ATTITUDE TOWARDS EQUITABLE EDUCATION SYSTEM AND CONTINUOUS AND COMPREHENSIVE EVALUATION AMONG SCHOOL TEACHERS IN TAMIL NADU

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SYNOPSIS

NEED FOR THE STUDY

“The greatest discovery of my generation is that a human being can alter his life by altering his attitudes”

-William James (Psychologist)

As long as children go to school to get knowledge and develop themselves, so long as teachers are in need. And as long as teachers are working with young personalities, so long as the question of their attitude about the children, educational system, evaluation system at schools.

The development of a nation along with a conscious and productive citizen depends upon the standard of education. Education embraces almost all activities of life. Educational instructions reflect the purposes and problems of the society in which they are nurtured. In India there are different kinds of educational systems like Matriculation, State board, Anglo-Indian and Oriental schools. The heterogeneous group of students learning in these mixed kinds of schools gain heterogeneous knowledge, experiences and education. This makes lot of differences and inequality in educational standards. School education across the world has gained special significance as it makes its students acquire adequate knowledge in various disciplines and decides the future course of action in education (Ediger and Rao, 2010). Schooling is vital to child’s development. Therefore it is important that schools should respect the abilities of students, should meet the students educational needs and help to realize the students’ potentials.

In order to do away with such inequalities, Equitable Education System was proposed in the state of Tamil Nadu. It was felt that by following this education
system we could afford impartial education to all school children irrespective of region such as rural and urban, upper and lower caste, and religion etc. This new system of education came into existence after a lot of oppositions, obstacles and confusions.

Samacheer Kalvi or Equitable Education System (EES) is a programme to integrate the various school educational systems within the state. There are over 1.2 crore students in four streams of school education comprising about 45,000 state board schools, 11,000 matriculation schools, 25 oriental schools and 50 Anglo-Indian schools, with different syllabus, textbooks and schemes of examinations. Uniform System of School Education was implemented by Tamil Nadu Uniform System of School Education Act 2010 which paves way for quality education to all children without any discrimination based on their economic, social or cultural background. The new system of education was introduced for standard I and VI in the 2010 academic year and later up to X standard.

The main need for this system to be proclaimed as the syllabus in Tamil Nadu, was that all the school students must have uniform study, diminishing the variations between the Matriculation and State Board school Students. The motivation for a uniform syllabus was obtained from the former Chief Minister of Tamil Nadu, K. Kamaraj who was the first to initiate a uniform dress code in schools to reduce the differentiation between students from households with varying income.

Continuous and Comprehensive Evaluation (CCE) is an education system newly introduced by Central Board of Secondary Education in India, as well as State Government of Tamil Nadu for students. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional chalk and talk method of teaching, provided it is implemented accurately.
As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to reduce the workload on students and to improve the overall skill and ability of the student by means of evaluation of other activities too. Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior, to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields like arts, humanities, sports, music, athletics. 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 execution and the suggestions that teachers want to give in making CCE effective and fruitful on ground realities.

The outcome of this system of CCE at the initial level varies. Though most of the schools implemented it quickly, teachers and students who were more connected to the older system of evaluation and examination faced difficulties coping with the changes. The main aim of CCE being to reduce the pressure, a mass of students enjoyed it. However, many even though that it was aiming to make weaker students who didn't do hardwork feel as if its okay if they don't study, they were still going to pass. This method of CCE has also reduced the competition to a great extent, but that doesn't at all mean flaws in Indian educational system are over. More and more students with A1 grade now, pupils have a harder time getting admission into different educational institutions. The process of continuous learning actually focuses more on projects, activities, than actual learning. The workload is nowhere reduced in truth, because even though the exams have been cut off, students wrestle with time and effort making projects and preparing for oral tests all the year round. Even if the syllabus is not covered, one needs to have to participate in activities. That is not all,
some schools have not been able to implement CCE in the way it was meant to be, resulting in intense workloads on students, yet not real learning.

Reforms in the examination system are often recommended, sometimes discussed and rarely implemented. Introduction of grading system in assessment is one of such reforms which have undergone a painful journey.

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. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners. It has led to the emergence of the concept of Continuous and Comprehensive School-Based Evaluation. These led the present investigator to find out the teachers attitude towards Equitable Education system as well as Continuous and comprehensive evaluation. Hence the need for the present study which is entitled “ATTITUDE TOWARDS EQUITABLE EDUCATION SYSTEM AND CONTINUOUS AND COMPREHENSIVE EVALUATION AMONG SCHOOL TEACHERS IN TAMIL NADU”

BACKGROUND OF THE STUDY

Since it is the first time that Tamil Nadu government has introduced Equitable Education System & CCE in schools and has made quite a lot effort in its implementation in these schools. It is therefore pertinent to find out teachers’ attitude towards Equitable Education system as well as Continuous and Comprehensive Evaluation. Attitude about such a scheme of Equitable Education System as well as Continuous and Comprehensive Evaluation, the problem they face in the execution of the same and if there are any suggestions they want to give in making Equitable Education system as well as Continuous and Comprehensive Evaluation effective and
fruitful. In this concern, that it has led the present investigator to find out the teachers’ attitude towards Equitable Education system and Continuous and Comprehensive Evaluation. Hence the need for the present study which is entitled “ATTITUDE TOWARDS EQUITABLE EDUCATION SYSTEM AND CONTINUOUS AND COMPREHENSIVE EVALUATION AMONG SCHOOL TEACHERS IN TAMIL NADU”

TERMS AND DEFINITIONS

Attitude : refers to the mental disposition of teachers (favourable or unfavourable attitude) about Equitable Education System and, Continuous and Comprehensive Evaluation.

Equitable Education System (EES) : is a programme to integrate the State Board, Matriculation, Anglo-Indian and Oriental School systems within the state of Tamil Nadu.

Continuous and Comprehensive Evaluation (CCE) : refers to a system of school-based evaluation introduced by various boards of School education across the country to evaluate both scholastic and non-scholastic aspects of students’ growth and development.

School teachers : refers to those who are handling VI to IX classes under Equitable Education System (Samacheer Kalvi).

Tamil Nadu : refers to one of the Southern State of India.

VARIABLES OF THE STUDY

Dependent Variables

- Attitude towards Equitable Education System (EES)
- Attitude towards Continuous and Comprehensive Evaluation (CCE)
Independent Variables

1. Gender : Male / Female
2. Age : upto 40 / 41 and above
3. Qualification : B.Ed. / M.Ed.
4. Residence : Rural / Urban
5. Marital status : Married / Unmarried
6. Religion : Hindu / Others
7. Community : SC,ST / Others
8. Teaching experience : Below 10 years / 10 years and above
9. School locality : Rural / Urban
10. School kind : Unisex / Mixed
11. School Management : Govt. & Aided / Unaided
12. Subject teaching : Arts / Science
13. Nature of employment : Permanent / Temporary
14. Have you attended any
   workshop related to CCE / Samacheerkalvi? : Yes / No
15. Stream studied in Schools : State Board / Others

OBJECTIVES OF THE STUDY

1. To measure the level of attitude towards Equitable Education System among the school teachers.

2. To find out whether the select independent variables influence the attitude towards Equitable Education System among the school teachers.
3. To measure the level of attitude towards Continuous and Comprehensive Evaluation among the school teachers.

4. To find out whether the select independent variables influence the attitude towards Continuous and Comprehensive Evaluation among the school teachers.

5. To find out the relationship between attitude towards Equitable Education System and Continuous and Comprehensive Evaluation among the school teachers.

**HYPOTHESES OF THE STUDY**

1. School teachers possess favourable attitude towards Equitable Education System.

2. Select independent variables exerts a significant influence on attitude towards Equitable Education System.


4. Select independent variables exerts a significant influence on attitude towards Continuous and Comprehensive Evaluation.

5. There is a significant positive relationship between attitude towards Equitable Education System and Continuous and Comprehensive Evaluation among the school teachers.

**METHODOLOGY- IN -BRIEF**

**Design** : Descriptive

**Method** : Normative

**Technique** : Survey
Sample

A stratified representative sample of 545 school teachers working under Equitable Education System.

Tools

A) Scale on attitude towards Equitable Education System developed and standardized by Abirami, M. & Kannan, B. (2018).

B) Scale on Attitude towards Continuous and Comprehensive Evaluation developed and standardized by Abirami, M. & Kannan, B. (2018).


Statistical treatments

The statistical treatments employed in the study are listed below.

a) Test of significance of difference between the means of large independent samples (‘t’-test).

b) Pearson’s Product Moment Correlation

HYPOTHESES VERIFICATION

The study has been designed to verify the following hypotheses:

1. School teachers possess favourable attitude towards Equitable education system.

   The mean of the Attitude towards equitable education system among school teachers in this study is found to be 53.910 while the theoretical average is 40. Thus the schools teachers possess favourable attitude towards equitable education system.

   Hence the hypothesis 1 is Accepted.

2. Select independent variables exerts a significant influence on attitude towards Equitable education system.
Ten out of fifteen variables involved in this study influenced the attitude towards equitable education system among school teachers.

**Hence the Hypothesis 2 is Partially Accepted.**

3. School teachers possess favourable attitude towards continuous and comprehensive evaluation.

The mean of the Attitude towards continuous and comprehensive evaluation among school teachers in this study is found to be 50.04 while the theoretical average is 40. Thus the schools teachers possess favourable attitude towards continuous and comprehensive evaluation.

**Hence the hypothesis 3 is Accepted.**

4. Select independent variables exerts a significant influence on attitude towards continuous and comprehensive evaluation.

Fourteen out of fifteen variables involved in this study influenced the attitude towards continuous and comprehensive evaluation among school teachers.

**Hence the Hypothesis 4 is Substantiated.**

**CONCLUSIONS**

The major conclusions emerged out of the present study are presented below.

1. School teachers possess favourable Attitude towards Equitable Education System.

2. Attitude towards Equitable Education System among the School teachers is found dependent upon
   i. Gender
   ii. Marital status
   iii. Religion
   iv. Teaching experience
v. School locality
vi. School Management
vii. Subject teaching
viii. Nature of employment
ix. Have you attended any workshop related to CCE / Samacheerkalvi?
x. Stream studied in Schools

3. School teachers’ Attitude towards Equitable Education System is found favourable among
   a. who are male than female
   b. who are married than unmarried
   c. who belongs to Other than Hindu religion than Hindu religion
   d. those who have below 10 years of experience than those who have 10 years and above experience
   e. who are working in urban schools than rural schools
   f. who are working in private schools than govt. & Aided schools
   g. who are handling arts subject than science subject
   h. who are permanent employee than those who are temporary
   i. who have attended the workshop related to CCE/ Samacheerkalvi than those who do not attended it
   j. who are studied in state board schools than those who are studied in other than state board schools
4. School teachers possess favourable attitude towards Equitable Education System is found independent of
   i. Age
   ii. Qualification
   iii. Residence
   iv. Community
   v. School kind

5. School teachers possess favourable attitude towards Continuous and Comprehensive Evaluation.

6. Attitude towards Continuous and Comprehensive Evaluation among the School teachers is found dependent on
   i. Gender
   ii. Age
   iii. Qualification
   iv. Residence
   v. Marital status
   vi. Religion
   vii. Community
   viii. Teaching experience
   ix. School locality
   x. School kind
   xi. School Management
   xii. Subject teaching
   xiii. Nature of employment
xiv. Have you attended any workshop related to CCE / Samacheerkalvi?

7. Attitude towards continuous and comprehensive evaluation is found favourable among the teachers
   
   a. who are male than female
   
   b. whose age is up to 40 than those whose age is 41 & above
   
   c. who have M.Ed. qualification than those who have B.Ed. qualification
   
   d. who are Married than unmarried
   
   e. who belongs to Other than Hindu religion than Hindu religion
   
   f. who belongs to other community than SC/ST
   
   g. who have below 10 years of experience than those who have 10 years and above experience
   
   h. who are working in urban schools than rural schools
   
   i. who are working in private schools than Govt. & Aided schools
   
   j. who are handling arts subject than science subject
   
   k. who are permanent employee than those who are temporary one
   
   l. who have attended the workshop related to CCE/ Samacheerkalvi than those who do not attended it

8. Attitude towards Continuous and Comprehensive Evaluation among the School teachers is found independent of stream studied in schools

EDUCATIONAL IMPLICATIONS

It is a auspicious finding that the school teachers possess favourable attitude towards the Equitable Education System. Which shows that the teachers accept these kind of changes and they are also work for the same which further facilitates the
students learning without any difference in curriculum with other systems of education like CBSE and ICSE.

It is a quite promising to observe that the teachers, who are female, unmarried, those who belongs to hindu religion, those who are studied in other than state board schools, those who do not attend the workshop related to CCE/Samacheerkalvi, those who have 10 and above years of experience, those who are working in rural, Govt. & aided schools, those who are handling science subject, those who are temporary employee than their respective counterparts which earnest the attention of the teachers to accept the change which is an inevitable phenomenon in all walks of life. We have to prepare the teachers to admit the changes happening in curriculum transaction which is for the benefit of the students which in turn makes them to be a competent person on par with the other systems of education in our nation.

The teachers are to be motivated by creating awareness for what cause Equitable Education System has introduced in the state of Tamil Nadu.

It is a striking fact that the teachers who are female, who are unmarried, who belongs to Hindu religion, who belongs to SC/ST, who belongs to the age group of 41 and above, whose qualification is B.Ed., who have 10 & above years of experience, who are working in rural, government & aided schools, who handle science subject, who are temporary employee, who do not attend any workshop related to CCE/Samacheerkalvi system than their respective counterparts. Their unfavourable attitude towards CCE may be changed by imparting the necessity of CCE by stressing the same by senior teachers and administrators.

Though CCE is an integral part of Equitable Education System, once the teachers begins to accept the Equitable Education System also creates working attitude towards CCE too. Both are in separable one, which may not happen in a single day.
SUGGESTIONS FOR FURTHER RESEARCH

The following are the suggestions for further research studies:

1) A similar study may be undertaken for primary school teachers.

2) This study can be extended to teachers working other school system

3) Equitable Education System and Continuous and Comprehensive Evaluation in relation to the achievement of the students.

4) This study may be conducted with other variables.

5) Comparative study may be conducted with other system of education in India