Effectiveness of continuous and comprehensive evaluation on the performance of social science.

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Abstract

Evaluation is widely acknowledged as a powerful means of improving the quality of education. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of education. Continuous and comprehensive evaluation is a continuous process which helps in forming the values of judgment, educational status, or achievement of the students. It is more comprehensive and includes all the changes that take place during the development of a balanced personality. It provides opportunities to find out the needs, goals, interests and aptitudes of an individual. The present paper is tried to highlight the need and importance continuous and comprehensive evaluation, specially in social science of V standard students. 100 sample of V standard students were taken from Kamrup (rural) District of Assam. Statistical techniques like- Mean, S.D, t-test, bar graph etc were used to test the hypotheses of the present study.

Keywords: Effectiveness, continuous and comprehensive evaluation, social science, performance.

1. Introduction

The basic problem that all living creatures face after taking birth is the problem of adaptation to environment mentally, physically, emotionally, socially and professionally. Some creatures have some natural capacities which help them adopt to their environment and no systematic education is needed for this purpose. But case of human being is different. Human beings are the most depending being of all the living beings known. His family and the society educates him formally as well as informally to make him self dependent. The intellectual power and wisdom that man has over and above other animals help him to receive education. It is the education that helps him to adopt to the environment. The amount of education received by the children is measured in terms of number and grade of examination passed by him. The examination in its present form has failed to serve the desired purposes. It has been replaced with the new concept of evaluation which has wide connotations and implications. Examination aims at testing only the academic achievement of pupils, but the sphere of evaluation extends to the assessment of his whole personality.

Evaluation is a very important requirement for the education system. It also helps one to take decisions about success in specific future activities and provides guidance to further studies and occupation. It is concerned with continuous growth and development of the individual. Continuous and comprehensive evaluation is the one which not only concerns the cognitive side but also covers all aspects of pupil’s growth and development. It exercises a great influence of the pupil’s study habits and the teacher’s method of instruction and help not only to measure educational achievement but also to improve it.

In the words of Kothari Commission, evaluation is a continuous process, forms an integral part of the total system of education and is intimately related to educational objectives. It also opinion that, evaluation
should concern itself with pupil’s physical development, personality and character, social achievement, academic achievement and achievement in various types of skills. It covers the personality of the students incorporating the cognitive, affective and psychomotor aspects and not limited to a few selected aspects of personality.

Continuous and Comprehensive Evaluation was formulated by ministry of Human Resource Development, Kapil Sibal to decrease the accumulated stress of board exams on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation. It helps in improving student’s performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.

Continuous and Comprehensive Evaluation refers to a system of school based assessment that covers all aspects of student’s development. Now according to Right of Education act, Continuous and Comprehensive Evaluation becomes mandatory at primary level of education. But it is necessary to use variety of evaluation tools and technique. Evaluation is a process by which we can collect evidences for student progress. Continuous Comprehensive Evaluation means a method adopted to evaluate various aspects of development of students personality from various dimensions. It is comprehensive because the evaluation is exhaustive and is done on many levels and since the evaluation is all year round, it is continuous.

In the CCE grading system there are dual formative assessment and single summative assessment for assessment of scholastic areas. In the formative assessment students will be given regular feedback and motivate them to actively involve themselves in self learning. This will help to increase the students’ performance level and confidence level. The formative Assessment is not constrained only to the pencil paper tests. It also has various quizzes, oral testing, projects, assignments etc. The Summative assessment in the CCE is a way of assessment of student’s performance at the end of the teaching. The evaluation is of pen-paper test and is carried out by the schools themselves. This is held at the end of each term.

Social science as a compulsory subject no longer remains as boring, dull and unreal for V standard students. Students were not interested to learn social science and as result poor performance is noticed in this subject. In such cases continuous and comprehensive evaluation is significant in attracting attention and creating interest of the pupils in learning the subject. Therefore, the present study has been undertaken with a view to know the desirable effective outcome of continuous and comprehensive evaluation in social science of V standard students.

2. Need of the study

Examinations are often called as an evil and people believed that there are certain drawbacks in our evaluation system. Evaluation is a process of collecting, analyzing and interpreting evidences to judge the level of achievement acquired by the pupils in cognitive and non-cognitive aspects for the purpose of making a variety of decisions. The traditional examination system by which pupil’s achievement is established only cognizance its cognitive aspects. The evaluation of non-cognitive aspects of the pupils which is equally significant to assess is totally ignored. Even all the cognitive aspects are not assess totally because of its faulty system. In this cases it is the foremost need to introduced an innovative evaluation system in primary schools. Continuous and comprehensive evaluation is an effective evaluation system which helps to reducing the evils of external examination. It is useful for building up regular study habits among students and also motivate them to improve their learning skills, efficiency and achievement. That is why, the investigator conducted the study with a view to know how far the continuous and comprehensive evaluation is effective in learning social science among V standard students of Kamrup (Rural) District.

3. Objective

1. To study if there is any difference in pre-test scores between control group and experimental group.
2. To study if there is any difference in post-test between control group and experimental group.
3. To compare the performance of boys and girls on continuous and comprehensive evaluation of social science.

4. Hypotheses

1. There is no significant difference in pre-test scores between control group and experimental group.
2. There is no significant difference in post-
test scores between control group and experimental group.

3. There is no significant difference of the performance between boys and girls on continuous and comprehensive evaluation of social science.

5. **Methodology**

The study is experimental in nature. It attempts to compare the effectiveness of continuous and comprehensive evaluation on performance of social science for V standard students studying in Kamrup (Rural) District. Pre test and post test design was used for achieving the objectives.

5.1 **Sample**

The sample of the study consisted of 100 students studying in V standard at Kamrup (Rural) District. The sample included both boys and girls. The similar students were selected on the basis of marks obtained in their last annual examination and divided them into two groups i.e. control group and experimental group.

5.2 **Tools used**

- Pre-test and post-test were constructed by the investigator.
- Four Lessons in social science were prepared by the investigator.

6. **Delimitation of the study**

1. The study is delimited to class V standard students from Kamrup (rural) District.
2. 100 students are taken as sample for the present study.

7. **Analysis and interpretation**

The data obtained from the pre-test and post-test was analyzed by using appropriate statistical technique such as- Mean, S.D. and t-test, bar graph etc.

**Objective no 1**: To study if there is any difference between pre-test scores of control group and experimental group.

**Ho 1**: There is no significant difference between pre-test scores of control group and experimental group.

**Table-1**: Comparison of pre-test scores of the control group and experimental group

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Critical value</th>
<th>Computed t value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>50</td>
<td>27.58</td>
<td>4.99</td>
<td>2.58 1.96</td>
<td>0.21</td>
<td>Not significant</td>
</tr>
<tr>
<td>Experimental</td>
<td>50</td>
<td>27.82</td>
<td>6.36</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fig. 1**: Comparison of pre-test scores between control group and experimental group.
From the table 1 it is found that the ‘t’ value is not significant at both 0.01 and 0.05 level. It is found that traditional method of evaluation has similar impact on pre-test of social science achievement between control group and experimental group. So the hypothesis is accepted. Therefore it can be concluded that there is no significant difference on the performance of control group and experimental group in traditional evaluation system.

Objective no 2: To study if there is any difference between post-test scores of control group and experimental group.

H0 2: There is no significant difference between post-test scores of control group and experimental group.

Table-2: Comparision of post test scores of control group and experimental group

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Critical value</th>
<th>Computed t value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>50</td>
<td>49.02</td>
<td>13.65</td>
<td>2.58</td>
<td>1.96</td>
<td>9.01 Significant</td>
</tr>
<tr>
<td>Experimental group</td>
<td>50</td>
<td>74.44</td>
<td>14.53</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 2: Comparison of post-test scores in control group and experimental group.

Table 2 indicates the ‘t’ value of difference between Means scores of control group and experimental group. The ‘t’ value of control group and experimental group in post-test i.e 9.01 is higher than both the 0.01 and 0.05 level. So our hypothesis is rejected. Here it may be inferred that performance of experimental group is differ from their counterparts i.e. control group. From this it may be concluded that effect of continuous and comprehensive evaluation is evident on the achievement of Social Science at V standard students.

Objective no 3: To compare the performance of boys and girls on continuous and comprehensive evaluation of social science.

H0 3: There is no significant difference of the performance between boys and girls on continuous and comprehensive evaluation of social science.
higher than those who were evaluated by traditional examination system. The selected V standard students have gain more knowledge in social science through continuous and comprehensive evaluation. Further it is convenient for low achievers and high achievers. It may facilitate the learners, teachers, textbook writers and evaluators in respect of their involvement in teaching learning process. Hence the social study teachers have to change their way of teaching to teach social science in an effective way to accelerate learning among primary school students for sustainable development. Thus this study recommends introducing continuous and comprehensive evaluation system for all subjects of the curriculum of primary education.

### Table-3 : Comparison of post-test scores between boys and girls.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Critical value</th>
<th>Computed t value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>25</td>
<td>75.87</td>
<td>14.35</td>
<td>2.68</td>
<td>2.01</td>
<td>0.29</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>74.63</td>
<td>15.81</td>
<td></td>
<td></td>
<td>Not significant</td>
</tr>
</tbody>
</table>

From the above table it is found that the computed ‘t’ value is 0.29 that is less than the both critical values in 48 df that is 2.68 at .01% level and 2.01 at .05% level of significance. So our null hypothesis is accepted and it is found that there is no significant difference between the performance of boys and girls on continuous and comprehensive evaluation of social science. Therefore it can be said that boys and girls were equally benefited by continuous and comprehensive evaluation system.

8. Conclusion

The present study revealed that performance of the students in social science evaluate by continuous and comprehensive evaluation was significantly higher than those who were evaluated by traditional examination system. The selected V standard students have gain more knowledge in social science through continuous and comprehensive evaluation. Further it is convenient for low achievers and high achievers. It may facilitate the learners, teachers, textbook writers and evaluators in respect of their involvement in teaching learning process. Hence the social study teachers have to change their way of teaching to teach social science in an effective way to accelerate learning among primary school students for sustainable development. Thus this study recommends introducing continuous and comprehensive evaluation system for all subjects of the curriculum of primary education.

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