

Advantages and disadvantages of Examination and Evaluation System in India

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ABSTRACT

Education has all along been and continues to be an amalgam of teaching and testing enterprises. In this context, while the central stage has come to be occupied by “teaching”, “testing” often remains relegated to the background as an end of the process ritual. The purpose of the present effort is highlight the advantage and shortfall, but to better visualize the meaning and significance of examinations and evaluation, in ethos of the total backdrop. The two terms of evaluation and examination not only deserve to be understood but more so distinguished for being appreciated. While the *purpose* of the Examination is to identify the level of attainment at a particular point of time, that of the Evaluation is to further improve the level of attainment. With regard to *coverage*, while the latter tends to mainly focus on the academic and scholastic aspects of personality, the former attempts to bring within its purview the total personality of the student including the co-scholastic aspects. With regard to *periodicity*, while examination consists of events at fixed points of time, the former assumes the form of a process spread over the total span of the teaching and learning. The *status of the individual* student in the latter is that of an incognito roll number, while the former treats him as a human being of flesh and blood. The *techniques and tools* pressed into service by the latter are just a few; the former uses a wide variety of them. The pace of change is mandating that we produce a faster, smarter, better grade of human being. Current systems are preventing that from happening. Future education system will be unleashed with the advent of a standardized rapid courseware-builder and a single point global distribution system.

“Education is now the number one economic priority in today’s global economy.” – John Naisbitt, Author of Megatrends

I. INTRODUCTION

There are eight key trends that are driving change in the world of education. These trends will eventually define the size, scope, and speed of the emerging new system along with the characteristics needed for a global-scale adoption. As you read through the following trends, it is our hope that you will begin to feel the forces at play, gain a sense of the undercurrent of influencers, and begin to understand the dramatic changes that will be happening only a few short years ahead.

- **Transition from Teaching to Learning**

Education has traditionally consisted of the two fundamental elements of teaching and learning, with a heavy emphasis on teaching.

2.) Exponential Growth of Information

3.) Courseware Vacuum

After viewing the data above and thinking about the size and shape of information around the world, now consider the number of courses available, either online or in a classroom. Open Education Movement – The open-education movement was inspired by the open-source software movement (i.e. Linux). It mixes in the powerful communication abilities of the Internet and applies the result to teaching and learning materials, such as course notes and textbooks. Open educational materials include text, images, audio, video, interactive simulations, and games that are free to be used and also re-used in new ways by anyone around the world.

4.) Expanding Gulf Between Literates and Super-Literates

5.) Our “Touch Points” for Interfacing with Society are Changing

“Touch points” are the places where we come in contact with the rest of the world. The Classroom Touch Point: There has long been the pervasive notion that learning can take place only in a classroom. Even though schools use field trips and outdoor experiences to enhance education, the classroom remains the dominant central fixture of today’s educational systems.

6.) Learning Drivers

Why do people need to learn? Why do people want to learn? What are their motivations? What are the drivers that control a person’s desire to fill their minds with knowledge and information?

7.) The Age of Hyper-Individuality

As a society we are less and less interested in the status competition involved in “keeping up with the Joneses.” We are not all that concerned about what kind of car our neighbor drives, what kind of TV they are watching, or what kind of cell phone they are using. Instead, we are much more concerned about finding products that will satisfy our own particular needs.

8.) Transition from Consumers to Producers

As we transition from a predominantly passive society to a more active one, people no longer want to just sit on the sidelines and watch. They want to participate. And a whole new generation of tools and equipment are allowing people to shift their role from consumer to producer.

Indian society suffers from substantial inequalities in education, employment, and income based on caste and ethnicity. Compensatory or positive discrimination policies reserve 15% of the seats in institutions of higher education and state and central government jobs for people of the lowest caste, the Scheduled Caste; 7.5% of the seats are reserved for the Scheduled Tribe. These programs have been strengthened by improved enforcement and increased funding in the 1990s. This positive discrimination has also generated popular backlash and on-the-ground sabotage of the programs. This paper examines the changes in educational attainment between various social groups for a period of nearly 20 years to see whether educational inequalities have declined over time.

II.ADVANTAGES OF EXAMINATION SYSTEM IN INDIA

At a cursory 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. Examinations have gathered in a tremendous importance in the scheme of life of a student in India. There is, of course, no denying the fact that examinations are imperatively necessary for the students. No other method is yet in the horizon to assess the merits of the students objectively. All the students are not always the willing sorts to mind their lessons and prepare them adequately in order to reap the full benefit out of them. The system of examinations compels them to this direction. In the public examination the examiners are not known to the examinees. The examiners have no scope to be prejudiced in their job of examining the scripts; and an honest assessment of the merits of the students can be made through examinations. The richest endowment a student is offered by the examination is that he inculcates in him a zeal for healthy competition; and without this spirit a student can scarcely shine in life. The present examination system may offer a possible chance to a mediocre student to score better results than a really meritorious one.

III. DRAWBACKS OF EXAMINATION SYSTEM IN INDIA

The existing system of examination with its yardstick fails to measure properly the merit of such a student. A student of gifted intelligence and talent can never remain confined to the narrow zone of his text books. His horizon is wider. On the other hand, a student may be of an average merit. But he guesses with precision about the probable questions; and he reproduces them neatly in the examination. His results may be quite attractive. This anomaly is the creation of the present examination system in India.

In the present system an examinee is to answer quite a good number of questions within a very limited time. Obviously, he finds no scope to answer from his conception and thinking. As an inevitable consequence, he crams the lessons and answers from memory. Thus, **the true assessment of merit becomes a far cry**. The examiners are to examine a large number of scripts in a comparatively short period of time. In a hurry they too are not expected to do justice in the uniform valuation of the answer scripts. Moreover, the mood of the examiners under varying circumstances is, sometimes, reflected in the task. 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.

The biggest problem is that there is way too much question of chance involved over here – anything could happen and that could unsettle even the best of students. In order to offset this problem we are nowadays seeing new systems being introduced such as mid-term or semester examinations and unit tests. All these are better as they provide students with a lighter schedule that allows them to branch out to other areas of life such as sports and extracurricular pursuits such as music or drawing which is where their main talent lies. 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.

The main purpose of education is to educate students and help them appreciate the better points of the knowledge that is being imparted to them. However, that seems to have been shortchanged right now with the added emphasis on grades and marks. The system needs to be one that enables students to truly learn what they are being taught and internalize it and not just mug it up for a few days or months. It needs to be more long term than what the situation is at present. At the same time it also needs to be practical so that the students' abilities are properly tested.

One way out of this could be a project or assignment like system where the students are given tasks 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 be to introduce the major and minor system that is already in operation from the higher levels of education in the lower levels like the 6th standard for example. In the novel "A Study in Scarlet" by Sir Arthur Conan Doyle, Sherlock Holmes tells John Watson that it is futile to know too many things if one is not going to use them. Wouldn't it be really beneficial for students interested in Einstein and Gay-Lusac's Law to devote more time to them than to study how Shakespeare interpreted life? 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 6th 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 he has performed well in and hold interviews with them as well as the students and suggest the subject where he or she is 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. He can also study the other subjects but they 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. Not many know that India is one of the top countries in the world when it comes to student suicide and given the breakneck nature of present day life things may only get worse a few years down the line. Perhaps it is the duty of the ones in power as well as the parents and teachers in India to make sure that such incidents are less in number and we have a young generation that is doing what it loves to do rather than trying to achieve something that is clearly beyond its capabilities and then fail and end oneself while trying to get to that impossible aim.

IV.CONCLUSION

This examination system needs an overhauling. The method of judging a student's merit in a single examination needs some changes. A student's records with his tutor for the entire academic session are to be taken into consideration before making the final judgment of his performance. Methods should be devised to make the qualitative assessment of the students. Thus, the darkness of chaos will disappear in the wake of the illuminating light of cosmos. The pace of change mandates that we produce a faster, smarter, better grade of human being.

Current systems are preventing that from happening. Future education systems will be unleashed with the advent of a standardized rapid courseware-builder and a single-point global distribution system.

Information is growing at exponential rates, and our ability to convert that information into useful knowledge and skills is being hampered by the lack of courseware. We refer to this phenomenon as a courseware vacuum. The primary reason we lack courseware is because we haven't developed a quick and easy system for creating it. Once a rapid courseware-builder has been created, and the general marketplace has put its stamp of approval on it, a series of standards will be developed. With tools for producing courseware becoming widely available, people around the world will begin creating it, and we will see a courseware explosion similar to the dramatic rise of content on YouTube and iTunes.

As part of the rapidly developing courseware movement we will see education transition from:

- Teacher-centric to learning-centric
- Classroom-based teaching to anyplace, anytime learning
- Mandated courses to hyper-individualized learning
- A general population of consumers to a growing population of producers

Learning will become hyper-individualized with students learning what they want to learn, when they want to learn it. Most of today's existing learning impediments will eventually go away. As a result of this shift we will begin to see dramatic changes in society. The speed of learning will increase tenfold because of a combination of the following factors:

- Confidence-based learning will significantly increase learning speed and comprehension
- Learning what we want, when we want – shifting away from a prescribed course agenda to one that is hyper-individualized, self-selected, and scheduled whenever a student wishes to take it will dramatically change levels of motivation
- Technology improvements over time will continually improve the speed and comprehension of learning

The speed of learning will increase tenfold, and it is possible that the equivalent of our current K-12 education system will be compressed into as little as one year's worth of learning. In the future, we predict students entering the workforce will be ten times smarter than they are today.

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