

## 7.2.1 Best Practice

### 1. Title of the Practice

#### Implementation of Examination Reforms

### 2. Objectives of the Practice

- I. To execute the pragmatic and holistic education as specified in the National Education Policy 2020.
- II. To discourage the examination centric education designed for learners.
- III. To promote and develop knowledge and understanding based education which is application oriented.

### 3. The Context

Pandit Sundarlal Sharma (Open) University Chhattisgarh adheres to the standard benchmark practices in the conduct of examination and declaration of results. Under the traditional pattern of examination, questions were based on prototype of asking solving five long questions out of a given number of choices for a particular course. This pattern was indeed based on assumptions of guessing of questions for examination by the learners and formulated predictive style to approach an examination. The pattern called for adopting wrote memory based technique for appearing examination, where the learners were not bound to study for round the year. Moreover this approach focused on obtaining higher scores, as obtained score became the determinant of knowledge for the learners community. Teachers therefore emphasized more on pushing the students to obtain higher score in the examination. Learners and parents were also driven by this sole motto and thus resulted in the development of tuition culture. Thus the formulated environment created an atmosphere to follow wrote memory system where learners were subjected to tremendous amount of stress which also resulted in suicide (in some instances). The directives issued by National Education Policy 2020 called for providing stress free learning environment to the learners which can facilitate the overall growth and development of the learners. It emphasizes on acquiring skill based knowledge which is catered upon learners understanding and wisdom.

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#### 4. The Practice


Working in the above context the university felt the need to change the traditional pattern of examination which has numerous shortcomings. One day state level seminar was conducted to have brainstorming on "traditional pattern of examination" and how to develop "new examination pattern" which would be conducive to the learners. A series of steps were identified in this regards.


**STEP I Question Paper Setting:** Framing of the question papers were done specifically to discourage the wrote memory approach followed by the learners and to ensure that learners are compelled to read the entire syllabus without having predictions for a particular type of questions asked in the examination. The exam pattern covers about 100% of the curriculum. There are 24 questions in a question paper in the examination. The question pattern was thus designed in five different sections i.e. from A to E. Section A comprises of one word/objective answer type questions, section B constitutes one to two line answer based questions, section C covers one paragraph based answer to questions and section D and E covers long type and very long type answer based questions. The question paper of a specific course is set in the same way for both the examinations i.e. assignments and term end examination. Thus the entire framework of question papers is adequate to test the learning of learners.

**STEP II Ensuring coverage to designed curriculum:** The pattern of questions for a particular course aims to cover the entire syllabus which is homogeneously divided into various sections. Teachers who are engaged in question setting are provided with prior instructions to design question in accordance to this specific pattern which would cover the entire curriculum of a particular course. Thus in order to appear for examination, learners have to undergo study for the entire syllabus or curriculum. Moreover varied pattern of questions in the examination inculcates them to follow a feed-forward or feed-backward approach to prolong or shorten a type of answer provided in the examination.

**STEP III Evaluation Pattern:** Pattern of evaluation is a continuous process and are based on transfer of learners understanding and application to a particular examination. Evaluation of answer scripts of learners is reflected in the content of writing and the way learners approach to answer questions in the examination. Learners thus adopting wrote memory approach obtain less

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score in comparison to that of those whose approach of answering are based on knowledge and understanding.

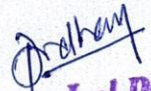
### 5. Evidence of Success

The current pattern of examination is successfully implemented to all the programmes offered by the university. The evidence of success lies in the fact that the pattern followed has gained favorable and satisfied feedback from the learners community. Teachers fraternity has also regarded this framework as most appropriate tool for evaluation of knowledge and skills acquired by the learners.

### 6. Problems Encountered and Resources Required

- 1) The reform made in context of adoption of new pattern of examination called for high will power for its execution, especially in the open and distance learning format of education.
- 2) The challenge was to change the traditional pattern of mindset developed among the teachers which persisted for a long period of time. Initially there were challenges to refrain the behavior of teachers regarding the structure of examination.
- 3) Paper setters were too encountered with problems at initial level to design questions with in-depth approach. Instructional training was imparted to them in this regards.

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