CHAPTER I
INTRODUCTION

1.1.0. INTRODUCTION

At school child experiences its first interactions with the outside world. Seen in this perspective, school education is of prime importance for the all-round development of children, because it is where they first access the requisite know-how essential for standing up to the demands of modern life. According to various experts, the existing education system in India has become somewhat outdated. In addition, excessive workloads have made it very rigorous for the students. Children today are perennially handicapped by the lack of time, as they are made to work extremely hard in schools. On top of that, there are exams at regular intervals, which make life all the more difficult for the children. Life of the present-day school student has become somewhat stress personified, which can have various adverse effects on their overall personality in later years. Educationists have been giving it a serious thought for a long time as to whether a qualitative change can be brought about as far as the lives of the young schoolchildren are concerned. Also, the need for changing the existing system, which puts a premium on rote learning, was being felt for quite some time. As a result of this, there have been cry for reforming the school examination system from time to time. The current study is related to this aspect of education which has potential to dominate the entire paraphernalia of education.

1.2.0. EXAMINATION

Examination is a very old term derived from “examen” meaning, ‘the tongue of balance’ and is ordinarily used to denote a systematic test of knowledge or skill of special or general capacity, whether carried out under the authority of some public body or conducted by the teacher’s themselves. Education is an essential tool in bringing about a
behavioral modification and improvement in the educand. The examinations are the 
media through which the testimonies of behavioral outcomes are awarded.

1.2.1. DEFINITION OF EXAMINATION

“Examination is an omnibus term which includes all the processes and products 
which describe the nature and extent of children’s learning, its degree of correspondence 
with the aims and objectives of teaching and its relationship with the environment which 
are designed to facilitate learning.”

Satterly (1981)

This definition is no less appropriate at the colleges and universities than it is at 
the lower levels.

Another definition of Examination is as presented below:

“Examination in education is a process by which one attempts to measure the quality and 
quantity of learning and teaching using various (assessment) techniques such as 
assignments, projects, continuous assessment, objective type tests, final examinations and 
standard tests”.

The International Dictionary of Education

Thus, it is abundantly clear that Examination involves more than testing, 
examining, marking, grading and so on, because it also includes making judgment about 
the extent or quality of achievement or performance.

1.3.0. CHARACTERISTICS OF EXAMINATION

Examination ought to possess the following main characteristics viz., (1) validity, 
(2) reliability, and (3) discrimination.

1) Validity

Validity refers to the extent to which the examination examines what it is 
intended to assess.
The validity of an examination can be improved by aligning the assessment with the course objectives, the course content and the teaching approaches. Strict administration of the assessment to avoid malpractices and the use of just scoring approach improves on the reliability of the examination.

2) Reliability

Reliability or consistency is the ability of the examination to provide similar results for a group of students at different times, or if examined by one or more examiners on one or more occasions. In other words, it is a measure of consistency of the result across examiners, administrations and students. Reliability is affected by some controllable factors such as the items for examination, the marking scheme and the examination administration conditions. It can also be affected by uncontrollable factors such as the candidate’s state of health, the candidate’s disposition and the examiner’s frame of mind during scoring. Thus the level of reliability of an examination is dependent on the exam format, the quality of the exam administration and the process of marking of the scripts. A test cannot be valid unless it is reliable but it can be reliable without being valid. An un-reliable assessment cannot be valid.

Suitable instructions and clarity of the questions and appropriate timing of the examinations can improve the reliability of the assessment. There should be a preconceived marking guide of high quality that is objective and, trained examiners.

3) Discrimination

An examination is discriminating if it gives results that show genuine spectrum. The examination tasks must not be too easy or too difficult, so that the students must be discriminated from each other and can be given proper place among the group.
1.4.0. DIFFERENT TYPES OF EXAMINATION

Systems of examination often followed are Annual, Semester, Continuous and Comprehensive evaluation, External Assessment, Continuous Internal Assessment, Formative Assessment, Summative Assessment, Open Book, Closed Book, Open Book open discussion, Marking system and Grading System. These are classified on the basis of the following:

1.4.1. ANNUAL EXAMINATION SYSTEM

It is the oldest system of evaluation, which generally comprises of written examinations. The questions are mainly descriptive, essay type and could be helpful in testing of language skills. The syllabus is studied as a whole during the year. There is less scope for students to have specialization in any field. There is lesser diversification of courses and lesser number of theory papers are introduced in the curriculum. The workload of students is quite heavy in this system. In the annual system, preparation for the examination requires more labor and most of the students do not develop confidence for the examination. The mental tension among students is thus more in this type of system. In the annual system, the teacher taught ratio is greater which is comparatively less healthy.
As far as methods of teaching are concerned, in the annual system, the emphasis is laid on lecturing and giving notes. It provides less favorable learning condition. The emphasis is placed on memory. Success in the examination is the only goal for both student and teacher. There is greater number of drop – outs and more of wastage in the annual system of examination. Among advantages of this system are that it is easy to make question paper for examination. It is possible to assess higher mental or cognitive abilities, if the paper setter happens to be a qualified and trained assessor. To some extent it is helpful in the development of language skills. It makes the administration of examination easy. At the best it measures the ability for synthesis and organization of facts and saves time, labor and money.

1.4.2. SEMESTER SYSTEM OF EXAMINATION

In semester system of examination one-year course is divided into two semesters and two-year course into four semesters. According to dictionary of Education by Good a semester means “half of an academic year, usually 16 to 18 weeks”. Thus, the students study half of the course in the first semester and rest in the second semester.

In this system the entire syllabus for the year is divided into two parts. The first part of the syllabus is studied in first semester and other part in the second semester. Hence, there is wider scope for the students to have specialization. In semester system there can be more diversification of courses.

In this system workload of the students with regard to examination is reduced as there are lesser contents to be mastered at one point of time. The students are assessed regularly and continuously and they are to appear in the examination of comparatively small duration. Therefore, preparation for the examination requires fewer amounts of labor and the students gain confidence. There is healthy teacher taught relation and there are more chances of qualitative improvements.

There is a tradition to use objective type questions, small answer type questions and to make use of the question bank in the semester system. Some teachers also use essay type question. The types of the questions depend on the rules of examination. As far as method of teaching is concerned, along with lecture, emphasis is also placed on
seminars, group discussion, extension lectures and conferences. It provides greater motivation for the students and provides more favorable learning conditions. It places more emphasis on the development of thinking and creativity than memory. It may lead to development of potentialities in the students. The semester system minimizes drop-out and wastage rates.

1.4.3. CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based assessment of students that covers all aspects of students' development. It is a developmental process of assessment which emphasizes on two fold objectives, of which one is continuity in evaluation and second is assessment of broad based learning and behavioral outcomes. In this scheme the term 'continuous' is meant to emphasize that evaluation of identified aspects of students' 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term 'comprehensive' means that it will evaluate both the scholastic and the co-scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of a variety of tools and techniques and aims at assessing a learner's development in higher order thinking skills.
such as analyzing, evaluating and creating. Assessment during the course of studies or formative assessment must be based on a variety of evidences and lead to diagnosis of learning gaps and their remediation. The scheme is thus a curricular initiative, attempting to shift emphasis from memorizing to holistic learning. It aims at creating citizens possessing sound values, appropriate skills and desirable qualities besides academic excellence. It is hoped that this will equip the learners to meet the challenges of life with confidence and success. It is the task of school based co-scholastic assessment to focus on holistic development that will lead to lifelong learning.

Advantages of CCE:

1. Teachers evaluate students on day-to-day basis and use the feedback for improvement in teaching – learning process.
2. Teachers use varieties of evaluation methods over and above the written tests.
3. Students are assessed in both scholastic and co-scholastic areas.
4. Evaluation is done throughout the year and therefore it is expected to provide more reliable evidence of students’ progress.
5. CCE encourages the students in forming good study habits.
6. The feedback provided by CCE can be effectively used in remedial teaching to slow learners.
1.4.4. INTERNAL ASSESSMENT

Internal assessment means assessing the pupil by the teachers teaching the student. The purpose of internal assessment is just not to increase the frequency of examinations. But, the main purpose of internal assessment is to integrate teaching and evaluation and to test all skills and abilities, which cannot be normally tested at the end of the course. The performance of student should serve as a feedback for all round development of education i.e. improving the contents of courses, methods of teaching, and the teaching learning process in general. The main purpose of it is academic i.e. to encourage students to apply themselves vigorously to their studies and to enable teacher to realize the effectiveness of the teaching learning process.

1.4.5. EXTERNAL ASSESSMENT

External assessment is set by the governing body, and is marked by non-biased personnel. Some external assessments give much more limited feedback in their marking. It is designed, selected, and controlled by another person or district administrators, or state policymakers. It occurs less frequently than internal assessments, but they usually have greater importance, more authority, and higher stakes attached to them. External assessments have been used as indicators of both the educational achievement of students and the quality of instruction in schools. External assessments are used most often in
grade IV and beyond. This is used for a number of reasons, like, to provide teachers and education professionals with feedback and comparative evaluations; diagnose the state of the education system as a whole; provide objective information for school users; and assess the effective acquisition of learning by students. One of the chief purposes of the current use of external assessment is assessing and steering education systems. Disadvantage of external assessment is that it removes assessment entirely from teaching and learning and creates stressful conditions that may lead to students not demonstrating real capacities. Also, it limits validity by limiting scope of assessment, e.g. difficult to assess interaction skills in exam environment.

1.4.6. OPEN BOOK EXAMINATION

It is that form which allows students to bring their notes, textbooks and other reference materials in the examination room.

“The examination in which, the candidates are allowed to consult textbooks and their own notebooks, while answering the questions”.

“The examination in which, students are permitted to use books or other reference material while answering the examination question”.


It is recommended by none other than Dr. A.P.J. Abdul Kalam (August 15, 2004) while addressing to the Nation in order to promote creativity among teachers in setting question and the evaluation of the creative abilities of the students.

Open book Examination are supposed to discourage rote learning and creates an environment more conducive to the exercising of higher order cognitive skills. Also it is believed that by working at reduced stress level and with reduced burden on recall, the students will be better able to devote themselves to more sophisticated demands. Further it may also force the examiners to set more thoughtful, thought-demanding questions.

1.4.7. OPEN BOOK WITH OPEN DISCUSSION

It is that form of Open-Book Examination which allows students to bring their notes, texts and reference material in the examination room along with freedom to consult other students also.
1.4.8. CLOSED BOOK EXAMINATION SYSTEM

Closed book examination does not allow students to bring notes and text books in the examination room and bringing of them is considered cheating. A number of questions are set and the examinee is asked to answer some of them within a specific duration. It encourages a strategy of ‘cramming’ the night before and ‘data-dumping’ on the day, with little knowledge retention thereafter. Answers come out of strenuous recalling not out of cogent thinking or reasoning. A position frequently adopted by those defending the continued use of closed book, is that students will cheat unless they are supervised.

1.4.9. MARKING SYSTEM

This system of examination is followed in almost all kinds of examination mentioned above i.e. in Annual system, Semester system, Open-book and Continuous internal assessment. In this system the students are given marks for their achievement in various areas. This system is being followed from time immemorial. Although the system is now on a rejection line, but it helps us accurately ordering and ranking the students.
1.4.9.1 Definition of Marking System

The system of examination in which numbers are provided for their achievement in various subjects and students are generally evaluated on 101-point scale is known as Marking system of examination.

1.4.9.2 Advantages of Marking System

1. It satisfies the rank holders.
2. It is easy to rank the students.
3. Teachers’ task is easy in this system.
4. Students work hard for achieving higher positions in class.
5. A feeling of competition forces them to learn more than others.
6. Parents get accurate information about the performance of their wards.

1.4.9.3 Disadvantages of Marking System

1. It promotes a rat race for marks among students.
2. It pressurizes students to achieve better than their peers.
3. Societal pressure will make students stressed.
4. This system results in suicidal tendencies among slow learners.
5. Variation in marks of different teachers de-motivates students.
6. There can be biasness in giving marks.
7. Its focus is on marks not on healthy learning environment.
8. It adversely affects the interpersonal relations among students.
9. Misclassification of students on the basis of marks is a major disadvantage.

1.4.10. GRADING SYSTEM

Marks indicate raw scores in a test. A raw score on a test has practically little significance without additional data for interpreting it. Raw scores or marks only indicate measurement and do not carry meaning attached. Grades on the other hand are indices of evaluation signifying that value judgements have been placed with the help of
some criteria. In all the methods of grading, an attempt is made to identify relatively uniform score intervals in a hierarchical order from ‘very poor’ to understanding or superior performance. Then, to each score range, a symbol mostly a letter is associated to indicate the corresponding level of performance. However, the size of the score range depends on the reliability objectives of the test.

1.4.10.1. Definition of Grades

“Grades are standardized measurement of varying levels of comprehension within a subject area.”

Dictionary of wikipedia

Thus, Grades are the criteria in which students’ marks are placed and judged.

Grades can be assigned in letters (for example, A, B, C, D, or F), as a range (for example 91-100, 81-90), as descriptors (Excellent, Great, Satisfactory, Needs improvement), in percentages, or, as is common in some post-secondary institutions, as a Grade Point Average (GPA). The GPA can be used by potential employers or further post-secondary institutions to assess and compare applicants. A Cumulative Grade Point Average is the mean GPA from all academic terms within a given academic duration, whereas the GPA may only refer to one term.
1.4.10.2. Types of Grading

Venn (2000) discusses a variety of different types used to grade students.

1. competency-based grading
2. point systems
3. multiple grading
4. contract grading
5. portfolio grading
6. Qualitative grading
7. plus/minus grading system

1. Competency-based or criterion grading

Competency-based or criterion based grading requires students to attain certain skills and students are graded on achieving appropriate competency in particular skill areas.

2. Point systems

Point systems allow students to earn points (in full or partial) for completing coursework such as tests, quizzes, papers, etc. Final grades are then determined by the students’ point totals at the end of the semester.

3. Multiple grading

Multiple Grading allows students to earn more than one grade (i.e., one grade for performance and one for effort). Some teachers grade strictly on effort and put performance aside. Others simplify the letter grade system (i.e., A, B, C, D, and F) for a pass/fail system. Criteria are generally established for what counts as passing and failing.

4. Contract Grading

This involves the teacher and student essentially making and signing a contract that indicates the work the student will complete in a certain amount of time. Often times contracting for a higher grade requires more work.
5. Portfolio Grading

Portfolio grading is a collection of original student work. Portfolios can be used as the only system of grading or in addition to any type of grading system.

6. Qualitative Grading

Qualitative Grading moves away from letter grade assignment and rely on narrative feedback from the teacher. The teacher might write a letter about student’s performance, participation, improvement, attitude, etc. Qualitative grading can be used as a sole means of grading or with other grading systems.

7. Plus/Minus Grading System

Bressette (2002) discovered a new method of Grading i.e. Plus/Minus Grading System serves as an “excellent motivator for students to continue strong efforts on all assignments and examinations right up to the last day of classes” and that “if the benefit of receiving a high grade (i.e., a B+ compared to a B) is not a strong motivator, the fear of moving to a lower grade (i.e., a B- compared to a B) from lack of effort might be an even stronger motivator.”

1.4.10.3. Grading System in India- Some Issues

The grading system in India varies somewhat as a result of being a large country. The most predominant form of grading is the percentage system. An examination consists of a number of questions each of which is given credit. The sum of credit for all questions generally counts up to 100. The grade awarded to a student is on the basis of the percentage obtained in the examination. The percentage of all subjects taken in an examination leads to the grade awarded at the end of the year. The percentage system is used at both the school and university. Some universities also use the grading system and a CGPA on a 4, 5 or 10 point scale. Notably, all the IITs, IT-BHU, NITs, IIITs, GCT [Government College Of Technology, Coimbatore], BITS Pilani (Pilani, Goa campuses), BITS Mesra, NERIST Itanagar, Jawaharlal Nehru University (JNU), Coimbatore Institute of Technology (C.I.T.) and most of the State run Technical Universities follow this
system. DA-IICT, Gandhinagar used to use a 4 point scale, but they too have switched to a 10 point system while Symbiosis Institute of Technology still uses it. However, the grades themselves may be absolute (as in NITs like Rourkela, Raipur, Durgapur, BIT Mesra), exclusively relative (as in BITS Pilani, NIT Surathkal, NIT Warangal, NIT Calicut, NIT Trichy, NIT Surat and Manipal University), or a combination of absolute, relative and/or historic, as in some NITs, IITs, DA-IICT, and IIIT Hyderabad.

There are several universities and recognized school boards in India which makes an objective comparison of percentage grades awarded by one examination difficult with those for another, even for an examination at the same level. At the school level percentages of 80-90 are considered excellent while above 90 is exceptional and uncommon. At the university level however percentages between 70-80 are considered excellent and are quite difficult to obtain. It should be pointed out that the percentage of marks at university varies from one to another which makes direct comparison of percentages obtained at different universities difficult. Indeed, the differential between universities in terms of marking scale can be as much as 20%, with some of them requiring a 85% plus for the award of distinction while yet others would award distinction at anything above of 70%. In instances like the latter, a score close to 90% can be very rare or virtually impossible. Much of this can be reconciled in the backdrop of the minimum pass score. In a university with a 90% plus for distinction, 60% may be the minimum passing mark. The university awarding distinction at 70% may have a passing mark of 40 or 45%. This makes the comparison of GPA quite difficult for Indian students elsewhere. A student with 95% will be close to 3.9 on the GPA scale. So should a student with a 75% from a 70% cut-off-for-distinction institution. The best yardstick seems to be, apart from the base passing mark, the very classification of the awarding university as to where a given range would fall (distinction, first class, second class, or fail).

That being said, attempts to move to a GPA system have been made by most modern universities, but older ones tend to continue to rely on percentage marks. Some of these institutions have an obvious disinclination to marking generously at the 90s and continue to keep the threshold for distinction quite difficult at the early 70s. Especially, universities like these tend to narrow the gap between the minimum passing mark and
distinction so as to make it difficult for every student to pass a course in the first place, and making distinction all the tougher.

Different experts and institutions have suggested different schemes of categorization of performance. The grading system most frequently used is based on five points with four of them indicating passing or satisfactory work and one indicating failure or unsatisfactory work. The scheme suggested by the UGC for Indian Universities has 7 categories or levels of performance i.e. O, A, B, C, D, E, F. In certain other institutions, score limits for each grade level are fixed in advance.

1.4.10.4 Grading System of C.B.S.E.

Central board of secondary education has now introduced the nine point grading system for class IX and X.

TABLE 1.4.1. The description of the nine point grading system of C.B.S.E. is as follows:

<table>
<thead>
<tr>
<th>Marks %</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>A1</td>
<td>10</td>
<td>Super</td>
</tr>
<tr>
<td>81-90</td>
<td>A2</td>
<td>9</td>
<td>Best</td>
</tr>
<tr>
<td>71-80</td>
<td>B1</td>
<td>8</td>
<td>Very Good</td>
</tr>
<tr>
<td>61-70</td>
<td>B2</td>
<td>7</td>
<td>Good</td>
</tr>
<tr>
<td>51-60</td>
<td>C1</td>
<td>6</td>
<td>Fine</td>
</tr>
<tr>
<td>41-50</td>
<td>C2</td>
<td>5</td>
<td>Average</td>
</tr>
<tr>
<td>33-40</td>
<td>D</td>
<td>4</td>
<td>Below to Average</td>
</tr>
<tr>
<td>21-32</td>
<td>E1</td>
<td>-</td>
<td>Need For Improvement</td>
</tr>
<tr>
<td>0-20</td>
<td>E2</td>
<td>-</td>
<td>Not Satisfied</td>
</tr>
</tbody>
</table>
1.4.10.5. How The Grading System Works?

The main objective of grading is to place a value upon the quality of students’ performance. The grading process depends on many things such as nature of the subject matter, the difficulty of question paper, the intellectual abilities assessed by the question and precision required in the evaluation programme. The approaches followed in grading can broadly be divided into two categories:

1. Direct grading in which the examiner assigns one of the several symbols specified for the purpose to a given answer book.
2. Grading by score conversion, in which examiners first assign numerical marks out of specified maximum marks to every answer book, and these marks are converted into grades by arithmetical computation.

- Thus, a student's performance is assessed using conventional method of numerical marking.
- Grades are awarded to indicate the subject-wise performance and are given on a nine point scale.
- Subject-wise percentile score/ranks at national level are provided to the schools on demand.
- Those candidates who obtain qualifying grades (D and above) in all subjects, excluding additional subject are given a qualifying certificate.
- Those who have obtained grade E1 or E2 in the subject can improve their performance through subsequent five attempts till they gets qualifying grades (D and above) in all the subjects, excluding additional subject and become eligible for award of qualifying certificate.
- Candidates who are not able to get qualifying grades (D and above) are not permitted for admission to class XI.
1.4.10.6. Supposed Advantages of Grading System

The grading system is supposed to have following advantages:

- The degree of achievement of an individual student is communicated effectively to stakeholders.
- The judgmental quality of marks is done away with, leading to stress-free learning environment in schools.
- Misclassification of students on the basis of marks is minimized.
- Unhealthy cut-throat competition among high achievers is minimized.
- Societal pressure is reduced.
- The focus is on a better learning environment.

1.4.10.7. Disadvantages of Grading System:

- It does not necessarily eliminate the possibility of misclassification depending on variability and reliability of test.
- It subjects the abler students to a disadvantage and poorer ones to an advantage.
- Possibility of assigning wrong grades in the neighborhood of cut scores is also substantial.

1.5.0. PRESENT STATUS OF EXAMINATION SYSTEM

According to Harper (1983), it will not be an exaggeration to say that if we improve our examination system many of the ills of our education system will be improved automatically. A weak examination system not only gives the poor judgements of the abilities of the individual but it also deteriorates the classroom instruction, discipline and atmosphere of the institution. Our examinations, by and large, are more subjective than objective, pave way for unhealthy competition, encourage rote memory and also encourage cheating and unfair means.

1.5.1. Main Defects of Examination System

The existing examination system has low validity. It does not test what it ought to have tested. Hence the validity is questionable because of the following reasons:
• Examination tests cramming and retention. It does not test understanding, creative thinking and its application.
• It measures only a limited sphere of achievement and excludes from their scope many dimensions of personality of students which too need to be evaluated.
• Generally, the curriculum is such that one can leave part of it uncovered for the preparation of examination as one is supposed to attempt generally 50% of question and the questions are evenly distributed on the whole of the curriculum.
• There is a vast choice in the examination paper.
• It prompts the students to omit large portion or even that sampled knowledge.
• Examination includes many irrelevant factors like quality of the language, spelling and handwriting.
• There is scope for bluffing for which correction formula exist, only for multiple choice type questions.

The present system of examination also lacks reliability, as it encourages ‘pick and choose’ approach. Subjectively of scoring is more serious as indicated by the following:

• In a study conducted by NCERT, 90 copies of one history answer book were sent to 90 experienced examiners. It was found that whereas one examiner awarded a distinction to this candidate, 8 others gave him a first class, 41 a second class, 33 a third class and the remaining declared him fail.
• Even if the same examiner marks the same answer book at different times, the awards differ significantly.
• Certain irrelevant factors such as physical and mental condition of the examiners tend to influence the marking.
• The examinations are subjectively made, subjective weighed and subjectively scored and are not, therefore, dependable indices of pupils achievements.
• Examination system at present is very haphazard in its approach and not geared to the realization of specific objectives. It lacks definite aim.
• Examinations adversely affect the physical and mental health of the students. Moreover, a large number of cases of suicides due to failure in the examination have been reported in recent past.
• In the present system too much stress is laid on spoon feeding and pupils are encouraged to memorized and vomit them out in the examination. The habit of independent study is ignored. All this has adverse influence on methods of teaching.

• Examinations deteriorate moral standards of children as they are robbed of honesty, sincerity and purity due to examinations. They adopt malpractices to ensure success.

• The examinations have defective division system. It creates complexes in the personality make-up which is adverse to democratic set up.

• The paucity of time and the low remuneration of the evaluation system do not allow the teacher to go deep into the answers which leads to improper examination system.

1.5.2. Recent Reforms in Examination System

The existing system of examination began giving negative returns some year ago and has now become highly counterproductive. It is a pity that in the name of motivation and stimulation the examination became indispensables; instead of becoming a means to provide the right type of education they have become an end in themselves. In spite of all this, it is often called a NECESSARY EVIL i.e., we cannot do without them also. Hence, reforms in the existing system are a must. Following reforms have been made or proposed for the future:

The Central Board of Secondary Education has taken number of steps to minimize the dominance of examination over the educational system and to improve the quality of examination so as to make it more valid and reliable. It has introduced the new pattern of education from session 2009-2010 in its member schools. In the new pattern the examination are abolished till class VIII. There is continuous evaluation through various types of activities but not through annual exams.

One radical change that has come about is the introduction of the system of grades instead of marks. Under the existing system, the result is declared on a 101 point scale of
marking, together with the arbitrary minimum for a first, second or pass class which is scientifically unsound. The concept is no longer relevant.

It is only befitting that the Central Board of Secondary Education (CBSE) has introduced Grading for Class X from 2010.

The nine-point scale Grading system introduced requires students to get qualifying grades in four of the five subjects to get promoted to the next level. It had been decided not to carry pass or fail on the mark sheets of students, who will have four options to improve on their grades within a period of two years from their exam. The Grading System adopt a five-point scale, which means awarding students grades from A to E. This will eliminate the schools from showing raw scores on the evaluation report of each student.

The new Grading System is based on two parameters - absolute and percentile marks. There is a uniform model to be followed in assessing all subjects. But the parameters are different for different subjects depending upon the difficulty level. For example, A star grade would signify 9 points for Maths, while the same would signify 7 Points for English.

The grades are awarded subject wise and if any student wants to improve his grade in any subject or subjects he/ she will be allowed to do so. Hence the student does not have to carry with him the stigma of being declared as an unsuccessful candidate, if he has partially succeeded in his educational effort.

It is happy augury that some universities are also introducing the system of grading in their examinations. At the instance of the UGC, about a dozen universities have accepted the new pattern on an experimental basis. An advisory committee of the Rajasthan Board of Secondary Education has recently decided to adopt the new system in the state i.e. Grading System.
1.5.3. Some Variables Which Influence Examination Results

1. Anxiety

Anxiety is a psychological and physiological state characterized by cognitive, somatic, emotional, and behavioral components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, fear, or worry.

Types of Anxiety:

1. Existential anxiety: Soren Kierkegaard described it as anxiety or dread associated with the "dizziness of freedom" and suggested the possibility for positive resolution of anxiety through the self-conscious exercise of responsibility and choosing.

2. Exam anxiety: According to Yerkes-Dodson law, an optimal level of arousal is necessary to best complete a task such as an exam, performance, or competitive event. However, when the anxiety or level of arousal exceeds that optimum, it results in a decline in performance.

3. Social anxiety: Anxiety when meeting or interacting with unknown people is a common stage of development in young people.

4. Trait anxiety: Anxiety can be either a short term 'state' or a long term "trait." Trait anxiety reflects a stable tendency to respond with state anxiety in the anticipation of threatening situations.

5. Paradoxical anxiety is anxiety arising from use of methods or techniques which are normally used to reduce anxiety. This includes relaxation or meditation techniques as well as use of certain medications.

2. Frustration

Frustration is a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfillment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Causes of frustration may be internal or external. In people, internal frustration
may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations.

3. Academic Stress

Stress is a term in psychology and biology, first coined in the 1930s, which has in more recent decades become a commonplace of popular parlance. It refers to the consequence of the failure of an organism – human or animal – to respond appropriately to emotional or physical threats, whether actual or imagined.

Academic stress is a type of stress caused due to pressure of parents, teachers and peers for academic performances and achievements.

4. Achievement Motivation

Achievement Motivation is Defined as the need to perform well or the striving for success, and evidenced by persistence and effort in the face of difficulties, achievement motivation is regarded as a central human motivation.

5. Study Habits

Study habits can be defined as buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life.

1.6.0. RATIONALE

The examination system of India has essentially remained unchanged from so many years. The system is full of stress. That’s why most of Newspapers and Magazines publish stories on this topic during examination season. In the education system of India, ability of a student is judged on the basis of performance in the examination.

It is clear that education is meant for all-round development of a person and is not limited to producing only specialists and professionals. Educationists too stress that education is a holistic process and not only a training of the intellect. It involves
development of moral, social, aesthetic as well as rational capacity. People might differ on the degree of importance that they place on these various dimensions, but most would include all these in their notion of an educated person and these qualities can hardly be assessed not to say, developed by any examination. If these qualities can’t be developed and assessed by any examination then we should think about some radically different ways of examination.

The mindset of the society is also responsible for making exams a source of stress. If someone scores good marks in examination then people around start treating him or her like a hero. On the other hand if someone gets poor marks then peers and society treats him just like an untouchable. At this point one question arises. What is the importance of getting more and more marks in an examination? Just getting admission in a reputed educational institution or making first impression on any employer firm? If anyone gets a job then he must have to perform well on practical front. Marks of any examination won’t work there. Only knowledge will work there.

We should think about the essence of education. In calling a person educated we make a positive value judgment. There is an expectation that education will improve the person. We expect that an educated person will behave in a better manner than one who is not educated. There is a sense of being let down, disappointment and dismay if an educated person does not conduct himself in a manner that is rational, morally good and socially responsible.

We have uncritically internalized the idea that only constant competition and examinations provide the motivation and incentive to learn, to keep us on our mental toes, which is contrary to our experience that we learn best in congenial and supportive situations but million dollar question is how many get it. Under pressure one only tries to cope by relying on previously acquired skills or trying to not look too bad. It is shocking when people actually ask, ‘If it were not for exams how would the teacher know what the child has or has not learnt? And if it were not for marks, how would we know where our child stands?’
In present education system teachers, instead of assisting learning, spend most of their time assessing learning. Instead of enabling and equipping students to learn, schools have taken on the function of examining and screening out on the basis of these examinations. So, the need of the hour is to make possible changes in whole education system. Our education system needs constant examination reforms.

The term examination has come to be associated with ‘stress’ and ‘anxiety’. The process of teaching - learning which is supposed to be meaningful for the student loses its joy because of these negative connotations of examination. Schools begin ranking students, on the basis of their marks, from as early as their pre-primary years. Such a drive has several negative effects on learning. Students, parents and society at large throws students into the race to acquire more and more marks in examinations, which leads to an extremely stressful existence. Moreover, though all our efforts are made to enhance the reliability of examination, the human error cannot be avoided. Can this shortcoming be overcome by placing the students’ marks in a range of scores? This is all what grading system is about.

Evaluation provides an essential yardstick to judge the quality of students. It plays an important role in the educational system. It also provides motivation and a sense of purpose to both teachers and students to achieve set goals. To see whether the motivation level of students is increasing due to Grading system or the scenario is same as ever before, this study is taken.

After going through the related literature it is clear that many studies have been conducted on grading system but only two studies could be found which were conducted on comparison of Grading system and Marking system namely by Jayshree and Kumar (2013) and Kumar (1991). They found that Students of Grading system possess less Stress and the Grading system is as consistent as Marking system.

Bhatt and Gunasekaran (1978) and Gunasekaran and Jayanthi (1979) found that grading system is consistent in giving uniform results. Where as Token (2006), Mcclure (2005), Dahlgren (2009) Crone (2007), Ahluwaliya (1985), Bharati (1984) and Chauhan (1984) found that grading system and types of grading system are helpful in motivating
students. Corbat (2009) studied the reaction of students towards grading system and found their positive reaction. Martinson (2009) Wilkstrom (2005) and Tomlinson (2005) found that teachers must be unbiased while giving grades. Green (2007) worked on new grading system and found it very effective. Howell (1971) found no significant difference between evaluation and reward grading system.


Rasool, Sarup and Sharma (1981), Shah (1972), Reddy (1979) and Gunasekaran and Jayanthi (1980) found that internal assessment is suffering from drawbacks like halo effect and error due to central tendency.

Rao and Bharthi (1989) found the significant difference in students’ marks in continuous evaluation system and a positive reaction of teachers towards it.

Above scenario reflects that a very few studies have been conducted comparing grading system of examination and marking system of examination, and perhaps none, in terms of affective domain variables.

Thus, there was a gap, requiring further studies in this area. Keeping this in mind the researcher decided to undertake the present study.

1.7.0 STATEMENT OF PROBLEM

The problem was worded as given below:

Comparison of Grading System of Examination and Marking System of Examination in Terms of some selected Affective Domain Variables of Secondary School Students
1.8.0 OBJECTIVES OF THE STUDY

The objectives of the study were as given below:

1. To study the influence of Examination System, Intelligence and their interaction on Academic Stress of students.
2. To study the influence of Examination System, Gender and their interaction on Academic Stress of students.
3. To study the influence of Examination System, Personality and their interaction on Academic Stress of students.
4. To study the influence of Examination System, Socio-Economic Status and their interaction on Academic Stress of students.
5. To study the influence of Examination System, Intelligence and their interaction on Frustration of students.
6. To study the influence of Examination System, Gender and their interaction on Frustration of students.
7. To study the influence of Examination System, Personality and their interaction on Frustration of students.
8. To study the influence of Examination System, Socio-Economic Status and their interaction on Frustration of students.
9. To study the influence of Examination System, Intelligence and their interaction on Exam Anxiety of students.
10. To study the influence of Examination System, Gender and their interaction on Exam Anxiety of students.
11. To study the influence of Examination System, Personality and their interaction on Exam Anxiety of students.
12. To study the influence of Examination System, Socio-Economic Status and their interaction on Exam Anxiety of students.
13. To study the influence of Examination System, Intelligence and their interaction on Achievement Motivation of students.
14. To study the influence of Examination System, Gender and their interaction on Achievement Motivation of students.
15. To study the influence of Examination System, Personality and their interaction on Achievement Motivation of students.

16. To study the influence of Examination System, Socio-Economic Status and their interaction on Achievement Motivation of students.

17. To study the influence of Examination System, Intelligence and their interaction on Study Habits of students.

18. To study the influence of Examination System, Gender and their interaction on Study Habits of students.

19. To study the influence of Examination System, Personality and their interaction on Study Habits of students.

20. To study the influence of Examination System, Socio-Economic Status and their interaction on Study Habits of students.

1.9.0. HYPOTHESES OF THE STUDY

The following hypotheses were stated:

1. There is no significant influence of Examination System, Intelligence and their interaction on Academic Stress of students.

2. There is no significant influence of Examination System, Gender and their interaction on Academic Stress of students.

3. There is no significant influence of Examination System, Personality and their interaction on Academic Stress of students.

4. There is no significant influence of Examination System, Socio-Economic Status and their interaction on Academic Stress of students.

5. There is no significant influence of Examination System, Intelligence and their interaction on Frustration of students.

6. There is no significant influence of Examination System, Gender and their interaction on Frustration of students.

7. There is no significant influence of Examination System, Personality and their interaction on Frustration of students.

8. There is no significant influence of Examination System, Socio-Economic Status and their interaction on Frustration of students.
9. There is no significant influence of Examination System, Intelligence and their interaction on Exam Anxiety of students.

10. There is no significant influence of Examination System, Gender and their interaction on Exam Anxiety of students.

11. There is no significant influence of Examination System, Personality and their interaction on Exam Anxiety of students.

12. There is no significant influence of Examination System, Socio-Economic Status and their interaction on Exam Anxiety of students.

13. There is no significant influence of Examination System, Intelligence and their interaction on Achievement Motivation of students.

14. There is no significant influence of Examination System, Gender and their interaction on Achievement Motivation of students.

15. There is no significant influence of Examination System, Personality and their interaction on Achievement Motivation of students.

16. There is no significant influence of Examination System, Socio-Economic Status and their interaction on Achievement Motivation of students.

17. There is no significant influence of Examination System, Intelligence and their interaction on Study Habits of students.

18. There is no significant influence of Examination System, Gender and their interaction on Study Habits of students.

19. There is no significant influence of Examination System, Personality and their interaction on Study Habits of students.

20. There is no significant influence of Examination System, Socio-Economic Status and their interaction on Study Habits of students.

1.10.0. DELIMITATIONS

Some of the delimitations of the study which countenanced by researcher were:

1. The study was limited to Indore city only.
2. The study was limited to 9th class students only.
3. The study was limited to selected affective domain variables only.