

# **CHAPTER-2**

## **REVIEW OF RELATED**

## **LITERATURE**

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## Review of Related Studies

### 2.1 Introduction

Research takes advantage of the knowledge which has accumulated in the past. It can never be under taken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher.

The essential aspect of a research project is the review of related research literature before taking up the research project. It helps the researcher in many ways in conducting study with full insight . Review of related literature is must for any research, which helps like a map by which a scholar can identify the track or route to the destination.

Any investigation/research will involve reading about what other people have done about their area of interest gathering evidences to support or refuse their arguments and finally drawing their conclusion on the basis of available evidences.

Therefore the purpose of the reviewing of literature is to build up the content and background as well as to provide a basis for formulation of hypothesis / research questions , since a good research is based upon the relevant evidences that are known in the area of research for comprehensiveness. It is essential that the new work be based and built on what has already been accomplished.

The review of related research literature helps the researcher to delimit and define his/her problem avoiding duplicating well-established findings.

It gives the investigature an insight into the problem and research methodology.

As in this study an attempt has been made to investigate the learning difficulties in set theory (relations and functions) of Class XII Students and Remedial Measures”.

## 2.2 Related studies

The researches related directly or indirectly to it were reviewed.

**BHATIA AND KUSUM (1992)** “Identification and remedy of difficulties in learning fractions with programmed instructional material.” Objectives: 1) To develop programmed instructional material on fractional number for student of class V. 2) To use programmed instructional material as a remedial tool. 3) To test the effectiveness of programmed instructional material in classroom teaching for student of class V. 4) To test the significance of difference between the traditional method of teaching and teaching through programmed instructional material. Major findings: 1) Teaching and learning through programmed instructional would definitely help both students and teachers. 2) Students receiving the programmed instructional material did better in post test as compared to the other group. 3) Programmed instructional material not only helped the students to learn better but also helped the teacher to know how students learn better. 4) The programmed instructional material worked affectively as a remedial tool.

**BHARDWAJ, R.P. (1987)** conducted a study on “standardization of a comprehensive diagnostic test and preparation of remedial material in mathematics for middle standard students of Haryana “. In this study,

researcher studied about 1146 students and a diagnostic test was constructed and some remedial exercises were given to them. It was observed that there was significant improvement in achievement of the students after they had gone through the remedial exercises. The objectives of the study were: 1) To construct and standardize a diagnostic test in mathematics for middle standard students of Haryana. 2) To find out the types of errors committed by the pupils in the context of the nature of teaching units. 3) To construct and try out remedial materials.

**DAS, R.C. AND BARUA, A.P.(1968)** “Effect of remedial teaching in arithmetic, a study, with grade IV pupils, SIE, Assam”. For the purpose of diagnosis of individual differences F.J. Schonall’s diagnostic arithmetic tests was adopted. The main aim of the study was to determine the effect of remedial teaching in arithmetic in grade IV pupils. Pre test post test experimental-control design was followed. In each group, there were 30 grade IV pupils. The experimental group was given remedial teaching and the control group was taught as usual by the class teacher. The major conclusion of the study was that remedial teaching had definitely improved significantly the achievement in arithmetic.

The major educational of the implication is that remedial teaching, even for a small period compared to the total duration of working days in the year can effect significant improvement in achievement in arithmetic.

**DHALL, G.S. SHANKAR, M.et.al** conducted a study on “Effect of using remedial materials in mathematics on achievement of slow learners”. Researcher tries to find out whether there was remediation on the achievement of slow learners. They studied six schools of Delhi the result

of the study showed that supplementary material effect on slow learners and also increase their achievement level.



**RASTOGI, S. (1983)** "Diagnosis of weaknesses in arithmetic as related to the basic arithmetic skills and their remedial measures". The objectives of the study were 1) To establish a relationship between achievement in mathematics and command over basic arithmetic skills. 2) To develop diagnostic tests determine specific weakness of students backward in basic arithmetic skills. 3) To develop a suitable programme for remedial work in basic arithmetic skills. 4) To investigate other causes of backwardness in mathematics and their treatment. And major findings were: 1) Attitudes were closely linked with achievements. 2) There were no significant sex difference in either attitude towards mathematics or achievement in mathematics. 3) The course of self help in basic arithmetic skills was equally effective with either sex.

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**RAMAN, J (1989)** "Impact of remedial teaching programmes for the common error committed by students of standard XI in calculus". The objectives of the study were: 1) To identify the errors committed by the students less than four categories, entry behavior, perceptual, conceptual and computational, in the different divisions of calculus at standard XI level. 2) To identify the percentage of error under each category of errors. 3) To design some suitable remedial teaching programmes for the student of the standard XI to minimize these errors in calculus. And major findings were: 1) Students committed more conceptual errors, followed by - computational errors, entry behavior errors and perceptual errors. 2) The control group students achievement in the post test not differ

significantly with the pre test. 3)The experimental group students achievement in the post test was significant and they were able to score more marks in the post test. 4) Students of both the experimental group and the control group differed significantly in the scores in the post test.

**GURUSAMY,S.( 1990)** A diagnostic study of the errors committed by students of standard IX in solving problems in geometry.The objectives of the study were1)To identify and categories the errors committed by the students of standard IX in solving problems of geometry. 2)To design some suitable remedial teaching programmes 3)To implement the remedial teaching programmes with the students of standard IX in order to minimize these errors in solving problems of geometry. And major findings were:1)It was found that the students mean achievement scores were increased and the errors were considerably reduced in the post test.2)The level of the performance of the students in the post test was found to be high after the implementation of the remedial programme.

**DUTTA, AMINA(1990)** "Learning disabilities in the reasoning power of the students in geometry-diagnosis and prevention"Objectives were1)To diagnose the major patterns of disabilities in a specific area of geometry with the help of tools specially developed for his purpose. 2) To try out experimentally teaching methods this would prevent development of learning disabilities in the area under study.And major findings were: 1)The experimental method taught by audio visual materials and techniques achieved significantly more than the control group taught by the convectional method. 2) Learning through audio visual materials caused more prolonged retention then .through the conventional

method.3) The experimental group showed more interest in the lesson than the control group.

**WAGH, S. K. (1991)** "Development of a multi-media instructional system for remedial measure in fractional numbers" Objectives were 1) To develop a multi-media instructional system for remedial measure in fractional numbers, according to the multi-media instructional system for developing computational skills. 2) To compare the results of this approach to those of the traditional approach of remedial teaching and thus to find the difficulty levels of skill experienced by the students in fractional numbers. And major findings were: 1) The fraction number and there operations, students were found to commit common error in basic process, cross-multiplication, the terms used, and in mixed operations in addition, subtraction, multiplication and division. 2) The facilities, resources and raw material for the instructional material were available but were not used in school. A multi-media instructional system was designed and constructed. 3) The traditional instructional system and multi-media instructional system for remedial approaches both helped students in improving their performance on all the six computational skills in fractional numbers. 4) The skill-wise and overall differences between the means of gains of boys and girls from the control group and experimental group were found to be not significant