

CHAPTER- II

*REVIEW
OF
RELATED LITERATURE*

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Review of the Related Literature

2. A careful review of literature makes a researcher aware and unimportant variables in the concerned area of research it helps in selecting the variable lying with in the scope of his /her field helps in avoiding any duplication of work done earlier .Prior studies serve as the foundation for the present study . Through review of the literature a researcher build up better perspective for future researches .A cautious review of the literature enables the researcher to collect and synthesize. Prior studies related to the present study . A synthesized collection of previous studies also helps a researcher to identify the insignificant overlaps .

Reviewing assist in-

1. Selecting appropriate research methods.
2. Identifying appropriate research methods.
3. Searching theories ,explanation and hypothesis valuable in formulating research design,
4. Locating data for making comparisons and interpretations
5. having a vision of totality of field to be investigated.

2.1 Sources Consulted for Review of Literature

Review of literature gives an opportunity to the investigator to know what researches in the related area have been conducted and what were their results . This saves him or her from unnecessary duplication of work. After serching research studies, the investigator can derive whether the same study needs to be replicated or some new variable need to be included or dropped

Investigator used the following as the source for information-

- Journals
- Books
- Documents(different educational documents)
- Encyclopedia
- Educational surveys
- Dissertation abstracts

2.2 Researches related to present studies

Education as a planned endeavour at a personal level on a small scale or institutional level on a large scale, aims at making children capable of becoming active, responsible productive , and caring members of society , they are made familiar with the various practices of the community by imparting the relevant skills and ideas . Ideally, education is suppose to encourage the students to analyse and evaluate their experiences, to doubt , to question, to investigate – in their words to be inquisitive and to think independently

Position paper on Aims of Education NCF 2005 NCERT

Assessment in scholastic area is done informally and formally using multiple techniques of Assessment continually and periodically. The diagnostic Assessment takes place at the end of the unit /term test. The causes of poor performances in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions followed by retesting .

Assessment in Co-scholastic areas is done using multiple techniques on the basis of identified criteria while assessment in life skill is done on the basis of indicator of Assessment and checklist.

Examination reforms NCERT

Excellence in diverse areas should be recognized and rewarded . And it is children's responsiveness to what is taught rather than just their capacity to retain it that should be the focus of Assessment

Position Paper on Aims of Education –NLF 2005,NCERT

School based continuous and comprehensive Assessment system should be established:

1. reduce stress on children
2. make Assessment comprehensive and regular
3. provide space for the teacher for creative teaching
4. provide a tool of diagnosis and remediation
5. produce learner with greater skill

Position Papers on Aims of Education-NCF 2005 NCERT

“Analytical thinking , critical –thinking , lateral thinking and problem solving are required in most occupations today”

Examination Reform ,NCF-2005 NCERT

Research related to the presents study

In this chapter, the researcher intends to scan the previous studies that have been conducted in the selected are some studies are follow -

Kumar (1991), conducted study on Comparative reliability of grading and marking. The problem of this study was to focusses on the problem of Evaluating i.e. & scaling Students achievement at the university stage. The objective of this study is to study the consistency in grades when a students achievement in graded by several examiners, and to study the comparative reliability of grading & marking for this study the consistency in grading, a purposive sample of 30 trainee were selected. Achievements test were used as main tool to collect data. The major finding of the study was the consistency in grading was found to be low, and it indicated that the marking system was more consistent than the grading system.

Nataragan and Kuleshrestha (1983): conducted study on assessment of Non Scholastic aspects of learners behaviour. The problem of this study was to Certify students on their achievement, universities emphasis only on their scholastic and Intellectual abilities in various facilities. In this study it is seen that the system of assessment includes something other than scholastic traits such as regularity, attentiveness, interest, hard work, attitudes values etc. The objective of this study was to stress the need for profile of achievement in all aspects of growth, scholastic & non scholastic for every student passing through an assessment scheme & the objects of assessment and second to suggest ways & means for improvement of measurements & testing procedure of non scholastic aspects within the affective domain. The major finding of the study was the individual differences on various qualities and abilities are seen and highlighted. This study attempts to review assessment in it a perspective, to look at both scholastic & non scholastic to generate a profile of achievement.

Rao and Bharathi (1989), they conducted study on continuous evaluation system of examination in kendriya Vidyalaya in Sambalpur University. The problem of this study was to the problem of continuous evaluation system as practiced in Kendriya Vidyalaya its effect on also the students final performance. The objective of this study was to study the relationship performance & the level of uncertainty in different subjects & different schools and to find out the effect of continuous Evaluation system an the final performance of students. The major finding of the study was to assessment of continuous evaluation and uncertainty facing a problem and role of parents in helping the students in facing uncertainty.

Aggrwal, she assess the curricular refrains in school to the importance of evaluation. (Article) J. curriculum studies, May 2004 vol. 36,361-379. In

this study she find out that the evaluation plays a vital role in deciding what the learner learn & what the teachers teach in school. The paper report of this study of English Language teaching conducted in Delhi state of India that sought to examine the assumption that a change in a evaluation pattern can triggers curricular Reforms. For this study a purposive sample of 30 trainees teachers were selected. Major finding of the study was the consistency in grading was found to be low and this indicated that the marking system was more consistent than the grading system.

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Rao (2001), she conducted study on effectiveness of the continuous & comprehensive Evaluation Training programme over the Evaluation practices of primary school teachers. The objectives of this study was to study the evaluation practices of teachers before implementing the training programme of continuous & comprehensive Evaluation and to Study the impact of continuous & comprehensive Evaluation practices of teachers such as questioning skills, testing, Recording & Reporting procedures. In this problem she stated to improve learner's quality & to universalize the improved quality is not bring realized due to important feet teaching learning & improper Evaluation practices which are conventional & narrow in their scope.

Aggrawal (1983), conducted study on evaluation on non scholastic areas in indian conditions, not only brings to light the hidden qualities in children, but also prepares them for the future. There are certain traits, qualities, attitudes & values which are needed by an individual & for success in life. For example, qualities of regularity, punctuality, discipline, initiatives & cooperation's are valued in professional life.

Laxminarayana et.al., conducted study on Implementation of school based evaluation in Kendriya Vidyalaya and state schools. This study emphasis on progress of the learner will be evaluated quite often in continuous evaluation. In order to acquaint the teacher with the scheme, orientations, programme were organized. The major finding of this study was to find that they pertaining to total sample, class wise comparison and behavioral indicators has improved the qualities like, cleanliness, co-operation, regularity, protecting environment, responsibility and appreciation of cultural heritage. The personal social qualities in which there is no improvement in regular habits and self-expression. The qualities in which there is no change across the terms are physical emotional development and proper protection in use of public property.

Aggrawal (1998), conducted study on CCE a device to improve learning standard at the elementary level.” In the Indian journal of social work, vol.59, issues, April.

Rout Ranjan, Guru Nibedita, published article on the scenario of continuous and comprehensive Evaluation in 21st century” October 2010, Education tracks. In this article he averring that we are unable to practice. Continuous is comprehensive Eventuation in our classroom through it contributes a lot to the teaching learning process, the author state that we should try our best to implement continuous & comprehensive evaluation whole heartedly with missionary zeal.

NCF 2005, Through its position papers on stated that in Continuous & comprehensive Evaluation (CCE) felt strongly that a school based continuous & comprehensive evaluation system to be established in order to reduce stress on children and to make evaluation comprehensive and regular. Need for introducing CCE in schools in an effective & systematic

manner has been felt for a long time as the examination conducted by the boards of school education. The govt. has taken initiatives for the periodic assessment in scholastic area & co-scholastic area. CCE refers to a system of school based evaluation of student that cover all aspects of student development.

Bhattacharjee, Sharma, She conducted study on status of co-scholastic activities in the school programme of the Elementary school. The problem of this study was to designed to evaluation scholastic & co-scholastic activities should get equal importance in school programme for all round development of a child. The objective of this study is to know the process used by the elementary school to transact & evaluate the co-scholastic area of the curriculum and to know the states of continuous & comprehensive Evaluation in the elementary schools of Jorhant destrict of Assam and to know the teacher awareness towards continuous & comprehensive Evaluations. The major finding of this study is that co-scholastic activities have not earned a proper place in the school routine. There is no formed evaluation process to assess the skill and capability of the students in co-scholastics activities. In teacher education curriculum for both elementary and secondary stages of school education, the concept is dealt with only the theoretically. The sample teachers of this investigation were found to be unaware of this concept. One major cause of this situation is that no formal training has been imparted to the concerned teachers to handle these activities as a part of the school curriculum.

Ramaswami (1998), conducted study on an inquiry into the correlates of a achievement aimed at analyzing the factor that are responsible for the scholastic performances of class Xth students. The main objective of this study was to investigate the Relationship him academic achievement motivation, self-evaluation, study habits & Socio economic status in high

achievers & low achievers and to investigate the significance of difference between high & low achievers with regards to above their factors. The major finding of the study is that academic achievement was found positively related to personality achievement motivation self evaluation & study habits among high & low achievers.

Awasthi and Suneeta, (1989), conducted her study to a comparative study of self-evaluation & development skill among first generations learners and others. The main objectives of this study was to compare self evaluation & development skill of first generation learners & others and to study the self evaluation & development skills of boys & girls. She used a self made evaluation & development skills test for measuring the self evaluation & development skills among VIII & IX class students. The major finding of the study is that first generation learners scored lesser than others with regards to their self-evaluation & development skills test scores, she also found that there was no significant difference between boys & girls student with regard to their self evaluation skill scores.

Rubal et.al., (1980), stated that children of ages 5 to 8 years for example, make less use of social comparison and self evaluation skill with peer performance in assessing their own ability at tasks.

Gupta (1990), conducted study on the impact of training in career awareness and career decisions making skills upon occupational aspirations, vocational attitude and guidance needs of secondary school students included self-evaluation and development skills for the purpose of his study. He found that, career planning skill material has been effective in improving the level of occupational inspirations of the pupil in which self-evaluation skill plays an important role.

Pathani (1985), conducted study on psychological developmental stage, self evaluation (self concept) and needs (self- actualizations) as prediction of academic achievement (actual & perceived) the investigation was designed to study effect of identity vs role of self evaluation and need on academic achievement of adolescents. The major finding of his study were to self-evaluation (self concept) was a significant predecator of academic achievement.

Choudhari 1990, conducted study on a comparative study of malpractices in examinations during 1984-88 in the Nagpur Univeersity. The problem of this study was to an attempt to search for certain measures to control the malpractices in the examinations which not only affects the results of intelligent students but also proves to be both erations to the university administrations. The main objectives of this study was to study the extent of malpractices in each faculty in every year in different subjects and the Punishment given by the university as a remedial measure against mal practices. There measures would not only be helpful in reducing the number of malpractices but also help in bringing changes in the examination system. The major finding of this study is the maximum number of cases occurred on the date & day of the examinations, student were found to be debarred from the exams for one or two successive years as punishment by the University.

Jyoti and Nirmala (1992), she conducted study on evaluation of the non-detention system in Shri Venkateswara University. The problem of this study was to evaluate the non-detention system on different aspects like its effects on achievement of students, percentage attitude of teachers, student & administrators. The main objectives of this study was to make a comparative study of (a) the achievement of students (b) Percentage of passes and (c) Rate of drop-outs in the detention and non detention system.

The major finding of this study is to there was no significant difference between urban & semi urban children and the students had a significantly negative attitude towards the new system and also the mean attitude scores of students was significantly higher then that of teachers.