LIST OF CONTENTS

Preface iii-iv
Acknowledgement v

Chapter 1 - Role and Relevance of Information Technology in Music Education 1-46
1.1 Education - Definition, Aims and Objectives
1.2 Music Education - Different perspectives
   1.2.1 Aims of music education at school level
   1.2.2 Psychological aspects of Music Education
   1.2.3 Elements of Music Education
   1.2.4 Music Education - Historical background
1.3 Educational Technology- Concepts, Component, Use and Utility
   1.3.1 Concept and Components
   1.3.2 Use and Utility
   1.3.3 Instructional Technology – Concept, Objective and Scope
   1.3.4 Educational Technology & Instructional Technology – A Basic difference
1.4 Information & Communication Technology (I.C.T) in Education- Definition, Dimensions, Objectives and Significance.
1.5 Role and Relevance of ICT in Music Education
1.6 Introduction to Methodology
   1.6.1 Statement of the Problem
   1.6.2 Objectives
   1.6.3 Hypothesis
   1.6.4 Sample
   1.6.5 Sources for Data collection
   1.6.6 Design
   1.6.7 Tools for Data collection
   1.6.8 Data Analysis
   1.6.9 Delimitation of research

Conclusion
Chapter 2- Review of the Related Literature 47-71

Chapter 3- Methodology for Using Multimedia Package 72-105
3.1 Multimedia - Definition and Major Characteristics
3.2 Use of Multimedia package in the learning process
3.3 General Requirements for Multimedia Package
3.4 Basic Elements for Multimedia Package
   3.4.1 Text
   3.4.2 Audio
   3.4.3 Video
   3.4.4 Graphics
   3.4.5 Animation
3.5 Role of Multimedia in Music Education

Conclusion

Chapter 4- Application of Research and Experimental Design 106-130
4.1 Research Methodology
4.2 Sample
4.3 Tools
4.4 Research Design
4.5 Variables
4.6 Administration of Test
4.7 Procedure
4.8 Data analysis
4.9 Development of tools
   4.9.1 Development of Multimedia Package
      4.9.1.1 Format
      4.9.1.2 Content
      4.9.1.3 Text
      4.9.1.4 Images
      4.9.1.5 Sounds
      4.9.1.6 Video
Chapter 5 - Analyses and Interpretation of Data 131-148

Chapter 6- Summary, Main Findings and Conclusion 149-163

6.1 Summary
6.2 Main Findings
6.3 SWOC Analysis
   6.3.1 Strengths
   6.3.2 Weaknesses
   6.3.3 Opportunities
   6.3.4 Challenges
6.4 Suggestive areas for the Future Researchers

Conclusion

Appendices 164-204

Appendix 1 Pre test taken in the classroom for conducting the experiment
Appendix 2 Post test taken in the classroom after the experiment
Appendix 3 Experiment in Progress - Visual Images
Appendix 4 Topics chosen for the multimedia package
Appendix 5 Questionnaire
Appendix 6 Interview Schedule
Appendix 7 Visual list of Interviewees
Appendix 8 Researcher with interviewees - Visual Images
Appendix 9 Abbreviations
Appendix 10 Contents of CD Containing Multimedia Package

Bibliography 205-215
# LIST OF TABLES

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Comparative statement of Education &amp; Instruction</td>
<td>32</td>
</tr>
<tr>
<td>3.1</td>
<td>Salient Features of Multimedia Software</td>
<td>83</td>
</tr>
<tr>
<td>4.1</td>
<td>Sample for the experiment</td>
<td>107</td>
</tr>
<tr>
<td>4.2</td>
<td>List of Students from Experiment No. 1</td>
<td>108</td>
</tr>
<tr>
<td>4.3</td>
<td>List of Students from Experiment No. 2</td>
<td>109</td>
</tr>
<tr>
<td>4.4</td>
<td>List of Students from Experiment No. 3</td>
<td>110</td>
</tr>
<tr>
<td>4.5</td>
<td>List of Students from Experiment No. 4</td>
<td>111</td>
</tr>
<tr>
<td>5.1</td>
<td>Mean, S.D., S.E and ‘t’-value of scores of experimental and control groups on pre-test</td>
<td>131</td>
</tr>
<tr>
<td>5.2</td>
<td>Mean, S.D. SE and ‘t’-value of scores of experimental and Control groups on post-test</td>
<td>132</td>
</tr>
<tr>
<td>5.3</td>
<td>Mean, S.D. and ‘t’-value of scores of experimental and control groups on pre-test</td>
<td>134</td>
</tr>
<tr>
<td>5.4</td>
<td>Mean, S.D. SE and ‘t’-value of scores of experimental and Control groups on post-test</td>
<td>135</td>
</tr>
<tr>
<td>5.5</td>
<td>Mean, S.D. and ‘t’-value of scores of experimental and control groups on pre-test</td>
<td>137</td>
</tr>
<tr>
<td>5.6</td>
<td>Mean, S.D. SE and ‘t’-value of scores of experimental and Control groups on post-test</td>
<td>138</td>
</tr>
<tr>
<td>5.7</td>
<td>Mean, S.D. and ‘t’-value of scores of experimental and control groups on pre-test</td>
<td>140</td>
</tr>
<tr>
<td>5.8</td>
<td>Mean, S.D. SE and ‘t’-value of scores of experimental and Control groups on post-test</td>
<td>141</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>S. NO.</th>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Three Dimensions of ICT</td>
<td>34</td>
</tr>
<tr>
<td>1.2</td>
<td>Basics Elements of Information and Communication Technology</td>
<td>39</td>
</tr>
<tr>
<td>1.3</td>
<td>Types of Media</td>
<td>42</td>
</tr>
<tr>
<td>3.1</td>
<td>Elements of Multimedia</td>
<td>73</td>
</tr>
<tr>
<td>3.2</td>
<td>Advantages of Multimedia Technology</td>
<td>78</td>
</tr>
<tr>
<td>3.3</td>
<td>Contents of Multimedia (Hardware)</td>
<td>80</td>
</tr>
<tr>
<td>3.4</td>
<td>Contents of Multimedia (Software)</td>
<td>82</td>
</tr>
<tr>
<td>3.5</td>
<td>Basics Elements for a Multimedia Package</td>
<td>85</td>
</tr>
<tr>
<td>5.1</td>
<td>Comparative analysis of two teaching methods (multimedia package and conventional teaching method among two groups (experimental and control group) of Experiment-1)</td>
<td>133</td>
</tr>
<tr>
<td>5.2</td>
<td>Comparative analysis of two teaching methods (multimedia package and conventional teaching method among two groups (experimental and control group) of Experiment-2)</td>
<td>136</td>
</tr>
<tr>
<td>5.3</td>
<td>Comparative analysis of two teaching methods (multimedia package and conventional teaching method among two groups (experimental and control group) of Experiment-3)</td>
<td>139</td>
</tr>
<tr>
<td>5.4</td>
<td>Comparative analysis of two teaching methods (multimedia package and conventional teaching method among two groups (experimental and control group) of Experiment-4)</td>
<td>142</td>
</tr>
</tbody>
</table>