APPENDIX D
SARDAR PATEL UNIVERSITY
VALLABH VIDYANAGAR
GUJARAT
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

INSTRUCTIONS:

This questionnaire contains 135 statements classified under 9 components. The statements propose to study the perceptions of Higher Secondary School teachers in the city of Madras, pertaining to Examination Reform in General and Internal Assessment and Question Bank in particular.

You are requested to go through each statement carefully and indicate your opinion on each one of them and indicate whether you

Strongly Agree (5)
Agree (4)
Doubtful (3)
Disagree (2)
Strongly Disagree (1)

Register your responses at the end of each statement in the following manner.

If you strongly agree, circle (5) 4 3 2 1
If you agree, circle (4) 3 2 1
If you are doubtful, circle 5 4 (3) 2 1
If you disagree, circle 5 4 3 (2) 1
If you strongly disagree circle 5 4 3 2 (1)

Kindly treat this investigation as a professional work and extend your co-operation by filling up the questionnaire without leaving any of the items. Your responses will remain strictly confidential and your school will not be named in the report of the study.

Thanking you for your co-operation,
Yours faithfully,
D. JESUDASON DANIEL,
Investigator.
SECTION II

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

Definition of some important technical terms used in the Questionnaire:

External Examination: Examination conducted by the Director of Government Examinations, Tamil Nadu.

Feed Back: Carrying back the effects of assessment to strengthen teaching and learning.

Internal Assessment: The internal marking of periodical tests and examinations done by the Higher Secondary Schools.

Objective: Impersonal - governed wholly by factors outside the influence of personal opinions and bias.

Perceptions: Views and opinions.

Question Bank: A large number of questions on different portions of the prescribed syllabus put together constitutes a question bank. The questions should be available to the teachers and students throughout the year.

Subjective: Conditioned by individual's temperament, biases, prejudices and partialities. Not verifiable by other investigators.
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 lays more emphasis on memory power. 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. Labelling students as 'failures' does untold harm to them. 5 4 3 2 1
6. Traditional Examination encourages students only to score pass mark. 5 4 3 2 1
7. Traditional Examination fails to develop the habit of regular work. 5 4 3 2 1
8. One single Final Examination should not be the deciding factor for purpose of promotion. 5 4 3 2 1
9. Unless a radical Reform in Examination takes place, mass copying cannot be avoided. 5 4 3 2 1
10. Open-Book Examination can be tried in Higher Secondary School stage. 5 4 3 2 1
11. Traditional Examination is curriculum-oriented. 5 4 3 2 1
12. No student should be detained at XI Standard. 5 4 3 2 1
13. Teachers should guide and train their students in self-evaluation at the Higher Secondary School stage. 5 4 3 2 1
14. Without student involvement, no Reform in Examination will succeed. 5 4 3 2 1
15. In Traditional Examination, more essay type questions are used. 5 4 3 2 1
16. To make Examinations more effective, different types of questions should be made use of. 5 4 3 2 1
17. Lesser the number of choice of questions, more the reliability will be. 5 4 3 2 1
18. Generally teachers spend very little time to set questions. 5 4 3 2 1
19. Training should be given to teachers to set objective type questions. 5 4 3 2 1
20. Defective question paper is one of the causes of failures of students. 5 4 3 2 1
21. Instead of an individual, it is better that a group of teachers set question papers. 5 4 3 2 1
22. It is difficult to construct objective type than essay type questions. 5 4 3 2 1
23. To make scoring more reliable, each examiner should be given limited number of answer scripts. 5 4 3 2 1
24. The question paper should have wider coverage of course content. 5 4 3 2 1
25. If more choice is given in question papers, students tend to avoid difficult questions. 5 4 3 2 1
26. If essay type questions alone are asked, students tend to avoid certain portions in the syllabus. 5 4 3 2 1
27. The language used in question paper should be simple and straightforward. 5 4 3 2 1
28. A model marking scheme should accompany each question paper. 5 4 3 2 1
29. In traditional question paper, favourite questions of the teachers are often asked. 5 4 3 2 1
30. If objective type tests are used, students themselves can be involved in scoring the answer scripts. 5 4 3 2 1
31. More the number of questions, the more valid and reliable the question paper becomes. 5 4 3 2 1
32. Without precisely and clearly worded questions, an examination becomes unfair to students.  
33. A good question paper should make provision for questions of understanding and application.  

**B. INTERNAL ASSESSMENT—CONCEPT**

34. To make Internal Assessment more effective, tests should be conducted frequently.  
35. In Internal Assessment, evaluation should be continuous.  
36. A variety of techniques (oral, written and practical tests and assignments) should be used in Internal Assessment.  
37. Internal Assessment, if properly done, will lead to better standards of learning.  
38. Those who teach can test better their own students.  
39. Introducing more objective type questions will lessen the subjective factor in Internal Assessment.  
40. Co-curricular activities can be evaluated only through Internal Assessment.  
41. The plan for Internal Assessment must be made known to students at the beginning of each academic year.  
42. The marks obtained by students in Internal Assessment must be made known to them without delay.  
43. For smooth and effective functioning, Internal Assessment must be kept open.  
44. In Internal Assessment, unannounced tests should be given.  
45. There must be provision for redressing the genuine grievances of students in Internal Assessment.  
46. Internal Assessment without checks and counter-checks will not be trusted by the society.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>47.</td>
<td>In Internal Assessment, better rapport is established between the teacher and the taught.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>48.</td>
<td>In Internal Assessment, the teacher is more concerned with students' progress than completing the syllabus.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>49.</td>
<td>Regular and continuous hard work is a must on the part of the student in Internal Assessment.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>50.</td>
<td>Malpractices are reduced to the minimum in Internal Assessment.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>51.</td>
<td>Oral tests are given due importance in Internal Assessment.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>52.</td>
<td>Students have freedom to critically analyse the test items after a test is over.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>53.</td>
<td>Unhealthy competition among students is avoided to a great extent in Internal Assessment.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>54.</td>
<td>In Internal Assessment, if a student is absent for a test, another test is given.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>55.</td>
<td>In the final mark certificate, the marks of Internal Assessment and External Examination should be shown separately.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>56.</td>
<td>Internal Assessment is a must to develop regular study habits among students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>57.</td>
<td>Internal Assessments prevent students from preparing for Examination at the eleventh hour.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>58.</td>
<td>If the present Internal Assessment scheme is abolished for the science subjects, the number of failures will be more.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>59.</td>
<td>Internal Assessment removes unnecessary anxiety and worry among students.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>60.</td>
<td>Private tuition by teachers must be totally abolished for successful Internal Assessment.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>61.</td>
<td>The scope for feedback for students is greater in Internal Assessment.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
INTERNAL ASSESSMENT—PROBLEMS

62. Internal Assessment can be misused by some teachers for controlling students. 5 4 3 2 1

63. Close and frequent teacher-student contact would make Internal Assessment more subjective. 5 4 3 2 1

64. The personal prejudice and bias of the teachers plays a significant role in Internal Assessment. 5 4 3 2 1

65. The marks in Internal Assessment and External Examination vary significantly and lack correlation. 5 4 3 2 1

66. In Internal Assessment, results tend to be boosted. 5 4 3 2 1

67. Lack of professional preparation of teachers results in ineffective Internal Assessment. 5 4 3 2 1

68. Students are scared of victimization if their own teachers decide their results. 5 4 3 2 1

69. If Internal Assessment is the only mode of assessment, there is the danger of teachers omitting certain topics. 5 4 3 2 1

70. In our socio-politico set up, introduction of Internal Assessment may not be a success. 5 4 3 2 1

71. The society has no faith in the marks awarded in Internal Assessment. 5 4 3 2 1

72. If the number of students in a class is more, effectiveness of Internal Assessment becomes less. 5 4 3 2 1

73. The work-load of teachers increases as the number of records to be maintained is more in Internal Assessment. 5 4 3 2 1

74. Internal Assessment is time-consuming for teachers. 5 4 3 2 1

75. Frequent testing under Internal Assessment places students under constant stress and strain. 5 4 3 2 1

76. The scope for developing authoritarian attitude for a teacher is more in Internal Assessment. 5 4 3 2 1

77. Internal Assessment may not yield the desirable results in the conservative Indian society. 5 4 3 2 1

78. Internal Assessment carries seeds of student unrest. 5 4 3 2 1
E. INTERNAL ASSESSMENT--VALUES

79. Paying individual attention is much easier in Internal Assessment. 5 4 3 2 1

80. Internal Assessment gives better guidance to students. 5 4 3 2 1

81. Evaluating students' progress in Internal Assessment is more reliable. 5 4 3 2 1

82. Learning is made systematic in Internal Assessment. 5 4 3 2 1

83. Average students are more benefitted in Internal Assessment. 5 4 3 2 1

84. Backward students have greater motivation in Internal Assessment. 5 4 3 2 1

85. Gifted children have greater freedom to progress in their own speed in Internal Assessment. 5 4 3 2 1

86. Internal Assessment without feedback loses all its values. 5 4 3 2 1

87. There is room for reducing the rigidity of common curriculum in Internal Assessment. 5 4 3 2 1

88. There is more scope for feedback for teachers in Internal Assessment. 5 4 3 2 1

89. By and large, teachers welcome Internal Assessment. 5 4 3 2 1

90. By and large, students welcome Internal Assessment. 5 4 3 2 1

91. Internal Assessment develops self-confidence in students. 5 4 3 2 1

F. QUESTION BANK—CONCEPT

92. A Question Bank is a planned library of test items. 5 4 3 2 1

93. Students must have easy access to Question Bank in any subject they learn. 5 4 3 2 1

94. Question Bank should be up-to-date. 5 4 3 2 1
95. Questions in the Bank must also have answers.

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

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

98. A Question Bank should have well-tried-out questions.

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

100. The index card in the Bank should also indicate the difficulty level of the question concerned.

101. Both teachers and students must have easy access to the Question Bank.

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

G. QUESTION BANK—PRACTICE

103. 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.

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

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

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

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

108. In setting question papers, teachers should have freedom to ask a few questions outside the Bank.

109. Question Banks can supply the bulk of tests for Internal Assessment.
110. All questions in an Examination need not be from the Question Bank.  
111. Teaching and development of a Question Bank can go on simultaneously.  
112. Before introducing Question Bank at Higher Secondary School stage, it must be tried experimentally in a few schools.  
113. Pre-service and In-service Teacher Education Institutions should take up the responsibility in the preparation of Question Bank for different subjects.  
114. Question Bank at Higher Secondary School stage is need-based.  
115. Question Bank will be more useful for teachers of Sciences than those of Humanities.  
116. Question Bank makes the evaluation process easier.  

H. QUESTION BANK—PROBLEMS  
117. The quality of question paper is poor for lack of reliable ready-made questions.  
118. Question Bank will inflate publication of market notes and guides.  
119. Objective type questions in the Bank cost more in printing.  
120. Setting up of Question Banks would be a growing economic burden.  
121. If choice in question paper is abolished, students will resent to it.  
122. Development of Question Bank will be deemed time-consuming by teachers.  
123. The use of objective type questions at Higher Secondary School stage is meaningless.  
124. To have Question in each Higher Secondary School is not feasible.
125. Item writing for Question Bank requires careful and creative thinking on the part of the teacher.

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

127. To find talented and experienced teachers to prepare questions for the Bank is a problem since item writing is a skill.

I. QUESTION BANK—VALUES

128. If a Question Bank is developed, setting up of question papers by teachers poses to problem.

129. For quick revision, questions in the Bank are very handy.

130. By and large, teachers welcome the introduction of Question Bank at Higher Secondary School stage.

131. By and large, students give support to Question Bank.

132. If questions in the Bank are used, it will adequately cover the prescribed syllabus in a subject.

133. If Question Bank system is adopted, invigilators will have less fear of student assault.

134. To obtain uniformity of standard in evaluation, Question Bank helps much.

135. Question Bank helps much in curriculum development.