



A comparative study of CMC Method and Traditional Instructional Method in teaching of Education Technology of B.Ed. Course

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Abstract:

CMC is the means to reach the students. In this means electronic gadgets used for teaching learning process. Here the day to day technology is implemented effectively in the classroom for the students. The learning material is provided through the blog, face book, whats app etc. This means of learning found to be suitable as they can learn any where they want to. SO the learning rate found to be raise. Not only the interest of the students relating to the subject increases but also the curiosity about the subject is increase. Statistical analysis also shows that the impact of the CMC is positive on the student irrelevance of the gender and area.

1. Introduction

In day-by-day scenario people are not alone now; they have their friend classic gadget in hand. They feel lonely and may suffer to psychological disorder if they don't have it. It is time to divert this technology and usage in proper way. Government enable a paradigm shift as IT a globally competitive value service. IT sector as one separate department having specific rules and regulation. The government has pragmatically used modern telecommunication facility to deliver mass education program. So, this one is initiative in this direction that people envisage learning with his equipment. CMC is about how identities, relationship and communities are being changed or influenced by the internet. CMC is the way to allow people to use this technology for the betterment of lives, because learning can take place at any place at any pace. Computer Mediated Communication (CMC) is not a tool but communication channel through which all interaction takes place and flow of information gathered.

2. Objectives of the Study

Objectives of the present study were considered as follows

1. To develop CMC based instructional material in unit of course ware for B.Ed. students.
2. To compare the achievement score of post test for the experimental group and controlled group.
3. To compare the achievement score on post test of the male and female teacher trainee.
4. To study the influence of gender teaching method and their interaction between achievements of post test score of experimental group and control group.

3. Hypothesis

A hypothesis is a proposed explanation for a phenomenon. A hypothesis states what we are looking for. In this experimental type of study. The researcher has formulated following type of null hypothesis.

H₀₁: There will be no significant difference between the mean of achievement score of post test for the trainees of the experiment group and controlled group.

H₀₂: There will be no significant difference between the mean achievement score of post test for the male and female teacher trainee.

H₀₃: There will be no significant influence of gender, teaching method and their interaction on of post test score of achievement of experimental group and control group.

4. Limitation of the Study

Limitation of the present study can be stated as follows.

1. This study is limited only for the B.Ed. trainee studying through Gujarati Medium of Gujarat University, Gujarat.
2. CMC material is prepared for those topic which are there in unit one of paper relating to Course Ware.

5. Variable of the Research

Independent variable of the study are learning through CMC and teaching through conventional method. The Dependent variable achievement score obtained by the student on post-test. The moderator variable are gender – Boys and Girls and control variables are class – B.Ed. , Subject – Education Technology, medium – Gujarati

6. Population

All the student studying B.Ed. in Gujarat University, Ahmedabad. Constitute the populations of the present research work. One B.Ed. College affiliated to Gujarat University; Gujarat was selected as per purposive sampling technique.

7. Methods of Sampling

Stratified Random sampling technique was implemented to distribute the trainee among experimental group and control group. From the selected college 60 male and female teacher trainees were distributed among experimental and control group.

Table 1: Analysis of Variance of post test score of Control and experimental group

Sources of Variance	Df	Sum of Square	Mean Square	F – Value	Table Value	Significant level
Among	1	170.017	170.017	37.329	F _{0.01} =7.08 F _{0.05} =4.00	Significant at 0.01
Within	58	264.167	4.555			
Total	59	434.183	174.572			

The F-value was found to be 37.329 which was found to be significant at 0.01 level of significance for the degree of freedom 1 and 58.

Table 2: Level of significance and difference between mean of experimental and control group

Groups	N	Mean of Post test Mx	Obtained difference between mean	Significant difference value	Significant level
Experimental	30	23.97	3.37	D _{0.01} =1.466 D _{0.05} =1.102	Significant at 0.01
Control	30	20.60			

It showed that the experimental group scored higher than the control in the post-test which may be due to the effect of CMC

Table 3: Analysis of Variance of post test score of Male and female teacher trainee of Control and experimental group

Sources of Variance	Df	Sum of Square	Mean Square	F – Value	Table Value	Significant level
Among	1	14.462	14.462	1.998	F _{0.01} =7.08 F _{0.05} =4.00	Not Significant
Within	58	419.722	7.237			
Total	59	434.188	21.699			

The computed F- value was 1.998, which was found to be non significant at 0.05 level of significance for the degree of freedom 1 and 58. Hence the null hypothesis 2 was accepted. From this it can be concluded that there was no significant influence of gender on achievement of post test score of experimental group and control group.

8. Major Findings

1. There is a significant difference between the mean of achievement score of post test for experimental group and control group.
2. There is no significant difference between the mean of achievement score of post test for the male and teacher trainee.
3. There is a significant difference between the mean of achievement score of post test for the teaching method but there is no significant difference between the mean of achievement score of gender and the interaction between gender and teaching method.

9. Conclusion

Though the research on CMC more emphasis should be given on two way communication in the class room. As it is found that after receiving the material there is a strong need to respond it and it found that the shy nature student get the huge opportunity to react and open in this mode. The electronic gadgets should be used at large scale in teaching learning process. Teachers and professors have to equip them and used to of this methods.

Reference

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