Review Of Literature

In the following section the investigator reviews the most important studies related to the area of internal assessment in educational institutions

Rao and Bharathi (1990) The Continuous Evaluation System (CES) of examination in Kendriya Vidyalayas by studying the effects of such continuous evaluations on the final performance of the students.

Method – Survey Method.

Findings-
(1) The marks scored in the continuous evaluation procedure were added with the marks of the final examination.
(2) Those students who were not able to score good marks in the internal assessment (continuous internal evaluation) were affected as they could score less marks in aggregate when compared with the other students.

Conclusions:
• The general pattern of internal evaluation is identical in arts, commerce and science colleges.
• A trend of decrease in the weightage given to the internal evaluation in arts, commerce and science colleges, and an increase of weightage in the training colleges was shown.
• The internal evaluation increased the administrative and clerical work for the Principals, Teachers and college offices and also increased the expenditure.
• The teachers and the principals are not in favour of the discontinuation of the internal evaluation
• Though there was a moderately significant positive correlation between internal assessment marks and the university examination marks, no significant correlation was found between tutorial marks and college test marks.
• The mean scores of tutorial marks were found to be significantly higher than those of the university examination marks, i.e., college test marks.

Raina (1994) The relationship between the external examination marks and internal assessment of M.Ed. students attempted to provide a comparison between the conventional system, where there is only external examination and the other system where there is a continuous internal
evaluation procedure adopted for postgraduate teachers, and teachers of colleges affiliated to the University of Rajasthan.

**Method** – Survey Method

**Findings** –

1. There was no significant relationship between the external examination marks and the sessional work marks of the sample students taken into consideration separately and also when session and dissertation marks were taken into consideration conjointly.
2. The weaker students in the external examinations benefited more from sectional work than the students who have better performance to their credit in the external examination.

Kamat (1974) The Internal and External Assessments analyzed and compared the two kinds of assessment and examined the effects of the introduction of the scheme of external assessment on the results of the Pre-degree examination of the University of Poona.

**Method** – Experimental Method

**Findings.**

1. The study revealed that the coefficient of correlation between the internal and external assessment was not high.
2. It was smaller in respect of the arts subjects than the science subjects and it was smaller in the colleges in the mofussil areas than in the colleges in Poona city.
3. The dispersion of the internal assessment was generally greater, especially in arts subjects, than the dispersion of the external assessment.

Rao (1974) The systems of tests and Examinations, both internal and external, in the secondary schools of Tamil Nadu, to make reforms in the examinations.

**Method** – Experimental Method

**Objectives**

To study the present system of tests and examinations in the secondary schools of Tamil Nadu with special reference to the present practice followed in conducting internal and external examination in the secondary schools of Tamil Nadu as well as some problems arising out of the introduction of internal assessment.

**Findings.**
1. The values of correlation coefficients between the external and the internal assessment were found to be greater in the language subjects as compared to other subjects.

2. The findings showed an indication that the students were suspicious about trend of teachers who were engaged in the process of assessing students internally.

**Taneja and Ahluwalla (1966)** Compiled abstracts of M.Ed. Dissertations which investigated the internal assessment procedures in Training Colleges of Punjab.

**Method** – Survey Method

**Objectives**
1. To find out the variations in procedures and practices in respect of internal assessment of student teachers (B.Ed.) as well as to discover the various difficulties and defects in the implementation of the system of internal assessment in the training colleges of Punjab.

**Findings.**
(1) Though there was considerable agreement among the Principals of Training Colleges to continue the system of internal assessment, there was no consensus as to its retention.
(2) Internal assessment in respect of theory papers, community activity and craft work varied widely with respect to the nature of evaluation frequency and weightages given by different colleges.

**Dr Fazalur Rahman (2011)** In this study examined the ways in which teacher training was related to effective teaching in terms of student achievement.

**Method** – Experimental Method

**Objectives**
To assess relationship between teacher training and effective teaching. Sample of teachers comprised of 80 female teachers with 180 girl students of grade X. The instrument of the study was questionnaire for both the target groups. Examination score of grade IX was taken as student achievement.

**Finding**
Teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general.
conclusions:

That teacher training was positively related to effective teaching. The results of the study also indicated that there is a significant co-relation between teachers training and student test result. It was recommended that quality training programs for teachers may be introduced as it has significant co-relation with student performance.

Laura Goe (2008) This research synthesis examines how teacher effectiveness is currently measured. By evaluating the research on teacher effectiveness and the different instruments used to measure it, this research synthesis contributes to the discussion of appropriate rigor and relevance of measures for different purposes (i.e., formative vs. summative evaluation). The findings are presented along with related policy implications.

Method – Survey Method

Findings.

1. In addition, the synthesis describes how various measures have been evaluated, explains why certain measures are most suitable for certain purposes (high stakes evaluation vs. formative evaluation, for instance), and suggests how the results of the study might be used to inform the national conversation about teacher effectiveness.

2. A comprehensive definition of the components and indicators that characterize effective teachers is provided, extending this definition beyond teachers’ contribution to student achievement gains to include how teachers impact classrooms, schools, and their colleagues as well as how they contribute to other important outcomes for students. Through this synthesis, the National Comprehensive Center for Teacher Quality (TQ Center) hopes to provide some practical guidance in how best to evaluate teacher effectiveness.

Ajaja O. Patrick (2009) To examine the activities which go on in science classrooms in secondary schools in Delta State with the intention of comparing them with both national and international standards. To guide this study ten research questions were raised and answered. The samples of the study consist of 90 senior secondary schools, 90 Principals, 270 science teachers and 22,500 students drawn from the three senatorial districts in Delta State. The major instrument used for data collection was a questionnaire. Other methods used for data collection include; interviews and personal observation. Following the non-development of sound science education in schools.

Findings-
1. The following science education activities have suffered serious setback: insufficient time allocation in school time table, persistent use of lecture method in science teaching, persistence of teacher dominated teacher-student interaction in science classroom, non-coverage of science schemes of work, non-regular giving and marking of assignments, non-proper supervision of instructions, non-conduction of practical lessons and non-assessment of students in all the domains. It is concluded that the poor state of infrastructure and poorly trained teachers are the causes of poor teaching of science in schools.

Sylvia (1991) in her study, explains student achievement at various levels. The students are informed about the various criteria used for assessing them internally. The findings of the study point towards the fact that if the students have got a sound understanding about the system of internal assessment, they will behave and react positively.

Fradd et al (1994) in the book, "Instructional Assessment", meets a critical assessment need, which is the need to develop legally and educationally defensible assessment procedures for use with non-English language background students who are still in the process of learning English. The purpose of this text is to provide educators the information in respect to the tools and the techniques that may be used in assessing the effective educational decisions and the knowledge and insight to enable them to non-English language background students, internally and apply this information in both theoretical and practical contexts.

Alberta Department of Education, Edmonton (1994), in the study on Evaluating Students' Learning and Communication, presents diagnostic teaching units for grade 7 science and grade 14 science. The student activities of the diagnostic teaching units in the handbook have been designed to engage students in the six learning and communication processes, exploring, narrating, imagining, empathizing, abstracting and monitoring described in the companion handbook. Each unit includes a general description of the various methods for each lesson. As per the narration in the handbook, the students are expected to have a comprehension of the various teaching-learning activities and that performance would be assessed correspondingly with the regular session. They will be given reasonable weightage when the final progress is estimated.

Beck, Diana E. (1995) in their article, evaluating student performance, proposes that to assess students; preparedness to deliver pharmaceutical care; pharmacy schools have experimental evaluation systems consisting of multiple assessment methods, guidelines for optimal use, and
procedures to promote faculty-student communication about performance. Objective structured clinical examinations, collaboratively produced, and examinations consisting of extended matching items are recommended as evaluation instruments. These evaluation instruments are being practised on the students by giving reasonable weightage. Their corresponding performance is thus assessed frequently and continuously.

Aikenhead and Dufee (1992) in their article on student evaluation, provides an analysis of data collected in a study of six teachers reflecting upon their evaluation practices as they contemplated implanting a Science-Technology-Society curriculum. The authors concluded that teacher evaluation methods are dependent upon personal understandings of the assessment process developed from teaching experiences, personal evaluations, family influences and interactions with colleagues. They were of the strong opinion that the students were to be rated and assessed on the basis of their various potentialities along with the academic performance; the deserving candidates should be given ample weightage and consideration.

Pike and Kasworm (1994) through one of their studies, examined pattern of coursework of 1099 adult students' academic performance appraised by teaching personnel. Results suggest that traditional models are inappropriate to this large and growing proportion of the college student population. More importance is given to conventional methods of evaluating students still even though criteria for student evaluation have been changed nowadays.

Riner (1993) in a study evaluated both a university students teaching programme and the procedures used to evaluate individual student, and suggested that these evaluation procedures need the application of various criteria used for internal assessment on a scientific basis.

Bodle (1994) in a research paper on "Student Evaluations", used candid interviews with journalism educators regarding negative student evaluations. Here, he discusses an understanding on student evaluations, handling rejection, learning from the process, the shortcomings of evaluations; and keeping all students under the internal evaluation procedure by absorbing the major criteria adopted for assessing them internally.

Donmoyer (1993) discusses fairness in student evaluation, focusing procedures of internal evaluation, criteria adopted for the same, i.e. participation in seminars, class attendance, submission of assignments, projects etc. and points towards the reluctance of some students to do the same. He is of the clear opinion that if the above mentioned aspects are observed on a scientific basis, the internal evaluation can be performed satisfactorily.
Platt (1993) through his study on student evaluations asserts that standardized teacher evaluation form belittle students by blending them into an anonymous mass and emphasize that writing is not so important. The study consolidated that rather than increasing students' efficiencies, teacher evaluation enhanced administrator's power and posed a danger to intellectual freedom. So, all such practices have a negative influence on students with respect of internal evaluation.

Russel and Rothman (1993) Analysed a method of student evaluation of pre-clerkship clinical medical teaching used at the University of Toronto (Canada). The findings were that a high response rate had yielded data on individual teacher effectiveness and had been accepted to students.

Cadiz and Levi (1998) in their study examined one of the biggest problems students face in team projects in social loafing, a situation in which the students may view team projects as a free ride. This research examined the performance of students grading other student team members on a group project. Team members' evaluations were part of the grade. All evaluations were confidential; and other students never saw the evaluations. A behaviorally anchored scale was designed and used to discharge ratings based merely on personality. The scale developed for this study was based on student opinions about the important task and social behaviors in teamwork. Ratings by students did make sense and the correlations between the behaviorally anchored scales and the overall team's ratings were significant. Student ratings of teamwork were different and independent from their project grades.

Simkin and Marcoulides (1991) through their publication, made use of a prepared evaluation from generalize ability theory to judge the reliability of student grading of their peer's papers. Findings suggested that students can be consistent and fair in their assessments. Student practice in peer evaluation will help to develop the management skill of employee evaluation.

Morgan and Gliner (1997) in their study explained that students often have difficulty in evaluating the validity of a study, as they are unaware of the various techniques for conducting internal evaluation. A conceptually and linguistically meaningful framework for evaluating peers is proposed that is based on the discussion of internal and external validity of Cook and Campbell (1979). The proposal includes six key dimensions; three related to internal validity (instrument reliability and statistics, equivalence of participant characteristics and control of experience I environment variables) and three related to external validity (operations and
instrument validity, population validity and ecological validity). The usage of these scales is illustrated through a study by J.A. Gliner and P. Sample (1996) in which the purpose was to increase the quality of evaluation tool used for assessing peers internally in effective manners. Results suggested that peer evaluation helped to play vital role in internal assessment of pupils. 

**Sherrard, William R. (1994)** through their empirical study, states that grades in a university classroom were based on peer evaluation and faculty assessments. Demographics of peer evaluators were found to introduce little bias into the peer evaluation process, although the response of women was much higher than men. Students harbored considerable concern about being evaluated by their classmates.

**Boersma Gloria. (1995)** in their report on Improving Student Self-Evaluation described a series of curricular modifications made an effort to increase students' ability to self-assess and set goals. Problems with self evaluation and goal setting were documented through parent, teacher and student surveys Observations made on instructional methods revealed an absence of possible alternative strategies and an overemphasis on teacher dependent assessment of students The corresponding findings showed an inclination towards the fact that even though there is the practice of internal evaluation, the students should be given reasonable freedom to project their various potentialities.

**Klenowski (1995)** in the study on student self-evaluation processes, reports a research in student self-evaluation processes. Student self-evaluation requires judgment of the 'worth' of one's performance and the identification of strengths and weaknesses with a view to improving learning outcomes. Analysis of both types of self-evaluation identified several elements: use of criteria, teacher-student interactive dialogue and ascription of a grade The intended learning outcomes for students included independence in their learning, responsibility for decision making related to assignments, pro-activity and creativity in taking charge of their own work. The findings of the research indicated that despite all the constraints in the passage, it was possible to see an empowering impact on students.

**Twale, Shannon and Moore (1997)** through their study, compared self-ratings and undergraduate student ratings of graduate teaching assistants (GTAs) on nine factors of teaching effectiveness, examining mathematics and science GTAs who speak English as their native language (NGTAs) differ from their international counterparts (IGTAs). Overall, self ratings
were consistently higher than student ratings. Rating differences depended on specific teaching effectiveness factors and ratings source.

**Lenski Susan Davis. (1996)** in their study, discuss student-led parent conferences at Metcalf Laboratory School. It was found that students can learn how to reflect on their learning, evaluate their progress, and communicate this information to their parents in a conference situation. Conclusion is that students were empowered and that student-led conferences were a good way to use guided participation to create a community of learners capable of self-evaluation.

**Haswell (1993)** in a work on Student Self-Evaluations and Developmental Change, examined the connections between college student self-evaluation and student development; it is proposed that such self evaluation by actively emphasizing on specific aspects of cognitive, psychological and social development can integrate their experience of self evaluation.

**Moore and Hunter (1993)** through their study, describes that college student self-evaluations can assist in institutional outcomes assessment by helping educators understand the content, context and process of learning at both individual and institutional levels, and from the perspective of either research or assessment. Currently, self-assessment is used primarily in evaluating broad learning outcomes and individual development.

**Kusnic and Finely (1993)** in their publication, describes that self evaluation is a learning strategy that can help college students, particularly non-traditional students, build coherence through their educational experiences. Faculty need to approach students' reflective, self-evaluative writing as learners listening to what students say and using it as a guide to student development.

**Wilson and Wright (1993)** in a study on The Predictive Validity of Student self-Evaluations, examined 301 students in grades 8 through 12 in 4 rural Appalachian schools, the ability of several school-related variables (including self-evaluations, teachers' evaluations and grades) to predict performance on 2 scales of the Differential Aptitude Test was studied. Teacher perceptions and student self-evaluation are moderately valid predictors.

**Barnes and Barnes (1993)** had explained in a study in one private university classified four academic disciplines to compare student evaluations of courses for organization, breadth of coverage, group interaction, enthusiasm, grading and individual support. Results suggest a single evaluation form may not be appropriate for all disciplines.
Poirot (1993) in this study the fourth in a series on work conducted at the Texas Center for Educational Technology and the University of Texas, discusses evaluative measures needed to access the improvements that educational technology may have on students’ problem solving, critical thinking and content-level abilities. It is an indication that all these aspects should have a bearing in the curricular and co-curricular activities that may help them disclose the various capacities and abilities already they have with them.

Statement of problem -

“Effectiveness Of The Internal Evaluation Of The Student Teacher Of The Secondary Teacher Training Course.”

Definition of Problem.

1. Effectiveness

On implementing institutionalized system of evaluation the student’s performance , both positive and negative .

2. Internal Evaluation

The systems practised to evaluate the expected attainments of students, done mainly by the concerned teachers and other competent and eligible persons, to assess the student's performance.

3. Student teacher

The student who take an education in teacher training course.

4. Secondary teacher training course

The colleges who gives the teacher training of graduate students.