

ENVISIONING THE CHANGES IN HIGHER EDUCATION SYSTEM IN INDIA

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Abstract: *The University Grant Committee (UGC) has established an 'action plan for academic and administrative reforms' to promote quality and excellence in higher education. It outlines the key steps which need to be considered and taken by central and state universities, colleges and other educational institutions of higher education in respect of curriculums growth. With the introduction of academic and administrative changes by the universities and colleges concerned, the new grant marking policy introduced by UGC as part of the 11th Phase, strategy to enhance the standard of higher education included a lining of the grant-making process. Therefore it was anticipated that the educational institutions would implement this curriculum reform as soon as possible. Maybe the teachers themselves aren't prepared to embrace the obligations that go with evaluation changes. It's inevitable that any attempt at changes to alter the status quo would entail opposition from the existing order. This paper sheds light on contemporary issues in India's higher education exams system. The paper envisions a better method of assessment leading to an appraisal focused on expertise and competencies. The paper concludes later in the true spirit of the maxim "Experiment and innovate or perish," so stakeholders must continue to experiment and learn innovatively, and eventually change our review method. Any rigid mindset would totally waste our efforts to rid our evaluation framework of the current evils.*

Keywords: *Examination system, Accreditation, Higher education, Students.*

1. INTRODUCTION

The examination is a way of measuring students' progress in the subjects taught them. During normal daily instruction, an exam seems an innocent event, but problems begin when an examination transitions from standard review exercises to structured or rigid selection and promotion exercises. The student body finds exams to be an unnecessary joy. Apart from this, the test system suffers from several significant vacuums. Reviews have clear targets. They are instruments for evaluating the success of students and determining their academic achievements. The assessment allows students, on the one hand, to change their learning plans accordingly and, on the other, allows the instructor to modify his or her instructional programme according to the test requirement. It also offers some encouragement for the students to work hard and consistently and the teacher to develop their teaching consistently. Based on divisions or grades provided to students after determining their merit and ability, admission to higher learning institutions is permitted or refused. There is a common belief, and rightly so, that the conventional exam method does not show students' true talent, achievement or ability. There is also a need for a redesign of the test. Before we look at this point, let us discuss some key issues in Indian Higher Education Systems examinations[1]–[3].

2. CONCERNS IN THE SYSTEM EDUCATION

The issues that led to the education crisis are numerous. The problems of curricula, syllabus and the much-criticized system of exams that some people identify as a bane of the system in that country are very important to the education crisis. This section addresses some of the main issues relating to the examination system in India.

2.1 Curriculum changes

In recent years, a lot of controversy has taken place about curriculum reform and pedagogy. More focus is placed on increasing established standards to make the curriculum more applicable to professional needs and in line with international standards. The growth of private educational institutions and universities in terms of the number of seats available has helped to increase availability. These have, however, also aggravated the quality issue. There are not only huge differences in the quality of graduates from various universities, but too many in government and private sectors with extremely low standards. · Memorisation focus and The method of asking questions that only involve the retrieval of knowledge instead of mental processes resulted in the focus on tightness or memorization. As a result , the development of higher mental abilities is notably late. To check this, some educators have proposed the open-book review method. The open-book tests are designed explicitly to investigate the qualities of understanding and ability to synthesise in order to create new types of questions. This method is believed to eradicate the habit of unintelligent memorisation by students and also to reduce copying in exams, but students are not permitted to review books in the current essay style articles[4]–[6].

2.2 Curriculum Versatility and autonomy of students

Students should be permitted to appear in parts or sections in tests. They may appear in certain papers or topics in a specific year and may complete the remainder or a few papers or topics in the following year or years. After having graduated in minimum numbers of subjects or documents, they may receive a degree, diploma or full certificate.

2.3 External vs Internal Analysis

The external examination method is expected to facilitate selective study and comprehension, the use of easy notes and to discourage the practise of daily work, strong textbooks and creativity. The students do not take ordinary work seriously. Their full attention is focused on the final test. The greatest risk of external assessment is that education itself is subject to tests instead of acting as a valuable tool for enhancing the quality and performance of education and teaching. External tests are more objective and less sensitive to local or external factors. That is why, while they are less academically sound than the internal evaluation system, some educators favour and support them. Any new scheme incorporating the benefits of both internal and external assessments will serve the best purpose[7]–[9].

2.4 Topic wise grades against grade overall

Another problem is that students should not only be granted an overall degree but subject-matter. Only in terms of subject-matter can a true evaluation of the calibre of a student be considered. This will help the instructor to better recognise the level of student achievement

in different subjects and disciplines that would enhance their employability. It has also been proposed that good students will boost divisions and grades by reappearing in a specific subject.

2.5 Review mismanagement

We also notice the news about the leakage of queries, malfunctioning of answers scripts, mismatching roll numbers, mistakes in scoring and counting, granting grace marks, incorrect results declaration and much more. Most inspection agencies tend to be both "technology-shy" and reluctant to embrace the new computerisation and optical scanning techniques.

2.6 Tests for anxiety and stress

As exams decide the progress of a child through school and his / her later life, parents rightly put pressure to make sure that his / her child succeeds. The tests generate psychological anxiety and stress among the students. In pain, students use all sorts of malpractices to pass the test. In the other hand, teachers also teach what is studied instead of dwelling in life as a teacher.

2.7 Concerns about consistency in examinations

There have been a range of qualitative issues in the current framework, including quality question paper, quality testing, equal practise assessments, schedules of exams, management of exam malpractices, leakages of question paper, students' cheating/impermanence, qualitative answer script evaluation, scarcity of eligible exa

3. EXAM REFORMS REQUIRE

As a permanent body, a review reform committee should be formed to promote progress monitoring of the review reform from time to time before the process is completed in phases. The Commission's terms of reference may be:

- From time to time assessment of the status of examination reforms.
- Process of the evaluation reforms, indicating the time period during which the changes are to be introduced and the rate at which.
- Implementation of rational and objective grading / scaling systems.
- Setting standards for consistent internal assessment and recommending protections against the misuse of this assessment framework.
- Advising with an internal assessment framework on minimum stages of learning.
- Defining semesterisation and modularization modalities.
- Interinstitutional ties guidance on the safeguarding of equivalent requirements.
- Teacher feedback for effective assessment reform implementation

It is clear that the Review Reform Committee will have to deal with problems concerning reform in each State, involving the authorities at State level in full, so that concerns at State and sub-state levels are taken completely into account (GOI, NPE 1986). Functionaries at the national and other levels of the UGC, AIU, AICTE, NCERT, NUEPA, State Resource Agencies, State Education Boards and other professional bodies, apart occasionally from the Commission. For higher education to achieve further progress, it is important that intelligence testing, personal interviews and classroom work be given due importance at regular intervals

instead of long exams. Another essential goal of higher education is to grow, if clean, towards the development of the country. This review reform problem should be formulated as a package of all the following factors: implementation of the semester method, continued internal assessment, the position of teachers, student mobility and curriculum creation with flexibility reach, topic gradient instead of overall gradient, improving examination bureaucracy performance[10]–[13].

4. EXAM SUGGESTIONS IMPROVEMENTS

For the promotion of quality and excellence in higher education, the University Grant Commission (UGC) has established an Academic and Administrative Improvement Action Plan to identify the key steps to be taken with regard to curriculum growth in central and state universities, colleges and other higher education institutions. The new policy on grant markings introduced by UGC as part of the eleventh initiative, a strategy to improve the quality of the higher education, was to direct the grant-making process with universities and colleges involved introducing academic and administrative reforms. Therefore, this institutional reform was required to be introduced at the earliest. The teachers themselves may not be prepared to take responsibility for review changes. Any effort at reform in order to change the status quo necessarily means that we are opposing the existing order[14]. However, the demand of experts for examination reforms has been extremely consistent over the years, and many states and universities have already embarked on examination reforms, although it is very important that proper progress be made in terms of the above package. However, implementation of this programme bristles with many practical problems and the overwhelming complexity of the country's educational system. Some of these measures related to process changes are as follows:

4.1 Production and streamlining of exams

Continuous updates and revisions to resumes must be deeply embedded in a university's academic community. All universities must ensure that every three years the curriculum planning exercise leading to a significant revision of curricula and curricula. The UGC has also called for a common academic calendar for all higher education institutions. Universities need to streamline their exams so that the results are published on time, and no student suffers from delays on declaration when the results and the mark are given.

4.2 Flexibility curricular

flexibility and versatility of students is another problem which warrants our urgent attention. This can be tackled by credit-based courses and accumulation of credit. In order to offer students a degree of flexibility, we must also include the length of the course in terms of credit hours and both a minimum as well as a maximum permitted time for a student to attend a course. · A National Popular Measure of Institutions of Higher and Professional Learning The multiple entry tests for a student of higher and professional education class XEI not only stress parents financially but also make the student a nervous wreck. Studies don't have feelings. This causes us to think loudly about replacing separate entry tests with a standard national examination.

4.3 Semester structure introduction

Annual inspection should be changed with an emphasis on external written examination. We can start with the implementation of the semester system. Similarly, we need to shift increasingly towards a framework that emphasises continuous internal review and decreases the written analysis to a fair degree. Continuous internal evaluation and semester-end review should be clearly specified for the length of each semester, amount of contact time per paper, semester and related weight age. This method has the greatest benefit of reducing the workload of the students and inculcating daily learning patterns in time. Since the academic year is split into two semesters, it also provides upward mobility; even after transferring to the next semester the students will clear their backlogs. It also encourages students to learn at their own level. There is no doubt that the form of education concerned with the study, in the conventional way or in the semester method, only with the prescribed books and annual or term exams is not only incomplete, but also wastefully and inappropriate.

4.4 Banks of questions

If quality problems of various types are produced, the quality of question papers can increase, calculating different goals of different difficulty levels. Banks need to be built for all stages of education in each curriculum. These banks of questions can be made available to teachers who can use them for different assessments and also to students who can use them for their own lessons and practise.

4.5 Multiple Issue Paper Sets

In 1992, the CBSE published several collections of question papers. The knowledge of this change was challenged by the cross-section of society, as it contributed to many concerns in the minds of the investigated persons and society in general. The experiment was performed in line with Madan Mohan's guidelines. However, the parallelism of the multiple sets of question papers is significant.

4.6 Implementation of internal assessment

The written one-point test is not an appropriate tool for the evaluation of all skills, nor does it encourage the use of multiple assessment techniques. The scheme of Comprehensive Continuous Examination (CCE) is inspired by the age-old adage that it is the teacher who knows the pupil best, and it is through this teacher that we would get to know how the learner is progressing with reference to his own earlier achievements, with reference to his peer group as also with reference to the expected levels of attainments set by the teacher.

4.7 Usage of ICT to handle exams

With gradually growing registration numbers and new courses launched every year, the number of entries and other exams will rise dramatically in the coming years. Indian education institutes expend a great deal of time, resources and effort conducting these tests, which are usually administered through hand-held paper and pen methods. You may add the online review module.

4.8 Ultimate rating system

We will need to step away from the assessment method for marks and division and implement the assessment system – ideally on a 9-point scale and the Cumulative Grade Point Score (CGS) – to bring our evaluation system into line with best practise worldwide.

5. CONCLUSION

The Indian landscape of higher education is shifting quickly. Higher education has higher demands due to the rapid economic growth of the country. We must try to innovate to learn from them in the spirit of the slogan "Innovate and creative or vanish" and eventually change our examination method. Any rigid mentality would make our attempts to eradicate the current evils absolutely futile. From time to time, the country's leaders, including educators from diverse backgrounds and fields, speak about the shortcomings of the existing system and call for change. No wonder, there have been a multitude of committees and Commissions for education reform. There has also been significant innovation in education systems, but the fundamental issue of adapting the system to the country's specific needs and to its population remains unresolved. Great emphasis must be put on setting up good libraries in our universities and colleges. More debates and opinions on different subjects will provide more insight and awareness than more lectures and courses. Laboratories with the latest types of equipment and objects are equally critical.

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