



A STUDY OF INTERNAL ASSESSMENT OF POST GRADUATE STUDENTS WITH MANAGEMENT AND GENDER

Dr. B. Yella Reddy

Principal, Sree Rama College of Education, Srinivasapuram, Turuchanoor Post, Tirupati, Andhra Pradesh, India – 517 503.

ABSTRACT

Today the year-end external examination is the sole basis of assigning marks which in turn serve as the basis on which the rewards of the University and ultimately the prizes of the society are awarded. The students' academic, social and vocational fate, therefore, hinges on the results of the external examination. The main objective of the present study is to study the influence of management and gender on the internal assessment of Post graduate students. The internal assessment scale was developed by **Shyam Pratap Kumar, K (1986)** adopted from **Ramadevi, K (2018)**. A sample of 320 Post graduate students representing all categories of colleges in Chittoor District by following the standardized procedures. 't' – test was employed for analysis of the data. There is significant influence of management and gender at 0.01 level of significance on the internal assessment of Post graduate students.

KEYWORDS : Internal assessment, Management, Gender and Post graduate students.

INTRODUCTION

As far back as in 1948 the Indian University Commission admitted that the greatest evil from which the University education suffers is that teaching is subordinate to examinations. Since then various education commissions have examined the question and made out a strong case against the present system of examination. The University education commission (1948) was emphatic in its indignation against the traditional examination system and said if any single reform in University Education were to be suggested it would be that of examinations.

It is difficult to explain the unconscionable delay in setting the examination system on a sound footing. The chaos predicted by the above commission as early as in 1948 has already overtaken our higher education, thanks to the disgustingly slow pace of reform. It is a very sad commentary on the existing state of affairs of our universities, that observed as they are in a policy of drift, enfeebling themselves by the total absence of clearly defined objectives like a mariner without a compass - they cause serious damage to our higher education by clinging to an out dated system of examinations with extremely fatal consequences.

The Education commission (1966) has remarked: "This is one of those areas in education about which one can say that for determining not only the level of achievement of the pupils but also the effectiveness of the methods and materials employed in education.

As the techniques of evaluation are means of collecting evidence about the development of the students in desirable directions, there is no gain saying that these techniques should be valid, reliable, objective and practicable. AS the common method of evaluation used at present in India is the written examination a natural corollary of the acceptance of the new approach will be to improve the written examination in such a way that it becomes a valid and reliable measure of educational achievement.

REVIEW OF LITERATURE

Siddha Reddy (1975), Raju (2014), Hema, S (2016), Raveendranath, P (2017) and Ramadevi, K (2018) reported that management of individuals do have significant difference on achievement. However, **Kavitha, N (2015)** reported that management of individuals do not have significant difference on internal assessment.

Raju (2014), Kavitha, N (2015), Hema, S (2016), Raveendranath, P (2017) and Ramadevi, K (2018) reported that gender of individuals do have significant difference on achievement. However, **Siddha Reddy (1975)** reported that gender of individuals do not have significant difference on internal assessment.

Scope of the Study: The main intention of the present study is to find the relation of internal assessment of Post graduate students with management and gender.

Objective of the Study: To study the impact of management and

gender on the internal assessment of Post graduate students.

Hypotheses of the study

1. There would be no significant impact of 'management' on the internal assessment of Post graduate students.
2. There would be no significant impact of 'gender' on the internal assessment of Post graduate students.

Tools for the Study

1. The internal assessment test was developed by **Shyam Pratap Kumar, K (1986)** adopted from **Ramadevi K (2018)**. The tool was highly reliable for the investigation. The total has 53 items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely; Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the **Likert (1932)** method and the total marks obtained by each student are marked on the right top corner of the sheet.
2. Personal data regarding the student – 1. Name, 2. Management, 3. Gender.

Data Collection

The sample for the investigation consisted of 320 Post graduate students in Chittoor district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private and second stage is locality i.e. Rural and Urban and third stage gender i.e. Male and Female. It is a 2X2X2 factorial design with 320 sample subjects. The investigator personally visited colleges with the permission of the principals of the colleges. The Post graduate students who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned Post graduate students of the colleges. The Post graduate students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The internal assessment scale and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical techniques 't' – test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Management

The relationship of attitude of Post graduate students towards internal assessment scores with their management is studied in the present investigation. On the basis of management, the students are divided into two groups. The Government college students forms the Group – I and Group – II forms with Private college students. The corresponding attitude of Post graduate students towards internal assessment scores of the two groups was analyzed accordingly. The mean values of attitude of Post graduate students towards internal assessment scores for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'management' on the attitude

of Post graduate students towards internal assessment. The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 1**.

Table – 1: Influence of management on the attitude of Post graduate students towards internal assessment

S. No.	Management	N	Mean	SD	't' - value
1.	Government	160	114.20	15.22	2.694**
2.	Private	160	118.62	14.11	

** Indicates significant at 0.01 level

It is clear from **Table – 1** that the computed value of 't' is (2.694). It is greater than table value of 't' (2.58) for 1 and 318 df at 0.01 level. Hence **Hypothesis – 1 is rejected at 0.01 level**. It is concluded that the management has significant influence on the attitude of Post graduate students towards internal assessment

2. Gender

The relationship of attitude of Post graduate students towards internal assessment scores with their gender is studied in the present investigation. On the basis of gender, the students are divided into two groups. The male students form the Group – I and Group – II forms with female students. The corresponding attitude of Post graduate students towards internal assessment scores of the two groups was analyzed accordingly. The mean values of attitude of Post graduate students towards internal assessment scores for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'gender' on the attitude of Post graduate students towards internal assessment. The above hypothesis is tested by employing 't' - test. The results are presented in **Table - 2**.

Table – 2: Influence of gender on the attitude of Post graduate students towards internal assessment

S. No.	Gender	N	Mean	SD	't' - value
1.	Male	160	118.64	14.19	2.725**
2.	Female	160	114.18	15.13	

** Indicates significant at 0.01 level

It is clear from **Table – 2** that the computed value of 't' is (2.725). It is greater than table value of 't' (2.58) for 1 and 318 df at 0.01 level. Hence **Hypothesis - 2 is rejected at 0.01 level**. It is concluded that the gender has significant influence on the attitude of Post graduate students towards internal assessment.

Findings: There is significant influence of management and gender at 0.01 level of significance on the internal assessment of Post graduate students.

CONCLUSIONS:

In the light of the findings, the following conclusions are drawn. Management and gender have significant influence on the internal assessment of Post graduate students.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their internal assessment of Post graduate students.

1. Management is the highly influenced on the attitude of Post graduate students towards internal assessment. Private college students have positive attitude towards internal assessment than the Government students. The administrators have to provide physical facilities for the Government colleges.
2. Gender is the highly influenced on the attitude of Post graduate students towards internal assessment. Male students have positive attitude towards internal assessment than the female students. The administrators have to provide physical facilities for the female students.

REFERENCES

1. Hema, S (2016). "A study of attitude of professional college students towards introduction of internal assessment". M.Ed. Dissertation, S.V.University, Tirupati.
2. Kavitha, N (2015). "A study of attitude of graduate students towards introduction of internal assessment". M.Ed. Dissertation, S.V.University, Tirupati.
3. Likert, R (1932). "A technique for the measurement of attitude". Archeological Psychology. 3(4):140.

4. Raju (2014). "A study of attitude of post graduate students towards introduction of internal assessment". M.Ed. Dissertation, S.V.University, Tirupati.
5. Ramadevi, K (2018). "A study of attitude of post graduate students towards introduction of internal assessment". M.Ed. Dissertation, S.V.University, Tirupati.
6. Raveendranath, P (2017). "A study of attitude of post graduate students towards introduction of internal assessment". M.Ed. Dissertation, S.V.University, Tirupati.
7. Shyam Pratap Kumar, K (1986). A study of attitude of post graduate students towards introduction of internal assessment". M.Ed. Dissertation, S.V.University, Tirupati.
8. Sidda Reddy, K (1975). "An investigation into the attitude of teachers and students towards internal assessment at graduate level". M.Ed. dissertation, S.V.University, Tirupati.