



Approach about Grading System in Education

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Abstract:

This study attempts to do exactly that. At the outset itself, it needs to be understood that the Recommendations of the Higher Education Council are of an advisory nature only. This reform will have to be implemented by the Universities only through the usual process of academic debate in its academic bodies, the board of studies, faculties and the academic councils. These bodies may make amendments in the recommendations as they deem fit. The researcher wants to compare the attitudes towards grading.

Keywords: Grading, Grade Point Average, Grading System

1. Introduction

The Indian education system has taken a step forward towards reviving the education system with the introduction of grading system in session 2009-10. It will help in reducing the pressure on students during exams. In the last five years the meaning of education has changed for students from imbibing knowledge to merely scoring marks, resulting in myriad forms of education policies.

As per reports, every day more than 17 students aged between 15-25 years commit suicide in India due to non-performance in the examination or an entrance test. Watching young children of the country succumbing to the undue pressure of scoring high marks is horrifying. One of the points to note here is the thinking of the society, which puts lot of pressure on students to 'to perform'.

This pressure from schools, parents, peer groups and society takes away the youthfulness of a child. Further, a health report also supports that this often causes health hazard such as fatigue, body aches, eye weakness, stress and in more severe cases, depression (neurotic/psychotic.) Looking at today's education scenario, the Central Board of Senior Education has introduced educational counselors and child psychologists in schools to boost the confidence of young students and mentally prepare them for the board examination. This method has helped in reducing the stress and making them comfortable with the examination.

Understanding the board exam system in India and its relation with students is of great importance in present times. While coping with the expectations of school, parents and society and keeping

pace with their talent, students face a lot of hardships. Thus, the implementation of a grading system and abolition of board exams is really a boon for students.

Adoption of grading system in India, the grading system was introduced in 2008-09 from class I-VIII, reducing the exam stress. Extending the concept to class IX and X has further reduced the pressure, giving students an opportunity to explore other avenues. Following the US model, the implementation of the grading system is to bring in more practical education than the current theoretical method. This model prescribes a varied range of opportunities, providing children of all levels a platform to showcase their talent and pursue their interests traditionally; class XI students were given subjects as per marks scored in Class X. This system often disappointed students if they scored low. Moreover, if a student didn't get the required percentage due to poor scoring in one subject, then the entire percentage gets affected. The grading system will give students relief. It will provide ample opportunities to students to excel in their choice field.

Its implementation will help an average student to cope with the stress though leaving a lot of toppers to question it. Students will be evaluated on a 9-point grading system, which will diminish the difference between a student scoring 99% and one scoring 91%. Both students will get the A+ grade. To make the grading system a success, parents and teachers need to acknowledge children's special assets and encourage them pursue their interest.

The grading system by HRD minister - Kapil Sibal has brought in a new wave of transformation in the Indian education system. He put India up on the ladder of the global education system. The HRD minister commenting on the system said that it would provide a standardization of excellence at the school level. (Article Source: <http://ezinearticles.com/?Grading-System-in-Indian-Schools&id=4592044>)

Grades in the realm of education are standardized measurements of varying levels of comprehension within a subject area. Grades can be assigned in letters (for example, A, B, C, D, or F), as a range (for example 4.0–1.0), as a number out of a possible total (for example out of 20 or 100), as descriptors (excellent, great, satisfactory, needs improvement), in percentages, or, as is common in some post-secondary institutions in some countries, as a Grade Point Average (GPA). GPA is calculated by taking the number of grade points a student earned in a given period of time divided by the total number of credits taken. The GPA can be used by potential employers or further post-secondary institutions to assess and compare applicants. A *Cumulative Grade Point Average* is a calculation of the average of all of a student's grades for all semesters and courses completed up to a given academic term, whereas the GPA may only refer to one term.

Universities here follow Percentage System and 10 point GPA System. The Percentage System works as : Maximum Marks:100, Minimum Marks: 0, Minimum Marks Required for Passing: 35. 100-80% Considered Excellent, 79-65% Considered Very Good, 55–64% considered good, 45–55% considered fair, 41–44% considered Pass, 0-40% considered fail. A percentage above 65% is referred as 1st Division and indicates high intellectual level. Some Universities follow weighted average pattern to calculate percentage: 1st and 2nd Semester–40% of the aggregate marks, 3rd and 4th Semester-60% of the aggregate marks, 5th and 6th Semester-80% of the aggregate marks, 7th and 8th Semester-100% of the aggregate marks. The 10 point GPA is categorized as follows: 10-9.1 (A+)- Best, 9-8.1(A)-Excellent, 8-7.1(B+)-exceptionally good, 7-6.1(B)-very good, 6-

5.1(C+)- good, 5-4.1(C)- average, 4-3.1(D+)-fair,3.1-2(D)- Pass,2-0(E+-E)-fail. A GPA of over 7 is generally considered to be an indication of a strong grasp of all subjects.

2. Objectives

1. To compare the approach of B.Ed. and M.Ed. students about Grading System.
2. To compare the level of approach towards Grading System of B.Ed. and M.Ed. students.
3. To compare the level of approach towards Grading System of male and female students of B.Ed. and M.Ed. College.

3. Hypothesis

1. There is a significant mean difference in the level of approach about Grading System Between the all students of B.Ed. and M.Ed.
2. There is a significant mean difference in the level of approach about Grading System Between the male students of B.Ed. and M.Ed.
3. There is a significant mean difference in the level of approach about Grading System Between the female students of B.Ed. and M.Ed.

4. Methodology of the Study

The sample was selected from S.V.S. Education College, Mehsana and New Progressive M.Ed. College, Mehsana. Total 30-30 students (30 male and 30 female students) of each faculty were selected randomly. In this way total 60 students were selected From B.Ed. and M.Ed faculty. Five point Attitude scale was prepared by researcher, which contains 40th statements, among 40 statements, 29 statements were positive & other 11 statements were negative statements to know the level of attitude about Grading System. The range of marks was 0 to 200.Out of 120 marks, who got below 100 marks, they considered as unfavorable approach towards Grading System and who got 100 or more then 100 marks, they considered as a favorable attitude towards Grading System attitude.

5. Statistical Calculations

Statistical parameters like mean, medium, standard deviation (S.D.) t-test were calculated for testing the hypothesis. The calculated data is mentioned in the table no.1.

Table 1 Summary of Data Analysis

Students	Faculty	N	Mean	S.D. ²	S.D.	MDf	t-Value	Sig./N.S.
All	B.Ed.	30	99.25	485.88	22.04	23.77	3.58	S
	M.Ed.	30	123.02	1269.77	35.63			
Male	B.Ed.	15	95.43	348.53	18.67	45.21	5.81	S
	M.Ed.	15	140.65	1041.69	32.28			
Female	B.Ed.	15	88.69	373.31	19.32	12.26	1.56	NS
	M.Ed.	15	100.95	1039.95	32.25			

*NS=Not Significant

6. Findings

The findings of this present study are as under.

1. There is a Significant mean difference shown at 0.01 and 0.05 level of significance in the level of approach about Grading System between students of B.Ed. and M.Ed. Moreover, the students of M.Ed. College are found to be better than the students of B.Ed. in respect of their Grading System attitude.
2. There is a Significant mean difference shown at 0.01 and 0.05 level of significance in the level of approach about Grading System between male students of B.Ed. & M.Ed. Moreover, the male students of M.Ed. College are found to be better than the students of B.Ed. in respect of their Grading System attitude.
3. There is a no Significant mean difference shown at 0.01 and 0.05 level of significance in the level of approach about Grading System between the female students of B.Ed. & M.Ed.

References

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