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REFORMATION OF +3 EXAMINATION PATTERN ON EMPHASIZING THE SKILLS IN HIGHER EDUCATION

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ABSTRACT

One of UNESCO's first position statements on quality in education appeared in 'Learning to be: The World of Education Today and Tomorrow', the report of the International Commission on the Development of Education chaired by the former French minister Edgar Faure. The commission identified the fundamental goal of social change as the eradication of inequality and the establishment of an equitable democracy. Consequently, it reported, 'the aim and content of education must be recreated, to allow both for the new features of society and the new features of democracy' (Faure, 1972). It noted that the notions of 'lifelong learning' and 'relevance' were particularly important. The report strongly emphasized the use of science and technology in promoting quality education. Improving the quality of education, it stated, would require systems in which the principles of scientific development and modernization could be learned in ways that respected learners' socio-cultural contexts.

KEYWORDS: *Education, Learning, Students, Knowledge, Skill*

INTRODUCTION

More than two decades later came ' Learning: The Treasure Within', Report to UNESCO of the International Commission on Education for the Twenty-first Century, chaired by another French statesman, Jacques Delors. This commission saw education throughout life as based upon four pillars:

1. Learning to know acknowledges that learners build their own knowledge daily, combining indigenous and 'external' elements.
2. Learning to do focuses on the practical application of what is learned.
3. Learning to live together addresses the critical skills for a life free from discrimination, where all have equal opportunity to develop themselves, their families and their communities.
4. Learning to emphasize the skills needed for individuals to develop their full inner potential.

Objectives are

- to make continuous study
- to build the students confidence
- to make the students accountable
- opportunity to make the students competency in skill
- earning after learning on practical application of knowledge

DISCUSSION

In teaching learning process, examination is a major parameter to evaluate the achievement of

student's ability, knowledge, understanding, application etc.

So the present +3 examination pattern may be reformed to evaluate the learning outcomes in better manner

- The monthly objective type test has to administer to evaluate the power, speed, accuracy, range of the memory of the students. It should be online based and the questions are multiple choice type containing the areas of current issues like population growth, family size and status, health and sanitation, business and commerce, per capita income, financial status of the country, work culture, employment and unemployment, culture and heritage, geographical outline of the state and country, politics, international politics, economics, education, sociology, literature, peace, science and technology, innovations and discoveries, prospective vocations, labour, law, accounts etc.
- After passing-out the objective test, the students will qualify to appear the secondary test i.e. subjective type test which will be held in the interval of two months to evaluate the ability of arrangement and organization of the subject matter, ability to integrate the facts, express the knowledge and thoughts of the content area.
- The subjective type questions should carry maximum '5' marks each instead of '15'or'20' marks containing the areas of moral, aesthetic, natural and pragmatic values. The examiner has to represent at least 12 to 15 sentences to answer each subjective question.
- After qualifying the periodic tests and the summative test has to be administered half yearly and annually basing on both objective and subjective questions. All test results will be communicated to the guardian of the student. The students will also allow appearing the improvement test maximum of two times. The gradation will be assigned to the candidate considering all the test results.

Regular testing will develop the practice of thorough study of the text books and generate the confidence and also make success of continuous learning. Detail knowledge and complete understanding will improve the application, analysis and synthesis of the study area in the practical field, so that Dr. B.S.Bloom's 'mastery learning' may be achieved.

The academic pattern should be semester type and activity based curriculum. So at the same time a student has to cover at least one choice technical or vocational course and make him/her skilled in a specified discipline, unless he/she will not allow appearing the final summative examination of the degree course. More emphasis on practical than theory will improve the application of knowledge and make skilled to the students for which the degree pass-out candidate may earn after learn.

Complete task in vocational area has to be given to inculcate the insightfulness of learning which will improve the innovative capacity of the individual. Advanced vocational scope with adequate infrastructure will make support the sound academic atmosphere in the general cum vocational integrated institutions.

The different vocations may be:

- Advanced agriculture; hybridization, plantation, animal husbandry
- Food preservation and processing
- Automobile driving and mechanism
- Electric and electronic work
- Computer hardware mechanism and software programming
- Mobile like electronic item repairing
- Animation and film photography
- Use of renewable resources and power generation
- Use of recycling methodology
- Stonework, woodwork, metalwork, alloy work, earthen work etc.
- Toy and household appliances like plastic work
- Fashion designing (dress, face and hair etc.), modeling
- Advertising, packaging
- Song, music, drawing, colorings (co-curricular work including indoor-outdoor games) etc.

CONCLUSION

After completion of the integrated course the individual can make self- engagement and create employment facilities to others on establishing small scale industries.

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