

The Attitude of Teachers towards Activities Conducted under CCE with Reference to Teaching-Learning-Process & Classroom Environment and Role of Teacher

Ashok Kumar Bairwa^{1*} and Satish Chand Mangal²

¹Department of Education, University of Rajasthan, Jaipur, Rajasthan, India

²Sh.Agrasen Snatakottar Shikha, Mahavidhalaya (C.T.E.), Keshav Vidyapeeth, Jamdoli, Jaipur, Rajasthan, India

Corresponding author: ashokncert2011@gmail.com

ABSTRACT

The education system in a country reflects the ethos, aspirations and expectations of a generation. Education gives positive thoughts, conducts and actions so that a man can develop himself with all dimensions of life successfully and become a satisfied person. The Report of the International Commission on Education for 21st Century to UNESCO referred to four planes of living of human individuals, namely, physical, intellectual, mental and spiritual. Thus, all round development as the stated purpose of education implies optimization of hidden potential of every child in the physical, intellectual, mental and spiritual planes. Evaluation is back bone of teaching learning process. Therefore Evaluation becomes a process for finding out how far the learning experiences are actually producing the desired results. As a result, it is possible to note in what respects the curriculum is effective and in what respects it needs improvement. In recent years, there has been a growing concern for improving the quality of achievement of all learners at school level. But this aim to improve learners' quality and to universalize the improved quality is not being realized totally due to imperfect teaching learning processes and improper evaluation practices which are conventional and narrow in their scope. They stressed the point that the evaluation should be comprehensive in nature, wherein all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed. It is a very well known fact that the evaluation practices carried out in schools aim to measure the knowledge and understanding outcomes of learners, neglecting the evaluation of skills and higher mental abilities. Therefore evaluation becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, character and physical ability of the learner. Evaluation has remained a major irritant in the entire system of educational growth and development. It is the issue discussed widely but which could not be given a proper shape to solve the problems. All policy documents pertaining to Indian education stated that evaluation system in vogue was inadequate and required changes. This study is an attempt to find out teachers' perception about the scheme of continuous and comprehensive evaluation, the problems they face while its execution and the suggestions that teachers want to give in making CCE effective and fruitful on ground realities.

Keywords: Continuous and comprehensive evaluation, evaluation, teaching-learning-process, instructional objectives

Education plays a key role in the development of a nation. School education is the foundation of education system of any nation. The major purpose of education is all round development of learners and implies optimization of hidden potential of learner. The structure of education includes various elements like as instructional objective, pedagogy, TLP, use of ICT, evaluation approach and

remedial process etc. School is an institution where talents are nurturing. Knowledge, skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyze and evaluate their experiences, learn to doubt, to question to investigate and to think independently. Evaluation is back bone of teaching learning process,

which can make and destroy the purposes of education. Constant review of curriculum and evaluation system becomes an essential exercise. Teaching and evaluation are interdependent as such one cannot think of one without the other. Evaluation is a pointless and stigmatic endeavour for teachers that require lot of time for analysis of students during TLP and beyond the class. The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. The process of evaluation also involves identifying the strengths and weaknesses of the teaching plans. Present scenario, In India many challenges to education system as reduce the workload students as well as teachers, overall skills and ability development of learner, involvement of students in learning as active participant, role of teacher etc. In the Indian education system; the term evaluation is associated with examination, stress and anxiety. Examination system must be capable to make learning and teaching meaningful and joyous for students. Evaluation is helpful to both teachers and the students. A good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the education system by giving credible feedback.

Research objectives: The present study was conducted with the following objectives as:

- ❑ To study the intensity of attitude of students towards activities conducted under CCE with reference to teaching-learning-process and classroom environment.
- ❑ To study the intensity of attitude of students towards activities conducted under CCE with reference to role of teacher.
- ❑ To study the attitude of different types of school students towards activities conducted under CCE with reference to teaching-learning-process and classroom environment.
- ❑ To study the attitude of different types of school students towards activities conducted under CCE with reference to role of teacher.

Hypothesis: Following conceptual and null hypotheses were formulated and tested:

- ❑ Students possessing positive attitude towards activities conducted under CCE with reference to teaching-learning-process and classroom environment.

- ❑ Students possessing positive attitude towards activities conducted under CCE with reference to role of teacher.
- ❑ There is no significant difference in attitude of different type of school students towards activities conducted under CCE with reference to teaching-learning-process and classroom environment.
- ❑ There is no significant difference in attitude of different type of school students towards activities conducted under CCE with reference to role of teacher.

METHODOLOGY

Research method: Considering the nature of the investigation, descriptive survey research method was followed in conducting the study.

Population and simple: CBSE affiliated schools and Rajasthan Govt. schools (CCE is executing there also) running in Jaipur district is identified as population of study. 30 Schools were selected from the population. The attitude scale was administered on the students of these schools, who studying in these secondary schools. The data producing sample of students consisted of 800 students from four type of school. The sample consisted of 200 students from each type of schools like as KVs, private, Government and missionary schools.

Data collection tool: Data for the present study were collected by administering the following data collection tool on the students of the selected schools. The details about the data collection tool developed by the investigator and used in the present study are described below:

A Scale on attitude towards activities conducted under continuous and comprehensive evaluation: The investigator developed a likert type attitude scale to measure the attitude of students towards activities conducted under continuous and comprehensive evaluation. This tool was divided in six dimensions like as TLP & classroom environment, role of teachers, values development, life skills development and evaluation & examination pattern. There were 30 items statements/items in the expert's opinion and review, - items were retained for try out. Equal member of positive statements/ items were included. Each item was followed by five responses, viz. completely agree (CA), Agree (A) Undeceive (UD). Disagree (DA) and completely

disagree (CD). A respondent was required to select any one of the responses by encircling the same. For scoring purpose, each response was allotted a pre-determined score as follows:

	CA	A	UD	DA	CD
Positive	5	4	3	2	1

The scale was administered on a sample of 800 students and scoring was done following the procedures explained above.

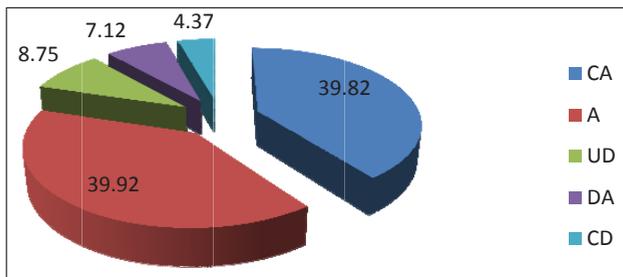
Data Analysis methods/ Techniques: Data were analyzed using different statistical techniques such as t-test, ANOVAs and also frequency and parentage analysis was carried out as per requirement.

RESULT AND DISCUSSION

(A) Attitude of students towards activities conducted under CCE with reference to teaching-learning-process and classroom environment.

Table 1: intensity of attitude of students towards activities conducted under CCE with reference to teaching-learning-process and classroom environment

Complete Agree	Agree	Undecided	Disagree	Complete Disagree
39.82	39.92	8.75	7.12	4.37



CA=Complete agree, A=Agree, UD=Undecided, D=Disagree, CD=Complete disagree

Fig. 1: Attitude of students towards activities conducted under CCE with reference to teaching-learning-process and classroom environment

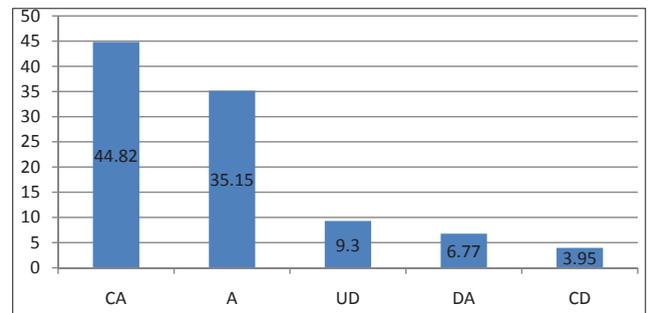
It was observed from table and Fig. 1 that 39.82 percent of students exhibited complete agree or have strongly positive attitude towards activities conducted under CCE with reference to teaching-learning-process and classroom environment. Above one-third of students had positive attitude towards activities conducted under CCE with reference to teaching-learning-process and classroom environment. Exactly one-twelve of students

exhibited neutral attitude towards activities conducted under CCE with reference to teaching-learning-process and classroom environment. The remaining 11.49 (4.37 complete disagree & 7.12 disagree) percent displayed negative attitude towards activities conducted under CCE with reference to teaching-learning-process and classroom environment. The findings thus showed that 79.39 percent (37.00 agree & 42.37 complete agree) of students had positive and little more than 10 percent above had negative attitude towards activities conducted under CCE with reference to teaching-learning-process and classroom environment. The data are graphically represented in Fig. 1.

(B) Attitude of students towards activities conducted under CCE with reference to role of teacher.

Table 2: Intensity of attitude of students towards activities conducted under CCE with reference to role of teacher

MISSING



CA=Complete agree, A=Agree, UD=Undecided, D=Disagree, CD=Complete disagree

Fig. 2: Attitude of students towards activities conducted under CCE with reference to role of teacher

It was observed from table and Fig. 2 that 44.82 percent of students exhibited complete agree or have strongly positive attitude towards activities conducted under CCE with reference to role of teacher. Above one-third (35.15%) of students had positive attitude towards activities conducted under CCE with reference to role of teacher. Exactly one-eleven (9.30%) of students exhibited neutral attitude towards activities conducted under CCE with reference to role of teacher. The remaining 10.72 (3.95 complete disagree & 6.77 disagree) percent displayed negative attitude towards activities conducted under CCE with reference to role of teacher. The findings thus showed that 79.97 percent (35.15 agree & 44.82 complete agree) of students had positive and little more than 10.72 percent had negative attitude towards activities

conducted under CCE with reference to role of teacher. The data are graphically represented in Fig. 2.

(C) The attitude of different types of school students towards activities conducted under CCE with reference to TLP & classroom environment.

Table 3: Intensity of attitude of different types of school students towards activities conducted under CCE with reference to teaching-learning-process and classroom environment

Types of schools	Number of Students (N)	Mean	SD	F-ratio
KVs	200	19.7950	4.23351	63.259**
Missionary Schools	200	17.5150	4.29441	
Private Schools	200	21.4000	2.05942	
Govt. Schools	200	21.9750	3.13264	

**Significant at 0.05 level of significance $F > 3.80$

Table 3 shows that the observed F-ratio was significant at 0.05 level of significance and hence the null hypothesis of no significant difference in attitude of different type of school students towards activities conducted under CCE with reference to teaching-learning-process and classroom environment, was rejected. It indicated that the students studying in different types of schools differed in their attitude towards activities conducted under CCE. Different mean & Standard deviation scores are the cause for variation in attitude of students.

(D) The attitude of different types of school students towards activities conducted under CCE with reference to role of teacher.

Types of schools	Number of Students (N)	Mean	SD	F-ratio
KVs	200	19.7950	4.23351	63.259**
Missionary Schools	200	17.5150	4.29441	
Private Schools	200	21.4000	2.05942	
Govt. Schools	200	21.9750	3.13264	

**Significant at 0.05 level of significance $F > 3.80$

Table 4 shows that the observed F-ratio was significant at 0.05 level of significance and hence the null hypothesis of no significant difference in attitude of different type of school students towards activities conducted under CCE with reference to role of teacher, was rejected. It indicated that the students studying in different types of schools

differed in their attitude towards activities conducted under CCE in relation to role of teacher. Different mean & Standard deviation scores are the cause for variation in attitude of students.

CONCLUSION

From the findings present above, the following conclusions are drawn:

1. Strongly more than 3/4 or 80 percent of students possess positive attitude towards activities conducted under CCE with reference to teaching-learning-process and classroom environment. One-twelve of students have neutral and one – nine of students have negative attitude towards activities conducted under the scheme of CCE with reference to teaching-learning-process and classroom environment.
2. Strongly more than above 3/4 or 80 percent of students possess positive attitude towards activities conducted under CCE with reference to role of teacher. One-nine of students have neutral and one – ten of students have negative attitude towards activities conducted under the scheme of CCE with reference to role of teacher.
3. The students studying in different types of schools differed in their attitude towards activities conducted under CCE with reference to teaching-learning-process and classroom environment.
4. The students studying in different types of schools differ in their attitude towards activities conducted under CCE in relation to role of teacher.

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