CHAPTER 2
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METHOD AND PROCEDURE

The present investigation aimed at evaluating the internal assessment component at Bachelor of Education level in Himachal Pradesh University. To serve this purpose, it was required to draw an adequate sample; identify the relevant sources of data; and collect the relevant data from these sources. The details regarding these aspects of the study are given as under.

2-1 Method

It is evident from the objectives of the present investigation that the researcher was required to study the past events related to the emergence and status of internal assessment system in Bachelor of Education programme run by Himachal Pradesh University. Hence, historical method of research was best suited for this purpose.

2-2 Sources of Data

A. The first two objectives of the study centered on studying the 'scheme of assessment' for B.Ed. programme run by Himachal Pradesh University with special reference to the 'component of internal assessment' from 1985 to 2006 and the procedure prescribed for teacher-training institutions affiliated to Himachal Pradesh University with respect to the 'component of internal assessment' at B.Ed. level since 2007.

In order to attain these objectives, the following sources were identified for collecting the required information:

1. The syllabi prescribed from time to time beginning from 1985 to 2006 for Bachelor of Education programme run by Himachal Pradesh University.
The time period was restricted to 2006 as the most recent revision of B.Ed. syllabus was done in 2004 and the component of internal assessment was introduced at B.Ed. level in 2007. As a result, the following versions of syllabi were identified:

a. The syllabus prepared and implemented in 1985.
b. The syllabus revised and implemented in 1990.
c. The syllabus revised and implemented in 1992.
d. The syllabus revised and implemented in 2004.

2. Notifications/other documents related to introduction of internal assessment scheme at Bachelor of Education level. In this context, the following notifications/other documents were traced and identified:


B. The other four objectives aimed at studying the nature of distribution of internal assessment and theory marks in the selected eight B.Ed. courses for the total samples drawn for the years 2008, 2009 and 2010; studying the relationship between marks obtained by students in theory papers and corresponding internal assessment marks for each college separately as well as for the total samples for the years 2008, 2009 and 2010; studying the nature of distribution of means of internal assessment marks awarded by different teacher-training institutions in each of the eight courses for the years 2008, 2009 and 2010; and comparing combined mean scores of eight courses on 'component of internal assessment' for each of the three years i.e. 2008, 2009 and 2010.

In order to attain these objectives, the internal and external assessment marks of B.Ed. students belonging to the sessions 2007-2008, 2008-2009 and 2009-2010 were needed to be noted by the investigator. For this purpose, the following documents were identified:

1. Original data sheets listing internal and external assessment marks separately for all the courses for the students belonging to the session 2007-2008 by Examination Branch of Himachal Pradesh University.

2. Original data listing internal and external assessment marks separately for all the courses for the students belonging to the session 2008-2009 by Examination Branch of Himachal Pradesh University.

3. Original data listing internal and external assessment marks separately for all the courses for the students belonging to the session 2009-2010 by Examination Branch of Himachal Pradesh University.

It is worth mentioning that all the above mentioned documents were primary sources.
2-3 The Sample

In order to realize objectives three to six of the study, the internal and external assessment marks of B.Ed. students belonging to the sessions 2007-2008, 2008-2009 and 2009-2010 were needed to be noted by the investigator. The session 2007-2008 was chosen as starting year for this purpose because the component of internal assessment was introduced formally in Bachelor of Education programme run by Himachal Pradesh University from this year. The sample of students for this purpose included all the candidates who were enrolled in different teacher-training institutions affiliated to Himachal Pradesh University and passed their B.Ed. examination during the years 2007-08, 2008-09 and 2009-10. The details of the candidates taken for the study are given as under:

<table>
<thead>
<tr>
<th>Year/Session</th>
<th>Number of institutions affiliated to H.P. University</th>
<th>Total number of students appeared in examination</th>
<th>Compartment and failure cases</th>
<th>Number of students finally included in the sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>67</td>
<td>6700</td>
<td>176</td>
<td>6524</td>
</tr>
<tr>
<td>2008-2009</td>
<td>70</td>
<td>6537</td>
<td>97</td>
<td>6440</td>
</tr>
<tr>
<td>2009-2010</td>
<td>73</td>
<td>7826</td>
<td>230</td>
<td>7596</td>
</tr>
</tbody>
</table>

The lists of teacher-training institutions affiliated to Himachal Pradesh University for the academic sessions 2007-2008, 2008-2009 and 2009-2010 are given in Appendix-A.
2-4 Selection of Courses

According to the curriculum prescribed for B.Ed. programme run by Himachal Pradesh University every student was required to pass the following courses during the selected three years:


3. Work Education and Work Experience (Theory)

4. Work Education and Work Experience (Practicum – Grade is to be awarded after internal evaluation)

5. Skill in Teaching (Two Subjects per Student – to be evaluated by external examiner)

However, in the present study, only eight courses – six compulsory and two teaching subjects – which had both theory as well as internal assessment component were taken. All the teaching subjects were treated at par and were considered as two subjects for the total sample.

2-5 Data Collection

The scores of the students for internal as well as external assessment for each of the eight courses were noted down from relevant university records. It may be noted that internal and external assessment scores fixed for each course were 20 and 80 respectively.
Before collecting the necessary information, the investigator with due reference of the supervisor of the study sought the permission of Vice-Chancellor of H.P. University who referred the case to Controller of Examinations. The Controller of Examination approved the request and further referred it to the concerned unit of the examination branch. After this the investigator approached the Section Officer of concerned unit of the Examination Branch and under his direct supervision collected the internal and external assessment scores of the selected samples.

The syllabi and other related documents needed for the study were obtained from Department of Education and Academic Branch of the University.