

Perception of Teachers on CBSE Curriculum

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Abstract

The purpose of this research is to study the perception of Teachers on the CBSE Curriculum under Various dimensions. The study adopted a normative survey design. A questionnaire on the perception of teachers on the CBSE Curriculum was used to collect data. The study was carried out in 6 secondary schools in Kanchipuram. Data was analyzed using normativestatistics. Findings from the study indicated that teachers handling various classes under curriculum considers the curriculum as very appropriate for their students in all dimension. This study recommends CBSE curriculum has been widely implemented across India and that students from this curriculum excel in their field.

Keywords: Perception of teachers, CBSE curriculum,

Introduction

A curriculum is the combination of instructional practices, learning experiences, and students' performance assessments that are designed to bring out and evaluate the target learning outcomes of a particular course. A Curriculum is a framework that sets expectations for student learning. It serves as a guide for teachers, a roadmap if you will, that establishes standards for student performance and teacher accountability. The curriculum includes everything that takes place and everything that does not take place, within the purview of the school. The curriculum refers to the lessons and educational content to be taught to a learner in a school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, competencies to be attained, courses of study, subject-wise learning outcomes and content, pedagogical practices and assessment guidelines. The curriculum provided by CBSE is based on National Education Policy 2020 and seeks to provide opportunities for students to achieve excellence in learning.

Curriculum and the Teacher

CBSE curriculum advocates competency-based learning and all pedagogical practices are learner-centric.

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The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

They would promote active learning among students with a focus on reflections, connecting with the world around them, and creating and constructing knowledge.

Need for the Study

Schools affiliated to CBSE are widely spread across the country and hence plays a vital role in shaping the future generation of India. Teachers as curriculum transactors must believe strongly in the curriculum transacted by them so as to bring a fruitful outcome of learning among the students. Hence it is important to know their view on the curriculum.

Statement of the Problem

The problem is stated as the Perception of Teachers on the CBSE curriculum

Objectives of the Study

1. To find out the significant difference in perception of teachers on the CBSE curriculum with reference to age group.
2. To find out the significant difference in perception of teachers on the CBSE curriculum with reference to their qualifications.
3. To find out the significant difference in perception of teachers on the CBSE curriculum with reference to classes handled.

Hypotheses

1. There is no significant difference in the perception of teachers on the CBSE curriculum with reference to age group.
2. There is no significant difference in the perception of teachers on the CBSE curriculum with reference to their qualifications.
3. There is no significant difference in the perception of teachers on the CBSE

curriculum with reference to classes handled.

Methodology

The study adopted a normative survey design. A questionnaire on the perception of teachers on the CBSE curriculum developed by the investigator was used in the present study. The investigator adopted random sampling method for data collection. The investigator has selected 6 higher secondary schools in Kanchipuram district. The samples for the present study consist of 124 teachers handling various classes in CBSE schools. For analyses of percentage, arithmetic mean was used in the present investigation.

Analysis of data

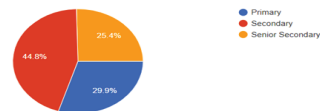


Figure 1.1 Percentage of teachers on the CBSE curriculum with reference to age group

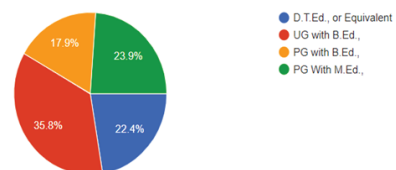


Figure 1.2 Percentage of perception of teachers on the CBSE curriculum with reference to their qualification

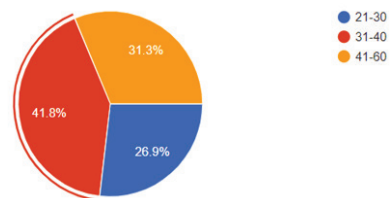


Figure 1.3 Percentage of perception of teachers on the CBSE curriculum with reference to their classes handled

Null Hypothesis No.1

There is no significant difference in the

perception of teachers on the CBSE curriculum with reference to age group.

Table 1.1 The significant difference in perception of teachers on the CBSE curriculum with reference to age group

The Score of perception of teachers with reference to age group.	Age	N	Min	Max	Mean	Std. Deviation
	21-30	36	43	64	55.056	7.090
	31-40	56	39	64	53.910	5.173
	41-60	42	37	64	55.404	7.338

From the table 1.1 The computed f value is found to be 1.984 which is lesser than 1.020 at 0.05 level of significance and thus the null hypothesis is accepted. Hence it is concluded that there is no significant difference in the

perception of teachers on the CBSE curriculum with reference to age group.

Null Hypothesis No.2

There is no significant difference in the perception of teachers on the CBSE curriculum with reference to their qualifications.

Table 1.2 Significant difference in the perception of teachers on the CBSE curriculum with reference to their qualifications

The Score of perception of teachers with reference to their Qualification.	Qualification	N	Min	Max	Mean	Std. Deviation
	D.T.Ed.,	31	43	64	52.033	4.757
	UG with B.Ed.,	48	44	64	55.979	6.094
	PG with B.Ed.,	24	37	64	56.166	7.033
	PG with M.Ed.,	32	39	64	54.125	7.131

From the table 1.3 The computed f value is found to be 3.532 which is lesser than 1.984 at 0.05 level of significance and thus the null hypothesis is accepted. Hence it is concluded that there is no significant difference in the

perception of teachers on the CBSE curriculum with reference to their qualification.

Null Hypothesis No.3

There is no significant difference in the perception of teachers on the CBSE curriculum with reference to classes handled.

Table 1.3 There is no significant difference in the perception of teachers on the CBSE curriculum with reference to classes handled

The Score of perception of teachers with reference to classes handled	Gender	N	Min	Max	Mean	Std. Deviation
	Primary	40	43	64	53.40	6.228
	Secondary	60	44	64	55.233	5.168
	Senior Secondary	34	37	64	55.235	8.370

From the table 1.3 the computed f value is found to be 2.532 which is lesser than 1.984 at 0.05 level of significance and thus the null hypothesis is accepted. Hence it is concluded that There is no significant difference in the perception of teachers on the CBSE curriculum with reference to classes handled.

Conclusion

The curriculum envisages individual learning propensity and seeks to explore the potential of students in acquiring knowledge and skills. With greater orientation and research skills in core areas, students would evolve as judicious young adults with a sense of real self-estimate having true values and principles.

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