

**CHAPTER – II**  
**REVIEWS OF**  
**RELATED**  
**LITERATURE**

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## REVIEWS OF RELATED LITERATURE

### 2.1 Introduction :

Research takes advantage of the knowledge which has accumulated in the Past as a constant human endeavor. It can never be under taken in isolation of the work that has already been done. The problems which are directly or indirectly related to study proposed by a researcher. A careful review of the research journals, books, dissertations these and other sources of information on the problem to be investigated is one of the important step planning of any research.

### 2.2 Reviews of Related Literature :

- **Basu, M.K. (1981)** conducted *Effectiveness of multimedia programmed materials in the teaching of physics*, Ph.D. Edu. Kal.U. the main purpose of the study was to wake an appraisal of the relative effectiveness of multimedia programmed learning on the criteria of immediate achievement and retention of a group of subjects of three level of ability. Objectives of the study were 1. To develop the programmed learning materials on light in school on four different style-semi programmer, programme and hybrid programme. 2. To develop instructional material for the strategy o programmed class-teaching & to study effectiveness. To develop a programme package using each style of programmes in multimedia conjunction with audio visual media 4. To compare the relative effectiveness of different strategies of instruction employing multimedia programmed material & programmed class teaching on the criteria of immediate achievement retention and delayed retention. 5. To study the interaction effects of instructional strategies abilities and occasion (immediate learning retention & delayed relation). Major findings of this study were: 1. There was a significant difference among the different strategy means the criterion on overall achievement. It was found that on the criterion of over all achievement the multimedia semi programmed instruction

was better than the strategy of programmed learning. The multimedia linear programmed instruction was better than the multimedia semi programmed instruction. The multimedia branching programmed instruction was better than the multimedia linear programme instruction and the multimedia hybrid programmed instruction was better than the multimedia branching programme instruction. The strategies of multimedia programmed instruction enabled learner to reach the level of mastery learning (mean score varied between 80.00 & 86.00 out of 100). 3. It was found that a significant difference existed in the achievement through the different strategies due to difference in ability.

- **Kothari R.G. (1985)** An investigation in to efficacy of different instructional media in teaching of mathematics to the pupils of class IX in relation to certain variables, Ph. D. Edu. SPU. The objectives of the study were : 1. To investigate the efficacy of instructional media I (Visual Projection) over instructional media, II. (Activities and experiment) in terms of achievements. 2. To investigate the efficacy of visual projection over programmed learning material. 3. To investigate the efficacy of activities & experiments over programmed learning material. 4. To investigate the efficacy of visual projection over the traditional method to teaching 5. To investigate the efficacy of activaties & experiments over the traditional method of teaching. 6. To investigate the efficacy of programmed learning material over the traditional method of teaching in terms of achievement. Major findings of the study ware : 1. Visual projection activities and experiment were equally effective for unit – 1, While visual projection was superior to the activities & experiment approach.
- **Passi B.K. and Pal H.R.** has conduced a research for preparation of a multimedia based instructional module for developing the skill observing classroom behavior through Flanders Interaction analysis Category System. It aims to study the effect of multimedia instructional module for developing the skill of observing classroom behaviors.

- **K.V. Desai** had study the efficacy different instructional media in the teaching of science to the pupils of class VIII in relation to certain variables the major objectives of the study were :

- (i) To compare the achievement of pupil in science learning through different instructional media and the traditional way of teaching.
- (ii) To compare the achievement of pupil in science learning through programmed learning approach and the traditional way of teaching. The major findings of the study were, that the programmed learning approach was more effective than the traditional way of teaching science. He had also concluded that in teaching of science the experimental approach was the most effective of all approaches.

The major educational implication of the study is that these is not one method of teaching science. The teacher should be experimental minded and should use different approaches in the light of different objectives, media are effective in science education.

- **Noemi** has conducted a study to see the impact of technology on the enactment of 'inquiry' in a technology enthusiast six grade science classroom participant were 42 students (38% female) enrolled in two section of classroom and taught by a technology enthusiast instructor. Data were collected over the course of 4 months during which several inquiry activities were completed some of which were supported with the use of technology. Non participant classroom videotaping and semi structured and critical incident interviews were used to collect data. The results indicated that the technology in use worked to restrict rather than promote 'inquiry' in the participant classroom.
- **N.N. Shrivastava** conducted a study on scientific attitude and tried to measure it the. He did the study in order to develop an instruments to measure scientific attitude. He had also compared science teachers and non science teachers in respect of scientific attitude. The main findings of the study were the amount of scientific knowledge or general exposure to science coursed made impact on

scientific attitude positively. The also concluded that scientific knowledge helped in the formation of scientific attitude.

### **2.3 Conclusion of Review of Related Literature :**

By studying the above researches it gets clear though studies have been done in the field of multimedia approach, but much work is not done in the field of teaching science through multimedia especially in primary level, in a broad sense. Whatever research work has been done is not directly related with the present study.

Hence above mentioned researches are the base of present study.