Introduction:

Internal evaluation has a prominent role to play in everyone's life. It can be considered as a process of collecting data for the purpose of taking decisions about individuals and groups and this decision-making role is the reason that internal evaluation touches many people's lives. A quick reference of newspaper headlines shows that internal evaluation is one of the most hotly debated issues among not only educators but also the general public. 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 place in education brings with it so many challenges. A Chinese scholar Kuo, as quoted by Harlod in the Encyclopaedia of Educational Research (1982), a model emperor of China whose reign ended in 2205 B.C. examined his officers every third year and gave them a promotion or dismissed them from service. This was at a time when scripts were newly invented. The competitive examination system of ancient China was closely related to the educational system and helped it serve its primary purpose of providing man of ability for the services of the State. Anyhow, the details of this system are not specifically known. As time went on, the system of examination was improved in China. The system of examination was there in Sparta as early as in 500 B.C. In ancient Athens also, some sort of general examination was conducted by means of games and contests. In England, written examination for educational purpose probably made their appearance around 1770 at Cambridge and Oxford. The School Certificate examination in Scotland came into existence in 1888. European universities even from their start emphasised examinations as the basis for the award of degrees and honours. The Cambridge Triposis a very popular example of such examinations. Towards the middle of the nineteenth century, Horace Manu was responsible for development of an examination system in the educational institutions of the United States of America. Rice was another prominent figure in developing an examination system during the early decades of the Twentieth century. His contribution on literature of research studies was related to written tests of all kinds. Starch and Elliot (1950) did a lot of work on the use of objective tests during the early period of the twentieth century. By the year 1930, educators in the United States of America began to depend more heavily on the objective tests. With regard to the origin of examination, Mascarenhas (1991) states that they arose out of the need of a teacher to give manifestation of the effectiveness of his students. Later
in an evolving scientific age with greater specialisation nations needed to be properly equipped to take over these areas in the Interest of preparing to face a better tomorrow.

The Encyclopaedia and Dictionary of Education (1921) defines examination as (1) an appraisal of ability, achievement of present status in any respect, and (2) the instrument used in making an appraisal. A Dictionary of Education (1982) explains the concept of an examination as a test of knowledge acquired, or more generally a means of assessing intellectual capacity or ability. There are normally three types of examinations: (1) a set of questions designed to check a pupil's progress on the results of a course of instruction, (2) a means of qualifying candidates for a certificate or degree in which they are required to attain a certain standard for a pass or honours and (3) a competitive test on the strength of which a scholarship or other award is made to the successful candidate. Examinations may be conducted by means of setting questions by local methods.

Dictionary of Education (1982) explains the concept of examinations as, a formal assessment of a student's learning, used particularly at the end of a course. An examination usually involves one or more of the following features:

- All students will be given the same activity to perform (sometimes with some degree of choice)
- It will be precise in nature
- The pupils will be given a time limit and they will not be allowed to consult references or one another
- The pupils will perform in the presence of an invigilator.

At present, most examinations depend on one or more of these features. For example, students may be given advance information of the questions or may be allowed to use certain reference materials.

The system of higher education in India is based on the lines of London University of Britain. When the first three universities were established at Calcutta, Bombay and Madras Presidencies, the only function of the universities was to conduct examinations and award degrees. These examinations were conducted by the universities annually after the end of the actual teaching work which was carried out in the entire course prescribed. The average duration of examination in a given subject was about three hours. The progress of the students during the entire period of instruction was assessed through a few hours written examination. Despite the
descendent against such a system, a sound change in the mode of examination was not made. One fundamental question that can be asked on such a system of annual examination is whether a single examination signifying the quality of a student's performance in a portion of the syllabus be made a matter of lasting record. It is truly argued that a single terminal examination measures only a small sample of the behaviour pattern of the examinee.

It is in this context one has to think about the comprehensive assessment of students, namely continuous internal assessment. At the outset, it is necessary to establish what it meant by continuous internal assessment. It represents continuous awareness by the teacher on the development and knowledge of students. It is a process, which extends over a period of time. A teaching, making use of continuous internal assessment is aimed at the growth of thinking processes and the development of the varying abilities towards which teaching is intended. Under continuous assessment, there is knowledge not only of this achievement but also of progression towards it.

Theoretical 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 check up of the work is essential in the interests of all concerned - pupils, teachers, parents and the public Examinations are the usual means adopted for this purpose.

But gradually the concept of examination fell into trouble. "Examination is the most pervasive evil of our educational system", opined the University Education Commission (1948-49) and educationists wanted to give up examinations altogether. Examinations had been denounced for reducing students to 'new machines of memory' and for making education synonymous with 'cramming of large 'amounts of knowledge'. Many education commissions and committees expressed dissatisfaction with the prevalent examination system in colleges and universities and suggested drastic changes in the objectives and methodology of examinations.

The University Education Commission (1948-49) set up to investigate into the conditions of the system of university education gone deep into the matter. This was followed by one of the
most powerful criticisms of the examination system by the Secondary Education Commission (1952). The commission reported, "the examinations today dictate the curriculum instead of following it, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than originality, encourage the average pupil to concentrate too rigidly upon too narrow a field and thus help him to develop wrong values in education. Pupils assess education in terms of success in examinations.

They are forced to attend to what can be examined, and to do that with success they often have to feed the pupils rather than encourage habits of independent study. This system is not so uncommon as we would wish to imagine".

Some important suggestions given by the Commission for improving examination are that:

- There should not be too many external examinations
- The subjective element which is unavoidable in the present purely essay type examination should be reduced as far as possible
- The nature of tests and the type of questions should be thoroughly changed
- The final assessment of the pupil should not be carried entirely on the results of the external examination.

The Report of the Education Commission (1964-66) headed by Kothari also emphasized the importance of improving the present system of examination. The Commission reported, "in the present system, where the future of students is totally decided by one external examination at the end of the year, students pay minimum attention to the teachers, do little independent study through most of the academic year and cram accurately for the final examination. The crippling effect of external examinations on the quality of work in higher education is so great that examination reforms have become crucial to all progress".

In this context, it is noteworthy that several changes were introduced to improve the conventional system of examination. One such change or strategy is the introduction of Internal Assessment.

**Need of the Study:**

Assessment in one sense is an analytic process. The basic argument for continuous internal assessment arises out of the rather fragmentary nature of much of our present day assessment. In order to evaluate each individual student as objectively as possible, it is necessary
to break down the student's total performance or total behaviour pattern in relation to a particular course of study.

Teachers should be aware of the positive aspects of continuous assessment. This kind of assessment is so valuable on educational grounds, that teachers should desire its adoption as a method of measuring attainment within the context of an external nationally recognized examination. In observing the student, the teacher has to take into consideration the student's characteristics and qualities.

Many teachers believe that a realistic measure of attainment is possible when such an assessment is based on the student's work performed during the normal period of the course. Certain questions framed by the external examiner take into account the weightage to the content of this syllabus. Students respond to these questions at the time of examination. Until that specific circumstance the only item common to both the examiner and the student is the course syllabus. Assessment is generally done in relation to certain abilities and skills in certain subject areas periodically and continuously. This has to be planned at the time of curriculum development, syllabus interpretation and clarifying the objectives of learning.

Internal assessment should not be taken as something to replace the final examination. Both have part to play in the best planned evaluation system. Very often, the final examination is to be taken as a part of the internal assessment. Internal assessment wants that the outcomes of learning a particular subject must be spelt out first and then there is the choice of suitable, meaningful, valid and reliable evaluation tools to match these abilities and skills.

The main purpose of introducing internal assessment is to integrate teaching and evaluation and to test the skills and abilities, which cannot be tested through one written examination at the end of a course. For this, teachers should identify the abilities and skills they are expected to develop in their students in their own subject areas. They are also expected to make a choice of method design the schemes taking into consideration the possible limits of time, effort, finance and acceptability.

The introduction of internal assessment in contrast to the conventional examination is an important step towards the integration of the trio functions namely, teaching, learning and testing. Generally, the performance of students is assessed entirely almost by the end of the year, semester or course examination, usually by a 3-hour duration test in which they are expected to produce answers to stereotyped questions involving a great deal of memory. Most of the so called
essay type examinations have degenerated to simple recall or memory testing. Very often, the ability of students to express ideas fully and freely, synthesize and evaluate information is not taken care of. By mere repetition of stereotyped questions, these abilities are replaced by simple memory.

**The Importance of the Study**

The Importance of study are as follows:

1. A single written examination conducted at the end of the year cannot assess the students' achievement properly and the present system of examination is inadequate to measure all the scholastic abilities developed in students. There should be many examinations instead of one examination at the end of the year.

2. A continuous internal assessment system should be a regular practice in educational institutions.

3. The system of internal assessment can inculcate good study habits in students.

4. Internal assessment helps in accelerating personality development of students.

5. A single written examination conducted at the end of the year cannot assess the students' achievement properly and the present system of examination is inadequate to measure all the scholastic abilities developed in students. There should be many examinations instead of one examination at the end of the year.

6. A continuous internal assessment system should be a regular practice in educational institutions.

7. The system of internal assessment can inculcate good study habits in students.

8. This research helps in accelerating personality development of students.

9. To sment encourages students to work regularly.

10. The teacher-student relationship will be enhanced if there is internal assessment.

11. Internal assessment does not hinder the development of students' individuality properly.

12. Internal assessment does not hinder the students in engaging in other institutional co-curricular activities.
13. The fear of victimization by teachers in a system where there is internal assessment should be eliminated from the minds of students to practise it effectively.

14. Practical steps are needed to make the system of internal assessment free from prejudices for its better implementation.

15. Students who work hard feel the system of internal assessment good and acceptable.

16. For making the system of internal assessment more reliable and acceptable, there should be no attempt on the part of the teachers either to favour or victimise the students.

17. The aspects mainly to be taken into consideration for internal assessment are co-operative attitude of the students, discipline, punctuality, regularity, sense of responsibility, studious nature of the students, attitude towards teachers, attitude towards classmates, attitude towards school college programmes, library work and ability to report and record.

**Significance Of The Study:**

The Significance of study are given below

1. Instead of the single examination system which is practised in most of the educational institutions, a continuous internal assessment system and many examinations are to be introduced to make the evaluation procedure more scientific and foolproof.

2. Any continuous assessment system should give weightage to all the academic (viz., marks scored in test-papers, unit-wise examinations, class attendance, assignments, seminars, debates) and co-academic (viz., participation in social services, science club, arts club, stage performances) aspects of the educational programme or course.

3. Though it is advisable to introduce internal evaluation at all levels of formal education, the primary prerequisite to make it successful and practical is the provision of proper awareness and education to the teachers at different levels in a very comprehensive way.

4. The criteria that may be adopted for internal evaluation of all the courses should be made public and the students should be made aware of the same at the outset itself.

5. Teachers in general, particularly teachers of higher education, should be given special training in improving teacher-student relationship.

6. The results of the internal evaluation should be made known to the students at regular intervals so that they may get chances for betterment through proper behaviour modifications.
7. Efforts should be made through associations of parents and teachers for creating general awareness about internal evaluation and its impacts on the development of proper study habits, behavior modification and personality development of the students.

8. An important aspect noticed from the study is that students are having the fear that they will be victimized in a system where there is internal assessment. Teachers and administrators of the institutions where the system of internal assessment is practised should take necessary steps to eradicate this fear from the minds of students.

9. As the teachers who teach the students know them better, they should be actively participating in the internal evaluation of the students and the students have to be made aware of this.