CHAPTERS - 1

INTRODUCTION TO THE RESEARCH PROBLEM

1.0 Preface
1.1 Statement of the problem
1.2 Operational definitions of the terms
1.3 Objectives of the study
1.4 Hypotheses of the study
1.4.1 Research hypotheses
1.4.2 Null Hypotheses
1.5 Variables included in the study and their inter-correlations
1.6 Field of research problem
1.7 Type of research
1.8 Evaluation and continuous evaluation
1.9 Scope of the research
1.10 Limitations of the study
1.11 Importance of the study
1.12 Outline of the study work
1.13 Planning of the subsequent chapters
CHAPTER-1
INTRODUCTION TO THE RESEARCH PROBLEM

1.0 Preface

We have reached at the door step of 21st century even though we have failed to identify and find out the correct method of students' evaluation which has been found implemented in the current system of education. It has been unanimously agreed upon that such system should be replaced by the effective system but there are many differences of the opinions prevailing in the society. Conducting the Examination is the very old tradition but isn’t it next to impossible to judge a student by a single paper that is written at the end of the examination? Can there be a fair evaluation of a student by an examination? Isn’t it better not to have examination rather than such examination system? How to establish the new standards of examination in this modern society? All these queries and broodings come to an end with the current research where one can find the answers in the root of the research.

What is the objective of evaluation? Why to do an evaluation?

These objectives can be seen from different point of view:

1. Examiner's point of view: The objective of an examiner is to evaluate the knowledge related to curriculum gained of the specific subject by the students.

2. Student's point of view: Degree is a must for the achievement of life struggle and examination is the first step to overcome the barrier.

3. Society’s point of view: Degrees achieved after passing the examinations to evaluate the earning capacity and image of the person.

4. Ideally: Examination is the self-assessment of the continuous efforts for gaining knowledge.
Are these all objectives fulfilled by our evaluation system?

How should an evaluation method be?

1. Scientific and accurate
2. Full proof from unfair means
3. Speed in examination
4. Covers the entire syllabus
5. Evaluates the knowledge and its grip
6. Simple and reasonable
7. Capable of establishing trust of the society

It seems from the history of evaluation that primarily there used to be only oral examination after that creative examination and then written examination should have been implemented. Thus, there have been many changes found in the field of evaluation of education in which the reflection of western education system is seen. Presently, at school level, the examination paper of three hours evaluates the capacity of the student, the ranking and pass – fail is based on that performance. As such results fail to identify the real level of knowledge lying within the students; they are diverted towards mugging the things instead of understating the points. Further, such things are reflected in draw backs of unfair means for favourable results, examination anxiety, rushing to complete the syllabus etc.

Thus, present evaluation method; up to some extend fail to portrait the actual picture of student’s success in education. “Continuous evaluation” has become popular in many countries recently which test the effectiveness of evaluation method. Academicians have started taking interest in the same. The following points are clarified from the continuous evaluation:
1. One can get the details of student’s development continuously.
2. Teaching process can be made effective
3. Student and teacher find enough inspiration in the process of teaching and learning.
4. Instead of annual Examination, continuous evaluation helps in making education more just and fair system which is becoming compulsory.

The researcher, inspired by many points including the aforesaid points, conducted the following research to investigate the effectiveness of “Continuous evaluation” instead of present system of evaluation.

"The education commission" appointed in 1948 was for the review of the effectiveness of the current education system. The commission indicated that the only change to be done in the university education is to change its examination system.

The secondary education commission (1952) recommended some of the important things. The current exams instead of following curriculum, dictate the curriculum. They hinder experimentation. It also creates hurdle for proper teaching and presentation of the subject in a proper way. It stops progress. It fosters monotonous rigidity instead of creativity. The examination system forces the students to concentrate on the limited area of study. This develops the wrong values among the students. Students start to believe the success in examination a success in education. Thus in short this mars the real objective of education.

Thus the above two commissions gave importance to the examination system. The education commission stresses the importance of units and change to be elicited.
Examination Reform plan of action and guidelines for continuous internal Evaluation by U.G.C.

U.G.C. has played very important role in changes of Examination system at university level. U.G.C. has sponsored the universities that wanted to open examinations reforms departments. U.G.C. also gives grants to the universities for Examination reforms. The examination reforms plan of action (1973) by U.G.C. said that examination is very important part of education. The external examinations foster cramming. There are many nuances in the examination system such as copying, paper leaking. The examinations have very low reliability and appropriateness. This examination system has damn affected the quality of education and need immediate changes. U.G.C. has recommended internal evaluation, grading system, question bank and other improvement oriented programs. It has been expected that different universities implement all these measures. Examination improvement steps can be summarized as follows:

(1) Continuous and comprehensive Evaluation before the annual examination.

(2) Questions banks should be developed to improve the quality of question papers and remove the mistakes in the papers.

(3) Grading system should be implemented to increase the quality of education. It may help compare different subjects.

(4) Semester system should be implemented for more stability.

Moreover, internal evaluation should not be taken as one of the tools to increase marks but making education more through and comprehensive by checking those skills which cannot be tested by writing only.
Seminar recommendations

The seminar organized in South Gujarat University-Surat recommended that the internal evaluation of the students should be done by the teachers as and when needed during the year of study. He should take test in the class after telling about the test or accidentally.

1. A book on continuous and comprehensive evaluation by Secondary education board. Continuous and comprehensive evaluation and development department of Gujarat Secondary Education board, Mr. Pravinsinh Chavda, the secretary, published a book titled "Comprehensive and continuous evaluation". The following were some of the highlights:

- Three terminologies: evaluation, comprehensive evaluation and continuous evaluation. This makes the complete word continuous and comprehensive evaluation. All the three terms are related to preparing a complete report for each student about his overall development.

- Evaluation in education indicates reliable and valid data collection about the students' achievement and reporting in a meaningful manner.

Comprehensive evaluation not only indicate academic achievement but also physical fitness of the student, character, interest, attitudes etc. continuous evaluation indicates repeatedly evaluation in teaching learning process. After teaching of each unit there should be subsequent evaluation. Thus diagnosis and remedial work will go parallel with teaching. Practice, re-evaluation and then teaching of the next unit this is continuous evaluation.
Educators' opinions published in different magazines/journals regarding Continuous Evaluation:

1. Nanubhai D. Patel said in reference to Continuous Evaluation that "Education is a continuous process. The education is affected by children, relatives, teacher, social atmosphere; environment and thus each and every living thing have direct or indirect effect. Therefore it is said that man is the product of his environment. Therefore these effects should be noted.

   Diversity and development, qualitative change, external change or complete development is continuous process. It is micro as well as macro. Though these processes are different they go parallel in the life of an individual and affects whole life. It is certain, regular and sequential. They are correlated. Therefore continuous evaluation should be done.

Moreover, continuous evaluation may help to solve the problems of stagnation, wastage, spreading, forgetting, fear, and misunderstanding. It can develop the punctuality, zeal, seriousness, honesty, continuous learning etc. therefore diagnosis and remedial work should be arranged.

(2) Shri Vinodbhaipatel indicates that evaluation should be continuous and should be at times. Continuous evaluation is continuous process, continuous guidance, continuous individual guidance, continuous diagnosis and remedial work. If students remain irregular, disinterested and performs well in annual exams by cramming the content should not be considered the knower of the subject. This is unexpected result. But continuous evaluation gives…

1. Student weakness
2. Student strength
It gives regular report of the progress of the student. It is useful in diagnosis and remedial work. Continuous evaluation is stressed in national education policy. Examination should be made internal part of education system. Our schools neglect the evaluation of effect of education, better educational growth and just concentrate on categorization, standardization according to the level of the students. Therefore the whole educational system has become examination centered. To change this system and make our society value oriented, the only option is to accept continuous evaluation. What should be the first step? It should be started at the primary level. P.T.C. colleges prepare primary teachers therefore they should be explained this new concept so that it can be applied in primary education effectively.

The academic aspect should be given 50% weightage and his talent related skills should be given 50% weightage. The students' unit related achievement should be tested using unit tests and thus unit approach should be followed. What is unit approach? Unit is a small part of the content which can easily be understood by the students. Unit size might be small or big.

1. The content should be small, proportionate and should have a small test.
2. The teacher should take a small period of 30 to 40 minutes without any disturbances.
3. Each unit test could be of 10 to 20 marks.
4. Objectives should be selected by the teacher.
5. The teacher may select the type of question but the objective, short answer type questions should be preferred.
(3) Joitabhai C. Patel said that the evaluation done of the students should be continuous.

Continuity means innovation, change, order, and absence of rigidity in the evaluation process.

Continuous evaluation is the basis of progressive development. If you observe the students' development continuously the students' development may go in right direction. Some of them may be slow some of them might be fast. But all the students are trying their best is the achievement of the continuous evaluation.

The centre of continuous evaluation is children. They should be introduced with the cognitive aspect. This makes continuous evaluation easier. It may create situations for continuous evaluation. The students may get involved with their abilities, interest, attitudes etc. They will be trying to achieve more. Because all children are following the process.

In short, continuous evaluation process makes the students self-confident to take decisions. It makes student analyse, self-practice. Continuous evaluation makes this possible. Ex. If you want to teach student arrange. Know how much does he know about arrangement. Re-teach and re-evaluate. This will make him learn the skill of arrangement. Its not only evaluating the students but also re-teaching should be there to be followed. Thus evaluation is a type of diagnosis. Therefore remedial work is the natural process after diagnosis. If a doctor diagnose an illness there is no benefit for the patient. It’s the remedial work that is beneficial for the patient. Thus evaluation is in the same way the process that is applied for the development. Re-teaching and re-evaluation is related to evaluation process. Thus re-teaching and re-evaluation is interwoven parts of continuous and comprehensive evaluation. An evaluator has to accept this fact.
(4) Haribhai Patel in his article on evaluation noted about important points about continuous and comprehensive evaluation. Evaluation in education is the process of measuring the academic achievement and reporting in a meaningful way.

Learning should be evaluated continuously. Evaluation has been accepted as an internal part of teaching-learning process as it is necessary in giving required feedback and follow up work. It provides more opportunities for the improvement in the defects of the students and then taking measures of remedial work and thus provides more opportunities for learning.

If the learning is evaluated continuously throughout the year it helps make study more regular. It strengthens the expected, individual and social characteristics. It moulds the proper attitudes among the students. Continuous and comprehensive evaluation motivates the overall and completes development of the students.

1.1 Statement of the problem

The researcher worded the research problem in the following way:

"EFFECTIVENESS OF CONTINUOUS EVALUATION WITH REFERENCE TO GUJARATI GRAMMAR AT SECONDARY LEVEL"

The researcher was to investigate the effectiveness the teaching done by of Continuous Evaluation Method compared to Lecture method. The researcher conducted total four experiments on the secondary school students of 9th and 10th standard from the rural as well as urban areas in the Gujarati language grammar. The researcher investigated the effect of the Continuous Evaluation Method on the students' academic achievement, opinions about the grammar and Examination anxiety.
1.2 Operational definitions of the terms

It is necessary to define different terms used in the research title in reference to the research to be conducted. These definitions are helpful for the readers of the thesis and therefore the researcher has given operational definitions of different important terms used in the research.

1.2.1 Secondary level

All the secondary schools (Gujarati Medium) offering the 9th and 10th standard studies according to the educational pattern of 8+2+2+3 currently followed by the Gujarat government is called secondary level education.

1.2.2 Gujarati Language Grammar


1.2.3 Continuous Evaluation Method

The above term was operationally defined in the following way:

First day- Teaching a unit in one period
Second day- Taking a Periodic test of the previous teaching and giving results immediately. Teaching other sub-unit in the period.
Third day- Taking a Periodic test of the previous teaching and giving results immediately. Teaching other sub-unit in the period.
Forth day- Taking a Periodic test of the previous teaching and giving results immediately. Teaching other sub-unit in the period.
Fifth day- Taking a Periodic test of the previous teaching and giving results immediately. Teaching other sub-unit in the period.
Sixth day- Taking a Periodic test of the previous teaching and giving results immediately. Teaching other sub-unit in the period.

The researcher considered the concepts of Continuous Evaluation Method, Continuous Evaluation Method bases program, Continuous Evaluation Method based teaching and Continuous Evaluation having
the same meanings. The experiment indicated teaching of the selected grammar topic with taking a test of the unit in the next period based on the Continuous Evaluation Method.

1.2.4 Lecture Method

A method of teaching of all the sub-units of the selected content in simple and oral explanation.

1.2.5 Periodic tests

It is a test taken after teaching any particular content unit periodically.

The test was given the next day after teaching the sub-unit. As the result was to be declared immediately after the test they were given to the students themselves to be checked. The researcher constructed total 16 periodic tests to test the learning of the 9th and 10th standard students in the Gujarati Language Grammar. All the questions in the tests were of objective type.

1.2.6 Unit test

It is a test taken after teaching the whole unit and covering all the sub-units of that particular unit.

The test was given the next day of teaching a unit. The researcher constructed total 4 Unit tests to test the learning of the 9th and 10th standard students in the Gujarati Language Grammar. All the questions in the tests were of objective type as well as short answer type. Total marks of the test were 25.

1.2.7 Achievement test

A test measuring the achievement of the students based on the learning experiences given related to the selected unit teaching.

An achievement test was taken in each standard i.e. 9th and 10th after teaching two whole units in each standard experiment group and
controlled groups. The test was given the next day of teaching. There were total two achievement tests were constructed.

1. Achievement test in reference to the Gujarati Language Grammar unit 2: 1 vakyarachana, vakyprayog and vakyprakar and 2 samash of standard 9.


1.2.8 Academic achievement

The score obtained on the achievement test were taken as the academic achievement of the students.

Total two achievement tests were constructed in the present research.

1.2.9 Examination Anxiety

The researcher considered some of the characteristics of Examination Anxiety keeping in mind the inventory constructed by Dr. Alpanaben Trivedi consisting of total 21 sentences. The score obtained on this inventory were taken as indicating students' Examination Anxiety. The highest score (63) indicated highest Examination Anxiety and the lowest score (21) indicated lowest Examination Anxiety in the students.

1.2.10 Opinions about Gujarati Language Grammar

The researcher constructed an opinionaire to know the opinions of the students towards Gujarati Language Grammar. The scores on the Opinionaire were taken as the opinions of the students about Gujarati Language Grammar.

1.2.11 Experimental group

The group upon which the Continuous Evaluation Method was applied was known as experimental group.
1.2.12 Controlled group

The group upon which the Lecture Method was applied was known as experimental group.

1.2.13 Effectiveness

The significant difference between the mean scores in the measurement of the dependent variable among the experimental group and the controlled group was known as the effectiveness in the present research.

1.3 Objectives of the study

The researcher decided the following objectives of the study.

1. To develop a teaching program based on continuous evaluation.
2. To construct achievement test for the students of Standard 9 and 10 for the study of Gujarati Grammar.
3. To construct an opinionaire to know the opinions about Gujarati Language Grammar.
4. To test the effects of Continuous Evaluation Method based teaching program on the Academic Achievement.
5. To test the effects of Continuous Evaluation Method based teaching program on the Examination Anxiety.
6. To test the effects of Continuous Evaluation Method based teaching program on the opinions of the students towards Gujarati Language Grammar.

1.4 Hypotheses of the study

A researcher constructs temporary solutions to the research problems which are commonly known as hypothesis. Hypotheses are the
scientific eye to look at the research problem. They are logical solutions that may occur at the end of the research. Thus it is a temporary solution to the problem. It also directs the researcher in conducting the whole research process.

The researcher constructed different hypotheses in the present research in reference to different variables to test if there is any correlation or significant differences. Initially they were non-directional hypotheses then they were converted into null hypotheses.

1.4.1 Research hypotheses
1. There will be significant difference between the mean scores of academic achievements of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.
2. There will be significant difference between the mean scores of academic achievements of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.
3. There will be significant difference between the mean scores of academic achievements of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.
4. There will be significant difference between the mean scores of academic achievements of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.
5. There will be significant difference between the mean scores of examination anxiety of students from rural area taught
through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.
6. There will be significant difference between the mean scores of examination anxiety of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.
7. There will be significant difference between the mean scores of examination anxiety of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.
8. There will be significant difference between the mean scores of examination anxiety of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.
9. There will be significant difference between the mean scores of opinions of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.
10. There will be significant difference between the mean scores of opinions of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.
11. There will be significant difference between the mean scores of opinions of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.
12. There will be significant difference between the mean scores of opinions of students from urban area taught through
lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.

1.4.2 Null Hypotheses

The researcher converted the research hypotheses into null hypotheses to facilitate the statistical analysis. Following were the null hypotheses in the study.

1. There will not be significant difference between the mean scores of academic achievements of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.

2. There will not be significant difference between the mean scores of academic achievements of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.

3. There will not be significant difference between the mean scores of academic achievements of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.

4. There will not be significant difference between the mean scores of academic achievements of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.

5. There will not be significant difference between the mean scores of examination anxiety of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.

6. There will not be significant difference between the mean scores of examination anxiety of students from urban area taught
through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.

7. There will not be significant difference between the mean scores of examination anxiety of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.

8. There will not be significant difference between the mean scores of examination anxiety of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.

9. There will not be significant difference between the mean scores of opinions of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.

10. There will not be significant difference between the mean scores of opinions of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 9.

11. There will not be significant difference between the mean scores of opinions of students from rural area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.

12. There will not be significant difference between the mean scores of opinions of students from urban area taught through lecture method and continuous evaluation method with reference to Gujarati grammar of standard 10.
1.5 Variables included in the study and their inter-correlations

Variable is such a characteristic that may have different values. Variable is that which varies. The researcher can observe, direct or control some of them. The present research is an experimental research in which cause-effect relation is investigated. It is to be investigated that which variable has how much effect on the other.

The following table 1.1 shows different variables such as independent variables, dependent variables, moderating variables, controlled variables and intervening variables with their levels.
Table 1.1  
Details of different variables included in the study

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of variable</th>
<th>Variable</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Independent</td>
<td>teaching method</td>
<td>2 Continuous Evaluation Method</td>
</tr>
<tr>
<td></td>
<td>variable</td>
<td></td>
<td>3 Lecture Method</td>
</tr>
<tr>
<td>2.</td>
<td>Dependent</td>
<td>1. Academic achievement</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>variable</td>
<td>2. Examination Anxiety</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Opinions about Gujarati Language Grammar</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Moderating</td>
<td>1. Area</td>
<td>1.1 urban</td>
</tr>
<tr>
<td></td>
<td>variable</td>
<td>2. Standard</td>
<td>1.2 rural</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Subject</td>
<td>2.1 standard-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.2 standard-10</td>
</tr>
<tr>
<td>4.</td>
<td>Controlled</td>
<td>1. standard</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>variable</td>
<td>2. subject</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3. unit</td>
<td></td>
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<td></td>
<td></td>
<td>4. medium</td>
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<td></td>
<td></td>
<td>5. school environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. level of the students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. teachers' teaching competence</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Intervening</td>
<td>1. interest in the subject</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>variable</td>
<td>2. home environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Newness of the Continuous Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>program</td>
<td></td>
</tr>
</tbody>
</table>

The researcher studied the effect of independent variable on the dependent variables in the research experiment. The different variables...
such as independent variables, dependent variables, moderating variables, controlled variables and intervening variables are given in the following figure-1.1.

**Figure-1:** Variables included in the study and their inter-correlations
1.6 Field of research problem

There is very important contribution of new researches conducted in different fields. The changes we observe in the science and commerce fields basically are thankful to the research conducted in the field. Such is the field of education that prompts social change. The present research problem is related to the field of education. Therefore it is very important to know to which fields of education the present research is related.

The study of the research abstracts and the reviews of Dr. M. B. Buch in the forms of the first, second, third and the forth survey of research in education indicates the following fields of educational research.

1. Philosophy of education
2. History of education
3. Sociology of education
4. Comparative education
5. Economics of education
6. Learning, motivation and personality
7. Guidance
8. Measurement and evaluation
9. Curriculum, teaching method and textbooks
10. Educational technology
11. Teacher Education, teacher and teaching process
12. Educational evaluation and Examination
13. Educational management and administration

It is important to indicate to which field among the above is the present research is related. The present research is aimed at investigating the effect of Continuous Evaluation Method on the academic achievement and the Examination Anxiety. Therefore we can say that the research is related to educational evaluation and examination.
1.7 Type of research

Educational research follows the methods of social and scientific research. The educational research shows the ways to solve the educational problems. The educational research can be categorized in the following three types according to its contribution.

1. Basic research
2. Applied research
3. Action research

The findings of the present study can be useful in practice therefore it can be said to be applied research. Moreover, the statistical data collected is in the numeric forms and can be analysed using proper statistical technique. Therefore the research is quantitative in nature as compared to qualitative in nature being the other type of research.

1.8 Evaluation and continuous evaluation

There were two core aspects of the present research:

1. Evaluation
2. Continuous Evaluation

Therefore it is necessary to know the theoretical aspect of the above aspects.
There are three things interwoven with the education system.
1. Educational objectives
2. Educational experiences
3. Behavioural change

Here objectives are the beginning points in education which decide the direction of education. Different learning experiences are provided in the direction. One can know how much these learning experiences have been successful in eliciting behavioral changes in the students by evaluation. Evaluation can show the success or failure of the whole education process.

Let's look at some of the definitions that may clarify the concept of evaluation.

1. "It is a methodic process of knowing to what extent the learning objective have been achieved from the part of the students."

-Ground Land
2. "It is a process of investigating and testing the appropriateness of students, teachers and the education system"  
   - Reamers

3. "Evaluation is a continuous process. It is a very important part of education. It is closely related to educational objectives. It is helpful in measuring academic achievement and improving education."
   
   - Kothari Education commission

In short, evaluation is a process of knowing to what extent the educational objectives have been achieved.

Thus evaluation process is closely related to educational objectives, curriculum and learning experiences. The correlations of all these aspects
can be presented by following diagram figur

Educational objectives

- Knowledge
- Comprehension
- Application
- Skills
- Attitudes
- Interest

1. Learning Experiences
2. Teaching-learning methods/techniques
3. Curriculum

Evaluation Triangle

Evaluation

Types

1. Entry referenced evaluation
2. Formative evaluation
3. Diagnostic evaluation
4. Continuous evaluation
5. Comprehensive evaluation
6. Summative evaluation
7. Academic and non-academic evaluation

Methods/techniques

1. Observation
2. Interview
3. Tests (written/oral)
4. Experiment
5. Case study

Formal

1. Teacher made tests
2. Standardized tests
3. Oral-written tests

Non-formal

1. Rating scale
2. Anecdotes
3. Interviews

Figure-2: A triangle presenting different aspects related to evaluation

* Continuous evaluation

As the evaluation triangle shows there are different types of evaluation. These types are used keeping in mind the need of classroom teaching. The second type included the entry referenced evaluation. Thus all the other types of evaluation are applied. Let us define the Continuous Evaluation Method as it is related to the current study.
Continuous evaluation is one of the many types of evaluation. It is the evaluation before teaching, during teaching and after teaching, it may be taken at different times of an academic year therefore it is called Continuous Evaluation Method.

There are two types of evaluation.
1. Pre-testing (diagnostic)
2. Formative evaluation

1. Pre-testing (diagnostic):

   Diagnostic evaluation is the evaluation in which the teacher tries to know the abilities of the students before teaching. Such a testing can be done orally, written form and action based.

2. Formative evaluation:

   It is time to time evaluation. There are two types of such evaluation. Formal and informal. Tests at regular times are taken in formal evaluation. There is defined time, type of test and place. Such an evaluation is very accurate in nature. Then remedial work is held. Thus, such evaluation becomes a guide for future improvements. On the other hand informal evaluation, assignment checking, involvement in the co-curricular activities, behaviours at different times are observed. Thus this is informal in nature.

The present study accepted the following operational definition of Continuous Evaluation Method.

"Continuous Evaluation Method is the way of evaluation in which evaluation is done more than one times by using logically constructed tests and giving results instantly from the selected units instead of taking exams at the end of any year."
1.9 Scope of the research

Following was the scope of the research.

1. The study tested the effectiveness of Continuous Evaluation Method compared to Lecture Method only.
2. Only the effect of Continuous Evaluation Method on the selected variables as academic achievement, Examination Anxiety and opinions about Gujarati Language Grammar was tested.
3. The study was conducted on the rural and urban secondary school standard 9 and 10 students only.
4. The study was conducted to test the effect of Continuous Evaluation Method in reference to Gujarati subject and particularly Gujarati Language Grammar.
5. The study was conducted on Gujarati medium students only.

1.10 Limitations of the study

No research can be perfectly complete because of manly and conditional limitations. Thus there are some limitations of the present study.

1. As the experiment of the present research lasted for long, the school facilities, teachers, student’s cooperation was necessary. The selection of the schools was not random but purposive sampling was used.
2. The experiment was conducted on the 127 students from standard 9 and 115 students from standard 10 from the rural secondary schools. The experiment was conducted on the 95 students from standard 9 and 80 students from standard 10 from the urban secondary schools.
3. The researcher used teacher made unit tests and academic achievement tests were used to test the academic achievement of the Gujarati Language Grammar of the 9th and 10th standard.

1.11 Importance of the study

Following is the importance of the study in the current evaluation system of education.

1. The Continuous Evaluation Program used in the present research will be useful to the students to know their defects in Gujarati Language Grammar and get motivated to rectify those mistakes.

2. Area was one of the intervening variables in the present study. Therefore, the academic achievement, Examination Anxiety and opinions about Gujarati Language Grammar related information about the rural and urban students will be useful in developing teaching programs in future for them.

3. The finding and design of the present study regarding developing of the Continuous Evaluation Method program can be useful in developing such programs in other subjects.

4. The research will contribute in the education field a tool to know the opinions of the students about Gujarati Language Grammar in the form of opinionnaire.

5. The Continuous Evaluation Method based teaching program will be useful in improving the Gujarati Language Grammar of the students at the secondary level.

6. As the teaching was done based on the Continuous Evaluation Method based teaching program, it was not stressful, monotonous or uninteresting for the students.
7. Students will be motivated to work hard and be successful by learning more.
8. The present study will be useful in destroying the nuisances of the current evaluation system.
9. The Continuous Evaluation Method based teaching program will useful in tackling the problem of stagnation and wastage.

1.12 Outline of the study work

The success of any research is based on the successful planning. Therefore the research thought of about the following aspects before beginning his study. Which activities are to be done before research? What is the order of the activities? Which tools will be used? How many tools are to be constructed? Which method will be best suitable for the present study? These and many other aspects were thought of before the research.

Different activities and steps of the current research are given in the following table-1.2.
<table>
<thead>
<tr>
<th>Sr.</th>
<th>Steps of work</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>After delimiting the title of the study, objectives and hypotheses were formulated</td>
</tr>
<tr>
<td>2</td>
<td>Content analysis</td>
<td>Four units from each standard 9 and standard -10 from the Gujarati Language Grammar were selected, they were divided into sub-units. Different educational objectives were formulated in reference to these sub-units.</td>
</tr>
<tr>
<td>3</td>
<td>lesson planning</td>
<td>Total 16 periodic tests and 8 unit tests were constructed from the selected units of Gujarati Language Grammar at the secondary level</td>
</tr>
<tr>
<td>4</td>
<td>Continuous Evaluation Program</td>
<td>It indicates the Continuous Evaluation program for the selected units in Gujarati Language Grammar for each period</td>
</tr>
<tr>
<td>5</td>
<td>Tool</td>
<td>Selected tools for each dependent variables: 1. achievement tests (Construction0 2. opionionaire to know the opinions of the students about Gujarati Language Grammar (self-constructed) 3. Examination Anxiety Inventory (ready made)</td>
</tr>
<tr>
<td>6</td>
<td>Application of the experiment</td>
<td>Experimental group and controlled groups were formulated from the sample taken by purposive sampling. The experimental group was taught using Continuous Evaluation Method and the controlled group was taught using Lecture</td>
</tr>
<tr>
<td></td>
<td>Method.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Data collected</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The tools indicated in step 5 were used for the data collection from the experimental as well controlled groups.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Data analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T-test was used for the analysis of the data. The t-value was used to test the null hypotheses.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Implications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implications were elicited from the findings of the study.</td>
<td></td>
</tr>
</tbody>
</table>

### 1.13 Planning of the subsequent chapters

The present research report has six chapters. The details are given below.

Chapter-2: "Review of related literature"

The researcher has presented the previous researches conducted related to this research with its reviews. Then the salient features of the current research are presented.

Chapter-3: "Research design and its basis"

The researcher presents the research method, concept of experimental research, characteristics, its types, Experimental research design in the present study, population, sampling, tools, experiment, its administration, and marking of the data in this chapter.

Chapter-4: "Construction and selection of tool"

The researcher has given details about the tools used in the research and especially about the procedure of construction of
opinionaire, reliability, validity and teacher made tests' construction; Examination Anxiety inventory introduction is given.

Chapter-5: "Data analysis and interpretation"

The researcher has given details about the experiments conducted in the present research, data collected, data analysis and interpretation.

Chapter-6:" Abstract, findings, implications and recommendations"

The researcher has given details of research abstract, findings, implications and recommendations for the future research in the last chapter.