

IMPLICATION AND STATUS OF TEACHING-LEARNING AND EVALUATION PROCESS IN SECONDARY SCHOOLS: AN ANALYTICAL STUDY

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ABSTRACT

Teaching-learning process is always interconnected with the quality development of the school education. It is an integral part of the school education system. The quality of school education system always depends upon the proper implementation of the teaching-learning process. Here, in this study Descriptive survey method was adopted using self-constructed tool. Again, 12 Secondary Schools were selected as sample by adopting simple random sampling technique. 53 teachers from the twelve Schools were also selected for the study which was under the Incidental sampling.

Keywords- Teaching-Learning Process, Evaluation Process, Status, Secondary School etc.

INTRODUCTION

The school education plays the prominent role in the complete development of the individual and thereby contributing to the development of the nation. The school education is confine to different aspects which are Curriculum, Teaching-learning process, Co-Curriculum Activities etc. This process helps in the harmonious development of 4 H's- Head, Heart, Hand and Health. It is an important aspect which widely influences the quality of School Education System.

STATEMENT OF THE STUDY

The statement of the study is as follows-
“Implication and Status of Teaching-learning and Examination Evaluation process of secondary schools: An analytical study.”

OBJECTIVES OF THE STUDY

- 1) To study the status of Teaching-Learning and Evaluation process in Special reference to following

parameters-

- Method of Teaching
 - Teaching aids
 - Examination Evaluation System
- 2) To study the problems faced by the teachers regarding the implementation of Teaching-Learning process in the Secondary Schools in special reference to the following parameters-
 - Method of Teaching
 - Teaching aids
 - Examination Evaluation System

DELIMITATION OF THE STUDY

- 1) The study is delimited to only two Educational Blocks of South Kamrup area which are
 - a) Rampur Block
 - b) Chhaygaon Block

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- 2) Only Provincialized Secondary Schools of the two blocks were taken for the present study.
- 3) The concept of Teaching-learning process is wide in its nature. But due to constrain of time only the following parameters of teaching-learning process were studied which are-
 - Method of teaching
 - Teaching aids
 - Examination Evaluation system

METHOD USED IN THE STUDY

Descriptive Survey Method was adopted for the present study.

POPULATION AND SAMPLE OF THE STUDY

For the present study two Blocks were selected. The all Secondary Schools of the two blocks are the population of the study. There are forty Provincialized Secondary Schools in the two blocks. In the study 12 Secondary Schools were selected as sample by adopting simple random sampling technique. 53 teachers from the twelve Schools were also selected for the study which is under the Incidental sampling.

TOOLS OF THE STUDY

The investigator developed two self constructed Questionnaires for collecting the data for teachers and Head of the Schools.

ANALYSIS AND INTERPRETATION

The analysis of the data regarding the status of Method of teaching, Teaching aids and Examination evaluation system has shown in the following tables-

Table 1.0 Medium of Instruction of the Secondary School

Medium of Instruction	No. of Schools	Different teachers teach different subjects in all classes	Only one teacher teaches all subjects in a class
Assamese	12	12	0
Percentage		100%	0%

The table reveals that all 12 schools have been using Assamese language as medium of instruction

Table 2.0 Methods of Teaching used

Method of teaching used in classroom	No. of teachers (N= 53)	Percentage
Lecture Method	53	100%
Discussion	53	100%
Group Discussion	0	0
Seminar method	0	0
Project Method	0	0
Problem solving Method	5	9.43%
Experimental method	4	7.54%
Others	0	0

The above data show that all the teachers of 12 Secondary schools use lecture method and Discussion method during the class teaching.

Table 3.0 Preparation of Lesson Plan

No. of Teachers	Yes	Percentage	No	Percentage
53	3	5.66%	50	94.34%

Table 3.0 shows that most of the teachers (94.34%) do not prepare lesson plan before Class teaching.

Table 4.0 Availability of Teaching aids in the Secondary schools

Teaching aids	No. of School	Percentage
Chart	4	33.33%
Model	1	8.33%
Picture	12	100%
Reference books	10	83.33%
Teaching aid for visually impaired students	2	16.67%

From the above data it has found that all schools have picture as teaching aid.

Table 5.0 Source of Teaching Aids

Source	Number of school	Percentage
Govt. Aid	0	0%
Teacher's Aid	12	100%
Student's Aid	0	0%
Private Aid	1	8.33%

The table 5.0 reveals that all Schools collect their teaching aid from the teacher's fund. And only 1 School collects the teaching aid from private fund.

Table 6.0 Process of Evaluation System

Evaluation Process		No. of Schools	Percentage
Measures adopted to measure the acquired knowledge of learners	Oral	2	16.67%
	Written	12	100%
	Both	2	16.67%
	Other	0	0%
Examination conducted other than Annual Exam	Weekly	0	0%
	Monthly	0	0%
	Quarterly	12	100%
Pattern of Question	Essay type	12	100%
	Objective type	12	100%
	Combination of both	12	100%

Evaluation of learners	Mark system	12	100%
	Grade system	0	0%
Practical test		2	16.67%
Facing Disciplinary Problem related	Question paper	0	0%
	Mal practice	9	75%
	Other	0	0%
Sending Students to the National talent Exam		10	%
Special instruction before sending the students to National talent Exam		0	0%

From the above table it has found that generally the students are tested through written test. Among the Schools 2 Schools adopt both oral and written test for evaluate the students.

Table 7.0 Problem faced regarding the implementation of Method of Teaching

Statements	Yes	Percentage	No	Percentage
Inadequate trained teachers	51	96.23%	2	3.77%
Lacking of training relevant to the curriculum	53	100%	0	0%
Inadequate Infrastructural facilities in applying different teaching techniques	50	94.34%	3	5.66%
Lack of teaching aids related to different innovative methods	49	92.46%	4	7.54%
Inadequate condition of classrooms	47	88.68%	6	11.32%
Overloaded curriculum	50	94.33%	3	5.67%
Large number of students in a class	40	75.47%	13	24.53%

The above table shows that most of the teachers of Secondary Schools agree with the problems like lack of training, lack of infrastructure facility, overloaded curriculum etc. for not properly implementing the method of teaching in the Schools.

Table 8.0 Problem faced regarding Teaching Aid

Statements	Yes	Percentage	No	Percentage
Insufficiency of required text books for the teachers in School	40	75.47%	13	24.53%
Language of text books asymmetrical to age of learners	16	30.19%	37	69.81%

Requirement of children is not reflected in text book	27	50.94%	26	49.06%
Very limited articles in School	46	86.79%	6	11.31%
Deficiency in proper arrangement in keeping teaching articles	52	98.11%	1	1.89%
Insufficiency in required teaching aids	50	94.34%	3	5.66%
Problem of spelling mistakes in text books	10	18.87%	43	81.13%
Lack of training for using new teaching aids	42	79.24%	11	20.76%

The above table shows that most of the teachers of Secondary Schools agree with the problems like insufficiency of teaching aids, lack of infrastructure facility, lack of training etc. for not properly implementing the teaching aids in the Schools.

Table 9.0 Problem faced regarding Examination Evaluation System

Statements	Yes	Percentage	No	Percentage
Overall evaluation of learners is not possible through traditional examination system	53	100%	0	0%
Method of evaluation is traditional	40	75.47%	13	24.53%
Method of evaluation is unscientific	30	56.60%	23	43.40%
Difficulty in assessing overall acquired knowledge by learners through traditional evaluation system	53	100%	0	0%
Lack of training regarding to conduct different types of evaluation system	41	77.36%	12	22.64%
Different management problem faced in conducting new evaluation system	25	47.17%	28	52.83%
Problem of improper time table related to the evaluation system	30	56.60%	23	43.40%
Problem of overloaded curriculum	44	83.02%	9	16.98%
Lack of infrastructure facilities	50	94.34%	3	5.66%
Lack of adequate laboratory for conducting practical examination	53	100%	0	0%

Table 9.0 shows that most of the teachers of Secondary Schools agree with the problems like evaluation method is traditional, existing methods are not appropriate for overall evaluation of the students, lack of infrastructure facility, lack of training etc.

FINDINGS OF THE STUDY

- 1) The present study reveals that all the Secondary Schools of 2 blocks of South kamrup area use Assamese language as a medium of instruction and different teachers teach different subjects in all classes and all the teachers adopt lecture method and discussion method for class teaching.
- 2) It has been found that most of the Secondary School teachers do not prepare Lesson Plan for class teaching and regarding the teaching aids, all the schools use pictures and reference books related to different subjects.
- 3) Sampled Secondary Schools generally evaluate the students through written test. Quarterly examinations are conducted in the Schools and the pattern of the questions combined with both essay type and objective type questions.
- 4) Most of the Secondary Schools (75%) face disciplinary problem as Mal Practice of the students Examination Evaluation system and teachers face problems of Inadequate infrastructure facility, lack of training, lack of teaching aids, inadequate condition of classroom, overloaded curriculum regarding the proper implementation of Method of teaching.
- 5) Teachers also face problems of insufficiency of required text books, limited articles in School, deficiency in proper arrangement in keeping teaching articles and aids, lack of training regarding implementation of teaching aids in the Secondary schools.

- 6) Regarding the Examination evaluation system most of the Secondary School teachers agreed that the existing examination evaluation system is traditional and unscientific and it is not appropriate for the overall evaluation of knowledge of the students. Most of the teachers viewed that they have faced problems of training, management problem, overloaded curriculum, inadequate infrastructure for proper Implementation of Examination evaluation system.

CONCLUSION

The overall analysis of the study indicates that the existing teaching-learning process of Secondary Schools is not up to the mark. In 21st century Educational technology has achieved a great progress but on the other hand most of the Secondary Schools of South Kamrup are not progressing with the pace of time and national development.

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