

“Identifying the gaps in bringing transparency in valuation pattern under the descriptive examination in colleges and universities of India and recommending different assessment pattern to build on E-Governance”

Prof. SIVAPRAKASH J S

Department of Commerce (Shift II), LOYOLA COLLEGE, Chennai-34

Dr. A. JESU KULANDAI RAJ Ph.D.,

Assistant Professor, PG and Research Department of Commerce (Shift I), LOYOLA COLLEGE, Chennai-34

ABSTRACT

“A transparent smart e-Governance with seamless access, secure and authentic flow of information crossing the interdepartmental barrier and providing a fair and unbiased service to the citizen”

In India, the system of paper valuation is believed as a confidential in Higher Educational Institutes. However, the institutes follow strategies and best practices to update the results through websites and revaluation procedures. The study focuses on the gaps in bringing transparency in valuation pattern and recommends the higher education institutes to implement different assessment patterns to bring transparency and thereby enhance students' intellectuals. This study is done with convenient random sampling method with 72 respondents across different subjects in Arts and Science. It recommends the on-line assessment system to be implemented in all NAAC accredited higher educational institutes to build on e-governance in examination and valuations.

I INTRODUCTION & REVIEW OF LITERATURE

In order to understand the term corporate e-governance it is desirable firstly to understand the meaning of Governance and e-governance. “Governance” of a nation is defined as the manner in which power is exercised in the management of a country. The government of India gives a definition of ‘Good governance’ as having certain universally accepted features like exercise of legitimate political power, formulation and implementation of policies and programs that are equitable, transparent, non-discriminatory, socially sensitive, participatory and above all accountable to the people at large (GOI, 2002). Good governance integrates government system seamlessly to meet these expectations.

Although the term ‘e-Governance’ has gained currency in recent years, there is no standard definition of this term. Different governments and organizations define this term to suit their own aims and objectives. Sometimes, the term ‘e-government’ is also used instead of ‘e-Governance’.

According to the World Bank, “E-Government refers to the use by government agencies of information technologies (such as Wide Area Networks, the Internet, and mobile computing) that have the ability to transform relations with citizens, businesses, and other arms of government. These technologies can serve a variety of different ends: better delivery of government services to citizens, improved interactions with business and industry, citizen empowerment through access to information, or more efficient government management. The resulting benefits can be less corruption, increased transparency, greater convenience, revenue growth, and/ or cost reductions.”

Thus, the stress here is on use of information technologies in improving citizen-government interactions, cost-cutting and generation of revenue and transparency.

UNESCO defines e-Governance as:

“Governance refers to the exercise of political, economic and administrative authority in the management of a country’s affairs, including citizens’ articulation of their interests and exercise of their legal rights and obligations. E-Governance may be understood as the performance of this governance via the electronic medium in order to facilitate an efficient, speedy and transparent process of disseminating information to the public, and other agencies, and for performing government administration activities.”

Dr. APJ Abdul Kalam, former President of India, has visualized e-Governance in the Indian context to mean:

“A transparent smart e-Governance with seamless access, secure and authentic flow of information crossing the interdepartmental barrier and providing a fair and unbiased service to the citizen”

In this paper, we will be assessing the scenario of e-governance in examination system of higher educational institutions. It particularly deals about the assessment pattern and valuation of papers by the examiners. It helps to study the strategies and best practices for students’ empowerment in the examination system in colleges and universities.

II PROBLEM STATEMENT

- **The assessment systems in the descriptive examination at higher educational institutions are not transparent. It is mostly kept as confidential to the students’. [The current scenario needs technological oriented assessment system with transparent pattern of valuation]**

NULL HYPOTHESIS

1. H0: The descriptive examinations at higher educational institutions are NOT TRANSPARENT.
2. H0: Different assessment patterns should NOT be introduced to bring Transparency in valuation.

III OBJECTIVE OF THE STUDY

- To assess the gaps in current assessment systems in the descriptive examinations.
- To learn the reasons for keeping the valuation pattern as confidential and suggest a system to bring transparent in valuation of answer scripts.
- To assess the acceptability of students in higher educational institutions.
- To assess and generate different assessment patterns to bring transparency in valuation.

IV METHODOLOGY FOLLOWED

- Literature review on e-governance and existing exam procedures in higher educational institutions
- A Survey with a questionnaire to collect data from the students of Loyola College, Mathematics, Computer Science and Commerce department – under **convenient sampling method**
- Conducted different types of assessments to evaluate the knowledge of learners – 1. Analysing & reporting on a given case studies; and 2. on-line test
- Perception mapping exercise through Focus Group Discussion
- Analysis and generating recommendations

V ANALYSIS AND PERSPECTIVE OF STUDENTS

ANALYSIS 1:

The table 1 clearly shows that the students' preference on examiner's assessment majorly focuses in presentation of descriptive answers with charts, tables, diagrams etc. The second preference goes towards handwriting. Later, the content part gets about 11% preferences only. It shows that the descriptive exam pattern does not assess the intellectual learning of the students. Hence, the transparency in assessment system could not be made possible.

Details	No. of Students	%
Content	8	11.11
Presentation	24	33.33
Handwritings	18	25.00
Decoration	11	15.28
No. of Pages	8	11.11
Other if any	3	4.17
Total	72	100

ANALYSIS 2:

The table 2 clearly shows that the range of marks deviation between the marks scored Vs expected marks by

the students is high i.e., 87.5%. It builds the point of reference in not making transparent assessment system in descriptive examination patterns.

The same is again elaborately analysed by table 2.1 with reference to the status of

marks deviated in descriptive examination system. The overall deviation falls in between 10% to 20% marks i.e., 68.25% of total respondents and the positive higher range of deviation falls in the category of 15% to 20% marks range i.e., 56% of the respondents. These deviations cause the e-governance (transparency) system in descriptive exam system.

Table 2: Deviations in Marks scored Vs Expected in a descriptive exam patterns

Details	No. of Students	%	Remarks
No or negligible deviations	9	12.5	00-05 Marks
High range of deviations	63	87.5	05-25 Marks
Total	72	100	

Table 2.1: Status of Marks Deviated

Deviation of Marks	Total		Positive deviation		Negative deviation	
	No. of Students	%	No. of Students	%	No. of Students	%
>20%	3	4.76	1	3.70	2	5.56
20 - 15%	21	33.33	15	55.56	6	16.67
15 - 10%	22	34.92	4	14.81	18	50.00
5 - 10%	17	26.98	7	25.93	10	27.78
Total	63	100	27	100	36	100

ANALYSIS 3: The question of revaluation comes into the picture, when the valuation system is not in transparent. The table 3 shows that about 10% of the respondents thought to apply for revaluation of answer sheets. It again represent that the transparency system fails to get gentility with the students community who are major stakeholders. Here, the re-totalling concept comes to the picture even after two to three valuation rounds.

Table 3: Revaluation status

Details	No. of Students	%
Not Applied	65	90.28
Applied	7	9.72
Total	72	100

LIMITATION: Here, the interviewed respondents are studying in a college where no chance to apply for revaluation since they follow three round of valuation system.

ANALYSIS 4: As a consolidation of other questions, a last but not least, a question where discussed with the respondents about their believe on which the marks are based... either examiners' mentality or intellectuality OR students intelligent? 93% of the respondents shared that they believe that the marks are based on examiners' mentality and intellectuality rather to say that the students' answers and intelligence.

Details	No. of Students	%
Students believe that the marks are based on examiners' mentality and intellectuality	67	93.06
Students believe the marks are based on the answers written in script and intelligent of students	5	6.94
Total	72	100

Assessment patterns	No. of students favoring	%	Remarks
Descriptive exams	7	9.72	With transparency
Case study analysis	12	16.67	Time taking process
On-line assessment system	51	70.83	Choose the best options, matching the correct answers etc
Others pl specify	2	2.78	No exams; Projects;
Total	72	100	

ANALYSIS 5: Table 5 shows that about 71% of the respondents has chosen the online assessment system which would enhance the transparent mechanism in valuation system.

Result:

- *From the survey we get it is evident that 92.4% are responding towards descriptive exams are not transparent. Hence the first null hypothesis (H₀) is not accepted.*
- *From the survey we get it is evident that about 83.45% are positive about the introduction of online assessment system to bring transparency in valuation of answers. Hence the second null hypothesis (H₀) is rejected and the online assessment system should be introduced and implemented in all higher educational institutions.*

VI Recommendations

- We recommend the educational institutions and universities to introduce the online assessment system in all higher educational institutions with technological driven portfolio.
- Immediate result would be made through websites along with the answer keys and options to make it challengeable by the students as like its done by CBSE NET exams.

- Education is the base for everything. Hence, to induce the DIGITAL INDIA concept should be first fostered in higher education exam patterns, which will in-turn demand in regular educational curriculum.

VII Limitation and way-forward of the study

- The survey has been attempted only few students from only one college. Therefore reviews from other colleges would also bring some effective opinions, especially from Science and Technical oriented colleges.
- This study is done in a class, where 72 students were presented in a allied option class. However, a forthcoming researcher would make a study with different mixture of students.

Conclusion: Transparency through e-governance would become mandatory if the valuation systems become transparent in higher educational institutions.

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