Abstract

The present study deals with the Perception of teachers towards Continuous and Comprehensive Evaluation in relation to their Mental Health, Adjustment and Professional Commitment. Descriptive Survey Method of research was used. A sample of 200 teachers teaching classes IX and X was selected randomly from various CBSE affiliated schools of Chandigarh (U.T.), which were selected through Lottery method. The data collected was analyzed using Descriptive Statistics (Mean, Median, Standard Deviation, Skewness, Kurtosis and Percentages) and Inferential Statistics (Product Moment Correlation, Multiple Regression and t-test). The findings revealed that the system of Continuous and Comprehensive Evaluation is moderately accepted by the teachers. The study also throws light on the shortcomings of the system as perceived by the teachers. It was found that if Mental Health and Adjustment of teachers become better, then Perception of teachers towards Continuous and Comprehensive Evaluation will also be improved and vice versa. But, no significant relationship was found to exist between Perception of teachers towards Continuous and Comprehensive Evaluation and Professional Commitment of teachers. Whereas, all the classifying variables Mental Health, Adjustment and Professional Commitment were found to significantly contribute to the Perception of teachers towards Continuous and Comprehensive Evaluation. Teachers with good Mental Health were found to show better perception than teachers with bad Mental Health. But, no significant difference was found to exist between Perception of teachers towards Continuous and Comprehensive Evaluation with respect to good and poor adjustment as well as with respect to high and low Professional Commitment.