



CHAPTER - II
REVIEW OF RELATED
LITERATURE

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2.1 Introduction:

Through a process of integration of post research and thinking with current research, we move knowledge forward. For this process to function successfully, each researcher must know the past so that they can design research to build on what is already known and study what is not. There are times when researcher lack this knowledge. We see researches are being done on matters which have been demonstrated sufficiently so as not to need for the replications. When this is done the research becomes an academic exercise of little interest or consequence to the discipline involved.

According to Edward L. Vockell (1983) has pointed out the purpose of review of literature –

- The main purpose of this review is to put the hypothesis to be examined in the research report into its proper context.
- Secondary purposes of this part of the report are to provide readers with guidelines regarding where they can look find more information.

The review to the literature is an important part of the scientific approach and is carried out in all areas of scientific research. The review of related literature in educational research is provide the means of getting the frontier in our particular field of knowledge. Until we learn what others have done & what remains still to be done in our area, we cannot develop a research project that will contributes to furthering knowledge in our field. Thus the literature in any fields forms the foundation upon which all future work must be built. If we fail to build this foundation upon which all future work must be built. If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and will often duplicated work that has already been done by someone else.

2.2 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 focuses 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.

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.

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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 appriciation 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 him high & low achievers with regards to above their factors. The major finding of the study is to 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 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 for first generation learners & cored lesser than others with regards to their self-evaluation & development skills test scores, she also found that there was no significant difference him 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 predictor of academic achievement.

Choudhari (1990), conducted study on a comparative study of malpractices in examinations during 1984-88 in the Nagpur University. 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.