

## The effectiveness of continuous evaluation with reference to Economics subject of Std. 11<sup>th</sup>

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### ABSTRACT

*The matter whether the continuous evaluation can be useful instead of only written examinations. These study two incidental groups were formed- experimental Group and Controlled Group. So students of common stream from Ahmedabad city become the population for this study. Method of Sampling was purposive sampling method. The self constructed achievement test, Continuous evaluation method on opinions towards economic subject, opinionative. Analysis Method is average, SD and t-test. It was concluded that the teaching by continuous evaluation method was found more effective than that by lecture method.*

**Keywords:** Economics subject, Continuous Evaluation, Effectiveness.

**Problem:** The effectiveness of continuous evaluation with reference to Economics subject of std. 11th

#### Introduction:

Evaluation process has become now more sensible. Defective evaluation can harm the whole educational process. Mostly evaluation is done on the basis of cramming and memorizing. So educationalists of many countries have begun to take interest in this whole defective system. While teaching in class room, only the lecture method is used and the progress of students is examined with the help of the scores in terminal and annual examinations. In place of this traditional evaluation process, the students should be evaluated at the end of each topic or unit so that his progress can be truly examined. The matter whether the continuous evaluation can be useful instead of only written examinations or not has inspired the researcher.

#### Objectives:

1. To study the effectiveness of continuous evaluation system on academic achievement.
2. To study the effect of continuous evaluation system on retention of economics subject.
3. To study the effect of continuous evaluation system on opinions about economics subjects.
4. To study the effect of sex on the relation between continuous evaluation method and academic achievement.
5. To study the effect of sex on the relation between continuous evaluation method and retention of economic subject.

#### Hypothesis:

**HO1 :** There will be no significant difference between the average score of academic achievement of boys treated by continuous evaluation and lecture method in economics subject.

**HO2 :** There will be no significant difference between the average score of academic achievement of girls treated by continuous evaluation and lecture method in economics subject.

**HO3 :** There will be no significant difference between the average score of retention of economic subject of boys treated by continuous evaluation and lecture method in economics subject.

**HO4 :** There will be no significant difference between the average score of retention of economic subject of girls treated by continuous evaluation and lecture method in economics subject.

**HO5 :** There will be no significant difference between the average score of opinions on economic subject of boys treated by continuous evaluation and lecture method in economics subject.

**HO6 :** There will be no significant difference between the average score of opinions on economic subject of girls treated by continuous evaluation and lecture method in economics subject.

**HO7 :** There will be no significant difference between the average score of academic achievement of boys and girls treated by continuous evaluation method in economics subject.

**HO8 :** There will be no significant difference between the average score of academic achievement of boys and girls treated by lecture method in economics subject.

#### Research Method:

Experimental research method was used. Two groups, Incidental sample, only post test experimental design was used.

#### Population:

Students of common stream from Ahmedabad city become the population.

#### Sample:

Two schools were selected by purposive sampling method which is mentioned below.

1. Shri Jaymanben Dave and Sheth Shri Hirabhai Kanya Vidhyalaya, Maninagar, Ahmedabad.

2. Kumkum Vidhyalaya, Ghodasar, Ahmedabad.

**Table - 1 The sample selected for Experiments**

Sr.No	Sex	experimental group		Controlled group		Total
		Class	Numbers	Class	Numbers	
1	Boys	11B	47	11C	53	100
2	Girls	11A	53	11B	49	102
Total	-	-	100	-	102	202

**Table - 2 Examining of Hypothesis**

No	t-value	Level	Interpretation
HO1	3.30	Significant at 0.01 level	Not Accepted
HO2	5.032	Significant at 0.01 level	Not Accepted
HO3	5.41	Significant at 0.01 level	Not Accepted
HO4	5.90	Significant at 0.01 level	Not Accepted
HO5	1.86	Not Significant	Accepted
HO6	3.28	Significant at 0.01 level	Not Accepted
HO7	0.50	Not Significant	Accepted
HO8	0.46	Not Significant	Accepted

**Tool:**

**(1) Achievement test:**

The self constructed achievement test was used to measure academic achievement of students.

**(2) Economics test:**

The retention test was given to students after one month. The achievement test was accepted as the retention test.

**(3) Opinionative:**

The researcher had constructed opinionative.

**Analysis of Data:**

Analysis of scores of variables was calculated using average, SD and t-test.

**Testing Hypothesis:**

See Table 2

**Findings:**

1. The academic achievement of boys and girls in Economics Subject taught by continuous evaluation was higher than those who were taught by lecture method.
2. The retention of economics of boys and girls of std. 11 taught by lecture method or continuous evaluation method was found equal.

3. The retention and opinions of economics of girls taught by continuous evaluation method was higher than those who were taught by lecture method.

4. The retention and opinions of economics of boys of std. 11 taught by lecture method or continuous evaluation method was found equal.

5. The sex as a moderator variable has not effect on the relation between two variables continuous evaluation method and academic achievement.

6. The effect of sex as a moderator variable was found on the relation between two variable continuous evaluation method and retention of economics.

**Conclusion:**

To measure achievement of students, self constructed academic achievement test was prepared. That test was also used to know retention of economics. It was concluded that the teaching by continuous evaluation method was found more effective than that by lecture method.

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**REFERENCE**

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