

Effect Of Previous System Of Study And Marital Status On Attitude Of Student Teachers Towards Continuous Internal Assessment

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Abstract

Continuous Comprehensive Evaluation (CCE) is the buzz word being in the air since the talks of the examination reforms being given utmost importance as far as the Indian education system is concerned. As rightly quoted by University Education Commission (1948-49) that, "If we are to suggest a single reform in the system of education then it would be that of examination". The remark was followed by formation of number of committees and commissions with different recommendations for the evaluation system for the Indian education system. All intelligentsia converged to the CCE as an assessment tool for holistic evaluation of the students' learning. The Faculty of Education and Psychology, the Maharaja Sayajirao University of Baroda, has adopted the continuous internal assessment system since 1967-68 i.e. from last four decades. The students of the Bachelor of Education (B.Ed.) program are party to this system and in future, as teachers may be involved in the system. How do they perceive the system? , What are their attitudes towards the system? would decide the future course of the system. How do students perceive the evaluation system of Department of Education, MSU? What are the issues and liking of the student towards the evaluation system of Department of Education, MSU? Can we say anything about the impact of different variables like previous system of Examination and Marital Status on attitude towards continuous internal assessment? The study attempts to answer the aforesaid questions.

Keywords

Continuous Internal Assessment, Examination Reforms, Attitude, Attitude Scale, Continuous Comprehensive Evaluation, Student Teachers

PROLOGUE

Examination, a pivotal role player in the system of assessment, are indispensable part of the educational process as some form of assessment is quite necessary to determine the effectiveness of the dissemination of knowledge by teachers and its assimilation by students (Kumar, 2003). This assessment may lead to refinement of human society and may motivate, train and develop human potentiality. Thus the strength and success of an educational system depends on the examination system. But our universities are in a curious fix. **The University Education Commission (1948-49)** rightly stated in its report that, *"If we are to suggest a single reform in the system of education then it would be that of examination"* this was

followed by recommendations by various commissions and committees viz. The Secondary Education Commission (1952), Dongerkery Committee on University Examination Reforms (1957), Kothari Commission (1964-66), Examination reforms (1969), Ceylon's Examination Reforms Seminar (1970), Madurai Workshop on Examination Reforms (1974) and Plan of Action by University Grants Commission (1971, 1973 and 1976), National policy on Education (1986), Plan of Action (1992), National Curriculum Framework (2000, 2005) and National Curriculum Framework for Teacher Educators (2009) . The review of the examination system by these commissions, committees and reports indicated reforms as listed below

- Internal assessment must be introduced.
- Assessment should be a continuous and comprehensive process.
- Use of question banks and objective type questions.
- Universities should adopt the semester system.
- Grading in place of marking.
- National/Public examination and open book examination.
- Choice Based Credit System (CBCS)

Considering the recommendations of various commissions and committees the internal assessment, semester system, continuous and comprehensiveness of the assessment process and grading emerged as the prime areas of concern in context of examination reforms. To overcome the drawbacks in the evaluation system and test students understanding, application, skill, analytical and synthesis abilities it is necessary to understand the prevalent reforms in the system so as to be able to suggest improvement measures. Few of the reforms adopted in Indian universities are the internal assessments with semester system, continuous and comprehensive evaluation and grading instead of marking. Examination reforms were implemented either fully or partially in various universities across the country at different point of time.

OBSERVATION AND IMPLICATION FORM REVIEW OF LITERATURE & RATIONALE FOR THE PRESENT STUDY

The review of all these related literature has however, elucidated the following observations, which further justifies the causes of taking up the present study.

- ❑ Studies like Lele (1962), Kamat (1968), Jhaveri and Patel (1968), Ravi (1989), Dhabir (1989) showed dissatisfaction towards the continuous internal assessment. Pillai (1986), Mohan (1986), Malhotra, Menon, Bedi and Tulsi (1989) showed dissatisfaction towards internal assessment system and questioned the subjectivity of the internal assessment and found that combination of the marks with the external assessment marks did not significantly improve in the prediction of further performance of the students.
- ❑ There were also studies like Reddi (1977), Gunasekarn and Jayanti (1979), Rasool (1981), Sarup (1981), Sharma (1981), Ravi (1989), Prasad (2001) that favored the continuous internal assessment system with varying degree of the weightage to internal and external assessment.
- ❑ With respect to continuous aspect of evaluation, with semester system Tong (1977), Patel (1978), Akhtar (1980), Roshtah (1980) found that Semester system helps in maintaining the continuity.
- ❑ Continuous Internal Assessment supports regular study habits was reported by Lohani (1965), Akhtar (1980), Dhabir (1984), Pillai and Mohan (1986).
- ❑ Those who were having earlier experience with the system were more favorable towards the system was found by Reddi (1977)
- ❑ Male students as well as teachers had a favourable attitude towards continuous internal assessment compares to their female counterparts was found by Tong (1977), Patel (1978), Roshtah (1980), and Ravi (1989). But Pillai (1979) reported that degree of favorableness was more in female students than male.
- ❑ The findings emerging from Reddi (1979), Patel (1978), Gunasekarn and Jayanti (1979), Rasool (1981), Sarup (1981), Sharma (1981), Ravi (1989), Pillai and Mohan (1986), Malhotra, Menon, Bedi, and Tulsi (1989), Prasad (2001) doubted the validity and reliability of the internal assessment.
- ❑ Kamat (1968), Gunasekarn and Jayanti (1979), Pillai (1979), Ravi (1989) found the significant difference in the attitude of students among the arts, science and commerce streams. Gunasekarn and Jayanti (1979), Pillai (1979) found that arts and commerce stream students were more favorable towards the continuous internal assessment than science stream. But Kamat (1968) and Ravi (1989) reported vice versa.

Thus it could be concluded that varied studies were conducted in area of continuous internal assessment including teachers, students and student teachers with respect to number of variables. But still a clear picture is not coming out through these studies. It can also be concluded from above studies that continuous internal assessment conducted by individual institutions is of great significance and should be given increasing importance. To assess the scholastic and non-scholastic aspects, continuous internal assessment is important. But at the same time there are many factors like teachers behavior, students attitude, several features of students and teacher like Gender, Stream, Previous System of Examination, Marital Status, Rural/Urban Habitat and Caste could affects continuous internal assessment (Jayaswal,1988). Therefore more research is needed to study the attitude of those involved, how their heterogeneity can influence the system and on that basis think of a path or improve the existing system. This provides a strong rationale for carrying out the present piece of research.

As far as the importance of attitude is concern, well said, “One’s attitude determines one’s destiny” so do the Psychologists and Educationists through their experiences have realize the importance of attitude of those who are vital part of the education system i.e. teachers, students, administrators etc. From the student’s point of view their attitude towards the examinations, teachers, school or any other component of the education as whole matters a lot. In fact, researches have shown that the success and the failure of any system, business, firm or institution depends upon the attitude of those who involved in the system and students are the major part of the whole educational endeavor. So an attempt is made here in the form of a study on attitude of the B.Ed. students of The Maharaja Sayajirao University of Baroda towards continuous internal assessment.

Students are an integral part of the teaching learning process and so of the evaluation system. For continuing any system effectively, a regular appraisal is a must that too by those involved in the system and those being made a party to it. The Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, has adopted the continuous internal assessment system since 1967-68 i.e. from last four decades. The students of the Bachelor of Education (B.Ed.) program are party to this system and in future, as teachers may be involved in the system. How do they perceive the system? , What is their attitude towards the system? Would it decide the future course of the system? Moreover, these students may have come from different institutes/faculties with different evaluation patterns, how that

influence their attitude? which other factors can have an impact on attitude towards continuous internal assessment.

Further researches of Pillai (1986), Mohan (1986), Malhotra, Menon, Bedi and Tulsi (1989) showed dissatisfaction towards internal assessment system since it leaves more scope for subjectivity. Lele (1962), Kamat (1968), Jhaveri (1968) and Patel (1968), Ravi (1989), Dhabir (1989) showed dissatisfaction towards the continuous internal assessment while Reddi (1977), Gunasekarn and Jayanti (1979), Rasool (1981), Sarup (1981), Sharma (1981), Ravi (1989), Prasad (2001) favored the continuous internal assessment system. What then is the true picture? Except Prasad (2001) none of the studies were recent ones. Without belittling the importance of these studies it may be noted that few questions are remained unanswered viz.

- ❑ Can we say anything firmly about the attitude of the students who are already in the system of continuous internal assessment?
- ❑ Can we say anything about the impact of different variables like previous system of study and Marital Status on attitude towards continuous internal assessment?

Therefore more research is needed in this area to find out the factors those are associated with it. In the present study an attempt has been made to seek the answers to these questions.

All these thoughts made the investigators to leading to the present piece of research.

OBJECTIVES OF THE STUDY

1. To construct a scale to measure the attitude towards Continuous Internal Assessment.
2. To measure the attitude of B.Ed. students of The Maharaja Sayajirao University of Baroda towards Continuous Internal Assessment.
3. To Study the attitude towards Continuous Internal Assessment with respect to Previous system of Study.
4. To Study the attitude towards Continuous Internal Assessment with respect to Marital Status.

HYPOTHESES

1. There will be no significant difference in the attitude of B.Ed. students who have studied through Semester system and/or annual system towards Continuous Internal Assessment.

2. There will be no significant difference in the attitude of B.Ed. students with respect to the Marital status towards Continuous Internal Assessment.

EXPLANATION OF THE TERM

Continuous Internal Assessment: Continuous Internal Assessment is a process, that extends over a period of time, of continuous awareness of the knowledge and development of the students by the same teacher engaged in teaching learning process and gives cumulative and comprehensive judgment about students' progress. The assessment involves tests (written, oral), assignments, projects, fieldwork, discussion, practical work, class-work etc.

OPERATIONALIZATION OF THE TERM

Attitude towards Continuous Internal Assessment: It is the sum total of the pupil's inclination and feeling, prejudice and bias, ideas and conviction about a particular aspect(s) related to the continuous internal assessment i.e. it is the perception, thinking, and feeling of pupils towards continuous internal assessment. By this definition the scope of the attitude study is limited to students' attitude with regard to specific objects and events related to the continuous internal assessment.

POPULATION OF THE STUDY

The population of the study constituted all students in the B.Ed. programme, offered by Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.

SAMPLE FOR THE STUDY

Since the problem under study is mainly confined to the B.Ed. course of the Faculty of Education and Psychology of The Maharaja Sayajirao University of Baroda alone, and the population i.e. 180 students of B.Ed. course, being too small, the entire population of the said course was taken for the sample. But out of the 180 admitted at B.Ed., nine students had left the course because of one or other reasons. The effective strength of B.Ed. was 171. But on the day of the data collection only 143 students were present. Out of these 143 students, four students had not filled the response properly thus data from 139 students were being taken into consideration.

CHARACTERISTICS OF THE SAMPLE

The Sample of the study was of heterogeneous type, with students coming with a different profile like Age, Stream and Medium

TOOLS FOR THE PRESENT STUDY

To measure the attitude of the B.Ed. students towards continuous internal assessment, a five-point Likert type attitude scale was constructed by the investigators. The scale was constructed after identification of the components/dimensions of attitude towards the continuous internal assessment through reviewing literature related to the Continuous internal assessment; reviewing a number of attitude scales constructed earlier; information based on an unstructured interview with student teacher and those who had gone through such system (i.e. M.Ed. students and B.Ed., pass outs). Attitude scales used in the studies of Reddi (1977), Patel (1978), Ravi (1989), Prasad (2001) and Kumar (2003) were examined & forms the base for the Attitude Scale preparation for the present study. At the same time the questionnaires were also found in these studies and in Kumar (2003) *Examination Reforms in Indian Higher Education* Monograph. This helps in forming the open ended questions in the tool. After thoroughly reviewing the related literature and conducting interview the investigators arrives at following components of attitude towards the continuous internal assessment.

- Impact of Continuous Internal Assessment
- Students feeling about Continuous Internal Assessment
- Shortcomings of the Continuous Internal Assessment
- Teaching-Learning process

After identifying the components the statements were formed according to the behavior exhibited under that particular component. From the study of the behavior under the different components, one may perceive that there is an overlapping of components with respect to some behavior. This is due to the fact that attitude towards continuous internal assessment is resultant of several behaviors and therefore it is not possible to put them in the watertight compartments so as to make them mutually exclusive.

Development and Selection of Statements: With the reference to the components and the nature of the statements to be developed the statements were worded. While wording the statements, the suggestions of Thrustone and Chave (1929), Wang (1932), Likert (1932), Bird

(1940), Edwards and Kilpatric (1948) as summarized by Edwards (1969), regarding the construction of attitude scale were followed. Then these statements were rated as positive and negative based in the impact that they would make on students. Those statements that showed favorable were rated positive and those that showed unfavorable were rated negative. The statement thus formed, were referred to a team of the thirteen experts in the field of Education, Psychology and Research. Among them the ten experts were from The Maharaja Sayajirao University of Baroda and three belonged to the other universities viz. Bhavnagar University, Bhavnagar; and Vir Narmad South Gujarat University, Surat. This exercise was carried out to collect the opinion of the expert with regard to

- Statement formulated
- The Correctness/Appropriateness of Statement
- Relevance/Capacity to measure the attitude and
- Rating as positive and negative

Most of the experts who responded agreed to most of the statements, few statements that lacked clarity were deleted and some others were transformed to make them simpler and appropriate. Considering the valuable suggestions of the experts, required changes were made in the tool. The final tool contained twenty positive items and twenty negative items, leads to total of forty items. The Table 1, shows the distribution of the all the forty statements according to component and the polarity. The final forty items were then assigned numbers from one to forty. The statements were randomly arranged to constitute the scale by following randomization with respect to the statement number. Thus the final tool consists of equal number of the statements on all four components.

Table 1: Distribution of the statements according to the Components and Polarity

Component	Number of the Statements with		No. of Statements
	Positive Polarity	Negative Polarity	
Impact of the Continuous internal assessment	4	6	10
Students Feeling about Continuous internal Assessment	7	3	10
Shortcomings of the Continuous internal Assessment	6	4	10

Teaching learning process	3	7	10
Total	20	20	40

The reliability of the tool was ensured using the Split-half method in which the attitude scale was broken into two parts and the correlation of these halves was computed upon the scores obtained from the respondents on single administration of the tool. From the split-half test reliability, reliability of the whole scale was further estimated by the Spearman-Brown formula. Also the Guttman Split-half method can also be applied in the same manner. The correlation coefficient of two halves was found to be 0.7361. The reliability of the attitude scale was found to be 0.8476 by Guttman Split-half method and .8480 by equal length Spearman Brown formula, indicating high reliability of the scale in terms of consistency among the items in the single administration of the tool on B.Ed. students of Faculty of Education and Psychology, the Maharaja Sayajirao University of Baroda.

DATA ANALYSIS

The collected data was analyzed both quantitatively as well as qualitatively. After the scoring procedure Mean, Standard Deviation, Skewness and Kurtosis were calculated to find out the distribution of the attitude towards continuous internal assessment. To find out the influence of different variables on attitude the t-test and ANOVA were utilized. Content analysis was done in terms of frequency and percentage for the open-ended questions. The subjective answers of the respondents supporting their choice were qualitatively analyzed.

OVERALL ATTITUDE OF B.Ed. STUDENTS TOWARDS CONTINUOUS INTERNAL ASSESSMENT

The total score of the students on forty statements related to the attitude towards continuous internal assessment was calculated. The nature of distribution of the attitude towards continuous internal assessment was studied in terms of students' attitude score, Mean, Standard Deviation, Skewness and Kurtosis.

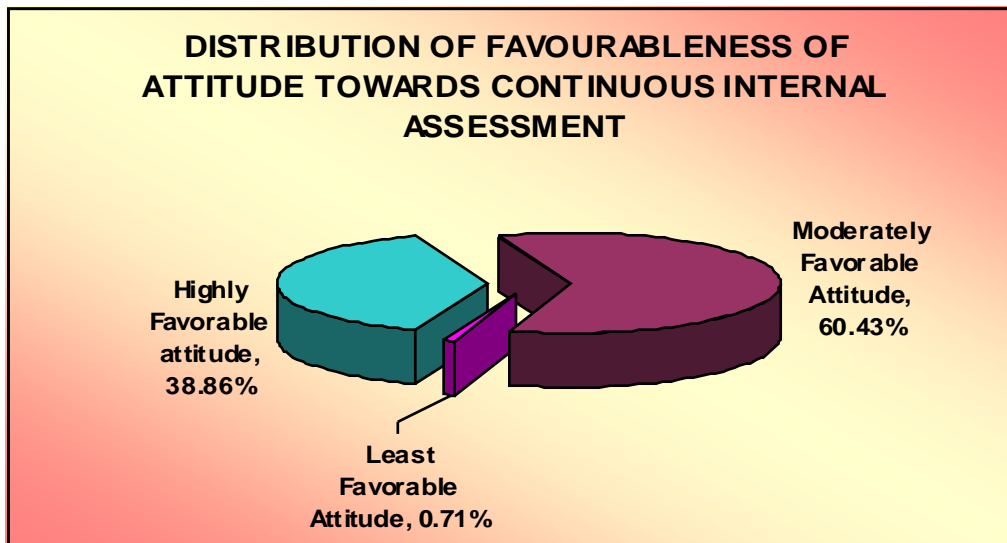
Table 2: Mean, Standard Deviation, Skewness and Kurtosis of attitude towards Continuous Internal Assessment

N	MEAN	MEDIAN	MODE	SD	SEM	SKEWNESS	KURTOSIS
139	142.94	143	140	14.731	1.2519	-0.450	0.2460

The table 1 indicates the overall attitude of B.Ed. students. There were 139 students in sample. The measures of the central tendency – mean, median and mode of the distribution was 142.94, 143 and 140 respectively. This implies that this construct attitude was normally distributed, as all three values are almost equal. The average attitude score of the distribution was 142.94, on the measuring scale 143 was the point, above and below which were 50% of the attitude scores lies and 140 was the measure attained by most of the students. It is clear from Table 1 that the average attitude towards continuous internal assessment of the entire sample was 142.94, which is more than the average of the ideally maximum and the minimum obtainable scores.

The ideally maximum and minimum obtainable score on attitude towards continuous internal assessment in the present study is 200 and 40 respectively. In order to understand better the distribution of attitude towards continuous internal assessment of the sample Skewness and Kurtosis were also computed. The value for Skewness was calculated to be -0.450. This means that the distribution of attitude towards continuous internal assessment was negatively skewed that attitude scores were massed at the high end of the scale (the right end) and were spread out more gradually towards the lower end (or left) i.e. the scores tend to trail off to the left or the negative end of the curve. The Kurtosis was calculated to be 0.2460, which is less than the standard value 0.263 of normal distribution curve. This means that the distribution is *Leptokurtic* (peaked curve) i.e. there is high concentration of score near central tendency and high tails as compared to a normal distribution.

Graph 1: Distribution of Favorableness of Attitude towards Continuous Internal Assessment



The Graph 1 shows 38.86% of the students are having highly favorable attitude, 60.43% of the students are moderately favorable and 0.71% having the least favorable towards the existing continuous internal assessment system of the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara.

ATTITUDE TOWARDS CONTINUOUS INTERNAL ASSESSMENT WITH RESPECT TO PREVIOUS SYSTEM OF STUDY

For the purpose of studying the difference between attitudes towards Continuous Internal Assessment the null hypothesis “There will be no significant difference in the attitude of B.Ed students who have studied through Semester system and/or annual system towards Continuous Internal Assessment” was formulated. To test this hypothesis Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from attitude scale was calculated with respect to previous system of study that is given in the Table 3.

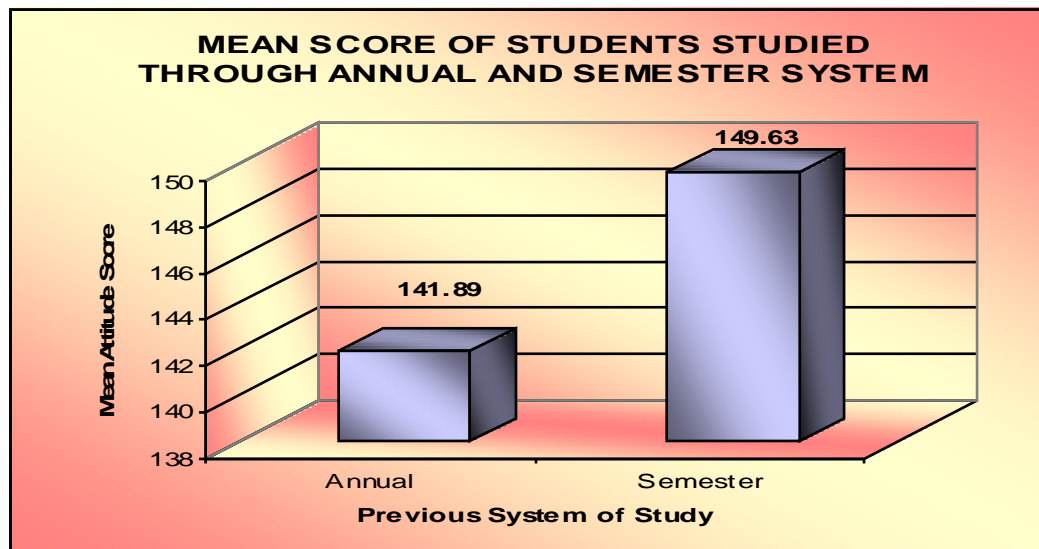
Table 3: Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from attitude scale with respect to variable-Previous System of Study

Previous System of Study	N	MEAN	SD	SEM	df	‘t’	LEVEL OF SIGNIFICANCE
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Annual	120	141.89	14.68	1.34			
Semester	19	149.63	14.01	3.21	137	2.15*	0.05

**Significant at .05 level of significance*

Graph 2: Mean Score of students studied through Annual and Semester System



From the Table 3 and Graph 2, it can be seen that 120 students were from Annual system and 19 students were from Semester system as far as the previous system of study was concern. Both the groups have favourable attitude towards the continuous internal assessment. In terms of Mean, it can be seen that mean attitude score of those who had studied through semester system 149.63 was found to be higher than the mean attitude score 141.89 of those who had studied through annual system of study. In terms of Standard Deviation, the groups studied through annual system and studied through semester system were found to be heterogeneous. The t-value of 2.15 was found significant at 0.05 level with 137 degrees of freedom which indicates that the mean attitude of B.Ed students who have studied through semester system and annual system towards Continuous Internal Assessment differ significantly. Students who have studied through semester system have developed more

favourable attitude towards continuous internal assessment. So, the null hypothesis was rejected.

ATTITUDE TOWARDS CONTINUOUS INTERNAL ASSESSMENT WITH RESPECT TO MARITAL STATUS

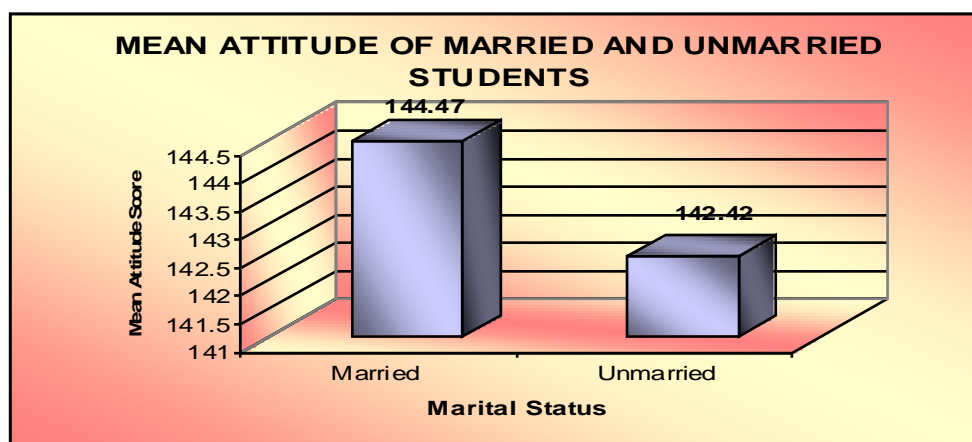
For the purpose of studying the difference between attitudes towards Continuous Internal Assessment the null hypothesis "There will be no significant difference in the attitude of B.Ed. students with respect to the marital status towards Continuous Internal Assessment" was formulated. To test this hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom, and level of significance of the scores obtained from attitude scale was calculated with respect to variable Marital Status which is presented in the Table 4.

Table 4: Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from attitude scale with respect to variable-Marital Status

Habitat	N	MEAN	SD	SEM	df	't'
Married	36	144.47	16.02.	2.67	137	0.72*
Unmarried	103	142.42	14.37	1.42		

**not significant at .05 level of significance*

Graph 3: Mean Attitude of Married and Unmarried B.Ed. Students



From the Table 4 and Graph 3, it can be seen that 36 B.Ed. students were married, 12 B.Ed. students were unmarried. Both the groups have favourable attitude towards continuous internal assessment. In terms of Mean, it can be seen that mean attitude of married 144.47 was found to be higher than the mean attitude 142.42 of the unmarried B.Ed. students. In terms of Standard Deviation the groups, married and unmarried were found to be heterogeneous. The t-value of 0.72 was found not significant at 0.05 level with 137 degrees of freedom which indicates that the mean attitude of, married and unmarried B.Ed. students did not differ significantly. So, the null hypothesis was not rejected.

MAJOR FINDINGS

The major findings that emerged from the present study are:

- ❑ Attitude of B.Ed. students towards continuous internal assessment was found to be moderately favourable the mean attitude of B.Ed. students towards continuous internal assessment was found to be 142.94. The distribution of mean attitude towards continuous internal assessment was found negatively skewed and there was high concentration of the scores nearer to central tendency and high tails, thus acquiring a leptokurtic curve.
- ❑ The 38.86% of the students had highly favorable attitude, 60.43% of the students had moderately favorable and 0.71% had least favorable towards the existing continuous internal assessment system as a whole the B.Ed. students have moderate attitude towards continuous internal assessment.
- ❑ The mean attitude towards continuous internal assessment of students belonging to Semester system was 149.63 and that from annual system was 141.8. The t-value was significant at 0.05 level. Hence it is concluded that there is significant difference in the mean attitude of B.Ed. students studied through semester system and annual system towards continuous internal assessment.
- ❑ The mean attitude towards continuous internal assessment of married and unmarried students was 144.47 and 142.42 respectively. The t-value was not significant at 0.05 level. Hence it is concluded that there is no significant difference in the mean attitude towards continuous internal assessment of married and unmarried students.

DISCUSSION

Famous psychologist and writer **David J. Schwartz** reflecting on the attitude said that, *“How we think shows through in, how we act. Attitudes are mirrors of the mind. They reflect thinking.”* In the same vein, famous psychologist **William James** also added up with, *“The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes.”* From these two one can easily infer the significance of attitude. Psychologists and educationists through their experiences have realized the importance of attitude of those who are vital part of the education system i.e. teachers, students, administrators etc. From the student’s point of view their attitude towards examinations, teachers, school or any other component of education as whole matters a lot. In fact, researches have shown that the success and the failure of any system, business, firm or institution depends upon the attitude of those involved in the system and students are the major part of the whole educational endeavor.

Those B.Ed. students who studied through the continuous internal assessment with semester system showed more favorable attitude than those who studied through annual system. This stands in contrast with Prasad (2001) findings that the students who studied through the annual system had more favorable attitude towards the continuous internal assessment compared to those who studied through the semester system. The reason could be that those B.Ed. students who studied through semester system already had a taste of continuous internal assessment and were familiar with the philosophy and working of continuous internal assessment. The actual and practical experiences of the students with continuous internal assessment must have made them realize its worth in bringing seriousness in studies and enhancing their learning. Its inherent characteristic to improve the quality of instruction might have created positive feeling towards the continuous internal assessment system in the students who have already experienced it. Those who had studied through annual system might have found this system of assessment a novice experience to which they were unable to adjust.

The results of present study indicates that there is no significant difference in the mean attitude of the B.Ed. student with respect to the marital status towards continuous internal assessment that stands in contrast to that of the earlier assumption of the researcher

that due to more house hold responsibilities, the married students might have less favorable attitude towards the continuous internal assessment than those of the unmarried students.

The moderately favorable attitude of the student emerged through the present study implies that that if teaching-learning process is continuous, examination/assessment should also be continuous and along with, only that teacher can best evaluate the students who are constantly in touch with the students while the teaching learning process is going on.

CONCLUSION

From the study it is clear that the attitude of the B.Ed. students of The Maharaja Sayajirao University of Baroda towards continuous internal assessment has found to be favourable. Further the the students who had already tasted such system appreciated the Continuous internal assessment as compare to those who are novice to such system. At the same time the Marital status of the students does not affects the attitude towards continuous internal assessment. The moderately favourable attitude of the B.Ed. students of The Maharaja Sayajirao University of Baroda towards the system of continuous internal assessment may encourage other universities and colleges to plan such assessment in their institutions. But in a traditional orientated Indian society there is always the tendency on the part of both teachers and students to be attached psychologically to the old traditional examination system. It is natural that any attempt at reforms for the purpose of changing the *status-quo* means resistance from the established order. Finally, no system can be termed to be free from shortcomings and errors. As per Jayanti Ghosh, famous sociologist, “*In this imperfect world none of the proposed solutions is perfect either: the choice is between imperfect instrument with different degrees of effectiveness*”. As a system the continuous internal assessment is good but functionally it has its own limitations. In spite of all its inherent limitations we are not in a position to get it scrapped off.

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