

A Study on Attitude of Secondary School Teachers Towards Continuous And Comprehensive Evaluation

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ABSTRACT:

This study was conducted on 80 secondary school teachers to know the attitude of secondary school teachers towards continuous and comprehensive evaluation in Aligarh District. The Objectives of the study are to study the attitude of male and female secondary school teachers towards continuous and comprehensive evaluation, to study the attitude of urban and rural Secondary school teachers towards continuous and comprehensive evaluation. Researcher has employed survey method and used attitude scale developed by Dr. Vishal Sood and Dr.(Mrs.) Arti Anand to collect data. The main finding of the study reveals that, there is no significant difference between the attitude of male and female secondary school teachers towards continuous and comprehensive evaluation, there is no significant difference between the attitude of rural and urban secondary school teachers towards continuous and comprehensive evaluation.

INTRODUCTION

Truly, our education starts with examinations and ends with examinations. Examinations have become the sole criteria for judging the effectiveness of any educational programme and success of individuals in any field. The present system of examinations has come under the scrutiny of educational institutions, governing bodies, students and parents due to inherent flaws, discrepancies and lack of accountability. Examination results are no longer an accurate and reliable measure of one's abilities. On the contrary, they could as well be an indication of one's manipulative power and as such, examinations have more or less, lost their validity in the prevailing educational scenario. The review of previous studies indicated that prevailing examination system has a number of weaknesses and as a result of this, an adverse impact was experienced by both the students and teachers. Natrajan and Arora (1989) reported that unfair means have become a part of our educational culture which may be attributed to excessive competition and psychological frustration among students. Das (2007) indicated that marks make an unnatural pretext of accuracy in judging competency level of students. Subjectivity in judgement was reported as more severe in marking than in grading system. Ghanchi (2009) was of the view that the growing disconnects which has fractured the age-old unity between the curriculum, instruction and evaluation has resulted in giving rise to a system whose products are anaemic and uninspired and are generally misfits in the global scenario of world of work. For coming out of such situations, a large number of efforts are being undertaken to overhaul examination system and replace it with school-based evaluation system i. e. continuous and comprehensive evaluation.

HIGHER EDUCATION IN INDIA: CHALLENGES AND SUGGESTIONS

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ABSTRACT

Education is a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which develops overall personality of an individual. Education is a process both in narrower as well as in wider sense. Ancient people used to collect facts and information about nature for survival. This is nothing but education. In wider sense, education is acquisition of experience throughout life. Experience brings changes in human life and behaviour. It is a primary function of formal education to accelerate and facilitate social progress. Social progress means social change. In India, education system divided in mainly primary education, secondary education, higher education and distance education. There is many Problems to provide quality in education.

KEYWORDS

education, educational pattern, higher education, quality.

INTRODUCTION

Education is an aim of human life. Education of human being begins at birth and it ends with his death. It is the third eye of a person. It gives him insight into all affairs. It teaches him how to act justly and rightly. It leads him to realize the true significance of life. Education removes darkness and chatters illusion. A person without education is really blind. Education is an indispensable need of mankind. According Vivekanand. "Education is the manifestation of the divine perfection, already existing in man." Gandhi say about education "By education, I mean an all-round drawing out of the best in the Child and man body, mind and spirit." We can say that education is a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which develops overall personality of an individual.

IMPORTANCE OF EDUCATION

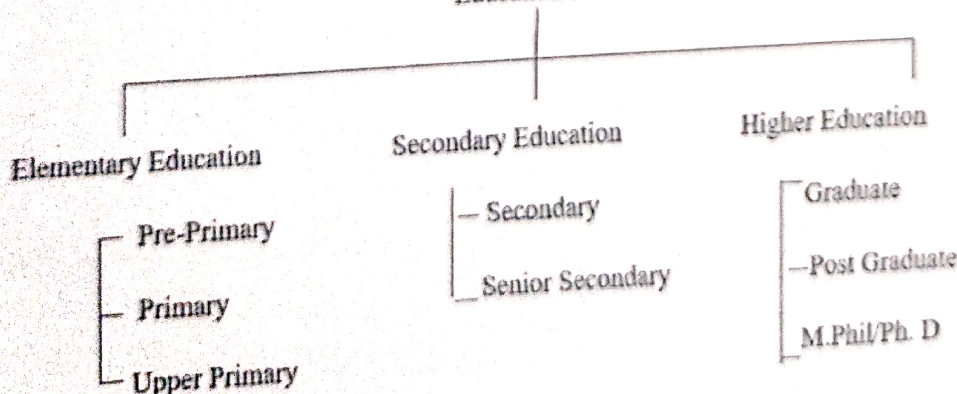
The education is process of instruction aimed at the all round development of individual, providing necessary tools and knowledge to understand and participate in day to day activities of today's world. Education not only impacts on human development and economic growth but also is fundamental requirement of democracy. At the start of a very young age, children learn to develop and use their mental, moral and physical powers, which they acquire through various types of education. Learning subjects in school is not enough one can learn history, maths, science in school and the book smart in addition, one can learn how to live life by knowing what to say when, acting a certain way in certain situations and be street-smart. Growth of economy and development of a country is depending upon the education system of that particular country. A perfect and successful batch of youth of a country is come from education sector. Education is key which allows people to move up in the world, seek better jobs and ultimately succeed in their lives. So education is very important and no one should be deprived of it.

PRESENT EDUCATION SYSTEM IN INDIA

In India, educational pattern divided mainly in three parts like primary education, secondary education and higher education. Primary and secondary education known as school education where student takes basic knowledge about maths, science, social science and history of nation etc. Higher education refers to study programmes offered after senior secondary level leading to a degree or a diploma at university level. Distance education is also paying a good role in present educational system. It's provided degree and diploma in different fields by distance mode to whom not takes education regular any colleges and universities. There is educational pattern in India:

EDUCATION PATTERN

FIG. 1: EDUCATION PATTERN IN INDIA



HIGHER EDUCATION

Higher education system of India is the world's third largest in terms of students, next to China and United States. Unlike China, however, India has advantage of English being primary language of higher education and research. India educates about 11 per cent of its youth in higher education as compared to 20 per cent in China. The main governing body at tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and its constituent colleges are main institutes of higher education in India. At present in 2011, there are 227 government-recognized Universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are Open Universities and rest are state universities. Most of these universities in India have affiliating colleges where undergraduate courses are being taught. Distance learning is also a feature of Indian higher education system. Even as higher education has been based on a Western "university model," it has developed in a way that is deeply rooted in societies of which it is a part.