



Requirement of Examination Reform at School level

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1. Introduction

A perceptive educator generally picks up the unique strengths and weaknesses of students, one should utilize her approaching in assessment and empower, by empower the system of internal consideration. At the similar time, to prevent its abuse by schools.

This system would actually create the teacher the primary evaluator of her students. This system would not be one-shot but continuous; would extend beyond the cognitive domain and beyond pen and paper; and, hopefully, be seen by all not as a burden but as a tool for further learning. In this coordination the primary role of boards would change thoroughly – commencing express testing at present to rigorous substantiation of school based.

2. Need of examination Reform

- Because Indian school board exams are largely inapt for the ‘knowledge society’ of the 21st century and its need for pioneering problem-solvers.
- Because they do not hand round the needs of social fairness.
- Because the quality of question papers is low. They usually call for rote memorization and fail to test higher-order skills like reasoning and analysis, let alone imaginative thinking, creativity, and conclusion.
- Because they are inflexible. Based on a ‘one-size-fits-all’ principle, they make no allowance for different types of learners and learning environments.
- Because they induce an excessive level of anxiety and stress. In addition to widespread trauma, mass media and psychological counsellors report a growing number of exam-induced suicides and nervous breakdowns.
- Because while a number of boards use good practices in pre-exam and exam management there remain several glaring shortfalls at several boards.
- Because there is often a lack of full disclosure and transparency in grading and mark/grade reporting.
- Because there is need for a functional and reliable system of school-based evaluation. It will also avoid cluttering the recommendations with cross references to earlier suggestions for reform.

3. Suggestions for Effective exam System

Suggestions to make exam system most effective some the Suggestions are given as under.

- Suggestions regarding Paper-setting.
- Suggestions regarding Students, teachers and parents for Exam.
- Suggestions regarding Conduct of Examinations
- Suggestions regarding Transparency and Honesty in Mark/ Grade Reporting.
- Suggestions regarding guidance about result

(A) Suggestions regarding Paper-setting

- 1. Selection of paper setter:** Paper setters must produce the initial mark scheme for that paper in addition to the paper. Strange as this may sound, the two processes remain divorced at some boards. Subsequently, of course, the mark scheme should be edited by experts, very soon after exams and then again reedited in light of typical student responses—which may reveal ambiguities or errors in the question paper.
- 2. Paper-setting needs drastic reform:** It should not be necessary that individual questions are written by experts. Good questions should be canvassed around the year from teachers, college professors in that discipline, educators from other states, and even students.
- 3. Syllabus coverage:** Extensive syllabus coverage is possible due to the brief time needed per question. By protecting the identity of candidates and examiners from each other a lot of post-exam malpractice can be checked.
- 4. Paper setting:** This is a crucial area which requires far more attention than it does at present, and is dealt with in a separate section of this report. It only needs to be stressed here that the question.
- 5. Confidential matter of Paper:** Boards should maintain the confidential matter of exams at the beginning end through exam system, and all printing matter, To prevent postponements due to paper leakage,
- 6. Schedule of Exam:**
7. There should be perfect panning and announcement made for regarding the subject, place, time, and hall no, receipt and other necessary thing about exam.
- 8. Exams should never be postponed,** as it causes considerable hardship and unnecessary anxiety to candidates and undermines their faith in the system.

(B) Suggestions regarding Students, teachers and parents for Exam

- 1. Choice of exam centres:** Choice of exam centres should be given to students. The travel expediency of students should be paramount here. During exams, students should not be expected to travel much more than their daily trip to their school. When a school is large enough and has the requisite infrastructure to be a centre, students should be able to appear for their exams there itself in a familiar environment.
- 2. Place of staying while examination:** Place of staying while examination will have the benefit of reducing stress on candidates. To prevent school-aided malpractices, the invigilation team should however be largely or entirely from another school in the locality.
- 3. Guidance and helpline for exam:** In cases of flash teacher strikes, police and other educational staff should be mobilized and trained as stand-in invigilators.
- 4. By protecting the identity of candidates and examiners:** From each other, a lot of post exam malpractice can be checked. Maharashtra has successfully implemented a system of encrypted barcodes which hides the identity of the student.

(C) Suggestions regarding Conduct of Examinations

1. While flying squads are a good idea and, along with public awareness, have led to a decline in cheating and copying in many states—most visibly in Haryana in the last two years—they should minimize their intrusiveness in the exam process. Candidates should not be disturbed in the course of their exam and if disturbance must be caused.
2. In general, electronic surveillance by hidden electronic eyes and the use of technology such as magnetic strips on doors is less intrusive and preferable to flying squads eager to make their presence felt. Costs of renting these technological aids have fallen sharply in recent years. A major source of

cheating remains help from outside, sometimes even through ingenious means such as mirrors and drums.

3. If candidates are not permitted to leave the exam centre in the first hour, and even thereafter not permitted to carry out question papers with them, most of this can be nipped in the bud as errant helpers on the outside simply would not know what answers to provide.
4. Seals on the question paper packet should be opened and signed, just prior to the exam-start, by three individuals: chief invigilator, police/security chief of the centre, and a student candidate. Likewise,
5. Answer paper packets should be sealed and similarly countersigned before their departure from the exam hall.
6. Toilets are often used by candidates as repositories of crib sheets and must be monitored throughout the exam as closely as the exam hall itself.
7. Responses to the paper just concluded should be invited from teachers for a period of 24 hours. Pre-designed forms (both physical and online) should be distributed for this purpose and teachers should return them within 48 hours of the end of an exam. They are often the best judges of the length of the paper, adequate syllabus coverage, errors, and ambiguities in questions. These views should be taken into account while creating the mark scheme.
8. One area of immediate concern is the widely varying concessions and facilities available to students with physical or learning disabilities. Some boards have not taken up this issue in earnest and need to be acquainted with more progressive measures taken by other boards. A separate Focus Group report deals with this aspect.

(D) Suggestions regarding Transparency and Honesty in Mark/ Grade Reporting

1. Exam boards should not only be transparent but also be seen to be transparent with respect to answer paper, re-grading, re-checking etc. Such requests also represent an opportunity for internal audit of systems and examiner quality. Even so, sadly, some boards view such requests as a hindrance to their functioning.
2. The inability of boards to find reliable senior examiners for such re-checks should not be an excuse to deny students a right to transparency.
3. Requests for re-checking have declined dramatically, which have given students access to their answer papers
4. One can also be fairly sure that the more casual examiners in these states now do their job more diligently. Greater transparency generally leads to greater accountability and efficiency.
5. Enough time (at least two weeks) should be provided between the delivery of scanned/ photocopied answer papers and the end of the period for appealing a grade.
6. All re-marking should be done by experienced examiners. The argument that they should be happy that their marks have gone up, and should not care about the minor cost, is not germane to the issue.
7. To prevent frivolous grade-appeals, boards should reserve the right to rise as well as lower marks/grades.
8. All of the above are not alternatives to the creation and maintenance of sound systems of examiner moderation.
9. The examiners are volunteers eager to do a good job. This can only happen if they are paid a fair wage for their important work.
10. The practice of forcing teachers to examine is highly unlikely to lead to good examining and should be abandoned forthwith.
11. It should be recognized that all good teachers do not make consistent examiners and vice versa. e instituted.

12. If, as we recommend, state boards introduce more open-ended and free-response questions and eschew false objectification, there would have to be specialist examiners trained to evaluate such questions. In such cases, question-by-question marking is preferable to one examiner marking the entire answer paper. Some states already do this.
13. It is recommended that examiners generally grade papers at regional centres set up for the purpose and not at home.
14. A limit of scripts a day per examiner should be imposed to prevent error due to fatigue.
15. Now, with computerization of registration and grade reporting it is possible to present a wider range of performance parameters on the mark sheet – absolute marks/grades, percentile rank among all candidates of that subject, and percentile rank among peers. The last parameter, in particular, of merit.
16. Need of use of percentile for the all kind of school level result, so that can be useful to make the comparison of two candidate's marks/grade. It is also useful to compare the marks/grade to minimize the difference of gaps between year to year, board to board, and other most affected variable as the need of the reservation quota for the particular requirements.

(E) Suggestions regarding guidance about result

Honesty in mark sheets, as it has focused everyone's and the media's attention on just one aspect of exam reform, grades do have one clear advantage over marks. Teachers should more honest, to guide the students about the result and inform about the change in examination system time to time.

4. Conclusion

Present paper key-recommendation; to focus on the Exam Reforms and structural and procedural change. To be read in conjunction with its recommendations on reducing stress and anxiety among students as well as active role of teacher as the various duties regarding the teaching and evaluation system. Socrates said that: "Education is not the filling of a vessel but the kindling of a flame."

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