Vol II Issue V Nov 2012

Impact Factor : 0.1870

ISSN No :2231-5063

## Monthly Multidiciplinary Research Journal

# Golden Research Thoughts

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Publisher Mrs.Laxmi Ashok Yakkaldevi Associate Editor Dr.Rajani Dalvi



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#### **RNI MAHMUL/2011/38595**

#### **ISSN No.2230-7850**

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Golden Research Thoughts Volume 2, Issue. 5, Nov. 2012 ISSN:-2231-5063

Available online at www.aygrt.net

#### **ORIGINAL ARTICLE**





#### COMMUNICATION OF CHEMISTRY (ORGANIC): BY USING MICRO-TECH-NIQUES ATPLUS TWO AND PLUS THREE LEVELS

#### L.S BHATTAR AND BHATTAR S.L

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#### Abstract:

Micro teaching the new idea is recently developed in America. The central idea at the core of this new concept is to think hard and do something about it before you land as a teacher into the classroom, proceed step by step in the concept of objective; and develop one idea or skill at a time.

#### **KEYWORDS:**

Chemistry, Micro, Teaching.

#### INTRODUCTION

Micro teaching is there for, nothing but scaled down teaching encounter, where the complexities of the real classroom situation have been reduced to the base minimum but at the same time, unlike the teaching practice at the level of feedback greatly enhanced. According to meir and N.L Gage: the micro class comparising four and five student but investigator has used ten student group, taught them more effectively and used regular teaching in class room as well as practical in laboratory at plus two and plus two and plus three levels as follows.

#### PRE-TEST

Investigator has selected forty student of XI sci,XII sci, B.Sc part I &II &twenty Student from B.Sc Part III students are Required to take Reaction, diagram and releted theory. each student is adequately prepared to appear for the test. Investigator, has not taught this group it is taught by other teacher and has given one month time for students and by with the help of their marks. Statistical calculation, mean deviation, standerd score are applied for the results.

#### PRE-TEST

	Ι.	۱۱.	111.	IV.	٧.	TOTAL	MEAN
MEAN DEVITION	0.3125	3.6533	-8.825	10.71	0	3.848	0.7696
STAND AR D DEVITION	2.4606	4.6397	3.9261	4.1781	4.0447	19.244	3.8498

STANDARD	69.3042	50.4849	68.275	62.737	67.789	318.5997	63.7198	
SCORC								

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COMMUNICATION OF CHEMISTRY (ORGANIC): BY USING MICRO-TECH-NIQUES......



#### PRE-TEST

Investigator has selected twenty student of each course of XI sci, XII sci, B.Sc part I &II&III who scored highest marks in the pre-test. Two groups, each group contain students one group taught by using traditional method this group is called controlled group and for another group taught by using MICRO-TECHNIQUES this group is called Ex-perimental group using same syllabus of pre-test. Teaching was done three month for both groups the examination programme was fixed one month in advance. In due period student undergoes repetition, discussion and conducted the examination as like pretest. Assessed the papers. By the help of their marks, statistical calculation. Mean deviation standard deviation standard score tasting hypothesis and ANOVA MODEL ONE applied for the result

#### A.CONTROLLED GROUP

			COURSES					
	l.	11.	111.	IV.	V.	TOTAL	MEAN	
MEAN DEVITION	0.0875	0.009	0	0	-1.75	1.745	0.3315	
STAND ARD DEVITION	2.1564	2.599	2.5377	2.8722	0.9986	11.1535	2.2307	
STAND AR D SC OR C	61.623	66.158	61.7336	65.6671	59.986	335.168	67.0336	

#### **B. EXPERIMENTAL GROUP**

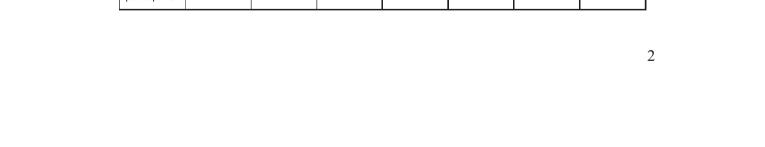
			COURSES					
	1.	11.	111.	IV.	V.	TOTAL	MEAN	
MEAN DEVITION	0.3125	3.6533	-8.825	10.71	0	3.848	0.7696	
STAND AR D DEVITION	2.4606	4.6397	3.9261	4.1781	4.0447	19.244	3.8498	
STAND AR D SCOR C	69.3042	50.4849	68.275	62.737	67.789	318.5997	63.7198	

Micro-communication technique is more effective than traditional method in classroom technique of chemistry (Organic) at plus two and plus three levels.

#### **TESTING HYOTHESIS**

Let us take the hypothesis that, there is no difference in the marks obtained in traditional and communication techniques are not useful.

			COURSES	COURSES					
	1.	11.	111.	IV.	V.	TOTAL	MEAN		
MEAN DIFFERENCE	5	4.5	2.9	9.3	14	44.75	8.95		
STAND ARD DEVITION	3.4641	14.2777	5.7545	7.1732	36.9674	36.9674	7.3034		
No. of participants	10	10	10	10	10	50	10		



COMMUNICATION OF CHEMISTRY (ORGANIC): BY USING MICRO-TECH-NIQUES...... (i)  $t = \frac{7??}{??}$ t=8.95 10 7.3934 t=3.8281 (ii) d/f=v=(n-1) =(10-1) = 9 V=t 0.05=2.228 at 5% level

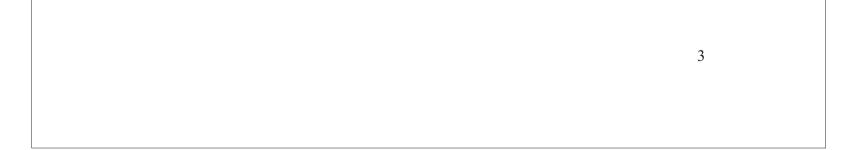
The table value is less than the calculated value. There for the hypothesis is rejected. Hence communication through Micro technique has been useful.

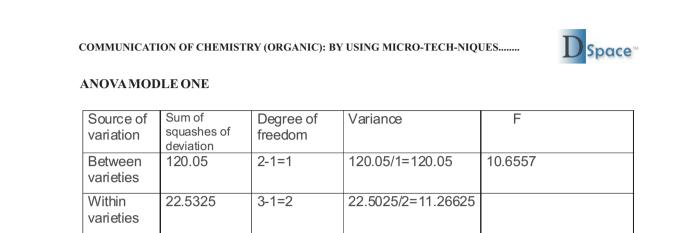
#### NOTE:

Ι	: XI science	Chemistry (organic)
II	: XII science	Chemistry (organic)
III	: B.Sc. Part I	Chemistry (organic)
IV	: B.Sc. Part I	Chemistry (organic)
V	: B.Sc. Part I	Chemistry (organic)

#### ANOVA MODLE ONE

Courses	Means	Various means	Squares of deviation between varieties	Squares of deviation with varieties
XI science XII science	12.1 11.55	X1=11.8	2( 11.8-16.7) <sup>2</sup> =48.02	(12.1-11.8) <sup>2</sup> =0.09 (11.5-11.8) <sup>2</sup> =0.0625
B.Sc. Part I B.Sc. Part II B.Sc. Part	19.1 20.3 25.4	X <sub>2</sub> =21.6	3(21.6-1607) <sup>2</sup> =72.03	(19.1-21.6) <sup>2</sup> =6.25 (20.3-21.6) <sup>2</sup> =1.69 (25.4-21.6) <sup>2</sup> =14.44
III	23.4		120.05	22.5325





F=120.05/11.26625 =10.6557

Degree of freedom for greater variance V1 =120.05 Degree of freedom for smaller variance V2 =11.26625 The table values are V1 =1 & V2=2

at 5% level [F 0.05=18.51 table value] the calculated value of F 15 0.6557 is less then table values and hence the difference in the mean value of the sample is not significance i.e. the sample II could have come from the same universe.

Investigator is concluding that, the result of TESTING HYPOTHESIS AND NOVA ONE WAY MODEL is given same result. Hence communication through micro technique is more significant in the chemistry (organic) theory in the class room then traditional teaching method in classroom teaching

#### REFERENCE

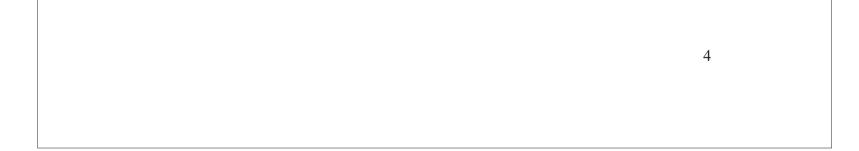
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