

Chapter1

Introduction

1.1 Introduction

“Speaking maketh a ready man but writing maketh an exact man”

-Bacon

Language plays an important role in the life of mankind. Without language, the existence of human being is an impossible. Language facilitates our thoughts, meditates our relations with others and even creeps in our dreams. The overwhelming bulk of human knowledge is stored and transmitted through language. Every society, irrespective of its size either big or small, always possesses its own linguistic culture. As Harris (1967) had stated that only through language, thought is made possible and only through it humanness is made possible. Language is the main source of knowledge and God’s gift to human beings. If language were not there, the world of human being would have been the world of animals. It is said that the history of language is the history of the human civilization. Language is the purely human and non-instinctive method of communicating ideas, emotions and desires. In every walk of human life, he feels an almost need of language. A human being is living in the society and for communicating with other member of the society he requires language. It is a difficult to communicate without language. Language is one of the indicators of an individual’s social culture. John (1969) shows importance of language in the following words. “Language is the instrument with which man forms thought and feeling, mood, aspiration, will and act, an instrument by whose means he influences and influenced, the ultimate and deepest foundation of human society”. Language competency is part of the individual personality.

In the field of Education, language provides capacity for preservation and communication of intellectual life and the medium for fresh thinking and research.

Education plays a vital role in giving human being proper equipment to lead a glorious and harmonious life, it leads the individual from darkness to light. It is also essential for the existence of the human beings as well as the society. Moreover, it is a powerful instrument for the national development in social, economic and cultural fields. In modern society, literacy has become an indispensable necessity for even a modest level of development, for each individual as member of modern community.

Indian society is known for its diversity. Diversity in India exists in terms of religious, caste, culture, language, etc. In India, more than 23 languages are used for communication. To bring uniformity in communication in the nation, Hindi is accepted as national language. Being citizen of India, it is an essential to know proper and accurate Hindi speaking and writing as it is the national and official language of India. But in the blind race of competitive world, English has got a profound place and Hindi is ignored in the schools. To learn any language, it is an important to work on it from the elementary level. As psychological theories say that language formulation takes place at early childhood. The child can learn language very easily at his childhood period.

Hindi is one of ancient language in India. The emergence of the Hindi word 'Indus' is linked. 'Indus' 'Sindh' are the river. Indus River around the area of state is known as the Indus. Sanskrit word 'Sindhu', Hindu or Indian has come into contact with the Iranians. Pronounced by the Persians in the Indo-Iranian language, the word 'a' suffix from being 'Hindik' is a word which means 'Hind'. The Greek word 'Indica' or the English word 'India' and the 'Hindik' is the only developed. The position of language in India as laid down in the constitution is that all the languages have been recognized as of equal status and value Article 29 indicates. Any nation should have its own language that could be understood by maximum number of its people. In India, Hindi is spoken and understood by 78% of its population. Hindi is not a language of scholars like Sanskrit or English rather than it is a language of common people. Hindi is recognized as National Language of India on 14th September 1949. As Hindi is the National Language, so Indian must have to express, read and write Hindi properly. The importance of Hindi language is the second most spoken language in the world after official Chinese. The Hindi language is also known as Hindi-Urdu or Hindustani and also had many different regional and national dialects. Hindi derives from the Indo-European language family of

languages. The closest language to Hindi can be considered Arabic. People who can fluently speak and write Hindi are actively recruited for South Asia companies as well as companies internationally.

The Education Commission (1964-66) has recommended the study of Hindi as an essential feature of education at school stage. It laid an essential emphasis on strengthening the study of Hindi. The Education Commission (1964-66) recommended the three language formula in which emphasis was given to the teaching of Hindi. The commission has also focused that Hindi has to be learned by every Indian citizen as it is a national language. The learning does not mean to acquire knowledge about the Hindi language but it is about acquiring skills to apply knowledge of Hindi language. The language skills are broadly classified in to speaking skill, reading skill and writing skill. These three skills are important to gain mastery over language learning. The writing skill is about written communication. Hindi language writing is having specific format of writing. The script of writing Hindi facilitates to make correct communication. It is observed based on various researches in the field of Hindi language learning that students were committing error in writing Hindi compare to speaking as they were having more exposure of media where the mode of communication was Hindi.

1.2 Statement of the Problem

Diagnosis and Remediation of Errors in Written Hindi of Elementary School Students

1.3 Research Question

The present study is having various research questions. These research questions are given as follows.

- 1) Which types of errors committed by the students in written Hindi?
- 2) Does remedial programme facilitate to improve writing skills of the students in Hindi language?
- 3) Do group activities facilitate to improve writing skills of the students in Hindi language?

1.4 Hypothesis

H₀=There will be no significant difference between the mean achievement scores of pre-test and post-test of the per-service teachers' competence in English

1.5 Objectives of the Study

The present research study has undertaken the following objectives.

- 1) To diagnosing the errors in written Hindi of elementary school students.
- 2) To develop a remedial programme on diagnosed errors in written Hindi of elementary school students.
- 3) To implement the remedial programme on diagnosed errors in written Hindi of elementary school students.
- 4) To study the effectiveness of the remedial programme on diagnosed error in written Hindi of elementary school students.

1.6 Rationale of the Study

If proper attention will not be given on Hindi at school level, then it may affect the shining face of India at international level again at national level. So, it is moral responsibility of Hindi Language Teacher to make teaching effective and interesting by using various appropriate methods, so that, learner show positive attitude towards Hindi Language. The researcher tried to interview different school teachers and students and found that though it is proved that Hindi writing and speaking has its own importance in India teacher as well as students pays seek attitude towards the Hindi language and have less interest to learn and develop the competency of Hindi writing and speaking as well under the impression of English. Elementary Education is base for learning language if the learning difficulties of students are diagnose and corrected at proper moment then they could learn better there, Researcher will try to diagnose. written Hindi errors and provide remedy to correct those errors. After reading many articles on Hindi Language development the researcher come to know that Students commit more mistakes in writing rather than speaking so the researcher will focus on writing. Writing has directly connection with grammar so researcher will work in this area.

1.7 Variables

The variable of the study were as following.

- **Dependent Variable** – The academic achievement was taken as dependent variable
- **Independent Variable** – The activities and tasks prepared by researcher is independent variable.

1.8 Explanation of the Terms

There were various terms used for the study are explained following.

➤ **Diagnosis Errors in Written Hindi**

For the study, diagnosis error in written Hindi refers to the identification of errors committed by the elementary school students in written Hindi. The identification of errors committed by elementary school students with refers to the various aspects of writing skills in Hindi language. The diagnosis errors with reference to grammar sentence framing vocabulary used etc.

➤ **Remedial Programme**

The remedial programme was prepared by the researcher to correct errors committed by elementary students in written Hindi. Based on identified writing errors committed by elementary school students in written Hindi a group activity programme was developed. The remedial programme comprised of various group activities on nine identified components on which students have committed errors in written Hindi. Script writing, Varna and Mantra, Line on the Top (Sherorakha), Noun, Pro-noun, Adjective, Punctuation, Correct Sentences and Tense. Each group activity has covered more than one component on which students have committed error in written Hindi. Nine group activities were designed to correct errors of students in writing Hindi.

➤ **Effectiveness of the remedial programme**

The effectiveness of the remedial programme means the reduction in error committed by the students in written Hindi. By comparing pre test and post test score improvement in writing skills of the students was assessed the reduction in number of errors committed by the students indicates the effectiveness of the remedial programme.

1.9 Delimitation of the Study

The study was delimitation of the study major to aspects as given follows.

- The study was delimited to Gujarati medium elementary schools of Anand city.
- The study was also delimited to few aspects of writing Hindi language such as grammar components Script writing, Varna and Mantra, Line on the Top (Sherorakha), Noun, Pro-noun, Adjective, Punctuation, Correct Sentences and Tense.

1.10 Scheme of Chapterization

The study report was divided in to five chapters. The chapterisation is as following.

Chapter: 1 Introduction

Introduction begins with an introduction of the problem of study. It also, consists of the objectives of the study, delimitations of the study, Operationalisation of the terms, hypothesis, rationale of the study and variables of the study.

Chapter: 2 Conceptual Frame Work and Review of related literature

Review of related literature comprises the two parts-conceptual framework and research reviews. The first part about theoretical framework which talks about importance education, how language is important for human being to communicate, share views, desires, sorrows, despair, joy, excitement and so on. It also talks about the importance of Hindi language, how it was emerged, dialects in Hindi, origin of Hindi language, plans for progress and promoting of Hindi language, Importance of grammar, objectives of language teaching by NCERT, common problem in elementary school writing, common errors in writing Hindi language, ways to correct errors in writing. The second part of chapter provides different review of different thesis studied by the researcher which has provided an insight to the researcher to decide the right technique for the present study.

Chapter: 3 Research Methodology

This chapter gives details of the study including the tools and the validation procedure. The chapter shows the detail study of experiment and tools used by the researcher in this study such as diagnosis test, remedial program, achievement test and also comparison of means of diagnosis test and achievement test. It comprises feedback of the students also.

Chapter: 4 Data Analysis and Interpretation

This chapter contains analysis of data collected and the interpretation and discussion. The objective wise analysis and interpretation presented in this chapter.

Chapter: 5 Findings, Implications and Conclusion

This chapter lists the findings of the study and offers suggestions for further study.

1.11 Conclusion

Language is essential means to communicate, to present desire, to show love and hatred. Education plays vital role in men's life and helps human to live better and happier life. It fulfills the real meaning of life. Education teaches languages in all its forms. This present chapter presents importance language, importance of Education, statement of the problem, research questions, hypothesis, objectives of the study, rationale of the study, variables of the study, explanation of the terms, delimitation of the study and Scheme of chapterization.

The following chapter of the dissertation is conceptual frame work and review of related literature.

Chapter-2

Conceptual Frame Work

And

Review of Related Literature

2.1 Introduction

This chapter is divided into two parts. First part is the conceptual frame work which gives details of the Hindi language teaching and importance of Hindi Language studied by the researcher. The second part deals with reviews of the related literature. It presents the review of already done researches in the related area.

In this chapter an attempt has been made to review studies which provided some insight to the researcher for the development of remedial programme and to know the effect of already developed remedial programmes in various areas like mathematics, commerce, accountancy etc...

For any kind of field of knowledge the researcher needs an adequate familiarity with the language. The review of related literature and theoretical frame work in educational research provide on means of getting to the frontiers in particular fields of knowledge. It involves locating realizing and evaluating reports of research. As well as reports of casual conceptual frame work and review of related literature of review observation and review observation implication that are related to individually planned research project. The review of literature is must for scientific approach and is reported by all researchers in all areas of scientific research. One cannot develop an insight into a problem to be investigated into, unless one has learnt what others have done and what remains to be done in particular are of his/her own interest. Thus the related forms the foundation upon which all work is built. In any investigation, review of the studies previous carried out in essential. It provides knowledge of the field in evidence. Valuable information obtain in the process helps in the planning of the study, selecting and developing tools for data collection, developing proper techniques for analysis and interpretation of the data. A total 13 studies have been reviewed for the said purpose.

2.2 Conceptual Framework

2.2.1 Introduction

This chapter deals with theoretical frame work its first part of conceptual frame work of related studies and included importance of language ,origin and growth of Hindi language, origin of Hindi writing language ,Hindi as National language, Plan for progress and promotion of Hindi language, Major aspects to learn Hindi language ,importance of grammar in written language, Importance of Hindi language, general objectives of language teaching by NCERT, Common problems in elementary school writing, objectives of teaching Hindi, Methods of teaching Hindi Language, learning difficulties of Hindi language in comparison to English language.

2.2.2 Importance of Language

Man is a social being who lives in the society, and for him communication is a necessary. For the communication purpose, language plays a great role in the life of mankind. Every society is held together by language only, without language the co-operation of human action and communication whether they pertain to social organization and cultural place would never be possible. To quote Emerson, “The importance of language has increased with the explosion of knowledge, population and means of communication”, thus, language is the essential means of man to share his feelings, emotions, love, hatred, desire. There is number of languages spoken in the world, one of them is Hindi, which is largely spoken in India.

2.2.3 Origin and Growth of the Hindi Language

Languages are the cornerstones of any thriving culture and the Hindi language is no different. Hindi happens to be the third most spoken language in the entire world, with an estimated 500 million speakers across the globe. Hindi belongs to the Indian culture and is commonly used all throughout South Asia.

This magnificent language stems from Hindustani, which was a type of language that was widely used in and around Delhi in the 9th and 10th centuries. It was later named Hindvi, meaning the language of Hind, which is the land of the Indus River. Much later

on it was established as a national language, which it is known as today (Hindi and English are the two national languages of India as recognized by the Constitution). When the British came and ruled during the Colonial period, the British army actually used it to communicate with government officials.

In the 19th Century it changed from Hindvi, being split into both Hindi and Urdu. One comes from a Sanskrit background and the other comes from a Persian one. These two languages are still split to this day, with Hindi being spoken widely in India and Urdu being spoken in Pakistan. In fact, the two languages are very similar only largely differing in script, with Urdu more closely associated with Arabic. Thus, Hindi speakers trying to learn Urdu and vice versa don't find the task too difficult, as many words are used interchangeably in the two languages; the hardest part comes to the script.

Hindi is not just a language but also a lens into Indian culture. Its soft-sounds define Indian poetry and really echo the country's vibrant society. In the grand scheme of languages it is relatively young, mainly in terms of how old India really is. Many people are striving to learn Hindi language because India is growing more socially and politically powerful, and as it continues to grow into a global superpower role India will only continue to become a land of opportunity.

2.2.4 Origin of Hindi Language Writing

Hindi is written in Devnagrilipi. **Devanagari** Hindustani: देवनागरी *devanāgarī* — a compound of "deva" [देव] and "nāgarī" [नागरी]), also called **Nagari** (*Nāgarī*, नागरी, the name of its parent writing system), is an abugida alphabet of India and Nepal. It is written from left to right, does not have distinct letter cases, and is recognizable (along with most other North Indic scripts, with few exceptions like Gujarati and Oriya) by a horizontal line that runs along the top of full letters. Since the 19th century, it has been the most commonly used script for Sanskrit. Devanagari is used to write Standard Hindi, Marathi, Nepali alongwith Awadhi, Bodo, Bhojpuri, Gujarati, Pahari, Garhwali, Kumaoni, Konkani, Magahi, Maithili, Marwari, Bhili, Newar, Santhali, Tharu, sometimes Sindhi, Dogri, Sherpa, Kashmiri and Punjabi. It was formerly used to write Gujarati. Because it is the standardised script for the Hindi language, Devanagari is one of the most used and

adopted writing systems in the world. Devanagari is part of the Brahmic family of scripts of India, Nepal, Tibet, and South-East Asia. It is a child of the Gupta script, along with Siddham and Sharada. Eastern variants of Gupta called *nāgarī* are first attested from the 8th century CE; from c. 1200 CE these gradually replaced Siddham, which survived as a vehicle for Tantric Buddhism in East Asia, and Sharada, which remained in parallel use in Kashmir. An early version of Devanagari is visible in the Kutila inscription of Bareilly dated to Vikram Samvat 1049 (i.e. 992 CE), which demonstrates the emergence of the horizontal bar to group letters belonging to a word. Sanskrit *nāgarī* is the feminine of *nāgara* "relating or belonging to a town or city". It is feminine from its original phrasing with *lipi* ("script") as *nāgarī lipi* "script relating to a city", that is, probably from its having originated in some city. The use of the name *devanāgarī* is relatively recent, and the older term *nāgarī* is still common. The rapid spread of the term *devanāgarī* may be related to the almost exclusive use of this script to publish sacred Sanskrit texts. This has led to such a close connection between Devanagari and Sanskrit that Devanagari is now widely thought to be the Sanskrit script; however, before the colonial period there was no standard script for Sanskrit, which was written in whatever script, was familiar to the local populace. As far as handwriting is concerned, letters are usually written without the distinctive horizontal bar, which is added only once the word is completed. The letter order of Devanagari, like nearly all Brahmic scripts, is based on phonetic principles that consider both the manner and place of articulation of the consonants and vowels they represent. This arrangement is usually referred to as the *varṇamālā* "garland of letters". The format of Devanagari for Sanskrit serves as the prototype for its application, with minor variations or additions, to other languages.

➤ **Evolution of Hindi: From 'boli' (dialect) to 'rashtrabhasha'-'rajbhasha' (National-Official Language)**

Hindi is a modern Indo-Aryan language (belonging to the family of greater Indo-European languages) and is a descendent of Sanskrit, the earliest speech of the Aryan settlers in the north-west frontiers of India. Passing through various stages of evolution over the period of time -- from Classical Sanskrit to Pali-Prakrit and Apabhraṃśa, the

emergence of Hindi in its earliest form can be traced back to the 10th century A.D. (Bhandarkar 1929, Chatterji 1960). Hindi, sometimes, is also referred to as Hindavi, Hindustani and Khari-Boli. Hindi written in Devanagari script (which is the most scientific writing system among the existing writing systems of the world) is the National Official Language of the Republic of India and is ranked as the third most widely spoken languages of the world (Bhatia 1996). In addition, Hindi is also the state language of the state of Bihar, Haryana, Himachal Pradesh, Madhya Pradesh, Uttar Pradesh and Rajasthan. Approximately six hundred million people across the globe speak Hindi as either a first or second language. The literary history of Hindi can be traced back to the twelfth century and in its modern incarnation Hindi has an approximately three hundred year old, well attested rich literary and grammatical tradition.

Three distinct phases in the development of Indo-Aryan languages have been suggested by the scholars. They are : (a) the Ancient (2400 BC - 500 BC), (b) the Medieval (500 BC - 1100 AD) and (c) the Modern (1100 -). The ancient period is the period of the Vedic and Classical Sanskrit which resulted in the evolution of Pali, Prakrit and Apabhraṃśa languages during the medieval period. Most of the modern Indo-Aryan languages of south Asia, like Hindi, Bangla, Oriya, Gujarati, Nepali, Marathi, Panjabi, evolved in the 'modern' period.

It is very difficult to say as to when exactly Hindi as a language came into picture and scholars are divided in their opinion on this issue. But the trace of Hindi is obvious in the language of the Siddha saints of century 8 - 9 AD. Noted Hindi scholar Acharya Ramchandra Shukla begins his description of the history of Hindi literature ('Hindi Sahitya ka Itihas'). In order to make their teaching easily understandable to the common ordinary people, the kind of language Siddha saints used is undoubtedly called the one of the authentic earliest forms of Hindi. We can also find the glimpse of early Hindi in the language of the Jain poets (like Hemchandra and Dharma Suri), Vidyapati, Abdurrehman Khankhana and Swayambhu. The more established form of Hindi (the 'khari boli') is visible in the creations of Sharfuddin, Khusro, Banda Niwaz Ghalib, Wajih Ali, Sultan Kuli Qutabshah, Shah Turab etc.

The modern Hindi and its literary tradition evolved towards the end of the 18th century. Fort William College was established in Calcutta by the British East India Company (we need not discuss the reasons for the establishment of this educational institution here). The principle of this college John Gilchrist wrote a grammar of and compiled a dictionary of Hindi to teach and train the BEIC employees the Hindi language. Some newspapers and journals were published in Hindi around that time, many of them were confiscated by the British government (for alleged anti British propaganda). The first Hindi newspaper 'Udant Martanda' was published in 1826 from Calcutta. At the same time, authors like Raja Shivprasad Sitare Hind and Raja Lakshman Singh had established new trends in Hindi literature. Later on, Hindi became the national symbol in the fight against the British colonial rule. Maany Indian leaders (including Ganshiji), revolutionaries, poets and reformists resorted to Hindi to propagate their ideology.

After after independence (Aug 15, 1947), the new constitution was adopted in India on January 26, 1950 which granted to Hindi the status of the Official Language of the Republic of India. Today Hindi is world's third most spoken language and is spreading all over the world. In the era of technological advancements and the 'global village', Hindi assumes much importance as it is spoken by a large number of people all across the globe. With liberalized economy and opening of the Indian frontiers to the world market, there is increased interest in the learning and teaching of Hindi.

References

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2.2.5 Hindi as National Language

India is very best nation large number of regional language. There are about 15 languages well developed in the country and even for a single language dialect differs to a great extent when one moves from one area to another. In such a situation, it becomes difficult to communicate with all citizens of the country. Moreover, regional difference poses a threat to the national unity. Therefore, it is essential that Indians must have a national language through which people could communicate at national level.

In any nation the national language has to be its own uniqueness and which could be understood by maximum number of its people. In case of India was Hindi which was spoken by about 47% of its people. In addition to this, it has great relevance with so many other languages in India like Marathi, Urdu, and Gujarati, Sanskrit or language of rulers like English rather it is a language of common people. It is for such reason that Hindi was recognized as national of India 14th September, 1947. It may be mentioned here that the Hindi was recognized national language in the Indian constitution in year 1949, but it is English which is working as our national medium to a large extent till today.

None can deny importance of Hindi as a national language. Hindi has become dominant in national media, radio, T.V. and print media like magazine and news paper. It is a language of national importance because it is through this language that our people maintained and still maintain their social, political, commercial and friendly relations. The second stand of the correct stage in the development of Hindi concern the emergence of a number of activity, movement and subjects that are carried out predominantly in Hindi across the country.

2.2.6 Plans for Progress and Promotion of Hindi

After independence of the country, the Central government under Article 351 of the Constitution formulated several plans for progress and promotion of Hindi as Hindi getting the status of Official Language, the work of Hindi education got the desired impetus. When Hindi with Devanagari script became Official Language of the Union it was bound to impact the education scenario in the country.

It became the duty of the government to impart Hindi education to the officials of Central government. The Committee of Parliament on Official Language (CPOL) in their various chapters of the report submitted to the President has given its recommendations regarding promotion of Hindi in education in the country.

In the third part of the report submitted by the CPOL to the President in February 1989, the CPOL recommended need of Hindi education in educational institutions, option of Hindi medium in the entrance examinations of Engineering and Medical colleges, implementation of three language formula, teaching Hindi to the officials of the central

government, teaching Hindi through correspondence courses, broadcast of Hindi lessons by Doordarshan, All India Radio etc. The orders of the President have also been issued on these recommendations.

According to recommendation in the third part of the Report of the CPOL, the Department of Official Language had issued necessary directives in May 1992 saying that all types of training whether of short or long duration should be imparted through Hindi medium so that after having training through Hindi medium, the employees could be able to do their original official work in Hindi easily.

Similarly, in the fifth part of the report submitted by the CPOL, important recommendations were made regarding study of law through Hindi medium. According to this recommendation the arrangement for study of law at graduation and post graduation level through Hindi medium should be made in all the universities of the country and also other institutes of law. The Department of Education was asked to take necessary action in this regard.

In the eighth part of its Report the CPOL had recommended that barring very technical subjects appropriate arrangements should be made for imparting training through Hindi medium in the Training Centers of the Central Government, Public Sector Undertakings, Banks and other Institutions. This recommendation of the Committee was accepted with amendment that in service training should be imparted mainly in Hindi and secondarily in a mixed medium of both Hindi and English.

Despite these efforts the CPOL during its inspections felt that as long as the employees don't acquire a good knowledge of Hindi before joining the service they would not be able to use Hindi in their routine official work. Therefore the CPOL feels that this can be possible only if Hindi is made compulsory at the primary level of education.

2.2.7 Major Components to learn Hindi Language

2.2.7.1 Parts of Speech in the Hindi Language

1. Shabdo ke Prakar (Parts of Speech)

Parts of speech in Hindi grammar correspond with that of English. In Hindi, too, there are eight parts of speech. The eight parts of speech are sangya (noun), sarvnam

(pronoun), vesheshan (adjective), kriya (verb), kriya visheshan (adverb), sambandhbhodak (preposition), yojak (conjunction), and ghotak (interjection). Let us analyze the parts of speech one by one.

2. Sangya (Noun)

Nouns are known as *sangya* (संज्ञा) in Hindi. Just like nouns in English, sangya also name people, places, things and ideas. For example:

- *Kamla* (कमला) - name of a lady
- *Delhi* (दिल्ली) - the capital city of India
- *Mithas* (मिठास) - sweetness
- *Ganit* (गणित) - mathematics

The following sentences contain examples of sangya (nouns):

- *Kamla* ek bahut sundar aurat hai. (कमला एक बहुत सुन्दर औरत है) - *Kamla* is a beautiful lady.
- *Dilli Bharat* ki uttar disha mein hai. (दिल्ली भारत की उत्तर दिशा में है) - *Delhi* is in the northern part of *India*.

3. Sarvnam (Pronoun)

Pronouns are known as *sarvnam* (सर्वनाम) in Hindi. Like in English, sarvnam are words used in place of nouns. For example:

- *veh* (वह) - he or she (This Hindi pronoun is used for third person subject pronouns of singular numbers for both the genders.)
- *voh* (वो) - they

- *hum* (हम) - we
- *tum* (तुम) - you
- *main* (मैं) - I
- *thumhara* (तुम्हारा) - your, yours

The following sentences contain examples of sarvnam (pronouns):

- *Hum* log aaj kam kar rahe hai. (हम लोग आज काम कर रहे हैं) - We are working today.
- *Main* tumhare pitaji ko janta hun. (मैं तुम्हारे पिताजी को जानता हूँ) - I am known to your father.

4. Vesheshan (Adjective)

Adjectives are known as *vesheshan* (विशेषण) in Hindi. Just like adjectives in English, *vesheshan* also give additional information about the *sangya* (noun) or the *sarvnam* (pronoun). For example:

- *chatur* (चतुर) - clever
- *kala* (काला) - black
- *lamba* (लम्बा) - tall
- *chotta* (छोटा) - small, young

The following sentences contain examples of *vesheshan* (adjectives):

- Kamla ek *chatur* ladki hai. (कमला एक चतुर लड़की है) - Kamla is a *clever* girl.
- Rajesh *lamba* ladka hai. (राजेश लम्बा लड़का है) - Rajesh is a *tall* boy.

5. Kriya (Verb)

The verb, specifically the action verb, is known as *kriya* (क्रिया) in the Hindi language.

For example:

- *khata hai* (खाता है) - eats
- *peeta hai* (पीता है) - drinks
- *jata hai* (जाता है) - goes
- *khel* (खेल) - play

Note that the verbs given in the example are for singular masculine subjects. For feminine gender and singular number, the verbs are conjugated as *khati hai* (खाती है), *peeti hai* (पीती है), and *jati hai* (जाती है). The plurals of the verbs for both the genders are *khate hai* (खाते हैं), *jate hai* (जाते हैं), and *peete hai* (पीते हैं).

The following sentences contain examples of *kriya* (verbs):

- Rajesh aam bahut *khata hai*. (राजेश आम बहुत खाता है) Rajesh eats a lot of mangoes.
- Sameer har din school *jata hai*. (समीर हर दिन स्कूल जाता है) Sameer goes to school everyday.

6. Kriya Vesheshan (Adverb)

Kriya vesheshan (क्रिया विशेषण) in Hindi does the same work as that is done by adverbs in English. These words give additional information about the verb, adjectives, and other adverbs in a sentence. For example:

- *dheere* (धीरे) - slowly
- *jaldi* (जल्दी) - fast

The following sentences contain examples of *kriya vesheshan* (adverbs):

- Sunita *dheere* chalti hai. (सुनीता धीरे चलती है) - Sunita walks slowly.
- Bache *jaldi* kaam khatm karne ki koshish kar rahe the. (बच्चे जल्दी काम खत्म करने की कोशिश कर रहे थे) The children were trying to finish their work fast.

7. Sambhandbodhak Shabd (Preposition)

Prepositions are known *sambhandbodhak shabd* (सम्बन्धबोधक) in Hindi. Just as prepositions in English describe the relationship between nouns, verbs, and adjectives, *sambhandbodhak shabd* are words that also tell about the relationships of *sangya* (nouns) and *sarvnam* (pronouns) with the other words of the sentence. For example:

- *bheetar* - inside
- *bahar* - outside
- *paas* - near

The following sentences contain examples of *sambhandbodhak shabd* (prepositions):

- Reena ghar ke *bheetar* hai. (रीनाघरके भीतर है) Reena is *inside* the house.
- Bache *bahar* bagiche mein hai. (बच्चे बाहरबगीचे में हैं) The children are outside in the garden.

8. Yojak (Conjunction)

Conjunctions are known *yojak* (योजक) in Hindi. Like in English, these words do the job of joining two sentences or parts of sentences. For example:

- ‘Aur’ (और) - and
- ‘kinto’ (किन्तु) - but
- ‘Kyuki’ (क्योंकि) - because

The following sentences contain examples of yojak (conjunctions):

- Ram *aur* Sri bhai hai. (राम और श्री भाई हैं) Ram *and* Laxman are brothers.
- Sri ko paise nahi dena *kyunki* veh udhar vapis nahi karta. (श्री को पैसे नहीं देना *क्योंकि* वह उधार वापिस नहीं करता) Do not give money to Sri because he does not return the loan.

9. Ghotak (Interjection)

Interjections are known as *ghotak* (घोटक) in Hindi. Similar to in English, these are exclamatory words. For example:

- ‘arey!’ (अरे!) - oh!
- ‘wah!’ (वाह!) - wow!
- ‘kash!’ (काश!) - I wish!

The following sentences contain examples of ghotak (interjections):

- ‘Arey!, yeh to baht sundar hai.’ (अरे!, यह तो बहुत सुन्दर है) *Oh!*, this is beautiful.
- ‘Wah!, kitna aacha mausam hai.’ (वाह!, कितना अच्छा मौसम है) *Wow!*, the weather is so pleasant.

➤ Vikari (Changeable) and Avikari (Nonchangeable)

All of the above mentioned parts of speech can further be grouped in two categories:

1. Vikari (विकारी) 2. Avikari (अविकारी)

Vikari: The word *vikar* means change. The words that can be changed in form are known as *vikari*. *Sangya* (noun), *sarvnam* (pronoun), *visheshan* (adjective), and *kriya* (verb) are in this category for the simple reason that their form can be changed. To form the feminine gender or the plural of these words, the original word is changed. Hence, these categories of words are called *vikari shabd*. Different forms of the same word can be formed in case of *vikari shabd*. For example, *ladka* (लड़का) is a masculine gender singular noun; the feminine gender of *ladka* (लड़का) is *ladki* (लड़की) and the plural number is *ladke* (लड़के). The word *ladka* is changed to form the feminine gender and the plural forms.

Avikari: The prefix *a-* prefixed to a word in Hindi makes the opposite of the word. *Avikari* category words include those parts of speech which cannot be changed or which have only one form. *Kriya visheshan* (adverb), *sambhodhak* (preposition), *yojak* (conjunction), and *ghotak* (interjection) are *avikari* words. For example, the adverb *jaldi* (जल्दी), and the preposition *aur* (और) have only one form and are hence known as *avikari shabd*. These words cannot be used in any other form.

References: **Sachitra Hindi** Vyakran (सचित्र हिन्दी व्याकरण) and **Manak Vyavharik** Hindi Vyakran Tha Rachna (मानक व्यवहारिक हिन्दी व्याकरण तथा रचना)

2.2.7.2 Script & Sound System

Hindi is written in Devnagari or 'Nagari' script. The script is phonetic; so that Hindi, unlike English, is pronounced as it is written. Therefore, it is to learn the characters of the script and the sounds of the language at the same time.

2.2.7.3 Pronunciation Hints

Each Devnagari character is followed by its Roman transliteration. The transliteration shows each consonant to end in 'a': this is because in the absence of any other vowel sign, the Devnagari consonant is followed by an inherent 'a' sound (pronounced like the 'a' in 'majority'), unless it occurs at the end of the word, when it is not pronounced, or is silenced. Thus each Devnagari character represents a syllable, and the totality is strictly speaking a 'syllabary' rather than an 'alphabet'. Note that Devnagari has no capital letters. There are two features in Hindi characters that require special attention (as these do not occur in English): first is the contrast between aspirated and non-aspirated consonants, and the second is that between dental and retroflex consonants.

Aspirated consonants are those produced with an audible expulsion of breath and non-aspirated are pronounced with minimal breath. Hindi distinguishes unaspirated 'ka' and 'ta' from aspirated 'kha' and 'tha'. Second contrast is between dental and retroflex consonants, for example, ta and da from t. and d. In dental consonants the tongue touches the upper front teeth, whereas with the retroflex consonants the tip of the tongue is curled upwards against the palate, and when the tongue is released from this position it gives the Indian retroflex sound. The nearest approximations in English to these distinctions are the dental-like 't' which is sometime heard in the pronunciation of the word 'eighth', and the retroflex-like 't' in 'true' and the dental-like 'd' in 'breadth', and the retroflex-like 'd' in 'drum'.

There are 33 consonants and 11 vowels in Hindi. Additionally, there are also many conjunct consonants. Hindi consonants are divided into groups on the basis of phonetic properties of their formations: plosives, nasals, fricatives, flapped and tapped sounds, and semi vowels.

2.2.7.4 Social Customs

The customary Hindu greetings are 'namaste' or 'namaskar', often said with hands folded in front of the chest. These are all-purpose greetings, covering the English 'hello', 'Good morning', 'Goodbye', etc.

Though one wouldn't say 'namastay' as frequently or casually as English speaker would say 'Hi' and/or 'Hello'.

The word 'jii' can always be added to a man's surname, where it approximates to 'Mr.'- though its tone is rather more cordial; 'sahab' has similar usage. 'Jii' and 'sahab' can also be used after the first or given names of both men and women, or alone, approximating in sense to 'sir' though 'jii' is less formal.

'Bhai' is literally 'brother', and is commonly used between males of roughly same status. The same pattern of use applies with 'bahin' 'sister' among females.

There are three pronouns for second person in Hindi which relate to the hierarchy in social standings of people. The grammatically singular pronoun 'tu' is used in situations of intimacy on the one hand and contempt on the other. It is not likely that the learner will need to use it. The two pronouns that require greatest sensitivity in usage are 'aap' and 'tum', both grammatically plural pronouns meaning 'you'. 'Tum' is familiar pronoun, used between close friends, members of family, and to people of clearly lower status. 'Aap' is the formal, polite pronoun used to equals and people entitled to respect on account of age, seniority and social standing. It is safest to use 'aap'.

The expression 'kya haal hai' means literally 'what is (your) condition?' and is used in the sense 'how are you generally?'; it is a useful idiomatic expression, very common in conversation. 'Meharbaanii hai' means 'it is (your) kindness', i. e. 'thank you'. However, there are two words in Hindi which translate 'thank you': 'shukriyaa' and 'dhanyavaad'. These terms tend to be reserved for occasions of real obligation, but increasingly they are being used along the lines of English 'thank you'. The adjective 'achchaa' 'good' is used in speech with a wide range of meanings depending on the tone and stress with which it is pronounced. Its range covers 'Good!', 'Right then!', 'Ah!', 'I see!', 'Really!', and so on.

2.2.7.5 Importance of Hindi Literature

Reading and writing, in general, are undoubtedly some of the most valuable skills one can have; obviously, having these skills makes it much easier for people to communicate

and to participate in society. However, there exists a purpose for reading and writing outside of these immediate practical purposes; the written word can be used to enlighten, to persuade, to express emotion, or simply for enjoyment. In these forms the written word becomes an art form, and a way of reaching out to others through a personal experience between the writer and the reader. Reading is an excellent way to associate oneself with the great minds of history and peer into their own thoughts. Reading is surely one of the most effective ways one can expand oneself.

Literature is a way in which one can capture and interpret what has happened and is happening to individual and to the world as a whole. An entire culture exists in the written word, documenting the collective thoughts of everyone who cared to share them with the world. Therefore, it is believed that for one to truly be a part of human society, it is critical that one take part in the evolution and self-realization that is literature, even if only in the reading aspect. Writing, however, carries a great importance, as literature simply would not exist in the accessible form it does without written word, and for that reason it is believed all who can write should take privilege to enchant society by own piece of mind. One should take advantage of the great opportunity to be part of and contribute to the world and society in which he or she lives through writing. Literature in the societal sense a collective struggle to understand and make the best of the lives that we have all been given. Literature serves as a way to enrich minds, and presents a way to improve the world not only through the beauty of its presence but through the ideas and tangible possibilities it possesses. Thus, it helps in written language as well as in spoken language and to live a purposeful life.

2.2.8 Importance of Grammar in Written Language

Grammar is soul of any language because it helps the language possible for us to speak or write. Grammar names the types of word and word group that make up sentence not only in Hindi but in any language.

All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they naturally know the grammar system of that language that is, the rules of making meaning.

Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write and read with greater competence and confidence. Grammar is the sound, structure, and meaning system of language.

For better Hindi writing, Hindi teacher has to diagnose the problems which are faced by the students. Without diagnosing the problem it is difficult to solve the problems with Hindi writing done by elementary school. Students who have Hindi as their mother tongue can perform better in the Hindi grammar; they may know meanings of different words as well as pronunciations and different ways of putting words together to make meaningful sentences. But those who are learners of Hindi language they need a keen help.

Learning to write Hindi is equally challenging. Writing requires the mastery and concrete use of complex word of language skills.

2.2.8.1 Nouns

Hindi nouns are either masculine or feminine. The grammatical gender of each noun must therefore be learned. There is no definite article 'the' in Hindi.

Masculine nouns are of two types: those ending in a final 'AA' in the singular which changes to 'e' in the plural, and all others, which are the same in singular and plural:

Feminine nouns are also of two types: those ending in 'ii' or 'iya' in the singular which form their plural in 'iyaan', and all others, which add *en* in the plural.

2.2.8.2 Adjectives:

Adjectives agree with the nouns they qualify. Hindi adjectives are of two types: those that inflect (change their endings), and those that are invariable. Those which inflect, such as 'baraa' 'big', and 'chota' 'small', end in aa in the masculine singular, e in masculine plural and ii in the feminine singular and plural. The invariable adjectives, like 'saaf' 'clean', never change.

2.2.8.3 The Sentence

Hindi uses a different word order than English. The subject usually comes at the beginning of the sentence, and the verb comes at the end. The negative 'nahiin' comes just before the verb.

2.2.8.4 Postpositions

In English, prepositions such as in , from, etc. precede the words to which they relate. In Hindi , such words are called postpositions, because they follow the words they govern. In Hindi, there are five simple postpositions. These are: ‘men’ (in), ‘par’ (on), ‘tak’ (upto, as far as, until); ‘se’ (from, with, by); and ‘ko’ which like ‘se’ is used in a variety of senses.

2.2.8.5 Nouns with Postpositions (cases)

The Hindi noun has two grammatical cases: the direct and the oblique. Nouns become oblique when they are followed by postpositions.

2.2.8.6 Adjectives

Adjectives must agree with the nouns. If a noun is in the oblique case, the adjective qualifying that noun must also be in the oblique. Inflecting adjective ‘baraa’ form both the masculine singular oblique and the masculine plural oblique in bare, and both feminine singular and plural oblique in ‘barii.’

2.2.8.7 Verbs

The Hindi verb is usually quoted in the infinitive form, e. g. bolnaa 'to speak'. This form consists of the stem ‘bol’- plus the infinitive ending ‘naa’.

The verb must agree with its subject in both number and gender. If the subject is a pronoun, the gender will be that of the noun to which the pronoun refers.

The Hindi verb distinguishes not only tense-past, present and future- but also different kinds of action: those that are completed (perfective), those that are habitual (imperfective), and those that are going on (continuous)

2.2.9 Importance of Hindi Language

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 language. The importance of Hindi is one of the many languages in India that is considered to be the national and official language of India. The Hindi language is also known as Hindi-Urdu or Hindustani and also had many different regional and national dialects; the most common is the Khariboli dialect. Hindi derives from the Indo-European language family of languages. The closest language to

Hindi can be considered Arabic. After the Independence of India in 1947 began a period of growth that continues today. The tourism industry in India has increased and is expected to keep increasing for many more years bring in hundreds of billions US dollars a year with a annual 10% growth rate. The importance of Hindi is beneficial regardless if you do it for fun or for your career or even just for personal travel. This is for many reasons such as the following. Indian songs and hymns have been adapted and used by various popular rap and pop music artists. From science to commerce and business to various multimedia as shown India to becoming a viable world economy with increasing interest in the world. Bollywood as it is called as the second biggest film following Hollywood. Indian music has become important with not only audiences in the United States but also with the rest of the world.

India is filled with a lot of beautiful and incredible architectural achievements such as the Taj Mahal Palace, considered the icon of the Capital of Mumbai, Mahabohi Temple, the Shore Temple, and the Brihadeshwara Temple, which is considered by some as India's most prized architectural site. Another part of the attraction of Tourists to India is the geographical diversity of the country, such as its Waters falls in Western Ghats. Tourism is major part of India's economy and plays a major part in its employment as well. Anyone that wants to compete globally will need to put some effort in growing their business into India. India is currently the fourth largest economy in the world (by GDP) after the USA, China, and Japan. It is predicted by 2020, that India will surpass Japan. With India's huge potential for growth and innovation has made the importance of Hindi as a global language. Other than tourism, India is growing in every other aspect such as science, commerce, business, and other information systems/digital media. Although, there are still some societal problems within the country. India's growth seems unstoppable and shows no sign of slowing down. Companies that eye operational and sales expansion in the South Asia region are mostly recruiting people who are familiar about Indian culture and who could articulately and fluently speak and write Hindi. The importance of Hindi-speaking population as an important global market segment. Making it a very viable and important target for most global-minded businesses. People who can fluently speak and write Hindi are actively recruited for South Asia companies as well as companies internationally. It would truly be to advantage if one

would be able to speak and write Hindi. Whether plan to migrate to India or not, in the end, one will surely find decision to learning the importance of the Hindi language as very beneficial one.

2.2.10 General Objectives of Language teaching by NCERT

NCERT has given following objective for language teaching.

2.2.10.1 The competence to understand what a learner hears: A learner must be able to employ various verbal signs coming from the speaker for understanding what has been said. S/he should also skilled at listening and understanding in a non-linear fashion by making connections and drawing inferences.

2.2.10.2 Ability to read with comprehension, and not merely decode: A learner should develop the habit of reading in a non-linear manner using various syntactic, semantic, and graph-phonemic cues. S/he must be able to construct meaning by drawing inferences and relating the text with her/his previous knowledge. S/he must also develop the confidence of reading the text with a critical eye and posing questions while reading.

2.2.10.3 Effortless expression: Learner should be able to employ her/his communicative skills in a variety of situations. Learners 'repertoire must have a range of styles to choose from. S/he must be able to engage in a discussion in a logical, analytical, and creative manner.

2.2.10.4 Coherent writing: Writing is not a mechanical skill; it involves a rich control of grammar, vocabulary, content, and punctuation as well as the ability to organize thoughts coherently often using a variety of cohesive devices such as linkers and lexical repetitions through synonymy, etc. A learner should develop the confidence to express her thoughts effortlessly and in an organized manner. The student must be encouraged and trained to choose her/his own topic, organize her/his ideas, and write with a sense of audience. This is possible only if her writings are seen as a process and not as a product. S/he should be able to use writing for a variety of purpose and in a variety of situations, ranging from informal to very formal.

2.2.10.5 Control over different registers: Language is never used in a uniform fashion. It has innumerable varieties, shades, and colours, which surface in different

domains and in different situations. These variations, known as registers, should form a part of a student's catalog. Besides the register of school subjects, a student must be able to understand and use the variety of language being used in other domains such as music, sports, films, gardening, construction work, cookery, etc.

2.2.10.6 Scientific study of language : In a language class, the teaching approaches adopted and the tasks undertaken should be such that they lead a child to go through the whole scientific process of collecting data, observing the data, classifying it according to its similarities and differences, making hypotheses, etc. Thus, linguistic tools can and must play a significant role in developing a child's cognitive abilities. This would be much better than teaching normative rules of grammar. Moreover, this approach is particularly effective in multilingual classrooms.

2.2.10.7 Creativity: In a language classroom, a student should get ample space to develop her imagination and creativity. Classroom ethos and the teacher–student relationship build confidence in the latter to use her creativity in text transaction and activities uninhibitedly.

2.2.10.8 Sensitivity: Language classrooms can be an excellent reference point for familiarizing students with his rich culture and heritage as well as aspects of his contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards their surroundings, their neighbors, and their nation.

2.2.11 Common problems in Elementary school writing

Learning to write is uniquely challenging. Writing requires the mastery and concurrent use of a complex array of language skills, from vocabulary and spelling to the ability to organize and convey ideas. Indeed, the intricacies of writing make it one of the highest forms of human expression. There is no wonder that many elementary school students need extra support along the way to becoming write

2.2.12 Objectives of Teaching Hindi

1. To open a window to India by providing an introduction to the country through pictures, objects, guest speaker and personal stories by the lecturer.
2. To provide an understanding of India's cultural, political, historical and lingual diversity.
3. To enable students to read and write the Devanagari script.

To enable students to communicate in spoken Hindi in diverse situations involving daily actions, health, shopping, emergency, travel, Indian cuisine, music, arts, and creating business or other work related connections.

2.2.13 Methods of Language Teaching

2.2.13.1 Grammar-Translation Approach

- ◆ In this method, classes are taught in the students' mother tongue, with little active use of the target language.
- ◆ Vocabulary is taught in the form of isolated word lists.
- ◆ Elaborate explanations of grammar are always provided.
- ◆ Grammar instruction provides the rules for putting words together; instruction focuses on the form and inflection of words.
- ◆ Little attention is paid to the content of texts.
- ◆ Drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa.
- ◆ Little or no attention is given to pronunciation.

2.2.13.2 Direct Approach

- ◆ This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.
- ◆ Lessons begin with a dialogue using a modern conversational style in the target language.
- ◆ Material is first presented orally with actions or pictures.
- ◆ The mother tongue is NEVER used. There is no translation.
- ◆ The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative.
- ◆ Questions are answered in the target language.
- ◆ Grammar is taught inductively--rules are generalized from the practice and experience with the target language.
- ◆ Verbs are used first and systematically conjugated much later after some oral mastery of the target language.
- ◆ Advanced students read literature for comprehension and pleasure.
- ◆ Literary texts are not analyzed grammatically.
- ◆ The culture associated with the target language is also taught inductively.
- ◆ Culture is considered an important aspect of learning the language.

2.2.13.3 Reading Approach

- ◆ The approach is mostly for people who do not travel abroad for whom reading is the one usable skill in a foreign language.
- ◆ The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken.

- ◆ Only the grammar necessary for reading comprehension and fluency is taught.
- ◆ Minimal attention is paid to pronunciation or gaining conversational skills in the target language.
- ◆ From the beginning, a great amount of reading is done in L2.
- ◆ The vocabulary of the early reading passages and texts is strictly controlled for difficulty.
- ◆ Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill.
- ◆ Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

2.2.13.4 Audio-Lingual Method

- ◆ This method is based on the principles of behavior psychology.
- ◆ It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.
- ◆ New material is presented in the form of a dialogue.
- ◆ Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning.
- ◆ Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills.
- ◆ Little or no grammatical explanations are provided; grammar is taught inductively.
- ◆ Skills are sequenced: Listening, speaking, reading and writing are developed in order.
- ◆ Vocabulary is strictly limited and learned in context.

- ◆ Teaching points are determined by contrastive analysis between L1 and L2.
- ◆ There is abundant use of language laboratories, tapes and visual aids.
- ◆ There is an extended pre-reading period at the beginning of the course.
- ◆ Great importance is given to precise native-like pronunciation.
- ◆ Use of the mother tongue by the teacher is permitted, but discouraged among and by the students.
- ◆ Successful responses are reinforced; great care is taken to prevent learner errors.
- ◆ There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

2.2.13.5 Suggestopedia

- ◆ This method developed out of believe that human brain could process great quantities of material given the right conditions of learning like relaxation.
- ◆ music was central to this method.
- ◆ Soft music led to increase in alpha brain wave and a decrease in blood pressure and pulse rate resulting in high intake of large quantities of materials.
- ◆ Learners were encouraged to be as “childlike” as possible.
- ◆ Apart from soft, comfortable seats in a relaxed setting, everything else remained the same.

2.2.13.6 The Natural Approach

- ◆ This method emphasized development of basic personal communication skills
- ◆ Delay production until speech emerge i.e learners don't say anything until they are ready to do so
- ◆ Learners should be as relaxed a possible

- ◆ Advocate use of TPR at beginning level
- ◆ Comprehensible input is essential for acquisition to take place.

2.2.13.7 The Silent Way

- ◆ This method begins by using a set of colored wooden rods and verbal commands in order to achieve the following:
- ◆ To avoid the use of the vernacular.
- ◆ To create simple linguistic situations that remain under the complete control of the teacher.
- ◆ To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed.
- ◆ To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words.
- ◆ To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.
- ◆ To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it.
- ◆ To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue.
- ◆ To provide a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard.

2.2.13.8 Communicative Language Teaching

- ◆ The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.
- ◆ There is negotiation of meaning.

- ◆ A variety of language skills are involved
- ◆ Material is presented in context
- ◆ It pays attention to registers and styles in terms of situation and participants.
- ◆ Fluency and accuracy (different competencies)
- ◆ Form and functions
- ◆ Development of autonomous learners

2.2.13.9 Total Physical Response (TPR)

- ◆ Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system.
- ◆ This combination of skills allows the student to assimilate information and skills at a rapid rate. The basic tenets are:
- ◆ Understanding the spoken language before developing the skills of speaking.
- ◆ Imperatives are the main structures to transfer or communicate information.
- ◆ The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when he/she feels comfortable and confident in understanding and producing the utterances.

2.2.14 Learning Difficulties of Hindi Language in Comparison to English Language

Alphabet: The Devangari script employed by Hindi contains both vowels (10) and consonants (40) and is characterized by bars on top of the symbols. Hindi is highly phonetic; i.e. the pronunciation of new words can be reliably predicted from their written form. This is in strong contrast to English, with the result that Hindi learners may struggle with English spelling. Conversely, they may mispronounce words that they first encounter in writing.

Phonology: In comparison with English Hindi has approximately half as many vowels and twice as many consonants. This leads to several problems of pronunciation. One difficulty is distinguishing phonemes in words such as *said* / *sad*; *par* / *paw*; *wet* / *wet*, etc. Words containing the letters *th* (*this*, *thing*, *months*) will cause Hindi learners the same kind of problems that they cause most other learners of English. The phoneme / ʒ / as exemplified by the *s* in *pleasure* is missing in Hindi and so pronunciation of such words is difficult. Consonants clusters at the beginning or end of words are more common in English than Hindi. This leads to errors in the pronunciation of words such as *straight* (*istraight*), *fly* (*faly*), *film* (*filam*).

Compared to English Hindi has weak but predictable word stress. Learners therefore have considerable difficulty with the irregular stress patterns of words such as *photograph* / *photographer*. Hindi learners are disinclined to 'swallow' unstressed syllables such as the first syllables in the words *tomorrow*, *intelligent*, *remember*, etc., and will often try to clearly articulate short, common words that are usually weakly stressed in English: *has*, *and*, *was*, *to*, etc.

English, of course, is prevalent in India, and for this reason Hindi learners may well be extremely fluent. Nevertheless, native-English speakers often have difficulties understanding them because of the combination of the pronunciation problems listed above and the use of Hindi intonation patterns. (In Hindi emphasis is accomplished by higher pitch rather than by the heavier articulation that typifies English.) The result of this is the sing-song effect that English spoken by Hindi learners often has on native-English speakers.

Grammar - Verb/Tense: Hindi has tenses that similar those used in English: present simple, past continuous, etc., but there is a lack of correspondence in their use to express various meanings. This leads to the very common overuse by Hindi learners of the present continuous when in English the present simple is required: *I am always playing golf on Sundays.* / *I am not knowing the answer.*

Since Hindi does not have the auxiliary *do*, learners are prone to asking questions by means of intonation alone: *She has a brother?* and to making mistakes such as *When you got married?* or *She not eat meat?*

In Hindi the future tense is required in the dependent clause of conditional 1 sentences. This leads to interference mistakes such as: *If you will help me, I will help you.*

Grammar - Other: Hindi typically uses a subjunctive in polite requests, which have the word order of statements rather than questions. Interference results in problematic requests such as: *You will tell me the time please*, or *You may lend me your dictionary*.

There is no definite article in Hindi, and the number *one* is commonly used where in English the indefinite article is needed. As to be expected, these differences make it difficult for Hindi learners to get the articles right in English.

There are two aspects of word order that are different in Hindi and English. Firstly, the standard word order is in Hindi **Subject-Object-Verb** as against **Subject-Verb-Object** in English. Secondly, in Hindi the preposition comes after the noun or pronoun it qualifies (i.e., it is more correctly called a '*postposition*'). There does not seem to be undue interference between the two languages in these areas. However, in common with most learners of English, Hindi native-speakers have problems with the correct choice of the English preposition itself. Mistakes such as they were sitting on (at) the table are typical.

Vocabulary: Hindi has incorporated numerous English words, which is a help to the beginner who quickly wants to acquire a large vocabulary. However, the pronunciation of many of the loan words has changed in Hindi. The interference this causes can lead to Hindi learners not being comprehensible when they use the words in oral English.

2.2.15 Elementary Writing Hurdles

In elementary school, children are encountering the elements of writing for the first time, from the formation of letters, to organizing their ideas, to using correct grammar, punctuation, and spelling. Elementary school students are expected to advance from

learning the rules of writing to automatically applying those rules beginning in grade four. By the end of elementary school, the child should be able to write independently and produce multiple-paragraph essays that contain formal introductions, supporting evidence, and conclusions.

2.2.15 .1 Ways to Correct Errors in Writing

There are many ways which can help children enjoy and improve their writing.

Give positive feedback When reviewing child's essays, give positive feedback along with talking about what needs improvement. Engage child in the revision process by discussing the mechanics of writing without disapproval of their ideas. Students should understand that writing is a process and all writers revise their work. Remember, children need encouragement as much as correction. Also, speak in private to avoid possible embarrassment.

Incorporate writing into family activities There are lots of ways to bring writing into daily family life. Ask children to make lists and record messages. Have children write poems or skits for family events, or movie reviews to share at the dinner table. Journals and pen pals are also great writing outlets. Encourage children to write about what interests them even if it's just a paragraph.

Don't rush writing Make sure child has a quiet place to write and help them gauge how long it will take to complete a writing assignment. Writing usually takes longer than we think. If the assignment is rushed, students may feel they can't write, when they really just needed more time to revise.

Get extra help Recognize when extra help is needed, either from the school or outside professionals. Often children respond well to having a personal writing tutor. Ask if your school has after school programs that target writing. Most importantly, don't ignore writing problems—working with teachers and utilizing available resources can make a big difference.

2.2.16 Conclusion

Thus, this chapter talks about the importance education, how language is important for human being to communicate, share views, desires, sorrows, despair, joy, excitement and so on. It also talks about the importance of Hindi language, how it was emerged, dialects in Hindi, origin of Hid language, plans for progress and promoting of Hindi language, Importance of grammar, objectives of language teaching by NCERT, common problem in elementary school writing, common errors in writing Hindi language, ways to correct errors in writing.

Review of the Related Literature

Introduction

This chapter deals with review of related studies. Before carrying out any systematic study, researcher is expected to know what has been already done and what remains to be done. Review provides an insight into the studies already been conducted in the field.

This chapter is an attempt to a brief idea of the researches done in teaching of Hindi in India. It provides the researcher an insight into the studies the studies already being conducted in the field related to the present study and attempt has been made to develop the holistic view of the findings.

2.3.1 Sudarshanam, R. (1980) has conducted a study on, “A diagnostic study of reading comprehension of the undergraduate students studying English under part 2 in colleges in Coimbatore”. The main objective of the study was to construct and administer a diagnostic test of reading comprehension for undergraduate students and develop a suitable approach for remedial instruction. Proficiency-cum-diagnostic test of reading comprehension consisting of two parts, one for macro diagnosis (actual, referential). Inferential and evaluative comprehension and the other for micro diagnosis use of words, sentences structure was constructed and questionnaires for teachers and students were used to collect the data. The stratified random sampling technique was adopted. For the study 28 students in the experimental group and 28 students in the controlled group were selected on the basis of the marks

scored in the diagnostic test. The remedial programme was carried out over 15 classes each of one hour duration.

The major findings of the study were the teaching of English did not contribute to the improvement of students' comprehension performance. Educational and occupational status of parents correlated significantly with the comprehension scores of the students. The students devoted greater attention reading the opening and closing paragraph of long texts. The remedial programme suggested was effective in significantly raising the comprehension scores of the experimental group students.

2.3.2 Jain, P. (1984) has conducted a study on "The diagnosis of language errors and a programme of teaching in Sanskrit." The objectives of the study were to find out the nature of errors committed by students in Sanskrit in class X, to prepare tools for diagnosing the errors, to find out the fundamental causes of the errors, to suggest a remedial programme on the basis of the nature and causes of diagnosed errors. Major findings of the study revealed that teaching of Sanskrit as third language was not according to the syllabus. The objectives were not achieved. Students' knowledge of grammar was at an elementary level and therefore, their mistakes were mainly in grammar, they were able to analyze but not synthesis. Since most Sanskrit teachers were untrained, they were not able to create students' interest in the subject either through teaching or other activities in school. Lack of practice pronunciations in the class, absence of home work and inadequate home support also resulted in poor performance. The duration and total time allotted for the teaching of Sanskrit was inadequate. Since marks obtained were not included awarding grades, students did not take much interest in the subject. The headmasters and teachers felt that co-curricular activities were not organized because of the students' lack of interest in the subject and consequently a suitable environment for learning the language could not developed.

2.3.3 Anand, V. (1985) has conducted a study on "A study of the factors that affect the orthography in Hindi and diagnosis of spelling mistakes in the writing of class V students of Hindi Medium school of Delhi along with a remedial

programme.” The objectives of the study were to diagnose spelling errors in Hindi made by class V students of Hindi medium schools of Delhi, to study the factors responsible for those errors, to develop a programme of remedial instruction and to demonstrate its effectiveness. The major findings of the study were indicated largest number of mistakes was made in respect of the use of matras by the use of incorrect words, most of the spelling errors were due to inadequate mastery of the most basic task in the process of spelling, ability to spell correctly did not automatically improve with the age. The difference between the performance of older students and students of the same class was not significant which indicated that it was the quality of the instruction rather than age which accounted for the spelling errors. Use of teaching learning strategy which involved oral, visual and motor experience of the word was most suitable for improving the spelling ability of the students.

2.3.4 Mohammed, T.K. (1986) has conducted a study on, “A diagnostic study of errors in the written English of pre-degree students” The objectives of the study were to identify the major errors in the written English of pre-degree students. To classify the errors into major functional and grammatical errors. To study the relative proportion of errors with a view to classify and arranging them into the major errors in the order of their importance. To determine the source or cause of the errors indentified and to suggest corrective measures and remedial programs. Data collected through the diagnostic test of basic language skills, Intelligence test and general data sheet. Besides these tools teachers and experts in the field of teaching English were interviewed and consulted. With the stratified random sampling the sample of 100 students were selected from the population of second year pre-degree the University of Calicut. The whole sample was divided into 29 sub-groups. The major findings of the study were revealed that The total sample committed errors in grammatical areas such as Tenses (82.28 percent), Prepositions (81 percent), Noun and relative clauses (79.14 percent) Passive voice, Auxiliary verbs (62.85), concord (51.42) adverbial clauses (40) pronouns articles verb patterns.

2.3.5 Chitre, S. (1999) has conducted A study of “Teaching Hindi at primary stage in M.C High School of Marathi medium in Baroda city.” Objectives of the study were to study how teachers develop regarding writing, reading and speaking skills through class room instructional process at primary stage. To study the difficulties faced by students in learning Hindi. To study the problems faced by the students in learning Hindi and to study the problems faced by students regarding home work in Hindi.

The Major findings were revealed that there was a lack of competence in teaching methods employed by Hindi teachers. Lack of proper awareness of the aim and objectives of teaching Hindi. Translation methods are found extensively used in teaching Hindi. Use of audio-visual aid rejected. The students do not put line on the top words. The students cannot write the descriptive answers. They have very poor vocabulary. Teachers do not give feed-back while checking homework. The students cannot read properly. The students cannot speak descriptively in Hindi language. They do not use full stop, question mark, and comma etc in writing Hindi language.

2.3.6 Dubey, S. (2004) has conducted a study on, “A study of problem faced by Hindi teachers of English medium secondary school of Vadodara city.” The objective of the study was to study the problems faced by Hindi teachers of English medium secondary schools of Vadodara city.

The Major findings of the study were found that some teachers do not like their profession because they do not get proper salary according to their work load. The Most of the teachers face the problem that the students don’t have good attitude towards Hindi. The Parents as well as the students think that learning of Hindi is not useful for higher studies. Teachers face main difficulty during classroom interaction. Mother tongue Gujarati also had lots of impact on the students attitude towards learning of Hindi language.

2.3.7 Dongre, N. (2007) has conducted a study on, “Diagnosis and remediation of learning difficulties in Geometry of standard eight students.” The objectives of the study were to identify the students having learning difficulties in geometry of standard VIII students for academic year 2006-2007. To identify learning

difficulties generally felt by learners of standard VIII and prepare a diagnostic test. To identify the (groups, stars, chains, triangles isolates) associations amongst the students of standard VIII in order to utilize their associations for remedial measures. To analyze the learning difficulties in geometry of standard VIII students. To provide remedial measures to overcome the learning difficulties in geometry of standard VIII students. To study the impact of remedial measures with references to the learning difficulties.

The major findings of the study revealed that purposive sampling technique was used for selecting sample for the study. students had language problem that is inability to read, understand interpret the question asked for multiple choice even after remediation programme significant differences was not formed in improvement of language problem. Many students of the sample were not able to use mathematical language and component.

2.3.8 Yadav, R (2009) has conducted study on, “Problems faced by low achievers in Hindi at Secondary English medium schools of Vadodara city.” The objectives of the study were to find out the academic problems in Hindi among the low achievers at secondary English medium schools of Vadodara city. To find out the causes for these problems in Hindi among the low achievers at secondary English medium schools of Vadodara city. To find out the views of teacher towards the problems faced by low achievers in Hindi at secondary English of Vadodara city. The English medium schools were selected purposively, which were having students failing in Hindi. Total 100 students of standard 8th and 9th and total 100 respective teachers teaching Hindi were taken as the sample for the study.

The major findings of the study found that the teachers are feeling that there was less or no scope for providing activities, creative assignments and use of teaching aid. There are many similar words in Gujarati as well as reading and speaking, they mix of both the words. Administrative support provided to Hindi subject and Hindi teachers is also less than other subject teachers like in-services training, sufficient library resources for Hindi.

2.3.9 Vasava, G. (2010) has conducted a study on, "Diagnosis and remediation of learning difficulties in elements of book keeping and accountancy of standard XI students of Vadodara city." The objectives of the study were to identify the errors committed by the students of standard XI in accountancy. To analyze the errors committed by the students of standard XI in accountancy. To identify the learning difficulties in accountancy of standard XI students. To provides remedial measures to overcome the learning difficulties in accountancy of standard XI students. To study the impact of remedial measures with references to the learning difficulties in accountancy of standard XI students.

The major findings found that after administering diagnostic test it was found that approximately 50% of the students secure less than 50% marks was improved after providing remedial measures. It was found that majority of the students i.e. 70% of the students have learning difficulties in understanding of the concept of credit note. It was also found that 66% of the students have learning difficulties in understanding of the person include in the artificial personal account. A 69% of the students have not able to give effect of transaction regarding purchase of dead stock in business. The students have learning difficulties in application of rules of debit and credit of account in transaction. The minimum impact of remedial measures was on the basic concept of accountancy. The remedial measures are helpful in reducing the learning difficulties of the students related to knowledge understanding and application of the accountancy concept.

2.3.10 Chudhari, P. (2011) has conducted a study on "Diagnosis and remediation of the learning difficulties of std 8th students in English grammar." Objectives of the study were to identify learning difficulties of standard 8th students in English grammar, to design remediation program according to learning difficulties of students, to study the effectiveness of remediation program in terms of achievement of students. The major findings of the study revealed that there was increment in the post-test score from the pre-test score of all the identified students with learning difficulties in English grammar. All the identified students were benefited by the remedial measures. There was

increment in the number of correct responses for the each item in post test from the pre-test except one item the number of correct responses was maintained as the performance in item was good during the pre-test. The remedial measures was helpful for the improvement at all the level of instructional objectives as the test was containing the items related to different levels of instructional objectives. It was found that the remedial measure had impact as most of the above learning difficulties were significantly reduced during the post -test. The mean score of the standard 8th student in English grammar on pre-test was (7.43) and on post test was (13.48).The main difference was found to be significant, in favour of the post test. The impact of the remedial measures helping the reduction of the learning difficulties in English grammar of standard 8th students.

2.3.11 Joshi, G. (2011) has conducted a study on “DIAGNOSIS and remediation of students in learning English as a second language in Panchmahal district .” The objectives of the study were to identify the students having learning difficulties in English grammar, to analyze the learning difficulties in English grammar of standard 9th students, to plan and provide the remedial measures based on the above analysis, to study the impact of remedial measures with reference to the learning difficulties of standard 9th students. The major findings of the study were found that students had language problem that students can't read properly and understand the question, many students of the sample were not able to use English, as the students were not able to answer to some of the questions before remediation, but after remediation, it is found that there was an improvement about their concept regarding the selected topics of English grammar.

2.3.12 Thakur, M. (2012) has conducted study on " Effect of Concept Attainment model on academic achievement of secondary school students in Hindi" The objectives of the study were to find out the effectiveness of concept attainment model of teaching on academic achievement of class IX students in Hindi, to find out the effectiveness of traditional method of teaching on academic achievement of class IX student in Hindi, to compare the

effectiveness of concept attainment model with traditional method of teaching of Hindi. The major findings of the study found that concept Attainment Model was very effective on the academic achievement of secondary school students in Hindi. There was a greater difference between experimental and control groups so it was proved that this model was effective in comparison of traditional method.

2.3.13 Joshi, P. (2013) has conducted a study on “Effectiveness of a programme to develop writing skills, of class IX EFL students” The objective of the study were to critically evaluate the writing skills of the students. To evaluate the effectiveness of the programme. To provide suggestions to improve writing skills of students in English medium school. To study the feedback of the students toward the prepared task.

The experimental method was used , one of English medium school at Kakrolia was selected for the experiment. Data was collected and obtained through pre-test and post test. The findings revealed that there was significant difference between pre-test and post-test of experimental group. The programme used by the researchers helped in developing writing skills of the students.

The major findings of the study found the tasks given by the researcher during the session helped them develop their confidence level, writing skills, students learnt to frame appropriate sentences in English. They understood the language spoken by the researcher. They liked the tasks the paragraph given by the researcher most of the time, the task of paragraph writing helped them to write in descriptive form. Exercise helped them to overcome the spelling mistakes.

2.4 Observations

1. Most of the studies related to diagnosis and remediation were conducted in Hindi, English, Sanskrit, Geometry and Accountancy subjects.(Joshi, P. (2013), Anand,V.(1986), Chudhari,P. (2011), Jain, P. (1984), Parekh, J. (2008), Sudarshanam, R. (1980), Mohammed, T. K. (1986), Chitre, S.(1999), Dubey, S. (2004), Dongre, N. (2009), Yadav, R. (2009), Vasava, G.(2009), Vasava, G.(2010), Joshi, G. (2011) and Parekh, J. (2008)).

2. Most of the studies have adopted experimental method for the study.
3. Majority of the studies have focused school education at various levels.
4. Only two studies were conducted at higher education level by Sudarshanam, R. (1980) and Mohammed, T.K. (1986).
5. Most of the studies found remedial programme effective to reduce error commitment of the students in various subjects.
6. 10 studies were conducted to diagnosis error committed in language learning on various language subjects like Hindi, Sanskrit and English.
7. On Hindi subjects, total six studies were conducted on various aspects of learning such as grammar learning, academic problem, speaking skills, writing skills and reading skills.
8. One of the study conducted by Dubey, S. (2004) revealed that the medium of instruction has great impact on attitude of students towards learning of Hindi subject.
9. Anand, V. (1985) has found that it was the quality of the instruction rather than age which accounted for the spelling errors. Use of teaching learning strategy which involved oral, visual and motor experience of the word was most suitable for improving the spelling ability of the students.
10. Chitre, S. (1999) has found that Lack of proper awareness of the aim and objectives of teaching Hindi. They do not use full stop, question mark, and comma etc in writing Hindi language.
11. Dubey, S. (2004) has said through his study that the Most of the teachers face the problem that the students don't have good attitude towards Hindi. The Parents as well as the students think that learning of Hindi is not useful for higher studies.
12. Yadav, R (2009) has found that teachers are feeling that there was less or no scope for providing activities, creative assignments and use of teaching aid. There are many similar words in Gujarati as well as reading and speaking, they mix of both the words. Administrative support provided to Hindi subject and Hindi teachers is also less than other subject teachers like in-services training, sufficient library resources for Hindi.

13. Vasava, G. (2010) has found that The remedial measures are helpful in reducing the learning difficulties of the students related to knowledge understanding and application of the accountancy concept.
14. Joshi, G. (2011) has said after the study that many students of the sample were not able to use English, as the students were not able to answer to some of the questions before remediation,
15. **Thakur, M. (2012)** has found that the effectiveness of concept attainment model of teaching on academic achievement of class IX students in Hindi, to find out the effectiveness. This model was effective in comparison of traditional method
16. **Joshi, P. (2013)** has found that programme used by the researchers helped in developing writing skills of the students

2.5 Implication for the Present Study

The researcher had reviewed 13 studies for the said purpose. The studies have used random and stratified sampling techniques. Tools used were checklist, questionnaire, opinionnaire, diagnostic test, pre-test and post test and multiple choice test method and interview schedule. Review of related literature also reveals that the studies were conducted on the difference subject like diagnostic study, linguistic difference, teaching of Hindi, problem and writing errors. The review of the studies conducted on diagnosis and remedial by students presented so far reveals that very few studies have been conducted to find out the writing errors committed by students in Hindi out of 13 studies which have been involved in this section were six study in language and two study in geometry, ten study in diagnostic and remedial programmed. From the review of related literature it was observed that, studies were conducted in the area of Geometry, Hindi, Economics, Accountancy, and mathematics. The findings of all the studies revealed positive impact of diagnosis and remediation of learning difficulties of students. Researcher could not come across study which was conducted in the area of Hindi Grammar and students at Elementary level faced many difficulties in writing errors. So it is essential to diagnoses learning difficulties and remediation the same in order to improve the learning level of students.

Chapter: 3

Research Methodology

3.1 Introduction

This chapter deals with the plan and procedure adopted by the researcher for the present study. The chapter gives clear understanding about the plan and procedure followed by the researcher for carrying out the study. Plan and procedure provides the direction at every moment to the researcher and leads to the proper completion of the study. In this chapter, research method, population, sample, tools and procedure of the study has given.

3.2 Research design

As for the present study was experimental in nature, so, the experimental design was used.

3.3 Research Method

For the present study, single group experimental design was used.

A group was diagnosed and the same group was remediated and the researcher had employed achievement test on the group.

3.4 Population

All the students of the standard seventh of the Gujarati medium schools of Gujarat state for academic year 2013-2014, constituted the population of the study.

3.5 Sample

Aanad High School of Anand was selected by employing convenient sampling procedure for the study. To select sample of the study, first semi-structured interview of teachers of Hindi Language was taken and then one division of 7th standard were selected. There were four division of the 7th standard in the school. The class 7th D students selected as sample for study as they had committed more errors it meant that as they had difficulty in writing Hindi Language. Seventy students were diagnosed but nine students were

absent during the remedial programme and in post-test as well. So for the study final sample size was 61 students of 7th standard.

3.6 Tools and Techniques

The researcher has used following tools for the study.

1. Achievement test
2. Students' periodical answer scripts- the researcher has observed the answer script of the students which they have already performed in their semester exam.
3. Hindi teacher's semi-structured interview.

3.7 Construction of Tools

In order to identify the areas where students generally make mistakes in Hind writing, the researcher explored two major sources from the school.

1. Semi Structured Interview of Hindi Teachers:

Semi structured interviews were carried out with the Hindi teachers by the researcher. The questions for the teacher; interview are given below.

1. Which component of Hindi do students find most easy to learn?
2. Which component of Hindi do students find most difficult to learn?
3. Which of kind activities they enjoy in writing Hindi?
4. What are your observations about the errors in Hindi writing by the students?
5. Do you feel that these students should be given more practice in Hindi writing?
6. Which kind of components can be taught for the improvement of the Hindi writing?
7. What are the activities practiced by you in your B. Ed course?
8. Do you feel that activity based teaching will be more helpful for the students?
9. What do you do to remediate students Hindi writing errors?
10. Which kinds of activity do they like the most writing or oral?

2. Preparation of Achievement Test:

Identify errors committed by students into writing achievement test was prepared by Script writing, Varna and Mantra , Line On The Top (Sherorakha), Noun, Pro-noun, Adjective, Punctuation, Correct Sentences and Tense. On the above mentioned nine components diagnosis for 7th standard students was developed by the researcher. After preparing the initial draft, the same was given to three experts for their comment and suggestion. Their main task was to examine the coherence between items and aspects and suitability of language. Based on suggestion and feedback of expert in the field of education final draft of achievement test was prepared.

On the basis of teacher's interview and observation of students' answer sheets the researcher has prepared remedial program and then it was followed by the achievement test.

➤ Characteristics of Achievement Test:

- The test was of 30 marks.
- Duration for the test was 35.
- Total six questions were asked in the paper.
- Question one was based on punctuation carrying 5 marks.
- Question two was based on Varna and Matra carrying 5 marks.
- Question three was based on Line on the top, Punctuation carrying 5 marks.
- Question four was based on Varna and Matra, words carrying 5 marks.
- Question five was based on Noun carrying 5 marks.
- Question six was based on Correct the Sentence carrying 5 marks.

3. Preparation of Remedial Programme

Remediation was done by the remedial program prepared by the researcher.

3.8 Procedure of Data collection

3.8.1 Phase I Diagnosis Errors

On the very first day, the researcher had interviewed teachers and checked the annual answer scripts in order to learn difficulties of the students and according to their difficulties to design remedial program.

3.8.2 Phase II Development of Remedial Program and Construction of Tool

- **Semi structured interviews were carried out with the Hindi teachers by the researcher.**

The questions for the teacher interview were given below.

1. Which component of Hindi students find most easy to learn?
 2. Which component of Hindi students find most difficult to learn?
 3. Which kind activities they enjoy in Hindi writing?
 4. What are your observations about the errors in Hindi writing by the students?
 5. Do you feel that these students should be given more practice in Hindi writing?
 6. Which kind of components can be taught for the improvement of the Hindi writing?
 7. What are the activities practiced by you in your B. Ed course?
 8. Do you feel that activity base teaching will be more helpful for the students?
 9. What do you do to remediate students Hindi writing errors?
 10. Which kind of activity they like the most writing or oral?
- The researcher has diagnosed errors of the seventy students suggested by the teachers of Hindi in the school.
 - After the diagnose test with advices of the experts remedial program was prepared using group activities and with the use of teaching aids .

3.8.3 Phase III Implementation of Remedial Program and Data Collection

Schedule for Remedial Program

Sr. No	Name of activity	Components covered	Duration
1	Script Writing	Consonants, Vowels, simple words	20 minutes
2	Varna and Matra	Words, sentences, line on the top	20 minutes
3	Joining Parts	Line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
4	Jumbled Noun	Noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
5	Role Play	Pronoun, noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
6	Tag the Picture	Adjective, pronoun, noun, line on the top (shiro rekha), sentence formation, punctuation, tense, and words	20 minutes
7	Puzzles (Paheli)	Pronoun, noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
8	Sentence Antakshari (Chaining)	Present tense, past tense, future tense	105 minutes
9	Post Test		45 minutes

3.8.4 Phase IV Data Analysis – Data Collected were Analyzed by Employing Various Qualitative Data Analysis Technique

The data collected through various tools and techniques were analyzed qualitatively. Content analysis was carried out to diagnose errors committed by students in written

Hindi frequency and percentages were used to know effectiveness of the remedial program.

No	Tools	Data analysis technique
Objective 1	Answer script, teacher interview	Content analysis, frequency and percentage.
Objective 2	Remedial program	Group activities
Objective 3	Achievement test	Frequency and percentage.

3.9 Conclusion

Thus, this chapter gives detail information about the research design, population, sample, construction of tools, remediation programme, needs analysis, validation of the program, phase wise conduction of the program and technique to analyze the data.

The next chapter in this dissertation is about the Analysis and Interpretation of Data.

Chapter-4

Data Analysis and Interpretation

4.1 Introduction

This chapter presents the analysis and interpretation of data for a comprehensive understanding of the problem under the investigation. The information collected by administration various tools are analyzed and interpretation for that has been presented in this chapter.

The data analysis is presented objective wise. Components wise percentage is calculated to analyze and interpretation the data.

4.2 Objective 1. To diagnosing the errors of elementary school students in written Hindi.

To achieve objective, the researcher has diagnose the errors from the students' periodical answer sheet and by semi structured interview for the teachers. On the that basis the researcher has found the following data.

No.	Script writing	Varna and Matra	Line on the top	Noun	Pronoun	Adjective	Punctuation	Correct the sentence	Tense
1		✓		✓		✓	✓		✓
2	✓	✓	✓	✓			✓	✓	✓
3	✓	✓	✓				✓	✓	
4		✓	✓	✓		✓	✓		✓
5	✓		✓	✓				✓	✓
6	✓	✓	✓		✓	✓	✓	✓	
7		✓	✓		✓	✓			
8		✓	✓	✓	✓	✓	✓		✓
9		✓	✓	✓	✓	✓			✓
10	✓				✓	✓	✓	✓	
11				✓	✓	✓		✓	✓
12			✓				✓		
13	✓		✓	✓				✓	✓
14									
15	✓		✓	✓	✓	✓	✓	✓	✓
16						✓			
17				✓	✓	✓	✓		✓
18	✓	✓	✓		✓	✓	✓	✓	

19		✓		✓			✓		✓
20									
21	✓	✓	✓	✓				✓	✓
22			✓	✓	✓		✓	✓	✓
23		✓	✓			✓	✓		
24						✓	✓		
25	✓			✓		✓	✓	✓	✓
26	✓	✓	✓		✓	✓	✓	✓	
27						✓			
28		✓	✓	✓		✓			✓
29						✓			
30	✓	✓	✓	✓		✓	✓	✓	✓
31									
32	✓	✓	✓		✓		✓	✓	
33				✓	✓				✓
34		✓	✓		✓				
35	✓	✓	✓		✓		✓	✓	
36				✓	✓				✓
37	✓	✓	✓		✓		✓	✓	
38	✓	✓	✓		✓			✓	
39			✓	✓	✓				
40	✓	✓	✓		✓		✓	✓	
41									
42	✓				✓			✓	
43	✓	✓	✓	✓	✓	✓	✓	✓	✓
44	✓	✓	✓	✓	✓	✓	✓	✓	✓
45	✓	✓	✓	✓			✓	✓	✓
46					✓		✓		
47	✓		✓		✓	✓		✓	
48			✓		✓	✓	✓		
49	✓	✓	✓		✓	✓		✓	
50	✓	✓		✓		✓	✓	✓	✓
51			✓	✓			✓		
52	✓		✓	✓		✓	✓	✓	✓
53	✓	✓	✓			✓	✓	✓	
54	✓	✓	✓			✓	✓	✓	
55		✓	✓	✓		✓	✓	✓	✓
56	✓	✓	✓	✓		✓		✓	✓
57			✓			✓	✓		
58						✓			
59	✓	✓	✓	✓			✓	✓	✓
60	✓		✓				✓	✓	
61	✓		✓			✓	✓	✓	
Σ	31	31	41	28	27	34	37	34	26
%	50.82%	50.82%	67.21%	45.90%	44.26%	55.74%	60.65%	55.74%	42.62%

The diagnosis test reflects that 61 students have committed more errors in above mentioned nine components: script writing 50.82%, Varna and Matra 50.82 %, Line on the top 67.21%, noun 45.90%, pronoun 44.26%, Adjective 55.74%, Punctuation 60.65%, Correct the sentence 55.74% and tense 42.62%. According to these interpretations the researcher has prepared the remedial program.

The researcher has selected above mentioned components of writing Hindi. It was observed that only 22.95% students have committed errors in three or less than three components. 3. 28% students have committed errors in all the components and 73.77% students have committed errors in four or more than four components.

4.3 Objective 2. To develop a remedial programme on diagnosed errors in written Hindi of elementary school students.

According to interpretation the researcher has prepared the remedial program me.

Schedule for remedial program

Sr. No	Name of activity	Components covered	Duration
1	Script writing	Consonants, Vowels, simple words	20 minutes
2	Varna and matra	Words, sentences, line on the top	20 minutes
3	Joining parts	Line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
4	Jumbled noun	noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
5	Role play	pronoun, noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes

6	Tag the picture	Adjective, pronoun, noun, line on the top (shiro rekha), sentence formation, punctuation, tense, and words	20 minutes
7	Puzzles (Paheli)	pronoun, noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
8	Sentence Antakshari (Chaining)	present tense, past tense, future tense	105 minutes
9	Post test		45minutes

On the basis of errors diagnose the following programme was developed.

❖ **Number of activity:** 1

Name of activity : Script Writing

Objectives of the activity:

- To give drilling in script writing to students.
- To make students clear about vowels and consonants in Hindi.
- To enable students to write correct vowels and consonants.

Components covered: Consonants, Vowels, simple words

Duration: 20 minutes

Material used: Paper, Pen, Flashcards

Procedure:

- Step 1: Divide students into four groups.
- Step 2: Ask students to write vowels and consonants.
- Step 3: Instruct students to write 15 words on consonants and vowels.

Step 4: Show flash cards to students and ask to identify vowels and consonants.

❖ **Number of activity:** 2

Name of activity : Varna and Matra

Objectives of the activity:

- To enable students to differentiate between Gujarati and Hindi Varna and matra.
- To enable students to use correct and proper punctuations and matras.
- To enable students to write correct words and sentences.

Components covered: Words, Sentence framing, Line on the top (shiro rekha).

Duration: 20 minutes

Material used: Chart, White Paper, Pen, High lighter.

Procedure:

Step 1: divide students into groups of seven.

Step 2: Distribute blank papers among students

Step 3: show students chart prepared by the researcher.

Step 4: Explain students Varna and matra through chart.

Step 5: Explain difference between Gujarati and Hindi language Varna and matra to students

Step 6: Guide students to prepare similar chart in the class.

❖ **Number of activity:** 3

Name of activity : Joining parts

Objectives of the activity:

- To make students aware about importance of shiro rekha in Hindi language writing.
- To improve their writing skills in Hindi language.

Components covered: Line on the top (shiro rekha), Sentence formation, Punctuation, Tense, Words

Duration: 20 minutes

Material used: Puzzle box, Paper, Pen

Procedure:

- Step 1: Divide students into groups of four
- Step 2: Give puzzle boxes in each group
- Step 3: Tell students to join that puzzle box
- Step 4: Ask to stick piece of picture to make it meaningful picture.
- Step 5: Carry out discussion based on activity about importance shiro rekha.
- Step 6: Give writing task on particular topic

❖ **Number of activity:** 4

Name of activity : Jumbled Noun

Objectives of the activity:

- To revise their previous knowledge about noun
- To help students in identifying different types of noun

Components covered: noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words

Duration: 20 minutes

Material used: grains and pulse, liquid, help of students, pictures

Procedure:

- Step 1: Collect different kind of things like grains, liquid, pictures of things, teams, groups etc.
- Step 2: Prepare a table on black board of different kinds of noun.
- Step 3: Show students collected things and tell students to write in particular cell.
- Step 4: Tell students to copy down in their paper given by researcher.
- Step 5: Divide students into groups of five.
- Step 6: Allot activity sheet in each group to identify a noun.
- Step 7: Instruct students to perform activity in the group.
- Step 8: Prepare a chart of noun and display it in your class.

❖ **Number of activity:** 5

Name of activity : Role play

Objectives of the activity:

- To revise their previous knowledge about pro noun
- To help students in identifying different types of pro noun

Components covered: Pronoun, Noun, Line on the top (shiro rekha), Sentence formation, Punctuation, Tense, Words

Duration: 20 minutes

Material used: A Script for Role Play

Procedure:

- Step 1: Divide students into groups of seven
- Step 2: Select few students from the class
- Step 3: Show students a script prepared by researcher
- Step 4: Tell students to enact that script
- Step 5: Write pronoun used in script on black board
- Step 6: Tell students to prepare a short conversation using pronoun written on the blackboard and perform.

❖ **Number of activity:** 6

Name of activity : Tag the Picture

Objectives of the activity:

- To revise students previous knowledge about Adjective
- To help students in identifying different types of Adjective

Components covered: Adjective, Pronoun, Noun, Line on the Top (shiro rekha), Sentence formation, Punctuation, Tense, and Words

Duration: 20 minutes

Material used: Various pictures, Video

Procedure:

- Step 1: make pairs of students in the class.

Step 2: Show Adjective related video to the students in the class.

Step 3: Explain a video to students.

Step 4: Give students pictures and tell students to write adjectives used in the pictures.

Step 5: Tell students to write few sentences about the pictures.

Step 6: Tell students to identify adjectives used in sentences.

Step 7: Give one paragraph to students and tell students to identify adjectives used in it.

❖ **Number of activity:** 7

Name of activity : Puzzles (Paheli)

Objectives of the activity:

- To enable students to know correct punctuations
- To make students understand real essence of the sentences by knowing punctuations

Components covered: pronoun, noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words

Duration: 20 minutes

Material used: paper, pen

Procedure:

Step 1: Divide students into groups of four

Step 2: Distribute puzzles in the group.

Step 3: Instruct them to solve the puzzle in the group.

Step 4: Explain various components covered to the students.

Step 3: Distribute a paper in which some words are written to each group.

Step 4: Instruct students to write puzzles using different punctuations

❖ **Number of activity:** 8

Name of activity : Sentence Antakshari (Chaining)

Objectives of the activity:

- To enable students to use present tense
- To enable students to use past tense
- To enable students to use future tense

Components covered: present tense, past tense, future tense

Duration: 105 minutes

Material used: Paper, Pen, Video, help of students, Poem

Procedure: Day 1

Step 1: Give five sentences to five students in present tense

Step 2: Tell students to make another related sentences in present tense

Step 3: Tell students to write sentences used in the game in sequence

Day-2

Step 1: divide whole class into groups of four

Step 2: assign different activities to these groups

Step 3: first group will prepare a story

Step 4: second group will prepare a poem of their choice

Step 5: third group will prepare essay on a leader of their own choice

Step 6: fourth group will write a summary of their favorite movie

Step 7: all groups will present their activities in front of the class

Step 8: then researcher discuss the activities in the past.

Step 9: researcher recite poem in the class

Day-3

Step1: Ask certain questions based on future tense

Step 2: Engage students in writing future essay

Step 3: Discuss that essays in the class

4.4 Objective 3: To Implement the Remedial Programme on Diagnosed Errors in Written Hindi of Elementary School Students.

After the preparation of the programme it was implemented in the Anand High School of Anand on the seventh standard students.

Sr. No	Name of activity	Components covered	Duration
1	Script writing	Consonants, Vowels, simple words	20 minutes

2	Varna and matra	Words, sentences, line on the top	20 minutes
3	Joining parts	Line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
4	Jumbled noun	noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
5	Role play	pronoun, noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
6	Tag the picture	Adjective, pronoun, noun, line on the top (shiro rekha), sentence formation, punctuation, tense, and words	20 minutes
7	Puzzles (Paheli)	pronoun, noun, line on the top (shiro rekha), sentence formation, punctuation, tense, words	20 minutes
8	Sentence Antakshari (Chaining)	present tense, past tense, future tense	105 minutes
9	Post test		45minutes

Day 1

On the second day, the researcher had taught the students script writing through activity using flesh cards, the researcher had also taught them vowels and consonants by using chart and classification method. She had also made them to write ten words using vowels and consonants.

Day 2

On the third day, the researcher had taught them Varna and Mara. She taught them how to classify between 'Sa' and 'Sh' and then assign them activity using 'Sa' and 'Sh'. They wrote ten words using 'Sa' and 'Sh' and other words syllable also like 'Chha', 'ksha'.

Day 3

On the fourth day, the researcher had taught them Line on the Top by using activity of joining parts where they have to join different body parts but it was without head so they learnt the importance of Line on the Top. They also practiced the same activity by drawing pictures. After the activity the re

Day 4

On the next day the researcher has given the game to identify different things place on the table. The researcher has placed many things like water, book, oil etc. then she taught different kinds of noun and then she told to classify the things placed on the table then asked them to write more noun words.

Day 5

On the next day the researcher taught students pronoun using role play method. She divided the students into small groups and then gave them some pronoun in paper and asked them to prepare dialogues using given pronoun and last students have performed written dialogues. She also taught them definition of pronoun on black board and made them to write in their note book.

Day 6

On the next day the researcher taught the students adjective. She showed them video related to adjectives taught them adjectives. Then the researcher show them different pictures like roses, girls and boys, books and asked them to write sentences on that pictures. Researcher also gave them paragraph and asked them to find out adjectives from the paragraph.

Day 7

On the next day the researcher taught them punctuation using puzzles activity. She divided the class in the small groups and then she gave them some puzzles in the papers and asked them to notice used punctuation. Then she also gave them some words to make puzzles using all the punctuations in groups.

Day 8

The next component taught by the researcher was tense. She taught them present tense, past tense and future tense. The present tense was taught by using sentence antakshari. The researcher gave them five words and they have to continue the chain in present tense. To teach past tense she divided the class into groups and assign different activity like preparing story, write about their favorite movie, to write a poem and write an essay on their favorite leader and then asked them to present their work later the researcher has explained the activities in the past. The researcher has also recited one poem in past tense and explained them past tense. The researcher has asked them certain questions based on future tense. Then she distributed some questions related to future tense to write. Then the researcher gave them an essay to write topic was: "India in 2050" the second topic was "If you get a magical stick"

Day 9

The researcher has administered post test in order to observe the learning of the students.

4.5 Objective 4: To study the effectiveness of the remedial programme on diagnosed error in written Hindi of elementary school students.

To achieve this objective the researcher has administered achievement test on the students then computed and converted the data into percentage. Then the researcher has compared both diagnose test and post test percentage and also calculated the reduction of the students into percentage.

4.6 Table of Achievement Test

NO	Script writing	Varna and Matra	Line on the top	Noun	Pronoun	Adjective	Punctuation	Correct the sentence	Tense
1				✓					✓
2	✓		✓						
3	✓	✓	✓						
4		✓	✓	✓					
5	✓		✓	✓					
6	✓	✓					✓		
7		✓	✓		✓				
8			✓			✓			✓
9		✓	✓	✓	✓				

10	✓							✓	
11				✓	✓				✓
12							✓		
13	✓		✓	✓				✓	
14									
15	✓			✓					✓
16									
17				✓					✓
18	✓	✓	✓		✓				
19		✓		✓			✓		
20									
21	✓		✓	✓					
22				✓				✓	✓
23		✓	✓						
24						✓			
25	✓			✓					✓
26	✓	✓	✓		✓		✓	✓	
27						✓			
28		✓		✓		✓			✓
29									
30	✓	✓		✓		✓			
31									
32	✓	✓	✓				✓		
33				✓					✓
34									
35	✓	✓	✓					✓	
36				✓	✓				✓
37	✓	✓						✓	
38	✓	✓	✓						
39			✓	✓	✓				
40	✓	✓	✓						
41									
42					✓			✓	
43				✓		✓			✓
44		✓		✓		✓		✓	✓
45		✓	✓	✓			✓		✓
46					✓		✓		
47	✓		✓			✓		✓	
48					✓	✓			
49	✓	✓				✓		✓	
50	✓	✓		✓		✓		✓	✓
51							✓		
52	✓		✓	✓		✓		✓	✓
53		✓				✓	✓	✓	
54	✓	✓	✓			✓		✓	

55		✓		✓		✓		✓	✓
56		✓	✓	✓		✓		✓	✓
57			✓			✓			
58						✓			
59	✓	✓	✓	✓				✓	✓
60	✓		✓					✓	
61	✓					✓		✓	
Σ	25	24	25	25	10	12	9	19	18
%	49.98%	39.94%	40.98%	40.98%	16.34%	19.72%	14.75%	31.15%	29.51%

The Achievement test reflects that there was considerable improvement in the students. They committed fewer errors in the above mentioned nine compotes in the achievement test scores. The errors committed by the students were i.e. script writing 49.98%, Varan and Matra 39.94 %, Line on the top 40.98%, Noun 40.98%, Pronoun 16.34%, Adjective 19.72%, Punctuation 14.75%, Correct the sentence 31.15% and tense 29.51%.

4.7 Comparative Table of diagnose test and achievement scores.

No	Components Name	Diagnose -Test	Post-Test
1	Script writing	50.82 %	40.98 %
2	Varna & Mantra	50.82 %	39.94 %
3	Line on the top(sherorhekha)	67.21 %	40.98 %
4	Noun	45.90 %	40.98 %
5	Pronoun	44.26 %	16.34 %
6	Adjective	55.74 %	19.72 %
7	Punctuation	60.65 %	14.75 %
8	Correct the sentence	55.74 %	31.15 %
9	Tense	42.62 %	29.51 %

Component: 1 Script writing

On Various aspects of Hindi writing diagnose test was administrated & it was found that students made mistakes in script writing, Varna and matra, line on the top, noun, pro-noun, Adjective, punctuation, correct the sentence and tense. On 'script writing' 50.82% of the class had made mistakes in written Hindi, after the remedial

programme there was improvement in the writing of Hindi language of the students. An errors commitment of students has reduced to 40.98 % which shows reduction of 9.84 %.

Component: 2 Varna Matra

On Various aspects of Hindi writing diagnose test was administrated & it was found that students made mistakes in script writing, Varna and matra, line on the top, noun, pro-noun, Adjective, punctuation, correct the sentence and tense. On 'Varna Matra' 50.82% of the class had made mistakes in written Hindi, after the remedial programme there was improvement in the writing of Hindi language of the students. An errors commitment of students has reduced to 39.34 % which shows reduction of 11.48 %.

Component:3 Line on the top

On Various aspects of Hindi writing diagnose test was administrated & it was found that students made mistakes in script writing, Varna and matra, line on the top, noun, pro-noun, Adjective, punctuation, correct the sentence and tense. On 'Line on the top' 67.21% of the class had made mistakes in written Hindi, after the remedial programme there was improvement in the writing of Hindi language of the students. An errors commitment of students has reduced to 40.98 % which shows reduction of 26.23 %.

Component:4 Noun

On Various aspects of Hindi writing diagnose test was administrated & it was found that students made mistakes in script writing, Varna and matra, line on the top, noun, pro-noun, Adjective, punctuation, correct the sentence and tense. On 'Noun' 45.90% of the class had made mistakes in written Hindi, after the remedial programme there was improvement in the writing of Hindi language of the students. An errors commitment of students has reduced to 40.98 % which shows reduction of 4.92 %.

Component:5 Pro-Noun

On Various aspects of Hindi writing diagnose test was administrated & it was found that students made mistakes in script writing, Varna and matra, line on the top, noun, pro-noun, Adjective, punctuation, correct the sentence and tense. On 'Pro-Noun' 44.26% of the class had made mistakes in written Hindi, after the remedial programme there was improvement in the writing of Hindi language of the students. An errors commitment of students has reduced to 16.39 % which shows reduction of 27.87 %.

Component:6 Adjective

On Various aspects of Hindi writing diagnose test was administrated & it was found that students made mistakes in script writing, Varna and matra, line on the top, noun, pro-noun, Adjective, punctuation, correct the sentence and tense. On 'Adjective' 55.74% of the class had made mistakes in written Hindi, after the remedial programme there was improvement in the writing of Hindi language of the students. An errors commitment of students has reduced to 19.72 % which shows reduction of 36.07 %.

Component: 7 Punctuation

On Various aspects of Hindi writing diagnose test was administrated & it was found that students made mistakes in script writing, Varna and matra, line on the top, noun, pro-noun, Adjective, punctuation, correct the sentence and tense. On 'Punctuation' 60.66% of the class had made mistakes in written Hindi, after the remedial programme there was improvement in the writing of Hindi language of the students. An errors commitment of students has reduced to 14.75 % which shows reduction of 47.91 %.

Component: 8 Correct the sentence

On Various aspects of Hindi writing diagnostic test was administrated and it was found that students made mistakes in script writing, Varna and matra, line on the top, noun, pro-noun, Adjective, punctuation, correct the sentence and tense. On 'Correct the sentence' 55.74% of the class had made mistakes in written Hindi, after the remedial programme there was improvement in the writing of Hindi language of the students. An errors commitment of students has reduced to 24.59 % which shows reduction of 31.15 %

Component: 9 Tense

On Various aspects of Hindi writing diagnose test was administrated & it was found that students made mistakes in script writing, Varna and Matra, line on the top, noun, pro-noun, Adjective, punctuation, correct the sentence and tense. On 'Tense' 42.62% of the class had made mistakes in written Hindi, after the remedial programme there was improvement in the writing of Hindi language of the students. An errors commitment of students has reduced to 29.51 % which shows reduction of 13.11 %

4.8 Conclusion

Thus, this chapter gives the detail analysis of diagnose-test and post-test. By analyzing this chapter it is clear that such kind of the remedial programme can be helpful for the improvement of Hindi language writing errors of elementary school students. There was considerable improvement in the scores of students between diagnose test and post test. Students have committed many errors in the diagnose test but after the remediation the students Hindi language writing was improved.

Chapter V

Findings, Implications and Conclusion

5.1 Introduction

After having presented the data analysis and data interpretation the next thing is to give a comprehensive collaborative picture of the scenario that emerged from the process done in the previous chapter. The present chapter an attempt has been made to provide to reader a gist of the study through major findings, suggestions and implication.

5.2 Findings

5.2.1 Findings based on Diagnostic Test in Hindi language writing

- 50.82% of students committed errors in use of Script writing.
- 50.82% of students committed errors in use of Varna and Matra.
- 67.21% of students committed errors in use of Line on the Top (Sherorekh).
- 45.90% of students committed errors in use of Noun.
- 44.26% of students committed errors in use of Pronoun.
- 55.74% of students committed errors in use of Adjectives.
- 60.65% of students committed errors in use of Punctuation.
- 55.74% of students committed errors in use of Correct the sentence.
- 42.62% of students committed errors in use of Tense.

5.2.2 Findings based on remediation of Hindi Language Writing Error Committed by Students of Standard VII

- 40.98% of students committed errors in use of Script writing after remediation programme. There was a reduction of errors 9.84% in use of Script writing of the students.
- 39.34% of students committed errors in use of Varna and Matra after remediation programme. There was a reduction of errors 11.48% in use of Varna and Matra of the students.

- 40.98% of students committed errors in use of Line on the Top after remediation programme. There was a reduction of errors 26.23% in use of Line on the Top of the students.
- 40.98% of students committed errors in use of Noun after remediation programme. There was a reduction of errors 4.92% in use of Line on the Top of the students.
- 16.34% of students committed errors in use of Pronoun after remediation programme. There was a reduction of errors 27.92% in use of Pronoun of the students.
- 19.72% of students committed errors in use of Adjective after remediation programme. There was a reduction of errors 36.02% in use of Adjective of the students.
- 14.75% of students committed errors in use of Punctuation after remediation programme. There was a reduction of errors 45.9% in use of Punctuation of the students.
- 31.15% of students committed errors in use of Correct the Sentence after remediation programme. There was a reduction of errors 22.59% in use of Punctuation of the students.
- 29.51% of students committed errors in use of Tense after remediation programme. There was a reduction of errors 13.11% in use of Tense of the students.

5.2.3 Findings on the basis of Remediation Programme

- There was a considerable difference between diagnostic test and post test of the students in Hindi language writing errors.
- It was found that all the sessions helped students to understand the components covered by the researcher.
- Role play, story writing, essay writing, chart making, dialogue writing, drilling technique and other activities helped students in understanding the components relegated to Hindi writing errors covered by the researcher.
- The exposure to the programme helped in improvement of Hindi writing errors.

- The active participation of the students reflected that they had understood the components covered by the researcher thoroughly during sessions.
- Looking at the average scores from all the students, majority of the students have performed their better learning from the session of the programme in their diagnose test and achievement test scores.
- Active participation of all the students reflects that they enjoyed all the activities given by the researcher.

5.3 Suggestions

The researcher has provided some suggestions based on experience gained during this study. Suggestions are given for Hindi teachers and suggestions for Education Department.

5.3.1 Suggestions for Education Teachers

- Teachers should keep in mind the objectives of language learning while doing curriculum planning for teaching every year, based on their own experience and observation of students' performance.
- Teachers should emphasis on concreteness of usage in language expression by enough drilling giving relevant exercise, by adopting activities and providing interesting illustrations or quizzes.
- Teacher should encourage listening and reading skills in the class instruction which may influence their speech and later on reflect in written form as well.
- Teacher should help in developing the habit of referring to Hindi dictionary or such other sources for vocabulary development and correctness of spelling etc.
- Teacher should encourage the students to write in simple way about their own experience observed events of their own understating of language.
- Teacher should identify their weaknesses regarding teaching process by self observation and also by getting feedback from the students for the self improvement.
- Language teacher should have the knowledge of subjects other than their subject only.

- Language teacher should be innovative.

5.3.2 Suggestions for Education Department

- Teachers who work sincerely for a long time in rural areas and develop schools and become useful to the society should be rewired.
- Some schools should be selected as project school in which Educational, experiments on role of teacher can be undertaken and the result it should sent to each school.
- The Education department should encourage in-service programme such as seminar of lectures. There should be an orientation programme for the teacher in order to improve upon main perspective of his/her level.

5.3.3 Suggestions for Syllabus Framers and Curriculum Designers

- Syllabus Framers can change the present scenario of the teaching-learning with the implementation of such innovative program. In the tapestry of syllabus designing the strings of need of the learners and cultural setting should be kept in mind. They should study the needs of different discipline and they also need to keep in mind the importance of Hindi in the society.
- The syllabus framers should provide a teachers' manual along with the format of techniques used in text better execution.
- The curriculum designer should be flexible enough to cover various aspects of life and language through the use of such experimental techniques. Beside its implementation, the mode for the execution of language competence and learners' performance should be rewarded.
- They should design syllabus activity based so learners can learn it with interest and it will last forever.

5.4 Scope for Future Studies

- Study can be done in bigger sample with representative secondary school.

- A study can be undertaken complying grammar of Hindi Verb, Adverb, Spelling errors, Snadhi, Alankar, Samas, and Chhand.
- A diagnostic study can be done in other languages like Gujarati, English, Sanskrit.

5.5 Educational Implications of the present Study

Main aim of teaching language is development of four skills that i.e. Listening, Speaking, Reading and Writing. So it implied that these four aspects are closely related and each one influences other: Hence weakness in any of the will influence the performance of students. So there is need for practice and evaluation in all four aspects of language learning.

Teacher should encourage the students to write in simple way about their own experience and observe events (creative writing) rather than monotones topic for compositions work. Teacher should help the students to reduce errors by developing proper understanding about the possibility of errors and their avoidance in written expression and oral expression.

For achieving all the above things the teachers' teaching Hindi language must be fully equipped and efficient in all language aspects and related pedagogical requirement. The content of text book must develop love for language get must be pleasure with full of illustration. The different gains related to development of language skills must the part of curriculum text book must not content too many errors of printing. Teachers should employ different activities to teach different component related to language.

5.6 Conclusion

The study was undertaken with the aim to diagnostic the errors in written Hindi and to remediate the elementary school students of Gujarati medium affiliated to GSEB. As earlier discussed importance of Hindi and being citizen of India we need learn this language therefore the researcher has adopted experimental method for the present research as the researcher had studied different Hindi enhancement researches, Diagnosis researches in other subjects, all the researches were in experimental form. The researcher has got insight from the reviewed researches which she has put in

chapter two review of related literature. The researcher has selected diagnostic test from the annual answer script of the students, semi-constructed interview for the teachers, and achievement test as the tool for the present research. The researcher has prepared a remediation programme with lot of care and after studying diagnose test from the annual answer script of the students, semi-constructed interview for the teachers. For this purpose the researcher has prepared semi-interview form for Hindi language teachers. By analysing the interview and students annual answer script the researcher had decided the component for the remedial programme. The researcher has prepared a remedial programme and validated it with the two different experts of Hindi language and the suggestions given by the experts were considered. The experts suggested including components like Adjectives, Essay writing, poem recitation for more language exposure, the experts also suggested to prepare programme based on activities to make it more effective as children are more enthusiastic, curious and task oriented. So, activity based programme can help them in a better way.

The researcher has selected seventy students of seven standard from Anand High school of Anand for the implementation of the programme. There were four divisions of standard seven in the school but teachers suggested seventh D class as they were weakest in all the four class. The researcher had diagnosed seventy students but some of nine students remain absent during the experimentation and during achievement test. Hence the researcher has selected sixty one students for the present study.

The researcher faced many challenges while implementing the programme as the students were not so mature and were very excited to do activities. So sometimes the classes were very noisy and it was disrobing for the other classes but after few classes students were used to for the activity based class. The results of the presents reflect that there is a positive effect on the students of activity based class. There can be more detailed study in the same areas.

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