

Decision Making in Internal Assessment

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Abstract:- Decision making can be regarded as a problem-solving activity terminated by a solution deemed to be optimal or at least satisfactory. It is therefore a process of choosing what to do by considering the possible consequences of different choices. Continuous and Comprehensive evaluation was a process put into action by the Right to Education Act, of India. CCE was brought into action to evaluate every aspect of a student rather than marking him/her on the basis of only one aspect. The study for the paper was conducted on a total of 25 professors and 50 students of universities of Gujarat. For the purpose of the study, 2 structured questionnaires were administered upon the students and professors. The scale used for this study was Likert Scale.

The expectation of results from the student's perspective draws the inferences that internal assessment and external assessment both are equally important. A few new interactive and outcome oriented techniques like creating analogies, mind mapping, demonstrations, surveys, etc. should be included into the assessment system. Some of the students tend to not take their internals seriously because of the fact that they haven't attended classes and don't have a grip on the concepts, which in turn, results in them failing. To know the view point of students and professors, they were asked about their current internal assessment system and how the professors can include new strategies to make the assessment fun and outcome oriented. From the study that was conducted, inferences can be drawn that internal assessment and external assessment are an essential aspect to understand the student's involvement in education during higher studies and also that the internal assessment system should be modified.

I. INTRODUCTION

Individuals make a lot of decisions every day. From deciding what career to pursue to deciding is it the right time to settle down? From selecting the place of work to deciding which house to buy. All of these options are taken into consideration while making decisions. The decision making process is not only limited to the big decisions that an individual takes but also the small ones that he/she does in the routine, like, selecting what clothes to wear to what mode of transport to take for work etc.

Decision Making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. Making a decision implies that there are alternative choices to be considered and in such a case, a person wants not only to identify as many of these

options as possible but to choose the one that best fits their goals, objectives, desires and values (Harris 1980). According to Baker et al. (2001), decision making should start with the identification of the person who has made the decision and the stakeholder(s), reducing the possible disagreement about problem definition, requirements, goals and criteria. Decision Making is the process of choosing what to do by considering the possible consequences of different choices (Brockman and Russell, 2009; Walker 2001a).

However, decision making plays an equally important role in education as it does in an individual's routine life. Decision making process in the educational setting refers to professors getting involved in a student's educational activities to identify and recognize a pupil's strengths and weakness and implement the results into practice.

For measuring the strength and weakness and to identify a student's capability, internal assessment is done. Internal assessment is a crucial part of learning because it helps the individual judge him/her better. The student is able to decide on his own whether or not he has understood what has been taught. This method of self-analysing helps the pupil motivate himself for working harder. As much as decision making is important for students for their careers, it is also for the faculties. They can divert the students from being confused and take irrational decisions about their goals.

A lot of schools and colleges seem to have a set criteria to assess their students, namely, viva, presentations, weekly tests etc. to see where their students stand. In this process, some of the students tend to take their internals very lightly because of the fact that they haven't attended classes and don't have a grip on the concepts, which in turn, results in them failing the subject even though they have done extraordinarily well in their external assessments and every other aspect which expects them to pass the subject.

On the contrary, as much as a student dislikes giving external assessments, he/she has no other option left when they have already been dusted in their internals. A student would give his internals seriously, if he knows he won't be able to perform well in the external evaluation and vice-versa.

However, even though, the value of internal assessments is too much, the lack of taking appropriate decisions has led to student criticising its existence and ignoring it. To end the negligence of internals and implement it without any hassles, the evaluation system of

an educational setting should be modified at a regular basis.

A study done by Dr Mark Sheehan, a senior lecturer in Victoria University of Wellington challenged criticism of internal assessments and displayed assessments method to be very important in a student's life.

“They could look at sources and know how to use them and how to determine what was biased and what wasn't.” says Dr Sheehan. The study found that students taking the challenge of assessing themselves and actively participating in field work to improve themselves have a strong and thorough knowledge about their field.

Continuous and Comprehensive evaluation was a process put into action by the Right to Education Act, of India. CCE was brought into action to evaluate every aspect of a student rather than marking him/her on the basis of only one aspect. The main aim of CCE is to appreciate students who cannot put up with the educational system but can confidently excel in other fields, such as, arts, sports, music, athletics etc. The CCE method was said to have brought a huge positive change from the traditional chalk and talk method.

II. AIM OF THE STUDY

The aim of this research is to see how decision making applies to the field of education, to be more specific, how it helps the faculties in deciding what to include in their criterion for conducting the internal assessment of their students and what the students think of the criteria set by their faculties.

The research, from the student's perspective, has the following objectives:

1. What according to the students is better; internal assessment, external assessment or both?
2. Should there be any other criteria except for the criteria that has already been implemented, i.e. viva, presentations, attendance etc.?

The paper, from the professor's perspective, has the following objective:

1. What criteria do the faculties follow while conducting the internal assessment?
2. Should there be any other criteria except for the criteria that has already been set, i.e. viva, presentations, attendance etc.?

No of students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Average	2.64	2.20	2.64	2.1	2.06	1.98	2.88	1.96	2.08
Mean	3	2	3	2	2	2	3	2	2

Table 1

Figure 1 shows 50 students' response about whether both, internal and external assessment should be given equal importance or not. In an educational setting, external assessment occurs occasionally than internal assessments but great importance, more power and high support is

III. LITERATURE REVIEW

Singh and Anshu (2009) suggested that the successful usage of internal assessment as a tool of appropriate decision making and learning can be done by the points:

1. To make unbiased decisions about a student, the internal evaluation has to be done on a day to day basis.
2. The evaluation should also consider the aspects which cannot be considered in the end semester examinations.
3. The internal evaluation of a student should not only focus on the result but also on the process of feedback to improve on what he/she is lacking.

Santra et al. (2014) concluded that the main focus of the college/school should not only be on the assessment of academics but should also be on the evaluation of attitude, communication, values and personality of a student for improving the bar of performance in everyday evaluation and also in the final examinations.

IV. METHODOLOGY

For the present study that was conducted, 2 survey questionnaires were administered upon 50 students and 25 teachers. The students' questionnaire included questions that asked them about how they felt about the internal assessment system, do they think that there should be any other assessment criteria should be taken into consideration while they are being assessed and if they got a chance, would they want to change anything in the assessment system using a 5-point Likert Scale ranging from 1- strongly disagree; 5- strongly agree.

The faculties' questionnaire involved questions that asked them if there were any difficulties in proposing a new technique of assessment in the evaluation system, alternate methods of assessment and if there should be any specific kind of assessment methods except for the ones that were already set using the same scale that was used for the students, where 1- strongly agree; 5- strongly disagree.

Both the questionnaires were administered in English language.

V. RESULTS AND DISCUSSIONS

❖ *Students*

attached to external evaluation. Whereas internal assessment is done a regular basis in an educational setting to self- assess the student based on the concepts taught to him/her in the class. According to the data of this, 38% of the students agree that external assessment and internal

assessment should be given equal importance because according to them both need to have an equal balance of marks to pass the subject. 34% of the students strongly believe that equal importance should be given to both the assessments because whatever they have been taught by the professors, should be counter questioned or asked in a different way only to know if they have truly understood the concept or not. 10% of the population indicates that they only slightly agree with the statement while only 12% disagree and 6% strongly disagree.

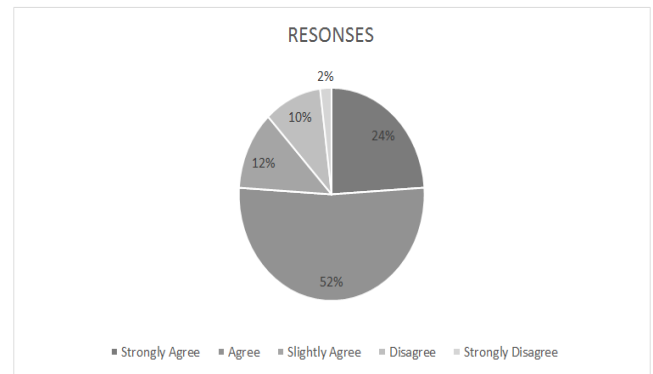


Fig 3

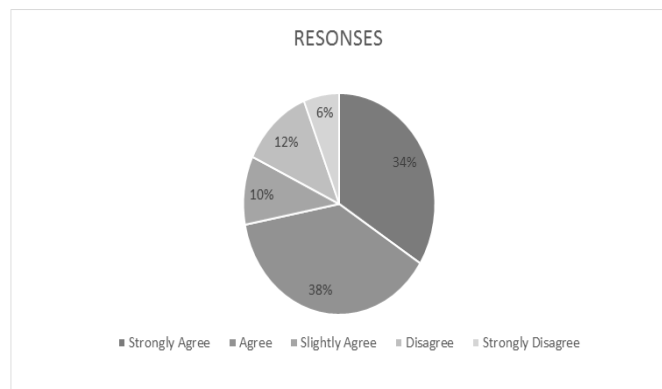


Fig 1

Figure 2 indicates the chart of a student’s personal bias affecting the internal assessment of a particular subject where 42% of the population slightly agrees, 24% and 16% agree and strongly disagree respectively because, since internal assessment is a mode of self-evaluation, a person may not share his weaknesses with anyone and hence might show some bias towards the subject in which he/ she cannot perform well in that subject. 16% and the remaining 2% people disagree and strongly disagree, respectively as they think that personal biases don’t count while taking the evaluation.

The student’s questionnaire contained a question which was “if given a chance, I would want to change some things about the internal system.” A lot of students, said yes, when asked if they really wanted to change some things about their internal assessment system. The general idea of asking this question was to know their views regarding what they actually thought and how they would like to deal with the internal assessments if they were given a chance to change something about it. A majority of the students raised a point where they said that the focus of assessing should not only be on one specific criteria but also be on other criterions. The assessing criteria should be based on what the student has understood about the concept and not focus mainly on attendance. A few students think that viva shouldn’t be considered as a criteria because of the minimum weightage that it carries. A few go with the idea of removing “attendance” as a criteria because it is not fair to the students to actually attend classes and get marks based on their presence. The students who don’t attend classes shouldn’t be given any marks based on attendance and hence, attendance, as a criteria for internal assessment should be removed. Students also think that there should be more options of internal assessment that not only assess the basis of academics but also shall include criteria which would involve a person’s holistic abilities for accurate judgement of what the student is good at. Some students prefer individual projects over group because it wouldn’t do justice to one’s self. They would not be able to know their individual strengths and weakness and won’t know what to improve upon.

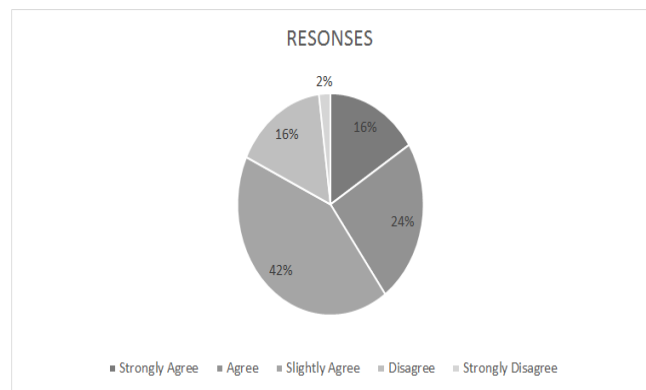


Fig 2

52% people, in **figure 3**, agree that they only give internal assessments seriously because if they don’t do well in externals, their grades would not be affected much and vice versa. 24% strongly agree because they might be practicing that. 12% slightly agree which makes them do both the activities depending upon the time they have for preparing either the internals or the externals.

Figure 4, shows 62% students agreeing to internal and external assessment, both, helping in getting a clarity on a subject and also helping in knowing about it in depth. It also shows 22% of the population strongly agreeing because external assessments are just another way of the faculties asking the students about what they have learnt. The figure also shows 8% disagreeing to this question, 4% slightly agreeing and the rest 4% strongly disagreeing.

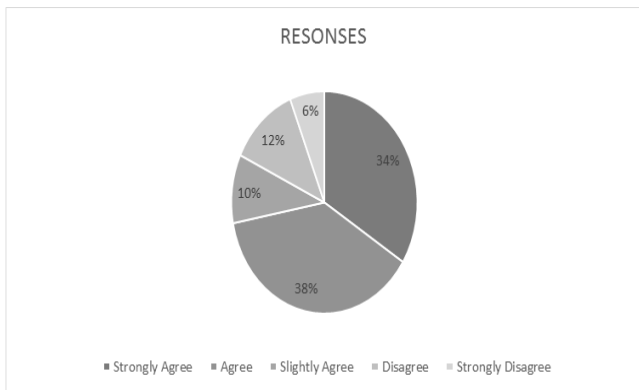


Fig 4

Figure 5 shows, 46% and 38% population slightly agree and agree, respectively, to the set criterion of their internal assessment by their faculties. 6%, disagrees with being satisfied with the internal assessment criteria set by their faculty. Only 4%, which is 2 students out of 50, strongly disagree. They aren't satisfied with the criterion set by the faculties. When asked with which criteria they weren't satisfied, they said that, "we aren't happy with attendance being as a criteria as it is not fair for students who are actually attending classes." The other 6% strongly agrees and is both, happy and satisfied with the current criteria of their internal assessments set by the faculties.

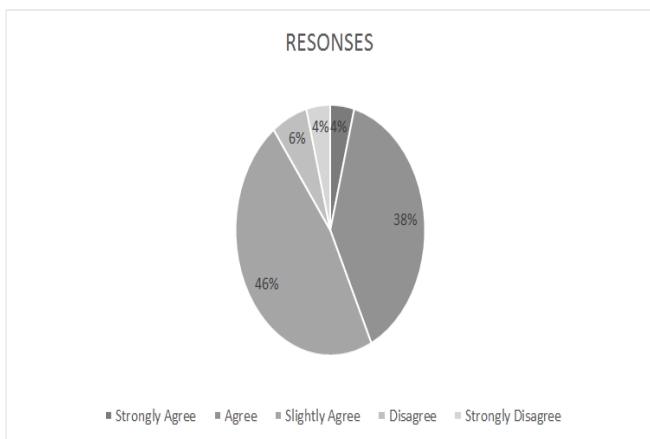


Fig 5

Figure 6 says that 34% strongly agrees and 42% agrees with having other criteria for assessment except for the standard ones. When asked what other criteria they would want the faculties to have, they said, new techniques like mind mapping, brain storming, creating analogies etc. should be taken into consideration. Also the aspect of assessing a student on the basis of his/her holistic capabilities should also be taken into account. 18% slightly

agrees and the rest 4% and 2% disagrees and strongly disagrees, respectively. As mentioned in the literature review, about the research done by Santra et al (2014) concluded her research by saying that the assessment shouldn't be only based on academics but also based on the attitude, communication, values and personality of a student.

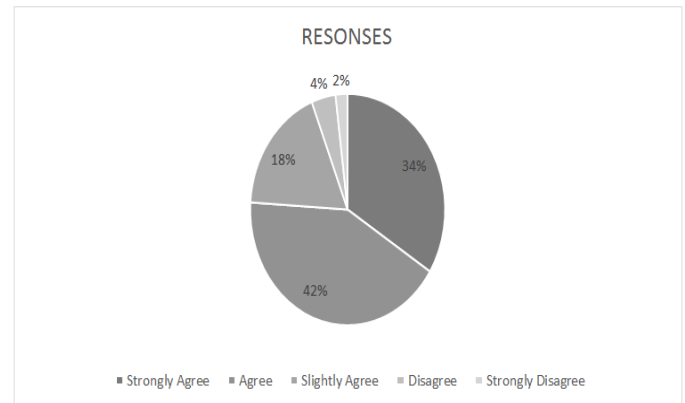


Fig 6

Figure 7 implies that 50% and 30% agree and strongly agree, respectively, that SWOT analysis will the pupil perform better and get a clear picture of where they stand and how much he/she needs to improve upon. 14% slightly agree and 6% disagree. When asked 2 students out of the 6% as to why they disagree, they said, "We already know about our strengths and weakness. Doing SWOT analysis won't make difference in our performance regarding academics."

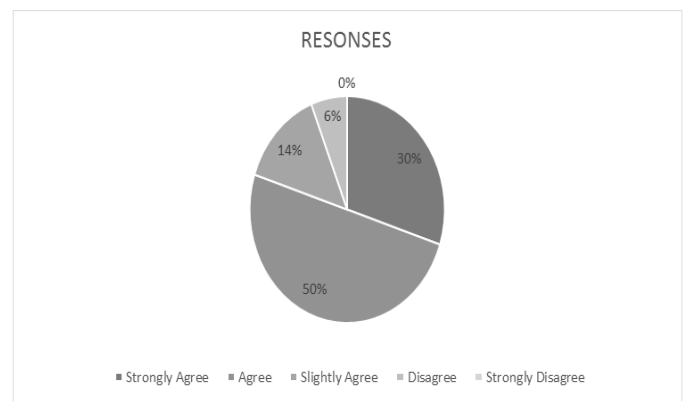


Fig 7

❖ *Faculties*

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Average	3.84	2.32	4.12	4.2	2.8	3.44	3.84	4.04
Mode	5	0	5	5	2	4	4	4

Table 2

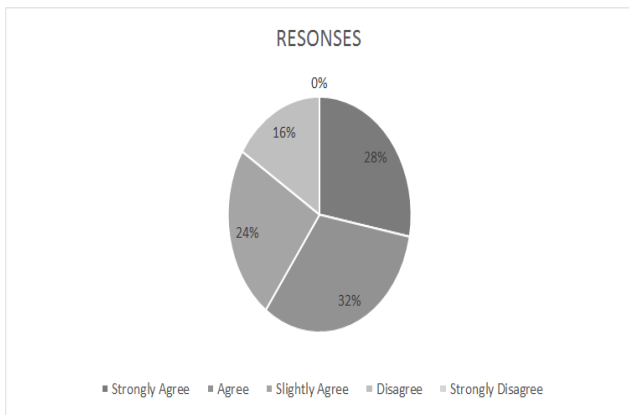


Fig 8

Figure 8, shows the responses of faculties’ when asked them if there should be any other criteria expect for the ones that are already been set. 28% and 32% strongly agree and agree, respectively. 24% slightly agree and the rest 16% of the faculties think that there shouldn’t be any change in the given set of criterion. For this question, majority of the faculties say that there should be other criteria for students to be assessed on because not every child is the same. They have different paces of learning and coping things and therefore, they should be taught in a manner which is the most suitable for their understanding.

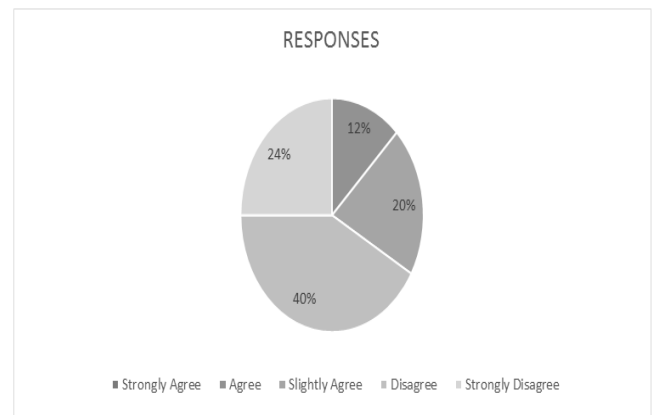


Fig 10

Figure 10 shows the responses of the question, “Techniques like mind mapping, brainstorming, creating analogies etc. can be taken into consideration as a criteria for internal assessment.” 40% faculties disagree to including such methods. 24% strongly disagree. This implies that faculties have a criterion set for their students and are willing to adhere to it. 12% and 20% agree and strongly agree, respectively, to this question. This implies that the faculties change their way of assessing the students on a regular basis.

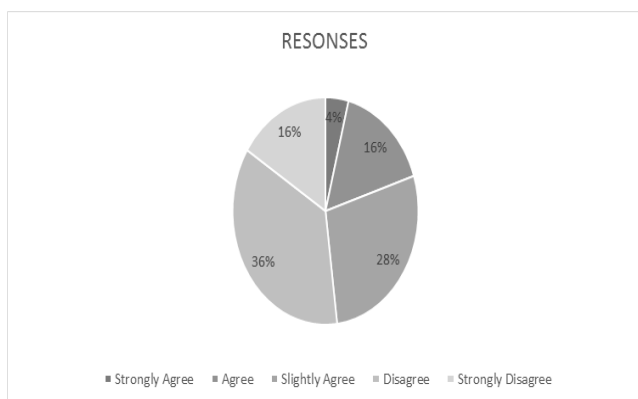


Fig 9

Figure 9, shows the response to the question, “if given a chance, I would want to introduce or remove a technique/method of internal assessment.” Only, 4% which is 1 faculty out of 25 strongly agrees to this question. 36% and 16% disagree and strongly disagree, respectively, implying that they are satisfied with the current internal assessment system. Another 16% and 28%, agree and slightly agree, respectively with the question. The faculties who are strongly agreeing and agreeing to introduce or remove a technique/ method of assessment, have probably already implemented this in their classes.

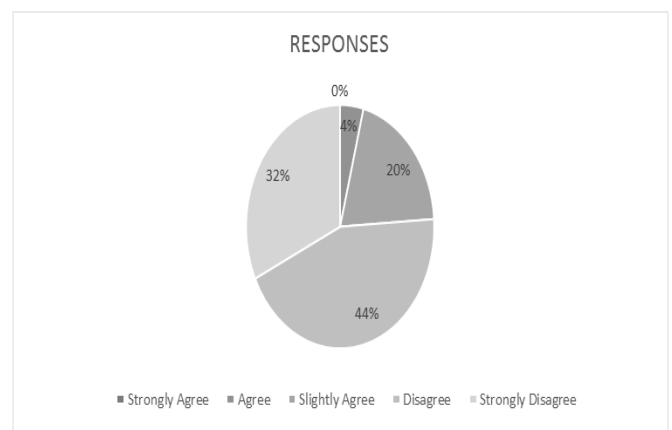


Fig 11

Figure 11 shows the responses for the question, “it is necessary to modify the internal assessment system after a certain period of time.” 44% disagree and 32% strongly disagree to this question because it may happen that when the faculty is finally set and habituated with one kind of an assessment, it might be time to change. And hence, to avoid confusion and chaos, it is better to not modify the assessment system. 20% and 4% slightly agree and agree that the system should be modified on a regular basis to help grow the mental thought processes of students and keep their education less boring and make it smarter.

❖ Model of Framework

On the basis of the above findings, a model of framework was prepared to know how the criteria for internal assessment is decided from the faculties' perspective.

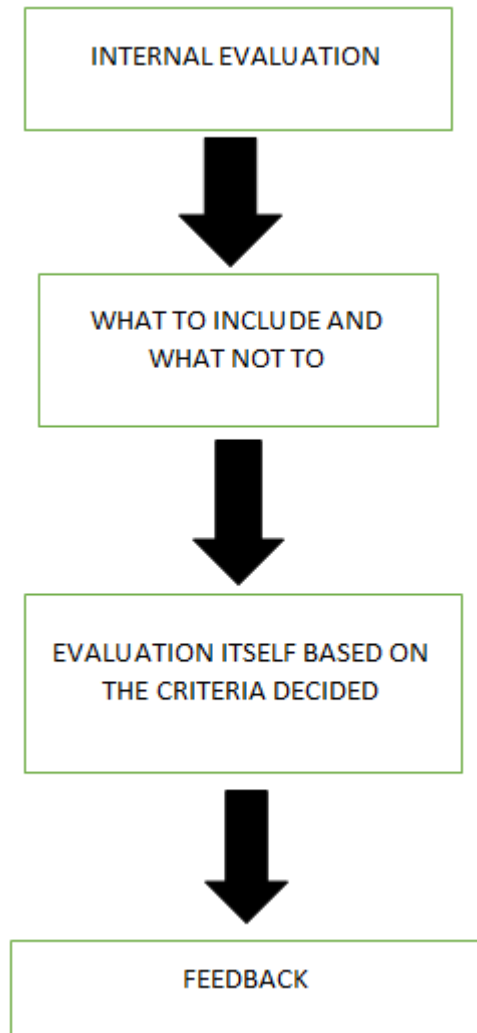


Fig 12:- Model of Framework

This model of framework shows the flow that followed by the faculty while they conduct the internal assessment of the students. It starts with them deciding what they want to include in the criteria of the assessment and what they think can be ignored. The later step is actually conducting the assessment as planned and evaluating students accordingly. The final step is the feedback the faculty gets, that is, the result of the students assessed.

VI. SUMMARY AND CONCLUSION

From the present study, inferences can be drawn that internal assessment plays a very major role in the life of a student. As mentioned in the introduction, the study done by Dr Mark Sheehan, a senior lecturer in Victoria University of Wellington challenged criticism of internal assessments and displayed assessments method to be very important in a student's life.

“They could look at sources and know how to use them and how to determine what was biased and what wasn't.” says Dr Sheehan. The study found that students taking the challenge of assessing themselves and actively participating in field work to improve themselves have a strong and thorough knowledge about their field.

On the other hand, to have a back-up for internal assessments, external assessments also play an equally important role. Either way, a student is being assessed on his/her understanding of the concept. Hence, internal and external assessments complement each other.

Also, in order to involve the students in getting serious about their internals, a few new techniques should be introduced or the internal assessment system should be modified.

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