Reform the conventional examination system

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Abstract: This paper has made an attempt only to gather the perceptions of academicians with respect to the necessity of reforming the examination system and concludes that, there is a dire need to reform the present system of exams by conglomerating more pragmatic approaches like project works and to foster error free evaluation metrics at UG level. It is found from the responses of first two statements that, majority of the academicians are feeling that the descriptive pattern of examination is fraught with more flaws and OMR system can track down the same. There is no wider support to semester system of examination at UG level as the third statement has got the average score of 2.32 which enables us to reject the statement

Key words: Examination, literature, Conventional Examination System'

Introduction

Examination system took the stewardship of higher education and navigating the students, parents, teachers and all other stakeholders to meticulously focus on securing good grades and scores, which is all together different from the stated vision and mission of the education institutions and policy frameworks in many cases. Indeed, Conventional examination is only a mode of evaluating the degree to which a student has learnt the subject taught in the class room and yet to be learned, but not a yardstick to measure the capabilities and competencies of the student. Therefore, it is felt that there is a dire need to reform the examination system at under graduate level to bring out the multi talented facets the students. Accordingly, a research paper titled 'Necessity to Reform the Conventional Examination System' is proposed with the following two broad objectives.

Objectives of the paper

The major objectives of this paper are,

1) To find out the drawbacks of present System of examination at under graduate level.
2) To propose the suggestions to reform the present system of examinations.

Research Methodology: The first objectives shall be perceived through reviewing the literature available in secondary data sources. Whereas, the second objective shall be accomplished with the help of primary data gathered from well experienced teachers at under graduate level using a structured questionnaire.

Sample Size: This paper considers the sample size of fifty lecturers at MVS Government Degree College, Mahabub Nagar who are either UGC NET qualified faculty members or doctorates from various universities and competent enough to endorse the recommendations to reform the examination system at the under graduate level.

Justification of the Sample Size: The selected sample size is considered to be quite rational to draw formidable

conclusions in this paper as they represent district nodal college enfolding a wide gamut of eighteen departments spread in Arts, Commerce and Science with the student base of more than three thousand five hundred members at under graduate level. So, it is feasible to form unbiased opinions and generalize the same.

Review of Literature **Pitroda(2007)1** has submitted his detailed report to the Government of India reiterating the gloomy situation prevailing among the student community with respect to the examination system. The report also felt that the universities have been imposing extravagant syllabus in the annual examination pattern which is a major hurdle on the learning path of young and sensitive mindsets. **Rashtana (2010)2** is if the firm belief that the present system of examination is more meticulous in giving information rather than imparting knowledge. He took the syllabus of fifty universities of India with respect to Arts groups to form such opinion. Rashtana drew his conclusion that, the system of examination should only play a supporting role and should not become an ultimate target. **Shekar(2010)3** has conducted an extensive study on the trends of questions asked in the examinations of Life Science for ten years starting from the academic year 2000-2001 and at five different universities of Maharastra and came to the conclusion that the examination system at under graduate level is unchanged for decades and inducing the students to memorize the question papers of earlier examinations instead of dwelling into the tenets of subjects. This practice is cavalier and undermines the very purpose of conducting examinations in any stream. It is also corroborated by the **Shyam Prasad Guptha Report4** that

most of the universities at UG level are making attempts to conduct examination as a mere formality by adopting the question papers of earlier examinations which discourages students from perceiving the nitty gritty of the subject. **Dwivedi(2009)5** has conducted a primary survey on the best practices to be fostered by the examination branches by taking the sample size of ten institutes of potential excellence and drew the conclusion that all the stages of examination right from setting of question papers to the evaluation and grading stage should be automated to avoid human error. He also felt that more is the degree of automation; less will be the biased evaluation. It is found to the quite rational in examination has drastically brought down the rate of grievances which are usually brought forward by the applicants **(Tyagi 2010)6**

Testing of the objectives: The core objective of proposing suggestions to reform the examination system at the under graduate level is very much endogenous to the opinions expressed by the selected size of respondents. The opinions are pre defined and the respondents are asked to rank them using a Likert Scale of five point grading. The scale is designed in such a way that the interval 1,2,3,4 and 5 denotes strongly disagree, cannot be expressed, agree and strongly agree respectively. The scale, thus consists of statements on which the respondents are ought to express their opinion the average of which shall be reckoned to draw conclusions. If the average score i.e. the total score divided by N (number of respondents) is more three, the statement is deemed to have been accepted. Similarly the average score of less than three rejects the statement and

that of three does not form any opinion. The statements are designed in such a way that all the crucial steps of conducting examinations at UG level, vis, setting up of question papers, selecting

the exam centers, fixing up of schedule, conducting exams, proper vigilance, evaluation and declaration of final results shall be covered to check the need of reforming them.

Data Analysis

S. No	Statement	1	2	3	4	5	Average
1	Descriptive pattern of answers and their evaluation is fraught with human bias ad errors	13	18	0	60	65	3.12
2	OMR method of examination is a good remedy to solve the problems of evaluation system	9	12	21	32	100	3.48
3	Semester system of Examination helps fostering continuous learning rather than annual system	23	20	9	24	40	2.32
4	Putting a parity check on the repetitive questions in the exams of every academic year improves the scope of learning	7	10	6	60	100	3.66
5	Contemporary emphasis in setting the questions in examination is gradually sidelining the fundamental tenets of the subject	18	22	15	40	30	2.5
6	Considering more references in setting up the examination papers leads to holistic approach	24	24	3	28	30	2.18
7	Granting autonomy to colleges in conducting UG level exams helps teachers to better evaluate the students	8	18	48	36	40	3
8	CGPA is the better option than the conventional system of marks and divisions	9	26	27	36	50	2.96
9	Mandating project works at UG level examinations helps students to be more pragmatic	5	18	0	124	25	3.44
10	The present system of examination need to be redesigned keeping the space for the opinions of students as well	28	8	0	40	40	2.32

Interpretation

• It is found from the responses of first two statements that, majority of the academicians are feeling that the descriptive pattern of examination is fraught with more flaws and OMR system can track down the same.

• There is no wider support to semester system of examination at UG level as the third statement has got the average score of 2.32 which enables us to reject the statement.

• It is well accepted by the respondents that, the present pattern of

question papers consists of repetitive questions and this replication system should be discarded.

• The respondents are firm that, mere emphasis on contemporary issues in question papers does not sideline the tenets of the subject.

• The respondents have revealed that the process of setting up of question papers should be confined to very few references, as the score of sixth statement is only 2.18.

• Surprisingly, it is found that the respondents are unable to judge whether the status of autonomy helps improving

the examination system or not as the score of seventh statement is exactly the neutral rate of3.

● There is near neutrality between the present system of ranking and CGPA among the respondents, as the score of eighth statement is 2.96.

● The respondents have agreed that the examination system should be conglomerated with a mandatory project work at UG level to improve the cognitive levels of students.

● The respondents did not favour to provide much space for the opinions of students in reforming the examination system.

Conclusion: This paper has made an attempt only to gather the perceptions of academicians with respect to the necessity of reforming the examination system and concludes that, there is a dire need to reform the present system of exams by conglomerating more pragmatic approaches like project works and to foster error free evaluation metrics at UG level. it is felt that there is a dire need to reform the examination system at under graduate level to bring out the multi-talented facets   the students. Accordingly, a research paper titled 'Necessity to Reform the Conventional Examination System' is proposed two broad objectives. It is found that there is near neutrality between the present system of ranking and CGPA among the respondents, as the score of eighth statement is 2.96

References:
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