

**A STUDY OF LEARNING DIFFICULTIES FACED BY NON HINDI  
SPEAKING STUDENTS OF STANDARD VIII STUDYING  
IN ENGLISH MEDIUM SCHOOLS  
IN VADODARA CITY**

**A Dissertation Submitted to Navrachana University  
In Partial Fulfillment For The Degree Of  
*MASTER OF EDUCATION***

**GUIDE**

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## **DECLARATION**

I, the undersigned, hereby declare that this dissertation entitled, “**A Study Of Learning Difficulties Faced By Non Hindi Speaking Students Of Standard VIII Studying In English Medium Schools In Vadodara City**” is my own work, and that all the sources I have used or quoted have been indicated or acknowledged by means of completed reference.

**May, 2015**

**Vadodara**

**Suvarna Jagtap**

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## CONTENT

- i. DECLARATION
- ii. CERTIFICATE
- iii. ACKNOWLEDGEMENT
- iv. REFERENCES

Ch. No.	Chapter Name	Page No.
<b>1.</b>	<b>CONCEPTUAL FRAMEWORK</b>	<b>1-15</b>
.1.0	INTRODUCTION	1
.1.1	Language	1
1.1.1	Importance of Language	2
1.1.2	Second Language	2
1.2	MOTHER TONGUE	4
1.2.1	Significance of Mother Tongue	4
1.2.2	Mother Tongue and Child's Education	4
1.3	THE FOUR BASIC LANGUAGE SKILLS	5
1.3.1	Listening	6
1.3.2	Speaking	7
1.3.3	Reading	9
1.3.4	Writing	10
1.4	IMPORTANCE OF HINDI LANGUAGE & SCOPE OF HINDI	13
1.4.1	National Policy Of Education On Language	13
1.4.2	National Policy	13
1.4.3	The University Education Commission (1948-49)	14
1.4.4	Secondary Education Commission (1952-53)	14
1.4.5	The Education Commission (1964-66)	15
1.5	CONCLUSION	15
<b>2</b>	<b>REVIEW OF RELATED LITERATURE</b>	<b>16-36</b>
<b>2.0</b>	<b>INTRODUCTION</b>	<b>16</b>
2.1	Review Of Difficulties In Hindi Language Learning By Students In Non Hindi State	16

2.2	Review Of Hindi Language Development In Different Environment	24
2.3	Implications Of Review Of Related Literature For Present Study	32
2.4	Rationale Of The Study	34
2.5	Conclusion	36
<b>3</b>	<b>METHODOLOGY</b>	<b>37</b>
<b>3.0</b>	<b>INTRODUCTION</b>	<b>37-40</b>
3.1	Research Questions	37
3.2	Statement Of The Problem	37
3.3	Objective Of The Study	37
3.4	Hypothesis	38
<b>3.5</b>	<b>Definition Of The Terms</b>	38
3.6	Design of the Study	38
3.7	Delimitations of the Study	38
3.8	Population of the Study	38
3.9	Sample For the Study And Sample Selection	39
3.10	Procedure For The Study	39
3.11	Tools For Data Collection	39
3.12	Nature of Data Analysis	40
3.13	Conclusion	40
<b>4</b>	<b>DATA ANALYSIS AND DISCUSSION</b>	<b>41-61</b>
4.0	Introduction	41
4.1	Quantitative and Qualitative Analysis of Data and Interpretation	41
4.2	Discussion	60
<b>5</b>	<b>SUMMARY AND MAJOR FINDINGS</b>	<b>62-69</b>
5.0	Introduction	62
5.1	Conceptual Framework	62
5.2	Rational Of The Study	62
5.3	Methodology	64
5.3.1	Research questions	64
5.3.2	Statement of the problem	64
5.3.3	Objective of the study	64
5.3.4	Hypothesis	64
5.3.5	Defination of the terms	65

5.3.6	Design of the study	65
5.3.7	Delimitations of the study	65
5.3.8	Population of the Study	65
5.3.9	Sample for the study and Sample Selection	65
5.3.10	Tools for data collection	66
5.3.11	Procedure For The Study	66
5.3.12	Data Analysis	67
5.3.13	Major Findings	67
5.3.14	Suggestion For Further Study	68
5.3.15	Implications Of The Study	68
5.3.16	Conclusion.	69

## REFERENCES

## LIST OF APPENDIX

Sr. No.	Title
1.	Permission Letter
2.	Semi-structure Interview of Students and Teachers
3.	Question Paper of pre-test and Post-test
4.	Difficulties and Suggestions

**CHAPTER -1**

**CONCEPTUAL**

**FRAMEWORK**



# CHAPTER - 1

## CONCEPTUAL FRAMEWORK

### 1.0 INTRODUCTION

The first time a child is introduced to formal education in the school. The school years are the foundation of education. Schools are institutions that lay the foundation of a child's development. They play a key role in developing children into responsible citizens and good human beings. It is a school where young talent is recognized and nurtured.

Education provides us with knowledge about the world. It paves the way for a good career. It helps build character. It leads to enlightenment. It lays the foundation of a stronger nation. Education makes a man complete. Kautilya, an Indian philosopher, royal adviser and professor of economics and political science very rightly underlined the importance of education some 1000 years ago. He has highlighted the fact that education enriches peoples' understanding of themselves. He has said that education is an investment in human capital and can have a great impact on nation's growth and development.

Hindi is a language and the language alone through which population. Education can be given effectively population education being a national problem the same can be imported through the national language Hindi.

Hindi being the language known by the masses in India a great deal can be achieves regarding population education through it. Hindi will eventually be used by the union. Government in all official correspondence with the states it will also be used for communication between one states to another.

### 1.1 LANGUAGE

Language is the human ability to acquire and use complex systems of communication, and a language is any specific example of such a system. The scientific study of language is called linguistics.

### **1.1.1 Importance of Language**

One definition of “language” is “a system of symbols that permit people to communicate or interact. These symbols can include vocal and written forms, gestures, and body language.”

Language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, desire and question. I understand the world around us. We communicate effectively with our words, gestures and tone of voice in business meeting being able to communicate with each other, from bonds, teamwork and it’s what separates human’s from other animal species. Communications drives our lives and better us. Unfortunately the policy of language used in school is quite burdensome for many children. In some of states of India, Children can go through their entire school career in their mother tongue for example. In South India, Kannada, Telagu, Malayalam like this language taught.

### **1.1.2 Second Language**

More and more schools are recognizing the importance of language. Some schools have begun offering to teach a second language as early as middle school. Many schools and employees are requiring specific language requirements as part of their application process.

Through language we can connect with other people and make sense of our experience imagine what it must be like for your child to develop these skills that we take for granted. As a parent teacher or other type of caregiver, you shape a child’s language development to reflect the identify values and experiences of your family and community.

Therefore, it is up to you to create a warm and comfortable environment which you child can grow to learn the complexities to language. The communication skills that your child learns early in life will be the foundation for his or her communication abilities for the future. Strong language skill is an asset that will promote a lifetime of effective communication.

Most teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other, due to the course and learner

Objectives (Oxford, 2001).When learning new language material, the order of acquisition` is generally this, for both second language learners and children learning their first language:

- Listening: The learner hears a new item (sound, word, grammar feature, etc.)

- Speaking: The learner tries to repeat the new item.
- Reading: The learner sees the new item in written form.
- Writing: The learner reproduces the written form of the item.

When you are planning to present a new teaching item (sound, grammar point, vocabulary word, etc.,) keep the order of acquisition in mind. It is best to expose the learners to the item in that same order, so that they are exposed to it as a listener before they are called on to use it as a speaker, and that they hear it before they see it in text. In this way, the order of learning a second language is similar to the way a child learns his or her first language. He/she will be able to understand the new item for quite a while before he/she is able to produce it and use it in communication (Laubach Literacy Action, 1996).

In technical terms, the difference between being able to understand an item and being able to produce it is known as passive versus active knowledge. So it is important to expose learners to a large amount of material using the new item before they are able to actually employ it in communication. Even though it is not apparent, your learners will be absorbing the new items on an unconscious level.

Consequently, you should expect that the learners will go through a period of being exposed to new language and internalizing it before they can produce. They will be able to understand, but will not be able to produce. It is because of this so-called “silent period”

That many recent approaches to language teaching are “comprehension-based”. This means that the instructor presents material that does not require the students to respond verbally, but rather allows them to show comprehension without having to actually produce speech in the target language (Larsen-Freeman, D. 2000)

## **1.2 MOTHER TONGUE**

The mother tongue, native or first language is what a person has learned from birth or within a critical period. Where the ability to acquire a language is biologically linked to age and thus becomes the basis for social identity.

**1.2.1 Significance of Mother Tongue:** The mother tongue is part of a child’s personal, social and cultural identity. It is this identification we get from speaking our mother tongue that enforces successful social pattern of acting and speaking.

The mother tongue is an indispensable instrument for the development of intellectual, physical and moral aspects of education. Habits, conducts, values, virtues, customs and beliefs are all shaped through the mother tongue. Needless to say, weakness in the mother tongue means a paralysis of all thought and power of expression.

### **1.2.2 Mother Tongue and Child's Education:**

Early childhood Care and Education, UNESCO (2007) points out the overlooked advantages of multilingual education in the early years when children are offered opportunities to learn in their mother tongue, they are more likely to enroll and succeed in school and their parents are more likely to communicate with teachers and participate in their children's learning.

Most children speak a home language that differs from the language of instruction in education programmes. Research also confirms that children learn while acquiring additional languages depends on several interacting factors.

Research increasingly shows that children's ability to learn a second or additional local language and an international language such as English, French or German does not suffer when their mother tongue is the primary language of instruction throughout primary school.

Fluency and literacy in the mother tongue lay a cognitive and linguistic foundation for learning additional languages.

When children receive formal instruction in their first language throughout primary school and then gradually transition to academic learning in the second language, they learn the second language quickly. If they continue to have opportunities to develop their first language skills in secondary school, they emerge as fully bilingual (or multilingual) learners.

If however, children are forced to switch abruptly or transition too soon from learning in their mother tongue to schooling in a second language, their first language acquisition may be weakened or even lost. Even importantly, their self-confidence as learners and their interest in what they are learning may decline, leading to lack of motivation, school failure and early school drop-out.

## 1.3 THE FOUR BASIC LANGUAGE SKILLS

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to **listen** first, then to **speak**, then to **read**, and finally to **write**. These are called the four "language skills":

People generally learn these four skills in the following order:

1. **Listening:** When people are learning a new language they first hear it spoken.
2. **Speaking:** Eventually, they try to repeat what they hear.
3. **Reading:** Later, they see the spoken language depicted symbolically in print.
4. **Writing:** Finally, they reproduce these symbols on paper.

The four language skills are related to each other in two ways:

- the direction of communication (in or out)
- the method of communication (spoken or written)

Input is sometimes called "reception" and output is sometimes called "production". Spoken is also known as "oral".

Note that these four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling.

Most teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other, due to the course and learner objectives (Oxford, 2001).

### 1.3.1 LISTENING

Listening is one of the subjects studied in the field of language arts and in the discipline of conversation analysis.

#### Definition of Listening

“The active process of receiving and responding to spoken (and sometimes unspoken) messages.” is called Listening.

- "Listening is more complex than merely hearing. It is a process that consists of four stages: Sensing and Attending, Understanding and Interpreting, Remembering, and responding . . . The

stages occur in sequence but we are generally unaware of them."

(Sheila Steinberg, *an Introduction to Communication Studies*. Juta and Company Ltd., 2007)

- "The reason why we have two ears and only one mouth is that we may listen the more and talk the less."  
(Zeno of Citium)
- "Listening does not mean simply maintaining a polite silence while you are rehearsing in your mind the speech you are going to make the next time you can grab a conversational opening. Nor does listening mean waiting alertly for the flaws in the other fellow's argument so that later you can mow him down. Listening means trying to see the problem the way the speaker sees it-- which means not sympathy, which is *feeling for* him, but empathy, which is *experiencing* with him. Listening requires entering actively and imaginatively into the other fellow's situation and trying to understand a frame of reference different from your own. This is not always an easy task.
- "But a good listener does not merely remain silent. He asks questions. However, these questions must avoid all implications (whether in tone of voice or in wording) of skepticism or challenge or hostility. They must clearly be motivated by curiosity about the speaker's views."
- (S.I. Hayakawa, "How to Attend a Conference." *The Use and Misuse of Language*, ed. by S.I. Hayakawa. Fawcett Premier, 1962)

### **Ten Keys to Effective Listening**

1. Find areas of interest.
2. Judge content, not delivery.
3. Hold your fire.
4. Listen for ideas.
5. Be flexible.
6. Work at listening.
7. Resist distractions.
8. Exercise your mind.
9. Keep your mind open.
10. Anticipate, summarize, weigh the evidence, and look between the lines.

(Adapted from a brochure distributed in the 1980s by the Sperry Corporation, now Unisys)

### **1.3.2 SPEAKING**

Speaking is a skill, not a talent. It is a continuous process that can only be achieved with the right attitude and sufficient practice.

## **Core Skills**

Speaking is a communication skill that enables a person to verbalize thoughts and ideas. There are two instances when such a skill is required and these are: interactive and semi-interactive. In the first instance (interactive), this would involve conversations with another person or group of persons whether face-to-face or over the phone, wherein there is an exchange of communication between two or more people.

In the second instance (semi-interactive), this happens when there is a speaker and an audience such as in the case of delivering a speech, wherein the speaker usually does all the talking, while the audience listens and analyzes the message, expressions, and body language of the speaker.

## **Importance of Speaking Skill**

We have established the importance of communication skills in any and all aspects of our lives. What one needs to remember is that communication is a two-way process involving the speaker and the listener. Communication can only be considered effective if both aspects are achieved successfully.

Every single day, we are given opportunities to speak. At home, we interact with family members and neighbors. We ask driving directions from passersby. We converse with the waitress at the local pub. At work, we talk to colleagues and superiors. We discuss business issues and concerns during business meetings. We educate customers on products and services being offered. Indeed, such skill is being utilized anywhere and everywhere.

Now imagine if a person does not possess good speaking skills. It would be very difficult to express thoughts and ideas to others; it would be almost impossible to gain understanding from these people if we cannot even convey our message clearly and accurately. If you can't speak and present your ideas well, it is unlikely that job interviews will go well for you and talking on a daily basis to customer prove difficult.

People with below average communication skills, particularly speaking skills, will have difficulty presiding over gatherings, whether social, personal, or business-related. It is either that he does not know how to put his thoughts and ideas into words or he simply does not have enough confidence to speak in the presence of other people. Regardless of what may be the reason for this, it leads to

one thing: ineffective communication. And a person who cannot communicate effectively would find it difficult to strike a good impression on others, especially on their superiors.\

In order to objectively assess one's speaking skill, there has to be a basic understanding of the speaking assessment criteria, which are enumerated below. Gauge your speaking skill based on these. **Pronunciation, Stressing and Intonation, Correctness, Vocabulary, Voice Quality and Fluency.**

Often times, speaking skill is poor because of one's lack of self-confidence. Therefore, one of the best ways to enhance it is to gain confidence. Make an effort to speak up during gatherings, and practice speaking even at home so as to be able to improve on delivery.

### **1.3.3 READING**

From time to time people have wondered why reading is important. There seems to be many other things to do with one's time reading. It is important for a variety of reasons. We will look at some of these fundamental reasons below, but it is important to realize that struggling with vital reading skills is not sign a low intelligence. For example: John Corcoran who wrote the book "The Teacher Who Couldn't Read" is a very intelligent man. He graduated from high school and College, became a popular high school teacher and later a successful businessman all without being able to read.

#### **Importance of Reading Skills**

Whether you are engaged in a novel, pouring over a newspaper or a just looking at a sign, reading skills allow you to interpret and become engaged in the world around you. According to the National Institute of Child Health and Human Development, "Reading is the single most important skill necessary for a happy, productive and successful life." Developing those skills takes active engagement from an early

Reading is important because it develops the mind. The mind is a muscle. It needs exercise understanding the writer. Reading is one way the mind grows in its ability. Reading helps children focus on what someone else is communicating.

#### **Reading to Learn**

Children today have many opportunities to gather information. Books are not the only tools children are exposed to. Using a smart phone, reading from an electronic tablet or researching on a



computer has opened the floodgates for finding and accessing information. A student with the reading skills necessary to access and use information is not just learning to read but reading to learn. With proper reading skills, she can explore topics ranging from how spiders spin silky webs to the details of the Wright brothers' first flight in North Carolina.

### **Lifelong Readers**

Fluency, decoding and vocabulary development are needed to comprehend written material. Readers use these skills to interpret and understand written words on a page. They read often from a wide variety of materials. They read to find out more about the world in which they live and use that information to improve their lives. Lifelong readers think critically about what they've read and make connections to their own lives. They apply their skills in language and writing development.

### **Long-Term Implications**

Reading skills, are "essential to function in our society," according to Duane Alexander, director of the National Institute of Child Health and Human Development, speaking before a congressional subcommittee in 2002. Alexander stated that many children living in poverty lack the skills that will allow them to become lifelong readers. A person with low reading ability may not be able to read signs, understand medical information or prescription directions, or apply for jobs that require basic skills tests.

### **Successful Students**

Whether the author is writing to inform, persuade, give directions or entertain, he is communicating to his audience. A person who can read has the ability to empathize with and connect to the characters in a story. A reader builds background knowledge about many different subjects that he can later use. Students with the necessary reading skills can later develop writing and language skills necessary for academic and professional success.

## **1.3.4 WRITING**

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

### **Importance of Writing Skills**

Writing skill there are three reasons. First off all writing is important because you need to be able to express yourself through the written words in a way that others can and are willing to understand you. If you can't do that you're going to have a hard time getting in to college.

Second of all, writing helps with your reading skills as you obviously need to know how to read in order to write.

Lastly writing helps with speaking, which are deficiently the most important methods of organization and grammar that cross-apply to speech.

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else.

Writing expresses who you are as a person.

Writing is portable and permanent. It makes your thinking visible.

Writing helps you move easily among facts, inferences, and opinions without getting confused—and without confusing your reader.

Correct grammar, punctuation and spelling are key in written communications. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

# Objective questions eroding language skills, say experts

**GSHSEB Conducts Study To Find Out Why Grades In Gujarati, English Are Falling In Class 10 Exams**

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**Ahmedabad:** The poor performance of students in Gujarati language has forced the Gujarat Secondary and Higher Secondary Education Board (GSHSEB) to consider reducing the weightage of objective (multiple-choice) questions for which OMR answer-sheets are provided in Class 10 exams.

In the board exams held in March this year, no less than 1.5 lakh Class 10 students failed to secure even pass marks in Gujarati language. This set alarm bells ringing among educationists.

In July, the GSHSEB formed a committee to conduct a survey

## DECLINE IN SKILLS

Gujarati-medium students' failure rate

Year	English	Fail%	Gujarati	Fail%
2014	140,111	17.05	161,888	20.77
2013	117,863	13.09	93,720	11.87
2012	137,426	16.73	88,930	11.86
2011	157,017	18.53	68,227	09.28



and find out whether the Class 10 examination format should be changed to multiple-choice objective questions.

However, after a month, experts of the committee are of the view that Gujarati-medium students of Class 10 are scoring very low marks in English, Gujarati and Hindi languages.

The reason, the experts feel, is that students are focusing more on doing well in objective questions whose answers have to be ticked-marked on OMR sheets.

The committee, which is to submit its report in September, is

now considering whether to increase the number of descriptive questions and reduce objective questions in language papers.

Since 2011, the number of failures in Gujarati language has increased sharply. In 2011, more than 50,843 Gujarati-medium students scored less than 20 in Gujarati while in English the number of students with less than 20 marks was 46,448.

Pass marks in this paper is 35. In 2012, the number of students scoring less than 20 marks in Gujarati and English language papers rose to 75,000 and 97,000, respectively.

## 'Cellphone lingo affecting students'

The officer on special duty for GSHSEB's Class 10 exams, M M Pathan, who is stationed in Vadodara, says: "Our analysis has revealed that Gujarati-medium students focus more on objective-type questions to get pass marks easily and tend to avoid descriptive-type questions. The students seem to think that they can scrape through in language papers by attempting objective questions on OMR sheets." A GSHSEB official, who is a member of the OMR fact-finding committee, said: "The discussions we have had till date reveal that because of OMR questions, the students' writing skill has been deteriorating. Language used in SMSs sent through mobile phones are corrupting the students' ability to write simple Gujarati and English."

26<sup>th</sup> August, 2014 (Times of India)

A study undertaken by GSHEB (TO, 2014) points out that today's examination pattern does not help in the development of the language skills of the students. The objective questions are eroding the language skills. The students focus on the MCQ's and as a result do not practice descriptive questions. This has weakened the command of students over the language and as a result the number of students failing in the exam has increased over the years.

## **1.4 IMPORTANCE OF HINDI LANGUAGE AND SCOPE OF HINDI:**

The importance of Hindi language is the second most spoken language in the world after Mandarin Chinese. It's estimated that nearly half a billion people worldwide speak this wonderful languages. The importance to Hindi is one of the many languages in India that is considered to be the national and official language of India.

Indian songs and hymns have been adapted and used by various popular rap and pop music artist. From science to commerce and business to various multimedia as shown India to becoming a variable world economy with increasing interest in the world. Bollywood as it is called as the second biggest field following Hollywood. In India, music becomes influential with not only audiences in the United States but also with the rest of the world.

### **1.4.1 NATIONAL POLICY OF EDUCATION ON LANGUAGE**

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India.

### **1.4.2 National Policy**

The main features of policy on language issue are given below:

- 1) Indian languages will have to be vigorously developed and necessary action taken immediately to adopt them as via media of education at the university level. The resolution imposes no time limit for this purpose. Hence it is somewhat vague.
- 2) Three language formulas would be adopted at the secondary stage to include study in the Hindi region of a modern Indian language preferably a South Indian language, in addition to Hindi and English.
- 3) The development of Hindi would be the goal towards a national language. Hence very effort should be made for its promotion.
- 4) The study of English would be given due importance with a view to keep pace with world knowledge. Emphasis will be given to international language.
- 5) Sanskrit should be given special attention in order to promote cultural unity.

### **1.4.3 The University Education Commission (1948-49)**

Radhakrishnan commission presented **suggestions for the teaching of languages almost on all stages of education**. One of the main features of the recommendations of the commission has been that regarding languages the commission has remained free from all prejudices of region, state or community. This commission has recommended three language formulas in the field of education. According to this:

- (a) Every student should be taught three languages at the secondary stage:
  - 1) Regional or State Language
  - 2) Union or National Language
  - 3) One Foreign Language, English

### **1.4.4 Secondary Education Commission (1952-53)**

The **Mudaliar commission** has given two types of recommendations in their report regarding language.

According to the **first recommendation**, the following three languages will be taught to the students:

- (1) Mother tongue or state language,
- (2) English,
- (3) One other Indian language different from mother tongue.

According to this the regions which have Hindi as mother tongue, should teach a South Indian language and where the mother tongue is any language other than Hindi, Hindi should be taught as a third language.

According to the **second recommendation**, two language formulas should be adopted:

- (1) Mother tongue or State language
- (2) English or any other Indian Language.

#### **1.4.5 The Education Commission (1964-66)**

Kothari Commission's views about Hindi:

Hindi is the link language among the masses. It is necessary that every person should have at least a working knowledge of Hindi as a channel of internal communication in all parts of India that those who will have to use it as the official language either at the Centre or in the states acquire a much higher proficiency in it. But in our opinion the cause of Hindi and also of National Integration would be better served if its study beyond a certain point is not forced on unwilling sections of the people. We have no doubt that boys and girls will study Hindi more intensively if there is adequate motivation. This motivation largely depends on the extent to which Hindi becomes an effective language of administration. It is also related to the manner in which Hindi develops and becomes enriched so that people in non-Hindi areas may turn to it for knowledge and cultural nourishment.

#### **1.5 CONCLUSION**

It needs to be noted that in English medium schools where English is the first language, learning of Hindi is second or third language. Unfortunately those who have English as their first language find learning Hindi difficult. Hindi is a very important language because it's our National Language and the students need to be well equipped with the skill of Hindi language. It's truly said that 'forearmed is forewarned' hence it becomes necessary for the teachers to teach properly in such a way that the students overcome his hurdles and gain command over the language while it's equally important on the part of the management of school to give teacher best guidance and support, to give Hindi the importance it deserves.

**CHAPTER -2**

**REVIEW OF RELATED**

**LITERATURE**

## CHAPTER - 2

### REVIEW OF RELATED LITERATURE

#### 2.0 INTRODUCTION

A researcher endeavor becomes well directed if a comprehensive understanding of the problem identified is acquired by the researcher. It is essential to carry out an exhaustive study of related literature pertaining to the particular area of research taken up, its objectives, its tools and the findings. The study of relevant literature and research material provides the researcher a deep insight about the problem taken for the study of the related literature is developed to present a perspective on various research studies conducted, related to present study. The review is presented under two headings, namely,

- A. Review of difficulties in Hindi language learning by students in non Hindi States**
- B. Review of Hindi Language development in different environment.**

#### 2.1 REVIEW OF DIFFICULTIES FACED BY STUDENTS IN HINDI LANGUAGE LEARNING IN NON-HINDI STATES

**2.1.1 CHINNAPA,P.(1978)** in a study by the title “*An Investigation into problems and difficulties in learning Hindi by Telugu speaking students of class VIII in the High School of Andhra Pradesh*”.

The major **objective** of the study was to survey the problems and difficulties faced by Telugu-speaking students of class VIII in learning Hindi. The study was confined to the school located in the Andhra region of Andhra Pradesh.

##### **Methodology**

The tools of research used were a questionnaire, an achievement test in Hindi and an interview schedule. In addition, the Hindi Textbook and the Syllabus also provide data. The achievement test focused knowledge, comprehension, language skills, analysis, originality and translation. The test items were tried out and the final selection was made on the basis of their difficulty value and discrimination indices. The sample consisted of 1960 students from the school of Andhra region



studying in class VII and learning Hindi as the second language of these students those who secured less than 20 percent were interviewed. The questionnaire was sent to 480 teachers of whom 262 responded. The data obtained were tabulated and converted into percentage.

The **major findings** of the study were:

- i) The state government had not taken the subject of Hindi seriously. Teaching of Hindi was considered to be responsibility of the Central Government and no budgetary provision was made by state government
- ii) The government had not made Hindi a really compulsory subject. Though passing in Hindi was essential, students had to secure only 20 percent mark in Hindi and Board examination.
- iii) The administration had not been able to appoint Hindi teachers in all the schools. They had not appointed any expert in Hindi at the SCERT.
- iv) The education departments of the universities also did not pay special attention to improving Hindi teaching.
- v) The state Education department had allotted only three periods per week the students were not clear about the reasons for learning Hindi as the second language and therefore, interest in learning Hindi did not develop among students.
- vi) Proper environment did not exist for learning Hindi Teacher in schools spoke either Telugu or English. At home also these two languages were used.
- vii) Hindi teachers were not well trained. They taught Hindi through Telugu.
- viii) School libraries also were not well equipped with Hindi magazines or books.
- ix) Proper base for learning was not laid in the beginning stage because of inadequate and defective curriculum and teaching method.
- x) Student's listening comprehension was very poor.
- xi) Expression in Hindi also very bad.

**Principles:** Underlying curriculum and pedagogy of Hindi of learning Hindi as a new language can fruitfully draw upon a framework that derives from principles and methodologies developed for teaching French or English as Second/Foreign language.

The following are some key principles:

- i. Providing age appropriate, rich exposure to Hindi.
- ii. Giving ample room for repetition, revision and memorization.
- iii. Calibrating the expected output from students with carefully formulated goals.

- iv. Providing opportunities for using the language in ‘real’ situations.

### 2.1.2 Kumari, Nanda P. 1992.

- **“A diagnostic study of error in written Hindi Secondary Student of Central School in the Madras Region”**
- **Problems:**
- It attempts to identify and study error in written Hindi of class X standard in central schools in Madras region.
- **Objective:**
  - i. To identify the major error in written in Hindi to Central School in standard X
  - ii. To classify the errors into major functional grammatical skills.
  - iii. To study the classifying and arrangement the major relative proportion of the error with a view to classifying and arranging the major areas in this other source under of their importance
  - iv. To determine the source and cause of errors identified.
- **Methodology:**
- The sample of consisted of 840 students of standard X of 24 central Tamilnadu. Proportionate stratified cluster sampling technique was used to draw the sample. The tools use included a Dignotatic Test in Hindi for standard X developed by the investigator the Kerala non-verbal groups Test of intelligence of data were treated using Pearson’s correlation apart from test of significant difference between percentages and between means a large interdependent sample.
- **Major Findings:**
  - i. Percentage incidence of errors above 75% (very high) in the total sample was found in six grammatical areas. Viz parsing (97.5%) Punctuation (88.86%) and compounds (77.65%)
  - ii. Significant difference existed in the mean scores of incidence of errors between Karla Students and Tamilnadu students. Hindi students and non-Hindi students, high-SES, Average SES, low –SES students (taken in pairs) are high achievers.

### 2.1.3 Gomathy, A (1982), Studied a *Diagnostics Study on the difficulties in Hindi spellings of high schools pupils in Kerala.*

The aims of the study were;

- i. To locate the areas of difficulty in spelling in written Hindi
- ii. To diagnose specific spelling error committed
- iii. To suggest remedial measures to overcome difficulties.

Data for the study were obtained through the administration of graded spelling test, speech recordings and observations. The sample comprised 500 pupils of secondary school class drawn from all over Kerala. There were 250 boys and 250 girls in the sample drawn from urban and rural school. Frequencies of error were tabulated and compared.

He found that the major areas of difficulty were in conjunctions and in letters having smeller shapes.

- i. Less mistake were made in vowels soft sounds and to letter word.
- ii. Most commonly misspell words Dha, Dhy, Dhya, Khya and Gha.
- iii. Pronunciations and spelling errors were related.

#### **2.1.4 Mr. Amin Rahul I., *A Study On Status Of Teaching of Hindi In Secondary Schools Of Vadodara City* (Indian e-Journal on Teacher Education (IEJTE) Bi-Monthly e-Journal**

##### **Objectives of the Study:**

##### **1. To study the status of Hindi teaching in schools with reference to...**

- i. Facility made available by principal.
- ii. Difficulty faced by principal to get Hindi teacher.
- iii. Effort made by the principal to promote Hindi teaching.

##### **2. To study the status of Hindi teaching in schools with reference to...**

- i. Methods adopted by Hindi teachers.
- ii. Problems faced by teachers in teaching of Hindi.
- iii. Common error committed by students in Hindi.

##### **3. To study the status of Hindi teaching with reference to...**

- i. Numbers of period allotted for Hindi subject.
- ii. Hindi textbook followed by teachers

## **Methodology:**

The study is a survey type in nature and was carrying out by investigator. The study seeks to understand the present status of Hindi teaching in secondary school of Vadodara city.

## **Major Findings and Discussion:**

The **Education Commission (1964-66)**, said that government realized the facts and recommended the study of Hindi as essential feature of education at the school stage. It laid essential emphasis on strengthening the study of Hindi

Now the Discussion on the present study basis on certain criteria's which are below, Investigator surveyed twenty four schools, it is found that schools had not difficulty in appointing Hindi teachers; also the Schools are not paying different scale of Salary to the teachers. But there are three schools which gave 3000 salary per month this low scale salary may be affected on the part of teaching in schools.

Only two schools had language Laboratory. Very less number of Hindi teachers are using language laboratory for teaching Hindi. But they were not clear that how to use it in a proper way. In the modern era schools equipped with the minimum requirement of facility for teaching and laboratory where in students learns themselves. Most of the Schools have library facility but they do not have enough Books for Hindi. Also they do not have proper infrastructure for library. When investigator saw the library of schools, some schools had in staff room they put all the books in cupboard. Library plays important role in the students' life to achieve the mastery over language skills. Most of the Schools are not subscribing Magazines, apart from syllabus of textbooks certain things very important like magazines, reference book to develop habit in reading and also command over language. In teaching learning process, teaching learning materials have own impact, through which we can make content more effective while using in a proper way. Most of the Schools had only charts as a

Teaching, Learning Material: Most of the Schools are not organizing presentation by Scholars, it will give another effect on students because; from them students also want to develop same personality in his/her life. Most of the schools celebrate only Hindi day for Importance of Hindi language. Most of the schools promote students to take part in state level exams, and when

investigator asked to the principals to give name of the students who had participated in examination then in some schools they have no data they had simple write the name of students. At a researcher point of view felt that we should maintain data which related to our institutions, its help to us as well others also. Most of Hindi teachers do not take part in seminars, Workshop and discussions organized by Educational Institutions. And it was found that school authorities are not encouraging teachers to take part in training organized by Educational Institutions. As we know that teacher should have update knowledge in the area of education, without attain any kind of training program teacher will not aware about what going on in surrounding.

It was found that the textbook of Hindi subject is quite appropriate to the level of students. It is also related to real life. Most of the Hindi teachers use lecture and storytelling method while teaching prose. There are number of workshop organized by educational institutions that, How to deliver content through using different methods? But they had not attained any kind of training program so they do not aware. That is why investigator felt that they used only simple lecture method for teaching of Hindi.

Most of the Hindi teachers use questioning method while teaching poetry. Most of the Hindi teachers use inductive and deductive method for Grammar teaching. They used different methods for different type of content but that is not enough. Every content which given in textbook have own strategies to deliver so teacher should know the multiple way of teaching content. They have to use something new in teaching of Hindi. Most of the Hindi teachers use charts as a teaching aid for teaching of Hindi. They had chart but teachers had not used at all

Most of the teachers face Problems related to non-cooperation of students while teaching Hindi. Students have been saying that there is nothing in the Hindi teaching. The Mother Tongue Gujarati was found to have a lot of impact on teachers in teaching Hindi as well as on the part of students in Gujarati medium secondary schools of Vadodara City. Allotted period for Hindi subject is found to be enough for Hindi teaching. Most of the Hindi teachers do not use Audio-Visual aid for teaching Hindi. Most of the Schools do not have language corner for reading. Most of the Hindi teachers evaluate to the students by asking questions & by reading. In Classroom, It is found that most of the Hindi teachers organize Unit test. All the Hindi teachers had given Assignment & Project Work as a part of evaluation. All the Schools organize Drama & Poetry recitation for evaluation. It is found that while reading Hindi students make mistakes in pronunciation and where to give proper stress on words. It is found that while writing in Hindi, Students make mistakes in full stop, coma, while making line on words. Most of the Students face problems regarding Vocabulary & influence of

mother tongue Gujarati. Chitra (1999) also found that in her study that the student's do not put line on the top of words. They have poor vocabulary.

Most of the teachers face problem that students do not have interest towards Hindi.

When investigator was interacted with the teachers and asked questions that which remedies will you use to overcome the problems related to students in reading, writing and speaking? Then some teachers said that we cannot do anything, because students had not taken seriously. Most of the Hindi teachers suggested that Hindi subject should be made compulsory from Standard I to standard XII. Most of the Hindi teachers suggested that Government should also do something in the area of Developing Software for Teaching of Hindi. Vyas (1978) also found that, Hindi which was not considered satisfactory Hindi should made compulsory at schools level.

### **2.1.5 Dr. Pinki Malik (2012) *Difficulties Faced By the Teachers In English Language At Elementary School Level In Haryana State***

#### **Objective of the Study**

The study was planned to identify the areas wherein the teachers are facing difficulties while teaching English Language at Elementary level.

#### **Methodology**

Survey method was used for investigation

#### **Main Findings**

It was found in the areas of Reading ability, comprehension of Prose and Poetry and in Composition; teachers faced difficulty 89.67 percent, 88.75 percent and 85.25 percent respectively. Teachers faced difficulty 42.67 percent, 29.94 percent and 20.17 percent in areas of Listening & Speaking ability, Grammar and Vocabulary respectively while teaching English.

### **2.1.6 Chandrika Mathur Teaching Hindi as a 'Second Language' to Non- Hindi Speaking Children. **Hindi: Second language or a 'foreign' language for some****

A word in connection with the nomenclature of 'second language' and 'foreign language'. A second language is usually defined as a language that is not used at home but is often available in ample measure in the environment. A foreign language, on the other hand, is a language to which the

learner has hardly any exposure other than in the classroom. The complex linguistic map of India presents a picture that gives multiple meanings to what is ostensibly dubbed as 'second language' in school timetables. For example, in English-medium schools within the Hindi belt, children often end up opting to study essentially what is their 'first language' i.e. Hindi, as a 'second language' in school (here, I call first language, the language that the child has picked up in his infancy and early childhood, without the intervention of formal schooling). In states such as Gujarat, Rajasthan and Maharashtra, where there is higher exposure to Hindi and where the similarities between script, syntax and vocabulary of the first and second language are high, the nomenclature of 'second language' comes close to the basic definition of 'second language'. As for the Telugu, Tamil and Malayalam speaking children studying in schools of South India, or children in schools of the North-east (whether the medium is English or the state language), Hindi may not quite fit the definition of 'second language'; it is in fact no less a 'foreign language' than, say, French. For though the students may have some exposure to Bollywood movies and television serials in Hindi through the national networks, they are for the most part not much exposed to Hindi in their day-to-day life. Though the nomenclature of 'foreign language' might strike an odd note with regard to Hindi in India, pedagogically speaking this seems to describe the reality of the latter section of students more closely. For essentially the difference between learning a second and a foreign language lies in the amount and type of exposure to the language outside of the classroom. Keeping the above in view, it is the principles and methodologies developed for teaching second as well as foreign languages that we need to look to, if we are to develop successful curricula and pedagogy for teaching Hindi to major sections of non- Hindi speaking children across the states in India (This would then be equally applicable for teaching Hindi to the children of the Indian diasporas in various other parts of the world). A wide range of pedagogical methodologies and materials have been developed over the last century for teaching languages such as French, German and English as second and foreign languages to adults as well as children. These guide the teacher to establish realizable objectives and adopt appropriate pedagogical approaches in the classroom. A similar effort in the domain of teaching Hindi to non-Hindi speaking children, to my mind, is much needed.

## **2.2 REVIEW OF HINDI LANGUAGE DEVELOPMENT IN DIFFERENT ENVIRONMENT.**

**2.2.1. Mishra, Babban and Tripathi (1991)** in their study titled, *“Some aspects of language development among Hindi speaking children in Deprivational/ Non-Deprivational Environment”*

The study attempts to examine the effect of deprivational/non-deprivational environment on some aspects of language development including locatives, Transitive verbs, wh-questions, vocabulary etc. It also attempts to develop a model for children classroom interaction in Hindi medium schools.

**Objective:**

- i. To study variation of word order in children's utterances of spatial relationships between the two objects
- ii. To develop a normative measure for measurement of syntactical abilities of Hindi speaking children.
- iii. To study the effect of deprivation on the development of Hindi language in children
- iv. To study the development patterns of acquisition of wh-words in Hindi speaking children.
- v. To study the word order in expression of intransitive verbs with the help of real objects (toys) as the stimulus material and
- vi. To measure the length of utterances in Hindi speaking children.

**Methodology:**

The total sample size was of 420 children with ten children per cell. The age of the children varied from 18-24, 24-30, 30-36, 36-42, 42-48, 48-54 and 54-60 months from the total sample 210 children constituted the high deprived group and the remaining 210 came from low deprived group of family. The subject were selected as high or low deprived on the basis of scores obtained on prolonged deprivation scale of Mishra and Tripathi. The other tools used were Tests of Hindi syntactic development and performance tests of locative prepositions. The collected data were treated using ANOVA trend analysis and other tests of significance.

**Major Findings:**

- 1) Differential impact of deprivation was observed on variation in choice of word order for the expression locative relationship between a pair of objects.
- 2) In case of children coming from low deprived home environment subject first order responses were more predominantly used in expression of locative relationship in Hindi
- (3) Reversibility/Non-reversibility phenomenon also played an important role in selecting a particular word order while expressing spatial relationship by using locatives.



- 3) Developing age does bring changes in strategies being used for the expression of such locative relationship between pair of objects.
- 4) The type of word order being used in expression of spatial relationship between a pair of objects is based on the nature of locatives in Hindi. That is why the word order is highly affected with regard to the nature of locatives in Hindi.
- 5) Children predominantly preferred in both high and low deprived conditions, the use of topic comment strategy of describing locative relationship “on”.
- 6) Choice of word order did vary along with the variation in deprivational conditions variation caused by different deprivational was not uniform across different locatives. At the same time the locatives were also found to be significant it means locative prepositions also determined the use of a particular pragmatic strategy while expressing the spatial relationship between a pair of objects.
- 7) Subject first order responses (SF) depended on the nature of locative proposition
- 8) The age was found to be a good predictor of development of acquisition of wh-words (what, who, where, why, when and how).
- 9) Changes in environmental conditions changed acquiring the meanings of wh-words.
- 10) Children reared in a low deprived environments, used leveling more frequently which reflected their surroundings in a game playing situation.
- 11) Along with ‘leveling’ the second most preferred category was the ‘social play’.
- 12) The type of home environment or level of deprivation did change the type of communication category being used by children while talking to their mothers.

**2.2.2 Jayram B.D. (1990) in a study by the title, “*Language teaching situation in Hindi speaking states: A Survey Report on the states of Haryana and Rajasthan*”**

**Problem:**

It attempts to study the language teaching situation in Hindi speaking states in order to find out the extent to which the three language formula has been implemented.

**Objectives:**

To learn up-to-date information about the language teaching situation in Hindi speaking states especially in respect of the implementation of the three language formula.

**Methodology:** The researcher used discussion method with the district educational officers and collected data through the use of interviews. The collected data were treated using mean, Standard deviation, t-test and chi-square test.

**Major Findings:**

- 1) The teaching of modern Indian language in school in Hindi speaking states did not completely endorse the essence of the policy to teach one of the South India state languages in Hindi speaking area.
- 2) The three languages in Hindi speaking areas, the formula as it is implemented in the two states amounted to teachers Hindi as the first language English as the second language and Sanskrit as the third language.

**2.2.3 Kundle (1982) study *linguistic differences between Marathi and Hindi and their impact on learning Hindi by Marathi students.***

The investigation aimed to study the areas of differences similarity in Marathi and Hindi language, the influence of mother tongue in the use of Hindi, the error committed by the students and to offer suggestion for improvement in the curricula and teaching of 2<sup>nd</sup> language.

The investigation was limited to the study of the proficiency of the students having Marathi as mother tongue written usage of Hindi as a 2<sup>nd</sup> language.

**2.2.4 Nair. (1966).** Conducted study keeping in view the writing aspect of the study in English language and studied causes of such errors at secondary level.

Researcher followed qualitative technique to find out the common errors.

The researchers used frequency and percentage distribution whenever necessary. With the regard to findings to findings of the study it was found that many students committed errors related to spelling and punctuation marks, he also found that students faced many difficulties in written English with respect to Verbs, punctuation marks, spelling and Vocabulary, ignorance of proper use of words in sentences, punctuation mark, and irregular use of words.

**2.2.5 Oad.L.K.(1980).** Studied the diagnosis of error and program of language remedial teaching Hindi.

- i. To identify the errors in writing Hindi.
- ii. To classify the errors of linguistically.
- iii. To analyses the influence of local dialects on such errors.
- iv. To examine the effect of remedial instructional material.

Five independent random samples for the study, nine main categories of error were selected for in depth study. There were mothers, usual commandments, punctuation, grammar etc, each dialectic groups showed its own characteristics errors. The study covered about 2500 answer books of class VI to X in Rajasthan-Tools for pre-testing for different types of errors were also developed.

**2.2.6 Vasava (2006) studied** on problem faced by primary teachers to teach Hindi in Gujarati schools of Baroda city. One of the objectives of the study was to study the difficulty faced by teachers teaching Hindi in Gujarati medium schools of Baroda city, with respect to methods of teaching Hindi. Findings of the study were the mother tongue Gujarati was found to have a lot impact on teachers in teaching Hindi in Gujarati medium schools of Baroda city, Most of teachers used only translation method. Most of teachers do not use other instructional material. Majority of teach face difficulty in poetry teaching.

**2.2.7 Verma (1971)** studied on methods and means of teaching Hindi. The investigator found that curriculum occupied a very important place in the process of education. But it had not received due importance of Hindi, it was found that without proper teaching of Hindi there was no possibility of effective teaching in other subjects. It was also pointed out that the teaching of Hindi in lower classes should stress on hearing, speaking, reading and writing. In the long run, the aim of language teaching should be to develop cultural and social interaction of people.

**2.2.8 Modaka (2009)** conducted a study on “effect of distributed and masses practices of vocabulary aspects embedded in a response card activity on actuation, generalization and maintenance of vocabulary knowledge “, Extensive vocabulary knowledge is critical to a student’s academic and social performance in school. However vocabulary is complex skills that overlap with many different skills and can be conceptualized with different dimension. While there is pressing need to provide effective and efficient vocabulary instruction at all levels, the perceived

complexity of vocabulary knowledge. Available researcher suggest that students should (i) be actively engaged in instruction (ii) be allowed repeated practice opportunities. The researchers have selected 30 teachers as sample of the study. Tools, interview, observation schedule. The findings of the study:

- (i) the mother tongue Gujarati was found to have a lot impact on teacher in teaching Hindi in Gujarati medium schools,
- (ii) Medium of instruction is Gujarati so, most of the time culture in school is only of Gujarat.
- (iii) Teacher faces main difficulty during classroom interaction.
- (iv) Most of the teachers do not use black board.

**2.2.9 Patel (2013)** conducted a study on “the present position of Hindi education in the Primary schools of Bharuch district. The Objectives of Study were,

- (i) To get helping equipment in the Hindi education in the Primary School of the Bharuch District.
- (ii) To get approaches of the subject teachers with the references of following matter. Teaching method the utilization of teaching equipment (materials) Language Laboratory.
- (iii) To know the views of teachers to held the programme of fundamental remedies in Hindi language.
- (iv) To know the views of teachers and students related to the evaluation in Hindi language. Tools: An opinionere and the close-ended questionnaire. The findings were:
  - (i) Student had got problems in pronunciation of Hindi language.
  - (ii) The reference books did not use much by the teacher,
  - (iii) Lack of vocabulary in Hindi subject of the students was there,
  - (iv) There had no such a speed in writing Hindi language.

**2.2.10 Khandekar, M.P 1991** “A study of educational values in the textbooks of Hindi at the graduation level in the college in Nagpur.”

**Problem:**

It attempts to study if the contents in the textbooks of Hindi at the graduation level maintain certain educational values. The study is based on seven educational values. viz, character building, aesthetic sense, patriotism, beauty of the language, grammar and established values.

**Objectives**

- (i) To find out whether the textbook Hindi at graduation level contains the educational values in the subject-matter,
- (ii) To study analytically the ability and drawbacks of the textbooks of Hindi, and
- (iii) To evaluate the textbooks with reference to values, needs, matter and questions with the help of specialists, teachers and students.

**Methodology:**

The sample comprised 20 lecturers from nine colleges in Nagpur, and lecturers from post-graduate departments who taught Hindi. A questionnaire was used as a tool to collect the relevant data. Percentages were calculated from the responses obtained.

**Major Finding:**

- (1) Textbooks were not in accordance with the educational values.
- (2) The percentages of the educational values lacking in the textbooks were character building 30%, development of interest 20%, beauty of the language 15%, and grammar 40%.
- (3) Eighty-five percent lecturers agreed with the significance of the educational values and 90% agreed with the variety in the subject-matter which did exist in the books.
- (4) They were found with the change in novel from Tyagpatra to Thake Peon.
- (5) Fifty five percent lecturers disagreed with the subject matter being helpful in development of patriotism.
- (6) The percentage of the responses stating that the books were satisfactory for B.A Parts I, II III was 50%, 20% and 20% respectively.

7) Fifty-five per cent of lecturers recommended change in textbooks, inclusion of new authors.

### **2.2.11 National seminar-cum-Workshop on NCERT (2008): Problems in Learning Hindi among Tribal Language Speaking School Students in India**

Focus of the Seminar was the problems of learning Hindi among Tribal language speaking school in India mostly relate to objectives, subject matter, instructional materials, characteristics of learners and teachers, physical facilities, classroom interaction and home / school relations which affect their academic achievements in the schools. These cut across different aspects on problems may relate to time or more aspects. This national level Seminar-Cum-Workshop on this issue will be useful to elaborate implications of the specific issues and problems which are usually faced by educationist, parents, teachers and other professional group. Papers will be useful particularly in the context of providing right kind of prospective to our efforts. It will be help to launch the understanding the problems of learning Hindi throughout the length and breadth of our country.

## **2.3 IMPLICATIONS OF RELATED RESEARCH FOR THE PRESENT STUDY**

Having reviewed related literatures, investigator has found majority of the studies have been conducted on Hindi language. Investigator found that difficulties faced in learning our national Hindi language for the non-Hindi students varies from region to region. It can be seen that students from states like Karnataka, Tamilnadu, and Andhra Pradesh, Gujarat and Maharashtra face more difficulties in learning Hindi. In Hindi language, grammatical mistakes are found in writing. Investigator revealed that some studies are related to the textbook of Hindi at the graduation level maintain certain educational values.

**Vasava (2006)** studied on problem faced by primary teachers to teach Hindi in Gujarati schools of Baroda city. **Dr. Pinki Malik (2009)** studied difficulties faced by the teachers in English Language at elementary school level in Haryana State. **Chinnapa, P. (1978)** investigated into problems and difficulties in learning Hindi by Telugu speaking students of class VIII in the High School of Andhra Pradesh. **Mishra, Babban and Tripathi (1991)** presented some aspects of language development among Hindi speaking children in Deprivational/ Non-Deprivational Environment.

**Jayram B.D. (1990)** has carried out survey and presented report on Language teaching situation in Hindi speaking states Haryana and Rajasthan. **Kumari, Nanda P. 1992**, carried out diagnostic study of error in written Hindi Secondary Student of Central School in the Madras Region. **Khandekar, M.P (1991)** presented study of educational values in the textbooks of Hindi at the graduation level in the college in Nagpur. **Gomathy, A (1982)**, studied a Diagnostics Study on the difficulties in Hindi spellings of high schools pupils in Kerala. . **Kundle (1982)** investigation was limited to the study of the proficiency of the students having Marathi as mother tongue written usage of Hindi as a 2<sup>nd</sup> language. **Nair. (1966)** conducted study keeping in view the writing aspect of the study in English language and studied causes of such errors at secondary level. **Oad.L.K.(1980)** studied the diagnosis of error and program of language remedial teaching Hindi. **Verma (1971)** studied on methods and means of teaching Hindi. **Modaka (2009)** conducted a study on “effect of distributed and masses practices of vocabulary aspects embedded in a response card activity on actuation, generalization and maintenance of vocabulary knowledge “. **Patel (2013)**, conducted a studied the present position of Hindi education in the Primary schools of Bharuch district. Student had got problems in pronunciation of Hindi language. The reference books did not use much by the teacher; Lack of vocabulary in Hindi subject of the students was there. There had no such a speed in writing Hindi language. **Mr. Amin Rahul I.** studied status of teaching of Hindi in Secondary Schools of Vadodara City. In **Bi-Monthly e-Journal** it was found that while reading, Hindi students make mistakes in pronunciation and where to give proper stress on words. It was found that while writing in Hindi, Students make mistakes in full stop, coma, while making line on words. Most of the Students face problems regarding Vocabulary & influence of mother tongue Gujarati.

Researches show that non-Hindi students faced difficulties in learning Hindi and some suggestions that emerge from the study are:

- 1) Create motivation to learn Hindi.
- 2) Demonstrate that learning Hindi can be fun-encourage children to communicate by different methods like using mime, gesture, keywords, and drawings.

All of the above studies are related to Hindi language. Some are concerned with Hindi speaking students, while others are concerned with non- Hindi speaking students. Many researchers show the difficulties of learning language. Some focus on the writing skills, grammar and vocabulary, while some focus on speaking skills and pronunciation. All reviews are related to my topic as every above

topic covers one or more skills out of the four language skills. Some researchers have given suggestions improving Hindi language which are usable to my present study.

## **2.4 RATIONALE OF THE STUDY**

Language is a medium through which a set of people talk to each other. Hindi is very important in a multi-lingual country as ours. A common language is highly desirable and Hindi is our national language. It is necessary that every person should have at least a working knowledge of Hindi as a channel of internal communication in all parts of India.

Language has four skills like reading, writing, speaking and understanding. Students need to learn all four skills of Hindi language. When they read properly, they can write. They will create interest, when they understand their language.

In India, only seven northern states (Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Haryana, Himachal Pradesh and Delhi) have their mother tongue and first language is Hindi, while rests of the states have different local languages. Everyone has their mother tongue. Mother tongue helps children in education. Most of the children speak a home language of instruction in education programmes. They learn primary language easily when their mother tongue is the primary language of instruction throughout primary school. When children receive formal instructions in their first language throughout primary school and gradually transition to academic learning in the second language, they start second language learning easily. Listening is one of the subjects studied in the field of language arts and in the discipline of conversation analysis. Listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them. We have established the importance of communication skills in any and all aspects of our lives. What one needs to remember is that communication is a two-way process involving the speaker and the listener. Communication can only be considered effective if both aspects are achieved successfully.

Speaking is a communication skill that enables a person to verbalize thoughts and ideas. Now imagine if a person does not possess good speaking skills. It would be very difficult to express thoughts and ideas to others; it would be almost impossible to gain understanding from these people if we cannot even convey our message clearly and accurately. People with below average communication skills, particularly speaking skills, will have difficulty presiding over gatherings,



whether social, personal, or business-related. It is either that he does not know how to put his thoughts and ideas into words or he simply does not have enough confidence to speak in the presence of other people

Reading is very important to the children. It is process of developing mind. The mind is a muscle and it's need exercise. Understanding the writer's word is one way the mind grows in its ability. Same like that writing skill are also important for youngsters. National Policy Of Education has also discussed on language. Three language formulas would be adopted at the secondary stage to include study in Hindi region of a modern Indian language preferably a South Indian language, in addition to Hindi and English. The development of Hindi would be the goal towards a national language. Hence every effort should be made for its promotion. Radhakrishnan commission has recommended three language formulas in the field of education. Secondary Education Commission (1952-53) in Mudaliar commission has given two types of recommendations in their report regarding language. It's also shows the Hindi is important. Kothari Commission's views are also important about Hindi language.

Non-Hindi speaking students are plenty in all Gujarat Schools. When English medium student start learning languages, at that time all languages are same for them.. They speak Hindi in schools and mother tongue at home. During this period, learning English is difficult for them compared to Hindi. So they converse in Hindi because Hindi is a common language. Step by step, when the student goes to higher classes, he study four to five subjects in English medium except Hindi and naturally for the students feel Hindi is difficult language. Parents also not help them as they study the English. Students get newspapers in the local language at home and there is no facility of reading Hindi newspapers at home.

Till 8<sup>th</sup> Standard, students have to study Hindi. From 9<sup>th</sup> standard options are available to choose from Hindi, Sanskrit, or local language of the State. Here, the students prefer to take Sanskrit or the local language as they have a scope to score more marks in examination, whereas, Hindi is much more difficult and a lengthy language. Conducive environment for Hindi language is not available to the student at home and in the school. The present investigator is interested to know the difficulties faced by non-Hindi speaking student in English medium school and suggest ways to improve their Hindi (National) language.

This study will be helpful to students, parents, school faculty, community and teachers.

## **2.5 Conclusion**

Chapter II talked about the various studies conducted that were related to the Non- Hindi states or Non Hindi students which are face the problem in learning Hindi. Different researchers have tried to do research in the same or related areas.

The next chapter, chapter III talks about the Methodology used to undergo this study.

**CHAPTER -3**

**METHODOLOGY**

# **CHAPTER -3**

## **METHODOLOGY**

### **3.0 INTRODUCTION**

When what to do, is decided, how to do is inevitable. Meaning there by, way of doing anything is equally important which, in research language, is known as methodology. The importance of methodology is very much for carrying out any study or research systematically and scientifically.

This chapter discusses the methodology adopted for present study. The main objective of the study was to find the difficulties faced by non-Hindi speaking students in learning Hindi of Standard VIII studying in ENGLISH MEDIUM SCHOOLS in Vadodara City.

It focuses on design of the study, population of the study, sample of the study, tools, used for data collection, procedure for data collection and data analysis

### **3.1 RESEARCH QUESTION**

The following questions guide the process of identification of problems in learning Hindi:

- 1) Why do the non-Hindi speaking students perform badly in Hindi?
- 2) What are the major difficulties faced by non-Hindi speaking students in learning Hindi?
- 3) How could the students be helped in making learning Hindi more effective?

### **3.2 STATEMENT OF THE PROBLEM**

A Study of Learning Difficulties faced by non-Hindi speaking students of Standard IX studying in English Medium Schools in Vadodara City.

### **3.3 OBJECTIVE OF THE STUDY**

- 1) To study the reason why non Hindi speaking student perform badly in Hindi.
- 2) To study the difficulties faced by non-Hindi students in learning Hindi.
- 3) To suggest ways students could be helped to learn Hindi better.
- 4) To find out if students improved after the subject teachers incorporated the suggestions in their regular teaching.

### **3.4 HYPOTHESIS**

The following directional hypothesis is proposed for the study against objective number 4 above:  
The post test scores of the sample of students will be significantly higher as compared to those in the pre-test.

### **3.5 DEFINITION OF TERMS**

#### **LEARNING DIFFICULTIES**

The common errors in Hindi made by the students in all the four language competencies, namely reading, Writing, speaking and listening operationally it would be refer to errors in Hindi as identified by researcher in Hindi pre text administered by her.

#### **NON –HINDI SPEAKING STUDENTS**

Students whose mother tongue is not Hindi and those who study Hindi as a second language in schools.

### **3.6 DESIGN OF STUDY**

The study is explorative in scope and follows the survey design.

### **3.7 DELIMITATIONS OF STUDY**

The Study is delimited to the non-Hindi students of IX studying in English medium schools in Vadodara city.

### **3.8 POPULATION OF THE STUDY**

All English medium schools of Vadodara city (Sankul:8 ) which are affiliated to GSEB.

### **3.9 SAMPLE FOR THE STUDY AND SAMPLE SELECTION**

In the present study, sampling of respondents was drawn in the following manner.

Five percent of English Medium schools that are affiliated to GSHEB were randomly selected by drawing lots from Sankul-8. But as all the randomly selected schools were not made available for

the study by the school authorities, the researcher had to take another two schools that readily give permission to conduct the study.

From the selected schools, student who scored lower in Std. VIII semester test were selected as the sample of students, in all 30 students comprised the sample.

Teacher teaching Hindi in std. VIII in the sample of school will comprise the sample of teachers who will also be the subject expert.

### **3.10 PROCEDURE FOR THE STUDY**

- 1) Selection of sample
- 2) Semi structured interview schedule was conducted with the sample of students to further find out the reason for performing badly in Hindi and the lack of interest that they take in learning Hindi.
- 3) The student learning difficulties were found out by administering the test of Hindi that will be prepared by the researcher, comprising all four language skills.
- 4) The answer sheets of students who are weak in Hindi were analyzed and their learning difficulties will be found out. This information will be incorporated while preparing the test of Hindi.
- 5) The researcher was share the findings with the subject teacher who were requested to take remedial measures in their respective classes on a daily basis
- 6) Finally the parallel version of the test of Hindi was administered to see any significant change in their learning.

### **3.11 TOOLS FOR DATA COLLECTION**

A test of Hindi comprised of all four objective of teaching language skills (namely reading, writing, speaking and listening).

- 1) A Test of Hindi comprising all four language skills was prepared by the investigator. Two parallel versions of the test were prepared by the investigator. One was used in pre-test and another as post-test. The test may be found in Appendix.
- 2) Semi structured interview schedule to be used with the sample of students.
- 3) The semi structured Interview schedule to be prepared by the investigator for administering to the teachers to get their idea of student difficulties.

The tools prepared by the investigator were content validated by the subject teachers who are also the subject experts for the study.

### **3.12 NATURE OF DATA ANALYSIS**

The collected data was analyzed both quantitatively and qualitatively. The pretest and posttest in Hindi were first scored by using the evaluation criteria, then the same was analyzed for language errors.

The Interview data were analyzed qualitatively and their frequency distribution was also obtained.

### **3.13 CONCLUSION**

In this chapter, details of the methods of research, population, sample-selection, tool preparation and data collection were presented. Also it discussed which technique was employed by the investigator for sample selection for the present study. It further discussed the tools and their nature which have been used for the study. In the following chapter contains data and data interpretation.

**CHAPTER: 4**  
**DATA ANALYSIS**  
**AND DISCUSSION**



## **CHAPTER: 4**

### **DATA ANALYSIS AND DISCUSSION**

#### **4.0 INTRODUCTION**

The previous chapter dealt with procedure adopted for data collection and methodology followed. Analysis, interpretation and discussion of data collected for the study has been presented in this chapter. Data analysis is an important stage of the research process. Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions. The data available is in quantitative or qualitative form. The idea is to study the data available from different angles and derive meaningful conclusions from it.

In the present study, data has been analyzed both quantitatively as well as qualitatively. The focus of the study was to find out the difficulties faced by Non Hindi speaking students in learning Hindi. The Pre and Post-test of Hindi conducted by investigator were analysed with quantitatively- scores were assigned to students answers and qualitatively the errors made by the students in all four aspects of language learning were compiled. The data from the interviews were analysed qualitatively and frequencies and percentage were calculated and presented in table.

The data for the studies presented objective wise in the section.

The investigator analyzed the difficulties of four language skills from different angles.

#### **4.1 Qualitative or Quantitative Analysis of Data and Interpretation**

##### **OBJECTIVE 1**

**To Study the Reason Why Non-Hindi Speaking Students Perform Badly In Hindi**

Data came from the students and teachers interview

##### **4.1.1 Semi Structured Interviews: Students**

**1. Do you like learning Hindi? If ` yes` why do you like it or if your answer is `No` tell why?**

**Table 1: Number of students who like Hindi**

<b>Sr. No.</b>	<b>Yes</b>	<b>Not very fond of</b>	<b>No</b>
<b>1</b>	<b>12(40%)</b>	<b>13(43.3%)</b>	<b>5(16.6%)</b>

- i. The students who liked learning Hindi language supported their answer with various reasons. Some liked Hindi because it had interesting stories and poems, it is spoken in every state of India, and everyone converses in Hindi
- ii. Maximum students found Hindi to be difficult even though they loved reading and speaking in Hindi but mostly found difficulty in writing. Also they did not get good marks in Hindi which made them not like it.
- iii. The students didn't like learning Hindi as they feel it as a burdensome language. They were neither good in writing, reading nor understanding, Hindi.

**2. Which language do you speak at home?**

**Table 2: Language spoken at home**

<b>Sr. No.</b>	<b>Gujarati</b>	<b>Rajasthani</b>	<b>Punjabi</b>	<b>Konkani</b>	<b>Telagu</b>	<b>Marathi</b>
	<b>21(70%)</b>	<b>4(13.3%)</b>	<b>3(10%)</b>	<b>1(3.33%)</b>	<b>1(3.33%)</b>	<b>1(3.33%)</b>

- i. About 70% students spoke Gujarati language at home.
- ii. Remaining 30% students speak in languages other than Gujarati

### 3. Which among the languages you study in school do you like the most? Why?

English, Hindi, Gujarati and Sanskrit

**Table 3: Language which liked the most by students**

Sr. no.	English	Gujarati	Sanskrit	Hindi
1.	13 (43.3%)	6 (20%)	6 (20%)	5 (16.6%)

- i. English is the most liked language by students as they learn English from a very young age in English Medium schools
- ii. Students take interest in Gujarati and Sanskrit more than in Hindi.

### 4. Are your parents on a transferable job?

**Table 4: Number of parents having transferable jobs**

Sr. no.	Yes	No
1.	3 (10%)	27 (90%)

- i. According to the data 90% students' parents do not have a transferable job.

### 5. How often have you changed school?

**Table 5: Number of times, the children's has changed Schools.**

Sr. no.	No change	Once	Twice	More than twice
1	16 (53.3%)	5 (16.6%)	6 (20%)	3(10%)

- i. From the data, more than 50% students did not change their school.

**6. What difficulties do you face after changing school?**

- i. Many students did not face much difficulty in learning Hindi after changing school. The few problems that student faced was coping with the new teaching styles of the teacher.

**7. Do you understand everything your teacher teaches in class? If you don't understand what you do?**

Students gave their opinion that they were able to understand what their teacher taught them. If they didn't understand anything they present their doubts to their teachers or their parents

**8. In what way would you like the teacher to teach you in class?**

All the students were comfortable with the method used by teacher of reading, explaining, discussing and writing.

**QUESTION ON READING OR WRITING**

**9. Are there Hindi books in your library? Do you issue them and read them? If 'Yes' give 1 or 2, Names of books you have to read in the last month.**

- i. Out of the four schools, two schools did not have a library.
- ii. In the remaining two schools, Hindi books were available in the library but the students did not issue the books. They prefer issuing other books than Hindi books.
- iii. We can infer from the data that the students were not inspired to read Hindi books by the teachers.

**10. Do you read Hindi magazine or Hindi news paper? Which ones?**

**Table 6: Number of students reading Hindi magazine or Hindi newspaper**

Sr. no.	Hindi magazine	Hindi newspaper
1	4 (13.3%)	0 (0%)

- i. The above table suggests that there are no ways children's are exposed the reading in Hindi.
- ii. It shows parent's lack of encouragement in students for learning Hindi.

### 11. What problems do you face while reading Hindi?

The students reported the following,

- i. Pronunciation
- ii. Hard words
- iii. Not understanding the meaning of words
- iv. Missing words while reading

### 12. Do you like reading prose or poetry?

**Table 7: Number of students liking prose and poetry**

Sr. No.	Prose	Poetry	Both Prose and poetry
1	10 (33.3%)	13(43.3%)	7(23.3%)

- i. The students like poetry as they are short and interesting to learn.
- ii. Students also like prose as they get to read different stories and topic in their text book.

### 13. Do you pronounce Hindi words properly?

**Table 8: Number of students pronouncing Hindi words properly**

Sr. No.	Yes	No
1	14(46.6%)	16(53.5%)

- i. Majority of students say that they can converse in Hindi but cannot pronounce some Hindi words properly as their mother tongue affects their Hindi dialect.

### 14. Which do you like better reading in Hindi or Writing in Hindi?

**Table 9: Students choice on reading and writing**

Sr. No.	Reading	Writing	Both
1	23 (76.6%)	3 (10%)	4 (13.3%)

- i. Maximum mistakes are made by the students in writing Hindi, hence, students prefer reading in Hindi rather than writing in Hindi.

**15. Which problems do you face in writing?**

The answers of students are summarised below:

- i. Vowels problem (Rasva and dirgha matras in Hindi)
- ii. Spelling Problem
- iii. Sentence formation
- iv. Grammar –gender
- v. Singular/Plural

**16. Which problems do you face more in writing?**

**Spelling**

**Sentence-Formation**

**Gender, singular /plural**

**Table 10: Problems faced in writing**

Sr. No.	Spelling (Matras in Hindi)	Sentence- Formation	Grammar		
			Gender	Singular/plural	Tenses
1	25(83.3%)	15(50%)	7(23.3%)	20(66.6%)	3(10%)

- i. One student can have more than one difficulty in writing.
- ii. Maximum students face difficulty in spellings of Hindi (Rasva and Dirgha /Matras )
- iii. Also many students make mistakes in sentence formation and Singular/Plural

iv. A few students face problem in gender and tenses of Hindi.

**17. Are you able to write correctly when the teacher dictates something to you?**

- i. Many students are not able to write correctly when the teacher dictates something to them.
- ii. They do not understand how to write the spelling of the dictated word.

**18. Are you able to write correct answers from paragraph?**

- i. Most of the students are able to find and write correct answers from the paragraph
- ii. Some students write answers correctly to the point, some write the answers correctly but not to the point, while only 1 or 2 students are not able to write answers correctly.

**19. Do you complete your Hindi homework on time?**

**Table 11: Completion of homework on time**

Sr. No	Yes	No	Sometimes
1.	13(43.3%)	7(23.3%)	10(33.3%)

- i. Only about 40% of the students complete their homework on time.
- ii. This shows that the parents and the teachers are not strict towards the students in completing their homework.

**20. Do you practice Hindi writing at home?**

**Table 12: Number of students practicing Hindi writing at home**

Sr. No	Yes	No	Sometimes
1	8(26.6%)	17(56.6%)	5(16.6%)

- i. 56% students do not practice Hindi writing at home. Due to this they make many mistakes in writing and it leads to their lack of interest towards writing in Hindi.

## QUESTIONS: LISTENING

### 21. Are you able to understand when teacher teaches you?

**Table 13: Students response on understanding from the teacher**

Sr. No.	Yes	No	Sometimes
1	24 (80%)	2(6.66%)	4(1.33%)

- i. The students are able to understand what the teacher teaches them.
- ii. They find difficulty when the teacher uses new and difficult words while explaining.

### 22. When teacher dictate the words do you understand it?

- i. The students understand most of the words that the teacher dictates to them.
- ii. The difficulty in understanding occurs when new and difficult words are dictated

### 23. Do you understand when teacher discuss the questions and answers of the lesson?

- i. The students understand when the teacher discusses the question and answers of the lesson.

### 24. Can u repeat the discussing answer in your own words?

- i. The students understand the answers but are not able to reproduce the answers with correct and suitable words

## QUESTIONS: SPEAKING

### 25. Which one among the following mistake do you make in Hindi?



- ii. Wrong Pronunciation
- iii. Gender mistakes
- iv. Using Vernacular words
- v. Wrong sentence formation

**Table 14: Problems in speaking**

	<b>Wrong Pronunciation</b>	<b>Gender mistakes</b>	<b>Using Vernacular words</b>	<b>Wrong sentence formation</b>	<b>Less vocabulary knowledge</b>
<b>1</b>	<b>19(63.3%)</b>	<b>12(40%)</b>	<b>25(83.3%)</b>	<b>18(60%)</b>	<b>15(50%)</b>

- i. 83% students use vernacular words, mostly English and their local language, while speaking in Hindi
- ii. About 50-60% students face problems in pronunciations, sentence formation and vocabulary knowledge.

**26. Can you fluently speak in Hindi on any topic?**

- i. The students are not able to speak fluently on any topic due to the problems discussed above.

**27. Do you use Hindi dictionary to increase your Vocabulary?**

**Table 15: Number of students using dictionary**

<b>Sr. No</b>	<b>Yes</b>	<b>No</b>
<b>1.</b>	<b>8(26.6%)</b>	<b>22(73.3%)</b>

- i. Most of the students do not use a Hindi dictionary. It is due to this that the students are not able to increase their vocabulary.
- ii. The teachers do promote the use of dictionary

## **28. Do you converse in Hindi with others?**

- i. All the students converse in Hindi with each other but use a lot of vernacular words.

### **4.1.2 SEMI-STRUCTURED INTERVIEW: TEACHERS**

In the interview with the teachers, the questions of difficulties faced by the students were further come to light. They were summarised from each of the questions asked of them. This data came from the interviews of the teachers

#### **1. What type of difficulties do you face when you teach Non-Hindi speaking students?**

- i. Students can't speak properly in Hindi.
- ii. Some students don't understand what the teacher teaches them
- iii. No parents support
- iv. Lack of concentration in students that's why they don't understand what the teacher teaches them
- v. Grammatical problem
- vi. Matras problem

#### **2. Introduction of Hindi language varies from state to state, what problems are faced by students who change school from one state to another in learning Hindi?**

- i. Such situation rarely occurs, but when it does, it depends on the student's capability to cope up.

#### **3. What type of mistakes is seen in students of Std. VIII?**

- i. Grammatical problem
- ii. Matras problem
- iii. Learning problem
- iv. Handwriting problem
- v. Homework delay

- vi. Weak in creative writing
- vii. Don't read properly
- viii. Don't write new and difficult words correctly
- ix. Don't study at home

**4. How does the mother tongue affect learning of Hindi?**

- i. Students use words from their mother tongue language in regular Hindi. While speaking Hindi, students use the words from their area and background.

**5. Do you think students neglect Hindi in preference of English?**

- i. 50% teachers think that students neglect Hindi in preference to English

**6. Do the students keep their class work books complete or updated?**

- i. Most of the students do not complete their books on time.

**7. Do the students submit the assignment on time? If not, why?**

All the students don't complete their assignments on time. The reasons are:

- i. Laziness
- ii. Not taking interest
- iii. Do not take Hindi as a serious subject

**8. What are the difficulties faced by the students in pronouncing Hindi words correctly?**

- i. The students don't have proper pronunciation knowledge
- ii. The students don't understand where to put stress on the words.

**9. Do you feel that the students find learning and understanding poem tougher than prose?**

- i. Many students like poetry because they are taught in singsong manner, are short and easy to understand.

- ii. Few students like prose as the stories are quite interesting

**10. Do you think that the non-Hindi students are scared of learning Hindi grammar?**

- i. Yes the students are scared of grammar because they have to learn a few concepts beforehand, which they do not do.
- ii. They do not pay proper attention to various concepts like nouns, pronouns, verbs etc

To study the difficulties faced by non-Hindi speaking students in learning Hindi.

This objective is achieved by Pre-test and Post-test of the students

## **OBJECTIVE 2**

### **To Study the Difficulties Faced by Non-Hindi Students in Learning Hindi.**

The difficulties faced by the students were diagnosed by the investigator from the pre-test administered; they are summarised against the four language skills. Its Hindi version may be found in Appendix No.

They are presented below:

#### **1. Reading and understanding skill**

- i. The problem of letters (matras) was observed a lot in the students. For e.g. Students read 'sha' as 'sa', 'ta' as 'tha' and 'ja' as 'jha'. They are not able to differentiate between rasva and dirgha vowels. They read both the vowels in the same manner.
- ii. Students faced difficulty in hard words, joined letters and joined consonants when they read. E.g. Words like 'Prerna', 'Shrot' and 'swachata' are difficult to read in Hindi
- iii. Lack of proper and clear pronunciation.
- iv. When the students read they did not modulate their voice, didn't put proper emphasize on words and did not pause at proper punctuation.
- v. Students did not practice reading Hindi at home.

## **2. Writing skill**

- i. The students write what they read. Therefore they make the same mistake in writing as in reading. For e.g. Students write 'sha' as 'sa', 'ta' as 'tha' and 'ja' as 'jha'. The students are not able to differentiate and write the different types of 'Ra' matra. E.g. Varsh, Kram, Karya
- ii. The students are not able to write the question answers of the lesson.
- iii. Students faced difficulty in hard words, joined letters and joined consonants when they write. E.g. Atishayokti, Sanskar, Dushmani
- iv. Lack of knowledge of punctuation.
- v. Lack of creative writing practice in students. Some students cannot write essay on a given topic

## **3. Speaking skill**

- i. The students didn't speak in pure Hindi.
- ii. They added words of local language and vernacular words in Hindi
- iii. The students were not able to give a speech in Hindi.

## **4. Listening skill**

- i. They face difficulty in listening and writing. For e.g. Students heard the word as 'disha' and wrote it as 'disa' and, 'Yuva' as 'Yova'.
- ii. They also had problems in listening and speaking. Even after listening about the topic the students are not able to explain it.

**The investigator also observed some difficulties in the Grammar part of Hindi in the pretest. They are:**

- i. The students don't have interest in Grammar of Hindi
- ii. Weakness was observed in basic parts of Grammar. For e.g. the students did not know the concept of adjectives. They did not understand the meanings of the idioms and hence, were not able to use them in their regular sentences.

## **OBJECTIVE 3**

**To Suggest Ways Students could be Helped to Learn Hindi Better.**

### **4.1.3 Suggestions on learning difficulties**

**The investigator gave the following suggestions on the basis of the difficulties found out. Suggestions have been explained in detail in Hindi language in the Appendix no. The students were given extensive feedback on difficulties and suggestions for improvement were also given. The same was provided to teachers to incorporate them in their routine teaching of Hindi.**

#### **1. Reading skill**

- i. It is necessary to give constant revision of the alphabets and rasva-dirgha matras
- ii. While teaching, the teacher should put stress on letters 'sha', 'sa', 'ta', 'tha', 'ja' and 'jha' and should give them a lot of practice of these letters.
- iii. Rasva and dirgha vowels are different as they have different matras. Each matra is spoken in a different manner. The teacher should give constant revision to the students regarding these matras.
- iv. When difficult words or joined words occur while reading, make the student repeat the word till he or she is able to pronounce them correctly.
- v. Constant practice of reading is required.
- vi. Teacher should keep a note on punctuation on the students while they are reading and show them the correct method.
- vii. Teachers should motivate the students to read story books, magazines and newspaper.

#### **2. Writing skill**

- i. Students should keep a check on the matras while they writing. They should understand that each matra is different from the other. Special attention should be kept during the writing of different types of 'Ra' matra.
- ii. When the students are given a comprehension, they copy the same answer word to word. Instead of that the teacher should motivate them to write answers on their own and give them practice of writing small sentences on their own.

- iii. It is necessary to increase the vocabulary of the students for creative writing. The teacher should inspire the students to use Hindi dictionary. Comprehension should be done in the class at least once in a week. Regular writing homework should be given to the students.
- iv. The teacher should make the student aware that while writing creative writing, they are checked not only on the content of the topic but also on how they begin the topic, use of new words, handwriting etc.

### **3. Speaking skill**

- i. When the students speak, they do not use pure and proper Hindi. Teacher should concentrate on their pronunciation .
- ii. Students should be made aware that they learn different languages in the school and each language is as important as the other. They should not mix words of different languages in Hindi.
- iii. Teacher should give each student a topic to give a speech on. This will improve his speech giving skill in Hindi.

### **4. Listening skill**

- i. There should be a constant practice of dictation in the class
- ii. They should be made to repeat new and hard words.
- iii. The teacher should make the students hear a topic and repeat it in their own words. This will make the students to think on the topic and explain it in his own words. If the student is not able to do it in the first chance then the exercise should be repeated again. This will increase the grasping skill of the student and they will be able to speak on the topic after listening.

### **Suggestions on Grammar**

- i. Not only the textbook but different teaching aids and charts should be used by the teacher to teach the students.
- ii. The teacher should give the students revision and practice of basic concepts of grammar like adjectives, nouns, pronouns etc. The students should be motivated to use the idioms in their regular speaking.

## OBJECTIVE 4

**To Find Out if Students Improved After the Subject Teachers Incorporated the Suggestions in Their Regular Teaching**

### 4.1.4 SCORES ON PRE-TEST AND POST TEST IN HINDI.

The data for the table came from the answer scripts of the post test. Score obtained for the post test is compared against the pretest and it was subjected to t-test.

**Table 16: The scores and percentage on pre-test and post test in Hindi**

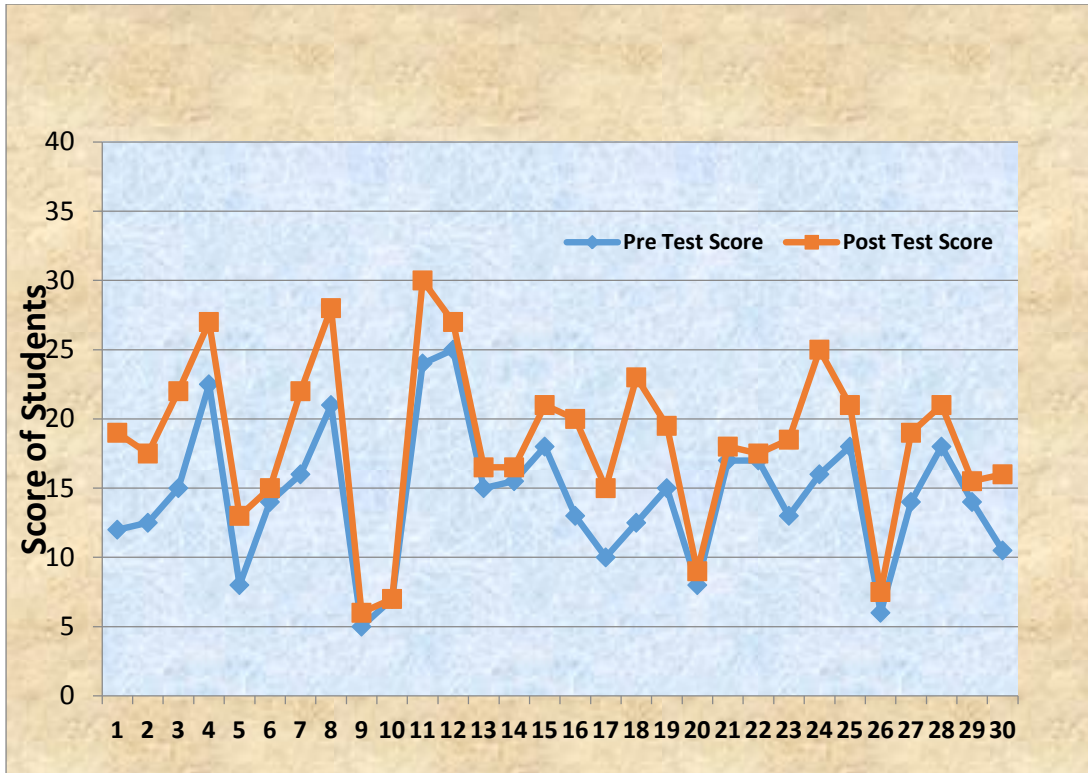
Sr. no.	Pre-test (Score)	Percentage (%)	Post-test (Score)	Percentage (%)
1	12	30	19	47.5
2	12.5	31.25	17.5	43.75
3	15	37.5	22	55
4	22.5	56.25	27	67.5
5	8	20	13	32.5
6	14	35	15	37.5
7	16	40	22	55
8	21	52.5	28	70
9	5	12.5	6	15
10	7	17.5	7	17
11	24	60	30	75
12	25	62.5	27	67.5
13	15	37.5	16.5	41.25
14	15.5	38.75	16.5	41.25



15	18	45	21	52.5
16	13	32.5	20	50
17	10	25	15	37.5
18	12.5	31.25	23	57.5
19	15	37.5	19.5	48.75
20	8	20	9	22.5
21	17	42.5	18	45
22	17	42.5	17.5	43.75
23	13	32.5	18.5	46.25
24	16	40	25	62.5
25	18	45	21	52.5
26	6	15	7.5	18.75
27	14	35	19	47.5
28	18	45	21	52.5
29	14	35	15.5	38.75
30	10.5	26.25	16	40
<b>TOTAL</b>	<b>432.5</b>		<b>553</b>	
<b>Mean</b>	<b>14.42</b>	<b>36.04%</b>	<b>18.43</b>	<b>46.07%</b>

A quick look at the table shows that there is an overall improvement in scores in the post test to find out if the difference was significant, it was subjected to a t-test analysis.

**Graph 1: Graphical representation of pre-test and post-test score**



The above graph is a comparison between the marks of pretest and post-tests. It can be observed that the students have scored better in the Post test as compared to the pretest. This shows an improvement on their command over the language and eradication of difficulties faced by them. A correlated t-test was used to find out if the observed shift in score was significant.

**Table 17: t test table**

Sr. No.	Test	N	Mean	SD	t value	Df	Level of significance
1	Pre Test	30	36.04	12.47	7.96	29	0.05
2	Post test	30	46.07	15.12			Two Tailed Hypothesis

Calculated value of t is 7.96, tabulated value of t at Df 29 at 0.01 level is 2.756 and at 0.05 levels is 2.045. The calculated

value of t is greater than tabulated value of t at 29 Df and at 0.05 and 0.01 level. Therefore null hypothesis is rejected at both these levels. Therefore there exists significant difference between mean of pretest score and post test score.

#### **4.1.5 Aspects of Improvement in Hindi usage in the post test**

##### **1. Reading and understanding skill**

- i. The children were not able to identify and differentiate between similar letters and were confused. Now they had improved and could differentiate between letters much better.
- ii. The pronunciation of the students was much better and clear than before. They have got a habit of reading the hard words properly. Yet they need more practice.
- iii. The students now have some knowledge about the voice modulation concept.
- iv. Some students didn't understand and write in dictation before, but now some students have started trying.

##### **2. Writing skill**

- i. There is improvement in matras of 'Ra' and joined words are well taught to the students now.

- ii. Students answer scripts show less grammatical and spelling errors.
- iii. The students now use full stop, comma, question mark, exclamatory mark properly.
- iv. Some students have improved in their creative writing.

### **3. Speaking skill**

- i. The students have reduced the use of English and vernacular words while speaking Hindi.

### **4. Listening skill**

- i. The students have been taught the concept of listening the word, selecting the correct letter and then writing the word. The students have tried to work on the method but require more practice.

### **Grammar**

- 1) The basic topics of grammar have been made clear to the students. The students have reduced grammatical errors in the post test.

## **4.2 DISCUSSION**

But students living in states where Hindi is not used regularly face problems in learning Hindi. There are many reasons for this.

Major problem observed in non-Hindi speaking students is that they have a weak foundation of Hindi language. Due to this the students face difficulty in all the 4 skills of Hindi language. From lower classes student don't get proper practice and revision on alphabets, spellings (Matras) and pronunciations. Hence their foundation remains weak. When the same students come in higher class, they face problem in their further study of Hindi. They remain unaware about the letters, which are similar in writing in Hindi e.g. `Ta' and `tha', `gha' and `dha'.

There is no proper facility of library in many schools. The schools having library do not have a variety of books in Hindi. Also on providing facility, the students don't issue Hindi books.

Directly or indirectly, even the parents do not support the students in their study of Hindi. They buy English newspaper or any other newspaper of their local language but Hindi newspaper is not regularly read. Even the Hindi magazines or novels are rarely read by the students. Also the parents do not get much involved in their homework completion work.

In schools non Hindi speaking students learn 4 languages at a time- English, Hindi, Gujarati and Sanskrit. But the favorite language of many students is English. Many students speak in their mother tongue at home; therefore, most of the students speak in Gujarati. So both the languages affect the students in learning Hindi. The students use many words from English or their local language while speaking Hindi.

The teachers also do not support the student in various ways. They teach Hindi in a manner which makes it boring for the students. Due to this student's interest in Hindi is not created. Teachers do not promote the use of dictionary in the students. Also many teachers lack proper skills required to teach the four skills of Hindi language.

Also the students are frequently absent, so they do not understand what the teachers teach them. Due to this their interest in Hindi gradually decreases.

The students do not know the difference between Rasva and dirgha vowels. This problem is faced in both reading and writing. The students are weak in creative writing and taking dictation. The students could not write words and sentences on their own in Hindi.

When the students are asked to speak on any topic even after hearing about it, they were unable to express as they did not have good vocabulary.

Students make many mistakes in grammar. Many students do not know about adjectives, idioms and adverbs.

**CHAPTER: 5**

**SUMMARY AND MAJOR**

**FINDINGS**

## **CHAPTER 5**

### **SUMMARY AND MAJOR FINDINGS**

#### **5.0 INTRODUCTION**

Hindi is an important language for the students as it is our national language. In any part of our country if we do not know the local language, then we can converse in Hindi. It has become our link language.

#### **5.1 CONCEPTUAL FRAMEWORK**

The first chapter discusses topics like language, its importance, second language, mother tongue language and its importance. It gives us an overview of the four skills of language which are- Listening, Speaking, Reading and Writing. We get an idea of the importance of Hindi language and its scope. The chapter discusses about all the national policies of Education on language. It includes National Policy, The University Education Commission, and Secondary Education Commission

#### **5.2 RATIONALE OF THE STUDY**

Language is a medium through which a set of people talk to each other. Hindi is very important in a multi-lingual country as ours. A common language is highly desirable and Hindi is our national language. It is necessary that every person should have at least a working knowledge of Hindi as a channel of internal communication in all parts of India.

Language has four skills like reading, writing, speaking and understanding. Students need to learn all four skills of Hindi language. When they read properly, they can write. They will create interest, when they understand their language.

In India, only seven northern states (Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Haryana, Himachal Pradesh and Delhi) have their mother tongue and first language is Hindi, while rests of the states have different local languages. Everyone has their mother tongue. Mother tongue helps children in education. Most of the children speak a home language of instruction in education programmes. They learn primary language easily when their mother tongue is the primary language of instruction throughout primary school. Listening is more complex than merely hearing. It is a

process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them. Speaking is a communication skill that enables a person to verbalize thoughts and ideas “Now imagine if a person does not possess good speaking skills. It would be very difficult to express thoughts and ideas to others; it would be almost impossible to gain understanding from these people if we cannot even convey our message clearly and accurately. People with below average communication skills, particularly speaking skills, will have difficulty presiding over gatherings, whether social, personal, or business-related. It is either that he does not know how to put his thoughts and ideas into words or he simply does not have enough confidence to speak in the presence of other people

Reading is very important to the children. It is process of developing mind. The mind is a muscle and it's need exercise. Understanding the writer's word is one way the mind grows in its ability. Same like that writing skill are also important for youngsters. Non-Hindi speaking students are plenty in all Gujarat Schools. When English medium student start learning languages, at that time all languages are same for them. They speak Hindi in schools and mother tongue at home. During this period, learning English is difficult for them compared to Hindi. So they converse in Hindi because Hindi is a common language.

The present investigator is interested to know the difficulties faced by non-Hindi speaking student in English medium school and suggest ways to improve their Hindi (National) language.

This study will be helpful to students, parents, school faculty, community and teachers.



## **5.3 METHODOLOGY**

### **5.3.1 RESEARCH QUESTION**

The following questions guided the process of identification of problems in learning Hindi:

1. Why do the non-Hindi speaking students perform badly in Hindi?
2. What are the major difficulties faced by non Hindi speaking students in learning Hindi?
3. How could the students be helped in making learning Hindi more effective?

### **5.3.2 STATEMENT OF THE PROBLEM**

A Study of Learning Difficulties faced by non-Hindi speaking students of Standard VIII studying in English Medium Schools in Vadodara City.

### **5.3.3 OBJECTIVE OF THE STUDY**

1. To study the reason why non Hindi speaking student perform badly in Hindi.
2. To study the difficulties faced by non-Hindi students in learning Hindi.
3. To suggest ways students could be helped to learn Hindi better.
4. To find out if students improved after the subject teachers incorporated the suggestions in their regular teaching.

### **5.3.4 HYPOTHESIS**

The following directional hypothesis is proposed for the study against objective number 4 above:

The post test scores of the sample of students will be significantly higher as compared to those in the pre-test.

### **5.3.5 DEFINITION OF TERMS**

## LEARNING DIFFICULTIES

The errors made by students in the four language skills namely reading, writing, speaking and listening. In this study they refer to the errors in the Pre-test taken by the researcher.

## NON –HINDI SPEAKING STUDENTS

Students whose mother tongue is not Hindi and those who study Hindi as a second language in schools.

### **5.3.6 DESIGN OF STUDY**

The study is explorative in scope and follows the survey design. The study identified the errors in Hindi committed by students. Additionally it attempts to help them to improve their language skill.

### **5.3.7 DELIMITATIONS OF STUDY**

The Study is delimited to the non-Hindi students of VIII studying in English medium schools in Vadodara city.

### **5.3.8 POPULATION OF STUDY**

All VIII standard students of English medium schools of Vadodara city which are affiliated to Gujarat State Education Board are taken as population of study. Researcher had no other choice except to accept the schools that came forward to offer their schools for the conduct of the study.

### **5.3.9 SAMPLE FOR STUDY AND SAMPLE SELECTION**

In the present study, sampling of respondents was done in the following manner.

Five percent of English Medium schools that are affiliated to Gujarat State Education Board were randomly selected by drawing lots. But schools could not be selected randomly as authorities did not give permissions due to their own engagements, so the students who scored lower marks in the semester-I test in Hindi in std. VIII from the selected sample of schools were selected as the sample of subject for the study.

Teacher teaching Hindi in std. VIII in the sample of school comprised the sample of teachers who also served as the subject experts.

### **5.3.10 TOOLS FOR DATA COLLECTION**

1. A Test of Hindi comprising all four language skills was prepared by the investigator. Two parallel versions of the test were prepared by the investigator.
2. Semi structured interview schedule was prepared for use with the sample of students.
3. The semi structured Interview schedule was prepared by the investigator for administering to the teachers to get their idea of student difficulties.

The tool prepared by the investigator was content validated by the subject teachers who are also the subject experts for the study.

The tools are included in the Appendix.

### **5.3.11 PROCEDURE FOR STUDY**

1. Semi structured interview schedule was conducted with the sample of students to further find out the reason for performing badly in Hindi and the lack of interest that they take in learning Hindi.
2. The student learning difficulties was found out by administering the test of Hindi that was prepared by the researcher, comprising all four language skills.
3. The answer sheet of students was analyzed and their learning difficulty was found out.
4. The researcher shared the findings with the subject teachers who requested to take remedial measures in their respective classes on a daily basis. The participating students were given extensive feedback on the errors committed by them and how to correct them
5. Finally the parallel version of the test of Hindi was administered to see any significant change in their learning.

### **5.3.12 DATA ANALYSIS**

The collected data was analyzed both quantitatively and qualitatively. The pre-test and post-test in Hindi were first scored by using the evaluation criteria, and then the same was analyzed for language errors.

The Interview data were analyzed qualitatively and their frequency distribution was also obtained.

## **5.4 MAJOR FINDINGS**

The following are the major findings of the study.

1. The teachers and the students did not consider Hindi as an important subject.
2. Most students said that they liked Hindi but it was not observed in their test score.
3. Students are not given revision of consonants and vowels. Repetition only strengthens learning.
4. There is no proper facility of library in many schools. The schools having library did not have a variety of books in Hindi.
5. Also on providing the library facility, the students didn't issue Hindi books. Due to lack of reading practice, reading skills are not developed.
6. Non Hindi speaking students did not read Hindi story books, news paper and magazines at school or at home. The parents and teachers did not provide these facilities for their language growth.
7. Most of the Non Hindi Speaking Students read the textbook at home but were not interested in writing practice of Hindi.
8. Most of the students did not complete their homework and assignments on time. The teachers were not strict on collection of assignments and homework.
9. Teachers did not encourage the use of dictionary in class.
10. Innovative methods were not used by teachers to teach in the class.
11. Teachers lack the skills of teaching the four skills and grammar of Hindi language.
12. Grammatical part is very important in language teaching. This seems to have been neglected.
13. The Hindi Cinema has a major effect on what the students listen and speak. This could have been used to improve students in Hindi.
14. Students need support and proper guidance so that they can improve their language skill.
15. Students need more practice when they learn the four skills of language.
16. Listening skill is very important in languages but in schools this skill is not taken proper care. This is the main reason listening skill is poorly developed by students.
17. The feedback and teachers regularly bringing the common errors made in the Hindi have helped students improve their language skills.

## **5.5 SUGGESTIONS FOR THE FURTHER STUDY**

Different studies on the four skills of language could be undertaken.

Studies on grammatical error could be undertaken.

Study can be based on development of Hindi language through the language skills.

## **5.6 IMPLICATIONS OF THE STUDY**

This study will be helpful to the students for solving their difficulties and improving their Hindi language.

This study will be useful for the teachers who can solve their problems using the suggestions and make learning Hindi easy for the students.

This study is useful to the school faculty for creating interest among the students for learning languages.

This study is helpful to the parents and the community for the growth and development of Hindi.

## **5.7 CONCLUSION**

The present study was undertaken to find the difficulties faced by non-Hindi speaking students of Std. VIII in learning Hindi and giving efforts towards removing them. The design and tactic behind the program was found helpful for the students. This program was implemented for two and a half months. With the help of self-designed program, the investigator was able to help the students in making a considerable improvement in the four skills of Hindi. This task can be further used by the teachers in their regular routine teaching Hindi in schools.

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# **APPENDIX**

# APPENDIX - I

Dt. 19-12-2014

TO WHOM SO EVER IT MAY CONCERN


This is to certify that Ms./ Mr. Suvarna S. Jagtap is a M.Ed. student (Master of Education) of our University. As a part of the curriculum requirement the students are expected to complete their Dissertation on -

A Study of Learning Difficulties Faced By Non-Hindi Speaking Students of Std. VII Studying In English Medium Schools in Vadodara city.

based on the data collected with your support.

I request you to allow her/his to visit your Institution to undertake her data collection/ Observation/ implementation and discussion which will support in her/ his dissertation work.

Please give the necessary support!

  
Dr. P.V. Xavier  
Principal

# **APPENDIX - II**

## **TOOLS**

### **SEMI-STRUCTURE INTERVIEW OF STUDENTS**

- 1. Do you like learning Hindi? If `yes` why do you like it or if your answer is `No` tell why?**
- 2. Which language do you speak at home?**
- 3. Which among the languages you study in school, do you like the most? Why?**
- 4. Are your parent`s transferable job?**
- 5. How often have you changed school?**
- 6. What difficulties do you face after changing school?**
- 7. Do you understand everything your teacher teaches in class? If you don`t understand what you do?**
- 8. In what way would you like the teacher to teach you in class?**

### **QUESTION READING OR WRITING**

- 9. Are there Hindi books in your library? Do you issue them and read them? If `Yes` give 1 or 2**

**Names of books you have to read last month.**

- 10. Do you read Hindi magazine or Hindi newspaper? Which ones?**
- 11. What problems do you face while reading Hindi?**
- 12. Do you like reading prose or poetry?**
- 13. Do you pronounce Hindi words properly?**

**14. Which do you like better reading in Hindi or Writing in Hindi?**

**15. Which problems do you face in writing?**

**16. Which problems do you face more in writing?**

**Spelling**

**Sentence-Formation**

**Gender, singular /plural**

**17. Are you able to write correctly when the teacher dictates something to you?**

**18. Are you able to write correct answers from paragraph?**

**19. Do you complete your Hindi homework on time?**

**20. Do you practice Hindi writing at home?**

**QUESTIONS: LISTENING-UNDERSTANDING**

**21. Are you able to understand when teacher teach you?**

**22. When teacher dictate the words do you understand it?**

**23. Do you understand when teacher discuss the questions and answers of the lesson?**

**24. Can u repeat the discussing answer in your own words?**

**QUESTIONS: SPEAKING**

**25. Which one among the following mistake in Hindi do you make?**

**Wrong Pronunciation**

**Gender mistakes**

**Using Vernacular words**

**Wrong sentence formation**

**26. Can you fluently speak in Hindi on any topic?**

**27. Do you use Hindi dictionary to increase your Vocabulary?**

**28. Do you converse in Hindi with others?**

**SEMI-STRUCTURED INTERVIEW: TEACHERS**

- 1. What type of difficulties do you face when you teach Non-Hindi speaking students?**
- 2. Introduction of Hindi language varies from state to state, what problems are faced by students who change school from one state to another in learning Hindi?**
- 3. What type of mistakes is seen in students of Std. VIII?**
- 4. How does the mother tongue affect learning of Hindi?**
- 5. Do you think students neglect Hindi in preference of English?**
- 6. Do you students keep their class work books complete or update?**
- 7. Do the students submit the assignment on time? If not why?**
- 8. What are the difficulties in pronouncing correctly Hindi word by the students?**
- 9. Do you feel that the students find learning and understanding poem tougher than prose?**
- 10. Do you think that the non-Hindi students are scored of learning Hindi grammar?**

# APPENDIX – III

(Pre-test and Post-test)

A DIAGNOSTIC TEST IN HINDI FOR STUDENT OF STD. VIII

(PRE-TEST)

Time: 1 Hour

Marks: 40

Name: \_\_\_\_\_

प्रश्न १. नीचे दिए हुए परिच्छेद का वाचन करो और उसी पर आधारित निम्नलिखित प्रश्नों के उत्तर लिखिए-

(6 + 12 = 18)

सुनीता को अंतरिक्ष परी बनाने में कल्पना चावला ने ही प्रेरणा स्रोत का काम किया है। पिछले आठ वर्षों में अंतरिक्ष यात्रा पर जानेवाली भारतीय मूल की दूसरी महिला की सकुशल वापसी से लोगो ने राहत की साँस ली। अपनी वापसी के समय सुनीता ने कहा था कि नासा के अभियान में कल्पना के साथ काम करना बेहद सुखद अनुभव था। हम दोनों की रुचि काफ़ी अलग थी लेकिन भारतीय होना हमें एक सूत्र में पिरोता था। दोनों को भारतीय संगीत से बेहद लगाव था। कल्पना से मुझे काफ़ी कुछ सीखने को मिला।

जून, १९९८ में सुनीता को नासा के लिए चयनित किया गया। अगस्त, १९९८ में उन्होंने नासा में प्रशिक्षण प्रारंभ कर दिया। कड़े प्रशिक्षण के बाद सुनीता खुद अंतरिक्ष यात्रा के लिए तैयार हो गई, सुनीता बताती है कि अंतरिक्ष स्पेश स्टेशन में जिंदगी आसान नहीं है। खाने से लेकर नहाने तक यहाँ सब कुछ चलने-पड़ने में दिक्कत होती है, हड्डीयाँ कमजोर हो जाती हैं। दिमाग तैयार होने में समय लगता है। सुनीता ने खुद को अंतरिक्ष प्रशिक्षण लेकर तैयार किया है। वैज्ञानिक तकनीकी भरे व्याख्यान, रूस में रहकर अंतरिक्ष कार्यक्रम तथा उनके यान आदि के बारे में जानकारी प्राप्त की। उनके गोताखोरी के अनुभव होने वाले भारद्वाज से स्पेसवाक प्रशिक्षण में सहायता प्रदान की। अंतरिक्ष यात्रा के संदर्भ में बहुत-सी वैज्ञानिक जानकारियाँ और मुश्किलों के बारे में जाना। वे अंतरिक्ष के संभावित खतरों से खेलने के लिए पूर्णतः तैयार हो चुकी थी। सुनीता पूरी तैयार के लिए नौ दिन पानी के अन्दर भी रही। प्रशिक्षण खत्म होने में करीब आठ साल लगे।

1) सुनीता विलियम्स ने अपने अंतरिक्ष सफर का प्रेरणा स्रोत किसे बताया है ? (1)

उ. \_\_\_\_\_



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2) सुनीता विलियम्स का कल्पना चावला के साथ कैसा अनुभव रहा ? संक्षिप्त में बताइए। (3)

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3) अंतरिक्ष स्पेश स्टेशन में सुनीता विलियम्स को कौन-कौनसी कठिनाइयों का सामना करना पडा? (3)

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4) सुनीता वे नासा प्रशिक्षण का कालावधी कितना रहा ? (1)

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एक सूत्र में पिरिना - इस मुहावरे का अर्थ बताकर एक वाक्य में प्रयोग कीजिए।

(1)

1/2

5) )

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6) दिए हुए परिच्छेद में से किन्हीं पाँच विशेषण शब्दों को ढूँढकर लिखिए : (कोई भी पाँच)

(2<sup>1/2</sup>)

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प्रश्न २.(अ) नीचे दिए हुए परिच्छेद को सुनकर अपने शब्दों में स्पष्ट रूप से समझाइए (5)

(ब) श्रुतलेखन (6)

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प्रश्न ३. दिए गए विषय पर अपने विचार मौखिक रूप से स्पष्ट करें - (6)

विषय - (१) स्वतंत्रता दिवस । (२) समय का महत्व । (३) स्वच्छता ।

प्रश्न ४. निबंध लिखिए - (किंसी एक विषय पर) (6)

विषय -

(१) दीवाली : दीवाली के आगमन की पूर्व तयारी, दीवाली का आगमन, दीवाली रोशनी का त्योहार, दीवाली का सांस्कृतिक महत्व, सबसे बड़ा और बच्चों का प्यारा त्योहार, होली मिलन का त्योहार ।

(२) अनुशासन का महत्व : अनुशासन सफलता की कुंजी, प्रकृति में अनुशासन एक उदाहरण, विद्यार्थी और अनुशासन, समाज और राष्ट्र में अनुशासन ।

(३) समाचार पत्र : समाचार पत्र प्रभावी संचार साधन, समाचार पत्र का कार्य जनमत तैयार करना, समाचार पत्र का महत्व ।

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A DIAGNOSTIC TEST IN HINDI FOR STUDENT OF STD. VIII

(POST-TEST)

Time : 1 Hour

Marks : 40

Name:-

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प्रश्न १. नीचे दिए हुए परिच्छेद का वाचन करो और उसी पर आधारित कुछ प्रश्न निम्नलिखित प्रश्नों के उत्तर लिखिए -

(6+12=18)

लाल बहादुर शास्त्री का एक सामान्य परिवार में जन्म हुआ था, सामान्य परिवार में ही उनकी परवरिश हुई थी। और जब वे देश के प्रधानमंत्री जैसे महत्वपूर्ण पद पर पहुँचे तब भी वह सामान्य ही बने रहे। विनम्रता, सादगी और सरलता उनके व्यक्तित्व में एक विशिष्ट प्रकार का आकर्षण पैदा करते थे। इस दृष्टि से शास्त्रीजी का व्यक्तित्व बापू के अधिक करीब था और बापू से प्रभावित होकर ही सन् १९२१ में उन्होंने अपनी पढाई छोड़ी थी। शास्त्रीजी पर बापू का कुछ ऐसा प्रभाव रहा कि वह जीवनभर उन्हीं के आदर्शों पर चलते रहे तथा औरों को इसके लिए प्रेरित करते रहे।

शास्त्रीजी ने हमारे देश के स्वतंत्रता संग्राम में तब प्रवेश किया था जब वे एक स्कूल में विद्यार्थी थे और उस समय उनकी उम्र १७ वर्ष की थी। गाँधीजी के आह्वान पर वे स्कूल छोड़कर बाहर आ गए थे। इसके बाद काशी विद्यापीठ में उन्होंने अपनी शिक्षा पूरी की। उनका मन हमेशा देश की आजादी और सामाजिक कार्यों की ओर लगा रहा। परिणाम यह हुआ कि सन् १९२६ में वे लोकसेवा मंडल में शामिल हो गए, जिसके वे जीवनभर सदस्य रहे। इसमें शामिल होने के बाद से शास्त्रीजी ने गाँधीजी के विचारों के अनुरूप अछूतोद्धार के काम में अपने आपको लगाया। यहाँ से शास्त्रीजी के जीवन का एक नया अध्याय प्रारंभ हो गया, सन् १९३० में जब झुनमक कानून तोड़ो आंदोलन शुरू हुआ, तो शास्त्रीजी ने उसमें भाग लिया जिसके परिणामस्वरूप उन्हें जेल जाना पड़ा। यहाँ से शास्त्रीजी की जेल यात्रा की जो शुरुआत हुई तो वह सन् १९४२ के इन्डियन नेशनल आंदोलन तक निरंतर चलती रही। इन १२ वर्षों के दौरान वे सात बार जेल गए। इसी से यह अंदाजा लगाया जा सकता है कि उनके अंदर देश की आजादी के लिए कितनी बड़ी ललक थी। दूसरी यात्रा उन्हें सन् १९३२ में किसान आंदोलन में भाग लेने के लिए करनी पड़ी। सन् १९४२ की उनकी जेल यात्रा ३ वर्ष की थी, जो सबसे लंबी यात्रा थी।

(१) लाल बहादुर शास्त्रीजी के व्यक्तित्व में सबसे अधिक करीब किसे बताया गया है ?

(1)

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(२) लाल बहादुर शास्त्रीजी के ऊपर गाँधीजी के आदर्शों का कैसा प्रभाव रहा ? संक्षिप्त में बताइए। (3)

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(३) स्वतंत्रता आंदोलन में लाल बहादुर शास्त्रीजी को किस प्रकार जेल यात्रा करनी पड़ी ? वर्णन वोजिए।

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\_\_\_\_\_ (3)

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(४) शास्त्रीजी की सबसे लंबी जेलयात्रा १९४२ की रही, उसका कालावधी कितने वर्ष का था ? (1)

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(५) आह्वान करना इस मुहावरे का अर्थ बताकर एक वाक्य में प्रयोग कीजिए - (1<sup>1/2</sup>)

उ.

आह्वान करना - \_\_\_\_\_

(६) दिए हुए परिच्छेद में से किन्हीं पाँच विशेषण शब्दों को ढूँढकर लिखिए - (2<sup>1/2</sup>)

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प्रश्न २.(अ) परिच्छेद को सुनकर अपने शब्दों में स्पष्ट से समझाइए - \_\_\_\_\_

(ब) श्रुत लेखन :

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प्रश्न ३. दिए हुए विषय पर अपने विचार मौखिक रूप से स्पष्ट करें - (6)

विषय : (१) प्रजासत्ताक दिन (२) शिक्षा का महत्व (३) प्रदूषण

प्रश्न ४. निबंध लिखिए - (किंसी एक विषय पर ) (6)

विषय -

(१) होली : होली का आगमन, होली का ऐतिहासिक महत्व, होली का सांस्कृतिक महत्व, होली कैसे मनाएँ, होली मिलन का त्योहार ।

(२) परिश्रम का महत्व : श्रम से सफलता, श्रम से ही कार्य का महत्व, सफल व्यक्तियों के उदाहरण, अकर्मण्यता से असफलता, देश के विकास में महत्व ।

(३) इंटरनेट - एक अद्भूत क्रांति : विज्ञान का चमत्कार, अद्भूत क्रांति, विभिन्न जानकारी का स्रोत, मनोरंजन का साधन, वरदान भी अभिशाप भी।

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# APPENDIX – IV

(Difficulties and Suggestions)

## DIFFICULTIES

### READING/UNDERSTANDING :

- (१) हिन्दी के अक्षर और मात्राओं की समस्या छात्राओ में ज्यादा पाई गई है। जैसे- “श”, “ष” को “स”, कहते हैं। “घ” को “छ” कहते हैं “ज ” और “झ” कहते हैं। उसी तरह से मात्राओं का ज्ञान भी अधूरा है। ह्रस्व और दीर्घ स्वरों के बीच का अंतर नहीं समझते। एक जैसा ही सबकुछ पढ़ते हैं।

उदाहरण : इ,ई का अंतर नहीं समझते, “र” के मात्रा के शब्द बोल नहीं पाते जैसे की-कार्यक्रम।

- (२) कठिन शब्द, संयुक्त अक्षर और संयुक्त व्यंजन शब्दों का पठन करने में छात्रों को ज्यादा कठिनाई होती है।

उदाहरण : प्रेरणा, स्रोत, प्रशासन, प्रशिक्षण, अंतरिक्ष, ज्ञानी, यात्रा, स्वच्छता इस प्रकार से।

- (३) वाचन करते समय स्पष्ट और शुद्ध उच्चारण का अभाव

- (४) वाचन करते समय आरोह-अवरोह, भाषा की गति, भावुकता का अभाव दिखाई देता है। विराम चिन्हों पर ध्यान नहीं दिया जाता।

- (५) “वाचन” पुनरावृत्ति का अभाव

- (६) पढ़ने और समझने में अंतर

## **WRITING:**

- (१) हिन्दी के मात्राओं की समस्या (ह्रस्व और दीर्घ स्वर के अंतर को समझने में कठिनाई)
- (२) किसी पाठ या परिच्छेद के प्रश्नों के उत्तर लिखने में असमर्थ
- (३) रचनात्मक कार्य (Creative Writing) में कठिनाईयाँ
- (४) विरामचिह्नो का अभाव
- (५) लेखन पुनरावृत्ति की समस्या

## **SPEAKING :**

- (१) शुद्ध हिन्दी न बोलना
- (२) मातृभाषा तथा अंग्रेजी का प्रयोग
- (३) व्याकरणिक समस्याएँ
- (४) वक्तृत्व नहीं कर पाना

## **LISTENING/UNDERSTANDING :**

- (१) सुनकर लिखने की समस्या (श्रुतलेखन) : ट,ठ, ढ, घ,ध,ज,झ अक्षरो को समझने में कठिनाई
- (२) सुनकर बोलना : मात्रा में ह्रस्व व दीर्घ की समस्या
- (३) सुनकर समझने में कठिनाई

### **व्याकरणिक समस्या :**

- (१) व्याकरणिक विधा में अरुचि
- (२) व्याकरण की मूल विधाओं को समझने में कठिनाई। जैसे कि संज्ञा, सर्वनाम, विशेषण
- (३) एकवचन, अनेक वचन में कठिनाई
- (४) मुहावरों को समझना और अपने शब्दों में वाक्य बनाने में कठिनाई ।

## SUGGESTIONS

### READING/UNDERSTANDING :

- (१) हिन्दी की वर्णमाला (Alphabets) तथा मात्राओं की पुनरावृत्ति करवाना जरूरी है। 'स', 'ष', 'श', 'घ', 'छ', 'ज', झ यह अक्षर पढ़ते समय आए तो अध्यापक उन शब्दों पर जोर दे, रोज के अभ्यास में बार-बार दोहराएँ। ताकि उच्चारण से उनके होनेवाले षर्क को छात्र जाने।

ह्रस्व स्वर और दीर्घ स्वर अलग होते हैं। उन्हीं के अनुरूप मात्राएँ होती हैं। हर एक मात्रा अलग तरीके से बोली जाती है जैसे ओर-और, दीन-दिन बोलना भी अलग होता है तथा अर्थ भी अलग निकलता है। छोटी मात्रा को बोलने में कम समय लगता है तो बड़ी मात्रा को ज्यादा जैसे-रु,रू। बार-बार ऐसे शब्द उन्हें समझाएँ, पढाएँ, दोहराएँ और पुनरावृत्ति करवाएँ। 'र' की मात्रा के रूप - वर्ष, कार्य, क्रम ( , , ) इनमें जो अंतर है वह समझाएँ।

- (२) संयुक्त व्यंजन, संयुक्ताक्षर तथा कठिन शब्द पठन करते समय आते हैं तब छात्र पढ़ नहीं पाता है तो उस शब्द का उच्चारण तब तक दोहराओ जब तक छात्र अच्छे से बोल न पाएँ और उतना सराव दो कि जब तक उसका उच्चारण स्पष्ट और सही न हो जाएँ।

संयुक्त व्यंजन = क् + ष् + क्ष = अंतरिक्ष, प्रशिक्षण रक्षा      त् + र् + त्र = स्रोत, सूत्र

ज् + ञ् = ज्ञ = ज्ञान

श् + र् = श्र = श्रवण

संयुक्त अक्षर = व्य = व्याख्यान

स्ट = स्टेशन

इस तरह संयुक्ताक्षर और संयुक्त व्यंजन अलग हैं, यह व्याकरण पुस्तिका का आधार लेकर छात्रा ज्यादा समझ पाएँगे। व्याकरण पुस्तिका पढ़ने को छात्रों को उत्तेजित करें।

- (३) छात्रों को वाचन करने से पूर्व ही सूचित करे कि आवाज स्पष्ट हो तथा शब्दों का उच्चारण शुद्ध हो। जो जैसा दिया हुआ वैसा ही शब्द पढ़े, मन से कोई भी शब्द जोड़ने की आवश्यकता नहीं, चाहे पढ़ने में देर लगे लेकिन सही और स्पष्ट रूप से पढ़े। अध्यापक इन सूचनाओं को दे ताकि उनके वाचन में स्पष्टता तथा शुद्धता आए।

- (४) अध्यापक को वाचन कराते समय आरोह-अवरोह, भाषा की गति, भाषा की भावुकता, संवेदना तथा विराम चिन्हों पर ध्यान देना होगा। और छात्र भी उसी तरीके से पढ़े यह कोशिश करनी होगी। विराम चिन्ह, प्रश्न चिन्ह, उद्गार चिन्ह इनका ज्ञान छात्रों को अवगत कराना होगा। कहाँ रुकना है, कहाँ स्वर को बढ़ाना है, तो कहाँ आवाज धीमी करनी चाहिए इसके बारे में पठन समय अध्यापक को छात्राओं को सूचनाएँ देनी जरूरी है।

- (५) छात्र ज्यादा से ज्यादा हिन्दी पुस्तक का वाचन नहीं करते इसलिए उनको पाठ्यपुस्तक भी सही तरीके से पढ़नी नहीं आती। अध्यापक उन्हें हिन्दी कहानी पुस्तिका पढ़ने में प्रवृत्त करें। पुस्तकालय में से हिन्दी के रामायण, महाभारत ग्रंथ पढ़ने को प्रेरित करो, या घर पर माता-पिता से किसी तोहफे के बदले हिन्दी कहानी पुस्तक की माँग करे और अपने मित्रों को भी पढ़ने दे। रोज कक्षा में हिन्दी का वाचन अनिवार्य करना चाहिए।
- (६) छात्र जो पढ़ रहा है वह समझता है की नहीं यह अध्यापक जाँचे। क्योंकि बहुत सारे छात्र पढ़ तो लेते हैं परंतु समझ नहीं पाते ऐसे में अध्यापक यह ध्यान रखे।

### WRITING :

- (१) हिन्दी लिखते समय छात्रों को जान-बूझकर मात्राओं पर ध्यान देना होगा। हर एक मात्रा अलग होती है और प्रयोग करने के बाद उसका अर्थ भी बदल जाता है।
- उदाहरण : ओर-और, की-कि, में-में, है-हैं। कुछ शब्दों में “र” की मात्रा लगानी होती है। “निरबल” ज्यादातर बच्चे ऐसा लिखते हैं तो उन्हें “ ” का ज्ञान नहीं होता सही शब्द “निर्बल”। ऐसे कई शब्द हैं जहाँ मात्राएँ गलत लगते हैं और वाक्य का पूरा अर्थ ही बदल जाता है। दिन-दीन इस प्रकार।
- (२) किसी पाठ के या परिच्छेद को पढ़कर प्रश्नों के उत्तर लिखते समय छात्र जैसे का वैसा कॉपी करके उत्तर लिखते हैं, इसलिए उन्हें अपने शब्दों में उत्तर लिखने का सराव दे, छोटे-छोटे वाक्य बनाने की कोशिश में लगाएँ, पाठ में आए नए शब्दों का अपनी भाषा में उपयोग करे क्योंकि कठिन शब्द, नए शब्द, संयुक्ताक्षर व संयुक्त व्यंजन लिखने में ही उनका परेशानी होती है। प्रश्नों के उत्तर की कक्षा में चर्चा करे तो वह अपने शब्दों में उत्तर लिख सकते हैं।
- (३) शब्दों का ज्ञान नहीं होता (Vocabulary), शब्द न होने के कारण वाक्य की रचना नहीं कर पाते (Sentence Formation)। इसलिए उनका शब्द भंडार बढ़ाना जरूरी है। अगर अध्यापक पलक पर “अर्थ सहित एक नया शब्द” रोज लिखे और बच्चों को स्पष्ट करे तो दिन-भर क्लृप्त होने तक उनके सामने वह शब्द रहेगा और उनको याद हो जाएगा। दूसरे दिन दूसरा शब्द लिखे और स्पष्ट करें, उन्हें “हिन्दी शब्दकोश” का उपयोग करने की भी सलाह दे। क्योंकि, निबंध, पत्र-लेखन, कहानी लेखन, रिपोर्ट बनाना इसके लिए शब्दों का ज्ञान होना बहुत जरूरी है।

परिच्छेद (Comprehension) हफते में एक बार तो करवाएँ, कभी घर पर गृहकार्य के लिए दे। निबंध के लिए अलग-अलग पुस्तकें पढ़ना जरूरी है। अध्यापक कोई भी एक विषय देकर घर से उस पर निबंध या कहानी लिखने को दे, छोटे-छोटे वाक्य बनाने को कहे, जो कहानी को आगे ले जाए।

रचनात्मक कार्य करते समय छात्रों को समझाना है कि इसमें केवल आपको दिया गया शीर्षक या कहानी ही नहीं देखा जाता है तो उसके साथ-साथ उसका परिचय, शुरुआत कैसे की है, क्रमबद्धता, आवश्यकता और उपर्युक्त नए शब्दों का प्रयोग किया है या नहीं, आपका हस्ताक्षर कैसा है, व्याकरण की गलतियाँ, परिच्छेद बनाए हैं या नहीं इन बातों का भी ध्यान मूल्यांकन करते समय देखा जाता है। इन बारीकियों के बारे में उन्हें मालूम होना चाहिए। जैसे की वह अपने रचनात्मक कार्य में सुधार लाए।

- (४) अध्यापक छात्रों को विराम चिह्नों का ज्ञान कराए। लिखते समय वह बहुत जरूरी है।
- (५) कुछ छात्र समझते कुछ और है, और लिखते कुछ अलग ही है, ऐसे समय अध्यापक उन्हें समझ-समझकर आर सही मात्रा तथा उचित शब्दों को प्रयोग करने का मार्गदर्शन करें।

### SPEAKING :

- (१) बोलते समय छात्रा शुद्ध हिन्दी नहीं बोल पाते, बोल तो लेते हैं, पर उनकी हिन्दी भाषा शुद्ध नहीं होती। उनका उच्चारण (Pronunciation) सही कराएँ।
- (२) हिन्दी बोलते समय उनकी भाषा में उनकी अपनी मातृभाषा के शब्द आ जाते हैं। (ज्यादातर गुजराती बोलने वाले) छात्राओं में ये पाया गया है और कभी-कभी हिन्दी बोलते हैं और समय पर पर “हिन्दी शब्द” न सूझने पर वह अंग्रेजी शब्द का प्रयोग कर लेते हैं। उस समय उन्हें स्पष्ट करें कि हम हमारे विद्यालय में एक साथ ३ भाषा सीख रहे हैं, राष्ट्रभाषा, मातृभाषा तथा आंतरराष्ट्रीय भाषा। तीनों भाषाएँ अलग हैं और वो सारी उन्हें आनी जरूरी है परंतु उनका अपना अलग-अलग स्थान है, उनको एक साथ न बोले। हर एक भाषा स्वतंत्र होने के कारण जिस समय जो भाषा बोल रहे हैं उसी को कायम रखें। उसी के शब्दों का प्रयोग करें दूसरी भाषा को बीच में न लाएँ, भले ही शब्दों को सोचने में, याद करने में देर लगे, परंतु बाद में वह भाषा आपकी स्पष्ट हो जाएगी और बाद में अलग-अलग भाषाओं पर वह अपना प्रभुत्व भी पा लेंगे। छात्र बोलते समय अध्यापक ध्यान रखकर तुरंत उनके गलत भाषा के “शब्द” मिले तो उनको पकड़ लें और सही भाषा का प्रयोग करने को सिखाएँ।
- (३) बोलते समय स्त्रीलिंग-पुल्लिंग के शब्द छात्र गलत बोलते हैं। एक वचन, अनेक वचन में गलतियाँ होती हैं। इस प्रकार का भाषण करते समय अध्यापक छात्रों को टोके और किस तरह से बोलना चाहिए यह समझाएँ।

- (४) छात्रों को हिन्दी का उपयोग करके कोई विषय या शीर्षक देकर उस विषय पर बोलने के लिए कहे तो वह तुरंत बोल नहीं पाते हैं। इसलिए कक्षा में इसके ऊपर सराव होना चाहिए। कोई खेल के स्वरूप में भी वो कर सकते हैं। अपने मित्र को कोई भी एक विषय देकर उसको पाँच-सात वाक्य बोलने को प्रेरित करे फिर दूसरा पहलेवाले को नया शीर्षक या विषय देकर बोलने को कहे। जिसके कारण एक-दूसरे के विचार, नए शब्द, भाषा की रचना सीख पाएँगे।

### LISTENING / UNDERSTANDING:

- (१) कक्षा में श्रुतलेखन तथा प्रश्नों के उत्तर सुनकर लिखने को कहा जाता है तब छात्र कर नहीं पाते उसका कारण है- एकाग्रता न होना, ग्रहण करके लिखने की क्षमता न होना, मात्राओं की नासमझ, शब्दों का ज्ञान न होना। वे लिखना तो चाहते हैं परंतु उस शब्द को कैसे लिखते हैं, वहीं भूल जाते हैं, इसलिए उन्हें सुनकर लिखने का सराव कक्षा में बहुत बार करवाएँ। पाठ खत्म होने के बाद नए शब्द तीन या पाँच बार लिखने को अनिवार्य करें। श्रुतलेखन बार-बार होने से वो लिखते समय सोचते हैं, शब्दों को याद करते हैं और ना आए तो देखकर परंतु “समझकर” लिखे कि इसे क्या कहते हैं और कैसे लिखते हैं।

कठिन शब्द, नए शब्द, संयुक्ताक्षर ये तो बिल्कुल ही सही नहीं लिख पाते- कर्म-करम, उन्नति-उनति। मात्राओं में बड़ी गलतियाँ करते हैं- सराव के कारण गलतियाँ कम होगी इसलिए छात्रों को शब्दों को समझकर लिखने की आदत डालें।

- (२) छात्रों को किसी विषय के बारे में जानकारी दी जाए या कोई कहानी सुनाई जाए बाद में उसी को अपने शब्दों में कहने को कहे तो छात्राएँ कर नहीं पाते, अपने शब्दों में बोल नहीं पाते। इसकी भी पुनरावृत्ति छात्रों को देनी चाहिए। सुनकर आकलन करना आर अपने शब्दों में उसे प्रकट करना यह भाषा कौशल का ही एक प्रकार है। अध्यापक एक विषय को स्पष्ट कर दे और बाद में उसीको छात्रों को बोलने को कहे तो वह सोचने लगेंगे कि क्या कहा था?, कैसे उच्चारण किया था? यह सोचने लगेंगे और नहीं आया तो दूसरी बार वह ध्यान से सुनेंगे इससे धीरे-धीरे उनकी आकलन क्षमता बढ़ती जाएगी और वो सुनकर बोलने का कौशल पा लेंगे।
- (३) अध्यापक जो पढ़ाते हैं वह छात्रों के समझ में आना जरूरी है, तभी वह सुनकर बोल पाएँगे या लिख पाएँगे। उसके लिए समझना जरूरी है। इसलिए अध्यापक जा कुछ भी छात्रों को बताएँ या सुनाएँ तो ऐसे शब्दों का, उदाहरणों का उपयोग करे जिन्हें छात्रों को समझने में आसानी हो।

## व्याकरण

- **व्याकरणिक समस्याएँ :**

बहुत सारे छात्र हिन्दी व्याकरण के बारे में ज्यादा रुचि नहीं दिखाते। कुछ ही छात्रों को हिन्दी व्याकरण में रुचि होती है। अगर हम उन्हें संज्ञा क्या है ? सर्वनाम किसे कहते हैं ? क्रिया क्या होती है? विशेषण कैसे पहचानते हैं ? यह व्याकरण की मूल संकल्पनाएँ तथा इन विकारी शब्दों के बारे में अच्छे से जानकारी दे दे, उनकी पहचान करा दे तो अगले कक्षा की नई व्याकरणिक संकल्पनाएँ जैसे कि अविकारी शब्द, वर्ण विचार, शब्द-रचना उन्हें पढ़ने में और समझने में आसान हो जाता है। स्त्रीलिंग-पुल्लिंग का एक पूरा चार्ट क्लास में लगा दे जिसे खाली समय पर पढ़ाया जाए। साथ-साथ एकवचन को बहुवचन में परिवर्तित होते समय मात्राओं में कैसे बदलाव आता है यह खास करके ध्यान में लाया जाए। मुहावरों और उक्तियों के अर्थ समझने में उनको प्रेरित करें और अपने शब्दों में, वाक्यों में प्रयोग करने को बोलें, उनको अपनी नीजी जिंदगी से जोड़ें तो बच्चे जल्दी कर पाएँगे। उन्हें वाक्य बनाने के नए-नए तरीके सिखाएँ जैसे- अपने खुद पर, दोस्तों पर, देश पर, नेताओं पर, वस्तुओं पर या किसी के भी नाम पर हम कोई भी सीधा-सरल वाक्य बना सकते हैं। बस उसे सही तरीके से प्रयोग करें।

उदाहरण : बड़े भाई के घर में प्रवेश करते ही मेरे दोस्त घर से नौ-दो ग्यारह हो गए।

इससे उनकी सोच तथा कल्पनाविस्तार बढ़ने में मदद होगी।