A) General Information: -

1. **Name of the Institute: DIET Ghumenhera**

2. **Details of the Investigator(s):**

Name	Designation	Place of posting at the time of project completion	Present place of posting	Contact No.	E-mail
Dr Meena Sehrawata nd	**Assistant Professor**	**DIET Ghumenhera**	**DIET Ghumenher a**	09968538865	**dietghumenhera@yahoo.com**
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3. **Project/ Study Conducted Academic Session: 2011-2012**

4. **Institute where Project/Study submitted: DIET Ghumenhera**

5. **Theme of the Project/Study: Teacher and Teaching**

6. **Level of the study:** Teacher Education

B) Summary of the Conducted Research work/Project/Study: -

1. **Title: Effectiveness of Structured and Un-Structured Field Trip." An Experimental Study**

2. **Introduction:** The study attempted to find out the effectiveness of structured and un structured field trips on academic achievement of students.

3. **Objectives:** The study was taken up with the following objective:

1. To study the effectiveness of structured and unstructured field trip to National Science Centre, Delhi in terms of academic achievement of students.

4. **Hypotheses:** The study was designed to test the following null hypothesis:

There is no significant difference between the post-test mean scores of students who experienced structured and unstructured field trip to National science center.

5. **Research Design:**

Research method(s): For the collection of data survey, two groups, randomized post-test design were used. In the present research both the groups were measured on the dependent variable. The final mean post test scores of each group on the dependent variable were adjusted for pre -test differences by covariance analysis. The adjusted final means were then compared to determine if differences were statistically significant. There were two types of samples as per the objective of the study. (A) Students Sample:- Govt. Co-Ed. Sr Sec School, Najafgarh with English as medium of instruction was selected purposively from the 221 students, using systematic sampling, 60 students were selected. (B) Participatory Displays:-Only twenty exhibits were selected purposively from the 87 other exhibits of the gallery using checklist as a tool. Pre-test and post-test were developed by the investigators. Pre and post tests were based on the twenty displays which were selected as sample from the fun with science gallery. In pre-test there were twenty questions of MCQ type with four alternatives of 20 minutes duration with 20 marks. Structured post-test there were 40 items of MCQ type with four alternatives of 2 hrs duration with 40 marks. Sixty VIII class students were given pre-test at the school before going to visit the National

Science Centre. Structured treatment was given to the experimental group students. After the treatment students of both the groups were given the post-test of 40 marks of two hours duration. Raw scores obtained from the pre-test and post were treated with descriptive and inferential analyses like mean, S.D, t' test, F' test, ANCOVA respectively for the analysis of the data.

6. **Research findings:** Pre-test and post-test scores of experimental and control group were analyzed through the use of "analysis of covariance in which pre- test scores of students were taken as covariate. 't' values were computed between the adjusted means of experimental and control group. The null hypothesis was rejected. Adjusted mean post – test score of experimental group was significantly higher than mean post-test score of control group. This showed that structured field trip significantly enhances academic achievement of students.

7. **Educational implications:** Field trips are an important resource for making learning meaningful and should be carried in structured manner to have its maximum contribution.

8. **Scope of the study:** Such more educational resources may be explored.