ASSESSMENT PROCEDURES ANDPROBLEMS IN THEIR USE: AT THE NEW B.ED. (HONS.)/ADEPROGRAMINBALOCHISTAN

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Abstract

This research aimed at investigating the assessment procedures for evaluating the prospective teachers' abilities, developed through the new B.Ed. (Hons.)/ADE curriculum in teacher education institutions of Baluchistan, this research study will also highlights the emerging problems in the use of new modern assessment procedures. The research was conducted in seven Teacher Training institutions of Baluchistan. The data was collected through the survey questionnaire, based on a pilot project, from the seven Heads of the institutions and the nine Teacher Educators/school (N#70), involved in teaching different courses of B.Ed. (Hones.)/ADE at different semesters. Focus group discussion with head and nine teacher educators/institution was also conducted. The quantitative and qualitative data from two instruments helped in-depth understanding of the assessment procedure and the emerging problems. The results showed that teacher educators are trying to implement the new competency-based curriculum and are engaged in using interactive and innovative teaching pedagogies suggested in the new curriculum of B.Ed.(Hons.) / ADE program. But they feel difficulty to assess the content knowledge and skills developed among the prospective teachers through this new curriculum. Teacher educators feel difficulty in the use of modern assessment procedures. They are still focusing the paper-pencil test. Teachers lack competencies to assess students' actual strengths and learning needs, they don't, know how to measure cognitive, affective and psychomotor objectives. Teacher educators also face problems to make judgments on students' learning through formative assessment.

Keywords: Assessment procedures, problems, ADE/B.Ed. (Hons) curriculum, prospective teachers' abilities

Introduction

Education plays an important role in instilling the different skills among the students at different disciplines. Not only has this education also creates civilized human resource. The skilled and civilized human-resources become a treasure for supporting economic and social growth of their nations.

That's why now a days more emphasize is paid to improve the existing education system by improving the teacher education programs in Pakistan. For this purpose two new degrees, two years' Associate degree (ADE) & a four years bachelor degree

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[B.Ed.(Hons.)], were introduced in teacher education institutions in Pakistan. This program has replaced all the certificate program of teacher education. Both the degree programs focused in developing higher level teaching skills among prospective teachers (student teachers). The main purpose of developing these skills among prospective teachers was that when these student teachers will enter in the practical life, they will communicate the different concepts to their students in an effective way.

Measuring the assessment is a process which guides practitioners and provides a feedback to the teachers and learners about their performances. It works to link the education system and society. Assessment procedures varies from extremely informal assessment is a communicative tool between the education circle and the rest of society. It exhibits a spectrum of ranges of communication from extremely informal to (school reports) to extremely formal (interviews for jobs, national monitoring systems).[1] Assessment procedures are very important to maintain and improve the quality of a program. There is a little emphasis to train the teachers and administrators in using assessment techniques.[2]

Assessment System in Pakistan

In Pakistan assessment system only supplies the pass/fail information and does not portray the competencies that have been achieved by the students at different stage. Examination system in Pakistan is only categorizing the students for promoting the next grade or leaves the students to the current grade. This system does not measure the actual needs and strength of the students for making them a beneficial citizen/ human. The Ministry of Education has declared that student competencies should be assessed in specialized area that requires a given skill set.[3] Ministry of Education has made many reforms for curriculum and assessment improvement. But still the assessment system needs more attention for its improvement and effective implementation.

The Effective Assessment System

The assessment system is said to be effective if it helps to assess the students' cognitive, affective and psychomotor abilities. Bloom classified the educational objectives by categorizing into three domains, cognitive, affective, and psychomotor.[4] Revised blooms' taxonomy is more helpful for both the learners and teachers. Ministry of Education has made many reforms for curriculum and assessment improvement. But still assessment system needs more attention for its improvement and effective implementation.

The new curriculum of B.Ed. (Hons.) /ADE focused on developing teaching skills of higher level among prospective teachers. Assessment of higher level abilities needs

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1   Broadfoot, P., & Black, P., 'Redefining assessment? The first ten years of assessment in Education',
     Assessment in Education: Principles, Policy& Practice, 11, no.1, 2004, 7-26
2   Stiggins, R.J., Classroom assessment: A history of neglect, a future of immense potential. Paper Presented
     at the Annual Meeting of the American Educational Research Association, 2000).
3   Khatak.S. G., "Assessment in School Arts and Education", SA. EDUC, 9, no.9, 2012, 25-30.
4   Anderson, L. & Krathwohl, D. R. A Taxonomy for Learning, Teaching an Assessing, New York, Addison
     Wesley Longman, Inc, 2001.

special assessment procedures. The purpose of this study is to examine assessment procedures suggested in the curriculum ofADE/B.Ed. (Hons.). It analyzes the problems in using theses assessment procedure and finds out the reasons behind emerging problems. Moreover this study also suggests how to overcome these problems.

The above stated problems were investigated by formulating the following objectives:

- To examine the assessment procedures which assess the teaching skills of prospective teachers enrolled in new ADE and B. Ed. (Hons.) programs.

- To analyze the problems faced by the teacher educators in using the innovative assessment procedures.

- To investigate the strategies for effective using of assessment procedures.

The above stated objectives were achieved by formulating the following research questions:

1. What assessment procedures are suggested in new ADE and B. Ed. (Hons.) curriculum?

2. What problems are emerging in the use of these assessment procedures?

3. What reasons are causing problems for effective use of assessment procedures?

4. How to overcome these problems for the effective use of assessment procedures?

The education system in Pakistan is still in traditional format. This study is very significant from a policy perspective, as this new curriculum is a hope for improving education system from the baseline. The results of this study will guide the practitioners of teacher education to maintain the success of this program. Teacher education is very difficult as compared to general education.[5] The results of this study will enable the timely solution of emerging problems in using assessment procedurs and inturn enhance the effective implementation of new B.Ed.(Hons.)/ADE program.

Literature review

Meaning of Assessment

Assessment is the systematic analysis of the actual evidences. It enables the administrators, teachers & students to effectively interpret the results. Not only this, assessment procedures also influence the instructional strategies.[6] Assessment is a process which involves the collection of empirical data, to know the level of student's

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[5]   Labaree, D. F., On the nature of teaching and teacher education, "*Journal of Teacher Education*" , 2000, 228-233.

[6]   Shepard, L. A., The role of assessment in a learning cultur, Paper presented at the Annual Meeting of the American Educational Research Association, 2000.

learning for the refining of educational program and curriculum.[7] In assessment, data is collected from multiple sources and the information is discussed in diverse ways in order to develop indepth understanding of the students' learning.[8]

Assessment may also be defined as

> ➢ Process to measure the strengths and weaknesses of any program.

> ➢ Process help to make decisions about the improvement of any program

The assessment processes become more powerful tools in measuring the strengths and the weaknesses of teaching and learning process, if this process is used at different stages of teaching and learning activities as under:

Planning stage: When the one is going to start the educational process, assess the needs, aptitude and interest of the learners to make the teaching and learning process more interactive.

Organizing stage: When the instructor is going to developing activities for the teaching purposes, the assessment should be done to know the skills of learners.

Evaluating Stage: When the teachers want to know that the educational objectives have been achieved they use assessment process.[9]

The assessment procedures are of many types, but summative and formative assessments are in common use.[10] When assessment procedures are effectively understood, then it became easy to practice those assessment procedures. Assessment procedures should assist in professional judgements and making decisions.[11] Teachers and administrators should be aware of different types of assessment procedures.[12]

Why the assessment is required?

The assessment helps the students in meeting the certain specified standards. The data which is collected through the assessment procedures help to identify the weaknesses and strengths of the students' learning, which provides the guidelines for the improvement of the teaching-learning process. Not only this, but also the assessment data help to measure the effectiveness of different instructions methods and curriculum.

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[7]   Allen,Assessing Academic Programs in Higher Education, American Federation of Teachers, National Council on Measurement in Education, 2004.

[8]   Huba and Freed, Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning, 2000.

[9]   Assessment in Education: Principles, Policy & Practice, (2004), Retrieved from:https://www.google.com.pk/search?q=assessment+in+education)

[10] Taras, M., Assessment: Summative and Formative-Some Theoretical Reflections, British Journal of educational Studies, University of Sunderland, Blackwell Publishing Ltd, 53, no.4, (2005), 466-478

[11] McMillan, J. H., & Nash, S., Teachers' classroom assessment and grading decision making, Paper presented at the Annual Meeting of the National Council of Measurement in Education, New Orleans, 2000.

[12] McMillan, J. H., *Essential assessment concepts for teachers and administrators*, Thousand Oaks, (CA: Corwin Publishing Company, 2001). Available on Amazon.com

Its' data also help making decisions.[13] The assessment guides the teachers to identify the students' learning level and make plan for effective instructions in classroom.[14]

The fundamental Components of Assessment

Teacher literacy rate on assessment procedures and their use is still very low. Majority of the teachers face difficulty in effective use of assessment.[15] One way to improve using skill of assessment procedures and results, they should be aware of fundamental component of the assessment.

Terenzini P. T. (1989)[16] highlights the four component of assessment.

The Intended Learning Outcomes and *Formulating Statements*

Intended learning outcomes should be stated in a form that elaborates students' understanding and their ability to do after completing their course.

Selecting and Developing Measures for Assessment

In order to assess the intended learning outcomes, the selection or construction should focus on:

- **Indirect Assessment**: for assessing the students indirectly, assess self reports, which shows students' perceptions about their understandings and application skills

- **Direct Assessment**: to assess the students' knowledge and their ability to apply this knowledge, students should engage in theses, exhibitions, papers, oral examinations, portfolio development, clinical evaluations, projects etc.

Major types of Assessment

To assess the different aspects of students' academic achievement, there are a variety of assessment procedures. Following are the major types of assessment which can support the improving of teaching and learning process.

Diagnostic Assessment

This assessment is done at the start of teaching-learning process. And the basic purpose of this assessment is to identify the current status of the students, learning. It is a type of assessment which provides information, assist in planning the professional development program and even job placement. Diagnostic assessment is a complex and very

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[13]   Nuhad Y. D., Diagnostic/Formative/Summative Assessment. Retrieved From, 2012.
[14]   Yuan Sun and Masayuki Suzuki, Diagnostic Assessment for Improving Teaching Practice. International Journal of Information and Education Technology, 3, no. 6, (2013), 1.
[15]   DeLuca C. and Klinger D., Assessment literacy development: Identifying gaps in teacher candidates' learning. *Assessment in Education: Principles, Policy and Practice*, *17*, 2010, 419-438.
[16]   Terenzini, P. T., Assessment with open eyes: Pitfalls in studying student outcomes." *Journal of Higher Education*, 60, no. 6 (1989), 644-664.

comprehensive process. The data gathered by diagnostic assessment assist in making the decisions for learning needs and   learning approaches in the classroom.

Goals of Diagnostic assessment

- To improve the quality of instructions

- To interpret the results through direct observations

- To provide deeper insight of the learning status. (NIEC, 2016)[17]

Formative assessment

After starting teaching-learning process students' achievements can assess constantly through homework, project work, class activities and formal tests etc. This assessment is done in the middle of teaching-learning process. One best way of formative assessment is to give student's 5 tests and tell them best three tests. This kind of assessment will make the students happy.

Strategies for Effective Formative Assessment

Dylan Wiliam (2013)[18], explained five key strategies for effective formative assessment.

1. Intentions for learning

To identify where the learner is going, must share and clarify the learning intentions. Teachers must inform the students about the instructional objectives, to assess the students learning, rubrics should be developed with the collaborative effort of the teachers and the students. For this purpose student should be engaged in assessment of older and new work comparison. But in the end teacher should decide the quality work.

2. Eliciting the Evidence

To find out where the learners are right now, engage the students in different activities, allocate some task to the students and generate effective discussions in the classroom. This will support in electing the learning evidences. Teacher is responsible for engaging the students in different practices for the collection of evidence.

3. Feed Back

To decide how to get more feedback must be given. Feedback is based on the evidences, different %ages of obtaining scores, need different feedback. Feedback must be given in a way that motivate the learner on learning rather than demotivate. Moreover teacher should be able to make excellent judgements about students.

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[17]   National Interpreter Education Centre (NIEC) (2016). Retrieved
         from:http://www.interpretereducation.org/teaching/diagnostic-assessment/
[18]   Dylan Wiliam, Assessment: The Bridge between Teaching and Learning. *Voices from the Middle*, 21, The
         National Council of Teachers of English, 2013.

4. Students as Learning Resources for One Another

Students may be activate as learning resources for one another, because peer and collaborative learning is an effective pedagogy to attract the students interest towards learning. Peers also play their role as good assessor, if their focus is on improvement rather than grading.

5. Students Owning Their Own Learning

Students should be motivating as owners of their own learning. If students are asked to make decision of their efforts, they not only decide but learn a lot by identifying their own strengths and weaknesses. The effective classroom practices never mind mistakes, but the students feel how they are working hard to do the challenging task.

Summative Assessment

At the end of teaching-learning process of a subject this assessment is done to sum up the students achievements. It documents the students' achievements in terms of students' knowledge, skills, attitudes and beliefs.[19]

Summative assessment finds out the degree of achievement in relation to the curriculum.[20] This type of assessment is usually conducted on quarterly basis, middle of the academic year or at the end of the course completion. The results of the summative assessment tell the teacher that what information has been retained by the students. Summative assessment includes many types e.g. multiple choice, short answer questions, essay type questions, fill in the blanks, true false, portfolios, etc.[21]

Ipsative Assessment

This is the type of assessment in which learners' learning level is assessed in relation to their previous performance. Ipsative assessment provides a good feedback to the learner, and it is is very important for distance learner.[22] Students are encouraged and motivated through ipsative feedback, as they become aware of their progress. Ipsative assessment is helpful in the solution of the learning problem.[23] Students try to follow the feedback as they realize its direct utility.[24] Ipsative feedback comments are more useable if they

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[19] Assessment, Standards, 2014, Retrieved from: http://syllabus.bos.nsw.edu.au/science/science-k10/syllabus-assessment

[20] Peter T. K.,Summative Assessment in Higher Education: practices in disarray *Studies in Higher Education*, *27*, no. 3, (2002).

[21] Trisha Dawe (2016). What Is a Summative Assessment?. Retrieved From: http://www.ehow.com/info_8659314_summative-assessment.html

[22] Dr Gwyneth H., Kaori O., Elizabeth W., Implementing Ipsative Assessment, Centre for Distance University of London, Centre for Distance Education: Teaching and research Awards Round 6 Project Report, 2011.

[23] Hughes, G., Aiming for Personal Best: a Case for Introducing Ipsative Assessment in Higher Education Studies in Higher Education 36, no. 3 (2011), 353 – 367.

[24] Handley, K. Price, M. & Millar, J. Engaging Students with Assessment Feedback. FDTL5 Project Final Report,(Oxford Brookes University, 2008).

focus on writing, genric and thinking skills.[25] Feedback became mor useful and effective if it is in the form of dialogue rather than a meeting.[26]

How to make Ipsative Assessment Effective

Dr. Gwyneth H. et al. (2011)[27] describes some way for effective use of Ipsative assessment as:

- Ipsative assessment should make clear to the students, so that they get benefit from this by their own.

- Ipsative feedback should be carefully tackled and monitored by an expert judgement.

- Ipsative feedback should be recorded and shared by the colleague

Criterion Referenced Assessment

Criterion referenced assessment assess the students against some criteria. This type of assessment is also known as standard based assessment, because the students' performance is measured against some standards. Criterion reference assessment focused on measuring the learning outcomes and described the students' knowledge and skills. It can be interpreted in the following way.

- Interpretation should describe the students' learning tasks

- It should describe the students' performance in percentage

- It should provide a comparative assessment of performance standards and given standards.

Criterion referenced assessment can be done by the following assessment tools:

- Rating scales
- Grades
- Checklists
- Percent accurate
- Rubrics(Linn and Gronlund, 2000)[28]

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[25] Walker, M., An investigation into written comments on assignments: do students find them useable? Assessment and Evaluation in Higher Education 34 no. 1, (2009), 67-78.
[26] Nicol, D. & Macfarlane,-Dick, D., Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. Studies in Higher Education 31, no. 2 (2006), 199-218.
[27] Dr Gwyneth H, IIA.
[28] Linn, RL & Gronlund, NE. 2000. Measurement and Assessment in Teaching. 8th ed. (New Jersey: Prentice Hall.)

Synoptic assessment

Pressa (2014)[29] explains different aspects of synoptic assessment. He says that synoptic assessment measures the student capabilities of applying the knowledge in different subjects' elements or it includes two modules of the subjects. It enables the students to integrate the knowledge and apply their learned skills in another area of subject. Through these assessments complex and indepth understandings are measured.

Ipsative assessment engages the students for:

- connecting the issues and themes.

- accumulation of knowledge of a whole subject.

- application of their skills by integrating the learned knowledge.

Importance of synoptic assessment

QAA (2006)[30] highlights the synoptic assessment as:

- It motivate the students on indepth understanding

- It reduces the categorical teaching approaches.

- It is valuable for doing projects at the end of course.

Consider the following key points for effective use of synoptic assessment:

- Synoptic assessment should be designed during the process of course design.

- The expectations should be communicated to the students in clear and easy understandable way

- Instructions should be planned in the way that student can assessed through synoptic assessment.

Dynamic Assessment

Dynamic assessment comprises pre-test and communication of knowledge than again post test. This type of assessment is very significant in timely solution of learning issues. The dynamic assessor focused on identifying the students' learning barriers and then planning of teaching strategies to remove or overcome these barriers and enable the student to succeed. It helps in achieving the skills, demand by the 21st century e.g.

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[29] Pressa, SynopticAssessmnet-learning and Teaching. (2014), Retrieved From:
http://teachingandlearning.westminster.ac.uk/2014/10/synoptic-assessment/

[30] QAA Code of Practice for the Assurance of Academic Quality and Standards, In Higher Education, Gloucester: Quality Assurance Agency for Higher Education. Assessment Designer restricted to University of Exeter staff and students only, 2006.

problem-solving skills, reasoning skills, decision making, creative and leadership skills among the students.

The dynamic assessment also helps the students in identifying their own areas of skills, need to improvement. The dynamic assessment has been proved very significant in improving the writing and reading skills.[31,32] The dynamic assessment combines the instructional and the assessment process as a single approach. It provides the data about the learning potential of the students.[33] The dynamic assessment is based on a concept that human beings have the ability to modify their cognitive functions and adopt the changes demand by the environment.[34]

Importance of the Dynamic Assessment

The dynamic assessment plays very important role in achieving the success in teaching and learning process. It is important as under:

- The dynamic assessment engages the learners in the process of self reflection.[35]

- The dynamic assessment provides the assessor, an opportunity to quantify the students' achievement in relation to the curriculum.[36]

- The dynamic assessment support in providing a feedback which motivate the students on doing challenging tasks.[37]

- The dynamic assessment may serve as a vehicle in enhancing and improving the teaching and learning process.[38]

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[31] Peña, E., Assessment of semantic knowledge: Use of feedback and clinical interviewing. Seminars in Speech and Language, 22, 2001, 51-64.

[32] Barrera, M., Curriculum-based dynamic assessment for new-or second language learners with learning disabilities in secondary education settings. Assessment for Effective Intervention, 29, no. 1, (2003) 69-84.

[33] Tzuriel, D., Dynamic assessment of young children: Educational and intervention perspectives. Educational Psychology Review, 12, 2000, 385–435.

[34] Tziona B. L., The Effect of Dynamic Assessment on the Performance of Students in Oral Proficiency Tests in English as a Foreign Language. The Jaime and Joan Constantiner School of Education, 2012, 1.

[35] Black, P., Harrison, C., Lee, C., Marshall, B., &Wiliam, D., Assessment for Learning: Putting It into Practice. Maidenhead, (UK: Open University Press, 2003), Bley

[36] Rea-Dickins, P. & Gardner, S., Snares and silver bullets: disentangling the construct of formative assessment. Language Testing, 17, 2000, 215–43.

[37] Vandergrift, L. and Bélanger, C., The national core French assessment project: design and field test of formative evaluation instruments at the intermediate level. The Canadian Modern Language Review/La Revue canadienne des languesvivantes, 54, 1998, 553–78.

[38] Leung, C., Dynamic Assessment: Assessment for and as Teaching? Language Assessment Quarterly, 4, no. 3, (2007), 257–278.

Assessment as a part of teaching-learning process

Without the assessment, it cannot be evaluated that to what extent the teaching and learning objectives has been achieved. So actually the assessment process is usedto assess the teaching-learning process.

Students often think assessment as scoring passing or failing. Due to which they consider assessment as a challenging and frightening activity. But it is the duty of a teacher to ensure them that, their assessment is only for improvement of their learning styles. Tell the students about the process and criteria of assessment. Teacher should try to use assessment results for professional development of their own and for the students. Teachers are expected to use assessment results to improve their teaching and organize a sound instruction plan for facilitating students' educational development

- Involved students in assessment through peer-assessment, self assessment, designing assessment techniques.

- Tell students that assessment is the important part of teaching-learning process. Assure them that assessment results will be used for the solutions of students learning problems. If students observe that assessment is meaningful and positive for them, they feel comfortable and enjoy teaching learning process.[39]

Good Assesment procedures assures the good teaching. And teachig learning process become align with thetheories of development, learning and motivation.[40]

Assessment Approaches

Quenemoen et. al. (2003)[41] states some of the assessment approaches as under:

- **Portfolio:** It is assessment approaches which demonstrate the students' specific skills acknowledge. Portfolios include students' work along with evaluator observations. These also include the result of the students, their previous class performance records. Portfolios records are judged against pre-defined rubrics.

- **Performance Assessment:** This is highly structured approach. In this approach the teacher assess the students by engaging them in more flexible items by considering students' needs**.** When students are engaging in performing different tasks, teacher carefully observed the students' abilities. Scoring rubrics are used to assess the students' performance.

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[39]   Adrian Tennan, Assessment matters: What is assessment?, 2014, Retrieved fromhttp://www.onestopenglish.com/exams/assessment-matters/what-is-assessment/

[40]   McMillan, J. H., & Nash, S., Teachers' classroom assessment and grading decision making, Paper presented at the Annual Meeting of the National Council of Measurement in Education, New Orleans, 2000.

[41]   Quenemoen, R., Thompson, S. and Thurlow, M., Measuring academic, Achievement of students with significant cognitive disabilities: Building Understanding of alternate assessment scoring criteria (Synthesis Report 50), 2003

- **Checklist:** It is a pre-established of skills which are expected by the students' performance. Students are scored by comparing the number of skills performed by the students and listed skills on checklist.

- **Paper and pencil test:** it is a type of assessment in which questions are provided on a paper with the correct/incorrect choice answer format.

Purposes of Assessment

There are so many purposes of assessment:

- Enhance the teaching-learning process.
- Maintain the school performances effectively
- Inform the parents about their children academic achievements, (Department for Education, 2009)[42]

Methods

This study investigated the assessment procedures and problems in using the assessment procedures suggested in new B.Ed.(Hons.)/ADE Program. At present, the program is being served by 09 teacher training institutions in Balochistan. This Study narrowly targeted only those Heads and Teacher Educators of the teacher training institutions implementing the revised B.Ed. (Hons) and A.D.E. programs, at the 06 colleges, in Quetta, Loralai, Sibi, Pishin and 01 university in Quetta Balochistan.

A mixed methods inquiry approach including a pilot project was used to answer the research questions. The data collection involves the:

 (1) Administration of expected problems 'Survey Questionnaire' to Heads and Teacher Educators of the teacher training institutions involved in the implementation of new B.Ed. (Hons.)/ADE program.

 (2) A separate survey was administered to collect demographic data from teacher educators to help analyze the data by controlling variables such as, administration experience, gender, institution, professional development trainings etc. this survey was conducted to find out the different skills and knowledge of the practitioners.

 (3) Focus group discussion was also conducted to find out:

   i) The reasons behind the problems in using the assessment procedures suggested in the new Teacher Education Program.

   ii) Explore the ways for best and effective use of the multidimensional assessment procedures.

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[42]   Department for Education(DfE), Report of the Secretary of state for Education Expert Committed [online], (United Kingdom, 2009).

The survey and focus group discussion data was analyzed to develop insights about the problems and their solutions.

The survey was administered to 01 Head and 09 Teacher Educators in each teacher training institution implementing the B.Ed.(Hons.)/ADE programs (N=70) in the 01 university and 06 GCETS in Balochistan. The focus group discussion was conducted with the same survey sample to find out the reasons behind the existing problems. Sample of the teacher educators was selected through the purposive sampling technique. The data collected from the survey questionnaire was both categorical and ordinal quantitative data. In addition to this, the focus group discussion generated interview transcripts.

Both the quantitative and the qualitative data was analysed for developing the estimates about the emerging problems in use of effective assessment procedures and developing estimates of reasons behind these problems.

Results

A Survey Questionnaire based on five point Likert-Scale from 'strongly disagree' to 'strongly agree' was used to find out the different problems faced by different teacher educatorsand heads during the implementation process of innovative assessment techniques.

Description of the Problems regarding the 'Assessment System'

Following figure indicate the responses of the respondents about the implementation of assessment system. Different percentages of responses are colored differently.

Figure. 1. Descriptive of problems regarding Assessment system.

Above figure shows that all respondents agree that assessment systems contribute to developing and improving all the students' potentials towards a highest level. Most of the respondents also agree that assessment techniques just focused on assessing the cognitive objectives and mostly include paper pencil tests, Teachers have competencies to assess students' actual strengths and learning needs, Teachers face problems to make judgments on students' learning through formative assessment. They also agree

assessment of students' abilities developed through this new curriculum is easy for them. But this figure indicates that they are not well aware of all the assessment techniques to measure cognitive, affective and psychomotor skills. They were also response that assessment techniques are not well defined in the official curriculum document and less training were provided to them for the effective use of competency-based assessment techniques.

Analysis of responses by Age; Highest General Qualification; Location; Experience and Trainings Attended.

Analysis was conducted to explore the problems related to implementation in area of Assessment system, based on Age; Highest General Qualification; Location; Experience; Trainings Attended; Gender and Highest Professional Qualification.

Table. 1

Age wise respondents' responses related to Assessment System					
	Sum of Squares	Df	Mean Square	F	Sig.
Within Groups	428.346	67	6.393	3.420	.039

There is statistically significant difference at the $p < .05$ level in assessment system scores for the three age groups [F (2, 67) = 3.420, p = .039)]

Table. 2

Highest General Qualification wise respondents' responses related to Assessment System					
	Sum of Squares	Df	Mean Square	F	Sig.
Within Groups	465.298	66	7.050	.320	.811

There is no statistically significant difference at the $p < .05$ level in assessment system scores for the four highest general qualification groups [F(3, 66) =2.258, p =.811)]

Table. 3

Location wise respondents' responses related to Assessment System					
	Sum of Squares	df	Mean Square	F	Sig.
Within Groups	412.559	66	6.251	3.175	.030

There is statistically significant difference at the $p < .05$ level in assessment system scores for the four location groups [F(3, 66) =3.174, p =.030)]

Table.4

Experience wise respondents' responses related to Assessment System					
	Sum of Squares	df	Mean Square	F	Sig.
Within Groups	458.257	67	6.840	1.010	.370

There is no statistically significant difference at the *p*< .05 level in assessment system scores for the three experience age groups [F(2, 66) =1.010, p =.370)].

Table.5

Training wise respondents' responses related to Assessment System					
	Sum of Squares	df	Mean Square	F	Sig.
Within Groups	449.744	66	6.814	1.092	.359

There is no statistically significant difference at the *p*< .05 level in assessment system scores for the four trainings attended groups [F(3, 66) =1.092, p =.359)].

Table.6

Gender wise respondents' responses related to 'Assessment System'						
	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig	t	df	Sig.(2-tailed)	Mean Difference
Equal variances assumed	.434	.512	3.93	68	.000	2.25

There is statistical significant difference between responses for males and females related to assessment scores, it alsoindicates [Mean difference= .05, t(68) = .056, p= .950].

Table.7

Highest Professional Qualification wise respondents' responses related to 'Assessment System'						
	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	**Sig**	**t**	**df**	**Sig.(2-tailed)**	**Mean Difference**
Equal variances assumed	0.221	0.640	0.115	68	0.909	0.08

There is not statistical significant difference between responses for highest professional qualification related to assessment system scores indicates [Mean difference= 2.21, t(68) = 2.349, p= .022].

Analysis of Qualitative Data

Assessment Procedures in ADE/B.Ed. (Hons.) Curriculum

A focus group discussion with teacher educators was conducted to identify the assessment procedures in the course guides, results showed that the new curriculum of the teacher education not includes all the types of assessment procedures it focus only few modern and common techniques, and the assessment procedures only focus on measuring cognitive abilities, that is why actual need of the program is not fulfilled.

Reasons Causing Problems for Effective Use of Assessment Procedures

Analysis of the qualitative data highlights the reasons behind the emerging problems as: Curriculum of New ADE/B.ED. (Hons.) foster high level of teaching skills development, but it little emphasize the ways of measuring/assessing these skills, no training was provided for the use of modern assessment procedures/techniques, and because of the educational background of the teacher educators, these assessment procedures appeared as hard task to do.

Suggestions by the Practitioners

Regarding effective implementation of this new teacher education program, the practitioners(heads and teacher educators of the teacher training institutions) provide much value able suggestion as: assessment procedures explained in course guides should be well defined and well explained, the multidimensional assessment procedure should be included in this new curriculum of teacher education, specific trainings should be provided to the teacher educators for the effective use of the assessment procedures.

Discussion

A teaching-learning environment prevalent for decades requiring cramming of the course content for success has become a mind-set illuminating which is seen as failed teaching by students, parents and administration is major hurdle in the change process. Teacher educators find it convenient to remain loyal to the expectation of the stakeholders and refrain from innovative methods putting their reputation at stake, therefore curricular changes alone may not stimulate real change unless backed by corresponding change in assessment practices. The system of teacher performance evaluation also requires fundamental changes. There is a need to move away from system of measuring teacher performance merely by considering student performance in terminal examinations. Teacher educators ability to conduct important things like class activities, student engagement, innovation in teaching, extending teaching beyond student grades etc. needs consideration.

Conclusions and Recommendations

The results of this research study indicate that there were significant differences in the views of all respondents on the basis of their background/demographic variables e.g., age, gender, highest general qualification, highest professional qualification, experience, location trainings attended. This shows that assessment procedures are not well defined so that these procedures are differently perceived by the different age groups, different gender and teacher educators have different educational environment at different location.

While the results of assessment system problems show insignificant difference on the basis of highest general qualification, highest professional qualification, teaching experience and trainings attended. This indicates that there is little variation in assessment procedures, whatever the educational background or experience, teacher educators practice these in the same way

Rephrase the Assessment Procedures

Assessment procedures should rephrase and rephrasing should focus on explaining the assessment procedures in an easy way, so that all practitioners understand and can use these procedures in an effective way. Rephrasing of assessment procedures will also assist the teacher educators in aligning these procedures with their instructional plans.

Adding all types of innovative assessment procedure in the course guides

There are so many types of innovative and modern assessment procedures to measure the different learning concepts and skills of the students. But course guides which are provided to the teacher educators do not cover all those assessment techniques. So there is a greater need to add and explain all the innovative and interactive assessment techniques to the course guides, so that teacher educators can measure the different aspects of students' learning and make decisions about the success of students' academic achievements'.

Alignment with Learning Abilities

Assessment procedures should be considered as an effective tool for measuring the different abilities' inculcation in prospective teachers, so assessment procedures in different subjects should be align with assessing the specific learning abilities. This alignment will reduce the confusion of the teachers in using the different assessment procedures for measuring the different skills of the students.

Organization of the Assessment Procedures

Assessment Procedures should be organized side by side the session plan, so that practitioners realize the value of assessment in teaching-learning process. Moreover this organization also supports the teachers in selecting the specific assessment technique to measure the specific learning objectives.

Develop Competency-Based Assessment System.

The Curricular changes alone may not stimulate real change unless backed by corresponding change in assessment practices. The system of teacher performance evaluation also requires fundamental changes. Teacher educators' ability to conduct important things like class activities, student engagement, innovation in teaching, extending teaching beyond student grades etc. needs consideration.

 The results of this study show that the assessment system of this program is not measuring the students' competencies, which is the main objective of this curriculum. So there is great need of developing assessment procedure by experts to measure students' different competencies. The development of competency – based assessment system will also help in identifying the challenges in communication of the curriculum. Not only this but also redesigning and improving the curriculum.

Organizing the Training Programs

All teaching faculty/teacher educators and administrators should provide training to use different modern assessment procedures. Trainings will also provide a platform to the practitioners and curriculum developers to share their views and queries by face to face interaction. Organizing the training programs will be helpful in providing first-hand knowledge for the effective use of assessment procedures, which are the back bone for supporting any program. If back bone is week no organization/program' can achieve its objectives.

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