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K Viyanna Rao

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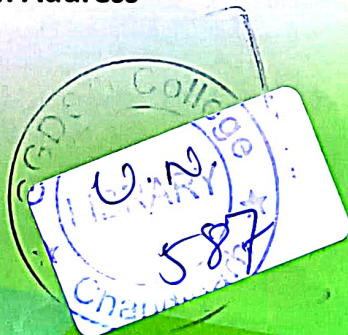
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– Convocation Address



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Reforms in Higher Education: A Case for Establishing a National Examination Authority

K Viyyanna Rao*

The present Central Government, since its first term in 2014, has started implementing reforms in school and higher education. These got further momentum since the declaration of the National Education Policy 2020. In the higher education sector, reforms included the revision of minimum standards for awarding degrees, recruitment of faculty, curriculum designs and credit framework, mode of learning, twinning programmes and dual degrees, binary accreditation system, and internationalisation of higher education. Efforts towards digitising the systems and processes are also on the evil, encompassing academic bank of credits, digital valuation, online content delivery and evaluation.

In this Changing Scenario, it is recommended to the Central Government to set up an Apex Body in the name and style of "National Examination Authority (NEA) to conduct examination and evaluation at the level of under- and postgraduation. This arrangement is proposed to ensure uniformity in the procedures followed in testing the knowledge of the students.

In addition, the Universities, Autonomous Colleges and Affiliating Colleges are relieved of this burden. The aim is also to address the issues that are cropping up in the existing practices followed by the Higher Educational Institutions (HEIs). Time and again, there is a complaint and uproar on the examination patterns followed by many institutions, prompting the involvement of an independent agency in the matter. Leakage of question papers, erratic valuations, and tampering of results are often reported in the press from one place to another. The students often complain about the inordinate delay in the publication of results by the Universities. It is believed that the proposed reform would address the above issues and ensure efficiency in the System. It would also emerge as a step towards implementing digitisation in the education sector.

The introduction of the proposed system presupposes certain actions at the level of the governments, both Central and State Governments, Regulatory and Academic Standard Setting bodies and the participating HEIs. Firstly, the Standard Setting bodies and curriculum designing and implementing authorities should take necessary measures and ensure uniformity in curriculum and syllabus to pave the way for national-level examination for both Undergraduate and Postgraduate programmes. The Regulatory and Standard Setting bodies, which include UGC, AICTE,

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