CHAPTER 7
SUMMARY, CONCLUSIONS AND SUGGESTIONS:

Language is a social institution. In the words of Ben Johnson, "It is an instrument of society". It is the best and most developed means of communication amongst the persons - a means through which persons can understand one another and can have all sorts of exchange of thoughts, feelings and ideas.

Apart from being an indispensable means of intercommunication, language is essential for scholastic achievement. It is the foundation of all the studies in schools and college, a medium through which the child learns different subjects. Language has unique position in the school curriculum since it is both a subject of instruction, and a tool for achievement in other subjects. The present investigator undertook a review of investigations related to various problem areas in Hindi language and different programmes for diagnostic and remedial teaching. This review led her to the fact that significant studies have not been conducted to assess the problem areas in Hindi language and no attempt has been made to develop a remedial programme at primary level to solve the problem area related to Hindi language.

Accordingly, the investigator undertook the following problem:
7.1 **PROBLEM -**

"Development of a remedial programme in teaching of Hindi at primary school level". On the basis of description of Hindi language and a review of related studies, the following objectives were formulated for the present study.

1. To analyse the linguistic content of Hindi text book of class-V.
2. To survey the Hindi written work of the students of class-V, to determine the types of language errors committed by the students.
3. To categories and classify the types of Hindi language errors i.e. spelling vocabulary and sentence structure.
4. To prepare the diagnostic tests for diagnosing errors related to spellings, vocabulary and sentence structure of Hindi language.
5. To determine and compare the nature of errors related to Hindi spelling, vocabulary and sentence structure committed by class-V students (boys and girls).
6. To prepare a programme of remedial teaching in Hindi in order to rectify above mentioned language errors.

7.2 **DELIMITATION**

The following delimitations were worked out to define and delimit the scope of the present investigation.

1. The study was limited to class V Municipal Corporation Schools located in South Delhi.
2. Diagnostic tests in teaching of Hindi was limited to language errors only.
3. Language errors was limited to spelling, vocabulary and sentence structure in Hindi.
4. The remedial programme was limited to the above mentioned three aspects of Hindi language.

7.3 SAMPLE
The sample of the present study was consist of 200 students (100 boys and 100 girls) taken from four schools. 50 students (25 boys and 25 girls) from each school was included in the sample.

7.4 OBJECTIVES
The objectives suggested the need for tools to diagnose the various types of language errors i.e. spelling, vocabulary and sentence structure. After administering these tests on students, analysis and interpretation of data has been done. The major problem areas related to spelling, vocabulary and sentence structure were determined, programme of remedial teaching was prepared in order to rectify these language errors.

7.5 CONSTRUCTION OF DIAGNOSTIC TESTS:
In order to diagnose language errors three types of diagnostic tests were constructed. Each category consisting of two sub tests viz.: 
1. Spelling test  
   a) Production of correct spelling test and  
   b) Identification of correct spelling test

2. Vocabulary test  
   a) Test of synonymity and  
   b) Test of antonymity

3. Sentence structure  
   a) Word usage test  
   b) Word production test

All the six diagnostic tests were constructed by investigator herself. The diagnostic test for spelling errors was consisted of two types. In the first test misspelt words were given and the testee was required to produce the correct spellings of misspelt words. In second test multiple choice items were used. Each item has four words and the testee is required to identify the correct word. The diagnostic test for vocabulary errors consisted of two sub-tests - (a) Test of synonymity and (b) Test of antonymity. Both the tests consists of multiple choice items in test of synonymity. Each item consists of four words and the testee is required to identify the meaning of word. Where as in test of antonymity the testee is required to choose the correct antonym. The two tests consisted of 50 items. The diagnostic test for sentence structure is of two types. In the first test each item was presented in a sentence form with a gap for a word. A choice of two words were given along with the sentence. The testee is required to select an appropriate item to complete the sentence and testify his communication competence. The second test also consists of sentences. Each item is presented in a sentence form with a gap for a word. One word is given in the
brackets. The testee has to change this word in a way so as to transform the statement in a meaningful sentence. These two tests consisted of 50 items. All the six diagnostic tests were structured.

7.6 PRE-TRY-OUT AND TRY-OUT:
After pre-try-out, the tests were subjected for experimental try out. In the present study dichotomous criterion with top and bottom 27 percent cases were used for item analysis. These tests were tried out in the MCD Schools of South Delhi. After scoring and tabulation of data for item analysis difficulty value of each item was calculated. The items which were difficult for more than 25% students were selected for the final form of six diagnostic tests. The finally selected items for the six diagnostic tests were 25, 23, 22, 21, 17 and 21 respectively.

7.8 ADMINISTRATION OF TESTS:
The final form of the six diagnostic tests for language errors were administered upon 200 students 100 boys and 100 girls of M.C.D. Schools of South Delhi. The test administration was done according to procedure laid down earlier. It was completed in the month of March before the final examinations took place. After administration of the tests, proper scoring was done. The data was analysed in a tabular form.

7.9 ANALYSIS AND INTERPRETATION OF DATA:
The analysis of language errors was done in a tabular form. Frequencies of errors were noted down and percentage of errors
related to each difficulty was calculated. It was decided that if particular mistake is committed by more than 20% students it need to be corrected by providing a well planned and suitable remedial programme.

7.10 DEVELOPMENT OF REMEDIAL PROGRAMME:
The diagnostic test was prepared to diagnose the difficulties related to various types of language errors viz. spelling, vocabulary and sentence structure. The difficulties diagnosed by the tests have provided the basis for preparing a remedial programme.

**Spelling:** The difficult area in spelling consist of words, matras, consonants and clusters. The results indicate that wrong pronunciation and weak foundation of alphabetical structure is the major cause of spelling errors. It was decided to prepare a remedial programme related to Hindi spellings which was classified as practice in pronunciation, practice in writing and practice in recognising word pairs having similarity in construction.

**Vocabulary:** The difficulties related to vocabulary were categorised as Synonym and Antonym as well as abstract meaning and concrete meaning of the words. In the remedial programme for vocabulary errors a list of most difficult synonym and antonym words were prepared. The Synonym words having different shades of meaning were explained by their usages in different sentences. The antonym words were
also explained by using the given word and its antonym in a single sentence while preparing remedial programme for vocabulary errors more abstract words were taken in comparison to concrete words.

**Remedial programme for the errors in sentence structure:**

The difficult areas in sentence structure is related to the use of noun, pronoun, verb, adverb, adjective, preposition and conjunction. Students usually commit mistakes in the correct usage and correct formation of these words in sentences. Five different types of practice exercises were prepared to provide practice in correct usage of words in sentences and correct formation of words in sentences. To see the effectiveness of the remedial programme pretest –posttest experimental design was used by taking two groups of students viz. control group and experimental group. The diagnostic test was used as a tool for pretest and post test. The pretest was administered on the students of experimental as well as control group.

The remedial teaching programme prepared by the investigator was given to the experimental group while the control group was following its usual teaching learning programme in school. The investigator herself taught the experimental group for one hour each day for a month. She gave the programme to the students and explained the difficult points related to spelling, vocabulary and sentence structure in Hindi. Students were given practice in pronunciation, reading and writing of words and...
sentences as per the programme. After conducting the remedial teaching programme for a month post-test on both the group - Experimental as well as Control, was administered.

The scores of each student of the two group at the stage of pretest as well as post test was noted down. The average errors of both the groups at the stage of pretest as well as post test was calculated. The t-test was applied to determine the significance of the difference in spelling errors committed by the control group & experimental group at pre-test and post test level. It was found that the language errors of experimental group has been significantly reduced after going through the remedial programme.

7.11 SUGGESTIONS FOR FURTHER RESEARCH:

1. The present study is limited to diagnose the difficulties related to spellings, vocabulary and sentence structure only. The remedial programme may be prepared to diagnose the difficulties related to reading, writing and grammar of Hindi language also.

2. Considering the fact that the present study was conducted on fifth grade students only, there is need to replicate this study in different grades of primary as well as secondary stages of education.
3. Considering the fact that the errors committed by boys is more in comparison to girls. The teachers of the boys school should make special provision for the remedial programme to rectify the language errors.

4. Considering the fact that the present study has been restricted to the MCD Schools of South Delhi alone. It may be replicated in other types of schools e.g. private and aided schools of other regions of Delhi as well as other places outside Delhi - both urban as well rural areas may be selected for such studies.

5. Considering the fact the remedial programme of the present study was conducted for one month by the investigator only. Such remedial programme may be taken up by the teachers teaching Hindi in their classes for the whole year and the efficacy of the programme may be determined on the basis of the achievement of the respective students.

6. The present remedial programme has been developed for Hindi language only such programmes may be prepared for correcting the difficulties of students offering English as well as other Indian languages too.