
Emerging Challenges and Consequences of Evaluation Process in School Education: An Ethnographic Insight

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ABSTRACT:

As an integral part of formal education system, examination is executed to evaluate and assess the academic performances of the learners. Alike other countries, in India, several academic boards and educational policies concerned with specific academic institutions and practices prevailing there, aim to improve and retain the standards of the education, and regulate the process of evaluation of learning systematically. Along with exploring and understanding the meaning and action of the participants [students, teachers and parents] associated with this process, the voices and experiences of the participants of the current research represent that generalization of evaluation process in institutional academics sometime instigates a difference between the proposal and practices, alternatively generating difficulties in academic practices. This one year long ethnographic study, grounded on qualitative reasoning, has been conducted in a higher secondary school of an Indian metropolitan setting, exemplifies that- the present educational researches be supposed to open and draw an attention towards the perception of the concerned participants regarding the evaluation system that might include the issues - (a) to what extent the evaluation strategy is satisfactory to assess and achieve quality of education, (b) to understand the challenges faced by the agencies; and more significantly, (c) the consequences of those challenges prompted by contemporary examination system on teaching–learning practices in reference to the Indian school education system. Finally, insiders’ experiences offer an open platform to (re)think strategies of evaluation system for better academics in contexts.

Keywords: *evaluation, teaching–learning process, academic performance, ethnography, challenges*

1. INTRODUCTION

As an integral part of teaching-learning program, ‘evaluation’ has been analyzed by thinkers from different notions. Tyler (1951) identified educational evaluation as “...the judgment process for the educational goal (behavioral objectives) realized through education and class activities” (Mondal & Mete, 2013: 123). Cronbach (1984) postulated that, “Education evaluation is the process of information gathering and treatment necessary to make a decision for an education programme” (ibid). Mondal & Mete (2013) explained its attributes based on the propositions of WBBSE (2009) that, (1) it accumulates evidence (by scoring through

tests, assignments, project works etc.) regarding learner's learning through systematic and planned way; (2) it interprets the data (through analyzing the pace and level of learning of the pupils.); (3) it involves value judgment; (4) it provides feedback or decision to the educational system to improve the efficiency of teaching learning process. Being indispensable to evaluation, examination determines that effectiveness through evaluating knowledge and ability in order to assess the knowledge, intelligence and/or any other skills acquired by an individual, specially by learner in an educational system with the notion to measure the extent of acquisition of learning aptitudes in terms of educational objectives (Osindeinde, 2000; Ibara, 2008).

Development, revision, supplementation, and alteration of the evaluation strategy plays significant role in shaping new and better educational programs (Mondal & Mete, 2013). Simultaneously, to hold the standard of the quality of education it is necessity to maintain the quality of the academic practices and examination (ibid). As a multi-faceted term, for the sake of the research convenience, the term 'quality' is attributed to the standard of what, where and how the learning is attained, and what is actually learned by the pupils (Braun et al., 2006). The Oxford Advanced Learners dictionary of current English (2000) clarified it as the degree of excellence and conformity with standards as fixed by the authority. Tawari (2002) suggested that quality should be controlled through improving the efficacy of the internal processes and eliminating the below standards components.

In the way of diminishing social inequalities, the formal education aims to generate and enrich knowledge, attitude and skills to make child proficient to become responsible, productive member of a society. The school education thus provides the opportunity to the learners to comprehend their experiences, learn to explore and to think independently. Throughout countries 'examination' is regarded as a normative way to analyze and evaluate the educational ability and performance of the learners, specifically of the school students. To provide precedency of the achieved skills of person, the generalized view of evaluation disregards the social-cultural, economic, political and educational discrepancies of the learners since coming from different backgrounds accordingly. Simultaneously the authority treats the issues of personal feelings, attitudes, thoughts, actions and contexts of the students and/or the interference or influence of the teachers on the examination process beyond consideration (Alam et al., 2011).

Following the motivation of existing trends and expectations of respective eras, the curriculum of school and evaluation is being subjected to remain under constant scrutiny to help the learners in improving their scholastic attainment and cultivating skills and attitudes according to the larger social context. Certainly the Indian contexts of education follow the fashion of alteration too, and keeping in mind the bases of inequalities (social, economic, educational disparity and backwardness) and synchronized hindrances of this nation towards education the Govt. launched RTE in 2009 that, all children of India aged between 6–14 years (irrespective of any social-cultural differences) should complete the course of the compulsory elementary (class I - VIII) school education to encourage and complement the policy of Education For All (EFA). Simultaneously, the West Bengal Board of Secondary Examination (WBBSE) under Ministry of Human Resource Development introduced the strategy of Unit Test (though it has been further modified since 2013) in 2009 which

supplemented the notion of RTE (2009). The essence of such approach was to provide a fear (of exams, pressure of excessive syllabus, ranking) free learning entertained by precedency of gradation system and to assess the progress of the students throughout the year. To facilitate all the children in getting compulsory elementary school education and to decrease the rate of dropout, it encouraged the withdrawal of pass-fail and ranking in mark sheets. Realizing the significance of co-curricular activities WBBSE stressed on all round (physical, mental and performing abilities) development of the child focusing on child's knowledge, potential and talent through activity based learning like, physical exercise/games, life-style education, environmental studies, remedial classes and peer learning. Simultaneously it regulates five unit tests (with 20, 20, 30, 20, 10 marks respectively), two remedial tests (in necessity only) and an annual exam (with 100 marks) at the end of the session represented the summative one, and encourages kinds of workshop/ training/orientation programme to enhance the quality of teachers to project better quality of teaching (WBBSE, 2008). The system of unit test has been propelled with the expectations to satisfy the major components (the students and the teachers) in both ways as follow (Mondal & Mete, 2013):

(1) It serves the students in learning by reducing stress through – (a) identifying learning progress of students at regular time intervals on small portions of content, (b) employing a variety of remedial measures of teaching based on individual merit levels of students, and (c) encouraging activity based learning implementing a variety of teaching aids and techniques.

(2) It serves the teachers in classroom through – (a) to improve students' learning through diagnosis of their performance, (b) to identify learning difficulties of vulnerable students and to plan appropriate remedial measures for those, and (c) to improve or alter instructional strategies/suitable teaching aids to enhance the quality of teaching.

At this juncture, the study conducted at an urban school (under WBBSE) located at North Howrah intends to present the fact and the consequences of Unit Test system in that particular context. The ethnographer was interested in the issue that, why a considerable number of the conducted students faced severe crises under such curriculum of learning and examination where the rests were witnessed to be facilitated on the same ground. Likewise it explored that the majority of the teachers and parents can't support the system cordially since experiencing a drastic declination of quality of learning. The findings illustrates, in spite of providing benefit to some extent, the existing practices of examination-orientation promote confusions in the field of education in terms of quality of learning and academic performances. The study gradually unfolds the phenomenon that, due to facing interruption of some inefficiency and insufficiency of the infrastructural (of school) and social-cultural issues, how the notion of child friendly and child-centered curriculum became misinterpreted as an examination-based strategy. Above all, the purpose of the research is not to scrutinize the evaluation system rather it intends to interpret the participants' perceptions, actions and experiences to that particular case named, evaluation. The piece also intends to interpret that how far the prevailing system is potential in evaluating educational skills of the students and maintaining their quality of education means, it attempts to draw attention that any agenda should incorporate participants' voice to achieve its success.

2. THE OBJECTIVES

The research work aims to: (a) grasp the perception about examination system to evaluate and to interpret the challenges, i.e., the ideological and operational gaps between the rules and the reality, faced by participants; (b) explore and comprehend the consequences of the examination procedure and its impact on the teaching –learning practices; and (c) contribute the participatory insights in (re)thinking of policy and action for betterment of education in India.

3. THE METHODOLOGY

To comprehend the notion and nature of the participants in dealing the examination as the basic normative system of education, the researcher followed ethnographic strategy grounded on qualitative reasoning to provide an in-depth interpretation of the insiders' experiences from their perspectives. For the research convenience (Warren and Karner, 2010), the researcher concentrated on the students of a secondary girls' school located at the urban backdrop of North Howrah, and kept touch and interacted with the stakeholders of the school for almost one year (May'10-April '11). To smooth the process of interpreting the phenomenon from insights, the explorer conversed with the participants in Bengali since it was their mother tongue and thus the school selected for conducting study was a school with Bengali as the medium of instruction. Several teachers and students from V to X participated in in-depth interviews (semi-structured in nature) voluntarily (individually operated), otherwise other students, their parents and private tutors, teachers, and non-teaching staffs of the concerned school were selected either purposively or through Snow ball sampling. The interviews were arranged both at their residential and school settings accordingly. Verbal consents were assured by each of the participants under study.

Recording of voice was significant to record the exact verbal expressions. For betterment of analysis, field notes were implemented to note down their gestures and body languages in one hand, and to record the expression, thinking and feelings of the researcher during and after each interview on the other. To cross-verify the statements of the participants within the field-settings, both the structured and non- structured observation, and participant observation became very crucial. Finally, the field diary in Malinowski's sense (Malinowski, 1967) and field data are being described in details at the end of the respective days of work. After the interview was over, the data was translated and sorted according to the objectives of the research. During translation the actual phrase, words, sentences and interpretation of the students remained unaltered to keep it natural or as it is. The collected data were analyzed and interpreted following ethnographic approach and methods.

4. RESEARCH FINDINGS

The teachers realized that the importance of evaluation lied in assessing the extents of learning capabilities of the students'. So exam has been assumed as an imperative of academics, in which the performances of the students reflected of the degree of attaining success towards the goal. But the present circumstances restrict the conducted teachers to deal exam as the way to clarify teaching efficacy of the teachers' and the learning capability of the students. They are associated with the concept of exam only as the provided, never as

the provider. Above all, they were enough conscious to retain the quality of questions of exams in maintaining the standard of the school.

The teachers found the quality of learning and the concerned school was better in respect to other schools of North Howrah. They conceptualized - (1) the '*quality of school*' based on accomplishing some predefined rubrics like, maintenance of school disciplines, regularity of students and teachers, providing lessons of the whole syllabus under curriculum in time, and finally maintaining considerable student strength and inter-school communication; (2) the '*quality of teaching-learning*' in terms of reflection of acquisition of knowledge through academic performances, students' ability to response in the class and external talent tests, standard of question papers and examining the answer sheets, securing 60% and onwards marks by the majority (60% of total heads) in results. In sum, having majority of '*good*' students, the school was labeled to maintain its quality of learning. Though this category greatly depended upon the quality of teachers that, deliberation of the subject-matter so sophisticatedly that each student with different merit levels could grasp the meaning, providing remedial teaching following individual learning difficulties, cooperation in students' creativity and projection the ways that led pupils to think independently. Finally, the teachers identified the '*level of merit*' or '*quality*' of the students equated with '*marks*' obtained in exams and thus, categorized the students accordingly:

- Best student (BS): secured 80% or above
- Better student (BT): secured 70% - 79%
- Good student (G): secured 60% - 70%
- Average student (A): secured 40% - 59%
- Poor student (P): secured below 40%

Similarly, the students were in the practice to vision the exams as the only means to assess their success and drawbacks of learning, and to analyze own position in the performance ladder. For them '*exam*' was equal to '*marks*'. Though the students with poor and average results feared about the process and they wished to avoid it, but it was very attractive way to the students with good academic records to compete and compare with others for which, they further equated the meaning and necessity of '*exam*' with the concept of '*pass and fail*' and '*ranking*'. Moreover they looked the exams as the prime way to accumulate scores as investments for future.

The parents took the notion of exams as – (1) to evaluate the merit and success of their child, and (2) to comprehend the degree of investment of their endeavor, capital and time behind the level of educational attainment of their child. They were also the believer of collecting scores through exams to secure advantageous position in career. Contrarily, the private tutors assumed exams as the only means to prove their efficiency and to gain popularity in the market of academics.

All the units consist objective questions (tentative worth 1, 2, 3 marks) and only a broad question with 4/5/6/8 marks covering few selective chapters of each subject, while the annual exams covers the whole syllabus of each subject. Along with the objective questions the papers of annual mainly focused on the comprehension and illustrative type. The '*below standard*' students got second chance to secure pass-marks through remedial tests. At the end of the session student got the average number of all the performances. The gap of roughly

one/one and half/two month(s) between two tests was provided for conducting teaching-learning sessions. The narratives of different participants have been documented under themes for the research convenience.

4.1. The challenges faced by the teachers/school

4.1.1. Threats faced by teaching-learning practices: The teachers were somehow compelled to retain hurry to complete the allotted syllabus of upcoming unit test within short duration of 1-1.5 months. The rush of examination restricted time to provide classwork of 55-56 students (in each section) or to check the notebooks of classwork or homework, or even to memorize the lessons thoroughly. The pressure of examination compelled to look forward only without exercising the style of reading, writing, thinking, remembering, and applying that learning in reality. The fact finally generated a great problem of students in preparing the whole syllabus just before the annual exam. Virtually it led to destroy the potential of remembering vast portion of lessons together, learning new issues, left no time to utilize teaching aids or to practice activity-based learning to promote interests and creativities. Like students the teachers loosed the glory of performing under such punishing compression.

So, being designed to promote gross incorporation of children into elementary school education it became incapable to provide individual care and/or remedial learning for the students with learning difficulties. In spite of identifying such students the teachers found no way to overcome the problem. Similarly the rush restricted to satisfy the requirements of the students with best to good category. Unfortunately, such practices were misinterpreted by the students and parents as the '*inadequacy of teaching-learning processes*'.

4.1.2. Threats faced by teachers:

- (a) **Shifting reliance on Private Tutors (PT):** Mentioned assumption witnessed inconsistency with the increasing pressure of homework, excessive pressure of preparation for exams and with the urges to collect high scores in the exams. Gradually the fact used to be stigmatized as the '*inefficiency of teachers*' by the students, parents and others related to academics. It further led the students' dependency on PT to understand the subject-matter and to secure better marks in exams. The first generation learners thus had to solely rest on PT. Through times, the blind relying on PT provoked the children to lose the sincerity about the teachers and teaching of school. Finally, they learnt to nurture negative emotions (misbehavior, negligence, disobeying) towards teachers, the problem of which increased with the succession of classes.
- (b) **Indebtedness to examine:** Teachers had been instructed by WBBSE to diminish drop-out, encourage regularities and to enhance potential of students in anyway, otherwise the failure would be identified as the failure of the teachers not of the students. In reality when the teachers examined the sheets of class V-X neutrally,

it explored only 15% of them in each class passed in each subject, while being informally pressurized the teachers had to give grace in results to promote all most all the poor students in next class. It made them overconfident to take teachers and teaching so casually.

- (c) **Dissatisfaction of job:** such the objective based question generated dissatisfaction of teacher since lacking the degree of assessing the acquisition of knowledge through subjective answers. Again the excessive pressure of exams decreased their creativity and sincerity to teach.
- (d) **Allegations of parents against teachers:** even being facilitated by the regulation of withdrawal of pass-fail the ‘lost cases’ gradually promoted up to class VIII, but They became threatened seriously in class IX which restricted promotion in next class even after being failed only in one subject. They exemplified the case of last year (2009) that, 79 heads (out of 134 students) became unable to promote in X due to fail in any subject, specifically in mathematics. The fact was that, even being unsuccessful in mathematics in each year from V to VIII, they got promoted in next class due to the approval of consideration of best of four/five subjects among the seven/eight. As a result the bases of maximum of the less serious students remained very weak in basic subjects like, mathematics, English and sciences. But the fact appeared to the parents as an instance of teachers’ inefficiency, biasness and negligence about their children. Both the emotional and physical violence of offended parents set the teachers in corner.

Moreover, the teachers were accused to have no right to scold the girls even to rectify the notion of students. If a girl became punished to stand outside the room for a while due to attending some serious issue, the parents came the next day to accuse the teacher to make their child shocked and unfit. The teachers argued “*the parents often scold the child for rectification. But being teacher we have no right to point out the mistakes*”.

4.1.3. Threats on exams:

- (a) In spite of being facilitated in mentioned way, some students also became unable to secure pass-marks. Moreover the projection of oversimplification of questions in both general tests and remedial, monotony of repetitive tests, great chances to accumulate high scores attending objective questions, withdrawal of any sort of punishments etc. threatened the notion of removing fear of exams and challenged the existence of exams. In case when a student becomes unable to achieve pass marks after each two units, one remedial test and the obtained mark was calculated as double to maintain the parity of total score. Then they got advantage with better scores in respect to others who secured pass marks but not performed well in first chance. Containing ‘*very very easy question with the expectation to be answered*’ as per the merit level of the ‘*below standard*’ students the glory of remedial tests became under question.
- (b) **Threat of summative examinations:** The familiarity with primarily objective type questions covering few chapters associated with short duration of exam made it

problematic for the majority of the students of all kind in facing– (1) the comprehensive and explanatory questions, (2) the long duration of annual exam led to fail patience, (3) it encouraged the memorization rather than understanding, and (4) the habit of avoidance of comprehensive questions created great problems in higher class since IX.

- (c) *Operational inconvenience in accommodating tests*: The scheme instructed the school to arrange unit tests in the working days (one/two subjects in each day) of the scheduled month at students' own classroom, specified for their regular academics to provide an anxiety free familiar circumstance. But the reality found it hardly possible to accommodate in daily classroom. For the operational convenience the school authority routinized three dates (three different subjects held in a day) for exams only within the scheduled time. As a result the students faced extreme problems to prepare three unrelated domains in each day. Additionally, like regular classes all the students of particular sections took seat, two/three heads in a bench following their class role numbers. Such crowd in a bench used to impede in concentration and enhance chances to copy one another. Thus exams faced challenges by various propositions, appeared '*illogical*' and '*unaffordable*' to the context.

4.1.4. Challenge against Remedial class: After providing the remedial classes before/after school hours, the teachers got surprised that hardly one/two heads attended the class when 34 out 55 of them with learning difficulties were identified. Following investigation the teachers explored all the students attended their scheduled private tuitions as they left no more dependency on school.

4.1.5. Challenge faced by parents: the '*ineffectiveness*' of teachers and teaching process compelled the conscious parents to hire PT for learning of child. The parents with better educational and economic background attempt to provide subject-specialized '*skilled*' PT for better grasping of subjects and better scoring. But the experience of "*more financial investment for better educational attainment*" brought the parents with insufficient finance under tremendous pressure to accumulate minimum fees for '*ordinary*' PT.

4.1.6. Unit test and PT: new rubric of creating inequality – keeping '*the pressure of exam*' in front, the game of transformation of economic capital (of parents) into cultural capital (of child) indirectly encouraged the inequality in the class between the facilitated and guided student (through performing better) and the un-advantaged one. Therefore, the teachers experienced another challenge to deal with two extreme poles of learners in such short duration and the notion of diminishing inequality experienced severe threat on such secular ground like education.

4.1.7. No time for co-curricular activity and life-style class: following the norms of the WBBSE there was a scheduled class in the week for teaching life-style, encompassed the learning of some essential features of everyday life, solving problem of early adolescence curiosity, discussion of common problems of life

and more over the tactics of make life beautiful. But the rush of the repetitive exams destroyed the essence of life style classes and preserved for completion of the pending work of the lessons for the next test.

4.1.8. Threatening of co-curricular activities: The pressure and rush of exams made the students hardly liberal to show interests in participation the cultural programme which was an integral part of learning. Thus the cultural occasions arranged on special days faced challenged due to lack of audience s and participants.

4.1.9. Infertility of teacher training programmes: several teacher training programmes /workshops arranged by the Governmental appeared very incapable to provide suitable stances to improve teaching-learning process under this circumstance. Even the course of B. Ed. couldn't attain the strategy to overcome the crises of reality.

Thus the gaps between the operations and not the process but the proposals brought several unavoidable difficulties in reality the consequences of which made the participants sufferer on the ground of academics.

4.2. The consequences

4.2.1. Positive outcomes of the scheme:

- a) *Easy to collect score:* Each unit covers very few chapters, made the study and exam so stress-free. The most favorable aspect of these tests was to enjoy with high score providing little concentration. They relished answering short question (opined all students).
- b) *Declination of drop-out:* It satisfied the intention to decrease the drop-out rate at school that, it experienced 6 drop-out cases in 2001-02 and 2 in 2010-11.
- c) *Regular interval was satisfactory:* it helped to keep regular touch with the lessons, helped in preparing the chapters (opined BT, G, A).
- d) Only two poor students of class VII and VIII supported the withdrawn of pass-fail to feel relaxed that it left no grief to be identified as 'not promoted' or 'bad girls'.
- e) *Removal of the rule of ranking was good:* majority of G gladly accepted the issue of removal of ranking since it would restrict the good students from being hurt due to not securing rank in exam.

4.2.2. Undesired consequences of the scheme:

- a) *Loosing sincerity about tests:* Contemporary rule of conducting normal and remedial tests extremely damaged the notion of learning of the poor students and they neglected the conventional tests to relish high marks in remedial. Following the realization of a teacher, "in the way to release the trauma of evaluation, the students lose its' value". It led declination of the seriousness and respect of the exams that in the pre-test of class X, a considerable number of students got zero or one out of sixty in mathematics. The teachers of mathematics soundly postulated that unit test system is responsible for that outcome.
- b) *Futility of remedial test:* in spite of providing learning benefit to the weak students, it awfully damaged the interests to understand and learn the subjects.

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- c) *Arrangement of sitting was 'wrong'*: The 'illogical' arrangement of seating during such tests broke the concentration of serious students for being poked repeatedly to prompt the answers of questions (BS, BT, G, A).
- d) *Inadequacy of time for preparation*: according to all the participants the insufficiency of time was directly related to poor performance in exam. The unit test system provoked "to gobble up the piece not in grasping the meaning". The authority overlooked that the time for leisure was also necessary for gathering energy for the next test, but they found no leisure due the rush of examinations throughout the year (BS, BT, and G). This shortage of time encouraged the habit of memorizing only but not comprehending the meaning. Moreover the students usually forgot the previous lessons under tremendous pressure of current one and felt burden the whole syllabus just before annual exam.
- e) *Withdrawn of pass-fail*: It destroyed the mentality of judgment and competition, the significant part of quality maintenance. Though apparently it facilitated the poor students but provoked negativity of the rests about the rules since it generated severe damage in learning system in the name of gross incorporation (BS, BT, G, A). The teachers, parents and PTs admitted, it indirectly enhanced the wrapping of 'learning everything' under the reality 'learning nothing'. Their intuition expressed panic that, the continuity of this agenda would dreadfully destroy the potential and future of working force of the state.
- f) *Withdrawn of ranking*: removal of ranking in academic performance produced a kind of permanent loss in learning system. It destroyed the urge to perform better. It totally killed the sense of competition. The best students got very angry and irritated for the issue. The energy and the fun of learning of the students of lower class was being destroyed (BS, BT, a few of G and A, and teachers).
- g) *Gradation hindered competition*: if one collected 69 and another collected 79 – were in the same grade – A (WBBSE, 2008), though there was great difference between those numbers which restricted the better one from gaining the proper award. So gradation declined competition among the better and best student to achieve their goals.
- h) *Withdrawal of punishment*: all students were enough conscious about the rule of withdrawal punishment and they relished it. The teachers habitually did not physical torture the girls. But restriction of scolding prevented the child to be serious about learning. It impeded to increase quality of education.
- i) *Problem admitted by PT*: being facilitated to decide the syllabus for each test following own convenience, the school used to select first two chapters and two from the middle in first unit, while it selected other four chapters from the rests for the second unit. As a result the students became very confused and faced problem to understand the meaning due to lack of continuity.

5. DISCUSSION AND CONCLUSION

Present ethnographic interpretation intended to explain the story behind negligence and lack of interest to teaching and learning at school. Analysis explored extreme frustration of the majority of participants about the procedure of exam in 2010-11, in spite of having better scope to collect high scores. They raised voice against incapability of this system to assess very superficially, totally unexpected for biasfree evaluation. The agenda proved itself

fruitful on the context of incorporation in mass level. It was becoming responsible to damage both the students with seriousness and without sincerity. Moreover it became so hostile for the poor pupils specifically the first generation learners that, they earned scores and degree but without knowledge. Following the official document of the school, the ratio of the good (70% marks onwards), mediocre (50%-69% marks) and poor (49% and below marks) students (based on acquisition of knowledge) was almost 15: 65: 20 during 2001-07 and 15: 10:75 in 2010-11. Thus this evaluation failed not only in assessing systematically, rather negatively affected the teaching strategy, teaching material as well as teaching methodology, and the bases of higher educations.

The study was also effective to understand the gap between proposals and infrastructure of school that how it provoked the informal modification of the notion of providing child-friendly, stress-free school curriculum to exam-based, pressurized-boring learning practices which inclined the participants to judge all the aspects of teaching, learning, practicing in respect to exam.

Another significant outcome of the study was to unearth the deficiencies of this project in lack of realizing the pulse of the infrastructure indirectly led declining the quality of education drastically. The school in the urban area of Howrah, has been facilitated with the considerable number of first generation learners or even inefficiency of guidance at home, majority of weak financial background, high Student-Teacher Ratio (STR), lack of satisfactory teacher training programmes, fear of exams and pass-fail etc. To evaluate the students along with maintaining both the quality and quantity of the learners, i.e., the education, it was the crying needs to consider the uniqueness of the context and to offer specific scheme accordingly the merit level and social-cultural background.

Finally, all the serious students, teachers and attentive parents concerned to this popularly '*standard*' school assumed the existing system of examination was hardly productive to gain quality of education at school level. It was only manufacturing the quantity of literates in the country but solely failed in quality attainment. But following the suggestions of the participants for betterment of this system might provide both the quantity and quality of education if it regulated the tests associated with the rules of –

- Remedial class but never remedial tests or remedial test with maintaining the quality of the school.
- It was essential to improve the quality of teaching in classroom and in compulsory remedial or extra class as well to gain reliance on school not on PT.
- Pass–fail as obvious category of evaluation.
- The teachers should not be compelled to provide pass marks to the undeserved students.
- The STR should be within 20-25:1 to be benefitted with individual attention and care.
- The teachers should be trained properly, where the operational convenience should be kept in mind.
- In spite of neglecting or getting afraid, the students should respect the system of exam.
- There should be sufficient time and interests to utilize teaching aids to encourage learning.
- The students should be benefitted to learn activity-based practical skills with simultaneous theoretical knowledge.
- The learning should be encouraged with suitable awards or prizes.

- The school should enjoy the liberality to provide fear to be rusticated from the institution after identifying student as 'below quality'.
- The media should consider the dignity of teachers in explaining cases.
- Three terms in a year should be back immediately otherwise West Bengal would face large problems to have such empty minded degree holders. Additionally, class test in a certain interval and Surprise test, containing the application based questions principally, would be beneficial to evaluate the progress of the students.
- It would be better to incorporate some significant portion of the previous syllabus into the syllabus for current unit tests to maintain the continuance of the lessons.
- The govt. should open separated sections, rules and this type of unit tests for poor students only to hold their attraction, attendance and continuation. And for the average to better students the govt. should provide the norms of terminal exams along with the strictness of pass and fail, and ranking system to maintain the quality of education.
- The essence of attaining quality of education lied in the strong bases of primary education. So the authority should take care of this arena instantly.

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