CHAPTER-3
METHODOLOGY

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3.0 INTRODUCTION

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

This chapter discusses the methodology adopted for present study. The main objective of the study was to find the difficulties faced by non-Hindi speaking students in learning Hindi of Standard VIII studying in English Medium Schools in Raipur City.

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

3.1 RESEARCH QUESTION

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

1) Why do the non-Hindi speaking students perform badly in Hindi?

2) What are the major difficulties faced by non-Hindi speaking students in learning Hindi?

3) How could the students be helped in making learning Hindi more effective?

3.2 STATEMENT OF THE PROBLEM

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

3.3 OBJECTIVE OF THE STUDY

1) To study the reason why non Hindi speaking student perform badly in Hindi.

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

3) To suggest ways students could be helped to learn Hindi better.

4) To find out if students improved after the subject teachers incorporated the suggestions in their regular teaching.

3.4 HYPOTHESIS

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

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

3.5 DEFINITION OF TERMS

LEARNING DIFFICULTIES

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

NON –HINDI SPEAKING STUDENTS

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

3.6 DESIGN OF STUDY

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

3.7 DELIMITATIONS OF STUDY

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

3.8 POPULATION OF THE STUDY

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

3.9 SAMPLE FOR THE STUDY AND SAMPLE SELECTION

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

Five percent of English Medium schools that are affiliated to GSHEB were randomly selected by drawing lots from Sankul-8. But as all the randomly selected schools were not made available for the study by the school authorities, the researcher had to take another two schools that readily give permission to conduct the study.

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

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

3.10 PROCEDURE FOR THE STUDY

1) Selection of sample

2) Semi structured interview schedule was conducted with the sample of students to further find out the reason for performing badly in Hindi and the lack of interest that they take in learning Hindi.

3) The student learning difficulties were found out by administering the test of Hindi that will be prepared by the researcher, comprising all four language skills.

4) The answer sheets of students who are weak in Hindi were analyzed and their learning difficulties will be found out. This information will be incorporated while preparing the test of Hindi.

5) The researcher was share the findings with the subject teacher who were requested to take remedial measures in their respective classes on a daily basis

6) Finally the parallel version of the test of Hindi was administered to see any significant change in their learning.

3.11 TOOLS FOR DATA COLLECTION

A test of Hindi comprised of all four objective of teaching language skills (namely reading, writing,

speaking and listening).

1) A Test of Hindi comprising all four language skills was prepared by the investigator. Two

parallel versions of the test were prepared by the investigator. One was used in pre-test and

another as post-test. The test may be found in Appendix.

2) Semi structured interview schedule to be used with the sample of students.

3) The semi structured Interview schedule to be prepared by the investigator for administering

to the teachers to get their idea of student difficulties. The tools prepared by the investigator were content validated by the subject teachers who are also

the subject experts for the study.

3.12 NATURE OF DATA ANALYSIS

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

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

3.13 CONCLUSION

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