CHAPTER 4
CHAPTER 4

REVIEW, CONCLUSIONS, DISCUSSION OF RESULTS AND EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The importance of internal assessment of students by the teachers is acknowledged by all concerned including teachers, educationalists, administrators and policy planners. The introduction of the scheme of internal assessment at all levels of education has been advocated by nearly all commissions, committees and reports associated with improving and promoting education in India.

Though our educational system relies primarily on external examination system, partial internal assessment has been in vogue since long at school stage for the classes for which examinations are conducted by Boards of School Education. It is doubtful whether there exists a recognized procedure for internal assessment for Government schools, but recently a comprehensive and objective system of internal assessment has been planned and implemented by Central Board of School Education.

On the initiative taken by University Grants Commission, the component of internal assessment system has recently been introduced in higher education institutions in India along with external examinations.

The research literature reveals 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. The researches focused on studying the relationship between internal and external assessments yield varied results. It was also observed that there is dearth of studies on the component of internal assessment at higher education stage. In view of this, the researcher identified the present problem for investigation:

Majority of the studies in this area have been conducted at school level. The present study will focus on higher education with special reference to Bachelor of Education programme. Some studies have been conducted earlier on teacher-training institutions but their focus had been on evaluation of practical component which cannot be considered internal assessment in strict sense. The present study is different in the sense that it is based on a larger sample and for duration of three years.

Though the methodology adopted in the present case is similar to the one used by earlier researchers, yet the study will make an attempt to raise certain methodological issues. Besides, results of the study are expected to throw light on the effectiveness of internal assessment system being practiced at B.Ed. level in teacher-training institutions affiliated to Himachal Pradesh University. The findings of the study may further bring out limitations in the implementation of internal assessment scheme which will help the educationists and administrators to devise strategies for its improvement and making it more reliable, objective and trustworthy.
4-1 Objectives of the Study

The present investigation focused on realizing the following objectives:

1. To study the 'scheme of assessment' for Bachelor of Education programme run by Himachal Pradesh University with special reference to the 'component of internal assessment' from 1985 to 2006.

2. To study the procedure prescribed for teacher-training institutions affiliated to Himachal Pradesh University with respect to the 'component of internal assessment' in Bachelor of Education programme since 2007.

3. To study 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.

4. To study 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.

5. To study the nature of distribution of means of internal assessment scores awarded by different teacher-training institutions for each of the eight courses for the years 2008, 2009 and 2010.

6. To compare combined mean scores for eight courses on 'component of internal assessment' for each of the three years i.e. 2008, 2009 and 2010.

4-2 Hypotheses of the Study

Since the first two objectives aimed at studying the development of the concept of internal assessment in Bachelor of Education programme run by Himachal Pradesh University over the years, the hypotheses were not required to be framed for these objectives. The hypotheses for rest of the objectives were formulated which were to be tested in the present study. These hypotheses are given as under:
1. There will be a large gap between the marks obtained by students in theory papers and the corresponding internal assessment awarded by the teacher-training institutions in each of the three years i.e. 2008, 2009 and 2010.

2. There will be no significant relationship between scores in theory and 'Component of Internal Assessment' separately for each course and each college for any of the three years i.e. 2008, 2009 and 2010.

3. The means of internal assessment scores awarded by different teacher-training institutions in the eight courses will be more or less the same in each of the three years i.e. 2008, 2009 and 2010.

4. The combined mean scores for eight courses on 'component of internal assessment' will not differ significantly in each of the three years i.e. 2008, 2009 and 2010.

It is worth mentioning that the hypotheses were based on the findings of earlier studies discussed under Review of Literature.

4-3 Operational Definitions of Terms

Certain terms were used in the text of the report quite frequently. The operational meanings of these terms are given below:

**Bachelor of Education Programme**: Bachelor of Education programme is a one year teacher-training course after Bachelor Degree (B.A., B.Sc., or B.Com.) to prepare teachers for secondary education. B.Ed. is an abbreviation for Bachelor of Education programme.

**Internal Assessment**: Internal Assessment refers to the assessment of students done internally by the teacher in respect of his/her own teaching subject by using the procedure prescribed by Himachal Pradesh University. In the present case, the teaching subjects refer to selected eight theory courses having a component of internal assessment taught at Bachelor of Education programme.

**Institution**: Institution refers to a Teacher Training Institute running B.Ed. course and is affiliated to Himachal Pradesh University. The term College has also been used as a synonym for Institution.
4-4 Sources of Data

The study being historical in nature was based on primary sources which included the syllabi prescribed from time to time beginning from 1985 to 2006 for Bachelor of Education programme by Himachal Pradesh University; notifications/other documents related to introduction of internal assessment scheme at Bachelor of Education level; and original data sheets listing internal and external assessment marks separately for all the courses for the students belonging to the sessions 2007-2008, 2008-2009 and 2009-2010 by Examination Branch of Himachal Pradesh University.

4-5 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>

4-6 Selection of Courses

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.

4-7 Data Collection

The scores of the students for internal as well as external assessment for each of the eight courses were noted down from university records. It may be noted that internal and external assessment scores fixed for each course were 20 and 80 respectively. The syllabi and other related documents needed for the study were obtained from Department of Education and Academic Branch of the University.

4-8 Analysis and Interpretation of Data

The techniques of content analysis, frequency distribution, mean, product moment correlation, analysis of variance and t-test were used to analyse the data.
4-9 Conclusions

On the basis of analysis and interpretation of data, the following conclusions may be drawn:

A. 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

Year 1985

There was no provision of internal assessment as such in theory or practical component in the curriculum for B.Ed. Programme prescribed by Himachal Pradesh University in 1985. The mode of evaluation for theory papers was entirely external. Whereas, in case of practicals, the mode of assessment at the most may be called as 'one time semi-internal evaluation' in case of Practice of Teaching and 'one time internal evaluation' in case of Sessional Work and Socially Useful Productive Work.

Year 1990

There was also no provision of internal assessment as such in theory or practical component in the curriculum for B.Ed. Programme revised and prescribed by Himachal Pradesh University in 1990. The mode of evaluation for theory papers was entirely external. Whereas, in case of practicals, the mode of assessment at the most may be called as 'one time semi-internal evaluation' in case of Practice of Teaching and 'one time internal evaluation' in case of Sessional Work and Socially Useful Productive Work.

Year 1992

There was also no provision of internal assessment as such in theory or practical component in the curriculum for B.Ed. Programme partially revised and prescribed by Himachal Pradesh University in 1992. The mode of evaluation for theory papers was entirely external. Whereas, in case of practicals, the mode of assessment at the most may be called as 'one time semi-internal evaluation' in case of Practice of Teaching and 'one time internal evaluation' in case of Sessional Work, Socially Useful Productive Work as well as in practical component of 20 marks in three theory papers.
Year 2004

Further, there was again no provision of internal assessment as such in theory or practical components in the curriculum for B.Ed. Programme revised and prescribed by Himachal Pradesh University in 2004. The mode of evaluation for theory papers including practicum and Practice of Teaching was entirely external. Whereas, in case of Work Education and Work Experience the mode of assessment at the most may be called as 'one time internal evaluation'. It may be noted that recommendation regarding moderation of scores in Skill in Teaching was never implemented.

B. Studying the Procedure Prescribed for Teacher-Training Institutions Affiliated to Himachal Pradesh University with respect to the ‘Component of Internal Assessment’ in B.Ed. Programme since 2007

The component of internal assessment was introduced in Bachelor of Education Programme run by Himachal Pradesh University initially in 2007 and later in 2010 in slightly modified form.

C. 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

a. Internal Assessment

The range of internal assessment scores varied for different courses in different years and for the same course in different years. The range of scores varied from 7 to 20, 8 to 20, 9 to 20 or 10 to 20 for different courses and years. In some cases the minimum score started for a candidate/s with 7, but there was no candidate either with a score of 8 or 9 or both and the next candidate/s scored 9 or 10.

A minimum of 82 per cent of students were awarded internal assessment more than 85 per cent during the three years. A maximum of 7 per cent students were awarded internal assessment 75 per cent or less during the three years.

There was an upward trend in awarding internal assessment marks from the year 2008 to 2010. This is evident from the fact that in 2010, 83 to 87 per cent students were awarded internal assessment 85 percent or more in different subjects which was higher than the preceding years.
b. **External Assessment**

In six out of eight courses, the scores started with the class interval 64-71 in theory for all the three years. In other two cases, there were only six candidates falling in the class interval ‘72 and above’ for all the three years. Negligible number of students fell in the class interval 64-71 during three years. In 17 out of 24 cases, less than 1 per cent students could score between 64 and 71 in theory.

A large majority of students scored less than 69 per cent marks in different theory papers during the years 2008, 2009 and 2010. In fact, in 18 out of 24 cases 85 per cent or more students have scored 69 per cent or less marks in theory papers. This is significant to note that in the year 2010, 92 per cent to 99 per cent students scored less than 69 per cent marks in six theory papers.

c. **Conclusion**

There is quite a large gap between the marks obtained by students in theory papers and the corresponding internal assessment awarded by the teacher-training institutions.

D. **Relationship between Marks Obtained by Students in Theory Papers and Corresponding Internal Assessment Marks**

a. **For the year 2008 (67 Colleges, 8 Courses):**

1. Out of possible 536 cases (67 colleges x 8 courses), the coefficients of correlation between internal and external assessment scores were significant for 247 cases (46.08%) at 0.05 level of confidence and were not significant for 289 (53.92%) cases for the year 2008.

2. When all the 67 colleges were taken together for the year 2008, the coefficient of correlation between internal and external assessment scores was significant for each of the eight courses.

3. The number of significant correlations between internal and external assessment scores differed from course to course for the year 2008.

4. The number of significant correlations between internal and external assessment scores differed from college to college for the year 2008.
There were only two colleges where the correlations were significant for all the eight courses and three colleges where the correlations were not significant for any of the eight courses. The coefficients of correlation were significant for six to seven courses in case of 11 colleges. The coefficients of correlation were significant for four to five courses in case of 24 colleges. Further, there were 27 colleges where the correlations were significant in case of three or less courses.

5. There was no definite trend or uniformity in the significant correlations between internal and external assessment scores for the eight courses from college to college for the year 2008. In other words, the courses with significant correlations between internal and external assessment scores differed from college to college.

b. For the year 2009 (71 Colleges, 8 Courses):

1. Out of possible 568 cases (71 colleges x 8 courses), the coefficients of correlation between internal and external assessment scores were significant for 280 cases (49.30%) at 0.05 level of confidence and were not significant for 288 (50.70%) cases for the year 2009.

2. When all the 71 colleges were taken together for the year 2009, the coefficient of correlation between internal and external assessment scores was significant for each of the eight courses.

3. The number of significant correlations between internal and external assessment scores differed from course to course for the year 2009.

4. The number of significant correlations between internal and external assessment scores differed from college to college for the year 2009.

There was only one college where the correlations were significant for all the eight courses and three colleges where the correlations were not significant for any of the eight courses. The coefficients of correlation were significant for six to seven courses in case of 16 colleges. The coefficients of correlation were significant for four to five courses in case of 27 colleges. Further, there were 24 colleges where the correlations were significant in case of three or less courses.
5. There was no definite trend or uniformity in the significant correlations between internal and external assessment scores for the eight courses from college to college for the year 2009. In other words, the courses with significant correlations between internal and external assessment scores differed from college to college.

c. For the year 2010 (73 Colleges, 8 Courses):

1. Out of possible 584 cases (73 colleges x 8 courses), the coefficients of correlation between internal and external assessment scores were significant for 313 cases (53.60%) at 0.05 level of confidence and were not significant for 271 (46.40%) cases for the year 2010.

2. When all the 73 colleges were taken together for the year 2010, the coefficient of correlation between internal and external assessment scores was significant for each of the eight courses.

3. The number of significant correlations between internal and external assessment scores differed from course to course for the year 2010.

4. The number of significant correlations between internal and external assessment scores differed from college to college for the year 2010. This is evident from the following observation.

   There were only five colleges where the correlations were significant for all the eight courses and two colleges where the correlations were not significant for any of the eight courses. The coefficients of correlation were significant for six to seven courses in case of 19 colleges. The coefficients of correlation were significant for four to five courses in case of 22 colleges. Further, there were 25 colleges where the correlations were significant in case of three or less courses.

5. There was no definite trend or uniformity in the significant correlations between internal and external assessment scores for the eight courses from college to college for the year 2010. In other words, the courses with significant correlations between internal and external assessment scores differed from college to college.
Collective Scenario for the Years 2008, 2009 and 2010

1. The coefficients of correlation between internal and external assessment scores came out to be significant for fifty per cent cases (840 out of 1688) taken together for three years i.e. 2008, 2009 and 2010.

2. When all the colleges were taken together, the coefficient of correlation between internal and external assessment scores was significant for each of the eight courses for each of the three years i.e. 2008, 2009 and 2010.

3. The number of significant correlations between internal and external assessment scores differed from course to course for each of the three years i.e. 2008, 2009 and 2010.

4. The number of significant correlations between internal and external assessment scores differed from college to college for each of the three years i.e. 2008, 2009 and 2010.

5. There was no definite trend or uniformity in the significant correlations between internal and external assessment scores for the eight courses from college to college for each of the three years i.e. 2008, 2009 and 2010. In other words, the courses with significant correlations between internal and external assessment scores differed from college to college for each of the three years i.e. 2008, 2009 and 2010.

Comparative View for the Years 2008, 2009 and 2010

Except that the number of correlations for all the eight courses taken together slightly increased from 46.08 per cent in 2008 to 49.30 per cent in 2009 and to 53.60 per cent in 2010; there was no perceptible trend or change in the nature of relationship between marks obtained by students in theory papers and corresponding internal assessment marks awarded by each college during the years 2008, 2009 and 2010.
E. Distribution of Mean Scores for Internal Assessment in each of the Eight Courses for the Years 2008, 2009 and 2010

a. Distribution of mean scores for internal assessment in each of the eight courses for the year 2008

1. The means of internal assessment scores for the eight courses for the year 2008 were more or less similar.

2. The combined means, standard deviations, minimum scores and maximum scores were very nearly the same for all the eight courses in respect of 67 teacher-training colleges for the year 2008 indicating that the overall tendency of awarding internal assessment marks remained almost the same for all the eight courses during the year 2008.

3. The minimum and maximum mean scores for eight courses for the year 2008 revealed that the mean scores for the eight courses were distributed over a range of 5.83 to 6.51. However, this range did not present a clear picture of the distribution of mean internal assessment scores. Out of 536 mean scores only 30 fell up to 16 and rest showed a value of 16.01 or above. In fact, majority of mean scores (73.32%) fell between 17.01 and 19.00 indicating that only a nominal number of students were awarded an internal assessment score of 13, 14, 15 or 16 and majority of students were awarded a score of 17 or above in all the eight courses. Hence, it was inferred that the colleges had been too liberal in awarding internal assessment marks to students in all the eight courses during the year 2008.

b. Distribution of mean scores for internal assessment in each of the eight courses for the year 2009

1. The means of internal assessment scores for the eight courses for the year 2009 were more or less similar.

2. The combined means, standard deviations, minimum scores and maximum scores were very nearly the same for all the eight courses in respect of 71 teacher-training colleges for the year 2009 indicating that the overall tendency of awarding internal assessment marks remained almost the same for all the eight courses during the year 2009.

3. The minimum and maximum mean scores for eight courses for the year 2009 revealed that the mean scores for the eight courses were distributed over a range of 3.85 to 6.58. However, this range did not present a clear picture of the distribution of mean internal assessment scores.
scores. Out of 568 mean scores only 30 fell up to 16 and rest showed a value of 16.01 or above. In fact, majority of mean scores (73.77%) fell between 17.01 and 19.00 indicating that only a nominal number of students were awarded an internal assessment score of 13, 14, 15 or 16 and majority of students were awarded a score of 17 or above in all the eight courses. Hence, it was inferred that the colleges had been too liberal in awarding internal assessment marks to students in all the eight courses during the year 2009.

c. Distribution of mean scores for internal assessment in each of the eight courses for the year 2010

1. The means of internal assessment scores for the eight courses for the year 2010 were more or less similar.

2. The combined means, standard deviations, minimum scores and maximum scores were very nearly the same for all the eight courses in respect of 73 teacher-training colleges for the year 2010 indicating that the overall tendency of awarding internal assessment marks remained almost the same for all the eight courses during the year 2010.

3. The minimum and maximum mean scores for eight courses for the year 2010 revealed that the mean scores for the eight courses were distributed over a range of 4.56 to 6.21. However, this range did not present a clear picture of the distribution of mean internal assessment scores. Out of 584 mean scores only 28 fell up to 16 and rest showed a value of 16.01 or above. In fact, majority of mean scores (75.00%) fell between 17.01 and 19.00 indicating that only a nominal number of students were awarded an internal assessment score of 13, 14, 15 or 16 and majority of students were awarded a score of 17 or above in all the eight courses. Hence, it was inferred that the colleges had been too liberal in awarding internal assessment marks to students in all the eight courses during the year 2010.

Over All View for 2008, 2009 and 2010

The results with respect to the nature of mean scores of internal assessment marks in each of the eight courses for the years 2008, 2009 and 2010 may be summarized as under:

1. The overall tendency of awarding internal assessment marks remained almost the same for all the eight courses in each of the three years.

2. The combined means, standard deviations, minimum scores and maximum scores were very nearly the same for all the eight courses
in each of the three years indicating that the overall tendency of awarding internal assessment marks remained almost the same for all the eight courses during the three years.

3. Only a nominal number of students were awarded an internal assessment score of 13, 14, 15 or 16 and majority of students were awarded a score of 17 or above in each of the three years.

4. The colleges had been too liberal in awarding internal assessment marks to students in each of the three years.

5. An increasing trend emerged in awarding internal assessment marks from 2008 to 2010.

F. Comparison of Combined Means for Internal Assessment Marks Awarded by Different Teacher-Training Institutions in each of the Eight Courses for the Years 2008, 2009 and 2010

a. Comparison of combined means for internal assessment marks awarded by different teacher-training institutions in each of the eight courses for the year 2008

1. 14 out of 28 mean differences emerged significant at 0.05 or 0.01 levels of confidence. However, there emerged no particular trend as far as the level of significance or no significance between means was concerned.

2. It is worth noting that due to very low standard deviations even very small mean differences emerged significant. For example, the highest mean score was 17.59 and the minimum being 17.49 with a mean difference equal to 0.10. Even the mean difference equal to 0.05 also emerged significant.

b. Comparison of combined means for internal assessment marks awarded by different teacher-training institutions in each of the eight courses for the year 2009

1. 17 out of 28 mean differences emerged significant at 0.05 or 0.01 levels of confidence. However, there emerged no particular trend as far as the level of significance or no significance between means was concerned.

2. It is worth noting that due to very low standard deviations even very small mean differences emerged significant. For example, the highest mean score was 17.84 and the minimum being 17.67 with a
mean difference equal to 0.17. Even the mean difference equal to 0.05 also emerged significant.

c. **Comparison of combined means for internal assessment marks awarded by different teacher-training institutions in each of the eight courses for the year 2010**

1. 15 out of 28 mean differences emerged significant at 0.05 or 0.01 levels of confidence. However, there emerged no particular trend as far as the level of significance or no significance between means was concerned.

2. It is worth noting that due to very low standard deviations even very small mean differences emerged significant. For example, the highest mean score was 17.81 and the minimum being 17.70 with a mean difference equal to 0.11. Even the mean difference equal to 0.04 also emerged significant.

**Over All View for Three Years**

The results in respect of comparison of combined means for internal assessment marks awarded by different teacher-training institutions in each of the eight courses for the years 2008, 2009 and 2010 are summarized as under.

1. Almost equal number of mean differences (14, 17 and 15) emerged significant at 0.05 or 0.01 levels of confidence in 2008, 2009 and 2010 respectively.

2. There emerged no particular trend as far as the level of significance or no significance between means is concerned for any of the three years.

3. Due to very low standard deviations even very small mean differences emerged significant in each of the three years.

4. The trend of significant means for 2008, 2009 and 2010 was not uniform for the three years.

**4-10 Discussion of Results and Educational Implications**

The results of the study based upon frequency distributions and distribution of mean scores revealed that:

-- Internal assessment scores in case of B.Ed. are excessively inflated;
-- Internal assessment scores excel the external assessment scores;
-- Internal assessment scores are independent of external assessment scores i.e. there is wide disparity between the marks in theory and practical examinations;
-- The overall tendency of awarding internal assessment marks remained almost the same for all the eight courses in each of the three years.
-- The combined means, standard deviations, minimum scores and maximum scores for internal assessment were very nearly the same for all the eight courses in each of the three years.
-- Only a nominal number of students were awarded an internal assessment score of 13, 14, 15 or 16 and majority of students were awarded a score of 17 or above in each of the three years.
-- The colleges have been too liberal in awarding internal assessment marks to students in each of the three years.
-- An increasing trend emerged in awarding internal assessment marks from 2008 to 2010.

The emergence of such a trend in awarding internal assessment marks may be attributed to a variety of factors. One of such factors is lack of a clear cut policy in awarding internal assessment marks. The concept of internal assessment was introduced by Himachal Pradesh University from the session 2006-07 onwards in Bachelor of Education (B.Ed.) programme. Himachal Pradesh University in 2007 notified that the marks awarded in internal assessment shall be out of 20 marks and rest of the 80 marks will be reserved for external assessment i.e. for theory papers. Further, the university in its notification No. 6-38/2005 (FE)-HPU (Acad.) dated January 20, 2007 notified that:

"The internal assessment will be 20% of the total marks allotted to each theory paper and will have two components. The first component will be of 10 marks to be awarded by the concerned teacher on the basis of the project/assignment based on some practical activity. The activity will be decided by the teacher from the
concerned course. Remaining 10 marks will be awarded on the basis of general behaviour of the student in terms of his/her overall performance in the class including regularity, punctuality and attendance.”

However, it is left to the teacher to decide -- what type of assignment is to be given to the students, how the assignment is to be evaluated, what should be the range of scores, what the meaning of general behavior is and how to convert this in quantitative terms.

Secondly, there is no provision of comparing and moderating internal assessment scores given by different subject teachers. Also, there is no provision of asking a teacher why he has given a particular score -- especially when the score is very low or very high. Further, there is no provision of moderation of internal assessment scores based upon marks in external assessment.

Thirdly, the private institutions ignoring all guidelines tend to be highly liberal in awarding internal assessment scores in order to show better results. This they do with the assumption that superior results will enhance the reputation of their institution and will help to attract students in the following years.

The results further indicate that:

Except that the number of correlations for all the eight courses taken together slightly increased from 46.08 per cent in 2008 to 49.30 per cent in 2009 and to 53.60 per cent in 2010; there was no perceptible trend or change in the nature of relationship between marks obtained by students in theory papers and corresponding internal assessment marks awarded by each college during the years 2008, 2009 and 2010.

The results of the studies investigating relationship between internal and external assessment scores conducted earlier also do not indicate a definite trend in the relationship between internal and external assessment scores (Kamat, 1972;
Raina, 1972; Gunasekaran and Jayanthi, 1980; Rasool, Sarup and Sharma, 1981; Rajendran, Mary, Christy and Mary, 2012).

The reason for such a trend may be attributed to inconsistency in awarding internal assessment scores. The lack of (a) adequate guidelines, (b) moderation system, (c) accountability, together with non-serious attitude of teachers, tendency to inflate scores for showing better results, ego of the teacher and individual differences are some of the factors giving rise to this inconsistency.

Due to this inconsistency, it may be argued that computation of correlations in case of internal and external assessment scores do not provide an adequate picture of the relationship between the two variables, rather it is misleading.

**Let us take an example from one college.**

The correlation between internal and external scores for Course I for this college for the year 2008 came out to be 0.42 which is significant at 0.01 level. The relevant statistics for Course I for the selected college for the year 2008 are as under:

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Assessment</td>
<td>83</td>
<td>18.47</td>
<td>1.29</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Theory</td>
<td>83</td>
<td>47.48</td>
<td>3.91</td>
<td>38</td>
<td>58</td>
</tr>
</tbody>
</table>

Frequency distribution for internal assessment scores for Course I for the selected college for the year 2008 is as under.

<table>
<thead>
<tr>
<th>Internal Assessment Score Awarded</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>
In the absence of data of the college, one may conclude that internal assessment is spread over a range of 8. But removal of just one score reduces the range to 4 and further removal of only three more scores brings down the range to 3. This means that 79 out of 83 students have been awarded 17 to 20 marks. The mean for 79 students shoots to 18.65 and SD comes down to 0.97.

**Let us take another example of another college.**

The correlation between internal and external scores for Course VI for this college for the year 2010 came out to be 0.35 which is significant at 0.01 level. The relevant statistics for Course VI for the selected college for the year 2010 are as under:

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Assessment</td>
<td>63</td>
<td>19.70</td>
<td>0.46</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Theory</td>
<td>63</td>
<td>40.38</td>
<td>5.56</td>
<td>32</td>
<td>59</td>
</tr>
</tbody>
</table>

Frequency distribution for internal assessment scores for Course VI for the selected college for the year 2010 is as under.

<table>
<thead>
<tr>
<th>Internal Assessment Score Awarded</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

The above two cases are not the isolated ones. The trend appears to be the same almost in all the cases. In this scenario, what do the significant correlations indicate? In fact, they fail to present the true picture of the relationship between internal and external assessment scores and mislead the analyst. Hence, it may be concluded that the researchers should either refrain from using the technique of
correlation while studying the variables of internal and external assessment or take extreme caution while interpreting the relationship.

The results based on comparison of combined means for internal assessment marks awarded by different teacher-training institutions in each of the eight courses for the years 2008, 2009 and 2010 reveal that

-- Almost equal number of mean differences (14, 17 and 15) emerged significant at 0.05 or 0.01 levels of confidence in 2008, 2009 and 2010 respectively.

-- There emerged no particular trend as far as the level of significance or no significance between means is concerned for any of the three years.

-- Due to very low standard deviations even very small mean differences emerged significant. Even a mean difference as low as 0.04 also emerged significant.

-- The trend of significant means for 2008, 2009 and 2010 was not uniform for the three years.

The above trend of results again reflects liberal attitude of teachers towards awarding internal assessment marks to students. The personal experience of the researcher working as a teacher in a private B.Ed. college as well as the nature of distribution of scores and means point out to the fact that this is not merely liberal attitude of teachers rather this is irrational, irresponsible and unethical use of a pious concept by some and a casual use by others.

In the present study, the researcher compared combined means of internal assessment marks awarded by different teacher-training institutions in each of the eight courses for the years 2008, 2009 and 2010. About 50 percent of the mean differences in three years came out to be significant. From this one may be tempted to infer that internal assessment scores were significantly higher in certain courses
as compared to others. However, closer scrutiny of mean scores for different courses over three years breaks the myth. The maximum difference between two means for two courses in three years was 0.17 and even a mean difference as small as 0.04 emerged significant. Practically speaking, this result simply misleads the researcher. In fact, these results occurred due to very low and more or less similar standard deviations. Hence, it may be said that when mean scores are too close, the use of t-test is not a good option. In some cases, it may be useful but at least it is not in the present case.

The results of the present study are not unique in the context of internal assessment. Similar findings have been reported earlier by researchers. However, the findings are significant in the context of higher education and with special reference to Bachelor of Education programme. The results of the study throw following queries before students, teachers, administrators and policy planners as far as implementation of the scheme of internal assessment is concerned at higher education:

-- What is the utility of internal assessment component as it exits?
-- Are we ready for internal assessment system?
-- Do we have an objective and transparent system of internal assessment?
-- Should internal and external assessment scores be reported separately on the certificate?
-- Should the teachers be accountable for awarding internal assessment?

There are many more questions like these which need to be answered. A number of researchers, educationists and policy framers have forwarded guidelines to introduce an objective and effective internal assessment scheme. An effort on the
part of researcher of this piece of work to forward suggestions in this regard will only be a repetitive exercise. The questions which need an honest answer are:

-- "When we know the problem, why do we not solve it?"
-- When we know the limitations, why do we not remove them?

4-11 Suggestions for Further Research

On the basis of experience gained during the conduct of the present piece of work, the researcher would like the future investigators concerned with the issue of internal assessment to seek answers to the following questions:

-- What is the utility of internal assessment component as it exits?
-- Are we ready for internal assessment system?
-- Do we have an objective and transparent system of internal assessment?
-- Should internal and external assessment scores be reported separately on the certificate?
-- Should the teachers be accountable for awarding internal assessment?
-- "When we know the problem, why do we not solve it?"
-- When we know the limitations, why do we not remove them?