CHAPTER – 6
SUMMARY, FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

6.1 Introduction
The purpose of the study was to find out effectiveness of a Learning Package in Hindi language learning for the IXth class students. Construction and finalization (with experts comments & suggestions) of Lesson plans based on Learning Package were in the phase – 1 where as its implementation was in phase – 2 during this research study. This chapter helps to get overview of this research study. The detailed report of the present study has been given in the previous chapters. In the present chapter the summary of the report has been presented along with the findings, implications, observations and recommendations for prospective researches.

6.2 Summary
The summary with outline of the whole study is given in the next section.

6.2.1 Title of the Present Study
EFFECTIVENESS OF A LEARNING PACKAGE IN HINDI LANGUAGE LEARNING FOR THE IXTH CLASS STUDENTS

6.2.2 Objectives of the Present Study
The study was carried out with two types of objectives
   c) Task Objectives
   d) Research Objectives
a) Task Objectives
5. To prepare Learning Package in IXth class for Hindi language and get its significant established by experts.
6. To construct Achievement Test (Application Type Question, Vocabulary, Grammar and Comprehension) for IXth class Hindi language and get its significant established by experts.
7. To prepare Feedback Questionnaire for students in learning Hindi language through Learning Package.

8. To get descriptive information of self experience regarding learning Hindi language through Learning Package from students.

b) **Research Objectives**

1. To study the effectiveness of Learning Package of Hindi language learning on achievement in Hindi.

2. To study the effectiveness of Learning Package of Hindi language learning on achievement in Hindi in relation to Intelligent Quotient (High, Middle and Low).

3. To study the effectiveness of Learning Package of Hindi language learning on achievement (Application Type Questions, Vocabulary, Comprehension and Grammar) in Hindi in relation to Intelligent Quotient (High, Middle and Low)

### 6.2.3 Variables of the Present Study

The variables for the present study are as under.

3. Independent Variables

4. Dependent Variables

5. Control Variables

**D) Independent Variables**

a) Treatment:

   I. Learning Package
   
   II. Traditional Approach

b) Intelligent Quotient

   I. High
   
   II. Middle
   
   III. Low

**E) Dependent Variables**

a) Achievement:

   1. Application Type Questions,
   
   2. Vocabulary Test
   
   3. Grammar Test
   
   4. Comprehension Test
5. Total achievement Test

F) Control Variables

1) IXth Class
2) Subject

6.2.4 Hypotheses of the Present Study

The hypotheses were formulated in pursuance of the objectives and variables of the study as given in the table 6.1.

For the Total Sample

1. There will be no significant difference between the mean scores of Total Achievement of students learning through Learning Package and Traditional Approach.
2. There will be no significant difference between the mean scores of Total Achievement of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.
3. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Total Achievement.
4. There will be no significant difference between the mean scores of Application Type Questions of students learning through Learning Package and Traditional Approach.
5. There will be no significant difference between the mean scores of Application Type Questions of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.
6. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Application Type Questions.
7. There will be no significant difference between the mean scores of Grammar of students learning through Learning Package and Traditional Approach.
8. There will be no significant difference between the mean scores of Grammar of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.
9. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Grammar Test.
10. There will be no significant difference between the mean scores of Vocabulary Test of students learning through Learning Package and Traditional Approach.
11. There will be no significant difference between the mean scores of Vocabulary Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

12. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Vocabulary Test.

13. There will be no significant difference between the mean scores of Comprehension Test of students learning through Learning Package and Traditional Approach.

14. There will be no significant difference between the mean scores of Comprehension Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

15. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Comprehension Test.

**For the Experiment – 1**

1. There will be no significant difference between the mean scores of Total Achievement of students learning through Learning Package and Traditional Approach.

2. There will be no significant difference between the mean scores of Total Achievement of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

3. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Total Achievement.

4. There will be no significant difference between the mean scores of Application Type Questions of students learning through Learning Package and Traditional Approach.

5. There will be no significant difference between the mean scores of Application Type Questions of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

6. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Application Type Questions.

7. There will be no significant difference between the mean scores of Grammar Test of students learning through Learning Package and Traditional Approach.
8. There will be no significant difference between the mean scores of Grammar Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

9. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Grammar Test.

10. There will be no significant difference between the mean scores of Vocabulary Test of students learning through Learning Package and Traditional Approach.

11. There will be no significant difference between the mean scores of Vocabulary Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

12. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Vocabulary Test.

13. There will be no significant difference between the mean scores of Comprehension Test of students learning through Learning Package and Traditional Approach.

14. There will be no significant difference between the mean scores of Comprehension Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

15. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Comprehension Test.

For Experiment – 2 (Replication of Experiment)

1. There will be no significant difference between the mean scores of Total Achievement of students learning through Learning Package and Traditional Approach.

2. There will be no significant difference between the mean scores of Total Achievement of High, Middle and Low IQ students learning of through Learning Package and Traditional Approach.

3. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Total Achievement.

4. There will be no significant difference between the mean scores of Application Type Questions of students learning through Learning Package and Traditional Approach.
5. There will be no significant difference between the mean scores of Application Type Questions of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

6. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Application Type Questions.

7. There will be no significant difference between the mean scores of Grammar Test of students learning through Learning Package and Traditional Approach.

8. There will be no significant difference between the mean scores of Grammar Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

9. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Grammar Test.

10. There will be no significant difference between the mean scores of Vocabulary Test of students learning through Learning Package and Traditional Approach.

11. There will be no significant difference between the mean scores of Vocabulary Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

12. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Vocabulary Test.

13. There will be no significant difference between the mean scores of Comprehension Test of students learning through Learning Package and Traditional Approach.

14. There will be no significant difference between the mean scores of Comprehension Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

15. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Comprehension Test.
6.2.5 Population and Sample of the Present Study

The present study was carried out with IX\textsuperscript{th} class students. The population consisted of IX\textsuperscript{th} class students of Gujarati Medium School of Anand district of Gujarat state. The investigator selected two schools of Anand district i.e. Anand High School, Anand and for replication of experiment Sardar Patel High School, Boriavi by convenient sampling method. The sampling procedure was followed systematically. There were six divisions of IX\textsuperscript{th} class in Anand High School, Anand and replication of experiment three division of IX\textsuperscript{th} class in Sardar Patel High School, Boriavi. Two divisions of IX\textsuperscript{th} class were selected for both the schools by cluster sampling method. The main purpose of the present study is to study the effectiveness of Learning Package in Hindi language. The investigator has decided to carry out an experiment on Gujarati medium school.

c) sample – 1

For experiment – 1
The investigator selected Anand High school, Anand for experiment – 1. The Anand high school, Anand had six classes of 9\textsuperscript{th} standard out of them two classes were selected.

d) Sample – 2

For experiment – 2
The investigator selected Sardar Patel High School, Boriavi for replication of experiment. The Sardar Patel High School, Boriavi had three classes of 9\textsuperscript{th} standard out of them two classes were selected.

So the sample consisted of 180 students of IX\textsuperscript{th} class. Both experiment and control group of Anand High School, Anand and Sardar Patel High School, Boriavi. Each group consisted of 45 students.

6.2.6 Tools of the present study

The tools used in the present study were

A) Standardized Tools Used

Intelligent Quotient Test
The investigator used Verbal Non-verbal Intelligence Test for students of standard 8 to 12 constructed and standardized by Dr. R. S. Patel to measure intelligence of the students. Reliability of the test was 0.79 by test method and 0.87 by split half method. Criterion and construct validity were 0.83 and 0.87 respectively.
B) Tools Constructed By Investigator

1. Teaching Learning Material

c) Lesson Plans based on Learning Package

The investigator had informal talk with Hindi subject school teachers, Hindi subject teacher educators and coordinator of Gujarat State Board of school Textbook, Gandhinagar for the selection of the units / concepts from IX\textsuperscript{th} class.

A lesson plan is a blueprint for the teacher. The investigator has prepared lesson plans on Learning Package to get an idea of how to proceed in the classroom step by step for the implementation of Learning Package. The lesson plans were prepared in Hindi language of IX\textsuperscript{th} class on comprehension, prose, poetry and grammar.

The Components Included in Preparing Lesson Plan based on Learning Package

The investigator prepared lesson plans based on the general objectives, special objectives, Material needed, Group Size, Group tasks, Teacher- student activities, teacher’s observation and guidance, group discussion.

Lesson plans were prepared by the investigator keeping in mind above components. Lesson plans prepared by the investigator were given to the experts (Suggestions and opinions).

2) Learning Package

The investigator prepared Learning Package and was given to the experts for validation. The views suggestions and comments of experts were incorporated in the Learning Package and tool was finalized. The major aim of preparing Learning Package was to enable learners to learn Hindi language on their own, develop positive attitude towards the subject and learning becomes joyful. To develop students comprehension ability, thinking skills, creativity, problem solving skills, decision making skills, etc. The Learning Package was prepared keeping in mind requirements of the content. The Learning Package was mainly based on poetry, prose, grammar and comprehension. The Package includes various activities viz. reading and recitation of prose and poem by teacher and students, getting familiar with new words and their meaning, writing answers to the Higher order thinking questions, arrange events in sequence, identification and classification of true and false statements make the correction in given sentences and rewrite, mention in the given space for whom
and why the adjectives listed from the chapter has been used. Idioms are given in the sentence; find out the correct sentences based on the meaning of the given idiom. Complete the sentences, write meaning of given English words in Hindi and Gujarati, etc. The investigator has prepared CD’s on paragraphs selected from the content to develop listening and writing ability of the students. Investigator gave selected paragraphs from the content to the students to read loudly. The aim behind this activity was to develop reading ability of the students.

6) Achievement Test

The Achievement Test in Hindi language of IXth class was constructed as per the blueprint and given to the experts for validation. The items were open ended. The aim of the Achievement Test was to obtain numerical scores regarding the understanding and learning the Hindi content using Learning Package. The Achievement Test was of 100 marks. The test included Application Type Questions, Grammar, Vocabulary and Comprehension.

7) Feedback Questionnaire

The Feedback Questionnaire was constructed and given to the experts for validation. The items were both closed and open ended both. The aim of the Feedback Questionnaire was to get feedback from the students about learning Hindi language using Learning Package. In total, there were 8 items in the Feedback Questionnaire. These items were based on classroom atmosphere, difficulties faced while studying in such atmosphere, Increase in knowledge, change in one’s personality, methods of teaching, implementation of Learning Package, personal feelings and experience while studying in such atmosphere.

8) Field Diary

The investigator maintained field notes to record her field based observations and experiences.

6.2.7 Research Design

The study was experimental in nature. Control – Experimental Group only Post-test Design was followed in the present study. Treatments viz. (Traditional Approach and Learning Package) were given to the students of IXth class and Achievement Test was administered as a post-test to find out the effectiveness of Learning Package.
6.2.8 **Data Collection**

Lesson plans and Learning Package were developed by the investigator and was given to get the experts for their suggestions and comments. Experiment was carried out on the students of IX\textsuperscript{th} class Anand High School, Anand and replication of experiment was carried out on the students of IX\textsuperscript{th} class Sardar Patel High School, Boriavi. Achievement Test was administered as post–test to study the effectiveness of Learning Package in Hindi language learning for the IX\textsuperscript{th} class students. R. S. Patel Verbal Non-verbal standardized Intelligence Test was used by the investigator for data collection. Achievement Test and Feedback Questionnaire was constructed by the investigator and was given to the experts to get their suggestions and comments and used for data collection.

Above mentioned tools were administered as Post-test in the present study.

6.2.9. **Analysis of Data**

Achievement Test was given as a post-test for the study and data was computed using descriptive statistics. Significance of hypotheses was found by using F – test and Post-hoc test.
### 6.2.10 Results of Hypotheses Testing

Results obtained after testing the hypotheses are presented in table 6.1

#### Table 6.1

Results of Hypotheses Testing using F – test

<table>
<thead>
<tr>
<th>For Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sr. No</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
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<td>4</td>
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<td>10</td>
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<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
</tbody>
</table>

Table 6.2
Results of Hypotheses Testing using F – test

For the Experiment-1

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Hypothesis</th>
<th>F-Value</th>
<th>Level of Significance</th>
<th>Rejected / Not Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There will be no significant difference between the mean scores of Total Achievement of students learning through Learning Package and Traditional Approach.</td>
<td>159.43</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>2</td>
<td>There will be no significant difference between the mean scores of Total Achievement of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.</td>
<td>4.87</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>3</td>
<td>There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Total Achievement.</td>
<td>2.26</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>4</td>
<td>There will be no significant difference between the mean scores of Application Type Questions of students learning through Learning Package and Traditional Approach.</td>
<td>50.46</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>5</td>
<td>There will be no significant difference between the mean scores of Application</td>
<td>7.18</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td></td>
<td>Type Questions of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Application Type Questions.</td>
<td>2.74</td>
<td>Not Significant</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>There will be no significant difference between the mean scores of Grammar Test of students learning through Learning Package and Traditional Approach.</td>
<td>108.5</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>There will be no significant difference between the mean scores of Grammar Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.</td>
<td>10.89</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Grammar test.</td>
<td>8.74</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>There will be no significant difference between the mean scores of Vocabulary Test of students learning through Learning Package and Traditional Approach.</td>
<td>74.81</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>There will be no significant difference between the mean scores of Vocabulary Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.</td>
<td>.820</td>
<td>Not Significant</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Vocabulary Test.</td>
<td>.891</td>
<td>Not Significant</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>There will be no significant difference between the mean scores of Comprehension</td>
<td>165.52</td>
<td>0.01</td>
<td></td>
</tr>
</tbody>
</table>

168
<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Hypothesis</th>
<th>F</th>
<th>Level of Significance</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There will be no significant difference between the mean scores of Total Achievement of students learning through learning package and traditional approach.</td>
<td>175.64</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>2</td>
<td>There will be no significant difference between the mean scores of Total Achievement test of High, Middle and Low IQ students learning through learning package and traditional approach.</td>
<td>24.31</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>3</td>
<td>There will be no significant interaction effect of IQ and treatment (learning package and traditional approach) on Total Achievement test.</td>
<td>8.05</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>4</td>
<td>There will be no significant difference between the mean scores of Application Type</td>
<td>211.94</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

**Table 6.3**

Results of Hypotheses Testing using F – test

For Experiment – 2(Replication)
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions of students learning through Learning Package and Traditional Approach.</th>
<th>Effect Size</th>
<th>P-value</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>There will be no significant difference between the mean scores of Application type questions of High, Middle and Low IQ students learning through learning package and traditional approach.</td>
<td>3.05</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>6</td>
<td>There will be no significant interaction effect of IQ and treatment (learning package and traditional approach) on Application type questions.</td>
<td>3.35</td>
<td>0.05</td>
<td>Rejected</td>
</tr>
<tr>
<td>7</td>
<td>There will be no significant difference between the mean scores of Grammar Test of students learning through learning package and traditional approach.</td>
<td>111.7</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>8</td>
<td>There will be no significant difference between the mean scores of Grammar Test of High, Middle and Low IQ students learning through learning package and traditional approach.</td>
<td>3.39</td>
<td>0.05</td>
<td>Rejected</td>
</tr>
<tr>
<td>9</td>
<td>There will be no significant interaction effect of IQ and treatment (learning package and traditional approach) on Grammar Test.</td>
<td>.69</td>
<td>Not Significant</td>
<td>Not Rejected</td>
</tr>
<tr>
<td>10</td>
<td>There will be no significant difference between the mean scores of Vocabulary test of students learning through learning package and traditional approach.</td>
<td>33.31</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>11</td>
<td>There will be no significant difference between the mean scores of Vocabulary test of High, Middle and Low IQ students learning through learning package and traditional approach.</td>
<td>19.37</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td></td>
<td>There will be no significant interaction effect of IQ and treatment (learning package and traditional approach) on Vocabulary test.</td>
<td>3.45</td>
<td>0.05</td>
<td>Rejected</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>13</td>
<td>There will be no significant difference between the mean scores of Comprehension test of students learning through learning package and traditional approach.</td>
<td>58.61</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>14</td>
<td>There will be no significant difference between the mean scores of Comprehension test of High, Middle and Low IQ students learning through learning package and traditional approach.</td>
<td>25.88</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
<tr>
<td>15</td>
<td>There will be no significant interaction effect of IQ and treatment (learning package and traditional approach) on Comprehension test.</td>
<td>13.21</td>
<td>0.01</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

Investigator carried out post–hoc test when F was significant.

### 6.3 Findings of the Present Study

Following are the findings of the present study.

**Total Sample**

1. Learning Package for Hindi language was found effective as compared to Traditional Approach on Total Achievement.
2. Learning package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional approach.
3. Interaction effect of IQ (High, Middle and Low) and Treatment (Learning Package &Traditional Approach) was not found significant on Achievement in Hindi language learning.
4. Learning Package for Hindi language was found effective as compared to Traditional Approach on Application Type Questions.
5. Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.
Interaction effect of IQ (High, Middle and Low) and Treatment (Learning Package & Traditional Approach) was not found significant on Achievement in Hindi language learning.

Learning Package for Hindi language was found effective as compared to Traditional Approach on Grammar Test.

Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.

Interaction effect of IQ (High, Middle, Low) and Treatment (Learning package & Traditional Approach) was found significant on Achievement in Hindi language learning.

Learning Package for Hindi language was found effective as compared to Traditional Approach on Vocabulary Test.

Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.

Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package & Traditional Approach) was not found significant on Achievement in Hindi language learning.

Learning Package for Hindi language was found effective as compared to Traditional Approach on Comprehension Test.

Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.

Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package & Traditional Approach) was found significant on Achievement in Hindi language learning.

Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Total Achievement.

Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Total Achievement.

Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Application Type Questions.

Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Application Type Questions.

Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Grammar Test.
Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Grammar Test.

Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Vocabulary Test.

Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Vocabulary Test.

Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Comprehension Test.

Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Comprehension Test.

Findings Ex-1

Learning Package for Hindi language was found effective as compared to Traditional Approach on Total Achievement.

Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.

Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package &Traditional Approach) was not found significant on Achievement in Hindi language learning.

Learning Package for Hindi language was found effective as compared to Traditional Approach on Application Type Questions.

Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.

Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package &Traditional Approach) was not found significant on Achievement in Hindi language learning.

Learning Package for Hindi language was found effective as compared to Traditional Approach on Grammar Test.

Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.

Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package &Traditional Approach) was found significant on Achievement in Hindi language learning.
Learning Package for Hindi language was found effective as compared to Traditional Approach on Vocabulary Test.

Learning Package for learning Hindi language was not found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.

Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package & Traditional Approach) was not found significant on Achievement in Hindi language learning.

Learning Package for Hindi language was found effective as compared to Traditional Approach on Comprehension Test.

Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.

Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package & Traditional Approach) was not found significant on Achievement in Hindi language learning.

Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on total achievement.

Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Total Achievement.

Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Application Type Questions.

Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Application Type Questions.

Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Grammar Test.

Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Grammar Test.

Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Vocabulary Test.

Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Vocabulary Test.

Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Comprehension Test.

Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Comprehension Test.
Experiment – 2

51 Learning Package for Hindi language was found effective as compared to Traditional Approach on Total Achievement.
52 Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.
53 Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package & Traditional Approach) was found significant on Achievement in Hindi language learning.
54 Learning Package for Hindi language was found effective as compared to Traditional Approach on Application Type Questions.
55 Learning Package for learning Hindi language was not found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.
56 Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package & Traditional Approach) was found significant on Achievement in Hindi language learning.
57 Learning Package for Hindi language was found effective as compared to Traditional Approach on Grammar Test.
58 Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional approach.
59 Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package & Traditional Approach) was not found significant on Achievement in Hindi language learning.
60 Learning Package for Hindi language was found effective as compared to Traditional Approach on Vocabulary Test.
61 Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.
62 Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package & Traditional Approach) was found significant on Achievement in Hindi language learning.
63 Learning Package for Hindi language was found effective as compared to Traditional Approach on Comprehension Test.
64 Learning Package for learning Hindi language was found effective for students having High, Middle and Low IQ as compared to High, Middle and Low IQ students Learning Hindi through Traditional Approach.

65 Interaction effect of IQ (High, Middle, Low) and Treatment (Learning Package & Traditional Approach) was found significant on Achievement in Hindi language learning.

66 Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Total Achievement.

67 Achievement in Hindi language learning of middle IQ Students was significantly higher than that of Low IQ group students on Total Achievement.

68 Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Application Type Questions.

69 Achievement in Hindi language learning of middle IQ Students was significantly higher than that of Low IQ group students on Application Type Questions.

70 Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Grammar Test.

71 Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Grammar Test.

72 Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Vocabulary Test.

73 Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Vocabulary Test.

74 Achievement in Hindi language learning of High IQ Students was significantly higher than that of Middle and Low IQ group students on Comprehension Test.

75 Achievement in Hindi language learning of Middle IQ Students was significantly higher than that of Low IQ group students on Comprehension Test.

6.4 Implications of the Present Study

Following are the educational implications of the present study.

1. Learning Package can be used to enhance the Hindi language learning of IXth class students.

2. Learning Package is very useful to create interest among the students towards Hindi language.

3. Learning Package can be used to enhance learning of students with High and Low IQ.
4. Learning Package can be used to enhance the achievement learning Hindi in rural and urban area.

5. Learning Package can be helpful to understand the difficult units of Hindi textbook easily.

6. Learning Package can be very useful to maintain the importance of Hindi language.

7. In absence of a teacher student can learn through Learning Package.

**6.5 Observations of the Present study**

Following are the observations of the present study:

1. Students found Learning Package very interesting in learning Hindi language of Xth class.

2. Students have never learned Hindi using Learning Package.

3. Students were excited to participate, liked and enjoyed learning through Learning Package.

4. Students worked in a group and accomplished tasks.

5. Students completed the given task in given time span.

6. Students were involved in doing activity in the group

7. Students think critically as well as creatively to complete the given tasks.

8. Students appreciated printed learning materials like worksheets and Audio clips. It helped them to think about the given tasks.

9. Students attitude was found positive towards the Learning Package.

**6.6. Suggestions from the Present study**

1. Learning Package need to be developed in all the subjects of primary school education as well as in selected subjects of secondary school education.

2. Preparation of Learning Package should be included in curriculum of pre-service and in-service training programme for teachers.

3. Teacher educators should also undergo this training so that they can be competent enough to train their student teachers for using Learning Package in classroom practices.

4. Workshops can be organized for the teachers on Learning Packages that helps in their teaching learning processes.

5. Study could be conducted with the other variables which are not used in present study.

6. Multimedia can be used in preparing Learning Package.
7. Similar study could be conducted for English medium schools Students.
8. Learning Package can be helpful to teachers in day to day teaching.

**6.7. Recommendations for further studies**

The following are the recommendations for the further studies

a. A study could be done for development and tryout Learning Package in different subjects.

b. A study could be done to find the effectiveness of Learning Package on students’ attitude towards the subject.

c. A study could be done to find the effectiveness of Learning Package on students of socio economic status.

d. A study could be done to find the effectiveness of Learning Package in different school subjects.

e. A study could be done on teachers’ opinion about Learning Package in context to different variables.