

Chapter - II

Review of Related Literature

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CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 Introduction :

At a time of lively appraisal of educational development in India. When several changes are taking place in organisation, curricula and teaching techniques, it is essential to seek systematic up-to-date information on the correlation of the community and the school and their relationship to which the present study is devoted.

A careful study of the trends and reports written by experts indicates an urgent need for more rigorous training of educational researchers in an interdisciplinary action context. It is imperative that researcher develop insight for identifying the problems, which have proved a major barrier to effort at qualitative improvement of education. When the problems are identified, individuals and research institutes can provide answers to this question based on empirical research.

2.2. Importance of Related Literature

The search for related literature serves several important functions. A knowledge of related research enables the investigator to define the frontiers of his field, it enables the researcher to know what has been done about the question. What has been added to knowledge and what is remaining to be done.

An understanding of theory in the field enables the researcher to place his question in proper perspective. Through studying related literature one learns which processors and instruments have proved useful and which seems less promising. Both the successes and the failures of past work, provide insight for designing one's own study.

The study of related literature places the researcher in a better position to interpret the significance of ones own results. Becoming familiar with the theory in

the particular field and prepares one to in the findings into the existing body of knowledge in the field.

2.3. Review of the work done :

In the review on Related Literature two studies are directly related to the subject Economics Directly Related Studies and are 14 Indirectly Related Studies.

Viswanathan, T.V. (1987), Dasgupta D. (1987). conducted studies in the areas of teaching Economics using different methods exploration. personalized system of instructions, lecture method, group discussion and assignment method. They found these methods to be more effective than the traditional methods. However, non of the studies are found to focus on preparation of Enriched Package in Economics to enable effective teaching of Economics therefore the importance of undertaking the present study.

Directly related studies :

VISWANATHAN, T.V., studied Teaching Economics through case study method : An Exploration, Ph.D. Edu., SGU.1987.

The objective of the study were -

1. to study the effectiveness of teaching economics through the case study method and compare it with the traditional method.
2. to study the impact of the case study method on the rate of learning or learning efficiency and compare it with that of the traditional method.
3. to study and find out the suitability of the case study method for different groups of pupil.
4. to study the impact of the case study method on the attitude of pupils towards the participatory methods of learning and compare it with results obtained by the traditional; method.

Methodology - The target group consisted of standard xii pupils studying Economics in English medium classes. The total sample was of pupils 154. The investigator used an Attitude scale, I.Q. Test, Socio-economic status scale. For the purpose of the experiment, casestudy Handout, case book on Economic concepts was used.

Findings of the study were -

1. The teaching of Economics through the case study method was more effective than that through the traditional method.

2. The rate of learning of pupils taught by the case study method was higher than that the case study method was higher than that of pupils taught by the traditional method.

3. The effectiveness of teaching Economics through the case study method was different in different groups of pupil.

DASGUPTA, D. studied Teaching school Economics by the Personalized System of Instruction: An Experimental study, Ph.D.Edu.,cal.u.,1987.

Objective of his study were -

1. to explore the usability of the Personalized System of Instruction in teaching Economics to students at school level in India.

2. to compare the effects of two different forms of experimental variables - PSI and the conventional Lesson Plan (CLP) method.

Methodology - The sample consisted of two groups of students of class ix of a secondary school divided in to two equivalent groups on the basic of the last annual examination marks.

A comprehensive post-test (CPI-1) and Attitude Test (AT-1) were administered on the day following the completion of the 15th unit. t-test were used for data analysis

and drawing conclusions.

Findings of the study were -

1. The mean achievement of pupils taught by the PSI approach was not better than that of pupils taught by the CLP method.
2. The PSI and CLP group pupils did not differ in their attitudes.
3. As regards retention, the PSI group scored significantly more than the CLP group but there was no significant difference in the attitude of both the group.

Indirectly related studies :

BAWA, M.S. 1991., Conceptual learning and research possibilities: Bruner's View, Indian Educational Review.vol.266(2):46-60.

Problem - "The study centres around concepts learning, which is the most important part of academic discipline. Concepts acquired with understanding serve as tools not only for acquisition of new concepts but also for solving problems.

Objective of the study were -

1. To examine critically the concept of conceptual learning.
2. To explain what conceptual learning is,
3. To describe Bruner's ideas on the nature and acquisition of concepts and strategies that can be used in concept attainment and,
4. To describe the Concept Attainment Model (CAM).

Methodology - The researcher used qualitative methods for analysis.

Finding of the study were :

1. One common characteristic feature running across all the definitions given was that there was an abstraction process in which similarities in objects were stressed

and differences in them were ignored.

2. The Concept Attainment Model was more effective than the conventional method for the teaching of concepts., especially at the knowledge and understanding levels, for retention of concepts, and for bringing about attitudinal changes.

CHAUDHARY, KAMLESH, 1989 studied the Teaching of concepts through the Concept Attainment Model and facts through traditional teaching : Competency in teaching skill of pre-service teachers. (Independent study) Univ. of Poona.

Objective of the study were -

1. To find out if student-teachers had indirectly learned the teaching skills during college based peer practice and school-based practice teaching and,
2. to find out if there was any difference in there competency in the various teaching skills during teaching of concepts through the (CAM) and the teaching of facts through traditional teaching.

Methodology - the sample comprised of 10 female student-teachers of Adarsha College of Education and Research with Science as one of the methods who were trained in concept Attainment Model. The collected data were treated using mean, SD and 't'test

Finding of the study were -

1. There was no significant difference in the competency of student-teachers in stating the aim.
2. Two student-teachers had performed better in the skill of questioning, and three student-teachers performed better in the skill of explaining, one had better in the skill of reacting, one had performed better in the skill of stimulus variation and the students had improved in the skill of evaluation.

CHITKARA, M.C.(1985). "To study the Effectiveness of Different Strategies of Teaching on Achievement in Mathematics in relation to Intelligence, Sex and personality." (Ph.D. Edu., Panipat Uni., 1985)

Objective of the study were -

1. Whether achievement in Mathematics was affected by different strategies of teaching.
2. whether different strategies had different effects on achievement of male and female students.
3. whether levels of intelligence interacted with teaching strategies in terms of achievement.

Methodology - A sample of 300 students was randomly selected from grade IX students of four school of Chandigarh. The data collected through pre-test, post-test were analyzed through four- way analysis of variance.

Findings of the study were -

1. All the strategies were found to be equally effective in terms of achievement in Mathematics disregarding levels of intelligence.
2. Lecture-discussion strategy was found with fewer average ability students as they scored significantly higher than above average and below-average groups.

DOGRA,N., The study Effect of Training in Concept Development Strategies upon classroom communication behaviours patterns, Ph.D.,Edu.,Pan.U., 1986.

Objective of the study were -

1. To determine if teachers could be trained in content analysis system (CAS).
2. to explore the cognitive style of students and teachers.
3. to study the discriminatory power of CAS to identify a content development



sequences.

4. to determine the effect of training of teachers in the use of elements and sequence of strategies of content development through classroom communication behaviour and change in the communication behaviour through content development.

Methodology - The sample consisted of 24 women student teachers of College of Education Ambala city of Haryana State. The analysis was done through five sets of gain scores obtained by subtracting pretest measures from post-test measures for six different observation

Findings of the study were -

1. The student-teachers trained in CAS presented the content by using different types of examples, by enlarging the focus of attention, by relating or contrasting two or more thing.
2. CAS had discriminatory power to identify content development.
3. Matrix displays of category data were quite useful as a means of providing feedback to a teacher concerning his strategies for the organization of content.
4. Teachers trained in the analysis of content communication could better engage them selves in self-evaluation.

D'LIMA AND SUVARNA (1990)., "A comparative study of the Effectiveness of Reception Oriented and selection Oriented Concept Attainment Model of Teaching of concepts in Mathematics." (Ph.D., Bombay Uni.)

D'lima and Suvarna conducted a study on the effectiveness of the reception and Selection Oriented Attainment Model in teaching of Mathematics of VII grade pupils in Bombay. The study revealed that Reception-Oriented Model was more effective than Selection Oriented Model in learning concepts in Mathematics.

JAIMINI, NIRUPAMA (1991) studied the "Effect of teaching strategies on conceptual

- learning efficiency and retention in relation to divergent thinking, Ph.D., Univ. of Delhi.

Objective of the study were -

1. To study the relative effectiveness of teaching through the Advanced Organiser Model, Concept Attainment Model and Conventional Model.

Concepts learning efficiency, retention of concepts in relation to their divergent thinking.

Methodology - Using the purposive sampling method, three sections of class IX of G.G. Senior Secondary School, Delhi. The researcher used pre-test and post-test design with two experimental groups for two strategies i.e. AOM and CAM. AnCOVA was used to treat the data.

Findings of the study were -

1. AOM and CAM were both more effective than the conventional method in fostering conceptual learning efficiency in terms of comprehension and application.

2. AOM and CAM were both equally effective in concept- learning.

3. Interaction of teaching strategies and divergent thinking was significant in the concept-learning of pupils.

KHAN, MOHD, SHARIF AND SIDDIQUI, MUJIBUL HASSAN,(1992) studied the "Effectiveness of Concept Attainment Strategies" A Review of Research, Indian Edu.Review,vol.27(1)117-22.

Objective of the Study were -

1. To review the research studies conducted in India and Abroad in the area of Concept Attainment, its strategies and factors affecting it.

Methodology - After classifying them into two broad categories, i.e. selection strategies and reception strategies, the author also touched upon their effectiveness

for learning.

Findings of the study were -

1. All concepts possessed at least four components : attributes, examples, definitions and hierarchical relations.
2. The Concept Attainment Strategies were more effective over the traditional approach in teaching.
3. Personality factors had no significant effect on the Concept Attainment process.
4. Concept Attainment Strategies were responsive to the needs of the disadvantaged learners in problem-solving situations and attainment of concepts.

MARINE (1977)., "An Experimental Comparison of examples vs examples and non-examples strategies and inductive vs deductive strategies of presenting concepts in school geometry. (Dissertation Abstract International, vol.,37,No.10)

Marine found no significant difference in the concept identification scores attributable to the examples only, example and non-example treatment for group to concepts regular polygon, median, adjacent angles and simple closed curves, but significant differences attributable to treatment in concept identification scores were found favouring the examples only treatment over the example and non-example treatment for the group of concepts.

PATEL, N.D.(1998)., "A comparative study of the Effectiveness Traditional Method, self-study Material and Multimedia Package Approach in the Teaching of Mathematics to the students of std. IX."

This problem had been taken with the view of teacher of providing reliable and valid teaching methods to the teacher of new generation.

Objective of the study were -

1. To prepare a self-study material on trigonometry in the teaching of Mathematical content to the students of std. ix.
2. to construct a Multimedia Package on trigonometry in the teaching of Mathematical content to the student of std. IX.

Methodology -

Sample consisted of 120 students studying in Gujrathi Medium school of std. IX of R.G.A.S. high school. Vapi, district-Valsad form Gujrat State.

Pre-test, self-study material, Multimedia Package, post-test were the tools used to collect the data.

Conclusion -

1. The result of the study has proved that the self-study material approach is more effective than the traditional lecture method and multimedia package approach was more effective than the self-study material approach in teaching of trigonometry to the self-study material approach in teaching of trigonometry.

PASSI, B.K., SINGH, L.C., and SANSANWAL, D.N., studied Implementing Training Strategies and Studying Effectiveness of Different variation in components of Training Strategy for concept attainment Model (CAM)/Inquiry Training Model in terms of Understanding, competence, reaction and willingness of student-teachers. Dep. of Edu., Davv.1986 (NCERT Sponsored)

Objective of the study were-

1. To compare the understanding of student-teachers belonging to the standard models treatment group (E1) the group having variation in peer practice feedback (E2) and the group doing PPF in pairs (E3)
2. To compare the competencyl at the end of PPF of student-teachers

belonging to E1, E2 and E3 groups, and

3. To compare reaction towards CAM of student-teachers (95 trainee learners) belonging to E1, E2 and E3 groups.

Methodology - In all the sample of 321 student-teachers representing different experimental groups having CAM treatment was drawn and teaching analysis guide for CAM data were analysed by employing ANCOVA with Bruce Theory Checkup as the covariate. ANOVA and t-test were employed for studying the reactions of student-teachers.

Findings of the study were -

1. The student-teachers belonging to E1, E2 and E3 groups had differential understanding of the theoretical aspects of CAM.

2. The student-teachers belonging to E1, E2 and E3 groups had differential model competency.

3. The student-teachers belonging to E1, E2 and E3 groups had higher favourable reaction towards CAM as compared to the E3 groups.

PONKSHE, D.B.,(1985)., "to Enlist and analyze the concepts in Geography in covering the syllabi for std. VII, VIII and IX of Secondary Schools in Maharashtra State and to develop methodology of learning concepts in Geography effectivity. (Ph.D. Edu.Poon Uni.)

It is a comparative study of Traditional method and concept oriented method of teaching concepts in Geography.

Objective of the study were -

1. To enlist and anlyze the concepts in Geography in covering the syllabi for std. VII, VIII and IX.

2. To develop methodology of learning concepts in Geography and compare



than with traditional method for its effectiveness.

Methodology - A sample of 400 students was taken for the study. The statistical techniques used were questionnaire for teachers interview schedule. The developed method teaching concepts in Geography was more effective than traditional method.

Findings of the study were -

1. Direct personnel experience is useful for understanding and retention of concepts.
2. Concept Oriented Method was more useful than traditional method.
3. Analysis of concepts into their attributes and teaching them in proper sequence facilitates learning.

SINGH, DALJEET K. (1990) studied "Effectiveness of Inquiry Training Model and Concept Attainment Model over Traditional Teaching Methods for teaching Physical Science." Ph.D., Edu., Kumaun Uni.

Objective of the study were -

1. To study and compare the effectiveness of Inquiry Training Model, the Concept Attainment Model and the Traditional Methods of teaching on pupils achievement and,
2. to study the relationship of intelligence with achievement and attitude with achievement.

Methodology - The method of cluster two-stage random sampling was used. Three groups of 120 students in each were selected from three colleges of Dehradun. Non-randomised control groups pre-test, post-test quasi-experimental design was used. The tools used included Mental Ability Test by S. Jalota, Achievement test, Mean, SD, 't' test, were used to analyse the data.

Findings of the study were -

1. The post test achievement scores were significantly higher than the pre-test scores when taught through ITM or CAM but not in the case of TMT.
2. There was no significant difference between pre-test and post-test score of attitude when taught through ITM and CAM.

SHANNON (1971)., " Concept Selection Strategies of New guinea Students: Cited in Journal of Experimental Education, vol.3.

Shanon from the New South Wales Institute of Techonology conducted study on 'Concept Selection Strategies of New Guinea Students. Some of the methods of Bruner, Goodnow and Austin (1956) were adopted. It was found that in forming conjunctive categories students were consistent in maintaining a definite strategy. A majority of the students who adopted a scanning strategy and focuses were more successful in concept learning students with mixed strategies attained no success.

WEISS AND HOVLAND (1953)., " Transmission of Information concerning concepts through Positive and Negative Instances." Cited in Journal of Experimental Psychology (1953) Vol.45,P.175-185.

Weiss and Holland established learning situation in which the concepts could be learnt from a mixed series of both positive and negative instances. It was concluded that a correct concept is attained by a higher percentage of subjects, then transmitted by all positive instances rather than by all negative instances.

2.4. GENERAL CONCLUSION :

1. Some of the researcher Weiss, Passi, Khan, Bawa, Shanon also concerned themselves with concept attainment through a combination of positive and negative instance and examples and non-examples in presenting concepts.
2. The several studies in India and Abroad made on the relative effectiveness

of the innovative models of teaching over the traditional methods in respect of concept learning in different subjects of study.

3. Very few of them tried to find out the effectiveness of the teaching models, methods different level of learning, knowledge, understanding application and skill.

4. Ponkshe (1985), in his Ph.D. research work has developed a teaching method (COM) for teaching of geographical concepts. Based on reviews of the previous studies the present study attempts to introduce teaching strategy for teaching concepts in Economics.

Conclusion :

In this chapter, the investigator had taken a brief survey of research work. In The next chapter, the researchr has described the methodology. Researcher has followed for conductingthe present research work.

RESEARCH VOLUMES :

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Akashdeep Publishing House, Delhi.