

An Evaluation of the Internal Evaluation System at the B.Ed. Level

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Abstract

The quality of the society ultimately depends on the quality of Teacher Training Institutions. In the Teacher Training Institutions various purposeful activities are being undertaken to prepare qualitative teachers for the society. In this regard, it is necessary to evaluate such activities constantly and seriously. The Internal evaluation system helps to achieve this goal. But some questions are a raise about the internal evaluation. To answer such questions scientifically and to know the exact situation about the internal evaluation system in the B.Ed. colleges affiliated with the Veer Narmad South Gujarat University, Surat, Investigators decided to conduct the present Investigation. The survey method was used for the present Investigation. The sample consisted of total 50 Part student teachers of the B.Ed. College affiliated with the Veer Narmad South Gujarat University, Surat. An opinionnaire was employed for the collection of necessary Data. Investigator reached to some important and eye opening findings through the present investigation. i.e. The teacher educators were not found neutral in giving internal marks, Majority of the student teachers were dissatisfied with the existing Internal evaluation system etc. The results of this research would prove very helpful to rethink about the internal evaluation system.

KEYWORDS : Internal evaluation, B.Ed. College Student teachers.

Introduction

The quality of the society depends on the quality of education. But the quality of education primarily determined by the quality of the teachers. There are very important sayings about the teachers. In India, each and every commissions appointed by the Government had emphasized on the teachers and their role to be performed. National Policy on Education (1986) noted that "The status of the teacher reflects the socio-cultural ethos of the Society. It is said that no pupil can rise above the level of its teachers." But the quality of the teachers depend on the Teacher Training Institutions and their programmes. So it is essential not only to give training properly to the student teachers but to evaluate it adequately and effectively. In these perspectives evaluation process holds significant place in the Teacher Training Programme. Tenbrick (1974) has rightly observed that, "Educational evaluation is a process of making judgments which must be made in order for education to work." Evaluation helps to examine the education process started with the specific goals internally and externally. In Teacher Training Institutions too it works continuously.

In Teacher Training Institutions evaluation process is divided into two parts : first external and second internal. External evaluation is done by the concern University through conducting written examinations. While internal evaluation is being done at the college level. Internal evaluation is an important tool for the all round development of the trainees. It is a continuous process. It is expected to prepare a neutral and complete record about the development of the development, of trainees, their interest, behavior, progress and change at every stage during the training period through internal evaluation. But many questions are emerges about the Internal

evaluation i.e. Student teachers are pressurized to take part in the activities, Teacher educators do not behave neutrally, They behave according to their prejudices, No seriousness maintains during the evaluation etc. Such emerging questions are necessary to be answered scientifically. Thus Investigator decided to conduct an in-depth inquiry to answer such questions scientifically.

Objectives of the Study

The following were the main objectives of the study :

1. To study the Student teachers' opinions about the different aspects of the internal evaluation.
2. To study the Student teachers' opinions about the behavior of teacher educators with reference to the internal evaluation.
3. To study about the satisfaction of the student teachers regarding the internal evaluations system.
4. To study the suggestions of the Student teachers for the improvement of the present internal evaluation system.

Method of the Study

In the execution of the present study description survey method was employed by the investigator keeping the objectives of the study in mind.

Sample

The sample consisted of total 50 Student teachers who had completed their B.Ed. from the B.Ed. colleges affiliated with the Veer Narmad South Gujarat University, Surat during the academic year 2013 - 14. Snow ball sampling method was used by the Investigator for the selection of the sample.

Research Tool

Looking to the nature and objectives of the present Investigation, Investigator felt it proper to prepare an opinionnaire for the collection of necessary data. An opinionnaire was consisted of total thirty statements on five point scale. While in the second part of an opinionnaire two open ended questions were included.

Analysis and Interpretation of the Data

For the analysis of the collected data chi square test was applied. Moreover, percentage and average weightage were also calculated. The data received on the two open ended questions were analyzed and interpreted qualitatively.

Major findings

Following were the major findings of the present Investigation :

1. The Student teachers were found feeling stress during the practice teaching programme as marks were being given for that.
2. According to the trainees the teacher educators were not observing practical lessons properly and seriously.
3. The Student teachers were of the opinion that their annual lessons should be observed by the external examiners.
4. Student teachers were compelled to take part in the co curricular activities.
5. The objective behind the Internship programme was not achieved.

6. The experimental work and the computer practical work were not being under taken properly and not evaluated scientifically.
7. The Student teachers could not express their feelings freely because of the fear about internal marks.
8. The Teacher educators were not found neutral in giving Internal marks.
9. Majority of the the student teachers were dissatisfied with the existing internal evaluation system.

Conclusions

The findings of the study reveal that there are many problems regarding the internal evaluation B.Ed. colleges affiliated with the Veer Narmad South Gujarat University, Surat. It was found that the Student teachers raised questions about almost all the aspects included in the internal evaluation. It was also found that student teachers were dissatisfied with the existing internal evaluation system. These situations suggest urgent need to reform and restructure the internal evaluation system.

Investigator felt that the aspects included in the internal evaluation are very concrete and purposeful but what is required is to implement it properly. Teacher educators are also need to be trained in this regard. Investigator would like to conclude with the only feelings that the serious consideration in this direction would prove very helpful to make the Teacher Training Programme more effective, fruitful and successful in the future to come.

References

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