A Study of Internal and External Evaluation of B.Ed. Student Teachers

Dr. Pravin V. Gunjal
Assistant Professor
Smt. B.C.J. College of Education- M.Ed.
Khambhat.

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Abstract

Evaluation is an unique component and pillar of education process. Appointed education commission after independence recommended many changes in evaluation system. As per their report they found many drawbacks in evaluation system. But till today there is the same situation. At present, the problem of educational evaluation is very worse. Even there is much disharmony in internal and external evaluation. And that why investigator decided to study internal and external evaluation of B.Ed. student teachers. The main objective of the study to know the internal and external evaluation and correlation of both evaluations in the context of faculty. Null hypothesis were formulated to know the effect of independent variables on internal and external evaluation. Survey method used in this study. 100 B.Ed. student teachers of 3 B.Ed. colleges were selected by stratified random sampling. Obtain marks out of 800 in university examination were taken as external and obtain marks out of 700 in college examination as internal evaluation. Findings were derived on the base of objectives, hypothesis, statistical analysis and interpretation. The same matter is discussed in detail in paper.

Keywords: Internal and External Evaluation

Introduction:

Evaluation is a continuous, comprehensive and lifelong process. In education process written examination in the main evaluation method. University Education Commission (1948-49), Secondary Education Commission (1964-66) and National Education Policy-1986 recommended improvement in evaluation system because of drawbacks in it. After independence Government has done some necessary changes in evaluation system as the suggested recommendation and as a part of it Internal and External evaluation of students is also adopted. Student’s achievement is not evaluated only by any one method. Evaluation of student is done by the institute were they study and even the association, board and university with whom the institute is affiliated also evaluate the students. Evaluation of B.Ed. student teachers is
also important because they are the future teachers. Evaluation of B.Ed. student teachers is the base of education system. So, it is very important to study their Internal and External evaluation.

2. **Statement of Problem:**
A Study of Internal and External Evaluation of B.Ed. Student Teachers

3. **Key Words:**

3.1 **Internal Evaluation:**
In the present study, internal evaluation means, evaluation by B.Ed. college of their student teachers about their theoretical papers, practical work and other activities. Different matters are included in these three components.

(1) **Theory papers** : 7 subject papers

(1) **Practical work** : Microteaching, Simulation, School Lesson, Blue-Print, Test Administration, Action Research, Book Review, Experiments and Annual Lesson.

(2) **Other Activities:** Different Activities, Prayer, Elocution, Days Celebration, Sports etc.

Above all three matters, there are total 700 marks for internal evaluation as per curriculum.

In this study, Investigator took marks obtained out of 700 of students’ teachers as an internal evaluation.

3.2 **External Evaluation**
In this study, B.Ed. colleges affiliated with Gujarat University. So, External Evaluation means evaluation by Gujarat University of B.Ed. Student teachers.

In this study, Investigator took marks obtained out of 800 of students’ teachers as an External evaluation.

4. **Objectives of the study:**
1. To study the Internal and External evaluation of B.Ed. student teachers.
2. To know the correlation between Internal and External evaluation of B.Ed. Student teachers.
3. To study the Internal and External evaluation of B.Ed. student teachers in context of their faculty.
4. To know the correlation between Internal and External evaluation of B.Ed. students teachers in context of their faculty.

5. **Hypothesis:**

\[ H_{01} : \] There is no significant difference between Internal and External evaluation of B.Ed. Student teachers.
H\text{O}_2: \text{ There is no significant correlation between Internal and External evaluation of B.Ed. Student teachers.}

H\text{O}_3: \text{ There is no significant difference between Internal and External evaluation of B.Ed. Student teachers with Arts faculty.}

H\text{O}_4: \text{ There is no significant correlation between Internal and External evaluation of B.Ed. Student teachers with Arts faculty.}

H\text{O}_5: \text{ There is no significant difference between Internal and External evaluation of B.Ed. Student teachers with Commerce faculty.}

H\text{O}_6: \text{ There is no significant correlation between Internal and External evaluation of B.Ed. Student teachers with Commerce faculty.}

H\text{O}_7: \text{ There is no significant difference in correlation between Internal and External evaluation of B.Ed. Student teachers with Arts and Commerce faculty.}

**Delimitations:**

The study was confined to only 100 B.Ed. student teachers of three Gujarati Medium Education Colleges affiliated to Gujarat University of Ahmedabad City.

6. **Research Method:**

Survey method was used in the present study.

7. **Population and Sample:**

Student teachers of Gujarati medium Education colleges affiliated to Gujarat University of Ahmedabad city is the population of the study.

First, three Education colleges were selected randomly of Ahmedabad City. Then a sample of 100 student teachers from three Education colleges was selected by stratified random sampling.

8. **Tool:**

There was no any tool used by investigator.

9. **Data Collection:**

The investigator gathered marks of Internal and External evaluation from mark statement which was given to the selected three education colleges by Gujarat University.

10. **Analysis of Data and Discussion:**

To check the objectives and hypothesis, frequency distribution of marks of Internal and External evaluation were made on the basis of variables. The investigator used, mean, standard deviation, C.V., t-value and 'r' as statistical techniques.
Table-1  External and Internal Evaluation of B.Ed. Student Teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th>Evaluation</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>C.V.</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>External</td>
<td>100</td>
<td>431.25</td>
<td>49.78</td>
<td>11.54</td>
<td>0.69</td>
</tr>
<tr>
<td>All</td>
<td>Internal</td>
<td>100</td>
<td>576.14</td>
<td>23.07</td>
<td>4.01</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>External</td>
<td>80</td>
<td>424.52</td>
<td>48.45</td>
<td>11.41</td>
<td>0.67</td>
</tr>
<tr>
<td>Arts</td>
<td>Internal</td>
<td>80</td>
<td>571.10</td>
<td>20.73</td>
<td>3.63</td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>External</td>
<td>20</td>
<td>458.15</td>
<td>46.91</td>
<td>10.24</td>
<td>0.67</td>
</tr>
<tr>
<td>Commerce</td>
<td>Internal</td>
<td>20</td>
<td>596.30</td>
<td>21.27</td>
<td>3.57</td>
<td></td>
</tr>
</tbody>
</table>

(1) The mean and percentage of marks of External and Internal evaluation of all B.Ed. student teachers found respectively 431.25 (53.90%) and 576.14 (82.30%). So, there is 28.40% difference in average score of External and Internal evaluation. That is very high. There is no consistency in External and Internal evaluation. This difference is in favor of internal evaluation. That means B.Ed. student teachers got more marks (28.40%) in Internal than External evaluation. The correlation found 0.69. So, there is normal correlation between Internal and External evaluation of all B.Ed. student teachers.

(2) The mean and percentage of marks of External and Internal evaluation of B.Ed. student teachers with Arts faculty found respectively 424.52 (53.06%) and 571.10 (81.58%). There is 29% difference in mean score of External and Internal evaluation. That is very high. There is no consistency in both evaluations with Arts faculty student teachers. This difference is in favor of internal evaluation. That means B.Ed. student teachers with Arts faculty got more marks (29%) in internal evaluation. The correlation found 0.67. So, there is normal correlation between External and Internal evaluation of B.Ed. student teachers with Arts faculty.

(3) The mean and percentage of marks of External and Internal evaluation of B.Ed. students teachers with Commerce faculty found respectively 458.15 (57.27%) and 596.30 (85.18%). There is very big difference (28%) in mean score of Internal and External evaluation. There is no consistency in both evaluation with Commerce faculty student teachers. The difference is in favor of internal evaluation. That means B.Ed. student teachers with Commerce faculty got
more marks (28%) in internal evaluation. The correlation found 0.67. So, there is normal
correlation between both evaluation of B.Ed. student teachers with Commerce faculty.

**Table 2 Significance of External and Internal Evaluation**

<table>
<thead>
<tr>
<th>Ver</th>
<th>Eve.</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SEd</th>
<th>t</th>
<th>r</th>
<th>Sign. of t &amp; r</th>
<th>t of r</th>
<th>Sign of r</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>External</td>
<td>100</td>
<td>431.25</td>
<td>49.78</td>
<td>3.78</td>
<td>38.40</td>
<td>0.69</td>
<td>Both sign. at 01</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Internal</td>
<td>100</td>
<td>576.41</td>
<td>23.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>External</td>
<td>80</td>
<td>424.52</td>
<td>48.75</td>
<td>4.23</td>
<td>34.65</td>
<td>0.67</td>
<td>Both sign. at 01</td>
<td>0.00</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Internal</td>
<td>80</td>
<td>571.10</td>
<td>20.73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Com</td>
<td>External</td>
<td>20</td>
<td>458.15</td>
<td>46.91</td>
<td>8.11</td>
<td>17.03</td>
<td>0.67</td>
<td>Both sign. at 01</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internal</td>
<td>20</td>
<td>596.30</td>
<td>21.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) The t-value and r of External and Internal evaluation of all B.Ed. student teachers found respectively 38.40 and 0.69; both are found significant at 01 level. Therefore, H₀₁ & H₀₂ is rejected. It means there are significant difference in External and Internal evaluation of all B.Ed. students teachers and it is in favor of internal evaluation. That means all B.Ed. student teachers got more marks in internal evaluation. There is significant correlation between both evaluation of all B.Ed. student teachers.

(2) The t-value and r of External and Internal evaluation of B.Ed. student teachers with Arts faculty found 34.65 and 0.67; both are found significant at 01 level. So, H₀₃ & H₀₄ is rejected. It means, there is significant difference and correlation between both evaluation of B.Ed. student teachers with Arts faculty. The mean difference is in favor of internal evaluation. That means, B.Ed. student teachers with Arts faculty got more marks in internal evaluation.

(3) The t-value and r of External and Internal evaluation of B.Ed. student teachers with Commerce faculty found 17.03 and 0.67; both are found significant at 01 level. So, H₀₅ & H₀₆ is rejected. It means, there is significant mean difference and correlation between both evaluation of B.Ed. student teachers with Commerce faculty. The mean difference is in favor of internal evaluation. That means, B.Ed. student teachers with Commerce faculty got more marks in internal evaluation.

(4) The t-value of correlation between External and Internal evaluation of B.Ed. student teachers with Arts and Commerce faculty found 0.00 is not significant at any level. Therefore, H₀₇ is accepted. It means there is no significant difference in correlation between both evaluation of B.Ed. student teachers with Arts and Commerce Faculty.
11. **Findings:**

(1) All, Arts and Commerce wise B.Ed. student teachers got more marks in internal evaluation than external evaluation.

(2) B.Ed. student teachers got 28% to 30% more marks in internal evaluation in comparison to External evaluation.

(3) There are very big 28% to 30% difference between Internal and External evaluation of B.Ed. student teachers.

(4) There is no consistency between Internal and External evaluation.

(5) Overall and faculty wise B.Ed. student teachers got 51% to 57% marks in External / University evaluation. While 81% to 85% marks in Internal / College evaluation.

(6) B.Ed. student teachers got second class in University evaluation and I-Dist. in College evaluation.

(7) B.Ed. student teachers got more marks in College evaluation than University evaluation.

(8) The result shows that there is very big difference between University and College evaluation.

(9) Normal positive correlation between both evaluation and both faculty.

(10) There is significant correlation between both evaluation for all the variables.

(11) Overall and Arts and Commerce faculty wise individually there are significant correlation found between both evaluation but faculty wise it found not significant.

**Reference**


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