



**Article : Innovative Evaluation Procedure for Learners - Reflection of Teacher Educators and B. Ed Trainees**

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**Abstract**

*As the education is becoming more and more learner centered process, innovative evaluation tools are evolving for better evaluation of students. The reflection of these changes is expected to be seen in teacher education sector. The present study aware readers about concept and need of new innovative evaluation procedure that is Continuous Comprehensive Evaluation. The article is focused towards needs assessment of Continuous Comprehensive Evaluation in the field of teacher education. This paper informs about opinions of teacher educators and student teachers regarding continuous and comprehensive evaluation. For this purpose the researcher conducted survey in teacher education institute. The summary of the opinions show that student teachers are willing to accept CCE but they identify obstacles in the implementation of the same. It will be of immense utility to teachers, student teachers and educationists.*

**Key words- Continuous, Comprehensive, Evaluation.**

**Background:**

Evaluation procedure play important role in teaching learning process. Teacher and student both get specific direction to proceed. National Policy on Education recommended the concept of Continuous Comprehensive Evaluation. Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student's development. National curriculum Framework 2005 also suggested use of innovative evaluation tools and techniques. Now according to Right to Education act Continuous Comprehensive Evaluation became

mandatory at primary level of education. Government of Maharashtra issued a Government Resolution in this matter on 20<sup>th</sup> August 2010. It emphasizes two fold objectives. Continuity in evaluation and assessment of broad based learning.

### **Continuous Comprehensive Evaluation- A Concept: -**

Continuous Comprehensive Evaluation technique is useful to identify difficulties and weaknesses in learning of student. It is also useful for all round development of the student. But it is necessary to use variety of evaluation tools and techniques. Evaluation is a process by which we can collect evidences for student progress. By analyzing collected data we can record observations about an individual and then teacher can adopt corrective measures for better learning of student. In short, it involves systematic collection, analysis and interpretation of learners' progress both in scholastic and co-scholastic areas of learning to provide constant feedback about the effectiveness of course content, classroom processes and the growth in individual learners. Continuous Comprehensive Evaluation means a method adopted to evaluate various aspects of development of students personality from various dimensions.

**Continuous** - Which takes truth to totality

**Comprehensive** - Which assures an individual about potential skills in self useful for the benefit of the mankind and which assures that nothing is impossible.

**Evaluation** - A process of correcting weaknesses in self and which is taking an individual towards development.

### **SURVEY CONDUCTED AT B.ED LEVEL: -**

**Study of innovative evaluation procedure for learners.**

### **Need of Continuous and Comprehensive Evaluation procedure: -**

Brainstorming / discussion is essential to think about the extent and methods for inclusion of Continuous Comprehensive Evaluation in Teacher Education. Present day evaluation system is mechanical. It focuses only on cognitive learning outcomes and completely ignores the non-cognitive aspects which are a vital component of human personality. Evaluation needs to be profitably exploited for the development of both cognitive and non-cognitive capacities, it was said that it

should be Comprehensive one. Therefore the researchers have thought about Continuous Comprehensive Evaluation in Teacher Education. The opinions of teacher educators and B. Ed trainees were studied regarding the awareness of CCE.

**Objectives of the study: -**

1. To find out the existing awareness among B. Ed. trainees regarding the importance of Continuous Comprehensive Evaluation.
2. To study the views of the B.Ed trainees regarding the implementation of Continuous Comprehensive Evaluation in teacher education program.
3. To identify the obstacles and remedial measures in the implementation of Continuous Comprehensive Evaluation at school level.

**Scope and Limitations: -**

The outcomes of the present study will be useful to Government in order to assess the feasibility of introducing concept of Comprehensive Evaluation in Teacher Education programmes. It will be also useful to the bodies engaged in curriculum development like University, Maharashtra state Board of Educational Research and Training, NCTE etc. The present study will help teaching community for effective evaluation of students in teacher education programs.

The study is limited to one Teacher Education College in Pune city.

**Research Methodology: -**

**a) Sample:** The sample consists of 10 experienced teacher educators from Adarsha Comprehensive College of Education and 80 B. Ed. Marathi medium students from the same college. Incidental sample technique was followed by researchers.

**b) Tools:** Questionnaires

**c) Method:** Survey Method was followed. For this purpose a questionnaires were given to B.Ed. trainees and teacher educators.

**MAIN FINDINGS FROM SURVEY: -**

Opinions from the B. Ed trainees and teacher educators were as follows: -

**I. Importance of Continuous Comprehensive Evaluation:**

**Majority of the B. Ed trainees and teacher educators feel that the CCE is useful to:**

- understand student progress in specific time and related with specific content.
- know the variety of Diagnostic tests according to needs and abilities of students.
- avoid negative comments about learners actions.
- encourage the students for active participation in learning process.
- overcome the limitations of summative evaluation (Written examination) from which some of the learning difficulties could not be assessed.

**II. Obstacles in Continuous Comprehensive Evaluation:**

**Majority of the B. Ed trainees and teacher educators agree to that the implementation of CCE is useful but there are some obstacles which are as follows:**

- Lack of necessary knowledge and skill to implement Continuous Comprehensive Evaluation.
- Inadequacy of infrastructure and time.
- Difficult to prepare and maintain records.
- Lack of provisions in curriculum for Continuous Comprehensive Evaluation. (need based curriculum)
- Student attendance and availability of resources.
- Autonomy for Colleges/ institutions.
- Difficult to develop evaluation tool and also difficult to complete projects from students living in rural areas.

- Student's confidence may loose.
- Difficult to pay individual attention towards individual student
- Minute observations are necessary as evaluation will be done by gradation method. The marking scheme will be a challenge.

### **III. Remedial Measures:**

**Many of the B. Ed trainees and teacher educators suggest the following remedial measures to overcome the obstacles:**

- Orientation to teachers about Continuous Comprehensive Evaluation.
- Provisions in curriculum
- Planning of activities
- Time and work planning
- Development of Question Banks
- Development of Multiple Choice Questions
- Development of Diagnostic and criterion referenced tests.
- Including evaluation tools like Rubric, Portfolio, Presentations, Incidental records, Oral tests, Projects etc.

### **IV. Advantages of Continuous Comprehensive Evaluation:**

**All B. Ed trainees and teacher educators feel that the CCE is beneficial for students by following manner:**

- Questions can be asked based on all units. It covers all the topics of the syllabus assessment every month or fortnightly.
- Students will be more punctual and regular.
- Students will get encouragement so that they will complete their tasks within given time and simultaneously they will learn.

- Diagnosis of students learning difficulties will be possible and ultimately it will help to understand their needs, aptitude, and attitude.
- It will avoid unnecessary stress on students.
- Due to summative evaluation student attendance will be increase.
- Formative evaluation will definitely help for the all round development of the students.
- Guidance to teachers is essential as the Continuous Comprehensive Evaluation method requires maintaining various records.
- Teachers need training for development of evaluation tool.
- If teacher became successful to avoid misunderstanding in the minds of the parent, student will not get confused.

### **CONCLUSIONS: -**

- v B. Ed trainees know the concept of CCE. They are aware about CCE.
- v Though B. Ed trainees realize the importance and necessity of CCE, they have to face the obstacles in evaluation procedure.
- v There are remedial measures to overcome the obstacles in evaluation procedure.

### **CONCLUDING REMARKS: -**

Findings suggest that, using these innovative evaluation methods, teacher can turn ordinary students into active learners.

- It will facilitate all-round development of students.
- It will be beneficial to provide all the students the same opportunity to display their individual potential. It will be desirable to have school-based system of student's evaluation, both formative and summative.
- It will be helpful to the teacher to realize the effectiveness of teaching-learning process.

All above discussed evaluation methods when practiced will lead to “the manifestation of the divine perfection already present in man”- stated by Swami Vivekananda.

### **References**

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