Research in education has become a highly scientific process since long. Sophisticated techniques are being employed for measuring different cognitive as well as other abilities. Measurement of intelligence and its association with academic achievement attracted the attention of several research investigators working in the field of education. Despite the fact that a considerable number of reformations in educational systems and evaluation systems had been introduced, till today no full proof system has been presented that satisfies both the teacher and the taught.

It was Lord McCaulay who had introduced Western education in India. The system was good and it worked satisfactorily in the Western countries. Even today the system is working satisfactorily. However, in India it failed miserably. The reasons are many but the most important one is absence of integrity and absence of objectivity in the education, as a result of which, since long the examination system is being criticised on different fronts.

Finding faults with the system is easier but suggesting a full-proof way of action is difficult. In India,
the problem of education has become a mockery on all levels. It is mainly because anyone can be admitted even for the higher studies provided he or she has the minimum qualifications prescribed by the respective board or university. Because of mass education and the tendency of increasing the number of students, balance of the teacher-taught proportion has been lost since long. Secondly, several institutions even at the remotest parts or villages were established. The catchment areas of these institutions could not provide them with sufficient number of able students in respective faculties. In the absence of students, the institutions are likely to be closed down, but then it would result in other crises. Hence, by any means, the students are passed and the institutions are run. The ultimate result is, quality of both education system as well as examination system is purposely lowered down to maintain the required strength of students necessary to run the educational institutions. Thus, it has become a vicious circle. Any reformation, whether good for students or good for teachers, fail to work because the main aim of the present educational institutions is to maintain the strength of the institution and safeguard the services of the teachers.

The picture described earlier is a common one which applies to most graduate colleges. Faculty of education
is somewhat different from the other faculties. Education imparted in arts, commerce and science faculties are mostly degree oriented, whereas in education faculty, the education is oriented towards securing a job either of a teacher or of a lecturer, as a result of which it has gained an extraordinary importance.

'In different universities the curriculum of educational faculties might not be differing radically in content but in most cases they differ in evaluation system. In a short scale study like present one, it was not possible to incorporate all universities functioning in Maharashtra. Hence, only two universities were considered; the one is new and the other is an old university. The old university is following the same path of teaching and the same path of evaluation, while the other new one follows the old technique of teaching but new method of evaluation. In Nagpur University, the old one, there is no grade system in the evaluation. The examination is conducted in theory and also in practicals. In addition, the marks are given for sessional assignments and test examinations; finally on the basis of aggregate marks, the grades or the divisions are finalised.

In Amravati University, on the other hand, both theory and practical examinations are taken. Marks are
allotted to sessional assignments and test examination also, but for the final count consistency in marks obtained is given importance. In the absence of consistency, the examinee having more than 60 percent marks may not secure higher grade or first class. This is Cumulative Grade Point Average (C.G.P.A.) system which is developed recently and being implemented at central level. Present study is an attempt to evaluate both these systems of evaluation employed in colleges of education.

In order to fulfill the aims and objectives of the study both primary and secondary data were used. Secondary data were collected from university examination record. However, the range of years was restricted from 1986 to 1990. This five year period was taken into consideration. It has to be done so, because the data in Amravati University with C.G.P.A. system were available only after 1986. In order to maintain the similarity, 1986 was considered base year and 1990 was treated as final year. B.Ed. examination conducted in different educational institutions within the jurisdiction of Nagpur University and within the jurisdiction of Amravati University were considered. For the final treatment of data, marks obtained by the students in theory papers as well as in practicals and internal assessment were considered for
statistical treatment of data. Each college was treated as an independent unit and evaluation was done by examining its reliability tested on the basis of consistency.

In case of students from Amravati University, though the same criterion was used, 1+0 was added, and that was grade given following C.G.P.A. system. Thus, if the number of subjects are to be considered from which secondary data were collected, the distribution could be visualized as follows:

Table No. 3.1
DISTRIBUTION OF SUBJECTS FROM WHICH SECONDARY DATA WERE COLLECTED

<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nagpur</td>
<td>721</td>
<td>711</td>
<td>640</td>
<td>900</td>
<td>840</td>
</tr>
<tr>
<td>Amravati</td>
<td>429</td>
<td>653</td>
<td>572</td>
<td>537</td>
<td>396</td>
</tr>
</tbody>
</table>

Though the total sample for secondary consisted of 6399 (number of subjects), the effective sample was much less than it. It was so because the total sample was very large and in general in social and educational research not the population but the sample is used.
To select representative sample, the most applauded sampling technique, random sampling was used. Since the serial number of students were available, treating each college as a unit, Random Number Tables were referred. Every time point of a pencil was placed blindly on a number, and the number on which the point rested was selected.

In the beginning two digit numbers and finally single digit number were used for selecting the sample randomly by employing the same technique. Effective sample of present study was selected both from Nagpur University as well as from Amravati University. The distribution of effective sample is given below.

Table No. 3.2
DISTRIBUTION OF EFFECTIVE SAMPLE SELECTED FROM NAGPUR AND AMRAVATI UNIVERSITY

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Nagpur</td>
<td>124</td>
<td>163</td>
<td>178</td>
<td>216</td>
<td>226</td>
</tr>
<tr>
<td>Amravati</td>
<td>81</td>
<td>87</td>
<td>106</td>
<td>104</td>
<td>86</td>
</tr>
</tbody>
</table>

For collecting primary data, the teachers in B.Ed. colleges in Amravati region acted as sample. Since the
number of teachers was not very large, it was decided to include all of them in the sample. However, even after repeated reminders about one-third number of teachers failed to fill-in the questionnaires given to them, as a result of which the primary data were collected from nearly 100 teachers only. But these 100 teachers definitely represent the total population of B.Ed. teachers in Vidarbha. In other words, the total sample from which primary data were collected consisted of 100 teachers only. Their age ranged between 25 to 55 years and the minimum qualification was M.Ed. after post-graduation in any discipline. Some of the respondents were Ph.D. in their discipline. Since the number of female teachers were relatively less, sex discrimination was not taken into consideration. Approximately, the male-female ratio was 60:40.

From the different regions of Vidarbha, the B.Ed. teachers were included in present study for collecting primary data.

Tools Used For Data Collection:

As stated earlier, secondary data were collected from university office records, hence, there was no specific tool used for collecting the secondary data. On the basis of the secondary data present investigator tried to search the relationship between marks obtained by the
subjects for students in different activities such as theory papers, practicals and sessionals. The basic idea behind examining the relationship was to search which of the two techniques of assessment is more reliable. It is because even today Nagpur University follows the old traditional techniques of assessment while Amravati University had already accepted C.G.P.A. system.

Apparently, the methods followed by teachers in the two universities appeared to be similar because in both the universities, theory and practical examinations are conducted in the same manner. Also, in both the universities, with little variations, the internal assessment system is maintained, but careful examination of the assessment systems followed by the teachers in two distinct ways reveal that the two systems vary from each other remarkably, as a result of which it becomes necessary to develop an interview schedule for collecting primary data from the teachers working in educational colleges.

**Interview Schedule :**

An interview schedule was constructed and finalized after determining the item values of relevant statements. Before construction of interview schedule, a long list of various factors to be incorporated in the schedule was prepared. After consulting the senior colleagues, the
number of factors was short-listed. Concerning those factors, items or statements were collected from different sources such as books, newspapers, magazines, speeches, etc. Some of the statements were favourable to a particular factor while the others were unfavourable.

The interview schedule was divided into five sections. Section I dealt mainly with identification data of the subject and the academic experience and background of the respondent. Part I was devised specifically for this purpose. In part II of questionnaire, all the statements were related to examination system, syllabus and evaluation in practical as well as theory examination. It was more general in nature.

Part II of the interview schedule mainly relates to practical examinations conducted in B.Ed. course. Hence, statements related to practical examinations were included in it. Part IV of the interview schedule deals mainly with practice teaching and assignments, while part V covers items related to grading system for assessment. In part V both, the traditional as well as C.G.P.A. system of assessment, were included.

Assuming that some of the teachers might not be acquainted with C.G.P.A. system, detailed note regarding the same was given at the end of the interview schedule.
Standardization of Item:

Since some of the items were designed for evaluation or judging the attitude of the respondents, their item-values were first calibrated. These items were printed on papers separately. A panel of judges was used for determining the favourable as well as unfavourable degree of the items. Fifteen senior teachers teaching at post-graduate level in education colleges, nine post-graduate teachers who obtained their M.Ed. degrees but working in other faculties acted as judges. Of them nine were female and remaining were males. Along with the printed statements, the judges were provided with 11 point scale ranging from 0 to 10. Each judge worked separately and independently. On the 11 point scale '0' indicated most unfavourable end while '10' represented most favourable end of the dimension. The judges were requested to sort the items according to the degree of favourableness or unfavourableness. The judges sorted out the items. Some of the items were judged as most favourable, some most unfavourable and many items were placed in between two extreme ends.

After obtaining the rating of judges, the ratings for each item were written in a tabular form. Median value of the ratings given to each item was computed. It was the item value of that particular item. Since, some of the
items got either very high or very low item values, such items were deleted. The items which received item values around the mid-point were retained. Afterwards attempts were made to remove the ambiguity of the statements. Finally, the interview schedule was launched for a pilot study. A very small sample of fifteen young teachers were treated as sample for the pilot study. Since, interview schedule worked satisfactorily, it was finalised for the final work after carrying out some minor modifications.

In the first section of schedule there were nine items; the initial items dealt with bio-data. They are simple information demanding items but the latter items relate to academic qualification and experience. Therefore, the latter items are multiple choice in nature. Section II consists of thirteen items. Each item is provided with four alternatives namely, Strongly Agree, Agree, Disagree and Strongly Disagree. However, there was an exception to this and it was the last item which was an open end question.

In section III there were twelve items; here also each was provided with four alternatives but the last item demanded suggestions regarding method, teaching ability and other things used as teaching aids.

Section IV consisted of twenty three items; of them
twenty-one were provided with the same four alternatives and among the remaining two, in one, three items were included while the last item was divided into five parts namely literary activities, cultural activities, games and sports, teaching aids and field trips. In each, multiple choice items were given and the frequency record was obtained in three alternatives namely never, once a year and more than once a year. Finally eight items were included in section V. They were all related to C.G.P.A. and traditional system of assessment. The same pattern of four alternatives was followed here. Thus a comprehensive interview schedule was developed.

**Procedure for Data Collection:**

It was intended to conduct personal interview of the teachers but almost all of them demanded copies of the interview schedule and expressed their desire for writing down the responses during their leisure time, as a result of which, like mailed questionnaire technique, the interview schedules were sent to the teachers of education colleges. It was expected that all the 150 respondents will return the filled-in copies of interview schedule. However, even after repeated reminders only 100 copies could be collected.
Variables Under Study:

1. Theory written examination
2. Practical
3. Practice teaching
4. Cultural
5. Assignments
6. Teaching aids
7. Test examination
8. Total
9. Grand total
10. Attitude towards internal assessment system
11. Attitude towards valuation of theory papers

Design of Study:

Since correlational approach was adopted, no specific experimental design was used.

Statistical Treatment of Data:

At the first stage, the data were treated by Mean and Standard Deviation. At the second stage, the data were subjected to 't' test of significance. Finally, secondary data were treated by correlational technique and Regression Analysis.
Discussion:

Findings were discussed in view of the relationship obtained in the marks given to the students in theory, practical and other related activities also. On the basis of primary data, the attitude and opinion about the two methods of assessments were discussed in the light of the statistical values.