

Strengthen and Respect Last Qualifying Examination Rather Than Introducing Entry/Exit Examinations

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Abstract— Entry/Exit Exam System, the government has to think about to increase the effort put forth to improve the quality of the education and strengthen the evaluation process. There is no need of these kinds of experiments to impose on students. There is only need to strengthen the Higher Education evaluation System so that the last qualifying examination marks could be considered as final outcomes of students learning.

Keywords— Entry / Exit Exam, Policy on Education, Curriculum, Evaluation Policy, Experiments on students.

I. INTRODUCTION

Author of this paper, which is the most relevant and virgin idea of mine, as during the decades of experiences on the different frame works and modules of academic set up and pattern, transitional journey of Indian academic system has compelled every stake holders to think over the actual scene. The Central/State Government gradually executing the new testing methods for students by introducing new Entrance/Exit Examinations and now this became the fashion trends in testing system to introduce Exit Examinations for almost every discipline which are forcefully imposing on students.

It is suppose to be happen that; the Government makes it mandatory for every graduate to appear for an 'Exit Exam' but Exit Exam renders Higher Education System redundant. Universities are authorized entity by the Government to develop curriculum, conduct examinations and award degrees and competent enough to execute all. Introducing new exam patterns over existing examination is not a right path to improve education and evaluation quality.

Rather than implementing the Entry/Exit Exam System, the government has to think about to increase the effort put forth to improve the quality of the education and strengthen the evaluation process. There is no need of these kinds of experiments to impose on students. There is only need to strengthen the Higher Education evaluation System so that the last qualifying examination marks could be considered as final outcomes of students learning skills.

In my Opinion, students should be accountable for what they have learned in entire duration of their program and across

the Nation only single exam system should be implemented by the Central Government for Secondary (10th) and Senior Secondary Education(12th) level and the standardized 10th & 12th examinations should be conducted by Central Examination Agency like National Testing Agency (NTA) or Central Board of Secondary Education (CBSE) with the help of State Governments in two choice of languages i.e. English & State Language. The passing criteria should be same for both mode of languages and the Central Government decide the minimum Percentage for Merit of every discipline for Higher Education/Recruitment.

Syllabus of all undergraduate programs should be as per society and industry needs including studies of subjects like Human Ethics & values, Moral Education, Analytic & Aptitude based Knowledge, General Knowledge, Skill oriented knowledge of particular discipline etc. so that students will seriously concentrate on their studies and can enjoy their curriculum throughout their student life. There will be no more burden remains on students for taking extra coaching to qualify the other Entrance/Exit Exams and Students can focus on their studies with full concentration. However, the Exit Exam policies may have adverse effects on students during preparation of their final year examination. Most of students give weightage to only their competitive examinations & coachings that affects on their overall performance and they obtaining low grades/less marks in their School/University Examinations ultimately students are suffering a lot due to these complicated education policies resultant to increasing drop-out rates due to lack of concentration in their core studies, extra mental and psychological burden on students to qualify the entrance examinations, wastage of their time and money and increasing rate of unemployability and unfortunately thousands of students across the country also commit suicide

every year who face failure in examination, unemployment and depression due to high pressure of Entrance Exams.

If Government put efforts to strengthen the quality of education with required modifications in curriculum may be called as 'National Curriculum'; comprises 70 % core subjects, 20 % Skill Based and 10 % Value Added Courses and by giving weightage to student's last qualifying examination scores so that student's could be motivated to gain adequate knowledge of their curriculum and will obtain good score. They will not need to spend their money on special coaching and their valuable time & money will also save. Universities should be authorized for declaration of Merit for entry into next level for higher education or jobs as well as to be registered as a professional in their respective Registration Councils on the basis of students last qualifying examinations score without any Exit Exam. If Students not secure good marks should be given an opportunity to

reappear in examination to improve their score card. In addition the Government should train group of teachers as a National Assessor for assessment of skill based courses and declare "National Skill Assessor Board". The Board provides facility to each & every University to assess their student's skills.

The Government should promote and give weightage to students last qualifying examination score by providing various scholarship and fellowships to those students who obtained higher marks in their last qualifying School/University examination. Jayoti Vidyapeeth Women's University, Jaipur adopted the same policies since its inception to provide subsidy to meritorious students who obtained good score in their last qualifying examinations at their entry level and fellowship provided to those students who did hard work throughout entire duration of their program to obtain highest marks.

Table 1

	Curriculum								Entry level Of Employability (Consider For Government Jobs and Eligible for Registration in Professional Fields)	Entry level of Higher Education (Consider For Higher Education in Any University) All University declare their own Merit List
	Core subjects (70%)		Skill Based Subjects (20%)		Valued Added Subjects (10%)		Total (100%)			
	Marks	percentage	Marks	Percentage	Marks	Percentage	Overall performance Marks Percentage			
Max. Marks	70	100%	20	100%	10	100%	100	100%		
Minimum Eligibility Score/ Marks	60	86%	18	90%	8	80%	86	86%	Eligible for Administrative, Science & Research Services like IAS, IPS, Public Services etc.	Eligible for Medical & Engineering Disciplines
	55	78%	15	75%	5	50%	75	75%	Eligible for Medical & Technical Teacher Education Services	Eligible for Management & Commerce and Teacher Education Disciplines
	45	64%	10	50%	3	30%	58	58%	Eligible For Arts & Other Ministerial	Eligible For Arts,

									Services	Humanities & Other Disciplines
<ul style="list-style-type: none"> Students secured below 58 % marks are eligible to apply for defence Services/Jobs such as Police, Army etc. 										

CONCLUSION

Author of this paper is also under the opinion that a global discussion must be started by sharing his opinion for the topic of National issue 'Entrance/Exit Exam' and more wider discussions forecasted to be needed from all stakeholders for right solution in context to Indian Academic system..

References: Below are some of the concerns highlights similar studies in the different parts and levels of Academics of the Globe.

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