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- ❖ **Indo-Afghan Relations**
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Third Concept aims at providing a platform where a meaningful exchange of ideas can take place among the people of the Third World. The attempt will be to communicate, debate and disseminate information, ideas and alternatives for the resolution of the common problems facing humankind. We welcome contributions from academics, journalists and even from those who may never have published anything before. The only requirement is a concern for and desire to understand and take the issue of our time. Contributions may be descriptive, analytical or theoretical. They may be in the form of original articles, reactions to previous contributions, or even a comment on a prevailing situation. All contributions, neatly typed in double space, may be addressed to:

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Examination Reforms and Quality Education

Dr. G. P Surve*

[Teaching, learning and evaluation are three dimensions of education which ultimately aim at bringing about desirable changes in cognitive, affective and conative domains of students' personality. In any program of education, a variety of other activities should be conducted besides the curricular subjects. In order to determine the extent to which the desirable changes have taken place in the learner it is very necessary to adopt a comprehensive scheme of evaluation.]

Evaluation in education is considered as a systematic, comprehensive and continuous process. It is systematic process as it excludes causal, uncontrolled and unsystematic way of judging learner's growth and progress. It is comprehensive in the sense that it covers the entire process of education at any stage of education and all aspects of learner's growth and it is continuous because to know the true and complete account of changes which are taking place in the learner. It is very necessary to evaluate their progress from time to time till the end of course or programme.

Teaching and Learning Methods

A great harm has been done to higher education in Indian Universities by equating teaching with learning only. A good teacher is one who delivers good lecture from well-prepared notes. It does not matter whether the students understand correctly whatever they have been taught. The students do not submit any assignments or projects to the teacher and do not know whether they have made any mistake in the answers given by them in the answer books. This shows only the marks given and does not point out the errors for which marks have been deducted.

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The students therefore believe that the answers they wrote were correct and they go on committing same errors again and again. This does not happen in Western countries where students submit assignments almost every week and these are corrected by the teacher and returned to the students. The students are free to see others' answer books and to discuss the errors pointed out by the teachers. Real learning takes place in the course of these discussions. In India, these discussions are completely absent in the classroom. In the Universities, the teachers examine answer books but they do not examine the answer books of their own students and do not point out errors. If we want to improve learning by students, evaluation by their own teachers has become an integral part of the learning.

Defective Examination System

In the present examination and evaluation systems, there are many defects. There is an intense need to reform and redesign the evaluation in higher education. In almost all the Indian universities the system of evaluation is mostly limited to written examinations conducted mainly at the end course or term to assess the learner's performance. The achievement tests by question paper used in examination lack the desired level of validity and reliability of the question papers are not determined and hence unknown in a written examination. Undoubtedly, most of learning outcomes in the cognitive domain can be measured.

However, it is a matter of serious concern that memorization occupies a dominant place in most of the written examinations. Most of the questions in any subject are meant for measuring knowledge outcome, very few measuring comprehensions. Higher level outcomes like analysis, synthesis and evaluation hardly find place in a question paper. The type and number of questions included

in the question paper reflects its scope of coverage, both objective and content. It is a fact that in the question papers used at examination only limited and repeated types are included year after year. Hence the question papers lack variety and mostly essay type of questions are only measuring a particular type of learning outcomes.

In the present system of evaluation, which is dominated by external examinations, most of our efforts are directed towards the measurement of few scholastic attributes. It is the curricular subjects which are considered as the main field of educational experience. Evaluation of co-scholastic aspects' like those of interest, attributes, values, appreciations, adjustment, habits and the personal social quantities like regularities, punctuality, discipline, initiative, cooperation leadership etc., are neglected.

Other dark side of this written examination system is that, this system has given birth to another system of malpractices like individual-level copying, mass-copying, paper leakage, crowded examination halls, wrong seating arrangements, unhappy and unskilled supervisors, some questions papers with same sequence number of questions, expecting same type of answer from lakhs of students

This system of examination is generating tension in the mind of examination controller, examination centers, conductors, Principals and Vice-Chancellors of the universities. During examination days, campuses are being patronized by police personnel. They have been common practices of intervention by politicians, goondatism, lack of ethics among supervisors, custodian of paper etc. Examination activity has created many serious problems in this system. With the advancement in communication technology, there is advancement in malpractices like e-mail, SMS, Internet Video pictures fax Xerox, and mobile phones etc.

Thus, the written examinations have lost their reliability. As a sequel to over-emphasis on written examinations, instead of continuing assessment, the development of affective domain of the learners and scholastic growth is sacrificed. When an evaluation activity is linked with certifications, these activities either by hook or crook get more significance in the system. Thus, the present system of evaluation in higher education is clearly an indication of the neglect of development of learners.

Suggested methods for Evaluation

In the existing system, the use of evaluation tools and techniques is limited largely to written examination. Achievement tests/question papers are main and, in many cases, perhaps the only criterion of evaluation for assessment of students' performance using a variety of tools is still a far cry. Some of the Universities have replaced external examinations by few mid-term written tests/examinations or conduct the same written tests/examinations internally as a part of external examination work.

Suggestions

1. There is need for the case of other tools and techniques like interview, oral tests, observations, rating, scales, checklist, assignments, survey work, field visit, project reports and records.
2. For the assessment of learners' growth in scholastic aspects requires schemes and tools which are totally ignored in existing set-up of evaluation
3. Evaluation of outcomes in the affective domain and the participation of students in various indoor and outdoor activities/programmes is not possible by using a traditional paper-pencil test. the term or course activity is replaced by continuous

evaluation as one of the teaching and learning activities.

4. Continuous and comprehensive assessment can be done periodically with the aim of discovering their place of progress, their strength and weakness.
5. Implementation of good valuation programme depends on good, appropriate and accurate evidence that can be collected about the learners' growth.
6. Judgment about the merit, worth, effectiveness of a programme/course/activity are based on certain criteria-process and product are considered very importance in the evaluation in education. The criteria vary to the extent, they are specified and measurable. There are explicit criteria like academic achievements, score of students which are directly observational. On the other hand, these are implicit criteria such as judgments based on observations.
7. Comprehensive and accurate assessment of all aspects of learners' growth requires collections of data from number of multiple sources. The selection of evaluation tools and techniques is directly linked with nature of data.

Conclusion

Thus, the present evaluation system in higher education lays emphasis on the development of scholastic aspects. Unfortunately, the non-cognitive learning is neglected. In the true sense, if these methods/schemes are implemented, the evaluation in higher education becomes comprehensive in nature and integrated in this approach. Indeed, the teaching is complex and combined process of learning and evaluation.