

**ATTITUDE OF THE TEACHER TOWARDS
CONTINUOUS AND COMPREHENSIVE EVALUATION
[CCE]**

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CERTIFICATE

This is to certify that the dissertation entitled “**ATTITUDE OF THE TEACHER TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION [CCE]**” Submitted to **SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION (AUTONOMOUS)** affiliated with Tamil Nadu Teacher Education University Chennai. for the award of the Degree of the **Master Of Education** is a record of original research work done by **ANBUSELVAM.R.** register no. **2014E01** during the period of **2014 – 2015** in my supervision and guidance and the dissertation has not formed the basis for the award of any Degree / Diploma / Associateship / Fellowship or similar title to any candidate of any University or Institution.

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DECLARATION

The dissertation entitled “**ATTITUDE OF THE TEACHER TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION [CCE]**” Submitted to through **SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION (AUTONOMOUS)** for the award of the Degree of the **MASTER OF EDUCATION** is a record of original research work done by **ANBUSELVAM.R. REGISTER NO. 2014E01** during the period of **2014–2015** under the guidance and supervision of **Dr. S.RAJAGURU** and the dissertation has not been submitted earlier, in full or part, for any Diploma or Degree in this or any other University.

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CHAPTER 1

1.0 INTRODUCTION

Education aims at making children capable of becoming responsible, productive and useful members of society . Knowledge skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyses and evaluate their experiences, learn to doubt, to question to investigate and to think independently.

But Globalisation concept entered in every sphere of society have important implications for education. We are witnessing the increasing commercialization of education. Also We need to be vigilant about the pressures to commodity schools and the application of market-related concepts to schools and school quality.

The increasingly competitive environment into which schools are being drawn and the aspirations of parents place a tremendous burden of stress and anxiety on children, including the very young to the detriment of their personal growth and development, and thus hamper the joy of learning. The aims of education simultaneously reflect the current needs and aspirations of a society as well as its lasting values and the immediate concerns of a community as well as broad human ideals.

At any given time and place they can be called the contemporary and contextual articulations of broad and lasting human aspirations and values. An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help us arrive at principles to guide

classroom practices. Conceptual development is thus a continuous process of deepening and enriching connections and acquiring new layers of meaning. Alongside is the development of theories that children have about the natural and social worlds, including themselves in relation to others, which provide them with explanations for why things are the way they are, the relationships between causes and effects, and the bases for decisions and acting.

To fulfill these objectives the school system has to adopt new type of evaluation including the above said aspects. At present the state board and central board schools in tamilnadu have introduced the continuous comprehensive evaluation (CCE) system up to secondary school level but teachers ,students and parents are having different opinions and attitude towards CCE. this warrants the investigators to conduct research on different aspects of CCE.

1.2 MEANING AND CONCEPT 'CONTINUOUS' AND 'COMPREHENSIVE EVALUATION :

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students development. It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioral outcomes on the other.

In this scheme the term 'continuous' is meant to emphasis that evaluation of identified aspects of students 'growth and development' is a continuous process

rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and for their self evaluation. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co scholastic aspects of students' growth and development.

Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like :

- ❖ Knowledge
- ❖ Understanding/Comprehension
- ❖ Applying
- ❖ Analyzing
- ❖ Evaluating
- ❖ Creating feedback of evidence to teachers and students

The scheme is thus a curricular initiative, attempting to shift emphasis from testing to holistic learning. It aims at creating good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence. It is opened that this will equip the learners to meet the challenges of life with confidence and success.

1.3. Educational Commissions And Committees On Continuous

Comprehensive Evaluation:

The Hunter Commission (1882), Calcutta University Commission or Sadler Commission (1917-1919), Hertzog Committee Report (1929), the Report of Central Advisory Board / Sergeant Plan (1944), Secondary Education Commission / Mudliar (1929) all made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation. This aspect has been strongly taken care of in the National Policy on Education- 1986 which states that “Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time”

Report CBE Committee on Policy on the Committee for Review of NPE-1986-recommendation brought out by Government of India in 1991 lays down norms for “continuous comprehensive internal evaluation and suggests safeguards against abuse of this evaluation system. Report on the brought out by MHRD, Govt. of India in January, 1992 has also referred to the provisions of NPE with regard to evaluation process and examination reforms and also suggested 'continuous and comprehensive internal evaluation of the scholastic and non-scholastic achievement of the students.

The need for Continuous and Comprehensive School-based Evaluation has been reiterated over the last few decades. The Kothari Commission report (1966) observed, 'On the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal . Assessment as contained in his

cumulative record. This certificate may be attached to that given by the Board in connection with the external examination.

It further adds, 'This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students' growth that are measured by the external examination and also those personality traits, interests and attitudes which cannot be assessed by it.

The report of role and status of the board of secondary education (1997) of the task force boards of secondary education (1997) the observed: in our scheme of things, it is the school boards which are expected to play the central role in the academic renovation of the school system. in other words, leadership has to come from the board. once the boards get committed to this vital and supplementary system of evaluation and push it vigorously, this innovation will come to be accepted by more and more schools.

It further states that 'no agency than the boards should promote continuous comprehensive evaluation and that is why it is sought to be emphasized that the boards have to play a pioneering role in this regard'. "learning without burden"- a report of the national advisory committee appointed by the ministry of human resource development, department of education, govt of India has stated that:" board examination, taken at the end of class x and xii, have remained rigid, bureaucratic, and essentially un educative accordingly, national curriculum framework - 2005 proposing examination reforms stated - "indeed, boards should consider, as a long-term measure, making the class x examination optional, thus permitting students continuing in

the same school (and who do not need a board certificate) to take an internal school examination instead.

As a sequel to above, the position paper on 'examination reforms' by NCERT2006, says, "indeed, it is our view that the tenth grade exam be made optional forthwith. tenth-graders who intend continuing in the eleventh grade at the same school and do not need the board certificate for any immediate purpose, should be free to take a school-conducted exam instead of the board exam." evaluation is goal directed, and educational outcomes are judged in terms of goal attainment. every educational program should aim for the all round development of the personality of the child. therefore, the learning experiences provided in the school should contribute toward the achievement of the desired goals.

1.4 . REVIEWING THE CCE:

Closely related to what needs to be assessed is the critical question about the periodicity of a child's progress. Assessment of the outcomes of learning in holistic education is integral to the teaching-learning process. Each session on learning should involve three parts: process of learning, applying what has been learned, and assessment of what has been learned.

This is one way learning and assessment can combine. In order to have Continuous and Comprehensive evaluation , both scholastic and co-scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing, changing and comprehensive profile for each learner that is honest, encouraging and discreet. While teachers daily reflect, plan and

implement remedial strategies, the child's ability to retain and articulate what has been learned over a period of time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. Weekly, fortnightly, or quarterly reviews (depending on the learning area), that do not openly compare one learner with another and are positive and constructive experiences are generally recommended to promote and enhance not just learning and retention among children but their soft skills as well. In order to improve the teaching learning process, Assessment should be both Formative and Summative Assessment.

1.5 TYPES OF ASSESSMENT:

There are two types of assessment practiced in the educational system .They are formative and summative .Formative assessment is a tool used by the teacher to continuously monitor student progress in a non threatening, supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher. usually the summative evaluation is conducted at the end of the end of the process or course .

1.5.1 THE MAIN FEATURES OF FORMATIVE ASSESSMENT ARE :

- ❖ The on aim feature of formative assessment are as follows.
- ❖ Diagnostic and remedial in nature.
- ❖ Makes the provision for effective feedback

- ❖ Provides the platform for the active involvement of students in their own learning.
- ❖ Enables teachers to adjust teaching to take account of the results of assessment
- ❖ Recognizes the profound influence assessment has on the motivation and self-esteem of students, both of which are critical influences on learning
- ❖ Recognizes the need for students to be able to assess themselves and understand how to improve
- ❖ Builds on students' prior knowledge and experience in designing what is taught.
- ❖ Incorporates varied learning styles into deciding how and what to teach.
- ❖ Encourages students to understand the criteria that will be used to judge their work.
- ❖ Offers an opportunity to students to improve their work after feedback.
- ❖ Helps students to support their peers, and expect to be supported by them.

Formative assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

Summative assessment is carried out at the end of a course of learning. It measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades.

Assessment that is predominantly of summative nature will not by itself be able to yield a valid measure of the growth and development of the child. It, at

best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative assessment system also produces enormous stress and anxiety among the learners. It is this that has led to the emergence of the concept of Continuous and Comprehensive School-Based Evaluation.

1.6 Features of Continuous and Comprehensive Evaluation

The following are the some of the futures of CCE

- The 'continuous' aspect of CCE takes care of 'continual' and 'periodicity' aspect of evaluation.
- Continual means assessment of students in the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation.
- Periodicity means assessment of performance done frequently at the end of unit/term (summative)
- 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 pupil's growth.

- Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include Life Skills, Co-Curricular, attitudes, and values .Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests.
- These are followed up with appropriate interventions followed by retesting.
- Assessment in Co-Scholastic areas is done using multiple techniques on the basis of defined criteria, while assessment in Life Skills is done on the basis of Indicators of Assessment and checklists.

1.7 Functions of comprehensive and continuous evaluation :

In the teaching- learning process, the evaluation is expected to take care of scholastic and co-scholastic aspects. If a child is weak in some area, diagnostic evaluation and remedial measures should be adopted Comprehensive evaluation.

1.7.1 IMPORTANT FUNCTIONS OF CONTINUOUS AND COMPREHENSIVE EVALUATION ARE AS FOLLOWS:

- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps in regular assessment to the extent and degree of learner's progress (ability and achievement with reference to specific scholastic and co-scholastic areas).

- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and her needs. It provides immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching in the whole class or whether a few individuals are in need of remedial instruction.
- By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self assessment of how she studies. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals. It helps a learner to determine the areas of instruction in which more emphasis is required.
- Continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes, and value systems.
- It helps in making decisions for the future, regarding choice of subjects, courses and careers.
- It provides information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future successes of the learner.

Continuous and comprehensive evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is required.

Many times, because of some personal reasons, family problems or adjustment problems, the children start neglecting their studies, resulting in

sudden fall in their achievement. If the teacher, child and parents do not come to know about this sudden fall in the achievement and the neglect in studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.

If the teacher, child and parents do not come to know about this sudden fall in the achievement and the neglect in studies by the child continues for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.

The major emphasis of continuous comprehensive evaluation is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

1.8 NEED FOR THE STUDY:

The common school education curriculum aims at developing active and committed citizens in the national stream of sustainable economic and industrial development with technological base, social cooperation, cultural extensions, scientific attitude and language proficiency. A spirit of tolerance needs to be imbibed in our children's minds by performing in cohesive groups for gaining from a variety of learning experiences designed to achieve unity in diversity in life and career. Basic skills such as classical culture and values, effective

communication, complex computations, keen observation and logical analysis and rich heritage, individual and social behavior, and economic thinking and action, are attributed to the learning of common subjects of Tamil, English, Mathematics, Science and Social Science. IT skills, good physical health, basics of fine and performing arts, tendency to do Social service, oriental thoughts and practices, and sportive spirit are developed by additional subjects like computer study, health and yoga, arts and music and sports and games and an additional language .But so called evaluation or examination system practiced in the schools was not included in the above said aspects .per receiving the inadequacy of the so called evaluation system , the policy makers and education list have indeed continuous and comprehensive evaluation system in the state board and central board schools of Tamil nadu .the teachers are the backbone of the CCE system and they spare the maximum time for consolidating the evaluation report .on this context the in this context ,the investigator taken up this research.

1.9 STATEMENT OF THE PROBLEM:

- ❖ The continuous and comprehensive evaluation (CCE) system is very recently implemented in the school .Tamilnadu the government has provided in –service training to the teachers on continuous comprehensive evaluation (CCE) .But more of the teachers are finding difficulties for implementing the continuous comprehensive evaluation (CCE)
- ❖ In their class room for the teachers are having different attitude towards the (CCE). In this context the investigator attempted to study the attitude of the teachers towards continuous and comprehensive evaluation.

1.10 IMPORTANT TERMS USED IN THE STUDY:

Attitude - G.W Allport has defined an attitude as —A mental or neural state of readiness organized through experiences, exerting a directive or dynamic influence upon the individual response to all objects and situations with which it is related .

CONTINUOUS AND COMPREHENSIVE EVALUATION- continuous and comprehensive evaluation refers to newly implemented evaluation system in Tamil Nadu by Government of Tamil Nadu. In this evaluation both scholastic and non scholastic aspects are evaluated.

1.11 THE OBJECTIVES OF THE STUDY:

- 1.To study the attitude of teachers towards continuous and comprehensive evaluation
- 2.To study the significant difference if any in the attitude of teachers towards continuous and comprehensive evaluation with regards to their gender difference, teaching experience, nature of residence ,types of school where they are working.

1.12 .HYPOTHESES OF THE STUDY:

- 1.There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation with regards to their gender difference.
- 2.There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation. with regards to their teaching experiences.

3. There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation with regards to their nature of residence.

4. There is no significant difference in the attitude of teacher towards continuous and comprehensive evaluation with regards to the types of school where they are working.

1.13. DELIMITATIONS OF THE STUDY:

Research studies in general will have limitations due to many factors. It is the responsibilities of the researcher to see that study is conducted with maximum care in order to be reliable. However, the following limitations were unavoidable in the present study.

1. The study was confined to only secondary school Teachers of Musri educational district Tamil Nadu.
2. The study was not done with more variables; only gender, locale, experience and type of managements were taken as the variable.

In spite of the above cited limitations, sufficient care has been taken in selecting the sample, constructing the tool, gathering reliable data, and applying appropriate data and statistical analysis etc.

1.14. ORGANISATION OF THESIS:

The dissertation is presented in five chapters.

Chapter-I

First chapter deals with introduction, concept and meaning of continuous and comprehensive evaluation(CCE) and attitude, need for the study, objectives and limitation of the study.

Chapter-II

The review of related literature is presented in the second chapter. The review contains both studies in India and abroad .

Chapter-III

Third chapter deals with methodology adopted for this study. Further construction of the tool, selection of the sample and data gathering procedure are explained.

Chapter-IV

The tabulation, analysis and interpretation of the data collected for this study is given in this continuous and comprehensive evaluation.

Chapter-V

The fifth chapter deals with the findings and conclusion of the study. It also includes suggestion for further research, implication of the study, bibliography and appendices.

CHAPTER-II

REVIEW OF RELEATED LITURATURE

2.1. INTRODUCTION

Review of literature is of paramount importance and it helps the researchers in making concept clear; provide evidence that the researcher is familiar with what is already known and what is still unknown and untested. The background of the study can be developed with literature review. The effective research is based on previous knowledge this step helps to eliminate the duplication to what has been done and provides useful hypothesis and help suggestion for significant investigation

Further of related literature is one of the pre-requisites of the investigator to have identified his research problem more reliable and purposeful more than that in a systematic way. It gives the deepest depth in a subject in which the investigator is involved himself in finding situations for the problem, he has selected for this research study. On this line it is a vital need of every investigation to see what happened in the area of his present study in the past in this connection as many information as possible through all the ways and means and bring value

to his investigation'. in this chapter the investigator gathered good number of reviews pertained to the research topic and presented under different heads.

2.2 STUDIES CONDUCTED IN INDIA:

R. G. Kothari and Mary Venetia Thomas (2012) "A study on implementation of continuous comprehensive evaluation in upper primary schools" The number of days in a particular term is one hundred and thirty. The duration of each period is forty five minutes. Seventy one percent of teachers had more than forty numbers of students in their classes, twenty one percent had students between thirty and forty and only eight percent of teachers had less than thirty students in their classes. The number of formative assessments conducted per term varied as per teachers. Majority of the teachers (fifty two percent) revealed that they conducted three formative assessments in a term and twenty percent revealed that they conducted four formative assessments per term. Fifteen percent however conducted only one assessment per term and eight percent claimed to conduct five assessments per term. A weight age of 75:25 was given for scholastic and co-scholastic aspects by fifty seven percent teachers. Twenty eight percent teachers gave a weight age of 60:40 for the same while fifteen percent gave a weight age of 80:20. According to fifty nine percent of teachers there were 4 periods per week for co- curricular activities in their schools and according to thirty one percent there were 5 periods per week for the same. Four percent reported to have 6 periods per week for co-curricular activities while two percent reported a number of 7 periods per week. It was found that projects, assignments, quizzes, oral questions and research work were used for making formative scholastic assessments. However only forty one percent teachers

claimed to have used all of them. Others used either of them. Assignments were used to the maximum but research work was used to the least. Almost all teachers (ninety three percent) conducted diagnostic tests and remedial measures for students and out of that fifty six percent conducted it after class hours and thirty seven percent conducted it during class hours. Sixty one percent of teachers said that they assessed life skills, thinking skills, emotional skills and social skills of students but none of them could clearly specify the sub skills they measured under the above mentioned skills. Under thinking skills it was mentioned that they assessed logical Implementation of Continuous and Comprehensive Evaluation 173 thinking, identification and analysis of problem and raising questions. Under social skills communication, leadership, group work, interaction with others, empathy and taking criticism positively were reported to be checked for and regarding emotional skills learners' expressions and responses to emotions were only checked.

PRASHANT THOTE (2014) “An analysis of secondary school teachers towards fdp of continuous and comprehensive evaluation” observed that teachers were still not clear about the various aspects of CCE which further lead to ambiguity in the school .Also may teachers complain that during the interactions the head of institution are not able to give clear cut instructions and it results in confusion and it lead to loss of whatever they had gained in such training program me . More ever training are attended by only a limited number of teachers who on the return able to train rest of the teachers. The interlinking, overlapping of scholastic ,co-scholastic their teaching and training and fitting in of the club in the school curriculum also a poses a serious questions. All these hindrance could be

overcome by opening the heart and sharing of the weakness and strength. The strength of one may become the strength of all and solutions may pooled. A Study of Attitude of Teachers towards Faculty Development Programmers' of CCE has been dealt with in this paper. The sample included 200 primary school teaches of Central India selected by using random sampling technique, "The attitude of secondary school teachers towards different aspects of in-service training programmers" developed by authors was used for the collection of required data. 't-test' technique was adopted for data analysis. It is concluded that there is no significant difference between Rural and Urban, Male and Female and Teaching Experience (1-10 and 11-20+) teachers attitude towards in-service training programs of CCE

Avatar Singh (2013)"A Attitude Of Student Teachers Towards Continuous And Comprehensive Evaluation With Reference To Gender Caste And Hapite" observed that Continuous Comprehensive Evaluation (CCE) is the buzz word being in the air since the talks of the examination reforms being given utmost importance as far as the Indian education system is concerned. Since the problem under study is mainly confined to the B.Ed. course of the Faculty of Education and Psychology of The Maharaja Sayajirao University of Baroda alone, and the population i.e. 180 students of B.Ed. course, being too small, the entire population of the said course was taken for the sample. But out of the 180 admitted at B.Ed., nine students had left the course because of one or other reasons. The effective strength of B.Ed. was 171. But on the day of the data collection only 143 students were present. Out of these 143 students, four students

had not filled the response properly thus data from 139 students were being taken into consideration.

Dev Parkash (2006) “A philosophical study continuous and comprehensive evaluation” The purpose of assessment is necessarily to improve the teaching-learning process and material, and be able to review the objectives that have been identified for different school stages, by gauging the extent to which capabilities of the learners have been developed. Examinations play an important part in one’s educational career. The present examination System in India is predominately focusing on the intellectual skills mainly and the present and the society further supporting it, the psycho motor and affective domains of holistic learning have not received their due importance. But the aim of education is developing the ‘whole child’ Holistic education demands development of all aspects of individual’s personality including cognitive, affective and psycho motor domains. In the present scenario it is very stressful for the parents, teachers and students only to be working on cognitive aspects without learning the processes of learning. Teachers’ professional self esteem and promotions are geared to the scholastic marks attained by their learner. Focusing on excellence in academics alone undoubtedly result in lop-sided development of personality. In order to bring about the improvement in the quality of the education and the holistic development of the child who is tomorrow’s global citizen, evaluation process should focus adequately on both scholastics and non-scholastic areas of development. Hence the focus needs to shift to continuous and comprehensive evaluation.

Ajit mondal and jayanta mete(2013) “An appraisal continuous and comprehensive evaluation ”on. Continuous and comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student’s development. It helps in improving student’s performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance. By facilitating all-round development of students providing all the students the same opportunity to display their individual potential, helping the teacher to realize the effectiveness of teacher-learning process, continuous and comprehensive evaluation technique proves itself as a boost to students

Monika (2013)”continuous and comprehensive evaluation challenges and plausible solutions” It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standard of Education. It becomes essential for the teachers to adopt a scheme of continuous evaluation that helps in confirming whether or not his learners have mastered or not. Albeit evaluation is done to measure the knowledge and understanding outcomes, the evaluation of non-cognitive aspects like attitudes, appreciation, interests, personal and social qualities of students are seldom carried out evaluation practices carried out in schools are still conventional in their nature and purposes. Selection of the most appropriate techniques for a situation and development the necessary tolls as well as making decision upon the periodicity for the same is must in the challenging scenario of education. The present paper

examines the concept of CCE, its importance, challenging scenario of evaluation practices in Indian Schools with strategies and plausible solutions

Madhuri Isave(2006) “Study The Continuous And Comprehensive Evaluation Scheme At A Secondary School” School education is a basic education that everybody should educate in the country This expectation realized in ‘Education for All’ scheme of education. The time of our independence many commission and committees emphasized upon the free and compulsory education. National Policy of Education laid so much importance on school education. Every student at the school level laying down minimum levels of learning and emphasized upon Continuous Comprehensive evaluation scheme at school level. The present paper examines the concept of CCE as per the view points of framework and its implementation at school level.

- ❖ The objectives of the study were To study the current evaluation system in secondary school
- ❖ .To examine the viewpoints regarding CCE presented in the framework.
- ❖ To study the practice of CCE in secondary school.
- ❖ A survey research methodology was selected. Tools used for the study is
- ❖ questionnaire which was based on view points expressed in the framework. 30
- ❖ secondary school teachers were selected from three Marathi medium schools. Questionnaire was distributed and analyses as per the responses given by the teachers. Analysis was done into two parts that is Scholastic and no scholastic area of evaluation. Conclusions were drawn.
- ❖ The present study were concluded that,

- ❖ Evaluation practices are carried out in school but not exactly the view points as mentioned in the framework.
- ❖ Lack of daily record maintenance and daily feedback.
- ❖ Formative feedback is not provided.
- ❖ Remedial instruction discuss in PTA meeting or mentioned in the diary.
- ❖ Teachers were not prepared their own evaluation tool CCE is a hectic process for them.

The role of CCE is very important when our aim is to improve learner's quality in the cognitive as well as in the non-cognitive domains. In the context of school it is a continuous updating of teachers about their students. CCE facilitates students effective learning as well as their all round development of personality with its multiple tools and techniques and corrective measures. It is an integral part of teaching learning process which promotes standard of school.

The scheme of CCE is an effective tool to enhance the quality of teaching learning processes in the school. The emphasis is now ensuring that every child not only acquire the knowledge and skills but also the ability to use these competencies in real life situations. CCE is an examination reform initiative which has the potential of removing almost all the ills of examinations improving learning through continuous feedback and brings in qualitative improvement in education at school level. The CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India. The operational and implementation challenges need to be taken care of by the provision of adequate teaching resources and training facilities. The new teaching-learning patterns envisaged by CCE will reap benefits in the long run by initiating

Indian education into stress free education. In concluding the discussion it can be said that the new concept comprehensive and continuous evaluation is a multidimensional one encompassing within its fold the act of identifying the weakness of a learner at every stage and thereby helping the process of remedial measures. It is also an indicator of lacuna/pitfall/short coming, if any in planning the educational activity itself. It will reduce stress and anxiety which often builds up during and after the examination which could have an adverse impact on young students. It will also help the learners to develop holistically in terms of personality by also focusing on the co-scholastic aspects which will be assessed as part of the Continuous and Comprehensive Evaluation scheme. Indian schools need reasonable teacher-student ratios and changes in the nature of the teacher-student relationship, from an unequal, hierarchical relationship to that of co-participants in a joint process of knowledge construction. So also the creation of adequate resources and opportunities in schools for the development of the multiple facets of students' personalities, involving students and parents both in understanding the aims of assessments and ways of achieving it.

Godwin Prem Singh and Prajina P.V. (2014) "continuous and comprehensive evaluation –a mean to the educational advancement of tribal students" Nowadays the educational system in India is subjected to unadorned criticism. From the primitive time itself different intervention has been made in this field with an objective of universal elementary education. Lately education is converted as fundamental right. Among the several state of India, Kerala places an enviable position in the educational and social cultural plot. The state is also going through a wide range of transition in the field of education. The globalized needs

of people do not except education and the demands for qualitative education is being amplified. Successful evaluation is the tangible way for improving the quality of education. Hence, based on the recommendation of Kerala Curriculum framework (2007); the state started new evaluation system called CCE (Continuous and Comprehensive Evaluation) in the year 2008. CCE refers to the evaluation of students that covers all aspect (scholastic as well as co-scholastic) of student's development. Even though currently the social indicators like education, health etc. is very high in Kerala, the same among tribal community is comparatively very low. Hence in this paper the researcher would like to explain how the CCE is effective on improving the academic performance and also the life skill of the tribal students

Parijat Subhash Joshi (2013)"study of continuous comprehensive evaluation scheme at elementary school" the education for all scheme of Government realized the expectations that everybody should be educated in the country. The time of our independence many commission and committees emphasized upon the free and compulsory education. National Policy of Education laid so much importance on school education. Every student at the school level laying down minimum levels of learning and emphasized upon Continuous Comprehensive evaluation (CCE) scheme at school level. The present paper examines the concept of CCE as per the view points of framework and its implementation at school level. 15 elementary schools were selected from study area. Questionnaire was distributed and analyses as per the responses given by the teachers. Analysis was done into two parts that is Scholastic and non scholastic areas of evaluation. The present study carried out in Buldhana District (M.S.) was

concluded that, Evaluation practices are carried out in school but not exactly the viewpoints as mentioned in the framework

Pooja Singhal (2012) “Continuous and comprehensive evaluation a-study of teacher perception” School is an institution where talents are nurtured. Therefore it becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, character and physical ability of the learner. Indian education is moving from summative to a continuous evaluation system. This study is an attempt to find out teachers’ perception about the scheme of continuous and comprehensive evaluation, the problems they face while its execution and the suggestions that teachers want to give in making CCE effective and fruitful on ground realities. The sample consisted of 100 government school teachers from Delhi region. The result of the study revealed that currently the perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers. The teachers are not adequately prepared for the effective execution of CCE in government schools. Further the study revealed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.

prashant thote (2014) “An Analysis Attitude Of Secondary School Fad Of Continuous And Comprehensive Evaluation” During the course of training on CCE researchers observed that teachers were still not clear about the various aspects of CCE which further lead to ambiguity in the school .Also may teachers complain that during the interactions the head of institution are not able to give clear cut instructions and it results in confusion and it lead to loss of whatever

they had gained in such training programme. Moreover training are attended by only a limited number of teachers who on the return able to train rest of the teachers. The interlinking, overlapping of scholastic, co-scholastic their teaching and training and fitting in of the club in the school curriculum also poses a serious questions. All these hindrance could be overcome by opening the heart and sharing of the weakness and strength. The strength of one may become the strength of all and solutions may pooled. A Study of Attitude of Teachers towards Faculty Development Programmers' of CCE has been dealt with in this paper. The sample included 200 primary school teachers of Central India selected by using random sampling technique, "The attitude of secondary school teachers towards different aspects of in-service training programmes" developed by authors was used for the collection of required data. t-test technique was adopted for data analysis. It is concluded that there is no significant difference between Rural and Urban, Male and Female and Teaching Experience (1-10 and 11-20+) teachers attitude towards in-service training programs of CCE.

pratibha rani, jyotindra kumar(2013) "Continuous And Comprehensive Evaluation For Quality Achievement" recent years there has been a growing concern for improving the quality of achievement of all learners at elementary and secondary level. School education is the necessary foundation for strengthening human resources that has been deemed central for the National development. Since the time of our independence, many committees and commissions persistently emphasized upon the free and compulsory education in our country. Among various measures that have been adopted to expand the provisions for realizing the goal of Universalizing elementary education, the National Policy on

Education (1986) and POA (1992) had made several recommendations to improve the quality of school education. The recommendations include the child centered approach improvement in the quality of school education. The recommendations include the child centered approach improvement in the quality of education through reform in the context and the process of education teacher, laying down minimum levels of learning and emphasis upon continuous and comprehensive evaluation. This paper examines the concept of continuous and comprehensive evaluation, its need and importance, role of teachers and its implementation in schools with an empirical support.

R.sivakumar(2013) "students attitude towards continuous and comprehensive evaluation of upper primary school" Evaluation is widely acknowledged as a powerful means of improving the quality of education. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of learner evaluation. The state of Tamil Nadu has been through a series of educational reforms over the last decade or so and the introduction of CCE in the state is one among them. As emphasized the Curriculum Framework (2007) the implementation of new evaluation practices focusing on CCE was introduced right from primary to secondary level. Though the state has made all-out efforts to implement CCE in its true spirit, the questions that remain unanswered are that whether CCE has been actually and effectively implemented in all classes, what problems are being faced by teachers while implementing CCE. The present paper is a brief attempt made in this regard and is directed towards answering these questions and giving suggestions for the same. The study has been conducted on

teachers of upper primary government schools of Tamilnadu .The present study deals with students' attitude towards continuous and comprehensive Evaluation of upper primary schools. The investigator has randomly selected seven school students in various upper primary levels. Also the result reveals that significant difference between students attitude towards continuous

Pazhanimurugan(2015) “Teacher attitude towards continuous and comprehensive evaluation on secondary schools” is an institution where talents are nurtured. Therefore it becomes very important to continuously revise and introduce such measures and schemes which will impact the mind, character and physical ability of the learner. Indian education is moving from summative to a continuous evaluation system. This study is an attempt to find out teachers' perception about the scheme of continuous and comprehensive evaluation, the problems they face while its execution and the suggestions that teachers want to give in making CCE effective and fruitful on ground realities. The sample consisted of 50 government school teachers from Sivagangai District. The result of the study revealed that currently the perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers. The teachers are not adequately prepared for the effective execution of CCE in government schools. Further the study revealed that the large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution

G. R. Angadi (2013) “ Impact Of Continuous And Comprehensive Evaluation And Fixed Internal Schedule Of Reinforcement On Academic Achievement Of Secondary School Students In English” The study was designed

to find out the impact of continuous and comprehensive evaluation and fixed interval schedule reinforcement on academic achievements of VIII standard students in English. It was experimental design and completed in two phases with the duration of 60 days, 30 days for each phase. In first phase experimental group was evaluated by continuous and comprehensive evaluation and in second phase experimental group was evaluated continuous and comprehensive evaluation and also was given fixed interval schedule reinforcement. In first phase 30 students were randomly selected from VIII class. This sample was divided into two equal groups. One served as control group and other as experimental group. A pretest was conducted to both the groups in the subject of English. Both groups were taught by subject specialist of English. Control group was only taught and was not given any treatment whereas experimental group was taught and evaluated by teacher made test during session. After completion of 30 days teaching, a post test was conducted in English. In second phase 30 students were randomly selected from IX class. This sample was divided into two equal groups. One served as control group and other as experimental group. A pretest was conducted to both the groups in the subject of English. Both groups were taught by subject specialist of English. Control group was only taught and was not given any treatment whereas experimental group was taught and evaluated by teacher made test and reinforcement was given with a fixed interval schedule, after every sixth day, during session. After completion of 30 days teaching, a post test was conducted in English. It was found that continuous and comprehensive evaluation and fixed interval schedule reinforcement has significant relationship with learning and academic achievements in the subject of English at secondary school level. It is recommended that educational institutional management and government may

arrange capacity building programs for teachers to familiarize them with evaluation, its importance and its process. Curriculum designers and developers may design and develop continuous and comprehensive evaluation tools within curriculum documents for each subject keeping in view the requirements of fixed interval schedule reinforcement in the manuals for textbook instruction.

Kusum Sharma (2013) “Attitude of teachers continuous comprehensive evaluation” The main contention of the study is to find out the attitude of teachers towards continuous and comprehensive evaluation. Accordingly the hypotheses was formulated. For this purpose the sample of 100 teachers were purposively selected. After establishing proper rapport the attitude scale was administered to the subjects. The data was scored according to the scoring procedure given in the manual. To study the significance of difference between the various groups t test was applied. The overall results indicated that the there is significant difference between the attitude of school teachers towards continuous comprehensive evaluation in relation to locality experience and nature of school. The mean score of female teachers attitude were more then the male teachers mean score towards CCE. The t-value was calculated.0.021 which was insignificant at 0.01 level of significance. Thus this proves that there is no significant difference between the attitude of male and female teachers toward continuous comprehensive evaluation. The mean score of private school teachers attitude were more then the government school teachers mean scores towards CCE. The t-value was calculated 3.11 which was significant at 0.01 level of significance. Thus this proves that there is significant difference between the attitude of government and private school teachers towards continuous comprehensive evaluation. The mean score of Urban

school teachers attitude were more than the rural school teachers mean score towards CCE. The t-value was calculated 2.89 which was significant at 0.01 level of significance. Thus this prove that there is significant difference between the attitude of Urban and rural school teachers towards continuous comprehensive evaluation. The mean score of high experienced teachers attitude were more than the low experienced teachers mean scores towards CCE. The t-value was calculated 1.53 which was insignificant at 0.01 level of significance. Thus this proves that there is no-significant difference between the attitude of high experienced and low experienced teachers towards continuous comprehensive evaluation.

Indu Rathee(2014) “Continuous and comprehensive evaluation a study of teachers attitude ” This study is an attempt to find out teachers’ attitude about the system of continuous and comprehensive evaluation. The sample consisted of 100 teachers from government and non-government schools of Dist. Sonipat, Haryana. For the collection of data, the investigator used, “Teachers attitude scale towards continuous comprehensive evaluation” developed by Dr. Vishal Sood and Dr. Arti Anand. The result of the study revealed that most of the teachers have highly favorable attitude towards CCE. The overall results indicated that there is significant difference between the attitude of school teachers towards continuous comprehensive evaluation in relation to the nature of the school but teachers have a same kind of attitude towards CCE in relation to their subjects and teaching experience. With the onset of globalization a skilled workforce is the demand of the hour and for this all round development of learner is very important. Proper implementation of CCE would ensure the desired results. The present study

revealed that more than 50% teachers are having highly favorable attitude towards CCE. There is no significant difference regarding attitude of Continuous and Comprehensive Evaluation among science and social studies teachers. This may be due to the same attitude of teachers regarding the continuous and comprehensive evaluation. All teachers have a same kind of attitude towards CCE irrespective of their subjects. There is a significant difference of attitude of Continuous and Comprehensive Evaluation among government and non-government teachers. Comparing the mean values of government teachers (182.86) is higher than that of non- government teachers (173.47). So it can be concluded that government teacher has more or better attitudes towards Continuous and Comprehensive Evaluation. There is no significant difference of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience. Comparing the mean values of attitude of teachers with less experience (180.43) is higher than that of teacher with more experience (174.27). Although it is not significant but a close look of results clearly reveals that teacher with less experience positive attitudes towards Continuous and Comprehensive Evaluation. It is very obvious that young teachers has depth knowledge and more familiar about the subject and the content, continuous and comprehensive evaluation must have been great impact on young teachers so the new trained teacher has more attitude towards CCE.

Deepa Sikand Kauts & Vishavpreet Kaur (2013) “perception and attitude of teachers from rural and urban back ground towards continuous comprehensive at secondary level” It was found that there is the significance difference between perception of teachers from rural and urban background and Rural School

Teachers perceived CCE in a better way than Urban School Teachers. The findings are in tune with the findings of Jekaynifa investigated in the study that the differences in the perceptions of rural and urban teachers towards social studies. It was found that rural people were proud of their schools and typically described a feeling of family, individual attention, and community commitment of resources and people . A study on secondary students found that rural students appear to be more committed to and engaged in the educational process than urban students, infect, were found to be serious analytical learners and active practical learners]. It was further investigated in a study that urban teachers were more positive than rural teachers about factors contributing to success in their respective schools, but differing significantly on some statements by rural teachers were better than urban teachers in other statement [31]. The Perception of students from Rural and Urban schools on the areas of difficulties are significantly different on the aspects of culture and identity ,leadership and followership, educational institutions, development and growth, changes in the society and science and technology in the society [14]. Attitude of teachers towards Girls Education was investigated and it was found that there is no significant difference in the Attitudes of Urban and Rural teachers towards Girls Education. Attitude of Primary School Teachers towards ECD was investigated and it was found that there is no significant difference between Rural and Urban Primary School teachers towards the introduction of Early Childhood Development It was investigated in another study [21] that that was a significant difference between Rural and Urban teacher' Perception on Universal Basic Education programmers' as educational reforms. It is revealed that the attitude and perception of teacher's were based on the parameters of CCE. Rural teachers perceive the working

conditions in a better way, the reason may be attributed to the rural working style. Urban teachers should also be given exposure of such life experience so that their perception gets improved. No difference is found in the attitude of teachers belonging to rural and urban background. Hence attitude may not be taken into consideration while studying the implementation of any educational activities. Perception of teacher makes different attitude in implementation of educational activities. This study may provide guidelines to improve the attitude and perception of teachers towards CCE at Secondary level. It will enable the teachers to focus their attention and direct their effort on developing the skills on the successful implementation of CCE. This study may provide feedback for the education policy makers about the affect of Perception and Attitude and may provide bases for further research.

Avtar Singh(2013)” Continuous & comprehensive Evaluation for quality achievement” Continuous Comprehensive Evaluation (CCE) is the buzz word being in the air since the talk of the examination reforms being given utmost importance as far as the Indian education system is concerned. As rightly quoted by University Education Commission (1948-49) that ,“If we are to suggest a single reform in the system of education then it would be that of examination”. The remark was followed by formation of number of committees and commissions with different recommendations for the evaluation system for the Indian education system. All intelligentsia converged to the CCE as an assessment tool for holistic evaluation of the students’ learning. The Faculty of Education and Psychology, the Maharaja Sayajirao University of Baroda, India has adopted the continuous internal assessment system since 1967-68 i.e. from last four decades.

The students of the Bachelor of Education (B.Ed.) program are party to this system and in future, as teachers may be involved in the system. How do they perceive the system? What are their attitudes towards the system? Are the questions that would decide the future course of the system. How do students perceive the evaluation system of Department of Education, MSU? What are the issues and liking of the student towards the evaluation system of Department of Education, MSU? Can we say anything about the impact of different variables like gender, caste and habitat on attitude towards continuous internal assessment? The study attempts to answer the aforesaid Attitude of B.Ed. students towards continuous internal assessment was found to be moderately favorable the mean attitude of B.Ed. students towards continuous internal assessment was found to be 142.94. The distribution of mean attitude towards continuous internal assessment was found negatively skewed and there was high concentration of the scores nearer to central tendency and high tails, thus acquiring a leptokurtic curve. The 38.86% of the students had highly favorable attitude, 60.43% of the students had moderately favorable and 0.71% had least favorable towards the existing continuous internal assessment system as a whole the B.Ed. students have moderate attitude towards continuous internal assessment. The mean attitude towards continuous internal assessment of male and female students was 139.97 and 144.11 respectively. The t-value was 1.49, which was not significant at 0.05 level. Hence it is concluded that there was no significant difference in the mean attitude towards continuous internal assessment of male and female B.E d students. The mean attitude towards continuous internal assessment of students belonging to rural and urban habitat was 142.80 and 142.98 respectively. The t-value was 0.056 which was not significant at 0.05 level. Hence it is concluded that

there is no significant difference in the mean attitude towards continuous internal assessment of students belonging to different habitat. The mean attitude towards continuous internal assessment of students belonging from different castes viz. General, SEBC, OBC, SC and ST was found to be 142.63, 142.80, 151.33, 140.41, 144.64 and 142.95 respectively. The F-value was 0.658, which was not significant at 0.05 level. Hence it is concluded that there is no significant difference in the mean attitude towards continuous internal assessment of students belonging to different caste categories. In recent years there has been a growing concern for improving the quality of achievement of all learners at elementary and secondary level. School education is the necessary foundation for strengthening human resources that has been deemed central for the National development. Since the time of our independence, many committees and commissions persistently emphasized upon the free and compulsory education in our country. Among various measures that have been adopted to expand the provisions for realizing the goal of Universalizing elementary education, the National Policy on Education (1986) and POA (1992) had made several recommendations to improve the quality of school education. The recommendations include the child centered approach improvement in the quality of school education. The recommendations include the child centered approach improvement in the quality of education through reform in the context and the process of education teacher, laying down minimum levels of learning and emphasis upon continuous and comprehensive evaluation. This paper examines the concept of continuous and comprehensive evaluation, its need and importance, role of teachers and its implementation in schools with an empirical support

2.7. FOREIGN STUDIES

Jiaxiao (2013) "The establishment and realization of group decision comprehensive models rough sets" " In This Paper, a comprehensive evaluation model for the group decision is established on the basis of rough sets. Take personnel comprehensive evaluation for example, a group decision support system is designed and realized in the light of the model database, method database, and human-computer interaction. The model is verified and the corresponding examples is provided.

Pai Penq(2013) "The challenges in building an adequate and comprehensive fund ensuring system for rural compulsory education in china" " Outcome-oriented evaluation of school effectiveness is often based on student test scores in certain critical examinations. This study provides another method of evaluation—value-added—which is based on student achievement progress. This paper introduces the method of estimating the value-added score of schools in multi-level models. Based on longitudinal student achievement data, two measures of school effectiveness in one local education authority in China are compared. It is found that the between-school difference in both test-score and value-added is large comparable with that of Western countries. The results of the two measures of school effectiveness are highly different. The value-added measures lack consistency across different subject areas within schools while the test score measures are highly correlated between subjects. Teachers show their preference for value-added measures over test-score measures of education quality. It is suggested that value-added measures of school effectiveness should be used as a

complement to rather than a substitute for test-score measures. The shortcomings of value-added approach are also discussed

CHAPTER-III

METHODOLOGY

3.1. INTRODUCTION

The present study is an attempt to examine the attitude of school Teachers towards the continuous comprehensive evaluation relation to gender, residence , experience and type of school. This section explains the hypotheses, sampling, instrument, procedure, scoring and statistical techniques used for the study.

3.2 TITLE OF THE STUDY:

The present study deals with “ **A Study on the attitude of School teachers towards and continuous and comprehensive evaluation in Trichy District**”. The investigator adopted the survey method that was found suitable to gather the essential and reliable data.

3.3 THE OBJECTIVES OF THE STUDY:

1. To study the attitude of teachers towards continuous and comprehensive evaluation .
2. To study the significant difference if any in the attitude of teachers towards continuous and comprehensive evaluation with regards to their gender difference, teaching experience, nature of residence ,types of school where they are working.

3.4 HYPOTHESES OF THE STUDY:

1. There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation with regards to their gender difference.
2. There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation. with regards to their teaching experiences.
3. There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation with regards to their nature of residence.
4. There is no significant difference in the attitude of teacher towards continuous and comprehensive evaluation with regards to the types of school where they are working

3.5. METHODOLOGY OF STUDY:

In the behavioral sciences, generally survey methods such as the historical, the descriptive or the normative survey adopted more frequently as compared to the experimental method. The survey method is an important method that has developed greatly since the middle of this century and is valuable for many purposes. The survey covers the grounds to be explored, providing detailed information regarding some prevailing state of affairs, describing the salient features, regarding what has been explored in the course of the study.

The survey research is essential for the collection of facts and information relevant to the problems investigated in educational research. The aim and purpose of the educational survey is to bring to light many facts, which will point out the need for refinement and improvement in the educational system. It

involves measurement, classification, interpretation, comparison, evaluation and generalization all directly towards a proper understanding and solution of the problems.

3.5.1 VARIABLES SELECTED FOR THE STUDY:

The investigator attempted to study the attitude of school teachers on continuous comprehensive evaluation. Hence the investigator selected the following variable as

a) *INDEPENDENT VARIABLES:*

- Gender (Male, Female)
- Experience
- Locality (Rural And Urban)
- Types of management (Government, government aided and Matriculation school)

b) *DEPENDENT VARIABLE:*

- Attitude of the Teacher

3.5.2 SAMPLE FOR THE STUDY :

The investigator followed multistage random samples sampling technique for the selecting sample .

1. Government higher secondary school Balakrishnam patty.
2. Government Middle School Siruvanallur .

3. Government high school Metupalayam .
4. Arigar anna Government higher secondary school, Pachaperumal patty
5. Kamarajar Government Higher secondary school Sn puthur.
6. Adi drivedar welfare Higher secondary school Thuraiyur
7. Union middle school Kannaur.
8. Government Higher secondary school Uppilyapuram .
9. Government middle school Eragudi

10. Adi drivedar welfare high school S n puthur

11. Government high school Kannaur

12. Government high school T.pet

13. Government welfare school top Sengatupatty

14. Government middle school Arachi

15. Sengunthar aided high school Thuriayur

16. Jaminthar aided high school Sorathur

17. CSI aided high school Thuriayur

18. Vivagantha aided high school Varichitipalayam

19. Kama ajar aided high school Mettur

20. AGM aided high school Eragudi

21. Saraswathi aided middle school Sirunvallur

22. RVB matriculation school Thuriayur

23. Sowdamiga matriculation school Thuriayur

24. Vidaya manthir matriculation school V palyam

25. Akila baharathi matriculation school kottapalayam

A sample of twenty six schools was selected for the research work using the simple random sampling technique. After selecting schools 204 Teachers (68 male teachers and 136 female) were selected randomly from these schools in Trichy district the teachers were selected both from government, aided and matriculation schools. The following are the schools selected for data collection.

The investigator was very much interested in collected in data school teacher .

TABLE - 3.1

DISTRIBUTION OF SAMPLE ON THE BASIS OF SCORE:

LEVEL	Number of Teachers	Percentage (%)
HIGH(200-above)	24	11.764706
MODERATATE(170-199)	140	68.627451
LOW(169-low)	40	19.607843
Total	204	100

TABLE – 3.2

DISTRIBUTION OF SAMPLE ON THE BASIS OF LOCALITY

Locality	Number of Teachers	Percentage (%)
Rural	158	77.45
Urban	46	22.55
Total	204	100%

FIGURE 3.1

DISTRIBUTION OF SAMPLE

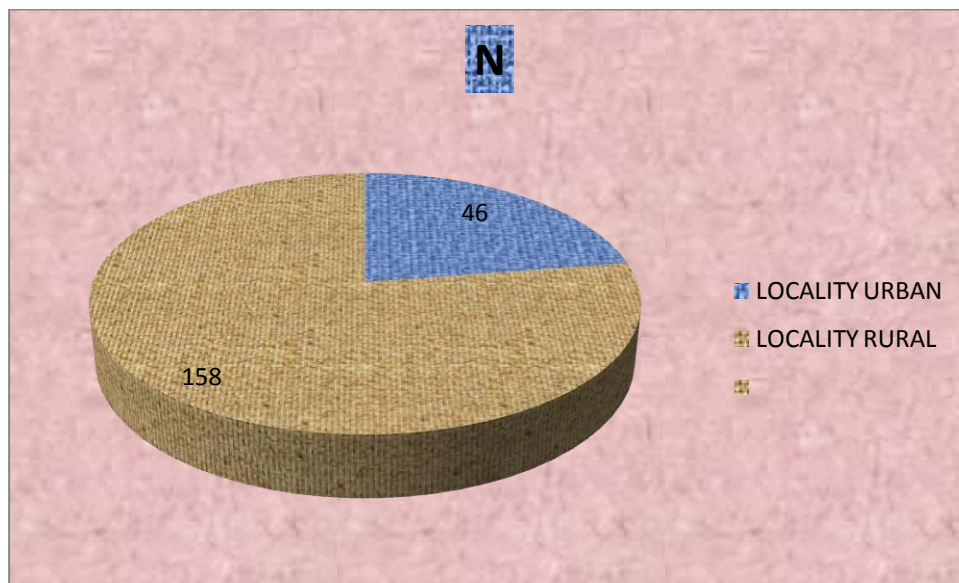


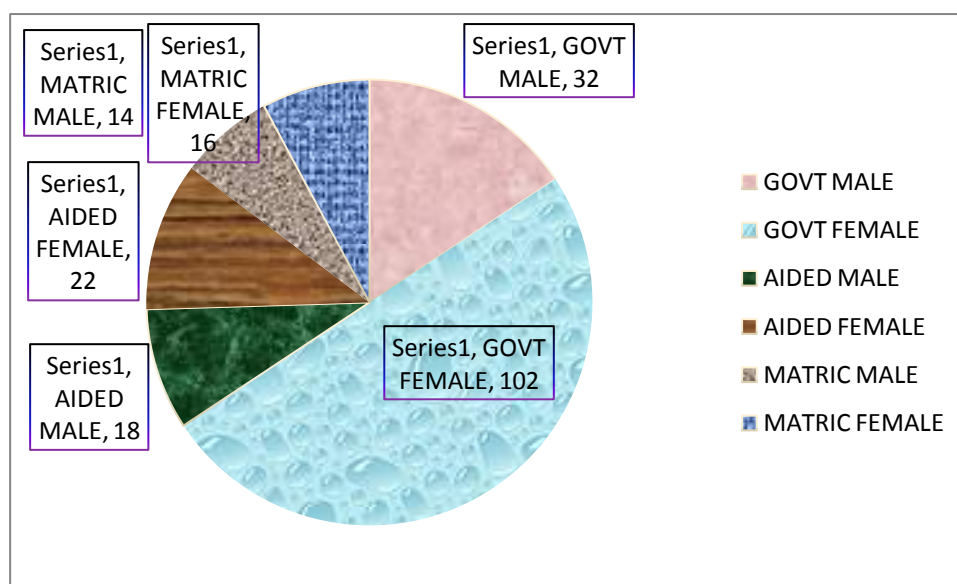
TABLE -3.3

DISTRIBUTION OF SAMPLE ON THE BASIS OF TYPE OF SCHOOL.

Management	Number of Teachers	Percentage (%)
Government school	134	65.67%
Government aided school	40	19.61%
Matriculation school	30	14.70%
Total	204	100 %

FIGURE - 3.2

DISTRIBUTION OF SAMPLE



3.5.3 . TOOLS USED FOR THE STUDY:

Selection of suitable instrument or tools is vital importance in a research study. Adequate data for the study can be gathered only by using reliable and valid tools.

Many tools and data gathering device are used collecting data for the study. Different tools describe or quantify the data in different ways . In educational research different types of tools are used. The major tools used in this study is attitude scale developed by the investigator .The attitude scale developed by investigator consisted of 60 statements with five point scale such as strongly agree , agree, strongly disagree ,disagree, none and the continuous and comprehensive evaluation.

3.5.4. RELIABILITY OF THE TOOL

Reliability is one of the important characteristics of a good evaluation technique or test. Reliability is the consistency of a test, yielding the same results in measuring whatever it does matter.

The reliability of a test refers to the consistency of scores obtained by the same individual on different occasion or with different sets of equivalent items .

The reliability values are found for attitude scale is 0.73 and it is highly significant at 0.01 level.

3.5.5. VALIDITY OF THE TOOL:

According to Lindquist (1981) the validity of a test may be defined as the accuracy with which it measures that which it is intended to measure . Validity is the extent to which inferences made on the basis of numerical scores are appropriate, meaningful and useful.

For the present study, the researcher gave the tool to the juries, experts, and their suggestions were carefully incorporated in the tool which ensures the

validity of a tool used in the study.

A panel considered of two teacher educator and two senior school teachers. Their suggestions and comments have been incorporated for the final version of the tool.

3.5.6 SCORING PROCEDURE:

The questionnaire having five anchoring points.

- A score of —5 is assigned to Strongly agree.
- A score of —1 is assigned to Strongly disagree. And the scoring procedure is vice versa for negative statements.

The total score secured by each individual considered as their attitude score towards the continuous and comprehensive evaluation .

3.5.7. PILOT STUDY:

The pilot study was conducted in two schools namely thambu higher secondary school and government middle school kallapannaikanpalayam. From these schools 20 teachers were selected for the pilot study. Proper instructions were given before the administration of questionnaire. Subject respond to all the questions and no time limit was imposes.

The insight gained through conducting pilot strongly has been used for finalizing the tool.

3.5.8 STATISTICAL TECHNIQUES USED IN THE STUDY:

Treatment of data by applying appropriate statistical measure is must to justify the objectives of the study. The investigator followed the appropriate

procedure in applying the proper statistical treatment for the analysis of the data.

In this study the investigator applied descriptive and different analysis for understanding the data .The mean standard deviation are used as descriptive statistics .The t-test was used as differential statistics.

3.6.0 DATA GATHERING PROCEDURES:

The main task of the data gathering procedure is to find out the attitude of the school teachers towards continuous and comprehensive evaluation in Trichy. So, the investigator met the Head masters of the school, the investigator explained about the study and requested permission for data gathering. Questionnaires were given to the school Teachers; all the teachers gave responses in the response sheet by choosing one out of four choices or option for each statement, which they feel correct and appropriate. After they completed their responses, the investigator collected the response sheet from the teachers. the investigator collected data in person visited all the schools selected for this study.

CHAPTER-IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The most important part of the investigation is the analysis and interpretation of data. This is studying the tabulated material in order to determine its meaning. It involves breaking down complex factors into simple parts together in new arrangements for the purpose of interpretation. This serves the following functions of making raw data meaningful, testing the null hypotheses, obtaining the result and parameter. After the data has been collected, it must be processed and analyzed to draw proper inferences. Mouly (1964) says, "Research data become meaningful in the process of being analyzed and interpreted regardless of how well the study is conducted, inappropriate analysis can lead to inappropriate conclusions". The discovery of order in the phenomena of nature, notwithstanding their complexity and apparent confusion is rendered possible by the process of analysis and synthesis, which are the foundation stone of all scientific methods.

The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desires to derive the inherent meanings in their relations to the problem. However valid, reliable and

adequate the data may be, it does not serve any worthwhile purpose unless it is carefully analysis and interpreted.

This chapter deals with statistical analysis of the data with reference to the hypotheses. Interpretations are also made to account for the results. The choice of the statistical techniques for data analysis was largely determined by the research hypotheses to be tested. The statistical analysis was done using data analysis's.

Statistics plays a vital role in the field of education. Every research is subjected to statistical analysis. Statistical techniques are used to draw inferences from the data, which are collected by the researcher. The classification, tabulation and analysis of the collected data is very much essential to draw inferences.

This chapter consisted of two sections namely descriptive analysis and differential analysis .the section a deals with descriptive analysis .where as differential analysis is presented under the section –B

SECTION - A

Descriptive analysis refers to the procedure for organizing summarizing and describing the quantitative data about the samples or about the population where complete population is available.

In this section the frequency of the difficulties in drawing diagrams among in service teachers attitude scores were analyzed by descriptive statistics such as measures of central tendency (mean) and measure of dispersion (standard division).

SECTION –B

A total of 204 teachers were selected as sample for this study .to find out the significant difference between the mean t-test was applied and the results are discussed under this section

4.2 DISTRIBUTION OF ATTITUDE SCORE OF TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION :

The investigator classified the scores into fourteen intervals .this each intervals has 10 units. The distribution of attitude score is given below . From the table it is observed that the maximum number of class lie between the range from 161 to 201

TABLE 4.1

DISTRIBUTION OF ATTITUDE SCORE OF TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION

S.NO	ATTITUDE SCORE	NUMBER OF TEACHER
1	90 – 100	1
2	101 – 110	1
3	111 – 120	0
4	121 – 130	0
5	131 -140	2
6	141 -150	4
7	151 – 160	7
8	161 – 170	30

9	171 -180	62
10	181 -190	52
11	191 – 200	22
12	201 – 210	11
13	211 – 230	9
14	231 -240	3
		204

DISCRIPTIVE ANALYSIS

MINIMUM	MAXIMUM	RANGE
98	238	140
MEAN	MEDIAN	MODE
180.39	179.00	172.00
SKEWNESS	KURTOSISS	SD
-0.45	3.66	17.80

from this table it is observed that the maximum and minimum attitude score range from 98 to 238.it is indicates that the range is 140.the mean, median and mode of

the distribution are 180.39 ,179.00 and 172.00 respectively .The skewness and kurtosis values are -0.45 and 3.66 respectively .these two values are more or less coincide with the values of the normal curve from this it is concluded that the data collected for this study is normally distributed in continuous and comprehensive evaluation.

From the above table (4.2) shows that 19 teachers are low level of attitude 158 teachers are average level attitude and 27 teachers are high level attitude towards teachers continuous and comprehensive evaluation.

FIGURE 4.1

**DISTRIBUTION OF ATTITUDE SCORE OF TEACHERS TOWARDS
CONTINUOUS AND COMPREHENSIVE EVALUATION**

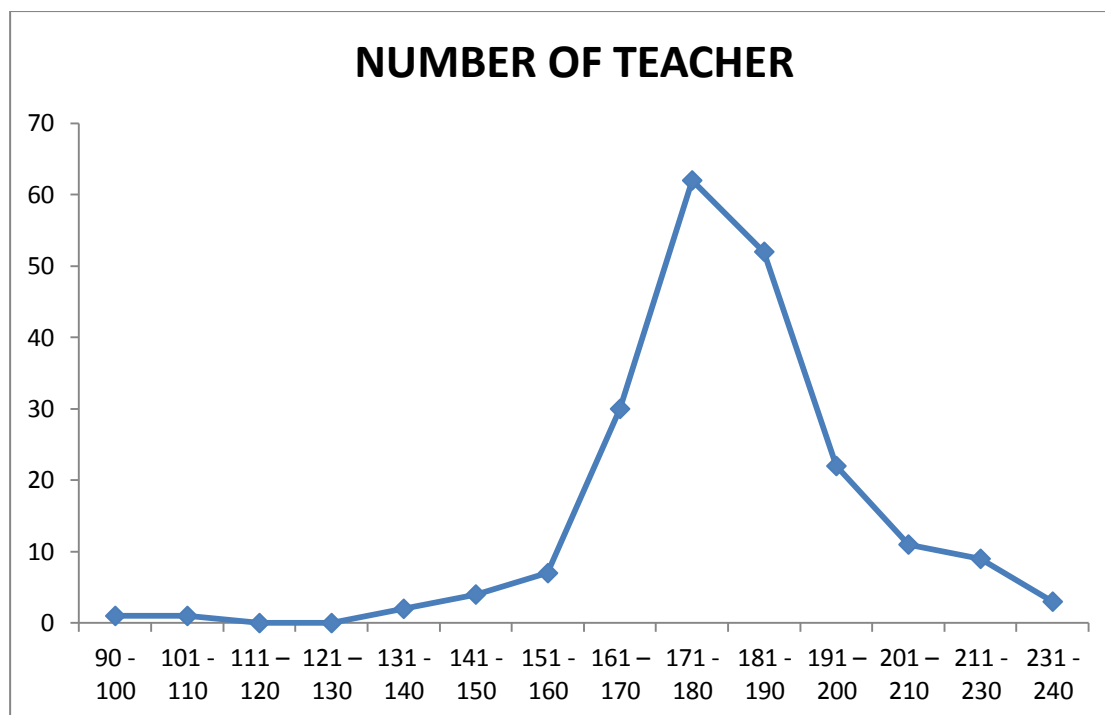


TABLE 4.2

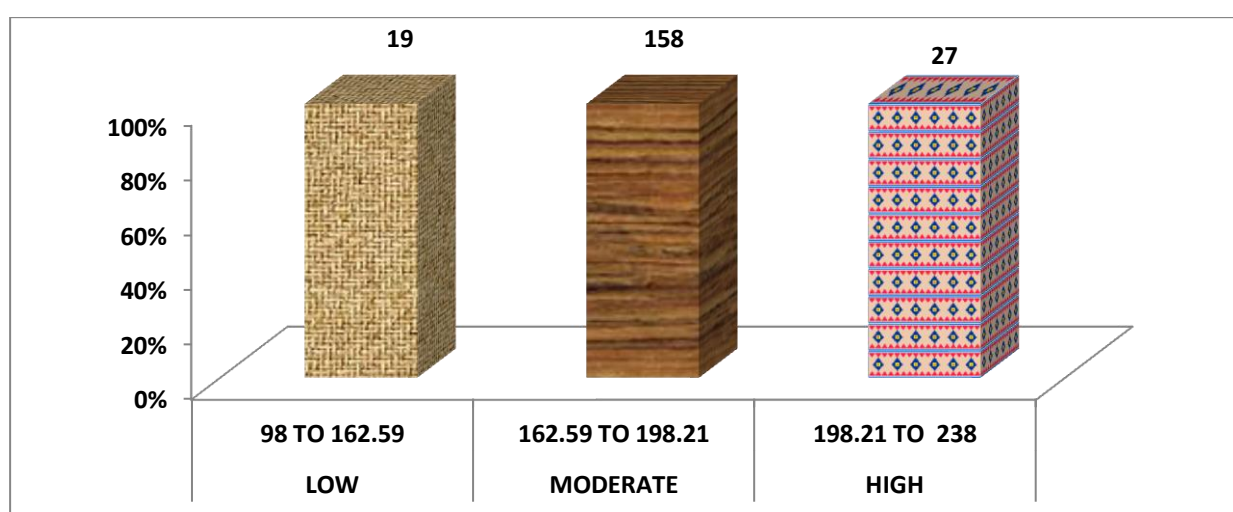
**LEVEL OF ATTITUDE SCORE OF TOWARDS TEACHERS
CONTINUOUS COMPREHENSIVE EVALUATION**

S.NO	LEVEL	ATTITUDE SCORE	NUMBER OF TEACHERS
1	LOW	98 TO 162.59	19
2	MODERATE	162.59 TO 198.21	158

3	HIGH	198.21 TO 238	27
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FIGURE 4.2

**LEVEL OF ATTITUDE SCORE OF TOWRDS OF TEACHERS
TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION**



4.3 . DIFERRENTIAL ANAALYSIS:

Differential analysis is always helpful in studying the difference between two or more groups of sample. Usually the mean scores are compared to find out the difference. In order to find out significance of group t –test is applied .the results are discussed below each table.

4.4 TESTING THE FORMULATED HYPOTHESES:

Hypothesis :1

There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation with regards to their gender difference.

TABLE-4.3

GENDER DIFFERENCE IN THE ATTITUDE OF THE TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION(CCE)

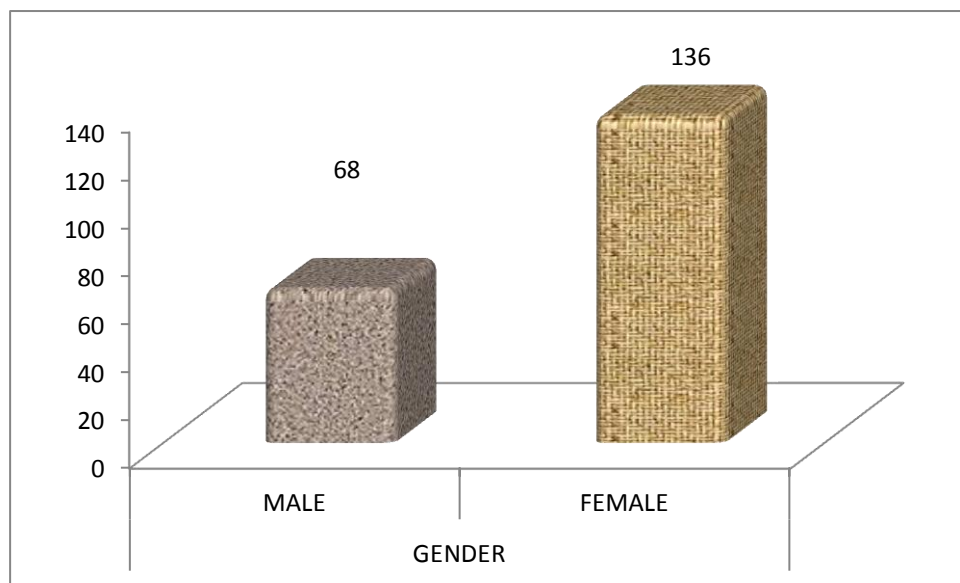
VARIABLES	NUMBER	MEAN	SD	't'- VALUE	SIGNIFICANT
MALE	68	175.38	18.85	2.76	SIGNIFICANT at 0.01 level
FEMALE	136	182.90	16.77		

From the table it is observed that the mean attitude score of male female teachers are 175.38 and 182.90 respectively the calculated t-value 2.76 is significant at 0.01 level.

Therefore the formulated null hypothesis . "There is significant difference between the male and female school Teachers in their attitude towards continuous comprehensive evaluation" rejected Hence it is inferred that rejected the male teachers have better attitude than the female teachers towards continuous and comprehensive evaluation

FIGURE 4.3

GENDER DIFFERENCE IN THE ATTITUDE OF THE TEACHERS
TOWARDS CONTINUOUS AND COMPREHENSIVE
EVALUATION(CCE)



Hypothesis :2

There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation. with regards to their teaching experiences.

TABLE -4.4

ATTITUDE DIFFERENCE BETWEEN TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION WITH RESPECT TO EXPERIENCE:

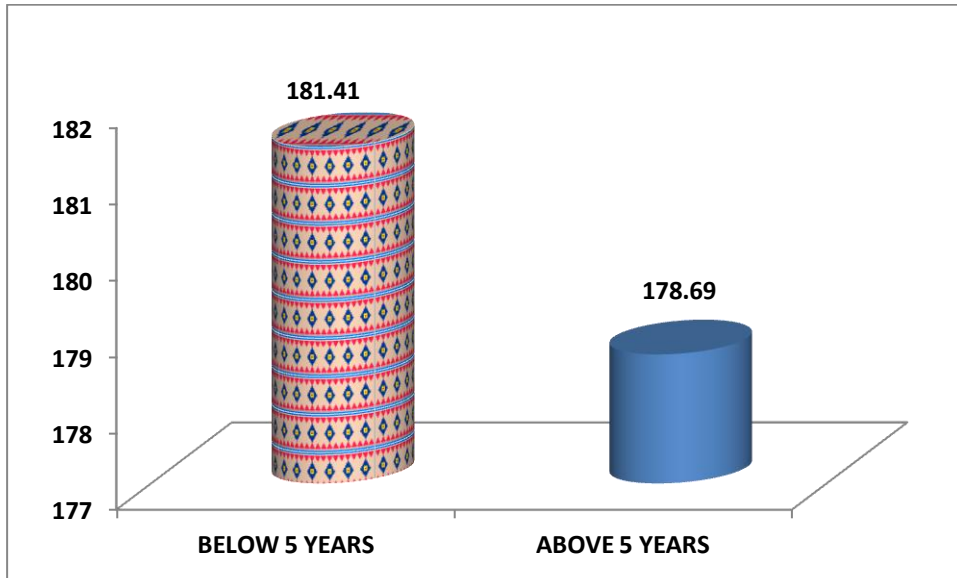
VARIABLES	NUMBER	MEAN	SD	T-VALUE	SIGNIFICANT
UP TO 5 YEAR	128	181.41	17.42	1.04	NOT SIGNIFICANT AT 0.05 LEVEL
ABOVE 5 YEAR	76	178.69	18.44		

The mean attitude score of teachers with five years of teaching experience and more than five years of experience are 181.41 and 178.69 respectively further the above table reveals that the calculated t- value 1.04 is less than that the tabulated t-value at 0.05 level of significance So the null hypothesis .There is no significant difference between the 0 up to 5years and 5 years above school Teachers in their attitude towards continuous comprehensive evaluation.

Hence it is inferred that the teaching experience of the teachers has least influence on the attitude towards continuous and comprehensive evaluation.

FIGURE-4.4

ATTITUDE DIFFERENCE BETWEEN TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION WITH RESPECT TO EXPERIENCES :



Hypothesis 3

There is no significant difference between the attitude of government and aided middle school Teachers towards continuous and comprehensive evaluation.

TABLE-4.5

TEACHER TOWARDS CONTINUOUS AND COMPREHENSIVE
EVALUATION REGARDS TO TYPE OF SCHOOL WHERE THEY
ARE WORKING :

VARIABLE	NUMBER	MEAN	SD	t -value	Significant
GOVT	134	181.72	17.18	1.68	not significant at0.05 level
AIDED	40	176.85	15.70		

The mean attitude score between the government school teachers and aided school teachers towards continuous and comprehensive evaluation are 181.72 and 176.85 respectively.

The above table reveals that the calculated t- value 1.68 is less than that the tabulated t- value at 0.05 level of significance in the attitude of continuous comprehensive evaluation. So the null hypothesis “ There is no significant difference between the government and Aided school Teachers in their attitude towards continuous and comprehensive evaluation” is accepted.

Hence it is inferred that both the Government and Government aided Teachers have equal attitude towards continuous and comprehensive evaluation.

FIGURE -4.5

**INFLUENCE OF TYPE OF SCHOOL AN ATTITUDE OF
TEACHERS TOWARDS CONTINUOUS AND
COMPREHENSIVE EVALUATION**

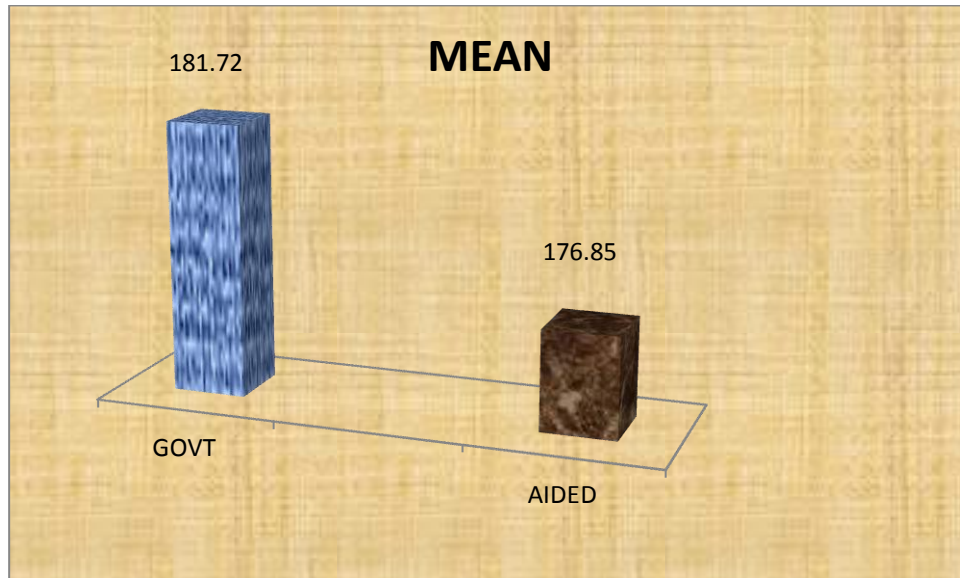


TABLE-4.6

**TEACHERS ATTITUDE TOWARDS CONTINUOUS AND
COMPREHENSIVE EVALUATION REGARDS TO TYPE OF SCHOOL
WHERE THEY ARE WORKING**

Variable	Number	Mean	S.D	't' value	Significant
Aided school	40	176.85	15.70	0.49	Not Significant at 0.05 level
Matriculation	30	179.23	22.52		

The mean attitude score between the aided school teachers and matriculation school teachers towards continuous and comprehensive evaluation are 176.85 and 179.23 respectively.

The above table reveals that the calculated t- value 0.49 is less than the tabulated t-value at 0.05 level of significance in the attitude of continuous and comprehensive evaluation.

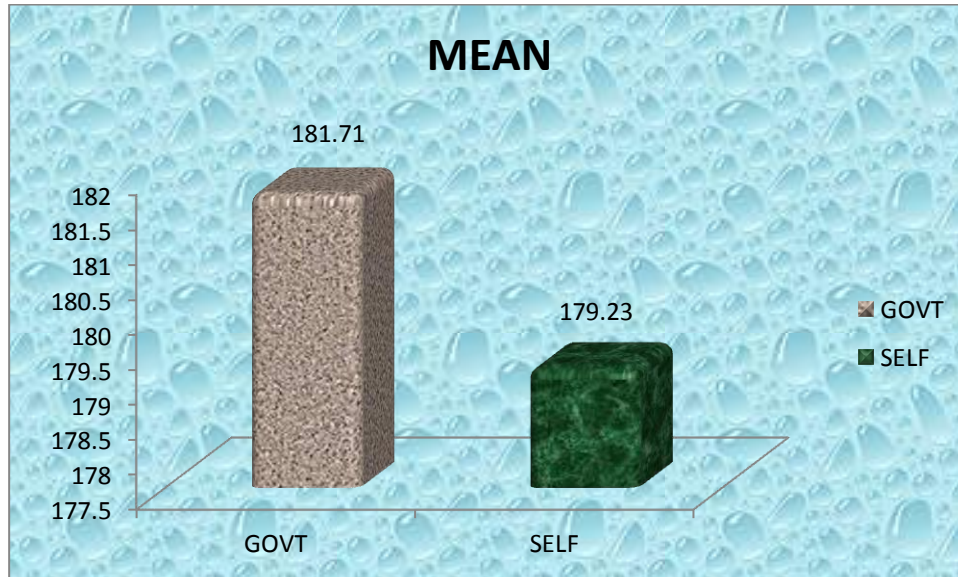
So the null hypothesis There is no significant difference between the Aided and matriculation school teachers in their attitude towards continuous and comprehensive evaluation is accepted.

Hence it is inferred that both the aided and matriculation teachers have equal attitude towards continuous and comprehensive evaluation.

FIGURE -4.6

INFLUENCE OF TYPE OF SCHOOL AN ATTITUDE OF

TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION



Hypothesis :4

There is no significant difference between the attitude of government and matriculation middle school teachers towards continuous and comprehensive

evaluation.

Table-4.7

**TEACHERS ATTITUDE TOWARDS CONTINUOUS AND
COMPREHENSIVE EVALUATION REGARDS TO TYPE OF
SCHOOL WHERE THEY ARE WORKING**

VARIABLE	NUMBER	MEAN	SD	't' - TEST	SIGNIFICANT
GOVERNMENT	136	181.72	17.18	0.56	NOT SIGNIFICANT
MATRICULATION	30	179.77	22.52		AT 0.05 LEVEL

The mean attitude score between the government school teachers and aided school teachers towards continuous and comprehensive evaluation are 181.72 and 179.77 respectively.

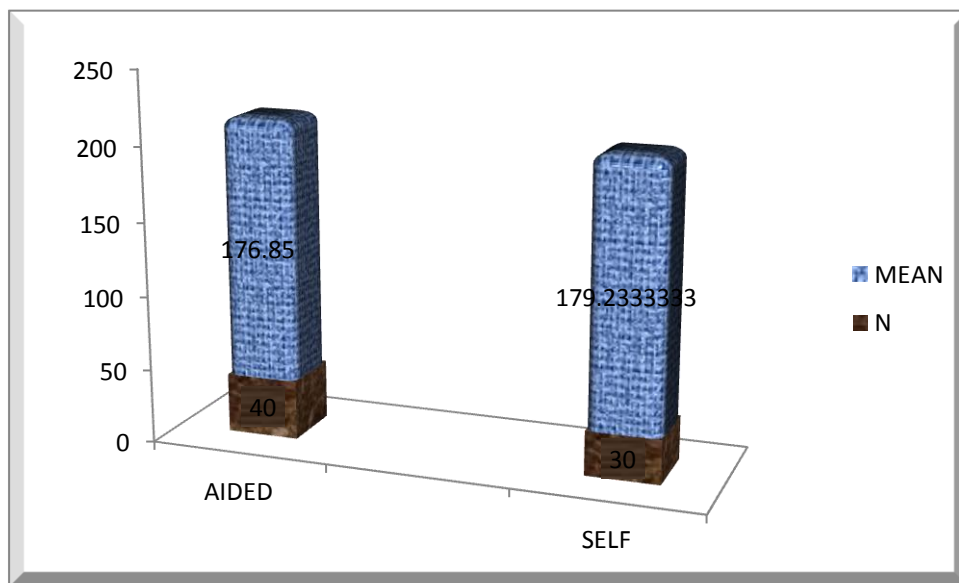
The above table reveals that the calculated t- value 0.56 is lesser than the tabulated t- value at 0.5 level of significance in the attitude of continuous and comprehensive evaluation.

So the null hypothesis There is no significant difference between the government and matriculation school teachers in their attitude towards continuous and comprehensive evaluation. is accepted.

Hence it is inferred that both the Government and matriculation teachers have equal attitude towards continuous and comprehensive

FIGURE 4.7

INFLUENCE OF TYPE OF SCHOOL AN ATTITUDE OF TEACHER TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION



CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

This chapter is the last and concluding chapter of the present investigation. Here the problem selected for the study is restated. Instrument used, summary of finds, scope for further research study described are described in this chapter.

5.1. STATEMENT OF THE PROBLEM:

The present investigation is intended to study the attitude of teachers towards the continuous and comprehensive evaluation at school level. The study is entitled a study on attitude of school teachers towards continuous and comprehensive evaluation.

5.2 OBJECTIVE OF THE STUDY:

1. To study the attitude of teachers towards continuous and comprehensive evaluation .
2. To study the significant difference if any in the attitude of teachers towards continuous and comprehensive evaluation with regards to their gender difference, teaching experience, nature of residence ,types of school where they are working.

5.3 HYPOTHESES OF THE STUDY :

1. There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation with regards to their gender difference.
2. There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation. with regards to their teaching experiences.

3. There is no significant difference in the attitude of teachers towards continuous and comprehensive evaluation with regards to their nature of residence.
4. There is no significant difference in the attitude of teacher towards continuous and comprehensive evaluation with regards to the types of school where they are working.

5.4. METHOD OF THE STUDY:

The investigator used survey method for his investigation. This type of descriptive research used the questionnaire as the research tool for data collection. It is most frequently used in this type of research. Research of this study is employed for school and educational survey and educational administration. The attitude scale for this study was developed by the investigator including 60 statements with five point scale .

SAMPLE

The investigator has selected 26 schools in trichy Educational district. For this study, 204 school teachers were selected from 26 schools randomly. This sample includes both male and female teachers. The multistage random sampling technique was applied in this study.

5.5. FINDINGS:

1. Male teachers have better attitude then the female teachers towards continuous and comprehensive evaluation.
2. The teachers working experience has no significant difference in respect of attitude towards continuous and comprehensive evaluation.

3. The teachers working in government and aided schools have similar attitude towards continuous and comprehensive evaluation.
4. The teachers working in aided and matriculation schools have similar attitude towards continuous and comprehensive evaluation.
5. The teachers working in government and matriculation schools showed no significant difference in respect of attitude towards continuous and comprehensive evaluation.

5.6. IMPLICATION OF THE STUDY:

The findings of the study will be of immense use of understanding the attitude of school teachers towards continuous and comprehensive evaluation.

5.7. SUGGESTION FOR FURTHER RESEARCH:

The present study carried out only the attitude of school teachers in trichy district only, so extend this study all over the Tamil Nadu state.

The present study was confined to the middle school teachers. This may be extended to the school students and extended to the working teachers at various levels.

Similar study may be done with other variable like attitude parents towards continuous and comprehensive evaluation in district levels and all over the Tamil Nadu.

5.8. DELIMITATION OF THE STUDY:

Research studies in general will have limitations due to many factors. It is the responsibilities of the researcher to see that study is conducted with maximum care in order to be reliable. However, the following limitations were unavoidable in the present study.

1. The study was confined to only School Teachers (also teachers working in higher Secondary school but those teachers handling classes) of Trichrapalli educational District, Tamil Nadu.
2. The study was not done with more variables; only gender, locale and type of managements were taken as the variable.

In spite of the above cited limitations, sufficient care has been taken in selecting the sample, constructing the tool, gathering reliable data, and applying appropriate data and statistical analysis etc..

5.9. CONCLUSION

Research is the vital part of the educational field. The purpose of any research is to find solution scientifically for the problem related to education, society etc. continuous and comprehensive evaluation is given the common curriculum to all students. The common school curriculum was very essential for the society. Attitude of teachers towards continuous comprehensive evaluation is necessary for implementing the continuous and comprehensive evaluation. This study indicates that the school teachers are equal attitude towards continuous and comprehensive evaluation.

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ஸ்ரீ இராமகிருஷ்ணமிஷன் வித்யாலயம் கல்வியியல்
கல்லூரி (தன்னாட்சி)

கோயமுத்தூர் – 641 020

அன்பார்ந்த ஆசிரியர்களே,

ஸ்ரீராமகிருஷ்ணமிஷன் வித்யாலயம் கல்வியியல் கல்லூரியில்
முதுநிலை கல்வியியல் மாணவனாகிய நான் என்னுடைய
ஆய்வுக்கான விவரங்களை சேகரிக்கும் பொருட்டு ஆய்வு படிவத்தினை
உங்களிடம் அளித்துள்ளேன். நீங்கள் அளிக்கும் விவரங்களை
என்னுடைய ஆய்விற்காக மட்டுமே பயன்படுத்தப்படும். நீங்கள்
அளிக்கும் விவரங்கள் எக்காரணம் கொண்டும் வெளியிடப்படமாட்டாது.
இவ்வாராய்ச்சிக்கு உங்களுடைய முழுமையான ஒத்துழைப்பை
வழங்குமாறு அன்புடன் கோருகிறேன்.

அன்புடன்,

இரா.அன்புச்செல்வம்.

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ஆசிரியர் குடும்பம் ; தனி குடும்பம் / கூட்டு குடும்பம்

பள்ளி அமைந்துள்ள இடம் : கிராமம் / நகரம்

பள்ளியின் வகை : அரசு / அரசு உதவி / சுயநிதி

ஆசிரியர் வகை ; இடை நிலை / பட்டதாரி /
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பள்ளி முகவரி

மின்னஞ்சல் முகவரி ;

ATTITUDE OF THE TEACHER TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION [CCE]

வரிசை எண்	கூற்றுகள்	முழுவதும் ஏற்றுக்கொள்கிறேன்	ஏற்றுக்கொள்கிறேன்	முழுவதும் ஏற்றுக்கொள்ளவில்லை	ஏற்றுக்கொள்ளவில்லை	ஒன்றும் சொல்வதற்கில்லை
1	CCE முறையில் குறிப்பிட்ட காலத்திற்குள் தங்களுக்கு ஒதுக்கப்பட்ட பாடத்தினை முடிக்க இயலும்.					
2	CCE முறையில் பணிபுரியும் ஆசிரியர்கள் தங்களின் குறைபாடுகளைக் களைந்து மேம்படுத்திக் கொள்ள இயலும்.					
3	CCE முறையில் பணிபுரியும் ஆசிரியர்களுக்கு பணியிடைப்பயிற்சி வழங்க வேண்டும்.					
4	CCE முறையில் பணிபுரியும் ஆசிரியர்களுக்கு வகுப்பறையை எளிதாக கையாள முடிவதில்லை.					
5	CCE முறையில் மாணவர்களை செயல்வழி கற்றல் கவரும் வகையில் அமைக்கப்பட்டுள்ளது.					
6	CCE முறையானது பாடப்பகுதியில் எளிமையாக படிப்பதற்கு ஏற்ற வகையில் இல்லை.					
7	CCE முறையின் வாயிலாக பாட சுமை குறைக்கப்பட்டுள்ளது.					
8	CCE முறை மாணவர்களின் கற்க்கும் வேகத்தை அதிகரித்துள்ளது.					
9	CCE முறையில் மாற்றுத்திறன் கொண்ட மாணவர்களையும் கலைத்திட்ட வரையறைக்குள் கொண்டு வர முடிவதில்லை.					
10	CCEயில் கற்பதற்க்கு எளிமையாக வடிவமைக்கப்பட்டுள்ளது.					
11	CCE முறையில் ஆசிரியர்களின் கற்பித்தல் ஆர்வம் உயர்த்துள்ளது.					
12	CCE முறையில் மாணவர்களின் பதிவேடுகளை பராமரிப்பது எளிதாக உள்ளது.					
13	CCE முறையின் மூலம் [RTE-2009] கல்வி சட்டத்தை செயலாக்க உதவியாக உள்ளது.					
14	CCE முறை கலைத்திட்டம் மற்றும் பாடப்பொருள் மாணவர்களின் ஈடுபாட்டைக் குறைக்கும் வகையில் அமைந்துள்ளது.					

15	CCE முறையினை முழுமையாக செயல்படுத்துவதுவதற்கு நிர்வாகம் மற்றும் இடவசதி இல்லை.					
16	CCE-யில் உள்ள தேர்வு முறையை நிர்வாகம் மாற்றம் செய்யப்பட வேண்டும்.					
17	CCE முறையின் முலம் குழந்தைகளை சரியான வயதில் பள்ளியில் சேர்க்கை குறைந்துள்ளது.					
18	CCE முறையினால் 14 வயது வரை உள்ள மாணவர்களை பள்ளியில் தக்க வைத்துக் கொள்ளமுடியாது.					
19	CCE முறையினால் தேக்கம், கழிவு, இடைநிற்றல் என்ற நிலையானது மாறியுள்ளது.					
20	CCE முறையானது [தேசியக் கலைத்திட்ட வரைவு-2005] பள்ளிகள் CCE நெகிழ்வு தன்மையுடன் செயல்படுத்த பரிந்துரை செய்துள்ளது.					
21	CCE முறையினால் மாணவர்களின் சேர்க்கை விகிதம் குறைந்துள்ளது.					
22	CCE முறையின் பாடஇணைச் செயல்கள் முலம் NCERT - ன் விழுமங்கள் [VALUES] மாணவர்களிடையே மேம்படுகிறது.					
23	CCE முறையினை அரசாங்கம் மறு ஆய்வு செய்ய வேண்டும்.					
24	CCE முறையானது அறிவியல் முறைப்படி அமையவில்லை.					
25	CCE முறையானது நன்னெறி கல்வி கற்பித்தால் சமுதாயத்தில் விழிப்புணர்வை ஏற்படுத்துகிறது.					
26	CCE முறையில் மதிப்பெண் வழங்கும் முறை ஒழிக்கப்பட்டதற்கு சமுதாயத்தில் வரவேற்பு உள்ளது.					
27	CCE முறையினால் பள்ளிகளுக்கும் பெற்றோர்களுக்கும் பங்ககேற்க வாய்ப்பு அழிக்கப்படவில்லை.					
28	CCE முறை விவாதத்திற்கு உள்ளாக்கப்பட வேண்டியது.					
29	CCE முறையில் மாணவர்களுக்கு தரம் வழங்கும் முறையினால் பெற்றோர்களிடையே வரவேற்பு இல்லை.					
30	CCE முறையில் மாணவர்களிடையே குழுவாக செயல்படுத்துவதற்கு வாய்ப்பு அளிக்கப்படவில்லை.					
31	CCE முறையில் மாணவர்களின் தனியாள் வேற்றுமை புரிந்துகொள்வது கடினமாக இல்லை.					
32	CCE முறையில் மாணவர்களிடையே மனப்பாடம் செய்தல் என்ற மனநிலை மாறியுள்ளது.					
33	CCE முறையினை பின்பற்றுவதனால் மாணவர்களிடையே தாழ்வு மனப்பான்மை குறையவில்லை.					
34	CCE முறையில் மாணவர்களிடையே மன உளைச்சல் அதிகமாக உள்ளது.					
35	CCE முறையில் மாணவர்களிடையே நடத்தைகளையும் மற்றும் மனப்பான்மையும் அறிந்து கொள்ளக் கூடிய வகையில் இல்லை .					

36	CCE முறையில் மாணவர்களிடையே மதிப்பெண்கள் மேம்படுத்தும் வகையில் இல்லை.					
37	CCE முறையில் மாணவர்களிடையே குவிசிந்தனைக்கு மட்டும் இடமளிக்காமல் விரி சிந்தனையும் வளர்க்கும் வகையில் உள்ளது.					
38	CCE முறையில் மாணவர்களின் அடைவு திறனையும் மற்றும் நுண்ணறிவு மட்டும் சோதிக்கும் வகையில் உள்ளது.					
39	CCE முறையில் மாணவர்களிடையே மனநலத்தை வளர்க்கவில்லை.					
40	CCE முறையில் மாணவர்களுக்கு ஆக்க சிந்தனை வளர்த்துள்ளது.					
41	CCE முறையானது மதிப்பீடு செய்வதற்கு எளிமையாக இல்லை.					
42	CCE முறையில் குறிபிட்ட கால இடைவெளியில் மதிப்பீடு செய்யப்படும் போது மாணவர்களிடையே முன்னேற்றம் இல்லை.					
43	CCE முறை கல்வியில் ஒரு புதுமையான மதிப்பீடு முறையாகும்.					
44	CCE முறையில் தரம் [குறியீடு] வழங்கும் முறை நன்மையாக இல்லை					
45	CCE முறையில் உடற்கல்விக்கு மதிப்பெண் வழங்கும் முறை வரவேற்கிறேன்.					
46	CCE முறை உயர்நிலை பள்ளி மாணவர்களிடையே பயனுள்ள மதிப்பீடு முறையாகும்.					
47	CCE முறையானது எழுத்தறிவு குறைவாக உள்ள பகுதிக்கு ஏற்ற கற்பித்தல் முறையாகும்.					
48	CCE முறையில் பாடத்தை விட மற்ற திறன்களையும் மதிப்பிடவில்லை.					
49	CCE முறையில் மாணவர்களிடையே கல்வி மட்டும் மதிப்பீடு செய்யப்படுகின்றன.					
50	CCE முறையில் வளரறி மதிப்பீடு [FA] மூலம் தனி மாணவர்களின் செயல்களுக்கு முக்கியத்துவம் தரப்படவில்லை					
51	CCE முறையில் வழங்கப்படும் தரம் வழங்கும் முறை [A,B,C,D,E] கல்வி முறையில் மாற்றமுடையதாக இருக்கிறது.					
52	CCE முறையினால் மாணவர்களின் கல்வி தேவையை அடையாளம் காண முடியும்.					
53	CCE முறையில் [ACHIEVEMENT LEVELS] மாணவர்களுக்கும் ஏற்ற வகையில் வடிவமைக்கப்பட்டுள்ளது.					
54	CCE முறையில் மாணவர்களிடையே தாய் மொழி கற்றலுக்கு முக்கியத்துவம் தரப்படவில்லை.					
55	CCE முறையில் மாணவர்களின் முன்னேற்றத்தையும் பெற்றோர்களுக்கு தெரிவிக்க வேண்டியதில்லை.					
56	CCE முறையில் மாணவர்களிடையே அறிவுரை வழங்குவதில் பெரியவர்களின் உதவி தேவை.					
57	CCE முறையில் நன்னெறி கல்விக்கு முக்கியத்துவம் கொடுக்கவில்லை.					

58	CCE முறையில் மாணவர்களின் குடும்ப விவரங்களை அறிந்து கொள்ள வேண்டியதில்லை.					
59	CCE முறையில் பெற்றோர்களின் கல்வியறிவை அறிய உதவியாக இல்லை.					
60	CCE முறையில் மாணவர்களிடையே உடல் நலம் குறித்து விழிப்புணர்வை அறிந்து கொள்ள உதவியாக இல்லை.					