

CHAPTER-2
REVIEW OF RELATED
LITERATURE

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2.0 INTRODUCTION

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

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

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

2.1.1 CHINNAPA,P.(1978)

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

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

Methodology

The tools of research used were a questionnaire, an achievement test in Hindi and an interview schedule. In addition, the Hindi Textbook and the Syllabus also provide data. The achievement test focused knowledge, comprehension, language skills, analysis, originality and translation. The test items were tried out and the final selection was made on the basis of

their difficulty value and discrimination indices. The sample consisted of 1960 students from the school of Andhra region studying in class VII and learning Hindi as the second language of these students those who secured less than 20 percent were interviewed. The questionnaire was sent to 480 teachers of whom 262 responded. The data obtained were tabulated and converted into percentage. The

major findings of the study were:

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

Principles: Underlying curriculum and pedagogy of Hindi of learning Hindi as a new language

can fruitfully draw upon a framework that derives from principles and methodologies

developed for teaching French or English as Second/Foreign language.

The following are some key principles:

- Providing age appropriate, rich exposure to Hindi.
- Giving ample room for repetition, revision and memorization.
- Calibrating the expected output from students with carefully formulated goals.
- Providing opportunities for using the language in 'real' situations.

2.1.2 Kumari, Nanda P. 1992.

• *“A diagnostic study of error in written Hindi Secondary Student of Central School in the Madras Region”*

• **Problems:**

• It attempts to identify and study error in written Hindi of class X standard in central schools in Madras region.

• **Objective:**

- i. To identify the major error in written in Hindi to Central School in standard X
- ii. To classify the errors into major functional grammatical skills.
- iii. To study the classifying and arrangement the major relative proportion of the error with a view to classifying and arranging the major areas in this other source under of their importance
- iv. To determine the source and cause of errors identified.

• **Methodology:**

• The sample of consisted of 840 students of standard X of 24 central Tamilnadu. Proportionate stratified cluster sampling technique was used to draw the sample. The tools use included a Diglottic Test in Hindi for standard X developed by the investigator the Kerala non-verbal groups Test of intelligence of data were treated using Pearson's correlation apart from test of significant difference between percentages and between means a large interdependent sample.

•Major Findings:

- i. Percentage incidence of errors above 75% (very high) in the total sample was found in six grammatical areas. Viz parsing (97.5%) Punctuation (88.86%) and compounds (77.65%)
- ii. Significant difference existed in the mean scores of incidence of errors between Karla Students and Tamilnadu students. Hindi students and non-Hindi students, high-SES, Average SES, low –SES students (taken in pairs) are high achievers.

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

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

Data for the study were obtained through the administration of graded spelling test, speech recordings and observations. The sample comprised 500 pupils of secondary school class drawn from all over Kerala. There were 250 boys and 250 girls in the sample drawn from urban and rural school. Frequencies of error were tabulated and compared. He found that the major areas of difficulty were in conjunctions and in letters having smellier shapes.

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

2.1.4 Mr. Amin Rahul I., *A Study On Status Of Teaching of Hindi In Secondary Schools Of*

Vadodara City (Indian e-Journal on Teacher Education (IEJTE) **Bi-Monthly e-Journal**

Objectives of the Study:

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

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

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

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

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

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

Methodology:

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

Major Findings and Discussion:

The **Education Commission (1964-66)**, said that government realized the facts and recommended the study of Hindi as essential feature of education at the school stage. It laid essential emphasis on strengthening the study of Hindi Now the Discussion on the present study basis on certain criteria's which are below, Investigator surveyed twenty four schools, it is found that schools had not difficulty in appointing Hindi teachers; also the Schools are not paying different scale of Salary to the teachers. But there are three schools which gave 3000 salary per month this low scale salary may be affected on the part of teaching in schools.

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

Learning Material: Most of the Schools are not organizing presentation by Scholars, it will give another effect on students because; from them students also want to develop some personality in his/her life. Most of the schools celebrate only Hindi day for Importance of Hindi language. Most of the schools promote students to take part in state level exams, and when investigator asked to the principals to give name of the students who had participated in examination then in some schools they have no data they had simple write the name of students. At a researcher point of view felt that we should maintain data which related to our institutions, its help to us as well others also. Most of Hindi teachers do not take part in seminars, Workshop and discussions organized by Educational Institutions. And it was found that school authorities are not encouraging teachers to take part in training organized by Educational Institutions. As we know that teacher should have update knowledge in the area of education, without attain any kind of training program teacher will not aware about what going on in surrounding.

It was found that the textbook of Hindi subject is quite appropriate to the level of students. It is also related to real life. Most of the Hindi teachers use lecture and storytelling method while teaching prose. There are number of workshop organized by educational institutions that, How to deliver content through using different methods? But they had not attained any

kind of training program so they do not aware. That is why investigator felt that they used only simple lecture method for teaching of Hindi.

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

Most of the teachers face Problems related to non-cooperation of students while teaching Hindi.

Students have been saying that there is nothing in the Hindi teaching. The Mother Tongue Gujarati was found to have a lot of impact on teachers in teaching Hindi as well as on the part of students in Gujarati medium secondary schools of Vadodara City. Allotted period for Hindi subject is found to be enough for Hindi teaching. Most of the Hindi teachers do not use Audio-Visual aid for teaching Hindi. Most of the Schools do not have language corner for reading. Most of the Hindi teachers evaluate to the students by asking questions & by reading. In Classroom, It is found that most of the Hindi teachers organize Unit test. All the Hindi teachers had given Assignment & Project Work as a part of evaluation. All the Schools organize Drama & Poetry recitation for evaluation. It is found that while reading Hindi students make mistakes in pronunciation and where to give proper stress on words. It is found that while writing in Hindi, Students make mistakes in full stop, coma, while making line on words. Most of the Students face problems regarding Vocabulary & influence of mother tongue Gujarati. Chitra (1999) also found that in her study that the student's do not put line on the top of words. They have poor vocabulary.

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

When investigator was interacted with the teachers and asked questions that which remedies will you use to overcome the problems related to students in reading, writing and speaking? Then some teachers said that we cannot do anything, because students had not taken seriously. Most of the Hindi teachers suggested that Hindi subject should be made compulsory from Standard I to standard XII. Most of the Hindi teachers suggested that

Government should also do something in the area of Developing Software for Teaching of Hindi. Vyas (1978) also found that, Hindi which was not considered satisfactory Hindi should made compulsory at schools level.

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

Objective of the Study

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

Methodology

Survey method was used for investigation

Main Findings

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

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

A word in connection with the nomenclature of 'second language' and 'foreign language'. A second language is usually defined as a language that is not used at home but is often available in ample measure in the environment. A foreign language, on the other hand, is a language to which the learner has hardly any exposure other than in the classroom. The complex linguistic map of India presents a picture that gives multiple meanings to what is ostensibly dubbed as 'second language' in school timetables. For example, in English-medium schools within the Hindi belt, children of tenend up opting to study essentially what is their

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

2.2 REVIEW OF HINDI LANGUAGE DEVELOPMENT IN DIFFERENT ENVIRONMENT.

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

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

Objective:

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

Methodology:

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

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

Problem:

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

Objectives:

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

Methodology:

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

Major Findings:

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

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

The investigation aimed to study the areas of differences similarity in Marathi and Hindi language, the influence of mother tongue in the use of Hindi, the error committed by the students and to offer suggestion for improvement in the curricula and teaching of 2nd language. The investigation was limited to the study of the proficiency of the students having Marathi as mother tongue written usage of Hindi as a 2nd language.

2.2.4 Nair. (1966).

Conducted study keeping in view the writing aspect of the study in English language and studied causes of such errors at secondary level. Researcher followed qualitative technique to find out the common errors. The researchers used frequency and percentage distribution whenever necessary. With the regard to findings to findings of the study it was found that many students committed errors related to spelling and punctuation marks, he also found that students faced many difficulties in written English with respect to Verbs, punctuation marks, spelling and Vocabulary, ignorance of proper use of words in sentences, punctuation mark, and irregular use of words.

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

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

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

2.2.6 Vasava (2006) studied

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

2.2.7 Verma (1971)

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

2.2.8 Modaka (2009)

conducted a study on “effect of distributed and masses practices of vocabulary aspects embedded in a response card activity on actuation, generalization and maintenance of vocabulary knowledge “, Extensive vocabulary knowledge is critical to a student’s academic and social performance in school. However vocabulary is complex skills that overlap with many different skills and can be conceptualized with different dimension. While there is pressing need to provide effective and efficient vocabulary instruction at all levels, the perceived complexity of vocabulary knowledge. Available researcher suggest that students should (i) be actively engaged in instruction (ii) be allowed repeated practice opportunities.

The researchers have selected 30 teachers as sample of the study. Tools, interview, observation schedule. The findings of the study: (i) the mother tongue Gujarati was found to have a lot

(ii) Teacher faces main difficulty during classroom interaction.

(iii) Most of the teachers do not use black board.

2.2.9 Patel (2013)

conducted a study on “the present position of Hindi education in the Primary schools of Bharuch district. The Objectives of Study were,

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

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

Problem:

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

Objectives

- (i) To find out whether the textbook Hindi at graduation level contains the educational values in the subject –matter,
- (ii) To study analytically the ability and drawbacks of the textbooks of Hindi, and

(iii) To evaluate the textbooks with reference to values, needs, matter and questions with the help of specialists, teachers and students.

Methodology:

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

Major Finding:

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

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

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

prospective to our efforts. It will be help to launch the understanding the problems of learning Hindi throughout the length and breadth of our country.

2.3 IMPLICATIONS OF RELATED RESEARCH FOR THE PRESENT STUDY

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

Vasava (2006)

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

Jayram B.D. (1990)

has carried out survey and presented report on Language teaching situation in Hindi speaking states Haryana and Rajasthan. **Kumari, Nanda P. 1992**, carried out diagnostic study of error in written Hindi Secondary Student of Central School in the Madras Region.

Khandekar, M.P (1991)

presented study of educational values in the textbooks of Hindi at the graduation level in the college in Nagpur. **Gomathy, A (1982)**, studied a Diagnostics Study on the difficulties in Hindi spellings of high schools pupils in Kerala. . **Kundle (1982)** investigation was limited to the study of the proficiency of the students having Marathi as mother tongue written usage of Hindi as a 2nd language.

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

Oad.L.K. (1980) studied the diagnosis of error and program of language remedial teaching Hindi. **Verma (1971)** studied on methods and means of teaching Hindi. **Modaka (2009)** conducted a study on “effect of distributed and masses practices of vocabulary aspects embedded in a response card activity on actuation, generalization and maintenance of vocabulary knowledge “.

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conducted a studied the present position of Hindi education in the Primary schools of haruch district. Student had got problems in pronunciation of Hindi language. The reference books did not use much by the teacher; Lack of vocabulary in Hindi subject of the students was here. There had no such a speed in writing Hindi language. **Mr. Amin Rahul I.** studied status of teaching of Hindi in Secondary Schools of Vadodara City. In **Bi-Monthly e-Journal** it was found that while reading, Hindi students make mistakes in pronunciation and where to give proper stress on words. It was found that while writing in Hindi, Students make mistakes in full stop, coma, while making line on words. Most of the Students face problems regarding Vocabulary & influence of mother tongue Gujarati. Researches show that non-Hindi students faced difficulties in learning Hindi and some suggestions that emerge from the study are:

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

prepositions. The collected data were treated using ANOVA trend analysis and other tests of significance.

Major Findings:

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

All of the above studies are related to Hindi language. Some are concerned with Hindi speaking students, while others are concerned with non- Hindi speaking students. Many researchers show the difficulties of learning language. Some focus on the writing skills, grammar and vocabulary, while some focus on speaking skills and pronunciation. All reviews are related to my topic as every above topic covers one or more skills out of the four language skills. Some researchers have given suggestions improving Hindi language which are usable to my present study.

2.4 RATIONALE OF THE STUDY

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

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

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

our lives. What one needs to remember is that communication is a two-way process involving the speaker and the listener. Communication can only be considered effective if both aspects are achieved successfully.

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

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

Non-Hindi speaking students are plenty in all Gujarat Schools. When English medium student start learning languages, at that time all languages are same for them.. They speak Hindi in schools and mother tongue at home. During this period, learning English is difficult for them compared to Hindi. So they converse in Hindi because Hindi is a common language. Step by step, when the student goes to higher classes, he study four to five subjects in English medium except Hindi and naturally for the students feel Hindi is difficult language. Parents

also not help them as they study the English. Students get newspapers in the local language at home and there is no facility of reading Hindi newspapers at home.

Till 8th Standard, students have to study Hindi. From 9th standard options are available to choose

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

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

2.5 Conclusion

Chapter II talked about the various studies conducted that were related to the Non- Hindi states or Non Hindi students which are face the problem in learning Hindi. Different researchers have tried to do research in the same or related areas. The next chapter, chapter III talks about the Methodology used to undergo this study.