



## ATTITUDE OF STUDENTS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION

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### **Abstract**

*Indian Education System experienced a number of innovations before and after independence. Our educational system has improved from time to time according to social needs and requirements and become one among major manpower exporting countries of the world; yet it remains a knowledge-taking country rather than a knowledge-creating country. Today we are in a Global village, where world-class educated people take maximum material advantage. If we want to sustain the process of development in all its aspects and dimensions, we have to swim with the global current. For that we have to follow the footprints of highly developed educational system(s) of the world. That doesn't mean we have to overthrow the existing educational system as a whole, instead we should incorporate the necessary changes in the existing system*



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### **Introduction**

Keeping in view of need of quality education, recently new initiative has been done in the field of evaluation, focussing to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation. Concept of Continuous and Comprehensive Evaluation is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. As testing, evaluation is also concerned with identification of learning experiences and educative environment to produce changes in the learner's behaviour. It involves information gathering, information processing, judgment forming, and decision-making. Students are an integral part of the teaching learning process and

so of the evaluation system. For continuing any system effectively, a regular appraisal is a must that too by those involved in the system and those being made a party to it. Our Government has attempted to evaluate the standard of education so that it will be helpful in fulfilling the national objectives. For this several committees have been held. They had given several recommendations after observing the whole education system. In the last decades, several educational experts analyzed the present education system. It was revealed that evaluation is the missing link in education system. The process of education with CCE becomes interactive, communicative and collaborative and efforts that are required to meet the challenges of learning infuse wonderful and everlasting relationships in very short time.

### **Concept of Continuous and comprehensive evaluation**

Then keeping the importance of evaluation in view, the concept of CCE had been embraced by the Education Minister, Kapil Sibal to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation from 2009 onwards. The process of education with CCE becomes interactive, communicative and collaborative and efforts that are required to meet the challenges of learning develop wonderfully with everlasting relationships in very short time. An evaluation of the continuous evaluation system (CES) of examination in Kendriya Vidyalaya by studying the effect of such continuous evaluations on the final performance of the student, conducted a study about the teacher's awareness towards continuous evaluation, conducted a study of the impact of continuous and comprehensive evaluation at primary level in the State of Orissa. The CCE has been found to have significant effect on both the scholastic areas, namely, mathematics, language and environmental science, and co-scholastic areas, namely, regularity, punctuality, discipline and cleanliness. Pani, (2004). S. Rajput, A. Mamta, (1998). Rao & Bharti (1989)

Certain empirical studies R.P. Manjula. and S.P. Kulkarni (2002), Rao, (2001). conducted at regional level in schools and other studies revealed the following:

- Evaluation practices carried out in schools are still conventional in their nature and purposes.
- After getting orientation the teachers are yet not conducting CCE in actual classroom situation.
- Competencies are not assessed through planned procedures of evaluation.
- Due to certain factors, sometimes the evaluator is biased and he/she is unable to find out on

which competency the student has mastery.

- Remedial instruction is not provided.
- Formative feedback is not provided and learning difficulties are not identified.
- The personal and social qualities are totally ignored due to lack of knowledge of the evaluator on what to be evaluated and how to evaluate.
- Undue reliance on recall is found rather than enabling the students to transfer and apply what they have learnt from different concepts and problems.

From the above results of the various research studies, it becomes pertinent to study about the perception and attitude of the teachers towards this system. The present work aimed at the study of perception and attitude of secondary teachers towards CCE system. For identifying the Attitude and Perception of Rural School Teachers and Urban school teachers, a Parametric Scale is prepared for the proper knowledge of CCE. This scale is based on the features of CCE.

### **Attitude**

Attitude is composed from various forms of judgments. Attitude develops on the ABC model (affect, behavior and cognition). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavior tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experiences or observational learning from the environment.

Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked (Goodings, R.M. Byram & M.M. Portland. (1995).. The teaching profession requires certain dominant behaviors which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern. Attitude is someone's opinion or feeling about something, especially as shown by their behavior (MacMillon (2002).. This attitude is the sum total of man's inclination and feelings, prejudice or biases, preconceived notion, ideas, fears, threats and conviction about a particular topic. An attitude may be defined as a predisposition to respond in a favorable or unfavorable manner with respect to a given attitude or object (S. Oskamp,. and P.W. Schultz. (2005).. Attitude is a mental disposition in relation to a way of thinking or being (Lopper (2006). The current popular usage of attitude implies a negative mind set, "a chip on the shoulder" behavior and an inner angel toward the prevailing of thought "Dictionary of Psychology, defined attitude as the learned, relatively stable tendency to respond

to people, concept and events in an evaluative way (Dictionary of Psychology (2007).

There are some components of attitudes which are evaluative statements, favorable or unfavorable related to person, objects or events. They reflect that how one feels about something (Sadiamber, 2008). There are three components of attitude:

- i) Cognitive Component: It reflects to that part of attitude which is related in general to know, 'how of a person'.
- ii) Affective Component: This part of attitude is related to the statement which, 'affect another person'.
- iii) Behavioral Component: It refers to that part of attitude which 'reflects the intention of a person,' in short run or in long run.

A study on secondary students found that rural students appear to be more committed to and engaged in the educational process than urban students, in fact, were found to be serious analytical learners and active practical learners (D.E. Cox, E.K. Sproles, & G.B. Sproles . (1988). 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 (P.B. Kurien . & M.D. Pande . (2010).

### **Conclusions**

Continuous and Comprehensive Evaluation is a modern change in the field of school education. Students and teachers are called its main effecting area after its implementation. As we have write down the research studies above, we can say that students are effecting very badly by CCE. They have no so much time to maintain their academic aspect. They spend too much time in co-curricular activities and the teachers have to face so many difficulties related to its implementation.

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