



# Perception of Stakeholders Towards Practices of Internal Assessment in Four Year Integrated B.Ed. Programme in Odisha

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## Abstract

*Internal assessment, or curriculum-embedded assessment, assess what students do when they are in the classroom. It is a crucial chunk of the instruction process in art and aids teachers, students, and parents in evaluating student progress. It illustrates aspects of student progress that are not typically assessed in external assessment. The present study entitled as "Perception of Stakeholders about Practice of Internal Assessment in Four Year Integrated B.Ed Course in Odisha". Objectives of the study are To study the existing practices of internal assessment in four year integrated B.Ed. programme, perception of student-teachers and Teacher educators about the practice of internal assessment in four year integrated B.Ed. programme. The sample of current study was consist of 60 four year integrated B.Ed. students and 10 teacher educators. To select sample random sampling technique was adopted. Data was collected from Head of the Institution for Information Schedule. Tools that used for data collection were Self made Information Schedule for Head of the Instruction, Self made Perception Questionnaire for Student Teacher and Teacher Educators. Findings of the study are that all student teachers and teacher educators of 4 year integrated B.Ed. are in the favour of internal assessment practices.*

**Keywords:** Perception, stakeholders, internal assessment, 4year integrated B.Ed., programme,

## Background of the Study

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. Teacher education is described as a program of instruction, research, and preparation for educators at the pre-primary to higher education levels by the National Council for Teacher Education. Teacher education is a program that focuses on enhancing the proficiency and competency of teachers so they are better equipped to meet the demands of their profession and overcome its problems. Teacher education is defined by the Goods Dictionary of Education as all formal and informal experiences and activities that assist in preparing a person to take on the duties of a member of the teaching profession or to carry out those duties more successfully.

The Education Commission (1964-66) of India affirmed the role of teachers in emphatic words, "No system can rise above the status of its teacher" The Delores study from 1996 and the UNESCO report Teacher and Educational Quality: Monitoring Global Needs for 2015 (2006) both highlighted similar views. "Research demonstrates that teacher quality is significantly and positively correlated with pupil attainment and it is the most important within school aspect explaining students' performance," the European Commission Report "Communication on Teacher Education" (2007) states at the outset. Teachers play a crucial role in transforming society and assessing the standard of living in both local communities and the country as a whole.

### Rationale of the study

The traditional annual test system is riddled with flaws, such as a heavy workload for pupils and a written exam that lasts only a limited hours to evaluate student progress. The behavior patterns of a relatively small sample of examinees must be captured by a single external evaluation, according to the specification. Moreover, because of factors including writing speed, handwriting quality, verbal fluency, and test conditions, it is worthless as a measure for evaluating learning outcomes. Exam days cause a great deal of worry and anxiety for a lot of pupils. In a culture whose rewards are determined by how many kids pass educational tests, the ensuing anxiety and competitive spirit could be lethal not only to the individual pupils but also to the larger community.

The reports of rampant exam cheating and dishonesty, which are an attempt to evade the competitive pressures, are expressions of intense dissatisfaction that can occasionally have dire effects, including death. Nobody is surprised anymore by allegations of mass copying, question paper leaks, approaching examiners, and the issuance of fraudulent mark sheets. These days, none of these things are optional.

Due to the rise of these factors, the entire system of values in education has become perverted, giving certifications more weight than actual learning. More investigation into the system will lead us to the conclusion that these problems derive from flaws in the evaluation system as a whole. Evaluation serves more than merely awarding degrees and certificates to students who meet a predetermined proportion of mark requirements.

Its purposes might be followings:

- i. The aim is to gather data on many aspects of students' characteristics, which will be utilized as input to support decision-making.
- ii. To keep an ongoing log of students' academic progress.
- iii. Giving teacher educators knowledge to increase their own efficacy.
- iv. To enlighten parents and teacher educators who must make decisions regarding the pupils.

These goals cannot be met by a single terminal and exterior inspection; instead, a thorough evaluation strategy is required. i.e. internal assessment system. There are various study conducted inside and outside of the India out of these studies some study found that most of teachers are doesn't accept the idea of continuous assessment but they believe the lecture method and continuous assessment is time consuming (Bezabih, Yigzaw & Garad(2019)). Most teachers use assessment only for grading rather than identifying the learning problem (Asale(2017)). Some study found that students are less aware about their assessment is based on and how teachers make them (Mussaway(2009)). Most teachers (76%) like teaching classes with class based assessment where 24% teachers doesn't like this kind of teaching (Narayan(2014)). Student's have moderate attitude towards continuous internal assessment on the basis of Gender, habit & caste (singh, patel & Desai(2013)). Some study found that internal assessment scores are independent of external assesment scores and that is wide disparity between the marks in theory and practical examination (Bhadwal (2012)). Some teachers are favour of making Internal assessment in a regular feature in educational institution (Kumar (2003)). Most of P.G. students and teachers attitude towards internal assessment favourable (Kapil (1997)). Keeping with the above facts in mind and after careful review of related literature the present study was carried out to know, how stakeholders of four year integrated B.Ed., perception about internal assessment practices.

### Statement of the problem

In this present study investigator wants to find out the perception of stakeholders about internal assessment of four year integrated B.Ed programme. Thus the present study was entitled as "Perception of Stakeholders about Practice of Internal Assessment in Four Year Integrated B.Ed Course in Odisha."

Operational definitions of the key terms used:

**Perception-** In the present study perception deals with the views and opinions of stakeholders towards practice of internal assessment.

**Stakeholders-** In the present study stakeholders refers to the individuals directly involved in the teaching-learning process of four year integrated B.Ed. course. i.e. student- teachers & teacher educators.

**Internal assessment-** Internal Assessment in the present study means is a process that extends over a period of time, of continuous awareness of the knowledge which gives comprehensive judgment about students' progress. The internal assessment involves tests (written, oral), assignments, projects, fieldwork, discussion, practical work, class-work teacher made test etc.

**Four year integrated B.Ed.-** In the present study four year integrated B.Ed. means students pursuing B.Sc./B.A with B.Ed. after completion of intermediate.

Objectives of the study

- i. To study the existing practices of internal assessment in four year integrated B.Ed. programme.
- ii. To study the perception of student-teachers about the practice of internal assessment in four year integrated B.Ed. programme.
- iii. To study the perception of teacher educators about the practice of internal assessment in four year integrated B.Ed. programme.

## Research Questions

- iv. What are the practices adopted for internal assessment in four year integrated B.Ed. course in Odisha, with respect to
  - a. Tools and techniques used
  - b. Methods used
  - c. Provision of feedback
  - d. Learners' need
- v. What is the perception of student teachers about the practice of internal assessment in four year integrated B.Ed. course in Odisha?
- vi. What is the perception of the teacher educators about the practice of internal assessment in four year integrated B.Ed. course in Odisha ?

**Review of related literature:**

**Bezabih, Yigzaw & Garad (2019)** carried out a study in Somali Regional State on First Cycle Primary School Teachers' Knowledge, Perception, Practices, and Challenges of Assessment for Learning (AfL). The study's main conclusions showed that the majority of teacher respondents—53%—were opposed to the notion of continuously assessing students by assigning examinations. On the other hand, 45.1% of respondents said that continuous assessment just consists of giving kids tests on a regular basis. Just 1.2% of respondents gave a neutral or yes response to this proposal. Additionally, the study revealed that 14.6% of respondents only gave a positive reaction when asked about the use of constant evaluation to identify children. 60% of respondents strongly disagree with the notion as stated. Just 9.7% of participants said they disagreed with this statement.

**Asale (2017)** studied the perceptions and practices of mathematics teachers about continuous assessment in the classroom: the case of a secondary school in the Wolaita Zone, Snnpr Region. The study's main conclusions showed that most teachers employ comparable methods for assessment. It was highlighted how exams and tests are increasingly being used as a simple means of assessment. This suggests that teachers of mathematics have not evaluated overall performance using the various CA techniques. The study discovered that there is little usage of assessment as a teaching technique

**Alufohai & Akinlosotu (2016)** carried out a research work on the attitudes and knowledge of secondary school teachers in Edo State's Esan Central Senatorial District regarding continuous assessment practices. The study's main conclusion was that secondary school teachers in Edo State's Esan Central Senatorial District don't really understand what continuous assessment (CA) is. The majority of them are enthusiastic about implementing continuous assessment practices, such as testing students after covering any subject; incorporating test results into final and annual exam results; and collecting student assessment data through the use of multiple choice (objective) tests, essay tests, and laboratory exercises, among other methods. Based on the results, it is stated that teachers' years of experience and areas of specialization are important indicators of how they feel about CA procedures.

**Albina & Benjamin (2015)** surveyed B.Ed. student teachers in Tirunelveli about their attitudes on thorough and continuous evaluation. The primary conclusions of the research showed that there is no statistically significant difference in the attitudes of B.Ed. student teachers toward comprehensive and continuous evaluation between male and female students, nor between students in rural and urban areas. In a similar vein, there is no discernible difference in the attitudes of married and single B.Ed. student teachers regarding comprehensive and continuous evaluation.

**Awofala & Babajide (2013)** examined the attitudes of Nigerian pre-service STM teachers toward continuous assessment practices. The study's primary conclusions highlighted the following significant traits of pre-service STM teachers' attitudes on continuous assessment procedures. Initially, it was observed that a greater percentage of pre-service STM teachers had good views towards the majority of continuous assessment practises, whereas their opinions towards certain practises tended to be neutral or negative. Second, the attitudes of pre-service STM teachers toward continuous evaluation techniques may not be significantly influenced by criteria like as gender or age.

**Bernard & Emmanuel (2012)** carried out a study on the challenges associated with implementing continuous assessment in Nigerian primary schools. The study's main conclusions showed that many instructors purposefully gave straightforward C.A. tests to their students in order to achieve high pass rates. There were positive significant differences (in favor of "disagree") in the frequencies of responses in items 1, 2, 4, and 5 with regard to the teacher-centered concerns of the CA. Item 3 showed significant frequencies, although they were biased toward negative (disagree) answers. Furthermore, item 6 did not show statistical significance.

**Mussawy (2009)** investigated the opinions of teachers and students regarding assessment procedures in the classroom. In comparison to the other scales, the study's findings showed that students had a better understanding of the requirements of an assessment task and how their work is evaluated. Furthermore, based on students' opinions, the data indicates that two significant issues—the what and how of assessment—are less transparent when compared to other teams. Stated differently, pupils are not as aware of the criteria used for their assessment or the marking schemes used by teachers.

**Popovich, Plake & Scott (1996)** evaluated student attitudes toward learning from homework assignments in a course on non-prescription drugs. The study's main conclusions showed that students thought homework assignments were a useful substitute for exams when it came to learning about over-the-counter medications. Because these exercises allowed students to gather information and apply concepts and facts toward the resolution of the unique case, they felt that learning was boosted. This supported the findings of a previous study. Study conducted in India

**Singh (2017)** A Study on Attitude Towards Continuous & Comprehensive Evaluation of Senior Secondary School Students in Relation to Their Study Habits was undertaken. The study's main conclusion was that senior secondary school pupils from different CBSE board schools had similar attitudes on the CCE scheme. On the measure of study habits, the most and least favorable groups' attitudes toward students' Continuous and Comprehensive Evaluations differ significantly. There is little difference in the attitudes of male and female students concerning CCE. Therefore, we can conclude that a continuous and comprehensive evaluation system is superior to a summative evaluation technique for assessing students' academic and non-academic attributes. Students are given the opportunity to improve their learning capabilities.

**Narayan (2014)** carried out a research study to find out how the teachers felt about evaluation system in the classroom. The study's unexpected conclusions showed that while 24% of teachers in this educational district had a negative (unfavorable) attitude toward class-based assessment, the majority of teachers (76%) in this district had a positive attitude toward it and enjoyed using it in their classes. They really dislike using class-based assessments when teaching.

**Hasan (2013)** conducted a comparison study on the attitudes of VBS Poorvanchal University, Jaunpur B.Ed. students regarding internal evaluation. The study's conclusions showed that while both self-financed and government-aided students support internal evaluation, the proportion of government-aided college students who support internal evaluation is lower than that of all the students. Additionally, there is not any discernible difference in the degree of attitude toward internal evaluation between the boys' and girls' self-finance college B.Ed. students. In a similar vein, there is little discernible variation in the attitude near internal evaluation between government-aided and privately funded B.Ed. students.

**Singh, Patel & Desai (2013)** a study on student teachers' attitudes toward ongoing, thorough evaluation that took into account their gender, caste, and habitat. According to the study's findings, B.Ed. students generally have a moderate attitude toward continuous internal assessment; 38.86% of students had a highly favourable attitude, 60.43% had a somewhat favourable attitude, and 0.71% had the least favourable attitude. Furthermore, the mean attitude of male and female B.Ed. students towards continuous internal assessment did not differ statistically significant.

**Bhadwal & Kishor (2012)** carried out a study on internal assessment component research. The study's conclusions showed that there is a significant difference in the grades received for theory and practical exams, and that internal assessment scores are not correlated with external assessment scores. Students view teachers' involvement in internal assessment as dubious and believe that internal assessments are subjective. Additionally, there is a propensity for excessive marking in internal evaluations.

**Gunjal (2012)** did a study on the assessment of B.Ed. student instructors from both the inside and the outside. The study's conclusions showed that all B.Ed. student teachers received higher grades in internal evaluations for both arts and commerce. i.e., 28%–30% higher than in the external assessment. Additionally, the evaluations conducted internally and outside are inconsistent. Overall, there is a substantial association between the evaluations of the arts and commerce faculties separately, but not between them faculty-wise.

**Kumar (2003)** carried out a study on the viability and anticipated outcomes of institutionalized student evaluation procedures. According to the study's conclusions, the majority of teachers are dissatisfied with the current assessment system, and 95% of them believe that educational institutions should implement a continuous internal assessment system on a regular basis. The majority of students also believe that a single written exam given at the end of the year is insufficient to evaluate students' progress made during the year. They support instituting internal assessment as a regular practice in educational establishments.

**Kapil (1997)** studied how teachers and postgraduate students felt about internal assessment in the University of Maharashtra's physical education colleges. The study's main conclusions showed that postgraduate students had a positive attitude toward internal assessment. Internal assessment was found to be well viewed by postgraduate teachers, with 60% of them giving positive responses. Of these, 53% gave a favorable response to the internal assessment. Similarly, there was no discernible difference between the attitudes of male and female students toward internal evaluation, and there was a negligible difference between the attitudes of rural and urban students toward internal assessment.

## Methodology

<b>Design</b>	Convergent Parallel method
<b>Target population</b>	All the four year integrated B.Ed. students in Odisha.
<b>Accessible population</b>	All four year Integrated B.Ed. Students of Cuttack & Khordha district.
<b>Sample</b>	60 four year Integrated B.Ed. Students and 10 Teacher Educators of Cuttack & Khordha district.
<b>Tools</b>	Perception Questionnaire for Teacher Educator, Perception Questionnaire for Student Teacher and Information Schedule for Institute.
<b>Data analysis</b>	Both Qualitative & Quantitative technique was used.

**Tools used for data collection**

The following tools are used for data collection.

1. Self-made Information Schedule for Head of the Instruction
2. Self-made Perception Questionnaire for Student Teacher
3. Self-made Perception Questionnaire for Teacher Educators

**Statistical Technique used for data analysis**

The major statistical techniques used were:

1. **Mean:** According to S.K Mangal (2019), it can be defined as the product of all the values of each item in a series divided by the total number of items (p. 41). That is the distribution's arithmetic value.

**ii. Standard Deviation:** The square root of the average of the squares of each score's deviation from the mean is the standard deviation (SD) of a set of scores (Mangal, 2019; p. 71). Occasionally, it is referred to as root mean square deviation.

**Procedure for data analysis**

Quantitative and Qualitative techniques have been used in the present study. The quantitative data that were collected from the stakeholders (i.e. Teacher Educators and Student Teachers) through respective Perception scale were analyzed by using descriptive statistics (i.e. Mean, Standard Deviation).

**Analysis and Interpretation****Practices adopted for internal assessment in four year integrated B.Ed. course in Odisha**

From the Information Schedule for institute, the data found was are discussed below

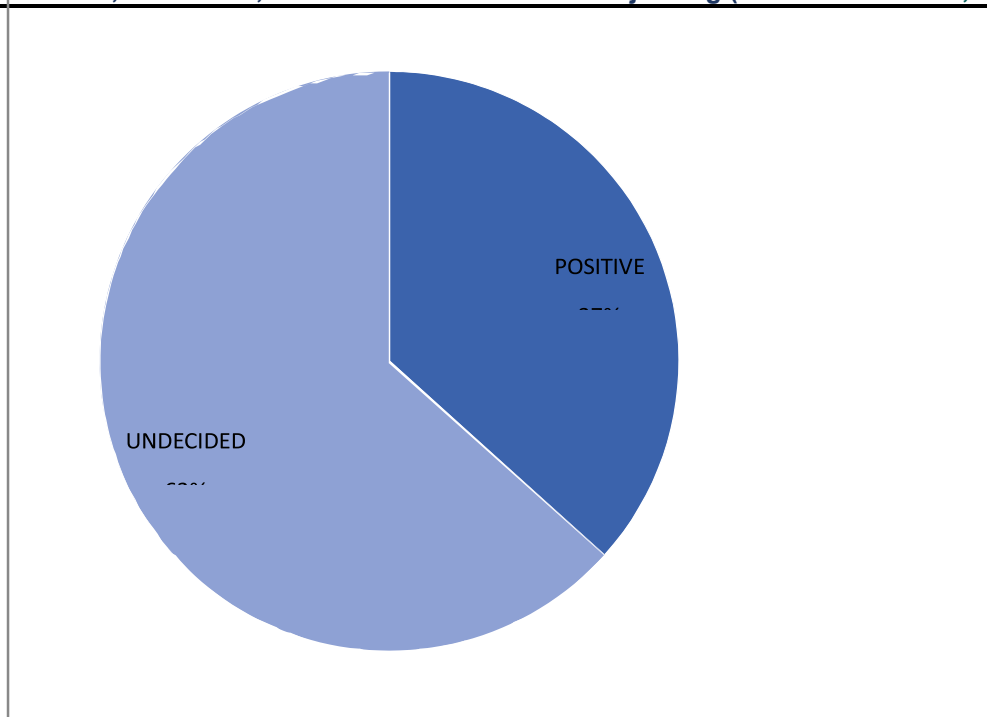
- a. Tool & Techniques used:** check list, open ended questionnaires, portfolio, observation, peer review, reflective journals, projects and assignments
- b. Method used:** mentor review, self and peer assessment
- c. Provision of feedback:** discussion session, oral and written feedback, enhancement programmes

**Table no- 4.2.1 Perception of student teachers about the practice of internal assessment(Male)**

Students Teachers	Negative attitude (Below score 90)		Undecided (Score 90-100)		Positive attitude (Above 100)		Mean	SD
	No.	%	No.	%	No.	%		
Male	0	0%	19	63.33%	11	36.66%	98.06	5.56

**Interpretation**

It is inferred from the above table that 36.66% of male student teachers of 4 year integrated B.Ed are in the favors of internal assessment practices and 63.33% of them have undecided view towards internal assessment. However they don't have very high positive attitude towards internal assessment (i.e. M= 98.06 and SD= 5.56).



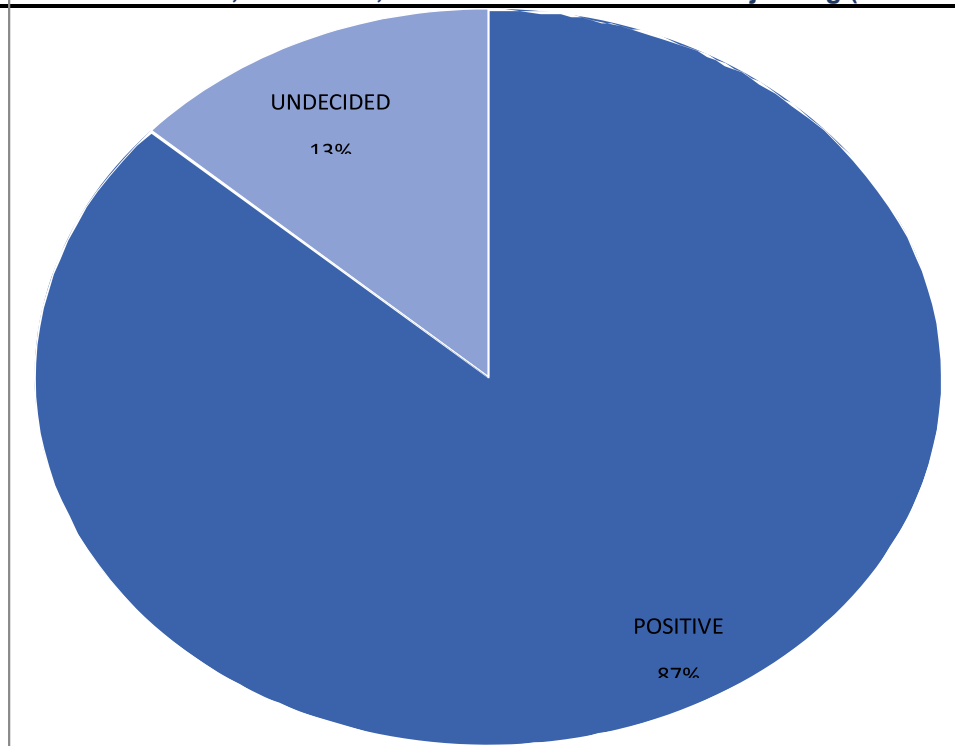
**FIGURE NO- 4.2.1 PERCEPTION OF STUDENT TEACHERS ABOUT THE PRACTICE OF INTERNAL ASSESSMENT IN FOUR YEAR INTEGRATED B.ED. COURSE IN ODISHA (MALE)**

**Table no- 4.2.2 Perception of student teachers about the practice of internal assessment(Male)**

Students Teachers	Negative attitude (Below score 90)		Undecided (Score 90-100)		Positive attitude (Above 100)		Mean	SD
	No.	%	No.	%	No.	%		
Female	0	0%	4	13.33%	26	86.66%	109.43	11.18

#### Interpretation

It is inferred from the above table that 86.66% of female student teachers of 4 year integrated B.Ed are in the favor of internal assessment practices and 13.33% of them have undecided view towards internal assessment. And they have very high positive attitude towards internal assessment (i.e. M= 109.43 and SD= 11.18).



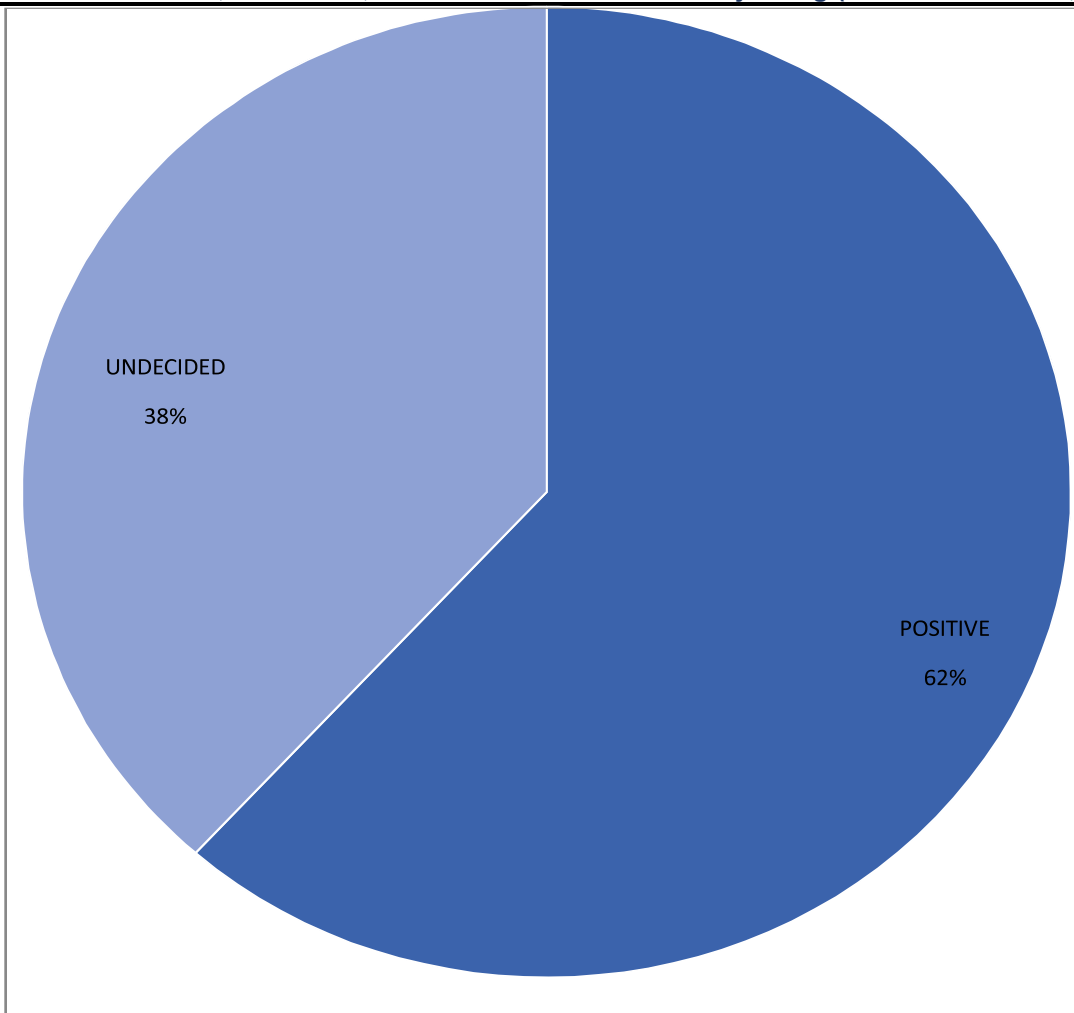
**FIGURE NO- 4.2.2 PERCEPTION OF STUDENT TEACHERS ABOUT THE PRACTICE OF INTERNAL ASSESSMENT IN FOUR YEAR INTEGRATED B.ED. COURSE IN ODISHA (FEMALE)**

**Table no.- 4.2.3 Perception of student teachers about the practice of internal assessment**

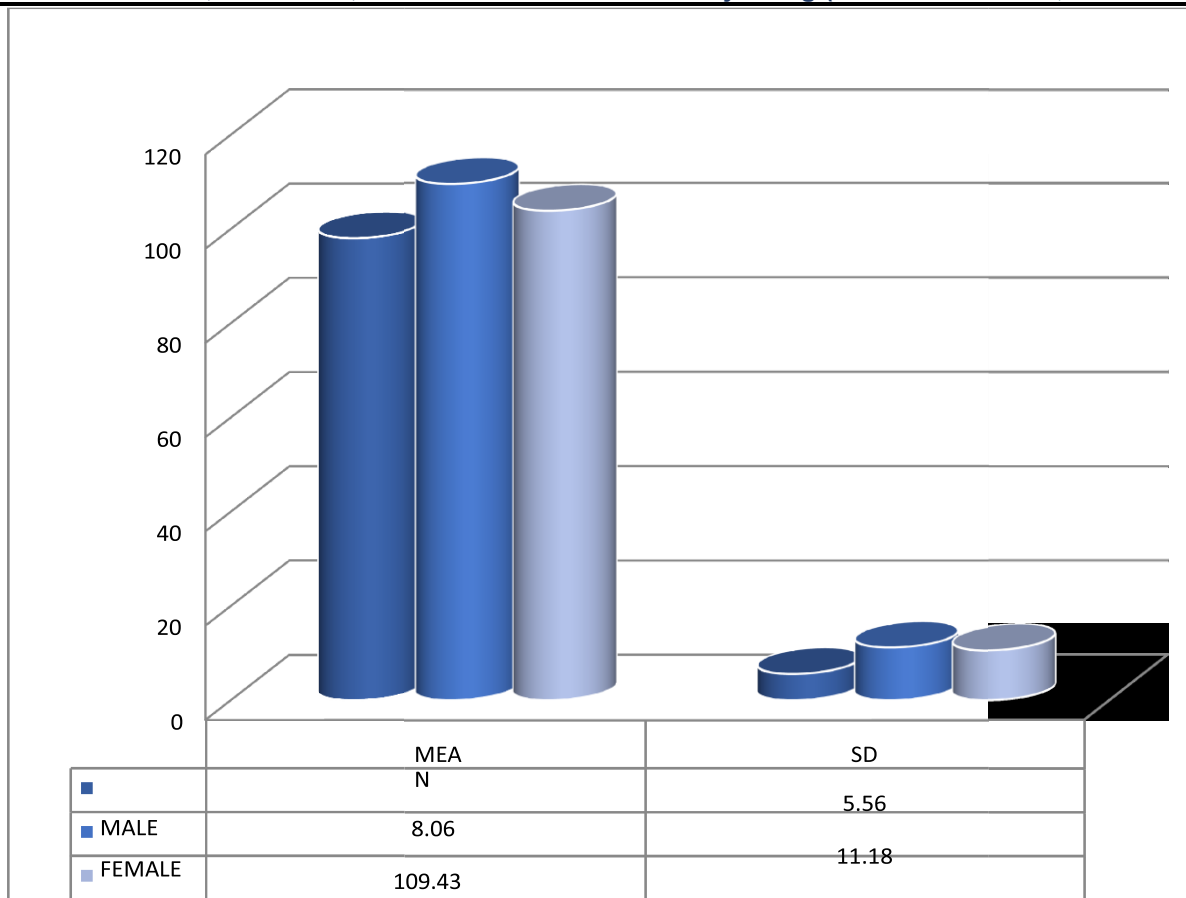
Students	Negative attitude		Undecided		Positive attitude		Mean	SD
Teachers	(Below score 90)		(Score 90-100)		(Above 100)			
	No.	%	No.	%	No.	%	103.75	10.50
Female	0	0%	23	38.33%	26	61.66%		

#### Interpretation

It is inferred from the above table that 61.66% over all student teachers of 4 year integrated B.Ed are in the favor of internal assessment practices and 38.33% of them have undecided view towards internal assessment. And they have high positive attitude towards internal assessment (i.e. M= 103 and SD= 10).



**FIGURE NO- 4.2.3 PERCEPTION OF STUDENT TEACHERS ABOUT THE PRACTICE OF INTERNAL ASSESSMENT IN FOUR YEAR INTEGRATED B.ED. COURSE IN ODISHA**



**FIGURE 4.2.4 DIFFERENCE BETWEEN MALE AND FEMALE STUDENT TEACHERS IN THEIR PERCEPTION TOWARDS INTERNAL ASSESSMENT**

**Interpretation**

From the above figure comparing the mean scores of Male and Female student teachers in their perception towards internal assessment, Female student teachers (mean = 109.43, SD= 11.18) have highly positive favour than male student teachers (mean = 98.06, SD= 5.56). Over all, maximum (61.66%) accept internal assessment in a favourable way.

**Qualitative analysis of student teachers**

Most (87%) student teachers are getting various benefits from the internal assessment they told that through the internal assessment they can measure their strength and weakness regarding to a particular subject. Internal assessment helps them to reduce the stress or weightage of external assessment and deduct their nervousness while covering the syllabus.

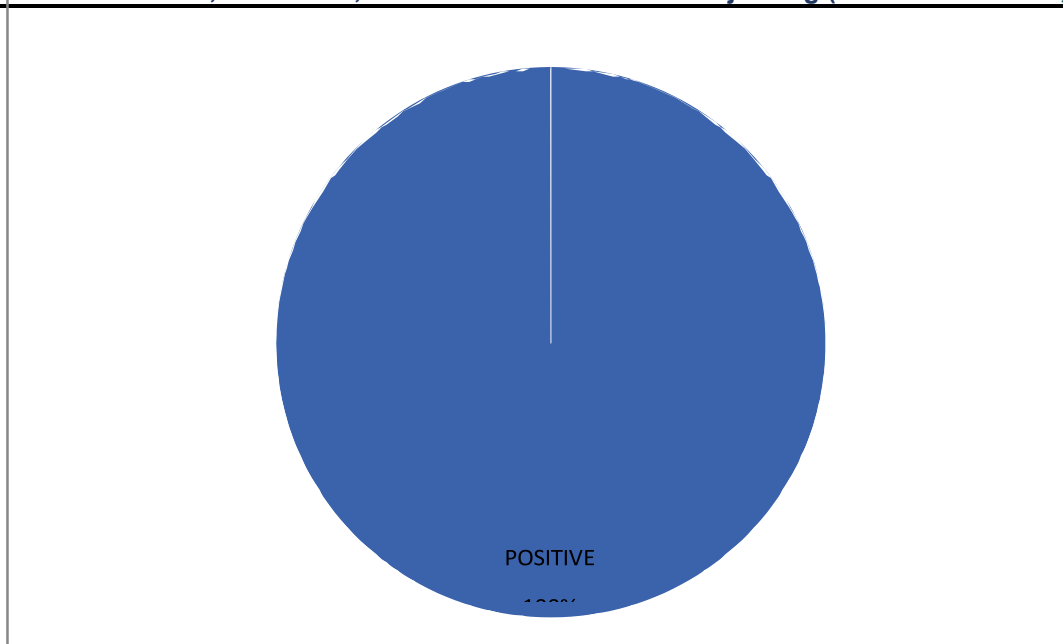
Similarly 75% students’ teachers are told that there is scope of bias in the internal assessment process by the teachers personal favour. 80% student teachers argue that there teacher doesnot give any regular feedback in the assessment. In case of problem facing, 50% students are facing problem during the internal assessment whereas 50% students are not facing any problem in the internal assessment. Lastly, most of student teachers i.e. 92% satisfied with the internal assessment which helps them for self assessment, diagnoses own strength and weakness.

**Table no.- 4.3.1 Perception of teacher educators about the practice of internal assessment**

Students Teachers	Negative attitude (Below score 90)		Undecided (Score 90-100)		Positive attitude (Above 100)		Mean	SD
	No.	%	No.	%	No.	%		
Female	0	0%	0	0%	10	100%	126.2	10.58

**Interpretation**

It is inferred from the above table that 100% of Teacher Educators of 4 year integrated B.Ed are in the favour of internal assessment practices and they have very high positive attitude towards internal assessment (i.e. M= 126.2 and SD= 10.58).



**FIGURE NO.-4.3 PERCEPTION OF TEACHER EDUCATORS ABOUT THE PRACTICE OF INTERNAL ASSESSMENT IN FOUR YEAR INTEGRATED B.ED. COURSE IN ODISHA**

Qualitative data analysis of teacher educators

Most of 80% teacher educators agreed that the student teachers get various benefits from internal assessment. Whereas 20% teacher educators are not agreed with this. Their opinion is internal assessment is only for getting good marks in the examination. The present system of evaluation is welcomed by 80% of teachers of teachers they are satisfied with the present assessment system prescribed by the NCTE while 20% opposes it due to over burdened work. 20% of teacher educators argue that internal assessment is a time consuming process which put extra burden on the teacher educators while 80% of them accept it as a continuous developing process. Most of i.e. 90% of teacher educators believe that the practice of internal assessment caters much to the acquisition of expected behaviors modification in students. They said that student teachers also get training of internship and they also observe the teachers behaviour and teaching exercise in the school. 70% teacher instructors are facing numerous problems due to internal assessment those are, students are remain absent in the internal assessment for personal problem, some students are not coming regularly but they performed better in the internal exam and some students are influences the teacher. While 70% teacher educators are facing a large number of problem there are 30% teacher educatorshas no problem.

#### **Practices adopted for internal assessment in Four Year integrated B.ed. course in Odisha**

From the Information Schedule for institute, the data found was are discussed below

- d. Tool & Techniques used:** check list, open ended questionnaires, portfolio, observation, peer review, reflective journals, projects and assignments
- e. Method used:** mentor review, self and peer assessment
- f. Provision of feedback:** discussion session, oral and written feedback, enhancement programmes
- g. Table no-4.2.1** Perception of students teachers about the practice of internal assessment(male)

#### **Interpretation**

##### **Major findings**

- i. Findings based on the information schedule for institute filled by the head of the institution/ department**

Various tools and techniques are used in the internal assessment practice in 4 year integrated B.Ed that are

- a. Tool & Techniques used: check list, open ended questionnaires, portfolio, observation, peer review, reflective journals, projects and assignments  
Method used: mentor review, self and peer assessment
- b. Provision of feedback: discussion session, oral and written feedback, enhancement programmes

**Findings based on the data from the table no- 4.2.1 Perception of student teachers about the practice of internal assessment (Male)**

- c. 36.66% of male student teachers of 4 year integrated B.Ed are in the favour of internal assessment practices and 63.33% of them have undecided view towards internal assessment.
- d. Male student teachers of 4 year integrated B.Ed. don't have very high positive attitude towards internal assessment (i.e.  $M= 98.06$  and  $SD= 5.56$ ).

**Findings grounded on the data from the table no- 4.2.2 Perception of student teachers about the practice of internal assessment (Female)**

- e. 86.66% of female student teachers of 4 year integrated B.Ed. are in the favour of internal assessment practices and 13.33% of them have undecided view towards internal assessment.
- f. Female student teachers of 4 year integrated B.Ed have very high positive attitude towards internal assessment (i.e.  $M= 109.43$  and  $SD= 11.18$ ).

**Findings founded on the data from the table no 4.2.3 - Perception of student teachers about the practice of internal assessment**

- g. 61.66% over all student teachers of 4 year integrated B.Ed are in the favour of internal assessment practices and 38.33% of them have undecided view towards internal assessment.
- h. Student teachers of 4 year integrated B.Ed have high positive attitude towards internal assessment (i.e.  $M= 103$  and  $SD= 10.50$ ).

**Findings based on the data from the figure 4.2.4 difference between male and female student teachers in their perception towards internal assessment**

- i. Female student teachers (mean = 109.43,  $SD= 11.18$ ) have highly positive favour than male student teachers (mean = 98.06,  $SD= 5.56$ ).
- j. Overall, maximum (61.66%) of student teachers accept internal assessment in a favourable way.

**Findings based on the data from Qualitative analysis of the student teachers**

- k. Most (87%) student teachers are getting various benefits from the internal assessment they told that through the internal assessment they can measure their strength and weakness regarding to a particular subject. Internal assessment helps them to reduce the stress or weight age of external assessment and deduct their nervousness while covering the syllabus. While 13% of student teachers are not agreed with the idea of getting benefits from the internal assessment.
- l. 75% students' teachers are told that there is scope of bias in the internal assessment process by the teacher's personal favour. 25% of them told that internal assessment is a total fair process.
- m. 80% student teachers argue that their teacher does not give any regular feedback in the assessment. They are just take assignments for internal assessment.
- n. In case of problem facing, 50% student teachers are facing problem during the internal assessment whereas 50% student teachers are not facing any problem in the internal assessment.
- o. Lastly most i.e. 92% of student teacher satisfied with the internal assessment which helps them for self assessment, diagnoses own strength and weakness. 8% of them argue for modification in the current practices.

**Findings based on the data from the table no 4.3.1- Perception of teacher educators about the practice of internal assessment**

- p. All the i.e. 100% of Teacher Educators of 4 year integrated B.Ed are in the favour of internal assessment practices
- q. They have very high positive attitude towards internal assessment and supports internal assessment practices. (i.e.  $M= 126.2$  and  $SD= 10.58$ ).

**Findings based on the data from 4.3.2 Qualitative data analysis of teacher educators**

- r. Most of 80% teacher educators agreed that the pupil teachers get various benefits from internal assessment. Whereas 20% teacher educators are not agreed with this. Their opinion is internal assessment is only for getting good marks in the examination.
- s. The present system of evaluation is welcomed by 80% of teachers they are gratified with the present assessment system prescribed by the NCTE while 20% opposes it due to over burdened work. 20% of teacher educators argue that internal assessment is a time consuming process which put extra burden on the teacher educators while 80% of them accept it as a continuous developing process.
- t. Most of i.e. 90% of teacher educators believe that the practice of internal assessment caters much to the acquisition of expected behaviour modification in students.
- u. 70% teacher instructors are facing various problems due to internal assessment such as over burdened work, no special scheme for internal assessment etc. While 30% teacher educators have no problem with the internal assessment practices.

## Educational Implications

### Implication to policy maker

This study would assist policymakers in addressing this issue, and greater attention should be paid to developing internal assessment schemes and utilizing both online and offline tools and procedures. A well designed assessment policy along with curriculum that support internal assessment may help future teacher trainee to gain experience rather than rote knowledge and ultimately help the whole education system of the nation.

### Implication for Teacher Educators

This study will assist teachers in meeting the needs of their B.Ed. students, with a focus on learning and the efficient application of skills and tactics in the classroom. These abilities include lesson planning, activity preparation, and process evaluation. Internal assessment assists in identifying the student teachers' areas of strength and weakness so that corrective action can be taken.

### Implication for Bachelor of Education Students

Through internal assessment, this study will assist the learner in understanding their own strengths and weaknesses. They might learn about the efficacy of the internal evaluation procedure. In order for them to implement internal assessment techniques during their time as teachers in the classroom. The main focus of the course will be on how to integrate assessment into the teaching, learning, and content processes so that students may confidently navigate the curriculum, learn through it, and routinely assess their own work. Understanding the significance of internal evaluation in a teaching-learning environment will be aided by the study.

### Suggestions for further research

- iv. The current study was carried out on two institutes in Odisha, and it might be expanded to take into account the people in another location.
- v. The purpose of the existing study was to assess the perceptions of stakeholders, including two heads of departments/institutes, ten teacher educators, and sixty student teachers. This study could be expanded to a greater sample size for more accurate results and better generalization.
- vi. The sample for this study included four-year integrated B.Ed. students, additional elementary teacher students, college students, vocational, differently abled students, M.Ed. students, university professors, teachers, and community people.
- i. While the current study focuses on gender-related variables, similar research can also be done on other variables such as socioeconomic position, accomplishment level, discipline, educational stream, institute type, and geography.
- ii. Additionally, research can be done on the effects of internal evaluation on teacher candidates' academic accomplishment as well as their teaching competency.

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