

# CHAPTER - II



**REVIEW OF RELATED  
LITERATURE**

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#### **2.0.0 INTRODUCTION**

In the previous chapter the significance, objectives along with the hypotheses of the study are presented. In this chapter, the previous researches related to the present study are presented in different captions.

#### **2.1.0 REVIEW RELATED TO INSTRUCTIONAL STRATEGIES**

**Shah (1981).** To develop and try out programmed material in mathematics for student of class 5<sup>th</sup>. The main objectives were : 1- To develop programmed material on various units of the mathematics syllabus of class 5<sup>th</sup>. 2- To try out the same on 5<sup>th</sup> class from the selected schools. The findings of the study were : 1- Programmed material on the selected units was effective. 2- The reaction of the student and the teacher was favourable.

**Weeb and Cullain (1983)** conducted a study on relationships among students and group characteristics, group interaction and achievement in small groups in mathematics classroom and found that group's interaction tended to be stable overtime both in average frequency and in individual students relative levels of participation.

**Duren and Cherrington (1992)** studied the relative effect of co-operative bases independent practices following the instructional period of introducing mathematical problem solving strategies. The result of the test indicated that the students who worked co-operatively were able to remember and apply the problem solving strategies better than the students for the independent practices classes. Results also shows that the students were more willingly to take a problem linges in the co-operative groups from teacher observation and notes, students in the co-operative group classes were more open to alternative strategies and received much more corrective feed back from peers.

**Bhatia and Kusum (1992)** Identification and Remedy of difficulties in learning Fractional with Programmed Instructional material. Objectives : 1- To develop Programmed Instructional Material on fractional-number for student of class 5<sup>th</sup>. 2- To use PLM as a remedial material. 3- To test the effectiveness of programmed instructional material in class room teaching for the students of class 5<sup>th</sup>. 4- To test the significance difference between the traditional method of teaching and teaching through programmed instructional material. The major findings were 1- Teaching and learning through Programmed Instruction could definitely help both students and teachers. 2- Students receiving the Programmed Instruction material did better in post-test as compared to the other group. 3- The PLM worked effectively as a remedial tool. 4- PLM nit only helped the students to learn

better but also helped the teacher to know how the students learn better.

**Jain (1994)** had taken up a study on effectiveness of activity based teaching strategies using O.B. science kit. Objectives : 1- To design activity-based strategies using O.B. kit. 2- To study the effectiveness of activity based class-room strategies using O.B. kit. The major findings were : 1- The activity based teaching strategies are far more effective than the traditional method. 2- Oral responses of the students at the primary stage are better than their written responses.

**Deshmukh (1997)** designed a study to develop alternative strategies and support activities, as well as instructional material to facilitate learning of the unit “vulgar fraction” in the mathematics syllabus of standard 5<sup>th</sup>. It was found that if the child learns through games s/he does not feel the stress of learning, and learning becomes easier and enjoyable.

**Rao (1999)** conducted a study on the effectiveness of activity packs in teaching environmental studies in improving the achievement levels of students. Objectives : Study the effect of teaching through the use of activity-packs in eight unit of class 4<sup>th</sup> MLL competencies in environmental studies. 1- Study the effectiveness of activity-packs on the achievement of mastery of learning in the competencies. 2- Compare the efficacy of activity packs in experimental approach with the teaching strategies followed by the teachers. 3- See the effect of activity packs in attainment levels of students. The major findings were : 1- The activity packs used had shown as very effective in achieving

target performance. 2- The activity packs provided opportunities to the students for self learning which increased learning efficiency among the student. 3- The activity packs were encouraged independent study habits among the students as they were provided with directions which were helpful for independent study.

### **2.2.0 REVIEW RELATED TO CONSTRUCTIVIST APPROACH**

**Makwana (2007)** Influence of Constructivist Approach on achievement of class 5<sup>th</sup> students in 'Geometry'. Objectives : 1- To study the influence of Constructivist Approach on achievement of class 5<sup>th</sup> students in geometry. 2- To find out the difference between private school and government school in achievement of class 5<sup>th</sup> students in Geometry. 3- To find out the gender wise difference on achievement of class 5<sup>th</sup> students in geometry. Major findings : 1- Teaching and learning through constructivist learning situation could definitely help students. 2- There were significant increase in the post-test scores of both boys and girls. 3- The intensity of improvement of government school student due to the intervention of constructivist learning situation were found better than that of private school. 4- Constructivist learning situation improved constructivist approach on achievement of class 5<sup>th</sup> student in Geometry of private and government school.

**Clare Stenger and Bernadette Garfinkel (2003)** How the Constructive Approach to learn can be used to attain academic standards. The findings of this project showed all the students

had responded well to the Constructive Approach to learning. The students were able to work through their problems together. An important one being the openness to conversation in the classroom.

### 2.3.0 REVIEW RELATED TO LANGUAGE TEACHING

**Khare (1986)** conducted a study entitled "Traditional and structural approaches of teaching English with reference to learning outcomes". The objectives of the study were to test the general level of performance of Junior high school students in various aspects of English, namely, spelling, comprehension, applied grammar and vocabulary, (ii) To make the comprehensive study of the average performance of the students taught through the structural approach and Traditional approach. Sample of the study comprised of 253 boys and 300 girls from four districts in U.P. seven achievement test for seven different dimensions of English were constructed. The following conclusion were drawn : (i) The students achievement under the structural approach was better than those under the traditional method in the areas of spelling, pronunciation and applied grammar.

**Kudesia (1987)** conducted a study entitled "A experimental comparison of discussion method and Lecture method in teaching technical English to first year students of polytechnic" (Bhopal). The objectives of the study was to compare the effectiveness of two methods of instruction i.e. the lecture method and discussion method in learning technique English. The sample comprised 30 students of Bhopal. An achievement test consisting of 30 questions was prepared on the basis of

Bloom's Taxonomy. The major findings of the study was that the experimental group achieved significantly better results on the achievement test.

**Singh and Sasangi (2001)** in their study “ English language proficiency of the students in different English language teaching system” made an attempt to find out how English language system of school education. The teaching methods in traditional system are accordingly text book oriented and focused on reading and writing alone. In contrast innovative system emphasis was on writing as well as speaking English. A language proficiency test comprising the four skills – listening speaking reading and writing was used for the collection of data. In all, the performance of the innovative system was found to be higher in skills like speaking reading and writing.

**Ngarajan (1968)** compared bilingual method and other methods in teaching English on class VI of Hindi medium students of Hyderabad. Other variables were kept constant except the use of mother tongue. The major findings of the study were : (i) Bilingual method is simple from the point of view of both the learners as well as teacher and it enables the students to speak fluently and accurately.

**Pradhan ( )** compared direct method and Bilingual method of teaching English in class. The objective of the study were : (i) To analyze inadequacies of different methods of teaching that are in vogue. (ii) To develop four language skills. The findings were: (i) the ANOVA revealed that treatment produced significant effect, (ii) the Bilingual method ensured accuracy and fluency in spoken word.

#### 2.4.0 REVIEW RELATED TO URDU

**Gulsamber Begum (1995)** Story Telling in primary Urdu Classroom : An Innovative Approach. The major findings were : 1- The Story Telling Methods are far more effective than the traditional method. 2- Oral responses of the students at the primary stage are better than their written responses. 3- This method is able to attract the attention of the students. 4- Students were able to concentrate in classroom.

**Christina O. (2001)** Problems of teaching Urdu in Germany and India : A foreigner's reflections on the status of Urdu. The major findings are : 1- Urdu curriculum at Indian universities are not fulfilling the needs of today's world. 2- It concentrates on Literature and leaving aside functional aspects of Language. 3- Lack of availability of books in Urdu for Technology, science and advance studies.