MODULAR PACKAGE IN TEACHING SOCIAL REFORMS OF PERIYAR

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MODULAR PACKAGE IN TEACHING SOCIAL REFORMS OF PERIYAR
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Abstract
The aim of this study was to find out the effectiveness of Modular Package in Teaching Social Reforms of Periyar. The sample consisted of 40 students in Control group and 40 students in Experimental group. The data were collected using appropriate tools and it was analyzed by t’ and F’ test. The finding is that the achievement scores of Experimental group Students were higher than the Control group Students.

Keywords: Modular Package, Experimental, Teaching Social Reforms of Periyar.

Introduction
The pivotal role of education as an instrument of social change by altering the human perspective and transforming the traditional mindset of society is well recognized. The universalisation of education has become the top priority, especially for the developing countries. But the extension of quality education to remote and rural regions becomes a Himalaya task for a large country like India with multi-lingual and multi-cultural population separated by vast geographical distances and in many instances, inaccessible terrain. Since independence, India has seen substantial increase in the number of educational institutions at primary, secondary and higher levels as well as the student enrolment. But the lack of adequate rural educational infrastructure and non-availability of good teachers in sufficient numbers adversely affect the efforts made in education.

Modular Approach
Modular approach is a self contained package dealing with one specific subject, set in convenient form. So that the learner can complete it at its own pace independently or small groups. It is so structured that can identify the objectives select the material and method and evaluate his own accomplishment. Teacher and Learner share the responsibility as in a two ways system freedom is selection of suitable media from the multimedia approach such as lecture unit, laboratory unit, film unit and audio-tape unit etc. likewise from the varieties of evaluation techniques such as quiz, projects, oral tests, written test, the learner can check his credentials, if he finds that he has failed to master, he can take-up the test after some more study through any other alternate approaches. So the modular approaches of individualized instruction are a dynamic, flexible multi sensory and dimensional approach to education.

Modular Approach For Learning
The modular approach will provide the beginning of an individualized and humanistic approach to instruction. The modular package in teaching helps the teacher to teach the subject matter in an easy way. It increases the interest of the students to know more about the subject matter. It helps the students to retain the subject matter for a long time. It attracts even the dull students to show interest in studies. It helps the students to understand and to practice the teaching of social science. The modular package creates interest in the minds of the students to know more about social science. They won’t forget the subject matter. It attracts the students of all sections.
Components of Module

Module consists of following components:

- Statement of purpose
- Desirable pre-requisite skills
- Instructional objectives
- Diagnostic pre-test
- Implementers for module
- The modular program
- Related experiences
- Evaluative post-test

The modular approach has been proven to be an effective and efficient tool to help students to learn. Most subjects can be taught with this approach. The production of instructional materials in time consuming, but modular effectiveness can be evaluated and thus revisions can be done in a positive way.

Need For The Study

In the early stages of development, most teachers have been trained to teach, not to think about learning. Yet, everything that is achieved in the classroom depends eventually upon what goes in the mind of students. By the introduction of Modular package, it motivates the student to learn effectively to a greater level. Learning about Social Science is seen to be influenced by Modular package in many ways such as the students can learn with better understanding. They can learn with greater comprehensive. Through modular package, the students can improve their skill in learning about Social Science and increase their observing capacity. By learning through Modular package the student will save their time, they spend less every day for study. This becomes active and cheerful in their response giving.

Thus, the modular package is very effective for teaching, learning, analysis and evaluation. However, the modular package has flourished in many ways. There is another side in which the teacher taught through conventional method. it has been observed that there are some defectives or disadvantages in conventional classroom method of teaching and learning. In this type of teaching, students have to observe classroom under tight control and rigid supervision. It is highly laborious and time consuming. Besides these diversion may occur due to various factors such as poor performance of the students, inadequate classroom climate, excess class strength, noisy situation etc. The students can learn at their own convenience. Their performance or the assessment will not be corrected exactly. They can’t be active as compare to experiment method. There are many external disturbances in learning. Thus, it has been found that Modular package is very much suitable method for the teaching and learning.

Objectives of The Study

1. To find out the effectiveness of Modular package over the traditional method in teaching the topic Social Reforms of Periyar at Pre-test level.
2. To find out the effectiveness of Modular package over the traditional method in teaching the topic Social Reforms of Periyar at Post-test level.
3. To find out whether there is any significant difference between the achievement scores of Boys and Girls.
4. To find out whether there is any significant difference between the achievement scores of the Students coming from Rural and coming from Urban area.
5. To find out whether there is any significant difference relationship between the achievement scores of the Students of various group, based on their Father’s Educational Qualifications.

6. To find out whether there is any significant difference relationship between the achievement scores of the Students of various group, based on their Father’s Occupation.

7. To find out whether there is any significant difference between the achievement scores of the Students of Hostellers and Day Scholars.

**Hypotheses of The Study**

1. There is no significant difference between the achievement scores of the Control group and Experimental group with regard to Modular package in teaching the topic Social Reforms of Periyar at Pre-test level.

2. There is no significant difference between the achievement scores of the Control group and Experimental group with regard to Modular package in teaching the topic Social Reforms of Periyar at Post-test level.

3. There is no significant difference between the achievement scores of Boys and Girls.

4. There is no significant difference between the achievement scores of the Students of Rural and Urban area.

5. There is no significant relationship between the achievement scores of the Students of various groups, based on their Father’s Educational Qualifications.

6. There is no significant relationship between the achievement scores of the Students of various groups, based on their Father’s occupation.

7. There is no significant difference between the achievement scores of the Students of Hostellers and Day Scholars.

**Methodology of the study**

The investigator followed the “Experiment” method in the present study. The Investigator developed an Modular Package; it is verified with the help of subject experts and guide. The tool was administered to the sample selected in the S.A.N. Higher Secondary School, Chidambaram.

**Sample for the Study**

The sample of 80 students of high school level was taken to study from S.A.N. Higher Secondary School. The students of VI standard were the sample for this study. The sample were divided into two groups namely control group. Control group was exposed to traditional method of teaching. It consists of 40 students of which belong to VI standard. In the same way experimental group was given treatment through Modular Package in teaching. It also consists of 40 students of which belong to VI standard. The random sampling techniques were followed in the selection of the sample.

**Tool used**

1. A well developed and standardized Modular Package was used.

2. Post-test materials were prepared and validated by the investigator.

3. The personal data of the samples were collected through the Questionnaire.

**Statistical Techniques Used**

1. ‘t’ test was applied to analyze the differential hypothesis.

2. F’ test is used to find out the significance of difference between two sub-group variables.
Analysis of Post-Test Performance

The following table furnishes the data on the Post-Test performance of the Control and Experimental groups and also furnishes the significance of difference between the achievement scores of students in various groups in detail.

The t’ value was computed to find out the significance of difference between the Pre-test achievement scores of the Control and Experimental group. Table 4.1 gives the details.

Table 4.1
't' test for achievement scores of the control and experimental group in pre-test level

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t'</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>40</td>
<td>1.4</td>
<td>0.67</td>
<td>1.1</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td>Experimental</td>
<td>40</td>
<td>1.57</td>
<td>0.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The calculated t’ value 1.1 is very much less than the critical value 1.99 at 0.05 level of significant. This implies that the difference in the achievement scores of Control group and Experimental group is not significant at pre-test level in teaching the topic Social Reforms of Periyar.

The t’ value was computed to find out the significance of difference between the Post-test achievement scores of the Control and Experimental group. Table 4.2 gives the details.

Table 4.2
't' test for achievement scores of the control and experimental group in post-test level.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Sd</th>
<th>T’</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>40</td>
<td>25.77</td>
<td>1.62</td>
<td>22.3</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Experimental</td>
<td>40</td>
<td>40.73</td>
<td>3.91</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The calculated t’ value 22.3 is greater than the critical value 1.99 at 0.05 level of significant. It shows that the difference in the achievement scores of Control group and Experimental group is significant at post-test level in teaching the topic Social Reforms of Periyar.

The t’ value was computed to find out the significance of difference between the achievement scores of Boys and Girls Student. Table 4.3 gives the details.

Table 4.3
't' test for achievement scores of boys and girls

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t’</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>20</td>
<td>41.15</td>
<td>3.99</td>
<td>0.683</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Girls</td>
<td>20</td>
<td>40.3</td>
<td>3.88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The calculated t’ value 0.683 is greater than the Critical value 2.02 at 0.05 level of significant. It indicates that the difference in the achievement scores of Boys and Girls are not significant.

The t’ value was computed to find out the significance of difference between the achievement scores of Rural and Urban area Student. Table 4.4 gives the details.
Table 4.4
't' test for achievement scores of rural and urban area students

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Sd</th>
<th>T'</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>26</td>
<td>42.2</td>
<td>3.93</td>
<td>4.7</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Urban</td>
<td>14</td>
<td>37.92</td>
<td>1.77</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The calculated t’ value 4.7 is greater than the Critical value 2.02 at 0.05 level of significant. This indicates that the difference in the achievement scores of Rural and Urban area students are significant.

The F’ value was computed to find out significant relationship between the achievement scores of the Student of various groups, based on their Father’s Educational Qualifications. Table 4.5 presents the details.

Table 4.5
F’ test for achievement scores of students with reference to father’s educational qualification

<table>
<thead>
<tr>
<th>Variable</th>
<th>Categories</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean</th>
<th>F</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father’s Educational Qualification</td>
<td>Between groups</td>
<td>49.008</td>
<td>2</td>
<td>24.504</td>
<td>1.65</td>
<td>Not significant At 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>546.967</td>
<td>37</td>
<td>14.783</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>595.975</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The calculated F value 1.65 is lesser than the Critical value 3.23 at 0.05 level of significant. It implies that the difference in the achievement scores of the Student of various groups, based on their Father’s Educational Qualifications.

The F’ value was computed to find out significant relationship between the achievement scores of the Student of various groups, based on their Father’s Occupation. Table 4.6 presents the details.

Table 4.6
F’ test for achievement scores of students with reference to father’s occupation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Categories</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean</th>
<th>F</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father’s Occupation</td>
<td>Between groups</td>
<td>84.642</td>
<td>3</td>
<td>28.214</td>
<td>1.98</td>
<td>Not significant At 0.05 level</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>511.333</td>
<td>36</td>
<td>14.204</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>595.975</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The calculated F value 1.98 is lesser than the Critical value 2.84 at 0.05 level of significant. It indicates that the difference in the achievement scores of the Student of various groups, based on their Father’s Occupation.

The t’ value was computed to find out the significance of difference between the achievement scores of Hosteller and Day Scholar Student. Table 4.7 gives the details.

Table 4.7
't' test for achievement scores of hosteller and day scholar students

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t’</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day scholar</td>
<td>23</td>
<td>39.64</td>
<td>4.18</td>
<td>1.5</td>
<td>Not Significant At 0.05 level</td>
</tr>
<tr>
<td>Hosteller</td>
<td>17</td>
<td>41.52</td>
<td>3.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The calculated t’ value 1.5 is lesser than the Critical value 2.02 at 0.05 level of significant. This indicates that the difference in the achievement scores of Hosteller and Day Scholar students are not significant.

Summary of the Findings

The major finding of the study reveals that Experimental method of teaching more effective than the Traditional method in teaching the topic Social Reforms of Periyar. In other words teaching the topic Social Reforms of Periyar by using Modular Package is more effective.

Conclusion

From the above study, the investigator has an idea that Modular Package provides greater opportunities for the students to learn. It is better than the traditional method of learning. It brings a new kind of experiences for the students in high schools. Therefore, the investigator desires that more number of Educational institutions should teach the topic Social Reforms of Periyar by using Modular Package and make the process of teaching and learning more effective.

References

13. Santhi (1977) Socio-Economic Thought of Periyar E. V. Ramasamy, (University of Madras)