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STANCE OF ENGINEERING COLLEGE LECTURERS AND STUDENTS TOWARDS PRESENT DAY EXAMINATION SYSTEM

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ABSTRACT

The main purpose of this study was to examine the Stance of Engineering college faculties and students towards present-day examination system. The present study was undertaken using the survey method (Empirical Study) the participants of the study were 100 lectures and 200 students of Government and private Engineering colleges of Hyderabad, Telangana, India in the 2016-2017 session. They were selected by Non-Random sampling method, adopted standardized tool for data collection which consisted of 60 statements. With 30 positive and 30 negative statements. Data were analyzed using statistical techniques like mean, standard deviation, variance, t-test (differential analysis) and spearman's product correlation co-efficient. The findings revealed that the entire sample of faculties, as well as students, had a low significant difference in their attitudes towards present-day examination system. There were suggestions were made that same study may be extended to different levels of educational institutions all over the state. Other variables like locality, qualifications, origin, region, etc. can be included and an in-depth study can be carried out in this research area.

KEYWORDS: *Correlation Co-Efficient, Differential Analysis, Examination System, In Depth Study, Research Area, Standardized Tool, T-Test, Variance*

INTRODUCTION

Examinations play a very important role in the field of the educational system. Examinations assess the student's power of clear thinking, quickness of mind and determination. Examinations take part in a dominate part in determining the useful content and method of instruction. Examinations help the parents to know the progress of their wards from time to time. Examinations act as the incentive and motivate the pupils to put in hard work in order to attain achievement. Examinations help in measuring the efficiency of the teachers/lecturers/Faculty and the schools/colleges. Examinations provide constancy of standard. Examinations help the students to pursue higher courses and provide abundant opportunities to achieve their dream job. In engineering colleges, universities play a vital and critical role in the development and evolution of societies. These universities create new ideas give confidence innovation, educate young minds and create awareness and active citizens in the country. UGC set up a committee few university reforms, which emphasized the importance of inter missionary a broader background for undergraduate education, a uniform semester and credit system, edge of science technology, the significance of enhancing skill in mathematics and languages and change in the regulatory regime. The university committee wants to improve the learning processes to benefit the students. So they introduced the semester system instead of the year-wise system to enhance the advantage to the students.

Types of Examinations: Examinations may be classified on the basis of the type of questions i.e. Essay type, short answer type, and objective type.

Essay Type Assessment: GilbertSax states, "Essay test is a test containing questions requiring the student to respond in writing. Essay tests emphasize recall rather than recognition of the correct alternative. Essay tests may require relatively brief responses or extended responses". Weidemann observes that an essay type questions may use the following eleven words, signifying the simple to higher mental processes-what, who, when, which and where; list, outline, describe, contrast, compare, explain, discuss, develop, summarize and evaluate. W.S. Monroe and R.E. Carter lists the following types of essay questions – analysis, application of laws, principles, rules to new situations; cause or effect, classification, comparison of two ideas or things in general, comparison of two things on a single basis, criticism as to the adequacy, correctness or relevance of a statement, decisions for and against, explanation of the use or exact meaning of some word, phrase or statement; evaluation recall-basis given.

Short Answer Type Assessment: A short answer type test is between an essay type test and an objective test. According to Anthony J. Nitku, "Short answer items require the examinee to respond to the item with a word, short phrase, number or a symbol". Norman E. Granland oserves,' the short answer test is an objective test in which each item is in the form of a direct question, a stimulus word or phrase, a specific direction, a specific or an incomplete statement or question. The response must be supplied by the examinee rather than merely being identified from a list of suggested answers supplied by the teacher.

New Type or Objective Tests: The conventional system of examination or the essay type of examination has come under heavy five. Students accuse it because of its heavy strain, the parents disapprove of it because of its injurious effect on the physical and mental health of the students, the teachers complain because of its harmful effect on school work. To take the edge off some of the evils of the essay type examinations, objective tests seem to be very useful. Objective tests are of a bulky variety. However, only seven or eight types of objective tests are commonly used. R.L Ebel and D.A. Frisbie define an objective test as "one that can be provided with a simple predetermined test of correct answers so that objective opinion or judgment in the scoring procedure to eliminate.

Evaluation: Evaluation is a wide-ranging and continuous process which covers every stage of an individual's success in education. It is an essential part of education in those students and teachers are partners. It signifies that assessing the student's progress in various categories. An evaluation is a qualitative assessment of an individual's performance. Evaluation includes academic and non-academic subject

Measurement: Measurement is a procedure for assigning numbers to specified attributes. Measurement is a quantitative assessment of an individual's performance, which helps in the evaluation.

Assessment: Assessment is the method by which one attempt to determine the quality of learning and teaching using various assessment techniques such as assignments, projects, and seminars.

Test: Test is the presentation of the standard set of questions to be answered. As a result of a person's answers to such a series of questions, we obtain a measure of a characteristic of that person.

Earliest Examination System: In earliest India, the Vedic texts were often the subjects of study and examinations in their recital were the regular practice. In this examinee make a single mistake or two mistakes in the recital was classify

as a pupil of one error or two errors and in this way, grade went up to 12 lapse. The stress was on memorization, a predictably knowledge had to pass from person to person mostly through oral instruction. With the arrival of the British rule though there was a specific shift in the educational system, the stress on memory was continued. Education was mainly for employment to services and depended upon the results of the examination in terms of pass or fail. It was easier to assess achievement in the olden days as the number. The achievement was of a high order and tests used were highly reliable. The concept of education of the people of ancient India developed from their philosophy of life. The educational institutions usually mirror the ideals of a nation & they enable us to understand the spirit of its civilization.

Present Examination System: Now-a-days, the present system has both internal and external examinations in India. Internal examinations are conducted by college External examinations are held at the end of the year by University or Autonomous colleges or Deemed universities. The main principle of external examinations is certification which enables students either to go the institution of higher education or get some job. Both the internal and the external examinations in this country are model on general pattern. Both examinations to assess mainly the academic attainment of students. These do not assess in detail the development of students. Thus the problem of these tests is more complicated when assessing the large group.

In engineering, the examination pattern is divided into Internal & external pattern. In an internal examination pattern, one way out of this could be a project or assignment like system. Where the students are given tasks they can complete at home and they can be given sufficient periods of time to complete the ill a couple of days. This system will ensure that students devote quality time behind their studies and also eliminate any excuse or reason for failure. In external examination pattern, the university or affiliated universities or deemed universities/ autonomous engineering college will set a paper. In this students will the examination.

The system of examinations is not the real test of the student's ability. If does not ensure accurate results in judging the real work of an examiner. It is rather a game of chance. The mood and whims of examiner count more than any rules or regulations. The student of making varies from examiners to examiner and even with some examiner at different times. Again, the ability and worth of a student cannot be judged through a three-hour test. Thus the present system of education suffers from glaring defects and if requires speedy reforms. The educationists in the country are already trying to incorporate certain reforms in this system. In facts, the system has already been changed in some of the universities in India. Other universities are thinking of introducing the new reforms. The old system of marking is being replaced by a grading system. This makes the marking of the answer books more objective. Question papers are framed that they cover the entire syllabus and depress estimate work. Sessional work is assessed regularly and the makes obtain during the various terms in a year are counted towards the creation of the final grade. The concept of 'open book examination' is also being accepted and put into practice.

A successful (or failed) research scientist, medical specialist, engineer or any other person will agree that Indian education system should instead have called 'Indian Exam System''.

Drawbacks of the Present Examination System

- Incompetence of time.
- Not have of definite aim.

- Element of possibility
- A gap between state and central universities with respect to quality of education.
- Most of the time will have to able to be consumed for setting papers for the different type of examination.
- Lowering of educational standard.
- Ignore traits of character like originality, initiative, truthfulness, honesty, sociability.
- Component of subjectivity.
- Mental strain
- Developing dissatisfaction due to failures.
- Certificate increases.
- Dehumanizing outcome.
- Promoting dominance of textbooks.
- Disappearance of the real educational values.

Different Types of Examination Systems: External examination system, internal examination, marks and grades, semester examination system, credit system, internal assessment, non - detention system, choice based credit system.

STATEMENT OF THE PROBLEM AND PURPOSE OF THE STUDY

The examinations have an important role in education. It is necessary to know from time to time how the students are making progress and what their attainment are at any particular phase The present examination system tests only memory and it does not measure the all round development of the students. It gives a demoralizing effort on lecturers/Faculty and its effects on the students resultant in the failure of national character and ideals. And the present examination system is almost not assesses the genuine value and intelligence by two different examiners check same answers of one student. We come across a lot if difference one may be liberal and another may be skillful. The way of making differs a lot. The present-day examination system is just a matter of possibility, no protection or consistency can be placed. The nervousness that a student guesses through during exam makes him.

The existing examination system & parameter of looking at one's ability is totally unfair &biased and even an average student can secure very good marks & an intelligent may get less marks. Moreover, in the present examination system, except the question paper of objective types, only learning few facts are useful.

It was supposed that the system of examination has decomposed the whole engineering college atmosphere and resulted in the development of objectionable stance among the lecturers/Faculty and students to find out whether their belief is true and if it is correct what steps have to be taken for changing their stances, which are essential for good evaluation. The actual study is intended to find out the stance of lecturers and students of engineering colleges towards the present day examination system and study the influence of certain variables like gender, experience, management and

achievement and so on their attitudes.

METHODOLOGY

In this study, the survey method was adopted.

Place and Sample of the Study

We explore the survey method on Faculty and students of Universities and engineering colleges in Hyderabad, Telangana, India. The contestant was selected by Non-Random sampling method. A random sample of 100 lecturers and 200 students of Universities and Engineering colleges in Hyderabad, Telangana was chosen for the study.

Table 1: Distribution of the Total Sample and Its Sub Samples

Sl. No		Number	
1.	Entire Sample		300
		Engineering college Lecturers	100
2.	Designation	Students	
		(First, second years - 100	200
		Third, fourth years – 100)	
3.	Gender (Faculty)	Male	51
		Female	49
4.	Gender (Students)	Male	130
		Female	70
5.	Experience (Faculty)	Above 5 yrs	58
		Below 5 yrs	42
6.	Achievement (Students)	Below 50%	47
		Above 50%	153
7.	Management (Faculty)	Private	60
		Government	40
8.	Management (Students)	Private	132
		Government	68

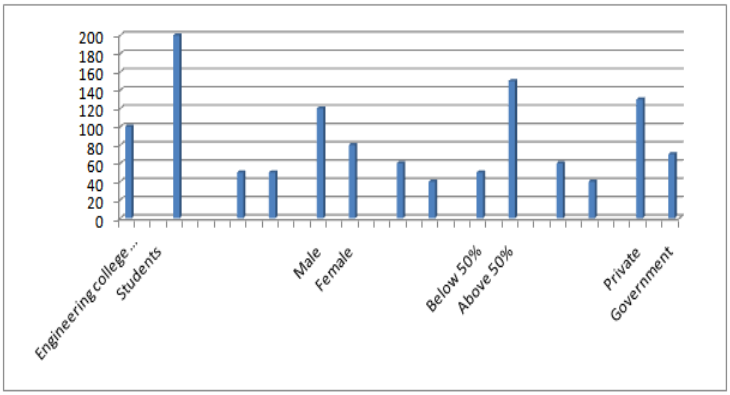

Figure 1

Instrument used for Data Collection

The instrument consisted of 60 statements, with 20 positive and 40 negative statements. The instrument consisted of statements with regard to different aspects of present-day examination system like content, the purpose of examinations, student aspects, teacher aspects, society, problems, time adequacy, examination system, opportunities, and standards.

The scoring was done with the help of Likert's five point scale. The scales were Strongly Agree (SA) = 5, Agree (A) =4, Undecided (U) =3, Disagree (D) = 2, Strongly Disagree (SD) = 1 for positive statements and Strongly Agree (SA) = 1, Agree (A) = 2, Undecided (U) = 3, Disagree (D) = 4, Strongly

Disagree (SD) = 5 for negative statements. An individual's score is the sum of all the scores for the 60 statements.

Method of Data Collection

The personal data and the openionaire to measure the stance towards present-day examination system were administered to faculty and students. Before the administration of the tool, the principals of the colleges were requested to give permission, for the collection of data. The copies of the tool were administered to Faculty and students. The researchers first explained the importance of investigation to the Faculty and students. Before giving the openionnaire to the examinee, certain instructions were given for getting appropriate responses.

Data Analysis

Descriptive statistics (Mean and Standard deviation) of the stance scores of the entire sample of faculties and students and their sub-samples were calculated.

The null hypothesis for sub-samples was tested by employing „t" test two mean at 5% level of significance using the following formula

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left[\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}\right]}}$$ at 5% level of significance, where $v = (n_1 + n_2 - 2)$

Where $v_1 = n_1 - 1$ & $v_2 = n_2 - 1$, v = degree of freedom

t - Table value = t (v_1, v_2)

Spearman's correlation coefficient was used to analyze the data and to find out the relationship between the stance of faculties and students towards present-day examination system. The formula is as follows.

$$r = \frac{\frac{1}{n}\varepsilon xy - \bar{x}\bar{y}}{\sqrt{\frac{1}{n}\varepsilon x^2 - (\bar{x})^2}\sqrt{\frac{1}{n}\varepsilon y^2 - (\bar{y})^2}}$$

RESULTS

The results were presented in line with research statements and hypothesis

Table 2

Entire Sample	Mean	S.D
Faculties (Asst.Prof., Assoc.Prof., Professor)	198.89	21.96
Students	195.37	19.875

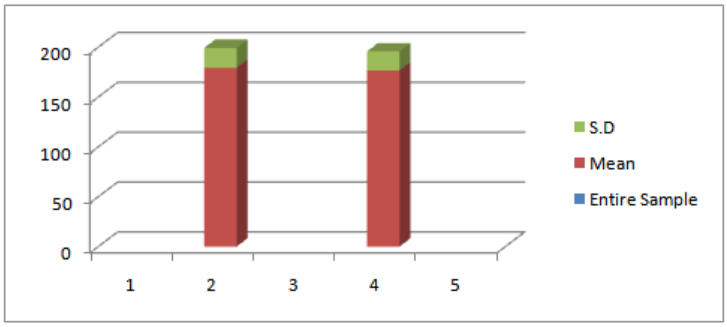

Figure 2

The minimum score for stance scale is 60 and the maximum score possible for stance scale is 300. The mid value is 60 +300/2 = 360/2 = 180 is the unbiased point.

Hence any score above 180 was considered as positive stance and below it was considered as the negative stance.

Since the mean values for entire sample of faculty (179.24) and students (176.73) were less than 180 and the calculated mean scores of sub-samples ranged from 173.77 to 186.90 for faculty and 174.80 to 179.43 for students which were less than 180, it was predicted that lecturers and students were having negative stance towards present-day examination system.

Similarly, the obtained Standard deviation is 20.06 for a sample of 100 faculties and 18.975 for a sample of 200 students indicated that the lecturers, as well as students, differ significantly in their stance towards present-day examination system.

The table value -"t" at 5% level of significance is 1.96. The calculated "t" value for all the sub-samples was shown in the following table.

Table 3

Sl. No	Sub Samples		T - Value	Null Hypothesis (H_o)
1.	Gender (faulty)	Male / Female	0.5553	Accepted
2.	Experience (faulty)	Above 5 yrs / Below 5 yrs	4.4421	Rejected
3.	Management (faulty)	Private / Government	5.5531	Rejected
4.	Gender (Students)	Male / Female	1.1056	Accepted
5.	Achievements (Students)	Below 50 % / Above 50%	2.9431	Rejected
6.	Management (Students)	Private / Government	1.7769	Accepted

A conclusion was made that sub-samples had a low significant difference in their attitudes towards present-day examination system.

The correlation coefficient (r) value for faculties and students was found to be 0.08953. It means positive small correlation was present. Hence, it was concluded that there was the low significant difference in the stance of lecturers and students of engineering colleges towards present-day examination system.

DISCUSSIONS

From this study and the findings, it was found that the Faculty and students were having a significant difference in their attitudes towards present-day examination system.

SUGGESTIONS

- An education system in India is competitive and train & students rigorously to withstand fierce competition on a worldwide scale.
- Significant differences were there in the stance of Faculty and students towards present-day examination system. Hence, it was advised that certain reforms had to be done.
- In the semester system syllabus the deletion of some of the important topics and chapters which are very important and vital to enhance the nature of knowledge of the student to learn.
- It was suggested that examination should test the real knowledge of students, by giving more application type questions.

- It was indirect from the study that question papers do not contain questions from all areas. Hence, it was advised that paper setters should take care and due importance should be given to each area.
- Present day examination systems do not test the creativity of the pupils. To rectify this, question papers should be in such a way that they develop creative ability in students.
- Faculties are giving more importance in completing the syllabus rather than conceptual clarity. Hence, orientation classes should be given to the faculty to make them understand that conceptual clarity is more important.
- An element of subjectivity and repeated questions over the years in the examinations should be reduced.
- Essay type examinations should be minimized by introducing objective type tests and also by changing the type of questions.
- Written examinations help in knowing the abilities of learners. So, there is a need for some kind of monitoring of learning during the course of instruction.
- Generally, in examinations, it is observed that if the open preference is given, students prefer to write answers which take less time. So it is advised to frame all questions of equal difficulty level and also taking equal time. It is better to give internal preference questions rather than open preference questions.

RECOMMENDATIONS

- Examinations should form a primary part of learning.
- The administration and organization of examinations should be enhanced
- Standard of marking should be prescribed so as to minimize the variability in marking.
- The paper setters and examiners for external examinations should be drawn from the lecturers who actually teach a subject in schools.
- Lecturers should be given special training in setting question papers and valuing answer scripts by conducting seminars and workshops.
- Any change in the examination system should be made only after careful experimentation and in consultation with the lecturers.

ACKNOWLEDGEMENT

The present article is written on the basis of personal experience and observations. Therefore, it is not necessary to be agreed with the author's opinion being discussed in the paper.

To have more clarity over the effectiveness of "Stance of Engineering faculties and students towards present-day examination system" empirical and database study should be carried out in the different situations.

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