

State Council of Educational Research and Training
Andhra Pradesh,
Hyderabad.

Examination Reforms and proposals in Class X

Workshop dates: 06.03.2014 & 07.03.2014

Background

- APSCF-2011 was framed in accordance with RTE-2009 and NCF-2005. The textbooks from classes I to X are revised (modernized) on the basis of APSCF-2011.
- The new textbooks aim at achieving the class wise, subject wise, targeted competencies and developing multifaceted competencies such as thinking, expressing and analyzing.
- We have developed Position Papers in all the subjects on the changes that are to be brought in the Department Of Education in the State. Similarly a Position Paper has also been developed on the reforms in examination.
- CCE for classes I to VIII is being implemented in our State since April, 2010.

When the above aspects are taken in to consideration it is necessary to bring in reforms in class X examination.

Need

- The aspect that is to be worried about is mainly the role played by ‘school’. The role of school is reduced to prepare the children mechanically for their exams limiting their knowledge to textbooks. Learning by rote memory and mechanical completion of syllabus do not prove to be beneficial for achieving the objectives of education. A school must enable the children to explore, search, discuss, read the reference books, discriminate and analyze. When these are kept in view, the present system of examination has to be changed.

- School should function for the all-round development of children. For their all-round development, children should participate in various activities and programmes to develop physically, mentally, socially, emotionally and morally. Presently, teaching is limited to languages, Science, Mathematics, Social Studies. Only these are being evaluated. Teaching must take place considering Health & Physical Education, Arts & Cultural Education, Work & Computer Education and Value Education & Life Skills as curricular areas. They should not be treated as co-curricular activities. Even these areas also be evaluated periodically.
- The most important person in school education is teacher. Development of the students depends on the activities and programmes conducted by the teacher. Unfortunately all these activities are kept a side and giving utmost importance to only information oriented examinations. As a result of these teachers are not being trusted. If teachers are believed and given responsibilities fixing the targets we can achieve better results than now. Hence, the evaluation methods need to be reformed in this angle. Instead of allotting the complete weightage to the public exams, we should consider teacher at school level and some weightage must be given to internal assessment or Formative Assessment.
- In this present situation, children are under stress as evaluating them is just limited to exams. Alternate aspects must be included to avoid pressure among children. Project works, experiments, assignments, children's notebooks and children's participation must be made use of while evaluating their performance.

PROPOSALS

A) Quantitative aspects

1. How many papers for each subject?

- Presently there are two papers in class X for all subjects except second language (Telugu/ Hindi) which are of 2 ½ hours duration. Instead, there should be only one paper in each subject which will be of 3.00 hours duration.

- Exam paper in Science is to be conducted in two separate parts for Physical Science and Biological Science. [Each will be conducted for 50 marks.]

2. Exams – Marks

Subject	Marks
First Language (Telugu/ Hindi/ Urdu etc.)	100 marks
Second Language (Telugu/ Hindi)	100 marks
Third Language (English)	100 marks
Mathematics	100 marks
Physical Science	50 marks
Biological Science	50 marks
Social Studies	100 marks
Total	600 marks

3) Marks - Weightage

- Public exams in each subject will be conducted for 80% of marks. The remaining 20% of marks are through Formative Assessment [FA].
- The average of four Formative Assessments conducted in an academic year will be accounted for 20% of marks.
- First and second Summative Assessments shall be conducted, preparing question papers for 80% of marks. This ensures that the children are trained to write public exams. The remaining 20% of marks shall be awarded on the basis of the Formative Assessment.
 - First Summative Assessment – 20% (FA)+80% question papers.
 - Second Summative Assessment – 20% (FA)+80% question papers.
- In each formative assessment marks are allotted as follows:
 1. Children’s participation and responses - 5 marks
 2. Children’s written work in their notebooks - 5 marks
 3. Project works - 5 marks
 4. Slip test - 5 marks

Total marks

20 marks

- Exams must be conducted for class IX as mentioned above.

- Children must attend all the four formative assessments. In case any child is absent for any formative assessment, teachers should conduct the test immediately (when they come back) and award marks.
- After completion of the 4th Formative Assessment in February, the headmaster should submit these details to the board in a fixed format supplied to them.
- HM is responsible for proper conducting of Formative Assessment. District Deputy Educational Officers shall form in to a two member HM Committee to monitor the proper recording of the results/ formative assessment. Experienced HMs of aided/ recognized schools can also be included in this committee along with HMs working under government management.
- Mandal shall be considered as a unit for monitoring. The monitoring committee should observe/ monitor the details of at least 10 to 15 schools.

4) Pass marks and minimum marks for passing

- Even though 20% of marks are allotted to formative assessment, children must attend the public exam to children will be considered as passed only when they score 30 marks out of 80 marks in each subject in the public exam.
- Physical Science and Biological Science exams will be conducted for 50 marks. So the children should score a minimum of 15 marks in each subject to pass.
- Children must score a minimum of 40% in each subject when the marks of formative assessment and public exam are added i.e. children are passed only when they score 40 marks. They will be failed even if they score full marks in formative assessment and score below 30 in public exams.

5) Grading

- Though the present grading method that is being implemented is good, it would be better if the following range of marks and concerned grades are implemented.

91 to 100 marks	-	A1
81 to 90 marks	-	A
71 to 80 marks	-	B1
61 to 70 marks	-	B
51 to 60 marks	-	C1
40 to 50 marks	-	C
0 to 39 marks	-	D

6) Other curricular subjects – Evaluation

- In our State, evaluation is being conducted for classes I to VIII in Physical & Health Education, Arts & Cultural Education, Work & Computer Education, Value Education & Life Skills considering them as a part of curriculum. Hence, the same is to be followed for classes IX and X. Each subject has 50 marks.
- Grade details of these subjects also must be recorded in the memorandum of marks of class X.
- No public exam shall be conducted in these subjects. Teachers shall award marks based on the results of first and second summative assessment. Their average must taken into account and the details of grade must be submitted on-line by HM.
- HM should allot the responsibility of conducting these exams to the teachers.

Ex:

- Value Education & Life Skills to language teachers
- Art & Cultural Education to Social Studies teacher
- Work & Computer Education to Physical Science or Biological Science teacher
- Physical & Health Education will be conducted by Physical Director/ Physical Education Teacher.

7) Days and time of conducting exams

- Each subject will have only one paper. So the exam must be conducted on alternate days.
- Each exam is of 3 hours duration. Similarly, 15 minutes will be allotted in each exam to read and understand the paper.

B) Qualitative Aspects

1) Nature of the question papers

- Questions in public exam question papers should not facilitate memorizing and merging up. The questions should make the children think and write. The questions should be analytical, application oriented and open ended.
- The questions once appeared in public exams should not be repeated under any circumstances.

- The questions given in the exercises of the textbook must not be given as they are. They should prepare additional questions of same nature.

2) Academic standards/ competencies to be achieved – nature of questions

- The questions in the public exam should be in relevance to the fixed academic standards/ competencies to be achieved in the subjects concerned.
- Weightage for the competencies of the subjects must be fixed and the questions must be prepared accordingly.

3) Number of questions

- It should better if the questions in public exam in non languages are given as follows:

5 marks questions – 4 (total 20 marks)

3 marks questions – 10 (total 30 marks)

2 marks questions – 10 (total 20 marks)

1 mark questions – 10 (total 10 marks)

- Marks can be allotted to language with slight changes as per their competencies.
- 5 marks questions mean essay answer questions. Answers to these must be written in 3 to 4 paragraphs or 10 to 12 sentences.
- 3 marks questions mean short answer questions. Answers to these must be written in a paragraph or 5 to 6 sentences.
- 2 marks questions means very short answer questions. Answers to these must be written in two or three sentences.
- 1 mark questions mean objective type questions.

4) Questions – Choice

- Each question paper may contain internal choice for essay type questions. (If a question is asked from a chapter, then the second question or additional question must be given from the same chapter) or questions of internal choice must given from the same chapter. Children must be given a choice to choose any one.

5) Questions – Weightage

- Lesson wise weightage should not be given as in past. Questions shall be based on academic standards and can be given from any lesson.
- The following weightage tables must be kept in view while preparing question papers. Type of questions (essay, short answer, very short answer and objective questions) and academic standard wise questions (how many marks and questions to each academic standards).

6) Correcting the answer scripts

- A teacher must correct 20 papers in the morning and 20 papers in the afternoon i.e. only 40 papers must be corrected per day.
- As the questions are thought provoking and open ended, correction must be done carefully.
- Opportunity must be provided for re-correction of the answer scripts if necessary. It is only recounting in vogue now.
- Guidelines for correcting the papers must be framed. Indicators must be framed to evaluate the methods of writing answers to different questions. A ‘key paper’ was made previously and the papers were corrected based on the key. But now the need has arisen to incorporate those indicators in the guidelines which will properly evaluate the writing of children on their own, their power of expression, power of analysis, power of self writing, power of application and power of explanation.

7) Training Programme

- Thorough training should be conducted to teachers on new textbooks and how to use them. They also must be trained in giving academic standard wise practice to the children.
- 1st and 2nd Summative Assessment papers must be framed as in public exams. After correcting answer scripts of the 1st summative assessment, they must observe and pros and cons must be analysed. Then the teachers must either be suggested or trained in correcting the answer scripts as per the guidelines for teachers for correcting class X public exam papers.
- Teachers and officials must be trained on nature of question papers in 10th class public exam and the methods of evaluating those papers.

- Training must be given on conducting formative assessment, extracurricular activities and their evaluation, methods of submitting these details through on line. All, right from officials to teachers must be given training in this regard.
- As the reforms in 10th class exams are going to be implemented from March 2015, we should concentrate on training programmes from 2014 summer vacation. Instead of training the teachers on all aspects at a time, it is better to divide the topics and conduct the trainings in two or three phases from June to December.
- Teachers must be given training on 10th class textbooks, conducting exams, methods of evaluation, learning problems of children etc. through teleconference once a month. Their doubts in this regard must also be clarified good questions from those papers to conduct Summative Assessment.

8) Responsibilities of D.C.E.B

- D.C.E.B. should take up the responsibility of preparing question papers for classes IX and X (except public exam paper) and also sending them to schools.
- Subject wise District teams must be formed to prepare the question papers. The team members should include the textbooks writers of the district, subject experts, teacher educators, experienced teachers.
- These teams must conduct subject wise trainings in the district.
- Action must be taken in the direction of interested teachers preparing summative question papers and submitting them to DCEB. Such question papers must be observed by the subject wise teams, question papers must be prepared choosing.
- D.C.E.B. should conduct seminars and training programmes on awareness of correcting the answer scripts.

9) Others

- District Educational Officers, Regional Joint Directors must conduct education seminars and workshops to create awareness among teachers and parents about the reforms of class X exams to be conducted in March, 2015.

- Publicity must be given through media to make everyone aware of the reforms.
- A special cell must be formed in the office of DEO or DIET or B.Ed. College to provide the necessary aid, information, suggestion in regard with class X exams.
- A book must be published with all the details of exams. Model question papers, methods of evaluation and their indicators also must be included in the book.

ISSUES TO BE DISCUSSED

- Sanskrit language is learnt as a Composite Course merging in Telugu. 20 marks are allotted to this composite paper-II in public exams. It is proposed to raise the marks up to 30. Certain questions are raised if Sanskrit language should be learnt along with Telugu or Sanskrit could be learnt/ separately as second language.
- It is decided to conduct separate exams in public exams in the subjects of Physical and Biological Sciences and the minimum marks for a pass may also be allotted. So how much time should be provided to conduct the each subject separately?
- The languages of Telugu and Hindi are learnt as second language in the ongoing curriculum in our State. A minimum of 20 marks is enough to make a pass in the second language. It is opined that, 40 marks should be the minimum marks to a pass in a second language, as well as on par with other subjects. Some of the participants have objected the minimum of 20 marks may be continued as for the Three Language Formula which is in force. Therefore, how many marks are to be fixed/ allotted for a pass in second language is yet to be thought of and finalized?
- In the pass certificate for SSC candidates, it is noticed that, the grading is given for only academic subjects. It is proposed to allot grades to the candidates in the non academic subjects/ the co-curricular subjects/ activities. There shall be some scope for the grading of the best/ outstanding/ talent performance of a student in the pass certificate in the

curricular activities. They are to be extended with some encouragement for example/ instance certain students may have State/ National Levels credits of achievements in games and sports. Is there any scope/ exemption to be provided from attending one or two subjects in public exams?

- In the present process of examination system, the examinees are served with additional sheets as well along with main answer sheets. There should be no limit for the issue of additional sheets. The questionnaire in the present evaluation in all subjects, includes objective type questions/ the short answers/ very short answer type questions along with essay type questions. The instructions are also given as to in how many lines/ sentences that their answers shall have to be written. It also observed in some of the instances, where the candidates issued unlimited number of additional sheets, despite the specific instructions given to overcome this kind of misuse. It leads to a sort of misappropriation. Therefore, there is an opinion that the required number of answer sheets are to be issued in the form of the booklet [single answer booklet]. The question remains whether it could be possible to issue a single answer booklet?
- The weightage adopted/ given in public exams should also be extended to the Summative Assessment process which is in practice in the present scenario. But what steps/ measures/ strategies are to be adopted to administer easily in a school where there is more than the normal strength and how the reports on student's performance could be submitted in the stipulated time and what steps are to be taken for this?