

Evaluation Process Practice in the Pre-service Secondary Teacher Education Programme in Rajasthan

Kapil Rathor* , Manas Ranjan Panigrahi**

*Research Scholar, School of Education, Sangam University, Bhilwara, Rajasthan.

**Professor & Pro Vice-Chancellor, Sangam University, Bhilwara, Rajasthan.

ABSTRACT

The quality of teacher education has a significant impact on the overall educational system. This study aims to analyze the evaluation processes practiced in the pre-service teacher education program at the secondary level in Rajasthan. It explores the perspectives of teacher educators and student-teachers regarding the curriculum's relevance and effectiveness. Using a mixed-method approach, data were collected from 60 teacher educators, 250 student teachers from 11 teacher education institutions of four selected universities across Rajasthan. Structured questionnaires for teacher educators and student teachers were used for the data collection. The analysis of responses from teacher educators and student teachers regarding assessment strategies reveals significant perceptual gaps and systemic challenges. While a large majority of student teachers (84%) believe there is equal weightage between theory and practical components, only 41.66% of teacher educators agree, highlighting a disconnect in curriculum transaction and instructional delivery. Similar disparities emerge in perspectives on the semester system and the alignment of current evaluation practices with national frameworks like NCFTE 2009 and NCTE 2014. Although both groups affirm the importance of internships and internal assessments, educators express greater skepticism about their quality and implementation.

Keywords: Teacher Education, Evaluation, Assessment, Curriculum, Student-Teachers, Teacher Educators

Journal of Teacher Education and Research (2025). DOI: 10.36268/JTER/20103

INTRODUCTION

The quality of teacher education is a critical determinant of the effectiveness and sustainability of an educational system. In India, and particularly in Rajasthan, pre-service teacher education plays a foundational role in shaping the competencies, attitudes, and practices of future educators at the secondary level. The evaluation and assessment mechanisms embedded within these programs not only influence the quality of learning during teacher preparation but also significantly impact classroom practices in schools.

The National Curriculum Framework for Teacher Education (NCFTE, 2009) and the National Education Policy (NEP, 2020) have underscored the need for assessment practices that move beyond rote evaluation and focus on reflective, competency-based, and performance-oriented methods. Initiatives such as the Integrated Teacher Education Programme (ITEP), reforms under Samagra Shiksha, and inputs from SCERT have catalyzed efforts to strengthen pre-service teacher education in Rajasthan. However, evaluation practices within these institutions often remain theory-heavy, lacking uniformity and limited in their capacity to assess real-world teaching abilities.

This study is situated in the context of these reforms and addresses a significant research gap by critically examining the evaluation processes in pre-service secondary teacher education across Rajasthan. It aims to explore institutional infrastructure, human resource availability, and the perceptions of teacher educators and student-teachers regarding the relevance and effectiveness of current assessment strategies. By employing a mixed-method approach, the research seeks to provide evidence-based recommendations for making evaluation more practice-oriented and aligned with national policy expectations.

Objectives

- To analyze the evaluation processes practiced in pre-service

Corresponding Author: Kapil Rathor, Research Scholar, School of Education, Sangam University, Bhilwara, Rajasthan. , e-mail: kapilrathore2986@gmail.com

How to cite this article: Rathor, K., Panigrahi, M.R. (2025). Evaluation Process Practice in the Pre-service Secondary Teacher Education Programme in Rajasthan. *Journal of Teacher Education and Research*, 20(1):13-16.

Source of support: Nil

Conflict of interest: None

secondary teacher education programs in Rajasthan.

- To examine the views of teacher educators and student-teachers on the evaluation aspect of the pre-service teacher education curriculum regarding its practical relevance.

Review of Related Literature

The assessment and evaluation of pre-service secondary teacher education play a critical role in shaping the professional competencies of future educators. In Rajasthan, this dimension has gained particular importance given the state's diverse educational contexts and its engagement with national policy reforms. The National Curriculum Framework for Teacher Education (NCFTE, 2009 & 2014), National Education Policy (NEP, 2020), and the Integrated Teacher Education Programme (ITEP) guidelines emphasize a paradigm shift from summative to formative, reflective, and competency-based assessment. Despite these progressive frameworks, the literature consistently reveals gaps in actual implementation.

Rao and Kumar (2018) found that teacher education colleges in Rajasthan are heavily inclined towards theoretical assessments, with limited infrastructure or faculty capacity to implement reflective and performance-based strategies. Similarly, Sharma, Tiwari, and

Chopra (2023) noted that although life skills improved among B.Ed. trainees, assessment practices remained conventional and disconnected from teaching realities. Meena and Choudhury (2016) confirmed that internal assessments often default to assignments and tests, rather than micro-teaching, simulations, or portfolios. Yadav and Bairwa (2020) also pointed to weak adoption of NEP-aligned assessment reforms in the state.

Institutional and systemic barriers persist. Reports from the RSCERT (2023) and NCERT (2004) indicate uneven implementation of continuous and comprehensive evaluation (CCE) despite pilot efforts. Nationally, studies by Nayagi & Rajendran (2020), Dwivedi & Singh (2012), and Hussain & Bharadwaz (2020) reveal a consistent pattern that teacher trainees across states, including Rajasthan, often lack assessment literacy and experience with practical evaluation. British Council case studies and SSA evaluation reports highlight the sporadic use of frameworks like Shaala Siddhi and ADEPTS, with shallow integration into teacher education practices.

Even with the advent of NEP 2020 and the ITEP reforms (NCTE, 2021), institutions in Rajasthan remain at early stages of aligning assessment strategies to new standards. The STARS initiative (2025) aims to support this transition, but its impact on pre-service education is still emerging. Overall, the literature underscores a clear disconnect between policy and practice, with teacher education institutions needing greater support, training, and accountability to ensure that assessments are both meaningful and competency-driven.

METHODOLOGY

The study adopted a mixed-method research approach to investigate the current status of the Pre-Service Teacher Education Program in Rajasthan. This approach combines both quantitative and qualitative methods to ensure a comprehensive understanding of the issue. The sample was carefully chosen to maintain diversity in terms of location, management type (government and private), and institutional size. The final sample of the study consisted of three Universities (Jai Narayan Vyas University, Jodhpur; University of Rajasthan, Jaipur; and Mohanlal Sukhadia University, Udaipur); 11 teacher training institutions were randomly selected from the affiliated colleges under the three universities; 60 teacher educators, with an average of 5 educators selected from each institution; 250 student teachers, selected proportionately from the sampled institutions.

The researcher developed three context-specific tools for data collection to address the objectives of the study. These included an institute profile for Heads of Institutions, a questionnaire for teacher educators, and a questionnaire for student teachers. All instruments were validated by experts and pilot tested to ensure reliability, clarity, and contextual relevance. The investigator personally visited each selected teacher education institution, devoting an average of three to four days per institution to collect the required data. The teacher educator and student teacher questionnaires were distributed and collected.

Result and Discussion

Assessment plays a central role in pre-service teacher education in Rajasthan, serving as a means to evaluate the academic growth, teaching competence, and professional readiness of student teachers. The state offers two major pathways: the Two-Year B.Ed. program and the Four-Year Integrated Teacher Education Programme (ITEP), introduced under NEP 2020. Both are conducted through institutions like DIETs, CTEs, IASEs, and university-affiliated colleges.

In the Two-Year B.Ed. program, assessment comprises three major components—core theoretical papers, practical teaching experiences (including internships and micro-teaching), and co-curricular activities. In the first year, students are evaluated through written exams (with 70% external and 30% internal assessment), assignments, and presentations. Practice-based tasks like lesson planning, reflective writing, and ICT training are also emphasized. A short pre-internship phase involving micro-teaching and peer observation sets the groundwork for the 28-day school internship. The second year deepens practical exposure through a longer school internship of 16–20 weeks, action research projects, and optional course projects. Internal evaluation tools include unit tests, viva voce, lesson evaluations, reflective journals, and participation tracking.

The ITEP, spread over four years and eight semesters, blends disciplinary content with teacher education. Assessment in this model follows a continuous and comprehensive format, with 40% formative and 60% summative evaluation. Innovative practices include digital portfolios, self and peer assessments, mentor feedback, and community-based projects. In the first two years, students undergo three unit tests and complete sessional assignments, while in the third year, they engage in micro-teaching and a 28-day internship. The final year culminates in a 16-week internship and a 100-mark final lesson.

Across both programs, institutions implement a range of tools such as observation rubrics, oral presentations, assignments, and participation-based grading. Emphasis is also placed on co-curricular and expressive activities as integral to holistic evaluation. Consistent with NCFTE 2009 and 2014, these assessment practices aim to strengthen the teaching-learning process, enhance teacher preparedness, and ensure that evaluation aligns with professional standards and classroom realities.

The Table (1) presents a comparative analysis of responses from Teacher Educators (N=60) and Student Teachers (N=250) on various aspects of assessment strategies in pre-service teacher education for the secondary stage. Here is a breakdown of the findings:

Equal Weightage to Theory and Practical:

84% of student teachers agree that equal weightage is given, compared to only 41.66% of teacher educators, while 50% of educators disagree. It is found that there is a perception gap; students perceive a balance, whereas educators feel theoretical components still dominate.

Adequacy of Internship Duration

The majority of both groups, 66.66% of educators and 80% of student teachers, feel the duration is adequate. This suggests that the positive alignment in perception indicates that internship provisions are satisfactory in terms of time allocation.

Weightage of Internal Assessments

50% of teacher educators agree vs 74% of student teachers, with 16.66% of educators remaining indifferent. It depicts that, while student teachers generally appreciate internal assessment practices, educators seem divided, suggesting a need to standardize internal assessment strategies.

Semester System Preference

Only 16.66% of educators support the semester system compared to 78% of student teachers. This highlights a stark divergence in pedagogical preference, with educators hesitant toward change, possibly due to concerns about academic workload and



Table 1 : Teacher Educators and Student Teachers' responses about Assessment Strategies in teacher education for secondary stage

Sl. No	Respondents	Teacher Educator N=60. (in %)			Student Teachers N=250. (in %)		
		Yes	No	Indifferent	Yes	No	Indifferent
1	Do you agree that in the current curriculum, equal weightage is given to theory and practical?	41.66	50.00	8.33	84.00	12.00	4.00
2	Duration of the micro-teaching, practice teaching (internship) is adequate	66.66	33.33	0	80.00	16.00	4.00
3	Due weightage given on internal marks (sectional work, seminar, activity, assignment, project, tests, etc.)	50.00	33.33	16.66	74.00	24.00	2.00
4	Whether semester system model should be implemented?	16.66	66.66	16.66	78.00	20.00	2.00
5	Whether present evaluation system fulfills the objectives of NCFTE 2009 and NCTE 2014?	41.66	50.00	8.33	71.2	24.00	5.2
6	Do you feel that there is a scope for holistic assessment of the student teacher with these present assessment strategies?	3.33	16.66	0	76.4	8.00	5.6
7	Do you evaluate students during practice teaching sessions	83.33	16.66	0	76.00	20.00	4.00
8	Whether action research and field experience activity are incorporated in the present syllabus?	41.66	33.33	25.00	90.00	8.00	2.00
9	Do you feel that due weightage has been given to practical marks and other co-curricular and curricular activities?	83.33	16.66	0	70.00	22.4	7.6

restructuring.

Alignment with NCFTE 2009 and NCTE 2014 Objectives

71.2% of student teachers agree with alignment, while only 41.66% of educators concur; 50% of educators disagree. It provides a clear indication that educators are skeptical about whether the evaluation system truly meets national policy goals, indicating a gap in curriculum transaction and assessment design.

Scope for Holistic Assessment

High agreement from both groups: 83.33% (educators) and 76.4% (students). There is a shared belief in the potential of current strategies for holistic evaluation, though it may not yet be fully realized.

Evaluation during Practice Teaching

Majority agreement: 83.33% of educators and 76% of students say yes. This indicates a strong practice of in-situ performance evaluation during internships, which is a good sign for competency-based assessment.

Inclusion of Action Research and Field Activities

90% of student teachers confirm inclusion, while only 41.66% of educators agree; 25% are indifferent. This discrepancy suggests either inconsistent implementation or lack of educator involvement in these components.

Weightage to Practical and Co-Curricular Activities

83.33% of educators vs 70% of students agree. Educators seem more confident about the inclusion of practical work, but a significant number of students don't perceive adequate weightage, indicating a gap in communication or actual practice.

The analysis of responses from teacher educators and student teachers regarding assessment strategies in pre-service teacher education at the secondary level reveals significant perceptual gaps. While a large majority of student teachers (84%) believe that equal weightage is given to theory and practical components, only 41.66% of teacher educators concur, with 50% disagreeing—indicating a disconnect in curriculum transaction. Both groups affirm the adequacy of internship duration and the role of internal assessments, though educators express relatively more skepticism about their effectiveness. A stark contrast is observed in the preference for a semester system, with 78% of student teachers supporting its implementation, compared to only 16.66% of educators. Similarly, while 71.2% of student teachers feel that current evaluation methods align with NCFTE 2009 and NCTE 2014 objectives, only 41.66% of educators agree. However, there is mutual agreement on the scope for holistic assessment and on the practice of evaluating trainees during internships. Interestingly, student teachers overwhelmingly affirm the incorporation of action research and field experiences, whereas educators appear less convinced. The responses also suggest that while practical and co-curricular components are perceived as valued by

educators, a notable proportion of student teachers feel these are underemphasized. These findings underscore the need for better alignment between curriculum design, policy objectives, and ground-level practices to ensure more coherent and effective assessment strategies in teacher education.

CONCLUSION

Assessment in pre-service teacher education in Rajasthan is at a pivotal stage of transformation, especially under the influence of national policy reforms such as NEP 2020 and the Integrated Teacher Education Programme (ITEP). The analysis of responses from teacher educators and student teachers regarding assessment strategies reveals significant perceptual gaps and systemic challenges. While a large majority of student teachers (84%) believe there is equal weightage between theory and practical components, only 41.66% of teacher educators agree highlighting a disconnect in curriculum transaction and instructional delivery. Similar disparities emerge in perspectives on the semester system and the alignment of current evaluation practices with national frameworks like NCFTE 2009 and NCTE 2014. Although both groups affirm the importance of internships and internal assessments, educators express greater skepticism about their quality and implementation.

These mismatches in perception suggest a broader issue of inconsistent curriculum enactment and limited communication between stakeholders. Notably, while student teachers report strong inclusion of action research and field experiences, educators appear less convinced, pointing to possible variations in institutional implementation. Encouragingly, both groups recognize the need for holistic assessment and evaluation during internships, indicating a shared understanding of some foundational principles.

To bridge these gaps and enhance the quality of assessment in teacher education, Rajasthan must adopt a unified, transparent, and practice-oriented evaluation framework. Recommendations include the development of standard rubrics, training for teacher educators in authentic and formative assessment methods, incorporation of digital tools, and increased use of reflective portfolios and action research. A phased integration of ITEP principles into existing B.Ed. programs, coupled with systematic monitoring by affiliating universities, can significantly improve the relevance, coherence, and effectiveness of pre-service teacher assessment. Ultimately, aligning policy intent with institutional practice is essential to prepare reflective, competent, and professionally equipped teachers for the secondary education sector.

REFERENCES

British Council. (n.d.). Case study on evaluation frameworks in Indian schools: Shaala Siddhi and ADEPTS. British Council India.

- Dwivedi, R., & Singh, A. (2012). Assessment of attitudes toward teaching among pre-service teachers. *Indian Journal of Educational Research*, 31(2), 45–56.
- Hussain, I., & Bharadwaz, P. (2020). Assessment practices in teacher education institutions: A study of pre-service programs in Assam. *Journal of Educational Perspectives*, 14(1), 88–101.
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed.). SAGE Publications.
- Meena, L., & Choudhary, R. (2016). Evaluation practices in B.Ed. colleges of Rajasthan: A critical appraisal. *International Journal of Education and Applied Research*, 6(2), 23–28.
- Mukhopadhyay, M. (2009). Quality education programme: A case of in-service teacher training in Rajasthan. NUEPA.
- National Education Policy. (2020). *National Education Policy 2020*. Ministry of Education, Government of India.
- Nayagi, R., & Rajendran, N. (2020). Assessment literacy among pre-service teachers: An Indian perspective. *International Journal of Teacher Education and Research*, 9(2), 37–44.
- NCERT. (2004). *CCE Pilot Reports: RIE Ajmer Project*. National Council of Educational Research and Training.
- NCTE. (2009). *National Curriculum Framework for Teacher Education*. National Council for Teacher Education.
- NCTE. (2014). *NCTE Regulations 2014*. New Delhi: Government of India.
- NCTE. (2021). *Integrated Teacher Education Programme (ITEP): Curriculum framework and guidelines*. National Council for Teacher Education.
- Rao, P., & Kumar, S. (2018). Evaluation systems in B.Ed. colleges in Rajasthan: Challenges and prospects. *Indian Journal of Teacher Education*, 6(1), 21–30.
- Rao, V., & Kumar, R. (2018). Infrastructure and quality in teacher education institutions. *Rajasthan Education Review*, 6(1), 61–74.
- RSCERT. (2023). *Annual Report of the Assessment Cell*. Rajasthan State Council of Educational Research and Training.
- Sarva Shiksha Abhiyan. (2005–2015). *State Evaluation Reports on Teacher Training: Rajasthan*. Ministry of Education, Government of India.
- Sharma, A., Tiwari, M., & Chopra, R. (2023). Evaluating life skills and assessment techniques among B.Ed. trainees in Tonk, Rajasthan. *Journal of Indian Educational Research*, 12(1), 54–66.
- Sharma, M. (2012). Curriculum relevance and field practice in teacher education: A case of Rajasthan. *Journal of Indian Education*, 38(1), 17–30.
- Singh, R. (2021). A study on teacher educators' perception towards evaluation in pre-service programs. *Journal of Education & Practice*, 12(5), 88–97.
- STARS. (2025). *Project Implementation Plan: Rajasthan State Report*. Strengthening Teaching-Learning and Results for States, Ministry of Education, Government of India.
- Yadav, B. (2011). Comparative analysis of teacher education programmes in Indian states. *Educational Review International*, 3(2), 110–122.
- Yadav, P., & Bairwa, K. (2020). Reforming evaluation methods in B.Ed. curriculum in Rajasthan. *Indian Journal of Teacher Training*, 9(3), 25–33.
- Yadav, R., & Bairwa, M. (2020). An appraisal of competency-based evaluation in Rajasthan's teacher education curriculum. *Rajasthan Journal of Education*, 8(1), 19–28. *Education*, 8(1), 19–28.

