

IMPROVEMENT OF COOPERATIVE EXAMINATION SYSTEM IN SRI LANKA

report of the national workshop

POLGOLLA. 17th - 21st MAY 1982



**Project for Training of
Cooperative Teachers in Sri Lanka**

(National Cooperative Council of Sri Lanka)
Cooperative House, 455 Galle Road, Colombo-3

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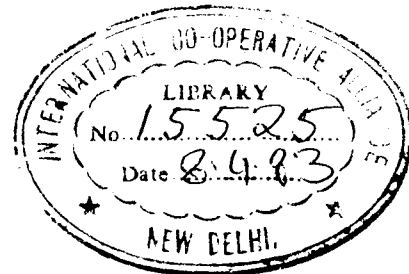
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Cooperative House,
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PROJECT FOR TRAINING OF
CO-OPERATIVE TEACHERS IN SRI LANKA,

Report of the
National Workshop on
The improvement of Cooperative
examination system in Sri Lanka.

Held at the School of Cooperation, Polgolla,

17 - 21 May 1982.



Sponsors: Project for Training of Cooperative Teachers
in Sri Lanka.

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National workshop on the improvement of
Cooperative Examination system in Sri Lanka.

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PROJECT FOR THE
TRAINING OF COOPERATIVE
TEACHERS IN SRI LANKA

National Cooperative Council
of Sri Lanka
455, Galle Road, Colombo - 3.

F O R W A R D

It gives me a great pleasure in presenting this report of the National workshop on the improvement of Cooperative Examination system in Sri Lanka which was held at the School of Cooperation, Polgolla during May, 1982. I wish to mention that this is the first attempt evermade in the history of Cooperative Examination system in Sri Lanka to review it's validity and the relevance to the actual needs of the Cooperative Movement. This is the result of contineous contradictions shown by the authorities, examiners, teachers and trainees involved in Cooperative Examinations in explaining the deficiencies of the system in the country. The constitution of the membership of the workshop was such that they were able to arrive at valuable conclusions and make recommendations on short term and long term basis to update the examination system on more scientific basis.

It is necessary to note here that the Commissioner of Cooperative Development has already taken steps to provide incentives to candidates who have been successful in the Cooperative examinations by

authorising additional increments which was one of the recommendations of the workshop. The Principal, School of Cooperation had taken steps to moderate the question papers of the forthcoming Cooperative Examinations by involving trainees and trainers. He has also taken measures to ensure an effective dialogue between the examiners and trainers. I wish to thank them for their positive steps taken on the basis of the recommendations for the improvement of the present system. I am sure, on the basis of this experience, that there would be radical changes in the present system on long term basis in order to make it more relevant to the present needs and to re-structure it on more scientific lines.

I wish to thank the members of the workshop including Mr. R.B. Rajaguru, who served as the Chairman, for their active and full participation in the workshop. I also would like to thank Mr. K.M. Karunaratne, Deputy Commissioner (Education) and Mr. S.B. Divaratne, Principal, School of Cooperation, Polgolla who took immediate steps to introduce certain changes in the system immediately after the workshop. I wish to thank Mr. E. R. Mudiyanse who prepared the draft and M. Kaluarachchi who handled the typewriting of the report.

The Cooperative Teachers Training Project wishes that the present examination system may improve to satisfy the needs of the Cooperative movement in Sri Lanka.

W.U. Herath
PROJECT DIRECTOR.

National Workshop on improvement of
Cooperative examination system in Sri Lanka.

DRAFTING COMMITTEES.

RESOURCE PERSONS

AND

SPECIAL INVITEES.

Workshop Chairman: Mr. R.B. Rajaguru,
Regional Director, S.E. Asia.
Workshop Director: Mr. W.U. Herath,
Director, TTP.

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District Secretary, National Cooperative Council
of Sri Lanka.

Mr. A.M. Madduma Banda
Education Officer, Cooperative Teachers Training Project.

Mr. E.R. Mudiyanse
Assistant Director, Cooperative Teachers Training Project.

Resource persons:

Mr. W.U. Herath
Director,
Coop Teachers Training Project.

Dr. M.U. Sedara,
Senior Lecturer, Faculty of Education,
University,
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Mr. R.P. Liyanage,
Lecturer, Faculty of Education,
University,
Peradiniya.

Mr. A. Wedamulla
Assistant Commissioner,
Department of Examination.

Special invitees:

Mr. K.M. Karunaratne,
Deputy Commissioner (In charge of Education)
Department of Cooperative Development).

Mr. Walter Seneviratne,
General Secretary,
National Cooperative Council of Sri Lanka.

Report of the National workshop on improvement of
Cooperative examination system in Sri Lanka.

REPORT.

Introduction

1. The National workshop on revision of Cooperative examination system was held by Project for Cooperative teachers training Sri Lanka at School of Cooperation Polgolla, May 17-21, 1982. Workshop was organised with active support of National Cooperative Council of Sri Lanka Department of Cooperative development, specially School of Cooperation Polgolla, & The International Cooperative Alliance.

Background

2. National symposium held 7-10 April, 1980 on the revision of Cooperative staff training system of Sri Lanka unanimously concluded that examinations are not the best methods in assessing the performance of trainees. The effect of a training programme on a trainee should be assessed by a test as well as performance evaluation.

Above conclusion was accepted in principle by authorities, concerned, namely Ministry of Cooperatives, Department of Cooperative Development and National Cooperative Council of Sri Lanka.

3. Objectives of the workshop

1. To familiarise both examiners and teachers with concepts & models of evaluations.
2. To open their critical thinking and comparison of existing examination system with concepts and new models.
3. To explore possibility of ways and means of improving existing examination system.

Workshop participants.

4. National workshop was attended by examiners of Cooperative exams (Academic staff of School of Cooperation Polgolla) teachers of four CEC Higher level Centres of N.C.C.. Deputy Commissioner of C Cooperative Development in charge of education, and technical staff of of TTP in all totaling 30 participants. ICA was represented by Regional Director Mr. R.B. Rajaguru and he acted as the workshop director.
5. Resource persons were drawn from faculty of Education, University Perediniya and Department of Examination.

Inaugural session

6. Workshop was informally inaugurated by Mr. R.B. Rajaguru Regional Director. In addition to workshop participants Mr. Walter Seneveratne, General Secretary of National Cooperative Council participated in the inaugural.

7. Topics discussed at the workshop

1. Concepts of examinations.
2. Techniques of assessments.
3. Dynamics of examinations.
4. Present system of Cooperative examinations.

8. Methodology of on workshop

1. The National workshop on improving of Cooperative examination system was charied by Mr. R.B. Rajaguru (Regional Director). Mr. Rajaguru briefed about the total objective of the workshop.
(Summary of his speech is being annexed).
2. During the course of the first four days four papers were presented to participants as follows.
 - The paper on concepts of examinations was presented by Mr. R.P. Liyanage (Lecturer faculty of Education, University , Peradiniya.
 - The paper on Techniques of assessment was presented by Mr. A. Wedamulla (Department of Examinations).
 - The paper on Dynamics in Examinations was presented by Dr. M.U. Sadera (Senior Lecturer, Faculty of Education, University Peradineya.)
 - The paper on present system of Cooperative examination was presented by Mr. W.U. Herath (Director, Cooperative Teachers Training Project.)
 - The background paper on measuring of educational achievement prepared by Mr. E.R. Mudiyanse of TTP was distributed among participants.
3. The presentation of papers were followed by discussions clarifying the contents of the papers.
4. The last, one and half days were devoted firstly for group discussions and secondly for plenary discussions on given issues.
5. The Afternoon of last day was devoted for adoption of final report and workshop evaluation.

Report of the National Workshop on improvement of
Cooperative examination system in Sri Lanka.

I WORKSHOP
CONCLUSIONS
AND
RECOMMENDATIONS.

1. Project for Training of Cooperative Teachers in Sri Lanka organised a National Workshop on improvement of Cooperative examination system in Sri Lanka in collaboration with National Cooperative Council of Sri Lanka, Department of Cooperative Development, School of Cooperation Polgolla and International Cooperative Alliance.

At Polgolla from 17th to 21st May, 1982.

2. Unanimous conclusions and recommendations adapted by the members of the workshop at the plenary held on 21st May, 1982 are as follows:

The workshop treated the sessional papers presented by resource personal and group reports prepared by participants fully while taking into consideration the ideas expressed by the committee, individual members, resource personal and authorities.

The National workshop recommends:-

- I. Communication and coordination between examiners and teachers should be developed on following lines.
 - i. Before setting up test instruments for terminal test of employee training courses, examiners and teachers should meet at Polgolla and be familiarised with the scheme of work done at classes, progress made by students, problems, difficulties and limitations of trainees and teachers.

- ii. There should be refresher courses at least once during a course for teachers to familiarize with the current trends and changes pertaining to teaching and testing.
 - iii. Examiners and teachers should come to common understanding about the operational scheme geared to consider results and performance of formative test.
 - iv. The examiner should make available copies of table of specification to teachers and explain how the tests will base on them. Marking schemes should also be made available to teachers.
- II. Board of examiners should be selected from Cooperative movement and necessarily National Cooperative Council should be represented.
- III. The examiners in charge of each subject should submit an examiners report after assessment of each terminal test.
- IV. Results of the terminal test should be releases within three months.
- V. The present examination system should gradually be replaced with objective test such as Multiple choice questions, structured questions, mini cases and exercises on the basis of a table of specification.
- VI. In addition to terminal test there should be formative test and the assessment of such best should be considered for final evaluation.
- VII. A team of test makers should be selected and be trained in the formulation of objective test items.

VIII. With the introduction of objective test the examiners should send prototype test papers to education centres to hold pilot test to familiarize examinees with the new methods.

IX. Systematic scheme for practical training should be formulated by a competent body and the performance of trainees at practical training should be taken into consideration at the terminal test.

X. There should be five subjects for the CEC Advance Level.

Namely:

1. Cooperation.
2. Cooperative law and General law.
3. Management.
4. Accountancy.
5. Commercial knowledge.

Further the Accountancy subject should include Accounting theory auditing and from accounting and the Commercial knowledge should include commerce and economics.

XI. There should be foundation courses and job specific courses and a committee should be appointed to work out details of curricula and the evaluation system.

Report of the National Workshop on improvement of
Cooperative Examination system in Sri Lanka.

Mr. R.P. Liyanage introduced the subject of the concept of examination at the workshop.

He defined the term examination as to examine for how much a student knows better than what he was. He said that he would like to fix his presentation to get a good mind picture on the examination concepts from the point of view of trainers as well as the students. He said that every instructor is interested to find out how much their students have learnt from his teaching and in the teaching situation they are ambitious to get the students to learn more. They also would like to compare students with neighbouring students and motivate them to do things better and encourage them to have more learnings. When he finds that a student did not absorb what ever is given he also realises that there is something wrong in teaching. He would be in a position to improve his technology in teaching. This aspect has been given so much importance even locally. Any body could see lot of visual aids being used and even teaching machines etc., However there is a basic difference between the experience and the knowledges. Structured programmes with all types of medias appear to be artificial while the experiences are in a better position to achieve self appropriation. Sometimes it is called life long concept in education.

In a normal teaching situation the students write something taught though they may be alien to their thinking and experience.

If they are allowed to digest by experience it becomes life long education. If the teachers or examiners could adapt this concept in teaching the examinations would not become problems for candidates. Therefore, instructional programmes unnecessarily play a very big role in examinations. It is necessary to find out the relationship between the education and the examination. There is an intermediary linking mechanism between these two aspects. The education institutions play a role of this mechanism. The examination or the assessment procedures link the mechanism with the objectives of education and decide on the level of end result.

In any country, it is obvious that the various academic and professional courses are aimed at knowledge, skills or attitudes. The objectives of various courses change on the contemporary change in the society for which the teaching methodologies and curriculum would have to be changed. The examination motivates the students to absorb enough knowledge and evaluate skills and attitudes that are given in the course.

Mr. Liyanage said that some trainers or examiners tend to think that they are being criticised but the fact is that the system is being criticised by others. It should be remembered that some people go to the extent of criticising the teaching methodology too. Teaching technology has been subjected to constant changes in approach and the ideology. The basic condition to use new methods in assessments or examination is updated teaching methodology. He quoted the example of structured type questions or multiple choice questions. The teaching technology should be revised if these methods are to be used. Normally

the public school teaching and even Universities teaching emphasise the tutorial system.

In Sri Lanka the examination is not yet out dated and play a very important role in selecting students. The question here would be would be whether it is necessary to use traditional evaluation system or an improved system in par with the developments in the field of teaching technology.

It is however necessary to analyse the problem of examinations in the light of many criticism by various groups of people involved in the process. It is also necessary to analyse the problem and find alternatives based on improving the measurement of attainment of teaching objectives. It is equally important to decide on the interval between the course and the examination. In a traditional examination system the students compare him-self during this interval in order to get a good pass. The students adapt various types of strategies to meet the requirements of the examination. For an example many students used the interval to collect and analyse past question papers and prepare model question papers to be answered by them.

There is a gain an imbalance in the question papers and the weightage given to certain questions or subject areas.

What the examination does at the time of marking scripts is comparing students with each other and it would become an objective among the students though competition is not intended. All examiners find it impossible to overcome this comparison. It has been

an aid to mental reliability in the assessment. In this process, the examiners rank the answer scripts in a priority order. However there are some examinations which are highly competitive by nature of study as University entrance examinations. The results is the motivation of students to face the examination.

Different methods are used in assessing results of examinations they are known as marking, grading or assessing. Some examiners used to believe that there is an absolute standard exist.

The examination systems have been subjected to criticism in various aspects. It is believed that it is difficult to measure mental abilities by using raw marking procedures. It is also difficult to say that the student who scored 10 has poor knowledge than person who has scored 40. Even if a percentiles are used it would not make much of a difference as raw marking system.

Mr. Liyanage said that it is always better to have continuous assessment in addition to a terminal test than decide on student performances at a single examination.

The role of examination is to provide opportunities to assess accurate relevant information which helps to take wise decisions. However, in the field of education the tests or examinations are used not only to measure and evaluate the progress of the students but also to evaluate relevance of the curriculum and effectiveness of their teaching. The examinations help students to communicate teaching goals through examinations and also it provides motivation and encouragement

to have good study habits. Because by collecting notes, read extra books, collecting all the informations necessary, organising, prepared short notes writing tutorials and analysing past papers would provide students good study habits.

Many organisations used various types of test based on time schedule such as monthly test or term test. The objective behind this is to get a feed back.

It is necessary to clear the goals on institutions to the student well in advance of any evaluation. Because the students like very much to learn what teacher think important. Once these goals are studied and understood they become students property and serve to increase their motivation. If they know that their performance is to be evaluated it increases the motivation.

Mr. Liyanage took a broad over view of the local situation and indicated that there had been a stiff increase of students population and task of selection, promotion, measurement and evaluations have become much more difficult than before. Therefore, examiners implement new systems which are improved over the traditional system. However, unfortunately, many new or revised systems have not been evaluated. He said that at times the educators tend to take hasty interest in new systems and programmes without attempting but determine their benefits. Mr. Liyanage emphasised the fact that the education is the most important and largest enterprise in the society. He said that every citizen in same way involved with education process.

Mr. Liyanage clarified the distinction between examination and a test he said that the examination connotes the proper concept than a test. The function of examination is measurement. We could measure things in many ways other than given a test only.

Mr. Liyanage identified various components of a good examination system such as reliability, consistency, objectivity and validity. He said it is necessary to match the method of assessment with the objectives of the course.

Mr. Liyanage identified the following conditions that makes a good examination:

1. The examination must not only be fairly conducted but also it should be seen by the candidates.
2. The examination should observe the principle of validity.

A discussion was followed after the presentation.

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Cooperative Examination system in Sri Lanka.

Mr. Wedamulla discussed at length the concepts of assessment of learning, when he introduced his topic. He identified three basic components in assessment.

1. The objective of the course,
2. The content of the course.
3. Techniques of assessment.

It is necessary to discuss on the objectives of the course first and then decide on the contents which should cover the objectives. Then comes the techniques of assessment. He said that he would be discussing more on the third component i.e. Techniques of assessment.

He said that there are so many techniques followed in assessing achievement by the learner and some groups of techniques could be identified.

1. Open ended questions.
2. Structured questions.
3. Short answer questions (M.C.Q.)

The person who wants to assess learning has to decide what techniques to be used on the basis of the objectives and the

content of the course. There are two groups involved in assessment. On one side there are examiners and on the other side there are examinees.

The function of the examiner is to decide on the techniques of assessment or designing question papers.

It has become a tradition to use open ended questions in written examinations. This type of questions are easy to design and do involve much time. It has been the pattern followed in this type to start with easier questions and to cover difficult questions at the end. It is believed that easy type questions are easy to design. However, it is fairly difficult to design structured questions unless examiner possrd necessary experience and training in the technique. The design of multiple choice questions (M.C.Q.) is more difficult.

Although in the examination procedure the examiners and examinees are involved directly, process would have to be related to the teaching situations. Therefore the role of teacher in the examination is very important.

The person who attempts to design a question with essay type questions has to go through the syllabus carefully, It is necessary to decide on the main topics on which the questions are given and the time duration too. It is also necessary for the examiner to look into the objectives that he tries to test and the content. It is very important to think of the teacher, the class room work etc., The table of specification would become very important on this matter.

One other factor which should be observed is weightage. One topic may be taught in one lesson in one day. Whereas there are certain other topics which demand several weeks or months. The weightage is decided on this basis. Normally the examiner should consider the weightage given to various topics.

It is equally important to cover all the important content areas. The Multiple choice type of question papers have advantage over the essay type questions in dealing with entire syllabus.

It is possible to cover entire syllabus with 50 questions under the multiple choice question technique. The essay type could hardly cover 10 questions. The standard number of essay type questions may vary from 10 - 15. Therefore, the examiner is compelled to leave certain areas of the syllabus.

One of the important factors in designing question papers is the teaching time in the class room. The examiner takes stock of the class room teaching and the weightage given and the questions are set on the content to test the knowledge or information possessed by the candidate. The candidate by reading the question paper is to understand what information he should provide to be tested. The candidate has to decide what information, to what extent is to be given as an answer to the question. Therefore, the examiner has considerable amount of difficulty in designing even good essay type question paper. For example, question may be asked on the effects of the forest fire, the candidate has to decide whether short term or immediate effects to be given or long term effects to be given.

The essay type questions have some distinct advantages. The essay type question could be used to test the candidates ability to present facts and organising. (Values and abilities).

The standardization of marks play an important role in the examination procedures. The examiner may have different thinking on marks at different times when the standardisation is designed. When it comes to essay type questions less reliability of this aspect is visible. On the contrary the Multiple choice question papers would not have this dis-advantages.

The candidate who answers essay type questions would have to face the time factor. He has to spend time studying the question paper, plan the answer and the body of the answer. The candidate has to decide on introduction, main points, body of the answer and the conclusion. Time consciousness always has a dis-advantage over the candidate. Most of the candidates who appear for the first time for examination make mistakes in calculating time. The essay type question paper has become a matter of luck to the candidate.

The candidates at Ordinary level and Advance level, scrutinise the question papers in order to decide on important topics and mastered those and memorise. They assume that the examiner has a particular line of thinking. The fact is so sometimes some question papers carry one question which carries 40 marks which is sufficient to get through the examination. This is a bad arrangement. It could be justified if that particular question covers the entire syllabus.

Mr. Wedamulla said that he analysed some question papers on management, at the Cooperative Employees higher level course since 1978 and found some topics have never been touched by the examiner. So naturally the candidates limit themselves to the areas given in the examination papers and it is somewhat contradictory to the objectives of the particular subject for specialisation in management.

It is necessary to look for situations when the structured questions are formulated. The situations are normally complex. It is difficult for an examiner who is not a teacher to decide on a situational question. Designing structured questions on hypothesis would become a failure. There is always a compulsion arising out of the presentation of a teacher and the assimilation by the students. When the situation is complexed it is necessary to design sub questions to understand the situation by analysing it in several parts. The question should have a specific terminology and should be very clear and the candidate should not be taxed to guess the meaning. This is applicable to structured as well as multiple choice type questions. It is possible to provide with several questions when the structured questions are adapted. Compulsion should be exercised on structured and multiple choice type of questions.

This structured type of questions have certain advantages and dis-advantages.

Advantages.

Reliability.

1. Unlike in essay type question papers the marks given for structured answers are fairly accurate. The answers are definite and to be given in few lines.

Encouragement for creative activities.

2. The structured type question papers allow the students to develop their skills. It gives facilitation to go from known to unknown.

Better relationship among the teacher, student and the examiner.

3. The disadvantage of this type of questions papers are that they are difficult to structure; it does not allow candidate a freedom of response. It does not show absolute objectivity in assessment.

Mr. Wedamulla said that most popular techniques of assessment in America is multiple choice questions. (M.C.Q.)

This type permits validity in deciding and conforms to certain norms in the test. This method is more reliable in covering the contents. Entire content of the syllabus could be covered by multiple choice questions. Sometimes, the question papers contain 75 items.

However, the construction of multiple choice question paper has go through certain procedures in keeping with the weightage and the moderation. The objective of the test i.e. knowledge or ability of comprehensive etc., has to be born in mind. The examiner has to be thorough in the subject and should be careful in selecting items for the paper. A good item should not have alternative answers.

A discussion was followed after the presentation,

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Cooperative examination system in Sri Lanka.

Mr. W.U. Herath presented the subject of present Structure of the Cooperative examination system in Sri Lanka.

He explained the history of Cooperative examination system and gave detailed account of the roles played by Commissioner of Cooperative Development, Principal, School of Cooperation, Polgolla and the Board of examiners in regard to the Cooperative examinations. He indicated that there had been a gradual change in the system in the recent past. From Cooperative Officials functioning as examiners to professional trainers in the School of Cooperation. However, the system of having internal and external examiners create the balance in the examinations.

He said that the present examination structure was subjected to criticism by all parties concerned who were not satisfied with the system under which they have been carrying out the examinations. He quoted from the figures indicating the number of passes at the examinations and showed unsatisfactory outcome of the system. He quoted from the evaluations done by several training institutions and professional consultants on the subject and indicated that the workshop should be able to discuss at length the validity of such evaluations and try to evolve new thinking from the external examination system in totality.

Mr. Herath further emphasised the subject approach taken by the examiners in formulating the procedures. He said that the present structure may be suitable for such an approach but the structure has to be discussed in the light of the objective approach in the examinations. There is always a necessity to get a distinct role for the teachers and the trainees to play in the examination system as the system is meant for the . The trainers and the trainees should play an active role of assessing the system and even helping the examiners to formulate new procedures.

A discussion followed after the presentation.

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Dr. Sedara introduced the subject of different models of evaluation techniques. While introducing the subject he said that in our situation there are no set models followed in the system. The examination techniques followed here do not conform to a particular model. Even the usage of very word examination has become a controversy. Many persons involved in the subject do not know the difference of a examination and a test.

On the basis of examination procedures followed in Sri Lanka, specially in public school examinations much of the stress is passed on to the students. Sometimes one could wonder whether it is reasonable to pass that kind of stress to the students. The objective of learning experience under this system would be to the student to know what is taught by the teacher.

Different examination systems are being adapted in various countries out of which Sri Lanka adapts British pattern. The term examination is hardly used in America. The examination Department has been set-up during British Colonial rule in 1867. Since than Sri Lanka has been following the pattern as in Britain. Dr. Sedera said that not only the Cooperative movement should think of the examination system but also the country as whole should be concerned on the examinations. He also said that in United States there are various forms of tests being used in place of examinations i.e. Standardise test, take home test etc

During take home test the candidates are asked to work on the question paper or problem at home and submit the answers in the following morning. In a typical examination situation every thing has become secretive. It has become so secretive that examinations are not allowed to see their answer scripts marked even after the examination or even after re-scrutiny. On the contrary, some countries including United States of America allow the candidates to use books and other answers too for testing. He pointed out that the carrying knowledge by memory has become impossible to-day due to the exploration of new ideas and things getting changed very fastly. Every individual has his own style of learning. Communication has become very complex and transfer of knowledge from a person to another person has also become prominent. The students normally select the Lecturers of the books to suit their own styles due to which the examinee should have total freedom to select resources and materials. Dr. Sedera did not agree to the arrangement of having an out side person may be a Professor or a Director to select things for a student. They only could guide them in selecting resources. He did not agree with the argument that is brought forward to safeguard examinations by introducing standards in the examination rules for the purpose of certification. Quoting from American experience he said that standardising should not only be fault in to the rigid set of examination rules but they should depend on how much learner truly learn and how much instructor truly transfer to him and how much interaction took place between the material and the learner, teacher and the learner and material and the teacher. If the method followed work correctly the standards would be achieved.

The scrutiny of target group could come as an inhibition to a particular course. When the qualified people are admitted to a course the assumption is that they will be able to achieve the standards which are set after under-going training. If there is another failure at the terminal evaluation the trainee should not be blamed, but the teacher and the methods and materials used. One has to presume that there would be negligible amount of trainees who fail to achieve standards due to other factors other than the teaching situation. The teacher could not allow to follow the responsibilities of seen that the trainee's term is used profitable for his benefit to achieve what he wants at the end of the programme. Otherwise it would become a wastage of trainees time and energy. The wastage does not come only in form of finance. One could also take him to account mental frustrations faced by the students, no one can compensate.

The examinations as it is now do not provide, sufficient feedback to a programme and become terminal examinations in a situation where a trainee is not allowed to see the marking done by the examiner. The whole examination procedure can be challenged on the criteria used in marking. The student always knows what has written on the paper and when the examiner gives less marks on the answer structured on the instructions given.

Dr. Sedera pointed out that the institutions spend lot of money just to keep the secrecy and formalities in the examination which is not productive. The teacher who teaches has no right to conduct examinations and honesty is also suspected. To avoid this the University has a arrangement to have a second examiner to oversee

the answer scripts. The examiner/normally does not see the difficulties faced by the student during attending a course or difficulties confronted while transferring knowledge.

Dr. Sedera indicated that the testing situation avoid all these complications. It is a direct encounter between the examiner and the examinee in this process the examinee has every right to question. The examiner or teacher could explain things to the examinee. During this encounter there is direct feed back to the trainee and the examiner. According to the traditional examination system the examination become a terminal behavioural test.

There are two types of assessments popular. One type of examination is called formative assessment. The other type is called summative assessment. The formative assessment is always done in between the course and never at the end. In this process the trainee could be assessed one or two or more topics immediately after the training and this process follow through out the course. Even at the terminal test the candidate is unsuccessful he does not need to wait another year to sit for the test. When the applicant feels he could face the test he could ask for it. To adapt this kind of system it needs the basic belief in the potentialities of the human being to have self directed learning. This type of assessment demands a steady instructional programme with sufficient material and other resources. The alternative resources should be provided for the student to fill the gap corrected in the process of teaching and learning, because the instructor him-self may be having limitations in his knowledge or any instructional method. Normally, the formative assessment is done at the end of other 2 or 3 units before taking the trainee to another step.

As the assessment is done on this way the trainer could satisfied him-self on the achievements of the trainees at the end of the course. Sometimes one could think that there is no necessity of undertaking a terminal test.

When the examination paper is set on the whole syllabus by formulating 5 - 10 questions and spending 2 - 3 hours for answering, it would not be possible to cover the whold syllabus according to the standards and to cover the contents of the teaching done during the course. Even the student prepares him-self to answer only 5 questions by going through all the past papers and developing probable topics and answers. When the examinee is able to meet this probablity he would get a distinction at the examination. Sometimes, another person may study the whole syllabus except for some unimportant topics but he fails the examination. This is how some students who foll around in the class get very good results in the public examinations like A/L. In comparison to this situation the formative assessment procedure allows the teacher or the examiner to test the students at the end of other 2 - 3 units and spend 2 - 3 hours to do an indepth assessment. By this means it is possible to ensure a better learning by the students at the end of the course. This would not mean that terminal examination could not be introduced according to the present arrangements. Instructor does not know what happens at the examination but the examiner. The instructor is unable to assimilate what really has gone wrong. He would wonder whether he has taught wrong stuff. But it is not possible to know that position even due to the absences of feed back to the examinee or to the instructor. Therefore, the formative test procedures are being followed in the developed countries. Some countries like

Indonesia too are trying to introduce the same.

The summative examination type is used at the end of the event to assess grades or to get the students distinction or merits. Certification is the purpose behind the examination.

Dr. Sedera indicated that there are other types of examinations such as continuous assessments. The continuous assessment is different from the formative assessment. It does not give a feed back to the learner. In this procedure time scales much more important than unit scales.

The criteria that should be used to select the examination procedure is the validity and reliability. He said that it would be possible to engage this types of improved examination systems even to the highly theoretical papers such as statistics. He quoted how own experience in dealing with the subjects of educational testing and statistics in the University and said that he was able to increase the number of pass over few years by engaging improved testing devises such as Multiple Choice items.

He explained that there is an impact on the instructional strategy by the introduction of improved testing procedures. He tried to bring about a compromise between the traditional system and highly developed systems by combining objective test with essay type examinations. He said that it would possible to have one hour objective test items and two hours essay type examination. This arrangement would provide the examiner to cross check the students behaviour at the examination and counter balance the performance during 2 types of tests.

Dr. Sedera identified two ways for developing an examinee i.e. norm reference evaluation and criterion reference evaluation. Sometimes the norm reference evaluation is called group reference evaluation. In norm reference evaluation the candidate is developed by looking at the performances of the other candidates. The markings given in such a situation do not reflect the standards in par with the course but difference between the lowest and highest. Then this procedure is adapted sometimes the marks are changed from 40 - 30 or what ever it is depending on the performances of the others. The weakness here is the absence of validity. It is not essential to engage a validity test to interpret the performance of the students at this examination.

During criterion reference evaluation certain levels are set before the examination and it is called the criterion. The examinees are tested on the accepted criterion behaviour. For an example, a child passing Pre school to kinder garten the criterion could be set on the fact he should be able to read alphabet. It is necessary to set a standard in terms of time for this evaluation such as 10 minutes or 15 minutes because the child may learn to read alphabet even another 2 days. Conditions and standards are important in this type of a test.

The formulation of measurable learning objectives has become very popular in order to employ improved evaluation systems. The evaluations are done on the basis of matching the objectives to the performances of the student. When objectives are set, the teacher knows what to teach and the learner would know what to learn. The better interaction takes place between the teacher and students. Even for the evaluation the examiner would know what to evaluate and how to evaluate.

When the concept of objectives is applied to the criterion reference measurement the real testing takes place and it would remedy the wrong approach given by the traditional examiner. Over the students who have a better capacity. This type of assessment procedure could be used not only in the school but also at work places for promotions etc., Dr. Sedera concluded his presentation by saying that this kind of evaluations would ultimately result in achieving a situation where the instruction could not get deviated from the main focus of the course.

A discussion was followed after the presentation.

National Workshop on improvement of
Cooperative examination system in Sri Lanka.

GROUP
DISCUSSIONS.

Group Discussions

Participants divided themselves into three working sub-groups.

At two stages three sub-groups discussed and presented their group report in plenary session. 1st stage was after the presentation of sessional paper on concepts of examination by Mr. R.P. Liyanage. 2nd stage was after presentation of all 4 sessional papers and the background paper.

The members of sub groups were as follows:

Group I

Mr. Gunadasa Lokuge
Mrs. Chandra Rupasinghe.
Miss Yasawathe Fernando
Mrs. Padma Ratnayake.
Mrs. Kusuma Somaweera
Mr. S.B.Y.M. Mudiyanse
Mr. E. Subramainam
Mr. A.E. Somaratne.

Group II

Mr. Wimal Wijesekara
Mrs. Karuna Abeykoon
Miss Nalina Abeyasinghe
Mr. R.M.G. Ariyadasa
Mr. K.P. Jayawardene.
Mr. M.P. Perera
Mr. A.M. Maddumabanda
Mr. E.R. Mudiyanse.

Group III

Mr. F.A.S. Jayasinghe.
Mr. M. Pathinadan.
Mr. B.R. Dharmadasa.
Miss Wimāla Masachchi
Mrs. Malika Chandrasekara.
Mrs. Padma Katupitiya.
Mr. S. Sivasubramaniam.
Mr. R. Hettiarachchi.

During the stage one all the three groups discussed and presented group reports on following issues.

"Identify the problems (if any) in the present situation of examinations in the light of the discussion on the concept of examination".

REPORT OF THE GROUP I

The trainees selected to follow both the CEC Ordinary Level and Advanced Level training courses comprise of heterogeneous groups both academically and job-wise. The question therefore arises as to whether a course end examination to evaluate their performance is valid and reliable.

The teachers and examiners sit in two water tight compartments and there is no communication between them regarding examinations. No attempt has been made to narrow down this gap resulting in the teacher being unaware of this standards expected by the examiner. As a number of examiners are involved in the correction of CEC O.L. answer scripts, it is necessary to maintain a uniform standards of correction. A system of a chief examiner and assistant examiners with more coordination and dialogue between them could minimise any disparities in the evaluation system.

There is also a lack of confidence of the teaching staff regarding the competence of certain examiners. Are they knowledgeable experienced and competent examiners? Is the question the teachers often ask.

Sometimes the questions are repeated and this encourages the trainees to concentrate on particular sections of the syllabus. Thus neglecting other areas. They often try to compare and guess the probable questions thus focussing the attention on a limited area of the syllabus.

Course end evaluation through an examination is not a satisfactory measurement of the trainee performance. Further, there is no opportunity of feed back for the trainee to understand what is faults and mistakes are.

The trainees at both CEC O.L. & A.L courses do not foresee any prospects of promotion or reward when they pass these examinations. Some form of motivation is necessary to encourage more employees to follow these courses.

Though these training courses are examination oriented an attempt is made to develop the skills and abilities too. A course end evaluation is inadequate to measure the degree of skills developed by the trainees.

REPORT OF THE GROUP II

We have already identified 03 main important problems. Those are as follows:

1. Problem of Selection :

- Age group differences.
- Standard of general education.

2. Test Results are not counted for final test:

- So the consequence is their knowledge, skills and attitudes are not properly tested.

3. Setting of question papers:

- There is not proper coordination among examinee, examiner and teacher.

REPORT OF THE GROUP III

1. Participants are different group (age, experience, status & Personal problems). Their absorbing power varies. It reflects in the results.
2. No model facilities. They have to spend most of their time for travelling.
3. Lack of library facilities.
4. Some subjects where theory part is included in the syllabus in depth exams.

5. Inadequate time for preparation for examinations.
 6. The teachers do not know the standard expect by the examiners.
 7. External lecturers are not competent regarding the new Accounting systems (specially in Tamil section).
 8. Teachers do not know about the marking system . (Specially accounts).
3. During the stage two all the three groups discussed and presented report on following issues.
- a. "Suggest" ways and means of improving the approaches on the present coop rative employees certificate examination system.
 - b. "suggest ways and means of improving the quality of examination methods and techniques. Please make your recommendations in respectof each paper in the CEC Higher Level course".
 - c. "What improvement can you suggest to the present curricula and other elements to make the CEC course more effective as foundation courses"?

Followings were the reports presented by respective group.

REPORT OF THE GROUP I

Suggested ways and means of improving the approaches on the present Cooperative employees certificate examination system.

The prevalent examination system is a course end examination which does not build up any relationship between the examiner and the examinee. Since there is no feedback the results are not beneficial to the examinee. Further the open ended questions are poor in content validity and the marks are affected by examiner variability. As there is no consistency in essay type questions. There is no reliability as well.

Therefore, the group recommends that the examination system based on open ended questions should be replaced with objective test.

The examiner should prepare the table of specifications and a copy should be made available to the teacher.

A team of examiners should be selected to prepare objectives tests and a pilot test should be held prior to the examination.

The teachers should be trained in the preparation of question papers and model questions from such papers should be safely kept in a test Bank.

There should be frequent communication between the examiner and the teacher.

In addition to the objective tests the teachers should hold ad-hoc tests in the form of True/False, oral tests, written tests, matching pairs etc. In order to maintain a continuous assessment and the marks of such test too should be taken into consideration to assess the student performance.

With the introduction of the objective tests we propose that there should be a more strict and disciplined supervision of such tests at the centres.

A committee of expert and trained teachers should form a material production committee. Such material should be produced under the direction and guidance of the T.T.P. These materials should be distributed and where even necessary exchanged between the teachers themselves.

At present system of correction of answer script should continue with both external and internal examiners. The results of the examination should be determined by a Board of examiners comprising of teachers from both the School and the Education Centres. However we propose that external examiners should also be selected from amongst teachers. This will give an experience to the teachers which will subsequently benefit the students.

2. Suggest ways and means of improving the quality of examination methods and techniques.

The present examination system with open ended questions should be replaced with more reliable valid tests comprising of multiple choice, Questions and structured questions.

We propose that there should be two papers for each subject area comprising of Paper I and Paper II. Paper I should be MCQS and paper II should be structured questions. The duration of paper I should be 45 minutes and that of paper II two hours and fifteen minutes.

In addition to this final test there should be continuous assessment by the teachers themselves who should maintain a progress sheet for each student. Forty percent marks of in course test and sixty percent marks of the final test should be taken into consideration to determine the final marks. Oral test like interviews,

and objective tests of written type are advocated for in course tests.

We propose that there should be five subject areas for the CEC Advanced Level i.e. Cooperation.

Cooperative & General Law.

Management.

Accountancy & Auditing.

Commercial knowledge.

Economics.

The group recommends the following methods and techniques in respect of each subject.

- | | |
|-------------------------------------|---|
| 1. Cooperation | M.C.Q.
Structured questions. |
| 2. Cooperative law
& General law | Mini cases
Structured questions. |
| 3. Management | M.C.Q.
Structured questions
Mini cases.
Problem exercises. |
| 4. Accountancy &
Auditing | M.C.Q.
Structured
Problem exercises. |
| 5. Commercial
Knowledge | M.C.Q.
Structured. |
| 6. Economics | M.C.Q.
Structured. |

In addition to the institutional training we propose that the trainees should visit Cooperative societies with the teachers, in order to familiarise them with the working of the societies. Such familiarisation should be always in relation to the class room instructions.

3. What improvements can you suggest.

The group has identified these levels of employees in a Cooperative societies. i.e.

Operational level.

Supervisory level.

Managerial level.

We recommend that there should be two foundation courses for the above mentioned categories of employees. One of them should be for the operational level employees and the other for both Supervisory and Managerial level employees.

The present Ordinary Level examination course should be replaced with the former and the present Advance level courses with the latter.

These foundation courses should be supplemented with job-oriented specialised courses.

Curriculum

(a) CEC O.L. course.

The course should consist of the following subjects.

1. Cooperation.
2. Management.
3. Book keeping.
4. Commerce.
5. Cooperative law.

The curriculum of the above subjects should aim at giving an elementary knowledge of the subject area which will enable the employee to fit into the job.

The following contents could be considered,

- | | |
|--------------------|--|
| 1. Cooperation | Origin and development Cooperation in Sri Lanka.
Cooperative principles.
strucutre
Types of Cooperatives.
Cooperatives in other countries. ✓ |
| 2. Management | Elementary knowledge on functions and functional management salesmanship. |
| 3. Book keeping | Principles and accounting upto the balance sheet. |
| 4. Commerce | Elements of commerce. |
| 5. Cooperative law | Basic knowledge. |

CEC A.L. Course

Subjects

1. Cooperation.
2. Cooperative & Commercial law.
3. Management.
4. Accountancy & Auditing.
5. Commercial knowledge.

The group propose that the existing curriculum be ammended to give a basic knowledge on the above subject areas for management and supervisory grades to enable them to work in their respective societies prior to job specialised training.

REPORT OF THE GROUP II

vii. Ways and means of improving the approaches on the present Cooperative Employees Certificate Examination system:

There should be a written test before recruitment to the course.

Improvement . Cordination among examiner, teacher, and student.

- a) Teacher and examiner should meet and discuss on following items.
 - Student's progress, problems in classroom situations, modifications in curriculum scheme of work, circulars, rules and regulations.
 - Contemporary progress of the student and result of formative evaluations should come to the examiner and those results must be considered at terminal evaluation.
- b) Standards of test must be known to examiner examinee and teacher.

- c) Before the terminal test panel of examiners should meet and review the prevailing educational situations.
- d) Table of specification should be made available to teacher examiner and student.
- e) Certificates should be issued within three(3) months.

2. Cordination among examiners and teachers.

- a) Before setting of question papers test instruments, they should discuss performance and problems of class room situations.

3. Systematic scheme for practical training to be formulated by a separate body.

- a) Performance of practical training by the student should be taken into consideration at the terminal evaluations.

4. Board of examiners should be composed of people from within the Cooperative movement.

5. Results of terminal evaluation should be released promptly.

- a) Board of examiners should meet at the School of Cooperation Polgolla and contineously correct the test papers (as is in the Dept. of Examination) Examiners should be compensated adequately.

- b) Results to be released within one month.

(2) Ways and means of improving the quality of examination methods and techniques.

2.1 Cooperation

	<u>Hours</u>	<u>Methods</u>	<u>No fo questions</u>	<u>Marks</u>
A. Ideology	28	Essay	02	40
B. Types	10	Short answered	01	20
C. Practice	78	M.C.Q.	01	40
	<u>125</u>		<u>04</u>	<u>100</u>

2.2 Auditing

	<u>Hours</u>	<u>Methods</u>	<u>No of questions</u>	<u>Marks</u>
A. Theory & practical	28	Strucutred	01	20
B. Legal background of auditing	24	"	01	20
C. Practical auditing	44	(Structured) (M.C.Q.)	01 01	20 20
	<u>96</u>		<u>04</u>	<u>100</u>

2.3 Accountancy I, II

	<u>Hours</u>	<u>Method</u>	<u>No of Question</u>	<u>Marks</u>
A. Theory		Structured	01	20
B. Types		"	04	80
C. Practical		"	05	100
			<u>05</u>	<u>200</u>

2.4 Law (Cooperation & General)

	<u>Hours</u>	<u>Method</u>	<u>No of questions.</u>	<u>Marks</u>
A. Source & evolution	15	essay	01	15
B. Commercial	37	Structured & essay	01	15
C. Criminal	15		01	15
D. Relevant other laws	10		01	15
E. Formative elements (coop)	56	M.C.Q.	01	
F. Laws effecting to coop Management	74			
			<u>05</u>	<u>100</u>

3. Suggestions to the present curricula as a foundation courses:

A. There should be a committee of curricula development for a foundation course for managerial level. This committee consist of persons from management level who are performed their job test and compled with a curricula expect.

We give following guide lines to the committee:

1. Total objective of the course should be spelt in terms of behavioural or performances.
2. The content in the curricula should be grouped in modules and at the end of every modules trainees should be evaluated against the desirable skills attitudes or behaviourable changes.
3. Evaluation system should be developed for the course.

Group III .

- (1) Ways and means of improving the approaches in the present Cooperative Employees Certificate (A.L.) Examination system.
-

The group went into the details of the aspects of the present Cooperative Employees Certificate Examination system, considered the necessary unprovements to this system and arrived at the following suggestions.

1. The group felt that one of the major cause for the large number of failures in the examination lays at the defects in the point of selection of the candidates for the course. The group felt that as far as possible attempt must be made to select candidates who would be capable to follow this course. For this the group suggests that an entry examination with a viva-voce must be held for the selection and an age limit round about 40 years must be specified for eligibility to apply for the course.

11. The group was of opinion that as this course is also meant for employees who have passed in C.E.C. (O.L) who are in service that this course must provide more scope for practical knowledge than in the C.E.C. (O.L.) training course. For this the group suggest that practical training in the field of management and accounts must be given either periodically or continuously for the period of one and a half month.

iii. The group felt that dialogue between the examiners and Teachers must be essential to have an effective examination system. The group suggest the following procedure to bring a coordination between the examiners and teachers.

- (a) The teachers must hold a mid term test (preferably after 4 months) and correct the answer scripts and send some of the answer scripts (based on three level. Top score Middle score and low score) to the Cooperative School for recorection by the examiners and after that there should be a discussion between the teachers and examiners and lecturers on this matter. At this conference model answers should be provided as a guide to the teachers.
- (b) Another conference of the examiners lecturers and Teachers should be held before setting of the question papers.
- (c) Performance of the final examination also must be analysed by the teachers and examiners and lecturers.
- (d) Refresher courses for teachers must be held to orient them with the new developments.
- (e) Results of the examinations should be released in time so as to enable the unsuccessful candidate to have sufficient time to prepare for the next examination.

(2) Ways and means of improving the quality of Examination methods and techniques.

The group was of opinion that changes must be made in the present examination system and methods so as to improve their quality in general. The group suggested:

- i. Both essay types (open ended and structured) and objective type of examinations must be combined to gether. 60% of the marks must be assigned for essay type questions and 40% for objective type of questions. This would enable to test the students on the whole syllabus and also give fair chance for the type of trainees who knows the subject well but who do not know well the art of presenting them in an essay form/
- ii. Formative type of tests also must be held by the centres after completing of stipulated units of the syllabus and the marks got at these tests also must be given weightage at the final assessment of the candidate. Also this could be form of continuous evaluation.
- iii. The performances at practical training must be given consideration at the final assessment.
- iv. Specific assignments must be given especially in the field of management and accounts to the trainees and the performance of all these assignments must be included in the final assessment.

- v. The ~~answer~~ scripts for the final examination must be corrected by one examiner ~~from~~ the N.C.C. and one examiner from the School of Cooperation.

- vi. In cases where a very large number of candidates get two marks the level of pass marks must be brought down so as to give a fair chance to the candidate.

(3) Improvements to the present curricula and other elements to make C.E.C. (A.L.) course more effective as foundation course.

The group suggest following modifications and improvements in the curricula to make it more effective as foundation course.

- 1. The subject economics must be turned as general commercial knowledge and to suit this the following modifications must be made.
 - (a) The following subject areas must be dropped.
 - i. Micro economics and macro economics.
 - ii. Measurement of national income.

(b) The following to be modified.

i. International trade to be modified on a commercial angle.

(c) The following to be included.

i. Insurance.

ii. Type of business organisation (Sole trader, partnership, companies).

iii. Distribution :- Functions, Channels and structure.

(2) Accounts:-

Computation of income tax should be included in the syllabus.

(3) For other subjects the present curricula is suitable.

National workshop on improvement of
Cooperative examination system in Sri Lanka.

OPINIONS EXPRESSED AND
FACTS REVEALED
BY THE
PARTICIPANTS IN THEIR
EVALUATION OF WORKSHOP.

Eighteen participants submitted their self evaluation forms. Out of eighteen participants six had teaching experience of less than 5 years, Five had the teaching experience between 5 - 10 years and Four had the teaching experience between 10 - 15 years and two had teaching experience over 15 years.

Out of eighteen participants three had less than five years experience as examiners and one had the experience of 22 years.

Out of eighteen participants two had undergone overseas training in teaching technique and methodology and eleven participants out of eighteen were exposed to training by Cooperative teachers training Project. Five participants have not mentioned about training in teaching.

None of the participants had any training in testing of evaluations.

More than 50% of the participants were satisfied about the strategy of presentation sessional papers. Those who expressed dissatisfaction maintained that they could not follow the workshop properly because of the difficulty in following English language and they consistently stressed to have such workshops in Sinhalese medium. But all the participants were satisfied about the working arrangements and relevance of the sessional papers. More than 50% of the participants

expressed that they were highly impressed by the modern concepts and new thinking.

Followings are some of the comments made by participants in their evaluations.

- Few participants anticipate potential problems dividing & transitional period of change from traditional methods to more objectives, methods, specifically, disencotions, resistance to change and misunderstandings. They maintain that causes for such problems will be mainly due to lack of knowledge in new lines and they propose to overcome the difficulty by enlightening people concerned with more and more workshops on new line.

All the participants wanted to have a series of workshops on various methods of tests and evaluations, how to construct objectivetests, how to moderate or standardize test items, how to develop curriculum for various causes,.

All the participants wanted to overcome procedural difficulties by improvement of smooth relations among department of Cooperative development, National Cooperative Council of Sri Lanka, School of Cooperation and Cooperative education Centres.

Annexture.

LIST OF PARTICIPANTS.

Special invitees:

- | | |
|----------------------|---|
| Mr. K.M. Karunaratne | - Deputy Commissioner of
Cooperative Development. |
| Mr. S.B. Divaratne | - Principal,
School of Cooperation,
Polgolla (Senior Assistant
Commissioner) |

Participants:

Lecturers of School of Cooperation, Polgolla.

- Mr. Gunadasa Lokuge
Mr. W.F. Jayasinghe.
Mrs. Chandra Rupasinghe
Mr. Wimal Wijesekara.
Mr. R.M.G. Ariyadasa
Mr. D.R. Dharmadasa.

District Secretaries of National Cooperative Council of Sri Lanka.

- Mr. Sivasubramaniam
Mr. E. Subramaniam.
Miss Wimala Masachchi
Mrs. Padma Ratnayake
Mrs. Padma Katupitiya

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Mrs. Karuna Abeykoon
Mr. M.P. Perera.
Mr. S.B.Y.M. Mudiyanse.

Education Assistants of National Cooperative Council of Sri Lanka

Miss Yasawathie Fernando
Mrs. Malika Chandrasekara
Mrs. Kusuma Somaweera

Technical staff of Cooperative Teachers Training Project.

Mr. W.U. Herath (Director)
Mr. E.R. Mudiyanse.
Mr. M. Pathinathan.
Mr. Ranjith Hettiarachchi.
Mr. A.E. Somaratne.
Mr. A.M. Madduma Banda.

Report of the National workshop on improvement of
Cooperative Examination System in Sri Lanka

Time Table

Monday - May 17, 1982

- 09.30 - 10.30 Inauguration of the workshop introduction
to the programme methodology and
participants introduction.
- 11.00 - 13.30 Concepts of examination Mr. R.P. Liyanage
Presentation and discussion.
- 14.30 - 16.30 Discussions on the concepts of examination
discussion - Contd.

Tuesday - May 18, 1982

- 09.00 - 13.30 Different methods of assessment of
learning Mr. A. Wedamulla.
- 14.30 - 16.30 Discussion on the presentation.

Wednesday - May 19, 1982.

- 09.00 - 10.30 Different models of evaluation
techniques - Dr. M.U. Sadera.

11.00 - 13.30 Discussion on the presentation.
14.30 - 16.30 Present Structure of Cooperative
examination system - Mr. W.U. Herath.

Thursday 20th May, 1982

09.00 - 09.30 Formation of group on two issues.
i. Gaps and difficiencies of the present
Cooperative syste.
ii. Models applicable to Cooperative
examinations.
09.30 - 13.30 Groups discussions on the issues.
14.30 - 16.30 Groups discussions contd.

Friday 21st May, 1982

Pleanary sessions.
09.00 - 10.30 Presentation of group reports.
11.00 - 13.30 Discussion on the group reports.
14.30 - 16.30 Adaptation of conclusion and recommendation.

Breakfast - 7.30 - 8.00
Morning tea -10.30 -11.00
Lunch -13.30 -14.30
Afternoon tea-15.15 -15.30

Report of the National Workshop on improvement of
Cooperative Examination system in Sri Lanka.

SESSIONAL PAPERS
AND
DISCUSSIONS.

THE CONCEPT OF EXAMINATIONS
BY

Robert Parana Liyanage (Trained First
Class, Teacher Councillers' Certificate,
B.A., Postgraduate Diploma in Education
(Merit) M.A. in Education) Lecturer in...
Education Department of Education,
Peradeniya University.

HISTORY:

Little before the beginning of Christian Era the Imperial Chinese established Examinations for the first time in the history, for the purpose of selecting officials. From that time onwards every body used examinations for the purpose of examining the best abilities.

MEANING:

The Oxford English Dictionary gives the meaning of the word 'Examination': as; the process of testing knowledge or ability by questions.

Websters New International Dictionary gives the meaning to the word Examination as: 'the process of testing.'

The Oxford English Dictionary gives the meaning of the word 'concept' as: ' a mental image of an action or thing, '

Websters New International Dictionary gives the meaning of the word 'concept' as 'what we comprehended in the mind.

-The General Concept of Examination:

The word Examination itself shows that it concerns some thing to be examined. When we consider the educational idea of this word it is not only examine but also measure and evaluate; which is a broader meaning. In the sameway the educational idea of the word concept is the mind picture or the mental image we comprehended in the mind through understanding by various media.

The Theory of the Concept of Examinations:

Coming to the theory of the Concept of Examination; "An examination is,

- i. a certain kind of task
- ii. to be performed as well as possible by the examinee
- iii. at some determind future date."

The above definition desposis of the matter so far as the individual is concerned. However we must not forget the fact that the examinations are taken not just by one person but by a group of persons who are effectively placed in competition with each other by the examination.

Let us consider the characteristics mentioned above seperately.

A Certain Kind of Task:

I. This might be to answer about certain matters or to write an essay on certain kinds of topics or to translate a passage from one language to another or to fill up the blanks in a multiple-choice question or to carry out a certain kind of project over a given period. It has to be made clear to the candidate what the kind of task is. Sometimes the conveying of this information is left entirely until the examination itself. More often guide lines are laid down in advance in a Syllabus or course of study or become known by tradition. Sometimes the guide lines are defined by the authority responsible for desiring the examination, some times by the authority responsible for the course of study on which the examination is based.

To be Performed as well as Possible:

II. In almost every kind of examinations some reward which encourages the candidate to perform his task as well as possible. The reward may be monetary or prestige prize or a place in a University or a Certificate of competence or a job avenue. But what does as well as possible mean? The criteria deciding what is a good and what is a bad performance may be directly defined or may be hallowed by tradition. It is essential that both candidate and examiner should know what these criterias are. The question also arises as to how the degree of success achieved by the candidate is to be expressed by the examiners.

It is sometimes in terms of pass or fail, sometimes in terms of five or six letters grades, sometimes in terms of percentage marks.

At Some Determined Future Date:

III. The fact that the student know not only what kind of task they will be asked to perform and that they must do it as well as possible, but also when it will have to be done, determines one of the most important characteristics of all examinations, namely that the examination exerts an influence on the behaviour of the candidate in the interval between his deciding to take the examination and the event itself. The character of the task to be performed and the known criteria for excellence lead the candidate who is anxious to receive the reward offered to practice so that he will be able to do well. The kind of practice is the educationally relevant feature of the examination.

Most examinations involve both comparison and competition. All examiners find it impossible when assessing one candidate to ignore the others. Comparison is one of the main aids to reliable assessment or grading. The competitive element affects the examinee rather than the examiner; it is something added to the simple attempt to achieve. In some examinations its influence is obvious. The effect of competition can be increased or reduced at will by the devising of examinations - mainly by varying the reward and the manner of classifying the successful candidates. In examinations, as in many other fields standards are settled through competition and modified by comparison.

Assessing Results:

Different methods are used in assessing results of examinations. Variously known as marking grading or assessing. Some types of examination tasks can only be assessed by the examiners bringing their almost intuitive judgement to bear while comparing candidate with candidate. On the other hand some tasks can only be graded by the use of marks. When assessing the work some examiners however believe that absolute standards exist and that they use these when assessing standards. These examiners are not prepared to admit that it is the comparison - conscious or unconscious which they are continually making between candidates that enables them to define these standards.

Having noted the main factors which influence the character of an examination, I suppose by now you have got a slight mind picture about examinations. To get a better know how let us examine the reasons for which we hold examinations. Perhaps the main reason why exams were held in the first place was that teachers wanted to find out how much their students had learned. In the teaching situation. This is most inextricably bound up with a desire to get them to learn more. A teacher who is teaching a group to write obviously he has to get them to write something, otherwise neither he nor they will know whether they are achieving what is wanted. A student writes.

Teacher criticizes his writing. Student tries again. The teacher compares his work with that of his neighbours. He is encouraged to do better because his neighbour can. Thus even the simplest form of examination is inevitable

- (a) An attempt to find out what is known.
- (b) An attempt to provide an aid to learning.
- (c) A competition.

In many ways finding out what is known turns out to be the least important of the three. Sometimes most teachers have good ideas of this without a formal examination, not so the student, they need to be made to demonstrate to themselves how much or how little they have learned. To get a better picture of the concept of examination we have to examine the relationship of education and examinations; in which objectives and functions of examinations are clarified. Thus we have on one hand the educational institutions and on the other the social, and economic institutions in which as adults the pupils will be expected to participate. There are linking mechanisms between the two sets of institution which assess the extent to which the young are ready to perform assigned roles. One of these mechanisms is the examination system.

In any country we have various academic and professional courses by which the students are expected to gather knowledge, skills & attitudes. The structure of each course determine the pattern of duties and rights for each individual as he plays his role, a pattern which changes with time. The function of the examination is to examine whether the individual has reach the expected standard; where by the functions of examinations seen as agencies of initiation. Evidently in a period when both institutions and social myths are changing rapidly and drastically, these agencies are subjected to scrutiny and hostile criticism. Some argue that they are futile and useless as links with future employments and occupation that different means of assessments would be better. Others deplore their influence on the methods and content of teaching. Saying bad methods, and out dated content etc.,

The main objective of this article is to clarify the concept of examination and to motivate the reader to think about the possibility of devising better arrangements adaptable to new conditions; replacing the familiar traditional (I do not want to say out dated)

examination system we have at present. The historical, sociological and administrative aspects of present system have been explored in the belief that it will become easier to find solutions and to suggest improvements if the complex problems involved are first analysed.

Examinations may be said to perform the following tasks too,

- (a) They are used to assess the extent to which an individual has benefited from the education he has received. What does he know? Has he learnt what he has been taught during the course? Has he successfully received the knowledge skills & attitudes expected in the syllabus of the course.

This function i.e. the measurement of attainments or achievement can be done through continuous assessments, frequent tests and final examinations and interviews. A combination of continuous assessments of one kind or another, terminal tests and final examinations would be better than the marks of a single examination.

- (b) The second function is selection. This process implies that the examinee or testee is being selected for something either for further education or for some task or role in society (employment).

Selections, appointment promotions are the words that we hear every day, every where. To make selections, to do appointments and to give promotions one has to take decisions, to take decisions one need informations. The role of examination is to provide accurate relevant informations those help in taking wise decisions.

Educators use tests and examinations not only to measure and evaluate the progress of their students, but also to evaluate the relevance of the curriculum and the effectiveness of their teaching.

Examinations Help the Teachers:

- i. Providing knowledge concerning the students entry behaviours.
- ii. Help in setting, refining and clarifying realistic goals for each student.
- iii. In evaluating the degree to which the objectives have been achieved; and
- iv. In determining, evaluating and refining his instructional techniques.

Examinations Help the Students:

In four ways.

- i. Communicating teachers goal
- ii. Increasing motivation
- iii. Encouraging good study habits, and
- iv. Providing feed back that identifies strengths and weaknesses.

Of course, the goals of instructions should be communicated to students well in advance of any evaluation. Students like very much to learn what teachers think important if they know it earlier. When the teachers goals are communicated it gives the students an opportunity to have input into the instructional goals. Once these goals are stated and understood they become their own property and it serves to increase their motivation. If they know that their performances are to be evaluated, that also increases motivation.

As the numbers of students have increased enormously; examination tasks have become more difficult. Tasks of selections promotions, measurement and evaluations have become much more difficult. To overcome these difficulties we implement new programmes thinking that they are the best.

Unfortunately many new or revised programmes have not been evaluated. At times educators tend towards hasty endorsement of a new programmes without attempting to determine its benefits.

Education is the most important and the largest enterprise in our society (every citizen in some way involve with education). Therefore it is crucial that we evaluate its processes and products. Another reason is that students teachers, administrators and parents all work hard to achieve educational goals to enter higher education or to get promotions and employments etc.,. To fulfil these expectations examinations are very essential to a country. Tests examinations, measurements, and evaluations are sometimes used interchangeably, but some uses making distinctions among them.

The test is usually considered the narrowest. A test consists a set of questions which are to be answered in a limited time. As a results of a persons answers to such a series of questions we obtain a measure (a numerical value) of a characteristics of that person.

Examinations often contain a broder concept than tests.

Measurement is the function of an examination. We can measure characteristics in ways other than by giving tests, as using observations, rating scales or any other device that allows us to obtain information in a quantitative form is measurement. Sometimes measurement can refer to both the score obtained and the process used.

Evaluation is "the process of detireating, obtaining and providing useful information for judging decision alternatives". It goes beyond the meanings of all other three terms, because it is the final objective. It is important, to point out that we never measure or evaluate people. We measure or evaluate, characteristics or properties of people, their scholastic potentials knowledge of subjects, honesty, perserance, ability to learn or teach etc. After evaluating we can find what has the candidate learnt, knowledge of facts; the ability to interpret and éxtrapolate, ability in applying principles to see relationships or drawing together or synthesise points or making value judgements.

In addition to these functions examinations are incentives which may persuade indolent youth to strenuous effort.

We should not forget that tests and examinations can discover only a proportion of what a candidate knows. Sometimes an objective test which consist fifty or hundred questions can discover a larger portion than an essay type question paper which expects the candidate to answer four or five questions only. Any examiner cannot examine or measure every thing that a candidate is expected to know in a course using one or more tests. But educational decisions can be taken from the marks of reliable and valied examinations.

Let us know something about reliability and validity in an examination.

Reliability:

1. Reliability can be defined as the degree of consistency between two measures of the same thing. This is neither a theoretical nor an operational definition, but is more of a conceptual definition. No outside variable is involved in reliability, because it is not concern with what a test measures. Only with the consistancy with which it measures. What we would hope is that a persons score would be similar under slightly different conditions. For example if we measure a persons height we would hope that we would have obtained almost the some measurement had we used different tapes (by centimeters & by inches) or measured him one day later. If we were to insecure a persons level of achievement. We would hope that his score would be similar under different administrators using different scores, with similar but not identical items or during different times in a day. In other words, we wish to generalize from the particular score obtained to the score we might have received had conditions been slightly different.

Reliability in other words is defined as the consistency with which a test measures what ever it measures. This refers to Accuracy. The length of the test paper is probably the most important single factor determining reliability. The greater the length, the more nearly perfect reliability will be achieved; provided that the material is equally good in quality. Exactly how long a test should be is not an easy to answer.

Educational measurements are typically much less reliable than physical measurement. Because educational measurements are indirect and are conducted with less precise instruments in traits that are not always stable or well defined. There are many reasons a pupil's test score may vary. The amount of the characteristic we are measuring may change across time; The particular questions we ask in order to infer a persons knowledge could affect his score, any change in directions timing or amount of rapport with test administrator could cause score variability inaccuracies in scoring a test paper will affect the scores, finally such things as health, motivation, degree of fiteque of the person, and good or bad luck in guessing could cause score variability. The fewer and smaller the errors the more consistant the measurement.

Validity:

The degree of validity is the single most important aspect of a test. Validity can be best defined as the degree to which a test is capable of achieving certain aims. Validity is defined as the extent to which a measuring instrument measures what it was intended to measure. This validity concept relates to the question "What does the test measure"?

Validity is sometimes defined as truthfulness. Does the test measure what it support to measure. For a test to be valied or truthful it must first of all be reliable.

A test that has some validity for one purpose may be invalid for another. Validity is established through a statistical comparison of scores with values on some outside variable. In an examination paper at least there should be four kinds of validity.

- i. Content validity (Subject matter do main)
- ii. Criterion related validity
- iii. Construct validity.
- iv. Concurrent validity.

In a test especially when there is no content validity there is no justification to the students who learn the syllabus well. Therefore, let us know something more about content validity.

Content Validity:

It is typically determined by a thorough inspection of the test items with the syllabus.. From point of view of a test user, however, content validity is situation specific. For example not all teachers (even those teaching the same course titles) are necessarily teaching the same, domain of subject matter for that reason they should construct their own evaluation instruments to ensure that their tests have adequate content validity for their particular courses. Obviously they should help in the selection of standardized tests because they are best able to judge the content validity in relation to the subject matter, they taught, Specially in these courses conducted in various centres; taught by various teachers, and test papers are prepared by one or two, this factor of content validity has to be considered in order to be fair by the examinee.

To conclude this article on the "Concept of Examination" we should examine that "What makes a good Examination"?

If an examination is to be successful in achieving the motivation which is its main characteristic, certain conditions must be fulfilled. These conditions are as follows:

- i. The examination must not only be fairly conducted but also it must be seen by the candidates to be fair. All that they ask is confidence, that examiners are doing their honest best to assess the work fairly; that they are impartial and have not made clerical errors.
- ii. The difficulty of the task set must be neither too great or too small.
- iii. Attention must be paid to many details that might at first glance seems unimportant.
- iv. Should be reliable.
- v. It should have the validity.

"After the presentation by Mr. R.P. Liyanage, participants were divided into 3 groups to discuss "the problems in the present examination system in the light of the concept of examination. (group reports are attached at end of this chapter.)

REFERENCE

The World year book of Education on Examinations (Evans)

Measurements and Evaluation in Education &
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By William A Mehrens Ivvin J.. Lehmann

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By Richard H.Lindeman

Construction of Educational & Personnal Tests

By Kenneth L.Bean

Test Scores and What do they mean

By Howard B.Lyman

Evaluation as Feed Bäck and Guide

By Fred T. Wilhelms.

Discussion on group reports.

Mr. R.B. Rajaguru draw the attention of the participants by pausing the question "what are your expectations from this sort of workshop?"

Mrs. Padma Katupitiya said that many failures at the examination is a problem and she expected a workshop of that nature to find out the causes and arrive at solutions.

Mrs. Karuna Abeykoon and Mrs. Malika Chandrasekara were of opinion that main cause for weakness was that there was no coordination among parties concerned and they expect the workshop to improve such coordination.

Mr. R.P. Liyanage said that the disciplined coordination among examiner, examinee and teacher would be very fruitful.

Mr. S.B. Divaratne admitting the need of coordination said school had discusses a scheme of preparation of model answers and understanding the standards and areas to be emphasised. But he was not happy over the poor response by education centres. Mr. Divaratne further said that there could be many response for failures and in effective teaching might be one of the reasons.

Mr. G. Lokuge said since 1975 School had introduced a scheme of co correcting model answer scripts by the teachers at the education centres and rescrutinising them by Lecturers at School and sending back results to respective education centres. But he said that scheme was not a remedy to the difference of standards understood by school and education centres.

Report of the National workshop on improvement of
Cooperative Examination system in Sri Lanka.

MEASURING
EDUCATIONAL
ACHIEVEMENTS.

Introduction:

1. Examinations, evaluations testings measuring and assessing are broadly parralled terms used in educational jargon but with subtle differences. Unity in the terms is that they stand for some form of measuring. Refined meaning of measure is to observe or determine the magnitute of a variate. Simplified usages of measure is a matter of determining how much or how little, how great or how small. Board meaning is applicabile to any form of trying to measure weight of a gunny bag, complexion of skin of a person, radiation activity of bombed city or achievement of a student in a class room. The measuring of human changes accurately is not easy or simple as measuring of physical change in any other material. Because a man is a complex dynamic existential, and interdependent entity. However later part of this paper tries to get at a board overall meaning of a test which is comparatively very narrow in scope.

What can be measured

2. . Anything that exist at all exists in some quantity and anything that exist in some quantity is capable of being measured"

E.L. Thorndike. Any educational activity will have an impact on trainees. The problem of measuring such impact may be partly due to non availability of effective measuring instrument. Physical scientists have produced computerized timing devices, very much accurate than wrist watch or sundial. But this assumption will not be identical to any measuring instrument devised to measure human achievement. Educationist (test maker) is always confronted with dual problems. Because he has to make better measuring instruments as well he has to get best use out of existing instruments.

Irrespective of the instrument he makes or uses, targets of test maker is best determining what trainee has learnt, how well he has achieved, how much he has developed, and to what extend he has changed. Any instructional programme has well defined objectives, expressed interms of certain desirable skills, understandings and attitudes to be acquired by trainees. Trainees should know the objectives. Measuring instrument must be effective in measuring accurately define objectives of a programme. The programme content must have a practical utility to trainees. Useless tests measure students ability to apply what was taught, there will be little of real value in tests.

Why do we have test:

3. Education has become a massively invested public concern. Tests help authorities to diagnoses causes for improvement of the

educational organisations. May be administrator uses test, to promote trainees. Supervisory objectives of test may be to improve class room instructions. Valid objective may be the usage of test as a part of a guidance programe. Guidance specialist is automatically a specialist in measurement. Guidance service is only supplementary to teaching service. Well prepared measuring instrument determines, the effectiveness of the curricular pattern. If the test results don't indicate the achievement of the objectives of curricular pattern, the results indicate the need of revision of the curricular pattern.

What makes a good test:

4. The measuring instruments, vary and differ in respect of their capacity an utility. The merits and limitations are in built in every test. Therefore no one single test may measure achievement of students totally. Before any examining into various types of tests it is appropriate here, to analyse commonly accepted hypothetical characteristics of a good test. Broadly they can be named as validity, objectivity, discrimination, comprehensiveness, and ease of administration and scoring. Though these qualities are being treated seperately in this paper, logically they are mutually interrelated and contributory and cannot be clearly demarkated.

Validity

5. A test is valid, when it measures what it is supposed to measure.

The validity can be explained in four ways. When a test demonstrably covers completely the subject matter taught by the teacher, it is said to have content validity. If the scores on a test predict well, what pupils will do, at some subsequent time, it has the predictive validity. If score on a test are highly correlated with students current performances, it is said to have the concurrent validity. When students scores match with the theory underlying the test, it is to have the construct validity. The content validity is prominent in evaluation of learning.

Suppose, an instructor, in management makes a test to measure the ability of his students, to apply certain principles of management in management in their daily life, If actual test measures only the students ability to recall and write down certain facts on paper, the test would not be valid. Because ability of memorise, and ability to apply are not the same. Good testing as well good teaching should penalize, rote learning rather than put a premium upon it
H.E. HAWKES.

A course achievement test must measure, what is achieved in that course, and nothing else, In such a test if guesswork can score, that test is a general intelligent test, but not an achievement test. Then it is invalid, because it does not measure what, it is supposed to measure: suppose at an achievement test, if students are being penalised, for reasons of poor reading, limited vocabulary, not memorizing and slow reaction, the test is not valid.

Reliability:

6. A reliable test must be trust worthy accurate and consistant. In otherwards if the scores of a test are rhy same when administered to same students several times the test is treated as reliable.

Reliability is interrelated to validity. If a test is valid, it must be reliable. At the same time a test can be highly reliable but may not be necessarily valid. For an example, if the answer for question 'Name six Cooperative principles' if answer be repeatedly the same, to that extend, it can be said that the test is reliable. But by the same question, if the test maker expected to measure students ability to apply Cooperative Principles, to practical situation and if the same answer comes, the test to be branded as not valid.

Reliability can be very oftern effected by variable factors like, emotional influence of examiner. atmosphere of the test room, difference of students guessing etc., Therefore better way to construct a reliable test, is to administer two similar type of tests to same group of students, one after the other, and compare individual scores, in two test. If each student score talley, than we can maintain, that the test is reliable. Today the examiners in order to maintain reliability of test when marking give a range

of marks, instead of giving one single score: For an example, instead of giving 85 percentile, they state score is within the range of 80th and 90th percentile. There are many complicated statistical procedures adopted, trying to preserve reliability of test. Factors like the length of the duration of the test, clarity and objectivity of items, simplicity of direction, and objectivity of scoring, influence reliability of test. In otherwards confusion and ambiguity leads to the loss of reliability of a test.

Objectivity:

8. The objectivity too is interrelated to both validity and reliability. In constructing a test the factor of objectivity can be treated in respects of scoring of a test, and interpretation of test items. The objectivity of scoring can be maintained by marking according to a key. It is obvious then marking according a key can be applied to multiple choice test and stimulations, but not to essay or discussion type of tests. The second point of objectivity in relation to interpretation of test items, can be achieved by administering two similar test to same group of students contineously, and comparing marks they get at two sittings. If the marks of one student are the same at two sitting, then we can say the test is objective as far as interpretation of the test items are concerned. In order to achieve objectivity the test items must be very clear, without any ambiguity what so ever.

The test must discriminate:

8. By applying test results, if one can detect or measure the differences in achievement of students, it can be said the test is discriminative, provided the test has all the earlier said qualities (validity, reliability and objectivity). There are several mathematical approaches to arrive at discriminative point.

Comprehensiveness:

9. If the test is at least, by sample a representation of the whole course of instruction, it can be said that the test is comprehensive. There is no specific formula indicating the test has reached the criterion of comprehensiveness, but it is a matter of judgement. If the answer to following question is affirmative, simply we can say the test is comprehensive. Is this test comprehensive enough to measure accurately and well what I expect to measure?

If the test can be readily administered and scored and, if it consumes minimum of students time we can say construction of test in good.

Critical review of evaluations:

Irrespective of types of tests used, for evaluation till 1960s, Their emphasis was mainly on inspection functions rather than on. Production functions , in otherwards tests were used to select

students to a course and to grade them at the terminal, but not to promote the capacity of the student. Now the trend is more towards production function or to improve both teaching, learning and improve the course content. According to improved techniques of evaluation terminal assessment is based on the performance of the student, during the whole course of study. Some authorities resist changing towards this progressive trend, mainly because of ignorance, but not due to considered policy: unfortunately by following "Inspection function evaluation, large number of able students are being irremediably injusticed.

Students well-come evaluations, if assessment feedback about their learning to them or to their teachers. They expect informative marks rather than literal grades of terminal evaluations.

If the advocates of social traditional, terminal evaluations, say that without terminal exams students do not work hard, in turn it implies, a condemnation of their system of assessment. Good assessment system should encourage the students to use their time purposely. Students maintain that traditional examination system force them to work to pass the exams, instead of leading them to achieve broader educational objectives.

A combined team of American teachers and psychologists, carried out a research on exam papers in (1960)s. They found that 78% of the in exam papers asked for the lowest category of isolated recalls. 5% asked for required recognition or learning of

facts or concepts. 11% inquired the ability to generalize. Only 6% consisted of higher category of unfamiliar application and ability to synthesize. The survey reveals the relatively unconscious choice of factual materials by examiners. Partler and Muller (1974) after interviewing students, found that, from the beginning of the course, the students had determined to "Play the examination game".

No any single test has the capacity to measure total achievement of a student fully. The tests can provide only the raw-materials for evaluation. The best test may indicate how much or how low, a student has progressed during the course of instruction, but may not tell how good the results are, because the amounts are not necessarily the indicators of value. It is very difficult to evaluate personality characteristics by test along. Rigid measurements are not valid assessing personality characteristics.

Variability in marking still remains virtually in all tests.

This happen not only due to varitable personality factors influencing, among examiners, but also due to time factor influencing a single examiner, at different intervals. Examiners may be carried away by reaction to candidates hand writing, style content, interpretation, different qualities of judgement, and number of answer script already marked, fatigue carelessness etc., These personality quality may influence, for the variability of marks, even in oral or practical test.

There are criticisms over objective tests too. One criticism is that objective test is suited only to measure the factual informations. An another criticism is that guessing may distort the results. Another criticism is that an objective tests and intelligent student may answer by a process of education, relating to the test constructors strategy without experience to the subject matter. Moreover critics say that objective test consumes more money and time. Advocates of objectives test nullify earlier mentioned criticisms with one counter argument. That is they say if objective test is properly constructed, then the said criticism do not arise, and when there is a pool of tests, the last criticism does not arise.

If a test maker is keen constructing a perfect test, he should refer back to earlier described qualities (validity, reliability, objectivity, comprehensiveness etc.,) and get himself satisfied by self questioning, to ensure the conformity of his test, to said qualities. When he gets affirmative answers to his own questions test may definitely be perfect.

HOW TO CONSTRUCT A TEST

The construction of a test is two fold systematic process; the first step is the determining of what should be measured and the second step is devising of measuring instrument, that will best measure, what is to be measured. The course content and the objective differ from course to course. Therefore it is not possible to present a valid generalization. But for the sake of discussion,

following generalized hypothetical objectives of a learning course are been listed.

1. The development of effective methods of thinking.
2. The cultivation of use ful work habits and study skills.
3. The inculcation of social habits.
4. The acquisition of wide range of interests.
5. The development of social sensitivity.
6. The development of better personal and social adjustments.
7. The acquisition of important informations.
8. The development of consistant philosophy of life.
9. The development of useful manupulative skills.

The test maker must express each objective in terms of specific changes, that are expected in the student. This leads to the first step in considering the objective, to be measured. Following hints may help to construct a test.

1. The listing of major objectives for which appraisal is desired. For a comprehensive achievement test, there can be several such objectives.
2. Analysing and defining of each objective in terms of expected student outcome, can be treated as the second step. In this process it is important to define as to how

a student should react at a given point in the course of study. In otherwards this stage can be treated as a job analysis of each objective.

3. The establishing a table of specification to be used as a blue print, guiding to decide the emphasis on the subject.
4. The construction of identified objective wise test items will be the next step. Subsequently the best item can be picked for the draft.
5. Now the stage has come for assembling of the test objective wise, in such way, that students will not get confused, in selecting test, items.
6. It is also very important, to write down clear and concise direction for each type of question. These directions must guide students to decide what, when and where to do.
7. Now the time is for the devison of whole procedure adopted so far. To review the procedure, gap between No. 6 and No. 7 should be appriciable little log. Corrections and revision can be done at this stage too.

8. The construction of a key is very important, so that it will systematise the scoring procedure.
9. Before actually using the test, it should be trialed out, may be for several times, after each revision. The trials, will ensure the validity and reliability of the test.

In addition to above discussed steps, if test maker is cautious enough not to repeat the following common mistakes, the quality of the tests may improve. No point in including tricky or puzzling questions, because they cannot measure achievement. The usage of making test items with statement lifted from books, may measure only the ability to memorize, rather than the ability of application. When test items are interrelated, it will provide room for guessing, which leads to loss of validity. General questions to be avoided, because they measure only the general intelligence.

A test maker must not forget the fact that it is not possible to measure all outcomes of instruction, with one type of test. To measure manipulative skills, a good performance test may be valid, but not a written test. Careful observation may be a valid test to measure certain traits. The scorer of a written test, should not forget the above limitations.

TRAINING AND TESTING.

Trainers field is limited, hence he trains a trainee, for a specific job. Irrespective of the types of test, characteristics of a test are the same, as were discussed through out this paper. Trainer, may employ tests to select employees for the training course, to assess where employees stand in relations to desired outcome of the training course, to ensure whether the trainees are progressing towards the goal, to assess whether the trainees have achieved training objectives, or to assess the usefulness of the training achievement in relation to the trainees career, or to the organisational goals.

Generally, in training following qualities in the employees are expected to be assessed. They are namely; general intellectual abilities, aptitudes, achievements, psychomotor and sensorimotor abilities, interests and motivations, personality and temperaments, interpersonal skills, leadership qualities, personal history data, current performance and potentials, etc.,

Whatever may be the appropriate type of test used in training, it should be a procedure, presenting the employees with questions or problems in a standards way, designed so as to stimulate the response which can be evaluated objectively. Such evaluations are expected to give informations based on past or present

behaviour or the employees, from which dependable predictions can be made as to how he will probably behave in future situations.

Some of the tests which can be used, assessing desired characteristics of employees may be as follows informal judgement of employees, records, or partly structured interviews, self assessments of employees against set standards, multiple choice or check lists, performance observations, simulations, interactive methods etc., discussions of each type is a matter of detail.

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Report of the National workshop on improvement of
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TECHNIQUES
OF
ASSESSMENTS.

Three Types

- (1) Open ended questions
- (2) Structure questions.
- (3) Short answer questions and objective items.

Certain suggestions for preparing open ended questions

- i. Make sure that achievement you wish to evaluate, cannot be measured with equal validity by using an objective type test.
- ii. Each question should be worded so carefully and specifically so that all candidates will have the same conception of what is expected. The examinee should not be expected to guess what is wanted.
- iii. Questions beginning with such instructions as "write an essay, discuss, comment", etc. should be avoided because they are likely to be too vague.

- (e) Preparation of pre-test.
- (f) The pre-testing.
- (g) Item analysis.
- (h) Item review.
- (j) Item banking.
- (k) Selecting banked items for examination.

Each of the above stages are explained in turn.

(a) Test Specification.

In drawing a test specification it is necessary to consider.

- (i) The content to be covered.
- (ii) The skills or abilities to be tested.
- (iii) The number of items to be used.

(b) About 3 or 4 times as many items as will meet the specifications of the grid are required for pre-testing. Each item-writer must be given a specific allocation of items in terms of content/skills.

(c) Item writing

What is needed to produce good items, apart from knowing and following the basic rules, is a ready flow of ideas, expertise in the subject concerned, hard work, discussion with fellow workers in the subject field and willingness to accept constructional criticism. Some people have a natural flair for item writing; most of use can improve with instruction and experience. Nevertheless there are unfortunately some people who do not show any real aptitude for this kind of work.

(d) Editing

It is always possible for an item writer to fail to detect his own mistakes and faults. Hence editing is an opportunity provided to detect ambiguities, 'errors', poor expression etc., in the draft items, and to share the knowledge, opinion and experience of others so as to produce effective items.

The editing panel usually consists of three or four persons who are subject experts familiar with the techniques of item writing. All items be thoroughly reviewed by the panel of editors to ensure that the structure and content of each item conforms to the following.

- (1) Is the question relevant to the source?
- (2) Does it test the subject matter and ability stated?
- (3) Is it technically accurate?
- (4) Is it suitable for the purpose stated?
- (5) Is the anticipated difficulty of the item such that about 55-60 per cent of the candidates will select the key?
- (6) Does the stem present one central question?
- (7) Is the key the only correct answer?
- (8) Are there any clues in the stem?
- (9) Could any of the distractors be considered as "nearly correct" ?
- (10) Are any of the distractors unlikely to be plausible?

The purpose of editing (or "shredding" as it is sometimes called) is to eliminate unsatisfactory items (for example those outside the syllabus) or to modify draft items which appear to be ambiguous or to have more than one correct response.

Writers of items must be well acquainted with the subject, the syllabus and the level of ability of the students for whom the test is intended.

The main principles that must be considered in the writing of objective test items follow:

- (i) The most appropriate type of item to be used has been determined by the test specification. The item writer must be absolutely clear what each item is intended to assess both in terms of the subject matter and the ability to be tested. He should then decide which item type is most likely to achieve his aim.
- (ii) Item writers must avoid ambiguity and irrelevance both in the stem and in the options.
- (iii) Items must be expressed as clearly as possible.
- (iv) There must be one correct answer.
- (v) Avoid giving clues to the key in the stem.
- (vi) Ensure that all options are parallel in construction and in content and are grammatically consistent with the stem.
- (vii) Options should be of a similar length.
- (ix) The correct answer - the key - should be clearly acceptable to the more able candidates but each distractor must be sufficiently plausible to appeal to a reasonable proportion of the less able candidates.
- (x) The stem should normally be positive; double negatives should be avoided.
- (ix) Use words which have a precise meaning: avoid 'seldom' 'often' 'many' etc.,
- (xii) Avoid redundant words. If a word does not contribute to the meaning, leave it out.

Before final editing is undertaken a preliminary editing may be carried out by post, by which means all items can be circulated among the panel of editors so that their comments may be collated for submission to the final meeting of editors.

After editing each item may be accepted, modified, rejected or referred back to the original item writer for amendments.

(e) Preparation of pre-test

The items which have survived after editing will have to be assembled into a pre-test form based on the original specification grid.

At first, the items in each pre-test will have to be selected according to the specification grid and then they should be arranged so that each pre-test is balanced in terms of syllabus content.

If a wide variety of item type is being used, there is a good case for grouping the questions by item type in order to avoid confusing the candidates with different instructions.

(f) The Pre-testing

The aim of the pre-test is to find out information about all items before they are used in a test which forms part of an examination. In order to get a reliable indication of the performance as well as the level of difficulty of the items, the pre-test should be carried out on a sample of candidates that is as representative as possible of the candidates who will be ultimately sitting the actual examination. Therefore each pre-test must

- (i) By taken by a sufficient number of candidates (usually 300)
- (ii) Involve a number of schools and colleges.
- (iii) Be taken by students who have almost completed the course or syllabus.

It is essential that candidates should be made completely aware of everything that they are required to do and not to do (e.g. instructions for answering the test) and that the test itself be presented to them as simply and as clearly as possible.

(g) Item Analysis

After the marking of the items in the pre-tests, the response of the candidates can be analysed to produce information, which allows the effectiveness of each item to be investigated. In this way poor items are rejected, items are identified which may be capable of being improved while good items are retained for possible use in tests or for inclusion in the item bank.

There are various procedures available for carrying out item analysis but all aim to produce, along with other data, two basic statistics. For each item a facility index (f) and an index of discrimination (D) is calculated.

The facility index is a measure of how easy or how difficult an item turned out to be in terms of the responses of candidates. The discrimination is a measure of the validity of the item against the criterion of performance in the pre-test as a whole. The index therefore tell us something of the homogeneity of the test since items which do not correlate highly with over all test performance are rejected.

The analysis obtained for each item of the pre-test may be laid out as shown below which shows the minimum amount of information required.

Item No X Key D
 Faculty 74%
 Discrimination 0.34

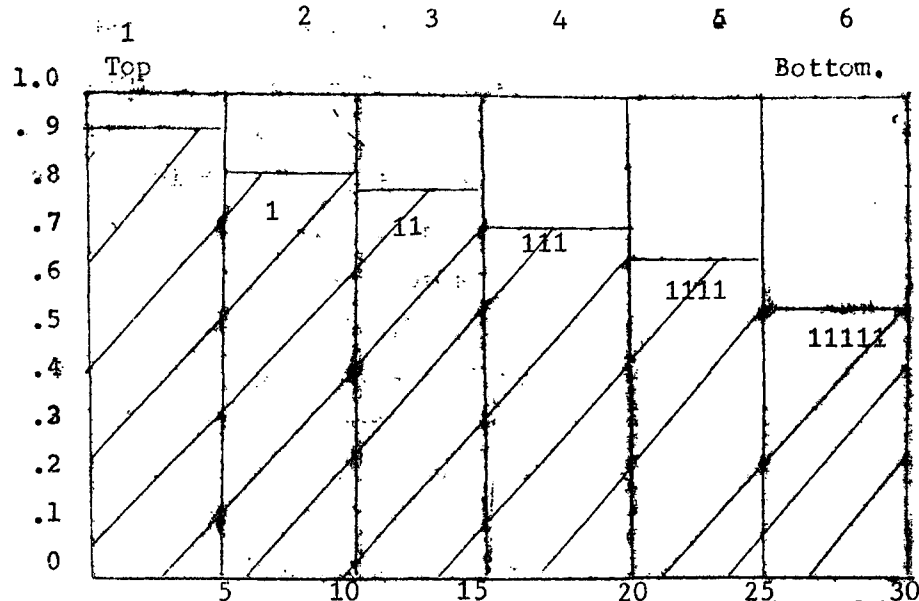
Groups

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Number not reaching	0	0	0	0	0	0
Omit	0	1	0	2	0	2
A	0	0	2	0	0	4
B	1	9	9	16	24	28
C	1	0	2	3	2	3
*D	77	67	64	58	49	43
E	1	3	3	1	5	5
Number of candidates	80	80	80	80	80	85
Proportion correct	.96	.84	.80	.73	.61	.51

Groups

Proportion

Correct



Note that the graph provides a pictorial representation of how the item discriminates among testees.

h) Item Review

When the pre-test items have been analysed, a review meeting is held by two or three subject experts. This panel considers each item in the pre-test in the light of the analysis obtained together with any comments submitted by participating colleges about the test as a whole or individual items. It is assumed that by the time the statistical details resulting from the analyses of the pre-test items are available there will be no suggestions for changing the wording of items. It is extremely wasted if it is necessary to change an item at this stage since in effect it becomes a new item for which the available statistics are not valid. The review meeting considers:

- (i) The difficulty of each item
- (ii) The discriminating power of each item.
- (iii) The way in which each option has functioned.

(i) Items are acceptable if their facility Indices are in the range 60-65 (for 5 choice multiple choice items) and in the range 55-60 (for 4 choice multiple choice items). In practice it is rare to be able to have the luxury of a choice of items with this kind of F value for each cell in the specification. Normally, in order to keep to the specification items outside this range have to be accepted. Items below 35-40 are too difficult items about 80 are too easy. In the final test not only should the items be within the required range but the meant F value must be close to 60.

(ii) Index of discrimination. The higher the value of the discrimination for an item, the greater the tendency for candidates doing well in an item to do well on the test as a whole. An acceptable item should ideally have a discriminating index greater than 40 if it is to discriminate adequately in an attainment examination. Items with discrimination indices below 40 may also be provisionally acceptable provided they are satisfactory on all other grounds.

It should be noted that it is possible to have a negative index of discrimination i.e. the correct choice has been selected more frequently by the poorer candidates than by the better candidates. Such items must of course be eliminated.

(iii) Key and distractor performance. Incorrect options will be selected by testees getting the item wrong. Ideally each incorrect option should be selected by equal proportions of candidates. In addition options should discriminate between candidates, so that those choosing a particular option should come largely from testees with low scores in the total test. An incorrect option which is chosen by more candidates than those who choose the key may suggest that candidates have learning difficulties in the topic represented by the item. Generally distractors attracting less than 5% of candidates should be considered for replacement and subsequent pre-testing. It is important for each distractor to be sufficiently plausible so as to attract some of the weaker candidates, while not unfairly misleading those as to the degree of understanding expected of candidates at that level.

Items found to be professionally acceptable for all the above reasons should be recommended for banking and items found to be unacceptable on any of the above should be either retained with suggestions for amendment and pre-tested again or rejected altogether with the reason(s) indicated.

The item bank consists of all pre-tested, validated items, filed according to their question paper use and recorded on cards which quote the 'F' and 'D' indices of each item as well as giving the other statistical information available.

(k) Selecting banked items of examinations

The final test is assembled in accordance with the specification from all those items which have been accepted into the item bank. Because the 'F' and 'D' of each banked item are known it is possible to construct a test with a predetermined level of difficulty. In an objective test the number of items chosen for the test should normally be not less than 30.

Presented by:

Mr. A. Wedemilla,
(Department of Examination),

MR. A. WEDEMULLA (DEPARTMENT OF EXAMINATION)

PRESENTED HIS PAPER ON
TECHNIQUES OF ASSESSMENT.

- During the discussion on the sessional paper presented by Mr. A. Wedemulla Mr. M. Pathinadan said that objectives of Cooperative training courses were not only the domain of knowledge, but also improvement of skill.
- Mr. E.R. Mudiyanse said that objective were not spelled out in syllabus and that commission might lead to act on more assumptions which in turn reduce the main idea of the course of instruction..
 - Mr. A. Wedamulla analysing C.E.C. Advance level question papers pointed out that 1st question in management paper was given too much emphasis by giving 40 marks. He said repetition of that emphasis might lead some of the students to concentrate only on that area and to score for pass marks.
 - Messrs G. Lokuge and A. Dhramadasa were of opinion that 1st question covers a wide vital area.
 - Mr. A. Wedamulla said if it was the case, better way to cover that area was to give multiple choice questions rather than an open ended questions.
 - Mrs. Padma Katupitiya said in practice now the teachers are examination counselling to overcome the difficulty of frustration of failing at the terminal exam.

- Mr. R.B. Rajaguru said that in the face of facts revealed he felt that there is a urgent need for revision of syllabai to suit the comtemporary need of CCooperative societies.

- In clarifying the question raised by Mr.W.U. Herath
Mr. A. Wedamulla said that at the moment, there is a gap between structured question and classroom situation. But possibility is there to bridge the gap by better constructions of structured questions.

National Workshop on improvement of
Cooperative examination system in Sri Lanka

DYNAMICS
IN
EXAMINATIONS.

Introduction:

1. Either a system of Education or a system of instruction appears to be incomplete when there is no examination. Examinations are well received both by the examiners and the examinees. Examinee knows that it motivates him for learning. Examiner believes that it not only motivates the learner also decides the standard of instruction. Therefore some form of an examination has become a necessary part of a course of instruction.

Since of late in many countries who were blindly following the British system of examinations have begun to re-examine their systems of examinations. Americans experienced the worst reactions to examinations. Test burning incident of 1959 in Texas and various reactions following that should not be forgotten - Nettler (1959) writing on 'Test Burning in Texas' reports that

" The Houston test burning came as a result of a few telephone calls- (no one knows how many) - from parents complaining, at the outset, to two of the seven trustees concerning the content and purpose of the tests: The metropolitan press was alerted and published stories in advance of the school board meeting promising a ruckns under such headlines as 'PARENTS PROTEST TEST QUESTIONS' ; PARENT STILL BOILING OVER THOSE ' TALENT HUNT' QUESTIONS and DR. MCFARLAND (The Superintendent) FACES TOUGH MONDAY NIGHT'."

The parents protest on testing their children was a great example of concern of their children. Yamamoto (1966) writing on .

'Psychological Testing; invasion of privacy states that ;
" ----- no professional will deny the fact that any instrument is technically fallible and no test has perfect reliability and validity in every conceivable situation. It is true that 'good modern tests can measure reasonably well what a person knows, less well what interest he has, and poorly what he is and may become'. Nevertheless, it is one thing to point out the imperfect status of the present-day tests, while it is quite another to argue for abolishment of all testing."

Yamamoto's reaction is towards ' a good modern test'; which is technically assessed on many things such as item difficulty, item discriminations, validity and reliability where as the examinations conducted by various examination boards as blind followers of the examination system of an another do not use 'good modern instruments'. Some of my recent studies on the item behaviour of the Sri Lanka G.E.C. (Advanced Level) Examination shows how poor are these tests on technical statistics. Therefore, the issue there is not of 'using good modern tests' but that of 'using bad and out dated tests?

The Sri Lanka Department of Examinations has often being criticised by the Press, The Teachers, Students and Parents have lost faith in examinations. It is often heard here that "examination scripts were lost; failed to release results of certain candidates; has released wrong results to candidates and etc.,"

Often candidates are tested with bad, out dated test instruments and are mismanaged by the authorities. Still 'Test burning' has not occurred, but many such systems are now at the verge of getting burnt.

The purpose of this paper is to point-out that there are more than one possibility to examinations.

Systems: 'Examinations' or 'Tests'.

2. The word examination - (exam) - is frequently heard here in Sri Lanka as well as in many countries who are having a similar educational background. The term examination is mostly used in countries where the British educational influence was heavy.

In the United States of America hardly ever use the word examination. Americans use the word test in place of it. 'An open book test', 'A closed book test', 'A take home test' are commonly heard among the students in the U.S.A.

My observation is that 'Examination' and 'Test' do serve the same purpose. Though the administration and the conduct of an examination and a test are different. Examinations are very formal in nature and is administered within a set legal frame. Examiner and examinee both are bound by the examination laws. These laws are so rigid and even is resistant to reality. Often follows a set model and is set by the past examiners.

Test is more informal. Even in countries with British influence such as Sri Lanka do have school based 'class tests', 'term tests' and etc., These tests are not formal as examinations and not rigid as examinations.

One might argue that a 'test' and 'examination' are used for two different purposes. 'Examination is for certification. Therefore need to be very formal. Test is not used for certification and therefore need not be formal'. On the contrary in the United States there are no public examinations such as G.C.E.(O/L) and (A/L). The school test is used in certification as well. There are no public examinations for university entrance. No examinations of the category we find here to award university degrees, Still the B.A., B.Sc. M.A. & Ph.D. are awarded and also is widely accepted as valid certificates all over the world.

I feel a 'test as well as an ' examination'; both do serve the same purpose but with a difference in attitudes. A test is a more human and a realistic form. Therefore not as rigid as examinations. Examinations ignore human nature and reality. Therefore is governed by rigid laws.

The rigidity, inhumanness and lack of reality in examination have caused many unhealthy practices in the sphere of education. Repocussion of these examination oriented schooling was discussed at length at a recent international seminar on 'Non cognitive out comes of Examination Oriented scholling'; conducted by Marga Institute and was attended by reputed Educationists of many nations.

Therefore, observing the nature and the practice of testing I would like to state that there are two types of practices as 'Examinations' and 'Tests'.

Though both 'Examination' and 'Test' - (under these operational definitions) - are used in assessment 'Test' serves better to the course and the examinee. A formal Examination often gives a rating - (a grade) and indicates whether the candidate is successful or not. Examination script is confidential even to the candidate who produced the script. Candidate neither knows where was he right or wrong? and nor he knows why? Where as in a test often the candidate gets his script back to go through and see his performance. In the U.S.A. often even an explanation to wrong responses also can be found. The assigned grade or mark is fully justified to the candidates.

'Test' with a feed back is a remedial learning kit. Often in the U.S. Colleges; failing the test the candidate can sit for a repeat test - (make-up test) - within a day or two with the consent of the examiner. Often the course is taught, the test is designed, administered and scored by the same person. Therefore examiner himself is responsible of maintaining the instructional process. Poor student performance at a valid test indicates that either the instructor or the instructional set up was poor. A 'test' often provides information back to the student and teachers. Therefore the process of education is strengthened while in an 'Examination' it is only a terminal occurrence with no feed back to the teacher and the student.

Any educational set up ought to decide whether that set up opt to be a system of 'Examinations' or a system of 'Tests'. If the objective of the system is to promote and profit from a course of learning/teaching; a system of 'Tests' would serve better over a system of 'Examinations'.

What to Assess:

3. Often public Examinations do assess achievement. For instance in a training programme the organization select a set of trainees to be trained. The first instance the selected set of trainees were selected satisfying the basic requirements of admission and of having faith in them of their potentiality of achieving the set goals of the course of training. The programme is designed to meet certain goals. These can be listed in many ways - as Institutional goals or as programme objectives and etc. To achieving these objectives, various subject areas or 'courses' are selected. Therefore every subject area should also have its own course - (subject) objectives which ought to be derived from the programme goals. These course objectives are mostly now listed either as instructional objectives or as behavioural objectives. If objectives are known at very specific levels it eases instruction. Once the objectives are conveyed to the learner that guide the learner as he/she knows exactly what is expected in the course of training. When objectives are clearly spelt and also conveyed to the learner; assessment should only follow the set objectives. If a test assess something out side the objectives which were pre-set that test would not be a valid test. If an instructional programme has not spelt out its programme objectives and courses objectives, it is a failure from the part of the organization, and the receiver should not be penalized for the error of the organization.

When to Assess:

4. An 'Examination' or a 'test' is constructed to assess what ever is wanted to be assessed. In a system of education tests or examinations are designed to assess skills, abilities and qualities. Examinations and tests do motivate students to learn. The process of education should stimulate, motivate and facilitate the learner to learn. Examinations do motivate learner, but do not necessarily facilitate learning. To facilitate a learner the instructor ought to assess learner difficulties and grade learning material at the rate suitable for the student. If a student finds the material too difficult, it should be presented with a difference making it easy to absorb. If a student is found to possess the wrong concept that could be remediated. As clearly stated by Carroll (1971), 'review and practice will maintain pupils' learnings over long periods of time. Therefore assessment should not always be to assign a final grade or closing step of a course of instructions. It could be employed to promote and profit the learner. Therefore, the time of assessment is an important factor to the learner as well as to the programme of instruction. If assessment is done during the time of the programme with the intention of helping the learner in his learning to make him/her successful in achieving course objectives is called 'formative Assessment'. When assessment is done at the end of a programme with the intention of assigning a final grade to the learner often for the purpose of certification that type of assessment is called 'Summative Assessment'.

Since formative evaluation is defined as ' a way for the purpose of guiding the developmental process' - (Merhamn & Lehmann 1978) - one may not accept the formative test as a sufficient method of assessment to meet criteria of certification.

Therefore, an in-between procedure which meets the formative expectations as well as summative expectation ought to be found. Often continuous assessment is employed in education as an in-between method to meet the summative purpose of grading as well as formative purpose of learning. Continuous assessment will provide cumulated average score which is better accumulated, stipulating satisfactory motivation to the learner. The cumulative grade will also meet the summative purpose of testing.

How to Assess:

a) Types of Test items:

5. There are different types of tests, Essay type of examinations are much popular in many countries where the British influence was heavy. It is the common practice to ask the candidates to answer five questions out of ten questions given. Therefore, naturally the 'options' given leads to an assessment on half of the syllabus. Even otherwise, ten questions cannot possibly cover the whole syllabus which directed the learner to master. Therefore, teaching as well as learning for the test or examination is mostly guess work. Students go through past papers and evaluate the probable topics to study more. When probability is met well at the Examination the candidate performs better. Some even after studying a good portion of the syllabus still do not get a fair number of items from those topics.

Therefore, Essay examinations are poor in content validity. Even marking answer scripts examiner variability affects the test score. Two examiners marking the same script would assign two different marks. Same examiner marking the same item in two different scripts would not gage in the same way. Therefore, the low reader reliability is another inherited drawback in essay examination. However, as Coffman (1971) has pointed out, 'Essay examination are still widely used'. The poor validity of reliability of essay type of tests can be improved. Various suggestions are made to improve essay examinations. Delimiting the area covered by the questions and making the question and expected answer short, a larger number of questions can be offered to have a relatively better content coverage. Giving specific directions to examinee of answering; variations the answers can be cut down. Giving specific instructions and marking schemes; the examiner variability can be controlled. Even with all these attempts still the weakness of the essay examinations would not be totally controlled.

Another popular as well as more recognize type is the 'objective type' There are many form of objective tests. 'Multiple choice is the widely known variety of objective test. As Mehrens Lehmann (1975) was stated, "one of the virtues of the objective item is that it is an economical way of obtaining information from a pupil because, in general it takes less time to answer than an essay item. Because of the lessened amount of time needed for pupils to respond to objective items; many questions can be asked in a prescribed examination period and more adequate content sampling can be obtained, resulting in higher reliability and better content validity. In addition, objective items can be scored more easily and more accurately.

Finally, objective items may create an incentive for pupils to build up a broad base of knowledge, skills and abilities" - (Mehrens Lehmann - 1978). Although the objective tests are more valid and reliable some 'examiners do criticize saying that these items do not measure higher mental abilities. Their comments may hold true for the inexperienced item writers. An inexperienced item writer may even not be able to write good items to assess lower level mental abilities. As Wesman (1971) states, "Those who have not tried to write objective test items to meet exacting standards of quality sometimes fail to appreciate how difficult a task it is." Good objective items can be written to assess all levels of mental abilities. Again as Wesman states "----- item writing requires an uncommon combination of special abilities and is mastered only through expensive and critically supervised practice. Item writing demands and tends to develop high standards of quality and a sense of pride in craftsmanship". If these pre-requisites are met objective items can assess mental abilities at all levels.

However, the controversy is less and validity of measures can be cross checked; if one uses both types in appropriate proportions in assessment. Formative and summative tests, whether presented in essays or objective form, as an examination or as a test it should be valid and reliable enough to make the expected decision. Examination decisions are interpretations given to each assessment. Assessment quantities what you measure. The measures can be evaluated to make decisions.

b) Type of Evaluation:

Basically there are two types of evaluation procedures as follows

- (i) Norm Referenced Evaluation and
- (ii) Criterion - Referenced Evaluation.

When an examinee receives a test score that test score can be compared with that of the others who also took the same test. The one who receives the highest score is identified the best and the one received the lowest score is the worst. Place, position and quality of the examinee totally depends on how the others have performed in the same test situation. It is often pointed out that even if a test is poorly valid and reliable still the interpretation is possible as the interpretation is purely group referenced or Norm referenced.

In criterion referenced interpretations results achieved by others in the group is not the concern but the typical nature of performance of each student is the concern. Performance of the student is also assessed on well specified objectives. The test provides information about the specific knowledge and skills of examinees and yield scores interpretable in terms of task or performances - (Millman - 1974). Student performance in the test will be compared against a pre-set criterion or criteria. Evaluation against criterion/criteria would designate each candidate as a 'fail' or a 'Pass'. What is expected is a criterion behaviour. Therefore, this type of evaluation is called criterion referenced evaluation.

Setting a criterion referenced test is not easy. Every item should specifically meet an objective. Performance on each test item would lead to a decision on a set criterion. What ever the type of items used used it is expected to be highly valid and worthy.

Criterion referenced tests can be used in, in-course assessment - (formative test) or in terminal assessment - (summative test). Criterion referenced items also could be essay type or objective type.

In Summary:

If an when an examination system is to be set-up or to be reviewed the "following guide line could be set.

- a) If the need is to promote the learner, and to be sure of his true success formative test procedures in conjunction with summative tests would be better than just using a terminal summative test;
- b) If the need is to ensure a typical performance criterion-referenced tests is to be preferred over Norm referenced tests;
- c) If a test is to be more valid and reliable better to use a combination of objective items and essay items to a fair propotionp
- d) If it is the hope to be realistic and human about the examinee, a 'test' is to be preferred over an 'Examination'.

Presented by;

Dr. Mohottige U. Sedere
University of Peradeniya,
Sri Lanka,

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DR. M.U. SEDARA (SENIOR LECTURER FACULTY OF EDUCATION
UNIVERSITY PERADENIYA) PRESENTED HIS PAPER ON
DYNAMICS OF EXAMINATION .

_During the discussion on sessional paper presented by
Mr. M.U. Sedara, Mr. W.U. Herath asked the question "is
it possible to adopt humanistic approach in an authoritarian
situations?"

-Dr. M.U. Sedara commenting the question said that the present
trend is for democratic approach and in time to come
humanistic approach might be a reality. He further said that
at the movement if the examiner could justify their effort,
we could have hopes in future.

National Workshop on improvement of
Cooperative examination system in Sri Lanka.

PRESENT STRUCTURE
OF THE
COOPERATIVE EXAMINATION SYSTEM
IN
SRI LANKA.

Introduction

1. The objective of this paper is to explain the existing Cooperative Examination structure and the system in Sri Lanka and to analyse the implications of the system from the point of view of the examiners and the teachers who follow the system. The paper does not in any way deal with arguments from any conceptual point of view. Intention of paper would be to give material for discussion.

Structure and the system of the examination have been explained in the paper by going through process of interviews with the internal and external examiners of the Cooperative employees Higher Level Examination, collecting data from the School of Cooperation and by going through model examination on the basis of 3 months teaching done at the 1982 Cooperative Employees Higher Level course. The model examination has been conducted by the regular examiners as well as the teachers who teach at the centres. The Project helped to conduct the examination. The analysis would be on the basis of data available and the examination conducted.

It has also been attempted to summarise the research literature available on the examination system for discussion purpose. Extreme care has been taken to not introduce any new ideas or arguments on the subject except the research literature available.

The Project wished to express gratitude to the Principal School of Cooperation, Polgolla and the examiners, teachers and the trainees who helped in formulating paper.

Present structure and the system of the Cooperative employees Higher level examination .

2. The administration of the present Cooperative Employees Examination courses have been vested with the School of Cooperation, Polgolla with an understanding by the Cooperative Movement and the Commissioner of Cooperative Development in the process of history of Cooperative Education in Sri Lanka. The school is given the authority to decide, in consultation with the Commissioner of Cooperative Development, the levels and the syllabi of the Cooperative Employees Examination courses i.e. Cooperative Employees Higher Level Course, Cooperative Employees Ordinary Level & Cooperative Employees Junior Level Courses. Formulating the curriculum has been decided by the School of Cooperation and over of period of time subjected to modifications on the existing requirements. The Principal, School of Cooperation has the discretion either to consult the teachers or any persons or institutions involved in the system or to decide upon any revision of the syllabuses. That means methodology of deciding on the curriculum and the implementation of system is decided by the School of Cooperation. The Principal, School of Cooperation from time to time issues the syllabus and the rules and regulations for the examinations for the benefit of teachers and the trainees organizations.

There are 26 Cooperative Education centres of the National Cooperative Council who conduct the courses at their centres on the basis of the syllabuses prepared by the School of Cooperation except the Cooperative Employees junior level course which is basically a correspondence course implemented through the National Cooperative Council Head office. Out of 26 District Cooperative Education Centres some centres i.e. Colombo, Galle, Jaffna & Kurunegala only conduct Cooperative Employees Higher Level Courses in addition to Cooperative Employees Ordinary Level Courses. The selection of the trainees is done by the National Cooperative Council in consultation with the School of Cooperation on the basis of the qualifications laid down by the School of Cooperation, Polgolla. Cooperative Employees Higher Level Course is conducted once a year being a 9 months course. The registration fee as decided by the School of Cooperation is paid for admission to the courses. In addition Rs.5 per person is paid by each trainee monthly for rendering various facilities and services to the trainees. This money is remitted to the National Cooperative Council fund where as the registration fee is sent to the School of Cooperation, Polgolla.

The eligibility for admission to the examination is decided upon the attendance to the classes conducted at the centres. Trainees should show 90% attendance to the class, failing which they are not permitted to sit for the examination.

It is the responsibility of the organization from which trainee comes release him on full time basis. Some times the societies release the trainees on no pay leave where as majority get full pay leave. However, all the employees who appear for the courses should sign a bond depending on the number of months.

The National Cooperative Council is given the responsibilities for smooth running of the courses. The centres normally draw their time tables on the basis of the lecturing hours given in the syllabi by the School and should get them approved by the School of Cooperation, Polgolla. The O.I.C. of the Education centre is empowered to take disciplinary action on any trainee who violates the rules and regulations of the courses.

The school conducts examinations twice a year for all the examination courses. The school charges different rates ranging from Rs. 8-20 for admission to the examinations.

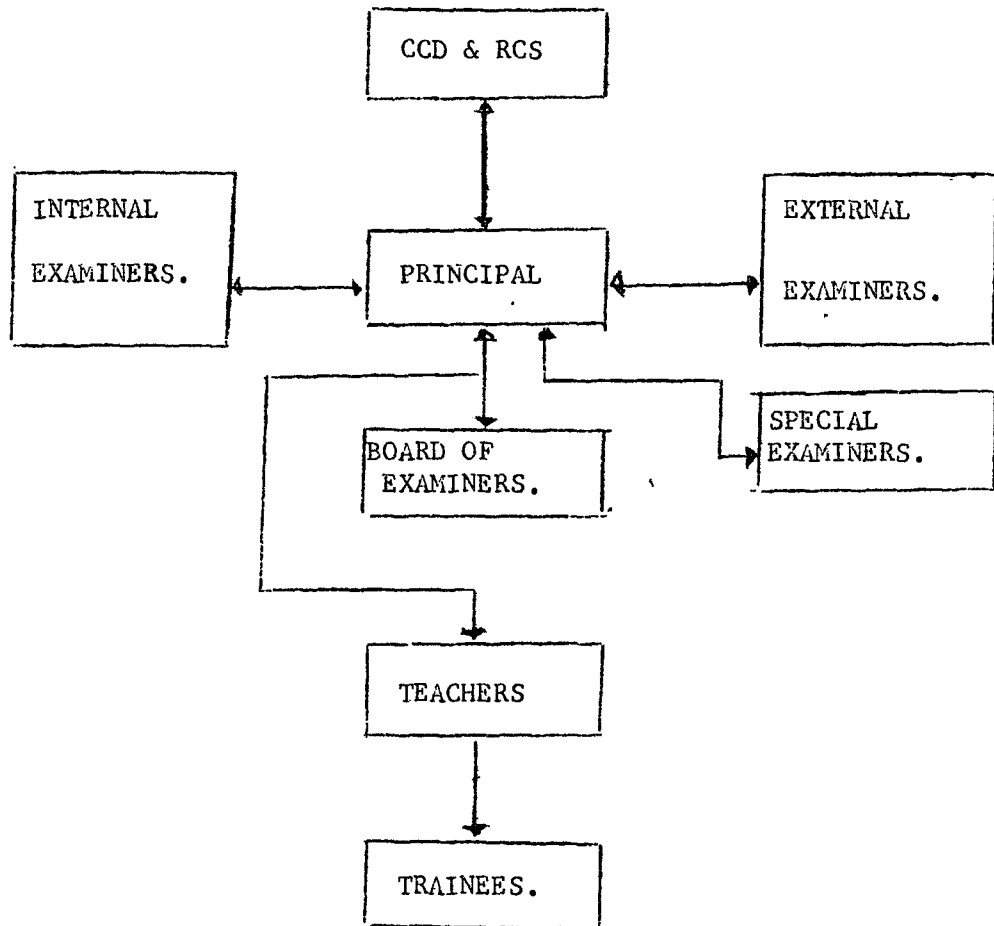
The school prepares question papers and conducts all the examinations with the help of lecturing staff from the School and the Officers of the Cooperative Department in various districts. Normally the results of the examinations are issued within 3 months of the examination. According to the rules prevailing at present in the School of Cooperation the candidates have to obtain minimum of 40 marks per subject for a pass in the examination. The person who pass 3 subjects in the Ordinary Level Examination and 4 subjects in the higher level examination at one sitting are considered as referred. If they pass number of subjects below this amount are considered as failures. However, in the Cooperative Employees Junior Level Examination, candidates are given concession of sitting one subject at a time and get a pass to complete other subjects in continuing examinations. The persons who get a pass in salesmanship I & II at the Cooperative Employees Junior Level Examination are exempted from the salesmanship subject at the Ordinary Level Examination.

The person who get a referred position or failure at one sitting have to complete the examination within 6 subsequent sittings. However, they are given one special permission to sit for another time provided he could forward valid reasons for such a privilege.

The candidate who obtain a full pass at the first sitting are graded as follows.

	3rd Class	2nd	1st Class
Ordinary Level	200 - 275	275 - 374	375 & above
Higher Level	280 - 384	385 - 489	490 & above

STRUCTURE OF THE COOPERATIVE
EXAMINATION SYSTEM.



The persons who complete the examination in several sittings are only entitled for the 3rd class.

The candidates are given concession to get their papers re-corrected at the junior level and Ordinary Level Examinations. This facility is not extended to Higher Level candidates. The request for such a re-correction should be forwarded to the School of Cooperation within 1 month of the release of results with a fee of Rs. 10 per subject. The candidates are given a concession to sit for further sittings even if they have passed an examination in order to obtain credits in the subject they require. In addition they are allowed to sit for the total examination if they wish to obtain a 2nd Class or first class.

The certificates are issued by the School of Cooperation under the signature of the Principal soon after the examination results are out.

The School has issued 2 sets of documents in relation to the conduct of their courses to all Cooperative Education centres as follows:

1. Syllabuses .
- 2..Scheme of work.

Normally the scheme of work is a detailed break down of several topics given in the syllabus. It also contains the number of lecturing hours for each topic. The teachers could get an idea on the depth of the subject only from the lecturing hours and the scheme of work. However, the objectives of courses in relation to the levels of jobs for management levels have not been given.

The School of Cooperation has appointed with approval from the Commissioner of Cooperative Development a Board of Examiners to regulate the examination. The Board comprises of selected lecturers on relevant subjects from the School of Cooperation staff. The Principal functions as the Chairman of the Board. The examiners are divided into two categories:

1. Internal Examiners.
2. External Examiners.

Normally the lecturer who is in charge of the respective subject in the School of Cooperation functions as the internal examiners.

Mostly the external examiners are also selected from the lecturers of the School of Cooperation on relevant subjects. Sometimes, the external examiners are selected from academically qualified persons in respective subjects with a considerable practical experience behind them.

However, there is no hard and fast rule on any particular organisation or organisations from which the external examiners have to be selected except the emphasis given on the staff of the school.

Preparation of question papers & marking
answer scripts.

3. The internal examiner sets the question papers on his subject.

Normally they set the question paper on the basis of the syllabus of the subject. Sometimes, they refer to the scheme of work if it is available under the subject.

Normally the question paper carries 8 questions from which 5 questions have to be selected by the candidate over a 3 hour paper.

The internal examiners decide on their marking on the basis of number of marks for each question depending on the importance and the depth of the questions according to the syllabus.

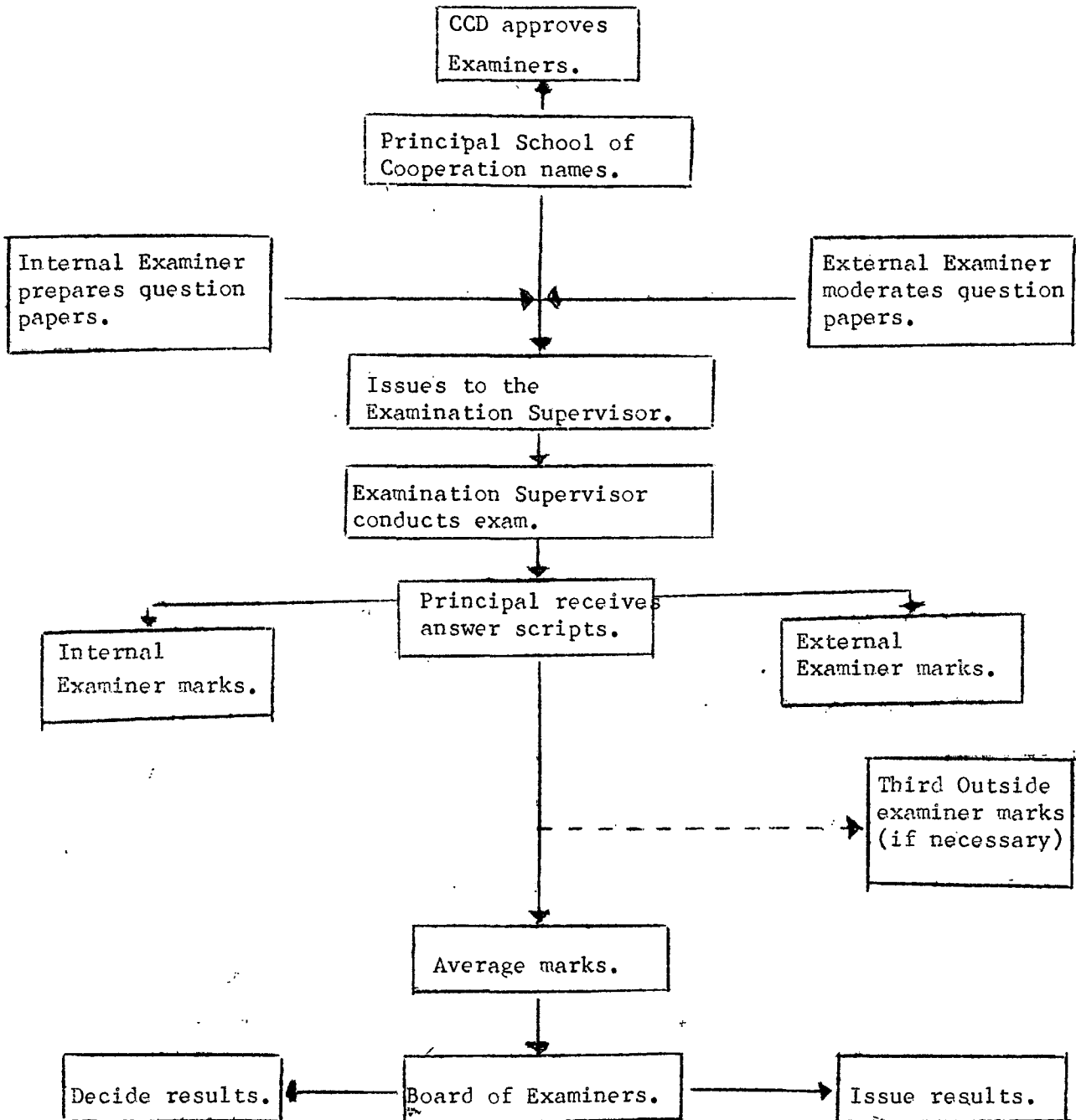
Depending on the subject the examiner gives weightage to the theory or practical aspects of the subject. They go through past question papers at their discretion and select areas for preparation of questions.

The examiner who prepares the questions do not meet the teachers or trainees or call for progress of work done at the centres. Normally the internal examiner does not prepare any model answer script to be followed.

Once the question paper is prepared, it is sent to the external examiner through the Principal of School of Cooperation. Normally the internal examiners and the external examiners do not meet at the time of preparation of the question papers. The external examiner moderates question papers and send them back to the Principal. He uses his discretion on the methodology he should follow in moderating the question paper. Some times, they make mild changes in the question papers.

These question papers are normally subjective in approach. They carry essay type examination methods or some exercises. The examiner does not follow any objective type of examination method i.e. multiple choice test, true false test, matching test, completion test etc.

THE PROCESS OF EXAMINATION
CEC HIGHER LEVEL EXAMINATION.



The Principal then takes action to duplicate the question papers and dispatch the papers to the Education centres in the island.

The first, marking of the answer script is done by the internal examiner. marking is done on the basis of the marks given in the question paper. The internal examiner follows his own methods of marking. The level of the paper is decided by him. Sometimes, they consider the level they could derive from the qualifications of the target group. They give more weightage to the contents of the answers and some consideration to the paragraphing, writing style and any solutions given. Clarity in writing is also considered.

The marks are not given on the answer script itself. Instead, they use different forms specifically prepared for the purpose.

The next step is to send some answer scripts to the external examiner. He follows his own judgement on the level and criteria for giving marks on the basis of the question paper and marks and the answer scripts. Normally there is a quantitative difference of marking. The difference is found to be normally 2% - 5% . In this particular instance, the average of two markings is taken as the correct number of marks.

Some times, when the difference is more than 10 marks a 3rd marking is doen by an outside examiner decided by the Principal of School of Cooperation. The Board of examiners also has the authority to correct the script. The average of 3rd marking and the other marking closer to that is taken to determine the final marking. Normally, it is the average which is taken.

If a candidate scores between 30 - 39 in any one subject and passes in the other subjects with an average of 40 marks, he is considered as to have passed the examination. The Board has a discretion of adding 5 marks to any candidate in one or more subjects. This is used when he is closer to get a pass, or re-refer the examination. However, if he fails the subject in both markings no marks are given to pass him in that subject.

The examiners normally do not give any report on the performance of the students. Review of the examination is not done at the time of issuing results. However, the results are approved by the Board of Examiners as well as the Principal, School of Cooperation.

Out come of the present Cooperative examination system.

4. The following analysis has been undertaken on the available date with the School of Cooperation, Polgolla and the National Cooperative Council.

Cooperative employees Junior level course

- i. Since 1973 the Cooperative Employees Junior Level Certificate Examination course has been purely a correspondance course conducted by the National Cooperative Council. The methodology followed was to sent the lesson notes by post to the trainees and occasionally hold revision classes at the district education centres.

There has been sudden increase of applicants for the Cooperative employees Junior level course due to propegand work done by the National Cooperative Council during 1974. However after 1974 there appears to be a decline in the number of trainees. By 1977 it has come down to 24 only.

With regard to the results of the Examination, passed members of candidates had been increased in 1973 & 1976. However, statistics show that there was 17 trainees pass out of 31 who has appeared in the test in 1976 where as the instalment was 65. However, it has been difficult for us to obtain details of various subjects and their outcome. After 1978, the course has become more or less abandoned. There is another specific feature in this course. Although the number of trainees joined the course has been more the number of trainees appeared in the examination had been minimal. In 1974 although 774 trainees have joined the course only 27 trainees have appeared at the examination. After 1979 no examination was held.

Cooperative employees (Ordinary Level)

Certificate examination course.

ii. There has been a decrease of number of persons who have joined the Cooperative Employees (O.L) course over a period of years. We are unable to supply the break down of trainees into employees and outside candidates due to which we are unable to see the response of the employees for the course separately. However, there had been a drop of passes over a period of years. It appears in spite of advertisement and information given through the Cooperative Department and the district cooperative council, the course has gradually become some what unpopular among the employees.

The data and a chart showing the admissions and the test results is given in the appendix.

Cooperative employees (Advance Level)
examination course

iii. The data collected from the School of Cooperation shows that there had been 78 over 1977 there has a sharp drop of trainees during 1979 and it has increased fairly during 1980. The number of trainees who have passed the examination has been consistent to the increase or decrease. The data shows that the percentage of passes in 1977 has been 24% during 1978 17%; during 1979 14% and during 1980 21%. In comparison to Cooperative Employees O.L. course the number of passes have been less.

The figures show a drop of failed candidates from 79 to 80 where as the figure has been constant during 78 - 79. The number of referred candidates have been increased from the figures in 79 to the figures in 1980.

Implications of the present
Cooperative Examination system.

5. There had been some studies done on the subject of Cooperative examination and the persons who have done the studies have given different interpretations with regard to the out come of the examination. However, the matter has been controversial from the point of some examiners as well as the teachers. The study done by the CMSC has given in depth study of characteristics of Cooperative Employees junior level certificate examination course and given some points as follows:*

1. The course does not seem to be designed to develop particular skills among the employees.
2. The materials received from the trainees is read and scrutinized by a team of teachers, most of whom have no real practical experience of working in a MPCS or in specialised training in Cooperative Management.

The task group appointed by the Cooperative Teachers Training Project to review the Cooperative training system has indicated that in the junior level course, there is hardly in relation ship formal or informal between the teacher and the student.*

The CMSC report commenting on the Cooperative Employees Certificate Course highlights the following points.

1. Most of the trainers conducting the programme do not possess no actual experience of working in a Cooperative organisation.
2. No training material available to be used in the course.
3. The passed percentage was low (30%)

A task group report of the Cooperative Teachers Training Project indicate the following points.

1. Lectures, Discussions and exercises are the main teaching method of the employees. Participative techniques are rarely used.
2. Emphasis is on giving maximum information to the students.

* Cooperative Management Training in Sri Lanka - Cooperative Management Service Centre 1976 (Mimeograph)

* Cooperative Staff Training in Sri Lanka - A revised system Project for Training of Cooperative Teachers in Sri Lanka, 1980 (Mimeograph)

3. No Audio Visual Aids are used etc.,
4. Opportunities for learning out side the training room are very limited.
5. Supplementary material is rarely used.

CMSC report highlights the following points in regard to the Cooperative Employees Advanced Level Course.

1. Trainers conducting programme have little or no practical experience of working in MPCs or have any specialized training in Cooperative Management.
2. The principle techniques that is employed while training the employees is direct lecture method. In most of the cases the trainees do not distribute synoptic notes among the participants and in the absence of relevant materials in the Library, the participants have to mainly depend on their class room notes in their pursuit to quality in-their examinations.
3. Occasionally sessions on case discussions and role playing and debates are included but due to scarcity of relevant materials and other constraints the application of these training techniques remain limited.

Some of the comments quoted above are not properly relevant to the examinations but it reveals an interrelated factor which influence the examination results.

I think it is useful to quote for discussion purposes some analysis given by the experts who have done some studies on the present examination system.

Dr. L. Skaaret commenting on the existing Cooperative Training system has identified one factor behind the problem. He says the present situation to maintain dual responsibility by the NCC and the School of Cooperation could not be satisfied in the long run. He further indicates another constraint as poor physical condition at the centres and shortage of training material and other facilities at the centres, due to which the modern methods and techniques cannot be applied.

Dr. Skaaret says that the lecturers, students and consequently the whole education process of each centre are very much certified oriented rather than job oriented. He further indicated that the syllabus of the Ordinary Level & Advanced Level courses do also reflect general knowledge and skills rather than job oriented contents. The syllabus has been designed to orient on various subjects and to develop general aptitudes for Cooperative working situations and the students are a heterogeneous group of employees and prospective employees.

Mr. Tamini who conducted a survey for the CMSC indicated that the Cooperative training given at present provides theoretical aspects in cooperative principles and allied subjects and as neither job specific nor does it help in developing different types of skills or ability among the trainees. He further indicates that 3 certificate courses may have served useful purpose in the past but now there is a need to introduce some basic changes in the training strategy for cooperative employees. The changes should be in the fields of conceptions, focus content, and design of the programmes and training techniques used by the trainers so as to make training more skill oriented, job specific and relevant to the trainees. Training should help him to improve his performance on the job that he may be holding. He further mentioned that the present training activity for Cooperative Employees appears

Dr. L. Skaaret - Report on the feasibility study in the field of
Cooperative Education in Sri Lanka (Mimeograph)
ICA/ROEC.

to have turned out into an industry where the trainee motivated to secure certificate owing to the conditions imposed by the Cooperative Employees Commission come to the training institution that provide suitable facilities to enable him to qualify in the examinations and thereby to claim certificate for promotion etc.,. The whole system appears to be highly examination oriented the trainees has only one motivation to secure to a certificate rather than skill or abilities which no examination of the type given now can evaluate any way.

The task group report on the revision of Cooperative Education system in Sri Lanka indicates that although the CEC Higher Level course has reasonable balance of academic course has greater emphasis on accountancy due which actual job requirements of cooperative employees has not been looked into. They have identified the following factors in the courses.

1. Limited Coverage.
2. Lack of involvement of beneficiaries.
3. Human element over looked.
4. Hetrogeneous groups.
5. Recruitment of teachers from academic institutions.
6. Limited facilities for self development.
7. Poor physical facilities.
8. Gap between training and actual needs.

The group has identified that there is a inconsistency of approach taken by the lecturers and examiners. They say "apart from the inadequcy of the examinations themselves there are many other defects in this system as a method for appraisal of trainees. This perticularly so in relation to situations in cooperative societies where the primary need is for improved performance in various jobs. The present examination system does not provide any indications as to the rating of skills or changes in behaviour such a kind of assessment is

essential for a job oriented training programme. The present system , takes into consideration only acquisition of knowledge as a yardstick in regard to the achievement of training objectives. The other two aspects of training i.e. development of skills and affecting attitudinal changes in a job training programme does not receive adequate recognition".

The task group report further indicates that in the present examination system what is measured is the acquisition of information and near knowledge. Marks are given in proportion to the extent to where the student has absorbed information or knowledge which is usually on subjective judgement. Naturally the student and the teacher become examination conscious. This is not a very desirable feature in a system which would ideally aim at performance improvement of the trainees.

The report has given in depth thinking on the aspects of effects of the tests on the individual learners. They say that the each individual is different from each other and the present tests often do not take into consideration the individual differences of learners and the differences of learning levels. They observe that in a job oriented training programme relevance of objective tests on the behavioural changes in the trainees is important performance achievements indicate the impact training on the trainees.

The evaluation Committee appointed by the ICA to go into the activities of the Cooperative Teachers Training Project has made some serious remarks on the Present training system as well as cooperative examination system.

* Report on the Evaluation Team on the work of the Cooperative Teachers Training Project in Sri Lanka. The International Cooperative Alliance 1981 (Mimeograph)

The committee says that looking at the low percentage of passes from O.L. and Higher Level courses at the district centres it has become waste of resources. The situation has indicated that there are many trainees drop out their studies and many trainees have been referred or have been failed in the examinations. They have given an illustration of some Higher Level students who have been referred or failed to reappear.

	1977		1978		1979		Total	
	Num ber	Per cen tage	Num ber	Per cen tage	Num ber	Per cen tage	Num ber	Per cen tage.
Students who sat for Exam	143	-	152	-	117	-	412	-
Passed	35	42.5	26	17.1	17	14.5	78	18.9
Failed	27	18.8	70	46.1	70	59.8	167	40.4
Referred	81	56.6	56	36.8	30	26.7	167	40.4
Re appeared	28	34.6	18	32.1	24	80.0	70	41.9

They say that out of total of 412 who sat for the examination during 77-79, 167 of them referred and only 70 or about 41% came back to complete their examinations. They say that this figures when transformed into monetary terms of the wastage is (such that it is surprising that steps have not been taken to rectify the situation. They, however, say that the present training system referred to above is unfuse wrong and demoralising to individual and to Cooperative Organizations.

With regard to the assessment of trainees performance they have indicate that the written examinations aimed at assessment of students theoretical knowledge is in adequate and the theoretical knowledge is just one part of the training process. They say that the job performance, field work students are supposed to do the skills they have learned and the attitude they have adopted etc., are equally important.

Illustration of different approaches
of teachers and examiners.

i. A model examination on the basis of the teaching done at the higher level cooperative education centres up to 15th April 1982 from January has been planed and carried out with the help of School of Cooperation and the National Cooperative Council. The methodology followed was to get the trainees to sit for similar type of examination as carried out at the end of the year. The examination papers were prepared by the examiners of the Cooperative Employees Higher Level course and in contrast by the teachers who teach the subject of Cooperation and Management at the centres. Due to lack of sufficient time only the samples of marking has been taken for the consideration for analysis purposes.

Marking given by the regular examiners and the teachers on random selected answer scripts are given as an annexure.

In the analysis it has clearly visible that there are 2 different approaches taken by the teachers and the examiners is setting a question papers deciding on the level of achievements of knowledge the trainee should have obtained and the criteria used for marking. The very factor of question papers prepared by 2 categories could be taken as examples. This does not mean that the examiners of the teachers are wrong but the system to be reviewed.

Conclusion

6. The papers tried to explain the present examination system followed by the Cooperative Educational Institutions and the historical progress made on the system. It also tried to show an example of an examination conducted giving consideration to the different of approaches by teachers and examiners. An attempt had been made to summarise the work done by other experts or training organizations in regard to the analysis of the system and the observations they have made. However, it is up to the persons who tried to look at the system in depth. To explore their ideas for discussion on which concrete proposals could be made to improve the present system to cater to the needs of the Cooperative sector.

Prepared by

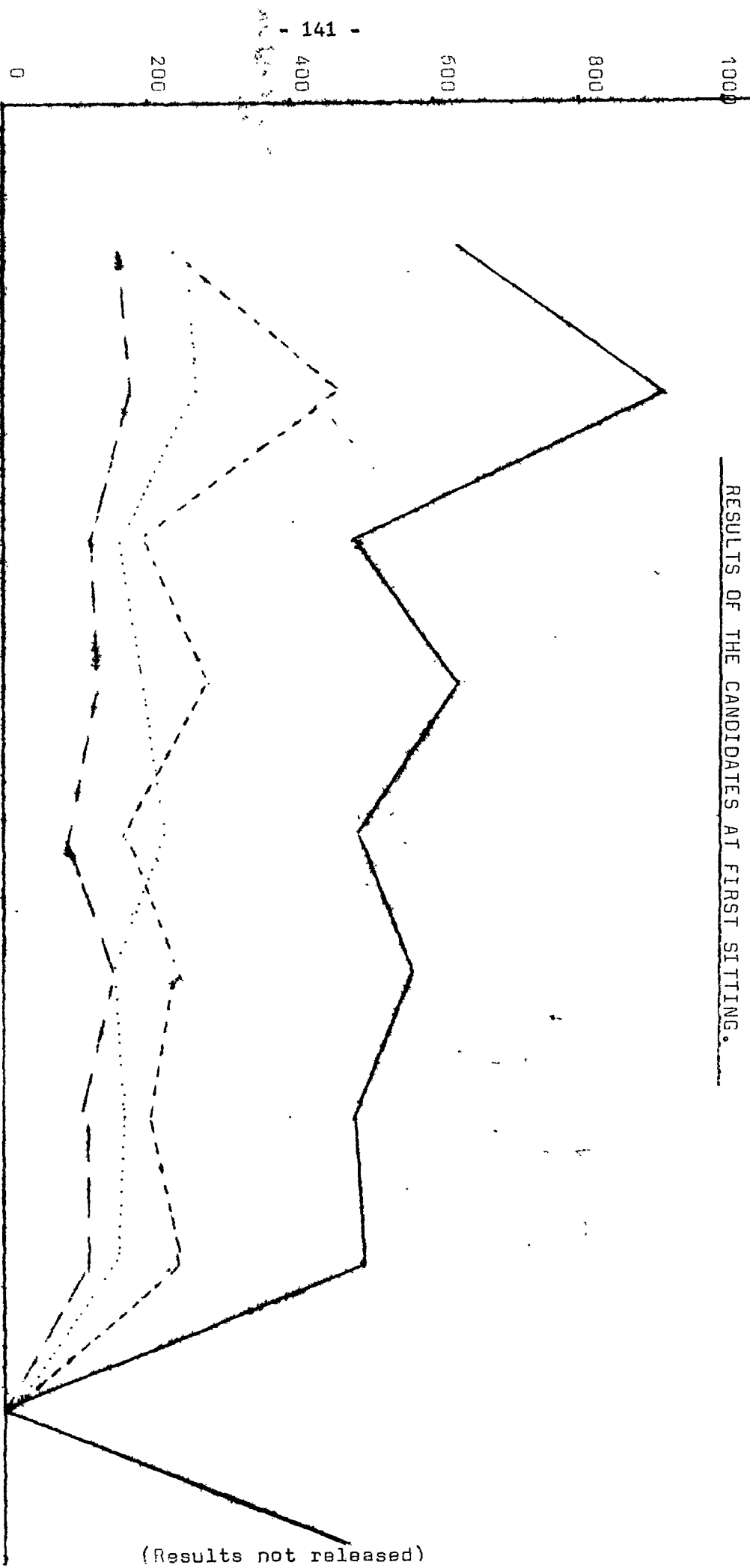
W.U. Herath
PROJECT DIRECTOR,
Cooperative Teachers Training
Project.

COOPERATIVE EMPLOYEES (JUNIOR LEVEL)
 CERTIFICATE EXAMINATION COURSE
 PERFORMANCE 1973-1981.

Year	No. of trainees joined.	No. of Trainees sat.	No. of trainees passed.	No. of trainees failed.	No of. trainees referred.
1973	226	74	12	19	14
1974	774	27	05	15	07
1975	138	33	03	(Figures are not available)	
1976	65	31	17	(Figures are not available)	
1977	24	(Examination not held)			
1978	-	04	(Examination not held)		
1970	(Examination not held)				
1980	(Examination not held).				
1981	(Examination not held).				
Source - National Cooperative Council.					

No. of candi
dates.

COOPERATIVE EMPLOYEES ORDINARY LEVEL EXAMINATION
RESULTS OF THE CANDIDATES AT FIRST SITTING.



(Results not released)

Source = School of Cooperation

Note = 1. The results of December 1981 not released.
2. The course was not conducted in June 1981.

Legend

N. Sat

No. Passed

No. referred

No. failed

COOPERATIVE EMPLOYEES CERTIFICATE .

EXAMINATION

(Ordinary Level)

Results June 1977-December 1981

(First sitting)

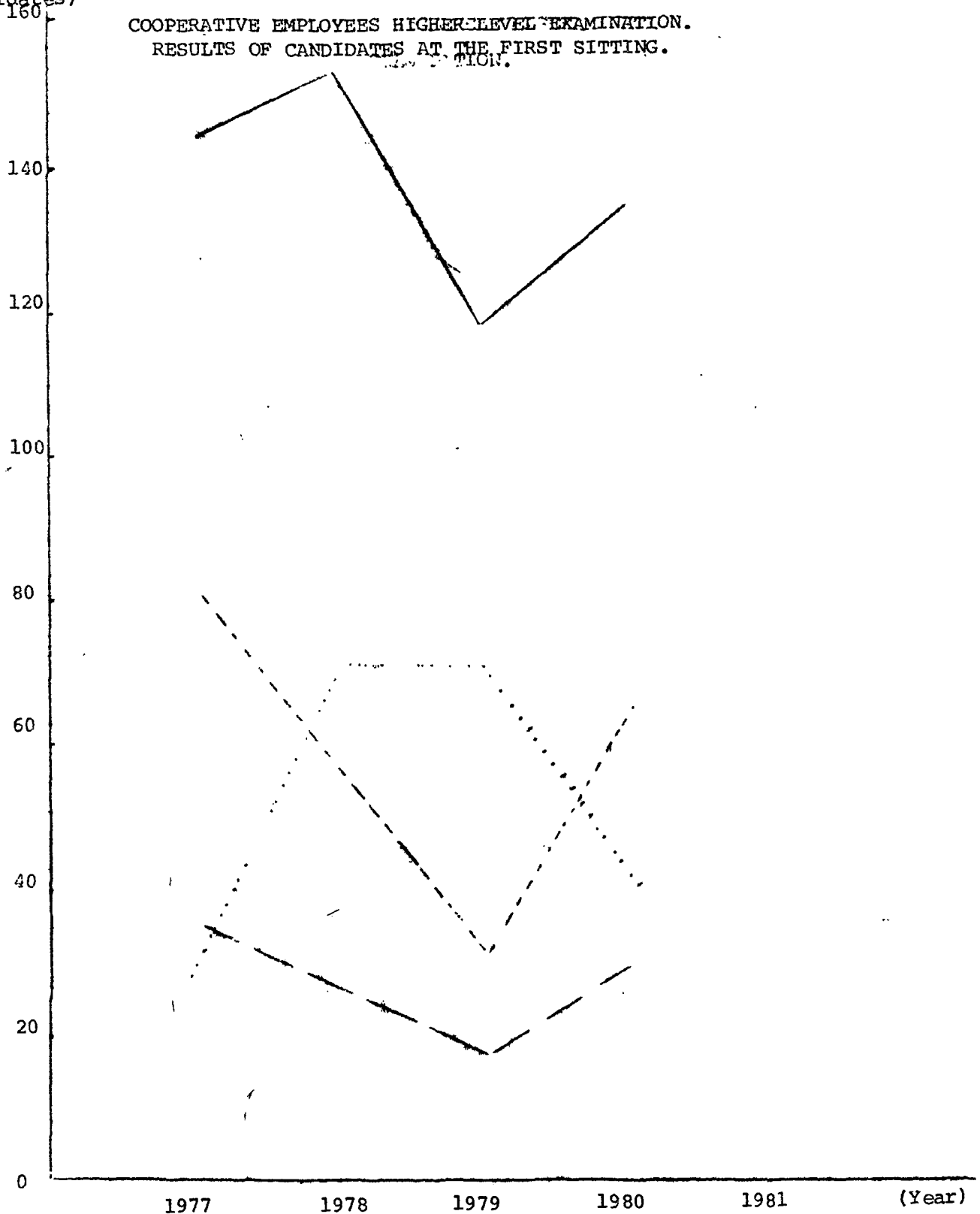
Months of Examination	A	B	C	D
June 1977	633	160	232	241
Dec. 1977	925	187	473	265
June 1978	494	131	206	157
Dec. 1978	636	143	293	200
June 1979	497	105	180	212
Dec. 1979	574	165	240	169
June 1980	503	127	206	170
Dec. 1980	542	129	249	164
June. 1981	Course was not held.			
Dec. 1981	494	results not released.		

Note A = No. of Candidate sat
B = No of candidate passed
C = No of candidate referred
D = No of candidate failed.

Source School of Cooperation.

(No. of Candidates)

COOPERATIVE EMPLOYEES HIGHER LEVEL EXAMINATION.
RESULTS OF CANDIDATES AT THE FIRST SITTING.



Legend.

Source - School of Cooperation.

- No. sat
- - - No. passed
- . - . No. referred
- No. failed.

COOPERATIVE EMPLOYEES (HIGHER LEVEL)
EXAMINATION.

RESULTS 1977 -1981 (First sitting)

Date of Examination	Polgolla Kurunegala				Colombo				Galle				Jaffna			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Dec. 1977	45	16	27	02	48	09	29	20	30	08	17	05	20	02	08	10
Dec. 1978	45	14	17	14	44	01	19	24	34	05	09	20	29	06	11	12
Dec. 1979	30	02	07	21	29	03	08	18	33	01	05	27	25	11	10	04
Dec. 1980	40	09	16	15	38	04	21	13	31	07	14	10	23	08	13	02
		-				-				-						- Not released.

Note: A = No. of Candidates appeared
 B = No. of Candidates passed
 C = No. of Candidates referred
 D = No. of Candidates failed.

Source - School of Cooperation.

MR. W.U. HERATH (DIRECTOR, COOPERATIVE TEACHERS TRAINING PROJECT)

PRESENTED HIS PAPER ON

THE PRESENT SYSTEM OF COOPERATIVE EXAMINATIONS..

- At the end of presentation Mr. W.U. Herath distributed the tabulated results of the mock test conducted to demonstrate the present system.
- During the discussion Mr. G. Lokuge asked whether there was any dialogue among examiners or dialogue between internal examiners and external examiners, prior to setting up question papers for mock test. Mr. Herath replied in negative.
- Mr. G. Lokuge analysing results of mock test, showed that there were no much differences in standards between internal and external examiners, but there was a difference in marking between examiners and teachers and the teachers expect a higher standard. Mr. Lokuge emphasised the need of re-designing Cooperative employees training courses to cater to the need in the field mainly giving weightage to the improvement of skills of employees to perform their jobs better. In the expected system he said that a continuous evaluation is a must.

- Answering a question raised by Mr. R.B. Rajaguru, Mr. W.U. Herath said that it is difficult to treat existing training courses as job oriented, since emphasis in existing courses are on domain of knowledge.

- Mr. R.B. Rajaguru draw the attention of teachers on practical training.

- Miss Wimala Masachchi and Mr. M.P. Perera were on opinion that they expect practical training as a part of enhancing theoretical knowledge by field experience.

PROJECT FOR TRAINING OF
COOPERATIVE TEACHERS
IN SRI LANKA.

- A Brief introduction

Introductory

01 The Project for Training of Cooperative Teachers in Sri Lanka (hereinafter called as Project or TTP) has been sponsored by the Swedish Cooperative Centre (SCC) through the International Cooperative Alliance (ICA) for the benefit of the National Cooperative Council of Sri Lanka (NCC). It is not a government project although approved, of course, by the Government of Sri Lanka. It is a technical assistance project from one Cooperative Movement to another Cooperative Movement. A major part of the finances come from the Swedish International Development authority (SIDA) which are channelled through the SCC and the ICA. The actual operation of the Project commenced in October 1978. The Project is located on the premises of the NCC in Colombo.

02 The initial duration of the project was two years and it has since been extended by another two years. Most of the expenses of the Project are covered by the ICA and the SCC. The NCC covers only a part of the local expenses, mostly, in terms of local personnel and for routine office fittings and local support.

Objectives of the Project

03 The main objective of the Project is to enhance the effectiveness of Cooperative training activities being carried out or proposed to be carried out for personnel and members of managing committees of the Cooperative Movement in Sri Lanka. In order to achieve the objectives of the Project, several activities have been planned. These activities include the following:

- identify teaching methods to make teaching effective
- training seminars for teachers in methodology
- subject matter courses.
- production of training material
- training programmes in research methodology
- programmes on education management
- evaluation of present educational system and help redesign it
- assist cooperatives in developing an internal training system
- arrange for teachers to gain field experience
- suggest guidelines on recruitment etc.
- offer scholarships/fellowships to teachers from overseas.

04 In broad terms the activities of the Project can be classified in the following manner:

- a. Programmes in training methodology;
- b. Production of training material;
- c. Production and use of audio-visual training material
- d. Publications programme.

Geographical coverage

05 The Project covers the districts of Colombo, Galle, Jaffna, Kandy, Kurunegala and Gampaha. The coverage is gradually expanding. By the end of 1981, the Project be operating in all the 26 districts.

Target Group

06 The Project covers the faculty members of all Cooperative Education centres in districts. All the district Cooperative education centres are run and operated the NCC. All faculty members of the School of Cooperation located at Polgolla are also included in the target group.

07 The breakdown of the target group is as under:

- NCC education centre staff.
- School of Cooperation staff
- Extension Officers of the Department of Coop Development (in the four pilot districts - Colombo, Jaffna, Galle, Kurunegala.)
- Education Officers of the selected large-size multipurpose cooperative societies (also in four districts).
- Education assistants and consumer education officers working under the Women's Consumer Information Project.

08 The total number of effective faculty members and others covered under the Project is about 180.

Activities of the Project

- 09 Some of the activities of the Project are as follows:
- A. Training seminars in Concepts of Learning, Facilitation of learning and Human Communications - introductory
 - B. Production and use of Basic Audio-Visual Training material - introductory.
 - C. Participative Teaching Methods courses - introductory
 - D. Education Management Seminars.
 - E. Subject-matter courses.
 - F. Seminars/workshops on the revision of cooperative education system.
 - G. On-the-job training for the cooperative teachers
 - H. Research methodology courses
 - I. Training courses in library methods and documentation services for education assistants and librarians
 - J. Field Training (Experience) programme.
 - K. Cooperative Teachers Training Bulletin (Publication)
 - L. Fellowship programme.
 - M. Curriculum Development for job training of Cooperative staff,

Strategy adopted

10 Most of the personnel covered under the programmes of the Project are handling regular training courses and preparing students for AL and OL examinations, it is difficult for them to participate in the courses and programmes of the Project for longer durations. It has, therefore, be decided to group the personnel into three major groups. Each group is brought to the Project programmes on a rotation basis. Each group has been designed in such a way that at no one event more than two persons will come out of their education centres for project courses.

11 For purposes of material production workshops under the audio visual courses, the personnel have been sub-divided into five sub groups mainly due to the practicability of having fewer people to produce a quality training material. These five sub groups come at AVA follow-up workshops.

12 It is expected that by the end of the Project period the effective number of faculty members covered would be around 300.

Activities held

13 Upto the end of June 1981, the Project had offered various courses and programmes to the faculty members of education centres and other constituents of the group.

14 As is obvious, one faculty member has already been at least three/four times to the programmes organised by the TTP. This has enabled the faculty members to understand the concepts of learning and various other theories of learning and teaching. It has been the main axis of the project activities that the teachers must break away from the traditional system of teaching. They should be able to develop a new thinking and re-design their methods of training. They should encourage the participants to learn by themselves and provide them with the required material and guidance.

15 In order to provide the faculty members with an opportunity to fully understand the functioning of a Cooperative society the Project has designed a programme under which faculty members are attached to selected cooperative societies. They are expected to follow the work and activities of the societies and gather experiences there which they could use in their teaching situations. This has been appreciated by the faculty members and the initial results are very encouraging. This programme will eventually form an integral part of the work of the faculty members working within an education centre.

16 In addition to this, the Project has also selected four large-size multipurpose cooperatives where the project staff would also involve themselves more intensively and gather information and experience for themselves. This exercise is to provide learning situations for the project staff so that they could effectively help the faculty members.

Material Production

17 The Project is making use of the faculty members themselves to produce training material according to the syllabi currently in force. So far 18 elements have been produced duly supported by simple graphic aids and participative exercises. Field testing of the material is in progress. The material, once perfected and finalised, will be reproduced by the Project for a wider distribution. This activity will generate material for the teachers as well as for the students.

Fellowship programme

18 It is proposed to select three-five cooperative teachers from some of the member-countries of the ICA in South-East Asian region to involve them in the work programme of the project. They are expected to gather experiences from the Project and initiate work in their countries to establish similar training projects.

Teachers Training Bulletin

19 In order to give a wide publicity to the activities of the project, a quarterly bulletin in English entitled COOPERATIVE TEACHERS TRAINING BULLETIN is published. So far 3 issues have been produced.

20 Short reports, working papers, articles, photographs from the activities of the Project are distributed among Cooperative journals and other institutions on a regular basis.

Working environments

21 Generally the support from the authorities of the NCC is available to the Project in carrying out its activities. Relations with the Department of Cooperative Development and the Ministry of Food and Cooperatives have been cordial and assistance from them is available to the Project whenever needed.

Operation of the Project

22 The Project enjoys the benefit of advice and guidance from a PROJECT ADVISORY COMMITTEE which has been constituted by the National Cooperative Council and the International Cooperative Alliance together. The PAC reviews the work done and offers suggestions for new work. The Committee is helpful in the sense that the Cooperators represented on it can give first-hand information on the needs and requirements of the Cooperative movement and can suggest how the Project could assist.

23 The Project Director of the Cooperative Teachers Training Project is guided by the advice and guidance of the PAC in the affairs of the Project.

24 The PAC has representatives from the national apex Cooperative organisations, four district committees, the Principal of the School of Cooperation, a representative of the ICA and the NCC.

Technical Staff of the Project

26 The Project is headed by a Sri Lanka National Officer. Mr. W.U. Herath, Project Director, is supported by a team of technical officers. They are:

Mr. M. Pathinathan, Education Officer
Mr. R. Hettiarachchi, Education Officer (AVA)
Mr. A.E. Somaratne, Education Officer
Mr. A.M. Madduma Banda, Education Officer
Mr. E.R. Mudiyanse, Counterpart to the Project Director.

27 The supporting staff of the Project has been recruited either from the open market or from the NCC and the Department of Cooperative Development.

Conclusion

28 The Project is a technical assistance programme offered by the ICA to the cooperative movement of Sri Lanka with the active support from the Swedish Cooperative Movement. It has very clearly spelled out objectives and well-defined activities. Experiences gained from the Project are being made available to other sister cooperativemovements in the South-East Asian Region, and it is expected that the Project would prove to be a source of inspiration to others.

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ABBREVIATIONS USED IN THE REPORT

CCD & RCS	-	Commissioner for Cooperative Development and Registrar of Cooperative Societies.
CEC	-	Coopèrative Employees Commission
CMSC	-	Cooperative Management Services Centre
ICA	-	International Coopèrative Alliance
MPCSe	-	Multipurpose Cooperative Societies.
NCC	-	National Cooperative Council of Sri Lanka
OIC	-	Officer-in-charge
SCC	-	Swedish Cooperative Centre
SIDA	-	Swedish Inteenational Development Authority
TTP	-	Cooperative Teachers Training Projedt = Project for Training of Cooperative Teachers in Sri Lanka.

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