



Development and Effectiveness of Self-learning Material for Gujarati Language of Standard 9

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Abstract:

In ancient India, grammar was more focused for language education, however presently; the grammar teaching has been becoming un interesting. The main reason for this is the method of grammar teaching. If the grammar is taught with suitable method, it can be made enjoyable activity for that the self learning material (Computer Aided Instruction) has been developed. The effectiveness of the self learning material was assessed by experimenting on 300 students of vadali Taluka. In which the self learning material was assessed in computer to lecture method. It was found that self learning material (CAI) is move productive then traditional lecture method.

Keyword: Gujarati language, Self learning material, Development, Effectiveness, Standard 9

1.Introduction

Along with changing era, system of education is also changed. It is demand of the modern age that the student should read and learn himself. With widening the scope of education, the numbers of students are also increased, so more and more colleges are being opened day by day. Mass education is adopted in schools and colleges. Students are different in their interest, efficiency, aptitude and personality, so remarkable differences are found in their achievement. When diversity is found in learning process among students, we cannot teach them by common methods for all. Teacher should know the development process of children.

In this modern era, development of such technology is essential, which can be useful to students to learn themselves and to teacher to teach. Such material should be developed, in which teacher is not needed for teaching work and students can learn independently in suitable time at their pace and speed. The use of different innovative methods such as assignment method, project method, group discussion etc is increased and many positive results of their utility are seen, so, many techniques of learning have entered by support of science and Technology, in which Self-learning Method is very important. Among these different self-learning methods, C.A.I method is more accepted. Mostly, C.A.I. method is more found more useful to learn dull and uninteresting subjects and units.

2.Title of the problem

Development and Effectiveness of Self-learning Material for Gujarati Language of Standard 9.

3.Objectives of the study

1. To develop self-learning material for teaching of Gujarati language of standard9
2. To construct a teacher-constructed Test on selected units for self-learning material for teaching of Gujarati grammar of standard9
3. To teach selected units of grammar of Gujarati language by using self-learning material and lecture method and to compare educational achievement in Gujarati grammar.
4. To compare effect of teaching of Gujarati grammar of standard 9 by using self-learning material and lecture method in context to sex.

5. To compare effect of teaching of Gujarati grammar of standard 9 by using self-learning material and lecture method in context to educational achievement.
6. To compare effect of teaching of Gujarati grammar of standard 9 by using self-learning material and lecture method in context to area.
7. To compare effect of teaching of Gujarati grammar of standard 9 by using self-learning material and lecture method in context to intelligence level.
8. To know opinions of students towards self-learning material.

4. Research hypotheses

1. There will be no significant difference between mean scores of unit test 1, 2, 3, 4, 5 and post test held after teaching by self-learning material and lecture method.
2. There will be no significant difference between mean scores of boys and girls on unit test 1, 2, 3, 4, 5 and post test held after teaching by self-learning material and lecture method.
3. There will be no significant difference between mean scores of students having higher educational achievement and lower educational achievement on unit test 1, 2, 3, 4, 5 and post test held after teaching by self-learning material and lecture method.
4. There will be no significant difference between mean scores of students of urban area and rural area on unit test 1, 2, 3, 4, 5 and post test held after teaching by self-learning material and lecture method.
5. There will be no significant difference between mean scores of students having higher IQ and lower IQ on unit test 1, 2, 3, 4, 5 and post test held after teaching by self-learning material and lecture method.
6. There will be no significant difference between interaction of independent variable (teaching method) and moderator variable (sex) on Gujarati grammar teaching.
7. There will be no significant difference between interaction of independent variable (teaching method) and moderator variable (educational achievement) on Gujarati grammar teaching.
8. There will be no significant difference between interaction of independent variable (teaching method) and moderator variable (area) on Gujarati grammar teaching.
9. There will be no significant difference between interaction of independent variable (teaching method) and moderator variable (intelligence level) on Gujarati grammar teaching.

5. Variables of the study

Detail of variables under the present study is mentioned as below.

5.1 Independent variable

1. Teaching method : Two levels 1. Self-learning material (CAI Method) 2. Lecture method

5.2 Moderator variable

1. Sex: Two levels 1. Boys 2. Girls

2. Educational achievement : Two levels 1. Higher achievement & 2. Lower achievement

3. Area: Two levels 1. Rural area 2. Urban area

4. Intelligence: Two levels 1. Higher IQ 2. Lower IQ

5.3 Dependent variable

Educational achievement in Gujarati grammar

6. Importance of the study

1. Development of viewpoint develop approach for effective teaching
2. It can be thought out how we can make the learner a learning person.
3. We can know about effective teaching in dull and uninteresting subjects like Gujarati grammar.
4. Different viewpoints for developing innovative teaching-learning methods can be developed.

5. Both, learner and teacher can bring active changes in teaching-learning process for joyful experience.
6. It can help in creating healthy climate in classroom.
7. Students will learn Gujarati grammar effectively by using electronic medium of instruction.
8. A new aid will be available for students of standard 9, by which they will learn Gujarati grammar themselves.

7. Limitations of the study

1. The present study was limited for only grammar among the different parts of Gujarati language teaching such as literature treatise, grammar, original writing, linguistics, literary trends, literary persons, forms of literature etc.
2. The present study was limited for content points such as orthography, pronunciation, word construction, prefix and suffix, euphonic union and compound included in the syllabus suggested by Gujarat State Secondary Education Board for Gujarati grammar of standard9.
3. Present study was limited for the sample of 300 students of standard9 selected from secondary schools of Vadali Taluka of Sabarkantha District.
4. Self-learning material was in the form of multimedia type computerized flashed programme. The defect remained in the programme was obviously limitation of the study.
5. Data was collected by a self-constructed unit test and post test in the present study, so limitation of tools had become limitation of the present study.

8. Population

All students of standard9 studying in Gujarati medium secondary schools of Vadali Taluka were included in the population of the present study.

9. Sample

The sample was selected by using purposive sampling in the present study. Total 300 students of standard9 were selected from 5 Gujarati medium secondary schools of Vadali Taluka of Sabarkantha District for the sample of the present study. The detail is mentioned as below.

Table 1: Sample

Area	Self-learning material (Experimental group)		Lecture method (Control group)		Total
Urban	34	29	43	56	162
Rural	50	45	24	19	138
Total	84	74	67	75	300
	158		142		

10. Research tools

Following research tools were used for the present study.

Desai Verbal-non verbal Group Intelligence Test, Unit tests, Post test, Self learning material, self-constructed opinionnaire

11. Data collection

The investigator had visited the selected schools and administrated post test and scores on educational achievement were noted down. Then, the experimental group was taught by using self-learning material and control group was taught by traditional lecture method. Unit test was held after teaching each unit and post test (T_2) was administrated after completing entire teaching work. In this way, data was collected in the present study.

12. Technique of data analysis

In the present study designs Data analyzed by F-test using 2 x 2 factorial designs

13. Findings of the study

1. Self-learning material is found more effective than lecture method to learn orthography and pronunciation, word construction, prefix and suffix, compound and euphonic union of Gujarati language grammar.
2. No significant difference was found between mean scores of boys and girls, students having higher educational achievement and lower educational achievement, urban area students and rural area students and students having higher intelligence and lower intelligence taught Gujarati language grammar by using self-learning material.
3. No significant difference was found between mean scores of boys and girls, students having higher educational achievement and lower students having higher educational achievement and lower educational achievement, urban area students and rural area students and students having higher intelligence and lower intelligence, urban area students and rural area students and students having higher intelligence and lower intelligence taught Gujarati language grammar by using lecture method.
4. Self-learning material (C.A.I.) method is found effective in learning of Gujarati language grammar and effect of interaction between method and sex, educational achievement, area and intelligences found.

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