



Rayat Shikshan Sanstha's
Swami Sahajanand Bharati College of Education,
Shrirampur, Dist. Ahmednagar

Two day National Annual Conference
On
Assessment & Accreditation of Teacher
Education Institutes
On
16th & 17th December 2017

In Association with
Maharashtra State Secondary Teacher Educator's
Association (MSSTEA)

A Special issue of
Aayushi International Interdisciplinary
Research Journal

Special Issue- XVII ISSN –2349-638x
Impact Factor 3.025

Editor

Mr. Bhagwat Asaram Shinde

Assistant Professor,
Swami Sahajanand Bharati College of Education,
Shrirampur, Dist. Ahmednagar 413709 (M.S.)





ISSN -2349-638x
Impact Factor 3.025
UGC Approved No.64259

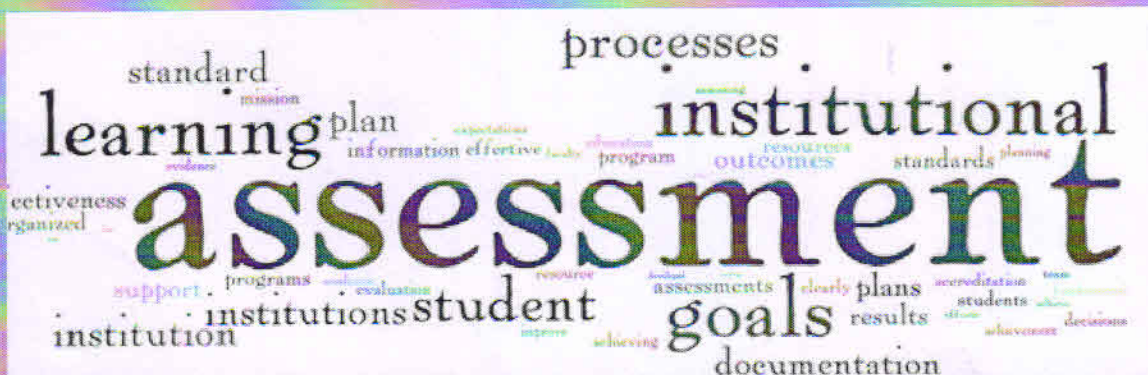


Rayat Shikshan Sanstha's
Swami Sahajanand Bharati College of Education,
Shrirampur
NAAC Re-accredited "A" Grade

Two Day National Annual Conference

In Association with
Maharashtra State Secondary
Teacher Educators' Association (MSSTEA)

16 th & 17 th Dec.2017



Aayushi International Interdisciplinary
Research Journal
Special Issue- XVII

On .
"Assessment And Accreditation of Teacher
Education Institutes "

Editor

Mr. Bhagwat Asaram Shinde

Assistant Professor,
Swami Sahajanand Bharati College of Education,
Shrirampur, Dist. Ahmednagar 413709 (M.S.)

National Annual Conference on

Assessment And Accreditation of Teacher Education Institutes (16th & 17th Dec.2017)

Organized By	S.S.B. College Of Education, Shrirampur In Association with MSSTEA	ISSN 2349-638x Impact Factor 3.025
---------------------	---	---------------------------------------

19.	P.G.Andhare	Alternative Solution of Problem of Inverse Laplace Transform is Best Innovative Practice	66 To 68
20	Dr. Ajaykumar B. Patil	Assessment and Accreditation by QCI of Teacher Education Institute	69 To 73
21	Dr.Manisha Kishor Tank	New Gen Libraries: A Paradigm Shift From Print To Digital	74 To 77
22	Dr.V.M.Mane	Evaluation in Constructivism	78 To 79
23	Nana Bhagwan Wagh	An Introduction to Accreditation Standard of Quality Council of India For Schools: Quality School Governance	80 To 83
24	Dr. Avinash O. Bhandarkar	Evaluation in Constructivism	84 To 87
25	Sharad B. Ingawale And Dr. B.P. Maraje	Constructivism in English Language Teaching And Learning	88 To 91
26.	Dr. Vijaya Patil	Evaluation in Constructivism	92 To 95
27.	Dr. Tahemina Naaz Shaikh	Constructivist Evaluation	96 To 99
28.	Dr. R. K. Nannar	Study of Impact of Emotional Intelligence on Assertiveness and Self-esteem in School Students	100 To 103
29.	Bhavika S. Jain	Today's Education and Constructivist Evaluation	104 To 107
30.	Dr. Kaneez Fatima And Dr. Daimi Syed Firdos	Innovative Practice: Publication of Quarterly Magazine "Sang-e-Meel" by Marathwada College of Education, Aurangabad.	108 To 113
31.	Dr.Amitkumar S. Gagare	TeachR – A New Framework of Ranking and Accreditation of Teacher Education Institutes	114 To 117
32.	Dr. Mrs. Vandana Nalawade Jadhav	Challenges in Assessment and Accreditation by QCI	118 To 120
33.	Bhagirath S. Pande	Problems In Implementing Two Year Teacher Education Programme	121 To 124
34.	Vijay Santu Patole	Assessment and Accreditation of Teacher Training Institutes: Role of Teacher Educators	125 To 131
35.	Dr. V. P. Gaikwad And Dr. S. N. Pawar	Innovative Practice of Rainwater Harvesting and Artificial Water Recharge in School Located in Drought Prone Area of Satara District	132 To 135
36.	Dr. S. N. Pawar And Dr. V. P. Gaikwad	Rooftop Rain Water Harvesting: A Case Study of Dahiwadi College Campus In Man Tahsil of Satara District (Maharashtra)	136 To 142
37.	Dr.Mukund S. Pondhe	Effectiveness of CAI Method in Teaching Physics	143 To 145

National Annual Conference on

Assessment And Accreditation of Teacher Education Institutes (16th& 17th Dec.2017)

Organized By, S.S.B. College Of Education, Shrirampur
In Association with MSSTEA

ISSN 2349-638x
Impact Factor 3.025

Evaluation in Constructivism

Dr. Vijaya Patil

Asso. Professor, School Of Education
Y. C. M. O. University, Nashik

Introduction :

Constructivism makes a decidedly different set of assumptions about learning and the processes for supporting it than do traditional curriculum-based or instructional systems approaches to designing instruction. Constructivism proposes that learning environments should support multiple perspectives or interpretations of reality, knowledge construction, and context-rich, experience-based activities. Evaluation is an integral part of the learning process. Evaluation drives the learning goals of a teacher and students, provides students with feedback about their learning, and guides teachers and students to create appropriate learning tasks. In Constructivism the process of learning is emphasized over the end product. Constructivism favours evaluation for and as learning (formative and self-assessment), as opposed to evaluation of learning (summative assessment). While behaviourism and cognitivism focus on measuring specific outcomes objectively, constructivists tend to subjectively assess student work. The journey in attaining knowledge is as important as the actual knowledge itself. There are some Principles of Constructivist Approach .

Principles of the Constructivist Approach :

1. In order for a student to learn or receive knowledge he/she must be actively involved in constructing that knowledge; it is not passively received from the environment. Perceptions, experiences, and reflections are all important in forming an overall view of something.
2. "knowing something" is arrived at through a process of the learner's continued experiences are constantly adding information that may alter the end product.

Implementing Constructivist Approaches :

There are implementing steps in Constructivist Approaches

- 1) Constructivist teachers encourage and accept student autonomy and initiative.
- 2) Constructivist teachers use raw data and primary sources along with manipulative, interactive, and physical materials.
- 3) Constructivist teachers use cognitive terminology such as "classify," "analyze," "predict," and "create" when framing tasks.
- 4) Constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content.
- 5) Constructivist teachers inquire about students' understandings of concepts before sharing their own understandings of those concepts.
- 6) Constructivist teachers encourage students to engage in dialogue both with the teacher and with one another.
- 7) Constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
- 8) Constructivist teachers seek elaboration of students' initial responses.
- 9) Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.