

Name of the Scholar : Shivani Saini

Name of the Supervisor : Dr. Savitri

Name of the Department : Institute of Advanced Studies in Education (IASE)

Topic of Research : Impact of Examination Reforms on Self-Regulated Learning in Relation to Cognitive Skills and Motivation of Secondary School Students of Delhi

Keywords: Examination Reforms, Self-regulated learning, cognitive skills, motivation, secondary stage, curriculum, RTE Act, assessment , evaluation

ABSTRACT

Today in this era of globalisation not only education but examination system has also underwent transformation which has impacted the teaching learning process to a large extent. The need of contemporary world to develop in learners the skills required for the adaptability to the knowledge society is possible by bringing reforms in examination system. Various academic bodies such as CBSE, NCERT have brought about examination reforms and structured the curriculum in such a way that the learners are able to enhance their 21st century skills. These skills can only be developed by introducing effective examination reforms at secondary level to help the learner to be creative, gain practical knowledge, understand concepts and regulate their learning hence strengthening the belief in education system. Examination system should be such that which motivates the learners to self-regulate their learning and reflect on the strategies which they have adopted for self- directed activities, hence widening the scope of improvement and development. This learning when examined through various techniques of evaluation at frequent intervals, will help the teacher in determining **how much** learning is retained by the learner in the process of learning Therefore it is the need of the hour that we re-examine the relevance of examination reforms and their impact on the self- learning of the students. It's very important that we teach a child to self -regulate in order to develop his academic abilities which will help him to succeed in life and do justice to himself or herself in gaining good education.

The present study therefore explores the modalities practiced by teachers in classroom to enhance the self-regulated learning of students. An attempt has been made to study the influence of these modalities on the practice of self-regulated learning strategies by students in relation to development of their cognitive skills and motivation levels. "The present study" also tries to study the influence of SRL on cognitive skills and motivation levels of secondary school students.

Present research is a descriptive, exploratory and qualitative in nature in which researcher has adopted ex post facto research design. Population comprises of 30 teachers and 285 class nine students and their parents of one private school and one government school of Delhi drawn through purposive sampling technique. The data was collected with the help of four tools namely, semi-structured questionnaire for teachers, semi structured interview schedule for parents, self-assessing learning module for students and Observation Schedule to test the Modalities Practiced in the Classroom. All tools were self-constructed by the researcher. For analysis of data, investigator had utilizing mixed method techniques using qualitative and quantitative methods. The descriptive statistical techniques namely Mean and Standard Deviation, Percentage was employed. For the qualitative analysis the method of content analysis was performed.

The results indicated the study self-regulation of learning is an important component of learning which helps in regulating the study habits in children by making them focused and systematic. It requires the learner to set goals, planning strategies for achieving the goals, monitoring one's performance to attain the goals and again reviewing the performance with the help of feedback to perform better. Here the responsibility of learning lies on the learner but it is the duty of stakeholders i.e. is teachers and parents to make the learner aware about self-regulatory practices so that he can regulate his learning.

One of the main conclusions of present study has been the role of teachers, parents and home environment which is found to be very less in promoting self-regulation of learning in students should be strengthened. Motivation should be provided by teachers and parents in the context of promoting SRL skills in students so that they can effectively regulate their learning. It is a small effort on part of the researcher to establish that SRL should be made an important part of school curriculum if effective learning is sought by stakeholders. Therefore the study strongly supports the use of self-regulatory learning strategies to improve the learning of students in today's scenario.