Summary

A STUDY OF IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE SCHEME OF EVALUATION IN RELATION TO ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS SCHOLASTIC AND CO-SCHOLASTIC COMPONENTS

The research study in hand investigated the implementation of Scholastic and Co-scholastic components of Continuous and Comprehensive Scheme of Evaluation in relation to attitude of secondary school teachers. The study was conducted on 743 secondary school teachers of CBSE affiliated schools of Ludhiana, Moga, Jalandhar and Gurdaspur districts of the state of Punjab, India. This descriptive study was conducted by making use of two self constructed tools. The results of the study indicated that there is a significant relationship between the implementation of the Scholastic and Co-scholastic Components of Continuous and Comprehensive Scheme of Evaluation and the attitude of secondary school teachers. A significant difference exists in the implementation of Formative assessment with respect to gender, a significant difference exists in the implementation of Summative assessment with respect to locale and a significant difference exists in the implementation of Attitude and Values assessment with respect to age. A significant difference exists in the attitude of secondary school towards Formative assessment, Life Skills assessment, Visual and Performing Arts assessment, Work Education assessment and Co-curricular Activities assessment with respect to gender. A significant difference exists in the attitude of secondary school teachers towards Work Education assessment and Attitude and Values assessment with respect to age. The qualitative analysis revealed that a major proportion of sample is in favour of the continuation of Continuous and Comprehensive Scheme.