Diagnostic-Remedial Programme in Grammer teaching of Hindi Subject for standard 9th

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1. Introduction

Instruction is a cycle of all round improvement that helps an individual tobecome a useful and capable individual from the general public. The capacity of instruction is to outfit every person with different abilities and skills for fruitful living. It is one of the significant structure blocks for the country, serving as an instrument of monetary and social turn of events. Instruction officially happens through educating and learning measures; these cycles are just about as old as human progress.

During modern transformation, in the fields of Hindi and innovation numerous developments occurred. Motorization in the field of creation brought about the increment of size of specialty unit. For each capacity the necessities emerge for various trained professionals. Therefore, specialization in the specialty unit got fundamental and this brought about the high extents of items. This required high capital interests in the specialty unit.

Because of non accessibility of adequate asset, business needs to confront numerous challenges. Credit value of specialty unit is influence of high if there is delay in making installment to loan bosses. At times the firm needs to disregard the chance of high benefit ventures, neglect the upside of money markdown. Face trouble in opportune acquisition of crude materials and so forth.

2. Statement of the problem

It is necessary to clear the subject. The study of subject is very important to know the problems of effectiveness of diagnosis and remedial programme in some Grammer teaching in Hindi of standard 9th. The statement of present research is as under.

In this present research the study has been conducted to diagnosis and then after remedial the grametical errors occurred by the students in some selected Grammer topics of Hindi subject of standard 9th. This study covered ane measured the effectiveness of Remedial work for the same in relation to specific independent Variable.

3. Defining the Key Words of the Problem

3.1 Diagnosis

Diagnosis is basically a word of medical Sciences. Without proper diagnosis the treatment becomes meaningless. The diagnostic tests are important instruments of diagnosis. With it, where and which types of difficulties are faced can be found. This test can be standardized or teacher-made.

A test used to diagnose or analyze; that is to locate individual specific areas of weakness or strength, to determine the nature of his weakness or deficiencies, and wherever possible to suggest their cause. Such a test yields measures of the components or subparts of some large body of information or skills. Diagnostic achievements are most commonly prepared for the skill subject.

3.2 Remedial work

Remedial work is a process that intends to remedy a situation; that is to teach students what they should have learned. For example, reading classes at the High school or college level are considered remedial because most of the students learn to read in elementary school. The success of remedial education depends on several factors, including the teachers' approach and expectations, the instructional material used and the student's motivation to learn.

The weakness of students and their reasons are found through diagnosis. After removing this weakness effectively, the obstacles in goal achievement of students are removed. This process is called remedial work.

4. Variables of the Study

Table 1: Table showing types of variables and its level

Sr. No.	Types of variables	Variables	Level
1	Dependent	Educational Achievement	---
2	Independent	Gender	Boys Girls

5. Objectives of the Research

The objectives of the present study are as under.
1. To prepare a diagnostic test in some Grammer topics of Hindi Subject of standard 9th
2. To diagnose the errors occurred by the students in some Grammer topics of Hindi Subject of standard 9th
3. To do remedial work for the same.
4. To study effectiveness of remedial work.

6. Hypothesis of the Research

The null hypothesis formed by researcher are as follows.

Ho_1 There is no significant difference between the mean score of pre test and post test taken from the Grammer topics of Hindi subject of Standard 9th.

7. Importance of the Research

The importance of this present research is as under.
1. Determination of the extent to which desirable educational objectives are achieved.
2. Identification of factors that may be interfering with the optimum growth of the individual.
3. Diagnosis is an understanding of a present situation in terms of its causes, what has brought it about or in terms of what it will cause. Diagnosis, in one way or another involves a conception of cause
4. It helps the students to know their error or mistakes in Grammer topics. The students can solve their problems with the help of remedial programme.
5. The knowledge of students about Grammer topics will become rich.
6. The repetition of error occurred in Grammer topics may be reduced.
7. It also helps to the teacher to improve his/her mistakes.
8. It will be possible for Schools to enable to guide their students accordingly. This research helps the teachers to guide their students.

8.Limitation of Research

The following are the delimitations of the study.
1. Present research is limited to the 9th class students of Gujarati medium of Anand city.
2. Present research is limited to the students of academic year 2021-22
3. Present research is limited to the students of GSEB & only Hindi Subject has been chosed by the researcher for Some Grammer topics.

9. Population of Study

In the present study all the secondary school students studying in standard 9th in Gujarati Medium schools of Anand city is the population of study.

10. Sampling

To constitute the sample the researcher has got the list of secondary schools. Then he randomly selected one school from population. One class contains 60 students of standard 9th is the sample of the present research. Thus, the researcher used the cluster sampling technique to select the whole sample. Out of 60 students 20 were boys while 40 were girls.

11. Research Methodology

In the present study the researcher has applied the Experimental one group pre test post test Method. It is the most popular and most widely used research method in education.

12. Tools of the Study

In present research researcher has used self made Pre test and Post test in association with Guide and Experts of the field to know the diagnosis and remedial programme for standard 9th students in some Grammer topics.

13. Data Collection of the Study

In the present study the researcher used pre test and post test as a tool of data collection. Researcher first took the permission of selected school and personally went to the schools. Researcher first gave information about his research work and necessary instruction about diagnostic test. Researcher also took the help of School teachers.

After checking the pretest, the researcher found the mistakes occurred by the students in some topics of Grammer, then he started remedial work up to one week and then he gave post test to those children researcher make sure that all the tests have been filled or not and collected. He collected all the data and gratitude his thanks towards the students, teachers and principal for their cooperation in data collection.

14. Analysis and Interpretation of the Data

In order to analyze and interpret the data obtained by the administering the students pre and post test. The following statically techniques are used with the help of computer aid Mean, standard Deviation, standard error of mean and t- test.

The test of the significance of the difference between two mean is known as t-test. In the present study, researcher used t-value because there is comparison between two variables.

Ho₁ *There is no significant difference between the mean score of pre test and post test taken some Grammer topics of Hindi of Standard 9th.*

The standard error of Mean, t-value and the significant level of score on pre test of Boys and Girls are computed for testing null hypothesis. This detail is given in below Table 2.

Table- 2: Statistics of Pre test and Post test

Group	N	Average	Standard Deviation (SD)	Standard Error of Mean	t-score	Significance level
Pre test	60	37.62	14.15		3.94	
Post test	60	42.66	13.69	1.85		0.01

In above table- 2 we can see that mean values of Pre test and Post test are 37.62 and 42.66 respectively. The S.D. value is 14.15 and 13.69. Standard Error of Mean is 1.85. With the help of all these values computed t is 3.94 which is higher than the tabulated value 2.58 at 0.01 level

So, null hypothesis is rejected. Therefore, we can say that there is significant difference between the average score of pre test and post test of Grammer topics. The mean score of Post test is higher than the Pre test. It means there is a positive effect of remedial work done for some Grammer topics.

15. Findings
The findings of the present study are;
1. There is significant difference between the average score of pre test and post test of Some Grammer topics.
2. It means there is a positive effect of remedial work done for Some Grammer topics.

16. Educational Implications
Following are the educational implications for present research.
1. During class room teaching if teacher found that students are weak in pre knowledge remedial work should be done first.
2. If students are found still weak in any subject even after remedial work it is advisable to inform his\her parents.
3. After completion of every unit teacher should arrange diagnostic test and if it is necessary remedial work should be done.
4. Teacher should divide subject in small units for teaching in class room. So, it become easy to understand for students.
5. The diagnostic test should be objective and with multiple choice questions.
6. Remedial work is beneficial for the students so teacher should diagnose accurately.

17. Suggestions for future Research
1. No research is complete in the full extent. It is in the research itself the possibility of further research. Such possibilities arising out of the present research.
2. The present research is undertaken for Hindi Subject of standard 9th one can select any other unit except Grammer topics.
3. In primary section diagnosis work can be done on any other subject or any other languages.
4. In present research diagnosis and remedial work was held for higher secondary students one can take students of Primary, Secondary, B.Ed., M.Ed. or any other branch level.
5. Present research was held on Gujarati Medium students but one can also try on Any other medium students.

18. Conclusion
The researcher has tried his best to study the diagnosis and remedial study and give his suggestions in the research. Efforts in the direction have been done by many scholars and experts, and are still undergoing by many. Such efforts will continue as long as there is innovation and creativity in the work method of teachers.

From the present research we can conclude that remedial work is prove effective here. However, more analysis and work on it can improve the concept of the students.

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