

**OPINION OF THE HIGH SCHOOL TEACHERS ABOUT THE
CANCELLATION OF THE SSLC EXAMINATION**

A dissertation submitted in partial fulfillment of the requirements for the award of the degree of

Master of Education of

TAMILNADU TEACHERS EDUCATION UNIVERSITY

CHENNAI

Investigator

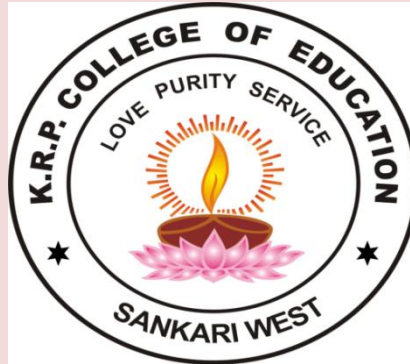
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APRIL - 2011

CERTIFICATE

This is to certify that the dissertation entitled “**OPINION OF THE HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION**”, submitted to K.R.P College of Education, Pachampalayam, Sankari West, affiliated to Tamil Nadu Teachers Education University, Chennai, in partial fulfillment of the requirements for the award of the degree of **Master of Education**, is a record of original project work done by **M. RAJKUMAR, Reg. No: 1141810MD020** during the academic year 2010 – 2011 under my supervision and guidance. This dissertation has not been previously formed the basis for the award of any other diploma/ degree/ associate ship/ fellowship/ or any other similar title to any candidate of any University.

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DECLARATION

I do hereby declare that this dissertation entitled “**OPINION OF THE HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION**”, submitted to the Tamil Nadu Teachers Education University, Chennai – 05, in partial fulfillment of the requirements for the award of the degree of Master of Education, is the original work done by me in K.R.P College of Education, Pachampalayam, Sankari West. This dissertation has not been previously submitted in part or in full for the award of any other diploma/ degree/ associate ship/ fellowship/ or other similar title to any candidate of any University.

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CHAPTER – I

1.1 INTRODUCTION

“A good Teacher himself is a fellow traveler in the exciting pursuit of knowledge”.

Dr.S.Radhakrishnan.

Education is an essential input to the quality of life of an individual. Education promotes and enhances the outlook and behavior of an individual in a civilized society. Education from time immemorial has been given due importance in all spheres of life in India.

Tagore considers Education as the most important mission of a country, which leads to more concentrate on the intellectual forces present.

According to the late Prime Minister, **Indira Gandhi**, Education is not just passing the examinations or even gathering of knowledge. It is the training of the mind to think and judge appropriately at the different point of view.

Pestalozzi says that, Education is the natural, harmonious, development and progressive development of man’s innate powers.

Leading from the unreal to the real, from darkness to light, from death to immortality- *‘Brihadaranyaka ‘Upanishad’*

Making life harmonious with existence. – *Tagore*

Manifestation of perfection already in man. – *Vivekananda*

By Education, I mean, an all – round drawing out of the best in child and man, body, mind and spirit. - *Mahatma Gandhi*

According to **Redden**, Education is the deliberate and systematic influence extended by the mature person upon the immature through instruction and discipline for the harmonious development of physical, intellectual, aesthetic,

social and spiritual powers of the human being according to their essential hierarchy by and for the individual; and social uses and directed towards the union of the educe and with creator as the final end.

The way an individual feels about himself has much to do with the kind of learning he achieves throughout the process of his growth and development. A child who fails to believe in himself as he is, may hold back because of fear of failure.

Plato says “Education is the capacity to feel pleasure and pain at the right moment and it develops in the body and in the soul of the pupil. So as **Pestalozzi** stated, education is natural harmonious and progressive development of man’s power.

In order to develop powers and make it useful to the society a belief in the self, contentment and self – command are necessary. That is why Aristotle expects education to create “a sound, mind, in a sound body.”

1.2 IMPORTANCE OF EDUCATION

The very emergence and healthy existence of a progressive and prosperous nation should have as its foundation educational systems which will contribute to the development of democratic ideals and attitudes. India from time immemorial has given due importance to education. Tagore considers education as the most important mission of a country to concentrate the intellectual focus. According to our former Prime Minister **Mrs. Indira Gandhi**, Education is not just passing of examinations or even the think and judge. Kothari calls education, “the main instrument of change”. “The destiny of India is now being shaped in her class rooms”.

1.3 PRESENT STATUS OF EDUCATION

In the twentieth century, due to the technological and scientific development, many changes have taken place in the education system.

Modernization has taken place and the schools were no more expected to teach only, logic, grammar, philosophy etc. The expectations of the society from the educational institutions, is much higher than those of the bygone age. Democracy cannot succeed in an illiterate country. Education is not a privilege as in an illiterate country. Education is not a privilege as on the part, but a national duty. So mass education, compulsory and a free education, as well as adult education has been introduced through five-year plan. Now education has so much developed with the help of computers. Teacher's position will be questionable in future. Most of our teachers are computer illiterate, when the students are skilled in computer field.

1.4 THE PURPOSE OF EDUCATION

The whole purpose of teaching of education should be to help students be help students become their own best teachers, take full control over and responsibility for their own learning. The teacher who learns how to help students take control of them also learns more about teaching with every effort, and learns from his students.

1.5 THE REAL EDUCATION

Education is the only thing, which makes a normal human into a super human. In reality education is an enjoyable experience, which paves way to a student to change in three ways:

- (1) In mental strength
- (2) Skillful level
- (3) Knowledge level

Education should be not restricted within a vicious circle to the student's community; also learning the lessons and their subjects alone is not a complete

education. Education consists of so many dimensions it is a multidimensional factor. Knowingly or unknowingly education is a continuous process in every common man's personal life whether he is well educated or not through various situations and the experiences which they all acquiring. Simply we can say, "The real education is a collection of different experiences of a human's life".

A part from school subjects' teachers can guide the students to learn so many extras such as music, yoga, exercises, meditation, which paves way to keep the children in a relaxed new state in their everyday life. Also they may motivate them to study the biographies of world famous scientists, inventors, inventions and great people's life experiences, from which the students can learn that the ups and downs are the existing reality in a normal life. They can realize that the sophisticated life which we all enjoying today was the tremendous hard work bigger than their life of unknown ancestors. Motivating the students to study good literature, non-fiction as well as fiction will enable their creativity in creating new literature and poems. These kinds of studies and guidance to variety of fields of education will make the students to go along with their inner hidden frequencies in a particular chosen field.

If a student finds out the right path in a right dimension in his young age, he will become a gift to the society and its well-being. So far the great people who ruled the world, lived and living with great names are all pursued their career through their inner intention, which is the real education too.

1.6 QUALITY OF EDUCATION

Generally the quality of education depends upon the quality of the teacher. So, the quality of the society depends upon the quality of the teacher. If the teacher is not good how can there be a good social change and good social atmosphere. And in other words we can say that social improvement is impossible without a

good teacher. Every person can never be competent in all social activities. So every teacher can never be a competent teacher.

1.7 PRESENT EDUCATIONAL SYSTEM

The present educational system of India is an implantation of British rulers. Wood's Dispatch of 1854 laid the foundation of present system of education in India. Before the advent of British in India, education system was private one. With the introduction of Wood's Dispatch known as Magna Carta of Indian education, the whole scenario changed. The main purpose of it was to prepare Indian Clerks for running local administration. Under it the means of school educations were the vernacular languages while the higher education was granted in English only. British government started giving funds to indigenous schools in need of help and thus slowly some of the schools became government-aided.

Contemplating on the new system which was introduced Mahatma Gandhi expressed his anguish in following words, "I say without fear of my figures being challenged successfully, that today India is more illiterate than it was fifty or a hundred years ago, and so is Burma, because the British administrators, when they came to India, instead of taking hold of things as they were, began to root them out. They scratched the soil and began to look at the root, and left the root like that, and the beautiful tree perished. The village schools were not good enough for the British administrator, so he came out with his program. Every school must have so much paraphernalia, building, and so forth. Well, there were no such schools at all. There are statistics left by a British administrator which show that, in places where they have carried out a survey, ancient schools have gone by the board, because there was no recognition for these schools, and the schools established after the European pattern were too expensive for the people, and therefore they could not possibly overtake the thing. I defy anybody to fulfill a program of compulsory primary education of these masses inside of a century. This very poor country of

mine is ill able to sustain such an expensive method of education. Our state would revive the old village schoolmaster and dot every village with a school both for boys and girls”.

1.8 STAGES OF EDUCATION SYSTEM IN INDIA

- ❖ Pre- Primary - It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.
- ❖ Primary - It includes the age group of children of 6-11 years studying in classes from first to fifth.
- ❖ Middle - It consists of children studying in classes from sixth to eighth.
- ❖ Secondary - It includes students studying in classes ninth and tenth.
- ❖ Higher Secondary - Includes students studying in eleventh and twelfth classes.
- ❖ Undergraduate - Here, a student goes through higher education, which is completed in college. This course may vary according to the subject pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a simple graduate degree can be attained in three years.
- ❖ Postgraduate - After completing graduation a student may opt for post graduation to further add to his qualifications.

1.8.1 PRIMARY EDUCATION is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. In North America, this stage of education is usually known as elementary education and is generally followed by middle school.

In most countries, it is compulsory for children to receive primary education, though in many jurisdictions it is permissible for parents to provide it. The transition to secondary school or high school is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some educational systems have separate middle schools with the transition to the final stage of education taking place at around the age of fourteen.

The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences.

Typically, primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. This teacher may be assisted to varying degrees by specialist teachers in certain subject areas, often music or physical education. The continuity with a single teacher and the opportunity to build up a close relationship with the class is a notable feature of the primary education system.

Traditionally, various forms of corporal punishment have been an integral part of early education. Recently this practice has come under attack, and in many cases been outlawed, especially in Western countries.

1.8.2 MIDDLE SCHOOL and JUNIOR HIGH SCHOOL are levels of schooling between elementary and high schools. Most school systems use one term or the other, not both. The terms are not usually interchangeable.

1.8.3 SECONDARY EDUCATION is generally the final stage of compulsory education. However, secondary education in some countries includes a period of compulsory and a period of non-compulsory education. The next stage of education is usually college or university.

Secondary education is characterized by transition from the typically compulsory, comprehensive primary education for minors to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults. Depending on the system, schools for this period or a part of it may be called secondary schools, high schools, gymnasia, lyceums, middle schools, colleges, vocational schools and preparatory schools, and the exact meaning of any of these varies between the systems.

The enrollment at secondary school throughout the country was close to 28 million in 1998-99. Efforts are being made to increase this figure through the implementation of proposed new educational strategies. Education system in India is making fast progress.

1.8.4 HIGHER SECONDARY EDUCATION (also known as HSC) is a centralised examination that students in India take up after class 12. All the State School Education Boards, CBSE, CISCE and NIOS conducts exams during the period of March-April every year. The number of subjects, type of examination (theoretical, practical or both) and grading methods differ among the boards and states. Clearing HSC is mandatory for pursuing Higher education.

1.8.5 UNDER GRADUATE is an education level taken prior to gaining a first degree (except for an associate's degree). In India it takes three or four years to complete a "graduate" degree. The three year undergraduate programs are mostly

in the fields of arts, humanities, science etc., and the four year programs are mostly in the fields of technology, engineering, pharmaceutical sciences, agriculture etc. However, for medicine, law and architecture, the period has been five years.

1.8.6 POST GRADUATE EDUCATION involves learning and studying for degrees or other qualifications for which a first or Bachelor's degree generally is required, and is normally considered to be part of tertiary or higher education. In North America, this level is generally referred to as graduate school.

The organization and structure of postgraduate education varies in different countries, and also in different institutions within countries. This article sets out the basic types of course and of teaching and examination methods, with some explanation of their history.

1.9 TEACHING – A PROFESSION

Teaching is considered to be the noblest of all professions. The secondary education (1952 - 53) has rightly started, we are, however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualification is the community”.

Now with the increasing complexity of modern times, education faces ever-changing new demands, and mostly teachers have to bear to burn of the changes, hence the teachers need to change their role.

1.10 AUTHORITARIAN TEACHING BEHAVIOUR

This is a type of teaching behavior, which is based on classical theory of organization: Task centered. It has an assumption that members of organization are primarily passive instrument, capable of performing work and accepting direction but not initiating actions.

1.11 CONCEPT OF TEACHING

B.C.SMITH (1984) defines “Teaching as a system of action, which intends to introduce learning through, inter personal relations”.

N.L GAGE (1962) has defined; Teaching is a form of interpersonal influence aimed at changing the behavior potential.

According to **Burton**, Teaching is stimulation, guidance, direction and encouragement of Learning.

YOAKMAN AND SIMPSON write, “Teaching is a means where by society trains the youth in a selected environment as quickly as possible to adjust themselves to the world in which they live”.

1.12 SALIENT FEATURES OF TEACHING

- Teaching is causing to learn.
- Teaching is helping the child to respond to his environment in an effective manner.
- Teaching is encouragement and stimulation of the child
- Teaching is imparting information.
- Teaching is training the emotions of the child.
- Teaching is modifiable by the mechanism of feedback devices.

1.13 TEACHING AS A RELATIONSHIP

Teaching is a relationship, which is, established between three focal points, the teacher, the child and the subject. Teaching is the process by which the teacher brings the child and the subject together. The teacher brings the child and the subject together. The teacher and the taught are active, the former in teaching and the latter in learning.

1.14 THE TEACHER

For the emergence of human beings and lousier quest evolution of human society is the world, a teacher has even been a constructive up bringer of the young. It is the teacher who has been doing this rote. He has always been respected is the society by all. The teacher has even been doing noble work is the society by upbringing the youngster. So the teaching profession was considered as a noble profession. In older days, the teacher, who was given the teaching job was a point in the society for the social development. He was a preacher first and a teacher later.

The teacher was based on exposition at nature to the students and learning was mainly a basis of debater and symposiums. This process used to give the students a chance to think, to reason, analyze, comprehend and finally to learn or to motivate the students for self-learning. Such a type of education was purely based on conservative methods of teaching and was purely for the preparation for life making a person for same social life while living. In older days the aim of education was to establish a stable sore co-operative and honest atmosphere in the society which was only possible when the future guardians might be honest, corruption free and diligent citizens.

Now, because of scientific revolution and consequent industrial development particularly due to population explosion education of the young got a boost, everybody has right to education.

So number of educational institution, like schools, technical institution and universities, has enormously increased. This requires a large number of teachers. So the scope of teaching profession has also enormously increased. Also fear of fall is the standards of teaching profession cannot be ruled out. So there appeared a lot of changes in the teaching profession. New teaching methodologies, techniques, and various ways of presentation, use of teaching aids have also emerged. But due

to overloaded curriculum and process of formal education teaching profession became mechanized and purpose of teaching became more of passing information and not as like of older days methodology (i.e.) Taking out of knowledge through debates and symposiums.

In some schools the number of teachers is less. It becomes more difficult when some teachers avoid such extra teaching on some pretexts, as they are not proficient in the particular subject. In such a situation the arrangement periods are forced on some co-operative teachers, which become tiresome for them. In such a situation teaching becomes a new formality, in some schools there are teachers who are incompetent being products of the so-called commercial teaching institutes.

Hence, these kinds of problems lack in efficiency and poor involvement in the noble profession of the society makes the teachers to do some others activities apart from teaching profession. Also the blind expectation from the students without understanding the input provided by the teaching society is also an important reason. Along with this specific character, behaviors and mind set of teachers make them to behave in an illegal rude form instead of having a clear thought that they are involving in creation of better human beings for the society. By summing up such illegal characters we can call the specific behavior of teachers as authority behavior. Let us a well-detailed explanation of the above mentioned illegal behaviors in the fore coming topics.

1.15 PROFESSIONAL REQUIREMENTS OF THE TEACHER

Herbert Spencer said that the main purpose of the teacher is “the formation of character especially in the early stages of youngster’s lives, so that the child’s mind could be rational he may think, rationalize and react in a creative way”.

Our ancestors gave the third place to the teacher in society the first being the mother, the second father and the fourth place to the God. The influence of the first

two persons is inevitable for each and every child in their home. The children proceed to the next sacred place to temple of learning. That is school, where they are influenced by various situations of classrooms. Lacunae are there in the behavior of the children; they are compensated and corrected by teachers in a school complex. That is why it is said, parents are the first teacher of a child and the teacher is the second parent of a child. Now a days, each pupil is taught by a number of teacher is taught by a number of teachers who differ in achievements, either in one subject or in different subjects taught by different teachers in the classroom.

The teacher is one who teaches. The word ‘teach’ is a derivation from Anglo Saxon word ‘Taecon’ meaning to ‘impact’, ‘to instruct’, ‘to train’, to make aware of. In other words when a person who has know ledged if any fields to tries to pass on his/ her acquired and accumulated knowledge to any person who is ignorant about that kind of knowledge, the process can be termed as an act of teaching. The act of teaching is as old as human civilization. Since the evolution of man and society, the act teaching has been prevalent in various forms. Man has been teaching so many things to his off springs viz., to live a social life, earn livelihood, lead a family life, learning social. Spiritual and moral values so on and so forth. As such man has continuously been preparing the youngsters to live in the society purposefully and cohesively and meet life situations.

1.16 ROLE OF THE TEACHER

The teacher in the emerging Indian society has a vital role to play in the social reconstruction and in the transmission of wisdom. Knowledge and experiences of one generation to another. Children are the potential wealth of nation. They are always exposed to the information of the teacher. A teacher is not only a custodian of nation’s values but also an architect par excellence of new values. A teacher can help our country in the process of reconstruction. But so far

we have not been able to harness this hugely useful manpower. This could be possible if teachers' role is properly recognize and She/he is in a proper frame of mind to understand the problems of the country and make a sincere effort to create a climate in which society can move forward. Dr.Radhakrishnan has aptly remarked, "Teacher's place in society is vital importance; he acts as the points of the transmission of intellectual tradition and technical skill from generation and helps to keep the lamp of civilizations burning".

The Education commission (1964 – 1966) has emphasized the role of the teacher in the following words. "Of all different factors which influence the quality of education and its contribution and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective".

1.17 TEACHER AS A COMMUNITY LEADER

- C** – Stands for – **Caliber of the Community.**
- O** - Stands for – **Organizing Abilities of the Community.**
- M** - Stands for – **Multiple resources of the Community.**
- M** - Stands for – **Masters of the Community.**
- U** - Stands for – **Understanding of the Community.**
- N** - Stands for – **Nature the Community.**
- I** - Stands for □ – **Intimate relationship of the community.**
- T** - Stands for □ – **Transmissions of Right values to the
Community.**
- Y** - Stands for – **Yearn for the Community.**

1.18 TEACHER AS A PROTECTOR OF THE ENVIRONMENT

Traditionally the teacher has been called the “Maker of History” Social Engineer” and “Builder of the Nation”. The teachers of 21st century should be called as “protectors of the Environment” and “Saver of the Environment”, “Purifier of the Environment” and Manager of the Environment’.

1.19 TEACHER AS A CHARACTER BUILDER

The school plays a vital role in the moral development of the students and the most important agent in the school is the teacher. Nothing is more effective and helpful in moulding the child’s moral behavior. So the teacher has to set an example to the students.

1.20 TEACHER AS THE BUILDER OF THE NATION

The teachers are rightly called as the “Builder of the Nation”. Of all different factors, which build the young India into an emotionally integrated nation, the role of the teacher is undoubtedly the most significant. The emotional integration of the Indian people is a challenge that cannot be ignored. Clarity and compassion must be practiced if they are not to remain catchwords and empty phrases. Integration touches all points of national life and depends, in the final analysis, on the type of education given to our young people in schools and colleges.

1.21 DEDICATION

The teacher has to commit to logical teaching and should devote to teach professional ethics for the individual development of the child. Though the pay of the teachers are comparatively low than the employees of other organization. Yet teaching and educating of the youngsters is relatively very important for the rational development. If the teacher compares their pay packets with other social organizations, they can’t do their noble profession whole-heartedly.

1.22 SELF-LEARNING

Apart from the subjects which the teachers handling, they should go through wide study habits of all subjects, worldwide knowledge, details of scientists, discoveries, current events etc., Also the habit of writing, experimenting, analyzing the surroundings and himself and the innovative ideas will motivate the students to the different plane. The total profession can be concluded, that the teaching, which is done, is an August job. He/She should never be satisfied with his/her acquired knowledge. The teacher must be proficient in communication skills. He/She should be human, kind and sociable. He/She should always possess a wonderful character. He/She should be sober, patient, and tolerant. More than all these, he/She must be able to establish good relations and rapport with the students and renounces magnanimity.

1.23 LEARNING ENVIRONMENT

Learning cannot be visualized without teaching they are inter related one cannot exist without the other. To have a proper prospecting of the Leaching process, we must consider it in the teaching Learning situation teacher, student, Learning and the interaction.

Mostly in modern days the term Learning environment means nothing but the school apart from other as the rest like home, modern electronic gad gars, Mass media etc. took a lesser place of occupation and they would create supportive information to the prime knowledge gained from the formal institution irrespective of the level of learning.

1.24 MEANING OF SCHOOL

A school is the institution where schooling is provided to the young students. It is a place for Learning and education. It is also called a temple of Learning; the Learners assemble here sit together under the same roof and on the

floor or carpet or desks and Learn from the same teacher irrespective of castes, colour and creed. It is here that teaching – Learning has been institutionalized.

In a school teaching and learning process takes place conveniently in classroom and Library respectively. Among these two the first and foremost one that occupies the pivotal factor in school education is Classroom.

Class in a school is a small room enough to allow its pupils to know one another personally. In this first the class in school is what is known as a workshop.

1.25 MEANING OF EXAM

An exam is a procedure for measuring ability, knowledge or performance developed during a course of learning or possessed by experience. A test or an examination (or "exam") is an assessment intended to measure a test-takers knowledge, skill, aptitude, physical fitness, or classification in many other topics (e.g., beliefs). A test may be administered orally, on paper, on a computer, or in a confined area that requires a test taker to physically perform a set of skills. Tests vary in style, rigor and requirements. For example, in a closed book test, a test taker is often required to rely upon memory to respond to specific items whereas in an open book test, a test taker may use one or more supplementary tools such as a reference book or calculator when responding to an item. A test may be administered formally or informally. An example of an informal test would be a reading test administered by a parent to a child. An example of a formal test would be a final examination administered by a teacher in a classroom or an I.Q. test administered by a psychologist in a clinic. Formal testing often results in a grade or a test score. A test score may be interpreted with regards to a norm or criterion, or occasionally both. The norm may be established independently, or by statistical analysis of a large number of participants.

1.26 CHARACTERISTICS OF A GOOD EXAM

1. Validity
2. Reliability
3. Reproducibility
4. Practicability
5. Comparison and Discrimination

1.26.1 VALIDITY

A good exam should possess validity. It should measure what it is intended to measure and nothing else. If validity concerns what goes into a text or content, is called content validity. If validity concerns what learners and teachers think of, the test is called face validity.

1.26.2 RELIABILITY

An exam is reliable if the exam scores are consistent. (eg) If a student gets 80% in an English test on Monday and he gets 82% in the same English exam after a few days, the exam is said to be reliable. The difference of 2% is negligible. If he gets 80% and 55% in the above two tests then the test is not reliable as the variation is too large.

1.26.3 REPRODUCIBILITY

An exam should be reproducible without adopting any cumbersome procedure. Different groups and different situations should be able to use the exam constructed once.

1.26.4 PRACTICABILITY

This is the administrative aspect of testing. (eg) the exam items, language, duration of the test, cost of the test paper etc. It should be possible for the institution to produce within the means, preserve, distribute and use for the purpose of testing.

1.26.5 COMPARISON AND DISCRIMINATION

A good exam compares one learner with another. It also compares a learner's earlier and later performances. The scores obtained by learners should also discriminate the abilities of individuals who take the exam. It includes different types of test. They are: Progress Test, Achievement Test, Proficiency Test, Aptitude Test, and Diagnostic Test.

1.27 EXAMINATION AND ITS PROBLEM

It is perceived that there is a general opinion about the cancellation of SSLC examination. It explain the problems faced by the students in the examination. A teacher has to understand the psychology of the students. Due to examination, teachers are not able to concentrate on any other extra activities apart from studies.

Cancellation of examination gives more time to the students and also for the teachers to concentrate on other important skills. To eliminate the depression formed during examination. For students, the examination results create negative attitude. The student's development is blocked due to these results. As we all know some students are committing suicide due to failure. All the students will not be able to produce learnt material in their papers due to many reasons like, physical, health problem etc.... Psychologically three hours of the examination cannot judge the intelligence of the students. It could one of the ways to judge the intelligence and knowledge of the student but the complete stuffed cannot be determined.

1.28 STUDENTS DEVELOPMENT DUE TO ERADICATION OF EXAM

1. Students can concentrate on extracurricular activities.
2. Students can develop skill on their interested field.
3. Along with educational qualification, there is a chance for growth of technical knowledge and interpersonal skill.
4. Psychologically, there will be less mental pressure among students.

1.29 MENTALITY OF THE STUDENTS BEFORE EXAMINATION:

1. Students are forced to study at all times without relaxation.
2. This resulted in increase of high mental conflict in their minds.
3. If they not able to read the full portion, there is a chance of missing some chapters.
4. Students are preparing the lessons exam point of view.
5. Sometimes they are forced to memories the question and answers.

1.30 MENTALITY OF THE STUDENTS AFTER EXAMINATION:

1. There is a great relief which is not permanent. They will feel depressed again after the paper evaluation (During results).
2. They will forget the memorized items. Students will not be able to retaining for a long time without proper understanding.
3. Due to hurry-burry preparation, some chapters are completely neglected thinking that they are not important for exam.
4. Some students will be de-motivated due to bad results.
5. Some will use defense mechanism in order to escape from the current situation.

1.31 NEED FOR THE STUDY

Examination plays important role in determining the students achievement by evaluation based on the curriculum and syllabus. The overloaded nature of present syllabus create more burden to students while preparing Examination. Public examination create more fear and stress to students rather than developing life, curricular, co-curricular and extracurricular skills during their course of study. Teachers and parents expect more (from) performance and achievement in examination crating more tension and psychological problems among students failures in examination create negative attitude among students. In order to promoting harmonious situation to develop interpersonal skills and involvement in

extra-curricular activities, there is a need of opinion of cancellation of public exam at 10th standard level. At present, CBSE public exam at 10th standard level was cancelled by central government and writing public exam at 10th standard level is left to the choice of student.

1.32 STATEMENT OF THE PROBLEM

The statement for the present study is entitled as “Opinion of the High School teachers about the cancellation of SSLC Examination.”

1.33 DEFINITION OF KEY ITEMS:

1.33.1 SSLC EXAM:

The term 'SSLC' stands for Secondary School Leaving Certificate colloquially known as Boards/Public Exam/Xth Standard. The word is common in parts of Tamil Nadu, Karnataka, Kerala.

1.33.2 HIGH SCHOOL TEACHERS:

Teachers who are handling classes level at IX and X standard students level in secondary pattern of education system in India called as high school teachers.

1.34 OBJECTIVES OF THE STUDY

1. To find out the significant difference in the opinion of the high school teachers about the cancellation of SSLC examination with respect to
 - Gender
 - Marital status
 - Religion
 - Location of school
 - Educational qualification
 - Medium of study
 - Major subject studied
 - Teaching experience in years

- Participation in text book writing
- Residential area
- Syllabus overloaded
- Subject handled

1.35 HYPOTHESES OF THE STUDY

1. There is no significant difference in the opinion of Male and Female high school teachers about the cancellation of SSLC examination.
2. There is no significant difference in the opinion of Married and Unmarried high school teachers about the cancellation of SSLC examination.
3. There is no significant difference in the opinion of Hindu and Christian high school teachers about the cancellation of SSLC examination.
4. There is no significant difference in the opinion of Urban and Rural high school teachers about the cancellation of SSLC examination.
5. There is no significant difference in the opinion of UG and PG holders of high school teachers about the cancellation of SSLC examination.
6. There is no significant difference in the opinion of PG and M.Phil holders of high school teachers about the cancellation of SSLC examination.
7. There is no significant difference in the opinion of M.Phil and UG holders of high school teachers about the cancellation of SSLC examination.
8. There is no significant difference in the opinion of Tamil and English medium high school teachers about the cancellation of SSLC examination.
9. There is no significant difference in the opinion of Arts and Science major subject of high school teachers about the cancellation of SSLC examination.

10. There is no significant difference in the opinion of teaching experience less than seven years and greater than seven years of high school teachers about the cancellation of SSLC examination.
11. There is no significant difference in the opinion of participation in writing text book and do not writing Text book of high school teachers about the cancellation of SSLC examination.
12. There is no significant difference in the opinion of Urban and Rural residential area of high school teachers about the cancellation of SSLC examination.
13. There is no significant difference in the opinion of teachers felt Syllabus overloaded and do not felt Syllabus overloaded of high school teachers about the cancellation of SSLC examination.
14. There is no significant difference in the opinion of Tamil and English subject handling of high school teachers about the cancellation of SSLC examination.
15. There is no significant difference in the opinion of English and Maths subject handling of high school teachers about the cancellation of SSLC examination.
16. There is no significant difference in the opinion of Maths and Science subject handling of high school teachers about the cancellation of SSLC examination.
17. There is no significant difference in the opinion of Science and Social Science subject handling of high school teachers about the cancellation of SSLC examination.
18. There is no significant difference in the opinion of Social Science and Tamil subject handling of high school teachers about the cancellation of SSLC examination.

1.36 TOOLS OF RESEARCH

For the present study, the investigator used the self prepared and standardized questionnaire as a tool.

1.37 METHODOLOGY

For the present study, the investigator has adopted the normative survey method of research. The normative survey method is a scientific method of describing and analyzing the present events condition.

1.38 LIMITATION OF THE STUDY

No research study can do without certain limitations. The present investigation has the following limitations.

1. The investigator confined his study with 103 samples from Namakkal District.
2. The investigator restricted this research work to six high schools only.
3. This research work is simple normative survey type.
4. The investigator limited his study to get opinion only from government and private schools in Namakkal district.

1.39 A BRIEF RESUME OF THE SUCCEEDING CHAPTERS

- First chapter discuss about the problem of study, hypothesis of study, objectives and limitations of study.
- Second chapter theoretical background of study and details about the previous studies undertaken the study ie. Review of related literature.
- Third chapter give detail description about the methodology of study, sample size, experimental procedure and design of study.
- Fourth chapter give details about statistical analysis of data collected and interpretation of summary.

- Fifth chapter give details about summary of findings, conclusion and recommendation for further study.

CHAPTER – II

REVIEW OF RELATED LITERATURE

“The literature in any field forms
The foundation upon which all
Future work will be built”

Waiter R. Borg

2.1 INTRODUCTION

Review of related literature helps to have a sound understanding of the relationship between what has been already done and what will be done. A literature review is usually a critique of the status of knowledge on a carefully defined educational topic. The review of literature enables the researcher to gain further insights from the purpose and the results of a study.

It also enables the researcher to define and limit the problem. Place the study in a historical and associational perspective, to avoid unintentional and unnecessary replication, select promising methods and measures and to related the findings to previous knowledge and suggest further research.

2.2 NEED FOR THE REVIEW OF RELATED LITERATURE

A review of related literature pertaining to the problem under investigation is a fundamental importance of the research. The literature review is the basis of the most of the research project. It implies locating, reading and evaluating the reports of the research. Research can never be done in isolation of the work that has already been done on problems which are directly or indirectly related to the problem of new or present research. A study of the related literature must precede any well planned research. It allows the researcher to acquaint himself with current knowledge in where he proposes to do research. It helps the researcher to avoid unintentional duplication of well established theories. Until we have learnt what

others have done and what still remains to be done in our area, we cannot contribute to new knowledge in the field of research.

A careful review of chapters entitled recommendations for further research in various research studies guides us regarding the suitability and relevance of the problem and in delimiting the research problem and in defining it better. In short we can say that as a light house is used for sails the review of literature is used for the researchers.

According to **Best (1977)** “A brief summary of previous research and the writings of recognized experts provides evidence and researcher is familiar with what is already known and with what is still unknown and untested. This step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestion for significant investigation”.

Walter R Borg says “The literature in any field forms the foundation upon which all future work will be built. In the words of carter **V. Good**, “the keys to the vast store house of published literature may open doors to source of significant problems and explanatory hypotheses and provide helpful orientation for the definition of the problem, background for the selection of the procedure and comparative data for interpretation of the results. In order to be truly creative and original, one must read extensively and critically as a stimulus for “thinking”.

The investigator has made a study of all the available literature related to the present study. However the studies which are very much related to the present one are classified into two groups.

a. Indian Studies

b. Foreign Studies

2.3 STUDIES CONDUCTED IN INDIA

1. Research author (year): Petry, John R. (1984)

Title: Validation of the National Teacher Examination Core Battery and Specialty Area Tests: Standard Setting Results (1984).

Abstract: This paper is a report of study designed to develop recommendations on minimum qualifying scores for National Teacher Examinations (NTE) that are valid for certification and endorsement in Tennessee. The functions performed in the review of the NTE Core Battery and Specialty Area Tests were conceptualized as panel activities. The number of panels required for the study as determined by the number of tests and the functions to be performed. The size of each panel was based on the scope of the test content and panel's functions. Separate panels were utilized to perform the knowledge estimation function for each objective test or test section. A separate panel was employed to conduct these functions for the Essay section of the Test of Communication Skills. The Standards Committee was responsible for developing recommendations on minimum qualifying scores for the valid NTE tests. The Standards Committee recommended a four-step progression of minimum qualifying scores on the NTE Core Battery and Specialty Area Tests over a five year period. In the fifth year, the required scores for minimally qualified certification and endorsement applicants.

2. Research author: Owings, Jeffrey (1995)

Title: An Examinations of NCAA's Proposition. Statistics in Brief.

Abstract: This study looked at 1992 high school seniors to see how many of them would have met the new National Collegiate Athletic Association's (NCAA) Proposition 16 eligibility requirements for freshman participation in Division I college varsity sports. The new, stricter requirements are based on a combination of the high school grade point average in 13 core courses and specified Scholastic Assessment Test or American College Testing Program Scores. These

requirements were applied to the transcripts of a National Education Longitudinal study of 1998 sample of 1992 college-bound high school seniors. Findings revealed that (1) 83.2 percent met earlier NCAA standards while only 64.7 percent met the Proposition 16 requirements; (2) only 46.4 percent of black and 54.1 percent of Hispanic students in the sample met the stricter requirements as compared to 67 percent of white and Asian seniors; (3) college-bound high school seniors from the lowest of the socioeconomic status levels were the least likely to meet the requirements with only 42 percent qualifying to participate; and (4) college-bound high school athletes met the requirements at the same rate as non-athletes. Contains two tables and five figures.

3. Research author: Bruton, David P. (2002)

Title: At the Busy Intersection: Title VI and NCAA Eligibility Standards.

Abstract: Examines whether Title VI reaches the National Collegiate Athletic Association (NCAA) and if so who enforces it, then analyzes Cureton V. NCAA, which applied disparate impact theory to invalidate the minimum test score requirement for athletic eligibility. Asserts that academic eligibility standards should be accorded the judicial preference normally given to academic standards set by schools. (EV)

4. Research author: Dr. Darshana P.Sharma (2009)

Title: Attitude towards national eligibility test

Abstract: Attitude towards national eligibility test (net among 173 repondents) post graduate, research scholars and teacher of Jammu University of colleges of affilitated to Jammu University. The purposive sampling technique was used to select the sample out of 173 respondents, the responses of 155 respondents were found valid and were given statistical treatment.

2.4 STUDIES CONDUCTED IN ABROAD

5. Research author: ALLAN, HENRY C., JR.(1972)

Title: The Evolution of Credit-By-Examination at Moraine Valley Community College.

Abstract: Two programs were introduced at Moraine Valley Community College (Illinois) in an effort to assess, evaluate, and assign hour equivalency credit for the non-traditional learning experiences of mature vocational and technical students. Equivalency credit was granted for performance on the College-Level Examination Program (CLEP), military service, and technical competency. A test center, open to all members of the community, was set up for the administration of CLEP exams. A seminar program was established to prepare individuals to take the examinations through directed review. Individuals qualifying on the CLEP tests could then apply to Moraine Valley or any other college or university for advanced standing. (RG)

6. Research author: Cimbalas (1974)

Title: Campus Location and Student Performance: A Preliminary Examination.

Abstract: Several studies have attempted to hypothesize about the probable effects on student academic performance at the Commonwealth campus versus University Park freshman admission for the Pennsylvania State University. This report imposes a framework of predictive modeling on the data in order to derive some notion of the weight of variables in predicting academic success in the university. Within that context, the importance of the issue of campus location at entry can be examined. The author concludes that whether students begin their careers at Penn State at the Delaware County Campus or at University Park, based on inferences that can be made from the data presented, makes little or no difference when effects are measured in multivariate procedures. The statistical tables included in the text are reproduced from the best available copy.

7. Research author: Woman, Farris W: Mc Cluskey, Jimmy D. (1974)

Title: The American College Test as a predictor of success on the college Level Examination Program.

Abstract: More than half of the colleges and universities in the U.S. require entering freshman to present scores on the American College Test (ACT) as a condition of admission. Within recent years, Colleges and universities have been asked to determine procedures whereby prior educational achievement and life experiences could be evaluated and college level Examination Program (CLEP). As interest in CLEP grew, it became readily apparent that validation of prior achievement and experience needed additional information in order to make realistic choices. Since the ACT examination already had been established as a condition for admission, the ACT appeared to be the most satisfactory instrument to use for prediction success on CLEP. The method that proved to be most satisfactory was the tally matrix from which probabilities were computed, as described in this report. The probabilities of earning credit based on ACT scores are disclosed in the tables accompanying the text. The method described for obtaining probabilities was computerized, thus permitting a generalized application of the technique. Nevertheless, the procedure can be accomplished manually and can be of significant value in counseling students, in program planning, and in evaluation monitoring of the CLEP program.

8. Research author: Brooks, A. DeWayne

Title: Testing for Student Teaching Competence and Its Implications. (1985)

Abstract: A discussion is presented of the component in the Educator Improvement Act (mandated by the state of South Carolina) which provides an evaluation procedure for prospective teachers beginning in the freshman year in college and ending during the first year of teaching. A description of the basic skills Educational Entrance Examination includes information on the ratings of

selected public and private colleges for fall, 1984. Figures show some of the national teacher examination specialty area tests required by the state board of education, along with their qualifying scores and performance ratings of South Carolina students. A description is given of the assessment of performance in teaching (APT) instrument, which was designed to measure minimal competency in planning, teaching, classroom management, communication, and attitude. A summary is also given of APT procedures. The performance of South Carolina students on the APT is discussed. Evaluation procedures and special assistance for first year teachers are described. Appendixes include an outline of the South Carolina teacher area examinations and minimum scores, and samples of test items.

9. Research author: Mahoney, Susan S. (1990-1991)

Title: Credit by Examination at the University of Texas at Austin.

Abstract: This report documents the results of the credit by examination program at the University of Texas at Austin during the 1990-91 testing year. Credit earned by examination at this University is equivalent to credit earned by taking the course, but not to credit earned in residence. In this report, numbers relating to eligibility for credit are derived from comparisons of test scores with qualifying score ranges for the 1990-1991 test year, which began in April 1991. Scores from the nine colleges and schools of the University participating in this program (Business Administration, Communication, Education, Engineering, Fine arts, Liberal arts, Natural Sciences, Nursing and Pharmacy) are provided, including 23,748 test scores for 51 subject areas taught in 32 departments. Many of the students took more than one test. There were 10,582 participants in the program, of whom 69% earned credit for at least one course. On 12,704 (53%) of the tests, students most often attempted to earn credit by examination: English and Spanish in the college of Liberal Arts, and Mathematics in the college of Natural Sciences.

During the 1990 91 testing year, 75% of the test scores evaluated were in these three subjects. Test results from 18 academic subjects. Test results from 18 academic subjects are reported alphabetically. Ninety four data tables and give graphs are provided.

10. Research author: Manos, Harry

Title: University Entrance Examinations in China and Japan. (1992)

Abstract: Discusses (1) Japan's use of a combination of the National Uniform Test and locally administered exams as the sole for criteria for university admission and (2) China's use of a National Entrance Examination, experimental examinations administered in Shanghai and Guangzhou, and a Qualifying Test for students over age 25 as university admissions criteria.

11. Research author: Burke, Karen (2005)

Title: Teacher Certification Exams

Abstract: Policy makers in states across the country are taking a hard look at prospective teachers and the colleges that them. Anyone who seeks permanent certification to teach in elementary or secondary schools in most states is now required to achieve a qualifying score on a set of tests administered by the State Teacher Certification Examination Program. Institutions of higher learning must publicize individual results of the passing percentages for the certification tests in comparison to the other Colleges and Universities in the state. This research investigation was conducted to determine the data that are possible predictors of success on teacher certification exams. To investigate associations between individual academic indicators this researcher conducted correlation and regression analyses. The purpose of these statistical analyses was to establish the relationships among possible predictor variables and indicators this researcher conducted co relational and regression analyses. The purpose of these statistical analyses was to establish the relationships among possible predictor variables and indicators of

success on the LAST and ATS-W. The study took place in a relatively small urban college in New York that offers an undergraduate teacher education program. The students in this discussion included the total enrollment in student teaching seminar during the spring 2004 semester. Participants were 40 female seniors completing their Bachelor of Arts degree in elementary and special education.

At a time when most American states have embedded an initial certification test into their teacher preparation programs, Canadian educational authorities are faced are faced with a choice: to test or not. One province, Ontario, has experimented with a standardized entry-to-the-profession testing instrument. For three years, 2002-04, teacher candidates were required to take an externally-administered examination, on top of the normal Bachelor of Education requirements, prior to certification. The results were decidedly missed: politically viable, but pedagogically questionable. Now, the debate has been re-opened, as a new government seeks a more effective form of entry-level assessment for aspiring teachers.

12. Research author: Glassford, Larry A. (2000-2005)

Title: The case of the Ontario Teacher Qualifying Test

Abstract: At a time when most American states have embedded an initial certification test into their teacher preparation programs, Canadian educational authorities are faced are faced with a choice: to test or not. One province, Ontario, has experimented with a standardized entry-to-the-profession testing instrument. For three years, 2002-04, teacher candidates were required to take an externally-administered examination, on top of the normal Bachelor of Education requirements, prior to certification. The results were decidedly missed: politically viable, but pedagogically questionable. Now, the debate has been re-opened, as a new government seeks a more effective form of entry-level assessment for aspiring teachers.

13. Research author: Chudowsky, Naomi; Chudowsky, Victor (2007)

Title: State Test Score Trends through 2007-08, Part 5: Are there Differences in Achievement between Boys and Girls.

Abstract: This report by Center on Education Policy (CEP), an independent nonprofit organization, looks at the achievement on boys and girls on the state reading and mathematics tests used for No Child Left Behind (NCLB) accountability. The report addresses four main questions: (1) what is the current status of performance differences between boys and girls in reading and math at various grades and achievement levels?; (2) what trends have emerged in the achievement of boys and girls at the elementary, middle and high school levels since 2002 in the year NCLB took effect?; (3) what trends have occurred since 2002 in the performance of male and female 4th graders at the basic, proficient, and advanced levels of achievement?; and (4) Have achievement gaps between boys and girls narrowed since 2002?; The data for these analyses were drawn from an extensive set of test data that has been collected from all 50 states by CEP with technical support from the Human Resources Research Organization (HumRRO). This research revealed several specific main findings: (1) In math, there was no consistent gender gap in 2008. Rather, there was rough parity in the percentages of boys and girls reaching proficiency at all three grade levels; (2) In grade 4 math, states tended to have greater shares of girls reaching the basic level and greater shares of boys reaching the advanced level; (3) In reading, girls outperformed boys in 2008 at the elementary, middle, and high school levels; (4) In grade 4 reading, higher percentages of girls than boys reached the basic, proficient, and advanced achievement levels in 2008; (5) Although reading achievement gaps between boys and girls have narrowed in many cases according to the percentage proficient indicator used for NCLB, boys have made less progress in catching up to girls according to average test scores, which are a better indicator for this purpose; (6)

For both boys and girls, states with gains in reading and math proficiency between 2002 and 2008 far outnumbered states with declines at the elementary, middle, and high school levels; and (7) In a majority of the states with sufficient data, both boys and girls in grade 4 have made progress in reading and math since 2002 at the basic, proficient, and advanced achievement levels.

14. Research author: Parker, Candace (2008)

Title: An examination of the inter relationship between social demographic factors and multiple intelligences among college students.

Abstract: The purpose of this research was to examine the interrelationships among four social demographic variables and Gardner's eight multiple intelligences among college students; This cross sectional exploratory study used the Multiple Intelligence Inventory (MII), a self-administered questionnaire that emphasized intelligence preference not ability. It was used to examine the multiple intelligences among 475 first year college students in the Baltimore metropolitan area using convenience sampling. The majority of participants were female (65.1%) Caucasian (58.7%), approximately 37% attended a community college, 35% a public university, and nearly 28% a private university.

Results revealed that college students preferred interpersonal and linguistic intelligences; and that the Multiple Intelligence Inventory as a total sum score was an instrument with low to moderately reliable ($\alpha=.69$). In the multivariate analysis of variance, the Wilk's lambda results revealed that both gender ($F=9.77, p<.001$) and race/ethnicity ($F=4.30, p<.001$) were statistically significant, whereas college type was not significant. These finding indicated that differences existed in multiple intelligences between gender and race/ethnic groups. The position adopted for this study, identified multiple intelligence preferred as the degree to which a college student may learn best and should not be confused with learning styles or learning ability. Therefore, the study findings of linguistic and

interpersonal intelligences preference provide possible suggestions of how college students may learn.

The intelligence of students is dynamic and as such requires a multi model approach. This study reinforced this concept because it revealed that difference among the multiple intelligences exist between gender and race/ethnic groups.

15. Research author: Glass, Arnold Lewis (2009)

Title: The Effect of Distributed Questioning with Varied Examples on Exam Performance on Inference Questions.

Abstract: The purpose of this study was to investigate whether the distributed presentation of different versions of a question would produce better performance on a new version of the question than distributed presentation of the same version of the question. A total of 48 four question sets of five alternative multiple-choice questions were presented during a college lecture course. The answers to all the four questions in each set required an inference from the same fact statement. One question in each appeared on both a block exam and the final. Each of the other three questions was presented either on an online quiz before class, during class or on an online quiz a week after class. Answering different versions of a question before class, during class and after class. On the final exam, 44 questions were answered twice, first under a time constrain of 90 seconds and then when response time was unlimited. The two responses were virtually identical.

16. Research author: Jeong, Dong Wook (2009)

Title: Student Participation and Performance on Advanced Placement Exams: Do State – Sponsored Incentives Make a Difference.

Abstract: Many states provide incentives to students, teachers and schools for the participation and success of students on Advanced Placement (AP) examinations administered by the College Board. The purpose of this article is to examine whether these incentives help students enroll and succeed in AP exams. An

analysis of nationally representative AP exam data, taken from the Education Longitudinal study of 2002, revealed that AP exam fee exemption, the most prevalent incentives, leads to an increase in the likelihood of AP course enrollees taking the exam—in particular, the disadvantaged. In contrast, little evidence was found that performance—based incentives, to which several states link AP test results, are helpful for improving AP exam participation and performance.

17. Research author: Zhang, Lawrence Jun; Wu, Aikido (2009)

Title: Chinese Senior High School EFL Students Meta cognitive Awareness and Reading – strategy use.

Abstract: This paper reports findings from a study that assesses meta cognitive awareness and reading – strategy use of Chinese senior high school students who are learning English as a foreign language (EFL). A total of 270 students responded to a 28-item survey of reading strategies (SORS). The strategies were classified into 3 categories: global, problem-solving and support. The results showed that the students reported using the 3 categories of strategies at a high-frequency level. Both the main effect for strategies and the main effect for learners proficiency were significant. The high-proficiency group outperformed the intermediate group and the low-proficiency group in 2 categories of reading strategies. Pedagogical implications of these findings are discussed in relation to the changing Chinese society.

18. Research author: Sun, Yu-Chih (2009)

Title: Using a Two-Tier Test in Examining Taiwan Graduate Students perspectives on paraphrasing strategies.

Abstract: This study examines Taiwanese English as foreign language (EFL) graduate students perspectives on paraphrasing strategies. A two-layer scenario survey was developed to identify the reasoning behind students judgments that certain paraphrasing is appropriate or inappropriate. The first-layer scenario is in a

true –false format that consists of nine paraphrasing scenarios and that served to elicit from students their declarative knowledge of appropriate paraphrasing strategies. The second-layer scenario survey is in an open-ended question format that explores students explanatory knowledge underlying their first-layer choices. In addition, an attitude survey and a demographic survey were designed and implemented to explore learner variables in relation to the learners perspectives on paraphrasing strategies. A total of 141 EFL graduate students participated in the study. The results shed considerable light on students diverse perceptions and reasoning regarding paraphrasing strategies. More than half of the students considered surface-level paraphrasing (patch writing) to be acceptable strategy use. Significant correlation was found between students responses to the acceptability of paraphrasing strategies and the following factors: (1) perceived difficulty in paraphrasing , (2) perceived value of appropriate source use, (3) perceived competence in overcoming the temptation to plagiarize, (4) perceived disadvantage as a foreign-language learner with paraphrasing, (5) gender, and (6) paraphrasing-related training. Pedagogical implications of the results are discussed.

2.5 CONCLUSION

From the above referred studies, it was concluded that no study have not been conducted towards the opinion of the high school teachers about the cancellation of SSLC examination in educational research.

CHAPTER - III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research is means for knowledge and a never ending search for truth research must be connected on the basis of facts. According to **John W. Best** researchers is more systematic activity, directed towards discovery and the development of an organized body of knowledge.

According to **Francis** “Activity of collecting information in and orderly and systematic fashion” is called research.

George G. Momly remarks research as a systematic intensive process of carrying on the scientific method of analytic.

Methodology is essential in systematic research methodology is a science of orderliness. It is a teaching adopted for an orderly arrangement of facts and principles and techniques used for the collection of data.

3.2 METHOD USED FOR THE STUDY

The normative survey method is a scientific method of describing and analyzing the present events and condition John W. Best (1989) defines the survey method as one that is concerned with the conditions or relationship that exists practices, that prevail view on attitudes that are held process; that are going on; effects that are being felt or tends that are developing.

The survey research gives maximum contribution when it organizes from a problem existing within frame work of theory and when it is oriented towards the identification of factors and relationship worthy of investigations under controlled conditions.

Survey method is concerned with the present attempts to trace the status of phenomenon under investigation. No category of education research is more

widely used than the type known variously as the survey, the normative study and descriptive research. Surveys are oriented towards the isolation of factors.

Surveys most do more than merely uncover data; they must interpret synthesis and point to implications another relationship.

The survey approach to educational problems is one of the most commonly used approaches. It is followed in studying local as well as state, national and international aspects of education.

3.3 RESEARCH METHOD

Research methods are classified into three major categories.

They are:

- (i) Historical method
- (ii) Experimental method
- (iii) Survey method

(i) Historical Method

Historical approach to the study of any subject denotes on effort to study the past events. Historical studies discover, describe and interpret what existed in the part.

(ii) Experimental Method

Experimental method research is the description an analysis of what will be or where will be occurring under controlled condition. This method in educational research is the application and adoption of the classical method of science laboratory.

(iii) Survey Method

The term “Survey” suggests gathering of evidence relating to current conditions. Surely research is the method for collecting and analyzing data obtained from larger number of teachers of a specific population collected through

highly structured and detailed questionnaire or interviews. It helps to collect descriptive data which people can provide from their own experiences.

3.3.1 SURVEY METHOD

The survey method data from relatively large number of causes at particular time. It is not concerned with characteristic of individuals. It is concerned with generalized statistics that result when data are abstracted a number of individual cases. The survey should cover all the aspects of the subject selected for the study.

In analyzing political, social or economic conditions, one of the first steps is to get the facts about the situation or a picture of conditions that prevail or they are developing. The data may be gathered from survey of the entire population. Other are inferred from a study of sample group, carefully selected to be representation of the total population at times, the survey describes a limited population which is the only group under consideration. It involves a clearly defined problem and define objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered and logical and skillful reporting of the findings.

Thus are different surveys such as social surveys, school surveys, public opinion surveys, market surveys. The survey method is applied to the analysis existing social conditions including educational conditions and to the analysis of public opinion.

In short, survey deal with what is taken place at present. A list of the data gathering devices that have proved useful in educational research includes schedules, questionnaires, opinions, observation, check list, rating scales, score cards, scaled specimens, document or content analysis, interview, psychological test and inventories, socio grams “guess who” techniques and social distance scales.

Survey research is method for collecting and analyzing data, obtained from the specific population collected form a population through some form of direct obligation such as face to face interview, questionnaire or schedule.

According to John W. Best the survey is extensive and cross sectional dealing with a relatively large number of cases at a particular time and yielding statistics that are abstract from particular time and yielding statistics that are abstract from particular cases.

3.3.2 NATURE OF SURVEY METHOD

The nature of the survey method is as follows

1. It deals with the present.
2. It has a fact finding approach
3. It studies significant relationship among phenomena.
4. It is generally based on cross sectional samples.

3.3.3 PURPOSE OF THE SURVEY METHOD

The following purpose is served by survey method

1. It provides necessarily information which helps the administrator for making decision.
2. It is more realistic because investigation is done in this method in natured setting.
3. It provides necessary information and plan for improvement.
4. It is the only method through which the researcher can obtain the opinion, attitude and suggestions for improvement.

The advantage of survey method is that it becomes to study a problem thoroughly and deeply in all aspects.

For the present study, the investigator has adopted the normative survey method of research. The normative survey method is a scientific method of describing and analyzing the present events condition.

3.4 SAMPLING

i. MEANING FOR SAMPLING

Selection of small unit is a small number from a population is called sample.

ii. SAMPLING IN EDUCATION

Sampling is essential in educational research sampling avoid the difficulties such as:

- i. Appointment of large number of investigators.
- ii. Cost of training given to them.
- iii. Tools given to investigators.
- iv. Visit different areas.
- v. Consumption of time and money spent to collect data.

Sampling is the representation of the whole group since, the sampling has a small number of times, the values can be easily found out linguist defines sample as “any number of measures of a population that have been selected to represent the population in order to make inference about the whole”.

Thus the concept of sampling is essential in educational research. Because sampling avoids the difficulty of collection of large number of data and solve many problems.

The process of drawing sample is called sampling. Under this method a limited group selected from the larger group. The selection of limited group is called a sample. The sample is a portion of population under study.

iii. SAMPLING UNITS

When the population is subdivided into many parts, the parts are called sample units; there are four types of sampling units viz. In education the sampling is used to know the characteristic of educational problems.

Various methods are used to draw a sample from a population. The selection of sample relies on the nature of the problem.

3.4.1 METHODS OF SAMPLING

The following are some of the methods of sampling.

3.4.2 RANDOM SAMPLING

It is subdivided into

- i. Simple or unrestricted random sampling.
- ii. Restricted random sampling.

The restricted random sampling is further subdivided into

- i. Stratified sampling
- ii. Systematic sampling
- iii. Cluster sampling
- iv. Multi stage sampling

3.4.3 SIMPLE RANDOM SAMPLING

A random sample is known as a probability sample. Under this method the selection of items for a sample depends on chance. Each and every item of population will have equal chance of being included in the sample.

As a result, the element of personal bias is altogether avoided here. The researcher cannot exercise his discretion in the selection of sample items.

It is expected that by allowing equal probability to all population units, the different characters that are present in the universe are given adequate representation to make it a probability sample.

3.4.4 STRATIFIED RANDOM SAMPLING

In the case, the population is divided into several groups known as strata. If a given population has distinct characters, it is represented as heterogeneous population. In such instances adequate care shall be taken to ensure proper representation to all the distinct characters of the universe. In order to ensure proportionate representation of all characters, the technique of simple random sampling is not considered suitable.

Therefore, an improved device is adopted in the name of satisfied random sampling. In applying this technique, the population is called a stratum. A group comprises of units with a particular homogeneous character. All the units of universe possess one chief homogenous character but can be divided as separate parts, each of which again possesses one uniform character.

3.4.5 SYSTEMATIC SAMPLING

Given the entire list of observations of the universe in a serial, this technique becomes relatively simple. This technique indicates selection of observations with equal spacing the first unit of the sample being taken at random. The sampling interval is decided based on the number of units within the sample proposed and size of universe.

3.4.6 CLUSTER – SAMPLING

Certain categories of units are concentrated in certain areas or geographically located in certain area. The cluster sampling technique is a relatively easy device to select sample units on the premise that units belonging to one category exist at specified geographical location. It is presumed that units available at a particular locality or area belong to one homogenous group.

Thus, by applying simple principles of random sampling the sample unit can be selected easily so that they belong to the desired or specified category. This technique can be applied in two stages for selection of a sample. In the first stage, various homogeneous groups are selected from the population depending on the nature of enquiry. These are termed as primary sampling units. In the second stage, elementary sampling units are selected from each of these clusters. The technique of selecting sample observations from each cluster is known as sub sampling. On geographical consideration, if specified groups exist at specified, locations and random sampling technique is applied when selecting sample observations accordingly it is then termed as area sampling.

3.4.7 MULTI-STAGE SAMPLING

As the nature suggests, the sampling procedure is carried out in several stages. The population is first divided into large groups known as first stage units. Every first stage unit is divided into smaller groups, known as second stage units.

These second stage units are further divided into third stage units and so on until the final stage units are reached. A sample from the first stage units will be selected by any suitable method such as random sampling.

Then a second stage unit is selected from each of the first stage units again by applying a suitable technique the technique applied may be the same as in the case of selecting first stage units or an altogether new technique can be employed.

This process is repeated at every successive stage until the final sampling units are drawn.

3.4.8 SAMPLING TECHNIQUE AND SAMPLE

The investigator, for the present study has selected 103 samples using the random sampling technique. The sample selected for the study consists of high school teachers from different schools in Namakkal district. From 103 teachers were taken for this study, 55 teachers were drawn from Government School and 48 teachers were drawn from Private school.

Table 3.1 shows the distribution of the sample with respect to type of school.

Table: 3.1

S. No	Name of the School	No. of Teacher in school	Percentage
1	Government Boys Hr. Sec. School, Tiruchengode.	12	11.65%
2	Government Girls Hr. Sec. School, Tiruchengode.	12	11.65%
3	Government Hr. Sec. School, Kozhikalnatham.	6	05.82%
4	Government Hr. Sec. School, Ulagappampalayam.	12	11.65%
5	Government Hr. Sec. School, Vaiyappamalai.	11	10.67%
6	Government Hr. Sec. School, Manickampalayam.	9	08.73%
7	Kongunadu Hr. Sec. School, Velagoundampatty.	12	11.65%
8	Shri Ranga Vidhyalaya Hr. Sec. School, Rayarpalayam.	9	08.73%
9	SPM High School, Kozhikkalnatham.	15	14.56%
10	Shri Vidhya Bharathi Hr. Sec. School, Sakkarampalayam.	5	4.85%
	Total	103	100

Table 3.2 shows the distribution of the sample with respect to sex, location and type of school.

Table 3.2

Variable	Category	Number	Percentage
Sex	Male	55	53.39%
	Female	48	46.60%
Location	Rural	35	33.98%
	Urban	68	66.01%
Type of school	Government	62	60.19%
	Aided	41	39.80%
Total		103	100

From the table it is inferred that, 53.39% of the sample are male and 46.60% of them are female. Among them 33.98% are working in school in Rural and 66.01% are studying in Urban area. In the sample 60.19% are from Government and 39.80% are from Private schools.

3.5 TOOLS OF RESEARCH

For the present study, the investigator used the self prepared and standardized questionnaire as a tool.

3.6 CONSTRUCTION OF THE TOOL

1. At first, the investigator collected the opinion of the high school teachers about the cancellation of SSLC Examination from nearby schools in Namakkal District.
2. Then, the investigator standardized the questionnaire under the reference made from article presentation published in Edutracks (March 2009) and experts from relevant field.
3. Finally the tool can be finalized to twenty three items with two point rating scale “yes” or “no” options.

3.7 DESCRIPTION ABOUT THE TOOL

The prepared and standardized tool consist of 23 statements with ‘yes’ or ‘no’ option. All the statements prepared for this research tool are positive type.

3.8 ESTABLISHMENT OF VALIDITY

The validity of a test may be defined as the accuracy which the test measures what it purpose to measure. Here the investigators check the face and content validity from various experts.

3.9 ESTABLISHMENT OF RELIABILITY

At first, the investigator administrated the tool to twenty teachers and got the response. After the interval of ten days he gave the same question to the same set of teachers for establishing reliability of the tool by using to test the reliability. Correlation coefficient was found to be 0.76 which shows the reliability of tool.

3.10 SCORING PROCEDURE

Each statements consisted “yes” or “no” options. If the statements are positive, the score will be allotted as “2”for yes and “1” for no option. If the

statements are negative, the score will be “1” allotted as for “yes” option and “2” for no option respectively.

Total score of the tool is 23.

Table 3.3 shows the scoring procedure of tool.

Table 3.3

S.No	Statements	Item no	Scoring procedure	
			YES	NO
1	Positive	1, 2, 3,..... 21, 22and 23	2	1

3.11 ADMINISTRATION OF THE TOOL

After the required permission had been sought and obtained from the institutions for collecting information from teachers, the investigator personally met the respondents. Each one of them was required to respond to the questions. Precautions were also taken to obtain unbiased results. The responses were scored according to the scoring methods of the respective scale measures and the results were tabulated, analyzed and discussed.

3.12 CONCLUSION

This chapter outlines the design of the present study, the procedure followed and the nature of the sample. It describes the hypotheses to be tested, the tools to be used and the method of selected and scoring. The method of investigator designed was found to be quite appropriate and effective for the study.

Next chapter dealt with the analysis and interpretation of data.

CHAPTER IV

ANALYSIS OF DATA

4.1 INTRODUCTION

Statistical analysis is the process of collecting analyzing and interpreting the Numerical data. It is one of the basic steps of research process. In this chapter, the investigator uses the mean, standard deviation, t-test analysis of data means studying the tabulated material in order to determine inherent facts of meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation pre plan of analysis could be made I advance before the actual collection of data. The collected data have been analyzed and presented under the following heading.

4.2 OBJECTIVES OF THE STUDY

The present study has been under taken with the following objectives.

1. To find out the opinion of the high school teachers about the cancellation of SSLC examination with respect to
 - Gender
 - Marital status
 - Religion
 - Location of school
 - Educational qualification
 - Medium of study
 - Major subject studied
 - Teaching experience in years
 - Participation in text book writing – yes /no
 - Residential area
 - Syllabus overloaded
 - Subject handled

4.3 HYPOTHESES OF THE STUDY

1. There is no significant difference in the opinion of Male and Female high school teachers about the cancellation of SSLC examination.
2. There is no significant difference in the opinion of Married and Unmarried high school teachers about the cancellation of SSLC examination.
3. There is no significant difference in the opinion of Hindu and Christian high school teachers about the cancellation of SSLC examination.
4. There is no significant difference in the opinion of Urban and Rural of school of high school teachers about the cancellation of SSLC examination.
5. There is no significant difference in the opinion of UG and PG holders of high school teachers about the cancellation of SSLC examination.
6. There is no significant difference in the opinion of PG and M.Phil holders of high school teachers about the cancellation of SSLC examination.
7. There is no significant difference in the opinion of M.Phil and UG holders of high school teachers about the cancellation of SSLC examination.
8. There is no significant difference in the opinion of Tamil and English medium high school teachers about the cancellation of SSLC examination.
9. There is no significant difference in the opinion of Arts and Science major subject of high school teachers about the cancellation of SSLC examination.
10. There is no significant difference in the opinion of teaching experience less than seven years and greater than seven years of high school teachers about the cancellation of SSLC examination.
11. There is no significant difference in the opinion of participation in writing Text book and do not writing Text book of high school teachers about the cancellation of SSLC examination.

12. There is no significant difference in the opinion of Urban and Rural residential area of high school teachers about the cancellation of SSLC examination.
13. There is no significant difference in the opinion of teachers felt Syllabus overloaded and do not felt Syllabus overloaded of high school teachers about the cancellation of SSLC examination.
14. There is no significant difference in the opinion of Tamil and English subject handling of high school teachers about the cancellation of SSLC examination.
15. There is no significant difference in the opinion of English and Maths subject handling of high school teachers about the cancellation of SSLC examination.
16. There is no significant difference in the opinion of Maths and Science subject handling of high school teachers about the cancellation of SSLC examination.
17. There is no significant difference in the opinion of Science and Social Science subject handling of high school teachers about the cancellation of SSLC examination.
18. There is no significant difference in the opinion of Social Science and Tamil subject handling of high school teachers about the cancellation of SSLC examination.

4.4 STATISTICAL ANALYSIS EMPLOYED

An experiment usually results in some means or proportion affected of different groups such as control and treated animals. Means will differ because each animal is different. Proportions affected could differ by chance. Means and proportions may also differ as a result of the treatment. The aim of the statistical analysis is to calculate the probability that differences as great as or greater than those observed could be due to chance. If this probability is high, then chance may

be the explanation, if it is low then a treatment effect may be the explanation. These days the actual calculations are almost always done using a computer.

For the present study, the following are the suitable descriptive and differential statistical techniques were used for the interpretation of the data to draw a more meaningful picture of results from the collected data.

DESCRIPTIVE ANALYSIS

Descriptive analysis involves computing measures of central tendency measure of variability like percentage analysis, mean and standard deviation.

ARITHMETIC MEAN

Mean is the simplest measures of central tendency which is calculated by adding all the scores and dividing the sum by the number of score.

STANDARD DEVIATION

Standard deviation is defined as the square root of mean of squares of the items take from the arithmetic mean of distribution.

DIFFERENTIAL ANALYSIS

It involves the most important procedure by which the researcher makes inferences involving the determination of the statistical significance of difference between groups with reference to selected variable.

‘t’ TEST

With help of test we can compare two samples. The ‘ t ’ test generally the significant difference between two mean.

4.4.1 ARITHMETIC MEAN

The investigator has used the following formula for calculating arithmetic mean.

$$\bar{X} = \frac{\sum x_i}{N} = \frac{x_1 + x_2 + \dots + x_n}{n}$$

Where,

X = The Symbol we use for mean (Pronounced as X bar)

Σ = The Symbol for summation

x_i = Value of the i^{th} item X, $i = 1, 2, \dots, n$

n = Total number of items

N = Number of scores

4.4.2 STANDARD DEVIATION:

The investigator has used the following formula for calculating standard Deviation,

$$SD = \sigma = \frac{1}{N} \sqrt{N \Sigma X^2 - [\Sigma X]^2}$$

Where,

$SD(\sigma)$ = Standard Deviation of the scores

ΣX = Sum of the score

ΣX^2 = Sum of score squared

N = Number of scores

4.4.3 CRITICAL RATIO TEST:

Critical ratio test ('t' test) is used to find out the significant difference between the means of different variables for different subgroup.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where,

M_1 & M_2 = Mean of the first and second groups

S_1 = Standard Deviation of the first group

S_2 = Standard Deviation of the second group

N_1 = Size of the sample in the first group

N_2 = Size of the sample in the second group

4.5 DATA ANALYSIS

HYPOTHESIS: 1

There is no significant difference in the opinion of Male and Female high school teachers about the cancellation of SSLC examination.

TABLE 4.1

Table 4.1 shows the mean score of male and female high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Male	55	17.70	2.7385	1.5786	NS
Female	48	16.74	3.3484		

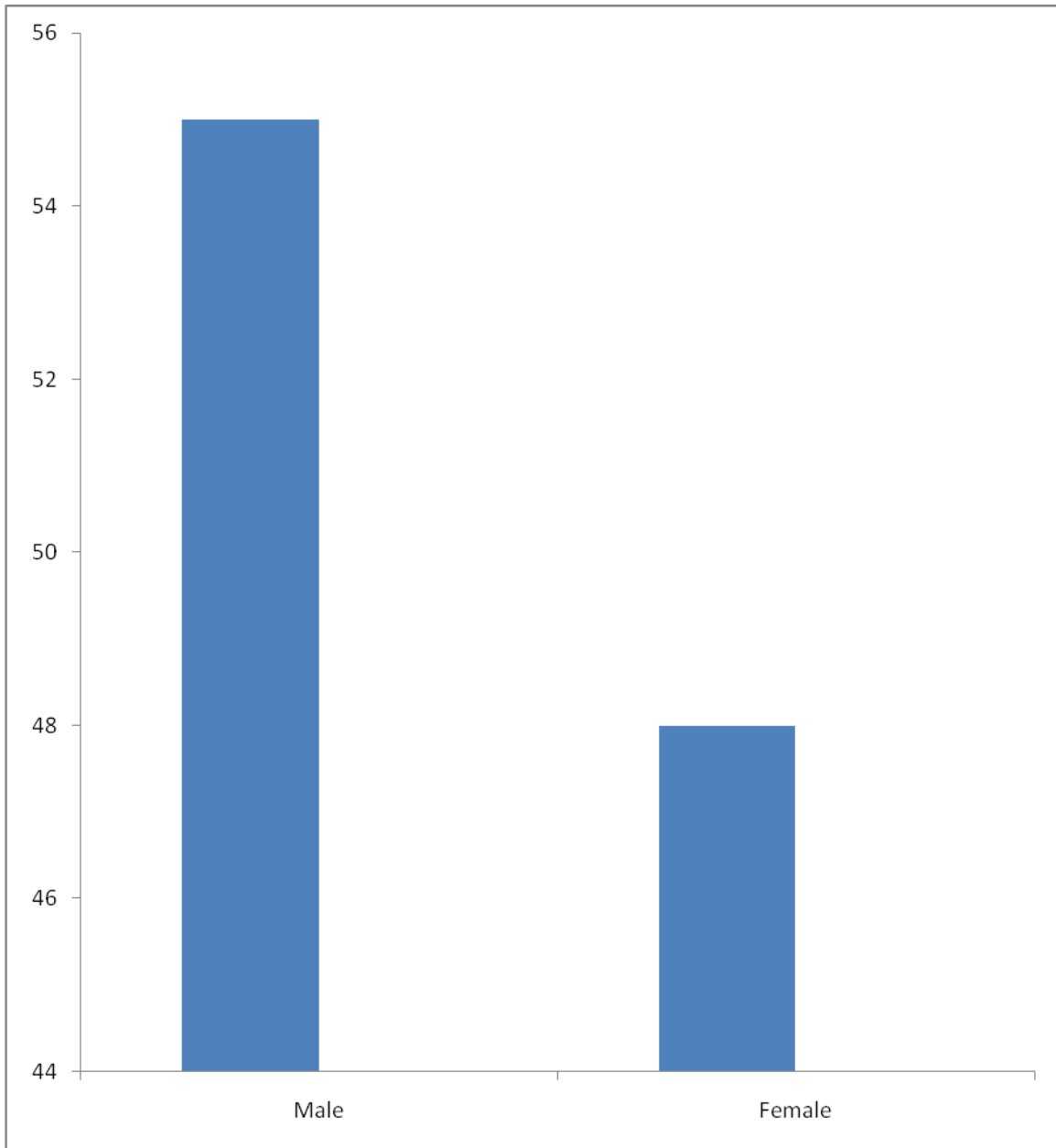
From the above table 4.1, The calculated 't' value (1.5786) is less than table 't' value (1.980). So there is no significant difference between Male and Female high schools teachers in the opinion of cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference between Male and Female high schools teachers in the opinion of cancellation of SSLC examination.

Figure 4.1

DIFFERENCE BETWEEN THE MEAN SCORE OF MALE AND FEMALE HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 2

There is no significant difference in the opinion of Married and Unmarried high school teachers about the cancellation of SSLC examination.

TABLE 4.2

Table 4.2 shows the mean score of Married and Unmarried high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Married	64	17.14	3.1084	0.4857	NS
Unmarried	39	17.44	2.9988		

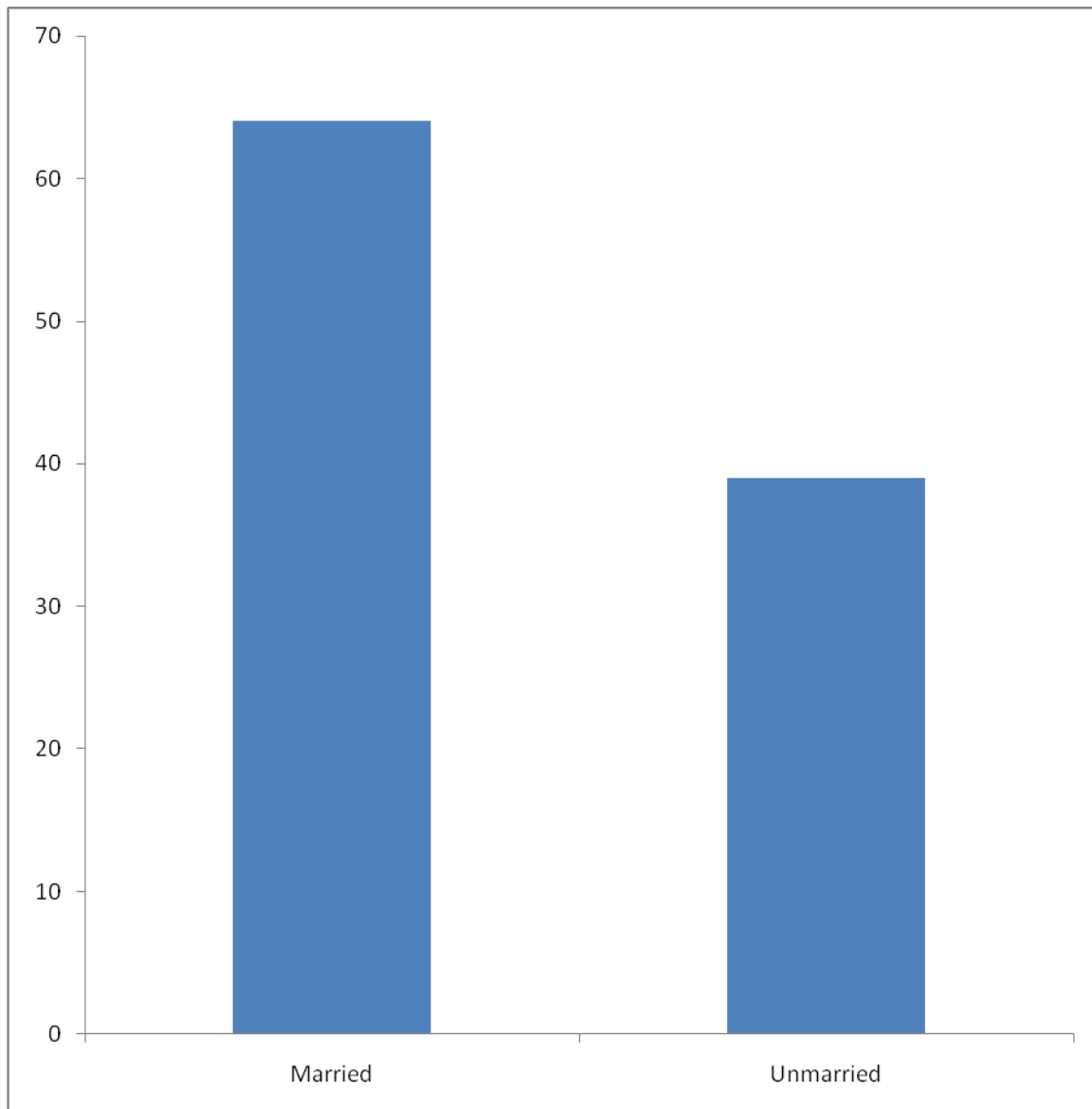
From the above table 4.2, The calculated 't' value (0.4857) is less than table 't' value (1.980). So there is no significant difference between Married and Unmarried high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference in the opinion of Married and Unmarried high school teachers about the cancellation of SSLC examination.

Figure 4.2

DIFFERENCE BETWEEN THE MEAN SCORE OF MARRIED AND UNMARRIED HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 3

There is no significant difference in the opinion of Hindu and Christian high school teachers about the cancellation of SSLC examination.

TABLE 4.3

Table 4.3 shows the mean score of Hindu and Christian high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Hindu	95	17.55	2.8838	2.0533	S
Christian	8	14.27	4.4400		

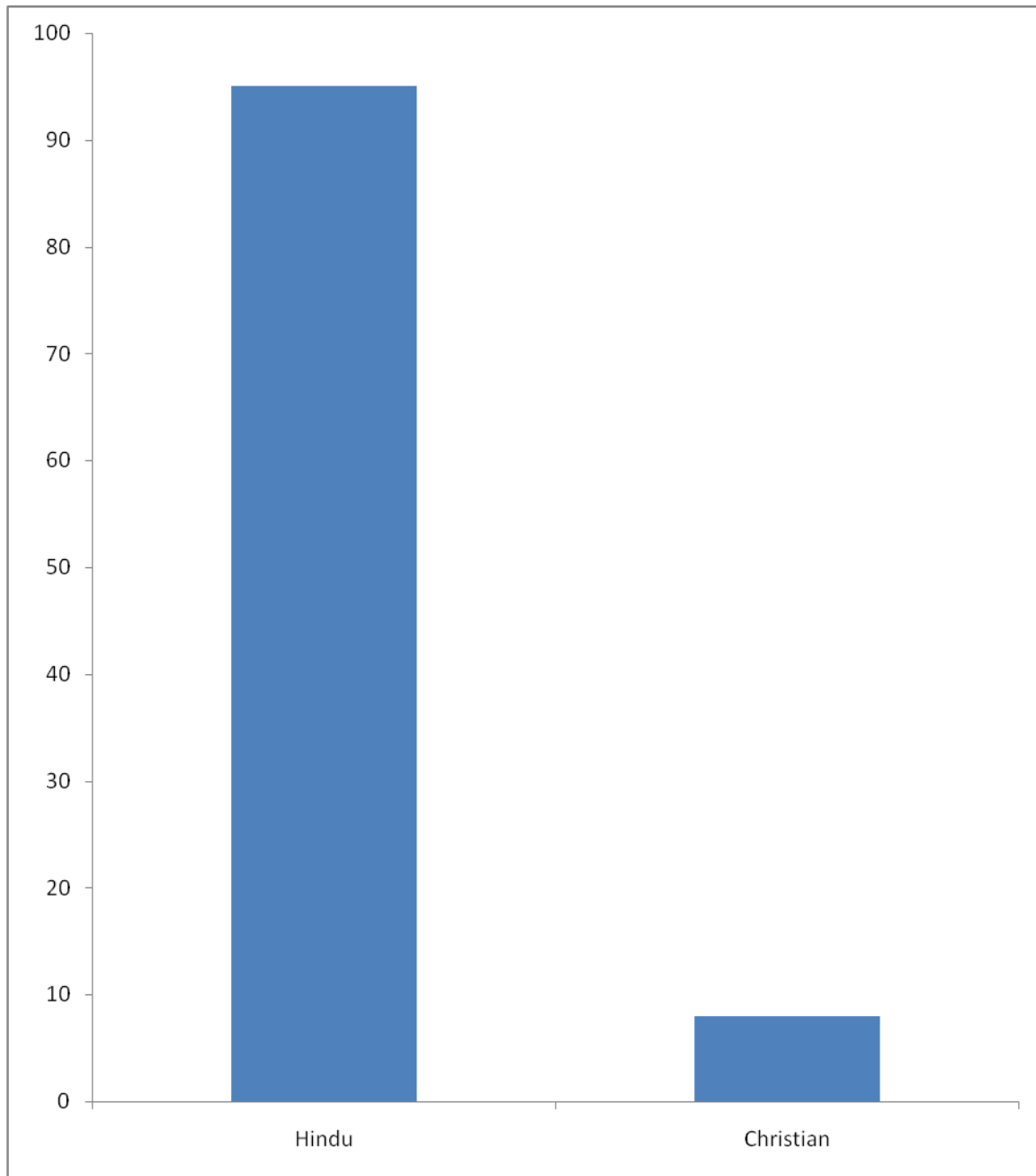
From the above table 4.3, The calculated 't' value (2.0533) is greater than table 't' value (1.980). So there is a significant difference between Hindu and Christian high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is rejected.

RESULT:

There is a significant difference in the opinion of Hindu and Christian high school teachers about the cancellation of SSLC examination.

Figure 4.3

DIFFERENCE BETWEEN THE MEAN SCORE OF HINDU AND CHRISTIAN HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION



HYPOTHESIS: 4

There is no significant difference in the opinion of Locality of school of high school teachers about the cancellation of SSLC examination.

TABLE 4.4

Table 4.4 shows the mean score of Urban and Rural high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Urban	35	18.03	2.1056	2.1995	S
Rural	68	16.84	3.3610		

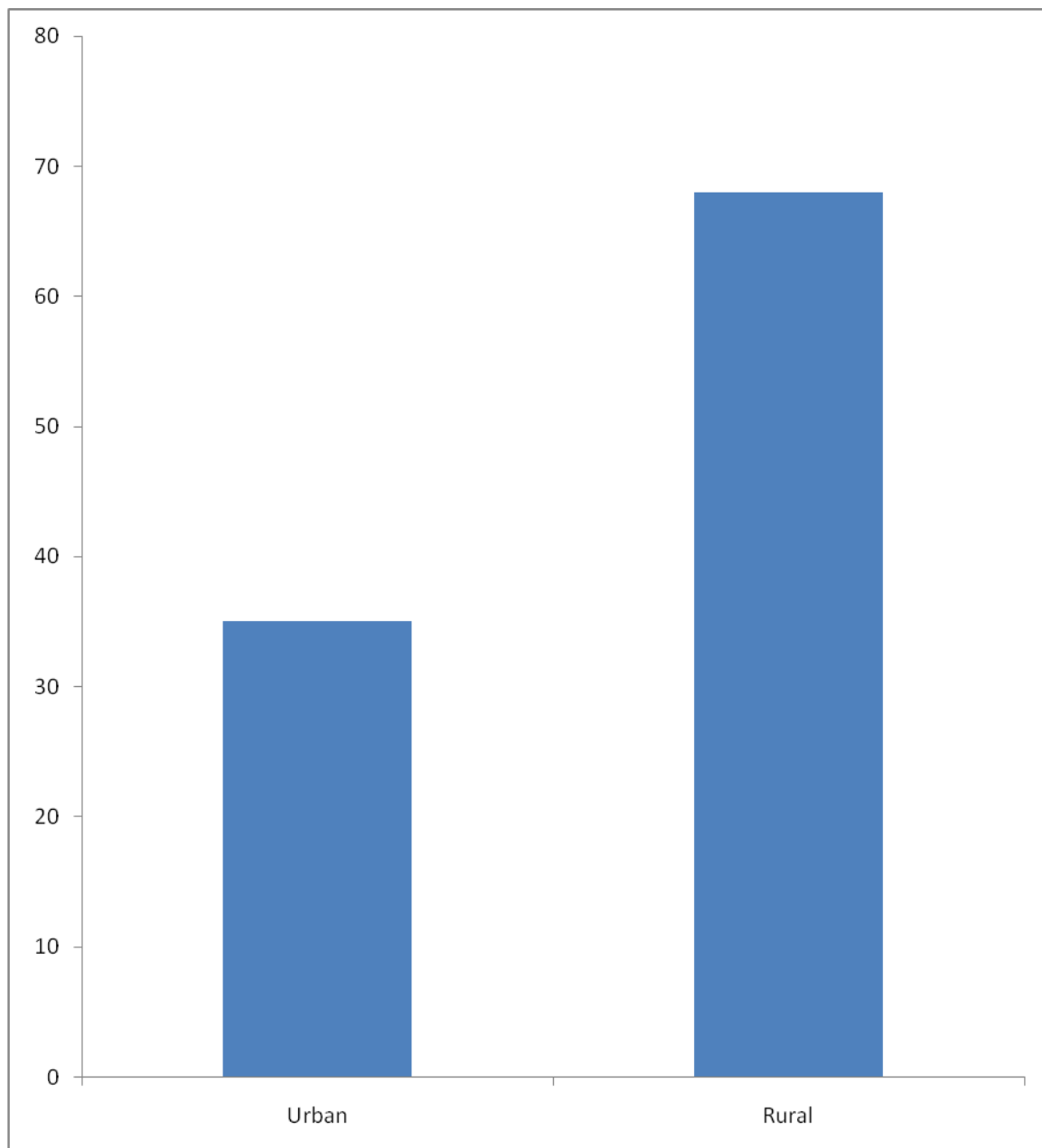
From the above table 4.4, The calculated 't' value (2.1995) is greater than table 't' value (1.980). So there is a significant difference between Urban and Rural high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is rejected.

RESULT:

There is a significant difference in the opinion of Locality of school of high school teachers about the cancellation of SSLC examination.

Figure 4.4

DIFFERENCE BETWEEN THE MEAN SCORE OF LOCALITY OF SCHOOL OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 5

There is no significant difference in the opinion of UG and PG holders of high school teachers about the cancellation of SSLC examination.

TABLE 4.5

Table 4.5 shows the mean score of UG and PG holders of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
UG	53	18.02	2.4711	2.6953	S
PG	50	16.43	3.4121		

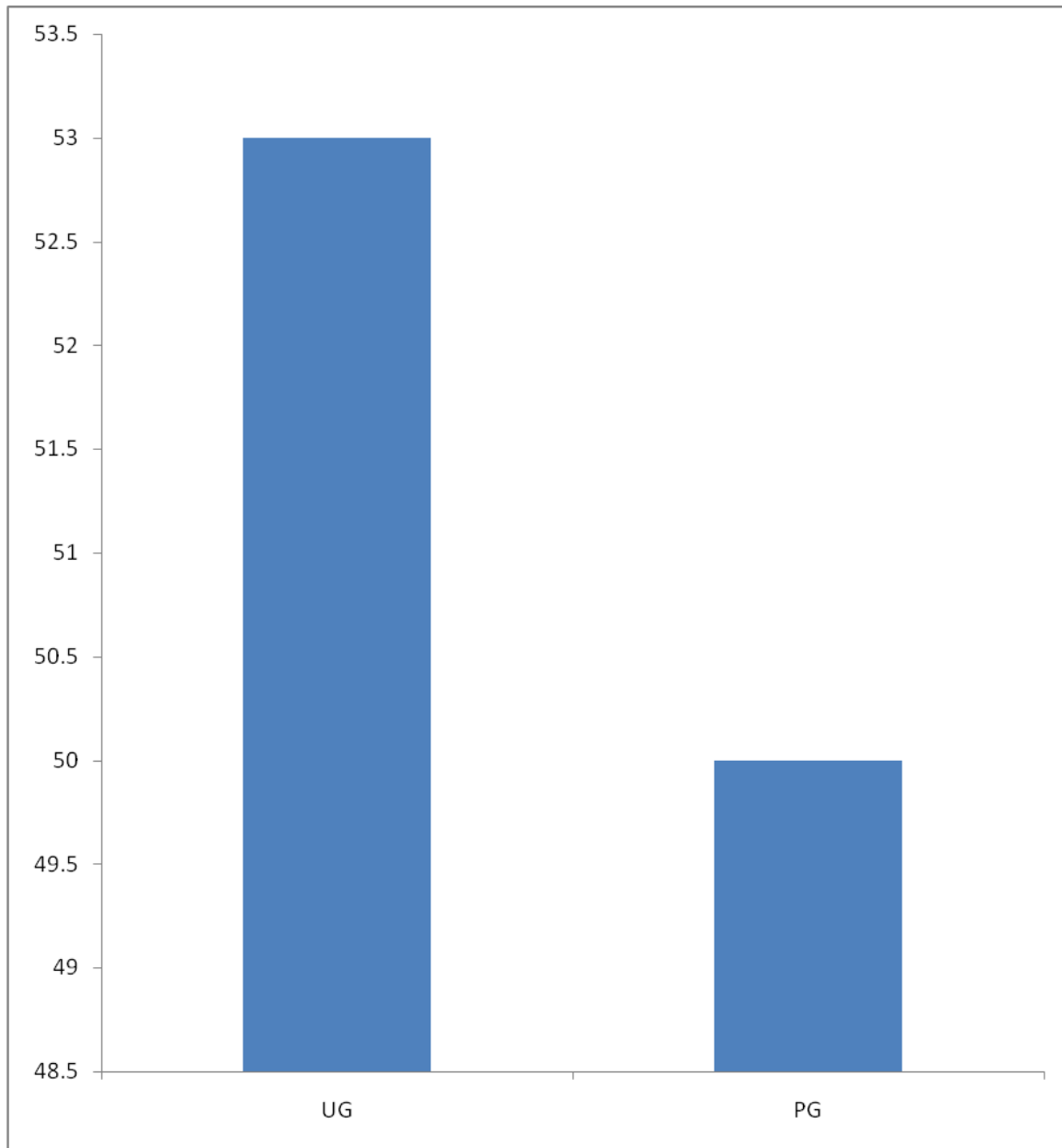
From the above table 4.5, The calculated 't' value (2.6953) is greater than table 't' value (1.980). So there is a significant difference between UG and PG holders of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is rejected.

RESULT:

There is a significant difference in the opinion of UG and PG holders of high school teachers about the cancellation of SSLC examination.

Figure 4.5

**DIFFERENCE BETWEEN THE MEAN SCORE OF UG AND PG
HOLDERS OF HIGH SCHOOL TEACHERS ABOUT THE
CANCELLATION OF SSLC EXAMINATION.**



HYPOTHESIS: 6

There is no significant difference in the opinion of PG and M.Phil holders of high school teachers about the cancellation of SSLC examination.

TABLE 4.6

Table 4.6 shows the mean score of PG and M.Phil holders of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
PG	50	16.43	3.4121	1.2581	NS
M.Phil	10	14.85	3.3665		

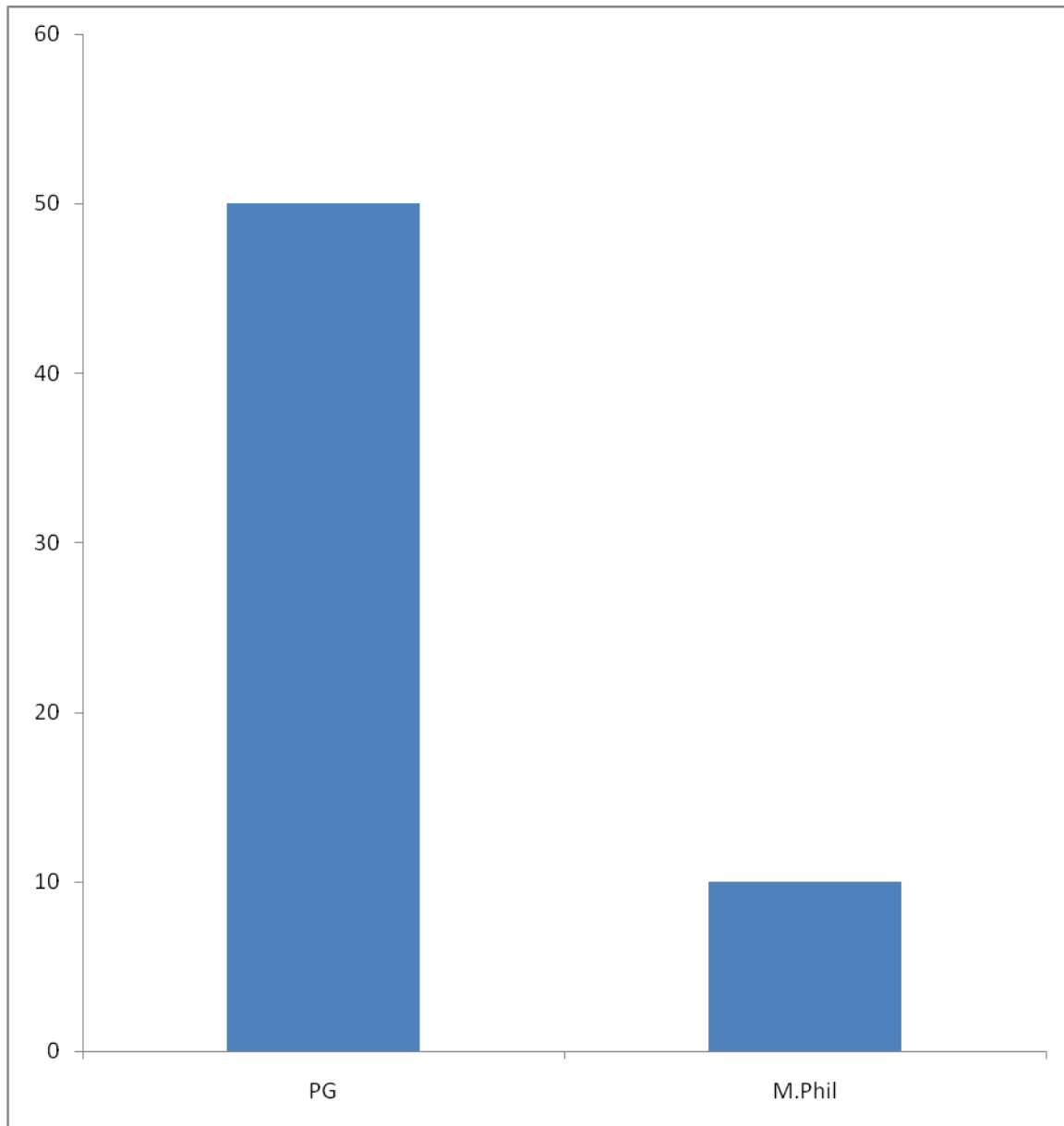
From the above table 4.6, The calculated ‘t’ value (1.2581) is less than table ‘t’ value (2.000). So there is no significant difference between PG and M.Phil holders of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference in the opinion of PG and M.Phil holders of high school teachers about the cancellation of SSLC examination.

Figure 4.6

DIFFERENCE BETWEEN THE MEAN SCORE OF PG AND M.Phil HOLDERS OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 7

There is no significant difference in the opinion of M.Phil and UG holders of high school teachers about the cancellation of SSLC examination.

TABLE 4.7

Table 4.7 shows the mean score of M.Phil and UG holders of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
M.Phil	10	14.85	3.3665	2.8370	S
UG	53	18.02	2.4711		

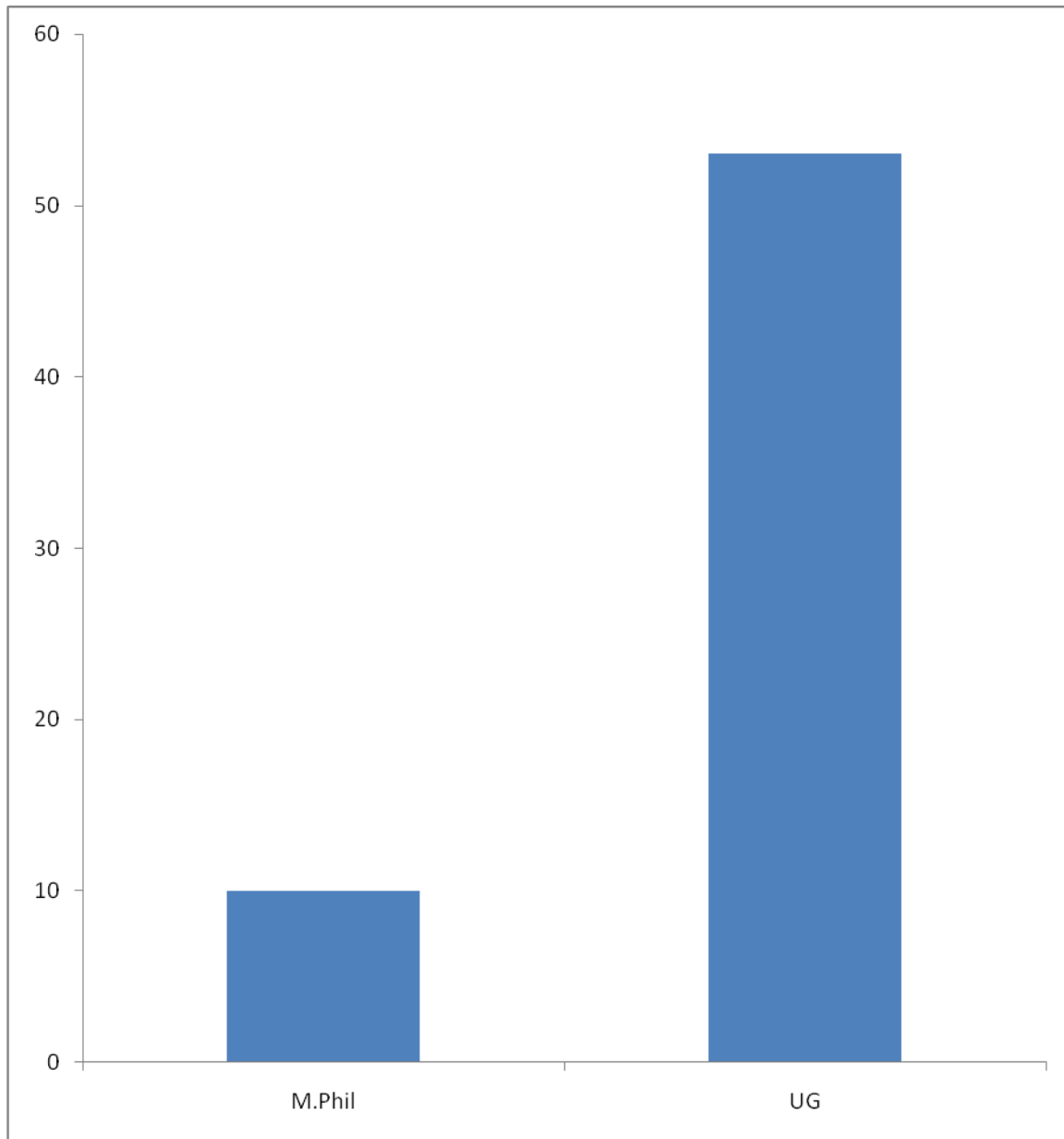
From the above table 4.7, The calculated ‘t’ value (2.8370) is greater than table ‘t’ value (1.994). So there is a significant difference between M.Phil and UG holders of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is rejected.

RESULT:

There is a significant difference in the opinion of M.Phil and UG holders of high school teachers about the cancellation of SSLC examination.

Figure 4.7

DIFFERENCE BETWEEN THE MEAN SCORE OF M.Phil AND UG HOLDERS OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 8

There is no significant difference in the opinion of Tamil and English medium high school teachers about the cancellation of SSLC examination.

TABLE 4.8

Table 4.8 shows the mean score of Tamil and English medium high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	T value	Significance level of 5%
Tamil	85	17.62	2.9187	1.8989	NS
English	19	15.93	3.6257		

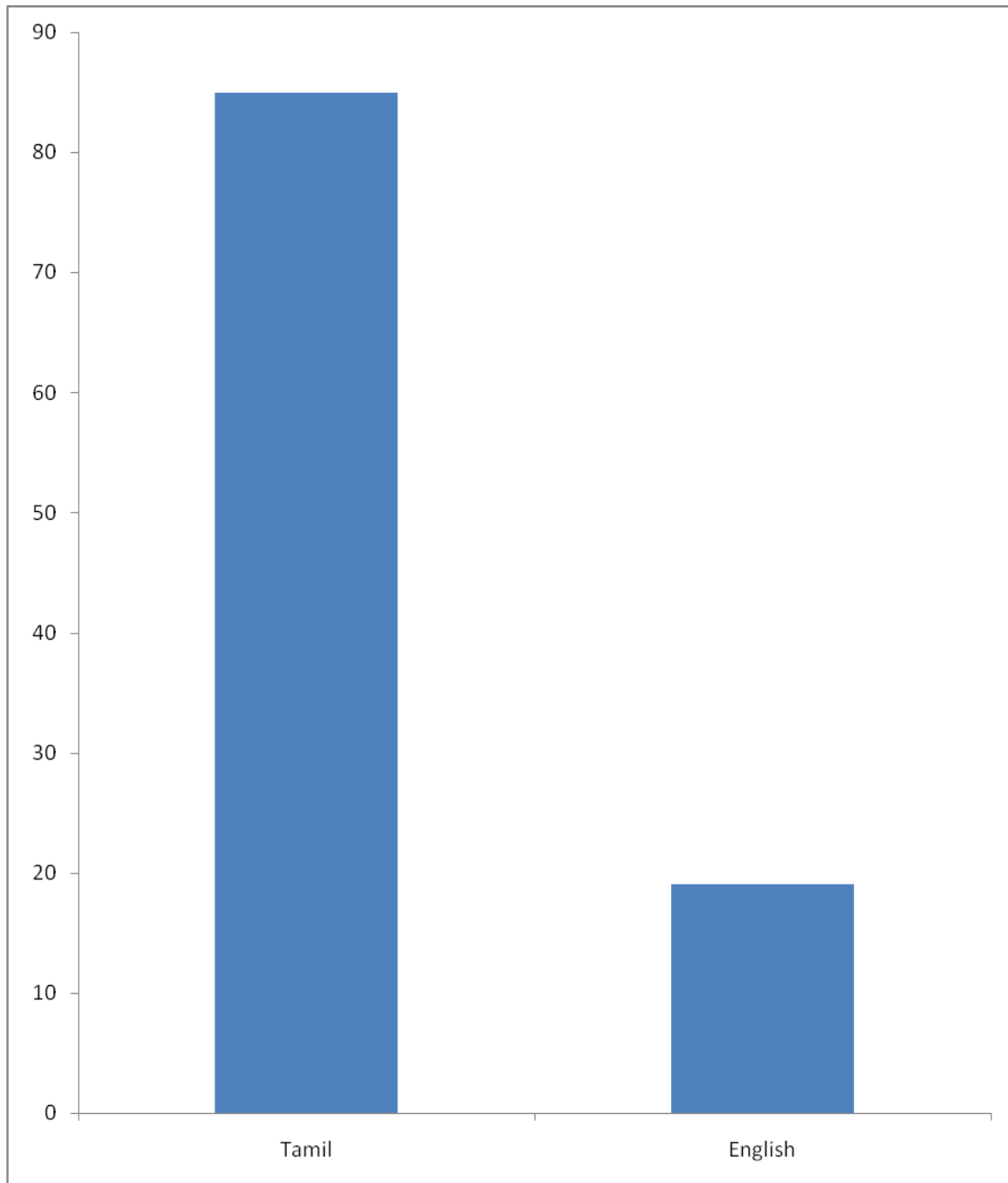
From the above table 4.8, The calculated ‘t’ value (1.8989) is less than table ‘t’ value (1.980). So there is no significant difference between Tamil and English medium high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference in the opinion of Tamil and English medium high school teachers about the cancellation of SSLC examination.

Figure 4.8

DIFFERENCE BETWEEN THE MEAN SCORE OF TAMIL AND ENGLISH MEDIUM HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 9

There is no significant difference in the opinion of Arts and Science major subject of high school teachers about the cancellation of SSLC examination.

TABLE 4.9

Table 4.9 shows the mean score of Arts and Science major subject of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Arts	57	17.67	2.9692	1.5330	NS
Science	46	16.74	3.1337		

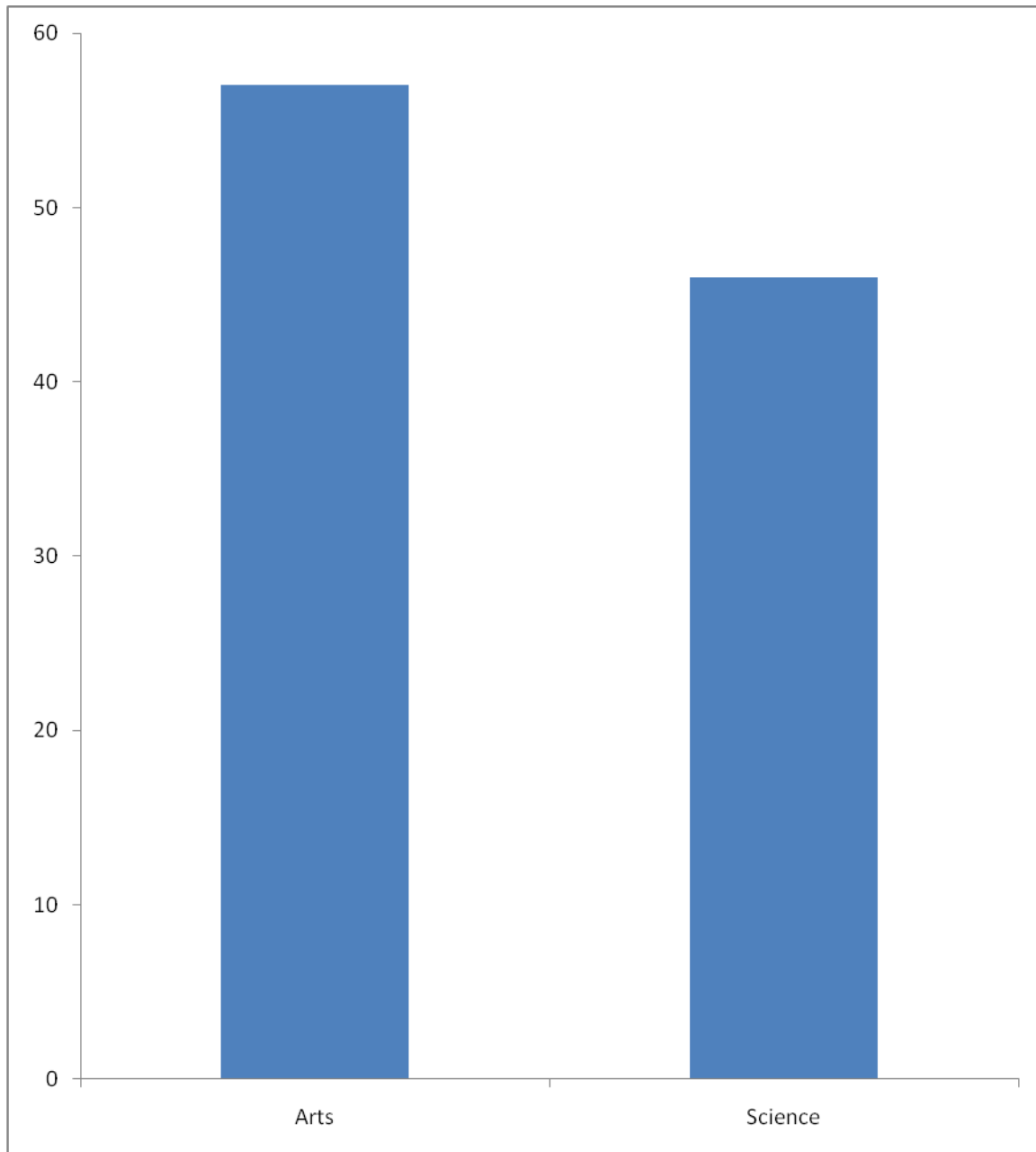
From the above table 4.9, The calculated ‘t’ value (1.5330) is less than table ‘t’ value (1.980). So there is no significant difference between Arts and Science major subject of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference in the opinion of Arts and Science major subject of high school teachers about the cancellation of SSLC examination.

Figure 4.9

DIFFERENCE BETWEEN THE MEAN SCORE OF ARTS AND SCIENCE MAJOR SUBJECT OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 10

There is no significant difference in the opinion of teaching experience less than seven years and greater than seven years of high school teachers about the cancellation of SSLC examination.

TABLE 4.10

Table 4.10 shows the mean score of teaching experience less than seven years and greater than seven years of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Less than seven years	73	17.40	3.0629	0.7461	NS
Greater than seven years	30	16.90	3.1015		

From the above table 4.10, The calculated 't' value (0.7461) is less than table 't' value (1.980). So there is no significant difference between teaching experience less than seven years and greater than seven years of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

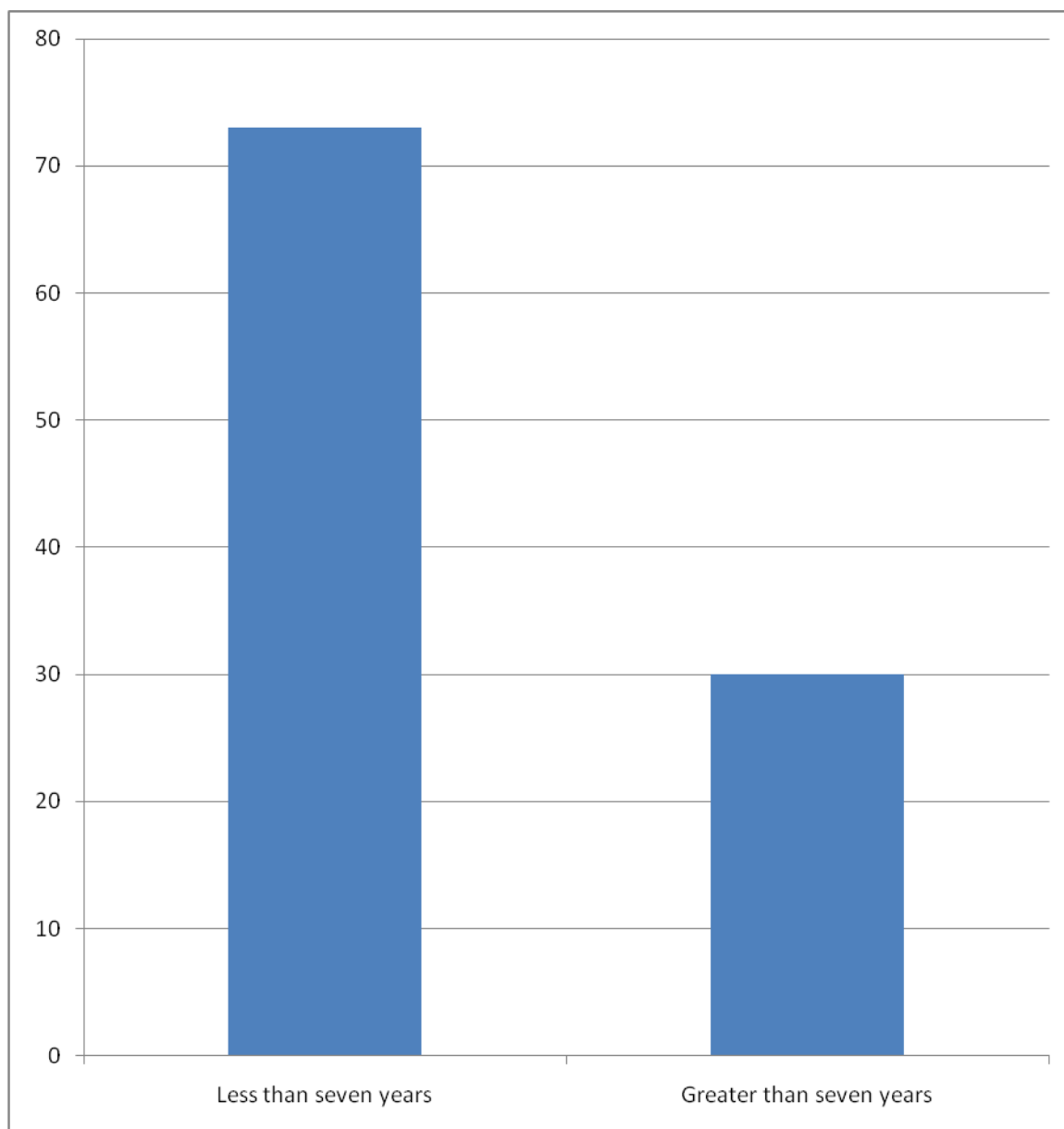
RESULT:

There is no significant difference in the opinion of teaching experience less than seven years and greater than seven years of high school teachers about the cancellation of SSLC examination.

Figure 4.10

DIFFERENCE BETWEEN THE MEAN SCORE OF TEACHING EXPERIENCE LESS THAN SEVEN YEARS AND GREATER THAN

SEVEN YEARS OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 11

There is no significant difference in the opinion of participation in writing and do not writing Text book of high school teachers about the cancellation of SSLC examination.

TABLE 4.11

Table 4.11 shows the mean score of participation in writing and do not writing Text book of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Participation in writing text book	10	16.88	1.7763	0.6151	NS
Participation in do not writing text book	93	17.28	3.1604		

From the above table 4.11, The calculated 't' value (0.6151) is less than table 't' value (1.980). So there is no significant difference between participation in writing Text book and do not writing Text book of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

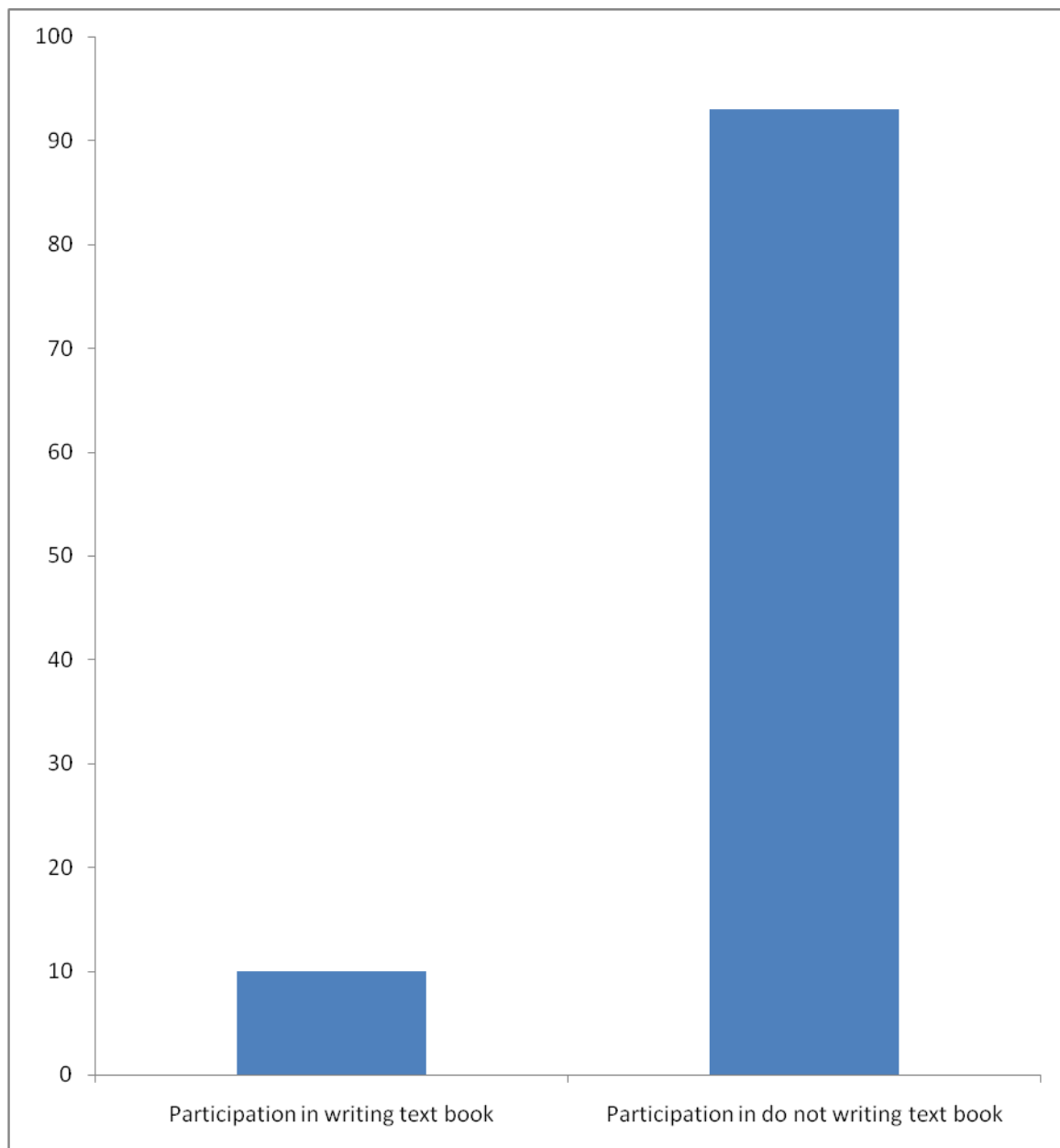
RESULT:

There is no significant difference in the opinion of participation in writing and do not writing Text book of high school teachers about the cancellation of SSLC examination.

Figure 4.11

DIFFERENCE BETWEEN THE MEAN SCORE OF PARTICIPATION IN WRITING TEXT BOOK AND DO NOT WRITING TEXT BOOK OF

HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 12

There is no significant difference in the opinion of Urban and Rural residential area of high school teachers about the cancellation of SSLC examination.

TABLE 4.12

Table 4.12 shows the mean score of Urban and Rural residential area of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Urban	44	17.50	2.7103	0.7250	NS
Rural	59	17.07	3.3023		

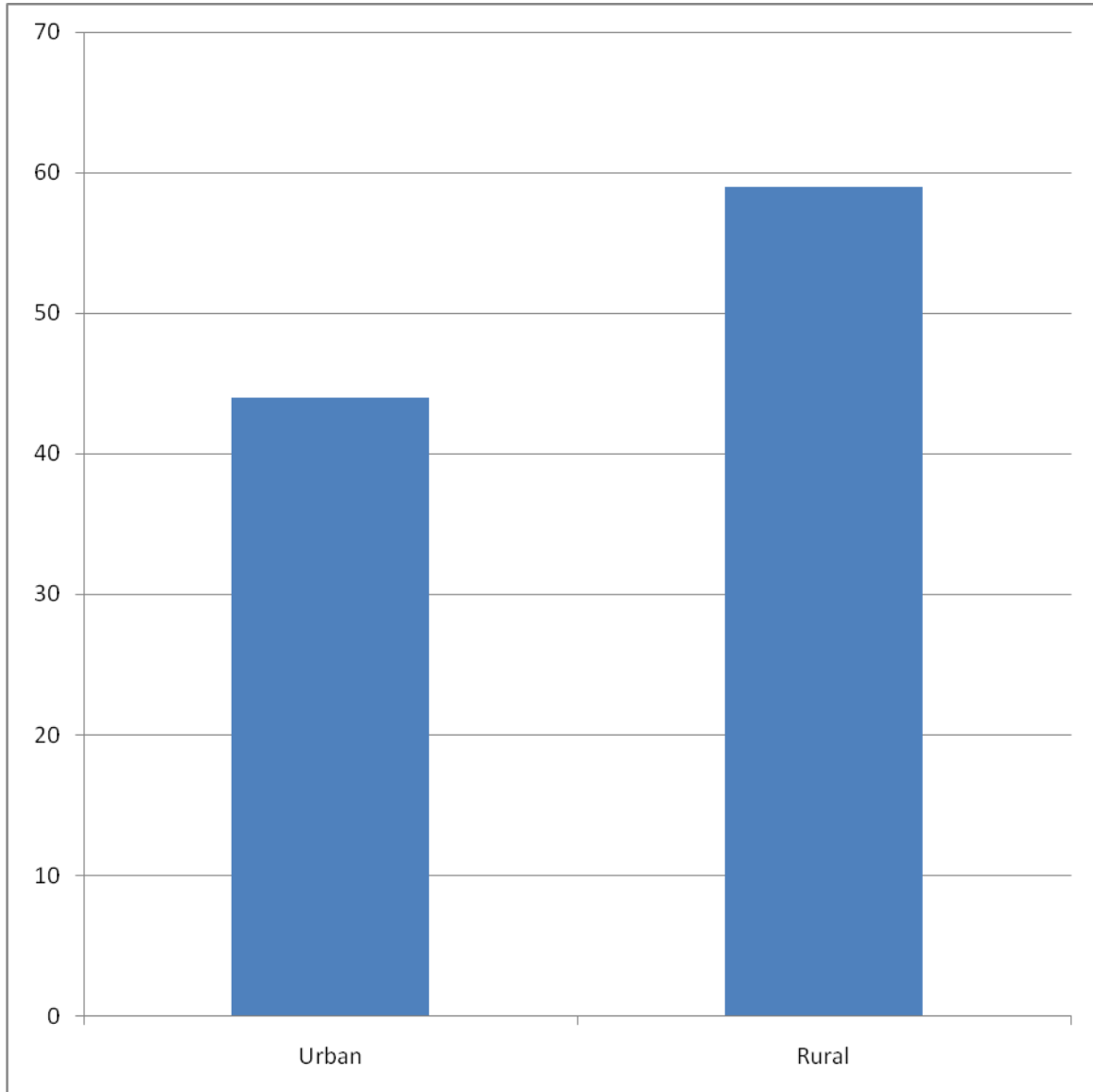
From the above table 4.12, The calculated ‘t’ value (0.7250) is less than table ‘t’ value (1.980). So there is no significant difference between Urban and Rural residential area of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference in the opinion of Urban and Rural residential area of high school teachers about the cancellation of SSLC examination.

Figure 4.12

DIFFERENCE BETWEEN THE MEAN SCORE OF URBAN AND RURAL RESIDENTIAL AREA OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 13

There is no significant difference in the opinion of teachers felt Syllabus overloaded and do not Syllabus overloaded of high school teachers about the cancellation of SSLC examination.

TABLE 4.13

Table 4.13 shows the mean score of teachers felt Syllabus overloaded and do not Syllabus overloaded of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Teachers felt Syllabus overloaded	60	18.11	1.7378	3.1508	S
Teachers felt Syllabus do not overloaded	43	16.06	4.0052		

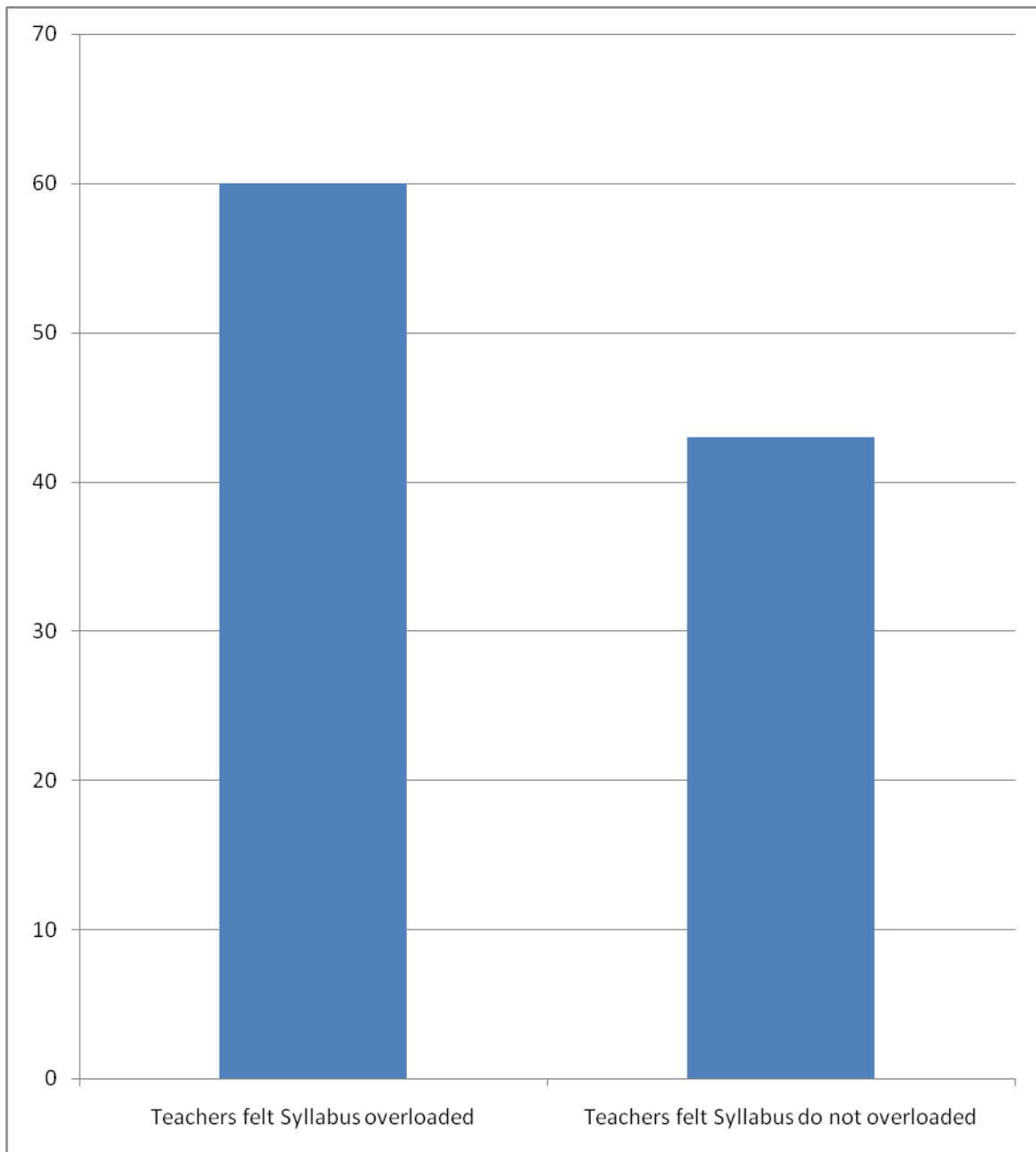
From the above table 4.13, The calculated ‘t’ value (3.1508) is greater than table ‘t’ value (1.980). So there is a significant difference between teachers felt Syllabus overloaded and do not Syllabus overloaded of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is rejected.

RESULT:

There is a significant difference in the opinion of teachers felt Syllabus overloaded and do not Syllabus overloaded of high school teachers about the cancellation of SSLC examination.

Figure 4.13

DIFFERENCE BETWEEN THE MEAN SCORE OF TEACHERS FELT SYLLABUS OVERLOADED AND DO NOT SYLLABUS OVERLOADED OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 14

There is no significant difference in the opinion of Tamil and English subject handling of high school teachers about the cancellation of SSLC examination.

TABLE 4.14

Table 4.14 shows the mean score of Tamil and English subject handling of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Tamil	23	17.21	3.1283	0.4668	NS
English	19	17.64	2.8346		

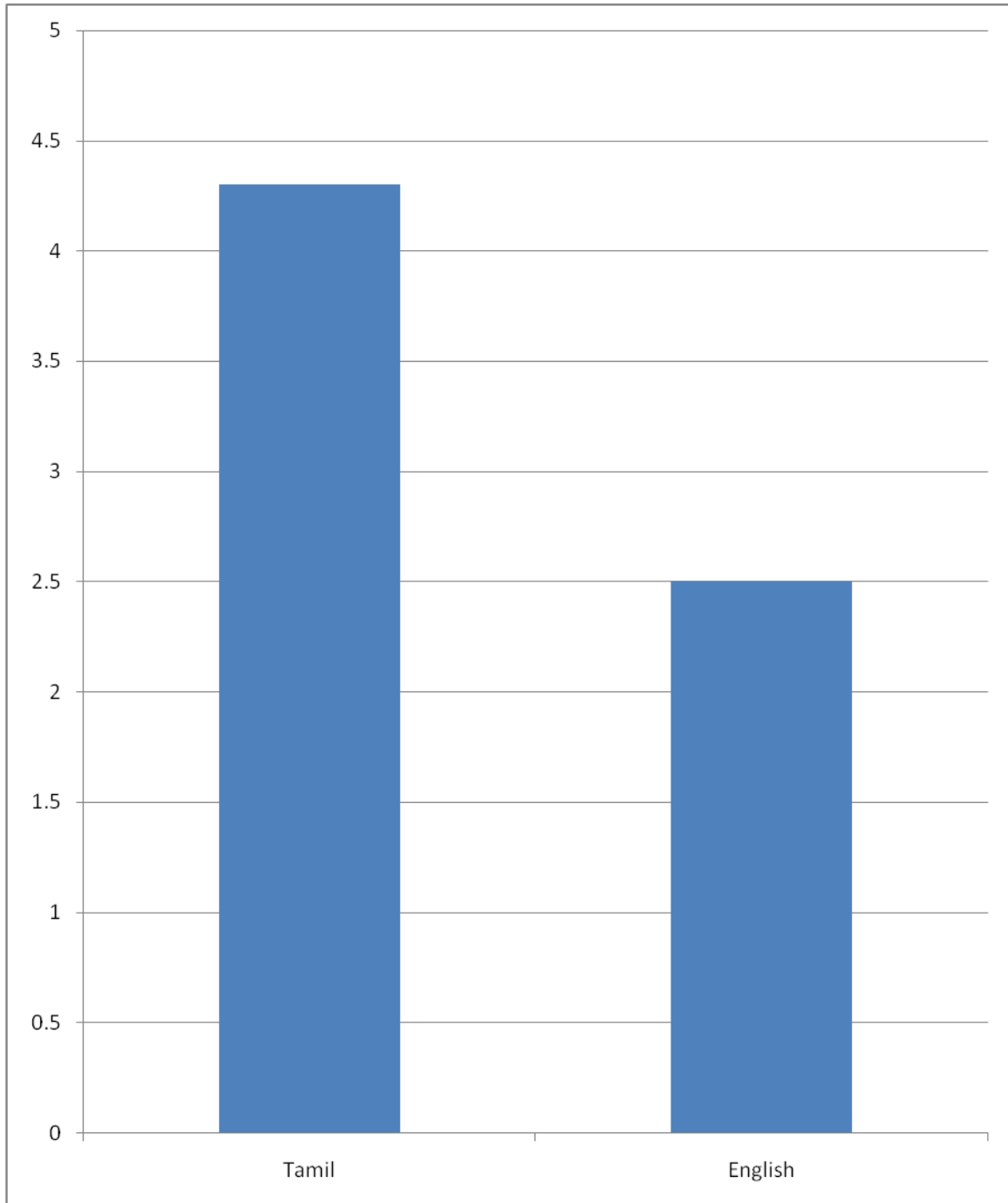
From the above table 4.14, The calculated ‘t’ value (0.4668) is less than table ‘t’ value (2.009). So there is no significant difference Tamil and English subject handling of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference in the opinion of Tamil and English subject handling of high school teachers about the cancellation of SSLC examination.

Figure 4.14

DIFFERENCE BETWEEN THE MEAN SCORE OF TAMIL AND ENGLISH SUBJECT HANDLING OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 15

There is no significant difference in the opinion of English and Maths subject handling of high school teachers about the cancellation of SSLC examination.

TABLE 4.15

Table 4.15 shows the mean score of English and Maths subject handling of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
English	19	17.64	2.8346	1.3242	NS
Maths	21	16.26	3.7321		

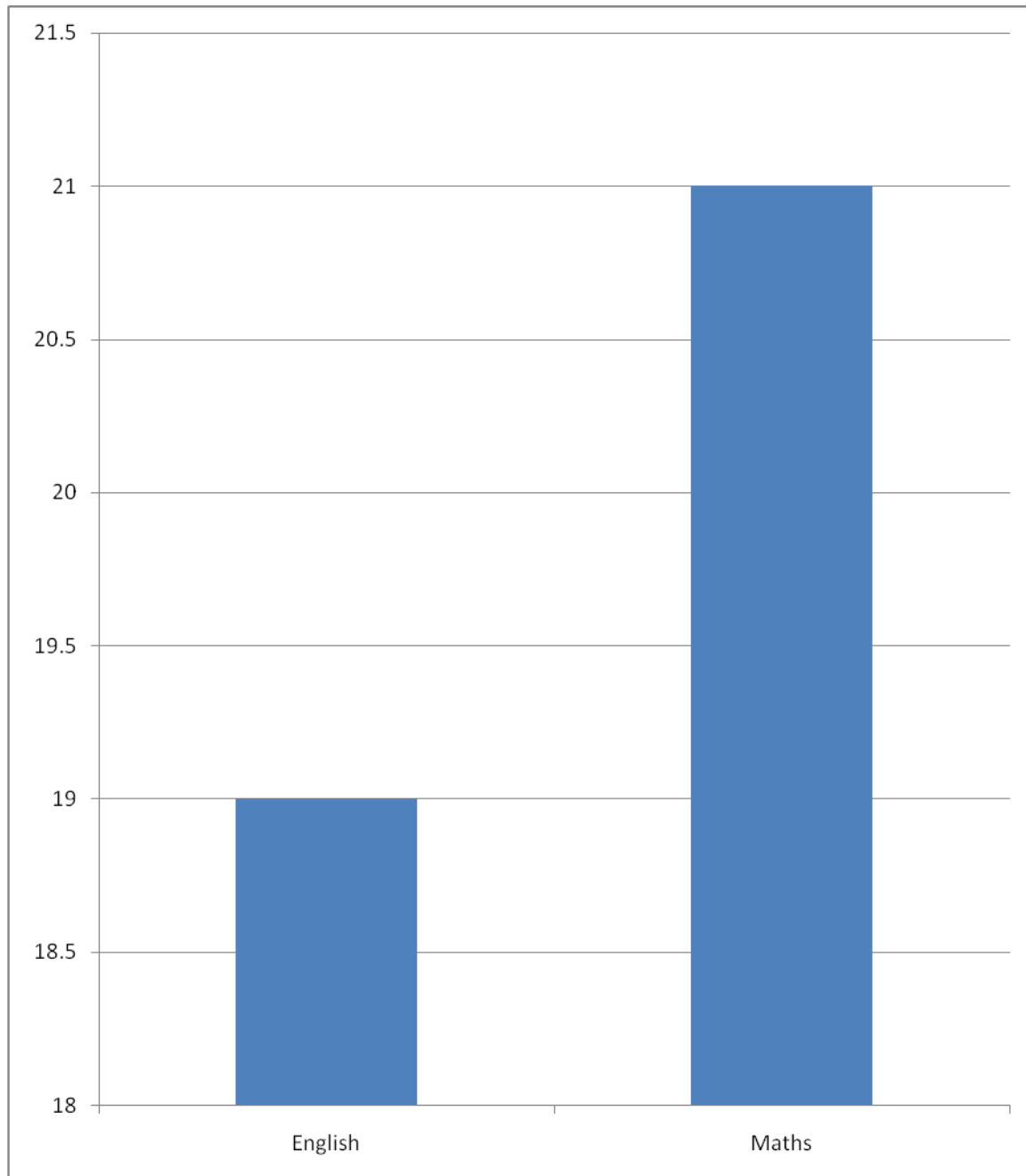
From the above table 4.15, The calculated ‘t’ value (1.3242) is less than table ‘t’ value (2.021). So there is no significant difference between English and Maths subject handling of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference in the opinion of English and Maths subject handling of high school teachers about the cancellation of SSLC examination.

Figure 4.15

DIFFERENCE BETWEEN THE MEAN SCORE OF ENGLISH AND MATHS SUBJECT HANDLING OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 16

There is no significant difference in the opinion of Maths and Science subject handling of high school teachers about the cancellation of SSLC examination.

TABLE 4.16

Table 4.16 shows the mean score of Maths and Science subject handling of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	T value	Significance level of 5%
Maths	21	16.26	3.7321	0.3273	NS
Science	24	16.58	2.6484		

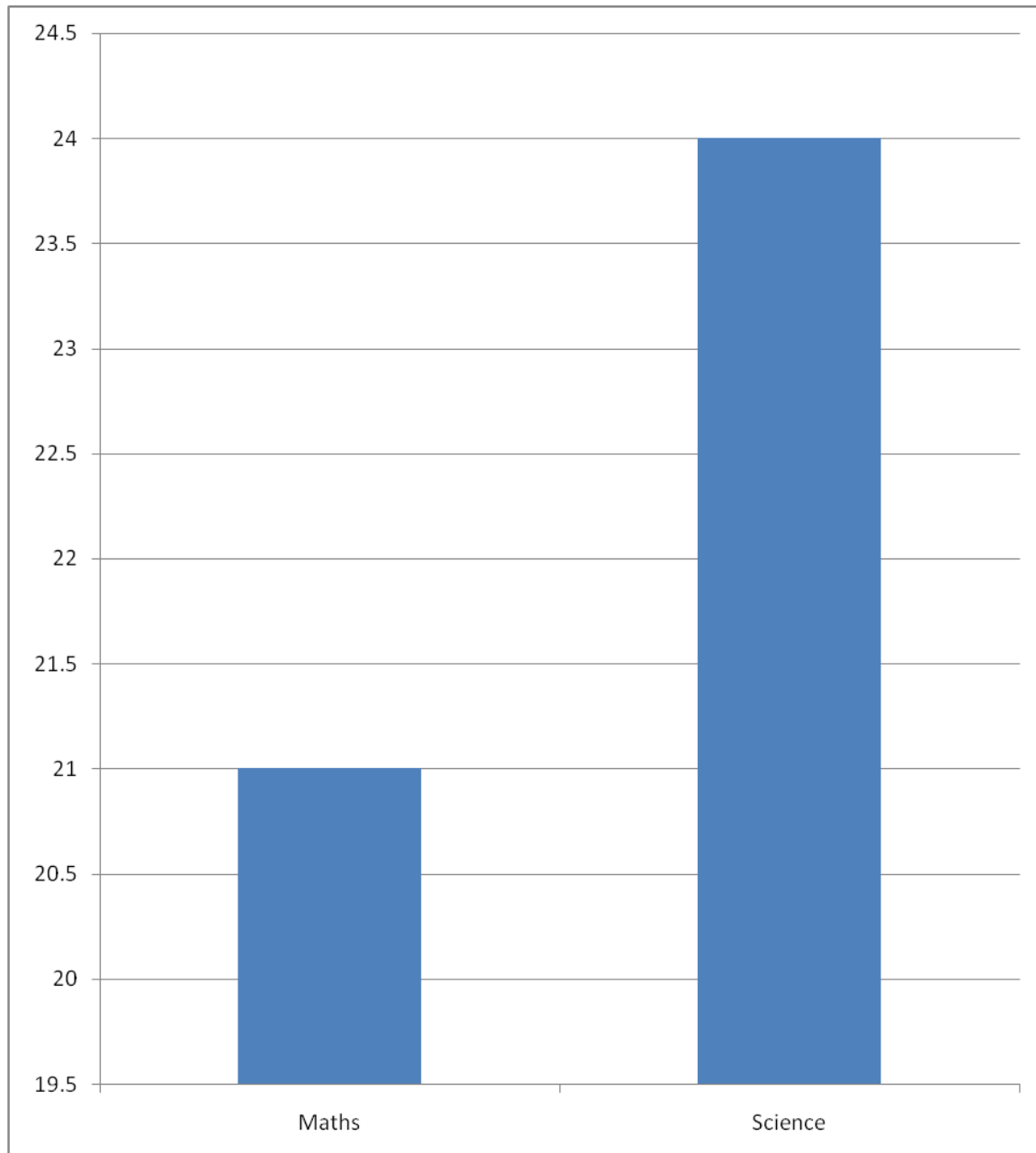
From the above table 4.16, The calculated 't' value (0.3273) is less than table 't' value (2.009). So there is no significant difference between Maths and Science subject handling of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference in the opinion of Maths and Science subject handling of high school teachers about the cancellation of SSLC examination.

Figure 4.16

DIFFERENCE BETWEEN THE MEAN SCORE OF MATHS AND SCIENCE SUBJECT HANDLING OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 17

There is no significant difference in the opinion of Science and Social Science subject handling of high school teachers about the cancellation of SSLC examination.

TABLE 4.17

Table 4.17 shows the mean score of Science and Social Science subject handling of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Science	24	16.58	2.6484	0.0663	NS
Social Science	16	16.64	2.8982		

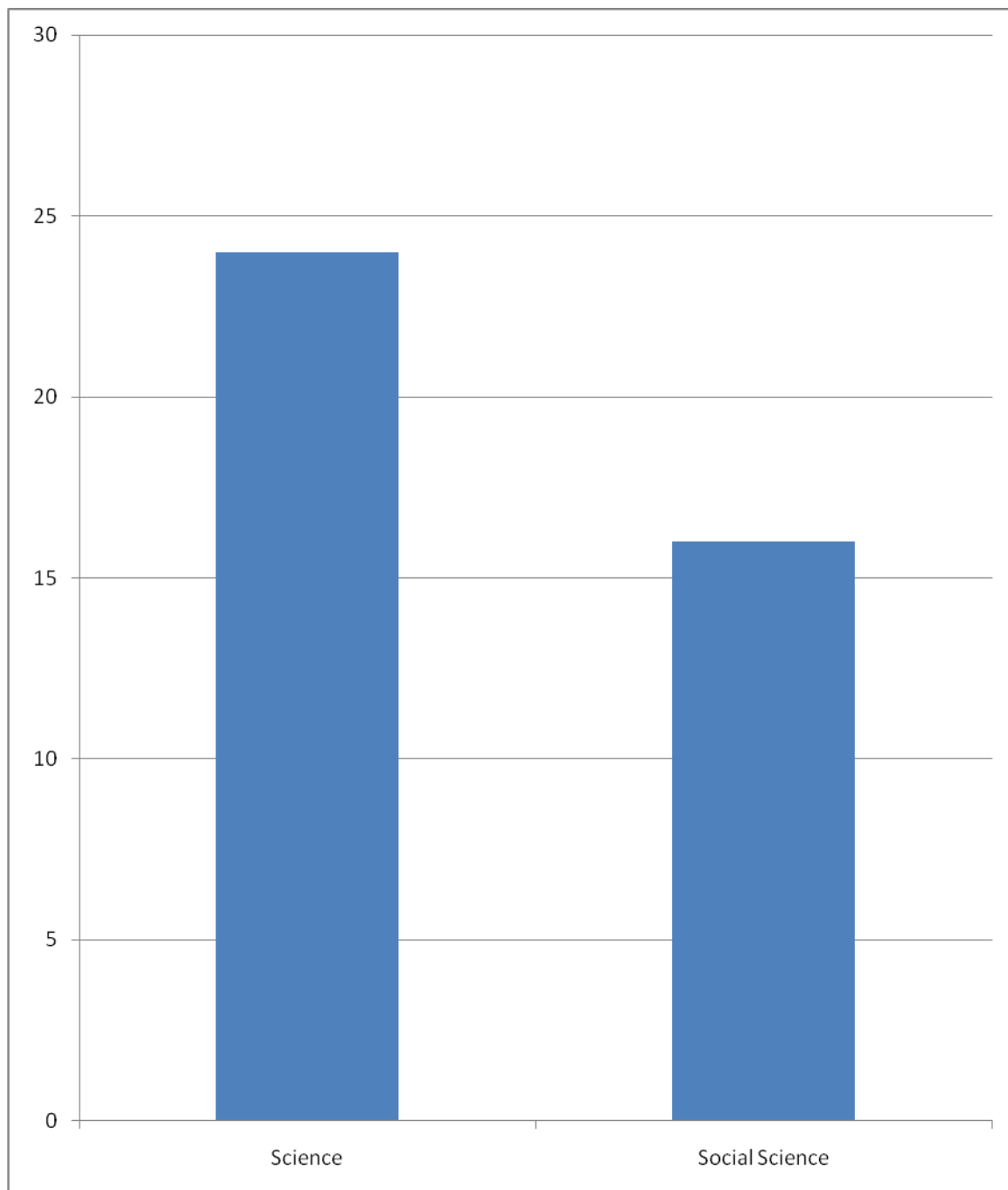
From the above table 4.17, The calculated 't' value (0.0663) is less than table 't' value (2.021). So there is no significant difference between Science and Social Science subject handling of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference in the opinion of Science and Social Science subject handling of high school teachers about the cancellation of SSLC examination.

Figure 4.17

DIFFERENCE BETWEEN THE MEAN SCORE OF SCIENCE AND SOCIAL SCIENCE SUBJECT HANDLING OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



HYPOTHESIS: 18

There is no significant difference in the opinion of Social Science and Tamil subject handling of high school teachers about the cancellation of SSLC examination.

TABLE 4.18

Table 4.18 shows the mean score of Social Science and Tamil subject handling of high school teachers about the cancellation of SSLC examination.

Categories	Number of students	Mean	Standard Deviation	t value	Significance level of 5%
Social Science	16	16.64	2.8982	0.5847	NS
Tamil	23	17.21	3.1283		

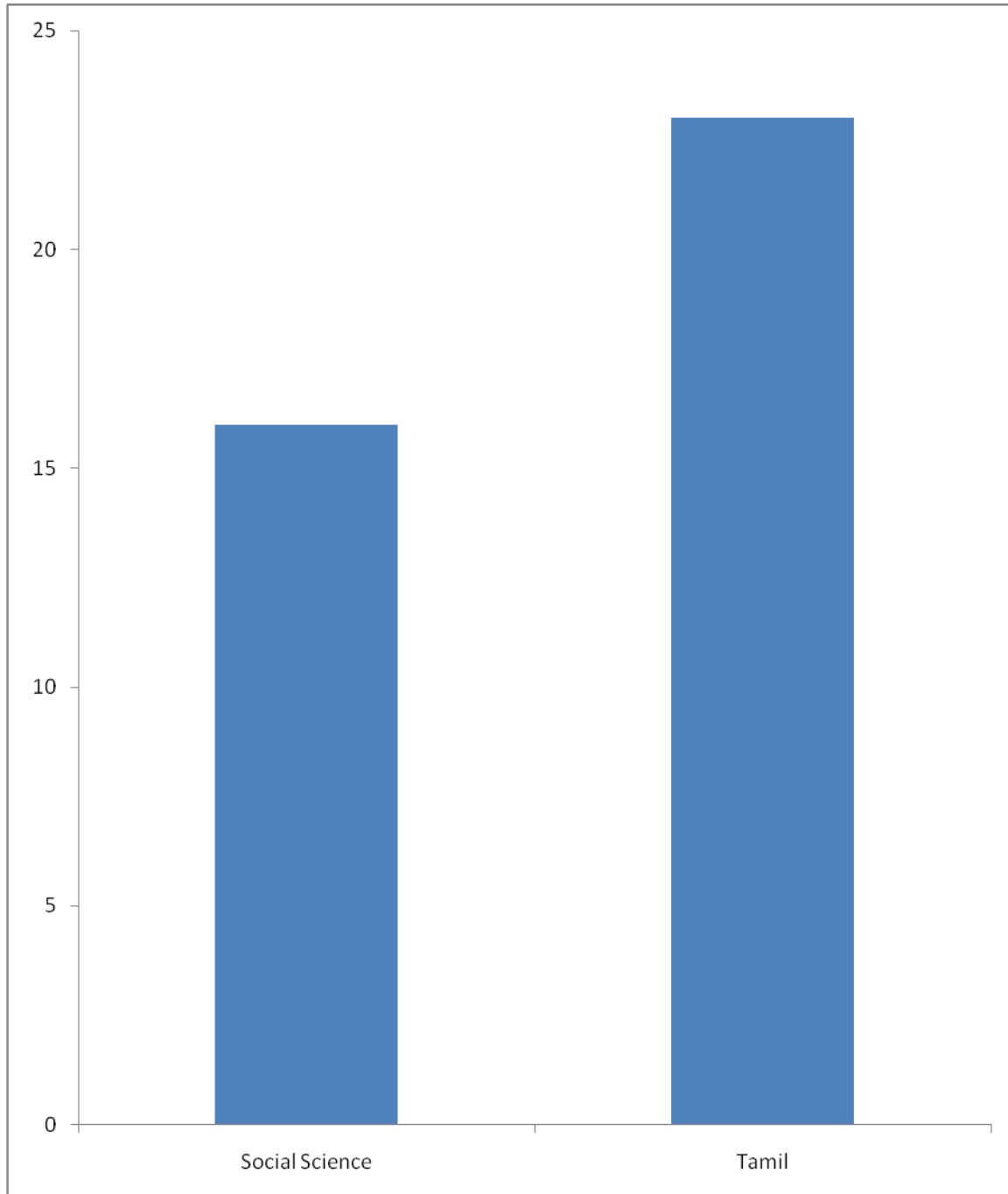
From the above table 4.18, The calculated 't' value (0.5847) is less than table 't' value (2.021). So there is no significant difference between Social Science and Tamil subject handling of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

RESULT:

There is no significant difference in the opinion of Social Science and Tamil subject handling of high school teachers about the cancellation of SSLC examination.

Figure 4.18

DIFFERENCE BETWEEN THE MEAN SCORE OF SOCIAL SCIENCE AND TAMIL SUBJECT HANDLING OF HIGH SCHOOL TEACHERS ABOUT THE CANCELLATION OF SSLC EXAMINATION.



4.6 CONCLUSION

In this chapter, we were discussed about the objectives of the study, hypothesis of the study, statistical analysis employed, analyzing the collected data and findings. The next chapter deal with the summary of findings, interpretation and recommendation for further study.

CHAPTER – V

FINDINGS, INTERPRETATION, RECOMMENDATION AND SUGGESTION

5.1 INTRODUCTION

The investigator selected 103 samples from six schools in Namakkal district. The investigator used descriptive analysis to find the awareness of high school teachers towards cancellation of SSLC examination with respect to the variables as

- Gender
- Marital status
- Religion
- Location of school
- Educational qualification
- Medium of study
- Major subject studied
- Teaching experience in years
- Participation in text book writing – yes /no
- Residential area
- Syllabus overloaded
- Subject handled

The investigator used statistical techniques like descriptive analysis, differential analysis which includes mean score, standard deviation and 't' tests to analyze and interpret the data.

5.2 OBJECTIVES OF THE STUDY

1. To find out the significant difference in the opinion of the high school teachers about the cancellation of SSLC examination with respect to

- Gender
- Marital status
- Religion
- Location of school
- Educational qualification
- Medium of study
- Major subject studied
- Teaching experience in years
- Participation in text book writing
- Residential area
- Syllabus overloaded
- Subject handled

5.3 HYPOTHESES OF THE STUDY

1. There is no significant difference in the opinion of Male and Female high school teachers about the cancellation of SSLC examination.
2. There is no significant difference in the opinion of Married and Unmarried high school teachers about the cancellation of SSLC examination.
3. There is no significant difference in the opinion of Hindu and Christian high school teachers about the cancellation of SSLC examination.
4. There is no significant difference in the opinion of Urban and Rural high school teachers about the cancellation of SSLC examination.
5. There is no significant difference in the opinion of UG and PG holders of high school teachers about the cancellation of SSLC examination.
6. There is no significant difference in the opinion of PG and M.Phil holders of high school teachers about the cancellation of SSLC examination.

7. There is no significant difference in the opinion of M.Phil and UG holders of high school teachers about the cancellation of SSLC examination.
8. There is no significant difference in the opinion of Tamil and English medium high school teachers about the cancellation of SSLC examination.
9. There is no significant difference in the opinion of Arts and Science major subject of high school teachers about the cancellation of SSLC examination.
10. There is no significant difference in the opinion of teaching experience less than seven years and greater than seven years of high school teachers about the cancellation of SSLC examination.
11. There is no significant difference in the opinion of participation in writing text book and do not writing Text book of high school teachers about the cancellation of SSLC examination.
12. There is no significant difference in the opinion of Urban and Rural residential area of high school teachers about the cancellation of SSLC examination.
13. There is no significant difference in the opinion of teachers felt Syllabus overloaded and do not felt Syllabus overloaded of high school teachers about the cancellation of SSLC examination.
14. There is no significant difference in the opinion of Tamil and English subject handling of high school teachers about the cancellation of SSLC examination.
15. There is no significant difference in the opinion of English and Maths subject handling of high school teachers about the cancellation of SSLC examination.
16. There is no significant difference in the opinion of Maths and Science subject handling of high school teachers about the cancellation of SSLC examination.

17. There is no significant difference in the opinion of Science and Social Science subject handling of high school teachers about the cancellation of SSLC examination.

18. There is no significant difference in the opinion of Social Science and Tamil subject handling of high school teachers about the cancellation of SSLC examination.

5.4 METHODS OF RESEARCH, SAMPLING, TOOLS USED

5.4.1 RESEARCH METHOD

Research methods are classified into three major categories.

They are:

- (i) Historical method
- (ii) Experimental method
- (iii) Survey method

(i) Historical Method

Historical approach to the study of any subject denotes an effort to study the past events. Historical studies discover, describe and interpret what existed in the past.

(ii) Experimental Method

Experimental method research is the description and analysis of what will be or where will be occurring under controlled conditions. This method in educational research is the application and adoption of the classical method of science laboratory.

(iii) Survey Method

The term "Survey" suggests gathering of evidence relating to current conditions. Surely research is the method for collecting and analyzing data obtained from a larger number of teachers of a specific population collected through highly

structured and detailed questionnaire or interviews. It helps to collect descriptive data which people can provide from their own experiences.

5.4.2 SAMPLING

i. MEANING FOR SAMPLING

Selection of small unit is a small number from a population is called sample.

ii. SAMPLING IN EDUCATION

Sampling is essential in educational research sampling avoid the difficulties such as:

- i. Appointment of large number of investigators.
- ii. Cost of training given to them.
- iii. Tools given to investigators.
- iv. Visit different areas.
- v. Consumption of time and money spent to collect data.

Sampling is the representation of the whole group since, the sampling has a small number of times, the values can be easily found out linguist defines sample as “any number of measures of a population that have been selected to represent the population in order to make inference about the whole”.

Thus the concept of sampling is essential in educational research. Because sampling avoids the difficulty of collection of large number of data and solve many problems.

The process of drawing sample is called sampling. Under this method a limited group selected from the larger group. The selection of limited group is called a sample. The sample is a portion of population under study.

iii. SAMPLING UNITS

When the population is subdivided into many parts, the parts are called sample units; there are four types of sampling units viz. In education the sampling is used to know the characteristic of educational problems.

Various methods are used to draw a sample from a population. The selection of sample relies on the nature of the problem.

5.4.3 TOOLS OF RESEARCH

For the present study, the investigator used the self prepared and standardized questionnaire as a tool.

5.4.3.1 CONSTRUCTION OF THE TOOL

1. At first, the investigator collected the opinion of the high school teachers about the cancellation of SSLC Examination from nearby schools in Namakkal District.
2. Then, the investigator standardized the questionnaire under the reference made from article presentation published in Edutracks (March 2009) and experts from relevant field.
3. Finally the tool can be finalized to twenty three items with two point rating scale “yes” or “no” options.

5.5 STATISTICAL TECHNIQUES USED

For the present study, the following are the suitable descriptive and differential statistical techniques were used for the interpretation of the data to draw a more meaningful picture of results from the collected data.

5.6 FINDINGS OF THE STUDY

HYPOTHESIS: 1

There is no significant difference in the opinion of Male and Female high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated ‘t’ value (1.5786) is less than table ‘t’ value (1.980). So there is no significant difference between Male and Female high schools teachers in the opinion of cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference between Male and Female high schools teachers in the opinion of cancellation of SSLC examination.

HYPOTHESIS: 2

There is no significant difference in the opinion of Married and Unmarried high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (0.4857) is less than table 't' value (1.980). So there is no significant difference between Married and Unmarried high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference between Married and Unmarried high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 3

There is no significant difference in the opinion of Hindu and Christian high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (2.0533) is greater than table 't' value (1.980). So there is a significant difference between Hindu and Christian high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is rejected.

INFERENCE:

There is a significant difference between Hindu and Christian high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 4

There is no significant difference in the opinion of Locality of school of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (2.1995) is greater than table 't' value (1.980). So there is a significant difference between Urban and Rural high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is rejected.

INFERENCE:

There is a significant difference between Urban and Rural high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 5

There is no significant difference in the opinion of UG and PG holders of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (2.6953) is greater than table 't' value (1.980). So there is a significant difference between UG and PG holders of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is rejected.

INFERENCE:

There is a significant difference in the opinion of UG and PG holders of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 6

There is no significant difference in the opinion of PG and M.Phil holders of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (1.2581) is less than table 't' value (2.000). So there is no significant difference between PG and M.Phil holders of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of PG and M.Phil holders of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 7

There is no significant difference in the opinion of M.Phil and UG holders of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (2.8370) is greater than table 't' value (1.994). So there is a significant difference between M.Phil and UG holders of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is rejected.

INFERENCE:

There is a significant difference in the opinion of M.Phil and UG holders of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 8

There is no significant difference in the opinion of Tamil and English medium high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (1.8989) is less than table 't' value (1.980). So there is no significant difference between Tamil and English medium high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of Tamil and English medium high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 9

There is no significant difference in the opinion of Arts and Science major subject of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (1.5330) is less than table 't' value (1.980). So there is no significant difference between Arts and Science major subject of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of Arts and Science major subject of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 10

There is no significant difference in the opinion of teaching experience less than seven years and greater than seven years of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (0.7461) is less than table 't' value (1.980). So there is no significant difference between teaching experiences less than seven years and greater than seven years of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of teaching experience less than seven years and greater than seven years of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 11

There is no significant difference in the opinion of participation in writing and do not writing Text book of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (0.6151) is less than table 't' value (1.980). So there is no significant difference between participation in writing Text book and do not writing Text book of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of participation in writing and do not writing Text book of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 12

There is no significant difference in the opinion of Urban and Rural residential area of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (0.7250) is less than table 't' value (1.980). So there is no significant difference between Urban and Rural residential area of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of Urban and Rural residential area of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 13

There is no significant difference in the opinion of teachers felt Syllabus overloaded and do not Syllabus overloaded of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (3.1508) is greater than table 't' value (1.980). So there is a significant difference between teachers felt Syllabus overloaded and do not Syllabus overloaded of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is rejected.

INFERENCE:

There is a significant difference in the opinion of teachers felt Syllabus overloaded and do not Syllabus overloaded of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 14

There is no significant difference in the opinion of Tamil and English subject handling of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (0.4668) is less than table 't' value (2.009). So there is no significant difference Tamil and English subject handling of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of Tamil and English subject handling of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 15

There is no significant difference in the opinion of English and Maths subject handling of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (1.3242) is less than table 't' value (2.021). So there is no significant difference between English and Maths subject handling of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of English and Maths subject handling of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 16

There is no significant difference in the opinion of Maths and Science subject handling of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (0.3273) is less than table 't' value (2.009). So there is no significant difference between Maths and Science subject handling of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of Maths and Science subject handling of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 17

There is no significant difference in the opinion of Science and Social Science subject handling of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (0.0663) is less than table 't' value (2.021). So there is no significant difference between Science and Social Science subject handling of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of Science and Social Science subject handling of high school teachers about the cancellation of SSLC examination.

HYPOTHESIS: 18

There is no significant difference in the opinion of Social Science and Tamil subject handling of high school teachers about the cancellation of SSLC examination.

FINDINGS:

The calculated 't' value (0.5847) is less than table 't' value (2.021). So there is no significant difference between Social Science and Tamil subject handling of high school teachers about the cancellation of SSLC examination. Hence the null hypothesis is accepted.

INFERENCE:

There is no significant difference in the opinion of Social Science and Tamil subject handling of high school teachers about the cancellation of SSLC examination.

5.7 INTERPRETATION

Both Male and Female teachers are having similar opinion towards the cancellation of the SSLC examination. Similar opinion was found out on the cancellation of SSLC examination between the teachers whose age groups are below and above 40 years. Teachers qualified U.G., B. Ed., and the other teachers qualified P.G., B.Ed., are having similar opinion towards the cancellation of SSLC examination. Similar opinion was found on cancellation of SSLC examination between the teachers working in Government and private management based schools. Teachers of locality of both urban and rural are having similar or equal opinion which supports as well opposes the cancellation of SSLC examination. There is a significant difference exist between the opinion of the high school teachers about the cancellation of SSLC examination. Significant correlation has been found on the opinion of the high school teachers about the cancellation of SSLC examination. There is no significant difference in the opinion of the high

school teachers about the cancellation of SSLC examination on the basis of their gender. There is no significant difference in the opinion of the high school teachers about the cancellation of SSLC examination on the basis of their marital status. There is no significant difference in the opinion of the high school teachers about the cancellation of SSLC examination on the basis of their medium of study. There is no significant difference in the opinion of the high school teachers about the cancellation of SSLC examination on the basis of their teaching experience in years. There is no significant difference in the opinion of the high school teachers about the cancellation of SSLC examination on the basis of their participation in text book writing – yes/no. There is no significant difference in the opinion of the high school teachers about the cancellation of SSLC examination on the basis of their residential area. There is no significant difference in the opinion of the high school teachers about the cancellation of SSLC examination on the basis of their syllabus overload. There is no significant difference in the opinion of the high school teachers about the cancellation of SSLC examination on the basis of their syllabus handled.

5.8 RECOMMENDATION

Government and educational departments may organize some special guidance programmes for students improving the positive opinion in the writing SSLC examination. The school should organize compulsorily extracurricular activities and games for the students. Parents may be given education on motivating their school going children's to face SSLC examination. Various personalities test could be conducted and help the students to face the SSLC examination. The schools should have counseling and guidance centres, so that the students can get help from difficult situations.

5.9 SUGGESTION FOR THE FURTHER RESEARCH

The same study should be duplicated by taking more number of samples. The same study should be duplicated by getting opinion from subject experts and high school headmasters. Similar survey research can be carried out in other areas and educational ranges of the same schools as well as in the other schools which may be also compared with each other. A study can also be conducted on the opinion of school students about the cancellation of SSLC examination. A study may be also conducted comparing the opinion of the teachers and parents/students in a brief survey.

5.10 CONCLUSION

It is concluded from the findings of the study that most of the high school teachers opinion is moderately high for the cancellation of SSLC examination. The difference opinion is to be explained by various factors, which is typical unique and contextual. Even the sickness of the patient is not curable until the patient sick is confirmed or examined or diagnose. In the same way, the teacher's opinion is not only advisable for this cancellation of SSLC examination and the students' opinion in this regard also imparted.

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