



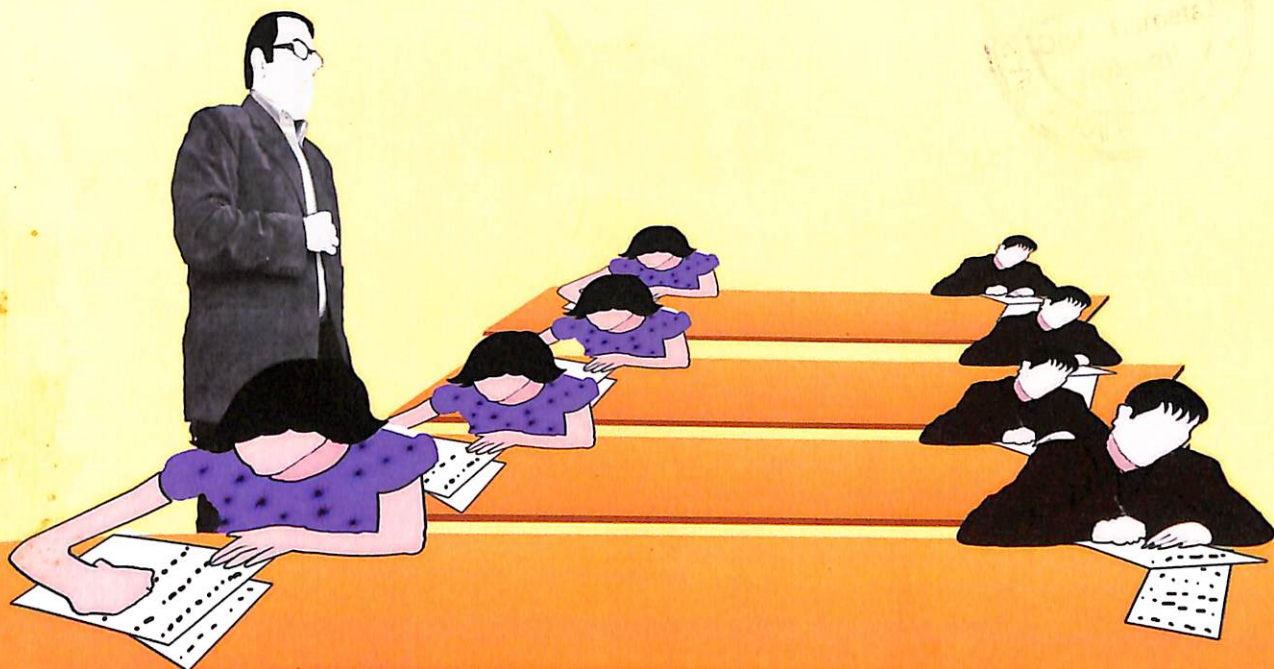
ज्ञान - विज्ञान विमुक्तये

UGC SPONSORED NATIONAL SEMINAR ON

*“Examination Reforms:
The Need of the Hour”*

(19th & 20th Sept. 14)

ABSTRACT



In collaboration with
C. K. COLLEGE, CHAKLA.

Organised by-
DEPARTMENT OF EDUCATION
Nabajyoti College, Kalgachia

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Examination Reforms : The Need of the Hour

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NABAJYOTI COLLEGE : A BRIEF PROFILE

Years have passed since God desired to remove darkness to enlighten Kalgachia, the centre of greater West Barpeta and East Bongaigaon District, a remoter than the remotest area of Assam. He bestowed NABA (New) JYOTI (Light, Knowledge) upon Kalgachia. The idea of establishing a College at Kalgachia was first imbibed by Mr. Romez Uddin Ahmed M.A., a prominent educationist hailing from Hazipara (Howly) who celebrated a feast as a mark of Funeral Rituals (Kharach) in memory of his grand mother at Kalgachia wherein he disclosed his idea in a huge public gathering invited to the feast in 1966. Thus the people of Kalgachia particularly the dedicated social workers had the opportunity to dream 'a dream of a College, at Kalgachia'. And the worthy sons of the soil like Md. Mozammel Hussain M.A. L.L.B., Ex-Founder Secy & i/c. Principal, Late (Abdul Kader Babu, Abdul Kaddus Dewani, Iman Ali Mandal, Yasin Ali Mandal, Muzzaffar Ali Bhuyan, Kudrat Ullah Talukdar, Abdul Hamid Dewan, Alhaj Intaz Ali Choudhury, Alhaj Moslem Uddin Ahmed, Abdul Hamid Khan, Rajen Das, Alhaj Bahar Uddin Ahmed, Abdur Rezzaque, M.A., Basir Uddin Ahmed, Founder Principal, Nonee Gaonbura, Abdur Rashid Khan, Md. Toru Miah, Shahar Ali Akand, Mayez Uddin Ahmed, Shahabuddin Sarkar, Sk. Abdul Hashem, B.A. B.T.), Abdus Sattar Ahmed, Ex. Principal, Sk. Asahaque Ali, Ex. M.L.A., Mahendra Chandra Adhikary, Abdul Kader, Ex-Councilor and many other educative Social Workers, Well Wishers jointly took a decision to launch a Mission of Establishing a college here at Kalgachia with an objective to arrange and ensure higher education for their prosperity. The 'Mission' gave birth a college in the year 1971; while Marhum Aatur Rahman the then local MLA a scholar and a Minister of Assam gave a meaningful name to it as 'NABAJYOTI COLLEGE, KALGACHIA.' The foundation stone of the college was laid down by **Marhum Fakar Uddin Ali Ahmed** the then Honourable PRESIDENT OF INDIA. Since its

establishment the college Nabajyoti has been tirelessly spreading its 'JYOTI' (Knowledge in higher Education) among the students of different categories of the said area as well as other parts of Assam. The Performances of the college in imparting Higher Education, Extension Services it offered towards the society through NSS, NCC, BSG and Students Union, awareness to Health & Hygiene, Controlling of Pollution of Environment it created among the masses, Efficiencies of teachers in imparting Quality Education and Performance of the students in the Final Examinations conducted by the Assam Higher Secondary Education Council and Gauhati University etc. etc. all have been inspected, assessed and accredited 'Grade -B' to the college by the NAAC (National Assessment and Accreditation Council) in the year 2003. Starting with 35 students in 1971 the college is now having more than 1500 students and turning to be a bigger 'Workshop of Human Resource Development' in the state of Assam.

To day with the change of time, Advancement of Human Civilization, Science and Technology, Outlook of the nation, Mission of Quality Education of UGC, Aims and objectives of Higher Education, Nabajyoti College, Kalgachia has resolved to leave no stone unturned to impart quality education among its students of both Arts and Science Streams and to make them qualified and competent to cope with the challenges and also to conduct a healthy life in this modern Scientific world and also to make all worthy citizens of the Nation.

*Let's join Nabajyoti & Develop our resources
To achieve success and serve the Nation.*

We come Addresss
by
**The Principal cum Chairman of the organizing Committee of
National Seminar**
on
Examination Reforms in Higher Education

Hon'ble chairperson, eminent resource persons, esteemed keynote addressee, learned participants and papers presenters, respected guests and my dear colleagues and students.

First of all, as the chairman of the National Seminar Organizing Committee, I, on behalf of the Nabajyoti College family, would like to take the opportunity to extend my sincere thanks and warm wishes to you all for having come over to this National Seminar on Examination reforms in higher education. I feel great pleasure to have all of you here on this great occasion.

Nabajyoti College had its humble beginning in 1971 with the noble aim to fulfill the long cherished dream of the people of this agro-based society for Higher Education. The college has made impressive stride over the years to find its way to the present glory with untiring efforts and dedications of the noble hearts of that time. Now this college has fully grown in to a centre of excellence enriched with multi disciplinary approaches to higher study at both UG and PG levels under G.U. with expansion of support system and research activities.

Now let me welcome you to the events of today. As you have already come to know that the Seminar is likely to address different issues and problems of the Examination system in higher education and its reforms This is also expected to contribute a lot to the huge storage of human knowledge in this thrust area of examination reforms in education in general and in higher education in particular.

Examination has always been an inseparable part of education since the time formal education system had come into being. An examination is basically an instrument for measuring the learning attainments and the proficiencies of the pupils in a group of subjects. More precisely, it is the measurement of knowledge, understanding or skill of the students in specified area of school subjects.

Today, examination is the most used, but the most abused business in modern education. The educational institution seems to use examination as it has been there and for nothing else. This happen because of the defective patterns of examination and the large scale anomalies

there in the system. Most of the examination result seems to be unexpected to most of the students for the subjective biasness of the examiners and the faulty operation of the examination procedure in terms of improper instruction, use of ambiguous words, lack of norms and standard procedure of scoring etc.

Beside these impediments, there are some other serious problems that have held the credibility and authenticity of the examination systems in captivity of traditionalism from all around. The age old system of essay type examination, the ordinary and traditional methods of scoring, undue weightage given to some less important issues, irrelevant questions, improper arrangement and faulty administration of examination, excessive abstractness etc. have become the order of the examination system today.

In this day of advanced technology in teaching learning, we expect examinations to give us an authentic judgement of the ability of the students, and for this, they need to be free from all types errors and defects. Then only we can anticipate a truly accountable system of examination, for which reforms of examinations has become inevitable.

Examination reform is a matter of intellectual pursuit. It can only be achieved through indepth study and interactive discussion among the scholars, faculties, policy makers and the examination experts. But, there has been little systematic works in issues of examination reforms except a few discussions on credit based choice system very recently.

Examinations are the landmarks for improving classroom teaching and testing. If the examination procedures are guided properly and the overall system is made free from all probable errors and problems, this would provide specific directions for improving the syllabus, teaching methods and pupil guidance. The defective system of examination, on the contrary, will inflict a gross disorder into the entire educative process, its evaluation and improvement.

The proposed seminar on this topic bears lot of significance, for it will focus on those problems and draw backs of the examination system which have so long been over looked. Reforms always require technical competency of high quality, deep understanding and experience. This also needs cooperative efforts of a panel comprising the subject specialist, technician and practicing members. The seminar can provide a safe ground for preparation of necessary guidelines for the purpose of modifications of our examination system.

Finally, wishing the seminar a grand success, I once again extend my sincere thanks and gratitudes to all of the dignitaries who grace their presence here in the seminar.

Thanking you

Dr. Shahjahan Ali Ahmed
Principal cum Chairman.

SPEECH OF THE CO-ORDINATOR

Hon'ble chairperson, eminent resource persons, esteemed keynote addressee, learned participants and papers presenters, respected guests and my dear colleagues and students. First of all I extend my heartfelt thanks and welcome to all of you for your coming down to our college to grace the occasion of this National Seminar on Examination Reforms.

As you know examination Reforms is the highest priority in education today, particularly in higher education. The traditional system of examination has been criticized for its defective measures and worthless assessment. The theoretical approach in assessing learning attainment has led the students to mere reproducing the printed material without knowing why and how of it, and for this examination contributes a little to assess the learning objectives of educational programmes. In this fast moving scenario in education, we therefore need to think for a versatile technique for assessing students efficiency with authenticity for purpose of proper selection and diagnosis. It is, however notable that over the past two decades or more, some modifications have been brought into the system of examination in terms of objectivity in scoring, methods of testing. But this can hardly suffice to meet the growing demands for a gross scientific based examination procedure that can afford the best measures and evaluation of students performance in relation to the learning objectives and school programmes.

This is however, not an easy task, nor it can be accomplished by a one man endeavour. Comprehensive discussion need to be held in groups of intellectuals, academicians, experts and the professionals.

The seminal is likely to provide a platform for those academicians and intellectuals for drawing some fruitful outcomes as regards the means and ways to Reform Examination System, and step forward with vision to develop a perfect examination ideology. This is also expected to chalk out the problems associated with the examination techniques and suggest the righteous way to curb them for the utility and authenticity of the system.

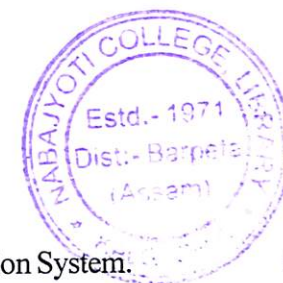
We feel proud of hosting the seminar and becoming a part of the noble findings of this seminar.

Thanking you

Abdul Kuddus

Co-ordinator.

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ROLE OF ICT IN EXAM REFORM

Dr. Ram Sewak Singh

M.A. (Mathili & Hindi), Ph.D.
L.L.B., D.P.Ed. (P.U.), N.I.S. (Kolkata)
N.T.O. (A.A.F.I),
Associate Professor (Maithili)
Marwari College Bhagalpur.
T.M.B.U., Bhagalpur – 812007
Email : ramsewaksingh49@gmail.com
Mob. : 09430456014

ABSTRACT

Introduction:

ICT – Information Communication & Technology in recent decades have shown a great impetus towards reforming the traditional education & examination system. The need for inclusion of ICT has exhibited tremendous challenges and significant opportunities to national policy makers as they formulate economic and social policies and programs. Increasingly, educational policy makers are being asked to formulate educational policies and programs particularly those are related to information, communication, and technology (ICT) in ways that advance the nation's economic and social development goals. It provides a conceptual framework by which policy makers can analyze educational reforms and craft educational policies that support national economic and social development goals. Strengthening the same can help policy makers & the system to move toward an education system that is based on the knowledge of creation and that prepares their students to join the knowledge of economy and information of the society.

Application of ICT in the context:-

1. Technological and media literacy: selecting correct tools; operating equipment and applications; using them to manage, analyze, integrate, evaluate and create information in a variety of forms.
2. Effective communication: crafting and executing effective oral, written, and multimedia communication in a variety of contexts.

3. Critical thinking: Sound reasoning in understanding and making complex choices; understanding the interconnections among systems.
4. Problem solving: identify and analyze complex, ill-structured problem situations, plan solutions, make decisions, apply solutions flexibly, evaluating results and revise solution
5. Collaboration: Demonstrating teamwork and leadership; adapting to varied roles and responsibilities.

The proper integration of ICT with teaching/learning environment increases education and productivity. ICT provides various opportunities to educational learners and make teachers aware of their new roles & responsibilities in teaching and learning process. The growing use of ICT will change many of the strategies employed by both Teachers and Students in the learning process. The role of ICT the educational administration is recurring and unavoidable. ICT has enabled us to monitor and evaluate what is learned, how it is learned and when and where learning took place. It is also enable the educational management system to discharge various functions such as, conduction of exams, coordination between potential institutes, alumni network. ICT also work for non-traditional students by providing Internet based education to them anytime and anywhere and these Internet technologies enables innovative ways of teaching Examinations are one of the most crucial parts of an Education System. 5% Growth in investment & strengthening of ICT in this sector would lead to development of education & economy in 14 years that would have taken 35 years if the contribution of the same were 2%.

Examination Reforms implemented at as below :-

- The University has implemented Semester System with C.G.P.A. for all the faculties.
- To eliminate the mistakes in question papers, university carry out the moderation before submission of final paper sets to the university.
- The model answer of the paper is also prepared at the time of paper setting, and these model answers are made available to the examiners to maintain uniformity in the evaluation work.
- Online student registration and online issuance of hall tickets through Digital University Portal (E-Suvidha Scheme)
- Online collection of internal marks from all affiliated colleges/institutes.
- Establishment of Digital Examination Cell and Students Facilitation Center for online support (Call Center).
- Digitization of Examination Records from 2000-01 onwards.

- Appointment of Examiners, Paper Setters, Moderators, Practical Examiners, Flying Squad, Senior Supervisors etc. through Online System.
- Decentralization of assessment activity for UG first year examinations for faculties of Arts, Commerce, Science and Management, MI other assessment work is done centrally at university.
- OMR based objective (MCQ) examination is conducted on university campus for UG/ PG courses under academic flexibility.
- Online payment gateway facility is made available for the students.
- Creation of a Question Bank Or a Question Paper Bank for setting examination question paper for Ph.D. entrance Test and for Pre-Ph.D. theory course
- ICT solution for secure delivery of question papers for the new batches Examination, through online successfully.
- OMR and Barcode technology on cover page of answer sheet is used for all the faculties.
- University declares all the results online with complete breakup on university website and through SMS declaration of result is communicated to all colleges.
- Online application system for re-evaluation of answer sheet.
- Online verification facility for Degree certificate is made available for employer.
- Digitization of examination record is already implemented. De-Materialization of the Degrees and Certificates will be done with State Govt. Support.
- Capacity Building/Training/Hand holding Support through organization of Workshops twice a year for providing training on IT solutions for end users.
- University has decentralized the work of examination for the faculties of Arts, Mental Moral & Social Sciences, Science, and Commerce except law, Engineering, Pharmacy and Education.
- Online Ph.D. Entrance Test (PET) and like - Ph.D course work Examination is conducted for all faculties.
- Recently for the recruitment of administrative staff of university had conducted the online examination for the Post of Asst Registrar, Section Officer and Lab. Assistant.
- University is having dedicated examination section also review meetings regarding examinations are conducted regularly.
- University has conducted the examination of orthro cerebral disabled student using ICT and awarded the BBM (E-Com) degree. Also university is in process of enabling web contents accessibility for differentiable students.¹

¹ Examination Reforms (North Maharashtra University) – By Internet

According to my view the model of Examination Attendance Slip of University Examination as below :

Monogram

ADMIT CARD

Name of University: T.M.B.U. BHAGALPUR

Name of Exam : B.A. Part/Semester : Ist Session : 2015-16 Exam Year : 2016

College Code : BHAG (MAR) Exam Roll No. : 01-1001 Reg. No : 1001 Year : 2015

Name of College : MARWARI COLLEGE BHAGALPUR

Name of Examinee : RAHUL KUMAR

Date of Birth : 15-10-1991

Father/Husband Name : HIMANSHU SINGH

Mother Name : RITA DEVI

Identification Mark : MOLE ON NOSE

Sign of Examinee : *****

Examination Centre : Seal of Centre

Assistant

S.O.

Controller of Exam with
Sign & Seal

| Sl.No. | Date of Exam | Subject | Paper | Sitting | Copy No. | Room No. | Sign of Examinee | Sign of Invigilator |
|--------|--------------|------------|-------|---------|----------|----------|------------------|---------------------|
| 1. | 15 Oct. 2015 | History(H) | I | Ist | 100001 | 15 | ***** | ***** |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |
| 6. | | | | | | | | |
| 7. | | | | | | | | |

Centre Asst.

College Controller

Centre Superintendent
Sign & Seal

Conclusions

Policy makers and ministry officials face many important decisions as they cope with sweeping global trends. But none is more important to economic and social development than those they make in education policy. By examining the relationship among reforms in policy, teacher training, pedagogy, curriculum, assessment, ICT and school organization, and by aligning these changes with important economic and social goals, policy makers can create 21st century University/Institute and nurture the development of 21st century students. However, the experiences of Finland and Singapore offer three important policy lessons.

Policy leadership

Policy leadership and vision is key to any successful effort to use education reform to contribute to economic and social development.

Policy coordination

To maximize the impact of education investments, reform policies must be coordinated with other policies and programs, both with the education ministry and with other related ministries. Furthermore, it is important to note that the relationship between education and economic growth is a necessary but not sufficient one-while education can be an important contributor to growth, many other factors are involved.

Private-public partnership

The government of any country, no matter how developed, cannot bring about all these changes on its own. The effort requires a multisector approach to educational improvement that involves government, business, and civil society. But strategic investments in education reform by private companies can launch sustainable development and result in huge, long-term benefits for the country, the economy, and the company.¹

In this implement we can improved our education system to move fast and up-to-date. I must say that every universities and institutes are follow this reforms and achieve more and more power of students and teachers.

¹ ICT, Education Reforms and Economic Growth : A conceptual Framework –
Dr. Roeb B. Kozma, Page. 14-15.



Development Strategies of Assam Its Education and Evaluation System.

Mili Uzir
Barnagar College

ABSTRACT

India is emerging as a global leader and a strong nation. In order to ensure overall progress and provided requisite knowledge and skills, education plays a vital role. According to census data 2011, India has a population of 121,01,93,422, which means India today is a power house of talent of great number. In order to convert the population from a challenge to a opportunity immediate attention is required to be thrown on education & its evaluation system.

The existing pattern of education in Assam is not up to the mark. Today there is competition among students acquire marks and not to perceive knowledge. Marks oriented learning cannot secure the future of the country. Students thus opt for selective learning to accomplish it in a limited period. Moreover semester system, do not prefer indepth learning. The loopholes that revenants the acquired success is the prime concern of the hour. Thus, objective of examination is not able to attain the required progress. In academic assessment though they succeeds; they meets failure in the nation based and world wide competition.

In the era of science & technology, learning traditional pattern seems out of date. Theory is undoubtedly an indispensable phenomenon, but practical knowledge is also a necessary. If the evaluation progress is only theoretical, then it means we encourage the youths to mug up learning and reproduce the same in the exam paper. It means the students in examined on the basis of printed works. The student deliberately strives for perfection in professional field but fails to surmise a satisfactory position. Thus, we find how the authority of exam is lost. The exam process though was executed with utter seriousness but could not strive necessary outputs.



EXAMINATION REFORMS IN HIGHER EDUCATION

Dr. Abdul Kaddus Khan
Asstt. Prof. HoD. Deptt. Of Education
Uttar Barpeta College, Barpeta.

ABSTRACT

Of late the traditional of examinations system has been severely condemned and criticized. Examinations are bad masters when they begin to dominate our educational thoughts and practices. In this connection W.M. Ryburn strongly criticized by saying, "It goes without saying that examinations are the enemies of creative work, at least as they are usually conducted. Similar verdict has been forwarded by the University Education Commission, 1948, "for nearly half a century the examination has been recognized as one of the worst features of Indian education, so examinations have always been terrifying and burden some both for the teachers and the pupils. The University Education Commission also verdicts, "If we have to make any reform in Education it is in the examination system. "It is infact that for better educational set up. Those problems should be reformed. They can't be ended but can only mended.

Several academicians and law makers underscored the need for change of the existing examination system in higher education who advocated the introduction of the globally accepted Credit Based Choice (CBC) system. Under this system students can choose subjects on their own and also ask the examiner to conduct the Examination when the students are ready for them. Far more the CBC system involves some advantages like subjects are not imposed on students in the CBC system nor the date of examination – said Vice Chancellor of Berhampur University namely J.K. Mohapatra inaugurating a seminar on examination reforms in higher education, sponsored by the UGC.

In India very few Universities have introduced this CBC system. So far that out of 569 only 30 Universities in the country have introduced this CBC system. The V.C. of Berhampur University again said – "If we adopt the CBC system widely by revamping the traditional method of examination we can expect the gross enrolment in higher education to improve the knowledge of students. The CBC is broadly exercised the following qualities- 1. Reliability, 2. Validity, 3. Objectivity, 4. Satisfactory Norms, 5. Simplicity, 6. Economy, 7. Interesting, 8. Practicability, 9. Comprehensiveness, 10. Discriminative Power through the above characteristics or qualities the test may become standardized.



the worst features of Indian education, so examinations have always been terrifying and burden some both for the teachers and the pupils. The University Education Commission also verdicts, "If we have to make any reform in Education it is in the examination system. "It is infact that for better educational set up. Those problems should be reformed. They can't be ended but can only mended.

Several academicians and law makers underscored the need for change of the existing examination system in higher education who advocated the introduction of the globally accepted Credit Based Choice (CBC) system. Under this system students can choose subjects on their own and also ask the examiner to conduct the Examination when the students are ready for them. Far more the CBC system involves some advantages like subjects are not imposed on students in the CBC system nor the date of examination – said Vice Chancellor of Berhampur University namely J.K. Mohapatra inaugurating a seminar on examination reforms in higher education, sponsored by the UGC.

In India very few Universities have introduced this CBC system. So far that out of 569 only 30 Universities in the country have introduced this CBC system. The V.C. of Berhampur University again said – "If we adopt the CBC system widely by revamping the traditional method of examination we can expect the gross enrolment in higher education to improve the knowledge of students. The CBC is broadly exercised the following qualities- 1. Reliability, 2. Validity, 3. Objectivity, 4. Satisfactory Norms, 5. Simplicity, 6. Economy, 7. Interesting, 8. Practicability, 9. Comprehensiveness, 10. Discriminative Power through the above characteristics or qualities the test may become standardized.



RESTRUCTURE OF APPLICATION PROCEDURE FOR COMPETITIVE EXAMS

Dr. Sekhar Jyoti Baishya
Assistant Professor
Department of Mathematics
Binandi Ch. Medhi College, Ramdia
Email: sekharnehu@yahoo.com

ABSTRACT

The application process for any competitive exam plays a significant role in smooth functioning of any examination. Some of our Universities are still using the old traditional method or process of applying for any competitive exam. As a result of this, majority of competitive exam aspirants are found dissatisfied resulting decrease in applicants count and morale. In this paper we are trying to give some solutions to overcome this problem.



DEFECTS OF PRESENT EXAMINATION SYSTEM.

Eusuf Bhuyan, M.A.,
Asstt. Prof., (Department of Education)
J.B. Hagjer Degree College, Umrangso,
Dist. Dima Hassao (Assam) Pin : 788931
Ph. : 9401690508, Tel. : 03670-288600 (O)
Email : beusuf@gmail.com

ABSTRACT

This is hardly any need to point out that the existing Examination Scheme is not conducive to the Proper development of students. The following are some of its shortcoming that have been time and again pointed out by various educationists, commissions and my opinions appointed for the purpose:-

1. Student do not study throughout the whole year/semester:-

For the present Examination system, the student is not compelled to exert himself throughout the entire session, but achieve competency for it by Labouring only through the last few weeks before the examination, in this manner, the student doesnot attain any real ability or capability even though he passes the examination. He forgets a lesson just as rapidly as he learn's it. During the first one/two months of the session, it is a rare student who is seen at his desk. The education viewpoint, a major portion of a student's time is completely wasted.

2. Fear of Examination :-

In the modern examination system, the examination is taken at the end of the session with result that the student is fearfully conscious of the examination right through the session Teachers and students a like are normally engaged in the study of text books. There being little or no time for the students to engages in the study and perusal of any general books, not directly pertaining to his curriculum. He is also in no position to develop any real interest in other things. The student is not aware of anything out side the course that is prescribed.

3. Wrong objective :-

The present aim of examination is to obtain Marks in order to get a degree, not the desire to gain skill in any subject. Hence, the main attention in any examination is concentrated upon getting good marks so that one can have proof of one's ability or skill. The objective behind obtaining a certificate or degree is no more than securing a remunerative position that offers financial security in life. Thus, student who are not particularly desirous of securing a good status in life are often careless of studying hard to obtain a degree since they require no such passport to the good things of life. And as a result of the contaminated and one sided objectives of education existing at present, the system is riddled with defects and an inherent and chronic corruption.

4. Long examination period:

The present examination system allows the period of examination to spread over the very considerable period of at least a month. It is often seen that student get some two weeks between two individual examination dates. Such a long period of inactivity has the worst effect upon the students attitude towards the examination as it tends to lull him towards the seriousness of the matter.

5. Defects of Certificate for employment:-

The various students gives the examination only successful for employment. The students does not obtain actually knowledge and do their corrupt practices.

6. Defects Concerning evaluation of answer books:-

The present system of examination, a student's achievement in any subject is measured by the marks that he obtains during the examination. Hence, his fortune depends upon the fair evaluation of his effort in the answer book. Such a method is susceptible to numerous faults, some of them being enumerated below:-

(a) If the teacher's mental condition is disturbed, he does not evaluate the answer-books correctly. The first few copies in the bundle sent him are examined with due care, but as he gradually tires and reaches stages of growing exhaustion, the subsequent copies are gone through as a matter of necessity and duty.

(b) Different examiners would award differing marks to the same copy, but even if the same examiner's is asked to examine the same copy, it is quite likely that he will award it different marks on different occasions.

(c) It often happens that due to a very great variety of causes the examiner has very little time at his disposal to examine the copies, one of the causes in such is the delay arrival of the answer books themselves but more often it is a case of the examiner's being busy or just careless. Thanks-



Some aspects to achieve consistency in execution of written examinations conducted by universities

Darpana Choudhury

Assistant Professor

Department of Assamese

Binandi Ch. Medhi College, Ramdia

ABSTRACT

Written examination is the most important aspect of any examination system. Most of the develop countries have been using various significant measures to execute the written examination in a uniform manner to justify the valuable time and effort of each and every candidate. But, unfortunately in many places of our country the examination system is being used as a game. It is seen that in many colleges under the same university, the examination is not conducted uniformly. The aim of this paper is to give some new suggestions to get rid of this limitation.



The reformation of existing operational model of examination in traditional Universities

Arunjyoti Baishya
Human Resources Manager
Tata Consultancy Services Ltd.
NedfiHouse 5th floor, Guwahati 781006
Email: arunjyoti.baishya@tcs.com

ABSTRACT

Existing examination process in most of the Universities, though expected, a seamless execution of different steps of conducting an exam is facing challenges like question paper leakage, on time distribution of question papers, huge operational expenditure and logistic issues arise out of unforeseen environmental forces like sudden bandh call or turbulence in nature's behavior. Result declaration and accuracy in yield in terms of scores of students are also of a question.

The AIM of this paper is to suggest some possible solutions to overcome this limitation or problem.



Examination Reforms in Higher Education: Problems and prospects:

Anowar Hussain
Vice-Principal,
C.K. College, Chakla

ABSTRACT

The quality of higher education is highly dependent on the quality of examinations. Assessment of students' achievement of educational objectives in terms of the expected changes in behaviour is done through examinations, and on the basis of its' results, students are selected for their promotion into the next classes. The traditional examination system has every chances of misleading the examiners for it lays undue stress on scores obtained in the examination papers. This tempted the students to adopt unfair means and go beyond the examination rules by and large in the examination hall. The subjectivity in scoring and the personal bias of the examiners do affect largely the credibility of examination procedure. The question pattern itself is defective to large extend. The constructional errors have another serious blockade to authentic assessment of students' achievement. Most often the examinations seem to lack the essential ingredients of procedural operations like defining educational objectives and content analysis which results in imperfect and unreliable assessments.

In view of the above defects of the existing examination system there needs an urgent reformation of the system. There are, however still some prospects which may raise hopes of a credible system of examination to evolve in and through the innovative practices in examinations. The credit and grading system, internal assessment, formative evaluation, continuous evaluation system, computer scoring system, objective type test, oral and practical test are some innovative approach, which if implemented properly may bring about a charge in the examination system.

Key words : Assessment, credibility, achievement, grading, innovative.



EXAMINATION REFORM AND SEMESTER EVALUATION IN TDC LEVEL UNDER GAUHATI UNIVERSITY: A STUDY

Atowar Rahman Khan
Asst. professor in Education
Abhayapuri College

ABSTRACT

Reformation of exam has various explanations from commission to commission with an aim to make performance based evaluation in place of numerical marks to assess all round ability of the students in a comprehensive manner. Conventional score oriented examination system has failed to judge students ability in a holistic way. The essence of education is the all round development of a person. Education does not mean only to produce specialists and professionals. Rather it is a holistic process of developing moral, social, aesthetic and rational values among the individuals. These qualities can not be developed and assessed by traditional examinations only. So this needs examination reforms. On the other hand, pattern of examination cannot be changed without changing the pattern of teaching and the educational structure. Therefore, any attempt to change the examination system leaving the pattern of teaching and educational system untouched is going to be futile.

Semester system in TDC level has been accorded and accordingly exam system has been re-oriented from the year 2011-12 with a view to revamping higher education system as per recommendations of UGC in 11th five year plan and as per suggestions of National Knowledge Commission (NKC), 2006. NKC recommended a uniform inter disciplinary, a broader background for Under Graduate (UG) education, a uniform semester and credit based evaluation system through out the country.

But without changing the educational structure and teaching pattern of the colleges, and without calculating practical realities, only a new system in the name of modification has been imposed. in undergraduate level. But how much this system would be succeeded in developing all round personality of students is a matter of question. At present it is seen that most of the students are not at all busy with semester education and continuous evaluation. Most of the students are found perfunctory attitude towards their learning. They are seen gossiping in the college field, using mobile phone in an unhealthy manner ignoring their fundamental duties. So such type of exam reform will not fulfill the very purpose of education. Only it will increase teachers' workload reducing teaching time.

Here the study is trying to see the semester evaluation system and its related problems in the process of examination reform in TDC level under Gauhati University and also trying to put some suggestive measures there on.

Key words: Examination, Assessment, Evaluation, Education



উচ্চ শিক্ষাত মূল্যাংকন প্রক্ৰিয়াৰ প্ৰণালী হিচাপে পৰীক্ষা পদ্ধতিঃ এটি চমু আলোচনা

ড° গায়ত্ৰী মেধি
সহযোগী অধ্যাপিকা, অর্থনীতি বিভাগ
ড° কল্পনা বৈশ্য
সহকাৰী অধ্যাপিকা, অসমীয়া বিভাগ
বি, এছ, বি, মহাবিদ্যালয়, সৰুপেটা
ফোন - ৯৬১৩৬৩২৪৬৩
kalpanabaishya@gmail.com

ABSTRACT

মানৱ সমাজৰ ভাৱ - অনুভূতি চিন্তা আৰু ক্ৰিয়াৰ মূল চালিকা শক্তি হ'ল শিক্ষা। শিক্ষাই মানুহৰ মনোজগতৰ অজ্ঞানতা দূৰ কৰি জ্ঞানৰ নতুন পোহৰেৰে উদ্ভাসিত কৰি তোলে। ইয়াৰ জৰিয়তে মানুহে ভাল - বেয়া উচিত - অনুচিত ন্যায় - অন্যায় আদি বিচাৰ - বিশ্লেষণ কৰিব পাৰে। বিকাশ শীল মানৱ মনত সুপ্ত হৈ থকা ইচ্ছা - আকাঙ্ক্ষা আদিৰ জৰিয়তে সমাজৰ প্ৰগতিৰ পথ লাভ কৰিব পৰা যায়।

বৰ্তমান সময়ৰ শিক্ষা ব্যৱস্থাত উচ্চ শিক্ষাই এক গুৰুত্ব পূৰ্ণ ভূমিকা লোৱাৰ প্ৰয়োজনীয়তা আহি পৰিছে। আধুনিক শিক্ষাৰ ক্ষেত্ৰত আনুষ্ঠানিক শিক্ষা প্ৰক্ৰিয়াত পৰীক্ষা প্ৰক্ৰিয়াৰ গুৰুত্ব বিশেষ ভাবে লক্ষণীয়। আনুষ্ঠানিক শিক্ষা প্ৰক্ৰিয়াত পৰীক্ষা শিক্ষাৰ এটা অতি গুৰুত্ব পূৰ্ণ অংগ। পৰীক্ষাৰ অবিহনে ছাত্ৰ - ছাত্ৰীৰ অৰ্জিত জ্ঞানৰ পৰিমাণৰ কাৰ্য সন্তৰ নহয়। পৰীক্ষা আৰু মূল্যাংকন - এই দুই প্ৰক্ৰিয়াৰ দ্বাৰা শিক্ষার্থী সকলৰ বিভিন্ন ধৰণৰ গুণ বা বৈশিষ্ট্যৰ পৰিমাণ কৰা হয়। পৰীক্ষাৰ দ্বাৰা এটা নিৰ্দিষ্ট শ্ৰেণীৰ ছাত্ৰ - ছাত্ৰীৰ নিৰ্দিষ্ট বিষয়ত বা দিশত পাৰদৰ্শিতা জনাব সুবিধা হয়। মূল্যাংকনৰ দ্বাৰা সামগ্ৰিক পাৰদৰ্শিতাৰ পৰিমাণ আৰু মূল্যায়ন কৰিব পৰা যায়।

আমাৰ এই আলোচনা পত্ৰত উচ্চ শিক্ষাত মূল্যাংকন প্ৰক্ৰিয়াৰ প্ৰণালী হিচাপে পৰীক্ষা পদ্ধতি সম্পৰ্কে আলোকপাত কৰাৰ প্ৰয়াস কৰা হৈছে। আশা কৰা হৈছে এই ধৰণৰ অধ্যয়নৰ জৰিয়তে ন ন গৱেষক সকলে নতুন পথৰ সন্ধান পাব।



EXAMINATION REFORMS IN INDIA

JESMINA AHMED
Lecturer, Deptt. of Education
A. B. Academy, Pathsala.

ABSTRACT

The examination reform programme was by no means a standard one for all states. Different problems occurred in each. Whenever one problem had been solved, new ones tended to appear in the course of progress. All reforms are difficult, and examination reform is one of the most taxing. The impact that the programme in India has been able to make, with its acceptance by almost all of the states, testifies to the sustained efforts of a band of devoted workers who confronted resistances and problems with the resolve to overcome them. Their identification with the programme, and the pride they took in it, makes me feel confident that if 'examination reform' was animate, it would be proud of them.

Examinations have been proverbially described as the bane of our educational system. Successive commissions and committees on education have emphasized the need for examination reform and suggested specific measures towards this end. The University Education Commission (1948) went so far as to say: "We are convinced that if we are to suggest any single reform in university education, it would be that of examinations." The Mudaliar Commission on Secondary Education (1952-53) also recognised the lack of validity, reliability and objectivity in examinations. With the establishment of the National Council of Educational Research and Training, the Central Examination Unit along with the All-India Council for Secondary Education became its part and has, ever since, been working vigorously to refine and improve examinations.

To overcome the shortcomings of public examinations as well as school evaluation, the Central Examination Unit located in the NCERT developed a comprehensive programme of examination reform to meet the educational social and psychological points of view. It was aimed at (i) improvement of written, practical and oral examinations, (ii) introduction of internal assessment procedures on scientific lines, and (iii) bringing about consequential changes, as for example in curriculum and textbooks, etc. Chief proposals for the improvement of written examinations comprised: (i) improvement of questions, (ii) improvement of question-papers to ensure reliability, validity and objectivity, (iii) improvement of scoring procedures, and, (iv) Improvement of the mechanics of examinations. The programme of examination reform was suitably phased out to ensure easy and effective implementation.



“Role of Information and Communication Technology (ICT)”

Md. Asraf Ali, Assistant Professor
F. A. Ahmed College, Garaimari, Saygaon.
Md. Aynul Bari, Student, Barpeta B.T. College.

ABSTRACT

Key ICT Policy thrusts are discussed focusing on the ICT as a sector, e-government, egovernance and the education and training sectors. It is important to emphasize the need for government to be e-literate in order to competently manage and monitor the ICT sector. It is reaffirmed that ICT is crosscutting and an enabler for growth and development and for maximum benefit, countries must establish the right policy interventions, resource investments, appropriate networks (partnerships) and enabling environment. Four case studies that assist in mitigating effects of poverty and e-literacy are briefly discussed in order to show the impact of ICTs in agriculture, e-government and rural districts. Nowadays the role of Information and Communication Technology (ICT), especially internet in the education sector plays an important role, especially in the process of empowering the technology into the educational activities. Education sector can be the most effective sector to anticipate and eliminate the negative impact of ICT. Technology (internet) in another side can be the most effective way to increase the student's knowledge. Being aware of the significant role of ICT (internet) in our life, especially in the educational activities, education authorities should be wise enough in implementing the strategies to empower ICT in supporting the teaching and learning process in the classroom. ICT is not just the bloom of the educational activities, but also it will be the secondary option to improve the effective and meaningful educational process. The main purpose of the Strategy for Information and Communication Technology Implementation in Education is to provide the prospects and trends of integrating information and communication technology (ICT) into the general educational activities.



TYPES AND TIPS OF EXAMINATION

Dr. Anowar Hussain
Kokila pt-1, Bongaigaon

ABSTRACT

Examination is a formal or informal test of a person's knowledge or proficiency in a subject or skill. It can understand as:- 1. the act of examining; inspection; inquiry; investigation. 2. the state of being examined. 3. the act or process of testing pupils, candidates, etc., as by questions. 4. the test itself; the list of questions asked. 5. the answers, statements, etc., made by one examined. 6. formal interrogation etc. An examination is an orderly attempt to test or to obtain information about something, often something presented for observation: the word examination derived from the latin word 'Examinare' which means 'weigh test'. Examination can be divided in to two broad categories as formal and informal examination. Than written and oral examination. Written examination covers questions like Multiple choice, Alternative response, Matching type, Completion type, Essay, Mathematical questions etc. Oral examination may be on structured questions base or non-structured question base. Synopsis and project preparations are also part of examination.

Examination tips :- Need to Read the questions carefully and then analyse each question so that understand what they mean. ,Need for plan answers using a mind map to plan answers, need write down some key words: e.g. answer might have five main points, so jot them down, with a few key words under each point, need Start answering by briefly rephrasing the question – using own words, need use a new paragraph for each main idea or topic, need to Back up each topic with supporting detail (e.g. examples, reasons and results), need to Leave a few lines open between paragraphs – Leaving wide margins for the marker, need to Stick to time allocation need to try to write neatly and proofread as possible.

Keyword: Examination, written, oral, Synopsis, project, tips, time.



Examination Reformation with the change in the tool of talent and knowledge measurement

Anamika Kalita
Department of Chemistry
Assam University, Silchar
Email: anamikakalita10@yahoo.com.

ABSTRACT

Examination question paper is the most important aspect of any examination. Existing question setting models exhibits a few trends and ambiguity in terms of the answers expected for descriptive questions.

Instances are there when it was found same set of questions and answers evaluated by different faculties receiving scores with high deviations. Most of the traditional Universities are lacking of availability of paper setters, unscientific assessment tool or reliability of the examiner.

The Aim of this paper is to provide some guidelines as to how to standardize the pattern of question paper, manage the scarce resources for setting papers and clarity in question's scope and depth of answers sought.



PRESENT INDIAN EXAMINATION SYSTEM: A CRITICAL EVALUATION

Neetu Saharia
Asstt. Prof. Nabajyoti College.
Ghanashyam Bharali
Asso. Prof., Nabajyoti College.

ABSTRACT

Examinations are for the evaluation of the progress of the students and it is imperatively needed to measure the progress of any education system. The level of knowledge of the learner is evaluated through these examinations and the learner must show that they have indeed learned adequately what they are supposed to learn. Thus the examinations have assumed very significance in any academic curriculum, both for the students and as well for the teachers. In ancient times also the gurus used to test the level of knowledge of his pupils by conducting various competition and test among them. Thus examinations play a vital role in the whole education system.

But unfortunately over the years there has been drastic change in the examination system and instead of evaluating the progress of students, their level of knowledge; it has become a test of memory. And scoring more and marks in exams have become the only aim of students and the teachers use to tell the students to study to get high marks in the exams only. Thus the "study for exam" attitude which is widely regarded as a sign of responsible academic practice actually encourages student behaviors and dispositions that work against the larger purpose of human intellectual development and learning. As such there is an urgent need to study the pros & cons of the existing examination system and make required modification so that the actual purpose of examination is served.

In this research paper it is tried to discuss and address the significant issues related to the reforms in the existing examination system.

Key words : Examination, Education System, Reforms, academic practice, proc & cons.

Significant issues in Examination Reforms

Imrul Hussain

Assistant Professor
Department of Arabic
Nabajyoti College, Kalgachia

ABSTRACT

The existing evaluation systems are of two types, i.e., Internal Examination and External Examination. Through these kinds of Examination, we evaluate the pupil's progress of learning. In teaching-learning process the Examination plays a very important role. In practical Examination is used to pass judgements about student's achievement. Examination is a means whereby systematically collected information to know about the results of a student's encounter with a learning experience.

There are different authorities conducting examinations. When a teacher of an educational institution conduct an examination, it is called an internal examination. It is very important because it takes of what the pupils have learnt. On the other hand, the examination which is conducted by an outside authority, is called as external examination. This type of examination is also known as public examination.

In this seminar paper I would like to highlight about the different aspects of examination system in higher education. There should be some changes and modifications in terms of integrated examination with grading and credit system in the recent times. In this seminar paper I will discuss about the significant issue of examination reforms and the changing nature of education and the examination.

EXAMINATION REFORMS "THE NEED OF HOUR

Danes Ali Ahmed

(Asstt. Prof. Dept. of philosophy
C.K College chakla)

ABSTRACT

The examination is a continuous and life long process of our educational system. It has taken an important place for the evolution of student achievement. Present system of examination in India suffers from numerous problem of assessing the examinees performance in terms of wrong marking and examiners subjectivity. Which betrays simplistic approach of evolution. The University Grant Commission circulated to all universities in the country a report entitled "Examination reforms-A plan of action" The suggestion put forward in the report included introduction of the semester system more emphasis being laid on internal assessment, development of question banks a system of grading to replace the pass/fail system new method of setting question paper and conduct of examination. The best of system can lend itself to misuse it, the will to improve is lacking. We must try to learn from the experience of the other and evolve a system which does not cause abrupt dislocation in the existing system.

Key word ; Grading, UGC, Assessment, Semester System



DEFECTIVE SYSTEM OF EXAMINATIONS AND QUALITY OF EDUCATION.

Raham Ali, Asstt. Prof.
Nabajyoti College, Kalgachia.

ABSTRACT

This essay describes the role of exam system in improving quality of education. We know that examinations have played a major role throughout the history of modern education in each and every country of the world. They serve a number of functions, the most important of which is to select student for successive levels in education. Deposit their central role; many criticisms have been made of their quality. In particular, it has been observed that examinations are limited in areas of knowledge and skills that they access; they contain little reference to the knowledge and skills that students need in their everyday life outside the school; and they tend to measure achievement at a low taxonomic level. This situation has two implications. Firstly, issues arises about the validity of the examinations, in particular the extent to which they are biased towards the testing of competencies needed by students continuing their education into the next cycle, and so fail to adequately reflect the goals of curricula for students who will not proceed to secondary education. And secondly, since teachers focus their teaching on what is assessed in a examination which has important confluences attached to performance, serious concerns arise about the character and quality of teaching and learning in school, which examinations foster. Along with these defects of examinations system there arise a common question "Is examination system achieved the goal of quality education."



Conceptual Frame Work of Examination System

Enamul Hoque
Part Time Lecturer, Dept. of Arabic.
Nabajyoti College, Kalgachia

ABSTRACT

Examination Structure in higher education has remained almost same as this had been two decades back. But with advent of new trends in evaluation, the system of examination has added some additional sub structure in the system. Specially due to the introduction of semester system in under graduate colleges as well as P.G. Classes, there have evolved some new dimensions in addition to the old system of Examination. Basically the examination in educational institutions are the written tests. This written test is supported by some oral tests like Interview, observations etc. These examinations are quantitative in nature, some qualitative evaluation system have also been in practice like cumulative data gathering, anecdotal report, check list, Rating Scale etc.

The quantitative and the qualitative measurement is taken through different types of tests. These tests and examinations are also classified into different categories like essay type test, objective type test, short answer test, practical test etc. More recently, on the basis of frequency and the purposes, there evolved some other tests like Internal assessment, sessional test, unit test, diagnostic test and promotion test etc. The final examination at the end of the course is considered the public examination by which students performance is assessed and award certificate etc.



ICT IN EXAMINATION AND MANAGEMENT SYSTEM

Danes Ali Ahmed
(Asst. Lect. Dept. Of Philosophy
C.K college, Chakla)
Emdadul Hoque
(B.E in Computer Science)

ABSTRACT

Examinations play an important role in imparting education and knowledge to students. Examination is an instrument to evaluate the knowledge, understanding and learning of students. For Teachers, Examinations provides feedback to evolve their way of teaching. In the last couple of decades, higher education has witnessed tremendous growth in terms of number of students enrolled, number of courses offered, reach of institutes etc. As a result of this growth, the examination system at universities has become quite complex and complicated. One of the major problems faced by a university is to conduct infallible examinations and provide tamper proof certificates. Leakages of question papers defeat the main purpose of examination. Universities today face challenges in various aspects of examination process including Administrative, Infrastructure, Resource Allocation, Security, Erroneous Delivery of Question Papers, Delay in Assessment, Cancellation of Exams, Printing errors, Distribution of Papers, Malpractice in Examinations, Generation of Fake Certificate / Degrees, manually provide admit cards and assessment of exam papers.

Information and Communication Technology (ICT) is increasingly playing an important role as an enabling mechanism for the delivery of efficient and effective services.

The comprehensive examination management solution typically includes modules as follows:

- Student Registration to issuance of Hall Ticket
- Question Bank/ Question Paper Bank Generation
- Secure Delivery of Question Papers
- OMR and Barcode Technology in Answer Sheets
- Digital Scanning and on screen evaluation of Answer Sheets,
- Online Results Processing and Publication
- Online Application for Reevaluation
- De matting of Degrees and Certificates

Through implementation of this solution, there shall be great improvement in the speed, reliability, efficiency and accuracy of the entire process of the examination

Students shall be benefited the most with availability of accurate information in click of a finger and timely declaration of results. University Staff shall also be benefited as the process will be more efficient, data handling will be easy and tedious manual tasks shall be replaced by technological solutions. This will also bring more credibility to the examination system of the universities. Therefore, Universities grant commission should strive to increase the usage of ICT in management of examinations systems.

Key word ; Grading, UGC, Assessment, OMR, BARCODE, Digital Scanning, Hall Ticket.....,



“EXAMINATION REFORMS IN SCHOOL EDUCATION IN INDIA: AN ANALYTICAL STUDY”

Monowar Hussain Khandakar
Research Scholar, Deptt. Arabic,
Assam University, Silchar

ABSTRACT

The present paper deals with the topic “**Examination Reforms in School Education in India: An Analytical Study**”. This paper analyses the Examination System at School level Education in India and points out the drawbacks of the existing Examination System. This paper also outlines a few reform proposals to address the current morass.

It is now almost a cliché to assert that the education needs of today and tomorrow are vastly different from those of the 19th and 20th centuries. But ideas usually become clichés when they are true. School education in the colonial era was designed to produce clerks for the bureaucracy. What was taught, and what exams rewarded, was conformity and mastery of prescribed, narrowly defined content usually learnt from a single text. A questioning attitude was dangerous, and the teaching of skills other than those needed by the colonial state superfluous. After 1947, school education was extended to a wider population (though, arguably, not wide enough) and the content prescribed was partially modified to cater to the perceived needs of both nation building and the new industrial economy. But knowledge remained scarce and was viewed as such. Hence, the primary goal of education remained that of disseminating it through prescribed textbooks and the prime purpose of examinations was to test the success of such transmission. The simultaneous processes of nation building and the creation of an industrial working class required homogenizing, and hence did not put a premium on differentiation or flexibility. And the welfare of the individual learner was subordinate to this political and economic enterprise.

This paper concludes by drawing Social attentions to take necessary measures in the reformation of existing Examination System to make school education effective in India.
Keywords: education, teaching, examination, prescribe, knowledge



DEFECTS OF PRESENT SYSTEM OF EXAMINATION

Hasina Khatun, Scholar
Md. Abdul Matin (Asstt. Professor), Kharupetia
Nazir Hussain Sarkar (Asst. Professor), Kharupetia

ABSTRACT

Examination is a method for measuring acquired knowledge and experience of the students. Through the educational institutions students acquired knowledge, experience, ability etc and that wide scope of knowledge measured through the examination system. Examination system is a necessary part of whole educational system. The result of teaching learning process of the institutions can be measured by the examination system and on the basis of this result institutions gets grand for their development. Educationists WERN says “Examination system is a good servant but a bad master.”

There are different types of examination-

- Essay type or written examination.
- Oral examination.
- Competitive examination.
- Achievement test.
- Internal examination.
- External examination.
- New type test or objective test.

Objectives of the examination system-

- Examination system aims at measuring the achievement and knowledge of the students.
- To measure personality of the students.
- To increase life efficiency of the teacher and students.
- To measure intellectual ability of the students needed for higher education.
- It aims at self analysis of the students.
- It aims at inspiring the teacher and students towards their profession.
- It aims at measuring the degree of knowledge assimilated by the students during a

course of study or training imparted to them.

Defects of present system of examination-

In present system of examinations various faults are found. Among from them, the following are the main-

- Bad effect on school work.
- Bad effect on pupils.
- Bad effect on teachers.
- Bad effect on guardians.
- Variability in marking.
- Invalid examination.
- Unreliability examination.

Reforms and improvement of present system of examinations-

- Selection of proper question.
- Appointment of examination.
- System of balanced question.
- Use of gradation in the field of evaluation.
- Importance on teacher.
- Cumulative record system.
- Internal assessment.
- Maintenance of student's regularity.
- Compartmental examination system should be introduced.

Indeed, all the above suggestions are very much important and necessary steps are being taken for bringing them in action. Because Indian school boards exams are largely inappropriate for the 21st century and its need for social justice. The quality of question paper is low. They usually call for rote memorization and fail to test higher order skills like – Reasoning, creativity and judgment. A part from there is need for a functional and reliable system of school-based evaluation. So, it is most essential to make examination system more appropriate and for achieving desired goals, experiment of mental tests and proper selections of examiners.



INNOVATIONS IN EXAMINATION REFORM

Jyotisma Das

Student (M.A. 4th semester)

Pandu College

Department of Education

ABSTRACT

In India, the present examination system is full of different problems. It is very stressful. Our evaluation procedure, rule of examination, semester system, and grading system all these are very confusing and complicated. In our country, we decide the ability of a student by examination. And a huge number of students commit suicide for wrong judgment of the examination. But now a day, new innovative techniques reduce the subjectivity of the examiner. Examination reform helps in evaluation system also. Innovations and changing scenario of the examination is totally useful for the students. Short answer type's questions, Objectives type's questions may lay a great emphasis on the examination reform. In this paper, we find new innovative techniques help in examination reform as well as this reform is also useful for the students for avoiding the stress and fear and anxiety of the examination. Examination reform also reduces the suicide case of the students. Suicide is one of the most significant issues in examination.

KEY TERMS: Innovation, Examination Reform, Evaluation, Question, Technique



EXMINATION REFORM: Issues and challenges

A.S. Shariful Hussain Abdullah

MA (3rd), MBA, PGPM, PGDCA.
IDOL, GU

Nikunjit Das, M.K. College

Abdul Kuddus, Nabajyoti College

ABSTRACT

Examination system in higher education occupies significant place in quality generation and customary focus in education. The overall emphasis of examination and evaluation mechanism is on the rectification of school programmes and teaching gadgets. The assessment of student's progression during the course of the study and its improvement is determined by the evaluation and examination approaches alone. The more is the efficient examination system the more is the teaching learning. Because of the faulty approaches of examination system and the fake exercise of its so called best practices, the quality of education has been degraded. The examination result often seems to be misleading for the either construction error and faulty scoring procedure. The under pressure on memorization, the luck and chance factor, use of unfair means, violation of examination rules, lack of professional ethics of the teachers, subjective approach of evaluation etc are some serious problems of examination system.

In view of the above defects and drawbacks of the existing examination system there is urgent need for bringing changes into the system and makes it befitting for the purpose of the true sense of the term. The so called credit and grading system do also suffer a lot from certain other kind of defects. The changes that need to be brought into should locate its focus on the content analysis and the assessment mechanism.

KEYWORDS: Examination reforms, issues, challenges, higher education etc



ICT AND EXAMINATION

Dr.JamanurRahman

Asst.Prof .Dept.Pol.Science

Mandia Anchalik College, Mandia

Helmina Khatun

Lecturer, Barpeta B.T College, Barpeta

Pallavi Mazumder

Lecturer, Barpeta B.T College, Barpeta

ABSTRACT

Education has always been conceived as a tool to promote national development and international understanding. Education is a key factor determining a nation's progress. The quality of knowledge society depends on the quality of education. In other sense quality education is based on the quality of evaluation. Examination is an instrument to test what student has learned and retained in his mind during course of study. Examination are integrated part of our education system, with the technological revolution of ICT and virtually every aspect human life as well as all kind of activities depend on the new technology. It is a fact that ICT has great potential for knowledge dissemination, effective learning and the development of more efficient education service. ICT has opened new a venues in education by way of increased resources and better interaction processes. In the case of examination system and all educational department are under a process of change from ICT. ICT is having lot of possibilities in improving the examination system. This paper tries to shows the role of ICT in examination system.

Key words. Ict ,Examination ,Education



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Dr.JamanurRahman

Asst.Prof .Dept.Pol.Science

MandiaAnchalik College, Mandia

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Key words.Ict ,Examination ,Education



Impact of semester system in graduate level and some thoughts for improvement

Thunumoni Talukdar

Assistant Professor

Department of Economics

Binandi Ch. Medhi College, Ramdia

Email: thunumonitalukdar@gmail.com

ABSTRACT

Examination is an organized process of evaluating and assessing student's academic abilities and performance towards significant goal. It is essential because it takes into account what the student's have learnt. It is helpful both to the teacher's as well as the student's. The teacher's would know their teaching effectiveness and the student's would know their level of understanding. Present examination system in graduate level i.e., semester system consists of various merits and demerits. In this paper, an attempt has been made to highlight the positive and negative impact of semester system at graduate level and present some thoughts for improvement.



IMPLEMENTATION OF EXAMINATION REFORMS IN HIGHER EDUCATIONAL INSTITUTIONS

Pradip Kumar Kundu, M.A., B.Ed.

Asstt. Professor, Deptt. of Education

C.K. College, Chakla

ABSTRACT

Numbers of reformations have already been done in traditional examination system. For example the credit and grading system, internal assignment, unit test, class test, sessional examination, home assignment, practical examination, oral test like interview, observation, cumulative records etc. Beside these, the construction of test items have also been changed. For e.g. objective type test, short answer type questions, very objective test item etc. As regards evaluation of answer scripts, there have been some modification like objective evaluations, evaluation by computer, scoring by machine etc.

These reforms in examination have to some extent been implemented in our educational institution in general and in higher educational institution in particular. We hold two sessional examinations in a year. In the sessional examination, there are questions like as objective types question, very short type question etc. objective type questions are questions which are highly structured and require the pupil to supply a word or two, or to select the correct answer from among a limited number of alternatives.

In addition, in the evaluation process, the cumulative record card plays vital role in the system of examination in which we get good deal of information of the students in higher institutions. On the other hand, in the practical examination, we can determine a theoretical knowledge of validity in any subjects. The practical knowledge gives to the students to work by hand to learn of good skills in various subjects, for these purpose, the students become more attractive to learn practical subjects. In these process, the present examination system are evaluated in the higher educational institutions.



EXAMINATION REFORMS : A BIG CHALLENGE OF HIGHER EDUCATION

Md. Sharhab Ali, M.A.,
Asstt. Professor, Deptt. of Arabic
C.K. College, Chakla

ABSTRACT

Examination system has often been criticized for its unpredictability and misleading assessment traditionally the system has been prevailing with caring much as to how and in what direction it needs to be reformed. Recently, however, a good deal of modifications have been attempted but with no gain at all. Most of the examinations have still been remaining as these were decades back. The introduction credit & grading system that have been supposed to replace the marking system do also suffer some other problems. The reforms in one form generates some other defects. The widely used objective test which is supposed to modify the defects of traditional essay type test has its limitation in assessing the broader aspects of students achievement. Similarly the internal assessments of different types can not free it self from problems of personal bias of the examinations. The best practices that have evolved so far the examination and evaluation do also suffer a good deal of problems in themselves. The impact of ICT in examination reforms can't also be claimed to be free of all defects.



NEED FOR REFORMS IN THE EXAMINATION SYSTEM OF HIGHER EDUCATION IN INDIA

Riajee Sultana Islam
Assistant Professor,
Manikpur Anchalik College
Bongaigaon, Assam

ABSTRACT

Higher education in India undergoing a rapid change. The transformation has been taking place in the meaning and dimensions of higher education. Of these dimensions examination is a chief factor. The purpose behind examination system is to judge and evaluate the intelligence skills developed in the students by using various a variety of tools and techniques of evaluation. Evaluation is an integral part of learning process; it forms the basis for future admissions and influenced the selection in jobs. So, it occupies the central position in our educational system. But from time to time the examination system has under severe criticism for several drawbacks like measuring on rote memory, no feedback options, defective question paper setting inefficiency of examiners etc. It is the need of the hour that examination system is made more useful. Since independence, the question of changing the pattern of examination has been drawing attention of educationists, teachers, researchers as well as government. The examination system has been reviewed by various committees who put forward some suggestions for reforms in the system. The Kothari Commission also suggested an independent examination board.

So reforms are to be made in the present examination system to test the ability and knowledge of students so that their futures become ethical and valuable to the society. Examinations should not be stress test for the students or the Democles Sword above the student's head.

In this paper, efforts are to be attempted to point out the drawbacks of present examination system to put some humble suggestions for reforms in the system.



EXAMINATION REFORMS AND IMPLEMENTATION OF SEMESTER SYSTEM IN GAUHATI UNIVERSITY

Swapna Rani Barman Deka
Assistant Professor, Political Science
Manikpur Anchalik College, Bongaigaon
Contact No 9864623088
Pranita Barman
Assistant Professor, History
Nalbari College, Nalbari
Contact No 8135970424

ABSTRACT

Reform is attempted by every government that comes with an agenda to achieve certain social, cultural and economic objectives. According to Oxford Dictionary Reform means the amendments or altering for the better....” Reform in Examination system in India started towards the end of the 19th century. But in real sense, to introduce reform in Examination System in India started in 1956 at a seminar organized by the Union Ministry of Education and the All India Council for Secondary Education at Bhopal. Indian Government, University Grant Commission and the Indian Universities have made various attempts regarding Examination Reforms in India. One of such attempts is the Introduction of Semester System in Higher Education. Semester System is widely accepted system of Education as it helps the students to study consistently, to work hard, to manage time and to be self- dependent. Gauhati University has also introduced Semester System in undergraduate level in 2011 to bring quality and excellence in Higher Education. The implementation of Semester System in colleges has not been very successful so far. Therefore this paper is an attempt to throw some light on (1) Reforms in Examination System in India and (2) Implementation of Semester System in Gauhati University. For this purpose, we have used secondary sources of data like books, magazines, journals and internet.

Keywords: Education, Reform, Examination Reforms, Semester System



EXAMINATION REFORMS

Ismail Hussain,
Asstt. Professor, Dept. Philosophi,
Seemanta Sankar-Madhab College, Bhatkuchi.
Nazrul Islam
Asstt. Professor, Dept. Economics
Janapriya College, Baniarapara
Kapil Uddin Ahmed
Asstt. Professor, Dept. Assamese
Janapriya College, Baniarapara.

ABSTRACT

The definition of an examination reforms is a detailed Investigation, the act of conducting the detailed investigation or is a formed test of knowledge or skill.

The structure of exam system might be the exam that is most feared by most candidates. There are a number of reasons why people seem to fear this exam. It is because most architects don't deal specifically with the design and selection of structural system on a daily basis.

One of the major problem with the examination system as it stands now, is the way examination are being conducted, it has been the same over the years where the students have want to an examination hall, then given an examination is a short time and it quit often it has been that guys who have prepared all the year have suffered nerves on the big day or some other problem and then had a poor exam and another biggest problems is that there is way too much question of chance involved over and for that any thing could happen and that could on settled even the best of student.

We believe one of the best ways of helping by implementing these reforms is by listening and responding for the care and support reforms in the content of the other changes and challenges for local health and care system including the better care fund.

The future prospects of the examination reforms is provided in article 19 of the public servant examination Act that has been amended to accept professional and vocation license and related work experience as qualifications for exam admission. And the ministry of education forms an OSCE promotion committee to deliberate the incorporation of the OSCE as admission requirement for dentist examination etc and also the employing organizations and professional authorities to jointly determine the care capacities required for each profession and position and improve exam categories eligibilities, subjects' methods and other qualification.

These reforms ensure support fits in with their needs and not the other way round they will result in a simpler and more joined up system that focuses on children achieving their best.



ANNUAL AND SEMESTER SYSTEM OF EXAMINATION: A COMPARATIVE STUDY

Helmina Khatun
Lecturer, Bārpeta B.T. College

ABSTRACT

Life in itself is a complex examination. At every step, we have to face certain tests. The success is always marked with dignity and honor in all the examination of life. Education is considered as a powerful instrument for the progress and development of human society as well as human civilization. In this regard basically examination is considered as the most important tool for evaluation and measurement for educational progress and development. Examination proves and enhance to our ability, power of toleration perseverance and other good qualities. Primarily in our educational system- examination is a test to testify the knowledge and ability of student which is used in all spheres of life. The purpose of this study is to show which system of examination is better with reference to the performance of the student.

Keyword- Education, examination, development.



The new Social Studies A Historical Examination of Curriculum Reform:

Faruk Abdul Manzil
Research Scholar,
University of Pune.

ABSTRACT

The curriculum movement known as the new social studies illustrated not only society's push for curriculum change within the social studies but also some of the most innovative and controversial teaching practices to be developed. Through a series of national events, curriculum failures and communist fear, the Office of Education, along with the National Science Foundation and Private donors, began to fund a variety of content specific projects reform the social studies. In the end more than fifty projects attempting to revitalize a perceived dying curriculum were created.

The term "Social studies" is of recent origin. Its widespread use was started in 1916 in U.S.A. Its origin in India can be traced back with the formulation of the basic system of education in 1937. In the 1950s, Social Studies education came under attack from both citizens and the government for the failure to promote Citizenship. Eventually both at home and abroad eventually led to a collective re-examination of the over all purpose and goals of Social Studies. As a result over fifty curriculum projects were developed to promote individual social sciences and advances in curriculum design. The purpose of this article is to examine some of the major projects developed during the new social studies movement. As well this article provides readers an explanation of the various causes that led to curriculum changes. Due to the large number of projects, the authors have selected eight of the major projects discuss and highlight.

Keywords: Curriculum, Examination, Practices.



IMPACT OF ICT ON EXAMINATION REFORMS.

Remim Talukdar
M.A 2nd Year

ABSTRACT

Information and Communication technology (ICT) is one of the most important driving forces promoting growth in the economy. During the last two decades countries have invested heavily in ICT. Indeed, the use of ICT in education and training has been a key priority in most EU and OECD countries in the last decade, although progress has been uneven. ICT has had a major impact on the education sector, on organisation and on teaching and learning methods. In some countries schools have embedded ICT into the curriculum and demonstrated high levels of effective and appropriate ICT use to support phase of adopting ICT, characterised by important enhancements of the learning process. Some developments of e-learning (ICT-enabled learning), but without any profound improvement in learning and teaching.

One puzzling question concerns the effective impact of those technologies on educational output and outcomes. As ICTs are being increasingly used in education, indicators to monitor their impact and demonstrate accountability to funding sources and the public are ever more needed. Indicators are required to show the relationship between technology use and educational performance. There is also a need to show that education should be seen as using technology not only as an end in itself, but as a means to promote creativity, empowerment and equality and produce efficient learners and problem solvers. Consequently, the relationship between the use of ICT and educational performance is unclear, and contradictory results are presented in the literature.

The Purpose of the paper is to review some previous researches examination ICT efficiency and the impact of ICT on educational output / outcome as well as different conceptual and methodological issues related to performance measurement. Moreover a definition, measurement and the empirical application of ICT use and its impact at national levels will be considered. For this purpose, the data envelopment Analysis (DEA) technique is presented and then applied to selected ED-27 and OECD countries. The empirical result shows that the efficiency of ICT, when taking educational output / outcomes into consideration, differs significantly across the great majority of EU and OECD countries.

Keyword: ICT (Information and Communication Technology), Curriculum, teaching learning methods. ◆◆◆

EXAMINATION REFORMS

Sofiqul Islam
(Research Scholar)
Aktar Rahmani
Jaleswar College Tapaban)

ABSTRACT

Introduction :

Our present examination system is full of defects. First of all, it encourages cramming. A fixed number of questions are to be answered within a fixed time. Thus the labour of the whole year is tested just within three hours and many of these questions find to be covered in the examination. In this way examination has become a gamble. Secondly, copying has become a feature of our examination system.

The question papers should be framed in such a way that only selective questions are not asked. There should be questions which cover almost the whole course. It shall also prevent the students from cramming only a selected number of questions. This will check copying also. So at last I would like to say that a great attention is needed to improve the examination system for the bright future of the students.

Indian examination system

Long ago, India had such an education system which attracted foreigners. Nalanda and Takshasila were famous educational spots where students of various countries awaited the entry in these universities. There were also entrance tests like today. Now, in modern age, even though **Indian education system** is changing, examination system is not up to the mark. It produces rankers, but not eligible in respective fields. There needs to be a change in Indian examination system which can assess the performance and help students reach the stage which is needed. The **role of examination system** is very prominent to make education system successful.

Useful to rote memory than analytical students

It is the first concern which is to be corrected by education reformists. In our education, it is very easy to take the stock of question paper. The student can have a

list and can go on repeating in order to get passed or get a rank. If a question comes this year, we can surely expect that the question is not going to come and as there is only one alternative to this question, that question is kept in temporary memory can write exam and come out with flying colours. Analytical questions are not asked in exams and students got used to traditional methods and are not analysing any issue which is resulting into graduate degree holders with no knowledge. There is need of analytical questions as to help students in their life.

More theory and less practice

Practice makes man perfect. But reading theory will make man nothing but a book. A student may be bookish and may read, but understanding does not complete without practical approach. This belongs most to physics and chemistry students who do not have idea about chemicals and instruments as they are not seen naturally in their environment. Our studies include more than 80% theory and less practical oriented. Theory study only can give ranks and practical are **not** Yet all done.

Not useful to real life

Real purpose of education is that it should shape the future of student to face the situations. But, now education is not doing that and became a trouble on part of students. Even Degree holders are not able to fill the withdrawal form in banks with this education system. English is the main subject which has relevance is not yet all coming to use in real life.

Remedies to examination system in India

- Giving priority is for quality rather than quantity.
- There should be analytical questions which can make student use his brain properly and Indian examination System should be in such a way that it should encourage quick decision making' and understanding the situation and broad thinking.
- Half weightage is to be given for practical and co-curricular activities are to be made mandatory and they should be given weightage.
- Soft skills are to be taught and help them mingle with different people. These are necessary to prepare would be administrators.
- Government should provide funding to schools and colleges to have equipment. Liberal funding of government can only help rejuvenate **Indian education system**.
- Liberal funding of governments for labs can turn students into scientists.

Reforms of Examination system

There are some countionus comprehensive view point of the examination system are mention bellow

- (a) Semester system
- (b) Question bank
- (c) Internal assessment
- (d) Continuous comprehensive assessment.
- (e) System of grading.
- (f) Oral Examination.
- (g) Use of short question.
- (h) Compartmental Examination system.

Conclusion

As government is slowly withdrawing from educational arena, the education has gone into the hands of private. Private institutions take a person depending on quality of man rather than. Degrees and Government institutions prefer the person as eligible who has degree as qualification. This difference is making government institutions fall. The remedy taken by private institution is giving the results. The main point is that generating qualitative human resources through better education and examination system which can give value for our degrees.



SEMESTER SYSTEM – ITS IMPACT ON EXAMINATION REFORMS OF DEGREE COLLEGES IN ASSAM

Nikhamani Kalita

Shanti Dey

Student of M.A. Education Department
Cotton College, Guwahati.

ABSTRACT

An examination, commonly known as exam, is a test to see how good somebody is at something. In its widest sense, to examine somebody or something is to look at it very carefully, perhaps to find out why something is not working properly. In education, an examination is a test to show the knowledge and ability of a student. Examination reform has been a subject of almost consistent consideration by various committees and commissions appointed by the government of India from time to time. The justification for examination reforms arises from academic considerations. Examinations along with teaching and learning, infact constitute the trinity of functions in the educational process. Examination reforms are absolutely essential to overcome the drawbacks in the evaluation system and to test students understanding, application, skill, analytical and synthesis abilities. For continuous comprehensive evaluation and in-dept learning, Assam has also introduced semester system at undergraduate level in 2011. Semester system is not only an examination system rather an education system whose primary concern is learning instead of teaching and whose approach is learner centered instead teacher centered. To summarize, this paper aims to find out students perception towards semester system.

OBJECTIVES OF THE STUDY:

1. To study the perception of students towards semester system in the Govt. degree colleges of Kamrup (Metro) district.
2. To know the impact of semester system on students with regard to examination reforms in the Govt. Degree colleges of Kamrup (Metro) district.

Key words:- semester system, perception, impact.



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THE IMPACT OF EXAMINATION SYSTEMS ON CURRICULUM DEVELOPMENT

Dr. M. Nurul Amin Sheikh
Asstt. Professor, Deptt. of Arabic
Halakura College, Dhubri, Assam

ABSTRACT

This article examines the nature and effectiveness of current examination system, teaching and learning in Assam Universities particularly of Gauhati University. This work is used as a basis on which to critically examine the broader context in which curriculum development, particularly in the Degree College to which that can be achieved. It needs mention here that the University Grants Commission (UGC), through an action plan for academic and administrative reforms, asked the universities to consider and adopt new system, choice-based credit system, curriculum development, admission procedures and examination reforms at the most linking them to grants.

Curriculum is the name of such a pre-plan encompassing the entire activities in the domain of education. A curriculum of a specific education programme is laid to accommodate desires, tendencies, abilities, experiences and demands of learners in the backdrop of a society. It also addresses the aims and objectives of education, attainable learning outcomes, subjects and their contents, guidelines for teaching-learning activities and the like. In Assam Colleges, for educational innovation the Division of Higher Education requested in cooperates in undertaking a national and comparative study on the impact of examination systems on curriculum development. As the interaction between the examination and inhibiting curriculum development, it seemed meaningful to examine the matter under different curriculum systems.

Keywords- Curriculum Design, rationale for curriculum, Student attitudes, motivation, Course syllabus, curriculum development, effect of the examination, grading system and etc.



Problems of Higher Education in Assam: With special reference to the 'Grading Point System Evaluation of Examination' of Guwahati University

MD. ASIF NURJAMAN
M.A in Political Science (GU)

ABSTRACT

Pursuing higher education in Assam is very problematic because of many reasons. But the development of a state largely depends on the multi disciplinary and multidimensional research which is intrinsically related to higher education. Increased amount of research make progress possible. Research is considered necessary with regard to the allocation of nation's resources. Researchers are basically the production of higher education. But it is a matter of grave concern that the percentage of access and pursue higher education in Assam is much poor and lower than the national average. In Assam this is much slower pace because of many reasons like lack of Universities, poor enrollment, poor infrastructure and accommodation system of universities, defective examination system, lack of facilities to provide scholarships to the poor meritorious students, problem of medium of instruction etc. In addition to these there is an apprehension among the students of Guwahati University for its defective and vogue 'Grading Point System Examination' which becomes a serious cause of concern in contemporary time in Assam.

This paper tries to analyze the different reasons of poor enrollment and lower percentage to access and pursue higher education in Assam. This paper also tries to analyze the recently introduce defective 'Grading Point System of Examination' of Guwahati University and its demerits as well as suggestion to overcome these problems.



Problems of Higher Education in Assam: With special reference to the 'Grading Point System Evaluation of Examination' of Guwahati University

MD. ASIF NURJAMAN

M.A in Political Science (G.U)

ABSTRACT

Pursuing higher education in Assam is very problematic because of many reasons. But the development of a state largely depends on the multi disciplinary and multidimensional research which is intrinsically related to higher education. Increased amount of research make progress possible. Research is considered necessary with regard to the allocation of nation's resources. Researchers are basically the production of higher education. But it is a matter of grave concern that the percentage of access and pursue higher education in Assam is much poor and lower than the national average. In Assam this is much slower pace because of many reasons like lack of Universities, poor enrollment, poor infrastructure and accommodation system of universities, defective examination system, lack of facilities to provide scholarships to the poor meritorious students, problem of medium of instruction etc. In addition to these there is an apprehension among the students of Guwahati University for its defective and vogue 'Grading Point System Examination' which becomes a serious cause of concern in contemporary time in Assam.

This paper tries to analyze the different reasons of poor enrollment and lower percentage to access and pursue higher education in Assam

This paper also tries to analyze the recently introduce defective 'Grading Point System of Examination' of Guwahati University and its demerits as well as suggestion to overcome these problems.



WOMEN EDUCATION AND GENDER DISCRIMINATION: A FEMINIST PERSPECTIVE

Himashree Patowary, Research Scholar
Deptt. of Pol. Science, Assam University, Silchar.

Feminism is an ideology to question about the understanding of men and women and social structure which maintains a difference between man and woman. Feminism favors gender equality, independence for the empowerment of the women sexuality. In modern times it is regarded as the only social force, which aims at ending the domination of men, in all spheres of life, in the family and in the society and in private and public activities. It seeks to bring into existence a social order where women will enjoy equal political and economic power.

The age old of patriarchy is the best manifestation of dominance of men over women. Patriarchy means that social system wherein women are possessed, dominated, oppressed and exploited by men. In patriarchy sexual differences between men and women are transformed into gender inequalities and thereby entrusting specific role to man and women in the family. These gender equalities can also be seen in the education sector. Feminists stand opposite to the patriarchal system. Among the Indians who took keen interest in women education were Raja Ram Mohan Roy, Mahatma Phule, and Tarabai Shinde. They were also the forerunner of female education and women rights. Phule laid maximum emphasis on spreading education. In 1848 he established a school for downtrodden girls. Undeterred, Phule ran the school and set up more schools between 1848 and 1852, which admitted girls of all caste.

Traditionally in India the educational opportunities were not opened to all the segments and caste groups. Further due to the patriarchal social structure, the women were discriminated against and hence, even among the upper caste, only a few women get the opportunity to get educated. During the first half of the 19th century, education for women was limited only to a small number of aristocratic families, who imparted education to their women so that they could help them in the management of their huge estate. The Charter Act of 1813 passed by the East India Company provided them with more opportunities to send their children to schools and colleges. Missionaries and a few philanthropic English men entered this field and began rendering support to the establishment of special school for girls.



DEFECTS OF TRADITIONAL EXAMINATION SYSTEM

Dewan Shahjahan Ali
Lecturer, Education Department
Nabasakti College, Mazgaon

ABSTRACT

Examination system that has been prevalent in our Educational institutes, particularly in Higher Education has been under immense pressure of traditional outlooks of authoritative agencies and administrator of course management. The Traditional system of Examination has its root in ancient system of Evaluation. In Vedic and Buddhist period, India had such an education system which attracted foreigners. Nalanda and Takshasila were famous educational institution where students of various countries awaited to entry in these universities. There were also examination and entrance tests like today.

In the modern context of examination and Evaluation we see numbers of changes and modifications. But these have not been sufficiently enough to cater to the changing nature of evaluation. Even though Indian education system is changing, examination system is not up to the mark. It produces rankers, but not eligible in respective fields.

The biggest problem of examination is that there is way too much question of chance involved over here anything could happen and that could unsettle even the best of students. In order to offset this problem, we are now a days seeing new system being introduced such as midterm or semester examinations and unit test. All these are provide students with a lighter schedule that allows them to branch out to other areas of life such as-sports and other co-curricular activities. However, major problem with this scenario is that it encourages students to study for marks remember thing for the short term only to forget them by the time the next examination happens.

The main purpose of education is to educate students and help them appreciate the better points of knowledge that is being imparted to them. However, that seems to have been shortchanged right now with the added emphasis on grade and marks. The system needs to be one that enables students to truly learn what they are being taught and internalise it. And not just mug it up for a few days or months. It also needs to be practical so that the student's abilities are properly tested.



EXAMINATION REFORMS IN HIGHER EDUCATION: A CRITICAL STUDY

Md. Hashmat Ali, F.M., M.A
B.Ed. Trainee
Md. Shah Alom Sheik, F.M., M.A
B.Ed. Trainee

ABSTRACT

Examination system in India and Assam has remained almost unchanged. The traditional system of examination has numerous defects and drawbacks. The reasons for this however lie with the defecting system of education in itself. The education process is so structured that it finds no alternative other than designing this orthodox systems of examination procedure. The examinations that have been prevalent in our education system can only give an estimate of what and how many scores the pupils have obtained and nothing else. This does by no means assess the pupils learning progress and the advancement in attainment of educational objectives. The too much stress on memorization, the lack & chance factor, subjectively in scoring. Construction errors are some serious problems still dominating the examination system. Because of this defective examination students assessment remain faulty and unpredictable.

In recent time, however these have been some changes and modifications in terms of objectivity of scoring and modification in question-answer patterns. The grading and credit system have evolved. Objective type questions have been brought into and a formative evaluation though out the course of learning have been practiced in some colleges. But these do not sufficient in the face of massive changes that the system of education have undergone in the glob today. There are needs for reforms in examination system as much as it meet the changing demands of education and evaluation objectives. Than only we can be assured of producing a customer focused education in competitive market of the glob today.



REVIEW OF EVALUATION SYSTEM IN 6TH SEMESTER PROJECT WORK IN UNDER GRADUATE GENERAL COURSE OF GAUHATI UNIVERSITY

Dr. Gitimoni Deka
Associate Prof., Deptt. of Chemistry
Rangia College, Rangia- 781354
gmdeka@yahoo.com

ABSTRACT

A system of Education and evaluation teaches student of different groups the requisite problem solving and analytical skills needed in job market. Examination and learning system stimulate students, create interest in them or make them feel that in latter part of their life this learning skill useful for them. The reform general education is one of the most prevalent and complex challenges facing colleges and universities. This paper try to reflect some of the anomalies observed in 6th semester "project work" prescribed for general course of semester system under Gauhati University.

Key words: Evaluation, General course, Project work



REFORMING THE EXAMINATION SYSTEM

Kamali Deuri
Assistant Professor
Barpeta Girls' College, Assam.

ABSTRACT

Examination, the core process of an educational system is a formal test of knowledge or ability in a subject or skill. As learning or acquiring knowledge is a dynamic phenomenon there is a need to reform the existing examination system on a regular basis. Examination reform is to be carried out to achieve the education of universal standard which favours empowerment of the students in the sectors related to the concerned discipline. The traditional system of evaluating a student on the basis of marks should be replaced by assessing a student on the basis of his or her performance in the class, co-curricular activities, attendance in class. Examination reform is to be considered in such way that the overall personality (educational, social and psychological personality) of a student can be improved.

In this paper an attempt has been made to discuss the various aspects related to examination reforms in educational system.



ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN EXAMINATION SYSTEM.

Sarat Chandra Bhuyan
Assistant Professor,
Department of Anthropology,
MC College, Barpeta

ABSTRACT

Modern era is the era of science and technology. Information and communication technology plays a vital role in every sphere of academic activity. In recent times, internet, which is another technology have brought the whole world on the reading table. Today almost every Indian University is imparting education in the field of information and communication technology (ICT). Information and communication technology is the most important tool to have transparency and reliability in various examination systems. There are endless possibilities by integrating information and communication technology with present examination system. The present paper is an attempt to understand the role of ICT in examination system.

Keywords: ICT, Examination, Education.



REFORMS IN EXAMINATION THROUGH SEMESTER SYSTEM

Archana Das
Assistant Professor,
Department of Anthropology,
Barpeta Girls' College, Barpeta

ABSTRACT

Examination is a continuous and life long process. It occupies a central position in any educational system. From time to time, examination in our educational system has come in for severe criticism. In modern age, even though Indian education system is changing, education system is not up to the mark. It produces rankers, but not eligible in respective fields. There needs to be changes in examination system which can assess the performance and help the students reach the stage which is needed. Since India attained independence, the question of changing the pattern of examinations along with changing the educational system in our country have been engaging the attention of researchers, educationists, teachers as well as the government. The introduction of semester system has brought reform in examination system. It also has changed our whole educational system. The present paper will try to focus basically on reforms in examination through semester system.



IMPACT OF ICT ON EXAMINATION REFORMS IN INDIAN UNIVERSITIES WITH SPECIAL FOCUS ON ASSAM.

Mir Sofiur Rahman Choudhary
Asstt. Professor
Rangia Teacher Training College, Rangia.

Md. Sahidul Islam
Research Assistant of
"Omeo Kumar Das Institute of Social
Change and Dev., Guwahati; Assam.

Syeda Mehzebin Rahman.
M.A. in Sociology, 2014.
Sociology Department, Gauhati University.

ABSTRACT

In Indian higher education system, there has been many fold increase in its institutional capacity since independence. The management of examination data of the large number of students is a very tiresome and a complex job involving different types of data by different administrative line branches. Educational institutions are increasingly recognizing the importance of ICT in education and examination reforms. Information and Communication Technology (ICT) has become a valuable, decisive and critical resource for individuals, communities, enterprises and organisations. ICT is a very helpful tool for providing good governance by bringing a sea-change in the working of organisations and institutions of our country. Most of the developing countries now understand the importance of ICT and have been adopting it as a basic tool for good governance. The new ICT mediated good governance is also called e-governance. In most of the government run Indian Universities, examination system is managed manually. The manual examination system is facing many problems such

as not declaring examination results in time and accurately. ICT is an effective tool for integrating and automating various activities of examination system at different administrative levels to bring reliable, efficient, scalable, transparent and robust e-governance solutions. The nature of technology is that everything becomes almost transparent once it is ingrained in everyday life. In 2004 Independence Day speech, Dr. A.P.J. Abdul Kalam, the then President of India, said that "there is a demand for a more transparent and reliable system of examination, evaluation and reporting".

In this paper, an attempt has been made to analyze the importance of the ICT in education and examination reforms in Indian Universities with special focus on Assam.

Keywords: ICT, Examination, E-governance, Reliable, Efficient, Scalable, Transparent



DEFECTS IN INDIAN EXAMINATION SYSTEM

Banasri Baishya
Assistant Professor, Deptt. of Hindi
Dhamdhama Anchalik College

ABSTRACT

Examination is a necessary evil. Examinations occupy a very important place in any educational system and have become a central pivot around which the whole educational system moves. Examinations are for the evaluation of the progress of the students and it is imperatively needed to measure the progress of any educational system. There are so many serious defects in present system of examination that their purpose is completely defeated. They fail in measuring the progress of students.

The present paper tries to focus on various defects in examination system of our country and the paper also tries to find out possible remedies.



UGC SPONSORED NATIONAL SEMINAR
ON
“Examination Reforms: The Need of the Hour”

INVITATION

Sir / Madam,

The undersigned cordially invite you to attend the National seminar on **“Examination Reforms: The Need of the Hour”** to be held on 19th and 20th September, 2014 at Nabajyoti College, Kalgachia, District- Barpeta, Assam. Your participation along with original research papers will fulfil our mission to adopt better examination policies in Higher Education Institution

The organizing committee, on behalf of the College family solicites your kind co-operation to make the seminar a grand success.

With regards.

Dr. Shahjahan Ali Ahmed
Principal cum Chairman
Organising Committee
National Seminar

Mr. Abdul Kuddus
Co-ordinator
Organising Committee
National Seminar

ABOUT OUR COLLEGE:

Nabajyoti College is located at the Western part of Barpeta District of Assam on North bank of the river Brahmaputra. It is situated at a scenic rural Agro-based area of the District. It has been serving the area by imparting higher education in both arts and Science at the UG level under G.U. and also at P.G. level through IDOL & KKHSOU.

ROUTE TO NABAJYOTI COLLEGE:

The college is well connected with NH-31 and NF Railway. It is about 50 Kms South-East from Bongaigaon Rly. Junction, 17 Kms South from Sorbhog Railway Station and 30 Kms South-West from Barpeta Road Railway Station and 160 Kms (Via Guwahati-Jalukbari- Barpeta) North-West from Gopinath Bordoloi International Air Port.

ABOUT THE SEMINAR:

The seminar is to focus on different aspects of examination system that have been prevalent in higher education including various constraints and challenges. The traditional system of examination and it's so called standardization often seem to be misleading and despairing. Because of the defects and drawbacks of the examination system, evaluation of students' progression becomes erroneous and unreliable. This also affects curriculum development and the pedagogical approaches of teaching and learning.

In this purview, there is need to hold exclusive discussion and interaction among the intellectuals, academicians and the workers who have concerns over this crucial problem of examination reforms and innovations. Some changes and modifications, however, have been brought into practice in terms of integrated evaluation with grading and credit system in the recent times. But the impact of I.C.T. in education has led to inevitable adoption of new techniques of examination in higher education. This Seminar will discuss the significant issues of examination reforms and endeavour to develop an examination ideology and the best practices there in to cater to the changing nature of education and evaluation.

SUB THEMES:

- i) Conceptual frame work of examination system.
- ii) Significant issues in examination reforms.
- iii) Historical development of examination reforms.
- iv) Innovations in examination reforms.
- v) Impact of ICT on examination reforms.
- vi) Comparative studies in examination reforms.
- vii) Implementation of examination reforms.
- viii) Future prospects of examination reforms.
- x) Any other relevant issues.

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Research Scholars, academicians, farmers, social workers, NGO's, administrators etc are invited to submit their Abstracts & Full length papers of original research works in the form of soft and hard copies.

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- * Last date for submission of Abstract : 10th Sep., 2014
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Thanks

