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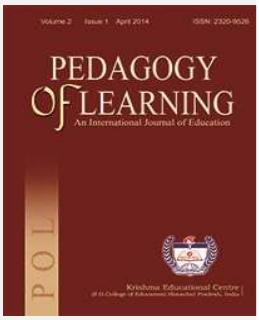

Examination for value organization in Higher Education: An Introspection

Siba Charan Subudhi
Associate Professor, Dept. of Education, North-Eastern Hill University
Tura Campus, Tura, Meghalaya-794002, India
E-mail: sibasubudhi.nehu@rediffmail.com

Corresponding Author: **Siba Charan Subudhi**
E-mail: sibasubudhi.nehu@rediffmail.com

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Abstract

Today education is a path toward human development and has emerged as formal examination oriented learning for which the role of the educationist is most important. Without training, the required skills and competencies for proper evaluation will not be developed and we will be far away from the quality education which is our cry. Taking into the above point here in this paper the paper writer has analyzed some critical points concern to value organization in higher education.

Keywords: Examination, Value Organization, Higher Education

BACKGROUND

It is my understanding and others view that, Education is a process of human enlighten and empowerment for the achievement of a better and higher quality of life. Always, a sound and effective system of education develop learner's potentialities, enlargement of their competencies and transformation of their interest, attitude and values.

Recognizing such an enormous potential education, all societies of this earth have committed themselves for this quality education at all levels. However, higher education has also great potential in this respect. But it is accessible only a small section of the

society with lack of quality control. It is true that in India, for the quality education at higher stage UGC has enhanced various interventions. The interventions are:

- Magnitude of the tasks
- Competencies development in different areas of higher education
- Commitment of the persons engaged directly and indirectly towards society.
- Capacity building of effective managers at Higher education
- Operation of faculty recharge programme
- Establishment of ASCs and now under PMMMTE scheme with induction programme
- MOOCS platform
- Special assistance programme
- UGC-INFONET connectivity programme
- Enhancement of innovative programme
- Research works, etc. (Sharma-2003)

On the light of the above I am going to highlight a few points on the value of examination and policy practices in Higher Education system of our country which may enlighten us on quality higher education. When we are taking the word quality, so many points are coming in our mind, such as men, material, management and uses/access. But does it mean the same for everybody? The fact is that over last Sixty five years our country is doing a lot of activities in the educational sector; but why again and again we are running behind the word Quality in all kinds of activities? Why is it illusion to us and why the issue of quality has assumed a critical dimension by which the organizer compels to think for a brainstorming discussion? We are spending a large budget for better provision, good governance in all spheres of higher education and higher enrolment to get quality product. But we are still far away and cry for that word quality in all spheres like examination reform for quality higher education. Here in these write-ups I have pointed out a few observation and feelings of mine.

1. **Heavy gaps in research findings and policy formulation for examination/s**: It is because either our research findings are not giving any new idea or the policy makers do not want to involve our own findings which must be taken care. Otherwise, we all will run behind the illusion of quality education. See the beauty of present UGC NET examination pattern and system.

    a) Research implementation in examination related works

Further, in the form of input-process and out put the social and academic contributions of institutions of higher learning depend largely upon the quality and quantity of works/plans/programmes undertaken. But what is in practice? In our country, the government and non-governmental bodies are using the research findings/ organized plans/ programme of action of other parts of the globe for making all developmental plans and policies in the field of education which have been reflected in examination system too. Those findings are relatively unsound and irrelevant for a uniquely diverse socio-cultural milieu and pluralistic nature of our country. Therefore, it is necessary, to debate on the issues. Which type of examination? What should be the modes operandi? And many more.

As we know research has remained the weakest link in the undertaking of academic activities at higher education. Even NPE-1986 & Revised NPE- 1992 and 2016 draft report strongly pleaded for understanding research activities at higher education for the attainment of goals (MHRD-1992). But in reality it has been hardly activated in higher educational institutions of our country. Only a little research activities has been undertaken which are traditional, stereotype and lack of innovativeness. Always we are going with the same mindset with new terminology like normal food on shining plates and decorated star tables.

b) Lack of motivation among teachers

Teachers as well as researchers constitute the largest work-force of the country. Their contributions to the society largely depend upon their involvement in undertaking researches relating to the problems faced by the society. But surprisingly in our country, majority of the teachers from higher education stage are working without any research degree. Most of them have the interest to pursue research programme and undertake research project, but failed to do so due to lack of awareness. Students get their degrees after which searching for their livelihood and even after master degrees hardly show any interest to continue their further study such as to pursue research in their respective fields. Some of them even get opportunities for teaching in the colleges or universities, but perhaps do not feel the need of research (with Data, NEHU-2004-05). So what kind of reform for examination system will be expected from such types of situation at higher education system? Therefore, to create such awareness different kind of platforms as suggested by NKC-2006 (Sam Pitroda) need to be arranged/created/facilitated, otherwise the higher education of our country will be only stereotype or traditional, which may not meet the society's emerged needs.

We are unable to understand, **"how to do and what to do?"** even reforms in examination system which are essential and what should we reform? Should we go for CCA, style, timing, management or any other? What should be the vision in examination reform? See the sixth goal of the Dakar Framework on Education for All (2000) clearly stated that every learner has the right to a quality of education in their respective field (Id21-2004). But how to and what to control and change is the biggest challenge.

2. **Gaps in between access and quality for reform**: There is a common misunderstanding that access to education must always precede attention to quality.

But there is evidence that in many cases the learners are not taking advantages of the access, when they are available. Further it has been acknowledged by 120 nations at UN Education forum in 2003 that, quality in education is a dream and unattainable for many due to different reason (Regional to international) but main is lack of access in examination and evaluation at different stages and different activities at higher education stage (IBE-2003).

3. **Arrival of new ICTs** in education and illiteracy among the persons engaged in higher education which creates high gap in thought and practice. Therefore, many teachers/researchers found a series of literature about the impact of technology on education but developing illumination in their mind, without taking much benefit from that. So in this case how far we will be able to use such advanced technologies in our examination system? That is why question is 'Technology is mirage or miracle for examination reform?'

4. **Gaps in Brain Drain to Brain Gain**: It is a major headache for everybody at higher education stage. In practical those who are opportunist are gaining brain by draining brain from others. It is true that changes have never happened without the forward movement. But how can we do that especially in examination work? Who shall/will help us to do that? Govt.? NGOs? or self? Or should we go for new brain without brain drain?

5. Inability to realize the importance of examination reform in higher education, which may helps us for learning, earning, knowledge, social life and in many more for quality life.

6. Lack of information and instrument collaboration among us for conducting examination. Well developed institutions reluctant to share their instruments with the week institutions due to many reason which are self explanatory.

7. **Unable to localizing the examination approach:** Always we are creasy for distort information from others which miss match with our own need. Hence we suffer a lot to carry out our own plan/programme in examination related work for higher education. Therefore, in the view of the above and suggestions given by UNESCO we must encourage and engage ourselves by combining national will with local power in the field of examination reform in higher education, by which we can contribute solid information for basement and sustain a quality higher education. Every where at all the stages we used to give examples and used to apply the plan of others.

8. **Mother tongue dilemma in higher education**: Languages are regarded as an integral part of a people's identity as shown in "UNESCO's Universal declaration on Cultural Diversity (2001)". It recognizes language and identity are interlinked. A healthy identity establishes different aspects of our personality. A community always expresses its identity with its own language and it develops faith among the community members. Educators are highly convinced of the value of multilingual education and researches have shown that anybody can learn better and produce better result with their mother tongue, because learning in mother tongue has cognitive and

emotional value. But in our county the status and reality are different because of many languages (2 national, 25 scheduled languages and 1652 local dialects) as suggested by the NPE-1968-English and Hindi, where as in higher education, only English and hardly any other language is adapted (UNESCO-2003). Therefore, this situation creates dichotomy, tension and fear among the learners at higher education stages which lead towards disaster. This fact is reflected after declaration of each examination result, which strongly urge some plan from the social reformers and policy makers.

Further, when we want to minimize the gap between mother tongue and other foreign language, we must consider about the Global concept in higher education, otherwise it may create different problem to the learners in future. As we know some languages do not have the range of vocabulary and concepts to be useful beyond the early stages of schooling.

9. **Lack of priority in examination system for rural higher education**: Today, in rural India, habitations are increasing without decent higher education and life of each people lead with full of problem, which needs to be addressed by the educationist, but hardly any interest among majority of them. Rural people are always silent against any policy. They have no strong voice for their rights. They are always victimized because of poverty, no opportunities, no gainful employment, no adequate nutrition, no infrastructure and bad communications (UNIC-2003). Further it has been realized that there is no such good political interest in rural country. It is because most of the legislators do not assess rightfully the importance of higher education for rural people of our country. There is also strong bias for urban on the part of politicians and policy makers. Though government has already brought so many bills for rural people, but all are just in black and white, not in the practical field. It is not a new problem, but it is great sadness that rural people have been consistently neglected for which their participation in any educational level, especially in higher education is a very small proportion. Hence, it requires to bring some changes in all areas of higher education for rural mass including examination system. Here question may be 'would we go for different types of examination system for different categories of people? If no then why the education system leads towards urban centric? Why every bodies tax money is being spent for class not for mass in our country? Where is equity?

   Therefore, we should think about

   i. **Action Plans and strategies in Collaboration for examination reform.**

      We need a partnership in between educators, NGOs, community activists, policy makers and governments by which we can develop real ideas about knowledge on examination reform than in the abstract. Through open net working we may help each other for internalization of higher education. Those model should be a collaboration rather than competition.

   ii. **Institutionalizing commitment for examination system**

Educating the children at higher education involves the leadership amongst the village, block and district levels and officials from various departments judiciously not with political aim but with social mission by which we can develop awareness about the existing conditions of higher education. We should not take any new ideas in the political affinity rather than the human benefit.

iii. **Re-orienting existing programmes**

Suppose we want to implement computer software for examination system, we must first train the parents, community members and older siblings of the society rather than only personals those who are directly involved in examination system. It is because, if they will realize the importance of the computer software in examination system, then they will motivate the youngsters by whom the programme will succeed, otherwise all the efforts, plan and money will be in vain. Therefore, each and every new educational programme may be a success for quality if it will start from grass root level.

iv. **To make a strong political will**

As we know each and every state of the country must place the higher education at the centre of its policy. They must build strong educational surrounding for each and every person. They should not compare themselves with others, in fact they should try to gain some insight into how higher education is diversified with different disciplines today in different states of our country and must understand a sense of where is their higher education system and its examination system which is the basement for quality concern.

v. **New Public Responsibility in examination system**: That is public management for examination system in the new market and which model is required? What is the customers need? Today the general trend is to enjoy education in Abroad. Students are not reluctant to cross the boundries of the country if there lacks better accessibilities are at the door step. Here the question is that – Why is the youth so eager to get education from abroad? Is our education system is not good enough? So we have to think over it relate the same with history i.e. education at Takhyashila, Nalanda where students used to come to India. All those should be taken care.

vi. **Needs to check corruption and malpractices in examination at higher education system**

vii. **Invisibility for effective examination system need to be incorporated in policy suggestions/ recommendations:** system, plan, content, tools/instruments, manpower and adaption of rewarding system.

PROLOGUE

Therefore, it is urgently required to take a lead for motivating young professionals for undertaking relevant plans which may help to bring a desirable change in examination system in the form of quality higher education and help to bring change on policy & practice in examination related work of our country. Therefore, at this juncture, by taking these opportunities, I wish the findings of this programme may help to meet the needs of professionals. Keeping in view the aforesaid perspective, it is urge of the paper presenter that, the central/state government, NGOs, University/College teachers, research scholars and different organizations must foster different activities especially in the untouched areas in examination system of higher education of the country and particular to the region, which may help to each and every one of the globe for better higher education.

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