

CHAPTER-II

REVIEW OF THE RELATED LITERATURE

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For any worthwhile study, in any field of knowledge the research worker needs to acquire up-to-date information, about what has been done in the particular area of study. This provides the setting for the questions of the proposed study.

This chapter presents a review of researches done on the evaluation of the self-instructional materials in the following four groups, namely (A) Content analysis, B) Linguistic studies, C) Utility and D) Format.

The level at which the studies have been done, the researchers names and the findings in each of the four groups have been discussed separately below.

A) Content Analysis :

The following eighteen studies were found related to content analysis of self-instructional text material and the outcomes of the use of this material.

Chatterjee M.K. (1978), Chaudhari L.S. (1977), Gupta A.K. (1977), Nair K.S.(1976), Parikh V.P. (1976), Sinha D.K. (1976), Agarwal P.C. (1974), Aggarwal Y.P. (1974), Bhagoliwal B.S. (1973), Bahuguna S.D. (1973), Desai H.G. (1973), Dharmadhikari V.V. (1973), Pattabhiram G. (1973), Kher S.V. (1972), Ponkshe D.B. (1972), Bhatt K.K. (1971), Walavalkar V.N.(1971).

The salient findings of the above are elaborated separately at the primary, secondary and college level as below :

1) Primary Level :

1) Creativity and self concept were found to be closely related dimensions, yet presence of a common factor between the two was not borne out by the results. (Gupta A.K., 1977).

2) Highly creative individuals were found to possess higher self concepts and high self acceptance both of which were conducive to better adjustment and positive mental health. (Gupta A.K., 1977).

3) Reading speed is influenced positively by printing the material in two narrow columns, having printing size at 10 points and having history type of content. (Parikh V.P., 1976)

4) There was need for greater variety in the exercises so that all objectives of history teaching could receive due weightage. (Kher S.V., 1972)

5) The book was attractive and rich in visual aids as it contained a number of pictures, figures, and maps. (Kher S.V., 1972)

6) The text book was written according to the syllabus. (Ponkshe D.B., 1972)

7) Pictures, maps and figures were adequate in number. It was necessary to have colour pictures and bigger maps showing natural regions. (Ponkshe D.B., 1972)

II) Secondary Level :

1) Learning performance of the pupils was better for high version of the passage in comparison to the control and low versions of the passage. (Chatterjee M.K., 1978)

2) Syllabus objectives and bibliography were usually absent in nationalised text books.(Chaudhari I.S., 1977)

3) Latest approach in content presentation were perceptible in some books produced by NCERT. (Chaudhari L.S., 1977)

4) Illustrations were the best features in some English text-books, but mathematics text-books suffered much due to poor illustrations. (Chaudhari L.S., 1977).

5) The analysis of text books showed that the concept of standards of attainment in English has changed with change in text books. (Nair K.S., 1976)

6) The analysis revealed that the standards of attainment in English as indicted in the text books for the period has fallen. (Nair K.S., 1976)

7) Materials did not reflect necessarily the spirit of the so called new mathematics, it had often been mixed up with a rituals, in the shape of rote learning techniques. (Sinha D.K.,1976)

8) Only the interaction of two factors type, size and line width gave significant differences in reading speed. (Bhagoliwal B.S., 1973).

9) Urban children in general, had more favourable attitude to mathematics than rural children. (Desai H.G., 1973)

10) The boys and girls of grade X had more or less similar attitude. (Desai H.G., 1973)

11) The handbooks in general contained sufficient information and appropriate work charts for achieving the relevant educational objectives. (Dharmadhikari V.V., 1973)

12) The figures given in the book needed to be revised as some of them were unnecessary and some faulty. (Dharmadhikari V.V., 1973)

13) Because of the ambiguity and vague presentation of matter, the illustrations in the text-books were inadequate and below average. (Pattabhiram G., 1973)

14) All the books, in general, had adequate content but readjustment, in some units were necessary. (Pattabhiram G., 1973)

15) The presentation of content was below average in the nationalised text-books meant for Class-X. (Pattabhiram G., 1973)

16) Bibliography, unit references and chapter summaries were not giving due and adequate weightage to current events. (Pattabhiram G., 1973)

17) The nationalised text-books were better in quality and quantity as compared to old text-books, but there was enough room for making, qualitative improvement. (Pattabhiram G., 1973)

18) Content analysis revealed that the difference in the emotional sensitivity of the overachievers and under achievers was a contributory factor for this discrepancy. (Bhatt K.K., 1971)

19) The text-book were in general, suited to the capacity of the pupils. (Walavalkar V.N., 1971)

20) The text material was related to the day-to-day life of the pupils. (Walavalkar V.N., 1971.)

21) It was necessary to provide an answer key for all the exercises given in the text-books. (Walavalkar V.N., 1971)

III) College-Level :

1) The girls had significantly higher achievement motivation as compared to boys on SES, adjustment and personality factors. (Agarwal P.C., 1974)

2) The position regarding the availability of audio-visual personnel was very poor. (Aggarwal Y.P., 1974)

3) The standards of commerce education at the secondary education level were also not very high. (Bahuguna S.D., 1973)

General conclusions on content analysis :

1) The text-books were written according to the syllabus and well suited the capacity of the pupils.

2) Syllabus, objectives and bibliography were usually absent in text-books.

3) The availability of audio-visual aids was very poor.

4) All the books, in general had adequate content.

5) Bibliography, unit references and chapter summaries were absent in text-books.

6) Pictures, maps and figures were adequate in number.

7) The text material was related to the day-to-day life of the pupils.

B) Linguistic Studies :

The following fourteen studies were found related to linguistic studies of text material :

John Fenwick and Rod Mcmillan (1992), Chaudhari U.S. (1977), Ghosh A.(1977), Saksena (1977), Nair K.S. (1977), Nair K.S. (1976), Dave P.N. (1974), Desai S.H. (1974), Pattabhiram G. (1973)? Joshi M.G. (1972), Kher S.V. (1972), Ponkshe D.B.(1972), Chattopadhyay S.K. (1971), Chickermane D.V. (1967), Singh H.N. and Shrivastava I.S. (1960).

The salient findings of the above are at the primary, secondary and college level.

1) Pre-Primary and Primary-Level :

1) The language development of children was found to be positively related to the educational background of both father and mother. (Desai S.H.,1974)

2) The size of the family was also found to have a positive effect on the language development of children. (Desai S.H., 1974)

3) There was a few grammatical errors but the content was free from factual errors. (Joshi M.G., 1972)

4) There were several mistakes in the text, several of them factual errors of omission also appeared. (Kher S.V., 1972)

5) The text material was easy to read and the biographical style of presentation was suited to the age of the pupils. (Kher S.V., 1972)

6) The language was easy and well within the understanding of the pupils. (Ponkshe D.B., 1972)

7) It should be stated that language skill was directly related to age and hence to maturation. (Chattopadhyay S.K., 1971)

8) The nine aspects of language skill included in the study had a close relationship with grade levels as the scores on LDI increased consistently with increase in grade. (Chattopadhyay S.K., 1971)

9) Urban children were in a better position than the rural ones so far as language development was concerned. (Chattopadhyay S.K., 1971)

10) Regarding language development, children of educated parents were better than the children of less educated ones. (Chhatopadhyay S.K., 1971)

11) Three situations namely, the home, the environment and the school influenced the language development of a bilingual child. (Chikermane D.V., 1967)

12) When the language in the environment, was identical with that of the home, there was no perceptible effect of bilingualism on retardation of school progress. (Chikermane D.V., 1967)

13) When the environmental language differed from school language, children felt handicapped in acquiring a mastery over the school language.(Chikermane D.V., 1967)

II) Primary and Secondary-Level :

1) The questions given in the exercises of the text-books were predominantly at low cognitive level. (Chaudhari U.S., 1977)

2) Backwardness in different aspects of English taken in order of their intensity were, use of capital letters and punctuations, comprehension, usage, spelling, vocabulary and sentence construction. (Ghosh A., 1977)

3) It was found that the problems of linguistic expression originated from four - corners - teachers, schools, students and the curriculum along with the text-book. (Saksena M., 1977)

4) The density index of new words in the text-books was satisfactory. (Nair K.S., 1976)

5) The text-books showed improvement in the use of structure over the period particularly in Standards VII and IX. (Nair K.S., 1976)

6) The phrasal verbs and idioms used in the readers were in accordance with the linguistic attainment of pupils. (Nair K.S.,1976)

7) Inadequate assignments and exercises in the text-books needed restructuring based on the objectives of the course. (Pattabhiram G., 1973)

8) Pupils were constantly influenced by the familiar patterns of their native language which caused mistakes in the use of the foreign language. (Singh H.N. and Shrivastava I.S., 1960)

III) College-Level :

1) Questions are an important tool in teaching and learning. Traditionally in Distance Education questions are used in three ways. First they are used as adjunct questions within text, secondly as self assessment questions and thirdly as assignment and examination questions. (John Fenwick and Rod McMillan, 1992)

2) Differences existed between the language skill of the students coming from families having different parental education, occupation and income. (Dave P.N., 1974)

General conclusions on linguistic studies :

1) The illustrations, assignments and exercises in the text-book were inadequate and below average.

2) There were few grammatical errors and mistakes in the text.

3) The questions given in the exercises of the text-book were at low cognitive level.

4) Language skill was related to the age and maturation.

5) Regarding language development, children of educated parents were better than the children of less educated parents.

C) Utility of-Material :

The following ten studies were found related to utility of the self-instructional material.

Berlitz (1992), Ramalah P. (1992), Rao U.S. (1992), Dewasthalee R.B. (1978), Ghosh A. (1977), Chaudhari U.S. (1976), Sonar M.S. (1975), Aggarwal Y.P. (1974), Bahuguna S.D. (1973), Pattabhiram G. (1973), Shah M. C. (1973).

The salient findings of the above are elaborated separately at the primary, secondary and college level.

I) Primary Level :

1) The use of these instructional aids indicates the possibility of improvement in the methodology of science teaching, raising the standard of science education in primary schools and development of taste and interest in the younger generation for the science subjects. (Sonar M.S.,1975)

2) Systematic planning is essential in using filmstrips and filmstrip projectors in primary school teaching. (Sonar M.S., 1975)

3) The cost of filmstrips can be largely reduced if they are produced in large quantities. (Sonar M.S., 1975)

II) Primary and Secondary Level :

1) Vocational education should begin from Std. V. (Dewasthalee R.B., 1978)

2) A pupil must be given a certificate for successfully completing a vocational course. (Dewasthalee R.B.,1978)

3) In vocational courses emphasis should be on practical aspects.(Dewasthalee,R.B., 1978)

4) Causes of backwardness were unscientific curriculum, lack of attention at home, unsuitable teaching method, poverty, mal-adjustment, absenteeism, bad company, want of necessary books and teaching aids, congestion at home, lack of proper place to study, poor health and substandard attainment in English at primary stage. (Ghosh A., 1977)

5) The students had a more favourable opinion of all the eight text-books than their teachers.(Chaudhari U.S., 1976)

6) There was no correspondence between childrens needs presented in the text-books of classes I through VIII and the needs recommended by the experts for these text-books.(Chaudhari U.S., 1976)

7) All the nationalised text-books were rated as satisfactory with regard to their mechanical characteristics, but there was room for improvement of design, stitching and wrapper. (Pattabhiram G., 1973)

8) Educational personnel were not involved in the planning, production & utilisation of school telecasts. (Shah M.C., 1973)

III) College Level :

1) The European Distance Learning Centre in Eschborn guides participants at their works places via electronic networks. (Berlitz, 1992)

2) All the students view the face to face contact as being important to their study a number of findings which merit further considerations are time-table and physical and social distance between teacher and students. (Ramalah P., 1992).

3) It may be said that the best student support services are the quality materials that are not totally dependent on other aids, feedback etc. This will depend on the main centres. (Rao U.S., 1992)

4) The position regarding the use of audio-visual equipment was found to be poor. (Aggarwal Y.P., 1974)

5) The commerce syllabus was not related to the employment market. (Bahuguna S.D., 1973)

General conclusion on utility of instructional material :

The use of instructional material indicates the possibility of improvement in teaching and development of interest in younger generation.

D) Formats :

The following three studies were found related to format of instructional material.

Alvarado C.R. (1992), Bhole V. (1978), Parikh V.P. (1976).

The salient findings of the above are elaborated separately at the primary, secondary and college level.

I) Primary-Level :

1) Reading comprehension is positively influenced by size of letter and story type but not by the type of format. (Parikh V.P., 1976)

II) Secondary Level :

1) The format of the question paper was poor from the points of content coverage and representation of the objectives of teaching physics and chemistry. (Bhola V., 1978)

III) College Level :

1) The evaluation process in a distance higher education system there are 5 principles proposed - utility, precision, methodological variety, feasibility and legitimacy. (Alvarado C.R., 1992).

General conclusion on format of instructional material :

In distance education, the evaluation process includes the 4 principles namely utility, content coverage, language effectiveness and formats.

We all know that a learning process is the result of the interaction of the teacher and the taught and it is, in this sense, education is 1:1 relationship which existed in ancient, Indian - tradition - the Guru-Shishya relationship. However, this relationship, though very much ideal, became impossible with both the democratisation of education as well as the upsurge in the peoples desire to learn. Accordingly the norms for the teacher-pupil ratio changed and distance

education came into being. Distance education is conceptually a new form of education. What is a distance education ? To know the answer of this question the next chapter speaks out the historical background, philosophy, organisation, communication, evaluation and economy of Distance Education.