



ISSN: 2249-894X
 IMPACT FACTOR : 5.7631 (UIF)
 UGC APPROVED JOURNAL NO. 48514
 VOLUME - 8 | ISSUE - 8 | MAY - 2019

A STUDY OF ACHIEVEMENT IN HINDI GRAMMAR OF CLASS 8TH STUDENTS TREATED THROUGH BLENDED LEARNING WITH STUDENTS TAUGHT THROUGH TRADITIONAL METHOD

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ABSTRACT:

Blended learning is a word which is used to explain new mixed learning process in classroom teaching –learning and independent studies along with E- learning. This is a basic change to leadership a teacher to teach students in the process of teaching and learning. In this study, the “Effect of blended learning on the high school student’s Achievement” scores were investigated. This study was carried out with a total 30

students in the experimental group and control group in 8th class students .The experimental group taught through blended learning and control group taught through traditional method .The main objective of the study was to investigated, To compare the mean scores of Achievement in Hindi grammar of 8th class students taught through traditional method. Data were analyzed with the help of “t ” test. The Finding of the study is blended learning treatment found higher than traditional method. Key words : Blended learning and achievement.

KEYWORDS: *Blended learning , teaching –learning and independent studies.*

INTRODUCTION:

Mixed learning is a way to deal with instruction that consolidates online instructive materials and open doors for collaboration online with customary spot based study hall techniques. It requires the physical nearness of both instructor and understudy with certain components of understudy authority after some time, place way or pace. Mixed learning is a blend method of online innovation (eg. Live virtual study hall, self – paced

guidance, shared getting the hang of, gushing video, sound and content) to achieve an instructive objective.

Mixed learning is the most coherent and characteristic assessment of our learning plan. It recommends a rich answer for the difficulties of fitting learning and improvement to the need of people. It speaks to a chance to coordinate the imaginative and mechanical and interest offered in the best of conventional learning. It tends to be upheld and upgraded by utilizing the intelligence and one – to-one contact of individual stores.

We are living in the midst of the quick advancement of data innovations. They are changing

numerous parts of our regular day to day existences, including approaches of educating and learning. Innovation can be useful to the educator right now. It can possibly improve learning, interest, inventiveness and correspondence. That is the reason an ever increasing number of looks into, instructors, and approach creators are scanning for chances to improve educating and learning using new advances. Mixed learning is another idea in India. So this is important to examine the impacts of Blended learning in different leaves of idea in outside not in India. Be that as it may, presently nowadays Blended learning is utilized on a high scale in Indian school and

school.

TYPES OF BLENDED LEARNING:

Some of the important types of Blended learning are shown in the given below:

- Face to confront driver: Where the instructor driver the guidance and increases with advanced devices.
- Rotation: Students cycle through a timetable of free online examination and up close and personal study hall time.
- Flex: Most of the educational program is conveyed through a computerized stage educator are accessible for up close and personal reassurance and backing.
- Labs: The whole educational plan is conveyed by means of an advanced stage yet in a predictable physical area. Understudies as a rule take customary classes right now well.
- Self mix: Students decide to enlarge their customary learning with online course work.
- Online driver: All educational plan and instructing is conveyed through an advanced stage and eye to eye meeting and planned or made accessible if important.

ADVANTAGE OF BLENDED LEARNING:

- Flexibility
- Less class time with use of internet
- Saves times and travel costs
- It provides a better result by it
- It can be designed in many ways for various purposes

DISADVANTAGE OF BLENDED LEARNING:

- Technology support
- Faculty to student relationship
- Beginners many find it difficult to use the learning software
- It is costly
- Difficult to identify the problem if the entire network shuts down

Objective:

“To compare the mean scores of Achievement in Hindi grammar of class 8th students treated through Blended learning with students taught through traditional method”

Hypothesis:

There is no significant effect of Achievement in Hindi grammar of 8th class students treated through Blended learning with students taught through traditional method.

Sample:

For the present study the sample consisted of 8th class students .Two school were taken up for this study. The treatment was assigned randomly two school selected “govt high school takha” were taken as a experimental group and” Him land public school nari” were taken as control group. The sample comprised of 30 students out of which 15 students were in experiment group and 15 students were control group. The age group of the sample was 12-13 years and included boys and girls both.

Tool:

Self developed Achievement test in Hindi was used.

Achievement test:

The Achievement of the students was assessed with the help of Achievement test by developed by the researcher. The test comprised of 30 questions including multiple choices, fill in the blanks. The time limits for answering the question were 40 min. and total marks for the test were 30.

Design of the study:

The present study was experimental in nature. The pre test – post test single group design was employed for this study. First pre test of achievement was administered. Then treatment was given and after post test was administered by the researcher. The pretest- post test single group design is represented as follows.

Where, $O \quad X \quad O$
 X Treatment
 O Post test

DATA COLLECTION:

The data were collected from the district Una of H.p. the treatment was assigned randomly by lottery method. The test of Achievement was administered by following the some procedure for both the groups. The experiment group was taught through Blended learning and control group was taught through the some topics through traditional method.

STATISTICAL ANALYSIS:

Correlated “t” test was employed for analyzing the data
 Effectiveness of Blended learning in terms of Achievement

Table 1: Test wise mean Achievement score, SD and correlated t-value

Test	Mean	N	SD	t-value
Pre ach. test	18.57	45	4.64	-7.323
Post ach. test	21.97	45	3.98	

Significant at 0.01 levels

It is clear from the table 1 that correlated t-value is -7.323 ,which is significant at 0.01 level with df= 45.It means there is a significance difference between (Achievement) scores of the students. Therefore the Ho ,”there is no significant effect of Achievement in Hindi grammar of 8th class students treated through Blended learning with students taught through traditional method” is rejected .Further it is clear from the table that (Ach.) scores of experimental group is 18.57 which is significantly higher than (Ach.) scores of control group which is 21.97.

Thus it can be concluded that high experimental group students having higher (Ach.) than control group.

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