

Why Central Exams at all?

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The human personality has several dimension- intellectual, physical, emotional, aesthetic, etc. The development of all these aspects should be taken care of for their proper nourishment. The role of education is not only to enrich these, but also to strike a happy balance among them. Each of these attributes is complimentary to one another, which means that the development of one promotes the development of the other. It is, therefore, necessary that each attribute grow systematically. The optimum results in this direction can be achieved if the growth and development of each of these attributes is consciously monitored and augmented through a well-designed evaluation system. In this context evaluation of both the processes and the products of education becomes imperative to know to what extent the goals of education have been achieved. It is perhaps for this purpose examinations were introduced. Examinations have existed since time immemorial. Its first traces are found in history of china where individuals were selected for high office of public responsibility as far back as 909 AD, through well-designed Examination system. The Indian mythology is also replete with instances of Examination of intellectual and physical prowess. Examinations, thus, have always been considered as viable and justifiable instruments for measuring the various facets of human potential. But for nearly half a century, Examination has been recognised as one of the debatable features of Indian education. The magnitude of the problem has been growing at an alarming rate and has been a bane of many a policy planner and practitioner for over five decades, but nothing substantial in the way of sea- change has appeared on the scene. The justification for Examination reforms arises not merely from academic considerations but also from socio-economic and political viewpoint.

The Indian constitution provides that both the central and the state governments can bring laws and frame policies on education or in simpler words the subject education is the responsibility of both respective state government and government of India. Therefore every state has its own Boards. At present there are 34 centralised Boards in Indian, which has its own syllabus and conducts its own Examination for class 10 and 12. The rationale behind the centralisation of Examination was that class 12th should be the entry level qualification for pursuing higher education in any field, but in reality public Examination has been reduced to only qualifying level. Various drawbacks of these Examinations have reduced its credibility. As a consequence, the institutions of higher and professional learning have started conducting their own entrance exams. The ultimate victim is the student, who ever since his entry into schooling, is constantly subjected to an Examination galore. He suffers from the Examination syndrome all through his education career. The multiplicity of Examination Boards in the country creates more problems than it solves. Varying methods of evaluation between state and the central Boards have resulted in a big divide. Of late, questions are being raised on the logic of the existence of a number of Board Examinations that lead to difference in the standard of education and have concomitant implications for admissions to universities. In view of the above, there is a need to debate on the significance of the public Examination being made optional. This is no doubt a difficult situation and several solutions have been offered and tried out without much satisfactory results. In order to understand the implications and arrive at some rational conclusion, one has to examine the nature of Examination and evaluation system. When I look at the issue, I feel, **why Examination at all!**

In this particular project we have tried to analyse the Examination system of CBSE and ICSE, the various drawbacks of this Examination system, their possible remedies and finally the number of entrance exams a student has to write to get admission to any professional college.

Central Board of Secondary Examination

Historical background

U.P. Board of High School and Intermediate Education was the first Board set up in 1921. It has under its jurisdiction Rajputana, central India and Gwalior, in response to the representation made by the government of united provinces. The then government of India suggested to set up a joint Board in 1929 in all the areas and this was named as the 'Board of High School' and Intermediate Education, Rajputana. This included Ajmeer, Merwana, central India and Gwalior. The Board witness rapid growth and expansion at the level of secondary education resulting in improved quality and standard of education in its institutions. But with the advent of State Universities and State Board in various parts of the country the jurisdiction of the Board was confined only to Ajmeer, Bhopal, and Vindhya Pradesh later. As a result of this, in 1952, the constitution of Board was amended therein its jurisdiction was extended to part C and part D territories. The Board was given its present name '**central Board of secondary education**' it was in the year 1962 finally that the Board was reconstituted.

Jurisdiction

The jurisdiction of the Board is extensive and stretches beyond the national geographical boundaries. As a result of the reconstruction, the erstwhile "Delhi Board of Secondary Education" was merged with the Central Board and thus all the educational institutions recognised by the Delhi Board also became a part of the Central Board. Subsequently, all the schools located in the Union Territory of Chandigarh, Andaman and Nicobar Islands, Arunachal Pradesh and the state of Sikkim got affiliation with the Board. From a group of 309 schools in 1962 the Board today has 6593 schools as on 2001-2002 affiliated to it, which include 847 Kendriya Vidyalayas, 1560 Government Schools, 3545 Independent Schools, 403 Jawahar Navodaya Vidyalayas and 238 Adhoc Schools.

Objectives

The Central Board of Secondary Education was set up to achieve certain interlined objectives:

- To prescribe conditions of Examinations and conduct public Examinations at the end of Class X and XII. To grant qualifying certificates to successful candidates of the affiliated schools.
- To fulfill the educational requirements of those students whose parents were employed in transferable jobs.
- To prescribe and update the courses of instructions for Examinations.
- To affiliate institutions for the purpose of Examination and raise the academic standards of the country.

The Board also promotes:

Innovations in teaching learning methodologies by devising student friendly and student centered paradigms.

- Reforms in Examinations and evaluation practices.
- Skill learning by adding job oriented and jobs linked inputs.
- Regularly updating the pedagogical skills of the teachers and administrators by conducting inservice training programs, workshops, etc.

Administrative setup

The Board functions under the overall supervision of the Controlling Authority, which is vested with the Secretary Education, Government of India, Ministry of Human Resource Development. The Board has various statutory committees, which are advisory in nature. The Governing Body of the Board is

constituted as per its rules and regulations. The recommendations of all the committees are placed for approval before the Governing Body of the Board.

The Board has a full time Chairman, who is the Chief Executive of the Board. He is assisted by three Heads of the Departments: Secretary, Controller of Examinations, and Director (Academic). The Chairman and Heads of Departments are appointed by the Controlling Authority of the Board, the Secretary, Education, Ministry of Human Resource Development, Government of India. The Secretary of the Board is the Chief Administrative Officer and is responsible for all matters pertaining to general Administration, Establishment, Vigilance, Legal, Accounts, Public Relations, Grievance Redressal, Affiliation and property of the Board. He also looks after the PMT and Jawahar Navodaya Vidyalayas Examinations. The Controller of Examinations & Director is responsible for all matters concerning Examinations-administrative as well as confidential. The Director (Academic) is responsible for all matters pertaining to the development of syllabi, textual and other materials including publications of the Board. He also handles inservice teacher training and other academic projects.

Finance

CBSE is a self- financing body, which meets the recurring and non-recurring expenditure without any grant-in-aid either from the Central Government. or from any other source. All the financial requirements of the Board are met from the annual Examination charges, affiliation fee, PMT Examination etc¹

The Board has Schools in following countries

Bangladesh	Bahrain	Mayanmar	Ethiopia
Iran	Saudi Arabia	Kuwait	Oman
Nepal	Doha Qatar	Tanzania	U.A.E.
Nigeria	West Africa	Yemen	Russia
Indonesia			

ADMISSION TO EXAMINATIONS

General

Notwithstanding anything contained in these Bye-laws, no candidate who has been expelled or is under the punishment or rustication or is debarred for appearing in or taking an Examination for any reason whatsoever, shall be admitted to any Examination of the Board.

All India/Delhi Senior School Certificate/Secondary School Examinations

Academic Qualifications for Undertaking Examinations

- 1) A candidate for All India/Delhi Senior School Certificate Examination should have:
 - a) Passed the secondary school certificate Examination (Class X) of this Board or an equivalent Examination from any other recognised Board/University at least two years earlier than the year in which he/she would take Senior School Certificate Examination (Class XII) of the Board and
 - b) Secured a grade higher than grade E in each of the subjects of internal assessment at the Examination referred to at (a) above.

- 2) A Candidate for All India/Delhi Secondary School Examination should have

¹ CBSE ANNUAL REPORT-2002

- a) Passed the Middle School Examination (class VIII) of a Board or of an affiliated /recognised school at least two years earlier than the year in which he would take secondary (Class X) Examination
- b) Secured a grade higher than grade E in each of the subjects of internal assessment at the Examination referred to at (a) above and
- c) Passed the third language as per requirement laid down in the scheme of studies.

Detaining of eligible Candidates

Heads of affiliated schools shall not detain eligible candidates from appearing at the Examination of the Board except for very grave reasons and with the previous permission of the Chairman.

Fixation of Examination Centres

General conditions

- 1) The Examinations of the board shall be conducted as per schedule approved by the chairman. Draft scheme of Examination Centres shall be prepared by the controller of Examinations and finally approved by the chairman who shall have powers to revise modify or amend it.
- 2) The Examination of the Board shall be held only at Centres approved by the Board and all the Examination papers will be administered simultaneously at all Centres as per Indian standard time (I. S. T.).
- 3) As provided in clause 30 (3) of the affiliation bye-laws, the building and furniture of affiliated school shall be placed at the disposal of the Board for the conduct of any of its Examinations and for spot evaluation, free of charge and management and the principal shall cooperate with the Board in the conduct of Examination and evaluation of answer scripts.
- 4) It shall be obligatory on the part of the school to provide teachers for conduct of Examinations and for evaluations of scripts.

Norms for fixation of Examinations Centres at places other than Delhi/new Delhi

General conditions

- 1) For the purpose of fixing the Examination Centres, cities will be classified under following categories
 - a) single school cities
 - b) multiple school cities
 - c) foreign countries
- 2) Examination Centres shall be in any school after considering the availability of appropriate facilities like sufficient number of rooms with ventilation, fan, light and furniture.
- 3) An Examination Centre shall be created object to availability of bank/ treasury facilities for the safe custody of question papers etc. as per requirement of the Board.
- 4) Except for single school cities students shall have the Examination Centres other than their own school, as far as practicable.
- 5) Subject to the fulfillment of conditions mentioned above, this school its self may be the Examination Centre, provided
 - a) It presents at least 30 candidates for the class 10'th, if it is affiliated up to secondary school,
 - b) It presents at least 50 candidates for classes 10 and 12 taken together, if it is affiliated upto+2 stages, and
 - c) The school should complete two years of its affiliation to the Board
- 6) In respect of such school, the Centre Superintendent and supervisory staff shall be appointed from among those who are not employee of the school or the trust running it. Centre Superintendent as far as possible, will not be from the same city.

Multiple school cities

- 1) as far as practicable, no school shall be allowed to have the candidate appearing for an Examination of the Board at their own school as an Examination Centre.
- 2) In case of two or more school presenting candidates for an Examination in city, the students shall be rotated among different Centres, avoiding mutual interchange of students between school as far as possible.

Foreign countries

- 1) In respect of schools in foreign countries, as far as possible, the norms applicable to Examination Centres in India, shall be applicable.

However, the chairman shall be empowered to create an Examination Centres in a foreign country keeping in view the number of students, geographical conditions etc.

- 2) In respect of private/ patrachar candidates appearing from foreign countries, the Examination Centres may be fixed in embassies/ chancelleries if no school exists in that country/ city provided the candidate furnitures willingness of the embassy/chancellery to conduct the Examination as per Board norms.

Norms for fixation of Centres t Delhi/new Delhi

- 1) Normally, an Examination Centres should fall within 10 kms from the location of the school.
- 2) The Examination Centres shall be fixed only in such school which have boundary-wall, where public trespassing is not possible is not possible, and have enough furniture.
- 3) The Examination Centres shall be fixed in schools which have 'pucca' building and the school is not run in tents/sheds etc.

Norms for appointment of Centre Superintendent, Deputy Superintendents/ Assistant Superintendents

1. Centre Superintendents

- 1) The principal/vice- principal/senior PGT of a school shall be a appointed at the Centre Superintendent at the Examination Centre provided the students from his/ her school is not appearing at that Centre.
- 2) No person, whose ward/near relative is appearing in an Examination of the Board, shall be appointed for this assignment.
- 3) A Centre Superintendent shall not leave an Examination Centre without prior approval of the Board under nominal circumstances. In cases of an emergency, he/she may hand over the charge to the Deputy Superintendent, where appointed, or to the next senior most person under intimation to the Board.
- 4) A Centre Superintendent who:
 - a) Leaves an Examination Centre without prior permission of the Board and proper arrangement;
 - b) Misuses his/her position; or
 - c) Engages himself/herself directly or indirectly in using or promoting or abetting the use of unfair practices detrimental to the smooth and fair conduct of Examinations; shall face disciplinary action, as may be decided by the chairman, which may include disciplinary action through departmental agencies or legal action by the Board in public interest.

Deputy Superintendents

- 1) The Deputy Superintendent shall be appointed at an Examination Centre having a total of 250 or more candidates-both for All India/Delhi Senior School Certificate Examinations/Secondary School Examinations.
- 2) The Deputy Superintendent will be appointed by the Centre Superintendent of the Centre under intimation of the Board. In cases, where the Centre Superintendent is from other school, the Deputy Superintendent shall be appointed by the Centre Superintendent in consultation with the principal or principal-in-charge of the school.
- 3) The Deputy Superintendent shall not be below the rank of vice-principal/senior PGT. In case of complaints against the Deputy Superintendent, where in the opinion of the Superintendent, immediate action has to be taken against him/her, the Superintendent shall have the powers to relieve him/her of his/her responsibilities and entrust the work to another suitable teacher. A report to such action shall be made to the Board immediately in writing and also by the telephone /fax etc.
- 4) No official shall be appointed as Deputy Superintendent from the school whose candidates are appearing at the Examination Centre.

Assistant Superintendents

- 1) A the Central Superintendent shall be responsible for the smooth conduct of Examinations, he/she will be authorised to appoint the required number of Assistant Superintendents, from among the teachers of his/her school provided the candidates appearing at the Centre do not belong to his/her school.
- 2) In case the students from the same school are taking Examination at the Centre, the Centre Superintendent shall draw a list of teachers who work as Assistant Superintendent from the neighboring school in consultation with the principal of the school. He/ She should furnish the list of Assistant Superintendent with complete details to the regional officer of the Board immediately.
- 3) Persons other than teachers possessing equivalent qualifications (minimum graduation) may also be detailed as Assistant Superintendent in the case the adequate number of teachers are not available. However, the appointment of such persons to act as Assistant Superintendent shall be restricted to the minimum and complete details in such cases shall be furnished to the concerned Regional Officer of the Board.
- 4) The Centre Superintendent shall see that the instructions to Assistant Superintendents (s) are duly noted and observed by them. An under taking to the effect that no near relation(s) or any other student(s) who has/ have been receiving private coaching from his /her, is/ are appearing in the Examination at the Centre, may please be obtained from each Assistant Superintendent.
- 5) One Assistant Superintendent for every 20 candidates or a part in the hall or big rooms, or two for each room having 40 or less candidates, are to be provided. Care should be taken not to keep the same Assistant Superintendent in the same room or the same part of the Examination hall every day/ session. The allotment of rooms to the Assistant Superintendent should, therefore, be changed everyday/ session and it should be done with out any previous notice to this effect to the concerned Assistant Superintendent (s). The names of the Assistant Superintendents put in different rooms for various papers should be shown on the seating plan while sending information to the Board.
- 6) An Assistant Superintendent who engages himself /herself directly or indirectly in using or promoting or abetting use of unfair means shall be dealt with appropriately under the rules of Board

Guidelines for the Centre Superintendents etc

Guidelines for Centre Superintendents, Deputy Superintendents and Assistant Superintendents will be issued by the Controller of Examinations with the approval of the chairman separately for adherence by all concerned.

Appointment of Observers/inspectors/Flying Squads

The chairman may appoint Observers/ Inspectors /Flying Squads to ensure smooth and fair conduct of Examinations at the Examination Centres where necessary.

In exceptional circumstances where deviation from the Bye-laws of this chapter is considered necessary, the chairman shall have the powers to do so for reasons to be recorded.

Change of Examination Centres

- 1) Save as provided for, no candidate shall be allowed to appear from an Examination Centre to which he/ she has not been allotted.
- 2) The chairman may allow change of an Examination Centre from one city to another if the student has joined a school in another city, provided that an application is made in writing and is duly forwarded by the head of the institution to which a candidate has been admitted.
- 3) The change of an Examination Centre from one city to another may be allowed to the candidate by the chairman only in case of transfer/migration of his/ her parents.
No change of Centre shall, however, be allowed within one month of the commencement of Examination.
- 4) A candidate who has appeared at an Examination Centre not allotted to him /her without prior approval of the Board, shall forfeit his/her eligibility for Examination and the Board has the right to declare him/her a ' Not Eligible' for the concerned Examination.
- 5) A candidate appearing for the first chance compartmental Examination shall appear from a Centre in the same region from where she/he has appeared at the main Examination. However, in case of transfer of the parent from one place to another, the chairman may allow change of Centre subject to fulfillment of the following:
 - a) The parent produces a valid documentary evidence of his/her transfer from one place to another
 - b) That the request for change of Centre is received before 15 July of the Year
 - c) That the change of Centre will be considered only subject to availability of question papers at the requested place of Centre.

Identification and Reporting of Unfair Means cases

- 1) As soon as it comes or is brought to the notice of the Centre Superintendent that a candidate during the course of Examination, has been found using or attempting to use unfair means. He/ She shall take possession of the answer book of the candidates along with the paper(s) or other material(s) found with him/her, if any, and provide the candidate with a second answer book immediately. The Centre Superintendent shall record, on the first answer book, the time when it was taken away from the candidate and on the second answer book, the candidate shall be asked by the Centre Superintendent to submit his/ her explanation in regard to the allegation against him/her. If the candidate refuses to give an explanatory statement, the fact of refusal should be recorded by two assistant superintendent and attested by the Centre Superintendent on duty at the time of the occurrence. The Centre Superintendent shall call for the statement(s) of the Assistant Superintendent(s) concerned and forward the same to the concerned Regional Officer of the Board, in a separate sealed cover, the two answer books used by the candidate alongwith the explanation of the candidate or the attested statement of refusal, the statement(s) of the Assistant Superintendent(s) and his/her own note on the case for further action by the Board.
- 2) As soon as it comes or is brought to the notice of the Centre Superintendent that a candidate has smuggled out an answer book, he/she should call for the student directly or through the Principal of the school concerned and try to secure the answer book. In case of non-availability of the answer book, the matter should be reported to the police and a copy of the report to the office of the board along with the statements of peon, police constable etc if any, relevant to the situation should also be

forwarded. The statements should contain the time of the incident and details of the case as to how the candidate took away the answer book. Efforts made to recover the answer book should also be stated.

- 3) In case of impersonation, the Centre Superintendent should sent to the Board's office, the statement of the person found to be impersonating, the assistant superintendent and that of the real candidate, if possible. The Centre superintendent shall also report the matter to the police.
- 4) In case of misconduct of a serious nature, the matter should be reported to the police, if necessary. Statements of the assistant superintendent and that of the peon/policeman concerned may be obtained and sent to the office of the board for further action.
- 5) If a candidate is found guilty of communicating or attempting to communicate either directly or indirectly with an examiner or any other person connected with the examination with the object of influencing him/her in any way, he/ she shall be deemed to have used unfair means and shall be liable to be punished under the rules.
- 6) Use of abusive language or making derogatory remarks in the answer book shall be treated as used of unfair means.
- 7) If any examiner notices any case of copying of answer(s) either among two or more candidates or from any other source, he/she should mark the relevant portion(s) of the answer(s) and send the case immediately, alongwith his/her report on the same, to his/her Head Examiner. The Head Examiner will scrutinize the case and forward it alongwith his/her own remarks, in a sealed cover, to the Controller of examinations of the Board for necessary action by the board. If such a case comes to the notice of the Head Examiner himself/herself, he/she should also mark the relevant portion(s) in the answer(s) and forward the same immediately, alongwith his/her remarks in a sealed cover to the Controller of Examinations of the board for further action.

Imposition of penalties

- 1) The results of all candidates who have been reported to have used unfair means in an examination, by an Assistant Superintendent, Deputy superintendent, Centre Superintendent, member of raid parties, surprise inspectors, observers or examiners/ Head Examiners, shall be declared as 'Unfair Means (U.F.M)'.
- 2) All cases of 'unfair Means (U.F.M)' shall be decided with in a reasonable time after the declaration of the result.
- 3) All cases of Unfair Means shall be reported to the Result Committee and the result of such candidates shall be disposed of in a manner and as recommended by the Result Committee of the Board.
- 4) Before any penalty is imposed, under any of the provisions of these Byelaws, on a candidate reported to have used unfair means, he/she shall be given an opportunity for explaining his/her conduct. He/she will be required to appear personally before the Result Committee to explain his/ her conduct for consideration of the result Committee. In case He /she does not avail himself/herself of the opportunity by the given date, ex-parte decision taken by the Result Committee shall be final.
- 5) If the Board is satisfied that the use of Unfair means in a paper or papers has been wide spread at a centre, the board has the right to cancel the result of all candidates of that centre, in the paper or papers concerned or even the entire examination at that centre, if several papers are involved.
- 6) The name of candidates, who are punished under any of the above rules, shall communicated to the universities, Boars and other organisations which conduct secondary school, Senior school certificate examination, Intermediate or equivalent examinations and to various State Governments as well as to the different public service Commissions in the country².

² EXAMINATIONS BYE-LAWS-2002

Confidential Works

General

- 1) The Board may use multiple sets of question papers for the same examination at the same centre/examination hall if so considered desirable.
- 2) The Paper setters, Moderators, Secrecy Officers, Head Examiners, Examiners and the likes shall be appointed by the Chairman in accordance with the provisions contained in the regulations and these bye-laws; provided that, notwithstanding anything contained in bye-laws 47 to 55, the Chairman shall have the power to appoint persons in relaxation of the provisions of these bye-laws for reasons to be recorded.
- 3) No person shall be appointed to act as a Papersetter, Moderator, Chief Secrecy Officer/Secrecy Officer, Head Examiner, Examiner, and Co-ordinator whose 'near relation' is appearing or has appeared at an examination conducted by the Board in that year. For this purpose 'near relation' shall mean and include wife/husband, sons and daughters and members of their family; nephew, niece or similar relations of wife/husband.

(A) Qualifications for appointment of Paper Setter/Moderator

(a) A paper setter shall:

- 1) Have a post graduate degree in the concerned subject or allied subject;
- 2) Have a minimum of ten years experience of teaching the concerned subject at Secondary/Senior Secondary/higher education level; or persons working in the State/National level education agencies set up by the Government. and are actually involved in the organisation of inservice training programme or research/development of study materials for the Secondary/Senior Secondary students/teachers. Provided that the Chairman may also appoint other persons in the profession related to the subject as Paper setters that subject if in the opinion of the Chairman such appointment is desirable.
- 3) Every person appointed as Paper Setter shall be required to furnish a declaration in the form as may be prescribed by the Chairman, inter alia, stating that:
 - 4) He/she has not written or revised a guide-book, help-book, key or similar other matter, with whatsoever name, relating to the subject;
- (b) He/she has not been engaging himself/herself in private tuition's and/or coaching at private institutions or carrying out similar other work;
- (c) None of his/her relations mentioned in these bye-laws is appearing in the Board's examinations in that year.

(iv) Qualifications of Moderators:

The persons appointed as Moderators:

- (a) shall be a person, other than the Paper setter; and
- (b) Shall possess the qualifications prescribed for Paper setters under bye-laws 48(A)(a)(i) to (iii).

(B) Moderation of question papers/duties of Paper Setters and Moderators

- 1) Moderation of question papers may be undertaken by a team of Moderators or individual Moderator as may be decided by the Chairman;
- 2) Paper setters while setting the question papers and Moderators while moderating the question papers, shall ensure that all sets of question papers are comparable, as far as possible, with regard to the concepts tested, cognitive operation required, the scope of the answer, difficulty level, time limit and conformity with the syllabus;
- 3) The Moderator/team of moderators may also be required to prepare additional sets of question papers as per instructions/directions given by the Board;
- 4) The Paper setters as well as Moderators shall:

- (a) Ensure that each question paper has been set according to the syllabus of the subject, blue print, design and text books/recommended books;
- (b) Prepare a comprehensive marking scheme for each of question paper, gaining expected answers, value points and distribution of marks;
- (c) Workout themselves the solution to the questions particularly the numerical questions;
- (d) Mention against each question approximate time that may be required for answering the question by an average student who has carefully studied the course and has prepared for the examination methodically;
- (e) Ensure that no question is erroneously or ambiguously worded, leading to an interpretation different from the question intends to convey. (Each question should linguistically be unambiguous, clear, accurate and free from all limitations);
- (f) Respectively set and moderate the question paper strictly in accordance with the unit wise weightage given in a curriculum of the subject, keeping the variations of the marks, if any, under different sub-units at the minimum;
- (g) Furnish a certificate that the provisions of sub-clauses (ii) and (iv) have been complied with.

(C) Disqualification's of Paper Setters/Moderators/Head Examiners/Examiners/Coordinators

- (a) No person shall be appointed as a Paper setter/Moderator :
 - 1) If he/she has written a guide-book, help-book, key or any similar matter, with whatsoever name, relating to the subject;
 - 2) If he/she has been or is engaging himself/herself in private tuition's and is coaching at private institutions or carrying out similar other activity.
- (b) Where the Chairman is satisfied that a Paper Setter/Moderator/Head Examiner/Examiner/ Co-ordinator:
 - 1) Is unable to perform the work, or has not performed the work of the desired standard/ quality; or
 - 2) Has not been able to conform to the directions of the Board; or
 - 3) Is suspected to have engaged himself/herself in the activities defying the trust reposed (such as leakage of question papers) and/or in such activities which are unethical, unacademic or undesirable; or
 - (iv) Has furnished false declaration or has concealed facts.

- He/she may:**
- (a) Cancel his/her appointment as Paper setter/Moderator/Head Examiner/Examiner/Co-ordinator and/or;
 - (b) Disqualify him/her from all or some of the remunerative work of the Board for a specified period or permanently and/or;
 - (c) Forfeit/reduce remuneration payable to him/her or;
 - (d) Take any other action;
- As deemed appropriate by him/her in the circumstances of the case.

(D) Instructions to Paper Setters/Moderators/Head Examiners/Examiners and others

The Controller of Examinations, with the approval of the Chairman, shall issue detailed instructions for all examinations work (including Paper setters/Moderators/Head Examiners/Examiners/Coordinators) in conformity with these bye-laws;

Provided that if any emergency arises out of the administrative business or otherwise, which, in the opinion of the Chairman require instructions/directions in deviation of these bye-laws, the Chairman may order issuance of such instructions/directions as he/she may deem necessary but the same shall be reported to the appropriate Committees/Governing Body in their next meeting.

(E) (i) All question papers shall be in the exclusive custody of the Controller of Examinations and other officers as may be identified by the Chairman.

(ii) All copyrights in respect of Question Paper set by the Paper Setter and subsequently moderated by the Moderator(s) shall vest with the Board.

Receipt of answer books

1) All answer books from examination centres shall be received by the concerned Regional Officer or by an officer identified and recommended by the Controller of Examinations and approved by the Chairman.

2) All answer books shall be deemed as confidential document and no person(s) other than identified by the Controller of Examinations/Chairman shall be permitted to handle the same.

3) All the answer books received from the examination centres in real roll numbers of the candidate shall be converted into fictitious numbers.

4) The conversion of real numbers to fictitious numbers will be carried out by a team of Secrecy Officers with the overall control of a Chief Secrecy Officer.

Chief Secrecy Officers/Secrecy Officers

1) The Chairman shall appoint a Professor or a Principal of a College or Reader/Senior Lecturer of a college or such other person of integrity, honesty and experience as Chief Secrecy Officer for an examination of the Board at Delhi and at Regional levels.

2) Each Chief Secrecy Officer will identify his/her own team of persons who will carry out the work under his/her guidance. Such persons shall not be below the rank of lecturer in Colleges.

3) The Chief Secrecy Officer and his/her team shall undertake to maintain the confidentiality of the assignment given to them.

4) No person whose ward or near relative is appearing in any given examination of the Board shall work as a Secrecy Officer.

5) Each Chief Secrecy Officer and Secrecy Officer shall be paid remuneration for their work on such rates as approved by Board from time to time.

Evaluation

1) All answer books bearing fictitious roll numbers shall be evaluated by approved examiners.

2) The Board, under normal conditions, shall get the answer books evaluated at such cities and centres, identified by the Chairman from time to time.

3) Normally the spot evaluation centres shall be situated in schools affiliated to the Board.

4) Under special circumstances the answer books may be evaluated by examiners at their residences.

Marking scheme

1) A detailed marking scheme shall be prepared for each question paper by the paper setter along with the question paper.

2) The marking scheme shall indicate value points in respect of each answer and the award to be assigned for each of the value points.

3) The original marking scheme may be amended/modified by a group of Head Examiners on the basis of evaluation of sample answer scripts.

Head examiners

- 1) The Chairman shall appoint a senior person in the rank of Principal, Vice-principal, Post-Graduate Teacher of an affiliated school or a lecturer in a college as Head examiner for a subject/paper.
- 2) The Head Examiner shall be responsible for ensuring uniform evaluation of answer books as per the final marking scheme. The Head Examiner shall monitor the evaluation and ensure strict implementation of the marking scheme.
- 3) The Head Examiner shall bring to the notice of the Controller of Examinations, discrepancies, anomalies and suspected use of unfair means identified during the course of evaluation.
- 4) The Head Examiner shall report to the Controller of Examinations in writing the names of such examiners who have not carried out the instructions of the Board or have not maintained punctuality or have not observed the code of conduct for such actions as may be deemed fit by the Board.
- 5) No person whose ward or relation or the ward of whose near relation is appearing in the examination shall be appointed as Head Examiner.
- 6) The Head Examiner shall be the custodian of all answer books entrusted to him/her for evaluation at the evaluation centre and shall provide such physical and administrative facilities as are necessary to ensure quick, smooth and fair conduct of evaluation.
- 7) The Head Examiner shall treat all information provided to him/her and all materials supplied to him/her as strictly confidential, and at no stage divulge directly or indirectly any such information to any person other than those authorised by the Board.
- 8) One Head Examiner shall be appointed for each set of ten to fifteen examiners.

Examiners

List of Teachers

- 1) The Heads of the affiliated institutions shall recommend, every year, the names of teachers in their respective institutions, eligible for appointment as an Examiner in accordance with the provisions of these bye-laws.

Qualifications of an examiner

- 2) An Examiner shall:
 - (a) Hold at least a post graduate degree in case of Senior Secondary level and a graduate degree in case of Secondary level in the concerned/allied subject;
 - (b) Have at least three year's teaching experience at Secondary/Senior Secondary/higher education level; and
 - (c) Be a practising teacher teaching the same subject in a school affiliated to this Board or any other recognised Board/University/institution or a person working in the State/National level educational organisations set up by the government and are actually involved in the organisation of inservice training programmes/development of study materials for the Secondary/Senior Secondary students/teachers or research work or a retired teacher from a CBSE affiliated school (PGT for Class XI 1 and TGT for Class X) teaching the same subject prior to his/ her retirement and has not attained the age of 65 years on 1 April of the year of evaluation work.
- 3) No person shall be appointed as an examiner in a subject if He/she has been under suspension from service; and/or a departmental enquiry is either pending or is envisaged against him/her or has earlier been debarred from any work of the Board or his/ her integrity is doubtful in the opinion of the Chairman.
- 4) No person shall be appointed as an examiner for more than one subject or for more than one examination simultaneously.

Team evaluation

- 1) The Board may adopt individual/team approach of evaluation of the answer books.
- 2) The mode of fixation of team shall be exclusively left to the Board or the Head Examiner as the case may be.
- 3) The question paper and the marking scheme shall be suitably designed in such cases to facilitate team evaluation.

Award list

- 1) The award lists shall be prepared in duplicate.
- 2) All award lists are confidential documents of the Board.
- 3) No person except those authorised by the Controller of Examinations shall be permitted to handle the award lists.
- 4) No person other than the Controller of Examinations or Joint Secretary (Co-ordination) or Regional Officer is authorised to communicate any change in the awards. All such communications shall be sent in writing duly attested and signed by the concerned officials.
- 5) The award lists of an examination shall be destroyed three months after the declaration of results in the presence of a committee appointed by the Chairman of the Board.

Spot evaluation "NODAL Centres"

A 'nodal centre' is a school which can provide space, facilities and amenities for evaluation and co-ordination for a number of specified subject/schemes and located in the vicinity of about 10 schools. Regional Officers of the Board shall explore the possibilities of setting up a nodal centre at an appropriate central place, especially in areas outside Delhi. A 'nodal centre' shall be fixed, keeping in view, the following points:

- 1) The 'nodal centre' should be centrally located in the neighbourhood of about 10 schools;
- 2) It should be easily accessible to the staff appointed at the centre;
- 3) Qualified and experienced staff in the nodal, as well as the neighbouring schools is available to act as Head Examiners / Examiners/ Coordinators;
- 4) Sufficient number of rooms/stores can be provided to keep the bags of answer books and allied confidential material, subjectwise, separately;
- 5) It should have appropriate security, transport and communication facilities; and
- 6) A nodal centre shall be fixed with the approval of the Chairman.

Declaration of results

- 1) All the results of the examinations conducted by the Board shall be declared with the approval of the Chairman.
- 2) The Board shall not be responsible for non-receipt of any communication by a candidate or a school with regard to the declaration of the result.
- 3) The Board shall not be held responsible for any material or other loss incurred by candidate(s), if the results of the candidate(s) are delayed by the Board due to 'Result Late' cases for justifiable reasons and that they are declared within a reasonable period of time as prescribed in the rules.
- 4) The 'Result' shall indicate the factual position of the candidate with the marks/grades obtained by a candidate alongwith his/her status i.e. Pass/Fail/Compartment in a 'Gazette' kept in the office of the Board.

Result Later' cases

- 1) The Board may declare the result of the candidate(s) as 'Result Late' due to inadequacy of data, lack of information from the candidate, school, examination centre and the likes.

2) The result of such candidates shall be declared by the Board on availability of data/ information within a reasonable time from the date of declaration of results by the Board. The Board shall not be liable for any loss/damage caused to the candidate for 'Result Later'

Verification of marks obtained by a candidate in a subject

1) A candidate who has appeared at an examination conducted by the Board may apply to the concerned Regional Officer of the Board for verification of marks in any particular subject. The verification will be restricted to checking whether all the answers have been evaluated and that there has been no mistake in the totalling of marks for each question in that subject and that the marks have been transferred correctly on the title page of the answer book and to the award list and whether the supplementary answer book(s) attached with the answer book mentioned by the candidate are in tact.

No revaluation of the answer book or supplementary answer book(s) shall be done.

2) Such an application must be made by the candidate Within one month from the date of the declaration of results.

3) All such applications must be accompanied by payment of fee as prescribed by the Board from time to time.

4) No candidate shall claim, or be entitled to, revaluation of his/her answers or disclosure or inspection of the answer book(s) or other documents.

5) A candidate shall not be entitled to refund of fee unless as a result of the verification his/her marks are changed.

6) In no case the verification of marks shall be done in the presence of the candidate or any one else or his/her behalf, nor will the answer books be shown to him/her or his/her representative.

7) Verification of marks obtained by a candidate will be done by the officials appointed by or with the approval of the Chairman.

8) The marks, on verification will be revised upward or downward, as per the actual marks obtained by the candidate in his/her answer book.

9) The communication regarding the revision of the marks, if any, shall be sent to the candidate within a reasonable period of time.

10) The Board will not be responsible for any loss or damage or any inconvenience caused to the candidate, consequent on the revision of marks or delay in communications for reasons beyond control.

11) The Board shall revise the mark statement in respect of such candidates after the previous marks statement is returned by the candidate.

12) The decision of the Chairman on the result of the verification of marks shall be final.

Maintenance of answer books

The answer books shall be maintained for a period of three months and shall thereafter be disposed of in the manner as decided by the Chairman from time to time.

Council for Indian School Certificate Examination (CISCE)

The Council has been constituted to secure suitable representation of Governments responsible for schools (which are affiliated to it) in their States/Territories; the Inter-State Board for Anglo-Indian Education; the Association of Indian Universities; the Association of Heads of Anglo-Indian Schools; the Indian Public Schools Conference; the Association of Schools for the ISC Examinations and eminent educationists. The object of the Council is educational, and includes the promotion of science, literature, the line arts and the diffusion of useful knowledge by conducting school examinations through the medium of English. The Council exists solely for educational purposes and not for purposes of profit. In

October 1956 at the meeting of the Inter-State Board for Anglo-Indian Education a proposal was adopted for the setting up of an Indian Council to administer the University of Cambridge, Local Examinations Syndicate's Examinations in India and, to advise the Syndicate on the best way to adapt its examination to the needs of the country. The inaugural meeting of the Council was held on 3rd November 1958.

General

These rules apply to all Centres for the Indian school certificate, Indian certificate of secondary education examinations.

'**Convener**' means who is responsible to the council for local arrangement pertaining to the examination.

'**Supervising examiner**' means the presiding examiner at each of the Centres of the examination.

'**Inspector of Centres**' means a local person of repute and standing who, has, normally, nothing to do with the candidates under examination and who is not the principal or teacher of an affiliated school.

'**Invigilator**' means a person deputed to work with the supervising examiner and assist in the conduct of the examination.

The local arrangement for the conduct of the council's examination will be made by the Convener. The Convener shall be responsible to report to the council, immediately, any irregularity brought to his/her notice in the Centres under his/her charge. The Convener will be elected/appointed annually at a meeting convened for the purpose by the head of schools presenting candidates for the council's examinations in a particular town or city. The election/ appointment of supervising examiners shall be subject to the approval of the chief executive and secretary of the council, who reserves the right to appoint an additional inspector of Centres to oversee the conduct of the examination. Where there is only one school in a particular locality, the principal of that school will normally be required to act as Convener. If there are a number of schools presenting candidates in the council's examinations in the town or city concerned, more than one Convener may be appointed with the permission of the council. The council may also approve of the appointment of a coordinating Convener, if required, to coordinate the work of the other conveners. The supervising examiners should be a responsible, competent and impartial person, who normally has nothing to do with the candidates under the examination. The supervising examiner should not be a member of the staff at which the Centre is located. The Invigilators should be school teachers, but will not invigilate over the candidates to their own schools.

Note: In exceptional cases the chief executive and secretary may, on receiving a representation from the Convener of a Centre, permit alternate arrangements.

The principal of the school, at which the examination is held, takes responsibility for making all the arrangements for the examination. The supervising examiner should get in touch with the principal of each school in good time so as to become familiar with the arrangements made and to ensure that they conform to the required contained in the instructions. The principal of the school at which the Centre is located is expected to provide the supervising examiner with such facilities and such help as are required for the proper conduct of the examination³.

Arrangements for the examinations

Examination stationery

- 1) Answer paper: Special ruled answer paper with ruled margins and drawing paper approved by the council, must be provided by the Convener of the local committee for the use of candidates taking the examination. Candidates must write on both sides of the answer paper. Only this special paper must

³ CICSE ANNUAL REPORT-2002

be used; the name and address of a firm which supplies such paper will be communicated to the Conveners/principals well in advance by the chief executive and secretary of the council, New Delhi.

- 2) The supervising examiners are required to record the serial number of the answer booklets taken out and used on each day of the examination (serial number is given and the top left hand corner of the answer booklets).

Candidates must never be allowed to take any of this paper, either used or unused, out of the examination room.

Computerised copies of the entry forms

a) The Computerised copies of the entry forms, which will be given to the Supervising Examiners for use in the examination rooms as a record of attendance, and which are here after called Attendance List, show the entry at the Centre as finalised by the Council.

b) The Attendance List will show the Index Number, which is allotted to the candidate. Please take test to ensure that this number, and no other, is used by the candidate on all his/her scripts.

c) Full information regarding absence must also be recorded in the space on the script envelope provided for the dispatch of answer scripts to the Council.

d) When the examinations have ended, please ensure that the attendance list, duly completed in all the steps, is sent immediately to the Chief Executive and Secretary of the Council in the special envelop at the same time as the answer scripts of the last paper and by the same method of despatch.

Note: The Attendance List must be kept locked in the steel cupboard but not in use by the supervising examiner.

Despatch of question paper

Parcels containing the question papers will be sent well in advance of the examination either by registered post or by courier service to the Convener. The Convener will inform the supervising examiners of the Centres concerned of the arrival of the question papers and also the Heads of School at which the Centres are located.

The principals of Centres will be responsible for collecting the sealed parcels of the question papers and other examination materials received by the Convener.

Safe custody of the confidential documents

1) Depositing confidential documents with the bank

a) The Convener, on receipt of the parcels containing question papers, will be responsible for their safe custody till they are handed over to the Supervising Examiners and the principals of the schools where the examination Centres are located or the principal's nominee(a staff member of the school of the rank of the vice principal/Bursar/Head Of Department)

b) The Heads of Schools, where the Examination Centres are located, would collect the confidential documents from the respective Conveners on a working day well in time and take these directly to their respective banks. All arrangements for the security of the papers in the banks are to be in place by the middle of February.

c) If a Examination Centre is located at a considerable distance from the Convener's school, and the Head of the School where the Examination Centre is located is unable to reach the confidential documents to the bank during the bank's working hours on the same day, Head of the School must ensure that:

- The confidential documents are kept under round the clock security.
- Double locking system as specified under "procedure for Short Duration of Confidential Documents"
- The confidential documents are deposited in the bank at the earliest on the next working day and a receipt obtained from the manager certifying that the documents are intact and untampered.

Important

The heads are requested to kindly ensure that:

- Parcels containing question papers packets received from the Convener must be opened only in the presence of the supervising Examiners of the centers. The parcels containing question paper packets are to be checked by the Head of the School in which the Examination center is located or his/her nominee (a staff member of the school of the rank of vice principal/Bursar/Head of Department) and the supervising Examiners against the advice note and the center entries in the presence of the bank manager or his nominee. The Head of the school, or his/her nominee, and the supervising Examiners will jointly sign the ADVICE NOTE in confirmation of receipt of the contents of the parcels and certify that the packets were received intact.
- In the event of any irregularity with regard to the contents of the parcels or their security, a written report, jointly signed by the Head of the School and the Supervising Examiner, should be sent immediately to the council under intimation to the Convener.
- After verification, one copy of the advice note will be sent to the Convener and other copy kept in safe custody by the Head of School under intimation to the council.
- A copy of the list of packets deposited in the bank duly authenticated by the bank is kept in the School.
- The appointment letter and specimen signature of the nominee of the Head (a staff member of the school of the rank of the vice principal/Bursar/Head of department) and of the supervising Examiners are submitted to the bank for identification purpose with a copy of the same to the Convener.
- The confidential documents are kept in the cupboard secured in the safe place in the bank. Where required a half-seize steel cupboard may be provided to the bank for the period of examination for the purpose of storage of documents. This cupboard is to be kept in the storing room of the bank/or a secure place, which is properly guarded at all times.
- It is recommended that the confidential documents be kept in a bank where the schools accounts are maintained.

Collecting Confidential Documents from the Bank

- a) The Head of his/her nominee (a staff member of the school of the rank of the Vice Principal/ Bursar/ Head of Department) and the Supervising Examiners of the Centre will collect, day-to-day, the confidential documents from the bank.
- b) All confidential documents for the day should be collected from the bank between 10.00 to 10.15 a.m. on the day of the examination for the both the examinations.

Procedure for short duration storage of confidential documents

- 1) The question paper must be kept in a steel almirah, with its own locking system, made by a standard company. This steel almirah should be provided by the principal of the school at which the centre is located. The steel almirah must have a hasp and staple fitted so that a padlock can also be used, apart from the locking arrangement of the almirah. A new padlock should be purchased by the school principal on the day of receipt of question papers and the receipt for the purchase retained for inspection. One key of the steel almirah and one key of the new padlock should be handed over to the supervising Examiner who must, under no circumstances, leave them with, or hand them over, to any other person. The responsibility of the safe custody of these keys will be that of the supervising Examiners of the centre from the date and time they are handed over to him/her after taking charge of the question papers. The duplicate key of the steel almirah and the duplicate key of the padlock should be securely sealed in a cloth packet duly stitched and sealed, with the signature of the supervising Examiner across all stitched flaps of the packet. The sealed

packet should then be handed over to the Head of the Examination centre and kept in the school safe/ cupboard to which only the principal has access.

- 2) The steel cupboard containing the question paper should be kept in the office of the principal who is responsible for the security of the cupboard. There should be a minimum of two security guards posted to ensure security of the question papers.
- 3) The steel cupboard should be opened by the Supervising Examiner in the presence of the principal of the school, or his Deputy only, for taking question papers or putting back other Examination materials required for a particular session.

Detailed Instruction for the Conduct of the Examination

- 1) Before the question papers are distributed, the supervising Examiner, with the help of the invigilators, should ascertain that the number of the question paper contained in the packet tallies with the number mentioned on the label of the packet. In the event of a disparity the matter must immediately be brought to the notice of the convener who will inform the council.
- 2) The supervising Examiner should ensure that all packets containing question papers for the subject under examination at the time should be brought into the examination hall. Unused question papers may be handed over to the head of the school only after the paper under examination is completed.
- 3) No copy of question paper may be taken from the Examination room until the end of the period allotted to that paper. Any question paper left over after distribution to the candidates must be returned immediately to the supervising Examiner.
- 4) The Supervising Examiner is responsible to the chief Executive and secretary of the council for the conduct of the examination and shall be present in the examination room for the entire duration of each paper.
- 5) Invigilator must be appointed for duty for all papers under examination. The Supervising Examiner is asked to see that the ratio of the Invigilator to the candidates is atleast 1:3 for all written papers and 1:15 for practical papers. Where the number of candidates is less than 15 for practical papers, there must always be at least one Invigilator in addition to the supervising Examiner
- 6) The Supervising Examiners and Head of the schools are asked to make certain that Invigilator appointed are not teachers of the subjects under examination in class 10 and 12. The supervising examiner must not allow any unauthorised person or the teacher of any school, not on invigilation duty, to enter the room where an examination is in progress or allow such person to read question papers until the relevant examination period has ended.
- 9) Each question paper envelop should be opened by the Supervising Examiner in the presence of the Invigilator and the candidates, not more than ten minutes before the hour at which it as to be given to the candidates. There are some exceptions to this rule for the practical science and Art examinations.
- 10) Candidates who have finished their papers, must remain seated till the end of the time allotted for the paper. The invigilators must go to the candidates and collect the scripts. Only after all scripts have been collected, checked, and put into serial order, must candidates be permitted to leave the examination room.
- 11) At the end of the period allotted to a paper, candidates answer scripts must be compared with the entries on the Attendance List, and any discrepancies must be investigated. The answer scripts must be placed in the order of index Number in an answer script envelope with the required details filled in on the front. The answer script envelope must be sealed in the examination hall in the presence of the invigilators and kept in the steel cupboard containing examination materials until they are despatched to the council. The answer papers of one subject must not be packed with those of another.

- 12) Certificate of supervision: this requires that at the end of each paper the supervising Examiner and all the invigilators must enter their names, in capital letters and sign in the appropriate column. The certificate, duly signed, must be returned at the end of the examination to this council by the separate registered post, in a special envelope marked certificate of supervision with the seating plan.

Despatch Of Attendance List and Answer Scripts

The Computerised copies of the entry forms, used as an Attendance List, must be returned to the council immediately after the examinations have ended by the same method of despatch as the answer scripts.

It is imperative that there should be no delay in despatch of answer scripts. All answer scripts must be sent to the Chief Executive and Secretary, who will issue instructions in advance as to how and when these should be despatched. Sealed answer script envelopes of examination held the previous day or earlier should be handed over by the supervising Examiner the principal of the school, at which the examination centre is located, before the morning examination begins so that these may be packed in the office of the school, under the supervision of a responsible person appointed by the principal, before the packets are sent to the post office for despatch.

In order to ensure the security of this parcel between the time it leaves the school office and the time of booking of the parcel in the post office, a responsible member of school office staff should be deputed for this purpose in addition to a peon. It is important that the Chief Executive and Secretary of the council shall have the fullest information beforehand concerning the despatch of answer scripts, including the number of parcel sent and the contents of each parcel.

Use of unfair means

- 1) If the awarding committee is satisfied that a candidate has made previous arrangement to obtain unfair help in connection with the question papers from any persons connected with the examination centre, or any agency within or outside the examination centre, the candidate is liable to have his result in the examination cancelled as a whole.
- 1) Candidates who are detected giving or obtaining, or attempting to give or obtaining, unfair assistance, or who are otherwise detected in any dishonesty whatsoever, will be reported to the chief executive and Secretary of the council and may be refused admission to subsequent papers.
- 2) The supervising Examiner, or any member of the supervisory staff, shall seize the answer scripts in which the use of unfair means assistance is suspected.
- 3) The supervising Examiner shall send the seized answer scripts, with a report giving the details of the evidence and the explanation of the secretary of the council without delay and if possible, on the day of the occurrence.
- 4) In case the candidates concerned refuse to give explanatory statements they should not be forced to do so, only the fact of refusal shall be recorded by the Supervising Examiner and attested by two members of the supervisory staff on duty at the time of occurrence.
- 4) The Supervising Examiner should normally permit such candidates to answer the remaining part of the question papers but on answer sheets separate from those in which the use of unfair means is suspected.
- 5) Candidates found guilty of:
 - a) Bringing in answer sheets; or
 - b) Taking out or attempting to take out answer sheets; or
 - c) Unlawfully substituting answer scripts or getting answer scripts replaced during or after the examination, with or without the help of any person connected with the examination centre, or any person connected with the examination centre, shall be reported to the chief Executive and Secretary of the council and their results in the examination will be cancelled as a whole.

- 6) If it is subsequently discovered and the awarding committee is satisfied that the candidates have either copied from other candidates, or given an opportunity to other candidates to copy from them, or communicated dishonestly with other candidates, their results in the examination will be cancelled as a whole.
- 7) Candidates detecting in approaching directly or indirectly an Examination or any member of the staff of the council with the object of influencing him regarding the examination results shall have their results in their examination cancelled as a whole.
- 8) Candidates guilty of disorderly conduct or responsible for causing any kind of disturbing in or near the examination room are liable to be refused admission for subsequent papers.
- 9) Candidates are not permitted to have in their possession, any book, memorandum, or pocket-book, notes, or papers whatsoever, except the correct question papers while in the examination room. Candidates using slide rule, as permitted by the regulation must see that any information shown on them is securely covered.
- 10) Persons obtaining admission to the examination on false representation shall be expelled from the examination hall, forthwith, and be reported to the police.
- 11) A person who commits an offence under these regulations but is not a candidate shall be dealt with as under:
 - a) The chief Executive and secretary to the council may, if he so decides, direct that the case be handed over to the police.
 - b) In the case of a teacher, or a person connected with an institution his/her conduct shall be reported to the governing body of the institution concerned.

Power to alter or cancel results, certificate etc

- 1) The chief executive and secretary of the council shall have the power to alter or cancel the results of a candidate after it has been declared, if:
 - a) the candidate is found guilty of having used unfair means, or
 - b) A mistake is found in his result.
- 2) The chief executive and secretary of the council shall have the power to cancel a pass certificate/supplementary pass certificate which has been defaced or altered in any detail without the authority of the council, or which has been obtained by impersonation, or by false representation of facts, or by fraudulent, or dishonest means of any kind⁴.

Education mess

Sunidhi sahu of sakri in Bilaspur district, Chhattisgarh, has always been brilliant student, passing distinction (75%) throughout her career. She wanted to become a doctor. But her dream was shattered when she failed her HSC (HIGHER SECONDARY CERTIFICATE) exams this year. Sunidhi is not alone, 96% of her classmates at the government higher secondary school shared her fate. In fact sunidhi is just one of the thousands of students in chhattisgarh who flunked the school leaving exams. Thanks to the idea behind introducing the CBSE syllabus in Chhattisgarh School. The chhattisgarh disaster has put a question mark on the standard of school examination in India where every state has its examination body, each its own syllabus and assessment criteria. Sometimes this board also takes various regional factors while assessing exams. Due to the existing of various examination boards merit is measured using different yardsticks. For instance a student who may have scored over 75% marks in MP board exams stands no chance against a student with poor scores from GUJARAT board if both are seeking admission in a college affiliated where Gujarat university.

Take another instance in karnataka since most degree and professional colleges are privately run institutions, they don't adhere to the state reservation policy and admit students purely on merit. In

⁴ CISCE, EXAMINATION BYE-LAWS-2002

India the school leaving examination remains a dreaded milestone for students. The situation is compounded if student has to shift from one state another state. The Plethora examination boards-CBSE, ICSE, ISCE and the various local state examining board ensures that students have harrowing time when career choices has to be made.

Can the multitude of school examination boards in the country be held responsible for encouraging academic apartheid in India. Like the ever-increasing gulf between municipal, government and private schools, the divide between state and central boards have been causing problems at every level. With more students from states such as Manipur, Bihar and Uttar Pradesh opting for higher studies outside their respective states in search of quality education, the role of secondary and higher secondary examination boards needs close scrutiny.

Where instructors integrity counts

In the US there is no examination boards to conduct the high school examination. The respective school and respective class teachers conduct all exams. The US system of believes in the integrity of the instructor and hence the teacher who teaches is the one who grades and evaluates the student. The system is very much like the one IIT's IIM's where the final grade in a subject is the sum various small examinations and assignments conducted through the course. The student scores received from their teachers end up becoming the final grade point average (GPA) on the basis of which a college admits a student. However, colleges do take another set of scores from a common testing agency called the college board that administer the SAT (scholastic aptitude tests) to test a student's verbal, math and reasoning abilities. Some students can also choose to take SAT 2 for testing their ability in chosen subjects of major study (such as history, biology etc.) SAT 2is not mandatory but a small group of students interested in top ranking schools with high scholastic aptitude take SAT2. The alternative standard testing system is the AP (Advanced Placement) who do not want to depend only on their SAT courses. The most important point to remember is that high school diploma is only based on in-class, (internal) examination administered by the teachers. In any school, the teachers tend to develop common curriculum and testing approach (not necessary the same test) to be administered to different group of students in a particular grade. Their evaluation and judgement of student performance is final. Unless there is a strong evidence/proof of bias by the instructor, the teachers' evaluation is considered final. School teachers in a particular grade periodically coordinate across various cross section, the syllabi, course coverage and instrumental method to bring about consistency. Then a higher level of coordination takes place at the district and state level of school run by government. Private school fallow their peer group coordination if needed. College recognises students' grades from school teachers as sacrosanct in addition to this grades, colleges may also ask for SAT courses ands most important, teacher recommendation to make final admissions.

Of late, questions are being raised on the logic of having board examinations, when entry to higher education is being regulated through entrance examinations.

What will be my career?

When a student passes out from 12 standard, that a crucial point. This is a time when he has to decide what to do? Where to do? The correct decision about the stream in turn leads to a satisfactory choice of career.

In this project we have made a compilation of various entrances a student has to write after completing 12 standard

Mass communication

Mass communication has various fields like advertising, public relation, visual communication. One can work as a journalist, a columnist, as client servicing executive, as public relation officer, as visuaslizer, as copywriter, as media planning executive and as researcher. After specialising in visual communication

one can take up film direction, motion picture photography, sound recording, sound engineering and film editing etc.

Institute: Delhi college of Arts and commerce, university of Delhi,
New Delhi.

Course: 3 year degree in journalism

Eligibility: 10+2

Selection: through written test

Designing

One can go fashion designing, textile designing, furniture designing, jewellery designing, industrial designing, interior designing and landscape designing.

Institute: national institute of fashion technology.

Course: 3 and 5 years

Eligibility: 10+2

Mode of selection: entrance examination, followed by interview.

Fine Arts

One can become painter, sculptor, commercial or graphic artist.

Institute: college of Arts, New Delhi, Jamia Millia Islamia, New Delhi.

Course: B.A. (hons) in Arts

Eligibility: 10+2

Mode of selection: entrance examination.

Tourism

One can become a travel agent, tourist guide or can start one's own business.

Institute: college of vocational studies, Delhi University, Y.M.C.A.
New Delhi.

Eligibility: 10+2

Mode of selection: entrance examination

Hotel management

One can work in the front office, housekeeping department, food and beverage department, accounting department, security department, and hotel maintenance department.

Institute: National Council for Hotel Management and Catering Technology, New Delhi.

Course: 3 years

Eligibility: 10+2

Mode of selection: entrance examination.

Business management

A management personnel may work in marketing, sales, production, engineering, finance, accounts, personal, materials buying, purchase.

Institute: College of Business Studies, Birla Institute of Technology

Course: 3 years.

Eligibility: 10+2

Selection: all India entrance.

Chartered accountancy

Chartered accountant involves himself in accounting, auditing, taxation, advisory work, cost accountancy and investigation.

Institute: Institute of Chartered Accountants of India, New Delhi.

Course: C.A. foundation course (1 year). After the course, direct registration for C.A. Entrance exam without graduation.

Eligibility: 10+2

Company secretary(C S)

A company secretary is involved in bringing about innovative and professional management, achieving optimum corporate results, giving shape and legal form to business transaction and acts as a watch man to ensure that all matters decided by boards are brought to notice at appropriate time. A CS. controls the legal aspects of running a company.

Institute: Institute of Company Secretaries of India

Course: foundation course examination (1 year)

Eligibility: 10+2

Cost accountancy

Institute: Institute of Cost and Works Accountant of India, Delhi.

Eligibility: 16 years on the date of application for preliminary examination.

Selection: entrance examination

Law

One can specialise in various branches in civil, criminal, Labour, corporate, international law, I.P.R. cyber.

Institute: National Law School of India University, Bangalore.

Eligibility: 10+2

Selection: All India Entrance Tests

Armed forces

One can join Army, Navy or Air Force after 10+12 through qualifying an entrance exam.

Institute: National Defence Academy

There is a common entry test for the three services through the NDA.

Eligibility: Unmarried Indian male of age 16 year 6 month to 19 years.

Merchant navy

Institute:

Training is imparted at Marine engineering Research institute (MERI) for their engineering cadre and at T.S. rajendra for the executive cadre. Several private shipping companies, Indian and foreign, recruit science students immediately after 10+12 for training.

Now exams for Marine Engineering is conducted through IIT_JEE.

T.S Rajendra and Meri are pre sea training institutions. The Lal Bahadur Shastri Nautical and Engineering college, Bombay provides for post sea training requirements of officers who have already taken up a sea career. Mode of selection: Through IIT-JEE for the deck department wearing glass is considered a disqualification.

Eligibility: Below 20 years of age

Qualification: 10+12 with PCM. Unmarried male Indian citizen only.

Engineering

The field of engineering has a vast career potential. One can be an automobile engineer, mechanical engineer, chemical engineer, electronics engineer, Telecommunication engineer, town and country planner engineer, energy engineer, mining engineer agricultural engineer marine engineer, aeronautical

engineer, biomedical engineer, ceramic engineer, industrial production engineer instrumentation engineer, textile technologist leather technologist.

Admission:

Three levels of engineering course are available. They are:

- (1) Degree and postgraduate courses are offered by the colleges? Universities? Indian Institution of Technology .(IIT)
- (2) Diploma courses offered by polytechnics.
- (3) Training in engineering skills offered by Industrial Training Institutes (ITT's)

More than 400 engineering colleges exist in the country. There are engineering college which admit students without domicile requirement example IITs, Roorkee engineering college, Birla institute of Technology, Pilani, State colleges having domicile requirements and states conducting common entrance examination for the admission to the engineering colleges.

College without domicile requirements

- 1) Indian institute of Technology (at Bombay, Delhi, Kanpur, Kharagpur and Madras) and the institute of technology, Banaras Hindu University, Varanasi, conducts a joint entrance examination.
- 2) The University of Roorkee
Course: Bachelor's degree course in engineering and architecture
Eligibility: Same as IIT
- 3) Regional Engineering Colleges (REC): They are 17 in number.
Mode of selection: Common Engineering Test (CET)
- (4) Indian School of Mines, Dhanbab, Bihar
Mode of Selection: All India Entrance Tests.
- 5) Dayal Bagh Educational Institute, faculty of Engineering, Dayalbagh, Agra, U.P (deemed University)
- 6) Aligarh Muslim University
- 7) Annamalai University, Faculty of Engineering and technology, Annamalai Nagar
- 8) West Bengal board of examination, State hall Howrah.
- 8) Birla institution of technology, Pilani.

Agricultural engineering

Institute

College of Agriculture Engineering Bihar

Collage of Agricultural Engineering Jabalpur

Eligibility 10+12 with PCM

Mode of selection Entrance exam /merit

Ceramic Technology

Institute

College of Ceramic Technology, Calcutta

Eligibility: 10+12 with PCM

Leather Technology

Institutes

(1) Harcourt butler Technology Institute, Kanpur.

(2) College of leather technology, Canal south road, Calcutta

Eligibility: Common Entrance Exams.

Mining Technology

Institution

IIT Kharagpur

Government engineering College, Raipur

Eligibility: 10+12 with PCM

Mode of selection: Joint entrance exams/ merit and aptitude test.

Computers

Computers have a wide range of application. Hence Employment opportunities exist both in the areas of hardware and software

There are certificates, diploma, degree course offered by various institutions, universities.

Medicine

One can practice Allopathic, Ayurvedic and homeopathic form of medicine.

Allopathy

Mode of selection: All India Entrance Tests

Eligibility: 10+12 with science (PCB)

Homeopathy

Eligibility: 10+12 with science (PCB)

Mode of selection: Merit Basis

Ayurveda

Eligibility: 10+12 with Science (PCB)

Mode of Selection: Test and interview

Paramedical

Paramedical workers provide necessary assistance to other colleagues in the medical field in the matter of diagnosis of disease, treatment and after treatment care. The various career in paramedical field are Dietician, nurse, Optometrist, Occupational Therapist, Physiotherapist, Sanitary Inspector, Speech/Audio Therapist, Vaccinator, Technician.

Eligibility: 10+12 with science

Mode of selection: Merit and Interview.

Pharmacy

Pharmacy deals with drugs and chemicals in the medical profession.

Eligibility: 10+12 with Science (PCB)

Mode of selection: Entrance test and interview.

Dairy Science

Course: B.Tech (Dairy Technology)

Eligibility: 10+12 with science (PCM)

Mode of Selection: Entrance Examination

Hotel Management

Hotel Management Combined Entrance Test

Designing

National Institute of fashions Technology entrances test

Armed Forces

National Defence Academy

Test area: Mathematics and General ability (General ability includes English, PCB history and current affairs). The paper consists of objective type of question sets in English only⁵

Education, in general, aims at shaping the personality of children in the desired direction. It is done through a variety of inputs like curriculum textbooks and other instructional materials, organisation of teaching- learning through direct or indirect contact with children. Other meaningful inputs come from peers, parents, siblings and other interactions with society. Major emphasis is normally given to classroom teaching and on use of prescribed textbooks. It is rightly said that while it matters what is taught, it matters much more how it is taught and it matters still more how it is evaluated. The method of examination therefore determines the method of teaching to a great extent. The aspects on which emphasis is laid in examination only get importance in teaching. So much so that the aspects of curriculum which are not subjected to examination are usually neglected in teaching. Ideally speaking, whatever is taught should be tested. The practice is reverse that whatever is tested is taught. Considerations like this highlight the importance of examination and evaluation. Several efforts have been made to reform the examination system but the success rate has been far from the expected. The public examinations at terminal stages of education which we inherited as a legacy of British rule continue to dominate the Indian scene and the system of examination and evaluation seems to have eroded the confidence of the people. The ill effects of examination sometimes force one to believe that examinations are doing more harm than good and they wish to get rid of it or accept them as an unavoidable evil.

- d) Do we have well defined mechanism of utilising the outcomes of such formal and informal assessments?
- e) Do we have tools of reliable quality and transparent systems for evaluating students' progress?
- f) Do we have appropriate systems for carrying out mid-term corrections?
- g) Do we have a well-defined strategy for communicating examination results in a manner the children, teachers and parents can derive meaning?
- h) How can evaluation be made learner friendly?
- i) How can the system provide flexibility and liberty to experiment with the evaluation process?

The Present Scenario

Evaluation and examination are considered to be necessary requirements for classification, gradation and promotion of students from one grade to the next and sometimes the outcomes of evaluation are also utilised for employment purposes. Although teachers are asked to evaluate the performance of students under their charge, little faith is placed on internal assessment. Internal assessment schemes were employed in the past and had to be withdrawn as they were required to be moderated by external set of evaluators. This seems to be happening mainly because of lack of proper guidelines and taking the whole exercises in a casual manner, not being in a position to thwart various kinds of pressures. Consequent to this, external examinations have been unduly emphasised and reliability and validity of such external public examinations have also been a matter of criticism on various counts. Entrance tests and recruitment examinations have become the order of the day. The significance of public examination results has been reduced to the qualifying levels only. The public examinations have their own limitations mainly because of extreme by low sampling of the content, least duration of examination time, more emphasis on rote memorisation than application, neglect of proper assessment of non-cognitive areas of learning and having limited scope for midterm corrections and remediation. Continuous and comprehensive evaluation has therefore been a far cry. It is also a fact that the attainment levels for passing a particular examination have been set in the range of 33 to 40% marks. There is hardly any

⁵ CAREER BOOKLET, BAL BHARATI PUBLIC SCHOOL, NEW Delhi.

opportunity in the system to make good the deficiency in the required attainment levels. Development of mastery levels amongst learners has been emphasised in the National Curriculum Framework (1988). The main problem that can be identified as a root cause of all these inadequacies seems to be non-institutionalisation of continuous and comprehensive evaluation at any stage of school education. Diagnostic and remedial teaching occurs very rarely. To sum up it may be stated that the present examination and evaluation system is lop-sided, impersonalised, non-transparent and incapable of reinforcing proper teaching learning in schools and providing help and guidance for further learning leading to self and self directed learning. There is a need to revamp the whole system of examinations and evaluation from primary grades to senior secondary stage if proper benefit is to be arrived out of precious inputs provided through resources drawn from the country's economy⁶.

Examination Reforms

The National Policy on Education (NPE), 1986 postulated that the examination system should be recast 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. Whether we need the present form of examination or we need some other forms of examination is an issue, which calls for an immediate debate.

Pertinent Issues

Memorisation

The over increasing practice of asking questions which demand only the recall of information rather than higher mental level operations has resulted in over emphasis on cramming or memorisation. As a consequence there is a noticeable tardiness in the-development of higher mental abilities.

Scholarship Oriented Nature

The present system lays emphasis on the growth and development of scholastic aspects while the non-scholastic aspects are almost ignored. This results in frustrating the efforts of bringing about all round development of the students.

Quality of Question Paper

The question paper is the most vital component of any examination system. Though considerable improvements have taken place in its design, blue print and content coverage, there is still lot more to be done to make this tool more reliable and valid. The preparation of the scoring key and marking scheme requires more attention in order to reduce the element of subjectivity in marking the script.

Prevalence of Essay Type Questions

The examination does not remain a valid measure of student achievement because essay type questions lead to limited sampling of the course content and prompts the students to do selective study.

Subjectivity of Marking

There is a lot of inter-examiner and intra-examiner variability in marking and as a result of that the reliability of the examination suffers.

Limited Application of Assessment Techniques

The system as such takes recourse to only restricted techniques of assessment thereby leaving no room for the application of multiple techniques of assessment. This affects both the validity and the reliability of the examination.

⁶ EXAMINATION REFORME-NCERT

Validity of Single-stroke Examination

At the secondary and senior secondary stage of school education, the students have put in 10-12 years of studies behind them and appear for the terminal examination where they are subjected to three hour testing based on a limited course content. Not only this, their sustained efforts of so many years are evaluated by the examiners in a short span of a few minutes. This raises a question mark on the entire system of examination because it does not take into cognisance the work done throughout the years in terms of projects, assignments, tests and class work, etc.

Creation of Fear & Tension

The examination creates psychological fear and tensions amongst the students. The students resort to all kinds of malpractices to pass the examination.

Miss-management of Examinations

We often come across the startling news about the leakage of question paper, mishandling of answers scripts, mismatch of roll number, errors in marking and totaling, awarding of grace marks, wrong declaration of results and many more. Most of the examining agencies still appear to be "technology-shy" and are hesitant in adopting the latest techniques of computerisation and optical scanning.

Introduction of the Semester System

The greatest advantage of this system is that it reduces the load of the students and inculcates regular study habits in time. Since the academic year is divided into two semesters, it also has the advantage of providing upward mobility, the students can clear the backlog even after moving to the next semester. It also enables the students to learn at their own pace.

Implementation of CCE

The present mode of assessment does not take into account the assessment of cognitive and non-cognitive learning outcomes and this encourage lop-sided personality development. The oneshot written examination is not an effective measure for gauging

All the abilities nor does it promote the application of multiple techniques of assessment. The scheme of CCE is inspired by the age- old adage that it is the teacher who knows the pupil best, and it is through this teacher that we would get to know how the learner is progressing with reference to his own earlier achievements, with reference to his peer group as also with reference to the expected levels of attainments set by the teacher.

Setting up of Question Banks

In order to improve the quality of the question paper, there is a need to generate quality questions of different types measuring various objectives, of varying difficulty levels and for all this question banks need to be developed in each curricular areas for all stages of education. The facilities of the question banks should be made accessible to the teachers who can use them for making various tests and to students who can use them for their own drill and practice.

Inappropriate Interpretation of Raw Scores

Raw scores do not reflect the true ability of the student, yet they are used for the purposes of classifying them. Moreover, the marks of one subject are added to the marks of the other subject on the basis of the myth that 60 marks in English and 60 marks in Mathematics are alike. This is not technically true.

Non-application of Scaling Technique

The marks secured by candidate in an examination do not truly reflect the acquisition of ability because they suffer from lot of errors some of which are identifiable and many more which are unidentifiable.

This does not allow us to ensure the comparison of scores within the subject and across the subject.

Grading Vs Marking System

In India the whole system of assessment and evaluation is geared towards assigning of marks on 101 point scale which has its own merits and demerits. While it provides numerical description about achievement of learner on particular attributes it provides scope for multiple interpretation of the same. Undue comparisons with others turn the whole teaching learning exercise into the cut throat competition. Sometimes the anxiety levels are so increased that youngsters are found to resort to extreme steps.

In fact learners should be encouraged to achieve the best which they can. Meaning thereby the learners should compete in achievement with their own potential or the targets set for them in accordance with their potential by the teachers/system. This calls for a very systematic grooming of learners from the very early stages i.e. the system has to prove itself helping the learners rather than detracting them from education. An obvious implication of these points towards improvement in teacher training, availability of variety of tests, their friendly administration and appropriate guidance at all levels of education. One of the alternatives to marking system in terms of percentages is grading. The Indian psyche is that the first thing that comes to mind is marks and then these are converted into grades which is contrary to the very spirit of grading system. While grading the learners the idea of marking in terms of percentages will need to be abandoned in early stages if for proper classification in terms of grades is to be achieved and the learners may be facilitated to learn more in the environment of cooperation rather than competition. Again this can be achieved through proper awareness, teacher training and systematic monitoring at the implementation stage.

In a recent development the CBSE has announced the scheme of assigning grades in place of marks at class X examination which is a welcome development. The conversion of grades to marks as envisaged can be done in two ways:

- a) Using percentile system which refers to norm referred approach and assume the attribute to be normally distributed. It may put examinees to undue advantage or loss if the distribution is positively or negatively skewed,
- b) Certain ranges of marks may be associated with grades as achievement distributions are not always normal and tend to be skewed.

Now the issue that emerges that which of the above two be put to use. Again providing marks for grades on demand will not allow this reform to take roots and the purpose may get defeated. At best the ranges as proposed in second alternative above may be published for use.

The school based evaluation in general and the non-scholastic one in particular should be attempted in terms of grades for which teachers should be properly oriented. The element of subjectivity may be reduced by employing multiple criteria and multiple sources from where the assessment should come. Proper criteria will need to be specified for oral and written test as per the nature of content/competency.

Educational Testing Service (Ets)

Establishment of Educational Testing Service (ETS) as per the recommendations of NPE, 1986 was considered as an important aspect of educational measurement and evaluation in the country. It could not come into existence although it was significantly mentioned in the National Curriculum for Elementary and Secondary Education Framework (1988). Given the situation with regard to the performance of learners, schools and boards of secondary education which have ever increasing problems and which are accepted for want of better option being available in the system. It is hightime that the need for establishing educational testing service is re-iterated. A suggestion was made in the NPE, 1986 that ETS should be technically assisting the school administration to compare the achievement

levels of different institutions and to provide academic inputs to schools for introduction of more innovative internal assessment procedures by the schools on their initiative. The ETS could also help selection of learners for entry to educational/ professional institutions at various levels and for grading of learners wherever necessary. It could also help various employing agencies for assigning specific jobs for persons suitable for them. There is need for re-looking into the possibilities of establishing Educational Testing Service with properly delineated objectives and purposes.

Awarding of Grace Marks

The awarding of grace marks is not based on any scientific rationale. In almost all the cases they are arbitrary, unscientific, adhoc and comic. The practice currently followed is not to consider the passing probabilities for deciding the award of grace marks.

Re-evaluation

It is the right of every student to be evaluated as accurately as possible. With a view to ensuring objectivity and transparency, most of the Boards prepare and supply the detailed marking scheme for the guidance of the examiners. If the answer scripts are marked conscientiously and the Boards ensure the adherence of the examiners to the marking scheme, the need for re-evaluation should not arise. However, in some cases lapses may occur and the request for re-evaluation of those students should be acceded to not only to provide for natural justice but to make it all the more transparent and tangible. In this, it may be understood that the re-evaluation is not to be confused with retotalling. It is reassessment of the answer script.

Returning of Marked Answer Script

There has been an appreciable movement in the direction of returning the marked answer script to the examinees in the interest of accountability, credibility and transparency in evaluation process. The greatest dilemma is whether such a scheme would be administratively feasible especially in the Boards, which handle and process the results of hundreds of thousands of students.

Examination and its Backwash Effect

When examinations determine a child's advancement through school and his later life's opportunities, parents understandably put pressure on teachers to ensure that their child succeeds. The backwash effect of this public expectation front teachers is that teachers adjust their teaching to what the examination will cover to ensure that their students score the highest marks. This restricts the teaching-learning process to what is taught and learnt in school and thus it does not promote "mastery learning". So efforts are to be directed to usher in the healthy practice of examining what is 'taught rather than teaching what is generally examined.

Implementation of Multiple Sets of Question Paper

In order to combat the menace of mass copying of all the Boards the CBSE introduced multiple sets of question paper in the year 1992. The wisdom of this move has been questioned by the cross-section of the society because it has led to many apprehensions in the minds of the examinees in particular and the society in general. Though the CBSE based its experiment in conformity with the recommendations of the Madan Mohan Committee, it did not carry out any proper study prior to its implementation. Therefore, it is desirable to undertake a study to compare the parallelism of the multiple sets of question papers.

Treating Public Examination Optional

The modus operandi of a terminal examination is a public examination conducted by a Board at class X and class XII stage for the purposes of certification and promotion. However, with all the drawbacks of these examinations, there has been a recession in the credibility. As a consequence, the institutions of

higher and professional learning have started conducting their entrance examinations. The ultimate victim is the student, who ever since his entry into schooling, is constantly subjected to an examination galore. He suffers from the examination syndrome all through his education career. In view of the above, there is a need to debate on the significance of the public examination being made optional.

Feasibility of a Common National Test

A student passing class XII is plagued by the trauma of appearing for a number of entrance examinations for admission to institutions of higher and professional learning. This not only results in financial burden on the parents but also turns the student into a nervous wreck. Examinations have no emotions. This prompts us to do some loud thinking for replacing separate entrance examination by a common national test.

Attainment of minimum levels of learning (mls)

Minimum Levels of Learning were put to use at primary level in 1991. Countrywide projects were launched which yielded encouraging results on one hand and helped identification of hard spots of learning on the other. The concept has been utilised by the States including the ones, which are implementing DPEP programmes. Curricular materials such as textbooks, workbooks, teachers' guides have also been prepared. There have been efforts to revise the MLLs at primary stage and to develop MLLs for upper primary stage. In spite of these developments MLLs could not remain criticism-free. While attainment of MLLs at mastery level has not been achieved by a sizable population of students, there has been a section of people, making demand for pitching MLLs still higher. There seems to have been a major problem of communication gap with regard to the meanings derived differently by different set of people about the concept and strategy of MLLs. What is desirable is that a clear-cut explanation in terms of consensus version should be evolved and widely circulated throughout the length and breadth of the system. Non-cognitive areas need to be suitably spelt out in achievable forms and should constitute part of the total strategy for qualitative improvement of school education. Once the MLLs are clearly defined suitable experiences should be organised by the school to help achieve them at the level of mastery. This can be achieved by accepting MLLs not only as a concept but an approach which may have the following in-built into it:

- 1) Mastery learning strategy
- 2) Child centred and activity based teaching (imbibing the elements of contextuality, learning from environment and the joyful learning).
- 3) Continuous, periodic and comprehensive evaluation.
- 4) Differential treatment including diagnostic and remedial teaching, peer learning, goal directed learning (enrichment) and self-learning.
- 5) Action research
- 7) Flexibility⁷.

CONCLUSIONS

If the aforesaid reforms are introduced in isolation, they may fail to produce desired results. Since they are inter linked, they need to be implemented simultaneously. The changes that they are supposed to bring about will be very gradual and imperceptible but in the long run these will help in improving the learners' achievement and there by promote the development of human resource. Not only all this, they will also go a long way in promoting the teachers' potential and institutions' capabilities and thus will have a far reaching effect on the quality of school education in the country.

⁷ Examination reforms, NCERT.

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