

APPENDIX II

CENTRE OF ADVANCED STUDY IN EDUCATION  
Faculty of Psychology and Education  
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BARODA 390 002

(Questionnaire to the Controllers of Examinations)

Dear Sir,

As part of a research study this is an attempt to evaluate the management of academic programmes and administrative and organisational structures of the non-professional autonomous colleges in India. As the controller of examination of your (autonomous) college, I would request you to kindly give your opinions and comments on the following questions. The information provided will be used only for research purpose and utmost confidentiality will be kept.

Yours sincerely,

Fr.Varghese P.P.

1. What structural changes or innovations has your college introduced in the management of examination that are distinct from the system employed in the affiliating universities?

2. I quote from the Report of the Task Force appointed by the Association of Indian Universities: "The autonomous colleges are not unaware of the need for academic improvement of the evaluation system, and they are ready to exercise their autonomy too, but they want to hasten slowly. Perhaps after identifying these innovators and conferring autonomy, we have left them to themselves without providing a band of change agents and early adoptors as a supporting force to them. They are managing evaluation well, the evaluation handed over to them. The baby is alright with them, but there is no much growth and development of the baby" (p.36)

How do you react to this statement?

3. Has the purpose of evaluation been enlarged by the introduction of autonomy or is it that the internal and external examiners do the same assessment or repetition, internal being a miniature one and the external a comprehensive one?

4. (a) What precautions do you take to prevent the possible leakage of the content of the question papers?

(b) If the behaviour of a staff member in the conduct of examination is unjustifiably or grossly negligent, what punitive measures are incorporated in the college statutes against the staff member?

(c) What are the procedures to establish the negligence?

5. There has been an apprehension in academic circles that in autonomous colleges it is possible to manipulate the exam results in favour of the students in order that they may have better prospects in admission for higher studies and for employment opportunities.

Could you please provide any evidence to refute this contention?

6. "The result of internal and external assessments should not be combined, they have to be shown separately. If internal assessments have a 'formative' purpose then there is no need to show the results in the summative evaluation. Formative evaluation is process oriented and in students' final evaluation we may not show the process assessment results. Process evaluation is for teachers and not of students. Only the final product evaluation is for the student and of the students" (AIU Task Force Report.p.35)

Could you please comment on this statement?

7. "Assessment need not necessarily be made adopting only quantitative techniques. Education involves much of interpersonal influence and this influence often defies subjection to quantitative measures. Qualitative techniques of ethno-methodology are available and are more suitable to 'measure', to study and understand certain educational phenomena and the autonomous colleges have not thought of such techniques for adoption (ibid).

What is your opinion about its feasibility ? Please comment.

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