



A STUDY ON THE ATTITUDE OF B.ED. TEACHER TRAINEES TOWARDS INTERNAL ASSESSMENT

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Introduction

The subject of examination and evaluation occupies an important place in the field of education. It is necessary for parents and teachers to know from time to time how the pupils are progressing and what their attainments are at any particular stage. It is equally necessary for the society to assure itself that the work entrusted to its institutions is being carried on satisfactorily and that the pupils studying there are receiving the right type of education for attaining the required standards. This kind of checkup of the work is essential in the interest of all concerned pupils, teachers, parents and the public.

Examinations are the usual means adopted by the educators to assess the progress of the students. People react seriously, when test scores are used to make interpersonal comparisons. The entire community is very much interested when test scores from their institutions are reported and compared with scores from the institutions in other communities. Probably, no other activity that takes places in education brings with it so many challenges.

Internal evaluation is not a new concept; teachers in the world and particularly in India have been evaluating their students by this method. It is an old age practice and external evaluation evolved long time after the internal evaluation. Internal evaluation is concerned with the assessment during the course. Continuous internal assessment is one where the learner and the teacher are directly involved in assessing the progress of student learning. Assignments, practical, project work, dissertations, etc. are the means through which internal assessment is made. It involves generating and collecting evidence of a learners' attainment of knowledge and skills and judging that evidence against defined standards. Assessment has many different purposes. Internal assessment is a continuous, periodic and internal process. The system of Internal Assessment is an innovation. It has not yet received a practical shape. There are yet a number of problems concerning internal assessment such as

lack of scientific bases, ignorance the method of evaluation, lack of competency of teachers and negative attitude of teachers.

The purpose of evaluation is not just to issue certificates and degrees to those who score certain percentage of marks; it is something more than that. Its purposes maybe the followings:

- To collect information regarding a wide range of pupils characteristics to be used as a feedback for making decisions.
- To maintain a cumulative record of pupils' progress in learning.
- To provide information to the teachers to improve their own effectiveness
- To inform teachers and parents who have to take decisions about the students.

A single terminal and external examination cannot serve these purposes; rather a comprehensive approach to evaluation is needed i.e. internal evaluation system. Keeping the above facts in mind and after review of related literature the present study is carried out to know, how students of teacher training colleges (B.Ed.), feel about internal assessment.

Objectives of the study:

- To know the attitude of teacher trainees towards internal assessment.
- To compare the attitude of male and female teacher trainees towards internal assessment.
- To compare the attitude of science and arts method teacher trainees towards internal assessment.
- To compare the attitude of Aided and Unaided College teacher trainees towards internal assessment.

Hypotheses

1. There is no significant difference in attitude between male and female teacher trainees towards internal assessment.
2. There is no significant difference in attitude between science and arts method teacher trainees towards internal assessment.
3. There is no significant difference in attitude between Aided and Unaided teacher trainees towards internal assessment.

Research Methodology:

- (a) **Sample:** A sample of 100 teacher trainees of science and arts stream were randomly selected from the Aided and Unaided colleges of Savitribai Phule Pune University, Pune.

- (b) **Tools used in study:** Standardized test of Attitude scale towards Internal Assessment of B.A.Parikh was used to collect data.
- (c) **Data Analysis and Interpretation:** After the data was collected, it was processed and analyzed using, SPSS software to draw exact conclusions. To fulfill all the objectives and to test the hypotheses framed, the data collected was subjected statistical analyses namely mean, standard deviation and 't' test.

Table-1: Difference in Attitude towards Internal Assessment among Teacher trainees.

Sr.No.	Level of attitude	No of Students	percentage
1	Low	30	30%
2	Average	25	25%
3	High	34	34%
4	Very high	11	11%
	Total	100	100%

The above result clarifies that 45% of teacher trainees have the high and very high attitudes towards internal assessment, at the same 30 % of the trainees have low attitude towards the internal assessment.

Table-2: Significance of difference between means in Attitude towards internal Assessment in relation to gender.

Sr. No.	Variables	N	M	SD	t –value	Significance at 0.05
1	Male	50	35.72	3.552	0.912	Not Significant
2	Female	50	35.46	3.157		

From table 2 it is clearly seen that the calculated 't' value 0.912 is less than the table value 1.98 at 0.05. Hence the null hypothesis related to gender is accepted. This means that Male and Female college teacher trainees do not differ significantly in attitude towards internal assessment.

Table-3: Significance of difference between means in Attitude towards Internal Assessment in relation to subjects.

Sr. No.	Variables	N	M	SD	t-value	Significance at 0.05
1)	Science	50	37.82	3.85	221*	Significant
2)	Arts	50	34.56	3.45		

From table 3 it is evident that the calculated 't' -value is greater than the table value i.e. 1.98 at 0.05 level and df=98. Hence the null hypothesis is rejected. This means that teacher trainees of science and arts differ significantly.

Table-4: Significance of difference between means in Attitude towards Internal Assessment in relation to types of colleges.

Sr. No.	Variables	N	M	SD	t-value	Significance at 0.05
1)	Aided	50	37.82	3.85	2.85*	Significant
2)	Unaided	50	34.56	3.45		

It is clear from the table-3 below that the 't' value for aided colleges Vs. Unaided colleges students is 2.85, which is significant at 0.05 level. Therefore it can be said that aided colleges teacher trainees and unaided colleges' teacher trainees have significant difference between the degrees of attitude towards internal evaluation. Therefore hypothesis No.3 is rejected. Which means Aided and Unaided College teacher trainees differ significantly with reference to attitude towards internal assessment.

Conclusions:

Based on the findings of this study, it is revealed that attitude towards internal assessment does not affected by gender but it may be slightly affected by types of colleges and different subject streams. There is significant difference between the attitude of Aided and unaided teachers trainees towards internal assessment. Similarly science teacher trainees have laboratory work and scientific activities which differ the attitude from arts teacher trainees towards internal assessment. If student's welfare is the

highest educational priority, then teachers, parents, and administrators should work together to implement internal assessment with a positive attitude.

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