



## Attitude Towards Continuous and Comprehensive Evaluation Among B.ed Student-Teachers in Tirunelveli

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### ABSTRACT

Continuous and Comprehensive Evaluation is very effective new scheme of evaluation. CCE is to evaluate every aspect of the child during their presence at the school. The Indian government is spending thousands of cores for the implementation of the CCE system for the benefit of the students and to decrease the workload of them by means of continuous evaluation by taking number of small tests throughout the year in place of single test at the end of the academic program. These efforts would not turn to be effective and successful until unless the student-teachers are not willing whole- heartedly to implement such evaluation system in right manner and spirit in the near future. A correct and a willful attitude towards Continuous and Comprehensive Evaluation is the key to success of implementing CCE in schools. Therefore, if the student-teachers have favorable attitude towards CCE, then there may be a chance for proper implementation of Continuous and Comprehensive Evaluation which is widely acknowledged as a powerful means of improving the quality of education. In this study, an attempt was made to study the Attitude towards Continuous and Comprehensive Evaluation among B.Ed student-teachers. In the present study, random sampling technique was adopted to select a sample of 150 B.Ed student-teachers in Tirunelveli District and self made tool was used to collect data and for measuring the attitude of B.Ed student-teachers towards Continuous and Comprehensive Evaluation. The result revealed that there is no significant difference between B.Ed student-teachers in their attitude towards Continuous and Comprehensive Evaluation and their demographical variables.

### KEYWORDS

attitude , Continuous and Comprehensive Evaluation.

### INTRODUCTION

Continuous and Comprehensive Evaluation is very effective new scheme of evaluation. CCE is to evaluate every aspect of the child during their presence at the school. 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.

### Meaning of Continuous and Comprehensive Evaluation (CCE)

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 behavioural outcomes on the other.

In this scheme the term 'continuous' is meant to emphasise 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.

### NEED AND SIGNIFICANCE OF THE STUDY

The Indian government is spending thousands of cores for the implementation of the CCE system for the benefit of the students and to decrease the workload of them by means

of continuous evaluation by taking number of small tests throughout the year in place of single test at the end of the academic program. These efforts would not turn to be effective and successful until unless the student-teachers are not willing whole- heartedly to implement such evaluation system in right manner and spirit in the near future. In this regard, it has been rightly remarked that the evaluation skill of the student-teachers is very important competence expected of them to raise the standards of achievement in pupils by giving constant feedback, remediation and improvement of classroom instructional strategies based on evaluation system followed in school education. The need is to bring a favorable attitude among student-teachers towards this scheme. Hence, the investigator ventures to investigate on student-teacher's attitude towards continuous comprehensive evaluation.

### DEFINITION OF THE TERMS

#### Attitude

According to L.L. Thurston, "Attitude is the sum total of an individual's inclination, feelings, prejudices or biases, preconceived notions, ideas, threats and convictions or beliefs about any specific object"

#### 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.

### OBJECTIVES

1. To find out whether there is any significant difference between male and female B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.
2. To find out whether there is any significant difference between rural and urban B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.
3. To find out whether there is any significant difference between married and unmarried B.Ed Student-teachers in

their attitude towards Continuous and Comprehensive Evaluation.

**NULL HYPOTHESES**

1. There is no significant difference between male and female B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.
2. There is no significant difference between rural and urban B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.
3. There is no significant difference between married and unmarried B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.

**METHOD ADOPTED FOR THE PRESENT STUDY**

To investigate and to determine the status of present phenomenon the survey method is the best. The Phenomenon being studied is "Attitude towards Continuous and Comprehensive Evaluation among B.Ed Student-teachers."

**TOOL USED IN THE PRESENT STUDY**

**Attitude scale**

The investigator used a self-constructed tool for collecting the data and for measuring the attitude of B.Ed Student-teachers towards Continuous and Comprehensive Evaluation.

The questionnaire consists of 40 items and each item contains three options such as (i)yes, (ii)sometimes and (iii)no. Hence each respondent could fall under anyone of the above options. There is no right or wrong answers to these questions.

**TABLE-1**  
**Scoring Key for Attitude Scale**

Scale	Yes	Sometimes	No
Rating	3	2	1

**POPULATION FOR THE STUDY**

The population of the present study is the B.Ed Student-teachers in Tirunelveli District.

**SAMPLE FOR THE STUDY**

In the present study, random sampling technique was adopted to select a sample of 150 B.Ed Student-teachers in Tirunelveli District.

**STATISTICAL TECHNIQUES USED**

Mean, Standard Deviation and 't'-test were the statistical techniques used.

**DATA ANALYSIS**

**NULL HYPOTHESIS- 1**

There is no significant difference between male and female B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.

**TABLE 2**  
**Significance of difference between male and female B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation**

S.No	Variable	N	Mean	S.D	Calculated 't' value	Table 't' value for d.f=148	Remark at 0.05 level
1	Male	72	97.944	6.144	0.188	1.96	<b>Not Significant</b>
2	Female	78	97.756	6.084			

It is inferred from the above table that the calculated 't' value **0.188** is less than the table value 1.96 at 0.05 level, for d.f = 148.

Hence the null hypothesis is accepted. That is, there exists no significant difference between male and female B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.

**NULL HYPOTHESIS- 2**

There is no significant difference between rural and urban B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.

**TABLE 3**  
**Significance of difference between rural and urban B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation**

S.No	Variable	N	Mean	S.D	Calculated 't' value	Table 't' value for d.f=148	Remark at 0.05 level
1	Rural	61	97.72	5.843	0.211	1.96	<b>Not Significant</b>
2	Urban	89	97.93	6.290			

It is inferred from the above table that the calculated 't' value 0.211 is less than the table value 1.96 at 0.05 level, for d.f = 148.

Hence the null hypothesis is accepted. That is, there exists no significant difference between rural and urban B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.

**NULL HYPOTHESIS- 3**

There is no significant difference between married and unmarried B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.

**TABLE 4**  
**Significance of difference between married and unmarried B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation**

S.No	Variable	N	Mean	S.D	Calculated 't' value	Table 't' value for d.f=148	Remark at 0.05 level
1	Married	82	97.622	6.044	0.494	1.96	<b>Not Significant</b>
2	Unmarried	68	98.118	6.186			

It is inferred from the above table that the calculated 't' value 0.494 is less than the table value 1.96 at 0.05 level, for d.f = 148.

Hence the null hypothesis is accepted. That is, there exists no significant difference between married and unmarried B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.

**FINDINGS:**

1. There is no significant difference between male and female B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.
2. There is no significant difference between rural and urban B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.

3. There is no significant difference between married and unmarried B.Ed Student-teachers in their attitude towards Continuous and Comprehensive Evaluation.

### CONCLUSION

From the result, it is clear that irrespective of gender, locality and marital status, the student-teachers do not show much difference in their attitude towards Continuous and Comprehensive Evaluation. Therefore gender, locality and marital status do not play a significant role in developing favourable attitude towards Continuous and Comprehensive Evaluation.

Attitude determines outcome. A correct and a willful attitude towards Continuous and Comprehensive Evaluation is the key to success of implementing CCE in schools. Therefore, if the student-teachers have favorable attitude towards CCE, then there may be a chance for proper implementation of Continuous and Comprehensive Evaluation which is widely acknowledged as a powerful means of improving the quality of education.

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