



ISBN : 978-81-951800-7-3

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माननीय महामहिम
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PRINCIPAL
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ISSN :2582-1792



Special issue for Conference
National Conference on

**“The Impact of
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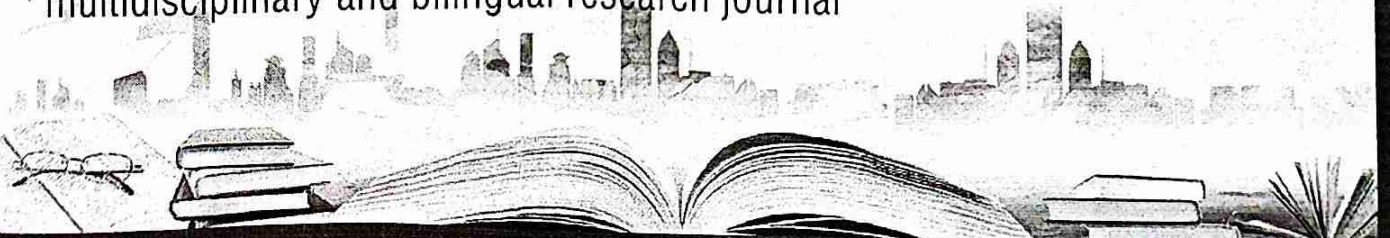
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Learners' Preferences of Teaching Methodology

Dr. Arun Kumar Dubey¹, Dr. Abha Dubey²

¹Principal, Columbia College, Raipur (C.G.)

²Asst. Prof., Sandipani Academy, Achhoti, Durg (C.G.)

Abstract

The paper insists the learners' preferences of teaching methodology and their selective perception and interest they show the way teachers engage learners in teaching and learning process. In this study a survey was conducted through online media, questionnaire was prepared in Google form and collected response from the students of 12th class of Krishna Public School, Dunda, Raipur (C.G.). The purposive sampling was used and 50 students were selected from different stream like Mathematics, Humanity, Commerce, and Biology. Results indicated that 95% of students selected active methods of learning as their preferences. The reasons they shared that ALM enhances their receptivity and stability of knowledge and they are more able to focus on the study. The result also shows that the traditional methods are more common among teachers though their inclination towards innovative methods is increasing.

Keywords: Learners' Preferences, Teaching Methodology, Innovative Methods, Active Learning Method, ALM.

Introduction

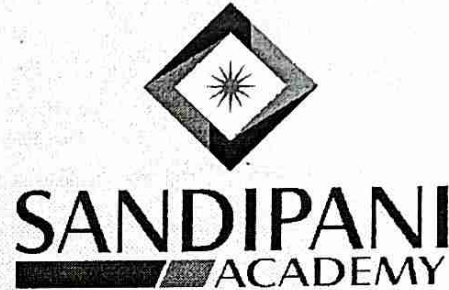
Creating proper learning environment is the prime aim of the educational institution, that includes communication among students, teachers, and parents; academic expectations of teachers; students', teaching methodology, active participation in the learning process; and student support. Teaching methods are the phase of implementation of the planning of entire process, hence very significant to achieve teaching aims.

The number of methods are employed by teachers comes under categories of active learning methods is also called student centric to traditional teaching methods is called as teachers' centric. Now a days various technological and digital platforms are used more commonly, so digital and technological methods are evolved with the time arises.

Teaching methods include lecturing, discussion, problem solving, question-answer, demonstration, role play, sample case, experiment, and cooperative teaching (Sisman, 2002; Ozdemir et al., 2008; Mocinic, 2010) and proposed the following list of active learning

Asst. Prof. Puja Dev

ISSN :2582-1792



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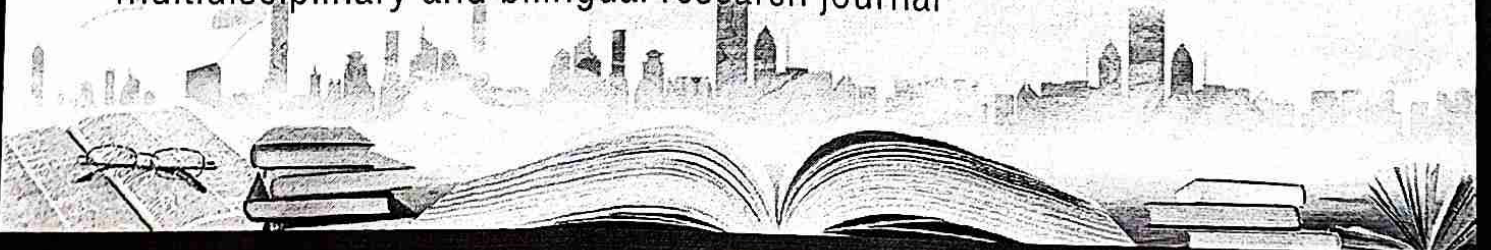
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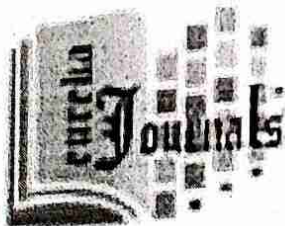
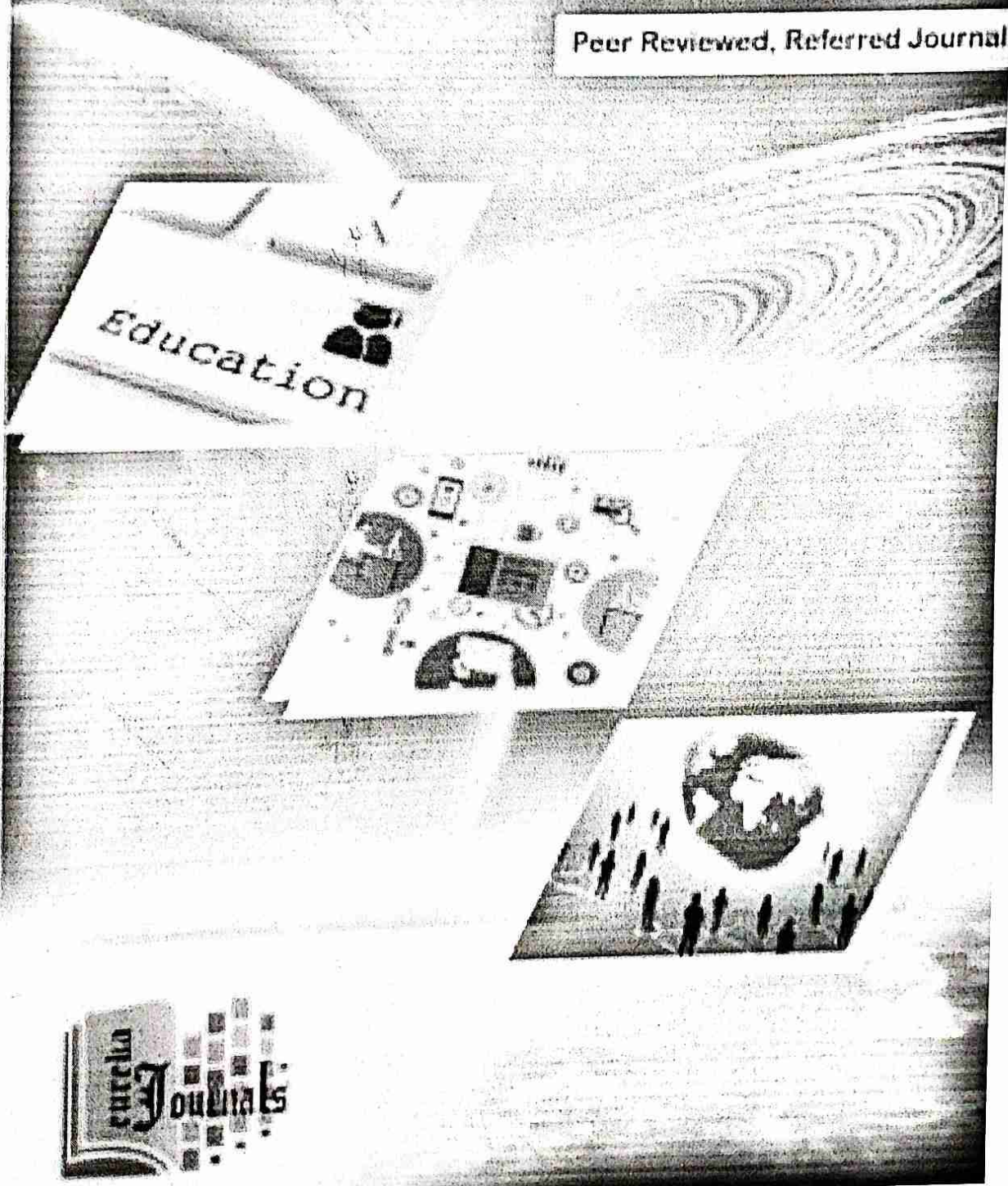
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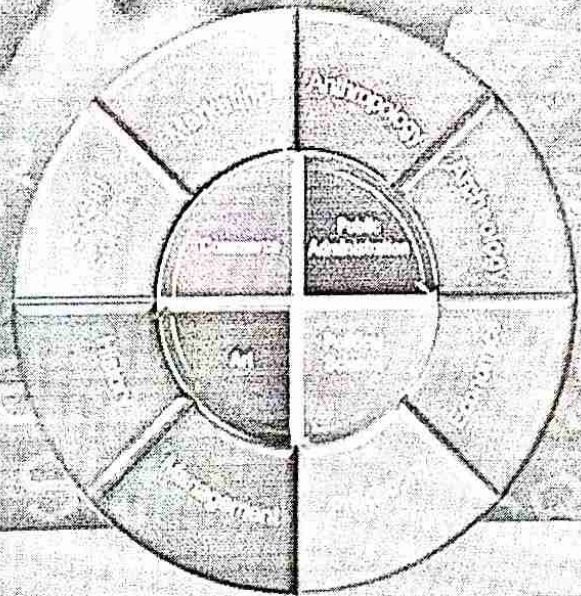
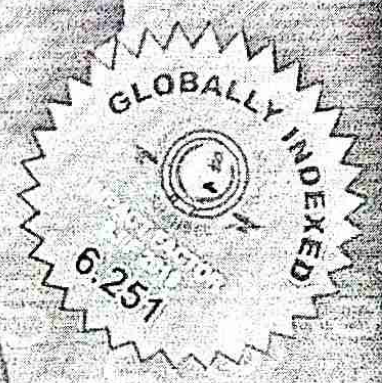
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P- ISSN - 2349 - 9664




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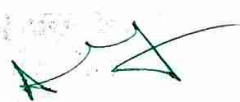
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ISSN 0973-3914

RESEARCH JOURNAL OF SOCIAL AND LIFE SCIENCES

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अंक-XXVII-I

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UGC JOURNAL NO-40942
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ISSN 0974-2832

April-2019, Vol-IV, Issue-123

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* डॉ० सिकन्दर लाल

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Hindi

प्रेमचंद-साहित्य और गांधीवाद

* संजीव श्रीवास्तव

उदात्त की अवधारणा और लॉगिनुस

* डॉ० संजीव कुमार

तुलसीदास के लोक कल्याणकारी राम

* डॉ० कल्पना थपलियाल

सुमित्रानंदन पंत के सत्तरोत्तरी काव्य में सांस्कृति

* डॉ. मृगेन्द्र सिंह तोमर

रामविलास शर्मा की आलोचनात्मक दृष्टि

* डॉ० जोतिमय बाग

वैज्ञानिक युग के परिप्रेक्ष्य में कामायनी की प्रासंगिकता

* डॉ. वन्दना तिवारी

राहुल सांकृत्यायन के उपन्यासों में गणतन्त्र

* डॉ. कशमीरी लाल

जीवनी परक उपन्यास की अवधारणा : एक दृष्टि

* कल्पना (Kalpana)

मीडिया में हिन्दी की सार्थकता

* श्रीमती जोनटि द्रवरा

बदलते परिवेश में नारी अस्मिता का स्थान

* डॉ० ज्योति रोहिला

प्रवासी हिन्दी कथा साहित्य में मानसिक अन्तर्द्वंद्व

* Sonia Rathi

English

Epic Text: The First Phase of Bertolt

* Dr. Hemant Kumar Shukla

Epic Text: The Second and Last Phase

* Dr. Hemant Kumar Shukla

Research Paper

"सह-शिक्षा एवं गैर-शिक्षा प्रणाली में अध्ययनरत

* डॉ. रचना पांडेय ** डॉ. पी.के. नायक

*** श्रवण पांडेय

भाषा व्यवहार

* डॉ. कृपाशंकर शर्मा ** श्रीमती सुगन शर्मा

Impact of multimedia package in science subject of class viii female students

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The aim of this research was to study the impact of multimedia package in science subject of class VIII female students. For testing the hypothesis of the research, 60 female of average intelligence students were finally selected. Out of these 60 female students one-half (n=30) were randomly assigned to the control group and another half (n=30) were randomly assigned to the experimental group. Multimedia Package and two sets of Science (Biology) Achievement Test were developed and used by the investigator for teaching chapters related to Biology subject of Science Textbook of class VIII prescribed by Board of Secondary Education, Chhattisgarh. In the pre-test, Set-I of Science (Biology) Achievement Test was administered on the two groups i.e., Control and Experimental Groups and then were taught by the investigator for 1 period (40 minutes) every day. After teaching with traditional method and with multimedia package to control group and experimental groups, respectively, Set-II of Science (Biology) Achievement Test (SAT) was administered on these female students. Statistical analysis of data showed that the female students were considerably benefitted by multimedia package in regards to the achievement in science subject.

Keywords: multimedia package, science subject, achievement, female students

Academic achievement is the extent to which a learner is profiting from the instructions in a given area of learning i.e., achievement is reflected by the extent to which a skill or knowledge has been acquired by a person from the training imparted to him (Crow & Crow, 1964). Academic achievement may be defined as the mean achievement score in the examination of each subject i.e., curriculum of the students taught by the teacher (Mehta & Kumar, 1985; Naderi et al., 2009). For better academic achievement effective teaching and learning requires new technological innovative methods which increase students participation and provide live experiences as well as teachers dominated classroom environment is transformed into student centered learning environment (Rosa & Preethi, 2012). Multimedia, as a teaching method stimulates various senses with colour, graphics, sound and animation which are found in the audio, video and movie media. Multimedia Package was designed to enhance the academic achievement of science subject in the context of Chhattisgarh's Hindi medium schools. Academic achievement was definitely facilitated by using multimedia and multimedia package which creates interactive, creative, democratic, interesting, understandable, simple classroom environment so that, teacher enables students to respond in a theoretical and practical way. In this way multimedia was revolutionize the various aspects and factors of teaching-learning process. Therefore, the present study is very important and being conducted on multimedia approach to find out the impact of multimedia package on achievement of science of VIII class female students.

Objective and hypothesis of the study

The only problem of the research pertained to impact of multimedia package on achievement in science of class VIII female students.

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It was hypothesized that multimedia package would enhance science achievement of class VIII female students.

Method

Participants

Total 60 female students with average intelligence were selected from a larger population of class VIII students aging 13-14 years and studying in non-government Hindi medium schools of Raipur city.

Instruments

Tandon's Group Test of Intelligence (1973) was used to access intelligence level of students.

Multimedia Package was developed by the investigator for teaching 3 chapters related to Biology subject of Science Textbook of class VIII prescribed by Board of Secondary Education, Chhattisgarh and constructed by using text, graphics, audio, video and animation by the researcher for effectively explaining difficult topics with the help of experts.

Science (Biology) Achievement Test was developed with the help of experts and used in two sets with randomly shuffled questions by the investigator from the Science Textbook of Class VIII prescribed by Board of Secondary Education, Chhattisgarh to seek pre-test and post-test scores of the students in consultation.

Procedure

At first, an initial incidental sample of 200 female students aging 13-14 years and studying in class VIII was selected. All these 200 students were administered Tandon's Group Test of Intelligence and a total of 60 average intelligent students were finally selected randomly. Out of these 60 female students one half (n=30) were randomly assigned to the control group and another half (n=30) were randomly assigned to the experimental group.

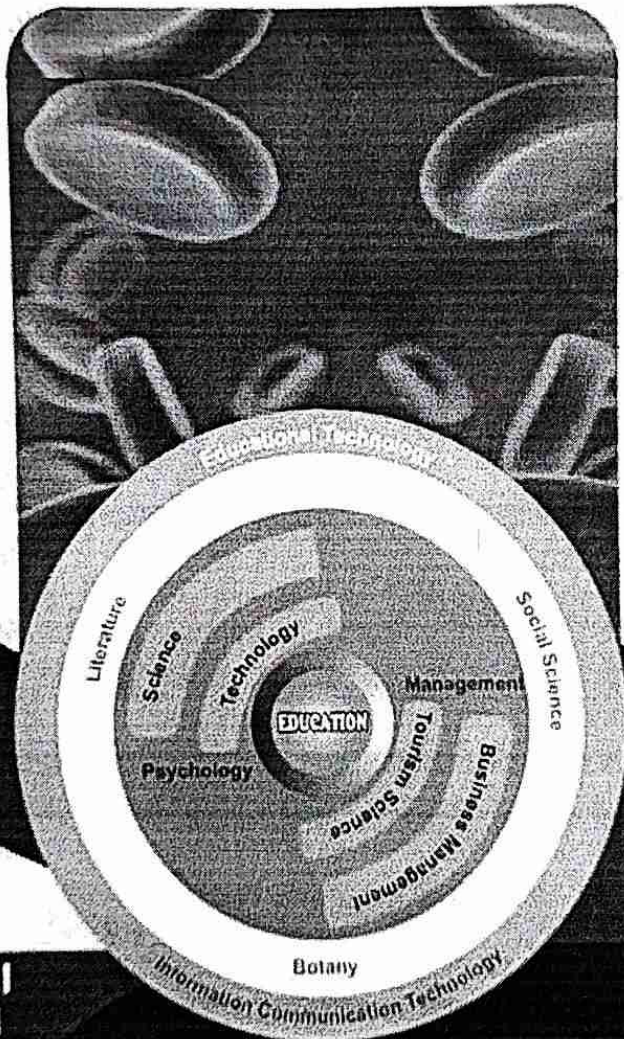
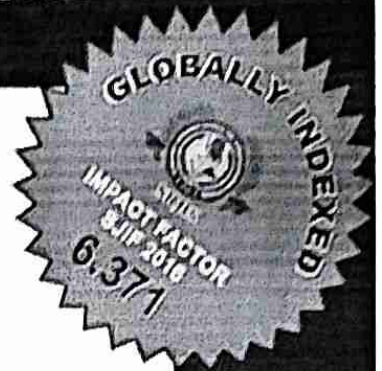


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ISSN - 2278-8808




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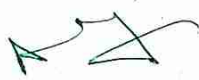
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JULY - SEPT, 2018, VOL. 7, ISSUE - 36

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