
CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION

A researcher can't perform significant research without first understanding the literature in the field. Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. Literature review is a summary of previous research on the topic. The purpose of literature review is to convey to the reader what knowledge and ideas have been established on a topic and what are the strengths and weaknesses. The literature review allows the reader to be brought up to date regarding the state of research in the field and familiarizes on the topic.

This chapter deals with review of those related literature which directly or indirectly related to the study proposed by the researcher. A careful review of the research journals, books, dissertation, thesis and others related to my research topic. Resourceful information on the problem to be investigated is one of the important steps in planning of any research so that the research can find the directions for pre request to plan study. Avoid duplication, source of problem relationship among variables.

The literature review helps the investigator in the following aspects:

- To see what has and has not been investigated
- To develop general explanation for observed variations in a behaviour or phenomenon
- To identify potential relationship among concepts and to identify researchable hypothesis
- To learn how others have defined and measured key concepts
- To identify data sources that other researchers have used
- To develop alternate research projects
- To discover how a research project is related to the work of others.
- To rationalize the significance of the problem

2.1.0 REVIEW OF RELATED LITERATURE

Raj Kishore Roul (2020) studied on “**Perception of Elementary Teachers towards Ujjwal and Utthan Programme**”. Objective of the study was to know the perception of the elementary school teachers towards the programme. The sample consisted of 120 elementary school teachers from Baripada block of Mayurbhanj district by adopting simple random technique. The data was collected by providing questionnaire to the teachers. From the study he found that all-most all of the teachers are really interested for this programme. Students are also show keen interest to this programme.

Santosh Kumar Parida (2015) studied on “**Sahaja: the pathway to the attainment of literacy and numeracy skill through reinforcement**”. Objectives of the study were - (1) to identify the learning difficulties of the learners with respect to the basic competencies in reading and writing skills in language and four fundamental operations in numeracy. (2) To develop the level of learning achievement of each learner class-wise. (3) To examine the improvement in reading and writing and writing and numeracy skill of the learners. From the study it was found that elimination of learning gap was observed to the extent of 75 %. The programme has helped to bridge the learning gaps in respect of numeracy and literacy according to the competitions.

Raj Kumar and Sunil Kumar (2017) conducted a study on “**Learning Enhancement Programme (LEP): A Step toward Strengthen the Primary Education in Haryana**”. The main aim of this study was too familiar with the learning Enhancement Programme which is very important for the strengthening the primary education in Haryana. In this paper they discuss about the status of LEP in Haryana, its objectives, and challenges regarding the programme and also suggested some suggestions for effective implementation of LEP, proper provision of basic facilities and resources. They have explained that how can we collectively provide the world best facilities and environment to child for their all-round development under Learning Enhancement Programme. They have also discussed here that how can we make the LEP more and more effective and better for the all-round development of all children or especially for those who are leg behind the other child of the same class. According to them LEP provide a good opportunity to all students at primary level to expose their view with full of confidence.

P. Sudhakar Reddy (2015) conducted a study on “**Implementation of Learning Enhancement Strategies in School Education**”. The objectives of the study were (1) to study the learning enhancement strategies implemented by the teachers. (2) To know the process of teacher ‘classroom preparation’ followed by teachers. (3) To study the ‘classroom environment’ provided by teachers. (4) To assess the ‘curricular and co-curricular learning experiences’ provided by teachers. (5) To study the ‘assessment’ conducted by teachers. According to him a large number of programmes (APPEP, DPEP, SSA, RMSA, QIP, CLIP, CLAP and LEP) have been implemented by the State and Central Governments in Telangana state to enhance students learning achievements. The investigation revealed that on the whole around 9% of teachers were average i.e., not good in implementation of learning enhancement strategies.

Archana Bhat Kallahalla (2016) conducted a study on “**Social Cognition among Primary School Children Exposed to Nali Kali Method of Teaching**”. The objectives of the study were (1) To examine the relative strengths of Nali Kali program when compared to the traditional Talk Chalk method (2) To examine contrasting pedagogies and their relative impact on the social cognitive abilities and social competence of semi urban and rural children. The sample consisted of 720 rural and semi-urban children. The results revealed that Nali Kali system enhanced the social cognitive ability of children but did not do so to improve their social competence. Likewise students from Nali Kali school, displayed higher social adjustment than students from talk chalk schools. It was also observed that teachers from Nali Kali schools had better interpersonal relationships with their students than teachers from Talk Chalk schools. It was also observed that Nali kali as more effective at enhancing the social cognitive ability of rural children.

Noel Sobejana (2020) studied on “**A Science Course Evaluation and Enhancement Programme, Performance of Students in a school-based Implementation**”. The objective of the study was to evaluate the performance of the student to provide an enhancement that is best in the learning process in a school-based implementation of the science subject based in the result of the student performance in the achievement test. The

study used the second-hand data from the coordinator listed performance from grade 8 to 11 to describe and seeks the significant relationship, difference and predictors of the variables involve. It was found that all the components of science are significantly related except the systems of science because of lacking information.

Shivani (2018) studied on “**Effect of experiential learning programme on academic achievement science self-efficacy and scientific attitude of secondary school students**”.

The objective of the study was to explore the effect of experiential learning programme on academic achievement, science self-efficacy and scientific attitude of secondary school students. The sample consisted of 90 students from class IX. The sample selection was done on the basis of academic scores obtained by students in the subject of science in class VIII. The study was experimental in nature. Students were randomly and equally segregated into experimental (45) and control group (45) respectively. Self-constructed Science Achievement Test; Science Self-Efficacy Scale and standardized Scientific Attitude Scale (Bajwa and Mahajan, 2009) was executed before and after the experiment. The control group was taught by traditional teaching method and experimental group was taught by experiential learning programme. The experiential learning programme was developed on the basis of four step stages of Kolb s model. The intervention programme was performed for sixty days. The obtained data was analyzed by employing t test and level of significance was ranging from 0.01 to 0.05. The major findings of the study confirmed that experiential learning model is more effective for enhancing academic achievement, self-efficacy and scientific attitude of students in the subject of science.

Arathi Sripraksh (2012) studied on “**Nali Kali at Mlliage Primary School**” .The objective of the study was to examine the way in which the democratic ideals of child-centered program play out in practice. Researcher focused on the practice of Nali Kali child centered model in a standard 2 classroom at Malliage higher primary school. She concluded that Nali Kali system enhance the learning of standard 2 students. According to her Nali Kali is a very innovative learning enhancement implemented by government. It will definitely help every child to attain the minimum knowledge before promoted to next standard.

Dayakar Babu (2013) studied “**The impact of Rajiv Vidya Mission Programme for quality education in primary schools in Krishna district of Andhra Pradesh**”. The main objective was to find out the perception of teachers, functionaries and parents on Rajiv Vidhya Mission (RVM) programme. Data was collected from 200 teachers, 70 functionaries and 160 parents and Community members. The major findings were (1) there is no significant difference between male and female Teachers, Functionaries, Parents and Community Members perceptions towards Rajiv Vidya Mission (SSA) programmes at primary level. (2) There is no significant difference between various age groups of respondents of Teachers, Functionaries, Parents and Community Members perceptions towards Rajiv Vidya Mission (SSA) programmes at primary level. (3) There is no significant difference among Teachers, Functionaries, Parents and Community Members’ perceptions based on their locality of the school towards Rajiv Vidya Mission (SSA) programmes at primary level. (4) There is no significant difference among teachers and functionaries’ perceptions based on their teaching experience towards Rajiv Vidya Mission (SSA) programmes at primary level.

Rao and Rao (2014) studied on “**Effectiveness of Continuous and Comprehensive Evaluation Over the evaluation practices of teachers**”. The main aim of the study was to study the impact of continuous and comprehensive evaluation over the evaluation practices of primary school teachers. In pursuance of this, it was intended to study the evaluation practices of teachers before implementing the training program of continuous and comprehensive evaluation to train the teachers in continuous and comprehensive evaluation by using the training package on Continuous and Comprehensive Evaluation and further to study the impact of continuous and comprehensive evaluation over the awareness and the classroom evaluation practices of teachers such as questioning skills, testing, recording and reporting procedures. The effort of this study had been fruitful in improving the evaluation skills of the teachers which is a very important competence expected of them to raise the standards of achievement in pupils by constant feedback, remediation, and improvement of classroom instructional strategies based on the evaluation results. In consonance with the recommendations made for improving evaluation system in school education, there have been efforts in few states to introduce

grading system in schools. Nevertheless, it is necessary to make evaluation as the school-based one, which will incorporate a continuous evaluation of both scholastic and co-scholastic areas. It is essential to equip the teachers with the essential skills and competencies of evaluation so that they would be able to integrate evaluation well with their teaching- learning process, assist students in the attainment of required standards through proper guidance, feedback and remediation.

Narinder Singh (2019) studied on “**Continuous and Comprehensive Evaluation in Elementary Schools of Punjab: An Evaluative Study**”. The purpose of the research was (1) to study the awareness, practice and problems related to CCE with respect to the rural and urban upper primary school teachers and administrators (2) to investigate the practice and problems related to CCE as faced by the rural and urban upper primary school students. It was found that majority of the upper primary school teachers (74%) and administrators (85%) are practicing CCE in an effective manner by regularly assessing the co-scholastic aspects and maintaining records of the students etc. Both the rural school teachers (83%) and administrators (88%) are practicing CCE in a better way in comparison to their urban counterparts which are further supported by the qualitative results. Majority of the rural (68%) and urban (66%) upper primary school students have reported that CCE is implemented effectively in their schools in terms of regularity in evaluation, framing variety of questions for evaluation, organization of co-curricular activities etc. More number of rural students (68%) has reported the better practice of CCE in their schools as compared to their urban counterparts (66%). The findings also revealed that the upper primary school teachers face problems related to CCE like hindrance in academic work of students due to a lot of co-scholastic activities, difficulty in recording the behavior of students on daily basis etc. It was also found that there is more number of urban school teachers (85%) who are facing problems as compared to the rural ones (79%) while implementing CCE in their schools.

Harpal Kaur (2012) studied “**Causes of low achievement in mathematics at secondary stage**”. Objectives of the study: 1) to study intelligence, academic achievement motivation, attitude towards mathematics and socio-economic status of the subjects having low

achievement in mathematics. 2) To compare intelligence, academic achievement motivation, attitude towards mathematics and socio- economic status of low achievers in mathematics in relation to their gender, locale and type of school. 3) To enlist causes of low achievement in mathematics of the students as perceived by the low achievers in mathematics, their teachers and their parents. Sample of the study were 354 students who have passed matriculation examination. Findings of the study were: Intelligence of the Low Achievers in Mathematics: (a) the intelligence levels of the low achievers in mathematics do not differ significantly in relation to their gender, locale and type of school. The Academic Achievement Motivation of Low Achievers in Mathematics (b) the male and female low achievers in mathematics differ significantly in relation to their academic achievement motivation. (c) It is indicated that urban and rural low achievers differ significantly in relation to their academic achievement motivation. Urban low achievers in mathematics are lowly motivated as compared to rural areas. (d) Academic achievement motivation of low achievers in mathematics does not differ significantly in relation to their type of school. (e) It is clear that attitude of low achievers in mathematics towards mathematics do not differ significantly in relation to their gender and locality of school. (f) Socio-Economic Status of low achievers in mathematics does not differ significantly in relation to their gender. (g) Urban and rural low achievers differ significantly in relation to their socio-economic status.

Nathanael Dwitama (2021) discussed on “**The importance of learning English in elementary school**”. He discussed that English is the most common language spoken universally; therefore it can't be ignored and denied that it is really important to learn it (Nishanti, 2018). English play it roles as an international language to connect all nations worldwide. A nation that has a lot of good English speakers will be able to advance much further than nations that don't have a lot of English speakers, because the nation's people will be able to take part in International Corporation, and will be more tourist friendly, these will also help the nation economically. According to him in Elementary school or in this young age, children are going through a stage where they experiencing plasticity or flexibility in their brain, therefore it will be easier for them to learn something new such as language or music. Children are able to learn language faster than an adult, because in this

age, language can be learned much more easily than any other stage in human's life, therefore this stage is called critical period (Lundeberg, 1967) to learn any language. Lundeberg made a boundary to learn language naturally and that is from age 2 until puberty. After puberty, learning language will be harder because the 'cerebral plasticity' is already gone.

Rajathurai Nishanthi (2020) wrote an article on “**Understanding of the Importance of Mother Tongue Learning**”. According to her, mother tongue is vital in framing the thinking and emotions of people. Learning to speak in the mother tongue is very necessary for a child's comprehensive development. Being fluent in the mother tongue, which is also known as the native language, benefits the child in numerous ways. It associates him to his culture, ensures enhanced cognitive development, and supports in the learning of other languages. She told that a child first comprehends what is around them through the language they hear their mother communicating in from before they are born and thought their lives. Many children across the developing world are learning very little in school, a reality that can be linked to teaching that is in a language they do not fully understand. It is a practice that leads to limited or non-existent learning and acquisition of knowledge and skills, alienating experiences, and high drop-out and repetition rates. For her to improve the quality of education, language policies need to take account of mother-tongue learning. Models of education which ignore the mother tongue in the early years can be unproductive, ineffective and have a negative effect on children's learning. Mother-tongue education at least in early years can enable teachers to teach, and learners to learn more effectively.

C. Ashok Kumar (2021) studied on “**The Importance of Mother Tongue in Education -English as Second language**”. Data was collected and analyzed by the process of preparing questionnaire, interviewing the learners to observe their pronunciation difficulties, recording their voices to watch the difficulties in pronunciation, interacting with the learners to investigate the problem areas in learning English, observing the learners using English while conversing. The researcher has found out the learners' problems by analyzing the data and concluded that using mother tongue in the English language class for the slow learners and the learners coming from rural areas could be

benefit to some extent. But using of mother tongue should have some limitations. This idea is opened by the respondents at the time of interview and it should be explored. If the learners are involved in the learning process with some interest, then the teaching and learning process could reach successfully. It is found that the learners wished to receive some changes inside the classroom in English teaching. The learners feel that instead of teaching simply using blackboard, teachers can follow some of the classroom activities such as role play, group discussion, enacting a play.

2.3.0 REFLECTION

The quality of a nation is depends upon the quality of its citizens, the quality of its citizens depends upon the quality of its education system. That's why education is always a matter of concern for the government. Government always try to give quality education to the children and for that government has been implementing different policies, recommendation, act, programmes, schemes to enhance learning, to decrease drop out, to increase enrolment, to enhance the interest of the children towards learning, to provide quality education etc. UJJWAL is an innovative programme implemented by government of Odisha which aim is to enhance the learning of the child. The programme was started from 2018. "These programmes have the potential to substantially impact state-wide learning outcomes & will be benefitting more than 40 lakh student across the state", a senior official of the department said. As it is a very recent programme in Odisha so there is no research has been done on this specially in the dimension of its evaluation. There is need to evaluate the programme know up to which extent the programme objectives have been met and its loopholes. So that it will help educationalist and government whether to encourage and implement such innovative programme or to discard or to modify them further. That's why the researcher has decided to work upon the problem "**Effectiveness of Ujjwal programme on achievement of primary level students in Kalahandi district of Odisha**".