



CHAPTER –II
REVIEW OF RELATED
LITERATURE

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1.0 INTRODUCTION

The introduction along with the significance, objectives, hypotheses and delimitations of the study are presented in chapter –I. In this chapter, the previous researches related to the present study are presented below under different captions.

2.2.0 REVIEW OF RELATED LITERATURE

Shivakumar, Pazhanimurugan and Benjamin (2013) conducted research on Student attitude toward continuous and comprehensive evaluation of upper primary schools. Objective of the study was: To find out the percentage analysis of CCE of upper primary schools based on sex, type of school and parents occupation. Finding of the study was: The number of formative assessments conducted per term varied as per students. Majority of the student revealed that they conducted three percent revealed that they conducted four formative assessment per term fifteen percent however conducted only one assessment per term and eight percent claim to conduct five assessment per term. A weightage was given to scholastic and co-scholastic aspects by fifty seven percent students. Twenty eight percent students gave a weightage for the same. It was found that projects, assignment, quizzes, oral questions and research work were used for making formative

scholastic assessment. However, only 41% students claim to have use all of them. Others used either of them. Assignment work used to the maximum but research work was used to the least. Therefore it is 5% level of significant. Hence the null hypothesis is rejected. Finally concluded that the female student's attitude (96%) is higher than the male student (91%) and govt. and private school student then the private school (86%) and private employee parent's attitude (90%).

Singh, Patel and Desai (2013) conducted research on Attitude of student teachers towards Continuous Comprehensive Evaluation With reference to Gender, Caste and Habitat .Objective of the study were: 1. To construct a scale to measure the attitude toward continuous comprehensive internal assessment. 2. To measure the attitude of B.Ed students of The Maharaja Sayajirao University of Baroda, India toward continuous internal assessment. 3. To study the attitude towards Continuous Internal Assessment with respect to different variable like Gender, Habitat and Caste. Findings of the study were: Attitude of B.Ed. students' towards continuous internal assessment was found to be, moderately, favourable the mean attitude of B.Ed. students towards continuous internal assessment was found to be 142.94. The distribution of mean attitude towards continuous internal assessment was found negatively skewed and there was high concentration of the scores nearer to central tendency and high tails, thus acquiring a leptokurtic curve. 2. The 38.86% of the students had highly favorable attitude, 60.43% of the students had moderately favorable and 0.71% had least favorable towards the existing continuous internal assessment system as a whole the B.Ed. students have moderate attitude towards

continuous internal assessment. 3. The mean attitude towards continuous internal assessment of male and female students was 139.97 and 144.11 respectively. The t-value was 1.49, which was not significant at 0.05 level. Hence, it is concluded that there was no significant difference in the mean attitude towards continuous internal assessment of male and female B.Ed. students. 4. The mean attitude towards continuous internal assessment of students belonging to rural and urban habitat was 142.80 and 142.98 respectively. The t-value was 0.056 which was not significant at 0.05 level. Hence, it is concluded that there is no significant difference.

Vishwanathan (2013) e-Learning Podcasts. Podcasts is just a talk or dialogue or a poem read or anything that is spoken and recorded as an audio file in a computer or mobile. In this study how we can create a podcasts ourselves or download available on the web for us to listen and also discuss the uses of podcasts for the teaching and learning of Science.

Watkar, (2014), conducted research on Effectiveness of ICT in Teacher Education. Objectives of the study were: 1. To find out the instructional effect of ICT on the basis of achievement of the student. 2. To find out the instructional effect of conventional method on the basis of achievement of the student. 3. To compare the effectiveness of ICT and Conventional method in teaching educational statistics. Findings of the study were: 1. Teaching with the help of ICT is more effective than the traditional method of teaching. 2. To teach the problems of statistics mixed methodology help the students to recall the formulas and steps.

Rathnabai and Vishwanathappa, (2013) conducted study on ICT Mediation in Learning Mathematics. Objectives of the study were: 1. To find out the effectiveness of computer- assisted instruction on the mathematics achievement among VIII standard students. 2. To compare mathematics achievement of boys and girls who were taught through CAI approach. Findings of the study were: 1. The achievement of the students exposed to the CAI approach is greater than the achievement of the students exposed to the conventional approach. 2. There is no difference between boys and girls exposed to the CAI approach in achievement of mathematics.

Chiniwar (2013) conducted study on Effectiveness of CAI among the VIII standard students in Relation to the Attitude towards Science Grammar and their Achievement in Science Grammar. Objectives of the study were: 1. To compare the effectiveness of CAI and Conventional Method of teaching grammar in terms of changing the attitude of students towards Science Grammar. 2. To compare the effectiveness of CAI and Conventional method of teaching grammar in terms of enhancing achievement of students in Science Grammar. Findings of the study were: 1. There is no significance difference between Conventional and Experimental Groups with regard to the Attitude towards Science grammar- before treatment. 2. There is a significant difference between Conventional and Experimental /groups with respect to improvement in /achievement in Science grammar- gain scores.

Stephen, Sowmya and Senthikumar, (2014), conducted study on The Effect of Computer- Assisted Instructional Package as a Self-Learning Material in Learning Science Grammar. Objectives of the study were: 1. To find out the effectiveness of Conventional Method of Teaching on Science grammar for VIII standard students. 2. To find out the effectiveness of CAI package on Science grammar teaching of VIII standard students. 3. To compare the effectiveness in learning through different methods in teaching Science grammar among the VIII standard students. Findings of the study were: 1. CAI package on Science grammar developed by the investigator for the VIII standard students is an effective and appropriate one for using as a supportive material to teach Science language. 2. CAI package on Science grammar is convenient for low and high achiever.

Raipure (2014), conducted study on A study of Knowledge of ICT among prospective teachers of M.P. Objectives of the study were: 1. To Study the knowledge of ICT among prospective teachers. 2. To study the influence of teaching aptitude learning style and their interaction on knowledge of ICT of prospective teachers by taking their scores of intelligence as co- variate. Findings of the study were: 1. The Knowledge of ICT among prospective teachers is not satisfactory. 2. There is no significance interaction at teaching aptitude and learning style on knowledge of ICT.

Senapaty (2009) conducted study on Alternative Paradigm of ICT Integrated Assessment from Constructivist Perspective. If education system sets its target for students to be able to think critically, solve problems individually and collectively, be creative, instructional and assessment processes must undergo a paradigm

shift as suggested by National Curriculum Framework 2005. Critics of current assessment practices argue that the goal should be to have students who can create, reflect, solve problems, collect and use information, and formulate interesting and worthwhile questions. Thus, it is argued, our assessments - whether they are developed by teachers, writers of textbooks, or large corporations - must measure the extent to which students have mastered these types of knowledge and skills. Most of the criticism has been directed at the widespread use of achievement tests in our educational institutions. Many of our assessment practices place too much emphasis on assessing content and give too little attention to the skills and applications. Critiques point that such evaluation fails to assess learner's level of meta-cognition, creativity and other higher order skills which are mostly the prerequisite of real life situations, work employment, personal and professional growth. It is argued that we must no longer treat assessment as fundamentally separate from instruction. If curriculum, instruction, and assessment are integrated, the assessment itself becomes a valuable learning experience. Learning and evaluation activities are blended into a holistic act/task, which demands learners not to select but design and create the task. Continuous and comprehensive assessment of learning considered as inalienable part of the teaching learning process has acquired more significance in the emerging context of learning-centered education within the framework of the constructive approach to learning. Highlighting its importance, the National Curriculum Framework 2005 suggested each school to evolve a flexible and implementable scheme of continuous and comprehensive evaluation, primarily for diagnosis, remediation and enhancing

learning. Besides assessing learning achievement in specific subject areas that lend to testing easily, assessment would need to encompass attitudes to learning, interest, and the ability to learn independently and nurture creativity. In addition to these, the emerging constructivist approach as has been recognized in the NCF 2005 requires self-assessment, peer assessment, individual and group assessments also to be part of the school evaluation programme. In this context, the teacher educators need to be acquainted with new processes of learning assessment evolving with the technological interventions, so that, they can not only update their knowledge, but shall be capable enough to impart appropriate skills to the teachers for improving the quality of students' learning. In this changing scenario, alternative technology mediated procedures such as e-portfolio and rubrics are the need of hour. In view of this, here an attempt has been made to provide an alternative paradigm of ICT integrated assessment from constructivist perspective. It first highlights the criticisms of prevailing achievement tests and presents different mode of learning assessment, use of web tools in preparing portfolio and performance task from constructivist perspectives and assessing the performance by creating rubrics.

2.3.0 TO SUM-UP

By studying the above researches gets clear that though studies have been conducted in the field of Alternative Techniques of Assessment. There are many researches which have been conducted to see the *effectiveness of alternative techniques of assessment* hence above mentioned researches were the bases for the present study. All the researches which had been conducted in

the field of Alternative Techniques of Assessment had shown the positive effect of alternative techniques on the academic achievement of the students. The gape which I had found after the review of those studies as mentioned in my report was that very few studies were conducted in elementary school level therefore I had decided to see the effectiveness of alternative techniques of assessment on class VII. In this chapter many review have been given which are directly or indirectly related to present study.