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RESEARCH PAPER

## Effectiveness of Self Learning Material in Learning of Selected Topics in Hindi of standard 8<sup>th</sup> Students in Reference to Hindi Language Objectives

\* **Dr. Laljibhai Patel**, Professor  
Education Department, Gujarat Vidyapith, Ahmedabad-14)  
Anilkumar N. Parmar (Ph.D. Scholar)  
(M) 9427068573 lrdspatel@gmail.com

**Key words:** *Self-learning material in learning of selected topics in Hindi etc.*

### Introduction

The present study was conducted to know the effectiveness of self learning materials for an effective learning of students in Hindi language. Hindi is considered prominent language in India, but the present status of Hindi language is a matter or worry for language.

There is a hidden fear among language lovers of losing the Hindi language due to growing influence of English language in our country. Therefore an attempt is made here to make an effective teaching of Hindi language. The present research seeks to analyse the language skill development.

### Synopsis of the research

**Title :** The title of the present research is as follows;

**Effectiveness of Self-Learning Material in Learning of Selected Topics in Hindi of Standard 8<sup>th</sup> students in Reference to Hindi Language Objectives**

### Objectives

The objectives of present research are as follows;

1. To construct the self – learning materials of Hindi language in 8<sup>th</sup> standard.
2. To know the effectiveness of self-learning materials on students achievement.
3. To know the effectiveness of self learning materials with reference to objectives like language comprehension, practical application, logical reflection and creativity.

**Sample Selection :** The primary schools of Gujarat State are taken as population for present study, whereas six para schools of district Panchayat governed Kumbhal kendravarti school of Palitana Taluka in Bhavnagar district in the year 21017-18 were taken as the sample for the present study, in which Kumbhal Girl primary school, Khakhria primary school, Kumbhal Kendravarti primary school, Navagam primary school, Badeli primary school and Sarod primary school were selected. Total 148 students of above mentioned schools were selected as sample by cluster sampling method for the present study. Three schools among these sample schools namely Kumbhal Girls primary school, Kumbhal Kendravarti Primary school and Navagam primary school were taken as experimental group where as other three schools namely Badeli. Primary school, Khakhria primary school and Sarod primary schools were included in control group for the experiment. This selection was done by random sampling method.

**Variables :**

The present research is carried out considering following variance:

No.	Variance	Details
1	Independent Variance	Self Learning Materials
2	Dependent Variance	Hindi Language objectives:(Comprehension, logical reflection, Expression Practical application and Creativity)
3	Transformer Variance	Gender
4	Controlled Variance	1. Academic Year 2. Educational Environment 3. Time – duration of periods 4. Content 5. Teaching method 6. Intelligence 7. Achievement

4. Research Methodology & Research Design :

An experimental research design is taken for the present research.

“Two groups randomized subject only post test” was implemented for the experiment.

The self-learning materials used in the study are like self-learning book of Hindi language, video ppt programme and flash cards prepared by the researcher.

**Tool:**

Self-constructed unit test was prepared for data collection.

**Implementation of an Experiment :** Planning was done before implementing an experiment. The self-learning materials of the selected units of Hindi in std. 8 were prepared for 30 periods in 30 days. An experiment was conducted afterwards for the definite time period as being decided by the school authority. The researcher has visited the students, teachers and principals of the school before conducting the experiment. The experiment was conducted then keeping in mind the factors influencing the external and internal validity of the research.

**Data Collection :** An achievement score of students was taken from their previous years marks in Hindi language. To know the effectiveness self-learning materials, self constructed post test was taken after an experiment for data-collection.

**Data Analysis :** The data was analysed by tabulating objectives and hypothesis through appropriate statistical techniques. The computer programme ‘Excel’ was used to analyse the data for statistical means like average, standard deviation standard error, kurtosis, skewness and t-value. The hypotheses were tested and interpreted on the basis of the analysis.

### 1.3 Interpretations with Hypotheses Testing

The t-value was used in present study to test the hypothesis. The hypothesis was considered significant at 0.01 level if t-value was more than 2.58 where as if the t-value was less than 2.58 and more than 1.96 the hypothesis was considered significant at 0.05 level. The interpretation of hypotheses, its significant level and its acceptance or rejection regarding the objectives were done as follows.

Ho<sub>1</sub> There is no significant difference between the average of scores obtained by students of control group and experimental group on post-test based on Hindi subject's self learning material. Significant at 0.01 level.

Ho<sub>2</sub> There is no significant difference between the average of scores obtained by students having high achievement scores of control group and experimental group on post-test based on Hindi subject's self learning material. Significant at 0.01 level.

Ho<sub>3</sub> There is no significant difference between the average of scores obtained by students having medium achievement scores of control group and experimental group on post-test based on Hindi subject's self learning material. Significant at 0.01 level.

Ho<sub>4</sub> There is no significant difference between the average of scores obtained by students having low achievement scores of control group and experimental group on post-test based on Hindi subject's self learning material. Significant at 0.01 level.

Ho<sub>5</sub> There is no significant difference between the scores obtained by students of experimental and control group on test items of post-test constructed with reference to objective of Hindi language *comprehension*. Significant at 0.01 level.

Ho<sub>6</sub> There is no significant difference between the average scores obtained by students of experimental and control group on test items of post-test constructed with reference to objective of Hindi language *expression*. Significant at 0.01 level.

Ho<sub>7</sub> There is no significant difference between the average scores obtained by students of experimental and control group on test items of post-test constructed with reference to objective of *logical reflection* of Hindi language. Significant at 0.01 level.

Ho<sub>8</sub> There is no significant difference between the average scores obtained by the students of control group and experimental group with reference to objective of practical application of Hindi language. Significant at 0.01 level.

Ho<sub>9</sub> There is no significant difference between the average scores obtained by the students of control group and experimental group on test items of post-test constructed with reference to objective of *creativity* in Hindi language. Significant at 0.01 level.

#### 1.4 Findings of Research

The findings of the research based of the data analysis are as follows ;

##### **Findings with reference to group:**

There significant difference between the achievement scores obtained by students of control group and experimental group on post-test based on self learning materials of Hindi language, in which the average of the experimental group is high. There fore it can be concluded that there is positive effect of self learning material on whole group.

Findings with reference to psychological variables :

##### **Findings with reference to Achievement Scores:**

The present self learning material proves effective with reference to achievement.

**Findings with reference to language objective :**

The mastery over Hindi subject can be gained through the self learning material based on Hindi subject of STD-8. There is good effect of self learning material on the language objective. Present self learning material can be proved best for Hindi language education.

**1.5 Comparison of present research with the related studies :**

It is found that there is positive impact of self learning material in the related studies. The present research is also successful except in students with high Intelligence Quotient and in the grammar section. In the related studies it is found that self learning material is effective compared to teaching in the classes, same result is found in this research also that self learning is effective than teaching in the classes. In the related studies it was found that there was increase in the achievement of the concerned subjects. In the present research self learning material has increase the competency of Hindi Language. In the findings of related studies it was found that it was more effective on average students then student with higher Intelligence Quotient. The present research shows that the self learning material has average impact on the student with higher Intelligence Quotient. Research of Pandya J. B. of related studies show that self learning and general teaching in the classroom are the same. In the present research it can be seen that self learning can get better result than classroom learning. This result is in the favor of experimental group.

**1.6 Other Yields of the research :**

At the end of this research, Hindi self learning booklet will be gained. The booklet is designed considering first semester of 8<sup>th</sup> standard (as per 2012 syllabus). With this booklet one can gain Hindi Language skills by self study. Students can gain knowledge while playing games. Though, this is created considering 8<sup>th</sup> standard, it can be helpful to anyone interested for language skills.

**About Self-Learning Booklet:**

This booklet is divided into three parts. Part one is for Story. It includes various activities regarding creative aspects of story telling. The main motive of this section is to inspire child to write story by themselves. In addition, there is project work and glossary is given. Part two is Poetry. It includes various activities regarding creative aspects of poetry. The main motive of this section is to inspire child to compose poetry themselves. In addition, there is project work and glossary is given. Part three is One Act Play. In this part One Act Plays are divided into different sections. There are questions at the end of each section. In addition, there are various activities considering creative aspect of One Act Play. Project work and glossary is also given at the end. Moreover, there are games like Sudoku and

Word Games to make child learn more words and become more active. It is strives to make this book full of activity and enjoyable.

#### **Speciality of Self-Learning Booklet:**

1. Study is carried out simultaneously with activities and games. 2. Self-evaluation is possible. 3. Various activities related to Story, One Act Play and Poetry are given. 4. Various activities are included that kindles grasping of meaning, expression, creativity, logical reasoning and common usage. 5. Importance and speciality of various sports is also given.

#### **Things to Remember :**

All the activities of the booklet should be done originally and personally. Planning should be done before implementation. Consult the expert when needed. Exercise of the booklet to be done individually and to be checked by the expert. Second section should be started only after finishing first section and so on. Sequence of the section should be maintained. Activities should follow the order of first, second and third. Thus, this booklet can be useful for the Hindi Language teaching.

### **1.7 Implications of the Research :**

#### **1. Implications in relation to usage of Self-Learning Material**

##### **Implications for Teachers**

- ⑩ Activities should be considered before using Self-learning material
- ⑩ For effective Hindi Language teaching, self-learning materials should be fostered.

##### **Implications for Students**

- ⑩ Self-learning materials should be used for command over language.
- ⑩ Activities of self-learning material should not be completed at once. There should be some gap between end of one chapter and starting of another chapter.

#### **2. Implications for composition of the Self-learning Materials**

- Language Self-Learning Material to be made considering the motive of the study.

#### **3. Implications based on Research Findings:**

- There is positive impact on the students with lower and medium Achievement Quotient. So self learning materials should be used to teach language lessons to the poor students.
- There is limited impact of self-learning material on grammar teaching. Thus, apart from self-learning materials other mediums should also be used. Expert of grammar should also be consulted.

### **1.8 Recommendations for Future Researches:**

- Self-learning materials and its effectiveness for subjects like Mathematics and science should be evaluated

- Comparative study can be carried out the research done in the same subject.
- Someone can research on self-learning materials.
- Survey can be carried out on the problems while forming self-learning material.
- Survey can be carried out on the problems faced for the implementation of the self-learning materials.
- Research can be carried on the topic of grammar self-learning material and its effectiveness.
- Research on the self-learning materials on other literary forms like Letter, Essay, Biography etc. to be carried out and its effectiveness should be checked.

### 1.9 Conclusion:

The present research being Ph.D. dissertation, the researcher has strived best to make the research in best possible ways. But with its shortcomings it becomes limited. So its findings can not be applied universally, but the effort of the researcher to be considered as the fruitful. Various limitations have compromised the result but it should be taken as a successful project. It is believed that this research will be fruitful to the future researcher and teachers. The present research will be useful to the new thought circulation. This expectation is not improper. Even though it's true usefulness will be judged by the clients only.

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**\* Corresponding Author:**

**Dr. Laljibhai Patel, Professor**

*Education Department, Gujarat Vidyapith, Ahmedabad-14)*

*Anilkumar N. Parmar (Ph.D. Scholar)*

*(M) 9427068573 lrdspatel@gmail.com*