University-Wise Variation in Marking of Post Graduate Management Programs during year 2000-2018

Garima Verma, Ajay Surana

Department of Education, Banasthali Vidyapith, Rajasthan
Corresponding author: garimaverma027@gmail.com
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Abstract

The main purpose of the study is to investigate the variation in marks of students in different postgraduate management programs run by the universities. There are different types of programs runs by the universities for higher education in India. In the present study, data of P.G management programs of four universities of the last 19 years (2000-2018) have been analyzed. The main objective of the study is to analyze university wise variation in marks of management programs. The variations of marks in postgraduate management programs that run by these universities have been compared. The data is collected by the survey method from office of the controller of exams of these universities. In the present study, the highest of the highest scores 'HS', average of the average scores 'AS', lowest of the lowest scores 'LS', average of the range of scores 'RS' of management programs in different universities has been identified and calculated over the last 19 years (2000-2018) to get the result. Percentage Analysis along with graphical representation and tabulation is the research method used to analyze the data. The finding of this study shows that there is significant difference amongst the highest, average and lowest scores of the students with respect to years 2000-2018 across the universities. This study recommended marks of these examinations should not be considered as benchmark for any of the decision making even minimum eligibility.

Keywords: Variation in marks, Programmes, Scoring pattern, Examinations, Universities, Higher Education.

Introduction

In the growth & development of the country, the education plays a key role. In India, the current education system as a result of a long journey from Takshashila, Nalanda era to the present three layers education system. The primary education, secondary education and higher education are the three levels of education system in which the higher education is the vital component of the world. It provides knowledge, skill, values and information about different professional courses and programs to the students of new generation for the development of India.

As per, All India Survey of Higher Education Institutions (AISHE) 2020-21 report, there are about 55 thousand higher educational institutes presented in India and

about 1,113 universities are running in India. In India, there are a variety of institutions available in the higher education systems, which offer multidisciplinary education, training and research to the students. The institutions truly focus to give the knowledge, skills that help to do job as effectively as possible in the civilization.

The term 'variation' means a change in the amount of level. In this study, 'variation' means 'difference in the scores of the students.' The difference in the highest, average and lowest scores of students obtained in the examination.

In this study, program means 'post graduate academic program which run in various universities and colleges for post-graduation students.'

The 'Examination' means process of examining the knowledge, skill & other aspects achieved by the students. In this study, 'examination' means 'a continuous process which held during the end of the session'.

The 'types of Universities' mean 'various types of universities run by the government' at higher education or comes under. In this study, a university means the university which run either by the state government institute and deemed institute.

In any educational system, a major part of the evaluation of a students and examination result is an important factor in the educational process. The marks provide inspiration for better performance and encourage a student to bring out his best.

As we know, different Universities and college used various process of evaluation to measures different skill, knowledge of students in the form of the examination. So, there is change in marks of students in exam. Various commissions, polices and committees were appointed to enhance the quality of examination system in India. University Education Commission (1948-49) is the first post-independence commission which is introduced under the leadership of Dr. S. Radha Krishna. In this commission, it describes that it acts as helping body between state and central government, helps in institution of higher learning. It allocates grants to universities and colleges in higher education. Examination Committee (1942) is approved to conduct exam and take decision in respects to organize and hold the examination, improving the examination system, preparing the schedule and results of the examination. This committee examines all aspects of the examination system of different courses and programs run in the

higher education. As we know, at university level, there are two types of examination system were taken i.e., internal examination and external examination with viva voice.

Rao, R.S (1968) studied an investigation into the present system of test and examination-both internal and external in the secondary schools of madras state. They identified the present system of test and examination-both internal and external in the secondary schools of madras state, with special references to present practices. The main findings of this study were the values of coefficient correlation between internal & external examination were found to be larger in language in compare to other subjects. Percentages of students who are expected to pass were declared failed whereas who are expected to failed was declared as passed in the public examination

Deshpande M.V. (1972) studied 'Reliability of external and internal marks of vidarbha board of secondary education examination.' They identified the reliability of the all examination affected by the introduction of internal assessment system and to evaluate the reliability of two forms of assessment by statistical techniques. The main findings of this study were the correlation between the internal assessment and external marks were always higher than the correlation between

objective type's scores and other types of examination. The correlation between internal and external examination were different from school to school within the same subject. The comparison between the internal and external assessment for a single subject showed that in internal assessment the less marks happened to be higher than that of external in mathematics and marathi subjects

Objective of the Study

The purpose of this study is to analyze the variance of marks in Post graduate program of MBA.

Hypothesis of the Study

1. There is no significant difference in the highest marks of students of PG programmes in MBA amongst various universities.

2. There is no significant difference in the average marks of students of PG programmes in MBA amongst various universities.

3. There is no significant difference in the lowest marks of students of PG programmes in MBA amongst various universities.

4. There is no significant difference in the range marks of students of PG

programmes in MBA amongst various universities.

Overview of Data Analysis

In the present study, the investigator has taken post graduate management programs from four universities of the middle India. Out of which, three are the state Universities and one is deemed University. The marks of the students recorded from university controller of examinations office.

The researcher investigates only three post graduate management program that runs in the four different universities. The four universities involve in the study are coded Vikram University as A, Barkatullah University as B, Jiwaji University as C and Banasthali Vidyapith as University D. The marks obtained by the students in the examination have been collected from the university controller of exam of each university. The achievement scores students of year 2000-2018 have been recorded, analyzed and interpreted.

In this study, the average of highest scores has been taken for highest scores. Average of average scores has been taken as average scores. Average of lowest scores has been taken for lowest scores Average of range scores has been taken as range scores of all years (2000-2018) in various universities.

Variation in marks of program MBA as year wise

The variation in marks in MBA has been analyzed for year 2000 to year 2018. Highest scores of all four universities are complied, analysed and tabulated. The' highest scores', 'average scores' 'lowest scores' and 'ranges of scores' are calculated for each year.

Table. No-1. University wise highest scores of MBA (In Percentage)

Year	University A	University B	University C	University D
2000	73.43	76.53	-	77.21
2001	74.77	70.88	88.08	78.37
2002	78.77	76.50	91.88	74.63
2003	76.39	76.32	87.46	76.71
2004	74.88	76.67	77.96	77.96
2005	73.42	79.10	76.15	83.43
2006	73.66	76.93	77.54	76.98
2007	75.56	79.30	75.58	88.80
2008	79.97	76.90	76.65	75.44
2009	80.47	76.93	75.08	76.22
2010	99.32	74.70	72.73	79.89
2011	79.00	73.60	75.23	79.03
2012	76.71	78.93	73.81	78.19
2013	77.54	76.20	74.65	83.93
2014	76.04	75.50	74.04	80.45
2015	75.33	74.37	75.62	76.08
2016	70.75	72.47	76.04	80.38
2017	72.13	76.23	80.80	79.76
2018	65.95	75.32	84.40	82.94

(-) Indicates Data is not available

In the 'highest scores' (HS) of MBA of all universities, there is difference found which is more than 7 among the various universities. There is major difference found in the scores of program in different universities. Therefore, we can say that there is significant difference is present between the 'highest scores' of students MBA program.

Table.No-2. University wise average scores of MBA (In Percentage)

YEAR	UNIVERSITY A	UNIVERSITY B	UNIVERSITY C	UNIVERSITY D
2000	67.19	68.82	-	70.71
2001	65.74	66.66	67.74	68.55
2002	66.23	68.15	75.04	66.37
2003	63.95	69.40	66.3	68.12
2004	64.83	68.49	65.52	67.83
2005	63.29	68.10	64.18	71.51
2006	64.17	68.66	65.42	67.1
2007	65.7	72.35	63.88	75.69
2008	68.9	69.51	63.44	66.57
2009	69.23	66.54	65.73	67.39
2010	70.28	64.79	64.65	68.91
2011	70.93	65.79	64.63	66.76
2012	69.05	64.37	64.14	66.26
2013	66.37	66.71	64.82	69.3
2014	62.92	64.96	63.64	67.72
2015	59.68	56.91	62.94	62.77
2016	61.28	59.73	64.93	67.85
2017	60.16	66.03	69.41	64.41
2018	55.42	62.01	68.48	69.67

(-) Indicates Data is not available

In the above table, it is shown that there is difference in the average scores of students of MBA programs in universities in the last 19 years (2000-2018).

In the 'average scores' (AS) of MBA of all Universities, there is difference found which is more than 7 among the various universities. It is found that there is major difference found in the scores of program in different universities. Therefore, we can say that there is major difference is present between the 'average scores' of students in MBA program.

Table.No-3. University wise lowest scores of MBA (In Percentage)

YEAR	UNIVERSITY A	UNIVERSITY B	UNIVERSITY C	UNIVERSITY D
2000	54.25	60.63	-	60
2001	53.54	55.56	61.12	54.73
2002	55.93	59.29	58.35	57.87
2003	52.04	56.89	54.77	58.5
2004	47.86	57.23	50.35	58.64
2005	54.58	58.43	50.12	55.25
2006	48.85	63.70	50.08	54
2007	54.27	62.23	53.04	57.05
2008	57.19	46.43	50.46	52.28
2009	59.63	57.00	50.27	53.45
2010	40.64	44.10	51.35	51.71
2011	63.5	56.10	51.54	48.7
2012	58.04	55.67	40.58	50.7
2013	57.96	30.17	50.58	52.7
2014	30.08	43.00	48.73	50.9
2015	27.54	26.13	52.42	42.08
2016	54.42	27.83	53.35	47.38
2017	39.52	58.40	33.5	43.71
2018	48.59	44.36	58.2	51.02

(-) Indicates Data is not available

In the 'lowest scores' (LS) of MBA of all Universities, there is difference is more than 7 among the various universities. There is major difference found in the scores of program in different universities. Therefore, we can say that there is major difference is present between the 'lowest scores' of students in MBA program.

Table.No-4. University wise range scores of MBA (In Percentage)

YEAR	UNIVERSITY A	UNIVERSITY B	UNIVERSITY C	UNIVERSITY D
2000	19.18	15.91	-	17.21
2001	21.23	15.31	26.96	23.63
2002	22.84	17.21	33.54	16.77
2003	24.36	19.43	32.69	18.21
2004	27.02	19.43	27.62	19.32
2005	18.85	20.67	26.04	28.18
2006	24.81	13.23	27.46	22.98
2007	21.29	30.47	22.54	37.74
2008	22.78	30.47	26.19	23.16
2009	20.85	19.93	24.81	22.76
2010	58.68	30.60	21.38	28.18
2011	15.5	17.50	20.69	30.33
2012	18.67	22.27	33.23	27.48
2013	19.58	46.03	24.08	31.22
2014	45.21	32.50	25.31	29.55
2015	47.79	48.23	23.19	34
2016	16.33	44.63	22.69	33
2017	32.61	17.83	47.3	36.05
2018	17.36	30.96	26.2	32.92

(-) Data is not available

In the 'range of scores' (RS) of MBA of all Universities, there is difference found which is 5 among the various universities. There is significant difference found in the scores of program in different universities. Thus, we can say that there is significant difference is present between the 'ranges of scores' of students in MBA program.

Conclusion

The aim of this research article is to investigate analysis of university wise variation in marks of different management program. The study reveals that there is major differences is present in the scores of students in management programmes. On comparing the scores of all universities, i.e., university A, university B, university C and university D; there is major difference present in the highest, average and lowest scores but there is a significant difference present in the range of scores. Therefore, we can say that there is major difference is present between scores of all Universities i.e., highest scores 'HS', average scores 'AS', lowest scores 'LS' and range of scores 'RS' of students of management programmes.

Therefore, we can conclude that there is major difference is present between scores of all Universities in Post Graduate program of MBA with reference to years 2000-2018. The result of this study clearly indicates that the marks in postgraduate management programs must not be provide as benchmark of any recruitment and however, it is not considered as qualifying marks for eligibility of any further stage or research.

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