

AN ANALYSIS OF LEARNER PERFORMANCE IN DIFFERENT GROUPS OF BACHELOR STUDENTS AT YCMOU, NASHIK, INDIA: A COMPARATIVE STUDY

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The process of evaluation has witnessed a shift of attention among five stages known as (i) Physical measurement of Human being, (ii) Assessment of various Educational & Psychological qualities, (iii) Evaluation of a human being as a 'Product' being outcome of some Educational activities, (iv) Evaluation of the 'Process' suitability and, Evaluation of 'Input' applied. At present, the last or fifth stage is of concern. This 'Input' contains four M known as – Man, Machine, Money and Material as well as an appropriate technology applied for the process. These stages are inter-linked and dependent upon each other. Reaching a desired level of performance in examination by an individual depends upon his various Psychological traits, previous knowledge, his performance or process. Finally this process depends upon 'Input' (4 M) applied for it. In order to draw some conclusion about a person or a group for one or more activities, it is essential to evaluate the person or group with reference to various qualities under reference. The Evaluation of Product, Process and also Input either separately or together comes under the process of Programme Evaluation.

YCMOU B.A./B.Com. program:

Yashwantrao Chavan Maharashtra Open University, Nasik took up the B.A./B.Com. as the first programme since its inception. This project is multi-disciplinary in nature and covers various courses at F.Y., S.Y., and T. Y. stages. The aim of introducing many courses is to make the 'Graduate' more aware of various disciplines and the current activities or recent developments in the field of Technology and its application to daily life. Below is the course structure of this programme.

Sr. No.	Courses	Credit Point
1.	Compulsory	32
2.	Optional	48
3.	Vocational	16

F.Y. stage (common for both the B.A./B.Com.) : (Only Four)

1. Practical Communication (English) (ENG 101)
2. Marathi Bhashecha Adhistan Abhyaskram (MAR 101)
3. Maanavya Vidhaya Va Saamajik Shastre (SHU 103)
4. Vannijya Va Vyavasthapan (Com 105)
5. Vidhnyan Va Tantradnyan (SCT 104)

S.Y.B.A. stage:

(I) Adhistan Abhyaskram : (Compulsory)

1. Vidhnyan Va Tantradnyan (SCT 104)

(II) Aichhik Abhyaskram : (Optional - Any Two)

2. Vandmay Prakar : Aaklan Aani Rasswad (MAR 201)
3. How to Read a Short Stories (ENG 211)

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| 4. Bhartiya Rajkarnachi Prakriya (POL 221) | 5. Saamajik Parivartane Aani Saamajik Chalvali (SOC 251) |
| 6. Mee Aani Maaze Vartan (PSY 231) | 7. Mee Aani Maaze Saamajik Vartan (Psy 232) |
| 8. Aadhhunik Bhartacha Etahas (HIS 241) | 9. Aansh Laxshi Arthashastra (Micro Economics) (ECO 261) |

(III) Upyojit Abhyaskram : (Vocational - Any One)

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| 10. Marathi Bhashechi Samvad Kaushalye (MAR 301) | 11. Communication Skills in English (ENG 302) |
| 12. Vyaktimatva Vikas (PSY 303) | 13. Karyalayin Seva (COM 301) |
| 14. Udyojakta Vikas (COM 302) | 15. Vaivahik Samayojan Aani Margdharshan Parichay (PSY 304) |
| 16. Bal Vikas (PSY 305) | |

S.Y.B.Com. stage:

(I) Adhistan Abhyaskram : (Compulsory)

1. Vidhnyan Va Tantradnyan (SCT 104)

(II) Aichhik Abhyaskram : (Optional - Any Two)

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| 2. Hishebshastra Bhag – 1 (COM 201) | 3. Vyavsaay Sanghtan Va Karyapadhhati Bhag – 1 (Com 202) |
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(III) Upyojit Abhyaskram : (Vocational - Any One)

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| 4. Karyalayin Sewa (COM 301) | 5. Vyavsaay Sandnyapan (MGM 203) |
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T.Y.B.A. stage: Any Five (4 Aichhik + 1 Upyojit)

(I) Aichhik Abhyaskram : (Optional - Any Four)

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| 1. Vandmay Prawah (MAR 203) | 2. How to Read a Novel (ENG 212) |
| 3. Maanavi Vinimay Aani Samayojan (PSY 233) | 4. Aadhunik Jagacha Itihas (1775-1925) (HIS 242) |
| 5. Samgralakshyee Aarthshastra (Micro Economics) (ECO 262) | 6. Bhartacha Aarthik Vikas (ECO 263) |

(II) Upayojit Abhyaskram : (Vocational - Any One)

Any vocational course not selected during second year may be selected here as a vocational course.

T.Y.B.Com. stages:

(I) Aichhik Abhyaskram : (Compulsory)

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| 1. Hishebshastra Bhag – 2 (COM 203) | 2. Vyavsaay Sanghtan Va Karyapadhhati Bhag – 2 (Com 204) |
| 3. Vyaparee Va audhyogik Kayade (Com 205) | 4. Vyavasaay Arthashastra (COM 206) |

(II) Upyojit Abhyaskram : (Any One)

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| 1. Udhyojakta Vikas (COM 302) | 2. Vyavasthapanachi Multatve (MGM 101) |
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The Open University has given an openness to its students for completion of this three years programme even in 8 years. The admission norms are also very liberal. Any person may take admission, if he is more than 18 years of age and is either class 12 passed or not. Even a person who has an awareness of '3R' (Reading, Writing, Arithmetic) may join this programme after completion of preparatory programme of six months. At present, about five batches have come as graduates and the product of the university has been recognised as a 'Graduate' by the University Grants Commission (UGC), New Delhi, (India). This multi-disciplinary programme launched by an Open University is a specific programme, which requires an evaluation of its products on the basis of their performance in examination.

The objectives of the study:

- i) To study the general trend of the performance in various courses and make their comparison for different batches.
- ii) To analyse the trend of interrelationship among various courses (taken two at a time) for internal, external and total assessment.
- iii) To study regional imbalances (if any) in learner performance.
- iv) To assess the sex difference effect on learner performance.
- v) To verify the Caste factor effect (BC/OBC/General) upon learner performance.
- vi) To study the interrelationship in learner performance for various Courses of different batches.
- vii) To analyse the Rural-Urban difference among different batches.
- viii) To suggest some remedies for meeting the problem of low performance in different courses.

The methodology of the project:

This project was totally based on the results found during statistical analysis of learner performance in various courses, for different batches. The investigator had to rely much on the marks being secondary data obtained from examination section of the University. There were five batches of students whose performance was included in this study. The investigator got about 3000 tables with the help of SPSS package on computer. The results of these tables were further tabulated into 239 tables. Which were explained as per the objectives of this project and the inferences drawn were stated in the form of recommendations in this report. The investigator did not opt other means of data collection like interview, exam., group discussion etc.. Therefore, no primary data was taken for this project. Thus, this programme evaluation may be termed as 'Performance - Objectives Congruence Approaches.'

Population and sample for this study:

The investigator took the data (marks) of all those students who appeared for exam, and their marks were available with the Exam. section of the University. He included every data for statistical analysis with the help of SPSS package. Thus, the population for the study became sample and the sample became population. Thus, this project may also be termed as a case study.

Limitations of the study:

Looking to the constraints of time, money and convenience the investigator had following limitations for this study.

- (1) No consideration was made to learner's IQ, Interest, Attitude, and Entry level towards study.
- (2) Only marks obtained by the students and available with the Exam. section were taken as basis for this study.
- (3) The age, Socio-economic status, family background and other such variables which affect learners achievement were not taken into consideration for this study.

- (4) The Open University has admitted students for B.A./B.Com. from a wide variety of previous academic backgrounds. But, due to lack of time and other constraints, the investigator had not taken it into account during statistical analysis.
- (5) There are wide variety of 'Scheduled Tribes' as well as the DT/NT (Denotified Tribes and Notified Tribes). Similarly, there is a large number of various castes, known as Scheduled Castes. The investigator grouped them into 3 categories, only, as General, O.B.C. & B.C.. This B.C. category included all the S.C. & S.T. as well as D.T./N.T.. It was because of their very low number and some where their absence also.

Summary of the findings

The students were found weak in ENG(101) & SHU(103) External. They were weak in external exam for some batches of MAR(103), but the total performance was normal. The performance for SCT(104) was normal in S.Y.B.A./B.Com. stage. The performance in COM(105) was low from Nov. 94 onwards for external at F.Y. stage. The external performance in MAR(201) was low for 1992, Nov. 94 & Nov. 96 batches. The external & total performance was low in all batches except 1992 for ENG(211) course. The external performance in POL(221) was low for 1992 & May 96 batches while the total performance was low for 1992 batch only. In PSY(231), the performance was low for Nov. 93 external exam only. All the 3 performances were normal for PSY(232). In HIS(241), the performance was low for May 96 external exam.

None opted the course SOC(251). The performance was low for 6 batches of external & 4 batches of total for ECO(261). The performance was low for May 97 of TYBA/TYBCom of internal, and total examination in all courses. The PSY(303) performance was low for May 95 (SYBA) internal as well as for May 95 & Nov. 95 (SYBCom.) of external exam. The performance in course COM(302) was low for June 93 batch of S.Y.B.A. external exam. The performance in COM(302) was low for S.Y.B.Com. (external) regarding Nov. 94, Nov. 95, May 96 & Nov. 96 batches, and, for May 96 & Nov. 96 batches of S.Y.B.Com. (total). No performance was found low for course COM(202) regarding internal, external & total examination. The performances during Nov. 95 internal & May 95 external were low for course MGM(203) at S.Y.B.Com. stage. No performance was reported low in MAR(301) course of S.Y.B.Com. stage.

The performance for MAR(203) was low for Nov. 96 & May 97 batches of T.Y.B.A. internal exam. The performance in HIS(242) was low for May 97 regarding internal & total as well as for May 95 external exam of T.Y.B.A. stage. The course COM(206) had low performance during Nov. 94 & May 97 batches of T.Y.B.Com. internal stage. The analysis of correlation among various courses at F.Y., S.Y. & T.Y. stages revealed that the correlation for internal assessment was low in some cases, but it was low in a large number of cases for external assessment. The number of cases for total performance was always lower than that in external assessment. It indicated that the trend for internal assessment was almost similar for different courses in internal assessment while there was much diversity found during external assessment. The performance was significant in different courses at FY stage was in few instance (below 43%) for all cases. At S.Y.B.A. stage 27 cases had similar performance in more than 50% instances while the rest of the 9 cases had below 50% cases. Similarly, there were 28 instances for more than 50% cases and only 2 instances in COM(201) & MGM(203) below 50% regarding similarity in performance at S.Y.B.Com. stage. The performances were identical in most of the cases and a similar performance in different courses at S.Y.B.Com. stage was witnessed. T.Y.B.A. stage had 10 instances below 50% and 26 for more than 50% chances for a similar performance. The T.Y.B.Com. stage had more than 70% instances for similarity in performance of all courses. The male & female performance (internal) in ENG(101) was almost identical for all batches but not for MAR(102), SHU(103), SCT(104) & COM(105). The external assessment in ENG(101) & MAR(102) was not similar for all batches between male & female performance. The course SHU(103), SCT(104) & COM(105) had similar performance during external assessment for male & female both. The total performance for ENG(101) & MAR(102) was not similar for all batches, but was similar for SHU(103), SCT(104) & COM(105). Both male & female had similar performance at FY stage.

At SYBA (internal) stage there were 7 instances for more than 50% cases & 8 instances for less than 50% cases for sex difference. Thus, no trend could be established. At SYBA (external) stage 12 courses had below 50% cases while only 3 courses had above 50% cases for sex difference. Thus, in most of the courses the performance between male & female was not identical. At SYBA (total) stage also indicated very low level of sex difference in few courses only. For SYBCom. stage, all the three performances indicated that the performance of male & female were not similar in most of the cases and, the sex difference found in all courses was highly significant. TYBA (internal) stage had 5:7 ratio for above & below 50% cases of similarity. TYBA

(external) had 9:3 ratio for above & below 50% cases of similarity. The TYBA (total) had a ratio of 6:6 for below & above 50% cases of similarity for sex difference.

The overall analysis indicated that sex difference at TYBA stage was more at external stage but almost equal at internal & total stage. TYBCom stage analysis indicated all the sex differences as highly significant for internal, external & total stages in more than 50% cases. It concluded that a definite sex difference at a large scale was found during statistical analysis at TYBCom stage. The caste factor effect for internal assessment was in 11(S):13(NS) ratio for ENG(101). In case of MAR(102) & SCT(104) the ratio was 12(S):12(NS). In SHU(103) it was 16(S):8(NS). In case of COM(105) the ratio was 9(S):3(NS). For external assessment the ratio for ENG(101) and SCT(104) was 10(S):14(NS). For MAR(102) it was 9(S):15(NS). The SHU(103) had a ratio of 17(S):7(NS) but it was 6(S):18(NS) in case of COM(105) regarding caste factor effect. The total assessment indicated 11(S):13(NS) for ENG(101), 7(S):17(NS) for MAR(102) & SHU(103), 9(S):15(NS) for SCT(104) & 6(S):6(NS) for COM(105) regarding caste factor effect. It was found that the caste-wise difference was more in case of ENG(101), SCT(104) & MAR(102) while it was negligible in case of SHU(103) & COM(105) at FY stage. For SYBA level the caste factor effect was not found significant in PSY(232) & SOC(251) at internal stage and for POL(221), PSY(232), SOC(251) & COM(301) for external stage. Same trend was found for PSY(232) & SOC(251) courses at total stage, most of the courses having significant difference had low (below 40%) frequency of such events.

The cumulative picture for sex difference of SYBA stage indicated that difference was not significant in much cases, and, in most of the cases the group performance was almost same or similar. The SYBCom analysis for sex difference indicated few courses where all the differences were not significant. These courses were MGM(203) for internal, COM(201), COM(202), MGM(203) & PSY(303) for external, COM(202), MGM(203) & ENG(302) for total. Hardly there were one or two courses showing this sex difference as significant. The analysis of TYBA for caste factor effect indicated that some courses like PSY(303), ENG(212) for internal and ECO(263), ENG(302) & PSY(303) for external as well as PSY(304), MAR(301), ENG(302) & PSY(303) had no case for significant difference. It was found that the caste factor effect at TYBA stage was having significant difference in not much cases and in most of the cases the group performance was almost same or similar. The TYBCom caste factor analysis revealed that there were few cases where the difference was not significant even in a single case for COM(205), COM(204), ENG(302) & PSY(303) regarding internal and PSY(304) for external, as well as PSY(303) for total performance. It was also found that hardly there were one to three cases in rest courses, where this difference was found significant in one to five cases only. The general trend indicated that for all the three examinations, this difference was significant in very few cases. Thus, it might be viewed that all the 3 caste groups had almost similar performance for different courses.

The overall comparison among different batches at FY stage revealed a ratio of 17(S):11(NS) for ENG(101), 11(S):17(NS) for MAR(102), 16(S):12(NS) for SHU(103) & SCT(104), and, 4(S):2(NS) for COM(105). Thus, it may be viewed that the performance in ENG(101), SHU(103) & SCT(104) was almost similar while that of MAR(102) was in reverse direction. The SYBA stage analysis for overall comparison of various courses among different batches indicated the frequency of significance as distributed almost equally into low (below 40%), Normal (40%-60%), and high (above 60%) groups. The significance of the difference had no definite trend but was found uniformly distributed. For SYBCom group, the overall analysis revealed that performance in courses were not similar in different batches. It may be due to different question papers & different student groups appeared for examination. For TYBA stage this overall analysis revealed that only ECO(263) course had low percentage (below 40%) for significant cases. Only PSY(233) had normal frequency (40% - 60%) for significant cases. Rest courses had higher frequency (above 60%). It might be concluded that for TYBA, the frequency of significance was very high in most of the cases. The TYBCom stage overall analysis indicated a high percentage (more than 75%) of significant cases for all courses. It may be concluded that performance in courses were not similar in different batches, and it may be due to different question papers and different student groups appeared for examination. Regarding Rural/Urban difference in performance, the analysis indicated no definite trend of learner performance in internal examination at FY stage. The SY stage indicated that MAR(102) & SHU(103) had almost similar performance while rest courses had a significant difference. The analysis of total performance also revealed same story. The SYBA performance indicated that for all these examinations, this percentage was very high, and so, it may be viewed that difference was not significant in most of the cases and the group performance was same or similar. The analysis for SYBom indicated no significant trend of difference in level of achievement between rural and urban areas. It may be concluded that the performance of students having rural and urban background was almost similar. The analysis for Rural/Urban difference about TYBA examination indicated that difference was not significant in much cases and the group performance was almost same or similar in most of the cases. The Rural/Urban difference analysis gave no significant trend of difference in level of achievement. It may be concluded that the performance of students having rural and urban background was almost similar.

Recommendations

The investigator, after careful analysis of the findings, has recommended the following:

1. The questions supplied for class tests and home assignments must be very critical and should assess higher abilities like Analysis, Synthesis and Judgement of Bloom's Taxonomy. It would avoid similarities in internal assessment.
2. The English being a foreign language requires some additional efforts for enhancing the learner performance in courses like ENG(101), ENG(211) & ENG(212). The YCMOU may approach Central Institute of English & other Foreign Languages CIEFL Hyderabad for this purpose.
3. The course COM(105) books be made more simple with much explanation of the content.
4. The course SOC(257) was not opted by the students. It is essential for the concerned school and the study centres to motivate the students for opting this course.
5. The course ECO(261) be made more simple with much explanation of the concepts.
6. The performance during May 97 in internal, external and total was low in all the courses. The students be motivated for devoting much time for study and writing a meaningful and relevant answer to the questions asked.
7. The course COM(302) needs more simplification and explanation of different concepts.
8. The class test and home assignment questions for MAR(203) regarding Nov. 96 & May 97 batches be reviewed critically in order to understand learners difficulties.
9. Low correlation among various courses in a large No. of cases for external assessment is an indication of individual differences and different levels of preparation.
10. TYBCom and TYBA stages had most of the cases with similar performance. It may be due to equal difficulty level of questions papers. This can be verified after a critical examination of these question papers.
11. The sex difference was found in ENG(101) & MAR(102) courses for external exam at FY stage. It may be because of different learning level between male & female.
12. At SYBA & SYBCom stages there were most of the courses, below 50% cases where male & female performance was similar. It may be because of difference in learning levels between male & female students at SYBA stage.
13. Similar remarks may be accepted for TYBA and TYBCom stages.
14. The caste factor in learner performance played no significant role. Somewhere these differences were significant while somewhere not. The differences may be because of learners own performance level and study levels. Thus, there is no need to study the effect of caste-group among learners performance.
15. The sex difference at SYBA stage was not significant in much cases and in most of the cases the group performance was found same or similar. In SYBCom stage this sex difference was found in one or two courses as significant and so both male & female performances were almost identical. There seems no need to study about this scenario of very little sex difference.
16. At TYBA stage, the caste factor effect was almost negligible and whatever difference had been, may be due to different levels of individual performance and their level of preparation. There seems no need to analyse the reasons for this situation.
17. Similar remarks were reported for TYBCom stage also regarding caste factor effect.
18. The overall performance at FY stage was found similar for courses ENG(101), SHU(103) & SCT(104) while the performances in MAR(102) were not similar. It seems to be essential to analyse the reasons for different level of performances in MAR(102) only, but not in other courses.
19. At SYBA stage, the frequency of group performances were normally distributed. This is a good sign and need not be further analysed.
20. The SYBCom scenario for overall performance was not normally distributed but there were differences among different groups. This needs a further analysis and a study of courses for such diversity.
21. The overall performances were not identical. In TYBCom all the courses had a very high (more than 75%) significant difference. It is a matter of research through analysis to reveal the courses for such diversity.

22. Regarding Rural/Urban difference, it was not significant in most of the cases and the group performance was same or similar. Thus, the effect of rural or urban area was negligible upon learner performance. The investigator feels that, both the groups had Adult learners who are either in job or they are dropout cases of conventional system and have developed their insight much. It might have equated the group performance between rural and urban areas.
23. Similar remarks may be considered for SYBCom, TYBA & TYBCom stages also. There seems no need to make any further analytical study about this trend of Rural/Urban difference.
24. The question papers for the courses (of some batches) with low performance be critically reviewed by a committee of experts.
25. A training to counsellors be imparted for understanding the technique of developing a good quality and relevant answer.
26. The May 97 batch result of TYBA/TYBCom was reported to be low for all courses of all the three examinations. It may be because of a policy of not adding the home assignment marks in internal assessment.
27. The students being distant learners require some orientation of writing a good quality and relevant answer during internal and external examinations.

Conclusion

This project was a statistical analysis of learners performance at FY, SY & TY stage of BA/BCom programme offered by YCMOU, Nashik. There were some objectives laid down by the investigator for a comprehensive analysis. These objectives helped the investigator in making this evaluation for contributing to the decision making process, notably to course improvement. It may have some justification in making the programme more relevant and of good quality. It emphasized the collection and use of information about learner performance for purposes of making sound decisions about this BA/BCom programme, and thus, for a formal appraisal of the quality of whole educational process adopted by YCMOU, Nashik for this programme. The recommendations made by the investigator are of much value in making certain modifications as and where suggested.

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