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Subject- Education

Title of the Thesis- Development of Evaluation Competencies: A Study of the Impact of the Pre-Service Elementary Teacher Education

ABSTRACT

It is generally thought that if any improvement is needed in educational process it has to be regarding the teaching process. If the teacher teaches in a planned methodical way it is expected that the achievement of the children is certainly going to be satisfactory. No thought is devoted to evaluation process which is equally important in teaching and learning. In fact, evaluation is regarded as synonymous with examination and even the school-based tests are a replica of the public examinations conducted by the State Boards of Education. With the result, non-scholastic areas of pupil growth get sidelined and only the scholastic areas are evaluated at the school level. Testing procedures tend to concentrate on academic, cognitive matters and non-cognitive aspects of the curriculum are almost totally ignored. As a result a balanced picture of each child's particular strengths and weaknesses can not be obtained. The school evaluation suffers with number of shortcomings which have made our examination a bane of our educational system. Several factors can be identified for this situation and lack of teacher awareness regarding the philosophy of evaluation and its techniques is one of them. For making evaluation system effective and to carry out process of evaluation efficiently we need certain evaluation competencies to be developed in teachers. It puts a lot of responsibility on elementary teacher-training institutions especially DIETs which were established in pursuance of NPE-1986 with a view to improve quality of elementary education.

Hence, present study was undertaken with the following research questions-

(i) To what extent elementary teacher education curriculum provides for development of evaluation competencies in learners?

(ii) To what extent these evaluation competencies are developed in learners as a result of pre-service elementary teacher education?

FINDINGS AND RESULTS

Teacher training courses are expected to provide extensive and intensive inputs to pupil teachers to help them in carrying out the task of teaching and testing effectively. After analyzing elementary teacher education curriculum investigator found that various units and sub units of all the courses do help in one way or the other in development of all the competencies related with learners' evaluation in pupil teachers. However, a need is felt for statement of these contents explicitly for the benefit of pupil teachers. A guideline must be provided to teacher educators stating what exactly needs to be transacted. Moreover, teacher educators need to focus on equipping pupil teachers with practical knowledge regarding the usage of all the competencies in real classroom situation as results of multiple choice test revealed that pupil teachers possess only superficial theoretical knowledge regarding most of the competencies, which further was found to have impact on real classroom situation where majority of assistant teachers were found to be making use of only a few of evaluation competencies for evaluating the progress of their students. Though all teacher educators considered evaluation competencies as important competencies that pre-service teacher-education must develop in pupil teachers still it was found that few teacher educators were not in favour of various components like diagnostic testing, standardized test, criterion for development of good tool and statistical techniques to be the part of ETE curriculum. But majority of them were in favour of inclusion of a separate full-fledged course: 'Measurement and Evaluation' in ETE curriculum to equip pupil teachers in evaluation competencies. Hence, this can be concluded that a separate compulsory course that focuses both on theoretical as well as practical aspects of school based evaluation should be added to the ETE curriculum for thorough grooming of pupil teachers in techniques, practices and processes of evaluation.

