

Vol II Issue V Nov 2012

Impact Factor : 0.1870

ISSN No :2231-5063

Monthly Multidisciplinary Research Journal

Golden Research Thoughts

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RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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

L.S BHATTAR AND BHATTAR S.L

Dept. of chemistry, C.B. Khedgis Collage, akkalkot, Dist. Solapur
jogalkar collage of arts, science, Ratnagiri (Maharashtra)

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 comprising 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 related 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, standard score are applied for the results.

PRE-TEST

	I.	II.	III.	IV.	V.	TOTAL	MEAN
MEAN DEVIATION	0.3125	3.6533	-8.825	10.71	0	3.848	0.7696
STANDARD DEVIATION	2.4606	4.6397	3.9261	4.1781	4.0447	19.244	3.8498
STANDARD SCORC	69.3042	50.4849	68.275	62.737	67.789	318.5997	63.7198

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 testing hypothesis and ANOVA MODEL ONE applied for the result

A. CONTROLLED GROUP

COURSES							
	I.	II.	III.	IV.	V.	TOTAL	MEAN
MEAN DEVIATION	0.0875	0.009	0	0	-1.75	1.745	0.3315
STANDARD DEVIATION	2.1564	2.599	2.5377	2.8722	0.9986	11.1535	2.2307
STANDARD SCORC	61.623	66.158	61.7336	65.6671	59.986	335.168	67.0336

B. EXPERIMENTAL GROUP

COURSES							
	I.	II.	III.	IV.	V.	TOTAL	MEAN
MEAN DEVIATION	0.3125	3.6533	-8.825	10.71	0	3.848	0.7696
STANDARD DEVIATION	2.4606	4.6397	3.9261	4.1781	4.0447	19.244	3.8498
STANDARD SCORC	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							
	I.	II.	III.	IV.	V.	TOTAL	MEAN
MEAN DIFFERENCE	5	4.5	2.9	9.3	14	44.75	8.95
STANDARD DEVIATION	3.4641	14.2777	5.7545	7.1732	36.9674	36.9674	7.3034
No. of participants	10	10	10	10	10	50	10

$$(i) t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{s}{\sqrt{n}}}$$

$$t = 8.95$$

$$7.3934$$

$$t = 3.8281$$

$$(ii) d/f = v = (n-1)$$

$$= (10-1)$$

$$= 9$$

$$V = t_{0.05} = 2.228 \text{ at } 5\% \text{ level}$$

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

NOTE:

- I : 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	12.1	$\bar{X}_1 = 11.8$	$2(12.1 - 11.8)^2 = 48.02$	$(12.1 - 11.8)^2 = 0.09$ $(11.5 - 11.8)^2 = 0.0625$
XII science	11.55			
B.Sc. Part I	19.1	$\bar{X}_2 = 21.6$	$3(21.6 - 16.07)^2 = 72.03$	$(19.1 - 21.6)^2 = 6.25$ $(20.3 - 21.6)^2 = 1.69$ $(25.4 - 21.6)^2 = 14.44$
B.Sc. Part II	20.3			
B.Sc. Part III	25.4			
			120.05	22.5325

ANOVA MODLE ONE

Source of variation	Sum of squashes of deviation	Degree of freedom	Variance	F
Between varieties	120.05	2-1=1	120.05/1=120.05	10.6557
Within varieties	22.5325	3-1=2	22.5025/2=11.26625	

$$F = 120.05 / 11.26625$$

$$= 10.6557$$

Degree of freedom for greater variance $V_1 = 120.05$

Degree of freedom for smaller variance $V_2 = 11.26625$

The table values are $V_1 = 1$ & $V_2 = 2$

at 5% level [F 0.05=18.51 table value] the calculated value of F is 10.6557 is less than table values and hence the difference in the mean value of the sample is not significant 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 than traditional teaching method in classroom teaching

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258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
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