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## DIFFERENTIALS IN EXTERNAL, INTERNAL AND PRACTICAL MARKS OF STUDENTS IN B.Ed EXAMINATION

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The word examinations bring shivers to all right from children to adults, leading to trembling hands, parched lips, pounding heart and sleepless nights. It has formed an inseparable adjunct of our everyday life through ages. It has been accepted by all concerned that examination (in some form) is necessary.

Examinations are as old as the human society. Examinations can be classified in a number of ways, taking into account the nature of the examining authority, the method used in examining the pupils and the frequency of examinations. Regarding the nature of examining authority, the examinations may be either external or internal. Internal examinations are conducted by educational institutions from time to time, for evaluating the progress of students for grading them. The external examinations come generally at the end of each session. The university examinations and the board examinations are the examples of external examinations.

From the standpoint of 'method of examinations', examinations may be classified as oral, written and practical. The oral examination of a student constitutes the oldest approach in achievement testing. Written examination has two major forms. There are free answer type and 'structured – answer type'. The structured –answer type of examination is a purely objective type test. Practical examinations are generally used in laboratory works and in other fields where actual performance is required to examine.

The defects of existing examination system can be accounted for different ways from different angles. Regarding areas of testing it is obvious that the traditional examinations only test the academic achievements of the pupils and not other aspects of their development. Even the intellectual development is also unsatisfactorily tested.

#### **STATEMENT OF THE PROBLEM:**

#### **DIFFERENTIALS IN EXTERNAL, INTERNAL AND PRACTICAL MARKS OF STUDENTS IN B.ED EXAMINATION**

#### **OBJECTIVES OF THE STUDY:**

To ascertain the differences between internal and external examination marks (theory papers) secured by B.Ed. students of academic session 2007-08.

To find whether there is any difference between the external and practical examination marks secured by B.Ed. students of academic session 2007-08.

To discover whether there is any difference between the internal and practical examination marks secured by B.Ed. students of academic session 2007-08.

To establish the differences between the B.Ed. examination (External) and graduation examination marks secured by B.Ed. students of academic session 2007-08.

#### **HYPOTHESES OF THE STUDY:**

There will be significant differences between the internal and external examination marks in theory papers secured by B.Ed. students of academic session 2007-08.

Significant differences will be found between external and practical examination marks secured by B.Ed. students of academic session 2007-08.

Significant differences will be there between internal and practical examination marks secured by B.Ed. students of academic session 2007-08.

Significant differences will be found between the B.Ed. examination (External) and graduation examination marks secured by B.Ed. students of academic session 2007-08.

#### **DELIMITATIONS OF THE STUDY:**

The study will be delimited to B.Ed. colleges affiliated to Guru Nanak Dev University, Amritsar (Punjab)

Pass out students of one academicsession i.e. 2007-08.

**DESIGN OF THE STUDY:**

Present study falls in the domain of normative survey as it intends to investigate the differences between internal, external and practical marks secured by the students in B.Ed. Examination.

**SAMPLE: -**

Situated in 5 districts of Punjab, 47 education colleges are affiliated with GuruNanakDevUniversity. Out of these colleges 25 % colleges will be covered under the present study.

**SAMPLING PROCEDURE:-**

Proportionate stratified random sampling technique will be used to select the colleges from the five districts and purposive sampling method will be applied for the selection of students from these colleges.

**DATA COLLECTION TOOLS:-**

For the present study internal, external, practical examination marks in B.Ed. and external examination marks in graduation are required. No specific tool will be used. Investigator will visit the different colleges and collect the marks of students in B.Ed. from the result registers of the colleges and the marks secured by the students in graduation will be taken by checking their admission forms.

**STATISTICAL TOOLS: -**

Appropriate statistical tools (t –Test) will be used by the researcher.

Hypothesis wise discussion of results is given below ;

**Hypothesis 1:**

There will be significant difference between the internal and external examination marks in theory papers secured by B.Ed students of academic session 2007-08

**TABLE 1**

Difference of Internal and External marks of theory paper of B.Ed. students session 2007-08

MARKS	N	MEAN	S.D.	S.E.	't' VALUE	Level of significance
INTERNAL	1190	78.62	4.57	0.2065	94.47	S (1%)
EXTERNAL	1190	58.91	5.47			

It is apparent from the statistics inserted in table 1 that the mean score of internal examination marks is higher than the external examination marks. But to see whether this difference is significant or not t- test was applied and t- value comes out 94.47 which is significant. Hence it can be concluded that there is significant difference in the internal and external examination marks.

Thus hypothesis '1' which states that There will be significant differences between the internal and external examination marks in theory papers secured by B.Ed. students of academic session 2007-08 is highly accepted.

**Hypothesis 2:**

Significant difference will be found between external and practical examination marks secured by B. Ed students of academic session 2007-08 .

**TABLE 2**

Difference of External marks and practical marks of B.Ed. students  
session 2007-08

MARKS	N	MEAN	S.D.	S.E.	't' VALUE	Level of significance
EXTERNAL (Theory)	1190	58.91	5.47	0.1932	96.77	S (1%)
PRACTICAL	1190	77.60	3.81			

It is crystal clear from the table 2 that the mean score of practical marks is higher than external marks ( theory ), but to see whether this difference is significant or not , t- test was applied 't' value comes out 96.77 which is significant .

Thus hypothesis 2 which states that Significant differences will be found between external and practical examination marks secured by B.Ed. students of academic session 2007-08 is highly accepted .

**Hypothesis 3 :**

Significant difference will be there between internal and practical examination marks secured by B.Ed. students of academic session 2007-08.

Table 3 shows mean , standard deviation and standard error of difference between mean and t- value of the internal and practical marks of same group

**TABLE 3**

Difference of Internal marks and practical marks of B.Ed. students  
session 2007-08

MARKS	N	MEAN	S.D.	S.E.	't' VALUE	Level of significance
INTERNAL (Theory)	1190	78.62	4.57	0.172	5.91	S (1%)
PRACTICAL	1190	77.60	3.81			

It is clear that the mean score of internal marks is higher than practical marks .As this difference is very less. To see whether this difference is significant or not t- test is applied . Thus t- value is comes out 5.91 which is significant .

Thus hypothesis 3 which states that Significant differences will be there between internal and practical examination marks secured by B.Ed. students of academic session 2007-08 is accepted . Hence it can be calculated that although there exists a very little difference between the mean score of internal marks and practical marks but statistically this difference is significant . Therefore hypothesis accepted at 1% level .

**Hypothesis 4 :**

Significant differences will be found between the B.Ed. examination (External) and graduation examination marks secured by B.Ed. students of academic session 2007-08.



**TABLE 4**  
Difference of B.Ed examination(External) marks and Graduation examination marks  
session 2007-08

MARKS	N	MEAN	S.D.	S.E.	't' VALUE	Level of significance
EXTERNAL (Theory)	1190	58.91	5.46	0.19	5.68	S (1%)
GRADUATION	1190	57.81	3.83			

Table 4 shows that mean score of B.Ed examination external (theory) is higher than Graduation examination marks , although the difference is very less . To see whether this difference is significant or not t –Test is applied . Thus t value is comes out 5.68 which is significant .

Thus hypothesis 4 which state that there is significant difference between B.Ed examination (External) and graduation examination marks secured by B.Ed students of academic session 2007-08 is accepted.

Hence it can be calculated that although there exists a very little difference between the mean score of external marks and graduation marks but statistically this difference is significant . Therefore hypothesis accepted at 1% level .

#### **FINDINGS AND CONCLUSION:**

All B.Ed students secured more marks in internal examination than external examination.

B.Ed students got less marks in external (theory) examination than practical marks .

There is very small difference between internal (theory) and practical marks of B.Ed students .

B.Ed students got almost same marks in external (theory) examination and graduation marks, but statistically the difference is found at 1% level of significant .

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