

Unit-7

**EXAMINATION SYSTEM
IN PAKISTAN**

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CONTENTS

S.No	Description	Page No.
	Introduction.....	173
	Objectives.....	173
1.	The Evaluation Process and Examination	174
1.1	Semester System	174
1.2	Continuous Internal Assessment	177
1.3	Question Bank	179
2.	Types of Examination in Pakistan	183
2.1	The Internal Examination	184
2.2	The External Examination	184
3.	The Structure of Examination in Pakistan	185
3.1	Process of Examination	186
3.2	Examination Structure of AIOU.....	187
3.3	Critical Analysis	189
3.4	Drawbacks of the Present System	190
4.	Self Assessment Questions.....	192
5.	Bibliography	192

INTRODUCTION

The examination is employed to bring about qualitative improvement in education. The important task of the teacher in the classroom centers on evaluation. This involves the assessment of pupil attainment and the analysis of strengths and weaknesses of the individuals. There are numerous ways of evaluation which range from number or letter grades to Teacher-Pupil; Parent conferences. Evaluation keeps vigorous demands on the Teacher. The professional competence of the Teacher for measuring accurately and to appraise objectively growth in knowledge, understanding, skills, attitudes and behaviors of an individual tantamount to good instructions. Effective evaluation procedures involve both the teacher as well as the student.

Examinations dominate the educational scene in the country. Learning programme without examination is unthinkable for most of the people as well as for the institutions. All human efforts of achieving better results by showing significant performance in every field provides an account of degree of performance. This is the way to achieve the goals of education. The process of education in any form and its assessment through subjective methods or objective tests is a form of examination. So, examination cannot be subtracted from the process of education. Both will move side by side. The defects of present education system range from the administrative aspect of present education system to methods of assessment and the teaching procedures and objectives. There is common feeling that the examination procedure be reformed considerably so as to achieve the desired results. Keeping this in view this unit highlights the significance, merits and demerits of examination system in Pakistan.

OBJECTIVES

After reading the unit, it is hoped that you will be able to:-

1. Explain the concept and significance of examination.
2. Discuss the merits and demerits of internal and external-examination
3. Describe various steps in process of examination,
4. Evaluate internal and external Examination system in Pakistan.
5. Discuss the examination system of Allama Iqbal Open University.
6. Describe major problems of examination system in Pakistan.

1. THE EVALUATION PROCESS AND EXAMINATION

Evaluation process and examination play a vital role in teaching learning process. So as part of sound education strategy, examination should be conducted to bring about qualitative improvement in education.

The objective will be to revise the examination system for getting a method of assessment that is a valid, and reliable measure of student development and a powerful instrument for improving teaching and learning. In functional terms, this would imply;

1. Eliminating excessive clement of chance and subjectivity,
2. The de-emphasis on memorization.
3. Continuous and comprehensive evaluation which is able to incorporate both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.
4. The use of evaluation process effectively by teacher, students and parents.
5. Improvement in the conduct of examination.
6. Introducing desired changes in instructional materials and methodology.
7. Using grades in place of marks.

The above goals are important both for external examinations and evaluation within education institutions, Evaluation at the institution level will be streamlined and the predominance of external examinations should be reduced. Some of the Pakistani universities have adopted the following measures

1. Continuous Internal Assessment,
2. Semester System, and
3. Question Bank.

1.1 Semester System

The word semester implies to half year semester system of examination is biannual i.e. the examination is held half yearly. It means that in semester system of examination one year course has been divided into two semesters and two years course in four semesters. According to definition of semester system in Good's Dictionary of Education, semester means "half of an academic year, usually 16 to 18 weeks." It means that, in the semester system the students would study half of the course in the first semester and appear for the examination. Then they would study the next half of the course in the second semester, and again appear in the examination. Similarly trimester system implies division of academic year in three parts.

Semester system has got popularity especially in institutions of higher learning. This system is working successfully in most of the universities; for example Allama Iqbal Open University Islamabad, Gomal University, D.I. Khan, Islamic International University etc.

Semester system has been an innovative tool of examination reformation. It is another widely used and well tried innovation in line with the adoption of internal assessment. This system is having the following characteristics and purpose.

1. It is able to reduce emphasis on only yearly annual examination.
2. In this plan, the examinations are conducted twice or thrice in a year.
3. The courses of study are redesigned in accordance with the semester system.
4. The student works according to new calendar and thinks that the whole year forms a period of examination for him.

The semester system adds new dimensions to the process of education. The scope and functions of education will become wider. The education process will be rich in content. It will have certainly more advantages in the field of education.

1.1.1 Comparison between Semester System and Annual System

1. **Syllabus:** In semester system the syllabus has to be divided into two parts. The first part of the syllabus has to be studied in the first semester and the second part of the syllabus in the second semester.
2. **Preparation:** In the semester system, preparation for the examination does not require much labour and the students gain more confidence. In the annual system preparation for the examination needs more labour and most of the students are afraid of examination.
3. **Teacher-taught ratio:** The semester system offers healthy teacher-taught ratio and naturally there are more chances of qualitative improvement.
4. **Motivation:** The semester, system provides greater motivation for the students than the annual system. Completion of one semester has been found to give them encouragement and incentive for more learning for the next semester examination.
5. **Learning conditions:** Semester system gives more favorable learning condition while annual system does not.
6. **Nature of questions:** In the semester system, the emphasis is on the question banks, objective type and short answer type questions. In the annual system generally there are no question banks and the emphasis is one essay type question.
7. **Methods of teaching:** In the semester system, emphasis is laid on seminars, group discussions, extension lectures and conferences, while in the annual system emphasis is laid on lecturing and given notes.
8. **Diversification of courses:** The semester system can have more diversification of courses. Many papers can be introduced according to the interest's and aptitudes of the students. In the annual system there occur lesser diversification of courses and lesser number of theory papers gets introduced.
9. **Nature of work:** In the semester system the students have to work regularly and continuously whereas in the annual system the students do not have to work regularly and continuously, they can pass the exam through one-night study only.
10. **Announcement of result:** In the semester system, results are usually announced shortly, whereas in the annual system, results are delayed.
11. **Drop out and wastage:** The semester system has been able to minimize dropouts and wastage. There has been greater number of drop-outs and wastage in the annual system.
12. **Emphasis on creativity versus memory:** In the semester system, the main emphasis is laid on the development of creativity whereas in the annual system,

emphasis is placed on memory.

13. **Goal:** In the semester system, emphasis is mainly laid on the development of potentialities in the best possible manner. In the annual system, success in the examination is the only aim to be achieved, both students and teacher work for it.

1.1.2 Advantages of semester System

1. **Qualitative improvement:** From the healthy teacher taught ratio, opportunities for seminars, group discussions, extension lectures and conferences, it follows that the semester system has been introduced for achieving qualitative improvement and for better outcomes.
2. **Less mental tension:** In the semester system the work load of the students gets reduced. Hence there occurs less mental tension to the students as compared to the annual system.
3. **Confidence.** In the semester system preparation for the examination needs less labour. Hence the students are able to gain confidence.
4. **Diversification of courses.** The semester system tends to encourage diversification of courses. Interest-oriented, functional and utilitarian courses can be provided. There occurs more scope for students to have specialization.
5. **Intensive courses.** There is possibility of more intensive courses in the semester system.
6. **Healthy teacher Taught ratio.** Due to diversification of courses in the semester system there are comparatively lesser number of students in each course, hence the semester system gives healthy teacher taught ratio.
7. **Job opportunities:** As the semester system is able to provide diversified courses it provides more job opportunities to the un-employed persons who want to become teachers.
8. **Regular Work:** In the semester system students have to work regularly and continuously.
9. **Development of creativity:** Semester system is able to provide opportunities for the development of creativity and various other potentialities.
10. **Motivation:** Semester system is able to provide greater motivation for the students for more and more learning. Motivation makes quick and effective learning.
11. **Minimum drop-outs:** Semester system is able to minimize drop-outs and wastage.

1.1.3 Disadvantages of Semester System

1. **Favouritism,** as internal assessment forms an integral part of semester system, there are more chances of favoritism and subjectivity.
2. **Unhealthy competition:** Semester system may be able to create unhealthy competition among different institutions. Each institution may give more marks in internal assessment.
3. **Guess work:** Many students may use guesswork to answer the objective type questions.
4. **Lack of understanding.** Many teachers and students are not having proper understanding of this system.

In spite of the above limitations, the semester system has been implemented at higher level. Internal assessment should be objective, comprehensive, quantified and based on achievement tests and other tools of evaluation to get full benefits of this system.

1.2 Continuous Internal Assessment

Internal assessment means assessing the pupil by the teachers teaching in the school and to make the evaluation a continuous process. It is to be, understood that the aim of internal assessment is not to increase the frequency of examinations or to supplement the final examination by mid-term examination.

The main aim of internal assessment has been to integrate teaching and evaluation and to test those skills and abilities, which cannot be tested through written examination at the end of the course. For this purpose internal assessment has to be properly diversified so that through it we can test the (i) writing ability of the student (ii) his capacity to do field work or project work or laboratory practical, (iii) his participation in seminars or tutorials. The performance of students should form a feed back for improving the contents of courses, methods of teaching and the learning process in general.

The practice of continuous internal assessment should become a regular feature of educational programme. It should start at the grass root level. Every institution should develop ways and means for keeping a regular record of the performance of each child studying in the school, may be through a locally devised tool, or by keeping a record of class tests. At higher education level, the Universities have already worked out plans and prepared a specific criterion for conducting and maintaining a record of internal assessment.

Internal assessment may base on the following.

(i) Monthly tests and house examination (written) (ii) Oral Tests, (iii) Class-work and class discussion, (iv) Home work and assessments, (v) Practical work in laboratory, (vi) Articles prepared in the craft work, (vii) Self study in library, (viii) Participation in debates, declamation contests, poetical recitations and dramatics etc.(ix) Participation in games, magazines and such other activities.

1.2.1 Merits of Internal Assessment

All the merits of short Term Evaluation form the, merits of Internal Assessment In brief; the merits of internal assessment are as follows.

1. More valid: Internal assessment has been more valid than external examinations because it covers all the topics of the syllabus, assessed every month or fortnightly.
2. More reliable. Internal assessment has been more reliable than external examinations because it has been based on the whole duration of the session. Chance element gets eliminated.
3. Positive result. The main aim of internal assessment is to find positive result and not a negative one. It aims to find out what a child knows, what he can do and what intelligence he has got rather than at finding out what he does not know, what he cannot do and what intelligence he has not got. Internal assessment is regarded as a

- real assessment of abilities of students required for success in life.
4. Instructional value: The teacher would work regularly, systematically and with uniform speeds, He can improve his methods of instructions and carries out experimentation. He remains active for the whole year.
 5. No undue strain. Undue strain upon the students is reduced to a great extent.
 6. Data for reports and records. Internal assessment has been able to give reliable data for the progress reports and cumulative record cards of the students.
 7. Basis of scholarships. Internal assessment may form a basis awarding scholarships and giving fee concessions.
 8. Continuous evaluation. Internal assessment is able to make continuous evaluation in all the areas of behavioral development. It makes evaluation an integral part of education.
 9. Motivational value: Internal assessment makes the pupils to work regularly and thoroughly. They develop habits of hardworking, self-study and concentration.
 10. Diagnostic value: Internal assessment helps to know the pupils difficulties in learning. It reveals the potentialities of an individual and offer opportunities to find out needs, interests, abilities and aptitudes of an individual and shows him the way for the development.

In order to remove the defects of external examination, internal assessment is very essential. Internal assessment is for the welfare of the child and it should be used objectively and judiciously. The teachers should use, it with utmost care and without showing undue favor to any child.

1.2.2 Problems Concerning Internal Assessment and their Remedies

1. ***Problem of competence of teachers:*** This problem can be addressed by including the concept of internal assessment, its merits, problems and techniques in the teachers training courses. For in-service teachers there, should be special refresher course or training camps. Further, there should be periodic conferences of teacher and heads of the schools at least twice a year (in the beginning of each term) so that the objectives of internal assessment can be classified.
2. ***Problem of work-load on teachers:*** System of internal assessment able-to increase the work-load of teacher. A teacher has to do extra labour in holding periodical tests and keeping the records. At present the teachers are already burdened with teaching and non-teaching work. Hence he is hesitant to accept the responsibility of internal assessment. In order to solve this problem, all the clerical work assigned to the teacher should be given to all clerical staff.
3. ***Problem of lack of facilities:*** This is another problem of internal assessment. The curriculum has to be revised in the light of objectives of education. The curriculum should give adequate freedom to the teacher to plan his work in relation to his own environment Teacher pupil ratio must be brought down to a reasonable size of 1 to 30 at the maximum. Provision has to be made for organizing class-libraries according to the standard of the class. Minimum facilities should be given to the teachers to do internal assessment effectively.

4. ***Problem of co-ordination of standards:*** To coordinate the internal examinations, advisory bodies of experts in different areas of knowledge have to be appointed. These may give suggestions to different institutions from time to time and also in the form of articles or books for the guidance of the teachers. Extensive facilities for the training of teachers have to be carried out. Assessors to check the teachers' estimates may be appointed and their identity may be maintained confidential. Teachers' estimates may be known from the results of external examination.
5. ***Problem of relating internal assessment to the external assessment:*** It is not an easy task to relate the internal assessment to the external examination marks. In order to solve this problem internal assessment should be given in relation to various pupils' development such as scholastic achievements, interests, aptitudes and personality traits. There should be some minimum standard of pass marks prescribed for both internal and external examination. Achievement of the pupils both in the external examination and internal assessment should be shown on the certificates. It offers better scope to the employer in making the choice.
6. ***Problem of scientific basis:*** There exists a problem of working out a scientific basis of internal assessment. Most of the teachers do not know about the items to be taken into account in internal assessment. It is suggested that the following items should be covered so as to make a comprehensive programme of internal assessment.
 - (i) Periodical tests i.e., monthly tests and house examinations (oral and written).
 - (ii) Class-work and class discussion
 - (iii) Home-work and home assignment
 - (iv) Practical work in laboratory and field;
 - (v) Self-study in library, poetical recitations and
 - (vi) Participation in games, magazines and other such activities

For the purpose of assessment, due weightage should be given to various qualities like handwriting and spelling, expression and originality, comprehension of subject-matter, attendance and regularity.

1.3 Question Bank

The concept of Question Bank is mainly aimed to eliminate some of the defects of setting examination papers in the present system of University examination. The main-drawback is that a senior teacher or a Board of paper setters is asked to set the examination paper but all the members of the board are not those who are teaching the subject. Further, the time assigned to them for setting a question paper is not adequate. The questions may sometimes, be ambiguous and poorly designed. Also, they do not reflect the objectives and complete contents of the syllabus.

The concept of Question Bank is not new because the Educational Testing Service has been having a bank of objective test items for quite long time. Some hundred questions are usually prepared and pooled for each paper, and selected questions from this pool are allowed to be answered by candidates. It is even suggested that answers may also be supplied along with questions to colleges well in advance.

On the analogy of “Question Bank” pattern in Education Testing Service, this new reform in examinations has been put into practice by some universities and Boards of School Education. The services of the experts and subject teachers should be sought in preparing the question bank in each subject the subject teachers providing a full converge to the subject as specified in the syllabi frames the questions. The questions are pooled together. The questions are to be framed on the following broad pattern.

- (i) Long Answer Type Questions
- (ii) Short Answer Type Questions; and
- (iii) Objective Type Question-True/False Tests and Choice Test, Multiple Choice Tests, Completion Type Tests

The examinee has to answer all type of questions-long answer type, short answer type and objective type. The aim of covering all types of questions is that the examinee touches long answer type questions and expresses “his originality of thought, while answering short answer type .questions, he is expected to be precise, objective, brief and to the point in his attempt, and in answering objective type questions he is able to show his ability to find out the exact, accurate and only correct answer. In this way, the ‘Question Bank’ will reflect multi dimensional ability of the child in the examination. Moreover, the students are to prepare the whole courses of study prescribed in the syllabi.

The idea behind this new scheme of work is that the teachers should teach the whole course and the students are able to answer any number of questions out of it.

1.3.1 Procedure of setting a Question Bank

1. **Appointment of a Board:** The examining body is to appoint board of high level experts for preparing a question bank. This board examines the syllabus and decides the number of questions required to be answered in the examination within the set time.
2. **Division of syllabus:** If five questions are to be answered in the question paper, the syllabus is divided into five units.
3. **Teachers and workshops:** Now all the teachers teaching the subject are requested to submit questions. Alternatively, workshops may be organized for developing questions in different subjects.
4. **Scrutinisation of questions:** The board appointed to prepare the question bank should discuss and scrutinize all the questions received from the teachers. After those questions should be suitably modified where necessary, they are incorporated to question bank.
5. **Grouping the question:** The question bank when prepared finally is grouped into the different units into which the syllabus is divided. Great care has to be taken that-all the questions in one group corresponding to a unit of the syllabus are of the same standard.
6. **Revision of questions:** The questions banks should be revised every year even if the syllabus remains the same. The revision may include dropping a few questions, modifying a few questions on the basis of comments received from teachers or adding new question. Therefore, the question bank will remain to be alive

component in the academic framework.

7. **Question Bank at University level:** Instead of having a Central Bank of questions for the whole country it is advisable that each university develops its own question bank suited to the contents of the syllabus it has framed for a given subject.
8. **Various types of questions:** The questions selected for a given unit of a syllabus should include various types.
9. **No ambiguous questions:** Such questions are selected, which have least ambiguity in answers.
10. **Setting of papers:** Initially, a few selected autonomous colleges in addition to universities should be asked to set papers for end of course examinations from the question bank. Other colleges may be asked to use the question papers set by the university from the bank. In the light of the experience so gained, the question of extending the privilege to other colleges may be taken into account.

1.3.2 Advantages of Question Bank

1. **Reliable and scientific:** Question banks have been found to be reliable and scientific tool for the evaluation of abilities of students.
2. **Precision and objectivity:** Question banks are responsible for a certain amount of precision, objectivity and finality to the courses in particular and the examinations in general.
3. **Completion of full portion:** Question bank makes the concerned teachers to complete the full syllabus in the stipulated time frame.
4. **Comparison of performance:** By using a question bank the teacher can compare the performance of his own students with those of the wider population thereby improving the teaching-learning process.
5. **Total achievement:** Question banks may measure the total achievement of the students as each question in the bank is based on a particular objective of learning.
6. **Multi-dimensional ability:** Question banks are able to help the teacher in assessing the multi-dimensional ability of the student.
7. **Variety:** Question banks put a premium on variety in terms of nature and content of questions.
8. **Promptness and standardization:** Question banks are expected to facilitate promptness and standardization of question papers by the concerned subject-teachers or by external paper setters.
9. **Efficiency:** Dependence on question banks keeps efficiency and secrecy in the conduct of examination,
10. **Readily available:** The question banks are having a large number of questions prepared in advance from which the instant question paper can be produced by a random selection of the questions.
11. **Questions from syllabus:** Question bank may eliminate the frequent complaint that questions set in the traditional examinations are not from the prescribed syllabus.
12. **Comprehensive choice:** The paper-setter is having a choice of comprehensive nature as he can select questions from among the hundreds or even from thousands.
13. **Careful presentation:** The answers of question bank given by students may provide advance information to examination board to decide retention, improvement or

rejection of questions.

14. **National standards:** Question banks have been found to help maintaining national standards in education.

1.3.3 Difficulties in operation of a Question Bank

The various difficulties in the operation of a question bank are given as follows.

1. **Difficulty in certain subjects:** Certain subjects such as language, mathematics, static's and engineering (especially those subjects with numerical questions are to be set) may not be much suitable for the development of a question bank. The numerical values indicated in the questions are so changed that the general format of the questions remains the same. According to some experts in testing subjects like mathematics, engineering etc. developing of question banks is much easier because in these subjects the formulation of objective and sampling of contents is much easier, Teachers of these subjects may consider other possibilities to make the question bank suit their particular objectives.
2. **Publication of guides and notes:** It is expected that the question bank may lead to the publication of guides and notes, which may create problems of unfair means because the material can be smuggled into the examination hall and can result in copying. This problem can be controlled if the question bank is kept under constant review. This can be prevented by preparing four or five sets in which the same questions are arranged at random. Also the possibility of mass-copying can be overcome by the limited time available to a student for answering questions that are problem oriented.
3. **Knowledge of question:** If the questions are known to the student, there will be no element of surprise. One way of overcoming the problem is to include some questions from outside the bank in the question paper. It is to be emphasized that the question bank should have problem oriented questions, which are not stereotyped, as also a mix of essay-type, short answer and multiple choice type question, which would help to test different kinds of skills and abilities.
4. **Mitigating the evils:** We should not review the recommendations made above in isolation. The introduction of a system of internal assessment would decrease the burden on the examines and hopefully mitigate some of the evils like mass-copying and use of unfair means that have become as essential part of the present examination system. If questions are problem oriented as envisaged in the development of question banks, students will not, be able to resort to unfair means.

2. TYPES OF EXAMINATION IN PAKISTAN

Examination is an integral part of teaching learning process. It contributes to the objectives of education. The educational system and its success directly depends upon the efficiency and effectiveness of its examination systems. The examinations are to test/assess the ability/performance of a student and to find out whether he has attained a certain standard of academic learning and knowledge. It helps to scrutinize and measure the students' achievement against a required academic standard and identify his-skill in answering a question under the conditions imposed by an examiner. The functions of effective examinations are as under:

1. It serves as basis for promotion from a lower class/grade to the next higher one.
2. It acts as an incentive, motivating the learners for better study and greater effort.
3. It provides basis for future prediction about students, their further education, jobs aptitudes etc.
4. It acts as an instrument for remedial treatment of different categories of students.
5. It appraises the student's achievement.
6. It helps the teachers to assess the effectiveness of teaching and learning methods for future improvement.
7. It helps in the evaluation and improvement of curriculum.
8. It may help improve the daily instructional programmes of the school.
9. It provides basis for comparison and competition among the members of a particular group, class, school or level.

Following are the major characteristics of an effective examination system.

- i. Validity
- ii. Reliability
- iii. Practicability.

Validity refers to the attainment of the purpose for which the test is prepared. Reliability means the extent to which the test measures consistently. A reliable test should give the same or nearly same score when given at different times.

For the reliability of the text/examinations, the following three factors are important.

- i. The length of the test
- ii. Objectivity of scoring
- iii. Clarity of instructions.

Practicability: The usefulness of a test depends upon how well the test lends itself to ease of administration, scoring, interpretation and applications.

The examinations are of various types e.g. objective-subjective, written-practical. Written oral power-speed, individual-group, internal-external. The last two are commonly used in Pakistan: therefore it would be better to discuss them distinctively.

2.1 The Internal Examination

The internal examination indicates to the teacher as to how much has been retained by the student from what has been taught to him in the period preceding the examination. In this type of examination the teacher and the paper-setter is the one and same person. The basic requirement for an internal, evaluation is. Proper teacher-student ratio, secretarial help, typing and cyclostyling facilities, a separate office, at least a cubical room for each teacher etc. otherwise the quality of teaching and evaluation would be very poor.

2.2 The External Examination

In this type of examination the teacher cannot be a paper-setter, of the subject which is taught by him. The external examinations are not always the best form of incentive for studies. The success of a student in such an examination may only be due to his general retentive ability and his good memory. It does not give an overall picture of a student indicating his imitative, knowledge in dairy life to the best of his quick thinking and ability to apply to his advantage. External examination also limits the scope of a good, teacher. The teacher tend to teach only that part of the course which is considered to be useful from the examination point of view. The students also do not want to study, which is not needed to pass the examinations. Both these examinations can be conducted in the following ways/systems.

The annual system is a system in which examination is conducted after one year or two years etc. This system is an external type of examination because it is not conducted by the class-teacher; secondly the teacher who has taught them that very/particular subject/course does not prepare the paper given to the class. It is applied almost up to MA, M.Sc level in Pakistan. This system has failed to produce the required product.

As the traditional system failed to deliver the goods and to produce the required product. The semester system has been tested in Pakistan. It is a purely internal type of examination. This system has may prerequisites to be effective e.g. adequate library and laboratory facilities, an appropriate student-teacher ratio, sufficient secretariat help etc. In fact this system motivates the teaching learning process. The students are more regular; Give more time to their studies and assignments and more frequent use of library than the student of traditional system/external examination. Most of the teachers support the semester system; they say that the instruction arrangements and evaluation mechanism in this system were closely associated with the education objectives.

Our present system is unreliable; outmoded; time consuming, cumbersome, highly susceptible to malpractices and not conducive to regular work on the part of the students. The semester/system forces the students to work hard regularly. Waste of time, energy and resources can be saved It provides valid and reliable measure of a student academic achievement. The teacher knows their student better than anyone else, and therefore they are the best judge of the learning needs and achievements of the latter.

3. THE STRUCTURE OF EXAMINATION IN PAKISTAN

Mainly there are two types of formal bodies, which are responsible to conduct examination and award certificate/degrees at secondary and higher levels. These are

- (i) Boards
- (ii) Universities

Almost all the Divisions have a Board of Intermediate and Secondary education. Besides this a Federal Board of Intermediate and Secondary education has also been established in Islamabad.

Similarly all the provinces have adequate number of universities, in addition to this number of universities, which have been established at federal level. All the universities are autonomous and conduct examinations in their own way.

The structure of boards and universities especially concerned with the examinations section will be discussed briefly. The organizational structure of the boards is given on the next page.

The Chairman of the board holds office for a term of three years and may be eligible for reappointment for a second term. In the absence of a chairman the Secretary performs duties in his place. It is the duty of the chairman that the provisions, and regulations of the Act by which Board started functioning are faithfully observed.

When the number of the candidates appearing in a particular examination is known, the controller of examination prepare a list of places/institutions along with the proposed names of center superintendents, where the examinations are to be held. After the approval of the chairman, the controller of the examination proceeds to issue appointment letters to center superintendent for the conduct of examination. The controller of examination arranges one or more persons to assist the center superintendent for proper conduct of examinations.

Under the controller of examination, there is an Assistant Controller conduct.

Whose job is:

- i. Identification of centers.
- ii. Appointment of supervisory staff.
- iii. Dispatch of examination papers (Question paper + Answer sheets)
- iv. Payment of remuneration to superintendent and paper setter etc.

Parallel to the assistant controller (conduct), a deputy controller of exam is also working with him. The job of this section is:

- i. Appointment of paper setters.
- ii. Printing of question papers.
- iii. Evaluation of question papers.

Parallel to the Deputy Controller of Exam. (Secrecy), there is a Deputy Controller of Exam (strong room). The job of the section.

- i. Dispatch of roll-number slips
- ii. Dispatch of result
- iii. Tabulation of result

It may be noted, that the above description-may be slightly different from board to board, but more or less the structure of all boards is same.

3.1 Process of Examination

The controller of examination demands the nominations of examiners, from other boards, organizations department, universities etc, and these nominations are presented to the Board of Study. Which consists of four members? They decide and make panels of examiners.

Similarly the selection committee for paper setting decides about the paper-setters. Then Assistant Controller (conduct) asks to paper setter (principal candidate) to set paper. Which should be equally balanced and having three different sets. These papers are sending to the Deputy Controller of examination (strong room). The strong room in charge pick-up one, and compares it with its syllabus, its nomenclature, spellings etc. It is typed and printed in board.

The superintendent/deputy superintendent collects the question paper and answers books from the local bank and opens the bundles in the center before the other invigilators Local papers are submitted by hand and the distant papers are sent by the superintendents through post-office in properly scaled packs. In the strong room there is a secrecy officer, the bundles are opened up under his supervision. The papers systematically reshuffled and arranged to dispatch to the head examiners, with certain specific instructions. In the strong room the front paper is removed and fictitious number is attached to the papers. After evaluation and re-checking of papers by examiners and head examiners, these are submitted to the strong room. Then internal tabulation is carried out of me marks. After properly scrutinizing, the result is announced by the controller of exam.

The difference between the federal board and other boards could be summed up as follow.

- i. Federal board of Intermediate and Secondary Education conduct part-wise intermediate examination (i.e. in two parts).
- ii. Fully computerized system of processing and compilation of result,
- iii. Style, shape and composition of answer book is changed every year,
- iv. For practical examination, two examiners are appointed,
 - a. Internal examiner
 - b. External examiner.

Whereas other boards appoint only one examiner who is also necessarily external one.

- v. The structure of the Federal Board is also slightly different than other boards because the other boards have too much load of work,
- iv. In the Federal Board totally external tabulation is required, i.e. it is tried to make it highly secret.

The structure of examination at university level may be discussed below. It is obvious that universities are little bit more autonomous as compare to their working and conducting of examination. Therefore more or less all the provincial universities have the same structure. The general format is given below.

Controller of Examination

Deputy Controller Conduct Asstt. Cont. I Asstt. Cont. II	Deputy Controller Examination Asstt. Cont. I	Deputy Controller Secrecy Asstt. Cont. I Asstt Cont. II
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The job of Assistant Controller conduct can be stated as below:

- i. Identification of examination centres.
- ii. Appointment of Supervisory staff.
- iii. Student Record Cell.
- iv. Certificate cell.
- v. Dispatch of answer book and question papers.
- vi. Payment of remuneration of superintendent, paper-setters etc.
- vii. Miscellaneous correspondence with students (if needed)

The job of Assistant controller secrecy is as below:

- i. Appointment of paper-setters, examiners
- ii. Printing of requisition papers.
- iii. Evaluation of question papers.

The job description of Deputy Controller of exam is given as:

- i. Despatch of roll number slips.
- ii. Despatch of result of students.
- iii. Tabulation of result.

The examination process in all the universities is same. There are a number of paper setters, examiners, sub-examiners and Head Examiners. All of them are responsible to do the work according to the instructions issued by the university. Then the conduct of examinations becomes the responsibility of the university itself.

3.2 Examination Structure of AIOU

At Federal level in Quaid-i-Azam University and Islamic university purely internal type of examination is conducted. But in case of Allama Iqbal Open University up to BA/B.Sc. level internal plus external type of examination is conducted. In this examination the paper is set by the class teacher and sent to evaluate and if necessary change a part of it. A brief detail of Examination of Allama Iqbal Open University is stated below:

Examination Department

This particular department has the responsibility of conducting examinations and issuing the certificates after completion to successful students.

It has the following four sections

- i. Examination Section,
- ii. Conduct Section,
- iii. Secrecy Section,
- iv. Certificate Section.

1. Examination Section:

It is mainly concerned about the allocation of centers of examination, the issuance of students; admission cards, the issuance of the date sheet (both to the fresh as well as reappearing students), the scrutiny and checking of the examination results before the issuance of certificates/degree/diplomas. It also handles the complaints of the students about their results and re-checking of papers, The introduction of computer has facilitated more accurate and more accessible systems of record keeping. It has provided more effective service to students and regional offices.

2. The Conduct Section:

This section performs the tasks of appointing the center superintendents, inspectors and the invigilating staff, and dispatching of the examinations material and question papers in time. -This section also sends the course lists of students, payment to center superintendents, inspectors, paper setters, examiners and sub-examiners, and handles cases of any unfair means in the Examination.

3. The Secrecy Section:

This section has been given the responsibility of the most sensitive and secret matters like the appointment of paper setters, examiners, sub-examiners, receipt and dispatch of answer scripts from and to the examiners/sub-examiners besides printing/mammography of question papers and all confidential papers.

4. The Certificate Sections:

The issuance of certificates, diploma/degrees, is a highly sensitive function on which rests the total reputation of the Examination Department and institutional credibility of the university. The certificate section is responsible for the issuance of the certificates to the successful students.

5. The Method of Examination and Assessment:

For credit courses a student has to be assessed through the continuous assessment method and through a final examination. The assignment component carries the weightage of 40% and the final examination 60%. On the whole a student has to obtain an aggregate of 40 to pass a course. For a full credit course a student has to complete four assignments, which are evaluated by his course tutor who communicates the assessment to the controller through the respective regional offices. These assignments are combined with students; final examination (3-hours) scores (40:60 weightages to determine the final overall grade. For functional (or non credit) courses, the student simply receives a course completion certificate.

3.3 Critical Analysis

The overall examination system in Pakistan is not very much encouraging. Especially in this modern world it must have been developed more rapidly because examination determines the over-all evaluation of the teaching learning process and ultimately the objectives of education. In most of the universities semester system is in practice.

On the other hand the Boards of intermediate and secondary education are conducting annual examination. There are some boards which are working well but all other boards are handicapped by inadequate evaluations, pressure groups and malpractices.

It is obvious that different questions of paper have different objectives and as a whole the paper should cover all the objectives which the teacher wants to assess. In our situation neither the objective of an individual question seems to be clear nor the objective of a paper as a whole. Mostly question are given without reference to the specific objectives in view and in which the distribution of questions is not according to the weightage which the teacher has given to the different objectives during the course of his teaching, usually the questions are given to test the pupils “knowledge” of the subject matter and there is no place given to the questions requiring them to apply or use their knowledge in suitable situations. So the teacher does not come to know that to what extent the student has acquired skill in applying the knowledge of the subject.

It. may be noted here that the accuracy of the assessment as well as how well the test discriminates between high and low achievers can be considered only in relation to the purpose the test is to serve.

If an examination is unreliable, it is not valid for any purpose. It is obvious that to achieve an overall assessment of any objective, sufficient number of items/questions should be included. So that assessment may be reliable. In this situation objective type tests have an advantage over essay type examination because for the same length of testing time, larger number of test items can be included.

If same paper is given to different examiners, they give two different results, and then the examination cannot be called reliable. In our examination system the essay type questions are given, which are not so pointed and specific as to expect definite answers from the students, different examiners may have different expectations of certain questions, and therefore different standards of marking.

In order to achieve reliability in an examination, it is highly desirable, that questions should not be vague but pointed enough to get specific and definite answers.

A clear-cut scheme of marking or scoring should also be evolved before the marking is actually done. This will help and may ensure the reliability of the examination system.

Sometimes the instructions to the students either relating to the paper as a whole or relating to the individual questions are not clear or are ambiguous, students are likely interpret such instructions loosely with the result that their answers not in line with the paper setters requirement.

As “practicability” refers to ease of administration, scoring, interpretation and application. As far as the administration of an examination is concerned, the examination is conducted in the given time but sometimes, it creates problems for the persons who conduct the exam. Sometimes the questions are lengthy which takes a lot of time to read and follow the questions. Similarly some examiners like lengthy answers, whereas the expectations of a long answer to a question cannot by itself a criterion for judging the suitability of the questions. A form of question, which requires a shorter answer, may be as good as the longer one. Therefore the paper should be economical in terms of time and material. The use of Diagrams, graphs and pictures may be very useful in this regard.

Regarding ease of scoring depends on how clear “and unambiguous direction for scoring has been given but in our education system besides this, unequal weightage of items may be rendering difficulty in scoring without adding to the validity and reliability of tests.

For a proper use and interpretation of test result, it is necessary that they are capable of being summarized in a convenient form. This particular object might be achieved if the grouping of the questions or topics is properly done, then the teacher would easily interpret the scores and assess the attainment of the pupils with reference to the purpose in mind.

In our examination system attitude, aptitude and intelligence is not assessed in any way directly or indirectly.

There is no doubt that there are a large number of draw-backs in the external system of examination. There are a few draw backs with semester system also. These drawbacks in semester system are not in the system itself. In this situation it may be proposed that external plus internal system of examinations would be useful to achieve the educational objectives.

3.4 Drawbacks of the Present System

The following are the major draw-backs in the present examination systems.

- i. In this system much choice is given to the students, therefore they used to study only selective portion of the subject.
- ii. As there is only one examination, which, is going to decide about the achievement of the student, therefore a large scale “mal-practices are likely to occur,
- iii. In this examinations the morality, attitude and aptitude, intelligence etc, are not assessed.
- iv. If a student gets a very high score, then it cannot be said with reliability, that he possess that much capability,
- v. With the passage of time, it does not seem to be practicable, as people are worried to take examinations,

- vi. As this type of examination is not reliable, so its validity is also doubtful,
- vii. The questions of the paper are not thought full so that the applications of the concepts would be supplied by the students,
- viii. The teachers are not clear about the purpose of examination as a whole as well as the purpose of individual question comprising the test.
- ix. The questions of the paper are not balanced: In this regard the length and the standard of the different questions' are considerable,
- x. The question papers are usually essay type, so only limited questions are given because of limited time of paper. In addition to this 100 percent choice is given to the candidates. Therefore the over-all assessment of particular objectives is not achieved.
- xi. Due to essay type question paper, which are not as pointed and specific as to expect definite answers from the students. The different examiners have different expectations, so for the same test a student gets different score at another time or by another examiner.
- xii. Sometimes the instructions related to one question and the paper as a whole are not clear. Therefore the students interpret the question loosely (not with confidence)
- xiii. The question papers are not economical in terms of time, labour and material, which are to be used. Sometimes the questions take a lot of time to read.
- xiv. Most probably the instructions to make easy scoring and objectivity of scoring does not seem to be appropriate,
- xv. The element of practicability is not found in the questions due to un-appropriate grouping of questions and topics.

4. SELF-ASSESSMENT QUESTIONS

- Q. 1 What is the importance of examination in education system.
- Q. 2 What are the defects in the present examination system. Give suggestions for improvement.
- Q. 3 Why do we require examination reform? What should be done to replace the present system of examination?
- Q. 4 Discuss internal assessment as a necessary mode of examination reformation. Point out its merits and demerits.
- Q. 5 What is the Questions bank pattern of examination? How has it helped the examination system?
- Q. 6 What is a semester system? What are its merits and demerits?
- Q. 7 Examination is a necessary evil; justify this statement.
- Q. 8 Write critical notes on the following:
 - (a) Semester System.
 - (b) Allama Iqbal Open University's system of examination.

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