

COMMITMENT OF TEACHERS IN ASSESSING VALUES AND ATTITUDES DESCRIPTORS TOWARDS CCE

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Abstract

Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of a student development. According to No.35 of the Right of Children to Free and Compulsory Education Act, 2009 is a constitutional provision given to all children that ensures Comprehensive and continuous evaluation (CCE) of the child understands of knowledge and his or her ability to apply the same. The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the student's growth. Co-Scholastic component involves assessment areas integrated to the holistic development of each learner. Co-scholastic activities provide a series of informal learning activities which scaffolds learning at the experiential level, addresses both to the cognitive and affective domains of learning and facilitate in building the emotional profile of the learners and their personality to empower them as competent, confident and contributive citizens of the society and in this process they also enrich learning. Values and Attitudes reflect the core personality profile of the individual. It is one of the co-scholastic assessment part of CCE. It is assessed on the basis of observing and interacting with the learner in various contexts. It is assessed both in the classroom and outside. It consists of the areas namely respect for the values of National/State symbols, courteousness, respect for school/ community property, compliance of safety and traffic rules and compassion for all living creatures. These areas must be assessed by the teacher using the appropriate descriptive indicators.

Key words: CCE, Commitment, Descriptors, Indicators.

Introduction

Tamil Nadu Government announced the trimester pattern and Continuous and Comprehensive Evaluation (CCE) introduced in all schools. Continuous and Comprehensive Evaluation is the school based evaluation in a non-threatening environment. Kothari commission report(1996) recommendation in supports of CCE that school based assessment (or) internal evaluation shall include learner's growth of his/her values and attitudes which are not usually assessed by written examinations. National Curriculum Framework (NCF, 2005) also recommends that evaluation under CCE should be stress free, simple, flexible and implementable in any type of school(rural and urban) able to provide scope for creative teaching a tool for diagnosis able to link content knowledge to the life outside the school.

According to No.35 of the Right of Children to Free and Compulsory Education Act, 2009 is a

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constitutional provision given to all children that ensures Comprehensive and continuous evaluation [CCE] of the child's understanding of knowledge and his or her ability to apply the same.

The term “Commitment” refers the total capacity to act in ways that meet the organizations goals and interests (Weiner, 1982). Teachers should commit to provide quality education through the improved evaluation. He/she should assess the area of Respect for the values of National/State Symbols using the descriptive indicators viz., student is aware of the various National and State symbols, understands their meaning and significance, attends the flag hoisting on Independence day and Republic Day, sings the National and State Anthem with enthusiasm & decorum and reflects on what it means to be an Indian. The area of Courteousness could be assessed by the teacher using the descriptors always uses polite expressions appropriately, shows equal respect for everyone in speech and action, is amiable and helpful towards schoolmates, displays socially appropriate behaviour in class & outside and remains unfailingly polite, even under provocation. The area of Respect for school/community property and its descriptive indicators are student 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 participates in maintaining common properties.

The descriptor of the area Compliance of safety and Traffic rules are aware of student and comply with traffic rules, follow safety rules in the playground, do not meddle with electrical switches & appliances, careful in handling household appliances (kitchen) and takes adequate precautions with water sources. And also the descriptors of the area Compassion for all living creatures are student has a cheerful and positive presence, renders help voluntarily to others, takes initiative in protecting plants and trees, does not indulge in any form of cruelty to animals, and shows empathy towards disadvantaged. The overall assessment done by teacher requires focusing on the student that he/she exhibits adequate skill or the skill needs to be strengthened. Observation is the main mode of assessment in all areas. The teacher should observe students during play, while working in groups, in his interactions in class and how each student deals with achievement or failure (academics and other). The students should be assessed on a 5 point grading scale. At the end of each term, all the subject teachers should record the grades based on the descriptive indicators for each of Values and Attitude activities that are facilitate in enhancing citizenship qualities, respect to culture & heritage, contributing to Societal integrity & communal harmony, gender sensitivity and being humane of students in his/her register for reference.

Review of related literature

According to Jodal M.M (2011) has inferred that Continuous and Comprehensive Evaluation creates interest attention and learning attitude among the students. The term “Commitment” refers the total capacity to act in ways that meet the organizations goals and interests (Weiner, 1982). Value means in noun sense the amount that something is worth and value means in verb sense to think that something is worth a lot. Attitude refers to one's general tendency to behave in a particular way- a mind set to behave in a set pattern. Opinion is the verbal expression of an attitude. Attitudes are implicit-covert modes of behavior. Attitudes are manifest only through overt/external modes of behavior. Attitude is a state of mind or a feeling or a disposition.

Scope of the study

The present study aims at assessing the teachers commitment towards values and attitude assessment in CCE. This helps to provide better assessment of descriptive indicators based evaluation. This paper aims to construct and develop the concept of evaluation commitment of teachers with respect to values and attitudes. Holistic development of the learner is the primary objective of CCE. Apart from scholastic assessment, the teacher should assess the most important determinant of student attainment level for the co-scholastic area. Values and attitude assessment is one of the most important co-scholastic component of CCE. This study focuses on commitment teachers' assessment performance against a set of benchmark indicators or standards. The teachers' commitment is developed through their adaptation of using appropriate values and attitude descriptive indicators in assessment technique. So the teachers must understand the overall concepts of values and attitudes along with descriptors for their assessment.

Need and Importance of the study

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The ‘comprehensive’ component of CCE takes care of assessment of all round development of the child’s personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the student’s growth. Co-Scholastic component involves assessment areas integrated to the holistic development of each learner. Co-scholastic activities provide a series of informal learning activities which scaffolds learning at the experiential level, addresses both to the cognitive and affective domains of learning and facilitate in building the emotional profile of the learners and their personality to empower them as competent, confident and contributive citizens of the society and in this process they also enrich learning. Values and Attitudes reflect the core personality profile of the individual. It is one of the co-scholastic assessment part of CCE. It is assessed on the basis of observing and interacting with the learner in various contexts. It is assessed both in the classroom and outside. These areas must be assessed by the teacher using the appropriate descriptive indicators. The overall assessment done by teachers requires focusing on the student that he/she exhibits adequate skill or the skill needs to be strengthened.

Commitment of Teachers

Teachers should commit to provide quality education through their improved evaluation. To find ways to improve how teachers feel about assessment of values and attitudes in CCE so that they would become more committed. Professional commitment is the individual’s psychological attachment to the students. A teacher who is affectively committed strongly desires to remain a part of the CCE. Teacher commits to CCE because he / she “wants to”. Teachers’ understanding of learners values and attitudes attainment levels are based on their awareness, current needs through classroom experiences and personal interaction with other teachers, parents/guardians and community, treat students equally and also seek feedback from learners and parents. Class management aspect of the teacher in assessing the students’ values and attitudes is based on the learner behavior, learner performance and class discipline. Learner behavior is assessed on do not damage school property and aware that others also should not do it. Learners’ performance is assessed to know their tasks both in the presence and in the absence of teacher. Class is not confined to classroom. Learners exhibit appropriate behaviour/response in variety of situations like greeting guest in the school, respect teachers and classmates, use of appropriate language, do not damage school property and aware that others also not do it. Class discipline is assessed on learners observe self responsibility and adhere to the rules develop collectively.

Teacher’s Reflective Diaries

Teachers should note his/her reflections on assessment of values and attitudes in diaries, sharing with colleagues through social network media/ training programs and their adaptation to alternative descriptive indicators in case of requirements. They should follow the guidelines which are given in the sources of evidence SSA, RMSA, NCF and SSE (School Standard Evaluation) Frameworks. Teacher’s reflective diaries are the supportive evidence available in the school that include evidence created by the teacher based on the record of meeting with parents, learner’s observable learning outcomes, peer support Group activities, interaction with teachers, display of learner’s, observation of group activities/learning, feedback from learners and parents observation and also learner’s reflection.

Learner’s assessment

Firstly teacher should consider values and attitudes assessment for analyzing the learners’ past assessment records and links it with the current attainment levels. Teachers could make continuous assessment and provide feedback on attainment and maintain portfolios of learners with their help. Learners should be assessed on their personal and social qualities systematically with follow-up measures for improvement.

Learner’s Language

Teacher should assess the appropriate language, courteous respect to teachers and class mates and learners use of appropriate language response in variety of situations like greeting in schools. With respect to learner’s evaluation, teacher should assess and recognize their learning levels. Teacher could assess the learners pace and link it with the current attainments of values and attitudes.

Descriptive Indicators of Values & Attitudes

Personal and social qualities are assessed on the basis of set criteria systematically with follow-up measures for improvement. The assessment descriptive indicators for the respective skills are

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- 1. Respect for the values of National/State Symbols**
 - a. Is aware of the various National and State symbols
 - b. Understands their meaning and significance
 - c. Attends the flag hoisting on Independence Day and Republic day
 - d. Sings the National and State Anthem with enthusiasm & decorum
 - e. Reflects on what it means to be an Indian
- 2. Courteousness**
 - a. Always uses polite expressions appropriately
 - b. Shows equal respect for everyone in speech and action
 - c. Is amiable and helpful towards schoolmates
 - d. Displays socially appropriate behavior in class & outside
 - e. Remains unfailingly polite, even under provocation
- 3. Respect for school/community property**
 - a. Does not deface furniture or walls on school
 - b. Does not indulge in acts of violence which could damage/destroy school or community property
 - c. Switches off electrical gadgets when not in use
 - d. Attempts to stop acts of vandalism by others
 - e. Participates in maintaining common properties
- 4. Skill of Compliance of Safety and traffic rules**
 - a. Aware of and complies with traffic rules
 - b. Follows safety rules in the playground
 - c. Does not meddle with electrical switches & appliances
 - d. Careful in handling household appliances (kitchen)
 - e. Takes adequate precautions with water sources
- 5. Compassion for all living creatures**
 - a. Has a cheerful and positive presence
 - b. Renders help voluntarily to others
 - c. Takes initiative in protecting plants and trees
 - d. Does not indulge in any form of cruelty to animals
 - e. Shows empathy towards disadvantaged

The above skills should be assessed using descriptive indicators. Observation is the main mode of assessment in all areas. The teacher should observe students during play, while working in groups, in his interactions in class and how each student deals with achievement or failure (academics and other). The students should be assessed on a 5 point grading scale.

CCE Registers

The above skills should be assessed using descriptive indicators and registered in records. Observation is the main mode of assessment in all areas. The teacher should observe students during play, while working in groups, in his interactions in class and how each student deals with achievement or failure (academics and other). The students should be assessed on a 5 point grading scale. Teacher should maintain CCE registers with grades for detailed description attainment of the learner and their reflection for development and improvement.

Feedback mechanism

Learners' performance is communicated to the parents, provide descriptive feedback highlighting values and attitude area of improvement in the progress report card and make continuous assessment and provide feedback on attainment.

Refresher training / orientation of teachers

Values and attitude assessment can succeed only if the teachers are adequately prepared for practicing it. Teachers should have better commitment towards it. Teachers must have faith in values and attitude assessment is worth. Also attention must be paid to give commitment development programmes towards values and attitude assessment during in- service programmes. Every student teacher must take intensive training Values and attitude assessment in CCE at his/her pre service training itself. This preparation will give the development of comprehensive procedures for practical implementation. Teachers and teacher educators need to be continuously refreshed / oriented about Values and attitude assessment in CCE. Capacity building of teachers

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along with head master of the schools about Values and attitude assessment in CCE will help their practice of evaluation in a improved way.

Conclusion

How do the teachers assess learners’ values and attitudes development and use of evidence from interaction with students in class are the only hope of the school in its improvement. Holistic development of the learner is the primary objective of good schooling. This encompasses development of learners in cognitive, affective and psychomotor domains. Learners’ attainment results from continuous improvement over a period of time. The school aims to achieve this by developing and improving learners’ values and attitudes. Apart from the scholastic achievement assessment, it is also important for the teacher to inculcate learners’ skills in values and attitudes. Commitment of teachers in assessing co-scholastic component of Attitude and values activities are facilitate in enhancing citizenship qualities, respect to culture & heritage, contributing to Societal integrity & communal harmony, gender sensitivity and being humane.

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