

# THE INTERNAL AND EXTERNAL ASSESSMENTS

(A Study based on the Pre-Degree Examination 1962 of the University of Poona)

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## Part I

### 1. *Introduction*

THE question of introducing internal assessment, at least in part, is being discussed in the academic circles in India for some years past. The idea is to give at least some credit in the final assessment to the work done by a student in the class during the academic year instead of judging him solely on his performance in the public examination at the end of the year as is being done for all these years by most of the universities or examination boards in this country. Schemes of giving partial credit to term work are already in force for the last few years in the M. S. University of Baroda and the Punjab University and also at the Secondary School Certificate Examination in a few States. The University of Poona also adopted a system of giving partial credit to term work in the college at the Pre-Degree course in arts, science and commerce which corresponds to the first year course in college after the Secondary School Certificate Examination. It came into force from the Pre-Degree examination held in 1962. Since the introduction of internal assessment (even in part) is a very recent development in the field of higher education in India any such scheme deserves a careful study of its consequences as reflected in the examination results. In the present investigation we propose to study in some detail the internal and external assessments of the candidates who appeared for the Pre-Degree examination of the Poona University in March 1962. The terms internal and external assessments used in this study stand respectively for the credit obtained by a student for term work in a subject in his college and the marks obtained by him in that subject in the University examination.

It is perhaps appropriate at this stage to state briefly why such a change or reform is considered desirable by educationists. In the first place, it is argued that such a change will reduce, at least to some extent, the pressure and the strain, the tension and anxiety which are always implicit in a single public examination at the year-end. It is also felt that this change will induce students to put in continuous work spread over the whole year instead of concentrating