Literature Review

The review of related literature is prescribed from the

- National research studies,
- International studies,
- Articles,
- Case study

NATIONAL RESEARCH STUDIES

Banmalidas, (1987) in his study ‘Construction and Standardisation of a Scientific Aptitude Test in Oriya for the 10th Class Students of Orissa.’ The major objectives of the study was to construct and standardize a scientific aptitude test in the Oriya language for the class X students as a tool for use in schools of Orissa for selection and identification of scientific talent. The reliability coefficients for the four components were 0.81, 0.91, 0.92 and 0.80 respectively. The validity of the test battery for making predictions was computed on the achievement scores of science and mathematics.

Minocha, M. (1989) in her study ‘Responses of primary school teachers to an experiment in curriculum reform’, attempted to assess the reactions of teachers towards curriculum reform, and the causes of these reactions. Major Findings of the study were that the teachers were more receptive to the NCERT evaluation scheme and textbooks than to those of the integrated program. Most teachers cited many problems that they faced, the problems related to learners’ parents being the most intense and the teachers considered the burden problem the least significant.

John, O.T. (1991) in his study ‘An investigation into present English curriculum in polytechnic Tamil Nadu’, attempted to critically examine the existing English curriculum in polytechnics of Tamil Nadu and develop a curriculum based on expert opinion and test effectiveness experimentally. Major Findings of the study indicated effectiveness of the new curriculum and the test performance of the experimental group in the four skills was significantly better than that the control group.

Prakash, V. (1991) in her study ‘An investigation in curriculum policies, planning and the implementation at the primary school level Delhi during 1966-1976’, investigated into the curriculum policies, planning and the implementation at the primary school level in Delhi during
Major Findings of the study were that the data analysis revealed a impressing scenario in MCD schools during the period 1966-76, which was characterized by lack of teacher initiative, sub-standard pre-service and service training of teachers, political interference in schools, ineffective school supervision, inadequate finances, the burden of heavy syllabi and detective teaching of science. Besides, the teachers felt that the police recruiting Education officers from outside was a defective policy.

Deshpande, A.R. (1992) in his study ‘An enquiry into the development of curriculum in mathematics at the secondary stage of education in Maharashtra State.’ focused on experimentation with the secondary – level mathematics curriculum in the State of Maharashtra. The study assessed how far the secondary level mathematics curriculum is of practical utility for students and also assessed if it is used on psychological considerations, and examined if it articulates with the primary and secondary-level mathematics curricula. It also helped the students to improve their thought process and discrimination between facts and opinions, and to appreciate the aesthetic value of mathematics. Inadequate time allotted per week and lack of proper suggestions about reference materials for further study made the mathematics curriculum less effective.

Mlanga, A.T.O. (1992) in his study ‘Perceptions of high school teachers, students, parents and educational administrators regarding principles, practices and procedure curriculum development programs for schools in Nairobi, Kenya’, he studied perception of various interest groups about these programs. The study found that the curriculum should be an organized whole of learning experiences, both within as well as outside the school. It was suggested that teachers should participate in regular evaluation of the constructive curriculum and its implementation. It was proposed that the Government of Kenya should up a National Council for curriculum development.

Sahoo, K.C. (1992) conducted a study entitled “A critical study of the conception and perception of environmental education.” Ph.D., Edu. Devi Ahilya Vishwavidyalaya. There is a lack of understanding about the constituents of the environment and their relationship with man. The present study attempts to renovate the concept of environmental education. Major Findings of the study were the concept of the environment broadly divided as natural and man-made. The different stages of evaluation- the hunting-gathering stage, the agricultural stage and the industrial stage- reflect such a relationship. Several workshops, committees and bodies at national and international
levels have thrown light on the conceptual analysis of environmental education. Environmental education is a broad concept and is perceived as lifelong experiences for all. [PKS 0645]

**Noushad P.P (2010)** studied “Taxonomy reframed: Educational Objectives for the 21st Century”. This study deals with a critical review of the revised taxonomy of educational objectives in cognitive domain. The Taxonomy of Educational Objectives was one of the outstanding research works in the field of education. It was developed by Benjamin. S. Bloom and his colleagues in the 1950s as a means of expressing qualitatively different kinds of thinking. Bloom's Taxonomy has since been adapted for classroom use as a planning tool and continues to be one of the most universally applied models across all levels of schooling and in all areas of study. During the 1990s, Loren Anderson (a former student of Benjamin Bloom) led a team of cognitive psychologists in revisiting the taxonomy with the view to examining the relevance of the taxonomy as we enter the twenty-first century. As a result of the investigation a number of significant improvements were made to the existing structure. The original uni-dimensional taxonomy became a two-dimensional one now. It would be appropriate at this point to make both the revisions and reasons for the changes explicit and to evaluate how far this revision will be viable to address the current issues in the pedagogy.

**Pallavi Kaul (2010)** studied “The Effect of Learning Together Techniques of Cooperative Learning Method on Students Achievement in Mathematics”. This study was an experimental research in which pretest-posttest design with control group was applied. The study was conducted in May 2008 with 70 pupils studying in 7th class in N.S. Public School, Gamma II Greater Noida, Uttar Pradesh. In this study, experimental and control groups have been used. Learning Together Technique of Cooperative Learning method has been applied to the experimental group and Traditional Teaching method has been applied to the control group. Conclusions showed that there is a significant difference between the results of experimental and, control groups. Learning together technique of Cooperative Learning method is more effective than traditional teaching methods.

**Sahaya Mary, R. (2010)** studied “Influence if Emotional Intelligences on Attitude towards Teaching if Student-Teachers” This study is an attempt to find out the influence of Emotional Intelligence (E.Q) on attitude towards teaching (A.T) of student-teachers at government colleges of education in Chennai. Emotional Intelligence inventory and attitude scale for finding out the
attitude towards teaching of student-teachers and a proforma were used as tools. Mean, Standard Deviation, t-test, ANOVA and correlation are the statistics used for data analysis. The findings of the study reveal that there is a significant difference between qualification, community, influence to be a teacher and attitude towards teaching of student-teachers. There is a significant relationship between Emotional Intelligence and Attitude towards teaching profession of student-teachers.

ShreyashiPalta Singh (2010) studied the “Impact of socio-demographics factors on intelligence and creativity of pupils at secondary school level”. Impact of selected socio-demographic factors such as sex, locality, family size and parental education on intelligence and creativity of 125 students of two secondary schools was studied. It was observed that there was no significant difference in intelligence due to sex, locality and parental education but it was significant due to family size. There was no significant difference in creativity due to sex but it was significant due to locality, family size, and parental education.

2.2.2 INTERNATIONAL STUDIES

Sudha K. (1992) in her study ‘Structural Influence on restructuring of curriculum’. Institute of Educational Planning and administration (Council for International educational Studies Washington, D.C USA), explored the various organizational and structural factors that influence the restructuring of curriculum at the undergraduate level. Major Findings of the study were that the larger the size of the institution and the greater the discipline within the department, the easier it was to introduce a change in the curriculum in a private organization than in a government or a constituent institution. Institutions in the vicinity of major institutions where curriculum have already been restructured found it easier to introduce curriculum change. It was relatively easier to introduce curriculum change where the faculty was comparatively more powerful than the administration. The larger the number of people involved in introducing curriculum change, the easier was its achievement. The faculty support for curriculum change depends on the discipline and the level of teaching; and the science, faculty, for instance, was hardly interested in curriculum change in science-related subjects that were meant for undergraduate arts students.

Buber (1993) had vehemently argued for a dialogical relationship in education child was the potential self, he believed in whom a treasure of eternal possibilities lies hidden. The task of education was to unearth this treasure. He was convinced that "I - Thou" relationship which was
based on mutuality and reciprocity was the only atmosphere in which the potentialities could be realized.

John F. Covaleskie (1994) studied the Educational System and Resistance to Reform. The main objective of the study was to find the limits of Policy and suggest some reasons why education has proved so resistant to reform. This paper is merely an attempt to make sense of some readily observable facts about the operation of the educational system, as a system. This paper is an effort to explore some reasons we have been unable to achieve what we seek as excellence despite our efforts to do so. The findings revealed that policymakers’ efforts to reform education are made more difficult because of lack of clarity of purpose. Covaleskie argues about two propositions regarding public policy in his study: (1) as an instrument for attaining systemic educational excellence, it is a poor tool; (2) "educational excellence," while universally desired, is a vague and ambiguous concept, and to the extent that it has a commonly understood meaning, that meaning has little to do with real excellence. The thesis of this paper is that understanding the nature of the educational system, may help explain why it is so resistant to change, and why systemic excellence does not result from policies intended to foster it. The basic thesis is that mediocrity is systemic; excellence cannot be. On this view, policy operates at high levels of aggregation while excellence is the result of individual pursuit and achievement. While policies intended to avoid systemic failure may indeed be successful, policies intended to produce systemic excellence rarely will be. This has to do with the nature of the system, but more fundamentally with the nature of excellence itself. The basic thesis of the study is, reforms that make education more efficient are more likely to be effective than those that make education more personalized. The best that policy makers may be able to do is be aware of the requirements of excellence and make policies that make its attainment no more difficult than necessary.

Devis, Sumara and kieren (1996) describe the theory of curriculum co-emergence by which the various component of curriculum action (e.g. Students, teachers, texts and processes) are understood to exist in a dynamic and mutually specifying relation; Drawn from studies in biology, ecology, the situations and needs of the society at a given point of time. The school was a pedagogical system whose activities were carried on within organizational and economic frames, using methods that were supposed to be in accordance with the expresses goals. The basic
principles of the teaching methods used were expected effectively to lead to the achievement of these goals.

Sandunary (1996) in his research paper on neither new nor alien to progressive thinking, interpreting the convergence of radial education and new vocationalism in Australia, identified, depicted and interpreted the common grounds between the Australian Radical Education Movement of late 1960's and early 1970s and present preoccupation with variant in this naturalizing discourse was the assertion that the key Competencies project, as a skill based slant on existing curriculum necessarily entails classroom approaches that apply longhead ideas about effective and socially ameliorative teaching and learning. Competencies were mindful, thoughtful capabilities which go beyond pure of abstracted thinking to the application of understanding.

As Kirst and Bulkley (2000) note, "reformers will continue to use governance and organizational changes in an effort to improve the performance of education, even though these mechanisms may offer an indirect and uncertain strategy for improving classroom instruction."

James Cibulka (2000) concludes that "public school educators may help to reshape the institution by their willingness to experiment with new institutional forms, but they are unlikely to preserve the 'one best system' as we have known it." He notes that "resistance to change" in old structures "is likely to further weaken the institution's capacity to achieve its goals, and to maintain its legitimacy and survival."

2.2.3 ARTICLES

Ankita Bhopal, (Oct-Dec 2009) International Journal of Education- New Frontiers in Education- Right to Free and compulsory Education. The constitution of India (as adopted by the Indian Legislature in 1950) had included a right to education under the ‘Directive Principle of State Policy. Part IV of the constitution relating to Directive Principles of State Policy reads as under: Article 41- Right to work, to education and to public assistance in certain cases. Similarly Article 45 provides for Provision for free and compulsory education for children. The Government has now set a target to universalize the elementary education in the country by 2010. The objectives of universalization of elementary education are being addressed through the Sarva Shiksha Abhiyan program, where in focus is being provided to States & districts with the largest number of out of school children. Another aspect is related to the ‘curriculum and evaluation procedure for the elementary education,
which according to the Act shall be laid down by an academic authority to be specified by the appropriate government by notification.’ In our considered opinion in order to make the structural implementation of the Act, the instruments for these parameters will need to be designed if some significant change is to be seen in the enhanced learning in the children. There is also an urgent need to draft the ancillary mechanisms (rules and other modalities) in order to ensure the faster and more efficient implementation of the Act as what is at stake is the interests of the torchbearers of the future.

Nupur Chaturvedi, (April 2010) Education for leaders in Higher Education- Leveraging audits to create a better education system by examined differences through accreditation, the outcome of the audit and assessment processes. Thus audit is a process, assessment is the result and accreditation is the qualified result. The concept of an academic audit does not exist in India. Curriculum watch: Regular curriculum audits are required to understand what the focus is, and if that focus is relevant. There is no fixed way to conduct a curriculum audit- an external agency can do it or it could be an internal audit. Pedagogical process: It is not the content that needs to be audited, but also delivery. The effectiveness of teaching and pedagogy is something that needs to be audited from time to time. Universities should revise and restructure at least once in three years. The process should be streamlined and de-centralized with teachers’ autonomy and statue changes. Evaluating evaluation: Evaluation needs to be audited to bring out a correct picture of student performance. Before the institution adopts any way, it needs to audit its process of evaluation and see if there is a gap between student evaluation according to university and the industry’s expectations.

2.2.4 CASE STUDY

R. B. L. Soni (May 2009) Journal of Indian Education- Flexi schools in Bangalore. The study of Flexi schools in Bangalore was conducted with a view to find out the rationale of its establishments, its functions and effectiveness in meeting educational needs of working children, teacher appointment and their qualifications, teaching learning process used in the classrooms, curriculum of Flexi schools and the future role of these schools in the changed perspective after the implementation of child labour Act 2006. The perceptions of SSA officials, teachers, working children, parents, one employer of the children, and one NGO official were studied to find out the effectiveness and need of flexi schools. Flexi schools have rendered a valuable service to working
children and 700 children have been mainstreamed in regular schools but the Child Labour Act of 2006 banning employment of children below 14 years of age generated tumult.

**STATEMENT OF THE PROBLEM**

Research problem is stated as “An investigation into the secondary level curriculum of CBSE, ICSE and SSC Boards across schools in Mumbai – A status study”.

**OPERATIONAL DEFINITION OF TERMS AND CONCEPTS**

Certain terms in the statement need clarification for avoiding ambiguity.

**Investigation** - The general meaning of the term investigation is searching inquiry for ascertaining facts; detailed or careful examination. In the present context, investigation is to generate the views of the school educators that is the principals, supervisors and teacher’s towards the outlined areas of curriculum of various boards in context to all round development of students.

**Secondary level** - The dictionary meaning of Secondary levelis the final stage of schooling, usually compulsory up to a specified age. In the context of the present study the operational meaning is to study the curriculum of various boards applicable from grade VIII-X.

**Curriculum** - A curriculum means a collection of all the experience used in a school to achieve the aims of education. In the present study curriculum refers to syllabus, teaching learning, assessment pattern, co-curricular and extracurricular activities, remedial coaching applicable at the secondary level (VIII- X) of various boards (CBSE, ICSE and SSC Boards).

**Central Board of Secondary Education (CBSE)** -The Central Board of Secondary Education (abbreviated CBSE) is the board of Education for the public and private schools, under the Central Government of India. The board conducts two examinations – All India Secondary School Examination, AISSE (Class X) and the All India Senior School Certificate Examination, AISSCE (Class XII).

**Indian Certificate of Secondary Education (ICSE)** -The Indian Certificate of Secondary Education (ICSE) is the Board of Education conducted by the Council for the Indian School...
Certificate Examinations, a private, non-governmental board of school education in India. The council conducts an all India exam for Class 10 called ICSE (Indian Certificate for Secondary Education) and for class 12 called the Indian School Certificate (ISC).

Secondary School Certificate (SSC) - The Maharashtra State Secondary and Higher Secondary Education Board is a statutory and autonomous body established under the Maharashtra Secondary Boards Act 1965 (amended in 1977). The Maharashtra State of Secondary Education came into existence on January 1, 1966 to regulate certain matters pertaining to secondary education in the state of Maharashtra, India. The Board provides guidelines to the schools right from Grade 1 to XII. SSC is an equivalent to GCSE in the England.