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A Study of Examination System of AICTE

ABSTRACT

Since last two decades, hurried expansion of technical institutions in India has resulted in deterioration in quality of technical manpower coming out from these institutions on account of poor infrastructure, admission policy and above all the examination system adopted by these institutions. Decline in quality of technical education is evident from the fact that a sizeable segment of the qualified engineers seriously lack in communication skill, experimental skill, mathematical skill, analytical skill and problem solving skill. Quality problems in the examination system in general have been analyzed. Thorough overhaul in the examination system with regard to its policies, procedures and practices have been suggested. Statistical analysis of the examination results has been suggested for identifying the problems in the examination saystem as well as in the teaching process of a university. Other remedial measures have also been suggested to make the examination system more efficient in order to produce technical manpower of superior quality.

1. INTRODUCTION

In present time, education has become a mass phenomenon in India. The load on education system has become very high but the policies and procedures related to admission, teaching, infrastructure and examination have not been streamlined to handle this vast load.

Despite the best efforts, government bodies like Directorate of Technical Education of various states, AICTE and universities have not been able to achieve much in maintaining desired quality standards of the technical institutions. External interference and pressure in all aspects of education such as admission policy, teaching process, faculty selection and examination system etc have played vital role in deterioration of quality of education. In order to produce technical manpower of right quality, it is extremely important that all policies and procedures relevant to technical education are standardized and their variations from one institution to another are substantially removed. Technical education being a national issue, it is necessary that technical education in the country be driven by common policy.

2. EXAMINATION PROCESS OF AICTE

This process aims at measuring the degree of knowledge assimilated by the students during a course of study or training imparted to them. In technical education special emphasis is given to continuous evaluation of students' performance during a term or academic session.

Examination process has suffered great set back in achieving its objectives on account of various reasons resulting in a assessment that in many cases does not reflect the true level of knowledge acquired by the students. It has been observed that students may pass examinations securing good marks with scanty preparation, mostly done just before the examination. This illustrates the quality problem in the present examination system.

- A strict and flawless examination system screens out good students who have attained requisite standards of learning from the rest.
- It automatically creates a pressure on other subsystems and processes of technical education
- It is like to a quality control (QC) process.
- To analys the root cause for the production of DEFECTIVES and

recommends corrective actions for improvement in material quality and process quality.

3. SALIENT FEATURES OF A GOOD EXAMINATION SYSTEM

The examination system should possess the following features:

- It should be an isolated system so that it can operate without fear, favor, pressure and prejudice.
- It should be based on sound principles, policies, and procedures directed towards the achievement of its goals.
- It should be governed by academic people and not by administrative people.
- It should have flexibility and adaptability to the changing needs.
- It should be transparent in policies and procedures.
- It should be manned by persons with appropriate qualifications and qualities like self discipline, accuracy, secrecy, time consciousness, high degree of integrity with the objectives of the system and complete understanding of their duties responsibilities.
- It should have adequate manpower to handle various functions of the system for avoiding the excessive work pressure on existing workforce which would otherwise result in error and delay.
- It should employ modern computing facilities and software to process enormous data and generation of documents to make these operations human independent.

4. QUALITY PROBLEMS IN EXAMINATION SYSTEM

a) Quality of question papers:

Unfortunately, quality of question papers suffers from various problems i.e, Question out of syllabus, Incomplete questions. Spelling mistakes in question papers. Grammatical mistakes, Typographical errors, Technical errors, Improper weight age to questions, Lack of such questions those are required to examine design, Skills, analytical skills and

problem solving skills.

b) Quality of answer script evaluation:

Answer script evaluation generally suffers from the problemser such as, Error in evaluation of answers scripts; Error of omissions in evaluation; Error in totaling of marks; These errors occur due to the following reasons; Excessive pressure on the examiners to complete the assessment work within a very short time; Shortage of qualified examiners; Unavailability of external examiners; and Lack of proper guidelines to examiners for evaluation of answer scripts.

5. ASSESSMENT PROCEDURE OF AICTE

Term work assessment is an important component of examination process for all engineering program, which aims at assessing the quantum and quality of academic work put in by each student during the academic session. The award of term work marks should be based on criteria such as attendance, performance in various class tests conducted during the term, quality of assignments submitted by students and performance in oral examinations. AICTE attaches very high importance to continuous assessment as this induces a habit of regular work and learning in students and improves work culture.

Due to lack of established norms for term work assessment prescribed by universities, students are generally awarded high marks in term work which in many cases do not represent their academic performance during the term. Such a practice of arbitrary award of term work marks is not only unjustified but also unethical as it distracts students from hard work and is a subject of enquiry by university authorities.

6. QUALITY OF PRACTICAL EXAMINATION

- Technical education attaches high importance to teaching and learning of practical aspects of various subjects.
- Practical examinations in many subjects

are conducted orally that fail to examine experimental skills acquired by the students.

- Practical examinations are often conducted in great hurry disregarding the examination schedule which affects the quality of examination.
- External examiners appointed for practical examinations do not turn up occasionally and the examinations are conducted by internal examiners thus defeating the system procedure and objectives.

7. DECLARATION OF RESULTS

In many universities, inordinate delay occurs in the publication of examination results leading to the following problems:-

- Students join higher semester without knowing their eligibility for the semester. This uncertainty lowers down their seriousness in their studies.
- Student failing in some subjects apply for reassessment. This facility lowers down their seriousness in their studies.
- Thus delay in declaration of results has serious consequences in the management of academics and subsequent examinations.

8. REVALUATION OF ANSWER BOOKS

It is the right of every student to be evaluated as accurately as possible. With a view to ensuring objectivity and transparency, universities should prepare and supply detailed marking scheme for the guidance of the examiners. However, in some cases lapses may occur due to various reasons beyond control, request for reassessment of answer books should be acceded to in order to provide justice to the students. During reassessment, the answer book is examined by another examiner and the mark awarded by the second examiner is taken as correct which may not always be true. In order to make this process more meaningful and reliable, reassessment must

be carried out jointly by the original examiner and one additional examiner from the approved panel of examiners for the concerned subject.

9. AWARD OF GRACE MARKS

In order to increase the percentage of passing, some times grace marks are awarded by the university to some students. This policy is not based on any scientific morale and leads to deterioration of quality of technical education. The award of such grace marks should be discouraged.

10. EXAMINATION SCHEDULE

Generally examination schedules prepared by the universities provide one or two day's gap between two consecutive papers. This practice prompts students to prepare for the examination during these gaps and distracts them from regular studies. Resorting to examination schedules based on daily examination will induce a habit of regular studies and advance preparation for examinations one hand and will result in early completion of examinations on the other.

11. CONTINUOUS EVALUATION OF STUDENTS' PERFORMANCE

At present highest attention is paid by the universities, teachers, students and parents to the performance of students' in the terminal examinations. This induces a tendency of last hour preparation in great hurry leaving no scope for digesting the knowledge. Learning is a continuous process and hence evaluation of learning outcome must be done on a continuous basis. Thus examination schemes have to be redesigned attaching higher weight age to continuous evaluation of students' performance.

12. MANAGEMENT OF ALPRACTICES IN EXAMINATIONS

Cases of malpractice such as leakage of question papers and adoption of

unfair means by the students are common problems in any examination system. These problems can be effectively dealt with by resorting to following measures:-

- More than one set of question paper in each subject should be generated to create an uncertainty as to which paper will be finally used in the examination.
- Question papers should be printed and dispatched to the examination centers a day before the scheduled date of the examination.
- Multiple sets of question paper may also be used to ensure that all the students do not get the same question paper.
- Question papers may contain space for answering the questions thus eliminating the need for separate answer books.

13. PATTERN OF QUESTION PAPERS

Examination based on essay type questions leads to limited sampling of the course content and prompts students to do selective memory based study. In addition,

there is lot of inter examiner variability in marking pattern which lowers down the reliability of the examination system.

Question papers should contain short answer questions covering the entire syllabus with limited or no options. Such questions papers will discourage selective preparation and serve the purpose of education better.

14. CONCLUSION

Various suggestions made in this paper if implemented properly, will go a long way in improving the quality of examination system. The implementation of these suggestions has to be done through cooperation of all concerned for which extensive training should be provided to various officials of the system for exposing them to policies, procedures, and objectives of the examination system. Academicians, Controller of Examinations, and all supporting staff should be encouraged to understand the role of examination system in improving the quality of education. An efficient examination system will produce technical manpower of superior quality from the existing technical institutions.

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