

CHAPTER- 2

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2.1 INTRODUCTION :-

Research takes advantage of the knowledge which has accumulated in the past. It can never be undertaken 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 review of the literature in educational research provides us with the means of getting the frontier in our particular field of knowledge. Until we have learned what others have done and what remains till to be done in our area, we cannot develop a research project that will contribute to furthering knowledge in our field. Thus, the literature in any field forms the foundation upon which all further work must be built. If we fail to build this foundation of knowledge provided by the review of the literature, the work is likely to be often duplicate work that has already been done better by some one else. We however should make every effort to complete a thorough review before starting our research because the insights and knowledge gained by the review almost inevitably lead to be a better designed project and greatly improve the chance of obtaining important and sufficient results.

2.2. IMPORTANCE OF REVIEW OF RELATED LITRATURE :-

The review of related literature enables the researcher to define the limits of his field. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas. It gives the researcher an

understanding of the research methodology which refers to way the study is to be conducted.

The knowledge of related literature, brings the researcher up to date on the work which others have done. A careful review on various research journals, books, dissertation, and abstracts helps us to find out the knowledge that has been gained in the past year and proceed further.

2.3 RELATED STUDIES :-

In this chapter, a brief account of literature relate to the study are cited. These are very few studies which are conducted at elementary level related to diagnosis and remedial teaching. Some of the research work done in this area are quoted as below:-

1. **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.
2. **GADKARI, A.A. (1982)** in his studies, "Construction of Diagnostic Test in General Science for the Students Studying in Standard V of Marathi Medium Schools of Kalyan, Dombivali and Thane Region, found that the remedial teaching programme helped to improve the teaching - learning process and thereby correct or rectify wrong concepts formed by the students.
3. **VERMA, M.S., (1986)** conducted a study on "Construction of a Diagnostic Test in Chemistry and Preparation of Remedial

Measures". In this study, researcher tried to find out the errors in Chemistry through administration of a diagnostic test. There he provided certain remedial materials to them. He found 20% improvement in the achievement level of students. The effect of remedial measures on the experimental group even at different levels of intelligence was significant at 0.01 level.

4. **DAS, R. C. and BARUA, A.P. (1968) "Effect of remedial teaching in arithmetic, A study with grade IV pupils, SIE, Assam"**. The main aim of the study was to determine the effect of remedial teaching in arithmetic in grade IV. Pre test post test experimental- control group 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 conclusions of the study was that remedial teaching had definitely improved significantly the achievements in arithmetic.

The major educational implication of the study 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.

5. **DUTTA, A. (1986)**, in his study "Learning Disabilities in the Reasoning Power of the Students in Geometry- Diagnosis and Prevention" stated that after diagnosis of certain learning disabilities related to reasoning in geometry, an intervention material (audio- visual) was provided and with the help of these materials students improved their learning disabilities to certain extent.

6. **RASTOGLI, S. (1983);** conducted a study on "Diagnosis of weaknesses in Arithmetic as Related to the Basic Arithmetic Skills and Their Remedial Measures.

The objectives of the study were.

- i. To establish a relationship between achievement in mathematics and command over basic arithmetic skills.
- ii To develop a diagnostic test to determine specific weaknesses of students backward in basic arithmetic skills.
- iii To develop a suitable programme for remedial work in basic arithmetic skills.
- iv To investigate other causes of backwardness in mathematics and their treatment.

The major findings were as follows :-

- i One of the important causes of backwardness in mathematics was the poor command over basic arithmetic skills.
 - ii Attitudes were closely linked with achievement.
 - iii Basic arithmetic skills could very quickly and conveniently be mastered through the course of self help.
 - iv It was found that the use of remedial materials and self help increase the level of achievement of the students. These materials in basic arithmetic Skill was equally effective with either sex.
7. **SINHA, B. (1971)** conducted a study on "Construction of a Diagnostic Test of Arithmetic Vocabulary for Grades VI, VII and VIII, The Bureau of Educational and Psychological Research". He found that power of grasping the concepts and understanding the meaning of arithmetic terms were found to grow with maturation.

Analysis of the backwardness levels revealed how some of the concepts got less importance in the curriculum of the class.

8. **CHEL, MADAN MOHAN.** (1990) conducted a study on "Diagnosis and Remediation of Underachievement in Compulsory mathematics of Madhyamik Examination in West Bengal. In his studies, he found that the underachievement was caused due to lack of understanding of the mathematical concepts of the earlier stage and the use of effective remedial material improves the understanding of the concepts.
9. **GURUSAMY, S.** (1990) in his study "A Diagnostic Study of the Errors Committed by Students of Standard IX in Solving Problems in Geometry" found that the level of performance of the students in the post- test was found to be high after the implementation of the remedial programme.
10. **RAMAN, J.** (1989) in his study, "Impact of remedial teaching programmes for the common errors committed by students of standard XI in calculus" found that suitable remedial teaching programmes help students to minimize errors in calculus.
11. **WAGH, S. K.** (1991) in his study "Development of a Multimedia Instructional System for Remedial Measures in Fractional Numbers" found that the traditional instructional system and the MIS remedial approaches both helped students in improving their performance on all the six computational skills in fractional numbers.
12. **THAKORE** (1980), in his research study "The Development of Diagnostic Tests on Decimals and Fractions for Student of Class V of the Gujrati Medium School of Greater Bombay and to Study the Effectiveness of Instructional Material prepared for them" revealed

that the prepared remedial instructional materials were useful for the students to improve their achievement level.

13. **DAS** (1983) in his study "Process Training and Remediation of Reading Disability, Examples of Some Soviet Tasks", stated that after certain time period of training, remediation provided to the students of class III, resulted in increase of their reading power/skills and after the intervention given, the self concept of the children was also increased as their reading disabilities were removed at certain levels.
14. **DUBEY** (1986), in his study, "Backward Children and Remedial Education" found that after providing the remediation of different kinds to the backward children, there a significant difference and improvement in their academic achievement was shown. Further, he concluded that remedial education was beneficial to the backward children.
15. **DESI**, (1986) conducted a study on "Diagnosis of Defects in Language Ability of Children Studying in Standard IV and a Try out of a Remedial Programme for Their Correction". In this study, the researcher first diagnose the defect in language ability such as spelling, missing letters while writing bad handwriting. After this, the treatment is given and analyzed its effect on students achievement. The results were according to the objectives and students improved their defects through remediation.
16. **DHALL, G. S. SHANKAR, M. et. al** conducted a study on "Effect of Using Remedial Materials in Mathematics on Achievement of Slow Learners". Researchers tried to find out whether there was remediation effect on the achievement of slow learner. They studied six schools of Delhi. The result of this study

showed that supplementary materials effect on slow learners and also increase their achievement level.

17. **BOSE, KABITA.** (1996), in her study, "Studying the Effectiveness of Computer Programmes as Remedial Strategies for Overcoming Specific Learning Disabilities" reported that on applying computer programmes as remedial strategy on students (mainly learning disabled) the increase in achievement level was found.
18. **BHATIA, KUSUM.** (1992) "Identification and Remedy of Difficulties in Learning Fractions With Programmed Instruction Material". In this study, it was found that, the use of remedial material is effective for both students and teachers and it results in significant increase in achievement of students.
19. **SUBRAMANIAM, K. B. AND RAM SINGH, A. K.** 1986. " A Study of the Mistakes Committed by Students in the Application of Different Mathematical Skill and Developing Preventive and Remedial Teaching Strategies Using Metacognitive Approach for Qualitative Improvement in Teaching Mathematics". Independent study.

In this study, it was found that the use of metacognitive approach is effective in teaching mathematics as remedial teaching strategy.

20. **VADIVAMBAL, G. N.** (2002). conducted a study on "Remedial Teaching in Achievement of Standard II Mathematics Competency". In this study, it was found that remedial teaching is effective in developing mathematics competency.