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Topic of the Thesis : **Teachers' Understanding of and
Attitude towards Continuous and
Comprehensive Evaluation:
A Comparison of Government and
Private Schools**

ABSTRACT

Education is concerned with preparation for meaningful life and evaluation should be a way of providing credible feedback on the extent to which we are successful in implementing such education. Each learning experience provided in a teaching-learning process is expected to bring about a desired change in the learner's behavior. The degree of that might vary from learner to learner. In fact, these variations make evaluation of the learner's behavior so complex that no single criterion of measurement, no single source of measurement, or any single technique of measurement is good enough to do the job. This becomes all the more compound when large number of children is to be evaluated in a class situation. As evaluation is a wider term than measurement, which not only presents quantitative descriptions of student's

development. It is precisely the reason as to why we employ multiple sources of measurement. Use of all these is possible only when evaluation is totally integrated with the teaching-learning process.

Breaking away from tradition is always difficult. First, there is the inherent resistance to change and second, the need for evolving acceptable alternatives. With all their pitfalls, the existing external examinations have survived because of their apparent grab of objectivity and capacity to do justice. Despite this the concept of Continuous and Comprehensive Evaluation has been slowly and steadily gaining ground. Continuous and Comprehensive Evaluation as a permeating undercurrent of the total teaching- learning process is conceived as a powerful instrument for-

- Energizing the entire process of curriculum transaction
- Stimulating the working motivation of both teachers and students
- Creating a congenial functional ethos in the teaching- learning situations
- Improving the discipline and tone of the institutions

To add to this, the CCE is also the core element responsible for the introduction of the semester, which is the singular most important directive of the National Policy on Education (NPE) for the transformation of the content and the process of education. As an imperative for the execution of a number of directives of NPE, 1986 as also its modified version of 1992, CCE covering scholastic and non- scholastic aspects, emerges as one of the most important items on the agenda for its implementation.