

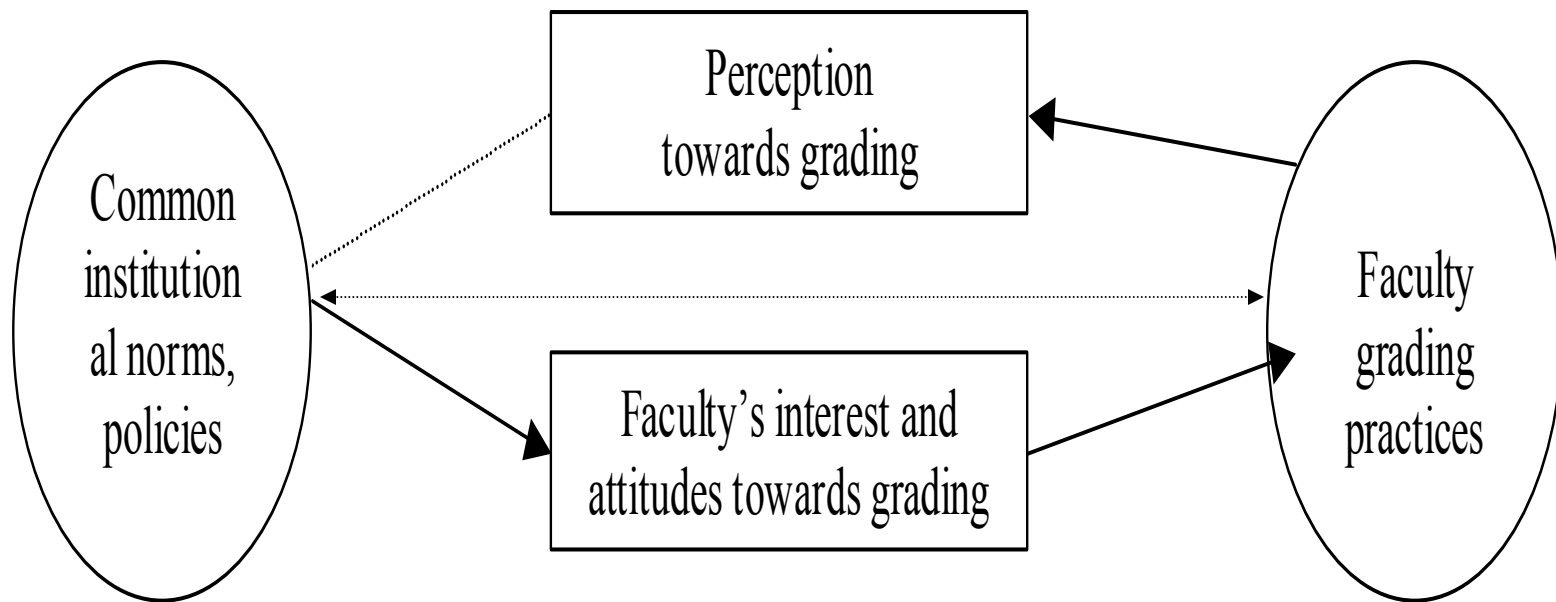
# MANAGEMENT EDUCATION: A FRAMEWORK FOR GRADING

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# Grading in Management Schools

- Usage
  - Merit/Scholarship/Awards Purposes
  - Recruitment Purposes
- Debatable issue
  - Due to varied procedures/norms adopted
  - Mainly faculty domain

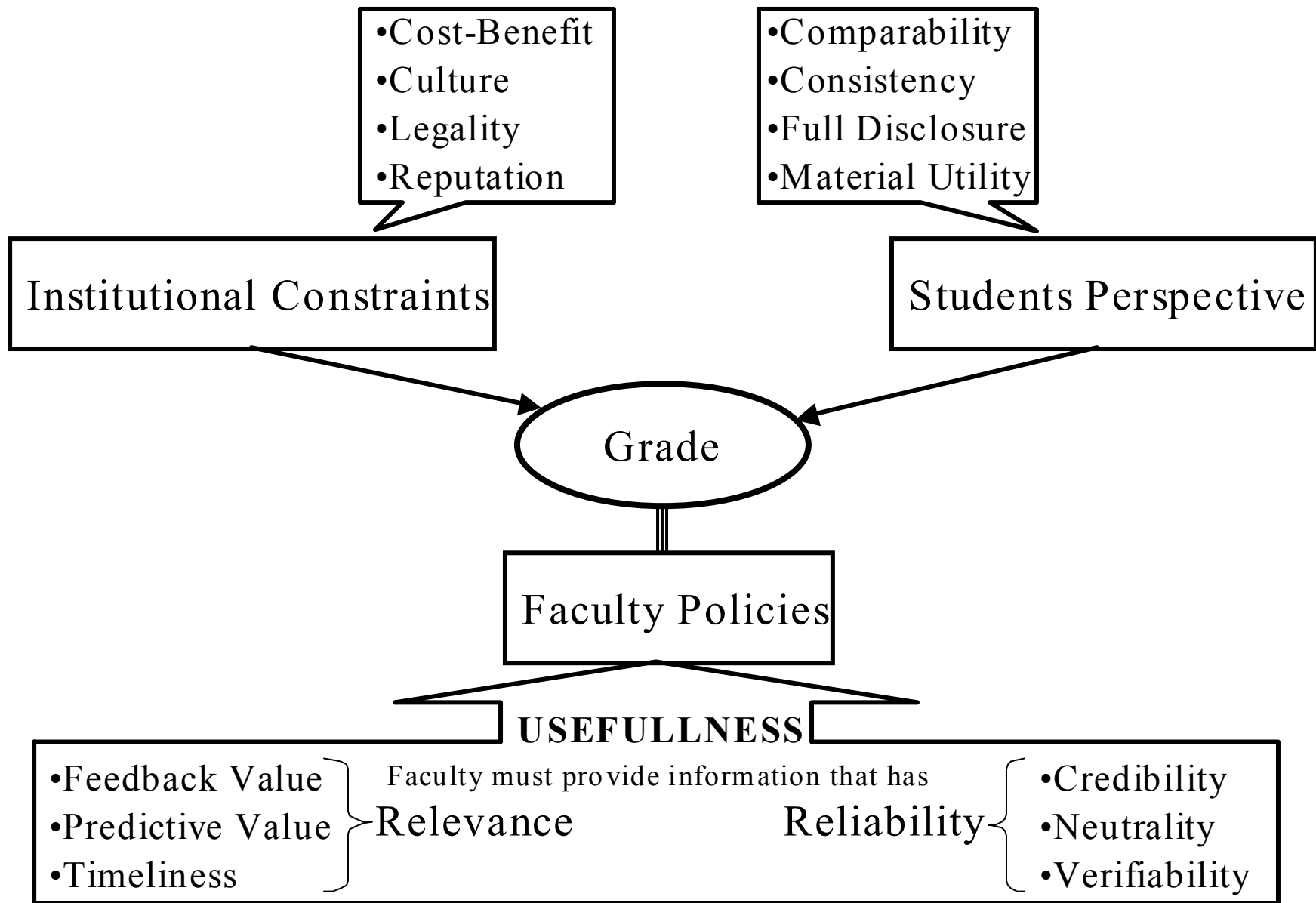
# Factors influencing Grading Practices



**Figure 1**

# Framework Development

- Utilizing insights of accounting conventions and its qualitative characteristics
- Focus group discussion



**Figure 2: Proposed Framework for Grading**

# Students Perspective

- Comparability – opportunity to compare with others
- Consistency – different formats for different components (?)
- Full Disclosure – Unclear basis of evaluation; Right to information
- Material Utility – Component weightage & spread

# Faculty Perspective

## RELEVANCE

- Feedback Value – Openness to giving feedback both to at group and at individual level
- Predictive Value – Reflection on similar skills
- Timeliness – More important during the initial part of the course/program

# Faculty Perspective

## RELIABILITY

- Credibility – Tests should represent knowledge and skills taught
- Neutrality – Maintaining consistency during evaluation
- Verifiability – Openness for people to verify



# Institutional Perspective

- Cost-Benefit – Cost of time/other resources for evaluation vis-à-vis other faculty activities
- Culture – Unwritten norms regarding grading
- Legality – Prior information of the grading system
- Reputation – Placement (!)

# Implementation

- ✍ Consider grading based only on mastery of material
- ✍ Avoid competition between students
- ✍ Do not overemphasize grades
- ✍ Provide component-wise marks
- ✍ Clearly state grading policies and procedures on the syllabus
- ✍ Avoid modifying policies during the term
- ✍ Provide immediate solution to given question papers (or cases)

# Implementation

- P Provide timely grades.
- P Keep students informed of their progress throughout term
- P Provide plenty of opportunities for assessment
- P Keep accurate records of grades
- P Consider allowing rewrites on papers.
- P If many do poorly on an examination, schedule an examination for the following week to retest the class
- P Offer periodical diagnosis at the individual level
- P Assist implementation of peer evaluation (of projects)