



INTRODUCING ONLINE EXAMINATION SYSTEM AT SECONDARY LEVEL

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Abstract:

Education is the stepping stone of the civilization and culture of the country. It is an integral part and basis of human life. Education is as old as human existence and shall continue to function as long as human exists through education. Basically man is an animal being although very superior to other creatures. He develops his intellect and body. The study at large includes the educations of the various objectives of the online examination at secondary level for which longitudinal study on the large sample is required. As the time and financial constraints are there the study is limited to evaluate a few objectives of secondary teachers of survey on a small sample. Though there is a possibility of conducting a systematic experiment study in finding the internal online examination at secondary level teachers only a general survey method is adopted in the present investigation. The study is confined to the secondary school teachers only. The present investigation is limited to Rural & Urban Aspect schools.

Introduction:

Education had a wider perspective of meaning. Education usually takes place in a man from womb to tomb. In his sense education takes place from parents guiding the children as per the society's needs. Education helps the child to face the society having gained all the potentialities. The word education is derived from the latin word "EDUCURE" and "EDUCARE". Education means "to lead out or to draw out". EDUCARE means to educate, to bring up to rise".

Examination means the testing of student knowledge in prescribed subjects. An examination created a sort of care in students to prepare for their studies sincerely. Examination is of several types namely Oral, Written and Practical. Examination ascertains the proficiency of a student up to a certain limit. It induces students to prepare well

in the subjects given to them. But by examination the real talent of the students cannot be fathomed. The research minded scholars have been found not to have performed well in the stereotyped examinations.

CCE Examination System:

Continuous and Comprehensive Evaluation (CCE) System was introduced by the Central Board of Secondary Education in India to assess all aspects of a student's development on a continuous basis throughout the year. The assessment covers both the scholastic subjects as well as co-scholastic Aspects such as performance in sports, art, music, dance, drama and other cultural activities and social qualities.

Online Examination:

Online examination is conducting a test online to measure the knowledge of the participants on a given topic. In the olden days everybody had to gather in a classroom at the same time to take an exam. With online examination students can do the exam online, on their own time and with their own device, regardless where they live.

How online examination system works:

The teachers or course builders create an account with an exam builder. In such an exam system you can create questions and add them to the exam. You can choose between multiple choice questions or free text questions. The students are provided with a link to the online exam, they sign up and take the exam. They see the results immediately afterwards.

Importance of Online examination system:

1. Security of Examination Papers: Online exam provides flexibility and security for question papers as each student can get random questions of same exam pattern.
2. Result Processing: Online examinations results are instant and accurate.
3. Examination Centre: Online exam can be conducted from centres with web camera surveillance techniques. So, hundreds or thousands of students can appear for it from various locations.
4. Logistics: Logistics cost is minimum.
5. Subjective Questions: Online exams can have limitations for subjective exams like drawings, diagrams etc.,
6. Examination Cost: Due to flexibility of online examination cost per candidate is less.
7. Supervision: Supervision for online examination is easy.

Objectives of the study:

- To find out the difference between the male and female teachers in respect of introducing online examination at secondary school.
- To find out the difference between Male and Female teachers in respect of introducing online examinations in 4 aspects.
- To find out the difference between Rural and Urban Aspect school teachers in respect of introducing online examination at secondary school..
- To find out the difference between Urban and Rural in respect of online examination in 4 aspects.

Need for the study:

- The need to use a range of effective online examination practices to gather quality online examination evidence as an integral part of teaching and learning.
- The need of interpret, use and respond to this information determine next teaching and learning steps, plan classroom programmes, and support students to use online examinations information to inform their own learnings.
- The need for effective quality assurance systems.
- That this same information can be used by teachers to back at regular intervals and make summative professional judgements across the full range of online examinations.
- These judgements are considered both interms of standards and expectations appropriate to the learner.
- The importance of including students as active participants throughout the online examinations process inorder to build their online examination capability.
- Those students who are involved actively in online examinations are more likely to feel confident in talking about their achievement and progress with their parents, family and whine, to take ownership of their own learning and to develop into autonomous, self regulating learners.

Hence the investigators choose this study as his research topic.

Hypotheses:

- There is no significant difference between male and female teachers in respect of introducing online examination at secondary level.
- There is no significant difference between Rural and Urban teachers in respect of introducing online examination at secondary level
- There is no significant difference between male and female teachers in respect of introducing online examination in four aspects at secondary level..
- There is no significant difference between Rural and Urban teachers in respect of introducing online examination in four aspects at secondary level..

Sampling:

It is the process of selecting a sample from the population. For this purpose the population is divided into a number of parts called sampling units. The investigator selected the teachers & Aspects on the criteria of given below

Variables of the study:

- **Gender** : Male/ Female
- **Locality** : Rural/Urban

Construction of the tool:

Construction of the tool for collection of data occupies an improvement place in the field of research. As no suitable tool was available for the purpose, the questionnaire about online examinations at secondary teachers and the tool was constructed by 5 scale point with 4 Aspects

Selection of items:

A large number of items are prepared by the investigator according to the aims and objectives of the study. The items are prepared to measure the opinions of teachers towards the study on introducing online examination at secondary level.

These items are prepared by collecting information from online examinations. Thus the final forms of items are prepared. There are 100 items; these items are supplemented by a careful study related literature and informer meeting with experience lecturers, readers and professors. Thus the items are finalised, listed and re arranged. Finally 100 items are retained after having relevance and grammatical fitness.

Instructions are typed on the cover page. Instructions are given clearly to explain the purpose of the study and what subjects have to do. Here under care is taken to check the “Halo effect” the distribution of 100 items selected for pilot study is shown in the following table.

Table:

Showing that there is distribution of 100 items selected for “pilot study”

Sl.no	Aspects	Aspect No	Items No
1	Evaluation	I	1 to 40
2	Online examination – students	II	41 to 60
3	Online examination – teachers	III	61 to 80
4	Online examination – results	IV	80 to 100

Data Collection:**Sampling process:**

“A sample is a small proportion of a population selected for observation and analysis”. It is a collection consist icons of a part of subset of the objects individual of population which is selected for the express purpose of representing the population. The investigator used survey method for collecting data.

In the presenting investigating random sample method is used to collect the data. The tool was administered 100 teachers of male & female from Rural & Urban schools located at Rajanagaram Mandal of East Godavari District.

Distribution of 42 retainable items variables and categories:

Sl.No	VARIABLE	CATEGORIES	NUMBER	TOTAL
1	GENDER	MALE	37	100
		FEMALE	63	
6	LOCALITY	RURAL	22	100
		URBAN	78	

Statistical Analysis:

The collected data was analyzed using statistics to verify the hypothesis and to find out the trend of bring distribution of each variable by following techniques such as Mean, SD, t-values and reliability and validity coefficient etc.,

Verification of Hypothesis: 1

There is no significant difference between male and female teachers in respect of online examinations.

VARIABLES	MEAN	SD	N	CR('t' value)	REMARKS
Male	153.03	19.62	37	0.42	Not Significant Difference
Female	151.40	16.74	63		

From the above table the C.R. value is 0.42 under the 0.05 level of significance the table value is 1.96 the obtained C.R. Value is less than table value. So, null hypothesis is accepted.

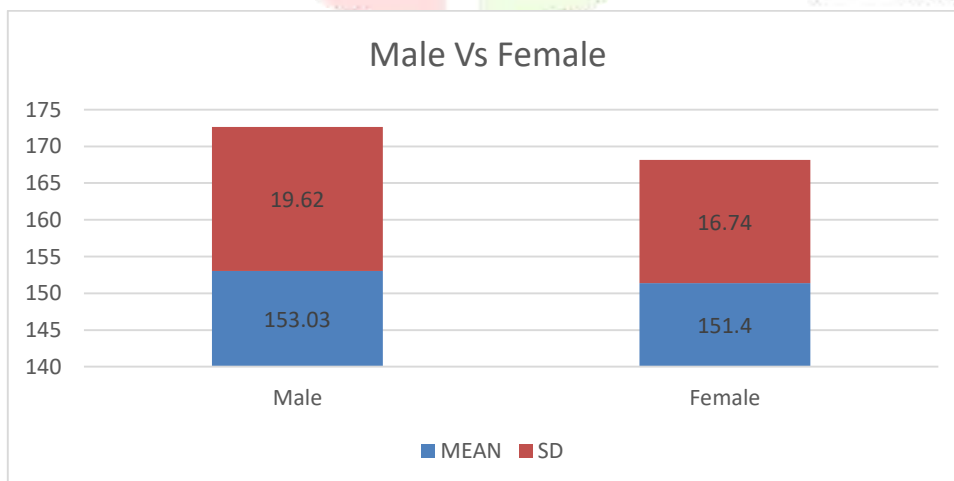
Hence there is no significance difference between male and female teachers in respect of the adjustment difference. It means male and female teachers do not differ significantly in respect of their online examinations.

Analysis:

It seems the male and female teachers are having good awareness about online examinations.

Graph 1:

Showing that there is graph Male and Female teachers at secondary school level

**Verification of hypothesis:2**

There is no significant difference between Rural and Urban teachers in respect of Online examinations.

VARIABLES	MEAN	SD	N	CR('t' value)	REMARKS
Rural	138.59	17.59	22	4.13	Significant Difference
Urban	155.78	16.01	78		

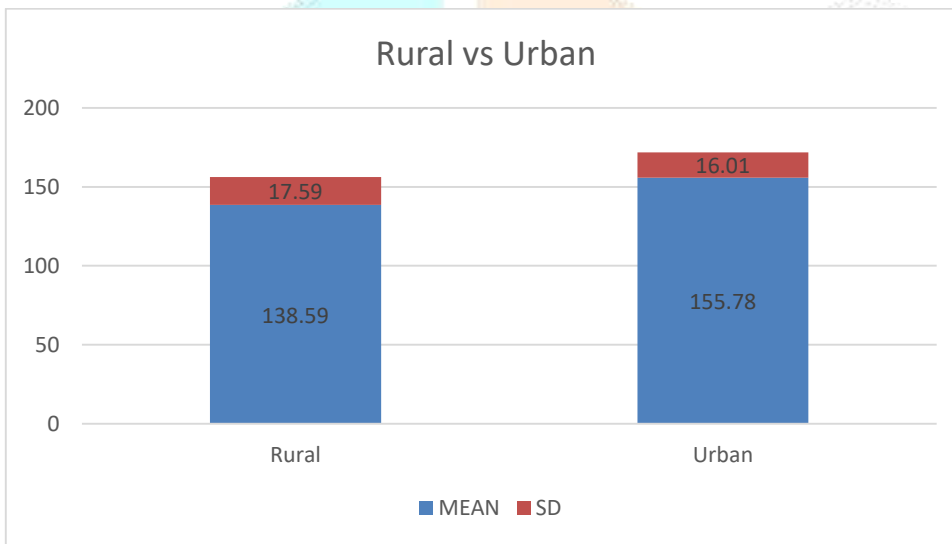
From the above table the C.R. value is 4.13 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is rejected.

Hence there is no significance difference between Rural and Urban teachers in respect of their adjustment's differences. It means Rural and Urban teachers do differ significantly in respect of their online examinations.

Analysis:

The mean score of urban teachers is higher than the mean score of rural teachers. It shows that the awareness of Urban teachers is very high than Rural teachers on Online examination. Hence their opinions have not coincided.

Graph:



Verification of hypothesis: 3

Sub Hypothesis: 1

There is no significant difference between Male and Female teachers in respect of open book examination aspect-1.

VARIABLES	MEAN	SD	N	CR('t' value)	REMARKS
Male	72.51	7.71	37	0.89	Not Significant Difference
Female	71.17	6.50	63		

From the above table the C.R. value is 0.89 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is accepted.

Hence there is no significance difference between Male and Female teachers in respect of their adjustments differences. It means Male and Female teachers do not differ significantly in respect of their online examinations Aspect-1.

Analysis:

It seems the Male and Female teachers are having good awareness about the Online examinations Aspect-1.

Sub Hypothesis: 2

There is no significant difference between Male and Female teachers in respect of open book examination aspect -2.

VARIABLES	MEAN	SD	N	CR('t' value)	REMARKS
Male	27.76	5.22	37	0.20	Not Significant Difference
Female	27.98	4.83	63		

From the above table the C.R. value is 0.20 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is accepted.

Hence there is no significance difference between Male and Female teachers in respect of their adjustments differences. It means Male and Female teachers do not differ significantly in respect of their online examinations Aspect-2.

Analysis:

It seems the Male and Female teachers are having good awareness about the Online examinations aspect-2.

Sub Hypothesis: 3

There is no significant difference between Male and Female teachers in respect of open book examination aspect-3.

VARIABLES	MEAN	SD	N	CR('t' value)	REMARKS
Male	35.41	7.02	37	0.86	Not Significant Difference
Female	34.21	6.25	63		

From the above table the C.R. value is 0.86 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is accepted.

Hence there is no significance difference between Male and Female teachers in respect of their adjustments differences. It means Male and Female teachers do not differ significantly in respect of their online examinations Aspect-3.

Analysis:

It seems the Male and Female teachers are having good awareness about the Online examinations Aspect-3.

Sub Hypothesis: 4

There is no significant difference between Male and Female teachers in respect of open book examination aspect-4.

VARIABLES	MEAN	SD	N	CR('t' value)	REMARKS
Male	17.35	3.21	37	1.06	Not Significant Difference
Female	18.03	2.95	63		

From the above table the C.R. value is 1.06 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is accepted.

Hence there is no significance difference between Male and Female teachers in respect of their adjustment's differences. It means Male and Female teachers do not differ significantly in respect of their online examinations Aspect-4.

Analysis:

It seems the Male and Female teachers are having good awareness about the Online examinations Aspect-4.

Verification of hypothesis: 4

Sub Hypothesis: 1

There is no significant difference between Urban and Rural in respect of open book examination aspect-1.

VARIABLES	MEAN	SD	N	CR('t' value)	REMARKS
Urban	72.71	6.49	78	2.69	Significant Difference
Rural	68	7.47	22		

From the above table the C.R. value is 2.69 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is rejected.

Hence there is significance difference between Urban and Rural in respect of their adjustment's differences. It means Urban and Rural do differ significantly in respect of their Online examinations aspect-1.

Analysis:

It seems the Urban and Rural teachers opinions are not coincided about the Online examinations Aspect-1.

There is no significant difference between Urban and Rural in respect of open book examination aspect-2.

Sub Hypothesis: 2

VARIABLES	MEAN	SD	N	CR('t' value)	REMARKS
Urban	28.81	4.68	78	3.68	Significant Difference
Rural	24.68	4.63	22		

From the above table the C.R. value is 3.68 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is greater than the table value. So null hypothesis is rejected.

Hence there is significance difference between Urban and Rural in respect of their adjustment's differences. It means Urban and Rural do differ significantly in respect of their Online examinations Aspect-2.

Analysis:

It seems the Urban and Rural teacher opinions are not coincided in Aspect-2.

Sub Hypothesis: 3

There is no significant difference between Urban and Rural in respect of open book examination aspect-3.

VARIABLES	MEAN	SD	N	CR('t' value)	REMARKS
Urban	35.99	6.04	78	4.13	Significant Difference
Rural	29.91	6.12	22		

From the above table the C.R. value is 4.13 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is greater than the table value. So null hypothesis is rejected.

Hence there is significance difference between Urban and Rural in respect of their adjustment's differences. It means Urban and Rural do not differ significantly in respect of their Online examinations aspect-3.

Analysis:

It seems the Urban and Rural teachers opinions are not coincided about online examination in aspect-3.

Sub Hypothesis: 4

There is no significant difference between Urban and Rural in respect of open book examination aspect-4.

VARIABLES	MEAN	SD	N	CR('t' value)	REMARKS
Urban	18.28	2.98	78	3.56	Significant Difference
Rural	16	2.65	22		

From the above table the C.R. value is 3.56 under the 0.05 level of significance the table value is 1.96 the obtained C.R. value is less than the table value. So null hypothesis is accepted.

Hence there is significance difference between Urban and Rural in respect of their adjustment's differences. It means Urban and Rural do differ significantly in respect of their Online examinations aspect-4.

Analysis:

It seems the Urban and Rural teachers opinions are not coincided about the online examinations Aspect-4.

Findings:

- It is found that there is no significant difference between male and female teachers in respect of online examinations.
- There is found that there is no significant difference between Rural and Urban teachers in respect of introducing online examination at secondary level
- It is found that there is no significant difference between male and female teachers in respect of introducing online examination at secondary level of Aspect-1.
- It is found that there is no significant difference between male and female teachers in respect of introducing online examination at secondary level of Aspect-2.
- It is found that there is no significant difference between male and female teachers in respect of introducing online examination at secondary level of Aspect-3.
- It is found that there is no significant difference between male and female teachers in respect of introducing online examination at secondary level of Aspect-4.
- It is found that there is significant difference between Rural and Urban teachers in respect of introducing online examination at secondary level of Aspect-1.
- It is found that there is significant difference between Rural and Urban teachers in respect of introducing online examination at secondary level of Aspect-2.
- It is found that there is significant difference between Rural and Urban teachers in respect of introducing online examination at secondary level of Aspect-3.
- It is found that there is significant difference between Rural and Urban teachers in respect of introducing online examination at secondary level of Aspect-4.

CONCLUSION:

Examinations have been proverbially described as a bane of our educational systems. Successive commissions and committees on education have emphasised the need for examination reform and suggested specific measures towards this end. The university education commission (1948) went so far to say “We are convinced that if we are suggest to any single reform in university education, it would be that of examinations.”(p 328). The Mudaliar Commission on Secondary Education (1952-53) also recognised the lack of validity, reliability and objectivity in examinations. Much was not, however, done to remove the defects of the examination system until 1958 when the erstwhile All-India Council for Secondary Education which had always recognised the importance of improving examinations as a means of improving the quality of education, set up the Central examination unit to organise programmes of examination reform at secondary stage. 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. Efforts have been mainly concentrated at the stage of secondary education, although some work had also been taken up at other stages of education. The work has, in general been appreciated. The Education Commission(1964-66) went on to put on record”... the activity that one now sees in this matter (examination reform) in the State Boards for Secondary Education is due largely to the Central Examination Reform Unit in the National Council of Educational Research and Training”. (p.291). The commission, in fact, recommended that a similar unit be also set up in the U.G.C. immediately.

An online examination is an integral part of online examination in the course covered by the syllabus. It is intended to asses certain knowledge, skills and attitudes that are associated with the subjects and are not easily assessed in external examination. The activities constructed under online examinations are linked to the syllabus and should form the part of the learning activities the objective of the syllabus.

During the course of the study for the subject, candidates are awarded marks by the teachers for specific knowledge, skills and attitudes they demonstrate as they undertake their online examination. These marks contribute to the final marks and grades that are awarded to candidates for their performance in the examination. Online examinations or curriculum – embedded online examinations, evaluates what students do when they are in the classroom. An online examination is a crucial part of the instruction process in art and aids teachers, students and parents in evaluating student’s progress. Online examination illustrated aspects of student’s progress that are not typically evaluated in external online examinations.

Suggestions:

- Similar studies can be conducted on teachers, parents and administrators.
- These types of studies can be conducted by taking number of schools throughout Andhra Pradesh.
- Studies should take different variables into consideration.

- Studies in comparative nature can be made between Universities which implementing Online examinations and Universities not implementing Online examinations.
- Studies may be undertaken with more simple and more geographical Aspect.

Suggestions for further investigations:

- The teachers' opinions and parents' opinions may be gaIt is found that thered to find out the secondary school teachers towards online examinations.
- Separate studies at primary and higher levels of education to find out the secondary school teachers towards online examinations.
- The study need to conduct to primary schools, secondary schools, high schools and intermediate also.
- The study may be extended to professional courses like D.Ed., and B.Ed also.
- The study may be extended to intermediate level also.

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