

Volume 02

Issue 04

December 2012

ISSN: 2250-3161

# **ASIAN JOURNAL OF HUMAN DEVELOPMENT AND LIVELIHOOD**

*A Peer-Review Quarterly Research Journal*



**Published By**  
Mata Chandrakanti Jan Vikas Sanstha  
Ashapur-Sarnath  
Varanasi-221007  
Uttar Pradesh, INDIA

## RESEARCH IN THE COMPONENT OF INTERNAL ASSESSMENT

*Prof. Satish Chand BHADWAL\* & Vimal KISHOR\*\**

*[\*Professor, Department of Education, H.P. University, Shimla & \*\*Research Scholar, Department of Education, H.P. University, Shimla, Himachal Pradesh, INDIA]*

### ABSTRACT

*University Grant Commission through a notification has urged the higher education institutions to implement certain reforms. One of such reforms is introduction of internal assessment scheme. As a result, nearly all higher education institutions have introduced the component of internal assessment for all the courses. However, there has been a mixed attitude of students and teachers towards the component of internal assessment. There is an urgent need to look into various aspects of the scheme especially by researchers so that it can be implemented objectively and effectively. But, before any attempt by researchers in this direction is made, it is essential to know what already has been done relating to the component of internal assessment. This knowledge will enlighten the researchers to determine research gaps and pinpoint the aspects that need to be explored. The present paper seeks to review the literature and list a sample of studies and opinions relating to the component of internal assessment at different levels of education.*

Bhadwal, S., & Kishor, V., (2012). Research in the Component of financial assessment, *Asian Journal of Human Development and Livelihood*, 2 (4), pp. 51-71

Education is not only concerned with the acquisition of knowledge but is also concerned with the development of desired attitudes, interests, skills and various personal and social qualities. External examinations/public examinations fail to assess the development of these qualities. Evaluation by teachers through teacher made and standardized tests, observation, and other techniques is called for and this is known as internal assessment -- assessment done internally by the teachers teaching in the same institution, whereas external examination or assessment is organized and conducted by an external agency, other than the school. Internal assessment mitigates major defects of the external examinations. In place of basing results on the assessment at any one time, internal assessment can be as continuous as desired.

Internal evaluation enables the teachers to diagnose pupils' difficulties in learning. It points out the potentialities of an individual and provides opportunities to find out the needs, goals, interests and aptitudes of an individual and shows him the way for his development. This has a motivating effect and this in turn induces the student to utilize his resourcefulness which is otherwise cramped. The concept of internal assessment is not new and its role and importance has been highlighted by different authors, researchers as well as Commissions and Committees (e.g. Report of the Education Commission, 1964-66, pp. 524-525; Patel, 1978, pp. 231-232; UGC, 2006; NCERT, 2006, p. 11; UGC, 2011, p. 79). Recently, in 2009, the UGC through a notification has urged the higher education institutions to implement certain reforms. One of such reforms is the introduction of internal assessment scheme. As a result, nearly all higher education institutions have introduced the component of internal assessment for all the courses. However, there has been a mixed attitude of students and teachers towards the component of internal assessment. There is an urgent need to look into various aspects of the scheme especially by researchers so that it can be implemented objectively and effectively. But, before any

attempt by researchers in this direction is made, it is essential to know what already has been done relating to the component of internal assessment. This knowledge will enlighten the researchers to determine research gaps and pinpoint the aspects that need to be explored. The present paper seeks to review the literature and list a sample of studies and opinions relating to the component of internal assessment at different levels of education.

Venkubai (1965) undertook a study "*Internal Assessment: Use and Misuse*" on a sample of class XI and XII students taken from 25 schools situated in Hyderabad and Secunderabad cities of Andhra Pradesh State of India. The study yielded the following:

- (a) Out of twenty-five schools, nine schools resorted to inflation of marks in the internal assessment in mathematics. Out of these, only four schools got the advantage of higher average or increased number of passes in the subject.
- (b) In certain schools the heads of the institutions devised improved methods in the maintenance of records. The form of internal assessment varied from school to school and from subject to subject.
- (c) In physical sciences, seven schools showed inflation in the assessment of class work.
- (d) In biological sciences, eight schools, out of twenty-five showed higher percentage of internal assessment than the average performance of the candidates at the public examination.
- (e) A major part of the internal assessment was based on written work alone, such as slip tests, terminal examinations or assignments.
- (f) Out of twenty-five heads of the institutions, only five were positively against the continuance of the internal assessment. Among others three were vague and indecisive. The remaining seventeen were positively in favour of having internal assessment.
- (g) Overall the internal assessment was not responsible for higher percentage at the public examination.

Kamat (1972) undertook a study "*Internal and External Assessment*" on a total sample of 2400 candidates, 400 candidates each drawn from arts and science streams for each of the three groups of the Centres; Poona, Old Centres and New Centres, who appeared for the pre-degree examination of the Poona University in March 1962. The main findings of the study were:

- (1) There is a general improvement over the preceding years in the results of the pre-degree examination in 1962 after the introduction of the new scheme of giving partial credit to term work. This improvement was observed in all the three groups of centres.
- (2) The internal assessment appears to be higher than the external assessment (or examination marks) in most of the subjects in the pre-degree Arts and at all the three groups of Centres. The difference is the least in Poona, greater in the Old Centres and still greater in the New Centres.
- (3) The internal scores in Arts have greater dispersion than the examination marks.
- (4) The correlation coefficients between the internal scores and the examination marks give definite evidence of association between them. But they are not so high as to be of much predictive value.
- (5) In Mathematics and science subjects of Physics, Chemistry and Biology the internal assessment appears to be lower than the examination marks except in Biology in the New Centres. The relative differences between the three groups of centres have the same direction as in Arts.
- (6) The dispersion of the internal assessment is not always greater than the dispersion of the examination marks. In Poona and the Old Centres it is very often less. In the New Centres it is always greater.
- (7) The correlation coefficients between the internal and external assessments in science subjects are higher than those for Arts subjects, suggesting a better (but not very great) predictive value for the internal assessment in science subjects.
- (8) Gracing was done at two stages and has been quite substantial. One of its effects has been to concentrate the frequencies at and near the passing level.
- (9) The analysis of individual subjects in Arts and Science shows that the new scheme with a lower minimum level of passing (of 30 per cent) in the examination paper has benefited a large number of students. There is a considerable gain in the results under the new scheme over what the results

would have been under the old scheme. The advantage is very often much greater for the New Centres where the internal assessment appears to be more liberal

- (10) A comparison between the internal assessment and the un-graced external assessment in two subjects in Arts and two subjects in Science confirms the above conclusions with due modifications. The two distributions are closer than when the external assessment is considered with graced marks.

Raina (1972) studied the relationship between external examination marks and internal assessment of 100 M.Ed. students who appeared in M.Ed. examination from 1959 to 1963 in two postgraduate institutions affiliated to University of Rajasthan. The investigation concentrated on the following research questions:

1. What is the mean achievement of M.Ed. students in the external examination marks and sessional work marks in different papers and dissertation?
2. What is the extent of disparity between the two assessments in theory papers and is the difference statistically significant?
3. What is the extent of homogeneity, that is, correspondence between examinations marks, sessional work marks and the dissertation marks?
4. What is the extent to which success in the external examination can be predicted by sessional work marks and dissertation marks?
5. What is the contribution of sessional work marks and dissertation marks to the multiple correlation obtained in question (d) above? More specially, what is the percentage of variance in the dependent variable accounted for by each of the predictor variables; viz., sessional work marks and dissertation marks?

The main findings of the study largely substantiated the hypothesis that there is no significant relationship between the external examination marks and the sessional work marks for the sampled students. The means of external marks in four papers differ significantly from the means of the sessional work marks in the said papers. The sessional work marks vary but very slightly. The weaker students in the external examinations benefit more with sessional work than the students who have better performance to their credit in the external examination. The average coefficient of correlation between external marks and sessional work marks, except in one paper, is not significant even at 5 per cent level. The average 'r' between the percentage totals of the two assessments is negligible, i.e. 0.14. The relationship between sessional work marks and dissertation marks with external marks held constant is somewhat marked, but the negligible relationship between external and sessional work marks disappears when dissertation marks are held constant. The addition of dissertation marks improves the prediction by 6 per cent only. The contribution made to the variance of external marks by the sessional work and dissertation marks is minus 1 per cent and 14 per cent respectively. The percentage of variance in the external examination marks which is unaccounted for is as large as 87 per cent.

Popli (1974) investigated the causes of mass failure in Matric/Hr. Sec. Part-I and II Examination-1973. The study was confined to seventy higher secondary schools of Haryana. He found that abolition of internal assessment was one of the causes contributing to large scale failure.

Mathur (1975) in his article "*U.G.C. Plan of Action: A Critical Review*" observed: The arguments in favour of internal assessment are overwhelming. But in those universities and in those institutions where the internal assessment system has been introduced the voices of protest are constantly heard. In Panjab University, there have been student agitations about it. In B.Ed. examination of the Panjab University where 50 per cent marks were reserved for internal assessment in the 60s, it was found that in some institutions almost everyone got first division and cases were reported where a candidate passed the examination without even appearing in the external examination by the mechanism of boosting marks in the internal assessment. Ultimately, this system had to be abolished. Today the internal system suffers from two major defects: (i) the teacher's bias and (ii) the students' expectations. The prejudiced teachers make a mess of this system and every student expects that his teacher will favour him by awarding at least more than 60 per cent marks. Any

teacher who fails to oblige them is labeled as a mean person. Motives are always attributed for his alleged discrimination in marking.

Singh (1978) studied preparatory science examination result of the M.S. University of Baroda for the year 1974-75. The main aim of the investigation was to study the distribution of marks for normality. The sample was drawn from the students who appeared in the preparatory science examination conducted for the year 1974-75. In all, 1054 students who were studying at the university campus were included in the sample. Major findings of the investigation were:

1. The distribution of marks when studied separately in theory, tutorial and practical examinations was non-normal.
2. In theory as well as in tutorials, the standard of marking of different papers in different subjects differed significantly at 1 per cent.

Koul (1979) undertook the study "Scaling of Some Significant Innovations in Examination System". Two samples of 250 postgraduate students and 80 teachers were selected randomly from various faculties of the Postgraduate Centre and Directorate of Correspondence Courses of Himachal Pradesh University. He concluded that the innovation like supplementing external examinations with periodic internal assessment was in the top regions of the scales of the teachers and the students. Further, he found that though individuals among the university teachers and students might differ in their views about the relative importance of innovations in examination system, the collective opinion of both the groups was in favour of the internal assessment supplementing the external examinations.

Reddy's (1979) study "Attitude of Teachers of Two Institutions towards Internal Assessment - A Comparative Study" was designed to compare the views of the teachers of a university college where internal assessment (IA) was going to be introduced from the next academic year with those of the teachers of another university college where the system was being tried out for a few years. The sample comprised 120 teachers equally distributed among the arts and science faculties in two university colleges in one of which (C1) IA was in practice for some years and in the other (C2) where IA was to be introduced soon. Both the colleges were in the same university and had postgraduate courses. The sample included professors, readers and lecturers having at least two years of experience in the profession. The major findings of the investigation were:

1. All the subgroups of the teachers except those belonging to the arts faculty of college C1 were significantly favourable towards system of internal assessment.
2. The teachers of the college where internal assessment had not yet started did not differ in their attitude towards the system from those of the college where the system was in practice.
3. The teachers of the arts faculty of college C1 did not differ significantly from their counterparts in college C2 as regards their attitude to the system of internal assessment. The same was true of the teachers of the science faculty.
4. Many teachers preferred partial IA with an external examination at the end of the year.
5. Discussion with the students and the teachers of college C1 revealed that the students depended mostly on lecture notes. This was also seen when more than half of the teachers felt that the students did not learn the subject better in this system.
6. The teachers of college C1 felt that high hopes about the system of IA were belied when the system was implemented in their college.

Akhtar (1980) conducted *A Critical Study of the Semester Systems in Selected Universities in India*. The sample was drawn randomly from ten selected universities of India. In all, 583 students and 363 teachers were included in the sample. Major findings of the study were:

1. Out of the ten universities selected nine assessed the students through continuous internal assessment. Along with internal assessment, external examination, grade and marks system prevailed in the universities.

2. Internal assessment increased the cordial relationship with the students and encouraged innovations in teaching methods.
3. A section of teachers faced difficulty due to reasons like increased clerical work and pressure of increased evaluation of home assignments.

The objectives of the investigation "A Study of the Continuous Internal Assessment and the University Examination Marks of the Undergraduate Semester Courses (1976-77 Batch)" conducted by Gunasekaran and Jayanthi (1980) were:

1. to find out correlation between marks of continuous internal assessment (CIA) and the university examination (UE), and
2. to compare the marks in CIA and UE.

The researchers concluded:

1. The minimum, maximum and the average marks awarded by the colleges in the internal assessment differed considerably in all subjects.
2. In university examinations also, the minimum, maximum and average marks varied considerably among the colleges.
3. Discrimination between good and poor students was low in the internal assessment but the university examinations showed a good amount of dispersion with regard to the same set of students.
4. Barring a few cases, the relationship between the marks of the internal assessment and the university examination was good.

Nath (1980) undertook a study "University Examination - an Analytical Study of the Conduct of Pre-university Degree and Master Degree Examinations of Gauhati University". The findings relevant to internal assessment were:

1. In a majority of the subjects, the scores were higher in internal assessment. The assessments, both in internal and external examinations, were evenly distributed. Internal marks possessed some predictive values for external marks.
2. There was a tendency towards over marking in internal assessment.
3. Internal assessment provided some incentives to students to do better in the external examination.
4. The major causes of wastage and stagnation was absence of proper system of internal assessment and continuous evaluation.
5. The author suggested that the system of internal assessment should be introduced, after fulfillment of certain conditions, for making the examination more valid and for doing justice to students.

Rasool, Sarup and Sharma (1981) conducted a comparative study of internal and external awards at postgraduate level in Jammu University. The study primarily aimed at making a statistical analysis of the marks awarded by the external examiners and the marks awarded against the sessional work, i.e. internal assessment. The specific aims of the study were:

- (a) To examine the characteristics of the distribution of scores awarded by external and internal examiners,
- (b) find out the degree of relationship between external and internal marks, and
- (c) to find out the effect of the internal marks on the boosting of the overall result of students.

The study was confined to 218 postgraduate students, both boys and girls selected from thirteen postgraduate teaching departments of Jammu University. The major findings of the study were:

1. The scores in most of the papers showed deviation from the normal distribution. They were either positively or negatively skewed with a slight kurtosis.

2. The majority of the teachers preferred to maintain a low range in the marks of the internal assessment, that is, the gap between the lowest and the highest scores was narrow. The range of the external marks in the same papers was definitely more than that of the internal marks.
3. Most of the coefficients of correlation appeared to be positive. This tendency indicated that there was some conformity in the scoring pattern of internal and external examiners.
4. The internal assessment proved to be a booster to the final result of almost all the students. The marks awarded under the internal assessment helped the students in raising their aggregate percentage marks. Though the internal assessment suffered from various drawbacks like the halo effect and error due to central tendency, etc., it appeared to be a blessing in disguise to students.

Hemambujam (1983) critically studied teacher education at secondary level in Tamil Nadu. The main objective of the study was to conduct a survey of teacher education at secondary level and make a critical appraisal of the B.Ed. Programme in Tamil Nadu at its operational set-up. The data were collected from all colleges of education in Tamil Nadu through a comprehensive questionnaire regarding the functional aspects of teacher education, the opinions of teacher educators on various aspects and their suggestions for improvement and remedies for the defects or shortcomings in the programme. One of the findings of the study was that the comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester and internal assessment etc.

Dabir's (1984) investigation "A Critical Analysis of the Marks at the B.Ed. Examination to Study the Trends and Reliabilities of the Assessment" was based on following hypotheses:

- (a) There is a low correlation between marks in theory examination (external assessment) and marks in practical examination (internal assessment).
- (b) The internal assessment of pupil-teachers in government colleges is less than that of pupil-teachers in private colleges.
- (c) Private colleges are more liberal in giving internal marks than other colleges.

The marks in B.Ed. examination for five consecutive years were collected from the records of Nagpur University. The following were the findings relevant to the component of internal assessment:

- (a) There was wide disparity between marks in theory and practical examinations.
- (b) There were instances of students in private colleges scoring as high as 90 per cent to 99 per cent marks in internal assessment.

Kushwaha (1985) critically studied the system of examinations in Kanpur University based upon university records and views of people collected with the help of a questionnaire. The main findings of the study were:

- (a) The majority of the respondents felt that the system of internal assessment should be introduced.
- (b) Marks obtained in internal and external assessments should be added up.
- (c) On the basis of his findings the investigator suggested that internal assessment should be done by the concerned subject-teachers.

A Study of COSIP (College Science Improvement Programme) and COHSSIP (College Humanities and Social Science Improvement Programme) sponsored by U.G.C. in selected colleges of India was undertaken by Jain (1985). A purposive sample was drawn from the randomly selected colleges where COSIP and COHSSIP were continuing. The number of colleges having COSIP or COHSSIP as well as COSIP and COHSSIP together selected for the study were nine, eight and four respectively. The principal's role was studied as an administrator as well as a teacher. The number of principals selected for the study was 21. The number of teachers (including principals as teachers) selected from the colleges for studying COSIP and COHSSIP was 146 and 127 respectively. The number of students selected for the study of COSIP and COHSSIP was 260 and 240 respectively. The major findings of the study were:

1. One of the objectives of COSIP and COHSSIP accepted by the teachers was to introduce internal assessment.
2. Internal assessment was found to be useful in assessing students.

Pallai and Mohan (1986) reviewed the working of the semester system. The sample comprised of 1260 teachers, 1225 students and 110 parents or citizens taken from 83 colleges of which 40 responded. The major findings of the study were:

- (a) The teachers used lectures, discussions, assignments and seminars as major instructional strategies. They used continuous assessment and assignments to help the students learn systematically. They felt that ratio of 75:25 for external and internal assessment was adequate.
- (b) A majority of the teachers were keen to ensure uniformity in awarding internal marks among the colleges and various subjects by converting raw scores into standard scores.
- (c) Students were satisfied with the existing ratio of external and internal assessment. They, however, were not in favour of too many tests.
- (d) About 40 per cent of students doubted the reliability of external assessment and suspected subjectivity in internal assessment.

Jesudason (1986) studied the perceptions of school community in the city of Madras about reforming the present examination system at Higher Secondary School stage in Tamil Nadu. The study was carried out on a sample of 500 teachers. The objectives of the study were:

- (a) To examine critically the perceptions of the teaching community of higher secondary schools about the issues related to the introduction of internal assessment scheme as reform in the examination system.
- (b) To determine the extent to which biographical and institutional variables such as sex, age, experience, subject of specialization and type of management of the sampled teachers of higher secondary schools had a relationship with their perceptions about the introduction of an internal assessment scheme.

The major findings of the study were:

- (a) Eleven factors were identified and named as (a) validity factor, (b) difficulty factor, (c) reliability factor, (d) utility factor, (e) human ability factor, (f) facility factor, (g) student ability factor, (h) teacher-student cordiality factor (i) essentiality factor, (j) variety factor, and (k) teacher ability factor.
- (b) Out of six independent variables, three variables showed significant difference. They were type of management, age (above 40 and below 40 years) and experience (above 15 and below 15 years). The mean score of the perceptions of the teachers in non-government schools was significantly higher than the mean score of the perceptions of teachers in government schools. The mean score of the perceptions of the teachers above 40 years of age was significantly higher than the mean score of teachers below 40 years of age. The mean score of perceptions of teachers having more than 15 years of experience was significantly higher than the mean score of teachers having less than 15 years of experience.
- (c) There was no significant mean difference between the perceptions of men and women teachers.
- (d) There was no significant mean difference between the perceptions of science and humanities teachers.
- (e) There was no significant mean difference between perceptions of the postgraduate and inducted teachers.
- (f) In the validity factor, the mean score of the teachers of non-government schools was higher than that of the teachers of government schools. In the utility factor, facility factor and student ability factor, the mean scores of the teachers of government schools were higher than those of the teachers of non-government schools.
- (g) With regard to the difficulty factor, women teachers had a higher mean score than men teachers, while on the teacher-student cordiality factor, men teachers had a higher mean perception score than women teachers.

- (h) In the validity factor, teachers above 40 years of age had a significantly higher mean score than teachers below 40 years of age. Teachers having above 15 years experience had a significantly higher mean score on the validity factor than teachers having less than 15 years of experience.
- (i) In the facility factor, the teachers of humanities had a significantly higher mean score than the teachers of sciences.

Mani (1987) made a study of educational innovations in the affiliated colleges of India and concluded that if formative and summative evaluations were built into the process of implementation, they were found to be facilitating the in-process function. Evaluation of a programme by external teams enhanced the objectivity and rigor of self examination. Trained analysts and evaluators made the process more reliable and amenable to follow-up actions.

Bhatnagar (1988) compiled a report on the study of the development of tools for supervision and evaluation of student-teaching and practical work in Colleges of Education. The findings of the study stressed the need of developing common tools for assessment of activities under student-teaching and other practical work for all Universities in the country. Further, he concluded that common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student-teachers, co-curricular activities, SUPW, and community work arising out of theory papers, including assignments.

Malhotra, Menon, Bedi and Tulsi (1989) conducted a status study of internal assessment of students in the polytechnics of Haryana. The study focused on assessing the existing system of internal assessment of students in polytechnics of Haryana and the problems of practices followed in assessing their course work. The sample consisted of 35 teachers teaching different subjects and 146 students from various disciplines selected from three polytechnics. The major findings of the study were:

- (a) Students were informed about the criterion of assessment of their course work in the beginning of the semester. However, no guidelines were available to the teachers for the course work assessment.
- (b) No uniform pattern with regard to the elements of course work assessment existed for the same category of subjects taught by the teachers. However, the most commonly used elements for assessment were class tests, homework and class work in case of theory subjects and laboratory/workshops, field exercises, practical notebook, oral tests and attendance in case of practical work in laboratories/workshops. The above elements were used in various combinations and different weight ages were assigned to each of these elements by different teachers.
- (c) The techniques used for assessing course work in respect of cognitive abilities, practical skills and attitudes were found to lack validity. These were also not found to be helpful to students in their progressive learning. Methods used for assessing practical skills in laboratory/workshops did not ensure assessment of the various sub-component skills, attitudes and behavioural aspects as the instruments of measurement employed included only the oral test assessment of journals and observations. Students expressed dissatisfaction with the techniques used for assessment. According to them, the assessment lacked objectivity, encouraged copying in homework, assignments and class tests and gave no opportunity for improvement.
- (d) Report-back of students' performance was limited only to students. It was neither timely nor it provided information about their weaknesses and suggestions for improvement.

Malhotra and Tulsi (1990) undertook a study "Scheme for Internal Assessment of Students in the Polytechnics of Haryana". This study designed a scheme to monitor the internal progress of students in the polytechnics of Haryana with the following objectives:

1. To assist and monitor students' progress in learning to assess their performance objectively, and
2. to provide feedback to them and other stakeholders for improving the teaching-learning process.

Major characteristics of the scheme were:

- (a) The proposed design for internal assessment of students' performance took into consideration the capabilities like basic knowledge and skills, generic skills relating to problem-solving, creativity etc. that need to be acquired by the students. This required a variety of assessment techniques consistent with the type of capabilities.
- (b) In the scheme, it was suggested that assessment of students' performance in theory subjects can be done through class tests (open or closed book) and home assignments or term papers. Further, for assessment of performance in practical work, assessment should be through observation of performance of tasks/jobs (process evaluation), judging the quality of product (product evaluation), observing general behaviour and conducting viva-voce. The components that should contribute towards internal assessment of students' performance in laboratory work, workshop practice, drawing work, field work and project work were also described.
- (c) The scheme also discussed the guidelines for designing tools for various components of assessment and criterion for assessing students in theory and practical subjects. Further, it described the system for monitoring students' progress, use for feedback of assessment results to teachers, curriculum planners and administrators. Steps for implementing the scheme were also suggested in the design.

Das (1991) conducted a comparative study of the evaluation procedures employed in secondary teacher-training institutions in Gujarat state. The main findings of the study were:

- (a) Diversity exists in the evaluation process in teacher-training colleges.
- (b) The majority of the institutions follow a mixture of internal and external evaluation procedure.
- (c) The author suggested that an external-cum-internal marking system with continuous evaluation should be adopted in all teacher-training colleges.

Meera (1996) undertook a study "An Evaluation of the Total Internal Assessment System in the Avinashilingam Deemed University". The sample for the study comprised of 920 students which included undergraduates, post-graduates and graduates, apart from 179 teachers. The major findings of the study were:

- (a) The student population expressed favourable views on three of the four aspects, namely benefits to the students, measures adopted and faith in teachers. Only in self-assertion and morale, the score was below the neutral level.
- (b) The qualitative analysis also confirmed the finding that the students, on the whole favoured the total internal assessment system and acknowledged the benefits offered.
- (c) The views, as expressed by the teaching faculty, revealed a positive attitude of the teachers towards the total internal assessment system.
- (d) The teachers expressed favourable views in all the five aspects.
- (e) The differential analysis showed that the students at the post-graduate level had a less favourable attitude towards the system than at all the other levels. Faculty-wise analysis showed less favourable attitude on the part of the science faculty, compared to other faculties, namely, home-science, humanities and education.

Gowri (1997) investigated assessment pattern in selected colleges/universities in Tamil Nadu. The sample of the study comprised 1325 subjects (175 teachers, 990 students and 160 parents). The major findings of the study were:

- (a) Majority of the teachers, students and parents recommended internal assessment in higher education.
- (b) Majority of the teachers, students and parents preferred internal assessment pattern because of systematic work, scoring the deserving marks by students, less fear of examination among the students, etc., but some of the teachers and students were in favour of partial internal assessment pattern.
- (c) It was found that majority of the arts and science students were satisfied with internal evaluation.

Padhi, Jadhao and Rath (1998) undertook a study "Enhancing Pupil Achievement". The study aimed to ascertain the effect of some of the classroom climate variables on pupil achievement. The sample consisted

of 1756 pupil of Class V and 508 teachers teaching Class V drawn from 188 schools from 18 blocks of five DPEP districts of Orissa. The study revealed that the regularity in home assignment to children was found significant for achievement in language and mathematics. Further, it was found that continuous evaluation followed by remedial measures enhances achievement in mathematics.

Prakash (2000) in his article *Autonomy and Accountability in Students' Evaluation* argued: We have practical examination in science at the end of ten years of general education. The Central Board of Secondary Education (CBSE) has given absolute autonomy to individual institutions to evaluate its students and award marks. And, the general experience says that almost every student is awarded marks somewhere between 23 to 25 out of 25. Let us go a step further. In the Class XII examination, we have a system wherein students' performance in practical examinations is assessed by an external examiner. Even then there is so much of manipulation that most of the students manage marks between 25 to 30 out of 30 regardless of the acquisition of necessary practical skills. Why is it happening this way? The answer to this is that there is a lack of the element of accountability.

Bolashetty (2002) in his paper "*Secondary Teacher Education in Karnataka State: Origin, Growth and Present Status*" reported that students were very liberally evaluated in formative evaluation and hence inflated marks were awarded, which amounted to positively skewed results. There were instances where students who had scored high theory marks in external examination got very poor internal marks. Hence, the courses have become 'examination oriented', while the examinations themselves have turned 'certificate oriented'.

Anilkumar (2003) investigated *Institutionalized Student Evaluation-Practices, Practicability and Expected Effects*. The study aimed at investigating the nature of institutionalized evaluation, its various existing practices, practicability and expected effects. The study was conducted on a representative sample of 254 teachers, 406 students and 102 parents of students studying in those educational institutions of Kerala where the system of internal assessment was followed. The sample was obtained using the method of stratified sampling procedure. The major objectives were:

- (a) To analyze the present system of evaluation practised in educational institutions.
- (b) To assess the relative effectiveness of the existing system of evaluating the student performance.
- (c) To assess the shortcomings of the present system of evaluation practised in educational institutions.
- (d) To analyze the various criteria adopted for evaluating students internally
- (e) To analyze the effectiveness and drawbacks of the internally devised system of student evaluation
- (f) To find out whether internal assessment is necessary along with external examination in educational institutions.
- (g) To find out whether internal assessment contributes for good behavioural formation and thereby better personality development in students
- (h) To find out whether the students are being victimized in a set up where internal assessment is practised.
- (i) To find out the opinion of teachers, students and parents on implementing the institutionalized system of student evaluation.

The major conclusions of the study were:

- (a) A single written examination conducted at the end of the year cannot assess the students' achievement properly and the present system of examination is inadequate to measure all the scholastic abilities developed in students. There should be many examinations instead of one examination at the end of the year.
- (b) A continuous internal assessment system should be a regular practice in educational institutions.
- (c) The system of internal assessment can inculcate good study habits in students.
- (d) Internal assessment helps in accelerating personality development of students.
- (e) Internal assessment caters much to the acquisition of expected behaviour modification in students.

- (f) The teachers who teach the students are the suitable persons to assess them because they know their students better than other teachers.
- (g) Internal assessment encourages students to work regularly.
- (h) The teacher-student relationship will be enhanced if there is internal assessment.
- (i) Internal assessment does not hinder the development of students' individuality properly.
- (j) Implementation of internal assessment under ideal conditions by trained persons can overcome the limitations of external examinations to a great extent.
- (k) Internal assessment does not hinder the students in engaging in other institutional co-curricular activities.
- (l) Teachers should be provided with a scientifically prepared evaluation proforma containing specific criteria for continuous internal assessment.
- (m) The fear of victimization by teachers in a system where there is internal assessment should be eliminated from the minds of students to practise it effectively.
- (n) Practical steps are needed to make the system of internal assessment free from prejudices for its better implementation.
- (o) In a system of internal assessment, the overall performance of the student should be the main concern rather than class attendance.
- (p) It is ideal to practise the system of internal assessment done by a team of teachers who knows the students including their own teacher.
- (q) Internal assessment in no way hinders the freedom of expression of students.
- (r) Participation of students in discussion, seminars and oral work in the class should be considered for internal assessment.
- (s) Students who work hard feel the system of internal assessment good and acceptable.
- (t) The practice of giving 50 percent marks for internal assessment and 50 percent marks for external examination is ideal for assessing the students.
- (u) For making the system of internal assessment more reliable and acceptable, there should be no attempt on the part of the teachers either to favour or victimize the students.
- (v) The aspects mainly to be taken into consideration for internal assessment are co-operative attitude of the students, discipline, punctuality, regularity, sense of responsibility, studious nature of the students, attitude towards teachers, attitude towards classmates, attitude towards school college programmes, library work and ability to report and record.

NCTE (2005a) in its "*Report on Evaluation for Quality Secondary Teacher Education*" observed the following on the basis of survey conducted on different universities:

- (a) In the theory component, assessment is predominantly external as the weight age for internal assessment is only in the range of 10-25%. However, in the case of 'practicum', assessment is primarily 'internal'. In some Universities, external assessment is done in respect of 'examination lessons' only and all other activities are assessed internally by the faculty of the institutions. In some other Universities, a few other activities are also assessed by a Board of Examiners appointed by the University.
- (b) In order to bring about objectivity and transparency and to check the possible misuse of internal assessment, some Universities have introduced the practice of appointing 'moderation boards' or 'supervising examiners board', to verify the records maintained by students and check the marks awarded internally by the staff. Such boards are vested with the powers to modify the marks awarded by the staff. In addition, the pass criteria prescribed by some Universities also stipulate that a candidate must pass independently in internal and external assessment.
- (c) During the past few years, several Universities have initiated measures to bring about objectivity and transparency in the evaluation system in order to enhance its credibility. However, the fact is that even today external assessment of theory and practical courses is accorded higher credibility than internal assessment which is taken to be impressionistic and vitiated by biases and prejudices.

NCTE (2005b) in its "Report on ECCE Teacher Education -- Curriculum Framework and Syllabus Outline" commented that the concept of continuous evaluation is linked with the concept of internal assessment as the evaluation of students' performance at different points of time cannot and should not be organized externally, as only the faculty members responsible for teaching the students are best suited to monitor and assess students' progress on a continuing basis. Ideally, there should be no scope or very little scope for external assessment in the ECCE teacher education programme. However, there is a general perception as well as strong evidence that the assessment by teachers, many a time, is influenced by considerations other than the merit of students' performance, because of which the credibility of internal assessment is very low with the employers and others concerned with the education and training of teachers.

Singh (2005) in his paper "A Critique of the Evaluation Procedures adopted by Secondary Teacher Education Institutions affiliated to Punjabi University, Patiala" reported that 75% of pupil teachers felt that sessional work should be essential part of the B.Ed. programme, although they differ on the issue of methods of evaluation for sessional work. Further, he reported that only 12.5 per cent students were not in favour of internal assessment.

Sarkaria (2006) studied the perceptions of 38 teacher-educators towards evaluation and examination system of ETT course in three DIETS of Punjab. He reported that teacher-educators rated 'impartiality in evaluation' (item 5) favourably. The evaluation system as applicable to ETT course contains the provision of assessment by internal as well as external examiners. The teacher-educators are, by and large, satisfied with the scheme of assessment (item 13). Although they are highly contented with the existing system of grading and reporting (item 14), yet the reporting system suffers from the following shortcomings:

- (a) Student never comes to know about break-up of marks into theory and practical examinations in all the semesters; and
- (b) Student never comes to know as to how many marks he or she has got in 'skill in teaching' (internal as well as external) and in 'Sessional Work' (internal as well as external) during his or her second semester.

Sarkaria remarked that such a system of reporting creates doubts in the minds of students as well as teachers and obviously cannot be termed as transparent. It cannot be ruled out that such system of reporting gives way to hide certain unethical practices on the part of teacher-education faculty. Examples of unethical practices include: awarding internal assessment marks disproportionate to the deserving performance for motive such as accepting fees (in cash or in kind) to do a favour, to settle score with students for their misbehaviors/offences committed against the teacher or others and to the extreme it may go to the extent of establishing inappropriate relationship with their students. At least it can safely be used for threatening students with dire consequences.

Khandelwal (2007) evaluated the theoretical and practical aspects of teachers training in India. He remarked that: The curriculum of elementary teacher education covers three components namely - theory of education; practice of teaching; and practicum (project work, sessional work, co-curricular activities, etc). Evaluation should therefore assess trainees' performance on all the three components. National Council for Teacher Education (NCTE) constituted a Committee of experts to evaluate elementary teacher education courses; evolve a framework for evaluation; and assess student teachers' knowledge, professional proficiencies and soft skills in teaching, classroom management, organization of co-curricular activities, and evaluating pupils. Teacher-education programme facilitates the trainees' preparation for performing the role of an instructor, a facilitator of learning, and an evaluator. Effective teaching involves the skills of introducing a new lesson, stimulating pupils' interest and sustaining their motivation, helping pupils to learn new concepts framing thought provoking questions, organizing classroom interaction, etc. A Teachers Education Institution (TEI) organizes exploratory visits to schools, observation of classroom teaching, practicing blackboard/whiteboard writing, preparation of lesson plan writing, practice teaching, supervised teaching, and training workshops. During practice teaching lesson-plans, teaching proficiency, teaching-learning material,

administration of tests, case study, action research and children's preparation for participation in co-curricular activities are assessed, and weights are suggested for different activities. Co-curricular activities could be literary, artistic and cultural; community living and community work; and games and sports. Trainees should be able to express themselves through the medium of various arts such as music, visual and performing arts, language, arts, etc. Values like cooperation, tolerance, service, sacrifice, etc. need to be inculcated for community living and community work. Educational tours, excursions or picnics provide opportunities for community living and practicing the values essential for living together in harmony. Community work includes cleanliness drives, literacy campaigns, social forestry, etc. The students' performance should be assessed on a five point scale separately for each component, and a letter grade from A to E may be assigned. Numerical value from 1 to 5 may be assigned for each letter grade and then composite over all grades may be calculated. The Committee suggested that theory and practical components should be assigned equal weight age in the final assessment, as well as in internal and external assessments. Viva-voce should be conducted at the end of 2nd year jointly by internal and external examiners, and each team of evaluators should have one internal examiner and one external examiner. TEIs should organize group discussions twice - first towards the end of first year and then sometime in the second half of the second year. Portfolio evaluation may be conducted along with the viva-voce by the team of examiners. The Examining Agency should also appoint a Moderation Board to oversee the maintenance of internal assessment records in different institutions and to undertake necessary measures to ensure inter-institution comparability.

Mehralizadeh, Pakseresht, Baradaran and Shahi (2007) conducted a study "The Dilemma of Internal Evaluation in Higher Education: A Longitudinal Case Study". The main purpose of the study was to identify what benefits could arise from using internal evaluation and what obstacles existed to its successful introduction. It was concluded in the study that internal evaluation processes are potentially valuable in Iranian universities but if this value is to be realized on a continuous basis, particularly in the absence of external evaluation as an incentive, then it needs to become an integral part of each department, university, and the nationally accepted framework of quality assurance and management.

Yagnamurthy (2007) in his article "Public Examination - Means or Ends of Evaluation" argued that some form of checks and balances will have to be made in giving weight age to internal assessment as there is every possibility of making inflated assessment. This can be checked through the process of rationalization and scaling of the marks/grades obtained in internal assessment with that of public examinations. This is not to doubt the system of internal assessment but to make it more effective and a true substitute.

Assefa (2008) conducted a study entitled "Analysis of Evaluation System in different Departments at the College of Education". The main objectives of the study were:

- (a) To analyze the evaluation system followed by college of education, Addis Ababa, Ethiopia.
- (b) To compare the scores of the same cohort of students who were subjected to summative evaluation in 2005 and continuous evaluation in 2006.

The main findings of the study were:

- (a) Out of 53 Mathematics students who were taught in summative evaluation, 26.42% showed an improvement in their semester grade average. However, 73.58% students didn't improve in their result. When we see the results of Mathematics of the same cohort of students who were subjected to continuous evaluation method in the year 2006 I semester, 18.86% students improved in their semester result while 81.13% students didn't show any improvement at all. From this, we can simply infer that the teachers were not in a position to use continuous evaluation properly either in summative or in continuous evaluation. Students' results are deteriorating; it doesn't show any pace of development. This is because some of the teachers were not using continuous evaluation regularly or properly as per their training. Then there is no surprise for the students varied result.
- (b) The final conclusion that can be drawn from the study is that it is difficult to introduce reforms confining to selected areas only. The reform should be comprehensive. For example, introduction of



continuous evaluation should be accompanied by changes in the curriculum, teaching methods and material and class size (along with the teachers' perception about class size). Unless these changes are not seen together, the efforts in one selected area may not lead to visible changes.

Chopra (2010) in her article "*Commitment, Professional Ethics and Competency based Teacher Education – Problems and Issues Concerning Quality Higher Education*" argued that the examination system that is followed in most educational institutions is not formative but summative due to which it becomes difficult for the students to remember large chunks of theory during the final examination. The evaluation system is also not continuous and comprehensive. At times open partiality takes place in some institutions due to which some deserving students have to suffer a lot which the writer of this article has herself experienced. Thus, teacher-education institutions should emphasize on making the examination and evaluation system effective for producing 'quality' and not 'quantity' in teacher-education programme.

Shukla, Singh and Tripathi (2010) studied the responses of prospective teachers on existing Bachelor of Education course with the main emphasis on evaluation system. Sample for the study constituted all B.Ed. students enrolled in session 2009-2010 at Banaras Hindu University RGSC Barkachha, Mirzapur (UP), India. The study revealed that more than 98 per cent respondents found transparent evaluation process was in practice. Majority of them found that internal and external evaluation was correct.

Singh (2010a) in his article "*Revamping Teacher Education for Professionalism*" observed that the overall teaching-learning evaluation scenario in government-aided teacher-education institutions is comparatively better as compared to self-financed teacher-education institutions. However, previous trends of evaluation reveal that evaluation of practical aspects is too liberal. This is substantiated by the fact that the average marking range in government financed institutions is 56 to 85 percent whereas in self financed institutions it is 75 to 95 percent. It is surprising that in some of the universities in Eastern U.P. the first division for practical starts at 75%, hence the internal examiners emphasize and influence externals to start marking accordingly and preferably with beginning point as 75%. The execution of various activities in most of the university colleges is in more bad shape and their evaluation is a mere formality in several colleges. Thus, training in professional aspects is too poor and marking is too liberal. Although the marking in theory papers is comparatively better, yet not up to the mark.

Singh (2010b) in his article "*Higher Education in India: Grassroots' Reality and Challenges*" argued that the conduction of viva and practical examination is more casual. At various centers it has been observed that throughout the year students are not involved in any practical work. The internal examiners make it a prestige issue to ensure good marks for students but they do not take interest in proper conduction of practical during the year. There are several cases where good amount is taken to ensure good marks in practical exam. The system of evaluation in higher education is poorer than the evaluation system in several school boards of the country.

Chauhan (2011) studied the reaction of B.Ed. teacher-trainees of Mandi District towards the private B.Ed. colleges affiliated to Himachal Pradesh University. One of the objectives was to study the reaction of B.Ed. teacher-trainees towards the evaluation aspect of the private B.Ed. colleges. She concluded that 42 per cent of the teacher-trainees agreed with the statement that internal assessment system was a curse for the students whereas 44 per cent disagreed with this statement.

Kumar (2011) in his article "*Quality Teacher Education in 21st Century*" observed that the existing pattern of evaluation system is not at all reliable and valid. The provision of internal assessment in the system of evaluation has developed a tendency on the part of teacher-educators to boost the marks of student-teachers. Moreover, very little attention is paid to develop the physical, social and emotional aspects of personality of students.

Rajawat (2012) investigated the attitude of college teachers towards internal assessment. A sample of 100 college teachers of arts and science streams was randomly selected from the Government and Private Colleges of Bhopal city. Attitude scale towards Internal Assessment of B.A. Parikh was used to collect data. The findings of the study were:

- (a) Science and arts college teachers differed significantly in attitude towards internal assessment
- (b) Male and female college teachers did not differ significantly in attitude towards internal assessment.
- (c) Government and private college teachers differed significantly in attitude towards internal assessment.

Rajendran, Mary, Christy and Mary (2012) studied the correlation between internal and external assessment of B.Ed. students. The study was conducted on 11 students at Servite College of Education for Women, Thogamalai, a rural area in Tamil Nadu. The major findings of the study were:

- (a) The students scored excellent marks in internal assessment whereas their performance in the University Examination was not excellent.
- (b) The mean of the internal assessment was very high (87.27%), whereas the mean of the external assessment was not excellent; it was fairly good (54.82%). The standard deviations in both cases were identical.
- (c) The difference in the achievement scores in internal and external assessment was statistically significant at 0.05 level.
- (d) The value of Pearson's product moment correlation coefficient between internal and external assessment was 0.46, which was only moderate. This positive correlation was not statistically significant. This indicated that the correlation between internal assessment and external assessment was positive but not substantial or high.

Rehmani (n.d.) in his article "*Impact of Public Examination System on Teaching and Learning in Pakistan*" has forwarded following suggestions specifically in respect of internal and external assessments:

- (a) 40 percent of the public exams to be conducted as internal formative assessment by the respective school on cumulative test result basis and 60% by external summative examination and results may be prepared on aggregate basis.
- (b) Internal formative assessment will help students to prepare well for the external examination as well as encourage them to demonstrate their latent potentials. They would get confidence and teaching and learning would improve.
- (c) The joint internal and external assessment may also help in curbing malpractices to great extent because students would be better prepared for the external public examination. It would however need some kind of harmony between two types of papers.
- (d) For internal assessment a joint invigilation by school and appointed representative of the Boards of Secondary Education would ensure fairness and address issues of validity and reliability in setting papers and marking them.

#### TO SUM UP:

The review of researches in the context of internal assessment discussed above may be summed up as given below:

- (a) Internal assessment scores excel the external assessment scores. Internal assessment scores are independent of external assessment scores and that there is wide disparity between the marks in theory and practical examinations (Kamat, 1972; Raina, 1972; Gunasekaran and Jayanthi, 1980; Rasool, Sarup and Sharma, 1981; Dabir, 1984; Bolashetty, 2002; Singh, 2010a; and Rajendran, Mary, Christy and Mary, 2012).
- (b) Students bear a mistrustful attitude towards teachers' role in awarding internal assessment and suspect subjectivity in internal assessment. Internal assessment suffers from various drawbacks such as: a) assessment is based upon teachers' impression/perception of the child and not by the merit of the

students; b) to abuse the children in the name of internal assessment; c) the teacher's bias; d) the halo effect and error due to central tendency, etc. (Mathur, 1975; Rasool, Sarup and Sharma, 1981; Pallai and Mohan, 1986; Rajput and Agarwal, 1998; NCTE, 2005b; Sarkaria, 2006; Chopra, 2010; Nivedita and Yadav, 2010, Singh, 2010b).

- (c) There is a tendency towards over-marking in internal assessment. Mostly the internal assessment scores fall in the higher end of the scale. There are instances of students in private colleges scoring as high as 90 per cent to 99 per cent marks in the internal assessment. Students score excellent marks in the internal assessment whereas their performance in the University Examination is not excellent. In other words, the average internal assessment is generally very high than the average external assessment (Venkubai, 1965; Nath, 1980; Dabir, 1984; Rajendran, Mary, Christy and Mary, 2012).
- (d) The university teachers, students and parents feel that the system of internal assessment should be introduced and are not in favour of the discontinuation of the internal evaluation system (Koul, 1979; Reddy, 1979; Kushwaha, 1985; Meera, 1996; Gowri, 1997; Singh, 2005; Shukla, Singh and Tripathi, 2010; Rehmani, n. d.).
- (e) The existing pattern of evaluation system is not at all reliable and valid. The entire programme seems to be directionless. Neither uniform pattern is followed in the evaluation process nor has a comprehensive scheme of internal assessment been worked out. One factor which makes the present teacher training programme ineffective is the poor and corrupt evaluation system (Mascarenhas, 1977; Malhotra, Menon, Bedi and Tulsi, 1989; Das, 1991; Zayapragassarazan, 2005; Kumar, 2011).
- (f) The researches focused on studying the relationship between internal and external assessments yield varied results (Kamat, 1972; Raina, 1972; Gunasekaran and Jayanthi, 1980; Rasool, Sarup and Sharma, 1981; Rajendran, Mary, Christy and Mary, 2012).
- (g) The researchers/authors have forwarded following suggestions in order to improve the system of evaluation in general and internal assessment in particular:
- To develop the objectivity of internal assessment the role of external examiners cannot be ignored (Mani, 1987).
  - Common format and tools need be developed for assessment of activities under student-teaching and other practical work for all Universities in the country (Bhatnagar, 1988).
  - Students' performance in theory subjects should be evaluated through written tests and in practical work performance-test need be conducted (Malhotra and Tulsi, 1990).
  - Theory and internal assessment marks should be reported separately. Theory should decide the merit and the internal assessment be taken as a grade (Srivastava, 2005).
  - The Examining Agency should appoint a Moderation Board to oversee the maintenance of internal assessment records in different institutions and to undertake necessary measures to ensure inter-institution comparability (Khandelwal, 2007).
  - Internal assessment system can be checked through the process of rationalization and scaling of the marks/grades obtained in internal assessment with that of public examinations (Yagnamurthy, 2007).
  - Internal assessment system need be authenticated by external evaluation process (Rehmani, n. d.).

It is thus obvious that the results of studies on the component of internal assessment are inconclusive on many aspects, especially with respect to its implementation aspect. The stakeholders differ in their attitude towards internal assessment. Teachers vary in awarding internal assessment. Institutions and departments differ in their methods and procedures for internally assessing the students. The tools and techniques are not uniform even in the same institution. Hence, researchers have ample scope in this area for making significant contributions.

## BIBLIOGRAPHY

1. Ahmad, Nabi and Siddiqui, Mohd Abid (2005). Need for Revamping Teacher Education Programme. *University News*, 43 (18), May 02-08, p. 169. Akhtar, P.R. (1980). A Critical Study of the Semester Systems in Selected Universities in India. Ph.D. Education. Maharaja Sayajirao University of Baroda.
2. In Moonis Raza and Nirmal Malhotra (1991), *Higher Education in India- A Comprehensive Bibliography*, pp. 369-70. Retrieved from: <http://books.google.co.in/books?id=WDqjCzjtvugC&pg=PA282&lpq=PA282&dq=The+Systems+of+Internal+Assessment&source=bl&ots=lbqWtcYXGF&sig=pFgdPYpSGOmEmx2l1J4itcw8Fc&hl=en&sa=X&ei=6LS8UOeDB4TorOfpwlCwAg&ved=0CGEQ6AEwCTgU#v=onepage&q=The%20Systems%20of%20Internal%20Assessment&f=false>
3. Anilkumar, K.P. (2003). *Institutionalized Student Evaluation-Practices, Practicability and Expected Effects*. Ph.D. Edu. Kottayam: School of Pedagogical Sciences, Mahatma Gandhi University. Retrieved from: <http://shodhganga.inflibnet.ac.in/handle/10603/619>
4. Assefa, Messeret (2008). Analysis of Evaluation System in different Departments at the College of Education. *Journal of Indian Education*, Vol. 34, No. 3, pp. 106-126.
5. Bharathi, M. and Rao, R.P. (1989). *Evaluation of Continuous Evaluation System of Examination in Kendriya Vidyalayas*. Jyoti Vihar: Institute for Study of Society and Culture. Retrieved from: <http://202.41.82.144/scripts/FullindexDefault.htm?path1=/data1/upload/0022/454&first=1&last=505&barcode=99999990167751>
6. Bhatnagar, T.N.S. (1988). A Report on the Study of the Development of Tools for Supervision and Evaluation of Student-Teaching and Practical Work in Colleges of Education. Independent Study. NCERT (ERIC Funded). In *Fifth Survey of Research in Education (1988-1992)*. New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. II, p. 1438.
7. Bolashetty, Shripad S. (2002). Secondary Teacher Education in Karnataka State: Origin, Growth and Present Status. *Indian Educational Review*, Vol. 38, No. 2, July 2002, p. 28.
8. Chauhan, Isha (2011). *A Study of the Reaction of B.Ed. Teacher-Trainees of Mandi District towards the Private B.Ed. Colleges Affiliated to Himachal Pradesh University*. Unpublished M.Ed. Dissertation, Krishna Educational Centre, Dadour, Mandi, Himachal Pradesh, India, p. 80.
9. Chopra, Vanita (2010). Commitment, Professional Ethics and Competency based Teacher-Education- Problems and Issues Concerning Quality Higher Education. *MERI Journal of Education*, Vol. V, No. I, New Delhi, pp. 101-109.
10. Dabir, P.M. (1984). A Critical Analysis of the Marks at the B.Ed. Examination to Study the Trends and Reliabilities of the Assessment. Ph.D. Edu., Nag. U. In *Fourth Survey of Research in Education (1983-1988)*, Ed., M.B. Buch (1991). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. I, p. 884, Study No. 1004.
11. Das, R. (1991). A Comparative Study of the Evaluative Procedures of the Secondary Teacher-Training Institutions in Gujarat State. M.Phil. Edu. The Maharaja Sayajirao Univ. of Baroda. In *Fifth Survey of Research in Education (1988-1992)*. New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. II, p. 1443.

12. Gowri, T.S. (1997). Assessment Pattern in Selected Colleges/Universities in Tamil Nadu. *Indian Educational Abstracts*, Issue 4, January 1998, NCERT, New Delhi, pp. 83-84.
13. Gunasekaran, K. and Jayanthi, P. (1980). A Study of the Continuous Internal Assessment and the University Examination Marks of the Undergraduate Semester Courses (1976-77 Batch). Examination Reform Unit, Madras U. In *Third Survey of Research in Education (1978-1983)*, Ed., M.B. Buch (1987). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, pp. 733-734, Study No. 1048.
14. Hemambujam, K. (1983). A Critical Study of Teacher Education at the Secondary Level in Tamil Nadu. Ph.D. Edu., Kar. U. In *Fourth Survey of Research in Education (1983-1988)*, Ed., M.B. Buch (1991). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. II, p. 943, Study No. 1075.
15. Jain, R.P. (1982). A Study of COSIP and COHSSIP Sponsored by the U.G.C. in Selected Colleges of India. Ph.D. Edu., MSU. In *Third Survey of Research in Education (1978-1983)*, Ed., M.B. Buch (1987). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, p. 539, Study No. 773.
16. Jain, R.P. (1985). A Study of COSIP and COHSSIP Sponsored by the U.G.C. in Selected Colleges India. Ph.D Edu., MSU. In *Fourth Survey of Research in Education (1983-1988)*, Ed., M.B. Buch (1991). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. II, p.1362, Study No. 1543.
17. Jesudason, D. (1986). A Study of the Perceptions of the School Community in the City of Madras about Reforming of the Present Examination System of the Higher Secondary School Stage in Tamil Nadu. Ph.D. Edu., SPU. In *Fourth Survey of Research in Education (1983-1988)*, Ed., M.B. Buch (1991). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. I, pp. 885-886, Study No. 1007.
18. Kamat, A.R. (1972). Internal and External Assessment. In R.H. Dave and P.M. Patel (Ed.), *Educational Evaluation and Assessment*. New Delhi: National Council of Educational Research and Training, pp. 1-69.
19. Khandelwal, B.P. (2007). Evaluation in Elementary Teacher Education: Report of the Committee on Streamlining Procedures and Practices of Evaluation in Elementary Teacher Education Programme. New Delhi: National Council for Teacher Education. In *Research Abstracts on Education 1998-2009*, Documentation Centre for Women and Children National Institute of Public Cooperation and Child Development 5, Siri Institutional Area, Hauz Khas, New Delhi - 110016, 2010. Retrieved from: <http://nipccd.nic.in/reports/raed.pdf>
20. Kumar, Rajender (2011). Quality Teacher Education in 21st Century. *Educational Research*, Vol. IX, p. 150. Retrieved from [www.sldaveducation.org](http://www.sldaveducation.org)
21. Koul, L. (1979). Scaling of Some Significant Innovations in Examination System. School of Edu., HPU-financed. In *Third Survey of Research in Education (1978-1983)*, Ed., M.B. Buch (1987). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, pp. 735-736, Study No. 1053.
22. Kushwaha, A.S. (1985). System of Examinations in Kanpur University- A Critical Study. Ph.D. Edu., Kan. U. In *Fourth Survey of Research in Education (1983-1988)*, Ed., M.B. Buch (1991). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. I, p. 887, Study No. 1009.
23. Malhotra, M.M., Menon, P.N., Bedi, S.P. and Tulsi, P.K. (1989). Status Study of Internal Assessment of Students in the Polytechnics of Haryana. Independent

- Study. Chandigarh: Technical Teachers' Training Institute. In *Fifth Survey of Research in Education (1988-1992)*. New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. II, p. 1781.
24. Malhotra, M.M. and Tulsi, P.K. (1990). Scheme for Internal Assessment of Students in the Polytechnics of Haryana. Independent Study. Chandigarh: Technical Teachers' Training Institute. In *Fifth Survey of Research in Education (1988-1992)*. New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. II, pp. 1781-1782.
25. Mani, Jacob (1987). A Study of Educational Innovations in the Affiliated Colleges of India. Ph.D. Edu. The Maharaja Sayajirao Univ. of Baroda. In *Fifth Survey of Research in Education (1988-1992)*. New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. II, p. 1221.
26. Mascarenhas, M.J. (1977). A Critical Survey of Examination Reforms Undertaken by the Maharashtra State Board of Secondary Education with special reference to the Question Papers Set in Higher Level English and in Geography (Special Geography and Geography in Social Studies). Ph.D. Edu., Poona U. In *Third Survey of Research in Education (1978-1983)*, Ed., M.B. Buch (1987). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, pp. 736-737, Study No. 1055.
27. Mathur, S.S. (1975). U.G.C. Plan of Action: A Critical Review. In A.K. Gupta (Ed.), *Examination Reforms: Directions, Research and Implications*. New Delhi: Sterling Publishers Pvt. Ltd., p. 50.
28. Meera, S. (1996). An Evaluation of the Total Internal Assessment System in the Avinashilingam Deemed University. Ph.D. Edu. Avinashilingam Institute for Home Science and Higher Education for Women. *Indian Educational Abstracts*, Issue 5, July 1998, NCERT, New Delhi, p. 72.
29. Mehralizadeh, Yadollah; Pakseresht, Mohamad Jafar; Baradaran, Massoud and Shahi, Sakineh (2007). The Dilemma of Internal Evaluation in Higher Education: A Longitudinal Case Study. In *Quality Assurance in Education*, Vol. 15, Issue: 3, pp. 352 - 368. Retrieved from: <http://www.emeraldinsight.com/journals.htm?issn=0968-4883&volume=15&issue=3&articleid=1616015&show=abstract&PHPSESSID=da6qci67i64bela593h5jq3i96>
30. Nath, B. (1980). University Examination-an Analytical Study of the Conduct of Pre-University Degree and Master Degree Examinations of Gauhati University. Ph.D. Edu., Gau. U. In *Third Survey of Research in Education (1978-1983)*, Ed., M.B. Buch (1987). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, p. 739, Study No. 1060.
31. NCERT (1970b). *Education and National Development-Report of the Education Commission (1964-66)*. New Delhi: NCERT, Vol. 3: Higher Education, pp. 524-526.
32. NCERT (2006). *Position Paper-National Focus Group on Examination Reforms*. Retrieved from: [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/examination\\_reforms.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/examination_reforms.pdf)
33. NCTE (2005a). *Report on Evaluation for Quality Secondary Teacher Education*. New Delhi: NCTE, pp. 30-34.
34. NCTE (2005b). *Report on ECCE Teacher Education- Curriculum Framework and Syllabus Outline*. New Delhi: NCTE, pp. 100-101.
35. Nivedita and Yadav, Sonia (2010). Evaluation System in Teacher Education in India. *Edutracks*, February, 2010, Vol. 9, No. 6, pp. 32-33.

36. Padhi, J.S., Jadhao, V.G. and Rath, K.B. (1998). Enhancing Pupil Achievement. The Primary Teacher, Vol. 23 (4), 25-29. In *Indian Educational Abstracts*, Vol. 2, No. 1, January 2002, NCERT, New Delhi, p. 37.
37. Pallai, J.K., and Mohan, S. (1986). Working of the Semester System-A Review. Dept. of Education, MKU. In *Fourth Survey of Research in Education (1983-1988)*, Ed., M.B. Buch (1991). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. II, p.1375, Study No. 1563.
38. Patel, R.N. (1978). *Educational Evaluation—Theory and Practice*. Bombay: Himalaya Publishing House.
39. Popli, L.R. (1974). Causes of Mass Failure in Matric/Hr. Sec. Part-I, II Examination-1973. SIE, Haryana. In *Fourth Survey of Research in Education (1983-1988)*, Ed., M.B. Buch (1991). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. I, pp. 891-892, Study No. 1019.
40. Prakash, Ved (2000). Autonomy and Accountability in Students' Evaluation. *Journal of Indian Education*, Vol. 26, No. 2, pp. 49-54.
41. Rai, R.M. (1987). A Survey of Elementary Education in the Rural Areas of Ghazipur District. Ph.D. Edu., BHU. In *Fourth Survey of Research in Education (1983-1988)*, Ed., M.B. Buch (1991). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, Vol. II, pp. 1277-1278, Study No. 1470.
42. Raina, T.N. (1972). Relationship between External Examination Marks and Internal Assessment of M.Ed. Students. In R.H. Dave and P.M. Patel (Ed.), *Educational Evaluation and Assessment*. New Delhi: National Council of Educational Research and Training, pp. 70-80.
43. Rajendran, S., Mary, J. Sahaya, Christy, D. and Mary, A. Rosaly Therese (2012). Correlation between Internal Assessment and External Assessment of B.Ed. Students". *Edutracks*, January 2012, Vol. 11, No. 5, pp. 32-36.
44. Rajput, Sarla and Agarwal, Mamta (1998). How Well are Teachers Aware about Continuous Evaluation: A Study. *Indian Educational Review*, Vol. 33 (1), 132-142. In *Indian Educational Abstracts*, Vol. 1, No. 2, July 2001, NCERT, New Delhi, pp. 39-40.
45. Rajawat, Pushpita (2012). Attitude of College Teachers towards Internal Assessment. *Research Analysis and Evaluation: International Indexed & Referred Research Journal*, May, 2012, pp. 15-16. Retrieved from: [www.ssmrae.com/admin/images/3308f915b60d6ecbafa72fbc246d4e76.pdf](http://www.ssmrae.com/admin/images/3308f915b60d6ecbafa72fbc246d4e76.pdf)
46. Rasool, G., Sarup, R. and Sharma, N.R. (1981). A Comparative Study of Internal and External Awards at the Postgraduate Level in Jammu University. Ph.D. Edu., Jammu U. In *Third Survey of Research in Education (1978-1983)*, Ed., M.B. Buch (1987). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, pp. 739-740, Study No. 1062.
47. Reddy, A.V.R. (1979). Attitude of Teachers of Two Institutions towards Internal Assessment- a Comparative Study. Dept. of Edu., SVU. In *Third Survey of Research in Education (1978-1983)*, Ed., M.B. Buch (1987). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, pp. 740-741, Study No. 1064.
48. Rehmani, Amin (n.d.). *Impact of Public Examination System on Teaching and Learning in Pakistan*. Retrieved from <http://www.aku.edu/AKU/EB/pdfs/pubexam.pdf>
49. Rout, Ranjan Kumar and Guru, Nibedita (2010). The Scenario of Continuous and Comprehensive Evaluation in 21<sup>st</sup> Century. *Edutracks*, Vol. 10, No. 2, p. 21.

50. Sarkaria, Maninder Singh (2006). Perceptions of Teacher-Educators towards Evaluation and Examination System of ETT Course in DIETS of Punjab. *Journal of All India Association for Educational Research*, Vol. 18, Nos. 1 & 2, March & June 2006, pp. 88-91.
51. Shukla, R.P., Singh, Nrapendra Vir and Tripathi, Rekha (2010). A Study of Responses of Prospective Teachers on Existing Bachelor of Education Course. *Journal of All India Association for Educational Research*, Vol. 22, No. 2, Dec. 2010, p. 78.
52. Singh, L.C., Sabharwal, N. et al. (1982). Third National Survey of Secondary Teacher Education in India. NCERT. In *Third Survey of Research in Education (1978-1983)*, Ed., M.B. Buch (1987). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, pp. 844-845, Study No. 1222.
53. Singh, Raminder (2005). A Critique of the Evaluation Procedures adopted by Secondary Teacher Education Institutions affiliated to Punjabi University, Patiala. *Journal of All India Association for Educational Research*, Vol. 17, Nos. 3 & 4, Sep. & Dec. 2005, p. 32.
54. Singh, S. (1978). A Study of Preparatory Science Examination result of the M.S. University of Baroda for the year 1974-75. Ph.D. Education. M.S. University of Baroda. In Moonis Raza and Nirmal Malhotra (1991), *Higher Education in India-A Comprehensive Bibliography*, pp. 284-85. Retrieved from: <http://books.google.co.in/books?id=WDqjCzjtyugC&pg=PA282&lpg=PA282&dq=The+Systems+of+Internal+Assessment&source=bl&ots=lbqWtcYXGF&sig=pFgdPYpSGOmEmx21J4itcw8Fc&hl=en&sa=X&ei=6LS8UOeDB4TorQfpwCwAg&ved=0CGEQ6AEwCTgU#v=onepage&q=The%20Systems%20of%20Internal%20Assessment&f=false>
55. Singh, Sunil Kumar (2010a). Revamping Teacher Education for Professionalism. *University News*, 48 (20), May 17-23, p. 9.
56. Singh, Sunil Kumar (2010b). Higher Education in India: Grassroots' Reality and Challenges. *University News*, 48 (11), March 15-21, p. 6.
57. Srivastava, P.K. (2005). Quality Improvement Measures for Teacher Education. *University News*, 43 (18), May 02-08, p. 55.
58. UGC (2006). *Higher Education in India: Issues, Concerns and New Directions – Recommendations of UGC Golden Jubilee Seminars- 2003 held at Eleven Universities in India*. New Delhi: University Grants Commission, Bahadur Shah Zafar Marg—110002.
59. UGC (2011). *Higher Education in India: Strategies and Schemes during Eleventh Plan Period (2007-2012) for Universities and Colleges*. New Delhi: University Grants Commission, Bahadur Shah Zafar Marg—110002.
60. Venkubai, J. (1965). Internal Assessment: Use and Misuse. Directorate of Higher Education, Hyderabad. In *Third Survey of Research in Education (1978-1983)*, Ed., M.B. Buch (1987). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, p. 748, Study No. 1081.
61. Verma, L.K. (1981). A Critical Appraisal of Some Innovations for the Improvement of Examinations. Ph.D. Edu., Kur. U. In *Third Survey of Research in Education (1978-1983)*, Ed., M.B. Buch (1987). New Delhi: National Council for Educational Research and Training, Sri Aurobindo Marg, pp. 748-749, Study No. 1082.
62. Yagnamurthy, Sreekanth (2007). Public Examination- Means or Ends of Evaluation. *MERI Journal of Education*, Vol. II, No. II, New Delhi, pp. 25-32.
63. Zayapragassarazan, Z. (2005). Encountering Emerging Challenges in Teacher Education. *University News*, 43 (18), May 02-08, p. 160.