

FOR REFERENCE ONLY

**Report on
Evaluation For Quality
Secondary Teacher Education**

NIEPA DC



D12619



National Council for Teacher Education,
Wing II, Hans Bhawan,
1, Bahadurshah Zafar Marg,
New Delhi - 110 002

© National Council for Teacher Education, 2005

Rec no. 32827

373.0711
NAT-I

LIBRARY & DOCUMENTATION CENTER
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No. A-12619
Date 21-7-2005

Editor
Dr. D.N. Khosla

Associate Editor & convenor
Dr. Meena Gautam

Publication Assistance
N.K. Sharma
Sarika
Dinesh Kumari

Published by Member Secretary, National Council for Teacher Education,
Hans Bhawan (Wing 2), 1, Bahadurshah Zafar Marg, New Delhi-110 002
and printed by Kendriya Bhandar, New Delhi.

Members of the Committee

Prof. B.P. Khandelwal	Chairman
Prof. H.S. Srivastava	Member
Prof. D. Raja Ganeshan	Member
Prof. G.L. Arora	Member (Co-opted)
Dr. Meena Gautam	Convenor

Foreword

The proverbial expression, 'We teach what we test and do not test what we teach', reflects the ground reality that the content and process of Evaluation not only influence but also constructively control the entire gamut of teaching and learning. So construed, evaluation is crucial in playing a regulative and normative role for quality thrusts in education as well. Considering the importance of this concept for school level education in particular and education of all other levels in general, the NCTE has taken steps to evolve suitable guidelines for evaluation practices prevalent in teacher education.

Accordingly, the NCTE constituted a high-power committee, to deliberate on the issue in close terms, which has come out with academically sustainable and practically expedient recommendations in this regard. The committee so formed was chaired by Prof. B.P. Khandelwal, former Director, NIEPA and former Chairman, CBSE. Prof. H.S. Srivastava, former Dean and Head of the Department of Measurement and Evaluation, NCERT; Prof. D. Raja Ganeshan, former Head of the Department of Education, Madras University; and Prof. G.L. Arora, former Head of the Department of Teacher Education, NCERT were members of the Committee. Dr. Meena Gautam, Deputy Secretary, NCTE served as Member Convenor of the Committee. I am grateful to one and all of the them for having agreed to work on the committee and for extending their valuable contribution to its deliberations.

It is my hope that the report of the Committee will offer valuable leads to the Universities in further reinforcing the Evaluation component of teacher education programmes at the B.Ed. level, with a view to enhancing the effectiveness of the teachers in discharging their twin responsibilities of teaching

and evaluating pupil proficiencies. I am also confident that, besides teacher educators, teachers and educational administrators too will find the contents of the report of interest and use.

Suggestions for further improving the contents of the document are earnestly solicited.

New Delhi
May 27, 2005

Dr. Shardindu
Chairperson, NCTE

Preface

A teacher, in the modern times, urgently needs new perspectives in view of the changing perceptions regarding his roles and responsibilities as a teacher. Our teacher education programmes have somehow been traditionally laying much emphasis on 'preparation of teacher trainees for teaching', and much less on 'preparation for testing'. Though the concept of testing is subsumed in the overall concept of teaching, yet its importance among the essential tasks expected to be executed by the teachers calls for a much greater and wider focus on 'evaluation' in teacher preparation programmes.

The validity of the current evaluation practices in teacher education 'institutions for the assessment of the trainees' and their competencies in the assessment of pupils' knowledge and understanding of the theories and their applications in professional situations has been questioned time and again and this concern for improving the evaluation system, though often voiced, is seldom translated into action points.

The expert committee appointed by the National Council for Teacher Education (NCTE), to deliberate on the twin concerns mentioned above, has made certain recommendations for improving the situation in the field. The Committee feels that its recommendations, which are addressed to the NCTE and to the examining bodies, possess the potential of initiating the reform process in teacher education.

I place on record my gratitude to Dr. Shardindu, Chairperson, NCTE, not only for constituting the committee, but also for his interaction with the members of the committee from time to time. The participants of the National Consultation Meet, who made valuable contribution to its deliberations and offered suggestions on the draft document also deserve

our thanks. I am highly grateful to Prof. H.S. Srivastava, Prof. D. Raja Ganeshan and Prof. G.L. Arora as committee members for their support and contribution at every stage of the preparation of the present document. I am specially thankful to Dr. (Mrs.) Meena Gautam, Deputy Secretary, NCTE and Convenor of the Committee for facilitating the committee's work. Mr. P.K. Yadav, Miss Sarika and Mrs. Dinesh Kumari also deserve appreciation for continuously providing logistic support to the Committee as also for word processing the report.

New Delhi,
April 21, 2005.

Prof. B.P. Khandelwal
Committee Chairman

WHAT'S WHERE

	Page
<i>FOREWORD</i>	
<i>PREFACE</i>	
CHAPTER 1 The Context	1-5
1.1 Backdrop	
1.2 The Express Concern of Commissions	
1.3 National Policy Recommendations	
1.4 NCTE's Initiatives	
1.5 High Power Committee on Evaluation	
CHAPTER 2 Current Evaluation Practices - Some Models	6-34
2.1 Introduction	
2.2 Osmania University, Hyderabad	
2.3 University of Madras, Chennai	
2.4 Mohan Lal Sukhadia University, Udaipur	
2.5 M.S. University, Baroda	
2.6 University of Calcutta, Kolkata	
2.7 Punjabi University, Patiala	
2.8 Banaras Hindu University, Varanasi	
2.9 University of Mumbai, Mumbai	
2.10 Study of Question Papers of Mumbai, Calcutta and Delhi Universities	
2.11 Summary of Salient Features	
CHAPTER 3 Effectiveness of Teacher Preparation for Pupil Evaluation	35-44
3.1 Overview	

- 3.2 The Place accorded to Educational Evaluation in B.Ed. courses
 - 3.2.1 Full Optional Papers on Educational Evaluation
 - 3.2.2 Educational Evaluation as Part of Other Papers
 - 3.2.3 Educational Evaluation as Part of Methodology Papers
- 3.3 Shortfalls of B.Ed. Course in Educational Evaluation
 - 3.3.1 Absence of Practical Work in Evaluation
 - 3.3.2 Theoretical Treatment of Themes
 - 3.3.3 Syllabi in terms of Broad Themes
 - 3.3.4 Focus mainly on Conventional Techniques and Tools of Evaluation
 - 3.3.5 Emphasis mainly on Assessment and Not on Improvement of Performance
 - 3.3.6 Inadequate Coverage of Public Examinations

CHAPTER 4 International Perspectives of Evaluation in Teacher Education - Some Examples

45-51

- 4.1 Assessment and Evaluation
— College of Education, University of Arizona
- 4.2 Quality Assessment in Teacher Education
— University of Sterling
- 4.3 Assessment of Plan of the Teacher Education Programme
— University of New Hampshire
- 4.4 Digital Portfolios
- 4.5 Internship Possibilities in Teacher Education
— SSTA Research Centre Report
- 4.6 Electronic Portfolios
- 4.7 Teacher Preparation Initiatives in Singapore

CHAPTER 5	Recommendations	52-58
5.1	Goal-directed Evaluation	
5.2	CCE as Basis of Certification	
5.3	Terminal versus Continuous Evaluation	
5.4	Internal and External Assessment	
5.5	Evaluating Teacher Effectiveness	
5.6	Bench-marking of Standards	
5.7	Question Paper Setting	
5.8	From Marks to Grades	
5.9	Seminar Presentations	
5.10	Preparation of Teacher Trainees for Evaluating Pupil Competencies	
5.11	Skill Upgradation of Teacher Educators	
5.12	Preparation of an Evaluation Manual in Teacher Education	
6.0	Select Bibliography	59
ANNEXURES		61-80
I	Constitution of the Committee	
II	Guidelines for Papers Invited	
III	Questionnaire	
IV	Explanatory Note on CCE in Teacher Education	
V	Paper Presentation at the National Consultation Meet	
VI	Participants of the National Consultation Meet	

Chapter 1

THE CONTEXT

1.1. Backdrop

Learning, teaching and evaluation constitute the three basic processes of education. Among the three, evaluation plays a pivotal and mediating role, directly and indirectly influencing both learning and teaching. While the learner is the focus of the process of learning and the teacher that of teaching, the focus of evaluation lies in the interface between them. It is through evaluation that both the learner and the teacher can know whether they are effectively moving in the direction of their objectives and the extent of their progress. This mediating role is very critical for rendering any instructional programme effective. Apart from this 'internal' role of mediation between teaching and learning, which is 'formative' in nature and intent, evaluation also plays an 'external' role in assessing and certifying the level of competencies acquired by the teacher trainees as an outcome of the instructional inputs. Such evaluation for certification is 'summative' in tone and texture. Summative evaluation also plays yet another type of role, with a significant impact on the programmes of educational institutions and on the society at large.

1.2 The Express Concern of Commissions

It is expected that the 'evaluation system' in education should aptly possess such a potential so as to play its mediating role between teaching and learning effectively for improving their quality. It should also, in addition, provide a reliable and valid basis for 'certification'. However, a concern is often expressed that the system of evaluation currently in vogue is unable to perform both its internal and external mediating roles appropriately and effectively. This concern has been voiced by Commissions and Committees on Education, both during the pre-independence and post-independence periods. A number of reform strategies were also initiated in pursuance of their recommendations at different points of time. However, the general dissatisfaction with

the system and the consequent urge for further improving it, has persisted, despite the institutionalisation of certain reforms in the evaluation system at the school level.

1.3 National Policy Recommendations

The National Policy on Education (1986/92) made certain pin-pointed recommendations in this regard under the head 'The Evaluation Process and Examination Reform'. The functional elements of these recommendations are: elimination of excessive element of chance and subjectivity; de-emphasis of memorization; continuous and comprehensive evaluation that covers both scholastic and non-scholastic aspects of pupil growth and spread over the total instructional time; effective use of the evaluation process by teachers, students and parents; improvement of the management of the conduct of examinations; introduction of concomitant changes in instructional materials and methodology; introduction of the semester system from the secondary school stage onwards and the use of grades in place of marks.

The ideas contained in the recommendations of the NPE (1986) have been an outcome of nation-wide debate prior to the formulation of the policy. They have also witnessed wide acceptance and implementation at the school education level. The situation has significantly changed during the past twenty years, but some ideas like Grading and Semesterisation have yet to impregnate the system.

The quality of pupil evaluation in schools on all counts depends on the quality of teachers, which in turn is dependent on their preparation for it in the teacher education institutions, particularly with reference to the teacher's role as an evaluator of pupils' attainments. The teacher education system has traditionally responded to this concern by incorporating content related to educational evaluation both in theory and methodology courses. It is also expected of the teacher education system to align its own evaluation system with the scheme of evaluation envisaged for the school system.

1.4 NCTE's Initiatives

The National Council for Teacher Education (NCTE) has continuously strived to revamp not only the structures and curricula of various teacher education programmes, but also the procedures and practices adopted for evaluating professional competencies of prospective teachers. The Curriculum Frameworks for Teacher Education programmes, brought out by NCTE in the years 1978, 1988 and 1998, highlighted the need for

The Context

revamping of the evaluation system in teacher education so as to make it more objective, reliable and transparent. However, the available feedback suggests that much more needs to be done for translating the oft-repeated platitudes into implementable action points, particularly for preparing teachers for evaluating pupils.

1.5 High Power Committee on Evaluation

To fulfil its mandate of ensuring quality in teacher education, the NCTE has recently initiated several measures. The review of 1998 Curriculum Framework is one such exercise, which aims at evolving a holistic view of the teacher education system in its entirety and suggesting ways and means for transforming it so as to make it a powerful instrument of managing reforms at the school level. The NCTE has constituted some committees of experts to undertake in-depth analysis and deliberations on specific aspects at different levels of teacher education. One such committee (that is, the present one) was constituted (see Annexure I) to study the questions relating to 'evaluation in teacher education' in depth and detail and for coming up with concrete proposals for streamlining its procedures and practices, with a view to turning out a more proficient and effective workforce of teachers. Its specific terms of reference were:

Terms of Reference

- To study the existing content, procedures and practices of evaluation in teacher education courses at different levels.
- To evolve a framework of educational evaluation for different levels of teacher education.

Strategies adopted

To begin with, the committee delineated the scope of its work. Realising that one of the important tasks of a teacher is to undertake pupil evaluation in schools, the Committee decided to study the appropriateness and effectiveness of the existing B.Ed. curriculum and its potential implications for preparing teachers for discharging their designated responsibilities related to pupil evaluation. The committee was of the view that a teacher education institution could, with advantage, put into practice evaluation procedures and practices, which it recommends for use in the schools by the prospective teachers. Therefore, the committee also decided to make an in-depth study of the evaluation system currently in force in the secondary teacher education programme in some selected universities spread

over different geographical regions of the country. The committee felt that such a study would help to ascertain how far evaluation in teacher education is consonant with the principles of evaluation taught to the prospective teachers in various theory courses. In addition, it was also hoped that the study would reveal the extent to which the certification done on the basis of current evaluation practices is valid and reliable, that is, how far it is indicative of the professional competencies and skills acquired by a teacher trainee during the course of his/her professional education and training.

Facets of Inquiry

Thus, the following two facets constituted the two distinct aspects of the committee's inquiry:

- (i) Appraisal of the evaluation system currently in vogue at the B.Ed. level to ascertain its dependability as a measure of teacher certification and also to ascertain the extent to which it is consonant with the principles of evaluation.
- (ii) Appraisal of the content of 'evaluation' in the B.Ed. curriculum with regard to its effectiveness in preparing the trainees to undertake pupil evaluation in schools.

Scheme of Chapterisation

In respect of the first aspect, that is, evaluation procedures and practices at the B.Ed. level, the committee decided to undertake content analysis of the ordinances of eight selected universities, which also provide the details of the evaluation scheme to be followed by individual teacher education institutions. In addition, the committee decided to request some eminent teacher educators to prepare critiques of the evaluation system in vogue in their respective Universities. A note containing some guidelines for the preparation of papers was prepared and sent to the authors for their reference and consideration (Annexure II). It was further decided to analyse the question papers of annual examination of three leading universities. An overview of the current scenario based on the analysis of the evaluation schemes, question papers and critiques prepared by some of the educators is presented in chapter 2 of this Report.

In respect of the second aspect, the committee decided to study the syllabi of some Universities and also to elicit the perceptions and opinions of teacher educators with regard to the suitability of content of the 'evaluation' component in the B.Ed. courses and its transaction, for which a questionnaire (Annexure III) was prepared. The filled in

The Context

questionnaires were received from as many as 216 teacher educators representing 51 secondary teacher education institutions affiliated to 37 universities. The status of 'evaluation' in the teacher education curriculum, based on the analysis of syllabi and questionnaire responses of teacher educators, is presented in chapter 3 of the report.

The committee also decided to take into account the experiences of some select foreign universities, for which cyber sources were tapped. The experiences and initiatives in respect of select eight foreign universities/agencies and institutions are given in chapter 4 of the Report.

National Consultation Meet

The committee further decided to convene a National Consultation Meet to share the status reports, presented in chapters 2 and 3, with a group of eminent academicians and teacher educators, which was held at the NCTE Headquarters, New Delhi on December 14-15, 2004. (List of papers presented and participants at Annexures V and VI).

Crystalizing the Concerns

The committee deliberated in detail on the findings of the two surveys conducted by it and also on the presentations made by eminent teacher educators representing different Universities. Critical reflections on all these materials enabled it to crystalize its thinking regarding the measures and steps required for improving the evaluation practices and procedures within teacher training establishments, with a view to improving competencies of the teachers-to-be, in executing their function of evaluating pupils both in scholastic and co-scholastic areas.

Chapter 2

CURRENT EVALUATION PRACTICES SOME MODELS

2.1 Introduction

Like any other professional area, teacher education programme too is expected to prepare the trainees to effectively perform the roles and tasks of teaching and testing, on joining the teaching workforce, after completion of their professional education and training. Apart from his conventional role of a dispenser of knowledge, a teacher now a days is called upon to perform many other roles like that of a motivator, a counsellor, a facilitator, a curriculum developer, a lesson writer, a developer of instructional aids, a researcher, an evaluator, a mobiliser and manager of resources, a classroom manager, and a service provider to the parents and to the community. Even in his originally conceived role as an instructor (transmitter of knowledge), and thus preparing pupils for the future, he is expected to facilitate learning on the part of students so as to prepare them for independent thinking and self-learning. To perform each of these roles, a teacher not only needs to possess knowledge of the child and his environment and the prescribed curriculum but also of certain skills and competencies and a set of attitudes and values. An evaluation system for certification of identified competencies must focus on the performance areas or tasks of a teacher and, therefore, should be indicative of the extent to which a prospective teacher has acquired the necessary knowledge, skills and attitudes and the capacity to use the same in executing the responsibilities expected of him. In other words, the degree or certificate awarded to a student teacher, at the end of the programme, showing marks and/or grades in different components, should be adequately indicative of the level of his knowledge and understanding of educational theory and practice and of the skills, he has acquired for performing his varied roles with particular reference to those of teaching and testing.

In the curriculum of secondary teacher education programme (B.Ed.), the theory of Measurement and Evaluation is taught in a few universities as a part of some compulsory

Current Evaluation Practices Some Models

(core) theory paper and / or as an elective paper. In most cases, however, this forms a part of the methodology courses. These courses invariably incorporate not just theoretical aspects of evaluation but also, in a few cases, include hands-on experience in the construction, administration of tests and interpretation of test results, using various techniques and tools of evaluation. The skills acquired through hands-on experience can be further re-inforced if the teacher education institutions also adopt such evaluation techniques and methods in their own evaluation system as recommended for the student teachers to use in their classes. For example, a teacher education institution, advocating the use of Grading or Continuous and Comprehensive Evaluation, should incorporate them as part of its own evaluation procedures and practices for enabling teacher trainees to gain an insight into the applications and implications of evaluation.

A survey of current policies and practices in evaluation in eight Indian Universities where good evaluation models were in vogue, was, therefore, conducted to build a base for critical reflection and conceptualization regarding alternative routes to evaluation and certification. The survey is based on the study of evaluation schemes as given in the University ordinances, analysis of question papers and content analysis of papers prepared by teacher education experts regarding the current evaluation system in the selected Universities. The evaluation system in vogue was, in this context, studied in respect of Osmania University, University of Madras, M.L. Sukhadia University, M.S. University, University of Calcutta, Punjabi University, Banaras Hindu University and University of Mumbai.

2.2 Osmania University, Hyderabad

The B.Ed. curriculum in Osmania University comprises : (a) theory; (b) practicals; and (c) sessional work/project work records. The theory component comprises of four core courses in education and two methods courses in the teaching subjects. Each paper carries 100 marks and thus the theory component in all carries a total of 600 marks. In the final examination, the question paper in each theory paper contains two sections. The first section carries 60 marks and has 16 short answer questions out of which a candidate has to answer 12 questions. The second section, which carries 40 marks, includes 2 long answer / essay type questions with internal choice. The focus, therefore, is just on form of questions to be included and not on competencies to be evaluated. It is, thus, evident that in the theory component, evaluation is totally external, as there is no provision for internal assessment. This also implies that evaluation in the theory component is a

one-shot affair, as no weightage is assigned to assessments during the academic session. The students' achievement level is presented in terms of marks.

Practicals carry a total of 600 marks covering as many as eleven activities and maintenance of the records thereof. The *details of activities to be completed* by each candidate and the *weightage* assigned to each activity is given below :-

S. No.	Activity	Marks
1.	One assignment on theory aspect and one field experience report in each theory/paper of 15 marks for each paper	90
2.	One observation record in each method of teaching subject of 10 marks for each subject	20
3.	Scholastic Achievement Test record in each method of teaching subject of 30 marks for each subject	60
4.	Case study Record of one individual	15
5.	School study Record of one school	15
6.	Physical Education Record	15
7.	Audio Visual Education Record	15
8.	SUPW Record	20
9.	Community work Record (this includes getting two drop-out children enrolled in school and educating two adult illiterates)	20
10.	Teaching Practice and Internship Records (2 x100) (a) Ten practice lessons in each of the method subjects during practice teaching (b) Ten lessons in each method subject during internship of 30 days.	200
11.	Practical examination in computer education	50
12.	Two examination lessons - one in each method of teaching subject (2x40 = 80)	200
	Total	600

Current Evaluation Practices Some Models

A perusal of the scheme of examination of the Osmania University reveals that many aspects of teacher preparation like participation in and preparation of teachers for participation in co-curricular activities (CCA) are not covered through the evaluation scheme. The use of grading and assessment of growth in the affective domain find no mention in the scheme. There is also no provision for conducting viva-voce examination in the theory papers or in practicals except in the practical examination in computer education.

2.3 University of Madras, Chennai

In the University of Madras, the B.Ed. programme comprises a theory component and a practicum component. The theory component comprises (a) core courses; (b) elective courses; and (c) subject oriented methodology courses. The practicum component consists of (a) internship and practice teaching and teaching records; and (b) school-based and community-based field activities. In the theory component, three core courses carry 300 marks each, one elective course carries 100 marks, and two subject oriented methodology courses carry 200 marks. On the other hand, the practicum component also carries 600 marks. Thus, the theory and practicum components have been assigned equal weightage in terms of marks (weightage) allocation.

In the theory component, the University examination in each course carries 90 marks while the remaining marks are for internal assessment. Thus, the total marks for the University examinations are 540 and those for the internal assessment are 60. The university follows the Credit System. The three core courses have been assigned a total of ten credits, out of which the paper on psychology of teaching and learning has been assigned 4 credits, while the other two papers have been assigned three credits each. The elective course has been assigned two credits, while the two subject oriented methodology courses have been assigned 4 credits each. Thus, in the theory component, more weightage in terms of credits has been assigned to the subject oriented methodology courses and the paper on psychology of teaching and learning.

The Practicum component carries 600 marks or 20 credits in all. It is divided into 3 parts. Group A (Practicum Teaching) in both the subjects 300 marks or 12 credits; Group B (Evaluation of Practical Records) 100 marks or 3 credits; and Group C (Institution-based and Community-based Activities) 200 marks or 5 credits

The activities included in group C are as under:

S.No.	Name of the Record/Report	Marks allotted	Credits
1.	Action Research Project	20	S. No. 1+2+3 = 1 credit
2.	Case study Record of individual	20	
3.	Case study Record of institution	20	
4.	Experiments in Educational Psychology	60	2 credits
5.	Physical Education Record	15	S. No. 5+6 = 1 credit
6.	Health Education Record	10	
7.	Camp Activities	15	S.No. 7+8+9 = 1 credit
8.	Community Service	15	
9.	SUPW	25	

The practical examination is conducted by the Board of supervising examiners, appointed by the University. The board examines the teaching competencies of every candidate and his/her practical work. The Board forwards details to the University of its assessments in terms of the marks awarded to each student in the three components of the course i.e. Group A, B and C mentioned above.

The student teachers are expected to maintain work book/record note book and reports of the activities related to all practicum components under Group A, B and C. Records of the lessons taught and assessment of teaching competence and skills are made available by the college faculty to the Principal for scrutiny and the final reports/records/work-books are to be made available to the Board of supervising examiners appointed by the University whose decision is final.

The University has prescribed weightage for different forms of questions for all the six theory papers. Each question paper has three sections. Part I includes ten very short answer questions, each carrying three marks, out of which a candidate has to answer eight questions. Part II has eight short answer questions, carrying six marks each, out of which a candidate has to attempt six questions. Part III has three long answer questions (with internal choice) each carrying ten marks.

The qualifying bench-mark criteria, fixed by the University, requires a candidate to

Current Evaluation Practices Some Models

secure 50% marks each in the theory and practical components independently. In each theory paper 50% in the aggregate and 45% marks in each individual paper have to be obtained by each candidate in the external assessment. A candidate who fails in one or more papers in the written examination is required to reappear only for those papers in which he/she fails. A candidate who fails in the practical examination and passes in the written examination is deemed to have failed in the practical examination only and is required to appear again only at the same. The pass criteria thus is quite liberal as the candidates are required to re-appear only in those components/papers in which they fail to qualify.

2.4 Mohan Lal Sukadia University, Udaipur

The B.Ed. programme of M.L. Sukhadia University, Udaipur, consists of 4 components : (a) Main Theory Papers (I-VI); (b) Teaching Practice and Practical Work; (c) Specialisation (Additional Optional Paper VII); and (d) Qualifying Compulsory Paper VIII.

Part I includes six papers, out of which paper V and VI relate to methodology of teaching school subjects. Each methodology of teaching (school subject) paper carries 100 marks, out of which 85 marks are for external assessment and the remaining 15 marks, which are for internal assessment, cover sessional work and a mid-term test carrying 10 marks and 5 marks respectively. The University has also prescribed the question paper structure for theory papers in terms of types of questions to be included. Each question paper has two sections. Section A has 8 short answer questions carrying 8 marks each, out of which a candidate is required to attempt 5 questions. Section B includes 3 long answer or essay type questions with internal options carrying 15 marks each. It is stipulated that the short answer type questions should aim at testing knowledge and understanding of concepts, facts, definitions, laws, principles, generalizations, etc. Essay type questions aim at testing the abilities of critical thinking and application of principles learnt in theory. The papers on methodology of teaching school subjects (papers V and VI) also have a content component which is of the senior secondary level in the relevant subject.

Part II (Teaching Practice and Practical work in respect of the two methodology papers carries 300 marks, out of which 200 marks are for internal assessment and 150 marks each for the external examination. The Internal assessment scheme is quite comprehensive as the students' performance, in as many as 12 activities, is evaluated internally by the faculty of the institution. The distribution of marks for different activities is as under:

S. No.	Activity	Marks
1	Micro Teaching (5 skills)	$4 \times 5 = 20$
2	Regular Practice Teaching including a Unit Test (30 marks for each subject)	60
3	Criticism Lesson (10 marks) in each subject	20
4	Observation of criticism lesson, demonstration lesson and regular teaching practice lessons	5
5	Preparation of Teaching Aids (Four in each subject – In science subjects two Aids and two Practicals)	5
6	Three Psychology experiments (including a case study)	5
7	Participation in Physical education activities during the session	5
8	Review of a textbook (to be evaluated by a Methodology Teacher)	5
9	Use of two AV equipments (to be evaluated by AV incharge)	5
10	Open Air session / SUPW camp and Community Service	10
11	Social Participation and Community Life at College level	10
12	Internship (Block Practice Teaching) (Teaching of Methods Subject ($15 \times 2 = 30$), social participation in group (5), participation in all activities of school (10), Report of any feature of school / Case Study / Action Research (5)	50
Total		200

The University has provided detailed norms and guidelines for the organization and evaluation of practice teaching. A teacher trainee is required to teach 40 lessons under supervision (20 in each subject), out of which at least 2 lessons in each subject are to be taught using methods other than lecture and demonstration. Micro-teaching lessons are also required to be given in addition to the forty full period classroom lessons. Evaluation of performance in the practical teaching is based on the last ten lessons when the student has gained confidence and has acquired the needed competencies and skills in teaching. The internal assessment in practice teaching is finalized by the Principal with the help of faculty members and is communicated to the University before the commencement of the practical examination. The Board of examiners for the practical examination consists of the

Current Evaluation Practices Some Models

College Principal, one senior member of the college and two external members appointed by the University. The members from the college faculty are selected in such a way that the Board of examiners represent all the three faculties - Humanities, Languages and Science.

The qualifying/pass criteria prescribed by the University is quite liberal. The candidate is required to pass independently in theory and practice teaching. For a pass in Part I (Theory), a candidate is required to obtain at least 30% marks in each theory paper and 36% in the aggregate. In the Practice of Teaching, a candidate is required to pass independently in the internal and external examinations by obtaining at least 40% marks in each.

Part III consists of sixteen courses, out of which a candidate has to choose one course as an additional optional paper. The paper carries 100 marks, out of which 50 marks are allotted for practical sessional work. The question paper has two sections - Section A contains 8 short answer questions (carrying 4 marks each), out of which a candidate has to attempt 5 questions and Section B includes 3 essay type questions with internal choice each carrying 10 marks. The marks obtained by a candidate in this paper are not added to the aggregate marks obtained by a candidate. However, it is mentioned in the degree awarded to a candidate that he/she has cleared the particular additional optional paper.

The practical work record maintained by the college is made available to the external examiners in practice teaching for scrutiny. To pass in this paper, a candidate has to obtain a minimum of 50 marks.

Part IV includes a compulsory paper (Paper VIII) entitled Computer Literacy and Educational Applications. It carries 100 marks, out of which 50 marks are for external assessment and 50 marks for internal assessment. One theory paper of 50 marks is prescribed for the external examination. Internal evaluation also carries 50 marks, out of which 20 marks each are for practical examination and submission of a report and 10 marks for viva voce examination.

2.5 M. S. University, Baroda

The B.Ed. programme of M.S. University of Baroda comprises of 6 components, namely : (i) compulsory courses; (ii) specialization courses; (iii) special methods; (iv) practice teaching; (v) practical work; and (vi) viva voce test. A candidate has to study seven

compulsory courses and each of these has been allocated 2 credits. Out of 15 courses enumerated as special fields, each carrying 2 credits, a candidate has to choose one course. In the third component, 15 courses have been recommended, out of which a trainee has to offer any 2 courses. The duration of each course under this component is 2 semesters, with four credits for each course. Under the practice teaching component, each candidate has to prepare a journal of practice lesson plans (1 credit), maintain records of lessons observed (1 credit), maintain records of practice lessons given (6 credits) and deliver final lessons (4 credits). In all, the practice teaching component is assigned 12 credits. In regard to practical work, each candidate is required to prepare assignments (1 credit), develop teaching aids (1 credit), prepare blueprint and evaluation items (1 credit), and develop written instructional materials (1 credit). A B.Ed. candidate also takes two viva voce tests - internal and external – each of which carries two credits. The distribution of credits to different components of the programme is as under:

S. No.	Component	Credits
1	Compulsory Courses	14
2	Special Field	2
3	Special Methods	8
4	Practice Teaching	12
5	Practical Work	4
6	Viva Voce Tests	4
	Total	44

The performance of each candidate in all the courses is evaluated on an eleven point scale in terms of grades ranging from E to A+. The details regarding grade alongwith corresponding grade points, grade point boundary ranges with respective percentages and the designated class are given below:

Current Evaluation Practices Some Models

Grade	Grade Point	Grade Point Range	Percentage	Class
A+	10	9.56 to 10	96 to 100	1st class with distinction
A	9	8.56 to 9.55	86 to 95	- do -
A-	8	7.56 to 8.55	76 to 85	1st class
B+	7	6.56 to 7.55	66 to 75	2nd class
B	6	5.56 to 6.55	56 to 65	2nd class
B-	5	4.56 to 5.55	46 to 55	Pass class
C+	4	3.56 to 4.55	36 to 45	Pass class
C	3	2.56 to 3.55	26 to 35	Fail
C-	2	1.56 to 2.55	16 to 25	Fail
D	1	0.56 to 1.55	06 to 15	Fail
E	0	0.00 to 0.55	00 to 05	Fail

The grade/mark sheet awarded to a candidate indicates an aggregate in theory, practice teaching, practical work, viva voce and an overall grade in all the courses. It also indicates the equivalent percentage of marks and the class obtained. The percentage is calculated on the basis of average grade points obtained by a candidate.

The performance of students in theory courses (compulsory courses, special fields, special methods) is judged on the basis of periodical tests, field work, assignment and a comprehensive test. A comprehensive test is conducted at the end of each semester in each of the courses taught during the semester. The comprehensive test in each course has the same weightage as of the sessional assignments covering periodical test, field work, assignments, etc.

The performance of the candidate in practice teaching is assessed in terms of letter grades only. The panel comprising of internal and external examiners is appointed by the Vice Chancellor to examine the final test lessons at the end of the second semester.

The performance of a candidate on the two viva voce tests is assessed by assigning letter grades separately. The internal viva voce test is conducted by a Committee of teachers appointed by the Head of the Department of Education. The viva voce test attempts to ascertain the candidate's understanding of the theory course studied, practice teaching activities and practical work completed during the first semester. An external viva voce test is also conducted at the end of second semester by a Board of Examiners comprising three internal and three external members appointed by the Vice Chancellor. The external

viva voce test focuses on the candidates' understanding of both the semester courses, current educational problems and issues in the Indian context.

To qualify for appearing at the comprehensive test, the candidate must appear in two periodical tests, or one periodical test and undertake one field activity. The candidate who is not allowed to appear in the comprehensive test at the end of the 1st semester is not allowed to join the 2nd semester. To qualify for appearing in the final test lessons, the candidate must give and observe the fixed number of lessons, submit the journal and the observation notebook and obtain an aggregate of B-grade in practice lessons given. Further, a candidate is required to submit two items of practical work in the first semester, and two items in the second semester.

To qualify for the B.Ed. degree, a candidate must demonstrate a minimum attainment level of grades as indicated below:

- C+ in each theory course
- B- in each practice teaching course
- B- in each item of practical work
- C+ in aggregate in viva voce test

2.6 University of Calcutta, Kolkata

The revised B.Ed. curriculum introduced from July, 2004 in the Calcutta University comprises : (i) Three compulsory theory papers, each divided into two halves of 50 marks each; (ii) Pedagogical study of two school subjects, each of 100 marks, (iii) and one compulsory elective paper of 100 marks. Thus, 600 marks are assigned to six theory papers. In addition, a student teacher has to offer the following 4 practical papers each of which carries 100 marks:

- (i) Demonstration of laboratory practicals and / or simulated lessons.

The students who have offered science subjects as their pedagogical study subjects, undertake demonstration of laboratory practicals, while others are required to deliver simulated lessons.

- (ii) Teaching Practice

Each candidate is required to give two lessons, one each in the two method papers.

Current Evaluation Practices Some Models

Each lesson carries 50 marks. The student teachers are examined in Teaching Practicals jointly by a team of external and internal examiners. Marks for a Teaching Practice Lesson are distributed as under:

- | | | |
|----|------------------------------------|-----------|
| 1. | Voice, exposition and delivery | 10 marks |
| 2. | Presentation with clear objectives | 10 marks |
| 3. | Questioning | 10 marks |
| 4. | Use of teaching aids | 05 marks |
| 5. | Use of black board | 05 marks |
| 6. | Student participation | 05 marks |
| 7. | Lesson Plan | 05 marks. |

(iii) Sessional Activities related to Pedagogical study - 100 marks:

- Pedagogical analysis of contents in method subjects- 30 marks for each paper.
- Achievement test on method subjects - 20 marks for each paper.

Pedagogical analysis of content and achievement tests constructed by the candidate are evaluated by an external examiner appointed by the University.

(iv) Sessional Work Activities Related to Teaching and Community Out-reach Activities carry 100 marks sub-divided as under:

- Two practice lesson plans on method subjects carrying 20 marks each/40 marks
- Teaching aids used during practice teaching in method subjects - 5 marks each 10 marks
- Community out-reach activities 10 marks
- Viva voce test on method subjects, 20 marks each 40 marks

Viva voce test is conducted jointly by an internal and an external examiner.

In sum, the scheme of evaluation is fairly comprehensive, and, therefore, has the

potential to make the delivery of the programme rigorous and effective.

2.7 Punjabi University, Patiala

The B.Ed. programme in Punjabi University, Patiala comprises three parts, namely (1) theory carrying 700 marks; (2) skill in teaching carrying 300 marks; and (3) sessional work carrying 200 marks. The theory component includes seven papers including two teaching subjects. The evaluation of students' performance in the theory papers is both internal and external. Each paper carries 100 marks, out of which 20 marks are assigned for internal assessment and the rest 80 marks for the final written examination.

The second part, that is, skill in teaching, is also evaluated both internally and externally, and out of 300 marks for this component, 100 marks are assigned to internal assessment and 200 marks for external assessment. The skill in teaching component comprises the following:

- (i) Five core skills and two micro-teaching lessons in each skill.
- (ii) At least two demonstration lessons in each subject.
- (iii) At least two discussion lessons in each subject.
- (iv) At least 15 observation lessons in each subject.
- (v) Twentyfive practice lessons in each subject.
- (vi) Blackboard writing and sketch making.
- (vii) Preparation of at least two teaching aids in each subject.

It is stipulated that at least 25% of the lessons delivered by a candidate should be supervised by the faculty member and his/her comments and suggestions are to be written in the candidate's lesson note book.

The external examination in 'skill in teaching' carries 200 marks. A candidate has to deliver one lesson of 100 marks in each of the two teaching subjects. The examination is conducted by a board of two examiners - one internal and one external. The board of examiners is not allowed to evaluate more than 3 lessons in a period of 35 minutes.

The distribution of marks for the internal evaluation of 'skill in teaching' is as given below:

Current Evaluation Practices Some Models

1	Two discussion lessons in each subject	20 + 20 marks
2.	Preparation of two teaching aids	20 + 20 marks
3.	Over-all school practice	20 marks
Total		100 marks

To enhance the credibility of the internal assessment, discussion lessons are observed only by method masters, teaching aids are evaluated by the subject teacher and the quality of a student's overall practice is assessed by the faculty supervisor in the school.

The third component (Sessional work) comprises : (i) work experience; (ii) blackboard writing and sketch making; (iii) games and sports; (iv) co-curricular activities; and (v) community work. The co-curricular activities and community work carry 25 marks each and the performance of the students in these activities is assessed internally by a board of four internal examiners including the Principal as coordinator. The first three activities, namely work experience, blackboard writing and sketch making, and games and sports carry 50 marks each, out of which 40 marks are assigned for external assessment and 10 marks for internal assessment. The external evaluation in this part is done by a board of examiners with the Principal as coordinator. The records / files maintained by the students form the basis for internal assessment. For Work Experience, a student has to choose one, out of seven activities, from among : (a) computer applications; (b) gardening; (c) home craft; (d) leather work; (e) drawing and painting; (f) interior decoration; and (g) domestic use of electrical gadgets.

To pass, a candidate has to obtain 35% marks in each theory paper and 40% marks in the aggregate. The marks alongwith the division obtained by a candidate in theory, practice teaching and sessional work are calculated and shown separately in the degree and marks sheet. The minimum pass marks for skill in teaching and sessional work are 40% in all the sub-parts separately. To be eligible for appearing at the university examination, a candidate has to obtain 20% marks in each theory paper in the house test.

2.8 Banaras Hindu University, Varanasi

In the Banaras Hindu University, the B.Ed. course consists of : (A) four core papers; (B) one elective specialization paper; and (C) Practice Teaching. The first three core papers, namely Education and Contemporary Indian Society, Techniques of Teaching

and Evaluation, and Psychology of Learner and Learning, and the elective specialization paper carry 100 marks each. However, the 4th core course, which consists of teaching of two school subjects, carries 200 marks - 100 marks for each subject. Thus, the first two components (A and B) carry a total of 600 marks. The third component comprises of practice of teaching and other practical activities which carry 250 and 150 marks respectively. Practice Teaching includes two final lessons (100 marks), 'teaching throughout the year' (100 marks) and 'Practical work in the major teaching subject' (50 marks).

The distribution of 150 marks for 'other practical activities' is as under:

	Marks
(a) Preparation of Teaching Aids	25
(b) Working with Community	25
(c) Organization of physical education, games and sports	25
(d) Co-curricular activities	10
(e) SUPW	10
(f) Maintenance of school records	10
(g) Beautification of school / gardening	10
(h) Scouting / Girl Guiding / First Aid / Red Cross	10
(i) Educational excursions / field trips	10

Thus, the theory and practical components of the course carry 600 and 400 marks respectively.

In the Practice Teaching component, a student teacher is required to give at least 40 lessons in the two subjects chosen as teaching subjects, for which the student maintains a proper record. In addition, each student is also required to observe lessons delivered by the faculty members and / or by other trainees and keep a proper record of the same. The supervisor incharge recommends the award of marks out of 100 on the basis of the students' performance during the entire practice teaching as well as on the basis of two criticism lessons given by them. The candidate is also required to maintain a record of the practical activities, constituting the component 'C' of the course. A panel of examiners

Current Evaluation Practices Some Models

appointed by the Board of examination, in consultation with the concerned faculty members, award marks to the students after a thorough scrutiny of the records.

The examination at the end of the course is taken by student teachers both in theory and practice of teaching. The external examination in each theory paper carries 75 marks and the teachers award marks out of 25 marks in each theory paper on the basis of theory related assignments / practicals, completed by the students during the session. A student who fails in theory is allowed to appear in the following year as an ex-student. However, a student who fails to complete the practical activities is required to complete the same in the following year before appearing at the final examination.

The University has introduced an additional course of 55 hours' duration on 'Elementary Level Computer Assisted Learning / Teaching'. However, this course is offered to only 20 selected B.Ed. students. Their performance is assessed internally on a three-point scale and a grade A, B or C is awarded. The grade obtained by a student is mentioned in the marks sheet issued by the University, but it does not affect the result of a student, as it is only an additional course and is not part of the regular scheme of evaluation.

2.9 University of Mumbai, Mumbai

The B.Ed. programme in the University of Mumbai comprises of two parts, namely: (i) Theory; and (ii) Practicum. The theory and practicum components have been given equal weightage in regard to allocation of marks, and each component carries 500 marks. The theory component comprises of five papers of 100 marks each. Paper IV comprises of two sections, namely (i) communication modes; and (ii) one special field selected by a student, out of seven included in the syllabus. Paper V comprises two special methods, that is, method subjects. The Practicum comprises : (i) Practice lessons (250 marks); (ii) Practical work (50 marks); and (iii) Year's work (200 marks).

The first part of practicum, includes 20 practice lessons, 5 micro-teaching lessons and 10 other simulated lessons, using different approaches / methods like integrated approach, models of teaching, computer aided instruction and other innovative methods of teaching. Twenty practice lessons of ten marks each and 10 simulated lessons of 5 marks each are observed and evaluated internally.

The second component of practicum, that is, practical work, includes preparation of instructional materials in method subjects carrying 10 marks for each subject and individual

project work, on any topic in education carrying 30 marks. Thus, total marks assigned to this component are 50.

The third component of 'Practicum' includes assessment of students' performance throughout the session. The students' performance in two terminal examinations has been assigned 150 marks. In addition, each student is also required to write one essay per session in each theory paper and 50 marks are assigned to this activity.

The following records are maintained by each candidate duly certified by the Principal of the institution:

- (i) Record of observation of at least two demonstration lessons, one in each subject.
- (ii) Note book of observations of 40 lessons, of which 15 should be in each method subject and 10 in any other subject/s.
- (iii) A file containing lessons given and criticism thereon.
- (iv) A journal of experiments in educational psychology.
- (v) A report of the project work conducted on any theme in education.
- (vi) Record of social service/community work.
- (vii) Record of internship.
- (viii) Record of having passed the content tests with a minimum 40% marks in each subject.

The candidates' performance in Part A, comprising of theory papers, is evaluated externally. Part B which consists of Practice teaching, Practical work and year's work is evaluated internally. To pass the examination, a candidate must obtain 35% marks in each paper of part A and 40% in the aggregate and in part B 35% in each of the three sub-heads and 40% in the aggregate. The marks are converted into absolute numerical grades as under:

Current Evaluation Practices Some Models

% of marks	Range of marks	Grade points
70% and above	350 & above	5
60% to 69%	300 – 349	4
50% to 59%	250 – 299	3
40% to 49%	200 – 240	2
Below 40%	199 – Below	1

The determination of division / classes follows the following procedure:

1. Ist Class with distinction 10
2. Ist Class 8 & 9
3. 2nd Class 6 & 7
4. Pass Class 4 & 5
5. Less than 4 grade points in aggregate or less than 2 grade points either in part A or Part B. Fail

For the purpose of co-ordination of Internal Assessment in Part B, the University appoints a co-ordination committee consisting of:

- (i) Chairperson, Board of Studies in Education
- (ii) Chairperson, B.Ed. examination of the concerned year
- (iii) Two Principals who are not members of the Board of Studies in Education, nominated by the Board every year
- (iv) Two members of the Board of Studies nominated by the Board every year

The committee studies internal assessment marks and the corresponding grades awarded to students in different colleges of education. The committee is authorised to check the work of the students, and to verify the marks awarded by the college and make necessary changes, wherever required.

It can be specially pointed out that the system of grading adopted is Absolute Grading.

2.10 Study of Question Papers of Mumbai, Calcutta and Delhi Universities

It is very often mentioned, and rightly so, that our present day educational system is examination driven. It is the nature of examination system which determines not only the content and style of textbooks and other instructional materials but also the mode of curriculum transaction in the classrooms. In the context of theory courses, the examination system gets concretised in the form of a written examination which expects the students to write answers to a specified number of questions. There is no denying the fact that the content, nature and purpose of the questions, included in the question paper, prompt the teachers to gear their teaching to equip the students to negotiate the questions effectively.

During the past few decades, NCERT has piloted a programme of examination reform in collaboration with State Boards of School Education which have been in the forefront of examination reform. The most important reform in this regard relates to the content and structure of question papers. The reform movement has impacted the teacher education system as well and several Universities too have initiated measures like developing balanced question papers for containing selective study, eliminating the element of subjectivity and de-emphasis of memorisation.

Taking a cue from the premise that the content and style of question paper sets the tone and tenor of curriculum transaction in classrooms, it was decided to examine the question papers for B.Ed. examination received from the Universities of Mumbai, Calcutta and Delhi. The salient features of the question papers in the three universities are briefly summarised below:

In the University of Mumbai, the question papers on 'Foundations of Education' comprise of two sections with five questions in each. A candidate is required to attempt three questions from each section - one is a compulsory question and the other two to be out of the remaining four questions. The compulsory question consists of 6 short answer sub-questions, out of which a candidate is required to attempt any four. The long answer questions are further split into two parts, and each part is assigned marks separately. Thus, each question paper is a combination of long answer and short answer questions. An attempt has been made for ensuring a comprehensive coverage of the prescribed syllabus by dividing the question papers into sections with the provision for both long answer and short answer questions in each section. The candidates are required to use separate answer books for different sections in each paper. The proposition of separate answer books in each paper, if evaluated by two different examiners, is likely to reduce the element

Current Evaluation Practices Some Models

of subjectivity. In the 'teaching method' subjects, no question is given on the preparation of a lesson plan. However, in some of the subjects, the candidates are required to state the core elements incorporated in a topic of their choice and then explain the learning activities to be planned in respect of the selected topic. The questions in all these subjects also start with directive words like explain, describe, discuss, state, justify, define, enumerate, illustrate, what, how, etc. Apparently, there is more emphasis on testing the candidates' knowledge and understanding of the prescribed subject matter and less emphasis on testing other higher abilities of critical thinking, application of knowledge, analysis, synthesis etc.

In the University of Calcutta, the candidates are expected to answer any five out of the given ten questions, including one question on short notes which is an example of overall options. Each question is split into three or four parts, which are assigned marks separately. The question given in the box below illustrates this point.

Explain the concept of integral education. Indicate in this context the nature of curriculum, methods of teaching and the role of the teacher. (8+4+4+4)

The practice of indicating marks for different parts separately makes the evaluation system more rigorous and objective and less impressionistic. It combines the advantages of both essay type and short answer type questions, while minimising their disadvantages. The question paper on 'teaching methods' consists of three sections - one section relates to the 'content', while another section relates to the 'methodology' of the subject. The third section includes a compulsory question which requires a candidate to write a lesson note on a topic, out of 4-6 given topics. The questions in these subjects also start with directive words like explain, discuss, describe, differentiate, how, what, etc. Obviously, there is more emphasis on testing the 'knowledge' and 'understanding' objectives and little emphasis on 'higher objectives'.

In the University of Delhi, there are different patterns of question papers in different theory and 'teaching methods'. For example, in the paper entitled 'Basic Ideas in Educational Theory', the candidates are required to attempt four out of six questions in Part A and one out of two in Part B. In the paper on 'Educational Psychology', the candidates are required to attempt all questions but each question allows internal choice and is divided into two parts with separate marks for each part. Evidently, the respective faculties exercise flexibility and freedom in deciding the structure of question papers. The style of questions indicates that there is more emphasis on testing the candidates' ability to think independently, and the ability to apply the concepts and principles of educational theory

and psychology to address the problems and issues confronted by a teacher in his/her day-to-day professional life. The questions given in the box below illustrate this point:

1. According to a new legal provision, public schools will have to reserve a few seats for children from poor families. Critically examine this step with the help of the concepts of (a) equality and (b) social justice.
2. You are the teacher of class VIII C. There are three students in your class who lack confidence, remain passive and have a very low self-concept. What do you think could be the possible reasons for this? How would you ensure that their self-concept gets enhanced and becomes more positive?
3. NPE (1986 Revised 1992) focuses upon "the need for re-adjustments in the curriculum in order to make education a forceful tool for cultivation of social and moral values."
 - (a) As a future teacher, what is your view about this policy statement?
 - (b) Evaluate the nature of religious and moral education being provided in some schools. Give specific examples to support your views.

It is obvious that to write appropriate answers to the above questions, the candidates have to go beyond the preliminary acquisition of information and knowledge and demonstrate their ability for original and critical thinking in understanding educational problems.

2.11 Summary of Salient Features

The survey of evaluation procedures and practices of eight selected universities with good evaluation models presented in this chapter reveals that in tune with the spirit and requirements of a professional programme, elaborate evaluation schemes have been prescribed in these Universities, which, in fact, is necessary to make the delivery of a professional programme rigorous and meaningful. The evaluation schemes, prescribed by these Universities for the B.Ed. programme, take due note of the relative importance of the theory and practical components of the teacher preparation programme and of the suitability as well as desirability of a combination of internal or external evaluation of various components and sub-components of each broad component. Their focus, however, is more on content than competencies.

Current Evaluation Practices Some Models

In India, there has been a tradition of putting different components of teacher education courses under the broad categories of : (i) theory; (ii) practice teaching; and (iii) sessional work or other practical activities and different evaluation procedures are prescribed for these components. However, the students' performance in the theory component has always enjoyed higher importance for employment purposes, as it is considered, as an objective indicator of the students' calibre. The students' performance in the theory components is assessed mainly on the basis of the end-of-the-term external examination. On the other hand, there is a general perception that internal assessment of various components of practicum is, by and large, subjective and impressionistic. However, during the past few years, discounting this viewpoint, several Universities have initiated measures for introducing an element of internal evaluation and to make it criterion-based, objective, transparent and credible, free from biases and prejudices. Above all, it is presumed that the demanding nature of the examination system is bound to make the delivery of a programme quality-oriented and truly professional. Realizing this, several Universities have prescribed the scheme of evaluation which is quite comprehensive and takes care of diverse aspects of teacher preparation which were not covered by the traditional schemes.

Apart from the broad conclusions mentioned above, the following are the specific findings of the survey presented in this chapter:

1. The students' understanding of theoretical component is evaluated through an external examination conducted at the end of the course. However, their performance is also quite often assessed internally on the basis of periodical tests and/or assignments related to different theory papers. The relative weightage of the internal and external assessment is not the same in different Universities. The Banaras Hindu University allows the maximum weightage of 25% for internal assessment, followed by 20% by Punjabi University, 15%, by Osmania University and M.L. Sukhadia University and 10% in the University of Madras. The scheme of evaluation in vogue in the Universities of Calcutta and Mumbai does not specifically allocate marks for internal assessment in theory papers, but the marks have been allocated for sessional activities related to theory courses and also for periodical tests under the 'practicum' component. The M.S. University of Baroda, which follows the grading and credit system, allocates substantial weightage to periodical tests, assignments and viva voce tests related to various theory courses. Thus, it can be concluded that all the Universities, included in the sample study, are conscious of the importance of continuous evaluation, through internal assessment based on the students' competencies, unit tests, periodical tests, conduct of assignments and

projects undertaken or completed at different points of time during the session.

2. Like many other professional preparation programmes, B.Ed. programme also comprises 2 broad components, namely: (i) theory; and (ii) practicum (including practice teaching and practical work). In some of the universities, the two components have been assigned equal or nearly equal weightage, while in a large number of cases theory courses have been assigned higher weightage. The relative weightage assigned to the two components is presented in the following Table:

S. No.	University	Theory		Practicum	
		Marks	%	Marks	%
1	Osmania	600 marks	50	600 marks	50
2	Madras	600 marks	50	600 marks	50
3	M.L. Sukhadia Udaipur	600 marks	66	300 marks	33
4	M.S. University of Baroda	24 credits	55	20 credits	45
5	Caluctta	600 marks	60	400 marks	40
6	Punjabi, Patiala	700 marks	58	500 marks	42
7	BHU	600 marks	60	400 marks	40
8	Mumbai	500 marks	50	500 marks	50

The above Table provides only a broad indication of the weightage assigned to the two components. However, the categories are not strictly mutually exclusive as in some of the universities, marks assigned to theory papers also include internal assessment marks which are awarded on the basis of projects / assignments, etc, which form part of the practicum. On the other hand, in some of the Universities, marks allocated for 'practicum' also include marks for project / assignment work related to theory papers.

3. The 'Practicum' component in the curriculum of the above universities includes different permutations and combinations of the following activities:
- Assignments related to Theory Papers
 - Classroom / Lesson Observation
 - Achievement Test(s) - Preparation
 - Case Study of individuals

Current Evaluation Practices Some Models

- Case Study of institutions
- Physical Education / Games, etc.
- Audio Visual Aids - Preparation
- SUPW / Work Experience
- Community Life / Work / Services
- Teaching Practice / Internship / SEP
- Criticism / Demonstration Lessons
- Examination Lessons
- Computer Education / Computer Aided Instruction
- Micro-teaching and Micro-teaching observation
- Textbook / Web Page Review
- Action Research Project
- Health Education Record - Preparation
- Psychological Experiments
- AV equipments - handling and use
- Pedagogical analysis of content in method subjects
- Viva voce test
- Blackboard writing and sketch making
- Co- curricular activities
- School Records - preparation / maintenance
- Beautification of school / gardening
- Scouting / Girl Guiding / First Aid / Red Cross
- Educational excursions / field trips

Each University has prescribed a different set of activities, listed above in its curriculum and assigned marks/credits for the same. The selection of activities for practical work is dependent on the perceptions of the decision making bodies in the Universities regarding the potential of an activity for the preparation of an effective teacher.

4. In the theory component, assessment is predominantly external as the weightage for internal assessment is only in the range of 10 - 25%. However, in the case of 'practicum', assessment is primarily 'internal'. In some Universities, external assessment is done in respect of 'examination lessons' only and all other activities are assessed internally by the faculty of the institutions. In some other Universities, a few other activities are also assessed by a Board of Examiners appointed by the University.
5. In order to bring about objectivity and transparency and to check the possible misuse of internal assessment, some Universities have introduced the practice of appointing 'moderation boards' or 'supervising examiners board', to verify the records maintained by students and check the marks awarded internally by the staff. Such boards are vested with the powers to modify the marks awarded by the staff. In addition, the pass criteria prescribed by some Universities also stipulate that a candidate must pass independently in internal and external assessment.
6. Some of the Universities have also prescribed a broad structure of the 'question papers' limited to forms of questions and pattern of options. Full 'designs' are, however, not prepared. For instance, in Osmania University, in each theory paper, a student is required to answer 12, out of 16 short answer questions, and two essay type questions, with internal choice. In Madras University, in theory papers, a student is required to answer 8, out of 10 very short answer questions, 6 out of 8 short answer questions, and 3 essay type questions with internal choice. In the ML Sukhadia University, Udaipur, a student is required to answer 5 out of 8 short answer type questions, and 3 essay type questions with internal choice. The other Universities included in the sample have not prescribed any pattern/structure of question papers.
7. Some Universities in the sample have also introduced some innovative features in their scheme of evaluation, which are mentioned below:

Current Evaluation Practices Some Models

- (i) The Osmania University has made 'computer education' as a compulsory part of the 'practicum' component of the B.Ed. course. Practical examination in computer education is held to assess the students' performance for which they are awarded marks out of a total of 50 marks.
- (ii) The Osmania University has made provisions to ensure credibility and comparability of the internal assessment marks given by the faculty members of different colleges in various practical activities. The University appoints a moderation board consisting of a Chairman, a Principal of an affiliating college and three subject experts. The moderation board randomly verifies the records of at least 10% of the total trainees and makes suggestions for modifications in the marks awarded, if necessary.
- (iii) The University of Madras has adopted the credit system to indicate the weightage of different components of the course. The theory and practicum components have been assigned twenty credits each. In the theory component, the paper on psychology of teaching and learning and two subject-oriented papers have 4 credits each, the other two core papers have 3 credits each and the elective course has 2 credits. Likewise, various components of practicum have been assigned different credits. No principle for determining credits has, however, been indicated.
- (v) In the University of Madras, the practical examination is conducted by the board of supervising examiners appointed by the University. The Board examines the teaching competence of every candidate and his / her practical work.
- (vi) In addition to 6 main theory papers, M.L. Sukhadia University, Udaipur has made provision for the study of an additional optional paper and one qualifying compulsory paper. The compulsory qualifying paper entitled 'computer literacy and educational applications', carries 100 marks out of which 50 marks each are for external and internal assessment. It is not necessary to pass in the additional optional paper but if a candidate has cleared this paper, this is mentioned in his / her degree / marks sheet.

- (vii) The M.S. University of Baroda follows a combination of grading and credit system. The theory courses and teaching practice have been assigned 24 and 12 credits respectively. The practical work and viva voce test have been assigned 4 credits each. The performance of each candidate in all the courses is evaluated on a 11 point scale in terms of grades ranging from A+ to E. The grade point and grade point range have been fixed for each grade. The grade (marks) sheet awarded to a candidate indicates grades in different components, overall grade and the equivalent percentage of marks and the class obtained.
- (vii) The M.S. University follows the semester system and the course is divided into two semesters. At the end of the first semester, a comprehensive test is conducted in respect of the courses taught and practical activities evaluated during the semester.
- (viii) The provision of two viva voce tests is a unique feature of the evaluation scheme followed by M.S. University, Baroda. The internal viva voce test at the end of first semester is conducted by a committee of teachers appointed by the Head of the Department of Education. The purpose of the viva voce test is to ascertain the candidates' understanding of the prescribed semester courses and of the current problems and issues of Indian education.
- (ix) The University of Calcutta has prescribed the criterion of evaluating a Teaching Practice Lesson. The Criterion provides 10 marks each for: (i) voice, exposition and delivery; (ii) presentation with clear objectives; and (iii) questioning; and 5 marks each for : (i) use of teaching aids; (ii) use of black board; (iii) student participation; and (iv) lesson plan.
- (x) The University of Calcutta has also made provision for a viva voce test on method subjects which is conducted jointly by an external and an internal examiner.
- (xi) The University of Calcutta is the only University which has included pedagogical analysis of content in method subjects in the practicum component and 30 marks have been allotted for this in each paper. The NCTE Curriculum Framework of 1998 had recommended its inclusion in the theory and practice of method subjects.

Current Evaluation Practices Some Models

- (xii) To bring about credibility in the observation of discussion lessons and evaluation of final lessons, Punjabi University, Patiala stipulates that the discussion (criticism) lessons delivered by the teacher trainees shall be observed by the method masters only. Regarding the final examination, it has been stipulated that every candidate shall teach for the full period and a board of examiners shall not observe more than three lessons in a period of 35 minutes.
- (xiii) The Banaras Hindu University has introduced an additional course of 55 hours' duration on elementary level Computer Assisted Learning/ Teaching. However, it is made available to only 20 selected B.Ed. students. Their performance is assessed internally on a three-point scale and the grade obtained by a candidate, though not a qualifying component, is mentioned in his / her degree and marks sheet.
- (xiv) In the Banaras Hindu University, a student is required to offer two teaching subjects - one as 'major' and the other as 'ordinary'. There is no difference in the syllabus of a subject at two levels but a candidate has to undertake more practical work in the subject chosen as the 'major'.
- (xv) The University of Mumbai has adopted the practice of assigning numerical grade points (1-5) in either of the two parts and for each grade point, a range of marks has been suggested. The result in terms of divisions and pass / fail is based on a student's grade points in Part A and Part B.
- (xvi) The University of Mumbai has made a provision that a candidate's 20 practice lessons of ten marks each and 10 simulated lessons of 5 marks each shall be observed and evaluated by the internal examiners. The students are required to make use of various approaches / methods / models for the teaching of different lessons.
- (xvii) The Universities of Mumbai, Calcutta and Delhi have made attempts to improve the system of examination for the B.Ed. programme in their own ways. While in the Universities of Mumbai and Calcutta, improvements in the structure of question papers have been brought about to minimise the impact of subjectivity and ensure comprehensive

coverage of the prescribed syllabus, in the University of Delhi, the questions are framed in such a way that they test the students' ability for critical and creative thinking.

To sum up, it could be said that it is the scheme of evaluation which lays foundation for the quality of curriculum transaction. During the past few years, several Universities have initiated measures to bring about objectivity and transparency in the evaluation system in order to enhance its credibility. However, the fact is that even today external assessment of theory and practical courses is accorded higher credibility than internal assessment, which is taken to be impressionistic and vitiated by biases and prejudices. To contain these, checks and balances have been suggested to be implemented. The teacher education system is expected to use the evaluation practices which exhorts the prospective teachers to use in their professional life, as demonstration of a practice or procedure is the best method of teaching it. This implies that criterion reference testing, objective-based evaluation, use of grading system, CCE and question papers based on the designs and blue prints, etc. should be the core components of the evaluation system followed for various teacher education programmes.

It needs to be specially highlighted that the Universities selected for this sample study representing different regions are among those which can provide some valuable ideas; for evaluation in teacher education courses to others. By and large, they are following some good traditions for emulation.

While this chapter attempts to focus on the current practices and procedures of evaluation in vogue, the chapter that follows examines the extent to which the teacher education programmes at the B.Ed. level prepare the teacher trainees in effectively executing the task of preparing them for performing their function of evaluating their pupils in practical life situations.

Handwritten notes and stamps at the top right of the page, including the number 'A-12619' and a date '21-7-2015'.

Chapter 3

EFFECTIVENESS OF TEACHER PREPARATION FOR PUPIL EVALUATION

3.1 Overview

With a view to obtaining a clear picture of the status of educational evaluation in B.Ed. courses, a survey was but necessary for getting to some valid conclusions. Towards this end, a questionnaire (Annexure III) was designed and issued to selected establishments running B.Ed. courses, that is, the Departments of Education of Universities and Deemed Universities, Institutes of Advanced Studies in Education and Teachers' Colleges. To be representative, these covered different regions of the country. The questionnaire solicited information about:

- The place accorded to educational evaluation in the overall design of the B.Ed. courses
- The course content related to educational evaluation
- The shortfalls both in regard to the content and transaction of prescribed educational evaluation course.
- Suggestions for further improving the teacher education programme at the B.Ed. level, for making it more effective in preparing the teachers for shouldering the responsibilities related to the evaluation of pupil competencies.

The questionnaire stood divided into three parts: part one had to be responded to by all teacher educators; part two by faculty members teaching the different theory papers; and part three by the faculty members teaching methodology papers.

It appears desirable, at this place, to indicate the coverage of the questionnaire responses which the following Table presents:

Zone	Number of Universities	Number of Institutions	Number of Questionnaires Received
Northern Zone	13	18	132
Southern Zone	11	12	72
Eastern Zone	5	8	52
Western Zone	8	13	60
TOTAL	37	51	216

Thus, 216 responses were received from 51 institutions, representing 37 Universities.

3.2 The Place accorded to Educational Evaluation in B.Ed. Courses

The responses to the questionnaires reveal that there are three main patterns in regard to the place accorded to Educational Evaluation in B.Ed. courses:

- An independent optional paper on Educational Evaluation
- Educational Evaluation as a part of some other theory paper
- Educational Evaluation as a component of the methodology courses

As valid conclusions are possible to be drawn only on the basis of concrete evidences, it is desirable to briefly glance through the main themes incorporated in the prescribed courses of different Universities in regard to Educational Evaluation.

It may, however, be mentioned that the institutions/departments furnishing information about the content of courses, related to Educational Evaluation at the B.Ed. level, (barring a very few), did not forward the copies of the course content, from the prescribed syllabus. The details of courses presented below are, therefore, based on the listed topics in the questionnaire responses. The information could be cross-checked only with the documents available at the NCTE.

3.2.1 Full Optional Papers on Educational Evaluation

In the few Universities, which offer an independent optional paper in Educational Evaluation at the B.Ed. level (and these include the Universities which have a two year B.Ed. course), the commonly prescribed themes are usually from among the following:

- Measurement and Evaluation
- Examinations and Evaluation
- Objectives
- Forms of Questions
- Achievement tests/Question papers, their preparation, administration and analysis of test results
- Standardisation of tests
- Diagnostic tests
- Test characteristics
- Criterion and Norms Reference tests
- Formative and Summative Evaluation
- Techniques and Tools of Evaluation
- Oral and Practical Examinations
- Continuous and Comprehensive Evaluation
- Test Statistics
- Semesterisation
- Psychological tests
- Methods of Grading Pupil Performance

It needs to be pointed out at this place that in the prescribed syllabi, only the themes are enunciated without any elaboration. This leads to avoidable variations, in the transaction of teaching, even among different institutions affiliated to the same University. This fact is prominently brought out by the responses to the questionnaire.

Furthermore, in the absence of any concrete indications in most of the Universities about practical work (corresponding to the theory taught) required to be done by the students, it is likely that the themes in this situation would only be treated theoretically, yielding inadequate insight to the student teachers, about the practical implications of what they are required to learn. This naturally may be insufficient preparation for the trainees to meet the diverse professional challenges of their work as teachers.

It can also be said that all the above listed themes do not find a place in the syllabi of all Universities. It appears to be a cafeteria approach of pick and choose, depending, most probably, on preferences of the members of the Committees on Courses.

The questionnaire responses also unmistakably bring out the fact that quite often the prescribed themes are dealt with theoretically and conceptually, while their applications and implications in life situations are not adequately highlighted. The instruction thus is likely to fall short of becoming meaningful to the learners and functionally utilitarian.

There is also another type of imbalance in the syllabi observed in these courses. In some instances, one can find a pronounced leaning towards mental measurement and, in others on test statistics and, yet, in some others, on personality testing diverting the focus from the central themes of Educational Evaluation.

These courses invariably do not also normally spell out the competencies / proficiencies expected to be acquired through the concerned courses. Teaching and learning in Teacher Education courses may not acquire the needed direction.

The courses do deserve to be pedagogically developed based on scientific principles of curriculum construction

It must be mentioned here that most of the questionnaire responses have unambiguously called for a full compulsory theory paper in educational evaluation. The demand is couched in the argument that teaching and testing are two basic functions of a teacher and that the teacher training courses ought to adequately prepare the would-be teachers for effectively shouldering both these responsibilities. To provide the argument additional strength, it is also argued that while for preparing the trainees for 'teaching' there are elaborate inputs in terms of practice teaching supported by theory and methodology courses, the inputs for preparing trainees for pupil evaluation are inadequate.

The concrete demand in this connection (not just limited to the field of educational evaluation) is that practical work may be specifically enunciated in respect of different

Effectiveness of Teacher Preparation for Pupil Evaluation

topics, in all the theory question papers, with their practical implications. The practical work may carry a definite weightage as practice teaching has and that this aspect may be evaluated internally. The concrete recommendation in this regard is that evaluation for purposes of certification in B.Ed. courses should be in three parts - theory, practice teaching and practical work with weightage.

3.2.2 Educational Evaluation as Part of Other Papers

The topics normally covered by the courses in educational evaluation in different permutations and combinations (when evaluation forms a part of some other paper) are:

- Measurement and Evaluation
- Evaluation and Examination
- Concept of Evaluation
- Objectives
- Different Forms of Questions
- Preparation of Question Papers & Unit Tests
- Measures of Central Tendencies
- Validity and Reliability
- Comprehensive and Continuous Evaluation
- Diagnosis and Remediation

Among these courses, one could easily observe a bias that they imperceptibly acquire by being parts of other main papers. If, for example, Educational Evaluation forms a part of the Paper on Psychology, the focus comes to shift towards Psychological Tests. On the other hand, if it is part of the Mental Measurement paper, the stress is on statistical analysis. Thus, very often, in these situations, the real spirit and purpose of evaluation gets diluted.

Again, the practical work, if any, too gets the hue of the main paper. In case of its being a part of the Psychology paper, preparation of a Case Study becomes a part of the practical work and if it is a part of the Mental Measurement paper, item analysis and the calculation of difficulty and discrimination indices become important activities. As these activities turn out to be time-consuming, the focus on the preparation of balanced question

papers, and unit tests as also on diagnosis and remediation lose the attention, they deserve.

3.2.3 Educational Evaluation as Part of Methodology Papers

While Educational Evaluation in actual practice operates mainly through the subjects of study in schools, it does not get full justice when it only becomes a part the methodology papers.

In most of the Universities, however, Educational Evaluation is only a part of the methodology paper. In such situations, quite often, no specific allocations of marks for evaluation themes normally exist and they get overshadowed by the Methods of Teaching. In some institutions, the only activity in this area relates to the construction of 50 or so questions. As no guiding specifications are provided for this exercise, all these questions could be long answer type questions or they could all test just memorization.

In some institutions, the only activity the students undertake in this regard is the preparation and administration of a test during practice teaching or to maintain an evaluation portfolio. Again, because of no specific guidelines, this, too, turns out to be a ritualistic formality, without the likelihood of yielding the desired insight to the teacher-to-be.

Yet, in some other cases, the preparation of a Report Card is to be done by the students. Here, too, it may or may not incorporate the spirit of Comprehensive and Continuous Evaluation, incorporating the co-scholastic aspects also, besides the scholastic ones.

In the context of the above, it could be safely concluded that with each subsequent step, in the above ramifications, the content of educational evaluation gets further diluted.

Educational evaluation is a philosophical, pedagogical and a technical subject which requires a background of its theoretical fundamentals, and an appreciation of test statistics and hence, putting it only as a part of only the methodology papers does not appear appropriate. In this situation it is not likely to get the conceptual treatment it deserves.

It is because of this reason that most of the responses to the questionnaires have made a strong plea by forwarding the recommendation for devoting a special compulsory theory paper to Educational Evaluation. This is naturally an outcome of a feeling that has continuously grown, over the years, about the importance of Educational Evaluation in the scheme of education and its comparative neglect in the teacher education courses as highlighted by the responses to the questionnaires.

3.3 Shortfalls of B.Ed. Courses in Educational Evaluation

Shortfalls in the B.Ed. courses, so far as Educational Evaluation is concerned, basically flow from the aforesaid paradigms of content of the courses and its transaction.

3.3.1 Absence of Practical Work in Evaluation

The most repeatedly expressed shortcoming is the lack of enunciation of Practical work in Educational Evaluation in B.Ed. courses. While some Universities, like those selected for detailed study in Chapter 3, present detailed plans for this, in many cases, this is not accorded the needed focus. Practical work, therefore, deserves to be indicated in respect of different theory papers alongwith guidelines for implementation.

Some items of Practical work related to educational evaluation, which could be considered for being prescribed, could be as under:

1. Development of learning objectives of a selected unit (in any subject at any level) in all the three domains (cognitive, affective and psycho-motor).
2. Preparing one long answer, one short answer, one very short answer and one multiple-choice question on a selected topic in a subject for a particular class. Questions may test different objectives.
3. Preparation of a Unit test on a selected topic, its administration, scoring and tabulation of scores and analysis and interpretation of test scores.
4. Preparation of an achievement test containing only multiple choice questions, administration of the test and the calculation of discrimination and difficulty indices of the questions
5. Development of a diagnostic test, its administration, scoring and identification of hard spots in learning. Development of remedial material, its administration and re-testing for identifying the gains made.
6. Preparation of a full question paper in any subject for any class, complete with design, blueprint, marking scheme and question-wise analysis.
7. Group projects on the comparative study of examinations of any two selected Boards of School Education

8. On the basis of a given set of scores of a hundred students in a subject, determination of corresponding relative grades on a Stanine Scale.
9. Development of a scheme of Comprehensive and Continuous School-based Evaluation (covering both scholastic and co-scholastic aspects) for the class being taught as part of practice teaching and preparation of a CCE certificate for five selected students.

3.3.2 Theoretical Treatment of Themes

Theoretical treatment of themes without reference to their applications is both a problem of course content and its transaction. Educational evaluation is a subject that admits immediate applications in the work of the teacher. It has, therefore, to become meaningful to the teacher trainees. In this venture, it becomes the onerous responsibility of the teacher trainers and the teacher education programmes that they ought to enable the teacher trainees to appreciate and understand the applications and implications of what they are being taught and to get empowered for effectively and purposefully evaluating pupil competencies. Both oral examples and practical exercises deserve to be pressed into service towards this end. The strategies to be used ought to be such that the teacher trainees acquire confidence in using their theoretical knowledge in practical life situations.

3.3.3 Syllabi in terms of Broad Themes

As mentioned in passing earlier, the content for B.Ed. courses, on the whole, not just related to educational evaluation, stands enunciated in terms of papers and not courses. Furthermore, in most cases there are only topics listed without detailing of any kind. This imparts vagueness to the content. Such a listing of topics is quite unhelpful in giving any specific idea about the depth and dimensions, in which they have to be covered, leaving it to the discretion of the teachers and more so, to the contents of the available books on the subjects and the examination question paper of previous years, which is very undesirable.

3.3.4 Focus mainly on Conventional Techniques and Tools of Evaluation

Inspite of the changes that have taken place, particularly so because of the supplementation of co-scholastic aspects of growth (besides the scholastic ones) to

Effectiveness of Teacher Preparation for Pupil Evaluation

be evaluated, the courses in Educational Evaluation still continue to focus almost exclusively, on the conventional techniques and tools of evaluation. For implementing the scheme of Comprehensive and Continuous Evaluation, for example, neither the conventional techniques of written, oral and practical examinations, nor even the conventional tools like questions and question papers are likely to prove adequate and appropriate. The evaluation of personal and social qualities, interests, attitudes and proficiency in outdoor activities is not possible to be done with the help of only these traditional techniques and tools. In these areas of personality, 'observation' as a technique, prominently comes to the fore and observation schedules, checklists, inventories and rating scales as important tools of evaluation. Teacher trainees ought, therefore, receive training in the preparation of these tools, as also in their use. Compilation, tabulation and interpretation of the results of assessments in these areas through these tools as also certification of candidates, in regard to them, are also aspects in which they need to be trained and in which they need to acquire the needed theoretical background and practical competencies of execution.

The use of only the conventional techniques and tools also proves to be a great limiting factor in regard to the scope of evaluation, which could thus remain confined mainly to the scholastic or academic aspects of growth.

In regard to the evaluation of practical work, too, the erstwhile approach of depending exclusively on the product of performance falls short of the emergent needs. Unlike the past, the process of performance, too, has become equally, if not, more important. In this area also, the unconventional techniques and tools will but need to be used and the teachers would be required to acquire and demonstrate, apt and appropriate competencies/abilities in regard to their preparation as also their use.

3.3.5 Emphasis mainly on Assessment and Not on Improvement of Performance

This brings to the forefront the diagnostic function of evaluation as the basis for offering remedial programmes, aimed at raising the level of achievement and ability of the students, by moving beyond assessment of achievement to diagnosis and remediation for further improving it and, thus, making evaluation a means and not the end.

In the teacher training programmes, diagnostic tests do invariably find a place in the

course content. But they are invariably dealt with in terms of theoretical constructs and their main significance is often glossed over. The preparation of diagnostic tests, the identification of hard spots in learning through them, the development of remedial materials and programmes on that basis, the provision of remedial inputs to the students, the process of re-testing for discovering and judging the kind and degree of gains made, are items that cannot be ignored by any teacher training programme, worth the name. Both the theoretical and practical aspects of diagnosis and remediation, will, thus, need to constitute an important component of the B.Ed. courses.

They are aspects like these, that assume the centre stage of criticism of the current teacher training programmes, as being of inadequate practical and professional value to the teachers in executing their responsibilities of teaching and testing pupils.

3.3.6 Inadequate Coverage of Public Examinations

Even though the teacher, both consciously and unconsciously, is always busy preparing students for public examinations, the teacher training programmes offer him with almost negligible opportunities for learning about how they are managed.

While it is not necessary for the student teachers to know about all the intricate processes involved, in the mechanics of the conduct of public examinations, he/she must be familiar with certain crucial things like : (a) the technology of setting question papers (preparation of the design, translation of the design into a blueprint, preparation of objective-based questions of different forms based on the blueprint, giving serial numbers to different questions, preparation of a marking scheme with value points, editing of the question paper and preparation of a question-wise analyses); (b) the procedures for awarding fictitious roll number whenever required; (c) the procedure for the evaluation of scripts at the evaluation centres; (d) the compilation/tabulation of marks; (e) the moderation of result through the award of standardisation marks and grace marks; (f) the methods of awarding grades; and (g) declaration of result and issue of certificates.

The last but not the least important aspect is the maintenance of secrecy and credibility of examinations.

It is not enough in a professional programme to only know things. It is more important to acquire the abilities of putting them into practice and to execute them professionally. This is the sum total of this chapter.

Chapter 4

INTERNATIONAL PERSPECTIVES OF EVALUATION IN TEACHER EDUCATION : SOME EXAMPLES

This chapter is based on a survey of cyber resources. The content of each resource is critically reviewed, consolidated and well-formulated. Guidelines on contemplated reforms for evaluation are extracted as inputs for deliberation and consideration. As a rule, the websites deal with either deficiencies in the systems which they address and/or directions for reform that they indicate. Hence, their contents are more relevant for our purpose than descriptions of what prevails in the systems they come from, particularly because they enlighten us about the problems with which other countries are grappling.

4.1 Assessment and Evaluation* — College of Education, University of Arizona

This is an appropriate starting point. It recognizes a hiatus between statutory prescription of standards of achievement for students in schools, which almost all states in the USA have done in the form of State Mandated Testing, and the lack of corresponding prescriptions at the level of teacher education.

Objective

The aim of this exercise is to develop and implement methods for assessing, monitoring and providing feedback about the quality of teacher programs, (focusing on) personnel involved in teacher education and achievement of performance outcomes.

Rationale

It proceeds on the premise that the thrust of the prescriptions should be towards

*Source: <http://www.ed.arizona.edu/transform/goalless.html>

ensuring that teachers have the requisite knowledge and skills to help all students achieve at high levels.

Present Practices

The current practices towards ensuring teacher quality are conducting entrance examinations and end-of-the-course examinations. These examinations focus on basic skill competencies or specific subject matter knowledge rather than teaching ability. A widespread criticism about these examinations is that, what is assessed in these examinations are not indicators of potential teaching success.

The Future Strategy

The key to the future strategy is the shift from inputs such as course requirements to outcomes that demonstrate teaching competence. The specific tactics recommended for enhancing and expanding teacher preparation in terms of state action are: (1) development of program standards and systems of accountability; (2) the design of alternative routes to certification; and (3) the creation or expansion of beginning teacher induction programs.

As a sequel, many colleges and universities have undertaken reforms along the following lines: (1) Adding 'fifth' year of study; (2) extending the length of internship; and (3) participating in professional development schools.

4.2 Quality Assessment in Teacher Education — University of Stirling*

This is the report of a five-member committee; one of the members was an industrial assessor. The committee was comprehensive in its approach to the teacher education curriculum. It assessed the curriculum in terms of intrinsic criteria as well as the perspectives of the larger university of which the department of education was a part and the Scottish Office Education Department-its Guidelines for Teacher Training Courses.

The committee observes that the general aims of preparing student teachers are: (1) to teach their subjects effectively; (2) to participate in the wider life of the school; and (3) to continue to develop professionally. These were translated into specific objectives which were consonant with the competencies outlined in the Guidelines.

*Source:<http://www.shafc.ac.uk/publications/qa/teacher/stirling.htm>

International Perspective of Evaluation in Teacher Education

Development of the 'reflective practitioner' was a departmental aim clearly recognized by staff and students. It was sought to be accomplished through : (1) opportunities for students to relate theory to their experience of schools; (2) further progressive development of the links between theory and practice through observation in schools, micro-teaching activities; and (3) teaching practice placements.

The practicum component consisted of a carefully structured program of micro-teaching, video-recording the lessons and analyzing the tapes afterwards.

Appropriate reference to links between theory and practice, current research, the students' own experience of schools and the relation between general perspectives on education and the teaching of particular subjects, encouraging students towards independent thinking and self-evaluation are other features.

Clearly spelt criteria for assignments, well-organised procedures for the submission of work and tutor feedback were indicated..

School experience too was properly organized. Both schools and students were briefed on generic and subject-specific expectations, for each component of school experience. There was a smooth build-up from observation in schools, micro-teaching, fuller teaching and observation programs, which gave a balanced view of actual teaching and the wider roles of schools and teachers.

Specific strengths highlighted in the conclusion are: (1) concurrent academic and professional training in a very flexible manner; and (2) development of practical teaching skills through micro-teaching and phased school experience

4.3 Assessment Plan of the Teacher Education Program — University of New Hampshire*

The program follows a comprehensive plan to assess both student and program performance. The approach spans five stages: pre-assessment, admission, internship, post-internship and post-graduation.

Pre-Assessment consists in considering personal, academic and dispositional qualities through several ways: exploring the teaching profession by enrolling in EXPLORING TEACHING, a four-credit course requiring logging a minimum of 65 hours as assistant

*Source:http://www.unh.edu/academic-affairs/assessment/case_studies/Educ.assess.html

teacher or a seven week SUMMER SCHOOL for children. The candidates are evaluated by the university faculty advisers and the cooperating teachers in local schools.

Admission is based on multiple criteria incorporated in the Admissions Rubric Instrument: Exploring Teaching self-assessment paper, cooperating teacher and University faculty, a personal statement, transcripts of undergraduate programmes undergone, GRE scores and three or more letters of recommendation.

Internship lasts one year. Evaluation during internship is in terms of a Mid-semester Assessment Worksheet on which the candidate and the guide teacher work together with reference to seven major goals and outcomes of the Teacher Education programme. The guided teacher evaluation exercise includes videotaped observation.

Program portfolio to assess the competency and performance of pre-service teacher has been instituted. The portfolio helps towards professional growth and development with reference to the seven goals. A Colloquium, the candidate has to offer, helps assess his performance.

Post-internship work consists of an exercise for assessing the program effectiveness in Teacher Education Committee meetings and by candidates and cooperating teachers.

Thus, the New Hampshire program is comprehensive. Student teachers have to demonstrate, in several ways and at several points in time, their progress towards meeting the desired goals and outcomes.

4.4 Digital Portfolios: A Confluence of Portfolio Assessment and Technology *

Portfolio Assessment goes beyond standardized tests, is holistic and closer to the real world requirements in its criteria of assessment. Portfolio assessment also meets the requirement of being performance-based. 'Portfolio Assessment' facilitates student teachers to "develop philosophy and pedagogy and connect these to program goals, as well, stimulating reflection and reasoning abilities".

The problems and limitations of portfolio assessment are 'storage, maintenance, access, ownership and transportation'. Subjectivity involved in portfolio assessment, variability in content and the lack of consensus on teacher standards are other limitations of portfolio assessment.

*Source: http://www.educationworld.com/a_admin/admin109.shtml

The explosion in information and communication technology has led to investigating ways in which technology could support portfolio assessment. The three leading questions are: (1) What should a teacher graduate know and be able to do?; (2) How should a teacher graduate should demonstrate the skills and knowledge he/she has?; (3) How can the institution arrange its systems so that all students exhibit the desired skills and knowledge?

4.5 Internship Possibilities in Teacher Education* — An Interpretative Exploration of the Action Research Pathway

This report is the outcome of structuring internship by action research for collaborative inquiry. The paradigm that emerges challenges the prevailing one of learning teaching as rooted in a technical, prescriptive approach. It is characterized as a deficit model in which the teacher is looked upon as a technician, an uncritical and subservient implementor of prescriptive curriculum. The emerging paradigm is a constructivist one. It seeks to promote an image of the teacher as 'intellectual, researcher, inquirer, and curriculum planner'. It seeks to promote the predisposition towards inquiry into and interpretation of educational situations. It is characterized as 'continuous inquiry into practice'. The practice is a reflective practice. The teacher as reflective practitioner is seen as having a tacit knowledge base and building upon that knowledge base through ongoing inquiry and analysis, continually re-thinking and re-evaluating values and practices. Teacher development is not only renewal of teaching but also renewal of schools – 'in effect culture building'.

In evaluation of teaching, a shift from the conventional paradigm which looks upon evaluation as a process of control and surveillance exercised through hierarchical and bureaucratic means and a constructivist paradigm which looks upon teaching as a process of creating educative relationships in which teachers, students and parents can develop the space within which to create self-knowledge. The model of evaluation should be collaborative, teacher-directed and growth-oriented.

by David W.Friesen
SSTA Research Centre Report#93-03*

*Source: <http://www.ssta.sk.ca/research/instruction/93-03.htm>

4.6 Electronic Portfolios — Teacher Education Reading Methods Courses*

This source points out that three converging themes have emerged in recent education reform documents pertaining to teacher education: teacher accountability to professional content and certification standards, performance-based authentic assessment for both teachers and students, and the need for educators to have technological expertise. It formulates the challenge of pre-service teacher education as providing well-prepared, technologically literate teachers who meet high professional standards.

It highlights the recommendation of performance assessment testing students through the performance of tasks rather than on the basis of their selecting answers from a ready-made list. Portfolios have been commended as realistic, instructionally and developmentally appropriate assessment. Portfolios are not to be used for comparing one student with another but to track the individual student's progress towards an accepted standard of performance.

It also lists the advantages of electronic portfolios against 'paper' portfolios.

4.7 Teacher Preparation Initiatives in Singapore

ZONGYI DONG & S. GOPINATHAN

Teacher Education in Singapore can be historically divided into four distinct phases. The focus in these phases is briefly indicated as under:

1950 — 1972

Educational Theories

Pedagogical Courses

Teaching Practice

1973 — 1981

Improving Pre-service Education

National, Regional and International

Improving Classroom Competencies

*Source: <http://www.chapman.edu/soe/faculty/piper>

International Perspective of Evaluation in Teacher Education

1982 — 1990

Integration of Language Programme

Central Role of Practical Education

1990 -

Upgradation of Teacher Education to the University Level

To keep pace with educational reforms, a new Conceptual Framework of initial training was evolved by a Committee headed by Dr. Aline Wong, Senior Minister of State.

Following a Ministerial review in December 2002, the vision, "An Institute of Distinction" was adopted. The document highlighted the following facets of Teacher Education:

Delivering Quality Education

Spearheading Educational Research

Developing a Composite Support Structure

According to the Desired Outcomes of Initial Teacher Training, Pre-service teachers are expected to:

- Have skills for managing pupil welfare.
- Be able to encourage their pupils to do their best.
- Have sound pedagogical skills.
- Be able to use various forms of assessments.
- Be able to apply classroom management strategies.
- Be able to apply research findings in teaching and learning.
- Have good communication skills.
- Be able to manage time and stress.

Chapter 5

RECOMMENDATIONS

The primary purpose of evaluation in any system of education is, no doubt, certification but it has the potential to guide and mould the transaction of curriculum in order to improve its quality. The findings of the survey of evaluation procedures in eight selected universities and the responses to the questionnaire received from 216 teacher training institutions have lent credence to the contention mentioned above. The study reveals that some Universities have doubtlessly made efforts to improve the system of evaluation so as to make it a valid and dependable instrument of certification, on the one hand, and a powerful tool for improving the quality of programme delivery, on the other. It has further highlighted that, like any other field of education, evaluation in teacher education must adhere to the basic principles of evaluation such as reliability, validity, objectivity, practicability, transparency, comparability, etc.

The agency responsible for certification in teacher education must evolve an evaluation system which adheres to the basic principles of evaluation and also addresses the twin purposes, mentioned above, of enabling teachers to effectively execute their functions of teaching and of testing pupil achievement and proficiency. In view of this, the Committee makes the following recommendations for the finalisation of the scheme of evaluation in respect of the B.Ed. programme:

5.1. Goal-directed Evaluation

The scheme of evaluation ought to be objective-based, that is, the objectives and specifications of the course or programme concerned should serve as the reference points for the proposed evaluation procedures and practices. These may be enumerated in detail in respect of each of the prescribed courses. Evaluation scheme should be such as has the potential to ascertain the extent to which the teacher trainees have realised the general and specific objectives of the teacher education programme.

Recommendations

5.2. Continuous and Comprehensive Evaluation (CCE) as basis for Certification

Continuous and comprehensive evaluation, during the entire course / session covering both scholastic and co-scholastic aspects of growth, deserve to replace the current practices often limited to end-of-the course evaluations. This should also be the basis of certification. [See an explanatory note on Continuous and Comprehensive Evaluation (CCE) at the B.Ed. level at annexure IV that also explains the concept of PREP Index which could be valuably used for evaluation of practice teaching lessons in a continuous and comprehensive manner].

5.3. Terminal vs Continuous Evaluation

To operationalise the policy of continuous and comprehensive evaluation, a cumulative record of a student's performance in various components of teacher preparation programme should be maintained in the form of an 'Evaluation Portfolio,' by the tutor/class-in-charge in respect of each teacher trainee included in his/her tutorial group/class. The portfolio may include the following:

- Marks / grades awarded in the terminal / periodical tests.
- Evaluation sheets in respect of assignments, projects, action research, test construction, book reviews, seminar presentations, case studies etc. relating to theory courses.
- Observation sheets in respect of students' behaviour and performance during field visits and participation in co-curricular activities, celebrations, games and sports, competitions, quiz shows etc.
- Marks / grades awarded in respect of criticism lessons, practice teaching lessons and observation lessons.
- Evaluation sheets in respect of students' performance in practical activities like music, art and craft, dramatics, computer applications, blackboard writing, outdoor activities etc.
- Marks/grades awarded in viva voce.
- Assessment report furnished by the Guide teacher and Principal of the practice teaching school.
- Assessment report of the faculty member incharge of a practice teaching school.

The tutor/class incharge should consolidate the awards given by different faculty members or school staff for presentation before the Internet Assessment Committee and / or school moderation board appointed by the university, enabling them to have a look at the student's evaluation portfolio.

5.4. Internal and External Assessment

The facet of in-house assessment as the evaluation of students' performance at different points of time cannot be effectively organised externally, particularly because only faculty are best suited to monitor and assess their progress on a continuing basis. The external assessment, on the other hand, is considered to be more objective and impartial, and, therefore, more credible. However, keeping in view the limitations as well as advantages of both internal and external assessment, there is a need to evolve a judicious combination of the two in respect of different components of the teacher education programme. Instead of a uniform weightage for internal and external assessment across components, the system of differential weightage could be adopted. The external assessment may be assigned higher weightage for the theory component while the internal assessment should have higher weightage in respect of the practice component. The weightage for internal assessment in the theory papers may be in the range of 20-25 %. It should be based on the trainees' performance in the periodical / terminal tests, assignments or project reports, etc.

To offset any doubts and apprehensions about in-house evaluations, some of the following checks and balances could be safely introduced.

- (i) Designing of tools of evaluation like checklists and rating scales centrally by the examining bodies and their use for overcoming subjectivity. The design and use of checklists, rating scales or evaluation proformae, as the case may be, appropriate for the trait in question.
- (ii) Supplementing project reports, assignments with a viva voce, both for theory and the practicum components. This would also enable the normally invisible qualities of thinking and working independently and whether the materials submitted by him/her are original and based on well-understood principles of pedagogy.
- (iii) A safeguard against the play of prejudices or malafides, on the part of the faculty in internal assessment, is the constitution of either an 'Appeals

Recommendations

Committee' or an 'Internal Assessment Committee' in each institution.

- (iv) Towards achieving transparency in internal assessment, the students' assignments should be returned to them after evaluation along with the observations and suggestions of the concerned faculty members. Examples of good work could also be circulated.

5.5. Evaluating Teacher Effectiveness

The certification in teacher education should be indicative of the trainee's current level of effectiveness as a teacher, which would include dimensions like the mastery of the subject matter, understanding of pedagogical principles, ability to use context-specific methods and techniques of teaching, ability to reflect on problems and priorities of education, competencies in respect of teaching, inter-personal relations, management and communication as also values like tolerance, affection for children, honesty, impartiality etc., which ought also to be parts of evaluation, besides theory and practice teaching. This implies that the evaluation scheme should go beyond the evaluation of knowledge, understanding, skills and other competencies and should essentially include evaluation of personality traits and values necessary for an effective teacher.

5.6. Bench-marking of Standards

Practice teaching is the backbone of the practicum component of any teacher education programme. Though it is a daunting task in view of the vast area to be covered and the wide variations from region to region, the NCTE could consider initiating the process of bench-marking standards of performance in practice teaching and widely circulating them among Universities towards achieving a minimum national standard of effectiveness in every B.Ed. graduate. The process can be initiated region-wise to begin with and later these regional standards can be collated towards arriving at a minimum national standard.

5.7. Question Paper Setting

Question papers set for the theory examinations in Teacher Education ought to be based on the fundamental principles and procedures of setting question papers and follow the steps of designs, blueprints, marking schemes, questionwise analysis. The questions should aim at testing different abilities including those of critical thinking, application of knowledge, analysis, synthesis etc.

5.8. From Marks to Grades

The world over, there is a change over from marks to grades. The teacher education programmes ought to contain theories and practices related to the different methods of grading to enable the teachers to select suitable ones for different purposes in their day-to-day work. In external examinations, with large number of candidates, indirect relative grading on a Stanine Scale could be safely recommended.

5.9. Seminar Presentations

Teacher Education programmes at the B.Ed. level ought to incorporate unconventional approaches to teaching and learning like seminars, symposia, think-tank sessions etc. and teacher trainees also be given necessary practice in using them.

5.10. Preparation of Teacher Trainees for Evaluating Pupil Competencies

The Curriculum Framework of the NCTE and the Universities prescribing the courses may consider establishing a balance between the inputs for adequately preparing teachers both for teaching and testing equally well. In this regard, an independent compulsory theory paper on Educational Evaluation (course) at the B.Ed. level deserves to be introduced. The methodology papers too should have a compulsory component of evaluation focussing on practical applications of evaluation theories.

Diagnosis and remediation should become an integral part of practice teaching, consisting of the preparation and administration of a diagnostic test on a particular topic, identification of hard spots in learning, development and administration of remedial programmes and judging the effectiveness of the reinforcements through re-testing.

5.11. Skill Upgradation of Teacher Educators

As an interim measure, evaluation workshops on specific themes of evaluation for the faculty members of Teachers' Colleges be organized for updating their knowledge of the subject and NCTE may consider sponsoring, vouching and financing such projects. Some of the themes on which these courses could be organised in regard to evaluation are:

- (a) Technology of setting question papers and unit tests.
- (b) Semester system and the award of credits.

Recommendations

- (c) Continuous and Comprehensive Evaluation.
- (d) The Concept of the Index of Proficiency in Educational Practices (PREP INDEX) and the methodology of quantifying qualitative outcomes of education.
- (e) Methods of awarding grades.
- (f) Unconventional techniques and tools of evaluation.
- (g) Participatory learning and evaluation in large classes.
- (h) Computer-based evaluation.
- (i) Observation and evaluation of practice teaching.
- (j) Place of Evaluation in Action Research.
- (k) Preparation of Records, Reports, Certificates etc.
- (l) Applications and implications of theoretical concepts and constructs of educational evaluation etc.

5.12. Preparation of an Evaluation Manual in Teacher Education

The National Council for Teacher Education (NCTE) may develop a Manual or Handbook on Evaluation in Teacher Education for the reference and use of teacher educators. Evaluation of pupils both in scholastic and co-scholastic aspects and the approaches for effectively imparting related competencies should be the main focus of this Handbook. In addition, it should also include detailed guidelines for the evaluation of trainees' performance in various theory courses, different practical activities, their teaching competencies and also their overall effectiveness as teacher.

6.0 Select Bibliography

- Arora, G.L. & Pandey, Saroj (1998) : *Participative and Data-based System of Teacher Appraisal – A Framework* (Mimeographed), NCERT, New Delhi.
- Braskamp, L.A. et. al. (1984) : *Evaluating Teaching Effectiveness – A Practical Guide*, Corwin Press, INC, Sage Publications, Newbury Park, California
- Cyril and Doreen Poster (1993) : *Teacher Appraisal*, Routledge, London and New York
- Duke, Daniel (1995) : *Teacher Evaluation Policy from Accountability to Professional Development*, State University of New York Press
- Evaluation & Testing Service (ETS) (1984) : *Assessing Teacher Effectiveness*, ETS New Jersey
- Harper, Jr. A.E. and Harper, S. Erika (1990): *Preparing Objective Examinations – A Handbook for Teachers, Students and Examiners*, Prentice Hall of India Pvt. Ltd., New Delhi
- Hooda R.C. (1991): *Evaluation of Teacher Education Curriculum*, Manthan Publication
- Millman Jason Hamond, L.D. (1990): *The New Handbook of Teacher Evaluation*, Crowin Press Inc. Sage Publications Newbury Park, California
- NCTE (1998): *Curriculum Framework and Evaluation in Teacher Education*, NCTE, New Delhi
- Singh, Pritam (1998): *Assessment and Evaluation in Teacher Education*, NCTE, New Delhi
- Pandey, B.N. and Khosla D.N. (1985): *Student Teaching and Evaluation – Handbook for Secondary Colleges of Education*, (Revised Edition – first printed in 1974) NCERT, New Delhi
- Patton, Michael Quim (1990): *Qualitative Evaluation and Research Methods*, Sage Publications India Pvt. Ltd., New Delhi
- Srivastava, H.S. (1979): *Examination Reforms in India*, IBE, Geneva
- Srivastava, H.S. (1999): *Challenges in Educational Evaluation*, Vikas Publishing House, New Delhi
- Wragg, E.C. et. al. (1996): *Teacher Appraisal Observed*, Routledge, London
- Wood, Robert (1991): *Assessment and Testing : A Survey of Research*, Cambridge University Press, Local Examination Syndicate, U.K.

No. F. 49-4/2003/NCTE
National Council for Teacher Education
I.G. Stadium, I.P. Estate
New Delhi

May 18, 2004

OFFICE ORDER

Subject: Committee for streamlining procedures and practices of evaluation in Teacher Education Programmes

1. THE BACKDROP

Realising that evaluation is a weak link in teacher education programmes at different levels, the NCTE has decided to constitute a high level committee of experts for going into the matter in depth and detail for coming out with concrete proposals for streamlining the procedures and practices in this field, with a view to turning out a more competent and effective work-force of teachers.

2. COMPOSITION OF THE COMMITTEE

The Committee will consist of

- | | | |
|-----|---|----------|
| 2.1 | Prof. B.P. Khandelwal,
Former Director NIEPA and former Chairman CBSE,
New Delhi | Chairman |
| 2.2 | Prof. H.S. Srivastava
Former Head of the Department of Measurement
Evaluation, Survey and Data Processing
NCERT, New Delhi | Member |

- 2.3 Prof. Raja Ganeshan Member
Former Prof. & Head, Deptt. of Education,
University of Madras,
Chennai.
- 2.4 Dr. Meena Gautam Convenor
Deputy Secretary, NCTE

3. Terms of reference of the Committee

- 3.1 To study the existing content, procedures and practices of evaluation in teacher education courses at different levels.
- 3.2 To evolve a framework of educational evaluation for different levels of teacher education.

4. Methodology of Working

- 4.1 The Committee will study the current teacher education courses at different levels in terms of their content and process with particular reference to educational evaluation.
- 4.2 The committee will hold discussion with concerned administrators and academicians at local, regional and national levels for soliciting their views about overcoming short-falls in the area of educational evaluation.
- 4.3 The committee will convene meetings with theme related individuals for interaction on rejuvenating evaluation procedures and practices.

5. Physical Facilities nad Secretarial Support

The Committee will evolve its own procedure and modalities for accomplishing the task. It is free to co-opt any other member(s), if required, like specialists in teacher education curriculum, educational technology, etc. The convenor of the committee will seek prior approval of the Chairman of the Committee directly for the purpose.

Annexures

6. NCTE will provide secretarial assistance and other necessary administrative support to the Committee.

7. **Time Targets**

The Committee will be expected to submit the first part of the report regarding evaluation by the end of October 2004.

Time targets for the submission of reports for other levels will be set on the basis of the experiences of the first venture.

1. **Administrative Status of the Committee**

The Committee will function under the overall direction of Chairperson, NCTE.

9. **Financial Facets .**

9.1 TA/DA to the members of the Committee for visiting NCTE and to other places, if required, and sitting fee will be borne by the National Council for Teacher Education as per its rules.

9.2 TA/DA of the members for outstation visits will be governed by the NCTE norms at par with senior level officers

9.3 Expenditure on postage, stationery and telephone calls will be met by NCTE.

9.4 Actual expenses incurred on transport of the members will be reimbursed by NCTE.

9.5 Expenditure on meetings convened by the committee will be met by the NCTE as per its norms.

sd/-
(Dr. Meena Gautam)
Deputy Secretary

Guidelines for Papers Invited

In line with the objectives of the study on Evaluation in secondary teacher education programme (B.Ed.), undertaken by the National Council for Teacher Education (NCTE), teacher educators and educationists are invited to contribute papers dealing with the following two broad areas:

1. A critique of the existing B.Ed. programme in respect of its potential for preparing the prospective teachers as effective evaluators of pupil performance in schools.
2. A critique of the procedures and practices currently in vogue in secondary teacher education institutions for evaluating development of requisite teacher competencies among the prospective teachers.

Theme - I

The contributors of papers on the theme mentioned above at Sr.No. 1 are expected to undertake an in-depth analysis of the B.Ed. curriculum prescribed by their university. The analysis should incorporate critical reflection on the current status of 'educational evaluation' in theory courses and highlight its adequacies and inadequacies. The paper should also indicate the gaps, if any, between the 'intended' curriculum as prescribed by the university and the one transacted in the teacher education institutions. The paper should also describe as to how the teacher trainees are provided practice in framing different types of questions for testing various objectives in preparing balanced question paper based on designs and blueprints, and for undertaking continuous and comprehensive evaluation of both scholastic and non-scholastic aspects of pupil growth, and also different methods of grading. The paper should also include suggestions as to what more should be done by the university and the teacher education institutions to ensure that on completion of the course, the teacher trainees are well-equipped to perform the role of effective evaluators. The paper should address the question, 'What does effective evaluator

Annexures

imply?' In other words, the competencies necessary for being an effective evaluator should be the reference point for undertaking the analysis. In short, the paper should vividly portray what is happening in the name of teaching of evaluation and training for evaluation in teacher education institutions under the jurisdiction of a particular university. However, there should also be a thoughtful discussion on the possible and desired directions for reform and change.

Theme - II

The contributors of papers on the theme mentioned above at Sr. No.2 are expected to critically examine the procedures and practices adopted by teacher education institutions affiliated to their university for evaluating the performance and progress of teacher trainees in various dimensions of teacher preparation. The broad components of any teacher education programme are : (i) Theory; (ii) Project / Sessional work; (iii) Practice teaching and School Experience; and (iv) Co-curricular activities. The assessment of trainees' progress in different dimensions necessitates the use of different techniques and approaches. How do teacher education institutions ensure an evaluation system which is fair, objective, reliable and transparent? Do they make use of specially designed proformae, rating scales, observation schedules etc. for assessing trainees' performance in different components of the programme to make the assessment objective? What aspects related to the above four course components are assessed both internally and externally and what weightage is assigned to each? How is teaching effectiveness assessed? Is School Experience assigned some weightage in the final assessment of teacher effectiveness? What are the indicators of teaching effectiveness which are used as the basis for its evaluation? How is overall performance of the trainees' during the school experience programme assessed? The paper should address the above mentioned questions along with many other relevant questions as the list of questions given above is only suggestive and is by no means exhaustive.

In short, the paper should portray a comprehensive and a critical picture of the current situation relating to procedures and practices of evaluation in the university. It is proposed to undertake meta analysis of papers received from different universities in order to present an All India scenario. Each paper should also indicate desired directions for reform and change.

It shall be appreciated if the paper does not exceed the limit of 3000 words.

Questionnaire

National Council for Teacher Education New Delhi - 110002

In view of the importance of testing as an integral component of the process of teaching and learning, teacher education programmes are expected to prepare the prospective teachers for testing with a view to not just assessing the level of their achievement but also for further improving it. The National Council for Teacher Education (NCTE) has taken up the present study to ascertain how far the present day teacher education programmes at the secondary level (B.Ed.) meet this expectation, that is, how effectively a prospective teacher is prepared to perform the role of an 'evaluator' in schools. The present questionnaire is designed to seek the views and opinions of teacher educators who teach evaluation in theory courses and subject oriented methodology courses in English, mother tongue, sciences, social science and mathematics.

The questionnaire is divided into three parts.

Part A is to be responded by teacher educators teaching 'evaluation' in theory papers.

Part B is meant for teachers teaching subject oriented methodology papers.

Part C is meant for respondents of both A and B.

Preliminary Information

- (a) Name of the Respondent _____
- (b) Educational and Professional Qualifications _____
- (c) Courses you are teaching to B.Ed. Students _____

Annexures

(d) Name and address of the College and telephone no., E-mail address, if any

(e) Name of the Affiliating University _____

Questionnaire

A

(To be responded by teacher educators teaching theory paper on evaluation)

1. How many Compulsory Theory Courses are prescribed in the B.Ed. Programme in your university? _____

2. Total marks allocated to the Compulsory Theory papers.

3. Is there an independent paper on 'evaluation' among the Compulsory papers?

If yes, total marks assigned to the paper _____

4. (a) Does 'evaluation' form part of some other theory paper? Yes / No

If yes, (a) mention title of the paper _____;

(b) Total and percentage of marks assigned to the 'evaluation' component

(b) Is evaluation, offered as an optional specialization? Yes / No

5. Reproduce below the content of the paper / component on evaluation.

(NB) if necessary, attach a separate sheet.

6. Give below the practical activities relating to evaluation as suggested in the syllabus.

7. Give below the titles of books on evaluation recommended as Suggested Readings in the syllabus.

8. Do you feel that some of the units or part thereof in the evaluation curriculum need to be dropped or modified? Yes/ No

If yes, mention the units and give reasons in support of your contention.

9. Do you feel that some new units or concepts need to be added to the existing evaluation curriculum? Yes /No

If yes, mention the units and give reasons in support of your contention.

10. Do you feel that the present theory curriculum and suggested practical work in Evaluation is adequate for preparing the prospective teacher for the role of an 'evaluator'?

If No, indicate below the inadequacies

B

(To be responded by Teacher Educators Teaching Subject-oriented Methodology Courses)

11. Is there a unit on 'Evaluation' in the prescribed curriculum of your teaching subject? Yes / No

If yes, (a) mention the title of the unit _____

(b) marks assigned to this unit _____

(c) reproduce below the sub-units related to evaluation included in the main unit _____

12. Mention below the suggested practical activities relating to evaluation in your subject.

13. Do you feel that some of the sub-units in evaluation need to be dropped or modified? Yes / No

If yes, mention the units and give reasons in support of your contention.

14. Do you feel that some new sub-units relating to evaluation need to be added to the existing curriculum? Yes / No

If yes, indicate the sub-units and give reasons in support of your contention.

15. Do you feel that the existing curriculum is adequate for preparing the prospective teacher for the role of an 'evaluator' in your subject? Yes / No

If No, indicate below the inadequacies.

C

(To be responded by all teacher educators)

16. Are student teachers given some assignments / projects relating to evaluation as part of sessional work? Yes / No

If yes, reproduce below titles of some such assignments / projects.

17. Are student teachers given some practice for writing different forms of questions for testing various objectives? Yes / No

If yes, mention below how and when practice is provided

18. Are the student teachers provided practice in the preparation of very short answer, short answer and essay type questions? Yes / No

If yes, indicate how it is done.

19. Are the student teachers given practice in the preparation of different types of objective type questions? Yes / No

If yes, provide details.

20. Are the student teachers provided some practice in the evaluation of objectives of cognitive, affective and psychomotor domains? Yes / No

If yes, provide details.

Annexures

21. Are the student teachers provided training in conducting oral and practical examinations? Yes / No
If yes, describe briefly how the training is provided.

22. Are student teachers provided orientation and practice in preparing different forms of questions (long answer, short answer, very short answer and objective type testing different objectives? Yes / No

If yes, provide details.

23. Are the student teachers provided training in using the pupils' answers as a diagnostic device for preparing an appropriate remedial programmes? Yes/No
If yes, provide details

24. Are the student teachers provided training in the concept and methods of awarding grades? Yes/No
If yes, provide details.

25. During the school experience programme, are the student teachers encouraged to implement the concept of continuous and comprehensive evaluation (CCE) covering both scholastic and non-scholastic aspects? Yes / No
If yes, explain below how it is done.

26. Are students given some practice in preparing question papers / unit tests based on designs and blueprints. Yes / No
If yes, provide details

27. Are students given some practice in conducting oral and practical examinations?
Yes / No

If yes, provide details.

28. Does your institution organize some competition for student teachers relating to some aspect of evaluation like preparation of a question paper, blue print, objective type questions, etc.? Yes / No

If yes, provide details.

29. Any other suggestion for preparing teacher trainees for effectively performing their role relating to evaluation of pupil performance.

(Signature of the teacher with date)

**EXPLANATORY NOTE ON CONTINUOUS AND
COMPREHENSIVE EVALUATION (CCE) IN
TEACHER EDUCATION**

Continuous and Comprehensive Evaluation is the core concept in educational evaluation. While, it has been attempted to be introduced in school education, it has somehow not been focussed upon in Teacher Education. In fact, it is observed that in Teacher Education just end-of-the-course evaluation is the only significant evaluation worth the name in most instances. This has been highlighted by the responses to the questionnaires in an emphatic manner.

There are two basic areas, in which CCE is called for. These are theory course papers and practice teaching. Both are proposed to be taken up here one by one.

**THE USUAL SCHEDULE OF CURRICULUM TRANSACTION (IN A
ONE-YEAR B.Ed. COURSE)**

There are a variety of patterns in Theory and Practice Teaching. In some places, theory is completed first and practice teaching follows. In some other places practice teaching and theory go on simultaneously with practice teaching usually in the forenoon and theory covered in the afternoon.

Practice Teaching examination is normally conducted earlier than theory examinations. The time span between practice teaching and theory examinations is treated as preparation leave. Similarly, a small span of time is allowed before the practice teaching examination for preparation of the final lesson.

In theory there could be three evaluations in one session. The first two may have a weightage of 25% each and the third one may have a weightage of 50%. In a two year B.Ed. Course, the third evaluation of the second year will be the final examination and therefore, only two evaluations of 50% each could be internally conducted.

In all these examinations the question papers are, of course, the main tools of

evaluation and written examinations the main technique. The questionnaire responses have, however, recommended that a component of oral examinations may also supplement written examinations.

Irrespective of the fact whether the written examinations are internal or external, the question papers ought to follow the scientific approach of being based on designs and blueprints accompanied by a detailed marking scheme giving value points and a question-wise analysis.

The schedule will need to be adapted to suit the two year B.Ed. programme

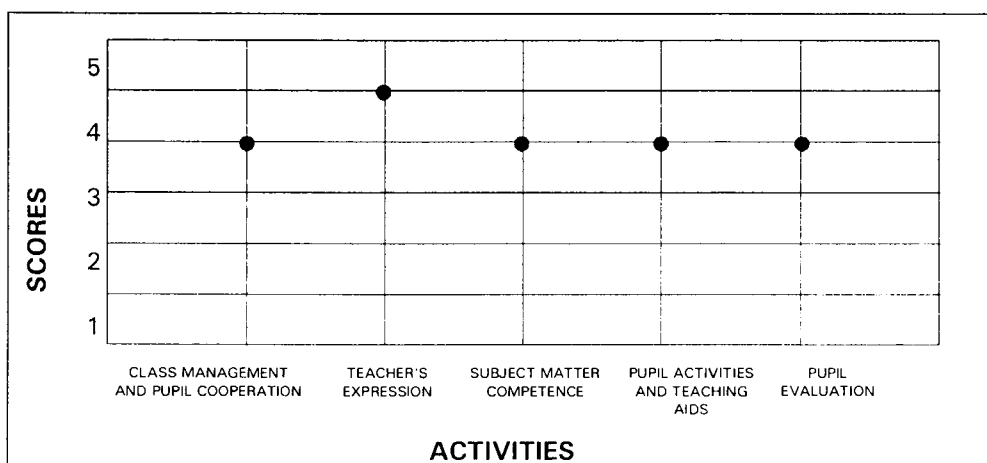
CCE IN PRACTICE TEACHING

CCE in Practice Teaching would imply that lessons given by the student teacher be observed and evaluated. In this process, the descriptive evaluation may also be quantified through the application of PREP INDEX.

Such quantified evaluations of individual lessons be then added up and divided by the number of lessons evaluated. This will become an indicator of the mean attainment level of a student in practice teaching, during the session, for being taken cognizance of while awarding a particular score for the lesson of the external examination of the concerned student.

This naturally brings us to the process of quantitative evaluation of the individual lessons for the calculation of PREP INDEX of each lesson.

In one corner of each page of the criticism book, a grid, like the following, would need to be printed for the purpose.



Annexures

The faculty member observing the lesson, besides giving his/her descriptive/qualitative observations, would also then be required to make a quantitative evaluation on a five-point scale by putting in dots in respect of the quality of attainment of each of the indicated criteria viz (a) Class management and pupil cooperation; (b) Teacher's expression; (c) Subject matter competence; (d) Pupil activities; and (e) Pupil evaluation. This is only by way of an example.

Suppose the dots put by the evaluator, in respect of the above items, stand placed on the grid as (a) 4, (b) 5, (c) 4, (d) 4 and (e) 4. In this case, the Prep Index of the lesson would be the sum of these evaluations, multiplied by 4. This will also be the percentage average/mean marks of each lesson to be called the PREP INDEX (Index of Proficiency in Educational Practice)

In actual practice, the process of numerical calculation will be :

$$4+5+4+4+4 = 21$$

PREP INDEX

$$\text{FOR THE LESSON} = 21 \times 4 = 84\%$$

The sum of the PREP INDICES of all the lessons divided by the number of lessons will give the overall PREP INDEX for the session.

The Teacher could also undertake a self-evaluation of his own preparation in terms of the PREP INDEX on the above lines and compare it with the evaluation of his teaching proficiency done by the faculty member.

Annexure V

Papers presentation at the National Consultation Meeting

S. No.	Name & Address	Theme on which the paper presented
1	Dr. Raminder Singh, Punjabi University College of Education, Bathinda (Punjab) -151001.	A Critique of the Evaluation Procedures adopted by Secondary Teacher Education Institutions Affiliated to Punjabi University, Patiala.
2	Dr. L.N. Patel, Principal, and Dr. Bipin D. Patel, Lecturer, B.D. Shah College of Education, Modasa (Distt. - S.K.) North Gujarat - 383315	A Model to prepare prospective teachers by teacher training institutions in the context of evaluation procedures and practices.
3	Dr. M. Prabhakara Rao Assistant Professor IASE, Andhra University Visakhapatnam (AP)	Evaluation Procedures and Practices currently in vogue in Secondary Teacher Education Institutions:Some Strategies to develop teacher competencies among the prospective teachers.

Annexures

4	Dr. Raysinh B. Chaudhari, Reader, Dept. of Education V.N. South Gujarat University, Udhna, Magdalla Road, SURAT - 395007(Gujarat)	Evaluation at B.Ed. Level : A Suggested Scheme.
5	Dr. C. Gurumurthy, Reader in Education, Ramakrishna Institute of Moral and Spiritual Education, Yadavagiri, Mysore - 570020.	Value-based Teacher Education - An Evaluation.
6	Dr. Lalit Kumar, Women's Training College Patna University, North Gandhi Maidan, Patna - 800001	Evaluation in Secondary Level Teacher Education in Bihar.

Participants of the National Consultation Meet

List of Participants

1. Prof. A.B.L. Srivastava,
Chief Consultant, Ed. Cil,
(Research Evaluation and Studies Unit)
10-B, I.P. Estate,
New Delhi-110002
2. Prof. Akhtar Siddiqui,
Head, IASE,
Jamia Millia Islamia
Jamia Nagar,
New Delhi-110025
3. Dr. Aruna Anand,
Principal,
DAV College of Education for
Women,
Amritsar
4. Dr. B.D. Patel,
Lecturer,
B.D. Shah College of Education
Modasa (Distt - S.K.)
North Gujarat - 383315
5. Dr. C. Gurumurthy,
Reader in Education
Ramakrishna Institute of
Moral and Spiritual Education,
Yadavagiri,
Mysore - 570020
6. Dr. Divya Prabha Nagar,
Dean & Head,
Faculty of Education,
Lokmanya Tilak College of
Rajasthan Vidyapeeth,
Dabok,
Udaipur-313001
Rajasthan.
7. Dr. D.N. Dani,
Vice Principal,
Vidya Bhawan G.S. Teachers
Training College (IASE)
Fatehpura
Udaipur-313001
Rajasthan.
8. Dr. Kiran Gera,
Assistant Professor,
Faculty of Education,
Lokmanya Tilak College,
Rajasthan Vidyapeeth,
Dabok,
Udaipur-313001
Rajasthan.
9. Prof. M.C. Sharma,
Director,
School of Education,
IGNOU
Maidan Garhi,
New Delhi-110068

Annexures

10. Prof. Mohammed Miyan,
Director,
Directorate of Distance Education,
Jama Millia Islamia,
New Delhi - 110025
11. Dr. M. Prabhakara Rao,
Assistant Professor,
IASE, Andhra University
Visachapatnam (AP)
12. Dr. Pritam Singh,
Retd. Professor, NCERT,
A-3/166,
Janakpuri,
New Delhi-110058
13. Dr. P.S. Yadav,
Principal,
College of Education Sidhrawali,
Gurgaon, Haryana
14. Dr. Raysinh B. Chaudhari
Reader, Dept. of Education
V.N. South Gujarat University,
Udhna, Magdalla Road,
SURAT - 395007
(Gujarat)
15. Dr. S.N. Singh,
Former Head & Dean (B.H.U.),
Glob Book Centre
Lanka
Varanasi - 221005
16. Shri Suraj Parkash,
Principal,
CRPF Senior Secondary School,
Rohini.
New Delhi-110085.

17. Prof. U.C. Vashishta
Head
Department of Education
IASE,
Lucknow University
Lucknow - 226007
Uttar Pradesh

Resource Persons

18. Prof. J. Veera Raghvan
Director
Bhartiya Vidya Bhawan.
Kasturba Gandhi Marg,
New Delhi-110001
19. Prof. A.K. Sharma
Former Director NCERT,
A-18, Sector-33
Noida- 201307
U.P.
20. Prof. K.P. Pandey
Formerly Vice-Chancellor,
Kashi Vidyapeeth,
E-6, Dhandhanian Enclave
Annapuran Mill
Vidyapeeth Road,
Varanasi, UP.

Members of the Committee

21. Prof. B.P. Khandelwal
Former Director NIEPA &
Former Chairman, CBSE
4503, ATS Green-II,
Sector-50,
Noida - 201307

Evaluation For Quality Secondary Teacher Education

NCTE Membes

22. Prof. D. Raja Ganeshan
Former Prof. & Head,
Deptt of Education,
University of Madras,
Vishvaksena Apartments,
23, First Main Road,
M.C. Nagar, Chittapakkam,
Chennai-600064
23. Prof. H.S. Srivastava
Former Dean & Head,
Deptt. of Measurement & Evaluation,
NCERT,
The Humanity House,
143, Dayanand Vihar,
Delhi-110092
24. Prof. G.L. Arora (Co-opted Member)
Former Head, Deptt. of Teacher
Education, NCERT,
423/7, Urban Estate,
Gurgaon-122001.
25. Dr. Shardiidu,
Chairperson, NCTE
26. Prof. S.K. Thakur
Vice-chairperson, NCTE
27. Sh. V.C. Twari,
Member Secretary, NCTE
28. Dr. MeenaGautam,
(Convenor of the Committee)
Deputy Secretary, NCTE
29. Dr. Veera Gupta,
Deputy Secretary, NCTE

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No. A-12619
Date 21-7-2005

