



**A STUDY OF THE ASSESSMENT AND
EVALUATION PRACTICE OF SECONDARY
TEACHER EDUCATION PROGRAMME IN
NAGALAND**

Thesis

**Submitted to Nagaland University in partial fulfilment of the
requirement for the award of the degree of Doctorate of Philosophy
in Education**

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2021

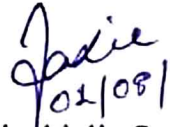
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ACKNOWLEDGEMENT

Firstly, I would like to express my sincere gratitude to my guide Prof. Buno Liegise, Professor in Education, Department of Education, Nagaland University, Kohima campus, Meriema for the invaluable guidance and continuous support during my Ph.D research. Her dedication and keen interest above all overwhelming attitude to help had been solely responsible for completing my work.

I would like to acknowledge my debt of gratitude to all the faculty members of the Department of Education, Nagaland University, for their inspiration. My heartfelt thanks also goes to the Administrative and Library staff of Nagaland University.


I am grateful to all the B.Ed college principals, teacher educators, student teachers, experts from Department of Education, Department of Teacher Education, Nagaland University, Kohima campus, Meriema and from State Council of Educational Research and Training (SCERT) Kohima, who willingly contributed during the collection of data for my research work.

My gratitude is always for my mother, brothers and sisters for their understanding and patient support, spiritually throughout my research work and my life in general. My Father, who, although is no longer with us but your belief in me has made this journey possible.

Above all, I thank the Almighty for the good health and well being without which this research would not have seen the light of day.

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ABBREVIATION USED

A	-Assignment
AD	-Anno Domini
AGA	-Assemblies of God Association
ANOVA	-Analysis of Variance
ATA	-Asia Theological Association
AV	-Audio Visual
B	-Brain Storming
BA	-Bachelor of Arts
BCA	-Bachelor of Computer Application
B.COM	-Bachelor of Commerce
BCTE	-Bosco College of Teacher Education
B.Ed	-Bachelor of Education
B.EL.ED	-Bachelor of Elementary Education
B.G.L	-Bachelor of General Law
B.L	-Bachelor of Law
B.LIB	-Bachelor of Library
B.P.H	-Bachelor of Public Health
B.TECH	-Bachelor of Technology
B.TH	-Bachelor in Theology
CCA	-Co-Curricular Activities
CCE	-Continuous Comprehensive Evaluation
CIA	-Continuous Internal Assessment
CPE	-Certificate Course in Primary Education
CSS	-Community Social Service
CS	-Class Seminar
CTE	-College of Teacher Education
D	-Debate
DEO	-District Education Officer
D.E.L	-Diploma in English language
D.EL.ED	-Diploma in Elementary Education
DIETs	-District Institute of Education and Trainings
DM	-Discussion Method

DN	-Dictation of Notes
D.P.S.E	-Diploma in Pre-School Education
ECCE	-Early Childhood Care and Education
EPC	-Enhancing professional Capacities
EST	-Establish
GCPI	-General Committee of Public Instruction
GOVT	-Government
HOD	-Head of Department
4Hs	-Head, Heart, Hands and Health
IATE	-Indian Association of Teacher education
ICT	-Information and Communication Technology
ICFAI	-Institute of Chartered Financial Analyst of India
IGNOU	-Indira Gandhi National Open University
IH	-Individual Homework
IIM	-Senate of Indian Institute of Missiology
IN-DE	-Inductive-Deductive
JRF	-Junior Research Fellowship
L	-Lecture
LCD	-Lecture cum Discussion
LT	-Licentiate in Teaching
M.A	-Master of Arts
M.C.A	-Master of Computer Application
MCTE	-Mokokchung College of Teacher Education
M.COM	-Master of Commerce
M.ED	-Master of Education
M.F.A	-Master of Fine Arts
MITE	-Modern Institute of Teacher Education
M.Phil	-Master of Philosophy
M.P.Ed	-Master of Physical Education
M.SC	-Master of Science
MT.MARY CTE	-Mount Mary College of Teacher Education
NATA	-National Association for Theological Association
NBCC	-Nagaland Baptist Church Council
NCTE	-National Council for Teacher Education

NCTE	-Nagaland College of Teacher Education
NCT	-National Capital territory
NCF	-National Curriculum Framework
NCFTE	-National Curriculum Framework for Teacher Education
NCC	-National Cadet Corps
NET	-National Eligibility Test
NEP	-National Education Policy
NPE	-National Policy of Education
NS.ED.CET	-Nagaland State Education Common Entrance Test
NU	-Nagaland University
OBC	-Other Backward Caste
OHP	-Over Head Projector
OP	-Oral Presentation
P	-Project
PGDCA	-Post Graduate Diploma in Computer Application
PGDBM	-Post graduate Diploma in Business Management
PGDEPA	-Post Graduate Diploma in Educational Planning and Administration
Ph.D	-Doctorate of Philosophy
POA	-Programme of Action
POT	-Practice of Teaching
PPT	-Power Pont Presentation
PSTE	-Primary School Teacher Education
PSCs	-Programme of Study Centres
PS	-Problem Solving
PVT	-Private
PWD	-Person with Disability
RP	-Role Play
ROT	-Receive Only Terminal
S	-Scaffolding
SBTE	-State Board of Teacher Education
SBA	-School Based Activities
SKTP	-Skill Based Teaching Practice
SCERT	-State Council of Educational Research and Training

SCTE	-Sazolie College of Teacher education
SC	-Schedule Caste
SDEO	-Sub Divisional Education Officer
SEP	-School Experience Programme
SET	-School of Engineering Technology
SIT	-Satellite Interlinking Terminal
SLET	-State level Eligibility Test
SSCTE	-Salt Christian College of Teacher Education
SSC	-Salt Christian College
SSTP	-Simulated Stage teaching practice
STEP	-Secondary Teacher Education Programme
ST	-Schedule Tribe
SUPW	-Socially Useful Productive Work
TE	-Talent Exhibition
TEIs	-Teacher Education Institutions
TLM	-Teaching Learning Material
TT	-Team Teaching
TV	-Television
UCT.E	-Unity College of Teacher Education
UE	-University Examination
UEE	-Univerzalisation of Elementary Education
UGTT	-Under Graduate Teacher Training
URA CTE	-URA College of Teacher Education
USE	-Univerzalisation of Secondary Education
UTs	-Union Territories

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CHAPTER -1

INTRODUCTION

1.1 BRIEF PROFILE OF NAGALAND

Situated on the extreme frontier, Nagaland is one of the smallest states of the Indian Union. By an Act of parliament (1962), the state of Nagaland was created and became a full fledged 16th states of the Indian Union on 1st Dec.1963, presided over by the then President of India Dr.S.Radhakrishnan with P.Shilu Ao as the first Chief Minister of Nagaland.

Nagaland is bound by states of Arunachal Pradesh on the north, Manipur on the south, on the west and north-east by Assam and Burma on the east. There are 12 Districts (Kohima, Dimapur, Mokokchung, Zunheboto, Wokha, Mon, Tuensang, Kiphire, Phek, Longleng Peren, Noklak) with Kohima as its capital.

The Nagas belong to the Mongolian race. Nagaland state is the home of many Naga tribes;Angami,Ao,Chakhesang,Sema,Lotha,Sangtam,Phom,Pochury,Rengma,Konyak ,Khiamniungan,Yimchunger, Zeliang and Chang. Apart from the Nagas, there are also other tribes and people living in Nagaland.

As per 2011 census, the total population of Nagaland was 1980602 with a literacy rate of 80.11%.

1.2 EDUCATION IN NAGALAND

In ancient times, there was no formal education system in Nagaland. The common feature of all tribal living is its community based approach. The Morung (Dormitory) is the vital corporate institution of a Naga village and occupied a central position in the Institutionalized mechanism of social control and socialized education. It acts as a training centre for individual and social discipline, for village defence, a kind of school where its members learn folk songs, dance, folklores, ceremonies and everything connected with making themselves into able and useful members of the society.

In the early part, the American missionaries had taken initiative for the education of the people in Nagaland and a little beginning was done towards this noble attempt by Rev. Dr. E.W. Clark and his wife (1872), Rev.D.E.Witter (1885), Rev.C.D.King (1878) and Rev.S.W.Rivemburg (1887). After Nagaland attained Statehood in 1963, the Government of Nagaland with the help from the central Government took a grand step in establishing a number of schools. Many primary schools were upgraded to middle schools and middle schools to high schools and further to higher secondary. With the growth of population and the increased demand of higher education and professional trainings, the numbers of colleges in Nagaland have risen in recent times too. A brief summary of the spread of higher education in Nagaland is given in Table No.1.2.1 to Table No.1.2.5.

Table No.1.2.1
Higher education at a glance

Sl. No.	Institute	Number
1	Nagaland University (Central University)	1
2	The Global Open University (Private University)	1
3	ICFAI (Private University)	1
4	North Eastern Christian University (Private University)	1
5	St.Joseph University (Private University)	1
6	IGNOU	1
7	National level Institute	3
	a)National Institute of Electronics & Information technology(NIELIT)	
	b) Indian Council of Agricultural Research (ICAR)	
	c) National Institute of Technology(NIT)	
8	Autonomous Colleges	3
Total		12

Source: a) Annual Administrative Report 2019-2020.Department of Higher Education. Government of Nagaland, b) 25 years of Nagaland University.1994-2019.Souveir

Table No.1.2.2
District wise break up of colleges

Sl. No.	Districts	Number of Colleges				Total
		Government		Private		
		General	B.Ed	General	B.Ed	
1	Kohima	2	1	14	3	20
2	Dimapur	1	-	21	4	26
3	Wokha	1	-	1	-	2
4	Mokokchung	1	1	4	-	6
5	Tuensang	1	-	2	-	3
6	Zunheboto	1	-	-	-	1
7	Kiphire	1	-	-	-	2
8	Longleng	1	-	-	-	1
9	Peren	1	-	1	-	2
10	Phek	2	-	-	-	2
11	Mon	1	-	-	-	1
Total		13	2	43	7	65

Source: Annual Administrative Report 2019-2020, Department of Higher Education, Government of Nagaland.

Table No.1.2.3
Government colleges

Sl. No.	Name of the college	Year of Est.	Streams
1	Kohima Science College (Autonomous) Jotsoma	1961	Science
2	Fazl Ali College, Mokokchung	1959	Arts & Science
3	Dimapur Govt Colleg, Dimapur	1966	Arts & Commerce
4	Phek Govt Colleg, Phek	1981	Arts & Science
5	Zunheboto Govt Colleg, Zunheboto	1980	Arts
6	Wangkhaol College, Mon	1983	Arts
7	Mt. Tiya College, Mon	1974	Arts
8	Kohima College, Kohima	1967	Arts & Commerce

9	Zisaji Presidency College ,Kipheri	1997	Arts
10	Yingli College Longleng	1992	Arts
11	Peren Govt College, Peren	1987	Arts
12	Sao Chang College, Tuensang	1973	Arts & Science
13	Pfutsero Govt College, Pfutsero	1982	Arts
14	State College of Teacher Education, Kohima	1975	B.ED & M.Ed
15	Mokokchung College of Teacher Education	2012	B.Ed

Source: Annual Administrative Report 2018-2019.Department of Higher Education, Government of Nagaland.

Table No 1.2.4
Private secular colleges

Sl. No.	District	College		Date of Est.	Streams
1	Kohima	1	St.Josephs College,Jakhama. Autonomous (NAAC assessed Grade B)	19.03.85	Arts Science Commerce BBA
		2	Modern College (NAAC assessed Grade B)	08.09.98	Arts
		3	Oriental College	01.06.96	Arts Science
		4	Mountain View Christian College	30.10.91	Arts
		5	Baptist College	23.08.82	Arts Commerce
		6	Alder college (NAAC assessed Grade B)	01.03.92	Arts
		7	Japfu Christian College, Kigwema (NAAC assessed Grade B)	05.07.96	Arts

		8	Mount Olive College (NAAC assessed Grade B)	26.07.92	Arts Commerce
		9	Kohima Law college	1978	LLB
		10	Capital College of Higher Education	20.08.04	Arts
		11	Sazolie College of Higher Education (NAAC assessed Grade B)	01.07.05	Arts
		12	Model Christian College	10.07.07	Arts Science
		13	Kros College	29.04.10	Arts Commerce
		14	Regional Institute of E-Learning and Information Technology	2006	BCA
		15	Modern Institute of Teacher Education	09.03.09	B.Ed
		16	Sazolie College of Teacher Education	21.09.10	B.Ed
		17	Ura College of Teacher Education	2014	B.Ed
		18	Don Bosco College	2015	Arts
2	Dimapur	19	Patkai Christian College, Chumukedima Autonomous (NAAC assessed Grade A)	24.08.74	Arts Science Commerce BCA/MCA B.MUSIC
		20	Immanuel College (NAAC assessed Grade B)	22.02.94	Arts Science
		21	S.M.College (NAAC assessed Grade B)	01.06.94	Arts
		22	City College of Arts and commerce	12.05.92	Arts Commerce
		23	S.D.Jain Girls College	1993	Arts Commerce

		24	Pranabananda Womens College (NAAC assessed Grade B)	27.05.91	Arts Commerce
		25	Public College of commerce (NAAC assessed Grade B)	25.05.85	Commerce
		26	Salesian College Of Higher Education	02.07.82	Arts
		27	Salt Christian College	11.10.91	Arts
		28	Tetseo College (NAAC assessed Grade B)	14.06.94	Arts Commerce
		29	Eastern Christian College	21.09.91	Arts Commerce
		30	City law College	1994	LLB
		31	Bosco College of Teacher education	01.02.03	B.Ed
		32	Salt Christian College of Teacher Education	04.01.95	B.Ed
		33	St.Johns College	15.06.06	Arts Science
		34	Unity College (NAAC assessed Grade B)	01.04.07	Arts Commerce
		35	Mount Mary College, Chumukedima	09.05.11	Arts Commerce
		36	J.N.Aier College	28.05.11	Arts
		37	C-Edge College	19.05.12	Arts
		38	Yemhi Memorial College	01.01.13	Arts Commerce
		39	Unity College of Teacher Education	20.11.12	B.Ed
		40	North East Institute Of Social Sciences and Research	22.05.14	PG(Social Work)
		41	MGM College, Midland, Dimapur	New College	Arts
		42	Cornerstone College	New	Arts
3	Mokokchung	43	Peoples College	14.1984	Arts
		44	Mokokchung Law College	02.09.81	LLB
		45	Tuli College,Tuli	17.06.96	Arts

		46	Jubilee Memorial College	16.06.15	Arts
4	Tuensang	47	Loyem Memorial College	04.07.93	Arts
		48	Shamator College, Shamator	New College	Arts
5	Wokha	49	Bailey Baptist College	1996	Arts
6	Peren	50	St.Xavir College ,Jalukie	17.05.05	Arts

Source: Annual Administrative Report 2018-2019& 2019-2020.Department of Higher Education. Government of Nagaland.

Table No. 1.2.5
Theological colleges

Sl. No.	District		College	Date of Est.	Affiliation
1	Kohima	1	Kohima Bible College	1970	ATA/NATA
		2	Christ for The Nations Bible College	1980	ATA
		3	Shalom Bible Seminary	1996	ATA
		4	Faith Theological Seminary	2008	IIM
		5	Mt.Terovu Theological College	2005	IIM
		6	Asian Mission College	New College	
2	Dimapur	7	Reformation Bible college	1994	ATA
		8	Agape College	1991	ATA
		9	Withee Bible college	2002	IIM
		10	Oriental Theological seminary	1991	NBSE
		11	Nagaland Baptist College	2003	IIM
		12	Logos College	2000	ATA/IIM
		13	United college of Theology and Mission	1992	ATA IIM
		14	Discipleship Bible College	1981	ATA
		15	Servanthood Bible College	1989	ATA
		16	Living Bible College	2002	IIM/NATA

		17	Trinity Theological College	1993	Serampore University
		18	Eastern Bible College	1974	AGA
		19	Faith Theological College	2003	NATA/ATA
		20	New Life Bible College	1997	ATA/IIM
		21	Golden Crown Theological College	New College	
3	Mokokchung	22	Clark Theological College	1972	Serampore University
		23	Nagaland Bible College	New College	
4	Wokha	24	Witter Theological College	1946	Serampore University
5	Tuensang	25	Oriental Theological College, Yangli	1996	IIM
		26	Kihoto Theological College, Yakor, Shamator	New College	
6	Zunheboto	27	Anderson Theological College	1994	ATA
		28	Nito Theological college	2005	IIM
7	Phek	29	Baptist Theological college	1989	Serampore University

Full forms of abbreviation used in Table No. 1.2.5 are as follows:

<i>ATA</i>	<i>-Asia Theological Association</i>
<i>IIM</i>	<i>-Senate of Indian Institute of Missiology</i>
<i>NATA</i>	<i>-National Association for Theological Accreditation</i>
<i>AGA</i>	<i>-Assemblies of God Association</i>
<i>NBCC</i>	<i>-Nagaland Baptist Church Council</i>

Source: Annual Administrative Report 2018-2019 & 2019-2020. Department of Higher Education. Government of Nagaland.

1.3 IMPORTANCE OF TEACHER EDUCATION

Teachers play a pivotal role in any system of education. Education should be child-centred. But the child-centred education cannot be successful without quality teachers and the quality of education depends on the quality of teachers. V.S Mathew has quoted *“No system of education, no syllabus, no methodology, no text book can rise above the level of its Teachers. If a country wants to have quality education it must have quality Teachers”*.

“People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession”. This concern expressed in the University Education Commission (1948-49) report is alive in its relevance even today. The Education Commission (1964-66) professed, *“The destiny of India is now being shaped in her classrooms”*. So did the National Policy on Education (1986) emphasize: *“The status of the Teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its Teachers”*. Such exhortations are indeed an expression of the important role played by the teachers as transmitters, inspirers and promoters of man’s eternal quest for knowledge, and for this reason teaching is the noblest among all professions, therefore, the education commission recommends the introduction of *“A sound programme of professional education of Teachers”*.

The statement that a teacher is born would imply that, a person may have some qualities and skills in teaching before he is professionally trained and educated, however even this people need training and education in the field of professional teachers so that they may realize their real potential and become a good teachers. Today, a good number of people are able to become good teachers because of quality teacher education.

Teacher education is not merely a pedagogy or acquisition of a training qualification. It is the preparation of person, for family, for society and for the country. It is the nurturing of creativity, inculcation of commitment and generation of a strong will to contribute at the highest level of efficiency through a value-based approach. Teacher education is the process which makes the individual realizes the potential and the magnitude, which if nurtured and inculcated in the right direction, could make significant contribution.

The National Council for Teacher Education (NCTE) has defined teacher education as-A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the existing challenge.

According to GOODs dictionary of education (1985), "*Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or discharge his responsibilities more effectively*".

In the present day democratic world, education is considered as a fundamental right of every child, hence large numbers of teachers are required by every society. Though many hundreds and thousands of teachers are held in high esteem by their pupils and community, however on the whole the status of teachers at present is not so encouraging, Therefore teacher education is not only our national and social need but it is the need of the teachers professional and social image, hence, teacher education is of vital significance.

1.4 TEACHER EDUCATION IN NAGALAND

To cater to the need for qualitative improvement of teachers in the State, the Nagaland College of Teacher Education (NCTE), as it was originally called, now known as, State College of Teacher Education (SCTE) was established in 1975, by the State Government, in Kohima. In addition to the B.Ed course, the Under Graduate Teacher Training (UGTT) course was also offered in the college from 1976-1992. After twenty years, in 1995, Salt Christian College (SCC), Dimapur started its B.Ed course. This was followed by the Bosco College of Teacher Education (BCTE), Dimapur in 2003. At present there are nine (9) B.Ed colleges in Nagaland. Among them seven (7) are private institution and two (2) are Government managed. It is gratifying that the prestigious Indira Gandhi National Open University (IGNOU) began offering B.Ed course in 2002 and a Certificate Course in Primary Education (CPE) in 2005. Just recently, State College of Teacher Education (SCTE) introduced a post-graduate programme, M.Ed in 2014, thus becoming the first institute to introduce B.ED and M.Ed programme in Nagaland. Also by the year 2017, the

Department of Teacher Education, Nagaland University, Kohima campus, Meriema have introduced the M.Ed course in Nagaland.

There are presently eight (8) Government managed functional District Institute of Education and Trainings(DIETs) and two (2) private run institutes providing two year pre-service/in-service teacher education course(D.EL.ED) for primary school Teachers.

The State Council for Educational Research and Training (SCERT) besides managing the teacher education conducted at the DIETs also organizes short and medium term courses and training from time to time, along with the two year D.EL.ED for the in-service teachers. It also offers programme of two year Diploma in Early Childhood Care and Education (ECCE), which now has been named as Diploma in Pre-School Education (DPSE).

The tables below give information regarding the number of colleges and institutes offering D.EL.ED, B.ED and M.ED in Nagaland.

Table no.1.4.1
List of teacher education institutions in Nagaland (Elementary)

Sl. No.	Name of the institutions	Management	Affiliating body	Course	Year of Est.
1	St.Paul Institute of Teacher Education, Kohima	Private	SBTE	D.EL.ED	1977
2	DIET, Chiechama, Kohima	Government	SBTE	D.EL.ED	1990
3	DIET, Mokokchung	Government	SBTE	D.EL.ED	1996
4	DIET, Tuensang	Government	SBTE	D.EL.ED	1996
5	DIET, Mon	Government	SBTE	D.EL.ED	2004
6	DIET, Pfutsero	Government	SBTE	D.EL.ED	2004
7	DIET, Dimapur	Government	SBTE	D.EL.ED	2004
8	Salt Christian college of Teacher Education, Dimapur	Private	SBTE	D.EL.ED	2006
9	DIET, Zunheboto	Government	SBTE	D.EL.ED	2012
10	DIET, Wokha	Government	SBTE	D.EL.ED	2012

Source: Annual Administrative Report,2015-2016.State Council of Educational Research & Training (SCERT). Nagaland: Kohima.

Table. No 1.4.2**List of teacher education institutions in Nagaland (Secondary)**

Sl. No.	Name of the institutions	Management	Affiliating body	Course	Date of Est.	Year of Est.
1	State College of Teacher Education, Kohima	Government	NU	B.Ed & M.Ed	25-03-1975 (Date of Govt. taking over)	1975 & 2014
2	Salt Christian College of Teacher Education, Dimapur	Government	NU	B.Ed	04-01-1995	1995
3	Bosco College of Teacher Education, Dimapur	Private	NU	B.Ed	01-02-2003	2003
4	Modern Institute of Teacher Education, Kohima	Private	NU	B.Ed	09-03-2009	2009
5	Sazolie College of Teacher Education, Kohima.	Private	NU	B.Ed	21-09-2010	2010
6	Mokokchung College of Teacher Education, Mokokchung.	Private	NU	B.Ed	22-02-2012	2012
7	Unity College of Teacher Education, Dimapur	Private	NU	B.Ed	20-11-2012	2012
8	Ura College of Teacher Education Kohima	Private	NU	B.Ed	14-02-2014	2014
9	Mount Mary College of Teacher Education, Chumoukedima, Dimapur	Private	NU	B.Ed	02-05-2017	2017

Source: Annual Administrative Report 2018-2019. Department of Higher Education. Government of Nagaland.

Table No. 1.4.3**List of teacher education institutions in Nagaland (Post graduate)**

Sl. No.	Name of the institutions	Management	Affiliating Body	Course	Year of Est.
1	State College of Teacher Education, Kohima	State Government	NU	M.ED	1975
2	Department of Teacher Education, Nagaland University, Meriema campus, Kohima	Central Government	NU	M.ED	2016

It may be noted that the recognition of M.Ed course in the State college of teacher education, Kohima by the NCTE has been withdrawn since 2020 due to non fulfilment of NCTE 2014 norms. Hence, there is only Nagaland University providing M.Ed course in Nagaland in the Department of Teacher Education established in 2016.

1.5 NAGALAND UNIVERSITY TWO YEAR B.ED COURSE STRUCTURE AND SYLLABUS

The course structure and nature of the syllabus is given below:

Table No.1.5.1

NAGALAND UNIVERSITY TWO YEAR B.ED COURSE STRUCTURE AND SYLLABUS

I SEMESTER

Paper Code	Title of the paper	External	Internal	Total	Credit	Teaching hours
Course 1	Childhood and growing up	70	30	100	4	64
Course 2	Contemporary India and Education	70	30	100	4	64
Course 3	Language across the curriculum	35	15	50	2	32
Course 4	Understanding discipline and subjects	70	30	100	4	64
EPC 1	Understanding self	25	25	50	2	32
Total		270	130	400	16	256

II SEMSTER

Paper Code	Title of the paper	External	Internal	Total	Credit	Teaching hours
Course 5	Assessment for learning	70	30	100	4	64
Course 6	Learning and teaching	70	30	100	4	64
Course 7a	Pedagogy of school subject (any one)	70	30	100	4	64
EPC	Drama and art in education	25	25	50	2	32
CE	Nai Talim, Experiential learning and work education through community engagement	-	50	50	2	32
Total		235	165	400	16	256

III SEMESTER

Paper Code	Title of the paper	External	Internal	Total	Credit	Teaching hours
Course 8	Knowledge and curriculum	70	30	100	4	64
Course 9	Gender school and Society	35	15	50	2	32
Course 10	Creating an inclusive school	35	15	50	2	32
Course 11	Optional course(Any one)	70	30	100	4	64
EPC 3	Critical understanding of ICT	25	25	50	2	32
EPC 4	Reading and reflecting on texts	25	25	50	2	32
Total		260	140	400	16	256

IV SEMESTER

Paper Code	Title of the paper	External	Internal	Total	Credit	Teaching hours
Course 7b	Pedagogy of school subject(Any one) a) Methodology of teaching English part –II b) Methodology of teaching Social science part –II c) Methodology of teaching science part –II d) Methodology of teaching mathematics part –II e)Methodology of teaching Tenyidie part –II	70	30	100	4	64
Total		70	30	100	4	64

Paper code	Title of the paper	Internal	External	Total	Credit	Teaching hours
Course 12	Internship	250	50	300	14	200

Total credits =66

Total hours =1032

Internal total =715

External total =885

Total marks 715+885 =1600

Grade point; 7 point scale

Grades are denoted by letters S, O+, O, A, B, C and F.

Table No.1.5.2

Grading ranges

Letter grade	S	O+	O	A	B	C	F (Fail)
Marks	90 and above	80-89.9	70-79.9	60-69.9	50-59.9	40-49.9	Below 40
Numerical grade	10	9	8	7	6	5	0

All the colleges of teacher education have started the two year B.Ed course in July, 2015-16. The last of the one year B.Ed programme in Nagaland ended in December 2015. The present course is spread over four (4) semesters beginning from January to June and July to December every year. The course in a semester is made up of nine (9) core papers (3 half papers and 6 full papers), one (1) optional paper, one (1) pedagogy paper, four (4) papers in Enhancing Professional Capacities (EPC) and one (1) paper on Naitalim, Experiential learning and work education through community engagement course. The practical works include pre- internship, internship and post internship, school based activities and observation, co-curricular activities and work experience.

All secondary teacher education institutions have adopted semester system pattern with seven (7) point of grading scale.

1.5.1 Attendance provision for end term semester examination

As per NCTE regulation and norms, minimum attendance of student teachers shall have to be 80% for all course works and 90% for school internship.

1.5.2 Internal assessment

For internal assessment student teachers are internally assess by the colleges of teacher education through various activities and programme that runs throughout the course like seminars, assignment, class test, written internal model examination and project works to cite a few and the final internal marks are forwarded to the Controller of Examination by the respective principals.

1.5.3 External evaluation: End-term examination

The end semester examinations are to be held at the end of every semester i.e. November-December or May-June, as the case may be, as per the schedule to be notified by the Controller of Examination. The dates for the EPC and final teaching practice Viva Voce are notified and conducted as per the University notification by Controller of examination.

1.5.4 Examination and evaluation

1. Candidates are examined according to the scheme of examination and syllabus as approved by the Academic Council from time to time.
2. To pass each semester examination, a candidate must obtain at least 40% marks (Both internal and external assessment) in written theory paper, practical work/Viva-Voce.
3. Each theory paper for the respective semester examination is set and evaluation of the answer books were done as per the University rules.
4. The evaluation of end semester written examination are made out of seventy (70) marks in full theory papers (Course-1, 2 ,4, 5, 6, 7a, 7b ,8 & 11) and internal assessment of thirty (30) marks were made by the subject teacher, teaching the paper in accordance with the following rules. For theory half papers (Course-3, 9 &10) end semester written examination were of thirty five (35) marks and internal assessment of fifteen (15) marks. For EPC (EPC-1, 2, 3, &4) internal assessment were of twenty (25) marks and external Viva Voce for twenty five (25) marks. Naitalim, Experiential learning and work education through community engagement course were assessed only internally by the concerned college for fifty (50) marks. For internship programme, two hundred and fifty (250) marks were internally assessed with fifty (50) marks for external assessment.

1.5.5 Re-appear/improvement in end term exam

1. The re-appear/improvement in end term examinations for Odd Semester will be held along with the odd semester regular end term examinations and for Even Semester with end term examinations along with Even Semester regular end term examinations.
2. A student who has to re-appear/improve in an end-term examination shall be examined as per the syllabus, which was in force at the time when he/she took the examination.
3. A candidate, who fails in a semester examination, shall be exempted from re-appearing in the paper (s) in which he/she may have obtained minimum pass marks. Such a candidate shall be allowed to appear, for passing in the remaining paper (s), only at the next respective semester examinations.

4. A candidate, who has passed in a paper, may be allowed to improve the paper (s), only in the next respective semester examinations.
5. The previous internal marks already obtained by the student shall be taken into account without any modification.

1.5.6 Semester promotion

1. A candidate who has appeared and failed or having been eligible but did not appear in the end term semester examination shall be promoted to the next higher semester.
2. The candidate will get automatically promoted to the higher semester. But he/she is required to pass the complete course within four years, where two years is the actual duration of the B.Ed programme.

1.6 CONCEPT OF ASSESSMENT AND EVALAUTION

Concept of assessment

The term assessment is derived from the Latin root “*ASSIDERE*” meaning “*TO SIT BESIDE*”. Assessment is the process of assembling and interpreting evidence to make judgement. It is the pivotal connection between learning outcomes, content and teaching and learning activities. Assessment is used by the learners and their teachers to decide where the learners are, where they need to go, and how best to get there in their learning. The purpose of assessment is to improve learning, inform teaching, help students achieve the highest standard they can and provide meaningful reports on student’s achievement.

Assessment refers to the wide collection of method or tools that educators used to evaluate measures and document the academic readiness, learning progress, skill acquisition or educational needs of the students. Assessment is the process of gathering and discussing information from multiple and varying source in order to develop understanding of what students knows, understand and can do with their knowledge as a result of their educational experience. The process ends when assessment results are used to improve the teaching-learning process and achieved the educational objectives.

In other words, the term assessment refers to all those activities undertaken by the teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. It is an ongoing process of gathering, analyzing and reflecting on evidence to improve future students learning. The goal of assessment is to make improvement, as opposed to simply being judged.

The International Dictionary of Education (1997) explains the concept of assessment as, “In education, Assessment is the process by which one attempt to measure the quality and quantity of learning and teaching using various assessment techniques, assignments, projects, continuous assessment, objective type test.”

Panton M.Q. (1985) “As far as possible, the term assessment should be reserved for application to people. It covers activities included in grading (Formal and Non Formal), examining, certifying and so on. Students’ achievement on a particular course may be assessed”.

Palomba and Banta (1999) “Assessment is the systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development”.

Concept of evaluation

The term evaluation is derived from the word ‘*VALUE*’ which refers to “*USEFULNESS OF SOMETHING*”. Therefore, evaluation is an examination of something to measure its utility. It is the process of making judgments based on criteria and evidence.

In simple words, evaluation is a systematic and objective process of measuring or observing someone or something, with an aim of drawing conclusions, using criteria usually governed by set standards or by making comparison. It measures the performance of a person, completed project, process or product, to determine its worth or significance.

In education, evaluation is defined as the process of determining the extent to which the objectives have been attained. It is a continuous and comprehensive process which takes place at any places where a programme is carried out, whether in school or

outside in the field. Evaluation is a comprehensive term and includes the testing of both the tangible and intangible qualities. It includes all the changes that takes place during the development of a balanced personality and measure the qualities of an individual. These changes include attitude, appreciation, and understanding as well as acquisition of knowledge and skills. It takes into account the growth of the child as an individual in his total environment. In evaluation one has to know where the child was at the beginning of the teaching-learning process, get a record of the changes brought about in them and judge how good those changes are in relation to the previously established good. It signifies describing something in terms of selected attributes and judging the degree of acceptability or suitability of that which has been accepted. It is the appraisal of outcome of a course of action.

Thus, evaluation is a continuous process of judging the effectiveness of the effort made in the educational practices to achieve the desired goals. It also includes diagnosis of the strength and weakness of the educational programme in view of the objectives.

Dandekar- “Evaluation may be defined as a systematic process of determining to what extent to which the educational objectives are achieved by the pupils.”

NCERT- “Evaluation is the process of determining the extent to which an objectives is being attained, the effectiveness of the learning experiences provided in the classroom and how well the goals of education have been achieved.”

James M. Bradefield- “Evaluation is the assignment of symbols to phenomenon in order to characterise the worth or value of the phenomenon usually with reference to some social, cultural and scientific standards”.

1.7 DIFFERENCE BETWEEN ASSESSMENT AND EVALUATION

Table No.1.7.1
Comparison chart

Basis of comparison	Assessment	Evaluation
Meaning	Assessment is the process collecting, reviewing and using data for the purpose of improvement in the current performance	Evaluation is described as an act of passing judgement on the basis of evidence and set of standards
Nature	Diagnostic: Identifies areas for improvement	Judgemental: Arrive at an overall grade
What it does	Provide feedback on performance and areas of improvement	Determines the extent to which the objectives are achieved
Purpose	Formative: Ongoing to improve learning	Summative: Final to gauge the quality
Orientation: Focus of measurement	Process oriented: How is learning going	Product oriented: What's been learned
Feedback	Based on observation and positive and negative points	Based on the level of quality as per set standards
Relationship between parties	Reflective	Perspective
Criteria	Set by both the parties jointly	Set by the evaluator
Measurement standards	Absolute	Comparative

Source-[https://keydifferences.com/difference-between-assessment-and-evaluation .html](https://keydifferences.com/difference-between-assessment-and-evaluation.html)

1.8 KEY DIFFERENCE BETWEEN ASSESSMENT AND EVALUATION

1. The process of collecting and using data for the purpose of improvement in the current performance is called assessment. A process of passing judgment, on the basis of defined criteria and evidence is called evaluation.
2. Assessment is diagnostic as it tends to identify the areas of improvement. On the other hand, evaluation is judgmental, because it aims at providing an overall grade.
3. The assessment provides feedback on performance and ways to enhance performance in future. As against this, evaluation ascertains whether the standards are met or not.
4. The purpose of assessment is formative, i.e. to increase quality where as evaluation is all about judging the quality, therefore the purpose is summative.
5. Assessment is concerned with the purpose, while evaluation focuses on the product.
6. In assessment the feedback is based on observation and positive and negative points. In contrast to evaluation, in which the feedback relies on the level of quality as per set standards.
7. In an Assessment, the relationship between the assessor and assessee is reflective, i.e. the criteria are defined internally. On the contrary, the evaluator and evaluatee share a perspective relationship, where in the standards are imposed externally.
8. The criteria for assessment are set by both the parties jointly. As opposed to evaluation wherein the criteria are set by the evaluator.
9. The measurement standards for assessment are absolute, which seeks to achieve quintessential outcome. As against this, standards of measurement for evaluation are comparative, that makes a distinction between better and worse.

Thus though the term assessment and evaluation appears to be same and are used interchangeably as both are used to analyze and gauge product, process and metrics, yet from the above points it is clear that assessment and evaluation are completely different. While evaluation involves making judgment, assessment is concerned with correcting the deficiencies in ones performance. Assessment is defined as a process of appraising something, whereas evaluation focuses on making judgment about values, numbers or performance of someone or something. Assessment is developmental while evaluation is judgmental although, they play a

crucial role in analyzing and refining the performance of a person, product, project or process.

1.9 TYPES OF ASSESSMENT AND EVALUATION

Types of assessment

Assessment can be both a formative and summative purpose. Formative assessment is used to provide feedback to teachers and students to promote further learning. Whereas, summative assessment contributes to the judgement of student learning for reporting and certification purposes.

1. Formative assessment–Formative assessment is assessment for learning. It is used at the beginning of an instructional period and during the process of instruction as teachers check for student understanding. Diagnostic tools determine what students already know and where there are gaps and misconceptions. Formative assessment also includes assessment as learning, where student reflects on and monitors their own progress. The information gained guides teachers decisions in how to enhance teaching and learning. Formative assessment enables students to learn through the process of feedback and opportunities to practice and improve. As students reflect on and monitor their progress, this process effectively becomes assessment as learning and contributes to students planning future learning goals.

2. Summative assessment–Summative assessment is assessment of learning. It is used towards and at the end of the instructional period. Teachers document the culmination of students learning achievements through tasks that invite student to demonstrate their mastery and knowledge of the course content. Summative assessment data provide teachers with information about how effective teaching strategies have been, time needed for instruction and how to improve teaching for future students.

Assessment of and for students learning is the process of gathering and analysing information as evidence about what students know , can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating students learning.

Types of evaluation

1. Formative evaluation (Process evaluation)-Formative evaluation refers to evaluation taking places during the programme or learning activity. It is considered while the event to be evaluated is occurring and focuses on identifying the progress towards purposes, objectives or outcome to improve the activities, course, curriculum, programme or teaching and students.

Formative evaluation is used to monitor the learning progress of students during the teaching-learning process or during the period of instruction. Its main objectives is to provide continuous feedback to both teachers and students concerning learning success and failures while instruction is in process, and basing on that feedback, they may plan and engage for the mid course corrections in pace or content or methodology of instruction. The formative evaluation may be carried out in both formal (e.g. checklist, quizzes, question and answers, assignment and test) as well as informal (e.g. observation, listening to students comments and conversations) way.

2. Summative evaluation (Product evaluation)-Summative evaluation is the terminal assessment of performance at the end of the instruction, programmes or course. It is concerned with assigning grades and making judgment about a process or product. It is designed to evaluate the end product and concerned with certification. Both formal as well as informal techniques may be used for conducting such evaluations. The formal techniques may include test- standardized as well as teacher made, questionnaires, interview, rating scales, assignments, and projects. The informal technique may include observation, discussion, comments and feedbacks given by the students. Although, the main purpose of summative evaluation is assigning grades, it also provides information which can be used as feedback for judging the appropriateness of the course and effectiveness of the instruction.

3. Subjective evaluation-Subjective evaluation is based on the writing section. It carries evaluation based on what you have written on the answer sheet according to your understanding of the subject. The answer may differ from person to person and is the simple old process.

In other words, when the same answer papers fetches different marks from different examiners, such evaluation is called as subjective evaluation. Such evaluation is primitive type and is defective as they fail to give a clear image of true and accurate assessment. Example; Essay type test.

4. Objective evaluation-Objective evaluation is the modern way of analyzing the performance, for a given question you have choices to answer the question. Any one choice is right and you will get full marks for that, However in case of incorrect answers the negative marking may be possible depending upon the level of difficulty. The correct answer in this type of question is generally same for all.

In simple words, if the judgment does not vary much or the answer papers of a student's fetches the same mark from different examiners, it is called as objective evaluation. It ensures objectivity in scoring. Example, objectives type question like true or false, multiple choices.

1. Assessment (Either summative or formative) is often categorized as either objective or subjective. Objective assessment is a form of questioning which has a single correct answer. Subjective assessment is a form of questioning which may have more than one correct answer (Or more than one way of expressing the correct answer).
2. When assessment is not influenced by examiner/evaluators personal feelings and emotions it is called as objective assessment, when there is subjectivity involved like personal bias and favouritism (Influenced by emotions and feelings) it is called subjective assessment or evaluation.
3. Objective evaluation is expressed in facts and figures, subjective evaluation is expressed in feelings and emotions.
4. Objective question types include true/false answer, multiple choice, multiple response and matching questions. Subjective questions include extended-response questions and essays.

1. 10 NEED AND SIGNIFICANCE OF THE STUDY

Education plays a significant role in nation's development but the quality of education is greatly determined by the quality of trained teachers, and these teachers are being prepared by teacher educators in the teacher education institutions. Thus, teacher educators and teacher training education institutions have a vital role in improving the standard of the system of education by preparing competent and humane teachers.

Assessment and evaluation constitute the back bone of the entire teaching-learning process. They are central around which the whole educational process revolves. It determines the work students undertake, affects their approach to learning, and also an indication of students progress. If we do not assess, we would not know whether learning had taken place, the teaching may have, but no learning achieved. However, assessment should not be confused with evaluation; assessment is of the learner, while evaluation is of the programme that the learner is taking.

Students assessment is done for quite a range of different reasons- motivation, creating learning opportunities, to give feedback, to grade and as a quality assurance mechanism (Both for internal and external system). In other words, assessment and evaluation are used to check if learning has taken place, for example, the skills, competence, knowledge, understanding and attitudes that are needed at any given point. With the introduction of two year B.Ed programme (2015), and as per the regulation of National Council of Teacher Education (NCTE) and inclusion of paper like EPC (Enhancing Professional Capacities) and other practical activities, it has become all the more important that the student teachers be continuously and comprehensively assessed and evaluated both formally as well as informally. Continuity in assessment is crucial to ensure that the learning process forms a dynamic flow, rather than segregated to seemingly unrelated bits and pieces. It should be comprehensive so as to cover the entire gamut of conceptual, pedagogical dimension as well as attitudes, disposition, habits and capacities in a teacher incorporating both for the qualitative and quantitative dimension of growth. These include engagement with learners in their contexts school curriculum and textbooks, process of learning and knowledge, psychological and professional development, understanding of institutional arrangements, policy perspective, pedagogy and

curriculum. Evaluation in teacher education also needs to be objective while giving value to subjective understanding of the developing teacher.

Though on the one hand, it is encouraging to note the high numbers of student teachers are completing their B.Ed training programme every year in Nagaland, on the other hand, there are also many other aspects which are far from satisfaction and altogether adversely affecting the standard of assessment and evaluation practice in particular and teacher education in general. A glaring weakness of existing teacher education practices is the restricted scope of evaluation of student teachers and its excessively quantitative nature. It is confined to measurement of mainly cognitive learning through annual/terminal test and skill measurement is limited to a specified number of lessons. The qualitative dimension of teacher education, other professional capacities, attitudes and values remain outside the purview of evaluation. Further, evaluation is not continuous as it should be, the teacher education process is characterized by a wide range and variety of curricular inputs spread over the entire duration of training according to a thought out sequence. These need to be evaluated at appropriate stages and feedback given to the trainees. Apart from these, other factors like teacher educators not properly oriented and trained in the areas of assessment and evaluation, subjectivity in assessing the students teachers, less use of assessment criteria, heavy work load in limited time, manipulation of marks, delayed information regarding the conduct and declaration of examination results etc has been responsible to a large extent for the deteriorating assessment and evaluation practices. It also cannot be denied that many teacher educators and colleges even today resort to look upon internal assessment as just a tool or instrument for improving the exams results. Thus, there is a need to review assessment and evaluation practices in the right perspective.

Keeping in view the above problems, the investigator felt that the current practices of assessment and evaluation of secondary teacher education programme need to be examined in a comprehensive way and hence proposed the study and hopes that the study will be helpful in finding out the major merits and demerits in the assessment and evaluation practices, so as to provide a base for those personnel involve with secondary teacher education programme towards quality education and for making the current assessment and evaluation practices more worthwhile.

1.11 STATEMENT OF THE STUDY

The proposed study is entitled as “A study of the Assessment and Evaluation Practice of Secondary Teacher Education Programme in Nagaland.”

1.12 OPERATIONAL DEFINITION OF THE TERMS USED

For the purpose of the present study the following terms have been defined as:

1. Assessment- The process of gathering information from a variety of sources in order to develop understanding of what the students knows, understand and can do with their knowledge as a result of their educational experiences. Assessment is an ongoing process that reflects the progress of the students aimed at improving the current student's performance.
2. Evaluation- The process of judging the quality of students learning on the basis of established criteria or evidence and assigning a value to represent that quality. In simple words, evaluation is describe as an act or the process of making overall judgement about ones work or a whole college works on the basis of evidence and set of standards.
3. Practice -The actual application or the act of doing something usually or regularly
4. Secondary teacher education programme- Includes the two year B.Ed programme, the professional training and education of secondary teachers consisting of course-work with supervised practice teaching.
5. Pre-internship- It involves student teachers observation of the real classroom situations and the whole school environment to understand the school in totality before the teaching practice.
6. Internship/teaching practice-School based programme involving student teachers working as regular teachers and participating in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children. They experience, practice, clarify and reflect upon several aspects related to the teaching to internalize the role of a teacher.

7. Post internship- Post internship involves the following activities;
 - a) Writing reflective journals or reports on the school internship programme
 - b) Extended discussion among the student-teachers.
 - c) Presentation by the student teachers on different aspect of the teaching experience after the internship.
8. Final teaching practice- Involves student teachers engaging one class of their pedagogy paper in the school as part of their internship programme.

1.13 OBJECTIVES OF THE STUDY

1. To examine the assessment and evaluation practice of secondary teacher education (B.Ed) programme in relation to curriculum:
 - a) Theory
 - b) Practical
2. To find out the major tools and techniques used for assessing and recording the evidence of sessional work and end semester examination.
3. To study the various types of co-curricular activities offered to the student teachers and how they are assessed and evaluated.
4. To study the problems in relation to the conduct and declaration of sessional work and end semester examination.
5. To find out the problems faced by the secondary teacher educators in the process of assessment and evaluation of secondary teacher education programme.
6. To suggest measures for the improvement of assessment and evaluation of secondary teacher education (B.Ed) programme.

1.14 RESEARCH QUESTIONS

1. How do teacher educators assess and evaluate theory papers of secondary teacher education programme?
2. How is assessment and evaluation done in practical activities like pre-internship, internship etc?
3. How do teacher educators assess and evaluate course of Enhancing Professional Capacities (EPC) course?
4. What are the tools and techniques used by the teacher educators for assessing and recording the evidences of sessional work and end semester examination?
5. What are the types of co-curricular activities offered to the student teachers and how they are assessed and evaluated?
6. What are the problems faced by the B.Ed colleges in conducting and declaring sessional work and end semester examination?
7. Do teacher educators faced any problems in the process of assessment and evaluation?

1.15 DELIMITATION OF THE STUDY

1. The present study was limited to secondary teacher education institutions in Nagaland.
2. The study was confined only to B.Ed 4th semester student teachers.
3. The study covered a sample of five hundred and forty (540) B.Ed 4th semester student teachers, sixty (60) secondary teacher educators, nine (9) B.Ed college principals and eleven (11) experts in the field of teacher education (9 experts from Nagaland University and 2 experts from State Council of Educational Research and Training (SCERT) Kohima, Nagaland).

CHAPTER-II

REVIEW OF LITERATURE

2.1 INTRODUCTION

To take up any meaningful research work, review of related literature and research findings are indispensable. It provides the researcher a glimpse of research steps and procedures as to how he/she should proceed towards an inference of his study and reflects wider concept and ideas to the investigator about his/her selected problem under study and thereby, becomes more expressive in addressing the problem.

This chapter deals with review of literature under which several studies done by different researchers in India and abroad were reviewed and reproduced for ready reference. However, only those findings which have some connection with the present study are sorted out and reproduced.

2.1.1 STUDIES DONE IN INDIA

1. VENKUBAI, J., 1965 conducted a study on internal assessment: Use and misuse. The study was undertaken to find out up to what extent the 25 percent weightage of class record given at the public examination was responsible for the high percentage in mathematics and science.

The sample consisted of twenty five (25) schools from Hyderabad and Secunderabad. A proforma was prepared to gather details from the selected schools. Head of the institutions and experienced teachers were interviewed and advantages and disadvantages of internal assessment were discussed with them.

The study yields the following findings: (i) In certain schools the head of the institutions devised improved methods in maintenance of records. The form of internal assessment varied from school to school and from subject to subject. (ii) A major part of the internal assessment was based on written work alone-slip test, terminal examinations or assignments. (iii) Out of the twenty five (25) heads of the institutions, only five (5) were positively against the continuance of the internal

assessment. Among others three (3) were unclear and indecisive. The remaining seventeen (17) were positively in favour of having internal assessment. (iv) There was no uniformity in the mode of practical examination conducted. It varied from school to school according to facilities and equipment available. (v) The internal assessment was not responsible for higher percentage at the public examination.

2. GUNASEKARAN, K. and JAYANTHI,P., 1980 undertook a study of the continuous internal assessment and University examination marks of the undergraduate semester courses (1976-77 batch) and the major objectives were: (i) To find out the correlation between the marks of continuous internal assessment (CIA) and the University examination (UE), (ii) to compare the marks in CIA and UE, (iii) to examine the distribution of marks in community social service (CSS) and (iv) to compare the distribution awarded in the non-semester and semester system.

The study dealt with one (1) paper from history, economics, philosophy, chemistry, botany, zoology and commerce. Descriptive statistics and product moment coefficient of correlation were used for the analysis of the data.

The major findings were: (i) The minimum, maximum and the average marks awarded by the colleges in the internal assessment differed considerably in all the subjects. (ii) Discrimination between the good and poor students was low in the internal assessment but the University examination showed a good amount of dispersion with regard to the same set of students. (iii) Barring a few cases, the relationship between the marks of the internal assessment and the University examination was good. (iv) The assessment in the community social service varied among colleges. In most cases the assessment was on the higher side. In many cases maximum marks were awarded uniformly to entire groups of students. (v) The percentage of those passing and those getting higher classes had improved under the semester system as compared to non-semester system. More students secured first and second division under the semester system.

3. MOHAN, K., 1980 undertook a study on the effectiveness of teacher training programmes. The investigation was designed to find out the effectiveness of the teacher training programmes in the colleges affiliated to Avadh University, Faizabad. The sample for the study includes all the ten (10) teacher training departments in the colleges affiliated to Avadh University. Data were collected with the help of questionnaires from forty five (45) secondary school teachers, nine hundred and twenty nine (929) teacher trainees, sixty four (64) teacher educators, ten (10) heads of the teacher training department and two (2) principals.

The findings of the study were: (i) The teacher training departments did not have adequate buildings or equipment, none of them had hostels for girl's students and even the hostel facilities for boys were not satisfactory. (ii) Quite a few teacher educators were not adequately qualified to supervise teaching practice of the subjects in which they were supervising. (iii) The duration of training course has become very short and covered only one hundred and eighteen (118) working days. (iv) None of the training departments had their own practising schools. (v) The time spent on practice-in-teaching was too short as schools were not available for longer time. (vi) The examination for practice-in-teaching had become a farce as the examiners did not observe the lesson for adequate time. (vii) Majority of the respondent were not satisfied with the efficiency of the training programme.

4. GUNASEKARAN, K. and JAYANTHI, P., 1981 made a study of the revaluation cases of the B.G..L. and B. L. degree examinations and the major objectives of the study were: (i) To find out the effect of revaluation on the final classification of students in terms of first, second and third divisions, (ii) to identify the examiners or a combination of them whose marking of the scripts consistently produced favourable or unfavourable results, (iii) to identify the errors committed by students and also the errors committed by the examiners in valuing the scripts and (iv) to identify the defects ,if any, in the design of the question paper.

The sample consisted of all the cases who have applied for revaluation of scripts of examination of B.G.L and B.L.courses held during 1978 and 1979.They were three hundred and forty (340) in the non-semester and thirty one (31) in the semester system.

The findings of the study were: (i) Out of the three hundred and forty (340) cases in the non-semester system, eighty one (81) candidates benefitted as a result of revaluation. The corresponding number for the semester system was thirteen (13) out of the thirty one (31) cases. About 25% applicants benefitted as a result of revaluation. (ii) The maximum percentage of increase in marks as a result of revaluation was thirty five (35) and the corresponding percentage for lowering the marks was thirteen (13). (iii) In three (3) cases, the candidates who had been declared as passing the examination were declared as failing in the examination as a result of revaluation. (iv) Certain inconsistencies were noted in the application of the rules for revaluation. (v) The most common error committed by students was in giving wrong numbers to the questions. The most common errors of the examiners were: (a) Not awarding marks for all the sub-division of questions. (b) Non-uniform award of marks to similar answers. (c) Not awarding marks to the answers of all the questions. (d) Awarding marks to more questions for more marks than the maximum. (e) Valuing the questions for more marks than the maximum. (f) The question paper shows the break-up of marks for each subdivision. The unclear wording of the questions was another common defect of the question paper.

5. NATARAJAN, V. 1980 undertook an independent study of the monograph on moderation of examination results. The objectives of the study was: (i) To highlight some fundamental difficulties in moderation of results and the criterion to decide pass or fail, (ii) to study different procedures in which the results are moderated in various Universities and to detail out the current position of the, moderation procedures and (iii) to provide a rational and scientific design for the same in order to bring it within the framework of explicitly stated rules and regulations with the consideration of passing probability. To collect information, a questionnaire was prepared and circulated. Only forty five (45) of the Universities replied.

The findings of the study were: (i) Most of the Universities were unaware of the scientific system of moderation and various Universities were following the arbitrary, adhoc and unscientific moderation procedures. (ii) Most of the Universities had not framed any rules or procedures for moderation of examination results and were usually based on the recommendation of the chairman, board of examiners and head examiners etc. (iii) Moderation had to be based on a consideration of passing

probabilities to attain objectivity and conviction. The computer programme carried in the book could be used to find passing probabilities of examinees based on marks in various subjects and examinations.

6. GCPI, 1981 made a study of the factors responsible for good examination results, the objectives of the study were: (i) To find out the various factors responsible for increasing the percentage of examination results, (ii) to find out the various factors for decreasing the percentage of examination results, (iii) to study the contribution of co-curricular activities in affecting the examination results and (iv) to suggest possible measures to improve upon the examination results.

Ten (10) schools from the city of Allahabad and its adjoining areas were selected on the basis of their examination results during the three (3) consecutive years, 1977, 1978 and 1979. Of these, five (5) schools were identified as having good percentage of examination results and the remaining five (5) had poor percentage of examination results.

The various instrument used for data collection were a school study proforma, and a questionnaire for principals and teachers. Data were analysed by computing the frequencies and percentages.

The findings of the study were: (i) A good school building, good laboratory, good furniture, proper library and reading-room facilities, playground, games and sports, appropriate situation and good environment helped in improving the examination results. (ii) The teaching experience of the principal, capable and experienced staff, good method of teaching, regular correction of homework, regular evaluation, proper attention to individual differences of students, proper educational guidance and encouragement to students etc were the other factors which were significantly effective in improving the results. (iii) The various factors responsible for poor examination results were the lack of dedicated teachers, indiscipline and lack of interest in studies among the students, lack of material resources, the copying and guessing tendencies of students, students' lack of interest in co-curricular activities etc.

Measures recommended for the upliftment of examination results were increase in working days, provision for diagnostic teaching, regular correction of homework,

limited admission, provision for co-curricular activities, completion and revision of the course on time, restriction on the publication of cheap books and guess papers and encouragement to teachers to bring forth good examination results.

7. RASOOL, G., SARUP, R. and SHARMA, N.R., 1981 undertook a comparative study of internal and external awards at the post graduate level in Jammu University. The specific aims of the study were: (i) To examine the characteristics of the distribution of the scores awarded by the external and the internal examiners, (ii) to find out the degree of relationship between the external and internal marks and (iii) to find out the effect of the internal marks on the boosting of the overall results of students. The study was confined to two hundred and eighteen (218) post graduate students, both boys and girls, selected from thirteen (13) postgraduate teaching department of Jammu University.

The major findings of the study were: (i) Majority of the teachers preferred to maintain a low range in the marks of the internal assessment, that is, the gap between the lowest and the highest was narrow. The range of the external marks in the same papers was definitely more than that of the internal marks. (ii) The internal assessment proved to be a booster of the final result of almost all the students. It helped the students in raising their aggregate percentage of the marks. Though the internal assessment suffered from various drawbacks like the halo effect and error due to central tendency etc., it appeared to be a blessing in disguise to students.

8. KAKKAD, G.M., 1983 conducted an investigation on the secondary teacher-education curricula- An analytical study and developing teacher-education programme. The objectives of the study were: (i) To analyse existing B.Ed curricula of various representative Universities of four (4) different regions of the nation, (ii) to study the common and uncommon aspects of secondary teacher education programmes analytically, (iii) to know the changes that were expected in secondary teacher education programme (STEP) and (iv) to develop secondary teacher education programme (STEP).

The sample for the study was B.Ed syllabi of twenty four (24) Universities, the IATE, the NCERT and the L.T course of UP. The tools used were an interview schedule and questionnaire.

Following were the main findings: (i) The duration of the secondary teacher education programme should be two (2) academic sessions. (ii) The aspect of the programme should be educational theory, practice teaching, community works, co-curricular activities, work experience, sessional work. (iii) There should be content course along with the school methodology paper. (iv) Internship in teaching should be introduced for a period of three months. (v) There should be a provision for rural and urban teaching in STEP. (vi) There should be provision for theory and practical action research or classroom research. (vii) There should be occasionally exchange of teacher between colleges of education and secondary schools. (viii) There should be examination in theory and practicals and (ix) Separate results in theory and practicals should be declared. He also suggested that assessment of theory papers should be in marks while evaluation of practicals, sessional work and other aspects may be in grade.

9. NATARAJAN, V. and KULSGRESTHA, S.P., 1983 conducted an independent study on the assessment of non-scholastic aspect of learners' behaviours. The objectives were: (i) To stress the need for a profile of achievement in all aspects of growth, scholastic and non-scholastic, for every students passing through an assessment scheme and the objectives of assessment, (ii) to suggest ways and means for improvement of measurement and testing procedures of non-scholastic aspects within the affective domain and (iii) to survey the tools and techniques to records the evidences in affective/non-scholastic domain and suggest various proforma for assessment. The present study was a review study and hence dependent upon review of related material.

The findings of the study were: (i) Educational institutions confined themselves to the development of scholastic abilities mainly. The affective domain was mostly neglected. (ii) Assessment of non-scholastic aspects of behaviour was closely associated with the affective/attitudinal aims of education. It was an integral part of the educational system but has been denied its proper place. (iii) Teachers did not attempt to assess the non-scholastic abilities for various reasons like they were not clearly observable, they developed slowly and become visible only after a long time, it was difficult to assigned quantitative value to them and were not clearly defined.

10. NATARJAN, V., 1983 attempted an independent study on the monograph of revaluation of answer scripts. The objectives of the study was: (i) To detail out the errors in marking, various reasons scribed to that and giving rise to the need for revaluation,(ii) to give details of the revaluation procedures adopted by different Universities in term, as of certain issues like the criterion for eligibility, number of examiners, variation of marks, time limit for applying for revaluation and for the University to declare the results and the fee charged for it and (iii) to suggest some methods/procedures for adoption in the area of revaluation and justify them.

The issue of revaluation was taken up at the annual general meeting of the association of Indian Universities in 1982 and one hundred and seventeen (117) Vice chancellors/directors were requested to send details of procedure adopted in the matter of revaluation of examining answer scripts in their Universities/institutes and they were requested to participate in the discussion. Out of them sixty three (63) Universities responded.

The major findings were: (i) Revaluation was sought by students in different Universities as a result of their dissatisfaction over the marking of the examiners. The whole concept of revaluation centres round the concept of error in marking due to subjectivity, biased sampling of topics and abilities, arbitrary time limits and indifferent evaluation/victimisation. (ii) Different Universities followed different procedures which included issues related to fee, nature and decision of revaluation, but all Universities were keen to give the benefit of doubt to the students and they did not think of punishing the examiners.

11. MOHANTY, S.B., 1984 made a study of student teaching programme in colleges of education with special reference to innovation. The objectives were: (i) To study the provisions of student teaching programme in colleges of education in respect of objectives, pre-practice teaching preparation, practice teaching, supervision, evaluation, school college co-operation, resources and innovation and (ii) to make case studies of innovations in student teaching programmes.

The study was conducted on the population of all the nineteen (19) teacher-training colleges, all the principals and one hundred and eighteen (118) i.e., 75% of the

lecturers. Questionnaires, observation schedule, interview schedule and proforma were used for data collection.

The findings of the study were: (i) Training in techniques of observation, maintenance of classroom discipline and organization of functions and festivals were found in all the colleges. However various methods of teaching were not used in teaching lesson. (ii) The supervisors did not observe lessons completely. They rarely discussed their observations in lesson-plan journals with the trainees and even the evaluation was of doubtful validity as no evaluation criteria were explicitly stated. (iii) School college co-operation was found poor in almost all institutions under study. (iv) The college lack qualified method masters. (v) The lecturer method of teaching was in vogue. Micro-teaching and team supervision of criticism lessons were the only two (2) innovation practised in three colleges.

12. DABIR, P.M., 1984 made a critical analysis of the marks at the B.Ed examination to study the trends and reliabilities of the assessment. The purpose of the study was to critically appraise the B.Ed course of Nagpur University. The marks in the B.Ed examination for five consecutive years were collected from the records of Nagpur University. An interview schedule was used as a tool to collect information from principals, lecturers and pupil-teachers about the practical aspect of this examination.

The following were some findings: (i) There was an increasing tendency of passing and diminishing tendency of failing. (ii) There was wide disparity between the marks in the theory examination and the practical examination. (iii) There were instances of students in private colleges scoring as high as 90% marks in the internal assessment.

13. DEO, D.S., 1985 conducted an investigation to study the practical programme other than the practice teaching in teacher education institutions. The objectives of the inquiry were: (i) To study the role of practical works (Beside practice teaching) in secondary teacher education programme, (ii) to survey the nature and type of practical works, other than practice teaching, that was being given to students-teachers of secondary teacher education institution in Delhi, (iii) to study how these programmes of practical works are actually implemented, (iv) to survey the perception of students teachers about the perception of such works, (v) to find out how these objectives were

achieved and the reasons for non-fulfilment to the desirable extent and (vi) to suggest an effective scheme of practical works.

The sample consisted of three hundred and fifty (350) students-teachers and fifty five (55) educators randomly selected from three (3) teacher education institution of Delhi. Questionnaire was used.

The findings of the study were: (i) Teacher educators opined that lack of sufficient time was the cause for non-fulfilment of the objectives of practical programme. (ii) Student teachers felt that there could be large number of practical programmes in the colleges of education, but due to lack of time, lack of proper guidance, lack of sufficient opportunities and lack of feedback from the teachers they were not able to achieve the objectives. (iii) For work experience and socially useful productive work, sufficient time and guidance were not provided to students by the teachers and also there was no provision for them in the time-table. (iv) Physical education and participation in games and sports were taken casually by students-teachers. (v) Co-curricular activities were not organised as per the interest and needs of the students. (vi) Opportunities for talented students were not provided in the areas of art, library, dramatic and other cultural areas.

14. KUSHWAHA, A.S., 1985 undertook a critical study of the system of examination in Kanpur University with a view to suggest measures for its improvement. The data were collected through study of the University records and views of people were collected with the help of questionnaires.

The main findings of the study were: (i) Majority of the respondents felt that the system of internal assessment should be introduced. (ii) Marks obtained in the internal assessment and external assessment should be added up. (iii) Central evaluation would be helpful in preparing the result quickly. (iv) The practice of re-evaluation should be abolished. (v) The cases of unfair means should be decided at the time of examination. (vi) The roll numbers of the answer books should be changed into code numbers. (vii) The members of the checking squad to check unfair means should not belong to the same college. (viii) The publication of guess papers and guide books should be banned.

On the basis of his findings, the investigator has suggested that internal assessment should be done by the subject teacher concerned. The University should have its own press for printing of the question papers and other relevant papers. There should be correspondence course for private individual.

15. BHATIA, RANJANA., 1987 conducted a study on evaluation of new B.Ed curriculum in the colleges of education affiliated to the University of Bombay. The major objectives of the study were: (i) To identify the specific objectives of teacher education in the revised curriculum in view of the objectives, (ii) to study the relevance of practice teaching programme in the new B.Ed curriculum, (iii) to study the effectiveness of the evaluation scheme in the new B.Ed curriculum, (iv) to find out the difficulties faced by the administrators in implementation of the revised B.Ed curriculum and (v) to suggest improvement in the new B.Ed curriculum.

The study employed the normative or descriptive survey method showing the status of the present B.Ed curriculum in comparison with the past B.Ed curriculum in the University of Bombay. The method of purposive sampling was used. The sample includes sixty four (64) teachers and six hundred (600) teacher trainees, twenty (20) past students and nine (9) principals from thirteen (13) colleges of education.

The technique used for data collection include a questionnaire, an interview schedule, a checklist, group discussion, observation, reports of seminars and workshops, documents on teacher education and comparative analysis of the content of revised and old B.Ed curriculum. The data were analyzed with the help of statistical techniques.viz, the rank method, mean and percentage.

The main findings were: (i) There were some important changes in the new B.Ed syllabus on the one hand, while on the other hand, quite a few topics were repeated (ii) Implementation of new curriculum was found to be difficult. (iii) Teacher educators unanimously agreed that the area of practice teaching was the most important part of the B.Ed programme. (iv) Practical work was a useful part of the curriculum and should be organized more seriously. (v) The study indicated that the theory load should be cut down and the ratio of the theory and practise teaching should be fifty-fifty.

16. MALHOTRA, M.M.; MENON, P.N.; BEDI, S.P and TULSI, P.K., 1989 undertook a status study of internal assessment of students in the polytechnics of Haryana. The study focus on the problems of practices followed in assessing course work of students in the polytechnics of Haryana. The objective of the study was to assess the existing system of internal assessment of students in polytechnics of Haryana. The sample consisted of thirty five (35) teachers teaching different subjects and one hundred and forty six (146) students from various disciplines selected from three (3) polytechnics. Data were collected through a questionnaire for students and an interview schedule for teachers, apart from an attitude scale on internal assessment for teachers.

The major findings were: (i) Students was informed about the criterion of assessment of their course work in the beginning of the semester. However, no guidelines were available to the teachers for the course work assessment. (ii) No uniform pattern with regard to the elements of course work assessment existed for the same category of subject taught by the teachers. However, the most commonly used elements for assessments were class tests, homework and class work in the case of theory subjects and laboratory/workshops, field exercise, practical notebook, oral test and attendance in the case of practical works in laboratories/workshops which were used in various combinations and different weightage were assigned to each of these elements by different teachers. (iii) The techniques used for assessing course work in respect of cognitive abilities, practical skills and attitudes were found to lack validity, these were also not found to be helpful to students in their progressive learning. Methods used for assessing practical skills in workshops/laboratory did not ensure assessment of the various sub-components skills, attitudes and behavioural aspects as the instruments of measurements employed include only the oral test assessments of journals and observations according to them, the assessment lacked objectivity, copying in homework, assignments and class test and no opportunity for improvement. (iv) Reports back of students' performance were limited only to students. It was neither timely nor it provided information about their weakness and suggestions for improvement.

17. SHAH, J.H and PATEL YASHOMATI., 1989 investigated on the evaluation of B.Ed vacation course by student teachers. The objectives of the study were: (i) To evaluate the B.Ed vacation course consisting of four (4) vacation-summer as well as Diwali (Winter) in addition to Christmas vacation when stray lessons were arranged at student-teachers schools and were supervised by the trained senior most teachers of the school and (ii) to get the responses and suggestions of student teachers for improvement of the course.

The sample consisted of seventy five (75) student teachers who were from different district of the state of Gujarat. It was a purposive sample. An evaluation sheet was developed by the investigators which were divided into four (4) parts, namely, microteaching, teaching of the first three general papers, teaching of content and method of two (2) subjects offered by student-teachers and general administrative work. Finally, they were asked their overall impression and suggestions, if any, percentages, chi-square test and content analysis of the responses were used for analysing the collected data.

The major findings were: (i) Percentages of the general about microteaching was: Excellent 21.6%, good 44.60%, average 29.72%, poor 1.35% and worthless 2.7%. (ii) Majority 47.30% found micro teaching as ordinary in developing skills.(iii)The micro lessons were conducted in simulated situations (No pupils from schools were available because it was a vacation time) and thus there were some artificiality. (iv) Lack of demonstration lessons, specific information and guidance, consistency among teacher educators coming from different colleges, adequate response from peer groups etc. (v) Difficulties put forth by the student teachers were genuine and indicated lack of proper planning. (vi) For improving the administration aspect, the student teachers reacted against some rigidity, lack of separate library, one (1) teacher teaching more than one (1) subject etc.

18. DAS, R., 1991 made a comparative study of the evaluative procedures of the secondary teacher-training institutions in Gujarat State. The objectives were: (i) To find out the differences in the evaluative procedures among the secondary teachers training institutions in Gujarat State and (ii) to study the opinion of the principals/ head of the institutions regarding the evaluative procedures which they are following.

A sample of thirty six (36) teachers training institutions and their principals/head was selected for the study. Questionnaire was used to collect information regarding the evaluative procedures followed in the teacher training colleges and the opinion of the principals/heads regarding them. Percentage analysis was carried out.

The major findings were: (i) Diversity exist in the evaluation process in teacher-training colleges. (ii) The majority of the institutions follow mixtures of internal and external evaluation procedures. (iii) An external-cum internal marking system should be adopted in all teacher-training colleges.

19. PATTED, L.B., 1992 undertook a critical study of the qualitative improvement of secondary teacher preparation in Karnataka State. The objectives of the study were: (i) To study the curriculum and methods of teaching of pre-student teaching, procedure of evaluation and existing condition of resources in the college of education in the University of Karnataka and (ii) to study the teaching and other school-related behaviour of teachers with varying experience and are trained with different B. Ed syllabi.

The sample comprised of randomly selected thirty nine (39) principals, two hundred and fifteen (215) teacher-educators working in college of education and two hundred and thirteen (213) headmasters/headmistress of secondary schools. The tools used were questionnaire and a rating scale.

The findings indicated that: (i) Lecture, assignment, discussion, and seminar methods were used, while case study and project methods were used as innovative methods. (ii) Most of the colleges have their own buildings, classrooms, psycho-lab, audio-visual room, ladies lounges, books and journals and SUPW facilities. (iii) A majority of the colleges were run by students' fees, donations and management funds, except the college run by the state government or the University. (iv) The enhancement of minimum percentage at the bachelors degree to 50% and a minimum of two (2) school subjects to be studied at this level were quite essential for qualitative improvement of the secondary teacher education course. (v) For assessment of annual lessons, the mean of the two (2) examiners were taken into consideration.

20. WALIA, K., 1992 undertook an evaluative study of the secondary teacher education programme in northern India. The objectives were: (i) To study the curriculum of teacher education at the secondary level ,(ii) to discover the weakness and dysfunctionality of the curriculum and practices at this level of teacher education and (iii) to work out a functionally useful teacher education programme or the country.

The syllabi of seventeen (17) Universities of six (6) northern states of India were collected and analysed. Questionnaire was used for collecting data. Some of the major findings were: (i) The curriculum of secondary teacher education lacked uniformity and clear cut definition. (ii)The majority of teacher education institutions had defective admission criteria and late admissions. (iii) Provision for optional/ specialization papers in different University ranged from four (4) to thirty nine (39) papers in different Universities, out of which only one (1) paper was to be selected. (iv) A four year teacher education programme was preferred to the existing one year B.Ed programme.

21. BENDANGYAPANGLA., 2010 made a study of distance teacher education programme in Nagaland with the objectives: (i) To examine the status of distanced teacher education in Nagaland in terms of enrolment, curriculum, curriculum transaction, student support services and evaluation and (ii) to find out the problems faced by the teacher trainees undergoing bachelor of education and certificate in primary education programme through the distance mode. The population of the study covers teachers at the primary (Class1-5) Elementary and secondary (Class 6-10) levels trained under the distance mode including those undergoing training.

Random sampling was applied to draw 50% of the student teachers enrolled for primary and secondary teacher training under IGNOU. This includes distance teacher trainees who had yet to complete their courses. Hence, sixty six (66) B.Ed distance teacher trainees and sixty (60) CPE distance teacher trainees were randomly selected for the study.

Random sampling was applied to draw 50% trained primary and secondary teachers under IGNOU since 2002 to 2006. As such sixty three (63) and forty three (43)

teachers of B.Ed and CPE respectively, who had been trained through the distance mode were selected for the study.

Questionnaires were used for data collection beside survey of office record of IGNOU programme study centres for B.Ed and CPE and IGNOU regional distance office, Kohima.

Some of the major findings of the study were: (i) In most of the programme study centres (PSCs) library was not available, however facilities like sufficient books, internet connection, photo copies were mostly available in the PSCs where a library was in place. There was a shortage of waiting room, hostel and canteen for the trainees. In terms of ICT facility at the PSCs the OHP seemed to be the only facility used. (ii) Evaluation of assignment was carried out efficiently by the counsellors. (iii) The school based activities (SBA) carried out as an integral part of the curriculum helped in developing organizing skills. Practice of teaching (POT) was supervised by the mentors but not by the counsellor for the B.Ed programme. For the CPE teacher trainees, counsellors of some PSCs supervised POT. It was felt that the comments provided by the counsellor on the lesson plans were sufficient to change the teaching behaviour. (iv) Problems encountered in carrying out SBA included mentors not being able to guide and give suggestions since many were untrained, inability to make time by the mentors, lack of cooperation by the colleagues, SBA activities was time consuming, no proper instruction given either by counsellor nor mentor. (v) POT was difficult for 28.15% B.Ed and 17.85% CPE. Planning of lesson was time consuming, could not get help for problem faced during planning, irregularities of mentors; lack of support from head and colleagues of school; inability to arrange TLM and adjust planned activities with class period were problems faced during POT. (vi) The examination system was satisfactory for questions were highly of application type covering the major objectives of the syllabus: the time of examination was feasible; both internal and external evaluation takes place.

22. RANJANA MUTUM., 2016 undertook a study on the development of professional education of teachers at the elementary and secondary school levels in Manipur. The objectives were to make survey the existing condition and status of the college of teacher education with special reference to: curricular and co-curricular activities, scheme of education.

The sample consist of all the six (6) colleges of teacher education, thirty (30) teacher educators of which twelve (12) were male and eighteen (18) female using simple random sampling, fifty four (54) student teachers consisting eighteen (18) male and thirty six (36) female using simple random sampling.

Information schedule, questionnaires and interview schedule were the tools used for collection of data.

Some of the major findings were: (i) Most of the colleges of teacher education have good infrastructural conditions of physical and human resources. (ii) All college of teacher education organise and conduct co-curricular activities. Since 2015-16 academic session of two year B.Ed course has been introduced with new curriculum and syllabus following National Curriculum Framework for Teacher Education (NCFTE) 2014. The duration of internship was maximum forty (40) days which were conducted within September and October. Some college of teacher education do not follow the NCTEs guidelines regarding the duration of internship or teaching practice. All college of teacher education organised different type of co-curricular activities as part of internal assessment (iii) Few college organise seminar, conference, workshops and extension service as part of continuing education for updating knowledge. (iv) The major problems of professional education of secondary school teachers were lack of proper infrastructure and up gradation, poor library facilities, non-availability of practising schools permitting full time duration, lack of orientation, seminar, workshop on teacher education programme, irregular attendance of student teachers etc.

23. LONGCHAR, IMKONGSENLA., 2017 undertook a study of the effectiveness of District Institutes of Education and Training (DIETs) in Nagaland. The objectives of the study were: (i) To examine the activities and practical method of teaching prescribed in DIETs (ii) to examine the effectiveness of DIETs in relation to (a) Pedagogy. (b) Curriculum. (c) Co-curricular activities. (d) Evaluation and (iii) to find out the problems faced by the teacher educators and student trainees.

Questionnaires, Interview were employed for data collection beside office records, statistical data, reports and journals and other related literature which were studied and consulted.

Purposive sampling under the non-probability sampling covering all population was used. The sample consist of ten (10) principals, one hundred and twenty seven (127) teacher educators and two hundred and forty two (242) teacher trainees of all the Government and private teacher education institutes.

The major findings of the study were; (i) Majority of the principals of the DIETs institutes were of the view that the institution does not have adequate and sufficient infrastructural facilities. (ii) Trainees participated in different programmes like seminars, workshops, work experience, community works, field trip and other activities like projects, survey, etc which were conducted frequently by the institutions as responded by most of the teachers. (iii) In all the institutes, micro teaching, block teaching and school based teaching was practised. While some institute were practising team teaching. (iv) Most of the institutes adopt practice teaching for 21-30 days, while some institutes adopted for 1-10 days. It was observed that, all teacher educators were satisfied with the existing pattern of practice teaching and majority of the trainees were satisfied with the existing pattern of evaluation done by the teachers. (v) It was compulsory for the students to write assignment, unit-test and present seminar papers and all trainees were found to be actively participating in seminars but only few (17.77%) gave PPT while the rest gave in the form of paper presentation. (vi) Cent percent of the heads and 88.01% of the trainees revealed that the trainees actively participate in all the CCA organized by the institute like literary events, games and sports , picnic, cultural day etc. 48.04% of the teachers strongly agreed and 51.96% agreed that trainees participation in CCA would be helpful in developing professionalism. (vii) Though majority of the heads and teacher educators

were given orientation for supervision and evaluation, but they felt that more orientation programme were required for teacher educators. (viii) 50% head of the institutions have frequently observed or evaluated trainees from other institutions during the practice teaching programme or school based activities. (ix) External and internal evaluation was practised in all the institutes where cent percent of the heads and majority of the teacher educators were satisfied with the evaluation techniques. (x) Technique of evaluation applied by teachers during teaching programme was found to be 46.45% (Observe their teaching and writing comments), 62.20% (Observation, writing comments and giving feedback after teaching), and 41.74% (Asking peer group to observe). (xi) Most of the heads, teacher educators and trainees felt that the existing pattern of valuation procedure was adequate to know the progress of the trainees. (xii) Peer group observation was also adopted during practice teaching as opined by most of the trainees.

With regard to problem faced by the teachers in areas of evaluation: (a) 59.84% of teacher said there was lack of orientation or training programme on evaluation. (b) Majority (77.16%) viewed that systematic evaluation procedure needs to be followed so that there is no biasness in all the papers. (c) 37.80% opined shortage of time allotment for observation to assess in fair means. (d) 48.81% put forward that there was lack of acknowledgement towards evaluation duty of the teacher educators in the form of remuneration and honorarium. (e) 25.20% of the teacher educators faced problems related to evaluation of teaching practice like due to lack of training on evaluation, lack of adequate tools for evaluation, due to lack of feedback and training on using TLM.

With regards to the problem faced by the trainees relating to micro teaching, block teaching and practice teaching: (a) Cent percent viewed that teaching programme like micro, macro and block teaching were expensive, time consuming and tiring. (b) 71.48% viewed that the number of days allotted for practice teaching was lengthy and they felt overburdened. (c) 40.08% opined that there were not adequate facilities in the practising schools. (d) About 23.55% said that critical observation by the supervisors and giving negative feedbacks during teaching sessions discourages the trainees in preparing for the next lesson.

24. MAHERIA, KUSUM. C., 2019 studied on the evaluation of innovative practices in teacher education institutions of Saurashtra University. The main objectives of the study were to study the innovative practices in secondary level teacher education institutions of Saurashtra University and to study in depth the innovative practices in selected secondary level teacher education institutions of Saurashtra University.

Survey method was adopted for the study. The population comprised of all the secondary level teacher education institutions affiliated to Saurashtra University, all the principals, teacher educators, student teachers of the respective institution during the academic year 2017-2018. Sample consists of all the sixty one (61) secondary level teacher education institutions of Saurashtras University, Rajkot. All the principals/head of departments, teacher educators and student teachers of the secondary level teacher education institutions.

Questionnaires, checklist, observation schedule, semi-structured interview schedule were employed for data collection. The main findings of the study were; (i) Teacher educators were found to be using interesting interactive methods like group discussion, doubt clearing session, role play, dramatization of events and A.V. Aids related to the teaching of different components of theory papers. Need has been felt to introduce the constructivist approach, life skills and multiple intelligence. (ii) Two (2) of the surveyed institutions were found to be practicing online examination, wherein one (1) institution was found conducting pen book exam for all the core and foundation courses, whereas, another institution was found conducting open book exam only for the foundation paper-Education in Emerging Indian Society. (iii) Most of the teacher education institutions have adopted semester system pattern with seven (7) point of grading scale.(iv) Most of the institutions were found to be following micro teaching approach. Only one (1) teacher education institution has adopted simulated stage teaching practice (SSTP) approach as part of the teaching practice. (v) Most of the institutions were found to be following skill based teaching practice (SBTP) based on micro teaching to provide awareness to student teachers about teaching skills and their use in practical aspect of teaching learning in schools.(vi) Skills that were found to be focused during practice teaching were framing of objectives in lesson plans, use of A.V. aids, explanation, conducting activities in classroom, use of black board, group works, confidence, voice modulation, dealing with students and giving reinforcement in evaluation of practice teaching. (vii) Most

colleges were having a specific format of lesson plans whereas other colleges were given freedom to make lesson plan of their own. (viii) One (1) of the teacher education institutions has adopted the constructivist approach lesson designing. (ix) Only two (2) teacher education institutions have adopted rubric to give feedback along with oral feedback whereas in other institutions teacher educators grades each lesson on a rating scale. (x) To maintain objectivity in practical lesson some of the colleges have designed a format in the form of mark sheet which contains criteria for evaluating the lesson. (xi) Teacher educators were not able to observe full 35 minutes as he/she has to observe 2-3 lessons together at the same period of time. (xii) Peer observation practice was also seen in school based practice teaching of many institutions. (xiii) With regard to practical work innovative projects, seminars, action research, submission of reports of case studies of practice teaching, practice of reflective dairy writing for the whole academic year etc were found in practicing in some of the institutions.

25. KHAN IMRAN., 2019 undertook a study to identify gaps between theory and practice regarding quality education in the teacher education institutions. The main objectives of the study was: (i) To study the perception of teacher educators and student teachers about the concept of quality regarding teacher education, (ii) to study the quality education related indicators as prescribed by various bodies/documents for teacher education institutions and (iii) to study the existing practices in the teacher education institutions with special reference to quality indicators.

Normative or descriptive survey research method was utilized for the study. The sample consisted of all district institute of Education and training (DIETs) and State Council of Educational Research and Training of the NCT of Delhi. More than 50% of the teacher educators from each DIETs and SCERT of the NCT of Delhi were selected through random sampling techniques. Hence, total eighty three (83) teacher educators were selected.

50% of the final year student teachers from each DIET of the NCT Delhi were selected through random sampling technique. DIET Dilshad garden and DIET RK Puram have only 50-50 students intake, so the investigator did not use random sampling techniques to selection of the student in those DIETs. Therefore, overall five hundred and twenty three (523) student teachers were selected.

Questionnaire was used for data collection. The major findings were (i) All teacher educators opined that they frequently used lecture method, discussion method, project and problem solving method to curriculum transaction. (ii) Few of the teacher educators believed that the performance of student in school experience programme related activities was very good but more than half of the teachers believe that the performance of student in different co-curricular or co-scholastic activities in the institution and in the school was very good. (iii) Student teachers were assessed in different aspects of the programme which were considered by all the teacher educator for internal assessment throughout the academic year like (a) Participation in classroom activities, (b) quality of views on the classroom discussion, (c) students behaviour in the institution, (d) academic performance e.g. class test, internal test, (e) professional performance e.g. assignment, project and presentation, (iv) For Majority of the teacher educators the duration of the programme was inadequate to effectively transact the curriculum and other activities carried out in the programme and suggested that duration of programme should be increased from two years to four years.(v) Most of the teacher educators responded that factors like incomplete work, absenteeism of the student teachers and late submission of the assignment affect the assessment process in the institution. (vi) Majority of the teacher educators responded that subject matter, pedagogical skills, assessment and evaluation techniques, classroom discipline and management, student participation and demonstration of teaching-learning materials were the most important elements during the supervision of lesson plan presentation by the student teachers in the classroom. (vii) Few of the student teachers believed that their teacher educators evaluate all their class work or homework regularly. (viii) Student teachers indicated that teacher educators used different tools and techniques for measuring or evaluating the student teacher performance in content and co-scholastic areas in the institutions. Majority of the student teachers expressed that written test, observation, participation in activities, midterm exam, presentation etc were frequently used by the teacher educators. (ix) Nominal number of student teachers claimed that their teacher educators have developed the student progress portfolio in which they keep the record regarding their performance in scholastic and co-scholastic areas. (x) Majority of the student teachers responded that their teacher educators give their marks and grades according to the quality of the assignment and performance. (xi) Majority of the student teachers expressed that supervisor for observation visit school for twice in a week, some of

them said once in a week while few of them accepted that supervisor visit school three (3) times during the week for supervision. (xii) Majority of the student teachers believed that supervisor observed only 20% lesson plan in the teaching practice, few of them said supervisor supervised below 10 % lessons while nominal number of student teachers expressed that 30% lesson plan were supervised.

2.1.2 STUDIES DONE ABROAD

1. MIYAMOTO, INEZ MASAYO., 1996 studied on the teacher use of performance assessment in Arizona and Hawaii. The purpose of this study was to describe teacher use of classroom performance assessment. Specifically, factors such as training, purposes of assessment, development of scoring and rating criteria and perception of strength and weakness were examined. Quantitative and qualitative data were collected in selected Arizona and Hawaii schools at both the elementary and secondary levels.

The findings indicate that over 80% of the teachers use performance assessment .In addition, the open-ended questions identify additional purposes and concerns about the quality of classroom performance assessment.

2. MAROTTO, MICHAEL JAMES.,1998 conducted a study on teachers self-assessment and professional development through their classroom journals with the purpose to explore how the regular use of classroom journals by teachers provided them with self reflective data that enabled them to assess their own performance and that helped them to develop professionally. This study asked teachers to become observers, recorders and assessors of their own work, viewing and it investigated whether the teachers could use journals to assess their own teaching performance and to effect changes in their teaching practices based on their analysis of the data gathered from these journals, whether these experience as journal-keeping inquiries could be an effective vehicle to engage professionals in discussions on curriculum development and whether the process of journal keeping and collegial discussion could lead to meaningful professional development and self-assessment.

The findings indicated that: (i) Journal keeping enable teachers to view the culture of the classroom ethnographically through their self-reflective writing. (ii) Journal

keeping promotes teacher enquiry. (iii) Individuals journal provide teachers with ethnographic information for self-reflection and self-assessment. (iv) The reflective journal may be a teacher-directed alternative to traditional administrator-based evaluation.

3. KLEISER, EVE JANE., 1998 conducted a study on the uses of portfolios in teacher education classroom. This qualitative study describes the use of portfolios in higher education classrooms as a teaching, learning and assessing tool. The goal was to examine: (i) Course curriculum, (ii) students needs, (iii) the role of the instructors, (iv) preposition of teaching and learning, (v) advantages and disadvantages and (vi) linkage between theory and practice. Undergraduate and graduate students and the researcher were a part of the data collection.

The data include: Personal data of the researcher, anecdotal notes, interviews, transcript of videos, student portfolios and a student questionnaire. Analysis of the data indicated that portfolios can be used to assess and evaluate the students' ability to meet learner outcomes. The portfolio provided a place for the student to demonstrate how he/she met the learning outcomes, as well as to what degree.

Findings indicate that the portfolio process has the potential to be used as a teaching, learning and assessing tool. But both the instructor and the students need to be aware of the predisposition they bring to this process. The study reported that both the instructors and students need to be: (i) Open-minded to the complexities associated with the teaching, and learning, (ii) Be responsible for internally analyzing teaching, learning and assessing beliefs and (iii) Whole heartedly invested in the process of building a portfolio.

4. ETSEY, YOUNG KAUF., 1999 investigated on teacher educator's perception of classroom and standardized assessments. The purpose of this study was to examine the attitudes, perception and practices of teacher educators regarding educational assessment in present teacher training institutions. This study was designed as a cross-sectional survey. Three hundred and twenty five (325) survey packages were mailed to teacher educators in twelve (12) teacher training institutions in the states of Illinois, Iowa, Minnesota and Missouri. One hundred and eighty eight (188) completed surveys were returned.

The teacher educators reported that training in educational assessment was necessary for teacher education students. They were not of the view that pre-service courses in measurements provide the kinds of assessment skills actually use in the classroom.

The top three forms of assessment teacher educators deemed most important to be used to determine students' achievement in elementary and secondary schools were class projects, personal observations, and student's oral presentations. Teacher educators reported a positive attitude towards class projects, personal observations, portfolios, and students oral presentations but a negative attitude towards standardized test in both elementary and secondary schools. It is recommended that: (i) Course related to both performance and traditional forms of assessment be given equal emphasis in the teacher training curricula. (ii) Classroom teachers use a combination of both traditional and alternative form of assessment. (iii) Teacher educators look at the positive aspects of standardized achievement assessments and teach this topic with a great emphasis on the interpretation and use of the scores.

5. CLEMENS, BEVERLY ANN., 1999 undertook an investigation on the potential and limitations of bodies of evidence as assessment devices. This study evaluates the potential and limitations of bodies of evidence as assessment devices. A body of evidence is a collection of items (Standard test scores, anecdotal records, homework assignments, tests, projects etc) that indicate whether a student has mastered the checkpoint (Benchmark) of a standard. One (1) school district is asking teacher to use bodies of evidence to assess students' progress towards the check points of standards. Teacher compile bodies of evidence for the students, then judge whether each student was proficient (Has mastered) a checkpoint of a standard based on his or her body of evidence.

Results of this study indicate: (i) Assessment of student progress based on bodies of evidence shows consistency among teachers. (ii) Assessment of student progress based on bodies of evidence correlates with assessment of student progress based on other measures.(iii) Bodies of evidence do not show a high level of content validity and (iv) Teachers differentiate bodies of evidence for students of differing abilities.

6. SYLVIA, CLIFFORD W., 1999 made a study on the authenticity assessment knowledge and practice of selected second-year Massachusetts high school teachers. The present study examined current authentic assessment practices of second-year teacher in Massachusetts high schools. The modelling of assessment practice and training provided to teacher trainees was studied in relationship to actual authentic assessment practices used in Massachusetts high schools.

Research methods for this quantitative study included descriptive and casual comparative methods. Questionnaire was used for data collection. A systematic random sample of five hundred (500) practicing secondary teachers in Massachusetts high schools was drawn from an accessible population of one thousand (1000). The final sample size of two hundred and two (202) was realized from the returned instruments.

The study indicated that practicing second-year teachers in Massachusetts high schools perceived that their assessment training in teacher education preparation programs has been limited.

Analyses of the data revealed that pre-service training in traditional assessment was more inclusive than training on authentic methods. Training in specific assessment methods was found to be limited. In Addition, second-year teachers reported that traditional methods of assessment were mostly used by their college professors. Paradoxically, in their current classroom second-year teachers used authentic assessments more than traditional tests. However, portfolio assessment was used least.

The study presents compelling evidence that the assessment of students' achievement by teachers should be a priority in effective school programming.

7. ALSARIMI, ABDULLAH MOHAMMED., 2000 conducted a study on classroom assessment and grading practices in the sultanate of Oman. This study identified existing classroom assessment and grading practices of the third preparatory science teachers in Oman. The data sources were teacher questionnaires and teacher made mid-term exams. Teachers in Oman indicated that they assess their students for three (3) main purposes: Assigning grades, motivating students and evaluating students' achievement. They also indicated that they used assessment for formative purposes

(e.g. developing instructional objectives and evaluating teaching materials) although less frequently. Teachers indicated that they used more of a variety of items formats than they actually do in their midterm's exams. Teachers revealed that they used short answer, completion, oral exams, extended short answer and multiple choice item formats. However, teachers used only a few items format in their midterm exams. Multiple choice items and completion items were most commonly used in their exams.

Based on the mid-term exam analyses, teachers tended to assess knowledge, comprehension and application with little attention paid to analysis, synthesis and evaluation were not addressed in their exams. Teachers reported that they assess comprehension more often than knowledge when in fact the opposite was true. Moreover, teachers reported assessing evaluation but no items in the midterm exams assessed the skills. Teachers indicated that they use four (4) main sources of information when assigning grades to their students: Final exams, mid-term exams, classroom examination and oral questionings. Teachers tended to incorporate some non-achievement factors (e.g. effort) in the grades. Teachers indicated that their grade reflects student's improvement, effort and knowledge of the subject matter.

Teachers revealed that they were competent in developing and grading traditional test items (e.g. short answer) and that they were less competent in developing and grading non-traditional test items (e.g. structured performance assessments). Further, teachers indicated competency in developing assessment techniques that measures low level cognitive skills as compared to assessment techniques that measure higher order thinking skills.

8. DILLON, ANN SMITH., 2000 studied on the University supervision of student teachers: A comparison of traditional and alternative models. This study compared student teaching outcomes for interns who receive traditional university supervision with interns who received alternative student teaching supervision during their first semester of full time student teaching at the University of Florida. Following assignment of student teaching placement, thirty three (33) interns were stratified on two (2) levels and then randomly assigned to treatment groups. In the traditional model, University supervisors assumed primary responsibility or supervision of

interns. In the alternative model, cooperating teachers assumed primary supervisory responsibilities.

Two (2) research methodologies were employed to compare student teaching outcomes. A repeated measures analysis of variance (ANOVA) was used to determine if there was any significant difference between treatment groups on rate of progress time. Independent ANOVA was computed to measures of classroom management, time management, instructional management and lesson presentation, and seat work management. Statistics analyses revealed no significant difference between treatment groups. On all the four (4) domains, interns who received alternative student teaching supervision progressed at about the same rate as interns who received traditional University supervision.

Findings of the study suggested that traditional and alternative models of student teachers supervision can be equally effective. Three (3) considerations emerged as being essential to successful implementation of alternative models of supervision: participants' selection and matching, training and evaluation and a comprehensive evaluation protocol.

9. LANTING, ASHLEY SHILING YANG., 2000 made an empirical study of a district-wide K-2 performance assessment programme: Teacher practices, information gained and use of assessment results. The study employed a qualitative research methodology to examine how the primary teachers used a district literacy performance assessment. Data were collected through observations, interviews and documents, which consists of procedures and rationale of teacher use of the assessment. Grounded theory and NUD*IST software were used for text analysis and theory building.

The study showed that a theory-grounded teacher-empowered K-2 performance programme accompanied with the districts low level of interference could interact very well with teacher's high ethical standards on assessments. Specifically, when in-service was voluntary, teachers did not spontaneously practice comprehensive portfolio or student self assessment, but mainly relied on observation and interviews; discussion among teachers on assessment was also limited because of time constraints. Rubrics seemed to work as conceptual framework for data collection and

evaluation and teachers usually rounded their evaluation on evidence. Dimensional scoring and flexible marking across proficiency levels were implemented, which did not lead teachers to focus on students' weakness. In fact teachers appeared to focus on strength. Information obtained from the assessment was criteria-referenced and individualized. Teachers did not use normative language when commenting on student performance. Still in-service or direct questioning technique is strongly recommended to explore higher-order thinking process and to diagnose learning problems.

The assessment results were mainly used to keep track of student performance and to provide remedial teaching. There seemed to be a gap between assessment results and corresponding pedagogical strategies. It recommended that performance assessment programmes be accompanied with in-service on extensive repertoires of instructional strategies. It was not conclusive that teacher involvement in rubric development and peer discussion and teacher experiences on assessment, tasks types and integration would make assessment results more instructionally useful.

10. LIGUORI, LORI J., 2000 undertook a study on evaluating professional development: The impact on classroom teachers at the school district level. The purpose of the study was to investigate the professional development on classroom teachers at the school district level. Three (3) areas were examined: change in teacher knowledge, skills and classroom practise; teacher perceptions of students learning; and teacher in teacher beliefs and attitudes. The study was designed to measure professional development outcomes through a cross sectional survey methodology in four public school district located in southern New England. Research subjects were two hundred and twenty eight (228) teachers who volunteered to participate in the research study by completing a professional development survey.

One of the most significant findings of this research study is the lack of evaluation methods to determine the effects of professional development.

11. PODGETT, HARRISON SUSAN KAY., 2000 conducted a study on the influence on secondary teacher grading practices. This study was conducted among academic teachers in high schools in north Georgia. The study was designed to determine the individuals or factors that influence teachers grading practice and the element of student works that are included in teachers grading practices. The survey asked if teachers used class work, home work, attendance, class participation, efforts attitudes, reports, papers, notebooks or progress to evaluate students work. Eighty (80) surveys were returned and ten (10) teachers who volunteered were further questioned in telephone interviews about their grading practices and what influenced these practices.

The research showed that the most significant influence on teacher grading practices was other teachers. The study further revealed non-achievement factors such as effort and participation were factored into teacher grading practices.

12. TRAVERS, KATHLEEN ANNE., 2000 studied on exploring the development of teacher identity: A study of prospective teachers learning to teach. This study examine the dynamics process of the development of five (5) pre-service teachers identities within the context of a teacher education course that focused on teaching and learning as facets of the same process. Qualitative methods associated with self study research were utilized in this study. Data included: Audio tape of teacher education class sessions, participants and teacher researchers journals, interviews, class assignments, presentation, project, and E-mail exchanges.

Teacher identity was analyzed using three (3) conceptual domains: (i) Self in relation to others, (ii) self in relation to knowledge and (iii) self in relation to the teaching profession.

Study results suggested that, pre-service teachers' benefits from encouragement and guidance in understanding the construction, development, and importance of their teacher identities.

The research has four (4) significant implications for teacher education: (i) Teacher education programme should personalize their instruction by focusing on individual learning and recognize the significance of the act of becoming or the development of a professional identity. (ii) Teacher educators need to understand that the

development of teacher identity includes not only how teacher relates to their subject matters but also aspect of profession. (iii) Self study conducted in teacher education classroom allows for meaningful investigation of students interpretative framework as they explore their teacher identities and (iv) Self study may help promote a dialogue among teacher educators about what is going on inside their classroom.

13. WHITFIELD, APRIL HUGHES., 2000 conducted a study on student teacher self-assessment: A proposed method of professional development. The purpose of this study was to investigate whether the student teaching semester is an opportune time to present a model of self assessment to student teachers. The questions for the study were: Is there a place for student teachers self assessment during student teaching and what is the nature of its impact on their professional development?

Two (2) groups of elementary student teachers were utilized: Four (4) in the control group and five (5) in the treatment group. Each participant was required to videotape three (3) lessons (Approximately three weeks apart) and write a critique of the lesson. After the first critique, the treatment group was trained in self assessment. There was an interview conducted of the treatment group participants after the last critique was required. A pre and post-opinion survey was administered to the treatment group.

During the training, a model of self-assessment was presented to the treatment group with the intent that they were to utilize the model in promoting professional development. The PIC (Plant, implement and critique) model was developed from aspects of other models and served as the conceptual work. It was found that there is a place for self-assessment during the student teaching semester. However, training and experience should precede before the student teaching semester. The participants in the treatment group credited self assessment with aiding in their professional growth and it was found that there was a place for self-assessment during the student teaching semester. However, training and experience should proceed before the student teaching semester.

14. HOLMQUIST, MARLYSUE ESPING., 2001 studied on the attitude of student teachers towards evaluation. The purpose of this study was to examine the perceived attitudes of student teachers towards the evaluation process and to analyse the variables that may have influenced their attitudes towards that evaluation. These variables were gender, race traditional and non-traditional students, placement (Elementary or secondary), relationship with the co-operating teacher, locus of control and prior evaluations. An analysis of variance was used to find the statistical significance of the contributions of each of the variables.

The student teacher attitude towards evaluation is a twenty (20) item survey developed to measure student teachers attitudes. The population for this study included student teachers in seven (7) colleges and Universities in a Midwestern state. One hundred and forty two (142) student teachers completed both forms of survey which was given in September and December.

The conclusion indicated three (3) areas of significant differences in attitudes: (i) Student teachers who had received more prior evaluations before the student teaching semester (From activities such as sports, music, 4-H, and forensics) had more positive attitudes towards evaluation than those with fewer evaluations. (ii) The attitude of student teachers towards evaluation improved from the beginning of the semester in September to the end of the semester in December. (iii) Student teachers who had a positive relationship with their co-operating teachers had a more positive attitude towards evaluation than student teachers who had a negative relationship with their cooperating teacher.

2.2 SUMMARY OF REVIEW OF LITERATURE

In the present study, the investigator could avail thirty (39) studies carried on by the researchers of the past in areas of educational assessment and evaluation, including curriculum and syllabus, revaluation, distance teacher education programme, perception and attitude towards assessment and evaluation etc, which were divided into two (2) segments i.e. studies done in India and abroad, where twenty five (25) studies were reported in India and fourteen (14) were from abroad during the period 1965-2019.

Studies done in India (1965-2019)

Sl. No.	Area of research	No. Of research	Percentage
1.	Curriculum and syllabus	08	32 %
2.	Evaluation and examination	04	16 %
3.	Revaluation	02	8 %
4.	Distance teacher education programme	01	4 %
5.	Development of teacher education programme	01	4 %
6.	Comparative study	02	8 %
7.	Study of innovative practices	02	8 %
8.	Effectiveness of DIETs	01	4%
9.	Assessment and trends and reliabilities of the assessment	04	16 %
Total		25	100 %

For studies done in India, the investigator collected twenty five (25) studies during the period of 1965-2019 on different areas related to the present study where 32% researches were done in areas of curriculum and syllabus, 16% each on evaluation and examination and assessment and trends and reliabilities of assessment, 8% each were on revaluation, comparative study of the evaluation procedure and study of innovative practices, while 4% studies each on distance teacher education programme, development of teacher education programme and effectiveness of DIETs. Most commonly used tools adopted by the researchers for collecting data were questionnaire, interview schedule, observation schedule, proforma etc. Percentage analysis was done with the help of statistical technique viz. mean, medium etc.

Studies done abroad (1996-2001)

Sl.No.	Area of research	No. Of research	Percentage
1.	Perception and attitude towards assessment and evaluation	02	14.28%
2.	Assessment and grading practices	02	14.28%
3.	Self assessment and professional development (Student teachers and teachers)	04	28.57%
4.	Performance assessment and use of portfolio in teacher education classroom	03	21.42%
5.	Authenticity assessment knowledge and practice	01	7.14%
6.	Potential and limitation of bodies of evidence as assessment devices	01	7.14%
7.	Supervision of student teachers	01	7.14%
Total		14	99.97%

For studies done abroad, fourteen (14) studies were collected and reviewed during the period of 1996-2001 which were focused on areas like teacher use of classroom performance assessment, teacher educators perception of classroom and standardized assessment, authenticity assessment knowledge and practice, classroom assessment and grading practices, University supervision of student teachers, influences on secondary teacher grading practices, student teacher self assessment, attitude of student teachers towards evaluation etc. Both quantitative and qualitative research methodology were used through questionnaire, interview survey, observation, documents etc for data collection.

Figures revealed that out of the fourteen (14) researches, self assessment and professional development (Student teachers and teachers) receiving the highest percentage 28.57%, followed by performance assessment and use of portfolio in teacher education classroom 21.42%, 14.28% each in areas of perception and attitude towards assessment and evaluation and assessment and grading practices, while 7.14% each was on authenticity assessment knowledge and practice, potential and limitation of bodies of evidence as assessment devices and supervision of student teachers.

From the studies, the investigator has highly benefited in absorbing the objectives, methods and findings made by the researchers of the past in different Universities both in India and abroad. From the literature reviewed and findings, though researchers in the past both in India and abroad have shown interest towards assessment and evaluation, however, since the beginning of the 21st century and after the introduction of two year B.Ed programme in India, no research studies were conducted especially in areas of assessment and evaluation practice of the B.Ed programme though some dimensions of it were studied by past researchers. Hence, the topic was formulated for the study.

CHAPTER - III

METHODOLOGY OF THE STUDY

3.1 NATURE OF THE STUDY

Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual or of a group. Studies concerned with prediction, with narration of facts and characteristics concerning individual group or situation are examples of descriptive research. It includes survey and facts finding of different kinds, the major purpose is description of the state of affairs as it exist.

Descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present, although it often consider past events and influences as they relate to the current conditions.

The descriptive research design enables researchers to describe or present picture of a phenomenon or phenomena under investigation. It is not only fact findings, but may result in: a) The formulation of important principles of knowledge and b) The solution of problems of various natures.

The methodology involved in such designs is mostly descriptive in nature producing descriptive data, i.e., peoples own written or spoken words and observable behaviour. Descriptive research can be classified as follows:

1. Survey studies- It is usually conducted for detail description of the existing phenomenon, some group of people, an institution, some existing policies, policy or event. Data are collected to analyse and justify on the current condition for improvement. Sometimes, they compare the status with some available standards and make suggestions for improving the status.
2. Inter-relational studies- These are studies which aim at going a step further instead of stopping at just describing the phenomenon like the survey type of studies It attempt to trace relationship between facts of the phenomena in spite of just collecting

data. The studies of relationship between various facts of existing phenomena are (i) Case study (ii) Casual comparative studies (iii) Correlation and prediction studies.

3. Developmental studies- This type of study aims at describing the changes that takes place in the growth and development of an organism or an institution or some social process over a determined period of time. It also describes what factors and conditions in what manner brought about the change. Van Dalen discusses two types of this kind of research i) Growth studies which is further subdivide into longitudinal and Cross sectional studies and ii) Trend studies.

In the present study the investigator adopted survey type of descriptive research as the method of investigation. It envisaged to examine the assessment and evaluation practice in the two year secondary teacher education (B.Ed) programme in Nagaland.

3.2 POPULATION OF THE STUDY

In research methodology, population means the characteristic of the specific group or human entity or geographical areas or price of commodities etc. Population or universe means the entire mass of observation which is the parent group from which a sample is to be drawn.

The population for the present study include all the nine (9) Government and private secondary teacher education institutions, including the principals, teacher educators, student teachers and experts from Nagaland University and from State Council of Educational Research and Training (SCERT) Kohima, Nagaland, as shown in Table No. 3.2.1

Table No.3.2.1
Population of the study

Sl. No.	Institutions	M	No. of principals	No. of teacher educators	No. of student teachers (2 semester)
1	SCTE, Kohima	Govt	1	18	100
2	SCCTE, Dimapur	Pvt	1	11	200
3	BCTE, Dimapur	Pvt	1	16	200
4	MCTE, Mokokchung	Govt	1	9	121`
5	MITE, Kohima	Pvt	1	16	200
6	Unity CTE, Dimapur	Pvt	1	16	200
7	URA CTE, Kohima	Pvt	1	11	197
8	Sazolie CTE , Kohima	Pvt	1	8	100
9	Mt.Mary CTE, Dimapur	Pvt	1	15	193
Total			9	120	1511

Full forms of the abbreviations used in Table No.3.2.1 are as follows:

SCTE-State College of Teacher Education Kohima, MCTE-Mokokchung College of Teacher education , Mokokchung, Sazolie CTE- Sazolie College of Teacher Education Kohima, MITE-Modern institute of Teacher Education, Kohima, Ura CTE- Ura College of Teacher Education Kohima, Kohima, SCCTE- Salt Christian College of Teacher Education, Dimapur, BCTE-Bosco College of Teacher Education Dimapur, Unity CTE-Unity College of Teacher Education Dimapur , Mt.Mary CTE- Mt.Mary College of Teacher Education Dimapur.

Govt-Government

Pvt-Private

M-Management

3.3 SAMPLE OF THE STUDY

Sample is a small representation of a larger whole, especially selected to represent the whole. It is a collection consisting of a part or subset of the object or individuals of population which is selected for the express purpose of representing the whole. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. Sampling is the process of selecting a sample from the population. It is the detail study of part, rather than the whole of a population.

P.V.Young “A statistical sample is a miniature picture or cross section of the entire group or aggregate from which the sample is drawn”.

Simple random sampling was adopted for the study for selecting the student teachers and teacher educators. The study was confined to randomly selected five hundred and forty (540) B.Ed 4th semester student teachers, sixty (60) teacher educators and principals of nine (9) B.Ed colleges. Beside this, the sample also consists of eleven (11) experts in the field of teacher education (9 experts from Nagaland University and 2 experts from State Council of Educational Research and Training (SCERT) Kohima, Nagaland). Purposive sampling was employed for selecting the experts.

Table No. 3.3.1
Sample of the study

Number of institutions /colleges	Number of principals	Number of teacher educators	Number of student teachers	Number of experts
9	9	60	540	11

3.4 RESEARCH TOOLS OF THE STUDY

In order to collect the required data and to elicit opinion of the personnel involve in secondary teacher education programme, the investigator devised five (5) sets of questionnaire, one each for the principals, teacher educators, student teachers, experts from Nagaland University and experts from SCERT, Kohima, Nagaland. The questionnaires comprised questions relating to the study such as curriculum: Theory and practical, co-curricular activities (CCA), assessment tools and techniques, problems in relation to assessment and evaluation etc. The draft of questionnaires was then submitted to the supervisor, three (3) experts from Department of Education, Nagaland University, two (2) experts from Department of Teacher Education, Nagaland University and one (1) expert from State College of Teacher Education, Kohima for ascertaining content validity. Some valuable suggestions were given by the supervisor and experts with reference to the context and language of the questions. Accordingly the tools were modified basing on the feedback received.

Pilot testing of the questionnaires was done by administering the questionnaires to six (6) teacher educators, one (1) principal and fifteen (15) B.Ed 4th semester student teachers of Ura college of teacher education, Kohima. Items were further revised before it was ready for administration.

Beside the questionnaires, relevant office records, documents, books etc were also referred for the study.

3.5 DESCRIPTION OF THE QUESTIONNAIRES

The investigator employed five (5) sets of self developed questionnaire for collecting data about the present assessment and evaluation practice of secondary teacher education programme in the state. The description of the questionnaires are shown in Table No.3.5.1

Table No.3.5.1

Description of the questionnaires

Sl. No	N O I	T N I	Principal			Teacher educators			Student teachers			Experts (NU)			Experts (SCERT)		
			O	C	S C	O	C	S C	O	C	S C	O	C	S C	O	C	S C
1	RP	27	1	3	1	3	1	1	2	2	3	3	1	1	3	1	1
2	IP&P	9	7	-	1	-	-	-	-	-	-	-	-	1	-	-	-
3	I	2	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-
4	C	121	4	7	16	4	7	32	2	8	23	2	1	11	2	-	2
5	T&T	40	-	3	4	1	8	12	-	7	3	-	-	2	-	-	-
6	CCA	17	-	1	1	-	4	5	-	4	2	-	-	-	-	-	-
7	Problems related to sessional works & end seminar examination	4	-	-	1	1	1	1	-	-	-	-	-	-	-	-	-
8	Weakness of assessment and evaluation & suggestive measures	8	2	-	-	2	-	-	2	-	-	2	-	-	-	-	-
9	Weakness /problems of 2 year B.Ed program & suggestive measures	2	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-
Total		230	14 (6.08%)	14 (6.08%)	24 (10.43%)	11 (4.78%)	22 (9.56%)	51 (22.17%)	6 (2.60%)	22 (9.56%)	31 (13.47%)	7 (3.04%)	2 (0.86%)	15 (6.52%)	7 (3.04%)	1 (0.43%)	3 (1.30%)
			52 (22.60%)			84 (36.52%)			59 (25.65%)			24 (10.43%)			11 (4.78%)		

Full forms of the abbreviations used in Table No. 3.5.1 are as follows:

E (NU) - Experts (Nagaland University), E (SCERT)- Expert (State Council of Educational Research and Training), NOI-Nature of items, TNI-Total number of items, O-Opened, C-Closed, SC-Semi closed, RP- respondents profile, IP & P- Institutional profile and practice, I- Infrastructure, C- Curriculum; Theory and practical, T& T- Tools and techniques, CCA-Co-curricular activities

Table No. 3.5.1 indicates that in the construction of questionnaires, the investigator devised two hundred and thirty (230) items covering nine (9) dimensions of the study under investigation.

For the B.Ed college principals, there were 6.08% open ended questions, 6.08% closed type of questions and 10.43% of the items were in semi closed type form.

For the teacher educators, 4.78% comprised of open ended questions, 9.56% were of closed type while 22.17% were semi closed questions.

There were 2.60% open ended questions for the student teachers, 9.56% closed questions and 13.47% semi closed items.

Questionnaire for the experts from Nagaland University comprised of 3.04% open ended questions, 0.86% of closed items and 6.45% of semi closed items.

And for the experts from SCERT Kohima, Nagaland, 3.04% open ended questions, 0.43% closed questions and 1.30% of semi closed questions were constructed for data collection.

Further, Table No. 3.5.1 shows that for the principals over all items consist of 22.60% of open ended, closed type and semi closed type, 36.52% comprising of open ended, closed type and semi closed type of questions were for the teacher educators, 25.65% for the student teachers, 10.43% for the experts from Nagaland University and 4.78% for the experts from SCERT.

3.6 PROCEDURE FOR COLLECTION OF DATA

For collection of data, the investigator personally visited the concerned principals, teacher educators, the student teachers and the experts to whom the questionnaires were given. The questionnaires were concealed in an envelope. Before administering the questionnaires, the investigator made them understand the purpose of the visit and assured them that their answers to the items in the questionnaire were intended to be used for research purpose only and that their identity would be kept confidential. In this way after seeking their consent, the investigator administered the questionnaires and was also given some time for answering the questionnaires and to return it.

The investigator took about eight (8) months to collect back the questionnaires from the respondents – Nine (9) B.Ed college principals, sixty (60) teacher educators, five hundred and forty (540) student teachers and eleven (11) experts in the field of teacher education (9 experts from Nagaland University and 2 experts from SCERT Kohima, Nagaland), which were arranged for analysis.

Besides this, the relevant information and data were collected through a personal visit by the investigator to the Directorate of Higher Education and by going through survey reports, books and records of the office.

3.7 STATISTICAL TECHNIQUE USED

Descriptive research technique was adopted for the study. Data were collected and analysed by applying the descriptive method. The responses collected were tabulated and interpreted using simple statistical technique such as average and percentage.

3.8 CHAPTERIZATION OF THE STUDY

The present thesis comprised of five chapters as given below:

Chapter one deals with the profile of Nagaland, education in Nagaland, importance of teacher education, teacher education in Nagaland, Nagaland University two year B.Ed course structure and syllabus, concept of assessment and evaluation, difference between assessment and evaluation, key difference between assessment and evaluation, types of assessment and evaluation, need and significance of the study,

statement of the study, objectives of the study, operational definition of the terms used, objectives of the study, research questions and delimitation of the study.

Chapter two comprised of review of studies which were divided into two (2) categories, studies done in India where twenty five (25) studies were reviewed and studies done abroad where fourteen (14) studies done by researchers of the past were reviewed and overview or summary of the review literature is also given.

Chapter three consists of the methodology of the study including nature of the study, population and sample, research tools used in the present study, description of questionnaires, procedure for collection of data and statistical technique used.

Chapter four contains analysis and interpretation of the research data or findings which were divided into seven (7) sections:

- a) Section- I contains tables (Table No.4.1.1 - Table No.4.1.23) formulated on the basis of responses given by nine (9) principals of college of secondary teacher education.
- b) Section- II contains tables (Table No.4.2.1 - Table No.4.2.54) formulated on the basis of responses given by sixty (60) teacher educators of B.Ed colleges.
- c) Section- III contains tables (Table No.4.3.1 - Table No.4.3.35) formulated on the basis of responses given by five hundred and forty (540) B.Ed 4th semester student teachers.
- d) Section- IV contains tables (Table No.4.4.1 - Table No.4.4.12) formulated on the basis of responses given by nine (9) experts from Nagaland University.
- e) Section- V contains tables (Table No.4.5.1 - Table No.4.5.2) formulated on the basis of responses given by two (2) experts from State Council of Educational Research and Training (SCERT).
- f) Section- VI contains table (Table No.4.6.1) dealing with the major problems /weakness of assessment and evaluation that has affected the quality of secondary teacher education programme given by the teacher educators, student teachers, principals and experts from Nagaland University.
- g) Section- VII deals with the suggestive measures given by the B.Ed college principals, teacher educators, student teachers and experts from Nagaland University

for the improvement of assessment and evaluation practice of secondary teacher education programme.

Chapter five consists of summary, major findings, discussion, conclusion of the study including educational implications and suggestions for improvement of assessment and evaluation practice of secondary teacher education programme and suggestions for future research study.

CHAPTER- IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation of data collected through administration of questionnaires, the data were further analysed and interpreted employing appropriate statistical measure. Responses to the questionnaires were classified theme wise, frequency counts were made, and thereby the new scores were presented along with the percentages which are presented in Table No.4.1.1 to Table No.4.6.1. Interpretation of data was made basing on the responses to the questionnaires.

4.1 SECTION- I

This section contains tables (Table No.4.1.1-Table No.4.1.23) formulated on the basis of responses given by nine (9) principals of college of secondary teacher education.

4.2 SECTION- II

This section contains tables (Table No.4.2.1-Table No.4.2.54) formulated on the basis of responses given by sixty (60) teacher educators of B.Ed colleges.

4.3 SECTION- III

This section contains tables (Table No.4.3.1-Table No.4.3.35) formulated on the basis of responses given by five hundred and forty (540) B.Ed 4th semester student teachers.

4.4 SECTION- IV

This section contains tables (Table No.4.4.1-Table No.4.4.12) formulated on the basis of responses given by nine (9) experts from Nagaland University.

4.5 SECTION- V

This section contains tables (Table No.4.5.1-Table No.4.5.2) formulated on the basis of responses given by two (2) experts from State Council of Educational Research and Training (SCERT).

4.6 SECTION- VI

This section contains table (Table No.4.6.1) dealing with the major problems/ weakness of assessment and evaluation that has affected the quality of secondary teacher education programme given by the teacher educators, student teachers, principals and experts from Nagaland University.

4.7 SECTION- VII

This section deals with the suggestive measures given by the B.Ed college principals, teacher educators, student teachers and experts from Nagaland University for the improvement of assessment and evaluation practice of Secondary teacher education programme.

SECTION-I ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM PRINCIPALS QUESTIONNAIRE

This section contains tables formulated on the basis of responses given by nine (9) principals of college of secondary teacher education.

4.1.1 Principals profile

Table No.4.1.1
Principals profile

Sl. No.	Items	Type & no. Of responses (%)	
1	Number of principals	Male	6(66.66%)
		Female	3(33.33%)
		Total	9(100%)
2	Qualification	MA	8(88.88%)
		MSC	1(11.11%)
		M.PHIL	2(22.22%)
		Ph.D	6(66.66%)
3	Professional qualification	B.ED	9(100%)
		M.ED	6(66.66%)
		NET	1(11.11%)
A	If any other	SLET	1(11.11%)
		PGDCA& PGDB	1(11.11%)
		BPH & BTH	1(11.11%)
4	Types of appointment	Permanent	8(88.88%)
		Temporary	1(11.11%)

Table No.4.1.1 reveals the profile of the B.Ed college principals. Majority (66.66%) of the B.Ed college principals were male and 33.33% were female. Out of the nine (9) principals, 88.88% were from arts stream and 11.11% from science background. 22.22% had M.Phil degrees while majority 66.66% were Ph.D qualified. As regard to professional qualification, all the principals had B.Ed degrees, 66.66% had M.Ed, 11.11% were NET qualified and further 11.11% each had SLET, PGDCA and PGDBM, BPH and BTH degrees. Majority (88.88%) of the B.Ed college principals were appointed as permanent in service, while the services of 11.11% of the principal were made on temporary basis.

4.1.2 Institutional profile

Table No.4.1.2
Institutional profile

Sl. No.	Name of the institution	M	A B	C	D&Y of Est.	No. Of TE	No. Of ST	WD
1	SCTE, Kohima	Govt	N.U	B.ED	1975 25-03-1975 (Date of Govt. taking over)	18	100	220
2	SCCTE,Dimapur	Pvt	N.U	B.ED	04-01-1995	11	200	220
3	BCTE,Dimapur	Pvt	N.U	B.ED	01-02-2003	16	200	190
4	MITE ,Kohima	Pvt	N.U	B.ED	09-03-2009	16	200	206
5	Sazolie CTE Kohima	Pvt	N.U	B.ED	21-09-2010	8	100	230
6	M CTE, Mokokchung	Govt	N.U	B.ED	22-02-2012	9	121	220
7	Unity CTE, Dimapur	Pvt	N.U	B.ED	20-11-2012	16	200	210
8	Ura CTE, Kohima	Pvt	N.U	B.ED	14-02-2014	11	197	190
9	Mt.MaryCTE, Dimapur	Pvt	N.U	B.ED	02-05-2017	15	193	220
Total						120	1511	

Full forms of abbreviations used in Table No.4.1.2 are as follows:

SCTE-State College of Teacher Education Kohima, MCTE-Mokokchung College of Teacher education , Mokokchung, Sazolie CTE-Sazolie College of Teacher Education Kohima, MITE-Modern institute of Teacher Education, Kohima, Ura CTE- Ura College of Teacher Education Kohima, Kohima , SCCTE-Salt Christian College of Teacher Education, Dimapur, BCTE-Bosco College of Teacher Education Dimapur, Unity CTE-Unity College of Teacher Education Dimapur , Mt.Mary CTE-Mt.Mary College of Teacher Education Dimapur.

Govt-Government

Pvt-Private

NU-Nagaland University

B.Ed-Bachelor of Education

D & Y of Est- Date and year of establishment

M-Management

AB-Affiliating body

C-Course

No.of TE- Number of teacher educators

No.of ST-Number of student teachers

WD-Working days

Table No.4.1.2 deals with the profile of the B.Ed colleges, which reveals that of the nine (9) secondary teacher education colleges in Nagaland, 22.22% were Government run B.Ed colleges and 77.77% colleges were private colleges. All the nine (9) B.Ed colleges were affiliated to Nagaland University. State College of Teacher Education (SCTE) Kohima, a Government run B.Ed college was established in the year 1975 as the first B.Ed college to cater to the need for qualitative improvement of teachers in the State, after a gap of 20 years a private B.Ed college Salt Christian College of Teacher Education (SCCTE) Dimapur, was established in the year 1995. Subsequently, with the beginning of 21st century seven (7) more B.Ed colleges were established in the State taking the total tally to nine (9) B.Ed colleges. With regard to the number of teacher educators, 22.22% of the B.Ed colleges had less than 10 teacher educators, while the remaining 77.77% colleges had more teacher educators in the range of 11-18. 66.66% of the B.Ed colleges were running with two (2) units, while the remaining 33.33% colleges each had one (1) unit of 50 seats. However, due to compulsion and peculiar situation prevailing at that time, Mokokchung College of Teacher Education, a Government run B.Ed college, had to accommodate more student teachers.

As regard to the total number of working days in an academic calendar, 77.77% of the colleges had a total working days ranging from 200-220, while 22.22% colleges each had 190 working days.

4.1.3 Mode of selection for admission to undergo B.Ed training

Table No.4.1.3

Mode of selection for admission to undergo B.Ed training

Sl. No.	Items	Responses	No. Of responses (%)
1	Mode of selection to undergo B.Ed course	Nagaland State Education Common Entrance Test (NS. Ed. CET) conducted by Nagaland University	9(100%)

Table No.4.1.3 relates to mode of selection for admission. Cent percent principals responded that the mode of selection for getting admission to undergo B.Ed training was through Nagaland State Education Common Entrance Test (NS.Ed.CET) conducted by Nagaland University since 2019.

4.1.4 Supporting staff

Table No.4.1.4
Supporting staff

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Supporting staff	
i	Peon	9(100%)
ii	Chowkidar	8(88.88%)
iii	Clerk/office assistant	9(100%)
iv	Librarian	9(100%)
v	Sweeper	8(88.88%)
vi	Driver	9(100%)
vii	Lab assistant	2(22.22%)
A	If any other	No. Of responses (%)
i	Duftry and Mali	1(11.11%)
ii	Water carrier man	1(11.11%)
iii	Janitor	1(11.11%)

Table No.4.1.4 pertains to the supporting staff. All the B.Ed colleges had peon, clerk/office assistant, librarian and driver, 88.88% of the B.Ed college principals indicated of having chowkidar and sweeper, while 22.22% had lab assistant to assist in smooth functioning of the institutions. Further, 11.11% principal mentioned of having daufttry and mali, 11.11% had water carrier man, while 11.11% had janitor in their college.

4.1.5 Opinion on duration of two year B.Ed course, engage class and the reasons

Table No.4.1.5

Opinion on duration of two year B.Ed course, engage class and the reasons

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Existing two years B.Ed duration is	
i	Lengthy	1(11.11%)
ii	Sufficient	6(66.66%)
iii	Insufficient	2(22.22%)
2	Engage class	
i	Sometimes	5(55.55%)
ii	Often	3(33.33%)
iii	Never	1(11.11%)
	If never, the reason	
A	Reason for 'Never'	No. Of response (%)
i	Engaged in running the office	1 1(100%)

Table No.4.1.5 shows that majority (66.66%) of the principals found the current two years B.Ed duration as sufficient, 22.22% opined that the duration was insufficient for professional development of teachers, while 11.11% found the two years B.Ed duration too lengthy.

The table also reveals that majority (55.55%) of the principals engaged in class teaching sometimes, 33.33% responded of often engaging class, while 11.11% did not engage class due to busy schedule in running the administration of the college.

4.1.6 Opinion on introducing the constructivist approach, offering one (1) pedagogy and need for two (2) pedagogy papers and the reasons

Table No.4.1.6

Opinion on introducing the constructivist approach, offering one (1) pedagogy and need for two (2) pedagogy papers and the reasons

Sl. No.	Items		
1	Reasons for introducing and implementing the constructivist approach		
A	Opinion/Reasons	No. Of responses (%)	
i	Practical oriented resulting in better retention of learning	2(22.22%)	
ii	Discourage rote learning and encourage learners to think, create and innovate	1(11.11%)	
iii	More meaningful teaching-learning process, with learners engagement resulting in higher learning outcomes	1(11.11%)	
iv	As per NCTE regulation	1(11.11%)	
v	Learners centred where learner construct knowledge themselves	3(33.33%)	
vi	To bring out the best in the learners	1(11.11%)	
2	Opinion on why colleges of teacher education in Nagaland are offering only one (1) pedagogy paper		
A	Opinion	No. Of responses (%)	
i	For specialization in one particular subject	4(44.44%)	
ii	Prerogative of the University being the academic authority to offer only one (1) pedagogy which is designed in the syllabus	4(44.44 %%)	
iii	As per NCTE regulation	1(11.11%)	
3	Need for the B.Ed colleges/institutions to offer two (2) pedagogy papers and the reasons	Type & no. Of responses (%)	
		Yes	No
		3(33.33%)	6(66.66%)
A	Reasons for ‘Yes ‘responses	No. Of responses (%)	
i	For more opportunities and to enhance the capabilities of the student teachers	3 2(66.66%)	
ii	So as not to limit the abilities and capabilities of the student teachers	3 1(33.33%)	
B	Reasons for ‘No’ responses	No. Of responses (%)	
i	To get specialization in one subject and do justice to teaching learning process	6 4(66.66%)	
ii	Learning becomes more focused	6 1(16.66%)	

Table No.4.1.6 relates to the reasons for introducing and implementing the constructivist approach, offering one (1) pedagogy and need for one (1) or two (2) pedagogy papers. 2.22% of the principals opined that the constructivist approach is practical in approach and result in longer learning retention, 11.11% each expressed of making teaching-learning process more meaningful with learners engagement resulting in higher learning outcomes, discouraged rote learning and encourage learners to think, create and innovate, for bringing out the best in the learners, constructivist approach was introduced as per NCTE regulations, while 33.33% responded constructivist approach to be learners centred where learners constructed knowledge by themselves.

Majority (44.44%) each of the principals felt that colleges of teacher education in Nagaland were offering only one (1) pedagogy paper so that student teachers get specialization in one (1) particular subject, as the prerogative of the University being the academic authority to offer only (1) pedagogy which is designed in the syllabus by the syllabus construction committee and 11.11% mentioned as per NCTE regulations.

Table No.4.1.6 shows mixed responses, where 33.33% felt the need of two (2) pedagogy papers while 66.66% were content with one (1) pedagogy paper. The reason given were, 66.66% of the principals responded that for enhancing the capabilities of the student teachers and for creating more opportunities they felt the need for two (2) pedagogy, while 33.33% opined that in order not to limit the abilities and capabilities of the student teachers two (2) pedagogy papers should be offered.

Further, out of those principals who were satisfied with one (1) pedagogy paper, 66.66% of them stated that since appointment of teachers were made to teach one (1) particular subject it was better to get specialization in one (1) subject and do justice to teaching learning process, while 16.66% opined that learning becomes more focused by offering only one (1) pedagogy paper. There was no response from one (1) principal.

4.1.7 Inclusion or exclusion of micro teaching programme and the reasons

Table No.4.1.7

Inclusion or exclusion of micro teaching programme and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Inclusion or exclusion of micro teaching programme in the existing B.Ed curriculum and the reasons	8(88.88%)	1(11.11%)
A	Reasons for 'Yes'	No. Of responses (%)	
i	Essential for student teachers to need to know, learn and develop various skill of teaching and learning	8	5(62.5%)
ii	The term micro teaching need not necessarily be used as it projects a behaviourist approach	8	1(12.5%)
iii	Include as compulsory programme to enhance student teachers confidence, capabilities and competencies	8	1(12.5%)
iv	For all round development of the student teachers	8	1(12.5%)
B	Reasons for 'No'	No. Of responses (%)	
i	Micro teaching is based on behaviourist and teacher centric	1	1(100%)

Table No.4.1.7 deals with the inclusion or exclusion of micro teaching programme and the reason, where majority (88.88%) of the principals were of the view that micro teaching should be included in the B.Ed curriculum, while 11.11% was not in favour of inclusion because micro teaching was based on the behaviourist approach and teacher centred.

As regard to the reasons, out of the 88.88% principals who felt the need for inclusion of micro teaching programme in the existing curriculum, 62.5% of the principals concurred that micro teaching programme was essential for the training of student teachers as they need to know, learn and develop various skill of teaching and learning, while 12.5% each stated that though micro teaching programme should be included the term micro teaching need not necessarily be used as it projects a behaviourist approach and that teaching skills can also be developed through the constructivist approach, include micro teaching as compulsory programme to enhance

the confidence, capabilities and competencies of student teachers and for all round development of student teachers.

4.1.8 Measures for successful implementation of the constructivist approach

Table No.4.1.8

Measures for successful implementation of the constructivist approach

Sl. No.	Measures for the successful implementation of the constructivist approach	No. Of responses (%)
1	Schools should be more open and welcoming to student teachers	1(11.11%)
2	Teacher educators need to be properly oriented on the constructivist approach and use it in their teaching	5(55.55%)
3	Proper orientation of all stake holders on the constructivist approach	1(11.11%)
4	Less enrolment of student teachers	1(11.11%)
5	Microteaching may be modified to include skills on constructivist approach	1(11.11%)
6	State government/NBSE or the concerned higher authority need to notify all the schools to follow constructivist approach	3(33.33%)
7	Curriculum be revised to accommodate and encourage the use of constructivist approach	1(11.11%)

As reflected in the Table No.4.1.8 for successful implementation of the constructivist approach, majority (55.55%) of the B.Ed college principals opined that teacher educators need to be properly oriented on the constructivist approach and use it in their teaching, 33.33% said State Government/NBSE or the concerned higher authority need to notify all the schools to follow the constructivist approach, 11.11% each stated that schools should be more open and welcoming to student teachers to practise teaching in their schools, proper orientation of all stake holders on the constructivist approach by organising and conducting workshops, seminars etc, bring about modification in the micro teaching and include skills on the constructivist approach, revised the existing curriculum to accommodate and encourage the use of the constructivist approach and less enrolment of student teachers.

4.1.9 Teacher educators confident and competent, completion of course syllabus, encourage conducting test and assignment, teacher educators well trained to comprehensively assess student teachers and the reasons

Table No.4.1.9

Teacher educators confident and competent, completion of course syllabus, encourage conducting test and assignment, teacher educators well trained to comprehensively assess student teachers and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Teacher educators confident and competent in their teaching If no, the reasons	7(77.77%)	2(22.22%)
A	Reasons for 'No'	No. Of responses (%)	
i	Not well oriented to use constructivist approach	2	1(50%)
ii	Some are newly appointed and lack confidence and experience	2	1(50%)
2	Teacher educators able to complete the course syllabus within the stipulated time. If no, the reasons	Type & no. Of responses (%)	
		Yes	No
		8 (88.88%)	1 (11.11%)
A	Reasons for 'No'	No. Of response (%)	
i	On few half papers where content is vast	1	1(100%)
3	Encourage teacher educators to conduct test, give assignment, project to assess the student teachers	Type & no. Of responses (%)	
		Yes	No
		9(100%)	-
4	Teacher educators well oriented and trained to comprehensively assess the student teachers If no, the reasons	5(55.55%)	4(44.44%)
A	Reasons for 'No'	No. Of responses (%)	
i	Teacher educators not well oriented nor exposed to this present approach and process	4	2(50%)
ii	Lack of resources	4	1(25%)
iii	Lack of experience especially the new appointees	4	1(25%)

As reveals in Table No.4.1.9, majority (77.7%) of the principals indicated that teacher educators in their institutions were confident and competent in their teachings, while 22.22% found them not so confident and competent, where 50% each opined that teacher educators were not well oriented to use the constructivist approach and that newly appointed teacher educators lacked confidence and experience in their teachings.

88.88% responded that teacher educators in their colleges were able to complete the course syllabus within the stipulated time, while 11.11% expressed of teacher educators inability to cover few of the half papers where content were vast.

100% of the principals used to encourage teacher educators to conduct test, give assignment, and projects to assess student teachers.

Table No.4.1.9 shows that teacher educators in their colleges were well oriented and trained to comprehensively assess the student teachers as indicated by majority (55.55%) of the principals, while 44.44% expressed of teacher educators inability to assess student teachers comprehensively, out of which 50% principals cited lack of proper orientation or exposure to the constructivist approach and process especially those from one year B.Ed/M.Ed course, while 25% each mentioned about lack of resources and lack of experience especially the new appointees.

4.1.10 Opinion about awareness of assessment, evaluation criteria by the student teachers and the reasons

Table No.4.1.10

Opinion about awareness of assessment, evaluation criteria by the student teachers and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Agree with the statement “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated” and the reasons	9(100%)	-
A	Reasons for ‘Yes’	No. Of responses (%)	
i	To maintain transparency and ensure just and fair practice	9	5(55.55%)
ii	Helps to achieve better outcomes instead of random or surprise tasks	9	2(22.22%)
iii	However the time, place and duration should not be disclosed as it affect objectivity and reliability of evaluation	9	1(11.11%)
iv	To let student teachers prepare beforehand	9	1(11.11%)
2	Agree with the statement “Internal assessments are just an instrument for improving the overall examination result of the student teachers” and the reasons	Type & no. Of responses (%)	
		Yes	No
		1(11.11%)	8(88.88%)
A	Reasons for ‘Yes’	No. Of responses (%)	
i	In general it may be true, but the college is satisfying all the components of internal assessment and the marks are not blindly allotted	1	1(100%)
B	Reasons for ‘No’	No. Of responses (%)	
i	If teacher educators objectively assess and evaluate it should have better outcomes than external evaluation	8	1(12.5%)
ii	Covers both the scholastic and co-scholastic aspects of the learners and help to encourage, motivate and improve themselves and their performances	8	3(37.5%)
iii	Can independently assess the student teachers without relation to theory performance and help to develop self-discipline, confidence etc	8	2(25%)
iv	Enhance student teachers engagement in the teaching learning process	8	1(12.5%)

Item-1 and 2 as reflected in Table No.4.1.10 relates to the opinion of the principals about awareness of assessment, evaluation criteria by student teachers and the

reasons. 100% of the principals were in favour of the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated”, where 55.55% responded that in order to maintain transparency and to ensure fair and just practice, student teacher need to be aware about the process of assessment, 22.22% of the principals felt that knowing the parameter of assessment would help student teachers to achieve better outcomes instead of random or surprise tasks, while 11.11% each opined that student teachers will be able to prepare beforehand if they know about when, where, and how they were going to be assessed and evaluated, though student teachers need to be informed of the assessment criteria, however the time, place and duration should not be mentioned as it would affect objectivity and reliability of evaluation.

Majority (88.88%) of the principals was not in agreement with the statement that “Internal assessments are just an instrument for improving the overall examination result of the student teachers”, where 12.5% each felt that if teacher educators objectively assess and evaluate student teachers, internal assessment should have better outcomes than external evaluation, and it helps in enhancing student teachers engagement in the teaching learning process, 37.5% mentioned that internal assessment covers both the scholastic and co-scholastic aspects of the learners and help to encourage, motivate and improve themselves and their performances, while 25% stated that internal assessment is not just an instrument for improving end examination results but can independently assess the student teachers without relation to theory performance and help to develop self-discipline, confidence etc. There was no comment from 12.5% principal.

Further, figures indicates that 11.11% principal who was in favour of the statement under item-2 felt that the statement might be true in general, however, expressed that the college was satisfying all the components of internal assessment and the marks were not blindly allotted to the student teachers.

4.1.11 High marks in internal assessment, final internal marks lies with the concerned teacher educators and the reasons

Table No 4.1.11

High marks in internal assessment, final internal marks lies with concerned teacher educators and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Ask teacher educators to give high marks to the student teachers in their internal assessment.	-	9(100%)
2	The final marks secured by the student teacher in the internal assessment lies with the concerned teacher educators. If no, the reasons	7 (77.77%)	2 (22.22%)
A	Reasons for 'No'	No. Of responses (%)	
i	To maintain objectivity	2	2(100%)
B	If ,any other	No. Of response (%)	
i	Though the final internal marks lies with the concerned teachers at the end moderation is also done	2	1(50%)

Table No 4.1.11 shows that none of the principals had ever asked teacher educators in their colleges to give high marks to the student teachers in their internal assessment.

Figures shows that the final marks secured by student teachers in internal assessment lies with the concerned teacher educators as responded by majority (77.77%) of the principals which was in contrast to the responses of 22.22%, where both the principal mentioned that since there were subjectivity or biasness involved while marking by the teacher educators, some changes in the marking of teacher educators takes place at the principal level to maintain objectivity, further one (1) principal said that though the final internal marks lies with the concerned teachers moderation was also done at the end.

4.1.12 Disclose internal marks, satisfied with the internal marks and the reasons and involvement of management boards

Table No. 4.1.12

Disclose internal marks, satisfied with the internal marks and the reasons and involvement of management boards

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	College disclose final internal marks before the semester examination If no, the reasons	3 (33.33%)	6 (66.66%)
A	Reasons for 'No'	No. Of responses (%)	
i	As directed by the University	6	2(33.33%)
ii	Creates unnecessary tension and ill feelings in addition to friction in relationship	6	1(16.66%)
iii	Student teachers have to see from their final mark sheet	6	1(16.66%)
iv	Not done earlier but internal marks will be disclose by next academic session	6	1(16.66%)
2	Student teachers satisfied with the internal marks allotted by the teacher educators. If no, the reasons	Type & no. Of responses (%)	
		Yes	No
		7 (77.77%)	2 (22.22%)
A	Reasons for 'No'	No. Of responses (%)	
i	Student teachers always feel that their internal marks could have been higher	2	1 (50%)
ii	Some few are not satisfied and bring their grievances	2	1(50%)
3	Involvements of the management board in finalising the internal marks	Type & no. Of responses (%)	
		Yes	No
		-	9(100%)

From the responses of the principals it was found from Table No.4.1.12 that except in 33.33% of the colleges where final internal marks were disclosed to the student teachers, majority (66.66%) do not disclose internal marks before the main semester examination.

As for the reasons for not disclosing the final internal marks, out of 66.66% of the principals, 33.33% of them indicated of not disclosing internal marks as directed by the University, it being confidential, while 16.66% each expressed of creating unnecessary tension and ill feelings in addition to friction in relationship if internal marks were disclose to the student teachers, and also student teachers will see from their final mark sheet. Data also indicates that though 16.66% did not cited any reason for not disclosing the internal marks but expressed that internal marks will be disclose to the student teachers by next academic session. There were no comments from one (1) principal regarding the query.

Majority (77.77%) of the respondents felt that student teachers were satisfied with the internal marks awarded to them, however 22.22% expressed of student teachers dissatisfaction with their marks. Of those principals who said that student teachers were not satisfied with the internal marks awarded to them, 50% principal each stated that student teachers always felt their internal marks could have been higher and that few student teachers were not satisfied and bring their grievances.

Further, there was no involvement of management boards in finalising the internal marks in all the nine (9) colleges as responded by 100% of the principals.

4.1.13 Satisfaction with the examination system and the reasons

Table No.4.1.13

Satisfaction with the examination system and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Satisfied with the current examination system	6 (66.66%)	3 (33.33%)
	If no, the reasons		
A	Reasons for 'No'	No. Of responses (%)	
i	Late declaration of result	3	2(66.66%)
ii	Performance in theory determined the results	3	1(33.33%)
iii	No centralized assessment	3	1(33.33%)
iv	Moderation of marks for internal and external assessment and evaluation not done properly	3	1(33.33%)

Table No.4.1.13 shows that while majority (66.66%) of the respondents were satisfied with the current examination system, 33.33% expressed their dissatisfaction, out of which 66.66% cited late declaration of examination result and 33.33% each lamented that results were ultimately determined by performance in theory which was not justified for assessing abilities of student teachers in the classroom, lack of centralized assessment and lack of proper moderation of marks for internal and external assessment and evaluation.

4.1.14 Teacher educators competency to handle EPC paper, invite guest faculty and the reasons

Table No.4.1.14

Teacher educators competency to handle EPC paper, invite guest faculty and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Teacher educators competent and confident enough to take up EPC papers	9(100%)	-
2	Invite experts to handle EPC course If yes, the title of the EPC paper for which experts are invited and the reasons	7 (77.77%)	2 (22.22%)
A	Title of the papers	No. Of responses (%)	
i	Understanding Self (EPC-1)	7	1(14.28%)
ii	Drama and Art in Education(EPC-2)	7	7(100%)
iii	Critical Understanding of ICT(EPC-3)	7	2(28.57%)
B	Reasons	No. Of responses (%)	
i	Lack of experts	7	7(100%)

Table No.4.1.14 displays teacher educators competency to handle EPC paper and inviting guest faculty. Data analysis reveals that though 100% the principals opined that teacher educators were competent and confident to take up EPC paper, however except for 22.22% colleges, majority(77.77%) of the colleges still invite experts to handle EPC course paper due to lack of subject experts.

100% of the principals who indicated of inviting subject experts in their colleges mentioned that subject experts were invited for engaging EPC-2 (Drama and Art in Education) in their colleges, 28.57% said experts were invited to engage EPC-2 & 3 (Drama and Art in Education and Critical Understanding of ICT), while 14.28% mentioned of inviting experts for engaging EPC-1 & 2 (Understanding Self and Drama and Art in Education).

4.1.15 Assessment and evaluation in EPC course

Table No.4.1.15
Assessment and evaluation in EPC course

Sl. No.	Items	Activities	No. Of 'Yes' responses (%)
1	Assessment	a) Theory and practical activities	9(100%)
		b) Group discussion cum presentation/ demonstration	9(100%)
		c) Regular attendance	9(100%)
		d) Reflection and analysis	9(100%)
		e) Report writing/journal/portfolio	9(100%)
2	Evaluation	a) Report writing/journal/portfolio	9(100%)
		b) Viva Voce	9(100%)

Table No.4.1.15 reveals the assessment and evaluation followed for EPC papers. 100% of the B.Ed college principals indicated that assessment in EPC were done through theory and practical activities, group discussion cum presentation/ demonstration, regular attendance, reflection and analysis.

In all the colleges evaluation in EPC papers was done through report writing/journal/ portfolio and also through Viva Voce as indicated by 100% of the principals.

4.1.16 Components for allocating internship marks

Table No.4.1.16
Components for allocating internship marks

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Assessment of reports (Pre-internship and internship)	9(100%)
2	Lesson plan evaluation marks	9(100%)
3	Marks assessed by the supervisors	9(100%)
4	Marks assessed by the school co-ordinator	9(100%)
5	Viva-Voce	9(100%)

Table No.4.1.16 deals with the components for allocating internship marks. For allocating internship marks, 100% of the college principals responded that assessment and evaluation components included assessment of reports (Pre-internship and internship), lesson plan evaluation marks, marks assessed by the supervisors, marks assessed by the school co-ordinator which were taken into consideration for the overall assessment of the interns and through Viva-Voce.

4.1.17 Marks allocation for internship activities

Table No.4.1.17
Marks allocation for internship activities

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Pre- internship: 50 marks (Committee constituted by the college)	9(100%)
2	School internship: 100 marks -50+ 50 (Committee constituted by the college and supervisor)	9(100%)
3	Post-internship: 50 marks (Reports on internship, extended discussion and presentation)	(100%)
4	Final internship: 50 marks (Committee constituted by the University from among the college of teacher education)	9(100%)
5	Viva Voce: 50 marks (External expert from University + one external expert from other B.Ed colleges + one internal expert from the concerned college)	9(100%)

From the responses of 100% of the principals Table No.4.1.17 shows that for internship programme, the overall marks allotted were 300 marks, of which 250 marks were to be internally assessed and 50 marks were for external evaluation.

For allocating marks on the overall internship activities, all colleges of teacher education followed the same components as laid down by the University, where 50 marks was allotted for pre-internship which were assessed internally by the concerned colleges. 100 marks for school internship/teaching practice where assessment were done by the committee constituted by the concerned college, supervisor and also by the school co-ordinators. However, liberty has been given to the colleges regarding the marks distribution for internal assessment.

50 marks were assigned for post internship which is for one (1) month where student teachers were internally re-assessed through their reports on internship, extended discussion and presentation.

Final teaching practice were allotted 50 marks where every student teacher engaged one (1) class each of their pedagogy paper which were observed and assessed by the supervisor.

50 marks were assigned for final teaching practice Viva Voce which was assessed by external experts from the University and also one (1) expert from other B.Ed colleges with one (1) internal expert from the concerned college.

4.1.18 Practical activities other than teaching practice and its assessment and evaluation

Table No.4.1.18

Practical activities other than teaching practice and its assessment and evaluation

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Organise practical works for the student teachers other than teaching practice If yes, other practical activities include	9(100%)
A	Other practical works/activities	No. Of responses (%)
i	EPC related activities, microteaching/development of transactional competencies, block teaching, development of TLM, co-curricular activities, projects works etc	9(100%)
ii	Workshops on evaluation	1(11.11%)
2	Properly organise practical works/activities to meet its objectives	No. of 'Yes' responses (%) 9(100%)
3	Teacher educator assess and evaluate the student teachers in all the practical works/activities	9(100%)

Table No.4.1.18 displays the practical activities other than teaching practice organised in the B.Ed colleges and its assessment and evaluation. 100% of the principals responded that beside teaching practice various other practical activities were also organised in their colleges viz. EPC related activities, micro teaching and block teaching, preparation of TLM, co-curricular activities etc, while 11.11% principal also mentioned of organising workshop on evaluation. Further, 100% of the principals expressed of properly organising all the practical activities to achieve the desired outcome where student teachers were also assessed and evaluated.

4.1.19 Supervision duty schedule, involvement of all teacher educators for supervision duty, role in assessment and evaluation during internship period and the reasons

Table No. 4.1.19

Supervision duty schedule, involvement of all teacher educators for supervision duty and role in assessment, evaluation during internship period and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Prepare the duty schedule for the teacher educators to visit school for supervision	8 (88.88%)	1 (11.11%)
2	Involvement of all the teacher educators in supervising the student teachers during the internship period. If no, the reasons	6 (66.66%)	3 (33.33%)
A	Reasons for 'No'	No. Of responses (%)	
i	Some teacher educators need to engage class with the other semester	3	3(100%)
3	Role in assessing and evaluating student teachers during internship period and the reasons	Type & no. Of responses (%)	
		Yes	No
		8 (88.88%)	1 (11.11%)
A	Reasons for 'Yes'	No. Of responses (%)	
i	To monitor that assessment and evaluation is done continuously and record maintained	8	1(12.5%)
ii	During the final teaching practice for supervision and observation	8	1(12.5%)
iii	Prior teaching practice, visit schools to consult and advice the school head about the criteria and give proper instruction about necessary rules and regulation	8	2(25%)
iv	For encouraging and motivating student teachers	8	1(12.5%)
v	Moderation of final marks for ensuring appropriateness of marking	8	1(12.5%)
B	Reasons for 'No'	No. Of response (%)	
i	Difficult to give time to all student teachers	1	1(100%)

Table No.4.1.19 discloses the preparation of supervision duty schedule, involvement of all teacher educators for supervision duty and role of the principals in assessment and evaluation during internship period. Contrary to the response of 11.11%, majority (88.88%) of the B.Ed college principals prepared the supervision duty schedule for the teacher educators during the internship period.

66.66% of the principals responded that all the teacher educators in their colleges were involved in supervising student teachers during internship period, while 33.33% expressed that since some teacher educators need to engage class with the other semester, not all teacher educators goes for supervision duty.

Table No.4.1.19 shows that majority (88.88%) of the principals were involved in assessing and evaluating student teachers during internship period, while 11.11% principal do not have any such role because of difficulty in giving time as evaluating only few student teachers would not do justice to other student teachers.

Of those 88.88% of the principals who stated that they were involved in assessing and evaluating student teachers during internship period, 12.5% each of them mentioned that monitoring was done to ensure that assessment and evaluation was done continuously and record were maintained properly, for encouraging and motivating student teachers, to ensure appropriateness of markings looks after final moderation of marks and supervising and observing the teaching practice of the student teachers during the final teaching practice. Further, 25% expressed that prior teaching practice, they visit schools to consult and advice the school head about the criteria and give proper instruction about necessary rules and regulation. There was no response from 25% of the principals.

4.1.20 Tools and techniques for assessing student teachers and preparation of assessment format

Table No.4.1.20

Tools and techniques for assessing student teachers and preparation of assessment format

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Tools and techniques used by the teacher educators for assessing student teachers during school internship	
i	Observation schedule	9(100%)
ii	Checklist containing predetermined set of criteria	5(55.55%)
iii	Rating scale	5(55.55%)
2	Prepare the format of the assessment tools	No. Of 'Yes' responses (%)
i	Teacher educators of the concerned college	6(66.66%)
ii	Nagaland University authorities	2(22.22%)
iii	B.Ed college principals	5(55.55%)

Table No.4.1.20 deals with the tools and techniques for assessing student teachers and preparation of assessment format. From the responses of 100% of the principals, data analysis indicates that observation schedule were used by the teacher educators for assessing student teachers during their teaching practice, 55.55% each indicated of teacher educators using checklist containing pre-determined set of criteria and rating scale.

Further, Table No.4.1.20 shows a mixture of responses from the principals, where 66.66% indicated teacher educators of the concerned B.Ed college preparing the assessment format of the tools for assessing student teachers during their teaching practices, 22.22% said the format were prepared by the authorities of Nagaland University and 55.55% of the principals responded of preparing by themselves.

4.1.21 Performance area and recording the evidence of theory paper and practical (Sessional and external)

Table No.4.1.21

Performance area and recording the evidence of theory paper and practical (Sessional and external)

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Areas in which the performances of the student teachers are better	
i	Theoretical subjects	-
ii	Practical works	3(33.33%)
iii	Both theoretical and practical works	6(66.66%)
iv	Can't say	-
2	Assessment of theory paper (Sessional and external) is done/ recorded in terms of	
i	Marks	5(55.55%)
ii	Grade	-
iii	Both	4(44.44%)
3	Assessment of practical work (Sessional and external) is done/ recorded in terms of	
i	Marks	5(55.55%)
ii	Grade	-
iii	Both	4(44.44%)

Table No.4.1.21 reveals the student teachers performance area and recording the evidence of theory paper and practical (Sessional and external). 33.33% of the principals indicated that in their college performance of the student teachers were better at practical works as compared to theoretical subjects, while majority (66.66%) responded that student teachers performance were same in both theoretical and practical works.

Figures from Table No.4.1.21 shows that recording of student teachers performance for both theory and practical works in sessional and external evaluation were done both in terms of marks and grades as responded by 44.44% of the principals, while majority (55.55%) said recording were done in marks.

4.1.22 Co-curricular activities

Table No.4.1.22
Co-curricular activities

Sl. No.	Items	No. of 'Yes' responses (%)	
1	Organise co-curricular activities and provide opportunities for all the student teachers to participate	9(100%)	
2	Marks/grade secured by student teachers in CCA affect the examination result If no, the reasons	Type & no. Of responses (%)	
		Yes	No
		6 (66.66%)	3 (33.33%)
A	Reasons	No. of responses (%)	
i	Due to imbalance in the criteria of assessment in the internal and external evaluation	3 1(33.33%)	

Table No.4.1.22 relates to the co-curricular activities which show from the responses of 100% of the principals that co-curricular activities (CCA) were organised in all the nine (9) colleges where all student teachers were given opportunities for participation.

66.66% of the principals responded that marks/grade secured by student teachers in CCA affects their examination result, which however was not the case with 33.33%, out of which one principal i.e., 33.33% cited reason of imbalance in the criteria of assessment in the internal and external evaluation. There was no response from 66.66% of the principals with regards to the reason as to why marks/grade secured by student teachers in CCA does not have an effect on the examination result.

4.1.23 Problem related to conducting and declaration of sessional works and end semester examination

Table No.4.1.23

Problem related to conducting and declaration of sessional works and end semester examination

Sl. No.	Items	Type and no. Of responses (%)	
		Yes	No
1	Problem faced as head of the institution while conducting and declaration of sessional works and end semester examination If yes, major problems encountered/experienced	4 (44.44%)	5 (55.55%)
A	Problems experienced/encountered	No. Of responses (%)	
i	Consumes a lot of time finding schools for internship	4	2(50%)
ii	Sessional works are not clearly specified for each programme/semester	4	1(25%)
iii	Late declaration of results	4	1(25%)
iv	Evaluation at times done in haphazard manner	4	1(25%)
v	Lack of sufficient resources and facilities for conducting practical activities	4	2(50%)
vi	Lack of sufficient experienced support staffs	4	1(25%)
vii	Reluctance of schools to allow student teachers for pre-internship and teaching practice	4	2(50%)

Table No.4.1.23 indicates that as high as 44.44% of the college principals had faced problems while conducting and declaring sessional works and end semester examination which however was not the case with the remaining 55.55%.

Following were the problems given by those B.Ed college principals who indicated of experiencing problems/inconvenience while conducting and declaring sessional works and end semester examination, 50% each expressed of difficulty in finding schools for internship programme and that it consumes a lot of time, reluctance of schools to allow student teachers for pre-internship and to practice teaching in their schools and lack of sufficient resources and facilities for conducting practical

activities, 25% each of the principals informed of facing problems because of University not clearly specifying sessional works for each programme/semester, late declaration of results, evaluation at times done in haphazard manner and lack of sufficient experience support staffs.

SECTION-II ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM TEACHER EDUCATORS QUESTIONNAIRE

This section contains tables formulated on the basis of responses given by sixty (60) teacher educators of college of secondary teacher education.

4.2.1 Teacher educators profile

Table No.4.2.1
Teacher educators profile

Sl. No.	Items	Type & no. Of responses (%)	
1	Number of teacher educators	Male	8(13.33%)
		Female	52(86.66%)
		Total	60(100%)
2	Qualification	M.A	48(80%)
		M.Sc	12(20%)
		M.Phil	4(6.66%)
		Ph.D	5(8.33%)
3	Professional qualification	B.Ed	60(100%)
		M.Ed	23(38.33%)
		NET	10(16.66%)
A	If any other	MCA	1(1.66%)
		JRF	1(1.66%)
		Dipl.Eng.Lang (DEL)	1(1.66%)
4	Teaching experience	0-10yrs	50(83.33%)
		11-20yrs	8(13.33%)
		21-30yrs	2(3.33%)

Table No.4.2.1 relates to the profile of the teacher educators, where majority (86.66%) of the teacher educators who responded to the questionnaire were female with 13.33% as male. Out of the sixty (60) teacher educators, 80% were from arts stream and 12% from science background, 6.66% had M.Phil degrees with 8.33% having qualified Ph.D. All teacher educators had B.Ed degrees, 38.33% were M.Ed degrees holders, 16.66% were NET qualified, further one teacher educator i.e., 1.66% each have MCA, JRF and diploma in language. Teaching experience for majority (83.33%) of the teacher educators were in the range from 0-10 years, 13.33% had 11-20 years of experience in teaching and 3.33% had 21-30 years of teaching experience.

4.2.2 **Infrastructural facilities**

Table No.4.2.2
Infrastructural facilities

Sl. No.	Infrastructural facilities available in the college	No. Of 'Yes' responses (%)
1	Separate room for faculties, principal and vice principal	60(100%)
2	Model school	7(11.66%)
3	Room for preparing teaching aids/art and craft room/SUPW	10(16.66%)
4	Separate toilet for ladies and gents	43(71.66%)
5	Proper electrification	60(100%)
6	Projector/OHP	60(100%)
7	Internet facilities	43(71.66%)
8	Library with relevant and sufficient reading materials	38(63.33%)
9	Generator	52(86.66%)
10	Hostel facilities for the student teachers	25(41.66%)
11	Transportation facilities for the student teachers	35(58.33%)
12	Quarter for staffs	33(55%)
13	Seminar hall	32(53.33%)
14	Classroom equipped with sufficient benches and desks	56(93.33%)
15	Playground	7(11.66%)
16	Medical facilities	17(28.33%)
17	Fire safety	38(63.33%)
18	Video conferencing	-
19	Safe drinking water facilities	60(100%)
20	Gymnasium	11(18.33%)
21	Language lab	10(16.66%)
22	Science lab	28(46.66%)
23	Maths lab	7(11.66%)
24	Social science lab	-
25	ICT lab	49(81.66%)
26	Multipurpose hall	25(41.66%)

Table No.4.2.2 pertains to the infrastructural facilities which reveals that except for separate room facilities for faculties, principal and vice principal, proper electricity, projector/OHP and safe drinking water facilities, most colleges of secondary teacher education do not have the required facilities as per the NCTE norm like multipurpose hall and hostel facilities for the student teachers (41.66%), science lab (46.66%), model school, playground and language lab (11.66%), room for preparing teaching aids/art and craft room/SUPW (16.66%), library with relevant and sufficient reading

materials and fire safety (63.33%), hostel facilities for the student teachers (41.66%), transportation facilities for the student teachers (58.33%), separate toilet for ladies and gents and internet facilities (71.66%), generator (86.66%), quarter for staffs (55%), seminar hall (53.33%), classrooms equipped with sufficient benches and desks (93.33%), medical facilities (28.33%), gymnasium (18.33%), science lab (46.66%), ICT lab (81.66%), while all the B.Ed colleges did not have facilities of video conferencing and social science lab as informed by 100% of the teacher educators.

4.2.3 Opinion on two year B.Ed curriculum, two duration and the reasons

Table No.4.2.3

Opinion on two year B.Ed curriculum, two years duration and the reasons

Sl. No.	Items	No. Of 'Yes' responses (%)	
1	Existing two year B.Ed curriculum is		
i	Heavy	2(3.33%)	
ii	Moderate	51(85%)	
iii	Light	2(3.33%)	
iv	Need to be changed	5(8.33%)	
2	Satisfied with the duration of existing two year B.Ed course and the reasons	Type & No. Of responses (%)	
		Yes	No
		56 (93.33%)	4 (6.66%)
A	Reasons for 'Yes'	No. Of responses (%)	
i	Enough time for professional development of teachers	56	42(75%)
ii	Sufficient time for practical activities	56	11(19.64%)
iii	More systematic	56	21(48.21%)
iv	More time and less hectic for teacher educators and student teachers	56	19(33.92%)
B	Reasons for 'No'	No. Of responses (%)	
i	Affect the age of the student teacher in getting a job	4	1(25%)
ii	In semester where internship is held, time is limited to complete full course	4	1(25%)
iii	Duration is less as compared to the vastness of the course content and the practical activities that needed to be covered	4	2(50%)

Table No.4.2.3 shows that 3.33% of the teacher educators found the current two year B.Ed curriculum to be heavy, for 3.33% the curriculum was light, 85% opined that the curriculum was moderate, while 8.33% felt the need to change the existing curriculum.

Majority (93.33%) of the teacher educators expressed satisfaction with the existing duration of two years, whereas 6.66% were not satisfied with the duration.

Out of the 93.33% teacher educators who said that they were satisfied with the existing two years duration, 75% of the teacher educators indicated that two years time was enough for professional development of teachers, 19.64% expressed of having sufficient time for conducting practical activities, 48.21% felt that curriculum transaction were more organised and systematic with two years and 33.92% opined it as less hectic for teacher educators and student teachers and that with the two years duration there was more time to cover syllabus on time without hurrying.

Following reasons were stated by those teacher educators who were not satisfied with the current duration of two year B.Ed programme, 25% each lamented that the two years duration affected the age of the student teachers in getting a job and that in semester where internship were held, time was limited to complete the full course, while 50% felt that duration was less as compared to the vastness of the course content and the practical activities that needed to be covered and suggested of extending the duration further.

4.2.4 Preference of approach to teaching-learning and the reasons

Table No.4.2.4
Preference of approach to teaching-learning and the reasons

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Preference of approach to teaching-learning and the reasons	-
i	Behaviourist	
ii	Constructivist	11 (18.33%)
iii	Combination of both the behaviourist and the constructivist approach	49 (81.66%)
2	Reasons for preferring the constructivist approach	No. Of responses (%)
i	Learner centred and emphasis active learning where learner construct knowledge by themselves	11 11(100%)
ii	Room to explore and grow	11 4(36.36%)
iii	More challenging role for the teachers	11 1(9.09%)
3	Reasons for preferring combination of both the constructivist and the behaviourist approach	No. Of responses (%)
i	Constructivist approach alone was time consuming	49 39(79.59%)
ii	Lack of proper classroom(Physical)facilities	49 7(14.28%)
iii	Going through a transitional period combination makes a wholesome approach	49 7(14.28%)
iv	Not very practical at all times as student cannot catch up if only one approach was followed	49 22(44.89%)
v	Schools are not ready to take up constructivist approach	49 3(6.12%)
vi	Considering the nature of the topic/content and the classroom environment combination of both the approach is more effective	49 19(40.81%)
vii	New with the approach of constructivism	49 3(6.12%)
viii	No proper ratio between student teachers and teacher educators	49 8(16.32%)

With regard to the preference of approach, Table No.4.2.4 reveals that, 18.33% of the teacher educators expressed their support for the constructivist approach, while

combination of both the behaviourist and the constructivist approach were preferred by majority (81.66%).

With regard to the reasons given by those teacher educators for preferring the constructivist approach, cent percent (100%) of them opined the constructivist approach as learner centred and emphasising active learning where learners construct knowledge themselves by using their prior knowledge and experience, 36.36% felt that this approach provide liberty to the learners to express their views, opinions and provide room to explore and grow, while 9.09% teacher educators informed that the role of teachers were challenging under the constructivist approach.

Further, for those teacher educators preferring combination of the behaviourist and the constructivist approach, 79.59% of them felt that the constructivist approach alone was time consuming and that teachers may fail to finish course on time, 14.28% each expressed of lack of proper classroom (Physical) facilities and going through a transitional period combination makes a wholesome approach by supplementing each other. 44.89% of the teacher educators found that implementing the constructivist approach was not very practical at all times as every student teachers cannot catch up if only one approach was followed, while 6.12% cited of schools unpreparedness to take up the constructivist approach. 40.81% of the teacher educators felt that considering the nature of the topic/content and the classroom environment teaching learning was more effective when both the approach were used, 6.12% expressed that since they are new to this approach so combination of both approach were preferred, while 16.32% of the teacher educators cited lack of proper ratio between student teachers and teacher educators since the number of student teachers in the class was high.

4.2.5 Training on the constructivist approach, level of satisfaction and the reasons

Table No.4.2.5

Training on the constructivist approach, level of satisfaction and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Receive training on the constructivist approach	15(25%)	45(75%)
	a) If yes, tick the relevant one		
	b) If no, the reasons		
A	If yes, tick the relevant one	No. Of responses (%)	
i	Very much satisfied	-	
ii	Satisfied	15	10(66.66%)
iii	Not much satisfied	15	4(26.66%)
iv	Not at all satisfied	15	1(6.66%)
B	If no, the reasons	No. Of responses (%)	
i	Newly appointed and no such training organised till date	45	10(22.22%)
ii	Only in-house discussion and peer tutoring	45	8(17.77%)
iii	Not organised as a training course, however self study and orientation by experts helped to understand the philosophy	45	1(2.22%)
iv	No training on the constructivist approach was organised	45	39(86.66%)

Figures from Table No.4.2.5 reveals that 25% of the teacher educators had undergone training on the constructivist approach, while majority (75%) responded of not attending any such training.

Out of the fifteen (15) teacher educators i.e., 25% who had undergone training on the constructivist approach, 66.66% expressed satisfaction of undergoing the training,

26.66% were not much satisfied, while 6.66% informed not satisfied at all with the training.

Figures shows that out of 75% of the teacher educators who had not attended any training on the constructivist approach, 22.22% of them expressed that they were newly appointed and that no such training were organised till date, 17.77% mentioned having attended only in-house discussion and peer tutoring, 2.22% said though not organised as a training course, however self study and orientation by experts has helped them to understand the philosophy, while majority (86.66%) revealed that no training on the constructivist approach was organised.

4.2.6 Reasons for introducing and implementing the constructivist approach

Table No.4.2.6

Reasons for introducing and implementing the constructivist approach

Sl. No.	Reasons for introducing and implementing the constructivist approach	No. Of responses (%)
1	To encourage critical thinking, hand-on learning, develop spirit of inquiry, scientific attitude and problem solving ability with teacher as a facilitator	28 (46.66%)
2	To make teaching learning process more active, learner centred providing opportunities to the learner to construct their own concept/knowledge	39 (65%)
3	To enable learners to contextualize their learning experiences, making learning reflective and practicable with one's life	12(20%)
4	To promote joyful learning	1(1.66%)
5	To move away from teacher centred and rote memorization	5(8.33%)
6	For better learning outcomes	2(3.33%)
7	For all round development	9(15%)
8	To emphasis more on how to learn instead of what to learn with learners assessing their own works	12(20%)
9	To maximise student involvement in the teaching learning process	21(25%)
10	To meet the changing demands of the fast changing world (Globalised educational system) where children are inquisitive in nature and becoming globalised learner	1(1.66%)
11	To achieve the objectives of the policy of NCF 2005 and NCFTE 2014	1(1.66%)
12	To make learner independent in learning	1(1.66%)

Table No.4.2.6 deals with the reasons for introducing and implementing the constructivist approach. 46.66% of the teacher educators opined that the objective of the constructivist approach was to encourage critical thinking, hand-on learning, develop spirit of inquiry, scientific attitude and problem solving ability with teacher as a facilitator, 65% felt as to make teaching learning process learner centred and more active by providing opportunities to the learners to construct their own concept/ knowledge, 20% each viewed it as to enable learners to contextualize their learning experiences, making learning reflective and practicable with one's life and to emphasis more on how to learn rather than what to learn with learners assessing their own works, 1.66% each felt the reasons being to promote joyful learning, to meet the changing demands of the fast changing world (Globalised educational system) where children are inquisitive in nature and becoming globalised learner, to achieve the objectives of NCF 2005 and NCFTE 2014 and to make learner independent in their learning. 8.33% of the teacher educators stated that constructivist approach was introduced so as to move away from teacher centred and rote memorization, for 3.33% the purpose was for yielding better learning outcomes, 15% for all round development and 25% of the teacher educators expressed that constructivist approach was introduced to maximise student involvement in the teaching learning process.

4.2.7 Opinion on offering one (1) pedagogy paper

Table No.4.2.7
Opinion on offering one (1) pedagogy paper

Sl. No.	Opinion on B.Ed colleges offering one (1) pedagogy paper	No. Of responses (%)
1	Lack of human resources	7(11.66%)
2	To have in-depth conceptual understanding and mastery in one's own specialized discipline	50(83.33)
3	Eases the workload of teacher educators to cover the syllabus on time	1(1.66%)
4	For science pedagogy paper there is no much difference in methods and issues in teaching physical and biological science as the contents are almost the same as in one year course	2(3.33%)
5	As per NCTE norms	1(1.66%)
6	Due to time constraint	1(1.66%)

To the query as to why B.Ed colleges were offering only one (1) pedagogy paper in the two year B.Ed course in contrast to two (2) pedagogy papers during the earlier one year B.Ed programme, Table No.4.2.7 shows a mixed responses, where 83.33% of the teacher educators felt to have in-depth conceptual understanding and mastery in one's own specialized discipline, 11.66% teacher educators opined as due to lack of human resources, 1.66% each stated as to reduce the workload of teacher educators and to cover the syllabus on time, as per the NCTE norms and due to time constraint where syllabus had to be minimised so as to cover an in-depth understanding of the offering paper, while 3.33% of the teacher educators opined that for science pedagogy paper, there is not much difference in methods and issues in teaching physical and biological science as the contents are almost the same which were offered during one year course.

4.2.8 Need for two (2) pedagogy papers and the reasons

Table No.4.2.8
Need for two (2) pedagogy papers and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Need for B.Ed college to offer two (2) pedagogy papers and the reasons	14 (23.33%)	46 (76.66%)
A	Reasons for 'Yes'	No. of responses (%)	
i	Better scope for employability opportunities	14	2(14.28%)
ii	In place of shortage of trained teachers, it would enable teacher to take up more than their subject	14	2(14.28%)
iii	Practically teachers are made to take up different subjects in the schools so introducing both will benefit all	14	1(7.14%)
iv	To be updated and have a wider knowledge about other discipline	14	5(35.71%)
v	Specialized subject along with language/ pedagogy need to be continued, as many of the Naga teachers were weak in language and grammar	14	1(7.14%)
vi	More convenient to complete 40 lessons for teaching practice	14	1(7.14%)
vii	Teachers will be able to teach up both subject if they are in the same streams like and social science, science and mathematics	14	1(7.14%)

B	Reasons for 'No'	No. of responses (%)
i	Better to focus on one and get specialize in that particular pedagogy	46 43(93.4%)
ii	More stress free for the student teachers	46 2(4.34%)
iii	Not necessary in science pedagogy as it will be a repetition of contents	46 2(4.34%)

Table No.4.2.8 deals with the need for B.Ed colleges to offer two (2) pedagogy papers and the reasons. 23.33% of the teacher educators were in favour of offering two (2) pedagogy papers, while majority (76.66%) were content with only one (1) pedagogy.

With regard to the reasons given by those teacher educators who felt the need for two (2) pedagogy papers, 14.28% each of the teacher educators opined offering two (2) pedagogy will create better employability opportunities and that in place of shortage of trained teachers it would enable teacher to take up more than their subject, 7.14% each expressed that since practically teachers were made to take up different subject in the schools so introducing two (2) pedagogy papers will benefit all, specialized subject along with language/pedagogy need to be continued, as many of the Naga teachers were weak in language and grammar, more convenient for the student teachers to complete forty (40) lessons for teaching practice, and that teachers will be able to teach up both subject if they are in the same streams like and social science, science and mathematics respectively. Also 35.71% opined that besides confining to one's own specialization paper, two (2) pedagogy papers will enable teachers to be updated and have a wider knowledge about other disciplines.

Table No.4.2.8 point out that out of those teacher educators who do not felt the need for B.Ed colleges to offer two (2) pedagogy papers, majority (93.4%) of the teacher educators expressed of better to focus on one (1) paper and get specialize in that particular pedagogy, 4.34% each opined was more stress free for student teachers with one (1) pedagogy paper, and not necessary in science pedagogy to offer two papers i.e., biological and physical science, as was offered during the one year course, since it will be a repetition of contents.

4.2.9 Problems experienced implementing the constructivist approach

Table No.4.2.9

Problems experienced implementing the constructivist approach

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Problems experienced while implementing the constructivist approach If yes, the problems experience/encountered	45 (75%)	15 (25%)
2	Problems/inconvenienced faced	No. Of responses (%)	
i	No proper workshop, training and orientation on the approach	45	23(51.11%)
ii	Curriculum and syllabus still follow behaviourist	45	3(6.66%)
iii	Time management	45	39(86.66%)
iv	Student teachers attachment towards the old learning styles and reluctant to change their mindset	45	7(15.55%)
v	Syllabus content too vast for constructivist approach	45	4(8.88%)
vi	Lack of competencies of subject matter	45	6(13.33%)
vii	Almost all teacher educators have been taught in behaviourist approach so it is difficult to implement it suddenly	45	4(8.88%)
viii	Lack of student teachers co-operation and participation	45	20(44.44%)
ix	Lack of adequate resources and infrastructural facilities	45	22(48.88%)
x	No proper ratio of student teacher and teacher educators	45	8(17.77%)
xi	Sudden change of teaching-learning style	45	1(2.22%)
xii	Lack of student teachers previous knowledge on some topics	45	2(4.44%)
xiii	Not every topic can be transacted through the constructivist approach	45	3(6.66%)

Table No.4.2.9 reveals that majority (75%) of the teacher educators had experienced problems while implementing the constructivist approach, which however was not the case with the remaining 25%.

With regard to the problems, majority (86.66%) of the teacher educators had faced time management problem, 51.11% expressed that since they did not get any opportunity to attend workshop, training and orientation on constructivism, they found difficulty in implementing the constructivist approach, 6.66% each opined that curriculum and syllabus were still based on the behaviourist approach and that not every topic can be transacted through the constructivist approach. 15.55% of the teacher educators informed that student teachers still have attachment towards the old learning styles and were reluctant to change their mindset, 8.88% found that the syllabus was too vast for the constructivist approach. 13.33% expressed their lack of competencies of subject matter, 8.88% viewed that since almost all teacher educators have been taught in the behaviourist approach so it was difficult to implement it suddenly, 44.44% expressed lack of student teachers co-operation to take up responsibilities and participate in teaching learning process hindering effective implementation of the constructivist approach, 48.88% informed lack of adequate resources and infrastructural facilities, while 17.77% said the ratio of student teacher and teacher educators were not appropriate for the constructivist approach as the number of student teachers was high. Further, 2.22% teacher educator expressed difficulty in making adjustment because of sudden change of teaching-learning style and 4.44% lamented that construction of knowledge becomes difficult when there was lack of student teachers previous knowledge on some topics.

4.2.10 Satisfaction with the internal and external distribution of marks (Theory and practical) and the reasons

Table No.4.2.10

Satisfaction with the internal and external distribution of marks (Theory and practical) and the reasons

Sl. No.	Nature of distribution of marks	Type & no. Of responses (%)	
		Yes	No
1	Satisfied with the internal and external distribution of marks for theory (Internal & external) If no, the reasons	49(81.66%)	11(18.33%)
A	Reasons for 'No'	No. Of responses (%)	
i	Less marks allotted for internal assessment	11	11(100%)
2	Satisfied with the internal and external distribution of marks for practical (Internal & external) If no, the reasons	Type & no. Of responses (%)	
		Yes	No
		55(91.66%)	5(8.33%)
A	Reasons for 'No'	No. Of responses (%)	
i	Student teachers are equally participating in practical activities so more marks may be allotted for both internal and external evaluation	5	1(20%)
ii	Encouraging more on theory and examination defeats the very purpose and essence of constructivism	5	4(80%)

Table No.4.2.10 indicates that majority (81.66%) of the teacher educators were satisfied with marks distribution of theory papers (Internal and external) which however was not the case with 18.33% of the teacher educators who felt lesser marks were allotted for internal assessment and suggested more marks for internal assessment.

Figures further reveals that 91.66% teacher educators were satisfied with the marks distribution of practical works while 8.33% expressed their dissatisfaction.

Of those teacher educators who were dissatisfied with the practical works marks distribution, 20% responded that student teachers were equally participating in

practical activities so more marks may be allotted for practical works in both internal and external evaluation, while 80% said aiming for all round development and encouraging more on theory and examination defeats the very purpose and essence of constructivism and suggested for equal distribution of marks in internal and external for both theory and practical.

4.2.11 Method and strategies of teaching

Table No.4.2.11
Method and strategies of teaching

Sl. No.	Teaching methods & strategies	Core papers (C-1,2,4,5, 6 &8)	Pedagogy papers (C-7a&7b)	Optional papers (C-11)	Half Papers (C3,9&10)	EPC (1,2,3&4)
		No. Of 'Yes' responses (%)	No. Of 'Yes' responses (%)	No. Of 'Yes' responses (%)	No. Of 'Yes' responses (%)	No. Of 'Yes' responses (%)
1	L	18 (30%)	15 (25%)	8 (13.33%)	13 (21.66%)	10 (16.66%)
2	LCD	32 (53.33%)	33 (55%)	14 (23.33%)	18 (30%)	19 (31.66%)
3	DM	34 (56.66%)	32 (53.33%)	13 (21.66%)	19 (31.66%)	28 (46.66%)
4	IH/A	33 (55%)	29 (48.33%)	14 (23.33%)	18 (30%)	26 (43.33%)
5	P	19 (31.66%)	23 (38.33%)	10 (16.66%)	18 (30%)	25 (41.66%)
6	CS	34 (56.66%)	32 (53.33%)	12 (20%)	19 (31.66%)	19 (31.66%)
7	DN	15 (25%)	14 (23.33%)	9 (15%)	10 (16.66%)	8 (13.33%)
8	PS	10 (16.66%)	23 (38.33%)	6 (10%)	8 (13.33%)	23 (38.33%)
9	TT	13 (21.66%)	17 (28.33%)	2 (3.33%)	1 (1.66%)	14 (23.33%)
10	PPT	19 (31.66%)	12 (19.35%)	7 (11.66 %)	8 (13.33%)	10 (25%)
11	B	-	3 (5%)	-	-	3 (5%)
12	S	4 (6.66%)	5 (8.33%)	2 (3.33%)	2 (3.33%)	4 (6.66%)
13	IN –DE	-	1 (1.66%)	-	-	-
14	OP	29 (48.33%)	25 (41.66%)	19 (31.66%)	16 (26.66%)	22 (36.66%)

Full forms of the abbreviations used in Table No.4.2.11 are as follows:

L- Lecture, LCD-Lecture cum discussion, DM-Discussion method, IH / A-Individual home work/ assignment, P-Project, CS-Class seminar, DN-Dictation of notes, PS-Problem solving, TT-Team teaching, B-Brainstorming, S-Scaffolding, IN-DE-Inductive-deductive, OP-Oral presentation, P.P.T-Power point presentation

Table No.4.2.11 relates to the method and strategies of teaching the various papers in the two year B.Ed curriculum which indicates mixed responses from the teacher educators.

While engaging the core papers (C-1, 2, 4, 5, 6 & 8), 30% of the teacher educators indicated using lecture method, 53.33% opined following lecture cum discussion method, 56.66% employed discussion method and also conduct class seminars, 55% give individual assignment/home works to the student teachers, 31.66% assigned projects, 25% practised dictating notes, 16.66% give problem solving tasks to the student teachers and team teaching were practiced by 21.66%. In addition, 31.66% of the teacher educators made use of PPT, scaffolding techniques were also adopted by 6.66%, while student teachers were also made to give oral presentation as responded by 48.33%.

With regard to the pedagogy papers (C-7a & 7b), 25% of the teacher educators used lecture method for classroom transaction, majority (55%) followed classroom cum discussion method, class seminar and discussion were conducted by 53.33%, homework/assignment were also assigned by 48.33%, 38.33% teacher educators said projects were given beside using problem solving method, 23.33% expressed of dictating notes and 28.33% lamented that team teachings were also employed while engaging pedagogy papers. Further, in addition to the above mentioned methods, PPT were also used by 19.35% of the respondents, brainstorming as responded by 5%, scaffolding technique were employed by 8.33%, inductive-deductive were also applied by 1.66%, while 41.66% used to let student teachers give oral presentation in the classroom.

For the optional papers (C-11), 13.33% teacher educators indicated using lecture method, 23.33% used lecture cum discussion method and also give assignment to the student teachers, 21.66% employed discussion method, 16.66% indicated assigning

project works, 20% teacher educators conduct class seminars for the student teachers, 15% said notes were also dictated, problem solving method and team teaching was also practised by 10% and 3.33% teacher educators respectively. Further, PPT was also used by 11.66 %, scaffolding technique by 3.33%, while oral presentations by the student teachers in the classroom were also conducted by 31.66%.

With regard to teaching method and strategies used by the teacher educators while engaging the half papers (C-3, 9 & 10), 21.66% of the teacher educators adopt lecture method, 30% each applied lecture cum discussion method, gives individual homework's and projects, 31.66% each employed discussion method and conduct seminars, notes were also dictated by 16.66%, 13.33% said problem solving methods was also followed, while 1.66% expressed of practising team teaching. In addition, PPT was employed by 13.33%, 3.33% make used of scaffolding technique and oral presentation by the student teachers by 26.66%.

Further, with regard to EPC (EPC-1, 2, 3 & 4), 16.66% of the teacher educators used lecture method, 31.66% employed lecture cum discussion method and conduct class seminars, majority (46.66%) used discussion method followed by giving assignment as indicated by 43.33%, 41.66% of the teacher educators assigned project works to the student teachers, 13.33 % gives dictated notes, 38.33% employed problem solving method, 5% mentioned of adopting brainstorming method, 6.66% scaffolding techniques, while team teaching was also practised by the teacher educators by 23.33%. 25% make used of PPT and oral presentation by 36.66%.

It may be noted that brainstorming as techniques of teaching was not commonly used in teaching the core papers, optional papers and half papers. Also the scaffolding technique was used by only few teacher educators while transacting the course.

4.2.12 Purposes/Reasons of assessment and evaluation

Table No.4.2.12
Purposes/Reasons of assessment and evaluation

Sl. No.	Purposes/Reasons of assessment and evaluation	No. Of 'Yes' responses (%)
1	Motivating the student teachers	55(91.66%)
2	For creating learning opportunities	50(83.33%)
3	For grading	36(60%)
4	To give feedback	60(100%)
5	For categorizing the student teachers	4(6.66%)
6	For promoting to next higher semester	31(51.66%)
7	Quality assurance mechanism	40(66.66%)
8	For certification only	-
9	To evaluate desirable behaviour	40(66.66%)
10	To check whether the instructional objectives are achieved or not	60(100%)
	If any other, please mention	
A	Any other	No. Of responses (%)
i	To develop desirable habits and qualities of a good teacher	1(1.66%)
ii	To provide help for personal and professional development	1(1.66%)
iii	To know the progress of every student teachers (weekly, monthly, semester wise)	1(1.66%)

Table No.4.2.12 displays the reasons or purposes of assessment and evaluation. All 100% of the teacher educators assess and evaluate student teachers to check whether the instructional objectives have been achieved or not and for giving feedback, 91.66% for motivating student teachers, 50% for creating learning opportunities, 60% for grading, 6.66% for categorizing student teachers, 51.66% for promoting student teachers to next higher semester, while 66.66% indicated that the purpose of assessment and evaluation were to evaluate desirable behaviour and as a quality assurance mechanism.

Furthermore, 1.66% each of the teacher educators mentioned that the purpose were for developing desirable habits and qualities of a good teacher, for providing help to student teachers for their personal and professional development and for knowing the progress of every student teachers (Weekly, monthly, semester wise).

4.2.13 Assessment and evaluation based on the constructivist approach, teacher educators properly trained and oriented and the reasons

Table No.4.2.13

Assessment and evaluation based on the constructivist approach, teacher educators properly trained and oriented and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Present system of assessment and evaluation is based on the constructivist approach and the reasons	36 (60%)	24 (40%)
2	Properly oriented and trained in areas of assessment and evaluation If no, the reasons	15 (25%)	45 (75%)

Table No.4.2.13 reveals that majority (60%) of the teacher educators felt that assessment and evaluation were based on the constructivist approach, while 40% viewed it as otherwise.

Further, contrary to the responses of 25% of the teacher educators, majority (75%) do not think of themselves as properly oriented and trained in areas of assessment and evaluation.

4.2.13.A) Reasons for assessment and evaluation based on the constructivist approach

Table No.4.2.13.A)

Reasons for assessment and evaluation based on the constructivist approach

Sl. No.	Reasons for assessment and evaluation based on the constructivist approach	No. Of responses (%)
1	For internal and practical aspect it is based on the constructivist approach, even external evaluation questions are gradually moving towards application based	36 11(30.55%)
2	To a certain extend in some aspects	36 4(11.11%)
3	Various activities and the assessment tools used are all based on constructivist approach but the inability of the teacher educators to implement it properly and effectively is the problem	36 4(11.11%)

4	Student teachers are assessed in all aspect basing on the principle of CCE	36 31(86.11%)
5	Helps student teachers to develop critical and rationale thinking abilities and also provide scope for improvement	36 9(25%)
6	Peer and self assessment with proper guidance from the teachers is practised	36 1(2.77%)

As regard to the reasons stated by those teacher educators who felt that assessment and evaluation were based on the constructivist approach, Table No.4.2.13.A) shows as, 30.55% of the respondents opined that for internal and practical aspect it was based on the constructivist approach and even external examination questions were gradually moving towards application based, 11.11% each said to some extent in certain aspect, however there were still lots of behaviourist approach prevalent in the system and that though the various activities and the assessment tools used were all based on the constructivist approach but the inability of the teacher educators to implement it properly and effectively was a major problem, majority (86.11%) of the teacher educators mentioned that student teachers were assessed in all aspect basing on the principle of CCE, 25% expressed of helping helps student teachers to develop critical and rationale thinking abilities and also provide scope for improvement, while 2.77% informed of practising peer and self assessment with proper guidance from the teacher educators.

4.2.13.B) Reasons for assessment and evaluation not based on the constructivist approach

Table No.4.2.13.B)

Reasons for assessment and evaluation not based on the constructivist approach

Sl. No.	Reasons why assessment and evaluation is not based on the constructivist approach	No. Of responses (%)
1	Mixture of behaviourist and constructivist	24 5(20.83%)
2	Written external examination has more weightage of marks than internal assessment	24 11(45.83%)
3	Focus more on outcome or end product	24 6(25%)
4	At the end the marks secured in the examination is taken into consideration	24 4(16.66%)
5	Subjectivity involved	24 4(16.66%)

Table No.4.2.13.B) deals with the reasons for assessment and evaluation not based on the constructivist approach.

Following reasons were given by those teacher educators who expressed that assessment and evaluation were not based on the constructivist approach, majority (45.83%) of the respondents found that written external examination has more weightage of marks than internal assessment, so they felt assessment and evaluation were not based on the constructivist approach, 20.83% opined assessment and evaluation as a mixture of the behaviourist and the constructivist approach, 25% said the focus were more on outcome or end product rather than the process, while 16.66% each lamented that at the end marks secured by the student teachers in the examination were taken into consideration for determining the quality of teachers and involvement of subjectivity.

4.2.13. C) Reasons for teacher educators not properly trained and oriented in areas of assessment and evaluation

Table No.4.2.13.C)

Reasons for teacher educators not properly trained and oriented in areas of assessment and evaluation

Sl. No.	Reasons for teacher educators not properly trained and oriented in areas of assessment and evaluation	No. of responses (%)
1	No opportunity of attending any orientation or training in areas of assessment and evaluation	45 42(93.33%)
2	Criteria and ways of assessment keeps on changing ,therefore it is always good to be oriented from time to time as per the needs and as per NCTE norms	45 1(2.22%)
3	Not being able to assess the student teachers comprehensively especially in EPC	45 2(4.44%)

Table No.4.2.13.C) reveals the reasons why teacher educators are not properly trained and oriented in areas of assessment and evaluation. With regard to the reasons given by those teacher educators who felt they were not properly trained and oriented in areas of assessment and evaluation, majority (93.33%) stated of not coming across any opportunity of attending orientation or training in areas of assessment and evaluation, 4.44% expressed their inability to assess the student teachers comprehensively especially in EPC, while 2.22% mentioned that criteria and ways of assessment keeps on changing with the changing needs, demands and pattern of

education and the learner, therefore it was always good to be oriented from time to time as per the needs and as per NCTE norms.

4.2.14 Nature of the practice of assessment and evaluation

Table No.4.2.14
Nature of the practice of assessment and evaluation

Sl. No.	Nature	No. of 'Yes' responses (%)
1	Objective	7(11.66%)
2	Subjective	1(1.66%)
3	Both objective and subjective	48(80%)
4	Not aware	4(6.66%)

Table No.4.2.14 relates to the practice of assessment and evaluation, where 11.66% of the teacher educators opined of assessment and evaluation in their college/institutions as objective in nature, for 1.66% it was subjective, majority (80%) of the teacher educators indicated a combination of both subjective and objective, while 6.66% teacher educators had no opinion to offer regarding the nature of assessment and evaluation practised in their colleges.

4.2.15 Satisfaction with assessment and evaluation and importance to all the domains of learning

Table No.4.2.15

Satisfaction with assessment and evaluation and importance to all the domains of learning

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Satisfied with the way student teachers are assessed and evaluated throughout the course If no, the reasons	47(78.33)	13(21.6%)
A	Reasons for 'No'	No. of responses (%)	
i	Marks given randomly without proper assessment	13	1(16.66%)
ii	Less weightage of marks allotted to internal assessment	13	2(33.33%)
iii	Objectivity lacking	13	1(16.66%)
iv	Importance given more to end product	13	1(16.66%)
v	Inability to assess comprehensively on practical and co-curricular activities	13	1(16.66%)
vi	Not comprehensive	13	7(53.84%)
2	The present assessment and evaluation practice gives equal importance to all the domains of learning (Cognitive, affective and psychomotor) If no, the domain neglected the most	Type & no. Of responses (%)	
		Yes	No
		47 (78.33%)	13 (21.66%)
B	Domain neglected the most	No. Of responses (%)	
i	Affective	13	9(69.23%)
ii	Both affective and psychomotor	13	4(30.76%)

Table No.4.2.15 indicates that majority (78.33%) of the teacher educators were satisfied with the way student teachers were assessed and evaluated throughout the course, in contrast to 21.66% expressing their dissatisfaction.

Out of those teacher educators who were not satisfied with the assessment and evaluation process, majority (53.84%) felt assessment and evaluation was not comprehensive, 16.66% teacher educator expressed that marks were given randomly without proper assessment, 33.33% mentioned less weightage of marks allotted to internal assessment and 16.66% each cited of lacking objectivity, importance given more towards end product and their inability to assess comprehensively on practical and co-curricular activities .

Further, 78.33% of the teacher educators indicated of assessment and evaluation in their colleges giving equal importance to all the domains of learning (Cognitive, affective and psychomotor), however 21.66% expressed of not doing so, where affective domain were neglected as stated by 69.23%, while 30.76% mentioned of overlooking both affective and psychomotor aspects.

4.2.16 Opinion about awareness of assessment, evaluation criteria by the student teachers and the reasons

Table No.4.2.16

Opinion about awareness of assessment, evaluation criteria by the student teachers and the reasons

Sl. No.	Items	Type & no. Of responses	
		Yes	No
1	Agree with the statement “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated” and the reasons	57(95%)	3(5%)
2	Agree with the statement “Internal assessments are just an instrument for improving the overall examination results of the student teachers” and the reasons	7 (11.66%)	53 (88.33%)

Data analysis from Table No.4.2.16 reveals that there was majority (95%) agreement with the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated”, however 5% of the teacher educators were not in favour of the statement.

Further, 11.66% of the teacher educators agreed with the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers,” which however was not the case with the remaining 88.33%.

4.2.16. A) Reasons for agreeing and disagreeing with the statement

Table No.4.2.16.A)

Reasons for agreeing and disagreeing with the statement

Sl. No.	“Student teachers have the right to know, when, where and how they are going to be assessed and evaluated”	No. of responses (%)
1	Reasons for agreeing with the statement	No. of responses (%)
i	To focus on areas where they will be evaluated	57 8(14.03%)
ii	To maintain transparency	57 11(19.29%)
iii	For encouragement and motivation	57 5(8.77%)
iv	For better advance preparation	57 27(47.36%)
v	For improvement on areas they are lacking	57 6(10.52%)
2	Reasons for disagreeing with the statement	No. of responses (%)
i	Issues and problems arises when assessment is too transparent	3 3(100%)

Table No.4.2.16.A) relates to the reasons for agreeing and disagreeing with the statement. Out of 95% of the teacher educators who were in favour of the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated”, 14.03% teacher educators in support of their responses cited that if student teachers were made aware when, where and how they were going to be assessed and evaluated it will help them to focus more on the areas to be evaluated, 19.29% responded for maintaining transparency, 8.77% opined for student teachers encouragement and motivation, majority (47.36%) expressed for better advance preparation, while 10.52% stated for improvement on areas student teachers were lacking.

Further, 100% of the teacher educators who were not in favour of the statement lamented that issues and problems arises when assessment were made too transparent.

4.2.16. B) Reasons for agreeing and disagreeing with the statement

Table No. 4.2.16.B)

Reasons for agreeing and disagreeing with the statement

Sl. No.	“Internal assessments are just an instrument for improving the overall examination results of the student teachers”	No. of responses (%)
1	Reasons for agreeing with the statement	No. of responses (%)
i	Internal assessment marks are added to the overall external examination marks	7 5(71.42%)
ii	Prepares the students teachers fully for end semester examination	7 1(14.28%)
iii	To let student teachers get good grades internal marks are allotted despite their poor performance in written model exam	7 1(14.28%)
iv	Biasness/partiality in internal markings	7 4(57.14%)
2	Reasons for disagreeing with the statement	No. of responses (%)
i	Helps to develop desirable habits, values, skills etc and produce humane practitioners	53 6(11.32%)
ii	Continuous process covering both scholastic and co-scholastic areas for all round development	53 35(66.03%)
iii	Increased students engagement in the teaching learning process	53 15(28.30%)
iv	Means to monitor and facilitates students learning	53 19(35.84%)
v	Desirable improvement can be seen through internal assessment which cannot be observed in external examination	53 8(15.09%)
vi	Through internal assessment timely feedback can be given to the student teachers for their improvement	53 3(5.66%)
vii	Encourage and motivates students teachers	53 13(24.25%)
viii	Provide teacher educators opportunities to reflect and make necessary modification in the teaching approach if needed arise	53 2(3.7%)
ix	Reduce examination burden and last hour preparation	53 3(5.66%)

Table No.4.2.16.B) reveals the reasons for agreeing and disagreeing with the statement. Out of those teachers educators who were in favour with the statement that “Internal assessments are just an instrument for improving the overall examination

results of the student teachers”, 71.42% of them expressed that internal assessment marks were added to the overall external examination marks, 14.28% each opined of preparing student teachers for end semester examination and that for letting student teachers get good grades internal marks were allotted despite their poor performance in written model exam, while 57.14% of the teacher educators mentioned of biasness/partiality involved in internal markings.

Table No.4.2.16.B) indicates that out of 88.33% of the teacher educators who were not in favour of the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers”, 11.32% of them mentioned of helping student teachers to develop desirable habits, values, skills etc and produce humane practitioners, 66.03% viewed it as a continuous process covering both scholastic and co-scholastic areas for all round development, 28.30% felt that through internal assessment students engagement in the teaching learning process were maximised, 35.84% opined it as a means to monitor and facilitates students learning. 15.09% of the teacher educators expressed that desirable improvement can be seen through internal assessment which cannot be observed in external examination, 5.66% each maintained of providing timely feedback to the student teachers through internal assessment and of reducing examination burden and minimising last hour preparation for examination. Further, 24.25% of the respondents mentioned for encouraging and motivating students teachers, while 3.7% expressed of providing teacher educators opportunities to reflect and make necessary modification in the teaching approach if needed arise.

4.2.17 Awareness of assessment criteria, disclose internal marks and the reasons

Table No.4.2.17
Awareness of assessment criteria, disclose internal marks and the reasons

Sl. No.	Items	No. Of 'Yes' responses (%)	
1	Makes student teachers aware of the standard /the assessment criteria on the basis of which they are going to be assessed and the reasons	60(100%)	
A	Reasons for 'Yes'	No. Of responses (%)	
i	To maintain transparency	15(25%)	
ii	For advance preparation	29(48.33%)	
iii	For improvement	4(6.6%)	
iv	To focus on areas where they will be evaluated	11(18.33%)	
v	But not the marks allocation	1(1.66%)	
2	Disclose the final internal marks to the student teachers before their semester examination	Type & no. Of responses (%)	
	If no, the reasons	Yes	No
		16 (26.66%)	44 (73.33%)
A	Reasons for 'No'	No. Of responses (%)	
i	No valid reason	44	12(27.27%)
ii	Confidential	44	6(13.63%)
iii	No such suggestion/instruction was made	44	8(18.18%)
iv	May lead to confusion as each student teacher may compare and complain about their marks	44	1(2.27%)
v	Depend on the head of institution	44	5(11.36%)

Table No.4.2.17 refers to the awareness of assessment criteria, whether final internal marks are disclose to the student teachers and the reasons.

It is evident from the responses of 100% of the teacher educators that student teachers were made aware of the assessment criteria on the basis of which they were assessed and evaluated, where 25% of the teacher educators cited reason of maintaining transparency, 48.33% said for enabling student teachers to prepare in advance, 6.6% opined for student teachers improvement, 18.33% mentioned to focus on areas where

they will be evaluated, while 1.66%, said that though student teachers were made aware of the assessment criteria but the marks allocation were not disclose.

26.66% of the teacher educators stated that final internal marks were disclosed to student teachers, however higher percentage (73.33%) of the respondents do not practise this in their institutions, for which 27.27% said there was no valid reason for not disclosing internal marks, 13.63% viewed it as confidential, 18.18% mentioned that no such suggestions were made by the head of the institution to disclose the marks, 2.27% opined that disclosing internal marks might lead to confusion as each student teacher may compare their marks and complain about their marks, while 11.36 % expressed that whether to disclose marks or not depends on the head of the institution.

It is necessary that internal marks are disclosed to the student teachers before final examination so that they are aware of their progress in their learning, their strength and weakness and make necessary preparation for further improvement. It is also as important for the teacher educators to disclose the internal marks after assessing student teachers with timely and proper feedback for assessment and evaluation to be meaningful in achieving the desired outcomes.

4.2.18 Practice and pattern of questions set for end semester written examination, time allotted for correcting answer papers and remuneration for examining/correcting per paper

Table No.4.2.18

Practice and pattern of questions set for end semester written examination, time allotted for correcting answer papers and remuneration for examining/correcting per paper

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Opinion regarding the practice and pattern of questions being set for the end semester written examination		
i	Satisfied	32(53.33%)	28(46.66%)
ii	Not satisfied	28(46.66%)	32(53.33%)
A	If not satisfied, the reasons	No. Of responses (%)	
i	Most question are knowledge based	32	17(60.71%)

ii	Casual typing spelling mistakes in the question paper	32	15(53.57%)
iii	Reproduction of internal exam questions without proper moderation	32	17(60.71%)
iv	Repetition of same questions each consecutive year	32	14(50%)
B	If any other	No. Of responses (%)	
i	Marking system not proper	32	2(7.14%)
ii	Questions not balance with time and marks	32	2(7.14%)
2	Get opportunity to set University B.Ed end semester examination question paper	No. Of 'Yes' responses (%)	
		31 (51.66%)	
3	Examine/corrected B.Ed external answer papers	46(76.66%)	
A	If yes, the time given to examine/correct the B.Ed external examination answer scripts	No. Of 'Yes' responses (%)	
i	1-2week	46	31(67.39%)
ii	2-3week	46	15(32.60%)
B	Time allotted for correcting the answer papers	No. Of 'Yes' responses (%)	
i	Too short	46	9(19.56%)
ii	Enough	46	29(63.04%)
iii	Not enough	46	8(17.39%)
C	Remuneration paid for examining/correcting per paper	No. Of 'Yes' responses (%)	
i	Less	46	13(28.26%)
ii	Too less	46	27(58.69%)
iii	Enough	46	6(13.04%)

Table No.4.2.18 reveals that only 53.33% of the teacher educators were satisfied with the practice and pattern of questions set for end semester examination, while 46.66% expressed their dissatisfaction.

With regard to the reasons given by those teacher educators who said that they were not satisfied with the questions pattern of end semester examination, 60.71% each of them expressed that most examination questions were knowledge based and questions set were reproduction of internal exam questions without proper moderation, 53.57%

mentioned of casual typing spelling mistakes in the question papers, 50% opined as repetition of same questions each consecutive year and 7.14% each found the marking system as improper and that the questions were not balanced with the allotted time and marks.

Figures indicates that 51.66% teacher educators had experienced setting end semester examination questions, while majority (76.66%) responded of correcting answer papers, out of which a higher percentage (67.39%) of the teacher educators indicated that 1-2 weeks time were given for examining/correcting the B.Ed external examination answer papers, while 32.60% responded of giving 2-3 weeks time duration for correcting external examination answer papers.

Further, 19.56% of the teacher educators indicated that allotted time given for correcting answer papers was too short, for 63.04% it was enough, while for 17.39% the duration allotted for answer papers correction was not enough.

With regard to the remuneration paid for examining/correcting per paper, for 28.26% of the teacher educators the amount was less, 58.69% said it was too less and for 13.04% the remuneration amount was enough.

4.2.19 Timely examination notification, satisfaction with the examination system time taken for declaration of results and the reasons

Table No. 4.2.19

Timely examination notification, satisfaction with the examination system, time taken for declaration of results and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Receive timely notification from the University in relation to conduct of end semester examination If no, the hardship/inconvenience experienced	53 (88.33%)	7 (11.66%)
A	Hardship/inconvenience experienced	No. Of responses (%)	
i	Affect scheduling and planning	7	5(71.42%)
ii	Impedes in taking decision for other college activities	7	2(28.57%)
2	Satisfied with the current examination system If no, the reasons	Type & no. Of responses (%)	
		Yes	No
		43 (71.66%)	17 (28.33%)
A	Reasons for 'No'	No. Of responses (%)	
i	Exam questions are more knowledge based	17	15(88.23%)
ii	Lack of objectivity in evaluation	17	2(11.76%)
iii	Lack of proper moderation of question papers and marks	17	17(100%)
iv	Imbalance in marks distribution of internal and written external examination	17	9(52.94%)
v	Late in declaration of examination results	17	14(82.35%)
3	Satisfied with the duration of time taken by the University in declaration of result If no, the reasons	Type & no. Of responses (%)	
		Yes	No
		23 (38.33%)	37 (61.66%)
A	Reasons for 'No'	No. Of responses (%)	
i	Many student teachers fail to go for further studies	37	22(59.45%)
ii	Affects student teachers future plan	37	7(18.91%)
iii	Student teachers loose of many job opportunities	37	8(21.63%)

Table No.4.2.19 shows that majority (88.33%) of the respondents indicated of receiving timely notification from the University for conducting end semester examination, while 11.66% expressed of not receiving notification on time.

Of those teacher educators who expressed of not receiving timely notification for conducting end semester examination, 71.42% stated of affecting scheduling and planning due to delayed notification, while 28.57% of the teacher educators mentioned of hindering decision making related to other college activities.

71.66 % of the teacher educators expressed satisfaction with the current examination system which however was not the case with remaining 28.33% teacher educators.

Out of those teacher educators who were not satisfied with the examination system, 88.23% of them reported that questions set for examination were mostly knowledge based, 11.76% found lack of objectivity in evaluation, cent percent (100%) found lack of proper moderation in both question papers and examination marks, 52.94% indicated imbalanced in marks distribution of internal and written external examination, while 82.35% felt the time taken for declaring examination results was too long.

Table No.4.2.19 further reveals that while 38.33% of the teacher educators were satisfied with the duration of time for declaring examination results, majority (61.66%) expressed their dissatisfaction, where 59.45% opined that due to delay in declaration of results many student teacher failed to go for further studies, 18.91% mentioned of affecting student teachers future plan, while 21.63% expressed of student teachers loosing many job opportunities.

4.2.20 Type of academic activities

Table No.4.2.20
Type of academic activities

Sl. No.	Academic activities	No .Of ‘Yes ‘responses (%)
1	Theory	60(100%)
i	Assignment	
ii	Class test	
iii	Class seminar	
iv	Group discussion cum presentation	
v	Written internal examination	49(81.66%)
A	If any other	No .Of responses (%)
i	Composition and comprehension	1(1.66%)
2	Practical	No .Of ‘Yes’ responses (%)
i	Workshop	54(90%)
ii	Fieldtrip	39(65%)
iii	Practicum on EPC	60(100%)
iv	Microteaching	54(90%)
v	Pre-internship	60(100%)
vi	Internship	60 (100%)
vii	Report writing/reflective journal/portfolio	60(100%)
viii	Case study	33(55%)
ix	Projects	29(48.33%)
A	If any other	No. Of responses (%)
i	School based survey	7(11.66%)
ii	Demonstration class (One class for all pedagogy)	1(1.66%)
iii	Block teaching	8 (13.33%)

Table No.4.2.20 reveals the type of academic activities, which indicates that different type of activities (Theory and practical) were organised by the colleges and assigned to the student teachers which varies from college to colleges. However, with regard to the type of activities under the theoretical aspect of the curriculum, cent percent (100%) teacher educators indicated of giving assignment, conducting class test and group discussion cum presentation, 91.66% conduct class seminars, 81.66% expressed conducting written internal examination and 1.66% mentioned of having composition and comprehension activity for the student teachers.

With regard to practical activities, 90% of the teacher educators indicated of organising workshops and micro-teaching session, 65% indicated organising field trip, cent percent (100%) mentioned organising pre-internship, internship, EPC

related practical activities and writing reports/reflective journal/portfolio, while case study and project works were also assigned to the student teachers as expressed by 55% and 48.33% of the respondents. Further, 11.66% of the teacher educators mentioned of assigning school based survey to the student teachers, 1.66% said demonstration class (One class for all pedagogy) were organised, while 13.33 % stated of having block teaching for student teachers in their college.

4.2.21 Teacher educators competency in taking EPC papers and its related problems

Table No.4.2.21

Teacher educators competency in taking EPC s and its related problems

Sl. No.	Items	Types & no. Of responses (%)	
		Yes	No
1	Teacher educators competent and confident enough to take up EPC papers If no, the problems faced in transacting the EPC papers	38 (63.33%)	22 (36.66%)
A	Student teachers related	No. Of responses (%)	
i	Lack of interest, motivation and negative attitude of the student teachers	22	20(90.90%)
ii	Introvert and shy student teachers	22	10(45.45%)
iii	Irregularities of student teachers	22	20(90.90%)
iv	Big number of student teachers	22	8(36.36%)
B	Teacher educators related	No. Of responses (%)	
i	Lack of professionally qualified and trained regular teacher educators especially in EPC-2 (Drama and Art in Education)	22	20(90.90%)
ii	Citing their specialization, less involvement and engagement of the teacher educators	22	2(9.09%)
iii	Due to lack of specialization cannot comprehensively assess the student teachers	22	6(27.27%)
iv	Increases the work load of the teacher educators	22	7(31.81%)
C	Content related	No. of responses (%)	
i	Vast course content and time restriction	22	15(68.18%)
ii	Inclusion of some vague and irrelevant topics	22	12(54.54%)

iii	Lack of logical sequencing of the course especially offering EPC-3 (Critical understanding of ICT) in third semester	22 5(22.72%)
iv	Some topics are not in proper sequence under EPC-1 (Understanding Self)	22 1(4.54%)
D	Infrastructure related	No. of responses (%)
i	Lack of relevant reading and reference resources and necessary infrastructural facilities and equipments like musical instruments, auditorium etc	22 22(100%)

Data analysis from Table No.4.2.21 indicates that majority (63.33%) of the respondents in their colleges found teacher educators competent and confident enough to engage the EPC papers, which however was in contrast with the responses of 36.66%.

Following problems/inconvenience faced in transacting the EPC paper were stated by those teacher educators who indicated that teacher educators in their college were not competent and confident enough to engage the EPC papers.

With regard to student teachers related problems, 90.90% teacher educators each responded irregularities of student teachers and lack of interest, motivation and negative attitude of the student teachers, 45.45% mentioned of introvert and shy student teachers who do not participate and perform in EPC related activities, while 36.36% expressed of large number of student teachers in the classroom.

With regard to teacher educators related problems, 90.90% of the teacher educators cited lack of professionally qualified and trained regular teacher educators especially in EPC-2 (Drama and Art in Education), 9.09% mentioned that engagement of the teacher educators were less citing their specialization, 27.27% opined inability of teacher educators to comprehensively assess student teachers due to lack of specialization and 31.81% expressed increased work load of the teacher educators.

Table No.4.2.21 further indicates that with regard to content related problems, 68.18% of the teacher educators cited vast course content and time restriction, 54.54% said some vague and irrelevant topics were included in EPC course content, 22.72% expressed lack of logical sequencing of the course especially offering EPC-3 (Critical Understanding of ICT) in third semester, while 4.54% teacher educator opined that some topics were not in proper sequence under EPC-1 (Understanding Self) and suggested that some similar topics like, My body and mind maintenance, yoga

,meditation etc can be clubbed together and topics like change in me; My adolescent period and now (Self concept) which was given as the first topic under unit-1, and my changing attitudes in course of time (From memorable past and present), childhood experiences-pleasant and painful under the last part of the unit may be rearranged in proper sequence following the psychological principle of the stages of human development.

In relation to infrastructure related problems, every (100%) teacher educators expressed their dissatisfaction of not having the required facilities like relevant reading and reference resources and necessary infrastructural facilities and equipments like, musical instruments, auditorium etc for effectively implement the EPC papers.

4.2.22 Time, duration, content of Enhancing Professional Capacities (EPC) papers and invite of subject experts

Table No.4.2.22

Time, duration, content of Enhancing Professional Capacities (EPC) papers and invite of subject experts

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Opinion on the time, duration and content EPC papers	
A	Time and duration	
i	Too long	2(3.33%)
ii	Sufficient	42(70%)
iii	Not enough	16(26.66%)
B	Content of the course	
i	More than sufficient	14(23.33%)
ii	Sufficient	45(75%)
iii	Not enough	1(1.66%)
2	Invite experts to handle EPC papers	54(90%)
A	If yes, the title of the paper and the reasons	No. Of responses (%)
i	EPC-2(Drama and Art in Education), because of no expert	54 54(100%)
ii	EPC-3(Critical Understanding of ICT), because of lack of expert	54 8(14.81%)
B	Involvement of the experts in assessing the performance of the student teachers	No of 'Yes' responses (%) 35(64.81%)

Table No.4.2.22 displays the time, duration, and content of Enhancing Professional Capacities (EPC) papers and invitation of subject experts. With regard to the time and duration for completion of EPC papers, 3.33% of the teacher educators found the duration was too long, majority (70%) expressed it as sufficient, while for 26.66% the time and duration was not enough.

Course content of EPC papers was found to be more than sufficient by 23.33% of the teacher educators, for 75% found it was sufficient and for 1.66% the content was not sufficient.

Majority (90%) of the teacher educators responded of inviting experts in their colleges for engaging EPC papers, out of which cent percent (100%) of them said that experts were invited for engaging EPC-2 (Drama and Art in Education) because of lack of expert in the concerned paper, while 14.81% mentioned of inviting expert for EPC-3 (Critical Understanding of ICT) due to lack of subject expert.

Further, of the 90% of the teacher educators who indicated of inviting experts in their colleges for engaging EPC papers, 64.81% of them informed that experts invited to colleges for engaging EPC papers were also involved in assessing the performance of the student teachers.

4.2.23 Engage EPC papers, ability to assess student teachers and the reasons

Table No.4.2.23

Engage EPC papers, ability to assess student teachers and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Engage any EPC paper	32 (53.33%)	28 (46.66%)
2	If yes, able to assess all the required skills and qualities of the student teachers properly under EPC papers	32	32
	If no, the reasons	17(53.1%)	15(46.87%)
A	Reasons for 'No'	No. Of responses (%)	
i	Time constraint	15	11(73.33%)
ii	Lack of specialization	15	6(40%)
iii	Imbalanced in allotment of marks and the contents given to be covered	15	7(46.66%)
iv	Inability to suddenly assess and observe overt qualities and attitudes	15	1(6.66%)
v	Large number of student teachers	15	9(60%)

Table No.4.2.23 deals with teacher educators engaging EPC papers and their ability to assess student teachers. Contrary to the responses of 46.66%, data analysis shows 53.33% of the teacher educators under study engaging EPC papers, out of which 53.12% were able to assess all the required skills and qualities of the student teachers properly under EPC, while 46.87% indicated their inability to comprehensively assess the student teachers.

Further, figures reveals that out of those teacher educators who expressed their inability to comprehensively assess student teachers, 73.33% of them cited of time constraint, 40% stated their lack of specialization, 46.66% mentioned that the allotted marks and the contents given to be covered were not balance, 60% expressed of large number of student teachers in the classroom, while 6.66% lamented that overt qualities of the student teachers and their attitudes may develop and improve over time so expressed their inability to observe and assess them suddenly.

4.2.24 Assessment in EPC papers

Table No.4.2.24
Assessment in EPC papers

Sl. No.	Assessment	No. Of 'Yes' responses (%)
1	Theory and practical activities	32 32(100%)
2	Group discussion cum presentation/demonstration	32 32(100%)
3	Regular attendance	32 30(93.75%)
4	Reflection and analysis	32 30(93.75%)
5	Report writing/journal/portfolio	32 31(96.87%)

Table No.4.2.24 relates to assessment in EPC papers which reveals that 100% of the teacher educators who engaged EPC papers indicated of assessing student teachers through theory and practical activities, group discussion cum presentation/demonstration, 93.75% indicated that regular attendance, reflection and analysis were also considered during assessment, while 96.87% expressed that student teachers were also made to write reports/journal/portfolio which were being assessed.

4.2.25 Evaluation in EPC papers

Table No.4.2.25
Evaluation in EPC papers

Sl. No.	Evaluation	No. Of 'Yes' responses (%)
1	Report writing/journal/portfolio	32 32(100%)
2	Viva Voce	32 32(100%)

Table No.4.2.25 relates to evaluation in EPC papers. Cent percent (100%) teacher educators engaging EPC papers responded that student teachers were evaluated on the basis of their report writing/journal/portfolio and also through Viva Voce.

4.2.26 EPC papers enhance the student teachers professional capacities and the reasons

Table No.4.2.26

EPC papers enhance the student teachers professional capacities and the reasons

Sl. No.	Items	Type & no. Of responses (%)		
		Yes	No	Un- Decided
1	EPC papers enhance the professional capacities of the student teachers and the reasons	57 (95%)		3 (5%)
A	Reasons for ‘Yes’	No. Of responses (%)		
i	Boost confidence, improve communication skills, enhance creativity, learn to socialize and work together, develop skills, values etc for all round development	57	53(92.98%)	
ii	Helps student teachers to reflect, discover their strength, weakness and improve upon it	57	5(8.77%)	
iii	Provide student teachers platform to come out from their comfort zone, involved practically and get firsthand experience	57	2(3.50%)	
iv	Help them to face and experiment with new challenges	57	1(1.75%)	
v	Supplement their teaching	57	2(3.50%)	
vi	Gain in-sight of many areas and aspects both for themselves as well as for the students whom they were /will be teaching	57	1(1.75%)	
B	Reasons for ‘Undecided’	No. Of responses (%)		
i	Insincerity and regularity of the student teachers	3	2(66.66%)	
ii	Not clearly observable the overt qualities and attitudes within a time span in college	3	1(33.33%)	

Table No.4.2.26 indicates that majority (95%) of the respondents including those teacher educators who do not engage EPC papers indicated of EPC papers enhancing the professional capacities of the student teachers, while 5% were indecisive about of it.

Out of 95% of the teacher educators who indicated of EPC papers enhancing student teachers professional capacities, majority (92.98%) of them expressed of EPC papers

helping student teachers in their all round development viz. boost their confidence, improve communication skills, enhance creativity etc, 8.77% opined of helping student teachers to reflect, discover their strength and weakness and improve upon it and 3.50% each mentioned providing platform to the student teachers to come out from their comfort zone, involved practically and get firsthand experience and supplement their teaching. Furthermore, 1.75% each stated of helping student teachers to face and experiment with new challenges and enable student teachers gain in-sight of many areas and aspects both for themselves as well as for the students whom they were/will be teaching.

Following reasons were given by those teacher educators who were indecisive as to whether EPC papers do enhance the student teachers capacities or not, 66.66% of them mentioned insincerity and irregularity of student teachers, while 33.33% teacher educators opined that though student teachers seems to enjoy the EPC papers but the real results would be seen as they practice in future and reflect in their attitude which may not be observable within a time span in the college.

4.2.27 Duration of pre-internship, internship, and class allotted for final teaching practice

Table No.4.2.27

Duration of pre-internship, internship, and class allotted for final teaching practice

Sl. No.	Programme	No. Of days/week/class	No. Of responses (%)
1	Pre-internship	a) Two phase-One week each	46(76.66%)
		b) One phase-Two weeks	14(23.33%)
2	Internship/Teaching practice	a) One month	23(38.33%)
		b) Two months	37(61.66%)
3	Number of class allotted for each student teachers during final teaching practices	1 class	60(100%)

Table No.4.2.27 deals with the duration of pre-internship/school observation, internship programme and class allotted for final teaching practice which reveals that the duration of pre-internship in all the nine (9) B.Ed colleges was two weeks.

However, 76.6% of the teacher educators responded that for pre-internship or school observation they send their student teachers for two (2) phases divided into one week each, while 23.33% expressed of sending their student teachers for two weeks in one (1) phase.

Furthermore, the duration of internship/teaching practice were two months in most colleges as indicated by majority (61.66%) of the teacher educators, while 38.33% stated of sending their student teachers for a month only.

All student teachers were made to engage one (1) class each of their pedagogy paper during their final teaching practice as informed by cent percent (100%) of the teacher educators, where assessment and evaluation were also done for that one (1) pedagogy paper.

4.2.28 Opinion on duration of internship programme

Table No.4.2.28

Opinion on duration of internship programme

Sl. No.	Programme	Type of responses	No. Of responses (%)
1	Pre-internship	a) Too long	13(21.66%)
		b) Sufficient	47(78.33%)
		c) Not enough	-
2	Internship/Teaching practice	a) Too long	19(31.66%)
		b) Sufficient	36(60%)
		c) Not enough	5(8.33%)
3	Post-internship	a) Too long	
		b) Sufficient	45(75%)
		c) Not enough	15(25%)

Table No.4.4.28 relates to the opinion on duration of internship programme which shows that the duration of pre-internship or school observation was sufficient for 78.33% of the teacher educators, while for 21.66% the duration was too long.

Figures also reveals that the duration of teaching practice for 31.66% of the teacher educators was too long, 60% expressed satisfaction and felt the duration was sufficient, while for 8.33% the duration was not enough for teaching practices.

For majority (75%) of the respondents, the duration of post internship was sufficient, but for the remaining 25%, the duration was not enough for covering the course.

4.2.29 Nature of pre-internship program

Table No.4.2.29
Nature of pre-internship programme

Sl. No.	Nature of practice	No. Of 'Yes' responses (%)
1	Forwarding letter from the principal addressed to the respective school is handed to the student teachers before leaving for their pre-internship	60(100%)
2	Proper guidance, support and instruction is given to the student teachers prior to the pre-internship programme	60(100%)
3	Student teachers are made to do necessary survey/investigation relating to the practicum	60(100%)
4	Teacher educators sometimes pay a surprise visit for supervising and assessing the student teachers	37(61.66%)
5	Student teachers are made to maintain attendance format to record their attendance counter signed by the head teacher/head master of the concerned respective schools each day during their stay in the school	59(98.33%)
6	After returning, student teachers are divided into group for discussion and presentation on their real classroom observation	55(91.66%)
7	Sample demonstration are presented by the student teachers based on observation of the real classroom situation followed by feedback and suggestions	22(36.66%)
8	Assessment is done group wise/individual depending on the numbers of student teachers, and the time factor	38(63.33%)
9	Input from the teacher educators	60(100%)
10	Student teachers are made to write a report based on their observation	60(100%)

Table No.4.2.29 indicates a mixed responses from teacher educators with regard to nature of pre-internship programme followed by the B.Ed colleges, where cent percent (100%) of the teacher educators indicated that before pre-internship forwarding letter from the principal addressed to the respective school were handed to the student teachers with proper guidance, support and instruction, student teachers were also made to do necessary survey/investigation relating to the practicum and

made to write a report based on their observation with input from the teacher educators. 61.66% of the teacher educators sometimes pay surprise visit for supervising and assessing the student teachers, 98.33% stated of student teachers maintaining their attendance record during their stay in the school, 91.66% indicated that after returning from school observation student teachers were divided into group for discussion and presentation on their real classroom observation, however only a few (36.66%) teacher educators responded that sample demonstration were also presented by the student teachers based on their observation of the real classroom situation followed by feedback and suggestions, while only (63.33%) mentioned of assessing student teachers either group wise/individual depending on the numbers of student teachers and the time factor.

4.2.30 Nature of teaching practice/internship

Table No.4.2.30

Nature of teaching practice/internship

Sl. No.	Nature of practice	No. Of 'Yes' responses (%)
1	Lesson plan are checked and approved by the concerned pedagogy teacher educators before going for teaching practice	51(85%)
2	Student teachers work as a regular teacher and participate in all the school activities	60(100%)
3	Teacher educators take turn to visit schools for supervising	55(91.66%)
4	School co-ordinator are appointed in every concerned school for supervising and assessing student teachers	52(86.66%)
5	Student teachers maintain a daily attendance record duly countersigned by the head teacher/teacher in charge of the school	57(95%)
6	Regular and immediate feedbacks are provided to the student teachers on the basis of their performances	55(91.66%)
A	If any other	No. Of responses (%)
i	Encourage student teacher to maintain daily dairy during internship	1(1.66%)
ii	Not only the pedagogy teachers but teachers educators from other discipline also checked and approved the lesson plan	9(15%)
iii	Peer assessment	8(13.33%)

From Table No. 4.2.30 it was found from the responses of teacher educators that the nature of teaching practice/internship varies from college to colleges, where 85% of the teacher educators responded that lesson plan were checked and approved by the concerned pedagogy teacher educators before teaching practice, every (100%) teacher educators expressed of student teachers working as a regular teacher and participating in all the school activities, 91.66% each indicated teacher educators taking turns to visit schools for supervising and provide regular and immediate feedback to the student teachers on the basis of their performances. 86.66% mentioned appointing school co-ordinator in every concerned school for supervising and assessing student teachers, while 95% responded of student teachers maintaining daily attendance record duly countersign by the head teacher/teacher in charge of the school.

Further, data analysis shows that 1.66% teacher educator used to encouraged student teachers to maintain daily dairy during their internship, 15% mentioned that not only the pedagogy teachers but teachers educators from other discipline also checked and approved the lesson plan, while 13.33% stated of practising peer assessment where student teachers were made to observe and assess their friends engaging classes during their teaching practice.

4.2.31 Happy with readiness of the student teachers before the teaching practice and the reasons

Table No.4.2.31

Happy with readiness of the student teachers before the teaching practice and the reasons

Sl. No.	Items	Types & no. Of responses (%)	
		Yes	No
1	Happy with the readiness of the student teachers before the teaching practice If no, the reasons	41 (68.33%)	19 (31.66%)
A	Reasons for 'No'	No. Of responses (%)	
i	Unwillingness to change their mindset	19	2(10.52%)
ii	Irregularities and insincerity during practical session	19	7(36.84%)
iii	Block teaching period is not given much time for professional preparation	19	3(15.78%)
iv	Teacher educators do not have idea since they have not involved so far	19	1(5.26%)
v	Less time for lesson plan preparation	19	4(21.05%)
vi	Student teachers not ready with their lesson plan	19	5(26.31%)
vii	Uncomfortable with the constructivist approach among the In-service student teachers	19	1(5.26%)
viii	Absence of positive attitude among the student teachers	19	5(26.31%)
ix	Lack of content mastery	19	3(15.78%)

Table No.4.2.31 reveals that, majority (68.33%) of the teacher educators were happy and satisfied with the readiness of the student teachers before their teaching practice, which however was not the case with 31.66% teacher educators and the reasons given were, 10.52% of the teacher educators cited unwillingness of the student teachers to change their mindset, 36.84% stated irregularities and insincerity of student teachers during the practical session, 15.78% expressed that block teaching period was not given much time for professional preparation, 5.26% mentioned that teacher

educators do not have idea since they have not involved practically so far engaging the school students following the constructivist method and uncomfortable with the constructivist approach among the in-service student teachers. 21.05% of the teacher educators expressed lack of time for lesson plan preparation, 26.31% each lamented that student teachers were not ready with their lesson plan prior their teaching practices and lack of positive attitude among the student teachers, while 15.78% informed of lack of content mastery among student teachers.

4.2.32 Steps involved in constructing lesson plan

Table No.4.2.32
Steps involved in constructing lesson plan

Sl. No.	Steps	No. Of 'Yes' responses (%)
1	Instructional model based on 5Es	60(100%)
2	General entries and information	60(100%)
3	Content mapping	60(100%)
4	Basing on content mapping instructional objectives are framed	60(100%)
5	Method of teaching and expected time for each steps based on 5Es	60(100%)
6	Use of TLM	60(100%)
7	Homework/assignment	60(100%)
8	Post teaching reflection	60(100%)
9	Supervisors remarks	60(100%)

From the responses of 100% of the teacher educators, Table No.4.2.32 indicates that all the nine (9) colleges of teacher education followed the same steps based on 5Es (Engage, explore, explain, elaborate, evaluate) instructional model for constructing the lesson plan viz. Instructional model based on 5Es, general entries and information, content mapping, basing on content mapping instructional objectives were framed, method of teaching and expected time for each steps based on 5Es, use of TLM, homework/assignment, post teaching reflection and supervisors remarks.

4.2.33 Satisfactory level for constructing lesson plan and the reason

Table No.4.2.33

Satisfactory level for constructing lesson plan and the reason

Sl. No.	Items	No. of 'Yes' responses (%)
1	Satisfaction with the construction of lesson plan based on 5Es model and the reasons	
i	Satisfied	31(51.66%)
ii	Not much satisfied	25(41.66%)
iii	Not at all satisfied	-
iv	Can't say	4(6.66%)
2	Reasons for being 'Satisfied'	No. of responses (%)
i	It is systematic	31 15(48.38%)
ii	If done properly it is effective and inclusive	31 8(25%)
iii	Encourage teacher educators and student teachers to think and ever ready to structure teaching and learning experience	31 5(16.12%)
iv	Learner centred with active engagement of both teachers and students	31 11(35.48%)
3	Reasons for 'Not much satisfied'	No. of responses (%)
i	Teacher educators without proper training in constructivist 5Es model gives more confusion to student teachers while planning the lesson	25 9(36%)
ii	5Es model does not give enough flexibility for continuous evaluation, it comes only as the last step	25 1(4%)
iii	TLM for elaboration stage becomes difficult or are usually ignored for this stage due to time factor	25 1(4%)
iv	Rigidity in steps	25 11(44%)
v	Difficult to follow all steps in sequence where there are large number of students with individual differences	25 3(12%)
vi	While following 5Es steps all the objectives cannot be achieved	25 1(4%)
vii	Time management	25 23(92%)
4	Reasons for 'Can't say'	No. of responses (%)
i	Some can plan very well but effective teacher deliver better even without a proper L/plan	4 2(50%)
ii	Lesson plan are pre-determined and can't really be strictly pre-determined in constructivist 5Es model	4 1(25%)
iii	Newly appointed and yet to get orient with the constructivist lesson plan and implement in real classroom	4 1(25%)

Table No.4.2.33 shows the satisfactory level for constructing lesson plan and the reasons. 51.66% of the teacher educators were satisfied with lesson plan construction based on 5Es (Engage, explore, explain, elaborate, evaluate) model 41.66% were not much satisfied, while 6.66% were indecisive and could not say whether they were satisfied or not.

With regard to the reasons stated by those 51.66% teacher educators who were satisfied with the construction of lesson plan based on 5Es (Engage, explore, explain, elaborate, evaluate) model, 48.38% of the teacher educators responded that construction of lesson plan was systematic following 5Es model, 25% stated that lesson plan was effective if done properly, 16.12% mentioned of encouraging teacher educators and student teachers to think and ever ready to structure teaching and learning experience and 35.48% claimed 5Es model lesson plan to be learner centred with active engagement of both teachers and students.

Following reasons were given by those teacher educators who were not much satisfied with lesson plan construction based on 5Es (Engage, explore, explain, elaborate, evaluate) model, 36% of the teacher educators expressed that teacher educators without proper training in the constructivist 5Es model gives more confusion to student teachers while planning the lesson, 4% each felt that the 5Es model does not give enough flexibility for continuous evaluation as it comes only as the last step, while following 5Es steps all objectives cannot be achieve and TLM for elaboration stage becomes difficult or were usually ignored for this stage due to time factor but as per column student teachers were to fill in the space and therefore suggested some sort of flexibility on uses of TLM. 44% of the respondents found 5Es model as rigid in steps, 12% expressed difficulty following all steps in sequence where there were large number of students with individual differences, while 92% cited of time management.

For those 6.66% teacher educators who had no opinion to offer whether they were satisfied or not, 50% of the teacher educators opined that some student teachers can plan very well but effective teacher delivered better even without a proper L/plan, 25% each expressed that lesson plan were pre-determined and cannot really be strictly pre-determined in constructivist 5Es model and newly appointed and yet to get proper orientation on the constructivist lesson plan and implement in real classroom.

4.2.34 Nature of final teaching practice

Table No.4.2.34
Nature of final teaching practice

Sl. No.	Nature of practice	No. Of 'Yes' responses (%)
1	The college along with the University fix the date for final teaching practice	60(100%)
2	Pedagogy teacher educators of concerned college observe the teaching of the student teachers	11(18.33%)
3	The principal are also involve in observing the teaching practice of the student teachers	35(58.33%)
4	University representative visit and observe the teaching of the student teachers	38(63.33%)
5	Along with the teacher educators of the concern college, one pedagogy teacher/subject expert from other B.Ed college are deputed by University to observe the teaching practice of the student teachers	53(88.33%)
A	If any other	No. Of responses (%)
i	Pedagogy teacher educators are not specifically the one who observe the student teachers	9(15%)
ii	Lesson plan are checked and approved by the concerned pedagogy teacher educators before the final teaching practice	8(13.33%)

Table No.4.2.34 deals with the nature of final teaching practice followed by the B.Ed colleges, where every (100%) teacher educators responded that the colleges along with the University fixed the date for final teaching practice, 18.33% indicated pedagogy teacher educators of the concerned college observing the teaching of the student teachers, 58.33% informed involvement of their college principal in observing student teachers during final teaching practice, 63.33% expressed of University representative visiting and observing student teachers, 88.33% mentioned that along with the teacher educators of the concerned college, one (1) pedagogy teacher/subject expert from other B.Ed college were deputed by University to observe the teaching practice of the student teachers.

Table No.4.2.33 further reveals from the responses of 15% of the teacher educators that pedagogy teacher educators were not specifically the one who observed student

teachers during their final teaching practice, while 13.33% said that lesson plan were checked and approved by the concerned pedagogy teacher educators before the final teaching practice.

4.2.35 Components for allocating overall internship marks

Table No.4.2.35
Components for allocating overall internship marks

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Assessment of reports (Pre-internship and internship)	60(100%)
2	Lesson plan evaluation marks	60(100%)
3	Marks assessed by the supervisors	60(100%)
4	Marks assessed by the school co-ordinator	52(86.66%)
5	Viva-Voce marks	60(100%)
A	If any other	No. Of responses (%)
i	Marks assessed during presentation after the pre-internship and internship programme	32(53.33%)

Table No.4.2.35 shows the components for allocating overall internship marks. For allocating the overall internship marks, 100% of the teacher educators responded that the assessment and evaluation components include assessment of reports (Pre-internship and internship), lesson plan evaluation marks, marks assessed by the supervisors and Viva-Voce marks, 86.66% indicated of marks assessed by the school co-ordinator, while 53.33% teacher educators mentioned of taking into account marks assessed during presentation given by the student teachers in the classroom after the pre-internship and internship programme.

4.2.36 Method of correction adopted by the teacher educators

Table No.4.2.36

Method of correction adopted by the teacher educators

Sl. No.	Method of correction	No. Of 'Yes' responses (%)				
		A	CTP	PW	CS	RW/J/P
1	Correction by the teacher educator	60 (100%)	60 (100%)	29 (48.33%)	33 (55%)	60 (100%)
2	Correction with the help of bright student teachers in the class	6 (10%)	7 (11.6%)	-	-	-
3	Correction with the help of black/white/green boards	51 (85%)	55 (91.66%)	20 (33.33%)	17 (28.3%)	15 (25%)
4	Correction by inter exchanging the students teachers works among them	13 (21.66%)	16 (26.00%)	5 (8.33%)	7 (11.66%)	5 (8.33%)
5	Glance checking and signing	-	-	-	-	-
If any other		Verbal correction and feedback 11 (18.33%)	Verbal correction and feedback 8 (13.33%)	Verbal correction and feedback 5 (8.33%)	Verbal correction and feedback 7 (11.666%)	Verbal correction and feedback 2 (3.33%)

Full forms of the abbreviations used in Table No.4.2.36 are as follows:

A-Assignment

CTP-Class test paper

PW-Project works

CS-Case study

RW/J/P-Report writing/Journal/Portfolio

With regard to the method of correcting the different academic activities, Table No.4.2.36 shows 100% of the teacher educators correcting assignments by themselves, where 85% said correction were also done with the help of black/white/

green board, 10% responded of correcting with the help of bright student teachers in the classroom, while 21.66% indicated correcting by inter exchanging the students works among them. Further, 18.33% of the teacher educators said that corrections were also given verbally followed by feedback.

There was cent percent (100%) responds from the teacher educators of correcting class test papers by themselves, out of which 91.66% indicated making use of black/white/green board while correcting class test papers, 11.66% indicated taking the help of bright student teachers in the classroom, 26.00% by inter exchanging the student teachers works among them and 13.33% responded of correcting verbally along with providing feedback.

With regard to project works, out of the total 60 teacher educators, 48.33% of them correct the project works of the student teachers by themselves, 33.33% indicated that correction were also done with the help of black/white/green board, while 8.33% each expressed of making correction by inter exchanging the student teachers works among them and also giving correction verbally to the student teachers with feedback support.

55% out of the sixty (60) teacher educators said case study were corrected by themselves, where 28.33% indicated using black/white/green board for correction and 11.66% each mentioned correcting by inter exchanging the student teachers works among them and also verbally making correction with feedback support.

For reports/journals/portfolio, cent percent (100%) of the teacher educators make correction by themselves, where 25% also used the black/white/green board for providing necessary correction and 8.33% by exchanging the student teachers works among them. Further, corrections were also given verbally to the student teachers followed by feedback as stated by 3.33% teacher educators.

It may be noted from the responses of the teacher educators that, none of them practise glance checking and signing while correcting assignments, class test paper, project works, case study, written reports/journals/portfolio of the student teachers.

4.2.37 Assessment criteria

Table No.4.2.37
Assessment criteria

Sl. No.	Items	Type & no. Of responses (%)
1	Maintain and make use of criterion to award marks/ grades while assessing the various academic activities If yes, the criteria include	60(100%)
2	Tasks /Activities	Assessment criteria
A	Assignment	Timely submission
		Content
		Reference/bibliography
	If any other	Quantity as per questions
		Ability to condense within the word limit
		Introduction and conclusion
		Critical analysis
		Handwriting and Grammar
B	Class test	Attendance
		Content
		Performance
	If any other	Logical reasoning and analysis
		Quantity as per marks allocation
		Time management
		Honesty/fairness
		Handwriting and Grammar
C	Class seminar	Attendance
		Presentation
		Content mastery
		Coherent expression of thoughts and ideas
		Participation in discussion/argument
	If any other	Time management
		Team work
		Competency in organisation and using PPT
		Communication skills
		Confidence
D	Group discussion cum presentation	Team work
		Participation
		Ability to answer questions
		Content
	If any other	Time management

		Confidence	26(43.33%)
		Respecting others view	7(11.66%)
E	Written internal examination	Attendance	49(81.66%)
		Content	49(81.66%)
		Performance	49(81.66%)
	If any other	Introduction and conclusion	11(18.33%)
		Quantity as per allotted marks	7(11.66%)
		Logical reasoning ability	1(1.66%)
		Hand writing and Grammar	6(10%)
F	Case study	Problem solving skills	33(55%)
		Content	33(55%)
		References/bibliography	33(55%)
		Timely submission	33(55%)
	If any other	Procedure of data collection	9(15%)
		Critical analysis	13(21.66%)
		Findings	30(50%)
		Solution suggested	25(41.66%)
G	Report writing/ journal/portfolio	Contents	60(100%)
		Critical reflection	60(100%)
		Systematic and detail information	60(100%)
		References/bibliography	54(90%)
		Timely submission	60(100%)
H	Workshops	Attendance	54(90%)
		Active participation and engagement	54(90%)
		Report writing(If any)	27(45%)
		Timely submission(If written report)	27(45%)
I	Fieldtrips	Attendance	38(65%)
		Discipline	38(65%)
		Report writing(If any)	23(38.33%)
		Timely submission(If written report)	23(38.33%)
	If any other	Responsibilities	7(11.66%)
		Oral individual presentation of the field trip	1(1.66%)
J	Project works	Contents(If written)	29(48.33%)
		Critical reflection	29(48.33%)
		Reference/bibliography(If written)	29(48.33%)
		Timely submission(If written)	29(48.33%)
	If any other	Oral individual presentation	1(1.66%)
		Findings	23(38.33%)
		Solution suggested	19(31.66%)

Table No.4.2.37 deals with the assessment criteria which indicates that while assessing the various academic activities every teacher educators maintained and used assessment criteria for awarding marks/grade.

With regard to the criteria for awarding marks/grade while assessing assignments, 100% of the teacher educators indicated that timely submission and content were taken into consideration, of which 93.33% looks into their reference/bibliography. In addition, quantity as per questions and critical analysis were also considered by 11.66%, ability to condense within the word limit was examined by 1.66%. Further, 18.33% of the teacher educators responded of checking the introduction and conclusion part of the assignment, while handwriting and grammar used was also observed by 13.33% of the teacher educators for assessing and awarding marks/grades to the student teachers.

For class test papers, student teachers attendance, contents and performance were considered by every teacher educators. 15% of the teacher educators looked into critical-logical reasoning and analysing skills of the student teachers, 11.66% looked for quantity as per marks allotted, 8.33% mentioned of time management and 13.33% each informed that hand writing and grammar used and honesty/fair practice were also considered.

With regard to assessing student teachers while conducting seminars, 91.66% teacher educators indicated of assessing and awarding marks/grades to the student teachers based on their attendance, participation in discussion/argument and coherent expression of their thoughts and ideas, 81.66% expressed of assessing student teachers presentation skills, while 85% responded towards the content mastery. Further, 11.66% of the teacher educators said time management were also given weightage, team work were observed by 20% of the respondents, 10% examined the student teachers competency in organising and using of PPT, communication skills as expressed by 18.33% and confidence level were also taken into account by 43.33% of the teacher educators.

Every (100%) teacher educators responded of considering student teachers participation, contents and their ability to answer questions/clarify doubts while assessing student teachers during group discussion cum presentations. Table No. 4.2.37 shows that 85% of the teacher educators assessed the team work abilities of the student teachers, 5% of the teacher educators looked into time management, 43.33% towards student teachers confidence level and student teachers respecting others views were also considered by 11.66%.

Written internal examination was assessed taking into account student teacher attendance during examination, content of their answers and performance by majority (81.66%) of the teacher educators. Further, 18.33% stated of looking into the introduction and conclusion, 11.66% said quantity as per the allotted marks were examined, 1.66% responded of considering logical reasoning ability, while 10% mentioned of checking handwriting and grammar used.

While correcting the case studies, 55% of the teacher educators indicated of looking into the problem solving abilities and skills of the student teachers, the content, reference/bibliography and timely submission of their works. 15% respondents mentioned of taking into account the procedure for data collection, 21.66% examined the critical analysis abilities of the student teachers, 50% focused on the findings, while solution suggested were regarded by 41.66% of the teacher educators.

For report writing/reflective journal/portfolio, 100% of the teacher educators responded that awarding of marks/grades were done based on contents, critical reflection of their works done, presentation of systematic and detailed information and timely submission, while 90% of the respondents looks into reference/bibliography.

While organising workshops, 90% of the teacher educators indicated that student teachers were assessed and allotted marks/grades on the basis of their attendance, their active participation and engagement, while 45% mentioned that student teachers were also made to write reports of the workshop followed by timely submission of their written reports.

For field trip, 65% of the teacher educators indicated of assessing students teachers from their attendance and discipline, 39.33% informed that student teachers were also made to write reports followed by timely submission of their written reports, 11.66% stated that student teachers taking responsibilities were also regarded, while 1.66% teacher educators responded of having individual verbal/oral presentation of their reports/experiences and observations made during the field trip in the classroom from where student teachers were assessed.

48.33% of the teacher educators indicated that project works were assessed on the basis of the contents, critical analysis, source of reference and timely submission.

Student teachers were also assessed and marks/grades were awarded based on individual verbal/oral presentation of their reports in the classroom as stated by 1.66%, 38.33% teacher educators looks into the findings of the project works, while suggestion suggested were also regarded by 31.66%.

4.2.38 Conduct written internal examination and the reasons

Table No.4.2.38
Conduct written internal examination and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Conduct written internal examination before the end semester examination If no, the reasons If yes, the purposes for conducting written examination	49 (81.66%)	11 (18.33%)
A	Purposes of conducting written internal examination	No. Of responses (%)	
i	For preparation of end semester examination	49	49(100%)
ii	For letting the student teachers revise their lesson	49	40(81.63%)
iii	For internal assessment	49	40(81.63%)
B	If any other	No. Of responses (%)	
i	To provide feedback	49	2(4.08%)
ii	For diagnostic purpose	49	1(2.04%)
C	Reasons for not conducting written internal examination	No. Of responses (%)	
i	Due to shortage of time, every teacher educator conduct two class test, of which best out of two is taken	11	1(9.09%)
ii	Instead of written internal examination, regular class test/unit test are conducted along with seminars, projects, classroom interaction etc	11	10(90.90%)

Table No.4.2.38 indicates that written internal examination was conducted in most of the colleges as responded by 81.66% teacher educators, which however was not mentioned by 18.33% of the teacher educators.

Out of those teacher educators who indicated of conducting written internal examination, 100% of them responded that the purpose was to let student teachers prepare for end semester examination, 81.63% each opined for letting the student teachers revised their lesson and also for internal assessment, 4.08% for providing feedback and 2.04 % mentioned for diagnostic purpose.

The reasons given by those teacher educators for not conducting written internal examination were, 9.09% said they could not conduct written internal examination due to shortage of time, however every teacher educators conduct two class test from which the best was taken for internal markings, while majority (90.90%) responded that instead of written internal examination, regular class test/unit test were conducted along with seminars, projects, classroom interaction etc.

4.2.39 Quantitative and qualitative aspects of assessment and evaluation teacher educators measure while assessing student teachers

Table No.4.2.39

Quantitative and qualitative aspects of assessment and evaluation teacher educators measure while assessing student teachers

Sl. No.	Quantitative and qualitative aspect of assessment and evaluation	No. Of 'Yes' responses (%)
1	Scholastic subject	60(100%)
	If yes, quantitative aspects include	
A	Quantitative aspects of assessment and evaluation	No. Of 'Yes' responses (%)
i	Recall of previous knowledge	51(85%)
ii	Giving evidence of understanding and ability to make use of information	57(95%)
iii	Use of abstraction or principles to solve problems	55(91.66%)
iv	Distinguishing and comprehending inter-relationship	51(85%)
v	Producing something unique or original by solving problems in a unique way	52(86.66%)
vi	Forming judgement and making decision about peoples, values etc and giving bases for their judgement	54(90%)
B	If any other	No. Of responses (%)
i	Questioning skills	1(1.66%)
2	Co-scholastic activities or programmes	No. Of 'Yes' responses (%)
	If yes, qualitative aspect include	60(100%)
A	Qualitative aspect of assessment and evaluation	No. Of 'Yes' responses (%)
i	Literary and creative skills	50(83.33%)
ii	Aesthetic skills	50(83.33%)
iii	Thinking skills	46(76.66%)
iv	Social skills	55(91.66%)
v	Writing skills	53(88.33%)
vi	Attitude and values	60(100%)
vii	Discipline	60(100%)
viii	Interest	49(81.66%)
ix	Socio-personal qualities	48(80%)
B	If any other	No. Of responses (%)
i	Coherence qualities	1(1.66%)

Table No.4.2.39 shows that in scholastic subjects, 100% of the teacher educators indicated of assessing student teachers, where with regard to quantitative aspect of

assessment/evaluation, 85% each mentioned that student teachers ability to recall previous knowledge and to distinguish and comprehend inter-relationship between various aspects/parts etc were measured, 95% assessed of how student teacher give evidence of their understanding and their ability to make use of information, 91.66% assessed how student teachers used abstraction or principles in solving solve problems, while 86.66% measured student teachers skills and abilities of producing something unique or original by solving problems in a unique way. 90% of the teacher educators examined student teachers abilities to formed judgement and make decision about peoples, values etc and giving bases for their judgement, further 1.66% mentioned of measuring student teachers questioning skills of various topics/contents /ideas.

Table No. 4.2.39 further indicates that in co-scholastic activities/programmes, every teacher educators assessed and evaluate student teachers, and with regard to qualitative aspect of assessment/evaluation, 100% of the teacher educators indicated of assessing how student teachers maintain discipline their attitude and values, 83.33% assessed the aesthetic, literary and creative skills of the student teachers, 76.66% expressed of assessing the thinking skills, 91.66% of social skills and 88.33% of the writing skills. 81.66% of the respondents mentioned of assessing student teachers interest, while 80% responded towards student teachers socio-personal qualities. Further, 1.66% mentioned that student teachers coherence qualities were also assessed.

4.2.40 Quantitative tools and techniques for assessing the theoretical/scholastic subjects

Table No.4.2.40

Quantitative tools and techniques for assessing the theoretical/scholastic subjects

Sl. No.	Quantitative tools and techniques (Scholastics/theory)	No. Of 'Yes' responses (%)
1	Oral test If yes, type of oral test include	60(100%)
A	Type of test	No. Of 'Yes' responses (%)
i	Oral question in class	48(80%)
ii	Debate in class	27(45%)
iii	Class seminar	55(91.66%)
B	If any other	
i	Brainstorming session cum discussion	3(5%)
ii	Scaffolding	5(8.33%)
2	Written internal examination If yes, type of test include	49(81.66%)
A	Type of test	No. Of 'Yes' responses (%)
i	Essay type	49 15(30.61%)
ii	Objective type	-
iii	Both essay and objective type	49 34(69.38%)
3	Assignments	60(100%)
4	Class test	60(100%)
5	Group discussion cum presentation	60(100%)
6	Practical test	48(80%)
7	Observation technique	57(95%)

With regard to quantitative tools and techniques for assessing the theoretical/scholastic subjects, Table No.4.2.40 shows that oral test was conducted for assessing student teachers by every teacher educators. However, with regard to the type of oral test, there was a mixed responses, where 80% of the teacher educators responded of asking oral/verbal questions in the classroom, 45% expressed of conducting debates in the class, while majority (91.66%) indicated of conducting class seminars. 5% of

the teacher educators mentioned of adopting brainstorming session cum discussion method, while scaffolding technique were also employed as stated by 8.33%.

Data analysis shows that only 81.66% of the teacher educators responded of conducting written internal examination, where 30.61% expressed of setting essay type question, while majority (69.38%) said both essay type and objective type question found place in the written internal examination.

Beside oral test and written internal examination, cent percent (100%) teacher educators responded of giving assignments, conducting class test and group discussion cum presentation. Further, practical tests were also conducted where student teachers were made to demonstrate or perform their leanings as indicated by 80%, while 95% of the respondents expressed of using observation techniques.

4.2.41 Qualitative tools and techniques for assessing the co-scholastic/practical works

Table No.4.2.41

Qualitative tools and techniques for assessing the co-scholastic/practical works

Sl. No.	Qualitative tools and techniques(Co-scholastic / practical)	No. of 'Yes' responses (%)
1	Anecdotal records	7(11.66%)
2	Observation schedule	57(95%)
3	Checklist	25(41.66%)
4	Rating scale	16(26.66%)
5	Learners profile	19(31.66%)
6	Reflective journals	57(95%)
7	Portfolio	25(41.66%)
8	Interview(Viva Voce)	60(100%)
9	Case study	33(55%)
10	Projects	29(48.33%)
11	Report writing	52(86.66%)

Table No.4.2.41 deals with the qualitative tools and techniques. With regard to qualitative tools and techniques for assessing the co-scholastic/practical works, 11.66% teacher educators indicated of using anecdotal records, 95% each expressed using observation schedule and reflective journals, 41.66% used checklist for assessing student teachers, few (26.66%) teacher educators used rating scale, 31.66%

indicated that learners profile were maintained and used for assessing student teachers, portfolio as responded by 41.66% and 100% responded of conducting interview (Viva Voce) for assessing and evaluating student teacher practical works. Case study and project works were also assigned and used for assessing student teachers as responded by 55% and 48.33%, while 86.66% of the teacher educators made student teachers to write reports on the basis of which they were assessed.

4.2.42 Supervision during internship/teaching practice

Table No.4.2.42
Supervision during internship/teaching practice

Sl. No.	Items	Type & no. Of 'Yes' responses (%)	
1	Number of times visit school for supervision duty during the internship	a) Once a week	9(15%)
		b) Twice a week	4(6.66%)
		c) Thrice a week	13(21.66%)
		d) Alternate days	21(35%)
		e) Daily	8(13.33%)
		f) No such duty	5(8.33%)
2	Supervisors given for the student teachers during internship	a) All teaching faculties takes turn to supervised on rotation basis	53(88.33%)
	a) Number of supervisor from the college	b) Three (3) supervisor for each five (5) schools	2(3.33%)
	b) Number of supervisor from the practising school	a) One (1) (school co-ordinator/ subject teacher/head teacher)	35(58.33%)
		b) Depends on the concerned schools	20(33.33%)

With regard to supervision during internship/teaching practice, Table No.4.2.42 indicates a mixture of responses from the teacher educators, where 15% of the teacher educators visited school once a week for supervising student teachers, 6.66% supervised twice a week, 21.66% went for school supervision duty thrice a week and majority (35%) goes for supervision on alternate days. 13.33% of the teacher educators also indicated of supervising on daily basis, while 8.33% informed that they had no such supervision duty during teaching practice/internship period.

Table No.4.2.42 further reveals that, with regard to the number of supervisor allotted during the teaching practices, 88.33% teacher educators mentioned that all teaching

faculties take turn to supervise on rotation basis, while 3.33% responded of three (3) supervisors for each five (5) schools.

With regard to the query as how many number of supervisor were allotted from the practising school, 58.33% of the teacher educators responded that one (1) school coordinator either subject teacher/head teacher or any trained regular teacher used to supervised and help student teachers during the internship period, however 33.33% mentioned that it depends on the concerned schools regarding the number of supervisors to be allotted.

With regard to item-2 of the Table No.4.2.42, there was no response from 8.33% of the teacher educators who do not have supervision duty during the internship period/teaching practice. Thus, it may be said that out of the sixty (60) teacher educators, only fifty five (55) of them go for supervision duty during teaching practice.

4.2.43 Nature of assessment and evaluation during internship

Table No.4.2.43
Nature of assessment and evaluation during internship

Sl. No.	Nature of practice	No. Of 'Yes' responses (%)
1	Lesson plans are checked and assessed by the supervisor	55 55(100%)
2	Every teacher educators is assigned school for supervision on rotational basis	55 55(100%)
3	Teacher educators carry an assessment format containing a pre-determined list of criteria for assessing the student teachers	55 5(100%)
4	School co-ordinator are appointed in every concerned school for supervising the student teachers	55 52(94.54%)
5	School co-ordinator assess student teachers and submit the same to the institution and the marks are taken into consideration for the overall assessment of the interns	55 52(94.54%)
6	Every student teachers is assessed by several teacher educators and the aggregated marks is taken	55 55(100%)
A	If any other	No. Of responses (%)
i	Concern school trained teacher also do assessment in absence of co-ordinator/head teacher	55 2(3.63%)

Table No.4.2.43 pertains to the nature of assessment and evaluation followed during internship/teaching practice. Of the fifty five (55) teacher educators who visit schools for supervision duty during internship period, 100% each responded that lesson plans were checked and assessed by the supervisor, they carry an assessment format containing pre- determined list of criteria for assessing the student teachers, every student teachers were assessed by several teacher educators and the aggregated marks were taken for recording and that every teacher educators were assigned school for supervision on rotational basis. 94.54% of the teacher educators each said school co-ordinator were appointed in every concerned school for supervising the student teachers, school co-ordinators assess student teachers and submit the same to the institution and the marks were taken into consideration for the overall assessment of the interns, further 3.63% mentioned that concerned school trained teachers also assessed the student teachers in absence of school co-ordinator/subject teacher/head teacher.

4.2.44 Tools and techniques for assessing student teachers during internship and preparation of assessment format

Table No.4.2.44

Tools and techniques for assessing student teachers during internship and preparation of assessment format

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Tool for assessing student teachers	55 55(100%)
i	Observation	
ii	Checklist containing predetermined set of criteria	
iii	Rating scale	55 39(70.90%) 12(21.81%)
2	Prepare the format of the various assessment tools	55 39(70.90%) 8(14.54%)
i	Teacher educators of the concerned college	
ii	Nagaland University authorities	
iii	B.Ed college principals	55 8(14.54%)
A	If any other	No. Of responses (%)
i	Sometimes faculty in-charge of the internship provides the format and the criteria	55 1(1.81%)

Table No.4.2.44 reveals the tools and techniques for assessing student teachers during internship and preparation of assessment format. All the fifty-five (55) i.e., 100% teacher educator who indicated of going for supervision duty assessed student teachers using observation technique, 70.90% using checklist, while rating scale were used by 21.81% of the teacher educators. Thus, it may be said that teacher educators used to integrate two (2) or more tools and techniques for assessing student teachers during their teaching practice.

For preparation of assessment format, 70.90% of the respondents expressed of preparing the format by the teacher educators of B.Ed colleges, 14.54% indicated of Nagaland University authorities and 16.36% said that assessment format were prepared by the B.Ed college principals. Further, 1.81% mentioned that faculty in-charge of internship programme sometimes provide the format and the criteria.

4.2.45 Assessment format and criteria for supervision during internship/teaching practice

Table No.4.2.45

Assessment format and criteria for supervision school during internship/teaching practice

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Carry assessment format while going for supervision during the school internship/teaching practice period If yes, assessment criteria include	55 55(100%)
A	Assessment criteria	No. Of 'Yes' responses (%)
i	Content mastery	55 55(100%)
ii	Communication skills	55 55(100%)
iii	Confidence while teaching	55 52(94.54%)
iv	Students involvement/engagement	55 55(100%)
v	Use of resources	55 55(100%)

vi	Types of assessment and evaluation technique used	55	55(100%)
vii	Rapport with students	55	55(100%)
viii	Rapport with regular teachers	55	31(56.36%)
ix	Lesson planning	55	55(100%)
x	Class room management	55	55(100%)
xi	Facilitating individual difference	55	55(100%)
xii	Teaching skills use	55	
	If yes, teaching skills include		53(96.36%)
B	Teaching skills	No. of responses (%)	
i	Introducing lesson	53	27(50.4%)
ii	Black/white/green board	53	43(81.13%)
iii	Illustrating with examples	53	46(86.79%)
iv	Questioning	53	47(88.67%)
v	Stimulus variation	53	48(90.56%)
vi	Explanation	53	20(37.73%)
vii	Re-enforcements	53	42(79.24%)
viii	Brainstorming	53	3(5.66%)
ix	Scaffolding	53	5(9.43%)
x	Co-operative learning/group learning technique	53	3(5.66%)
xi	Peer teaching in some activities	53	1(1.88%)
xii	Using contextual language and stories	53	1(1.88%)
xiii	Demonstration	53	6(11.32%)

Table No.4.2.45 relates to the assessment format and criteria used by teacher educators for supervision during school internship/teaching practice.

Out of the sixty (60) teacher educators, 100% of the teacher educators who said that they went for supervision duty during the teaching practice carry an assessment format for assessing the student teachers.

As regard to the assessment criteria, 100% teacher educators indicated of assessing student teachers on the basis of their content mastery, communication skills, involvement of students, use of resources, types of assessment and evaluation technique used, rapport with students, lesson planning, classroom management and facilitating individual difference. Further, 94.54% of the teacher educators mentioned of assessing student teachers on the basis of their confidence level, 56.36% on student teachers rapport with regular teachers, while 96.36% responded on use of teaching skills.

With regard to teaching skills, out of those teacher educators who assess student teachers on the use of teaching skills, 50.4% of them indicated of assessing student teachers on how they introduced the lesson, 81.13% mentioned on the use of black/white/green board, 86.79% on skill of illustrating with examples, 88.67% on student teachers questioning skills, 90.56% on skill of stimulus variation, 37.73% on skill of explanation, 79.24% on skill of reinforcement, 5.66% each on use of brainstorming and co-operative learning/group learning technique, 11.32% on how student teachers gives demonstration, 9.43% on scaffolding technique used and 1.88% each on practice of peer teaching in some activities and used of contextual language and stories.

4.2.46 Involvement in lesson plan evaluation and lesson plan evaluation criteria

Table No.4.2.46

Involvement in lesson plan evaluation and lesson plan evaluation criteria

Sl. No.	Items	Types & no. Of responses (%)	
		Yes	No
1	Involve in checking and evaluating the lesson plan during teaching practice If yes, the way evaluation of lesson plan practise	55 (91.66%)	5 (8.33%)
2	Lesson plan evaluation criteria	No. Of responses (%)	
i	Content mapping	55	55(100%)
ii	Clear and achievable objectives based on the content	55	55(100%)
iii	Teaching methods	55	55(100%)
iv	Pupils involvement	55	55(100%)
v	Appropriateness of TLM based on 5Es	55	55(100%)
vi	Appropriate activities under each 5Es	55	55(100%)
vii	Homework/assignment If any other	55	55(100%)
3	Other criteria	No. Of responses (%)	
i	Alignment in writing(Maintain parallel lines for teacher and student activities and TLM for those activities, time allotment for each step, number of students and division of groups(if any), clarity in ideas/content/methods/activities, linkage of objectives with contents (step wise)	55	1(1.81%)

Table No.4.2.46 indicates that majority (91.66%) out of the 60 teacher educators were involved in checking and evaluating the lesson plan of the student teachers during their teaching practice, while 8.33% indicated of not involve in evaluation of lesson plan.

As regard to the criteria for evaluating lesson plan, out of those teacher educators who check and evaluate lesson plan, 100% teacher educators responded of following the

same criteria viz. content mapping, clear and achievable objectives based on the content, teaching methods, pupils involvement, appropriateness of TLM based on 5Es, appropriate activities under each 5Es and homework/assignment given. Further, 1.81% teacher educator stated of taking into consideration alignment in writing (Maintaining parallel lines for teacher and student activities and TLM for those activities, time allotment for each step, number of students and division of groups (If any), clarity in ideas/content/methods/activities, linkage of objectives with contents (Step wise).

4.2.47 Observation of student teachers and implementation of the constructivist approach

Table No.4.2.47

Observation of student teachers and implementation of the constructivist approach

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Observe the teaching practice of the student teachers for adequate time	55	55
	If no, the reasons	45 (81.81%)	10 (18.18%)
A	Reasons for 'No'	No. Of responses (%)	
i	Whenever three or more student teachers are simultaneously engaging class in the same period	10	6(60%)
ii	Many schools to be covered in a day	10	3(30%)
iii	Due to lack of teaching faculties time management had to be made to engage other semester	10	1(10%)
2	Students teachers able to successfully implement constructivist approach	Type & no. Of responses (%)	
		Yes	15 (27.27%)
		No	10(18.18%)
		To some extent	30(54.54%)

Table No.4.2.47 reveals that with regard to observing student teachers during the teaching practices, out of those teacher educators who went for supervision duty during the teaching practice, majority (81.81%) of the teacher educators observed the

teaching practice of the student teachers for adequate time, however 18.18% expressed their inability to observe for sufficient time.

As regard to the reasons given by those teacher educators who were not able to observe student teachers for sufficient time, 60% of them expressed that whenever three (3) or more student teachers were simultaneously engaging class in the same period they were unable to observe them for sufficient time, 30% mentioned that since there were many schools to be covered in a day for supervision duty it was difficult to observe one student teacher alone for adequate time and 10% lamented that due to lack of teaching faculties, time adjustment had to be made as the other semester had to be managed and taken care of.

Table No.4.2.47 also reveals that student teachers were able to successfully implement the constructivist approach as expressed by 27.27% of the teacher educators, 18.18% indicated student teachers inability to implement the constructivist approach, while majority (54.54%) of the teacher educators mentioned that student teachers could implement the constructivist approach to some extent only.

4.2.48 Post internship assessment and evaluation

Table No.4.2.48
Post internship assessment and evaluation

Sl. No.	Items	Type and no. Of responses (%)	
		Yes	No
1	Reassess student teachers after teaching practice	60 (100%)	-
	If yes, basis of assessment include		
A	Discussion among the student teachers	35 (58.33%)	25 (41.66%)
B	Presentation by student teacher on different aspect of the teaching experienced during internship	52 (86.66%)	8 (13.33%)
i	If yes, the presentation practice include	No. of responses (%)	
	1) Student teacher are divided into groups and one student teachers from the group makes the presentation representing their group	52 29(55.76%)	
	2) Every student teacher are asked to make presentation	52 23(44.23%)	
	3) Depending on the number of student teachers and the time factors, teacher educator assess the student teacher either individually or group wise	52 32(61.53%)	
C	Writing reflective journals/report on the whole school internship programme	60(100%)	-
2	Invite teachers from the practicing schools who help in supervising to the college/institution for feedback	Type & no. Of responses (%)	
		Yes	No
		-	60(100%)
3	For assessing student teacher during final teaching practice the assessment format containing pre-determined criteria are same for both the internship and final internship	59 (98.33%)	1 (1.66%)

Data from Table No.4.2.48 shows that while student teachers were re-assessed after internship as responded by 100% of the teacher educators but the practice of assessment varies from college to colleges, where 58.33% teacher educators indicated of conducting discussion among the student teachers, while a majority (86.66%) responded of student teachers giving presentation in the classroom on different aspect of the teaching experienced during internship.

Of those teacher educators who responded of student teachers giving presentation in the classroom, 55.76% of them mentioned that student teachers were divided into groups and one (1) student teacher from the group give presentation representing their group, 44.23% of the teacher educators indicated of every student teachers giving presentation, however only 61.53% responded of assessing student teachers while they were giving presentation either individually or group wise depending on the number of student teachers and the time factors. Further, all student teachers were made to write reflective journals/report on the whole school internship programme as responded by 100% of the teacher educators.

For feedback, teachers from the practicing schools were not invited to the college/institution as indicated by 100% of the teacher educators.

Figures shows that, though majority (98.33%) of the teacher educators indicated that for assessing the student teacher during the final teaching practice the assessment format containing pre-determined criteria were same for both the internship and final internship, however 1.66% teacher educator said the assessment criteria differed but did not mention any specific assessment criteria.

4.2.49 Better performance of the student teachers, recording of performance and awarding of marks/grades

Table No.4.2.49

Better performance of the student teachers, recording of performance and awarding of marks/grades

Sl. No	Items	No. Of 'Yes' responses (%)
1	Areas in which the performance of the student teachers is better	
i	Theoretical subjects	3(5%)
ii	Practical works	10(16.66%)
iii	Both theoretical and practical works	37(61.66%)
iv	Can't say	10(16.66%)
2	Assessment of theory paper (Sessional and external) is done /recorded in terms of	
i	Marks	44(73.33%)
ii	Grades	
iii	Both	16(26.66%)
3	Assessment of practical work(Sessional and external) is done /recorded in terms of	
i	Marks	52(86.66%)
ii	Grades	
iii	Both	8(13.33%)

To the query as to whether the student teachers performance were better in theoretical subjects or practicals, Table No.4.2.49 shows as, 5% of the teacher educators stated that performance of student teachers were better in theoretical subjects, 16.66% opined towards practical works, majority (61.66%) indicated that student teachers were equally good in both theoretical and practical works, while 16.66% could not say whether in theory or practical works performance of the student teachers were better.

73.33% of the teacher educators responded that assessments of theory paper (Sessional and external) were recorded in terms of marks, while 26.66% said recording was done in the form of both grades and marks.

For practical works (Sessional and external) recordings were done in terms of marks as responded by 86.66% of the teacher educators, while few (13.33%) teacher educators expressed of recording in terms of both marks and grades.

4.2.50 Type and nature of feed back

Table No.4.2.50
Type and nature of feed back

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Throughout the course feedback provided after assessing student teachers If yes ,the type and nature of feedback	60(100%)
2	Type of feedback	
i	Written	1(1.66%)
ii	Verbal	18(30%)
iii	Both	41(68.33%)
3	Nature of feedback	
i	Constructive	53(88.33%)
ii	Corrective	15(25%)
iii	Directive	2(3.33%)
iv	Both corrective and directive	22(36.66%)

Table No.4.2.50 reveals that after assessment cent percent (100%) teacher educators throughout the course provide feedback support to the student teachers, where 1.66% teacher educators indicated of providing feedback in written form, 30% provide verbal/oral feedback and majority (68.33%) made use of both written and verbal feedbacks.

With regard to nature of feedback, there was a mixture of responses, where 88.33% of the teacher educators indicated of providing constructive feedback, 25% provide corrective type of feedback and 3.33% give feedback in the form of direction, while 36.66% used both directive and corrective form of feedback.

4.2.51 Co-curricular activities (CCA)

Table No.4.2.51
Co-curricular activities (CCA)

Sl. No.	Items	No. of 'Yes' responses (%)	
1	Organise co-curricular activities and provide opportunity to student teachers for participation If yes, the activities include	60(100%)	
A	Co-curricular activities	No. of 'Yes' responses (%)	
i	Quiz	21(35%)	
ii	Debate	33(55%)	
iii	Observation of important days	60(100%)	
iv	Games and sports	60(100%)	
v	Literary and cultural activities	50(83.33%)	
vi	Community service/community engagement services to rural areas	26(43.33%)	
vii	Social work	50(83.33%)	
viii	Exhibition	19(31.66%)	
ix	Field trip	38(65%)	
x	Educational tour	14(23.33%)	
B	If any other	No. Of responses (%)	
i	Red ribbon club activities	11(18.33%)	
2	CCA organised are sufficient for the student teachers to inculcate values and qualities needed for a humane teacher	Type & no. Of responses (%)	
		Yes	No
		42(70%)	18(30%)
3	CCA are properly organised taking into consideration the need and interest of the student teachers If no, the reasons	48(80%)	12(20%)
A		No. Of responses (%)	
i	Limited time	12	9(75%)
ii	Student teachers consider it as extra burden and do not participate with much enthusiasm	12	1(8.33%)
iii	Lack of resources	12	4(33.33%)

iv	Less participation from the student teachers	12 3(25%)
v	Lack of proper year plan.	12 3(25%)
4	Co-curricular activities are assigned in	
i	Group	17(28.33%)
ii	Individual	-
iii	Both individual and group	43(71.66%)
A	If group only, the way group division is practised	No. Of responses (%)
i	Depending on the club wise the institution have ex, science club, horticulture, cultural, literary etc	17 9(52.94%)
ii	Depends on the activities	17 1(5.88%)
iii	Depends on the strength/number of student teachers	17 1(5.88%)
iv	Based on the interest of the student teachers	17 1(5.88%)
v	For games and sports student teachers are divided into houses and for other activities club wise	17 3(17.64%)
vi	Random	17 1(5.88%)
vii	Student teachers welfare union took the initiative	17 1(5.88%)

Table No.4.2.51 reveals that co-curricular activities(CCA) were organised in all the colleges, where cent percent (100%) teacher educators responded of observing important days and organising games and sports, 83.33% indicated of organising literary and cultural activities and social works, 35% said quiz were conducted, 55% expressed of conducting debates, 43.33% said community service/community engagement services to rural areas were organised, while exhibition, field trip and educational tour were organised for the student teachers as responded by 31.66%, 65% and 23.33% of the teacher educators. Further, 18.33% of the teacher educators mentioned of conducting activities related to red ribbon club.

Contrary to the responses of 30% of the teacher educators, majority (70%) were of the view that CCA organised in their colleges were sufficient for the student teachers to inculcate values and qualities needed for a humane teacher, where 5% teacher educators also mentioned that more activities could have been properly organised if proper year plan were maintained in their college.

While it was encouraging to find that co-curricular activities were organised in the colleges considering the needs and interest of the student teachers as responded by majority (80%) of the teacher educators, however 20% informed that while organising CCA needs and interest of the student teachers were not given due consideration.

Following reasons were stated by those teacher educators who informed that while organising CCA student teachers need and interest were not taken due consideration, 75% of the teacher educators expressed their inability to organise CCA properly due to limited time, 8.33% said student teachers consider it as extra burden and do not participate with much enthusiasm. Lack of resources was also one factor as mentioned by 33.33% of the respondents, while 25% each opined of less participation from the student teachers and lack of proper year plan.

Table No.4.2.51 also shows that majority (71.66%) of the teacher educators' assigned co-curricular activities to the student teachers both individually and in group, while the others 28.33% assigned activities in groups only.

With regard to the query as to how group division were done among student teachers if activities were assigned only in groups, 52.94% of the teacher educators divide student teachers depending on the club wise e.g., science club, horticulture, cultural, literary etc, 5.88% each stated that division were done depending on the activities, depends on the strength/ number of student teachers, based on the interest of the student teachers, random division and student teachers welfare union taking the initiative of group division. Further, 17.64% mentioned that for games and sports student teachers were divided into houses and for other activities it was based on club wise.

4.2.52 Assessment and evaluation in co-curricular activities (CCA)

Table No.4.2.52

Assessment and evaluation in co-curricular activities (CCA)

Sl. No.	Items	No. Of 'Yes' responses (%)	
1	Assess and evaluate the student teachers while organising co-curricular activities(CCA)	60(100%)	
2	For co-curricular activities student teachers are assess in		
i	Groups	-	
ii	Individual	-	
iii	Both, depending on the type of activities, time factors and number of student teachers	60(100%)	
3	Student teachers are assess on the basis of	No. Of 'Yes' responses (%)	
A	Components of assessment		
i	Regular attendance/presence	60(100%)	
ii	Co-operation and collaboration	58(96.66%)	
iii	Team work	58(96.66%)	
iv	Literary and creative skills	50(83.33%)	
v	Socio-personal skills	58(96.66%)	
vi	Discipline	60(100%)	
vii	Attitude and values	60(100%)	
viii	Outcome based	60(100%)	
	1) Learning outcomes	49(81.66%)	
	2) Product outcomes	47(78.33%)	
B	Any other	No. Of 'Yes' responses (%)	
i	Leadership qualities	13(21.66%)	
4	Participation in CCA help student teachers to inculcate and develop desirable qualities and values needed for a humane teacher	No. Of 'Yes' responses (%)	
		60 (100%)	
5	Marks/grade secured by student teachers in CCA affect examination results and the reason	Type & no. Of responses (%)	
		Yes	No
		41 (68.33%)	19 (31.66%)
A	Reasons for 'Yes'	No. Of responses (%)	

i	CCA are an important practical aspect of internal assessment in the curriculum and ultimately help in the examination result	41 9(21.95%)
ii	Depends on teacher educators preference	41 4(9.75%)
iii	Examination marks are cumulative of internal and external assessment	41 28(68.29%)
B	Reasons for 'No'	No. Of responses (%)
i	They are assessed informally but not graded	19 7(36.84%)
ii	For games and sports, social works and observation of important day etc, fines are imposed for absentees	19 8(42.10%)
iii	Depend on the concerned teacher educator whether to award marks or not.	19 2(10.52%)
iv	Overall examination results is based on performance in the theory papers and internship programme only	19 2(10.52%)

Table No.4.2.52 indicates the assessment and evaluation followed in co-curricular activities (CCA).

It is evident from the responses of 100% of the teacher educators that while organising co-curricular activities (CCA) student teachers were assessed and evaluated both individually as well as in group depending on the type of activities, time factors and number of student teachers.

With regard to the assessment components on the basis of which student teachers were assessed while organising CCA, 100% of the teacher educators indicated that student teachers regular attendance/presence, discipline, their attitude and values were taken into account, 96.66% each assessed student teachers on how they co-operate and collaborate with others, their team work and socio-personal skills, 83.33% assessed on the literary and creative skills. All the teacher educators i.e., 100% also assessed student teachers based on the outcomes, where 81.66% indicated towards learning outcomes, while for 78.33% emphasis was on product outcomes. Further, 21.66% teacher educators mentioned that leadership qualities of the student teachers were also regarded while assessing them.

Cent percent (100%) teacher educators opined that student teachers participation in CCA has helped them to inculcate and develop desirable qualities and values needed to become a humane teacher.

68.33% of the teacher educators responded that the marks/grade secured by the student teachers in CCA affected their examination results, which was however not the case with the remaining 31.66%.

As regard to the reasons given by those teacher educators who expressed that the marks/grade secured by student teachers in CCA affecting their examination results, 21.95% lamented that CCA were an important practical aspect of internal assessment in the curriculum and ultimately helps in the examination result, 9.75% mentioned that marks enhancement were also practiced based on subjective assessment but were used depending on teacher educators preference, while 68.29% affirmed that examination marks were cumulative of internal and external assessment.

Following reasons were given by those teacher educators who responded that CCA marks/grade do not have any effect towards examination results, 36.84% mentioned that though students teachers were assessed informally but they were not graded, 42.10% cited that since not all student teachers take CCA seriously, for games and sports, social works and observation of important day etc, fines were imposed for absentees which was used for student teachers union welfare fund, 10.52% opined that for awarding marks/grades it depends on the concerned teacher educators assessing the student teachers. Discouragingly, 10.52% teacher educators lamented that overall examination results were based on performance in the theory papers and internship programme only.

4.2.53 Timely completion of the course and problems related to conducting and declaration of sessional works and end semester examination

Table No.4.2.53

Timely completion of the course and problems related to conducting and declaration of sessional works and end semester examination

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Able to complete the course on time and successfully conduct and declare sessional work and end semester examination	57 (95%)	3 (5%)
2	Problems face/encounter while conducting and declaration of sessional works and end semester examination If yes, the problem faced	49 (81.66%)	11 (18.33%)

Table No.4.2.53 shows that 95% of the teacher educators were able to complete the course on time and successfully conduct and declare sessional work which however was not the case with 5%.

Majority (81.66%) of the teacher educators had encountered problems while conducting and declaration of sessional works and end semester examination.

Table No.4.2.53.A)

Nature of problems relating to sessional work

Sl. No.	Nature of problems (Sessional work)	No. Of responses (%)
1	Not properly oriented and trained in areas of assessment and evaluation	49 45(91.83%)
2	Large number of student teachers that it become difficult to assess them comprehensively	49 30(61.22%)
3	Some student teacher are not sincere and dedicated in their works	49 33(67.34%)
4	Vast course content to be completed within limited time, so get less time for conducting activities	49 24(48.97%)
5	Teacher educator are made to take up papers where they have limited knowledge and expertise, so it become difficult to assess all the required qualities and skills of the student teachers properly	49 32(65.30%)

6	Too many paper/subject to handle due to lack of sufficient teacher educator	49	24(48.97%)
7	Because of less support staffs, most of the time teacher educators are engaged in administrative work that they gets less time to concentrate on the student teachers	49	14(28.57%)
8	Irregularities of students teachers	49	14(28.57%)
9	Lack of proper year plan	49	25(51.02%)
10	Delayed notification regarding the conduct of Viva Voce and end semester examination	49	25(51.02%)
11	Involvement of head of the institution or management boards	49	8(16.32%)
A	If any other	No. Of responses (%)	
i	Lack of co-ordination among staffs	49	1(2.04%)
ii	Miscommunication and delayed information in change of plans	49	1(2.04%)
iii	Mis-management on the part of the head of the institution and the faculties alike	49	1(2.04%)
iv	Unnecessary complaints and demands from the student teachers	49	1(2.04%)
v	Lack of proper facilities for conducting practical works and test	49	4(8.16%)
vi	Reluctance of schools to allow for full period of pre-internship and teaching practice	49	15(30.61%)
vii	Less time in fourth semester for conducting activities and completing the course	49	9(18.36%)
viii	Late submission of written assignment/projects/tasks	49	5(10.20%)

Table No.4.2.53.A) shows the problems experienced by those teacher educators who said that they have encountered problems/inconvenience relating to conducting and declaration of sessional works, 91.83% responded of not being properly oriented and trained in areas of assessment and evaluation, 61.22% teacher educators said that due to large number of student teachers it becomes difficult for them to assess the student teachers comprehensively, 67.34% informed that some student teacher were not sincere and dedicated in their works, 48.97% each expressed that due to vast course content which need to be completed within limited time they get lesser time for conducting activities and due to lack of sufficient teacher educator they were made to

engaged in too many paper/subject which creates difficulties in effectively dealing with their own specialised paper. 65.30% of the teacher educators informed engaging papers where they had limited knowledge and expertise as such it become difficult for them to properly assess all the required qualities and skills of the student teachers, 28.57% lamented that because of less supporting staff, most of the time teacher educators were engaged in administrative work that so they get less time to concentrate on the student teachers, 40.81% of the respondents indicated irregularities of student teachers, 51.02% opined lack of proper year plan, 14.28% reported delayed notification regarding the conduct of Viva Voce and semester examination disturbing their plans, while 16.32% indicated involvement of the head of the institution or management board.

Furthermore, 2.04% teacher educator each mentioned lack of co-ordination among staffs, mis-management on the part of the head of the institution and the faculties alike, unnecessary complaints and demands from the student teachers and miscommunication and delayed information in change of plans. 8.16% responded lack of proper facilities for conducting practical works and test, 30.61 % expressed reluctance of schools to allow for full period of pre-internship and teaching practice, 18.36% found less time in the fourth semester for conducting activities and completing the course, while 10.20% reported of late submission of written assignment/projects/tasks by the student teachers.

Table No.4.2.53.B)**Nature of problems relating to end semester examination**

Sl. No.	Nature of problems (End semester examination)	No. Of responses (%)
1	Lack of proper infrastructure, like good buildings, furniture's etc	49 25(51.02%)
2	Delayed notification regarding conduct of examination	49 7(14.28%)
3	Indiscipline and unfair practice of student teachers in the examination hall	49 12(24.48%)
4	Lack of experienced and capable staffs	49 11(22.44%)
5	Spelling/marking error in the mark sheet	49 34(69.38%)
A	If any other	No. Of responses (%)
i	Delayed notification in invigilation duties	49 1(2.04%)
ii	Less teaching faculties for invigilation	49 2(4.02%)
iii	Late submission of answer papers by the student teachers	49 1(2.04%)

Table No.4.2.53.B) reveals the nature of problems experienced by those teacher educators who said that they had experienced/faced problems/inconveniences relating to end semester examination. Out of the 81.66% teacher educators, 51.02% of them mentioned lack of proper infrastructure like good buildings, furniture's etc, 14.28% informed delayed notification regarding conduct of examination, 24.48% indicated indiscipline and unfair practice of student teachers in the examination hall, 22.44% expressed lack of experienced and capable staffs, 69.38% indicated of spelling/ marking error in the mark sheet. Further, 2.04% teacher educator each lamented delayed notification in invigilation duties and late submission of answer paper by the student teachers even after the allotted examination time was over, while 4.02% indicated less teaching faculties for invigilation duty.

4.2.54 Problems faced in the process of assessment and evaluation

Table No. 4.2.54

Problems faced in the process of assessment and evaluation

Sl. No.	Nature of problems	No. Of responses (%)
1	Lack of proper training and orientation on the constructivist approach and in areas of assessment and evaluation	45 (75%)
2	Irregularity and insincerity of some student teachers	33(55%)
3	Inability to comprehensively assess student teachers due to large number of student teachers	30(50%)
4	Lack of required infrastructural facilities, teaching material etc	25(41.66%)
5	Vast course content and limited time for assessment and evaluation	25(41.66%)
6	Lack of proper year plan	25(41.66%)
7	Teacher educators made to engage papers not of their specialization due to lack of sufficient teacher educators	24(40%)
8	Lack of common and uniform guideline and format for internal assessment(Activities to be conducted, assessment components with marks distribution for each activities etc)	17(28.33%)
9	Less time for correcting external examination answer papers	15(25%)
10	Reluctance of schools to allow for full period of pre-internship and teaching practice	15(25%)
11	Over load of course in some semester	11(18.33%)
12	Increased work load looking after non-academic work of the institution	10(16.66%)
13	Due to shortage of time could not conduct post internship assessment properly	9(15%)
14	Lack of efficient support staffs	8(13.33%)
15	Undue pressure from the head of the institution for good performance from the student teachers	8(13.33%)
16	Delayed notification for conducting examination and Viva Voce	7(11.66%)
17	High expectation of marks and unnecessary complaints and demands from the student teachers	7(11.66%)
18	Inability to facilitate all student teachers due to large number of student teachers	6(10%)
19	Too many tasks and activities with fewer marks in internal assessment	6(10%)

20	Lack of training and orientation for supervision during the internship period	3(5%)
21	Pressure to complete course	3(5%)
22	Teacher educators evaluating student teachers during EPC and final teaching practice Viva Voce without expertise/proper knowledge of the subject matter	3(5%)
23	Lack of trust among student teachers and head of the institution towards teacher educators internal marking	2(3.33%)
24	Inability to make use of technology	1(1.66%)
25	Student teachers performance are not consistent across different components and course	1(1.66%)
26	Lack of co-ordination among the staffs	1(1.66%)
27	Late submission of written assignment/projects/tasks by the student teachers	5(8.33%)

Table No.4.2.54 indicates that due to lack of proper training and orientation on the constructivist approach and in areas of assessment and evaluation majority (75%) of the teacher educators had experienced problems in the process of assessment and evaluation, 55% informed irregularity and insincerity of some student teachers, 50% of the teacher educators expressed their inability to comprehensively assess student teachers due to large number of student teachers, 41.66% each lamented lack of required infrastructural facilities, teaching material etc, vast course content and limited time for assessment and evaluation and lack of proper year plan, 40% expressed their resentment towards being made to engage papers which were not of their specialization due to lack of sufficient teacher educators, 28.33% stated lack of common and uniform guideline and format for internal assessment (Activities to be conducted, assessment components with marks distribution for each activities etc), while 25% each expressed less time for correcting external examination answer papers and reluctance of schools to allow for full period of pre-internship and teaching practice. Further, 18.33% opined over load of course in some semester, 16.66% informed of increased work load looking after non-academic work of the institution, 15% said that due to shortage of time in the fourth semester they could not conduct post internship assessment properly, 13.33% each mentioned of undue pressure from the head of the institution for good performance from the student teachers and lack of efficient supporting staffs, 11.66 % of the teacher educators each reported delayed notification for conducting examination and Viva Voce and high expectation of marks and unnecessary complaints and demands from the student teachers, 10% each of the

respondents expressed their inability to facilitate all student teachers due to large number of student teachers and too many tasks and activities with fewer marks in internal assessment, 5% each mentioned lack of training and orientation for supervision during the internship period, teacher educators evaluating student teachers during EPC and final teaching practice Viva Voce without expertise/proper knowledge of the subject matter and pressure to complete course, 3.33% viewed lack of trust among student teachers and head of the institution towards teacher educators internal marking, 1.66% of the teacher educators each expressed their inability to make use of technology, inconsistency of student teachers performance across different components and course and lack of co-ordination among the staffs and 8.33% reported late submission of written assignments/projects/tasks by the student teachers.

SECTION-III ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM STUDENT TEACHERS QUESTIONNAIRE

This section contains tables formulated on the basis of responses given by five hundred and forty (540) student teachers of college of secondary teacher education.

4.3.1 Student teachers profile

Table No.4.3.1
Student teachers profile

Sl. No.	Items	Type & no. Of 'Yes' responses (%)	
1	No. Of student teachers	Male	160 (29.62%)
		Female	380 (70.37%)
		Total	540 (100%)
2	Qualification	B.A	160 (29.62%)
		B.Sc	39 (7.22%)
		B.Com	10 (1.85%)
		B.Tech	1 (0.18%)
		M.A	257 (47.59%)
		M.Sc	56 (10.37%)
		M.Com	15 (2.77%)
		M.Phil	2 (0.37%)
3	Professional qualification	PSTE	5 (0.92%)
		D.El.Ed	8 (1.48%)
		NET	2 (0.37%)
4	Type of admission	In-Service	217 (40.18%)
		Pre-Service	323 (59.81%)
5	Reason to undergo B.Ed training	To join teaching profession	295 (54.62%)
		For professional growth	220(40.74%)
		Backup plan/second option	21(3.88%)
		For promotion	15(2.77%)
		Means of qualification for further studies	26(4.81%)
A	If any other	Government made it mandatory for in-service teachers to undergo B.Ed raining	15(2.77%)

Table No.4.3.1 relates to student teachers profile which indicates that out of the total number of student teachers under study, majority (70.37%) were female with 29.62% male student teachers. 29.62% were Graduate, 7.22% had B.Sc degree, 1.85% was B.Com degree holders, 0.18% had B.Tech degree, majority (47.59%) of the student teachers had MA degree, 10.37% had M.Sc degree, 2.77% were M.Com degree holders and 0.37% had completed M.Phil.

Regarding the professional qualification, 0.92% student teachers had undergone PSTE training course, 1.48% had completed their D.El.Ed, while 0.37% were NET qualified.

Out of the 540 student teachers, 40.18% were in-service teachers, while 59.81% was pre-service candidates.

As regard to reasons for undergoing B.Ed training, Table No.4.3.1 indicates that to join teaching profession 54.62% of the student teachers were undergoing B.Ed training, 40.74% for professional growth, 3.88% as backup/second option, 2.77% for their promotion and 4.81% as means of qualification for further studies. Further, 2.77% of student teachers indicated of taking up the B.Ed course as Government had made it mandatory for in-service teachers.

4.3.2 Infrastructural facilities

Table No.4.3.2
Infrastructural facilities

Sl. No.	Infrastructural facilities available in the colleges	No. Of 'Yes' responses (%)
1	Separate room for faculties, principal and vice principal	540 (100%)
2	Model school	15 (2.77%)
3	Room for preparing teaching aids/art and craft room/ SUPW	146 (27.03%)
4	Separate toilet for ladies and gents	540 (100%)
5	Proper electrification	496 (91.81%)
6	Projector/OHP	499 (92.40%)
7	Internet facilities	248 (45.92%)
8	Library with relevant and sufficient reading materials	283 (52.40%)
9	Generator	412 (76.29%)
10	Hostel facilities for the student teachers	187 (34.62%)
11	Transportation facilities for the student teachers	252 (46.66%)
12	Quarter for staffs	219 (40.55%)
13	Seminar hall	327 (60.55%)
14	Classroom equipped with sufficient benches and desks	480 (88.88%)
15	Playground	171 (31.66%)
16	Medical facilities	55 (10.18%)
17	Fire safety	200 (37.03%)
18	Video conferencing	14 (2.59%)
19	Safe drinking water facilities	409 (75.74%)
20	Gymnasium	21 (3.88%)
21	Language lab	7 (1.29%)
22	Science lab	105 (19.44%)
23	Maths lab	9 (1.66%)
24	Social science lab	3 (0.55%)
25	ICT lab	375 (69.44%)
26	Multipurpose hall	289 (53.51%)

Table No.4.3.2 reveals that except for separate rooms for faculties, principal, and vice principal with separate toilet facilities for ladies and gents, almost all colleges of teacher education did not have the required specified facilities as per NCTE norms like model school (2.77%), video conferencing (2.59%), gymnasium (3.88%), language lab (1.29%), maths lab (1.66%), social science lab (0.55%), medical facilities (10.18%) and science lab (19.44%).

About half of the student teachers (45.92%) indicated of having internet connection in their colleges, transportation facilities for them (46.66%), quarter for staffs (40.55%), hostel facilities for the student teachers (34.62%), playground (31.66%), room for preparing teaching aids/art and craft room/SUPW (27.03%) and fire safety (37.03%).

However, a higher percentage (92.40%) of the respondents mentioned that their colleges were equipped with projector/OHP, proper electrification (91.81%), library with relevant and sufficient reading materials (52.40%), generator (76.29%), seminar hall (60.55%), classroom equipped had sufficient benches and desks (88.88%), safe drinking water facilities (75.74%), ICT lab (69.44%) and multipurpose hall (53.51%).

4.3.3 Opinion on two year B.Ed curriculum, two years duration and the reasons

Table No .4.3.3

Opinion on two year B.Ed curriculum, two years duration and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Existing two year B.Ed curriculum is		
i	Vast	118 (21.85%)	422 (78.14%)
ii	Too vast	97 (17.96%)	443 (82.03%)
iii	Appropriate	259 (47.96%)	281 (52.03%)
iv	Need to be changed	66 (12.22%)	474 (87.77%)
2	Satisfied with the duration of two year B.Ed course and the reasons	427 (79.07%)	113 (20.92%)

Table No.4.3.1 shows a mixed response from the respondents where 21.85% of the student teachers found the existing two year B.Ed curriculum to be vast, for 17.96% it

was too vast comprising of theory and practical works, curriculum was found appropriate for professional development of teachers as responded by 47.96%, while 12.22% indicated the need to change the curriculum.

Further, majority (79.07%) of the student teachers expressed satisfaction with the two years B.Ed duration as against 20.9% who were not satisfied with the two years duration.

4.3.3.A) Reasons for being satisfied with the duration of two year B.Ed course

Table No.4.3.3.A)

Reasons for being satisfied with the duration of two year B.Ed course

Sl. No.	Reasons for being satisfied with the duration of two year B.Ed course	No. Of responses (%)
1	Sufficient time to cover the curriculum on time without hurrying	427 127 (29.74%)
2	Despite the curriculum being vast, the experience gained is satisfactory	427 4 (0.93%)
3	Appropriate course content and curriculum for two years but more practical activities should be emphasised	427 28 (6.55%)
4	Enough time for professional development	427 84 (19.67%)
4	Sufficient time for internship/teaching practice	427 9 (2.10%)
6	Enough time to adjust learning and culminate new knowledge with ease in a well manner	427 6 (1.40%)
7	Less hectic and stressful	427 11 (2.57%)

As regard to the reasons given by those 79.07% student teachers who were satisfied with the duration of two years, Table No.4.3.1.A) shows as, 29.74% mentioned that the duration was sufficient to cover the curriculum on time without hurrying, 0.93% viewed that despite the curriculum being vast the experienced gained was satisfactory, while 6.55% opined that though the course content and curriculum were appropriate for two years, more practical activities should be emphasised.19.67% of the respondents opined having enough time for inculcating values, equipped with skills, develop abilities, competencies and understand various concept covering all

aspect of learning and teaching for teachers professional development, 2.10% expressed having sufficient time for internship/teaching practice with two years duration, 1.40% lamented that the duration was sufficient to adjust learning and to culminate new knowledge with ease in a well manner, while the two years duration was less hectic and stressful for 2.57% student teachers.

4.3.3.B) Reasons for not being satisfied with the duration of two year B.Ed course

Table No. 4.3.3.B)

Reasons for not being satisfied with the duration of two year B.Ed course

Sl. No.	Reasons for not being satisfied with the duration of two year B.Ed course	No. Of responses (%)
1	Disturb future plans	113 54 (47.78%)
2	Much time is spent on theory papers	113 26 (23.00%)
3	Time management	113 2 (1.76%)
4	Duration is long for training where external written examination decide the student teachers fate	113 23(20.35%)
5	Curriculum being vast duration is less	113 39(34.51%)

Following reasons were given by those student teachers who were not satisfied with the two years duration of B.Ed course, 47.78% of the student teachers expressed displeasure of disturbing future plans for those willing to go for further studies and for seeking government jobs, 23.00% responded that the duration was long where much time were spend on theory papers and suggested of reducing the duration with more practical activities, 1.76% opined difficulty in managing time especially in-service student teachers those who had families, 20.35% stated that the duration was long for training where external written examination decide the student teachers fate and 34.51% opined that curriculum being vast, duration was less as some activities were done in hurry without bearing satisfactory results and therefore were in favour of extending the duration with more emphasis on practical activities.

4.3.4 Preference of approach to teaching-learning and the reasons

Table No.4.3.4
Preference of approach to teaching-learning and the reasons

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Preference of approach to teaching-learning and the reasons	
i	Behaviourist	6(1.11%)
ii	Constructivist	156(28.88%)
iii	Combination of both the behaviourist and the constructivist approach	378(70%)

Table No.4.3.4 reveals that only a few (1.11%) student teachers were in favour of the behaviourist approach, 28.88% expressed their supports towards the constructivist approach, while as high as 70% preferred combination of both the behaviourist and constructivist approach.

4.3.4.A) Reasons for preferring the behaviourist approach

Table No.4.3.4.A)
Reasons for preferring the behaviourist approach

Sl. No.	Reasons for preferring behaviourist approach	No. Of responses (%)
1	Attachment and more comfortable	6 4(66.66%)
2	For maintaining discipline	6 2(33.33%)

Table No.4.3.4.A) reveals the reasons cited by those student teachers for preferring the behaviourist approach, 66.66% said that because of their attachment towards the behaviourist approach they were more comfortable with it, while 33.33% of the student teachers felt that in order to maintain discipline among the student teachers, teachers sometimes need to adopt authoritative approach so they preferred combination of both the behaviourist and the constructivist approach.

4.3.4.B) Reasons for preferring the constructivist approach

Table No.4.3.4.B)
Reasons for preferring the constructivist approach

Sl. No.	Reasons for preferring the constructivist approach	No. Of responses (%)
1	Students gets liberty to express themselves and construct knowledge using prior experience and knowledge	156 130(83.33%)
2	Learner centred	156 109(69.87%)
3	Ensure and enhance active involvement of teachers and students in the teaching learning process	156 116(74.25%)
4	Activity based and more practical	156 34(21.79%)
5	Retention of learning is longer when learners are actively involved	156 11(7.05%)
6	Process oriented emphasising more on learning than teaching	156 6(3.84%)
7	Minimize rote memorization	156 18(11.53%)
8	Looks into all round development	156 10(6.41%)
9	Assessment takes place at regular interval	156 12(7.69%)
10	Helps to understand the concept in detail	156 32(20.51%)
11	Made teachers and students to think every time	156 7(4.48%)

Out of the one hundred and fifty six (156) student teachers who preferred the constructivist approach, Table No.4.3.4.B) indicates that 83.33% of the student teachers felt students gets liberty to express themselves and construct knowledge using their prior experience and knowledge by following the constructivist approach, 69.87% cited being learners centred approach, 74.25% expressed of the constructivist approach ensuring and enhancing active involvement of both students and teachers in the teaching learning process, 21.79% mentioned that the constructivist approach was more activity based and practical in nature, 7.05% asserted that retention of learning was longer when students are involved in the things they are made to learn, 3.84%

responded favouring the constructivist approach because it is process oriented emphasising more on learning than teaching, 11.53% viewed of minimizing rote memorization, 6.41% felt that constructivist approach helps in all round development enhancing critical thinking abilities, learning and developing values, skills, qualities etc. Further, 20.51% of the student teachers mentioned helping students in comprehending the concept in detail, 7.69% opined assessment taking place regularly under the constructivist approach, while 4.48% expressed of making the student and teachers to think every time to construct learning and teaching strategies following this approach.

4.3.4. C) Reasons for preferring combination of both the constructivist and the behaviourist approach

Table No.4.3.4.C)

Reasons for preferring combination of both the constructivist and the behaviourist approach

Sl. No.	Reasons for preferring both the constructivist and the behaviourist approach	No. Of responses (%)
1	Constructivist approach alone is not helping student to learn as expected	378 5(1.32%)
2	Constructivist approach alone is not very applicable in the lower classes	378 6(1.58%)
3	Student feels bored when used only one approach	378 15(3.96%)
4	To meet the needs of different types of individual learners	378 93(24.60%)
5	Helps in understanding the concept clearer	378 86(22.75%)
6	Depending on the content and the diverse environment in the class constructivist along with the behaviourist approach also need to be used	378 111(29.36%)
7	Difficult in class room management with the constructivist approach alone	378 119(31.48%)
8	Sudden change of approach from behaviourist to constructivist may hamper Childs learning	378 9(2.38%)
9	Difficult in practical application of the constructivist approach alone in the classroom	378 66(17.46%)
11	Constructivist approach alone is time consuming	378 162(42.85%)
12	Current text books are not based on the constructivist approach	378 13(3.43%)

13	Institutions still follows behaviourist approach	378 48(12.69%)
14	Lack of resources to strictly implement the constructivist approach	378 86(22.75%)
15	Curriculum is partly behaviourist and partly constructivist	378 4(1.05%)
16	Both approaches have advantages and drawbacks, so combination will be more applicable supplementing each other	378 6(1.58%)
17	More engagement of student and teachers	378 36(9.52%)
18	For effective delivery of lesson	378 42(11.11%)
19	Students still have attachment towards the behaviourist approach	378 199(52.64%)
20	When learner do not have previous knowledge about a certain concept/areas constructing knowledge becomes difficult	378 35(9.25%)

Table No.4.3.4.C) pertains to the reason cited by the student teachers for preferring combination of both the constructivist and the behaviourist approach. Out of 70% of the student teachers, 1.32% stated that since the constructivist approach alone was not helping student to learn as expected they preferred combination of both the constructivist and the behaviourist approach, 1.58% felt that the constructivist approach alone was not very applicable in the lower classes, 3.96% opined that student gets bored when used only one (1) approach, 24.60% lamented that in order to meet the needs of different types of individual learner's mixture of both the approach was effective, 22.75% each expressed helping in understanding the concept clearer and lack of resources to strictly implement the constructivist approach and 29.36% mentioned that depending on the content and the diverse environment in the class the constructivist approach along with the behaviourist also need to be used. 31.48% of the student teachers reported that class room management was difficult with the constructivist approach alone so both approach need to be integrated, 2.38% opined that sudden change of approach from the behaviourist to the constructivist may hamper child's learning, 17.46% said practical application of the constructivist approach alone was difficult in the classroom, 42.85% found that the constructivist approach alone was time consuming, 3.43% opined that textbooks were not based on the constructivist approach, while 12.69% said that since institutions still follows the

behaviourist approach so they preferred combination of both the approach. Further, 1.05% of the student teachers asserted curriculum being partly behaviourist and constructivist, 2.38% expressed that since both approaches have advantages and drawbacks, so combination of both the approaches will be more applicable supplementing each other, 9.52% felt combination of both the approaches can enhance more engagement of student and teachers in the teaching learning process, 11.11% for better delivery of lesson, 9.25% said that when learner do not have previous knowledge about a certain concept/areas constructing knowledge becomes difficult, while 52.64% of the student teachers expressed that students still had attachment towards the behaviourist approach and dependent on teachers giving notes and also need more explanation for student to comprehend the lesson, so they felt that integration of both the approaches may be effective.

4.3.5 Teacher educators regularity and competence in transacting the course and the reasons

Table No.4.3.5

Teacher educators regularity and competence in transacting the course and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Teacher educators regular in the college	494 (91.48%)	46 (8.51%)
2	Teacher educators confident and competent in transacting the course If no, the reasons	415 (76.85%)	125 (23.14%)
3	Reasons for 'No'	No. Of responses (%)	
i	Do not use constructive approach while teaching	125	77 (61.6%)
ii	Not confident dealing with EPC-2(Drama and Art in Education)	125	8 (6.4%)
iii	Some teacher educators tend to dictate notes only with no explanation	125	32 (25.6%)
iv	Only lecturing method used	125	55 (44%)
v	Newly appointed teacher educators lacks experience and confidence	125	27 (21.6%)

vi	Lack of content mastery among some teacher educators	125 29 (23.2%)
vii	Not experienced and confident using the constructivist approach	125 11 (8.88%)
viii	Lacks effective delivery of lesson	125 8 (6.4%)
ix	No interaction inside the classroom	125 7 (5.6%)
x	Lack of preparation among some teacher educators	125 5(4%)
xi	Poor communication and personal skills	125 2 (1.6%)
xii	Lack of professionalism	125 4 (3.2%)
xiii	Not systematic and skipped topics from syllabus contents	125 3 (2.4%)
xiv	Inability to complete the course on time	125 2 (1.6%)

Data analysis from Table No.4.3.5 reveals that majority (91.48%) of the student teachers found their teacher educators to be regular in their duties. Though, majority (76.85%) of the student teachers found their teacher educators as confident and competent, but 23.14% expressed dissatisfaction regarding their confidence and competency while transacting the course.

Item-3 under Table No.4.3.5 relates to the reasons given by those student teachers who found their teacher educators as not confident and competent, 61.6% informed of their teacher educators not using the constructivist approach while teaching, 8.88% found them as inexperienced and not confident using the constructivist approach. 6.4% of the student teachers responded that teacher educators were not confident enough dealing with EPC-2 paper (Drama and Art in Education), 25.6% reported some teacher educators dictating notes only with no explanation, 44% expressed of their teacher educators using only lecturing method, 21.6% mentioned that newly appointed teacher educators lacks experience and confidence, 23.2% cited lack of content mastery among some teacher educators, 6.4% found delivery of lesson less effective, 5.6% reported of no interaction between student teachers and teacher educators inside the classroom, 4% mentioned lack of preparation among some teacher educators, 2.4% lamented that teacher educators were not systematic and they

skipped topics from the course content. A few (1.6%) respondents also highlighted poor communication and personal skills of the teacher educators, 3.2% stated lack of professionalism among teacher educators and 1.6% mentioned inability of teacher educators to complete the course on time.

4.3.6 Method and strategies of teaching

Table No.4.3.6
Method and strategies of teaching

Sl. No.	Teaching methods & strategies	Core papers (C1,2,4,5,6, &8)	Pedagogy papers (C-7a & b)	Optional papers (C-11)	Half papers (C-3,9&10)	EPC (1,2,3&4)
		No. Of 'Yes' responses (%)	No. Of 'Yes' responses (%)	No. Of 'Yes' responses (%)	No. Of 'Yes' responses (%)	No. Of 'Yes' responses (%)
1	L	426 (78.88%)	389 (72.03%)	372 (68.88%)	375 (69.44%)	325 (60.18%)
2	LCD	282 (52.22%)	310 (57.40%)	306 (56.66%)	318 (58.88%)	382 (70.74%)
3	DM	427 (79.07%)	381 (70.55%)	358 (66.29%)	366 (67.77%)	444 (82.22%)
4	IH/A	496 (91.85%)	491 (90.92%)	485 (89.81%)	463 (85.74%)	474 (87.77%)
5	P	351 (65%)	292 (54.07%)	301 (55.74%)	303 (56.11%)	423 (78.33%)
6	CS	475 (87.96%)	444 (82.22%)	457 (84.62%)	441 (81.66%)	235 (43.51%)
7	DN	402 (74.44%)	355 (65.74%)	387 (71.66%)	372 (68.88%)	162 (30%)
8	PS	156 (28.88%)	230 (42.59%)	151 (27.96%)	155 (28.70%)	229 (42.40%)
9	TT	49 (9.07%)	118 (21.85%)	46 (8.51%)	49 (9.07%)	60 (11.11%)
10	PPT	111 (20.55%)	82 (15.18%)	69 (12.77%)	39 (7.22%)	93 (17.22%)
11	RP	-	-	-	-	11(2.03%)
12	TE	-	-	-	-	16(2.96%)

Full forms of the abbreviations used in Table No.4.1.2 are as follows:

L- Lecture, LCD-Lecture cum discussion, DM-Discussion method, IH/A-Individual home work/assignment, P-Project, CS-Class seminar, DN-Dictation of notes, PS-Problem solving, TT-Team teaching, RP-Role play, TE-Talent exhibition.

Table No.4.3.6 relates to the method and strategies of teaching. With regard to teaching the core papers (C-1, 2, 4, 5, 6, & 8), 78.88% of the student teachers responded their teacher educators following lecture method, 52.22% lecture cum discussion method, 79.07% said discussion method were carried out by the teacher educators, majority (91.85%) of the student teachers found their teacher educators giving them individual assignment/homework, 65% indicated giving project works, 87.96% said class seminar were conducted, 74.44% responded teacher educators dictating notes, problem solving method were applied as indicated by 28.88%, few (9.07%) student teachers expressed practising team teaching method, while PPT were also used as expressed by 20.55% of the respondents

With regard to the pedagogy papers (C-7a & 7b), majority (90.92%) of the student teachers responded teacher educators giving them assignment/homework, 82.22% indicated teacher educators conducting class seminar, 72.03% responded using lecture method, followed by 70.55% on discussion method. 65.74% of the student teachers said that notes were dictated to them inside the classroom, 57.40% indicated using lecture cum discussion method, 54.07% responded of giving them project works, problem solving method were applied as expressed by 42.59%, 21.85% responded practising team teaching and 15.18% said teacher educators using PPT while engaging pedagogy papers.

Data analysis reveals that for the optional papers (C-11), 68.88% of the student teachers responded of their teacher educators following lecture method, lecture cum discussion method as expressed by 56.66%, discussion method were also used as observed by 66.29%, 89.81% student teachers said individual homework/assignment were given to them, project method were employed as indicated by 55.74%, class seminar were conducted as expressed by 84.62%, 71.66% responded teacher educators dictating notes, followed by problem solving 27.96% and team teaching 8.51%. Further, PPT was also adopted as responded by 12.77%.

For the half papers (Course-3, 9 & 10), 69.44% of the respondents indicated teacher educators using lecture method, 58.88% expressed of teacher educators using lecture cum discussion method, 67.77% discussion method, 85.745% said individual home works/assignment were given, 56.11% indicated of projects works, 81.66% expressed conducting class seminar, 66.88% indicated on dictation of notes, 28.70% said problem solving method were also employed by the teacher educators, 9.07% responded on practicing on team teaching, while PPT were also used as expressed by 7.22%.

Figures also shows that for engaging the EPC papers (EPC-1, 2, 3 & 4), 60.18% of the student teachers responded of teacher educators adopting lecture method, 70.74% stated practising lecture cum discussion method, 82.22% expressed of teacher educators employing discussion method, 87.77% informed of giving individual assignment/homework, 78.33% indicated of giving them project works, 43.51% responded of conducting class seminars, 30% reported teacher educators dictating notes, problem solving method as indicated by 42.40%, team teaching were practiced as opined by 11.11%, while PPT were also employed by the teacher educators as observed by 17.22%. Further, role play were organised as responded by 2.03% and talent exhibition as expressed by 2.96%.

From this analytical interpretation, it can be assumed that teacher educators employed various teaching methodology while transacting different papers with lecture, discussion method, individual homework/assignment, class seminars and dictation of notes being mostly practised. Role play and talent exhibition as techniques of teaching were not employed in any other papers except in the Enhancing Professional Capacities (EPC) classes.

4.3.7 Satisfaction with the teaching method and strategies and the reasons

Table No.4.3.7

Satisfaction with the teaching method and strategies and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Satisfied with the teaching method and strategies used by the teacher educators If no, the reasons	403 (74.62%)	137 (25.37%)
2	Reasons for 'No'	No. Of responses (%)	
i	Do not apply 5Es model/constructivist approach during classroom transaction	137	86(62.7%)
ii	Most teacher educators gives only dictated notes instead of explanation	137	35(25.54%)
iii	Teaching aids and ICT tools are not used	137	42 (30.65%)
iv	Dependent on student group discussion, presentation, seminars, home assignment etc	137	52 (37.95%)
v	Only lecture method used	137	61 (44.52%)
vi	Lack of content mastery among some teacher educators	137	31 (22.62%)
vii	Less discussion, questioning and answering session in between and after the instruction	137	9 (6.59%)
viii	New teacher educators lacks confidence	137	27 (19.70%)
ix	No proper instruction and guidance while assigning tasks	137	7 (5.10%)
x	Lack of preparation	137	5 (3.64%)
xi	Do not facilitate individual differences	137	8 (5.83%)
xii	Using mobile phone while lecturing	137	2 (1.45%)
xiii	Not systematic and clear while engaging class	137	3(2.18%)
xiv	Lack of up-to date knowledge	137	5(3.64%)

Table No.4.3.7 shows that, though majority (74.62%) of the student teachers were satisfied with the teaching method used by the teacher educators while transacting the course, but 25.37% expressed their dissatisfaction.

Out of those 25.37% of the student teachers who expressed their dissatisfaction with the teaching method adopted by the teacher educators, majority (62.7%) of them informed of their teacher educators not applying the 5Es model/the constructivist approach during classroom transaction, 25.54% mentioned that most teacher educators give only dictated notes instead of explanation, 30.65% said teaching aids and ICT tools were not used, 37.95% opined teacher educators dependent on group discussion among student teachers, presentation, seminars, home assignment etc, 44.52% found teacher educators using lecture method only, while 22.62% reported teacher educators lack of content mastery. 6.59% of the student teachers expressed having less discussion and questioning and answering session in between and after the instruction, 19.70% lamented new teacher educators lacking confidence, 5.10% reported that no proper instruction and guidance were given while assigning task and 3.64% each cited teacher educators lack of preparation and lack of up-to date knowledge in their subject areas. 5.83% of the respondents said teacher educators do not facilitate individual differences, 1.45% found teacher educators using mobile phones while teaching as not acceptable, while 2.18% expressed that teacher educators were not systematic and clear while engaging the class.

4.3.8 Classroom activities, participation of student teachers and the reasons

Table No.4.3.8
Classroom activities, participation of student teachers and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Teacher educators conduct test If yes, number of times test conducted	479 (88.70%)	61 (11.29%)
A	Test conducted number of times	No. Of responses (%)	
i	Once in every Paper	479	192 (35.55%)
ii	Twice in every paper	479	127 (23.51%)
iii	Often after completion of each unit	479	59 (10.92%)
iv	After completion of half of the course	479	101 (18.70%)
2	Present class seminar paper	Type & no. Of responses (%)	
		Yes	No
		497 (92.03%)	43 (7.96%)
3	Actively participate in group discussion/ seminar If no, the reasons	526 (97.40%)	14 (2.59%)
A	Reasons for 'No'	No. Of responses (%)	
i	Lack of confidence	14	2 (14.28%)
ii	Introvert in nature	14	2 (14.28%)
iii	Less confidence of response	14	1 (7.14%)
iv	Health issue	14	1 (7.14%)
v	Mostly does the typing works for group seminar paper	14	1 (7.14%)
vi	Other group member took the responsibilities	14	4 (28.57%)
vii	Not expressive enough to answer	14	1 (7.14%)
viii	Prefer to stay quiet until question are asked personally	14	2 (14.28%)

Table No.4.3.8 deals with classroom activities, participation of student teachers and the reasons. From the responses given by the student teachers, except for 11.29%, majority (88.70%) of the student teachers expressed their teacher educators conducting class test with mixed responses indicating that class test were conducted once in every paper as indicated by 35.55% of the respondents, while 23.51% expressed conducting test twice in every paper, often after completion of each unit as responded by 10.92% and 18.70% indicated that class test were conducted after completion of half of the course.

Data also reveals that majority (92.03%) of the student teachers used to give paper presentation during class seminars. Barring a few (2.59%) student teachers, majority (97.40%) of them indicated of participating in group discussion seminars.

Out of those student teachers who indicated of not participating in group discussion/seminars, 14.28% each expressed lacking confidence, introvert in nature and preferred to stay quiet until question were asked personally. Further, 7.14% each stated less confidence in their response, health issue, not expressive enough to answer and mostly doing the typing works for group seminar paper, while 28.57% of the student teachers said that other group members were assigned to take the responsibilities (Paper presentation, clarifying queries, doubts etc) during group discussion/seminars.

4.3.9 Satisfaction with distribution of marks for internal and external evaluation (Theory and practical works) and the reasons

Table No.4.3.9

Satisfaction with distribution of marks for internal and external evaluation (Theory and practical works) and the reasons

Sl. No.	Distribution of marks	Type & no. Of responses (%)	
		Yes	No
1	Satisfied with distribution of marks for internal and external evaluation (Theory) If no , the reasons	333(61.66%)	207(38.33%)
A	Reasons for 'No'	No. Of responses (%)	
i	Marks distribution is satisfactory but unfair practice in internal markings	207	21(10.14%)
ii	Internal and external exam marks are not balance	207	25(12.07%)
iii	Marks distribution not made known to the student teachers	207	12(5.79%)
iv	Lesser marks for internal assessment	207	156(75.36%)
v	Marks are less for half papers (Course-3, 9, & 10) where the contents are too vast	207	7(3.38%)
vi	Less marks allotted to theory external evaluation	207	15(7.24%)
2	Satisfied with distribution of marks for internal and external evaluation (Practical) If no, the reasons	Type & no. Of responses (%)	
		Yes	No
		389(72.03%)	151(27.6%)
A	Reasons for 'No'	No. Of responses (%)	
i	Practical activities other than teaching practice are not given much weightage during assessment	151	49(32.45%)
ii	Less marks allotted to practical external evaluation	151	15(9.93%)
iii	The amount of effort/work put in throughout the semester is not justified by marks allotted for the internal activities	151	29(19.20%)

Table No.4.3.9 shows that majority (61.66%) of the student teachers were satisfied with the marks distribution of theory papers in internal and external evaluation, which however was not the case with the remaining 38.33%.

As for the reasons, of the 38.33% viz. two hundred and seven (207) student teachers who expressed their dissatisfaction with marks distribution of theory papers in internal and external evaluation, 10.14% said though marks distribution was satisfactory but expressed their displeasure with the practice of unfair means in internal markings by their teacher educators, 12.07% of the student teachers opined that internal and external exam marks were not balanced and 5.79% mentioned marks distribution were not made known to the student teachers. 75.36% of the respondents lamented that with so many assignment, test, seminars, etc lesser marks were allotted for internal assessment, in contrast 7.24% said fewer marks were allotted to theory external examination, while 3.38% expressed of lesser marks for half papers (Course-3, 9 & 10) where the contents were too vast.

With regard to marks distribution of practical works between internal and external, majority (72.03%) of the student teachers expressed their satisfaction, while 27.6% were not satisfied.

With regard to the reasons stated by those student teachers who were not satisfied with marks distribution of practical works between internal and external evaluation, 32.45% stated that practical activities other than practice teaching were not given much weightage during assessment, 9.93% mentioned that lesser marks were allotted to practical external evaluation, while 19.20% said with the amount of effort/work they put in throughout the semester it was not justified to allot less marks for the internal activities.

4.3.10 Assessment and evaluation based on the constructivist approach, teacher educators properly trained and oriented and the reasons

Table No.4.3.10

Assessment and evaluation based on the constructivist approach, teacher educators properly trained and oriented and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Present system of assessment and evaluation is based on the constructivist approach and the reasons	362 (67.03%)	178 (32.96%)
2	Teacher educators properly oriented and trained in areas of assessment and evaluation and the reasons	336 (66.22%)	204 (37.77%)

Table No.4.3.10 shows that assessment and evaluation were based on the constructivist approach as expressed by majority (67.03%) of the student teachers, which however was not the case with 32.96%.

Further, 66.22% of the student teachers felt that their teacher educators were properly oriented and trained in areas of assessment and evaluation, while 37.77% student teachers do not think so.

4.3.10. A) Reasons for assessment and evaluation based on the constructivist approach

Table No. 4.3.10.A)

Reasons for assessment and evaluation based on the constructivist approach

Sl. No.	Reasons for assessment and evaluation based on the constructivist approach	No. Of responses (%)
1	Based on the principles of CCE covering both scholastic and co-scholastic for all round development	362 196(54.14%)
2	Different assessment modes and tools adopted are based on constructivism	362 15(4.14%)
3	Allow student teachers to construct their own knowledge and assess learning outcome	362 10(2.76%)
4	Student teachers views, opinion and their own way of writing were appreciated and considered	362 18(4.97%)
5	Especially in internal assessment	362 11(3.03%)
6	To some extend	362 16(4.41%)
7	External written examination questions are also application based	362 4(1.10%)
8	More involvement of student teachers in the teaching learning process through assessment and evaluation	362 47(12.98%)
9	Peer assessment were practised	36 8(2.20%)
10	Based on student teachers participation and performance in various tasks/activities	362 147(40.60%)
11	Assessment provide opportunities to reflect back and to improve	362 74(20.44%)
12	Feedbacks were given after assessment	362 34(9.39%)
13	Based on grading	362 2(0.55%)

As regard to the reasons stated by those student teachers who expressed that assessment and evaluation were based on the constructivist approach, Table No.

4.3.10.A) shows as, 54.14% responded assessment and evaluation based on the principles of CCE covering both scholastic and co-scholastic for all round development, 4.14% asserted that different assessment modes and tools adopted by the teacher educators were based on constructivism, 2.76% each expressed teacher educators allowing student teachers to construct their own knowledge and assess learning outcomes and also views, opinion and their own way of writing were appreciated and regarded for assessment, 3.03% viewed that especially internal assessment were based on the constructivist approach, while 4.44% felt that to some extent only assessment and evaluation were based on the constructivist approach. Since question papers set for external written examination were application based 1.10% student teachers felt assessment and evaluation were based on constructivism, 12.98% found assessment and evaluation enhancing students engagement in the teaching learning process, peer assessment was also practised as stated by 2.20%. Furthermore, 40.60% of the student teachers found that assessment and evaluation were done based on student teachers participation and performance in various tasks/activities and 0.55% responded assessment and evaluation being based on grading system, while 9.39% informed of teacher educators providing feedback support after assessment.

4.3.10. B) Reasons for assessment and evaluation not based on the constructivist approach

Table No.4.3.10.B)

Reasons for assessment and evaluation not based on the constructivist approach

Sl. No.	Reasons for assessment and evaluation not based on the constructivist approach	No. Of responses (%)
1	Not comprehensive	178 118(66.29%)
2	More weightage of marks allotted for end semester written examination	178 119(66.85%)
3	Most test and examination questions were set to reproduce things already written on the textbooks.	178 17(9.55%)
4	Combination of both the behaviourist and the constructivist approach	178 20(11.23%)
5	More of the behaviourist approach were followed	178 4(1.10%)
6	Better marks obtained by producing answer which is copy pasted from teachers notes/text books	178 21(11.79%)

7	Some student teachers secured high marks even without attending colleges and participating in activities	178 9(5.05%)
8	Lacking practical implementation	178 7(3.93%)
9	Rarely conduct class test	178 81(45.50%)
10	Do not conduct written internal model examination	178 15(8.42%)
11	Less practical activities	178 9(5.05%)
12	Failure and success determined by marks secured in written exam only	178 7(3.93%)

Table No.4.3.10.B) deals with the reasons cited by those student teachers who responded that assessment and evaluation were not based on the constructivist approach. Majority (66.29%) of the student teachers mentioned that assessment and evaluation were not comprehensive emphasising more on examination/academic excellence where participation in the classroom and CCA activities goes unnoticed, 66.85% mentioned that since constructivism is process oriented giving more weightage of marks for end semester written examination was not justified, 9.55% opined that most test and examination questions were set to reproduce things already written on the textbooks, 11.23% expressed was mixture of both the behaviourist and the constructivist approach, while 1.10% viewed more of the behaviourist approach being followed. 11.79% of the student teachers felt better marks were obtained by producing answer which were copy pasted from teacher educators notes/text books, 5.05% each informed of some student teachers securing high marks even without attending colleges and participating in activities and of organising less practical activities, 3.93% each expressed lack of practical implication and that failure and success were determined by marks secured in written examination only. 45.50% of the student teachers also expressed teacher educators rarely conducting class test and 8.42% reported of not conducting written internal model examination in their college.

4.3.10. C) Reasons for teacher educators properly trained and oriented in areas of assessment and evaluation

Table No.4.3.10.C)

Reasons for teacher educators properly trained and oriented in areas of assessment and evaluation

Sl. No.	Reasons for teacher educators properly trained and oriented in areas of assessment and evaluation	No. Of responses (%)
1	Accept, encourage and appreciate diverse opinion and views	336 16(4.76%)
2	Teacher educators are well qualified and trained	336 61(81.15%)
3	Know how to assess and facilitate individual learner	336 5(1.48%)
4	Through various tasks/activities teacher educators assess and evaluate student teachers in all areas throughout the academic year	336 168(50%)
5	Various tools and technique of assessment and evaluation used are appropriate and helpful	336 13(3.86%)
6	Timely and proper assistance given	336 25(7.44%)
7	Feedback provided after assessment	336 37(11.01%)
8	Marks obtained were satisfactory and as expected	336 44(13.09%)

With regard to the reasons given by those 66.22% of the student teachers who indicated that their teacher educators were well oriented and trained in areas of assessment and evaluation, Table No. 4.3.10.C) reveals as, 4.76% mentioned of their teacher educators accepting , encouraging and appreciating views and opinions of the student teachers, 81.15% stated teacher educators to be well qualified and trained, 5% expressed that teacher educators knows how to assess and facilitate individual learners, 50% lamented that through various tasks and activities assessment and evaluation were done in all activities throughout the academic year, 3.86% opined that the assessment tools and techniques used were appropriate and helpful, teacher educators providing timely and proper assistance as stated by 7.44%, feedback support were provided after assessment as informed by 11.01%, further 13.09% expressed satisfaction with the marks obtained which were of their expectation.

4.3.10. D) Reasons for teacher educators not properly trained and oriented in areas of assessment and evaluation

Table No.4.3.10.D)

Reasons for teacher educators not properly trained and oriented in areas of assessment and evaluation

Sl. No.	Reasons for teacher educators not properly trained and oriented in areas of assessment and evaluation	No. Of responses (%)
1	Some teacher educators were not properly trained and oriented	204 133(65.19%)
2	Some teacher educators looks for quantity rather than the quality of answers	204 13(6.37%)
3	Lacks fairness	204 109(53.43%)
4	Teacher educators are product of the behaviourist approach	204 51(25%)
6	Failed to teach about the various assessment tools and steps involved in its construction	204 10(4.90%)
7	Assessment tools are not properly utilised	204 3(1.47%)
8	Marks are not allotted as deserving	204 38(18.62%)
10	Failure to check and correct assignment, reports etc properly	204 11(5.39%)
12	Assessment is not comprehensive	204 114(55.88%)
13	Lack of regular assessment	204 69(33.82%)
14	No written internal examination	204 15(7.35%)
15	No encouragement and motivation	204 17(8.33%)
16	Some teacher educators do not provide feedback	204 12(5.88%)

Table No.4.3.10.D) indicates the reasons given by those student teachers who felt that their teacher educators were not properly oriented and trained in areas of assessment and evaluation, 65.19% of the student teachers mentioned that not all but some teacher educators were not properly trained and oriented in assessment and evaluation, 6.37% student teachers mentioned of some teacher educators looking for

quantity rather than quality of answers, 53.43% reported lack of fair practice in assessing and evaluating student teachers, 25% said teacher educators were product of the behaviourist approach too and that they need proper orientation and training in assessment and evaluation, 4.90% opined teacher educators failure to teach about the various assessment tools and steps involved in its construction as one of the reason why they felt that teacher educators were not properly oriented and trained in areas of assessment and evaluation, 1.47% informed of teacher educators not properly utilising assessment tools, while 18.62% viewed that marks were not allotted as deserving as all the student teachers were given the average marks in internal assessment even when some student teachers deserve to get more because of the efforts they put in their projects, assignment, attendance etc. Further, 55.88% of the student teachers lamented assessment being not comprehensive as teacher educators failed to take into account their classroom participation and contributions in other activities with marks allotted based on academic performance only, 33.82% informed that regular assessment were not conducted and 7.35% reported of not conducting written internal examination. 5.88% of the student teachers responded of some teacher educators not providing feedback, 8.33% expressed dissatisfaction for not giving them any encouragement and motivation and 39% said that their assignment, reports etc were not properly checked and corrected by their teacher educators.

4.3.11 Nature of the practice of assessment and evaluation

Table No.4.3.11
Nature of the practice of assessment and evaluation

Sl. No.	Nature	No. Of 'Yes' responses (%)
1	Objective	41 (7.59%)
2	Subjective	62 (11.48%)
3	Both objective and subjective	370 (68.51%)
4	Not aware	67 (12.40%)

Table No.4.3.11 indicates that for 7.59% of the student teachers, the practice of assessment and evaluation in their institution were objective, for 11.48% it was subjective, while for majority (68.51%) of the respondents it was a combination of

both subjective and objective. However, some (12.40%) of the student teachers were not aware about the practice of assessment and evaluation in their institution.

4.3.12 Opinion about awareness of assessment, evaluation criteria by the student teachers and the reasons

Table No.4.3.12

Opinion about awareness of assessment, evaluation criteria by the student teachers and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Agree with the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated” and the reasons	528 (97.77%)	12 (2.22%)
A	Reasons for agreeing with the statement	No. Of responses (%)	
i	Helps in better preparation and performance	528	329(62.31%)
ii	To maintain transparency	528	183(34.65%)
iii	To update and for awareness	528	43(8.14%)
iv	For improvement	528	69(18.64%)
B	Reasons for disagreeing with the statement	No Comment	
2	Agree with the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers” and the reasons	Type & no. Of responses (%)	
		Yes	No
		239 (44.25%)	301 (55.74%)

Table No.4.3.12 relates to the opinion of the student teachers about awareness of assessment, evaluation criteria by the student teachers and the reasons. There was a majority (97.77%) agreement to the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated”, while 2.22% student teachers were not in favour of the statement, however they did not provide any reason for their responses.

With regard to the reasons given by those student teachers who were in favour with the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated”, 62.31% of the student teachers expressed helping them for better preparation and performance, 34.65% for maintaining transparency, 8.14% for creating awareness and updating about their learning progress, while 18.64% mentioned of helping them to improve on areas that need improvement.

Table No.4.3.12 also indicates that in contrast to the responses of 44.25%, majority (55.74%) of the student teachers were not in favour of the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers.”

4.3.12. A) Reasons for agreeing with the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers”

Table No.4.3.12.A)
Reasons for agreeing with the statement

Sl. No.	Reasons for agreeing with the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers”	No. Of responses (%)
1	Biasness or partiality in internal marking	239 91 (38.07%)
2	Internal assessment marks are added to the overall examination marks	239 155 (64.85%)
3	Help academically weak student teachers to catch up with others	239 36(15.06%)
4	Focused is to improve academic performance	239 84(35.14%)
5	Without internal marks the overall result will be discouraging	239 51(21.33%)
6	Helps in preparation for final examination	239 29(12.13%)
7	Not disclosing internal marks to the student teachers is an indication for improving the examination marks only	239 3(1.25%)

Table No.4.3.12.A) pertains to the reasons given by those student teachers who were in agreement of the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers.” 38.07% of the student teachers stated the reason of biasness or partiality in internal marking to help the student teacher and for the reputation of the college, 64.85% mentioned of internal assessment marks adding to the overall examination marks, 15.06% opined that since assessment and evaluation covers both scholastic and co-scholastic academically weak student teachers securing high internal marks help them to catch up with others in academic areas, 35.14% felt the focused were to improve the academic performance at the end, 21.33% student teachers expressed that without internal marks overall result will be discouraging and student teachers will struggle to secure good grades, distinction or even to topped in the final examination, 12.13% stated of helping them in preparation for final examination, while 1.25% lamented that not disclosing internal marks to the student teachers was an indication that internal marks were only for improving the end semester examination marks.

4.3.12. B) Reasons for disagreeing with the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers.”

Table No.4.3.12.B)
Reasons for disagreeing with the statement

Sl. No.	Reasons for disagreeing with the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers”	No. Of responses (%)
1	Continuous process covering both scholastic and co-scholastic areas for all round development	301 211(70.09%)
2	More involvement and engagement is ensured	301 62(20.49%)
3	Enables teacher educators to know the strength and weakness of their student teachers and guide them accordingly	301 143(27.57%)
4	Provides space for improvement	301 197(65.44%)
5	Helps in encouragement and motivation	301 139(46.17%)
6	Enable students and teachers to assess and reflect for bringing about changes in the learning and teaching strategies	301 78(25.91%)

7	Marks distribution for internal and external reduce the stress and burden of scoring in end semester examination	301 13(4.31%)
8	For creating learning opportunities	301 13(4.31%)
9	With lots of practical activities being conducted, information and knowledge gained have longer retention	301 16(5.31%)
10	Helps in reducing the syllabus to be covered at the end	301 10(3.32%)
11	At times internal marks pulls down the overall percentage	301 4(1.32%)

With regard to the student teachers who were not in favour of the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers.”, Table No.4.3.12.B) shows the reasons as, majority (70.09%) of the student teachers mentioned that assessment and evaluation is a continuous process covering both scholastic and co-scholastic areas for building self confidence, developing critical thinking ability, learning to co-operate and collaborate with others, values of doing things on time etc for all round development, 20.49% expressed that beside improving their end semester examination results it also ensure more involvement and engagement of student teachers in teaching learning process, 27.57% stated of enabling teacher educators to know the strength and weakness of their student teachers and guide them accordingly, 65.44% opined providing them space for improvement unlike the external written examination, while 46.17% expressed of encouraging and motivating them. 25.91% of the student teachers lamented that beside helping them it also enables teacher educators to assess and reflect for bringing about changes in the learning and teaching strategies, 4.31% expressed that marks distribution for internal and external reduced their stress and burden of scoring in end semester examination, 4.31% viewed for creating learning opportunities, 5.31% expressed that with lots of practical activities being conducted, information and knowledge gained have longer retention, 3.32% mentioned of helping in reducing the syllabus to be covered at the end, while 1.32% viewed of internal marks pulling down their overall percentage at times.

4.3.13 Awareness of criteria for internal assessment and related matters

Table No.4.3.13

Awareness of criteria for internal assessment and related matters

Sl. No.	Items	Type & no. Of response (%)	
		Yes	No
1	Make students teachers aware of the standard/the assessment criteria on the basis of which they are going to be assessed	370 (68.51%)	170 (31.48%)
2	Disclose final internal marks before the semester examination	88 (16.29%)	452 (83.70%)
A	If no, the need to know the final internal marks and the reasons	452 426(94.24%)	452 26(5.75%)
B	Reasons for the need to know internal marks	No. Of responses (%)	
i	To prepare and perform well in final examination	426	342(75.66%)
ii	To focus on subject/areas that need improvement	426	259(57.30%)
iii	For encouragement and motivation	426	108(23.89%)
iv	To update learning outcomes	426	31(6.85%)
v	For awareness of how much needed to secure pass marks/top marks/distinction	426	23(5.08%)
vi	To maintain transparency	426	179(39.60%)
C	Reasons for need not disclose internal marks	No. Of responses (%)	
i	Some student teachers will complain if marks were not up to their satisfaction	26	10(38.46%)
ii	Since it will be shown in the mark sheet it did not make much difference	26	12(46.15%)
iii	Chance of low scoring student teachers getting disappointed and discouraged	26	4(15.38%)

Figures from the Table No.4.3.13 indicates that, 68.51% of the student teachers were made aware of the standard/the assessment criteria on the basis of which they were assessed, while 31.48% expressed that teacher educators were not making them aware of the assessment criteria .

Majority (83.70%) of the student teachers expressed that their colleges were not disclosing their final internal marks before end semester examination, while the remaining 16.29% responded of internal marks being made known to the student teachers before end semester examination.

Out of the 83.70% student teachers who indicated of their colleges not disclosing their internal marks, majority (94.4%) of the student teachers expressed the need to know their final internal marks, which however was not the case with 5.75%.

As regard to the reasons stated by those 94.4% student teachers who felt the need to know their final internal marks, 75.66% responded that there was a need to know their final internal marks so that they can prepare and perform well in end semester written examination, 57.30% opined of focussing on subject/areas that need improvement, 23.89% stated that for encouragement and motivation they need to know their internal marks, 6.85% said for updating their learning outcomes, 5.08% for awareness of how much needed to secure pass marks/top marks/distinction, while 39.60% opined that to maintain transparency student teachers need to know their internal marks.

Further, following reasons were given by those student teachers who did not felt the need of knowing their final internal marks, 38.46% responded that some student teachers will complain if marks were not up to their satisfaction which will affect the student teachers relationship, 46.15% felt that since it will be shown in the mark sheet it did not make much difference, while 15.38% opined that there were chances of low scoring student teachers getting disappointed and discouraged if they knew their marks before end semester examination.

4.3.14 Satisfaction with the pattern of question set, with examination system, time taken in declaring examination result and the reasons

Table No.4.3.14

Satisfaction with the pattern of question set, with examination system, time taken in declaring examination result and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Satisfied with the pattern of question being set for end semester written examination If no, the reasons	423 (78.33%)	117 (21.66%)
2	Satisfied with the current examination system If no, the reasons	408 (75.55%)	132 (24.44%)
3	Satisfied with the duration of time taken by the University in declaration of result If no, the reasons	242 (44.81%)	298 (55.18%)

Table No.4.3.14 shows that majority (78.33%) of the student teachers were satisfied with the pattern of question set for end semester written examination, while 21.66% were not satisfied with the question pattern.

Item -2 of the Table No.4.3.14 also indicates that 75.55% of the student teachers were satisfied with the examination system, which however was not the case with 24.44%.

Data also reveals that 44.81% student teachers were satisfied with the duration of time taken by the University in result declaration which was in contrast with the responses of 55.18% of the student teachers.

4.3.14. A) Reasons for not being satisfied with the pattern of question set for end semester written examination

Table No. 4.3.14.A)

Reasons for not being satisfied with the pattern of question set for end semester written examination

Sl. No.	Reasons for not being satisfied with the pattern of question set for end semester written examination	No. Of responses (%)
1	Mostly descriptive and essay type	117 83(70.94%)
3	Do not focus on all the units of the syllabus	117 9(7.69%)
4	At times questions and the weightage of marks are not proportionate	117 20(17.09%)
5	Some questions set are not clear and not easily understood	117 9(7.69%)
6	Questions set from topics which the teacher educators have told was omitted for that particular paper	117 16(13.67%)
7	Duplication of model exam questions	117 29(24.78%)
8	Spelling mistakes in the question papers	117 3(2.56%)
9	Knowledge based questions to reproduce things already written on the textbooks	117 15(12.82%)
10	Small font size used for typing questions	117 2(1.70%)
11	Some questions are set out from the syllabus	117 4(3.41%)
12	Repetition of questions each consecutive year	117 13(11.11%)
13	Questions are set generalizing everything	117 2(1.70%)

With regard to the reasons stated by those student teachers who expressed dissatisfaction with the pattern of examination question, Table No.4.3.14.A) shows as, majority (70.94%) of the student teachers responded of imbalanced question pattern with mostly descriptive and essay type, 7.69% each informed that questions do not focus on all units in the syllabus, and some questions were not clear and not easily understood, 17.09% stated that at times questions and the weightage of marks were not proportionate, 13.67% said questions used to be set from topics which the teacher educators have told was omitted for that particular paper, 24.78% expressed duplication of model exam questions. Further, 2.56% of the student teachers indicated

spelling mistakes in the question papers, 12.82% mentioned that questions were knowledge based to reproduce things already written on the textbooks, 1.70% reported that the font size used for typing questions were small and not clearly legible, 3.41% expressed that some questions were set out from the syllabus, 11.11% revealed that examination questions were repeated each consecutive year, while 1.70% opined that questions were not specific but were set generalizing everything.

4.3.14. B) Reasons for not being satisfied with the current examination system

Table No. 4.3.14.B)

Reasons for not being satisfied with the current examination system

Sl. No.	Reasons for not being satisfied with the current examination system	No. Of responses (%)
1	Examination based mostly on rote memorization	132 9(6.81%)
2	Spelling error in question papers and mark sheet	132 11(8.33%)
3	Less time for exam preparation	132 2(1.51%)
4	Not strictly following examination rules and regulation written on the admit card	132 6(4.54%)
5	Imbalance marks distribution between internal assessment and external written examination	132 112(84.84%)
6	Late in declaration of examination result	132 79(58.33%)
7	Less time for filling up and submission of forms for re-evaluation of answer paper	132 15(11.36%)
8	Strict in allotting marks	132 6(4.54%)
9	Evaluation not objective	132 12(9.09%)
10	Less marks for the half papers (Course-3,9&10) where the contents are too vast	132 7(5.30%)
11	Not enough time for writing examination paper	132 49(37.12%)
12	Lack of proper briefing for filling up the details on the first page of the answer paper causing inconvenience especially for student teachers from other University	132 4(3.03%)
13	Late in getting original mark sheet	132 6(4.54%)
14	Student teachers applying for revaluation of answer papers personally by going to University headquarter which causes inconvenience	132 3(2.27%)

With regard to the reasons stated by those student teachers who expressed their dissatisfaction with the examination system, Table No.4.3.14.B) shows as, 6.81% mentioned of examination based on rote memorization, 8.33% found spelling error in question papers and mark sheet, 1.51% expressed lesser time given for preparation of end semester examination as student teachers get stress out because of so many practical activities throughout the session, 4.54% each expressed that examination rules and regulation written on the admit card were not strictly followed, strictness in allocating marks by the paper examiners and delay in getting original mark sheet. 84.84% student teachers opined that marks distribution between internal and written external examination were not balanced and suggested of making it 50: 50 or 40:60, 58.33% expressed their dissatisfaction due to late declaration of examination result, 11.36% stated that time given for filling up and submission of revaluation of answer paper forms were too short. 9.09% of the student teachers viewed that the evaluation system was not objective, 5.30% mentioned that lesser marks were allotted for half papers (Course-3, 9 & 10) where the contents were too vast, 37.12% opined that time allotted for writing examination paper were not enough since the questions were mostly essay type, while 3.03% said proper briefing were not given by the invigilators for filling up the details on the first page of the answer script and it caused inconvenience especially for student teachers from other University. Further, 2.27% of the student teachers expressed their resentment of being made them to apply for revaluation by personally going to University headquarter for submission of forms which causes hardship and inconvenience and suggested that concerned college should have taken the responsibility for the same.

4.3.14. C) Reasons for not being satisfied with the duration of declaring examination result

Table No. 4.3.14.C)

Reasons for not being satisfied with the duration of declaring examination result

Sl. No.	Reasons for not being satisfied with the duration of declaring examination result	No. Of responses (%)
1	Get late in getting admission for further studies	298 152(51.00%)
2	Almost a year get wasted because of late declaration of results	298 31(10.40%)
3	Creates problem for those student teachers on the verge of overage to apply for Government jobs	298 4(1.34%)
4	Opportunities for job recruitment and to appear competitive examination gets delayed	298 139(46.64%)
5	Late declaration of examination results	298 222(74.49%)
6	Increase the stress of the student teachers which affect their health	298 11(3.69%)

Table No. 4.3.14.C) shows the reasons given by those student teachers who said they were not satisfied with the time taken by the University in declaring examination result, 51.00% of the student teachers mentioned that due to delay in result declaration they get late in getting admission for further studies, 10.40% said that almost a year get wasted because of late declaration of results, 1.34% expressed creating problem for those student teachers on the verge of overage to apply for government jobs, 46.64% responded that opportunities for job recruitment and to appear competitive examination gets delayed waiting for their results and marks sheets, 74.49% expressed late declaration of examination result and 3.69% informed that while waiting for the examination results it increases the stress of the student teachers which effect their health.

4.3.15 Competency and confidence of teacher educators and problems faced in transacting EPC papers

Table No. 4.3.15

Competency and confidence of teacher educators and problems faced in transacting EPC papers

Sl. No.	Items	Types & no. Of responses (%)	
		Yes	No
1	Teacher educators competent and confident enough to take up EPC papers If no, the problems/inconvenience faced in transacting the EPC paper	318 (58.88%)	222 (41.11%)
2	Problems experienced	No. Of responses (%)	
A	Student teachers related		
i	Lack of interest among some student teachers	222	35(15.76%)
ii	Some student teachers are not serious and dependent on others for activities	222	59(26.5%)
iii	Lack of co-operation and participation	222	113(50.90%)
iv	Student teachers do not know how to go about with the EPC papers due to lack of proper instruction	222	38(17.11%)
v	Overcrowded classroom	222	27(12.16%)
vi	Becomes extra works and hampers the study hours of other papers	222	30(13.51%)
B	Teacher educators related	No. Of responses (%)	
i	No regular professional trained and competent subject experts	222	185(83.33%)
ii	Lack of content mastery	222	139(62.61%)
iii	Not taking regular EPC classes and rushing at the last moment	222	77(34.68%)
iv	Casual attitude of teacher educators towards EPC	222	17(7.65%)
v	Not covering all EPC contents	222	21(9.45%)
vi	No proper instruction and guidance	222	65(29.27%)

vii	Uneasiness among student teachers and experts especially those experts hired from outside college	222 3(1.35%)
viii	No practical class of ICT	222 19(8.55%)
C	Content related	No. Of responses (%)
i	Vast contents and failure of teacher educators to implement the contents practically	222 83(37.38%)
ii	Lack of relevant reference materials	222 11(4.95%)
iii	Time constraint	222 37(16.66%)
iv	Some contents are not very relevant	222 28(12.61%)
v	Basic content under EPC-3(Critical Understanding of ICT)	222 8(3.60%)
vi	Vast contents under EPC-1(Understanding Self)	222 20(9.00%)
D	Infrastructure related	No. Of responses (%)
i	Lack of equipment and infrastructural facilities, no projection screen, not enough space and platform, no proper sound system, musical instruments, Insufficient room for drawing and painting, lack of art and craft room etc	222 167(75.25%)

Data analysis from Table No. 4.3.15 shows that, 58.88% student teachers found their teacher educators competent and confident to engage EPC papers, while 41.11% viewed them as not competent and confident.

Following problems/inconvenience faced in transacting the EPC papers were stated by 41.11% student teachers who indicated that teacher educators were not competent and confident enough to engage EPC papers.

In relation to student teachers related problem, 14.41% of the student teachers mentioned lack of interest among some student teachers focusing more only on writing reports for external evaluation, 26.5% expressed that some student teachers were not serious and dependent on others for activities, 50.90% cited lack of co-operation and participation, 17.11% expressed difficulty to go about with the EPC papers due to lack of proper instruction from the teacher educators, 12.16% informed of overcrowded classroom, while 13.51% stated that with lots of activities, report

writing, journal writing etc under EPC papers it becomes extra works for the student teachers and hampers the study hours of other papers.

With regard to teacher educators related problems, majority (83.33%) of the student teachers reported of not having regular professionally trained and competent subject experts for engaging EPC papers, 62.61% mentioned teacher educators lack of content mastery in the EPC papers, 34.68% stated of not having regular EPC classes and rushing at the last moment, 7.65% mentioned teacher educators casual attitude toward the EPC papers, 9.45% student teachers responded of teacher educators not covering the whole EPC course contents, while 29.27% of the student teachers expressed of teacher educators not giving proper instruction and guidance. Furthermore, it was also found from the responses of 8.55% student teachers that there was no practical class of ICT, while 1.35% stated of uneasiness among student teachers and experts especially those experts hired from outside college to engage EPC papers.

With regard to content related problems, majority (37.38%) of the student teachers mentioned of vast course content and failure of teacher educators to practically implement it, 4.95% cited lack of relevant reference materials, 16.66% stated of time constraint, 12.61% felt some contents were not very relevant, 3.60% found the course contents were basic under EPC-3 (Critical Understanding of ICT), while 9.00% expressed of vast contents under EPC-1 (Understanding Self).

In relation to infrastructure related problems, 75.25% student teachers responded of not having the required equipment and infrastructural facilities, projection screen, not enough space and platform, no proper sound system, musical instruments etc for effectively and successfully transacting EPC papers.

4.3.16 EPC course enhance the capacities of the student teachers and the reasons

Table No.4.3.16

EPC course enhance the capacities of the student teachers and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	Undecided
1	EPC course enhance the student teachers capacities and the reasons	493 (91.29%)	47 (8.70%)
2	Reasons for 'Yes'	No. Of responses (%)	
i	Helps in all round development	493	337(68.35%)
ii	Constructivist approach is reflected the most through EPC paper alone	493	19(3.85%)
iii	Learn and explore new things which were very helpful during internship	493	13(2.04%)
iv	Enables student teachers to practically and actively engaged in learning	493	47(9.53%)
v	Encourage student teachers to come out from their comfort zone	493	17(3.44%)
3	Reason for 'Undecided'	No. Of responses (%)	
i	Vast course content focusing more on completion of the course	47	14(29.78%)
ii	If taken seriously only	47	31(65.95%)
iii	Depends on the student teacher interest	47	22(46.80%)
iv	To some extend	47	7(14.89%)
v	Failure to implement practically	47	3(6.38%)
vi	Very less time given for activities	47	13(27.65%)
vii	Not all student teachers get chance to participate in EPC related practical activities	47	11(23.40%)
viii	Most of the time student teachers were assigned writing tasks only	47	9(19.14%)
ix	Too many activities and projects hampers the study hours of other paper	47	4(8.51%)

Table No.4.3.16 reveals as to whether the EPC course enhance the capacities of the student teachers or not and the reasons. It is encouraging to note that majority (91.29%) of the student teachers responded of EPC course enhancing their capacities and competencies, while few (8.70%) student teachers were undecided of the impact of EPC course.

With regard to reasons given by 91.29% of the student teachers who responded of EPC papers enhancing their capacities, 68.35% of the student teachers mentioned of building their confidence, develop values and skills, improve communication skills, nurture creativity, to reflect and identify ones potentialities and capabilities for improvement etc and helps in all round development, 3.85% stated that the constructivist approach was reflected the most through the EPC course alone, 2.04% expressed of learning and exploring new things which were very helpful during their teaching practice, 9.53% stated of enabling them to practically and actively engaged in learning, while for 3.44% of the student teachers EPC papers had encourage them to come out from their comfort zone.

Out of those student teachers who were undecided as whether EPC papers enhance their capacities or not, 29.78% of them responded that course content being vast teacher educators focus more on completion of the course, 65.95% student teachers opined that if taken seriously only EPC papers would help in enhancing their capacities, 46.80% felt it depends on the interest of the student teachers, while 14.89% expressed of enhancing their capacities but to some extent only. 6.38% reported failure of teacher educators to effectively implement the course practically, 27.65% expressed of very less time given for activities, 23.40% lamented that due to large number of student teachers in the classroom not all get chance to participate in EPC related practical activities, while 19.14% said most of the time student teachers were assigned writing tasks only.

4.3.17 Assessment in EPC paper

Table No.4.3.17
Assessment in EPC papers

Sl. No.	Assessment	Type of responses	No. Of responses (%)
1	Theory and practical activities	Yes	463(85.74%)
		No	6(1.11%)
		Not aware	71(13.14%)
2	Group discussion cum presentation/ demonstration	Yes	465(86.11%)
		No	17(3.14%)
		Not aware	58(10.79%)
3	Regular attendance	Yes	389(72.03%)
		No	24(4.44%)
		Not aware	127(23.51%)
4	Reflection and analysis	Yes	414(76.66%)
		No	11(2.03%)
		Not aware	115(21.29%)
5	Report writing/journal/portfolio	Yes	470(87.03%)
		No	13(2.40%)
		Not aware	57(10.55%)

With regard to assessment in EPC papers, Table No. 4.3.17 indicates majority (85.74%) responses from the student teachers that teacher educators used to assess them through theory and practical activities, 1.11% said assessment were not done through theory and practical activities, while 13.14% were not aware about it.

Student teachers were also assessed through group discussion cum presentation/ demonstrations as indicated by 86.11% of them, which however was not the case with 3.14%, while 10.79% of the student teachers were ignorant about the practice.

Regular attendance were also regarded during assessment as responded by 72.03% of the student teachers, 4.44% expressed of assessment not based on their regular attendance and 23.51% were ignorant about it.

Assessment was also based on reflection and analysis as indicated by 76.66% of the student teachers, which however was not the case with 2.03%, while 21.29%, expressed their ignorance.

Report/journal/portfolio were also taken into consideration for assessing student teachers as indicated by 87.03% of them, which was however not regarded according to 2.40%, while 10.55% expressed their ignorance about the practice.

4.3.18 Evaluation in EPC papers

Table No.4.3.18
Evaluation in EPC papers

Sl. No.	Evaluation	Type of responses	No. Of responses (%)
1	Report writing/journal/ portfolio	Yes	540(100%)
		No	-
		Not aware	-
2	Viva Voce	Yes	540(100%)
		No	-
		Not aware	-

Table No.4.3.18 relates to evaluation in EPC papers. It is evident from the responses of 100% of the student teachers that evaluation in EPC papers was done through report writing/journal /portfolio and through Viva Voce.

4.3.19 Duration of pre-internship and internship/teaching practice

Table No.4.3.19
Duration of pre-internship and internship/teaching practice

Sl. No.	Programme	No. Of days/weeks/ month	No. Of responses (%)
1	Pre-internship	a) 2 days	5(0.92%)
		b) 3days	10(1.85%)
		c) 4days	7(1.29%)
		d) 1 week	176(32.59%)
		e) 2 weeks	331(61.29%)
		f) 3 weeks	2(0.37%)
		g) 4 weeks	9(1.66%)
2	School internship/Teaching practices	a) 20 days	22(4.07%)
		b) 1 month	138(25.55%)
		c) 2 months	380(70.37%)

Table No.4.3.19 shows a mixed responses from the student teachers, where 0.92% mentioned that the duration of pre-internship was two (2) days, 1.85% said was three (3) days, 1.29% stated the duration was four (4) days, 32.59% expressed of one (1) week, majority (61.29%) responded of two (2) weeks, 0.37% reported of three (3) weeks, while 1.66% mentioned going for school observation for four (4) weeks.

With regard to the duration of school internship/teaching practice, 4.07% of the student teachers responded of their college sending them for teaching practice for twenty (20) days, 25.55% indicated that the duration was one (1) month, while majority (70.37%) mentioned of going for teaching practices for two (2) months.

4.3.20 Opinion on duration of internship programme

Table No.4.3.20
Opinion on duration of internship programme

Sl. No.	Programme	Type of responses	No. Of responses (%)
1	Pre-internship	a) Too long	74(13.70%)
		b) Sufficient	438(81.11%)
		c) Not enough	28(5.18%)
2	Internship/Teaching practice	a) Too long	121(22.40%)
		b) Sufficient	371(68.70%)
		c) Not enough	48(8.88%)
3	Post- internship	a) Too long	10(1.85%)
		b) Sufficient	438(81.11%)
		c) Not enough	92(17.03%)

Table No.4.3.20 reveals that the duration of pre-internship programme were sufficient for majority (81.11%) of the student teachers, for 13.70% it was too long, while the duration were not sufficient as indicated by 5.18 %.

Further, school internship/teaching practice duration was found to be sufficient enough for professional development of teachers as responded by 68.70% of the student teachers, 22.40% indicated that it was too long, while 8.88% expressed that the duration were not enough for their teaching practice.

Data also indicates that, while 1.85% student teachers found the post-internship duration as too long, for 81.11% it was sufficient and 17.03% indicated that it was short and not enough.

4.3.21 Nature of pre-internship programme

Table No.4.3.21
Nature of pre-internship programme

Sl. No.	Nature of practice	No. Of 'Yes' responses (%)
1	Forwarding letter from the principal addressed to the respective school is handed to the student teachers before leaving for their pre-internship	533 (98.70%)
2	Proper guidance, support and instruction is given to the student teachers prior to the pre-internship programme	487 (90.18%)
3	Student teachers are made to do necessary survey/ investigation relating to the practicum	540 (100%)
4	Teacher educators sometimes pay a surprise visit for supervising and assessing the student teachers	346 (64.07%)
5	Student teachers are made to maintain attendance format to record their attendance counter signed by the head teacher/head master of the concerned respective schools	477 (88.33%)
6	After returning, student teachers are divided into groups for discussion and presentation on their real classroom observation	444 (82.22%)
7	Sample demonstration are presented by the student teachers based on their observation of the real classroom followed by feedback and suggestions	347 (64.25%)
8	Input from teacher educators	452 (83.70%)
9	Student teachers are made to write a report based on their observation	540 (100%)

Table No.4.3.21 shows a mixture of responses from student teachers with regard to pre-internship practice, where 98.70% indicated that forwarding letter from the principal addressed to the respective school were handed to them before leaving for their pre-internship, 90.18% said proper guidance, support and instruction were given prior to the pre-internship programme, 100% informed that during their visit to the schools beside observation they were also made to do necessary survey/investigation

relating to their practicum, while 64.07% indicated of teacher educators sometimes paying surprise visit for supervising and assessing the student teachers. Figures also shows 88.33% of the student teachers maintaining attendance format to record their attendance counter signed by the head teacher/head master of the concerned respective schools and after their school observation 82.22% of the respondents indicated of dividing them into groups for discussion and presentation on their real classroom observation. 64.25% said sample demonstrations were presented based on their observation of the real classroom followed by feedback and suggestions along with inputs from the teacher educators as reported by 83.70%. Further, cent percent (100%) mentioned of writing report based on their overall school observation.

4.3.22 Nature of school internship/teaching practice

Table No.4.3.22
Nature of school internship/teaching practice

Sl. No.	Nature of practice	No. Of 'Yes' responses (%)
1	Lesson plan are checked and approved by the concerned pedagogy teacher educators before going for practice teaching	466 (86.9%)
2	Student teachers works as regular teacher and participate in all the school activities	517 (95.74%)
3	Teacher educators takes turn to visit the school for supervising	468 (86.66%)
4	Regular and immediate feedbacks are provided to the student teachers on the basis of their performance	434 (80.37%)
5	Student teachers maintain a daily attendance record which is duly countersign by the head teacher/ teacher in charge of the school	513 (95%)
6	Teacher from practising school supervise and help student teachers	459(85%)
A	If any other	No. Of responses (%)
i	Peer assessment	48(8.88%)
ii	School principal check whether the lesson plan were approved or not before taking class	6(1.11%)
iii	All teacher educators are involved in checking and approving the lesson plan	92 (17.03%)

iv	Not all lesson plan are approved before going for internship, teacher educators from other discipline too check it while supervising	62(11.48%)
v	Supervision by M.Ed trainees	6(1.11%)
vi	Only the pedagogy teacher educators come for supervision	20(3.70%)
vii	Teacher educators supervise only their allotted school	9(2.03%)

Table No.4.3.22 shows that all the colleges of teacher education followed different nature of internship/teaching practice, where 86.9% of the student teachers mentioned of checking and approving their lesson plan by the concerned pedagogy teacher educators before their teaching practice, majority (95.74%) responded having worked as regular teacher and participating in all school activities, 86.66% indicated teacher educators taking turn to visit schools for supervising, 80.37% said regular and immediate feedback were provided to them on the basis of their performance, 95% maintained their daily attendance record duly countersigned by the head teacher /teacher in charge of the schools and 85% responded of teachers from practising school supervising and helping them.

Figure also shows that 8.88% of the student teachers were made to assess their peers engaging class, 1.11% each expressed of school principal checking whether their lesson plan were approved or not before taking class and supervision done by the M.Ed trainees, 17.03% responded of involvement of all the teacher educators in checking and approving their lesson plan. Further, it was found from the responses of 11.48% of the student teachers that not all lesson plan were approved before going for internship and teacher educators from other discipline too check it while supervising them, 3.70% informed of only the pedagogy teacher educators supervising them, while 2.03% expressed that their teacher educators were divided into different schools and they supervise only their allotted school.

4.3.23 Steps involved in constructing lesson plan

Table No.4.3.23
Steps involved in constructing lesson plan

Sl. No.	Steps	No. Of 'Yes' responses (%)
1	Instructional model based on 5Es	540(100%)
2	General entries and information	540(100%)
3	Content mapping	540(100%)
4	Basing on content mapping instructional objectives are framed	540(100%)
5	Method of teaching and expected time for each steps based on 5Es	540(100%)
6	Use of TLM	540(100%)
7	Homework/assignment	540(100%)
8	Post teaching reflection	540(100%)
9	Supervisors remarks	540(100%)

Table No.4.3.23 deals with the steps involved in constructing lesson plan. It is evident from the responses of 100% of the student teachers that all the nine (9) colleges of teacher education followed the same 5Es instructional model and steps viz. general entries and information, content mapping, basing on content mapping instructional objectives were framed, method of teaching and expected time for each steps based on 5Es, use of TLM, homework/assignment, post teaching reflection and supervisors remarks in lesson plan construction.

4.3.24 Satisfactory level and the reasons with regard to construction and evaluation of lesson plan

Table No.4.3.24

Satisfactory level and the reasons with regard to construction and evaluation of lesson plan

Sl. No.	Items	Type & no. Of responses (%)			
		Satisfied	Not much satisfied	Not at all satisfied	Can't say
1	Satisfaction with construction of lesson plan based on 5Es model and the reasons	403 (74.62%)	89 (16.48%)	9 (1.66%)	39 (7.22%)
2	Satisfaction with evaluation of lesson plan and the reasons	381 (70.55%)	85 (15.74%)	9 (1.66%)	65 (12.04%)

Table No.4.3.24 indicates a mixed responses from the student teachers, where majority (74.62%) of the student teachers were satisfied with the way lesson plan was constructed based on 5Es (Engage, explore, explain, elaborate, evaluate) model, 16.48% were not much satisfied, 1.66% expressed of not at all satisfied, while 7.22% had no opinion to offer about the way lesson plan was constructed.

Further, 70.55% of the student teachers expressed satisfaction with evaluation of lesson plan, 15.74% were not much satisfied, 1.66% was at all not satisfied, while 12.04% could not tell about the level of their satisfaction with regard to evaluation of their lesson plan.

4.3.24. A) Construction of lesson plan

Table No.4.3.24.A)
Construction of lesson plan

Sl. No.	Construction of lesson plan	No. Of responses (%)
1	Reasons for being 'Satisfied'	
i	Helps students to express their thoughts, opinion and construct knowledge using prior experience and knowledge	403 293(72.70%)
ii	It is simple, brief, systematic and demands creativity	403 66(16.37%)
iii	Makes teachers and pupils to think every time	403 7(1.73%)
iv	Practical in approach	403 32(7.94%)
v	Helps to utilize the time well and makes classroom environment interesting	403 4(0.99%)
vi	Satisfactorily executed lesson plan in most classes without much difficulty	403 6(1.48%)
vii	Covers all aspects of teaching and learning	403 25(6.20%)
viii	Helps to have content mastery and be confident	403 9(2.23%)
ix	Maximise learners engagement	403 120(29.77%)
x	Students learn and understand the concept better	403 36(8.93%)
xi	New challenging roles for the teachers	403 4(0.99%)
xii	Helps teachers to continuously asses the students	403 12(2.97%)

2	Reasons for 'Not much satisfied'	No. Of responses (%)
i	Difficulty in time management	89 64(71.91%)
ii	The model cannot be applied in some topics or lesson	89 31(34.83%)
iii	Giving assignment everyday may be burden and stressful for students	89 5(5.61%)
iv	Difficult in execution in real classroom where the number of students are big	89 29(32.58%)
v	Lack of flexibility in the 5Es steps	89 14(15.73%)
vi	Evaluation comes as a separate step that too in the last	89 2(2.24%)
vii	Difficult to follow all the time	89 28(31.46%)
viii	Inability of the students to understand without explanations	89 34(38.20%)
ix	Lack of clarity on the part of the teacher educators regarding the 5Es step	89 13(14.60%)
3	Reasons for 'Not at all satisfied'	No. Of responses (%)
i	Teacher educators all have different concept about lesson planning and it confuse the students more	9 3(33.33%)
ii	Time constraints	9 9(100%)
iii	Pupils self construction of knowledge is bound to go otherwise and may not be results oriented	9 1(11.11%)
iv	Difficult to follow 5Es model in sequence	9 5(55.55%)
4	Reasons for 'Can't say'	No. Of responses (%)
i	Time management	39 27(69.23%)
ii	Not able to follow the lesson plan	39 1(2.56%)
iii	Not practical in real classroom where no proper ratio of student and teachers are maintain	39 15(38.46%)
iv	Teacher educators lack of clarity about the 5Es model	39 18(46.15%)
v	Difficult for students to understand without explanation	39 25(64.10%)
vi	Difficult to follow 5Es model when there is no response from the students	39 11(28.05%)
vii	Minimized teachers role	39 7(17.94%)

Table No.4.3.24.A) reveals the reasons given by those student teachers who expressed satisfaction with the construction of lesson plan based on 5Es (Engage, explore, explain, elaborate, evaluate) model, 72.70% of the student teachers mentioned that constructivist lesson plan help students to expressed their thoughts,

opinion and construct knowledge using prior experience and knowledge, 16.37% stated that the lesson plan based on 5Es model was simple, brief and systematic beside demanding creativity, 1.73% expressed of making teachers and pupils to think every time, 7.94% found that the lesson plan was practical in approach, 0.99% of the student teachers each mentioned of helping them to utilize the time well making classroom environment interesting and found that the role of teachers were challenging with this approach. Further, 1.48% was satisfied because they were able to successfully and effectively execute the lesson plan in most classes without much difficulties, 2.23% lamented of helping them to develop confidence and to have content mastery. 29.77% viewed of enhancing learners engagement in the teaching learning process, 8.93% opined that students learned and understand the concept better with the constructivist approach, while 2.97% said that teachers were able to continuously assess the students following the constructivist lesson plan.

Out of those student teachers who were not much satisfied with the lesson plan construction, following reason were given by them, 71.91% of the student teachers stated problem of time management, 34.83% mentioned that 5Es model cannot be applied in some topics or lesson, while 5.61% opined that giving assignment everyday may be burden and stressful for students. 32.58% of the student teachers expressed difficulty in implementation of the constructivist approach where there were bigger numbers of students in a classroom, 15.73% indicated lack of flexibility in the 5Es steps and 2.24% expressed dissatisfaction with evaluation coming as a separate step that too at the last in 5Es model. Further, 31.46% of the student teachers found it difficult to execute the lesson plan at all times, 38.20% stated inability of the students to understand without explanations, while 14.60% reported lack of clarity on the part of the teacher educators regarding the 5Es steps.

It is evident from Table No.4.3.24.A) that every student teacher who were at all not satisfied with the construction of lesson plan based on 5Es (Engage, explore, explain, elaborate, evaluate) model have cited of time constraints in its implementation, 33.33% stated that all teacher educators have different concept about lesson planning and it confuse them more, 55.55% expressed difficulty to follow 5Es model in sequence and 11.11% said pupils self construction of knowledge was bound to go otherwise and may not be results oriented if there were lack of prior knowledge about the topic being taught .

Following reasons were stated by those student teachers who could not say whether they were satisfied or not with the way lesson plan was constructed, 69.23% of student teachers cited problem in managing time, 2.56% expressed of not being able to follow what was in the lesson plan, 38.46% found that constructivist lesson plan was not practical in real classroom where there were no proper ratio of student and teachers, 46.15% mentioned lack of clarity regarding the 5Es model from the teacher educators and that they were not properly oriented while planning the lesson, 64.10% lamented that without explanation it was difficult for students to understand and the teacher could not even give necessary/additional information, 28.05% expressed difficulty in following 5Es model when there were no response from the students, while 17.94% opined of the teachers role being minimised under the constructivist approach.

4.3.24. B) Evaluation of lesson plan

Table No.4.3.24.B)
Evaluation of lesson plan

Sl. No.	Evaluation of lesson plan	No. Of responses (%)
1	Reasons for being 'Satisfied'	
i	Comments and feedback received were satisfactory and helps to identify weakness for improvement	381 137 (35.95%)
ii	Mistakes were corrected	381 96(25.19%)
iii	Effort in lesson planning and class transaction were taken into consideration	381 42 (11.02%)
iv	All steps and components under the format were properly checked and corrected	381 111 (29.13%)
v	Properly instructed and guided	381 16 (4.19%)
vi	Evaluation was done on how creative student teacher construct the lesson plan	381 6 (1.57%)
2	Reasons for 'Not much satisfied'	No. Of responses (%)
i	Before internship teacher educators do not properly check and approve all the lesson plan	85 12 (14.11%)
ii	After evaluating 4-5 lesson plan student teachers were given liberty to plan the remaining lesson which were not properly checked	85 17 (20%)
iii	Only negative remark on the lesson plan which discourage the student teachers	85 25 (29.41%)

iv	Teacher educators from other discipline supervising science and mathematics class do not do justice while assessing the student teachers	85 3 (3.52%)
v	Not observing the class completely and remarks given on usages of all 5Es was de-motivating	85 22 (25.88%)
vi	Teacher educators tends to have contradictory opinion and feedback for the same lesson plan	85 17 (20%)
vii	New teacher educators with less experience evaluating was not satisfactory	85 3 (3.52%)
3	Reasons for 'Not at all satisfied'	No. Of responses (%)
i	Only written negative feedback	9 6(66.66%)
ii	Some teachers educators tend to point only the weakness of the student teachers without giving suggestion for improvement	9 3(33.33%)
iii	No regular supervision	9 4(44.44%)
4	Reasons for 'Can't say'	No. Of responses (%)
i	Teacher educators too are product of the behaviourist approach	65 38(58.46%)
ii	Evaluation of same lesson plan differ from one teacher educator to other	65 9(13.84%)
iii	Observing for few minutes and giving comments for overall class	65 18(27.69%)
iv	Re-planning the lesson even when the class was satisfactory	65 3(4.61%)

With regard to the reasons given by those student teachers who were satisfied with the lesson plan evaluation, Table No.4.3.24.B) shows as, 35.95% of the student teachers expressed that comments and feedback received from the teacher educators were satisfactory and help them to identify weakness for improvement, 25.19% mentioned of their mistakes being corrected, 11.02% said their efforts in lesson planning and class transaction was taken into consideration, 29.13% lamented that all steps and components under the lesson plan format were properly checked and corrected. Further, 4.19% of the student teachers informed of getting proper instruction and guidance from the teacher educators which have encouraged and motivated them, while 1.57% opined that evaluation was done on how creative student teachers construct their lesson plan.

Out of those student teachers who were not much satisfied with evaluation of their lesson plan, 11% of the student teachers expressed their displeasure as teacher educators do not properly check and approve all the lesson plan prior their teaching

practices, 20% informed that liberty were given to student teachers to plan the remaining lesson after evaluating 4-5 lesson plan which were not properly checked, 29.41% expressed their dissatisfaction that teacher educators tend to give only negative remark on their lesson plan which discourages them, 3.52% mentioned that teacher educators from other discipline supervising science and mathematics class do not do justice while assessing them, 25.88% reported of teacher educators not observing the class completely and remarks given on usages of all 5Es were demotivating for them. 20% of the respondents further lamented that teacher educators tends to have contradictory opinion and feedback for the same lesson plan, while few (3.52%) student teachers were not much satisfied of the new teacher educators with less experience evaluating them.

Following reasons were given by those student teachers who were at all not satisfied with the way their lesson plan was evaluated, 66.66% of the student teachers reported of teacher educators giving only written negative remarks/comment on their lesson plan which they felt would have bad impression for the external experts during their Viva Voce, 33.33% lamented that some teachers educators tend to point only the weakness of the student teachers without giving suggestions for improvement and 44.44% mentioned of not having regular supervision during their teaching practice.

Further, those student teachers who could not tell the level of their satisfaction with regard to evaluation of their lesson plan, following reasons were given by them, 58.46% of the student teachers lamented that since teacher educators were product of the behaviourist approach they could not say how their lesson plan were being evaluated, 13.23% responded that evaluation of same lesson plan differ from one teacher educator to the other, 27.69% mentioned of having less idea of how teacher educators observing them for few minutes tend to give comments for overall class, while few (4.61%) student teachers expressed that though they were told not to follow lesson plan but re-planning were given even if students were active and could comprehend the concept taught in the classroom.

4.3.25 Competency of teacher educators for supervision and the reasons

Table No.4.3.25

Competency of teacher educators for supervision and the reasons

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Teacher educators well oriented, trained and confident to supervise the student teacher during the internship period If no, the reasons	429 (82.59%)	111 (17.40%)
2	Reasons for 'No'	No. Of responses (%)	
i	Some teacher educators without adequate knowledge of constructivist approach and 5E model are made to supervise	111	18(16.21%)
ii	Not observing for adequate time and giving remarks on the components and steps which were not observe	111	40(36.03%)
iii	M.Ed trainees not observing for sufficient time and using red coloured pen for writing feedback is somewhat not acceptable	111	3(2.70%)
iv	Negative written feedback only which was demotivating	111	31(27.92%)
v	Supervisors from other discipline observing the class failed to give proper feedback	111	9(8.10%)
vi	Teacher educators have contradictory feedback and remarks for the same lesson plan	111	24(21.62%)
vii	Concern about only the lesson plan and 5Es steps rather than teaching learning process	111	6(5.40%)
viii	Negative feedback often given in front of the school staffs which was discouraging	111	5(4.50%)
ix	Some teacher educators only point out the weakness without giving suggestions for improvement	111	3(2.70%)
x	No regular feedback and correction	111	8(7.20%)
xi	No uniformity in the way supervision was done	111	2(1.80%)
xii	Teacher educators rarely comes for supervision	111	6(5.40%)
xiii	No help and support from the supervisors	111	4(3.60%)
xiv	Teacher educators are product of the behaviourist approach	111	38(34.23%)

Table No.4.3.25 relates to the competency of the teacher educators for supervision and the reasons. As regard to the query whether all the teacher educators are well oriented, trained and confident to supervise student teachers during the internship period, majority (82.59%) of the student teachers found that their teacher educators were well oriented, trained and confident to supervise them which was in contrast to the responses of remaining 17.40% student teachers.

Out of those student teachers who opined that their teacher educators were not well oriented, trained and confident to supervise them, following reasons were given, 16.21% mentioned of some teacher educators without adequate knowledge of the constructivist approach and 5Es model supervising them, majority (36.03%) of the student teachers informed of teacher educators not observing them for adequate time and giving remarks on the components and steps which were not observed, M.Ed trainees observing for insufficient time and using red coloured pen for writing feedback was found unacceptable to 2.70% student teachers, 27.92% expressed of teacher educators giving only negative written feedback which de-motivate them and suggested of maintaining balance between positive and negative feedbacks, while 8.10% said that supervisors from other discipline observing their class failed to give proper feedback. Further, 21.62% of the student teachers lamented that teacher educators had contradictory feedback and remarks for the same lesson plan, 5.40% student teachers opined that teacher educators were concern about only the lesson plan and 5Es steps rather than teaching learning process. 4.50% expressed their discouragement with their teacher educators giving negative feedback often in front of the school staffs, 2.70% reported of some teacher educators pointing out only the weakness without giving suggestions for improvement, 7.20% lamented supervisor not providing regular feedback and correction, 1.80% found lack of uniformity in the way supervision was done, whereas 5.40% expressed that teacher educators rarely comes for supervision. 3.60% of the student teachers indicated that there was no help and support from the supervisors during their teaching practice and 34.23% opined that teacher educators were not well trained and confident for supervision of teaching practice since they too were product of the behaviourist approach.

4.3.26 Problems experienced during the internship period implementing the constructivist approach

Table No.4.3.26

Problems experienced during the internship period implementing the constructivist approach

Sl. No.	Items	Types & no. Of responses (%)	
		Yes	No
1	Problem face or experience while implementing the constructivist approach during the internship period If yes, the problems and inconvenience experienced	371 (68.70%)	169 (31.29%)
2	Problems or inconvenience experienced	No. Of responses (%)	
i	Less responsive students and reluctant to participate and express their views and opinion	371	131(35.30%)
ii	Student are still used to behaviourist approach and dependent on explanation and notes	371	196(52.83%)
iii	Language/communication problem	371	46(12.39%)
iv	Classroom management	371	128(34.50%)
v	Difficulty in preparing TLM every day for every topic	371	5(1.34%)
vi	Difficult to follow 5Es in sequence	371	39(10.51%)
vii	No proper student teacher ratio	371	106(28.57%)
viii	Constructing knowledge becomes difficult when students do not have prior knowledge of the concept/ topics/areas being taught	371	35(9.43%)
ix	Time management	371	207(55.79%)
x	Cannot execute all 5Es for certain topics	371	33(8.89%)
xi	Lack of resources at schools	371	93(25.06%)

xii	Difficulty in facilitating individual differences using constructivist approach	371 89(23.98%)
xiii	No proper guidance given on the approach before and during the internship	371 10(2.69%)
xiv	Student get bored because of too many activities	371 7(1.88%)
xv	Not very applicable in lower classes	371 6(1.61%)
xvi	School text books based on behaviourist approach	371 13(3.50%)

Table No.4.3.26 clearly indicates that majority (68.70%) of the student teachers had experienced problem or inconvenience while implementing the constructivist approach during their teaching practice/internship period, however 31.29% mentioned of not encountering any such problem or inconvenience.

With regard to the problems/inconvenience faced, 35.30% of the student teachers stated that students were less responsive and reluctant to participate and express their views and opinion, 52.83% expressed of students attachment towards the behaviourist approach and dependent on explanation and notes creating hurdles while implementing the constructivist approach, 12.39% informed coming across communication gap between the students and them due to language barrier, 34.50% mentioned difficulty in classroom management, 1.34% voiced their difficulty in preparing TLM every day for every topic, 10.51% of the student teachers stated their difficult in following 5Es in sequence at all times 28.57% responded of difficulty in implementing the constructivist approach where there was no proper student teacher ratio in the classroom, 9.43% said that constructing knowledge becomes difficult when students do not have prior knowledge of the concept/topics/areas being taught. From the responses of 55.79% of the student teachers, it was found that time management has been one major problem while implementing the constructivist approach, 8.89% mentioned of experiencing problem executing all 5Es for certain topics, 25.06% expressed lack of resources at schools hindering towards successful implementation of the constructivist approach, while 23.98% reported difficulty in facilitating individual differences using the constructivist approach. Further, 2.69% of the respondents cited lack of proper guidance from the teacher educators on the constructivist approach before and during the internship, 1.88% expressed of students getting bored because of too many activities, 1.61% opined of the constructivist

approach not very applicable in lower classes and 3.50% responded of school text books based on the behaviourist approach as such they found difficulty in implementing the constructivist approach.

4.3.27 Checking academic works of the student teachers

Table No.4.3.27
Checking academic works of the student teachers

Sl. No.	Academic works	No. Of 'Yes' responses (%)
1	Assignment	540 (100%)
2	Class test papers	479 (88.70%)
3	Projects works	535 (99.07%)
4	Case study	232 (42.96%)
5	Report writing/journal/portfolio	540(100%)

Table No.4.3.27 indicates that 100% of the student teachers responded of teacher educators checking their assignments and reports/portfolio/journal, 88.70% indicated of teacher educators checking and correcting their class test papers, as high as 99.07% of the respondents mentioned of checking their projects works, while some (42.96 %) student teachers mentioned teacher educators checking their case study.

4.3.28 Method of correction adopted by the teacher educators

Table No.4.3.28
Method of correction adopted by the teacher educators

Sl. No.	Method of correction	No. Of 'Yes' responses (%)				
		A	CTP	PW	CS	RW/J/P
1	Correction by the teacher educator	540 (100%)	479 (88.70%)	535 (99.07%)	232 (42.96%)	540 (100%)
2	Correction with the help of the bright student teachers in the class	47 (8.70%)	89 (16.48%)	11 (2.03%)	-	-
3	Correction with the help of the black/white/green board	171 (31.66%)	140 (25.92%)	54 (10%)	54 (10%)	22 (4.07%)
4	Correction by interchanging the students teachers works among them	13 (2.40%)	58 (10.74%)	7 (1.29%)	6 (1.11%)	-
5	Glance checking and signing by the teachers educators	111 (20.5%)	24 (4.44%)	317 (58.70%)	138 (25.55%)	149 (27.59%)

Full forms of the abbreviations used in Table No.4.3.28 are as follows:

A- Assignment
CTP- Class test papers
PW- Project works
CS- Case study
RW/J/P- Report writing/Journal/Portfolio

From the responses of the student teachers, Table No.4.3.28 reveals of teacher educators employing different correction method while checking their academic works.

With regard to assignment, 100% of the student teachers indicated of teacher educators themselves correcting their assignment, where 8.70% said correction of assignment were done with the help of bright student teachers in the classroom,

31.33% indicated correcting their assignment with the help of white/black/green board, 2.40% said correction of their assignment was also done by interchanging their works among them, while 20.55% indicated of glance checking and signing by the teachers educators.

For class test paper, majority (88.70%) of the student teachers responded of teacher educators correcting their class test papers, 16.48% said correction were done with the help of bright student teachers in the classroom, 25.92% indicated of correction done with the help of white/black/green board, 10.74% said correction of their class test papers were also done by interchanging their works among them and 4.44% opined of teacher educators practising glance checking and signing while correcting their class test papers .

With regard to project works, majority (99.07%) of the respondents indicated teacher educators correcting their written project works themselves and 58.70% felt teacher educators used to do glance checking and signing.10% of the student teachers found teacher educators giving correction with the help of the black/white/green board, 2.03% indicated correction done with the help of bright student teachers in the classroom and 1.29% responded of teacher educators interchanging the student teacher's works among them for correcting their project works.

42.96% of student teachers responded of teacher educators themselves correcting their case study, 10% correction with the help of white/black/green board, 1.11% mentioned correction by interchanging their works among them, while 25.55% opined glance checking and signing by the teacher educators.

With regard to report writing/journal/portfolio, 100% student teachers indicated of correction done by the teachers themselves, 4.07% said correction were also made with the help of black/white board and 27.59% opined of glance checking and correcting by the teacher educators.

4.3.29 Quantitative tools and techniques (Theory/Scholastic)

Table No.4.3.29
Quantitative tools and techniques (Theory/Scholastic)

Sl. No.	Quantitative tools and techniques (Theory/Scholastics)	No. Of 'Yes' responses (%)	
1	Oral test	540(100%)	
	If yes, type of oral test		
A	Type of test	No. Of 'Yes' responses (%)	
i	Oral question in class	285(52.77%)	
ii	Debate in class	144(26.66%)	
iii	Class seminar	540(100%)	
B	If any other		
2	Written internal examination	Type & no. Of responses (%)	
	If yes, type of test	Yes	512(94.81%)
		No	28(5.18%)
A	Type of test	No. Of responses (%)	
i	Essay type	512	390(76.17%)
ii	Objective type	512	22(4.29%)
iii	Both	512	100(19.53%)
3	Assignments	Type and no. Of responses (%)	
		Yes	525(97.22%)
		No	-
		Not aware	15(2.77%)
4	Class test	Yes	479(88.70%)
		No	61(11.29%)
		Not aware	
5	Group discussion cum presentation	Yes	410(75.92%)
		No	-
		Not aware	130(24.07%)
6	Practical test	Yes	342(63.33%)
		No	18(3.33%)
		Not aware	207(38.33%)
7	Observation technique	Yes	185(34.25%)
		No	30(5.55%)
		Not aware	325(60.18%)

With regard to quantitative tools and techniques used by the teacher educators for assessing student teachers in theoretical/scholastic subjects, TableNo.4.3.29 indicates 100% responses from the student teachers that oral tests were conducted for assessing them in theoretical subjects, where 52.77% student teachers indicated of teacher educators asking oral questions in the classroom, 26.66% expressed of conducting debate, while class seminars were also conducted as expressed by every student teacher.

94.81% of the student teachers responded of their colleges conducting written internal examination for assessing them, however 5.18% indicated that no such written internal examination were conducted.

With regard to type of written test, out of those student teachers who indicated of their colleges conducting written internal examination, 76.17% of the respondents indicated that essay type questions were set for the written internal examination, 4.29% responded of having objective type test and 19.53% expressed of having both essay and objective type questions for the written internal examination.

Beside oral test and written internal examination, figures also shows that assignments were also assigned to the student teachers for assessing them as indicated by 97.22% of them, class test were conducted for assessment as expressed by 88.70%, while 75.92% responded of teacher educators conducting group discussion and presentation in the classroom where they were assessed. Further, 63.33% of the student teachers indicated of conducting practical test where they were made to demonstrate their skills and leanings and observation techniques were also employed by the teacher educators as opined by 34.25% while assessing them in scholastic areas.

4.3.30 Qualitative tools and techniques (Practical/Co-scholastic)

Table No.4.3.30
Qualitative tools and techniques (Practical/Co-scholastic)

Items	Tools	Type and no. Of responses (%)	
Qualitative tools and techniques	a) Anecdotal records	Yes	4(0.74%)
		No	194(35.92%)
		Not aware	342(63.33%)
	b) Observation schedule	Yes	112(20.74%)
		No	49(9.07%)
		Not aware	379(70.18%)
	c) Checklist	Yes	31(5.74%)
		No	76(14.07%)
		Not aware	433(80.18%)
	d) Rating scale	Yes	10(1.85%)
		No	91(16.85%)
		Not aware	439(81.26%)
	e) Learners profile	Yes	34(6.29%)
		No	188(34.81%)
		Not aware	318(58.88%)
	f) Reflective journals	Yes	488(90.37%)
		No	-
		Not aware	52(9.62%)
	g) Portfolio	Yes	221(40.92%)
		No	90(16.66%)
		Not aware	229(42.40%)
	h) Interview(viva)	Yes	540(100%)
		No	-
		Not aware	-
	i) Project works	Yes	404(74.81%)
		No	25(4.62%)
		Not aware	111(20.55%)
	j) Case study	Yes	157(29.07%)
		No	308(57.03%)
		Not aware	75(13.88%)
	k) Report writing	Yes	415(76.85%)
		No	35(6.48%)
		Not aware	90(16.66%)

Table No.4.3.30 relates to the qualitative tools and techniques used by the teacher educators for assessing the practical/co-scholastic activities. With regard to

qualitative tools and techniques for assessing co-scholastic/practical works, 0.74% student teachers responded of teacher educators using anecdotal records, 35.92% said anecdotal records were not used, but majority (63.33%) were not aware whether anecdotal records were used for assessing them or not.

Contrary to the responses of 9.07% of the student teachers, 20.74% indicated of teacher educators using observation schedule for assessing them, while majority (70.18%) were ignorant about the use of observation schedule by the teacher educators.

Checklist as responded by 5.74% of the student teachers were used by their teacher educators for assessing them, majority (80.18%) were ignorant about the use of checklist, while 14.07% said checklist was not used.

Few (1.85%) student teachers said rating scales were used for assessment, 16.85% indicated of not using the rating scale, while majority (81.26%) expressed their unawareness about the use of that tool.

While, 6.29% of the respondents expressed of assessing and evaluating them through learners profile, 34.81% indicated of not using their profile for assessment purpose and majority (58.88 %) expressed their ignorance.

Reflective journal were also regarded according to 90.37% of the student teachers, but a few (9.62%) indicated that they were not aware of their teacher educators using reflective journal for assessing them.

40.92% of the student teachers indicated of teacher educators using portfolio as an assessment tool, but 16.66% said their portfolios were not used for assessing them and majority (42.40%) expressed their ignorance about the use of portfolio.

100 % of the respondents expressed of conducting Viva Voce for assessing and evaluating them. Further, 74.81% indicated of assessment done on the basis of their project works, few (4.62%) student teachers expressed that project works assigned to them were not used for assessment purpose and 20.55% expressed their ignorance about it.

29.07% of the student teachers responded that case study were used by the teacher educators for assessing and evaluating them, but for 57.03% of the student teachers case study was not used, while 13.88% was unaware about it.

76.85% of the student teachers responded that they were assessed and evaluated from their written reports, 6.48% said written reports were not used for assessing them, while 16.66% were uninformed of using written reports for assessing them.

Thus, from the figures it may be said that except for interview (Viva Voce), project works, and report writing, most student teachers were unaware of the type of tools and techniques used by teacher educators for assessing them.

4.3.31 Observation and supervision during teaching practice

Table No.4.3.31
Observation and supervision during teaching practice

Sl. No.	Items	No. Of 'Yes' responses (%)	
1	Number of time teacher educator visit school to supervise during the internship		
i	Once a week	269(49.81%)	
ii	Twice a week	126(23.33%)	
iii	Thrice a week	42(7.77%)	
iv	Alternate days	103(18.14%)	
A	If any other	No. Of responses (%)	
i	Only twice supervised during the whole internship period	5(0.92%)	
2	Teacher educators observe the teaching practice for adequate time	Type & no. Of responses (%)	
		Yes	No
	If no, the maximum duration of time observed	500 (92.59%)	40 (7.40%)
A	Duration observed	No. Of responses (%)	
i	2-5mts	40	19(47.5%)
ii	6-10mts	40	9(22.5%)

Table No.4.3.31 indicates a mixture of responses where majority (49.81%) of the student teachers responded of teacher educators supervising them for once a week during their teaching practice/internship, 23.33% indicated of twice a week, 7.77% mentioned thrice a week, while 18.14% responded that teacher educators used to come for supervision only on alternate days. Further, 0.92% student teachers expressed of supervisor supervising their class only twice during the whole internship period.

As regard to whether the teacher educators observe the student teachers during internship period/teaching practice for adequate time or not, majority (92.59%) of the student teachers responded of having them observed for sufficient time, which however was not the case with the remaining 7.40% student teachers.

Further, figures indicates that out of those student teachers who indicated of teacher educators not observing them for sufficient time, 47.5% stated of teacher educators observing them for 2-5 minutes, while 22.5% said observation was done for 6-10 minutes.

4.3.32 Feedback, guidance and support during internship

Table No.4.3.32
Feedback, guidance and support during internship

Sl. No.	Items	No. Of 'Yes' responses (%)
1	Feedback receive from teacher educators	540(100%)
	If yes, type of feedback received	
A	Type of feedback	
i	Written	142(26.29%)
ii	Verbal	96(17.72%)
iii	Both	302(55.92%)
2	Satisfied with the guidance and support	
i	Satisfied	332(61.48%)
ii	Not satisfied	47(8.70 %)
iii	To some extent	152(28.14%)
iv	Can't say	9(1.66%)

Table No.4.3.32 shows that all the student teachers received feedback support from the teacher educators during their teaching practice. With regard to the type of feedback, 26.29% student teachers indicated getting written feedback, 17.72% responded of teacher educators providing them verbal feedback, while majority (55.92%) mentioned of receiving both written and verbal feedback.

Majority (61.48%) of the student teachers were satisfied with the guidance and support received during their teaching practice, however 8.70 % were not satisfied, 28.14% expressed of having satisfied to some extent, while 1.66% had no opinion to offer and could not say about the guidance and support received from the teacher educators.

4.3.33 Type and nature of feedback and improvement in learning and teaching

Table No.4.3.33

Type and nature of feedback and improvement in learning and teaching

Sl. No.	Items	No. Of 'Yes' responses (%)		
1	Provide feedback to the student teachers throughout the course after assessing them If yes, type and nature of feedback received	540 (100%)		
2	Type of feedback	No. Of 'Yes' responses (%)		
i	Written	58(10.74%)		
ii	Verbal	259(47.96%)		
iii	Both	223(41.29%)		
3	Nature of feedback	No. Of 'Yes' responses (%)		
i	Corrective	184(34.07%)		
ii	Directive	45(8.33%)		
iii	Both corrective and directive	142(26.29%)		
iv	Constructive	330(61.11%)		
4	Feedback help to improve learning and teaching	Type & no. Of responses (%)		
		Yes	No	To some extent
		385 (71.29%)	5 (0.92%)	150 (27.77%)

Table No.4.3.33 relates to the type and nature of feedback and improvement in learning and teaching. It is evident from the responses of 100% of the student teacher that throughout the course after assessment teacher educators used to give them feedback ,where 10.74% of the student teachers indicated of teacher educators giving them written feedback, 47.96% expressed of providing them with verbal feedback, while 41.29% responded of providing them both written and verbal feedback.

With regard to the nature of feedback, 34.07% student teachers responded of teacher educators giving them corrective feedback, directive feedback as responded by 8.33%, 26.29% opined of teacher educators providing both corrective and directive feedback, while 61.11% indicated it as constructive feedback.

Data analysis indicates that contrary to the responses of 0.92% of the student teachers, majority (71.29%) of them indicated that the feedback received from the teacher educators had help them to improve their learning and teaching, while 27.77% expressed of helping them to some extent only.

4.3.34 Co-curricular activities (CCA)

Table No. 4.3.34
Co-curricular activities (CCA)

Sl. No.	Items	No. Of 'Yes' responses (%)	
1	Organise co-curricular activities and provide opportunity for participation If yes, the activities include	540(100%)	
A	Co-curricular activities (CCA)	No. Of 'Yes' responses (%)	
i	Quiz	71(13.14%)	
ii	Debate	184(34.07%)	
iii	Observation of important days	395(73.14%)	
iv	Games and sports	540(100%)	
v	Literary and cultural activities	418(77.40%)	
vi	Community service/community engagement services to rural areas	87(16.11%)	
vii	Social work	355(65.74%)	
viii	Exhibition	80(14.81%)	
ix	Field trip	278(51.48%)	
x	Educational tour	130(24.07%)	
2	CCA organised sufficient to inculcate values and qualities needed for a humane teacher	Type & no. Of responses (%)	
		Yes	No
		358(66.29%)	182(33.70%)
3	Properly organised CCA taking into consideration the need and interest of the student teachers If no, the reasons	381(70.55%)	159 (29.44%)
A	Reasons for 'No'	No. Of responses (%)	
i	Except for games and sports and social works other activities not given much importance	159	18(11.32%)
ii	Some important days are observed just for formalities	159	13(8.17%)
iii	Student teachers have to contribute money many at times for organising CCA	159	49(30.81%)
iv	Limited time	159	38(23.89%)
v	Depending on the budget and resources available	159	21(13.20%)
vi	Lack of guidance from the teacher educators	159	9(5.66%)

Table No.4.3.34 deals with co-curricular activities (CCA). Encouraging to note from the responses of 100% of the student teachers that all the colleges of teacher education used to conduct co-curricular activities and provide them opportunities for participation.

As regard to the type of CCA, there was mixed responses where 13.14% of the student teachers responded of conducting quiz, 34.07% said debate were organised and 73.14% student teachers indicated of observing important days in their colleges. Games and sports were organised in all the colleges as expressed by cent percent (100%) of the respondents, 77.40% indicated of organising literary and cultural activities, 16.11% of the student teachers responded of organising community service/community engagement services to rural areas, while 14.81% expressed of organising exhibition. It was also found from 65.74% of the student teachers of their colleges organising social works as part of CCA, 51.48% responded of going for field trip, while educational tour were also arranged as responded by 24.07%.

Item -2 of the Table No.4.3.34 shows that in contrast to the responses of 33.70% of the student teachers, 66.29% mentioned that CCA that were organised in their colleges were sufficient for them to inculcate values and qualities needed for them to become a humane teacher.

It was also found from the responses of 70.55% of the student teachers that CCA were organised properly taking into consideration the need and interest of the student teachers, however, 29.44% opined of not taking their needs and interest into consideration.

With regard to the reasons given by those student teachers who felt that CCA in their colleges were not organised properly taking into consideration their need and interest, 11.32% of them mentioned that except for games and sports and social works other activities were not given much importance, 8.17% expressed that some important days were observed just for formalities, 30.81% lamented that many times student teachers have to contribute money from their side for organising CCA, 13.20% said CCA were organised depending on the budget and resources available, 23.89% expressed of limited time and 5.66% reported lack of guidance from the teacher educators.

4.3.35 Nature of assigning CCA, assessment and evaluation and its values and qualities

Table No.4.3.35

Nature of assigning CCA, assessment and evaluation and its values and qualities

Sl. No.	Items	No. of 'Yes' responses (%)		
1	Co-curricular activities are assigned in	165(30.55%)		
i	Group			
ii	Individual			
iii	Both individual and group	368(68.14%)		
2	Teacher educators assess and evaluate the student teacher while organising co-curricular activities	Type & no. of responses (%)		
		Yes	No	Not aware
		260 (48.145)	93 (17.22%)	187 (34.62%)
3	Participation of student teachers in CCA help them to inculcate and develop desirable qualities and values needed for a humane teacher	Yes	No	To some extent
		511 (94.62%)	-	29 (5.37%)

Table No.4.3.35 indicates that CCA were assigned to the student teachers in groups as responded by 30.55% of them, 1.29% of the student teachers said individual wise, while majority (68.14%) indicated of assigning them activities both individually as well as in group wise.

Data also reveals that 48.14% of the student teachers responded of teacher educators assessing and evaluating them in co-curricular activities, 17.22% said assessment and evaluation was not done in CCA, while 34.62% were not aware whether they were being assess or not in CCA.

Further, figures indicates that participation in CCA has helped majority (94.62%) of the student teachers to inculcate and develop the needed desirable qualities and values for becoming a humane teacher, while a few (5.37%) opined of helping them to some extent only.

SECTION –IV ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM EXPERTS QUESTIONNAIRE (Nagaland University)

This section contains tables formulated on the basis of responses given by nine (9) experts from Nagaland University

4.4.1 Experts profile

Table No.4.4.1
Experts (NU) profile

Sl. No.	Items	Type & no. Of responses (%)	
1	Number of experts	Male	3(33.33%)
		Female	6(66.66%)
		Total	9(100%)
2	Qualification	M.A	6(66.66%)
		M.Sc	3(33.33%)
		M.Phil	1(11.11%)
		Ph.D	6(66.66%)
3	Professional qualification	B.Ed	6(66.66%)
		M.Ed	5(55.55%)
A	If any other	NET	1(11.11%)
4	Administrative Experiences	5years	1(11.11%)

Out of the total number of experts from Nagaland University, figures from TableNo.4.4.1 indicates that majority (66.66%) of the experts were female and 33.33% were male, among them 66.66% had their M.A degrees, there were 33.33% with M.Sc degrees, 11.11% had M.Phil degree, while most (66.66%) of the experts were Ph.D qualified. As regard to professional qualification, 66.66% had B.Ed, 55.55% with M.Ed degree and 11.11% were NET qualified. Further, 11.11% expert had 5years of administrative experiences.

4.4.2 CTEs following NCTE norms and guidelines and the reasons

Table No.4.4.2

CTEs following NCTE norms and guidelines and the reasons

Sl. No.	Items	Type &no. Of responses (%)	
		Yes	No
1	College of secondary teacher education in Nagaland strictly following the norms and guide lines recommended by the NCTE If no, the reasons	-	9 (100%)
A	Reasons for 'No'	No. Of responses (%)	
i	Some college of secondary teacher education were running without the required teaching faculties and infrastructure	9(100%)	
ii	Teaching faculties in some colleges were appointed without representatives of the University during the interview	5(55.55%)	
iii	Teacher educators were appointed without having M.Ed degrees in some colleges	6(66.66%)	
B	If any other	No. Of responses (%)	
i	Private colleges do not have the number of teaching faculties as specified by NCTE	1(11.11%)	
ii	Admission not through centralised process	1(11.11%)	
iii	Lack of refresher course and orientation programme for teacher educators	1(11.11%)	
iv	Lack of books in library, E-resources, ICT laboratories	2(22.22%)	

Table No.4.4.2 shows that, 100 % of the experts from Nagaland University indicated that colleges of secondary teacher education in Nagaland were not strictly following the norms and guidelines recommended by the NCTE where 100% of the experts said some colleges of secondary teacher education were running without the required teaching faculties and infrastructure, 55.55% responded of teaching faculties in some colleges appointed without representatives of the University during the interview, 66.66% expressed of appointing teacher educators without having the required M.Ed degrees in some colleges. Further, 22.22% of the experts found lack of books in library, E-resources, ICT laboratories, 11.11% each stated of private colleges not

having the number of teaching faculties as specified by NCTE and admission not through centralised process.

4.4.3 Opinion on the duration of two year B.Ed course and the reasons

Table No.4.4.3

Opinion on the duration of two year B.Ed course and the reasons

Sl. No.	Items	Type of responses (%)	
		Yes	No
1	Satisfied with the existing duration of two year B.Ed course and the reasons	9(100%)	-
A	Reasons for 'Yes'	No. of responses (%)	
i	Sufficient time for teaching practice	3(33.33%)	
ii	One year B.Ed programme is not sufficient to fulfil all the objectives of teacher education	1(11.11%)	
iii	More systematic in curriculum transaction	1(11.11%)	
iv	More comprehensive and enough time for transacting the curriculum	4(44.44%)	

Table No.4.4.3 shows that 100 % of the experts were satisfied with the existing duration of two year B.Ed course, where 33.33% stated of having sufficient time for teaching practice, 11.11% each lamented that curriculum transaction were more systematic with two years and that one year B.Ed programme was not sufficient to fulfil all the objectives of teacher education. Further, 44.44% mentioned that two year B.Ed programme was more comprehensive and with two years duration enough time was there for transacting the curriculum.

4.4.4 Preference of approach to teaching-learning and the reasons

Table No. 4.4.4
Preference of approach to teaching-learning and the reasons

Sl. No.	Items	No. Of 'Yes' responses (%)	
1	Preference of approach to teaching-learning and the reasons		
i	Constructivist	1(11.11%)	
ii	Combination of the behaviourist and the constructivist	8(88.88%)	
A	Reasons for preferring the constructivist approach	No. Of responses (%)	
i	Students centred focusing more on student involvement in constructing knowledge instead of rote memorization	1 1(100%)	
B	Reasons for preferring combination of the behaviourist and the constructivist	No. Of responses (%)	
i	Basing on classroom situation and nature of topics	8 2(25%)	
ii	Schools are not setup nor curriculum are framed to strictly follow the constructivist approach	8 1(12.5%)	
iii	Constructivist alone is insufficient and time consuming	8 1(12.5%)	
iv	Both 5Es and teaching skills were equally important to bring about meaningful learning experiences	8 1(12.5%)	
v	Constructivist alone cannot be put into practice in the present situation	8 1(12.5%)	
vi	Integrating the strengths of both the approach	8 1(12.5%)	
vii	For better delivery of content as per individual needs	1(12.5%)	
2	Constructivist approach a preferred model for delivery of education and the reasons	Type & no. Of responses (%)	
		Yes	No
		8 (88.88%)	1 (11.11%)
A	Reasons for 'Yes'	No. Of responses (%)	
i	Students centred focusing more on students active involvement in knowledge construction with teachers as facilitators	8 3 (37.5%)	

ii	Enables teachers to deliver content in a broader way with participation of students in various activities	8 1(12.5%)
iii	But not for the present students following the existing curriculum and system of education	8 1(12.5%)
iv	Helps students to think, explore and makes classroom more interactive	8 1(12.5%)
v	Enable students to share ideas and opinion through their experiences and to come up with originality thus motivating to generate more information	8 1(12.5%)
B	Reasons for 'No'	No. Of response (%)
1	All in-service teachers who got trained long back are not aware about it so may not work in the present context	1 1(100%)

Table No.4.4.4 shows the preference of approach and the reasons.88.88% of the experts from Nagaland University preferred a combination of both the behaviourist and the constructivist approach, while 11.11% was in favour of the constructivist approach who mentioned that it was students centred focusing more on students' involvement instead of rote memorisation in constructing knowledge.

As regard to the reasons for preferring combination of both the constructivist and the behaviourist approach, 25% of the experts responded that basing on classroom situation and nature of topics combination of both the approach may be effective, 12.5% said schools were not setup nor curriculum was framed to strictly follow the constructivist approach, 12.5% mentioned that the constructivist approach alone was time consuming and insufficient, 12.5% lamented that both 5Es and teaching skills were equally important to bring about meaningful learning experiences, 12.5% expressed that constructivist alone cannot be put into practice in the present situation, 12.5% opined of integrating the strengths of both the approach, while 12.5% viewed that for better delivery of content as per individual needs combination of both the approach may be more effective.

Table No.4.4.4 reveals that majority (88.88%) of the experts even though they preferred combination of both the behaviourist and the constructivist approach, were in favour of the constructivist approach as a preferred model for effective delivery of education, which however was not the case with 11.11% who opined that all in-

service teachers who got trained long back were not aware about it so may not work in the present context.

With regard to the reasons given by 88.88% of the experts who preferred the constructivist approach for effective delivery of education, Table No.4.4.4 shows as, 37.5% of the experts mentioned the constructivist approach being student centred focusing more on student active involvement in knowledge construction with teachers as facilitators, 12.5% expressed of enabling teachers to deliver the contents in a broader way with participation of students in various activities, 12.5% opined of helping students to think, explore and makes classroom more interactive, 12.5% lamented of enabling students to share ideas and opinion through their experiences and to come up with originality thus motivating to generate more information, while 12.5% felt that though constructivist is a preferred model but it was not the case for the present students following the existing curriculum and system of education.

4.4.5 Views on one (1) or two (2) pedagogy papers, inclusion or exclusion of micro teaching programme and the reasons

Table No.4.4.5

Views on one (1) or two (2) pedagogy papers, inclusion or exclusion of micro teaching programme and the reasons

Sl. No.	Items	No. Of responses (%)	
1	Views on B.Ed colleges offering only one (1) pedagogy in contrast to two (2) papers during the earlier one year B.Ed programme		
i	To focus more and get specialization in one particular subject/discipline	7(77.77%)	
ii	Course designer might not be knowing the importance of offering two methodology papers which is mandatory as per NCTE	1(11.11%)	
2	Need for B.Ed colleges to offer two (2) pedagogy papers instead of one (1) paper and the reasons	Type & no. Of responses (%)	
		Yes	No
		2 (22.22%)	7 (77.77%)
A	Reasons for need of two (2) pedagogy papers	No. Of responses (%)	
i	As per NCTE two pedagogy is mandatory	2 1(50%)	
B	Reasons for need of one (1) pedagogy paper	No. Of responses (%)	

i	Better for teachers to get specialized in one subject at a time	7 7(100%)
3	Microteaching programme be included in the existing B.Ed programme and the reasons	No. Of 'Yes' responses (%) 9(100%)
A	Reasons for 'Yes'	No. Of responses (%)
i	Becomes too mechanical but freedom is given to the teachers to employ any skills best suited for the students, classroom environment and the subject contents. The skills may be included in theory but practice de done in real situation	1(11.11%)
ii	Elements of micro teaching are there in the present programme which need to be identified and practice them in a integrated manner	1(11.11%)
iii	No proper teachers training if there is no micro teaching	1(11.11%)
iv	Related to development of teaching skills and a must in the constructivist approach	1(11.11%)
v	Need not be a practical programme but can have as a theory paper	1(11.11%)
vi	Important to learn the various teaching skills and are the basic components of teaching profession	2(22.22%)

With regard to the views expressed by the experts for Nagaland University to have only one (1) or two (2) pedagogy papers, Table No.4.4.5 shows that, 77.77% of the experts mentioned was to focus more and get specialization in one (1) particular subject/discipline, while 11.11% expert opined that course designer might not be knowing the importance of offering two (2) methodology papers which was mandatory as per NCTE. There was no comment from one (1) expert.

Majority (77.77%) of the experts did not feel the need of two (2) pedagogy papers as it was better for teachers to get specialized in one (1) subject at a time. Data also shows that 22.22% were in favour of offering two (2) pedagogy papers, out of which one expert stated that as per NCTE norms, two (2) pedagogy papers is mandatory.

Table No.4.4.5 indicates that there were 100% agreements for introducing micro teaching programme in the existing curriculum, where 11.11% expert lamented that though teaching becomes too mechanical but freedom were given to the teachers to employ any skills best suited for the students, classroom environment and the subject contents and also suggested that the skills may be included in theory but practice be

done in real situation, 11.11% each expressed that elements of micro teaching skills were there in the present B.Ed programme which need to be identified and practice them in an integrated manner and there would be no proper teachers training if there was no micro teaching, further 11.11% each expressed that micro teaching is related to development of teaching skills and a must in the constructivist approach and that microteaching programme should be introduced as a theory paper but need not be a practical programme, while 22.22% viewed that teaching skills were the basic components of teaching profession which need to be learned. No reasons were provided by 22.22% of the experts.

4.4.6 Measures for successful implementation of the constructivist approach

Table No.4.4.6

Measures for successful implementation of the constructivist approach

Sl. No.	Measures for successful implementation of the constructivist approach	No. Of responses (%)
1	Modelling of the constructivist approach by teacher educators in their classroom transaction	1(11.11%)
2	Implement the constructivist approach from primary school level	3(33.33%)
3	Appropriate infrastructure and classroom setting to relate constructivist teaching and learning (ICT, teaching aids, resources etc)	3(33.33%)
4	Curriculum be framed according to the constructivist approach	3(33.33%)
5	Assessment and evaluation as per the constructivist approach	1(11.11%)
6	Organising workshops, trainings, orientation, faculty development programme etc for all the stakeholders	2(22.22%)

Table No.4.4.6 shows that for successful implementation of the constructivist approach, 33.33% of the experts from Nagaland University suggested of implementing the constructivist approach from primary school level, 33.33% experts stated that appropriate infrastructural facilities and classroom setting to relate the constructivist teaching and learning were essential and needed for successful implementation of the constructivist approach, 33.33% suggested framing the curriculum according to the constructivist approach, 11.11% said teacher educators

need to demonstrate the constructivist approach in their classroom transaction, assessment and evaluation as per the constructivist approach and 22.22% of the experts suggested of organising workshops, trainings, orientation, faculty development programme etc for all the stakeholders.

4.4.7 Quality of teacher educators and organising workshop for training

Table No.4.4.7

Quality of teacher educators and organising workshop for training

Sl. No.	Items	Type& no. Of responses (%)	
		Yes	No
1	Teacher educators are well oriented and trained in areas of assessment and evaluation and the reasons	3 (33.33%)	6 (66.66%)
A	Reasons for 'Yes'	No. Of responses (%)	
i	But not all teacher educators are well trained	3	1(33.33%)
ii	They are trained but need to attend relevant workshops and faculty development programme	3	2(66.66%)
B	Reasons for 'No'	No. Of responses (%)	
i	Teacher educators are product of the behaviourist approach and need training in the new approach for that areas	6	1(16.66%)
ii	Some teacher educators are not well equipped to competent to assess and evaluate student teachers	6	4(66.66%)
2	University organise workshop/orientation/ training for teacher educators in areas of assessment and evaluation	Type & no. Of responses (%)	
	If no, the reasons	5(55.55%)	3(33.33%)
A	Reasons for 'No'	No. Of responses (%)	
i	College of teacher education have not shown any interest in this regard to the University	3	1(33.33%)
ii	The need has not been highlighted much	3	1(33.33%)
iii	Training/orientation/workshops has been conducted but not in areas of assessment and evaluation	3	1(33.33%)

Table No.4.4.7 deals with the quality of teacher educators and organising workshop for training. 33.33% of the experts were of the view that teacher educators were well oriented and trained in areas of assessment and evaluation, however majority (66.66%) do not think so, where 16.66% opined that since teacher educators were product of the behaviourist approach they also need training in the constructivist approach, 66.66% of the experts mentioned that some teacher educators were not well equipped to competently assess and evaluate student teachers. 16.66% expert had no opinion to offer to the query asked.

As regard to the reasons stated by those experts who expressed of teacher educators as well trained and oriented in areas of assessment and evaluation, 33.33% expert mentioned that some teacher educators were not well trained and oriented and expressed the need of training for them in the new approach, further 66.66% of the respondents expressed that though they are trained but still they need to attend relevant workshops and faculty development programme.

Contrary to the responses of 33.33% of the experts, 55.55% indicated that workshop/orientation /training for teacher educators in areas of assessment and evaluation was conducted or organised by the University. 16.66% expert did not indicate anything to the query being asked.

As to the query why University do not conduct or organise workshop/orientation/training for teacher educators in areas of assessment and evaluation, out of those experts who mentioned of University not organising workshop/orientation/training for teacher educators in areas of assessment and evaluation, 33.33% of them expressed that college of teacher education have not shown any interest in this regard to the University for organising orientation/workshop/ trainings, 33.33% stated that the need have not been highlighted much, while 33.33% said training/orientation/workshops were conducted but not in areas of assessment and evaluation.

4.4.8 Opinion about awareness of assessment and evaluation criteria by student teachers

Table No. 4.4.8

Opinion about awareness of assessment and evaluation criteria by student teachers

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Agree with the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated” If yes, the reasons	9(100%)	-
A	Reasons for ‘Yes’	No. Of responses (%)	
i	To maintain transparency	4(44.44%)	
ii	For clarity and unbiased assessment	2(22.22%)	
2	Agree with the statement that “Internal assessments are just an instrument for improving the overall examination result of the student teachers” and the reasons	Type & no. Of responses (%)	
		Yes	No
		-	9(100%)
A	Reasons for ‘No’	No. Of responses (%)	
i	It is a part of continuous evaluation	2(22.22%)	
ii	Ensure student engagement in the teaching learning process	1(11.11%)	
iii	No, if one is truly concerned about training quality teachers whereas if the institution is concerned with its reputation it may be so	1(11.11%)	
iv	Monitoring the student progress, giving feedback and guiding them in the proper direction	2(22.22%)	
v	Kind of formative evaluation where the whole student profile is being built	1(11.11%)	

Table No.4.4.8 reveals the experts opinion about the statement and the reasons.100% of the experts were in favour of the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated”, where 44.44% of them mentioned that in order to maintain transparency student teachers should be made aware when, where and how they are going to be assessed and

evaluated, while 22.22% cited for maintaining clarity and unbiased assessment. 33.33% of the experts had no opinion to offer.

Table No.4.4.8 further indicates that all the expert were not in favour of the statement that “Internal assessments are just an instrument for improving the overall examination result of the student teachers”, where 22.22% of the respondents mentioned of internal assessment as part of continuous evaluation, 11.11% viewed it as to ensure student engagement in the teaching learning process, 22.22% stated that it helps in monitoring student progress, providing feedback and guiding them in the proper direction, 11.11% viewed it as a kind of formative evaluation where the whole student profile was being built, while 11.11% expert opined that the statement might be true if the institution were concerned with its reputation, however if one were truly concerned about training quality teachers than the statement was incorrect. No comments were offered by 22.22% experts.

4.4.9 Duration of internship programme

Table No.4.4.9
Duration of internship programme

Sl. No.	Programme	Type of responses	No. Of responses (%)
1	Pre-internship	a)Too long	
		b)Sufficient	9(100%)
		c)Not enough	
2	Internship/Teaching practice	a)Too long	1(11.11%)
		b)Sufficient	7(77.77%)
		c)Not enough	1(11.11%)
3	Post- internship	a)Too long	
		b)Sufficient	7(77.77%)
		c)Not enough	2(22.22%)

Table No.4.4.9 relates to the duration of internship programme. 100% of the experts from the University responded that the duration of pre-internship programme was sufficient.

The duration of school internship/teaching practice for 11% expert was too long, for majority (77.77%) the duration was sufficient, while 11.11% opined that the duration was not enough for teaching practice.

The duration of post internship were found to be sufficient for 77.77% of the experts, while for 22.22% the duration was not enough to cover the course.

4.4.10 Uniform format of distribution of internal marks and University representatives visit during the final teaching practice

Table No.4.4.10

Uniform format of distribution of internal marks and University representatives visit during the final teaching practice

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	University provide uniform format regarding the distribution of internal marks for all activities (Theory and practical) to be followed strictly by all the B.Ed colleges If no, the reasons	4 (44.44%)	5 (55.55%)
A	Reasons for 'No'	No. Of responses (%)	
i	Depends on assessment done by teacher educators	5	3(60%)
2	University representatives visit the school and inspect the teaching during the final teaching practice If no, the reasons	4 (44.44%)	5 (55.55%)
A	Reasons for 'No'	No. Of responses (%)	
i	Supervisors and subject teachers have better knowledge about the student teachers	5	2(40%)
ii	It is possible since there is provision	5	1(20%)
iii	As decided that University representatives need not visit	5	1(20%)
iv	It is either the University representative or external examiner from other B.Ed colleges	5	1(20%)

As responded by majority (55.55%) of the experts from the University, Table No. 4.4.10 indicates that no uniform format were provided regarding the distribution of internal marks for all the activities (Theory and practical) that were organised or conducted to be followed strictly by all the B.Ed colleges, while 44.44% responded of providing the format.

As regard to the reasons given by those experts who mentioned of the University not providing any uniform format regarding the distribution of internal marks for all activities (Theory and practical), 60% of them said that it depends on assessment done by the teacher educators. No opinion was offered by 40% of the experts.

Further, 44.44% of the experts responded of University representatives visiting schools and inspecting the teaching during the final teaching practice, which however was not the case with 55.55%.

With regard to the reasons, out of those experts who expressed of the University representatives not visiting schools and inspecting the teaching during the final teaching practice, 40% of them stated that supervisors and subject teachers have better knowledge about the student teachers, 20% responded that it was decided that University representatives need not visit, 20% expressed that though University representatives do not visit schools during the final teaching practice, but it was possible since there are provision for that and 20% mentioned that it was either the University representative or external examiner from other B.Ed colleges who visit and inspect teaching during final teaching practice.

4.4.11 Conduct of Viva Voce for EPC and final teaching practice

Table No.4.4.11

Conduct of Viva Voce for EPC and final teaching practice

Sl. No.	Items	Type & no. Of responses (%)	
		Yes	No
1	Conduct of Viva Voce for EPC and final teaching practice	8 (88.88%)	1 (11.11%)
A	If yes, maintain assessment criteria for assessing the student teachers	7(87.5%)	
B	If yes, the criteria on the basis of which assessment is done		
2	Criteria for assessing Enhancing Professional Capacities (EPC) papers	No. Of responses (%)	
i	Overall Personality	5(71.42%)	
ii	Quality of reports (Activities conducted and maintenance of records; adequacy, neatness of presentation and systematic writings)	6(85.71%)	
iii	Knowledge of the subject matter	6(85.71%)	
iv	Ability to answer questions, explain, elaborate on the work done	2(28.57%)	
v	Skill and creativity	1(14.28%)	
vi	Clarity of presentation for both written report and Viva Voce	2(28.57%)	
3	Criteria for assessing final teaching practice (Viva Voce)	No .Of responses (%)	
i	Overall personality	6(85.71%)	
ii	Questions in relation to internship programme	6(85.71%)	
iii	Quality of reports	6(85.71%)	
iv	Clarity of presentation for both written report and Viva Voce	2(28.57%)	

TableNo.4.4.11 shows that except for 11.11%, majority (88.88%) of the experts from Nagaland University indicated that they had conducted Viva Voce for EPC and final teaching practice, where 87.5% responded of maintaining and using assessment criteria for assessing student teachers. No response was offered by one (1) expert.

As regard to the assessment criteria, out of the 87.5% of the experts, 71.42% responded of assessing overall personality, 85.71% each of the experts mentioned

quality of reports where activities conducted and maintenance of records; adequacy, neatness of presentation and systematic writings, and knowledge of the subject matter were taken into account, 28.57% of the experts each responded on student teachers ability to answer questions, explain, elaborate on the work done and also clarity of presentation for both written report and Viva Voce, while 14.28% mentioned assessing the skill and creativity abilities of the student teachers.

For final teaching practice Viva Voce, 85.71% of the experts mentioned that assessment of student teachers were based on questions in relation to internship programme, quality of their written reports and their overall personality like their communication skills, confidence and ability to answer questions etc, further 28.57 % responded on clarity of presentation for both written report and Viva Voce.

4.4.12. Assessment and evaluation fulfil the expected results

Table No.4.4.12
Assessment and evaluation fulfil the expected results

Sl. No.	Items	Type & no. Of responses (%)		
1	Current assessment and evaluation practice fulfil the purpose to yield satisfactory results of the following B.Ed programme and the reasons	Satisfied	Not satisfied	To some extent
A	Enhancing professional capacities(EPC)			
i	Report writing/journal/portfolio	5 (55.55%)	-	4 (44.44%)
ii	Viva Voce	9(100%)	-	-
B	Internship programme	Satisfied	Not satisfied	To some extent
i	Reports writing (Pre-internship and internship)	7 (77.77%)	-	2 (22.22%)
ii	Lesson plan evaluation	6 (66.66%)	1 (11.11%)	1 (11.11%)
iii	Marks assessed by the supervisors	6 (66.66%)	1 (11.11%)	2 (22.22%)
iv	Viva Voce	8 (88.88%)	-	1 (11.11%)
C	End semester written examination	Satisfied	Not satisfied	To some extent
		4 (44.44%)	-	3 (33.33%)

Data analysis from Table No.4.4.12 indicates that 55.55% of the experts from University were satisfied with the practice of assessment and evaluation of EPC report/journals/ portfolio in producing the desired results, which however was not the case with 44.44%, who felt that the desired outcome could be achieved only to some extent. 100% experts from the University expressed their satisfaction on the practice of EPC Viva Voce in bringing out the desired results.

With regard to internship programme, 77.77% of the experts expressed satisfaction with assessments and evaluation of written reports for overall internship programme, while 22.22% were satisfied only to some extent.

66.66% of the respondents expressed their satisfaction with the way assessment and evaluation of lesson plan of were done, 11.11% were not satisfied, while 11.11%% indicated that to some extent only assessment and evaluation of lesson plan could yield the desired outcome. There was no response from 11.11% expert.

66.66 % of the experts were satisfied with the marks allotted by the supervisors during the internship period, 11.11% was not satisfied, while 22.22 % expressed their satisfaction to some extent only.

88.88% of the experts expressed satisfaction with the practice of Viva Voce conducted for final teaching practice in yielding the expected outcomes, however, evaluation during the Viva Voce according to 11.11% could bring out the desired results to some extent only.

Further, with regard to end semester written examination, 44.44% of the experts were satisfied with the evaluation system, while, 33.33 % expressed of evaluation to some extent yielding the expected results. There was no response from 22.22% of the experts with regard to the query related to end semester written examination.

4.4.12. A) Enhancing professional capacities (EPC) courses

Table no.4.4.12.A)

Enhancing professional capacities (EPC) courses

Sl. No.	Reasons	No. Of responses (%)
1	Reasons for being satisfied to some extent with assessment of EPC report writing /journal/portfolio in yielding the expected results	
i	Lack of uniformity across B.Ed institutions	4 1(25%)
2	Reasons for being satisfied with EPC Viva Voce in yielding the expected results	No. Of responses (%)
i	Done by a team of experts	9 1(11.11%)

Table No.4.4.12.A) shows that, out of the 44.44% of the experts, 25% stated lack of uniformity in assessment and evaluation across B.Ed institutions as the reason why assessment and evaluation of reports/journal or portfolio could yield the desired results to some extent only, while the other 75% experts had no opinion to offer.

No reason was stated by those 55.55% experts who expressed satisfaction with the practice of assessment and evaluation of EPC report writing/journal/portfolio in producing the desired outcomes.

11.11 % expert responded that since evaluation of student teachers during Viva Voce for EPC were done by a team of experts it was satisfactory. No opinion was offered by other 88.88% of the experts who expressed satisfaction with practice of Viva Voce for EPC in yielding the expected satisfactory results.

4.4.12. B) Internship programme

Table No.4.4.12.B)
Internship programme

Sl. No.	Reasons	No. Of responses (%)
1	Reasons for being satisfied with assessment of internship reports in yielding the desired expected results	
i	Done by a team of experts	7 1(14.28%)
2	Reasons for being satisfied to some extent with assessment of reports in yielding the desired expected results	No. Of responses (%)
i	System is good but failed to complement objectively	2 1(50%)
3	Reasons for being satisfied with lesson plan assessment and evaluation in yielding the desired expected results	No. Of responses (%)
i	Teacher educators are minutely inspecting and supervising student teachers and checking their lesson plan	6 1(16.66%)
4	Reasons for being satisfied to some extent with lesson plan evaluation in yielding the desired expected results	No. Of responses (%)
i	No moderation board under Nagaland University representatives and specialized experts	1 1(100%)
5	Reasons for being satisfied to some extent with marks assessed by the supervisors	No. Of responses (%)
i	Some supervisors without experience and expertise developing their own criteria and assessing student teachers	2 1(50%)
ii	High marks given to student teachers in some colleges	2 1(50%)
6	Reasons for being satisfied with Viva Voce in yielding the desired expected results	No. Of responses (%)
i	Done by a team of experts	8 1(12.5%)

With regard to internship programme, Table No.4.4.12.B) shows that, out of the 77.77% experts who expressed their satisfaction with the way assessment of written reports (Pre internship and internship) were practised in achieving the expected outcomes, 14.28% mentioned that since assessment and evaluation were done by a team of experts it was satisfactorily yielding the desired results. No reason was provided by the other 85.71% experts in support of their responses.

Figures indicates that, of the 22.22% experts who expressed of assessment and evaluation of written internship reports yielding the intended results to some extent only, one (1) expert said that though the system was good but it failed to complement objectively because of subjectivity in the markings. No comments were offered by other expert.

Out of the 66.66% experts, who were satisfied with assessment and evaluation of lesson plan in producing the desired out comes, 16.66% expert lamented that since teacher educators were minutely inspecting and supervising student teachers and evaluating their lesson plan it was satisfactorily yielding the desired result. There was no opinion to offer from the remaining 83.33% of the experts.

One (1) expert who said that assessment and evaluation of lesson plan could yield the expected results only to some extent reasoned that, since there were no moderation board for the purpose of assessing and evaluating lesson plan under Nagaland University representatives and specialized experts it was only to some extent that assessment and evaluation of lesson plan could yield the expected results.

No reason was offered by one (1) expert who was not satisfied with the way lesson plan were assessed and evaluated.

Out of the 22.22% experts who were satisfied only to some extent with regard to marks awarded by the supervisors during the internship period, one (1) expert i.e., 50% each mentioned that some supervisors without experience and expertise were developing their own criteria and assessing student teachers and that higher marks were given to the student teachers in some colleges.

No reasons were stated by those 66.66% experts who expressed their satisfaction with regards to marks assessed and awarded by the teacher educators. Also 11.11% expert who was not satisfied with the assessment marks of the teacher educators did not offer any opinion.

As regard to the reasons stated by those 88.88% experts who indicated that Viva Voce conducted for final teaching practice were satisfactorily yielding the desired results, 12.5% mentioned that since Viva Voce for final teaching practice were conducted by a team of experts for evaluating student teachers it was satisfactory bringing out the

expected results. No reason was provided by the other 87.5% experts in support of their responses.

Further, no reason was given by 11.11% expert who expressed that to some extent only the practice of assessment and evaluation of final teaching practice Viva Voce could yield the intended outcome.

4.4.12. C) End semester written examination

Table No. 4.4.12.C)
End semester written examination

Sl. No.	Reasons	No. Of responses (%)
1	Reasons for being satisfied with end semester written examination in yielding the desired results	
i	Questions set attempt to assess knowledge ,skills and application of the student teachers	4 1(25%)
2	Reasons for being satisfied to some extent with end semester written examination in yielding the desired results	No. Of responses (%)
i	Examination questions could not assess student teachers in all their cognitive aspects since they can often predict questions and do selective study	3 1(33.33%)
ii	Practice of self examination centres	3 1(33.33%)

Table No.4.4.12.C) indicates that of the 44.44% experts who expressed satisfaction of end semester written examination yielding the intended results, 25% reasoned that questions set for examination attempt to assess knowledge, skills and application of the student teachers. The other 75% of the experts had no opinion to offer.

Out of the 33.33% experts who indicated of end semester written examination to some extent producing the desired outcomes, 33.33% opined that examination questions could not satisfactorily assess student teachers in all their cognitive aspects since they can often predict questions and do selective study, while 33.33% mentioned about the practice of self examination centres. No comments were offered by one (1) expert.

SECTION –V ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM EXPERTS QUESTIONNAIRE (SCERT)

This section contains tables formulated on the basis of responses given by two (2) experts from State Council of Educational Research and Training (SCERT)

4.5.1 Experts (SCERT) profile

Table No 4.5.1
Experts (SCERT) profile

Sl. No.	Items	Type & no. Of responses (%)	
1	Number of experts	Male	2(100%)
		Female	-
		Total	2(100%)
2	Qualification	M.A	-
		M.Sc	-
		M.Phil	-
		Ph.D	2(100%)
3	Professional qualification	B.Ed	1(50%)
		M.Ed	1(50%)
A	If any other	PGDEPA	1(50%)
		Diploma in guidance and counselling and M.Sc. in counselling psychology	1(50%)
4	Administrative Experiences	6years	1(50%)
		20years	1(50%)

Table No 4.5.1 indicates that the two experts from State council of Educational Research and Training were male having qualified Ph.D, where one expert had B.Ed degree while the other had M.Ed degree. Also one expert from SCERT have post graduate diploma in educational planning and administration (PGDEPA) and the other expert has diploma in guidance and counselling and M.Sc. in counselling psychology. Further, one of the experts has six years and the other had twenty years administrative experience.

4.5.2 Satisfaction with two years B.Ed duration, fulfil its purpose of preparing teachers and the reasons

Table No.4.5.2

Satisfaction with two years B.Ed duration, fulfil its purpose of preparing teachers and the reasons

Sl. No. T	Items	Type &no. Of responses (%)	
		Yes	No
1a	Satisfied with two years B.Ed duration and the reasons	1(50%)	1(50%)
bA	Reasons for 'Yes'	No. Of responses (%)	
1i	Sufficient time to cover greater detail of the course and enough time for teaching practice	1	1(100%)
eB	Reasons for 'No'	No. Of responses (%)	
i	Duration be extended to ensure quality teachers training	1	1(100%)
N2 o . 4	Current two year B.Ed programme fulfil the purpose of yielding the expected results by preparing student teachers for teaching profession and the reason	Type &no. Of responses (%)	
		Yes	To some extent
		1(50%)	1(50%)

Table No.4.5.2 reveals that 50% expert from SCERT expressed satisfaction with the two years B.Ed duration of having sufficient time to cover greater detail of the course and for teaching practice thereby yielding the desired outcomes by preparing student teachers fully for teaching profession, while the other expert was not satisfied with the duration as it could achieve its objectives only to some extent and suggested of extending the duration to ensure quality teachers training.

4.5.3 Changes observed in the field of education after the introduction of the constructivist approach

1. The course has become more professional.
2. The process in the construction of knowledge was emphasised more than the end product or the knowledge reproduction.
3. Teachers and learners both had active role in teaching learning process.
4. It had made teaching learning process a stress free and fun process.
5. Emphasised on meaningful learning outcome practicable in real life situation.
6. Had broadened the horizon of the both teachers and students in the way they think.
7. Activity based learning was introduced which was interactive and student centred.

4.5.4 Measures to ensure the successful implementation of the constructivist approach

1. Proper orientation and trainings for all the stake holders dealing with education on the approach of constructivist approach.
2. B.Ed institutions should be run in separate institutes as it was now and not in a degree college for general degrees.
3. Curriculum be framed basing on the present existing approach and start implementing the constructivist approach from early school stage.
4. Training and workshop for teacher educators and student teachers in CCE.
5. Knowledge of child rearing practice was crucial and the teacher has to work on the mind, know the feeling, create an environment and provide opportunities for meaningful learning.
6. Teachers knowledge and expertise along with student engagement should be emphasised.
7. Effective implementation of CCE was also underlined.

4.5.5 Major problems/weakness of two year B.Ed programme that has affected quality of education

1. Teaching faculties who do not have teaching experience at school level were made to train the trainees for secondary school stage
2. Institutions running without proper infrastructural facilities and faculties.

4.5.6 Suggestive measures for the improvement of secondary teacher education programme

1. College of teacher education must have its demonstrative or model school or attached to the college so that student teachers take regular classes of teaching and learning along with the students while undergoing the course.
2. A separate subject/paper on teaching professionalism be introduced to train the student teachers on the ideology, philosophy of teaching as a profession, to internalise the concept of professional code of ethics, the moral values and responsibilities.
3. Teaching faculties should be exposed to more professional trainings.
4. Teaching faculties should have more teaching experience at school level.
5. B.Ed institutions should be run in separate institutes as it is now and not in a degree college for general degrees.

SECTION-VI MAJOR PROBLEMS /WEAKNESS OF ASSESSMENT AND EVALUATION THAT HAS ADVERSELY AFFECTED THE QUALITY OF SECONDARY TEACHER EDUCATION PROGRAMME GIVEN BY THE TEACHER EDUCATORS, STUDENT TEACHERS, PRINCIPALS AND EXPERTS FROM NAGALAND UNIVERSITY

The major problems/weakness of assessment and evaluation that has adversely affected the quality of secondary teacher education programme given by the teacher educators, student teachers, principals and experts from Nagaland University are shown in the columns separately.

Table No.4.6.1
Analysis of problems/weakness of assessment and evaluation

Sl. No	Teacher educators	Student teachers	Principals	Experts (NU)
1	Assessment not comprehensive	Assessment and evaluation not continuous and comprehensive as it should be	Inadequate assessment done by the teacher educators	Lack of comprehensive assessment and evaluation
2	Reluctance of schools to allow full period of internship	Lack of proper assessment and evaluation during the internship period	Practising schools not permitting full time duration of internship	Supervision for all subjects done with one or two subject experts during final teaching practice
3	Examination oriented	Mal-practice of student teachers during class test and examination	Examination oriented system of education with the marks obtained in examination as a measure for students overall performance	Non-specialized person evaluating paper who have never taught that particular paper without any marking scheme
4	Lack of objectivity and manipulation of internal marks	Biasness and manipulation of internal marking and lack of transparency	Casual nature of the teacher educators in internal and formative assessment	Subjectivity and misuse of internal assessment

5	Less time for correcting examination answer papers with no proper marking schemes	Evaluation of student teachers through essay type question pattern only	Lack of question paper setter/ examiner competence for doing justice to student perspectives, encouraging reproduction of memorised content	Evaluation done by only one paper evaluators and no proper scrutiny after correction of examination papers
6	Teacher educators engaging papers without having specialization in that particular paper	Teacher educators insincerity towards their duties with no proper correction of assignment, reports and case studies	Follows traditional method to assess and evaluate student teachers	Teacher educators engaging in other job at the same time thus affecting the quality of secondary teacher education programme
7	Lack of expertise in areas of assessment and evaluation	Teacher educators not properly oriented and trained in areas of assessment and evaluation	Inexperienced and untrained teacher educators especially in assessment and evaluation	
8	Imbalanced marks distribution of internal and external marks	Unequal distributions of marks in internal and external evaluation	Imbalance marks weightage between internal and external	
9	Large number of student teachers in the classroom	No proper ratio of student teacher and teacher educators	No proper ratio of student teacher and teacher educators	
10	No proper moderation of examination questions and scrutinizing of marks	Emphasising more on the quantity than quality	Lack of proper scrutiny of marks secured by the examinees	
11	Late declaration of examination results	Late declaration of examination results		
12	Negligence of CCA	Less academic and co-curricular activities.		

13	Less teaching faculties with overload burden engaging too many papers	Less teaching faculties with vast syllabus content thus leading to less time for assessment and evaluation		
14	Lack of necessary required facilities for conducting practical test	Lack of proper infrastructural facilities		
15	Lack of uniform assessment format for all colleges	Improper and unspecified criteria while assessing and evaluating student teachers		
16	Limited time to comprehensively assess student teachers	Lack of constructivist assessment		
17	Less experienced teacher educators setting examination question paper	Inability of the teacher educators to give timely feedback, motivation and counselling service for student teachers		
18	Teacher educators without engaging EPC paper evaluating student teachers during Viva Voce			
19	Vast course content with lesser marks for half papers (C-3, 9& 10)			

SECTION-VII SUGGESTIVE MEASURES GIVEN BY THE B.ED COLLEGE PRINCIPALS, TEACHER EDUCATORS, STUDENT TEACHERS AND EXPERTS FROM NAGALAND UNIVERSITY FOR THE IMPROVEMENT OF ASSESSMENT AND EVALUATION PRACTICE OF SECONDARY TEACHER EDUCATION PROGRAMME

4.7.1 Suggestive measures given by the principals

A. Curriculum and Syllabus

1. Syllabus be upgraded and better organised for meaningful constructivist approach.
2. Only competent hands should be involved in curriculum planning/syllabus preparation, question settings and evaluation.
3. Micro teaching need to be re-introduced in the syllabus.

B. Trainings

1. Teacher educators need to be well oriented in the constructivist approach.
2. Training programmes and workshops need to be conducted by the University for the teacher educators on latest assessment and evaluation tools and methods.

C. Internal assessment

1. Due weightage be given to process evaluation and provide uniform assessment pattern for all colleges with clearly defined criteria and distribution of marks.
2. Stop the practise of manipulating internal marks and allot it fairly as each deserves.

D. Examination/evaluation

1. External examiners for evaluating student teachers must be experts and be aware of the course syllabus.
2. Proper moderation of the question papers as well as scrutinising of examination marks/results by appointing senior experience personnel.
3. Centralized evaluation of the answer scripts may be organised.

E. Classroom environment

Maintain proper ratio of student teachers and teacher educators.

F. Internship programme

Cordial relation between the school and the teacher education college should be organised to improve the quality of the internship programme and hence in improvement of assessment and evaluation of secondary teacher education programme.

G. Common data base of all B.Ed colleges

Every college should be encourage to collect the overall profile of the student teachers, teaching faculties, principals, supporting staffs etc and build a database to show a clear and correct picture of B.Ed colleges in the State.

4.7.2 Suggestive measures given by the teacher educators

A. Curriculum and syllabus

1. Marks allotted and content of the paper should tally.
2. Enough time for practical works like Micro teaching and block teaching and proper assessment for that.
3. Concerned authority may look into the content of the papers and distribution of papers each semester so that colleges can have sufficient time for conducting activities and assess student teachers properly in the fourth semester.

B. Trainings

Orientation and workshop for teacher educators, schools and educational institutions on the constructivist approach and in areas of assessment and evaluation.

C. Internal assessment

1. Objectivity and transparency in assessment and evaluation.
2. University should develop a common internal assessment format with criteria, marks distribution for different activities-both curricular and co-curricular to be strictly followed by all the colleges.
3. Overall allocation of internal and external marks for theory papers should be reconsidered.

D. Examination/Evaluation

1. Proper moderation for question paper and scrutinizing of marks.
2. Avoid newly appointed teachers to set end semester University examination questions and checking of answer papers and allow only experienced examiners to evaluate to avoid flaws in marking or grading.
3. More application based questions to be asked in the end semester examination.
4. Numerical marking in theory paper and practical works be replaced by grades.
5. Objective type test should be introduced along with essay type to minimize with subjective elements.
6. Orientation on how to assess and evaluate answer scripts must be made known to all the teacher educators.
7. Final examination paper must be checked by the University lecturers and not by the B.Ed teacher educators.
8. Declaration of results on time with enough time for remedial classes (Feedback, discussion, counselling).
9. Proper guidelines in respect of marking needs to be given especially for first timer examiners to do justice to every student teacher.
10. Timely notification for conduct of EPC and final teaching practice Viva Voce and end semester examination.
11. Head of the institution need to inform early to all the teaching faculties assigned for invigilation duty during examination for better coordination and smooth conduct of examination.

E. Co-Curricular activities

1. More weightage of marks be allotted to internal assessment so that all co-curricular activities can be assessed properly
2. Balance evaluation for both scholastic and Co-scholastic activities.

F. Teacher educators association

There should be an association of teacher educators in the state preferably according to subjects like core papers, pedagogy, EPC etc, where they can collaboratively work to plan, share and come up with solution based on problems faced, these can lead to

common assessment and evaluation procedure, time period etc and it can also be like a training cum orientation for those not oriented in assessment techniques.

G. Implementation of meetings minutes

Whatever agendas discussed and minuted in the faculties meetings should be strictly implemented by head of the institution.

4.7.3 Suggestive measures given by the student teachers

A. Curriculum and syllabus

1. Minimise theory papers and stress more on practical.
2. Syllabus contents may be cut down and curriculum be revised so that teacher educators have ample time to assess and evaluate the student teachers effectively.

B. Trainings

Teacher educators should be well trained and oriented in areas of assessment and evaluation.

C. Internal assessment

1. Objectivity and transparency in assessment and evaluation.
2. Assessment and evaluation should be continuous and comprehensive and based on constructivist approach.
3. Process assessment and evaluation be given more weightage.
4. Student teachers securing fewer marks in class test or assignment should be given second chance through re-test.
5. Uniform assessment format for all the B.Ed colleges.

D. Examination/evaluation

1. Timely declaration of examination results and early release of necessary documents viz. pass certificate, mark sheets and migration certificate.
2. Equal weightage of marks for internal and external evaluation.
3. Proper moderation of examination question and scrutiny of marks.
4. Objective type questions be included in the question paper.

E. Academic activities

1. Conducting frequent class test and internal written examination.
2. Importance be given towards practical aspect of assessment.

F. Teaching faculties and support staffs

1. Appoint only qualified and trained teacher educators.
2. Regular feedback and motivation from teacher educators.
3. Appointment of sufficient support staffs like driver, sweeper, chowkidar etc

G. Infrastructural facilities

Required tools/aids/equipments should be made available for practical activities.

H. Co-curricular activities

More co-curricular activities need to be organise by the colleges.

4.7.4 Suggestive measures given by the experts from Nagaland University

1. Evaluation should be continuous and comprehensive.
2. Paper evaluation should be done by the teacher educator who has such specialization and teaching experience in that paper.
3. Question paper should be prepared as blue print.
4. Randomization should be applied while evaluating paper.
5. Paper evaluation as per marking scheme, the same should be approved by the experts.
6. Supervision during final teaching practice be done under all subject experts.
7. Provision for proper scrutiny of answer scripts and proper moderation.
8. Questions should be formulated properly to test the critical thinking and analytical ability of the student teachers and not just factual, conceptual and theory based questions only.
9. Strict and systematic evaluation should be followed as mentioned in the top first page of the exam answer script.
10. To have an indicator or procedure on the assessment of co-curricular activities.
11. Self centre examination centre be removed with a common centre in Govt. college premises on rotation basis.

CHAPTER-V

SUMMARY, MAJOR FINDINGS, DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1 INTRODUCTION

This chapter brings out the summary of the study on the given topic. An attempt has been made to present the main points of the entire study.

5.1.1 NEED AND SIGNIFICANCE OF THE STUDY

Assessment and evaluation constitute the back bone of the entire teaching-learning process. They are central around which the whole educational process revolves. It determines the work students undertake, affects their approach to learning, and also an indication of students progress. With the introduction of two year B.Ed programme (2015), as per the regulation of National Council of Teacher Education (NCTE) and inclusion of paper like EPC (Enhancing Professional Capacities) and other practical activities, it has become all the more important that the student teachers be continuously and comprehensively assessed and evaluated both formally as well as informally. However, a glaring weakness of existing teacher education practices is the restricted scope of evaluation of student teachers and its excessively quantitative nature. It is confined to measurement of mainly cognitive learning through annual /terminal test and skill measurement is limited to a specified number of lessons. The qualitative dimension of teacher education, other professional capacities, attitudes and values remain outside the purview of evaluation. Further, evaluation is not continuous as it should be, the teacher education process is characterized by a wide range and variety of curricular inputs spread over the entire duration of training according to a thought out sequence. These need to be evaluated at appropriate stages and feedback given to the trainees. Apart from these, other factors like teacher educators not properly oriented and trained in the areas of assessment and evaluation, subjectivity in assessing the students teachers, less use of assessment criteria, heavy work load in limited time, manipulation of marks, delayed information regarding the conduct and declaration of examination results etc has been responsible to a large extent for the

deteriorating assessment and evaluation practices. It also cannot be denied that many teacher educators and colleges even today resort to look upon internal assessment as just a tool or instrument for improving the exams results. Thus, there is a need to review assessment and evaluation practices in the right perspective.

5.1.2 STATEMENT OF THE STUDY

The proposed study is entitled as “A study of the Assessment and Evaluation Practice of Secondary Teacher Education Programme in Nagaland.”

5.1.3 OPERATIONAL DEFINITION OF THE TERMS USED

1. Assessment- The process of gathering information from a variety of sources in order to develop understanding of what the students know, understand and can do with their knowledge as a result of their educational experiences. Assessment is an ongoing process that reflects the progress of the students aimed at improving the current students' performance.

2. Evaluation- The process of judging the quality of students learning on the basis of established criteria or evidence and assigning a value to represent that quality. In simple words, evaluation is described as an act or the process of making overall judgement about one's work or a whole college's works on the basis of evidence and set of standards.

3. Practice- The actual application or the act of doing something usually or regularly.

4. Secondary teacher education programme- Includes the two year B.Ed programme, professional training and education of secondary teachers consisting of course-work with supervised teaching practice.

5. Pre-internship- It involves student teachers observation of the real classroom situation and the whole school environment to understand the school in totality before the teaching practice.

6. Internship/teaching practice- School based programme involving student teachers working as regular teachers and participating in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children. They experience, practice, clarify and reflect upon several aspects related to the teaching to internalize the role of a teacher.

7. Final teaching practice- Involves student teachers engaging one class of their pedagogy papers in the school as part of their internship programme.
8. Post internship- Post internship involves the following activities.
 - a) Writing reflective journals or reports on the school internship programme.
 - b) Extended discussion among the student-teachers.
 - c) Presentation by the student teachers on different aspect of the teaching experience after the internship.

5.1.4 OBJECTIVES OF THE STUDY

1. To examine the assessment and evaluation practice of secondary teacher education (B.Ed) programme in relation to curriculum:
 - a) Theory
 - b) Practical
2. To find out the major tools and techniques used for assessing and recording the evidence of sessional work and end semester examination.
3. To study the various types of co-curricular activities offered to the student teachers and how they are assessed and evaluated.
4. To study the problems in relation to the conduct and declaration of sessional work and end semester examination.
5. To find out the problems faced by the secondary teacher educators in the process of assessment and evaluation of secondary teacher education programme.
6. To suggest measures for the improvement of assessment and evaluation of secondary teacher education (B.Ed) programme.

5.1.5 RESEARCH QUESTIONS

1. How do teacher educators assess and evaluate theory papers of secondary teacher education programme?
2. How is assessment and evaluation done in practical activities like pre-internship, internship etc?
3. How do teacher educators assess and evaluate course of Enhancing Professional Capacities (EPC) course?
4. What are the tools and techniques used by the teacher educators for assessing and recording the evidences of sessional work and end semester examination?
5. What are the types of co-curricular activities offered to the student teachers and how they are assessed and evaluated?

5.1.6 DELIMITATION OF THE STUDY

1. The present study was limited to secondary teacher education institutions in Nagaland.
2. The study was confined only to B.Ed 4th semester student teachers.
3. The study covered a sample of five hundred and forty (540) B.Ed4th semester student teachers, sixty (60) secondary teacher educators, nine (9) B.Ed college principals and eleven (11) experts in the field of teacher education (9 experts from Nagaland University and 2 experts from State Council of Educational Research and Training (SCERT) Kohima, Nagaland).

5.1.7 NATURE OF THE STUDY

The study is a survey type of descriptive research. It envisages to examine the assessment and evaluation practice in the two year secondary teacher education (B.Ed) programme.

5.1.8 POPULATION OF THE STUDY

The population for the present study include all the nine (9) B.Ed colleges including the principals, teacher educators, student teachers and experts from Nagaland University and from State Council of Educational Research and Training (SCERT) Kohima, Nagaland.

5.1.9 SAMPLE OF THE STUDY

Simple random sampling was adopted for the study for selecting the student teachers and teacher educators, while purposive sampling was employed for selecting the experts.

The sample consist of nine (9) B.Ed college principals, sixty (60) secondary teacher educators, five hundred and forty (540) B.Ed 4th semester student teachers and eleven (11) experts in the field of teacher education (9 experts from Nagaland University and 2 experts from State Council of Educational Research and Training(SCERT) Kohima, Nagaland).

5.1.10 RESEARCH TOOLS OF THE STUDY

In order to collect the required data and to elicit opinion of the personnel involve in secondary teacher education programme, the investigator devised five (5) sets of questionnaire, one each for the B.Ed college principals, teacher educators, student teachers, experts from Nagaland University and experts from SCERT, Kohima, Nagaland.

Beside the questionnaires, relevant office records, documents, books etc were also referred for the study.

5.1.11 PROCEDURE FOR COLLECTION OF DATA

For collection of data, the investigator personally visited the concerned principals, teacher educators, the student teachers and the experts to whom the questionnaires were given. The questionnaires were concealed in an envelope. Before administering the questionnaires the investigator made them understand the purpose of the visit and assured them that their answers to the items in the questionnaire were intended to be used for research purpose only and that their identity would be kept confidential. In this way after seeking their consent, the investigator administered the questionnaires and was also given some time for answering the questionnaires and to return it.

The investigator took about eight (8) months to collect back the questionnaires from the respondents - Nine (9) B.Ed college principals, sixty (60) teacher educators, five hundred and forty (540) student teachers and eleven (11) experts in the field of

teacher education (9 experts from Nagaland University and 2 experts from SCERT Kohima, Nagaland).

Besides this, the relevant information and data were collected through a personal visit by the investigator to the Directorate of Higher Education and by going through survey reports, books and records of the office.

5.1.12 STATISTICAL TECHNIQUE USED

Descriptive research technique was adopted for the study. Data were collected and analysed by applying the descriptive method. The responses collected were tabulated and interpreted using simple statistical technique such as average and percentage.

5.2 MAJOR FINDINGS

On the basis of the analysis and interpretation of the data, the following findings were identified, classified into categories and reported in terms of the objectives of the study.

Profile of the B.Ed colleges, principals, teacher educators, student teachers and experts from Nagaland University and SCERT, Kohima, Nagaland.

1. Findings from the principals

1. Majority (66.66%) of the B.Ed college principals were male and 33.33% were female. Out of the nine (9) principals, 88.88% were from arts stream and 11.11% from science background. 22.22% had M.Phil degrees, while majority 66.66% were Ph.D qualified. As regard to professional qualification, all the principals had B.Ed degrees, 66.66% of them had M.Ed, 11.11% were NET qualified and further 11.11% each had SLET, PGDCA and PGDBM, BPH, and BTH degrees. Majority (88.88%) of the B.Ed college principals were appointed as permanent in service, while the service of 11.11% was made on temporary basis.

2. There were nine (9) secondary teacher education (B.Ed) colleges in Nagaland, where 22.22% were Government run B.Ed colleges and 77.77% colleges were private colleges. All the nine (9) B.Ed colleges were affiliated to Nagaland University. State College of Teacher Education (SCTE) Kohima Government run B.Ed college was established in the year 1975 as the first B.Ed college to cater to the need for qualitative improvement of teachers in the State, after a gap of 20 years a private B.Ed college Salt Christian College of Teacher Education (SCCTE) Dimapur, was established in the year 1995. Subsequently, with the beginning of 21st century seven (7) more B.Ed colleges were established in the State taking the total tally to nine (9) B.Ed colleges. With regard to the number of teacher educators, 22.22% of the B.Ed colleges had less than 10 teacher educators, while the remaining 77.77% colleges had more teacher educators in the range of 11-18. 66.66% of the B.Ed colleges were running with two (2) units, while the remaining 33.33% colleges each had one (1) unit of 50 seats. However, due to compulsion and peculiar situation prevailing at that time, Mokokchung College of Teacher Education, a Government run B.Ed college, had to accommodate more student teachers.

As regard to the total number of working days in an academic calendar, 77.77% of the B.Ed colleges had a total working days ranging from 200-220, while 22.22% colleges each had 190 working days. The mode of selection for getting admission to undergo B.Ed training in all the colleges was through Nagaland State Education Common Entrance Test (NS.Ed.CET) conducted by Nagaland University since 2019.

3. With regard to the supporting staff, all the B.Ed colleges had peon, clerk/office assistant, librarian and driver, 88.88% of the B.Ed college principals indicated of having chowkidar and sweeper, while 22.22% had lab assistant to assist in smooth functioning of the institutions. Further, 11.11% principal mentioned of having dauftry and mali, 11.11% had water carrier man, while 11.11% had janitor in their college.

2. Findings from the teacher educators

1. Majority (86.66%) of the teacher educators who responded to the questionnaire were female with 13.33% as male. Out of the 60 teacher educators, 80% were from arts stream and 12% from science background, 6.66% had M.Phil degrees with 8.33% having qualified Ph.D. All teacher educators had B.Ed degrees, 38.33% were M.Ed degrees holders, 16.66% were NET qualified, further, 1.66% each had MCA, JRF and diploma in English language. Teaching experience for majority (83.33%) of the teacher educators were in the range from 0-10 years, 13.33 % had 11-20 years of experience in teaching and 3.33% had 21-30 years of teaching experience.

2. As regard to the infrastructural facilities, the study revealed a discouraging picture that except for separate room facilities for faculties, principal and vice principal, proper electricity, projector/OHP and safe drinking water facilities, most colleges of secondary teacher education do not have the required facilities as per the NCTE norm like multipurpose hall and hostel facilities for the student teachers (41.66%), science lab (46.66%), model school, playground and language lab (11.66%), room for preparing teaching aids/art and craft room/SUPW (16.66%), library with relevant and sufficient reading materials and fire safety (63.33%), hostel facilities for the student teachers (41.66%), transportation facilities for the student teachers (58.33%), separate toilet for ladies and gents and internet facilities (71.66%), generator (86.66%), quarter for staffs (55%), seminar hall (53.33%), classrooms equipped with sufficient benches and desks (93.33%), medical facilities (28.33%), gymnasium (18.33%), science lab

(46.66%), ICT lab (81.66%), while all the B.Ed colleges did not have facilities of video conferencing and social science lab as informed by 100% of the teacher educators.

3. Findings from the student teachers

1. Study revealed that out of the total number of student teachers under study, majority (70.37%) were female with 29.62% male student teachers. 29.62% were Graduate, 7.22% had B.Sc degree, 1.85% was B.Com degree holders, 0.18% had B.Tech degree, majority (47.59%) of the student teachers had MA degree, 10.37% had M.Sc degree, 2.77% were M.Com degree holders and 0.37% had completed M.Phil. Regarding the professional qualification, 0.92% student teachers have undergone PSTE training course, 1.48 % had completed their D.El.Ed, while 0.37% were NET qualified.

Out of the total 540 student teachers under study, 40.18% were in-service teachers, while 59.81% was pre-service candidates. With regard to the reasons for undergoing B.Ed training, 54.62% of the student teachers were undergoing B.Ed training to join teaching profession, 40.74% for professional growth, 3.88% as backup/second option, 2.77% for their promotion and 4.81% as means of qualification for further studies. Further, 2.77% of student teachers indicated of taking up the B.Ed course as Government had made it mandatory for in-service teachers.

2. With regard to infrastructural facilities, the study found that except for separate rooms for faculties, principal and vice principal with separate toilet facilities for ladies and gents, almost all colleges of teacher education did not have the required specified facilities as per NCTE norms like model school (2.77%), video conferencing (2.59%), gymnasium (3.88%), language lab (1.29%), maths lab(1.66%), social science lab (0.55%), medical facilities (10.18%) and science lab (19.44%). About half of the student teachers (45.92%) indicated of having internet connection in their colleges, transportation facilities for them (46.66%), quarter for staffs (40.55%), hostel facilities for the student teachers (34.62%), playground (31.66%), room for preparing teaching aids/art and craft room/SUPW (27.03%) and fire safety (37.03%). However, a higher percentage (92.40%) of the respondents mentioned that their colleges were equipped with projector/OHP, proper electrification (91.81%),

library with relevant and sufficient reading materials (52.40%), generator (76.29%), seminar hall (60.55%), classroom equipped had sufficient benches and desks (88.88%), safe drinking water facilities (75.74%), ICT lab (69.44%) and multipurpose hall (53.51%).

4. Findings from the experts (NU)

1. Out of the total number of experts from Nagaland University, figures indicated that majority (66.66%) of the experts were female and 33.33% were male, among them 66.66% had their M.A degrees, there were 33.33% with M.Sc degrees, 11.11% had M.Phil degree, while most (66.66%) of the experts were Ph.D qualified. As regard to professional qualification, 66.66% had B.Ed, 55.55% with M.Ed degree and 11.11% were NET qualified. Further, 11.11% expert had five years of administrative experiences.

2. 100 % of the experts from Nagaland University indicated that colleges of secondary teacher education in Nagaland were not strictly following the norms and guide lines recommended by the NCTE where all the experts said some college of secondary teacher education were running without the required teaching faculties and infrastructure, 55.55% responded of teaching faculties in some colleges appointed without representatives of the University during the interview, 66.66% expressed of appointing teacher educators without having the required M.Ed degrees in some colleges. Further, 22.22% of the experts found lack of books in library, E-resources, ICT laboratories, 11.11% each stated of private colleges not having the number of teaching faculties as specified by NCTE and admission not through centralised process respectively.

5. Findings from the experts (SCERT)

1. The two experts from State council of Educational Research and Training were male having qualified Ph.D, where one expert had B.Ed degree while the other had M.Ed degree. Also one expert had post graduate diploma in educational planning and administration (PGDEPA) and the other expert had diploma in guidance and counselling and M.Sc in counselling psychology. Further, one expert had six years and the other expert had twenty years of administrative experience.

Objective 1: To examine the assessment and evaluation practice of secondary teacher education programme in relation to curriculum;

i) Theory

ii) Practical

1. i) Theory

The major findings of objective number 1(i) with regard to assessment and evaluation practices of theoretical aspects of the two year B.Ed curriculum are presented under four (4) categories: 1 (A) findings from the principals, 1 (B) findings from the teacher educators, 1 (C) findings from the student teachers, 1 (D) findings from the experts (NU) and 1(E) Findings from the experts (SCERT).

1. A) Findings from the principals (Theory)

1. Majority (66.66%) of the principals found the current two years B.Ed duration as sufficient, 22.22% opined that the duration was insufficient for professional development of teachers, while 11.11% found the duration too lengthy.

Study also revealed that majority (55.55%) of the principals engaged in class teaching sometimes, 33.33% responded of often engaging class, while 11.11% did not engage class due to busy schedule in running the administration of the college.

2. With regard to the reasons for introducing and implementing the constructivist approach, 22.22% of the principals opined that constructivist approach was practical in approach and result in longer learning retention, 11.11% each expressed of making teaching-learning process more meaningful with learners engagement resulting in higher learning outcomes, discouraged rote learning and encourage learners to think, create and innovate, for bringing out the best in the learners, constructivist approach was introduced as per NCTE regulations ,while 33.33% responded constructivist approach to be learners centred where learners constructed knowledge by themselves.

3. With regard to the query as to why college of teacher education in Nagaland were offering only one (1) pedagogy paper in contrast to two (2) pedagogy papers during the earlier one year B.Ed programme, majority (44.44%) of the principals each felt that colleges of teacher education in Nagaland were offering only one (1) pedagogy

paper so that student teachers get specialization in one (1) particular subject, as the prerogative of the University being the academic authority to offer only one (1) pedagogy which is designed in the syllabus by the syllabus construction committee and 11.11% mentioned as per NCTE regulations.

The study found that 33.33% of the principals felt the need of two (2) pedagogy papers while 66.66% were content with one (1) pedagogy.

As regard to the reasons, of the 33.33% principals who felt the need to offer two (2) pedagogy papers, 66.66% responded that for enhancing the capabilities of the student teachers and for creating more opportunities they felt the need for two (2) pedagogy, while 33.33% opined that in order not to limit the abilities and capabilities of the student teachers two (2) pedagogy papers should be offered.

Further, out of the 66.66% principals who were satisfied with one (1) pedagogy paper, 66.66% of them stated that since appointment of teachers were made to teach one (1) particular subject it was better to get specialization in one (1) subject and do justice to teaching learning process, while 16.66% opined that learning becomes more focused by offering only one (1) pedagogy paper.

4. Majority (88.88%) of the principals were of the view that micro teaching should be included in the B.Ed curriculum, while 11.11% was not in favour of inclusion because micro teaching was based on the behaviourist approach and teacher centred.

As regard to the reasons, out of the 88.88% principals who expressed the need for inclusion of micro teaching programme in the existing curriculum, 62.5% of them concurred that micro teaching programme was essential for the training of student teachers as they need to know, learn and develop various skill of teaching and learning, while 12.5% each stated that though micro teaching programme should be included the term micro teaching need not necessarily be used as it projects a behaviourist approach and that teaching skills can also be developed through the constructivist approach, include micro teaching as compulsory programme to enhance the confidence, capabilities and competencies of student teachers and for all round development of student teachers.

5. For the successful implementation of the constructivist approach, majority (55.55%) of the B.Ed college principals opined that teacher educators need to be

properly oriented on the constructivist approach and use it in their teaching, 33.33% said State Government/NBSE or the concerned higher authority need to notify all the schools to follow the constructivist approach, 11.11% each stated that schools should be more open and welcoming to student teachers to practise teaching in their schools, proper orientation of all stake holders on the constructivist approach by organising and conducting workshops, seminars etc, bring about modification in the micro teaching and include skills on the constructivist approach, revised the existing curriculum to accommodate and encourage the use of the constructivist approach and less enrolment of student teachers.

6. Majority (77.7%) of the principals responded that teacher educators in their institutions were confident and competent in their teachings, while 22.22% found them not so confident and competent and the reasons given were, 50% each opined that teacher educators were not well oriented to use the constructivist approach and that newly appointed teacher educators lacked confidence and experience in their teachings.

7. 88.88% of the principals responded that teacher educators in their colleges were able to complete the course syllabus within the stipulated time, while 11.11% expressed of teacher educators inability to cover few of the half papers where content were vast. 100% of the principals used to encourage teacher educators to conduct test, give assignment and projects to assess student teachers.

8. 44.44% of the B.Ed college principals expressed of teacher educators inability to assess student teachers comprehensively in their colleges out of which, 50% principals cited lack of proper orientation or exposure to the constructivist approach and process especially those from one year B.Ed/M.Ed course, while 25% each mentioned about lack of resources and lack of experience especially the new appointees.

9. All the principals were in favour of the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated”, where 55.55% responded that in order to maintain transparency and to ensure fair and just practice, student teacher need to be aware about the process of assessment, 22.22% of the principals felt that knowing the parameter of assessment would help student teachers to achieve better outcomes instead of random or surprise tasks, while

11.11% each opined that student teachers will be able to prepare beforehand if they know about when, where, and how they were going to be assessed and evaluated, though student teachers need to be informed of the assessment criteria, however the time, place and duration should not be mentioned as it would affect objectivity and reliability of evaluation.

The study indicated that majority (88.88%) of the principals was not in agreement with the statement that “Internal assessments are just an instrument for improving the overall examination result of the student teachers”, which however was not the case with 11.11% who felt that the statement might be true in general, however expressed that the college was satisfying all the components of internal assessment and the marks were not blindly allotted to the student teachers.

Of the total 88.88% who were not in favour of the statement, 12.5% each of the principals felt that if teacher educators objectively assess and evaluate student teachers, internal assessment should have better outcomes than external evaluation, and it helps in enhancing student teachers engagement in the teaching learning process, 37.5% mentioned that internal assessment covers both the scholastic and co-scholastic aspects of the learners and help to encourage, motivate and improve themselves and their performances, while 25% stated that internal assessment is not just an instrument for improving end examination results but can independently assess the student teachers without relation to theory performance and help to develop self-discipline, confidence etc.

10. The present study revealed that none of the principals had ever asked teacher educators in their colleges to give high marks to the student teachers in their internal assessment.

It was found that the final marks secured by student teachers in internal assessment lies with the concerned teacher educators as responded by majority (77.77%) of the principals which was in contrast to the responses of 22.22%, where both the principal mentioned that since there were subjectivity or biasness involved while marking by the teacher educators, some changes in the marking of teacher educators takes place at the principal level to maintain objectivity, further one (1) principal also said that though the final internal marks lies with the concerned teachers moderation were also done at the end.

11. From the responses of the principals it was found that majority (66.66%) of the B.Ed colleges do not disclose internal marks before the main semester examination, where 33.33% of them indicated of not disclosing internal marks as directed by the University, it being confidential, while 16.66% each expressed of creating unnecessary tension and ill feelings in addition to friction in relationship if internal marks were disclose to the student teachers, and also student teachers will see from their final mark sheet. Though,16.66% did not cited any reason for not disclosing the internal marks but expressed that internal marks will be disclose to the student teachers by next academic session.

12. Majority (77.77%) of the respondents felt that student teachers were satisfied with the internal marks awarded to them, however 22.22% expressed of student teachers dissatisfaction with their marks. Of those principals who said that student teachers were not satisfied with the internal marks awarded to them, 50% principal each stated that student teachers always felt their internal marks could have been higher and that few student teachers were not satisfied and bring their grievances.

Further, there was no involvement of management boards in finalising the internal marks in all the nine (9) colleges as responded by 100% of the principals.

13. While majority (66.66%) of the respondents were satisfied with the current examination system, 33.33% expressed their dissatisfaction, stating the late declaration of examination result, that results were ultimately determined by performance in theory which was not justified for assessing abilities of student teachers in the classroom, lack of centralized assessment and lack of proper moderation of marks for internal and external assessment and evaluation were also mentioned.

1. B) Findings from the teacher educators (Theory)

1. 3.33% of the teacher educators found the current B.Ed curriculum to be heavy, for 3.33% the curriculum was light, 85% opined that the curriculum was moderate, while 8.33% felt the need to change the existing curriculum.

Majority (93.33%) of the teacher educators expressed satisfaction with the existing duration of two year B.Ed programme, out of which 75% indicated that two years

time was enough for professional development of teachers, 19.64% expressed of having sufficient time for conducting practical activities, 48.21% felt that curriculum transaction were more organised and systematic with two years and 33.92% opined it as less hectic for teacher educators and student teachers and that with the two years duration there was more time to cover syllabus on time without hurrying.

2. 18.33% of the teacher educators expressed their support for the constructivist approach, while combination of both the behaviourist and the constructivist approach were preferred by majority (81.66%).

With regard to the reasons for preferring the constructivist approach, cent percent (100%) of the teacher educators opined the constructivist approach as learner centred and emphasising active learning where learners construct knowledge themselves by using their prior knowledge and experience, 36.36% felt that this approach provide liberty to the learners to express their views, opinions and provide room to explore and grow, while 9.09% teacher educators informed that the role of teachers were challenging under the constructivist approach.

Further, for those teacher educators preferring combination of the behaviourist and the constructivist approach, 79.59% of them felt that the constructivist approach alone was time consuming and that teachers may fail to finish course on time, 14.28% each expressed of lack of proper classroom (Physical) facilities and going through a transitional period combination makes a wholesome approach by supplementing each other. 44.89% of the teacher educators found that implementing the constructivist approach was not very practical at all times as every student teachers cannot catch up if only one (1) approach was followed, while 6.12% cited of schools unpreparedness to take up the constructivist approach. 40.81% of the teacher educators felt that considering the nature of the topic/content and the classroom environment teaching learning was more effective when both the approach were used, 6.12% expressed that since they are new to this approach so combination of both approach were preferred, while 16.32% of the teacher educators cited lack of proper ratio between student teachers and teacher educators since the number of student teachers in the class was high.

3. Majority (75%) of the teacher educators responded of not attending any training on the constructivist approach, where 22.22% of them expressed that they were newly

appointed and that no such training were organised till date, 17.77% mentioned having attended only in-house discussion and peer tutoring, 2.22% said though not organised as a training course, however self study and orientation by experts has helped them to understand the philosophy, while majority (86.66%) revealed that no training on the constructivist approach was organised.

4. With regards to the reasons for introducing and implementing the constructivist approach, 46.66% of the teacher educators opined that the objective of constructivist approach was to encourage critical thinking, hand-on learning, develop spirit of inquiry, scientific attitude and problem solving ability with teacher as a facilitator, 65% felt as to make teaching learning process learner centred and more active by providing opportunities to the learners to construct their own concept/knowledge, 20% each viewed it as to enable learners to contextualize their learning experiences, making learning reflective and practicable with one's life and to emphasis more on how to learn rather than what to learn with learners assessing their own works, 1.66% each felt the reasons being to promote joyful learning, to meet the changing demands of the fast changing world (Globalised educational system) where children are inquisitive in nature and becoming globalised learner, to achieve the objectives of NCF 2005 and NCFTE 2014 and to make learner independent in their learning. 8.33% of the teacher educators stated that constructivist approach was introduced so as to move away from teacher centred and rote memorization, for 3.33% the purpose was for yielding better learning outcomes, 15% for all round development and 25% of the teacher educators expressed that constructivist approach was introduced to maximise student involvement in the teaching learning process.

5. To the query as to why B.Ed colleges were offering only one (1) pedagogy paper in the two year B.Ed course in contrast to two (2) pedagogy papers during the earlier one year B.Ed programme, 83.33% of the teacher educators felt to have in-depth conceptual understanding and mastery in one's own specialized discipline, 11.66% teacher educators opined as due to lack of human resources, 1.66% each stated as to reduce the workload of teacher educators and to cover the syllabus on time, as per the NCTE norms and due to time constraint where syllabus had to be minimised so as to cover an in-depth understanding of the offering paper, while 3.33% of the teacher educators opined that for science pedagogy paper there is not much difference in

methods and issues in teaching physical and biological science as the contents are almost the same which were offered during one year course.

6. Overall the present study found that 23.33% of the teacher educators were in favour of offering two (2) pedagogy papers, while majority (76.66%) were content with only one (1) pedagogy.

With regard to the reasons given by those teacher educators who felt the need for two (2) pedagogy papers, 14.28% each of the teacher educators opined offering two (2) pedagogy will create better employability opportunities, and that in place of shortage of trained teachers it would enable teacher to take up more than their subject, 7.14% each expressed that since practically teachers were made to take up different subject in the schools so introducing two (2) pedagogy papers will benefit all, specialized subject along with language/english pedagogy need to be continued, as many of the Naga teachers were weak in language and grammar, more convenient for student teachers to complete forty (40) lessons for teaching practice and that teachers will be able to teach up both subject if they are in the same streams like english and social science, science and mathematics respectively. Also 35.71% opined that besides confining to one's own specialization paper, two (2) pedagogy papers will enable teachers to be updated and have a wider knowledge about other disciplines.

Further, out of those teacher educators who do not felt the need of two (2) pedagogy papers, majority (93.4%) of the teacher educators expressed of better to focus on one (1) and get specialize in that particular pedagogy, 4.34% each opined was more stress free for student teachers with one (1) pedagogy paper and not necessary in science pedagogy to offer two papers i.e., biological and physical science, as was offered during the one year course, since it will be a repetition of contents.

7. Study found that majority (75%) of the teacher educators had experienced problems while implementing the constructivist approach.

With regard to the problems, majority (86.66%) of the teacher educators had faced time management problem, 51.11% expressed that since they did not get any opportunity to attend workshop, training and orientation on constructivism, they found difficulty in implementing the constructivist approach, 6.66% each opined that curriculum and syllabus were still based on the behaviourist approach and that not

every topic can be transacted through the constructivist approach. 15.55% of the teacher educators informed that student teachers still have attachment towards the old learning styles and were reluctant to change their mindset, 8.88% found that the syllabus was too vast for the constructivist approach. 13.33% expressed their lack of competencies of subject matter, 8.88% viewed that since almost all teacher educators have been taught in the behaviourist approach so it was difficult to implement it suddenly, 44.44% expressed lack of student teachers co-operation to take up responsibilities and participate in teaching learning process hindering effective implementation of the constructivist approach, 48.88% informed lack of adequate resources and infrastructural facilities, while 17.77% said the ratio of student teacher and teacher educators were not appropriate for the constructivist approach as the number of student teachers was high. Further, 2.22% teacher educator expressed difficulty in making adjustment because of sudden change of teaching-learning style and 4.44% lamented that construction of knowledge becomes difficult when there was lack of student teachers previous knowledge on some topics.

8. Majority (81.66%) of the teacher educators were satisfied with marks distribution of theory papers (Internal and external) which however was not the case with 18.33% of the teacher educators who felt lesser marks were allotted for internal assessment and suggested more marks for internal assessment.

Further, 91.66% teacher educators were satisfied with the marks distribution of practical works while 8.33% expressed their dissatisfaction. Of those teacher educators who were dissatisfied with the practical works marks distribution, 20% responded that student teachers were equally participating in practical activities so more marks may be allotted for practical works in both internal and external evaluation, while 80% said aiming for all round development and encouraging more on theory and examination defeats the very purpose and essence of constructivism and suggested for equal distribution of marks in internal and external for both theory and practical.

9. There was a mixed response from the teacher educators with regard to the method and strategies of teaching, While engaging the core papers (C-1, 2, 4, 5, 6 & 8), 30% of the teacher educators indicated using lecture method, 53.33% opined following lecture cum discussion method, 56.66% employed discussion method and also

conduct class seminars, 55% give individual assignment/home works to the student teachers, 31.66% assigned projects, 25% practised dictating notes, 16.66% give problem solving tasks to the student teachers and team teaching were practiced by 21.66%. In addition, 31.66% of the teacher educators made use of PPT, scaffolding techniques were also adopted by 6.66%, while student teachers were also made to give oral presentation as responded by 48.33%.

With regard to the pedagogy papers (C-7a & 7b), 25% of the teacher educators used lecture method for classroom transaction, majority (55%) followed classroom cum discussion method, class seminar and discussion were conducted by 53.33%, homework/assignment were also assigned by 48.33%, 38.33% teacher educators said projects were given beside using problem solving method, 23.33% expressed of dictating notes and 28.33% lamented that team teachings were also employed while engaging pedagogy papers. Further, in addition to the above mentioned methods, PPT were also used by 19.35% of the respondents, brainstorming as responded by 5%, scaffolding technique were employed by 8.33%, inductive-deductive were also applied by 1.66%, while 41.66% used to let student teachers give oral presentation in the classroom.

For the optional papers (C-11), 13.33% teacher educators indicated using lecture method, 23.33% used lecture cum discussion method and also give assignment to the student teachers, 21.66% employed discussion method, 16.66% indicated assigning project works, 20% teacher educators conduct class seminars for the student teachers, 15% said notes were also dictated, problem solving method and team teaching was also practised by 10% and 3.33% teacher educators respectively. Further, PPT was also used by 11.66 %, scaffolding technique by 3.33%, while oral presentations by the student teachers in the classroom were also conducted by 31.66%.

With regard to teaching method and strategies used by the teacher educators while engaging the half papers (C-3, 9 & 10), 21.66% of the teacher educators adopt lecture method, 30% each applied lecture cum discussion method, gives individual homework's and projects, 31.66% each employed discussion method and conduct seminars, notes were also dictated by 16.66%, 13.33% said problem solving methods was also followed, while 1.66% expressed of practising team teaching. In addition,

PPT was employed by 13.33%, 3.33% make use of scaffolding technique and oral presentation by the student teachers by 26.66%.

Further, with regard to EPC (EPC-1, 2, 3 & 4), 16.66% of the teacher educators used lecture method, 31.66% employed lecture cum discussion method and conduct class seminars, majority (46.66%) used discussion method followed by giving assignment as indicated by 43.33%, 41.66% of the teacher educators assigned project works to the student teachers, 13.33% gives dictated notes, 38.33% employed problem solving method, 5% mentioned of adopting brainstorming method, 6.66% scaffolding techniques, while team teaching was also practised by the teacher educators by 23.33%. 25% make use of PPT and oral presentation by 36.66%.

It may be noted that brainstorming as techniques of teaching was not commonly used in teaching the core papers, optional papers and half papers. Also the scaffolding technique was used by only few teacher educators while transacting the course.

10. The study revealed that teacher educators assessed and evaluate student teachers for various reasons/purposes. All 100% of the teacher educators assess and evaluate student teachers to check whether the instructional objectives have been achieved or not and for giving feedback, 91.66% for motivating student teachers, 50% for creating learning opportunities, 60% for grading, 6.66% for categorizing student teachers, 51.66% for promoting student teachers to next higher semester, while 66.66% indicated that the purpose of assessment and evaluation were to evaluate desirable behaviour and as a quality assurance mechanism.

Furthermore, 1.66% each of the teacher educators mentioned that the purpose were for developing desirable habits and qualities of a good teacher, for providing help to student teachers for their personal and professional development and for knowing the progress of every student teachers (Weekly, monthly, semester wise).

11. Majority (60%) of the teacher educators felt that assessment and evaluation were based on the constructivist approach, while 40% viewed it as otherwise.

As regard to the reasons stated by those 60% of the teacher educators who felt that assessment and evaluation were based on the constructivist approach, 30.55% of them opined that for internal and practical aspect it was based on the constructivist approach and even external examination questions were gradually moving towards

application based, 11.11% each said to some extent in certain aspect, however there were still lots of behaviourist approach prevalent in the system and that though the various activities and the assessment tools used were all based on the constructivist approach but the inability of the teacher educators to implement it properly and effectively was a major problem, majority (86.11%) of the teacher educators mentioned that student teachers were assessed in all aspect basing on the principle of CCE, 25% expressed of helping student teachers to develop critical and rationale thinking abilities and also provide scope for improvement, while 2.77% informed of practising peer and self assessment with proper guidance from the teacher educators as the reason why assessment and evaluation were based on constructivist approach.

Following reasons were given by those teacher educators who expressed that assessment and evaluation were not based on the constructivist approach, majority (45.83%) of the respondents found that written external examination has more weightage of marks than internal assessment, 20.83% opined assessment and evaluation as a mixture of the behaviourist and the constructivist approach, 25% said the focus were more on outcome or end product rather than the process, while 16.66% each lamented that at the end marks secured by the student teachers in the examination were taken into consideration for determining the quality of teachers and involvement of subjectivity.

12. Study revealed that majority (75%) of the teacher educators do not think of themselves as properly oriented and trained in areas of assessment and evaluation, of which a higher percentage (93.33%) stated of not coming across any opportunity of attending orientation or training in areas of assessment and evaluation, 4.44% expressed their inability to assess the student teachers comprehensively especially in EPC, while 2.22% mentioned that criteria and ways of assessment keeps on changing with the changing needs, demands and pattern of education and the learner, therefore it was always good to be oriented from time to time as per the needs and as per NCTE norms.

13. 11.66% of the teacher educators opined that assessment and evaluation in their college/institutions were objective in nature, for 1.66% it was subjective, majority (80%) of the teacher educators indicated a combination of both subjective and

objective, while 6.66% teacher educators had no opinion to offer regarding the nature of assessment and evaluation practised in their colleges.

14. Majority (78.33%) of the teacher educators were satisfied with the way student teachers were assessed and evaluated throughout the course and indicated assessment and evaluation in their colleges giving equal importance to all the domains of learning (Cognitive, affective and psychomotor), however 21.66% expressed of not doing so, where affective domain were neglected as stated by 69.23%, while 30.76% mentioned of overlooking both affective and psychomotor aspects.

15. The present study found that there was majority (95%) agreement with the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated,” out of which 14.03% teacher educators in support of their responses cited that if student teachers were made aware when, where and how they were going to be assessed and evaluated it will help them to focus more on the areas to be evaluated, 19.29% responded for maintaining transparency, 8.77% opined for student teachers encouragement and motivation, majority (47.36%) expressed for better advance preparation, while 10.52% stated for improvement on areas student teachers were lacking.

However, 5% of the teacher educators who were not in favour of the statement felt that issues and problems arises when assessment were made too transparent.

16. Study revealed that in contrast to the responses of majority (88.33%) of the teacher educators, 11.66% was in favour with the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers,” because internal assessment marks were added to the overall external examination marks as expressed by 71.42% ,14.28% each opined of preparing student teachers for end semester examination, and that for letting student teachers get good grades internal marks were allotted despite their poor performance in written model exam, while 57.14% mentioned of biasness/partiality involved in internal markings.

Out of 88.33% of the teacher educators who were not in favour of the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers”, 11.32% of them mentioned of helping student teachers to develop desirable habits, values, skills etc and produce humane

practitioners, 66.03% viewed it as a continuous process covering both scholastic and co-scholastic areas for all round development, 28.30% felt that through internal assessment students engagement in the teaching learning process were maximised, 35.84% opined it as a means to monitor and facilitates students learning. 15.09% of the teacher educators expressed that desirable improvement can be seen through internal assessment which cannot be observed in external examination, 5.66% each maintained of providing timely feedback to the student teachers through internal assessment and of reducing examination burden and minimising last hour preparation for examination. Further, 24.25% of the respondents mentioned for encouraging and motivating students teachers, while 3.7% expressed of providing teacher educators opportunities to reflect and make necessary modification in the teaching approach if needed arise.

17. From the responses of 100% of the teacher educators it was found that student teachers were made aware of the assessment criteria on the basis of which they were assessed and evaluated. However, a higher percentage (73.33%) of the teacher educators stated of not disclosing the final internal marks to the student teachers in their colleges, for which 27.27% said there was no valid reason for not disclosing internal marks, 13.63% viewed it as confidential, 18.18% mentioned that no such suggestions were made by the head of the institution to disclose the marks, 2.27% opined that disclosing internal marks might lead to confusion as each student teacher may compare their marks and complain about their marks, while 11.36 % expressed that whether to disclose marks or not depends on the head of the institution.

18. 53.33% of the teacher educators were satisfied with the practice and pattern of questions set for end semester examination, while 46.66% expressed their dissatisfaction.

With regard to the reasons given by those teacher educators who said that they were not satisfied with the questions pattern of end semester examination, 60.71% each of them expressed that most examination questions were knowledge based and questions set were reproduction of internal exam questions without proper moderation, 53.57% mentioned of casual typing spelling mistakes in the question papers, 50% opined as repetition of same questions each consecutive year and 7.14% each found the marking

system as improper and that the questions were not balanced with the allotted time and marks.

19. 51.66% teacher educators had experienced setting end semester examination questions, while majority (76.66%) responded of correcting answer papers, out of which a higher percentage (67.39%) of the teacher educators indicated that 1-2 weeks time were given for examining/correcting the B.Ed external examination answer papers, while 32.60% responded of giving 2-3 weeks time duration for correcting external examination answer papers.

Further, 19.56% of the teacher educators indicated that allotted time given for correcting answer papers was too short, for 63.04% it was enough, while for 17.39% the duration was not enough.

With regard to the remuneration paid for examining/correcting per paper, for 28.26% of the teacher educators the amount was less, 58.69% said it was too less and for 13.04% the remuneration amount was enough.

20. The study found that majority (88.33%) of the respondents received timely notification from the University for conducting end semester examination, with higher percentage 71.66 % of teacher educators expressing their satisfaction with the current examination system.

However it was found that majority (61.66%) of the teacher educators were not satisfied with the time taken by the University for declaring examination results, where 59.45% opined that due to delay in declaration of results many student teachers failed to go for further studies, 18.91% mentioned of affecting student teachers future plan and 21.63% expressed of student teachers loosing many job opportunities.

1. C) Findings from the student teachers (Theory)

1. The present study found a mixed response from the respondents, where 21.85% of the student teachers found the existing B.Ed curriculum to be vast, for 17.96% it was too vast comprising of theory and practical works, curriculum was found appropriate for professional development of teachers as responded by 47.96%, while 12.22 % indicated the need to change the curriculum.

Further, majority (79.07%) of the student teachers expressed satisfaction with the existing two years duration of B.Ed programme, as against 20.9% who were not satisfied with the two years duration.

As regard to the reasons given by those 79.07% of the student teachers who were satisfied with the duration of two years, 29.74% mentioned that the duration was sufficient to cover the curriculum on time without hurrying, 0.93% viewed that despite the curriculum being vast the experienced gained was satisfactory, while 6.55% opined that though the course content and curriculum were appropriate for two years, more practical activities should be emphasised. 19.67% of the respondents opined having enough time for inculcating values, equipped with skills, develop abilities, competencies and understand various concept covering all aspect of learning and teaching for teachers professional development, 2.10% expressed having sufficient time for internship/teaching practice with two years duration, 1.40% lamented that the duration was sufficient to adjust learning and to culminate new knowledge with ease in a well manner, while the two years duration was less hectic and stressful for 2.57% student teachers.

Following reasons were given by those student teachers who were not satisfied with the two years duration of B.Ed course, 47.78% of the student teachers expressed displeasure of disturbing future plans for those willing to go for further studies and for seeking government jobs, 23.00% responded that the duration was long where much time were spend on theory papers and suggested of reducing the duration with more practical activities, 1.76% opined difficulty in managing time especially in-service student teachers those who had families, 20.35% stated that the duration was long for training where external written examination decide the student teachers fate and 34.51% opined that curriculum being vast, duration was less as some activities were done in hurry without bearing satisfactory results and therefore were in favour of extending the duration with more emphasis on practical activities.

2. The study found that only a few (1.11%) student teachers were in favour of the behaviourist approach, 28.88% expressed their supports towards the constructivist approach, while as high as 70% preferred combination of both the behaviourist and constructivist approach.

With regard to the reasons for preferring the behaviourist approach, 66.66% said that because of their attachment towards the behaviourist approach they were more comfortable with it, while 33.33% of the student teachers felt that in order to maintain discipline among the students, teachers sometimes need to adopt authoritative approach so they preferred combination of both the behaviourist and the constructivist approach.

Following reasons were given by those student teachers who preferred the constructivist approach, 83.33% of the student teachers felt students gets liberty to express themselves and construct knowledge using their prior experience and knowledge by following the constructivist approach, 69.87% cited being learners centred approach, 74.25% expressed of the constructivist approach ensuring and enhancing active involvement of both students and teachers in the teaching learning process, 21.79% mentioned that the constructivist approach was more activity based and practical in nature, 7.05% asserted that retention of learning was longer when students are involved in the things they are made to learn, 3.84% responded favouring the constructivist approach because it is process oriented emphasising more on learning than teaching, 11.53% viewed of minimizing rote memorization, 6.41% felt that constructivist approach helps in all round development enhancing critical thinking abilities, learning and developing values, skills, qualities etc. Further, 20.51% of the student teachers mentioned helping students in comprehending the concept in detail, 7.69% opined assessment taking place regularly under the constructivist approach, while 4.48% expressed of making the student and teachers to think every time to construct learning and teaching strategies following this approach.

Further, the study found the following reasons given by those 70% of the student teachers who were in support of combination of both the behaviourist and constructivist approach, 1.32% stated that since the constructivist approach alone was not helping student to learn as expected they preferred combination of both the constructivist and the behaviourist approach, 1.58% felt that the constructivist approach alone was not very applicable in the lower classes, 3.96% opined that student gets bored when used only one (1) approach, 24.60% lamented that in order to meet the needs of different types of individual learner's mixture of both the approach was effective, 22.75% each expressed helping in understanding the concept clearer and lack of resources to strictly implement the constructivist approach and 29.36%

mentioned that depending on the content and the diverse environment in the class the constructivist approach along with the behaviourist also need to be used. 31.48% of the student teachers reported that class room management was difficult with the constructivist approach alone so both approach need to be integrated, 2.38% opined that sudden change of approach from the behaviourist to the constructivist may hamper child's learning, 17.46% said practical application of the constructivist approach alone was difficult in the classroom, 42.85% found that the constructivist approach alone was time consuming, 3.43% opined that textbooks were not based on the constructivist approach, while 12.69% said that since institutions still follows the behaviourist approach so they preferred combination of both the approach. Further, 1.05% of the student teachers asserted curriculum being partly behaviourist and constructivist, 2.38% expressed that since both approaches have advantages and drawbacks, so combination of both the approaches will be more applicable supplementing each other, 9.52% felt combination of both the approaches can enhance more engagement of student and teachers in the teaching learning process, 11.11% for better delivery of lesson, 9.25% said that when learner do not have previous knowledge about a certain concept/areas constructing knowledge becomes difficult, while 52.64% of the student teachers expressed that students still had attachment towards the behaviourist approach and dependent on teachers giving notes and also need more explanation for student to comprehend the lesson, so they felt that integration of both the approaches may be effective.

3. Majority (91.48%) of the student teachers found their teacher educators to be regular in their duties. Though, majority (76.85%) of the student teachers found their teacher educators as confident and competent, but 23.14% expressed dissatisfaction regarding their confidence and competency while transacting the course due to the following reasons, 61.6% informed of their teacher educators not using the constructivist approach while teaching, 8.88% found them as inexperienced and not confident using the constructivist approach. 6.4% of the student teachers responded that their teacher educators were not confident enough dealing with EPC-2 paper (Drama and Art in Education), 25.6% reported some teacher educators dictating notes only with no explanation, 44% expressed of their teacher educators using only lecturing method, 21.6% mentioned that newly appointed teacher educators lacks experience and confidence, 23.2% cited lack of content mastery among some teacher

educators, 6.4% found delivery of lesson less effective, 5.6% reported of no interaction between student teachers and teacher educators inside the classroom, 4% mentioned lack of preparation among some teacher educators, 2.4% lamented that teacher educators were not systematic and they skipped topics from the course content. A few (1.6%) respondents also highlighted poor communication and personal skills of the teacher educators, 3.2% stated lack of professionalism among teacher educators and 1.6% mentioned inability of teacher educators to complete the course on time.

4. From the responses of the student teachers, study found that teacher educators used to integrate various method and strategies of teaching while transacting the course.

With regard to teaching the core papers (C-1, 2, 4, 5, 6, & 8), 78.88% of the student teachers responded their teacher educators following lecture method, 52.22% lecture cum discussion method, 79.07% said discussion method were carried out by the teacher educators, majority (91.85%) of the student teachers found their teacher educators giving them individual assignment/homework, 65% indicated giving project works, 87.96% said class seminar were conducted, 74.44% responded teacher educators dictating notes, problem solving method were applied as indicated by 28.88%, few (9.07%) student teachers expressed practising team teaching method, while PPT were also used as expressed by 20.55% of the respondents.

With regard to the pedagogy papers (C-7a & 7b), majority (90.92%) of the student teachers responded teacher educators giving them assignment/homework, 82.22% indicated teacher educators conducting class seminar, 72.03% responded using lecture method, followed by 70.55% on discussion method. 65.74% of the student teachers said that notes were dictated to them inside the classroom, 57.40% indicated using lecture cum discussion method, 54.07% responded of giving them project works, problem solving method were applied as expressed by 42.59%, 21.85% responded practising team teaching and 15.18% said teacher educators using PPT while engaging pedagogy papers.

Data analyses revealed that for the optional papers (C-11), 68.88% of the student teachers responded of their teacher educators following lecture method, lecture cum discussion method as expressed by 56.66%, discussion method were also used as observed by 66.29%, 89.81% student teachers said individual homework/assignment

were given to them, project method were employed as indicated by 55.74%, class seminar were conducted as expressed by 84.62%, 71.66% responded teacher educators dictating notes, followed by problem solving 27.96% and team teaching 8.51%. Further, PPT was also adopted as responded by 12.77%.

For the half papers (Course-3, 9 & 10), 69.44% of the respondents indicated teacher educators using lecture method, 58.88% expressed of teacher educators using lecture cum discussion method, 67.77% discussion method, 85.745% said individual home works/assignment were given, 56.11% indicated of projects works, 81.66% expressed conducting class seminar, 66.88% indicated on dictation of notes, 28.70% said problem solving method were also employed by the teacher educators, 9.07% responded on practicing on team teaching, while PPT was also used as expressed by 7.22%.

For engaging the EPC papers (EPC-1, 2, 3 & 4), 60.18% of the student teachers responded of teacher educators adopting lecture method, 70.74% stated practising lecture cum discussion method, 82.22% expressed of teacher educators employing discussion method, 87.77% informed of giving individual assignment/homework, 78.33% indicated of giving them project works, 43.51% responded of conducting class seminars, 30% reported teacher educators dictating notes, problem solving method as indicated by 42.40%, team teaching were practiced as opined by 11.11%, while PPT were also employed by the teacher educators as observed by 17.22%. Further, role play were organised as responded by 2.03% and talent exhibition as expressed by 2.96%.

From this analytical interpretation, it can be assumed that teacher educators employed various teaching methodology while transacting different papers with lecture, discussion method, individual homework/assignment, class seminars and dictation of notes being mostly practised. Role play and talent exhibition as techniques of teaching were not employed in any other papers except in the Enhancing Professional Capacities (EPC) classes.

5. Study found that majority (74.62%) of the student teachers were satisfied with the teaching method used by the teacher educators while transacting the course, but 25.37% expressed their dissatisfaction and the reasons given were, majority (62.7%) of them informed of their teacher educators not applying the 5Es model/the

constructivist approach during classroom transaction, 25.54% mentioned that most teacher educators give only dictated notes instead of explanation, 30.65% said teaching aids and ICT tools were not used, 37.95% opined teacher educators dependent on group discussion among student teachers, presentation, seminars, home assignment etc, 44.52% found teacher educators using lecture method only, while 22.62% reported teacher educators lack of content mastery. 6.59% of the student teachers expressed having less discussion and questioning and answering session in between and after the instruction, 19.70% lamented new teacher educators lacking confidence, 5.10% reported that no proper instruction and guidance were given while assigning task and 3.64% each cited teacher educators lack of preparation and lack of up-to date knowledge in their subject areas. 5.83% of the respondents said teacher educators do not facilitate individual differences, 1.45% found teacher educators using mobile phones while teaching as not acceptable, while 2.18% expressed that teacher educators were not systematic and clear while engaging the class.

6. From the responses given by the student teachers, the study found that except for 11.29%, majority (88.70%) of the student teachers expressed their teacher educators conducting class test with mixed responses indicating that class test were conducted once in every paper as indicated by 35.55% of the respondents, while 23.51% expressed conducting test twice in every paper, often after completion of each unit as responded by 10.92% and 18.70% indicated that class test were conducted after completion of half of the course.

Data analyses also revealed that majority (92.03%) of the student teachers used to give paper presentation during class seminars. Barring a few (2.59%) student teachers, majority (97.40%) of them indicated of participating in group discussion/seminars.

Out of those student teachers who indicated of not participating in group discussion/seminars, 14.28% each expressed lacking confidence, introvert in nature and preferred to stay quiet until question were asked personally. Further, 7.14% each stated less confidence in their response, health issue, not expressive enough to answer and mostly doing the typing works for group seminar paper, while 28.57% of the student teachers said that other group members were assigned to take the responsibilities (Paper presentation, clarifying queries, doubts etc) during group discussion/seminars.

7. Majority (61.66%) of the student teachers were satisfied with the marks distribution of theory papers in internal and external evaluation, which however was not the case with the remaining 38.33%.

As for the reasons, of the 38.33% viz. 207 student teachers who expressed their dissatisfaction with marks distribution of theory papers in internal and external evaluation, 10.14% said though marks distribution was satisfactory but expressed their displeasure with the practice of unfair means in internal markings by their teacher educators, 12.07% of the student teachers opined that internal and external exam marks were not balanced and 5.79% mentioned marks distribution were not made known to the student teachers. 75.36% of the respondents lamented that with so many assignment, test, seminars etc lesser marks were allotted for internal assessment, in contrast 7.24% said fewer marks were allotted to theory external examination, while 3.38% expressed of lesser marks for half papers (Course-3, 9 & 10) where the contents were too vast.

With regard to marks distribution of practical works between internal and external, majority (72.03%) of the student teachers expressed their satisfaction, while 27.6% were not satisfied.

As regard to the reasons stated by those student teachers who were not satisfied with marks distribution of practical works between internal and external evaluation, 32.45% stated that practical activities other than teaching practice were not given much weightage during assessment, 9.93% mentioned that lesser marks were allotted to practical external evaluation, while 19.20% said with the amount of effort/work they put in throughout the semester it was not justified to allot less marks for the internal activities.

8. The study revealed that assessment and evaluation were based on the constructivist approach as expressed by majority (67.03%) of the student teachers, which however was not the case with 32.96%.

As regard to the reasons stated by those 67.03% student teachers who said that assessment and evaluation were based on the constructivist approach, data analyses showed as, 54.14% responded assessment and evaluation based on the principles of CCE covering both scholastic and co-scholastic for all round development, 4.14%

asserted that different assessment modes and tools adopted by the teacher educators were based on constructivism, 2.76% each expressed teacher educators allowing student teachers to construct their own knowledge and assess learning outcomes and also views, opinion and their own way of writing were appreciated and regarded for assessment, 3.03% viewed that especially internal assessment were based on the constructivist approach, while 4.44% felt that to some extent only assessment and evaluation were based on the constructivist approach. Since question papers set for external written examination were application based, 1.10% student teachers felt assessment and evaluation were based on constructivism, 12.98% found assessment and evaluation enhancing students engagement in the teaching learning process, peer assessment was also practised as stated by 2.20%. Furthermore, 40.60% of the student teachers found that assessment and evaluation were done based on student teachers participation and performance in various tasks/activities and 0.55% responded assessment and evaluation being based on grading system, while 9.39% informed of teacher educators providing feedback support after assessment.

Following reasons were given by those student teachers who opined that assessment and evaluation were not based on the constructivist approach, majority (66.29%) of the student teachers mentioned that assessment and evaluation were not comprehensive emphasising more on examination/academic excellence where participation in the classroom and CCA activities goes unnoticed, 66.85% mentioned that since constructivism is process oriented giving more weightage of marks for end semester written examination was not justified, 9.55% opined that most test and examination questions were set to reproduce things already written on the textbooks, 11.23% expressed was mixture of both the behaviourist and the constructivist approach, while 1.10% viewed more of the behaviourist approach being followed. 11.79% of the student teachers felt better marks were obtained by producing answer which were copy pasted from teacher educators notes/text books, 5.05% each informed of some student teachers securing high marks even without attending colleges and participating in activities and of organising less practical activities, 3.93% each expressed lack of practical implication and that failure and success were determined by marks secured in written examination only. 45.50% of the student teachers also expressed teacher educators rarely conducting class test and 8.42% reported of not conducting written internal model examination in their college.

9. 66.22% of the student teachers felt that their teacher educators to be properly oriented and trained in areas of assessment and evaluation, while 37.77% student teachers do not think so.

Following reasons were given by those 66.22% of the student teachers who indicated that their teacher educators were well oriented and trained in areas of assessment and evaluation, 4.76% mentioned of their teacher educators accepting, encouraging and appreciating views and opinions of the student teachers, 81.15% stated teacher educators to be well qualified and trained, 5% expressed that teacher educators knows how to assess and facilitate individual learners, 50% lamented that through various tasks and activities assessment and evaluation were done in all activities throughout the academic year, 3.86% opined that the assessment tools and techniques used were appropriate and helpful, teacher educators providing timely and proper assistance as stated by 7.44%, feedback support were provided after assessment as informed by 11.01%, further 13.09% expressed satisfaction with the marks obtained which were of their expectation.

Following reasons were stated by those student teachers who felt that their teacher educators were not properly oriented and trained in areas of assessment and evaluation, 65.19% of the student teachers mentioned that not all but some teacher educators were not properly trained and oriented in assessment and evaluation, 6.37% student teachers mentioned of some teacher educators looking for quantity rather than quality of answers, 53.43% reported lack of fair practice in assessing and evaluating student teachers, 25% said teacher educators were product of the behaviourist approach too and that they need proper orientation and training in assessment and evaluation, 4.90% opined teacher educators failure to teach about the various assessment tools and steps involved in its construction as one of the reason why they felt that teacher educators were not properly oriented and trained in areas of assessment and evaluation, 1.47% informed of teacher educators not properly utilising assessment tools, while 18.62% viewed that marks were not allotted as deserving as all the student teachers were given the average marks in internal assessment even when some student teachers deserve to get more because of the efforts they put in their projects, assignment, attendance etc. Further, 55.88% of the student teachers lamented assessment being not comprehensive as teacher educators failed to take into account their classroom participation and contributions in other

activities with marks allotted based on academic performance only, 33.82% informed that regular assessment were not conducted and 7.35% reported of not conducting written internal examination. 5.88% of the student teachers responded of some teacher educators not providing feedback, 8.33% expressed dissatisfaction for not giving them any encouragement and motivation and 39% said that their assignment, reports etc were not properly checked and corrected by their teacher educators.

10. Study found that for 7.59% of the student teachers, the practice of assessment and evaluation in their institution were objective, for 11.48% it was subjective, while for majority (68.51%) of the respondents it was a combination of both subjective and objective. However, some (12.40%) of the student teachers were not aware about the practice of assessment and evaluation in their institution.

11. There was a majority (97.77%) agreement to the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated,” while 2.22% student teachers were not in favour of the statement, however they did not provide any reasons for their responses.

With regard to the reasons given by those student teachers who were in favour with the statement that “Student teachers have the right to know when, where, and how they are going to be assessed and evaluated”, 62.31% of the student teachers expressed of helping them for better preparation and performance, 34.65% for maintaining transparency, 8.14% for creating awareness and updating about their learning progress, while 18.64% mentioned of helping them to improve on areas that need improvement.

12. Majority (55.74%) of the student teachers were not in favour of the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers,” and the reasons given were, majority (70.09%) of the student teachers mentioned that assessment and evaluation is a continuous process covering both scholastic and co-scholastic areas for building self confidence, developing critical thinking ability, learning to co-operate and collaborate with others, values of doing things on time etc for all round development, 20.49% expressed that beside improving their end semester examination results it also ensure more involvement and engagement of student teachers in teaching learning process, 27.57% stated of enabling teacher educators to know the strength and weakness of

their student teachers and guide them accordingly, 65.44% opined providing them space for improvement unlike the external written examination, while 46.17% expressed of encouraging and motivating them. 25.91% of the student teachers lamented that beside helping them it also enables teacher educators to assess and reflect for bringing about changes in the learning and teaching strategies, 4.31% expressed that marks distribution for internal and external reduced their stress and burden of scoring in end semester examination, 4.31% viewed for creating learning opportunities, 5.31% expressed that with lots of practical activities being conducted, information and knowledge gained have longer retention, 3.32% mentioned of helping in reducing the syllabus to be covered at the end, while 1.32% viewed of internal marks pulling down their overall percentage at times.

With regard to 44.25% of the student teachers who were in agreement of the statement that “Internal assessments are just an instrument for improving the overall examination results of the student teachers,” 38.07% of the student teachers stated the reason of biasness or partiality in internal marking to help the student teacher and for the reputation of the college, 64.85% mentioned of internal assessment marks adding to the overall examination marks, 15.06% opined that since assessment and evaluation covers both scholastic and co-scholastic academically weak student teachers securing high internal marks help them to catch up with others in academic areas, 35.14% felt the focused were to improve the academic performance at the end, 21.33% student teachers expressed that without internal marks overall result will be discouraging and student teachers will struggle to secure good grades, distinction or even to topped in the final examination, 12.13% stated of helping them in preparation for final examination, while 1.25% lamented that not disclosing internal marks to the student teachers was an indication that internal marks were only for improving the end semester examination marks.

13. Study found that 68.51% of the student teachers were made aware of the standard/the assessment criteria on the basis of which they were assessed, while 31.48% expressed that teacher educators were not making them aware of the assessment criteria .

Majority (83.70%) of the student teachers expressed that their colleges were not disclosing their final internal marks before end semester examination, while the

remaining 16.29% responded of internal marks being made known to the student teachers before end semester examination.

Further, majority (94.4%) of the student teachers expressed the need to know their final internal marks, which however was not the case with 5.75% and the reasons given were, 38.46% responded that some student teachers will complain if marks were not up to their satisfaction which will affect the student teachers relationship, 46.15% felt that since it will be shown in the mark sheet it did not make much difference, while 15.38% opined that there were chances of low scoring student teachers getting disappointed and discouraged if they knew their marks before end semester examination.

As regard to the reasons stated by those student teachers who felt the need to know their final internal marks, 75.66% responded that there was a need to know their final internal marks so that they can prepare and perform well in end semester written examination, 57.30% opined of focussing on subject/areas that need improvement, 23.89% stated that for encouragement and motivation they need to know their internal marks, 6.85% said for updating their learning outcomes, 5.08% for awareness of how much needed to secure pass marks/top marks/ distinction, while 39.60% opined that to maintain transparency student teachers need to know their internal marks.

14. The study found that majority (78.33%) of the student teachers were satisfied with the pattern of question set for end semester written examination, while 21.66% were not satisfied with the question pattern.

Following reasons were given by those student teachers who expressed dissatisfaction with the pattern of examination question, majority (70.94%) of the student teachers responded of imbalanced question pattern with mostly descriptive and essay type, 7.69% each informed that questions do not focus on all units in the syllabus and some questions were not clear and not easily understood, 17.09% stated that at times questions and the weightage of marks were not proportionate, 13.67% said questions used to be set from topics which the teacher educators have told was omitted for that particular paper, 24.78% expressed duplication of model exam questions. Further, 2.56% of the student teachers indicated spelling mistakes in the question papers, 12.82% mentioned that questions were knowledge based to reproduce things already written on the textbooks, 1.70% reported that the font size used for typing questions

were small and not clearly legible, 3.41% expressed that some questions were set out from the syllabus, 11.11% revealed that examination questions were repeated each consecutive year, while 1.70% opined that questions were not specific but were set generalizing everything.

15. Overall study revealed that contrary to the responses of 75.55% of the student teachers, 24.44% were not satisfied with the examination system because of the following reasons, 6.81% mentioned of examination based on rote memorization, 8.33% found spelling error in question papers and mark sheet, 1.51% expressed lesser time given for preparation of end semester examination as student teachers get stress out because of so many practical activities throughout the session, 4.54% each expressed that examination rules and regulation written on the admit card were not strictly followed, strictness in allocating marks by the paper examiners, and delay in getting original mark sheet. 84.84% student teachers opined that marks distribution between internal and written external examination were not balanced and suggested of making it 50: 50 or 40:60, 58.33% expressed their dissatisfaction due to late declaration of examination result, 11.36% stated that time given for filling up and submission of revaluation of answer paper forms were too short. 9.09% of the student teachers viewed that the evaluation system was not objective, 5.30% mentioned that lesser marks were allotted for half papers (Course-3, 9 & 10) where the contents were too vast, 37.12% opined that time allotted for writing examination paper were not enough since the questions were mostly essay type, while 3.03% said proper briefing were not given by the invigilators for filling up the details on the first page of the answer script and it caused inconvenience especially for student teachers from other University. Further, 2.27% of the student teachers expressed their resentment of being made them to apply for revaluation by personally going to University headquarter for submission of forms which causes hardship and inconvenience and suggested that concerned college should have taken the responsibility for the same.

16. Data from the present study revealed that majority (55.18%) of the student teachers were not satisfied with the time taken by the University in result declaration and the reasons given were, 51.00% of the student teachers mentioned that due to delay in result declaration they get late in getting admission for further studies, 10.40% said that almost a year get wasted because of late declaration of results, 1.34% expressed creating problem for those student teachers on the verge of overage

to apply for government jobs, 46.64% responded that opportunities for job recruitment and to appear competitive examination gets delayed waiting for their results and marks sheets, 74.49% expressed late declaration of examination result and 3.69 % informed that while waiting for the examination results it increases the stress of the student teachers which effect their health.

1. D) Findings from the experts (NU) (Theory)

1. 100% of the experts from Nagaland University (NU) were satisfied with the existing duration of two year B.Ed course, where 33.33% stated of having sufficient time for teaching practice, 11.11% each lamented that curriculum transaction were more systematic with two years and that one year B.Ed programme was not sufficient to fulfil all the objectives of teacher education. Further, 44.44% mentioned that two year B.Ed programme was more comprehensive and with two years duration, enough time was there for transacting the curriculum.

2. Similar with other respondents, majority (88.88%) of the experts from Nagaland University preferred a combination of both the behaviourist and the constructivist approach, while 11.11% was in favour of the constructivist approach who mentioned that it was students centred focusing more on students' involvement instead of rote memorisation in constructing knowledge.

As regard to the reasons for preferring combination of both the constructivist and the behaviourist approach, 25% of the experts responded that basing on classroom situation and nature of topics combination of both the approach may be effective, 12.5% said schools were not setup nor curriculum was framed to strictly follow the constructivist approach, 12.5% mentioned that the constructivist approach alone was time consuming and insufficient, 12.5% lamented that both 5Es and teaching skills were equally important to bring about meaningful learning experiences, 12.5% expressed that constructivist alone cannot be put into practice in the present situation, 12.5% opined of integrating the strengths of both the approach, while 12.5% viewed that for better delivery of content as per individual needs combination of both the approach may be more effective.

The study further revealed that majority (88.88%) of the experts even though they preferred combination of both the behaviourist and the constructivist approach, were

in favour of the constructivist approach as a preferred model for effective delivery of education, which however was not the case with 11.11% who opined that all in-service teachers who got trained long back were not aware about it so may not work in the present context.

As regard to the reasons given by those 88.88% experts who preferred the constructivist approach for effective delivery of education, 37.5% of the experts mentioned the constructivist approach being student centred focusing more on student active involvement in knowledge construction with teachers as facilitators, 12.5% expressed of enabling teachers to deliver the contents in a broader way with participation of students in various activities, 12.5% opined of helping students to think, explore and makes classroom more interactive, 12.5% lamented of enabling students to share ideas and opinion through their experiences and to come up with originality thus motivating to generate more information, while 12.5% felt that though constructivist is a preferred model but it was not the case for the present students following the existing curriculum and system of education.

3. Following reasons were cited by the experts from Nagaland University to have only one (1) pedagogy, 77.77% of the experts mentioned were to focus more and get specialization in one (1) particular subject/discipline, while 11.11% expert opined that course designer might not be knowing the importance of offering two (2) methodology papers which was mandatory as per NCTE.

Majority (77.77%) of the experts did not feel the need of two (2) pedagogy papers as it was better for teachers to get specialized in one (1) subject at a time, while 22.22% were in favour of offering two (2) pedagogy papers, out of which one expert stated that as per NCTE norms two (2) pedagogy paper was mandatory.

4. There were 100% agreement for introducing micro teaching programme in the existing curriculum, where 11.11% expert lamented that though teaching becomes too mechanical but freedom were given to the teachers to employ any skills best suited for the students, classroom environment and the subject contents and also suggested that the skills may be included in theory but practice be done in real situation, 11.11% each expressed that elements of micro teaching skills were there in the present B.Ed programme which need to be identified and practice them in a integrated manner, and there would be no proper teachers training if there was no micro teaching, further

11.11% each expressed that micro teaching is related to development of teaching skills and a must in the constructivist approach and that microteaching programme should be introduced as a theory paper but need not be a practical programme, while 22.22% viewed that teaching skills were the basic components of teaching profession which need to be learned. No reasons were provided by 22.22% of the experts.

5. Following measures were suggested by the experts for successful implementation of the constructivist approach, 33.33% of the experts from Nagaland University suggested of implementing the constructivist approach from primary school level, 33.33% experts stated that appropriate infrastructural facilities and classroom setting to relate the constructivist teaching and learning were essential and needed for successful implementation of the constructivist approach, 33.33% suggested framing the curriculum according to the constructivist approach, 11.11% said teacher educators need to demonstrate the constructivist approach in their classroom transaction, assessment and evaluation as per the constructivist approach. Further, 22.22% of the experts suggested of organising workshops, trainings, orientation, faculty development programme etc for all the stakeholders.

6. 33.33% of the experts were of the view that teacher educators were well oriented and trained in areas of assessment and evaluation, however majority (66.66%) do not think so, where 16.66% opined that since teacher educators were product of the behaviourist approach they also need training in the constructivist approach and 66.66% of the experts mentioned that some teacher educators were not well equipped to competently assess and evaluate student teachers.

As regard to the reasons stated by those experts who expressed of teacher educators as well trained and oriented in areas of assessment and evaluation, 33.33% of them mentioned that some teacher educators were not well trained and oriented and expressed the need of training for them in the new approach, further, 66.66% of the respondents expressed that though they are trained but still they need to attend relevant workshops and faculty development programme.

7. Contrary to the responses of 33.33% of the experts, 55.55% indicated of the University organising workshop/orientation/training for teacher educators in areas of assessment and evaluation.

As to the query why University do not conduct or organise workshop/orientation/training for teacher educators in areas of assessment and evaluation, out of those experts who mentioned of University not organising workshop/orientation/training for teacher educators in areas of assessment and evaluation, 33.33% of them expressed that college of teacher education have not shown any interest in this regard to the University for organising orientation/workshop/ trainings, 33.33% stated that the need have not been highlighted much, while 33.33% said training/orientation/workshops were conducted but not in areas of assessment and evaluation.

8. Similar with other respondents, 100% of the experts were in favour of the statement that “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated,” where 44.44% of them mentioned that in order to maintain transparency student teachers should be made aware when, where and how they are going to be assessed and evaluated, while 22.22% cited for maintaining clarity and unbiased assessment.

Further, all the expert were not in favour of the statement that “Internal assessments are just an instrument for improving the overall examination result of the student teachers,” where 22.22% of the respondents mentioned of internal assessment as part of continuous evaluation, 11.11% viewed it as to ensure student engagement in the teaching learning process, 22.22% stated that it helps in monitoring student progress, providing feedback and guiding them in the proper direction, 11.11% viewed it as a kind of formative evaluation where the whole student profile was being built, while 11.11% expert opined that the statement might be true if the institution were concerned with its reputation, however if one were truly concerned about training quality teachers than the statement was incorrect.

1. E) Findings from the experts (SCERT) (Theory)

1. The present study found that one expert from SCERT expressed satisfaction with the two years B.Ed duration of having sufficient time to cover greater detail of the course and for teaching practice thereby yielding the desired outcomes by preparing student teachers fully for teaching profession, while the other expert was not satisfied with the duration as it could achieve its objectives only to some extent and suggested of extending the duration to ensure quality teachers training.

2. After the introduction of the constructivist approach, following changes were observed in the field of education as stated by the two experts, The course has become more professional, the process in the construction of knowledge was emphasised more than the end product or the knowledge reproduction, teachers and learners both had active role in teaching learning process, it had made teaching learning process a stress free and fun process, emphasised on meaningful learning outcome practicable in real life situation, had broadened the horizon of the both teachers and students in the way they think, activity based learning was introduced which was interactive and student centred.

3. Following measures were suggested by the experts to ensure the successful implementation of the constructivist approach

1. Proper orientation and trainings for all the stake holders dealing with education on the approach of constructivist approach
2. B.Ed institutions should be run in separate institutes as it was now and not in a degree college for general degrees.
3. Curriculum be framed basing on the present existing approach and start implementing the constructivist approach from early school stage, training and workshop for teacher educators and student teachers in CCE, knowledge of child rearing practice was crucial and the teacher has to work on the mind, know the feeling, create an environment and provide opportunities for meaningful learning, teachers knowledge and expertise along with student engagement should be emphasised and effective implementation of CCE was also underlined.

4. Major weakness/problems of two year B.Ed programme that has affected quality of education

1. Teaching faculties who do not have teaching experience at school level were made to train the trainees for secondary school stage.
2. Institutions running without proper infrastructural facilities and faculties.

5. Suggestive measures for the improvement of secondary teacher education programme

1. College of teacher education must have its demonstrative or model school or attached to the college so that trainees take regular classes of teaching and learning along with the students while undergoing the course.
2. A separate subject/paper on teaching professionalism be introduced to train the student teachers on the ideology, philosophy of teaching as a profession, to internalise the concept of professional code of ethics, the moral values and responsibilities.
3. B.Ed institutions should be run in separate institutes as it is now and not in a degree college for general degrees.

Objective 1. ii) Practical

With regard to assessment and evaluation of practical aspects of the two year B.Ed curriculum, the major findings of objective number 1(ii) are sorted out under four (4) categories: 1 (A) findings from the principals, 1 (B) findings from the teacher educators, 1 (C) findings from the student teachers and 1 (D) findings from the experts (NU).

1. A) Findings from the principals (Practical)

1. Data analyses showed that, though all the principals opined that teacher educators were competent and confident to take up EPC paper, however except for 22.22% of the B.Ed colleges, majority (77.77%) still invite experts to handle EPC course paper due to lack of subject experts.

77.77% of the principals who indicated of inviting subject experts in their colleges mentioned that subject experts were invited for engaging EPC-2 (Drama and Art in Education) in their colleges, 28.57% said experts were invited to engage EPC-2 & 3 (Drama and Art in Education and Critical Understanding of ICT), while 14.28% mentioned of inviting experts for engaging EPC-1 & 2 (Understanding Self and Drama and Art in Education).

2. 100% of the B.Ed college principals indicated that assessment in EPC were done through theory and practical activities, group discussion cum presentation/ demonstration, regular attendance, reflection and analysis.

In all the colleges' evaluation in EPC papers was done through report writing/journal/ portfolio and also through Viva Voce as indicated by 100% of the principals.

3. The study found that for allocating internship marks 100% of the college principals responded that assessment and evaluation components included assessment of reports (Pre-internship and internship), lesson plan evaluation marks, marks assessed by the supervisors, marks assessed by the school co-ordinator which were taken into consideration for the overall assessment of the interns and through Viva-Voce.

4. It was found from the responses of 100% of the principals that for internship programme the overall marks allotted were 300 marks, of which 250 marks were to be internally assessed and 50 marks were for external evaluation

For allocating marks on the overall internship activities, all colleges of secondary teacher education followed the same components as laid down by the University, where 50 marks was allotted for pre-internship which were assessed internally by the concerned colleges. 100 marks for school internship/teaching practice where assessment were done by the committee constituted by the concerned college, supervisor and also by the school co-ordinators. However, liberty has been given to the colleges regarding the marks distribution for internal assessment.

50 marks were assigned for post internship which was for one month where student teachers were internally re-assessed through their reports on internship, extended discussion and presentation.

Final teaching practice were allotted 50 marks where every student teacher engaged one (1) class each of their pedagogy paper which were observed and assessed by the supervisor.

50 marks were assigned for final teaching practice Viva Voce which was assessed by external experts from the University and also one (1) expert from other B.Ed colleges with one (1) internal expert from the concerned college.

5. 100% principals responded that beside teaching practice various other practical activities were also organised in their colleges viz.EPC related activities, micro teaching and block teaching, preparation of TLM, co-curricular activities etc, while 11.11% principal also mentioned of organising workshop on evaluation. Further,

100% of the principals expressed of properly organising all the practical activities to achieve the desired outcome where student teachers were also assessed and evaluated.

1. B) Findings from the teacher educators (Practical)

1. The study found that different type of activities (Theory and practical) were conducted by the colleges and assigned to the student teachers which varied from college to colleges, however, with regard to the theoretical aspect of the curriculum, cent percent (100%) teacher educators indicated of giving assignment, conducting class test and group discussion cum presentation, 91.66% conduct class seminars, 81.66% expressed of conducting written internal examination, Further, 1.66% mentioned of having composition and comprehension activity for the student teachers.

With regard to the practical activities, 90% teacher educators indicated of organising workshops and micro-teaching session, 65% indicated organising field trip, cent percent (100%) mentioned organising pre-internship, internship, EPC related practical activities and writing reports/reflective journal/portfolio, while case study and project works were also assigned to the student teachers as expressed by 55% and 48.33% of the respondents. Further, 11.66% of the teacher educators mentioned of assigning school based survey to the student teachers, 1.66% said demonstration class (One class for all pedagogy paper) were organised, while 13.33 % stated of having block teaching for student teachers in their college.

2. Data analyses from the study indicated that majority (63.33%) of the respondents in their colleges found teacher educators competent and confident enough to engage the EPC papers, which however was in contrast with the responses of 36.66%.

Following problems/inconvenience faced in transacting the EPC paper were stated by those teacher educators who indicated that teacher educators in their college were not competent and confident enough to engage the EPC papers.

With regard to student teachers related problems, 90.90% teacher educators each responded irregularities of student teachers and lack of interest, motivation and negative attitude of the student teachers, 45.45% mentioned of introvert and shy

student teachers who do not participate and perform in EPC related activities, while 36.36% expressed of large number of student teachers in the classroom.

With regard to teacher educators related problems, 90.90% of the teacher educators cited lack of professionally qualified and trained regular teacher educators especially in EPC-2 (Drama and Art in Education), 9.09% mentioned that engagement of the teacher educators were less citing their specialization, 27.27% opined inability of teacher educators to comprehensively assess student teachers due to lack of specialization and 31.81% expressed increased work load of the teacher educators.

With regard to content related problems, 68.18% of the teacher educators cited vast course content and time restriction, 54.54% said some vague and irrelevant topics were included in EPC course content, 22.72% expressed lack of logical sequencing of the course especially offering EPC-3 (Critical Understanding of ICT) in third semester, while 4.54% teacher educator opined that some topics were not in proper sequence under EPC-1 (Understanding Self) and suggested that some similar topics like, My body and mind maintenance, yoga ,meditation etc can be clubbed together and topics like change in me; My adolescent period and now (Self concept) which was given as the first topic under unit-1, and my changing attitudes in course of time (From memorable past and present), childhood experiences-pleasant and painful under the last part of the unit may be rearranged in proper sequence following the psychological principle of the stages of human development.

In relation to infrastructure related problems, every (100%) teacher educators expressed their dissatisfaction of not having the required facilities like relevant reading and reference resources and necessary infrastructural facilities and equipments like, musical instruments, auditorium etc for effectively implement the EPC papers.

3. As regard to the time and duration for completion of EPC papers, 3.33% of the teacher educators found the duration was too long, majority (70%) expressed it as sufficient, while for 26.66% the time and duration was not enough.

Course content of EPC papers was found to be more than sufficient by 23.33% of the teacher educators, for 75% found it was sufficient and for 1.66% the content was not sufficient.

Majority (90%) of the teacher educators responded of inviting experts in their colleges for engaging EPC papers, out of which cent percent (100%) of them said that experts were invited for engaging EPC-2 (Drama and Art in Education) because of lack of expert in the concerned paper, while 14.81% mentioned of inviting expert for EPC-3 (Critical Understanding of ICT) due to lack of subject expert.

Further, of the 90% of the teacher educators who indicated of inviting experts in their colleges for engaging EPC papers, 64.81% of them informed that experts invited to colleges for engaging EPC papers were also involved in assessing the performance of the student teachers.

4. Contrary to the responses of 46.66%, the study revealed of 53.33% of the teacher educators under study engaged EPC papers, out of which 53.12% were able to assess all the required skills and qualities of the student teachers properly under EPC, while 46.87% expressed their inability to comprehensively assess the student teachers.

Further, figures revealed that out of those teacher educators who expressed their inability to comprehensively assess student teachers, 73.33% of the teacher educators cited of time constraint, 40% stated their lack of specialization, 46.66% mentioned that the allotted marks and the contents given to be covered were not balance, 60% expressed of large number of student teachers in the classroom, while 6.66% lamented that overt qualities of the student teachers and their attitudes may develop and improve over time so expressed their inability to observe and assess them suddenly.

5. 100% of the teacher educators who engaged EPC papers responded of assessing student teachers through theory and practical activities, group discussion cum presentation/demonstration, 93.75% indicated that regular attendance, reflection and analysis were also considered during assessment, while 96.87% expressed that student teachers were also made to write reports/journal/portfolio which were being assessed.

For evaluation in EPC papers, every student teacher was evaluated on the basis of their report writing/journal/portfolio and also through Viva Voce.

6. Majority (95%) of the respondents including those teacher educators who do not engage EPC papers indicated of EPC papers enhancing the professional capacities of the student teachers, while 5% were indecisive about of it.

Out of 95% of the teacher educators who indicated of EPC papers enhancing student teachers professional capacities, majority (92.98%) of the teacher educators expressed of EPC papers helping student teachers in their all round development viz. boost their confidence, improve communication skills, enhance creativity etc, 8.77% opined of helping student teachers to reflect, discover their strength and weakness and improve upon it and 3.50% each mentioned providing platform to the student teachers to come out from their comfort zone, involved practically and get firsthand experience and supplement their teaching. Furthermore, 1.75% each stated of helping student teachers to face and experiment with new challenges and enable student teachers gain in-sight of many areas and aspects both for themselves as well as for the students whom they were/will be teaching.

The study showed that, of those teacher educators who were indecisive as to whether EPC papers do enhance the student teachers capacities or not, 66.66% of them stated insincerity and irregularity of student teachers, while 33.33% teacher educators opined that though student teachers seems to enjoy the EPC papers but the real results would be seen as they practice in future and reflect in their attitude which may not be observable within a time span in the college.

7. From the study it was observed that the duration of pre-internship in all the nine (9) B.Ed colleges was two (2) weeks, However, 76.6% of the teacher educators responded that for pre-internship or school observation they send their student teachers for two (2) phases divided into one (1) week each, while 23.33% expressed of sending their student teachers for two (2) weeks in one (1) phase.

Furthermore, the duration of internship/teaching practice were two (2) months in most colleges as indicated by majority (61.66%) of the teacher educators, while 38.33% stated of sending their student teachers for a month only.

All student teachers were made to engage one (1) class each of their pedagogy paper during their final teaching practice as informed by cent percent (100%) of the teacher where assessment and evaluation were also done for that one (1) pedagogy paper.

8. Overall study indicated that the duration of pre-internship or school observation was sufficient for 78.33% of the teacher educators, while for 21.66% the duration was too long.

The duration of teaching practice for 31.66% of the teacher educators was too long, 60% expressed satisfaction and felt the duration was sufficient, while for 8.33% the duration was not enough for teaching practices.

Further, for majority (75%) of the respondents, the duration of post internship was sufficient, but for the remaining 25%, the duration was not enough for covering the course.

9. From the study it was found that the practice of pre-internship varied from college to colleges, where cent percent (100%) of the teacher educators indicated that before pre-internship forwarding letter from the principal addressed to the respective school were handed to the student teachers with proper guidance, support and instruction, student teachers were also made to do necessary survey/investigation relating to the practicum and made to write a report based on their observation with input from the teacher educators. 61.66% of the teacher educators sometimes pay surprise visit for supervising and assessing the student teachers, 98.33% stated of student teachers maintaining their attendance record during their stay in the school, 91.66% indicated that after returning from school observation student teachers were divided into group for discussion and presentation on their real classroom observation ,however only a few (36.66%) teacher educators responded that sample demonstration were also presented by the student teachers based on their observation of the real classroom situation followed by feedback and suggestions, while only (63.33%) mentioned of assessing student teachers either group wise/individual depending on the numbers of student teachers and the time factor.

10. It was also found from the responses of teacher educators that the nature of internship/teaching practice varied from college to colleges, where 85% of the teacher educators responded that lesson plan were checked and approved by the concerned pedagogy teacher educators before teaching practice, every(100%) teacher educators expressed of student teachers working as a regular teacher and participating in all the school activities, 91.66% each indicated teacher educators taking turns to visit schools for supervising and provide regular and immediate feedback to the student teachers

on the basis of their performances. 86.66% mentioned appointing school co-ordinator in every concerned school for supervising and assessing student teachers, while 95% responded of student teachers maintaining daily attendance record duly countersign by the head teacher/teacher in charge of the school.

Further, 1.66% teacher educator used to encouraged student teachers to maintain daily dairy during their internship, 15% mentioned that not only the pedagogy teachers but teachers educators from other discipline also checked and approved the lesson plan, while 13.33% stated of practising peer assessment where student teachers were made to observe and assess their friends engaging classes during their teaching practice.

11. Majority (68.33%) of the teacher educators were happy and satisfied with the readiness of the student teachers before their teaching practice, which however was not the case with 31.66% teacher educators.

Out of the those teacher educators who expressed their dissatisfaction with the readiness of the student teachers prior teaching practice, 10.52% of the teacher educators cited unwillingness of the student teachers to change their mindset, 36.84% stated irregularities and insincerity of student teachers during the practical session, 15.78% expressed that block teaching period was not given much time for professional preparation, 5.26% mentioned that teacher educators do not have idea since they have not involved practically so far engaging the school students following the constructivist method and uncomfortable with the constructivist approach among the in-service student teachers. 21.05% of the teacher educators expressed lack of time for lesson plan preparation, 26.31% each lamented that student teachers were not ready with their lesson plan prior their teaching practices and lack of positive attitude among the student teachers, while 15.78% informed of lack of content mastery among student teachers.

12. From the responses of 100% of the teacher educators it was found that all the nine (9) colleges of teacher education followed the same steps based on 5Es instructional model for constructing the lesson plan viz. Instructional model based on 5Es, general entries and information, content mapping, basing on content mapping instructional objectives were framed, method of teaching and expected time for each steps based on 5Es, use of TLM, homework/assignment, post teaching reflection and supervisors remarks.

13. Altogether the study indicated that, 51.66% of the teacher educators were satisfied with lesson plan construction based on 5Es (Engage, explore, explain, elaborate, evaluate) model, 41.66% were not much satisfied, while 6.66% were indecisive and could not say whether they were satisfied or not.

As regard to the reasons stated by those 51.66% teacher educators who were satisfied with the construction of lesson plan based on 5Es (Engage, explore, explain, elaborate, evaluate) model, 48.38% of the teacher educators responded that construction of lesson plan was systematic following 5Es model, 25% stated that lesson plan was effective if done properly, 16.12% mentioned of encouraging teacher educators and student teachers to think and ever ready to structure teaching and learning experience and 35.48% claimed 5Es model lesson plan to be learner centred with active engagement of both teachers and students.

Following reasons were given by those teacher educators who were not much satisfied with lesson plan construction based on 5Es (Engage, explore, explain, elaborate, evaluate) model, 36% of the teacher educators expressed that teacher educators without proper training in the constructivist 5Es model gives more confusion to student teachers while planning the lesson, 4% each felt that the 5Es model does not give enough flexibility for continuous evaluation as it comes only as the last step, while following 5Es steps all objectives cannot be achieve and TLM for elaboration stage becomes difficult or were usually ignored for this stage due to time factor but as per column student teachers were to fill in the space and therefore suggested some sort of flexibility on uses of TLM.44% of the respondents found 5Es model as rigid in steps, 12% expressed difficulty following all steps in sequence where there were large number of students with individual differences, while 92% cited of time management.

As regard to those 6.66% teacher educators who could not say whether they were satisfied or not, 50% of the teacher educators opined that some student teachers can plan very well but effective teacher delivered better even without a proper L/plan, 25% each expressed that lesson plan were pre-determined and cannot really be strictly pre-determined in constructivist 5Es model and newly appointed and yet to get proper orientation on the constructivist lesson plan and implement in real classroom.

14. With regard to nature of final teaching practice, every (100%) teacher educators responded that the colleges along with the University fixed the date for final teaching practice, 18.33% indicated pedagogy teacher educators of the concerned college observing the teaching of the student teachers, 58.33% informed involvement of their college principal in observing student teachers during final teaching practice, 63.33% expressed of University representative visiting and observing student teachers, 88.33% mentioned that along with the teacher educators of the concerned college, one (1) pedagogy teacher/subject expert from other B.Ed college were deputed by University to observe the teaching practice of the student teachers.

Further, from the responses of 15% of the teacher educators, the study also revealed that pedagogy teacher educators were not specifically the one who observed student teachers during their final teaching practice, while 13.33% said that lesson plan were checked and approved by the concerned pedagogy teacher educators before the final teaching practice.

15. For allocating the overall internship marks, 100% of the teacher educators responded that the assessment and evaluation components include assessment of reports (Pre-internship and internship), lesson plan evaluation marks, marks assessed by the supervisors, and Viva-Voce marks, Further, 86.66% of the teacher educators indicated of marks assessed by the school co-ordinator, while 53.33% teacher educators mentioned of taking into account marks assessed during presentation given by the student teachers in the classroom after the pre-internship and internship programme.

1. C) Findings from the student teachers (Practical)

1. 58.88% student teachers found their teacher educators competent and confident to engage EPC papers, while 41.11% viewed them as not competent and confident.

Following problems/inconvenience faced in transacting the EPC papers were stated by those student teachers who indicated that teacher educators were not competent and confident enough to engage EPC papers.

In relation to student teachers related problem, 14.41% of the student teachers mentioned lack of interest among some student teachers focusing more only on

writing reports for external evaluation, 26.5% expressed that some student teachers were not serious and dependent on others for activities, 50.90% cited lack of co-operation and participation, 17.11% expressed difficulty to go about with the EPC papers due to lack of proper instruction from the teacher educators, 12.16% informed of overcrowded classroom, while 13.51% stated that with lots of activities, report writing, journal writing etc under EPC papers it becomes extra works for the student teachers and hampers the study hours of other papers.

With regard to teacher educators related problems, majority(83.33%) of the student teachers reported of not having regular professionally trained and competent subject experts for engaging EPC papers, 62.61% mentioned teacher educators lack of content mastery in the EPC papers, 34.68% stated of not having regular EPC classes and rushing at the last moment, 7.65% mentioned teacher educators casual attitude toward the EPC papers, 9.45% student teachers responded of teacher educators not covering the whole EPC course contents, while 29.27% of the student teachers expressed of teacher educators not giving proper instruction and guidance. Furthermore, it was also found from the responses of 8.55% student teachers that there was no practical class of ICT, while 1.35% stated of uneasiness among student teachers and experts especially those experts hired from outside college to engage EPC papers.

The study also indicated that with regard to content related problems, majority (37.38%) of the student teachers mentioned of vast course content and failure of teacher educators to practically implement it, 4.95% cited lack of relevant reference materials, 16.66% stated of time constraint, 12.61% felt some contents were not very relevant, 3.60% found the course contents were basic under EPC-3 (Critical Understanding of ICT), while 9.00% expressed of vast contents under EPC-1(Understanding Self).

In relation to infrastructure related problems, 75.25% student teachers responded of not having the required equipment and infrastructural facilities, projection screen, not enough space and platform, no proper sound system, musical instruments etc for effectively and successfully transacting EPC papers.

2. Encouraging to found EPC course enhancing the capacities and competencies of majority (91.29%) of the student teachers, which they said was because of the following reasons, 68.35% of the student teachers mentioned of building their confidence, develop values and skills, improve communication skills, nurture creativity, to reflect and identify ones potentialities and capabilities for improvement etc and helps in all round development, 3.85% stated that the constructivist approach was reflected the most through the EPC course alone, 2.04% expressed of learning and exploring new things which were very helpful during their teaching practice, 9.53% stated of enabling them to practically and actively engaged in learning, while for 3.44% of the student teachers EPC papers had encourage them to come out from their comfort zone.

3. With regard to assessment in EPC papers, the study found majority (85.74%) responses from the student teachers that teacher educators used to assess them through theory and practical activities, 1.11% said assessment were not done through theory and practical activities, while 13.14% were not aware about it. Student teachers were also assessed through group discussion cum presentation/demonstration as indicated by 86.11% of them, which however was not the case with 3.14%, while 10.79% of the student teachers were ignorant about the practice.

Regular attendance were also regarded during assessment as responded by 72.03% of the student teachers, 4.44% expressed of assessment not based on their regular attendance and 23.51% were ignorant about it.

Assessment was also based on reflection and analysis as indicated by 76.66% of the student teachers, which however was not the case with 2.03%, while 21.29%, expressed their ignorance.

Report/journal/portfolio were also taken into consideration for assessing student teachers as indicated by 87.03% of them, which was however not regarded according to 2.40%, while 10.55% expressed their ignorance about the practice.

100% of the student teachers indicated that evaluation in EPC papers was done through report writing /journal/portfolio and through Viva Voce.

4. Study showed a mixed responses from the student teachers, where 0.92% mentioned that the duration of pre-internship was two (2) days, 1.85% said was three (3) days, 1.29% stated the duration was four (4) days, 32.59% expressed of one (1) week, majority (61.29%) responded of two (2) weeks, 0.37% reported of three (3) weeks, while 1.66% mentioned going for school observation for four (4) weeks.

With regard to the duration of school internship/teaching practice, 4.07% of the student teachers responded of their college sending them for teaching practice for twenty (20) days, 25.55% indicated that the duration was one (1) month, while majority (70.37%) mentioned of going for teaching practices for two (2) months.

5. The study found that for majority (81.11%) of the student teachers the duration of pre-internship programme were sufficient, for 13.70% it was too long, while the duration were not sufficient as indicated by 5.18 %.

Further, school internship/teaching practice duration was found to be sufficient enough for professional development of teachers as responded by 68.70% of the student teachers, 22.40% indicated that it was too long, while 8.88% expressed that the duration were not enough for their teaching practice.

6. With regard to pre-internship practice, study found a mixture of responses from the student teachers, where 98.70% indicated that forwarding letter from the principal addressed to the respective school were handed to them before leaving for their pre-internship, 90.18% said proper guidance, support and instruction were given prior to the pre-internship programme, 100% informed that during their visit to the schools beside observation they were also made to do necessary survey/investigation relating to their practicum, while 64.07% indicated of teacher educators sometimes paying surprise visit for supervising and assessing the student teachers. Data also revealed 88.33% of the student teachers maintaining attendance format to record their attendance counter signed by the head teacher/head master of the concerned respective schools and after their school observation 82.22% of the respondents indicated of dividing them into groups for discussion and presentation on their real classroom observation. 64.25% said sample demonstrations were presented based on their observation of the real classroom followed by feedback and suggestions along with inputs from the teacher educators as reported by 83.70%. Further, cent percent (100%) mentioned of writing report based on their overall school observation.

7. The study found that all the colleges of teacher education have different nature of internship/teaching practice, where 86.9% of the student teachers mentioned of checking and approving their lesson plan by the concerned pedagogy teacher educators before their teaching practice, majority (95.74%) responded having worked as a regular teacher and participating in all school activities, 86.66% indicated teacher educators taking turn to visit schools for supervising, 80.37% said regular and immediate feedback were provided to them on the basis of their performance, 95% maintained their daily attendance record duly countersigned by the head teacher/teacher in charge of the schools and 85% responded of teachers from practising school supervising and helping them.

It was also found that 8.88% of the student teachers were made to assess their peers engaging class, 1.11% each expressed of school principal checking whether their lesson plan were approved or not before taking class and supervision done by the M.Ed trainees, 17.03% responded of involvement of all the teacher educators in checking and approving their lesson plan .Further, it was found from the responses of 11.48% of the student teachers that not all lesson plan were approved before going for internship and teacher educators from other discipline too check it while supervising them, 3.70% informed of only the pedagogy teacher educators supervising them, while 2.03% expressed that their teacher educators were divided into different schools and they supervise only their allotted school.

8. It was found from the responses of 100% of the student teacher that all the nine (9) colleges of teacher education followed the same 5Es (Engage, explore, explain, elaborate, evaluate) instructional model and steps viz. general entries and information, content mapping, basing on content mapping instructional objectives were framed, method of teaching and expected time for each steps based on 5Es, use of TLM, homework/assignment, post teaching reflection and supervisors remarks, in lesson plan construction.

9. The present study revealed a mixed responses from the student teachers, where majority (74.62%) of the student teachers were satisfied with the way lesson plan was constructed based on 5Es (Engage, explore, explain, elaborate, evaluate) model, 16.48% were not much satisfied, 1.66% expressed of not at all satisfied, while 7.22% had no opinion to offer about the way lesson plan was constructed.

With regard to the reasons given by those 74.62% student teachers who expressed satisfaction with the construction of lesson plan based on 5Es model (Engage, explore, explain, elaborate, evaluate), 72.70% of the student teachers mentioned that constructivist lesson plan help students to expressed their thoughts, opinion and construct knowledge using prior experience and knowledge, 16.37% stated that the lesson plan based on 5Es model was simple, brief and systematic beside demanding creativity, 1.73% expressed of making teachers and pupils to think every time, 7.94% found that the lesson plan was practical in approach, 0.99% of the student teachers each mentioned of helping them to utilize the time well making classroom environment interesting and found that the role of teachers were challenging with this approach. Further, 1.48% was satisfied because they were able to successfully and effectively execute the lesson plan in most classes without much difficulties, 2.23% lamented of helping them to develop confidence and to have content mastery. 29.77% viewed of enhancing learners' engagement in the teaching learning process, 8.93% opined that students learned and understand the concept better with the constructivist approach, while 2.97% said that teachers were able to continuously asses the students following the constructivist lesson plan.

Out of those student teachers who were not much satisfied with the lesson plan construction, following reason were given by them, 71.91% of the student teachers stated problem of time management, 34.83% mentioned that 5Es model cannot be applied in some topics or lesson, while 5.61% opined that giving assignment everyday may be burden and stressful for students. 32.58% of the student teachers expressed difficulty in implementation of the constructivist approach where there were bigger numbers of students in a classroom, 15.73% indicated lack of flexibility in the 5Es steps and 2.24% expressed dissatisfaction with evaluation coming as a separate step that too at the last in 5Es model. Further, 31.46% of the student teachers found it difficult to execute the lesson plan at all times, 38.20% stated inability of the students to understand without explanations, while 14.60% reported lack of clarity on the part of the teacher educators regarding the 5Es steps.

Data analyses from the study also indicated that every student teacher who were at all not satisfied with the construction of lesson plan based on 5Es (Engage, explore, explain, elaborate, evaluate) model have cited of time constraints in its implementation, 33.33% stated that all teacher educators have different concept about

lesson planning and it confuse them more, 55.55% expressed difficulty to follow 5Es model in sequence and 11.11% said pupils self construction of knowledge was bound to go otherwise and may not be results oriented if there were lack of prior knowledge about the topic being taught .

Following reasons were stated by those 7.22% student teachers who could not say whether they were satisfied or not with the way lesson plan was constructed, 69.23% of student teachers cited problem in managing time, 2.56% expressed of not being able to follow what was in the lesson plan, 38.46% found that constructivist lesson plan was not practical in real classroom where there were no proper ratio of student and teachers, 46.15% mentioned lack of clarity regarding the 5Es model from the teacher educators and that they were not properly oriented while planning the lesson, 64.10% lamented that without explanation it was difficult for students to understand and the teacher could not even give necessary/additional information, 28.05% expressed difficulty in following 5Es model when there were no response from the students, while 17.94% opined of the teachers role being minimised under the constructivist approach.

10. Majority (70.55%) of the student teachers was satisfied with the way evaluation of lesson plan were done, 15.74% were not much satisfied, 1.66% was at all not satisfied, while 12.04% could not tell about the level of their satisfaction with regard to evaluation of their lesson plan.

With regard to the reasons given by those 70.55% student teachers who were satisfied with the lesson plan evaluation, 35.95% of them expressed that comments and feedback received from the teacher educators were satisfactory and help them to identify weakness for improvement, 25.19% mentioned of their mistakes being corrected, 11.02% said their efforts in lesson planning and class transaction was taken into consideration, 29.13% lamented that all steps and components under the lesson plan format were properly checked and corrected. Further, 4.19% of the student teachers informed of getting proper instruction and guidance from the teacher educators which have encouraged and motivated them, while 1.57% opined that evaluation was done on how creative student teachers construct their lesson plan.

Out of those student teachers who were not much satisfied with evaluation of their lesson plan, 11% of the student teachers expressed their displeasure as teacher

educators do not properly check and approve all the lesson plan prior their teaching practices, 20% informed that liberty were given to student teachers to plan the remaining lesson after evaluating 4-5 lesson plan which were not properly checked, 29.41% expressed their dissatisfaction that teacher educators tend to give only negative remark on their lesson plan which discourages them, 3.52% mentioned that teacher educators from other discipline supervising science and mathematics class do not do justice while assessing them, 25.88% reported of teacher educators not observing the class completely and remarks given on usages of all 5Es were demotivating for them. 20% of the respondents further lamented that teacher educators tends to have contradictory opinion and feedback for the same lesson plan, while few (3.52%) student teachers were not much satisfied of the new teacher educators with less experience evaluating them.

Following reasons were given by those student teachers who were at all not satisfied with the way their lesson plan was evaluated, 66.66% of the student teachers reported of teacher educators giving only written negative remarks/comment on their lesson plan which they felt would have bad impression for the external experts during their Viva Voce, 33.33% lamented that some teachers educators tend to point only the weakness of the student teachers without giving suggestions for improvement and 44.44% mentioned of not having regular supervision during their teaching practice.

Further, those student teachers who could not tell the level of their satisfaction with regard to evaluation of their lesson plan, following reasons were expressed by them, 58.46% of the student teachers lamented that since teacher educators were product of the behaviourist approach they could not say how their lesson plan were being evaluated, 13.23% responded that evaluation of same lesson plan differ from one teacher educator to the other, 27.69% mentioned of having less idea of how teacher educators observing them for few minutes tend to give comments for overall class, while few (4.61%) student teachers expressed that though they were told not to follow lesson plan but re-planning were given even if students were active and could comprehend the concept taught in the classroom.

11. As regard to the query whether all the teacher educators are well oriented, trained and confident to supervise student teachers during the internship period, majority (82.59%) of the student teachers found that their teacher educators were well oriented,

trained and confident to supervise them which was in contrast to the responses of remaining 17.40% student teachers.

Following reasons were given by those student teachers who said that their teacher educators were not well oriented, trained and confident to supervise them during their teaching practice, 16.21% mentioned of some teacher educators without adequate knowledge of the constructivist approach and 5Es model supervising them, majority (36.03%) of the student teachers informed of teacher educators not observing them for adequate time and giving remarks on the components and steps which were not observed, M.Ed trainees observing for insufficient time and using red coloured pen for writing feedback was found unacceptable to 2.70% student teachers, 27.92% expressed of teacher educators giving only negative written feedback which demotivate them and suggested of maintaining balance between positive and negative feedbacks, while 8.10% said that supervisors from other discipline observing their class failed to give proper feedback. Further, 21.62% of the student teachers lamented that teacher educators had contradictory feedback and remarks for the same lesson plan, 5.40% student teachers opined that teacher educators were concern about only the lesson plan and 5Es steps rather than teaching learning process. 4.50% expressed their discouragement with their teacher educators giving negative feedback often in front of the school staffs, 2.70% reported of some teacher educators pointing out only the weakness without giving suggestions for improvement, 7.20% lamented supervisor not providing regular feedback and correction, 1.80% found lack of uniformity in the way supervision was done, whereas 5.40% expressed that teacher educators rarely comes for supervision. 3.60% of the student teachers indicated that there was no help and support from the supervisors during their teaching practice and 34.23% opined that teacher educators were not well trained and confident for supervision of teaching practice since they too were product of the behaviourist approach.

12. Overall study indicated that majority (68.70%) of the student teachers had experienced problem or inconvenience while implementing the constructivist approach during their teaching practice/internship period.

With regard to the problems/inconvenience faced, 35.30% of the student teachers stated that students were less responsive and reluctant to participate and express their

views and opinion, 52.83% expressed of students attachment towards the behaviourist approach and dependent on explanation and notes creating hurdles while implementing the constructivist approach, 12.39% informed coming across communication gap between the students and them due to language barrier, 34.50% mentioned difficulty in classroom management, 1.34% voiced their difficulty in preparing TLM every day for every topic, 10.51% of the student teachers stated their difficult in following 5Es in sequence at all times 28.57% responded of difficulty in implementing the constructivist approach where there was no proper student teacher ratio in the classroom, 9.43% said that constructing knowledge becomes difficult when students do not have prior knowledge of the concept/topics/areas being taught. From the responses of 55.79% of the student teachers, it was found that time management has been one major problem while implementing the constructivist approach, 8.89% mentioned of experiencing problem executing all 5Es for certain topics, 25.06% expressed lack of resources at schools hindering towards successful implementation of the constructivist approach, while 23.98% reported difficulty in facilitating individual differences using the constructivist approach. Further, 2.69% of the respondents cited lack of proper guidance from the teacher educators on the constructivist approach before and during the internship, 1.88% expressed of students getting bored because of too many activities, 1.61% opined of the constructivist approach not very applicable in lower classes and 3.50% responded of school text books based on the behaviourist approach as such they found difficulty in implementing the constructivist approach.

1. D) Findings from the experts (NU) (Practical)

1. All the nine (9) experts from the University responded that the duration of pre-internship programme was sufficient.

The duration of school internship/teaching practice for 11% expert was too long, for majority (77.77%) the duration was sufficient, while 11.11% opined that the duration was not enough for teaching practice.

The duration of post internship were found to be sufficient for 77.77% of the experts, while for 22.22% the duration was not enough to cover the course.

2. As responded by majority (55.55%) of the experts from the University, no uniform format were provided regarding the distribution of internal marks for all the activities (Theory and practical) that were organised or conducted to be followed strictly by all the B.Ed colleges, while 44.44% responded of providing the format.

As regard to the reasons given by those experts who mentioned of the University not providing any uniform format regarding the distribution of internal marks for all activities (Theory and practical), 60% of them said that it depends on assessment done by the teacher educators. No opinion was offered by 40% of the experts.

Further, 44.44% of the experts responded of University representatives visiting schools and inspecting the teaching during the final teaching practice, which however was not the case with 55.55%.

With regard to the reasons, out of those experts who expressed of the University representatives not visiting schools and inspecting the teaching during the final teaching practice, 40% of them stated that supervisors and subject teachers have better knowledge about the student teachers, 20% responded that it was decided that University representatives need not visit, 20% expressed that though University representatives do not visit schools during the final teaching practice, but it was possible since there are provision for that and 20% mentioned that it was either the University representative or external examiner from other B.Ed colleges who visit and inspect teaching during final teaching practice.

Objective 2. To find out the major tools and techniques used for assessing and recording the evidence of sessional work and end semester examination.

The major findings of objective number two (2) are classified and presented under four (4) categories, 2 (A) findings from the principals, 2 (B) findings from the teacher educators, 2 (C) findings from the student teachers and 2 (D) findings from the experts (NU).

2. A) Findings from the principals

1. The study found that majority (88.88%) of the B.Ed college principals prepared the supervision duty schedule for the teacher educators during the internship period/teaching practice.

66.66% of the principals responded that all the teacher educators in their colleges were involved in supervising student teachers during internship period, while 33.33% expressed that since some teacher educators need to engage class with the other semester, not all teacher educators goes for supervision duty.

2. Majority (88.88%) of the principals were involved in assessing and evaluating student teachers during internship period, while 11.11% principal do not have any such role because of difficulty in giving time as evaluating only few student teachers would not do justice to other student teachers.

Out of the 88.88% principals who were involved in assessing and evaluating student teachers during internship period/teaching practice, 12.5% each of the principals mentioned that monitoring was done to ensure that assessment and evaluation was done continuously and record were maintained properly, for encouraging and motivating student teachers, to ensure appropriateness of markings looks after final moderation of marks and supervising and observing the teaching practice of the student teachers during the final teaching practice. 25% expressed that prior teaching practice, they visit schools to consult and advice the school head about the criteria and give proper instruction about necessary rules and regulation.

3. From the responses of the principals, the study revealed of teacher educators integrating two or more tools while assessing student teachers during their teaching practice. Cent percent (100%) of the college principals indicated of teacher educators

using observation schedule for assessing student teachers during their teaching practice, 55.55% each responded of teacher educators using checklist containing pre-determined set of criteria and rating scale.

Further, the study showed a mixture of responses from the principals, where 66.66% indicated of teacher educators of the concerned B.Ed college preparing the assessment format of the tools for assessing student teachers during their teaching practices, 22.22% said the format were prepared by the authorities of Nagaland University and 55.55% of the principals responded of preparing by themselves.

2. B) Findings from the teacher educators

1. With regard to the method of correcting the different academic activities, study indicated that 100% of the teacher educators correcting assignments by themselves, where 85% said correction were also done with the help of black/white/green board, 10% responded of correcting with the help of bright student teachers in the classroom, while 21.66% indicated correcting by inter exchanging the students works among them. Further, 18.33% of the teacher educators said that corrections were also given verbally followed by feedback.

There was cent percent (100%) responds from the teacher educators of correcting class test papers by themselves, out of which 91.66% indicated making use of black/white/green board while correcting class test papers, 11.66% indicated taking the help of bright student teachers in the classroom, 26.00% by inter exchanging the student teachers works among them and 13.33% responded of correcting verbally along with providing feedback.

With regard to project works, out of the total sixty (60) teacher educators, 48.33% of them correct the project works of the student teachers by themselves, 33.33% indicated that correction were also done with the help of black/white/green board, while 8.33% each expressed of making correction by inter exchanging the student teachers works among them and also giving correction verbally to the student teachers with feedback support.

55% out of the sixty (60) teacher educators said case study were corrected by themselves, where 28.33% indicated using black/white/green board for correction and

11.66% each mentioned correcting by inter exchanging the student teachers works among them and also verbally making correction with feedback support.

For reports/journals/portfolio, cent percent (100%) of the teacher educators make correction by themselves, where 25% also used the black/white/green board for providing necessary correction and 8.33% by exchanging the student teachers works among them. Further, corrections were also given verbally to the student teachers followed by feedback as stated by 3.33% teacher educators.

It may be noted from the responses of the teacher educators that, none of them practise glance checking and signing while correcting assignments, class test paper, project works, case study, written reports/journals/portfolio of the student teachers.

2. The study found that while assessing the various academic activities, every teacher educators maintained and used assessment criteria for awarding marks/grade.

With regard to the criteria for awarding marks/grade while assessing assignments, 100% of the teacher educators indicated that timely submission and content were taken into consideration, of which 93.33% looks into their reference/ bibliography. In addition, quantity as per questions and critical analysis were also considered by 11.66%, ability to condense within the word limit was examined by 1.66%. Further, 18.33% of the teacher educators responded of checking the introduction and conclusion part of the assignment, while handwriting and grammar used were also observed by 13.33% of the teacher educators for assessing and awarding marks/grades to the student teachers.

For class test papers, student teachers attendance, contents and performance were considered by every teacher educators. 15% of the teacher educators looked into critical-logical reasoning and analysing skills of the student teachers, 11.66% looked for quantity as per marks allotted, 8.33% mentioned of time management and 13.33% each informed that hand writing and grammar used and honesty/fair practice were also considered.

With regard to assessing student teachers while conducting seminars, 91.66% teacher educators indicated of assessing and awarding marks/grades to the student teachers based on their attendance, participation in discussion/argument and coherent expression of their thoughts and ideas, 81.66% expressed of assessing student

teachers presentation skills, while 85% responded towards the content mastery. Further, 11.66% of the teacher educators said time management were also given weightage, team work were observed by 20% of the respondents, 10% examined the student teachers competency in organising and using of PPT, communication skills as expressed by 18.33% and confidence level were also taken into account by 43.33% of the teacher educators.

Every (100%) teacher educators responded of considering student teachers participation, contents and their ability to answer questions/clarify doubts while assessing student teachers during group discussion cum presentations. 85% of the teacher educators assessed the team work abilities of the student teachers, 5% of the teacher educators looked into time management, 43.33% towards student teachers confidence level and student teachers respecting others views were also considered by 11.66%.

Written internal examination was assessed taking into account student teacher attendance during examination, content of their answers and performance by majority (81.66%) of the teacher educators. Further, 18.33% stated of looking into the introduction and conclusion, 11.66% said quantity as per the allotted marks were examined, 1.66% responded of considering logical reasoning ability, while 10% mentioned of checking handwriting and Grammar used.

While correcting the case studies, 55% of the teacher educators indicated of looking into the problem solving abilities and skills of the student teachers, the content, reference/bibliography and timely submission of their works. 15% respondents mentioned of taking into account the procedure for data collection, 21.66% examined the critical analysis abilities of the student teachers, 50% focused on the findings, while solution suggested were regarded by 41.66% of the teacher educators.

For report writing/reflective journal/portfolio, 100% of the teacher educators responded that awarding of marks/grades were done based on contents, critical reflection of their works done, presentation of systematic and detailed information and timely submission, while 90% of the respondents looks into reference/bibliography.

While organising workshops, 90% of the teacher educators indicated that student teachers were assessed and allotted marks/grades on the basis of their attendance, their active participation and engagement, while 45% mentioned that student teachers were also made to write reports of the workshop followed by timely submission of their written reports.

For field trip, 65% of the teacher educators indicated of assessing students teachers from their attendance and discipline, 39.33% informed that student teachers were also made to write reports followed by timely submission of their written reports, 11.66% stated that student teachers taking responsibilities were also regarded, while 1.66% teacher educators responded of having individual verbal/oral presentation of their reports/experiences and observations made during the field trip in the classroom from where student teachers were assessed.

48.33% of the teacher educators indicated that project works were assessed on the basis of the contents, critical analysis, source of reference and timely submission. Student teachers were also assessed and marks/grades were awarded based on individual verbal/oral presentation of their reports in the classroom as stated by 1.66 %, 38.33% teacher educators' looks into the findings of the project works, while suggestion suggested were also regarded by 31.66%.

3. Written internal examination was conducted in most of the colleges as responded by 81.66% of the teacher educators, which however was not mentioned by 18.33% of the teacher educators.

Out of those teacher educators who indicated of conducting written internal examination, 100% of them responded that the purpose was to let student teachers prepare for end semester examination, 81.63% each opined for letting the student teachers revised their lesson and also for internal assessment, 4.08% for providing feedback and 2.04 % mentioned for diagnostic purpose.

The reasons given by those teacher educators for not conducting written internal examination were, 9.09% said they could not conduct written internal examination due to shortage of time, however every teacher educators conduct two class test from which the best was taken for internal markings, while majority (90.90%) responded

that instead of written internal examination, regular class test/unit test were conducted along with seminars, projects, classroom interaction etc.

4. The study revealed that in scholastic subjects, 100% of the teacher educators indicated of assessing student teachers, where with regard to quantitative aspect of assessment/evaluation, 85% each mentioned that student teachers ability to recall previous knowledge and to distinguish and comprehend inter-relationship between various aspects/parts etc were measured, 95% assessed of how student teacher give evidence of their understanding and their ability to make use of information, 91.66% assessed how student teachers used abstraction or principles in solving solve problems, while 86.66% measured student teachers skills and abilities of producing something unique or original by solving problems in a unique way. 90% of the teacher educators examined student teachers abilities to formed judgement and make decision about peoples, values etc and giving bases for their judgement, further, 1.66% mentioned of measuring student teachers questioning skills of various topics/ contents/ideas.

The study further indicated that in co-scholastic areas, every teacher educators assessed and evaluate student teachers and with regard to qualitative aspect of assessment/evaluation, 100% of the teacher educators indicated of assessing how student teachers maintain discipline their attitude and values, 83.33% assessed the aesthetic, literary and creative skills of the student teachers, 76.66% expressed of assessing the thinking skills, 91.66% of social skills and 88.33% of the writing skills. 81.66% of the respondents mentioned of assessing student teachers interest, while 80% responded towards student teachers socio-personal qualities. Further, 1.66% mentioned that student teachers coherence qualities were also assessed.

5. With regard to quantitative tools and techniques for assessing the theoretical/ scholastic subjects, the study found that oral test was conducted for assessing student teachers by every teacher educators. However, with regard to the type of oral test, there was a mixed responses, where 80% of the teacher educators responded of asking oral/verbal questions in the classroom, 45% expressed of conducting debates in the class, while majority (91.66%) indicated of conducting class seminars. 5% of the teacher educators mentioned of adopting brainstorming session cum discussion method, while scaffolding were also employed as stated by 8.33%.

81.66% of the teacher educators conduct written internal examination in their colleges, where 30.61% expressed of setting essay type question, while majority (69.38%) said both essay type and objective type question found place in the written internal examination.

Beside oral test and written internal examination, cent percent (100%) teacher educators responded of giving assignments, conducting class test and group discussion cum presentation. Further, practical tests were also conducted where student teachers were made to demonstrate or perform their leanings as indicated by 80%, while 95% of the respondents expressed of using observation techniques.

With regard to qualitative tools and techniques for assessing the co-scholastic/practical works, 11.66% teacher educators indicated of using anecdotal records, 95% each expressed using observation schedule and reflective journals, 41.66% used checklist for assessing student teachers, few (26.66%) teacher educators used rating scale, 31.66% indicated that learners profile were maintained and used for assessing student teachers, portfolio as responded by 41.66% and 100% responded of conducting interview (Viva Voce) for assessing and evaluating student teacher practical works. Case study and project works were also assigned and used for assessing student teachers as responded by 55% and 48.33%, while 86.66% of the teacher educators made student teachers to write reports on the basis of which they were assessed.

6. It was found that during teaching practice 15% of the teacher educators visited school once a week for supervising student teachers, 6.66% supervised twice a week, 21.66% went for school supervision duty thrice a week and majority (35%) goes on alternate days. 13.33% of the teacher educators also indicated of supervising on daily basis, while 8.33% informed that they had no such supervision duty during teaching practice/internship period.

With regard to the number of supervisor allotted during the teaching practices, 88.33% teacher educators mentioned that all teaching faculties takes turn to supervise on rotation basis, while 3.33% responded of three (3) supervisors for each five (5) schools.

With regard to the query as how many number of supervisor were allotted from the practising school, 58.33% of the teacher educators responded that one (1) school coordinator either subject teacher/head teacher or any trained regular teacher used to supervised and help student teachers during the internship period, however 33.33% mentioned that it depends on the concerned schools regarding the number of supervisors to be allotted.

There was no response from 8.33% of the teacher educators who do not have supervision duty during the internship period/teaching practice. Thus, it may be said that out of the sixty (60) teacher educators, only fifty five (55) of them used to go for supervision duty during teaching practice.

7. Out of the fifty five (55) teacher educators who visit schools for supervision duty during internship period/teaching practice, 100% each responded that lesson plans were checked and assessed by the supervisor, they carry an assessment format containing pre- determined list of criteria for assessing the student teachers, every student teachers were assessed by several teacher educators and the aggregated marks were taken for recording and that every teacher educators were assigned school for supervision on rotational basis. 94.54% of the teacher educators each said school co-ordinator were appointed in every concerned school for supervising the student teachers, school co-ordinators assess student teachers and submit the same to the institution and the marks were taken into consideration for the overall assessment of the interns, further 3.63% mentioned that concerned school trained teachers also assessed the student teachers in absence of school co-ordinator/subject teacher/head teacher.

8. The study found that teacher educators going for supervision duty were integrating two (2) or more tools/technique for assessing student teachers during teaching practice, where 100% teacher educator used observation technique, 70.90% indicated of using checklist, while rating scale were also used by 21.81%.

Further, for preparation of assessment format, 70.90% of the respondents expressed of preparing the format by the teacher educators of B.Ed colleges, 14.54% indicated of Nagaland University authorities and 16.36% said that assessment format were prepared by the B.Ed college principals. Also 1.81% mentioned that faculty in-charge of internship programme sometimes provides the format and the criteria.

9. Study found that 100% of the teacher educators who went for supervision duty during the teaching practice carry an assessment format for assessing the student teachers. As regard to the assessment criteria, cent percent (100%) of the teacher educators indicated of assessing student teachers on the basis of their content mastery, communication skills , involvement of students, use of resources, types of assessment and evaluation technique used, rapport with students, lesson planning, class room management and facilitating individual difference. Further, 94.54% of the teacher educators mentioned of assessing student teachers based on their confidence level, 56.36% on student teachers rapport with regular teachers, while 96.36% responded on use of teaching skills.

With regard to teaching skills, out of those teacher educators who assess student teachers on the use of teaching skills, 50.4% of them indicated of assessing student teachers on how they introduced the lesson, 81.13% mentioned on the use of black/white/green board, 86.79% on skill of illustrating with examples, 88.67% on student teachers questioning skills, 90.56% on skill of stimulus variation, 37.73% on skill of explanation, 79.24% on skill of reinforcement, 5.66% each on use of brainstorming and co-operative learning/group learning technique, 11.32% on how student teachers gives demonstration, 9.43% on scaffolding technique used and 1.88% each on practice of peer teaching in some activities and used of contextual language and stories.

10. Majority (91.66%) out of the sixty (60) teacher educators were involved in checking and evaluating the lesson plan of the student teachers during their teaching practice, while 8.33% indicated of not involve in evaluation of lesson plan.

As regard to the criteria for evaluating lesson plan, out of those teacher educators who check and evaluate lesson plan, 100% teacher educators responded of following the same criteria viz. content mapping, clear and achievable objectives based on the content, teaching methods, pupils involvement, appropriateness of TLM based on 5Es, appropriate activities under each 5Es and homework/assignment given. Further, 1.81% teacher educator stated of taking into consideration alignment in writing (Maintaining parallel lines for teacher and student activities and TLM for those activities, time allotment for each step, number of students and division of groups (If

any), clarity in ideas/content/methods/activities, linkage of objectives with contents (step wise).

11. With regard to observing student teachers during the teaching practices, of the fifty five (55) teacher educators who goes for supervision duty during the teaching practice, majority (81.81%) of the teacher educators observed the teaching practice of the student teachers for adequate time, however 18.18% expressed their inability to observe for sufficient time.

As for the reason, of those teacher educators who were not able to observe student teachers for sufficient time, 60% of them expressed that whenever three (3) or more student teachers were simultaneously engaging class in the same period they were unable to observe them for sufficient time, 30% mentioned that since there were many schools to be covered in a day for supervision duty it was difficult to observe one student teacher alone for adequate time and 10% lamented that due to lack of teaching faculties, time adjustment had to be made as the other semester had to be managed and taken care of.

The study also revealed that student teachers were able to successfully implement the constructivist approach as expressed by 27.27% of the teacher educators, 18.18% indicated student teachers inability to implement the constructivist approach, while majority (54.54%) of the teacher educators mentioned that student teachers could implement the constructivist approach to some extent only.

12. Data analyses from the study showed after internship all student teachers were re-assessed as responded by 100% of the teacher educators, however the practice of assessment varied from college to colleges, where 58.33% teacher educators indicated of conducting discussion among the student teachers, while a majority (86.66%) responded of student teachers giving presentation in the classroom on different aspect of the teaching experienced during internship.

Of those teacher educators who responded of student teachers giving presentation in the classroom, 55.76% of them mentioned that student teachers were divided into groups and one (1) student teacher from the group give presentation representing their group, 44.23% of the teacher educators indicated of every student teachers giving presentation, however only 61.53% responded of assessing student teachers while

they were giving presentation either individually or group wise depending on the number of student teachers and the time factors. Further, all student teachers were made to write reflective journals/report on the whole school internship programme as responded by 100% of the teacher educators.

For feedback, teachers from the practicing schools were not invited to the college/institution as indicated by 100% of the teacher educators.

Further, majority (98.33%) of the teacher educators indicated that for assessing the student teacher during the final teaching practice the assessment format containing pre-determined criteria were same for both the internship and final internship, however 1.66% teacher educator said the assessment criteria differed but did not mention any specific assessment criteria.

13. To the query as to whether the student teachers performance were better in theoretical subjects or practicals, 5% of the teacher educators stated that performance of student teachers were better in theoretical subjects, 16.66% opined towards practical works, majority (61.66%) indicated that student teachers were equally good in both theoretical and practical works, while 16.66% could not say whether in theory or practical works performance of the student teachers were better.

14. 73.33% of the teacher educators responded that assessments of theory paper (Sessional and external) were recorded in terms of marks, while 26.66% indicated that recording was done in the form of both grades and marks.

For practical works (Sessional and external) recordings were done in terms of marks as indicated by 86.66% of the teacher educators, while few (13.33%) teacher educators expressed of recording in terms of both marks and grades.

15. Overall study indicated that throughout the course every teacher educators provide feedback support to the student teachers, where 1.66% teacher educators indicated of providing feedback in written form, 30% provided verbal/oral feedback and majority (68.33%) made use of both written and verbal feedbacks.

With regard to nature of feedback, there was a mixture of responses, where 88.33% of the teacher educators indicated of providing constructive feedback, 25% provided

corrective type of feedback and 3.33% gave feedback in the form of direction, while 36.66% used both directive and corrective form of feedback.

2. C) Findings from the student teachers

1. Cent percent (100%) of the student teachers responded of teacher educators checking their assignments and reports/portfolio/journal, 88.70% indicated of teacher educators checking and correcting their class test papers, as high as 99.07% of the respondents mentioned of checking their projects works, while some (42.96%) student teachers mentioned teacher educators checking their case study.

2. From the responses of the student teachers, study revealed of teacher educators employing different correction method while checking their academic works.

With regard to assignment, 100% of the student teachers indicated of teacher educators themselves correcting their assignment, where 8.70% said correction of assignment were done with the help of bright student teachers in the classroom, 31.33% indicated correcting their assignment with the help of white/black/green board, 2.40% said correction of their assignment was also done by interchanging their works among them, while 20.55% indicated of glance checking and signing by the teachers educators .

For class test paper, majority (88.70%) of the student teachers responded of teacher educators correcting their class test papers, 16.48% said correction were done with the help of bright student teachers in the classroom, 25.92% indicated of correction done with the help of white/black/green board, 10.74% said correction of their class test papers were also done by interchanging their works among them and 4.44% opined of teacher educators practising glance checking and signing while correcting their class test papers .

With regard to project works, majority (99.07%) of the respondents indicated teacher educators correcting their written project works themselves and 58.70% felt teacher educators used to do glance checking and signing. 10% of the student teachers found teacher educators giving correction with the help of the black/white/green board, 2.03% indicated correction done with the help of bright student teachers in the

classroom and 1.29% responded of teacher educators interchanging the student teachers works among them for correcting their project works.

42.96% of student teachers responded of teacher educators themselves correcting their case study, 10% correction with the help of white/black/green board, 1.11% mentioned correction by interchanging their works among them and 25.55% opined glance checking and signing by the teacher educators.

With regard to report writing/journal/portfolio, 100% student teachers indicated of correction done by the teachers themselves, 4.07% said correction were also made with the help of black/white board and 27.59% opined of glance checking and correcting by the teacher educators.

3. With regard to quantitative tools and techniques used by the teacher educators for assessing student teachers in theoretical/scholastic subjects, 100% of the student teachers responded that oral tests were conducted for assessing them in theoretical subjects, where 52.77% student teachers indicated of teacher educators asking oral questions in the classroom, 26.66% expressed of conducting debate, while class seminars were also conducted as expressed by every student teacher.

The study revealed that 94.81% of the student teachers responded of their colleges conducting written internal examination for assessing them, however 5.18% indicated that no such written internal examination were conducted.

With regard to type of written test, out of total number student teachers who indicated of their colleges conducting written internal examination, 76.17% of the respondents indicated that essay type questions were set for the written internal examination, 4.29% responded of having objective type test and 19.53% expressed of having both essay and objective type questions for the written internal examination.

Beside oral test and written internal examination, assignments were also assigned to the student teachers for assessing them as indicated by 97.22% of them, class test were conducted for assessment as expressed by 88.70%, while 75.92% responded of teacher educators conducting group discussion and presentation in the classroom where they were assessed. Further, 63.33% of the student teachers indicated of conducting practical test where they were made to demonstrate their skills and

leanings and observation techniques were also employed by the teacher educators as opined by 34.25% while assessing them in scholastic areas.

4) With regard to qualitative tools and techniques for assessing co-scholastic/practical works, 0.74% student teachers responded of teacher educators using anecdotal records, 35.92% said anecdotal records were not used, but majority (63.33%) were not aware whether anecdotal records were used for assessing them or not.

Contrary to the responses of 9.07% of the student teachers, 20.74% indicated of teacher educators using observation schedule for assessing them, while majority (70.18%) were ignorant about the use of observation schedule by the teacher educators.

Checklist as responded by 5.74% of the student teachers were used by their teacher educators for assessing them, majority (80.18%) were ignorant about the use of checklist, while 14.07% said checklist was not used.

Few (1.85%) student teachers said rating scales were used for assessment, 16.85% indicated of not using the rating scale, while majority (81.26%) expressed their unawareness about the use of that tool.

While, 6.29% of the respondents expressed of assessing and evaluating them through learners profile, 34.81% indicated of not using their profile for assessment purpose and majority (58.88 %) expressed their ignorance.

Reflective journal were also regarded according to 90.37% of the student teachers, but a few (9.62%) indicated that they were not aware of their teacher educators using reflective journal for assessing them.

40.92% of the student teachers indicated of teacher educators using portfolio as an assessment tool, but 16.66% said their portfolios were not used for assessing them and majority (42.40%) expressed their ignorance about the use of portfolio.

100% of the respondents expressed of conducting Viva Voce for assessing and evaluating them. Further, 74.81% indicated of assessment done on the basis of their project works, few (4.62%) student teachers expressed that project works assigned to them were not used for assessment purpose and 20.55% expressed their ignorance about it.

29.07% of the student teachers responded that case study were used by the teacher educators for assessing and evaluating them, but for 57.03% of the student teachers case study was not used, while 13.88% was unaware about it.

76.85% of the student teachers responded that they were assessed and evaluated from their written reports, 6.48% said written reports were not used for assessing them, while 16.66% were uninformed of using written reports for assessing them.

Thus, from the figures it may be said that except for interview (Viva Voce), project works, and report writing, most student teachers were unaware of the type of tools and techniques used by teacher educators for assessing them.

5. From the responses of majority (49.81%) of the student teachers, it was found that supervision during teaching practice/internship were done by teacher educators for once a week, 23.33% indicated of twice a week, 7.77% mentioned thrice a week, while 18.14% responded that teacher educators used to come for supervision only on alternate days. Further, 0.92% student teachers mentioned of supervisor supervising their class only twice during the whole internship period.

As regard to whether the teacher educators observe the student teachers during internship period/teaching practice for adequate time or not, majority (92.59%) of the student teachers responded of having them observed for sufficient time, which however was not the case with the remaining 7.40% student teachers.

Further, figures indicated that out of the 7.40% student teachers who indicated of teacher educators not observing for them sufficient time, 47.5% stated of teacher educators observing them for 2-5 minutes, while 22.5% said observation was done for 6-10 minutes.

6. The study found that all the student teachers received feedback support from the teacher educators during their teaching practice. With regard to the type of feedback, 26.29% of the student teachers indicated getting written feedback, 17.72% responded of teacher educators providing them verbal feedback, while majority (55.92%) mentioned of receiving both written and verbal feedback.

Majority (61.48%) of the student teachers were satisfied with the guidance and support received during their teaching practice, however 8.70% were not satisfied,

28.14% expressed of having satisfied to some extent, while 1.66% could not say about the guidance and support received from the teacher educators.

7. From the responses of every student teacher it was found that throughout the course after assessment teacher educators used to give them feedbacks ,where 10.74% of the student teachers indicated of teacher educators giving them written feedback, 47.96% expressed of providing them with verbal feedback, while 41.29% responded of providing them both written and verbal feedback.

With regard to the nature of feedback, 34.07% student teachers responded of teacher educators giving them corrective feedback, directive feedback as responded by 8.33%, 26.29% opined of teacher educators providing both corrective and directive feedback and 61.11% indicated it as constructive feedback.

Data analyses from the study indicated that, contrary to the responses of 0.92% of the student teachers, majority (71.29%) of them indicated that the feedback received from the teacher educators had help them to improve their learning and teaching, while 27.77% expressed of helping them to some extent only.

2. D) Findings from the experts (NU)

1. Except for 11.11%, majority (88.88%) of the experts from Nagaland University indicated that they had conducted Viva Voce for EPC and final teaching practice, where 87.5% responded of maintaining and using assessment criteria for assessing student teachers.

As regard to the assessment criteria, out of 87.5% experts, 71.42% responded of assessing overall personality, 85.71% each of the experts mentioned quality of reports where activities conducted and maintenance of records; adequacy, neatness of presentation and systematic writings, and knowledge of the subject matter were taken into account, 28.57% of the experts each responded student teachers ability to answer questions, explain, elaborate on the work done and also clarity of presentation for both written report and Viva Voce, while 14.28% mentioned assessing the skill and creativity abilities of the student teachers.

For final teaching practice Viva Voce, 85.71% of the experts mentioned that assessment of student teachers were based on questions in relation to internship

programme, quality of their written reports and their overall personality like their communication skills, confidence and ability to answer questions etc, further 28.57 % responded on clarity of presentation for both written report and Viva Voce.

2. a) Majority (55.55%) of the experts from the University were satisfied with the practice of assessment and evaluation of EPC report/journals/portfolio in producing the desired results, which however was not the case with 44.44%, who felt that the desired outcome could be achieved only to some extent, where one (1) expert stated lack of uniformity in assessment and evaluation across B.Ed colleges.

b) 100% experts from the University expressed their satisfaction on the practice of EPC Viva Voce in bringing out the desired results, however only 11.11 % responded that since evaluation of student teachers during Viva Voce for EPC was done by a team of experts it was satisfactory.

c) With regard to internship programme, 77.77% of the experts expressed satisfaction with assessments and evaluation of written reports for overall internship programme, out of which 14.28% mentioned that since assessment and evaluation were done by a team of experts, it was satisfactorily yielding the desired results.

Out of 22.22% experts who were satisfied only to some extent with assessments and evaluation of written reports for overall internship programme in producing the expected outcomes, one (1) of them mentioned that though the system was good but it failed to complement objectively because of subjectivity in the markings.

d) 66.66% of the respondents expressed their satisfaction with the way assessment and evaluation of lesson plan were done, 11.11% were not satisfied, while 11.11%% indicated that only to some extent assessment and evaluation of lesson plan could yield the desired outcome since there were no moderation board for this purpose under Nagaland University representatives and specialized experts.

Out of those 66.66% of the experts who were satisfied with the way assessment and evaluation of lesson plan were done, 16.66% expert lamented that since teacher educators were minutely inspecting and supervising student teachers and evaluating their lesson plan it was satisfactorily yielding the desired result.

No reason was offered by one (1) expert who was not satisfied with the way lesson plan were assessed and evaluated.

e) 66.66 % of the experts were satisfied with the marks awarded by the supervisors during the internship period, 11.11% was not satisfied, while 22.22 % expressed their satisfaction to some extent only.

Out of the two (2) experts i.e., 22.22% who were satisfied only to some extent with regard to marks awarded by the supervisors during the internship period, one (1) expert each mentioned that some supervisors without experience and expertise were developing their own criteria and assessing student teachers, and that higher marks were given to the student teachers in some colleges.

No reasons were stated by 66.66% experts who expressed their satisfaction with regards to marks assessed and awarded by the teacher educators. Also one (1) expert who was not satisfied with the assessment marks of the teacher educators did not offer any opinion.

f) 88.88% of the experts expressed satisfaction with the practice of Viva Voce conducted for final teaching practice in yielding the expected outcome, however evaluation during the Viva Voce according to 11.11% could bring out the desired results to some extent only.

As regard to the reason stated by those 88.88% experts who indicated that Viva Voce conducted for final teaching practice were satisfactorily yielding the desired results, 12.5% mentioned that since Viva Voce for final teaching practice were conducted by a team of experts for evaluating student teachers it was satisfactory bringing out the expected results. No reason was provided by the other 87.5% experts.

Further, no reason was given by one (1) expert who expressed that to some extent only the practice of assessment and evaluation of final teaching practice Viva Voce could yield the intended outcome.

g) With regard to end semester written examination, 44.44% of the experts were satisfied with the evaluation system, while 33.33 % expressed of evaluation to some extent yielding the expected results. There was no response from 22.22% experts with regard to the query related to end semester written examination.

Of the 44.44% experts who expressed satisfaction of end semester written examination yielding the intended results, 25% reasoned that questions set for examination attempt to assess knowledge, skills and application of the student teachers. The remaining 75% experts had no opinion to offer.

Out of the three (3) experts i.e., 33.33% who indicated of end semester written examination to some extent producing the desired outcomes, 33.33% opined that examination questions could not satisfactorily assess student teachers in all their cognitive aspects since they can often predict questions and do selective study, while 33.33% mentioned about the practice of self examination centres. No comments were offered by one (1) expert.

Objective 3. To study the various types of co-curricular activities (CCA) offered to the student teachers and how they are assessed and evaluated.

The major findings of the objective number three (3) can be reported by classifying into three (3) categories, 3 (A) findings from the principals, 3 (B) findings from the teacher educators and 3 (C) findings from the student teachers.

3. A) Findings from the principals

1. The study revealed that co-curricular activities were organised in all the nine (9) colleges where all student teachers were given opportunities for participation.

66.66% of the principals responded that marks/grade secured by student teachers in CCA affects their examination result, which however was not the case with 33.33%, out of which one principal cited reason of imbalance in the criteria of assessment in the internal and external evaluation. There was no response from 66.66% of the principals with regards as to why marks/grade secured by student teachers in CCA does not have an effect on the examination result.

3. B) Findings from the teacher educators

1. Co-curricular activities (CCA) were organised in all the colleges, where cent percent (100%) teacher educators responded of observing important days and organising games and sports, 83.33% indicated of organising literary and cultural activities and social works, 35% said quiz were conducted, 55% expressed of conducting debates, 43.33% said community service/community engagement services to rural areas were organised, while exhibition, field trip and educational tour were organised for the student teachers as responded by 31.66%, 65% and 23.33% of the teacher educators. Further, 18.33% of the teacher educators mentioned of conducting activities related to red ribbon club.

Contrary to the responses of 30% of the teacher educators, majority (70%) of them were of the view that CCA organised in their colleges were sufficient for the student teachers to inculcate values and qualities needed for a humane teacher, where 5% teacher educators also mentioned that more activities could have been properly organised if proper year plan were maintained in their college.

While it was encouraging to find that co-curricular activities were organised in the colleges considering the needs and interest of the student teachers as responded by majority (80%) of the teacher educators, however 20% informed that while organising CCA needs and interest of the student teachers were not given due consideration.

Following reasons were stated by those teacher educators who informed that while organising CCA student teachers need and interest were not taken due consideration, 75% of the teacher educators expressed their inability to organised CCA properly due to limited time, 8.33% said student teachers consider it as extra burden and do not participate with much enthusiasm. Lack of resources was also one factor as mentioned by 33.33% of the respondents, while 25% each opined of less participation from the student teachers and lack of proper year plan.

The study also revealed that, majority (71.66%) of the teacher educators assigned co-curricular activities to the student teachers both individually and in group, while the others 28.33% assigned activities in groups only.

With regard to the query as to how group division were done among student teachers if activities were assigned only in groups, 52.94% of the teacher educators divide student teachers depending on the club wise e.g., science club, horticulture, cultural, literary etc, 5.88% each stated that division were done depending on the activities, depends on the strength/number of student teachers, based on the interest of the student teachers, random division and student teachers welfare union taking the initiative of group division. Further, 17.64% mentioned that for games and sports student teachers were divided into houses and for other activities it was based on club wise.

2. From the responses of 100% of the teacher educators it was found that while organising co-curricular activities (CCA) student teachers were assessed and evaluated both individually as well as in group depending on the type of activities, time factors and number of student teachers.

With regard to the assessment components on the basis of which student teachers were assessed while organising CCA, 100% of the teacher educators indicated that student teachers regular attendance/presence, discipline, their attitude and values were

taken into account, 96.66% each assessed student teachers on how they co-operate and collaborate with others, their team work and socio-personal skills, 83.33% assessed on the literary and creative skills. 100% of the teacher educators also assessed student teachers based on the outcomes, where 81.66% indicated towards learning outcomes, while for 78.33% emphasis was on product outcomes. Further, 21.66% teacher educators mentioned that leadership qualities of the student teachers were also regarded while assessing them.

Cent percent (100%) teacher educators opined that student teachers participation in CCA has helped them to inculcate and develop desirable qualities and values needed to become a humane teacher.

68.33% of the teacher educators responded that the marks/grade secured by the student teachers in CCA affected their examination results, which was however not the case with the remaining 31.66%.

As regard to the reasons stated by those teacher educators who expressed that the marks/grade secured by student teachers in CCA affecting their examination results, 21.95% lamented that CCA were an important practical aspect of internal assessment in the curriculum and ultimately helps in the examination result, 9.75% mentioned that marks enhancement were also practiced based on subjective assessment but were used depending on teacher educators preference, while 68.29% affirmed that examination marks were cumulative of internal and external assessment.

Following reasons were given by those teacher educators who said that CCA marks/grade do not have any effect towards examination results, 36.84% mentioned that though students teachers were assessed informally but they were not graded, 42.10% cited that since not all student teachers take CCA seriously, for games and sports, social works and observation of important day etc, fines were imposed for absentees which was used for student teachers union welfare fund, 10.52% opined that for awarding marks/grades it depends on the concerned teacher educators assessing the student teachers. Discouragingly, 10.52% teacher educators lamented that overall examination results were based on performance in the theory papers and internship programme only.

3. C) Findings from the student teachers

1. Encouraging to note from the responses of 100% of the student teacher that all the colleges of teacher education used to conduct co-curricular activities and provide them opportunities for participation.

As regard to the type of CCA, there was mixed responses where 13.14% of the student teachers responded of conducting quiz, 34.07% said debate were organised and 73.14% indicated of observing important days in their colleges. Games and sports were organised in all the colleges as expressed by cent percent (100%) of the respondents, 77.40% indicated of organising literary and cultural activities, 16.11% responded of organising community service/community engagement services to rural areas, while 14.81% mentioned of organising exhibition. It was also found from 65.74% of the student teachers of their colleges organising social works as part of CCA, 51.48% responded of going for field trip, while educational tour were also arranged as responded by 24.07%.

Contrary to the responses of 33.70% of the student teachers, 66.29% mentioned that CCA that were organised in their colleges were sufficient for them to inculcate values and qualities needed for them to become a humane teacher.

It was also found from the responses of 70.55% of the student teachers that CCA were organised properly taking into consideration the need and interest of the student teachers, however, 29.44% opined of not taking their needs and interest into consideration.

With regard to the reasons given by those student teachers who felt that CCA in their colleges were not organised properly taking into consideration their need and interest, 11.32% of them mentioned that except for games and sports and social works other activities were not given much importance, 8.17% expressed that some important days were observed just for formalities, 30.81% lamented that many times student teachers have to contribute money from their side for organising CCA, 13.20% said CCA were organised depending on the budget and resources available, 23.89% expressed of limited time and 5.66% reported lack of guidance from the teacher educators.

2. Data analyses from the study indicated that CCA were assigned to the student teachers in groups as responded by 30.55% of them, 1.29% of the student teachers said individual wise, while majority (68.14%) indicated of assigning them activities both individually as well as in group wise.

The study also revealed that 48.14% of the student teachers responded of teacher educators assessing and evaluating them in co-curricular activities, 17.22% said assessment and evaluation was not done in CCA, while 34.62% were not aware whether they were being assess or not in CCA.

Further, participation in CCA has helped majority (94.62%) of the student teachers to inculcate and develop the needed desirable qualities and values for becoming a humane teacher, while a few (5.37%) opined of helping them to some extent only.

Objective 4. To study the problems in relation to the conduct and declaration of sessional work and end semester examination.

The major findings of the given objective number four (4) are reported in the following two (2) categories, 4 (A) findings from the principals and 4 (B) findings from the teacher educators.

4. A) Findings from the principals

1. As high as 44.44% of the college principals had faced problems while conducting and declaring sessional works and end semester examination which however was not the case with the remaining 55.55%.

With regard to the problem experienced, of the 44.44% principals, 50% each expressed of difficulty in finding schools for internship programme and that it consumes a lot of time, reluctance of schools to allow student teachers for pre-internship and to practice teaching in their schools and lack of sufficient resources and facilities for conducting practical activities, 25% each of the principals informed of facing problems because of University not clearly specifying sessional works for each programme/semester, late declaration of results, evaluation at times done in haphazard manner and lack of sufficient experience support staffs.

4. B) Findings from the teacher educators

1. Majority (95%) of the teacher educators were able to complete the course on time and successfully conduct and declare sessional work which however was not the case with 5%.

Majority (81.66%) of the teacher educators had encountered problems while conducting and declaration of sessional works and end semester examination.

As regard to the problems experienced relating to sessional works, out of those teacher educators who said that they had encountered problems/inconvenience while conducting and declaring sessional works, 91.83% responded of not being properly oriented and trained in areas of assessment and evaluation, 61.22% teacher educators said that due to large number of student teachers it becomes difficult for them to assess the student teachers comprehensively, 67.34% informed that some student

teacher were not sincere and dedicated in their works, 48.97% each expressed that due to vast course content which need to be completed within limited time they get lesser time for conducting activities and due to lack of sufficient teacher educator they were made to engaged in too many paper/subject which creates difficulties in effectively dealing with their own specialised paper. 65.30% of the teacher educators informed engaging papers where they had limited knowledge and expertise as such it become difficult for them to properly assess all the required qualities and skills of the student teachers, 28.57% lamented that because of less supporting staff, most of the time teacher educators were engaged in administrative work that so they get less time to concentrate on the student teachers, 40.81% of the respondents indicated irregularities of student teachers, 51.02% opined lack of proper year plan, 14.28% reported delayed notification regarding the conduct of Viva Voce and semester examination disturbing their plans, while 16.32% indicated involvement of the head of the institution or management board.

Furthermore, 2.04% teacher educator each mentioned lack of co-ordination among staffs, mis-management on the part of the head of the institution and the faculties alike, unnecessary complaints and demands from the student teachers and miscommunication and delayed information in change of plans. 8.16% responded lack of proper facilities for conducting practical works and test, 30.61% expressed reluctance of schools to allow for full period of pre-internship and teaching practice, 18.36% found less time in the fourth semester for conducting activities and completing the course, while 10.20% reported of late submission of written assignment/projects/tasks by the student teachers.

2. Following problems were stated by those teacher educators who had experienced problems relating to end semester examination, 51.02% of the teacher educators mentioned lack of proper infrastructure, like good buildings, furniture's etc, 14.28% informed delayed notification regarding conduct of examination, 24.48% indicated indiscipline and unfair practice of student teachers in the examination hall, 22.44% expressed lack of experienced and capable staffs, 69.38% indicated of spelling/ marking error in the mark sheet. Further, 2.04% teacher educator each lamented delayed notification in invigilation duties and late submission of answer paper by the student teachers even after the allotted examination time was over, while 4.02% indicated less teaching faculties for invigilation duty.

Following are the major problems/weakness of assessment and evaluation that has adversely affected the quality of secondary teacher education programme given by the teacher educators, student teachers, principals and experts from Nagaland University.

Sl. No	Teacher educators	Student teachers	Principals	Experts (NU)
1	Assessment not comprehensive	Assessment and evaluation not continuous and comprehensive as it should be	Inadequate assessment done by the teacher educators	Lack of comprehensive assessment and evaluation
2	Reluctance of schools to allow full period of internship	Lack of proper assessment and evaluation during the internship period	Practising schools not permitting full time duration of internship	Supervision for all subjects done with one or two subject experts during final teaching practice
3	Examination oriented	Mal-practice of student teachers during class test and examination	Examination oriented system of education with the marks obtained in examination as a measure for students overall performance	Non-specialized person evaluating paper who have never taught that particular paper without any marking scheme
4	Lack of objectivity and manipulation of internal marks	Biasness and manipulation of internal marking and lack of transparency	Casual nature of the teacher educators in internal and formative assessment	Subjectivity and misuse of internal assessment
5	Less time for correcting examination answer papers with no proper marking schemes	Evaluation of student teachers through essay type question pattern only	Lack of question paper setter/ examiner competence for doing justice to student perspectives, encouraging reproduction of memorised content	Evaluation done by only one paper evaluators and no proper scrutiny after correction of examination papers

6	Teacher educators engaging papers without having specialization in that particular paper	Teacher educators insincerity towards their duties with no proper correction of assignment, reports and case studies	Follows traditional method to assess and evaluate student teachers	Teacher educators engaging in other job at the same time thus affecting the quality of secondary teacher education programme
7	Lack of expertise in areas of assessment and evaluation	Teacher educators not properly oriented and trained in areas of assessment and evaluation	Inexperienced and untrained teacher educators especially in assessment and evaluation	
8	Imbalanced marks distribution of internal and external marks	Unequal distributions of marks in internal and external evaluation	Imbalance marks weightage between internal and external	
9	Large number of student teachers in the classroom	No proper ratio of student teacher and teacher educators	No proper ratio of student teacher and teacher educators	
10	No proper moderation of examination questions and scrutinizing of marks	Emphasising more on the quantity than quality	Lack of proper scrutiny of marks secured by the examinees	
11	Late declaration of examination results	Late declaration of examination results		
12	Negligence of CCA	Less academic and co-curricular activities.		
13	Less teaching faculties with overload burden engaging too many papers	Less teaching faculties with vast syllabus content thus leading to less time for assessment and evaluation		
14	Lack of necessary required facilities for conducting practical test	Lack of proper infrastructural facilities		

15	Lack of uniform assessment format for all colleges	Improper and unspecified criteria while assessing and evaluating student teachers		
16	Limited time to comprehensively assess student teachers	Lack of constructivist assessment		
17	Less experienced teacher educators setting examination question paper	Inability of the teacher educators to give timely feedback, motivation and counselling service for student teachers		
18	Teacher educators without engaging EPC paper evaluating student teachers during Viva Voce			
19	Vast course content with lesser marks for half papers (C-3, 9& 10)			

Objective 5. To find out the problems faced by the secondary teacher educators in the process of assessment and evaluation of secondary teacher education programme.

The major findings identified with regard to objective number five (5) are as follows:

5. A) Findings from the teacher educators

1. Overall study indicated that due to lack of proper training and orientation on the constructivist approach and in areas of assessment and evaluation majority (75%) of the teacher educators had experienced problems in the process of assessment and evaluation, 55% informed irregularity and insincerity of some student teachers, 50% of the teacher educators expressed their inability to comprehensively assess student teachers due to large number of student teachers, 41.66% each lamented lack of required infrastructural facilities, teaching material etc, vast course content and limited time for assessment and evaluation and lack of proper year plan, 40% expressed their resentment towards being made to engage papers which were not of their specialization due to lack of sufficient teacher educators, 28.33% stated lack of common and uniform guideline and format for internal assessment (Activities to be conducted, assessment components with marks distribution for each activities etc), while 25% each expressed less time for correcting external examination answer papers and reluctance of schools to allow for full period of pre-internship and teaching practice. Further, 18.33% opined over load of course in some semester, 16.66% informed of increased work load looking after non-academic work of the institution, 15% said that due to shortage of time in the forth semester they could not conduct post internship assessment properly, 13.33% each mentioned of undue pressure from the head of the institution for good performance from the student teachers and lack of efficient supporting staffs, 11.66 % of the teacher educators each reported delayed notification for conducting examination and Viva Voce and high expectation of marks and unnecessary complaints and demands from the student teachers, 10% each of the respondents expressed their inability to facilitate all student teachers due to large number of student teachers and too many tasks and activities with fewer marks in internal assessment, 5% each mentioned lack of training and orientation for supervision during the internship period, teacher educators evaluating student teachers during EPC and final teaching practice Viva Voce without expertise/

proper knowledge of the subject matter and pressure to complete course, 3.33% viewed lack of trust among student teachers and head of the institution towards teacher educators internal marking, 1.66% of the teacher educators each expressed their inability to make use of technology, inconsistency of student teachers performance across different components and course and lack of co-ordination among the staffs and 8.33% reported late submission of written assignments/projects/tasks by the student teachers.

Objective 6. To suggest measures for the improvement of assessment and evaluation of secondary teacher education programme.

The major findings identified with regard to objective number six (6) are classified and reported under four (4) categories: 6 (A) suggestive measures given by the principals, 6 (B) suggestive measures given by the teacher educators, 6 (C) suggestive measures given by the student teachers and 6 (D) suggestive measures given by the experts (NU).

6. A) Suggestive measures given by the principals

A. Curriculum and syllabus

1. Syllabus be upgraded and better organised for meaningful constructivist approach.
2. Only competent hands should be involved in curriculum planning/syllabus preparation, question settings and evaluation.
3. Micro teaching need to be re-introduced in the syllabus.

B. Trainings

1. Teacher educators need to be well oriented in the constructivist approach.
2. Training programmes and workshops need to be conducted by the University for the teacher educators on latest assessment and evaluation tools and methods.

C. Internal assessment

1. Due weightage be given to process evaluation and provide uniform assessment pattern for all colleges with clearly defined criteria and distribution of marks.
2. Stop the practise of manipulating internal marks and allot it fairly as each deserves.

D. Examination/evaluation

1. External examiners for evaluating student teachers must be experts and be aware of the course syllabus.
2. Proper moderation of the question papers as well as scrutinising of examination marks/results by appointing senior experience personnel.
3. Centralized evaluation of the answer scripts may be organised.

E. Classroom environment

Maintain proper ratio of student teachers and teacher educators.

F. Internship programme

Cordial relation between the school and the teacher education college should be organised to improve the quality of the internship programme and hence in improvement of assessment and evaluation of secondary teacher education programme.

G. Common data base of all B.Ed colleges

Every college should be encourage to collect the overall profile of the student teachers, teaching faculties, principals, supporting staffs etc and build a database to show a clear and correct picture of B.Ed colleges in the State.

6. B) Suggestive measures given by the teacher educators

A. Curriculum and syllabus

1. Marks allotted and content of the paper should tally.
2. Enough time for practical works like Micro teaching and block teaching and proper assessment for that
3. Concerned authority may look into the content of the papers and distribution of papers each semester so that colleges can have sufficient time for conducting activities and assess student teachers properly in the fourth semester.

B. Trainings

Orientation and workshop for teacher educators, schools and educational institutions on the constructivist approach and in areas of assessment and evaluation.

C. Internal assessment

1. Objectivity and transparency in assessment and evaluation.
2. University should develop a common internal assessment format with criteria, marks distribution for different activities-both curricular and co-curricular to be strictly followed by all the colleges.

3. Overall allocation of internal and external marks for theory papers should be reconsidered.

D. Examination/Evaluation

1. Proper moderation for question paper and scrutinizing of marks.
2. Avoid newly appointed teachers to set end semester University examination questions and checking of answer papers and allow only experienced examiners to evaluate to avoid flaws in marking or grading.
3. More application based questions to be asked in the end semester examination.
4. Numerical marking in theory paper and practical works be replaced by grades.
5. Objective type test should be introduced along with essay type to minimize with subjective elements.
6. Orientation on how to assess and evaluate answer scripts must be made known to all the teacher educators.
7. Final examination paper must be checked by the University lecturers and not by the B.Ed teacher educators.
8. Declaration of results on time with enough time for remedial classes (Feedback, discussion, counselling).
9. Proper guidelines in respect of marking needs to be given especially for first timer examiners to do justice to every student teacher.
10. Timely notification for conduct of EPC and final teaching practice Viva Voce and end semester examination.
11. Head of the institution need to inform early to all the teaching faculties assigned for invigilation duty during examination for better coordination and smooth conduct of examination.

E. Co-Curricular activities

1. More weightage of marks be allotted to internal assessment so that all co-curricular activities can be assessed properly
2. Balance evaluation for both scholastic and Co-scholastic activities.

F. Teacher educators association

There should be an association of teacher educators in the state preferably according to subjects like core papers, pedagogy, EPC etc, where they can collaboratively work

to plan, share and come up with solution based on problems faced, these can lead to common assessment and evaluation procedure, time period etc and it can also be like a training cum orientation for those not oriented in assessment techniques.

G. Implementation of meetings minutes

Whatever agendas discussed and minuted in the faculties meetings should be strictly implemented by head of the institution.

6. C) Suggestive measures given by the student teachers

A. Curriculum and syllabus

1. Minimise theory papers and stress more on practical.
2. Syllabus contents may be cut down and curriculum be revised so that teacher educators have ample time to assess and evaluate the student teachers effectively.

B. Trainings

Teacher educators should be well trained and oriented in areas of assessment and evaluation.

C. Internal assessment

1. Objectivity and transparency in assessment and evaluation.
2. Assessment and evaluation should be continuous and comprehensive and based on constructivist approach.
3. Process assessment and evaluation be given more weightage.
4. Student teachers securing fewer marks in class test or assignment should be given second chance through re-test.
5. Uniform assessment format for all the B.Ed colleges.

D. Examination/evaluation

1. Timely declaration of examination results and early release of necessary documents viz. pass certificate, mark sheets and migration certificate.
2. Equal weightage of marks for internal and external evaluation.
3. Proper moderation of examination question and scrutiny of marks.
4. Objective type questions be included in the question paper.

E. Academic activities

1. Conducting frequent class test and internal written examination.
2. Importance be given towards practical aspect of assessment.

F. Teaching faculties and support staffs

1. Appoint only qualified and trained teacher educators.
2. Regular feedback and motivation from teacher educators.
3. Appointment of sufficient support staffs like driver, sweeper, chowkidar etc

G. Infrastructural facilities

Required tools/aids/equipments should be made available for practical activities.

H. Co-curricular activities

More co-curricular activities need to be organise by the colleges.

6. D) Suggestive measures given by the experts (NU)

1. Evaluation should be continuous and comprehensive.
2. Paper evaluation should be done by the teacher educator who has such specialization and teaching experience in that paper.
3. Question paper should be prepared as blue print.
4. Randomization should be applied while evaluating paper.
5. Paper evaluation as per marking scheme, the same should be approved by the experts.
6. Supervision during final teaching practice be done under all subject experts.
7. Provision for proper scrutiny of answer scripts and proper moderation.
8. Questions should be formulated properly to test the critical thinking and analytical ability of the student teachers and not just factual, conceptual and theory based questions only.
9. Strict and systematic evaluation should be followed as mentioned in the top first page of the exam answer script.
10. To have an indicator or procedure on the assessment of co-curricular activities.
11. Self centre examination centre be removed with a common centre in Government college premises on rotation basis.

5.3 DISCUSSION

National curriculum framework for teacher education (2009) has highlighted a new approach to curricular areas of teacher education, which was also suggested by *Kakkad, G.M., 1983*, broadly under foundations of education, curriculum and pedagogy and school internship, where curriculum transaction and evaluating the developing teachers determine the extent the ideas conceptualized are put into practices.

The present study focused on the practices of assessment and evaluation of secondary teacher education programme in relation to the curriculum, organisation and conducting CCA and how they are assessed, tools and techniques used for assessment and recording, problem in relation to conduct and declaration of sessional works and end semester examination, problems faced by teacher educators in the process of assessment and evaluation etc

There were nine colleges of teacher education offering B.Ed programme in the state. Any such programme focuses on the learner and the learner's level of educational attainment serves as a yardstick to measures the success of any programme. Assessment and evaluation are the only means, which help us to know the learning states of the learner and the efficiency of the programme offered.

In line with some findings of other studies by *Mohan, K., 1980 and Bhatia, Ranjana., 1987*, the present study indicated that though infrastructural facilities were improving but still many of the institutions do not have adequate infrastructural facilities, most teacher educators were not adequately trained and oriented neither in the constructivist approach nor in areas of assessment and evaluation and the same was found in a study by *Longchar, Imkongsenla., 2017*, where some teacher educators faced problems related to evaluation of teaching practice due to lack of training on evaluation and as such they seem to be experiencing difficulties in implementing the curriculum.

Contrary to the curriculum introduced for two year B.Ed programme where micro teaching programme was excluded, it was found that microteaching was being practised in most of the institutions, the same was related to the findings of *Longchar, Imkongsenla., 2017, Kusum C. Maheria., 2019 & Khan Imran., 2019*,

along with other academic activities (Theory and practical) like seminars, assignment, class test, group discussion cum presentation, field trips, project works, block teaching, EPC related activities, CCA etc where all student teachers were also assessed and evaluated. However it was found that not all institutions conducted written internal examination due to shortage of time and instead conducted regular class test/unit test along with seminars, projects, classroom interaction etc. A proper year plan for all the colleges with specific programmes/activities to be organised for each semester and a uniform assessment format regarding the marks distribution (Theory and practical works) with clear criteria for assessment is needed to ensure the smooth and successful implementation of the B.Ed programme.

The assessment and evaluation system adopted by B.Ed colleges in Nagaland has two components-continuous internal assessment and end semester written examination. The comprehensive internal assessment is the full responsibilities of the teacher educators teaching the course which is done through various activities/programmes (Theory and practical).The end semester written examination is conducted at the end of each semester for all the theory papers except EPC papers which is to be assessed through practical activities and Nai Talim, Experiential learning and work education through community engagement, which was introduced by the University since 2020 as part of the 2nd semester course, through internal assessment. A comprehensive Viva Voce to assess the overall aspects of the student teachers was also introduced for external evaluation usually conducted under experts members for EPC and internship programme.

Assessment and evaluation though based on constructivist approach, a combination of objective and subjective element were still prevalent in the practice while assessing all the three domains of learning viz. cognitive, affective and psycho motor. However, similar to the findings of *Longchar, Imkongsenla., 2017*, where majority of the heads and teacher educators were satisfied with the evaluation techniques, most teacher educators were found to be satisfied with the way student teachers were assessed and evaluated throughout the course giving equal importance to all the domains of learning.

The need for orientation and training of teacher educators in the new approach and in areas of assessment and evaluation must be stressed upon to yield the desired expected outcomes of the B.Ed programme.

The study conducted by *Alsarimi, Abdullah Mohammed.,2000*, found three main purposes of assessment-assigning grades, motivating students and evaluating students' achievement. However, beside this three purposes, teacher educators in this study assessed and evaluated student teachers for various other reasons like to check whether the instructional objectives have been achieved or not, for giving feedback, for creating learning opportunities, for developing desirable habits and qualities of a good teacher, for providing help for personal and professional development etc.

The conduct of examination and declaration of results are one of the most important activities of the University. For its smooth conduct timely notification and declaration of the result is a must while encouragingly, timely notification were provided by the University however the time taken to declare the examination was still a matter of concerned which need to be addressed. Final internal marks assessed by the concerned teacher educators must be made known to the student teachers so as to maintain transparency and enable student teachers to know where they stand with regard to each theory papers and to prepare better beforehand, this was found not practised in most of the Institutions.

Lack of expert subject teacher to engage EPC especially EPC-2 (Drama and Art in Education) was a matter of concerned in almost all the nine institutions where experts were invited to teach the papers however they were not involved in assessing and evaluating student teachers in some colleges, as such, some regular teacher educators engaging EPC were unable to assess the required skills and qualities of the student teachers. Appointment of trained and regular subject experts need to be made since EPC course has vast scope and was found to be helpful in enhancing the capacities of the student teachers.

Assessment and evaluation for each EPC papers carries total 50 marks. Internal assessment for 25 marks in each EPC was done through theory and practical activities, group discussion cum presentation/demonstration, regular attendance, reflection and analysis and reports/journal/portfolio. While for evaluation of the other

25 marks, every student teacher was again evaluated on the basis of their report writing/journal/portfolio and also through Viva Voce.

Though the practise of pre-internship and internship and final teaching practice differed from colleges to college, the findings of the study indicated that for internship programme the overall marks allotted were 300 marks of which, 250 marks were assessed internally and 50 marks were done externally with external examiners for all the colleges.

Further, for allocating marks on the overall internship activities all colleges of teacher education followed the same components of Pre- internship: 50 marks (Committee constituted by the college), School internship: 100 marks- 50+ 50 (Committee constituted by the college and supervisor), Post-internship: 50 marks (Reports on internship, extended discussion and presentation) Final internship: 50 marks (Committee constituted by the University from among the college of teacher education) and Viva Voce:50 marks as laid down by the University. Components like assessment of reports (Pre-internship and internship), lesson plan evaluation marks, marks assessed by the supervisors and Viva-Voce marks were mostly considered for assessment. Most teacher educators informed that marks assessed by the school co-ordinator were also considered for assessment and evaluation, and though not all but a higher number of teacher educators also stated of taking into account marks assessed during presentation in the classroom given by the student teachers after their pre-internship and teaching practice.

It was heartening to note that all colleges of teacher education in the State have adopted the constructivist approach lesson plan based on the 5Es model since the introduction of two year B.Ed curriculum in the State (2015) with a specific lesson plan format for all the colleges. In the study conducted by *Kusum. C. Maheria., 2019* only one college had adopted the constructivist approach lesson designing and also all colleges did not have a common specific format of lesson plans.

Similar to the findings of *Mohan, K., 1980*, where quite a few teacher educators were not adequately qualified to supervise teaching practices of the subject in which they were supervising, the present study also indicated that few student teachers found that their teacher educators were not adequately trained and confident to supervise them. However, most student teachers found their teacher educators to be well oriented,

trained and confident in supervising during the internship period and also found evaluation of lesson plan as satisfactory. All teacher educators in some colleges were involved in supervision duty during the teaching practice along with majority of the principals.

Study found that many of the experts from Nagaland University were satisfied with the practice of assessment and evaluation of EPC report/journals/portfolio in producing the desired results, which however was not the case with few of them who felt that desired outcome could be achieved only to some extent, where one expert stated reasons of lack of uniformity in assessment and evaluation across B.Ed institutions.

Every expert expressed satisfaction of the practice of EPC Viva Voce, where one expert expressed that since evaluation of student teachers during Viva Voce were done by a team of experts it was satisfactorily yielding the intended results.

Most experts felt that assessments and evaluation of report for overall internship were satisfactory in producing the desired results since assessment and evaluation were done by a team of experts, while one expert lamented that though the system was good but it failed to complement objectively because of subjectivity in the markings.

Since teacher educators were minutely inspecting and supervising student teachers and their lesson plan, assessment and evaluation of lesson plan was satisfactorily yielding the desired result for most of the experts, however one expert was not satisfied, and another one felt that evaluation of lesson plan could yield the desired outcome only to some extent because there were no moderation board for this purpose under Nagaland University.

Also most experts were satisfied with the marks allotted by the supervisors while evaluating lesson plan, however few felt to some extent only, because some supervisors without experience and expertise develop their own assessment criteria and assessed student teachers, and also pointed out that marks awarded to student teachers were too high in some colleges.

Diversity of responses were found in the study where majority of the experts were satisfied with the outcome of Viva Voce conducted for final teaching practice,

however evaluation during the Viva Voce according to one expert could yield the expected outcome to some extent only.

Further, with regard to end semester written examination, most of the experts were satisfied with the evaluation system, where one expert informed that questions set for examination attempt to assess knowledge, skills and application of the student teachers which was similar to the study of *Bendangyapangla., 2010*, whose findings indicated that the examination system was satisfactory for questions were highly of application type covering the major objectives of the syllabus. A few of experts expressed that evaluation could yield the expected results only to some extent because examination questions could not satisfactorily assess student teachers in all their cognitive aspects since they could often predict questions and do selective study and also the practice of self examination centres.

It may be mentioned that different assessment and evaluation tools are used by the educators to know all the changes that take place in the learners. To ensure its adequacy, efficiency and consistency any measuring tools should possess certain qualities like validity, reliability, objectivity, usability or practicability. The instruments and strategies are used to gauge how well students comprehend during instructional period and how far they have achieved. In this regard, the present study found from the teacher educators that for correcting the academic activities like assignment, class test paper, project works, case studies, reports etc they employed different methods and techniques like correcting by themselves, correction done with the help of black/white board, correcting by inter-exchanging the student teachers works among them, with the help of bright student teachers in the classroom and also few teacher educators provide verbal correction followed by feedback, where marks were also allotted basing on the criteria of each tasks/activities assigned like timely submission, content, reference/bibliography, time management, attendance, competency in organisation and using PPT, confidence etc

However, It was found that a lower percentage of student teachers were of the opinion that teacher educators corrected their academic activities viz. assignment, project works, case study etc by inter-exchanging the student teachers works among them and correction done with the help of bright student teachers in the classroom. Also there was no indication from student teachers that teacher educators neither employed the

former method for correcting case study nor was both the two methods used while correcting report writing/ journal/ portfolio.

Alsarimi, Abdulaah Mohammed in their study 2000, referred to non addressing the synthesis and evaluation abilities of students in examination, however results of this study indicated that assessment in scholastic subjects was found based on Blooms taxonomy of objectives where recall of previous knowledge, giving evidence of understanding and ability to make use of information, use of abstraction or principles to solve problems, distinguishing and comprehending inter-relationship, producing something unique or original by solving problems in a unique way, forming judgement and making decision about peoples, values etc ,giving bases for their judgement along with questioning skills of various topics/contents/ ideas, were the quantitative aspects which were commonly addressed during assessment and evaluation.

With regard to qualitative aspects of assessment and evaluation that teacher educators tried to measure while assessing student teachers in co-scholastic activities or programmes, student teachers were assessed on their qualitative aspects like literary and creative skills, aesthetic skills, thinking skills, social skills, writing skills, attitude and values, discipline, Interest, socio-personal qualities, and coherence qualities which was in consonance with the study of *Natarajan,V. and Kulsgrestha, S.P., 1983*, whose findings indicated that assessment of non-scholastic aspects of behaviours closely associated with the affective/attitudinal aims of education. However, as opposed to the findings of *Natarajan,V.and Kulsgrestha, S.P.,1983*, where teachers did not attempt to assess the non-scholastic abilities, the present study revealed that in the assessment and evaluation scheme in the State, non-scholastic abilities of the student teachers were also assessed by the teacher educators.

As compared to the findings of *Alsarimi, Abdulaah Mohammed., 2000*, more varieties of assessment tools and techniques were found to be employed by teacher educators in Nagaland which was related to the findings of the study by *Khan Imran., 2019*. With regard to quantitative tools and techniques for assessing the theoretical works, oral test were conducted by every teacher educators where most employed asking oral/verbal questions in class and class seminars, less than half of teacher educators conducted classroom debates, while few teacher educators employed

brainstorming session cum discussion method and also scaffolding technique for assessing student teachers.

The study indicated that written internal examinations were conducted in most institutions for several purposes like preparation for end semester examination, letting the student teachers revised their lesson and also for internal assessment, for providing feedback etc. However, in some colleges written internal examinations were not conducted for reasons like shortage of time where every teacher educator conducted two tests from which the best was taken for internal marks. Instead of written internal examination, regular class test/unit test were conducted along with seminars, projects, classroom interaction etc. The present study found that in institutions where examination were conducted essay type and objective type questions were an integral part of the questions paper, also few teacher educators expressed of setting only essay type questions for testing the student teachers. Beside this, assignments, class test and group discussion cum presentation, practical tests and observation techniques were also employed for assessing the theoretical subjects similar to the findings of *Malhotra, M.M; Menon, P. N; Bedi, S.P and Tulsi, P.K., 1989* where assignments and class test were used for assessment purpose

However, in contrast to *Malhotra, M.M; Menon, P. N; Bedi, S.P and Tulsi, P.K., 1989* study, with regard to qualitative tools and techniques more combination of various tools and techniques like using anecdotal records, observation schedule and reflective journals, checklist, rating scale, learners profile, portfolio, Viva Voce, case study etc were employed by the teacher educators for assessing the practical works in the present study. The use of portfolios which was stated to be important to assess and evaluate the students ability to meet learner outcomes by *Kleiser, Eve Jane., 1998*, were least used by the teacher educators in the State for assessing the practical works similar to the findings of the study by *Sylvia, Clifford W., 1999 and Khan Imran., 2019*.

The present study indicated diversity in the used of tools and techniques for assessing the theoretical and practical works, where teacher educators used a combination of both traditional and alternative form of assessment. However, more interesting, relevant methods and technique may be employed in future like peer assessment and

self assessment, making use of technology, performance based task/activities and so on.

As regard to supervision during the teaching practice, most student teachers in the present study expressed that teacher educators supervised them once a week, which was in contrast to the responses of teacher educators going for supervision duty on alternate days.

Also few student teachers found their teacher educators as not well oriented, trained and confident to supervise student teachers during the internship period because of reasons like some teacher educators without adequate knowledge of the constructivist approach and 5E model supervising them, teacher educators not observing for adequate time and giving remarks on the components and steps which were not observed, teacher educators giving only negative written feedback which de-motivate them in preparing for the next lesson which was corroborated by the study conducted by *Longchar, Imkongsenla., 2017* and that supervisors from other discipline observing the class failed to give proper feedback as found by *Mohan, K., 1980*.

During teaching practice most of the student teachers said that teacher educators use to observe them for adequate time and give them both written and verbal feedback and that they were satisfied with the guidance and support provided.

Similar to the responses of some student teachers, few teacher educators were unable to observe and supervise for adequate period of time (*Mohan, K., 1980, Mohanty, S.B., 1984 & Kusum. C. Maheria., 2019*) because whenever three or more student teachers were simultaneously engaging class in the same period they are unable to observe them for sufficient time, since there were many schools to be covered in a day it was difficult to observe one student teacher alone for adequate time, due to lack of faculty members time adjustment had to be made and engage the other semester.

It is essential that all colleges of teacher education have sufficient number of qualified and trained teacher educators to supervise and monitor student teachers regularly for adequate time and provide them feedback indicating ways to improve their shortcomings.

In most of the institutions all the teaching faculties were involved in supervising student teachers on rotation basis. Every teacher educators who went for supervision duty during teaching practices responded that lesson plans were checked and assessed by the supervisor, they carry an assessment format containing pre determined list of criteria for assessing student teachers which was similar to the findings of *Kusum C. Maheria., 2019* and that every student teacher were assessed by several teacher educators and the aggregated marks were taken for recording. Also most college of teacher education used to seek help from the practising schools where one school co-ordinator either subject teacher/head teacher/or any trained regular teacher used to supervised, help and assessed student teachers during the internship period.

The study indicated teacher educators going for supervision duty were integrating two or more tools and technique for assessing student teachers like observation technique, rating scale and checklist containing pre-determined set of criteria like content mastery, communication skills, involvement of students, use of resources, types of assessment and evaluation technique used, use of teaching skills which was also reported by *Kusum.C.Maheria., 2019 and Khan Imran., 2019* in their study. The assessment format containing pre-determined assessment criteria were found to be prepared by the teacher educators of B.Ed colleges as responded by most of the principals and teacher educators. Further the assessment format was same for both the internship and final internship.

Most teacher educators were involved in checking and evaluating the lesson plan during teaching practise following the same assessment criteria of content mapping, clear and achievable objectives based on the content, teaching methods, pupils involvement etc, where majority of the student teachers also expressed satisfaction with the way evaluation of lesson plan were done because comments and feedback received from the teacher educators were satisfactory and helped them to identify weakness for improvement, mistakes were corrected, effort in lesson planning and class transaction was taken into consideration, all steps and components under the format were properly checked and corrected etc.

After internship all student teachers were re-assessed however the practice of assessment varied from colleges to college, where most teacher educators conducted peer group discussion among the student teachers, followed by student teacher giving

presentation on different aspect of the teaching experienced during internship. Further every student teacher was also made to write reflective journals/ report on the whole school internship programme.

Contrary to the NCTE regulations 2014, study also revealed that for assessing student teacher, teachers from the practicing schools were not invited to the college/ institution for providing feedback.

Recording of the performance of the student teachers both in theory paper and practical works (Sessional and external) were mostly done in terms of marks as expressed by most of the teacher educators and principals.

Throughout the course every teacher educators provided feedback to student teachers, with most teacher educators providing both written and verbal feedbacks which was constructive in nature. Most student teachers expressed of teacher educators providing them constructive verbal/oral feedback.

Most experts from Nagaland University have conducted Viva Voce for EPC and teaching practice, where assessment criteria like assessing overall personality and knowledge of the subject matter respectively, quality of reports, ability to answer questions, explain, elaborate on the work done, clarity of presentation for both written report and Viva etc were considered for assessing student teachers.

For final teaching practice Viva Voce, student teachers were again assessed based on questions in relation to their internship programme, quality of their written reports, and their overall personality like their communication skills, confidence and ability to answer questions, clarity of presentation for both written report and Viva etc.

Corresponding to the findings of the study conducted by *Ranjana Mutum., 2016* co-curricular activities were found to be important ingredients in the overall educational programme which were found organised in all the colleges. The study indicated that CCA like observing important days, games and sports, literary and cultural activities, social works etc, were very much part in most of the colleges though activities organised differed from one college to other colleges. Similar to the findings of the study conducted by *DEO, D.S., 1985*, wherein co-curricular activities were not organised according to the need and interest of the students due to lack of guidance, lack of sufficient time etc as some of the cause for non-fulfilment of the objectives of

practical programme, the present study also indicated of some institutions failing to consider the need and interest of the student teachers while organising CCA, which the teacher educators mentioned were due to lack of time, lack of resources, lack of proper year plan etc. The student teachers in the present study also expressed that except for games and sports and social works other activities were not given much importance, they also revealed that some important days were observed just for formalities, some student teachers indicated lack of guidance from the teacher educators, lack of budget and resources available were some of the problem faced.

It was found that student teacher was of the opinion that participation in CCA helped them to inculcate and develop desirable qualities and values needed for a humane teacher. The findings of a study by *Longchar, Imkongsenla., 2017* revealed that majority of the teachers agreed that trainees participation in CCA would be helpful in developing professionalism, however in the present study, CCA organised were not found to be sufficient by both the teacher educators and student teachers in their institutions.

Assessment and evaluation for CCA were done both individually as well as in group depending on the type of activities, time factors and number of student teachers, where the aspects of assessment includes regular attendance/presence, attitude and values, discipline, how student teachers co-operate and collaborate, team work and socio-personal skills, literary and creative skills, learning out comes, product outcomes, and leadership qualities.

Contrary to the findings of *Ranjana Mutum., 2016* where various types of CCA were organised as part of the internal assessment, the study found that the CCA grades/marks secured by the student teachers in some colleges do not have an impact on the end semester examination results because of various reasons; Student teachers were assessed informally but they were not graded, since not all student teachers take CCA seriously, for games and sports, social works, and observation of important day etc, fines were imposed for absentees which was used for student teachers union welfare fund, depends on the concerned teacher educators assessing student teachers for CCA whether to allot marks or not, over all examination results was based on performance in the theory papers and internship programme only.

Most of the teacher educators who expressed of CCA grades/marks to be having an impact on the end semester examination results stated that CCA were an important practical aspect of internal assessment in the curriculum and ultimately helped in the examination result, marks enhancement were also practiced based on subjective assessment but were used depending on teacher educators preference, examination marks were cumulative of internal and external assessment.

Since CCA and development in affective and psychomotor domain do contribute toward professional development of the prospective teachers, more stressed be laid and due credit should be given to curricular activities, A study (*GCPI, 1981*), also indicated that students who lacked interest in co-curricular activities also had poor examination results. The study suggested of provision for co-curricular activities.

The present study found some B.Ed college principals having experienced problems while conducting and declaring sessional works and end semester examination results like lack of sufficient resources and facilities for conducting practical activities, reluctance of schools to allow student teachers for pre-internship and teaching practice and not clearly specifying sessional works for each programme/semester, late declaration of results etc.

While it was encouraging to find that almost every teacher educators were able to complete the course on time and successfully conduct and declare sessional work, however most of them seemed to have encountered problems while conducting and declaration of sessional works and end semester examination such as not properly oriented and trained in areas of assessment and evaluation, difficult to assess comprehensively due to large number of student teachers, lack of proper year plan, some student teacher not being sincere and dedicated in their works, irregularities of student teachers, late submission of written assignments/projects/ tasks by the student teachers etc.

Furthermore, lack of proper infrastructure like good buildings, furniture's etc, delayed notification regarding conduct of examination, indiscipline and unfair practice of student teachers in the examination hall, lack of experienced and capable staffs, less faculties for invigilation etc were some of the problems experienced relating to end semester examination.

5.4 CONCLUSION

A curriculum is what constitutes a total teaching-learning programme composed of overall aims, syllabus, materials, methods, assessment and evaluation. It provides a framework of knowledge and capabilities seen as appropriate for a particular level. Secondary teacher education in Nagaland is 45 years old and till now it has seen considerable changes in secondary teacher education with reference to infrastructure, overall training of teachers, curriculum etc. However in its pursuits to provide quality education various shortcomings like lack of required infrastructural facilities, lack of expertise in the constructivist approach, in assessment and evaluation etc have posed as a serious impediment towards fulfilling its objectives. Good education depends on good teaching and teaching does not occur until there are some results to show for it. As such assessment and evaluation should not be separated from the teaching learning process but rather serves as a bridge to educational opportunities.

While it was encouraging to find that assessment and evaluation were based on constructivist approach where student teachers were assessed and evaluated (Theory and practical) through different types of academic activities viz. assignment, class test, seminars workshops, internship programmes etc, however it was found that teacher educators were not adequately trained in the new approach which have been hindering the process towards assessing student teachers and in effectively implementing continuous comprehensive evaluation (CCE), as such training of teacher educators becomes the need of the hour.

Though the constructivist approach had been introduced in all the B.Ed colleges, but still most of the teacher educators, student teachers and experts were in support of combination of both the behaviourist and the constructivist approach to teaching-learning and the inclusion of micro teaching programme in the two year curriculum was preferred by majority of the respondents.

In most colleges internal assessment marks lies with the concerned teacher educators and that none of the principals had ever asked teacher educators to give high marks to the student teachers in their internal marks. However, final internal marks were not disclosed to the student teachers in most of the colleges which majority of the student teachers felt the need to know their final internal marks so that they can prepare and

perform well for their end semester written examination, to focus on areas/subject that need improvement, for their encouragement and motivation etc.

Student teachers were satisfied with the distribution of marks for theory and practical works in internal and external evaluation and they were made aware of the standard or the criteria by their teacher educators on the basis of which they were assessed and evaluated.

Though majority of the teacher educators and student teachers found the practice of assessment and evaluation in their colleges as combination of objective and subjective elements, however a higher number of teacher educators were satisfied with the way student teachers were assessed and evaluated throughout the course giving importance to all the domains of learning.

Majority of the teacher educators and student teachers were satisfied with the pattern of question for end semester examination, but few student teachers were not satisfied because it was based on rote memorization, lesser time were given to the student teachers for preparation of end semester examination, unbalanced marks distribution between internal and written external examination etc. Majority student teachers were also not satisfied with the duration taken by the University in declaration of their results.

Majority of the teacher educators had corrected answer papers and found the allotted time enough for correcting answer papers and that they received timely notification from the University for conducting examination with majority expressing their satisfaction with the existing examination system.

Only one pedagogy paper was offered by colleges of secondary teacher education for the student teachers to choose from science, mathematics, social science, english and tenyidie, which they practice teaching during their school internship and evaluation was done on that one pedagogy paper.

A common nature of internship programme and post internship assessment was found to be absent among the colleges and also teachers from the practising schools were not invited to colleges for feedback as against the norms of the NCTE. Majority of the teacher educators who had supervision duty during the teaching practices visit schools on alternate days taking turns to supervise student teachers on rotation basis using

observation schedule ,checklist and rating scale for assessing them. Beside the lesson plan, content mastery, involvement of students, communication skills etc, micro teaching skills were also considered and assessed by majority of the teacher educators.

Enhancing professional Capacities (EPC) course which was introduced after the introduction of two year B.Ed programme was found helpful in enhancing the capacities and competencies of the student teachers where some student teachers mentioned that constructivist approach was reflected the most in EPC papers. Lack of subject experts to engage EPC papers were found to be a major hurdle towards its proper and effective implementation in almost all the colleges. However, in majority of the colleges where experts were invited, they were also involved in assessing student teachers. Through theory and practical activities, group discussion cum demonstration/presentation, regular attendance, reflection and analysis and writing reports/journal/portfolio assessment of student teachers in EPC course were done and for evaluation every student teachers was evaluated on the basis of their written reports/journal/portfolio and through Viva Voce conducted by a panel of experts.

Encouragingly, teacher educators in the present study were employing different tools and techniques like observation schedule, oral test, written internal examination, brainstorming, scaffolding technique etc for assessing student teachers where they used assessment criteria based on the activities/tasks assigned while assessing the sessional work and end semester examination. However, the use of case study, project, portfolio assessment etc were found to limited to few colleges which projected that more assessment tools and techniques could have been employed. It was found that there was no common specific scheme of assessment and evaluation wherein colleges have been given the liberty with regard to distribution of internal marks (Theory and practical) for various activities conducted. In addition, recording the evidences of the student performance in sessional works and end semester examination were also not uniform in all colleges where some college award marks, other used both marks and grades, as such a common sessional works clearly defined for each programme or semester and a common guidelines and uniform assessment format with clear assessment and evaluation indicators along with marks distribution for all the colleges should be prepared by the concerned authority.

All colleges organised CCA and provide opportunities for the student teachers to participate. The type of activities organised for CCA differed from college to colleges, however it was sufficient for majority of the teacher educators and student teachers to inculcate values and qualities needed to become a humane teachers. Student teachers were also assessed and evaluated in CCA both individually as well as in group depending on the type of activities, time factor and number of student teachers. On the basis of their regular attendance, team work, socio-personal skills, literary and creative skills etc marks/grade were awarded to the student teachers which had an effect on their examination results.

The study found that B.Ed college principals and teacher educators were facing various problems in relation to the conduct and declaration of sessional work and end semester examination like reluctance of schools to allow student teachers for pre-internship and teaching practice and lack of sufficient resources and facilities for conducting practical activities, lack of co-ordination among staffs, unnecessary complaints and demands from the student teachers and miscommunication and delayed information in change of plans, delayed notification regarding conduct of examination, indiscipline and unfair practice of student teachers in the examination hall, delayed notification in invigilation duties etc.

Overall study also indicated that due to lack of proper training and orientation on the constructivist approach and in areas of assessment and evaluation majority teacher educators have experienced problems in the process of assessment and evaluation, some mentioned their inability to facilitate all student teachers due to large number of student teachers and too many tasks and activities with fewer marks in internal assessment, inability to make use of technology, inconsistency of student teachers performance across different components and course, irregularity and insincerity of some student teachers and increased work load looking after non-academic work of the institution etc, which need to be addressed through co-operation and collaborative effort of all concerned to bring about qualitative improvement of teachers in the State.

The National Policy of Education (NPE-1986) and Programme of Action (POA-1992), while deliberating upon evaluation process and examination reform, has recommended introduction of Continuous and Comprehensive Evaluation (CCE) as one of the measures to bring qualitative improvement in school education, which

needed to be implemented even beyond school level with due emphasis on regular, formative (Assessment for learning) and competency based assessment testing higher-order skills (Analysis, critical thinking and conceptual clarity) for optimizing learning and development of students (National Education Policy 2020).

With the recognition of Universalization of Elementary Education (UEE), Universalization of Secondary Education (USE) as a legitimate demand and State commitment towards UEE and USE in the form of Right of Children to Free and Compulsory Education Act 2009 which has now been extended to secondary level in the National Education Policy (NEP) 2020, which also state of four years integrated B.Ed degree as the minimum degree qualification for teaching in schools by 2030, the demand to address the need of supplying well qualified and professionally trained teachers in large number should be made a priority.

5.5 EDUCATIONAL IMPLICATIONS AND SUGGESTIVE MEASURES FOR IMPROVEMENT OF ASSESSMENT AND EVALUATION PRACTICE OF SECONDARY TEACHER EDUCATION PROGRAMME

The investigator suggested the following measures for the improvement of assessment and evaluation practice of secondary teacher education programme.

5.5.1 Curriculum and syllabus

1. For qualitative improvement of teacher education, it is essential that the objectives of the B.Ed programme are broadened and curriculum be reviewed keeping in mind the changing needs and aspiration of the people and emerging elements relevant to the local, national and global situation. Basing on the constructivist approach and in line with the National Education Policy (2020), papers like course-2 (Contemporary India and Education) and course-10 (Inclusive education) etc, which have vast course content may be reorganised to its core essentials (Key concepts, ideas, applications and problem solving) to make space for critical thinking and more holistic, discovery-based ,analysis based-learning.

Micro teaching programme should also be reintroduced in the two year B.Ed programme (It may not occupy a similar place as practised before in the one year programme but a few session of micro teaching for practising the teaching skills in an integrated way may be accorded some time) to help student teachers develop and improve their teaching skills along with stressing on other practical activities like block teaching, peer tutoring, feedback/discussion, field experience, community engagement activities etc.

The social and the academic perspectives of the curricular activities should be conceptualized, planned and enacted in tandem that will provide the social-learning opportunities where student teachers can develop social-emotional skills, values, behaviour and attitudes and act as an agent of social change on issues and concerns vital for human survival, progress and development.

2. Almost all practical works require student teachers to prepare and maintain portfolio, reports, journal etc and also due to lack of sufficient relevant textbooks and reference materials student teachers have to access internet sources and for that they

need to be well equipped and updated with computer and ICT skills, as such the existing Nagaland University B.Ed course structure of offering EPC-3 (Critical Understanding of ICT) in the third semester may be reorganised and arrangement can be made to introduce EPC-3 (Critical Understanding of ICT) in the first or second semester or even ICT be made as part of core paper along with its practical aspects and offer at the early stage of the programme.

3. University officials in consultation with the B.Ed colleges need to draw out a programme of action or proper year plan and for all the colleges a clearly defined common sessional works (Theory and practical) for each semester or programme should be prepared by the University so as to maintain uniformity across activities/ programme conducted.

4. University may look into the need of offering two pedagogy papers and increase flexibility for both the pre-service and the in-service student teachers to choose pedagogy subjects of their choice cutting across the various disciplines as featured in the NEP 2020. In-service student teachers may be allowed to choose their preference of one pedagogy paper beside the other subject for which they were appointed and for the pre-service student teachers they may choose their major paper at their B.A degree level or M.A in addition to the other preferred pedagogy paper, which will help student teachers to broaden their knowledge in other discipline too. Training future teachers in two pedagogy subjects may also make good academic sense and appropriate in the context of National Education policy (NEP) 2020 where multidisciplinary approach to education is accepted.

5. There is a need to develop instructional materials and manuals for the successful implementation of the B.ED programme in the form of principals' guides, teachers and student guides, teacher educators and student teachers guides etc and their circulation to all institutions. University should get developed such materials with the help of experts in the field of teacher education for the guidance of all.

6. Regular conduct of test, projects, seminars etc and proper instruction and guidance should be given to the student teachers for all the tasks/activities.

5.5.2 Co-curricular activities

1. Balanced growth and development requires the right dose of CCA. Adequate facilities for games and sports and varied programmes of co-curricular activities like exposure trips, NCC, mass drill, visiting places of historical and geographical importance, scouting and guiding, Red Cross etc basing on the needs and interest of the student teachers should be organized in the institutions, where all student teachers should be encouraged to actively participate to develop values, skills, talents, attitudes etc needed for a teacher. Also participation of student teachers in CCA should be considered and given due credit while assessing and evaluating them as excelling in any field of CCA may inspire and motivate them to put in more effort in curricular studies after all the NEP 2020 envisages no hard separation between curricular, extracurricular/co-curricular activities.

2. Colleges/management board need to sanction separate fund for the welfare of the student teachers for organizing different activities even as student teachers make monetary contribution from their side at the time of admission and during conduct of the programme.

5.5.3 Trainings

1. Organised training/workshop/orientation/faculty development programme on constructivist approach and in areas of assessment and evaluation and teacher educators/teachers/students participating in such programme should be awarded certificates which should be recognized by Government as professional credit course. Teacher educators also require to be re-oriented for the implementation of NEP 2020.

2. Students cannot be prepared for tomorrow's world if they are taught in yesterday skills as such, teachers and teacher educators should be encouraged to equip and update their knowledge of the subject matter and upgrade their teaching skills with ICT skills and the latest technological tools and applications. This has become all the more important given the pandemic times where teaching of various courses has been done online as well as examinations too.

5.5.4 Internal assessment

1. Common guidelines and uniform internal assessment format (Theory and practical) with clear indicators and marks distribution need to be prepared by the University and followed by all the B.Ed colleges. In each scholastic subject area specific objectives of the psychomotor and affective domain may also be identified and included in the evaluation scheme.

2. Student teachers participation inside the classroom should be given due weightage while assessing and awarding marks/grades since it also contribute towards their achievement which is the outcome of consolidated process of learning. Manipulation of internal marks should be stopped and fair attainment of marks should be made and deserving marks be given to each student teacher.

3. Assessment should be continuous and comprehensive covering all the domains of learning and the assessment criteria should be made known to the student teachers so that they are aware of what is expected from them and can prepare in advance for better performance.

Learners are always curious to know about their performance as such, after assessing and evaluating student teachers the final internal marks should be disclosed to the student teacher before the end semester examination for their encouragement and motivation so that they are aware of their progress in their learning, their strength and weakness and make necessary preparation for further improvement. It is also as important for the teacher educators to provide timely and appropriate feedback to the student teachers for assessment and evaluation to be meaningful in achieving the desired outcomes on improvement of learners' achievement.

4. A committee may be formed consisting of University officials and experts in the field of assessment and evaluation to periodically inspect and monitor the internal assessment practice of the B.Ed colleges so that the practice of unfair means or manipulation of the internal marks can be done away with.

5.5.5 Teaching faculties and supporting staffs

1. Appointment of sufficient experienced support staff and qualified and trained teacher-educators and subject experts especially to deal with the pedagogy papers and EPC course. For easy transaction of the course teacher educators should be made to take up and teach papers only of their specialization area. Teacher educators should be encouraged not only to perform their classroom/academic duties but also to provide service for the welfare of college and community.
2. Since teaching profession is not only confined to academic areas, there are some issues which the teacher educators from the same sex can better understand and also some task requiring physical strength, as such the appointing authority especially private B.Ed colleges may maintain balance ratio of male and female while appointing teacher educators and supporting staffs.
3. Every college need to have guidance and counselling cell with professional trained counsellor to provide counselling service to the student teachers, teacher educators and head of the institutions alike and University may also organise short term orientation/training/refreshers course on guidance and counselling for the teacher educators.

5.5.6 Examination/Evaluation of answer scripts and Viva Voce

1. Dissemination of information with respect to time, criteria or guidelines for examination must be made early at least 15 or 20 days before the examination commences.
2. Along with the external examiners from the University, only subject experts should be appointed for evaluating student teachers during EPC and final teaching practice Viva Voce.
3. Question papers set for written examination should be based on Bloom taxonomy of objectives if the objectives are to measures higher-order skills (Analysis, critical thinking, conceptual clarity etc) as highlighted in the National Education Policy (2020) and adequate enough time should be given during written examination

4. Colleges and invigilators need to make student teachers aware of the rules for the guidance of candidates written on the back of the examination admit cards as well as the instruction written on the cover page of the answer papers and strictly enforce them during examination.
5. University should dispatch the answer papers early to the examiners along with proper marking scheme and sufficient time should be given to the examiners for correction.
6. University may introduce compartmental examination to be conducted two months after the declaration of examination results for those student teachers who do not clear the main examination in one or two paper so that they need not wait for a year or get stressed out for appearing more papers in the subsequent semester examination.

5.5.7 Internship programme

1. Directorate of school education/DEO/SDEO or other concerned authority may instruct schools to allow student teachers to have a full period of their internship programme.
2. All colleges of teacher education need to follow uniform practice of internship programme and properly conduct post internship assessment covering all activities as prescribed in the syllabus.
3. All teacher educators need to be properly oriented on the construction of lesson plan based on 5Es model to minimise contradictory opinion and feedback on the same lesson plan. Teacher educators need to properly check and approve all the lesson plan before student teachers starts their teaching practice in the schools.
4. Regular visit and supervision of student teachers during the internship period and maintaining a balance between positive and negative feedback should be kept in mind. Teacher educators need to provide timely and appropriate feedback to the student teacher which is of utmost importance.
5. Regular teachers in the practising schools need to teach student in the same teaching method based on the constructivist approach as is expected from student teachers so that it will not create problems and confusion for the students.

6. Nagaland University should organise training programme for teacher educators on supervising student teachers during teaching practices.

7. The duration of pre- internship/school observation may be shorten to one week each for the two (2) phase or the colleges in consultation with the University may send the student teachers for school observation for a phase only of one week and may focus for full period of internship/teaching practice, since the schools do not allow colleges for full period of pre-internship and internship and also regular school teachers were not comfortable being observed by the student teachers.

5.5.8 Infrastructural facilities

Colleges of teacher education need to be equipped with all the required physical and infrastructural facilities like libraries with sufficient and relevant books, internet connectivity, guidance and counselling cell, hostel facilities, laboratories, etc for smooth and effective running of the colleges. High quality infrastructures with advanced laboratories facilitate better instruction and improve student outcomes among other benefits.

5.5.9 Facilitation centre/Examination branch

Facilitation centre/examination branch/cell can be opened at NU Kohima campus and NU, SET (School of Engineering and Technology) Dimapur, to ease the various problems and inconvenience faced by the colleges and students in terms of time, money and other resources when they need to go to University headquarter for submission and receiving files and necessary documents, which may further facilitates the process of office administration work.

5.5.10 Non-interference during the B.Ed training

Government in-service teachers who have been deputed to undergo B.Ed training programme should not be assign non teaching official duties e.g. election duties during the course of their training.

5.6 SUGGESTIONS FOR FUTURE RESEARCH STUDY

1. Study of the attitude of B.Ed student teachers and teacher educators towards teaching profession.
2. Comprehensive study of the internship programme and field experience in the two year B.Ed programme.
3. Study of the management and administration of the B.Ed and M.Ed institution in the state
4. Study of assessment and evaluation practice in D.El.Ed programme for elementary school teachers and M.Ed programme.
5. Study of the efficacy of utilisation of ICT tools in transaction of B.Ed and M.Ed programme.
6. A study the practical programmes other than the teaching practice, offered in secondary teacher education institutions in Nagaland.
7. A diagnostic study of the grading system and evaluation practice of B.Ed programme.

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Appendix-A

A STUDY OF THE ASSESSMENT AND EVALUATION PRACTICE OF SECONDAR TEACHER EDUCATION PROGRAMME IN NAGALAND

QUESTIONNAIRE FOR PRINCIPALS

A. Respondents profile

1. Name (optional).....
2. Gender- Male /Female
3. Academic qualification
 - a) B.A/B.Sc/B.Com
 - b) M.A/M.Sc/M.Com
 - c) M.Phil
 - d) Ph.D
4. Professional qualification
 - a) B.Ed
 - b) M.Ed

Any other.....
5. Types of appointment .please tick (✓)
 - a) Permanent ☐
 - b) Temporary ☐
 - c) Adhoc ☐
 - d) Contract ☐

B. Institutional Profile

1. Name of the institution/college.....
2. Type of management.....
3. Year of establishment.....
4. Total Number of teacher educators.....
5. Total number of student teachers.....

6. Total number of working days in your institution.....
7. What is the mode of selection or procedure for getting admission to undergo B.Ed training in your Institution?
8. Supporting staff s in your college /institution
- | | |
|--------------------------------|----------------------|
| a) Peon | <input type="text"/> |
| b) Chowkidar | <input type="text"/> |
| c) Clerk/office assistant | <input type="text"/> |
| d) Librarian | <input type="text"/> |
| e) Sweeper | <input type="text"/> |
| f) Driver | <input type="text"/> |
| g) Lab assistant | <input type="text"/> |
| Any other, please specify..... | |

C. Curriculum; Theory and practical

1. The existing two year duration of B.Ed course is
- | | |
|-----------------|----------------------|
| a) Lengthy | <input type="text"/> |
| b) Sufficient | <input type="text"/> |
| c) Insufficient | <input type="text"/> |
2. Do you engage class? Please tick (✓)
- | | |
|--|----------------------|
| a) Sometimes | <input type="text"/> |
| b) Often | <input type="text"/> |
| c) Never | <input type="text"/> |
| If never, please state the reason..... | |
3. What are the reasons for introducing and implementing the constructivist approach?
- Your opinion please.....
4. After the introduction of two year B.Ed programme why colleges of teacher education in Nagaland are offering only one pedagogy paper in contrast to two pedagogy paper during the earlier one year B.Ed programme?
- Your opinion please.....

5. Do you feel there is a need for the B.Ed colleges/institution to offer two pedagogy papers instead of one? Yes/No

Please state the reason in support of your response.....

6. What is your opinion on non-inclusion of micro teaching programme in the existing B.Ed curriculum? Should Micro teaching programme be included or excluded.

Please give reason.....

7. What measures would be required to make sure the success of effective implementation of the constructivist approach and bring about improvement in the existing curriculum?

.....

8. Are the teacher educators confident and competent in their teaching? Yes/No

If no, please state the reason.....

9. In your college/institution are the teacher educators able to complete the course syllabus within the stipulated time? Yes/No

10. Do you encourage the teacher educators to conduct test, give assignment, project to assess the student teachers? Yes/No

11. Do you feel the teacher educators in your institution are well oriented and trained to comprehensively assess the student teachers? Yes/No

If no, please state the reason.....

12. Do you agree with the statement “Student teachers have the right to know, when, where, and how they are going to be assessed and evaluated.” Yes/No

Please state the reason for your response.....

13. Do you agree with the statement “Internal assessments are just an instrument for improving the overall examination result of the student teachers.” Yes/No

Please state the reason in support of your response.....

14. Have you ever asked the teacher educators to give high marks to the student teachers in their internal? Yes/No

If yes, please specify the reason.....

15. The final marks secured by the student teacher in the internal assessment lies with the concerned teacher educators Yes/No

If no, please tick (✓) the relevant reason

Sl. No	Reasons	Yes	No
1	The head of the institution have the right to make changes in the final internal marking		
2	To ensure that the result of the college is good, some manipulation takes place		
3	To make sure that every student teachers secured the minimum pass mark, manipulation takes place		
4	Since there are subjectivity or biasness involve while marking on the part of the teacher educators, some changes in the marking of marks take place at the principal level to maintain objectivity.		

If any other, please state.....

16. Does your college disclose and let the student teachers know their final internal marks before the semester examination? Yes/No

If no, please state the reason why.....

17. In your opinion are the student teachers in your college satisfied with the internal marks allotted to them by the teacher educators? Yes/No

If no, please specify.....

18. Are there any involvement of the management board in finalising the internal marks? Yes/No

19. Are you satisfied with the current examination system? Yes/No

If no, please state the reason.....

20. Do you feel teacher educators in your college are competent and confident enough to take up EPC papers? Yes/No

21. Does your college invite experts to handle EPC course? Yes/No

If yes, please name the title of the EPC for which experts are being invited for and the reason

22. Please tick (✓) the relevant one. Assessment and evaluation in EPC is done through?

Assessment

Sl. No.	Assessment	Yes	No
1	Theory and practical activities		
2	Group discussion cum presentation/demonstration		
3	Regular attendance		
4	Reflection and analysis		
5	Report writing/journal/portfolio		

Evaluation

Sl. No.	Evaluation	Yes	No
1	Report writing/journal/portfolio		
2	Viva voce		

23. The overall marks for internship programme are assessed and evaluated taking into account the following components.

Please tick (✓) the relevant one

Yes No

a) Assessment of reports (Pre-internship and internship)

--	--

b) Lesson plan evaluation marks

--	--

c) Marks assessed by the supervisors

--	--

d) Marks assessed by the school Co-ordinator

--	--

e) Viva Voce

--	--

If any other, please specify.....

24. Please tick (✓) the relevant one. Marks allocation for internship activities.

Marks allocation for internship activities

Sl. No.	Items	Yes	No
1	Pre- internship: 50 marks (Committee constituted by the college)		
2	School internship: 100 marks -50+ 50 (Committee constituted by the college and supervisor)		
3	Post-internship: 50 marks (Reports on internship, extended discussion and presentation)		
4	Final internship: 50 marks (Committee constituted by the University from among the college of teacher education)		
5	Viva voce: 50 marks (External expert from University + one external expert from other B.Ed colleges + one internal expert from the concerned college)		

If any other.....

25. Other than teaching practice does your college organised any other practical works for the student teachers? Yes/No

If yes, please mention.....

26. Are all the practical works/activities being organised properly to meet its objectives? Yes/No

If no, please tick (✓) the relevant reasons

	Yes	No
a) Due to lack of sufficient time the practical programmes are not organised properly	<input type="checkbox"/>	<input type="checkbox"/>
b) Teacher educators not competent and confident enough	<input type="checkbox"/>	<input type="checkbox"/>
c) Lack of resources	<input type="checkbox"/>	<input type="checkbox"/>
d) Lack of interest on the part of the student teachers	<input type="checkbox"/>	<input type="checkbox"/>

If any other, please specify.....

27. Do the teacher educator assess and evaluate the student teachers in all the practical Works/activities? Yes/No

D. Tools and techniques of assessment and evaluation

1. Do you prepare the duty schedule for the teacher educators to visit school for supervision during teaching practice? Yes/No

If no, then who prepare it.....

2. Are all the teacher educators involve in supervising the student teachers during the internship period/teaching practice? Yes/No

If no, please tick (✓) the relevant reason for not involving all the teacher educators

	Yes	No
a) Some teacher educators need to engage class with the other semester	<input type="checkbox"/>	<input type="checkbox"/>
b) Few teacher educators are not adequately trained to supervise teaching practice	<input type="checkbox"/>	<input type="checkbox"/>
c) Only the pedagogy teacher educators go for supervision	<input type="checkbox"/>	<input type="checkbox"/>

If any other reason, please specify.....

3. Do you have any role in assessing and evaluating the student teacher during their internship period? Yes/No

Please specify the reason in support of your response.....

4. a) What is the most common tool and techniques used by the teacher educators for assessing the student teachers during their school internship.

Please tick (✓) the relevant one

Yes No

1) Observation

☐☐

2) Checklist containing pre-determined set of criteria

☐☐

3) Rating scale

☐☐

If any other, please specify.....

- b) Who prepare the format of the assessment tools? Please tick (✓) the relevant one

Yes No

1) Teacher educators of the concerned college

☐☐

2) Nagaland University authorities

☐☐

3) B.Ed college principals

☐☐

If any other please specify.....

5. In which areas the performances of the student teachers are better?

Please tick (✓)

a) Theoretical subjects

☐

b) Practical works

☐

c) Both theoretical and practical works

☐

d) Can't say

☐

6. Assessment of theory paper (Sessional works and external) is done/recorded in terms of; Please tick (✓)

Yes No

a) Marks

☐☐

b) Grade

☐☐

c) Both

☐☐

7. Assessment of practical sessional work is done/recorded in terms of. Please tick (✓)

Yes No

a) Marks

☐☐

b) Grade

☐☐

c) Both

☐☐

E. Co-curricular activities

1. Does your college organise co-curricular activities and provide opportunities for all the student teachers to participate? Yes/No
2. Do the marks/grade secured by student teachers in CCA affect the examination result? Yes/No

Please state reason in support of your response.....

F. Problems in relation to conduct and declaration of sessional work and end semester examination

1. Do you face any problem as head of the institution while conducting and declaration of sessional works and end semester examination? Yes/No
- If yes, what are the major problems encountered?.....

G. Problems/weakness of assessment and evaluation and suggestive measures

1. In your opinion, what are the major problems/weakness of assessment and evaluation that has affected the quality of secondary teacher education programme?
.....
2. Suggest some remedial measures for the improvement of assessment and evaluation practice of secondary teacher education programme?
.....

Appendix-B

A STUDY OF THE ASSESSMENT AND EVALUATION PRACTICE OF SECONDARY TEACHER EDUCATION PROGRAMME IN NAGALAND

QUESTIONNAIRE FOR TEACHER EDUCATORS

A. Respondents profile

1. Name (optional).....
2. Name of the institution/college.....
3. Academic qualification
 - a) B.A/B.Sc/B.Com ☐
 - b) M.A/M.Sc/M.Com ☐
 - c) M.Phil ☐
 - d) Ph.D ☐
4. Professional qualification
 - a) B.Ed ☐
 - b) M.Ed ☐
 - Any other.....
5. Length of teaching experience.....

B. Infrastructural facilities

1. Please tick (✓) what is available in your college

Sl. No.	Infrastructural facilities available in the college	Yes	No
1	Separate room for faculties, principal and vice principal		
2	Model school		
3	Room for preparing teaching aids/art and craft room/SUPW		
4	Separate toilet for ladies and gents		
5	Proper electrification		
6	Projector/OHP		
7	Internet facilities		
8	Library with relevant and sufficient reading materials		
9	Generator		
10	Hostel facilities for the student teachers		
11	Transportation facilities for the student teachers		
12	Quarter for staffs		
13	Seminar hall		

14	Classroom equipped with sufficient benches and desk		
15	Playground		
16	Medical facilities		
17	Fire safety		
18	Video conferencing		
19	Safe drinking water facilities		
20	Gymnasium		
21	Language lab		
22	Science lab		
23	Maths lab		
24	Social science lab		
25	ICT lab		
26	Multipurpose hall		

C. Curriculum; Theory and practical

1. The existing two year B.Ed curriculum is

a) Heavy

b) Moderate

c) Light

d) Need to be changed

2. Are you satisfied with the duration of the existing two year B.Ed course?

Yes/No

Please state the reason in support of your answer.....

3. Which of the following approach to teaching-learning do you prefer?

a) Behaviourist

b) Constructivist

c) Combination of the behaviourist and the constructivist approach

Please state the reason in support of your answer.....

4. Did you receive any training on the constructivist approach?

Yes/No

If no, please state the reason.....

If yes. Please tick (✓) the relevant one

Sl. No.	Satisfactory level	Yes	No
1	Very much satisfied		
2	Satisfied		
3	Not much satisfied		
4	Not at all satisfied		

5. What are the reasons for introducing and implementing the constructivist approach?

Your opinion please

6. After the introduction of two year B.Ed programme why colleges of teacher education in Nagaland are offering only one (1) pedagogy paper in contrast to two (2) pedagogy papers during the earlier one year B.Ed programme?

Your opinion please.....

7. Do you feel there is a need for the B.Ed colleges/institution to offer two (2) pedagogy papers instead of one (1)? Yes/No

Please state the reason in support of your response.....

8. Do you face or experience any problem while implementing the constructivist approach? Yes/No

If yes, what are the problems and inconvenience faced while implementing the constructivist approach?.....

9. Since the allocations of marks are already there in the syllabus, are you satisfied with the marks distribution of both theory and practical works for internal and external evaluation in the existing curriculum?

Sl. No.	Nature of marks distribution	Yes	No
1	Theory (Internal & external)		
2	Practical(Internal & external)		

If no, please state the reason.....

10. What type of teaching method and strategies do you mostly used in the classroom?
Please tick (✓)

Sl. No.	Teaching methods	Core papers (C1,2,4,5,6 &8)	Pedagogy papers (C-7a&7b)	Optional paper (C-11)	Half papers C-3, 9 & 10)	EPC (1,2,3& 4)
		Yes	Yes	Yes	Yes	Yes
1	L					
2	LCD					
3	DM					
4	IH/A					
5	P					
6	CS					
7	DN					
8	PS					
9	TT					
Any other, please mention						

L- Lecture, LCD-Lecture cum discussion, DM-Discussion method, IH/A-Individual Home work/assignment, P-Project, CS-Class seminar, DN-Dictation of notes, PS-Problem solving, TT-Team teaching.

11. For what reason/purpose do you assess student teachers?

Sl. No.	Purposes/Reasons of assessment and evaluation	Yes	No
1	Motivating the student teachers		
2	For creating learning opportunities		
3	For grading		
4	To give feedback		
5	For categorizing the student teachers		
6	For promoting to next higher semester		
7	Quality assurance mechanism		
8	For certification only		
9	To evaluate desirable behaviour		
10	To check whether the instructional objectives are achieved or not		

If any other purpose, please highlight.....

12. Do you think the present system of assessment and evaluation is based on the constructivist approach? Yes/No

Please state the reason in support of your response.....

13. Do you feel you are properly oriented and trained in areas of assessment and evaluation? Yes/No

If no, please state the reason in support of your response.....

14. Your opinion on the nature of the practice of assessment and evaluation in your institution

	Yes	No
a) Objective	<input type="checkbox"/>	<input type="checkbox"/>
b) Subjective	<input type="checkbox"/>	<input type="checkbox"/>
c) Both objective and subjective	<input type="checkbox"/>	<input type="checkbox"/>
d) Not aware	<input type="checkbox"/>	<input type="checkbox"/>

15. Are you satisfied with the way the student teachers are assessed and evaluated throughout the course? Yes/No

If no, please state the reason.....

16. The present assessment and evaluation practice in your institution gives equal importance to all the domains of learning (cognitive, affective and psychomotor) Yes/No

If no, which domain is neglected the most.....

17. Do you agree with the statement “Student teachers have the right to know, when, where, and how they are going to be assessed and evaluated” Yes/No

Please state the reason for your response.....

18. Do you agree with the statement “Internal assessments are just an instrument for improving the overall examination result of the student teachers” Yes /No

Please state the reason in support of your response.....

19. Do you make the student teachers aware of the standard/the assessment criteria on the basis of which they are going to be assessed? Yes/No

Please state the reason for your answer.....

20. Does your college disclose and let the student teachers know their final internal marks before their semester examination? Yes/No

If no, please state the reason.....

21. What is your opinion regarding the practice and pattern of questions being set for the end semester written examination? Please tick (✓)

	Yes	No
a) Satisfied	<input type="checkbox"/>	<input type="checkbox"/>
b) Not satisfied	<input type="checkbox"/>	<input type="checkbox"/>

If not satisfied, please tick (✓) the relevant one

Sl. No.	Reasons	Yes	No
1	Most question are knowledge based		
2	Casual typing error in the question paper.		
3	Reproduction of internal written examination questions without proper moderation		
4	Repetition of same question each consecutive year		

Any other, please highlight.....

22. Have you ever got opportunity to set University B.Ed end semester question paper?
Yes/No

23. Have you ever examined/corrected the B.Ed external answer scripts? Yes/No

a) If yes, how much time is given to examine/correct the B.Ed external examination answer scripts? Please tick (✓) the relevant one

	Yes	No
1) 1 week	<input type="checkbox"/>	<input type="checkbox"/>
2) 1-2 week	<input type="checkbox"/>	<input type="checkbox"/>
3) 2-3 week	<input type="checkbox"/>	<input type="checkbox"/>

b) Please tick (✓) the relevant one, the time allotted for correcting the answer script

	Yes	No
1) Too less	<input type="checkbox"/>	<input type="checkbox"/>
2) Enough	<input type="checkbox"/>	<input type="checkbox"/>
3) Not enough	<input type="checkbox"/>	<input type="checkbox"/>

c) Please tick (✓). The remuneration paid for examining/ correcting per paper.

	Yes	No
1) Less	<input type="checkbox"/>	<input type="checkbox"/>
2) Too less	<input type="checkbox"/>	<input type="checkbox"/>
3) Enough	<input type="checkbox"/>	<input type="checkbox"/>

24. Do you receive timely notification from the University in relation to conduct of end semester examination?
Yes/No

If no, please highlight the hardship you face because of delayed dissemination of notification.....

25. Are you satisfied with the current examination system? Yes/No

If no, please state the reason.....

26. Are you satisfied with the duration of time taken by the University in declaration of result? Yes/No

If no, please specify it.....

27. The type of academic activities conducted in your institution for assessing and evaluating the student teachers. Please tick (✓)

THEORY

	Yes	No
a) Assignment	<input type="checkbox"/>	<input type="checkbox"/>
b) Class test	<input type="checkbox"/>	<input type="checkbox"/>
c) Class seminar	<input type="checkbox"/>	<input type="checkbox"/>
d) Group discussion cum presentation	<input type="checkbox"/>	<input type="checkbox"/>
e) Written internal examination	<input type="checkbox"/>	<input type="checkbox"/>
f) Any other.....		

PRACTICAL

	Yes	No
a) Workshop	<input type="checkbox"/>	<input type="checkbox"/>
b) Field trips	<input type="checkbox"/>	<input type="checkbox"/>
c) Practicum (EPC)	<input type="checkbox"/>	<input type="checkbox"/>
d) Micro teaching	<input type="checkbox"/>	<input type="checkbox"/>
e) Pre-internship	<input type="checkbox"/>	<input type="checkbox"/>
f) Internship	<input type="checkbox"/>	<input type="checkbox"/>
g) Case study	<input type="checkbox"/>	<input type="checkbox"/>
h) Projects	<input type="checkbox"/>	<input type="checkbox"/>
i) Report writing/reflective journal/portfolio	<input type="checkbox"/>	<input type="checkbox"/>
j) Any other.....		

28. Do you feel teacher educators in your college are competent and confident enough to take up EPC papers? Yes/No

If no, what are the problems faced in transacting the EPC?

- a) Student teachers related.....
- b) Teacher educators related.....
- c) Content related.....
- d) Infrastructure related.....

29. Your opinion on the time, duration and content of the (EPC) course in the development of the professional capacities of the student teachers. Please tick(✓)

Time and duration		Content of the course	
Too long		More than sufficient	
Sufficient		Sufficient	
Not enough		Not enough	

30. Does your college invite experts to handle EPC paper? Yes /No

If yes,

a) Please name the title of the EPC for which experts are being invited for and the reason.....

b) During the stay of the experts in the college are they involve in assessing the performance of the student teachers? Yes/No

31. Do you take up any EPC paper? Yes/No

a) If yes, are you able to assess all the required skills and qualities of the student teachers properly under EPC? Yes/No

If no, please specify the reason.....

b) Please tick (✓) the relevant one. Assessment and evaluation in EPC papers is done through

Assessment

Sl. No.	Assessment	Yes	No
1	Theory and practical activities		
2	Group discussion cum presentation/demonstration		
3	Regular attendance		
4	Reflection and analysis		
5	Report writing/journal/portfolio		

Evaluation

Sl. No.	Evaluation	Yes	No
1	Report writing/ journal/portfolio		
2	Viva voce		

32. Does the EPC course really enhance the professional capacities of the student teachers?

a) Yes

b) No

c) Undecided

Please state the reason for your response.....

33. For a period of how many days/weeks does your college send the student teachers for their school pre-internship?

34. The duration of teaching practice or internship in your college/institution

35. During the final internship programme, for each student teacher how much class are they made to take in a day?

a) One

b) Two

c) Three

36. What is your opinion on the duration of the internship programme?

Please tick (√)

Pre –internship		Internship		Post internship	
Too long		Too long		Too long	
Sufficient		Sufficient		Sufficient	
Not enough		Not enough		Not enough	

37. The nature of pre- internship programme practised in your institution.

Please tick (√) the relevant one

Sl. No.	Nature of practice	Yes	No
1	Forwarding letter from the principal addressed to the respective school is handed to the student teachers before leaving for their pre- internship		
2	Proper guidance, support and instruction is given to the student teachers prior to the pre-internship programme		
3	Student teachers are made to do necessary survey/investigation relating to the practicum		
4	Teacher educators sometimes pay a surprise visit for supervising and assessing the student teachers.		
5	Student teachers are made to maintain attendance format to record their attendance counter signed by the head teacher /head master of the concerned respective schools each day during their stay in the school		

6	After returning student teachers are divided into group for discussion and presentation on their real classroom observation		
7	Sample demonstration are presented by the student teachers based on their observation of the real classroom situation followed by feedback and suggestions		
8	Assessment is done on the basis of group wise/individual wise depending on the numbers of student teachers and the time factor		
9	Input from the teacher educators		
10	Student teachers are made to write a report based on their observation		

If any other, please mention.....

38. Please tick (✓) the nature of teaching practice /internship practised in your institution

Sl. No.	Nature of practice	Yes	No
1	Lesson plan are checked and approved by the concerned pedagogy teacher educators before going for teaching practice		
2	Student teachers works as regular teachers and participate in all the school activities		
3	Teacher educators take turn to visit schools for supervising		
4	School co-ordinator are appointed in every concerned school for supervising and assessing student teachers		
5	Student teachers maintain a attendance format for recording their attendance which is duly countersigned by the head teacher/teacher in charge of the school		
6	Regular and immediate feedbacks are provided to the student teachers on the basis of their performances		

If any other .please state.....

39. Are you happy with the readiness of the student teachers before the teaching practice?

Yes/No

If no, please state the reason.....

40. What are the steps involve in writing the lesson plan. Please tick (✓) the relevant one

Sl. No.	Steps	Yes	No
1	Instructional model based on 5Es		
2	General entries and information		
3	Content mapping		
4	Basing on content mapping instructional objectives are framed		
5	Method of teaching based on 5Es		
6	Use of TLM		
7	Homework/assignment		
8	Post teaching reflection		
9	Supervisors remarks		

If any other please highlight.....

41. Are you satisfied with the way the lesson plan are constructed based on 5Es instructional model .Please tick(√), the relevant one

a) Satisfied

☐

b) Not much satisfied

☐

c) Not at all satisfied

☐

d) Can't say

☐

Please give your opinion in support of your response.....

42. How is the final teaching practice organised in your college or institution?
Please tick (√)

Sl. No.	Nature of practice	Yes	No
1	The college along with the University fix the date for final teaching practice		
2	Pedagogy teachers of the concerned college observe the teaching of the student teachers		
3	The principal are also involve in observing the teaching practice of the student teachers		
4	University representative visit and observe the teaching of the student teachers		
5	Along with the teacher educators of the concern college, one pedagogy teacher/subject expert from other B.Ed college are deputed by University to observe the teaching of the student teachers		

Any other.....

43. The overall marks for internship programme are assessed and evaluated taking into account the following components. Please tick (√) the relevant one

a) Assessment of reports (Pre-internship and internship)

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

b) Lesson plan evaluation marks

☐
☐

c) Marks assessed by the supervisors

☐
☐

d) Marks assessed by the school co-ordinator

☐
☐

e) Viva-Voce marks

☐
☐

Any other please specify.....

D. Tools and techniques of assessment and evaluation

1. The method of correction adopted by the teacher educators. Please tick (✓)

Sl. No.	Method of correction	Tasks/activities				
		A	C T	P W	C S	R/J/P
1	Correction by the teacher educator					
2	Correction with the help of bright student teachers in the class					
3	Correction with the help of black/white/green boards					
4	Correction by interchanging the students teachers works among them					
5	Glance checking and signing					
If any other						

A-assignment, CT-Class test papers, PW-project works, CS-Case study, R/J/P-Reports/Journal /portfolio

2. Do you maintain and make use of any criterion to allot marks/grades while assessing the various academic activities? Yes/No

If yes, please tick the relevant one.

i) Assignment

a) Timely submission

☐

b) Content

☐

c) Reference/bibliography

☐

If any other.....

ii) Class test

a) Attendance

☐

b) Content

☐

c) Performance

☐

If any other.....

iii) Class seminar

a) Attendance

☐

b) Presentation

☐

c) Content mastery

☐

d) Participation in discussion/argument

☐

e) Coherent expression of thoughts and ideas

☐

If any other.....

iv) Group discussion cum presentation

- a) Team work
- b) Participation
- c) Content
- d) Ability to answer questions

If any other.....

v) Written internal examination

- a) Attendance
- b) Content
- c) Performance

If any other.....

vi) Case study

- a) Problem solving skills
- b) Content
- c) References/bibliography
- d) Timely submission

If any other.....

vii) Report writing/reflective journal/portfolio

- a) Contents
- b) Critical reflection of their works
- c) Systematic and detail information
- d) References/bibliography
- e) Timely submission

If any other.....

viii) Workshops

- a) Attendance
- b) Active participation and engagement
- c) Report writing (If any)
- d) Timely submission (If written report)

If any other.....

ix) Field trips

- a) Attendance ☐
- b) Discipline ☐
- c) Report writing (If any) ☐
- d) Timely submission (If written report) ☐

If any other.....

x) Project works

- a) Contents (If written) ☐
- b) Critical reflection ☐
- c) Reference/bibliography (If written) ☐
- d) Timely submission (If written) ☐

If any other.....

- 3. Does your college conduct written internal examination before the end semester examination?** Yes/No

i. If no, please state the reason for not conducting written internal examination

.....

ii. If yes, please tick (✓) the relevant option

Written internal examinations are conducted for the following purposes.

- a. For preparation of end semester examination ☐
- b. For letting the student teachers revise their lesson ☐
- c. For internal assessment ☐

Any other.....

- 4. Which are the various quantitative and qualitative aspects of assessment and evaluation that you try to measure while assessing the student teachers? Please tick (✓)**

i) Quantitative aspect of evaluation/examination

1. Scholastic subjects Yes /No

If yes, please tick (✓) the relevant aspects of assessment.

- | | Yes | No |
|--|--------------------------|--------------------------|
| a) Recall of previous knowledge | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Giving evidence of understanding and ability to make use of information | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | |
|---|--------------------------|--------------------------|
| c) Use of abstractions or principles to solve problems | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Distinguishing and comprehending interrelationships | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Producing something unique or original by solving problem in unique way | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Forming judgements and making decision about peoples values etc and giving bases for their judgement | <input type="checkbox"/> | <input type="checkbox"/> |

Any other, please specify.....

ii) Qualitative aspect of assessment

2. Co-scholastic activities/ programmes

Yes/No

If yes, please tick (✓) the relevant aspects of assessment.

- | | Yes | No |
|---------------------------------|--------------------------|--------------------------|
| a) Literary and creative skills | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Aesthetic skills | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Thinking skills | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Social skills | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Writing skills | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Attitude and values | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Discipline | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Interest | <input type="checkbox"/> | <input type="checkbox"/> |
| i) socio-personal qualities | <input type="checkbox"/> | <input type="checkbox"/> |

Any other, please specify.....

5. What are the major or most common tools and techniques used for assessing the theoretical and practical works (cognitive, affective and psycho-motor domain) of the student teachers? Please tick (✓) the relevant one

i) Quantitative tools /techniques (Scholastic/Theory)

	Yes	No
a) Oral test	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please tick (✓) the relevant one

i) Oral question in class	<input type="checkbox"/>
---------------------------	--------------------------

ii) Debates in class	<input type="checkbox"/>
----------------------	--------------------------

iii) Class seminars	<input type="checkbox"/>
---------------------	--------------------------

Any other.....

	Yes	No
b) Written test/written internal examination	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please tick (✓) the relevant one

i) Essay type	<input type="checkbox"/>
---------------	--------------------------

ii) Objective type	<input type="checkbox"/>
--------------------	--------------------------

iii) Both essay and objective type	<input type="checkbox"/>
------------------------------------	--------------------------

	Yes	No
c) Assignments	<input type="checkbox"/>	<input type="checkbox"/>

d) Class test	<input type="checkbox"/>	<input type="checkbox"/>
---------------	--------------------------	--------------------------

e) Group discussion cum presentation	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------------------	--------------------------	--------------------------

f) Practical test	<input type="checkbox"/>	<input type="checkbox"/>
-------------------	--------------------------	--------------------------

g) Observation technique	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Any other, please specify.....

ii) Qualitative tools/ techniques (Co-scholastic/Practical)

	Yes	No
a) Anecdotal records	<input type="text"/>	<input type="text"/>
b) Observation schedule	<input type="text"/>	<input type="text"/>
c) Checklist	<input type="text"/>	<input type="text"/>
d) Rating scale	<input type="text"/>	<input type="text"/>
e) Learners profile	<input type="text"/>	<input type="text"/>
f) Reflective journals	<input type="text"/>	<input type="text"/>
g) Portfolio	<input type="text"/>	<input type="text"/>
h) Interview (viva)	<input type="text"/>	<input type="text"/>
i) Case study	<input type="text"/>	<input type="text"/>
j) Projects	<input type="text"/>	<input type="text"/>
k) Report writing	<input type="text"/>	<input type="text"/>
Any other, please specify.....		

6. How often do you visit school to supervise the student teachers during the internship period?

	Yes	No
a) Once in a week	<input type="text"/>	<input type="text"/>
b) Twice a week	<input type="text"/>	<input type="text"/>
c) Thrice a week	<input type="text"/>	<input type="text"/>
d) Alternate days	<input type="text"/>	<input type="text"/>
e) Daily	<input type="text"/>	<input type="text"/>
f) No such duty	<input type="text"/>	<input type="text"/>

7. How many supervisors are given for a student teacher during internship?

- a) How many from the college.....
- b) How many from the practising school.....

8. The nature of assessment and evaluation practised to assess the student teachers during the internship. Please tick (✓) the relevant one

Sl. No.	NATURE OF PRACTICE	Yes	No
1	Lesson plan are checked and assessed by the supervisors		
2	Every teacher educators is assigned school for supervision on rotational basis		
3	Teacher educators carry an assessment format containing pre-determined list of criteria for assessing the student teachers		
4	School co-ordinator are appointed in every concerned school for supervising and assessing the student teachers		
5	School co-ordinator assesses the student teachers and submits the same to the institution and the marks are taken into consideration for the overall assessment of the interns		
4	Every student teachers is assessed by several teacher educators and the aggregated marks is taken		

If any other, please specify.....

9. a) What is the most common tool and techniques that you used for assessing the student teachers during their school internship. Please tick (✓) the relevant one

Yes No

1) Observation

--	--

2) Checklist containing pre-determined set of criteria

--	--

3) Rating scale

--	--

If any other, please specify.....

- b) Who prepare the format of the various assessment tools? Please tick (✓) the relevant one

Yes No

1) Teacher educators of the concerned College

--	--

2) Nagaland University authorities

--	--

3) B.Ed college principals

--	--

If any other please specify.....

10. Do you carry any assessment format for assessing the student teachers while going for supervision during the school internship period? Yes/No

If yes, please tick (✓) the relevant one, the assessment criteria in the format include the following

	Yes	No
a) Content mastery	<input type="checkbox"/>	<input type="checkbox"/>
b) Communication skills	<input type="checkbox"/>	<input type="checkbox"/>
c) Confidence while teaching	<input type="checkbox"/>	<input type="checkbox"/>
d) Students involvement/engagement	<input type="checkbox"/>	<input type="checkbox"/>
e) Use of resources	<input type="checkbox"/>	<input type="checkbox"/>
f) Types of assessment and evaluation technique used	<input type="checkbox"/>	<input type="checkbox"/>
g) Rapport with students	<input type="checkbox"/>	<input type="checkbox"/>
h) Rapport with regular teachers	<input type="checkbox"/>	<input type="checkbox"/>
i) Lesson planning	<input type="checkbox"/>	<input type="checkbox"/>
j) Classroom management	<input type="checkbox"/>	<input type="checkbox"/>
k) Facilitating individual difference	<input type="checkbox"/>	<input type="checkbox"/>
l) Teaching skills use	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please highlight the teaching skills

a).....

11. Are you involve in checking and evaluating the lesson plan of the student teachers during teaching practise? Yes/No

If yes, how are lesson plan evaluated? Please tick (✓) the relevant one

Sl. No.	Lesson plan evaluation criteria	Yes	No
1	Content mapping	<input type="checkbox"/>	<input type="checkbox"/>
2	Clear and achievable objectives based on the content	<input type="checkbox"/>	<input type="checkbox"/>
3	Teaching methods	<input type="checkbox"/>	<input type="checkbox"/>
4	Pupils involvement	<input type="checkbox"/>	<input type="checkbox"/>
5	Appropriateness of TLM based on 5Es	<input type="checkbox"/>	<input type="checkbox"/>
6	Appropriate activities under each 5Es	<input type="checkbox"/>	<input type="checkbox"/>
7	Homework/ assignment	<input type="checkbox"/>	<input type="checkbox"/>

If any other please highlight.....

12. Do you observe the teaching practice of the student teachers for adequate time during the internship period/teaching practice? Yes/No

If no, please state the reason.....

13. Are the student teachers able to successfully implement the constructivist approach in the classroom during the internship period? Yes/No/To some extent

14. Are the student teachers re-assessed after their teaching practice? Yes/No

If yes, assessment is done on the basis of; Please tick (✓) the relevant one

- | | Yes | No |
|--|--------------------------|--------------------------|
| i) Discussion among the student teachers | <input type="checkbox"/> | <input type="checkbox"/> |
| ii) Presentation by student teacher on different aspect of the teaching experience during internship | <input type="checkbox"/> | <input type="checkbox"/> |

If yes, please tick (✓)

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1) Student teachers are divided into groups and one student teacher from the group makes the presentation representing their group | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) Every student teacher are asked to make presentation | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) Depending on the number of student teachers and the time factors, teacher educator assess the student teacher either individually or group wise | <input type="checkbox"/> | <input type="checkbox"/> |
| iii) Writing reflective journals/report on the whole school internship programme | <input type="checkbox"/> | <input type="checkbox"/> |

Any other, please specify.....

15. Are the teachers from the practising schools who help in supervising invited to the college/institution for feedback? Yes /No

16. For assessing student teachers during the final teaching practice the assessment format containing pre-determined criteria are same for both the internship and final internship Yes/No

If no, please specify the assessment criteria.....

17. In which areas the performance of the student teachers is better? Please tick (✓)

- | | |
|---|--------------------------|
| a) Theoretical subject | <input type="checkbox"/> |
| b) Practical works | <input type="checkbox"/> |
| c) Both theoretical subject and practical works | <input type="checkbox"/> |
| d) Can't say | <input type="checkbox"/> |

18. Assessment of theory paper (Sessional and external) is done/recorded in terms of Please tick (✓)

	Yes	No
a) Marks	<input type="checkbox"/>	<input type="checkbox"/>
b) Grade	<input type="checkbox"/>	<input type="checkbox"/>
c) Both	<input type="checkbox"/>	<input type="checkbox"/>

19. Assessment of practical work (Sessional and external) is done/recorded in terms of. Please tick (✓)

	Yes	No
a) Marks	<input type="checkbox"/>	<input type="checkbox"/>
b) Grade	<input type="checkbox"/>	<input type="checkbox"/>
c) Both	<input type="checkbox"/>	<input type="checkbox"/>

20. Throughout the course after assessing the student teachers, do you give feedback to the student Teachers? Yes/No

If Yes, Please tick (✓) the relevant option, the type of feedback you give to the student's teachers

	Yes	No
a) Written	<input type="checkbox"/>	<input type="checkbox"/>
b) Verbal	<input type="checkbox"/>	<input type="checkbox"/>
c) Both	<input type="checkbox"/>	<input type="checkbox"/>

21. The kind of feedback, you mostly used. Please tick (✓)

	Yes	No
a) Constructive	<input type="checkbox"/>	<input type="checkbox"/>
b) Corrective	<input type="checkbox"/>	<input type="checkbox"/>
c) Directive	<input type="checkbox"/>	<input type="checkbox"/>
d) Both corrective and directive	<input type="checkbox"/>	<input type="checkbox"/>

E. Co-Curricular activities

1. Does your institute organise co-curricular activities and provide opportunities for all the student teacher to participate? Yes/No

If yes, what are the co-curricular activities in your college include. Please tick (✓)

Sl. No.	Co-curricular activities	Yes	No
1	Quiz		
2	Debate		
3	Observation of important days		
4	Games and sports		
5	Literary and cultural activities		
6	Community service/community engagement services to rural areas		
7	Social work		
8	Exhibition		
9	Field trip		
10	Educational tour		

If any other, please specify.....

2. Are the CCA being organised sufficient for the student teachers to inculcate values and qualities needed for a humane teacher? Yes/No
3. Are the co-curricular activities being organised properly taking into consideration the need and interest of the student teachers? Yes/No

If no, please state the reason.....

4. The co-curricular activities are assigned in

- a) Group ☐
- b) Individual ☐
- c) Both group and individual ☐

If group, how do you divide the group?

5. Do you assess and evaluate the student teachers while having co-curricular activities? Yes /No

6. For co-curricular activities the student teachers are assessed in

- a) Group ☐
- b) Individual ☐
- c) Both, depending on the type of activities, the time factor and number of student teachers ☐

7. On what basis do you assess student teacher in areas of co-curricular activities?

Sl. No.	Components of assessment	Yes	No
1	Regular attendance/presence		
2	Co-operation and collaboration		
3	Team work		
4	Literary and creative skills		
5	socio-personal qualities		
6	Discipline		
7	Attitude and values		
8	Outcome based		
	a) Learning outcomes		
	b) Product outcomes		

Any other please specify.....

8. Does participation in CCA help student teachers to inculcate and develop desirable qualities and values needed for a humane teacher?

Yes/No/To some extent

9. Do the marks/grade secured by student teachers in CCA affect the examination result?

Yes /No

Please state reason in support of your response.....

F. Problems in relation to conduct and declaration of sessional work and end semester examination

1. Are you able to complete the course on time and successfully conduct and declare sessional work? Yes/No

2. Do you face/encounter any problem while conducting and declaration of sessional works and end semester examination? Yes/No

If yes, Please tick (✓) the relevant one. The major problems face in conducting and declaration of sessional work and end semester examination.

Sessional work

Sl. No.	Nature of problem	Yes	No
1	Not properly oriented and trained in areas of assessment and evaluation		
2	Large number of student teachers that it become difficult to assess them comprehensively		
3	Some student teacher are not sincere and dedicated in their works		

4	Vast course content to be completed within limited time, so get less time for conducting activities		
5	Teacher educator are made to take up papers where they have limited knowledge and expertise, so it become difficult to assess all the required qualities and skills of the student teachers properly		
6	Too many paper/subject to handle due to lack of sufficient teacher educators		
7	Because of less support staffs, most of the time teacher educators are engaged in administrative work that they gets less time to concentrate on the student teachers.		
8	Irregularities of students teachers		
9	Lack of proper year plan		
10	Delayed notification regarding the conduct of viva voce and semester examination		
11	Involvement of head of the institution or management people		

Any other, please specify.....

End Semester examination

Sl. No.	Nature of problem	Yes	No
1	Lack of proper infrastructure, buildings, furniture's etc		
2	Delayed notification regarding conduct of examination		
3	Indiscipline and unfair practice of student teachers in the examination hall		
4	Lack of experienced and capable staffs		
5	Delayed declaration of result by the University		
6	Spelling/marks error in the mark sheet		

Any other problem, please specify.....

3. What are the problems that you have encountered/faced in the process of assessment and evaluation of secondary teacher education programme?

.....

G. Problems/weakness of assessment and evaluation and suggestive measures

1. In your opinion, what are the major problems/weakness of assessment and evaluation that has affected the quality of secondary teacher education programme?

.....

2. Suggest some measures for the improvement of assessment and evaluation practice of secondary teacher education programme

.....

Appendix-C

A STUDY OF THE ASSESSMENT AND EVALUATION PRACTICE OF SECONDARY TEACHER EDUCATION PROGRAMME IN NAGALAND

QUESTIONNAIRE FOR STUDENT TEACHERS

A. Respondents profile

1. Name(optional).....
2. Name of the institution/college.....
3. Gender- Male/Female
4. Academic qualification-
 - a) B.A/B.Sc/B.Com ☐
 - b) M.A/M.Sc/M.Com ☐
 - c) M.Phil ☐
 - d) Ph.D ☐
5. Professional qualification
 - a) D.EL.ED ☐
 - b) PSTE ☐
 - Any other.....
6. Type of admission: In service/pre-service.....
7. Reason that made you to undergo B.Ed course. Please tick (✓)
 - a) To join teaching profession ☐
 - b) For professional growth ☐
 - c) Back up plan/second option ☐
 - d) For promotion ☐
 - e) Means of qualification for further studies ☐
 - If any other, please highlight.....

B. Infrastructural facilities

1. Please tick (✓) what is available in your college

Sl. No.	Infrastructural facilities available in the college	Yes	No
1	Separate room for faculties, principal and vice principal		
2	Model school		
3	Room for preparing teaching aids / art and craft room/SUPW		
4	Separate toilet for ladies and gents		
5	Proper electrification		
6	Projector/OHP		
7	Internet facilities		
8	Library with relevant and sufficient reading materials		
9	Generator		
10	hostel facilities for the student Teachers		
11	Transportation facilities for the student teachers		
12	Quarter for staff		
13	Seminar hall		
14	Classroom equipped with sufficient benches and desk.		
15	Playground		
16	Medical facilities		
17	Fire safety		
18	Video conferencing		
19	Safe drinking water facilities		
20	Gymnasium		
21	Language lab		
22	Science lab		
23	Maths lab		
24	Social science lab		
25	ICT lab		
26	Multipurpose hall		

C. Curriculum; Theory and practical

1. The existing two year B.Ed curriculum is

a) Vast

☐

b) Too vast

☐

c) Appropriate

☐

d) Need to be changed

☐

2. Are you satisfied with the duration of the existing two year B.Ed course?

Yes/No

Please, state the reason for your answer.....

3. Which of the following approach to teaching-learning do you prefer?

a) Behaviourist

☐

b) Constructivist

☐

c) Combination of the behaviourist and the constructivist approach

☐

Please state reason for your response.....

4. Are the teacher educators regular in their work?

Yes/No

5. Are the teacher educators confident and competent while transacting the course content?

Yes/No

If no, please comment.....

6. What type of teaching method and strategies do the teacher educators mostly used in the classroom. Please tick(✓)

Sl. No.	Teaching methods strategies	Core papers (C1,2,4,5,6, & 8)	Pedagogy papers (C-7a&7b)	Optional paper (C-11)	Half papers (C-3,9 &10)	EPC (1,2,3& 4)
		Yes	Yes	Yes	Yes	Yes
1	L					
2	LCD					
3	DM					
4	IH/A					
5	P					
6	CS					
7	DN					
8	PS					
9	TT					
Any other, please mention						

L- Lecture, LCD- Lecture cum discussion, DM-Discussion method, IH/A- Individual home work/assignment, P-Project, CS-Class seminar, DN-Dictation of notes, PS-Problem solving, TT-Team teaching.

7. Are you satisfied with the teaching method and strategies used by your teacher educators?

Yes/No

If no, please specify the reason.....

8. Do the teacher educator conduct class test? Yes/No

If yes, please tick (✓)

a) Once in every paper

☐

b) Twice in every paper

☐

c) Often after completion of each unit

☐

d) After completion of half of the course

☐

9. Do you present class seminar papers? Yes/No

10. Do you actively participate during seminars/group discussion? Yes/No

If no, please state the reason.....

11. Are you satisfied with the marks distribution of both theory and practical works for internal and external evaluation in the existing curriculum?

Sl.No.	Nature of marks distribution	Yes	No
1	Theory (Internal & external)		
2	Practical(Internal & external)		

If no, please state the reason.....

12. Do you think the present system of assessment and evaluation is based on the constructivist approach? Yes/No

Please state the reason in support of your response.....

13. Do you feel, the teacher educators are properly oriented and trained in areas of assessment and evaluation? Yes/No

Please state the reason.....

14. Your opinion on the practice of assessment and evaluation in your institution

	Yes	No
a) Objective	<input type="checkbox"/>	<input type="checkbox"/>
b) Subjective	<input type="checkbox"/>	<input type="checkbox"/>
c) Both objective and subjective	<input type="checkbox"/>	<input type="checkbox"/>
d) Not aware	<input type="checkbox"/>	<input type="checkbox"/>

15. Do you agree with the statement “Student teachers have the right to know, when, where and how they are going to be assessed and evaluated.” Yes/No

Please state reason in support of your response.....

16. Do you agree with the statement “Internal assessments are just an instrument for improving the overall examination result of the student teachers.” Yes/No

Please state reason in support of your response.....

17. Are the students’ teachers made aware of the standard/the assessment criteria on the basis of which they are going to be assessed? Yes/No

18. Does your college disclose and let the student teachers know their final internal marks before the semester examination? Yes/No

- i) If no, do you feel there is a need to know the final internal marks? Yes/No

Please state reason for your response.....

19. What is your opinion regarding the pattern of questions being set for the end semester examination? Please tick (√)

a) Satisfied

☐

b) Not satisfied

☐

If not satisfied, Please state the reason.....

20. Are you satisfied with the current examination system? Yes /No

If no, please state the reasons.....

21. Are you satisfied with the duration of time taken by the university in declaration of result? Yes/No

If no, please mention the inconvenience faced.....

22. Do you feel teacher educators in your institute are competent and confident enough to take up EPC papers? Yes/No

If no, what are the problems faced in transacting the EPC?

a) Student teachers related.....

b) Teacher educators related.....

c) Content related.....

d) Infrastructure related.....

23. Does the EPC course really enhance the capacities of the student teachers?

a) Yes

☐

b) No

☐

c) Undecided

☐

Please state the reason for your answer.....

24. Please tick (✓) the relevant one. Assessment and evaluation under EPC is done through

Assessment

Sl. No.	Assessment	Yes	No	Not aware
1	Theory and practical activities			
2	Group discussion cum presentation / demonstration			
3	Regular attendance			
4	Reflection and analysis			
5	Report writing/journal/portfolio			

Evaluation

Sl. No.	Evaluation	Yes	No	Not aware
1	Report writing/journal/portfolio			
2	Viva voce			

25. For a period of how many days/week does your college send the student teachers for school pre- internship?

.....

26. The duration of teaching practice or internship in your college /institution

.....

27. What is your opinion on the duration of the school internship programme?

Please tick (✓)

Pre –internship		Internship		Post internship	
i) Too long		i) Too long		i) Too long	
ii) Sufficient		ii) Sufficient		ii) Sufficient	
iii) Not enough		iii) Not enough		iii) Not enough	

28. The nature of pre-internship programme adopted in your institution. Please tick (✓) the relevant one

Sl. No.	Nature of pre-internship practice	Yes	No
1	Forwarding letter from the principal addressed to the respective school is handed to the student teachers before leaving for their internship		
2	Proper guidance, support and instruction is given to the student teachers prior to the pre-internship programme		
3	Student teachers are made to do necessary survey/ investigation relating to the practicum		
4	Teacher educators sometimes pay a surprise visit for supervising and assessing the student teachers.		
5	Student teachers are made to maintain attendance format to record their attendance counter signed by the head teacher /head master of the concerned respective schools		
6	After returning, student teachers are divided into group for discussion and presentation on their real classroom observation		
7	Sample demonstration are presented by the student teachers based on the observation of the real classroom situation followed by feedback and suggestions		
8	Input from the teacher educators		
9	Student teachers are made to write a report based on their observation		

If any other, please mention.....

29. Please tick (✓), the nature of teaching practice / internship practised in your institution

Sl. No.	Nature of practice	Yes	No
1	Lesson plan are checked and approved by the concerned pedagogy teacher educators before going for teaching practice		
2	Student teachers works as regular teacher and participate in all he school activities		
3	Teacher educators take turn to visit schools for supervising		
4	Regular and immediate feedbacks are given to the student teachers on the basis of their performance		
5	Student teachers maintain a attendance format for recording their attendance which is duly countersign by the head teacher/teacher in charge of the school		
6	Teacher from the practising school supervise and help student teachers		

If any other, please mention.....

30. What are the steps involve in constructing the lesson plan? Please tick (✓) the relevant one

Sl. No.	Steps	Yes	No
1	Instructional model based on 5Es		
2	General entries and information		
3	Content mapping		

4	Basing on content mapping instructional objectives are framed		
5	Method of teaching based on 5Es		
6	Use of TLM		
7	Homework/assignment		
8	Post teaching reflection		
9	Supervisors remarks		

If any other please highlight.....

31. Are you satisfied with the way the lesson plan are constructed and evaluated? Please tick (✓), the relevant one

a. Construction of lesson plan based on 5E s model

- | | |
|-------------------------|--------------------------|
| 1) Satisfied | <input type="checkbox"/> |
| 2) Not much satisfied | <input type="checkbox"/> |
| 3) Not at all satisfied | <input type="checkbox"/> |
| 4) Can't say | <input type="checkbox"/> |

Please give your opinion in support of your response.....

b. Evaluation of lesson plan

- | | |
|-------------------------|--------------------------|
| 1). Satisfied | <input type="checkbox"/> |
| 2). Not much satisfied | <input type="checkbox"/> |
| 3).Not at all satisfied | <input type="checkbox"/> |
| 4).Can't say | <input type="checkbox"/> |

Please give your opinion in support of your response.....

32. In your opinion, are all the teacher educators well oriented, trained and confident to supervise the student teachers during the internship period?

Yes/No

If no, please state the reason

33. Have you experience any problem while implementing the constructivist approach during the internship period? Yes /No

If yes, please specify the problem and inconveniences faced.....

D. Tools and techniques of assessment and evaluation

1. Do the teacher educators checked your

	Yes	No
a) Assignment	<input type="checkbox"/>	<input type="checkbox"/>
b) Class test papers	<input type="checkbox"/>	<input type="checkbox"/>
c) Project works	<input type="checkbox"/>	<input type="checkbox"/>
d) Case study	<input type="checkbox"/>	<input type="checkbox"/>
e) Report writing/Journal/portfolio	<input type="checkbox"/>	<input type="checkbox"/>

2. The method of correction adopted by the teacher educators. Please tick (✓)

Sl. No.	Method of correction	Tasks/activities				
		A	CTP	PW	CS	RW/J/P
1	Correction by the teacher educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Correction with the help of bright student teachers in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Correction with the help of black/green/white boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Correction by interchanging the students teachers works among them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Glance checking and signing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	If any other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A-Assignment, CTP-Class test paper, PW-Project works, CS-Caser study, RW/J/P-Report writing/ journal /portfolio

3. What are the major or most common tools and techniques used by the teacher educators in your college/institution for assessing the theoretical and practical works (Cognitive, affective and psycho-motor domain) of the student teachers?
Please tick (✓) the relevant one

i) Quantitative tools /techniques (Theory/Scholastic)

	Yes	No	Not aware
a) Oral test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please tick (✓) the relevant one

1) Oral question in class	<input type="checkbox"/>
2) Debates in class	<input type="checkbox"/>
3) Class seminars	<input type="checkbox"/>

Any other.....

	Yes	No	Not aware
b) Written test/written internal examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please tick (√) the relevant one

1) Essay type

2) Objective type

3) Both essay and objective type

☐
☐
☐

	Yes	No	Not aware
c) Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Class test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Group discussion cum presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Practical test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Observation technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any other, please specify.....

ii) Qualitative tool/techniques (Co-scholastic)

	Yes	No	Not aware
a) Anecdotal records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Observation schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Rating scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Learners profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Reflective journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Interview (viva)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Case study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Report writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any other, please specify.....

4. How often do the teacher educators visit school to supervise the student teachers during the internship period?

	Yes	No
a) Once in a week	<input type="checkbox"/>	<input type="checkbox"/>
b) Twice a week	<input type="checkbox"/>	<input type="checkbox"/>
c) Thrice a week	<input type="checkbox"/>	<input type="checkbox"/>
d) Alternate days	<input type="checkbox"/>	<input type="checkbox"/>
e) Daily	<input type="checkbox"/>	<input type="checkbox"/>

5. Do the supervisor observe the teaching practice for adequate time during the teaching practice? Yes/No

If no, what is the maximum duration of time teacher educators observe you during your internship?.....

6. Do the teacher educator give feedback when they come for supervision during the internship period? Yes/No

If yes, please tick (✓) the relevant option, the type of feedback the teacher educators give.

a) Written	<input type="checkbox"/>
b) Verbal	<input type="checkbox"/>
c) Both	<input type="checkbox"/>

7. Are you satisfied with the guidance and support provided by the teacher educators during internship Period? Please tick (✓)

a) Satisfied	<input type="checkbox"/>
b) Not satisfied	<input type="checkbox"/>
c) To some extent	<input type="checkbox"/>
d) Can't say	<input type="checkbox"/>

8. Throughout the course after assessment do the teacher educators give you feedback? Yes/No

If yes, Please tick (✓) the relevant option, the type of feedback the teachers give

	Yes	No
a) Written	<input type="checkbox"/>	<input type="checkbox"/>
b) Verbal	<input type="checkbox"/>	<input type="checkbox"/>
c) Both	<input type="checkbox"/>	<input type="checkbox"/>

9. The nature of feedback, teacher educators mostly used. Please tick (✓)

	Yes	No
a) Constructive	<input type="checkbox"/>	<input type="checkbox"/>
b) Corrective	<input type="checkbox"/>	<input type="checkbox"/>
c) Directive	<input type="checkbox"/>	<input type="checkbox"/>
d) Both corrective and directive	<input type="checkbox"/>	<input type="checkbox"/>

10. Does the feedback given by the teacher educators help you in improving your teaching and learning?
Yes/No/To some extent

E. Co-curricular activities (CCA)

1. Does your college organise co-curricular activities and provide opportunity for all the student teachers to participation? Yes /No

If yes, what are the co-curricular activities in your college include.

Please tick (✓)

Sl. No.	Co-curricular activities	Yes	No
1	Quiz	<input type="checkbox"/>	<input type="checkbox"/>
2	Debate	<input type="checkbox"/>	<input type="checkbox"/>
3	Observation of important days	<input type="checkbox"/>	<input type="checkbox"/>
4	Games and sports	<input type="checkbox"/>	<input type="checkbox"/>
5	Literary and cultural activities	<input type="checkbox"/>	<input type="checkbox"/>
6	Community service/ community engagement services to rural areas	<input type="checkbox"/>	<input type="checkbox"/>
7	Social work	<input type="checkbox"/>	<input type="checkbox"/>
8	Exhibition	<input type="checkbox"/>	<input type="checkbox"/>
9	Field trip	<input type="checkbox"/>	<input type="checkbox"/>
10	Educational tour	<input type="checkbox"/>	<input type="checkbox"/>

If any other, please specify.....

2. Are the CCA being organised sufficient to inculcate values and qualities needed for a humane teacher? Yes/No

3. Are the co-curricular activities being organised properly taking into consideration the need and interest of the student teachers participation?

Yes/No

If no, please state the reason.....

4. The co-curricular activities are assigned in

a) Group

b) Individual

c) Both group and individual

5. Do the teacher educators continuously and comprehensively assess and evaluate the student teachers while having co-curricular activities? Yes/No/Not aware

6. Does participation in CCA help student teachers to inculcate and develop desirable qualities and values needed for a humane teacher? Yes/No/To some extent

F. Problems/weakness of assessment and evaluation and suggestive measures

1. In your opinion, what are the major problems/weakness of assessment and evaluation that has adversely affected the quality of secondary teacher education programme?

a.....

b.....

2. Suggest some remedial measures for the improvement of assessment and evaluation practice of secondary teacher education programme

a.....

b.....

Appendix-D

A STUDY OF THE ASSESSMENT AND EVALUATION PRACTICE OF SECONDARY TEACHER EDUCATION PROGRAMME IN NAGALAND

QUESTIONNAIRE FOR EXPERTS FROM NAGALAND UNIVERSITY

A. Respondents profile

1. Name (Optional).....
2. Name of the Department.....
3. Academic qualification
 - a) B.A/B.Sc/B.Com ☐
 - b) M.A/M.Sc/M.Com ☐
 - c) M.Phil ☐
 - d) Ph.D ☐
4. Professional qualification':
 - a) B.Ed ☐
 - b) M.Ed ☐

Any other.....
5. Administrative experience.....

B. Institutional practice

1. Do you think the college of secondary teacher education in Nagaland are strictly following the norms and guide lines recommended by the NCTE? Yes/No
If no, please tick (✓) the relevant one

Sl. No.	Items	Yes	No
1	Some college of teacher education in Nagaland are running without the required faculties and infrastructure		
2	Teaching faculties in some colleges are appointed without representatives of the university during the interview		
3	Teacher educators are appointed without having M.Ed degrees in some colleges		

Any other, please mention.....

C. Curriculum; Theory and practical

1. Are you satisfied with the existing duration of two year B.Ed course? Yes/No
Please, give reasons in support of your answer.....
2. Which of the following approach to teaching-learning do you prefer?
Please tick (√)

	Yes	No
1) Behaviourist	<input type="checkbox"/>	<input type="checkbox"/>
2) Constructivist	<input type="checkbox"/>	<input type="checkbox"/>
3) Combination of both the behaviourist and the constructivist	<input type="checkbox"/>	<input type="checkbox"/>

Please specify the reasons.....
3. Is the constructivist approach a preferred model for delivery of education? Yes/No
Please state the reasons.....
4. In your opinion what were the reason for the University to have only one (1) pedagogy paper in contrast to two (2) pedagogy papers during the earlier one year B.Ed programme?

Your opinion please.....
5. Do you feel there is a need for the B.Ed colleges/institution to offer two (2) pedagogy papers instead of one? Yes/No

Please state the reasons.....
6. Should micro teaching programme be included or excluded in the current curriculum? Yes/No

Please give reasons.....
7. What measures would be required to make sure the success of effective implementation of the constructivist approach and bring about improvement in the existing curriculum?
.....
8. Do you think the teacher educators of B.Ed colleges are well oriented and trained to comprehensively assess and evaluate student teacher in both the scholastic and co-scholastic aspect of the student teachers? Yes/No

If no, please state the reasons.....
9. Do the University conduct or organise any workshops/orientation/training for teacher educators especially in the areas of assessment and evaluation? Yes/No

If no, please state the reasons.....

10. Do you agree with the statement “Student teachers have the right to know, when, where, and how they are going to be assessed and evaluated” Yes/No

Please state the reasons for your response.....

11. Do you agree with the statement “Internal assessments are just an instrument for improving the overall examination result of the student teachers” Yes/No

Please state the reasons in support of your response.....

12. What is your opinion on the duration of the school internship programme? Please tick(✓)

Pre –internship		Internship		Post internship	
i) Too long		i) Too long		i) Too long	
ii) Sufficient		ii) Sufficient		ii) Sufficient	
iii) Not enough		iii) Not enough		iii) Not enough	

13. Do the University representative visit the school and inspect the teaching during the final practice teaching? Yes/No

If no, please specify the reasons.....

14. Do the University provide any uniform format regarding the distribution of internal assessment marks (Theory and practical) to be followed strictly by all the B.Ed colleges? Yes/No

If no, please state the reasons.....

D. Tools and techniques of assessment and evaluation

1. Have you ever conducted Viva Voce for EPC and final teaching practice for assessing and evaluating the student teachers? Yes/No

If yes, do you maintain any assessment criteria for assessing the student teachers?

Yes/No

If yes, please highlight the criteria on the basis of which assessment is done?

a) Enhancing professional competencies (EPC) Viva Voce

- 1.....
- 2.....

b) Internship programme/final teaching practice (Viva Voce)

- 1.....
- 2.....

2. In your opinion, do the current practices of evaluation system of the following B.Ed programme fulfil the purpose to yield the expected satisfactory result?

Please tick(✓) and kindly state reasons in support of your response

a) Enhancing professional capacities (EPC)

1. Report writing/journals/portfolios. Satisfied /Not satisfied /To some extent

.....

2. Viva voce. Satisfied /Not satisfied/To some extent

.....

b) Internship programme

1. Assessment of reports (pre -internship and internship). Satisfied/Not satisfied/To some extent

.....

2. Viva Voce. Satisfied/Not satisfied/To some extent

.....

3. Lesson plan evaluation .Satisfied /Not satisfied/To some extent

.....

4. Marks assessed by the supervisor. Satisfied/Not satisfied/To some extent

.....

5. End semester written examination. Satisfied /Not satisfied/To some extent

.....

E. Problems/weakness of assessment and evaluation and suggestive measures

1. In your opinion, what are the major problems/weakness of assessment and evaluation that has affected the quality of secondary teacher education programme?

.....

2. Please suggest some remedial measures for the improvement of assessment and evaluation practice of secondary teacher education programme

.....

Appendix- E

A STUDY OF THE ASSESSMENT AND EVALUATION PRACTICE OF SECONDARY TEACHER EDUCATION PROGRAMME IN NAGALAND

QUESTIONNAIRE FOR EXPERTS FROM SCERT

A. Respondents profile

1. Name (Optional).....
2. Name of the Department.....
3. Academic qualification
 - a) B.A/B.Sc/B.Com
 - b) M.A/M.Sc/M.Com
 - c) M.Phil
 - d) Ph.D
4. Professional qualification:
 - a) B.Ed
 - b) M.Ed
 - Any other.....
5. Administrative experience.....

B) Curriculum

1. Are you satisfied with the existing duration of two year B.Ed course? Yes/No
Please, give reason in support of your answer.....
2. Do you think the current two year B.Ed programme really fulfil the purpose of yielding the expected results by preparing the student teachers for teaching profession?
Yes/No/To some extent

Kindly state the reason in support of your response.....

3. What changes can you observe in the field of education after the introduction and implementation of constructivist approach?

.....

4. What measures would be required to make sure the success of effective implementation of the constructivist approach and bring about improvement in the existing curriculum?

.....

C. Major weakness/problems of two year B.Ed programme and suggestive measures

1. In your opinion what are the major weakness/problems of two year B.Ed programme that has affected quality of education?

.....

2. Suggest some measures to bring about improvement in the secondary two year teacher education programme?

.....

Appendix –F

URKUND ANALYSIS RESULT



Urkund Analysis Result

Analysed Document: zakie suokhrie (Ph.D Thesis).pdf (D112963343)
Submitted: 9/20/2021 7:38:00 AM
Submitted By: rakeshrai@nagalanduniversity.ac.in
Significance: 1 %

Sources included in the report:

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Final Dissertation of Mridula Hazarika1.docx (D46327602)
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<https://www.ontario.ca/laws/statute/90o01>
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Instances where selected sources appear: