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Sr. No.	Name of the Author	Title of the Paper	Page No.
1	Bansode Ankush Ramchandra	Strategies And Reminders In Educational Evaluation Of Pre And Post Pandemic Period	1
2	Dr.Chikhalikar Archana S.	Examinations Before And After Corona	6
3	Dr. Vaishali Vasant Joshi	Online Education In Post -Pandemic Situation- Pros And Cons	9
4	Prof. Smt. Kshirsagar A. P.	The Future With Online Examination System In India	11
5	Dr.Madhuvanti Dilip Kulkarni	Ways To Update The Standards Of Examination System In India	14
6	Dr.Menon Sarala	Curriculum Development For Evaluation Reforms In India	17
7	Dr.Menon Sarala	A Review Of Evaluation Reforms In India	23
8	Dr.Mirajkar Ravindra	Assessment Of Students In USA Nature And Facts In Covid-19 - A Study	27
9	Dr. Mishra S.S.	Examination Reforms Is Post Pandemic India	29
10	Er. Pandit Harshwardhan Chandrakant	Addressing Examination Reforms In Post Pandemic India	33
11	Dr. Shraddha Patil	Challenges Of Teaching, Learning & Evaluation During Covid & Post Covid	38
12	Dr.Sujata J.Patil	Use Of Ict As An Innovative Teaching Method In Higher Education And Examination System: Ict Based Examination On Demand	41
13	Dr. Pawar Yuvaraj Yashwant	Flexibility In Examination System Of Graduate Students –A Study	44
14	Prin. Dr. Rane Smita Dattatray	Examination System In India : Prevailing Defects & Suggestions For Improvement	48
15	Dr. Suresh Sankapal	Experience Sampler Smartphone App: A New Way Of Study	50
16	Dr. Sheetal Mahesh Shirol	Digital Transformation In Examination	54
17	Dr. Sushil Kumar	A Study Of The Online Examination During COVID-19	58

Sr. No.	Name of the Author	Title of the Paper	Page No.
18	डॉ.अन्नदाते शशिकांत डॉ.शिंदे महादेव	निवड आधारित श्रेयांक प्रणालीची उच्च शिक्षणातील उपयुक्तता	63
19	डॉ. इंदलकर नवनाथ ज्ञानदेव	शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेची उपयुक्तता - एक अभ्यास	66
20	डॉ.इंदलकर सीमा नवनाथ	विद्यापीठ स्तरावरील ऑनलाइन परीक्षांचे आयोजन-समस्या, संधी व आव्हाने	72
21	प्रा.डॉ.श्रीमती पंडित सुजाता चंद्रकांत	प्रचलित परीक्षा पद्धती : स्वरूप व उपाय	76



Strategies and Reminders in Educational Evaluation of Pre and Post Pandemic Period

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Abstract

All sectors worldwide, including education, have been devastated by the impacts of COVID-19 pandemic. As we approach the new normal in the post-COVID-19 era, there is a need to consider education anew in the light of emerging opportunities and challenges. Thus, this short article attempts to Strategies and Reminders on Instructional Evaluation of Post Pandemic Education. The present study is focused on the following objectives:

1. Highlight the major teaching learning strategies in developments of the education sector in this COVID situation.
2. Enlighten various emerging approaches of Evaluation in Post Pandemic in Education.

The unprecedented impacts of the COVID-19 global outbreak are indeed ushering educational systems to a new normal period in human history. Within the educational dimension, there has been extensive researches discussing the adoption of online modality in instructional implementation in the new normal post-COVID-19 era (e.g. see Sintema, (2020) on digitalized virtual classroom; Basilaia & Kvavadze, (2020) on online education; Naciri et al., (2020) on mobile learning; Mulenga & Marbán, (2020) on digital learning). The implications of the continuing crisis to the four elements of curriculum - goal, content, approach, and evaluation - are discussed. Some emerging options may be cogently viewed within the perspectives of these elements.

Keywords: Teaching learning strategies and Evaluation of Post Pandemic in Education

Introduction

"Education is not the filling of a vessel but the kindling of a flame." — **Socrates**

"The pandemic has significantly disrupted the higher education sector as well, which is a critical determinant of a country's economic future."

When the lockdown was declared during March-end; schools, colleges and educational institutions were at the peak of their teaching, examination and academic-financial activities. This COVID situation, in fact, emerged into three major developments in the education sector viz.

- 1) Emphasis on online mode of teaching learning
- 2) Transfer to next academic year by relaxation of qualifying exams and
- 3) Partial opening maintained by distancing.

On the other hand, there can be more use of methods that require less movement and physical contact. One method is direct instruction. It is an instructional approach that is planned, sequenced, and managed by the teachers. The implementation of instruction to learners is attained mainly through strategies like lectures or demonstrations. With this method, teachers generally direct the process (The Glossary of Educational Reform, 2013), thus keeping students less active. The COVID-19 global outbreak is evidently redefining the approaches to instructional implementation. The range of options that education systems are contemplating presents not only opportunities but also challenges that must be considered in the process.

Objectives

The present study is focused on the following objectives:

1. Highlight the major Strategies in developments of the education sector in this COVID situation.
2. Enlighten various emerging approaches of Evaluation in Post Pandemic in Education
3. Rethinking of Examination Reforms in Education in the New Normal Post- COVID-19 Era.

Methodology

Various reports of national and international agencies on Covid-19 pandemic are searched to collect data for current study. As it is not possible to go outside for data collection due to lockdown, information are

collected from different authentic websites, journals and e-contents relating to impact of Covid-19 on higher educational system of India.

The major Strategies in developments of the education sector

1. Emphasis on online mode of teaching learning

The complete online modality of the instructional approach during the post-COVID-19 era can be feasible. For example, in China that was the first epicenter of the virus, more than 180 million children were ordered to remain at home. But while schools were closed for quarantine, education had to continue but this time in an altered modality. It was implemented online through a variety of online courses and electronic textbooks (Patrinos & Shmis, 2020). The latter two situations are incidental and can be resolved with new arrangements. However focusing on the online mode, we need to decide whether it is incidental in response to the pandemic or an entirely new model for the education system. Sometime in the second week of March, state governments across the country began shutting down schools and colleges temporarily as a measure to contain the spread of the novel corona virus. It's close to a month and there is no certainty when they will reopen. This is a crucial time for the education sector or board examinations, nursery school admissions, entrance tests of various universities and competitive examinations, among others, are all held during this period. As the days pass by with no immediate solution to stop the outbreak of Covid-19, school and university closures will not only have a short-term impact on the continuity of learning for more than 285 million young learners in India, but also engender far-reaching economic and societal consequences. The structure of schooling and learning, including teaching and assessment methodologies, was the first to be affected by these closures. Schools could adopt online teaching methods. Their low-income private and government school counterparts, on the other hand, have completely shut down for not having access to e-learning solutions. The students, in addition to the missed opportunities for learning, no longer have access to healthy meals during this time and are subject to economic and social stress.

2. Disrupted the higher education sector

The pandemic has significantly disrupted the higher education sector as well, which is a critical determinant of a country's economic future. A large number of Indian students, second only to China enroll in universities abroad, especially in countries worst affected by the pandemic, the US, UK, Australia and China. Many such students have now been barred from leaving these countries. If the situation persists, in the long run, a decline in the demand for international higher education is expected.

3. Postponed learning and teaching until further notice

In the higher education sub-sector, while online learning has generally taken place through recorded lectures and online platforms, some universities have postponed learning and teaching until further notice, due to the lack of information technology (IT) infrastructure for both students and teachers. Questions also remain about how to harmonize semesters and academic calendars, as some programmes have been successfully implemented online, while others could not be.

4. Social distancing practice in this new era

Blended learning still requires an amount of traditional classroom modality. Considering the social distancing practice in this new era, group work approaches that require interactions with close physical contacts such as formal and informal cooperative learning groups, think-pair-share, peer instruction, and jigsaw, (Brame & Biel, 2015) might just be modified or reduced, if not eliminated, from the options of instructional methods of teaching.

5. Inclusive e-learning solutions and tackling the digital divide

Needless to say, the pandemic has transformed the centuries-old, chalk-talk teaching model to one driven by technology. This disruption in the delivery of education is pushing policymakers to figure out how to drive engagement at scale while ensuring inclusive e-learning solutions and tackling the digital divide.

Inclusive learning solutions, especially for the most vulnerable and marginalized, need to be developed. With a rapid increase of mobile internet users in India, which is expected to reach 85% households by 2024, technology is enabling ubiquitous access and personalization of education even in the remotest parts of the country. This can change the schooling system and increase the effectiveness of learning and teaching, giving

students and teachers multiple options to choose from. Many aspirational districts have initiated innovative, mobile-based learning models for effective delivery of education, which can be adopted by others.

6. Adoption of Open-source digital learning Software

Immediate measures are essential to ensure continuity of learning in government schools and universities. Open-source digital learning solutions and Learning Management Software should be adopted so teachers can conduct teaching online. The DIKSHA platform, with reach across all states in India, can be further strengthened to ensure accessibility of learning to the students.

7. Demand–supply trends across the globe

Strategies are required to prepare the higher education sector for the evolving demand–supply trends across the globe—particularly those related to the global mobility of students and faculty and improving the quality of and demand for higher studies in India. Further, immediate measures are required to mitigate the effects of the pandemic on job offers, internship programs, and research projects.

8. The current delivery and pedagogical methods in school and higher education

It is also important to reconsider the current delivery and pedagogical methods in school and higher education by seamlessly integrating classroom learning with e-learning modes to build a unified learning system. The major challenge in educational technology reforms at the national level is the seamless integration of technology in the present Indian education system, which is the most diverse and largest in the world with more than 15 lakhs schools and 50,000 higher education institutions. Further, it is also important to establish quality assurance mechanisms and quality benchmark for online learning developed and offered by India higher education institutes as well as e-learning platforms (growing rapidly). Many e-learning players offer multiple courses on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of courses may differ across different e-learning platforms.

9. Use of Indian traditional knowledge

Indian traditional knowledge is well known across the globe for its scientific innovations, values, and benefits to develop sustainable technologies and medicines. The courses on Indian traditional knowledge systems in the fields of yoga, Indian medicines, architecture, hydraulics, ethnobotany, metallurgy and agriculture should be integrated with a present-day mainstream university education to serve the larger cause of humanity.

In this time of crisis, a well-rounded and effective educational practice is what is needed for the capacity-building of young minds. It will develop skills that will drive their employability, productivity, health, and well-being in the decades to come, and ensure the overall progress of India.

10. Reminders on Instructional Evaluation

The closure of many educational systems coincided with the student evaluation period in schools. As a result, we have seen different instructional evaluation practices that have been adopted as a response to the COVID-19 crisis. These practices are likely to be part of the new normal in education. Many schools have issued implementing guidelines changing many aspects of the evaluation component of the curriculum. This time is indeed a new period in the curriculum.

11. Massive replication of instructional evaluation

There is massive replication of instructional evaluation to online. Within the online instructional evaluation, there are synchronous and asynchronous forms. The synchronous form requires the teacher and the student to work together at an arranged time through online applications like Zoom, Google meet, WebEx, Google classroom. It can also be achieved, for example, through phone in which the teacher provides assessment to the learners in real time. The asynchronous form, on the other hand, is the form in which the teacher and learners do not need to interact online in a live manner. They are separated into different spaces and times. A tool that is used to accomplish this assessment form is moodle in which teacher posts assessment tasks for learners (Lieberman et al., 2020).

12. Change the assessment scales from quantitative to qualitative

When it comes to the grading system, it has also been observed that many schools have decided to change their assessment scales from quantitative to qualitative such as pass or fail system (Farrington, 2020). While the decision is supported by admirable intentions, some people worry about its

effects. The advantages and disadvantages of different assessment scales are debated in the context of student motivation (Barnes & Buring, 2012). Within the argument favoring quantitative over qualitative, Dilanchyan (2020) critiqued that such change would detach the motivation that students need to strive for high grades.

While the usual quantitative assessment practice is expected to be still the dominant practice in the new normal, however, with the continuing global crisis, there will likely be a propensity towards forms of error in the school assessment systems. Considering the difficult circumstance of the learners, the assessment construct called leniency error is a situation where the teacher tends to be too “generous” and all students are given high passing scores (Nitko & Brookhart, 2014). It is considered as one of the threats to the reliability of student performance which some education stakeholders expressed worries about.

The COVID-19 crisis is continuously reshaping instructional evaluation. The massive migration of learner assessment to online and the adjustments to grading systems are inevitable. With these changes, educators are encouraged to maintain high quality assessment.

Conclusion

The unprecedented impacts of the COVID-19 global outbreak are indeed ushering educational systems to a new normal period in human history. Within the educational dimension, there has been extensive researches discussing the adoption of online modality in instructional implementation in the new normal post-COVID-19 era (e.g. see Sintema, (2020) on digitalized virtual classroom; Basilaia & Kvavadze, (2020) on online education; Naciri et al., (2020) on mobile learning; Mulenga & Marbán, (2020) on digital learning). The implications of the continuing crisis to the four elements of curriculum - goal, content, approach, and evaluation - are discussed. Some emerging options may be cogently viewed within the perspectives of these elements. A multi-pronged strategy is necessary to manage the crisis and build a resilient Indian education system in the long term.

It should be clear from the above that board examinations in India need serious re-examining. This reality is deeply at odds with the spirit of self-congratulation and ‘all is well’ at the level of many exam board/University chairs and education department secretaries. Things will not improve if we continue to drape ourselves in “the fatal shroud of complacent self-esteem”

At the same time, the Group felt energized by the enthusiasm for reform shown in its many encounters with school teachers across the country. Such support from teachers is crucial. The success or failure of these reforms will rest on the importance accorded to teacher and examiner training. Much time, effort, and money will need to be invested in such training. Much of this can be accomplished through EDUSAT and distance learning for teacher training. The curriculum of pre-service teachers will also need to be revised. For in-service teacher training, a certificate/diploma course in Educational Measurement and Evaluation should be started by NCERT.

Reforming exams alone will attain very little unless it is accompanied by other basic reforms: improvement of teacher training, teacher quality and teacher-student ratio. In addition, making textbooks and the curriculum more relevant and interesting and challenging; and spending more on education (at all levels but now especially for the secondary level) will be vital. At the same time, it should be recognized that exam reform has the potential to lead educational reform. It has often been lamented that in Indian education the tail (assessment) has usually wagged the dog (of learning and teaching).

The charge is a fair one and de-emphasizing exams will certainly liberate the learning and teaching process from its straitjacket. But this pivotal position of exams in the educational system can be used to leverage advantage to hasten reform within Indian education as a whole. As we have seen in many other areas of government in the last decade, once the winds of change begin to blow they sweep most cobwebs away. The tough job is to get them blowing.

There remains a risk of a downward spiral, in a negative feedback loop of learning loss and exclusion. Yet every negative spiral of aggravating socio-economic circumstances suggests its reverse image of a positive spiral, one which would lead to the future of education we want: one of inclusive change in education delivery, of unleashing the potential of individuals, and of collective fulfillment, in all areas of life, through education investment.

There is unlimited drive, and untapped resources, we can count on for the restoration, not only of education's essential services, but of its fundamental aspirations. It is the responsibility of governments and the international community to stay true to principles and conduct reforms, so that, not only will the children and youth regain their promised future, but all education stakeholders find their role in making it happen.

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Examinations Before And After Corona..

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Introduction

When any course starts all students and parents start worrying for examination. Unfortunately today also course is associated with examinations .Examination is part of evaluation of the course taught. According to the University Grants Commission (UGC) of India, cancelling crucial higher education examinations altogether was simply not an option.

The UGC stated: “Academic evaluation of students is a very important milestone in any education system. The performance in examinations gives confidence and satisfaction to the students and reflects competence, performance, and credibility that is necessary for global acceptability.”

Following are the main highlights of Examination & Evaluation Policy:

Choice Based Credit System

The students will be given variety of choices to earn credit to pass the subject. The student could excel in term-end examination to earn pass grade or participate in subject specific events/activities to earn credits or even publish a paper to earn required credit to pass the subject. The students will be allowed to select the subjects he/she wants to study during the course of studies. The entire syllabus is divided into Core, Elective and Foundation. ‘Foundation’ subjects will prepare the students for the system of learning. The students will be offered subjects for all the streams which they could select from any discipline. This will promote multidisciplinary learning.

Modern Examination Approach

Participation in tutorials, assignments, debates, quizzes, presentations, case-studies, projects, practical test, viva-voice and many more modern tools will also be used. Each method which is proposed has specific learning purpose. The level of interaction of the students in these activities will be used to assess them. This assessment will help the teachers to have comprehensive assessment of a student. Similarly, case study methods will enhance the real business problem understanding of the students. This assessment method is very useful in evaluating the skills of the students to deal with the real life situations. The presentation will also be used to assess the students. In real life business situation the employees have to extensively use presentation techniques. This method will help the students to prepare for future. The students will be benefitted by the fact that they will not be assessed on a single test. The performance of a student could be affected by variety of reasons; some of them are beyond his/her control. Using these modern methodologies of assessment those beyond the control factors could be taken care of.

Semester Based System

This is well accepted model in higher education domain and it promotes learning. Semester system promotes continuous learning and inculcates regular studying habits among the students. The students get an opportunity to learn more using the continuous learning method. The teacher could be more focused as the number of classes is limited and they have to deliver best in the given time. They get newer challenges and have to be innovative. Semester system is adopted by most of the institutes of higher education. The advantages of this system are well established and it is proven that the amount of learning is much more than regular annual system.

Technology Aided Examination Method

RNB Global University plans to conduct ‘Digital Examination’ using state-of-the-art technology. The students will be giving their examination using computers and the university will grade the students based on their performance. This will help the university in declaring results immediately after the examination is over. The students will come to know about their performance immediately and could improve their performance in other examinations based on the feedback they receive.

Open Book Test

The University also plans to use 'Open Book' test system which will challenge the students and truly evaluate the learning of the students. This is least used assessment methodology among institutes of higher education. Since, RNB Global University believes in 'True Learning' and not 'Rot Learning' hence this methodology will be adopted extensively to assess students. The students will be asked to appear in specific test along with the book of their own choice. This methodology will motivate students to read books and remember what is written in the books. They will not be allowed to write verbatim from the books but they could refer to books to write their answers.

Multiple Choice Questions

This is a powerful tool which is used by the higher education institutes to measure the performance of the students. This method ensures objectivity in assessing the students as the answers are standard and could easily be quantified. The checking process could easily be automatized giving more time to the faculty members. The students' learning quotient could easily be assessed using this methodology. This method promotes learning and discourages 'Rot Learning'.

Surprise Test

This is another effective tool which is used by many educational institutes to promote continuous learning. Surprise tests will actually measure the actual learning of the students. Teacher will be taking regular surprise tests and the scores of these tests will be incorporated in the final assessment.

Take Home Tests

The students will be given the assignments which they could take home, study for the same, prepare for the assignment, write the assignment and submit it for assessment. This method promotes self-learning among the students. There are varieties of learning tools available to the students now-a-days including online support. The University wants that the students should learn more and their learning should be assessed and not their cramming power.

When the lockdown declared during March-end; the schools, colleges and educational institutions were at the peak of their teaching, examination and academic-financial activities. This COVID situation, in fact, emerged into three major developments in the education sector viz.; i) emphasis on online mode of teaching, ii) transfer to next academic year by relaxation of qualifying exams and iii) partial opening maintained by distancing. The latter two situations are incidental and can be resolved with new arrangements. However focusing on the online mode, we need to decide whether it is incidental in response to the pandemic or an entirely new model for the education system.

Online exams: The challenges

- To avoid in-person contact altogether, some universities have opted to conduct the majority of their exams online.
- One of the most challenging aspects of conducting remote exams is ensuring students aren't using the internet or other resources to assist them.
- When students take exams without an invigilator present, they may find it easier to search for answers elsewhere or to discuss the process with others.
- Each exam will have a different set of rules, but when conducted remotely, it's more difficult to ensure students abide by the rules that are set.
- Professional Companies are being used by universities to heighten their exam security by providing the technology needed to detect fraudulent activity during exams.
- However, privacy concerns have been raised by many university students over exam software intended to prevent cheating.

Online examinations: The advantages

- Online exams are still a new phenomenon at higher education institutions, so there's a lot to learn regarding the wide-spread implementation of these new exam processes.
- However, during a period where in-person contact comes with many risks, online exams are a great way of maintaining momentum in higher education and to ensure the learning process doesn't ground to a halt.

- There are also several arguments that suggest that online exams will remain a key feature of the higher education experience even after the worst of the corona virus crisis has subsided.
- The process of marking in-person examinations is “expensive and highly effective,” considering the cost of the assessor and the “extensive manual data entry” which is subject to human error.
- Other benefits include a significant reduction in the paper used and time required to conduct and mark the exams.

With universities having to adapt to the threat of COVID-19, what effect will this have on the examination process?

- During the early stages of the pandemic, when the nature of the coronavirus was still unknown, most universities made the decision to temporarily avoid all in-person contact and close their campuses completely.
- Without a clear understanding of how the coronavirus operated and the most effective measures to prevent its spread, collecting students into one room for a prolonged period was no longer considered safe.
- However, examinations are a critical part of the higher education process and a necessary step in providing students with accurate grades.
- So, with the importance of these examinations acknowledged, how can universities continue to assess students during this crisis?

Flexibility

- With the status of the coronavirus pandemic constantly evolving, universities must allow for some flexibility when it comes to conducting university exams.
- Alongside their statement released in July on the importance of exams, the UGC demanded that “final year college exams must be held by September 30.”
- However, they also acknowledged that there must be a degree of flexibility to this demand, given the unpredictability of the coronavirus and its effect on the lives of students.
- To ensure no student is at a disadvantage as a result of the pandemic, the UGC confirmed that if students were unable to attend the final year exam, whether online or in-person, colleges and universities may present another opportunity “as and when feasible.”
- If universities don’t allow for some degree of flexibility when rescheduling exams, the academic performance of students who find themselves in difficult circumstances as a result of the pandemic is likely to suffer.

Conclusion-

The examination must be conducted without compromising on the quality of education because, in the end, these students are the future of our country. Further, examinations are quite possible observing the social distancing, for instance, seating arrangement could be made as such that there should be a gap of a bench between two students and importantly institution must be sanitized before the commencement of the examination. Such examination would last longer than the usual but saving lives is more important than saving time in the current hour of corona crisis, isn’t that?

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Online Education in Post -Pandemic Situation- Pros and Cons

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Abstract:

Innovation is a watchword for 21ST century. It relates to the Educational field also. Teaching methods should evolve to suit the times. As the post pandemic situation is very crucial, there is a need to innovate new teaching style, teaching aids, new techniques to make the student community more attentive and concentrating and focused. The Indian Educational system is positively doing some changes but needs to act more seriously. The present research paper is trying to highlight the present scenario of educational system with its pros and cons.

Key words: Teaching learning process, teachers, Covid 19, online education etc.

The year 2020 has been a series of blows for every field. It means that Covid-19 has affected each and every sector of human life such as business, day to day human life, employability etc. Educational field is one of them. According to the researcher covid-19 has affected the educational field extremely harshly. We were faced with a forced shutdown owing to the Corona pandemic. As the covid-19 pandemic spread worldwide, governments across the world were forced to shut down offices and businesses educational institutions. Thus the world is now trying to overcome financial, business, economic and health disruptions. This research paper is an attempt to study online education in a post pandemic situation. The research has taken into account the benefits as well as disadvantages of online education.

Online education:

Online education is a learning using the capability of the internet. It is web-based learning. Due to the pandemic situation, the whole education system faced drastic change and there was a rise of online teaching learning processes. There is a paradigm shift in the teaching learning process. The covid-19 driven physical distancing has thrown Open challenge to the educational system. There has been a serious urge for or an application of online and electronic media based learning at all levels. It is the need of time to ensure the infrastructure, methodology and content for online learning. In a post pandemic situation e-mode was considered the most suited option for teaching learning to save loss of academic semester as well as human lives. In any online teaching the emphasis has been given on the use of e- resources, web links, electronic media like radio, television, webcasting etc. Social media platforms like Face book, Skype, zoom meetings are used to keep the learning process operational by maintaining physical distancing. Due to this transformation in the educational field the role of teacher has totally changed. The sudden change in the mode of teaching learning process caught both the students and faculty members unprepared. Teachers become students or learners. They become students of Technology and try to cope up with the situation. For students more is totally new and demands access to fast and reliable internet with necessary wherewithal at all times. Online teaching is a timely and welcome move to maintain continued learning of the students without disturbing the academic schedule.

Webinar is an outcome of the online education. It means web- based seminar. The seminar which is conducted with the help of the internet it's called webinar. It is an engaging online event and allows the participants, in different locations, to gain knowledge. Online education is a specialized task as it involves learning psychology, behavior Analytics, content delivery and assessment to measure learners' progress.

Use of ICT is another aspect of online teaching learning process. Nowadays a popularity of flipped classroom and other avenues of learning such as Google classrooms, Zoom meeting, Google meet etc. It is nothing but switching from traditional classroom to modern classrooms. Now it is a proper time to think about how devices, applications and platforms will talk to each other to deliver instructions effectively. This thought will bring a refreshing change in approach as well as in point of view looking at the teaching learning process. Now the researcher wants to turn to the benefits or the advantages of online- teaching in the post pandemic situation. They are as follows:

1. **Flexibility:** one can easily get any course through online teaching. So it is more flexible as well as convenient. There is no need to travel. This is more beneficial for the students from remote areas.
2. **Easier to attend class:** The students, who are unable to attend the class due to the distance or due to the family problems, can easily attend the class online.
3. **Location:** With the help of online teaching a student can admit any university of any state or any Nation. Location is not a barrier for learning any course. One can get admission in any university of any nation.
4. **Inculcating values:** online education one can inculcate the quality of punctuality, manners and etiquettes.

Disadvantages:

It is important to note that online education in post pandemic situations is without any pre planning. It is a sudden change in the learning teaching situation. so the teachers and students are not prepared for online education. So it is observed that teachers should have certain training for online teaching learning process.

1. **Economically Backward Students:** The students who are suffering from financial crisis are unable to pay for internet service. It is difficult for them to invest a certain amount for the internet. so they are away from online education. It is a great loss of such students that are intellectually high but they are unable to get the education.
2. **Internet service:** It is the big problem in cities as well as in villages. Students pay for internet service, the range or the coverage area is another big problem for them. Dis connectivity is another problem faced by teachers as well as the students.
3. **Proper training:** it is seen that teachers have shifted themselves from blackboard to the computer screen. So there is a great need to train the teachers. The online teaching should not be confined to passing on information only or even clearing the fundamental concepts. The teachers are expected to blend teaching of the subjects with a couple of skill based issues. The training of the teachers cover utilization of most advanced technologies in the teaching -learning process.
4. **Costly Education:** To think about poor students it is very costly to pay for 300/- to 500/- rs monthly. They have problems earning their livelihood. In such a condition to pay for the internet is not possible for them. In addition to it there are two or three children, it is the worst condition for the family to whom they should pay. So the online teaching is very costly for the average family.
5. **Individual attention:** In traditional methods or in the actual classroom the teacher pays individual attention to each and every student but while dealing with online class it is more difficult for the teacher to pay attention to each and every student.
6. **Concentration problem.** It is observed that students feel problems while concentrating on online class. There are disturbances from outer situations such as family chaos, noises of machines and instruments, no particular space for the class etc.
7. **Lack of infrastructure:** Students as well as teachers face the problem of infrastructure. It includes separate room, required furniture, internet connectivity with proper speed, headphones etc. Due to which the quality hampers in Indian situation regarding online teaching learning process.

Conclusion:

The researcher has observed that as well as experience that online teaching requires special quality and skills to deal with technology. Nowadays online education is not practiced seriously by most of the institutions and so the student community is at stake. It is the prime duty of the teacher as well as of the government to think very seriously and positively regarding online education. The teacher should also try to take efforts to undergo and to learn Technology. They should try to use advanced Technologies while dealing with online class. They should use various interesting teaching aids while dealing with the students online.

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The Future With Online Examination System In India

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Introduction –

We all live under the constant influence of technology. Be it at our work place or home. Most of the sectors such as fashion groceries and financials have shifted to the online domain during this pandemic. Similarity, education has also marked a paradigm shift in the direction of technology. An online examination software assists schools and colleges to conduct tests using the internet.

Most of us have become accustomed to the nature of online classes & video lectures. However, problems persist as far as online exams are concerned. Using an online exam software solves this problem. And, it does so with minimal Human intervention. Online exam portals are becoming necessary for Schools, colleges and universities across the country.

The current situation with the COVID-19 pandemic is a threat to the Conventional idea of classroom education. At the same time, education cannot stop. Hence, a shift to the digital domain was evident what is striking is the magnitude of this shift. Most of the School and college authorities are in touch with the students over whatsapp or Email. They are also conducting classes on platforms such as Google meet, Microsoft teams, Zoom, etc. Most schools & Colleges have begun to incorporate online exams as well.

Examination –

Examinations means the test of a students knowledge in prescribed subjects. An examination creates a sort of care in students to prepare their studies sincerely. Examination may be of various types such as oral, written & practical.

With increase in number of students appearing for the exam for university educational institutes, coaching institutes, there is need of scalable approach in terms of managing examination system in efficient way.

Traditional exam process has many logistical activities & manual interventions. It can be improved with help of technology.

Recently there was news in the newspaper about leakage of examination paper before the actual exam due to which entire examination was cancelled at one of the university exam.

Technology can help to change the way examination paper is distributed to the students for traditional paper based exams.

Online Examination

Online examination software are the latest techniques of conducting examination through the internet.

Online examinations are capable to answer the undying efforts of the teachers as well as the moderators who are working towards simplification and modernization of the examination techniques.

Online examinations are becoming one of the most effective and easy solutions for conducting tests to students.

Online examination is a great idea and implementation for your institute to be the best part of the modern education system.

The comfort of studying from home and doing it in one's own space makes the students take up the online examination

Online examination are highly interactive customizable trustworthy, secure and be accessed in multiple Devices.

Online Examination-What and How ?

Online Examinations are becoming extremely popular these days with many universities, institutes and competitive Examinations body switching from the Pen and Paper based test. Online examination is basically the exam conducted on a computer with no physical question paper. Online exams are tests with multiple

Choice Online exams also known as Computer Based Test (CBT) are very beneficial to the organizers as it has zero risk on security or cheating front, is a safe and reliable mode of exam, reduces the time to check answers and prepare the result. The exam centers for computers based test are set up in colleges or computer labs with adequate facility and arrangements required for conducting the online examination.

Safety and security in Online Examination –

The Organization which takes over the responsibility of conducting the online examination are specialized in conducting the tests with all the modern technologies and security measures to avoid fraud and make students comfortable during the exam. Certain institute level arrangements like computer system with internet and Webcam are required for online examination. The arrangement of all setup necessary for the online examination is taken care of by the expert committee of the organization. The official exam conducting authority monitors the exam either through the live CCTV streaming from the exam hall or through the webcam installed on the computer system. The webcam takes pictures of the candidate appearing the test irregular intervals or records the video of the entire test duration for the purpose of security of examination. There are negligible chances of any kind of fraud or cheating in online exams which makes it the preferred mode of exam these days.

Current Situation of online Exams in India –

In India, The University grants Commission is looking to innovate education. And, this news could not come at a better time. With the online shift fueled by the spread of the pandemic, this is a huge relief for Indian academicians of all kinds.

The fast-paced growth of the use of technology in education is making the need for pen and paper exams obsolete. There are several benefits to using an online test software. A few of them are mentioned below.

Cost-effective –

An online test software is affordable. These are quick and simple as compared to the traditional exam method using pen & paper. Once this software is set up for an institute there is no variable cost. The cost per candidate can range between 10 rupees and 50 rupees. Whereas in a traditional pen & paper test, the cost can shoot upwards of 100 rupees per candidates.

Easy to use -

The process of using an online exam software is easy. Anyone with only a little know-how of the internet can use the platform with ease. Institutes can request guided demos or enjoy from an array of videos already present on the system.

No Human error -

You can minimize the level of human involvement in the exam process. Only the teacher sets the questions for an exam and then uploads them on the online test software or the teacher can also avail the rich reverse of the online question Bank and Select questions from there. Once the exam has been taken by a candidate, the result is automatically generated and updated on the platform. There is no delay in this evaluation process. And, there is no human involvement either. This ensures an error – free evaluation of the exam.

Vast Digital Resources and Question Bank –

Teachers who use an online examination software such as Mega Exams can also benefit the vast Digital library of resources. The teachers can use this repository or Question bank to set practice sets. The students can also choose to attempt these at their convenience.

Hassle Free -

Any Exam process involves many different phases that can be tough for an institution to manage. It begins with registration of candidates allocation of roll numbers, the appointment of invigilators and paper setters, evaluation of answer scripts and the publication of results. This process is usually stressful and tedious. Online exam software streamlines this process and makes it easier to manage. And no human involvement is necessary.

Less Logistical Issues -

Using online exam software makes exams easy for students. It is particularly true for students who live far away from exam centers. It removes the need to travel miles to reach the venue. Using online test software makes exam registration quick and ease. They can take the tests in a secure and safe environment from the

comfort of their homes. The teachers can also evaluate the answers at their ease. There is no administrative issue when using an online exam website as well.

Many exams take place nationally or even internationally. Using an online exam software is necessary in this case to make access easy for everyone taking the exam. This technology is also quite scalable. You can conduct any exam across borders using an online exam software. These software's are scalable and efficient in use. Teacher, as well as students can use it whenever and from wherever they want to.

The Future With Online Exams -

Any ordinary video conference services can help you conduct daily classes. But it fails to help teachers assess how well the students are grasping the concepts. You may not be able to track the growth and progress of an student using such software. However, if you use online exam software, you can track the growth and performance of a student with ease. Also, you can look at using an online exam platform such as Mega Exams that integrates your regular online classes software like zoom, Google Meet, Web max etc. so that classes and exams can happen on the All-in-one platform.

The future of online education and online examination is expanding. And, this growth is exponential. Online exam software is becoming more and more robust and advanced several online exam systems such as Mega Exam are using AI-backed systems to create a safe exam platform. Many of such software's are available for free. With the rise of online exams, various technological advancements have also occurred. You can set any type of questions including subjective questions and MCQ based questions.

Benefits of Online Examination

There are many benefits of online exams if we compare it with the offline exam. Some of the benefits of online exam are listed below

- The Operational, administrative and logistic costs in less in online exams in comparison to offline exams.
- Safety and security of the question paper is not compromised. It is next to impossible to leak online question papers
- Feasibility for students in attempting the exam
- Takes less time in checking the answer sheets and preparation of result
- Question and students answers can be save and stored for a long time in online exam.

The Students can either answer on platform or write their answers on paper and scan it using the built-in option. This is an added advantage of using an online exam software. Teachers can check their students performances and progress, And, they also receive a progress report along with the answer scripts instantly. This report also outlines the weak and strong areas of the student. Online exams and online exam portals are one of the easiest ways to conduct any exam in the world today. These platforms are secure and provide a fault-free exam environment these platforms are way more accessible than traditional exams. These online exams are also relatively cheaper. Mega Exams an online test software contains an online reserve of study materials. This can be accessed by the teachers as well as the students. This helps in organizing the exam process. And, greatly simplifies the exam and learning process at large. You would usually need to buy practice papers and textbooks to appear for an exam. With Mega Exams, this problem is solved as well.

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Ways To Update The Standards Of Examination System In India

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Abstract

It is confirmed that Education should optimize the abilities of individuals and examination system should measure that individual's journey from his starting point to the end point.

Creativity, Independent Thinking, Morals, Student Oriented Programms, Social Responsibility are very useful phenomenon for Evaluation in Post Pandemic Era.

Introduction

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, morals, beliefs and habits. Educational goals are statements that describe the skills, competencies and qualities that you should possess upon completion of a course or program. It usually involves identifying objectives, choosing attainable short term goals and then creating a plan for achieving these goals.

For every nation in the world, the goals are set on the national level at first and then they are set on the state level, university level. Therefore, for each country due to the freedom there are different effects of education on citizens. Process of education is quite lengthy, therefore periodic evaluation is very necessary. Evaluation is done using the tool of Examination. Therefore, studying the nature of examination is important. It is education sector of a country, due to which, the country becomes Emerging or Developing or Advanced. The subject of seminar is "Examination Reforms in Post Pandemic India". Therefore, it is necessary to think on and compare with education in other countries which is applicable in post Pandemic Era.

1) Weightage given for goals of Higher Education in other countries.

Following data shows the difference among some countries for examination

Name of the Country	Importance given for Exam - Basic academic	Importance given for Exam to be creative and think independently
Advanced Countries	24 %	67 %
Spain		
Germany	25 %	61 %
Japan	48 %	47 %
Sweden	42 %	54 %
Emerging Country	29 %	43 %
India		

From the above table, it is clear that in Advanced countries the weightage is given for Creativity and Thinking independently. India has also given more weightage but comparatively it is low than Advanced country. In India 10th and 12th Board exams are two important milestones. CBSE, ICSE, State these different boards are there but no standard or unique syllabus for student. There is no scope for student's creative impulses. The ideal example from the world is that Japanese Teachers teach exactly the something, the same way at the same time all over Japan.

In the post pandemic Era, for examination "Creativity and independent Thinking" will be evaluated. The evaluation will be done on the basis of different videos, essay writing, Annual Reports and Social Responsibility.

2) Weightage for Morals or Ethical Education –

“Knowledge is knowing what to say and wisdom is knowing when to say.” This is the end point of education. Like India the culture of Japan is very ancient. In the education system of Japan, Heavier emphasis is given on “Morals and Ethical Education.” Standard subjects are taught but “Morals” is separate subject complete with textbook and allocated time. More periods are allotted for to facilitate discussion on Moral dilemma and the exam is conducted on “How students would react to a given situation.” There were never ‘wrong’ or ‘right’ answers. Only discussion on areas just like real life.

In Post Pandemic Era, the evaluation of Morals should be conducted by observing the behavior of student report writing, about the students considering the opinions about any situation also for Social Responsibility University should arrange different festivals for student like sport festival, culture festival for evaluation of Morals of students.

3) Student Oriented Programs and Evaluation

With an Education System which is vastly different from that of US, UK and other European Countries, Finland has been at the top of the game. Finland has the most effective universities in the world. In a Finnish classroom, students are likely to determine their own weekly targets with their teachers in specific subject areas and choose the tasks they will work on at their own space. They may be completing independent or group project or writing articles for the magazines. The cultivation of independence and active learning allows students to develop metacognitive skills that help them to evaluate and guide their learning processes in productive way.

Finland maintain one exam prior to attending university. This exam is conducted by the board appointed by the Finnish Ministry of Education. This exam is open ended that emphasize problem – solving, analysis and writing. Exam is student centred, open ended and school based task which is the important reason for the nations success on the international exams.

In Japan also University entrance is the traditional way taken by Japanese student to enter the gateway of higher education. Entrance to university based largely on the scores that students achieved in entrance examination. This term is “Shiken Jigoku.” Preparatory schools called “Yobikou” have for sole task to drill these students for the entrance exams.

In Past Pandemic Era, such entrance examination for Bachelor’s degree of University should be conducted. For Professional Colleges and for Masters Degree Entrance Examinations are there.

4) GPA (Grade Point Average) System –

In India, GPA system is already in practice in various universities. The marks considered for GPA or CGPA is only theory paper marks and practical work marks. For the famous universities like Tokyo University, Keio University, Kyoto University also GPA is calculated. It is simple numerical representation of college results. University Grades (A, B, C and F) are determined by a score between 0 to 100. For GPA the formula is,

GPA = Total of following three points

GPA = Test score + attendance score + report score

Report for performance of student is submitted from the educational institution and performance is calculated on the basis of Formative Evaluation. Also Summative Evaluation. For Universities, graduation requires a minimum of 124 credits. To earn 1 credit, 45 hours of study time is required, including preparation and review time.

At the time of entering into these universities very difficult examination is conducted which will decide career (mostly after board exam) Sometime it is called “Exam hell.” Therefore, for the students, for preparation of entrance examination home tutors play important role. They are called ‘juku’ various types of ‘juku’ (Teacher who teach curriculum) are there. Among them ‘Academic juku’ and ‘Advancement Juku’ (Shingaku juku) teach for entrance exams.

5) JASSO

JASSO is nothing but Japan Student Services Organization. It is an independent administrative agency. It comprises of twelve universities. It’s goal is to support the promotion of International Mutual Understanding and to nurture the creative resources which will in turn contribute to the betterment of next

generation by creating an appropriate environment for students studying in Higher Education Institution. They arrange Examination for Japanese University Admissions for International Students (EJU). This exam evaluates International students who wish to study in Japanese Institutions. It is comprehensive, efficient and effective implementation of the student services.

In Post Pandemic Situation, such a type of organizations if established then they will help to universities for arrangement of examination.

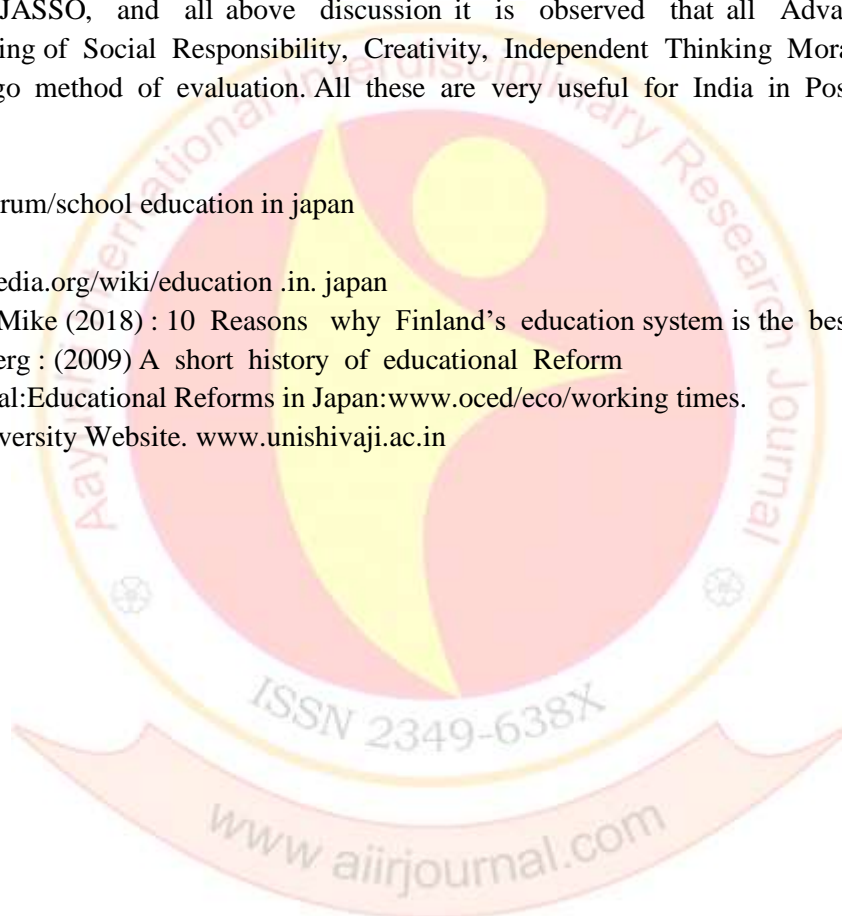
The Ministry of Education Culture, Sports, Science and Technology in Japan (MEXT) held "Japan Study Program" from 8th March to 18 March to help international students to correctly understand the current situation of Japan through various activities in the Tokyo metropolis and the Tohoku region.

In Post Pandemic situation, there is more scope for international students to study in Indian Universities. Therefore, it must be taken into consideration about the work of JASSO by Govt. of India.

From the JASSO, and all above discussion it is observed that all Advance Countries give importance to training of Social Responsibility, Creativity, Independent Thinking Morals, Student Oriented Programms, easy go method of evaluation. All these are very useful for India in Post Pandemic Era.

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Curriculum Development for Evaluation Reforms in India

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According to J .Krishnamurti the purpose of education is not to produce near scholars technicians and job handles but integrated men and women who are free from fear for only between such human beings can there be and enduring peace the problem of fragmentation compartmentalization getting relationship and interconnect ness has led to our inefficiency to achieve educational goals after independence.

Review of Educational Reforms in India

In the eon of humankind knowledge and wisdom derived from various philosophies of mankind is not in a singular way but achieved in a pluralistic approach by adding generation to the present ,time and each innovations added new things to the older ones to reshape the structure of knowledge which is in continuum. knowledge belongs do not belongs to single language, race ,nation , continent but only philosophies of thirst for knowledge and understanding creative minds to understand novel things and debug it for the advantages of human mind humankind. Indian education system has a rich history of its own and added to it with western and modern knowledge scientific knowledge to enrich its culture now the government is trying to retain our liberal approach akin to our ancient Indian universities like Nalanda and Takshila to integrate with Indian culture and tradition and knowledge into the modern technological learning by retaining Indian values. The government is trying to remove the compartments of Indian education system by removing the structure of elementary primary and higher secondary and university education into an education single-door education system to improve the education system to the standards of global education system the government set up various education commissions and national education policies at various times .There are various education committees and commissions after independence. There were University Grant Commission ,the committee Mudaliar committee ,Kothari commission ,National Education Policy 1968, National Education Policy 1986, and which is renovated in 1992, Sarva Shiksha Abhiyan, Right to education etc.

Review of NPE in India

The national policy of education NPE 1968 was prepared to improve the quality of education in the country and was focused on providing education facilities to all the citizens of the nation the policy has been reviewed in the subsequent years it was further updated in 1992 to spread knowledge and freedom of thought among the citizens of the country the education is in the count concurrent list of the Constitution of India the state governments play an important role in the development of education especially in the primary and secondary levels .NPE 1968 formulated certain principles to promote the development of education in the country. according to article 45 of Indian constitution education should be free and compulsory up to 14 years steps should be taken to ensure that child who is enrolled in the school should constructed fully complete the course. Education for next principle is education for teachers; teacher is the most important person to determine the quality of education in the country he should be honored in the society in emoluments and services. Standard should be increased with the due regards to their responsibilities and qualifications proper attention should be given for teacher's education they should also get academic freedom to write to study and speak on national and international issues. The constitution of India mentions freedom to expression to all language development, the policy had also emphasized on the development of Indian as well as foreign languages in the country. The three language formula should be introduced in which a student at the secondary level should know Hindi English and regional language of his state .The language Sanskrit has been included as an optional subject in the secondary level education opportunity for under this policy .every child of the country should get education irrespective of caste religion region or whatever the case may be special emphasis should be given to backward classes .minority children girls physically challenged children to avail the education facilities uniform education structure should be given the structure of education should be uniform throughout the country it should be 10 + 2 + 3 pattern from higher secondary to the college level uniform education structure during the course of study of each student should get an atmosphere for sports and games he should also develop the

quality of work experience and you should also participate in programs related to National construction and community services to review the progress the government should review the progress of education in the country from time to time and should present guidelines for future development NPE 1986 and revised in 1992 the national policy on education 1986 was modified in 1992. It was a comprehensive framework to guide the development of education in the country the principles included in the NEP in 1968 is also included in the new policy with some modifications and additions. The new education policy will give emphasize on retention of children in the schools at primary level the cause of the drop out of the children from the school should be statically handled by making plans the network on non-formal education in the country to be introduced and also the education should be made compulsory up to the age of 14 greater attention should be given to the back backward classes physically challenged and minority.

National Education Policy 2019

The ministry of Human resource development MHRD has constituted A committee under chairman Dr.K Kasturirangan in June 2017 for drafting national education policy the committee submitted its report in May 2019 and address the challenges such as axis equity quality and affordability and accountability place to buy the current education system then you draught in educational national policy proposes many changes in both school and higher Education and focuses more on research and innovation besides better governance systems

National Education Policy 2019 and Evaluation Policies

College evaluation should be mostly internal, prospects of students should not be determined by a single exam, the university system should move to a “continuous and comprehensive evaluation system that incorporates scholastic and non-scholastic aspects of education”. These are a few of the recommendations made by a committee set up by the University Grants Commission to help reform the evaluation system for higher education.

For theory courses, the paper suggests four evaluation models, each requiring 75% evaluation to be internal, that is, done by the same teacher teaching the course. To make a student’s future less dependent on the schedules of a university, the paper suggests “on-demand examinations” that candidates can take when they are ready. In another radical departure from current policy, it expresses scepticism about common entrance tests for admission to undergraduate programmes The Central Board of Secondary Education, the only public school board under the central government, abolished the Class 10 board exam, replacing it with the new system in 2009.

Integration of curriculum and Evaluation

Ujwala Patil; Suneeta V. Budihal; Saroja V. Siddamal ; Uma K. Mudanagudi (2018) studied on the topic of “Activity Based Teaching Learning: An Experience” The paper presents activity-based teaching learning for students. This also gives the analysis of the effectiveness of these activities. The objective of proposed pedagogical practice is to enhance the course .In the traditional mode of teaching the course was not able to make a positive impact on learning. This is because of monotonous lecturing and absence of activities. Activity Based Teaching Learning (ABTL) is an effort to overcome the limitations of traditional mode of course delivery. Progressive pedagogical models are used for the enhancement of course learning. To meet the objective different activities are designed and practiced along with class room teaching. The frame work includes teaching through games in Digital Communication course for 6th semester Electronics and Communication Engineering (ECE) students and worksheets in Basic Electronics for Its year students. In the proposed approach, the active learning provides more opportunities to learn beyond the classroom teaching. Effectiveness of these activities is assessed through academic performance. The analysis shows the enhancement in the course learning beyond the conventional teaching through ABTL. The ABTL found effective in

improving the academic performance as well as bridging the gap between the theoretical concepts and real time scenario beyond the traditional mode.

Evaluation Policies in India

A comprehensive Higher Education Policy has been developed by P S Satsangi in the form of Interpretive Structural Model ISM of higher education system. It identifies 93 elements that cover 4 subsystems in the form of hierarchical structure with the context of relationship leading to higher education is for preparing all-round personality in followed up by the rule of the committee.

There is non formal and private education. Non formal education will improve distance education and private education will improve virtual education or Cyber education. The governance policies support are to be implemented in higher education Institutions to meet the outcomes expected effectively and efficiently. The committee advocated free and affordable education to assist the weaker students in the society.

The training of the staff should be done through vocational guidance and counselling. For students vocational training should be provided and placement services to be implemented through placement cells. University should accept balanced linkages to uplift the affiliating colleges and Institutions to give special efforts are to be available for disadvantaged persons weaker sections of the society. Learning outcome based education gives clear picture of what to be imparted for students to be able to organise the curriculum, instruction and assessment. To make sure that learning ultimately happened and define outcome is nothing but educational objectives and its taxonomy in learning hierarchy and evaluation by Dr Benjamin Bloom in 1956 in the continuation. Redefining performance and the standards to provide regular reports on actual student training levels in all key outcome areas. Redesigning of future forward curriculum with a problem solving and think tank content formation and continuous activity based instructions in classroom real world settings, new resource centers and utilities. PLO encourages new curriculum design, the curriculum and evaluation inhibited in it.

Evaluation is programmed learning course outcomes, unit outcomes and lesson outcomes, we have been experimenting the taxonomy of Bloom for many years in school curriculum without gaining much result. The Indian philosophy in education for many years right from Theosophical societies to modern virtual classroom strive to bring out the best out of the learner. It is the time to think about whether such evaluation and curriculum transactions available with the structural classrooms. Constant up gradation of the curriculum limits the students from availability of learning resources, textbooks, open resources and infrastructure. The textbook is prescribed by Board of Studies of the university and there are many variations in the course outcome. Stakeholders are to be prepared for the transformation in the curriculum and evaluation. LOBE States competencies described how to demonstrate the ability to perform a specific activity as describing synthesizes, evaluation etc. Considering about active competencies what will be the performance indicators for BA courses which has a large number of learners. The performance indicators should be actually indicated in the curriculum by a theme based curriculum can bring out competencies among the learner. Looking at the history of the Liberal Arts teaching and learning activities, it is clearly visible that British imperialism set up universities for formal education to impart English and Oriental subjects to construct readable Indian population, Which will boost their activities up downward penetration theory by supplying sufficient to human power for administration. Indian education system after independence still continuing that particular education system by is descending administrators without thinking about the changes in social political transformation in India.

Adequate focus is also given to need for more proportion of testing based on internal assessment modes. In its recommendations on measuring the progress of college students, the discussion paper is strongly redolent of the Right to Education Act, 2009. Implemented in 2010, it

mandated a range of evaluation reforms. Making children repeat classes was banned until Class 8. Annual exams were replaced by “continuous comprehensive evaluation”, a system of tracking a child’s progress over the whole year. This was done through “summative assessments”, which usually took the form of an exam and showed how much the child knew, and “formative assessments”, .

In November last year, Scroll.in explained how a flawed framework for the new system, created by the central board and adopted by states, ultimately led to the failure of these progressive reforms. The new government planning to bring out evaluation reforms in accordance with new NEP 2019. “Assessments have to be continuous to include both formative and summative components in a timely fashion for continuous feedback,” the document states. “Memorisation should be discouraged and improvement in the system is possible only when the right blend of internal and external evaluation is done. Various models have been used by universities in this regard; however we propose that 75% of internal assessment be used in conjunction with 25% of external assessment. “The central school board has adopted the opposite policy for the Class 10 exam: 80% external evaluation through the annual exam and 20% internal”.

The discussion paper notes flaws in both the semester system and the year-end exams, and the stress they cause students: “The future prospects of the students centre around their performance in this single examination. These exams are conducted on fixed dates as per the university calendar...There may be students who are prepared to take the exam much earlier and set out on their career path. Others might not be adequately prepared to appear for the examination in view of personal exigencies or slow learning styles. They are faced with the threat of failure, low self-esteem and no opportunities for improving their performance in future. This leads to building up of massive stress and anxiety among them often leading to tragic results. The purpose of the system in measuring the true ability or best performance of the learners, at best, gets defeated.”

Activists and educationists expressed this view, in the context of schoolchildren. But while they judged public exams gives a summative evaluation in order to decide a future course line upon children, the discussion paper shows concern about the stress they cause in much older students. The committee on examination reforms was set up by UGC ,regarding higher education under Chairmanship of Prof.M.M.Salunkhe in 2019 and recommended As an alternative, the paper suggests on-demand exams, flexible curriculum which will “free the examination system of its inflexible time frame allowing the students to take examination when they are prepared, creating students autonomy and enabling them rather than disabling them”.

Desirable curriculum for effective evaluation

While the central Government, conducts entrance exams for professional undergraduate programmes as they are not confident in the curriculum prescribed by particular state governments.. “It may result in disinterest of students for the undergraduate studies while preparing for the proposed test,” the document explains. “India among the students who prepare for JEE, NEET, CAT etc. and aspire for admission in premium institutions.” There are two tier curriculums for each student aspiring for such examination. To remove curriculum load among the students an integrated curriculum should offered to the learners.

Ginsburg, M. B. (2010) studied on the topic of “Improving Educational Quality through Active-Learning Pedagogies: A Comparison of Five Case Studies.” Researcher use case study method for this study. To find the research questions each case study team analyzed government, international agency, and NGO/project documents (including evaluation reports) as well as examined publications and data bases incorporating relevant statistical data, the various sources (in English and other languages) were identified through an extensive search process, internet-based and through direct contact with key personnel from relevant organizations. In addition, as summarized below, the

research teams conducted individual and focus group interviews, and, in some cases, classroom observations. The study conclude that, the scholarly literature as well as the policy documents of international organizations and national government have increasingly championed student-cantered, active-learning pedagogies as a key element in improving the quality of education. Nevertheless, efforts to get more teachers to use more routinely such instructional methods have faced many challenges. In part, this reflects the reality of any change in any patterns of human behavior, in that teachers are not blank slates on whom reformers can inscribe the new pedagogical approaches: In fact, many teachers are more influenced in teaching by how they themselves were taught in elementary and secondary school than by their formal (pre-service and Inservice) teacher education. In other words, a teacher who has been taught throughout elementary and secondary school by respected teachers who used a direct transition mode of delivery and very little student-centered inquiry is likely to identify with that mode of teaching and be deeply resistant to superficial attempts to change. Nonetheless, we need to remember that such professional development activities and the attendant shifts in teacher pedagogical approach were observed mainly in international organization project-supported contexts.

A theme based curriculum means that each skill area of the curriculum is connected to a topic which we refer to as a theme. This could be a week-long theme, a month long theme, or a theme for a semester or even for a year. Sometimes themes are very specific, for example in the preschool a class the three year olds might be learning about transportation as a four week theme. All of their classroom activities would be tied into the theme during the unit. Sometimes themes are longer and more general like the third and fourth graders studying Ancient Egypt for a semester. In this case all the academic areas would touch on the theme throughout the six weeks.

We know that research shows that learning is an integrated process, and that theme-based education is beneficial in several ways. Children of all ages benefit from the connections made across the curriculum. Rather than teaching each skill or topic in isolation students are encouraged to see that at different times of the day or through different subjects we can learn about different aspects of a larger topic. In turn this helps students see connections and start to make their own connections from one experience to another. It also helps students become creative in their thinking.

Conclusion

Jason R. Wingert (2011), in the research article concludes that cross-course projects and activities are the strategies that offer opportunity for students to integrate learning from diverse fields and to develop students as holistic thinkers. These strategies have positive effects on students' perception of their learning, a finding that encourages us to continue developing curricula that provide and enhance opportunities for integration. **Boris Handal, 2011**, in the research article concludes that mathematics can be related to real- life situations. Research also strongly recommended the theme based teaching for mathematics. Theme based teaching by teachers broaden understandings of the issues surrounding and help students in high achievement Indian education system should take and leap to transform by providing proper curriculum which can create more skill oriented self-developed Personals to lead the nation and its development.

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A Review of Evaluation Reforms in India

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Neurologically as well as psychologically words have significance according to the culture in which we are brought up. Thinking is always conditioned; there is no such thing as freedom of thought. You may think what you like, but your thinking is and will always be limited. Evaluation is a process of thinking, of choice. If the mind is content, as it generally is, to remain within an enclosure, wide or narrow, then it is not bothered with any fundamental issue; it has its own reward. But if it would find out whether there is something beyond thought, then all evaluation must cease; the thinking process must come to an end.

Evaluation condemnation, comparison, is the way of thought, and when you ask through what effort or method can the process of thinking be brought to an end, are you not seeking to gain something? This urge to practice a method or to make further effort is the outcome of evaluation, and is still a process of the mind. Neither by the practice of a method nor by any effort whatsoever can thought be brought to an end. Why do we make an effort? “ Jiddu Krishnamurty

History of evaluation reforms in India

If we are to suggest one single reform we are to suggest one singular form in university application it should be that examination - Radhakrishnan Commission 1948

In order to Reform the examination system in our country the Mudaliar commission laid stress on the use of objective types of test and the internal assessment, student undergoing a certain course should be properly evaluated and certified according to his or her performance and marked in the certificate .to ensure a proper evaluation system in India All India Council for secondary education was set up by the central ministry of education in October 1995. Examination reforms have been revised by various committees and commission and various steps for the same have been taken differently in different states. National policy of education on education review committee under chairmanship of Acharya ramamurti in 1919 stated examination .In India, the higher education has so far been largely examination oriented. The examination pattern that currently exists in University structure, test memory learning. In several instances, the university certified degree holders of UG, PG or Ph.D. are subjected to another written examination before they are accepted for jobs in public or private sectors. Thus, students enrolled under the higher education system are not coming out with the desired level of knowledge and expertise.

The Present Scenario of Evaluation in India

Amidst rapid demands of constant change put forth by a globalized economy, the higher education sector in India is going through its transformation stage. The content of learning, which from the very beginning of the British era had been mainly of a general and theoretical nature, had to be given a practical basis. The country needed a large number of technicians, engineers, doctors, scientists and other skilled workers who could impart a new shape to various things in the developing economy of the country, which had been languishing under colonial exploitation for about two centuries .

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Evaluation plays a pivotal role in the educational system. The challenge then to the higher education system in the country is to create a skilled resource of the young population it has, to generate their capability to take on the bastinado of change and growth. Of foremost concern is just not the quantitative growth, but to also ensure that the students are equipped with 21st century skills for the new age enterprises and to play lead roles in sophisticated ways of conduct livelihood.

Innovation and technology can be instrumental to accelerate recognition of Indian higher education. MOOCS and Moodles can bridge by digital learning modes and online learning modes. Parameters of testing and assessment should be restructured to create the next generation knowledge workers. A whole new format of assessment tools using digital platforms need to be utilized to build the requisite skills that is required for creating skillful workforce. All students who have enrolled in higher education programmes should attain requisite skills of higher order through the intended learning outcomes. In western countries, most of the universities and institutions of higher education are assessing the students wholly on internal evaluation methods following the principle “those who teach should evaluate”. The system followed in the western countries has been accepted by the whole world and the students coming out of those countries are valued higher than the degree holders of the Indian universities”

In India, examinations play a pivotal role and are a deciding factor of career choice of students; ability to pursue the right higher qualifications and determine the degree of knowledge possessed. The global competitive forces and the privatization policies in industry have brought in tremendous changes both in terms of skill requirement and the management capabilities of human resource, thereby forcing to perform in complex situations.

Review of Examination Reforms Committee of 2019

The latest committee on examination reforms was set up by UGC ,regarding higher education under Chairmanship of Prof.M.M.Salunkhe in 2019 and recommended to implement by all state and central universities. Let’s take a review of this committee in this paper.

To understand Higher Education Policy, the Interpretive Structural Model (ISM) of Higher Education System has been referred to. It identifies 93 elements that cover four sub-systems in the form of a hierarchical structure with the contextual relationship “leading to”. The policy elements form a basis for the development of a framework for outcome based education and assessment. The Mission objective is at the top of the structure (refer structure at www.dei.ac.in), which is to develop a well-rounded person and then there are four sub-systems, namely, (1) Aims and Objects, (2) Educational-Curricular Features, (3) Organizational Policy Support, and (4) Governance Policy Support.

Integration of all Aims and Objects finally leads to the objective of developing a well-rounded person. The 30 Elements of Aims and Objects can be considered inr four aspects as follows:

A. Academic Objectives

1. Intellectual Strength
2. General Knowledge
3. Scientific Temper
4. Self-Reliance
5. Inter Disciplinary Exposure
6. Aptitude
7. Independent Thinking
8. Reasoning Ability
9. Habit of Learning

B. Moral and Spiritual Values

1. Emotional Maturity
2. Ethical Values
3. Simple Living
4. Selfless Service
5. Humility
6. Truthfulness
7. Dignity of Labour
8. High Moral Character

C.Social Sensibilities

1. National Culture & Heritage
2. Tolerance for Diversity

3. National Integration
4. Understanding Rural Life
5. Class-less & Caste-less Society
6. Political System
7. Economic System
8. Social Forces & Needs
9. Civic Sense

D. Quality

1. Respect for Rights
2. Duties & Discharge of Obligations
3. High Moral Character
4. Quality of Education

Features of Recommendations of the Committee

The Learning Outcome Based Education (LOBE) model put forward by Spadys (1988) emphasizes on the importance of Program Learning Outcomes (PLOs) that serves as a critical factor to design curriculum and steer direction of all levels of outcome, i.e. course outcomes, unit outcomes, and lesson outcomes. Learning Outcome Based Education approach, helps to focus on utilization of appropriate instruction and pedagogy, helps organize teaching and learning processes around career advancement and placement of students, helps in selection and design of appropriate assessment modes and that programmes are awarded based on demonstrated achievement of outcomes. The core philosophy of Learning Outcome Based Education rests in adhering to student-centric learning approach used to measure student's performance based on pre-determined set of outcomes. Among others, of significant advantage of Learning Outcome Based Education is in bringing out reforms in curriculum framework that has to be outcome based; constant up gradation of academic resources; raising quality of research and teaching; technology integration in the teaching-learning processes; bringing out clarity among students as to what is expected from them after completion of the programme and for teachers in bringing focus on what to teach, how to teach and evaluate.

Identification of Competencies for each Program Learning Outcome is essential as it helps to understand what students should achieve. For each Competency, Performance Indicators (PI) has to be defined which statement of expectations of students is learning. It acts as tools of assessment and provides clarity of the extent of attainment of outcomes. The strategy and plan of assessment thus, need to be mapped to the Performance Indicators which are an attempt to achieve both Course Learning Outcomes and Program Learning Outcomes. However, it is imperative for institutions to set the Program Education Objectives, Program Learning Outcomes, Course Learning Outcomes, Competencies and Indicators consistent with its Vision and Mission statements. The Program Education Objectives and the Program Learning Outcomes should be driven by the mission of the institution and should provide distinctive paths to achieve the stated goals. For instance, each discipline /domain along with core and elective courses should work towards solving. Problems and challenges faced by society at global or local levels. A review of the goals and outcomes on a regular basis forms an essential step.

LOBE is a dynamic and flexible framework, which allows organizations/institutions to design their institutional specific program education objectives to evolve continuously along with the evolution of social systems, ever changing national and regional interests.

Program Learning Outcomes also lead to design and development of a curriculum containing multiple courses with specific objectives. Course Learning Outcomes and respective course competencies and its indicators are further derived from course objectives.

Conclusion

The Pro.M.M.Salunkhe committee's one of the suggestions should be marked with an underline by policy makers and practitioners that must be On-Demand Examination .It is time, steps are initiated in the direction of providing On-Demand Examination facility to the students. A National Board may be established

to conduct Examinations On-Demand. To start with, it can conduct exams for popular degree programs. Initially, on-demand examinations can be introduced for distance programs for which it is best suited. Related syllabus, study material and QBs can be made available to the candidates. It should be open to all; no age limit, minimum requirements of eligibility etc., Extensive use of technology/automation. System should ensure highest dependability, openness, reliability, transparency and recognition.

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Assessment of Students in USA Nature And Facts in Covid-19 - A Study

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This pandemic has made all the educational schools across the world to adopt teaching online. Courses are conducted online, exams are conducted online, assignments are submitted through email, for countries like India, this is a good opportunity to strengthen the internet connectivity across rural India. Every village and towns in India should be digitally connect for better inter action between the students and teachers.

Finance minister Nirmala Sitharaman said that the top 100 universities in country will be able to start online courses via radio and television for students who don't have instant access to the internet during lockdown. Online education is being taken up in a big way. Another 12 channels will be added. it will be a great help to students in rural areas children love technology and adapt quickly. Top 100 universities will be allowed to start online courses by 30 she said.

Necessity is the mother of invention

The covid-19 crisis through schools in to alag down and possibly disputed many assessment protocol. this was no longer a case of schools and examination was taking their own time to adapt to the needs of environment.

Many terminal examinations where cancelled such as their international 13 accelerate Cambridge A - levels and Swiss maturite. This was mainly because the social issue of examination was simply not possible and the idea of subject in students to examination in the after map of school closure was not feasible.

In USA a useful set of academic assessment must be followed by other which student's datasets along with good practices for how they can be used to support students.

For steps states can take to super good assessment practice at Grass root level state policies play a significant role regarding assessments.

The steps are as follows:

1. Collect and report data from school
Schools will be completely virtual how limited in person instruction or provide a combination of the two. Furthermore, schools will provide inspection using a variety of duration options all-day or 2 days per week.
2. Adequate guidance provided to school for assessment
States can develop their own method or modify and adopt existing kitchen areas and assessment order for the sticks to use for that is the achievement network developed a specific assessment planning checklist. This resource express how to talk to make assessment are being given, and what data they provide.
3. Collection of data across the various dimensions related to learning
At the beginning of the school year and moving forward States decided to follow the dimensions which are
 1. Conditions for learning
 2. Social emotional needs
 3. Student engagement and attendance
 4. Family engagement

Student suddenly jumped on remote learning but so many problems where created. while some of these students were upset because of lack of internet access. Other were no longer connecting with school for other reasons, such as behavioural and environmental challenges or other learning hurdles. with so many students are

no longer able to receive needed services in person, it is critical for schools to reach out and engage with students and their families through other avenues.

Phoenix unified school district in Arizona, for example, if helping to identify and meet a broader range of students needs through its every student, everyday initiative

Modified policy and guidance to administrator the annual state assessment in 2020-21.

The annual state assessment is the only e constant and comparable measure available for all students related to their learning. Without this data district and school system lender will have limited to no information to understand extent of the overall academic impacts the pandemic and economic down have had on students learning and student group performance.

In which state in the annual state academic assessments in their current form is likely not practical in the circumstances of next school year. So, starting now States must work with their taste vendors and technical advisory committee to identify what is visible regarding the state wide annual assessment. In view point of above strategy there are some questions are there to answer:

How can the assessment be condensate in content and length and still provide useful results?

How can the assessment be cognizant off digital and connectivity equity concerts and be administered under different scenarios, including at home, at school or virtually at on off site location?

Above question shows that how differently the annual assessment may look next year and the unique circumstances school face, test results should not be used to formally rate teachers or school but rather should be used to inform how to respond the students needs on a classroom, school, district and state wide level.

Conclusion:

We have seen the fact and nature of student's assessment at the same time in our country also various problems and different facts are there while assessing the students in schools and colleges.

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Examination Reforms is Post Pandemic India

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Abstract

The whole world as well as our country is passing through unprecedented difficult times due to the recent pandemic out break. This pandemic has made all the educational school across the world to adopt the teaching-learning process through online mode. Courses are conduct online, assignments are submitted through email. Even various interviews are being conducted online is India like countries have got good opportunity to strengthen the interest connectivity throughout the country, specially across rural area of our country. Every village and town in India should be connected digitally for better interaction between the students and teachers. Institutes like IITs have “a sort” of infrastructure to connect students but the information shows that not all students had good interaction due to various reasons. Being a teacher in a Degree college of city of Lucknow. I have experienced that all students are not interacted all the time due to various reasons. Through this paper an effort is carried related to examination reforms is post covid-19, pandemic situation in India.

Key words: Teaching-Learning Process, functions of laboratories, examinations, online examinations, Guidelines given various aspect by UGC.

Introduction:

All universities and colleges remained closed due to national lockdown, which was started on 24th March 2020. The teaching-learning process and laboratories work and also research activities have been completely stopped at all. The schedule of Terminal Semester examinations has also got disturbed. In this pandemic situation, it is the joint responsibility of all the educators to manage multiple key issues relating to academic activities is the institutions while it is very difficult to fellow measures taken by the Government to contain the spread of covid-19. It is also important to continue the educational process making effective use of technology and other known options. Future may have various uncertainties but difficult times demand quick, concise and appropriate decisions and vision top. We must be very optimistic in this regard. We must try to reinvent work again and engage the students in effective and constructive ways. More or less we all tired in this regard and we achieved the goal up to some extent. This way we could overcome from the situation of zero session like condition. Time to time the university Grant Commission (UGC) has issued a lot of guide lines related to teaching-learning and various innovative steps regarding examinations too.

In the present circumstances, UGC constituted an Expert Committee to deliberated on these issues and make various recommendations. At the higher priority basis first we all must look towards the health, safety and security of the students, teachers and other associated academic staff, keeping all these security measures we must look towards the academic activities. Various guide lines were issued or conducting the examinations and declaration of results. After academics Examination and results next step was guided by the experts towards the participation of students in further admissions placement processes, research and training etc. Even after all the above areas were touched by the experts one more area was taken into consideration and that was a plan for the next academic session. Considering all the above, is the present situation, the following issues have been deliberated by the Expert Committee:

1. Teaching-Learning Process :

The universities are adopting offline mode, i.e. conducting classes in face to face interaction, with a few exceptions and that too, for a very few courses. Some of the universities lack adequate IT infrastructure for effective learning through e-learning method of teaching. In order to tackle the pandemic Covid-19 is the educational institutions and to ensure continuity is teaching-learning process, MHRD and UGC have issued

certain guidelines and advisories from time to time and have taken concrete steps to impart online education by making the best use of e-resources which are available on official website of UGC.

The MHRD and the UGC have been focusing to continue with the teaching-learning process using online makes such as Google Meet, Google classroom, Google Hangout, Cisco Webex Meeting, You Tube Streaming, OERs, SWAYAM Platform and SWAYAMPRAKHA. It is available on Doordarshan (free dish) and Dish TV, etc. The teachers have contributed a lot for the benefit of students during the lockdown duration by using a number of tools like zoom meeting, Whats App groups, through making the pdf of the notes and material, other social media tools and even through emails. More over using all these tools and facilities, the students also expect that the (lecturers) faculty must maintain a real contact with them. So, even after posting the lecture material online, teacher need to maintain communication with the students and discuss course material with them on a regular manner. Live lectures and conferences fulfilled the need of the students in this regard.

2 Functions of Laboratories:

Online education does not mean without laboratory experience to students. Skill development needs laboratories and workshops. These could be centers across the country to support skill development activities. These centers could be institutes colleges, universities. On the research front, it is all collaboration and not competition. Projects needs to be designed through collaboration so that laboratory or research facilities could be shared. This will lead to strong centers of research laboratories.

Like teaching, research has also suffered during the lockdown period very badly, as the laboratories were closed almost. It would be appropriate that during the period of lockdown, laboratories were maintained by research staff or teachers of the concerned department/departments on rotation basis, without violation the norms of "social distancing". However, the universities may take appropriate decision to allow Ph.D. scholars and post doctoral fellows to maintain laboratories for conduction various researches, with strict compliance of the guidelines and various important directives issued by the appropriate authorities, state government, local government as well as University Grant Commission from time to time.

3 Examination:

Like the modes of teaching-learning, most of the universities follow the physical mode of examinations, with a few exceptions, Related to this matter many colleges even universities have not sufficient (IT) information Technology infrastructure for conducting online examinations. Some institutions have hered. Some private agencies for conducting online examinations also did not seem feasible is view of the fact that examinations. Therefore, keeping is view the basic infrastructure available at the level of the infrastructure and accessibility of internet to the students, especially in remote areas, it is not feasible to uniformly adopt the online mode of examination at this juncture.

4 Online Examination:

The unprecedented lockdown due to pandemic has taken away the wind from the sails of the conventional education system. Students and faculty are confined in this homes and as a result, paper and pen exams is a traditional examination rooms are no more feasible.

A wise man said that necessity is the root of every invention. Though this cannot be applied to the subject of online examinations, the spirit of these wise words could be borrowed to understand why the Indian Education System is exploring online Examinations. Our country relies on summative assessments are in the form of end term examinations. This is more applicable in our higher education system and to some extent is the school education system.

It is quite paradoxical to note that many competitive examinations of international reput like GMAT and GRE have gone online and from home, but our higher education system finds it difficult to adopt, when the same is applied to the examination conducted by majority of schools and colleges in India. We do understand the reasons for uneasiness because the present situation is complex and demands that the online exams be administered in a manner that can be taken by the students from their home. There are a few found reasons for this uneasiness which are given below-

- 1) There is a problem of power supply throughout the day.
- 2) There is a problem of smooth connectivity to the internet, particularly in remote areas of the country.
- 3) How can the invigilation address the issue of unfair means like the use of books, access to the Internet, mobile connectivity and prompting by a friend from the background when exams are being conducted online?
- 4) At the last the adoption of technology both by faculty and student, that is, to come out of the comfort zone.

Today, most of the technology platforms are cloud based and can be accessed from anywhere anything. Thus, organizing a synchronous event to conduct examination across students dispersed geographically is probably the easiest problem to handle. Most computer devices and tabs are equipped with web camera, or we may call them the eyes of the computer which powered by some powerful AT enabled software can do magic.

Guidelines:

On the basis of Expert committee, some recommendations were given by the committee. These guidelines have been framed for examinations in the universities. The guidelines are advisory in nature and each university may chart out its own plan of action taking into consideration the guidelines pertaining to covid-19 pandemic. Some of them are as follows-

- 1) The universities may conduct terminal examinations, intermediate semester examination, year examinations in offline or online mode, as per their Ordinances, Rules and Regulations, Scheme of Examination, observing the guidelines of "School distancing" and keeping in view the support system available with them and ensuring fair opportunity to all students.
- 2) The universities may adopt efficient and innovative modes of examinations by reducing the time from 3 hours to 2 hours even to one and half hour assigned to each examination the quality at all. The process may be completed in multiple shifts and, at the same time, sanctity to evaluate the performance of a student is also maintained.
- 3) The students should be informed well in advance (at least one week) about the conduct of examinations and other related activities.
- 4) Regarding the requirement of minimum percentage of attendance for the students. Research scholars, the period of lockdown may be treated as 'deemed to be attended' by all the students, research scholars.
- 5) If the student wishes to improve the grades, he/she may appear in special examinations for such subjects during next semester.
- 6) The modalities for examination and other related activities be applied uniformly across all courses in university.
- 7) The university may conduct the practical examination and Viva-Voce Examination through skype or other meeting apps, and in case of intermediate semesters, the practical examinations may be conducted during the ensuing semesters.
- 8) The UGC will establish a Help line for monitoring student grievances related to examinations and academic activities during covid-19 pandemic.
- 9) Every university will establish a cell for handling student grievances related to examinations and academic activities during covid-19 pandemic and notify effectively to the students.

General Guidelines:

Guidelines given by UGC, related to examinations, academic calendar time to time were uploaded on its website. A part from it some general guidelines have been issued by the UGC too. These general guidelines are as follows-

- 1) Every institute should virtual classroom and video conferencing facility and all teaching staff should be trained with the use of the technology.
- 2) All the university may follow a 6-day week pattern to compensate the loss for the loss for the remaining session of 2019-2020 and the next session 2020-2021.

- 3) The university should prepare e-content, e-lab experiments and upload the same on this websites.
- 4) In view of the importance of “social distancing”, university may take necessary steps to ensure that the students are given exposure to laboratory assignments and practical experiments through virtual laboratories, sharing of the recorded visuals of laboratory work and digital resources available for the purpose.
- 5) In order to overcome such challenges in future, the faculty should be adequately trained for the use of ICT and online teaching , so that they complete teaching 25% of the syllabus through online teaching and 75% syllabus through face to face teaching.

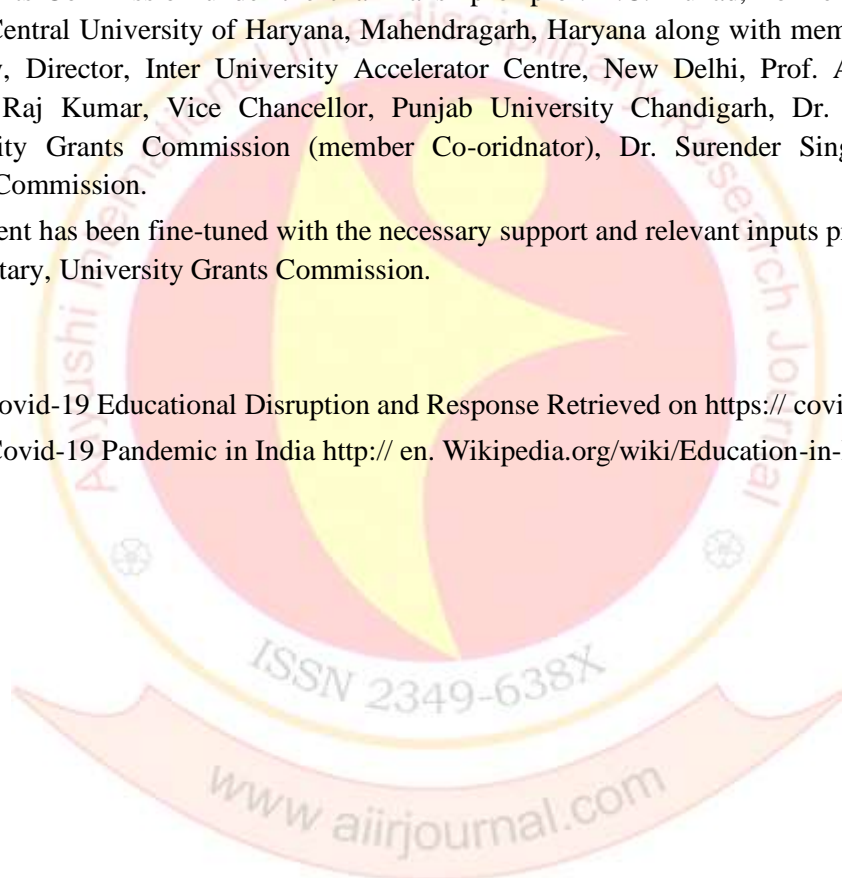
Acknowledgement

The guidelines on Examination and Academic Calendar for the university, in view of covid-19 pandemic and subsequent lockdown, has been prepared on the basis of the Report of the Expert Committee constituted by the University Grants Commission under the chairmanship of prof. R.C. Kuhad, Former Member, UGC and Vice Chancellor, Central University of Haryana, Mahendragarh, Haryana along with members which includes Prof. A.C. Pandey, Director, Inter University Accelerator Centre, New Delhi, Prof. Aditya Shastri, Vice Chancellor. Prof. Raj Kumar, Vice Chancellor, Punjab University Chandigarh, Dr. Vikas Gupta, Joint Secretary University Grants Commission (member Co-ordinator), Dr. Surender Singh, Joint Secretary, University Grants Commission.

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Addressing Examination Reforms in Post Pandemic India

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Abstract:

Every sector around world has been impacted by effects of pandemic COVID-19. The education sectors of India as well as world is too no exception. Enforcement of the world wide lock down has created very bad effect on the academic life of students. It was estimated that around 32 crore learners had stopped to go to schools/colleges, hauling educational activities. The learning from COVID-19 is that the change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms and techniques, which have not been used before especially for running educational programs This includes course creation, content creation, delivery, assessment, examination and evaluation too. The education sector has been fighting to survive the crises with a different approach and digitizing the challenges to do away with the threat of the pandemic. This paper highlights necessities of bringing examination reforms along with various modes and methods of conducting examinations in field of education.

A. Introduction:

The pandemic Covid-19 spread over world and compelled the human to maintain social distancing disrupting the education sector which is a crucial factor of a country's economic future. It affected more than 90% of total world's student population during mid April 2020 which is now reduced to nearly 67% during June 2020. Outbreak of the pandemic has impacted more than 120 crores of students and youths across the world. In India, it is estimated that more than 32 crores of students have been affected by the various restrictions and the nationwide lockdown for COVID-19. As per the UNESCO report, about 14 crores of primary and 13 crores of secondary students were affected in India [1].

The education sector including schools, colleges and universities were shut down. Classes were suspended and all examinations of schools, colleges and universities including entrance tests were postponed. Thus, the lockdown badly affected the schedules of every student. Though it is an exceptional situation in the history of education, the pandemic brought opportunities to come out of the rigorous classroom teaching model to a new era of digital model. Many educational institutions were forced to suspend their classes, examinations, internships etc. and to opt for the online modes. Initially, the educators and the students were quite confused and didn't understand how to cope up with the situation of this sudden crisis that compelled closure of the educational activities but none the less, all realized the necessity of finding alternative solutions to cope up with the changed scenario as the education and learning process cannot be stopped indefinitely.

Thus, COVID created many challenges and opportunities for the educational institutes to strengthen their infrastructure. The lockdown offered a ray of hope for teachers and students to continue their educational activities through online mode. The teachers assigned work to students via internet, delivered lectures video conferencing using different Apps like Zoom, Google meet, Facebook, Youtube, and Skype etc. There are WhatsApp groups of guardians, teachers, students and parents for keeping updated with the information[1].

B. Need Of Examinations:

An examination is primarily the assessment which is aimed at measuring students' skills, aptitude, or knowledge in one or more topics of study. A test can be administered either on paper or verbally. Examinations motivate students study topics learned in class so that they can understand the given topic in detail in all dimensions. A student will regularly revise their notes until they fully understand course concepts. Examinations require students to be logical and critical thinkers in answering questions.

Examinations often encourage healthy competition among students but with the absence of exams, students would not be compelled to compete academically among themselves.

It also enhances students' self-confidence. A healthy competition is good because it forces students to explore more and acquire more knowledge.

- Examinations help instructors to understand the key areas of a course that students have learnt.
- Examinations help the teacher to assess and evaluate the performance of students.
- Another importance of examination is the fact that it allows for fairness during the grading of student.

C. Revisiting the concept of examination:

Traditionally students are required to appear for examinations at test centre allotted to them at given time. The examination consists of writing long and short, essay type descriptive answers to the questions as per the marking scheme. It is false understanding observed among students that more marks are awarded for more lengthy answers. In a bid to write lengthy answers, students shift from writing quality answers to poor and unnecessarily long answer. This has deteriorated the basic purpose of the examination. In modern times where India is signatory of Washington accord from 13th June 2014 with the permanent signatory status of the National Board of Accreditation (NBA), considered a significant step of progress for the higher education sector in India. The Accord suggests that the graduates of any programs accredited by any of the signatory bodies be recognized by the other bodies as having met the academic requirements for entry to the practice of engineering in the area of their jurisdiction.

D. Objectives of examinations:

In modern times broad objectives of examinations are as follows:

Recall: This includes questions based on facts, principles, formulae and laws of discipline. The candidate has to mark an answer either directly from a memory or from one line computation.

Comprehension: These type of questions test the candidate's basic understanding of the field they belong to. The candidates have to draw simple conclusions from fundamental ideas in these type of questions.

Application: These are the logical reasoning based questions wherein the candidates have to answer according to their knowledge through computation.

Analysis and Synthesis: In these questions, the candidate is presented with data, diagrams, images etc. that require analysis before a question can be answered. A Synthesis question might require the candidate to compare two or more pieces of information. Questions in this category could, for example, involve candidates in recognizing unstated assumptions or separating useful information from irrelevant information.

E. Bringing about changes in examination patterns:

Flexibility in examinations -

As per the report of UGC panel on evaluation reforms, set up in May 2018 and chaired by Former Vice Chancellor of Central University of Rajasthan, Prof. M.M. Salunkhe, it was recommended that the development of question banks, relative grading, higher weightage to internal assessments and full choice-based credit transfer in all higher education institutions is to be implemented. The said reform recommendations were collected around the fact that many students graduating from undergraduate and postgraduate programmes across the country are unemployable. To change that situation, curricula and evaluation systems must focus on learning outcomes, knowledge, attitudes and skills though a more flexible framework than currently exists. While the UGC issued guidelines to all universities in 2015 to offer students a choice based credit system, the current reality is that there is little flexibility or choice for learners, said the panel. It added that students should have the freedom to opt for courses beyond their core specializations. Uniform grading and credit transfer policies must be evolved for this to work, said the report.

Efficient and aggressive use of Technology :

In the era of such pandemic the academic environment can be to enhanced with the form of on-demand examinations flexibility. Assessment should take place when the learners consider themselves ready to appear. In truly student centric academic proves the readiness to appear for evaluation depends on the learner and not institutions enabling reduced failure rate and malpractices performed by students under the shear pressure of any how passing the examinations. Thus opting extensive use of technology and automation and question papers drawn from question banks can be a confidence building positive alternative.

Opting for a true E- Outcome Based Education Model i.e. e-OBE:

Whereas Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes thus measuring student performance i.e. outcomes at different levels, it has to be disseminated and delivered through electronic – internet mode thus making it e-OBE.

Newer way and means of assessing and evaluating students for various levels according to Bloom's Taxonomy such as Knowledge, Comprehension, Application, Analysis Synthesis and Evaluation can be addressed as follows:

Parameter	Description	Evaluation
Knowledge	the ability to remember previously learned material/information	Online Exam can be conducted for Objective Type of questions, Subjective type of questions where the candidate can type answers. For online exam various types of questions like True/ False, Multiple Choice, fill in the blanks, image-based, graphical analytical, etc can be used to check competency level.
Comprehension	the ability to grasp the meaning of material.	
Application	the ability to use learned material in new and concrete situations	
Analysis	the ability to break down material/concept into its component parts/subsections so that its organizational structure may be understood	
Synthesis	the ability to put parts/subsections together to form a new whole material/idea/concept/information	
Evaluation	the ability to judge the value of material/concept/statement/creative material /research report) for a given purpose	

Examination or Assessment Process is shifting towards Online. Technology is evolving for the online exam process. Managing Online Exam Process has multiple workflows and exam attributes. It is essential to have various online exam attributes in place to manage the exam process successfully.

Various exam management softwares / platforms allow the examiners to define the online exam questions along with total marks allotted for each question. It can be a variable marking exam or exam with each question carrying the same marks. For variable marking exams, you need to define total questions with marks ranging from 1 to 5.

By conducting Online Test Series you can even publish score along with a detailed analysis of the exam to the candidate immediately after finishing the exam. Even this can be possible for Entrance Exam , Recruitment Exam. Offering various types of difficulty levels such as Easy, Very Easy, Medium, Difficult, Very Difficult, it is possible to define if exam should have specific difficulty level questions or all difficulty levels.

Administrator of exam can define various types of questions such as MCQ, fill in the blanks, conceptual, definition oriented, analytical etc. While defining the online exam you can even define the type of questions to be included as exam pattern.

Online Examination Management Systems :

Various Online Examination Management Systems in the form of either software or cloud based computing platforms are available in the market at affordable costs to academic institutions as per their requirements and needs. These platforms allow the freedom to administrators to make necessary changes as demanded.

Following table gives a fair enough idea of various such examination platforms available in the market.



Name of platform: Synap



Name of platform:
ExamBuilder



Name of platform:
Tovuti



Name of platform:
Test Invite



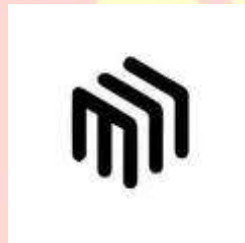
Name of platform:
YouTestMe



Name of platform:
EPractize Labs



Name of platform:
Test Gorilla



Name of platform:
Mega Exams



Name of platform:
insightGuru



Name of platform:
Conduct Exam



Name of platform:
LK Infotech



Name of platform:
Speed Exams

Along with Google forms excellent test can be set up. Even moodle has been observed to be a great solution for offering examination solution.

F. Addressing the challenge of changing examination pattern:

In this dynamic world nothing is permanent. Every stakeholder of education systems and process, too, cannot be remained untouched from the currents in changes. It is high time to adopt changes for teachers, students and management. Being the most important factor of designing and delivering the course content along with the key person in examination, evaluation and assessment, - teachers should well equip themselves with newer practice of online teaching, course creation, delivery and assessment. teachers should be able to handle and manage necessary platforms.

most importantly teachers should revisit the Bloom's Taxonomy and get well acquainted and accustomed for setting examination questions in variety of innovative and creative ways to follow requirements.

G. Summary:

Change is the only constant thing in the world. Though COVID-19 has impacted immensely to the education sector of India, it has also offered challenges and opportunities too. The priority should be to utilise digital technology to create an advantageous position for benefit of conducting examinations. It is need of the hour for the educational institutions to strengthen their knowledge and Information Technology infrastructure and student teacher community to be ready for accepting, implementing and executing changes for leveraging the benefits of speed, accuracy and cost effective of digitization in COVID-19 like situations.

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Challenges Of Teaching, Learning & Evaluation During Covid & Post Covid

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Introduction:

The covid-19 pandemic has created the largest disruption of education system in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94% Of world student population, up to 99% in low and lower middle income countries.

The sudden outbreak of covid-19 closed schools, teachers and students the world's suddenly found themselves over teaching and learning online. In China the schools shut but the classes on approach was adopted and implemented by the government.

According to report of the Ministry of Human Resource Development, Government of India conducted a survey on higher education and observed that there are 993 universities, 39931 colleges and 10725 stand alone Institutions listed on their portal which contribute to education. These institutions for the reflected the student density of India as the total enrolment in higher education every year are nearly 37.4 million Reflecting the expanding Horizons of the education industry. The sector was seen catching pace by the passing day until corona virus impacted the country intensity.

The covid-19 pandemic has raised significant challenges for the education community worldwide.

This paper focuses on which are the various challenges of remote teaching, learning and evaluation during covid and post covid . The covid-19 pandemic has no doubt reshape the way many offers approach pedagogy online and blended learning approach have been adopted by several education institutions in developed countries. The covid-19 pandemic has impacted education at all levels in various ways. Institution and teacher educator had to quickly respond to an Unexpected and forced transition from face to face to remote teaching.

Review of literature:

(According to floors and gago 2020) The need to create learning environment for student teachers doing their teacher education preparations implied decisions, choices and adaptations in order to meet not only the expectation of students but also the requirements of teacher education as well as the conditions in which both Universities and schools had to operate.

Objectives of the study:

1. To find out the Teacher's role in pandemic situation.
2. To find out teachers challenges of remote teaching learning and evaluation in covid and post covid situation

In viewpoint of abovesaid object use the challenges in view point of teachers regarding teaching learning and evaluation in covid situation is as follows:

1. **Teacher needs technical knowledge:** Turning teaching materials into digital format at short notice has been a challenge as few teachers have strong digital and ICT skills as well as it literacy. Many way of want to know which platform to use is it zoom but around their privacy issues such type of questions are To know which platform to use is it zoom but aren't there privacy issues such type of questions also raised.
2. **School readiness for remote teaching:** School readiness for remote teaching is critical so schools are at varying levels in this journey.

3. **Internet connectivity issues:** students are from different social background and not every student has access to laptop for an Internet connection hence it is not possible for such students to attend this remote online classes.

For many who are proficient at planning and teaching in the traditional classroom planning for an online setting requires some relearning.

In many low-income countries where there is poor or no connectivity to the internet or mobile networks globally about 50% and 43% of household respectively do not have a computer access to the internet for this is also a big challenge of remote teaching and evaluation.

Needless to say, the centuries-old shop can talk teaching model is being transformed into one that is self driven by technology and focuses on skill development this is resulting in new Trends coming up in post covid world that will positively impact the higher education domain and it also impact on student's revaluation the examination pattern will also be changed.

4. **Maintaining new equilibrium between students' parents and teachers:** we have always sent our children to school. Now the teachers are coming home whether we or they like it or not doesn't matter what matters is parent's teachers finding and establishing a new equilibrium and a new normal teachers and school administrators need the support and partnership of parents to achieve this.
5. **Teachers stress and anxiety:** In such uncertain times, it is normal for people to experience stress and anxiety teachers included teachers need emotional support.
6. **Differentiating and personalized teaching:** What works for one student doesn't work for another. Teachers have recognised this but have very few ways to test and make sure that different skill levels are being evaluated a new way of assessment and how teaching is conducted is important diversifying teaching and keeping it simple at sometime is a balance shot by a teacher which is hard to find in remote teaching, learning, and evaluation.
7. **Getting students to do their work Outside the classroom:** What students do at schools is just a fraction of the effort that needs to be put in for academic success. With this in mind teachers have the extra added pressure of having students put in extra effort outside the classroom.
8. **Improving learning outcome:** Designing learning outcomes that mean something and are an effective way to measure student potential and success is a big challenge in this period.
9. **Student's evaluation:** Assessment of student learning is the process of gathering and evaluating information on what students know, understand and can do in order to make an informed decision about the next steps in the educational process. Learning assessment is a fundamental feedback mechanism in education allowing all stakeholders of the learning process to what is being learned and where learning resources need to be focused. Assessment may take different modalities depending on its purpose. Along with high stakes examinations and large scale assessments, for motive assessment is under normal circumstances, carried out by teachers in the classroom as a part of teaching process, current school closures necessity, development of alternative approaches to delivering the critical feedback function of learning assessment.

In such situation of covid students and teachers are separated by both space and time. Online tools such as Google classroom and moodle can help teachers to provide feedback to students through questions, tasks, activities, quizzes. In USA and advance countries in world various online applications such as Re:cap-video response and reflation for education can be used to record performance tasks created by students and shared with teachers.

But the countries like India they are also using some online platforms for assessment of students. There are so many hurdles are there i.e. internet connectivity, lack of computer knowledge, difficulties in adopting new devices and methods of assessment etc. Although some problems are there but teachers are doing their best.

Now we want to go towards which are the various challenges in front of students during covid while they learn.

Challenges of remote learning in front of students:

1. Adaptability students find it difficult to adapt to an online learning environment immediately after traditional classroom learning due to sudden changes they are not able to adapt to the Computer Based learning. Students who have been always studying in traditional classrooms mind set are not able to focus on online learning platforms it is important for them to accept the new learning environment with an open mind thought.
2. Computer knowledge: lack of computer education is a major concern in today's world. There are many students who still cannot operate basic computers with Microsoft word or Power point for Excel things and whenever some technical issues emerged a find it hard to solve the problem in such a scenario when remote learning process is going on.
3. Lack of social gathering for students due to covid-19 it is very difficult to gather students in class students are blocked in the house at the sitting to a new routine is hard students are missing the friends probably many children's are experiencing this feeling. Now many children's get pain in eyes so in such situations handling to students properly is also being challenged to a teacher.

When we think about post pandemic situation the fact will be as follows:

1. Blended learning will automatically increase.
2. Online education will be a strategic priority at every Institution.

Very few colleges and Universities where doing absolutely nothing with online education during Pre covid era. There was wide variation however in the degree to which online education was Central to and Institutions strategic planning this will change after covid-19. In the future every president dean and Trustee will understand the online education is not only a potential source for new revenues instead online education will be recognised as core to every schools plan for Institutions resilience and pandemic.

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Use Of ICT As An Innovative Teaching Method In Higher Education And Examination System: ICT Based Examination On Demand

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Abstract

Along with the need to improve quality and access, higher education system in India, also has to internationalized in the era of globalization. Access also needs to be socially inclusive in nature. This necessitates undertaking of structural reforms in the process of Teaching Learning Examination in across universities and colleges in India. Internalization of the education system will need adoption of academic practices that are in true with the practices that are prevalent in developed countries. Greater flexibility in academic structures, constant upgrading of curricula, teaching innovations, grant and equivalence, adoption of credit transfer mechanism, acceptance of the practice of "collaborative degrees" and above all the examination reforms are key aspects which need to be translated into healthy practice by the institutions of higher education in India.

1 – Introduction: -

Information and Communication Technology (ICT) becomes a strong agent for change among many educational practices. It is evident from the study that the use of ICT in education is increasing very rapidly. The use of ICT in education lends itself to more student centered learning setting. The role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century.

Examination reforms in India taken up in post- independence period has been a change for annual examination pattern to semester system, introduction of Choice Based Credit System, adoption of continues internal evaluation and changes in the nature of question papers etc. With rapid development of ICT, introduction of ICT based teaching and examination system is possible and future ICT based examination system can improvise pattern of examination. Against this background, the present paper makes a introductory exploration of the examination on demand, system of conducting examination, which is on line based.

The need for the examination system is to shift from emphasis on memorization to giving focus on understanding and application. Testing of higher thinking abilities, understanding, application, analysis, synthesis and judgment is what an education system has to focus upon. In this direction, the ICT based Examination On – Demand System appears to be one of the better options to adopt. The paper is based on ODE system put into practice by the National Institution of Open Schooling (NIOS). Implementation of the ODE system does ensure quality of assessment of the diverse competencies of the learners and gives weightage to different areas of content in due proportion.

2 - Tools of ICT in Education:-

The new digital technologies are combination of hardware and software media. Following are the types of ICTs commonly used in education.

- Multimedia PC, Laptop Notebook
- Digital Video
- CD ROM & DVD
- World Wide Web
- E-mail & Chat
- Digital Libraries
- Computer Conference (Video/ Audio)
- E-Learning

3 – Need:

For the purpose of openness and flexibility in the learner's evaluation the system of examination on demand is appropriate. The system is based on the needs of individual student and he/she can give the examination only when he/she feels that they are ready for the examination. In a way this also reduces examination - stress that not only students, but also parents face in examination days. This system helps the student to pursue learning at her/his own pace of learning.

Taking the above facts into account, the National Institute of Open Learning (NIOS), India introduced on - Demand Examination. NIOS in India, is the largest Open Learning School in the world, and its total enrollment in last five years at X and XII standards has been 1.5 million

4 – Concept of On – Demand Exam System:

Under the ODE System, a unique question paper having defined number of items is generated randomly by the Computer (on the day of the examination) out of the already developed Question Bank on the basis of Question Paper Design and the Blue Print of the subject. The Question Paper for each student is Unique and different. Normally examinations are conducted twice a year - April and October, and in these months the students can appear for the examination, when she/he is ready.

5 – Significant Features of On – Demand Exam System:-

ODE allows students to take examination when he/she is ready. Readiness depends on students, not institution.

A: ODE permits the student to choose his/her date of examination.

B: ODE reduces chances of failure, loss of self esteem, peer group ridicule and depression that is due to Term-end examination.

C: Under ODE System information about result is immediate and this is a motivating factor.

D: Under ODE, System student can reappear any time and that helps students to plan their career.

6 – Frame work of On – Demand Exam System:

To put into practice the ODE System the following aspects have to be followed:

- Development of the Question Bank based on Design and Blue prints of the subject.
- Development of software Application programme.
- Generation of Question Paper and the corresponding Marking Scheme.

7 – Features of On-Demand Exam System:

1 - Development of Question Bank:

For the ODE system, the University / Institution need to prepare a Comprehensive Question Bank in each subject which is based on the Question Paper Design and Blue Print of the subject.

The blue print of the subject contains many cells. As per the question paper design, the desired cells are activated / marked. Quality of Questions in the Question bank is an important. Focus of the Questions is an application rather than on memorization. In addition while framing the Question Paper - the dimension of competency is kept in mind in order to test - higher abilities like reasoning and analysis. Questions are categorised according to their form, expected level of difficulty, competency being tested, and usage and testing record. Questions are prepared in the presence of subject experts. The data base of such Questions forms an Question Pool. The questions from this Pool are reviewed, edited and sample tested and finalised. The finalised Questions based on the Blue Print cells together constitutes the Question Bank Based on the question paper design and the Blue Print of the subject the Question Bank contains various types of questions - Multiple Choice Question (MCQ), Very short answer questions, short answer questions, long answer questions.

For identification each item is given a code - indicating the subject, the content area, objective being tested, the types of question and the serial number of the question/item.

2 - Development of software application Programme :

At the NIOS, the application programme has been developed in house by their own technical team. ODE application is a graphical user Interface (GUI) package, which is designed to be user-friendly wherein

the user can do the required activities by selecting different options available in different pull down menus. All activities related to ODE are given in the different Menus available in the ODE application package.

The main function of the ODE Application package is to generate a Unique yet comparable question paper for each student registered for ODE. While generating such a question paper, items or questions are taken from the question bank, randomly so that no two sets of question papers are same or repeated. Compilation of the marking scheme is another main task of the ODE application package besides maintaining the user.

Profile, Data Transfer and Data Backup. Marking scheme is compiled for each question paper. The marking scheme is compiled by the system after two profile, Data Transfer and Data back-up. Marking scheme is compiled for each question paper. The marking scheme is compiled by the system after two days of the conduct of the examination to facilitate evaluation of the answer booklet.

3 - Generation of question paper:

For each subject question paper a paper design is prepared. Generation of the question paper is based on following inputs.

- Question paper design and blue print.
- Number of items in a question paper
- Total number of items in the question bank.

8- Why change is required?

In the most of the universities in the country, teaching, learning and examinations have been so mechanized that no one wants to change or accept new challenges. Besides, uniform standard of evaluation are adopted throughout the country, isolated cases will not create faith in the reforms. The existing examination system has functioned largely as a process of filtration rather than as an instrument for raising the quality of education.

Conclusion:

ODE System reduces examination stress, and is Learner friendly as the student has the liberty to give the examination when he is ready. It is user-friendly and examines the clarity of understanding, application and skills of the student. There is also a great deal of Transparency in the conduct of Examination and results also are obtained within a short time-period.

The success of its implementation however depends upon ICT technology availability, a Computer literate examination staff and above all a computer friendly and literate student community who are mentally prepared to use ICT for examination purpose.

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Flexibility in Examination System of Graduate Students –A Study

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Abstract

The disruption in the education system in the country due to the Covid-19 pandemics necessitated several education reforms to be put on fast track. One important dimension of the education system is examination. Flexibility in examination System is the need of hours. The present study was aimed at studying the opinion towards flexibility in examination system of graduate students. It was conducted on a sample of 105 graduate students in various colleges of Shivaji University Kolhapur of Maharashtra State. Self Made online opinionnaire was used for data collection. Online opinionnaire was prepared by using Google Forms. For Conducting the present study survey method was used. The obtained data were analyzed by calculating the percentage. The findings were explained and recommendations were suggested for further study

Key Words: Flexibility, Examination System

Introduction

The COVID-19 pandemic provides both challenges and opportunities to education worldwide. Although it is a global crisis, it presents an opportunity to rethink education. In the education process teaching, learning and examinations are more important factors. Exams also need to be enjoyable if the learning process is to be enjoyable. Kothari Commission (1964-66) boldly suggested that the certificate of the student should bear his complete performance but there should be no remark to the effect that he has passed or failed in the whole examination. This is very good suggestion and can be easily implemented. As the first practical step in changing the present pattern of examinations, the All India Council for Secondary Education was set up by the Central Ministry of Education in October 1995. It gave top priority consideration to resolve the problem of examination system. The well-known International Commission on Education sponsored by UNESCO in 1992, gave their valuable comments and suggestions for reforming the system of examination. The National Policy on Education, 1986 emphasized on continuous and comprehensive evaluation and the introduction of semester system from the secondary stage. **The National Policy on Education, 1986 recommended a new approach to examinations in the following words:**

1. "Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvement in education.
2. The objective will be to recast the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for Improving teaching and learning; in functional terms.

Education reforms in the time of Covid-19 envisage 're-appear' or 'compartment' students sitting again for their exam soon after the first attempt; Considering the disruption in studies may continue for an uncertain period, Haryana State Higher Education Council has started a "Flexi-Examination System" for their post graduate students. Seven out of 17 government-aided universities of Haryana State has been introduced this system. Researcher decided to find out what is the opinion of graduate students towards the flexibility in examination system and present status of graduate examination of Shivaji University Kolhapur (MS). So i decided to undertake this survey.

Flexibility in Examination System –

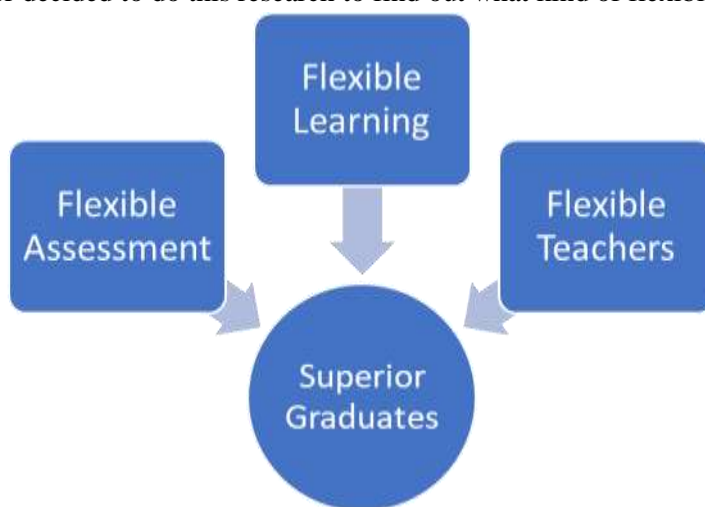
Examination Schedule shall be flexible for the students. There are four dimensions to this system. one, it provides a second chance to weaker students to clear their exams more easily.

Two, Students who are bright and have the capability of finishing their examination early, will get opportunity to do so .

Three, Students decide who should evaluate them, by what means, when to do it, how to do it.

Four, Student participation in the evaluation process.

The researcher decided to do this research to find out what kind of flexibility students need in exams.



Statement of the problem “Flexibility in Examination System of Graduate Students – A Study”

Importance of the Study

For achieving the goals of education system, there must be the drastic changes in examination system. Some examination reforms were done at university level by UGC. This study helps to know the present status of graduate examinations of Shivaji University Kolhapur .It also helps to know the attitude of graduate students towards examination system. This study helps to aware the need of flexibility in examination system. This study also helps to know the expectations of the students towards examination system.

Objectives of the Study

1. To understand the concept of flexibility in examination.
2. To know the opinions of graduate students regarding flexibility in examination.
3. To find out the present status of graduate examination.

Assumptions

1. Examination is the important part of education process.
2. Examination is the measure of assessing the all round development of students.

Limitations of the Study

1. Research is restricted to only graduate students of Shivaji University Kolhapur (MS).
2. Sample of the research is restricted to 105 graduate students.

Methodology

Survey technique was adopted to conduct the present investigation. Variables included in the present study are attitude, flexibility in examination.

Sample

The sample was selected from the graduate students. It was convenient to the research. 105 graduate students were selected by using non probability sampling technique i.e. convenient sampling technique.

Tools Used

The success of any research study depends on the selection and utilization of proper research tool. The tool selected should be feasible to administer, preplanned and well understood. Online opinionnaire used as tool of the study .This opinionnaire was prepared by the researcher by using Google Form .It consists of fifteen questions related to the examination System. Out of fifteen questions five questions has four choices, eight questions has two choices and two questions has three choices.

Data Collection

After developing the opinionnaire, researcher sent it to graduate students through Whatsapp and required suggestions were given to give the appropriate responses to the questions. The data were collected by giving the opinionnaire to them. Responses were evaluated carefully taking into the statistically measures.

Statistical Technique Used

Keeping in view the objectives of the study data were analyzed and interpreted by giving statistical treatment. This was done by logical organization of the data and use of relevant statistical technique. Percentage technique was used for analyzing the data. It is given in the table no.1

Table No.1 Percentage of responses given by the Graduate Students

Que. No.	Responses							
	Choice 1	percentage	Choice 2	Percentage	Choice 3	percentage	Choice 4	percentage
1	Within 1 month	53.3%	Within 3months	33.3%	Within 6months	10.5%	Within 1 year	2.9%
2	Three	28.6%	one	21.9%	Two	30.5%	Multiple	19%
3	4sem. Exam in 3 sem.	11.4%	6sem. Exam in 5 sem.	1.00%	6sem. Exam in 6 sem.	35.2%	4sem. Exam in 4 sem.	52.4%
4	Yes	90.5%	No	9.5%		-		-
5	Yes	80%	No	20%		-		-
6	Online	10.5%	offline	42.9%	both	46.7%		-
7	University	71.4%	College	28.6%	-	-	-	-
8	Marathi	14.3%	English	1.9%	Hindi	0.00%	All of the above	83.8%
9	Yes	61.9%	No	38.1%	-	-	-	-
10	Thinking	12.4%	Action	8.6%	Emotions	0.00%	All of above	79%
11	Objective type	24.8%	Essay type	2.8%	Both	72.4%	-	-
12	Yes	59%	No	41%	-	-	-	-
13	Yes	40%	No	60%	-	-	-	-
14	Yes	43.8%	No	56.2%	-	-	-	-
15	Yes	45.7%	No	54.3%	-	-	-	-

Analysis and Interpretation of Data

According to 53.3 percent students, re-examination of failed students should be conducted within a month. 30.5% students are in opinion that the failed students should be given two chances to pass whereas 19 percent students, say that the failed students should be given multiple chances to pass. 35.2 % students, think that the examination of six semesters should be completed in six semesters and 11.4 % students, think that the examination of four semesters should be completed in three. 90.5% students are in opinion that the convenience of the students should be taken into consideration while preparing the schedule of the degree examination. 80% students say that students should be participated in the evaluation process. According to 46.7% students, both online and offline methods are effective for conducting examinations. 71.4% students think that first year, second year & third year examination should be conducted by University authorities. 83.8% students say that Graduation question papers should be prepared in Marathi, Hindi and English medium. 61.9% students think that Students should be participated in preparing question bank with the teachers. 79% of the students, say that thoughts, feelings and actions should be evaluated through degree examination. 72.4%

students think that nature of the question paper should be both objective and essay type. 59% students say that open book examination should be used for degree examination. According to 60% students, difficulty level of the degree examination should not be the same as that of the MPSC / UPSC examination. 56.2% Students say that creativity is not tested by the present degree exams. According to 54.3% students, exams should not be as per the demands of the students whereas 45.7 % students say that exams should be as per the demands of the students.

Discussions of the study

1. Researcher found that flexibility in exams helps to prepare creative students.
2. It provides a second chance to weaker students to clear their exams more easily.
Students, who are bright and have the capability of finishing their examination early, will get opportunity to complete their exams early.
3. It was noted that, re-examination of failed students should be conducted within a month and they should be given multiple chances to pass the degree examination .
4. Some of the students (11.4%), think that the examination of four semesters should be completed in three.
5. It was found that, convenience of the students should be taken into consideration while preparing the schedule of the degree examination, students should be involved in the evaluation process and participate in preparing question bank with the teachers.
6. It was found that, students appear to prefer offline exams over online exams.
7. It was noted that, objective and essay exams seem to be preferred over objective exams
8. It was noted that, it is preferable to take an open book exam to bring flexibility in the exam.
9. It was noted that, Graduation question papers should be prepared in Marathi, Hindi and English medium but no one suggested that question papers should be prepared in Hindi medium only.
10. Near about fifty percent students suggested that exams should be as per the demands of the students.
11. More than fifty percent students suggested that Students creativity is not tested by present degree exams.

Conclusion

It was found that flexibility in exams helps to produce superior graduates. Flexibility in exams helps to create flexibility in the teaching-learning process. Student opinion shows that exams should be flexible and as per demands of the students . Exams should be flexible in terms of time, medium, marks, student facilities, student participation, format of exams, etc. It appears that, Students creativity is not tested through present graduate exams . It is necessary to change the degree syllabus and format of degree examination to prepare for UPSC / MPSC examinations.

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Examination System In India : Prevailing Detects & Suggestions For Improvement

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Introduction :

The education system of any country can have a huge difference in the quality of its population. India is the second most populous country of the world & majority of its population fall under youth category. The comprehensive concept of education aims at making individuals capable of becoming more responsible, productive & having critical understanding of social, economic & Political aspects. It is through the education process that students learn to analyze their experiences to critically examine the various aspects of life learn to doubt, to question, to investigate & to think independently. The Knowledge, Skills & attitudes of the individuals should be modified in the due course of education.

The examination system of India is criticized from time to time due to its defects. The University education commission (1948) was quite vocal regarding the defects of the examination system of our country. After this secondary education commission (1952-53) & Kothari Commission highlighted the defects of examination system & gave recommendations for the improvement of this system.

But even after so many reforms the prevalent examination system still has many defects as listed below.

1 Emphasis on Memory/Rote Learning/Ratta System :

The examination system of India puts more emphasis on the "Ratta system" & this is the major defect which needs serious attention. This defect is highlighted by many educational commissions & even by Bollywood movies such as 'Three Idiots'. This 'Ratta System' also creates phobia & nervousness leading to the use of unfair means in examination. In Indian examination system, from the very beginning, cramming is being promoted as a means to get higher marks & this creates a stressful environment for the children.

2. Cheating :

Cheating in examination at all levels of education in India is well known & from time to time the media presents such incidences. Cheating is done by students because examination demands memorization of large number of facts & figures & this demands put a lot of stress on the minds of the students. They use unfair means such as slips, mini photocopies of their help books, Bluetooth headphones concealed under their caps or turbans etc. Cheating is done by students with the help of teachers & invigilators. Cheating practice is increasing day by day & for this all stakeholders of education are responsible from policy planner to parents of the students.

3. Subjectivity :

Subjectivity is another major defect of our education system. It occurs at three levels namely first at the level of paper setting by the examiner second at the level of student who writes answer according to his/her own subjective nature & third is level of evaluator who is evaluating the answer given by the student.

The vagueness of the question set by paper setters increases the subjectivity of the answer given by the students & also creates difficulty for the proper assessment of the answer by the evaluator.

4. Theoretical in nature :

The Knowledge, Skill & attitude of the students should be assessed to properly evaluate his/her performance in the course, but the present examination system only focuses on the knowledge aspects of the students.

The theoretical nature of examination is responsible for the lack of skills even after the completion of degree.

5. Poor content coverage by papers :

The examination system is based upon the optional nature of question means a student has the option to answer one question from two or more questions & so on . This optional nature of paper setting is responsible for poor content coverage.

Most of the time, Students do not have any idea or basic understanding of the whole syllabus & they rely only on some parts of the syllabus for passing the examination. This inaffentive coverage of content by examination pattern is quite dangerous as it leads to selective study by the students & in some cases selective teaching by the teachers .

6 Techniques of paper Marking used by examiners :

The teachers mark the paper with bird's eye view by just counting the number of pages written by students for a particular answer. The teachers are more concerned about the number of answer books will help them to claim bills of thousands of rupees. Paper checking became a means to earn more money by the teachers and this type of checking is harmful for the students who are had working & studies a lot for examination.

Suggestions for the Improvement of the examination system

The objectives of examination are not fulfilled through this kind of system. So same humble & practical suggestions are presented here to improve this system.

- 1) Examination should be based on understanding & analytical ability of the students. Different forms of questions should be framed so that different abilities of the students.
- 2) Memory based questions should be avoided as far as possible.
- 3) Proper arrangements save as CCTV Cameras, strict invigilators in the conduit of examination & adequde guidance to students to avoid unfair means in examination should be done to control cheating in examination.
- 4) In marking the answers sheets, due weight age should be given to the original ideas of the students, their conceptual understanding & creative expression.
- 5) Proper care should be taken to avoid optional arrange ment of paper setting paper should be framed in such a way that it should cover the whole syllabus.
- 6) An attempt should be mode to bring necessary examination reform in the educational system.
- 7) Teachers should be trained with new developments in the examination pattern.
- 8) Examination should be planned in such a way that these teach the students to organize & utilize their knowledge effectively.
- 9) Proper weight age should be given to the practical components.
- 10) The timings for theory examination which is mostly three hours should be reduced.
- 11) Examination should be treated as means & not as the end because the purpose of examination is to help the child to learn more to achieve the educational objectives.

Conclusion :

The examination system in India is criticized for it's dates from time to time but even today the main focus of examination system is on knowledge aspects thus ignoring the skill & attitude components. This paper contends to explode the existing defects in prevailing examination system in India & offers some practical suggestions to improve the system. The examination system should be more holistic, humanistic & genuine so that students should learn from their examinations.

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Experience Sampler Smartphone App: A New Way Of Study

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Abstract

The main aim of the article review is that to identify the history of experience sampling method, and evaluate the experience sampler Smartphone App. The advantages and disadvantages of experience sampling method also key part of this review. For this purpose, Experience Sampler: An Open-Source Scaffold for Building Smartphone Apps for Experience Sampling online article by Thai, Sabrina and Page-Gould, Elizabeth and published in Psychological Methods (December, 2018) was taken. The review has shown the new way of individual life experience of daily life. There are some advantages and disadvantages also in the app but it is the proper way to assess the individual life experience of daily.

Key words: Experience Sampler, Smartphone App

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Introduction:

The Experience Sampling Method is an examination strategy for considering what individuals do, feel, and think among their everyday lives. It comprises in inquiring people to give efficient self-reports indiscriminately events along with the waking hours of an ordinary week. A set of these self-reports from an example of people make a documented record of day-by-day encounter.

Conner and his colleagues have given the definition as Experience sampling is a survey research method that repeatedly assesses people's experiences as they occur in daily life (Thai, Sabrina and Page-Gould, Elizabeth, 2018).

Utilizing Experience sampling, it moves toward becoming conceivable to address such inquiries as these: How do individuals empower their energy? What do they more often than not feel like when occupied with different exercises? How boys and girls, young people and adults, do exasperate and typical examples contrast in their day-by-day mental states? This part depicts the Experience Sampling Method and represents its utilization for concentrate an expansive scope of issues.

The beginnings of enthusiasm for day-by-day encounter and the causes of the technique can be followed to various sources inside the field of Psychology. One of the most punctual spokespersons for the logical investigation of regular daily existence was Kurt Lewin (1935, 1936), who advocate examination of the "topology" of every day movement. He trusted that, by looking at the mental life space, it is conceivable to comprehend the powers that structure every day thought and conduct.

Aim:

- To assess and criticise the experience sampler an Open-Source Scaffold for Smartphone App.

Objectives:

- To identify the history of experience sampling method.
- To evaluate the experience sampler Smartphone App.
- To find out the advantages and disadvantages of experience sampling method.

• The development of Experience sampling method:

The First generation: experience sampling researchers would give participants a packet of printed surveys and a pager, signalling participants to complete new surveys with the pager. The first major revolution

in experience sampling methodology occurred with the invention of the personal data assistant (PDA), which were small personal computers that could be used both to signal participants and provide the survey interface. PDAs also offered greater control over the data collection process, such as the ability to limit access to the PDA between responses and time stamp responses (Burgin, Silvia, Eddington, & Kwapil, 2013). However, both the pager and PDA approaches required researchers to purchase hardware upfront, give it to participants, and recover it after data collection. Over the past decade, pagers and PDAs have been largely replaced by smart phones and tablets.

The Second Generation: A popular modern approach uses the short message service (SMS) on smart phones. The SMS method uses text messages as a signalling device by texting the participant a hyperlink to an online survey, which is accessed through their phone's web browser. This approach drastically lowers researchers' hardware costs because participants can use their own devices. Using existing phones also makes experience sampling fit in more naturally with participants' daily routine. Furthermore, researchers only need to know how to create an online questionnaire using their favourite survey program. The downside to this approach, however, is that participants must have cellular connectivity to receive signals and respond to new surveys. If participants are in an area with no cell phone service then they will receive their signals much later than intended or may even miss the survey altogether. Some cell phone carriers charge for receiving text messages, which means participation, may cost some participants money in addition to time. Altogether, SMS approaches have reduced the upfront costs to experience sampling and the barriers to conducting an experience sampling study, but they still have operating costs and limitations.

The Third Generation: Another approach using smart phones is to collect data with an application (Apps) installed locally on participants' smart phones. Similar to the PDA approach, the device itself is used for both signalling and data collection. Furthermore, depending upon how the app is programmed, it may not require constant cellular connectivity. This approach also allows researchers to take advantage of all the smart phone's features, unlike the SMS approach. E.g., participants can use their smart phone cameras to take pictures of their surroundings or interaction partners. Researchers can also program apps to record GPS data to fully understand the participants' physical surroundings during survey completion and take advantage of accelerometer sensors to detect whether participants are moving or staying still. Currently, researchers who want to use a local app for experience sampling must buy a license for one of the current apps available or program an app from scratch in-house.

- **Current scenario of Experience Sampling:**

Now a day's many of these apps are only available for one platform like Android, limiting the population from which the participant sample is drawn, resulting in selection bias. Some of the apps designed specifically for experience sampling require researchers to interact with a third-party company to customize the app for their study, which can be quite costly. Some of these apps have quotas for the number of participants that can be run or the total number of signals researchers can send, placing an unnecessary limit on the research design and statistical power. Furthermore, many of the apps available are not designed specifically for experience sampling and may lack the necessary features. In addition, the existing apps may demand additional fees before allowing researchers to take full advantage of the smart phone features. Truly, the most economical and flexible way to collect experience data is with a custom programmed app, but designing an app from scratch requires advanced programming skills.

Researchers have designed an open-source scaffold for creating smart phone apps, Experience Sampler, to address and reduce many of the barrier's researchers face when conducting experience sampling studies. Experience Sampler allows other researcher to create a smart phone app that is customized for our experience sampling study.

Explanation of Experience Sampler:

Experience Sampler is an open-source scaffold for creating smart phone apps that are compatible with both Android and iPhone devices. An Experience Sampler app appears as an icon on the home screens of participants' smart phones. When it is time to take a survey, a notification pops up and chimes to signal to participants that they should take a survey. Participants tap the notification to launch the app, or they can tap on the app's icon directly to launch it. Once the Experience Sampler app is launched, participants complete the

survey through the touch screen interface of their phones. At the end of the survey, the app will send the data to the server if the device is connected to the Internet either through cell connectivity or a Wi-Fi network. Researchers can also implement a feature that will prompt participants to resend the data after re-connecting to the Internet if the device is not connected when participants have completed their survey. If participants are unable to send the data immediately after completing the questionnaire, the most recently stored data will be uploaded to the researchers' server or a spreadsheet in the researchers' Google Drive account the next time the app is open when participants are connected to the Internet. Experience Sampler includes Likert scale, MCQ, Open ended questions, Check list, and Logic questions are the part of the survey.

Study with the help of Experience Sampler:

Researcher studied the effectiveness of Experience Sampler with data collected in a study that we conducted to examine cross-relationship comparisons and social interactions in daily life. Researcher has recruited 168 smart phone users those who passed the initial screening of at least a high school education, their own an Android phone/iPhone, those who are currently dating or married, those could participate in the study with their partners, could attend two lab sessions with their partners on these criteria the. 149 participants included in the study. 149 participants had phones and operating systems that were compatible with the app.

Participants who met the study inclusion criteria were invited to an in-lab information and intake session. During the intake session, research assistants taught the participants about cross relationship comparisons (comparing one's own relationship to other relationships) and reviewed the experience sampling questions. Participants then completed an intake questionnaire. The experience sampling portion of the study started the second day and lasted seven days. After the experience sampling period, participants returned to the lab to complete an exit questionnaire and debriefing session. Participants were also asked that researcher could contact them in 6 months to complete a follow-up questionnaire.

The results of the study that the Experience sampling studies provide researchers with detailed descriptions of the psychological processes that individuals experience in their daily lives. The increasing prevalence of smart phones has made conducting experience sampling studies easier than ever.

Advantages of Experience sampler:

This method offers various advantages that can complement traditional laboratory methods and help researchers to better understand human behaviour.

- Experience sampling increases the ecological validity of research findings because data is collected in natural.
- Experience sampling as spontaneous contexts on multiple occasions, which increase the representativeness and generalizability of data.
- Experience sampling data is collected in the moment, which means that recall bias has less impact on measurement.
- Experience sampling allows researchers to distinguish between within-person and between-person processes by repeatedly measuring the same person, which also increases statistical power.
- Experience sampling allows researchers to study low intensity behaviours or events that may be difficult to capture using more traditional methods.

They had mentioned all these are the advantages of Experience sampling and this is massive popular in behavioural sciences. Experience sampling is easier to conduct experience sampling studies due to technology in present era.

Disadvantages of Experience sampler:

Experience Sampler has some limitations as below:

- Experience Sampler apps can only be used on Android and iOS devices, researchers who are concerned about selection bias.
- Experience Sampler scaffold is not natively coded for Android and iPhone, researcher must depend on other programmers coding natively using Java and Objective-C.

- Experience Sampler usually requires updates whenever major platform updates occur, such as when a new iOS version is released.
- Experience Sampler does require some programming skill; the programming ability required is similar to adapting existing syntax for a new set of statistical analyses.

Conclusion:

The above Advantages and disadvantages of Experience sampler may minimise through proper statistical and psychometric methods. But In recent years; many scientific studies have come under scrutiny as being false positives, in part because results lack the statistical power necessary to detect effects of interest. Experience sampling studies help address this concern by allowing researchers to study processes as they unfold within each person – increasing statistical power and across a wide variety of contexts in daily life increasing ecological validity. Furthermore, experience sampling studies can help develop a better descriptive understanding of how various phenomena operate so that researchers can develop better theories informed by data.

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Digital Transformation In Examination

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Introduction:

Examinations are a formal assessment process in any field, where each and every candidate has to showcase their knowledge and proficiency in a given subject or topic of their choice. They are administered with varying purposes and at varying frequencies by an assessment or recruitment body of the particular field.

Year 2020 witnessed pandemic of COVID-19, (*"A pandemic is basically a global epidemic -- an epidemic that spreads to more than one continent," says Dan Epstein, a spokesman for the Pan American Health Organization, a regional office of the World Health Organization - a disease that spreads over a whole country or the whole world.*") this pandemic spread its dark shadow globally. It effected human life in all aspect personally, physically, mentally, financially, economically also educationally. When people were not allowed to move out of house, forget about running of school, colleges and universities.

When the lockdown was declared during March-end; the schools, colleges and educational institutions were at the peak of their teaching, examination and academic-financial activities. This COVID situation, in fact, emerged into three major developments in the education sector viz.; i) emphasis on online mode of teaching, ii) transfer to next academic year by relaxation of qualifying exams and iii) partial opening maintained by distancing. However, focusing on the online mode, we need to decide whether it is incidental in response to the pandemic or an entirely new model for the education system

The structure of schooling and learning, including teaching and assessment methodologies, was the first to be affected by these closures.

According to a decision from the President, examiners are allowed to change the form of examinations, such that they do not necessarily follow the course plan, as long as they test for the same learning objectives. The purpose is to give the examiners a possibility to find the best and most legally secure solution as possible. This also means departing from certain regulations. The main form for written examinations during the spring will be digital examinations conducted remotely. A few pilot studies will be conducted to find ways to carry out the examination on campus in an infection-proof way, for courses where having the examination on location is important. Later it was informed about how examinations shall be carried out via the course room. This gave rise to "EXAMINATIONAL REFORMS"

The main purpose of any educational reforms is to transform school structures with the aim of raising the quality of education in a country. Educational reforms deserve a holistic examination of their reasons, objectives, application and results generated, by those within the school systems where they are implemented. One educational challenge at present in our country was recognised, which in turn affect the course of examination reform.

The present paper attempts to review some reflections made by the government, educationist and by teachers on some aspects of the dynamics established in the field of education. The documents are taken from internet which the references are made authentically.

E-Documents review:

Impact

Education

Maharashtra government cancelled all the exams from grades 1–8 to make it easier to contain the Coronavirus outbreak among school students. The students of grades 1 to 8 were directly promoted to the next grade.^[111] Mumbai university cancelled the examinations of its first and second-year students

respectively^[112] and the education minister of Maharashtra wrote a letter to the university to cancel the examinations of its third-year students.^[113]

➤ **Education**

On 16 March, the union government declared a countrywide lock-down of schools and colleges.^[123] On 18 March, CBSE released revised guidelines for examination centres.^[124] This includes maintaining a distance of at least 1 metre between the students taking the exam with a class not having more than 24 students. If the rooms of the examination centres are small, divide the students and make them sit in different rooms. On 19 March, CBSE and JEE main examinations were postponed till 31 March.^{[125][126]}

On 20 March, Maharashtra government cancelled examinations for class 1 to 8 and promoted the students to the next classes, whereas examinations for class 9 and 11 were postponed till 15 April.^[127] Madhya Pradesh Board of Secondary Education postponed board exams for class 10 and 12 and asked school principals to promote or detain students of class 5 to 8 based on their performance in previous terms.^[128] Board exams of class 10 and 12 were postponed in Kerala.^[129] Assam government cancelled all exams till 31 March.^[130] The Union Public Service Commission also postponed the interview for the Civil Services Examination 2019 to be held from 23 March to 3 April.^[131] The SSC exams in Tamil Nadu and Puducherry were postponed to 15 April.^[132]

➤ **Home / Education / Board Exams / Maharashtra teachers demand release of time table, paper pattern for board exams**

Teachers have urged the government not to change the pattern of examination paper to save students from confusion.(HT Photo)

BOARD EXAMS

Maharashtra teachers demand release of time table, paper pattern for board exams

In early November, Maharashtra education minister Varsha Gaikwad had announced that the conduct of SSC and HSC examinations are unlikely before May due to the prevailing conditions in the state.

➤ **Home / Cities / Mumbai News / HSC exams after April 15, SSC tests after May 1: Maharashtra minister**

Usually, exams for HSC (Class 12) begin in February, while those for SSC (Class 10) begin in the month of March. However, owing to the Covid-19 outbreak and the ensuing lockdown, the education department has decided to push the exams to April and May.(HT FILE)

MUMBAI NEWS

HSC exams after April 15, SSC tests after May 1: Maharashtra minister

The state board will come up with a detailed timetable soon

➤ **Home / Cities / Delhi News / Covid-19: On day one of DU entrance exams, special arrangements at centres, some students skip**

A student sanitizes her hands while exiting after sitting for the Delhi University (DU) entrance exam, at New Delhi Institute for Information Technology & Management, in Kalkaji, New Delhi.(Sanjeev Verma/HT PHOTO)

Delhi News

Covid-19: On day one of DU entrance exams, special arrangements at centres, some students skip

Entrance exams for 37 courses were held on Sunday in three slots — 8am to 10am, 12pm to 2pm and 4pm to 6pm

Home>Education

UGC to revise exam guidelines in view of COVID-19 crisis

The development comes after the HRD ministry asked the UGC to revise its guidelines keeping in mind the extraordinary circumstances owing to the pandemic.

Delimiting The Collection Of Documents, Above Are Few Elicits Of The Transformation Taken Place Due To Pandemic Which Gave Rise To Digital Transformation In Examination:

Digital Transformation In Examination

This contribution is developed from a review of the policies, continental programmes and realities that are necessary to understand the present situation and to glimpse future of reforms in the education of present century

The following modifications with respect to ONLINE examination were as follows

Ability to proctor the exam remotely via camera

- All examinations must be grade-differentiated between level UG to PG, if specified in the syllabus and test all the learning objectives that would have been tested at regular exams.
- It is not possible to take a double examination
- The examiner can shorten the exam time
- It is not possible to "plus" (retaking an exam in a course you have already passed, to raise its grade). The process of arranging and preparing remote exams is very demanding for personnel and resources. Accordingly it needs to focus on those students who have not yet passed the exam.
- Exams carried out remotely are not anonymous. In cases where exams are carried out on campus, the ordinary regulations apply, and students will be anonymous to the examiner.
- All aids are allowed. However, it is not permitted to cooperate with or take help from another person. In cases where exams are carried out on campus, the ordinary regulations apply, and the examiner decides which aids may be used.
- Students who need support with remote examinations due to technical conditions should receive it. Contact the examiner for discussion.
- HRD Minister releases UGC Revised Guidelines on Examinations and Academic Calendar for the Universities in view of COVID-19 Pandemic

07-Jul-2020

The Commission in its emergent meeting held on July 6, 2020 accepted the Report of the Committee and approved the 'UGC Revised Guidelines on Examinations and Academic Calendar for the Universities in view of COVID-19 Pandemic'.

The highlights of the Guidelines are as under:

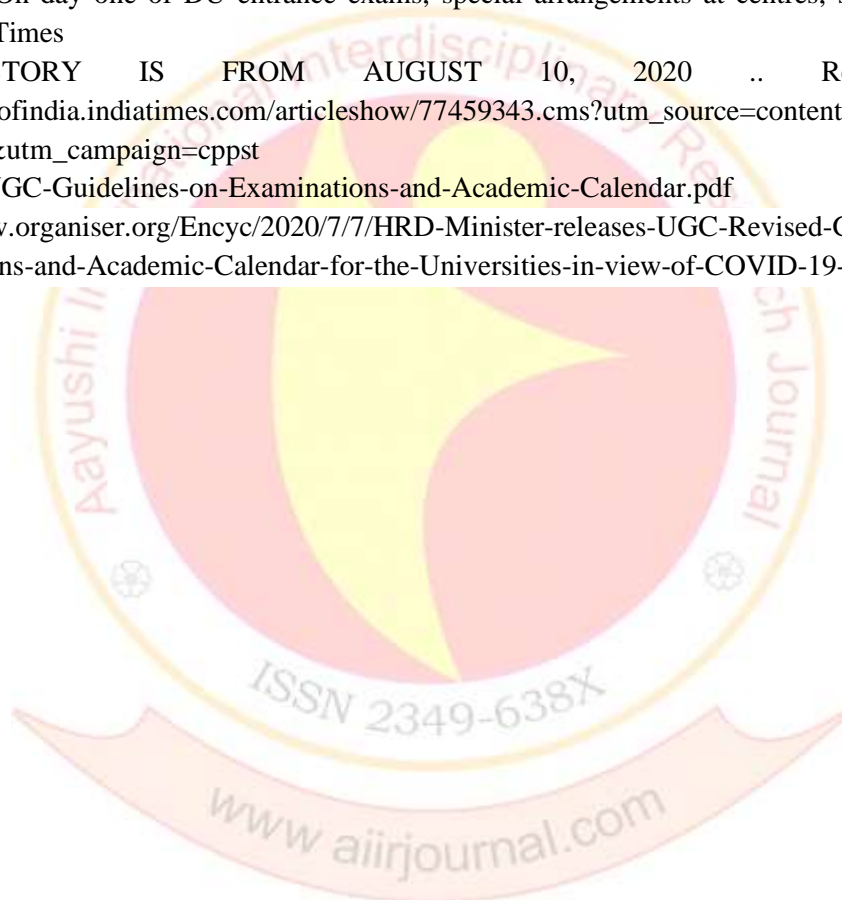
- In view of the emerging situation related to COVID-19 pandemic in India, it is important to safeguard the principles of health, safety, fair and equal opportunity for students. At the same time, it is very crucial to ensure academic credibility, career opportunities and future progress of students globally. Academic evaluation of students is very important milestone in any education system. The performance in examinations gives confidence and satisfaction to the students and is a reflection of competence, performance and credibility that is necessary for global acceptability.
- The terminal semester(s)/ final year(s) examinations be conducted by the universities/ institutions by the end of September, 2020 in offline (pen & paper)/ online/ blended (online + offline) mode.
- The students of terminal semester/ final year students having backlog should compulsorily be evaluated by conducting examinations in offline (pen & paper)/ online/ blended (online + offline) mode as per feasibility and suitability.
- In case a student of terminal semester/ final year is unable to appear in the examination conducted by the University for whatsoever the reason(s) may be, he/she may be given opportunity to appear in special examinations for such course(s)/ paper(s), which may be conducted by the university as and when feasible, so that the student is not put to any inconvenience/ disadvantage. The above provision shall be applicable only for the current academic session 2019-20 as a one-time measure.
- The guidelines regarding intermediate semester/ year examination, as notified on April 29, 2020 will remain unchanged.
- If need be, the relevant details pertaining to the Admissions and Academic Calendar in the universities and colleges shall be issued separately in place of those mentioned in the earlier guidelines issued on April 29, 2020.

Conclusion:

The use of technology is inevitable in a pandemic and making technology as a part of life was the need of an hour. We have shown that despite of daunting challenges, the whole country could be able to successfully support examination remotely observing all personal protection measures and safe distancing. The most important and admirable point is that despite special measure and process due to the COVID-19 pandemic, we are still able to retain the format and maintain the validity and standard of the examination by embracing the new technology.

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A Study Of The Online Examination During COVID-19

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Abstract

The outbreak of COVID-19 across the world has challenged the education system. This pandemic also created some opportunities to adopt the new mode of teaching, learning and evaluation. There is an urgent need to redesign a flexible course syllabus, change the teaching-learning style and rethink over the examination system. Entire education process must be overhauled in such a manner that it can easily adopt online mode of transaction because it is going to become a new normal in the education sector. Examination reform is always a matter of great concern for almost every commissions and committees constituted to look after the well-being of education system in our country. Online examination can solve many problems that are prevailing in the present examination system. This mode of examination should be adopted to reduce the time, cost and manpower involved in offline examination system, to have control over leaking of question paper and other malpractices, and to reduce the unnecessary tension and fear that are very common features of traditional paper-pencil examination.

Key Word: Online Examination

Introduction

Corona pandemic has shown its great impact upon every sphere of life. Education sector has also suffered a lot. When India imposed complete lockdown in the month of March, 2020, educational institutions across the country were seriously engaged in completing the curriculum and preparing for the conduct of examinations. In order to cope up with this unwanted situation experts suggest online mode to carry forward the teaching-learning and evaluation activities. Although online mode of education has its own advantages and if implemented properly, it can be a solution of many serious problems that are prevailing in our education system. But I must say that online mode was “imposed” to the teachers, students, and parents. I am using the term “impose” only because we were not exposed with online system of education and therefore not mentally prepared to accept it suddenly. But there was no other option left over than to accept it. It was also a matter of great satisfaction that the teachers and students not only accepted the online mode of education but also managed to complete the syllabus. After that how to conduct the examination for the different courses was a big question for all the colleges and universities. Till the month of October, everyone was in dilemma that whether students will be promoted to the next course without taking examination or not. It was finally decided by the UGC that examinations for the final year students of all the courses must be conducted. Here the actual problems start as how to conduct online examination? Ultimately universities decided to conduct online examination. This paper tries to know the opinion of the students who appeared in their undergraduate examinations conducted by Shivaji University, Kolhapur during CORONA pandemic.

Statement of the problem

A Study of the Online Examination during COVID-19

Significance of the Study

Although online examination is not a new concept but it is also true that in our country it is not practiced by higher education institutions for the purpose of awarding degrees to the students. This is the first time that our university has conducted online examination. That is why it is very important to know the students' opinion about this new mode of examination. This study is helpful in knowing the experiences and expectations of the students regarding online examination. The present study is also helpful in suggesting the university about the lacuna if any found in the online examination so that university can take necessary action for further improvement. This study is an attempt to make the online examination more students friendly.

Objectives of the Study

1. To understand the concept, need and procedure of conducting online examination.
2. To know the opinions and experience of the students on different aspects of online examination conducted during COVID-19.
3. To suggest the university and other institutions regarding the further improvement in conducting online examination.

Hypotheses of the Study

There were fourteen questions given to the students to know their opinion. Each question is treated independently and hence fourteen null hypotheses were tested.

1. There is no significant difference between the observed and expected frequencies in the doubts about the smooth completion of online examination.
2. There is no significant difference between the observed and expected frequencies in the starting of online examination on stipulated time.
3. There is no significant difference between the observed and expected frequencies in the technical problems faced by the students during the online examination.
4. There is no significant difference between the observed and expected frequencies in the proper instructions given on the online question paper about how to take on the online examination.
5. There is no significant difference between the observed and expected frequencies in the timely completion of the online examination.
6. There is no significant difference between the observed and expected frequencies in the proctoring to avoid copying during online examination.
7. There is no significant difference between the observed and expected frequencies in the inclusion of essay type questions in online examination.
8. There is no significant difference between the observed and expected frequencies in the help of online examination in in-depth understanding of the subject.
9. There is no significant difference between the observed and expected frequencies in activating the thought process through online examination.
10. There is no significant difference between the observed and expected frequencies in giving equal justice to all the components of the syllabus.
11. There is no significant difference between the observed and expected frequencies in the comparison of easiness between online and offline examination.
12. There is no significant difference between the observed and expected frequencies in ambiguity in the questions asked in the online examination.
13. There is no significant difference between the observed and expected frequencies in the willingness to appear again in the online examination if conducted in their next course.
14. There is no significant difference between the observed and expected frequencies in the decision of the university to conduct online examination according to the convenience of the students.

Limitations of the Study

1. This study is restricted only to the students who have appeared in the online examinations conducted by Shivaji University, Kolhapur (Maharashtra).
2. Sample of the research is restricted to 66 students.

Methodology

Survey method was used to conduct the present study. An opinionnaire comprises of fourteen items was prepared by the investigator using Google form. This opinionnaire was sent to the WhatsApp group of the students to share their experience regarding the online examination in which they have recently appeared. Out of 110 students, 66 students had registered their response. Students had to respond either 'Yes' or 'No' for all the 14 items in the opinionnaire.

Keeping in view the objectives and the hypotheses of the study, collected data were analyzed by using Chi-Square Test (X^2). The Chi-Square Test was used to know the significance of difference between the observed and expected frequencies of the responses.

Analysis and Interpretation of Data

All the 14 hypotheses based on the 14 items given in the opinionnaire were computed using Chi-Square test. The calculated X^2 value and level of significance for all the 14 items are given the following table.

Table
Difference between Observed and Expected Frequencies (X^2 Value)
and Level of Significance

Item/Hypotheses	X^2 Value	df	Level of Significance
1. Doubts about the smooth completion of online examination	26.74	1	.01
2. Starting of online examination on stipulated time	40.96	1	.01
3. Technical problems faced by the students during the online examination	6.06	1	.05
4. Proper instructions given on the online question paper about how to take on the online examination	40.96	1	.01
5. Timely completion of the online examination	44.18	1	.01
6. Proctoring to avoid copying during online examination	24.24	1	.01
7. Inclusion of essay type questions in online examination	40.96	1	.01
8. Help of online examination in in-depth understanding of the subject	7.34	1	.01
9. Activating the thought process through online examination	0.06	1	N. S.
10. Giving equal justice to all the components of the syllabus	13.64	1	.01
11. Comparison of easiness between online and offline examination	15.56	1	.01
12. Ambiguity in the questions asked in the online examination	0.24	1	N. S.
13. Willingness to appear again in the online examination if conducted in their next course	7.34	1	.01
14. Decision of the university to conduct online examination according to the convenience of the students	47.52	1	.01

Note: Critical Value of X^2 with df 1 at .05 Level is 3.84 and at .01 Level is 6.64.

From the above table it can be said that there is a significant difference between the observed and expected frequencies of the responses for the hypotheses no. 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14 because the computed value of X^2 found for these hypotheses is more than that of the critical value with degree of freedom one. Hence the null hypothesis no. 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14 are rejected.

From the above table it can also be said that there is no significant difference found between the observed and expected frequencies of the responses for the hypotheses no. 9 and 12 because the computed value of X^2 found for these hypotheses is less than that of the critical value with degree of freedom one. Hence the null hypothesis no. 9 and 12 are accepted.

Observation

1. Students had a lot of doubts before appearing in the examination about the smooth completion of their examination.
2. It was found that online examination was started on its stipulated time.
3. There were no technical problems faced by the students during the online examination.
4. Students are in opinion that proper instructions were given on the online question paper. This reduced their tensions and doubt about how to take on the online examination.
5. It was found that online examination was completed on time.
6. It was also found that the university has taken proper care of proctoring to avoid copying in the examination.
7. Students do not have their opinion in favour of including essay type questions in online examination.
8. Online examination is helpful for the students in in-depth understanding of the subject.
9. Students are in opinion that online examination is not useful in activating their thought process.
10. Questions asked in the online examination were prepared from the entire syllabus and given equal justice to all the components of the syllabus.
11. Students found the online examination easier as compare to offline examination.
12. Ambiguities were found in the questions asked to the students in the online examination.
13. Although the students had a lot of doubts before appearing in the online examination but it was found that they are willing to appear again in the online examination if conducted in their next course. It is because they found the online examination much easier.
14. It was found that the university took proper care of the students' convenience before deciding to conduct online examination.

Conclusion

On the basis of the above observations it can be concluded that –

1. Students do not have any doubt and ready to accept online examination because they found it much easier.
2. Starting and completing the online examination on time and without any technical problems motivated the students to take on this type of examination in future.
3. In a very short period of time the university conducted this examination very smoothly keeping in mind student's convenience.

Suggestions

On the basis of the above findings, following suggestions are given for further improvement in conducting online examination-

1. University should plan properly and well in advance so that all the colleges should train their students for online examination to avoid eleventh hour perplexity. This training can also include how to write the answer of short answer type and essay type questions if asked in the online examination.
2. The paper setter should be trained to prepare the questions which can be helpful in developing student's thought process.
3. The university should develop a question bank for all the subjects with the help of the paper setter. The questions should be scrutinized by a team of experts in the respective subjects so that all types of question covering the entire syllabus can be included. It will also eliminate the ambiguity in question papers.
4. Online examination can be the solution of many problems related to evaluation process, so university should think over conducting online examination after the COVID-19.

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निवड आधारित श्रेयांक प्रणालीची उच्च शिक्षणातील उपयुक्तता

डॉ.शशिकांत अन्नदाते

सहाय्यक प्राध्यापक

महावीर महाविद्यालय, कोल्हापूर

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परंपरागत उच्च शिक्षण पद्धतीत विद्यार्थ्यांना पूर्वी एखाद्या विद्याशाखेतील शिक्षण घेत असताना दुसऱ्या विद्याशाखेतील विषय आवडत असूनही ते विषय त्यांना पदवीला शिकण्याची सुविधा उपलब्ध नव्हती. निवड आधारित श्रेयांक प्रणालीमुळे विद्यार्थ्याला आपले पदवी शिक्षण घेतानाच गाभाभूत विषयांबरोबरच आवड असणारे विषय वैकल्पिक म्हणून पदवीला घेण्याची संधी उपलब्ध झाली आहे. जागतिक स्तरावर शिक्षण पद्धतीत होणाऱ्या बदलांना अनुसरून डॉक्टर सुखदेव थोरात समितीच्या शिफारशीनुसार यूजीसीने सी.बी.सी.एस. पद्धती 2008 मध्ये स्वीकारली आहे. यूजीसीचे मार्गदर्शन सूचनेनुसार 2015- 16 पासून देशातील सर्व विद्यापीठात निवड आधारित श्रेयांक प्रणाली लागू झाली आहे.

निवड आधारित श्रेयांक प्रणालीचा अर्थ

- 1) "निवडीवर आधारित श्रेयांक पद्धती म्हणजे विद्यार्थ्यांना आपल्या आवडीचे विषय मग ते इतर कोणत्याही शाखेचे असले तरी ते शिकण्याची संधी देणे होय. या दृष्टिकोनामुळे एकीकडे विद्यार्थ्यांना आपल्या आवडीच्या विषयांचा अभ्यास करण्याचे स्वातंत्र्य व आपल्या गतीने अभ्यास करण्याची मुभा मिळते."
- 2) चॉइस बेस्ड क्रेडिट सिस्टीम मुळे पायाभूत, वैकल्पिक, आणि गाभाभूत या तीन प्रकारातून विद्यार्थ्यांना आपल्या आवडीचे विषय निवडण्याची मुभा देण्यात येणार आहे. 'यापैकी' कोअर ' या प्रकारातील विषय विद्यार्थ्यांना अनिवार्य असतील तर वैकल्पिक विषयांचे निवडीसाठी उपलब्ध असलेल्या आणि आपल्या ज्ञाने शाखेशी संबंध नसलेल्या विषयांमधूनही आवडत्या विषयांची निवड करण्याचे स्वातंत्र्य विद्यार्थ्यांना मिळणार आहे. या पद्धतीमुळे विद्यार्थ्यांना एका महाविद्यालयातून दुसऱ्या महाविद्यालयात तसेच एका विद्यापीठातून दुसऱ्या विद्यापीठात प्रवेश घेण्यात लवचिकता येणार आहे.

उच्च शिक्षणात निवड आधारित श्रेयांक पद्धतीची अंमलबजावणी करताना करावयाचे बदल

- 1) अभ्यास पुनर्रचना- या पद्धतीत अभ्यासक्रमात जागतिक बदलानुरूप बदल करणे अपेक्षित आहे. अभ्यासक्रम कौशल्य भिमुख व उपयोजनात्मक स्वरूपाचा असावा.
- 2) श्रेयांक रूपांतरण- यात अभ्यासक्रमातील घटक, उपघटक, प्रत्यक्षिक, उपक्रम, प्रकल्प, परीक्षा यातील गुणांचे रूपांतर श्रेय अंकामध्ये केले जाते.
- 3) गाभाभूत व वैकल्पिक पेपर -अभ्यासक्रमातील विषयांचे पायाभूत, गाभाभूत, वैकल्पिक असे वर्गीकरण करावे लागते.
- 4) श्रेयांक भारांश निश्चिती- यात अभ्यासक्रमातील पेपरचे श्रेयांक व भारांश निश्चित करून त्यात विद्यार्थ्यांनी किमान किती श्रेयांक मिळविणे आवश्यक आहे हे स्पष्ट करावे लागते.

- 5) कार्यक्रमासाठी श्रेयांक निश्चिती -अभ्यासक्रमातील प्रत्येक पेपर साठी श्रेयांक निश्चित केल्यानंतर संपूर्ण कार्यक्रमासाठी चे पदवीसाठी चे श्रेयांक निश्चित केले जातात.
- 6) इतर अभ्यासक्रमास आवश्यक असणारे श्रेयांक- एखाद्या अभ्यासक्रमास प्रवेश घेतल्यानंतर दुसऱ्या अभ्यासक्रमातही प्रवेश घ्यावयाचे असल्यास त्याचेही श्रेयांक निश्चित करावे लागते.
- 7) आंतर विद्याशाखा श्रेयांक भारांश निश्चिती- विद्यार्थ्यांना गाभाभूत विषयात बरोबर आवडीचे वैकल्पिक विषय शिकावयाचे असल्याने त्यांचेही श्रेयांक निश्चित करावे लागतात .
- 8) विद्यार्थ्यांना निवड स्वातंत्र्य- विद्यार्थ्यांना गाभाभूत व पायाभूत पेपर आवश्यक असले तरी वैकल्पिक विषय निवडीचे स्वातंत्र्य असते.
- 9) ग्रेडिंग- विद्यार्थ्यांनी प्राप्त केलेल्या गुणांचे रूपांतर श्रेणीमध्ये केले जाते.
- 10) सत्र परीक्षा पद्धती- विद्यार्थ्यांस अभ्यासक्रमातील घटकांचे चांगले आकलन होण्यासाठी अभ्यासक्रमातील निम्मे भागावर नव्वद दिवसानंतर सत्र परीक्षा वर्षभरात दोन वेळा घेण्यात येतात.

*यूजीसी निर्धारित सी.बी.सी.एस. पद्धतीतील ग्रेडिंग चे स्वरूप

यूजीसीने सी.बी.सी.एस. पद्धतीत दहा पॉईंट आधारित ग्रेडिंग पद्धती सुरू केली असून ती पुढीलप्रमाणे आहे.

- 1) O ग्रेड चे वर्णन सर्वोत्तम असून त्यास 10 अंक आहे.
- 2) A+ ग्रेड चे वर्णन अतिउत्कृष्ट असून त्यास 9अंक आहे.
- 3) A ग्रेड चे वर्णन खूप चांगले असून त्यास 8 अंक आहे.
- 4) B+ ग्रेड चे वर्णन चांगलेअसून त्यास 7 अंक आहे.
- 5) B ग्रेड चे वर्णन सरासरीपेक्षा वर असून त्यास 6 अंक आहे.
- 6) C ग्रेड चे वर्णन सरासरी असून त्यास 5 अंक आहे.
- 7) P ग्रेड चे वर्णन पास असून त्यास 4 अंक आहे.
- 8) F ग्रेड चे वर्णन नापास असून त्यास 0 अंक आहे.
- 9) AB ग्रेड चे वर्णन अनुपस्थित असून त्यास 0 अंक आहे.

*निवड आधारित श्रेयांक प्रणालीचे फायदे

- 1) विद्यार्थ्यांच्या सर्वांगीण विकासाचा चालना मिळते.
- 2) अध्ययनाच्या वैविध्यपूर्ण संधी निर्माण होतात.
- 3) विद्यार्थ्यांना अभ्यासक्रम स्थलांतर सुविधा उपलब्ध होतात.
- 4) अर्धवेळ व पूर्णवेळ अभ्यासाची संधी उपलब्ध होते.
- 5) उच्च शिक्षणाच्या गुणवत्तेत वृद्धी होते.
- 6) अभ्यासक्रमाची लवचिकता वाढते.
- 7) कौशल्यभिमुख शिक्षण उपलब्ध होते.
- 8) क्षमता व आवडीनुसार विषय निवडण्याची संधी मिळते.
- 9) आंतरविद्याशाखीय शिक्षणाची सुविधा उपलब्ध होते.

संदर्भ ग्रंथ सूची

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- 2.दांडेकर, वा. ना.(2005), शैक्षणिक मूल्यमापन, पुणे, विद्या प्रकाशन
- 3.अन्नदाते, शशिकांत (2020), नेट-सेट पेपर पहिला, पुणे, के'सागर पब्लिकेशन



शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेची उपयुक्तता - एक अभ्यास

डॉ. नवनाथ ज्ञानदेव इंदलकर

सहाय्यक प्राध्यापक, श्रीमती पुतळाबेन शाह कॉलेज ऑफ एज्युकेशन,
सांगली.

शिवाजी विद्यापीठ कोल्हापुरशी सलग्नीत.

सारांश

विज्ञान व तंत्रज्ञानातील प्रगतीमुळे मानवी जीवनातील सर्वच अंगांना फायदा झालेली दिसून येतो. शिक्षण क्षेत्रातही तंत्रज्ञानाचा वापर मोठ्या प्रमाणात केला जाऊ लागला आहे. विद्यार्थी प्रवेश, अध्ययन-अध्यापन प्रक्रिया, मूल्यमापन प्रक्रिया इ. मध्ये तंत्रज्ञानाचा वापर केला जाऊ लागला आहे. कोरोना महामारीच्या पार्श्वभूमीवर शालेय शिक्षणापासून उच्च शिक्षणामध्ये तंत्रज्ञानाच्या वापरास अधिक गती प्राप्त झालेली आहे. या वर्षी सर्वच विद्यापीठांमध्ये पदवी व इतर अभ्यासक्रमांच्या परीक्षा ऑनलाइन पद्धतीने घेण्यात आल्या. अनेक पारंपारिक विद्यापीठांसाठी ऑनलाइन परीक्षा हा प्रयोग नवीनच होता. शिवाजी विद्यापीठामार्फतही ऑनलाइन परीक्षेचे आयोजन करण्यात आले. या परीक्षेला सामोरे जाणारे विद्यार्थी प्रथमच ऑनलाइन परीक्षा देणारे होते. सुरुवातीला विद्यार्थ्यांच्या मनातही संभ्रमाचे वातावरण होते. सदर संशोधन लेखामध्ये संशोधकाने शिवाजी विद्यापीठामार्फत घेण्यात आलेल्या ऑनलाइन परीक्षेबाबत प्रश्न विचारले आहेत. यावरून ऑनलाइन परीक्षा आयोजन व तीची उपयुक्तता याबाबत निष्कर्ष मांडले आहेत.

प्रस्तावना

एकविसावे शतक हे विज्ञान व तंत्रज्ञानाचे शतक म्हणून ओळखले जाते. या शतकातील शोधांचा उपयोग मानवी जीवन अधिक सुकर करण्यासाठी झाला. एकविसाव्या शतकात शिक्षण क्षेत्रात तंत्रज्ञानाचा वापर मोठ्या प्रमाणात करण्यात आला. विद्यार्थ्यांच्या प्रवेशापासून परीक्षेपर्यंत तंत्रज्ञानाचा वापर केला जाऊ लागला आहे. भारतातील पारंपारिक विद्यापीठांना विविध अभ्यासक्रमांच्या परीक्षांचे आयोजन केले जाते. विद्यापीठांमध्ये नावीन्यपूर्ण संशोधन कार्य मोठ्या प्रमाणात करणे अपेक्षित असते मात्र परीक्षांच्या कामामुळे विद्यापीठे ही केवळ परीक्षा केंद्रे बनली आहेत. विद्यापीठांवरील परीक्षांचा ताण कमी करण्यासाठी काही पर्यायांचा विचार सुरू झाला. यामध्ये पदवीच्या काही परीक्षा महाविद्यालयीन स्तरावर घेण्याचे प्रयोग करण्यात आले. कोरोना महामारीच्या काळात विविध विद्यापीठांच्या परीक्षा ऑनलाइन पद्धतीने घेण्यात आल्या. सर्वच विद्यापीठांसाठी हा प्रयोग नवीन होता. या परीक्षा आयोजनासाठी व्यावसायिक संस्थांची मदत घेण्यात आली. विद्यापीठ, महाविद्यालये, प्राध्यापक, व विद्यार्थी यांच्यासाठी ऑनलाइन परीक्षा हा नावीन्यपूर्ण प्रयोग होता. या परीक्षेला सामोरे गेलेल्या विद्यार्थ्यांचे सदर परीक्षेबाबत मतांचा अभ्यास सदर संशोधानामध्ये केलेला आहे.

संशोधनाची उद्दिष्टे

1. शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेमध्ये विद्यार्थ्यांना आलेल्या अडचणींचा शोध घेणे.
2. शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेच्या यशस्वीतेबाबतच्या मतांचा अभ्यास करणे.
3. भविष्यकाळात ऑनलाइन परीक्षेच्या वापराबाबत विद्यार्थ्यांच्या मतांचा अभ्यास करणे.
4. ऑनलाइन परीक्षेच्या उपयुक्ततेबाबत विद्यार्थ्यांच्या मतांचा अभ्यास करणे.

संशोधन कार्यपद्धती

संशोधन पद्धती

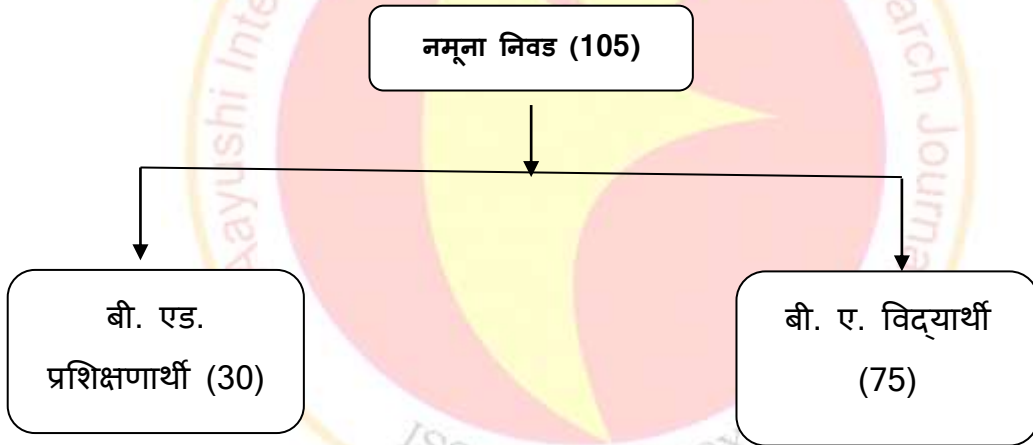
प्रस्तुत संशोधनासाठी सर्वेक्षण पद्धतीचा वापर करण्यात आला आहे. ऑनलाइन परीक्षा दिलेल्या विद्यार्थ्यांच्या सदरभात सदर सर्वेक्षण करण्यात आले आहे. सर्वेक्षणासाठी संशोधकनिर्मित प्रश्नावलीचा वापर करण्यात आला आहे. या प्रश्नावलीमध्ये ऑनलाइन परीक्षा पद्धतीविषयी प्रश्न विचारण्यात आलेली आहेत.

साधने

प्रस्तुत संशोधनासाठी संशोधक निर्मित प्रश्नावलीचा वापर करण्यात आला आहे. या प्रश्नावलीमध्ये एकूण 14 प्रश्न तयार करण्यात आले आहेत. यामधील 9 प्रश्न हे द्विपर्यायी असून 2 प्रश्न हा बहुपर्यायी आहे. सदर प्रश्नावली बी. ए. व बी. एड. विद्यार्थ्यांना देण्यात आली.

नमूना निवड

प्रस्तुत संशोधनासाठी यादृच्छिक नमूना निवड पद्धतीचा वापर करण्यात आला. सदर संशोधनासाठी गूगल फॉर्म वर प्रश्नावली तयार करण्यात आली. ही प्रश्नावली नमूना निवडलेल्या प्रतिसादकांना पाठविण्यात आली. सदर संशोधनासाठी निवडलेल्या सर्व प्रतिसादकांनी शिवाजी विद्यापीठाची ऑनलाइन परीक्षा दिलेली आहे.



संख्याशास्त्रीय विश्लेषण साधन

प्रस्तुत संशोधनासाठी संकलित करण्यात आलेल्या माहितीचे टक्केवारी या संख्याशास्त्रीय साधनाच्या आधारे विश्लेषण करण्यात आले.

संकलित माहितीचे विश्लेषण व अर्थनिर्वचन

प्रस्तुत संशोधनामध्ये शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेबाबत मते विचारण्यात आली. सदर प्रश्नावलीमधून आलेल्या प्रतिसादाच्या आधारे विश्लेषण व अर्थनिर्वचन करण्यात आले.

सारणी 1 ऑनलाइन परीक्षेसंदर्भात अडचणी

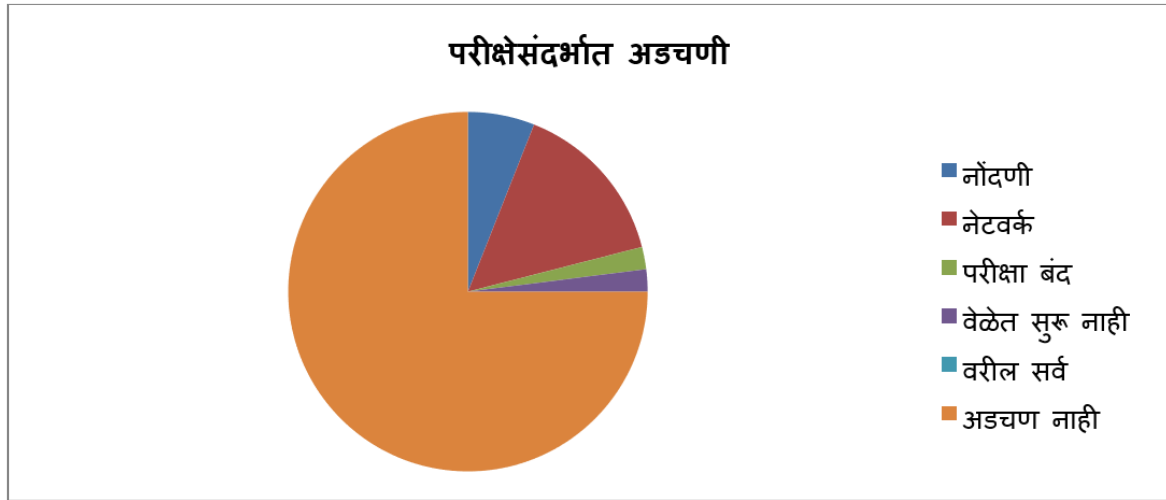
अ.न.	प्रश्न	होय	टक्केवारी	नाही	टक्केवारी
1	शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षा देताना अडचणी आल्या का ?	55	55.23%	50	47.62%
2	ऑनलाइन परीक्षेमुळे विद्यार्थ्यांना परीक्षा केंद्रावर जावे लागले नाही, यामुळे वेळ, श्रम व पैसा याची बचत झाली असे वाटते का?	93	88.57%	12	11.43%

निरीक्षण व अर्थनिर्वचन

- शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षा देताना अडचणी आल्या असा प्रतिसाद 55(55.23%) विद्यार्थ्यांनी दिला असून 50(47.62%) विद्यार्थ्यांना परीक्षा देताना अडचणी आल्या नाहीत.
- ऑनलाइन परीक्षेमुळे विद्यार्थ्यांना परीक्षा केंद्रावर जावे लागले नाही, यामुळे वेळ, श्रम व पैसा याची बचत झाली, असा प्रतिसाद 93(88.57%) विद्यार्थ्यांनी दिला असून 12(11.43%) विद्यार्थ्यांना बचत झाली नाही असे वाटते.

सारणी 2 ऑनलाइन परीक्षेत आलेल्या अडचणी

अ. नं.	ऑनलाइन परीक्षेत आलेल्या अडचणी	संख्या	टक्केवारी
1	परीक्षेपूर्वी नोंदणी करताना	24	22.85%
2	परीक्षा देताना नेटवर्कची अडचण	70	66.66%
3	लॉग इन करताना	35	33.33%
4	मधेच परीक्षा बंद झाली	17	16.19%
5	वेळेत परीक्षा सुरू करता आली नाही	6	5.71%
6	वरील सर्व	0	0
7	कोणतीही अडचण आली नाही	-	-



निरीक्षण व अर्थनिर्वचन

- शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेस परीक्षेपूर्वी नोंदणी करताना अडचणी आल्या असा प्रतिसाद 24 (22.85%) विद्यार्थ्यांनी दिला आहे.
- शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षा देताना नेटवर्कची अडचण आली असा प्रतिसाद 70 (66.66%) विद्यार्थ्यांनी दिला आहे.
- शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षा देताना लॉग इन करताना अडचण आली असा प्रतिसाद 35 (33.33%) विद्यार्थ्यांनी दिला आहे.
- शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षा देताना मधेच परीक्षा बंद झाली ही अडचण आली असा प्रतिसाद 17 (16.19%) विद्यार्थ्यांनी दिला आहे.
- शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षा देताना वेळेत परीक्षा सुरू करता आली नाही ही अडचण आली असा प्रतिसाद 6 (5.71%) विद्यार्थ्यांनी दिला आहे.

सारणी 3 परीक्षेची यशस्विता

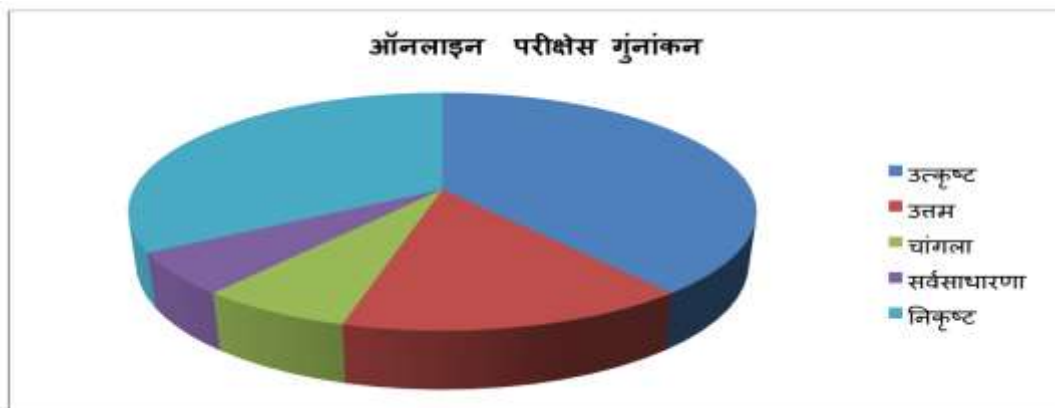
अ.नं.	प्रश्न	होय	टक्केवारी	नाही	टक्केवारी
1	तुम्ही दिलेल्या ऑनलाइन परीक्षेची सर्व माहिती तुम्हाला वेळेत देण्यात आली होती का ?	105	100%	0	0%
2	ऑनलाइन परीक्षा देण्यापूर्वी तुमच्या सर्व शंकांचे निरसन झाले होते का ?	105	100%	0	0%
3	केवळ वस्तुनिष्ठ प्रश्नाची ऑनलाइन परीक्षा असणे योग्य वाटते का ?	70	66.66%	35	33.33%
4	शिवाजी विद्यामार्फत आयोजित करण्यात आलेली ऑनलाइन परीक्षा यशस्वी झाली असे आपणास वाटते का ?	93	88.57%	12	11.43%

निरीक्षण व अर्थनिर्वचन

- सर्वच विद्यार्थ्यांना शिवाजी विद्यामार्फत आयोजित ऑनलाइन परीक्षेची सर्व माहिती तुम्हाला वेळेत देण्यात आली होती.
- सर्वच विद्यार्थ्यांच्या शिवाजी विद्यामार्फत आयोजित ऑनलाइन परीक्षा देण्यापूर्वी सर्व शंकांचे निरसन झाले होते.
- केवळ वस्तुनिष्ठ प्रश्नाची ऑनलाइन परीक्षा असणे योग्य वाटते, असा प्रतिसाद 70(66.66%) विद्यार्थ्यांनी दिला असून 35(33.33%) विद्यार्थ्यांना केवळ वस्तुनिष्ठ प्रश्नाची ऑनलाइन परीक्षा असणे योग्य वाटत नाही.
- शिवाजी विद्यामार्फत आयोजित करण्यात आलेली ऑनलाइन परीक्षा यशस्वी झाली असे 93(88.57%) विद्यार्थ्यांना वाटते, तर 12(11.43%) विद्यार्थ्यांना शिवाजी विद्यामार्फत आयोजित करण्यात आलेली ऑनलाइन परीक्षा यशस्वी झाली नाही असे वाटते.

सारणी 4 शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेस गुणांकन

अ.नं.	पदनिश्चयन	संख्या	टक्केवारी
1	उत्कृष्ट	24	22.85%
2	उत्तम	40	38.09%
3	चांगला	24	22.85%
4	सर्वसाधारण	17	16.19%
5	निकृष्ट	0	0%



निरीक्षण व अर्थनिर्वचन

1. शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेस 24(22.85%) प्रतिसादकांनी उत्कृष्ट असा प्रतिसाद दिला आहे.
2. शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेस 40(38.09) प्रतिसादकांनी उत्तम असा प्रतिसाद दिला आहे.
3. राष्ट्रीय शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेस 24(22.85%) प्रतिसादकांनी चांगला तर 17(16.19%) प्रतिसादकांनी सर्वसाधारण असा प्रतिसाद दिला आहे.
4. राष्ट्रीय शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेस एकाही प्रतिसादकाने निकृष्ट प्रतिसाद दिला नाही.

सारणी 5 भविष्यकाळात ऑनलाइन परीक्षेस पर्याय वापर.

अ.न.	प्रश्न	होय	टक्केवारी	नाही	टक्केवारी
1	शिवाजी विद्यामार्फत आयोजित करण्यात आलेली ऑनलाइन परीक्षेस ऑफलाइन परीक्षेचा पर्याय ठेवणे योग्य आहे का ?	70	66.66%	35	33.33%

निरीक्षण व अर्थनिर्वचन

1. शिवाजी विद्यामार्फत आयोजित करण्यात आलेली ऑनलाइन परीक्षेस ऑफलाइन परीक्षेचा पर्याय ठेवणे योग्य आहे, असे 70(66.66%) विद्यार्थ्यांना वाटते, तर 35(33.33%) विद्यार्थ्यांना ऑनलाइन परीक्षेस ऑफलाइन परीक्षेचा पर्याय ठेवणे योग्य वाटत नाही.

सारणी 5 भविष्यकाळात ऑनलाइन परीक्षेचा वापर.

अ.न.	प्रश्न	ऑनलाइन	टक्केवारी	ऑफलाइन	टक्केवारी
1.	विद्यापीठाची परीक्षा देण्यासाठी तुम्ही कोणत्या पर्यायाची निवड कराल?	55	52.38%	50	47.62%

1. भविष्यकाळात विद्यापीठाची परीक्षा देण्यासाठी ऑनलाइन पद्धतीचा वापर करू असा प्रतिसाद 55(52.38%) विद्यार्थ्यांनी दिला असून ऑफलाइन पद्धतीचा वापर करणार असा प्रतिसाद 50(47.62%) विद्यार्थ्यांनी दिला आहे.

निष्कर्ष

1. निम्यापेक्षा जास्त विद्यार्थ्यांना ऑनलाइन परीक्षा देताना अडचणी आल्या.
2. जास्तीत जास्त विद्यार्थ्यांच्या मते ऑनलाइन परीक्षेमुळे वेळ, श्रम व पैसा याची बचत झाली.
3. बहुतांश विद्यार्थ्यांना ऑनलाइन परीक्षा देताना नेटवर्कची अडचण निर्माण झाली.
4. एक चतुर्थांश पेक्षा कमी विद्यार्थ्यांना परीक्षेपूर्वी नोंदणी करताना अडचण निर्माण झाली.
5. लॉग इन करताना अडचणी येणाऱ्या विद्यार्थ्यांची संख्या कमी आहे.
6. केवळ पाच टक्के विद्यार्थ्यांना परीक्षा वेळेत सुरु करता आली नाही.
7. सर्वच विद्यार्थ्यांना ऑनलाइन परीक्षेची माहिती वेळेत देण्यात आली होती.
8. ऑनलाइन परीक्षा देण्यापूर्वी सर्व विद्यार्थ्यांच्या शंकांचे निरसन करण्यात आले होते.
9. बहुतांश विद्यार्थ्यांना केवळ वस्तुनिष्ठ प्रश्नांची ऑनलाइन परीक्षा असणे योग्य वाटते.
10. जास्तीत जास्त विद्यार्थ्यांच्या मते, शिवाजी विद्यामार्फत आयोजित करण्यात आलेली ऑनलाइन परीक्षा यशस्वी झाली.

11. शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षेस उत्कृष्ट गुंनांकन कमी विद्यार्थ्यांनी केले आहे. तर उत्तम गुंनांकन निम्यापेक्षा कमी विद्यार्थ्यांनी केले आहे.
12. शिवाजी विद्यापीठामार्फत आयोजित करण्यात आलेल्या ऑनलाइन परीक्षा निकृष्ट होती असे एकाही विद्यार्थ्यास वाटत नाही.
13. बहुतांश विद्यार्थ्यांना शिवाजी विद्यामार्फत आयोजित करण्यात आलेली ऑनलाइन परीक्षेस ऑफलाइन परीक्षेचा पर्याय ठेवणे योग्य वाटते.
14. विद्यापीठाची परीक्षा देण्यासाठी ऑनलाइन परीक्षा पद्धतीची निवड करणार असा प्रतिसाद निम्यापेक्षा जास्त विद्यार्थ्यांनी दिला आहे.

शिफारशी

1. ऑनलाइन परीक्षा पद्धती बाबतची विद्यार्थ्यांच्या मनातील भीती दूर करण्यासाठी कार्यशाळेचे आयोजन करावे.
2. ऑनलाइन परीक्षा देताना येणाऱ्या अडचणी दूर करण्यासाठी उपाययोजना कराव्यात.
3. ऑनलाइन परीक्षेची यशस्वीता वाढविण्यासाठी सक्षम सॉफ्टवेअरची निर्मिती करावी.
4. केवळ वस्तुनिष्ठ प्रश्न न ठेवता इतर प्रश्नांचा समावेश करावा.
5. ऑनलाइन परीक्षेची नोंदणी प्रक्रिया अधिक सोपी करावी.
6. परीक्षेसंदर्भात समस्यांचे निराकरण करण्यासाठी हेल्पलाईन नं. 24/7 सुरू ठेवण्याची व्यवस्था करावी.

समारोप

शिवाजी विद्यापीठाने आयोजित केलेली ऑनलाइन परीक्षा बऱ्याच प्रमाणात यशस्वी झाली. तरीही पहिला प्रयोग असल्यामुळे यामध्ये काही त्रुटी आढळून आलेल्या आहेत. यामध्ये बहुतांश त्रुटी या परीक्षा वापरातील तांत्रिक बाबींसंदर्भात आहेत. या त्रुटी दूर करून परीक्षांचे आयोजन केल्यास ऑनलाइन परीक्षा नक्कीच पारंपारिक परीक्षेस पर्याय ठरू शकतील.

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**विद्यापीठ स्तरावरील ऑनलाइन परीक्षांचे आयोजन- समस्या,
संधी व आव्हाने**

डॉ. सीमा नवनाथ इंदलकर

सहाय्यक प्राध्यापक, विलिंगडन महाविद्यालय सांगली.

शिवाजी विद्यापीठ, कोल्हापुरशी सलग्नीत

सारांश

कोरोना महामारीमुळे शिक्षणक्षेत्रात तंत्रज्ञानाच्या वापरास अधिक गती प्राप्त झालेली दिसून येते. कोरोनाकाळात ऑनलाइन अध्ययन व अध्यापनाचा मार्ग स्विकारण्यात आला. यामुळे शिक्षक व विद्यार्थी तंत्रज्ञानाच्या अधिक जवळ आलेले दिसून येतात. कोरोना संकट अधिक वाढत गेल्यानंतर परीक्षा ऑनलाइन घेता येतील का ? असा विचार सुरू झाला. मा. सर्वोच्च न्यायालय यांच्या आदेशानंतर सर्व विद्यापीठांनी सर्व परीक्षा यशस्वीपणे आयोजित केल्या. संशोधिकेने सदर ऑनलाइन परीक्षा आयोजनामध्ये काम केले आहे. यामधील अनुभवावरून सदर लेखामध्ये विद्यापीठ स्तरावरील ऑनलाइन परीक्षांचे आयोजन- समस्या, संधी व आव्हाने याचे चिंतनात्मक विवेचन केले आहे.

मुख्य शब्द - ऑनलाइन परीक्षा , ऑफलाइन परीक्षा, पारंपारिक विद्यापीठे, सॉफ्टवेअर, प्रोक्टरिंग, नेटवर्क.

प्रस्तावना

एकविसाव्या शतकात विज्ञानाने खूप जलद प्रगती केली आहे. हे शतक विज्ञानयुग म्हणून ओळखले जाते . विज्ञान हे मानवी जीवनाच्या सर्वच क्षेत्रात उपयुक्त ठरले आहे. आरोग्य, व्यापार, उद्योग, मनोरंजन, शिक्षण इ. क्षेत्रात क्रांतिकारी प्रगती ही विज्ञानामुळे घडून आली आहे. विज्ञानाबरोबर तंत्रज्ञानातील प्रगतीमुळे मानवी जीवन अधिक सुकर झालेले दिसून येते. शिक्षणक्षेत्रातही तंत्रज्ञानाच्या प्रगतीचा खूपच फायदा झालेला दिसून येतो. पूर्वी एखाद्या कोर्सची फी भरण्यासाठी संबंधित ऑफिस तसेच बँकेत तासनातास रांगेत उभे राहावे लागत असे. आता ऑनलाइन फी भरण्याची सुविधा उपलब्ध झाल्यामुळे विद्यार्थी व सर्वच यंत्रणेचा वेळ व मनुष्यबळाची बचत झालेली दिसून येते. अशा शिक्षणाच्या सर्वच अंगांना तंत्रज्ञानातील प्रगतीचा उपयोग झालेला दिसून येतो.

ऑनलाइन परीक्षा पद्धती

ऑनलाइन परीक्षा पद्धती ही पारंपारिक परीक्षा पद्धतीस पर्यायी व्यवस्था म्हणून उदयास येत आहे. या पद्धतीच्या वापराविषयी सर्वच पारंपारिक विद्यापीठे अनभिज्ञ होती. कोरोना काळातील अपरिहार्यता म्हणून याचा वापर करण्यात आला. मात्र आता या पद्धतीच्या सार्वत्रिक वापराबाबत चर्चा सुरू झालेली आहे. या पद्धतीच्या काही व्याख्या पुढीलप्रमाणे आहेत.

1. Online examination is conducting a test online to measure the knowledge of the participants on a given topic. In the olden days, everybody had to gather in a classroom at the same time to take an exam. With online examination students can do the exam online, in their own time, with their own device, regardless of where they live. You only need a browser and an internet connection. (source : <https://www.onlineexambuilder.com>)
2. Online examinations, sometimes referred as e-examinations, are the examinations conducted through the internet or in an intranet (if within the Organization) for a remote candidate(s). Most of the examinations issue results as the

candidate finish the examination, when there is an answer processing module also included with the system. (source : <https://www.ukessays.com/>)

3. ऑनलाइन परीक्षापद्धती म्हणजे, ज्या परीक्षेमध्ये विद्यार्थी दिलेल्या विषयाची परीक्षा इंटरनेटच्या माध्यमातून मोबाइल अथवा संगणकाच्या साहाय्याने देतात. सदर परीक्षा ही ठराविक परीक्षाकेंद्रे अथवा आपल्या घरातून देतात.

ऑनलाइन परीक्षेचा वापर एम.एस.सी.आय.टी. ने मोठ्या प्रमाणात केला. या परीक्षेचा निकालही लगेच समजतो. यानंतर सेट व नेट या परीक्षाही ऑनलाइन घेतल्या जाऊ लागल्या. अनेक अभ्यासक्रमांच्या प्रवेश प्रक्रियाही ऑनलाइन घेतल्या जातात. यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक यांनी ऑनलाइन पेपर तपासणी प्रयोग यशस्वीपणे राबविला. आता पारंपारिक विद्यापीठांनी परीक्षांचे आयोजन केल्यामुळे यापुढेही अशाप्रकारे परीक्षा आयोजित करण्याबाबत सकारात्मक चर्चा सुरू झाली आहे.

ऑनलाइन परीक्षा पद्धतीचे फायदे

मानवी संसाधनाची बचत

ऑनलाइन परीक्षेच्या आयोजनामुळे परीक्षा आयोजनासाठी लागणाऱ्या मनुष्यबळाची मोठ्या प्रमाणात बचत होते. पारंपारिक परीक्षपद्धतीमध्ये अंतर्गत व बहिःस्थ परीक्षक, पर्यवेक्षक, भ्रारी पथक, परीक्षा केंद्रावर लिपिक, सेवक इ. लोकांची नेमणूक करावी लागते. ऑनलाइन परीक्षेमुळे या मनुष्यबळाचा वापर इतर उत्पादक कार्यासाठी करता येतो.

आर्थिक बचत

ऑनलाइन परीक्षेच्या आयोजनामुळे परीक्षा आयोजनासाठी लागणाऱ्या आर्थिक खर्चाचीही बचत होते. यामध्ये परीक्षकांचे मानधन, प्रश्नपत्रिका व उत्तरपत्रिका छपाई, परीक्षकेंद्राचा खर्च इ. ची बचत होते.

तात्काळ निकालाची व्यवस्था

पारंपारिक परीक्षा पद्धतीत निकाल प्रक्रियेस खूप वेळ लागतो. ऑनलाइन परीक्षा ही संगणक प्रणालीद्वारे घेतली जाते. या प्रणालीमुळे कमीत कमी वेळेत निकाल लावता येतो. विद्यार्थ्यांना यामुळे पुढील कोर्ससाठी प्रवेश घेणे सोयीचे होते.

ऑनलाइन प्रॉक्ट्रिंग

ऑनलाइन प्रॉक्ट्रिंग हे एक अशी प्रक्रिया आहे, ज्यामध्ये परीक्षकाला परीक्षा केंद्रावर उपस्थित राहण्याची आवश्यकता नाही. तो आपल्या संगणकावर वेगवेगळ्या स्क्रीनवर हे विद्यार्थी परीक्षा देतात त्यांना पाहू शकतात. ही प्रक्रिया वेब कमेन्त्याद्वारे केली जाते.

पर्यावरणपूरकता

ऑनलाइन परीक्षा घेतल्यामुळे मोठ्या प्रमाणात कागदाची बचत होते. प्रश्न पत्रिका व उत्तर पत्रिका यासाठी लागणारा कागद व छपाई यामुळे पर्यावरणाची हानी होते. तसेच या प्रश्नपत्रिका याची वाहतूक करण्यासाठी होणारा वाहनाचा वापर यामुळे प्रदूषण होते. ऑनलाइन परीक्षेमुळे या सर्वांचा वापर होत नाही.

सुरक्षितता

ऑनलाइन परीक्षेमध्ये प्रश्नपत्रिका फोडणे इ. प्रकार घडत असतात. ऑनलाइन परीक्षेमध्ये पासवर्ड व चेहरा ओळखीची व्यवस्था असल्यामुळे या परीक्षा अधिक सुरक्षित वाटतात.

परीक्षेतील गैरमार्गास आळा

ऑफलाइन परीक्षेमध्ये उत्तरे विचारणे सारख्या गैरमार्गाचा वापर करतात. ऑनलाइन परीक्षेमध्ये विद्यार्थ्यांचे आवाज व चेहरा रेकॉर्ड होत असतो. या पद्धतीमुळे विद्यार्थी ऑनलाइन परीक्षेमध्ये गैरमार्ग करू शकत नाहीत.

ऑनलाइन परीक्षा पद्धतीच्या मर्यादा

तांत्रिक ज्ञानाचा अभाव

परिक्षार्थींना तांत्रिक ज्ञान काहीच नसेल तर त्याला या परीक्षा पद्धतीत अडचणी निर्माण होतात. मात्र सध्या सर्वच परिक्षार्थी मोबाईलचा वापर करत असल्यामुळे त्यांना मोबाईल वापराचे तांत्रिक ज्ञान असते.

नेटवर्कमध्ये बिघाड

ऑनलाइन परीक्षा सुरू असताना नेटवर्क गेल्यास परिक्षार्थींची परीक्षा मधेच थांबते. अशा वेळी परिक्षार्थींच्या मनात भीती निर्माण होते. ऑनलाइन परीक्षा घेताना तांत्रिक अडचणीमुळे परीक्षा मधेच थांबल्यास त्याला अधिकचा वेळ देण्याची व्यवस्था सॉफ्टवेयरमध्ये केल्यास ही मर्यादा दूर होईल.

दुर्गम भागातील विद्यार्थी

ऑनलाइन परीक्षा देणारा विद्यार्थी दुर्गम भागात राहत असेल तर त्याला नेटवर्कची अडचण निर्माण होऊ शकते. अशा वेळी या विद्यार्थ्यांना जवळील नेटवर्क क्षेत्रात परीक्षा देण्याची व्यवस्था करता येईल.

पारंपारिक/ ऑफलाइन परीक्षा व ऑनलाइन परीक्षा तुलना

अ. न.	पारंपारिक/ ऑफलाइन परीक्षा	ऑनलाइन परीक्षा
1	परीक्षा केंद्रावर प्रत्यक्ष उपस्थित राहणे बंधनकारक.	कोणत्याही ठिकाणावरून परीक्षा देता येते.
2	दिलेल्या वेळेत परीक्षा देणे बंधनकारक	परीक्षेचा स्लॉट बदलून परीक्षा देता येते.
3	प्रवास व निवास खर्च अधिक	प्रवास व निवास खर्च शून्य.
4	परीक्षा केंद्रामध्ये गैरमार्गाची शक्यता.	गैरमार्गाचा वापर करणे दुरापास्त.
5	निकालास अधिक विलंब	तात्काळ निकालाची व्यवस्था
6	परिक्षार्थीस तांत्रिक ज्ञानाची आवश्यकता नाही.	किमान तांत्रिक ज्ञान पुरेसे.
7	अधिक मनुष्यबळाची आवश्यकता	कमीत कमी मनुष्यबळाचा वापर.
8	आर्थिक खर्च अधिक.	आर्थिक खर्चात बचत.
9	प्रवास व परीक्षेसाठी अधिक वेळ.	वेळेची बचत.

ऑनलाइन परीक्षा पद्धती व पारंपारिक विद्यापीठे

महाराष्ट्रातील विविध विद्यापीठांमार्फत विविध परीक्षांचे आयोजन केले जाते. यामध्ये पदवी स्तरावरील बी.ए., बी.कॉम., बी.एससी, बी.बी.ए. बी.सी.ए., बी.एड., बी.ए. बी.एड., बी.ई., बी.जे.सी., बी. लीब., बी. पी.एड., बी.फार्म., बी. एस. डब्ल्यू., बी. टेक इ. कोर्सच्या परीक्षा आयोजित केल्या जातात. यातील पदवी स्तरावर शिवाजी विद्यापीठात जवळ जवळ 28 कोर्सेस चालविले जातात. यामध्ये पुन्हा प्रथम, द्वितीय व तृतीय वर्ष असते. या सर्वांचा विचार केला तर असे लक्षात येते की, विद्यापीठांना परीक्षेसंदर्भात खूप कामकाज करावे लागते.

विद्यापीठे ही संशोधनाची केंद्रे बनावीत अशी अपेक्षा असताना ती केवळ परीक्षा केंद्रे बनली आहेत असे दिसून येते. परीक्षा कामामध्ये विद्यापीठाचा बराच वेळ जात असतो.

कोरोना महामारीच्या पार्श्वभूमीवर सर्वच विद्यापीठांनी ऑनलाइन परीक्षेचे आयोजन केले होते. हा पहिलाच प्रयोग असल्यामुळे काही तांत्रिक अडचणी वगळता या परीक्षा यशस्वीपणे पूर्ण झाल्या. यापुढेही ऑनलाइन परीक्षांचे आयोजन करावयाचे असेल तर पुढील गोष्टींमध्ये सुधारणा कराव्या लागतील.

1. विद्यापीठ व महाविद्यालयांनी ऑनलाइन परीक्षा आयोजनासाठी तांत्रिक दृष्ट्या अधिक सक्षम व्हावे लागेल.
2. प्रश्नाची रचना केवळ ज्ञानात्मक न राहता विद्यार्थ्यांच्या सर्व अंगांचे मूल्यमापन करणारे असावेत.
3. तात्काळ निकाल देण्यासाठीची सुविधा असणाऱ्या तंत्रज्ञानाचा वापर करावा.
4. परीक्षेपूर्वीच्या तयारीसाठी विद्यार्थ्यांना प्रश्नपेढी देण्यात यावी.
5. परीक्षेसाठी वापरावयाच्या सॉफ्टवेयरची ओळख विद्यार्थी व शिक्षक यांना करून द्यावी.
6. विद्यापीठांनी अभ्यासक्रमाच्या रचनेनुसार सॉफ्टवेयरची निर्मिती करून घ्यावी.
7. प्रश्नपत्रिका तयार करणाऱ्या प्राध्यापकांना कोणत्या फॉर्म्याटमध्ये (वर्ड / एक्सेल) प्रश्न तयार करावेत याची स्पष्ट सूचना द्याव्यात.
8. विद्यार्थी व प्राध्यापक यांच्या समस्यांचे निराकरण करण्यासाठी परीक्षेसंदर्भात हेल्पलाईन नंबर 24/7 सुरू राहील याची व्यवस्था करावी.
9. ऑनलाइन परीक्षेमध्ये वस्तुनिष्ठ प्रश्नाबरोबर वर्णनात्मक प्रश्नांचा समावेश करण्यासंदर्भात विचार करावा.

समारोप

विद्यापीठ स्तरावरील परीक्षा ऑनलाइन पद्धतीने आयोजित करणे शक्य आहे. यासाठी तंत्रज्ञानेही प्राध्यापकांचा उपयोग करून घेता येईल. विद्यापीठ स्तरावर आशा तज्ञ प्राध्यापकांची समिती तयार करून या समितीकडे या परीक्षांची जबाबदारी सोपविता येईल. परीक्षा पद्धतीबाबत लवचिक धोरण स्विकारून निर्णय प्रक्रिया राबविल्यास ऑनलाइन परीक्षांचे आयोजन करणे सहज शक्य आहे. तंत्रज्ञानाचा प्रभावी वापराने विद्यापीठावर परीक्षांचा पडणारा अतिरिक्त ताणही कमी होण्यास मदत होईल असे वाटते.

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प्रचलित परीक्षा पद्धती : स्वरूप व उपाय

प्रा.डॉ. श्रीमती सुजाता चंद्रकांत पंडित

महावीर महाविद्यालय , कोल्हापूर.

शिक्षण ही जन्मापासून मृत्युपर्यंत अखंड चालणारी प्रक्रिया आहे. निरनिराळ्या शिक्षण तज्ज्ञांनी शिक्षणाची वेगवेगळी व्याख्या केली आहे.

१. ऋग्वेद : मानवाला जे स्वावलंबी व स्वार्थ निरपेक्ष बनवते ते शिक्षण.
२. स्वामी विवेकानंद : मानवातील पूर्णत्वाचा आविष्कार करणे म्हणजे शिक्षण.
३. महात्मा गांधी : मानवाच्या शारीरिक , मानसिक व अध्यात्मिक अंगाचा विकास करणे.

वरील व्याख्यांमधून शिक्षणाद्वारा विद्यार्थ्यांचा समतोल विकास करणे अपेक्षित आहे. त्याच्या संपूर्ण व्यक्तिमत्त्वाचा विकास साधेल यादृष्टीने उद्दिष्ट्ये ,अध्ययन —अध्यापन अनुभव व मूल्यमापन यांची रचना केली जाते. पण आज असे दिसते की परिक्षेद्वारा विद्यार्थ्यांच्या केवळ ज्ञानात्मक अंगाची परीक्षा होते व भावात्मक, क्रियात्मक,सामाजिक, मानसिक या व्यक्तिमत्त्वाच्या इतर अंगाच्या विकासाकडे दुर्लक्ष होत आहे.

प्रस्तुत शोधनिबंधाचा हेतू प्रचलित परीक्षा पद्धतीचे स्वरूप जाणणे , मूल्यमापनाच्या इतर साधनांची चर्चा करून उपाय सुचवणे हा आहे. शोधनिबंधाचे लेखन करण्यासाठी आंतरजाल, संदर्भपुस्तके व स्वअनुभव यांचा आधार घेतला आहे.

सध्याच्या परीक्षा पद्धतीतून ज्ञानात्मक पातळीचे मूल्यमापन जास्त केले जाते. विद्यार्थ्यांमधील उच्चस्तरीय उद्दिष्ट्ये आकलन, विश्लेषण, तार्किकक्षमता यांचे मूल्यमापन जास्त होत नाही. विद्यार्थ्यांना लेखी परीक्षेत ठराविक वेळेत खूप लेखन करावे लागते. त्यातून त्यांच्या स्मरणशक्तीची तपासणी होते. खूपदा मूल्यमापनात असमानता येऊ शकते. विद्यार्थ्यांचे यश हे त्यांनी प्राप्त केलेल्या गुणांवरून ठरते. विद्यार्थी परीक्षेला बसला नाही किंवा कमी गुण मिळाले तर आत्मविश्वास कमी होऊ शकतो.

२.तोंडी परीक्षेतून विद्यार्थ्यांच्या रसग्रहणक्षमतेचे संभाषण कौशल्याचे तर्कशक्ती यांचे परीक्षण करता येते पण खूपदा तोंडी परीक्षेत सर्व विद्यार्थ्यांना समान काठिण्य पातळीचे प्रश्न विचारले जात नाही. त्यामुळे विश्वासार्हता कमी होऊ शकते.

याचा अर्थ वरीलप्रमाणे परीक्षा पद्धती नको असे नाही तर यात सुधारणा करून परीक्षा पद्धतीचे स्वरूप बदलता येईल. याबरोबरच मूल्यमापनाच्या इतर साधनांचा वापर करून विद्यार्थ्यांच्या इतर गुणवैशिष्ट्यांचे मापन करता येईल. राष्ट्रीय अभ्यासक्रम आराखडा (२००५) यांच्या मते पुस्तकी ज्ञानाचा दैनंदिन जीवनाशी संबंध जोडावा. तसेच तर्कक्षमता व सर्जनशीलता हे मूल्यांकनाचे आधार असावे.

NCERT Guidance for Examination (2019) यांच्या मते जीवन कौशल्ये, अभिवृत्ती, मूल्ये,सहशालेय उपक्रम यांचे सतत व सर्वकष मूल्यमापन व्हावे. विद्यार्थ्यांच्या सर्वांगीण मूल्यमापनावरूनच आपणास शैक्षणिक उद्दिष्ट्ये किती प्रमाणात साध्य झालीए अध्ययन अध्यापन पद्धतीत सुधारणा करणे गरजेचे आहे का? हे कळेल.

आजची शिक्षण पद्धती विद्यार्थी केंद्रित शिक्षण पद्धती आहे. त्यामुळे विद्यार्थ्यांचा सर्वांगीण विकास करणे, सतत मूल्यमापन करणे त्यांना आवश्यक त्या (प्रतिजतनबजनतम बिपसपजपमे)सोयी सुविधा उपलब्ध करून देणे, त्यांना वेळोवेळी प्रत्याभरण देणे (मिमकईबा) याला शिक्षण पद्धतीत महत्वाचे स्थान आहे.(छब्ज) विद्यार्थ्यांच्या भावात्मक सामाजिक, मानसिक विकासाच्या मूल्यमापनासाठी गुणात्मक साधनांचा उपयोग होऊ शकतो. यात निरीक्षण तंत्र, पडताळा सूची, वाक्यपूर्ती प्रगतीपुस्तक प्रासंगिक नोंदी यासारख्या साधनांचे खूप महत्त्व आहे. त्यामुळे विद्यार्थ्यांच्या सवयी, अभ्यासातील प्रगती, वाचनाबद्दलची गोडी, सामाजिक उपक्रमातील सहभाग, पुढाकार घेण्याची वृत्ती, प्रामाणिकपणा या व इतरही अनेक बाबींचे ज्ञान होईल. विद्यार्थ्यांची बलस्थाने व कमकुवतपणा याबद्दल माहिती मिळेल व विद्यार्थ्यांना प्रोत्साहन देता येईल. आज शिक्षण पद्धतीत शिक्षक व विद्यार्थ्यांबरोबरच पालकांनाही समाविष्ट करून घेणे महत्वाचे आहे.शाळा – महाविद्यालयातील विविध घटकांमधील आंतरक्रिया आश्वासक पद्धतीची हवी. शाळेत सहशालेय कार्यक्रमाचे आयोजन करणे महत्वाचे आहे. यांत वक्तृत्व स्पर्धा वाद विवाद स्पर्धा,सांस्कृतिक कार्यक्रम, समाजसेवा उपक्रम, महाविद्यालयीन मासिकातील लेखन, खेळांचे आयोजन यामुळे विद्यार्थ्यांच्या व्यक्तिमत्त्वाचा समतोल विकास होईल. आजच्या युगात सामाजिक सहकार्य, स्वयंशिस्त, सर्जनशिलता,संवाद कौशल्य यांना फार महत्वाचे स्थान आहे.

परीक्षा व मूल्यमापन संदर्भात काही उपाययोजना :

१. विद्यार्थ्यांच्या ज्ञानात्मक पातळीबरोबरच त्यांच्या विविध क्षमतांच्या विकासाला वाव हवा.
२. प्रत्येक घटक शिकविल्यानंतर तो विद्यार्थ्यांना किती कळला यासाठी घटक चाचणी घेता येईल म्हणजे विद्यार्थ्यांची परीक्षेची भीती कमी होईल. न कळलेला भाग परत शिकता येईल.
३. विद्यार्थ्यांच्या व्यक्तिमत्त्व विकासासाठी शाळेबरोबरच घर समाज यांचाही सहभाग हवा. विद्यार्थ्यांना सहली, प्रदर्शन, समाजसेवा, शैक्षणिक भेटी याद्वारा विविध शैक्षणिक अनुभव देता येतील
४. विद्यार्थ्यांना त्यांच्या परीक्षेतील गुणांबरोबरच इतर सहशालेय सहभागाबद्दल गुण द्यावेत अंतिम निकालात यांचा समावेश करून एकूण निकाल जाहीर करावा.

संदर्भ :-

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