CHAPTER II

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Review of related literature is an important prerequisite to actual planning and for the execution of any research work before embarking on making a fresh study. On the importance of review of related literature, Best (1979) says, “a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing, to avoid the pitfalls of the past researches and the repetition of the field already carried out and to know what problem remained to be solved. Not only this, the study of related literature helps in avoiding duplication, guides in carrying out the investigation successfully and makes the researcher familiar with the steps.”

Hence, in the present chapter, an attempt has been made to review studies having adequate relevance to the problem and to arrive at trends depicted in these studies.
I. Studies Related to the Subject of English:

Curriculum, methods of teaching, development of language skills and evaluation have all potential areas of investigation for research scholars in recent years. Singh and Srivastava (1960) studied the common errors committed by pupils of Class VIII in written English. They found that pupils were constantly influenced by the familiar patterns of their native languages, which caused mistakes in the use of the foreign language. Nagalakshmi (1962) constructed simple oral comprehension tests for the use at the school-leaving level. Nair (1966) studied the common language difficulties of secondary school pupils of Kerala and offered suggestions to correct them. Sinha (1967) identified the areas of English language teaching, which needed most immediate attention for remedial work at the pre-university level. Dave and Saha (1968) analyzed the errors in English committed by students at the higher secondary level and suggested remedial treatment. Mutali and Borude (1979) found, through questionnaire study, the concern of majority of parents for taking immediate and forceful steps to improve the standard of English. Tiwari (1971) studied the effect of making English optional at the high school and intermediate stages and also attempted to determine the place of English in the existing curriculum. Rajgopalan (1972) made a critical study of the English curriculum at the primary and secondary stages in Tamil Nadu in order to identify inadequacies in respect of objectives of teaching the
language, existing syllabi, text-books, audio-visual aids available, methods of instruction followed, organization of English curriculum, administrative barriers to implement it and the evaluation procedures utilized.

Rangachar and Kulkarni (1967) examined the provision of teaching facilities for English in Mysore and found that most of the schools had neither school libraries nor aids in language teaching. A few other studies centered round specific aspects of teaching and learning of English. Ghanchi (1972) compared the grammatical structures of English and Gujarati at different levels and made suggestions for developing a curricular programme of English for schools.

Murthy (1968) and Nagarajan (1970) compared the direct methods with bilingual method and found that the latter was superior to the former. Shukla (1968) tested the effectiveness of the translation method and found it to be very much restricted in its applicability. Mitra (1974) evolved a method of teaching English and validated it through classroom experimentation.

Nair (1975) analyzed the textbooks in English prescribed for study for the secondary school pupils in Kerala since 1952. The major finding of the study were (i) The text-books in English were changed thirteen times in secondary schools during the period 1952-1975. (ii) The concept of standards of attainment in English changed with the changes in textbooks. (iii) Vocabulary was a neglected item
in the text-books, especially in the early years, (iv) Phrasal verbs and idioms used in the readers were in accordance with the linguistic attainment of pupils, (v) Absence of illustration in the books prescribed for study during 1952-53 was a drawback (vi) The books prescribed for study during 1952-53 did not contain exercises in structures but exercises on structures predominated in the latest books.

Pillai (1974) in his study revealed that the situational method was the most commonly employed method for teaching English in schools in Kerala, but many teachers were not fully aware of the implications and principles of the different methods. Sethi (1976) attempted to investigate the relative effectiveness of visual and auditory presentation of a programme in English spelling in terms of performance of boys and girls on immediate and delayed tests. It revealed that the auditory mode was more effective in regard to attainment on programmed materials. Girls appear to be superior to boys in performance pertaining to programmed presentations through auditory and visual media.

Sharma (1978) in his study revealed that main effect of sequencing in English was significant showing the superiority of Ruleg over the Egrul sequencing. The prompting effect did not show any statistical significance implying that the formal and thematic prompts were equally good.
Kudchedkar (1981) developed a course in spoken English and study its effectiveness. It was revealed that the students taught by traditional methods failed to acquire mastery over the language as system. Aptitude appeared to be an even more important factor than motivation or methodology.

Patrikar (1981) study was concerned with the causes of the deterioration in the usage of English language to be analyzed by critical examination of errors in language performance of students and suggestions for improvement in the teaching learning process in schools and colleges. The investigation was limited to written expression in English. In all 1500 written scripts (valued answer books) of candidates from urban centers of Nagpur, Akola and Amravati appearing at B.A. I, II, III examination of the Universities were collected for analysis. The study revealed that students’ knowledge of the English vocabulary morphology and syntax was very confused. Use of wrong items, omissions and wrong substitutions and, lack of knowledge and control over the structure of the language, interference of the mother tongue and lack of fundamental grounding for the receptivity of the students from psychological environmental points of view were the major causes in deficient achievement.

Sabharwal(1978) in his study found that the bilingual methods and programmed auto- learning based on the bilingual methods were more effective instructional strategies for teaching English as a
second language for Hindi speaking learners studying in upper primary classes in mother tongue medium schools.

Gaikwad (1982) conducted his study with the objectives (i) to examine the comparative efficacy of direct method and the bilingual method under experimental condition for teaching English as a second language to lower classes of secondary schools in rural areas (ii) to compare the achievement of pupils in language learning gained by the direct method and bilingual method in respect of four basic skills of language learning namely listening, learning, writing and speaking. A sample of class V students from a village school, which was typically rural in all respects, was selected. The major findings of the study were: (i) the bilingual method was superior to the direct method in developing linguistic skills of understanding, speaking and writing. (ii) Both the methods were equally effective so far as reading skills were concerned.

Ram Kumar (1982) in his study concluded that (i) vocabulary attainment of standard VIII pupils was low, boys and urban pupils having significantly higher attainment than girls and rural pupils respectively. (ii) Only 11% of the sample of the sample of 600 could write hardly one sentence correctly, when the range of words for sentences was between four and seven only, and the maximum number of sentences written was five.

Koul (1981) made a critical study of the fundamental curricular issues relevant to the teaching of English in India leading
to an Alternative Integrated English language teaching /learning curriculum (ELT/L), collecting data from the states of Rajasthan, Andhra Pradesh and Kashmir. It was concluded that an ELT/L programme could not be successful if it was put into the framework of the general model of the syllabi currently in the operation. Sharma (1982) made a comparison of individual and group correction of written work in English in classes VIII to IX. No significant difference was found between the mean performances of students.

Saraswathi (1982) explored the nature of communicative competence in relation to learning a language specific purpose i.e. designing the English course for official purpose for the under graduates in Tamilnadu. Shanteshwar (1982) in “an investigation into the roles of English in a higher and professional education in Karnataka” concluded that English is used more by professionals than by teachers and clerks. Those doctors, lawyers, engineers and bank employees who use it most are satisfied with the English course offered and its important role. However the majority of students are not satisfied with the English course offered, as they did not impart the language skills essential to the performance of the various tasks confronting them. The growing dissatisfaction towards English among the younger generation is bound to set a new trend.

Walia (1981) conducted a study on 25 schools of Jaipur district of Rajasthan. It was revealed that (i) the new structures that were sought to be taught had not been there in the textbooks. Spaced,
controlled, meaningful repetition as a silent principle of learning new items had been totally ignored. (ii) Except for a few lessons thematically the textbooks were quite suitable for all categories of students for whom they were meant. (iii) In case of exercises given at the end of the lessons, the main defects involved were neglect of the principle of confronting students with exercises of increasing difficulty, lack of variety in the exercises chosen. (iv) There was imprecise and grammatically incorrect language of instruction in the textbooks, workbooks, and handbooks; (v) Some 98.24% of the teachers claimed that they give regular homework and corrected each one of them but contrary to this 82.46% students contested this claim. (viii) The most outrageous aspect of the examination system was the utterly irresponsible way of scoring of scripts. (ix) During observation, it was found that teachers did not use motivational techniques.

Joseph (1983) evolved a validated multi media strategy for teaching English grammar at high school level and compared the effectiveness of the three forms of PLM namely linear, deviated linear and branching. The main findings of the study were (i) about 90% of the students scored 60% or more marks in five out of the nine units. (ii) Branching PLM was found to be most effective in terms of achievement and ranking by the students. A critical evaluation of the nationalized English textbooks for classes VI to X
in Haryana was conducted by Singh (1984). He also reported that the textbooks suffered from a number of drawbacks.

Bhattacharjee (1984) investigated into the teaching of English in the high schools of East Khasi Hills District of Meghalaya. It was revealed that the majority of the teachers of English were not professionally equipped to teach English. Teaching at the foundation stage was neglected. There was no uniformity regarding workload of teachers of English in different categories of schools. Teachers’ handbooks did not accompany the readers.

Joshi (1984) ascertained the factors influencing English language abilities. The normative survey study was conducted in Moradabad (U.P) and confined to urban and rural schools managed by private agencies, missionaries and the state government. A sample of 720 students from both the sexes representing scheduled castes and non-scheduled castes was selected using the stratified random sampling method. The major findings were (i) the scheduled caste students were found to attain average growth level in each of the six English language abilities whereas students of the non-scheduled castes were found to be slightly higher than average in these abilities. (ii) The growth of English language abilities was found to be maximum among eighth graders of missionary schools followed by the students of state government and private schools.

Pillai (1984) in his study found that English language skills depended on the situations in which the user put the language in
actual use in achieving his objectives. Vocabulary acquisition and writing mechanism provided the base for the receptive and the productive skills respectively. The use of English for speaking, reading was very limited compared to that of writing and listening.

Joshi (1985) in his study "scrutiny of errors in written English and Remedial Programme" made a historical review of the position of English in India since the establishment of East India Company in 1600 A.D. and a review of the position of English in India after the attainment of independence. The effect of remedial programme was also studied. It was concluded that pupils belonged to the middle class group of the society. Some pupils had to help their parents in their occupation. Some of the pupils were first generation learners. The number and quality of errors were reduced after the introduction of the remedial programme, which included correction of spelling, syntax, written expression and drilling.

Sharma (1985) in his study studied some aspects of English language teaching in India. Some of the major conclusions were (i) the prospective principles and methodology of second language teaching has undergone a drastic change over the last few decades. (ii) The existing system of teaching English in India right from the grass roots level to the University stage was defective. (iii) Traditional methods and conservative cases of English language teaching in India were incommensurate to the language needs of
learners. (iv) Instead of becoming realistic, need-based and oriented, the system of English language teaching in India had always tended towards idealism, elitism and status quo and had become more of a hindrance than a help in bringing about an equalitarian transformation in the country.

Sharma (1986) concluded that during the past three decades there had been a gradual lowering of standards of English due to various reasons like socio-political problems of teaching English. Bhatt (1986) in his investigation into the various components of textbooks in English in standard XI and XII of Gujarat state concluded that the readability of the textbooks for class XII was more than that of the textbook for class XI. It was suggested that the reading ability, the grade and stream of the pupils should be taken into account while editing the reading material for textbooks.

The objectives of Mohammed (1986) study were (i) to identify the major errors in the written English of pre-degree students, (ii) to classify the errors into major functional and grammatical areas. It was concluded that the total sample committed errors in 17 grammatical areas. They were – tenses (82.28%); preposition (81%); noun and related clauses (79.14%); passive voice (69.28%); verbs (62.85%); concord (57.42%); auxiliaries in interrogatives (51.14%); adverb (48.57%); clauses (42.28%); spelling (46.42%); quantifiers (46.28%); punctuations (46.14%); adjectives (43.18%); verb patterns
Vimladevi (1986) developed strategies for developing critical reading abilities in higher secondary students in English. The major findings were the students of the target group were able to improve their critical reading ability through the strategy implemented, which proved the effectiveness of the strategy. The total improvement of the critical reading skill was 11.41 percent.

Khare (1986) in his study found that students’ achievement was better under a structure approach than that under a traditional method in respect of spelling, comprehension, composition, grammar and vocabulary.

Kudesia (1987) conducted a study on teaching of English to first year students of a polytechnic. The discussion method was found to be more effective than the lecture method.

Roy (1987) in his study ascertained the correlates of reading ability. It was revealed that reading ability was influenced by a number of factors such as personality traits, intelligence, phonic ability, reading habits of students, availability of reading material at home, parents education, parents’ occupation and reading habits of parents. It was also reported that reading ability was positively and significantly correlated with academic performance.

Chopra (1994) in her study prepared programmed instruction material in English structure for IX class students and compared the
efficacy of programmed instruction, direct and bilingual methods of teaching English structure. The study was conducted on a sample of 150 students (50 students from each section, A, B, C) drawn from one institution i.e. Sikh Girls High School, Sidhwan Khurd (Ludhiana District of Punjab State). All the three groups were taught for eight weeks as per the design of the study. It was reported in her study that students’ achievement (in three groups) differed significantly from each other while teaching with help of three different methods. Further a clear-cut advantage in favour of programmed instructions format in terms of achievement in English structure was visible as compared to bilingual and direct method. Similarly, obtained results were in favour of bilingual method as compared to direct method.

Khan (1998) in his study developed teaching strategies in English on the basis of difficulties faced by second language learners. It was reported that pronunciation, vocabulary, spelling and grammar were the important aspects where learners faced difficulties. Based on the above difficulties, he developed four different strategies for the teaching of English pronunciation, vocabulary, spelling and grammar.

II. Studies Related to subjects other than English:

Patel (1984) conducted a study entitled, “A study of the present position of Teaching history in the secondary school of
Gujarat state” and found that about 86-88% of teachers teaching history had graduate degree; about 13% teachers were untrained; 52% of total sample had history as principal or subsidiary subject, 39% teachers attended in-service educational programme, about 82% teachers used old books as reference book and 35% used guides. More than 50% teachers read periodicals, prepared teaching aids, visited historical places and read historical dramas and novels. Lecture, story-telling, almost all teachers used questioning and assignment methods, which are teacher-centered methods. Most of the schools were poorly equipped with teaching aids in history; only few teachers knew how to do sketch work, operate a filmstrip projector or prepare slides. 81% of total sample were male teachers while only 19% were female teachers.

The objectives of Gupta (1983) study was to analyze the needs, aims and objectives, contents of the curriculum, methods, techniques, teaching materials used and strategies of evaluation employed in social studies at school level. The study was mainly status-survey type. It adopted the descriptive survey method of research. The principal tools for data collection were two questionnaires. The main findings were- there was no provision for human relationship though man’s cultural heritage was a part of existing syllabus. There was no scope for the development of self-reliance, tolerance, initiative, creativity and world-mindedness in the existing curriculum of social studies. The content matter did not
focus on the variety and change in human behaviour in groups, interaction with physical and social environment. Curriculum was not related to significant problems of today like industrial changes, population changes, pollution and urbanization. It did not provide for a spirit of enquiry, flexibility, interaction between man and his environment, careful planning and experimentation. The traditional approach of history, geography and civics pervaded the content matter. The lecture method or question-answer method was frequently used. No creative method such as the project method or activity method was being applied in teaching social studies. The traditional system of examination dominated the instructional procedures. The concept of evaluation had not been implemented.

Jani (1987) investigated the prevailing position of the teaching of geography in the rural and urban areas of Gujarat. The method of study followed was that of survey. For collecting the data researcher prepared a questionnaire. The major findings were- (i) 50% of the teachers were not qualified in the subject of geography. (ii) About 52% of the teachers teaching geography did not have geography as a method at their B.Ed. level training. (iii) About 77% of the teachers were teaching geography through lecture method and without the use of any teaching aids. (iv) Teaching aid facilities in 52% of the schools especially for geography were not satisfactory. (v) About 42% of the teachers teaching geography did not attend any refresher course or orientation programme. (vi) About 83% of the teachers
were of the opinion that the curriculum required modifications in the light of modern development in the subject.

The objectives of Dasgupta (1987) study were to explore the usability of PSI (Personalized System of Instruction i.e. programme learning) in teaching economics to students at school level in India and to compare the effects of two different form of experimental variables- PSI & the conventional lesson plan (CLP) method.

The sample consisted of two groups of students of class IX of secondary school divided into two equivalent groups on the basis of last annual examination. One group was taught by PSI approach and the second by CLP approach.

The major findings were: (1) The mean achievement of pupils taught by the PSI approach was not better than of pupils taught by 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 CLP group but there was no significant difference in attitude of both the groups.

Buch and Singh (1978) in their census type survey of all school teachers in the country revealed that (i) out of 26,38,777 teachers in the country only 12.2 percent teachers teach at the higher secondary stage. (ii) Management wise analysis revealed that 74.94% teachers were employed in schools managed by government and local bodies and 25.05% in schools managed by private agencies. (iii) The percentage of teachers who had participated in in-
service education programme during the previous two years was 37.09 for higher secondary stage.

Meena (1991) conducted a study entitled, "An evaluative study of the teaching of Mathematics in elementary and secondary schools in Punjab with special reference to its objectives" and found out that 61.11% elementary teachers and 34.25% secondary teachers get required equipment for teaching; 41.42% senior secondary school teachers get the chance to attend the seminar during the last five years. Approximately 33% elementary and 34% senior secondary gifted children get the coaching. Mathematics Clubs exist only in 15.62% senior secondary schools. 81.42% senior secondary teachers give feedback to their students. According to 57.14% senior secondary teachers present syllabus of Mathematics meets the needs of children, teachers of all the classes are of the opinion that syllabus should be light; there is lack of A.V. aids, lack of cooperation from parents, less salary of teachers, heavy load of work.

Prakash (1992) conducted study on the 'Profile of school education in Sri Lanka'. According to the study literacy rate in Sri Lanka is 87 percent, which is the highest for any country in South Asia. Sri Lanka has more than ten thousand educational institutions in country. With the exception of five hundred pirivenas; formerly estate schools, and some private institutions, all schools in Sri Lanka are government institutions. In the results it was concluded that (i) the size of the class in the island varies from a little more than ten on the
lower side to about forty at the upper end. (ii) As per school census there are 3.5 million students spread across different levels of education. More than 52% students were studying at primary level; 44% students were studying from 6-8 and 9-11 standard. (iii) There are more than 40 thousand teachers in the system. (iv) There are graduate teachers (23.8%), trained teachers (57.2%) , and untrained teachers (19.00%) . (v) Provision of teacher input is considered one of the more important determinants of educational quality. The school census 1987 provides regional level pupil-teacher ratios for the country. The countrywide evidence indicated an average ratio of 31-81 pupils per teacher (with standard deviation of 21.7, N = 9692). Since the value of standard deviation is high, it implies that the ratio would be fluctuating widely from school to school.

NCERT (1992) in its “fifth ALL-INDIA Educational survey” presents a comprehensive study of education at primary, middle, secondary and higher secondary/ intermediate/ pre university stages of education with special reference to school facilities, size of the schools enrolment and teachers. In addition, it provides vital information about school buildings, number of classrooms, availability of blackboards, library, contingency funds, incentive schemes, playgrounds, urinals/ lavatories, drinking water facilities etc. and adequacy of furniture etc. Data on the availability of basic facilities and equipment have also been collected in respect of all schools. The availability of educational facilities in the rural areas
predominantly populated by scheduled castes and scheduled tribes in particular have been discussed in great detail. The report provides data on the academic qualifications and professional training of teachers at various school stages. Further, information is also provided on the tenure of service of teachers and on the number of teachers. The survey reports data separately for all the stages and union territories draws attention and highlights the wide variation of facilities for different stages of school education. This survey has 30 September 1986 as the reference date.

According to the NCERT (1992) Fifth All India Educational Survey, there were 4413 rural and 436 urban schools in Haryana, which were having ancillary facilities (i.e. drinking water, urinals, medical check-up facilities etc.). At the higher secondary level, there were in total 6682 sanctioned posts (1985 in rural areas and 4697 in the urban area) in Haryana. Numbers of permanent teachers were 4188 and non-permanent teachers were 1963 at the higher secondary stage in Haryana in the year 1986. At the higher secondary stage there were 1940 teachers teaching in rural areas, 4211 teachers teaching in urban areas and out of these only 16 teachers from rural areas and 21 teachers from urban areas had undergone in service training. In other words the percentage of teachers teaching at the higher secondary stage in the rural areas who underwent in-service training was just 0.82% and in urban area it was just 0.50. percent. Similarly according to the census survey there
were 5 Ph.D./ M. Phil teachers, 964 M.Sc. teachers, 2326 B.Sc. teachers, 1161 B.A teachers and 321 Matric without science teachers who were teaching science to higher secondary classes. Similarly at the higher secondary stage teacher-pupils ratio was 1:7 in rural areas, 1:15 in urban area at the secondary stage in Haryana.

Dhiman (1997) in her study on 175 history lecturer and 175 economics lecturer teaching in senior secondary schools in Haryana state reported that percentage of males was more than females, SES of sample teachers was found to be average; less than 20% teachers reported that objectives of history and economics teaching were fulfilled; majority of the teachers were satisfied with textbooks; 88% of the teachers were of the opinion that textbooks help in achieving national integration; teachers mainly use essay type tests; 70% of the teachers using lecture method; 88% of the teachers were of the opinion that libraries were not well equipped; 90% of the teachers have not visited any historical place; 93% of the teachers used to give the regular tests; 94% of the teachers check the home work; only 1.57% of the teachers have read current topics from current literature on history or economics; majority of the teachers reported that no incentive is given to the teachers for attending any seminar, refresher course or in-service programme; classes were over crowded and there was lack of A.V. aids, physical facilities and over – burdened syllabus.
In an evaluative study on the textbooks in the subject of Economics, Mathematics and Science at the high school level; Dhiman (2000) took a sample of 200 students, 20 mathematics teachers, 16 science teachers and 16 economics teachers. She found that textbooks in economics do not provide sufficient opportunities for learning with in the classroom. Teachers of economics feel that facts are not accurate and not up to-date. The exercises do not provide varied activities for the children. There are exercises for bright students at the end of the each chapter. Language of the textbooks is simple. In the opinion of the mathematics teachers, content and informations of mathematics textbooks do not satisfactorily cover the syllabus. Content does not provide sufficient opportunities for learning with in the class, but it develops critical thinking. Textbook is not accurate and up to date. The exercise at the end of each chapter provides varied activities for the children. There are difficult examples for bright students at the end of each chapter. As per science teachers, content course of science textbooks is lengthy but the textbooks are free from errors. Textbooks do not have problems related with everyday life.