

An overview to the Present Faculty Educational and Examination System

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ABSTRACT :

The highest education is that which does not merely give us information but makes our life in harmony with all existence” this famous quote of noble laureate Rabindranath Tagore , signifies the real aim of education . Education is the essential part of human life . Education gives meaning to our life , it enables the growth and development of our mind and intellect. The level of educational achievement by an individual is now being measured by taking examinations . Examinations are like a surgeon’s knife and so they are called necessary evil. Actually , life itself is a continuous examination. We all have to give tests at all stages of our life. The present system of examination in our educational set up was proposed by the British. They wanted to produce clerks who would help them in their day to day administration. Things have changed completely with the advent of freedom. The aims of education have changed. So the system of examination also, therefore, must be changed. The prevailing system of education and examination in spite of having some advantages is being criticized everywhere. It suffers from a large number of drawbacks and requires complete overhauling. The examination system is not the real test of the student’s ability. It does not ensure accurate results in judging the real worth of an examinee. It is rather a game of chance. The mood and whims of examiners count more than any rules or regulations. The standard of marking varies from examiners to examiner and even with the same examiner at different times. Again, the ability and worth of a student cannot be judged through a three-hour test. So the examination system must be reformed .Therefore, the present system of education which is suffering from glaring defects requires speedy reforms. The educationists in the country are already trying to incorporate certain reforms in this system. In fact, the system has already been changed in some of the Universities in India. Other Universities are thinking of introducing the new reforms.

Key – Words: *Harmony, Intellect , Surgeon’s Knife , Necessary Evil , Criticism , Overhauling , Whims , Grading System , Objective , Cramming*

Introduction :

Education is the fundamental right of every citizen in India and the subject of education comes under the control of states and not the centre. The different types of education are - general education, school education, higher education and professional education – which is the reason for non-uniform patterns. The event of liberalization, privatization and globalization influenced the types of educational patterns - surfacing conflicts in quality, standard, cost and excellence too. Besides

this , multi – cultures, multi - languages, scripts and social plus economic conditions promoted or resulted in the ‘commercialization’ in the system of education and gave rise to competition, exploitation and oppression. Indian Education System follows two types of methodology one is teaching methodology and the other is learning methodology . The teaching methodology gives emphasis on the teacher completing the given syllabus whereas the learning methodology is less

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of teaching and more of learning - self study, group studies, assignments, case studies etc.

The real education inspires one to become something one really wants to; it should make the individual free, make them experiment, make them ask questions. Education should be for the development of personality but not for the suppression of creativity or natural skill. It helps an individual to identify themselves. Examination is a kind of assessment which is intended to measure a student's knowledge, skill, aptitude, physical fitness and classification in many other topics. Examinations are necessary to find out the real skills, talents and knowledge of the students.

The examinations and its system to conduct have become a matter of terror for examinees. Every student feels nervous as the examination comes near. The student steps into the examination hall with sinking heart and trembling feet. Sometimes they forget their best prepared lessons also. They fail to recall the facts to answer their questions properly. This system of examination is full of uncertainty. It is most unnatural and unscientific. Sometimes a dull student may get through the examination with flying colours and a brilliant student may cut a sorry figure. Many great men of the world failed to make a mark in the examinations. This system encourages rote memorization and cramming. It is a test of memory only. The educational institutions have become laboratories of cram work. Only the crammed facts are tested in the examination. The aim of education is not simply to stuff the brain with bookish knowledge but to improve the character and personality of the student. The present system does not make them fit for taking up the practical duties of life. Examinations put a heavy strain on student's physical and mental health. The fear of examination sucks their blood day and night. The examinees burn mid-night oil to get good marks. This overwork tells upon their health.

At a superficial glance there are plenty of things that could be said to be wrong with the education system in India. To start with education in India does not cover each and every child in

the country. Then there is the ever increasing gap between the government owned institutions and the private ones as far as factors like quality and facilities are concerned. However, there is one issue that has always escaped the notice of the stakeholders – the common people, the authorities, the teachers and also the students perhaps and that is the system of exams in India. One of the major problems with the Indian education system, as it stands now, is the way examinations are being conducted. It has been the same over the years where the students have went to an examination hall, then given an examination in a short time where they are supposed to give their best with respect to the questions that they face and then waited for the results. Quite often it has been seen that guys who have prepared all the year have suffered nerves on the big day or some other problem and then had a poor exam while someone who got questions he or she was acquainted with had a terrific examination and then basically had a good result. However, the major problem with this scenario is that it encourages students to study for marks and remember things for the short term – only to forget them by the time the next examination happens.

Every individual is born with confidence and is free of any type of fear. The Almighty God does not send any human being to this earth with fear or stress. Rather, he sends them with full courage and confidence to explore this world. The fear has been developed within the child from their adults, knowingly or unknowingly. It is not the competition that brings stress and anxiety. The way the word 'competition' is being used with the innocent children brings stress, anxiety and fear in their minds. The competition can be classified as Unhealthy Competition and Healthy Competition. Unhealthy Competition leads to stress, anxiety and creates fear, depression in the mind of children; that is 'I' versus 'You' which develops negative thoughts like - jealousy or ill feelings. Healthy Competition means 'I' versus 'I' which develops confidence; or even in the case of 'I' versus 'You', it develops positive thoughts

like – to learn from others. The habit of giving examination with confidence and not with fear or stress is to be developed from childhood. Tests, examinations, competitions are a vital part of the curriculum for a purpose. The purpose is the overall growth of the individual. Tests and examinations have two different aspects. Tests are taken to diagnose the areas of difficulties faced by the child in different subjects and activities and also to suggest remedial steps through individual attention. Examination is the end product. The main job of the school, teachers and the parents is to give confidence to children that the tests and examinations are given to help them and not to find fault or humiliate them. The examinations are liked as well as disliked by many.

Some of the advantages of examinations are as follows :-

1. **It helps in self analysis of one's own abilities:** One can know about their performance and knowledge through examination.
2. **Tools for learning and working:** Examination gives encouragement to peoples for learning and working.
3. **Good future :** Good marks helps to get better job and remuneration.
4. **Sometimes examination anxiety is helpful:** Examination anxiety prepares the students by making them strong so that they can withstand the pressure of their career.
5. **Single examination multiple students :** The progress many students can be checked at once by a single examination.
6. **Easy detection of teaching flaws :** Examination also measures the flaws of the teachers skill.
7. **It increases competition :** The fever of examination may be seen running among all the students. Whenever the exams comes close , a keen competition starts happening among the students for scoring good marks .
8. **It widens the scope of knowledge:** Examination is one in every of the simplest ways in which of knowing what quantity data the people possess. This makes the folks

stand out from the group. The more they score, the more intelligent they're thought-about. Thus, each student aims to get good marks in their examinations.

9. Develops confidence and personality : Examinations ultimately facilitate within the exploit a lot of and a lot of data. The non inheritable data not solely helps the students to achieve wonderful grades however additionally aids them in developing their temperament. They mechanically gain lots of confidence once they have data of assorted fields. Thus, examinations facilitate the scholars in creating their temperament a lot of enticing and assured.

Some of the disadvantages of examinations can be as follows :

1. **It causes health problems :** Examinations leads to various health problems like headaches , nausea , loose motions , vomiting etc .
2. **It is the source of pressure, stress and anxiety:** Some students are burdened with stress with the onset of examinations, which creates pressure .
3. **Enhances the tendency of suicide :** Failure in exams harbors low self esteem which induces tendency of suicide.
4. **Loss of confidence :** Failure in exams leads to loss of confidence .
5. **Breaking of companionship :** Competitive traits during examinations sometimes leads to peer problems like ruined friendship bonds etc.
6. **Pressure creates disinterest in studies :** Exhaustion , stress and other problems related to exams create fear and hatred which in turn leads to loss of interest and faith in studies .
7. **Examinations are a mere formality :** Students are unable to identify the real purpose of exam. For them passing their exam is just a formality for entering into good schools .
8. **Examinations are not the real test :** Examination measures only the superficial knowledge of learning which totally defeats the purpose of exam . Some students donot

score well even if they know the material , poor reading skills can handicap a student , questions on examination might not test progress as well as they could .

- 9. Cramming:** In order to face first within the competition, students usually try and memorise the course that they're being instructed in class. This limits their level of information and that they even don't get to grasp the ideas that hinder their future growth and success.

In spite of having these advantages the examinations are treated as curse due to the faulty educational system of our country .The education experts said that the system of examination here fails to create questioning minds. Amit Kapoor, chairman of the Institute of Competitiveness , said that students in schools and colleges here choose to study at the end of the year with just examinations in mind - thus losing the whole purpose of learning.”Thus the fundamental flaw in the examination system in India is that it creates students with mugging minds instead of questioning minds. The semester system, therefore, is a better option because it's more regular assessment of what a student has learnt through the year,” he said. Most students, he added, limit their potential by studying only with the aim of securing a job. Educational institutes should instill a sense of confidence in students to study a subject of their choice and create a niche for themselves in a new field. “Educational institutes make job-seekers, and not job creators.They should create entrepreneurs,”Kapoor said . Going a step ahead, Rajeev Katyal, director of education at Microsoft, said the most ideal way of linking education to employability is by encouraging vocational training.

Alternatives and solutions for the problem examination :

In our educational system there is hardly any joy in learning , no importance given to learning from mistakes, and no culture for out of the box or lateral thinking. The individuals are required to be able to reproduce answers directly from the

text. The importance given by the parents on their children's scored marks and performance only is the biggest contributing factor to depression , stress and anxiety. There is always a comparison with what someone else's child has scored which adds more stress. The parents choose the schools in which the number of tests are more - one that has a rigorous schedule is a good one because it will provide 'excellent' preparation for the entrance exams. Even schools boast of their success in entrance exams and attribute it to their pattern of tests. The prevalent system doesn't appear to be concerned with the all round development of the individuals; the concentration appears to be on producing individuals who can outperform one another on exams that assess content knowledge alone. More often than not this leads to creation of storehouses of bookish knowledge, not street smart kids equipped with life skills.

The schools needs to reduce the number of examinations they conduct and also to change the pattern of examinations , they need to focus on how children can apply what they have learnt to real-life situations. The parents needs to teach their children and also themselves that marks are not everything, one needs to be able to live life and find practical applications for what has been learnt. One needs to rediscover the joy of learning and most importantly, the parents needs to realize that there are other creative, financially viable and respectable professions in the world besides medicinal and engineering.

The first solution of this vital problem examination could be a project or assignment like system where the students are given tasks which they can complete at home and they can be given sufficient periods of time to complete them like a couple of days. This system will ensure that students devote quality time behind their studies and also eliminate any excuse or reason for failure.

The second way out would to be introduce the major and minor system that is already in operation from the higher levels of education. It is important to prepare students for

the future instead of having them know too many things that they may not use in the future. The sixth standard is the time when students move on to what is known as high school in India. At this stage the school can have a discussion with the parents on the subjects they have performed well in and hold interviews with them as well as the students and suggest the subject where they are likely to excel in future. However, they also need to be given good time so that they can take a proper decision as such.

The suggestions could be based on the grades that have been achieved by the students so far. They can also study the other subjects but those can be treated as minor subjects and any mark that is additional to the one needed to pass the subject can be added to the main tally. This will ensure that the students enjoy what they are studying and there is no undue pressure on them to perform well in each and every subject. With a relaxed attitude questions of peer pressure and parental pressure may not also be there.

Based on this, there are 5 ways to assess true merit of students in India:

1. Open Text-book Examination :

In open book examinations, the student is allowed to bring all the subject-related books and reference materials. The test paper is based on a vast syllabus which the student must attempt in a stipulated amount of time. It can include indirect questions, which make the student reflect on theoretical knowledge, but use it only as a base to his or her arguments in the answers. This inculcates research-based skills, and removes the concept of rote-learning. It also measures retrieval skills. The student's merit will be assessed correctly as the focus here is not just memorized content, but the application of the same, supported by facts and statistics from research material.

2. Semester System In Examination :

The regular academic year of any educational course could be divided into two or three semesters, with equal weightage to each in context of marks or grades. The entire syllabus

could be equally divided accordingly, and assessed separately. This will reduce the pressure of 'mugging' up everything all at once, and give the student a chance to explore each part of the syllabus more deliberately. All three results could be averaged out at the end of the year to arrive at a more comprehensive form of evaluation. In this case, missing out on good marks in one or two examinations at any point of the year due to any illness or misfortune, will not hamper the entire academic year of an individual.

3. Practical And Internship Based Examination :

Generally practicals in schools begin in class ninth. These practicals are limited to the Science subject, and the syllabus is also monotonous and repetitive. Practical sessions along with internship must be included with regards to all other subjects, and they must start in early classes. The approach then turns to a more practical, research-based analysis rather than purely theoretical. In such sessions, students can be encouraged to create projects, presentations, games, and art work related to the subjects which will help them project their knowledge in diverse ways. This knowledge can be assessed in practical examinations, and the same can be marked in a standard manner in annual assessments.

4. Viva-voce Or Oral / Group Discussions :

Instead of focusing only on written tests or practical exams, viva or oral sessions and group discussions can also be taken into consideration for assessment. The topic could be related to the subject itself. For example, in a Class seventh science group discussion, the class can be divided into five groups. Each group may be asked to come up with their points on renewable and non-renewable resources. This will help the teacher assess their knowledge of the syllabus and how they apply it to general discussion. It will also inculcate the skill set of public speaking and team work. The students may be graded on all these aspects, including a personal viva session with the subject teacher.

5. Theory Of Multiple Intelligence Tests :

The theory of multiple intelligences by Howard Gardner categorizes intelligence into specific modes, rather than seeing intelligence as dominated by a single general ability. An individual may have abilities that match one or more of these categories of intelligences such as - musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Keeping in mind these differences in intelligence, one can understand that not each child is the same and their exists individual differences . Some may be good at understanding the world around them with logic, while some may be good with communication. If these theory can be applied to the evaluation techniques and even teaching methods, the true merit of students can be assessed in a steady and transparent manner.

Conclusion :

Education is responsible of a country's growth , but still it is receiving the attention of a much confused paper setters and educational authorities . The fluctuation in examination pattern is a cause of worry for our country. Students have become guinea pigs in CentralBoard of Secondary Education (CBSE)test and trial method. The Continuous Evaluation (CCE) system , introduced by former Education Minister,KapilSibal in 2011, has been accepted with mixed emotions by teachers as well as students. While innovation is welcome, but it cannot come at the cost of a child's delicate process of growth. The biggest challenge in the education sector in our country today, is two-fold; one is prior planning and another, subsequent implementation. Schemes after schemes are being implemented without a proper approach, and the result is evident. The perpetually fluctuating examination pattern has made the burden of education even heavier for the students.In every student's life, board examinations have become an inevitable rite of passage. This basic level of examination sets the benchmark for allocating seats in colleges. By

making abrupt changes to such an important process, without much prior preparations is to play with fire. Though the CCE system has taken the burden off the marking schemes by introducing grades, it surely added to the woes of testing knowledge of the students and ensuring that basic education is attained at the school level itself.Our main goal in life is to get a good education and have a sound career to lead a happy and content life. Teachers need an objective basis for determining whether they have taught a specific section of the material properly. The only way to do this is to test the students' mastery of the material. If exam is conducted to assess the understanding of the student and his or her skill, there would be no stress at all. The school should play a major role in educating the parents on the child's individuality and pros and cons of comparison. Exam stress is a part of the education system but that stress should be positive. The adults should forget that the child lives for today and not for tomorrow. Let them take care of today first and develop the habit of facing the challenges of today , the future challenges will be faced at ease. Exams or no exams, at the end of it, children should enjoy while learning and vice-versa .

The idea behind CCE was to incorporate co-curricular activities in the everyday learning process, the idea to hold examinations for the same has backfired. Students became laid back in their approach as they were not being marked through written examination as was earlier the case, but rather graded for a plethora of other activities. Some even felt that the entire process was biased from the beginning; against those who are not good at performing activities.Like it is rightly said, "Jack of all trades is a master of none" In the process of making our students, all-rounders we cannot compromise on their individual talents, be it in the core subjects or curricular activities. The element of healthy competition took a backstage while the emphasis on co-curricular activities did not really result in a holistic development of the child.What would rather be a wholesome approach is an active amalgamation of both. While CCE continues

to remain; the board exams too must be conducted. Children must be rid of the fear of examination not the examination itself. By scrapping the question-answer pattern we would be falsely encouraging children to suppress their fears. They would passively cope with their learning challenges and let their potential for holistic development, lurk behind the uncertainty of CCE. To add on to that, CBSE has been embroiled in the nuisance of leaked questions papers, and cheating incidents. Papers are being cancelled one after the other. But the problem needs to be nipped in the bud.

The moral fibre of the student community is weakening at an alarming pace. In recent times, not only has the quality of education declined, so have the values. Schools must be held accountable for syllabus completion. It would be a wise decision on the part of school management to come up with innovative ways to set targets and accomplish them. Innovation in teaching methods should be encouraged by schools. While on the same hand, teachers must be motivated and dedicated towards their duty. If teachers are dedicated, no matter what changes the system embraces, no matter however flawed it is, success is bound to follow. Teachers must also compulsorily undergo training as it will enhance efficiency in teaching. Recently the Indian Educational System has undergone an update. The CCE (Continuous Comprehensive Evaluation) system which came in for a few years, but that has not worked up any magic. This is probably why it is being withdrawn altogether. It is a common complaint of most students and parents that the assessment techniques and standards in the Indian education system are not reliable enough to assess the true merit of students. The annual three hour long drudgery of the same five subjects year after year after year no longer appeals to the masses. Moreover, the evaluation thus conducted, is purely one- dimensional. It

focuses on rote- learning and memory, rather than merit. It excludes majority of students who are talented, but are not able to prove their worth in the conventional ways of assessment. Since evaluation is directed simply towards memorizing theory, most students often forget what they had learnt within a month of the exams. The examination system in India needs rebuilding of principles and a thorough implementation of the same. These ways of alternative evaluation will not only help the teacher assess students better, but also allow the students to flourish. The students will not feel restricted in their output of knowledge and will look forward to achieving personal goals, having fully explored their characteristic aptitude .

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