

# SWAY OF MEDIUM OF INSTRUCTION ON ATTITUDE TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION METHOD AMONG HIGH SCHOOL STUDENTS

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## Abstract

*The study was conducted to investigate the sway of medium of instruction on attitude towards Continuous and Comprehensive Evaluation method among high school students. The accessible population of the study was high school students in Tirunelveli district of Tamilnadu State. 14 schools were selected randomly from the Tirunelveli district for this study. From those schools, a total sample of 300 high school students (206 high school students from Tamil medium schools and 94 high school students from English medium schools were selected). The selection of schools and the students for the study was made through simple random sampling technique. "Attitude towards Continuous and Comprehensive Evaluation Scale" (ACCES) was used as tool to collect the data. It consists of 57 items of them. In that, 51 items were positive and 6 items were negative statements. The descriptive analysis of this study showed that 31.6% of high school students from Tamil Medium schools have high level of attitude towards continuous and comprehensive evaluation method, but 10.6 % of high school English Medium students have low level of attitude towards continuous and comprehensive evaluation method. Further, the inferential analysis of this study showed that there is significant difference in attitude towards continuous and comprehensive evaluation method among high school students with respect to medium of instruction. It also revealed that the Tamil medium high school students have better attitude towards continuous and comprehensive evaluation method than their counterpart.*

**Keywords :** Continous and Comprehensive Evaluation, Attitude, Medium of Instruction

## Introduction

Evaluation is always with reference to the objectives of education and is not done in a vacuum. It has to be comprehensive in a system which aims at the many-sided development of the personality of a child. Evaluation, therefore, must relate to academic and non-academic achievements of the students. Unlike traditional examinations which are periodical, evaluation is a continuous process. In fact, evaluation to be effective, must be done on daily basis as the chief function of evaluation is not to declare a student 'pass' or 'fail' but to bring about improvement by finding out the deficiencies. Continuous and Comprehensive Evaluation helps in improving student's performance by identifying his/her learning difficulties and abilities at regular time intervals right from the beginning of the academic session. CCE helps to evaluate all the prime dimensions of a student's personality that of how much he/she has been through out.

## Continuous and Comprehensive Evaluation (CCE)

C- Continuous, C- Comprehensive, E- Evaluation: Continuous stands for assessment of a student throughout the year, not just at the end of a term. It may be done formally or in an informal way by using different techniques of evaluation. Comprehensive takes care of assessment of all round development of a child's personality. A child will be assessed not only in terms of his knowledge about a subject but also his participation in other activities. Broadly, we assess a child's growth in two areas – Scholastic and Co-scholastic. The term Scholastic refers to those aspects, which are related to intellect or the brain. It is related to the assessment of learners in curricular subjects. It includes assignments, projects, practical etc. Evaluating the need for a functional and reliable system of School-Based Evaluation, CBSE introduced the CCE Scheme for doing a holistic assessment of a learner which also includes co scholastic areas of Life Skills, Attitudes and Values, Sports and Games as well as Co-

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Curricular activities. The CCE scheme aims at addressing this in a holistic manner.

A number of National Committees and Commissions have consistently made recommendations regarding reducing emphasis on external examination and encouraging internal assessment through School-Based Continuous and Comprehensive Evaluation.

Therefore, the CCE scheme brings about a paradigm shift from examination to effective pedagogy. On September 27, 2011, the Tamil Nadu government announced that state board schools would shift to the Continuous and Comprehensive Evaluation (CCE) system, followed by the Central Board of Secondary Education (CBSE) as well as state board schools in Karnataka and Kerala. The Government Order was issued based on the findings of an expert committee. Not only will the examination pattern be changed, grades will be given instead of marks. Most parents and students are said to be happy about the change, as it lightens the load on students, but some are worried that the teachers may not be able to cope with the new forms of assessment.

#### **Need for the Study**

CCE helps in improving student's performance by identifying his/her learning difficulties and abilities at a regular time intervals right from the beginning of the academic session. CCE helps to evaluate all the prime dimensions of a student's personality that of how much he has been through out. Continuous stands for assessment of a student throughout the year, not just at the end of a term. It may be done formally or in an informal way by using different techniques of evaluation. Comprehensive takes care of assessment of all round development of a child's personality. A child will be assessed not only in terms of his knowledge about a subject but his participation in other activities also. Broadly, we assess a child's growth in two areas – Scholastic and Co-scholastic. The term Scholastic refers to those aspects, which are related to intellect or the brain. It is related to the assessment of learners in curricular subjects. It includes assignments, projects, practical etc. Co-scholastic area includes Life Skills, Attitudes and Values, Sports and Games as well as Co-Curricular activities. Therefore, the CCE scheme brings about a paradigm shift from

examination to effective pedagogy. The students are the backbone of the school system. They should know about the whole CCE evaluation system, so that they prepare well for their internal examination as well as external examination. And also On September 27, 2011, the Tamil Nadu government announced that state board schools (Both English and Tamil Medium) would shift to the Continuous and Comprehensive Evaluation (CCE) system. In Tamilnadu, most of the Tamil medium schools are run by Government but most of the English Medium Schools are run by private sector. If the language of instruction is the same as the child's mother tongue, there is a better chance for the child to 'fit in' and continue with education. So some kind of variation in the complete implementation of CCE method in the schools of Tamilnadu may be occurred. Hence it is essential to study the sway of medium of instruction on attitude towards CCE method among high school students.

#### **Objectives of the Study**

Present study was designed to achieve the following objectives:

1. To find out the level of attitude towards CCE method among high school students with regard to medium of instruction.
2. To find out whether there is any significant difference in attitude towards CCE method among high school students with regard to medium of instruction.

#### **Hypothesis of the Study**

There is no significant difference in attitude towards CCE method among high school students with regard to medium of instruction.

#### **Tool Used**

“Attitude towards Continuous and Comprehensive Evaluation Scale” (ACCES) was used as tool to collect the data. “ACCES” was prepared by Dr. N. Subramanian (2016). It consists of 57 items. The reliability of this test was found out to be 0.67 using split-half reliability methods.

#### **Method Used for the Study**

In order to achieve the objectives of the present study, the survey method was used.

#### **Population of the Study**

Population is a sampling word used to refer to a well-defined group of people, objective or events. There is no implication of size, since a single class of

children can be the population for certain studies. The accessible population of the study was high school students in Tirunelveli district of Tamilnadu State.

### Sample of the Study

14 schools were selected randomly from the Tirunelveli district for this study. From that schools, a total sample of 300 high school students (206 high school students from Tamil medium schools and 94 high school students from English medium schools) were chosen. The selection of schools and the students for the study was made through simple random sampling technique.

### Statistical Techniques Used

The following statistical techniques are used to do descriptive and inferential analysis for this study.

### Descriptive Analysis and Interpretation of Data

In the light of the objectives of the study, the results obtained from the statistical analysis were analyzed and interpreted.

**Table – 1: The level of attitude towards CCE method among high school students with regard to medium of instruction.**

Variable	Medium of Instruction	Low		Average		High	
		Count	%	Count	%	Count	%
Attitude towards OCE	Tamil	38	18.4	103	50.0	65	31.6
	English	37	39.4	47	50.0	10	10.6

One half of high school students from both the Tamil and English medium schools have average level of attitude towards CCE. But 31.6% of high school students from Tamil Medium have high level of attitude towards continuous and comprehensive evaluation method and 10.6% of high school English Medium have attitude towards continuous and comprehensive evaluation method.

### Testing of Hypothesis Through Inferential Analysis

There is no significant difference in attitude towards CCE method among high school students with respect to medium of instruction.

**Table – 2: 't' test showing the significant difference in attitude towards CCE method among high school students with respect to medium of instruction**

Variable	Medium of Instruction	N	Mean	Standard deviation	Calculated 't' value	Remark
Attitude towards CCE	Tamil	206	218.14	30.72	6.40	S
	English	94	196.05	26.22		

(Table value – 1.96 for df(298) at 5% level of significance)

It is inferred from the above table that the calculated t-value (6.40) is greater than the table value (1.96) for df(298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in attitude towards CCE method among high school students with respect to medium of instruction.

### Findings and Interpretation

The descriptive analysis shows that 31.6% of high school students from Tamil Medium schools have high level of attitude towards continuous and comprehensive evaluation method, but 10.6% of high school English Medium have high level attitude towards continuous and comprehensive evaluation method. By using the learners' home language, learners are more likely to engage in the CCE method. Medium of instruction through mother tongue allows learners to make suggestions, ask questions, answer questions and create and communicate with their teachers about CCE method with more enthusiasm and interest. In turn the high school students who are from Tamil medium schools get more attitude towards CCE method. The inferential analysis shows that there is significant difference in attitude towards continuous and comprehensive evaluation method among high school students with respect to medium of instruction. The mean values of Tamil medium high school students are greater than the English medium students with respect to attitude towards continuous and comprehensive evaluation method and its dimensions. It indicates that the Tamil medium high school students have greater attitude towards continuous and comprehensive evaluation method than their counterpart. It may be due to the fact that the high school students from Tamil medium schools learn their subject matter through Tamil medium effectively and also identifying their learning difficulties at regular intervals, right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance through CCE method. The examinations under CCE pattern are so designed that they in a way, compel students to understand the concepts rather than mugging them up. The need of the hour is to make students realize the power of

thinking and help them to develop a thought process. CCE plans on doing that exactly. To realize the power of thinking and to develop the thought process, learning the content matter through mother tongue is very important. The curriculum for high school students in mother tongue, emphasizes the importance of the individual's personal and intellectual development. When children are learning through their mother tongue, they are learning concepts and intellectual skills that are equally relevant to their ability to function in their entire life. In other words, according to 2008 newsletter of UNESCO (United Nations Educational, Scientific and Cultural Organization), "Learning in the mother tongue has cognitive and emotional value".

### **Educational Implications**

Based on the findings, it is clearly proved that the high school students who are from Tamil medium schools have greater attitude towards CCE method. The use of learners' home language in the classroom promotes a smooth transition between home and school. It means learners get more

involved in the learning process and speed up the development of basic literacy skills. Using learners' home language is also more likely to get the support of the general community in the teaching/ learning process and creates an emotional stability which translates to cognitive stability. In short, it leads to a better educational outcome. So the state government should strictly monitor all the private, aided and government schools for the effective implementation of the CCE method.

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