

Research Article

A Comparative Study of Multimedia Package and Lecture Method in the Indian Agriculture Teaching of Economic Subject in Higher Secondary Level

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Abstract: The 21st century is the century of science, research and technology. Therefore, special use is made of technology in every field. The economy aims to increase employment on the one hand and increase the use of technology on the other. Education is the only way to get out of this double standard and to solve the problem, so modern methods must be used in education, so the researcher accepted the goal of doing research on this subject. Economy is an agriculture minister economy. In India 70% of the population is dependent on agriculture. Therefore, it is necessary to use a special method in the field of agriculture. Therefore, the researcher is interested in teaching the subject of agriculture in India at the higher secondary level in the subject of economics in a multimedia method instead of teaching in a chalk and talk method. So this An attempt was made to teach some of the subject matter issues of this topic with the help of different tools. The first higher secondary school took a test of about 100 children and made 2 groups of 50-50 children based on the marks and one group was taught experimentally and the other group was taught by choke and talk method and then the group was formed T value and χ^2 value was checked by taking the exam.

Keywords: Coronaviruse, SARS Cove 2, Middle East respiratory syndrome.

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INTRODUCTION

The subject of economics is an important subject related to the economic organization of the society and the economic condition of the individual. Therefore, this subject is taught as a compulsory subject in the Commerce Faculty at the higher secondary level. The subject of economics finds the problem and also gives the solution. This subject provides a lot of information about the economic race, trade, finance, demand, supply, income, etc. of the agro-industries of the economy of the country and abroad. The researcher believes that it would be more useful if taught with different educational tools. The researcher has been involved in the subject of Economics in Higher Secondary and Training College since last 25 year. The chalk and talk method does not prove effective when economics trainer students teach the subject in a higher secondary class.

Statement of a problem:

A comparative study of multimedia package and lecture method in the Indian agriculture teaching of economics subject in higher secondary level

Objectives of the research:

- To prepare the multimedia package in the Agriculture product of Economics Subject of Higher Secondary Level.
- To check the effectiveness of the multimedia package in The Agriculture product of Economics Subject of Higher Secondary Level.
- To do the comparative study of the traditional teaching and teaching through the multimedia package.
- To know the opinions of the students of the experimental group regarding the multimedia package.

Hypothesis of the Study:

- There will not be any significant difference between the ratio of the scores of pre-test of the experimental group and the controlled group.
- There will not any significant difference between the ratio of the scores pre-test given at the end of the experiment of the experiment group and the controlled group.
- There will not be any significant difference between The values of the Opinionative given to the students of the experiment group at the end of the experiment

Importance of the study:

- To make the students take interest in the subjects.
- Teaching is made interesting through the multimedia Package
- Thinking and observation skill is developed by clarifying the thoughts and Concepts through multimedia package.
- The teaching of economics becomes permanent and lifelong.
- In a short time effective and interesting teaching can be done.
- Teaching can be done made possible even in the absence of a teacher
- When the numbers of student are more in the class. Teaching can be done very well.
- Principles, rules ,Figure etc can be explained easily through the multimedia package
- The skills of using teaching aids are developed.

Limitation of the study:

- This study is limited for Gujarati medium student.
- This study is restricted to higher secondary student of this school.

Population and Sample:

The students of higher secondary (Commerce Stream) School of Rajpipla are the universe of this study. 100 students of std.-12 (Commerce Stream) Shree R.M. higher secondary are selected by purposive sampling technique.

METHOD OF THE STUDY:

100 students of the selected higher secondary school were given pre-test and based on the marks, 2 groups were formed in which one group was named as experimental group and the other group-B was named as control group. Group-A experimental group was taught through multimedia package while group-B control group was taught with choke and talk method then both groups were given 50 marks post test and also multimedia reviews of experimental group students Pre-test and post-test The "T" value was modified on the basis. And effectiveness was tested.

➤ Period wise planning of Teaching through multimedia package according to units :

UNIT – Agriculture in India			
No	Sub Unit	Connected tools	Period
1.	Importance of Agriculture in India	Overhead Projector	02
2.	Reasons for low farm productivity	Tape Transparency	02
3.	Measures to increase farm productivity	Chart and Practical	02
4.	Green Revolution Ingredients	Self Learning Materials	01
5.	Technological improvements in agriculture	Power Point	02
6.	Institutional reforms in agriculture	Power Point	02

STATISTICAL METHOD OF THE STUDY:

The use of Mean, Standard deviation, t value and X2 value method was done for the score of pre-test given to the students of the experimental group and the controlled group.

Analysis of the Data:

Table – 1 Mean, Standard deviation, “ T ” value of the score of pre-test given to the student of the experimental group and the controlled group

Group	Number of student	Mean	Standard deviation	“ T ” value
Experimental group	50	70.72	8.67	0.23
Controlled group	50	70.46	7.05	

*Not significant at 0.01 and 0.05 level

On seeing the above table it is known that, $d_f = \{N1-1\} + \{N1-1\} = \{50-1\} + \{50-1\} = 98$ and it's table value at 0.01 and 0.05 level is 2.58 and 1.96 respectively. The "T" value got after calculation is 0.23. which is very less than tabulated value. So, null hypothesis no.1 is accepted. Both groups are equal.

Table – 2 Mean, Standard deviation, "T" value of the score of pre-test given to the student of the experimental group and the controlled group.

Group	Number of student	Mean	Standard deviation	" T " value
Experimental group	50	30.50	4.31	
Controlled group	50	16.93	3.83	8.80

*Not significant at 0.01 and 0.05 level

On seeing the above table it is known that, $d_f = \{N1-1\} + \{N1-1\} = \{50-1\} + \{50-1\} = 98$ and it's table value at 0.01 and 0.05 level is 2.58 and 1.96 respectively. The "t" value got after calculation is 8.80. which is very less than tabulated value. So, null hypothesis no.2 is not accepted.

Table – 3 X^2 value of the score of the opinionative given to the students of the experimental group at the end of the experiment.

Sr. No	Sentence	X^2
1.	In multimedia project the selection of different media was done according to the unit	12.88
2.	The education through multimedia can be remembered for long time	10.98
3.	I will suggest my student to learn through multimedia program.	10.08
4.	In multimedia program the time limit was not enough according to the content.	9.92
5.	The teaching through multimedia becomes very interesting and effective.	11.34
6.	Multimedia program will be useful to me in future also	14.04
7.	I like to teach through multimedia program	10.29
8.	Such types of program should be used in other Subject also.	13.23
9.	multimedia program inspires me to know new things	9.44
10.	The teaching through multimedia project is note fruitful.	8.06

On seeing above table. We find that the significant. So null hypothesis is not accepted.

Findings of the Study:

1. The educational achievement of the students of Higher Secondary Level of multimedia package is high.
2. Multimedia package is proved effectively.
3. Multimedia package has been interesting for the students of Higher Secondary Level

Suggestions for the future research:

1. It can be helpful of other chapter of Higher Secondary Level
2. Multimedia package can be made except economics subject.
3. In would be helpful for the student of English medium also.

4. The try-out of multimedia package can be done the students of rural and urban area.

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