

A COMPARATIVE STUDY OF INTERNAL AND EXTERNAL ASSESSMENT IN SECONDARY LEVEL STUDENTS OF LAKHIMPUR DISTRICT OF ASSAM

Dipakshi Boruah¹, J.C. Soni²

¹Research scholar, Department of Education, Rajiv Gandhi University, Rono Hill, Itanagar, Arunachal Pradesh, (India)

²Department of Education, Rajiv Gandhi University, Rono Hill, Itanagar, Arunachal Pradesh (India)

ABSTRACT

The present study investigates to measure the evaluation pattern (internal and external assessment) in secondary schools students in Lakhimpur district of Assam. The study conducted on a sample of 924 students comprised of Government and private; Rural and Urban; and Boys and Girls where each of the sample groups has 462 students. The descriptive survey method is use for the data collection. The importance of the study is to find the impact of internal and external assessments on the overall academic achievement of the secondary school students.

Keywords: assessment, internal, external etc.

INTRODUCTION

A process of measurement of students' performance is in simple words known as evaluation. It means the systematic assessment of the merit of same object. Assessment means the process of documenting, generally in measurable terms, knowledge, skills, attitudes and beliefs. There have two type of assessment- internal and external. Internal assessment is a crucial part of the instruction process in art and aids teachers, students, and parents in evaluating student progress. Internal assessment illustrates aspects of student progress that are not typically evaluated in external assessment. Internal assessment also serves as a basis for professional development. Teachers who analyze the work of their students will see trends in student performance that may be related to instruction. Internal assessment is set and marked by the school (i.e. teachers). Students get the mark and feedback regarding the assessment. External assessment is set by the governing body, and is marked by non-biased personnel. There have already taken only five subjects for internally assessing pupil's performance, conducting by SEBA in Assam when the investigator surveyed. These haveenglish, general science, general mathematics, geography and social study.

OBJECTIVES

The objectives of the study are

- (1) To study the distribution of the scores awarded for the external and internal assessments.
- (2) To make a comparative analysis of the external and internal performance of students of
(i) government and private schools, (ii) Rural and Urban and (iii) Boys and Girls.

HYPOTHESIS

1. There is no significant difference in the internal assessment of boys and girls
2. There is no significant difference in the external assessment of boys and girls
3. There is no significant difference in the overall academic achievement of (i) government and private schools, (ii) Rural and Urban and (iii) Boys and Girls.

Methodology of the study: The Descriptive approach is used in the study. The present study is a comparative study on internal and external assessment of Secondary School Students in Lakhimpur districts of Assam. Keeping in view the nature of study, the survey method is found to be more suitable.

Population of the study: The population of the present study constitutes all the secondary school students studying in class X of Lakhimpur district of Assam.

Sample of the Study: The sample is of small number of representative individuals from the population. This study is conducted on a sample of 924 Students, 462 students from government schools, 462 students from private schools, 462 students from rural and urban and 462 students from boys and girls selected randomly from 30 Government and Private secondary schools of Lakhimpur districts of Assam. The final sample is selected randomly.

Tools Used: internal and external marks taken from the school record book.

Statistical Techniques Used: In this study various statistical measures such as percentage, Mean, SD and t-test are used.

RESULTS

Results is to be discussed according to the objectives-

(1)The distribution of the scores awarded by the external and internal marks.

Table-1- Distribution of percentage for internal and external assessment for major groups

Groups	No of Student	Subject	Internal			External
			20	19	18	
Government Boys	231	English	94(41%)	64(28%)	46(20%)	48%
		G. Science	98(42%)	76(34%)	47(20%)	43%
		G. Mathematics	99(43%)	82(36%)	42(18%)	42%
		Geography	28(48%)	26(44%)	5(8%)	56%
		Social study	15(40%)	15(40%)	7(18%)	48%
Government Girls	231	English	106(46%)	72(31%)	45(20%)	45%
		G. Science	107(46%)	76(33%)	41(18%)	47%
		G. Mathematics	107(46%)	78(34%)	38(16%)	46%
		Geography	20(48%)	12(28%)	8(19%)	55%
		Social study	15(46%)	7(21%)	9(27%)	52%
Private Boys	231	English	94(41%)	59(25%)	45(19%)	50%
		G. Science	98(42%)	62(27%)	47(20%)	47%
		G. Mathematics	99(43%)	65(28%)	37(16%)	47%
		Geography	20(39%)	16(31%)	10(20%)	58%
		Social study	22(38%)	13(23%)	16(28%)	60%
Private Girls	231	English	123(53%)	68(29%)	26(11%)	56%
		G. Science	123(53%)	71(31%)	23(10%)	58%
		G. Mathematics	124(53%)	84(35%)	15(8%)	56%
		Geography	55(63%)	22(25%)	9(10%)	66%
		Social study	24(48%)	10(20%)	14(28%)	70%
Rural	462	English	219(48%)	127(27%)	83(17%)	50%
		G. Science	225(48%)	144(31%)	79(17%)	48%
		G. Mathematics	228(49%)	151(31%)	71(15%)	46%
		Geography	59(48%)	41(33%)	16(20%)	58%
		Social study	32(43%)	25(33%)	15(18%)	53%
Urban	462	English	198(42%)	136(29%)	79(17%)	50%
		G. Science	201(43%)	141(30%)	79(17%)	50%
		G. Mathematics	198(42%)	149(29%)	60(17%)	50%
		Geography	64(54%)	35(29%)	16(13%)	63%
		Social study	44(42%)	20(19%)	32(31%)	62%

From the **Table- 09** the investigator tries to summarize the ratio of internal and external marks and also the impact of internal assessment marks in hiking the total marks in each subject. From the above analysis it has been proved that student got high supportive marks in internal assessment and it has a great impact for students in total marks in each subject.

(2) Comparative analysis of the external and internal performance of students of government and private schools.

Table2- Table of CR (t) - value for English (Internal marks)

Groups	N	Mean	SD	t- Value
Government	462	19.04329	1.067296	1.37(ns)
Private	462	18.93506	1.593133	
Rural	462	19.11039	1.065501	3.12*
Urban	462	18.86797	1.586922	
Boys	462	18.80303	1.466233	4.62*
Girls	462	19.17532	1.209864	

Significant at 0.05 level

In **Table 2** it is found that, in case of internal marks of English, there is significant difference among rural and urban as well as Boys and Girls but there is not difference between government and private students. From **Table-2**, the Hypothesis-1 is rejected.

Table 3- Summary of CR (t)-value for English (External marks)

Groups	N	Mean	SD	t- Value
Government	462	38.25054	13.7698	6.36*
Private	462	43.0919	14.37881	
Rural	462	40.43913	13.67131	0.49(ns)
Urban	462	40.89474	14.87301	
Boys	462	40.18083	14.1055	1.04(ns)
Girls	462	41.15317	14.44464	

Significant at 0.05 level

From **Table3** it is found that there is significant difference between Government and private students in external marks of English but there is no difference in between rural and urban as well as boys and girls.

Table 4- t value for General Science (Internal marks)

Groups	N	Mean	SD	t- Value
Government	462	19.17749	0.87313	2.55*
Private	462	18.99566	1.543564	
Rural	462	19.25325	0.852927	4.25*
Urban	462	18.91974	1.542183	
Boys	462	18.96537	1.333244	3.00*
Girls	462	19.20824	1.162838	

Significant at 0.05 level

From **Table 4** it has been found that there is significant difference between government and private; rural and urban and boys and girls secondary students for internal assessment in General Science.

Table 5- t- value for General Science (External)

Groups	N	Mean	SD	t- Value
Government	462	37.13636	13.91237	5.83*
Private	462	42.85249	16.06874	
Rural	462	39.31602	14.63199	1.344(ns)
Urban	462	40.66811	15.90886	
Boys	462	36.93506	14.23875	6.25*
Girls	462	43.05423	15.70362	

Significant at 0.05 level

From **Table 5** it has been found that in General Science and General mathematics, there is significant difference in external marks between Government and Private as well as boys and girls but there is no significant difference between private and rural students of secondary schools. From **Table-5**, the Hypothesis-2 is rejected.

Table 6- Summary of CR (t) value for General Mathematics (Internal marks)

Groups	N	Mean	SD	t- Value
Government	462	19.2013	0.854082	3.77*
Private	462	18.86551	1.939106	
Rural	462	19.28788	0.818326	5.66*
Urban	462	18.77874	1.935611	
Boys	462	18.92641	1.541542	2.44*
Girls	462	19.141	1.46394	

Significant at 0.05 level

From **Table 6** it has been found that there is significant difference between government and private; rural and urban and boys and girls secondary students for internal assessment in General Mathematics.

Table-7- Summary of CR (t) - value for General Mathematics (External)

Groups	N	Mean	SD	t- Value
Government	462	36.18142	14.73168	5.36*
Private	462	41.81015	17.20617	
Rural	462	37.21366	14.75378	1.27(ns)
Urban	462	40.79601	17.47069	
Boys	462	36.5122	15.26118	4.71*
Girls	462	41.46916	16.84202	

Significant at 0.05 level

From **Table 7** it has been found that in General mathematics, there is significant difference in external marks between Government and Private as well as boys and girls but there is no significant difference between private and rural students of secondary schools.

Table- 8- Summary of CR (t) - value of internal assessment in Geography

Groups	N	Mean	SD	t- Value
Government	462	19.30693	0.771266	6.66*
Private	462	19.31884	0.871156	
Rural	462	19.2541	0.867803	2.40*
Urban	462	19.37607	0.78484	
Boys	462	19.20909	0.846964	4.00*
Girls	462	19.4031	0.805444	

Significant at 0.05 level

From **Table 8** it has been found that there is significant difference between government and private; rural and urban and boys and girls secondary students for internal assessment in Geography.

Table 9-Summary of CR (t) - value for Geography (External)

Groups	N	Mean	SD	t- Value
Government	462	45.06	11.96022	8.00*
Private	462	51.70745	13.46155	
Rural	462	47.69942	12.99069	4.95*
Urban	462	51.95652	13.4604	
Boys	462	46.7037	12.58709	5.07*
Girls	462	51.01667	13.52113	

Significant at 0.05 level

From **Table 9**, it is found that there is significant difference in government and private, rural and urban as well as boys and girls students in Geography.

Table 10- Summary of CR (t) - value for internal assessment of Social studies

Groups	N	Mean	SD	t- Value
Government	462	19.11268	0.903158	3.16*
Private	462	18.92593	1.165739	
Rural	462	19.16216	0.876278	4.66*
Urban	462	18.88571	1.179262	
Boys	462	18.91667	1.148607	3.00*
Girls	462	19.09639	0.970472	

Significant at 0.05 level

From **Table10** it has been found that there is significant difference between government and private; rural and urban and boys and girls secondary students for internal assessment in social study.

Table 11- Summary of CR (t) - value of external assessment in Social studies.

Groups	N	Mean	SD	t- Value
Government	462	40.81429	13.29519	12.01**
Private	462	52.10185	15.30557	
Rural	462	43.67123	14.83338	6.82*
Urban	462	50.4381	15.46082	
Boys	462	45.03125	15.87149	5.71*
Girls	462	50.7439	14.61423	

Significant at 0.05 level

From **Table 11**, it is found that there is significant difference in government and private, rural and urban as well as boys and girls students in Social Study.

Table 12- t-value of Boys and Girls of internal assessment

Subjects	Groups	Mean	SD	t-value
English	Boys	18.80303	1.466233	4.62*
	Girls	19.17532	1.209864	
Gen. science	Boys	18.96537	1.333244	3.00*
	Girls	19.20824	1.162838	
Gen. mathematics	Boys	18.92641	1.541542	2.44*
	Girls	19.141	1.46394	
Geography	Boys	19.20909	0.846964	4.00*

	Girls	19.4031	0.805444	
Social Study	Boys	18.91667	1.148607	3.00*
	Girls	19.09639	0.970472	

Significant at 0.05 level

From the above **table 12-** in both groups are highly significant differences in various subjects. Therefore the hypothesis 1 – (There is no significant difference in the internal assessment of boys and girls) is not accepted.

Table 13- t-value Of External Assessment

Subjects	Groups	Mean	SD	t-value
English	Boys	40.18083	14.1055	1.04(ns)
	Girls	41.15317	14.44464	
Gen. science	Boys	36.93506	14.23875	6.25*
	Girls	43.05423	15.70362	
Gen. mathematics	Boys	36.5122	15.26118	4.71*
	Girls	41.46916	16.84202	
Geography	Boys	46.7037	12.58709	5.07*
	Girls	51.01667	13.52113	
Social Study	Boys	45.03125	15.87149	5.71*
	Girls	50.7439	14.61423	

Significant at 0.05 level

Hypothesis 2-There is no significant difference in the external evaluation of boys and girls. From the above **Table-13** it is evident that in English subjects, both groups are not significant but other subjects are highly significant in same group. So this hypothesis is 80% rejected.

Table-14

Summary table of mean and Critical Ratio (t)-values of academic achievement for six major sub-groups.

Groups	Mean	SD	t- Value
Government	344.5485	72.31652	6.53*
Private	378.8415	86.58337	
Rural	356.6302	75.55007	1.87(ns)
Urban	366.6652	86.98883	
Boys	345.8683	77.57864	5.92*
Girls	377.0859	82.39309	

Hypothesis-3 There is no significant difference in the overall academic achievement of students of

- (i) Government and Private,
- (ii) Rural and Urban,
- (iii) Boys and Girls.

From **Table-14** it is evident that in case of (i) Government and Private and (iii) Boys and Girls groups of hypothesis 5 are rejected. But in the group of (ii) Rural and Urban is accepted.

DISCUSSION

- The investigator discussed some of the major findings. These are-(1) In the whole sample of the students were getting on an average 93% and above marks in internal assessment where as they got only 52% marks against internal assessment. There is large gap between internal and external assessment.
- (a) All the major groups of students that (i) Government and private, (ii) Rural and Urban (iii) Boys and Girls are found to have significant differences in all subjects except in English in internal assessment.
- (b) Only in Geography and social study all the major groups have highly significant differences on external assessment but not in English, general science and general mathematics.
- (c) As far as academic achievement is concerned, Boys and Girls as well as Government and Private Students have significant difference but not among Rural and Urban students.

CONCLUSION

From the above investigation it is found that there have some differences between the internal and external assessment. When internal marks are very high then external marks. But most of the students are performed in very well; at least maximum groups of students are getting 60% marks in overall performance.

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