2. REVIEW OF RELATED LITERATURE
CHAPTER II

2. REVIEW OF RELATED LITERATURE:

The perusal of research literature in the area of examination and evaluation, i.e. in the present area of investigation, shows that the main work in this field has been done during the last three decades in foreign countries. In India, according to the Indian Education Commission (1964-65) examinations and evaluation constitute one of those areas in education about which one can say that the problem is known otherwise the number of research studies are very few. A number of institutions in India have undertaken studies in some form or the other in the area of examinations and revaluation for the last twenty years.

2.1 FOREIGN STUDIES -

In his book "Research on Examinations in India". Edwin Harper Jr and Vidya Sagar Mishra have mentioned some studies conducted abroad most of which were on essay type tests.

Wiseman (1956) conducted a study on 30 minute compositions written by a group of 173 students and he graded the same by four examiners. Correlation between the aggregate marks on the first and second essays was 0.89 and after correction for the same range of ability it was 0.92. This implied that the total reliability of the essay test was high for the pooled marks of the four readers.
Penfold (1956) explored the area of variability in marking essay test. Five minute essays written by 16,000 candidates were marked by impression by sixteen examiners, each examiner marking one thousand scripts. After an interval of time 165 scripts selected at random from the whole batch were all re-marked by fifteen of the same examiners. The result indicated that there was significantly high variation between different examiners, standards of marking and also between the marks of same examiners on two different occasions of marking.

Pidgeon and Yales (1957) and Valin (1961) also took up similar studies, on the reliability of examiners marks at different times.

Kloin and Hart (1968) investigated the change and systematic factors affecting essay grades by getting the scripts of other 1500 students of law marked by seventeen professors. They found that students tended to be consistent in their performance in different essay questions used in the law school. The agreement in grading among the professors was 0.76.

2.2 INDIAN STUDIES -

Pluanga L.N. undertook a study titled "Examination as a mode of management." This study presented a systematic analysis of the prevailing system of essay type mass examinations.
Some of the significant findings were:

1. Strict examiners were more accurate than lenient examiners.
2. Marking standards were independent of marking spread.
3. If a single examiner marked a pair of scripts, one could accept his order of merit with 95% confidence if he put one script at least ten marks above the other.
4. There is no justification for referring a script to a third examiner on the ground that the first two examiners gave divergent marks.
5. The mean marks of the two independent examiners were substantially more accurate than a single marking.
6. From a study of "Persistence Effect" in marking it was found that an examiner's judgement when marking a script was influenced by his impression of the preceding script and the average error due to this effect and other sources of fluctuation in marking ranged between four to ten percent both above and below the mean.

Nath B.A. took up a study entitled "Comparative study of the results of some selected colleges in the Pre-University Examination in the year 1971." He also conducted a study on "Inter-zonal Analysis of Pre-University results, 1969."

Jheveri B.J. and Patel B.C. undertook a study on Inter and Intra Examiner reliability in marking essays with or without using the marking scheme.

Chauhan (1967) in his study of University examinations found that of the students who fail, a large portion failed
not because of not knowing the subject matter but because of some external factors like defective question papers, carelessness of examiners in evaluating answer books and evaluation by incapable examiners.

Similar studies were also conducted by Malhotra, Raina (1964), Kamal (1968), Deshpande (1972) and Shah (1972) also tries to establish a relationship between external and internal assessment and also their reliability.

Mukherjee (1961) in his study found that not only examiners differ from each other but they differ even from themselves on two occasions, after a large lapse of some days.

R. Jayagopal and V. Nagarajan in their study "Methodological problems of innovating evaluation system" have mentioned that the present system of evaluation concentrates more on the aggregate weightage of marks of points derived through subjective procedures.

Nagarjuna has proposed an evaluation procedure wherein he has suggested that evaluation may be anything from a real number a rating of 6.9 to a gross category. He advocates the implementation of the linear compensatory procedures in the university grading system.

J. Rajashekar Nair has undertaken a study "Examination results of the University of Kerala". He feels that the percentage of results every year is affected by the pattern of the question papers.
Harp and Misra² conducted a study called "Ninety marking Ten." Ten experienced examiners were asked to mark the same history answer books. One of the answer books which was considered the best by one experienced examiner and awarded 39 out of 50 was adjudged to be the worst by another examiner who gave it only 11 marks. In another case 77 out of 90 examiners agreed that a certain answer book was the best of the 10, the marks awarded to by them ranged from 17 to 35 out of 50. The only answer book that was considered worthy of a distinction by one examiner was failed by 7. The marks awarded to it ranged from 22 to 76%.

Taylor (1964)⁴ in his paper entitled "Operation Pass Mark" has proposed a method for mark-sheet analysis to decrease the examiners error.

Tandon⁵ in his study "Revaluation of answer scripts" in the book "Management of Examinations" reported his findings pertaining to pattern of marks due to revaluation, with particular reference to the revaluation scheme of Jiwaji University, Gwallor. His findings:

1) Percentage of cases where marks were increased by less than 10% ranged between 26.4% to 39.7% from 1971 to 1973.

2) Percentage of marks increased by more than 10% were from 8.3% to 23.4% and the marks decreased by 10% or more ranged from 0.8 to 4.4% approximately.
Dwarkanath has investigated cases where marks and consequently results were modified after studying a sample of revaluation cases in the English paper. His conclusion was that the valuation of answer scripts is not so erratic and unreliable as some champions of failed and third division candidates assume.

2.3 REFERENCE -

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