A Study on Internal Assessment and Its Influence on University Results

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Abstract

Owing to globalization lot of changes are noticed in the functioning of Industries across the world requiring to have the manpower with multi-skills rather than simply knowledge oriented. Management Institutes are continuously changing the contents & delivery modes. On this back ground, it is equally important to address the various issues & concerns of learning experience. This paper examines the analysis of internal assessment and final examination marks secured by students and to find any relationship exist between these and its influence on university results. The study is conducted for five years period from 2012 to 2016. The important issues that need to be addressed and possible directions to be taken into account so that students' performance evaluation is justified to the possible extent.

KEYWORDS: Higher Education, Internal Assessment, Performance Evaluation Research, Bapuji B – Schools, Davangere

Introduction

One of the major components of our education system is examination. The education process in any discipline of learning ends with examinations. The entire effort put in by the teachers on teaching and the student on learning is centred on getting good results in the examinations. Thus examinations have been overriding the process of education and are a matter of concern for stakeholders. Several universities and institutions have introduced innovative practices to improve the quality and efficiency in the various processes of their examination systems.

"Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analysing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education" (Angelo, 1995).

"An assessment is a tool designed to observe students' behavior and produce data that can be used to draw reasonable inferences about what students know" (Pellegrino, 2003).

We assess student performance by measuring student development and providing feedback for improvement. We establish program goals and student learning outcomes and assess the effectiveness of our programs in relation to the stated goals. Through course evaluations and review, faculty reflect on the success of their semester and determine what changes need to be enacted. Regardless of the objective for assessment, the process works most successfully when it is cyclical.

Background of Higher Education

Post-Independence, history of higher education in India went through phases of rapid expansion. The number of universities in the country leaped from 25 in 1947 to 789 in 2017.

The emphasis on higher education in India can be understood by the number of universities currently present in India and the quality of education they provide. As of February 2017, there are 789 universities, 37,204 colleges, and 11,443 stand-alone institutions in India, as per the latest statistics from the UGC website.

The Ministry of Human Resource Development (MHRD) is responsible for supervising the functioning of all the universities in India through its chief regulatory body- Universities Grants Commission (UGC). The other government organizations whose contribution for the upliftment of Indian educational scenario is worth mentioning are All India Council for Technical Education (AICTE) and National Assessment and Accreditation Council (NAAC.)

In present times, the country's higher educational institutions have an enrollment of 10.5 million students and turn out 2.5 million each year. Approximately 45 per cent of the students pursues degrees in the arts, 20 per cent in sciences and 18 per cent in commerce. The remaining 17 per cent are enrolled in professional courses like law and medicine. The sheer numbers may seem enormous, but that appears pretty small for a country of India's size.

The present structure of Indian Management Education is as follows, it is divided into six categories:

1. Indian Institute of Management (IIMs) setup by thegovernment of India.

2. University Departments of Management studies, distance, correspondence & part time courses as well.

3. Colleges & institutes affiliated to universities.

4. Private or Govt. Institutes approved by All India Council for Technical Education (AICTE).

5. Private Institutes or colleges not affiliated to any universities are not approved by AICTE.

6. Private colleges or Institutes offering MBA courses in India in collaboration with foreign universities where degree & diploma certificates are awarded by the foreign universities.

Research Methodology

Purpose of Having Internal and External Marks

The aim of assessment is to ensure that assessment is fair, valid and reliable, requiring appropriate assessment activities and accurate assessment decisions.

Avalidassessmentassesseswhatitsetsouttoassess,andnotsomethingelse. Itisanappropriatewaytoassessthelearningoutcomesthatitshouldbeaddressing,whereasar eliable assessment activity gives results that are a consistent and accurate picture of what is measured. There are two main reasons for Assessment: accountability and improvement.

Rigorous assessment may be categorized as a good practice improvement that lies between risk avoidance and quality enhancement as normative quality assurance.

Learning activities may be continuously enhanced through quality monitoring (such as the internal assessment of students) in contrast to a compliance culture that does not lead to improvement.

How do they relate each other?

- To justify student performance
- This study helps to motivate students to be regular to the class because the results are based on quantitative data.

Whether the purpose is fulfilled

- Continuous assessment being an important component of semester system, itencourages the students to work systematically throughout the course.
- There is increased self-reliance on the part of the students in respect of schedule, evaluation and performance improvement.
- Abilities that are not tested otherwise could be tested by this system.
- Students have the opportunity to discuss their answers through all accepted tools of internal evaluation. This adds to reliability and also transparency of the system.
- There is increased rapport and relationship between the teachers and the taught.

Objectives of the Study:

1) To know the relationship between Internal Assessment marks and External marks scored by Management students.
2) To understand the Impact of Internal Assessment (IA) and External Marks (EM) on university results.
3) To find the reasons for under performance in IA and find alternatives.
4) To design better Internal Assessment methods.

Hypothesis of the Study:

H_1: There is a relationship between Internal Assessment marks and External marks scored by Management students.

H_0: There is a no relationship between Internal Assessment marks and External marks scored by Management students.

H_1: There is an Impact of Internal Assessment marks on External marks scored by Management students.

H_0: There is no Impact of Internal Assessment marks on External marks scored by Management students.

What mechanism we need to adopt to achieve the Objectives

A body of dedicated teachers who feel the need to change the traditional system and put into practice a new system which is more meaningful and purposeful.

●A group of qualified staff which includes a system analyst who can play a supportive role in implementing the system.

● Well-structured course syllabi specifying the following:

(a) Content areas of the subject matter to be taught fully and clearly;

(b) Activities of students;

(c) Link with other subjects;

(d) Depth and breadth of the treatment;

(e) Students' abilities to be developed;

(g) Teachers' method of teaching;

(h) Class room organization;

(i) Lesson planning;

(j) Frequency of tests and type of tests, etc.

●An academic calendar clearly specifying the date/time of various academic events to take place during the academic session should be notified prior to the commencement of the academic session.

● Access to internet facilities to all the students should be assured.

●A programme committee should be constituted to monitor every programme of the Institution.

Period of the study:

The Study is conducted for five years from 2012 to 2016.

Data Collection:

Data is collected from the Survey of MBA student's scores through Internal Assessment Register and External marks from University results register for the five years period.

Techniques Used:

Data collected are analyzed using MS – Excel and Correlation technique used to find out the relationship between Internal Assessment Marks and External Marks and its impact on University results.

Data Analysis:

I SEM	MPP	BC	OB	ME	QT	AFM	POM
2016 - 18	0.5	0.4	0.4	0.6	0.8	0.6	0.5
2015 - 17	0.5	0.5	0.5	0.5	0.4	0.6	0.4
2014 - 16	0.5	0.3	0.5	0.6	0.7	0.6	0.4
2013 - 15	0.3	0.2	0.0	-0.1	0.0	0.1	0.0
2012 - 14	0.2	0.3	0.1	0.3	0.4	0.4	0.5
II SEM	MS	MM	BL	HRM	FM	RM	MIS
2015 - 17	0.5	0.5	0.4	0.2	0.4	0.6	0.4
2014 - 16	0.6	0.2	-0.1	0.5	0.4	0.4	0.6
2013 - 15	0.0	-0.1	0.0	0.3	-0.6	0.0	0.4
2012 - 14	0.5	0.2	0.7	0.3	0.4	0.1	0.4
III SEM	ED	PM	BECG	CB/WCM/HRPM	SRM/FS/IRLF	ABM/SAPM/ETD	ELECT
2015 - 17	0.2	0.5	0.4	0.2	0.4	0.2	-0.1
2014 - 16	0.6	0.6	0.5	0.6	0.9	0.2	0.5
2013 - 15	0.0	0.3	0.0	0.2	-0.3	-0.3	-0.1
2012 - 14	0.4	0.4	0.2	0.2	0.1	0.5	0.2
IV SEM	SMBP	MCS	IB	CT/EC	FD/ISM	IFM/IMM	PROJECT
2014 - 16	0.3	0.6	0.6	0.5	0.3	0.2	0.4
2013 - 15	-0.1	0.2	-0.1	-0.1	-0.2	-0.1	-0.1
2012 - 14	0.3	0.4	0.5	0.3	0.2	0.4	0.3

Source : Calculated Data Using MS - Excel

I - SEMESTER

II - SEMESTER

III - SEMESTER
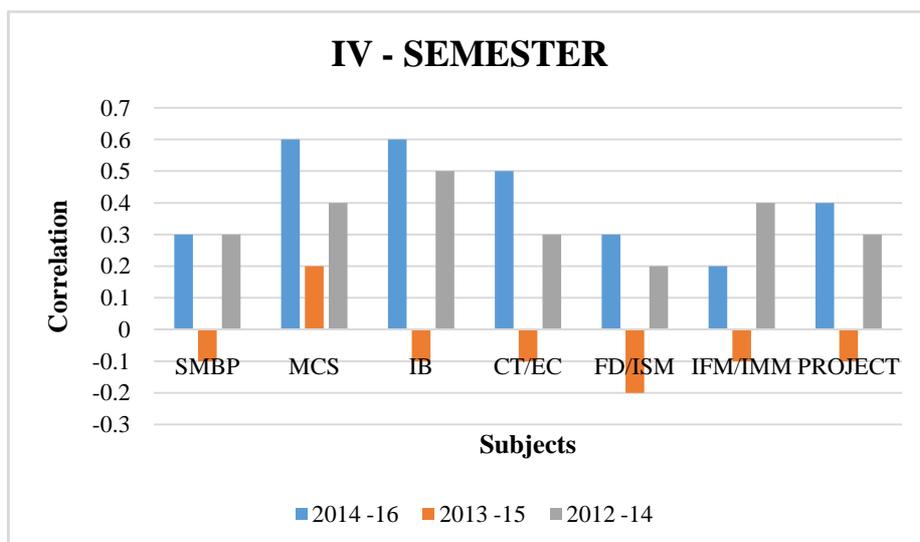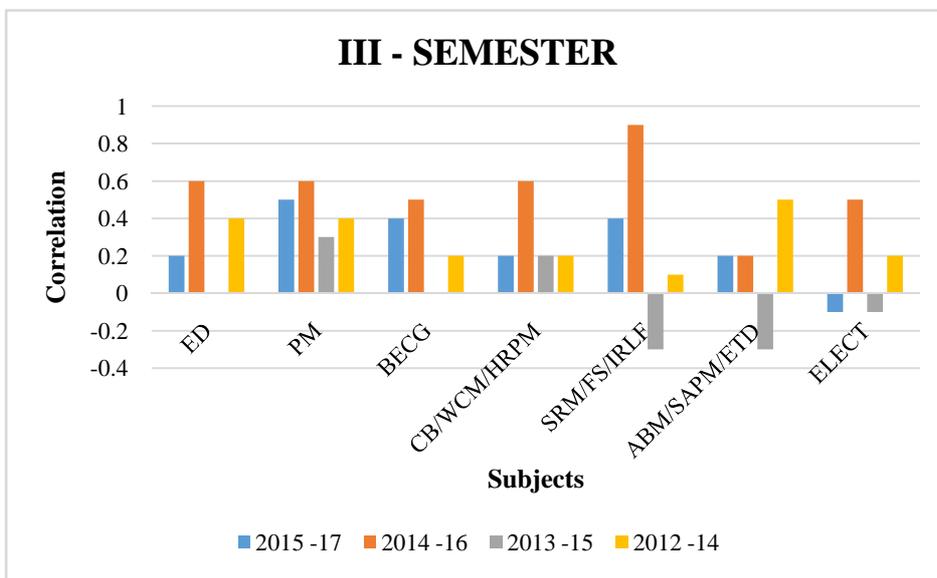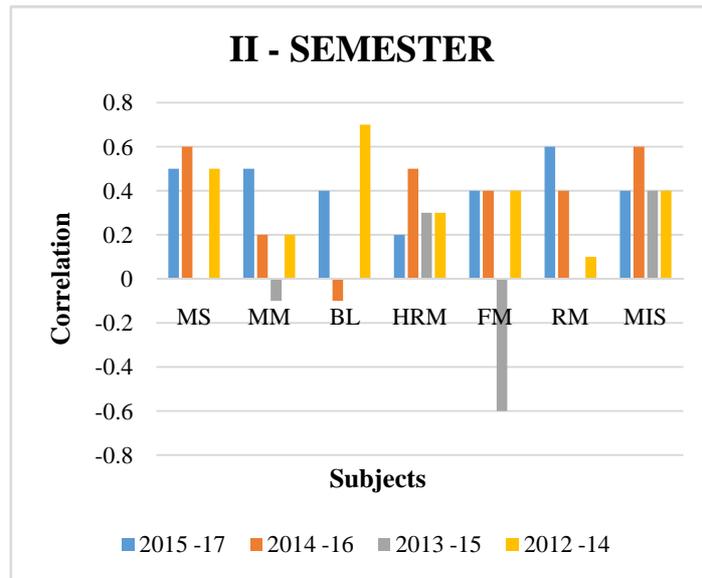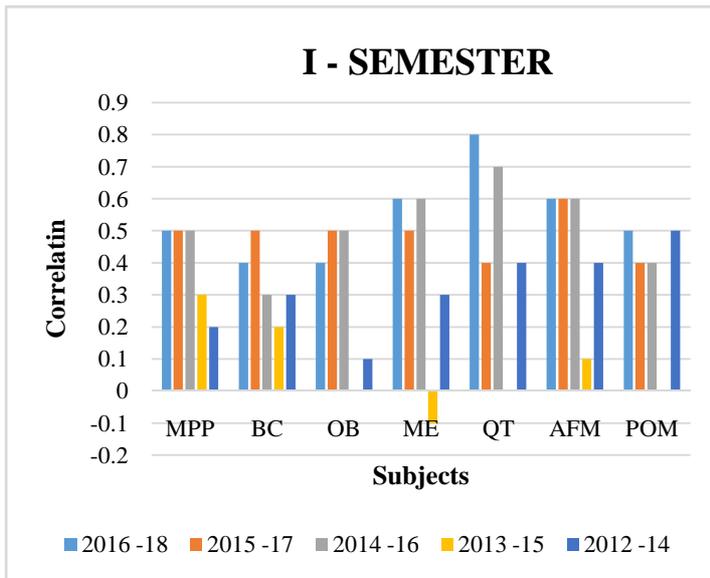
IV - SEMESTER

This study helps in understanding the relationship between IA marks and External marks. The purpose of making an analysis of IA and final marks is to know the performance of students in each semester with respect to particular subjects and their scoring in the final examination.

Analysis has been made to understand the relationship between IA marks and external (final exam) marks for the last five academic years from 2012 to 2016. To study whether a correlation exists or not that justifies the IA marks to the students and the possible measures to be considered to improve.

Batch-wise correlation analysis:

For Batch: 2016 -2018:

I – Semester: Except Business Communication(BC) and Organisational Behaviour(OB) papers, all other papers/subjects there is a Moderate and High degree Positive Correlation but there is low degree positive Correlation in BC and OB.

For Batch: 2015 - 2017:

I – Semester: Management Process and Practices (MPP), Business Communication (BC), Organization Behaviour (OB), Accounting for Managers (AFM), and Managerial Economics (ME) subjects got Moderate degree positive correlation but Quantitative Techniques (QT) and Production and Operations Management (POM) subjects got low degree Positive Correlation.

II – Semester: Management Science, Marketing Management, and Research Methodology papers got Moderate degree positive Correlation but Business Law, Financial Management, and Management Information System Papers got low degree positive Correlation and Research Methodology paper got very low degree positive correlation (0.2).

III – Semester: Project Management subject got Moderate degree positive Correlation, Business Ethics and Corporate Governance, Sales and Retail Management/Financial Services/Industrial Relation and Legal Framework papers got low degree positive Correlation, Entrepreneurial Development, Compensation Management/Working Capital Management/Human Resource Planning Management and Advertising and Brand Management/Security Analysis and Portfolio Management/Employee Training and Development got very low degree positive Correlation and Elective paper Marketing skills got negative Correlation (-0.1).

For Batch: 2014 - 2016:

I – Semester: Management Process and Practices, Organization Behaviour, Quantitative Techniques, Accounting for Managers, and Managerial Economics papers got Moderate degree positive correlation but Business Communication and Production and Operations Management (POM) papers got low degree Positive Correlation.

II – Semester: Management Science (MS), Research Methodology and Management Information System papers got High degree positive Correlation but Financial Management and Research Methodology Papers got low degree positive Correlation Marketing Management paper got very low degree positive correlation(0.2) and Business law paper got negative Correlation (-0.1).

III – Semester: Sales and Retail Management/Financial Services subjects got very high degree positive Correlation (0.9), Entrepreneurial Development (ED), Project Management (PM), Business Ethics and Corporate Governance (BECG), Consumer Behaviour/Working Capital Management (CB/WCM) and Elective papers got high degree positive Correlation and Advertising and Brand Management/Security Analysis and Portfolio Management (ABM / SAPM) got very low degree positive Correlation (0.2).

IV – Semester: Management Control System, International Business, Corporate Taxation / Electronic Commerce (CT/EC) papers got Moderate degree positive Correlation, Strategic Management and Business Processes (SMBP), Financial Derivatives / Industrial and Service Marketing (FD/ISM), International Financial Management/International Marketing Management and Project Work got low degree positive Correlation.

For Batch: 2013 - 2015:

I – Semester: Management Process and Practices, Business Communication and Accounting for Managers papers got low degree positive correlation Organization Behaviour, Quantitative Techniques and Production and Operations Management subjects got 0 Correlation but Managerial Economics paper got Negative Correlation(-0.1).

II – Semester: Research Methodology and Management Information System papers got Low degree positive Correlation, Management Science, Business Law and Research Methodology papers got No Correlation but Marketing Management and Financial Management papers got negative Correlation (-0.1 and -0.6 respectively).

III – Semester: Project Management, Consumer Behaviour/Working Capital Management/Working Capital Management papers got low degree positive Correlation, Entrepreneurial Development and Business Ethics and Corporate Governance (BECG) papers got No Correlation and Sales and Retail Management/Financial Services, Advertising and Brand Management/Security Analysis and Portfolio Management and Elective Papers got very Negative Correlation (- 0.3, -0.3 and -0.1 respectively).

IV – Semester: Except Management Control System (MCS) all other papers got Negative Correlation.

For Batch: 2012 - 2014:

I – Semester: Production and Operations Management (POM) paper got moderate degree positive correlation and all other papers got low degree positive Correlation.

II – Semester: Management Science and Business Law papers got High degree positive Correlation, and all other papers got low degree positive Correlation.

III – Semester: Advertising and Brand Management/Security Analysis and Portfolio Management (ABM/SAPM) papers got moderate degree positive correlation and all other papers got low degree positive Correlation.

IV – Semester: International Business paper got moderate degree positive correlation and all other papers got low degree positive Correlation.

Conclusion:

What lies ahead for management education is the challenging task of developing the competency level of students to meet corporate expectations. Twenty first century corporations demand teaching skills that embed students in an environment where they acquire competence from one another and from their collective experience. Management institutes must be innovative, flexible and responsive to the dictates of the changing environment.

Internationalization, cross cultures, strategic alliances, partnership & mergers are the new trends in management education. One of the important reasons of Japan's Climbing to the top ladder of the Industrial world is that they believe in "developing people before developing products," Indian management educations have to think in this direction.

Data analysis reveals that a positive correlation exists between Internal Assessment marks and external marks. This helps in designing our curriculum and activities in a meaningful manner. The changes might bring positive changes in the coming academic years.

The corporate world has slowly begun to step into changes things. But many say the biggest step needs to be taken by the government to allow the education system to function freely so that India can reap the demographic dividend of its large youth population.

B-Schools in India have to do the considerable thinking and envisioning so that the products coming out are capable of meeting the job demands of a global marketplace, though the firms may operate only in some geographical region.

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