

Attitude, commitment and accountability of teachers towards class management in CCE

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Abstract

The present paper attempts to highlight the class management mechanisms adopted by the teachers to ensure implementation of Continuous and Comprehensive Evaluation in schools.

Keywords: Class management, Class room transactions, Class discipline, Learners behavior, Learners evaluation, Learners personnel and social development.

Introduction

Evaluation is an integral part of teaching-learning process. The National Policy on Education (1986) supports Continuous and Comprehensive Evaluation (CCE) incorporating both scholastic and co-scholastic of evaluation spread over total span of instructional time. It refers to a system of school-based evaluation of a student that covers all aspects of a student development. It is the modern method of evaluating all the prime dimensions of a student's personality so as the measure his/her attainment. CCE is intended to provide the teachers with a common understanding of the class management and to give priorities for school quality development through enabling learning environment. Teachers create a conducive environment in the classroom for interaction, questioning and sharing of ideas, acknowledge and appreciate the responsible of each learner and also provide equal opportunities to all learners without any discrimination.

Maintenance of the Classroom management in teaching-learning process through CCE is the responsibility of the teacher in their practices. An attitude is an expression of favour or disfavor toward a person, place, thing, or event (the attitude object). The term "commitment" refers the total capacity to act in ways that meet the organizations goals and interest. The word "accountability" is a concrete and matter-of-fact expression of what the teachers idealistically owe as duties to both their employing organization and to the students' community holistically to the society.

Pooja Singhal³ presented a research paper entitled "Continuous and comprehensive Evaluation a study of teachers' perception". It was found that most of the teachers are still unaware of the concept of CCE.

Scope of the Study: Teaching-learning is a key performance domain and the most important determinant of student attainment. Assessment is inextricably linked to the teaching-learning process. Effective teaching-learning result

from strategic planning and the creation of an appropriate learning environment. This entails the need of class management in teaching-learning strategies based on a proper understanding of the learners' active participation, behavior, discipline and assessment that are sensitive to equity issues. Teachers have not been successful above through CCE. This provide more scope for class management in teaching-learning process through CCE among teachers.

Need and importance of the study: It is need of the hour for class management in teaching-learning process through CCE to bring out the fullest potential of students and prepare them in class room transactions. The class management through CCE will help the teacher to regulate the implementation of the CCE in our schools. With class management in teaching-learning process through CCE would become more functional, efficient, flexible, growth oriented and cost effective in all aspects.

Class room transactions

The core standard Teaching-learning process has the following class evidences. Teachers should ensure Learners active participation in dialogue and discussion. He/she prepares lesson plan that ensures active engagement of learners. Teachers should provide opportunity(ies) to learners for self-learning through inquiry, exploration, discovery, experimentation and collaborative learning. They should ensure participation of each learner in the class room discussion and also sometimes, get teaching-learning materials prepared by learners. They plan challenging task for individual, group and whole class learning and ask open ended questions in lesson plans for promoting thinking in the lesson plan. They should use collection/development of rich resources for teaching, using black board as an interactive tool/media, uses of project/experiments/field trips written assignments-guided and free composition.

Learner's Response / Behaviour: Class management (class is not confined to classroom) aspect of the teacher in assessing the students' attitudes and values is based on the learner behavior. Learner behavior is assessed on do not damage school property and aware that others also should not do it, does not deface furniture or walls on school, does not indulge in acts of violence which could damage/destroy school or community property, switches off electrical gadgets when not in use, attempts to stop acts of vandalism by others and participate in maintaining common properties. Teacher should exemplify behavior as expected from learners. Teachers also assess how learners know the appropriate behavior/response in variety of situations like

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greeting guest in the school, use of appropriate language with respect to teachers and classmates. They also assess to what extent the learner displays socially appropriate behavior in class and outside.

Class management/discipline: Teachers and learners collectively should decide on classroom management rules. Teachers should ensure seating arrangement is flexible and learners sit as per the needs of activity they are engaged in. Teachers should assess to what extent learners observe self-responsibility and adhere to the rules developed collectively. Regarding to Learners performance, teachers should assess how learners know their task both in the presence and in the absence of teacher.

Learner's personal and social development: Teacher integrates life skills development with day to day classroom transaction to promote creative and critical thinking, problem solving and decision making, communication and interpersonal skills. Teachers should create and use resources like stories, audio video clips etc. to inculcate values. Teachers should involve parents focusing on the role of both school and home in personal and social development of the learner. Teachers should provide guidance and counseling to the needs of the learner. They should share success stories from old students who are exemplary in their field.

Learner's Attendance: Teachers should analyze attendance data of all students to identify absence rates of specific groups. They should address the problem with the help of SMC and parents. They should take measures to motivate learners and parents to ensure punctuality and regular attendance. They should acknowledge and appreciate punctuality and regularity of most regular learners.

Learners' progress/assessment/evaluation: Teachers should ensure each learner's progress in the understanding of concepts across subjects (focusing on how well learners acquire knowledge, develop understanding, learn and practice skills). They should take remedial measures for identified difficulties in the understanding of concepts. They should analyses cumulative data base to identified progress patterns and trends for classes and groups of learners. They should incorporate feedback from data to classroom practice. They should track individual progress from starting points and overtime, keeping in mind differential pace of learning of learners. They should motivate the learners aspire to achieve/ exceed state / national learner attainment levels.

Teachers should consider assessment as an integral part of teaching learning process. They should analyze the learners' pace, assess and link it with the current achievement levels. They should use criteria for assessment in curricular areas, sports/games, arts, personal, social qualities to be assessed on the basis of set criteria systematically with follow-up measures for improvement. They should have feedback mechanism to make continuous assessment and provide

feedback on progress and attainment of the learner. They should maintain CCE registers with detailed description reflection for improvement.

Learner's attainment at a particular grade level- teachers should have a mechanism to measure the cumulative attainment levels of the learners over the year (using previous assessment records and year end records). They should take necessary measurement at an individual level to ensure that all learners are ready for entry into the next grade.

Utilization of Teaching-learning Resources: Teachers should utilize appropriate resources for teaching-learning e.g. websites, DVDS, Video lessons reference books, LCD etc. They should use the school list of teaching learning resources/other resources with the learners pertaining to the subject.

Teacher's Reflection on his/her own Teaching-learning Practices: Teacher should note reflections on learning tasks/teacher diary, lesson plans and sharing reflections with colleagues through social network media/ CRC meeting. Teachers should adapt alternative teaching methods in case of requirements.

Conclusion

Teachers are the only hope of class management in schools among students with the help of CCE. It is however obvious that success in CCE depends upon the teachers change of attitude, commitment and accountability and to take respective actionable class management activities and use of descriptors with suitable indicators. No punishment /child abuse in any form, promotion of joyful environment in classrooms by interesting methods and TLMs, remedial teaching plan and material for improved learning, learners' fearless participation in the classroom interactions that include raising questions, participating in classroom discussions and even have courage to correct teachers if in case of requirements are the basis for the enabling learning environment.

Attitude, commitment and accountability development training/orientation programmes are organized periodically towards the understanding of teachers' roles and responsibilities in CCE and their preparedness for changing expected curricular learning standard outcome and transact their implications on the current classroom practices.

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(Received 30th May 2018, accepted 10th October 2018)