecting race, ethnic or sex bias.
4. Develop a Marking Scheme alongside the Specification Grid.
5. Check that the duration of the examination is entered correctly on the paper and that the time allotted is sufficient to enable the students complete the paper and revise their work.
6. Proof read the text.

7. Pass on the finalized draft of the paper to an external reviser who has to proof read the text again, ensure that no test item is out of syllabus, check that all set tasks are workable (particularly in mathematics and science subjects) and that the paper can be completed in the set time.

8. Make the necessary changes in the examination paper and the marking scheme as advised by the reviser. Proof read the text once again and pass on the paper to the Reviser for the final proof reading.

9. Hand in the Marking Scheme together with the Examination Paper for printing.

10. Examine printed papers for printing defects (e.g. unclear diagrams or pictures) and for any Errata Corrige that may be required. B)

B) Layout

1. The layout of the paper should be as clear as possible to make it as student friendly as possible. For write-on papers enough space for working or writing must be provided.

2. Instructions to candidates should be clear and unambiguous. They should be presented in bold type.

3. Wherever possible, use a straightforward and consistent format with regular line lengths.

4. Use typesetting features such as bold, italics, indentation or boxes effectively to help candidates focus their attention on the task. (Note: Print in italics may present reading difficulty for young children.)

5. Long complex questions are best split up by the use of subsidiary numbering systems.

6. Structured questions should follow a graded and logical sequence.

7. The information contained on a page should be well structured through the appropriate use of headings and sub-headings. This would help candidates organise text in advance of reading.

8. Check that the diagrams, pictures or photographs used are necessary, helpful and of high quality.

9. Place the text close to the relevant diagrams or pictures to enable the candidates relate the two effectively. Comprehension text and questions should be set on the same page or on adjacent pages.

10. Ensure that marks assigned for each item / exercise / section are clearly indicated on the paper.

C) Sentence Construction

1. Use the simplest language and structure possible to convey clearly and unambiguously the meaning of the question.

2. Split down even relatively short sentences if they contain a lot of condensed information.

3. Do not use the passive if it can be avoided because it can make a sentence impersonal and complex. Avoid also using the conditional form (sentences starting with "if") and the double negative.

4. Eliminate superfluous words and any abstract and metaphorical language which is not necessary.

5. Make sure that introductory statements in questions contain only the information which is required for answering those questions relevantly.

D) Specification Grids

1. The writing of test items should be guided by a carefully prepared set of test specifications.

2. The specifications describe the achievement domain being measured and provide guidelines for obtaining a representative sample of test tasks.

3. The specification grid (a two-way table) provides assurance that the test will measure a representative sample of the learning outcomes and the subject matter topics to be measured.

4. The specification grid relates outcomes to content and indicates the relative weight to be given to each of the various areas.

5. A specification grid indicates: (i) the learning outcomes to be tested (ii) the subject matter or content area (iii) the assigned weighting to the learning outcomes and content areas in terms of their relative importance

6. The learning outcomes to be tested include (a) recall of knowledge, (b) intellectual abilities or skills (understanding, application, etc) (c) general skills (eg practical, performance, communication), (d) attitudes, interests, appreciations.

7. The following factors are to be considered when assigning relative weights to each learning outcome and each content area. (i) the importance of each area in the total learning experience (ii) the time devoted to each area during the learning experience (iii) which outcomes have the greater retention and transfer value

E) Constructing Relevant Test Items

The items used could be either selection-type or supply-type items. The selection-type items present the students with a set of possible responses from which they are to select the most appropriate answer. The supply-type item requires students to create and supply their own answers. Selection-type items include: Multiple Choice, True-False, Matching, Interpretative exercises. The preparation of good selection-type items is difficult and students can get a proportion of answers correct by guessing. Supply-type items include: Short answers, Essays (restricted responses, unrestricted responses) Supply-type items are easier to construct but more difficult to score.

1. Use the item types that provide the most direct measures of student performance specified by the learning outcome.
2. Avoid verbal associations that give away the answer.
3. Avoid grammatical inconsistencies that eliminate wrong answers.
4. Avoid specific determiners that make certain answers probable (e.g. sometimes) and others impossible (e.g. always).
5. Avoid stereotyped or textbook phrasing of correct answers.
6. Avoid material in an item that aids in answering another item.
7. Avoid trick questions that might cause a knowledgeable student to focus on the wrong aspect of the task.

8. Ensure that the difficulty level matches the intent of the learning outcome and the age group to be tested.

9. Ensure that there is no disagreement concerning the answer. Typically the answer should be one that experts would agree on the correct or best answer.

10. Write the test items far enough in advance that they can be later reviewed and modified as needed.

11. Write more test items than called for by the test plan. This will enable you to discard weak or inappropriate items during the item review and make it easier to match the final set of items to the test specifications.

12. The number of test items depends on the age of the students tested, the time available for testing, type of test items used and on the type of interpretation to be made. Experience in testing is frequently the only dependable guide for determining proper test length.

13. Give due consideration to the best arrangement of the test items. Where possible, all items of the same type should be grouped together. The items should be arranged in terms of increasing difficulty.

14. For True-False items make sure that: each statement is unequivocally judged true or false

- ✓ the statement is brief and stated in simple, clear language
- ✓ negative statements are used sparingly and double negatives are avoided
- ✓ the statements are free of clues to the answer (e.g. verbal clues, length)
- ✓ there is approximately an equal number of true and false statements
- ✓ the true and false items are arranged in random order.

15. For Matching items ensure that: the items are based on homogeneous material. The instructions clearly state the basis for matching and that each response can be used once, more than once, or not at all the items appear on the same page an uneven match is provided by making the list of responses longer or shorter than the list of premises.

16. For Multiple-Choice items make certain that: the stem of the item present a single, clearly formulated problem

- ✓ the stem is stated in simple, clear language
- ✓ the stem is worded so that there is no repetition of material in the alternatives
- ✓ the stem is stated in positive form wherever possible
- ✓ if negative wording is used in the stem, it is emphasized in bold or by underlining
- ✓ the intended answer is correct or clearly best
- ✓ all alternatives are grammatically consistent with the stem and parallel in form
- ✓ the alternatives are free from verbal clues to the correct answer
- ✓ the distracters are plausible and attractive to the uninformed
- ✓ to eliminate length as a clue, the relative length of the correct answer is varied
- ✓ the alternative "all of the above" or "none of the above" are used only when appropriate

17. For Short-Answer items ensure that: the item calls for a single, brief answer

- ✓ the item has been written as a direct question or a well-stated incomplete sentence the desired response is related to the main point of the item
- ✓ clues to the answer have been avoided (e.g. "a" or "an", length of the blank)
- ✓ the units and degree of precision is indicated for numerical answers.

18. For Essay questions make sure that: questions starting questions with "who", "what", "when", "where", "name", "list" are avoided as these terms limit the response questions demanding higher order skills, such as those indicated in the following table (Gronlund: 2006, p.120), are used:

Outcome	Sample Terms
Comparing	Compare, classify, describe, distinguish between, explain, outline, summarize
Interpreting	Convert, draw, estimate, illustrate, interpret, restate, summarize, translate
Inferring	Derive, draw, estimate, extend, extrapolate, predict, propose, relate
Applying	Arrange, compute, describe, demonstrate, illustrate, rearrange, relate, summarize
Analyzing	Break down, describe, diagram, differentiate, divide, list, outline separate
Creating	Compose, design, devise, draw, formulate, make up, present, propose
Synthesizing	Arrange, combine, construct, design, rearrange, regroup, relate, write
Generalizing	Construct, develop, explain, formulate, generate, make, propose, state
Evaluating	Appraise, criticize, defend, describe, evaluate, explain, judge, write

F) Marking Schemes

Marking schemes should:

1. be clear and designed to be easily and consistently applied;
2. allocate marks in proportion with the demands of questions;
3. include the mark allocation for each question and parts of a question, with a more detailed breakdown where necessary;
4. include an indication of the nature and range of responses likely to be worthy of credit and likely responses which would be unacceptable;
5. state the acceptable responses to each question, or parts thereof, in sufficient detail to enable marking to be undertaken in a standardised manner;
6. provide guidance to help markers make judgements on alternative answers;
7. allow credit to be allocated for what candidates know, understand and can do;

8. include marking instructions for assessing quality of written communication, where applicable.

Some important principles with respect to marking schemes:

1. The total number of marks available for each question and each part of a question should be shown in the mark scheme and must tally with the marks shown on the question paper.
2. Each mark should reflect equal demand.
3. All marking should be positive, and as far as possible candidates should gain credit for valid answers and not lose credit for incorrect or irrelevant answers.

Marking schemes must encourage the examiner to use the full range of marks available. Full marks should be available for a level of achievement appropriate to able candidates of the relevant age rather than for a theoretical perfect answer.

CRITICAL ANALYSIS OF PRESENT TRENDS IN EXAMINATION SYSTEM

The present evaluation method of examination particularly in Indian education system has become completely deviated from the set rules of evaluation. As it exists today, does not at all assess the real worth and intelligence of the candidate. If same answer is judged by the two different examiners, we find a lot of difference. One examiner may be liberal and another may be meticulous one, the way of marking differs a lot. The present day evaluation system in examination is nothing but a matter of chance factor, no certainty or reliability can be placed. Most of the students suffer from examination phobia, as the date of examination draws nearer, the students start becoming nervous. Many times, his nervousness so overpowers him, that even his best learnt lessons seem evaporated from his mind. Many times the question paper gives him utter shock, whatever the topics he left out, thinking unimportant or unworthy of appearing in the papers, are there in the paper and topics of important find no place in the paper.

The existing examination system and procedure of judging one's ability is so unnatural and faulty that a mediocre student can secure

distinction marks and an intelligent may cut a sorry figure. Moreover in the present evaluation system excepting the question paper of objective type, only cram work is useful. One who possesses good power of cramming, facts and texts, secure good marks rather than an intelligent, who could not cram but analyse in a proper manner. Our education system is universally criticized for a number of gaps in our examination system. It is criticized for not keeping pace with the demand of the outside world for not being scientific and comprehensive for not considering the practical skills required for good adjustment and for its traditional methods of measurements. Time and again various committees and commissions have tried to address the inherent malice in the examination system but for our conventional thinking nothing fruitful has resulted in this direction. NCF 2005 also emphasized the need for reforms in present examination system by making them child friendly and stress free. Hence it is felt that it is high time that we have a serious look into the issue and bring about some changes taking off its demerits for making examinations an important tool in assessment of child. As part of this the SCERT has conducted a number of meetings, seminars and workshops on examination reforms. The government of A.P. issued G.O.M.S. 122 dtd.5.10.2005 and constituted a core committee to examine the issues of introduction of grading system and other reforms in examinations. In continuation of this a meeting was organized in SCERT on 6.12.10 involving the experts from the state and national levels.

Our entire education system is centered around examinations. Evaluation means to conduct the examination and to give marks and ranks to students. Student's knowledge is often limited to by hearing and reproducing the same in the examinations. Their innate talents are not recognized; instead their capability in writing examination is being tested. It is restricted to only by hearing or rote memory. There is no uniformity in evaluation, different types of evaluation systems are prevailing in different boards i.e. government, ICSE, CBSE etc. There is no flexibility in the conducting of tests. It is rigid board examinations are only helping in classifying students as meritorious and slow learners; that is in turn pass/fail. This leads to unhealthy discrimination. The tests and examinations conducted at present are only testing the memory power of the students; they are not measuring the higher order skills of learning, like

analysis, synthesis and problem solving. The examinations are mechanical. Correcting and posting of marks is done routinely. There is no scope for remedial teaching and testing to know how far a student is lagging behind. Examinations are not helping in assessing the all round development of the student that is co- curriculum social personal qualities and health status and also they are not helping to testify their level of competency. Examination means the test of a student's knowledge in prescribed subjects. An examination creates a sort of care in students to prepare their studies sincerely. Examinations may be of various types such as oral, written and practical. In lower classes oral test is conducted in lieu of written test since students do not have the ability to write at that age. In higher classes of course written test is invariably conducted. In science and technical studies, practical examinations are conducted.

Examination ascertains the proficiency of a student up to a certain limit. It induces students to prepare well in the subjects given to them. But by examination the real talent of students cannot be fathomed. The research minded scholars have been found not to have performed well in the stereotyped examinations. Whereas a mediocre student may perform well in an examination by preparing some selective topics, a meritorious student may not fare better comparatively. The reason is questions are set from a few topics. Instances of great men like Winston Churchill, Mahatma Gandhi, Albert Einstein and Eddison may be cited in this respect.

Our examination compels students to prepare for those topics or for which students are not interested. Great minds cannot be tested by the prevailing evaluation of examination system that is defective. The term examination makes a student unnecessarily nervous as mentioned earlier in the present paper. Examinations are thought as a test of the ignorance of students. But it is not justifiable. The present system of examination encourages the habit of cramming. No step has yet been taken to rectify the defects so far. We find that a student fleets his time carelessly for the whole year without study as reading for a few days before the day of examination enables him to pass the examination. They pass the examination just by getting by heart some selective topics.

Another method adopted by students now a day for passing is by copying. The examination encourages idleness, copying and carelessness,

for eradicating such evils the progress of a student should be judged not by the final result but by taking into account the result of several examinations conducted by various examiners. Otherwise dull students would be able to show their brilliance whereas good and sincere students would feel neglected and helpless. There is a difference of judgment in awarding marks in essay type questions by different examiners. Examinations however cannot be avoided altogether. The question papers should be designed so as to test the overall aspect of a student. By such changes, the drawbacks of evaluation and in the system of examination can be brought down up to a certain extent

MAJOR RECOMMENDATIONS IN EXAMINATION SYSTEM

1. NPE(1986)

The National Policy on Education, 1986 recommended a new approach to examinations in the following words:

1. "Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvement in education.

2. The objective will be to recast the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for Improving teaching and learning; in functional terms, this would mean:

- (i) The elimination of excessive element of chance and subjectivity;
- (ii) The de-emphasis of memorization;
- (iii) Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.

- (iv) Effective use of the evaluation process by teachers, students and parents.
- (v) Improvement in the conduct of examination;
- (vi) The introduction of concomitant changes in instructional materials and methodology;
- (vii) Instruction of the Semester system from the secondary stage in a phased manner, and
- (viii) The use of grades in place of marks.

3. The above goals are relevant both for external examinations and evaluations within educational institutions. Evaluation at the institutional level will be streamlined and the predominance of external examinations reduced. A National Examination Reform Framework would be prepared to serve as a set of guidelines to the examining bodies which would have the freedom to innovate and adapt the framework to suit the specific situations."

THE PROGRAMME OF ACTION (POA) suggested several specific short-term and long-term measures for carrying out examination reform at the school level as well as at the university level. It also suggested that, "to formulate a national examination reform work the Department of Education would, inter-alia, constitute an inter institutional Committee with representations from UGC, NCERT, AICTE and state level organisations including Board of Secondary Education. "

The POA has also made some strategies for implementation, which are as follows:

(a) Elementary Stage:

1. The Minimum levels of Learning (MLLs) in language Tongue), Mathematics and Environmental Studies for classes 1 to V have been developed by MHRD at the national level. Similar exercise to develop these in the remaining area and classes of elementary curriculum will be carried out.

2. Since no detention policy is envisaged at the primary stage, the main function of evaluation will be diagnostic in nature so as to provide remedial help to the pupils.

3. The concerned agency in each state will prepare a flexible scheme of Continuous Comprehensive Evaluation (CCE) at the elementary stage, so as to make the evaluation process an integral part of teaching and learning at this stage.

(b) Secondary Stage:

1. Each State Board will lay down expected levels of attainments at classes IX to XII and prescribe appropriate courses, of studies to accomplish these levels in terms of knowledge and / or comprehension, communication skills, understanding, application, analysis, synthesis, judgements etc.

2. In each state, the concerned agency will prepare a flexible scheme of continuous comprehensive Examination for the secondary/ senior secondary stage to suit a variety of specific situations obtaining in different regions and types of schools. Certain models have been developed by NCERT and other agencies which could be looked into for guidance.

(c) Higher Education Stage:

1. Selection tests for admissions to all professional and technical courses will be conducted on an all-India basis.

2. Each University will prepare broad guidelines for grading to be followed by individual colleges/ institutions and departments under its jurisdiction. Orientation programmes may be organised to familiarize the teachers with the grading system.

3. The movement towards entrance tests for admission to institutions of higher education will be encouraged and promoted by UGC and State Government. The services of the National Evaluation Organisation (NEO) should be utilized by the university system for developing, designing and administering entrance tests for admission.

Besides the above strategies for different stages, the POA (1986) has also envisaged the following strategies which are common for all stages:

1. The emphasis will be laid on testing of expected levels of achievement of a variety of learning objectives in order to ensure due importance to higher abilities of understanding, application, analysis, synthesis, judgement and parallel parameters and not only to memory.
2. The Semester system introduced at the secondary stage and onwards should provide for flexibility in the combination of courses and accumulation of credits to enable the pupils to proceed at their own pace resulting in upward and horizontal mobility of the students across the country.
3. Appropriate courses in examination reform will be developed by Indira Gandhi National Open University through distance education mode in collaboration with NCERT for large scale training of different kinds and levels of personal.
4. An Examination Reform Centre will be established at the UGC for coordination, documentation and dissemination of information on examination reforms in higher education. Similarly, NCERT would perform this function at school stage.
5. Some laws will be introduced in the legislation regarding various malpractices connected with examinations. Such laws will make provision to prescribe the nature and type of punishment for various offences under the law.
6. A strong and coordinated effort should be made by the Centre and State Government regarding the monitoring and evaluation of the reforms in examinations and evaluation. Following up on NPE, 1986, NCERT conducted a National Seminar on Examination Reforms and issued certain guidelines to the States, principally covering the subjects of scaling and grading, continuous comprehensive internal evaluation, setting up of balanced question papers etc.

KOTHARI COMMISSION

In 1964, Education Commission was set up with Dr.D.S.Kothari as Chairman. This Commission, while commending the work being done in evaluation by the NGERT, and being convinced that this new approach to evaluation would improve the written examination so that it became more valid and reliable, yet recommended that

- (a) external examinations should be improved by raising the technical competence of paper-setters, orienting question papers to objectives other than the acquisition of knowledge;
- (b) experimental schools should be established, which should be permitted to frame their own curricula, prescribe their own textbooks and conduct their educational activities without external restrictions;
- (c) internal assessment by schools should be comprehensive and evaluate all aspects of the student's growth including those not measured by the external examinations,

B. PROGRAMME OF EXAMINATION REFORM IN THE COUNTRY

The recommendations of the Kothari Commission and the work carried out by the NCERT, contributed to a further program of examination reform, which Dave and Srivastava have classified into two aspects?

(i) academic:

- a) improving questions by making them specific in terms of objective, content and language;
- (b) improving question papers by giving proportionate weightage to objectives, content areas, different forms of questions, limiting options, etc.;
- (c) improving scoring procedures by developing a marking scheme with suitable instructions to examiners;
- (d) improving interpretation of scores by providing data like state average, percentile rank and other derived scores;
- (e) extending the techniques of evaluation to oral examinations, observation, check lists, rating scales, etc. and

(f) bringing about concomitant changes in curriculum, textbooks, instructional material and methods.

(ii) administrative;

(a) framing suitable rules for admission to an examination;

(b) appointing paper-setters with proper qualifications and experience;

(c) developing scientifically the mechanics of conducting examinations;

(d) evolving suitable methods about declaration of results, their publication and issue of certificates.

WASTE