

Learning Barriers of the 11th Standard Biology Students**Mrs. Devyani V. Patil**Research Scholar Dept of Education
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Shivaji University, Kolhapur**Abstract**

Junior college education, particularly XI standard is the link between X and XII board examinations. XI standard's curriculum is the base for standard XII curriculum. Science constitutes the three major sciences i.e. Physics, Chemistry and Biology. Biology includes two sciences viz. Zoology and Botany. In this study, the researcher studies the Zoology part. Sometimes students feel some topics in the curriculum very easy, but some feel very difficult. Study Technology provides the solutions according to the study barriers at home.

Keywords: Application, Study Techniques, Biology, Students.

Introduction

This is the age of a liberalization, globalization, educational privatisation. In this age, so many educational challenges the student has to face. But education itself proves that development of country and best civilized culture is because of the educated person. Education is responsible for the transformation of modernization. Educational ministry runs the number of programs to achieve the universalization of senior secondary education. But at school also many programmes and activities runs for betterment of the students. But some times, the contemporary solutions or activities feel short to understand the student's learning barriers. At school, all students have the individual differences. To handle this differences school teachers should apply some new different technologies.

Study technology is one of the technology put forth by Hubbard which provides the remedies on the different learning barriers of students while studying at home. Some students cannot learn the different concepts at a time, some students cannot imagine the abstract things, process. Some students have the reading or vocabulary problems. Study technology helps to overcome these learning barriers. While study at home some students memorise the picture, diagram which teacher had shown in the college. But before that researcher has to understand student's learning barriers and then has to decide or choose the remedy or technique to overcome it.

Primarily researcher need to know the difficult topics in the XI standard Biology subject and easy topics for the same. Parallely teachers need

to know which different techniques and strategies the students use while learning.

Need and Significance of the Study

Students have different individual differences under one roof at school in one class. If these differences will be neglected by the teachers and the students will not be able to learn the curriculum. Students have to get the perfect study techniques for learning each topic, so that learning will be easy going and reduce the time of study. Study technology provides the accurate techniques for learning barriers to overcome.

Objective of the Study

1. To know the easy and difficult topics in the Xi standard Biology subject.
2. To know the different teaching strategies the teachers apply while teaching.
3. To know which teaching techniques or strategy the students like the most.
4. Which learning barriers most of the students have while learning Biology subject.
5. Which learning strategies most students can feel effective / like the most while studying at home.

Methodology

Survey method is used for the present study in order to observe the learning barriers of XI standard Biology Students.

Population

The population of the present study comprises students of the junior colleges in the Kolhapur city.

Sample

In the present study 500 students from different colleges in Kolhapur city as a purposive manner.

Tools

For the collection of data a self structural closed questionnaire are used for getting the information from the students are taken as a sample.

- c. While learning at home students follow thinking of picture technique.
- d. While studying at home students face problem when they study different concept at a time in single lesson.
- e. Students use dictionary when they stuck to any complicated word.
- f. Drill and practice is the teaching method students feel more effective.

Table:

Students Responses

Qu esti ons	A		B		C	
	Frequency	%	Freque ncy	%	Freque ncy	%
1	369	70.6	120	22.9	34	6.5
2	126	24.1	174	33.3	223	42.6
3	141	27.0	306	58.5	76	14.5
4	77	14.7	368	70.4	78	14.9
5	251	48.0	133	25.4	139	26.6
6	212	40.5	17	3.3	294	56.2
7	296	56.6	159	30.4	68	13.0
8	77	14.7	280	53.5	166	31.7

Conclusion and Suggestion

From the present study it can be concluded that while studying the Kingdom Animalia topic students need two hours. While doing study students think the pictures which teacher draws and shows in the charts. This lesson is difficult because there are many different concepts with different examples in one lesson and some times these relationships understand but not always and second reason is there are many unfamiliar word, but student try to find the meaning in the dictionary.

Teacher should divide this topics according to their concept and teach the whole topic step by step by showing pictures, videos and charts. Teacher should follow drill and practice method to become the topic easy to memorise.

References

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Analysis and Interpretation of Data

Both quantitative and qualitative data in this study is on the baiss of survey conducted by researcher in the tabular form.

1. Topic easy to understand A (70.6%)
2. Topic difficult to understand C (42.6%)
3. Spend time for study b (58.5%)
4. Learning technique b (70.4%)
5. What do you feel difficult a (48.0%)
6. Understand cause-effect relationship C (56.2%)
7. When you stuck to any complicated word a (56.6%)
8. More effective learning method b (53.5%)

Major Findings of the Study

- a. It is found that students feel Human Nutrition topic very easy and Kingdom Animalia topic very difficult.
- b. To study the difficult topic students need two hours.