



Internal and External Evaluation in Education

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Abstract:

Since ancient times measurement and evaluation enjoys an important position in the human history. The mental power ability qualification and intelligence of an individual is different from other individual, and the measurement and evaluation of these entire things continue since ancient times. Firstly, the oral, action and written test had come into existence in the ancient history. In Indian the mention of written test can be first found in the report of "The Bombay Native Education society."

Initially the education was teacher-centered in which the teacher would speak and the students would listen. Then came the involvement of Student Various education commissions had recommended to make education more qualitative by evaluating student's progress during the year along with conduction annual examinations. According to the recommendations of the Secondary Education Commission, the internal and external evaluations began under the continuous and comprehensive evaluation in education. The present study presents the internal and external evaluation, their tools, merits and demerits, limitations and importance.

Keywords: Evaluation, External evaluation, Internal evaluation

1. Introduction

Science ancient time's measurement and assessment evaluation have important place in human history. During these times people knew every individual's mental ability, competency, qualification and intelligence are different from another individual. Individual difference is a gift of prevailing times, Measurement and evaluation comes since ages and there are illustrations in our puranas which confirm this statement, for example Rama breaking Shiva's bow, Arjun targeting a bird's eye pundits preaching, Akbar – Birbal question and answer, etc. The ancient history shows how should be oral exam and lastly the written exam.

It is difficult to predict the beginning of written exams in India. However The Bombay Native Education Society's third report (1825-26) mention about the exam and its results. So it can be said that the written exams should have started in the third decade of 19TH century and oral exams should also be enjoying an important place during that period. Changes began in Education since ancient times. The History shows that the reflection of a state administration can be seen on education of the contemporary period. For example Vedic education in India, Buddhist education in Buddha era Islamic education in medieval Period, English education in British rule show the influence of administrative and Social systems on the contemporary education However, after India became independent the education began according to the principle of " Sarvajana hitaya , Sarvajana Sukhaya". The education was student oriented in which students listened to what teacher spoke, and there was no other alternative to it. Then, teacher student inclusive education adopted the work of making expected by keeping in mind students' complete and overall development in prevalent times. This has become more important in today's modern times.

Various Commissions came into existence at regular intervals for reforms in Indian education. The suggestions by these Commissions for reforms and quality in education were derived from the

researcher in education processes of the contemporary periods. The Secondary Education commission had recommended Student evaluation by keeping in mind the student's progress along with school's annual examinations for continuous on external evaluation (annual examinations) began the internal evaluation of the students Thus, the continuous and comprehensive evaluation of students had started. It means that students' external and internal evaluation should be done at school level.

2. Internal Evaluation:

In the field of Indian education the report of Mudaliyar Secondary Education commission which enjoys the position equivalent to Bhagwad Gita condemn ages old Indian examination System in the following word. "It is unfortunate in India that only external examination system prevails and that student's future is determined by only one examination. "

For two to three years after the declaration of the report of the secondary education commission the annual examinations at school level and public examinations at Secondary level were the only tools to monitor the Student's progress in school. The secondary education commission had recommended it count student's achievement during the years in a school for class promotion instead of promoting Students in higher classes on the basis of annual examinations. This inducted the thought of Internal Assessment in school education during 1954-55.

Under this, education departments of various states had decided to give 20% weightage on internal assessment in various examinations of every class in schools. Looking at the current Situation the schools have not been able to provide trust to teachers, parents and local society in terms of internal assessment. The learning of every subject has its specific objectives which are to be kept in mind during teaching work. To be kept in mind during teaching work. To achieve these objectives various types of teaching styles are used. However this principle is essential in examination style also. All specific objectives cannot be evaluated by only one examination or written test. Therefore an internal evaluation style should be considered of the specific objectives of a subject.

3. Method and Tools of Internal Evaluation:

The Success of internal assessment depends the faith of a teacher in evaluation tools and their skillful usage. In evaluation methods the internal assessment may not be Successful by mechanical usage but a teacher has to understand and make use to the principle and philosophy behind these tools and should have the ability to make changes in the tools, and then only the objective of internal assessment will achieved.

In an Ordinary examination a student's behavior is measured but the measurement of other important behaviors is an important task of the internal assessment. The internal assessment is a continuous process. A student's actions or behavior becomes the internal evaluation material. Therefore a teacher needs to continuously observe the students and keep a note of meaningful observations. The whole process can be divided into two parts. First part includes assessment marks of a student's formal teaching work, and the Second part includes those miscellaneous observations and marks which are not directly related to class work. The second part includes a student's good or satisfactory participation in informal class discussion, works done by students with self-inspiration and self-intelligence a students' Contribution in student's club or student activities outside classroom, etc.

Internal assessment is a continuous process. In every class a student's observation and date should be collected and evaluated. A non-formal discussion in class, a retest for ten minutes an exercise to be prepared on a subject, informal report of a project, Laboratory notes, observation notes, Students teacher discussion after school time and many other such activities should be evaluated.

5. Project

A rich material can be obtained for internal assessment from the project given to a student. These projects are to be done individually or in groups and are for certain weeks or months. The concepts of experimental work should be used in all subjects. The project given to students should not become a managed project and its self-study activities should be of general nature and people should be self-motivated to work individually or in group to do the work. Changes are made in a project according to the nature of subjects which includes model construction, collection of sample or data, chart-making and other creative activities. The students are required to prepare written report on the project. Thus, a project is an important tool for internal assessment.

6. Internal Examinations of School:

Internal exams in schools may be of various types and have to achieve various objectives. Half yearly and annual exams have become common in our education. Some schools have monthly and quarterly exams. Some enthusiastic teachers organize week or periodical test and their marks are added into monthly or periodical test. Such results are used to find out the progress of students in content studies with the help of such occasional test an overall progress sheet of students can be prepared.

Thus, a specific attention should be given on the nature of internal exams of the schools, or that external defects do not arise in the internal exams conducted by the schools.

Besides the following things are also included:

- Essay, Short answer type questions, objective questions.
- Collection of academic and non-academic achievements.
- Oral work.
- Observation notes – Event notes,
- Rating scales.
- Interest inventories.
- Attitude Scales.
- Descriptive notes of important events of Student's life.
- Evaluation.
- Social Development Graph (Sociometry).

6.1 Defects in Internal assessment methods

- Excessive subject – centered.
- Its nature is mostly periodical tests.
- Schools' failure in including evaluation of those aspects of a subject which are not evaluated by written exams.
- Lack of vision, method and standard about the evaluation of students' non-academic achievements.
- Excessive Objectivity
- Lack of systematic Organization.
- Lack of harmony in implementation.

6.2 Contribution (Importance) of internal Assessment

- It inspires a child for regular studies.
- The evaluation of evaluation of Student progress is not done at the end of the year.
- Students cultivate good habit of study.
- It results of internal evaluation are used as diagnostic test it can direct the students in educational counseling specific suggestions, educational reform, etc
- Data related to subject and student's deep understanding towards knowledge can be tested.
- Students can understand specific thoughts, concepts and principles of a subject and can gain dominance over it.

7. External Evaluation

Student evaluation in school is done on the basis of internal exams and external exams. External examinations are held at the end of school education or at the end of the year. This examination has mainly two objectives selection and quality. This exam selects those who successfully complete the curriculum and then it conform the eligibility of students for the level of higher education.

The examination held at the end of year is held by teacher made test, which is organized by way of test paper prepared by a teacher by keeping purposes and objectives in mind. This test paper mostly has three types of questions.

1. Essay type questions.
2. Short-answer type questions.
3. Objective test.

Many types of test are constructed by teachers but the annual exams are held through the above stated three types of questions.

8. Nature of various types of question

1. **Essay type questions:** - Answer to this types of question as given freely by the students. There are no bounds or conditions for giving answers. Therefore, such type of questions are called free answer test. In other words, the answer to such question is not found in a words or sentence but it is found in two or more paragraphs or in five to seven pages. The peculiarity of this type of question is that the paper- checker must have the knowledge of the issues on which the question has been asked.
2. **Short – Answer type questions:** - **Dr.V.V.Kamat**, the assistant director of Indian Institute of Education had demanded short questions at every stage of examination. In India, the essay type questions are used in more proportion and therefore the evaluation of the whole curriculum cannot be done in the limited period of examinations. To reduce the essay – type question the short question can be more effective. These short questions are essay – type but due to the limitations in answer the content of the answer is pure. Thus, it is necessary to give importance to short answer type questions to make the test paper more reliable and effective.

The answers of such questions are short and precise than those of the essay type questions. It means that two or three answers of short questions can be written in the time taken to write one answer of essay type questions. AS a result, energy is preserved and mental boredom in presenting new content in less time is avoided and more curriculums can be covered up in the questions.

Generally when it is asked to write “Short questions “, the questions are asked to be written with suggestion as to “write in short “, and satisfaction is felt by giving place to short questions, which is irrelevant Care should be taken to not to give reason, etc. are included in the short – answer type questions.

8.1 Objective Tests

Dr. George fisono, an English teacher was the first to think about objective test. He had developed a scale book in 1864 in Greenwich hospital school which suggested signature, spelling, Navy related knowledge and tests for evaluation in Practical science. Which shows today’s objective test with innovative concept. Then after, Dr.J.M.Race of America is considered as the father of Organized, standardized and efficient objective test. In 1894 he had developed objective tests for evaluation in education field.

Objective question are considered as content based question. These question has a place for content but when we consider about the aim behind the questions the essay type question include subjectivity and

such types of questions have no place for subjectivity and therefore they are called objective. A teacher in any situation cannot do incorrect. In other words such questions are used for a certain objective and therefore they can be called 'objective' questions.

8.2 Type of objective Questions

(A) Supplementary type of tests.

1. Relation Oriented Tests.
2. 'Give answer' type tests.
 - a) Short answer type questions
 - b) Fill in the blank type questions.

(B) 'Identify or Select' type of question

1. True or False answers type test.
2. 'Make Pair' type test
3. Reconstruction test
4. 'Arrange in Order' type test
5. Multiple choice test

Limitations of External evaluation:

Limitations of various types of questions become the limitation of external evaluation. Moreover, the defects in organization and appropriate testing are the limitations of this type of evaluation.

Conclusion

For improving and making education more qualitative and for continuous and comprehensive evaluation of students it is necessary that internal and external evaluation at school level is conducted according to aims and objectives.

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