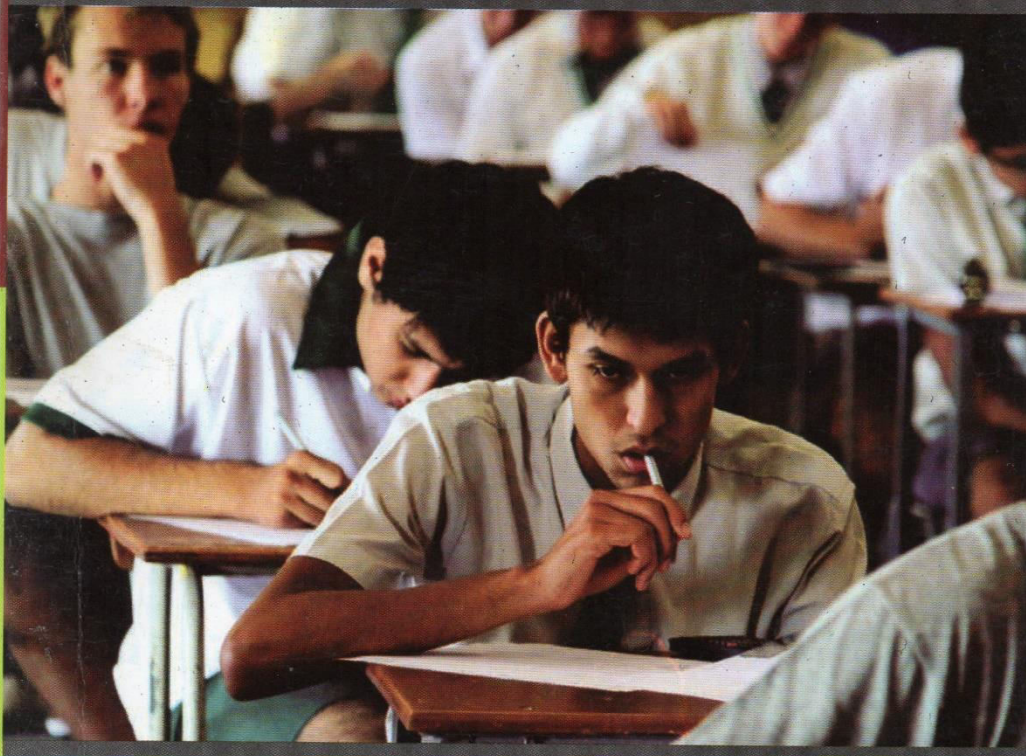


EXAMINATION REFORM: QUALITY ISSUES



Dr. Ragini Singh

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PREFACE

The academic activity mainly consists of teaching based on the subjects. As per the curriculum requirement, the student evaluation should be done to assess the student's level of knowledge at the end of the study period. The student evaluation is based on the learning process namely cognitive, affective and psychomotor.

As outlined in the National Curriculum Framework, the curriculum has to aim at enabling learners to acquire understanding and inculcate skills, positive attitude and values conducive to the all round development of their personality.

Unfortunately our education system is still focused on the development of the scholastic traits and the evaluation system is based only on the results of the cognitive domain. The purpose of examination is to know the accomplishment of the objectives of the curriculum but in reality we are only assessing the students by solving the present type of question paper. This is a fact that today's evaluation system only assesses the level of the students and least focuses on the development of their skills as reasoning, inference, concluding ability, creative thinking and problem solving. This type of evaluation system is creating a burden on the students. We should think twice on the present evaluation system and taking education as a burden rather than enjoying it.

Many times students complain about the difficulty of the question paper, when they come out of the Examination hall.

- **Exam Paper was too Vague:** Students could not decide what to write and what to leave.
- **Too Lengthy:** Because of the lengthy question paper, students couldn't get enough time to attempt the questions.
- **Paper was based on few concepts:** Students felt that the questions did not cover all the units, it was only based on few concepts of the syllabus.
- **Long questions were Bouncers:** Many times in the question paper it was argued by the students that a question has been asked in the question paper which was not in the syllabus.

Does the question paper should be full of these types of questions? Evaluation System not only evaluates the students but also creates a burden on them.

uation at every level of education
 llege/university or for common
 al level is an integral part of our
 remain so in the times to come.
 ective or objective) is a great art
 many research papers have been
 s administrative and educational
 per setting and their evaluation.
 ried out by human being and is
 ators, sometimes forget that they
 er of students who have burned
 ese examinations. Therefore, it is
 to avoid post examination chaos.
 rels: Internal, periodic assessment
 d end of posting / final examination
 niversity. For these examinations,
 i important task which is usually
 r junior teaching faculty who is
 course co-ordinator. Usually the
 e the examination and are not put
 possible mistakes or ambiguity in
 fusion or wrong understanding of
 reflected in their answers as well.
 s, some changes are needed in the
 eral new methods of assessment
 nd psychomotor domain of the

r should fulfill their assignment
 eriousness and moderate feelings.
 the existence of the examinee;
 examinee to express him so that
 nation system in particular and
 challenge to our education system,
 y attention so that things do not
 ness of the present problem it is
 te action to bring some changes
 entitled "Examination Reform:
 in this direction of Evaluation.

Dr. Ragini Singh

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3 1-3-3	(4) 4.1-4.4	17	01	01	01	02	Know Q.No.7 02 Know	And Q.No.11 04 And	05	16	Q.No.14 06 And	12	16	Que=3 obj=1	Que=12 obj=4 =16
	4 Units 17 Lesson	75	05	05	05	05	06	16	05						

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Analysis of Question Papers to Know their Standard as Key Point of Examination System

*Sujeet Kumar**

We always see that the problems of evaluation and examination system is not new, this problem is not very long but related to starting phase of modern Indian higher education in nineteenth century. If we see regarding examination reform, Indian University Commission (1902) had been identified the problems in evaluation of students in our education system. At that time commission stated that 'The greatest evil from which the system of university education in India suffers is that teaching is subordinate to examination and not the examination to teaching.' Dr. S. Radhakrishnan had been also suggested for examination reform by saying that - 'We are convinced that if we are to suggest any single reform it should be that of examination reform.' Due to the possibilities of pit falling of our examination system in general duty of U.G.C. mentioned in its act to take 'All such steps as it may think fit for the promotion and coordination of university education and for the determination and maintenance of standard of teaching, examination and research in universities'. After seventy decade many workshops, seminars and conferences have been organized to discuss about the reform of examination system and suggested a number of norms and way of assessment to improve the system but all effort and result could not affected to examination system till date. Today our examination system is associated with stress and anxiety. Presently the university examination negatively influence all type of assessment through out the university/college with beginning to till study because Examinations are the bug-bear of every student. They pose a terrible obstacle before the prospective examinees. They strike the heart of every

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