

Scholarly and Non- scholarly Parameters Based Student Academic Performance Assessment Using Soft Computing Technique

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Abstract—Student academic performance assessment is one of the key factors while analysing career progress. Most of the techniques used for assessment of student performance were scholarly parameter based. In this work, Scholarly as well as non-scholarly parameters are used to predict more accurate performance of student. Fuzzy logic based Method has been implemented and generated possible set of rules for determining the accuracy of performance. The proposed method gives better accuracy as we know that academic growth of students not depend on scholarly parameter but also its influence on non-scholarly parameters

Index Term— Academic Performance Fuzzy Logic, Membership Function

I. INTRODUCTION

Education system play vital role for the development of society and nation building, Quality factor of educational institution are backbone of social development. Quality parameter of educational system is determined only by the student performance.

Student academic performance evolution is primary concern because they are the future of the nation. Fuzzy logic system is best available methodology to predict the uncertain values i.e student behaviour. Academic performance is mainly concern with those uncertain values like semester exam, curriculum activities, personality development etc.

In student performance evaluation in particular, fuzzy techniques have been adapted for evaluation based on numerical scores obtained in an assessment and for assessing prior educational achievement based on evidence such as academic certificates. Much attention has also been given to adopting fuzzy approaches for the evaluation of teaching using a computer, in particular in Intelligent Tutoring Systems (ITS) and Computer Assisted Instruction (CAI). For instance, in fuzzy approaches were proposed for determining the level of a student's understanding of a certain subject matter in the context of ITS [1].

The focus of attention of this research work is an evaluation of student academic performance. It proposes the use of a fuzzy logic techniques and fuzzy rule induction approach to obtain user-comprehensible knowledge from historical data to justify any evaluation. This research work shows the advantages of the approach in student performance evaluation as it can be built not only based on information in a given dataset but also allowing expert knowledge to be added if such knowledge is available. Information induced from the dataset, especially that not formerly known by experts in the domain, can be very useful in developing fuzzy models for practical applications [2].

II. RELATED WORK

Evaluation of student academic performance usually consists of several components, each involving a number of judgments often based on imprecise data. This imprecision arises from human (teacher/tutor) interpretation of human (students) performance. Arithmetical and statistical methods have been used for aggregating information from these assessment components. These methods have been accepted by many educational institutions around the world although there are limitations with these traditional approaches. In this proposed study, it is argued that the current method of classifying and grading student academic performance using arithmetical and statistical techniques does not necessarily offer the best way to evaluate human acquisition of knowledge and skills. It is expected that reasoning based on fuzzy models will provide an alternative way of handling various kinds of imprecise data, which often reflects the way people think and make judgments. Academic performance evaluation using soft computing techniques inspired by the successful application of K-means, fuzzy C-means (FCM), subtractive clustering (SC), hybrid subtractive clustering-fuzzy C-means (SC-FCM) and hybrid subtractive clustering-adaptive neuro-fuzzy inference system (SC-ANFIS) methods for solving academic performance evaluation problems. Modeling of students' academic performance is a difficult optimization problem. We explore the applicability of K-means and FCM, SC, hybrid SC-FCM and SCANFIS clustering methods to the new student's

allocation problem, which allocates new students into some classes that consist of similar students and the number of students in each class not exceeding its maximum capacity. The models were combined with fuzzy logic techniques to analyze the students' results.

III. PROPOSED WORK

• **TRADITIONAL APPROACH**

The aim and objective of this research is determining students' performance using a fuzzy logic model in place of Traditional pattern, the proposed approach addresses the below mention research questions [1]:



Figure 1: Fuzzy Expert System for Academic Performance Evaluation [1]

This is existing approach proposed by [1] in which they considered only scholarly examination pattern for student academic performance. Existing approaches of performance evaluation system only dealt with only examination pattern that is related to (semester exam) but some more important non- scholarly attributes like sports activities, curriculum and personality development (we can define it as a complete academic development or academic growth) which is missing in traditional evaluation system.

• **PROPOSED SYSTEM**

The proposed technique has given extra attention to such attributes because making academic evolution is not only based semester exam, the success of system increase by increasing number of parameter. In the proposed approach we have taken following non-scholarly parameters for performance measurement.

- Semester Exam Performance
- Sports Activities
- Cultural Activities
- Social Awareness

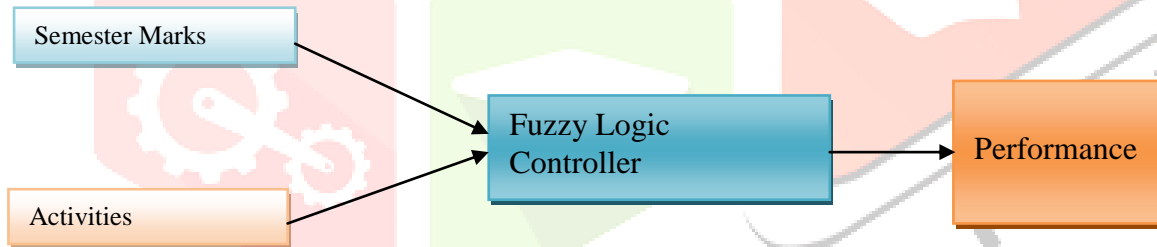


Figure 2: Fuzzy Expert System for Enhanced Model for Academic Performance Evaluation (Single Version)

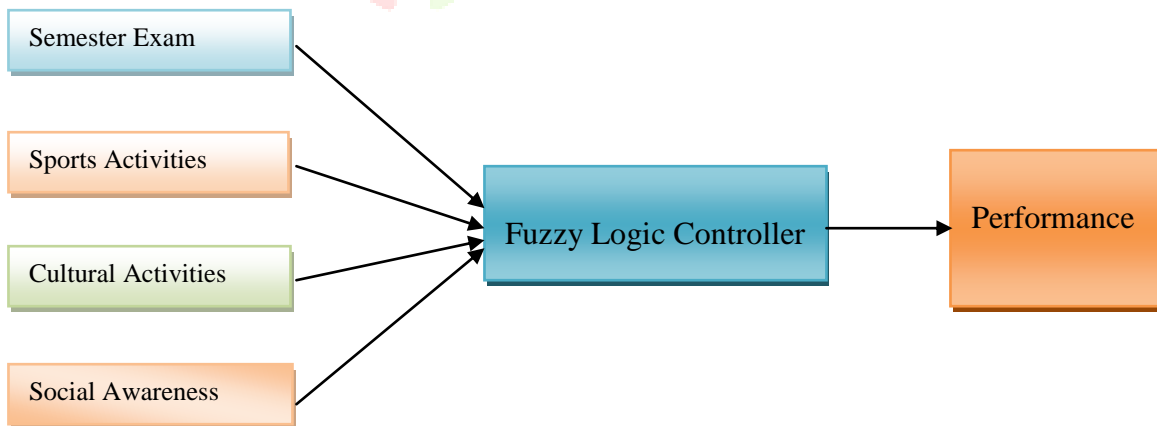


Figure 3: Fuzzy Expert System for Enhanced Model for Academic Performance Evaluation (Activities Split Version)

IV. FUZZY LOGIC CONTROLLER

The proposed view of system, this system consist of basic three blocks

- Fuzzy Input (Semester Marks, Activities)
- Fuzzy Logic Controller
- Fuzzy Output : In term of performance

The preference based fuzzy controller is useful to decide the performance of student by various input parameters.

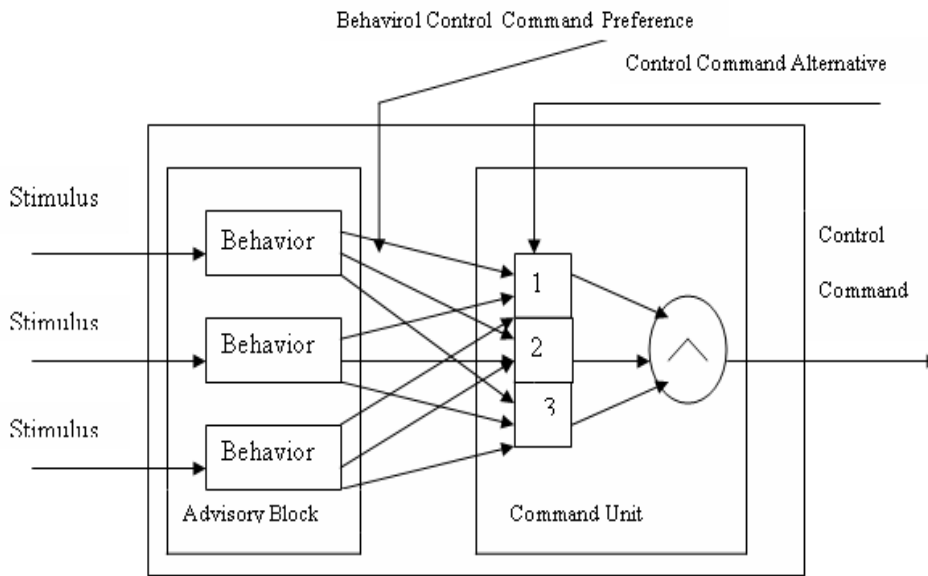


Figure 4: Fuzzy Preference Controller

Academic Performance Evaluation with Fuzzy Logic Controller:

1. Fuzzification
2. Inference Rule

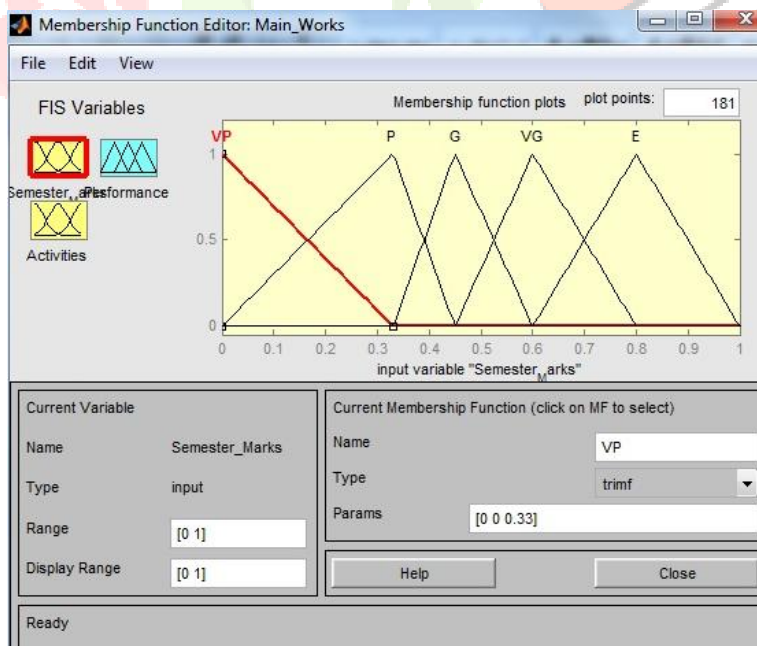


Figure 5: Fuzzy members function for Semester marks

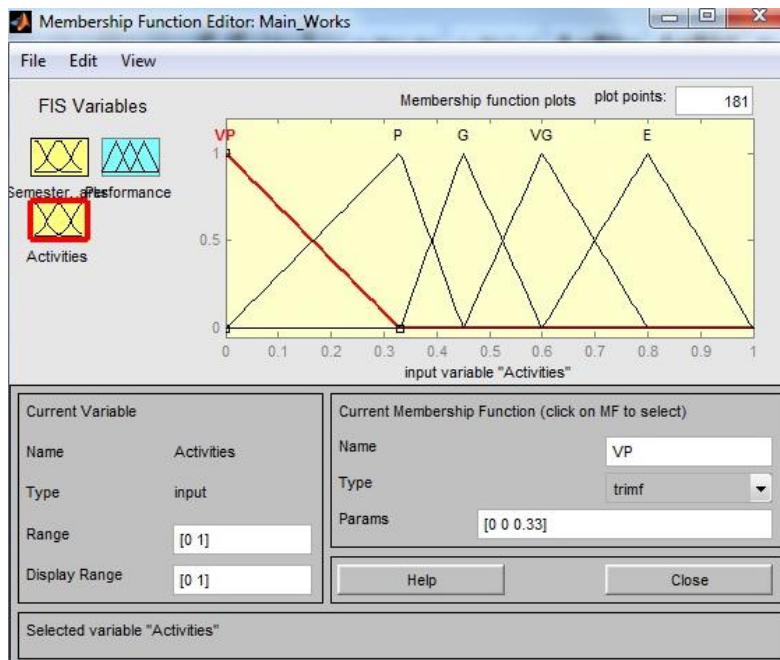


Figure 6: Fuzzy members function for Activities

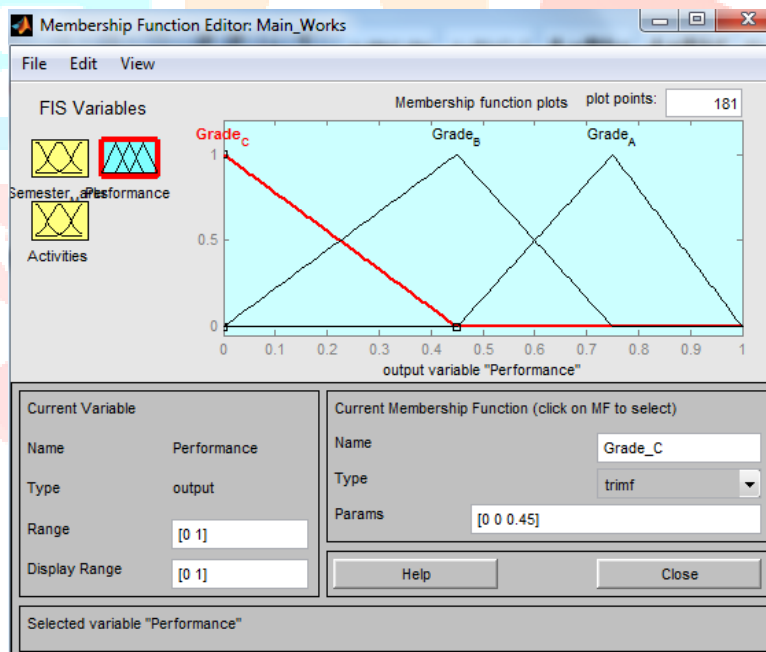


Figure 7: Fuzzy members function for Performance

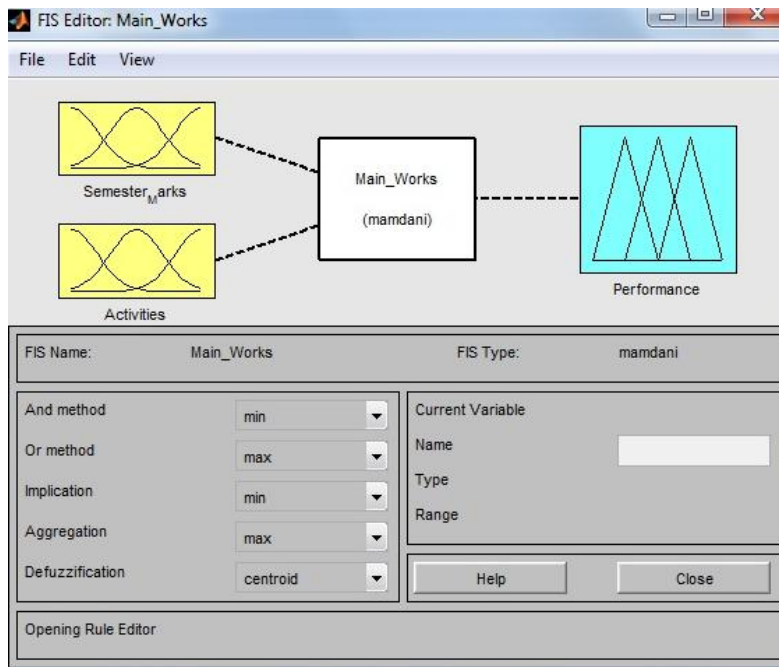


Figure 8: Complete View of Fuzzy Input and Output

V. FUZZY INFERENCE RULE

Table 1: Fuzzy set of input variable (Semester Marks, Activities)

Linguistic Variable	Interval
Very Poor (VP)	[0.0, 0.0, 0.33]
Poor (P)	[0.0, 0.33, 0.45]
Good (G)	[0.33, 0.45, 0.60]
Very Good (VG)	[0.45, 0.60, 0.80]
Excellent (E)	[0.60, 0.80, 1]

Table 2: Fuzzy set of Output variable (Performance)

Linguistic Variable	Interval
Grade C	[0.0, 0.0, 0.45]
Grade B	[0.0, 0.45, 0.75]
Grade A	[0.45, 0.75, 1]

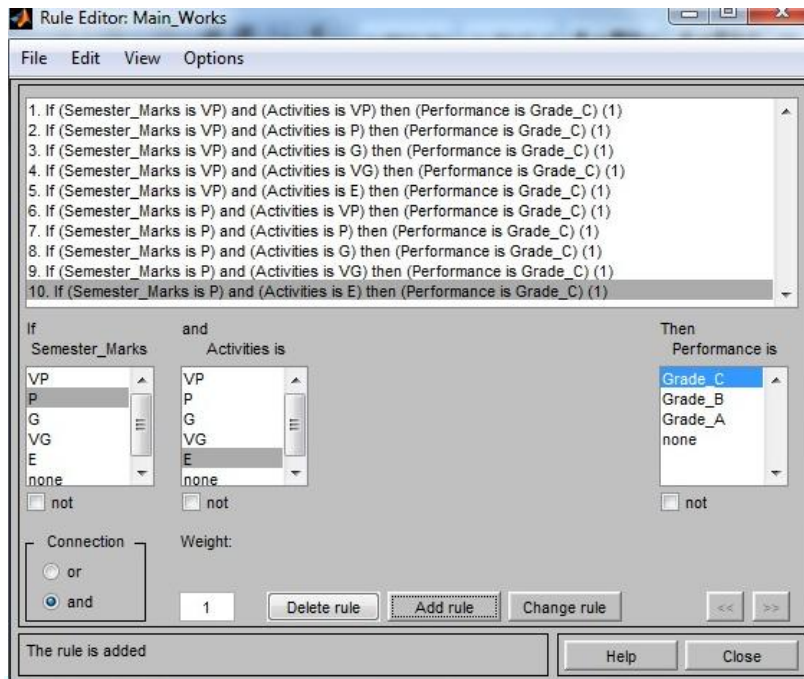


Figure 9: Fuzzy Rule Set (i)

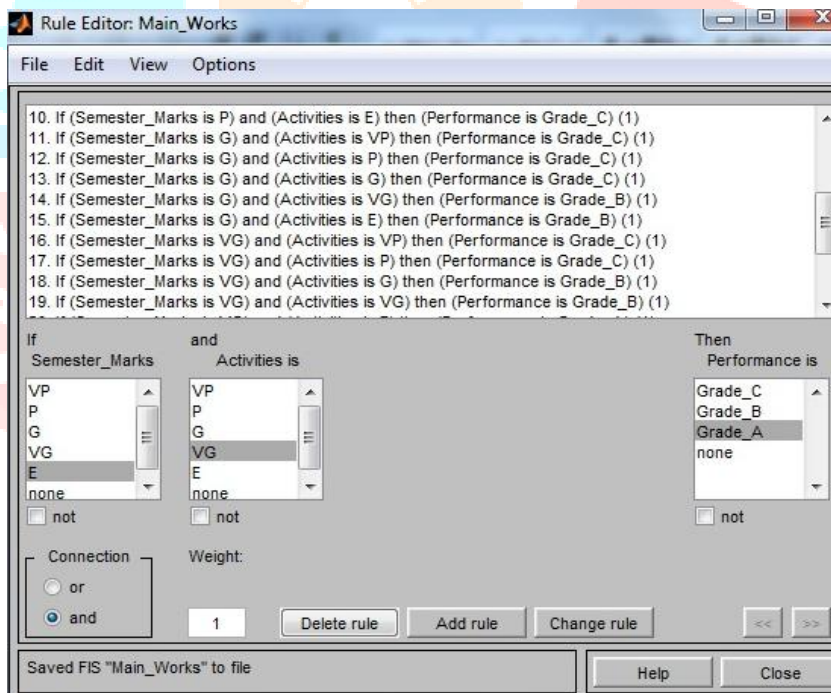


Figure 10: Fuzzy Rule Set (ii)

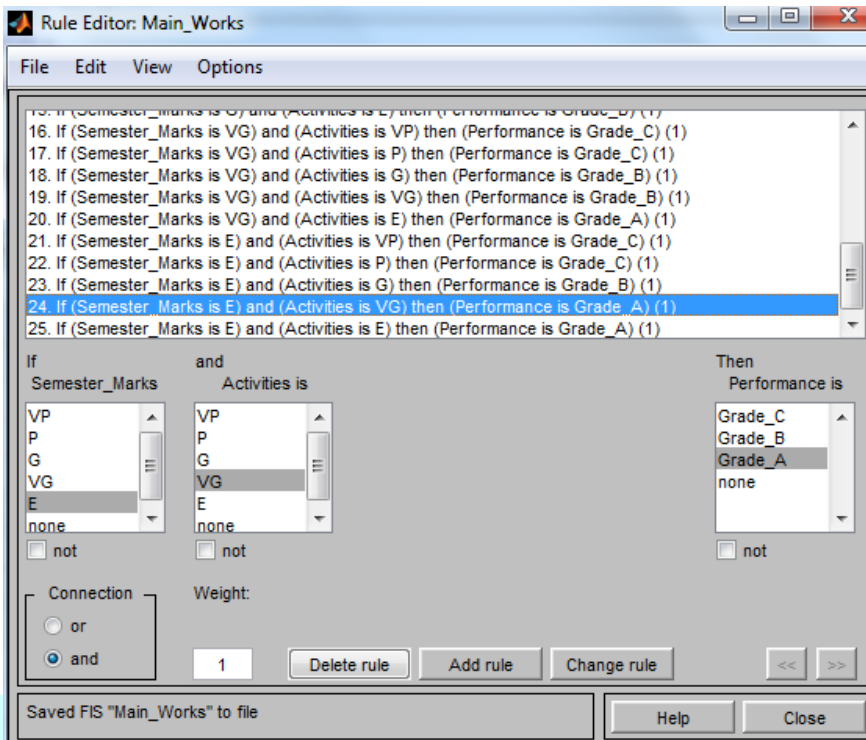


Figure 10: Fuzzy Rule Set (iii)

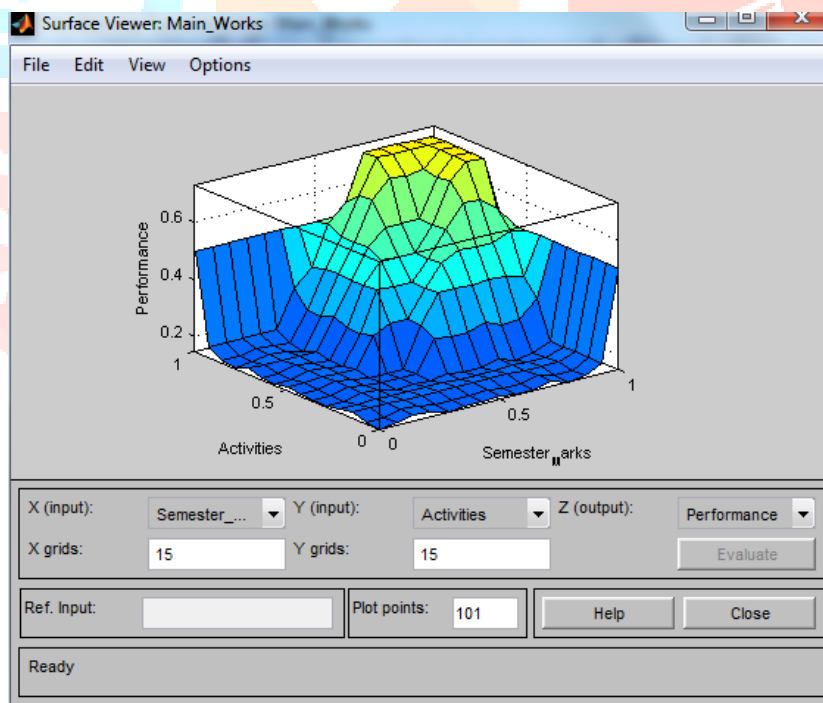


Figure 11: Surface View

V. EXPERIMENT RESULTS

The experimental work has been carried out in the controlled environment of Dr C V Raman University. MATLAB tool has been used for simulation of work. Result set produced by fuzzy system is given below:

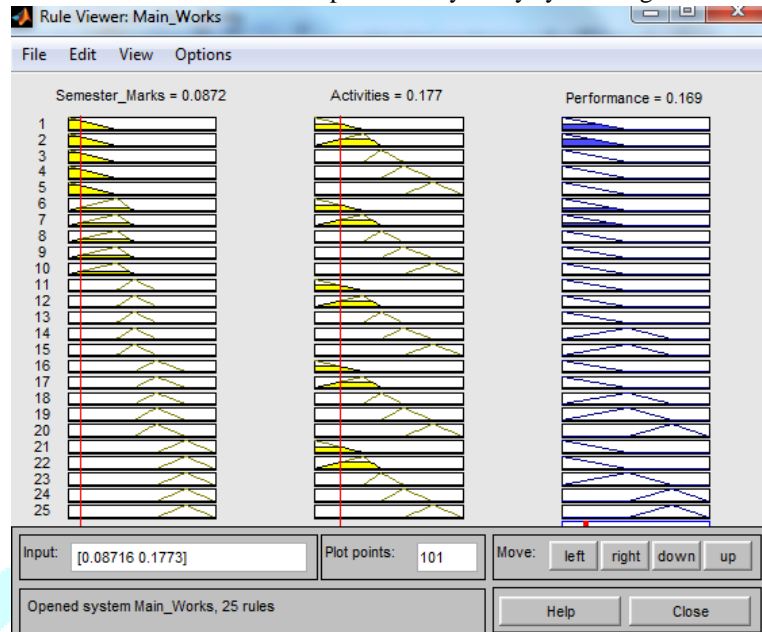


Figure 12: Performance View_1

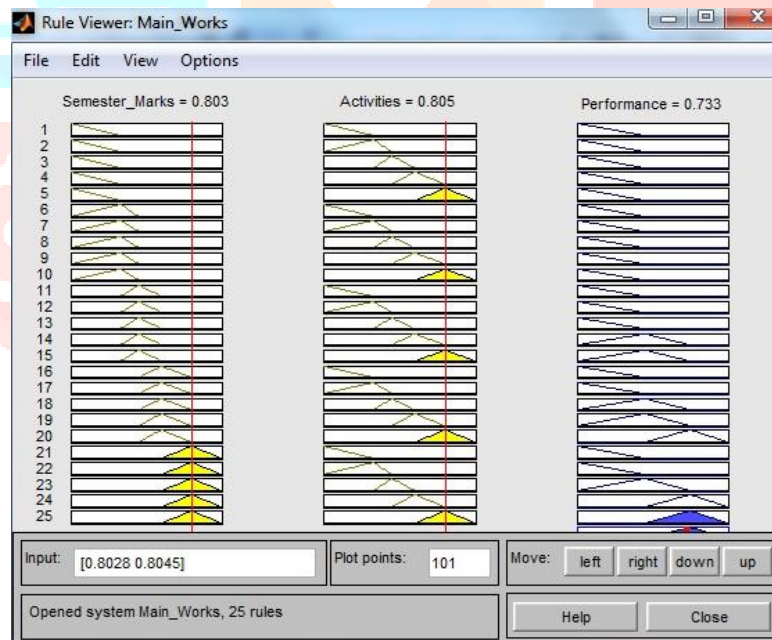


Figure 13: Enhanced Performance View_2

CONCLUSION

The proposed system for student performance assessment using both scholarly and non-scholarly attributes using fuzzy technique. The performance of developed system gives better accuracy by considering several key attribute while student assessment. When the results are evaluated from fuzzy system, our developed system outperform than [1] [9]. The developed system improve the student academic performance by considering important academic attributes relevant to students instead of targeting only scholarly attribute viz. semester examination based evaluation.

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