Chapter XVII
ASSESSMENT AND EVALUATION

As pointed out in the previous chapter, the success of any programme is revealed only when it is assessed and evaluated. Hence, this chapter is directed towards this end. The discussion centres round various aspects, such as, the limitations of the present practice, the effect of the examination system on teacher education, its positive aspects, the reforms to be introduced, the nature of assessment and scoring, measures to bring about uniformity in the evaluation of sessional work, the composition of the assessment board and the conditions for appearing for the final assessment.

Examinations have occupied a very important place in our educational system and this importance increases with the rise in the stages of education. At the college level, it has practically dominated the field so much so that it has become the main motivating force for all efforts on the part of the students and teachers. Examinations have not only become the usual means for testing the attainment of educational standards by the students and the successful completion of the course prescribed but they have also become the important stepping stone to the various avocations in life. The Indian University Commission and the Secondary Education Commission were fully

justified in offering timely warning to the educationists regarding their unhealthy domination and in pointing out the urgent need for reforms in the field (5:328 and 4:147-148). These fears were not expressed in relation to any one field of education. They applied equally to all fields including teacher education. Since our problem is concerned with graduate teacher education, it is worth while to note the limitations of the present practices in our training colleges regarding this aspect.

1. Limitations of the present practice.-

The examination at the end of the teacher education course comprises two aspects, the theoretical and the practical. The theoretical aspect pertains to the testing of the academic knowledge attained and the practical aspect tests the efficiency attained in the teaching field. As in the case of other examinations, this examination also suffers from defects which are the result of a wrong approach to the whole problem. The examination instead of gradually guiding the trainees to attain the required standard and proficiency in their vocation, attempts to test the efficiency attained straight away without providing the necessary lead to reach the particular standard. Thus the defect lies in the very approach to the whole problem. By laying stress on the intellectual attainments, the development of the personality

which is the main function of evaluation is relegated to the background. Thus the defect is not merely that of the examination system but that of the mis$-interpretation of its function resulting in a faulty approach to the problem. When the very objective is wrong, the means adopted for its attainment would naturally be defective.

This wrong approach to the whole problem has resulted in three main defects. The very first defect is the undue importance attached to the essay type of questions knowing full well the degree of subjectivity involved in them. The second defect is in over emphasizing the final examination and under-emphasizing the work done throughout the training period. The third defect is in the scoring system adopted for judging the achievement of the trainees.

(a) The essay type of questions.-

No one disputes about the strength inherent in the essay type of examination. But when employed on a large scale and used as the only technique of evaluation, it tends itself to many important and significant limitations which need no elaboration. The examination at the end of the teacher education course is nothing but writing of essays on a few topics. Even the Basic Training Colleges which are supposed to have better approach to the whole

problem are not free from this major defect. Even in these colleges, the assessment comprises of essay type questions and testing of the academic knowledge attained. Very little time and effort are bestowed on the setting of these questions and the learning situations are completely ignored. The entire attention is centred on the prescribed syllabus and even the wordings are confined to the phraseology of the syllabus without attaching any importance to the learning process and experiences in the practical field. It is actually the memory and the amount of facts accumulated that is really tested and not the development of the functional aspects. That such an evaluation is bound to be subjective is not surprising. This subjective element is influenced by a variety of factors such as the handwriting, language, references, the length of the answer and the moods of the examiner etc. All this together affect the final result of the trainee which is again based on certain arbitrary standards. Neither the Traditional nor the Basic Training Colleges are free from this major defect.

(b) Over emphasis on the final examination.-

The second defect lies in over stressing the final examination. No doubt certain weightage is also given to the work done during the training period. But even this

does not take into account the progress that the trainee is expected to attain. The internal assessments are directed towards assessing the memory type of achievements and are in no way helpful in overcoming the defects found or in attaining a better standard. In addition to this defect, the weightage given is also inadequate. Thus, the success of the trainee once again becomes dependent on the result of his final examination. Because of so much of stress on it, the entire effort of both the staff and the trainee is devoted towards the completion of certain prescribed courses. This leads to hurried work and even to an attempt to deliberately omit certain aspects of work. All these will surely affect the achievement of the trainees unfavourably and encourage them to resort to unhealthy practices.

(c) The system of scoring.-

The third defect is the system of scoring that is adopted. With the subjective element involved, it is no easy job to mark accurately on a 100 point scale. The result is that the marking becomes in no way dependable and valid. In some training colleges, especially Basic Training Colleges, letter grading is adopted with regard to certain aspects of the training programme such as the craft work and the community life etc., but this does not prove useful because of

a different system of marking with regard to certain other aspects and also in the final examination. Thus, there is a mixture of both the systems. Even with regard to letter grading, there is no correct and dependable classification which is worked out on proper scientific lines.

In Basic Training Colleges, the examination is supposed to be more reformed. But the prevailing conditions do not reveal this position. In the Traditional Training Colleges, because of the University examinations, there are certain principles and procedures which are strictly adhered to. Inspite of certain defects, a certain definite system is followed. But in Basic Training Colleges, slackening of this rigidity has not resulted in better methods and system. On the other hand, it has given rise to slip-shod practices. Since it was thought that external examination had no meaning if the year's work and progress were not taken into consideration, more weightage began to be given for class work and internal assessment. But even this has not proved useful, but is on the other hand abused.

Let us analyse the position with regard to teaching practice. No doubt, emphasis is laid on class work carried on during the training period and certain weightage is given to this aspect. But when compared to the weightage given

for the final lessons, this is very insignificant. Is it ever possible to judge a trainee on the basis of one or two lessons meant for the final examination, and observed sometimes only for a few minutes? Is it justified to lay more importance on these lessons than on the work put in during the entire training period? Secondly, who are the persons who assess the trainee in the final lessons? In a majority of the cases, the examiner is an unfamiliar person who hardly has any knowledge of the trainee, his experiences, his standard of work etc. To judge the trainee on the basis of the marks and remarks allotted by this external examiner is hardly justified. In a few cases, there may be internal examiners also but these again are not always the persons who have handled the subject or who are fully acquainted with the work of the trainee.

It is sometimes argued that any experienced teacher should be able to judge the lessons in any subject. This is not correct. Each subject has its own techniques and methods and only a person who is well versed in these will be able to judge correctly. This, by appointing examiners without a proper background of the subject would be doing harm to the trainee, for he will not be judged correctly and adequately. This is more true with regard to the craft

work or even community life.

In some of the Basic Training Colleges, the maintenance of self-assessment records are insisted upon. But this is hardly taken into consideration in the final assessment. Instead it remains a mere record in the college.

There is yet another factor which cannot be ignored with regard to teacher education. Our scheme of examination does not provide any scope for a viva-voce test whereas provision is made for the same in other professional colleges such as Medical and Engineering. As in training colleges, they also have practical work through out the session and have both theory and practical assessment at the end of the course. In addition, provision is also made for a viva-voce test which in some places is called oral test and continues for 8 to 10 days. But in training colleges, it is only at the Doctorate Degree level that there is some provision for such a test. At the Bachelor's Degree (B.Ed.) and even at the Master's Degree (M.Ed.) levels, it is prominent by its absence.

2. The effect of the examination system on teacher education.-

As stated in the foregoing sections, the examination system has influenced our educational system to a very great

extent. It not only determines the contents of education but also the methods of teaching and the importance attached to the various aspects. In fact the entire approach to education is affected by it. The entire efforts of the trainees are devoted mainly towards getting through in the examination. As pointed out by the Secondary Education Commission, "pupils assess education in terms of success in examinations" (4:147). Thus, it becomes the main motivating force for all the efforts on the part of the pupils.

Secondly, if a subject is not introduced in the examination scheme, it fails to arouse the interest or enthusiasm of the trainees. Take for instance, the craft work or even co-curricular activities in Traditional Training Colleges. Since these are not regular examination subjects, the trainees do not attach the same importance to them as they do in the case of other subjects.

Thirdly our examination system has greatly affected the methods and techniques of teaching. Educationally sound methods are frequently relegated to the background and those which help in securing an easy pass in the examination are resorted to. Thus, in most of the training colleges, organization of seminars, symposia, discussions and self study etc., are very rarely adopted and instead, much time is spent on

lecturing as revealed in Chapter VII , Page 151 . If at all there is any discussion, it is only based on the lectures delivered and not on aspects from actual experience, self-study and facts. Since the teacher's work is also judged mainly from the results of the examination, he just does not bother to exert himself unnecessarily and seeks an easy path for success.

It has already been pointed out that the examinations also determine the content matter of the training programme. But there are certain aspects whose effects cannot be realized immediately and assessed readily. Under these may be classified aspects relating to the development of sound citizenship. But since with regard to intellectual attainments and academic progress, it is not difficult to realize immediate results and it is also easy to grade the trainees and pronounce judgements, it is no wonder that they have attained greater importance from the examination point of view than the other subjective but really important practical aspects.

Thus, examinations, especially external examinations have assumed a very dominant position and have influenced our educational system to such an extent that the very purpose of education is nullified. The Secondary Education Commission have very aptly pointed it out in their report

thus :

> "..... that the examinations to-day dictate the curriculum instead of following it, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than originality, encourage the average pupil to concentrate too rigidly upon too narrow a field and thus help him to develop wrong values in education." (4:147).

3. The positive aspects of examinations.-

Inspite of its various defects and inspite of its unhealthy effect on our educational system, examinations whether internal or external do have an important place in our scheme of education. They actually provide the stimulus for the attainment of a particular goal in a given time. They will naturally encourage regular and constant effort. They also imply a definite method of approach and give precise directions for the achievements of the goal and help to set a definite standard of work by way of comparing one institution with another. They provide a measuring rod not only for the attainments of the trainees but also for the work of the teachers. Finally, they give a recognition to the trainees as well as the staff.

In view of their importance, a majority of the training colleges according to the responses received to the questionnaire, are of the view that there should be a final examination at the end of the training course.

But if they are to remain, they cannot be continued along with the present defects. Certain measures should necessarily be taken to minimise these undesirable defects and for this, the introduction of certain reforms becomes essential.

In this connection, we may also point out that the word "examination" is itself rather misleading. It creates the idea of examining or testing and not that of guiding and helping. In the interest of educational progress, it would be wise to replace this word by "assessment and evaluation", as these terms are more likely to help a person to think in terms of guidance and help.

4. Reforms to be introduced.-

Any reform that is introduced will have to take into consideration the objectives of examinations and the broad approach to the whole problem. The following are some reforms suggested by some of the training colleges in this regard.

Table No. 113

Reforms to be introduced in the examination system

S.No.	Suggestions	No. of Training Colleges Traditional	Basic	Total
1.	Maintenance of cumulative record.	48	9	57
2.	Administering both objective and essay type tests.	17	5	22
3.	Introduction of a viva voce test.	13	3	16
4.	Discussion of evaluation results with students to enable them to detect the defects and to correct and improve themselves.	10	4	14
5.	The final authority for declaring the student successful should be vested in the Principal of the College.	9	3	12
6.	Establishment of Regional Testing Service Units.	5	4	9
7.	Abolishing external examination.	4	1	5
8.	Introduction of self-evaluation.	-	1	1

Eight suggestions have been put forth by the training colleges and the rank order indicated by both types of colleges is more or less the same. Maintenance of cumulative record ranks first with 96% (48 out of 50) of the Traditional and 45% (9 out of 20) of the Basic Training Colleges supporting it. According to the responses, this is inclusive of giving weightage to class records. Administration of both objective and essay type tests is suggested by a few colleges of both types

while some others suggest a viva-voce test. Again, there are others that suggest that there should be a discussion of evaluation results with students with a view to enable them to diagnose their defects and to correct and improve themselves. Other measures suggested are that the Principal should be the final authority to declare the results of the trainee, a Regional Testing Service Unit should be established, external examination should be abolished and that self-evaluation should be introduced.

Any reform that is introduced will have to take into consideration the defects pointed out earlier. In view of this, the very first reform will have to be to minimise as far as possible the subjective element. In order to reduce this element of subjectivity, the most important reform would be the introduction of objective type of tests in addition to the essay type as suggested by a number of training colleges. Change is necessary with regard to the nature and type of questions. They should be such that intelligent and rational understanding is encouraged and memory and cramming are discouraged. Such a reform should be introduced not only in the final assessment but in the assessment of day-to-day work as well.

The second defect to overcome is to minimise the emphasis laid on the final examination. In this connection, the train-

ing colleges have put forth a number of suggestions such as items Nos.1, 4 and 6. No correct assessment of the progress achieved is possible merely by means of a final assessment. A correct and complete picture of his progress can be obtained by assessing the progress achieved in his day-to-day work. This could be assessed through periodical tests, assignments, essays, projects, library work, term papers and terminal assessments. Even here, in order to minimise the subjective element, more of the objective types of tests should be introduced. Sufficient weightage should be given to this aspect say, to the extent of 60%.

In order to correctly assess the trainee in his day-to-day work, it becomes essential to maintain not only his work records but also a cumulative record which may cover the following aspects :

1. Personal data and family background.
2. School and College background.
3. Health information.
4. Day-to-day work record.
5. Co-curricular activities.
6. Personality traits.
7. Educational and vocational plans.
8. Hobbies and leisure time activities.
9. Supplementary information by use of standardised tests.
10. Remarks of the staff.
11. Principal's overall remarks.

Such a record is not only helpful in guiding the trainee in his day-to-day activities and development but is good for future guidance also in his new post. These records should form an important source for discussing with the trainees his progress as well as deficiencies and help him to correct and improve himself.

While discussing the limitations of the examination system it was already pointed out that the absence of a viva-voce test is one of the factors. In addition to the internal and external assessments a viva-voce test is also essential. But its purpose is not to cross examine the trainee but to test how far the trainee has understood what has been learnt by him in the college and how far he has been regular in his work. It should also check the various records maintained and moderate and finalise the marking or grading of the staff member regarding the different items of his day-to-day work. Before a trainee is called in for a viva-voce, all his records should be gone through by the pannel for, this will greatly facilitate the assessment of the trainee.

If the viva-voce test is to be really effective and useful, the pannel should include among its members an external examiner knowing the subjects, an internal examiner preferably, either the staff member handling the subject or one incharge of the tutorial group and the head of the institution or any

senior member of the staff. The inclusion of the concerned internal member of the staff is very essential for it is only he who will be able to explain the various factors connected with the trainee and his records. The head of the institution or the senior member of the staff will be in a position to deal with the general principles or implications involved. Thus with mutual help and suggestions, the finalization of the records and the assessment of the trainee would be possible.

A few colleges have also suggested that the final authority for declaring the student successful should be vested in the principal of the college. This may be a welcome suggestion, but may not be possible to the full extent in view of the necessity for a uniform standard of assessment in all the training colleges. Still the principal of the college can have an effective voice in the internal assessment. In order that a certain uniform standard is maintained in all the colleges and in order that the assessment programme is conducted on certain agreed principles, the final say should normally be that of the university. In certain exceptional cases of-course the Principal might be consulted.

Some training colleges have also suggested the establishment of regional testing service units. Such units will be of use especially in the case of assessing the sessional works, practical work records and the teaching practice. By their

periodical visits to the training colleges, they will be able to assess and guide the trainees in their work and check the records maintained in this connection. This will to a certain extent help in minimising the subjective elements.

But the work of such a unit could be effective and useful only when it is constituted with proper personnel. If the unit is to assess a particular craft work or the teaching in a particular subject, it should include experts in those particular fields. Secondly, it should also include the subject teachers of the training colleges. Then alone its services would be of help and guidance.

Regarding the abolition of external examination, we might remember that inspite of its defects, it has certain advantages. Firstly, it helps to a great extent in minimising the subjective element involved in the judgment of the staff. Secondly, it helps to set a common and uniform standard. Thirdly, any wrong judgments made by the staff are to a certain extent rectified. As far as its own defects are concerned, they could easily be reduced to a minimum by the various methods such as the introduction of objective type of tests, giving less weightage to external assessment, assessing along with the staff dealing with the technical aspects, change of marking system and periodical assessment of the work of the trainees

etc. Here, it may even be better to suggest that every paper in theory should be assessed by two examiners, one internal and one external as in the case of some other technical courses such as Engineering, now already in vogue in certain places. This would help in minimising the effect of biased judgments. Therefore, in the interests of both the trainees and the training programme, the retention of external assessment could be regarded as essential.

Even though self-evaluation has been suggested by only one training college and of the Basic type, yet on account of the impact of Basic education, this has assumed some importance. This would be useful to guide the trainees in their further work and also in assessing the training programme. If it is to be useful for further guidance of the trainees, it will have to be undertaken at least twice or ~~the~~ thrice ~~size~~ during the training period. These assessments if properly made, help the trainees to judge their achievements and developments and the staff would be in a better position to guide them further. They also go a long way in the evaluation of the training programme and making the necessary adjustments. Further, they also guide the staff in the internal assessment of the trainees.

In addition to the measures suggested above, certain other measures may also be undertaken by way of reform. Firstly, the research department of the training college

should undertake from time to time certain pertinent aspects of assessment for research purpose. The most important are the construction and standardisation of tests pertaining to general intelligence, aptitude, abilities and achievements, construction of objective tests, evolving proper form of the cumulative record and self evaluation record, suitable techniques for assessing social adjustment, a proper rating scale for judging the trainees on the different aspects of development, and a proper programme for recording the progress achieved.

Secondly, a detailed record of every trainee based on the results of tests and his previous record should be prepared and maintained by the college for periodical reference. On the basis of these records and also on their field of specialization, they could be classified into groups under different staff members. This would facilitate individual guidance and counselling. The members in charge of the group could ~~advise~~ adopt various means for the development of the trainees in their group.

Thirdly, every staff member should be insisted upon to prepare a thorough scheme of his programme of work. This should include the objectives of the field of study, the major units of the course with their various details, the period

during which the different aspects are to be covered, the various assignments and projects to be undertaken and a bibliography for self study and further guidance. Such a planning would help to make the objectives clear and the instruction becomes systematic. This also averts rush of work on the part of both the staff and the trainees. Every trainee should be supplied with a copy of the scheme of work at the beginning of each session.

Regarding the scoring system, it has already been pointed out that ~~education~~ evaluation by percentage scores, though advantageous in certain respects is not very sound and accurate. This is not only cumbersome but also does not help in discriminating correctly between different persons. A better system would be to devise a four or five point scale both for the internal and the external assessment.

The values of these different categories in terms of percentile marks can be worked out by the universities in consultation with the training colleges. Better still if it is worked out on an all India level. The Ministry of Education might hold a seminar on this by inviting the representatives of the various training colleges and the universities and work out an appropriate scale and their values in terms of percentile marks. Such a scale would help to co-ordinate the internal and the external assessment and would also help

to assess the trainees more correctly. On such a scale 'A' may stand for 'distinction', 'B' for 'credit', 'C' 'pass' and 'D' for 'failure' and so on. The writer is also conscious of the fact that the Inter University Board in India is already planning to implement a similar scheme of assessment, although so far, perhaps no agreed formula seems to have been arrived at on an All India basis.

Thus, in view of the various reforms suggested, the assessment in a training college should comprise at least three aspects namely the assessment of sessional work, the final assessment by the universities and the viva-voce test as a supplement.

As regards the weightage, according to the responses to the questionnaire, the majority of both types of colleges (ie. 54% of the Traditional and 30% of the Basic type) suggest 50% for sessional and 50% for the final assessment with respect to Theory and Teaching Practise. This implies equal weightage for both sessional and final assessment. With regard to other aspects such as craft work, experimental and field work and community life, the majority of the colleges have suggested 100% for sessional work. This means that there should be only internal assessment and no external assessment in these aspects.

But as discussed earlier, there should be reasonable weightage for both internal and external assessment. Moreover, since all the items of the training programme are considered as of equal importance, the weightage for different items may also be equal.

In the light of the above discussion it may be suggested that 60% should be allotted for sessional work or internal assessment and 40% for the final assessment. Out of the 60% for sessional assessment, 20% may be set aside for the viva-voce test. Thus equal weightage may be given for the work during the training period and for the final assessment. In this manner, both the internal and external elements will be happily blended with the assessment programme.

5. Nature of assessment and scoring.-

It was pointed out previously that a sound training programme should consist of aspects such as the theory, the practical work comprising of school experience and craft work, community life, experimental and field work. In view of this, the question naturally arises as to what pattern of assessment and scoring should be adopted for this purpose? As regards this, the following table reveals the views of some of the training colleges.

NATURE OF ASSESSMENT AND SCORING

Sl. No.	Items for Assessment	NATURE OF ASSESSMENT									NATURE OF SCORING											
		Purely Internal			Purely External			Partly Internal & Partly External			By Marks						By letter grading					
											Internal			External			Internal			External		
		Trad.	Basic	Total	Trad.	Basic	Total	Trad.	Basic	Total	Trad.	Basic	Total	Trad.	Basic	Total	Trad.	Basic	Total	Trad.	Basic	Total
1.	Theory	2	2	4	6	-	6	42	12	54	14	5	19	15	5	20	8	2	10	5	2	7
2.	Practical Work																					
	(a) School Experience	12	2	14	2	-	2	36	2	38	13	4	17	11	2	13	16	3	19	9	1	10
	(b) Craft Work	19	4	23	-	-	-	6	10	16	7	3	10	3	3	6	13	2	15	5	-	5
3.	Community Life	10	15	25	-	-	-	2	-	2	5	1	6	1	-	1	9	5	14	3	-	3
4.	Experimental and field work	10	2	14	-	-	-	6	1	7	5	-	5	2	-	2	11	2	13	3	1	4
5.	Co-curricular activities.	6	1	7	-	-	-	5	-	5	4	-	4	-	-	-	7	1	8	3	-	3
6.	Tutorials	8	1	9	-	-	-	2	-	2	3	-	3	-	-	-	7	1	8	2	-	2

(P.T.O.)

According to the table, there are seven items indicated. Co-curricular activities and tutorials are also suggested as items for assessment. But in the training programme, community life is inclusive of these items. Therefore, even in the assessment scheme, these items may be considered under the same head. Moreover certain aspects of tutorial work such as essays, book reviews, assignments or projects etc., may also be counted under theory.

The table is in two parts. The first part of the table relates to the nature of assessment and the second part relates to the nature of scoring.

Coming to the first aspect, namely, the nature of assessment, the majority, namely, 84% (42 out 50) of the Traditional and 60% (12 out of 20) of the Basic Training Colleges are in favour of assessing the theoretical aspect both internally and externally. But with regard to school experience while 72% (36 out of 50) of the Traditional Training Colleges suggest both internal and external assessment, 10% (2 out of 20) of the Basic Training Colleges suggest purely internal assessment and another 10% suggest it to be partly internal and partly external. 80% of these colleges have not indicated any opinion in this regard, even though they all approve of this item as an important aspect of the training programme. As

regards craft work, while 38% (19 out of 50) of the Traditiona Training Colleges suggest purely internal assessment, a negligible number of them i.e. 12% suggest both internal and external assessment. As regards Basic Training Colleges, while 50% (10 out of 20) of them are for both internal and external assessment, a few, ie. 20% of these colleges are for purely internal assessment. Coming to community life, it is found that 20% of Traditional and 75% of Basic Training Colleges are for purely internal assessment. As regards the last three items, namely experimental and field work, co-curricular activities and tutorials, the opinion is divided between purely internal and partly internal and partly external assessment.

Thus on the whole it is revealed that for theory and school experience, the majority of the Traditional Training Colleges are in favour of partly internal and partly external assessment while for the rest namely, craft work, community life, experimental and field work, co-curricular activities and tutorials, the majority opinion favours purely internal assessment.

Coming to the opinion of the Basic Training College, it is revealed that while the trend is towards partly internal and partly external assessment for theory and craft work, it is towards purely internal assessment as regards community life, experimental and field work, co-curricular activities

and tutorials. With regard to school experience, the opinion is divided between purely internal and partly internal and partly external assessment.

The frequencies against the different items also reveal that while more than 50% of the Traditional Training Colleges support the first three, namely, the theory, school experience and craft work, as items for assement, the support for the last four items, namely community life, experimental and field work co-curricular activities and tutorials is from only 20 to 32% of these colleges.

With regard to Basic Training Colleges, it is found that only theory, craft work and community life are supported by more than 50% of these colleges while the rest of the items including school experience find favour with only 5 to 20% of these colleges. From the low frequency against school experience, we may infer that the Basic Training Colleges may not be in favour of a final assessment in this aspect.

As far as the training programme is concerned, all aspects are equally important and no distinction could be made between them. In view of this, there is no reason why a distinction should be made in the assessment scheme. Every aspect should be assessed both internally as well as externally if a balanced assessment is desired. The internal assessment helps to assess the trainees on the basis of their work through-

out the training period and the external assessment helps to make up for any biased judgment of the internal examiners. Thus the introduction of a viva-voce test and the inclusion of both internal and external examiners for assessing the various aspects should help to minimise the defects of purely external and purely internal assessments and arrive at a fairly balanced judgment.

The question of scoring is the next allied problem. The current practice as revealed previously (Chapter VII, Page 195) indicates lack of uniformity in this regard. When an attempt is made to bring about a uniformity in the training programme there should be some measure of uniformity even in this aspect and it is not sound to have different norms in different colleges.

As regards the views expressed by some of the training colleges regarding this aspect, the second part of the table {No. 113(a), Page 503(a)} reveals the same.

As far as theory is concerned, a majority of both types of training colleges are in favour of scoring by marks both for internal and external assessments. Only a few of these colleges favour alphabetical grading.

But for teaching practice the opinion is more or less equally divided. While 43% of both types of training colleges

favour the percentage marking system, another 41% prefer alphabetical system, 14% have not indicated any opinion.

With regard to other aspects, namely craft work, community life, experimental and field work, co-curricular activities and tutorials, the trend is towards alphabetical scoring. This may be because of their suggestion for purely internal assessment in these aspects. As the final assessment of the trainees is to be based on both internal and external assessments in every aspect of the training programme, to have different measures for different aspects may result in complications and confusion and not yield a sound judgment. Therefore, it would be ~~either~~ letter to follow as far as possible one particular system both with regard to internal as well as external assessments of every aspect of the training programme.

Further, with regard to the rating system to be adopted, it has already been suggested (Page 501) that a four or five point scale may conveniently be followed. If this is worked out in terms of percentile marks, any method may be adopted for making but ultimately everything should be converted into alphabetical scoring. With regard to certain aspects like teaching practice, craft work and community life etc., alphabetical scoring is more convenient and gives a better picture of the trainee than the percentile system.

6. Measures to bring about uniformity in the evaluation of sessional work.-

Since sessional work has assumed an important role in the assessment scheme, it becomes necessary to see that certain uniformity is maintained in its evaluation. Since a great deal of subjective element is involved in it, there is bound to be great variation in its evaluation. Even though a strict uniformity in this connection is not desirable and possible in view of varied conditions and facilities etc., yet there should be some agreement with regard to the broad approach to the problem. Certain broad principles should be adhered to on the basis of which the assessment should be undertaken. In this connection the training colleges have put forth a few suggestions as follows :

Table No.114

Measures towards uniformity in the evaluation of sessional work.

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	Introduction of an element of objectivity into the recording process.	18	4	22
2.	Appointment of a co-ordinating board.	17	4	21
3.	Fixation of the range & average.	7	2	9
4.	Provision for special courses on evaluation for teachers.	1	-	1
5.	Providing definite instruction with regard to evaluation by the University.	1	-	1

TABLE NO. 114(a)

COMPOSITION OF THE ASSESSMENT BOARD FOR EVALUATION OF THE PRACTICAL ASPECTS OF SCHOOL EXPERIENCE, CRAFT-WORK A N D COMMUNITY LIFE

Sl. No.	SUGGESTIONS	TEACHING WORK			CRAFT WORK			COMMUNITY LIFE		
		No.of Training Colleges			No.of Training Colleges			No.of Training Colleges		
		Trad.	Basic	Total	Trad.	Basic	Total	Trad.	Basic	Total
1.	Training College Lecturers dealing with that Methodology or aspect. ..	17	6	23	4	4	4	15	8	23
2.	Experienced School Teachers dealing with the aspect. ..	10	6	16	5	-	5	2	-	2
3.	People with research experience and expert knowledge in the field. ..	9	2	11	7	4	11	1	-	1
4.	Subject Inspectors. ..	5	2	7	-	-	-	-	-	-
5.	Experienced School Teachers or H.Ms. or Subject Inspectors with Training College experience, research experience and expert knowledge in the field. ..	2	-	2	-	-	-	-	-	-
6.	Training College Principal, Head of a High School and Subject Specialist. ..	1	-	1	-	-	-	-	-	-
7.	M.A. in the subject, B.Ed., or M.Ed. with at least 3 years Training College Service. ..	1	-	1	-	-	-	-	-	-
8.	Specialist in the Subject. ..	1	-	1	-	-	-	-	-	-
9.	M.A., B.T. ..	1	-	1	-	-	-	-	-	-
10.	A Teacher with 10 years of Teaching experience. ..	1	-	1	-	-	-	-	-	-
11.	At least 5 years experience in a Training College. ..	1	-	1	-	-	-	-	-	-
12.	Retired School Teachers with good teaching background. ..	-	1	1	-	-	-	1	-	1
13.	One trained in Craft and with 5 years of experience. ..	-	-	-	9	1	10	-	-	-
14.	The Craft Teachers to do the preliminary assessment which may be moderated by a supervisory board of examiners. ..	-	-	-	10	3	13	-	-	-
15.	Training College Staff jointly with trained and experienced teacher of the Practising School. ..	-	-	-	2	3	5	-	-	-
16.	A Board of Local Craft Instructors. ..	-	-	-	5	-	5	-	-	-
17.	A Board of internal and external examiners. ..	-	-	-	1	-	1	-	-	-
18.	Principal in Consultation with the Staff. ..	-	-	-	-	-	-	2	-	2
19.	Lecturer of the Tutorial Group to which the Trainee belongs. ..	-	-	-	-	-	-	1	-	1

According to the table, the first two suggestions, namely, introduction of an element of objectivity into the recording process and appointment of a co-ordinating board stand out clearly. But they will not help in introducing a uniformity into the assessment scheme. They will only help in moderating the internal assessment and minimising the subjective element. The aim should be to see that a broad approach is followed by all the colleges so that the trainees may not be subjected to the whims and fancies of the members of the staff and the assessment may also be on certain principles and definite lines. This will help also in comparing the assessment scheme and efficiency standards of the different colleges.

The third, fourth and fifth suggestions though put forth by very few colleges provide some clues in this regard. Fixation of the range and average does guide the staff of the college to a certain extent in their evaluation of the work. But this itself is not sufficient. More detailed instructions are necessary. The fourth and the fifth suggestions, namely, providing special courses and definite instructions on evaluation, will go a long way in this regard. Special courses in the techniques of evaluation should be arranged by the training colleges for the benefit of their staff, teachers and educational

officers. Even the retired personnel interested in it may be encouraged to attend such courses if they so desire. Only a person who has a knowledge of the technique of evaluation should be allowed to moderate the internal assessment. Such a programme organized by experts in the field would help in bringing about a certain uniformity in the sessional assessment.

Definite instructions from the universities will also help the staff in their work. But they may not help in bringing about a uniformity unless worked out in co-operation with each other. An inter-university seminar could be arranged in this connection and the broad principles and approaches could be worked out for this purpose. On the basis of such a finalised work, the universities could issue instructions to the training colleges with regard to the evaluation of sessional work.

7. Composition of the Assessment Board.-

The next important factor pertaining to this aspect of assessment and evaluation is the composition of the Assessment Board for evaluation of the practical aspects of school experience, craft work and community life. The following are the suggestions put forth by the various training colleges regarding the qualifications of the personnel to be appointed as examiners.

In the case of teaching work, community life and craft work, the majority of the training colleges feel that the training college lecturers dealing with those aspects should form the evaluation board while there are others who are of the opinion that evaluation of teaching work should be undertaken by experienced school teachers dealing with that aspect. There are yet others who suggest that evaluation should be undertaken by people with research experience and expert knowledge in the field.

Looking into the other suggestions, it is found that items 4 to 8, 13, 14 and 16 also lay stress on specialized knowledge in the field. But a little comment with regard to the 14th item, namely, the preliminary assessment done by the craft teacher be moderated by a supervisory board of examiners, seems necessary. No doubt, moderation of assessment is necessary but this should be with regard to the sessional work and not in the final assessment. In this concern it was also pointed out previously (Page 496) that the board set up for the viva-voce test could easily undertake this work.

Items 10, 11, 12 and 15, namely, a teacher with teaching experience in a training college, retired school teachers with good teaching background and training college staff jointly with trained and experienced teacher of the practising school

emphasize teaching experience but they do not specify that it should be in those particular fields. Item No.9 only insists on a Master's Degree with a teaching degree. Again items 17 and 19, namely, a board of internal and external examiners and lecturer of the tutorial group to which the trainee belongs are rather vague as they neither indicate specific field of specialization nor any specific period of experience in the field. Item 18, namely, Principal to be involved in consultation with the staff, suggested for community life, confines the composition of the Board to the training college staff.

From the various opinions, it is found that the majority are in favour of specialized knowledge in the field. In view of the modern developments in the techniques of handling various fields of knowledge and in view of the tremendous development in various fields of knowledge itself, it is essential that the persons who assess an aspect have a good background of knowledge and sufficient experience in that field and are in the know of the various techniques employed for the purpose. In addition, if they have research experience in the field, it would be more welcome. Thus, any teacher whether he be of the training college or school or even an Inspector of Schools, if he has kept himself up-to-date in the field and possesses the requirements mentioned above

should be able to offer a sound assessment.

Further, it was already pointed out previously that every aspect should be assessed by both external and internal examiners in order to have a balanced assessment. Since assessment is a continuous process, as far as the internal examiners are concerned, there could be no better persons than those ~~have~~ dealing with those aspects in the training college. Because of their continuous and close contact with the trainees, it is they who will be in a better position to assess the trainees satisfactorily. But because of too much of intimate contact, the subjective elements may complicate the assessment. Therefore, it becomes necessary to devise ways to minimise this effect. This may be possible through the introduction of an external element into the assessment scheme. Thus, the panel could comprise the staff member concerned, the Principal of the training college and an outsider in the educational field with the qualifications specified. Being the head of the institution, the principal has a better opportunity to observe the trainees closely. The external member should visit the college periodically. If he is a local person belonging to the local institutions of the Education Department or even a retired educationist, it would greatly facilitate matters. The assessment of the staff member concerned could be moderated through periodical discussions and other techniques suggested under

"reforms to be introduced", on Page 491.

8. Conditions for appearing for the final assessment.-

According to the current practice, the trainees are required to fulfil a few conditions before they are allowed to appear for the final assessment. But in view of the new objectives and approaches to the assessment scheme, certain new conditions also become necessary. In this connection, the following are certain suggestions from some of the training colleges :

Table No.115

Conditions for allowing the trainees to appear for the final assessment

S.No.	Conditions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Approval of the staff	21	3	24
2.	75% attendance in each of the items of the training programme.	15	4	19
3.	A certificate of good character through out the training course.	13	3	16
4.	75% of attendance on the whole.	7	1	8
5.	Success in the selection examination.	6	-	6
6.	Physical fitness.	6	-	6
7.	90% attendance, pass marks in house examinations & regularity of work through out the course.	1	-	1
8.	Pass in practical work.	1	-	1
9.	Fulfilment of prescribed practice of sessional work.	1	-	1

According to the table, three conditions, namely, approval of the staff for appearing for the final assessment, a definite percentage of attendance and a certificate of good character through out the training course, stand out. The approval of the staff is essential for it is only the staff members who will be in a position to state whether the trainees are properly equipped with the required training and knowledge. Staff conferences may be held wherein the standard of the trainees in all aspects may be discussed. But since one of the aims of assessment is to help and guide the trainees to reach the required standard and not merely to test them at the end, these staff conferences should be held periodically. The aim of these conferences should be not to sit at judgment regarding the fitness of the trainee to appear for the final assessment but to see how far he is helped and guided to reach the required standard of efficiency. Item No.3 namely, character certificate, and items 7, 8 and 9, namely, 90% attendance, pass marks in house examinations, regularity of work, pass in practical work and fulfilment of prescribed practice of sessional work, suggested by a few Traditional Training Colleges, could easily be merged with item No.1. In the staff conference, every aspect of the training programme should figure prominently and the efficiency of the trainee discussed in relation to it.

A word with regard to attendance seems necessary. In view of the discipline of the colleges and in view of regularity of work on the part of the trainees, attendance assumes an important role. Unless a trainee is regular in all his work, he will not be able to receive the maximum benefit from the training course, nor will it be possible for the staff to offer proper and required guidance. In view of this, certain percentage of attendance becomes essential. But the question is whether this attendance should be counted on the whole or separately in each of the items of the training programme.

Efficiency is to be attained by the trainee in every aspect and not in any one aspect alone. Also, it is a question of an alround development of the trainee. In order to achieve this, as pointed out by quite a number of both types of training colleges, it becomes necessary for him to be regular in all aspects of his work. If attendance is to be considered only from the point of view of the discipline of the college, their attendance on the whole would be sufficient. But since it is a question of the progress and development of the trainee in all aspects, attendance in every aspect of the training programme becomes important.

Further, in view of the attainment of a proper standard and to facilitate guidance, a certain minimum percentage of

attendance should be fixed in each of the items of the training programme and this could be 75 % as suggested by a majority of the colleges.

If a trainee has reached the required standard in any aspect within the specified percentage of attendance, further attendance may not be insisted upon. Instead, the rest of the time may be devoted towards the aspect in which the trainee may feel deficient and needs improvement.

Another factor suggested by a few of the Traditional Training Colleges is the physical fitness of the trainees. When community life is insisted upon, attending to the health of the trainee automatically assumes importance. Hence, the Basic Training colleges may not have indicated this factor. Moreover, it is not a question to be considered at the end of the training period alone. Regular care has to be taken through out the training period and this should not stand in the way of the trainee at the end. Only in the case of sudden and unexpected illness of a serious type, it might prove an impediment. Under such circumstances, the decision should be based on the nature of illness. If not of very serious nature, necessary facilities by way of comfortable sitting arrangement, medical aid etc. may be borne in mind for the final assessment.

A few of the Traditional Training Colleges have also suggested that success in the selection examination should be a condition imposed on the trainee for appearing in the final assessment. This is the practice in vogue. It has assumed importance because the sessional work is not given the due importance. But with the periodical assessment of the sessional work, it may not be desirable to impose such a condition.

Thus, a training programme is complete only when it includes the assessment and evaluation aspect as a part and parcel of it and when both the aspects move together. In the last five chapters, a detailed training programme catering to all the needs and requirements of secondary education was suggested. Therefore as an essential part of that programme, a workable and orientated evaluation programme was suggested in this chapter. If these suggestions offered are introduced, the existing training colleges could become integrated training colleges satisfying the needs of the day and the gulf existing at present between the Traditional and the Basic Training Colleges may no longer be considered as unbridgeable. This will also remove the diversity existing at present in the field of graduate teacher education.

Since education of teachers is considered to be a continuous process, the training colleges, apart from providing a sound training programme for teachers, have to shoulder further responsibilities as well. These responsibilities pertain to many relevant problems such as the in-service teacher education programme, follow-up work or the placement programme, the evaluation of the programme, the research to be undertaken by the training colleges and the relationship that they should maintain with other institutions. In view of their importance, all these aspects demand a more detailed discussion. Hence, the next chapter is devoted towards this end.