An Experimental study on Activity Oriented Sanskrit Teaching for the students of Std.-VI

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Research Report

1.1 Preface
At the beginning of 21st Century today's world has made number of revolutionary discoveries in the field of science & technology. Education is one of them too. In present era to make class-room education bright, innovation in the field of education is prime requirement. In India, if we look at class-room education a student is more dump spectator, who just litsions educational activity, becomes interest less & boring. Looking to such class room situation. We felt that if this will continuous for long time, perhaps the motive of education may surprisingly forgotten. Before such situation arise, the researcher has handled the minor research on “Activity oriental Education programme, to check the effectiveness of the same, in order to keep alive the motive of the education.

1.2 Object of Study
1. For the Sanskrit subject education among students of Std-VI “To check the effectiveness of activity oriental education programme.”
2. Comparative study of learning through Orthodox- System & Activity oriental Educational programme.

1.3 Hypothesis of Study
1. There is no significant difference between mean score of pre-test of experimental & control group.
2. There is no significant difference between mean score of post-test of experimental & control group.
3. There is no significant difference between mean score acquired on the basis of pre-test & post-test, among the experimental group of control group.

4. While taking pre test available score as co-variable there is no significant difference between the score of post test among experimental group & control Group.

1.4 Tools of Research

For this research work, the self made tools given below were utilized by the researcher.

1. Post test
2. Openionaire

Beside the researcher had constructed self produced activities according to subject matter.

1.5 Research Sample

For this research work the researcher had selected 30 boys & 30 girls i.e. total 60 students selected as randomly sample.

1.6 Analysis & Interpretation of Data

For analysis of available data t-test & co-variance teaching were utilized.

Table: 1 Information in regards to pre-test scores of experimental & control group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Sample</th>
<th>Mean Score of Pre-test</th>
<th>Standard deviation</th>
<th>Standard Error of Mean difference</th>
<th>t-value</th>
<th>Level Of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>30</td>
<td>16.3</td>
<td>2.11</td>
<td>0.57</td>
<td>0.93</td>
<td>NO</td>
</tr>
<tr>
<td>Control Group</td>
<td>30</td>
<td>15.77</td>
<td>2.25</td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
</tbody>
</table>

In above table-1 t-value is 0.93, which is substantially less than the required t-value i.e. 1.96 & 2.58 for df = 58 at the level of 0.05 & 0.01 respectively thus hypothesis no.1 “There is no significant difference between mean score of pre-test of experimental & control group.” is accepted. It means both the groups were at same level at pre-test.
Table: 2 Information in regards to post-test scores of experimental & control group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Sample</th>
<th>Mean Score of Post-test</th>
<th>Standard deviation</th>
<th>Standard error of Mean difference</th>
<th>t-value</th>
<th>Level Of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>30</td>
<td>32.7</td>
<td>2.78</td>
<td>0.69</td>
<td>16.23</td>
<td>0.01</td>
</tr>
<tr>
<td>Control Group</td>
<td>30</td>
<td>21.5</td>
<td>2.55</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In above table-2 t- value is 16.23 which is substantially excess than the required t-value i.e. 1.96 & 2.58 for df = 58 at the 0.05 & 0.01 level. Thus hypothesis no.2 “There is no significant difference between mean score of post-test of experimental & control group.” is rejected. It means difference is noted in post-test mean score among experimental group & control group. So it can be said that activity oriented educational programmed is effectively proved in experimental group.

Table:3 Information in regards to required score among the experimental & control group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Sample</th>
<th>Average Of mean</th>
<th>Standard deviation</th>
<th>Standard error of Mean difference</th>
<th>t-value</th>
<th>Level Of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>30</td>
<td>16.27</td>
<td>3.30</td>
<td>0.63</td>
<td>17.52</td>
<td>0.01</td>
</tr>
</tbody>
</table>
In above table-3 t-value is 17.52 which is substantially excess than required t-value 1.96 & 2.58 for df = 58 at the 0.05 & 0.01 level. Thus hypothesis no.3 “There is no significant difference between mean score acquired on the basis of pre-test & post-test, among the experimental group of control group.” is rejected. It means difference is seen in the average available score & required score, among the experimental group & control group. In which experimental group is having excess required score, so it can be said that activity oriented educational programmed is effectively proved in experimental group.

Table: 4 while taking pre-test score as co-variable, co-variance analysis & meaning of post – test score in both the group.

<table>
<thead>
<tr>
<th>Sources of Variance</th>
<th>df</th>
<th>SSX</th>
<th>SSY</th>
<th>SSX</th>
<th>SSyx</th>
<th>MSyx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Mean (SSMS)</td>
<td>1</td>
<td>4.26</td>
<td>1674.81</td>
<td>138.1</td>
<td>1463.97</td>
<td>1463.97</td>
</tr>
<tr>
<td>Within Group (S Swg)</td>
<td>57</td>
<td>285.67</td>
<td>427.37</td>
<td>152.9</td>
<td>345.53</td>
<td></td>
</tr>
<tr>
<td>Total (SST)</td>
<td>58</td>
<td>289.93</td>
<td>2102.18</td>
<td>291.0</td>
<td>1809.50</td>
<td></td>
</tr>
</tbody>
</table>
Vyx(WS)

\[ 1463.97 \]

\[ = \quad \quad \quad \quad \]

\[ 6.06 \]

\[ = 241.58 \]

with \( df = 1 \) & \( df = 57 \) the value of \( F \) at 0.05 & 0.01 level is 4.01 & 7.11 respectively, and it is greater than the ‘Fyx’ value i.e. 241.58 therefore, we can say that it is significant at 0.01 level. The standard error of mean difference \( SED = 0.64 \) & by applying correction for significance \( t \)-value of significant difference at.

\[ 0.05 \text{ level} = t \times SED \]
\[ = 1.96 \times 0.64 \]
\[ = 1.25 \]

Value of significant difference at

\[ 0.01 \text{ level} = t \times SED \]
\[ = 2.58 \times 0.64 \]
\[ = 1.65 \]

The comparison of correct mean is mention in table.

**Table: 5** Significant & difference between experimental group & control Group achieved post test figureer.

<table>
<thead>
<tr>
<th>Group</th>
<th>Correct mean</th>
<th>Difference Between Correct mean</th>
<th>Correct t-Value at 0.05 &amp; 0.01 level</th>
<th>Level significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>32.21</td>
<td>10.56</td>
<td>1.25 &amp; 1.65</td>
<td>0.01</td>
</tr>
</tbody>
</table>
Group ‘A’

<table>
<thead>
<tr>
<th>Control</th>
<th>21.64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group ‘B’</td>
<td></td>
</tr>
</tbody>
</table>

Group- A Experimental Group

Group- B Control Group

As shown in the above table corrected Y mean is 32.21 & 21.64 respectively for experimental group – A & control group B. The difference between both is 10.56 which is excess then amended value 1.25 at the level of 0.05 & 1.65 at the level of 0.01 as pre table – C, therefore difference is meaningful at the level of 0.01. So the hypothesis No.4 “Which taking pre test available figures as co-variable there is no significant difference between the score of post test among experimental group & control group.” is rejected at the level of 0.01. Here experimental group post test average available figures are excess then the control groups post test available figures.

Therefore it can be said that activity oriented educational programme was more effective for students then the orthodox educational system.

1.7 Findings of Study

1. There is no significant difference in pre test mean score among the experimental group & control group. It means both the groups were at the same level in reference to pre test.

2. There is significant difference in post test mean score among the experimental group & control group. While companying the average it can be said that in reference to post test available figure experimental group is better then control group.

3. There is meaningful difference between mean score of Achievement of experimental & control group. In the matter of achievement test score by companying the mean score, it can be said that experimental group is better then control group.

By taking pre-test mean score as co variable, there is significant difference between post test score of experimental group & control group. In the matter of post test available figures, experimental group is better than control group.

It is therefore said that activity oriented educational programme is effectively proved in the students of Std-VI.
1.7 Reference
   Rajkot: Saurastra University, Gujarat State.

   Prinsace Hall of India. Pvt.Ltd.


