



A STUDY ON THE QUALITY ASSURANCE OF PAST AND PRESENT EVALUATION PROCEDURE OF B.ED. PROGRAMME OF GARHWAL UNIVERSITY (THE CENTRAL UNIVERSITY) IN VIEW OF NCTE NORMS.

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Abstract

The study attempted to find out the quality of the evaluation procedure of B.Ed. programme of Garhwal University, the Central University in view of NCTE Norms. The study also reveals the method and procedure of evaluation according to the latest 2 years B.Ed. programme. For the study, purposive sampling method was used. The tools – questionnaire and interview schedule was developed. On the basis of findings, it concluded that the evaluation procedure was in accordance with the NCTE Norms. With the implementation of two years B.Ed. course, the method of evaluation has also become more practical oriented, which has become a remarkable achievement and surely enhance the quality of prospective teachers.



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INTRODUCTION

“The purpose of education is to develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place to shape both himself and society towards nobler ends.” - Report of the Commission on the Reorganization of Secondary Schools, USA. The teacher is said to be the pivot around which the total system of education revolves. The teacher is required to have not only academic and professional competencies of a high standard but also earnest responsibility and commitment to strive constantly to raise student learning, capability, achievement and to make them autonomous and self reliant. Then only the teacher will be able to face the challenges of his professional career. The new generation is very smart, active and dynamic and a proficient teacher alone can meet the demands of this generation.

If the teachers are to act as trail-blazers in the lives of learners and also in the education process for development, they have to acquire professional competencies and commitment and need to be empowered to perform their multiple tasks in the classroom, school and community. This will promote sound teacher performance and high quality

learning among students in cognitive, affective and psychomotor areas of human development.

Since Education aims at promoting the all round development of an individuals personality, in any programme of education, besides the curricular subjects, a variety of other activities are conducted. Teachers can strive for the all round development of their students by organizing a wide variety of activities in schools. Hence, it is necessary that a pre service teachers education programme is as comprehensive as possible so that the total growth of student teachers is possible. And accordingly evaluation and teacher education should be a comprehensive and continuous process. NCTE in its Curricular Framework for Quality Teacher Education (1998) stressed for comprehensive and continuous evaluation in teachers educations.

The **quality assurance** process pertains to the discernment of the variations in the different functional aspects of the institution created by implementation/adoption of any well thought out action or practice. The purpose of **quality assurance** is *capacity building* within an institution for pursuing **quality improvement**. It is a continuous and conscious process aiming at excellence. It can be ensured through **quality assessment**.

The system of evaluation in B.Ed. programme had been stereotyped which prepared the future teachers more mentally than effectively. The evaluation procedure seemed to be superficial. Thus, the researcher felt the need to analyze the evaluation procedure of B.Ed. programme of Garhwal University.

OBJECTIVES

1. To study the norms propounded by NCTE for the enhancement of the B.Ed. programme.
2. To study the evaluation procedure of B.Ed. course.

RESEARCH QUESTIONS

1. Is the evaluation procedure of Garhwal University in accordance with NCTE Norms ?
2. Is the practice teaching/practicum part of B.Ed course of Garhwal University adequate ?

METHODOLOGY

The research method adopted for the study was Normative survey method.

SAMPLE

In the present study, sample has been drawn on the basis of purposive sampling. The sample of the study comprised of 710 pupil teachers, 140 teachers educators, 34 principals, administrators and HODs of government and private B.Ed. colleges affiliated to Garhwal University and the DEAN of the Education Department of Garhwal University.

TOOLS USED

The questionnaire was developed by the researcher to know the attitude of the pupil teachers and the teacher educators in relation to the evaluation procedure of the B.Ed. programme. An interview schedule was also developed to know the views of the Dean, Administrators, Principals, HODs regarding the existing evaluation conditions of the B.Ed. programme and for its improvement.

DATA ANALYSIS

For extracting meaningful inferences, the percentage was used to analyse the data.

ANALYSIS AND INTERPRETATION OF DATA

The B.Ed. examination consisted of 6 compulsory paper and 1 optional paper. The division of marks were assigned separately for theory and practice.

SCHEME OF EXAMINATION(Prior to 2015)

Paper	Marks
Paper I Teacher in Emerging Indian Society	90 Maximum
Paper II Development of Learner & Teaching Learning Process	Pass Marks out of 90 Marks 36 % in aggregate
Paper III Development of Educational System In India	Out of 90 Marks with a minimum of 30% will be Pass mark in every paper
Paper IV Educational Technology and Management	
Paper V & VI Methods of Teaching – Two of the following school subjects – (each subject carrying 90 Marks Maximum plus 10 marks internal assessment (90+10)=100)	
Elective Paper VII Carrying 100 marks.	

There shall be 200 marks for practice teaching and practical work out of which 50 marks shall be allotted for internal assessment as detailed below :

- (i) Teaching Aids 20 Marks (in two teaching subject)
 - (ii) Physical Training 10 Marks
 - (iii) Other co-curricular Activities 10 marks
 - (iv) First-Aid 10 Marks
- 50 Marks

(1) EVALUATION

Table 1

Pupil Teachers/ Educators	Teacher	Strongly Agreed (%)	Agreed (%)	Undecided (%)	Disagreed (%)	Strongly Disagreed (%)
Male Pupil (N=40)	Teacher(Govt.)	18	50	18	12	02
Female Teachers(Govt.) (N=130)	Pupil	21	48	19	10	02
Male Teachers(Private) (N=120)	Pupil	37	34	12	12	05
Female Teacher(Private) (N=420)	Pupil	24	56	09	09	02
Teacher Educators(Govt.) (N=140)		15	62	8	12	3

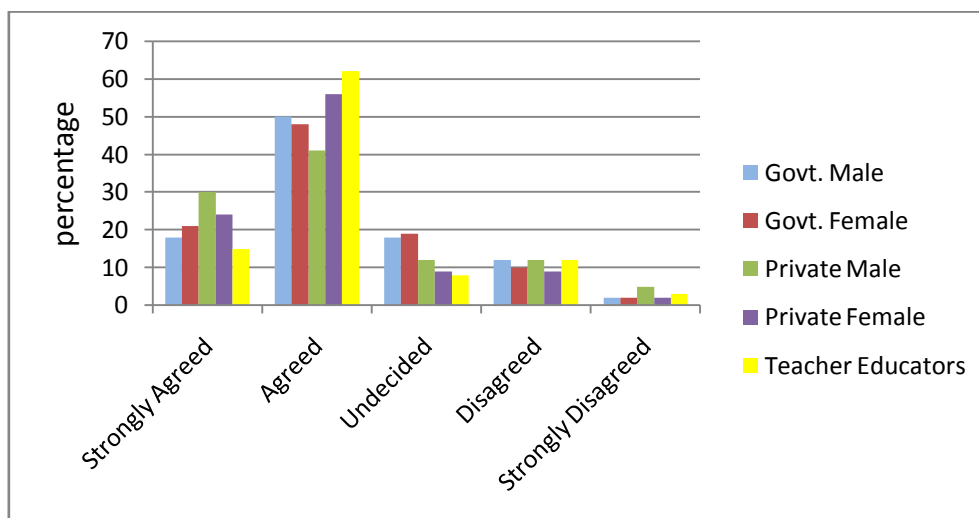


Figure 1 : Showing the attitude of pupil teachers and teacher educators towards the evaluation procedure of B.Ed. programme of Garhwal University

The overall result (Figure 1 and Table 1) showed that :

1. The majority of the pupil teachers agreed that the evaluation procedure of the B.Ed. programme of Garhwal University is appropriate as the existing system of evaluation includes the objective type, short answer and long answer type questions.
2. The number of questions in the question papers is satisfactory.
3. The evaluation procedure includes both the internal as well as the external examinations which are in accordance with NCTE norms.
4. The criteria of evaluating by internal and external examination is satisfactory in which proper weightage is given for the preparation of teaching-aids, physical education, curricular and co-curricular activities (involving quizzes, assignment, seminars, workshops, etc.) which assures their participation in the community programmes, SUPW, etc.
5. They are also of the view that more stress should be laid to practical work (practice teaching, micro teaching, simulated teaching, preparation of teaching-aid, action research, etc.) rather than theory.
6. Equal marks should be allocated to both theory and practice teaching.

From the Interview

Almost all the respondents (Principals, Administrators, HODs and the Dean) favoured evaluation of the pupil teachers by taking internal examination as a continuous assessment in the form of various activities and practice teaching, alongwith micro and simulated teaching, is practiced which is found to be adequate. Majority of them emphasized that more emphasis should be given on evaluation of practice teaching rather than theoretical aspects of the prospective teachers.

Discussion

On the basis of the findings, it concluded that though the one year B.Ed. programme of Garhwal University was in accordance with NCTE Norms, but still there was a need to make the curriculum more dynamic and practical oriented plus to make more comprehensive evaluation procedure. The changes in the curriculum is incomplete without appropriate evaluation techniques. Thus, with the advancement of the curriculum, the evaluation procedure also needed to be enhanced to make the prospective teachers more effective and competent in the modern era. In an effort to make B.Ed. programme more effective and prepare better teachers, NCTE has made some big changes in the curriculum of B.Ed. course.

The Supreme Court has directed the NCTE to revamp the system of teacher education before the end of year 2014 on which the regulatory body has released ‘NCTE Regulations 2014’. The B.Ed. Colleges all over the country now have to follow the new regulations from 2015. The Garhwal University has also started up with the new B.Ed. curriculum of two years duration. With the change in the curriculum, the evaluation procedure had also been designed accordingly. The 2 years B.Ed. programme of Garhwal University had been divided into four semesters. Each semester has theory as well as practical. The details of which are as follows :-

DISTRIBUTION OF MARKS

Course	Total Marks	Internal Marks	External Marks
Course 1,2,3,4,5,6,7,8,9,10 & 11	100	30 (Practicum-10 & Internal Exam – 20)	Long Questions & Short Questions(70 marks)

EPC-1 : READING AND REFLECTING ON TEXTS

Marks (internal) Total = 30	Marks (External) Total = 70
1.Application Format & Construction of Model Question Paper (10 marks) 2.Resume – Self (10 marks) 3. Report on local festivals/Rituals (10 Marks)	1. Summary of Autobiography of any eminent educationist (10 marks) 2. Report on analysis of policy document in the field of Education (10 marks) 3.Content analysis of text book of Secondary Education Level (10 marks) 4. Book Review (10 marks) 5. Report on Local Cultural Heritage(10 mark) 6. Viva-voce (20 marks)

EPC -2 : DRAMA AND ARTS IN EDUCATION

Marks (internal) Total = 30	Marks (External) Total = 70
1.Organization of Educational Fate & Fair in Institution (10 marks) 2. Preparation of Teaching – Learning Material(10 marks) 3. Report on local Arts (10 Marks)	1. Declamation 2. Mono act & Stage performance 3.Street Theatre on any current issue (Performed in a group) 4. Script/dialogue writing 5. Art Exhibition (total 50 marks) 6. Viva-voce (20 marks)

EPC-3 CRITICAL UNDERSTANDING OF ICT

Marks (internal) Total = 15	Marks (External) Total = 35
1.Developing the colourful Transparencies (05 marks) 2. Preparation of functional Model related to ICT in Education (10 marks)	1. Preparation and Presentation of Power Point Presentation on any topic to related Semester courses. (10 marks) 2. Viva-voce (25 marks)

EPC-4 UNDERSTANDING THE SELF

Marks (internal) Total = 15	Marks (External) Total = 35
1. Self expression through speech, Dialogue Delivery, Poetry, Mimicry, etc. (05 marks) 2. Yoga File (10 marks)	1. Report on Importance of Hygiene in Schools (05 marks) 2. Presentation of Yogic Activities/Physical Exercise (10marks) 3. Viva-voce (20 marks)

PRE INTERNSHIP

Activities to be done	Marks Allotted
Regular classroom teaching delivery of 10 lessons	10 +10 = 20
Participation any Two Co-curricular activities and preparation of Report	05 +05=10
Two criticism lesson plan in both teaching subjects	15+15=30
Five Micro lesson plan in each teaching subjects for different skills	05+05=10
Students teachers function with the regular teachers	10
Exhibition of work done by the students during the Internship programme	20
TOTAL MARKS	100

INTERNSHIP

Activities to be done	Marks Allotted
Regular classroom teaching delivery of 90 lessons	20+20 = 40
Final criticism lesson in both teaching subjects	15+15=30
Action research	05+05=10
A portfolio maintained by Student Teacher of day to day functioning	10
Exhibition of work done by the students during the internship programme	20
Two weeks for society visits and reports to be prepared	40
Final Teaching in both Teaching subjects	250
TOTAL MARKS	400

The present 2 years B.Ed. curriculum of Garhwal University seems to be more dynamic, comprehensive and effective. With regard to the changed curriculum, the evaluation system has also undergone a great change. As the curriculum has become more practical than theoretical, the scheme of evaluation has also extended both internally and externally. This scheme of evaluation evaluate the pupil teachers regarding their teaching methodologies, psychological techniques, philosophical & social concepts, technological awareness, self expression, preparing reports, presentations, etc. Earlier, the evaluation tools and techniques

were limited largely to written examinations. In other words, the question papers were the main tool of evaluation in teacher training institutions. Continuous assessment of student teachers performance using a variety of tools and techniques was a far cry. Moreover, evaluation of personal-social qualities, participation in various cultural, literacy outdoor activities, etc. was not possible by using only traditional question paper test.

In the present era, the student-teachers are expected to conduct and participate in various activities in school and society. It is necessary that their participation and performance are assessed continuously and periodically. The present evaluation scheme of the 2 years B.Ed. programme has overcome many drawbacks.

The introduction of Grading System has also become a remarkable change in the field of B.Ed. programme of Garhwal University. The present system of marking is a measure of overall cumulative performance of student teachers overall semesters. Assessment includes both internal and external. The evaluation of the internship for Semester-II and III and other assignments in different semesters is evaluated by the Board of examiners.

Thus, from the above discussion it can be seen that the present scheme of evaluation is a significance scheme which covers all the variety of activities of the prospective teachers so as to prepare them to compete in this modern era of education. The student-teachers will be required to participate whole heartedly in each and every activity conducted during the course because everything is counted for evaluation and certification. This will certainly improve their performance and quality of the teachers.

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