A STUDY OF THE PERCEPTIONS OF THE SCHOOL COMMUNITY IN THE CITY OF MADRAS ABOUT REFORMING OF THE PRESENT EXAMINATION SYSTEM OF THE HIGHER SECONDARY SCHOOL STAGE IN TAMIL NADU.

To the Panel of Judges:

This questionnaire which proposes to study the perceptions of Higher Secondary School teachers in the city of Madras, contains 150 statements pertaining to Examination Reform in General and Internal Assessment and Question Bank in particular. The Components selected under Internal Assessment and Question Bank are

i) the concept
ii) the practice
iii) the problems, and
iv) the values.

You are requested to go through each statement carefully and classify them into

i) Very Relevant
ii) Relevant
iii) Doubtful
iv) Not Relevant
v) Not at all Relevant

Kindly circle 5, if Very Relevant.
Kindly circle 4, if Relevant.
Kindly circle 3, if Doubtful.
Kindly circle 2, if Not Relevant.
Kindly circle 1, if Not at all Relevant.

You are also requested to modify the statements for better clarity, if required and offer your suggestions for improvement of the tool.

Thanking you for your kind co-operation,


D. JESUDASON DANIEL,
Investigator.
1. Traditional Examinations measure scholastic achievement alone. 5 4 3 2 1
2. The aim of Traditional Examination is to declare students fail or pass. 5 4 3 2 1
3. Traditional Examination tests the memory power alone. 5 4 3 2 1
4. Any Examination worth its name should test the powers of comprehension, application, analysis and synthesis. 5 4 3 2 1
5. Open-Book Examination is a poor substitute for Traditional Examination. 5 4 3 2 1
6. Labelling students as 'failures' does untold harm to them. 5 4 3 2 1
7. Traditional Examination fails to develop the habit of regular work. 5 4 3 2 1
8. Traditional Examination encourages students only to score pass mark. 5 4 3 2 1
9. One single Final Examination should not be the deciding factor for purpose of promotion. 5 4 3 2 1
10. Unless a radical Reform in Examination takes place, mass copying cannot be avoided. 5 4 3 2 1
11. Properly worded Oral Test is a good substitution for written Examination. 5 4 3 2 1
12. Open-Book Examination can be tried in Higher Secondary School stage. 5 4 3 2 1
13. Traditional Examination is curriculum-oriented. 5 4 3 2 1
14. In a caste-ridden Indian society, Examination Reform of any type will be a failure. 5 4 3 2 1
15. No student should be detained at Eleventh Standard. 5 4 3 2 1
16. Teachers should guide and train students in self evaluation at Higher Secondary School stage. 5 4 3 2 1
Without student involvement, no Reform in Examination will succeed.

In Traditional Examination, essay type questions alone are used.

To Make Examinations more effective, different types of questions should be made use of.

Lesser the number of choice of questions, more the reliability will be.

Generally teachers spend very little time to set questions.

Training should be given to teachers to set objective type questions.

Instead of an individual, it is better that a group of teachers set question papers.

It is difficult to construct objective type than essay type questions.

To make assessment more effective, each examiner should be given limited number of answer scripts.

The question paper should have wider coverage of course content.

If more choice is given in question papers, students tend to avoid difficult questions.

If essay type questions alone are asked, students tend to avoid certain portions in the syllabus.

The language used in question paper should be simple and straightforward.

A model marking scheme should accompany each question paper.

In Traditional question paper, favourite questions of the teachers are often repeated.

If objective type tests are used, students themselves can be involved in scoring the answer scripts.

More the number of questions, the more dependable a question paper is.
34. Without precisely and clearly worded questions, an examination becomes unfair to students.

35. A good question paper should include at least some questions of application and interpretation.

36. Too many tests will reduce students' time for learning and digestion.

B. INTERNAL ASSESSMENT—CONCEPT

37. To make Internal Assessment more effective, tests should be conducted frequently.

38. In Internal Assessment, evaluation should be continuous.

39. A variety of techniques (oral, written and practical tests and assignments) should be used in Internal Assessment.

40. Internal Assessment, if properly done, will lead to better standards of teaching and learning.

41. Those who teach can test better their own students.

42. Introducing more objective type questions will lessen the subjective factors in Internal Assessment.

43. Co-curricular activities can be evaluated only through Internal Assessment.

44. The plan for Internal Assessment must be made known to students at the beginning of each academic year.

45. The marks obtained by students in Internal Assessment must be made known to them without delay.

46. For smooth and effective functioning, Internal Assessment must be kept open.
47. In Internal Assessment, unannounced tests should be avoided.  

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48. There must be provision for redressing the genuine grievances of students in Internal Assessment.  

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49. Internal Assessment without checks and counter-checks will not be trusted by the society.  

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C. INTERNAL ASSESSMENT—PRACTICE

50. In Internal Assessment, better rapport is established between the teacher and the taught.  

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51. In Internal Assessment, the teacher is more concerned with students' progress than completing the syllabus.  

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52. Internal Assessment can be misused by some teachers for controlling students.  

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53. Regular and continuous hard-work is a must on the part of both teacher and taught in Internal Assessment.  

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54. Malpractices are reduced to the minimum in Internal Assessment.  

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55. Internal Assessment with External Examination will lead to better evaluation of students' performance.  

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56. Oral tests are given due importance in Internal Assessment.  

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57. Students have freedom to critically analyse the items after a test is over.  

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58. Unhealthy competition among students is avoided to a great extent in Internal Assessment.  

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59. In Internal Assessment, if a student is absent for a test, another test is conducted.  

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60. In the final mark certificate, the marks of Internal Assessment and External Examination should be shown separately.  

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61. The marks in Internal Assessment and External Examination vary significantly and lacks correlation.  

62. Internal Assessment is a must to develop regular study habits among students.  

63. Internal Assessment prevents students from preparing for Examination at eleventh hour.  

64. If the present Internal Assessment Scheme is abolished for the science subjects, the number of failures will be more.  

65. Internal Assessment removes unnecessary anxiety and worry among students.  

66. Private tuition by teachers must be totally abolished for successful Internal Assessment.  

67. The scope for feedback for students is greater in Internal Assessment.  

68. Close and frequent teacher-student contact would make Internal Assessment more subjective.  

D. INTERNAL ASSESSMENT—PROBLEMS  

69. The personal prejudice and bias of the teacher plays a significant role in Internal Assessment.  

70. In Internal Assessment, results are being boosted.  

71. Lack of professional preparation of teachers results in ineffective Internal Assessment.  

72. Students are scared of victimization if their own teachers decide their results.  

73. If Internal Assessment is the only mode of assessment, there is the danger of teachers omitting certain topics.  

74. In the present socio-politico set up, introducing Internal Assessment may not be a success.  

75. The society has no faith in the marks awarded in Internal Assessment.  
76. If the number of students in a class is very high, Internal Assessment will become ineffective. 
77. The work-load of teachers increases as the number of records to be maintained is more in Internal Assessment. 
78. Internal Assessment is time-consuming for teachers. 
79. Frequent testing under Internal Assessment places students under stress and strain always. 
80. The scope for developing authoritarian attitude for a teacher is more in Internal Assessment. 
81. Internal Assessment may not yield the desirable results in the conservative Indian society. 
82. Senior teachers and headmasters may influence Internal Assessment in an undesirable way. 
83. Internal Assessment carries seeds of student unrest. 

E. INTERNAL ASSESSMENT—VALUES 

84. Identifying slow-learners and paying them individual attention is easy in Internal Assessment. 
85. Internal Assessment gives better guidance to students. 
86. Evaluating students' progress in Internal Assessment is more reliable. 
87. Learning is made systematic in Internal Assessment. 
88. Average students are more benefitted in Internal Assessment. 
89. Backward students have greater motivation in Internal Assessment. 
90. Gifted children have greater freedom to progress in their own speed in Internal Assessment. 
91. Internal Assessment without feed-back loses all its value.
There is more scope for self-evaluation and feedback for teachers in Internal Assessment.

There is room for reducing to some extent the rigidity of common curriculum in Internal Assessment.

By and large, teachers welcome Internal Assessment.

By and large, students welcome Internal Assessment.

By and large, parents welcome Internal Assessment.

Internal Assessment develops self-confidence in students.

F. QUESTION BANK—CONCEPT

A Question Bank is a planned library of test items.

Students must have easy access to Question Bank in any subject they learn.

Questions in the Bank must also have the answers.

Question Bank should be up-to-date.

Questions in the Bank must be of all types. (essay, short answer and all kinds of objective tests).

The index card for each question should indicate the subject, unit, topic, type of question, time and marks allotted.

Questions in the Bank can be used in the right way only if teachers have a sound knowledge of the blueprint of a question paper.

A Question Bank should have well tried out questions.

Students should also be encouraged to contribute questions to the Bank.

The index card in the Bank should also indicate the difficulty level of the question concerned.
Only paper-setters must have access to the questions in the Bank.

Before introducing question Bank at Higher Secondary School stage, society must be properly educated about it.

G. QUESTION BANK--PRACTICE

The quality of question paper is poor for lack of reliable ready-made questions.

Teachers must be given proper orientation before the Question Bank is introduced.

All teachers must be encouraged to contribute to the Question Bank.

To prepare questions for the Bank, workshops for teachers may be organised.

All questions in the question paper should be drawn only from the Bank.

In setting question papers, teachers should have freedom to ask a few questions themselves.

Question Banks can supply the bulk of tests for Internal Assessment.

All questions in an Examination need not be from the Question Bank.

Teaching and development of a Question Bank can go on simultaneously.

Before introducing Question Bank at Higher Secondary School stage, it must be tried experimentally in a few schools.

S C E R T should take up the responsibility in the preparation of Question Bank for different subjects.

Question Bank at Higher Secondary School stage is need-based.
122. Question Bank will be more useful for teachers of Sciences than those of Humanities.

123. Question Bank makes the evaluation process easier.

H. QUESTION BANK—PROBLEMS

124. Question Bank will inflate publication of market notes and guides.

125. Objective type questions in the Bank cost more in printing.

126. Setting up of Question Banks would be a growing economic burden.

127. If choice in question paper is abolished, students will resent to it.

128. Development of Question Bank will be deemed time-consuming by teachers.

129. The use of objective type questions at Higher Secondary School stage is meaningless.

130. To have Question Bank in each Higher Secondary School is not feasible.

131. Item writing for Question Bank requires careful and creative thinking on the part of the teacher.

132. At present, many teachers lack a clear idea of a Question Bank.

133. Preparing questions for the Bank in the numerous subjects provided in Higher Secondary Course is uneconomical.

134. Enough resources are not forthcoming from the management for use of Question Bank.

135. Frequent revision of syllabus results in the expenditure of enormous funds for the Question Bank.

136. As item writing is a skill, it requires talented and experienced teachers to prepare them for Question Bank.

137. Defective question paper is one of the causes of failure of students.
I. QUESTION BANK—VALUES

138. If a Question Bank is developed, setting up of question papers by teachers poses no problem. 5 4 3 2 1

139. For quick revision, questions in the Bank are very handy. 5 4 3 2 1

140. For successful functioning of Question Bank, the students must know the values of the Question Bank. 5 4 3 2 1

141. By and large, teachers welcome the introduction of Question Bank at Higher Secondary School stage. 5 4 3 2 1

142. By and large, students give strong support to the Question Bank. 5 4 3 2 1

143. By and large, parents welcome the Question Bank. 5 4 3 2 1

144. If Question Bank system is adopted, invigilators will have less fear of student assault. 5 4 3 2 1

145. If questions in the Bank are used, it will adequately cover the prescribed syllabus in a subject. 5 4 3 2 1

146. Cramming of answers by students is avoided in Question Bank. 5 4 3 2 1

147. Question Bank makes teaching-learning process effective. 5 4 3 2 1

148. Question Bank makes the Examination system more meaningful. 5 4 3 2 1

149. To obtain uniformity of standard in evaluation, Question Bank helps much. 5 4 3 2 1

150. Question Bank helps much in curriculum development. 5 4 3 2 1