

A Comparative Study of the effectiveness of Traditional Method, Linear Programmed Learning Method and Computerized Linear Programmed Self-Learning Material Method of Education in Teaching of History at Grade-11

Dr.Pravinchandra D. Parmar

Abstract:

Every subject has appropriate teaching method. The outcome of the subject teaching depends upon the subject and the method of teaching selected. It is believed that Social science Subject is somewhat difficult to learn. But in the age of Self learning Method-material, Activities based learning, task based learning, technology solution is there. The researcher carried out and method in the teaching of social science and find out the comparative results of the traditional method, Linear Programmed Learning Method and Computerized Linear Programmed Self-Learning Material Method at secondary level. Three main objectives were framed. To select the content to teach. The equivalent groups were made and one group was taught by traditional method and other group was treated by Linear Programmed Learning Method and Computerized Linear Programmed Self-Learning Material by using the social science classroom. The data collected from both the groups were compared and the effects of the teaching methods were find out. The results of both the methods were compared on the different variables. In a result the teaching method using social science classroom is found more effective in teaching of subject History.

Keyword: Comparative Study, effectiveness, Traditional Method, Linear Programmed Learning Method, Computerized Linear Programmed, Self-Learning Material, Teaching, History, Grade-11

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Introduction:

Teacher centered learning method in the classroom is one of the parts of our Educational system from the ancient time. Traditional method is used for completing limited syllabus in limited time. But, in this situation, students become passive listeners. Moreover, in country like India, numbers of schools increase day by day due to increasing Educational space with change in social needs. It is quite difficult for teachers to reach to every student. In our country, we find 30 to 70 numbers of students in the classroom. One cannot match with individual differences because of large number of students in one classroom. Generally, in our classroom, average students are mostly focused and that's way, some students are left behind in the Education. And reason of it, the negative thinking regarding particular subject is raised in the mind of the students. If we provide proper time, guidance and some reference materials to the slow learners and fast learners, they can learn better in their study.

In today's time, it is expected that students themselves involve in the learning situation. That's way, to cope up with the changing situation and to keep in mind the psychological principles, one should develop Activities; task based self-learning methods for reading to the need of every student in the classroom.

Today, it is necessary to make teaching learning effective, the use of Linear & Branching programmed learning self material, Computer programmed (CAI, CAL..), team teaching, assignment method, project method; supervised study method, Activities based learning, task based learning should be increased.

With keeping in mind, students' capability, Activities based & task based self-learning methods are developed in the field of Education and technology. Among all self-learning methods, some are more effective and some are less effective. Apart from this, when student learn themselves, the interaction between teacher and students is less. When knowledgeable teacher include his own skills with the students to make learning process more active and effective, students get more progress in the particular subject. That's why, if we want to develop self-learning method in the absence of teacher; we have to keep in mind the students' activeness and readiness for learning.

Education is a process of human development. There is a continuous knowledge explosion today. Many new field of knowledge opened, so the process of education became complex to same extent. That's why it is necessary to carry out researches In field of education. It is the age of social science so methods in education should be carried out. By traditional method information can pass easily but to develop some basic skills of subject, students should be given practical. Therefore the researcher decided to compare the effects of the different teaching methods and to reveal the truth of the teaching methods.

Statement of the Problem:

A Comparative Study of the effectiveness of Traditional Method, Linear Programmed Learning Method and Computerized Linear Programmed Self-Learning Material Method of Education in Teaching of History at Grade-11

Objectives:

1. To do a comparative study of the effectiveness of the Traditional method, Linear Programmed Learning Method and Computerized Linear Programmed Self-Learning Material Method in teaching of history at Grade-11.
2. To do the comparative study of the mean scores of the Boys and Girls learnt through Traditional method, Linear Programmed Learning Method and Computerized Linear Programmed Self-Learning Material Method in teaching of history at Grade-11.
3. To do the comparative study of the mean scores of the groups of the students of S.C., S.T. and O.B.C. category learnt through Traditional method, Linear Programmed Learning Method and Computerized Linear Programmed Self-Learning Material Method in teaching of history at Grade- 11.

Hypotheses:

H₀₁ There is no significant difference between the mean achievement scores of the students of Grade-11 learning Social science through Traditional method, Linear Programmed Learning Method and Computerized Linear Programmed Self-Learning Material Method.

H₀₂ There is no significant difference between the mean achievement scores of the Boys and Girls of Grade-11 learning Social science through traditional method, Linear Programmed Learning Method and Computerized Linear Programmed Self-Learning Material Method.

H₀₃ There is no significant difference between the mean achievement scores of the students of Grade-11 of S.C., S.T. and O.B.C. category learning social science through Traditional method, Linear Programmed Learning Method and Computerized Linear Programmed Self-Learning Material Method.

Population and Sampling:

The population of the study was that of the students of the Standard-IX studying at Secondary school level from Surat District. The sample of the study was the students of Grade-11 of Bachkaniwala High School, Surat selected by a stratified sampling technique. The groups were equated on the Achievement scores of First semester Examination.

Table–1.1: Boys and Girls in each group

Group	Boys	Girls	Total
Traditional method (Control)	20	20	40
Linear Programmed Learning Method (E-I)	20	20	40
Computerized Linear Programmed Self-Learning Material Method (E-II)	20	20	40
Total	60	60	120

Tools of the Study: Tools for the collection of information: A Post test.

Research Method & Design: As it was an Experimental study, a ‘multi group only post-test’ design was implied.

Data collection: Students of control group were taught for by Traditional method; students of Experimental group-I were taught by Linear Programmed Learning Method And the students of Experimental group-II were taught by Computerized Linear Programmed Self-Learning Material Method. The time duration was maintained equally across all the three groups.

Data Analysis Technique: The data were analyzed by using the Analysis of Variance i. e. F-test and independent t-test.

Findings: Following are the findings of the study:

1. All the three study groups were made equivalent by using the achievement scores of their first semester examination of the school. It is found that the Linear Programmed Learning Method is more effective than the traditional method and the Computerized Linear Programmed Self-Learning Material Method is more effective than the Group Discussion method.
2. It is found that the Linear Programmed Learning Method is more effective than traditional method for Boys as compared to Girls Students.
3. It is found that the Computerized Linear Programmed Self-Learning Material Method is more effective than Linear Programmed Learning Method for Boys as compared to Girls students.
4. The Linear Programmed Learning Method remain more effective than traditional method and Computerized Linear Programmed Self-Learning Material Method remain more effective than Linear Programmed Learning Method on all the students of S.C. group, of S.T. group as well as for the students of O.B.C. group categories.

Conclusion:

Traditional method is old one. Today it has less importance. The entire subject has got scientific status in the whole knowledge of the world. The schools should give more emphasis on the CLPLM. It is said that true learning is not possible without activities are proved here true.

In the present time, in the school, particularly about higher primary school, the stress level of Educational subject is increasing dangerously. Due to more educational stress about reading, writing and counting of school learning on the small children, the learning process becomes ‘dull’. So, Activities & task based self-learning method becomes most desirable needs. So, Self Learning material, CAI, CAL, CPLM is most important for getting it.

Thus, the research on the important subject like this, the researcher feels deeply satisfied and if it is proved this research will be helpful for the past researcher; school teachers and management committee and learner will be feel self-satisfied.

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