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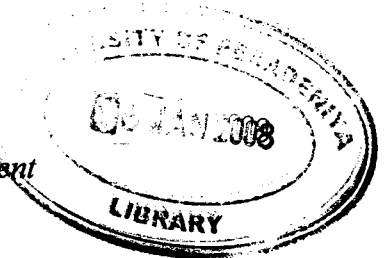
**INTEGRATED METHOD IN TEACHING POSTHARVEST
TECHNOLOGY FOR ADVANCED LEVEL AGRICULTURAL
STUDENTS**

A PROJECT REPORT PRESENTED BY

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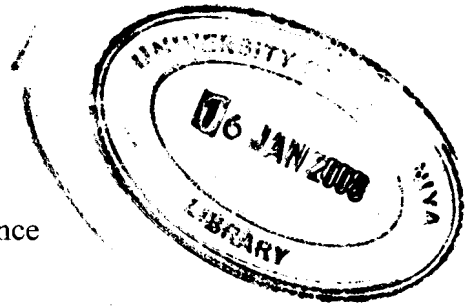
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INTEGRATED METHOD IN TEACHING POSTHARVEST TECHNOLOGY FOR ADVANCED LEVEL AGRICULTURAL STUDENTS

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Advanced level Agriculture syllabus has been designed to provide the theoretical knowledge and practical experiences in the field of agriculture. Postharvest technology is identified as an important unit in the syllabus. The amount of knowledge gained in postharvest technology helps to minimize the postharvest losses of agricultural products from farm to table.

Achievement level in postharvest technology that exists in past Advanced level students were assessed through a question paper based on postharvest technology unit. It was identified that the knowledge in postharvest technology was poor and fail to apply the knowledge in the real world. A new approach of teaching in postharvest technology unit was developed by considering the feedback which was obtained from the assessment and identified as an integrated method comprises of different teaching methods such as laboratory practicals, field trips, market survey and uses of audio visual materials other than class room teaching.

In order to test the effectiveness of the new integrated teaching method vs conventional teaching method six equal groups of students were selected comprising 30 students who followed advanced level agriculture stream. Three groups were treated as experimental groups and others were treated as control groups. For the experimental groups, integrated teaching method was used by integrating different teaching methods and materials. For control groups, conventional teacher centered lecture method was used.

Achievement levels of all groups were analyzed by using three parameters as ranges of marks, questions in categories A, B and C and Pool "t" test in statistically.

According to the results of the assessment mean value of the marks was **higher** among the integrated method groups of students, than in conventional method **groups** where in statistical analysis it was found that there was a significant **difference** ($P < 0.05$) between experimental and control groups. Analysis in categories of questions, category "A" questions based on theoretical subject knowledge, all groups were shown higher achievement levels than other two question categories "B" and "C".

In category "B" questions based on real life experiences, students in the integrated method group were shown higher achievement levels than the conventional method group. According to the statistical analysis, there was no significant difference among the groups in category "C" questions that based on practical skills.

Real life experiences that gained from an integrated method, which measured by category 'B' questions was the reason for significant difference between experimental and control groups of students in statistical analysis. Therefore integrated method in teaching postharvest technology unit in A/L agricultural syllabus helped to gaining real life experience that enhanced the meaningful learning of students.

