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**Madhusudan Chakraborty and
Avijit Gangopadhyay**

University Examinations: The Way Forward

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Transformations through Innovative
Technological Interventions

— **Convocation Address**

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University Examinations: The Way Forward

Madhusudan Chakraborty* and Avijit Gangopadhyay**

COVID-19 has mercilessly battered the education ecosystem across the globe. The career of the student community is at stake and the universities have been taking a call on the same. The pandemic has created an extraordinary situation disrupting the regular teaching-learning process. The universities are pondering on how to deal with the unprecedented disruption and how to maintain the standard of education while protecting the students, staff and the faculty members from deadly infections.

A university confers degree on a student only after the latter fulfils all the academic requirements. The pandemic has, however, raised several roadblocks to the entire process of imparting education including the conduct of the examinations. With the lockdown all over the world the universities have been closed for over eight months. While the universities took upon the responsibility of continuing with the academic programmes offering education online, the situation has so far not been conducive to conduct the examination in a normal way as has been the practice so far. In order to complete the academic requirements many universities have conducted the final examinations online on the available digital platforms. Conduct of examinations online has perhaps come to stay in view of the uncertainties imposed by the pandemic. Yet the efficacy of the same in conducting subject wise university examinations needs further scrutiny. Necessary modifications may have to be incorporated in the software as we gain experience with time that hopefully will result in building a robust system that would keep the integrity of the process intact.

The existing pattern of university examinations has wide acceptability all over the world precisely because of its robustness. The smoothness of conducting the examination in large halls accommodating a fairly large number of students with invigilation in place and ease of controlling malpractices perhaps made the process continue till date. However, debates were on in different forums on the possibility of introducing better methods for measuring the outcome of learning. It has been felt that prevailing examination system primarily measures the level of conceptual understanding in addition to the ability of the students to retrieve information from memory. Rarely the ability to solve a problem based on the skills and knowledge acquired by a student is examined.

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