Grade inflation

Grade inflation has become an issue in Indian secondary education. In CBSE, a 95 percent aggregate is 21 times as prevalent today as it was in 2004, and a 90 percent close to nine times as prevalent. In the ISC Board, a 95 percent is almost twice as prevalent today as it was in 2012. CBSE called a meeting of all 40 school boards early in 2017 to urge them to discontinue “artificial spiking of marks”. CBSE decided to lead by example and promised not to inflate its results. But although the 2017 results have seen a small correction, the board has clearly not discarded the practice completely. Almost 6.5 percent of mathematics examinees in 2017 scored 95 or more — 10 times higher than in 2004 — and almost 6 percent of physics examinees scored 95 or more, 35 times more than in 2004

Grade inflation:

Grade inflation is the tendency to award progressively higher academic grades for work that would have received lower grades in the past. It is frequently discussed in relation to education in the United States, and to GCSEs and A levels in England and Wales. It is also an issue in Canada and many other nations, especially Australia and New Zealand.

Possible problems associated with grade inflation:

•Grade inflation makes it more difficult to identify the best students, as more students are awarded the highest available grade.

•Grade inflation is not uniform between schools. This places students in more stringently graded schools and departments at an unfair disadvantage.

•Grade inflation is not uniform among disciplines.

•Grade inflation makes it more difficult to compare students who took their exams at different times.

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