

CHAPTER- 3

REVIEW OF RELATED LITERATURE

3.1 Introduction

Review of related literature plays an important role in any research study. As it helps the researcher to find out what has been investigated so far and what are the research gaps. Thus, it helps the investigator in planning the study properly, formulating the objectives, determining the specific areas, its delimitation, the kind of methodology to be employed etc.

The purpose of this chapter is to provide a brief review of related studies and to show how the present study contributes more to the fund of knowledge in the area. In the present chapter an attempt has been made to review the related studies done in the area of examination and evaluation. It helped the investigator to develop a thorough insight into the research works already done in the research area. It helped the investigator to justify the need and importance of the present study.

3.2 Studies Conducted on Evaluation and Examination System

Joshi (1968) investigated the evaluation system evolved by Baroda district Secondary Schools Association with a view to ascertain how far it is in keeping with the modern accepted principles of examination reforms.

The study reported that Secondary Schools Association is thinking of lessening the burden of examination by conducting evaluation through the academic year. The evaluation of co-curricular activities also would affect the promotion of the students.

Tiwari (1975) conducted a study on evaluation and its problems in upper primary schools. The objectives of the study were to identify the strengths and weaknesses of the examination papers set by teachers of upper primary schools and problems of teachers in the process of evaluation at the upper primary level.

The sample was 30 schools of Udaipur and Dungarpur districts. The basis of the study was 210 sets of best papers of the subjects at primary level. Eighteen teachers were interviewed to find out the difficulties regarding evaluation. The tools used were an observation schedule, an interview and a questionnaire.

The study revealed that more questions were based on the knowledge aspects and less on the understanding and skill. Moreover the teachers were not trained in evaluation techniques.

Rao, S. (1982) conducted a study on the influence of continuous evaluation on learning. This study involved frequent tests in Science and Mathematics. The sample of the study consisted 800 students in Science and 641 students in Mathematics. The sample included boys and girls ranging in age from nine to twelve years. The finding of the study was that Continuous evaluation had positive influence on learning under normal school situation.

Natarajan, V and Kulashreshtha, S.P (1983) conducted a study on assessment of co-scholastic aspects of learner's behavior. The objectives of the study were:

- To stress the need for a profile of achievement in all aspects of growth , scholastic and co-scholastic for every student passing through an assessment scheme and the objective assessment.
- To suggest the ways and means for improvement of measurement and testing procedures of non-scholastic aspects within the affective domain. The major findings of the study were:
 1. The individual differences on various qualities and abilities are seen and highlighted.
 2. Educational institutions confine themselves to the development of scholastic abilities mainly. The affective domain is almost neglected.
 3. Assessment of the non-scholastic aspect of the behavior is closely associated with affective, attitudinal aim of education.
 4. The teachers do not attempt to assess the non-scholastic abilities for various reasons like they are not closely observed, it is difficult to assign quantitative values to them.

Agarwal, J.P (1985) conducted a comprehensive study under an ERIC project and the findings of the study were as follows:

- The schools are not able to organize co-curricular activities because of lack of facilities, staff etc.
- A section of pupils do not favor formal assessment and certification in regard to physical health, personal and social qualities, attitudes and interests.
- Parents strongly support the scheme.
- The introduction of the scheme did not; however show any significant impact on scholastic areas.
- A large number of new teachers do not have true appreciation of real perspective of the scheme and need orientation about it.

Government of Punjab , as per the National Policy of Education , 1986 decided to introduce Continuous and Comprehensive Evaluation in the schools of Punjab in 1987-88. Under the CCE scheme, VI to IX classes were considered. Whole scheme was divided into two parts i.e. scholastic and co-scholastic. The purpose of undertaking the study was firstly to gauge the awareness about the scheme and its various aspects among

- Educational administrator
- Heads of the schools
- Teachers and students
- To assess and evaluate various advantages, disadvantages and reactions of parents towards the scheme.

The major findings of the study were similar to the study above.

Pillar and Mohan (1986) studied the working of semester system and found that the teacher used lecture, discussion, assignments and seminars as major instructional strategies . They used continuous assessment and assignments to help the students learn systematically. They felt that the ratio of 75:25 for internal and external assessment. However, they were not in favour of

many tests. About 40 per cent of the students doubted the reliability of external assessment and suspected subjectivity in internal assessment.

Malhotra, et.al. (1989) studied the status of internal assessment of students in the polytechnic of Haryana and found that the techniques used for assessing course work in respect of cognitive abilities, practical skills and attitudes were found to lack the validity. These were also not found to be helpful to students in their progressive learning. Students expressed dissatisfaction with the techniques used for assessment. According to them, the assessment lacked objectivity, copying in homework, assignments and class tests and no opportunity for improvement.

Wu, Min.chuan(2003) conducted a study on continuous evaluation of information system development. This research gave a reference model consisting three dimensions: organisational goals, system components and development stages. Each dimension provides a comprehensive frame work of element of evaluation with respect to the other dimensions: together these dimensions constitute a mechanism or identify benefits in all aspects.

A methodology was also developed to help an Organisation use the reference model. The model was validated with a system development project at the TAFA using the participants-observation method. The model has proven to be able to guide continuous evaluation and result in a systematic and cost effective process as envisioned.

The model has shown its soundness and merit in the higher education domain. Further research promises to generalise the model for broader applications in the field of IS development, evaluation and project management beyond higher education.

3.3 Studies Conducted on Continuous and Comprehensive Evaluation

Rao and Bharti (1989) made an evaluation of the Continuous Evaluation System (CES) of examinations in Kendriya Vidyalaya Schools. The objectives of the study were:

- To find the relationship between the performance and level of uncertainty in different subjects and different schools.
- To find the effect of continuous evaluation on the final performance of the students.

- To study the relationship between the parental characteristics and the performance of the students in the context of uncertainty.

The sample comprised of Kendriya Vidyalaya schools of Sambalpur(29 students), Vishakhapatnam(101 students) and New Delhi(99 students).The marks of the students in all the subjects at class ninth CBSE were also obtained.

The major findings of the study were Nominal success of the system was observed in Hindi in both Vishakhapatnam and Delhi schools. Partial success was observed in Science in Delhi schools and also in Social Studies in Vishakhapatnam schools. Complete success of the system was seen in English in Delhi schools and mathematics in Vishakhapatnam schools. However the system was a complete failure in Sambalpur. Discipline and regularity seemed to be the objective which the parents appreciated in the continuous evaluation system.

Oyedeji (1994) studied the effect that formative evaluation on mathematics teaching process has on achievement transfer retention of Mathematics content and students' attitude was studied with respect to junior secondary school students in Nigeria. Results demonstrated the potential of formative evaluation to diagnose student problems and give immediate feedback.

Rajput and Agarwal (1996) tried out the scheme of Continuous and Comprehensive Evaluation at schools. They viewed that the assessment of co-scholastic areas helps to draw out the best in the child. Some children who are not high achievers in scholastic areas, are able to shine in drawing, painting, dance, music, drama or sports if these areas are given due importance by the school.

Rao Manjula P. (2001) studied the impact of continuous and comprehensive evaluation over the evaluation practices of primary school teachers. The main objectives of the study were:

- To study the evaluation practices of teachers before implementing the training programme of continuous and comprehensive evaluation.
- To train the teachers in continuous and comprehensive evaluation by using the training package on Continuous and Comprehensive Evaluation.

- 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 major findings of the study were:

- a) Continuous assessment was not followed systematically.
- b) No uniform model of recording the assessment was followed anywhere.
- c) The teachers were found to be recording mechanically by simply putting (✓) against each student to satisfy the supervising and inspecting authorities.
- d) There was no record of the kind of assessment that was planned and carried out to ensure the continuous assessment being implemented. No question paper or the lesson plan having competency based assessment questions was available.
- e) Student' learning difficulties were not identified, and consequently remedial instruction was not provided.
- f) The sample progress cards which were analyzed revealed that the students' achievement on the quarterly and mid terms exams were only reported ignoring reporting of continuous assessment of the competencies in various subjects and the assessment of co-scholastic areas.

The research finding of this kind not only strengthens the recommendations of earlier Committees and policies through its fruitful outcomes, but also provides a gateway to many challenging research questions in the area of Continuous and Comprehensive Evaluation to be explored.

Pushpanjali(2004) studied Continuous and Comprehensive Evaluation scheme at primary level in the state of Orissa . The objectives of the study were:

- To study the effect of Continuous and Comprehensive Evaluation on achievement of primary school children's scholastic.
- To study the effect of Continuous and Comprehensive Evaluation on achievement of primary school children's co-scholastic areas taking into consideration specific variables.

The sample for the study comprised of four hundred class V students. Two hundred from Bhubaneswar and two hundred from Khurda. Competency based test, unit test and five point rating scale for Co-scholastic area have been used.

It was found that CCE significant effect on both the scholastic and co-scholastic areas. It was also found that interaction of treatment and area has no significant effect on achievement of students in scholastic as well as co-scholastic areas. The findings also revealed that there is significant relationship between scholastic and co-scholastic.

Bhattacharji and Sharma (2010) in their study made an attempt to see the status of co-scholastic activities in the school program of the elementary schools of Jorhat district of Assam. The main objectives of the study were:

- To know the present status of evaluation processes at elementary stage.
- To know the extent to which the continuous and comprehensive evaluation processes are adopted in the elementary schools.
- To know the strategies used by schools to incorporate co-curricular activities for comprehensive evaluation of the pupils.
- To know the teachers's awareness towards co-curricular activities as a means for all round development of the pupils.
- To suggest measures for successful implementations of CCE.

The study revealed that the co-scholastic areas has not earned a proper place in the school routine. Co-scholastic part of the curriculum was totally ignored in the school. The evaluation process in the elementary schools is focusing only on scholastic part of the curriculum that too in a very mechanical manner. Moreover, teachers have poor knowledge about CCE and there is no exhaustive training on evaluation for the teachers. Evaluation processes are discussed in a brief session during the training courses.

Lakhera (2011) studied the Continuous and Comprehensive Evaluation scheme being implemented in CBSE schools of Vadodara. The major objectives of the study were:

- To study the implementation of Continuous and Comprehensive Evaluation scheme in Secondary class with respect to its being continuous and comprehensive.

- To study the reaction of the teachers as to how do they feel about the working of Continuous and Comprehensive Evaluation scheme.
- To study the difficulties if any faced by teachers in implementation of the Continuous and Comprehensive Evaluation scheme.

The sample for the study comprised of four CBSE schools of Vadodara city having secondary class. Forty teachers remained the sample size. The tool used for data collection was questionnaire.

The study revealed that due to lack of proper training teachers had many doubts regarding the assessment of co-scholastic aspect of the students. It was found that a big class size hampers proper implementation of the scheme as teachers found that due to inadequate interaction with students proper evaluation was not possible. The study also revealed that though teachers try to evaluate all the aspects of a child through Continuous and Comprehensive Evaluation, but they found lack of perfect tools to assess various co-scholastic aspects of the students.

3.4 Implications of the Review of Related Literature for the Present Study

It is true to say that evaluation is as old as examination itself, and is designed to assess the measure the achievement of a student in the course he/she pursues. In any system of education evaluation plays a vital role.

Review of related literature reveals that different aspects of evaluation process have always been stressed upon improving examination and evaluation system. As far as opinion on the present examination system some studies such as Pillai and Mohan (1986) and Malhotra, et.al. (1986) showed dissatisfaction towards internal assessment system and questioned the subjectivity of internal assessment. However Rao(1968) reveals that there are significant differences between the internal and external evaluation. More number of students are unsuccessful in public examinations compared to internal examinations. Tiwari (1975) revealed that much stress in the examination is given on knowledge than on understanding and skill. This shows that our examinations emphasize more on cognitive aspect of the student and less or no emphasis is paid on other aspects. He also revealed that teachers were

not trained in evaluation techniques. This reflects how without proper training the teachers are using evaluation which in turn affects the effectiveness of any evaluation. The study conducted by Rao and Bharati(1989) was among few studies conducted on Continuous and Comprehensive Evaluation. It reveals that continuous evaluation has a positive effect on the performance of the students.

The studies carried out by Oyedeki (1994) and Pushpanjali (2004) threw some more light on Continuous and Comprehensive Evaluation stating that the scheme has significant effect on the achievement of the students. However the studies indicated that teachers are not properly oriented for the CCE scheme. The study undertaken by Bhattacharjee and Sharma (2010) reveals that neither the co-scholastic aspects are emphasised in schools nor do the teachers have any formal training to handle the Co-scholastic activities which affect the evaluation.

Keeping in view the findings of related research evidences and the facts explained above, it was felt necessary to investigate the impact of the new scheme of evaluation. The review of related literature also indicates that very few specific attempts have been made to study the recent evaluation practices in schools. Since the continuous and comprehensive evaluation system has been made compulsory recently in GSEB and CBSE school, the researcher felt that it is necessary to study the working of the evaluation scheme in both the boards.