CHAPTER - 5

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SUMMARY

5.0 INTRODUCTION

The recent movement in assessment of Educational objectives has been the result of an honest confession of our inability to measure with precision, the human qualities with all their intricate levels of variation and mix-up of observable and non-observable attributes. It has reduced the wide 101 point range of scale to a viable short range. It gives only rough estimates of learner ability, no doubt; but the estimates are more realistic and reliable than the false precision in terms of marks. The possibility of an error in judgement in awarding one grade-point in the place of another is relatively much less when compared to the possibility of awarding 59 marks instead of 60 marks. Thus the narrow range scale used in grading minimizes the inter-examiner differences in evaluation.

The strength of an educational system largely depends upon the quality of its teachers. It is a teacher who helps to transform an individual into a person of imagination, wisdom, human love and enlightenment, and institutions into lampposts of posterity, and the country into a learning society. The National Policy on Education (1986) has rightly remarked “The status of the teacher reflects the socio-cultural ethos of a society; It is in this context that today a teacher occupies a unique and significant place in any society.

The efficacy of educative process depends on school ethos, classroom climate, working style of the teachers, which enables them to be an exemplary teacher. In primary and upper Secondary Schools, the students will be highly influenced by the teacher. In majority of the occasions, the teacher will be the role model for the students. In later stages they may be influenced by other persons in the society. Hence, the teachers who have to set him as an example should be both effective and happy. Professional Competency is the potential to make educative process effective, with expertise and thoroughness of content, which was fabricated nicely with methodology of teaching with clear exposition précised skill, abundant knowledge and creative
mind to improvise low cost, no cost teaching and learning material to supplement his teaching. Higher achievement in education facilities better adjustment of students. In present scenario academic achievement has come to occupy the central position. As high achievement in schools build self-esteem and self confidence among the children, which leads to better adjustment with the group. In the present educational system, the concept of providing education is changed now the parents want their children to be admitted in such a school were all round development of the child is possible. The development of the children is possible only when proper individual attention is given to them for enhancing the knowledge attained or skills developed in school subjects usually reflected by test scores or marks assigned by the teachers or by both. Considering the above literature, the researcher has taken a problem for the research study - Teacher Effectiveness, Classroom Environment and Academic Achievement as determinants of attitude of Students towards grading system in Evaluation.

5.1 THE PROBLEM

TEACHER EFFECTIVENESS, CLASSROOM ENVIRONMENT AND ACADEMIC ACHIEVEMENT AS DETERMINANTS OF ATTITUDE OF STUDENTS TOWARDS GRADING SYSTEM IN EVALUATION.

5.2 OBJECTIVES OF THE STUDY

The investigator has framed following objectives

- To study the Teacher Effectiveness in determining the attitude of students towards grading system in evaluation.
- To find the effect of Classroom Environment in determining the attitude of students towards grading system in evaluation.
- To study the role of Academic Achievement in determining the attitude of students towards grading system in evaluation.
- To study the role of Gender and type of Board in determining the attitude of students towards grading system in evaluation.
5.3 HYPOTHESES

H₀₁ There will be no significant effect of Teacher Effectiveness on attitude towards grading system in the context of gender with respect to CBSE students.

H₀₂ There will be no significant effect of Teacher Effectiveness on attitude towards grading system in the context of gender with respect to CGBSE students.

H₀₃ There will be no significant effect of Classroom Environment on attitude towards grading system in the context of gender with respect to CBSE students.

H₀₄ There will be no significant effect of Classroom Environment on attitude towards grading system in the context of gender with respect to CGBSE students.

H₀₅ There will be no significant effect of Academic Achievement on attitude towards grading system in the context of gender with respect to CBSE students.

H₀₆ There will be no significant effect of Academic Achievement on attitude towards grading system in the context of gender with respect to CGBSE students.

H₀₇ There will be no significant effect of Teacher Effectiveness on attitude towards grading system in the context of CBSE and CGBSE Boards.

H₀₈ There will be no significant effect of Classroom Environment on attitude towards grading system in the context of CBSE and CGBSE Boards.

H₀₉ There will be no significant effect of Academic Achievement on attitude towards grading system in the context of CBSE and CGBSE Boards.

H₀₁₀ There would be no significant help of CCE in accurate evaluation of students studying in CBSE schools.

H₀₁₁ There would be no significant help of CCE in accurate evaluation of students studying in CGBSE schools.

H₀₁₂ There would be no biasness by the teachers in evaluating through CCE pattern as predicted by CBSE students.

H₀₁₃ There would be no biasness by the teachers in evaluating through CCE pattern as predicted by CGBSE students.

H₀₁₄ There would be no marked satisfaction in CBSE students when evaluated through CCE system.
There would be no marked satisfaction in CGBSE students when evaluated through CCE system.

There would be no significant focus of CCE on special expertise of CBSE students.

There would be no significant focus of CCE on special expertise of CGBSE students.

There would be no significant preference of grading system in CBSE students.

There would be no significant preference of grading system in CGBSE students.

5.4 SAMPLE SELECTION PROCESS

The investigator has selected the sample based on the population of Schools and Students available in Durg District of Chhattisgarh.

5.5 POPULATION

The Universe of the study consist students belong to 195 CCE pattern schools and 1870 non-CCE pattern school in Chhattisgarh. As the study is limited to Durg district of Chhattisgarh the population would be the class XI students studying in 60 CCE pattern schools and 152 non-CCE pattern schools.

5.6 SAMPLE

The schools (sample) for the study was 10 schools from CCE and 12 from non-CCE were selected on random sampling in the order of their registration (as per the list of Education Department of Chhattisgarh) on the ratio of 2:5.

The XI grade students studying in CCE and non-CCE schools were 1287 (698 Boys and 589 Girls) and 2245 (1094 Boys and 1151 Girls) respectively. From the above student population the sample taken for the study is shown in the table given below.

The final sample is as follows

<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBSE</td>
<td>158</td>
<td>154</td>
<td>312</td>
<td></td>
</tr>
<tr>
<td>CGBSE</td>
<td>156</td>
<td>162</td>
<td>318</td>
<td>630</td>
</tr>
</tbody>
</table>

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5.7 TOOLS OF THE STUDY

For the collection of data the researcher has used following tools to reach up to the result

- **Teacher Effectiveness Scale**

  To measure the variable, “Student Ratings of Teaching Effectiveness Scale” developed by Dr. Shashikala Deshpande, which has ten dimensions such as Socio-Emotional climate, Competence, Communication, Systematic/business like behavior, Classroom management, Clarity, Structure, Warmth, Enthusiasm, Opportunity to Learn.

- **Classroom Environment Scale**

  To measure the variable, “Sharma Adolescents’ School Satisfaction Inventory [SASSI] developed by Dr. (Mrs.) Meenakshi Sharma was used by the investigator which has four factors such as Students themselves, Teachers and Teaching, Curriculum and Text-books, School-plant-organization and administration etc.

- **Academic Achievement**

  To measure academic achievement of XI students the X\textsuperscript{th} board result has taken in to consideration.

- **Attitude towards grading system (Opinionative Tool)**

  To measure attitude towards grading system, the investigator has structured five open-ended questions to collect the opinion of the students towards grading system.

5.8 STATISTICAL ANALYSIS

A mixed method approach was adopted by the investigator to analyze the quantitative and qualitative data. Two board system three quantitatively measured variables along with gender provided a scope for Regression analysis through which ‘F’ value, R square change and ‘t’ were calculated.
5.9 RESULTS

5.9.1 RESULT 1

$H_01$ There will be no significant effect of Teacher Effectiveness on attitude towards grading system in the context of gender with respect to CBSE students.

Result
The regression analysis shows that the variable Teacher Effectiveness has no effect on attitude towards grading system in boys and girls of CBSE board schools. The students have not predicted any dimension of teacher effectiveness on attitude towards grading system.

5.9.2 RESULT 2

$H_02$ There will be no significant effect of Teacher Effectiveness on attitude towards grading system in the context of gender with respect to CGBSE students.

5.9.3: RESULT 3

$H_03$ There will be no significant effect of Classroom Environment on attitude towards grading system in the context of gender with respect to CBSE students.

<table>
<thead>
<tr>
<th>Mode</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>197</td>
<td>0.039</td>
<td>0.033</td>
<td>1.16827</td>
<td>0.039 6.277 0.000</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Warmth
b. Board = CGBSE, Gender = Boys

The Regression analysis shows that the boys of CGBSE board predicted a dimension of Teacher Effectiveness i.e., Warmth is effecting their attitude towards grading system, while no other dimension of Teacher Effectiveness is effecting the attitude towards grading system.

In case of CG Board girls none of the dimension of Teacher Effectiveness is effecting the attitude towards grading system.
5.2 Model Summary

<table>
<thead>
<tr>
<th>Mode</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R Square Change</td>
</tr>
<tr>
<td>1.</td>
<td>.269a</td>
<td>0.072</td>
<td>0.066</td>
<td>1.17899</td>
<td>0.072</td>
</tr>
</tbody>
</table>

- Board = CBSE, Gender = Boys
- Predictors: (Constant), Teachers and Teaching, Academic Achievement
- Predictors: (Constant), Teachers and Teaching

From the above table, the Rsquare change result is converted in to percentage which shows 7.2% of the sample is predicting Teachers and teaching. That means the dimension of classroom environment i.e., Teachers and teaching is effecting the attitude towards grading system in CBSE boys.

5.3 Model Summary

<table>
<thead>
<tr>
<th>Mode</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R Square Change</td>
</tr>
<tr>
<td>1.</td>
<td>.201a</td>
<td>0.040</td>
<td>0.34</td>
<td>1.16061</td>
<td>0.040</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), School Plant Organization and Administration
b. Board = CBSE, Gender = Girls

The result shows that the dimension of classroom environment i.e., School Plant Organization and Administration is predicted by 4% girls studying in CBSE schools.

5.9.4: RESULT 4

Hₐ₄ There will be no significant effect of Classroom Environment on attitude towards grading system in the context of gender with respect to CGBSE students.

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Result
The Regression analysis shows that none of the variable and its dimensions were predicted to be
effective on attitude towards grading system by both boys and girls studying in CGBSE board
schools.

5.9.5: RESULT 5

H₅₅ There will be no significant effect of Academic Achievement on attitude towards grading
system in the context of gender with respect to CBSE students.

<table>
<thead>
<tr>
<th>Mode</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>.269a</td>
<td>0.072</td>
<td>0.066</td>
<td>1.17899</td>
<td>0.072</td>
</tr>
<tr>
<td>2.</td>
<td>0.340b</td>
<td>0.116</td>
<td>0.104</td>
<td>1.15499</td>
<td>0.43</td>
</tr>
</tbody>
</table>

• Predictors: (Constant), Teachers and Teaching, Academic Achievement
• Board = CBSE, Gender = Boys

Result - 38.5% are predicting Academic achievement as being effective on attitude towards grading system by CBSE boys.
But Academic achievement is not predicted by CBSE girls.

5.9.6: RESULT 6

H₆₆ There will be no significant effect of Academic Achievement on attitude towards grading
system in the context of gender with respect to CGBSE students.

Result
The Regression analysis shows that Academic Achievement is not predicted to be effective on
attitude towards grading system by boys and girls of CGBSE schools.

5.9.7: RESULT 7

H₇₇ There will be no significant effect of Teacher Effectiveness on attitude towards grading
system in the context of CBSE and CGBSE Boards.
Result
The result shows none of the board students predicted none of the dimensions of teacher effectiveness to be effective on their attitude towards the grading system.

5.9.8: RESULT 8

\( H_0 \) There will be no significant effect of Classroom Environment on attitude towards grading system in the context of CBSE and CGBSE Boards.

<table>
<thead>
<tr>
<th>Mode</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>.202a</td>
<td>0.041</td>
<td>0.038</td>
<td>1.17906</td>
<td>R Square Change: 0.041, F Change: 13.248, Sig: 0.000</td>
</tr>
</tbody>
</table>

- Predictors: (Constant), Curriculum and Text book
- Board = CBSE

Result
The result shows Curriculum and Textbook, a dimension of Classroom Environment is positively predicted to be effective on attitude towards grading system by the students of CBSE board, while the CGBSE students have not predicted any dimensions of classroom environment to be effective on attitude towards grading system.

5.9.9: RESULT 9

\( H_0 \) There will be no significant effect of Academic Achievement on attitude towards grading system in the context of CBSE and CGBSE Boards.

<table>
<thead>
<tr>
<th>Mode</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>0.02a</td>
<td>0.041</td>
<td>0.038</td>
<td>1.17906</td>
<td>R Square Change: 0.041, F Change: 13.248, Sig: 0.000</td>
</tr>
<tr>
<td>2.</td>
<td>.240b</td>
<td>0.57</td>
<td>0.51</td>
<td>1.17077</td>
<td>R Square Change: 0.016, F Change: 5.404, Sig: 0.021</td>
</tr>
</tbody>
</table>
• Predictors : (Constant),  *Curriculum and Text book*
• Predictors : (Constant),  *Curriculum and Text book*,  *Academic Achievement*
• Board = CBSE

**Result**

The result shows that both CBSE and CGBSE board students have positively predicted Academic Achievement to be effective on attitude towards the grading system.

**5.9.10: RESULT 10**

**H$_{010}$** There would be no significant help of CCE in accurate evaluation of students studying in CBSE schools.

<table>
<thead>
<tr>
<th>5.7 Model Summary $^b$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>

• Predictors : (Constant),  *Academic Achievement*
• Board = CBSE
• Dependent variable – Attitude towards grading system (Q1)

**Result**

The result shows that the students of CBSE board predicted that CCE help in accurate evaluation of *Academic Achievement*. According to their responses the more the academic achievement the less attitude towards grading system. In other words to be said that the high achievers are not in favour of grading system while low achievers are predicting that CCE helps in accurate evaluation. The above result is derived from the co-efficient table that the beta value is -.204.

**5.9.11: RESULT 11**

**H$_{011}$** There would be no significant help of CCE in accurate evaluation of students studying in CGBSE schools.
### 5.8 Model Summary

<table>
<thead>
<tr>
<th>Mode</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R Square Change</td>
</tr>
<tr>
<td>1.</td>
<td>.175a</td>
<td>0.031</td>
<td>0.028</td>
<td>0.49385</td>
<td>0.031</td>
</tr>
</tbody>
</table>

- Predictors: (Constant), Academic Achievement
- Board = CGBSE
- Dependent variable - Attitude towards grading system (Q1)

**Result**

The students who are not in CCE pattern also predicted that more the achievement the less the attitude towards grading system.

### 5.9.12: RESULT 12

**H012** There would be no biasness by the teachers in evaluating through CCE pattern as predicted by CBSE students.

### 5.9 Model Summary

<table>
<thead>
<tr>
<th>Mode</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R Square Change</td>
</tr>
<tr>
<td>1.</td>
<td>.178a</td>
<td>0.032</td>
<td>0.029</td>
<td>0.43106</td>
<td>0.032</td>
</tr>
</tbody>
</table>

- Predictors: (Constant), Curriculum and Textbook
- Board = CBSE
- Dependent variable – Attitude towards grading system (Q2)

**Result**

The result shows that the students of CBSE Board who were under CCE pattern of evaluation predicted Curriculum & Textbook is the factor for no-biasness by the teachers in their classroom.
environment, which means that the teachers are not biased in transecting the curriculum in the classroom.

5.9.13: RESULT 13

H₀₁₃ There would be no biasness by the teachers in evaluating through CCE pattern as predicted by CGBSE students.

<table>
<thead>
<tr>
<th>5.10 Model Summary b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
</tr>
<tr>
<td>------</td>
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<tr>
<td></td>
</tr>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>

- Predictors: (Constant) , Socio Emotional Climate
- Board = CGBSE
- Dependent variable- Attitude towards grading system (Q2)

Result

The CGBSE students who are not under CCE evaluation opined that Socio-Emotional climate is the factor they believe is to be predictive effecting the non-biasness of their teachers.

5.9.14: RESULT 14

H₀₁₄ There would be no marked satisfaction in CBSE students when evaluated through CCE system.

<table>
<thead>
<tr>
<th>5.11 Model Summary c</th>
</tr>
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<tbody>
<tr>
<td>Mode</td>
</tr>
<tr>
<td>------</td>
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<tr>
<td></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

- Predictors: (Constant) , Teachers and Teaching
- Predictors: (Constant) , Teachers and Teaching, Classroom Management
- Board = CBSE
Result
The result shows that Teachers and Teaching (C.E), and Classroom Management (T.E) are predicted to be the factor for satisfaction in being evaluated through CCE pattern.

5.9.15: RESULT 15

H₀₁₅ There would be no marked satisfaction in CGBSE students when evaluated through CCE system.

<table>
<thead>
<tr>
<th>5.12 Model Summary b</th>
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<tbody>
<tr>
<td>Mode</td>
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<tr>
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<tr>
<td>1.</td>
</tr>
</tbody>
</table>

- Predictors : (Constant) ,Warmth
- Board = CGBSE

Result
The result shows that the students who are not under CCE pattern have predicted Warmth (T.E) is the factor for satisfaction to be evaluated through CCE pattern.

5.9.16: RESULT 16

H₀₁₆ There would be no significant focus of CCE on special expertise of CBSE students.

<table>
<thead>
<tr>
<th>5.13 Model Summary b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>

- Predictors : (Constant) ,Classroom Environmental (Total)
- Board = CBSE
The result says the CBSE students feel that the variable Classroom environment is responsible for their graded well in their area of expertise the factors: Students Themselves, Teachers and Teaching, Curriculum & Textbook, School Plant Organization and Administration are influencing as per their expertise.

5.9.17: RESULT 17

$H_0^{17}$ There would be no significant focus of CCE on special expertise of CGBSE students.

Result
The result says that the students who are not under CCE evaluation have not predicted any variable or factor of variable to be graded on their expertise. Obviously the students are not under CCE evaluation therefore they have no say in this matter.

5.9.18: RESULT 18

$H_0^{18}$ There would be no significant preference of grading system in CBSE students.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.120a</td>
<td>0.014</td>
<td>0.011</td>
<td>0.4943</td>
<td>0.014</td>
</tr>
</tbody>
</table>

- Predictors: (Constant), Academic Achievement
- Board = CBSE

Result
The result says that the CBSE students believe that Academic Achievement is their preference for CCE pattern of evaluation. It may be because the students feel comfortable to get grades instead of numerical assessment.

5.9.19: RESULT 19

$H_0^{19}$ There would be no significant preference of grading system in CGBSE students.
Result

The CGBSE students who are not under CCE system have not opined either positive or negative preference regarding their choice CCE pattern obviously they are not under CCE pattern they have no say in this matter.

CONCLUSION

According to the research studies reviewed here aspects of classroom assessment, influence students motivation to learn, it answers to many of the problems faced by more traditional method, some researchers stress on that the right grading policies can promote both self esteem and academic success. According to some researchers, the new grading system forces teachers to rethink, unlike other challenges school face, grading is something teacher can control. Standard based grading reduces meaningless paper work. Some researchers found that strategically assessment can have a positive effect on student’s motivation and these desire to acquire knowledge and pursue skill development. According to the studies assessment process play a very critical role in the success of students as well as the progress. Grading system enhances democratic classroom environment while the students get rid of examination anxiety and enjoy the process of learning.

5.10 SUGGESTIONS FOR FURTHER RESEARCH FELLOWS

Every research work is important as it is said that no research work is final further research work is required in some specific areas. Much research work has been done in Teacher Effectiveness, Classroom Environment, Academic Achievement and little research work is seen in evaluation process as we are very much concerned about our educational system and evaluation process. Academic achievement is the major aspect of academic part or education.

Work has been done on classroom learning environment and student motivation. Many works had shown a significant effect of social status, parent-child relationship behavior and school management on academic achievement.

Study done on Teacher Effectiveness has been done and the result indicates that various factors work as a source. Study done on academic achievement showed a significant result between the
teacher student relationship in many aspects it is found that academic achievement of any student increases due to classroom learning environment and teacher effectiveness very less research has been done on grading system in India. As grading system is a very important system of evaluation process in which both i.e., academic and non-academic part is measured.

As researcher has chosen the topic Teacher Effectiveness, Classroom Environment and Academic Achievement as determinants of Attitude of Students towards Grading System in Evaluation and it is a very fine work embodied by the researcher. So some suggestions for further research work are required.

5.10.1 SUGGESTIONS FOR TEACHERS

- Teachers should posses’ eternal as well as external qualities in them.
- Teacher must be skilled in all aspects so that he/she can measure both formative and summative aspects of the students.
- Teacher should not be biased.
- Teacher must participate in Teacher training up gradation programme.
- Teacher should maintain cumulative record of each and every child (student).
- Teacher should have good communication power.
- Teacher should avoid the tendency of negligence while making the report cards.
- Teacher must be ready to take the advantage of learning opportunities.
- Teacher must be able to maintain socio-emotional climate of the classroom.
- Teacher should be competent in all aspects.
- Teacher should be able to develop curiosity among the students.
- Teacher Parent interaction is must regarding grading system.

5.10.2 SUGGESTIONS FOR SCHOOL MANAGEMENT

- Outlook towards evaluation process of the management must be positive.
- School environment as well as classroom environment must be conducive.
- Various exposures must be provided by the school administrators for the students.
- Ample opportunity must be provided by the school to each and every student.
• Initiation towards various academic programmes must be given by the management to their teachers.
• School management must provide an annual target to their teachers regarding their class performance.

5.10.3 SUGGESTIONS FOR PARENTS

• Parents must be aware of new educational policies.
• The concept of grading system must be made clear to the parents.
• Time to time suggestions by the parents is also a part of such important evaluation and their suggestions must be welcome by the school and the management.
• Parents must develop positive attitude of their child towards the new academic system.
• Parents must support the school regarding the tests/weekly test and other assignments.
• Assignments given to the child as a task must be completed by the child and parents must give a look at a glance what their child is doing.
• Parents should create proper home environment for their children.
• Parents should be able to measure the academic parameters of their child in each and every area.
• Parents should provide facilities to their children.

5.10.4 SUGGESTIONS FOR STUDENTS

As education is a tri-polar process were students role is also prominent regarding their academic part.

• Students must be aware of such systems.
• Students must develop positive attitude towards changing perspectives of the society.
• They must accept new evaluation systems.
• They must develop healthy competitive spirit among them.
• Students must develop scientific temperament.
• Quality of self determination is must for the students.

5.10.5 SUGGESTIONS FOR CURRICULUM MAKERS
The role of curriculum maker is very important in such grading system the syllabus and the textbook needs to supplemented with exercises’ that will increase the interest of the student for example more and more project work should be given in the chapters, emphasis on language proficiency.

- Syllabus should be practical based so that knowledge of the student must be concrete.
- Syllabus must be understandable by the teachers & by the students.
- The curriculum makers committee should include school teachers also for the development of curriculum.
- Curriculum should not be rigid.
- Syllabus should not be vast.
- Curriculum should be re-constructed after every two years.
- Time to time curriculum committee members should be changed.

5.10.6 SOME SUGGESTION FOR FURTHER RESEARCHERS

- New dimensions on teacher-learning effectiveness tool must be constructed.
- Such research work should be done on XII appearing students.
- The study may be replicated on convent school students.
- Self made tool must be constructed for classroom environment.

5.11 FOLLOW UP STUDIES

- A comparative study of teacher effectiveness and school environment of rural and urban school teachers.
- A study on grading system of teachers using new technology in classroom.
- Impact of new technology and grading system on scholastic achievement of school students.
- A study on attitude towards grading system of parents.
- A study on value of grading system among the students.
- A study on effect of grading system on non-scholastic achievements.
• A study on academic achievement based on evaluation process of hostellers and day scholars.
• A study on attitude towards grading system among high achievers and low achievers.
• A co-relational study on evaluation process and scholastic achievement.
• A study on attitude towards grading system of trained and untrained teachers.
• A study on Classroom environment as a determinant of scholastic achievement.
• A study on effect of learning styles on academic achievement of CBSE students.
• A study on attitude towards grading system of educated and uneducated parents.
• A study on attitude of rural parents towards evaluation process.
Abbreviations Used

- A A – Academic Achievement
- CBSE – Central Board of secondary Education
- CCE - Continuous and Comprehensive Evaluation
- C E – Classroom Environment
- CCE - Continuous and Comprehensive Evaluation
- CGBSE – Chhattisgarh Board of Secondary Education
- CGPA – Cumulative Grade Point Average
- EIOP – Eligible For Improvement of Performance
- FA – Formative Evaluation
- GPA – Grade Point Average
- HRD – Human Resource Development
- NPE – National Policy of Education
- POA – Program of Action
- QUAL – Qualifying Certificate
- RTE – Right to Education
- SE – Summative Evaluation
- SSA – Sarv Shiksha Abhiyaan
- T E – Teacher Effectiveness
- TGT – Trained Graduate Teacher